



**Rabindranath Tagore University**  
**Syllabus for BA**  
**(NEP 2020)**

**SEMESTER I**

**Course Title: ALTERNATIVE ENGLISH-I**  
**ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)**

**Course Code : AECC-ALTE- 1.1**

**Total Credits : 2**

**Distribution of Marks: 30 (End -Sem) +20 (Sessional)**

**Objectives:**

- To develop a deep understanding and appreciation of various literary forms including poetry, short stories and fiction.
- To encourage critical thinking and analysis of themes, characters, and literary techniques.
- To expose students to diverse cultures, perspectives, and historical contexts through literature.

**Learning Outcomes:**

- Students will gain a comprehensive understanding of different literary genres and their distinct characteristics.
- They will be familiar with key literary works and authors from various cultural backgrounds.
- Students will be able to critically analyze and discuss literary texts, identifying themes, motifs, and literary devices.

**Unit I- Poems:**

**(20 Marks)**

1. William Shakespeare: 'Sonnet 116'
2. John Donne: 'Canonization'
3. William Wordsworth: 'She Dwelt Among the Untrodden Ways'
4. Robert Browning: 'The Patriot'

**Unit II- Short Stories**

**(15 Marks)**

1. Edgar Allan Poe: 'The Purloined Letter'
2. Tamsin Ayres: 'Laburnum for my Head'

**Unit III- Fiction**

**(15 Marks)**

1. George Orwell: *Animal Farm*

*Suggested Readings*

Ao, Tamsula, 'Laburnum for my Head: Stories'. Penguin India: India, 2009

Ferguson, Margaret, et. al., eds. *The Norton Anthology of Poetry*. 5<sup>th</sup> edn. New York: W.W. Norton & Company, 2005

Orwell, George. *Animal Farm*, London: Secker & Warburg, 1945

Poe, E. A, 'The Purloined Letter'. Grapevine India: India, 2022.

## SEMESTER III

### ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

#### Course Title: ALTERNATIVE ENGLISH-II

**Course Code: AECC-ALTE-3.1**

**Total Credits: 2**

**Distribution of Marks: 30 (End -Sem) +20 (Sessional)**

#### **Objectives:**

- To enhance students' ability to analyze and interpret various literary forms, including poetry, non-fiction, and drama.
- To foster an understanding of how different genres convey ideas, emotions, and cultural values.
- The non-fictional prose is expected to acquaint the student with the ideas of famous writers and thinkers.
- To use drama and non-fiction to discuss moral dilemmas, human behavior, and social justice issues.

#### **Learning Outcomes:**

- The students will develop the ability to critically analyze and interpret poetry, non-fictional prose and drama, recognizing the unique features of each genre.
- The students will be able to articulate the themes, symbols, and rhetorical strategies used in the prescribed texts.
- The students will be able to appreciate poems and non-fictional prose and drama

#### **Unit I: Poems**

**(20 Marks)**

1. Jayanta Mahapatra: 'Dawn at Puri'
2. Kamala Das: 'My Grandmother's House'
3. H.L.V Derozio: 'The Orphan Girl'
4. A. K. Ramanujan: 'Small Scale Reflections on a Great House'

#### **Unit II: Non-Fiction**

**(15 Marks)**

1. Charles Lamb: 'Two Races of Man'
2. A. G. Gardiner: 'On Saying Please'

#### **Unit III: Drama**

**(15 Marks)**

1. Girish Karnad: *Tughlaq*

#### *Suggested Readings:*

Karnad, Girish: *Three Plays: Nagamandala, Hayavadana and Tughlaq*, Oxford, OUP, 1999.

Mehrotra, Arvind Krishna, ed. *An Illustrated History of Indian Writing in English*. New Delhi: Permanent Black, 2003.

Naik, M.K. *Dimensions of Indian English Literature*. New York: Art Books Inc., 1984.

*(Approved by the Board of Studies in English, RTU, on 30<sup>th</sup> August, 2024)*

Dr. B. P. Varma  
Chairperson  
Board of Studies (English), RTU