

**Raja Narendralal Khan Women's College**  
**(Autonomous)**



*Syllabus for*

**4-Year Honours in English**

under Curriculum and Credit Framework for  
Undergraduate Programmes (CCFUP)

as per **NEP-2020**

*with effect from 2023-2024,*

*& revised in 2024-2025.*

**Learning Outcomes-based  
Curriculum Framework**

With Course Prospectives and  
Learning Outcomes

# **PROGRAMME PROSPECTIVES**

## **Aims of Bachelor's Degree Programme in English Literature (Honours)**

The Honours programme in any subject is, in effect, a bridge between secondary and tertiary level education and postgraduate education. So it is important to make the courses in this programme as inclusive and broad as possible even as they also carry the imprints of specialized programmes of study. Honours courses are specialised and remain within the boundaries of accepted and current knowledge. The importance of student research is an integral part of any Honours Programme, particularly the English Honours programme. The objectives of the LOCF in English, therefore, revisit traditional expectations of teaching and learning English by centre-staging outcomes that are demonstrable through five key attributes: understanding, use, communication, expansion, and application of subject knowledge with a clear awareness and understanding of one's location in the immediate and global environment.

**The specific objectives of the BA programme in English Literature (Honours) are to develop in the student the ability to demonstrable the following outcomes:**

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

### **Disciplinary Knowledge:**

- a) ability to identify, speak and write about different literary genres, forms, periods and movements
- b) ability to understand and engage with various literary and critical concepts and categories
- c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d) ability to understand appreciate, analyze, and use different theoretical frameworks
- e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
- f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning.
- g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world
- h) ability to see and respect difference and to transcend binaries

### **Communication Skills:**

- a) ability to speak and write clearly in standard, academic English
- b) ability to listen to and read carefully various viewpoints and engage with them.
- c) ability to use critical concepts and categories with clarity

**Critical Thinking:**

- a) ability to read and analyze extant scholarship
- b) ability to substantiate critical readings of literary texts in order to persuade others
- c) ability to place texts in historical contexts and also read them in terms of generic conventions and literary history

**Problem Solving:**

- a) ability to transfer literary critical skills to read other cultural texts
- b) ability to read any unfamiliar literary texts

**Analytical Reasoning:**

- a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

**Research-Related Skills:**

- a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) ability to plan and write a research paper

**Teamwork and Time Management:**

- a) ability to participate constructively in class discussions
- b) ability to contribute to group work
- c) ability to meet a deadline

**Scientific Reasoning:**

- a) ability to analyze texts, evaluating ideas and literary strategies
- b) ability to formulate logical and persuasive arguments

**Reflective Thinking:**

ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

**Self-Directing Learning:**

- a) ability to work independently in terms of reading literary and critical texts
- b) ability to carry out personal research, postulate questions and search for answers

**Digital Literacy:**

- a) ability to use digital sources, and read them critically
- b) ability to use digital resources for presentations

**Multicultural Competence:**

- a) ability to engage with and understand literature from various nations and reasons and languages
- b) ability to respect and transcend differences

**Moral and Ethical Values:**

- a) ability to interrogate one's own ethical values, and to be aware of ethical issues
- b) ability to read values inherited in literary texts and criticism vis a vis, the environment, religion and spirituality, as also structures of power

**Leadership Readiness:**

ability to lead group discussions, to formulate questions for the class in literary and social texts

**Life-long Learning:**

- a) ability to retain and build on critical reading skills
- b) ability to transfer such skills to other domains of one's life and work

# **STUDENT LEARNING OUTCOMES FOR THE ENGLISH MAJOR (B.A.)**

## **Students with an English Major should be able to**

- read a variety of texts critically and proficiently to demonstrate in writing or speech the comprehension, analysis, and interpretation of those texts;
- write a literary or expository text using the conventions of standard English as stylistically appropriate, while showing a nuanced use of language (producing such a text may include invention, workshopping, research, compiling bibliographies, drafting, peer responses, revising, and/or editing);
- demonstrate knowledge and comprehension of major texts and traditions of language and literature written in English as well as their social, cultural, theoretical, and historical contexts;
- analyze and interpret texts written in English, evaluating and assessing the results in written or oral arguments using appropriate support;
- and design and create texts for a variety of purposes and audiences, evaluating and assessing the effectiveness and meaning of such texts.

## **Moreover, students of English literature with Research should be able to**

- demonstrate knowledge of the major texts and traditions of literature written in English in their social, cultural and historical context;
- analyze instances of the variety of literary forms closely in terms of style, figurative language and convention;
- discover secondary source material of various kinds and evaluate and use such material in the interpretation of literary texts (as well as discover and/or explore directions for new scholarship); and
- apply concepts from literary theory and criticism in the analysis and interpretation of texts, explaining their interpretations in class discussion, response papers, reading secondary source material, and written examination answers and/or papers.

- develop and innovate effective writing processes to compose texts for varied readers;
- recognize, explain, and apply various rhetorical modes in writing (persuasion, explanation, narration, analysis, contrast, process, classification and definition, analogy, illustration, summation with bases, abstraction);
- exhibit knowledge of digital technologies and discourse and produce writing for audiences of digital media;
- demonstrate an understanding of the ethical and political responsibilities inherent in producing, receiving, and assessing written discourse;
- demonstrate proficiency with standard documentation styles, i.e., MLA and APA;
- argue researched perspectives on issues of professional/personal/civic significance; and
- document how people write differently across varied social situations (workplace, academy, home, and media).

### Semester -wise Distribution of Credits for 4 Year UG Program as per NEP-2020- Proposed on 10.02.2024

Sem.	Discipline Specific Courses- Core/Major	Minor	Inter-disciplinary/ Multidisciplinary Courses	Ability Enhancement Courses (Languages)-AEC	Skill Enhancement Courses-SEC	Common Added Courses	Summer Internship/Community Engagement	Total Credits
I	4 CREDIT - 1 PAPER	4 CREDIT - 1 PAPER(1A)	3 CREDIT- ONE COURSE	2 CREDIT- ENGLISH	3 CREDIT- ONE COURSE	2 CREDIT- TWO COURSE =4 CREDIT		20
II	4 CREDIT - 1 PAPER	4 CREDIT - 1 PAPER(2A)	3 CREDIT- ONE COURSE	2 CREDIT- MIL	3 CREDIT- ONE COURSE	2 CREDIT- TWO COURSE =4 CREDIT	2 CREDIT- Community Engagement (4 CREDIT for those who want to exit at the end of 2 <sup>nd</sup> Sem)	22
III	4 CREDIT - 2 PAPER =8 CREDIT	4 CREDIT - 1 PAPER(1B)	3 CREDIT- ONE COURSE	2 CREDIT- ENGLISH	3 CREDIT- ONE COURSE	.....		20
IV	4 CREDIT - 3 PAPER=12 CREDIT	4 CREDIT - 1 PAPER(2B)	.....	2 CREDIT- MIL	.....	.....	2 CREDIT- Community Engagement	20
V	4 CREDIT - 4 PAPER=16 CREDIT	4 CREDIT - 1 PAPER(1C)	.....	.....	.....	.....	2 CREDIT- Summer Internship	20
VI	4 CREDIT - 4 PAPER=16 CREDIT	4 CREDIT - 1 PAPER(2C)	.....	.....	.....	.....		22
VII	4 CREDIT - 4 PAPER=16 CREDIT	4 CREDIT - 1 PAPER(1D)	.....	.....	.....	.....		20
VIII	4 CREDIT - 2 PAPER	4 CREDIT - 1 PAPER(2D)	.....	.....	.....	**RESEARCH PROJECT/DISSERTATION 12 CREDIT		24
<b>TOTAL</b>	<b>4X21 =84</b> Min.Credit =80	<b>4X 8=32</b> Min.Credit =32	<b>3 X 3=9</b>	<b>2 X 4=8</b>	<b>3 X 3=9</b> <b>2 X 1=2</b>	<b>2 X 4=8</b> <b>12 X 1=12</b>		<b>168</b> Min. Credit=160

\*\*Additional 3 core Paper of 4 credit each to be studied by those who will not be opting for Hons. with Research Degree.

*Handwritten: 10-02-24*  
**DR. JAVASREE LANHA**  
*Principal*  
 Raja Narendra Lal Khan Women's College  
 (Autonomous)  
 Midnapore, West Bengal, (701302)





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# 2023-2024

## SEMESTER-I

**PAPER:** ENGLISH MAJOR (ENGHMJ101)

**PAPER:** ENGLISH MINOR-1(ENGM101)

**PAPER:** SEC-1 (SOFT SKILLS) [ENGSEC01]

**PAPER:** AEC-1 (ABILITY ENHANCEMENT COURSE)

***w.e.f.:* 2023-2024**

**(July 2023 Batch)**

## **SEMESTER- I**

**Subject: ENGLISH MAJOR**

**PAPER: ENGMJ101**

**Total Credits: 4**

**FULL MARKS: 75**

(Attendance: 5 + CIA: 10 + Semester-End Theory: 60)

### **QUESTION PATTERN**

Short answer type questions:  $2M \times 10Q = 20$

Semi-long answer type questions:  $5M \times 4Q = 20$

Long answer type Questions:  $10M \times 2Q = 20$

### **Syllabus**

**PAPER TITLE: British Poetry and Drama: Beginning to 14th Century & History of English Language**

#### **COURSE OBJECTIVES AND EXPECTED OUTCOME:**

The focus of this course is to give an in-depth understanding of the very beginning of British literature and the society of the Anglo-Saxon period and its overall gradual progress up-to the 14th century. The students will be acquainted with Old English poetry and prose giving due homage to Chaucer, one of the important names of British literary history, and his contributions to British literature. The focus of this course is to give an in-depth understanding of the very beginning of British language and the impact of different foreign languages on the English language and society of the Anglo-Saxon period and the gradual systematic formation of the modern-day English language. This unit will help the students to have a very outstanding knowledge regarding the different rules of language formation which have enriched the English language since its birth. Also, this unit will focus on the different important literary terms related to tragedy, comedy, poetry and other forms.

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### Unit-I: (History of Literature)

- Old English Poetry and Prose (Selection)
- *Beowulf*
- Geoffrey Chaucer: *The Wife of Bath's Prologue* (Non-Detailed Study)

### Unit-II: (History of English Language/ Philology)

- Influences: Greek, Latin, Scandinavian, French

### Unit-III: Literary Terms:

Allegory, Ballad, Blank-Verse, Heroic Couplet, Bathos, Comedy, Dramatic Monologue, Elegy, Image, Ode, Carpe-diem, Soliloquy, Symbol, Tragedy, Catharsis, Hamartia, Three Unities, Anagnorisis, Antagonist, Chorus, Denouement, Comic-relief, Aside, Anti-Hero, Catastrophe.

### Unit-IV: Literary and Cultural History

- Birth of English Literature and Language
- Advent of Christianity and its influence on English Literature
- Influence of Norman Conquest and Black Death
- Three Phases of the works of Geoffrey Chaucer

## **Texts & Reference Books**

### **On Old English Literature and Chaucer:**

1. S.A.J. Bradley (ed.): *Anglo-Saxon Poetry* (Everyman's Library, Hachette India Publisher)
2. Geoffrey Chaucer: *The Wife of Bath's Prologue and Tale* (Worldview Publication, NewDelhi)
3. *Beowulf*: (Norton Critical Edition)

### **On English Literature**

4. Edward Albert- *History of English Literature* (Oxford University Press, Indian Edition)

5. Ronald Carter & John McRae- *The Routledge History of Literature in English* (Routledge, Indian Edition)

6. David Daiches- *A Critical History of English Literature - Volume I & II* (Supernova Publisher, Kolkata)

7. John Peck & Martin Koyle- *A Brief History of English Literature* (Palgrave)

8. Paul Poplawski- *English Literature in Context* (Cambridge University Press, Indian Edition)

### **On English Language**

9. *Growth and Structure of English Language*- Otto Jespersen (Oxford University Press, Indian Edition)

10. *English Language*- C. L. Wrenn (Vikas Publishing House, New Delhi)

11. *The Story of Language*- C. L. Barber (Books Way)

### **On Literary Terms**

12. *A Glossary of Literary Terms* (11<sup>th</sup> Edition)- M.H. Abrams (Cengage India Publisher)

13. *Oxford Dictionary of Literary Terms* (4<sup>th</sup> Edition)- Chris Baldick (Oxford, Indian Edition)

14. *The Routledge Dictionary of Literary Terms* -by Peter Childs and Roger Fowler (Routledge, Indian edition)

15. *Dictionary of Literary Terms and Literary Theory*- J.A. Cuddon (Penguin India)

### **On Social and Cultural History of England**

16. *Social History of England* (2<sup>nd</sup> Edn)-by Padmaja Ashok | (Orient Blackswan)

17. *English Social and Cultural History: An Introductory Guide*. (2<sup>nd</sup> Edition) by Bibhash Choudhury | (PHI Publisher, New Delhi)

18. *English Social History: A Survey of Six Centuries: Chaucer to Queen Victoria*- G. M. Trevelyan (Longman Green and Co., London).

**B.A. Honours with ENGLISH MINOR**

**SEMESTER- I**

**Subject: English Minor-1**

**PAPER: ENGM101**

**Total Credits: 4**

**FULL MARKS: 75**

(Attendance: 5 + CIA: 10 +Semester-End Theory: 60)

**QUESTION PATTERN**

Short answer type questions:  $2M \times 10Q = 20$

Semi-long answer type questions:  $5M \times 4Q = 20$

Long answer type Questions:  $10M \times 2Q = 20$

**Syllabus**

**COURSE CONTENT: Women's Writing and Women's Empowerment**

**COURSE OBJECTIVES AND EXPECTED OUTCOME:**

The focus of this course is to give an in-depth concept exclusively on texts produced by women across centuries. The experience of women, historically, has been shaped by her position as a woman within the society and these works emerge from the conditions that are very different from those which produce most writing by men. Elizabeth Barrett Browning, Christina Rossetti, Dickinson and Sarojini Naidu were inspirations in themselves, carving a niche through their brilliant literary outputs. Rassundari Devi produced the first Bengali autobiography by a woman. The completion of this course will give impetus to the research insights for the students who would like to pursue their future career in writing too.

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**POETRY:**

1. Elizabeth Barret Browning- “How Do I Love Thee”
2. Christina Rossetti- “Uphill”
3. Emily Dickinson- “I Can Not Live with You”
4. Kamala Das- “The Looking Glass”

**PROSE:**

1. Rassundari Devi- *Amar Jiban*. Translated by Enakshi Chatterjee (Writers’ Workshop)
2. Rokeya Sakhawat Hussain- “Sultana’s Dream” (Penguin India)

**Texts & Reference Books**

1. *Golden Treasury*- Ed. Palgrave (Oxford University Press, New Delhi)
2. *Indian Poetry in English*- ed. Makarand Paranjape (Macmillan Co. India)
3. Rassundari Devi- *Amar Jiban*. Translated by Enakshi Chatterjee (Writers’ Workshop)
4. Rokeya Sakhawat Hussain- *Sultana’s Dream and Padmarag* ed. by Barnita Bagchi (Penguin India)
5. *The Complete Poems*-By Emily Dickinson (Faber and Faber, London, 2016)
6. *Women Writing in India* (Vol. 1 & 2)- Ed. by Susie Tharu & K. Lalita (Oxford India)
7. *Who’s Afraid of Women’s Writing: Select Texts*. Ed. Ruchi Sharma and Swati Moitra. Worldview, 2021.
8. *Feminisms, Empowerment and Development Changing Womens Lives*- Ed. Jenny Edwards, Andrea Cornwall (Zed Books 2014)

**SEMESTER- I**  
**SUBJECT: SEC (Skill Enhancement Course)**  
**Paper: SEC-1 (Soft Skills) [ENGSEC01]**  
**Credits: 3**

**FULL MARKS: 50**

(Theory exam: 40 + Continuous Assessment 10)

**QUESTION PATTERN:**

Short questions (2 marks×5q)= 10

Medium (5marks×4Q)= 20

Long (10marks×1Q) =10

**SYLLABUS**

**COURSE OBJECTIVES AND EXPECTED OUTCOMES:**

This course will encourage the all round development of students by focusing on the different components of soft skills and it would make the under-graduate students aware of the importance, the role and the content of soft skills through instruction, knowledge acquisition, demonstration and practice. It would develop and nurture the soft skills of the students through individual and group activities and would help the student to behave differently depending on the demand of the situation. On completion of the course, student will be able to communicate effectively through verbal/oral communication and improve the listening skills and would be able to solve different types of problems that they would be facing in the long run. They would be able to participate actively in group discussion / meetings / interviews and prepare & deliver presentations and would learn the importance of creative thinking. conflict management and leadership quality, which would help them in career building.

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### **Course Contents:**

- Teamwork
- Emotional Intelligence
- Adaptability
- Leadership
- Problem solving
- Interview Skills
- Communication Skills
- Group Discussion
- Time management

### **Suggested Readings**

1. *English and Soft Skills*. --- S.P. Dhanavel. [Orient BlackSwan, New Delhi, 2013]
2. *Soft Skills*- Dr. K. Alex ( S. Chand and Company, New Delhi, 2019)
3. *Effective Communication and Soft Skills: Strategies for Success*- Nitin Bhatnagar and Mamta Bhatnagar (Pearson, New Delhi, 2012)
4. *Soft Skills*- Shalini Verma ( Pearson, New Delhi, 2009)
5. *Communication Skills and Soft Skills: An Integrated Approach*- E. Suresh Kumar (Pearson Longman, New Delhi, 2011)
6. *Personality Development and Soft Skills* – Barun Kr. Mitra (Oxford University Press, 2024).



## **SEMESTER- I**

**SUBJECT: AEC-1 (Ability Enhancement Course)**

**Paper: AEC-English Communication**

**Credits: 2**

**FULL MARKS: 50**

(Theory exam: 40 + Continuous Assessment 10)

### **QUESTION PATTERN:**

Short questions (2 marks×5Q)= 10

(Questions to be set from Unit-I) Medium

(5marks×4Q)= 20 (Questions to be set from

Unit- I&II)

Long (10marks×1Q) =10 (Questions to be

set from Unit-III)

## **SYLLABUS**

### **COURSE OBJECTIVES AND EXPECTED OUTCOME:**

The course aims to enable students to develop and improve skills for the effective use of English in communication. Students will be taught the skills of listening to and comprehending spoken English; the essentials of using English in speech on a variety of occasions; and the skills of writing English for diverse purposes. Students will be introduced to the fundamentals and tools of communication. While being acquainted with the four primary skills like reading, writing, speaking and listening, they will also be able to have a firsthand experience of practical application of the skills in communicative situations. Basic writing skills will also be developed through this course, while the students will also be trained for participating in interviews.

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UNIT-I:

**1. Introduction:** Theory of Communication. Types and Modes of Communication.

**2.** Language of Communication:

- Verbal and Non-verbal Communication (Spoken and Written)

- Barriers and Strategies

- Personal, Social and Business communication.

- Intra-personal, Inter-personal and Group Communication

**3.** Speaking Skills:

- Dialogue; Group Discussion; Interview; English in situation (Greetings and Leave taking Queries and giving information narrating events and commentary)

UNIT-II

**4. Reading and Understanding**

- Comprehension; Summary; Paraphrasing; Analysis and Interpretation;

**5. Translation** (from Indian Language to English and vice-versa)

UNIT-III

**6. Writing Skills:**

- Report Writing; - Letter writing - Notice Writing - Making Notes

• **Texts & Reference Books**

- *Interface: A Coursebook in English Communication*- Edited by Board of Editors (Books Way, Kolkata, 2021)
- *Connect: Course in Communicative English*, Debashis Bandyopadhyay & Malathi Krishnan (Cambridge University Press, New Delhi, 2018)

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# **SEMESTER-II**

**PAPER: ENGLISH MAJOR (ENGMJ201)**

**PAPER: ENGSEC201 (Translation Studies)**

***w.e.f.:* 2023-2024**

# **SEMESTER- II**

**Subject: ENGLISH MAJOR**

**Total Credits: 4**

**FULL MARKS: 75**

(Attendance: 5 + CIA: 10 +Semester-End Theory: 60)

## **QUESTION PATTERN**

Short answer type questions:  $2M \times 10Q = 20$

Semi-long answer type questions:  $5M \times 4Q = 20$

Long answer type Questions:  $10M \times 2Q = 20$

## **Syllabus**

**TITLE: British Poetry and Drama: Renaissance to 17th and 18th Centuries**

### **Course Objectives and Expected Outcome:**

The students will be well acquainted with one of the most important ages of English literature from the Renaissance to the 18<sup>th</sup> century. They will come to know the detailed information regarding the impact of the Renaissance on literary works and through the works of Spenser and William Shakespeare; they will gain knowledge about the beginning of English sonnet writing. The works of Pope and Milton would let them know the different types of epic poetry. This unit will help the students to understand the innovative structures of Elizabethan tragedy, especially Shakespearean and Marlovian tragedy. Along with these, the next unit will help the students to delve deep into the nook and corner of Rhetoric and Prosody allowing them to have a detailed idea regarding the stylistic differences of various figures of speech.

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## Course Contents

### Unit I: Poetry

- Edmund Spenser: Sonnet LXXV “One day I wrote her name”
- William Shakespeare: Sonnet 130 “My mistress' eyes are nothing like the sun”
- John Donne: ‘Good Morrow’
- Milton: *Paradise Lost Book-I*
- Pope: *The Rape of the Lock* (3 cantos)

### Unit II: Play

- Christopher Marlowe: *Edward II*  
Or
- William Shakespeare: *Macbeth*

### Unit III: Rhetoric and Prosody

### Unit IV: Suggested Topics and Background Prose Readings for Class Presentations Topics

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

### Suggested Readings:

- Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
- John Calvin, ‘Predestination and Free Will’, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.

- Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
- Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

## **SEMESTER- II**

**SUBJECT: SEC (Skill Enhancement Course)**

**Paper: SEC (Translation Studies)**

**Credits: 3**

**FULL MARKS: 50**

(Theory exam: 40 + Continuous Assessment 10)

**QUESTION PATTERN:**

Short questions (2 marks×5q)= 10

Medium (5marks×4Q)= 20

Long (10marks×1Q) =10

## **SYLLABUS**

### **COURSE OBJECTIVES AND EXPECTED OUTCOMES:**

This course will help the students gain knowledge in the field of translation studies and enrich the students' understanding of the skills required to become a professional translator and what is meant by translation competence. Along with that, they will have an awareness of what it means to be a professional translator and they will learn to undertake an independent research activity and evaluate personal language skills undertaking a translation activity. Besides, they will be well acquainted with international fields of study and research in future.

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## **Course Contents:**

**Unit I** – Importance of translation in a multi-linguistic and multi-cultural society

**Unit II** – Literal translation

**Unit III** – Free translation

**Unit IV** – Transcreation

## **Write Notes:**

(Register, Transcreation, Technical Translation, Dynamic Equivalence, Decoder, Encoder, Mobile Translation)

**Additional Reading List:** *The Home and the World, Gitanjali, Red Oleanders, Evam Indrajit, Eyesore*

## **Suggested Readings:**

1. Susan Bassnett. — *Translation Studies*. (London: Routledge, 2005 [1980]). Print.
2. Sukanta Chaudhuri. — *Translation and Understanding*. (New Delhi: Oxford University Press, 2010 [1999]). Print.
3. Sujit Mukherjee— *Translation as Discovery*. 2<sup>nd</sup> Edition. (Hyderabad: Orient Longman, 2006 [1981]). Print.
4. Rita Kothari. — *Translating India: The Cultural Politics of English*. (New Delhi: Foundation Books, 2006). Print.
5. Edith Grossman. — *Why Translation Matters*. (New Haven & London: Yale University Press, 2010). Print.
6. Mini Chandran & Suchitra Mathur. — *Textual Travels: Theory and Practice of Translation in India*. (New Delhi: Routledge, 2015). Print.
7. Mona Baker (Ed.) — *Routledge Encyclopaedia of Translation Studies*. (London: Routledge, 1998). Print.

# SEMESTER-III

<b>Paper Title</b>	<b>Paper Code</b>	<b>Course Contents</b>	<b>Credits</b>
MAJOR	ENGMJ301	British Literature: Beginning to 14 <sup>th</sup> Century and History of English Language (Part-II)	4
MAJOR	ENGMJ302	British Literature: Renaissance to 17 <sup>th</sup> and 18 <sup>th</sup> Centuries (Part-II)	4
SEC	ENGSEC301	Film Studies	3
MINOR	ENGMI301	British Prose, Novel, Drama	4



## **Subject: English Major**

### **PAPER: ENGMJ301**

**Total Credits: 4**

**FULL MARKS: 75**

(Attendance: 5 + CIA: 10 +Semester-End Theory: 60)

#### **QUESTION PATTERN**

Short answer type questions:  $2M \times 10Q = 20$

Semi-long answer type questions:  $5M \times 4Q = 20$

Long answer type Questions:  $10M \times 2Q = 20$

#### **Title: British Medieval Literature**

##### **COURSE OBJECTIVES:**

The focus of this course is to give an in-depth understanding of the very beginning of British literature and the society of the Anglo-Saxon period and its overall gradual progress up-to the 14th century. The students will be acquainted with Old English poetry and prose giving due homage to Chaucer, one of the important names of British literary history, and his contributions to British literature. The focus of this course is to give an in-depth understanding of the very beginning of British language and the impact of different foreign languages on the English language and society of the Anglo-Saxon period and the gradual systematic formation of the modern-day English language.

##### **COURSE CONTENTS: British Medieval Literature**

###### **Unit-I (History of English Literature)**

1. Middle English Poetry
2. Development of Drama in the Medieval Period

## **Unit-II**

*The Nun's Priest's Tale*- Chaucer

## **Unit-III**

**Literary Terms** – Dream-vision, Satire, Objective Correlative, Allegory, Mock-epic, Beast Fable

**Philology:** Influences: Greek language, Latin Language, Scandinavian Language, French language

### **Suggested Readings**

1. Edward Albert- *History of English Literature* (Oxford University Press, Indian Edition)
2. Ronald Carter & John McRae- *The Routledge History of Literature in English* (Routledge, Indian Edition)
3. *The Nun's Priest's Tale*- Chaucer (Edited by: A. W. Pollard), Macmillan, London 1915.
4. *A Glossary of Literary Terms*- M. H. Abrams (11<sup>th</sup> Edition)

### **LEARNING OUTCOMES:**

This unit will help the students to have a very outstanding knowledge regarding the different rules of language formation which have enriched the English language since its birth. This unit will help the students to know the stylistic structure of English language giving due importance to the various figures of speech which help the language to flourish with full pomp and grandeur and the language becomes ornamental.

# PAPER- ENGMJ302

Credits: 4

FULL MARKS: 75

(Attendance: 5 + CIA: 10 + Semester-End Theory: 60)

## QUESTION PATTERN

Short answer type questions: 2M×10Q= 20

Semi-long answer type questions: 5M×4Q=20

Long answer type Questions: 10M× 2Q= 20

## COURSE CONTENTS:

### British Literature: Renaissance & Restoration

#### COURSE OBJECTIVES:

The objective of this course is not only to introduce students to some major specimens of English poetry written across almost two hundred years but also to illustrate the ideological shifts that influence the change from Early Modern writing to Neoclassical writing and then inspire a reaction against Neoclassicism and introduce Pre-Romanticism.

**Unit-I:** Literary, Social and Cultural History

**Unit-II:** Poetry

Sidney: "Loving in Truth"\*

Shakespeare: "Sonnet No. 116"\*

Marvell: "To His Coy Mistress"\*

Dryden: "Mac Flecknoe" – / **Pope:** *The Rape of the Lock* (3Cantos)

**Unit-III: Drama**

Shakespeare: *As You Like It*\* -

[The texts with star (\*) mark are assigned for detailed study. Explanation and comments are to be set from textual lines/quotations.]

#### COURSE OUTCOME:

The course will familiarise students with some of the most important authors and texts in the history of English literature. Students will be intellectually equipped to read and interpret literary works of later ages in the light of the literary movements that mark the trajectory from the Elizabethan age to the age of Pre-Romanticism.

## **Paper: SEC301 (Film Studies)**

**(Credits: 3)**

**FULL MARKS: 50 (Theory exam: 40 + CIA:10)**

### **Course Objectives and Expected Outcome:**

Film Studies aims to facilitate a fundamental understanding of cinema, its vast history and the role it plays in society. Primarily, this short paper will enable the students to develop the necessary skills to critically analyse and study films as artworks and social texts. The course will also teach the students the technical forms of film making and direction on a preliminary level from where they can go afterward to a more full-fledged course in various film institutes. The course aims to make the study of cinema interesting by incorporating various innovative audio-visual teaching methods.

### **Course Contents:**

- **Evolution of the Cinema-** Silent Film, Talkie, Colour Film, Digital Age, 3D Films.
- **Techniques of Cinematography-** panning of the camera, zooming, fade-in, fade-out, flashback, close-up, long shot, reverse shot, trunk shot.
- **Adaptation and Appropriation**
- **Response and Review**

### **Suggested Readings:**

James Monaco, *How to Read a Film: The World of Movies, Media and Multimedia*  
(New York: OUP), 2009.

Julie Sanders, *Adaptation/Appropriation*. (Routledge, London)

Linda Hutcheon, *A Theory of Adaptation*.

**Subject: ENGLISH MINOR**

**PAPER: ENGMI301**

**Total Credits: 4**

**FULL MARKS: 75**

**(Attendance: 5 + CIA: 10 + Semester-End Theory: 60)**

**QUESTION PATTERN**

**Short answer type questions: 2M×10Q= 20 Semi-long**

**answer type questions: 5M×4Q=20 Long answer type**

**Questions: 10M× 2Q= 20**

**PAPER CONTENTS:** British Prose, Novel, Drama

**Course Objectives and Expected Outcome:**

After learning about the nature and form of British poetry, in this course, the students will get an idea of English prose, introduced through the works of Bacon and Shaw. Apart from that, Hemmingway's novel will give them a scope to understand the form of the novel, while Shakespeare's play would be introduced through a meticulous reading of one of his best comedies.

**Course Contents:**

**Prose**

Bacon- "Of Friendship"

Shaw- "Freedom"

**Novel**

Hemmingway- *Old Man and the Sea*

**Drama**

Shakespeare- *The Merchant of Venice*

***Suggested Readings:***

Greenfield & Calder: *A New Critical History of Old English Literature*

Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence*

(London: Hogarth Press, 1984) pp. 9–27.

Borris Ford, *The Pelican Guide to English Literature*, vol.8.

**Session: 2024-2025**

**REVISED SYLLABUS**

**UNDER NEP**

**(With effect from July 2024 Session onwards)**

# SEMESTER- I

(NEP BATCH 2024)

SYLLABUS

ENGLISH MAJOR

PAPER- ENGMJ101

Credits: 4

**FULL MARKS: 75**

(Attendance: 5 + CIA: 10 + Semester-End Theory: 60)

**QUESTION PATTERN**

Short answer type questions:  $2M \times 10Q = 20$

Semi-long answer type questions:  $5M \times 4Q = 20$

Long answer type Questions:  $10M \times 2Q = 20$

**COURSE CONTENTS:**

**Introducing Literary Forms: English Poetry and Prose**

**COURSE OBJECTIVE:** The objective of this course is to introduce students to major literary forms and encourage an appreciation of the various thematic and stylistic aspects of these forms. Students will also be introduced to various genres and sub-genres of poetry, drama and fiction. The course also introduces students to a range of simple but significant poems, essays and short stories. Moreover, the course also offers a component on rhetoric and prosody in order to enable students to better understand the elements of style in English composition, particularly in poetry. The primary objective of the course is to acquaint students with major literary forms and some seminal but short literary texts, and to encourage them to develop strategies of critical reading.



## **Unit-I (Poetry)**

1. “The Lucy Poems”- William Wordsworth
2. “The Wild Swans at Coole”- W.B. Yeats

## **Unit-II**

[Story] “The Last Leaf” – O. Henry

[Essay] “Dream Children: A Reverie”- Charles Lamb

## **Unit-III**

**Literary Terms:** Allegory, Ballad, Ode, Elegy, Dramatic Monologue, Lyric, Blank-verse, Plot, Character, Bildungsroman, Künstlerroman, Foil, Points of view, Image, Carpe-diem, Symbol

**Prosody –**

### **LEARNING OUTCOME:**

It is desired that the course will inculcate in students a love for literature and an appreciation of the nuanced texture and stylistic elements of literary texts.

### ***Suggested Readings***

*The Golden Treasury*- Ed. Palgrave (Oxford University Press)

*Winged Word*- Ed. David Green (Macmillan India)

*Essays of Elia*- Charles Lamb (Macmillan, London)

*Best Stories* – O Henry (Rupa Paperbacks)

*A Glossary of Literary Terms* (11<sup>th</sup> Edition)- M.H. Abrams (Cengage India Publisher)

*Oxford Dictionary of Literary Terms* (4<sup>th</sup> Edition)- Chris Baldick (Oxford, Indian Edition)

*The Routledge Dictionary of Literary Terms* -by Peter Childs and Roger Fowler (Routledge, Indian edition)

*Dictionary of Literary Terms and Literary Theory*- J.A. Cuddon (Penguin India)

*Rhetoric and Prosody*- Bose and Sterling

# **SEMESTER- I**

**SUBJECT: SEC (Skill Enhancement Course)**

**Paper: Soft Skills and Personality Development  
[ENGSEC01]**

**Credits: 3**

**FULL MARKS: 50**

(Theory exam: 40 + Continuous Assessment 10)

**QUESTION PATTERN:**

Short questions (2 marks×5q)= 10

Medium (5marks×4Q)= 20

Long (10marks×1Q)=10

## **SYLLABUS**

### **COURSE OBJECTIVES :**

This course will encourage the all round development of students by focusing on the different components of soft skills and it would make the under-graduate students aware of the importance, the role and the content of soft skills through instruction, knowledge acquisition, demonstration and practice. It would develop and nurture the soft skills of the students through individual and group activities and would help the student to behave differently depending on the demand of the situation.

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## Course Contents:

- Teamwork
- Emotional Intelligence
- Adaptability
- Leadership
- Problem solving
- Interview Skills
- Communication Skills
- Group Discussion
- Time management

## Suggested Readings

*English and Soft Skills*. --- S.P. Dhanavel. [Orient BlackSwan, New Delhi, 2013]

*Soft Skills*- Dr. K. Alex ( S. Chand and Company, New Delhi, 2019)

*Effective Communication and Soft Skills: Strategies for Success*- Nitin Bhatnagar and Mamta Bhatnagar (Pearson, New Delhi, 2012)

*Soft Skills*- Shalini Verma ( Pearson, New Delhi, 2009)

*Communication Skills and Soft Skills: An Integrated Approach*- E. Suresh Kumar (Pearson Longman, New Delhi, 2011)

*Personality Development and Soft Skills* – Barun Kr. Mitra (Oxford University Press, 2024).

## LEARNING OUTCOMES

On completion of the course, student will be able to communicate effectively through verbal/oral communication and improve the listening skills and would be able to solve different types of problems that they would be facing in the long run. They would be able to participate actively in group discussion / meetings / interviews and prepare & deliver presentations and would learn the importance of creative thinking, conflict management and leadership quality, which would help them in career building.

# **SEMESTER- I**

**SUBJECT: AEC-1 (Ability Enhancement Course)**

**Paper: AEC101-English Communication**

**Credits: 2**

**FULL MARKS: 50**

(Theory exam: 40 + Continuous Assessment 10)

**QUESTION PATTERN:**

Short questions (2 marks×5Q)= 10

Medium (5marks×4Q)= 20

Long (10marks×1Q) =10

## **SYLLABUS**

### **COURSE OBJECTIVES AND EXPECTED OUTCOME:**

The course aims to enable students to develop and improve skills for the effective use of English in communication. Students will be taught the skills of listening to and comprehending spoken English; the essentials of using English in speech on a variety of occasions; and the skills of writing English for diverse purposes. Students will be introduced to the fundamentals and tools of communication. While being acquainted with the four primary skills like reading, writing, speaking and listening, they will also be able to have a firsthand experience of practical application of the skills in communicative situations. Basic writing skills will also be developed through this course, while the students will also be trained for participating in interviews.

### **UNIT-I:**

**Introduction:** Theory of Communication. Types and Modes of Communication.

### **Language of Communication:**

-Verbal and Non-verbal Communication (Spoken and Written)

Barriers and Strategies

Personal, Social and Business communication.

Intra-personal, Inter-personal and Group Communication

**Speaking Skills:**

-Dialogue; Group Discussion; Interview; English in situation (Greetings and Leave taking Queries and giving information narrating events and commentary)

**UNIT-II**

**Reading and Understanding**

-Comprehension; Summary; Paraphrasing; Analysis and Interpretation;

**Translation** (from Indian Language to English and vice-versa)

**UNIT-III**

**Writing Skills:**

Report Writing; - Letter writing - Notice Writing -Making Notes

**LEARNING OUTCOMES**

Some of the course learning outcomes that learners of this course are required to demonstrate runs thus:

- Identify deviant use of English both in written and spoken forms
- Recognize the errors of usage and correct them
- Recognize their own ability to improve their own competence in using the language
- Understand and appreciate English spoken by people from different regions
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Develop an interest for reading
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing errors of spelling and grammar

• **Texts & Reference Books**

- *Interface: A Coursebook in English Communication*- Edited by Board of Editors(Books Way, Kolkata, 2021)
- *Connect: Course in Communicative English*, Debashis Bandyopadhyay & MalathiKrishnan (Cambridge University Press, New Delhi, 2018)

# SEMESTER- II

## ENGLISH MAJOR

### SYLLABUS

#### PAPER- ENGMJ201

**Credits: 4**

<b>FULL MARKS: 75</b>
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(Attendance: 5 + Continuous Assessment: 10 + Semester-End Theory: 60)
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<b>QUESTION PATTERN</b>
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Short answer type questions: 2M×10Q= 20
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Semi-long answer type questions: 5M×4Q=20
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Long answer type Questions: 10M× 2Q= 20
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### COURSE CONTENTS:

#### **Introducing Literary Form: English Drama**

**COURSE OBJECTIVE:** The primary objective of this Major course is to encourage a close critical study of key thematic elements and stylistic features in select plays and novels, without studying these texts in their literary, political and socio-cultural contexts. The course is also designed to acquaint students with some of the terms related to poetry, drama and fiction which they may encounter in the later semesters during their study of literary texts.

## **Unit-I (Drama)**

*Arms and the Man* – G.B. Shaw

*Riders to the Sea*- J. M. Synge

## **Unit-II**

1. **Literary Terms:** Comedy, Tragedy, Soliloquy, Aside, Chorus, Conflict, Three Unities, Catharsis, Hamartia, Anagnorisis, Antagonist, Chorus, Denouement, Comic-relief, Anti-hero, Catastrophe
2. **Rhetoric**

### **LEARNING OUTCOME:**

The course will equip students with the intellectual apparatus required to face the challenges of reading and interpreting literary texts. The acquaintance with some of the most frequently encountered literary terms will help them in the course of such reading and interpretation.

### ***Suggested Readings***

*Arms and the Man* – G.B. Shaw (Ed. A. C. Ward) [Orient Blackswan]

*Riders to the Sea*- J. M. Synge Ed. Ashok Sengupta (Orient Blackswan)

*A Glossary of Literary Terms* (11<sup>th</sup> Edition)- M.H. Abrams (Cengage India Publisher)

*Oxford Dictionary of Literary Terms* (4<sup>th</sup> Edition)- Chris Baldick (Oxford, Indian Edition)

*The Routledge Dictionary of Literary Terms* -by Peter Childs and Roger Fowler (Routledge, Indian edition)

*Dictionary of Literary Terms and Literary Theory*- J.A. Cuddon (Penguin India)

*Elements of Rhetoric and Prosody*- Bose and Sterling

## **SEMESTER- II**

**SUBJECT: SEC (Skill Enhancement Course)**

**Paper: ENGSEC201 (Translation Studies)**

**Credits: 3**

**FULL MARKS: 50**

(Theory exam: 40 + Continuous Assessment 10)

**QUESTION PATTERN:**

Short questions (2 marks×5q)= 10

Medium (5marks×4Q)= 20

Long (10marks×1Q) =10

### **SYLLABUS**

**COURSE OBJECTIVES:** Translation Studies is now an interesting field in the history of world literature where translation plays a very vital role. This paper aims at focusing on the preliminary knowledge of Translation Studies so that the students will go for further study and research in the field of journalism, publishing industry and comparative literature.

#### **Course Contents:**

**Unit I** – Importance of translation in a multi-linguistic and multi-cultural society

**Unit II** – Literal translation

**Unit III** – Free translation

**Unit IV** – Transcreation



**Write Notes:**

(Register, Transcreation, Technical Translation, Dynamic Equivalence, Decoder, Encoder, Mobile Translation)

**Additional Reading List:** *The Home and the World*, *Gitanjali*, *Red Oleanders*,  
*Evam Indrajit*, *Eyesore*

**LEARNING OUTCOMES:**

This course will help the students gain knowledge in the field of translation studies and enrich the students' understanding of the skills required to become a professional translator and what is meant by translation competence. Along with that, they will have an awareness of what it means to be a professional translator and they will learn to undertake an independent research activity and evaluate personal language skills undertaking a translation activity. Besides, they will be well acquainted with international fields of study and research in future.

**Suggested Readings:**

1. Susan Bassnett. — *Translation Studies*. (London: Routledge, 2005 [1980]). Print.
2. Sukanta Chaudhuri. — *Translation and Understanding*. (New Delhi: Oxford University Press, 2010 [1999]). Print.
3. Sujit Mukherjee— *Translation as Discovery*. 2<sup>nd</sup> Edition. (Hyderabad: Orient Longman, 2006 [1981]). Print.
4. Rita Kothari. — *Translating India: The Cultural Politics of English*. (New Delhi: Foundation Books, 2006). Print.
5. Edith Grossman. — *Why Translation Matters*. (New Haven & London: Yale University Press, 2010). Print.
6. Mini Chandran & Suchitra Mathur. — *Textual Travels: Theory and Practice of Translation in India*. (New Delhi: Routledge, 2015). Print.
7. Mona Baker (Ed.) — *Routledge Encyclopaedia of Translation Studies*. (London: Routledge, 1998). Print.

# SEMESTER- III

## ENGLISH MAJOR

**Subject: English Major**

**PAPER: ENGMJ301**

**Total Credits: 4**

**FULL MARKS: 75**

(Attendance: 5 + CIA: 10 +Semester-End Theory: 60)

### **QUESTION PATTERN**

Short answer type questions: 2M×10Q= 20

Semi-long answer type questions: 5M×4Q=20

Long answer type Questions: 10M× 2Q= 20

**TITLE: British Literature: Beginning to 14th Century and History of English Language**

### **COURSE OBJECTIVES AND EXPECTED OUTCOMES:**

The focus of this course is to give an in-depth understanding of the very beginning of British literature and the society of the Anglo-Saxon period and its overall gradual progress up-to the 14th century. The students will be acquainted with Old English poetry and prose giving due homage to Chaucer, one of the important names of British literary history, and his contributions to British literature. The focus of this course is to give an in-depth understanding of the very beginning of British language and the impact of different foreign languages on the English language and society of the Anglo-Saxon period and the gradual systematic formation of the modern-day English language.

## COURSE CONTENTS:

### Unit-I (History of English Literature)

3. Middle English Poetry
4. Development of Drama in the Medieval Period

### Unit-II

*The Nun's Priest's Tale*- Chaucer

### Unit-III

**Literary Terms** – Dream-vision, Satire, Objective Correlative, Allegory, Mock-epic, Beast Fable

### UNIT-IV: History of English Language

**Philology: Influences:** Scandinavian Language, French language, Latin Language, Greek language,

### Suggested Topics and Background Prose Readings:

- Birth of English Literature and Language
- Advent of Christianity and its Influence on English Literature
- Influence of Norman conquest and Black Death on English literature
- Three phases of Chaucer's poetry.

### Suggested References:

- S.A.J. Bradley: *Anglo-Saxon Poetry*
- Greenfield & Calder: *A New Critical History of Old English Literature*
- Neville Coghill (ed.): *The Nun's Priest's Tale*
- Aditi Choudhury: *A History of English Literature* (Orient BlackSwan)
- C. L. Wren: *The English Language*
- Otto Jespersen: *The Growth and Structure of the English Language* (Oxford University Press)
- Bose and Sterling: *Elements of English Rhetoric and Prosody*
- Jaydip Sarkar & Anindya Bhattacharya: *A Handbook of Rhetoric and Prosody* (Orient Blackswan)
- Edward Albert- *History of English Literature* (Oxford University Press)
- Ronald Carter & John McRae- *The Routledge History of Literature in English* (Routledge, Indian Edition)

## LEARNING OUTCOMES

This unit will help the students to have a very outstanding knowledge regarding the different rules of language formation which have enriched the English language since its birth. This unit will help the students to know the stylistic structure of English language giving due importance to the various figures of speech which help the language to flourish with full pomp and grandeur and the language becomes ornamental.

## ENGLISH MAJOR

**Subject: English Major**

**PAPER: ENGMJ302**

**Total Credits: 4**

**FULL MARKS: 75**

(Attendance: 5 + CIA: 10 +Semester-End Theory: 60)

### QUESTION PATTERN

Short answer type questions: 2M×10Q= 20

Semi-long answer type questions: 5M×4Q=20

Long answer type Questions: 10M× 2Q= 20

**Course Title: British Literature: Renaissance to 17th and 18th Century**

### **Course Objectives and Expected Outcome:**

The students will be well acquainted with one of the most important ages of English literature from the Renaissance to the 18th century. They will come to know the detailed information regarding the impact of the Renaissance on literary works and through the works of Spenser and William Shakespeare; they will gain knowledge about the beginning of English sonnet writing. The works of Pope and Milton would let them know the different types of epic poetry. This unit will help the students to understand the innovative structures of Elizabethan

tragedy, especially Shakespearean and Marlovian tragedy. Also, this unit will focus on the different important literary terms related to tragedy, comedy, poetry and other forms.

### **Course Contents:**

#### **Poetry:**

- Edmund Spenser: Sonnet LXXV “One day I wrote her name” \*
- William Shakespeare: Sonnet 130 “My mistress' eyes are nothing like the sun” \*
- John Donne: ‘Good Morrow’\*
- Milton: *Paradise Lost* (Book-I)/ ● Pope: *The Rape of the Lock* (3 cantos)

#### **Play:**

- Christopher Marlowe: *Edward II*
- William Shakespeare: *Macbeth*\*

### **Suggested Topics and Background Prose Readings:**

Renaissance Humanism

The Stage, Court and City

Religious and Political Thought

Ideas of Love and Marriage

The Writer in Society

## **LEARNING OUTCOMES**

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, and human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the Texts.

# **Paper: SEC301 (Film Studies)**

**(Credits: 3)**

**FULL MARKS: 50 (Theory exam: 40 + CIA:10)**

## **Course Objectives and Expected Outcome:**

Film Studies aims to facilitate a fundamental understanding of cinema, its vast history and the role it plays in society. Primarily, this short paper will enable the students to develop the necessary skills to critically analyse and study films as artworks and social texts. The course will also teach the students the technical forms of film making and direction on a preliminary level from where they can go afterward to a more full-fledged course in various film institutes. The course aims to make the study of cinema interesting by incorporating various innovative audio-visual teaching methods.

## **Course Contents:**

- **Evolution of the Cinema-** Silent Film, Talkie, Colour Film, Digital Age, 3D Films.
- **Techniques of Cinematography-** panning of the camera, zooming, fade-in, fade-out, flashback, close-up, long shot, reverse shot, trunk shot.
- **Adaptation and Appropriation**
- **Response and Review**

## **Suggested Readings:**

James Monaco, *How to Read a Film: The World of Movies, Media and Multimedia* (New York: OUP), 2009.

Julie Sanders, *Adaptation/Appropriation*. (Routledge, London)

Linda Hutcheon, *A Theory of Adaptation*.

# SEMESTER- IV

## ENGLISH MAJOR

### PAPER: ENGMJ401

**Total Credits: 4**

**FULL MARKS: 75**

(Attendance: 5 + CIA: 10 +Semester-End Theory: 60)

#### **QUESTION PATTERN**

Short answer type questions:  $2M \times 10Q = 20$

Semi-long answer type questions:  $5M \times 4Q = 20$

Long answer type Questions:  $10M \times 2Q = 20$

### **COURSE TITLE: British Literature (fiction and non-fiction): 18th Century**

#### **Course Objectives and Expected Outcome:**

This course will help the students have a clear understanding about the age that has seen Enlightenment through the writings of selected literary geniuses of the age. The age that has been called the age of reason is indeed important in the context of intellectual developments too. Prose took over as one of the dominant forms of literary expression. Therefore, works of Swift, Addison and Steele will give them an idea of the prose writing that became famous in the age. Congreve's play will give them a glimpse of the performances and the kind of plays that ruled the English stage at that point of time.

## Course Contents:

### Poetry:

- Thomas Gray: 'Elegy Written in a Country Churchyard'

### Play:

- William Congreve: *The Way of the World*

### Prose:

- Jonathan Swift: *Gulliver's Travels* (Books I and II)
- Addison and Steele: 'Sir Roger at Church'

### Suggested Topics and Background Prose Readings:

The Enlightenment and Neoclassicism

Restoration Comedy

The Country and the City

The Novel and the Periodical Press

## LEARNING OUTCOMES

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain and analyze the rise of the critical mind
- trace the development of Restoration Comedy and anti-sentimental drama
- examine and analyze the form and function of satire in the eighteenth century
- appreciate and analyze the formal variations of Classicism
- map the relationship between the formal and the political in the literature of the neo-classical period



# PAPER: ENGMJ402

**Total Credits: 4**

**FULL MARKS: 75**

(Attendance: 5 + CIA: 10 +Semester-End Theory: 60)

## QUESTION PATTERN

Short answer type questions: 2M×10Q= 20

Semi-long answer type questions: 5M×4Q=20

Long answer type Questions: 10M× 2Q= 20

## Course Title: British Romantic Literature (1798-1832)

### Course Objectives and Expected Outcome:

Romantic Literature has been quite popular among literary scholars since centuries now. Considerable literary attention has been casted on the age and its literary output quite seriously. This age has seen poets like Wordsworth, Shelley, Coleridge, Keats, Byron and Blake to name a few. Apart from poetry, this section also includes works of Jane Austen and Charles Lamb who went on to make a name as novelist and prose-writer respectively. Thus, a thorough reading of the works in this course will give the students an idea of Romanticism, while also introducing them to the conceptions of nature in literature, the revolutions of the age and the birth of the gothic form.

### Course Contents:

#### Poetry:

- William Blake: 'The Lamb', 'The Tyger'
- William Wordsworth: 'Tintern Abbey'
- Samuel Taylor Coleridge: 'Christabel' (Part-1)
- Percy Bysshe Shelley: 'Ode to the West Wind'
- John Keats: 'Ode to a Nightingale'

#### Novel:

- Jane Austen: Pride and Prejudice

#### Prose:

- Charles Lamb: 'Dream Children'

## **Suggested Topics and Background Prose Readings:**

Reason and Imagination

Conceptions of Nature

Literature and Revolution

The Gothic

The Romantic Lyric

## **LEARNING OUTCOMES**

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand Romanticism as a concept in relation to ancillary concepts like Classicism
  - understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
  - analyze and understand the main characteristics of Romanticism
  - appreciate the canonical and representative poems and prose of the writers of the Romantic period.
  - develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
  - appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
  - relate Romantic literary texts to other forms of expression such as painting, for instance.

# PAPER: ENGMJ403

**Total Credits: 4**

**FULL MARKS: 75**

(Attendance: 5 + CIA: 10 +Semester-End Theory: 60)

## QUESTION PATTERN

Short answer type questions: 2M×10Q= 20

Semi-long answer type questions: 5M×4Q=20

Long answer type Questions: 10M× 2Q= 20

## COURSE TITLE: British Literature: 19th Century (1832-1900)

### Course Objectives and Expected Outcome:

This course aims at getting the students acquainted with the social and literary background of 19th century England and the world. Emphasizing on the poems of Victorian poets like Tennyson, Browning and Arnold the students are supposed to get a grasp of the essence of Victorian poetry and the entire discourse revolving around the loss of faith. Wilde's play and Bronte's novel will give them an overall understanding of the age. After the completion of this course, the students will have an understanding of the principles of Utilitarianism, the evolution of novels in the 19th century and more.

### Course Contents:

#### Poetry:

- Alfred Tennyson: 'Ulysses'
- Robert Browning: 'My Last Duchess', 'The Last Ride Together'
- Mathew Arnold: 'Dover Beach'

#### Novel:

- Charlotte Bronte: *Jane Eyre*

#### Drama:

- Oscar Wilde: *The Importance of Being Earnest*

### Suggested Topics and Background Prose Readings:

Utilitarianism

The 19th Century Novel

Marriage and Sexuality

The Writer and Society

Faith and Doubt

The Dramatic Monologue

## LEARNING OUTCOMES

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture
- link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

## Suggested Readings for Major Papers

- Martin Wiggins, Robert Lindsey & Stephen Guy-Bray (eds.), Christopher Marlowe *Edward II* (Bloomsbury, 2014)
- Sandra Clark & Pamela Mason (eds.) *Macbeth* (Arden Shakespeare Edition, 2013)
- Sir Arthur Quiller-Couch & John Dover Wilson (eds.), *The Merchant of Venice* (Cambridge, 2009)
- Shrishendu Chakrabarti (ed.), *The Way of the World* (Orient Blackswan, 2007)
- Derek Hughes, *English Drama 1660-1700* (Oxford, 1996)
- Harry Levin, *Christopher Marlowe: The Overreacher* (London, 1961)

- John Drakakis (ed.), *Shakespearean Tragedy* (London, 1992)
- G. Blakemore Evans, *Elizabethan-Jacobean Drama* (London, 1987)
- John E. Grant & Mary Lynn Johnson (eds.), *Blake's Poetry and Design* (Norton Critical Edition, 2008)
- Stephen Gill (ed.), *William Wordsworth Selected Poems* (Penguin Classics, 2004)
- Samuel Taylor Coleridge, *The Complete Poems* (Penguin Classics, 1997)
- John Barnard (ed.), *John Keats Selected Poems* (Penguin Classics, 2007)
- Cian Duffy & Jack Donovan (eds.), *Percy Shelley Selected Poems and Prose* (Penguin Classics, 2017)
- Peter Manning & Susan Wolfson (eds.), *Lord Byron Selected Poems* (Penguin Classics, 2005)
- Sir Christopher Ricks (ed.), *Lord Alfred Tennyson Selected Poems* (Penguin Classics, 2007)
- W.T. Young (ed.), *Robert Browning A Selection of Poems (1835-1864)* (Cambridge, 2014)
- Hereford B. George & A. M. Leigh (eds.), *Selected Poems of Matthew Arnold* (Kessinger Publication, 2007)
- Peter Feeney, *G.M. Hopkins Selected Poems* (Oxford, 2006)
- Edna Longley, *Yeats and Modern Poetry* (Cambridge, 2014)
- W. B. Yeats, *Collected Poems* (Vintage Classics, 1990)
- Manju Jain, *A Critical Reading of the Selected Poems of T.S. Eliot* (Oxford, 2001)
- G. Martin & N. Furbank (eds.), *Twentieth-Century Poetry* (Milton Keynes, 1975)
- J.R. Watson, *English Poetry of the Romantic Period 1789-1830*, 2nd Edition (London, 1992)
- Henderson Archibald, *George Bernard Shaw: His Life and Works* (Hurst and Blackett, 1911).
- S.C. Sengupta, *The Art of Bernard Shaw* (N.M. Publisher, 1971).
- G. B. Shaw, *Major Barbara*. Ed. A.C. Ward (Longmans, 1958).
- C.B. Purdom, *A Guide to the Plays of Bernard Shaw* (Routledge, 2023).
- Harold, Bloom, (ed.), *George Bernard Shaw's Major Barbara* (Chelsea House Publishers, 1988).

- J. M. Synge, *Riders to the Sea and The Playboy of the Western World*. Ed. R. K. Kaul (Oxford University Press, 2003).
- Nicholas Grene, *Synge: A Critical Study of the Plays* (Macmillan, 1975).
- T.R. Henn (ed.), *The Plays and Poems of J.M. Synge*. (Methuen, 1968).
- Robert, Hogan and James Kilroy (eds.), *The Abbey Theatre: The Years of Synge, 1905-1909* (The Dolmen Press, 1978).
- Percival Presland Howe, *J.M. Synge: A Critical Study* (Palala Press, 2016).
- Robin Skelton, *The Writings of J.M. Synge* (Bobbs Merrill, 1971).
- John Millington Synge, *The Aran Islands*. Edited with an introduction by Tim Robinson (Penguin, 1992).
- Alan Price, *Synge and Anglo-Irish Drama* (Methuen, 1961).
- Lionel P. Johnson, *The Art of Thomas Hardy* (Legare Street Press, 2022)
- Michael Wheeler, *English Fiction of the Victorian Period* (London, 1994)
- Malcolm Bradbury, *The Modern British Novel* (London, 1994)
- Cecil Chesterton, G.K. Chesterton, *A Criticism* (Hardpress Publishing, 2012)

# **SEMESTER- IV**

## **ENGLISH AEC**

**PAPER: ENGAEC401**

**Total Credits: 2**

### **PAPER TITLE: BUSINESS WRITING**

- What is business communication
- Curriculum vitae
- Writing meeting minutes
- E-correspondence
- Proof Reading
- Copy Editing

### **LEARNING OUTCOMES**

Some of the course learning outcomes that learners of this course are required to demonstrate

runs thus:

- Identify deviant use of English both in written and spoken forms
- Recognize the errors of usage and correct them
- Recognize their own ability to improve their own competence in using the language
- Understand and appreciate English spoken by people from different regions
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Develop an interest for reading
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing errors of spelling and grammar.

## Prescribed Texts

- *Writing That Works, 3E: How to Communicate Effectively in Business-* by Kenneth Roman (Collins Reference), 2000.
- *Writing Skills for Business* – Bloombury Publishing (2022)
  
- T.A. Balasubramanian, *Textbook of English Phonetics for Indian Students* (Macmilan India Ltd., 1981)
- Sukriti Ghosal and Suman Nayek, *L1-Handbook* (Burdwan University Press, 2019)
- Department of English, University of Delhi, *Fluency in English - Part II*, Oxford University Press, 2006
- S.P. Kumar, *Language, Literature and Creativity* (Orient Blackswan, 2012)
- Gauri Mishra, Ranjana Kaul & Brati Biswas (eds.) *Language through Literature* (Primus, 2016)
- Konar Nira, *Communication Skills for Professionals* (PHI, 2011).
- Aruna Koneru, *English Language Skills* (McGraw Hill Education, 2011).
- Gopala Swamy Ramesh, *The Ace of Soft Skills: Attitude, Communication and Etiquette*
- *for Success* (Pearson, 2013).
- Stephen P. Robbins, *Organizational Behaviour* (Pearson, 2018).