

**DEPARTMENT OF ENGLISH**

RABINDRANATH TAGORE UNIVERSITY

SYLLABI FOR UNDERGRADUATE COURSE (FYUGP)  
(AS PER NEP 2020)

(w.e.f. August 2023)

**ENGLISH****COURSE STRUCTURE**

<b>SEMESTER</b>	<b>CATEGORY OF COURSE</b>	<b>HONOURS</b>	<b>CREDITS</b>
<b>I</b>	MAJOR 1	Poetry	4
	MINOR 1	Poetry: Concepts and Elements	4
	GE/MD 1	-----	3
	SEC 1	Skill Enhancement in English-I	3
	AECC 1	Alternative English I	2
	VAC 1	-----	2
	VAC 2	-----	2
		Total Credits	20
<b>II</b>	MAJOR 2	DRAMA: 16 <sup>th</sup> and 17 <sup>th</sup> Century	4
	MINOR 2	Key Concepts In Drama	4
	SEC 2	Skill Enhancement in English-II	3
	GE/MD 2	---	3
	AECC 2	English Language Proficiency 1	2
	VAC 3	-----	2
	VAC 4	-----	2
			Total Credits

	<b>CATEGORY OF COURSE</b>	<b>HONOURS</b>	<b>CREDITS</b>
<b>III</b>	MAJOR 3	History of English Literature: Medieval to Renaissance	4
	MAJOR 4	Writings from Medieval to Renaissance	4
	MINOR 3	Indian Writing in English-I (Poetry)	4
	SEC 3	Skill Enhancement in English-III	3
	GE/MD 3		3
	AECC 3	Alternative English II	2
		Total Credits	20
	<b>CATEGORY OF COURSE</b>	<b>HONOURS</b>	<b>CREDITS</b>
<b>IV</b>	MAJOR 5	History Of English Literature: Restoration To Augustan Age	4
	MAJOR 6	Writings From Restoration To Augustan	4
	MAJOR 7	Rhetoric & Prosody	4
	MINOR 4	Indian Writing in English-II (Drama & Fiction)	4
	AECC 4	English Language Proficiency-II	2
		SUMMER INTERNSHIP	
	Total Credits	20	
	<b>CATEGORY OF COURSE</b>	<b>HONOURS</b>	<b>CREDITS</b>
<b>V</b>	MAJOR 8	History of English Literature: Romantic to Victorian	4
	MAJOR 9	Writings of from Romantic to Victorian	4
	MAJOR 10	Literary Criticism-I (Traditional)	4

	MAJOR 11	Life Writings: Biographies, Memoirs & Letters	4
	MINOR 5	American Literature-I (Poetry)	4
		Total Credits	20
<b>VI</b>	<b>CATEGORY OF COURSE</b>	<b>HONOURS</b>	<b>CREDITS</b>
	MAJOR 12	History of English Literature: Modernism and After	4
	MAJOR 13	Writings from Modernism and After	4
	MAJOR 14	Literary Criticism-II (Twentieth Century)	4
	MAJOR 15	Indian Classical Literature	4
	MINOR 6	American Literature -II (Drama & Fiction)	4
		Total Credits	20

**ENGLISH (ENG)****DISCIPLINE SPECIFIC CORE (DSC): MAJOR (MAJ)****DISCIPLINE SPECIFIC ELECTIVE (DSE): MINOR (MIN)****SKILL ENHANCEMENT IN ENGLISH (SEC)****ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)****SEMESTER I**

- DSC 1: Poetry
- DSE 1: Poetry: Concepts and Elements (Minor I)
- SEC 1: Skill Enhancement in English-I
- AECC 1: Alternative English I

## **SEMESTER II**

- DSC 2: Drama: 16<sup>th</sup> and 17<sup>th</sup> Century
- DSE 2: Key concepts in Drama (Minor II )
- SEC 2: Skill Enhancement in English-II
- AECC 2: English Language Proficiency I

## **SEMESTER III**

- DSC 3: History of English Literature: Medieval to Renaissance
- DSC 4: Writings from Medieval to Renaissance
- DSE 3: Indian Writing in English-I (Poetry)[Minor III ]
- SEC 3: Skill Enhancement in English-III
- AECC 3: Alternative English II

## **SEMESTER IV**

- DSC 5: History Of English Literature: Restoration To Augustan Age
- DSC 6: Writings From Restoration To Augustan
- DSC 7: Rhetoric & Prosody
- DSE 4: Indian Writing in English-II (Drama & Fiction) [Minor IV ]
- AECC 4: English Language Proficiency-II

## **SEMESTER V**

- DSC 8: History of English Literature: Romantic to Victorian
- DSC 9: Writings of from Romantic to Victorian
- DSC 10: Literary Criticism-I (Traditional)
- DSC 11: Life Writings: Biographies, Memoirs & Letters
- DSE 5: American Literature -I (Poetry) [Minor V]

## **SEMESTER VI**

- DSC 12: History of English Literature: Modernism and After
- DSC 13: Writings from Modernism and After
- DSC 14: Literary Criticism-II (Twentieth Century)
- DSC 15: Indian Classical Literature
- DSE 6: American Literature -II (Drama & Fiction) [Minor VI]

## **SEMESTER VII**

## **SEMESTER VIII**

**DETAILED SYLLABUS**

**SEMESTER I**

**SEMESTER I**  
**DISCIPLINE SPECIFIC CORE (DSC) 1**  
**(MAJOR)**

**Course Title: POETRY**

**Course Code : MAJ-ENG- 1.1**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

**Objectives**

- The primary objective of this course is to provide students with a comprehensive understanding of the historical development and evolution of poetry.
- The course will introduce students to the essential literary works.
- By examining the social, political, and cultural contexts that shaped these literary works, students will gain insight into the unique aspects of poetry and its role in reflecting and shaping society.

**Learning Outcomes**

- Develop an understanding of poems from 15th to 20th century.
  - Appraisal of different types of poems.
  - Identification of the type of society through specific poems of the age.
  - Develop a critical eye for technique, structure, meter and tone of the poems.
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- **Lyric:** ‘Do Not Go Gentle Into That Goodnight’- Dylan Thomas; ‘Dover Beach’- Mathew Arnold.
  - **Spenserian sonnet:** Selections from Amoretti: Sonnet LXVII ‘Like as huntsman...’; Sonnet LVII ‘Sweet Warrior...’;
  - **Elegy:** ‘Elegy Written In A Country Churchyard’-Thomas Grey; ‘In Memoriam’ (1 to 9 sections)- Tennyson.
  - **Ode:** ‘Ode to a Nightingale’- Keats; ‘Ode to the West Wind’- P. B. Shelley;
  - **Blank Verse:** ‘Tintern Abbey’- Wordsworth; ‘The Second Coming’- W. B. Yeats.
  - **Epic:** ‘Paradise Lost’- Book 1—Milton
  - **Dramatic Monologue:** ‘My Last Duchess’-Robert Browning; Ulysses- Tennyson
  - **Allegory:** ‘The Faerie Queene’ (Book 1, Canto 1)- Edmund Spenser; ‘Invocation’- *Paradise Lost*- Milton
  - **Heroic Couplet:** ‘The Rape of the Lock’- Alexander Pope; ‘The Wife of Bath’s Tale’- Chaucer
  - **Free Verse:** ‘The Negro Speaks of Rivers’—L. Hughes; ‘Obituary’- A. K. Ramanujan

**DISCIPLINE SPECIFIC ELECTIVE (DSE) 1  
(MINOR)**

**Course Title: Poetry: Concepts And Elements**

**Course Code : MIN-ENG- 1.1**

**Nature of Course : Minor**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

**Objectives**

- The objective of this course is to introduce the music and quaintness of the English sounds and vocabulary of the earliest period in English literary history to the students to enable them to have a historical perspective of the developments over the centuries
- Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, etc.

**Learning Outcomes**

- Understand the common techniques underlying free verse and traditional forms of poetry
- Identify personal experiences that can be used when writing poems
- Understand the basic terminology and practical elements of poetry.

**Topics**

- Lyric
- Spenserian sonnet
- Elegy
- Ode
- Blank Verse
- Epic
- Ballad
- Dramatic Monologue
- Allegory
- Heroic Couplet
- Free Verse.

## SKILL ENHANCEMENT COURSE (SEC) 1

**Course Title: Skill Enhancement In English-I**

**Course Code : SEC-ENG- 1.1**

**Nature of Course : SEC**

**Total Credits : 3**

**Distribution of Marks: 45 (End -Sem) +30 (Internal)**

### Objectives

- To build creative writing skills of the students.
- To inculcate practical skills in students by mapping their creative talent.

### Learning Outcomes

- Students will be able to be sensible to the texture of literary language.
- Students will develop crafts in creative writing.
- Students will be able to induce an understanding of the relationship between an individual and society.
- Students will be able to develop a sense of expressing themselves through poetry and short story.

### Section 1

Unit 1: *Creative Writing*

- a) What is Creative Writing?
- b) Types of Writing – expository, descriptive, persuasive and narrative

Unit 2: The art and craft of writing-characteristics of good writing

Unit 3: Poetry- figurative language, imagery, sensory details, rhyme, repetition, lyric, ballad, ode, sonnet and epic.

Unit 4: Short story-theme, point of view, character, setting and plot.

### Section 2

Unit 5: Gift of the Magi- O' Henry; Solitary Reaper- William Wordsworth.

**ABILITY ENHANCEMENT COMPULSORY COURSE 1**  
**(B.A / B. Sc / B.Com)**

**Course Title: ALTERNATIVE ENGLISH-I**

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

**Total Credits : 2**

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

**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:**

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**

1. Edgar Allan Poe: ‘The Purloined Letter’
2. Tamsula A.: ‘Laburnum for my Head’

**Unit III- Fiction**

1. George Orwell: *Animal Farm*

*Recommended 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.

**DETAILED SYLLABUS**

**SEMESTER II**

**SEMESTER II**  
**DISCIPLINE SPECIFIC CORE (DSC) 2**  
**(MAJOR)**

**Course Title: DRAMA: 16<sup>th</sup> and 17<sup>th</sup> CENTURY**

**Course Code : MAJ-ENG- 2.1**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

**Objectives**

- This course seeks to introduce the students to British Drama in terms of the context, the form, the stage, etc
- The selected texts will also help students in exploring the British society, culture and politics

**Learning Outcomes**

- On completion of the course, the students are expected to be in a position to appreciate the state of affairs as has prevailed in Britain during the 16<sup>th</sup> and 17<sup>th</sup> century.
- The students, through an engagement with the selected texts, will also gain an understanding of the British life and society in their wider historical context.
  
- *Everyman*
- *Othello*- Shakespeare
- *Doctor Faustus*- Marlowe
- *The White Devil*- Webster
- *The Volpone*- Ben Jonson

**DISCIPLINE SPECIFIC ELECTIVE (DSE) 2  
(MINOR)**

**Course Title: Key Concepts In Drama**

**Course Code : MIN-ENG- 2.1**

**Nature of Course : Minor**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

**Objectives**

- The quaint systems and structures of the medieval English developed rather quickly during the 16th and 17th centuries.
- Identify and explain the formal and literary features of each genre..

**Learning Outcomes**

- Comprehend the significance of Elizabethan literature and the writers belonged and its impact on literary works produced world over.
- Evaluate the significance of the socio-political and historical events which shaped the perspective of the Elizabethan Age
- Gain insight into the age of Shakespeare and the uniqueness of Shakespearean creative output

**Topics**

- Miracle plays
- Mystery plays
- Morality plays
- Marlowe and The University Wits
- Shakespearean drama
- Comedy of Humours
- Comedy of Manners
- Aristotle's Poetics
- Jacobean drama-Revenge tragedy
- Black Comedy
- Epic Theatre
- Tragic-comedy

## SKILL ENHANCEMENT COURSE (SEC) 2

**Course Title: Skill Enhancement In English-II**

**Course Code : SEC-ENG- 2.1**

**Nature of Course : SEC**

**Total Credits : 3**

**Distribution of Marks: 45 (End -Sem) +30 (Internal)**

### Objectives

- To build creative writing skills of the students.
- To inculcate practical skills in students by mapping their creative talent.

### Learning Outcomes

- Students will be able to develop a sense of expressing themselves through essays and plays.
- Students will be able to be sensible to the texture of literary language.
- Students will develop crafts in creative writing.
- Students will be able to induce an understanding of the relationship between an individual and society.

### Section 1

**Unit 1:** Literary terms: Plot, characterization, dialogue, monologue, soliloquy, irony, metaphor, simile, metonymy, alliteration

**Unit 2:** Drama- Tragedy and Comedy

**Unit 3:** Prose- essay, periodicals, articles.

### Section 2

**Unit 4: Reading Literature**

- Shakespeare's *Hamlet*
- Shakespeare's *As You Like It*
- Francis Bacon's 'Of Studies'

## ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) 2

**Course Title: English Language Proficiency-I**

**Course Code : AECC-ENG- 2.1**

**Nature of Course : AECC**

**Total Credits : 2**

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

### Objectives

- The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions.
- The present course hopes to address some of these aspects through an interactive mode of teaching learning process and by focusing on various dimensions of communication skills.
- It'll also help the students to learn the language of communication, such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-making etc.

### Learning Outcomes

- After studying this course, students will find a difference in their personal and professional interactions.
- This course aims at addressing the importance of communication skills through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills.
- It will also enable the students to commit fewer errors while organizing, structuring and writing sentences as the course focuses on improving the grammatical skills of the students.

### **Unit 1- INTRODUCTION**

- a. Elements of Communication Process
- b. Communication Cycle
- c. Barriers of Communication

### **Unit 2**

- a. Types of Communication
- b. 7 C's of Communication
- c. Strategies for Effective Communication.

**Unit 3- SPEAKING**

- a. Monologue
- b. Dialogue
- c. Interview

**Unit 4- READING AND UNDERSTANDING**

- a. Summary
- b. Paraphrasing
- c. Comprehension
- d. Précis Writing

**Unit 5-WRITING**

- a. Report Writing
- b. Letter Writing
- c. Paragraph Building
- d. Grammar
  - i. Phrasal Verbs and Idioms
  - ii. Uses of Tenses
  - iii. Articles
  - iv. Active and Passive Voice
  - v. Comparative and Superlative
  - vi. Determiners

*Recommended Readings:*

- Jeremy Butterfield (ed.) *Oxford A-Z of English Usage*, OUP, 2007.
- N.D. Turton and J.B. Heaton, *Longman Dictionary of Common Errors*, Longman, 1998.
- SR Inthira and V. Saraswathi, *Enrich Your English*, OUP, 1997

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**DETAILED SYLLABUS**

**SEMESTER III**

**SEMESTER III**  
**DISCIPLINE SPECIFIC CORE (DSC) 3**  
**(MAJOR)**

**Course Title: History Of English Literature: Medieval To Renaissance**

**Course Code : MAJ-ENG- 3.1**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

- To acquaint the students with the historical background from Medieval to Renaissance period.
- Comprehend the significance of Renaissance literature, writers and its impact on literary works.
- To trace the origin and development of English drama through miracle and morality plays and the plays of University Wits.

**Learning Outcomes**

- Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance.
- Explain how socio-historical factors have influenced individual texts and how individual texts are representative of their age.
- Develop an acquaintance with major religious, political and social movements of the period and their influence on English Literature.

**Topics:**

Medieval Romances: the late 12<sup>th</sup> century trouvère Jean Bodel's division of these romances--the 'matter of France', the 'matter of Rome' and the 'matter of England' (the 'matter of England' to be studied with particular reference to *Sir Gawain and the Greene Knight*)

- Chaucer, Gower and Langland.
- Fabliau, Lyric, Dream- Allegory, Ballad.
- Medieval Drama
- Renaissance Humanism
- Tottel's Miscellany: The poetry of Wyatt and Surrey
- University Wits
- Metaphysical Poets
- Cavalier Poets
- Jacobean Drama
- Milton: Prose and Poetry
- Drama: Marlowe, Shakespeare, and the Jacobean playwrights

*Recommended Readings:*

- Abrams, M.H. and Geoffrey Galt McRae. A Glossary of Literary Terms. Cengage India Private Limited, 2015.
- Alexander, Michael. A History of English Literature. Macmillan Press Ltd., 2000.
- Chowdhury, Aditi and Rita Goswami. A History of English Literature: Traversing the Centuries. Orient Blackswan Private Limited, 2014.
- Carter, Ronald and John McRae. The Routledge History of Literature in English. Routledge, 2017.
- Daiches, David. A Critical History of English Literature. Supernova Publishers, 2019.

**DISCIPLINE SPECIFIC CORE (DSC) 4  
(MAJOR)**

**Course Title: Writings From Medieval To Renaissance Period**

**Course Code : MAJ-ENG- 3.2**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

**Objectives**

- To acquaint the students with some of the major works and concepts from Medieval to Renaissance Period.
- To familiarize the students with the socio-cultural ambience and the discursive frameworks from the age of Medieval to Renaissance.

**Learning Outcomes**

- Develop an understanding of the major works and concepts from Medieval to Renaissance
- Helps the students to evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period.
- Relate the circumstances that influenced, shaped and contributed to the process of literary tradition of the medieval to the Renaissance period.

**Topics:**

**Poetry:**

- Geoffrey Chaucer: Prologue to the Canterbury Tales.
- Sir Philip Sidney: The Nightingale
- Sir Henry Howard: Wyatt Resteth Here.
- Shakespeare: Sonnet 30, 65, 116
- John Donne: The Good Morrow; Canonization
- Andrew Marvell: An Horatian Ode upon Cromwell's Return from Ireland
- Richard Lovelace: To Lucasta, Going to the Wars

**Drama**

- Shakespeare's *Hamlet*
- Shakespeare's *The Merchant of Venice*
- Thomas Kyd *The Spanish Tragedy*

*Recommended Readings:*

- Abrams, M.H. and Geoffrey Galt McRae. *A Glossary of Literary Terms*. Cengage India Private Limited, 2015.
- Alexander, Michael. *A History of English Literature*. Macmillan Press Ltd., 2000.
- Chowdhury, Aditi and Rita Goswami. *A History of English Literature: Traversing the Centuries*. Orient Blackswan Private Limited, 2014.
- Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Routledge, 2017.
- Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2019.

**DISCIPLINE SPECIFIC ELECTIVE (DSE) 3  
(MINOR)**

**Course Title: Indian Writing In English-I (Poetry)**

**Course Code : MIN-ENG- 3.1**

**Nature of Course : Minor**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

**Objectives**

- To give 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.

**Learning Outcomes**

- Understand the evolution of Indian Writing in English.
- Identify the influences of Classical Indian Tradition and the impact of western colonization on Indian English Writers.

**Topics:**

Toru Dutt: "Our Casuarina Tree", Sonnet- Baumaree

Rabindranath Tagore: "Where the Mind is Without Fear"

Sarojini Naidu: "Coromandel Fishers"

Nissim Ezekiel: "Night of the Scorpion"

Kamala Das: "Introduction"

Vikram Seth: "The Frog and the Nightingale"

Meena Alexander: "Her Garden"

Easterine Kire: "Narcissus"

*Recommended Readings:*

A.K., Mehrotra. An Illustrated History of Indian Literature in English. New Delhi: Permanent Black, 2003.

King, Bruce. Modern Indian Poetry in English. Oxford University Press, 2005.

M.K.,Naik. A History of Indian English Literature. New Delhi: Sahitya Akademi, 2009.

### SKILL ENHANCEMENT COURSE (SEC) 3

**Course Title: Skill Enhancement In English-III**

**Course Code : SEC-ENG- 3.1**

**Nature of Course : SEC**

**Total Credits : 3**

**Distribution of Marks: 45 (End -Sem) +30 (Internal)**

#### **Unit-I: Language Mechanics**

**(15)**

##### **Objectives**

- This course aims to equip students with a comprehensive understanding of grammar,
- Master punctuation rules and conventions, vocabulary formation.
- Analyze and improve sentence structure
- Apply Language Mechanics knowledge to various writing tasks, including essays, reports and professional correspondence)

##### **Learning Outcomes**

- Through a combination of lectures, discussions, exercises, students will refine their ability to express themselves clearly and accurately in both written and spoken communication.
- Students will enable themselves to produce written documents, such as essays, reports that demonstrate mastery of language mechanics and effective communication skills.
- Through analyzing and revising the written texts, students will develop critical thinking skills, enabling them to evaluate their own writing and the writing of others for accuracy.

##### **1. Introduction to Language Mechanics:**

- Overview of Sentence Structure, Parts of Sentences, Sentence Construction.
- Importance of Language Mechanics in communication.
- Phrases & Clauses.

##### **2. Punctuation Rules:**

- End Punctuation: Periods, Question Marks, Exclamation Points.
- Commas: Uses in Sentences & Clauses.
- Colon, Semicolon, Parentheses, Ellipsis

##### **3. Vocabulary Formation:**

- Derivation, Compounding, Plurals
- Synonyms, Antonyms, Acronyms
- Language Contact & Cultural Influence

#### **Unit-II: Mass Communication**

**(15)**

##### **Objectives**

- To familiarize the students with Mass Communication, its definitions and its significance in the contemporary society.
- To provide a historical overview of the development of mass media and its evolution over time.

- To familiarize with the various theories and the models, enabling them to understand the dynamics of media influence
- To encourage the critical thinking about the role of mass media in shaping public opinion, attitudes and behaviors.

### **Learning Outcomes**

- Students will be able to know the role of mass media in society.
- They will be able to analyze media content and its effects on society.
- They will develop critical thinking skills to evaluate the role and impact of mass media in shaping public discourse and culture.

### **Topics**

1. Definitions and Scope of Mass Communication
2. Historical Development of Mass Communication
3. Models and Theories of Mass Communication

## **Unit-III: ACADEMIC ETHICS**

(15)

### **Objectives**

- To understand the fundamental principles of ethics, including honesty, integrity and intellectual responsibility
- To explore the importance of academic integrity.
- To develop skills in paraphrasing and summarizing texts while maintaining academic integrity
- To learn proper techniques for incorporating quotations from source texts into academic writing.
- To understand the concept of plagiarism, including citing sources properly.

### **Learning Outcomes**

- Students can articulate the fundamental principles of Academic ethics and identify ethical dilemmas and challenges that may arise in academic contexts, and develop strategies for ethical decision making.
- They will be able to demonstrate proficiency in conveying the main ideas and arguments of source texts in their own words, with proper citation.
- They will be able to utilize strategies for avoiding plagiarism, such as citing sources properly.
- They will understand the consequences of academic dishonesty.

### **Topics**

1. Introduction to Academic ethics, its principles and importance
2. Paraphrasing and Summarizing
3. Quoting & Plagiarism

## **Unit- IV: TRANSLATION**

(15)

### **Objectives:**

- To provide an overview of translation studies as a field of study and practice.
- To familiarize the students with the importance of translation in cross cultural communication and globalization

- To analyze the historical, cultural and technological factors on the development of translation and its various types and functions.
- To discuss the complexities and nuances of translation as an interdisciplinary field bridging language, culture and communication.

**Learning Outcomes:**

- The students will be able to understand the significance of translation in facilitating communication across linguistic and cultural boundaries.
- They will know the contributions of major figures, movements and analyze the historical context and socio-cultural factors influencing translation practice.
- They will be able to critically analyze the complexities and ambiguities inherent in translation as a process.
- The students will understand the specific challenges and requirements associated with each type of translation.

**Topics**

1. Introduction to Translation, Historical Development and Definitions.
2. Types of Translation.
3. Functions of Translation.

*Recommended Readings:*

- Langan, J. (2008). *College Writing Skills with Readings*. (7<sup>th</sup> ed.). New York: Mc Graw Hill.
- Ludlow, R. & Panton, F. (1995). *The Essence of Effective Communications*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Murphy, R. (2012). *English Grammar in Use* (4<sup>th</sup> ed.). Cambridge: Cambridge University Press.
- Newmark, Peter. (1988). *A Textbook on Translation*. London: Prentice Hall.

**ABILITY ENHANCEMENT COMPULSORY COURSE 3**  
**(B.A / B. Sc / B.Com)**

**Course Title: ALTERNATIVE ENGLISH-II**

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

**Total Credits : 2**

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

**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**

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**

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

**Unit III: Drama**

1. Girish Karnad: *Tughlaq*

**Recommended 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.

**DETAILED SYLLABUS**

**SEMESTER IV**

**SEMESTER IV**

**DISCIPLINE SPECIFIC CORE (DSC) 5  
(MAJOR)**

**Course Title: History Of English Literature: Restoration To Augustan Age**

**Course Code : MAJ-ENG- 4.1**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

The paper acquaints the students to the history of English literature from the Restoration to the Augustan age. It offers a sequential approach into the inquiry of poetry, drama fiction, non-fictional prose, focusing on the development of each form as it carve its trajectory through the specific aforementioned periods. Authors of the respective age have been mentioned along with their innovative literary contribution to English literature. The paper will offer an understanding of the time and of the creative outputs of the writers which will benefit the students in the long run.

**Objectives**

- To provide literary context for better understanding of the writers and their age in which it was created.
- To introduce students to major movements and figures through the study of selected age.
- To create literary sensibility and emotional response to the age and implant sense of appreciation of the writers and their writings.
- To expose students to the artistic and innovative use of language employed by the writers.
- To develop human concern in students through exposure to literary movements
- To enhance literary and linguistic competence of students.

**Learning Outcomes**

- Develop a sense of the historical development of different literary forms.
- Understand the contexts in which they emerge, and analyze texts as examples of broad genres.

**TOPICS:**

- Women writers: Aphra Behn, Susanna Centilivre
- Restoration Tragedy: Thomas Otway, Roger Boyle
- Restoration Comedy: William Congreve, William Wycherley
- The age of Enlightenment: John Locke, David Hume
- Augustan age: Poetry of Alexander Pope, Dr Samuel Johnson, Dryden
- Periodical Essay: Addison and Steele
- Satire: Jonathan Swift, John Gay
- Growth of the Novel: Defoe, Richardson, Fielding, Smollet and Sterne,
- Sentimental and Anti-Sentimental Comedies: Edward Moore, Oliver Goldsmith

*Recommended Readings:*

- Andrew Sanders: *The Short Oxford History of English Literature* (1994)
- John Peck and Martin Coyle: *A Brief History of English Literature* (2002)
- Dinah Birch (Editor): *The Oxford Companion to English Literature* (7th edition, 2009)
- *The Norton Anthology of English Literature* (All volumes - for library )(10th edition, 2018)

**DISCIPLINE SPECIFIC CORE (DSC) 6  
(MAJOR)**

**Course Title: Writings From Restoration To Augustan**

**Course Code : MAJ-ENG- 4.2**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

In this paper students will study poetry, essays, plays and novels that emerged against the literary and historical contexts studied in the previous paper. The texts have been chosen to acquaint the students with the major works of the writers to make them feel the pulse of the periods.

**Objectives**

- To provide literary context for better understanding of the writers and their age in which it was created.
- To introduce students to major movements and figures through the study of selected major movements.
- To create literary sensibility and emotional response to the concepts and implant sense of appreciation of the same.
- To expose students to the artistic and innovative use of language employed by the writers.
- To develop human concern in students through exposure to literary movements
- To enhance literary and linguistic competence of students.

**Learning Outcomes**

- Develop a sense of the historical development of different literary forms through texts.
- Understand the contexts in which they emerge, and analyze texts as examples of broad genres.

**SECTION 1: POEMS**

- Pope: 'Epistle to Dr. Arbuthnot'
- Johnson: 'The Vanity of Human Wishes'
- Dryden: 'Mac Flecknoe'

## SECTION 2: ESSAYS

- Richard Steele: ‘The Art of Story-telling’
- Joseph Addison: ‘The Aims of the Spectator’
- John Locke: Of the Association of Ideas (Chapter XXXIII, from Book II of An Essay Concerning Humane Understanding)

## SECTION 3: PLAYS

- William Congreve: *Way of the World*
- Aphra Behn: *The Rover*
- Oliver Goldsmith: *She Stoops to Conquer*

## SECTION 4: NOVELS

- Daniel Defoe: *Moll Flanders*
- Henry Fielding: *Tom Jones*
- Jonathan Swift: *Gulliver’s Travels* (part III & IV)

### Recommended Readings:

- Andrew Sanders: *The Short Oxford History of English Literature* (1994)
- John Peck and Martin Coyle: *A Brief History of English Literature* (2002)
- Dinah Birch (Editor): *The Oxford Companion to English Literature* (7th edition, 2009)
- *The Norton Anthology of English Literature* (All volumes - for library )(10th edition, 2018)

## DISCIPLINE SPECIFIC CORE (DSC) 7 (MAJOR)

**Course Title: Rhetoric And Prosody**

**Course Code : MAJ-ENG- 4.3**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

The paper is designed to familiarize the learners with the basic ideas, concepts of Rhetoric and Prosody. This course aims to introduce learners to the key aspects of the major literary types in Literature. The paper will help students acquire domain knowledge on the discipline. It will help develop a general understanding of English Language and Literature and its tools as a distinct subject of study and its inter-disciplinary character as well.

### Objectives

- To create effective speakers and writers by helping learners to improve their command over English language.
- To provide a comprehensive study of figure of speech and elements of prosody for a better understanding of the language and literature.

### Learning Outcomes

- Develop the sense of close reading of verse and prose passages.
- Students will be able to apply the rhetorical elements into practice in a range of situations.
- Learners will recognize persuasion and develop critical thinking skills.

### SECTION 1: RHETORIC-FIGURES OF SPEECH

- Figures based on similarities: Metaphor, Allegory, Parable, Simile, Fable,
- Figures based on association: Metonymy, Synecdoche, Hypallage, Allusion.
- Figures based on differences: Antithesis, Epigram, Climax, Anti-climax, The condensed sentence
- Figures based on imagination: Personification, Apostrophe, Vision, Hyperbole
- Figures based on indirectness: Innuendo, Irony, Periphrasis, Euphemism,
- Figures based on sound: Paronomasia, Onomatopoeia.
- Figures based on construction: Erotesis, Exclamation, Chiasmus, Zeugma,
- Words
- Sentences
- Paragraphs
- Qualities of composition

### SECTION 2: PROSODY

- Quantity and Accent
- Rhythm and Meter
- Measures or Foot
- Version
- Scansion
- Pauses
- Rhyme
- Metrical Ornaments: Alliteration, Assonance, Line rhyme
- Stanzas

#### *Recommended Readings:*

- Abercrombie, Lascelles. *Principles of English Prosody*. M. Secker, 1923.
- Barilli, Renato. *Rhetoric*. Vol. 63. U of Minnesota Press, 1989.
- Davitz, J. R. 1964. *The Communication of Emotional Meaning*. New York: McGraw-Hill.
- Dehé, Nicole, and Bettina Braun. "The prosody of rhetorical questions in English." *English Language & Linguistics* 24.4 (2020): 607-635.
- Herrick, James A. *The history and theory of rhetoric: An introduction*. Routledge, 2020.
- Kleinhans, Janine, et al. "Using prosody to classify discourse relations." *Proceedings of the 18th Annual Conference of the International Speech Communication Association (INTERSPEECH 2017)*; 2017 Aug. 20-24; Stockholm, Sweden.[place

*unknown*]: ISCA; 2017. p. 778-81.. International Speech Communication Association (ISCA), 2017.

- Saintsbury, George. *Historical manual of English Prosody*. Macmillan and Company, Limited, 1914.
- Sutherland, Ronald. "Structural linguistics and English prosody." *College English* 20.1 (1958): 12-17.
- Whately, Richard. *Elements of Rhetoric*. Longmans, Green, Reader and Dyer, 1870.

#### **DISCIPLINE SPECIFIC ELECTIVE (DSE) 4 (MINOR)**

**Course Title: Indian Writing in English-II (Drama & Fiction)**

**Course Code : MIN-ENG- 4.1**

**Nature of Course : Minor**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

Indian writing in English defines the body of work by Indian writers who write in the English language and whose native or co-native language could be one of the numerous languages of India. In this paper students will study plays, novels and short stories that emerged against the literary and historical contexts studied in the previous paper. The texts have been chosen to acquaint the students with the major works of the writers to make them feel the pulse of the periods.

#### **Objectives**

To provide literary context for better understanding of the writers and their age in which it was created.

- 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 implant sense of appreciation of literary text.
- To expose students to the artistic and innovative use of language employed by the writers.
- To instil values and develop human concern in students through exposure to literary texts
- To enhance literary and linguistic competence of students

#### **Learning Outcomes**

- Develop a sense of the historical development of different literary forms through texts.
- Understand the contexts in which they emerge, and analyze texts as examples of broad genres.

#### **SECTION 1: DRAMA**

- Girish Karnad: *Bali: The Sacrifice*
- Manjula Padmanabhan: *Lights Out*

**SECTION 2: NOVELS**

- Bankim Chandra Chatterjee: *Rajmohan's Wife*
- Khushwant Singh: *Train to Pakistan*
- Raja Rao: *Kanthapura*

**SECTION 3: ESSAY**

- Iravati Karve: 'Draupadi', in *Yuganta: The End of an Epoch*
- Rabindranath Tagore: 'Nationalism in India' (from *Nationalism*)

**SECTION 4: SHORT STORY**

- R. K. Narayan: 'A Horse and Two Goats'
- Salman Rushdie: 'The Free Radio'
- Jhumpa Lahiri: 'Hell-heaven' in *Unaccustomed Earth*

*Recommended Readings:*

- Datta, Amaresh. Chief Editor. *The Encyclopedia of Indian Literature*. 6 vols. New Delhi: Sahitya Akademi, 2006-
- Naik, M.K. *History of Indian English Literature*, New Delhi: Sahitya Akademi, 1980
- Naik, M.K. and Shyamala Narayan eds. *Indian English Literature 1980-2000: A Critical Survey*. New Delhi: Pencraft, 2004.
- Sarkar, Sumit. *Modern India: 1885-1947* (2nd Edition) Basingstoke: Macmillan, 1989.
- Sundar Rajan, Rajeshwari. ed. *The Lie of the Land*. Delhi: OUP, 1993.

## **ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) 4**

**Course Title: English Language Proficiency-II**

**Course Code : AECC-ENG- 4.1**

**Nature of Course : AECC**

**Total Credits : 2**

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

### **Objectives**

- To develop awareness of the complexity of communication process.
- To develop effective listening skills in students so as to enable them to comprehend instructions and become a critical listener.
- To develop effective oral skills so as to enable students to speak confidently interpersonally as well as in large groups.
- To develop effective writing skills so as enable students to write in a clear, concise, persuasive and audience centered manner.
- To develop ability to communicate effectively with the help of electronic media.

### **Learning Outcomes**

- After studying this course, students will find a difference in their personal and professional interactions.
- This course aims at addressing the importance of communication skills through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills, including online.
- It will also enable the students to make fewer errors while organizing, structuring and writing sentences.

### **Unit 1- INTRODUCTION**

- a) Theory of Communication
- b) Personal, Social and Business
- c) Intra-personal and Inter-personal

### **Unit 2-TECHNOLOGY AND COMMUNICATION**

- a) Types- Internet, Blogs, E-mails, Social media (Facebook, Tweeter &WhatsApp), Advantages and Disadvantages

### **Unit 3- SPEAKING**

- a) Group Discussion
- b) Effective Communication/Mis-communication
- c) Public Speech

**Unit 4- READING AND UNDERSTANDING**

- a) Analysis and Interpretation
- b) Translation (from Indian Language to English and Vice Versa)

**Unit 5-WRITING**

- a) Resume Writing
- b) Making Notes
- c) Use of Prefixes
- d) Use of Suffixes
- e) Use of Conjunctions
- f) Correction of sentences

*Recommended Readings:*

- Griffin, E., & Langan, E. (2006). *A First Look at Communication Theory*, [web page], 3 November, 2013.
- Jeremy Butterfield (ed.) *Oxford A-Z of English Usage*, OUP, 2007.
- Kumar, S. P. *Language, Literature and Creativity*, Orient Blackswan, 2013.
- N.D. Turton and J.B. Heaton, *Longman Dictionary of Common Errors*, Longman, 1998.
- Sereno, K. K., and Mortensen, C. D. *Foundations of Communication Theory*. New York: Harper & Row, 1970.

**DETAILED SYLLABUS**

**SEMESTER V**

**SEMESTER V**

**DISCIPLINE SPECIFIC CORE (DSC) 8  
(MAJOR)**

**Course Title: History Of English Literature: Romantic To Victorian**

**Course Code : MAJ-ENG- 5.1**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

**Objectives**

- To familiarize the students with the historical background from the Age of Romanticism to Victorian Age.
- To understand the literary trends, movements and events of the period.
- To examine the ways in which literary texts take part in and produced by urgent issues of the time.

**Learning Outcomes**

- Develop an understanding of the evolution of English Literature from Romantic to Victorian Period.
- Able to understand the characteristics of Romantic and Victorian period.

**Topics:**

- Blake, Wordsworth and Coleridge
- Keats, Shelley and Byron
- Charles Lamb and William Hazlitt
- Mary Shelley, Jane Austen and Walter Scott
- Gothic Fiction
- Tennyson, Browning and Arnold
- Dramatic monologue
- The Pre-Raphaelite Poetry
- The Oxford Movement
- Dickens, Bronte Sisters, George Eliot and Hardy.
- Henry Arthur Jones, Arthur Pinero, Oscar Wilde and George Bernard Shaw

**Recommended Readings:**

- Abrams, M.H. and Geoffrey Galt McRae. *A Glossary of Literary Terms*. Cengage India Private Limited, 2015.
- Alexander, Michael. *A History of English Literature*. Macmillan Press Ltd., 2000.
- Chowdhury, Aditi and Rita Goswami. *A History of English Literature: Traversing the Centuries*. Orient Blackswan Private Limited, 2014.
- Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Routledge, 2017.
- Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2019.

**DISCIPLINE SPECIFIC CORE (DSC) 9  
(MAJOR)**

**Course Title: Writings From Romantic To Victorian Period**

**Course Code : MAJ-ENG- 5.2**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

**Objectives**

- To acquaint the students with some of the major works and concepts from Romantic to Victorian period
- To examine the literary trends, movements and events of the period.
- To relate the literary productions in the historical contexts.
- To develop a critical eye for poetry, prose and novels.

**Learning Outcomes**

- Develop an understanding of the major works and concepts from Romantic and Victorian Period.
- Understand and interpret the social concerns of the period with reference to the Romantic and Victorian fiction.
- Appraisal of different types of the poem.
- Compare and contrast Romantic and Victorian tendencies through various works of the period.

**Topics**

**A. Poetry:**

- Wordsworth: 'Michael', 'The World is too Much with Us'
- John Keats: 'The Human Seasons', 'Ode to Autumn'.
- Coleridge: 'Rime of the Ancient Mariner', 'Kubla Khan'
- Matthew Arnold: 'Growing Old', 'Rugby Chapel'
- Alfred Lord Tennyson: 'In Memoriam' (sections 10-21)
- Robert Browning: 'Andrea del Sarto'

**B. Prose:**

- Charles Lamb: *Dream Children: A Reverie*
- William Hazlitt: *The Indian Jugglers*

**C. Novels:**

- Jane Austen: *Pride and Prejudice*
- Thomas Hardy: *Tess of the D'urbervilles*

**D. Plays:**

- Oscar Wilde: *The Importance of Being Earnest*
- G. B. Shaw: *Mrs. Warren's Profession*

*Recommended Readings:*

Abrams, M.H. and Geoffrey Galt McRae. *A Glossary of Literary Terms*. Cengage India Private Limited, 2015.

Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Routledge, 2017.

Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2019.

**DISCIPLINE SPECIFIC CORE (DSC) 10  
(MAJOR)**

**Course Title: Literary Criticism I (Traditional)**

**Course Code : MAJ-ENG- 5.3**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End-Sem) +40 (Internal)**

**Objectives**

- To acquaint students with some of the fundamental questions in literature.
- To examine how literary criticism shapes literature and culture.
- To recognize and critique the major arguments underlying critical writings.
- To develop an overview of the critical theories since classical times

**Learning Outcomes**

- Differentiate between judgment and appreciation
- Develop the philosophical and critical skills with which literature can be appreciated.
- Appraise important texts and movements in the history of literary criticism.
- Application of the critical theories to literary texts and recognition of the relevance of the theories in the social context.

**Topics:**

- Plato : “Theory of Forms”
- Aristotle: “The Poetics”–Aspects of Tragedy
- Horace: Art of Poetry
- Longinus: On the Sublime
- Philip Sidney: An Apology for Poetry
- Dr Samuel Johnson: A Preface to Shakespeare
- William Wordsworth: Preface to Lyrical Ballads
- P.B. Shelley: The Defence of Poetry
- Matthew Arnold: The Study of Poetry

*Recommended Readings:*

Eagleton, Terry. *Literary Theory: An Introduction*. Oxford Blackwell, 1983.

Frye, Northrop. *Anatomy of Criticism*. Princeton University Press, 1948.

Watson, George. *The Literary Critics*. Penguin, 1964.

**DISCIPLINE SPECIFIC CORE (DSC) 11  
(MAJOR)**

**Course Title: Life Writing: Biographies, Memoirs And Letters**

**Course Code : MAJ-ENG- 5.4**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

**Objectives**

- To familiarize students with different types of life writing such as biographies, memoir and letters.
- To sensitize the students about the problem of representing the lives of people from different cultures through a critical evaluation of these writings.
- To interpret life-writing that would provide insights into universal human nature.

**Learning Outcomes**

- Develop an understanding of valuable insights and lessons from the experiences of remarkable individuals.
- Understanding the complexity of defining and establishing boundaries between genres and sub-genres of life writing.
- Able to appreciate the process of narrativization as depicted in life writings.

**Topics:**

- Amitav Ghosh: In an Antique Land
- R. K. Narayan: My Days
- Claire Tomalin: Jane Austen: A Life
- Elizabeth Gaskell: The Bronte Sisters
- Margo Jefferson: Negroland: A Memoir
- Victor E. Frankl: Man's Search for Meaning
- The Letters of John Keats:  
[On Shakespeare and "Eternal Poetry": Letter to J.H. Reynolds, 17, 18 April 1817];  
[On the Imagination and "a Life of Sensations rather than of Thoughts": Letter to Benjamin Bailey, 22 November 1817]
- The Letters of Frances Burney: 'A First Visit to Mrs Thrale and an Introduction to Dr. Johnson,'; 'Conversations with Mrs Thrale and Dr. Johnson'.
- The Letters of Mahatma Gandhi: 'To Every Englishman living in India'. First and Second letters.
- The Letters of Sarojini Naidu: Sarojini Naidu to Gandhiji Nov 19, 1928, Dec 16, 1928.

*Recommended Readings:*

Gillies, Midge. *Writing Lives- Literary Biography*. Cambridge University Press, 2009.

Olney, James. *Memory and Narrative: The Weave of Life Writing*. University of Chicago Press, 1998.

Parke, Catherine N. *Writing Lives (Genres in Context)*. New York: Prentice Hall, 2002 .

**DISCIPLINE SPECIFIC ELECTIVE (DSE) 5  
(MINOR)**

**Course Title: American Literature- I (Poetry)**

**Course Code : MIN-ENG- 5.1**

**Nature of Course : Minor**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

**Objectives**

- To introduce the students to the evolution of American Literature through the study of various pioneering texts.
- To provide a foundation to the genre and the period, thereby enabling the learners to pursue the domain on their own

**Learning Outcomes**

- Trace and understand the history of American Literature.

**Topics:**

- Anne Bradstreet: “Prologue”
- R.W. Emerson: “Brahma”
- Henry W Longfellow: “The Broken Oar”
- Emily Dickinson: “Because I could not stop for Death”
- Walt Whitman: “Vigil Strange I Kept on the field One Night”
- Paul Lawrence Dunbar: “Sparrow”
- Robert Frost: “Mending Wall”
- James Whitcomb Riley: “The Raggedy Man”
- Charlotte Perkins Gilman: “The Anti-Suffragists”

*Recommended Readings:*

Dutta, Nandana. *American Literature*. Orient Blackswan, 2016.

Hart, James D. *The Oxford Companion to American Literature*. Oxford University Press, 2018

Lehman, David and John Brehm. *The Oxford Book of American Poetry*. OUP, 2006

**DETAILED SYLLABUS**

**SEMESTER VI**

**SEMESTER VI**

**DISCIPLINE SPECIFIC CORE (DSC) 12  
(MAJOR)**

**Course Title: History Of English Literature: Modernism and After**

**Course Code : MAJ-ENG- 6.1**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

Modernism in literature was a literary movement that focuses on contemporary elements. This paper will acquaint students with the circumstances that shaped the processes of literary production from the twentieth century.

**Objectives**

- To provide literary context for better understanding of the writers and their age in which it was created.
- To introduce students to major movements and figures through the study of selected major movements.
- To create literary sensibility and emotional response to the concepts and implant sense of appreciation of the same.
- To expose students to the artistic and innovative use of language employed by the writers.
- To develop human concern in students through exposure to literary movements
- To enhance literary and linguistic competence of students.

**Learning Outcomes**

- Develop a sense of the historical development of different literary forms through texts.
- Understand the contexts in which they emerge, and analyze concepts and movements as examples of broad genres

**SECTION 1: MAJOR MOVEMENTS**

Impressionism, Symbolism, Fauvism, Expressionism, Cubism, Dadaism, Surrealism

**SECTION 2: POETRY**

- Georgian Poetry
- The Poetry of WB Yeats, Ezra Pound, T.S. Eliot and the Auden Circle
- Ted Hughes and Seamus Heaney

**SECTION 3: DRAMA**

- Experimental Theatre: Epic Theatre, Theatre of Cruelty, Theatre of the Absurd
- Kitchen Sink Drama: John Osborne, Shelagh Delaney, Arnold Wesker, Allan Sillitoe, Bill Naughton
- The New Theatre: Christopher Fry, Samuel Beckett, John Arden.

### SECTION 3: FICTION

- Twentieth Century Novel: Psychological Novel, Stream of Consciousness Novel
- Modern Fiction: Virginia Woolf, E. M. Forster, D.H. Lawrence and James Joyce

#### *Recommended Reading:*

- Alexander, Michael. *A History of English Literature*, Basingstoke Hampshire: Palgrave Macmillan, 2000
- Baldick, Chris. *The Oxford English literary history: volume 10: 1910-1940: the modern movement*. Vol. 10. OUP Oxford, 2005.
- Birch, Dinah ed. *The Oxford Companion to English Literature*, Oxford: OUP, 2009
- Bradshaw, David, and Kevin JH Dettmar, eds. *A Companion to Modernist Literature and culture*. John Wiley & Sons, 2008.
- Gasiorek, Andrzej. *A History of Modernist Literature*. Vol. 7. John Wiley & Sons, 2015.
- Levenson, Michael Harry. *A Genealogy of Modernism: A study of English literary doctrine 1908-1922*. Cambridge University Press, 1986.
- Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: OUP, 2004
- Symons, Arthur. *The Symbolist Movement in Literature*. Carcanet, 2014.
- Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Basingstoke Hampshire: Palgrave Macmillan, 2004

### DISCIPLINE SPECIFIC CORE (DSC) 13 (MAJOR)

**Course Title: Writings From - Modernism and After**

**Course Code : MAJ-ENG- 6.2**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End-Sem) +40 (Internal)**

Modernism in literature was a literary movement that focuses on contemporary elements. This paper will acquaint students with the circumstances that shaped the processes of literary production from the twentieth century.

#### **Objectives**

- To provide literary context for better understanding of the writers and their age in which it was created.
- To introduce students to major movements and figures through the study of selected literary texts.
- To create literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text.
- To expose students to the artistic and innovative use of language employed by the writers.
- To instil values and develop human concern in students through exposure to literary texts

- To enhance literary and linguistic competence of students

### **Learning Outcomes**

- Develop a sense of the historical development of different literary forms through texts.
- Understand the contexts in which they emerge, and analyze texts as examples of broad genres.

### **SECTION 1: POETRY**

- Rupert Brooke: *The Soldier*
- W.B. Yeats: *When You are Old*
- T. S. Eliot: *The Hollow Men*
- W. H. Auden: *Funeral Blues*
- Ted Hughes: *Hawk in the Rain*
- Seamus Heaney: *Digging*

### **SECTION 2: DRAMA**

#### **Theoretical Concepts**

- Antonin Artaud: 'The Theatre and Cruelty'
- Bertolt Brecht: 'Verfremdungseffekt', 'Epic Theatre'
- Martin Esslin (1918-2002): "Introduction" to *The Theatre of the Absurd*

#### **DRAMA**

- Samuel Beckett : *Waiting for Godot*
- John Osborne : *Look Back in Anger*
- Arnold Weskar : *The Kitchen*
- Bertolt Brecht: *Mother Courage and her Children*

### **SECTION 3: FICTION**

- Virginia Woolf: *To the Lighthouse*
- E.M. Forster: *A Passage to India*
- D. H. Lawrence: *The Rainbow*
- James Joyce: *A Portrait of the Artist as a Young Man*

#### *Recommended Readings:*

- Bentley, Eric, *The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama* London: Penguin, 1992
- Fischer-Lichte, Erika, *History of European Drama and Theatre* London: Routledge, 2002
- Marker, Frederick J., C. D. Innes, *Modernism in European Drama: Ibsen, Strindberg, Pirandello, Beckett : Essays from Modern Drama* Toronto: U of Toronto Press, 1998
- Styan, J. L., *Modern drama in Theory and Practice 1: Realism and Naturalism* London: CUP, 1981

- ---, *Modern Drama in Theory and Practice 2 : Symbolism, Surrealism and the Absurd* London: CUP, 1981
- ---, *Modern Drama in Theory and Practice 3: Expressionism and Epic Theatre* London: Cambridge University Press, 1981
- Worthen, W.B., *Modern Drama: Plays, Criticism, Theory*. Boston: Heinle & Heinle Pub. Co., 2003

**DISCIPLINE SPECIFIC CORE (DSC) 14  
(MAJOR)**

**Course Title: Literary Criticism-II (Twentieth Century)**

**Course Code : MAJ-ENG- 6.3**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

This paper introduces students to key ideas and texts that will familiarize students with the intellectual shifts in the reading of culture, language and literature in the 20th century and the emergence of Theory and acquaint them with common concepts and notions that, they are likely to encounter in the reading of theory. The paper has three sections, Section I dealing with ideas and concepts of 20th century criticism, Section II with ideas associated with movements like structuralism, post-structuralism, psychoanalytical criticism, feminism, new historicism and post-colonialism and Section III containing critical texts.

**Objectives**

- To provide literary context for better understanding of the theories and their age in which it was created.
- To introduce students to major movements and figures through the study of selected theories and concepts.
- To create literary sensibility and emotional response to the literary theories and implant sense of appreciation of literary concepts and their emergence.
- To expose students to the artistic and innovative use of language employed by the stalwarts of the theories.
- To develop critical concern in students through exposure to theories and literary movements.
- To enhance literary and critical competence of students.

**Learning Outcomes**

- Develop a sense of the historical development of different literary theories and concepts.
- Understand the contexts in which they emerge, and analyze literary criticism as examples of broad genres.

### SECTION 1: IDEAS AND CONCEPTS

- T. S. Eliot (1888 – 1965) - “impersonality” (“Poetry is not the turning loose of emotions ...”), objective correlative, dissociation of sensibility.
- I. A. Richards (1893 – 1979) – the two uses of language – referential and emotive, statement and pseudo-statement ; tenor and vehicle ; stock-response
- F. R. Leavis (1895 – 1978) – Enactment
- William Empson ( 1906 - 1984) –Ambiguity
- The New Criticism – Allen Tate (1899-1979): Tension, Cleanth Brooks (1906 – 1994): Language of Paradox, W. K. Wimsatt (1907-1975) and Monroe C. Beardsley (1915 – 1985): Affective Fallacy, Intentional Fallacy

### SECTION 2: ASSOCIATED MOVEMENTS

- Russian Formalism : Victor Shklovsky (1893 - 1984) – Defamiliarization ; Jan Mukarovsky (1891 - 1975 ) – foregrounding; Mikhail Bakhtin (1895-1975) – dialogism, polyphony, Heteroglossia
- Structuralism : Ferdinand de Saussure (1857-1913): the sign ; Claude Levi Strauss (1908-2009) –binary structures
- Post-structuralism: Jacques Derrida (1930-2004) – Signifier/Signified, Deconstruction Difference / Differance; Michel Foucault (1926-84) – Discourse, Power/Knowledge
- Feminist Criticism: Juliet Mitchell (1940 - ) – Psychoanalysis and Feminism; Helene Cixous (1937- ) - Ecriture Feminine
- New Historicism: Stephen Greenblatt (1943 - ) - Historicity of the Text and the Textuality of History
- Postcolonialism: Edward Said (1935 – 2003) – Orientalism

### SECTION 3: TEXTS

- T.S. Eliot: “Tradition and the Individual Talent” (1919)
- I.A. Richards: *Principles of Literary Criticism* Chapters 1,2 and 34. London 1924
- Cleanth Brooks: “The Language of Paradox” in *The Well-Wrought Urn: Studies in the Structure of Poetry* (1947)
- Jacques Derrida: “Structure, Sign and Play in the Discourse of the Human Science”, tr. Alan. Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108–23
- Helena Cixous: “ The Laugh of the Medusa” (1975)
- Michel Foucault: ‘Truth and Power’, in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.

#### *Recommended Readings:*

- Buchanan, Ian. *A Dictionary of Critical Theory*. New York: Oxford University Press, 2010.
- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory* (4th Edition). London and New York: Penguin, 2000.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. London, Oxford University Press: 2000.

- Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: U of Minnesota Press, 2008.
- Hawkes, Terence. *Structuralism and Semiotics* (2nd Edition). New York: Routledge, 2003.
- Macey, David. *Penguin Dictionary of Critical Theory*. London: Penguin, 2005.
- Selden, Raman, Peter, and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory* (5th Edition). London: Longman, 2005.
- Sturrock, John (Ed.) *Structuralism and Since: From Lévi-Strauss to Derrida*. New York: Oxford University Press, 1981.
- Waugh, Patricia (Ed.) *Literary Theory and Criticism: An Oxford Guide*. New York: Oxford University Press, 2006.

**DISCIPLINE SPECIFIC CORE (DSC) 15  
(MAJOR)**

**Course Title: Indian Classical Literature**

**Course Code : MAJ-ENG- 6.4**

**Nature of Course : Major**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

**Objectives**

- To acquaint the students with the rich traditions of Indian classical literature
- To explore the major works and authors of ancient India
- To explore the different genres and themes in Indian classical texts
- To foster an understanding of the cultural, historical, and social contexts of the selected texts
- To develop critical analysis and interpretation skills
- To appreciate the literary techniques, styles and ragas employed by the classical writers.
- To enable the students to explore the rich history of Indian Classical Literature and its significance in Indian culture

**Learning Outcomes**

- Develop a sense of the historical development of different literary forms through texts.
- Understand the contexts in which they emerge, and analyze texts as examples of broad genres.
- Develop an understanding of the cultural, historical, and social contexts of the selected texts.
- Explore the impact of Indian Classical Literature on contemporary Indian literature, art, and culture.

**Section 1: Theoretical statements**

- The Indian Epic Tradition: Themes and Recensions
- Classical Indian Drama: Theory and Practice
- *Alankara* and *Rasa*
- *Dharma* and the Heroic

## Section 2: Drama

- Kalidasa: *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
- Vyasa: 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.
- Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).
- Ilango Adigal: 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

### Recommended Readings:

- Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
- J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
- Rossi, P., and Cinzia Pieruccini. "Kings and Ascetics in Indian classical literature." *Milano: Cisalpino* (2009).
- Sharma, TR Srinivasa, C. K. Seshdri, and June Gaur, eds. *Ancient Indian Literature: Classical Sanskrit, Prakrit, and Apabhramsa*. Sahitya Akademi, 2000.
- Varadpande, Manohar Laxman. *History of Indian Theatre: Classical Theatre*. Vol. 3. Abhinav Publications, 1987.
- 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.
- Winternitz, Moriz. *A history of Indian literature*. Vol. 3. Motilal Banarsidass Publ., 1981.

## DISCIPLINE SPECIFIC ELECTIVE (DSE) 6 (MINOR)

**Course Title: American Literature-II (Drama & Fiction)**

**Course Code : MIN-ENG- 6.1**

**Nature of Course : Minor**

**Total Credits : 4**

**Distribution of Marks: 60 (End -Sem) +40 (Internal)**

### Objectives

- To describe the major historical and cultural developments of the American Literature
- To examine literary works of eminent American writers.
- To analyze the various genres of American literature (non-fiction, Fiction and Drama)
- To assess the connection between literary texts and American history and culture.
- To write critically about the distinct literary characteristics of American literature

## Learning Outcomes

- Develop a sense of the historical development of different literary forms through texts.
- Understand the contexts in which they emerge, and analyze texts as examples of broad genres.
- Develop an understanding of the cultural, historical, and social contexts of the selected texts.

### SECTION 1: KEY CONCEPTS

- The American Dream
- Social Realism & the American Novel
- American Drama as a Literary Form
- American Naturalism
- Transcendentalism
- The Slave Narrative
- American gothic

### SECTION 2: DRAMA

- Arthur Miller: *Death of a Salesman*
- Lorraine Hansberry: *A Raisin in the Sun*

### SECTION 3: NOVELS

- Nathaniel Hawthorne: *The Scarlet Letter*
- Ernest Hemingway: *The Old Man and the Sea*

### SECTION 4: SHORT STORY

- Edgar Allan Poe: ‘The Tell-Tale Heart’
- Herman Melville: ‘Bartleby, the scrivener’
- Ambrose Bierce: ‘An Occurrence at Owl Creek’
- F. Scott Fitzgerald: ‘The Curious case of Benjamin Button’

### SECTION 5: ESSAYS

- Ralph Waldo Emerson: ‘The American Scholar’
- Henry David Thoreau: ‘Where I Lived and What I Lived For’
- Arthur Miller: “Introduction” to the *Collected Plays*

#### *Recommended Readings:*

- Baldick, Chris. *The Oxford English Literary History: volume 10: 1910-1940: The Modern Movement*. Vol. 10. OUP Oxford, 2005.
- Blackett, Richard JM. *Building an Antislavery wall: Black Americans in the Atlantic Abolitionist Movement, 1830–1860*. LSU Press, 2002.
- Bigsby, Christopher William Edgar. *Modern American Drama, 1945-2000*. Cambridge University Press, 2000.

- Buell, Lawrence. *Literary Transcendentalism: Style and Vision in the American Renaissance*. Cornell University Press, 2016.
- Buell, Lawrence. *The Dream of the great American Novel*. Harvard University Press, 2014.
- Gray, Richard. *A History of American Literature*. John Wiley & Sons, 2011.
- Hart, James D., and Phillip Leininger. *The Oxford Companion to American literature*. Oxford University Press, 1995.
- Jay, Gregory S. *American Literature & the Culture Wars*. Cornell University Press, 1997.
- Lawrence, David Herbert. *Studies in Classic American Literature*. Rosetta Books, 2019.
- Robinson, Cedric J. *Black Movements in America*. Routledge, 2013.
- Sedwick, B. Frank. "The Literary Movements defined." *Hispania* 37.4 (1954): 466-471.
- Scofield, Martin. *The Cambridge Introduction to the American Short Story*. Cambridge University Press, 2006.

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