



GOVERNMENT OF WEST BENGAL

Office of the Principal

GOVERNMENT GENERAL DEGREE COLLEGE AT PEDONG

DIST. KALIMPONG – 734311

Website: www.pedongcollege.in

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An Overview of the Department of English, GGDC at Pedong

The Department of English of *Government General Degree College at Pedong* started its journey since the inception of the college in 2015. The Department has always aimed at reflecting the typical growth and evolution over the years for the benefit of its students. The Department remains committed to staying at the forefront of literary studies to reflect new trends and scholarly developments and to impart quality education to the students for the harmonious development, which is typical of an educational institution. The Department fosters a strong sense of community through organizing various programmes, literary events, guest lectures, seminars, workshops, and wall magazines. The Department is staffed by a small group of three dedicated teachers at present who have laid the groundwork for the Department's future development. These Faculty members are actively engaged in Research, contributing to scholarly publications, participating in seminars, workshops, conferences as well different short-term courses to keep themselves updated. The Department of English continues to evolve responding to the changes in the literary landscape and student interests. It offers wide range of different courses according to the recommendations of New Education Policy (2020), and CBCS (2018) & FYUGP (2023) regulations offered by the University of North Bengal. Many graduates have gone on to successful careers in Academia, writing, publishing, and other fields reflecting the Department's impact and legacy. Future plans of the Department of English include increasing collaboration with the other disciplines starting from traditional literary studies to contemporary genres showcasing academic excellence, faculty achievements and literary scholarship.


For UG CBCS syllabus of English in North Bengal University click the following link:

<http://pedongcollege.in/syllabus.html>

Programme Outcomes

Serial No.	Programme Outcomes
1	Literary Sense in relation to Cultural studies
2	Communication & Efficiency in Linguistic Skills
3	Understanding Literary History
4	Broad Understanding of society
5	Research Aptitude & Research Methodology
6	Analytical and Theoretical Understanding
7	Philosophical & Rational Understanding
8	Creativity in writing & Competency in English
9	Humane & Ethical Values
10	Interdisciplinary & Multidisciplinary Prospect


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Learning Outcome-based Framework for Undergraduate Studies (B.A. Honours) in English :


A B.A Honours Degree in English offers several important benefits, both academically and professionally. Studying diverse literary works fosters an understanding of different cultures, historical periods, and perspectives. The study of literature encourages creative thinking and adaptability and enriches students' lives by deepening their understanding of human experiences and enhancing their appreciation. Apart from that the study of language will enhance the proficiency of students' in English, with an emphasis on advanced grammar, vocabulary and stylistic nuances. Students will be able to analyze the structure, history, and usage of the English language. One of the major aims of studying literature is to explore the connections between literature and other disciplines which will help the students to understand the role of literature in shaping and reflecting cultural identities and societal issues. Overall, a B.A honours degree in English language and Literature not only provides specific skills and knowledge but also cultivates a versatile and adaptable mindset that is valuable in a wide array of careers and personal endeavours.

Course Learning Outcomes relating to B.A. Honours Degree Programme in English:

Semester-wise B.A Hons. Core Courses in English

Core courses in CBCS English Honours provide a comprehensive understanding of essential literary periods, movements, and genres, forming the foundation of literary studies. They offer insights into the historical, cultural, and social contexts of literary works enhancing the understanding of texts. The very aim of these courses is to give an exposure to a range of authors and literary traditions fostering an appreciation for diverse voices and perspectives. After going through these core courses students are expected to develop critical reading, writing and analytical skills essential for interpreting and discussing literature.


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SEMESTER 1

Core Course 1 : English Language: Overview & Usage; Literary Types

Course Level Learning Outcomes: As per the expected learning outcomes, Students of this course will be able to

- Understand the complex history of English language.
- Evaluate the most significant influences which have shaped English into a rich and diverse language with its vast vocabulary and flexible structure.
- Analyze the figures of speech used in passages.
- Learn prosody in detail & scan any poem indicating the meter/s used with variations.
- Understand Tragedy as a literary type and its variants.
- Relate Comedy as a literary type with its difference to tragedy and its variants.

Topics for Class Presentation

- Language and English Society
- Usage of English
- Foreign Influence on English Language.


Suggested Readings:

- Jespersen, Otto. *Growth and Structure of English Language*. Charleston: Nabu Press, 2010.
- Baugh, Albert C. *A History of English Language*. London: Routledge, 2002.
- Quirk, Randolph. *English in Use*. London: Longman 1990.
- David Crystal, *The English Language: A Guide Tour of the Language* (London: Penguin 2002)
- Culpeper, Jonathan. *History of English*. London: Routledge, 2005.
- Cuddon, J.A., and M.A.R. Habib. *The Penguin Dictionary of Literary Terms and Literary Theory: Fifth Edition*. London: Penguin, 2015.
- Bose Bahadur, R.R. Nath, and T.S. Sterling. *Elements of English Rhetoric and Prosody*. Calcutta: Chuckerverty, Chatterjee & Co. Ltd., 1960.

Core Course 2 : European Classical Literature.

Course Level Learning Outcomes : As per the curriculum framework of the university , Students of this course will be able to


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- analyze Classical literature and its antiquity.
- evaluate the masters of ancient Greek tragedies.
- learn the terms related to Tragedy in detail.
- Understand the Epic as a genre with various types and its features.
- get a fair idea about the Trojan War.
- assess the tone and mood of Narrative poems.
- Have a definite knowledge about the contents of Literary Criticism.

Suggested Topics for Class Presentation:

- The Epic
- Comedy and Tragedy in Classical Drama
- The Athenian City State
- Catharsis and Mimesis
- Satire
- Literary Cultures in Augustan Rome

Suggested Readings:

- Aristotle. *Poetics*. Translated with an introduction and notes by Malcolm Heath. London: Penguin, 1996. chaps. 6–17, 23, 24, and 26.
- Plato. *The Republic*. Book X. Trans. Desmond Lee. London: Penguin, 2007.
- Horace. *Ars Poetica*. *Horace: Satires, Epistles and Ars Poetica*. Trans. H. Rushton Fairclough. Cambridge Mass.: Harvard University Press, 2005. pp. 451–73.
- Aristotle/Horace/Longinus. *Classical Literary Criticism*. Translated with an Introduction by T.S. Dorsch. London: Penguin Books.
- Butcher, S.H. *Aristotle's Theory of Poetry and Fine Art*. New Delhi: Kalyani Publishers.

SEMESTER II

Core Course 3: Indian Classical Literature & Indian Writing in English

Learning Outcomes: As per the curriculum framework of the university, Students of this course will be able to know

- Indian Classical Literature in relation to Western Classical Literature.
- Indian ethos, culture, tradition & heritage which are integral part of Indianness.
- Aesthetics of Classical Indian Drama.
- The role of Indian Theatre, the notion of performance and their important characteristics.
- Indian Epics: Narration, oral tradition, Indian philosophy, politics, and heroism.


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- Indian writing in English after Independence.

Suggested Topics for Class Presentation:

- The Indian Epic Tradition: Themes and Conventions
- Classical Indian Drama: Theory and Practice
- Alankara and Rasa
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature

Suggested Readings:


- Bharata. *Natyashastra*. 2nd ed. Vol. I. Trans. by Manomohan Ghosh. Calcutta: Granthalaya, 1967. Chap. 6: Sentiments. pp.100–18.
- Singh, Kuljeet, ed. *The Mrichchhakatika of Sudraka*. Trans by M.R. Kale. Delhi: Motilal and Worldview, 2016.
- Prakash, Anand, ed. *Interventions: Indian Writing in English*. Delhi: Worldview, 2014.
- Karve, Iravati. “Draupadi.” *Yuganta: The End of an Epoch*. Hyderabad: Disha, 1991. pp. 79-105.
- Dharwadkar, Vinay. “Orientalism and the Study of Indian Literature.” *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*. Ed. By Carol A. Breckenridge and Peter van der Veer. New Delhi: OUP, 1994. pp. 158–95.
- Rao, Raja. Foreword to *Kanthapura*. New Delhi: OUP, 1989. pp. v–vi.
- Rushdie, Salman. “Commonwealth Literature does not exist.” *Imaginary Homelands*. London: Granta Books, 1991. pp.61–70.
- Mukherjee, Meenakshi. “Divided by a Common Language.” *The Perishable Empire*. New Delhi: OUP, 2000. pp.187–203.
- King, Bruce. Introduction. *Modern Indian Poetry in English*. New Delhi: OUP, 2005.

Core Course 4 : British Literature: Old English Period to 14th Century

Course Level Learning Outcomes: After reading the contents of this core course Students will be able to evaluate

- Characteristics Old English & Middle English poems, Old English Epic.
➤ Understand the Epic as a genre with various types and its features.


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- Old English prose and the contribution of Alfred.
- The Beginning of Medieval Drama, Miracle & Morality Plays, Interludes.
- Chaucer and his contribution to the English language and Literature.
- Contemporary English social history.

Suggested Topics for Class Presentation:

- Cultural and Historical background of Old English Period
- Religious Traditions in Old English Period
- Church and Drama

Suggested Readings:

- Greenfield, Stanley G., ed. and trans. *A Readable Beowulf*. With an Introduction by Alain Renior. Delhi: Worldview, 2019.
- Baker, Peter. *Introduction to Old English* 3rd Edn. Chichester: Wiley-Blackwell, 2012.
- Chaucer, Geoffrey. *The General Prologue to the Canterbury Tales*. Ed. by Harriet Raghunathan. Delhi: Worldview Critical Edition, 2010.
- Chaucer, Geoffrey. *The Wife of Bath's Prologue and Tale*. Ed. by Harriet Raghunathan. Delhi: Worldview Critical Edition, 2000.
- Magennis, Hugh. *The Cambridge Introduction to Anglo-Saxon Literature*. Cambridge: Cambridge University Press, 2011.
- Langland, William. *Piers Plowman: A Modern Verse Translation*. Trans by Peter Sutton. Delhi: Worldview, 2019.
- Blair, John. *The Anglo-Saxon Age: A Very Short Introduction*. Oxford: OUP, 2000.

SEMESTER III

Core Course 5 : American Literature

Course Level Learning Outcomes: Upon completion of this course Students are expected to achieve

- The concrete knowledge about the History of American Literature.
- A fair idea about American poetry and its distinctive features.
- The notion of American ethics, culture, heritage and traditions.
- The complexity and richness of American Literature, making it a vital part of the Global literary canon.
- The knowledge about the masters of greatest short stories in English.
- Exploration of themes like individualism, self-reliance, the pursuit of personal freedom and identity including racial, ethnic, gender and National identity.


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Suggested Topics for Class Presentation:

- The American Dream
- Social Realism and the American Novel
- Folklore and the American Novel
- Black Women's Writing
- Questions of Form in American Poetry

Suggested Readings:

- De Crevecoeur, J. Hector St John. "What is an American?" (Letter III). *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. pp. 66-105.
- Douglass, Frederick. *A Narrative of the life of Frederick Douglass*. Harmondsworth: Penguin, 1982. Chaps. 1-7, pp. 47-87.
- Thoreau, Henry David. "Battle of the Ants." Excerpt from "Brute Neighbors."
 - *Walden*. Oxford: OUP, 1997. Chap. 12.
- Emerson, Ralph Waldo. "Self Reliance." *The Selected Writings of Ralph Waldo Emerson*. Ed. by Brooks Atkinson. New York: The Modern Library, 1964.
- Katyal, A. Dasgupta. *This Unsettling Place: Readings in American Literature*. Delhi: Worldview Critical Edition, 2015.
- Morrison, Toni. "Romancing the Shadow." *Playing in the Dark: Whiteness and Literary Imagination*. London: Picador, 1993. pp. 29-39.
- Sen, Krishna, and A. Sengupta, eds. *A Short History of American Literature*. Orient Blackswan, 2017.

Core Course 6 : British Poetry & Drama: 14th to 17th Centuries

Course Level learning Outcomes : Some of the course learning outcomes of this core course are mentioned herewith which will enable the students to

- Have a clear understanding regarding the origin of sonnet as literary form, various types of sonnets and their differences.
- Gain knowledge regarding Renaissance and Reformation and their importance in shaping the society.
- Feel interested about the University Wits, Elizabethan and Jacobean Drama.
- Compare and contrast between the Shakespearean and Marlovian Heroes.
- Know Characteristic features of Metaphysical poetry with special reference to Wits,


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conceits, Syllogism etc.

Suggested Topics for Class Presentation:

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

Suggested Readings:

- Mirandola, Pico Della. Excerpts from the “Oration on the Dignity of Man.” *The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary Martin McLaughlin. New York: Penguin Books, 1953. pp. 476-9.
- Calvin, John. “Predestination and Free Will.” *The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary Martin McLaughlin. New York: Penguin Books, 1953. pp. 704–11.
- Castiglione, Baldassare. “Longing for Beauty” and “Invocation of Love.” Book 4 of *The Courtier*. “Love and Beauty’.” Trans. by George Bull. Harmondsworth: Penguin, rpt.1983. pp. 324-8, 330-5.
- Sidney, Philip. *An Apology for Poetry*. Ed. Forrest G. Robinson. Indianapolis: Bobbs-Merrill, 1970. pp.13-18.

Core Course 7 : British Poetry & Drama:17th and 18th Centuries

Course Level learning Outcomes: After going through this course students will be able to evaluate

- The form, feature, types and differences between Elizabethan and Jacobean Revenge Tragedies.
- The societal structure of 18th century England, its classes and manners.
- The relation between Milton and Classicism.
- Epic, Mock-Epic, satire and the notion of supernatural.
- Comedy and its different types with special reference to the Comedy of Manners.

Suggested Topics for Class Presentation:

- Religious and Secular Thoughts in the 17th Century
- The Stage, the State and the Market
- The Mock Epic and Satire
- Women in the 17th Century


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- The Comedy of Manners

Suggested Readings:

- *The Holy Bible*, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.
- Machiavelli, Niccolo. *The Prince*. Ed. and trans. by Robert M. Adams. New York: Norton, 1992. Chaps. 15, 16, 18, and 25.
- Hobbes, Thomas. Selections from *The Leviathan*, pt. I. New York: Norton, 2006. Chaps. 8, 11, and 13.
- Dryden, John. “A Discourse Concerning the Origin and Progress of Satire.” *The Norton Anthology of English Literature* 9th edn. Vol. 1. Ed. Stephen Greenblatt. New York: Norton, 2012. pp. 1767-8.

SEMESTER IV

Core Course 8 : British Literature 18th Century

Course Level Learning Outcomes: As per the curriculum framework of the university, Students of this course will be able to know

- The Background of the Eighteenth Century, and its writers.
- Eighteenth Century as an age of Prose, Reason and Enlightenment.
- Comedy of Manners and its Practitioners.
- Travel as a form in literature, the idea of the Utopian Society.
- The glimpses of 18th century poems, Elegy and its types , Graveyard school of Poetry.

Suggested Topics for Class Presentation:

- The Enlightenment and Neo-classicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press

Suggested Readings:

- Collier, Jeremy Collier. *A Short View of the Immorality and Profaneness of the English Stage*. London: Routledge, 1996.
- Defoe, Daniel. “The Complete English Tradesman” (Letter XXII), “The Great Law of Subordination Considered” (Letter IV), and “The Complete English Gentleman.” *Literature and Social Order in Eighteenth-Century England*. Ed. by Stephen Copley. London: Croom Helm, 1984.


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- Swift, Jonathan. *Gulliver's Travels*. Ed. by Louis A. Landa. Delhi: Book Land, 2001.
- Johnson, Samuel. "Essay 156 in *The Rambler*." *Selected Writings: Samuel Johnson*. Ed. by Peter Martin. Cambridge, Mass: Harvard University Press, 2009. pp. 194-7
- Rasselas. Chapter 10. Pope's "Intellectual Character: Pope and Dryden Compared." From *The Life of Pope. The Norton Anthology of English Literature*, Vol. 1. Ed. by Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp. 2693-4, 2774-7.

Core Course 9 : British Romantic Literature 18th Century

Course Level Learning Outcomes : As per the curriculum framework of the university , Students of this course are expected to learn

- The Background of French Revolution and its worldwide impact, especially in literature.
- The Precursors of the Romantic Movement.
- The Age of Romanticism as a return to Nature.
- Chief features of the movement called Romanticism.
- The horror, weird, eerie, bizarre and their application in literature.

Suggested Topics for Class Presentation:

- Literature and French Revolution
- Conception of Nature
- Reason and Romantic Imagination
- The Gothic

Suggested Readings:

- Wordsworth, William. "Preface to Lyrical Ballads." *Romantic Prose and Poetry*. Ed. by Harold Bloom and Lionel Trilling. New York: OUP, 1973. pp. 594-611.
- Keats, John. "Letter to George and Thomas Keats, 21 December 1817", and "Letter to Richard Woodhouse, 27 October, 1818." *Romantic Prose and Poetry*. Ed. Harold Bloom and Lionel Trilling. New York: OUP, 1973. pp.766-68, 777-8.
- Rousseau, Jean-Jacques. Preface to *Emile or Education*. Trans. By Allan Bloom. Harmondsworth: Penguin, 1991.
- Coleridge, Samuel Taylor. *Biographia Literaria*. Ed. George Watson. London: Everyman, 1993. Chap. XIII, pp. 161-66.


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Core Course 10: British Romantic Literature 19th Century

Course Level learning Outcomes: Upon completion of this course students are expected to achieve conceptual knowledge on

- The contemporary society of the 19th Century and its presentation.
- Romantic and Victorian Women Novelists.
- Treatment of Women in Victorian Period.
- Victorian and Pre-Raphaelite poetry.
- Clash between Science and Religion in the Victorian Period.
- Development of Novel as a literary form and the reflection of society in novels.
- The notion of Dramatic Poetry.

Suggested Topics for Class Presentation:

- Utilitarianism
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

Suggested Readings:

- Karl Marx and Friedrich Engels. “Mode of Production: The Basis of Social Life, The Social Nature of Consciousness, and Classes and Ideology.” *A Reader in Marxist Philosophy*. Ed. Howard Selsam and Harry Martel. New York: International Publishers, 1963. pp. 186-8, 190-1, 199-201.
- Darwin, Charles. “Natural Selection and Sexual Selection.” *The Descent of Man in The Norton Anthology of English Literature* 8th Edn, Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. pp. 1545-9.
- Mill, John Stuart. “The Subjection of Women.” *Norton Anthology of English Literature* 8th Edn., Vol. 2. Ed. by Stephen Greenblatt. New York: Norton, 2006. Chap.1, pp. 1061-9.



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SEMESTER V

Core Course 11: Women's Writing

Course Level learning Outcomes: After going through the units of this course students will be able to evaluate

- The form, content, distinctive style of American Poetry.
- The need for understanding texts upholding the issues of women in general.
- The necessity of freedom and liberation from the traditional patriarchal system.
- Some canonical texts dealing with the history of women's writing in global context.
- The identity of the Subaltern women and struggle against the state sponsored violence.
- Feminism and its various phases, cultural linearity and subjugation of women across Time -space-consciousness.

Suggested Topics for Class Presentation:

- The confessional mode in women's writing
- Sexual Politics
- Age, Caste and Gender
- Social Reform and Women's Rights

Suggested Readings:

- Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957. Chaps. 1 and 6.
- de Beauvoir, Simone. Introduction. *The Second Sex*. Trans. by Constance Borde and Shiela Malovany-Chevallier. London: Vintage, 2010. pp. 3-18.
- Sangari, Kumkum, and Sudesh Vaid, eds., Introduction. *Recasting Women: Essays in Colonial History*. New Delhi: Kali for Women, 1989. pp. 1-25.
- Malhotra, Meenakshi, ed. *Representing Self, Critiquing Society: Selected Life writings by Women*. Delhi: Worldview, 2016.
- Mohanty, Chandra Talapade. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Contemporary Postcolonial Theory: A Reader*. Ed. Padmini Mongia. New York: Arnold, 1996. pp. 172-97.



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Core Course 12 : British Literature the 20th Century

Course Level learning Outcomes: Upon completion of this course students are expected to achieve conceptual and factual knowledge on

- Imperialism, Colonialism, Racism and their effects in Colonized countries.
- The Novel as an art form in the 20th century.
- The novelty in Narrative Technique, such as Stream of consciousness and Interior Monologue.
- Futility, hollowness as well as Romantic and Idealistic notion of Nationalism.
- Various Artistic Movements in the first half of the 20th century.
- The Modern society with its fragmented images as the subject of poetry.
- The journey from Modernism towards Postmodernism.

Suggested Topics for Class Presentation:

- Modernism, Postmodernism and Non-European Cultures
- The Women's Movement in the early 20th Century
- Psychoanalysis and the Stream of Consciousness
- The Uses of Myth
- The Avant Garde

Suggested Readings:

- Freud, Sigmund. "Theory of Dreams", "Oedipus Complex", and "The Structure of the Unconscious." *The Modern Tradition*. Ed. Richard Ellmann. Oxford: OUP, 1965. pp. 571, 578-80, 559-63.
- Eliot, T.S. "Tradition and the Individual Talent." *Norton Anthology of English Literature*, 8th Edn, Vol. 2. Ed. by Stephen Greenblatt. New York: Norton, 2006. pp. 2319-25.
- Williams, Raymond. "Introduction." *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp. 9-27.


SEMESTER VI

Core Course 13 : Modern European Drama

Course Level learning Outcomes: Upon completion of this course students are expected to achieve conceptual and analytical knowledge on

- The Modern drama and the theatre of the Absurd.


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- Bertolt Brecht and his application of Epic theatre.
- Capitalism in relation to Society and Poverty.
- Historical background of the first half of the 20th century.
- Depiction of social realism in contemporary texts.

Suggested Topics for Class Presentation:

- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd

Suggested Readings:

- Stanislavski, Constantine. “An Actor Prepares. Chap. 8, ‘Faith and the Sense of Truth.’” Trans. Elizabeth Reynolds Hapgood. Harmondsworth: Penguin, 1967. Sections 1, 2, 7, 8, 9, pp. 121-5,137-46.
- Brecht, Bertolt. “The Street Scene”, “Theatre for Pleasure or Theatre for Instruction”, and “Dramatic Theatre vs Epic Theatre.” *Brecht on Theatre: The Development of an Aesthetic*. Ed. and trans. by John Willet. London: Methuen, 1992. pp. 68-76,121-8.
- Steiner, George. “On Modern Tragedy.” *The Death of Tragedy*. London: Faber, 1995. pp.303-24.

Core Course 14 : Postcolonial Literature


Course Level learning Outcomes: Students of this core course are expected to achieve conceptual and analytical knowledge on

- Imperialism, colonialism, racism, and their aftermath in various countries.
- The journey from colonialism to postcolonialism and how the empire writes back.
- The identity of women in postcolonial world.
- Shared consciousness of poets writing in different colonized countries.
- Literature of Latin America and the genre of Magic Realism.

Suggested Topics for Class Presentation:

- Decolonization, Globalization and Literature
- Literature and Identity Politics


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- Writing for the New World Audience
- Region, Race and Gender
- Postcolonial Literature and Questions of Form

Suggested Readings:

- Fanon, Franz. “The Negro and Language.” *Black Skin, White Masks*. Trans. Charles Lam Markmann. London: Pluto Press, 2008. pp. 8-27.
- wa Thiong'o, Ngugi. “The Language of African Literature.” *Decolonising the Mind*. London: James Curry, 1986. Chap. 1, sections 4–6.
- Sati, Someshwar, ed. *A Warble to Postcolonial Voices Vol I. Short Stories. Bessie Head, Ama Ata Aidoo, Grace Ogot*. Delhi: Worldview Critical Edition, 2016.
- McGuirk, Bernard, and Richard Cardwell, eds. “Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech.” *Gabriel Garcia Marquez: New Readings*. Cambridge: Cambridge University Press, 198

DSE (Discipline-Specific Elective Courses)

Discipline specific Elective course are specialized courses that students can choose within their field of study, allowing them to focus on areas of particular interest or to gain deeper knowledge and skills in specific topics. These courses allow students to pursue topics they are passionate about within their field of study. Apart from equipping students with specialized skills and knowledge these Elective courses help to explore how their discipline intersects with other fields. At last but not the least, these Discipline specific Elective course encourage critical thinking, research skills and academic enquiry in specialized areas.

SEMESTER V HONS. DSE PAPER 1

Literary Theory & Criticism OR Essays in Literary Theory & Criticism

Course Level learning Outcomes: By the end of this course students will integrate knowledge regarding

- The difference between Literary theory and criticism.
- Background of a movement in Art and Literature and its characteristics.
- Influence of Modernism on English Literature, Art and Culture.


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- Comparative Study of Modernism and Postmodernism.
- Feminism and its critical thinkers with reference to different types of Feminism.
- Postcolonial Literature and Culture with reference to the Postcolonial Indian Writing in English.
- Culture, identity, Space in Postcolonial Transnationalism.
- The concept of orientalism and differences between the occident and the orient with special references to the western outlook.

Suggested Topics for Class Presentation:

- Orientalism
- Modernism
- Colonialism
- Feminism

Suggested Readings:

- Selden, Raman, Peter Widdowson, and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. London: Longman, 2005.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory* 4th Edn. New Delhi: Viva Books Private Limited, 2018.
- Bertens, Hans. *Literary Theory: The Basics*. New York: Routledge, 2014.
- Klages, Mark. *Literary Theory: The Complete Guide*. London: Bloomsbury, 2017.
- Upstone, Sara. *Literary Theory: A Complete Introduction*. Mobius: New York, 2017.

SEMESTER V DSE PAPER II

Popular Literature (Both Hons. & Programme)

Course Level learning Outcomes: Upon completion of this course students will be able to achieve factual, conceptual, and analytical knowledge as well as they will be able to observe the key components such as

- The definition, genres, and characteristics of Popular literature.
- Adaptability and cultural relevance of Popular literature.
- Background of the second World War and firsthand account of the Holocaust.
- The importance of Diary writing and Diary writing as a genre.
- Recognition of the self and the need for motivational literature.


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- The journey of life, pursuit of individual goals and dreams relate to the spiritual enlightenment.
- The hilly region, communal identity and identity politics in West Bengal after Independence.

Suggested Topics for Class Presentation:

- Popular Literature & Culture
- The Holocaust and its aftermath
- Political upheaval and the communities

Suggested Readings:

- Gelder, Ken. *Popular Fiction: The Logics and Practices of a Literary Field*. Oxon: Routledge, 2004.
- Swirski, Peter. *From Lowbrow to Nobrow*. Montreal: McGill-Queen's University Press, 2005.
- Johnson, David, ed. *The Popular and the Canonical: Debating Twentieth-Century Literature 1940–2000*. Oxfordshire: Routledge, 2005.

or

Literature of the Indian Diaspora (Both Hons. & Programme)

Course Level learning Outcomes: By the end of this course Students are expected to comprehend ideas related to the title of this paper such as

- Historical, Cultural, political context and social influence of Indian Diaspora.
- The importance of 'root' and 'route' in Diasporic space.
- Identity, cultural conflict, and immigrant experience of different characters.
- Poverty, caste discrimination and political, discrimination.
- Exploration of identity and belonging in cultural dynamics.
- The enduring impact of History and cultural hybridity in colonial and post-colonial East Africa.

Suggested Topics for Class Presentation:

- The Diaspora
- Nostalgia
- The New Medium
- Alienation


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Suggested Readings :

- Mishra, V. “Introduction: The diasporic imaginary.” *Literature of the Indian Diaspora*. London: Routledge, 2008.
- Kalra, V. Kaur, R and Hutynuk, J. “Cultural Configurations of Diaspora.” *Diaspora and Hybridity*. London: Sage Publications, 2005.
- Rushdie, S. “The New Empire within Britain.” *Imaginary Homelands*. London: Granta Books, 1991.

SEMESTER VI HONS. DSE PAPER III

Indian Literature in English Translation: Poems , Stories & Plays

Course Level learning Outcomes: By the conclusion of this course, students will have the ability to express the key concepts and themes in their own words as the contents of this course will enable them to understand ...

- The lyrical beauty, spiritual depth and universal themes of Tagore’s poems.
- Humanism and the interconnectedness of all living beings transcending cultural and national boundaries.
- Use of imagery, experimental language, and themes of introspection in solitude in Jibanananda Das’s poems.
- An Ecocritical reading of Das’s poems reflecting the characteristic features of Traditional Bengal.
- Portrayal of social realism of rural India with authenticity in detail.
- Humanistic approach, compassion, and empathy in understanding various relationships.
- Traditional Indian Myths and the legacy of storytelling showing Indianness.
- Theatre and its effect on the audience.
- Portrayal of the Naxalite Movement in West Bengal and its impact on individuals and families.
- The complexities of Political ideology and the enduring power of maternal love.

Suggested Readings:

- Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981- 1991*. London: Granta, 1992.
- Ahmad, Aijaz. *Theory: Classes, Nations, Literatures*. London: Verso, 1992.
- Morey, Peter. *Fictions of India. Narrative and Power*. Edinburgh: Edinburgh University Press, 2005.


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- Kapse, D., ed. *Modern Indian Writing in English: A Multilingual Anthology*. Delhi: Worldview, 2018.

SEMESTER VI DSE PAPER IV

Partition Literature (Both Hons. & Programme)

Course Level learning Outcomes: By the conclusion of this course, students will be able to formulate and assess

- The historical context and the lasting impact of the partition of India in 1947.
- Violence, displacement, and trauma caused by the partition of India.
- Individual stories related to Partition which are integral to promote empathy and understanding across cultural and religious divides.
- Partition literature offering socio-political commentary of the communities involved.
- The multifaceted understanding of Partition and its impact on future generations emphasizing that memories are important.

Suggested Topics for class Presentation:

- Colonialism, Nationalism and Partition
- Colonialism and Violence
- Homelessness and Exile
- Women in the Partition

Suggested Readings:

- Menon, Ritu, and Kamala Vasin. "Introduction." *Borders and Boundaries*. New Delhi: Kali for Women, 1998.
- Sengupta, Debjani, ed. *Partition Literature: An Anthology*. Delhi: Worldview, 2018.
- Kumar, Sukrita P. *Narrating Partition*. Delhi: Indialog, 2004.
- Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. Delhi: Kali for Women, 2000.
- Fraser, Bashabi. "Alam's Own House." Trans. Sarika Chaudhury. *Bengal Partition Stories: An Unclosed Chapter*. London: Anthem Press, 2008.
- Chatterji, Joya. *The Spoils of Partition: Bengal and India 1947-1967*. Cambridge: Cambridge University Press, 2007.
- Sengupta, Debjani. *The Partition of Bengal: Fragile Borders and New Identities*. Cambridge: Cambridge University Press, 2016.



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Selected Films for better understanding of this DSE Paper :

1. *Garam Hawa* (Dir. M.S. Sathyu, 1974)
2. *Khamosh Paani: Silent Waters* (Dir. Sabina Kumar, 2003)
3. *Subarnarekha* (Dir. Ritwik Ghatak, 1965)

OR

Science Fiction and Detective Literature (Both Hons. & Programme)

Course Level learning Outcomes: After going through the units of this course students will be able to demonstrate their expertise in various areas such as ...

- Science fiction as a genre presenting an imaginative and speculative vision of the future.
- Exploring the themes of adventure and discovery sometimes leading to the otherworldly settings from distant galaxies to post-apocalyptic Earth.
- Getting to know about the features of alien planets, civilization and life forms exploring the possibilities of life beyond Earth.
- Crime fiction and its variety of subgenres including mystery fiction, detective fiction and thriller fiction.
- Observation and methods employed by the professional detectives to identify criminals.
- Exploration of themes like morality and ethics, very often presenting complex and morally ambiguous characters and situations.

Suggested Topics for class Presentation:

- Crime across Media
- Construction of Criminal Identity
- Cultural Stereotypes in Crime Fiction
- Crime Fiction and Cultural Nostalgia
- Crime Fiction and Ethics
- Crime and Censorship

Suggested Readings:

- Wilson, J. Edmund. "Who Cares Who Killed Roger Ackroyd?" *The New Yorker*, 20 June 1945
- Auden, W.H. "The Guilty Vicarage." URL: <https://harpers.org/archive/1948/05/the-guilty-vicarage/>
- Chandler, Raymond. "The Simple Art of Murder." *Atlantic Monthly*, December 1944,


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URL:

<http://www.en.utexas.edu/Classes/Bremen/e316k/316kprivate/scans/chandlerart.html>

- Ray, Satyajit. *Incredible Adventures of Professor Shonku*. Penguin Books: New Delhi, 1994.

AEEC (Ability Enhancement Elective Courses)

Ability Enhancement Elective courses are intended to enhance students' abilities in areas such as communication, critical thinking, problem solving and academic writing which are valuable in creating career opportunities. The very aim is to provide students with a set of skills and knowledge that will complement their main area of study and prepare them for a variety of personal and professional challenges.

Skill Enhancement Course (SEC) For both Honours and Programme

Course Level learning Outcomes: Skill enhancement Courses play a crucial role in personal and professional development which will help students to thrive in today's dynamic world. These courses help individuals to acquire new skills or improve existing ones and these enhanced skills can lead to increased efficiency and productivity in the workplace, fostering a sense of accomplishment and benefitting both the individual and the organization. Skill enhancement courses are important for several reasons such as Career advancement, professional growth, adaptability, professional development, increasing problem solving skills and Lifelong learning.

Subject A: Text Comprehension & Editing (Paper 1, 3rd Sem)

Suggested Topics for Class Presentation:

1. Comprehension of a Text (Poetry): A text followed by questions
2. Comprehension of a Text (Prose): A text followed by questions
3. Summary Writing of a Prose or Verse Piece
4. Copy Editing and Academic Editing
5. Style sheet Practice and proofreading

Suggested Readings:

- Russial, John. *Strategic Copy Editing*. New York: New Guilford Books, 2004.
- Stainton, Elsie Myers. *The Fine Art of Copy Editing*. New York: Columbia University Press, 2002.
- Critchley, William. *The Pocket Book of Proofreading: A Guide to Freelance Proofreading*. UK: First English Books, 2007.


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- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Paperback – Student Edition. New York: Routledge, 2014.

OR

Subject B: Creative Writing

Suggested Topics for Class Presentation :

1. What is Creative Writing
2. The Art of Creative Writing
3. Modes of Creative Writing
4. Writing for the Media
5. Preparing for Publication

Suggested Readings

- Dev, Anjana Neira, and others. *Creative writing: A Beginner's Manual*. Delhi: Pearson, 2009.
- Ham, Liz. *Study Writing: A Course in Writing Skills for Academic Purpose*. London: Cambridge University Press, 2006.
- Leki, Ilona. *Academic Writing: Exploring Process and strategies*. 2nd Edition. New York: Cambridge University Press.

Subject C: Business Communication (Paper II, 4th Semester)


Suggested Topics for Class Presentation:

1. Introduction to the essentials of Business Communication: Theory and Practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Writing reports on field work/visits to industries, business concerns etc./business negotiations.
5. Summarizing annual report of companies
6. Writing minutes of meetings
7. E-correspondence

Suggested Readings:

- Ober, Scot. *Contemporary Business Communication*. Houghton Mifflin, 2008.
- Lesikar, R.V., & M.E. Flatley. *Basic Business Communication Skills for Empowering the Internet Generation*. New Delhi: Tata McGraw Hill Publishing Company Ltd., 2004.


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- Ludlow, Ron, & Panton, F. *The Essence of Effective Communications*. New Delhi: Prentice Hall of India Pvt. Ltd., 1992.
- Bhatia, R.C. *Business Communication*. New Delhi: Ane Books Pvt Ltd., 2009.
- Kumar, Varinder, & Bodh Raj. *Business Communication*. Delhi: Kalyani Publisher, 2014.

OR

Subject D: Technical Writing

Suggested Topics for Class Presentation:

Unit 1: Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.

Unit 2: Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional, and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.

Unit 3: Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.

Suggested Readings:

- Hamp-Lyons, Liz, and B. Heasley. *Study Writing; A course in written English*. For academic and professional purposes. New York: Cambridge University Press, 2006.
- Randolph, Quirk, S. Greenbaum, G. Leech, and J. Svartik. *A Comprehensive Grammar of the English language*. New Delhi: Dorling Kindersley, 2010.
- Samantray, Kalyani. *Academic and Research Writing*. New Delhi: Orient Blackswan, 2017.
- Chilakamarri, Savitha. *English for Technical Communication*. New Delhi: Cambridge English, 2017.
- Riordan, Daniel G. *Technical Report Writing Today*. 10th Edition. Boston: Wadsworth, 2014.


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Generic Elective (GE): For both Honours and Programme

Generic Elective Courses provide students with a broad understanding of diverse subjects outside their core specialization. They are designed to broaden perspective, develop interdisciplinary skills and encourage exploration and foster well roundedness. These courses help students to explore connections between different disciplines and apply concepts from one field to another tailoring their education to their education to their interests and career goals.

Selections from Indian Literature (Paper 1) Semester : 1st, 3rd (Hons.) & 5th (Programme)


Course Level learning Outcomes: By the conclusion of this course, students will be able to do their conceptual analysis on

- The richness and diversity of Indian poetry with a variety of features that reflect its long history and cultural depth.
- The lyrical beauty, spiritual depth and universal themes of Tagore's poems.
- The origin, concept and traditional features of Confessional poems.
- The depiction of harsh realities of poverty, exploitation and social injustice faced by the working class in colonial India.
- Themes of cultural decline, struggle and disillusionment and complex characters in In Post independent Indian Novels.
- The dynamics of power and the use of violence as a means of control both in personal and political spheres.
- Indian myths playing a vital role in shaping the cultural, religious and social fabric of Indian society , offering a rich tapestry of stories that continue to inform and inspire.

Suggested Readings:

- Das, Sisir Kumar. *History of Indian Literature*. New Delhi: Sahitya Akademi, 2005.
- Ciocca, Rossella, & Neelam Srivatsava, ed. *Indian Literature and the World*. New York: Springer, 2017.
- Rao, Ramakrishna. *Comparative Perspectives on Indian Literature*. New Delhi: Prestige Books, 1992.


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Selections from European Literature (Paper 2) Semester : 2nd, 4th (Hons.) & 6th Programme.

Course Level learning Outcomes: After going through the units of this course students will be able to demonstrate their expertise in various areas such as ...

- The theme of Friendship, Time and Love and the style of narration in Shakespearean sonnets.
- Features of Romantic poetry in general with special reference to the exploration of the self and the bliss of solitude in the midst of Nature.
- The rich tapestry of Modern poetry with images, fragments and symbolism.
- The novelty in narrative technique such Stream of consciousness and interior monologue .
- The effect of colonialism on both the colonizer and the colonized.
- Modern short stories reflecting contemporary concerns and stylistic innovations.
- Shakespeare's enduring legacy as a writer and his ability to capture the complexities of the human experience with profound insight and timeless eloquence.


Suggested Readings:

- Curtius, Ernst Robert. *Essays on European Literature*. Trans. by Michael Kowal. New Jersey: Princeton Legacy Library, 1973.
- Ahlawatetal, Menka. *Selections from British Literature: Poems and Short Stories*. Delhi: Worldview, 2019.
- Bradbury, Malcolm, and James McFarlane. *Modernism: A Guide to European Literature 1890-1930*. London: Penguin, 1991.

Language Core Courses [LCC1 & LCC 2]: For Programme

Course Level learning Outcomes: Language Core Courses are important for several reasons such as providing a solid foundation in the language including grammar, vocabulary and syntax which is essential for effective communication. They help to develop strong communication skills, including writing, speaking and listening which are crucial in both personal and professional settings. These language core courses play a crucial role providing students with the skills and knowledge they need to succeed in a multicultural and interconnected world.


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Language Core Course 1 [LCC 1]: Alternative English (Semester I)

Paper 1: Text Comprehension, Editing & Writing Skill

Suggested Topics for Class Presentation:

1. Comprehension of a Text (Prose): A text followed by questions
2. Summary Writing of a Prose or Verse Piece
3. Essay Writing
4. Formal and informal letter Writing
5. Style sheet Practice and proofreading

Suggested Readings:

- Russial, John. *Strategic Copy Editing*. New York: New Guilford Books, 2004.
- Stainton, Elsie Myers. *The Fine Art of Copy Editing*. New York: Columbia University Press, 2002.
- Critchley, William. *The Pocket Book of Proofreading: A Guide to Freelance Proofreading*. UK: First English Books, 2007.
- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Paperback – Student Edition. New York: Routledge, 2014.
- Bly, Robert W. *Webster's New World Letter Writing Handbook*. Wiley Publishing House: Indianapolis, 2004.

Language Core Course 1 [LCC 1] : Alternative English (Semester III)

Literary Perceptions (Paper II), Semester III

Course Level learning Outcomes: After going through the units of this course students will be able to demonstrate their expertise in various areas such as ...

- An overview of Irish culture and the history of Irish Literary Renaissance.
- Powerful portrayal of rural Irish life and its exploration of themes related to fate, nature, and human suffering.
- The illusive nature of the American dream, the impact of social class and the consequences of obsession and moral decay.
- The complexities of human nature, themes of Good versus Evil, and the influence of traditional Indian culture.
- Glimpses of Indian theatre and its aspects.
- Bold exploration of gender issues and its empathetic portrayal of characters caught in the web of societal expectations.


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Suggested Topics for Class Presentation :

- Indian Theatre
- Irish Literary Renaissance
- The Man and his society

Suggested Readings:

- Chakrabarti, B. *A Talent for the Particular*. Delhi: Worldview, 2012.
- Dharwadkar, Vinay. "Orientalism and the Study of Indian Literature." *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.

Language Core Course 2 [LCC 2] : English Language Core

Technical Writing Skill (Paper 1) , Semester II , Programme

Course Level Learning Outcomes: This paper involves acquiring the ability to communicate complex information clearly and effectively. Some of the course learning outcomes are mentioned herewith. Students will be able to

- Collaborate effectively with peers on group writing projects, demonstrating the ability to integrate contributions from various sources.
- Apply the writing process including planning drafting ,revising and editing in order to produce polished technical documents.
- Communicate technical information clearly and effectively in both written and oral formats.
- Demonstrate an understanding of audience analysis and how to tailor content for different readers.
- Identify the key characteristics and purposes of Technical writing.
- To adapt their writing style and format to meet the specific requirements of each document type.

Suggested Topics for Class Presentation:

1. Paragraph Writing
2. Essay Writing


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3. Summary Writing
4. Formal and informal Letter Writing
5. Dialogue Writing

Suggested Readings:

- Frank, Marcella. *Writing as Thinking: A Guided Processed Approach*. London: Pearson College Division, 1989.
- Hamp-Lyons, Liz, & B. Heasley. *Study Writing: A Course in written English for Academic & Professional Purposes*. New York: Cambridge University Press, 1987.
- Riordan, Daniel G. *Technical Report Writing Today*. 10th Edition. Boston: Wadsworth, 2014.

Language Core Course 2 [LCC 2] : English Language Core **Professional Writing Skill (Paper II), Semester IV**


Course Level Learning Outcomes: This paper aims to increase the capability in writing skills professionally. After going through this paper students will be able to

- Learn to write clear, concise, and well-structured documents suitable for professional contexts.
- Gain experience in various professional writing genres such as emails, reports, proposals, memos, and technical documentation.
- Collaborate effectively with peers on group writing projects, demonstrating the ability to integrate contributions from various sources,
- Enhance their critical thinking skills. learning to analyze and respond to complex situations through written communication.
- Become proficient in using various digital tools and platforms for writing, editing, and publishing professional documents.

Suggested Topics for Class Presentation

1. Editorial Writing
2. Notice Writing
3. Advertising Copy Writing
4. Report Writing
5. CV/Resume Writing


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Suggested Readings:

- Smith, Edward L., and Stephen A. Bernhardt. *Writing At Work: Professional Writing Skills for People on the Job*. New York: McGraw Hill Professional, 1997.
- Logan, Shirley Wilson, and Wayne H. Slater, eds. *Academic and Professional Writing in an Age of Accountability*. Carbondale: Southern Illinois University Press, 2010.
- Caples, John, & Fred E. Hahn. *Tested Advertising Methods*. New Jersey: Prentice Hall, 1997.
- Bloch, Deborah Perlmutter. *How to Write a Winning Resume*. Illinois: VGM Career Books, 1998.

Ability Enhancement Compulsory Course (AECC) Both Hons. and Programme

Semester II


Compulsory English: English Communication

Course Level Learning Outcomes: Ability Enhancement Compulsory courses aim to develop essential skills that enhance students' overall abilities, making them more competent and versatile in their personal and professional lives. These courses focus on developing fundamental skills like communication, language proficiency and environmental awareness. Very often, these courses include courses in English and regional languages to improve reading, writing, speaking and comprehension skills. These courses collectively aim to prepare students for the diverse challenges they may face in their professional and personal lives. Thus, a compulsory English course aims to enhance students' language skills and ensure they can communicate effectively in Academic, professional and social settings. This course on compulsory English aims to ensure that students are well prepared to use English effectively in their academic pursuits and future careers.

Suggested Topics for Class Presentation

1. Comprehension
2. Formal and informal Letter Writing
3. Essay Writing
4. CV, Resume Writing
5. Summary Writing
6. Dialogue Writing


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7. Notice Writing

8. Interview

Suggested Readings:

- Bloch, Deborah Perlmutter. *How to Write a Winning Resume*. Illinois: VGM Career Books, 1998.
- Bly, Robert W. *Webster's New World Letter Writing Handbook*. Wiley Publishing House, Indianapolis, 2004.
- *Interact: A Course in Communicative English*. Cambridge University.
- Kumar, Sanjay, & Pushp Lata. *Communication Skills: A Workbook*. New Delhi: OUP, 2018.

Semester-wise B.A Programme Core Courses in English

Discipline Specific Core

Individual & Society (Paper 1) Semester : I

Discipline specific courses develop critical skills necessary for the field enabling students to integrate and apply foundational knowledge to more complex and specialized topics within the discipline, preparing them for advanced courses and professional practice. These courses provide a solid foundation in the essential concepts and skills pertinent to the discipline, ensuring all students have a common base of knowledge.

Course Level Learning Outcomes: upon completion of this course, students will have a complete overview on

- Reflecting the diversity of human experiences and addressing the complexities of social and cultural identity.
- Intersection of themes like Class, gender and migration providing a richer , more complex narrative.
- A more inclusive and diverse representation of society , highlighting voices that are often marginalized or overlooked.
- Understanding the complexities of gender identity roles and expectations both in literature and society.
- Exploring the depths of human nature, including themes of survival, sacrifice, brutality. and complexities of human emotions and behavior in extreme circumstances.


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- Socio-political commentary and addressing issues such as Nationalism, Imperialism, pacifism, psychological effects of trauma, violence and conflict on individuals and communities.
- Globalization reshaping the world in significant ways connecting people, cultures, and economies more closely than ever before.

Suggested Reading:

- Selections from *The Individual and Society: Essays. Stories and Poems*, Pearson Longman: 2004

Modern Indian Literature (Paper II) Semester : II

Course Level Learning Outcomes: Students of this course will achieve many outcomes and they will help the students to develop ideas on

- Partition literature and its ability to capture the human experience of this tumultuous period providing insights into the personal, social, and political dimensions of the partition.
- Reflecting the diversity of human experiences and addressing the complexities of social and cultural identity.
- The complexities of human nature, themes of Good versus Evil, and the influence of traditional Indian culture.
- Exploring the themes of Identity, belonging and displacement.
- The depiction of harsh realities of poverty, exploitation and social injustice faced by the working class in colonial India.
- The insights into the cultural, social, and political complexities of the Indian subcontinent.
- The theme of cultural diversity which shows India is a mosaic of different cultures each contributing to the unique tapestry of Indian identity.

Suggested Reading:

- Selections from *Modern Indian Literature: Poems & Short Stories*, ed. Department of English, Delhi, OUP, 1999

British Literature (Paper III) Semester III

Course Level learning Outcomes: After going through the units of this course students will be able to demonstrate their expertise in various areas such as ...

- Portrayal of the harsh realities of the 19th century London, the workhouse system and the treatment of orphans and the poor.
- The possibility of redemption and the power of compassion and kindness to overcome adversity.
- A rich tapestry that captures the complexities of Victorian society and the human experience.


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- Examining the role of greed in human relationships.
- The role of fate and free will in shaping human lives .
- A nuanced portrayal of human nature and society highlighting the complexities of moral and ethical dilemmas faced by the characters.
- Characteristics of Elizabethan sonnets with reference to their strict form, rich language and exploration of complex themes.
- Exploring the themes of love, beauty, Time and morality, depth, and complexity of Elizabethan sonnets.
- The thematic depth and distinctive style of Miltonic sonnets.
- Characteristic features of Metaphysical poetry with its blend of intellect, emotion and linguistic creativity and spiritual contemplation.

Suggested Reading:


- Poems: *The Renaissance (Sonnets and Love Lyrics): Six Poems.*
- Selections From *Living Literatures: An Anthology of Prose & Poetry*, Editorial Board, Department of English, University of Delhi, Orient Longman, 2007.

Literary Cross Currents (Paper IV), Semester : IV

Course Level learning Outcomes: By the conclusion of this course, students will be able to formulate and assess

- The complexities of human relationships and societal issues prevalent in Indian society.
- Psychological motivations and inner conflicts of characters exploring themes of power, control fear and desire.
- The modernist techniques, thematic depth, nonlinear narratives, and symbolism in modern Indian plays.
- Critique of various forms of power and authority within the family, society, and political systems.
- A harrowing portrayal of the plight of the working class in colonial India with poverty, exploitation, and social injustice.
- The impact of industrialization and urbanization on traditional Indian society.
- The issues of caste discrimination, showcasing the rigid social hierarchies that perpetuate inequality faced by those who are at the bottom of the social ladder, regardless of their caste.


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- The relentless, emphatically unromantic, and satirical vision of Swift's Art.
- The Experimentation by the Romantic poets with new forms and structures and thus breaking away from the traditional poetic conventions.

Suggested Reading:

- Selections From *Living Literatures: An Anthology of Prose & Poetry*, Editorial Board, Department of English, University of Delhi, Orient Longman, 2007.
- Poems: *The Eighteenth Century and the Romantic Age: Seven Poems*.

B.A Hons. & General in English Under 1+1+1 System


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For the syllabus of B.A (Honours and General under revised new course structure (Part I, Part II and Part III) in English of the University of North Bengal click the following link:

<http://pedongcollege.in/syllabus.html>


Programme Outcomes of B.A Hons. & General in English Under 1+1+1 System

Serial No.	Programme Outcomes
1	Literary Sense in relation to Cultural studies
2	Communication & Efficiency in Linguistic Skills
3	Understanding Literary History
4	Broad Understanding of society
5	Research Aptitude & Research Methodology
6	Analytical and Theoretical Understanding
7	Philosophical & Rational Understanding
8	Creativity in writing & Competency in English
9	Humane & Ethical Values
10	Interdisciplinary & Multidisciplinary Prospect

Learning Outcome-based Framework for B.A. Honours Degree Course in English:

A B.A Honours Degree course in English offers several important benefits, both academically and professionally. Studying diverse literary works fosters an understanding of different cultures, historical periods, and perspectives. The study of literature encourages creative thinking and adaptability and enriches students' lives by deepening their understanding of human experiences and enhancing their appreciation. Apart from that the study of language will enhance the proficiency of students in English, with an emphasis on advanced grammar, vocabulary, and stylistic nuances. Students will be able to analyze the structure, history, and usage of the English language. One of the major aims of studying literature is to explore the connections between literature and other disciplines which will help the students to understand the role of literature in shaping and reflecting cultural identities and societal issues. Overall, a B.A Honours Degree course in English language and Literature not only provides specific skills and knowledge but also


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cultivates a versatile and adaptable mindset that is valuable in a wide array of careers and personal endeavours.

Course Learning Outcomes relating to B.A. Honours Degree Course in English:

Year-wise B.A Hons. Degree Course in English

Different papers in year-wise B.A Hons. Degree Course in English Honours provide a comprehensive understanding of essential literary periods, movements, and genres, forming the foundation of literary studies. They offer insights into the historical, cultural and social contexts of literary works enhancing the understanding of texts. The very aim of these varied papers is to give an exposure to the students to a range of authors and literary traditions fostering an appreciation for diverse voices and perspectives. After going through these eight Hons. Papers students are expected to develop critical reading, writing and analytical skills essential for interpreting and discussing literature.


Part 1

Paper 1 : History of the English Language, English Literature, Critical Resume & Rhetoric and Prosody

Course Level Learning Outcomes: As per the expected learning outcomes, Students of this Paper will be able to

- Understand the comprehensive history of the English Literature.
- Have an overview of English socio-political history of the different periods.
- Discuss how Literature becomes a realistic portrayal of the society in general.
- Evaluate the most significant influences which have shaped English into a rich and diverse language with its vast vocabulary and flexible structure.
- Understand the complex history of English language.
- Analyze the figures of speech used in passages.
- Learn prosody in detail & scan any poem indicating the meter/s used with variations.
- Get a broad understanding of the process of writing Curriculum vitae, Resume and Bio-data.
- Prepare themselves for presentation in different places along with the professional mentality of job readiness.


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Topics for Class Presentation:

- English Social History
- Language and English Society
- Writing skill and the skill of presentation.
- Usage of English
- Professional writing skill.
- Foreign Influence on English Language.

Suggested Readings:

- Jespersen, Otto. *Growth and Structure of English Language*. Charleston: Nabu Press, 2010.
- Albert, Edward . *A Short History of English Literature*.
- Wood, F. T . *An Outline History of the English language*.
- Baugh, Albert C. *A History of English Language*. London: Routledge, 2002.
- Quirk, Randolph. *English in Use*. London: Longman 1990.
- David Crystal, *The English Language: A Guide Tour of the Language* (London: Penguin 2002)
- Culpeper, Jonathan. *History of English*. London: Routledge, 2005.
- Cuddon, J.A., and M.A.R. Habib. *The Penguin Dictionary of Literary Terms and Literary Theory*: Fifth Edition. London: Penguin, 2015.
- Bose Bahadur, R.R. Nath, and T.S. Sterling. *Elements of English Rhetoric and Prosody*. Calcutta: Chuckerverty, Chatterjee & Co. Ltd., 1960.

Paper II : Elizabethan , Jacobean and Caroline Literature

Course Level learning Outcomes: Some of the course learning outcomes of this Paper are mentioned herewith which will enable the students to

- Have a clear understanding regarding the origin of sonnet as literary form, various types of sonnets and their differences.
- Gain knowledge regarding Renaissance and Reformation and their importance in shaping the society.
- Feel interested about the University Wits, Elizabethan and Jacobean Drama.
- Compare and contrast between the Shakespearean and Marlovian Heroes.
- Understand the characteristics features of Shakespearean Tragedies with their difference from the other Tragedies.
- Get the detailed account of various types of comedies with the special reference to the


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Comedy of Humours in the Jacobean Age.

- Know Characteristic features of Metaphysical poetry with special reference to Wits, conceits, Syllogism etc.

Suggested Topics for Class Presentation:

- Renaissance Humanism,
- Religious and Political Thought
- Ideas of Love and Marriage
- The Stage, Court and City
- The Metaphysical Poetry.
- The Comedy and its Various Types.

Suggested Readings:

- Mirandola, Pico Della. Excerpts from the “Oration on the Dignity of Man.” *The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary Martin McLaughlin. New York: Penguin Books, 1953. pp. 476-9.
- Calvin, John. “Predestination and Free Will.” *The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary Martin McLaughlin. New York: Penguin Books, 1953. pp. 704–11.
- Castiglione, Baldassare. “Longing for Beauty” and “Invocation of Love.” Book 4 of *The Courtier*. “Love and Beauty.” Trans. by George Bull. Harmondsworth: Penguin, rpt.1983. pp. 324-8, 330-5.
- Sidney, Philip. *An Apology for Poetry*. Ed. Forrest G. Robinson. Indianapolis: Bobbs-Merrill, 1970. pp.13-18.


Part II

Paper III : Restoration and 18th Century Literature

Course Level learning Outcomes: After going through this Paper in their undergraduate course of studies, students will be able to evaluate

- The societal structure of 17th & 18th centuries England, its classes and manners.
- The Political upheaval in the British History before the Restoration Period and the changes it brings in the manners of English Society.
- The Historical and Literary importance of the Restoration Period.
- The relation between Milton and Classicism.
- Epic, Mock-Epic, satire and the notion of supernatural.
- Comedy and its different types with special reference to the Comedy of Manners.


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- The Background of the Eighteenth Century, and its writers.
- Eighteenth Century as an age of Prose, Reason and Enlightenment.
- Travel as a form in literature, the idea of the Utopian Society.
- The glimpses of 18th century Novels, Different types of Novels.

Suggested Topics for Class Presentation:

- Religious and Secular Thoughts in the 17th Century
- The Stage, the State and the Market
- The Mock Epic and Satire
- Women in the 17th Century
- The Comedy of Manners
- The Enlightenment and Neo-classicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press

Suggested Readings:

- *The Holy Bible*, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.
- Hobbes, Thomas. Selections from *The Leviathan*, pt. I. New York: Norton, 2006. Chaps. 8, 11, and 13.
- Dryden, John. “A Discourse Concerning the Origin and Progress of Satire.” *The Norton Anthology of English Literature* 9th edn. Vol. 1. Ed. Stephen Greenblatt. New York: Norton, 2012. pp. 1767-8.
- Collier, Jeremy Collier. *A Short View of the Immorality and Profaneness of the English Stage*. London: Routledge, 1996.
- Defoe, Daniel. “The Complete English Tradesman” (Letter XXII), “The Great Law of Subordination Considered” (Letter IV), and “The Complete English Gentleman.” *Literature and Social Order in Eighteenth-Century England*. Ed. by Stephen Copley. London: Croom Helm, 1984.
- Johnson, Samuel. “Essay 156 in *The Rambler*.” *Selected Writings: Samuel Johnson*. Ed. by Peter Martin. Cambridge, Mass: Harvard University Press, 2009. pp. 194-7
- Rasselas. Chapter 10. Pope’s “Intellectual Character: Pope and Dryden Compared.”


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From *The Life of Pope. The Norton Anthology of English Literature*, Vol. 1. Ed. by Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp. 2693-4, 2774-7.

Paper IV : Romantic Literature

Course Level learning Outcomes: Upon completion of this Paper students are expected to achieve conceptual knowledge on

- The contemporary society of the 19th Century and its presentation.
- The French Revolution and its worldwide importance.
- Novelists of the Romantic Period.
- Money, Marriage, and the Treatment of Women in the 19th Century Period.
- Romantic non-fictional writers and their modes of writing.
- The Egotistical sublime and the return to Nature in the Romantic Period.
- Development of Novel as a literary form and the reflection of society in novels.
- The notion of Romantic Poetry.


Suggested Topics for Class Presentation:

- The French Revolution
- Utilitarianism
- The Romantic Imagination
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Romantic Essayists
- Subjectivity and Escapism in The Romantic Poetry.

Suggested Readings:

- Karl Marx and Friedrich Engels. “Mode of Production: The Basis of Social Life, The Social Nature of Consciousness, and Classes and Ideology.” *A Reader in Marxist Philosophy*. Ed. Howard Selsam and Harry Martel. New York: International Publishers, 1963. pp. 186-8, 190-1, 199-201.
- Darwin, Charles. “Natural Selection and Sexual Selection.” *The Descent of Man in The Norton Anthology of English Literature* 8th Edn, Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. pp. 1545-9.
- Mill, John Stuart. “The Subjection of Women.” *Norton Anthology of English Literature*


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8th Edn., Vol. 2. Ed. by Stephen Greenblatt. New York: Norton, 2006. Chap.1, pp. 1061-9.

Paper V : Victorian Literature

Course Level learning Outcomes: Upon completion of this Paper students are expected to achieve conceptual knowledge on

- The inevitable Clash between Science and Religion in the Victorian Period.
- The contemporary society of the 19th Century and its presentation.
- Victorian Women Novelists and their mode of Presentation.
- Treatment of Women in Victorian Period.
- Dramatic monologue as a genre of Victorian Poetry.
- Development of Novel as a literary form and the reflection of society in novels.
- The Industrial Revolution and its impact on the society.
- Critical Thinking, Communication Skills, Self-expression, Argumentation & Academic Writing.


Suggested Topics for Class Presentation:

- Utilitarianism
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- The role of Fate, Character & Pessimism.
- Faith and Doubt
- The Victorian Poetry and Novel.
- Essay Writing.

Suggested Readings:

- Karl Marx and Friedrich Engels. “Mode of Production: The Basis of Social Life, The Social Nature of Consciousness, and Classes and Ideology.” *A Reader in Marxist Philosophy*. Ed. Howard Selsam and Harry Martel. New York: International Publishers, 1963. pp. 186-8, 190-1, 199-201.
- Mill, John Stuart. “The Subjection of Women.” *Norton Anthology of English Literature* 8th Edn., Vol. 2. Ed. by Stephen Greenblatt. New York: Norton, 2006. Chap.1, pp. 1061-9.


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- Darwin, Charles. “Natural Selection and Sexual Selection.” *The Descent of Man in The Norton Anthology of English Literature* 8th Edn, Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. pp. 1545-9.

Paper VI: Twentieth Century Literature

Course Level learning Outcomes: Upon completion of this Paper students are expected to achieve conceptual and factual knowledge on

- Imperialism, Colonialism, Racism, and their effects in Colonized countries.
- The Novel as an art form in the 20th century.
- Imagism and Symbolism in Modern Poetry.
- The Two world wars and the Literature of War.
- The novelty in Narrative Technique, such as Stream of consciousness and Interior Monologue.
- Futility, hollowness as well as Romantic and Idealistic notion of Nationalism.
- Various Artistic Movements in the first half of the 20th century.
- The Modern society with its fragmented images as the subject of poetry.
- The journey from Modernism towards Postmodernism.

Suggested Topics for Class Presentation:

- Modernism, Postmodernism and Non-European Cultures
- Psychoanalysis and the Stream of Consciousness
- The Irish Literary Renaissance.
- Avant-garde
- The Uses of Myth
- The Women’s Movement in the early 20th Century
- Artistic movement in the field of Modern Poetry.
- The journey from Modernism to Post modernism.

Suggested Readings:

- Eliot, T.S. “Tradition and the Individual Talent.” *Norton Anthology of English Literature*, 8th Edn, Vol. 2. Ed. by Stephen Greenblatt. New York: Norton, 2006. pp. 2319-25.


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- Williams, Raymond. “Introduction.” *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp. 9-27.
- Freud, Sigmund. “Theory of Dreams”, “Oedipus Complex”, and “The Structure of the Unconscious.” *The Modern Tradition*. Ed. Richard Ellmann. Oxford: OUP, 1965. pp. 571, 578-80, 559-63.

Paper VII: Other Literature in English

Course Level Learning Outcomes: Upon completion of this Paper, students will have a complete overview on

- The form, content, themes & the distinctive style of Indian Writing in English.
- The Complexities of human relationships and societal issues prevalent in Indian society.
- The need for understanding texts upholding the issues of women in general.
- The necessity of freedom and liberation from the traditional patriarchal system.
- The form, content, distinctive style of American Poetry.
- The theme of cultural diversity which shows India is a mosaic of different cultures each contributing to the unique tapestry of Indian identity.
- Some canonical texts dealing with the history of women’s writing in global context.
- The identity of the mother in the Naxalite Movement and struggle against the state sponsored violence.
- Violence, Bloodshed & the Political scenario in World War 1.

Suggested Topics for Class Presentation:

- Sexual Politics
- Age, Caste and Gender
- The confessional mode in women’s writing
- Traditional Indian Culture, ethos, and tradition.

Suggested Readings:

- Dharwadkar, Vinay. “Orientalism and the Study of Indian Literature.” *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*. Ed. By Carol A. Breckenridge and Peter van der Veer. New Delhi: OUP, 1994. pp. 158–95.
- Prakash, Anand, ed. *Interventions: Indian Writing in English*. Delhi: Worldview, 2014.
- Sen, Krishna, and A. Sengupta, eds. *A Short History of American Literature*. Orient Blackswan, 2017.


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- Mukherjee, Meenakshi. “Divided by a Common Language.” *The Perishable Empire*. New Delhi: OUP, 2000. pp.187–203.

Paper VIII: Greek Drama in Translation / Indian English Literature/American Literature

Course Level Learning Outcomes: As per the curriculum framework of the university, Students of this Paper will be able to

- Understand the Tragedy as a genre with various types and its features.
- Analyse Classical literature and its antiquity.
- The evolution of Chorus as an integral part of Classical Literature.
- evaluate the masters of ancient Greek tragedies.
- learn the terms related to Tragedy in detail.
- Understand the comedy as a genre with various types and its features.
- get a fair idea about the Trojan War.
- assess the tone and mood of Narrative poems.
- The issues of caste discrimination, showcasing the rigid social hierarchies that perpetuate inequality faced by those who are at the bottom of the social ladder, regardless of their caste.
- Critique of various forms of power and authority within the family, society, and political systems.
- The complexities of human relationships and societal issues prevalent in Indian society.
- A harrowing portrayal of the plight of the working class in colonial India with poverty, exploitation, and social injustice
- Psychological motivations and inner conflicts of characters exploring themes of power, control fear and desire.
- The modernist techniques, thematic depth , nonlinear narratives, and symbolism in modern Indian plays.
- The impact of industrialization and urbanization on traditional Indian society.
- A rich tapestry that captures the complexities of Indian society and the human experience.
- Have a definite knowledge about the different phases of American Literature.
- The complexity and richness of American Literature, making it a vital part of the Global literary canon.
- The notion of American ethics, culture, heritage and traditions.
- A fair idea about American poetry and its distinctive features.
- The American Dream and its historical importance in the National consciousness.


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- The concrete knowledge about the History of American Literature.
- The knowledge about the masters of greatest short stories in English.
- Exploration of themes like individualism, self-reliance, the pursuit of personal freedom and identity including racial, ethnic, gender and National identity.

Suggested Topics for Class Presentation:

- Terms related to Tragedy and Comedy
- Comedy and Tragedy in Classical Drama
- The Athenian City State
- Catharsis, Chorus, Fate and Character in Greek Tragedy.
- The Old Comedy and New Comedy
- Literary Cultures in Augustan Rome

- Indianness, its ethos, Culture and Tradition.
- Classical Indian Drama: Theory and Practice
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Indian Poetic Tradition: Themes and Conventions

- The American Dream
- Social Realism and the American Novel
- Folklore and the American Novel
- Black Women's Writing
- Questions of Form in American Poetry

Suggested Readings:

- Aristotle. *Poetics*. Translated with an introduction and notes by Malcolm Heath. London: Penguin, 1996. chaps. 6–17, 23, 24, and 26.
- Plato. *The Republic*. Book X. Trans. Desmond Lee. London: Penguin, 2007.
- Aristotle/Horace/Longinus. *Classical Literary Criticism*. Translated with an Introduction by T.S. Dorsch. London: Penguin Books.

- Butcher, S.H. *Aristotle's Theory of Poetry and Fine Art*. New Delhi: Kalyani Publishers.
- Prakash, Anand, ed. *Interventions: Indian Writing in English*. Delhi: Worldview, 2014.



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- Dharwadkar, Vinay. “Orientalism and the Study of Indian Literature.” *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*. Ed. By Carol A. Breckenridge and Peter van der Veer. New Delhi: OUP, 1994. pp. 158–95.
- Rao, Raja. Foreword to *Kanthapura*. New Delhi: OUP, 1989. pp. v–vi.
- Rushdie, Salman. “Commonwealth Literature does not exist.” *Imaginary Homelands*. London: Granta Books, 1991. pp.61–70.
- Mukherjee, Meenakshi. “Divided by a Common Language.” *The Perishable Empire*. New Delhi: OUP, 2000. pp.187–203.
- Selections from Modern Indian Literature: Poems & Short Stories, ed. Department of English, Delhi, OUP,1999.
- King, Bruce. Introduction. *Modern Indian Poetry in English*. New Delhi: OUP, 2005.
- De Crevecouer, J. Hector St John. “What is an American?” (Letter III). *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. pp. 66-105.
- Douglass, Frederick. *A Narrative of the life of Frederick Douglass*. Harmondsworth: Penguin, 1982. Chaps. 1–7, pp. 47–87.
- Emerson, Ralph Waldo. “Self Reliance.” *The Selected Writings of Ralph Waldo Emerson*. Ed. by Brooks Atkinson. New York: The Modern Library, 1964.
- Katyal, A. Dasgupta. *This Unsettling Place: Readings in American Literature*. Delhi: Worldview Critical Edition, 2015.
- Morrison, Toni. “Romancing the Shadow.” *Playing in the Dark: Whiteness and Literary Imagination*. London: Picador, 1993. pp. 29-39.
- Sen, Krishna, and A. Sengupta, eds. *A Short History of American Literature*. Orient Blackswan, 2017.

Syllabus in Elective English (General)

The syllabus of B.A General course in English aims at preparing students for various career paths, including Teaching, writing, publishing, media, and further Academic pursuits. Students will have an understanding of major literary works, genres and movements as well as the ability to analyze texts critically and formulate coherent arguments. Different papers help the students to explore the intersections between literature and other disciplines, enriching students’ overall academic experience. As a part of various learning outcomes students learn to express their thoughts, creatively and analytically enhancing their ability to write


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different creative pieces effectively. These papers usually focus critically on strengthening and improving the students' command and mastery over the English Language as well as developing communication skills including presentation and discussion techniques.

Part 1

Paper I : Academic Writing

Course Level learning Outcomes: Upon completion of this Paper students are expected to achieve conceptual and factual knowledge on

- Essay Writing
- Precis Writing
- Editing a copy
- The procedures involved in Academic writing
- Practicing style sheets
- Methods, processes and steps involved in Proof Reading
- Creative writing and its different types.

Suggested Topics for Class Presentation:

- Academic Writing
- Comprehension
- Technical Writing
- Proof Reading
- Style Sheet Practice

Suggested Readings:

- Russial, John. *Strategic Copy Editing*. New York: New Guilford Books, 2004.
- Stainton, Elsie Myers. *The Fine Art of Copy Editing*. New York: Columbia University Press, 2002.
- Critchley, William. *The Pocket Book of Proofreading: A Guide to Freelance Proofreading*. UK: First English Books, 2007.
- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Paperback – Student Edition. New York: Routledge, 2014.



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Paper II : British Poetry & Critical Appreciation of a Passage

Course Level learning Outcomes: By the conclusion of this paper, students will be able to formulate and assess

- a clear understanding regarding the origin of sonnet as literary form, various types of sonnets and their differences.
- The Characteristic features of Metaphysical poetry with special reference to Wits, conceits, Syllogism etc.
- The Precursors of the Romantic Movement & the feature of the Romantic Poetry in general.
- The Age of Romanticism as a return to Nature.
- Chief features of the movement called Romanticism.
- The critical appreciation of an unseen verse passage and the process of rewriting that passage.

Suggested Topics for Class Presentation:

- The metaphysical wit and conceit
- The Return to Nature
- Critical Appreciation

Suggested Readings:

- Ahlawatetal, Menka. *Selections from British Literature: Poems and Short Stories*. Delhi: Worldview, 2019.
- Selections From *Living Literatures: An Anthology of Prose & Poetry*, Editorial Board, Department of English, University of Delhi, Orient Longman, 2007.
- Poems: *The Renaissance (Sonnets and Love Lyrics): Six Poems*.
- Logan, Shirley Wilson, and Wayne H. Slater, eds. *Academic and Professional Writing in an Age of Accountability*. Carbondale: Southern Illinois University Press, 2010.
- Wordsworth, William. "Preface to Lyrical Ballads." *Romantic Prose and Poetry*. Ed. by Harold Bloom and Lionel Trilling. New York: OUP, 1973. pp. 594-611.

Paper III : Modern English Short Stories & Essays

Course Level learning Outcomes: By the conclusion of this course , students will be able to do their conceptual analysis on

- Character development and the preciseness of Modern short stories.
- Realism, open-endedness and the experimental structures of non -linear modern short stories.
- Exploration of contemporary themes such as identity, alienation, and social issues in modern short stories.


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- The more intimate, engaging style and the subjectivity of Modern essays.
- A diverse array of subjects like social, political and cultural issues that the modern essays cover.
- The brevity, focus and the interdisciplinary approach of Modern essays.
- The blending of Reflective and analytical writing of modern essays with significant insights and critical commentary on a wide range of topics.

Suggested Topics for Class Presentation:

- Realism and Experimental Technique
- Internal conflict and the psychological depth
- Narrative technique and subjectivity
- Blurring the lines between genres
- Argumentative and Societal concerns

Suggested Readings:

- Bradbury, Malcolm, and James McFarlane. *Modernism: A Guide to European Literature 1890-1930*. London: Penguin, 1991.
- Ahlawatetal, Menka. *Selections from British Literature: Poems and Short Stories*. Delhi: Worldview, 2019.
- Curtius, Ernst Robert. *Essays on European Literature*. Trans. by Michael Kowal. New Jersey: Princeton Legacy Library, 1973.


Part II

Paper 1 : Professional Writing Skill

Course Level Learning Outcomes: As per the curriculum framework of the university, Students of this course will be able to acquire the ability to communicate complex information clearly and effectively. Some of the course learning outcomes are mentioned herewith. Students will be able to

- To adapt their writing style and format to meet the specific requirements of each document type.
- Collaborate effectively with peers on group writing projects, demonstrating the ability to integrate contributions from various sources.
- Apply the writing process including planning drafting, revising and editing in order to


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produce polished technical documents.

- Communicate technical information clearly and effectively in both written and oral formats.
- Identify the key characteristics and purposes of Professional writing.
- Demonstrate an understanding of audience analysis and how to tailor content for different readers.

Suggested Topics for Class Presentation:

- Creative Writing
- Journalistic Report Writing
- Technical Writing
- Advertising Copy Writing

Suggested Readings:

- Smith, Edward L., and Stephen A. Bernhardt. *Writing At Work: Professional Writing Skills for People on the Job*. New York: McGraw Hill Professional, 1997.
- Caples, John, & Fred E. Hahn. *Tested Advertising Methods*. New Jersey: Prentice Hall, 1997.
- Bloch, Deborah Perlmutter. *How to Write a Winning Resume*. Illinois: VGM Career Books, 1998.

Paper II : European & American Poetry , Rhetoric & Prosody

Course Level Learning Outcomes: After reading the contents of this Paper Students will be able to evaluate

- Characteristics and the use of Dramatic Monologue as a genre in the Victorian poetry.
- Understand the Epic as a genre with various types and its features.
- The Victorian social history and the inevitable clash between science and Religion.
- The importance of two World wars and the significance of war poets in the Global Perspective.
- Walt Whitman and his contribution to the American Literature.
- Contemporary American social and Political history.
- Analyze the different figures of speech used in passages.


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- Learn prosody in detail & scan any poem indicating the meter/s used with variations.

Suggested Topics for Class Presentation:

- Cultural and Historical background of the Victorian Period
- Background of the two World Wars.
- The American consciousness and the American Dream
- Rhetoric and Prosody

Suggested Readings:

- Darwin, Charles. “Natural Selection and Sexual Selection.” *The Descent of Man in The Norton Anthology of English Literature* 8th Edn, Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. pp. 1545-9.
- Katyal, A. Dasgupta. *This Unsettling Place: Readings in American Literature*. Delhi: Worldview Critical Edition, 2015.
- Morrison, Toni. “Romancing the Shadow.” *Playing in the Dark: Whiteness and Literary Imagination*. London: Picador, 1993. pp. 29-39.
- Sen, Krishna, and A. Sengupta, eds. *A Short History of American Literature*. Orient Blackswan, 2017.
- Cuddon, J.A., and M.A.R. Habib. *The Penguin Dictionary of Literary Terms and Literary Theory: Fifth Edition*. London: Penguin, 2015.
- Bose Bahadur, R.R. Nath, and T.S. Sterling. *Elements of English Rhetoric and Prosody*. Calcutta: Chuckerverty, Chatterjee & Co. Ltd., 1960.

Paper III: Drama : Shakespearean to Modern Periods

Course Level Learning Outcomes: Upon completion of this paper students are expected to achieve the concrete knowledge on

- Shakespeare’s enduring legacy as a writer and his ability to capture the complexities of the human experience with profound insight and timeless eloquence.
- Futility, hollowness as well as Romantic and Idealistic notion of Nationalism.
- The absurdities of war and heroism emphasizing pragmatism, practical human needs and desires.
- Post-World War II America and psychological and moral complexity.
- The theatrical canon of 18th century comedies and the portrayal of contemporary society.
- Post world war British Drama, the social realism, anxiety and the genre of Angry Young Man.


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Suggested Topics for Class Presentation:

- Elizabethan Tragedy
- War and Nationalism
- Post World War British Drama
- Anti-Sentimental Comedies
- The American Consciousness and the American Dream

Suggested Readings:

- Collier, Jeremy Collier. *A Short View of the Immorality and Profaneness of the English Stage*. London: Routledge, 1996.
- Steiner, George. "On Modern Tragedy." *The Death of Tragedy*. London: Faber, 1995. pp.303-24.
- Bradbury, Malcolm, and James McFarlane. *Modernism: A Guide to European Literature 1890-1930*. London: Penguin, 1991.
- Katyal, A. Dasgupta. *This Unsettling Place: Readings in American Literature*. Delhi: Worldview Critical Edition, 2015.


Part III

Paper IV : Indian Writing in English , Story Writing & Literary Types

Course Level Learning Outcomes: As per the expected learning outcomes, Students of this course will be able to

- The richness and diversity of Indian poetry with a variety of features that reflect its long history and cultural depth.
- The lyrical beauty, spiritual depth and universal themes of Taru Dutt's poems.
- The origin, concept and traditional features of Confessional poems and evaluate Das as a significant figure upholding the issues of women as a rebel in the traditional Indian Society.
- The depiction of harsh realities of poverty, exploitation and social injustice faced by the working class in colonial India.
- The necessity of freedom and liberation from the traditional patriarchal system.
- Some canonical texts dealing with the history of women's writing in global context.
- The dynamics of power and the use of violence as a means of control both in personal and political spheres.
- Indian myths playing a vital role in shaping the cultural, religious and social fabric of Indian society, offering a rich tapestry of stories that continue to inform and inspire


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- The insights into the cultural, social and political complexities of the Indian subcontinent.
- The theme of cultural diversity which shows India is a mosaic of different cultures each contributing to the unique tapestry of Indian identity
- Develop their writing skill on story writing from a given initial situation.
- Understand the complex history of short stories as a representative genre in literature.
- Evaluate the great masters of English short stories who have a worldwide readership.
- Analyze the Characteristic features of Shakespearean Tragedies.
- Learn about the overall tone and atmosphere of Shakespearean Tragedies in detail.
- Formulate their ideas regarding the essay as a literary type and its importance in the field of Writing skill.
- Understand The Lyric as a literary type and its variants.
- Relate sonnet as a literary type with its difference to other forms of poetry and its different variants.

Suggested Topics for Class Presentation:

- The very root of Indianness
- The Myth and oral tradition
- Patriarchy and Liberation
- Subjectivity and the confessional note
- Poverty and the social realism
- Different Literary Types

Suggested Readings:

- King, Bruce. Introduction. *Modern Indian Poetry in English*. New Delhi: OUP, 2005.
- Kapse, D., ed. *Modern Indian Writing in English: A Multilingual Anthology*. Delhi: Worldview, 2018.
- Rao, Raja. Foreword to *Kanthapura*. New Delhi: OUP, 1989. pp. v–vi.
- Morey, Peter. *Fictions of India. Narrative and Power*. Edinburgh: Edinburgh University Press, 2005.
- Rushdie, Salman. “Commonwealth Literature does not exist.” *Imaginary Homelands*. London: Granta Books, 1991. pp.61–70.
- Mukherjee, Meenakshi. “Divided by a Common Language.” *The Perishable Empire*. New Delhi: OUP, 2000. pp.187–203.
- Aristotle. *Poetics*. Translated with an introduction and notes by Malcolm Heath. London: Penguin, 1996. chaps. 6–17, 23, 24, and 26.
- Cuddon, J.A., and M.A.R. Habib. *The Penguin Dictionary of Literary Terms and Literary Theory*: Fifth Edition. London: Penguin, 2015.