

## CBCS BA Honours Syllabus in English 2016

### Abstract

#### Credit add-up

▶ Core:	70 credits + 14 (Tutorial)
▶ Discipline Specific Elective:	15 credits + 3 (Tutorial)
▶ Generic Elective:	20 credits + 4 (Tutorial)
▶ Ability Enhancement Compulsory Course*	08 credits
▶ Skill Enhancement Course:	08 credits
▶ Dissertation (In lieu of 1 DSE paper):	06 credits

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Total:	148 credits
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#### Marks add-up

▶ Core courses:	1400 marks
▶ Discipline Specific Elective:	300 marks
▶ Generic Elective:	400 marks
▶ Ability Enhancement Compulsory Course*	200 (100X2) marks
▶ Skill Enhancement Course:	200 (100X2) marks
▶ Project:	100 marks

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Total:	2600 marks
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**\*Ability Enhancement Compulsory Course no longer contains an English component but is nevertheless a part of CBCS BA Honours syllabus in English and has been included here in order to show the total credit for the B.A Honours programme.**

#### Core courses

Credits: 70 credits (05 credits per core X 14 core = 70 credits) + 14 credits (tutorial)

Cores offered:

- ▶ Core 1: British Poetry and Drama 14<sup>th</sup> -17<sup>th</sup> Century
- ▶ Core 2: British Poetry and Drama 17<sup>th</sup> -18<sup>th</sup> Century
- ▶ Core 3: British Literature: 18<sup>th</sup> Century
- ▶ Core 4: Indian Writing in English
- ▶ Core 5: British Romantic Literature
- ▶ Core 6: British Literature: 19<sup>th</sup> Century
- ▶ Core 7: American Literature
- ▶ Core 8: British Literature: Early 20<sup>th</sup> Century
- ▶ Core 9: European Classical Literature
- ▶ Core 10: Women's Writing
- ▶ Core 11: Modern European Drama
- ▶ Core 12: Indian Classical Literature
- ▶ Core 13: Postcolonial Literature
- ▶ Core 14: Popular Literature

#### Discipline Specific Elective (DSE):

Credits: 05 credits per elective + 03 tutorial credits per elective= 18 credits

Discipline Specific Electives offered:

- ▶ DSE 1: Literary Theory
- ▶ DSE 2: Reading World Literature
- ▶ DSE 3: Research Methodology
- ▶ DSE 4: Dissertation/Project

Students have to write a dissertation under faculty supervision on any aspect of the English studies course they have studied but not necessarily on the prescribed texts. The choice of the topic to be always decided under faculty supervision should accommodate their interests. They will be required to give a seminar presentation before submitting the written dissertation. The mark division is: Seminar Presentation: 30; Dissertation: 70)

### **Generic Elective (GE):**

Credits: 05 credits per elective+ 04 credits per tutorial= 24 credits

Generic Electives offered:

- ▶ GE 1: Academic Writing & Composition
- ▶ GE 2: Writing for the Electronic Media

### **Ability Enhancement Compulsory Course (AECC):**

Credits: 04 credits per elective=08 credits

Ability Enhancement Compulsory Courses offered:

- ▶ AECC 1: MIL Communication- Alternative English
- ▶ AECC 2: Environmental Study

### **Skill Enhancement Course (SEC):**

Credits: 04 credits per elective=08 credits

Skill Enhancement Courses offered:

- ▶ SEC 1: English Communication
- ▶ SEC 2: Soft Skills

### **Dissertation**

Credits: 06 credits

## **CBCS UG SYLLABUS**

### **Core 1**

#### **British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries**

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

British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries

#### Unit 1

A historical overview:

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

#### Unit 2

Chaucer: *The Wife of Bath’s Tale* or *Sir Gawain and the Green Knight* (Part 1, lines 1-490)

#### Unit 3

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 *Twelfth Night*.

#### Unit 5

Marlowe: *The Jew of Malta* or Thomas Dekker: *The Shoemaker’s Holiday*.

#### **Suggested Readings:**

Weller series: *Macbeth & Twelfth Night*

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

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

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

## **CBCS UG SYLLABUS**

### **Core 2**

#### **British Poetry and Drama: 17<sup>th</sup> and 18<sup>th</sup> Century**

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

#### Unit 1

A historical overview

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

**Unit 2**

John Milton: *Lycidas* Or *L'Allegro and Il Penseroso*:  
 John Donne: *A Nocturnall upon S. Lucie's Day, Love's Deity*: and  
 Andrew Marvel: *To His Coy Mistress; The Garden; A Dialogue between the Soul and the Body*

**Unit 3**

Ben Jonson: *Volpone* or *The Alchemist*:

**Unit 4**

Pope: *Ode on Solitude, Summer, Sound and Sense, The Dying Christian to his Soul*; and  
 Robert Burns: *A Red Red Rose, A Fond Kiss, A Winter Night, My Heart's in the Highlands*

**Unit 5**

Dryden : *All for Love* Or *Congreve: The Old Bachelor*

**Suggested readings:**

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

**CBCS UG SYLLABUS**

**Core 3**

**British Literature: 18<sup>th</sup> Century**

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

**Unit -1**

A historical overview:  
 Restoration, Glorious Revolution, Neo-classicism, Enlightenment.

**Unit-2**

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*

**Unit-4**

Oliver Goldsmith: *A City Night-Piece*  
*On National Prejudices*  
*Man in Black*

Samuel Johnson: *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*

**Suggested Readings:**

1. *A History of English Literature: Traversing the Centuries* - Chowdhury & Goswami, Orient Blackswan
2. *The Norton Anthology of English Literature: The Restoration and the Eighteenth Century*

## **CBCS UG SYLLABUS**

### **Core 4**

#### **Indian Writing in English**

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

#### **Unit – 1**

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

#### **Unit 2**

Crystallization: R.K. Narayan, *The Bachelor of Arts* or Mulk Raj Anand, *Untouchable*

#### **Unit 3**

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

Performing: Mahesh Dattani, *The Final Solution* Or Manjula Padmanabhan, *The Harvest*

#### **Unit 5**

Maturation: Amitav Ghosh, *Shadow Lines* Or Kiran Desai, *The Inheritance of Loss*

#### **Suggested Readings:**

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

## **CBCS UG SYLLABUS**

### **Core 5**

#### **British Romantic Literature**

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

#### **UNIT I: A Historical Overview:**

The period otherwise known as The Romantic Revival may also be called as The Age of Revolution as it owes its origin to the Epoch making French Revolution of 1789. The emphasis on individual liberty and unbridled desire free from the shackles of classicism made this period unique, intriguing and controversial.

#### **UNIT-II**

William Blake: "The Holy Thursday", "The Chimney-Sweeper" (from Songs of Innocence)

“London”, “A Poison Tree” (from Songs of Experience)

### UNIT-III

William Wordsworth: “Tintern Abbey” and “Ode on Intimations of Immortality”  
Samuel Taylor Coleridge: “Kubla Khan” and “Dejection: An Ode”

### UNIT-IV

John Keats “Ode on a Grecian Urn” and “Ode on Melancholy”  
P.B. Shelley: “Ode to the West Wind” and “To a Skylark”

### UNIT-V:

William Wordsworth: Preface to *Lyrical Ballads* (2<sup>nd</sup> Edition)

OR

P.B. Shelley: “A Defence of Poetry”

### Suggested Reading:

*The Routledge History of Literature in English*

*History of English Literature: Traversing the Centuries* – Chowdhury & Goswami

*Romantic Imagination* by C. M. Bowra

*Pelican Guide to English Literature*. Vol.5. Edited by Boris Ford

## CBCS UG SYLLABUS

### Core 6

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

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

#### Unit 1

##### A Historical Overview

The 19<sup>th</sup> century British literature though mainly famous for the Romantic Movement, was also a witness to major socio-political developments like industrialization, technological advancements and large scale mobilization of people from the rural to the urban centers. Much of these prosaic activities/developments needed the medium of prose for its articulation. Politically known as the Victorian period 19<sup>th</sup> century also witnessed what is known as the culture and society debate.

#### Unit 2 : Essays and Poems

Charles Lamb:

“Old China”

Leigh Hunt:

“A Few Thoughts on sleep”

#### Poems:

Tennyson: “Ulysses”

Browning: “My Last Duchess”

#### Unit 3: Novels

Mary Shelly: *Frankenstein* OR R Jane Austen: *Pride and Prejudice*

#### Unit 4: Novel

Charles Dickens: *Hard Times* OR Elizabeth Gaskell: *Mary Barton*

#### 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:

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

## CBCS UG SYLLABUS

### Core 7

#### American Literature

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

**Unit – I :** Genesis and evolution, and the defining myths of American Literature—city on a hill, the frontier spirit, the American Dream, manifest destiny, e pluribus unum

**Unit – II:** Harriet Jacobs *Incidents in the Life of a Slave Girl* OR “Economy” , “Where I lived, and What I Lived for”, “Reading” and “Pond in Winter” from H D Thoreau’s *Walden*

**Unit – III:** *The Pioneers* – James Fennimore Cooper OR *Billy Budd*—Herman Melville

**Unit – IV:** (Any four poets to be studied)

- Walt Whitman: “when I heard the learn’d astronomer” and “A noiseless patient spider”
- Emily Dickinson: “Success is counted sweetest” and “‘Faith’ is fine invention”
- Robert Frost: “The road not taken” and “Fire and Ice”
- Wallace Stevens: “Thirteen ways of looking at a blackbird” and “Disillusionment of ten o’ clock”
- Adrienne Rich: “For the record” and “A valediction forbidding mourning”
- Susan Howe: “From the midnight” and “That this”
- Rita Dove: “Teach us to number our days” and “Exit”

**Unit – V** *Desire under the Elms*– Eugene O’Neill OR *The Dutchman*—Amiri Baraka

#### Suggested Reading

- Lewisohn, Ludwig. *The Story of American Literature*. The Modern Library, N. Y.
- Horton, Rod & Herbert W.. *Edwards. Backgrounds of American Literary Thought* . 3rd edition.
- Stewart, Randall(ed). *Living Masterpieces Of American Literature* . Brown University
- Norton Anthology of American Literature. 8<sup>th</sup> edition.

## CBCS UG SYLLABUS

### Core 8

#### British Literature: Early 20<sup>th</sup> Century

#### British Literature: Early 20<sup>th</sup> Century

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

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

<b>Unit 2</b>	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"

<b>Unit 3 War Poetry :</b>	Wilfred Owen	"Dulce Et Decorumest"
	Siegfried Sassoon	"Suicide in the Trenches"

<b>Social Poetry:</b>	W.H Auden	"The Unknown Citizen"
	Stephen Spender	"An Elementary Classroom in a Slum"
	Louis MacNeice	"Prayer before Birth"

**Unit 4** Virginia Woolf: *Mrs. Dalloway* **OR**  
James Joyce: Stories from *Dubliners* ("The Sisters", "Evelyn", "An Encounter", "Clay", "Two Gallants")

**Unit 5** Literary Criticism: Henry James, "The Art of Fiction" or T.S. Eliot, "Tradition and Individual Talent"

**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

## **CBCS UG SYLLABUS**

### **Core 9**

#### **European Classical Literature**

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

**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 *Essay on Poetic Theory* OR  
Longinus *On the Sublime*, Chapter 7, 39

**Suggested Readings:**

Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. USA: Princeton University Press. 2013.

Beye, Charles Rowan. *Ancient Greek Literature and Society*. Ithaca, New York: Cornell University Press. 1987

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

## **CBCS UG SYLLABUS**

### **Core 10**

#### **Women's writing**

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

#### **Unit 1: In Defence of A Literature of Their Own**

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

OR

Sarala Devi: "Narira Dabi" (The Claim of the Woman) Trans. S.Mohanty, Chapters 13 & 17 from the collective novel *Basanti* (The first two in *Lost Tradition: Early Women's Writing from Orissa* and the third in *Indian Literature* No. )

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

Charlotte Bronte: *Jane Eyre* OR Emily Bronte: *Wuthering Heights*

Jean Rhys: *Wide Sargasso Sea* OR Dorris Lessing: *The Grass is Singing*

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

Krupabai Sathianadhan: *Saguna* or *Kamala*

OR

Prativa Ray: *Yajnaseni*

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

**\*Any Four Poets to be read**

Kamala Das "An Introduction" & "The Sunshine Cat"  
Shanta Acharya "Homecoming", "Shringara"  
Eunice de Souza "Women in Dutch Painting" & "Remember Medusa?"  
Tishani Doshi "Ode to the Walking Woman" & "What the Body Knows"  
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"

#### **Unit 5: Discoursing at Par: Literary Criticism by Women**

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

OR

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

**Web Resources:**

- Virginia Woolf, *A Room of One's Own* <https://victorianpersistence.files.wordpress.com/2013/03/a-room-of-ones-own-virginia-woolf-1929.pdf>
- Mary Wollstonecraft, *A Vindication of the Rights of Women*: Introduction <http://pinkmonkey.com/dl/library1/vindicat.pdf>
- Maya Angelou's Poems [http://www.poemhunter.com/i/ebooks/pdf/maya\\_angelou\\_2012\\_6.pdf](http://www.poemhunter.com/i/ebooks/pdf/maya_angelou_2012_6.pdf)
- Sylvia Plath's Collected Poems [https://monoskop.org/images/2/27/Plath\\_Sylvia\\_The\\_Collected\\_Poems\\_1981.pdf](https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf)
- Margaret Atwood's Poems <http://www.poemhunter.com/margaret-atwood/poems/>
- Eunice de Souza, "Remember Medusa?" & "Women in Dutch Painting" <http://www.poetrynook.com/poem/remember-medusa> , <http://www.gallerie.net/issue14/poetry1.html>
- Tishani Doshi's Poems [http://www.poemhunter.com/i/ebooks/pdf/tishani\\_doshi\\_2012\\_6.pdf](http://www.poemhunter.com/i/ebooks/pdf/tishani_doshi_2012_6.pdf)
- Simone de Beauvoir *The Second Sex* <http://burawoy.berkeley.edu/Reader.102/Beauvoir.I.pdf>

**Suggested Reading:**

- Toril Moi, *Sexual Textual Criticism*
- Elaine Showalter, *A Literature of Their Own*
- Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic*
- 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](https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literary-criticism_gill-plain-and-sus.pdf)

## **CBCS UG SYLLABUS**

### **Core 11**

#### **Modern European Drama**

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

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

**Unit 2:** Henrik Ibsen: *Ghosts* OR August Strindberg: *Miss Julie*

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

**Web Resources**

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

- Pirandello: <http://www.eldritchpress.org/lp/six.htm>
- Ionesco: <http://www.kkworld.com/kitablar/ejen-ionesko-kergedan-eng.pdf>
- Genet: <http://web.mit.edu/ischeib/Public/phf/themaids.pdf>
- Ibsen: <http://www.gutenberg.org/files/8121/8121-h/8121-h.htm>
- Strindberg: <https://archive.org/details/missjulieotherpl00striala>

**Suggested Reading:**

1. Constantin Stanislavski, *An Actor Prepares*, Chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1,2, 7,8,9, pp. 121-5, 137-46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. And tr. John Willet (London: Methuen, 1992) pp.68-76, 121-8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303-24.
4. Raymond Williams, "Tragedy and Revolution" in *Modern Tragedy*, Rvsd Ed (London: Verso, 1979) pp. 61-84.
5. Jean Genet, Reflections on Theatre (London: Faber & Faber) Chapter 2: "The Strange World Urb..." pp. 63-74.

## **CBCS UG SYLLABUS**

### **Core 12**

#### **Indian Classical Literature**

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

##### **Unit 1: Vedic Literature**

1. *Samjnana Sukta* Rig Veda X.19
2. *Sivasankalpa Sukta* Yajur Veda XXX.1.6
3. *Purusha Sukta* Yajur Veda XV.XXXI. 1-16

References: The New Vedic Selection Vol 1, Telang and Chaubey, Bharatiya Vidya Prakashan, New Delhi

##### **Unit 2: Selections from Epic Lit.**

Vyasa 'The Dicing' and 'The Sequel to Dicing,' 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. And ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69 **OR**  
'Ayodhya Kanda' (Book II), 1<sup>st</sup> Canto—The Ramayana of Valmiki. Gita Press Edition.

##### **Unit 3: Sanskrit Drama**

Kalidasa, *Abhijnanasakuntalam*, Act IV, tr. M.R Kale, Motilal Banarasi Dass, New Delhi **OR**  
Bhavabhuti's *Rama's Last Act (Uttararamacharita)* tr. Sheldon Pollock (New York: Clay Sanskrit Library, 2007)

##### **Unit 4: Sanskrit Drama**

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

##### **Unit 5: Aesthetics and Maxims**

- Bharata's *Natyasastra*, Chapter VI on Rasa theory  
References-  
English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950
- *Sahitya Darpana* of Vishvanatha Kaviraja Chaps- I & II  
References-  
English Translation by P.V. Kane, Motilal Banarsi Dass, N Delhi

- Nitisataka of Bhartrhari 20 verses from the beginning  
References- The Satakatraya edited by D.D. Kosambi, Published in Anandashrama Series, 127, Poona, 1945. Also  
English Translation published from Ramakrishna Mission, Kolkata

**Suggested Reading:**

- Kalidasa. Critical Edition, Sahitya Akademi
- B.B Choubey, New Vedic Selection, Vol 1, Bharatiya Vidya Prakashan, New Delhi
- H.H.Wilson (Tr.)- *Rig Veda*
- Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol.I, 2 nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- J.A.B.Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp.33–40.
- 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
- *Universals of Poetics* by Haldhar Panda

## **CBCS UG SYLLABUS**

### **Core 13**

#### **Postcolonial Literature**

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

#### **Unit 1: Concept**

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

**Prescribed Reading:**

Achebe, Chinua *"An image of Africa: Racism in Joseph Conrad's Heart of Darkness," Research in African Literatures, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15.*

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

Raja Rao: *Kanthapura* OR R K Narayan: *The English Teacher*

#### **Unit 3: Caribbean and African**

V S Naipaul: *The Mimic Men* OR Chinua Achebe: *No Longer at Ease*

#### **Unit 4: South African**

Nadine Gordimer: *July's People* OR J M Coetzee: *Life & Times of Michael K*

#### **Unit 5: Criticism**

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

#### **Web Resources**

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

**Suggested Reading:**

- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. “Introduction”, *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London, New York: Routledge, 2nd edition, 2002.
- Bhabha, Homi K. *The Location of Culture*. Noida: Atlantic Books. 2012.
- Gandhi, Leela. *Postcolonial Theory: An Introduction*. OUP. 1998.
- Said, Edward. *Orientalism*. India: Penguin. 2001.
- Spivak, Gayatri Chakraborty. *Can the Subaltern Speak?*. UK: Macmillan.1998  
<http://planetarities.web.unc.edu/files/2015/01/spivak-subaltern-speak.pdf>

## **CBCS UG SYLLABUS**

### **Core 14**

#### **Popular Literature**

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

#### **Unit 1: Introduction to the concept**

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

Essays for discussion:

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

<http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>

### **Unit 2: Detective Fiction**

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

### **Unit 3: Romance**

Shobha De: *Socialite Evenings* OR Nicholas Sparks: *The Notebook*

### **Unit 4: Campus Fiction**

Chetan Bhagat: *Five Point Someone* OR David Lodge: *Small World: An Academic Romance*

### **Unit 5: Rewriting Mythology**

Amish Tripathi: *The Immortals of Meluha* OR Anuja Chandramouli: *Arjuna: Saga of a Pandava Warrior-Prince*

### **Suggested Reading**

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

## **CBCS UG SYLLABUS**

### **Discipline Specific Elective**

#### **1. Literary Theory- DSE 1**

#### **Objective**

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

**Starred texts are to be taught. Questions with alternatives are also to be set from these texts.**

#### **Unit 1: Overview**

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

**Unit 2: New Criticism and Formalism:** with an emphasis on the main critical concepts of NC such as paradox, irony, tension, intentional and affective fallacy, heresy of paraphrase and of Formalism such as ostranenie, literariness, foregrounding, dominant and deviant

- \*Cleanth Brooks, "The Language of Paradox" Or W.K. Wimsatt Jr. and Monroe Beardsley, "The Intentional Fallacy"
- \*Viktor Shklovsky, "Art as Device" Or Roman Jakobson, "Linguistics and Poetics"

**Unit 3: Structuralism and Poststructuralism:** with an emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony, syntagm and paradigm and of Poststructuralism such as collapse of the binary, difference, mise-en-abym, erasure

- \*Gerard Genette, "Introduction" to *Narrative Discourse* ([https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod\\_djvu.txt](https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod_djvu.txt)) Or Roland Barthes, "Face of Garbo" and "French Fries" (from *Mythologies*)

- Jacques Derrida, “On the Idea of the Supplement” (from *Of Grammatology*) Or Michel Foucault, “What is an Author?” (<http://artsites.ucsc.edu/faculty/Gustafson/FILM%20162.W10/readings/foucault.author.pdf>) (Either of the two essays can be taught depending on availability)

**Unit 4: 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

- \*Louis Althusser, “Letters on Art” (from *Lenin and Philosophy and Other Essays*) Or Georg Lukacs, “On Reification” (from *History and Class Consciousness*)
- Raymond Williams, “In Memory of Lucien Goldmann” Or Stephen Greenblatt, “Learning to Curse” (Either of the two essays can be taught depending on availability)

**Unit 5: Eco-criticism and Eco-feminism:** with an 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

- \*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](http://library.uniteddiversity.coop/More_Books_and_Reports/Silent_Spring-Rachel_Carson-1962.pdf))
- \*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](#))

#### **Suggested Reading:**

Terry Eagleton, *Literary Theory: An Introduction for Foreign Students*

David Robey and Anne Jefferson, *Modern Literary Theory*

Jonathan Culler, *Literary Theory: A Very Short Introduction*

Richard Barry, *Beginning Theory*

Tony Bennett, *Formalism and Marxism*

Terence Hawkes, *Structuralism and Semiotics*

Christopher Norris, *Deconstruction: Theory and Practice*

Veese H. Aram (ed), *The New Historicism Reader*

Greg Gerrard, *Eco-Criticism*

## **CBCS UG SYLLABUS**

### **Discipline Specific Elective**

#### **2: Reading World Literature- DSE 2**

This paper proposes to introduce the students to the study of world literature through a representative selection of texts from around the world. The idea is to read beyond the classic European canon by including defining literary texts from other major regions/countries—except the United States of America—written in languages other than English, but made available to the readers in English translation.

#### **Unit 1: Concept**

- The idea of world literature: Scope and definition
- Uses of reading world literature

#### **Unit 2: European**

Albert Camus                      *The Outsider*

**OR**

Fyodor Dostoevsky      *Notes from Underground*

**Unit 3: Caribbean and African**

V S Naipaul *In a Free State*

**OR**

Chimamanda Ngozi Adichie *Purple Hibiscus*

**Unit 4: Canadian Short Fiction**

Margaret Atwood *Stone Mattress & Pretend Blood*

**OR**

Alice Munro *The Bear Came Over the Mountain & Face*

**Unit 5: Latin American Poetry**

Pablo Neruda "Death Alone", "Furies and Suffering", "There's no Forgetting", "Memory"

**OR**

Octavio Paz "from San Ildefonso Nocturne", "Between Going and Staying the Day Wavers", "Humayun's Tomb", "Motion"

**Web Resources:**

- The Complete Stories by Franz Kafka [http://www.vanderbilt.edu/olli/class-materials/Franz\\_Kafka.pdf](http://www.vanderbilt.edu/olli/class-materials/Franz_Kafka.pdf)
- What is world Literature? (Introduction) David Damrosch <http://press.princeton.edu/chapters/i7545.html>
- Tagore's comparative world literature [https://www.academia.edu/4630860/Rabindranath\\_Tagores\\_Comparative\\_World\\_Literature](https://www.academia.edu/4630860/Rabindranath_Tagores_Comparative_World_Literature)
- Dostoevsky's *Notes from Underground* <http://www.gutenberg.org/files/600/600-h/600-h.htm>
- Margaret Atwood's *Stone Mattress* <http://www.newyorker.com/magazine/2011/12/19/stone-mattress>
- Margaret Atwood's *Pretend Blood* <http://www.independent.co.uk/arts-entertainment/books/features/first-lives-club-pretend-blood-a-short-story-by-margaret-atwood-1779529.html>
- Alice Munro's short Stories <http://www.newyorker.com/magazine/2013/10/21/the-bear-came-over-the-mountain-2>, <http://www.newyorker.com/magazine/2008/09/08/face>
- Poems of Octavio Paz [http://www.poetrysoup.com/famous/poems/best/octavio\\_paz](http://www.poetrysoup.com/famous/poems/best/octavio_paz)

**Suggested Reading:**

- *Weltliteratur*: John Wolfgang von Goethe in *Essays on Art and Literature* Goethe : The Collected Works Vol.3
- Rabindranath Tagore "World Literature": *Selected Writings On Literature and Language: Rabindranath Tagore* Ed. Sisir Kumar Das and Sukanta Chaudhuri Damrosch
- Goethe's "World Literature Paradigm and Contemporary Cultural Globalization" by John Pizer "Something Will Happen to You Who Read": Adrienne Rich, Eavan Boland' by Victor Luftig .JSTOR iv. *Comparative Literature* University of Oregon.
- David Damrosch, *What is World Literature?* Princeton University Press
- "WLT and the Essay" *World Literature Today* Vol. 74, No. 3, 2000. JSTOR Irish University Review, Vol.23 Spring 1, Spring-Summer.

**CBCS UG SYLLABUS****Discipline Specific Elective**



### **3: Research Methodology- DSE 3**

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

#### **Unit 1 Research and the Initial Issues**

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

#### **Unit 2 Literature review**

- Selecting review areas based on the research objectives
- Primary, secondary and tertiary sources, and related theory/s (sources: library, databases, online sources, previous research, archives, media, social/psychological/political/educational contexts, and such others)
- Gathering, reading and analysing literature and related theory
- Writing the review with implications for the research question selected

#### **Unit 3 Hypotheses and formulation of research design**

- Formulating hypotheses based on research objectives
- Formulation of research design: qualitative, quantitative, combinatory; steps in research design Theory application
- Data collection tools: surveys, questionnaires, interviews, observation checklists, review checklists, comparison tools, text analysis tools
- Data analysis and interpretation

#### **Unit 4 Results and documentation**

- Preparing tables, charts, and graphs to present data; Collating the findings
- Testing hypotheses; Generalisation of results
- Writing a dissertation; MLA/APA citation: in-text and works cited pages
- Plagiarism and related problems

#### **Unit 5 Practical (for Internal Assessment)**

**Students will write i. literature review of 1000 words on a research question and ii. a book review of 500 words.**

#### **Texts prescribed**

- i. K Samantray, *Academic and Research Writing*. Orient Blackswan (2015)
- ii. Kothari & Garg, *Research Methodology*. New Age Publishers
- iii. Deepak Chawla & Neena Sondhi. *Research methodology: Concepts & Cases*. Vikas Publishing

# **CBCS UG SYLLABUS**

## **Generic Elective- GE 1**

### **Academic Writing and Composition**

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

#### **Unit 1 Instruments of writing I**

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

#### **Unit 2 Instruments of writing II**

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

#### **Unit 3 Academic writing I**

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

#### **Unit 4 Academic writing II**

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

#### **Unit 5 Project writing: (writing projects)**

- What's a Project: reading-based, field work-based project : how to pick a topic for the project; background reading
- 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*

**CBCS UG SYLLABUS**  
**Generic Elective- GE 2**  
**Writing for the Electronic Media**

This paper is designed to equip students with writing skills needed for the digital medium.

**Unit 1**

- Similarities and differences between writing for the print media and writing for the electronic media
- New Media—definition, function

**Unit 2**

Copywriting; writing for commercials

**Unit 3**

Writing for the web: e-mail and blogging

**Unit 4**

Website content writing

**Unit 5**

Online Journalism

Suggested Reading:

- *Electronic Literature: New Horizons for the Literary* by N. Katherine Hayles
- *Releasing the Image: From Literature to New Media* by Jacques Khalip & Robert Mitchell

**Skill Enhancement Course (For Honours students)**

- 1. SEC 1 (English Communication)**
- 2. SEC 2 (Soft Skills)**

**SEC 1**

**Skill Enhancement Course for Arts**

The purpose of this course is twofold: to train students in communication skills and to help develop in them a facility for communicative English.

Since language is which binds society together and serves as a crucial medium of interaction as well as interchange of ideas and thoughts, it is important that students develop a capacity for clear and effective communication, spoken and written, at a relatively young age. The need has become even more urgent in an era of globalization and the increasing social and cultural diversity that comes with it.

English, being a global language par excellence, it is important that any course in communication is tied to an English proficiency programme. The present course will seek to create academic and social English competencies in speaking, listening, arguing, enunciation, reading, writing and interpreting, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to unlock the communicator in them by using English appropriately and with confidence for further studies or in professional spheres where English is the indispensable tool of communication.

## **Unit 1**

### **Introduction**

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

**Prescribed Reading:** Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zellej

<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGhlb3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>

## **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
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor
- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

#### **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

**Texts to be studied** (The following texts are available in the book *Vistas and Visions: An Anthology of Prose and Poetry*)

##### **Prose**

- Decoding Newspapers
- Pleasures of Ignorance
- Playing the English Gentleman
- Lifestyle English
- A Cup of Tea

##### **Poetry**

- Last Sonnet
- Sonnet 46 (Shakespeare)
- Pigeons
- Miracles

### **Books Recommended:**

1. *Vistas and Visions: An Anthology of Prose and Poetry.* (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. Orient BlackSwan
2. *Fluency in English – Part II*, OUP, 2006
3. *Business English*, Pearson, 2008
4. *Communicative English.* E. Suresh Kumar and P. Sreehari
5. *Language, Literature and Creativity*, Orient BlackSwan, 2013
6. *Language through Literature.* (forthcoming) ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas

## **CBCS UG SYLLABUS SEC 2 Skill Enhancement Course**

### **Soft Skills**

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

#### **Unit 1**

##### **Soft skills and why they are important**

- a. What are soft skills?

(Suggested reading: "Our Lit Their Lit" from *Model of the Middle*)

- b. Soft skills and Communication in English; soft skills and intercultural communication

(Suggested reading: "Lifestyle Tips for English", "Managing English", "The Vinglish way to English" from *Model of the Middle*)

#### **Unit 2**

##### **Soft skills in preparing for a career 1**

Competency in verbal and written communication skills: active listening, interactive speaking, reading different types of texts, writing for formal and business contexts

Suggested reading

*Soft Skills for your Career: Chs 2-7*

#### **Unit 3**

##### **Soft skills in preparing for a career 2**

1. Using the Microsoft Office: word, excel, power point; working online and offline; telephone and face-to-face etiquette in professional communication
2. Intercultural & Cross-Cultural etiquette: cultural awareness, cultural sensitivity, cultural flexibility, inter- and cross-cultural communication

Suggested reading

*Soft Skills for your Career: Chs 3, 8 -9; 13, 15*

#### **Unit 4**

##### **Soft skills in getting jobs**

CV Writing, writing job applications; GD Skills and interview taking skills; getting another job

Suggested reading

*Soft Skills for your Career*: Chs 9-13

### **Unit 5**

#### **Soft skills on the job**

Emotional Intelligence; time and stress management; team work and net-working; presentation skills; making meetings work: preparing, executing, following up; negotiation skills and crisis management

Suggested reading

*Soft Skills for your Career*: Chs 14- 18

#### **Prescribed Reading:**

- i. Kalyani Samantray, *Soft Skills for your Career*, OUP
- ii. Himansu S. Mohapatra, *Model of the Middle* ( Pieces to read: “ Our Lit Their Lit”, “ Lifestyle Tips for English”, “ The Vinglish way to English”)

#### **Suggested Reading:**

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

# CBCS Arts (Pass)

\*The admission batch of 2017-18 will read the following 4 DSC papers. However, the admission batch of 2016-17 will read only DSC 3 (Postcolonial Literature) and DSC 4 (Literature in English).

## Discipline Specific Core (DSC)

### CBCS UG Syllabus

#### DSC 1

##### 19th Century British Literature

The paper seeks to expose students to the literature produced in Britain in the 19th century. The focus is mainly on prose (fictional and non-fictional) and criticism. The 19th century embraces three distinct periods of the Regency, Victorian and late Victorian.

##### Unit 1: A Historical Overview

The 19th century British literature though mainly famous for the Romantic Movement, was also a witness to major socio-political developments like industrialization, technological advancements and large scale mobilization of people from the rural to the urban centers. Much of these prosaic activities/developments needed the medium of prose for its articulation. Politically known as the Victorian period 19th century also witnessed what is known as the culture and society debate.

##### 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 R.L .Stevenson: *Dr. Jekyll and Mr. Hyde*

##### Unit 4: Novel

Jane Austen: *Pride and Prejudice* OR Elizabeth Gaskell: *Mary Barton*

##### 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:

- Chapter 4, 5 from *A Short Introduction to English Literature* by Jonathan Bate
- *The English Novel* by Terry Eagleton
- *The Cultural Critics* by Leslie Johnson



## CBCS UG Syllabus DSC 2

### Women's writing

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

#### Unit 1: In Defence of A Literature of Their Own

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

OR

Sarala Devi: "Narira Dabi" (*The Claim of the Woman*) Trans. S. Mohanty, Chapters 13 & 17 from the collective novel *Basanti* (The first two in *Lost Tradition: Early Women's Writing from Orissa* and the third in *Indian Literature No. 1*.)

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

- Charlotte Bronte: *Jane Eyre* OR Emily Bronte: *Wuthering Heights*
- Jean Rhys: *Wide Sargasso Sea* OR Dorris Lessing: *The Grass is Singing*

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

Krupabai Satthianadhan: *Saguna* or *Kamala* OR Pratiba Ray: *Yajnaseni*

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

\*Any Four Poets to be read

Kamala Das	"An Introduction" & "The Sunshine Cat"
Shanta Acharya	"Homecoming" & "Shringara"
Eunice de Souza	"Women in Dutch Painting" & "Remember Medusa?"
Tishani Doshi	"Ode to the Walking Woman" & "What the Body Knows"
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"

#### Unit 5: Discoursing at Par: Literary Criticism by Women

Virginia Woolf: "Chapter 1" from *A Room of One's Own* OR Simone de Beauvoir: "Introduction" from *The Second Sex*

Web Resources:

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

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

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

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

Maya Angelou's Poems

[http://www.poemhunter.com/i/ebooks/pdf/maya\\_angelou\\_2012\\_6.pdf](http://www.poemhunter.com/i/ebooks/pdf/maya_angelou_2012_6.pdf)

Sylvia Plath's Collected Poems

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

Margaret Atwood's Poems

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

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

<http://www.poetrynook.com/poem/remember-medusa>

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

Tishani Doshi's Poems

[http://www.poemhunter.com/i/ebooks/pdf/tishani\\_doshi\\_2012\\_6.pdf](http://www.poemhunter.com/i/ebooks/pdf/tishani_doshi_2012_6.pdf)

Simone de Beauvoir *The Second Sex*

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

**Suggested Reading:**

Toril Moi, *Sexual Textual Criticism*

Elaine Showalter, *A Literature of Their Own*

Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic*

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](https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literary-criticism_gill-plain-and-sus.pdf)

## **CBCS UG Syllabus**

### **DSC 3**

#### **Postcolonial Literature**

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

#### **Unit 1: Concept**

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

**Prescribed Reading:** Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's *Heart of Darkness*," *Research in African Literatures*, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15.

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

Raja Rao: *Kanthapura* OR R K Narayan: *The English Teacher*

#### **Unit 3: Caribbean and African**

V S Naipaul: *The Mimic Men* OR Chinua Achebe: *No Longer at Ease*

#### **Unit 4: South African**

Nadine Gordimer: *July's People* OR J M Coetzee: *Life & Times of Michael K*

#### **Unit 5: Criticism**

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

#### **Web Resources**

Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's *Heart of Darkness*," *Research in African Literatures*, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15.

<http://english.gradstudies.yorku.ca/files/2013/06/achebe-chinua.pdf>

Achebe, Chinua: "English and the African Writer"

<https://mrvenglish.wikispaces.com/file/view/English+and+the+African+Writer.pdf>

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

[https://www.humanities.uci.edu/critical/pdf/Wellek\\_Readings\\_Ngugi\\_Quest\\_for\\_Relevance.pdf](https://www.humanities.uci.edu/critical/pdf/Wellek_Readings_Ngugi_Quest_for_Relevance.pdf)

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

<http://staff.uny.ac.id/sites/default/files/pendidikan/else-lilianissmhun/postcolonialstudiesthekeyconceptsrouledgekeyguides.pdf>

**Suggested Reading:**

- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. "Introduction", The Empire Writes Back: Theory and Practice in Post-Colonial Literature. London, New York: Routledge, 2nd edition, 2002.
- Bhabha, Homi K. The Location of Culture. Noida: Atlantic Books. 2012.
- Gandhi, Leela. Postcolonial Theory: An Introduction. OUP. 1998.
- Said, Edward. Orientalism. India: Penguin. 2001.
- Spivak, Gayatri Chakraborty. Can the Subaltern Speak?. UK: Macmillan. 1998  
<http://planetarities.web.unc.edu/files/2015/01/spivak-subaltern-speak.pdf>

## **CBCS UG Syllabus**

### **DSC 4**

#### **Literature in English**

In a course in English British literature is the necessary starting point, but the desirable end point of an academic curriculum in English is literature in English. This course has been designed with this end in view, starting with British poetry and branching out into other parts of the world with India and Odisha forming the mainstay. The course is also kaleidoscopic in nature, giving glimpses from diverse literary forms such as poetry, short story, essay and the novel.

#### **Unit 1: Poetry**

William Shakespeare: "Sonnet 130"

John Donne: "Song"

John Milton: "On His Blindness"

William Blake: "London"

William Wordsworth: "Daffodils"

Alfred Lord Tennyson: "The Brook"

#### **Unit 2: Short stories from around the world**

Leo Tolstoy: "A Grain as Big as a Hen's Egg"

Anton Chekov: "The Bet"

O Henry: "A Service of Love"

W. S. Maugham: "The Ant and the Grasshopper"

#### **Unit 3: Short stories from India**

Rabindranath Tagore: "The Trust Property"

R. K. Narayan: "Sweets for Angels"

Raja Rao: "The Cow of the Barricades"

Manoj Das: "The Night the Tiger Came"

#### **Unit 4: Contemporary Essays**

Claire Needell Hollander: "No Learning without Feeling"

Dilip Padgaonkar: "The Idea of Europe"

Santosh Desai: "Emoji Disruption"

Roger Manville: "Television and Film"

### Unit 5: Novel

Fakir Mohan Senapati's *Six Acres and a Third* OR O. Chandu Menon's *Indulekha*

Prescribed Textbooks

- *Melodious Songs and Memorable Tales* (Ed) by Arun K Mohanty and A. J. Khan, Bhubaneswar: Gyanajuga Publications, 2015
- *The Widening Arc* (Ed) by Asima R Parhi, S. Deepika and Pulastya Jani, Bhubaneswar: Kitab Bhawan, 2016

## CBCS UG Syllabus

### Compulsory English

#### Paper 1

This is a reading-based paper aiming to initiate the students into an understanding and appreciation of literary writing available in five recognized forms.

##### Unit 1: Poetry

- I. William Shakespeare "Sonnet 130" ("My mistress eyes are nothing like the sun")
- II. Robert Frost "The Road Not Taken"
- III. Kamala Das "Punishment in Kindergarden"
- IV. John Milton "On His Blindness"
- V. A K Ramanujan "Self Portrait"

##### Unit 2: Short Stories

- I. W. S. Maugham "The Ant and the Grasshopper"
- II. Anton Chekhov "The Bet"
- III. R. N. Tagore "Trust Property"

##### Unit 3: Novel

Gopinath Mohanty: *Our Daily Bread* (English Translation of *Danapani*) Trans. Bikram K Das

##### Unit 4: Drama

G. B. Shaw: *Arms and the Man*

##### Unit 5: Autobiography

Winston Churchill: *My Early Life* (first Five Chapters)

##### Prescribed Textbooks:

*Melodious Songs and Memorable Tales*. (Ed) by Arun K. Mohanty and A.J. Khan. Bhubaneswar: Gyanajuga, 2015.

## **CBCS UG Syllabus**

### **Compulsory English**

#### **Paper 2**

The focus of this writing-based paper is to help students to learn general as well as literary writing skills.

##### **Unit 1: Prose**

- |      |                         |                               |
|------|-------------------------|-------------------------------|
| I.   | S. Radhakrishnan:       | “A Call to Youth”             |
| II.  | Claire Needle Hollander | “No Learning Without Feeling” |
| III. | Dilip Padgaonkar        | “The Idea of Europe”          |
| IV.  | Dinanath Pathi          | “George V High School”        |

**Unit 2:** Critical appreciation of an unseen poem

**Unit 3:** Expanding an idea into a paragraph

**Unit 4:** Writing a précis of a passage

**Unit 5:** Writing an essay

##### **Prescribed Text:**

**The Widening Arc: A Selection of Prose and Stories.** (Ed) by Asima R. Parhi, S.Deepika and Pulastya Jani. Bhubaneswar: Kitab Bhavan, 2016

## **CBCS UG Syllabus**

### **SEC 1**

#### **English Communication**

##### **SEC 1**

#### **Skill Enhancement Course for Arts Pass**

The purpose of this course is twofold: to train students in communication skills and to help develop in them a facility for communicative English.

Since language is which binds society together and serves as a crucial medium of interaction as well as interchange of ideas and thoughts, it is important that students develop a capacity for clear and effective communication, spoken and written, at a relatively young age. The need has become even more urgent in an era of globalization and the increasing social and cultural diversity that comes with it.

English, being a global language par excellence, it is important that any course in communication is tied to an English proficiency programme. The present course will seek to create academic and social English competencies in speaking, listening, arguing, enunciation, reading, writing and interpreting, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to unlock the communicator in them by using English appropriately and with confidence for further studies or in professional spheres where English is the indispensable tool of communication.

## **Unit 1**

### **Introduction**

4. What is communication?
5. Types of communication
  - Horizontal
  - Vertical
  - Interpersonal
  - Grapevine
6. Uses of Communication

**Prescribed Reading:** Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zellely

<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGh3J3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>

## **Unit 2**

### **Language of Communication**

5. Verbal: spoken and written
6. Non-verbal
  - Proxemics
  - Kinesics
  - Haptics
  - Chronemics
  - Paralinguistics
7. Barriers to communication
8. 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
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor
- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

#### **Unit 5: Language functions in listening and conversation**

6. Discussion on a given topic in pairs
7. Speaking on a given topic individually
8. Group Discussion
9. Interview
10. Dialogue

#### **Grammar and Usage**

6. Phrasal Verbs
7. Collocation
8. Using Modals
9. Use of Prepositions
10. Common Errors in English Usage

**Texts to be studied** (The following texts are available in the book *Vistas and Visions: An Anthology of Prose and Poetry*)

#### **Prose**

- Decoding Newspapers
- Pleasures of Ignorance
- Playing the English Gentleman
- Lifestyle English
- A Cup of Tea

#### **Poetry**

- Last Sonnet
- Sonnet 46 (Shakespeare)
- Pigeons
- Miracles

#### **Books Recommended:**

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

8. *Fluency in English – Part II*, OUP, 2006
9. *Business English*, Pearson, 2008
10. *Communicative English*. E. Suresh Kumar and P. Sreehari
11. *Language, Literature and Creativity*, Orient BlackSwan, 2013
12. *Language through Literature*. (forthcoming) ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas

## **SEC 2**

### **Skill Enhancement Course for Arts Pass**

#### **Soft Skills**

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

#### **Unit 1**

##### **Soft skills and why they are important**

- a. What are soft skills?

(Suggested reading: “Our Lit Their Lit” from *Model of the Middle*)

- b. Soft skills and Communication in English; soft skills and intercultural communication

(Suggested reading: “Persuasive English”, “Managing English”, “The Venglish way to English” from *Model of the Middle*)

#### **Unit 2**

##### **Soft skills in preparing for a career 1**

Competency in verbal and written communication skills: active listening, interactive speaking, reading different types of texts, writing for formal and business contexts

Suggested reading

*Soft Skills for your Career*: Chs 2-7

#### **Unit 3**

##### **Soft skills in preparing for a career 2**

1. Using the Microsoft Office: word, excel, power point; working online and offline; telephone and face-to-face etiquette in professional communication
2. Intercultural & Cross-Cultural etiquette: cultural awareness, cultural sensitivity, cultural flexibility, inter- and cross-cultural communication

Suggested reading

*Soft Skills for your Career*: Chs 3, 8 -9; 13, 15

#### **Unit 4**

##### **Soft skills in getting jobs**

CV Writing, writing job applications; GD Skills and interview taking skills; getting another job

Suggested reading

*Soft Skills for your Career*: Chs 9-13

#### **Unit 5**



## Soft skills on the job

Emotional Intelligence; time and stress management; team work and net-working; presentation skills; making meetings work: preparing, executing, following up; negotiation skills and crisis management

Suggested reading

*Soft Skills for your Career*: Chs 14- 18

### Prescribed Reading:

- iii. Kalyani Samantray, *Soft Skills for your Career*, OUP
- iv. Himansu S. Mohapatra, *Model of the Middle* ( Pieces to read: “ Our Lit Their Lit”, “ Lifestyle Tips for English”, “ The Vinglish way to English”)

### Suggested Reading:

- iii. Jayashri Mohanraj, *Skill Sutras*
- iv. Marian K Woodab, *How to Communicate under Pressure*

## CBCS UG Syllabus

### Generic Elective-1 for Arts Pass

#### GE 1

#### Academic Writing and Composition

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

#### Unit 1 Instruments of writing I

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

#### Unit 2 Instruments of writing II

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

#### Unit 3 Academic writing I

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

#### Unit 4 Academic writing II

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

#### Unit 5 Project writing: (writing projects)

- What's a Project: reading-based, field work-based project : how to pick a topic for the project; background reading
- 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*

## **CBCS UG SYLLABUS**

### **Generic Elective- GE 2 for Arts Pass**

#### **Writing for the Electronic Media**

This paper is designed to equip students with writing skills needed for the digital medium.

#### **Unit 1**

- Similarities and differences between writing for the print media and writing for the electronic media
- New Media—definition, function

#### **Unit 2**

Copywriting; writing for commercials

#### **Unit 3**

Writing for the web: e-mail and blogging

#### **Unit 4**

Website content writing

#### **Unit 5**

Online Journalism

Suggested Reading:

- *Electronic Literature: New Horizons for the Literary* by N. Katherine Hayles
- *Releasing the Image: From Literature to New Media* by Jacques Khalip & Robert Mitchell

## **CBCS UG SYLLABUS**

### **English Communication for Science (Pass & Hons.)**

#### **SEC 1**

##### **Skill Enhancement Course for Science**

The purpose of this course is twofold: to train students in communication skills and to help develop in them a facility for communicative English.

Since language is what binds society together and serves as a crucial medium of interaction as well as interchange of ideas and thoughts, it is important that students develop a capacity for clear and effective communication, spoken and written, at a relatively young age. The need has become even more urgent in an era of globalization and the increasing social and cultural diversity that comes with it.

English, being a global language par excellence, it is important that any course in communication is tied to an English proficiency programme. The present course will seek to create academic and social English competencies in speaking, listening, arguing, enunciation, reading, writing and interpreting, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to unlock the communicator in them by using English appropriately and with confidence for further studies or in professional spheres where English is the indispensable tool of communication.

##### **Unit 1**

###### **Introduction**

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

**Prescribed Reading:** Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction*  
by Dainton and Zelle

<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGhlb3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>

## **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
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor
- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

## **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

**Texts to be studied** (The following texts are available in the book *Vistas and Visions: An Anthology of Prose and Poetry*)

#### **Prose**

- The Gold Frame
- Lifestyle English
- Need for Excellence
- Ecology and Community
- My Lost Dollar

#### **Poetry**

- The Darkling Thrush
- The Felling of the Banyan Tree
- Another Woman
- Meeting Poets

#### **Books Recommended:**

1. *Vistas and Visions: An Anthology of Prose and Poetry*. (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. Orient BlackSwan
2. *Fluency in English – Part II*, OUP, 2006
3. *Business English*, Pearson, 2008
4. *Communicative English*. E. Suresh Kumar and P. Sreehari
5. *Language, Literature and Creativity*, Orient BlackSwan, 2013
6. *Language through Literature*. (forthcoming) ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas

## **CBCS UG SYLLABUS**

### **English Communication for Commerce (Pass & Hons.) AECC**

The purpose of this course is twofold: to train students in communication skills and to help develop in them a facility for communicative English.

Since language is which binds society together and serves as a crucial medium of interaction as well as interchange of ideas and thoughts, it is important that students develop a capacity for clear and effective communication, spoken and written, at a relatively young age. The need has become even more urgent in an era of globalization and the increasing social and cultural diversity that comes with it.

English, being a global language par excellence, it is important that any course in communication is tied to an English proficiency programme. The present course will seek to create academic and social English competencies in speaking, listening, arguing, enunciation, reading, writing and interpreting, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to unlock the communicator in them by using English appropriately and with confidence for further studies or in professional spheres where English is the indispensable tool of communication.

#### **Unit 1**

**[20]**

##### **Introduction**

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

**Prescribed Reading:** Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zelle

<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0LudHJvX3RvX2NvbW11bmljYXRpb25fVGh3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>

## **Unit 2**

**[20]**

### **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**

**[20]**

### **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**

**[20]**

### **Writing**

- Expanding an Idea
- Note Making
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor
- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

## **Unit 5: Language functions in listening and conversation**

**[20]**

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

**Texts to be studied** (The following texts are available in the book *Vistas and Visions: An Anthology of Prose and Poetry*)

#### **Prose**

- The Last Leaf
- Need for Excellence
- How Wealth Accumulates and Men Decay
- Values in Life
- Lifestyle English

#### **Poetry**

- Hidden Flame
- One Day I wrote Her Name
- The Darkling Thrush
- Meeting Poets

#### **Books Recommended:**

1. *Vistas and Visions: An Anthology of Prose and Poetry*. (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. Orient BlackSwan
2. *Fluency in English – Part II*, OUP, 2006
3. *Business English*, Pearson, 2008
4. *Communicative English*. E. Suresh Kumar and P. Sreehari
5. *Language, Literature and Creativity*, Orient BlackSwan, 2013
6. *Language through Literature*. (forthcoming) ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas



## **CBCS UG Syllabus**

### **MIL Communication- Alternative English for Arts/Science/Commerce (Pass & Hons)**

#### **Alternative English**

##### **Objective**

This course is focused on developing communicative competence in English with knowledge of the building blocks of grammar, usage and vocabulary. Core competencies in reading and thinking are sought to be encouraged through suitable reading content in prose form. Similarly writing activities and language exercises are provided to facilitate absorption of the rules of syntax and etiquettes of style.

##### **Unit 1**

###### **Short Story**

Jim Corbett- The Fight between Leopards

Dash Benhur- The Bicycle

Dinanath Pathy- George V High School

Alexander Baron- The Man who knew too much

Will F Jenkins- Uneasy Homecoming

##### **Unit II**

###### **Prose**

C V Raman- Water- The Elixir of Life

Harold Nicolson- An Educated Person

Claire Needell Hollander- No Learning without Feeling

Steven Harvey- The Empty Page

Santosh Desai- Emoji Disruption

##### **Unit III**

Comprehension of a passage from any of the prescribed pieces and answering the questions

#### **Unit IV**

Expanding an idea into a paragraph

#### **Unit V**

Language exercises-test of vocabulary, usage and grammar based on the prescribed pieces

#### **Prescribed Text**

*The Widening Arc: A Selection of Prose and Stories*. Ed. Asim R Parhi, S Deepika and Pulastya Jani. Kitab Bhavan, Bhubaneswar. 2016.

Suggested Reading:

*Fluency in English – Part II*, OUP, 2006

*Communicative English*. E. Suresh Kumar and P. Sreehari