

**Draft Model Curriculum for 3yr./4yr. Degree Course with
Apprenticeship Embedded Degree program**

**B.A. in English with Double Major in Translation &
Digital Humanities**



**Higher Education
Department**
Government of Odisha

Under National Education Policy 2020

Semester	Course (paper)	Course Name	Credit
Semester I	MJ -1.1	Introduction to Literary Studies	4
	MJ -1.2	British Poetry and Drama (14 th to 16 th c.)	4
	MJ -1.3	Introduction to Indian Writing in English	4
	MJ- 1.4	Introduction to Language and Linguistics	4
	MJ -2.1	Academic and Professional Writing	4
	AEC (Ability Enhancement Courses)	English: Business Communication	4
	VAC (Value Added Course)	Environmental Studies & Disaster Management	3
		TOTAL	27
Semester II	MJ 1.5	British Poetry and Drama (17 and 18 century) Indian Classical Literature	4
	MJ 1.6	British Prose (18 Century)	4
	MJ 1.7	Literary Criticism from Plato to Leavis	4
	MJ- 1.8	Literatures from the World-I	4
	MJ 2.2	Translation and Applied Language Practices	4
	AEC (Ability Enhancement Courses)	English: Word and Presentation skill	4
	VAC (Value Added Course)	Good Citizenship / or any other discipline	3
		TOTAL	27
Semester III	MJ 1.9	The Romantic Revival and English Literature of the Period	4
	MJ 1.10	The Victorian Era	4
	MJ 1.11	Modern English Literature (20th Century)	4
	MJ- 1.12	Indian Myths and Epics: New Perspectives	4
	MJ 2.3	Digitisation, Archiving, and Documentation Practices	4
	MJ -2.4	Public Humanities and Cultural Documentation (Focus: Odisha)	4

	MDC (Multidisciplinary Course)	English / or any other discipline	3
	SEC (Skill Enhancement Course)	English / or any other discipline	3
		TOTAL	30
Semester IV	MJ -1.13	European Classical Literature	4
	MJ- 1.14	Indian Classical Literature	4
	MJ- 1.15	Women’s Writings	4
	MJ -2.5	Text Analysis and Computing	4
	MJ -2.6	Digital Culture and Public Communication	4
	MDC (Multidisciplinary Course)	English /or any other discipline	3
	SEC (Skill Enhancement Course)	English /or any other discipline	3
		TOTAL	26
Semester V	Internship/Apprenticeship/Industry Training		20
Semester VI	Internship/Apprenticeship/Industry Training		20
TOTAL			150

** The 4yr. program of AEDP shall be as per 3 yr./4yr. UG Degree Program under NEP-2020*

Semester I

1.1 Introduction to Literary Studies

Course Objectives

- The course “An Introduction to Literary Studies” deals with questions concerning the nature of literature
- It will provide an understanding of the major literary genres and it gives an overview of the formation of the same.
- This beginner’s course has been designed for students who have opted for a major in English and it will benefit students with a general introduction to literature as well as induce them for a more serious pursuit going ahead in this programme.
- The course will enable students to improve their proficiency through reading, respond to texts, draw lessons and insights from those, understand and appreciate other cultures and relate to events, characters and their own lives.
- It will also to expose students to models of good writing.
- It will develop the potential of students in a holistic, balanced and integrated manner encompassing the intellectual, spiritual, emotional and physical aspects in order to create a balanced and harmonious human being with high social standards.

Unit-1

What is literature? Literature and Society, Literature and Life, Literature and Science, the literary canon, genre, literary theory and criticism

Poetry: Lyric, Sonnet, Ballad, Ode, Elegy, Epic, Mock-Epic, Dramatic monologue

Prose: Novel, Novella, Short Story, Essay, Biography, Autobiography

Drama: Comedy, Tragedy, Tragi-comedy, one act-play, Epic play

Unit-2

Poems to be read: Sonnet no 130 by William Shakespeare, ‘The Skylark’ by P B Shelley, ‘At Spring Time’ by John Keats, ‘The Brook’ by Lord Alfred Tennyson, “Because I could not stop for death” by Emily Dickinson, “Village Song” by Sarojini Naidu, “Love After Love” by Derek Walcott

Unit-3

Prose to be read: “The Bet” by Anton Chekhov, “The Verger” by Somerset Maugham, “The Fight between Leopards” by Jim Corbett, “The Night the Tiger came” by Manoj Das, “The Bicycle” by Dash Benhur, “The Man who Knew Too Much” by Alexander Baron, “The way to Equal Distribution” by Mahatma Gandhi, “A Call to Youth” by S. Radhakrishnan and “Miseries of the Rich” by G B Shaw

Unit-4

Drama to be read: *Doctor Faustus* by Christopher Marlowe Act-5, Scene-2, or *As You Like It* by William Shakespeare, Act-II, Scene-VII, (Forest of Arden scene), *Ghasiram Kotwal* (Act-I) by Vijay Tendulkar or One Act play *The Bear* by J.B. Priestly.

The teacher is supposed to acquaint the learners with the difference in tone, language and setting between a comedy, a tragedy and a tragi-comedy.

Prescribed Texts

Hillis Miller, "What Is Literature?" (Canvas); *The Norton Introduction to Literature*, Introduction (1-13)

"What is literature?" by Terry Eagleton in *An Introduction to Literary Theory* Blackwell Publication 1983, 1996

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

"The Art of Fiction" by Henry James (available on the internet archive)

Melodious Songs and Memorable Tales, Gyanajuga, 2015.

Suggested Readings

- ✓ Kennedy, X.J. and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, and Drama*. 11th ed. Portable ed. New York: Longman, 2009.
- ✓ Gardner, Janet E. et al ed. *Literature: A Portable Anthology*, 2nd ed. Bedford/St. Martin's, 2009. ISBN: 978-0-312-46186-7
- ✓ Shelley, Mary. *Frankenstein (Case Studies in Contemporary Criticism)*. Ed. Johanna M. Smith. Bedford/St. Martin's, 2000. ISBN: 978-0-312-19126-9
- ✓ Mays, Kelly J. *The Norton Introduction to Literature, Portable 13th Edition*. ISBN: 978-0-393-42046-3
- ✓ Miller, Hillis. "What Is Literature?" (Canvas); *The Norton Introduction to Literature*, Introduction (1-13)
- ✓ Forster, E. M. *Aspects of the Novel*
- ✓ <https://archive.org/stream/in.ernet.dli.2015.136479/2015.136479>.
- ✓ <https://www.thereader.org.uk/featured-poem-the-brook-by-alfred-lord-tennyson/>
- ✓ https://archive.org/stream/georgebernardsh00hendgoog/georgebernardsh00hendgoog_djvu.txt
- ✓ https://archive.org/stream/in.ernet.dli.2015.136479/2015.136479.The-Works-Of-J-B-Priestley_djvu.txt

1.2 British Poetry and Drama (14TH to 16th C.)

Course Objectives

- The course seeks to provide the students a historical background of the literature of the time.
- It aims to introduce to the students British poetry and drama from the 14th to the 17th centuries.
- It aims to offer the students an exploration of certain seminal texts that set the course of British poetry and plays.

Unit-1

A historical overview

The period is remarkable in many ways. 14th 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; both intellectual and geographical.

Unit-2

Chaucer: “The Wife of Bath’s Tale”

Or

“Sir Gawain and the Green Knight” (Part 1, lines 1-490)

Unit-3

Thomas Campion: “Follow Thy Fair Sun, Unhappy Shadow”, Sir Philip Sidney: “Leave, O Love, which reachest but to dust”, Edmund Waller: “Go, lovely Rose”, Ben Jonson: “Song to Celia”, William Shakespeare: Sonnets: “Shall I compare thee to a summer’s day?”, “When to the seasons of sweet silent thought”, “Let me not to the marriage of true minds.”

Unit-4

William Shakespeare: *Macbeth* or *Twelfth Night*.

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

Prescribed Texts

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

Weller Series: *Macbeth & Twelfth Night*

The Jew of Malta by Christopher Marlowe

The Shoemaker’s Holiday by Thomas Dekker

Seventeenth-Century British Poetry, 1603-1660 edited by Rumrich and Chaplin. A Norton Critical Edition

The Broadview Anthology of Sixteenth-Century Poetry and Prose. Edited by Marie Loughlin; Sandra Bell; Patricia Brace

All prescribed pieces are available as digital copies at internet archive. www.archive.org

Suggested Readings

- ✓ *A History of English Literature: Traversing Centuries* by Chaudhury & Goswami. Orient Blackswan
- ✓ *Shakespeare: The Invention of the Human* by Harold Bloom
- ✓ 'Madness as Method: A Study of Shakespearean Tragic Hero', *Atlantic Critical Review*, Ed. Mohit K. Roy, Delhi,, Vol. 5, No.2, April-June 2006, pp.1-10.

- ✓ *Marlowe: A Critical Study* by J. B. Steane. Cambridge University Press
- ✓ *Critical Essays on Christopher Marlowe* by Emily Carroll Bartels. G.K. Hall

1.3 Introduction to Indian Writing in English**Course Objectives**

- The objective of this course is to give the students an understanding of the evolution of Indian Writing in English and appreciate its literature from the period of western colonization to the twenty-first century.
- It aims to introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts, to create literary sensibility and emotional response to the literary texts and to implant a sense of appreciation of literary text.
- This course aims to expose students to the artistic and innovative use of language employed by the writers and to instill values and develop human concern in students through exposure to literary texts.

Unit-1

- “Our Casuarina Tree” by Toru Dutt
- “Coromandel Fishers” by Sarojini Naidu
- “Night of the Scorpion” by Nissim Ezekiel
- “Introduction” by Kamala Das
- “The Bus” by Arun Kolatkar
- “The Frog and the Nightingale” by Vikram Seth
- “Her Garden” by Meena Alexander
- “Narcissus” by Easterine Kire

Unit-2

- “The Secret of Work” by Swami Vivekananda
- “India and Greece” & “The Old Indian Theatre” by Jawaharlal Nehru (Selection from *The Discovery of India*)
- “Religion in a Changing World” by Dr. S. Radhakrishnan (Religion, Science and Culture)
- Passages from *The Autobiography of an Unknown Indian* by Nirad C. Chaudhuri (*Picador Book of Modern Indian Literature* by Amit Chaudhuri)

Unit-3

- *Final Solutions* by Mahesh Dattani
Or
- *Silence: The Court* by Vijay Tendulkar

Unit-4

- *Under the Banyan Tree* by R.K Narayan
- *The Little Gram Shop* by Raja Rao
- *The Night Train at Deoli* by Ruskin Bond
- *Unaccustomed Earth* by Jhumpa Lahiri

Prescribed Texts

- ✓ *A Clutch of Indian Masterpieces: Extraordinary Short Stories from the 19th Century to the Present* edited by David Davidar
- ✓ *Interminable Tales: The Short Stories*. Published online by Cambridge University Press
- ✓ *The Golden Treasury of Indo-Anglian Poetry* by Gokak V.K, Sahitya Akademi, 2006
- ✓ *The Oxford India Anthology of Modern Indian Poets* by A. Mehrotra. OUP, 1993
- ✓ *Contemporary Indian Poetry in English*, Salem Peeradina, Macmillan 1972
- ✓ *The Discovery of India*, Jawaharlal Nehru, 1946
- ✓ *Karma Yoga* by Vivekananda, Advaita Ashrama Publication, 2012
- ✓ *Religion, Science and Culture* by Radhakrishnan, Orient Paperback

Suggested Readings

- ✓ Picador Book of Modern Indian Literature. Amit Chaudhuri, 2001
- ✓ *A Clutch of Indian Masterpieces* by David Davidar, Aleph Books, 2016
- ✓ Lahiri, Jhumpa, *Unaccustomed Earth*, Random House India, 2008
- ✓ *Collected Plays* by Mahesh Dattani, Penguin, India.

1.4 Introduction to Language and Linguistics

Course Objectives

- The course aims to familiarise students with the subject of linguistics and prepares them for further in-depth study of language-related issues.
- It will provide students an idea of language evolution, structure, and the way it functions.
- It aims to develop in the students the knowledge of linguistic sign, language structure, correlation of lingual and mental processes, language and speech, the structure of language, types of language units, systems of writing, linguistic diversity, etc.

Unit-1

- Language and Human Language
- Language and Society
- Nature and features of Human language; language and human communication; differences from other forms of communications
- Artificial intelligence and human language

Unit-2

- Linguistics and Language
- What is linguistics; development in the history of linguistic studies
- Contribution of linguistics to other areas of human inquiry
- Linguistics for jobs

Unit-3

- Phonetics and accuracy in pronunciation
- IPA
- Stress and Intonation
- Morphology

Unit-4

- Word formation processes
- Nature of sentences and connected texts
- Syntax and discourse
- Language and meaning: semantics

Prescribed Texts

An Introductory Text Book on Linguistics and Phonetics by R L Varshney

Global Englishes: A Resource Book for Students by Jennifer Jenkins, 3rd Edn, Special

Indian Edition, Routledge, 2016

An Introduction to Language and Communication by Ekmajian et al

Indian English through Newspapers, Concept Publishing Company, New Delhi, 2008 by A R Parhi

Suggested Readings

- ✓ Linguistics by David Crystal
- ✓ “Localising the Alien: Newspaper English and the Indian Classroom”, Asima Ranjan Parhi, English Studies in India, Springer, 2018. E Book-ISBN-978-981-13-1525-1.
- ✓ The Indianization of English (OUP) by Braj B Kachru
- ✓ Communicative Competence by Tanutrushna Panigrahi. Notion Press Publishing, India, Malaysia and Singapore

- ✓ David Crystal, English as a World Language
- ✓ A Course in Linguistics by Tarni Prasad. PHI
- ✓ Linguistics: A Very Short Introduction by P H Mathews. OUP

Students may be encouraged to refer to online resources

2.1 Academic and Professional Writing**Course Objectives (CO)**

- Identify and apply conventions of academic writing, citation, and ethical research communication.
- Produce professional documents i.e. emails, reports, minutes, and institutional texts.
- Develop content for digital platforms, public communication, and cultural institutions.
- Analyse and create media texts like news reports, reviews, interviews, and basic scripts.
- Assemble a professional communication portfolio demonstrating workplace and public writing competencies.

UNIT 1: Academic Writing Practices

- Features of academic writing: Formality, Objectivity, Evidence-Based, Structure and Organisation, Fallacies, Precision, Critical Thinking and Hedging
- Citation and referencing: APA, MLA, Chicago Style Manual, and IEEE Style Sheets (Latest Editions)
- Summarising and paraphrasing: Comprehension and sentence restructuring techniques
- Writing for research and institutions: Research Paper, Academic Proposal and Report, and White Paper

UNIT 2: Professional Communication

- Workplace communication: Operational clarity, project alignment, professional relationship building, and feedback
- Email and official correspondence: Formal Letters, Memo, Notice and Circular
- Official report writing, agenda and minutes
- Communication ethics: Factual accuracy, valuing diverse perspectives, and protecting proprietary information

UNIT 3: Content Development and Digital Writing

- Writing for websites and digital platforms: Company and brand messaging, product and service highlights, educational contents, blog posts/press release, and customer success stories
- Educational content preparation: Audience profile and need assessment, content structuring, format selection, search engine optimisation, and choice of language
- Public communication writing: Public announcements, campaigns, information about public policies, and CSR write-ups
- Writing for cultural institutions: Digital storytelling, interactive promptings, community outreach and advocacy

UNIT 4: Media and Journalistic Writing

- News and feature writing: Choice of a topic, structure and length, 5Ws and 1H, ABC, language and style, sourcing and credibility, and editorial decision-making
- Review writing and Interview writing: Pre, while and post-writing activities, structuring, attempts to explain with reference to fact and opinion
- Literary and cultural reporting: Factual reporting, thematic focus, immersive storytelling techniques, perspectives and voice
- Introduction to script writing for film, documentary, and digital media

Practical Components

- Preparation of communication portfolio (consisting of: one formal email, one institutional report, one feature article or review, one digital content piece for a website or social media platform, and a short script (3–5 pages) for a documentary film, interview-based video, or cultural short film based on a local theme, institution, festival, or community practice.
- Institutional writing exercises (such as: drafting notices and press releases, preparing event reports, documenting public lectures, writing cultural programme summaries, and preparing content for newsletters or institutional websites).

Students may undertake guided study visits and short observational assignments at nearby establishments such as:

- local newspaper offices,
- publication and printing units,
- media houses,
- community radio stations,
- film or documentary production groups,
- literary and cultural organisations,
- district information offices,
- university publication cells,
- or communication and documentation units of public institutions.

These visits may be linked to apprenticeship exposure in areas such as:

- publishing and editorial assistance,
- media communication,
- cultural reporting,
- institutional documentation,
- digital content development,
- public communication,
- and introductory script preparation for documentary and digital media production.

Learning Outcomes

- Demonstrate proficiency in academic writing conventions, including structure, tone, citation, and referencing.
- Produce clear, ethical, and effective professional communication such as emails, reports, minutes, and institutional documents.
- Develop content tailored for digital platforms, educational contexts, and public communication.
- Apply journalistic writing techniques in news, feature, review, interview, and cultural reporting.
- Create basic scripts for documentary, interview-based, and cultural digital media projects.
- Compile a professional communication portfolio integrating academic, institutional, media, and digital writing practices.
- Engage with real-world communication environments through guided study visits and apprenticeship-linked tasks.

Prescribed books

- 1) Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success* (2nd ed.). SAGE Publications.
- 2) Clark, R. P. (2006). *Writing tools: 50 essential strategies for every writer*. Little, Brown and Company.
- 3) Graff, G., & Birkenstein, C. (2021). *They say / I say: The moves that matter in academic writing* (5th ed.). W. W. Norton & Company.
- 4) Sanyal, J. (2006). *Indlish*. Viva Books.
- 5) Strunk Jr., W., & White, E. B. (2000). *The elements of style* (4th ed.). Longman.
- 6) Matt Swaine, H. Gilbert & Gavin Allen. (2022). *Writing for journalists*. (4th ed.). Routledge.

Learning Resources

- 1) “Soft Skills,” Prof. Binod Mishra, IIT Roorkee, NPTEL
- 2) “Developing Soft Skills and Personality,” Prof. T Ravichandran, IIT Kanpur, NPTEL
- 3) “Literature, Culture and Media,” Prof. Rashmi Gaur, IIT Roorkee, NPTEL
- 4) Film Appreciation, Prof. Aysha Viswamohan, IIT Madras, NPTEL
- 5) “Text, Textuality and Digital Media” by Arjun Gosh, IIT Delhi, NPTEL
- 6) “Effective Writing,” Prof. Binod Mishra, IIT Roorkee, NPTEL

Other online resources:

- 1) <https://writingit.fireside.fm/episodes> (podcast)
- 2) <https://ruralindiaonline.org/> (documentaries)
- 3) “Stylish Academic Writing” by Steven Pinker, <https://www.youtube.com/watch?v=IE-TTz13P7w> (FDP lecture)
- 4) “The Philosophy of Professional Writing: Brandon Sanderson’s Writing Lecture,” https://www.youtube.com/watch?v=MEUh_y1IFZY
- 5) “AI & Student Writing: Perils and Pedagogies” by Dr. Scott Graham, <https://www.youtube.com/watch?v=9cnfZ5n4ToE>
- 6) [Walking with Dan: Podcasting, Creativity, & AI](#)

AEC Paper I

English: Business Communication

Credits: 4

S. No	Modules	Outcomes
1.	English Language and Communication: Introduction	• Communication, its Importance and Factors • Types of Communication • Verbal and Non-verbal Communication • Styles of Communication
2	English Language and Communication: Listening and Speaking	• Types of Listening • Speaking to communicate effectively • Style of speaking in Various Situations • English Pronunciation
3	English Language and Communication: Reading and Writing	• Reading methods and techniques. • Reading texts to Understand meaning • Writing Process • Writing short and Long texts
4	English Language and Communication: Grammar and Vocabulary	• Grammar • Sentence structure • Functions of Language

Reference Book: A Course book for ENGLISH COMMUNICATION (Publisher: Orient BlackSwan)

VAC Paper I

Environmental Studies & Disaster Management

(Credit-3)

Unit 1: Multidisciplinary nature of environmental studies (8 Period)

Definition, scope and importance

Need for public awareness

Environmental Pollution

Definition

• Cause, effects and control measures of:-

a) Air pollution

b) Water pollution

c) Soil pollution

d) Marine pollution

e) Noise pollution

f) Radiation pollution

Unit 2: Natural Resources: (8 Period)

Renewable and non-renewable resources:

Natural resources and associated problems.

a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.

b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, waterlogging, salinity, case studies.

e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.

Biodiversity:- Introduction-Definition; Biogeographically classification of India

India as a mega diversity nation. Hot spots of biodiversity, Threats to biodiversity. Endangered and endemic species of India. Conservation of biodiversity. In Situ and Ex-situ conservation of biodiversity

Unit-3: Disaster Management (8 Period)

1. Disaster Management: Types of disasters (natural and Man-made) and their causes and effect)
2. Vulnerability Assessment and Risk analysis: Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves, Desertification and Lightning)
3. Institutional Framework: Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), Disaster Management Act, 2005, District Disaster Management Authority (DDMA), National Disaster Response Force(NDRF) and Odisha Disaster Rapid Action Force(ODRAF)
4. Preparedness measures: Disaster Management cycle, Early Warning System, Pre Disaster and Post-Disaster Preparedness, strengthening of SDMA and DDMA, Community Preparedness for flood cyclone, heat waves, fire safety, lightening and snake biting. Stake holders participation, Corporate Social Responsibility (CSR)
5. Survival Skills: Survival skills adopted during and after disaster (Flood, Fire, Earthquake, Cyclone and Lightning), Disaster Management Act-2005, Compensation and Insurance

Unit 4: Social Issues and the Environment (6 Period)

- A. a) Environmental Ethics: Issues and possible solutions.
- b) Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies
- c) Environment Protection Act
- d) Air (Preservation Control of Pollution) Act
- e) Water (Preservation Control of Pollution) Act
- f) Wildlife Protection Act
- g) Forest Conservation Act
- h) Solid waste management Cause, effect and Control Measure of Urban and Industrial waste (Role of each individual in conservation of Natural resources and prevention of pollution)
- B. Human Population and the Environment
- Population Ecology: Individuals, species, population, community

Human population growth, population control method

Urbanisation and its effect on society

Unit 5: Field work (15 Periods of 30 hrs)

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

Semester II

1.5 British Poetry and Drama (17th and 18th century)

Course Objectives

- The objective of this course is to acquaint students with the Jacobean and the 18th century British poetry and drama.
- It aims to familiarize students with the period of the acid satire and the comedy of humours.
- It will expose the students to the period of supreme satiric poetry and the comedy of manners.

Unit-1

John Milton: "Lycidas" or "L'Allegro and Il Penseroso"

John Donne: "A Nocturnal upon S. Lucie's Day", "Love's Deity"

Andrew Marvel: "To His Coy Mistress", "The Garden", "A Dialogue between the Soul and the Body"

Unit-2

Ben Jonson: *Volpone* or *The Alchemist*

Unit-3

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

Unit-4

Dryden's *All for Love* or Congreve's *The Old Bachelor*

Prescribed Texts

- ✓ "Lycidas" by John Milton (Eds. Paul & Thomas), Orient Blackswan
- ✓ "L'Allegro and Il Penseroso" by John Milton (Eds. Paul & Thomas), Orient Blackswan
- ✓ *Seventeenth-Century Poetry: An Annotated Anthology* by Robert Cummings (Editor)
- ✓ *Ben Jonson: Volpone*
- ✓ *Ben Jonson: The Alchemist*
- ✓ *Dryden's All for Love*
- ✓ *Congreve's The Old Bachelor*
- ✓ *Selected Poetry: Alexander Pope. Edited with an Introduction and Notes by Pat Rogers. Oxford World's Classics*
- ✓ *Complete Poems and Songs of Robert Burns. by Robert Burns*

Suggested Readings

- ✓ A History of English Literature: Traversing the Centuries - Chowdhury & Goswami, Orient Black swan
- ✓ The Norton Anthology of English Literature, Vol. B: The Sixteenth Century & The Early Seventeenth Century
- ✓ The Norton Anthology of English Literature: The Restoration and the Eighteenth Century

1.6 British Prose (18 Century)

Course Objectives

- The objective of the paper is to acquaint the students with two remarkable forms of literature: Essay and novel.
- It will make the students aware of the shift of emphasis from reason to emotion in the literature of the period.
- It aims to expose students to the development of prose

Unit-1

Joseph Addison: "On Giving Advice", "Reflections in Westminster Abbey", "Defence and Happiness of Married Life"

Richard Steele: "Recollections", "On Long-Winded People"

Unit-2

Daniel Defoe: *Robinson Crusoe*

Unit-3

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

Samuel Johnson: "Expectations of Pleasure frustrated", "Domestic Greatness Unattainable", "Mischiefs of Good Company", "The Decay of Friendship"

Unit-4

Thomas Gray: "Elegy written in a country churchyard"

Prescribed Texts

- ✓ Readings in English Prose of the Eighteenth Century (Houghton Mifflin Company, 1911), by Raymond Macdonald Alden
- ✓ "Elegy written in a country churchyard" by Thomas Gray
- ✓ Robinson Crusoe by Daniel Defoe
- ✓ "A City Night-Piece", "On National Prejudices", "Man in Black" by Goldsmith
- ✓ "Expectations of Pleasure frustrated", "Domestic Greatness Unattainable", "Mischiefs of Good Company", "The Decay of Friendship" by Samuel Johnson
- ✓ The Macmillan Anthology of English Literature: The Restoration and Eighteenth Century. Edited by Ian McGowan.

Suggested Readings

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

1.7 Literary Criticism from Plato to Leavis

Course Objectives

- This course seeks to introduce students to the tradition of Western Literary Criticism from Classical Antiquity to the Early Modern period.
- It aims to guide students through several centuries of critical writing.
- This paper is to be read in conjunction with a companion course in Literary theory in the following semester.

Unit-1

- Plato: *The Republic* (Book X)
OR
- Aristotle: *The Poetics* (Ch. 1, 2, 3, 4)

Unit-2

- Samuel Johnson: *Preface to Shakespeare*
OR
- S. T Coleridge: *Biographia Literaria* (Ch. 13 & 14)

Unit-3

- William Wordsworth: "*Preface*" to *Lyrical Ballads*
OR
- Matthew Arnold: "The Function of Criticism at the Present Time"

Unit-4

- T. S. Eliot: "To Criticize the Critic"
OR
- F. R. Leavis: "Under Which King, Bezonian?"

Prescribed Texts

- ✓ *Johns Hopkins Guide to Literary Theory and Criticism. Relevant chapters. Johns Hopkins University Press, US.*
- ✓ *Critical Approaches to Literature by David Daiches*
- ✓ *The Function of Criticism: From Spectator to Post-structuralism by Terry Eagleton (Chapter on Criticism from Norton Anthology)*

Suggested Readings

- ✓ *An Introduction to Literature, Criticism and Theory by Andrew Bennett and Nicholas Royle. Available online at <https://bookoblivion.com>*
- ✓ *The Norton Anthology of Theory and Criticism 2001, 2010 and 2018*
- ✓ *Literary Criticism: An Introduction to Theory and Practice by Charles E. Bressler*

1.8 Literatures from the World-I**Course Objectives**

- This paper proposes to introduce the students to the study of world literature through a representative selection of texts from around the world.
- It aims 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.
- It aims to provide students an idea of non-European canon in literary studies.

Unit-1

The idea of world literature: Scope, definition and debates Uses of reading world literature

Unit-2

- Albert Camus *The Outsider*
OR
- Fyodor Dostoevsky *Notes from Underground*

Unit-3

- V S Naipaul *In a Free State*
OR
- Chimamanda Ngozi Adichie *Purple Hibiscus*

Unit-4

- Pablo Neruda "Death Alone", "Furies and Suffering", "There's no Forgetting", "Memory"
OR
- Octavio Paz "from San Ildefonso Nocturne", "Between Going and Staying the Day Wavers", "Humayun's Tomb", "Motion"

Prescribed Texts

- ✓ *Like all prescribed texts these texts are available online in their respective names at*
- ✓ <https://www.poetryfoundation.org/poems/>
- ✓ Project Gutenberg <https://www.gutenberg.org/>
- ✓ *Additionally, teachers can help students to locate texts in other online valid websites.*

Suggested Readings

- ✓ *The Complete Stories by Franz Kafka:*
- ✓ http://www.vanderbilt.edu/olli/class materials/Franz_Kafka.pdf
- ✓ "What is world Literature?" (Introduction) David Damrosch
<http://press.princeton.edu/chapters/i7545.html>
- ✓ *Tagore's comparative world literature*

- ✓ https://www.academia.edu/4630860/Rabindranath_Tagores_Comparative_World_Literature
- ✓ Dostoevsky's *Notes from Underground*
- ✓ <http://www.gutenberg.org/files/600/600-h/600-h.htm>
- ✓ Margaret Atwood's "Stone Mattress" <http://www.newyorker.com/magazine/2011/12/19/stonemattress>
- ✓ Margaret Atwood's *Pretend Blood*
- ✓ <http://www.independent.co.uk/artsentertainment/books/features/first-lives-club-pretend-blood-a-short-story-by-margaret-atwood-1779529.html>
- ✓ Alice Munro's short Stories <http://www.newyorker.com/magazine/2013/10/21/the-bear-came-over> the mountain-2, <http://www.newyorker.com/magazine/2008/09/08/face>
- ✓ Poems of Octavio Paz : http://www.poetrysoup.com/famous/poems/best/octavio_paz
- ✓ *Weltliteratur: John Wolfgang von Goethe in Essays on Art and Literature Goethe: The Collected Works Vol.3*
- ✓ Rabindranath Tagore "World Literature": *Selected Writings on Literature and Language: Rabindranath Tagore Ed. Sisir Kumar Das and Sukanta Chaudhuri Damrosch*
- ✓ Goethe's "World Literature Paradigm and Contemporary Cultural Globalization" by John Pizer
- ✓ "Something Will Happen to You Who Read": Adrienne Rich, Eavan Boland' by Victor Luftig. JSTOR iv.
- ✓ *Comparative Literature University of Oregon.*
- ✓ David Damrosch, *What is World Literature?* Princeton University Press
- ✓ "WLT and the Essay" *World Literature Today* Vol. 74, No. 3, 2000. JSTOR *Irish University Review*, Vol.23 Spring 1, Spring-Summer.

2.2 Translation and Applied Language Practices

Course Objectives (CO)

- Explain key principles and challenges of literary, non-literary, and cultural translation.
- Apply translation strategies to institutional, media, educational, and digital texts.
- Use basic translation technologies such as Unicode tools, OCR, machine translation, and workflows.
- Prepare small-scale parallel corpora and aligned bilingual texts.
- Produce a translation portfolio reflecting multilingual and applied language competencies.

UNIT 1: Translation Techniques and Practices

- Principles of translation: Source text analysis; linguistic equivalence; formal procedures like borrowing, calques, transposition, modulation and adaptation; CAT tools, QA methods, registral, discourse and domain specific features
- Literary and non-literary translation: Genre specific, aesthetic, artistic, cultural, and emotional values in literary translation; creative adaptations; concept of knowledge text; focus on translating objective facts, accuracy in translating specialised terminologies in non-literary translations; audience and target demography analysis
- Translation challenges: Cultural nuances and colloquialisms; literary components and stylistic equivalence in literary translation; factual correctness, structural coherence, and handling jargons in non-literary translation
- Cultural translation: Culturemes, domestication/foreignisation, and contextual mapping

UNIT 2: Technology in Translation

- Unicode and typing tools: Code points, character encoding schemes, Unicode normalisation, phonetic transliteration, keyman and keyboard mapping, candidate windows, preparing common locale data repository; and introduction to TMS
- OCR awareness: Error tolerance and correction; contextual repair; layout and formatting understanding; metadata recognition; and VLM prompting
- Machine translation tools: Camera translation; document translation; voice-to-speech; DeepL translator; translation memory; AI tools; and back-translation
- Translation software and digital workflows: Glossary and terminology database; fuzzy matching; MTPE; continuous localisation, GitHub and CMS; Application Programming Interface and connectors

UNIT 3: Specialised Translation

- Translation and Interpretation Techniques: Oblique techniques like transposition, modulation and adaption; simultaneous and consecutive interpretation
- Media translation: Multimodality and audio-visual translation; ideology, power and cultural mediation; and transmedia storytelling
- Educational/pedagogical translation: Contrast of linguistic features between SL and TL; strategic competence, and translation quality assessment (TQA)
- Public communication and localisation

UNIT 4: Parallel Corpora and Language Resources

- Introduction to corpus preparation: Purpose, target domain, representativeness, balance; sampling strategies; data collection and curation; machine readability and sanitation; transcription; metadata and annotation
- Bilingual text alignment: Sentence and sub-sentence alignment; linguistic discrepancies; and structural transformations
- Annotation basics: Semantic, morphological and syntactic alignment; annotation separability; inter-annotator agreement (IAA); diffing and merging
- Corpus applications in language technology: Language modelling; discourse and sentiment mapping; multimodal integration; downstream enterprise application; and forming dynamic web corpora

Practical Components

- Translation portfolio (may include: Literary translation of Poem, short prose passage; Institutional translation: Notice, circular, brochure; Cultural translation: Festival description, folk narrative; Digital translation: Website/social media content; Audiovisual translation: Subtitle; Media translation: News report, interview)
- Preparation of mini parallel corpus: (small, organised bilingual collection of aligned texts in two languages, for example: Odia-English, Hindi-English, or Odia-Hindi.)

Suggested Study Visit

Visit to:

- translation centre,
- publication office,
- language technology unit

Suggested Apprenticeship Linkages

- Translation and Interpreting services
- Localisation (Suppose a museum creates: an English exhibit description. Students may localise it for: Odia-speaking visitors, school students, tourists, or digital audiences. This may involve: simplifying terminology, explaining local cultural references, adjusting tone, adding pronunciation support, adapting layout for bilingual display.)
- Language documentation
- Corpus preparation (**Example 1:** Corpus of Folk Narratives from Western Odisha-Students collect: oral stories, transcriptions, translations, speaker details, audio clips. **Example 2:** Parallel Corpus of Tourism Texts-Students prepare: Odia tourism brochures, English translations, aligned bilingual files. **Example 3:** Literary Festival Corpus-Students compile: interviews, speeches, panel summaries, press releases, social media content from a literary event.)

Learning Outcomes

- Explain core principles, theories, and challenges of literary and non-literary translation.

- Translate texts across languages with cultural and contextual sensitivity.
- Use translation technologies such as Unicode tools, OCR, and machine translation.
- Perform specialised translation tasks including media, educational, and public communication translation.
- Prepare a small parallel corpus using bilingual alignment and annotation techniques.
- Produce a diversified translation portfolio across genres and formats.
- Understand professional translation workflows through study visits and apprenticeship exposure.

Prescribed Books

- 1) Kothari, Rita (2003). *Translating India*. Routledge.
- 2) Trivedi, Harish. Translation and transcreation [Audio recording]. Internet Archive. https://archive.org/details/dni.ncaa.SAK-92-AC/SAK-92-AC_SIDE_A.mp3
- 3) Pöchhacker, Franz (2022). *Introducing interpreting studies: Third Edition*. Routledge, Taylor & Francis.
- 4) Bellos, David (2011). *Is that a fish in your ear? Translation and the meaning of everything*. Particular Books. <https://doi.org/10.3366/tal.2012.0081>
- 5) *My Years with Gorbachev and Shevardnadze* by Pavel Palazhchenko
- 6) Hatim, B., & Munday, J. (2008). *Translation: An Advanced Resource Book*. Routledge.
- 7) O'Hagan, M. (Ed.). (2020). *The Routledge Handbook of Translation Technology*. Routledge.

Learning Resources

- 1) “Translation Studies and Theory” by Prof. Mini Chandran, IIT Kanpur, NPTEL
- 2) TED Translators Program (real-world exposure, <https://www.ted.com/participate/translate>)

AEC Paper II

English: Word and Presentation skill

Credits: 4

S. No	Modules	Outcomes
1.	Basic Communication	● Explain: ○ Structures in present and present continuous tense ○ Structures in past & past continuous tense ○ Structure in present perfect & present perfect continuous tense ○ Structures in future tense ○ Modals: helping verbs ○ Prepositions ○ Idioms ● Practice speech on a given topic. ● Practice Extempore speech
2	Communication	● Describe communication. ● Describe the Process of communication. ● Discuss the Importance of communication ● Explain various Types of communication. ● Demonstrate Useful Phrases for Everyday Use ● Explain the technique of Asking Questions
3	Hotel English	● Describe the Essential qualities of a good speaker. ● Discuss Speech improvement- pronunciation. ● Explain the importance of Stress in speech. ● Describe Intonation and modulation. ● Describe Common phonetics- difficulties

VAC Paper I

Good Citizenship

Credits:3

Objectives/Learning Goals of the Course

- Development of 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.

Learning Objectives:

- Understanding Basic Values of Indian Constitution.
- Understand how to be a patriot.
- Develop professionalism and understand the ethics relating to various professions.

1. Indian Constitution (1 Credit= 15 hours)

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

2. Patriotism (1 Credit= 15 hours)

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

3. Work Ethics (1 Credit= 15 hours)

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

Semester III

1.9 The Romantic Revival and English Literature of the Period

Course Objectives

- The course aims at acquainting the students with the Romantic period and some of its representative writers.
- Another of its major objectives is to give the students a broad idea of the social as well as historical contexts that shaped this unique upheaval.
- It also aims to define what is romantic revival through the representative texts.

Unit-1

William Blake: “The Holy Thursday”, “The Chimney-Sweeper” (from Songs of Innocence) “London”, “A Poison Tree” (from Songs of Experience), ‘The Tger’

Unit-2

William Wordsworth: “Tintern Abbey”
Samuel Taylor Coleridge: “Kubla Khan”

Unit-3

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

Unit-4

William Wordsworth: “Preface to Lyrical Ballads” (2nd Edition)
OR
P.B. Shelley: “A Defence of Poetry”

Prescribed Texts

- ✓ *The Project Gutenberg eBook of Songs of Innocence and of Experience by William Blake*
- ✓ <https://www.poetryfoundation.org/poems/> (for Coleridge, Wordsworth, Keats, Shelly's poems)
- ✓ “Preface to Lyrical Ballads” by William Wordsworth (2nd Edition)
- ✓ “A Defence of Poetry” P.B. Shelley
(<https://www.poetryfoundation.org/articles/69388/a-defence-of-poetry>)

Suggested Readings

- ✓ The Routledge History of Literature in English
- ✓ History of English Literature: Traversing the Centuries: Chowdhury & Goswami
- ✓ Romantic Imagination by C. M. Bowra
- ✓ Pelican Guide to English Literature. Vol.5. Edited by Boris Ford
- ✓ ‘Nature as Therapy: A Romantic Construct’. Rajiv Gandhi University Research Journal. Ed.Vol-10, No. 1-2, Jan-Dec 2011. pp.1-10.

1.10 The Victorian Era

Course Objectives

- The course seeks to expose students to the literature produced in Britain in the 19th century or of the politically known as the Victorian period.
- The focus of the course is mainly on prose (fictional and non-fictional) and criticism. The 19th century embraces three distinct periods of the Regency, Victorian and late Victorian.
- The course aims to provide to the students an understanding of the 19th century British literature which is mainly famous for the Romantic Movement, but 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.
- It will allow students to explore much of the prosaic activities/developments needed for the time and the culture and society debate.

Unit-1

Charles Lamb: "Old China" Tennyson: "Ulysses"

Leigh Hunt: "A Few Thoughts on sleep" Browning: "My Last Duchess"

Unit-2

Mary Shelly: *Frankenstein*

OR

Jane Austen: *Pride and Prejudice*

Unit-3

Charles Dickens: *Hard Times*

OR

Elizabeth Gaskell: *Mary Barton*

Unit-4

Mathew Arnold: "Culture and Anarchy" (Chapter 1)

OR

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

Prescribed Texts

- ✓ *Like all prescribed texts these texts are available on line at*

- ✓ <https://www.poetryfoundation.org/poems/>
- ✓ Project Gutenberg <https://www.gutenberg.org/>
- ✓ *The Nineteenth Century: 1798-1900 (Anthologies of English Literature)* by Brian Martin

Suggested Readings

- ✓ *Chapter 4, 5 from a Short Introduction to English Literature* by Jonathan Bate
- ✓ *The English Novel* by Terry Eagleton
- ✓ *The Cultural Critics* by Leslie Johnson
- ✓ *The Nineteenth-century English Novel* by James Killroy
- ✓ https://onlinecourses.nptel.ac.in/noc21_hs28/preview
- ✓ *The Oxford Handbook of the Victorian Novel* ed by Lisa Rodensky

1.11 Modern English Literature (20th Century)

Course Objectives

- The course aims to present to the students a historical overview of the era
- It highlights the 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.
- It presents the triggers for the modern consciousness, such as Marx's concept of class struggle, Freud's theory of the unconscious, Bergson's *durée*, Nietzsche's will to power and Einstein's theory of relativity.
- This also aims to familiarize the students with the new literature of Britain in the early decades of the 20th century. The course will mainly focus on the modernist canon, founded on Ezra Pound's idea of 'make it new', but will cover war poetry, social poetry of the 1930s and literary criticism.

Unit-1

- T.S. Eliot "The Love Song of J. Alfred Prufrock"
- W.B. Yeats "Sailing to Byzantium"
- Ezra Pound "In a Station of the Metro"
- T.E. Hulme "Autumn"
- Hilda Doolittle "The Mysteries Remain"

Unit-2

- Wilfred Owen: "Dulce Et Decorum Est"
- Siegfried Sassoon: "Suicide in the Trenches"
- W.H Auden: "The Unknown Citizen"
- Stephen Spender: "An Elementary Classroom in a Slum"
- Louis MacNeice: "Prayer before Birth"

Unit-3

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

Unit-4

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

Prescribed Texts

- ✓ *Like all prescribed texts these texts are available online in their respective names at*
- ✓ <https://www.poetryfoundation.org/poems/>
- ✓ Project Gutenberg <https://www.gutenberg.org/>
- ✓ *Additionally, teachers can help students to locate texts in other online valid websites.*

Suggested Readings

- ✓ *Pelican Guide to English Literature: The Modern Age (ed.) Boris Ford*
- ✓ *Jonathan Bate, English Literature: A Very Short Introduction, Oxford Paperback*
- ✓ *Peter Faulkner, Modernism. London: Methuen*
- ✓ *Peter Childs, Modernism, New Accents. Routledge*

1.12 Indian Myths and Epics: New Perspectives

Course Objectives

- This course aims to study the literary aspects of the ancient Indian myths and their living values along with the studies of the Indian epic literature.
- While the primary purpose of the course is to make students understand and appreciate how the Indian mythic and epic literature are being re-imagined and re-mapped in the contemporary time, through the reading of primary sources in translation, the course aims to cover the important mythological themes and students will be able to assess the role of mythology as a central component of society and the theories that have been developed to understand its role in meaning-making.
- It demonstrates a basic literacy in the mythology that includes explanations of basic narratives, major figures, and context of the myths, myths' cultural expressions and the relationships between the texts.
- To explore the blurred space of gender and bust the western theoretical frame of gender and sexuality while reading Indian epics in a philosophical, literary and aesthetic blend not alien to spirituality.

Unit-1

A historical and cultural overview on the ancient Indian Literature, myths and epics and their retellings and adaptations

“Three Hundred Ramayanas” by A K Ramanujan

“Introduction” in *The History of Indian Literature, Volume-I* by Maurice Winternitz (Motilal Banarasidass Publishers, New Delhi)

“A Passage to India” by Walt Whitman

Unit-2

“Ancient Ballads of Hindustan-I” (Savitri) by Toru Dutta

From *Mirabai* translated by Robert Bly, ‘The Dark one won’t speak to me’, ‘You pressed Mira’s seal of love’, ‘Dark One, how can I sleep?’, ‘O my friends, what can you tell me of Love’.

From *Sri Radha* by Ramakanta Rath, Section 1, 5, 13, 19 (‘Come take half of the remainder of my life’), 42.

From *Of Sons and Fathers* by Asim Ranjan Parhi,

“Another February”, “De-fathered”, “Fathers are but Sons under Stress”, “The Historic Burden” and “Crestfallen”

Unit-3

Drama

Vasavadutta by Sri Aurobindo

Unit-4

Shakuntala by Namita Gokhale

Prescribed Texts

- ✓ *A K Ramanujan's essay 'Three Hundred Ramayanas' The History of Indian Literature, Volume-I by Maurice Winternitz (Motilal Banarasidass Publishers, New Delhi)*
- ✓ *Love and the Turning Seasons, Ed. Andrew Schelling, page 165-166 and 173-174.*
- ✓ *Sri Radha by Ramakant Rath, translated by the poet, Grass Roots, Bhubaneswar.*
- ✓ *Of Sons and Fathers by Asim Ranjan Parhi Paksighara Prakashanee (Published by Bird Nest), Bhubaneswar.*
- ✓ *Plays by Sri Aurobindo: A Survey, S. Krishna Bhatta, Indian literature, Jan-Jun 1974, Sahitya Akademi.*

Suggested Readings

- ✓ *A K Ramanujan's essay 'Three Hundred Ramayanas' The History of Indian Literature, Volume-I by Maurice Winternitz (Motilal Banarasidass Publishers, New Delhi)*
- ✓ *The following essays provide reference material for the poems from Of Sons and Fathers:*
- ✓ *Ajanta Dutt in Indian Literature (UGC CARE), Vol.4, No.330. July-August 2022, Sahitya Akademi, New Delhi page, 180-182. <https://www.jstor.org> for the poems from Of Sons and Fathers.*
- ✓ *Mridul Bordoloi, Dibrugarh University Journal of English Studies (UGC CARE), Vol.31. 2022-2023.pp.89-98.www.dujes.co.in for the poems from Of Sons and Fathers.*
- ✓ *Vaisali, the last essay in BharatiyaManyaprad, An International Journal of Indian Studies, Ed. Neerja A Gupta, Vice Chancellor, Sanchi University of Buddhist Studies, Vol.-IX, May 2022. ISSN-2321-8444.*
- ✓ *Nanda Kishore Biswal, Pioneer, Bhubaneswar edition, 5.1.2023.*
- ✓ *B.Mohanta, Journal of Extension and Research, The Gandhigram Rural Institute, Tamilnadu, Vol. XVIII, No. I, 2024.*
- ✓ *R. Swain, Transcript: Journal of Literature and Cultural Studies, Research Journal of Bodoland University, Kokrajhar, Assam, Volume 10, December 2022, published in May 2024. Pg. 175-178. Print copy ISSN-2347-1743.e-journal ISSN-2582-9858.*
- ✓ *"Fathers are but Sons under Stress", Review paper on the anthology of poems Of Sons and Fathers, Special Issue of The Odisha Journal of English Studies, Vol.14, Issue-I, 2024(Santwana Haldar).*
- ✓ *"Locating 'Male' in Indian Mythopoeic Cultural Narratives: A Critical Evaluation of Asim Ranjan Parhi's Of Sons and Fathers. Research paper at International Conference in Social Sciences and Humanities in the 21st Century, Organised by ACAVENT, November 24-26, 2023, Vienna, Austria, (Salim and Parhi).*

- ✓ *Preface and Introduction (Suman kumar Ghai and Dinesh Kumar Mali respectively) of Pitaon aur Putron ki, Yash Publications, New Delhi, 2024. Page 7-30.*
- ✓ *Review article, page 291-294 and Research article, Page 310-324 in Byanjana, June-August 2024.*
- ✓ *Plays by Sri Aurobindo: A Survey, S. Krishna Bhatta, Indian literature, Jan-Jun 1974, Sahitya Akademi.*
- ✓ *Indian English Novelists: An Anthology of Critical Essays. Madhusudan Prasad*
- ✓ *Indian Literature, All Volumes by Sisir Kumar Das*

2.3 Digitisation, Archiving, and Documentation Practices

Course Objectives (CO)

- Describe the roles of libraries, archives, museums, and cultural institutions in knowledge preservation.
- Document oral traditions, manuscripts, and community knowledge using appropriate formats and ethics.
- Create fieldnotes and audio-visual documentation for cultural and research purposes.
- Apply basic principles of metadata creation, file organization, and digital preservation.
- Design and execute a small documentation or archiving project.

UNIT 1: Cultural and Knowledge Institutions

- Libraries: As hubs of knowledge; vital tangible and intangible cultural archives; information literacy and intellectual dialogues; institutional convergence (LAM)
- Archives: Core archival principles; the archival lifecycle; cultural heritage and collective memory
- Museums: Collection ethics, audience engagement, integration of digital technologies; and exploring how museums shape societal values and historical narratives
- Literary and cultural organisations: Knowledge formation through literary and cultural education; community, cultural and literary memories; curation and representation; and public engagement

UNIT 2: Knowledge Preservation and Community Memory

- Books and manuscripts: Codicology, palaeography and material culture; textual editing and philology
- Oral traditions: Indigenous epistemologies and traditional knowledge; performance theory; historical consciousness; orality and literacy; dynamics of memory change
- Folk knowledge: Narratives and mythologies; Traditional Ecological Knowledge (TEK); embodied knowledge in rituals, festivals, craft and material culture; cultural memory and identity construction
- Community archives: Alternative record formats; sustainability and technology; collaboration with mainstream institutions

UNIT 3: Documentation and Field Practices

- Documentation formats and templates: PDF, ODF, TXT, TIFF, JPG and PNG: descriptive metadata like Dublin Core; and digitisation specifications
- Fieldnotes and observation: Observer bias and positionality; methodological choices; and community protocols
- Audio/video documentation: Provenance and context; handling analog carriers; digitisation and technical standards; and metadata and annotation
Ethics of documentation

UNIT 4: Digital Preservation and Metadata

- File organisation: File naming conventions; directory and field structure; descriptive and technical data; format obsolescence and integrity
- Metadata preparation: Aligning with recognized standards; categorizing by core metadata types; guaranteeing authenticity and provenance; automation and extraction; and validation and consistency
- Digital archiving workflows: Ingest (Submission); preservation metadata, and storage, security and access
- Introduction to cataloguing: Title and responsibility, edition, material specifics, publication details, physical description, series, notes, and ISBN; OAIS model; PREMIS; and descriptive schemes; and navigational digital challenges

Practical Components

- Metadata preparation exercise (Refer: Dublin Core Metadata Initiative-
<https://www.dublincore.org/specifications/dublin-core/dcmi-terms/>)
- Documentation project

Suggested Study Visit

Visit to:

- archive,
- museum,
- manuscript library,
- or cultural institutions

Suggested Apprenticeship Linkages

- Archives
- Museums
- Documentation centres
- Digital preservation projects

Learning Outcomes

- Identify the roles of libraries, archives, museums, and cultural institutions.
- Document manuscripts, oral traditions, folk knowledge, and community memory.
- Conduct ethical field-based documentation using standard tools and formats.
- Prepare metadata and apply basic digital archiving workflows.
- Design and execute a small-scale documentation or digitisation project.
- Engage critically with digital archives and repositories.

Prescribed Books

- ✓ *Zaidi Nishat and Pue A. Sean (2024). Ed. Literary Cultures and Digital Humanities in India. Routledge.*
- ✓ *Mallik, Anupama, et al. (2018). Ed. Digital Hampi: Preserving Indian Cultural Heritage, Springer.*
- ✓ *Millar, Laura. (2017). Archives: Principles and Practices, 2nd ed. London: Facet Publishing.*

- ✓ Müller, Katja. (2024). *Digital Archives and Collections: Creating Online Access to Cultural Heritage*, NY: Berghahn.
- ✓ *Theory and Craft of Digital Preservation* by Trevor Owens. Baltimore, John Hopkins University Press, 2018.
- ✓ Legget, Elizabeth.R. (2021). *Digitization and Digital Archiving: A Practical Guide for Librarians*, 2nd Edition. Rowman & Littlefield.

Learning Resources

1. “Data Base Management System,” Prof. Partha Pratim Das Prof. Samiran Chattopadhyay, IIT Kharagpur, NPTEL
2. Voyant Tools Tutorial: <https://voyant-tools.org/docs/tutorial-start.html>
3. Programming Historian: <http://programminghistorian.org/en/lessons/>

Students may be introduced to archives through guided exploration of the following digital collections:

- Parliament of India Lok Sabha Digital Library <https://eparlib.sansad.in>
- Kala Nidhi Cultural Archives
- Bichitra Variorum
- Digital Thoreau (Introductory example of a digital literary archive.)
<https://digitalthoreau.org/>
- [The Canterbury Tales Project](#)
Useful for understanding manuscript traditions and digital textual editing.
- [The Victorian Web](#)
Large-scale humanities archive combining literature, history, and visual culture.
- [British Library – Endangered Archives Programme](#)
Important example of manuscript digitisation and endangered archive preservation.
- [Digital South Asia Library](#)
Major archive of South Asian texts, maps, and historical resources.

Other online Resources:

- 1) *The National Archives UK* Playlists (YouTube)
- 2) Digitization 101 Webinar series: <https://ccaha.org/digitization-101>: Episodes: Prioritization of Collections; File Storage for Digitization; File Specifications for Digitization; Metadata for Digitization; In-House vs. Outsourcing and Quality Control; Equipment Selection

2.4 Public Humanities and Cultural Documentation (Focus: Odisha)**Course Objectives (CO)**

- Investigate the cultural history, linguistic diversity, and public memory of Odisha.
- Document folk, performing, and storytelling traditions through field-based methods.
- Examine heritage institutions, festivals, tourism, and community practices in public culture.
- Produce community-focused documentation and cultural mapping outputs.
- Engage ethically with communities and institutions in public humanities projects.

UNIT 1: Cultural History of Odisha

- Regional diversity: Coastal, Western, and Hilly/Tribal; syncretic religious traditions; linguistic variations; indigenous tribal heritage; and localized art and architecture
- Language and identity: Historical evolution of Odia identity; language movements and regional nationalism; tribal languages and heteroglossia
- Cultural movements: Religious and philosophical movements; the Jagannath cult; and the Mahima cult
- Public memory: The legacy of Kalinga and Ashoka's transformation; maritime glory and cultural expansion; medieval literature and the Bhakti movement; the Paika rebellion and anti-colonial resistance; and formation of a separate Odisha state

UNIT 2: Folk and Performing Traditions

- Folk songs and narratives: Mythological performances on the basis of the Ramayana and the Mahabharat and the Puranas in the form of Pala, Daskathia, Sankirtan, Chhau, Odissi, Ghodanacha, Kendara Gita, Laudi, Dhuduki, Karma Geet, Sambalpuri Lokgita and Geet Khudia; celebration of seasonal and agricultural cycles like Dola, Makar Sankranti, Askhaya Tiritiya, Pana Shankranti, Raja, Dashera, Diwali and Manabasa; Annual Osha, Brata and Mela
- Theatre traditions: Bharat Leela, Moghul Tamsa, Danda Nata, Ramaleela, Desia Nata, Raasa Leela, Kaliya Dalan, Poetic play (Gitinatya) and modern opera
- Local festivals: Raja Purnima, Rath Jatra, Dola and Holi, Dashera and Diwali, Raasa Purnima and Baliyatra, Thakurani Parba, Nuakhai, Dhanujatra, Sitalasasthi, Mahashivratri, Magha Mela, and Chaiti Parba
- Storytelling practices: Abolkara Kahani, Shuasari Kahani, Bhagabat Tungi Stories, Pothi Bacha, Aimag Kahani and Tribal Tales

UNIT 3: Heritage and Public Culture

- Heritage institutions: Tangible and intangible components; Museums, Archives, Archaeological sites; religious and philosophical heritage of Odisha
- Pilgrimage and tourism: The golden triangle of faith; the diamond triangle; coastal and ecotourism; pilgrimage of western and southern Odisha
- Community participation & Cultural preservation: Public participation in rural and urban institutions; monument conservation; preservation of cultural and performing arts and crafts

UNIT 4: Contemporary Cultural Institutions

- Literary organisations: Literary, linguistic and cultural organizations of importance across Odisha both Government and private
- Festivals and public culture
- Knowledge institutions
- Community media initiatives

Practical Component

- Community documentation project
- Cultural mapping exercise

Suggested Study Visit

Students may undertake guided visits and apprenticeship-linked activities at nearby:

- museums,
- archives,
- literary organisations,
- theatre groups,
- cultural festivals,
- community media initiatives,
- pilgrimage centres,
- tourism offices,
- heritage institutions,
- and documentation projects.

Students may observe and participate in:

- event documentation,
- cultural reporting,
- oral history collection,
- festival archiving,
- public communication,
- and heritage documentation practices

Learning Outcomes

- Explain the cultural history of Odisha with reference to language and identity.
- Document folk, performing, and storytelling traditions.
- Analyse heritage institutions, pilgrimage, tourism, and community participation.
- Examine contemporary cultural institutions and public culture.
- Conduct community-based documentation and cultural mapping projects.
- Communicate cultural knowledge effectively to public audiences.

Prescribed Books

- ✓ *Dash, M. (2024). The big book of Odia literature. Penguin.*
- ✓ *Malla, B. (2019). Discovering Odia culture. Black Eagle Books.*
- ✓ *Nayak, J. K., & Mahapatra, A. (2022). Critical discourse in Odia. Routledge.*

- ✓ *Sahoo, S. R. (2024). Echoes of Odisha: Celebrating heritage and culture [Kindle edition]. Amazon.*

Learning Resources

- 1) “Introduction to Cultural Studies,” Prof. Avishek Parui, IIT Madras, **NPTEL**
- 2) “Folk and Minor Art in India,” Prof. Shatarupa Thakurta Roy, IIT Kanpur, **NPTEL**
- 3) IGNCA YouTube channel
- 4) TED talks on Culture and Storytelling
- 5) Sahapedia YouTube channel

Semester IV

1.13 European Classical Literature

Course Objectives

- The objective of this course is 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.
- It seeks to acquaint the students with the origins of the European canon.
- It aims to provide a historical overview of classical antiquity like ancient Greece, the rise and decline of the Roman Empire
- It will lead to a discussion on the cultural history of the Greco-Roman world centered on the Mediterranean Sea.

Unit-1

Homer *Odyssey* (Book I)

OR

Virgil *Aeneid* (Book I)

Unit-2

Sophocles *Oedipus the King*

OR

Aeschylus *Prometheus Bound*

Unit-3

Aristophanes's *Frogs*

OR

Plautus *Asinaria*

Unit-4

Horace *Ars Poetica* or *Essay on Poetic Theory*

OR

Longinus *On the Sublime*, Chapter 7, 39

Prescribed Texts

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

And in Internet Archive at www.archive.org with the same titles. Students may be encouraged to browse the sites.

Suggested Readings

- ✓ European Classical Literature by Amit Ganguly and Jay Bansal
- ✓ Hand Book On European Classical Literature by Biplab Banerjee
- ✓ Mimesis: The Representation of Reality in Western Literature by Erich Auerbach. USA: Princeton University Press. 2013.
- ✓ Ancient Greek Literature and Society by Charles Rowan Beye, Ithaca, New York: Cornell University Press. 1987

1.14 Indian Classical Literature

Course Objectives

- This course aims at creating awareness among the students of the rich and diverse literary culture of ancient India.
- It purports to engage students with and discuss different genres of classical literature and their scope.
- It will introduce them to the Indian Epic tradition and show how they will assimilate the theory and practice of Sanskrit Classical drama, engage with Indian aesthetic theory such as Alankar and Rasa.
- It will enable students to understand the concept of Dharma and the heroic in Indian Classical Drama.

Unit-1

Vedic Literature: *SamjnanaSukta* Rig Veda X.19, *SivasankalpaSukta* Yajur Veda XXX.I.6 and *PurushaSukta* Yajur Veda XV. XXXI. 1-16

Unit-2

Selections from Epic Literature: Vyasa 'The Dicing' and 'The Sequel to Dicing,' 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', OR 'Ayodhya Kanda' (Book II), 1st Canto of *The Ramayana of Valmiki*

Unit-3

Sanskrit Drama: Kalidasa, *Abhijnanasakuntalam*, Act IV.

Or

Bhavabhuti's *Rama's Last Act (Uttararamacharita*

Or

Mrcchakatikaby Sudraka, Act I.

Unit-4

Aesthetics and Maxims: Bharata's *Natyashastra*, Chapter VI on Rasa theory

Sahitya Darpana of Vishvanatha Kaviraja Chaps- I& II

Nitisataka of Bhartrhari 20 verses from the beginning

Prescribed Texts

- ✓ The New Vedic Selection Vol 1, Telang and Chaubey, Bharatiya Vidya Prakashan, New Delhi
- ✓ The Mahabharata: tr. And ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69.
- ✓ The Ramayana of Valmiki. Gita Press Edition.
- ✓ *Abhijnanasakuntalam* by Kalidasa. tr. M.R Kale, Motilal Banarasi Dass, New Delhi.
- ✓ *Rama's Last Act (Uttararamacharita)* by Bhavabhuti. tr. Sheldon Pollock (New York: Clay Sanskrit Library, 2007)
- ✓ *Mrcchakatikaby* by Sudraka, Act I, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasi Dass, 1962)

- ✓ Bharata's Natyashastra. English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950.
- ✓ Sahitya Darpana of Vishvanatha Kaviraja Chaps- I& II. English Translation by P.V. Kane, Motilal Banarsidass, New Delhi.
- ✓ The Satakatraya edited by D.D. Kosambi, Published in Anandashrama Series, 127, Poona, 1945. Also, English Translation published from Ramakrishna Mission, Kolkata

Suggested Readings

- ✓ Kalidasa. Critical Edition, Sahitya Akademi.
- ✓ B.B Choubey, New Vedic Selection, Vol 1, Bharatiya Vidya Prakashan, New Delhi
- ✓ H.H. Wilson (Tr.)-Rig Veda
- ✓ Bharata, Natyashastra, tr. Manmohan Ghosh, vol. I, 2nd edn. (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- ✓ J.A.B. VanBuitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., Indian Philosophy, vol. V, Theory of Value: A Collection of Readings (New York: Garland, 2000) pp.33–40.
- ✓ Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in Orientalism and the Postcolonial Predicament: Perspectives on South Asia, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95
- ✓ 'Pedagogy and Indian Poetics: The Case of Michael Henchard'. Dialogue. Ed. S. Hajela and R.Sharma. Vol-VI, No.I, June 2010, pp.90-94.
- ✓ Universals of Poetics by Haldhar Panda 16

1.15 Women's Writings*

Course Objectives

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

Unit-1

In Defence of a Literature of Their Own and Discoursing at Par

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

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

Or

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

Unit 2

Desiring Self: Fiction by Women from the Centre

Charlotte Bronte: *Jane Eyre*

Or

Emily Bronte: *Wuthering Heights*

Jean Rhys: *Wide Sargasso Sea*

or

Doris Lessing: *The Grass is Singing*

Unit 3

Desiring and Dissenting Self: Fiction by Women from the Periphery

Krupabai Sathianadhan: *Saguna* or *Kamala*

or

Prativa Ray: *Yajnaseni*

Unit-4

Tongues of Flame: Poetry by Women from Across the World

*Any Four Poets to be read

Kamala Das "An Introduction" & "The Sunshine Cat"

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

Tishani Doshi "Ode to the Walking Woman" & "What the Body Knows"

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

Sylvia Plath "Mirror" & "Barren Woman"

Margaret Atwood "This is a Photograph of me" & "The Landlady"

Prescribed Texts

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

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

- ✓ Mary Wollstonecraft, A Vindication of the Rights of Women: Introduction
<http://pinkmonkey.com/dl/library1/vindicat.pdf>
- ✓ Maya Angelou's Poems
http://www.poemhunter.com/i/ebooks/pdf/maya_angelou_2012_6.pdf
- ✓ Sylvia Plath's Collected Poems
https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf
- ✓ Margaret Atwood's Poems
<http://www.poemhunter.com/margaret-atwood/poems/>
- ✓ Eunice de Souza, "Remember Medusa?" & "Women in Dutch Painting"
<http://www.poetrynook.com/poem/remember-medusa>
<http://www.gallerie.net/issue14/poetry1.html>
- ✓ Tishani Doshi's Poems
http://www.poemhunter.com/i/ebooks/pdf/tishani_doshi_2012_6.pdf
- ✓ Simone de Beauvoir, The Second Sex
<http://burawoy.berkeley.edu/Reader.102/Beauvoir.I.pdf>

Suggested Readings

- ✓ Toril Moi, Sexual Textual Criticism
- ✓ Elaine Showalter, A Literature of Their Own
- ✓ Sandra Gilbert and Susan Gubar, The Mad Woman in the Attic
- ✓ Gill Plain and Susan Sellers, A History of Feminist Literary Criticism. Cambridge University Press. 2007.
- ✓ Essays to be read: Helen Carr, "A History of Women's Writing" and Mary Eagleton, "Literary Representations of Women"
https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literary-criticism_gill-plain-and-sus.pdf

2.5 Text Analysis and Computing

Course Objectives (CO)

CO1. Explain foundational concepts of text-as-data, annotation, and corpus-oriented reading.

CO2. Apply distant reading approaches and basic computational methods to literary and cultural texts.

CO3. Use digital tools such as Voyant Tools and AntConc for text analysis and visualisation.

CO4. Evaluate digital archives and repositories for research and preservation purposes.

CO5. Carry out a short text analysis assignment; collaborating computational and interpretive tools.

UNIT 1: Introduction to Text Analysis

- Text as data
- Digital text preparation
- Annotation and markup basics
- Corpus-oriented reading

UNIT 2: Distant Reading and Computational Humanities

- Concepts of distant reading
- Frequency and pattern analysis
- Topic identification
- Computational literary studies

UNIT 3: Computational Tools for Text Analysis

- Voyant Tools
- AntConc
- Basic visualisation tools
- Text analysis workflows

UNIT 4: Digital Archives and Online Repositories

- Institutional repositories
- Open-access archives
- Digital collections
- Preservation and access

Practical Component

- Mini text analysis project
- Digital archive exploration

Suggested Study Visit

Visit to:

- digital library,
- ICT centre,
- archive digitisation unit,
- or digital humanities project centre.

Suggested Apprenticeship Linkages

- Digital humanities labs
- Research support
- Text processing
- Digital archives

Learning Outcomes

- Conceptualise text as data for computational analysis.
- Apply annotation, markup, and corpus-oriented reading techniques.
- Use distant reading methods to identify textual patterns and themes.
- Operate text analysis tools such as Voyant Tools and AntConc.
- Design and execute a mini text analysis project.
- Critically evaluate digital archives and repositories.

Prescribed Books

1. Feldman, R., & Sanger, J. (2007). *The text mining handbook: Advanced approaches*. Cambridge University Press.
2. Stoltz, D. S., & Taylor, M. A. (2023). *Mapping texts: Computational text analysis for the social sciences*. Oxford University Press.
3. Walsh, B., & Horowitz, S. (2016). *Introduction to text analysis: A course book*. Walshbr.com.

Learning Resources:

- 1) “Introduction to Digital Humanities” by Prof. Maya Dodd and Dr. Nirmala Menon, FLAME University, Pune, **SWAYAM**
- 2) “Natural Language Processing,” Prof. Pawan Goyal, IIT Kharagpur, **NPTEL**

2.6 Digital Culture and Public Communication

Course Objectives (CO)

- Validate digital literacy and accountable participation in online data ecosystems.
- Analyse digital publics, platforms, and networked communities.
- Use social media and digital tools for academic, professional, and cultural communication.
- Produce podcasts, blogs, videos, or digital stories for public communication.
- Assemble a digital content portfolio validating ethical and operative digital engagement.

UNIT 1: Digital Literacy and Online Culture

- Digital literacy concepts: Information literacy; protecting personal data, recognizing phishing scams, and managing privacy settings; content creation; and technical proficiency
- Online communication: Collaborating, sharing, and networking respectfully across various digital platforms
- Digital citizenship: Media and information literacy; safety and security; practicing empathy and preventing cyberbullying; and digital wellness
- Information ecosystems: Disinformation and misinformation; platform governance and power; media landscapes and journalism; and digital resilience

UNIT 2: Digital Public Sphere and Networked Communities

- Digital publics: Digital networks, platforms, and algorithmic architectures shape the modern public sphere
- Online participation: Engagement of stakeholders through digital platforms; collaboration, design and accessibility
- Public discourse: Misinformation and the post-truth era: algorithm mediation and platform power; polarisation and echo-chambers
- Platform cultures: Algorithmic governance and affordances; platform capitalism and commodification; fragmentation and the “Post-Public Sphere”

UNIT 3: Social Media for Learning and Professional Networking

- Academic networking: Scholarly visibility and public intellectualism; digital metrics; post-university and rational discourse
- Professional communication
- Knowledge dissemination: Open science and knowledge dissemination; commodification of knowledge; deliberation and civic engagements
- Digital collaboration: E-Governance and citizen co-creation; network governance; and knowledge sharing

UNIT 4: Content Creation and Digital Publishing

- Audio/video content creation
- Podcasting basics
- Blogging and digital storytelling
- Public-facing digital communication

Practical Components

- Digital content portfolio
- Podcast/blog/video assignment

Suggested Study Visit

Visit to:

- media lab,
- digital content studio,
- communication office,
- or cultural media organisation.

Suggested Apprenticeship Linkages

- Digital media
- Content development
- Educational technology
- Public communication

Learning Outcomes

- Demonstrate digital literacy and responsible digital citizenship.
- Analyse digital publics and networked communities.
- Use social media for academic and professional networking.
- Create blogs, podcasts, videos, and digital stories.
- Develop a digital content portfolio.
- Understand ethical dimensions of digital public communication.

Prescribed Books

1. Delfanti, A., & Arvidsson, A. (2019). *Introduction to digital media*. Wiley-Blackwell.
2. Hartley, J. (2004). *Communication, cultural and media studies: Key concepts*. Routledge.
3. Miller, V. (2020). *Understanding digital culture* (2nd ed.). Sage Publications.
4. Uzelac, A., & Cvjetičanin, B. (Eds.). (1989). *Digital culture: The changing dynamics*. Culturelink.

Learning Resources:

- 1) “Text, Textuality and Digital Media” by Arjun Gosh, IIT Delhi, **NPTEL**
- 2) “Online Communication in the Digital Age” by Prof. Rashmi Gaur, IIT Roorkee, **NPTEL**

Note: The suggested readings and learning resources are indicative. Teachers may suitably supplement them with additional print, digital, audio-visual, and field-based resources according to student needs and local institutional contexts.

