

**STATE MODEL SYLLABUS FOR UNDER  
GRADUATE  
COURSE IN ENGLISH  
(Bachelor of Arts Examination)**

**UNDER CHOICE BASED CREDIT SYSTEM**

### Course structure of UG English Honours

Semester	Course	Course Name	Credits	Total marks
<b>I</b>	AECC-I	AECC-I	04	100
	C-I	British Poetry and Drama: 14th to 17th Centuries	06	100
	C-II	British Poetry and Drama: 17th and 18th Century	06	100
	GE-I	Academic Writing and Composition	06	100
			<b>22</b>	
<b>II</b>	AECC-II	AECC-II	04	100
	C-III	British Prose: 18th Century	06	100
	C-IV	Indian Writing in English	06	100
	GE-II	Gender and Human Rights	06	100
			<b>22</b>	
<b>III</b>	C-V	British Romantic Literature	06	100
	C-VI	British Literature 19 <sup>th</sup> Century	06	100
	C-VII	British Literature: Early 20th Century	06	100
	GE-III	Nation, Culture, India	06	100
	SEC-I	SEC-I	04	100
			<b>28</b>	
<b>IV</b>	C-VIII	American Literature	06	100

	C-IX	European Classical Literature	06	100
	C-X	Women's Writing	06	100
	GE-IV	Language and Linguistics	06	100
	SEC-II	SEC-II	04	100
			<b>28</b>	
Semester	Course	Course Name	Credits	Total marks
<b>V</b>	C-XI	Modern European Drama	06	100
	C-XII	Indian Classical Literature	06	100
	DSE-I	Literary Theory	06	100
	DSE-II	World Literature	06	100
			<b>24</b>	
<b>VI</b>	C-XIII	Postcolonial Literatures	06	100
	C-XIV	Popular Literature	06	100
	DSE-III	Partition Literature	06	100
	DSE-IV	Writing for Mass Media	06	100
	<b>OR</b>			
	DSE-IV	Dissertation	06	100*
			<b>24</b>	

## **ENGLISH**

### **HONOURS PAPERS:**

Core Course -14 papers

Discipline Specific Elective - 4 papers (3+1 Paper or Project)

Generic Elective for Non English students- 4 Papers. In case the University offers 2 subjects with two papers each in GE, then papers 1 and 2 will be the GE paper

Marks per paper – Midterm : 20 marks, End term : 80 marks, Total – 100 marks

Credit per paper – 6

Project (Hard Copy-80, Presentation-20)

## Core Paper I

### BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

#### Introduction:

The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th century. It helps students sample and explore certain seminal texts from the early modern period, covering the genesis of modern English poetry and the Renaissance that set British poetry and drama on their glorious course to greatness.

#### UNIT 1: Historical overview

- (i) 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: Geoffrey Chaucer

- (i) *The Pardoner’s Tale*

#### UNIT 3: Spenser: “Sonnet 34 (Amoretti)”

- (i) Shakespeare: “That time of the year...” (Sonnet 73)
- (ii) Ben Jonson: “Song to Celia”
- (iii) John Donne: “Sunne Rising”

#### UNIT 4: Shakespeare

- (i) *Macbeth*

#### Text Books

- Texts as prescribed in Units 2,3,4

#### Reference Books

- *The Pelican Guide to English Literature*. Ed. Boris Ford. Vol 1
- *The Age of Chaucer English Literature in Context*. Paul Poplawski. Cambridge UP, 2008
- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- *Shakespeare for Beginners* by Brandon Toropov
- *English Literature* by Jonathan Bate (Ch. 7 “Shakespeare and the Dramatic Literature”)

## Core Paper II

### BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURY

### **Introduction:**

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

### **UNIT 1: Historical overview**

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

### **UNIT 2: Milton: “Lycidas”**

- (i) Andrew Marvell: ‘To His Coy Mistress’
- (ii) Alexander Pope: “Ode On Solitude”
- (iii) Aphra Behn: “I Led my Silvia to a Grove”
- (iv) Robert Herrick: “His Return to London”

### **UNIT 3: Ben Jonson**

- (i) *Volpone*

### **UNIT 4: Dryden**

- (i) *All For Love*

### **Text Books**

- Texts prescribed in units 2, 3, 4 (All the texts are freely available on the sites such as [www.poetryfoundation.org](http://www.poetryfoundation.org), [www.bartleby.com](http://www.bartleby.com), <http://www.poemhunter.com> etc. In addition, the following anthologies may be consulted.)

### **Reference Books**

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

## **Core Paper III**

## **BRITISH PROSE: 18TH CENTURY**

**Introduction:**

The Introduction of the paper is to acquaint the students with a remarkable, newly evolved form of literature: the essay. The period is also known for its shift of emphasis from reason to emotion

**UNIT 1: Historical overview:** Restoration, Glorious Revolution, Neo-classicism, And Enlightenment.

**UNIT 2: Mary Wollstonecraft**

- (i) "The Rights and Involved Duties of Mankind Considered" (Chapter 1, *A Vindication of the Rights of Women*)

**UNIT 3: Joseph Addison: Essays**

- (i) "Friendship," "Good Nature," "Six Papers on Wit"  
(From *Joseph Addison: Essays and Tales*, <<http://www.biblioteca.org.ar/libros/167707.pdf>>)

**UNIT 4: Samuel Johnson**

- (i) "Narratives of Travellers Considered," and "Obstructions of Learning"  
from *Samuel Johnson's Essays* < <http://www.johnsonessays.com/>>

**Text Books**

- Texts prescribed in Units 2, 3, 4. Web sources are indicated against the texts in brackets.

**Reference Books**

- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- Norton Anthology of English Literature. Vol 2 (Head notes on the periods and authors featured in the paper)
- *English Literature* by Jonathan Bate (Ch. 4 "The Study of English")
- *Pelican Guide to English Literature*. Ed. Boris Ford. Vol 4. *From Dryden to Johnson*  
O.M. Myres, "Introduction" to *The Coverley Papers*

**Core Paper IV****INDIAN WRITING IN ENGLISH****Introduction:**

Indian writing in English has been the fastest growing branch of Indian literature in the last one hundred years. It has produced a rich and vibrant body of writing spanning all genres. As a

‘twice born’ form of writing, it partakes of both the indigenous and the foreign perspectives and has an inherent tendency to be postcolonial. This paper seeks to introduce the students to the field through a selection of representative poems, novel and play.

### **UNIT 1: Historical overview**

- (i) 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 and the evolution of Indian writing in English in 20<sup>th</sup> century.

### **UNIT 2:**

- (i) Sarojini Naidu “The Bangle Sellers”,
- (ii) A.K.Ramanujan “Obituary”,
- (iii) Jayanta Mahapatra “Grandfather”,
- (iv) Nissim Ezekiel “Night of the Scorpion”

### **UNIT 3: R.K Narayan**

- (i) *The Guide*

### **UNIT 4: Mahesh Dattani**

- (i) *Final Solutions*

### **Text Books**

- Texts prescribed in Units 2, 3, 4.

### **Reference Books**

- Mehrotra, Arvind Krishna. *Concise History of Indian Literature in English*, Permanent Black, 2010.
- K. Srinivas Ayenger. *A History of Indian Writing in English*
- M.K. Naik. *History of Indian Writing in English*
- Vinay Dharwadker. “The Historical Formation of Indian English Literature” in Sheldon Pollock (ed) *Literary Cultures in History*
- *Modern Indian Drama: Issues and Interventions* (ed) Lakshmi Subramanyam



## Core Paper V

### BRITISH ROMANTIC LITERATURE

#### Introduction:

The paper aims at acquainting the students with the Romantic period and some of its representative writers. The students will be able to sample some seminal works of the Romantic age which gave expression to the key ideas of the period such as return to nature, subjectivity, desire for personal freedom and the defiance of classicism-imposed restrictions on poetic form.

#### UNIT 1: Historical overview

- (i) The period otherwise known as The Romantic Revival; The Age of Revolution as it owes its origin to the epoch making French Revolution of 1789. The emphasis on the organic relationship between man and Nature, individual liberty and unbridled desire free from the shackles of classicism made this period unique—Romanticism vs Classicism

#### UNIT 2:

- (i) Thomas Gray: “Elegy Written in a Country Churchyard,”
- (ii) William Blake: “A Poison Tree” and “Chimney Sweeper”

#### UNIT 3:

- (i) William Wordsworth’s “Tintern Abbey”
- (ii) S. T. Coleridge: “Kubla Khan,”
- (iii) John Keats: “Ode to a Nightingale,”
- (iv) P. B. Shelley: “Ode to the West Wind,”

#### UNIT 4:

- (i) William Wordsworth’s *Preface* to the 2<sup>nd</sup> edition of *Lyrical Ballads*

#### Text Books

- Texts prescribed in Units 2, 3, 4

#### Reference Books

- Paul Poplawski, *English Literature in Context*, “The Romantic Period”
- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- Norton Anthology of English Literature. Vol 2 (Head notes on the periods and authors featured in the paper)
- *Pelican Guide to English Literature. Vol 5. From Blake to Byron*. Ed. Boris Ford
- Maurice Bowra, *The Romantic Imagination*
- *English Literature*. Jonathan Bate (Ch. 5 “Periods and Movements”)

## Core Paper VI

### BRITISH LITERATURE 19<sup>TH</sup> CENTURY

#### Introduction:

This paper seeks to introduce the students to the exploits of the 19<sup>th</sup> century British Literature in prose, especially fiction and cultural criticism. It also includes samples of Victorian poetry.

#### UNIT 1: Historical overview

- (i) 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.

#### UNIT 2: Poetry

- (i) Tennyson; “Break, Break, Break”, Robert Browning, “My Last Duchess”
- (ii) Criticism: Matthew Arnold: “The Study of Poetry”

#### UNIT 3: Jane Austen

- (i) *Pride and Prejudice*

#### UNIT 4: Charles Dickens

- (i) *Hard Times*

#### Text Books:

- Texts prescribed in Units 2, 3, 4

#### Reference Books:

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

## Core Paper VII

### BRITISH LITERATURE: EARLY 20<sup>TH</sup> CENTURY

#### Introduction:

The paper aims at acquainting the students with the literature of Britain in the early 20<sup>th</sup> century, focusing on the modernist canon in poetry, novel, and literary criticism.

### **UNIT 1: Historical overview**

- (i) 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. Marx's concept of class struggle, Freud's theory of the unconscious are to be discussed.

### **UNIT 2: Poetry**

- (i) T.S. Eliot "Love Song of J. Alfred Prufrock",
- (ii) Yeats: "Second Coming",
- (iii) Wilfred Owen: "Strange Meeting",
- (iv) Siegfried Sassoon, "Suicide in the Trenches"
- (v) Criticism: T.S. Eliot: "Tradition and the Individual Talent"

### **UNIT 3:**

- (i) Virginia Woolf: *Mrs. Dalloway*

### **UNIT 4:**

- (i) J M Synge *Ryders to the Sea*

### **Text Books**

- Texts prescribed in Units 2, 3, 4

### **Reference Books:**

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

## **Core Paper VIII**

### **AMERICAN LITERATURE**

#### **Introduction:**

This is a survey paper providing an overview of canonical authors from American Literature in the established genres.

### **UNIT 1: Historical overview**

- (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 2:**

- (i) Walt Whitman: “Out of the Cradle Endlessly Rocking”,  
(ii) Robert Frost: “Stopping by the Woods in a Snowy Evening”,  
(iii) Emily Dickinson: “Because I could not stop for death”  
(iv) Maya Angelou: “I Know Why the Caged Birds Sing”

**UNIT 3:**

- (i) Arthur Miller: *The Death of a Salesman*

**UNIT 4:**

- (i) Ernest Hemingway: *A Farewell to Arms*

**Text Books**

- Texts prescribed in Units 2, 3, 4 (All texts are available on the Internet.)

**Reference Books:**

- *Pelican Guide to English Literature*. Vol. 9. *American Literature*. Ed. Boris Ford
- *Highlights of American Literature*. Dr. Carl Bode (USIS)
- *A Short History of American Literature*, Krishna Sen and Ashok Sengupta. Orient BlackSwan, 2017
- *The Story of American Literature*. By Ludwig Lewisohn
- *Norton Anthology of American Literature*. (Head notes on authors and periods to be read)

**Core Paper IX**

**EUROPEAN CLASSICAL LITERATURE**

**Introduction:**

This paper seeks to introduce the students to European Classical literature, commonly considered to have begun in the 8th century BC in ancient Greece and continued until the decline of the Roman Empire in the 5th century AD. The paper seeks to acquaint the students with the founding texts of the European canon.

**UNIT 1: Historical Review**

- (i) 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**

- (i) Homer: *Odyssey* (Book I)

**UNIT 3: Tragedy:**

- (i) Sophocles: *Oedipus the King*

**UNIT 4: Criticism:**

- (i) Aristotle: *Poetics* (Chapters: 6,7,8)

**Text Books**

- Texts prescribed in Units 2, 3, 4 (All texts are available for free access on Project Gutenberg <https://www.gutenberg.org/>)

**Reference Books:**

- H.D.F. Kitto, *Form and Meaning in Greek Drama*
- H.D.F. Kitto, *The Greeks*
- Eric Auerbach, *Mimesis: The Representation of Reality in Western Literature*
- Gilbert Murray, *A History of Ancient Greek Literature*, Andesite Press, 2017.
- *Classicism: A Very Short Introduction* OUP

**Core Paper X****WOMEN'S WRITING****Introduction:**

The paper seeks to acquaint the students with the works of women writers from different cultures and nations in various genres. Further, it seeks to make them critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.

**UNIT 1: Virginia Woolf**

- (i) "Chapter 1" from *A Room of One's Own*

**UNIT 2: Charlotte Bronte**

- (i) *Jane Eyre*

**UNIT 3:**

- (i) Kamala Das, 'An Introduction', 'The Sunshine Cat'  
(ii) Sylvia Plath, 'Mirror', 'Barren Woman'

- (iii) Eunice de Souza, 'Women in Dutch Painting', 'Remember Medusa'  
(iv) Shanta Acharya, 'Homecoming', 'Shringara'

**UNIT 4:**

- (i) Ashapura Devi, *The Distant Window*

**Text Books**

- Texts prescribed in Units 1, 2, 3, 4

**Reference Books:**

- Toril Moi, *Sexual/Textual Politics*
- Elaine Showalter, *A Literature of Their Own*
- Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic*
- *The Distant Window*, Prachi Prakashan, Tr. Anima Bose, 1997
- Helen Carr, 'A History of Women's Writing' in *A History of Feminist Literary Criticism* by Gill Plain and Susan Sellers
- Mary Eagleton, 'Literary Representations of Women' in *A History of Feminist Literary Criticism* by Gill Plain and Susan Sellers

**Core Paper XI**

**MODERN EUROPEAN DRAMA**

**Introduction:**

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

**UNIT 1: Historical Review**

- (i) 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**

- (i) *Ghosts*

**UNIT 3: Eugene Ionesco**

- (i) *Chairs*

## UNIT 4: Bertolt Brecht

- (i) *Life of Galileo*

### Text Books

- Texts prescribed in Units 1, 2, 3, 4

### Web Resources

- Ionesco: <http://www.kkoworld.com/kitablar/ejen-ionesko-kergedan-eng.pdf>
- Ibsen: <http://www.gutenberg.org/files/8121/8121-h/8121-h.htm>

### Reference Books:

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

## Core Paper XII

### INDIAN CLASSICAL LITERATURE

(Training of teachers essential for teaching this course)

### Introduction:

This paper seeks to create awareness among the students of the rich and diverse literary and aesthetic culture of ancient India.

### UNIT 1: Introduction to the history and genesis of Indian Classical Literature

#### UNIT 2: Sanskrit Drama –1

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

#### UNIT 3: Sanskrit Drama-2

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

#### UNIT 4: Aesthetics and Maxims

- (i) Bharata's *Natyasastra*, Chapter VI on Rasa theory

**Text Books**

- Texts prescribed in units II,III, IV

**Reference Books:**

- Kalidasa. Critical Edition. Sahitya Akademi
- Bharata's *Natyashastra*. English Translation by M.M. Ghosh. Vol 1. 2<sup>nd</sup> edition. Asiatic Society, Kolkata, 1950. Ch. 6 "Sentiments". Pp. 158-95
- J.A.B. Van Buitenen, "Dharma and Moksa" in Roy W. Perrett. Ed. *Indian Philosophy*. Vol 5, *Theory of Value: A Collection of Readings*. New York: Garland, 2000. Pp. 33-40
- Vinay Dharwadkar, "Orientalism and the Study of Indian Literature", *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
- Haldhar Panda, *Universals of Poetics*

**Core Paper XIII**

**POSTCOLONIAL LITERATURES**

**Introduction:**

This paper seeks to introduce the students to postcolonial literature —a body of literature that responds to European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. The paper aims to provide the students with the opportunity to think through the layered response – compliance, resistance, mimicry, subversion – that is involved in the production of post-independence literature

**UNIT 1:**

- (i) Postcolonialism: Elleke Boehmer ( From *Literary Theory and Criticism* Ed. Patricia Waugh)
- (a) The post in Postcolonial,
- (b) Movements and theories against Empire
- (c) Leading Postcolonial Thinkers ( Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha)

**UNIT 2: Raja Rao**

- (i) *Kanthapura*

**UNIT 3: Jean Rhys**

- (i) *Wide Sargasso Sea*

**UNIT 4: Athol Fugard**



- (i) *Blood Knot*

### **Text Books**

- Texts prescribed in Units 1, 2, 3, 4

### **Reference Books:**

- Chinua Achebe: “English and the African Writer” (Available online)
- Ngugi wa Thiong’o: “The Quest for Relevance” from *Decolonizing the Mind: The Politics of Language in African Literature*
- Leela Gandhi, *Postcolonial Theory: An Introduction*. OUP, 1998.
- Bill Ashcroft, Gareth Griffin, Helen Tiffin, *The Empire Writes Back: Theory and Practice of Post-Colonial Literature*.
- Edward Said. *Orientalism*.

## **Core Paper XIV**

### **POPULAR LITERATURE**

#### **Introduction:**

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

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

- (i) What is popular literature?
- (ii) Debate between popular and high cultures (‘high brow’ v/s ‘low brow’)
- (iii) What is Genre fiction?
- (iv) 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: Children’s Literature**

- (i) Lewis Carroll: *Alice in Wonderland*

### **UNIT 3: Detective Fiction**

- (i) Arthur Conan Doyle: *The Hound of the Baskervilles*

### **UNIT 4: Campus Fiction**

- (i) Chetan Bhagat: *Five Point Someone*

### **Text Books**

- Essays given for discussion under unit I and Texts prescribed in Units 2, 3, 4

### **Reference Books**

- Leslie Fiedler, “Towards a Definition of Popular Literature” in *Super Culture: American Popular Culture and Europe*. Ed. C.W.E. Bigsby. pp. 29-38
- Leo Lowenthal, *Literature, Popular Culture and Society*
- Felicity Hughes, “Children’s Literature: Theory and Practice” in *English Literary History*. Vol. 45, 1978. pp. 542-61.
- Raymond Chandler, “The Simple Art of Murder”, *Atlantic Monthly*. Dec. 1944 (available at <<http://www.en.utexas.edu/amlitprivate/scans/chandlerart.html>>)
- *Popular Fiction: Essays in Literature and History* by Peter Humm, Paul Stigant, Peter Widdowson
- Sumathi Ramaswamy, “Introduction”, in *Beyond Appearances?: Visual Practices and Ideologies in Modern India*. Pp.xiii-xxix

## **Discipline Specific Elective Paper-I**

### **LITERARY THEORY**

#### **Introduction:**

This paper seeks to expose the students to the basic premises and issues of major theoretical approaches to literary texts.

#### **UNIT 1:**

- (i) New Criticism (“Language of Paradox” by Cleanth Brooks)

#### **UNIT 2:**

- (i) Marxist Criticism (Terry Eagleton: “Literature and Ideology” from *Marxism and Literary Criticism*)

#### **UNIT 3:**

- (i) Feminist Criticism (*Second Sex*, Vol 1 Introduction “Facts and Myths”)

#### **UNIT 4:**

- (i) Structuralism (“The Nature of Linguistic Sign” by Saussure)

**Text Books**

- Texts prescribed in Units 1, 2, 3, 4

**Reference Books**

- Peter Barry, *Beginning Theory*
- Terry Eagleton, *Literary Theory*
- David Lodge, ed. *Twentieth Century Criticism*
- David Lodge, ed. *Modern Criticism and Theory: A Reader*
- Jonathan Culler, “In Pursuit of Signs”
- Tony Bennett, *Formalism and Marxism* (New Accents)

**Discipline Specific Elective Paper- II****WORLD LITERATURE****Introduction:**

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: European**

- (i) Albert Camus: *The Outsider*

**UNIT 2: Caribbean**

- (i) V S Naipaul: *A Bend in the River*

**UNIT 3: Canadian Short Fiction**

- (i) Alice Munroe: “The Bear Came Over the Mountain”, “Face”

**UNIT 4: Latin American Poetry**

- (i) Pablo Neruda :“Tonight I can Write” and “Every day you play”
- (ii) Octavio Paz: “Between going and staying the day wavers” and “Motion”

**Text Books**

- Texts prescribed in Units 1, 2, 3, 4

**Web Resources:**

- 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)

### Reference Books:

- *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
- 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.
- "WLT and the Essay" *World Literature Today* Vol. 74, No. 3, 2000. JSTOR Irish University Review, Vol.23 Spring 1, Spring-Summer.
- 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)

## Discipline Specific Elective Paper- III

### PARTITION LITERATURE

#### Introduction:

This paper seeks to expose the students to some significant writings on Indian partition, which brought untold miseries to those who lost lives and homes. The issues of loss, trauma, communalism etc. are explored by the texts.

#### UNIT 1: Defining partition literature

- (i) Ritu Menon and Kamla Bhasin, 'Introduction' from *Borders and Boundaries* (New Delhi: Kali for Women, 1998)

#### UNIT 2:

- (i) W.H. Auden "Partition", Agha Shahid Ali, "Learning Urdu", "The Dawn of Freedom" Faiz Ahmad Faiz

### **UNIT 3: Bapsi Sidhwa**

- (i) *Ice-candy-man*

### **UNIT 4:**

- (i) Sadat Hassan Manto, ‘Toba Tek Singh’ (from *Mottled Dawn*, Penguin India)
- (ii) Rajinder Singh Bedi, ‘Lajwanti’ ( Trans. Khushwant Singh)
- (iii) Lalithambika Antharajanam, ‘A Leaf in the Storm’

### **Text Books**

- Texts prescribed in Units 1, 2, 3, 4
- (*Mottled Dawn* for Manto and Bedi in Unit 4, Penguin India)
- *Borders and Boundaries*. New Delhi: Kali for Women, 1998

### **Reference Books:**

- Sukrita P. Kumar, ‘Narrating Partition’ (Delhi: Indialog, 2004)
- Urvashi Butalia, ‘The Other Side of Silence: Voices from the Partition of India’ (Delhi: Kali for Women, 2000)
- Sigmund Freud, ‘Mourning and Melancholia’ in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041-53.

## **Discipline Specific Elective Paper- IV**

### **WRITING FOR MASS MEDIA**

#### **UNIT 1:**

- (i) History of English in India, Brief history of Journalism in English in India , Status of English in India, Indian writers of English and their treatment of the English language a non-native variety

#### **UNIT 2:**

- (i) Writing for the Print Media: News Stories, Features, Editorials  
(The teacher is required to cite examples and use material from mass media)

#### **UNIT 3:**

- (i) Writing for the Electronic Media
- (ii) Advertisement caption writing and tag lines (print and electronic)

#### **UNIT 4:**

- (i) Email, Blogs, Social networking
- (ii) Internet Journalism

### **Reference Books**

- Rangaswamy Parthasarathy, *Journalism in India: From the earliest times to the present day*, Sterling.
- S V Parasher, *Indian English: Functions and Form*, Bahri Publications.
- Stephen McLaren, *Easy Writer*
- A R Parhi, *Indian English through Newspapers*, Concept Publications.
- G L Labru, *Indian Newspaper English*, B R Publishing House.
- Vinod Dubey, *Newspaper English in India*, Bahri Publications.
- Kachru, Braj: *from Indianization of English*
- Dutta and Parhi, 'Prospect of Electronic Media as Curriculum in Non-Native Contexts', *I-Manager's Journal on English Language Teaching*. (2014)
- Aijaz Ahmed: 'Disciplinary English: Third-Worldism and Literature'.
- Narasimhaih; C.D. (ed.): *Awakened Consciousness: Studies in Commonwealth Literature*, New Delhi: Sterling.
- Omkar N. Koul: *English in India: Theoretical and Applied Issues*. New Delhi: Creative Publishers.

**DSE Paper – IV: Dissertation/ Research Project (College can give this choice only for students with above 60% aggregate marks)**

### **DISSERTATION/ RESEARCH PROJECT**

#### **Introduction and Outcome**

A project is an individual or collaborative activity that is carefully planned to achieve a particular aim.

An undergraduate project is individual research by students to i. understand in-depth a particular topic or fact in their field of study, and ii. Strengthen their understanding of research processes and methods.

Undergraduate research is inquiry-based learning that involves practical work, and not just listening to classroom teaching and personal reading. Students learn to apply what they study in their courses to appreciate different aspects of their field better by working independently on the projects. At the same time, they contribute something original to the courses they study.

An undergraduate research project is expected to explore specific topics within the field of study of the students. The project should make an original contribution to the discipline in some manner. The results of quality undergraduate research can be presented in seminars and conferences, and published in research journals dedicated specifically to such work or in traditional academic journals with the student as a co-author.

There are many benefits of undergraduate research including, but not limited to, real world applications, research and professional experience, and better relationships between faculty and students. Relating coursework to out-of-class experiences, students train to work and think independently, take responsibility for their own learning, and take initiative to solve problems on their own rather than relying on experts for answers. They also learn to work in collaboration in interdisciplinary research. Most of all, projects help students learn a variety of skill sets to make them confident and competent in their future career.

### **The research process**

Typically, all research answer three questions: *what*, *why* and *how*.

The *what* states the research question to be investigated in a project.

The *why* explains the purpose of the research and also every step undertaken to conduct the research.

The *how* describes the stages of the research procedure.

To understand the process of research and to practically conduct any requires a good background in research methodology. Students may study research methodology before undertaking their projects.

## **Pattern of examination**

### **MID-SEMESTER ASSESSMENT**

Presentation of the project synopsis

Synopsis to include:

- i. Research statement/question and its rationale
- ii. Review of literature stating the validity of the project
- iii. Discussion of the research steps
- iv. Possible conclusion/s
- v. Contribution of the project to the existing body of research
- vi. References

**Semester final examination**

A project of at least 3000 words to be submitted in the following structure:

- Research question - a short statement
- Rationale of the research
- Introductions of the research
- Review of literature relating the reviews to the research question and the research Introductions
- Data collection and interpretation
- Discussion of the findings; conclusions drawn
- Contribution of the project to the existing body of research
- Directions for future research
- Works cited section

### **Reference Books**

- John Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications. 2009
- K Samantray, *Academic and Research Writing*. Orient Blackswan. 2015
- Sword, H. *Stylish Academic Writing*. Harvard University Press. 2012
- Norman Denzin, *Sage Handbook of Qualitative Research*. Sage Publications. 2005
- Kothari & Garg, *Research Methodology*. New Age Publishers
- Deepak Chawla & Neena Sondhi. *Research methodology: Concepts & Cases*. Vikas Publishing

## **Generic Elective Paper I**

### **ACADEMIC WRITING AND COMPOSITION**

#### **Introduction:**

This paper seeks to train the students in the basic writing skills required for writing competently in the academic context.

#### **UNIT 1:**

- (i) Introduction to the Writing Process: with a focus on Academic Writing

#### **UNIT 2:**

- (i) Writing in one's own words: Summarizing and Paraphrasing

#### **UNIT 3:**

- (i) Critical Thinking: Synthesis, Analysis, And Evaluation

#### **UNIT 4:**

- (i) Citing Resources: Editing, Book and Media Review



**Reference Books:**

- Liz Hamp-Lyons and Ben Heasley, *Study Writing: A Course in Writing Skills for Academic Purposes* (Cambridge UP, 2006)
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies*. New York: CUP, 2nd edn, 1998
- Stanley Fish, *How to Write a Sentence and How to Read One*. Harpar Perennial. 2011.
- *Literature and the art of Communication*, Cambridge University Press
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2009

**Generic Elective Paper II****GENDER AND HUMAN RIGHTS**

(Faculty training needed)

**Introduction:**

This paper seeks to familiarize the students with issues of inequality, and oppression of caste, race and gender.

**UNIT 1:**

- (i) Unit I and II of *Gender Sensitivity* ( UNESCO Module 5)

**UNIT 2:**

- (i) “ Castes in India”: Dr Babasaheb Ambedkar

**UNIT 3:**

- (i) *We Should All Be Feminists* by Chimamanda Ngozi Adichie,

**UNIT 4:**

- (i) *Sultana’s Dream* (a novella): Rokeya Sakhawat Hossain

**Text Books**

- Texts prescribed in Unit I,II,III, IV

**Reference Books:**

- Babasaheb Ambedkar, *Writings and Speeches*, Vol 1, Compiled by Vasant Moon. Ambedkar Foundation, 2014.
  - Chimamanda Ngozi Adichie- *We Should All Be Feminists*. London: Fourth Estate, 2014.
  - Rokeya Sakhawat Hossain - *Sultana’s Dream*. Penguin Modern Classics, 2005.
- UNESCO- Gender Sensitivity, Zambia, 2000.  
[http://www.unesco.org/education/mebam/module\\_5.pdf](http://www.unesco.org/education/mebam/module_5.pdf)

## Generic Elective Paper III

### NATION, CULTURE, INDIA

#### Introduction:

This paper seeks to introduce students across disciplines to basic ideas about Indian cultural ethos mediated through literature.

#### UNIT 1:

- (i) *An Autobiography (My Experiments With Truth)* - M.K. Gandhi. Part V, 'The First Experience' (Chapters I) to 'Face to Face with Ahimsa' (Chap XIV)

#### UNIT 2:

- (i) "Secularism and Its Discontents"- Amartya Sen ( from *The Argumentative Indian*)

#### UNIT 3:

- (i) "Nationalism in India"- Rabindranath Tagore (from *Nationalism*)

#### UNIT 4:

- (i) " The Renaissance in India"- Sri Aurobindo ( from *The Renaissance in India and Other Essays*)

#### Text Books

- Texts prescribed in Units 1, 2, 3, 4

#### Reference Books:

- A.L. Basham, *Wonder that was India*
- D.D. Kosambi, *Culture and Civilization of Ancient India in Historical Outline*
- Romila Thapar, *Time as a Metaphor in Human History*
- Pawan K. Verma, *The Great Indian Middleclass*

## Generic Elective Paper IV

### LANGUAGE AND LINGUISTICS

#### Introduction:

This paper aims to offer the students some fundamental knowledge in Linguistics and English Language Teaching (ELT). It also seeks to acquaint the students with the variety of English that people come in contact with in contemporary times with a special emphasis on Asia and in particular, India.

#### UNIT 1:

(i) Language : What is Language, Linguistics, Branches and Scope, Applied Linguistics  
Global Englishes: Who Speaks English today? Standard Language and Language Standards,  
Language Variation, Postcolonial English, Pidgin and Creole, English in Asia and Europe

**UNIT 2:**

(i) Phonology and Morphology

**UNIT 3:**

(i) Syntax

**UNIT 4:**

(i) Semantics

**Reference Books**

- *Introductory book on Linguistics and Phonetics* by R L Varshney
- *Global Englishes: A Resource Book for Students*, Jennifer Jenkins, 3rd Edn, Special Indian Edition, Routledge, 2016
- *An Introduction to Language and Communication*,
- A R Parhi, 'Localising the Alien: Newspaper English and the Indian Classroom', *English Studies in India*, Springer, 2018.
- Adrian Akmajian, R. A. Demers, Ann K Farmer and R, M. Harnish, Prentice Hall of India, 2012
- David Crystal, *Linguistics*
- Braj B Kachru, *The Indianization of English* (OUP)
- David Crystal, *English as a World Language*

**GE Tutorial - 4 (20 marks: 1 credit)**

**Introduction:** This paper seeks to reinforce learning of the theory paper by way of engaging the students in remedial teaching and doubt clearing classes.

**Scheme of Examination-** Internal Assessment will be done by tutors through 10 multiple choice questions (10 x 1 = 10) and very short answer-type questions (5 x 2 = 10)

---

**Course structure of UG English Pass**

---

Semester	Course	Course Name	Credits	Total marks
<b>I</b>	DSC-I	Indian writing in English	06	100
<b>II</b>	DSC-II	Writing for mass media	06	100
<b>III</b>	DSC-III	Postcolonial literatures	06	100

<b>IV</b>	DSC-IV	Popular literature	06	100
<b>V</b>	DSE-I	Academic writing and composition	06	100
<b>VI</b>	DSE-II	Nation, culture, India	06	100
			<b>30</b>	<b>600</b>

### **ENGLISH Papers for PASS students**

Discipline Specific Core – 4 papers

Discipline Specific Elective – 2 papers

Marks per paper - Midterm : 20 marks, End term : 80 marks, Total – 100 marks

Credit per paper – 6

Teaching hours per paper – 50 hours + 10 hours tutorial

#### **Discipline Specific Core Paper I**

#### **INDIAN WRITING IN ENGLISH**

##### **Introduction:**

Indian writing in English has been the fastest growing branch of Indian literature in the last one hundred years. It has produced a rich and vibrant body of writing spanning all genres. As a ‘twice born’ form of writing, it partakes of both the indigenous and the foreign perspectives and has an inherent tendency to be postcolonial. This paper seeks to introduce the students to the field through a selection of representative poems and short stories and a novel and a play.

##### **UNIT 1: (Poetry)**

- (i) Sarojini Naidu: “The Bangle Sellers”,
- (ii) A.K.Ramanujan, “Obituary”,
- (iii) Jayanta Mahapatra “Grandfather”,
- (iv) Nissim Ezekiel “Night of the Scorpion”

**UNIT 2: (Short Stories)**

- (i) Anita Desai “The Accompanist” ,
- (ii) Shiv K Kumar “ A Nun with Love”,
- (iii) Manohar Malgaonkar “ A Pinch of Snuff”

**UNIT 3:**

- (i) R.K Narayan *The Guide*

**UNIT 4:**

- (i) Mahesh Dattani *Final Solutions*

**Text Books**

- Texts prescribed in Units 1, 2, 3, 4

**Reference Books:**

- Mehrotra, Arvind Krishna. *Concise History of Indian Literature in English*, Permanent Black, 2010.
- K. Srinivas Ayenger. *A History of Indian Writing in English*
- M.K. Naik. *History of Indian Writing in English*
- Vinay Dharwadker. “The Historical Formation of Indian English Literature” in Sheldon Pollock (ed) *Literary Cultures in History*
- *Modern Indian Drama: Issues and Interventions* (ed) Lakshmi Subramanyam

**Discipline Specific Core Paper II**

**WRITING FOR MASS MEDIA**

**UNIT 1:**

- (i) History of English in India, Brief history of Journalism in English in India, Status of English in India, Raja Rao, Preface to *Kanthapura* and ‘The Caste of English’ (Awakened Consciousness: Studies in Commonwealth Lit. ed. C.D. Narasimhaiah).

**UNIT 2 :**

- (i) Writing for the Print Media: News Stories, Features, Editorials  
(The teacher is required to cite examples and use material from mass media)

### UNIT 3:

- (i) Writing for the Electronic Media, Advertisement caption writing and tag lines (print and electronic)

### UNIT 4:

- (i) Email, Blogs, Social networking, Internet Journalism

### Reference Books

- Rangaswamy Parthasarathy, *Journalism in India: From the earliest times to the present day*, Sterling.
- S V Parasher, *Indian English: Functions and Form*, Bahri Publications.
- Stephen McLaren, *Easy Writer*
- A R Parhi, *Indian English through Newspapers*, Concept Publications.
- G L Labru, *Indian Newspaper English*, B R Publishing House.
- Vinod Dubey, *Newspaper English in India*, Bahri Publications.
- Kachru, Braj: *from Indianization of English*
- Dutta and Parhi, 'Prospect of Electronic Media as Curriculum in Non-Native Contexts', *I-Manager's Journal on English Language Teaching*, 2014
- Aijaz Ahmed: 'Disciplinary English: Third-Worldism and Literature'.
- Narasimhaih; C.D. (ed.): *Awakened Consciousness: Studies in Commonwealth Literature*, New Delhi: Sterling.
- Omkar N. Koul: *English in India: Theoretical and Applied Issues*. New Delhi: Creative Publishers.

## Discipline Specific Core Paper III

### POSTCOLONIAL LITERATURES

#### Introduction:

This paper seeks to introduce the students to postcolonial literature—a body of literature that responds to European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. The paper aims to provide the students with the opportunity to think through the layered response – compliance, resistance, mimicry, and subversion – that is involved in the production of post-independence literature

#### UNIT 1: Post colonialism: Elleke Boehmer ( From *Literary Theory and Criticism* Ed.

#### Patricia Waugh)

- (i) The post in Postcolonial,
- (ii) Movements and theories against Empire,

- (iii) Leading Postcolonial Thinkers( Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha)

**UNIT 2:**

- (i) Raja Rao, *Kanthapura*

**UNIT 3:**

- (i) Jean Rhys *Wide Sargasso Sea*

**UNIT 4:**

- (i) Athol Fugard: *Blood Knot*

**Text Books**

- Texts prescribed in Units 1, 2, 3, 4

**Reference Books:**

- Chinua Achebe: “English and the African Writer” (Available online)
- Ngugi wa Thiong’o: “The Quest for Relevance” from *Decolonizing the Mind: The Politics of Language in African Literature*
- Leela Gandhi, *Postcolonial Theory: An Introduction*. OUP, 1998.
- Bill Ashcroft, Gareth Griffin, Helen Tiffin, *The Empire Writes Back: Theory and Practice of Post-Colonial Literature*.
- Edward Said. *Orientalism*.

**Discipline Specific Core Paper IV**

**POPULAR LITERATURE**

**Introduction:**

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

**UNIT 1: Introduction to the concept**

- (i) What is popular literature?  
(ii) Debate between popular and high cultures (‘high brow’ v/s ‘low brow’)  
(iii) What is Genre fiction?  
(iv) 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: Children’s Literature**

- (i) Lewis Carroll: *Alice in Wonderland*

### **UNIT 3: Detective Fiction**

- (i) Arthur Conan Doyle: *The Hound of the Baskervilles*

### **UNIT 4: Campus Fiction**

- (i) Chetan Bhagat: *Five Point Someone*

### **Text Books**

- Essays given for discussion under Unit I and Texts prescribed in Units II,III,IV

### **Reference Books**

- Leslie Fiedler, “Towards a Definition of Popular Literature” in *Super Culture: American Popular Culture and Europe*. Ed. C.W.E. Bigsby. pp. 29-38
- Leo Lowenthal, *Literature, Popular Culture and Society*
- Felicity Hughes, “Children’s Literature: Theory and Practice” in *English Literary History*. Vol. 45, 1978. pp. 542-61.
- Raymond Chandler, “The Simple Art of Murder”, *Atlantic Monthly*. Dec. 1944 (available at <<http://www.en.utexas.edu/amlitprivate/scans/chandlerart.html>>)
- *Popular Fiction: Essays in Literature and History* by Peter Humm, Paul Stigant, Peter Widdowson
- Sumathi Ramaswamy, “Introduction”, in *Beyond Appearances?: Visual Practices and Ideologies in Modern India*. Pp.xiii-xxix

## **Discipline Specific Elective Paper I**

### **ACADEMIC WRITING AND COMPOSITION**

#### **Introduction:**

This paper seeks to train the students in the basic writing skills required for writing competently

in the academic context.

**UNIT 1:**

- (i) Introduction to the Writing Process: with a focus on Academic Writing

**UNIT 2:**

- (i) Writing in one's own words: Summarizing and Paraphrasing

**UNIT 3:**

- (i) Critical Thinking: Synthesis, Analysis, Evaluation

**UNIT 4:**

- (i) Citing Resources: Editing, Book and Media Review

**Reference Books:**

- Liz Hamp-Lyons and Ben Heasley, *Study Writing: A Course in Writing Skills for Academic Purposes* (Cambridge UP, 2006)
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies*. New York: CUP, 2nd edn, 1998
- Stanley Fish, *How to Write a Sentence and How to Read One*. Harpar Perennial. 2011.
- *Literature and the art of Communication*, Cambridge University Press.
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2009

**Discipline Specific Elective Paper II**

**NATION, CULTURE, INDIA**

**Introduction:**

This paper seeks to introduce students across disciplines to basic ideas about Indian cultural ethos mediated through literature.

**UNIT 1:**

- (i) *An Autobiography (My Experiments With Truth)* - M.K. Gandhi. Part V, 'The First Experience' (Chapters I) to 'Face to Face with Ahimsa' (Chap XIV)

**UNIT 2:**

- (i) "Secularism and Its Discontents"- Amartya Sen ( from *The Argumentative Indian*)

**UNIT 3:**

- (i) "Nationalism in India"- Rabindranath Tagore (from *Nationalism*)

**UNIT 4:**

- (i) " The Renaissance in India"- Sri Aurobindo ( from *The Renaissance in India and*

Other Essays)

**Text Books**

- Texts prescribed in Unit I,II,III,IV

**Reference Books:**

- A.L. Basham, *Wonder that was India*
- D.D. Kosambi, *Culture and Civilization of Ancient India in Historical Outline*
- Romila Thapar, *Time as a Metaphor in Human History*
- Pawan K. Verma, *The Great Indian Middleclass*

**GE Tutorial - 4 (20 marks: 1 credit)**

**Introduction:** This paper seeks to reinforce learning of the theory paper by way of engaging the students in remedial teaching and doubt clearing classes.

**Scheme of Examination-** Internal Assessment will be done by tutors through 10 multiple choice questions (10 x 1 = 10) and very short answer-type questions (5 x 2 = 10)

# **CBCS UG Syllabus**

## **Compulsory English for Pass Students**

### **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 & Drama**

- Gopinath Mohanty: *Our Daily Bread* (English Translation of *Danapani*) Trans. Bikram K Das  
G. B. Shaw: *Arms and the Man*

#### **Unit 4: 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 For Pass students**

### **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 and writing an essay

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

#### **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

---

## SKILL ENHANCEMENT COURSES (SEC)

---

**Optional for SECC I paper**

**Total Marks- 100**

**Skill Enhancement Courses (SECC Option-I)**

### ENGLISH COMMUNICATION

**Introduction:** This paper intends to build up the four primary skills in students in the academic as well as in the wider domains of use like public offices. The books recommended only provide guidelines for what to teach, and the list is in no way exhaustive. Teachers must be free and resourceful enough to collect teaching materials on their own, and even use newspaper clippings as teaching materials.

This is an activity-based, goal-oriented, functional course in English Communication, which aims to make the students able and efficient communicators by helping them to be self-reflexive about English. This course has a pre-defined context of being supportive and complementary to the core courses in various disciplines. Therefore, unlike most other courses in English Communication on offer, it does not seek to build facile fluency that passes off as communicative competence. Rather, it intends to equip the students with the relevant skills of presentation and expression needed in the academic as well as in the professional domains of communicative use. While reading skills exercises are meant to promote the acquisition of analytical and comprehension skills, writing skills exercises are centered on sentence construction, paragraph development and précis writing. Teachers must be free and flexible enough in relation to teaching materials, using newspaper clippings, non-conventional and multi-media resources in the classroom. There is ample scope to build the speaking and listening skills of students in the way the course is planned with an emphasis on interactive learning and articulation.

#### **UNIT 1: Introduction**

- (i) What is communication?
- (ii) Types of communication (Horizontal, Vertical, Interpersonal, Grapevine),

- (iii) Uses of Communication, Inter-cultural communication, Communication today:
- (iv) Distinct features of Indianisation, alternative texts of language learning, global English and English in the print and electronic media in India.

### **UNIT 2: The Four Skills and Prospect of new material in language learning**

- (i) Listening-Passive and active, Speaking effective, intelligibility and clarity
- (ii) Methods and techniques of reading such as skimming, scanning and searching for information; Reading to understand the literal, metaphorical and suggested meaning of a passage,
- (iii) Identifying the tone (admiring, accusatory, ironical, sympathetic, evasive, indecisive, ambiguous, neutral etc.) of the writer and view-points.
- (iv) Cohesive and Coherent writing

### **UNIT 3: Grammatical and Composition Skills**

- (i) Doing exercises like filling in the blanks, correcting errors, choosing correct forms out of alternative choices, joining clauses, rewriting sentences as directed, and replacing indicated sections with single words / opposites / synonyms, choosing to use correct punctuation marks, getting to understand and use formal and informal styles, learning to understand the usages of officialese, sexism, racism, jargon.
- (ii) Learning to understand information structure of the sentence such as topic-focus relationship; strategies of thematization, postponement, emphasis, structural compression (deletion of redundant parts, nominalization, cleft and pseudo-cleft sentences, elliptical structures etc.), Logical Connectors between sentences, Methods of developing a paragraph, structure of an essay and methods of developing an essay

### **UNIT 4: Exercises in Written Communication**

- (i) Précis writing
- (ii) Note-taking skills
- (iii) Writing reports
- (iv) Guidelines and essentials of official correspondence for making enquiries, complaints and replies
- (v) Making representations; writing letters of application for jobs; writing CV, writing letters to the editor and social appeals in the form of letters/pamphlets.

### **Reference Books:**

- *Ways of Reading: Advanced reading Skills for Students of English Literature.* Martin Montgomery et al. London: Routledge, 2007.
- *Applying Communication Theory for Professional Life: A Practical Introduction.* Dainton and Zellely, <http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGhlc3J5LnBkZg%3D>

[%3D&cidReset=true&cidReq=MBA563](#)

- *Literature and the art of Communication*, Cambridge University Press.
- *Vistas and Visions*. Orient Black Swan (writing and grammar exercises at the end of lessons are recommended)
- *'Writing skills', Remappings :An Anthology for Degree Classes* Orient Black Swan.
- *Indian English through Newspapers* (Chapter 4,5 and 6), Concept, New Delhi,2008.
- *Contemporary Communicative English*, S Chand
- *Technical Communication: A Reader Centred Approach*. P.V. Anderson. Wadsworth, Cengage.
- *A University Grammar of English* (Chapter 10,13,14) Randolph Quirk and Sidney Greenbaum : Pearson Education, India

## MIL (ALTERNATIVE ENGLISH)

### Introduction:

The paper is focused upon developing one fundamental skills of Language learning; reading which needs a thorough rethink and revision. In order to build a strong base for acquisition of the communication skills, suitable reading content is selected from diverse areas in prose form. This would boost the learner's competence in expressive and comprehension skills. The well researched language exercises in the form of usage, vocabulary and grammar is the other area that should attract the teacher and learner to work out for giving decent shape to the mastery of English language.

### UNIT 1: Short Story

- (i) Jim Corbett-The Fight between Leopards
- (ii) Dash Benhur- The Bicycle
- (iii) Dinanath Pathy- George V High School
- (iv) Alexander Baron- The Man who knew too much
- (v) Will f Jenkins- Uneasy Homecoming

### UNIT 2: Prose

- (i) Mahatma Gandhi- The way to Equal Distribution
- (ii) S Radhakrishnan- A Call to Youth
- (iii) C V Raman-Water- The Elixir of Life
- (iv) Harold Nicolson- An Educated Person
- (v) Claire Needell Hollander- No Learning without Feeling

### UNIT 3:

- (i) Comprehension of a passage and answering the questions

### UNIT 4:

- (i) Language exercises-test of vocabulary, usage and grammar

### Text Books

All Stories and Prose pieces

### Reference Books

- *The Widening Arc: A Selection of Prose and Stories*, Ed. A R Parhi, S Deepika, P Jani, Kitab Bhavan, Bh ubaneswar.
- *A Communicative Grammar of English*, Geoffrey Leech.
- *A University Grammar of English*, Randolph Quirk and Sidney Greenbaum
- *Developing Reading Skills*. F. Grellet. Cambridge: Cambridge University Press, 1981.

### UG Honours/Pass Syllabus in English



Scheme of examination

**For Core English Honours Papers :CC & DSE**

Midterm: 20 marks (to be conducted by the respective college)

Final examination: 80 marks

(A) 4 long questions of 14 marks each to be set from unit 1-4 with internal choice [4x14=56]

(B) 4 Short notes/annotation/analysis of 6 marks each covering all the units [4x6=24]

Scheme of examination

**For SEC (English Communication)**

Midterm: 20 marks (to be conducted by the respective college)

Final examination: 80 marks

(A) 2 long questions of 20 marks each to be set from unit 1-2 with internal choice [2x20=40]

(B) students have to answer 2 questions of 10 marks each based on (unit 4):Précis writing/note taking/writing reports/official correspondences/writing letters etc

(C) 1. 10 bit questions of one mark each to be set exclusively from unit 3 section (i): grammar portion [1x10=10]

2. 1 question of 10 marks to be set on methods of developing a paragraph/expansion of idea into an essay [10]

Scheme of examination

**For AEEC-II (MIL Alternative English)**

Midterm: 20 marks (to be conducted by the respective college)

Final examination: 80 marks

(A) 5 short questions of 4 marks each to be set from unit 1-2 covering all prescribed stories and prose pieces [10x4=40]

(B) An unknown passage to be set with 5 questions carrying 4 marks each [5x4=20]

(C) 10 bit questions carrying 2 marks each from grammar/vocabulary and usage [10x2=20]

**For pass courses**

\*The scheme of evaluation for rest of the pass courses (DSC+ DSE) will remain the same as that of the core honours papers

**ଦକ୍ଷତାବର୍ଦ୍ଧକ ବାଧ୍ୟତାମୂଳକ ପାଠ୍ୟକ୍ରମ**  
**Ability Enhancement Compulsory Course (AECC)**  
ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ  
**(2019-20)**

**MIL (Communications) – Odia**

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (**2<sup>nd</sup> Semester**) କଳା, ବିଜ୍ଞାନ ଓ ବାଣିଜ୍ୟ ସାଧାରଣ (**Pass**) / ସମ୍ମାନ (**Hons**)  
ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ

ମୋଟ୍ କ୍ରେଡିଟ୍-୪, ମୋଟ୍ ଶ୍ରେଣୀ ପାଠଦାନ ନିର୍ଦ୍ଦିଷ୍ଟ-୪୦, ଗୋଟିଏ ଶ୍ରେଣୀ ପାଠଦାନର (ପିରିୟଡ୍) ସମୟ ଅବଧି  
-୪୫ ମିନିଟ୍, ପାଠ୍ୟକ୍ରମ - ୨, ପୂର୍ଣ୍ଣସଂଖ୍ୟା - ୧୦୦

**(Credits – 4) Total Classes - 40, One Period - 45 Minutes, Course - II, Full Marks - 100**

**ପାଠ୍ୟକ୍ରମର ଭୂମିକା :**

ଏହି ପାଠ୍ୟକ୍ରମଟି ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ (CBCS / ସିବିସିଏସ୍) ପାଠ୍ୟ ପ୍ରଣାଳୀ ଅନୁସାରେ ପ୍ରସ୍ତୁତ ହୋଇଛି । ବିଭିନ୍ନ ସ୍ତରରେ ଆବଶ୍ୟକ ଅନୁସାରେ ସମସାମୟିକ ପରିସ୍ଥିତିକୁ ନେଇ ଭାବବିନିମୟ ଓ ପାରସ୍ପରିକ ଯୋଗାଯୋଗ ସ୍ଥାପନ କିପରି ଓଡ଼ିଆ ଭାଷାରେ ସହଜରେ, ସରଳରେ ହୋଇପାରିବ – ଏ ଦିଗ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟର ପ୍ରାୟୋଗିକ ଜ୍ଞାନର ବିକାଶ ନିମିତ୍ତ +୩ ସ୍ତରୀୟ ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଏହି ପାଠ୍ୟକ୍ରମର ଖସଡ଼ାଟି ସାହାଯ୍ୟ କରିବ । ସେଥିପାଇଁ ପ୍ରଚଳିତ ଭାଷାର ବୈୟାକରଣିକ, ବ୍ୟାବହାରିକ ଓ ପ୍ରାୟୋଗିକ ଦିଗ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଏଥିରେ ସଂଯୋଗ ପ୍ରକ୍ରିୟାର ଅନୁବିଧି, ଯୋଗାଯୋଗର ତଥ୍ୟ ଓ ତତ୍ତ୍ୱ ପ୍ରତି ଗୁରୁତ୍ୱ ଦିଆଯାଇଛି । ସରକାରୀ କାର୍ଯ୍ୟାଳୟରେ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟବହାରରେ ଏହା ଦକ୍ଷତା ବୃଦ୍ଧି କରିବ । ଓଡ଼ିଆ ଭାଷାର ପ୍ରୟୋଗରେ ସେମାନେ ଶୁଦ୍ଧ ଓ ପରିଚ୍ଛନ୍ନ ଭାବରେ ଯେକୌଣସି ପ୍ରକାର ଜ୍ଞାନର ସୂଚନା ତଥ୍ୟ ଓ ସିଦ୍ଧାନ୍ତକୁ ମୌଖିକ ଓ ଲିଖିତ ସ୍ତରରେ ସହଜରେ ପ୍ରକାଶ କରିପାରିବେ ଏବଂ ସେମାନଙ୍କ ମାତୃଭାଷା ପ୍ରୟୋଗର ବିକାଶ ଘଟିପାରିବ ।

**ମୂଲ୍ୟ ବିଭାଜନ ପଦ୍ଧତି : (ସବୁଥିରୁ ବିକଳ୍ପ ପଢ଼ିବ)**

- କ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍) ରୁ ବିକଳ୍ପସହ ଦୁଇଟି ଲେଖାଏଁ ମୋଟ ୮ଟି ୧୫ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘପ୍ରଶ୍ନ ପଢ଼ିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ୪ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୫ x ୪ = ୬୦)
- ଖ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକରୁ ୧୨ଟି ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଢ଼ିବ । ସେଥିରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୦ x ୨ = ୨୦)
- ଗ) ମହାବିଦ୍ୟାଳୟସ୍ତରୀୟ ଅନ୍ତଃ ପରୀକ୍ଷା (୨୦)
- ମୋଟ୍ ମୂଲ୍ୟାଙ୍କ - ୧୦୦

## ସବିଶେଷ ପାଠ୍ୟ

### ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ (AECC)

#### ପାଠ୍ୟ-୧ / Course – 1: ଯୋଗାଯୋଗ ଅନୁବିଧି, ରୀତି ଓ ମାଧ୍ୟମ

୧ମ ଏକକ : ଯୋଗାଯୋଗର ପରିଭାଷା, ଅନୁବିଧି, ପରିସର ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ସାକ୍ଷାତକାର, ଭାଷଣ କଳା

୩ୟ ଏକକ : ସମ୍ବାଦର ପରିଭାଷା, ପରିସର ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ବର୍ଣ୍ଣମାଳା, ବର୍ଣ୍ଣାଶୁଦ୍ଧିର ନିରୀକରଣ । (ବନାନ ତୁଟି - ସାଦୃଶ୍ୟଜନିତ ଅଶୁଦ୍ଧି, ଲିଙ୍ଗଗତ ଅଶୁଦ୍ଧି, ସନ୍ଧିଗତ ଅଶୁଦ୍ଧି, ସମାସଗତ ଅଶୁଦ୍ଧି, ବଚନ ଓ ବିଭକ୍ତିଗତ ଅଶୁଦ୍ଧି, ବାକ୍ୟ ବିଧିଜନିତ ଅଶୁଦ୍ଧି, ସମାର୍ଥବୋଧକ ଶବ୍ଦାଶୁଦ୍ଧି, ପ୍ରତ୍ୟୟ ଜନିତ ଅଶୁଦ୍ଧି, ଶବ୍ଦ ସଂଯୋଗାତ୍ମକ ଓ ସ୍ଵରସଙ୍ଗତି ଜନିତ ଅଶୁଦ୍ଧି)

#### ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (ପାଠ୍ୟ-୧ / Course – 1)

୧. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା (ଓଡ଼ିଆ) ସାମଲ ବିରଞ୍ଚି ନାରାୟଣ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ ।
୨. ସଂଯୋଗ ଅନୁବିଧି, ସନ୍ତୋଷ କୁମାର ତ୍ରିପାଠୀ, ନାଳନ୍ଦା, କଟକ
୩. ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ
୪. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା – ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ଵର
୫. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା – ଚନ୍ଦ୍ରଶେଖର ମହାପାତ୍ର, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ଵର
୬. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର, ନୀଳାଦିଭୂଷଣ ହରିଚନ୍ଦନ, ପି.ସି.ଆର ପବ୍ଲିକେସନ, ଭୁବନେଶ୍ଵର
୭. ସର୍ବସାର ବ୍ୟାକରଣ - ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିୟୁ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ

**ENVIRONMENTAL STUDIES  
&  
DISASTER MANAGEMENT  
(AECC I)  
SEMESTER-1**

**FOR UNDER-GRADUATE COURSES ARTS, SCIENCE AND COMMERCE (2021-22)**

**Course Objectives:**

The following objectives have been framed for the proposed curriculum to: -

1. Find out solutions for a sustainable Earth for future generation
2. Make the stakeholders aware of their rights, responsibilities, consequences of their conduct towards nature and build resilience
3. Develop a sense of equitable use of resources and their preservation for the future generation
4. Sensitize the stakeholders on Disaster and Pandemic preparedness

**Learning Outcome:**

On successful completion of the course students will be able to:

1. Identify the historical origins of destructive attitudes and practices toward the natural environment;
2. Know the compatibility of human and environmental/ecological values
3. Know the natural resources available on earth and how to conserve and manage them
4. Understand the disasters and pandemic they are facing and empower the new generation to face the new challenges

**Pedagogy/ Teaching Transaction**

1. Classroom teaching
2. Self- Study
3. E-Learning
4. Guest Lectures
5. Case Study Analysis and Discussion
6. Field Trip/Visit
7. Seminars
8. Audio, Video, Film Based Discussion/Analysis
9. Group Exercises
10. Group Discussions

(M)  
08/10/21  
M. Sena

S. Lakshmi  
08/10/2021

M. Srinivas  
8-10-2021  
e. 10 21

**ENVIRONMENTAL STUDIES  
&  
DISASTER MANAGEMENT**

(AECC I)

SEMESTER-1

FOR UNDER-GRADUATE COURSES ARTS, SCIENCE AND COMMERCE (2021-22)  
FULL MARK-100 (Credit-4)

Unit-I (Environment)

(13 periods x 45 min)

**The Environment:** The Atmosphere, Lithosphere, Hydrosphere, Biosphere (01 period)

**Ecosystem:** Energy flow in the ecosystem (01 period)

**Biogeochemical Cycle:** Water Cycle, Carbon Cycle, Nitrogen Cycle (02 periods)

**Pollution:** Water Pollution, Air Pollution, Soil Pollution, Radiation Pollution, Industrial Pollution, Light Pollution, Sound Pollution (05 periods)

**Environmental Laws** (Water Act 1974, Air Act 1981, The Wildlife Protection Act 1972, The Environment Protection Act 1986), The Forest Conservation Act 1980 (04 periods)

Unit-II (Climate Change & Sustainable Development) (13 periods x 45 min)

**Population Ecology:** Individuals, Species, Population, Community (01 period)

Human Population Growth, Population Control Methods (01 period)

Urbanization and its effect on society (01 period)

(14)  
28/10/21  
(M. Jera)

Sridhar  
05/10/2021

Jyoti  
8-10-21

8-10-21

**Climate Change:** Causes, effect, Global Warming, Carbon footprint and environmental protection (05 periods)

**Steps taken towards sustainable development:** Ban of single-use plastics, Automobile Scrapping Policy, Promotion of Electrical Vehicles (03 periods)

**Brief idea on Sustainable Development Goals (SDGs), Agenda 21 of Rio Earth Summit** (02 periods)

**Unit-III (Disaster Management)**

**(13 periods x 45 min)**

**Disaster Management:** Types of disasters (Natural and Man-made) and their causes and effect) (02 periods)

**Vulnerability Assessment and Risk Analysis:** Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves and Lightning) (02 periods)

**Institutional Framework:** Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), District Disaster Management Authority (DDMA), National Disaster Response Force (NDRF) and Odisha Disaster Rapid Action Force (ODRAF) (02 periods)

**Preparedness Measures:** Disaster Management Cycle, Early Warning System, Pre-Disaster and Post-Disaster Preparedness, Strengthening of SDMA and DDMA, Community Preparedness, Stakeholder participation, Corporate Social Responsibility (CSR) (05 periods)

**Survival Skills:** Survival skills adopted during and after disaster (Flood,

*12/10/21*

*25/11/21  
M. Sen*

*28/10/2021*

*2-10-21*

Unit-IV (Public Health Management)

(13 periods x 45min)

Brief idea on Epidemics and Pandemics (01 period)

Non-communicable diseases with special reference to Cardiovascular diseases, Cancer, Diabetes, Hypertension and Obesity and their prevention (02 periods)

Communicable diseases with special reference to Covid-19, Flu, Hepatitis, AIDS and Tuberculosis and their transmission (02 periods)

Dynamics of Disease Transmission: Mode of transmission (Direct/Indirect), Events after infection: Immunity (Active vrs Passive, Innate vrs Acquired, Herd Immunity), Incubation Period (02 periods)

Prevention of Epidemics/Pandemics Diseases: Preventing Measures (Quarantine, Sanitization, Personal Protective measures such as Hand washing and use of protective devices, Vaccination); Control Measures (Surveillance, Isolation, Contact Tracing) (03 Periods)

Life Style management (Diet, Physical Exercise, Yoga and sleeping habit) (02 periods)

Role of Different Sectors in Managing Health Disaster: Role of Government (Centre and State), Community, Civil Society, Student mass, NGOs (01 period)

(M)  
08/10/2021  
(M 'Jan)

8-10-21

Sudhanshu  
08/10/2021

Amica  
8.10.21

### Books Recommended:

1. Asthana DK and Asthana M: A Text Book of Environmental Studies, S. Chand, New Delhi
2. Bharucha E: A Text Book of Environmental Studies, New Delhi: UGC
3. Dash MC and Mishra PC: Man and Environment, McMillan, London
4. Disaster Management and Mitigation Plan, 2013 of Dept. of Health & Family Welfare, Govt. of Odisha\*
5. Mishra DD: *Fundamental Concepts in Environmental Studies*, S. Chand, New Delhi
6. National Policy on Disaster Management, 2009\*
7. National Disaster Management Plan, 2019\*
8. Odum EP: *Fundamentals of Ecology*, Natraj Publications
9. State Disaster Management Plan, 2019 of Government of Odisha\*
10. Standard Operating Procedure (SOP) issued by Govt. of India and Govt. Of Odisha on Public Health Managements in the websites: [www.mohfw.gov.in](http://www.mohfw.gov.in) and [health.odisha.gov.in](http://health.odisha.gov.in)\*
11. The Disaster Management Act, 2005 of Government of India\*

[Note: Star (\*) marked References, published by the State as well as Central Government are available in the open sources]

(M)  
08/10/21  
1M-Jean

Sudhanshu  
08/10/2021

J. Mica  
2.10.21  
08/10/21



---

## SKILL ENHANCEMENT COURSES (SEC)

---

**As per the CBCS regulation, the student registered under Honours course in any subject has to opt for two SEC courses and a student registered under Pass stream has to opt for four SEC courses. In this context, Some options are provided here. Syllabus of individual subjects also have listed additional skill based papers at the end. In addition, the combined board and Project OHEPEE has also formulated two skill papers in great detail keeping requirements of spoken English and quantitative as well as logical thinking abilities in mind. These two Special SEC papers are available as separate Model Syllabi.**

**Optional for SEC paper**

**Total Marks- 100**

**Skill Enhancement Courses (SEC Option-I)**

### **ENGLISH COMMUNICATION**

**Introduction:** This paper intends to build up the four primary skills in students in the academic as well as in the wider domains of use like public offices. The books recommended only provide guidelines for what to teach, and the list is in no way exhaustive. Teachers must be free and resourceful enough to collect teaching materials on their own, and even use newspaper clippings as teaching materials.

This is an activity-based, goal-oriented, functional course in English Communication, which aims to make the students able and efficient communicators by helping them to be self-reflexive about English. This course has a pre-defined context of being supportive and complementary to the core courses in various disciplines. Therefore, unlike most other courses in English Communication on offer, it does not seek to build facile fluency that passes off as communicative competence. Rather, it intends to equip the students with the relevant skills of presentation and expression needed in the academic as well as in the professional domains of communicative use. While reading skills exercises are meant to promote the acquisition of analytical and comprehension skills, writing skills exercises are centered on sentence construction, paragraph development and précis writing. Teachers must be free and flexible enough in relation to teaching materials, using newspaper clippings, non-conventional and multi-media resources in the classroom. There is ample scope to build the speaking and listening skills of students in the way the course is planned with an emphasis on interactive learning and articulation.

### **UNIT 1: Introduction**

- (i) What is communication?
- (ii) Types of communication (Horizontal, Vertical, Interpersonal, Grapevine),
- (iii) Uses of Communication, Inter-cultural communication, Communication today:
- (iv) Distinct features of Indianisation, alternative texts of language learning, global English and English in the print and electronic media in India.

### **UNIT 2: The Four Skills and Prospect of new material in language learning**

- (i) Listening-Passive and active, Speaking effective, intelligibility and clarity
- (ii) Methods and techniques of reading such as skimming, scanning and searching for information; Reading to understand the literal, metaphorical and suggested meaning of a passage,
- (iii) Identifying the tone (admiring, accusatory, ironical, sympathetic, evasive, indecisive, ambiguous, neutral etc.) of the writer and view-points.
- (iv) Cohesive and Coherent writing

### **UNIT 3: Grammatical and Composition Skills**

- (i) Doing exercises like filling in the blanks, correcting errors, choosing correct forms out of alternative choices, joining clauses, rewriting sentences as directed, and replacing indicated sections with single words / opposites / synonyms, choosing to use correct punctuation marks, getting to understand and use formal and informal styles, learning to understand the usages of officialese, sexism, racism, jargon.
- (ii) Learning to understand information structure of the sentence such as topic-focus relationship; strategies of thematization, postponement, emphasis, structural compression (deletion of redundant parts, nominalization, cleft and pseudo-cleft sentences, elliptical structures etc.), Logical Connectors between sentences, Methods of developing a paragraph, structure of an essay and methods of developing an essay

### **UNIT 4: Exercises in Written Communication**

- (i) Précis writing
- (ii) Note-taking skills
- (iii) Writing reports
- (iv) Guidelines and essentials of official correspondence for making enquiries, complaints and replies
- (v) Making representations; writing letters of application for jobs; writing CV, writing letters to the editor and social appeals in the form of letters/pamphlets.

### **Reference Books:**

- *Ways of Reading: Advanced reading Skills for Students of English Literature.* Martin Montgomery et al. London: Routledge, 2007.

- *Applying Communication Theory for Professional Life: A Practical Introduction.* Dainton and Zelle, <http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGh3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>
- *Literature and the art of Communication*, Cambridge University Press.
- *Vistas and Visions*. Orient Black Swan (writing and grammar exercises at the end of lessons are recommended) From *Remapping An Anthology for Degree Classes*, ('Writing Skills'), Orient Black Swan.
- *Indian English through Newspapers* (Chapter 4,5 and 6), Concept, New Delhi,2008.
- *Contemporary Communicative English*, S Chand
- *Technical Communication: A Reader Centred Approach*. P.V. Anderson. Wadsworth, Cengage.

# SEC- II (Quantitative and Logical Thinking)

## QUANTITATIVE APTITUDE & DATA INTERPRETATION

Unit-1: Whole numbers, Integers, Rational and irrational numbers, Fractions, Square roots and Cube roots, Surds and Indices, Problems on Numbers, Divisibility, Steps of Long Division Method for Finding Square Roots

Unit -2: Basic concepts, Different formulae of Percentage, Profit and Loss, Discount, Simple interest, Ratio and Proportion, Mixture.

Unit-3: Time and Work, Pipes and Cisterns, Basic concepts of Time, Distance and Speed; relationship among them.

Unit-4: Concept of Angles, Different Polygons like triangles, rectangle, square, right angled triangle, Pythagorean Theorem, Perimeter and Area of Triangles, Rectangles, Circles.

Unit -5: Raw and Grouped Data, Bar Graphs, Pie charts. Mean, Median and Mode, Events and Sample Space, Probability

## LOGICAL REASONING

Unit-1: Analogy basing on kinds of relationships, Simple Analogy, Pattern and Series of Numbers, Letters, Figures. Coding-Decoding of Numbers, Letters, Symbols (Figures), Blood relations.

UNIT-2 Logical Statements-Two premise argument, More than two premise argument using connectives.

UNIT -3: Venn Diagrams, Mirror Images, Problems on Cubes and Dices.



Speed post/Local

ED - 39

BERHAMPUR UNIVERSITY,

BHANJA BIHAR, BERHAMPUR -760007(GANJAM) ODISHA.

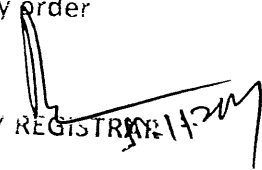
No. 7738 /Acad-I/BU/2021

Date 5/11/2021

## NOTIFICATION

It is for information of all concerned that basing on the recommendation of the Board of Studies in Home Science, the Vice-Chancellor has been pleased to approve the model Syllabus on "Ethics and Values" for Under Graduate level to be effective from the Academic Session 2021-22 onwards. The syllabus shall be applicable to all affiliated and autonomous colleges and will be available in the Berhampur University website.

By order


  
DEPUTY REGISTRAR

Memo No. 7739 (157) /Acad-I/BU/2021

Date 5/11/2021

Copy to

1. The Member Secretary // Vice Chairperson, Odisha State Higher Education Council, Dept. of Higher Education, Govt. of Odisha, Bhubaneswar for information.
2. The Principal, all the Affiliated // Autonomous College, Under Berhampur University, for information and necessary action.
3. The Controller of Examinations, Berhampur University for information and necessary action.
4. The Section Officer, Question Setting Unit, Berhampur University, for information and necessary action.
5. The Section Officer, Examination General / Confidential UG Section, Berhampur University for information and necessary action.
6. The Web Administrator along with soft copy of the Syllabus, Berhampur University, with a request to upload the same in the University website.

  
DEPUTY REGISTRAR

**SUGGESTED CURRICULUM FOR THE PROPOSED COURSE**

**Ethics and Values**

(Consisting of six modules of 1 credit each; 15 lectures per credit)

**ODISHA STATE HIGHER EDUCATION COUNCIL**

A-11, 2<sup>nd</sup> Floor, PUSTAK BHAVAN  
SUKA BIHAR, BHOI NAGAR-751022  
BHUBANESWAR, ODISHA

*Apdhy*  
5-11-2021

*Pratibha*  
5-11-21

*Hon*  
5/11/21

## OBJECTIVES/LEARNING GOALS OF THE COURSE

- Development of a good human being and a responsible citizen.
- Developing a sense of right and wrong leading to ethically correct behavior.
- Inculcating a positive attitude and a healthy work culture.

## SEMESTER-I

### Unit-1

#### Title: - Issues Relating to Women

Total no. of Periods-15

Full mark-25

Credit point -1

#### 1.0 Aims of the Unit:

- *The module aims to generate a sensitivity among the students towards women*
- *Enable them to value the contributions of women, from family to the larger society*
- *To generate among them a distinct urge to respect women*
- *To appreciate that women should have equal status and equal entitlements as member of the society*

#### Learning Objectives:

After going through the contents of the module and the classroom transactions on the contents, the students are expected to

- Have changes in their perceptions and practices towards women
- Develop proper attitude towards women and value their work and contribution
- Come forward to challenge unethical treatments against women
- End gender based hierarchy and hegemony, remove the feeling that women are counter to men and bring about a complementarity among the hitherto existing gender binary
- Allow women to realize their self worth and contribute their best for betterment of the society
- Pioneer in creating a gender equal society where the well being, happiness and security of the women will be well protected ; contributing towards a better and happier society

#### Teaching Hours

#### 1.1 Introduction:

General introduction on Ethics and Values, Gender equality as an essential precursor to social progress, the present scenario, Desirable gender related values.

1-2-3

#### 1.2 Women and Family

Pre-natal sex selection, Gendered practices in the family, Gender based division of labour in the family, Marriage and women, Marriage and women's consent, Child marriage, Practice of dowry, Women and family violence.

4-5-6-7

#### 1.3 Women and Work

Women's work: The Invisible hands, Exploitation of women at work, Gender Stereotyping at work, Glass ceiling, Women and pay gap, Sexual Harassment of women at work, Working women and role conflict.

8-9-10-11

#### 1.4 Women, Community and Society

Violence against women in public spaces, Gender sensitive language and communication, Gendered language, Sexist Language, Gender neutral language, Women and property Rights, Women's property Rights in Indian Laws, The functionality of Women's Property Rights.

12-13-14-15

*Signature*



**SEMESTER-II**

**Unit-2**

**Title: - Values and Good Citizenship**

**Total no. of Periods-15**

**Full mark-25**

**Credit point -1**

**2.0 Aim of the Unit:**

- Introducing the Salient features of Indian Constitution to students and to inculcate the sense of patriotism in them
- Encouraging them to Volunteer for social work
- Instilling appropriate work ethics in them

**Learning Objectives:**

- Understanding Basic Values of Indian Constitution
- Inculcating Volunteerism for Social change
- Helping students to become good human being and citizen

**Teaching Hours**

**2.1 Indian Constitution**

Salient Values of Preamble: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity.

1-2-3

**2.2 Patriotism**

Patriotic Value and ingredients of nation building, Concept of Good citizenship, Emotional connection with the country, Duties of citizens and Qualities of good citizens

4-5-6-7

**2.3 Volunteerism**

Concept and facets of Volunteerism and Leadership, Building a better society through Volunteerism, Blood Donation, Social Work, Helping the Aged, Environmental Protection

8-9-10-11

**2.4 Work Ethics**

Punctuality, Cleanliness, Law abidingness, Rational Thinking and Scientific Temper

12-13-14-15

68/

**SEMESTER-III**

**Unit-3**

**Title: - Issues of Drug, Tobacco and Alcohol Addiction**

**Total no. of Periods-15**

**Full mark-25**

**Credit point -1**

**3.0 Aims of the Unit:**

- Creating awareness about health and Societal hazards of drugs, tobacco and alcohol addiction
- Sensitizing students about professional support system for treatment and rehabilitation

**Learning Objectives:**

- The students become aware of the grave danger of consuming alcohol, tobacco and drugs
- Students would encourage their friends to remain away from tobacco ,alcohol , drugs and seek professional help when needed

**3.1 Extent of the Problem**

Extent of Drug and Tobacco addiction and alcoholism in India, Myths associated with them, Health hazards associated with them and how they have become silent killers

**3.2 Socio- economic impact**

Socio- economic impact of Drug and Tobacco addiction and alcoholism:

Loss of physical and mental strength, Loss of character, Loss of family ties and relationship, Loss of earning and livelihood potentials, Loss of societal respect and dignity etc

**3.3 Laws to Address this Problem**

Silent features of social legislation such as NDPS Act, 1985 and COTPA Act , 2003 , Mechanism and Government Schemes for prevention , de-addiction and rehabilitation

**3.4 Role of Stake - holders**

Provision of Tobacco free campus and role of students, Role of students in their family and immediate surroundings, Role of NGOs and other agencies

**Teaching Hours**

1-2-3-4

5-6-7-8

9-10-11-12

13-14-15

SEMESTER-IV

Unit-4

Title: - Ethical Values for Student Life

Total no. of Periods-15

Full mark-25

Credit point -1

4.0 Aims of the Unit:

- To familiarize the students with core values of Academics and Goals of Education
- To create an awareness about Unethical practices in the academics

Learning Objectives:

- The students will learn to behave ethically in the campus
- Exhibit respectful treatment to others in an organizational context
- Contribute to develop a positive social environment through active participation and cooperation with others

Teaching Hours

<b>4.1 Meaning and Objective of Education:</b> Knowledge is power and quest for knowledge is the real meaning of education, not quest for Degree and qualifications; Real education builds character: Difference between Academic Qualification and Ability, Academic failure could be failure within the classroom, but not outside (i.e. Failed in exam, passed in life!)	1-2-3
<b>4.2 Challenges for Ethical Practices in Institutions of Higher Education:</b> Ragging, Suicide and Need for Educational Counseling, Violence vs. Peaceful Protest, Conflict resolution, Plagiarism and Violation of Intellectual property Rights, Cheating in Examination and other Fraudulent Practices	4-5-6-7
<b>4.3 Inter personal Relation and Community Life in HEI:</b> Green Preacher and conservation of Energy, Community Life in Campus including Hostels, Local Common area, Inter personal relations (Students-Teacher, Students-Student and Man-Woman, Positive Friendship).	8-9-10-11
<b>4.4 Ethical Leadership in Academic Institution:</b> Concept and Traits of Leadership to provide solution, everyone has Leadership Role (not limited to position), Concept of Ethical leadership, Scope of Leadership in college and Universities for Students, Teachers and Administrators, Importance of co-curricular and extra – curricular activities.	12-13-14-15

2023

SEMESTER-V

Unit-5

Title: -Vulnerable Sections of Society: Understanding their Issues

Total no. of Periods-15

Full mark-25

Credit point -1

5.0 Aims of the Unit:

To create an awareness amongst students about the need for ensuring dignity and equality for the vulnerable sections of the society.

Learning Objectives:

- Students would be able to appreciate values and ethics relating to vulnerable sections of the society.
- Students would learn to practice equality, diversity and social justice.
- Students would become more empathetic and compassionate towards vulnerable sections of the society.

5.1 Issues Relating to Children:

Nutrition and health, Child Exploitation: Child labour, trafficking, Sexual exploitation

5.2 Issues Relating to Elderly Persons:

Abuse of Elders, Financial Insecurity, Loneliness and Social Insecurity, Health Care Issues, Needs for a Happy and Dignified Ageing

5.3 Issues Relating to Persons with disability:

Rights of PWD, affirmative action, Prevention of discrimination, providing equal opportunity, various scheme for empowering PWD and social justice for PWD

5.4 Issues Relating to Third Gender:

Understanding the Third Gender, Social justice for them, Removal of discrimination, Affirmative action and Acceptance of diversity of gender.

Teaching Hours

1-2-3-4

5-6-7-8

9-10-11-12

13-14-15

Core

brece khn)cc

SEMESTER-VI

Unit-6

Title: - Environmental & Techno Ethics

Total no. of Periods-15

Full mark-25

Credit point -1

Aims of the Unit:

- To develop awareness and sensitize students about the importance of environment for a sustainable earth and to bring Green Technology into action
- To focus their attention towards cleanliness, preservation of biodiversity and practice of conservation of natural resources
- To make them understand the judicious use of modern technology strictly on need basis
- To use science and technology for preservation of environment and its sustainable development but not for destruction.

Learning Objectives:

- Develop an understanding of environmental ethics and work towards sustainable development
- Commitment to Green Technology for sustainable future
- Understand ethical issues relating to use of digital medium

Teaching Hours

6.1 Environmental Ethics:

Types of Ecological Values, Environmental Values & Valuing Nature, Equitable use of Resources, Role of Individual in the conservation of resources for future generation, Bio-Ethics-Genetic manipulation in plants and animals for benefit of society and cruelty against animal.

1-2-3

6.2 Promotion of Green Technology:

Goal of Green Technology: Reduce recycling, Renew (removal of chemicals), Refuse and Responsibility.

Green Technology in relation to: -Energy and Construction.

4-5-6-7

6.3 Ethics and Technology with reference to Science, gadget, machine etc. and interaction with each other;

Agricultural, Industrial, Digital, Globalized Age etc

8-9-10-11

6.4 Judicious Use of Technology:

Judicious use of Mobile Phones, Electrical machines, Plastics, Television, Computers and their harmful effects

Ethics and Use of Digital Technology: Cyber ethics- Crimes and Ethical hacking,

Ethics of social media: WhatsApp, Facebook, Twitter and others.

12-13-14-15

Apexh  
5-11-2021

Dr. Khushi  
5-11-21

Dr. Khushi  
5/11/21

don