

**CENTRAL UNIVERSITY OF ORISSA  
KORAPUT**

**M.A. IN ENGLISH**

**SYLLABUS  
2020-2021**

**SYLLABUS UNDER CHOICE-BASED CREDIT SYSTEM**

**M.A. IN ENGLISH**

## Courses for English

The M.A. programme in English aims to acquaint the students with:

- a) The core areas of literary studies in English without adopting the national and chronological model of English literary history.
- b) World literature in English in a broad spectrum of genre-based representation.
- c) The interface between Indian literature and other global literatures.
- d) The challenges and possibilities of literary translation.
- e) Issues relating to Indian/Comparative literature/ New literature in English.
- f) Issues relating to race/class/gender/ethnicity/region etc.
- g) Connections between literature and other arts.
- h) Basics of research methodology and computer application.
- i) Fundamentals and current issues of Theoretical Linguistics and Applied Linguistics.
- j) Challenges of English Language Teaching and Testing.

**M.A. in English** programme is divided into **80 credits** with the following break up:

**Core : 72 credits**  
**Electives: 8 credits**

The Semester-I and Semester-II shall comprise 5 core courses and the remaining two semesters shall have four core courses and one of the three elective courses, offered in each semester.

Each student must earn 72 credits only of compulsory courses from the Department. The rest credits (i.e., 8 credits) of courses can be chosen either from the elective courses provided in Semester-III and Semester-IV or the on-line MOOC courses as available from time to time.

The students of Semester –I and Semester-II could also avail one MOOC course, as either Audited or Credited Course in the programme.

## DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE (DELL)

### Syllabus for M. A. in English Programme

Sl. No.	Name of the Course	Course Code	Credits
<b>SEMESTER - I</b>			
01	Introduction to English Literature	ENG 301	4
02	Structure of Modern English	ENG 302	4
03	Shakespeare and 17 <sup>th</sup> English Literature and Thought	ENG 303	4
04	Indian Writing in English	ENG 304	4
05	Literary Theory and Criticism-I	ENG 305	4
<b>SEMESTER - II</b>			
06	18 <sup>th</sup> Century British Literature and Thought	ENG 306	4
07	British Romantic Literature and Thought	ENG 307	4
08	Literature and Thought in Victorian England	ENG 308	4
09	Modern British Literature	ENG 309	4
10	African/African-American Literature	ENG 310	4
<b>SEMESTER - III</b>			
11	American Literature - I	ENG 311	4
12	Literary Theory and Criticism - II	ENG 312	4
13	Commonwealth/ Postcolonial Literatures	ENG 313	4
14	Translation Theory and Practice	ENG 314	4
<b>ELECTIVES:</b>			
15	English Language Teaching	ENG 315	4
16	Comparative Literature	ENG 316	4
17	South Asian/Asian American Literature	ENG 317	4
<b>SEMESTER IV</b>			
18	American Literature - II	ENG 318	4
19	Literary Theory and Criticism - III	ENG 319	4
20	Introduction to Cultural Studies	ENG 320	4
21	Women's Writing in English	ENG 321	4
<b>ELECTIVES:</b>			
22	Research Methodology	ENG 322	4
23	Canadian Literature	ENG 323	4
24	Native Literature: American and Canadian	ENG 324	4

## SEMESTER-I

### ENG 301: INTRODUCTION TO ENGLISH LITERATURE

**Credit: 04**

The aim of this course is to acquaint the students to the beginning of English studies understood in the broadest sense with regard to the major canons and genres of English literature from the 15<sup>th</sup> century till the 20<sup>th</sup>. Since the course is introductory, the attempt would be to familiarize the students with the larger trends and patterns of English literature across the centuries, rather than looking at literary texts in detail.

#### **Unit I**

15<sup>th</sup> Century [Selections]

Edmund Spenser, William Shakespeare, John Donne and the metaphysical poets  
Christopher Marlowe and the University Wits, Ben Jonson  
Francis Bacon and John Webster, authorized version of the Bible  
John Milton and Andrew Marvell

#### **Unit II**

1660-1700 [Selections]: John Dryden, John Bunyan, William Congreve

1700-1745[Selections]: Alexander Pope, James Thomson,  
Jonathan Swift, Joseph Addison, Richard Steele, Daniel Defoe

1745-1798[Selections]: William Blake, William Goldsmith, Thomas Gray,  
Samuel Johnson, James Boswell, Samuel Richardson, Henry Fielding

1798-1832[Selections]

Poetry- William Wordsworth, S.T. Coleridge, P.B. Shelley, John Keats, Lord Byron  
Essays: William Hazlitt and Charles Lamb

#### **Unit III**

1832-1900[Selections]

Poetry- Lord Alfred Tennyson, Matthew Arnold and the Pre-Raphaelites

Prose- Thomas Carlyle, T.B. Macaulay, Matthew Arnold, John Ruskin

Novel- Charles Dickens, George Eliot, Thomas Hardy, Bronte sisters, D.H. Lawrence

#### **Unit IV**

1900-1950[Selections]

Prose- George Orwell, Aldous Huxley

Novel- Joseph Conrad, Rudyard Kipling

Drama- G.B. Shaw, W.B. Yeats

#### **Unit V**

1950-2000[Selections]

Poetry- Philip Larkin, Ted Hughes, Tom Gonne

Novel- Graham Greene and William Golding

Drama – John Osborne, Harold Pinter and others

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

#### **Suggested Readings:**

David Daiches. (1960). *A Critical History of English Literature*.

Dinah Brich.(2009). *The Oxford Companion to English Literature*.

Dinah Brich and Katy Hooper. (2012). *Oxford Concise Companion to English Literature*.

Edward Albert. (1979). *History of English Literature* .

Harry Blamires. (1982) *Twentieth Century English Literature*. London: Macmillian.

Hudson William Henry. (2008). *An Outline History of English Literature*.

Ian Mackean. (2005). *The Essentials of Literature in English, post-1914*.

Ifor Evans. (1990). *A Short History of English Literature*. Penguin.

Margaret Drabble and Jennny Stringer.(1996). *Oxford Concise Companion to English Literature*.

Ronald Carter and John McRae.(2001). *The Routledge History of Literature in English*.

## **ENG 302: STRUCTURE OF MODERN ENGLISH**

**Credit: 04**

The main objective of this course is to introduce the basic concepts of sound systems, word structures and major grammatical concepts and categories associated with English. The course will specifically focus on the basic units and structures of sentence formation in English grammar. It will also present a broader picture of what linguistic knowledge is regarding sentence structure with specific emphasis on the issue of Universal Grammar. In addition to the above, it also sheds its light to the various domains of meanings and different usage and the varieties of English in the world.

### **Unit I**

English Phonology and Phonetics, Principles of phonemic analysis, Phonemes and allophones, Word accent Intonation, Assimilation, Segments and features.

### **Unit II**

Morphology of English: Free and Bound morpheme, Word formation processes, Inflectional and derivational morphology, Morphological analysis of words.

### **Unit III**

English Syntax: Basic clause types, Subordination and coordination, Phrases, Noun Phrase, Verb Phrase, Adjective phrase, Adverb phrase, I.C. analysis of a simple sentence, X-bar theory, NP movement and WH movement, Chomsky's Transformational-Generative Grammar.

### **Unit IV**

Semantics: sense and reference, denotation and connotation, components and contrast of meaning (synonym, antonym, etc.), Entailment, Presupposition etc.

Pragmatics: Speech Act theory, Text and discourse, Conversational Principles (Grice's Maxims), Basic concepts of socio-linguistics and psycho-linguistics.

Language and style.

### **Unit V**

Varieties of English: British English, American English, Australian English, Black English Vernacular, Indian English.

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## **Suggested Readings:**

- Bala Subramanian, T. 1981. A Text book of English Phonetics for Indian Students. Madras: MacMillan.
- Bansal, R. K. and J.B. Harrison. 2013. *Spoken English: A Manual of Speech and Phonetics*. Orient Blackswan.
- Bolinger, D. 1975. *Aspects of Language*. 2<sup>nd</sup> edition. New York: Harcourt Brace Jovanovich.
- Chomsky, Noam. 1957. *Syntactic Structures*. The Hague/Paris: Mouton.
- Chomsky, Noam. 1995. *The Minimalist Program*. MIT Press.
- Cook, Vivian J. and Mark Newson. 2007. *Chomsky's Universal Grammar*. Wiley-Blackwell.
- De Carrico, J. S. 2002. *The Structure of English*. The University of Michigan Press: Ann Arbor.
- Fromkin, V. et al. 2003. *An Introduction to Language*. UK: Thomson Wadsworth.
- Gimson, A. C. 1962. *An Introduction to Pronunciation of English (ELBS)*.
- Gleason, H. A. 1955. *Introduction to Descriptive Linguistics*. OUP/IBH.
- Jacobs, R. A. 1995. *English Syntax*. Oxford University Press.
- J. Kenworthy. 1987. *Teaching English Pronunciation*. London: Longman Publishers.
- Lyons. John. 1968. *An Introduction to Theoretical Linguistics*. Cambridge: CUP.
- Tallerman, M. 1998. *Understanding Syntax*. Arnold: London.
- Verma, S. K. and N. Krishnaswamy. 1997. *Modern Linguistics: An Introduction*. OUP.

# ENG 303: SHAKESPEARE AND 17TH CENTURY ENGLISH LITERATURE AND THOUGHT

Credit: 04

This course fosters the study of the major authors of drama, prose and poetry in England from the 17<sup>th</sup> Century with due emphasis on the contribution of Shakespeare, thereby underlining the diversity and depth of this period. Special attention is also paid to John Milton, John Donne and the metaphysical poets, Ben Jonson, John Webster and William Congreve, and to the major prose writer of this century and beyond, Francis Bacon, with an endeavour to exhibit the myriad blossoms in this century across all genres.

## Unit I

William Shakespeare- *Hamlet*

William Shakespeare- *As You Like It*

## Unit II

Ben Jonson- *The Alchemist*

John Webster- *The Duchess of Malfi*

William Congreve- *The Way of the World*

## Unit III

Francis Bacon – Selected Essays

- *Of Truth* (1625), *Of Revenge*(1625), *Of Marriage and Single Life* (1612, slightly enlarged 1625), *Of Love* (1612, rewritten 1625), *Of Friendship* (1612, rewritten 1625)
- *Of Studies* (1597, enlarged 1625), *Of Anger* (1625)

## Unit IV

William Shakespeare – Sonnet 18, 29

John Donne – “Canonization”,

“A Valediction: Forbidding Mourning”

Andrew Marvel – “To His Coy Mistress”

## Unit V

John Milton - *Paradise Lost (Book-1)*

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**



## ENG 304: INDIAN WRITING IN ENGLISH

**Credit: 04**

This course aims to introduce students to major figures and movements of Indian Writing in English through the study of selected texts. It endeavours to acquaint students with the emergence of literary sensibility in the Indian English writers.

### Unit I

Selected Poems:

Toru Dutt – Our Casuarina Tree

Henry Derozio- The Harp of India

Sri Aurobindo – Sonnets [selections]

A.K. Ramanujan – Obituary

Jayant Mahapatra- Dawn at Puri

Kamala Das- Summer in Calcutta/ The Freaks

Nissim Ezekiel – Night of the Scorpion

### Unit II

Girnish Karnad – *Hayavadana*

Badal Sircar – *Ebom Indrajit*

Mahesh Dattani – *Final Solutions*

### Unit III

R.K. Narayan – *Guide*

Mulk Raj Anand – *Untouchable*

Raja Rao – *Kanthapura*

### Unit IV

Salman Rushdie – *Midnight's Children*

Arundhanti Roy- *The God of Small Things*

Kiran Desai – *Inheritance of Loss*

Bharati Mukherjee: *Wife*

### Unit V

Mahatma Gandhi – *The Story of My Experiments with Truth*

R.K. Narayan – *My Days*

M.C. Chagla - *Roses in December*

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## **ENG 305: LITERARY THEORY AND CRITICISM - I**

**Credit: 04**

The objective of this course is to expose the students to give an overview of different trends available in the field of Criticism.

**Unit-I:** Classical Criticism, New Criticism, Structuralism,

**Unit-II:** Deconstruction, Reader Response Criticism

**Unit-III:** Marxist Criticism, Feminism

**Unit-IV:** Psychoanalytic Criticism, Post-Structuralism

**Unit-V:** Post-Colonialism, New historicism

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## SEMESTER – II

### ENG 306: 18<sup>TH</sup> CENTURY BRITISH LITERATURE AND THOUGHT

Credit: 04

This course aims to introduce students to major figures of English through the study of selected texts and endeavors to acquaint students with the emergence of literary sensibility in the English writers of the 18<sup>th</sup> century England.

#### Unit I

Alexander Pope – *The Rape of the Lock*

Thomas Gray – “Elegy Written in a Country Churchyard”

#### Unit II

William Blake – *Songs of Innocence* (Selections)

*Songs of Experience* (Selections)

#### Unit III

Daniel Defoe- *Robinson Crusoe*

Jonathan Swift – *Gulliver’s Travels*

#### Unit IV

Samuel Richardson – *Pamela*

Henry Fielding – *Tom Jones*

Horace Walpole – *The Castle of Otranto*

#### Unit V

Dr. Samuel Johnson – *Life of Cowley*

James Boswell – *The Life of Samuel Johnson*

**(Grading: 40% internal assessment comprising three tests and one presentation semester examination: 60%)**

## **ENG 307: BRITISH ROMANTIC LITERATURE AND THOUGHT**

**Credit: 04**

This course aims to introduce students to major figures of English through the study of selected texts and endeavors to acquaint students with the emergence of literary sensibility in the English writers of the Romantic age.

### **Unit I**

William Wordsworth – *The Prelude* (Books I and II)

“Lines Composed a Few Miles above Tintern Abbey, on Revisiting the  
Banks of the Wye During a Tour , July 13, 1798”

### **Unit II**

Samuel Taylor Coleridge – “The Rime of the Ancient Mariner”

“Kubla Khan”

“Dejection: An Ode”

### **Unit III**

John Keats – “Ode to a Nightingale”

“Ode to a Grecian Urn”

“To Autumn”

P. B. Shelly – “Ode to the West Wind”

“To a Skylark”

Lord Byron – “And Thou art Dead, as Young and Fair”

“She Walks in Beauty”

### **Unit IV**

Jane Austen – *Emma*

Mary Shelley - *Frankenstein*

### **Unit V**

Charles Lamb – Selected Essays

William Hazlitt – Selected Essays

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## **ENG 308: LITERATURE AND THOUGHT IN VICTORIAN ENGLAND**

**Credit: 04**

This course aims to introduce students to major figures of English through the study of selected texts and endeavors to acquaint students with the emergence of literary sensibility in the English writers of the Victorian age.

### **Unit I**

Charles Dickens – *Great Expectations*

Thomas Hardy – *Mayor of Casterbridge*

### **Unit II**

Emile Bronte – *Wuthering Heights*

Charlotte Bronte – *Jane Eyre*

### **Unit III**

George Eliot – *Middlemarch*

William Makepeace Thackeray – *Vanity Fair*

### **Unit IV**

Oscar Wilde – *The Importance of Being Earnest*

Richland Brinsley Sheridan-*The Rival/ The School for Scandal,*

### **Unit V**

Alfred Tennyson – “Ulysses”

“The Lotus- eaters”

Robert Browning – “My Last Duchess”

“A Grammarian’s Funeral”

Matthew Arnold – “The Scholar Gypsy”

“Dover Beach”

D. G. Rossetti – “The Blessed Damozel”

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## ENG 309: MODERN BRITISH LITERATURE

Credit: 04

This course aims to introduce students to major figures of English through the study of selected texts and endeavors to acquaint students with the emergence of literary sensibility in the English writers of the Modern age and Contemporary England.

### UNIT I

T. S. Eliot – “The Waste Land”  
    “Ash Wednesday”  
    “The Hollow Men”

### UNIT II

W. B. Yeats – “The Second Coming”  
    “Sailing to Byzantium”  
    “Leda and the Swan”  
    “Among the School Children”  
    “The Circus Animals’ Desertion”

### UNIT III

John Osborne – *Look Back in Anger*  
Samuel Beckett – *Waiting for Godot*  
Harold Pinter – *The Birthday Party/The Caretaker*

### UNIT IV

James Joyce – *A Portrait of the Artist as a young man*  
D. H. Lawrence – *Sons and Lovers*  
E. M. Forster – *A Passage to India*

### UNIT IV

Rudyard Kipling – *Kim*  
Joseph Conrad - *Heart of Darkness*  
George Orwell – *Nineteen Eighty-four*

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## **ENG 310: AFRICAN/ AFRICAN-AMERICAN LITERATURE**

**Credit – 4**

The objective of the paper is to give an essential idea about the African and African-American Literature of the Twentieth Century.

**Unit I:** Chinua Achebe: *Things Fall Apart*  
Tayeb Salih: *Season of Migration to the North*

**Unit II:** George Lamming: *In The Castle of my skin*  
Jean Rhys: *Wide Sargasso Sea*

**Unit III:** Toni Morrison: *Song of Solomon*  
Alice Walker: *The Color Purple*

**Unit IV:** J.M.Coetzee : *Disgrace*  
Nadine Gordimer : *July's People*

**Unit V:** Chimamanda Ngozi Adichie : *Purple Hibiscus*  
Leila Aboulela : *The Translator*

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## SEMESTER - III

### ENG 311: AMERICAN LITERATURE - I

**Credit: 04**

The primary objective of this course is to expose students to the American English Literature, and acquaint them with socio-political and cultural contexts in which the works were written and received. The course is designed to provide the historical framework for understanding and examining the writings of American Literature.

#### **UNIT I (Early American Writings)**

Thomas Paine- *The American Crisis, The Common Sense*

James Fennimore Cooper- *The Last of the Mohicans*

Washington Irving- *Rip Van Winkle, The Legend of Sleepy Hollow*

Edgar Allan Poe- *The Masque of Red Death, The Purloined Letter*

#### **UNIT II (Early 19<sup>th</sup> Century Writings/Transcendentalist Writings)**

Ralph Waldo Emerson- *The American Scholar, Self-Reliance*

Henry David Thoreau- *Walden*

Margaret Fuller- *The Women in Nineteenth Century*

#### **UNIT III (Eminent American Poets)**

Walt Whitman- *Out of the Cradle Endlessly Rocking, O Captain! My Captain*

Emily Dickinson- *Because I could not stop for Death, Success is Counted Sweetest, Hope is the Thing with Feather*

Henry Wadsworth Longfellow- *Paul Revere's Ride, A Psalm of Life,*

#### **UNIT IV (Classic American Fiction)**

Nathaniel Hawthorne- *The Scarlet Letter*

Herman Melville- *Moby Dick*

Harriet Beecher Stowe- *Uncle Tom's Cabin*

#### **UNIT V (The Era Naturalism And Realism)**

Henry James- *The Portrait of a Lady*

Stephen Crane- *The Red Badge of Courage*

Edith Wharton- *The House of Mirth*

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**



## **ENG 312: LITERARY THEORY AND CRITICISM - II**

**Credit: 04**

The objective of this course is to expose the students to the Western Literary Theories available from Classical Period to the Modern period up to the Pioneers of New Criticism.

### **Unit I Criticism of Classical Period**

Aristotle: *The Poetics*

Horace: *Ars Poetica*

Longinus: *On the Sublime*

### **Unit II Criticism of the Elizabethan Age and Age of Dryden**

Sir Philip Sidney: *“An Apology for Poetry”*

John Dryden: *“An Essay on Dramatic poesy”*

Samuel Johnson: *Lives of the Poets (Selects Lives)/ Preface to Shakespeare*

### **Unit III Criticism of the Romantic Age**

Wordsworth: *“The Preface to Lyrical Ballads”*

S. T. Coleridge: *Biographia Literaria (Ch- XIII and XXVI)*

P. B. Shelley: *“The Defense of Poetry”*

### **Unit IV Criticism of the Victorian Age**

Matthew Arnold: *“The Study of Poetry”/Culture and Anarchy*

Thomas Love Peacock: *“The Four Ages of Poetry”*

Henry James: *Art of Fiction*

### **Unit V Criticism of the Early Modern Period**

T. S. Eliot: *“Tradition and Individual Talent”*

F. R. Leavis: *“The Great Tradition”*

I. A. Richards: *“Four Kinds of Meaning”*

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## ENG 313: COMMON WEALTH/POSTCOLONIAL LITERATURES

Credit: 04

This course will introduce the participants to terms like ‘Commonwealth’ and ‘postcolonial’ in the light their wide critical currency in English literary studies in the recent decades. The course will involve the study and analysis of prescribed texts with a view to scrutinizing the practices and issues associated with these literatures.

### Unit I: Definitions/Issues

Salman Rushdie, “ ‘Commonwealth Literature’ Does Not Exist,” *Imaginary Homelands: Essays and Criticism* 1981-1991: 61-70

Letter of Amitav Ghosh in 2001 to Commonwealth Foundation refusing the Commonwealth Writers Prize for Eurasia Region

Ania Loomba, “Situating Colonial and Postcolonial Studies,” *Literary Theory: An Anthology* , 2<sup>nd</sup>. Eds Julie Rivkin and Michael Ryan 1100-1111.

Aijaz Ahmad. “The Politics of Literary Postcoloniality.” *Race & Class* 36.3 (1995): 1-20

### Unit II: Drama

Wole Soyinka , *The Strong Breed*

Athol Fugard, “Master Harold”... and the Boys

### Unit III: Fiction

V. S. Naipaul, *The Mimic Men*

Githa Hariharan, “Nursing God’s Countries” A Clutch of Indian Masterpieces. Ed David Davidar 355-60

### Unit IV: Poetry

Allen Curnow, “Landfall in Unknown Sea”

A. D. Hope, “Australia”

Derek Walcott, “A Far Cry from Africa”

Margaret Atwood, “Progressive Insanities of a Pioneer”

Wole Soyinka, “Telephone Conversation”

Sujata Bhatt, “Search for My Tongue”

### Unit V: Memoir

Chinua Achebe, “The Education of a British-Protected Child” *The Education of a British-Protected Child : Essay*, 3-24

Stuart Hall, “Colonial Landscapes, Colonial Subjects,” *Familiar Stranger: A Life between Two Islands*: 3-24.

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## **ENG 314: TRANSLATION THEORY AND PRACTICE**

**Credit: 04**

The aim of the course is to acquaint the students to the basic concepts, and theories of Western and Indian Literary Tradition with the practical works of Translation.

### **Unit I**

History of the practice of translation in the West , concepts and evolution. History of the practice of translation in India, Translation Studies as a discipline, Basic Concepts and Terminology of Translation Studies.

### **Unit II**

Types of Translation: Semantic / Literal translation, Functional / Communicative translation, Free / Sense/ literary translation, Technical/official translation

Good Translation: An Art, Craft, or Science?

James Holmes: “The Name and Nature of Translation Studies”

Walter Benjamin: “The Task of the Translator”

### **Unit III**

Theories of Translation: Theories of Eugene A. Nida, J. C. Catford, Peter Newmark, Vinay and Darbelnet, Lawrence Venuti, Jacobson, Lefevere, Savory, Evan-Zohar, Dolet

### **Unit IV**

Central issues in Translation: Problems of Translation: Language of literary and non-literary texts

Translation Today, and Future of Translation.

### **Unit V**

Evaluation of translated materials: Comparison of Source Text and Translated Text and Evaluation of several translated versions of the same text, Use of Back-translation technique.

### **Suggested Readings:**

Basnett, S. and Lefevere. A, ed. 1990. *Translation, History and Culture*. London: Princeton University , Press.

Basnett, S. *Translation Studies*. London: Methuen.

- Catford, J. C. 1965. *A Linguistic Theory of Translation*. Oxford University Press.
- Chaudhuri, S. 1999. *Translation and Understanding* . Oxford University Press.
- Gargesh, R. and K. K. Goswami (eds), 2007. *Translation and Interpreting*. Delhi: Orient Longman Pvt. Ltd.
- Lal. P. 1996. *Transcreation*. Calcutta: Writers Workshop.
- Mukherjee: S. 1981. *Translation as Discovery*. Delhi: Allied Publishers.
- Newmark. P. 1981.1981. *Approaches to Translation*. Pergament Press.
- Niranjana, Tejaswini. 1992. *Siting Translation..* University of California Press.
- Nida, Eugene A. 1975. *Language, Structure and Translation* (Essays selected by A. S. Dil). Standford University Press.
- Nida, Eugence A & C R. Taber 1974, *The Theory and Practice of Translation*. Leiden: E. J. Brill
- Ramakrishna. S. ed. 1997. *Translation and Multilingualism*. Delhi: Pencraft.
- Singh. Udaya Narayana. 2009. *Translation as Growth*. Delhi: Pearson' Longman.
- Somers, H. (ed) 2003. *Computers and Translation: A Translator's Guide*. Amsterdam: John Benjamins
- Venuti. L. (ed), 1992, *Rethinking Translation: Discourse, Subjectivity, and Ideology*. London: Routledge Publishers.

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## ELECTIVES

**The students have to choose any one of the Electives offered below, or else they can opt for any of the MOOC Courses available on-line.**

### **ENG 315: ENGLISH LANGUAGE TEACHING**

**Credit: 04**

The objective of this paper is to introduce the major elements of Language Teaching along with the theories of language acquisition.

**UNIT-I:** Learning Theories: Acquisition vs. learning; language, mind and society; empirical (S-R) theories of learning; cognitive theories; implications for language teaching; second/foreign language learning; identity and contrastive hypothesis in learning a second language; input hypothesis.

**UNIT-II:** Learner: Innate potential of the learner; learner creativity; social psychological aspects such as aptitude, intelligence, attitudes, stereotypes and motivation.

**UNIT-III:** Learner Output: Language interference; mistakes and errors, errors as learning strategies; interlanguage, idiosyncratic dialects and approximative systems.

**UNIT-IV:** Methods: Approach, method and technique; Grammar-Translation method; Direct method; Audio-lingual approach; Cognitive approaches; Communicative approaches; the silent way; suggestology; systems of evaluation; integrated approaches for teaching and evaluation; translation, dictation and cloze; innovative materials for language teaching.

**UNIT-V:** The Nature of Psychological Tests and their Uses: Test structure: hidden traits and elicited performances representing them; purposes served by tests: educational, administrative, research; formative and summative evaluation, evaluation as part of the teaching process (pedagogic uses). Test types and task formats; written (paper and pencil), oral tests and performance tests; Selection and supply type task formats (problems of stems and distracter in multiple choice items); Discrete point and integrative tests; tests of extended writing/ speaking, mixed skills and interaction in dyadic and group settings; special test types: Cloze, C-test, portfolio assessment, metalinguistic ability tests. Decisions regarding purpose, time, nature of items and content of test; Pilot design and trialing for instructions, time and administration; assembling the finished test; reviewing validity and reliability; establishing norms. Teaching and learning of English as a second language in India; course design, teaching of language skills, contrastive analysis, error analysis, programmed instruction, audio-visual aids, language testing, etc. English as a Lingua Franca, an international language, etc.

### ***Suggested Readings:***

- Agnihotri, R.K. and Khanna, A.L. (ed.) 1994. *Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India*. New Delhi: Sage Publications.
- \_\_\_\_\_. (ed.) 1995. *English Language Teaching in India: Issues and Innovations*. New Delhi: Sage Publications.
- Brumfit, C. J. and Roberts, J.T. 1983. *Language and Language Teaching*. London: Batsford Academic and Educational.
- Bell, R. T. 1981. *An Introduction to Applied Linguistics*. London: Batsford Academic and Educational Ltd.
- Carrol, B. J. & Hall, P. 1985. *Make your own Language Tests: A Practical Guide to Writing Language Performance Tests*. Oxford: Pergamon.
- Cook, V. 1993. *Linguistics and Second Language Acquisition*. London: Macmillian.
- Davies, A. 1990. *Principles of Language Testing*. Cambridge: CUP.
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**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## ENG 316: COMPARATIVE LITERATURE

Credit – 4

**Objective:** This paper will introduce to the students about the treatment of similar subjects and ideas in different cultures, especially with a thrust on Odia Literary texts and the Western texts.

**Unit I:** Basic ideas about Nature in British and Odia Romantic Poetry (1789-1832)

Wordsworth: “Tintern Abbey”

Shelley: “To a Skylark”

Keats: “To Autumn”

Radhanath Ray: “Chilika”;

Baikunthanath Patnaik: “*Nababarasa Sangeeta*”

Mayadhar Mansingh: “*Mahanadire Jyotsna Bihar*”

**Unit II:** Sarojini Sahu: Gambhiri Ghar

Aritha van Herk: No Fixed Address

**Unit III:** Charles Dickens: *Hard Times*

Fakir Mahan Senapati: *Six Acres and a Third*

**Unit IV:** Gopinath Mohanty : *Paraja*

Richard Wright : *Native Son*

**Unit V:** Prativa Ray: Jagyaseni

Chitra Devikaruni : *The Palace of Illusions*

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## **ENG 317: SOUTH ASIAN/ ASIAN AMERICAN LITERATURE**

**Credit – 4**

The objective of the paper is to introduce the Indian English literature and the literature of the Indian Diaspora in America and Canada

**Unit I :** Maxine Hog Kingston, Jr. : *The Woman Warrior*

Kenjaburo Oe: *A Personal Matter*

**Unit II:** Kamila Shamsie: *Burnt Shadows*

Mihael Ondaatje: *The English Patient/ Anil's Ghost*

**Unit III:** Amitav Ghosh: *Shadow Lines*

Anita Desai: *Fasting, Feasting*

**Unit IV:** Bharati Mukherjee: *Jasmine*

Meena Alexander: *Nampally Road*

**Unit V:** Rohinton Mistry: *Such a Long Journey/ A Fine Balance*

Saros Cowasjee: *Goodbye to Elsa/ Suffer, Little Children*

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**



## SEMESTER - IV

### ENG 318: AMERICAN LITERATURE - II

Credits: 4

The aim of the course is to acquaint the students to the writings of different literary genres developed by the eminent literary figures in America, especially after the World War I and II.

#### UNIT I: POETRY (POST WORLD WAR I)

Ezra Pound: 'In a Station of the Metro', 'The Return', 'The Seafarer'  
Wallace Stevens: 'The Idea of Order at Key West', 'Anecdote of the Jar'  
E.E. Cumming: 'I Sing of Olaf', 'The Emperor of Ice-Cream'

#### UNIT II: POETRY (POST WORLD WAR II)

Sylvia Plath: *The Moon and the Yew Tree*  
Elizabeth Bishop: *The Imaginary Iceberg*  
Allen Ginsberg: *The Fall of America*

#### UNIT III: NOVEL (POST WORLD WAR I)

F. Scott Fitzgerald: *The Beautiful and The Damned*  
Earnest Hemmingway: *The Old Man and the Sea*  
William Faulkner: *The Sound and the Fury*

#### UNIT IV: NOVEL (POST WORLD WAR II)

Norman Mailer: *The Naked and the Dead*  
J.D. Salinger: *The Catcher in the Rye*  
Ralph Ellison: *Invisible Man*  
Toni Morrison: *Beloved*

#### UNIT V: AMERICAN DRAMA

Tennessee Williams: *A Streetcar Named Desire*  
Arthur Miller: *All My Sons*  
Edward Albee: *Who's Afraid of Virginia Woolf*

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## **ENG 319: LITERARY THEORY AND CRITICISM - III**

**Credit: 04**

The objective of this course is to expose the students to the Western Literary Theories available in the Twentieth Century.

### **Unit I:**

Jacques Derrida, "Structure, Sign and Play in the Discourse of Human Sciences"  
Roland Barthes, "The Death of the Author"

### **Unit II:**

Wolfgang Iser, "The Reading Process: A Phenomenological Approach"  
Stanley Fish, "Interpretive Communities"

### **Unit III:**

Luce Irigaray, "The Power of Discourse and the Subordination of the Feminine"  
Barbara Smith, "Toward a Black Feminist Criticism"  
Mikhail Bakhtin, "Discourse in the Novel"

### **Unit IV:**

Louis Althusser, From "Ideology and Ideological State Apparatuses"  
Terry Eagleton, "Categories for a Materialist Criticism"  
Homi Bhabha, "Signs Taken for wonder"

### **Unit V:**

Jean-Francois Lyotard, "Defining the Postmodern"  
Jean Baudrillard, From "The Precession of Simulacra"  
Stephen Greenblatt, "Resonance and wonder"

### **Suggested Readings:**

Julie Rivkin and Michael Ryan, ed. *Literary Theory: An Anthology*. 2<sup>nd</sup> edn  
David H Richter, ed. *The Critical Tradition: Classic Texts and Contemporary Trends*. 3<sup>rd</sup> edn

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## ENG 320: INTRODUCTION TO CULTURAL STUDIES

**Credit: 04**

The objective of this course is to expose the students to the basic concepts, critics and their foundation texts and articles and interrelated fields of cultural studies.

### Unit I

What is Cultural Studies?

History of Cultural Studies within and outside the Academy

Culture Vs Popular Culture: Dichotomy between High and Low Art

**Key Terms:** Culture, Hegemony, Ideology, Identity

### Unit II

Stuart Hall – “Cultural Identity and Diaspora”

Raymond Williams – “Marxism and Culture”, from *Culture and Society*

E. P. Thompson- “Radical Culture”, from *The making of the English working class*

### Unit III

Antonio Gramsci- “The Hegemony, Intellectual, and the State”

Land F. Rakow – “Feminist Approaches to Popular Culture: Giving Patriarchy its due”

Laura Mulvey- “Visual Pleasure and Narrative Cinema”

### Unit IV

Marshall McLuhan – “The Medium is the Message”

Michael Foucault – “Space, Power, and Knowledge”

Satyajit Ray – “What is wrong with Indian? Our Films Their Films”

### Unit V

Influence of Globalization on Cultural Studies as a Discipline

Cultural Studies and the Information Age: The Influence of Internet, Electronic Media etc.

### **Further Reading**

An Introduction to Cultural Studies , Nayar, K. Pramod, Viva Books : 2008 Print

The Cultural Studies Reader, During Simon Ed, Routledge: 1993, Print

Cultural Theory and Popular Culture : A Reader, Storey, John, Longman, Print

Keywords: A Vocabulary of Culture and Society , Williams, Raymond, Croom Helm: Print

Feminist Theory and Cultural Studies: Critiques of Multiculturalists Ideology and the Politics of Difference , Juan, San E. Jt. Duke University Press: 2002. Print.

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## ENG 321: WOMEN'S WRITING IN ENGLISH

Credits: 4

The aim of the course is to acquaint the students to the writings of different literary genres developed by women writers in different parts of the world.

- UNIT I:** Kamala Das: *My Story*  
Bama : *Karukku*
- UNIT II:** Mohesweta Devi: *The Funeral Wailer*  
Mexim Hung Kingston: *The Woman Warrior*
- UNIT III:** Caryl Churchill: *Top Girls*  
Manjula Padmanabhan: *Lights Out!*
- UNIT IV:** Adrienne Rich: Poems (Selections)  
Judith Wright: Poems (Selections)  
Emily Dickenson: Poems (Selections)
- UNIT V:** Alice Walker: "In search of our mother's Garden"  
Julia Kriesteva: "Women's Time"

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## **ELECTIVES**

**The students have to choose any one of the Electives offered below, or else they can opt for any of the MOOC Courses available on-line.**

### **ENG 322: RESEARCH METHODOLOGY**

**Credit – 4**

Objective: Students will be introduced to the methods of research and the fundamentals of computer application in literary research.

Expected Outcome: Students will learn the methods of research and writing scholarly papers. They will also learn to use the internet, e-libraries, and other computer fundamentals to write research papers.

**Unit I:** MLA Style Sheet

**Unit II:** Fundamentals of Research: Selecting a topic, Conducting Research, Compiling a Working Bibliography, Evaluating Sources, Taking Notes, Plagiarism, Outlining, Writing Drafts, Language and Style, Guides to Writing.

**Unit III:** Computer Fundamentals: Functional Units of a Computer, Windows Operating System, Word Processing, -Editing and Formatting of a Document; Working with Tables, Creating and Prating a Presentation, Producing a Slide Show; Editing and Formatting Worksheets; Performing Basic Calculations, Working with Charts; Creating a database file using Menu-based Windows Software, Using the Internet and the World Wide Web.

**UNIT-IV:** Rudiments of book production and publication: editions, reprints etc. How to gather publication details of a book.

**Unit V:** Computer Application in Literary Studies – Review Report

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## **ENG 323: CANADIAN LITERATURE**

**Credit - 4**

The objective of this paper is to acquaint with the students about the new trends of Canadian literature covering both the 19<sup>th</sup> and the 20<sup>th</sup> Century.

### **UNIT-I: Poetry**

1. Duncan Campbell Scott: "A Night in June"
2. Eli Mandel: "Hippolytus"
3. Alden Nowlan: "I, Icarus"

### **UNIT-II: Short Stories**

1. Stephen Leacock: *MY Financial Career*
2. Sinclair Ross: *The Lamp at Noon*
3. Alice Munro: *Sunday Afternoon*

### **UNIT: III: Novels**

1. Margaret Atwood: *The Handmaid's Tale*
2. Beatrice Culleton: *In Search of April Raintree*
3. Thomas King: *Green Grass and Running Water*

### **UNIT: IV: Novels**

1. Joy Kogawa: *Obasan*
2. Anne Hebert: *Kamouraska*
3. Rudy Wiebe: *The Temptations of Big Bear*

### **UNIT: V: Drama**

1. George Ryga: *The Ecstasy of Rita Joe*
2. Tomson Highway: *The Rez Sisters*
3. James Reaney: *The Canadian Brothers*

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**

## **ENG 324: NATIVE LITERATURE: AMERICAN AND CANADIAN**

**Credit – 4**

The objective of this paper is to initiate the students about the lifestyle of the Natives or the First Nations of both America and Canada.

**Unit I:** N. Scott Momaday: *The House Made of Dawn*

**Unit II :** Leslie Morman Silko : *Ceremony*

**Unit III :** Louise Erdrich : *Tracks/ The Beet Queen*

**Unit IV :** Jeannette Armstrong: *Slash*

**Unit V :** Thomas King : *Medicine River/Green Grass, Running water*

**(Grading: 40% internal assessment comprising three tests and one presentation. End-of-semester examination: 60%)**