

## Lesson Plan for Course: B. A. English (Honours) under CBCS system

**Lesson Plan for Course:CC01**

**Code:** ENGACOR01T

**Credit:06**

- INDIAN CLASSICAL LITERATURE
- Course coordinator:SangeetaMondal
- Course Outcome
- INDIAN CLASSICAL LITERATURE -the students are given a glimpse of the past. And remembering the past is important as the students can improve their understanding of the differences between then and now. Such literature is not history as it does not tell us what had happened but it tells us about what life used to be in those days.

### Course planner

Sl	Course Topic	Class-Hour	Teacher	Remarks*
Jul	Indian Epic, an Introduction	3	SM	
	Theme and Recension	2	SM	
	Classical Indian Drama	2	SM	
	Theory and Praxis	2	SM	
	Alamkara	2	SM	
Aug	Rasa	2	SM	3 Tutorial Classes
	Dharma and the Heroic	2	SM	
	General Introduction to Mahabharata	2	SM	
	Mahabharata as an Indian Epic	1	SM	
	Detailed study of the text	7	SM	
	Importance of the dicing scene	1	SM	
	Character analysis of Draupadi	1	SM	
	Other major characters	2	SM	3 Tutorial Classes
Sept	Various themes in the text	2	SM	
	General Introduction to Sanskrit Play	2	SB	
	Mrcchakatika as a prakarana play	1	SB	
	Detailed study of the text	7	SB	
	Character analysis of protagonists.	1	SB	
	Other minor characters	1	SB	

[illegible]



**Lesson Plan for Course:CC02****Code:** ENGACOR02T**Credit:06**

- EUROPEAN CLASSICAL LITERATURE
- Course coordinator:GOBINDA BANIK
- Course Outcome
- CC2 EUROPEAN CLASSICAL LITERATURE -the students need a blend of past and present to develop crucial skills. It enables the students to visit a culture which is impossible for them to experience. It makes them understand what it must have been like to live in a particular time, under certain conditions in different parts of the world. It helps the students to understand analyse and evaluate a language and culture quite different from their own. It helps them to understand a story through the experiences of a character and make them feel what it could have been like and help them to consider the impact of events on ordinary people. It enables the students to have a broader view of the society through the eyes of another, fosters understanding, tolerance and empathy and helps them to appreciate how attitudes have changed over time.

**Course planner**

Sl	Course Topic	Class-Hour	Teacher	Remarks*
Jul	Background study of the epic in Classical drama	3	SA	
	Comedy in Classical Drama	2	SA	
	Tragedy in Classical Drama	2	SA	
	The Athenian City State	2	SB	3 Tutorial Classes
	Catharsis and Mimesis	2	SB	
	Satire and its types	2	SB	
Aug	Literary cultures in Augustan Rome	2	SB	
	Biography of Ovid's life, his works	1	SM	
	Short introduction to the text	1	SM	3 Tutorial Classes
	Detailed study of the text	7	SM	
	Theme: Transformation	1	SM	
	Theme: Power of art	1	SM	
	Theme: Love	1	SM	
	Motif: Punishment and Reward	1	SM	
Sept	Narrative Technique	2	SM	
	Plautus's life and work	1	GB	3 Tutorial Classes
	Pot of Gold as a Greek comedy	1	GB	
	Detailed study of the text	7	GB	

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**Lesson Plan for Course:CC03****Code:** ENGACOR03T**Credit:06**

- INDIAN WRITING IN ENGLISH
- Course coordinator:SanjuktaBala
- Course Outcome  
INDIAN WRITING IN ENGLISH - It provides an opportunity for the students to understand Indian culture and heritage and enables the students to make a deep dive in Indian consciousness and sensibility. The students can differentiate between their own culture and culture of other countries.

**Course planner**

Sl	Course Topic	Class-Hour	Teacher	Remarks*
Jan	Indian English Literature and its readership, themes and context	2	SM	
	Aesthetics of Indian Poetry	2	SM	
	Modernism in Indian English Literature	2	SM	
	H.V. Derozio—‘Freedom to the Slave’. Analysis of the poem.	2	SM	
	Michael Madhusudan—‘I Stood in Solitude,-- and as I looked’. Analysis of the poem.	2	SM	
	Kamala Das- Introduction. Analysis of the poem.	1	SM	3 Tutorial Classes
Feb	K. Ramanujan—‘Another View of Grace’. Analysis of the poem.	2	SM	
	Nissim Ezekiel—‘The Night of the Scorpion’. Analysis of the text.	1	SM	
	JayantaMahapatra – ‘Hunger’. Analysis of the text and themes.	1	SM	
	General Introduction of Indian drama	2	SB	3 Tutorial Classes
	Background of the author GirishKarnad	2	SB	
	Detailed study of the text GirishKarnad’sTughlaq	8	SB	
	Tughlaq as a historical drama	2	SB	
Mar	Presentation of the character of Mahummad-bin-Tughlaq	2	SB	
	History and artistic freedom	2	SB	

	Contemporary relevance of the drama	2	SB	
	Social , political implication of the drama	2	SB	
	Critique of post independence governmental policies	2	SB	3 Tutorial Classes
	Themes: aspiration and execution	2	SB	
Apri 1	Harmony and conflict	2	SB	
	Other minor characters	2	SB	
	<b>Internal Assessment</b>			
	General Introduction of Indian fiction	2	SM	
	R.K. Narayanan's contribution as a novelist.	1	SM	
	Detailed study of the text	5	SM	
	Analysis of the themes : Hypocrisy and deception	1	SM	
May	Materialism and transformation	1	SM	
	The theme of karma	1	SM	3 Tutorial Classes
	Study of characters: Rosy	2	SM	
	The character of Raju	2	SM	
	The relationship between Rosy and her husband Marco	1	SM	
	The setting: Malgudi and its significance	1	SM	
	Introduction to Indian short story	1	GB	
	Study of texts: Despande's "The Intrusion"	1	GB	
June	The concept of new woman	2	GB	
	Themes: patriarchy, women's struggle within the household, women empowerment.	2	GB	
	Text: Ruskin Bond's "Tiger Tiger Burning Bright"	1	GB	
	The ecocritical perspective.	1	GB	5 Tutorial Classes
	Theme of reconceptualising the relationship between humans and nature	1	GB	
	Salman Rushdie's "The Free Radio"-text.	2	GB	



	Themes: critique of post independence governance in India. Other symbols and characters.	2	GB	
	<b>Assessment: End-term Test</b>	Total: 75 Hrs		17

Resources :

5. Books:

**SUGGESTED READINGS**

- Arvind K. Mehrotra, *An Illustrated History of Indian Literature in English* (Delhi & Ranikhet: Permanent Black, 2017)
- Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
- Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

- Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2<sup>nd</sup> edn, 2005) pp. 1–10.
  - M.K. Naik, *History of Indian English Literature* (New Delhi: SahityaAkademi, 1982)
  - AdyaRangacharya, *The Indian Theatre* (National Book Trust, 1971)
  - Mulk Raj Anand, *The Indian Theatre* (London: Dennis JIhnson, 1955)
  - BalwantGargi, *Folk Theatre of India* (Seattle: Univ of Washington P, 1966)
  - Krishna Sen, *Critical Essays on R K Narayan's The Guide, With an Introduction to Narayan's Novels* (Hyderabad: OBS, 2004)
6. Other resources : NDL

- BRITISH POETRY AND DRAMA (14TH-17TH C)
- Course coordinator: Sanjukta Bala
- Course Outcome
- The students are introduced to the basic poetic genres, conventions and major development in British poetry during that period. They get an idea of the major poets and poetic works of the time. Drama during this period developed in England. Many famous dramatists including Shakespeare wrote during this time. The students learn about the trends that existed during that period and how far was it different from today's modern dramas.

### Course planner

Sl	Course Topic	Class-Hour	Teacher	Remarks*
Jan	The historical, political, socio-cultural background, literary/intellectual details.	3	SA	
	Literary production in the Middle English Period	2	SA	
	Chaucer's poetic career	2	SA	
	History of sonnet tradition	2	SB	3 Tutorial Classes
	Introduction to metaphysical poetry	2	SB	
	A discussion on Philip Sidney, <i>An Apology for Poetry</i> ,	2	SB	
Feb	Renaissance humanism and its influence	2	SB	
	<b>Internal Assessment</b>			
	General Introduction of British poetry (14 <sup>th</sup> -17 <sup>th</sup> C)	2	GB	
	Chaucer and the middle English poetry	1	GB	3 Tutorial Classes
	Introduction to the Canterbury Tales	5	GB	
	Detailed study of the text- Chaucer's Prologue	2	GB	

	Different characters, setting and other issues	2	GB	
Mar	Introduction to Spenser as a sonneteer	1	GB	
	Text-One day I wrote her name	1	GB	
	The concept of time and immortality in the sonnet	1	SB	
	Introduction to Shakespearean Sonnet	1	SB	
	Text: Sonnet 30 (When to the sessions of sweet silent thought)	1	SB	3 Tutorial Classes
	Discussion on the theme of poet's pervasive sense of loss in the sonnet 30.	2	SB	
Apri 1	Sonnet 129: Text Analysis.	2	SB	
	Discussion over the dominant themes in the sonnet.	1	SB	
	Introduction to Metaphysical poetry.	1	SB	
	Text: Donne's Cannonization.	1	SM	
	Analysis of the text.	2	SM	
	Text: Marvell's 'To His Coy Mistress', Carpe diem motif	2	SM	
	Text: Herbert's : 'Pulley'. Analysis.	2	SM	
May	Elizabethan drama	1	SA	
	Introduction to Shakespeare and his works	1	SA	3 Tutorial Classes
	Shakespeare and English Theatre	1	SA	
	Introduction to Macbeth	1	SA	
	Introduction to the main characters in Macbeth	1	SA	
June	Text	7	SA	
	Character of Macbeth	1	SA	
	Character of Lady Macbeth	1	SA	

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	<b>Assessment: End-term Test</b>	Total: 75 Hrs		17

Resources :

1. Books:

### SUGGESTED READINGS

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

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- John Calvin, ‘Predestination and Free Will’, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11

- Baldassare Castiglione, ‘Longing for Beauty’ and ‘Invocation of Love’, in Book 4 of *The Courtier*, ‘Love and Beauty’, tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.

- Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

2. Other resources : NDL

**Lesson Plan for Course: CC05**

**Code:** ENGACOR05T

**Credit:06**

### AMERICAN LITERATURE

- Course coordinator: Sanjukta Bala
- Course Outcome
- AMERICAN LITERATURE enhances the vocabulary and understanding of the language of the country. The religious and historical literature gives an idea of the exploration of culture. The inevitability of class struggle, power of state, tension between freedom and religion in America all are given a clear picture to the students.

### Course planner

Sl	Course Topic	Teacher	Class-hour	Remarks*
Jul	Introduction to American Literature	SA	3	
	Introduction to American Poetry	SA	2	
	Text: “The Prologue”	SA	3	
	Central themes of the poems	SA	2	2 Tutorial Classes
Aug	Text: “ Passage to India”	SA	3	
	Whitman’s contribution in American Literature	SA	2	3 Tutorial Classes
	Text: “Negro Speaks of River”	SM	2	
	The question of Black identity and experience	SM	3	
	Text: “Crow Testament”, “ Evolution”	SM	2	
Sep	Discussions over the central theme, imagery.	SM	3	
	Introduction to Drama	SB	3	3 Tutorial Classes
	Introduction to American Drama	SB	2	
	Text: “A Street Car Named Desire”	SB	10	
	Central themes of the drama: human relationship	SB	3	
	Fantasy and reality	SB	2	
Oct	Concept of death	SB	2	3 Tutorial Classes
	Analysis of Characters	SB	1	
	Motifs: Light, Bathing, Drunkenness	SB	2	
	<b>INTERNAL ASSESSMENT</b>			
	Introduction to Fiction	SB	3	
Nov	Introduction to American Fiction	SB	2	
	Text: “Beloved”	SB	10	

	Central themes of the fiction: the Black experience	SB	3	
	Black Feminism	SB	2	5 Tutorial Classes
Dec	Tony Morrison's contribution	SB	2	
	Analysis of Characters	SB	1	
	The question of Black identity and experience	SB	1	
	Narrative Technique	SB	1	
	<b>Assessment: End-term Test</b>		Total: 75 Hrs	16 Tutorial Classes

Resources :

3. Books:

**SUGGESTED READINGS**

- Krishna Sen & Ashok Sengupta, *A Short History of American Literature* (Hyderabad: OBS, 2017)
- Hector St John Crèvecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
- Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
- Henry David Thoreau, 'Battle of the Ants' excerpt from *Brute Neighbours, in Walden* (Oxford: OUP, 1997) chap. 12.
- Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
- Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39

4. Other resources :

\*Remarks will specify

- The nature of the class-topic (viz. Theoretical, Practical, and Tutorial).
- Methodology of teaching (whether using ICT, engaging students in group discussion, quiz etc. etc.)



- Different modes of assessment. (Please check UGC evaluation reforms).

## Lesson Plan for Course:CC06

**Code:** ENGACOR06T

**Credit:06**

### POPULAR LITERATURE

- Course coordinator:GOBINDA BANIK
- Course Outcome
- POPULAR LITERATURE -designed primarily for students. Such genres as comic books, cartoon strips,detective story or murder mystery easily attract the students. Fantasy or science fiction arouses the interest of the students. They can easily associate themselves with the characters.

### Course planner

Sl	Course Topic	Class-Hour	Teacher	Remarks*
Jul	Introduction to PolpularLiterature	3	GB	
	The canonical and the popular; caste, gender and identity	2	GB	
	Ethics and education in children's literature, sense and nonsense	2	GB	
	The graphic novel	2	GB	3 Tutorial Classes
Aug	Introduction to Lewis Carroll	2	SA	
	Introduction to <i>Through the Looking Glass</i>	2	SA	
	Analysis of Characters	3	SA	
	Discussion of major themes	5	SA	
	What role does poetry play in <i>Through the Looking Glass</i>	2	SA	
Sep	Carroll's question at the conclusion of the book	2	SM	3 Tutorial Classes

	Introduction to Herge	2	SM	
	Introduction to <i>Tintin in Tibet</i>	2	SM	
	Extrasensory perception, the mysticism of Tibetan Buddhism, and friendship.	2	SM	
	Hergé's psychological issues	3	SM	3 Tutorial Classes
	<b>INTERNAL ASSESSMENT</b>			
	Introduction to J.K. Rowling	2	SM	
	Introduction to <i>The Philosopher's Stone</i> (Harry Potter Series)	3	SM	
Oct	Discussion of major characters	4	GB	
	Discussion of major themes	5	GB	
	Introduction to ShyamSelvadurai	2	GB	
	What is coming-of-age novel ?	2	GB	3 Tutorial Classes
Nov	Introduction to Funny Boy	2	SM	
	Important Characters; justice and moral awakening.	3	SM	
	Funny Boy as a coming-of-age novel .	2	SM	
	Masculinity and Queerness	2	SM	
	Nationalism, Ethnic Conflict, and Violence.	3	SM	
	Introduction to Agatha Christie	3	SM	
Dec	Introduction to <i>The Murder of Roger Ackroyd</i>	2	SM	
	Narrative voice and structure of <i>The Murder of Roger Ackroyd</i>	2	SM	
	The light tone and the theme of murder, blackmail, drug abuse and suicide	2	SM	5 Tutorial Classes

	Power and importance of class in <i>The Murder of Roger Ackroyd</i>	2	SM	
	<b>Assessment: End-term Test</b>	Total: 75 Hrs		17

Resources :

5. Books:

**SUGGESTED READINGS**

- Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (ARIE L, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.
- Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
- Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
- Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61

6. Other resources : NDL

**Lesson Plan for Course:CC07**

**Code:** ENGACOR07T

**Credit:06**

- BRITISH POETRY AND DRAMA(17<sup>TH</sup>-18<sup>TH</sup>)
- Course coordinator:Sangeeta Mondal
- Course Outcome
 

Various kinds of poetries including metaphysical poetry, romantic poetry flourished during the period. Poems on nature were written. Also women poets began practising but they faced disapproval in most cases. Graveyard poets or pre-romantic poets also wrote during this time. The students get an idea about the period through various poems.

Dramas during the period like Irish drama, Anglo -Irish dramas and Augustan dramas flourished during this period. Strong political and philosophical viewpoints were seen in these dramas. Ordinary people were seen as main characters in these plays. The students can distinguish between the dramas of this period and the modern 21st century dramas.

**Course planner**

Sl	Course Topic	Class-Hour	Teacher	Remarks*
Jul	Theatre of decadence	1	SM	
	Closing and restoration of the stage	1	SM	
	Court, stage and commercial theatre	1	SM	
	Women and the theatre	1	SM	3 Tutorial Classes
	Comedy of manners and its detractors	1	SM	
	Beginning of stage reformation and the latter playwrights of the Restoration	1	SM	
	Restoration playwrights	1	SM	
	Dryden and heroic tragedy	1	SM	
	Domestic tragedies of Thomas Otway	1	SM	
Aug	Contribution of John Webster	1	SA	
	Text of <i>The White Devil</i>	6	SA	
	Webster's characterisation of Flamineo's moral corruption in <i>The White Devil</i> , and its contribution to the drama.	1	SA	
	<i>The White Devil</i> as a Tragedy	1	SA	
	Is <i>The White Devil</i> anything more than a horror story?	1	SA	3 Tutorial Classes
	Webster's main interest is not in depravity-discussion.	1	SA	
	Compare and contrast of Francisco de Medici and Monticelso as avengers within the context of the Revenge genre.	1	SA	
	Vittoria's character,	1	SA	
Sept	Contribution of AphraBehn as a woman playwright	1	SB	
	Text of <i>The Rover</i>	6	SB	
	<i>The Rover</i> as a Restoration comedy.	1	SB	

	Women characters in the drama.	1	SB	3 Tutorial Classes
	As feminist play	1	SM	
	Carnival setting in the play	1	SM	
	Character contrast of Belvile and Willmore	1	SM	
	Commercial values in <i>The Rover</i>	1	SM	
	<b>Internal Assessment</b>			
Oct	History, politics and socio-cultural background of Poetry;	2	MRH	
	Religious and Secular thought in 17 <sup>th</sup> century, its impact on literature	1	MRH	
	Poetry- new forms and styles, verse satires, neo classical norms, emergence of mock epic	2	MRH	
	Introduction to Alexander Pope as a poet	1	MRH	
Nov	Text of <i>The Rape of the Lock</i> (Canto 1 & 3)	6	AD	
	<i>The Rape of the Lock</i> as an epic poem	1	AD	
	Satire of 18 <sup>th</sup> century society	1	AD	
	Role of the sylph or supernatural machinery	1	AD	3 Tutorial Classes
	Duties and punishments of the sylphs	1	AD	
	<i>The Rape of the Lock</i> as a mock-epic poem	1	SM	
	Character of Belinda	1	SM	
	The game of Ombre	1	SM	
Dec	John Milton as a poet-his contribution	1	GB	
	Text of <i>Paradise Lost Book 1</i>	8	GB	
	Invocation to the Muse	1	GB	
	Discussion of Satan's Character	2	GB	

	Epic simile	1	GB	
	Grand style	2	GB	
	Character of Belzezebub	1	GB	
	Building of Pandemonium	1	SM	
	Satan's speech	2	SM	
	Satan's associates	1	SM	
	Political background of <i>Paradise Lost Book 1</i>	1	SM	5 Tutorial Classes
	<b>Assessment: End-term Test</b>	Total: 75 Hrs		17

#### Resources :

#### 7. Books:

#### SUGGESTED READINGS

- *The Holy Bible*, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.
- John Milton, *The Doctrine & Discipline of Divorce* (Ch. I & II)
- John Dryden, 'A Discourse Concerning the Origin and Progress of Satire,' *The Norton Anthology of English Literature* and Progress of Satire', in, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.
- Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
- Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
- Bonamy Dobree, *Restoration Comedy 1660-1720* (Oxford: Clarendon Press, 1924)
- Edward Burns, *Restoration Comedy: Crises of Desire and Identity* (London & Hong Kong, 1987)
- Thomas Fujimura, *The Restoration Comedy of Wit* (Princeton, Princeton UP, 1952)
- Laura Brown, *English Dramatic Form, 1660-1700* (New Haven, Yale UP, 1981)
- Christopher Hill, *Milton and the English Revolution*, (London & Boston: Faber & Faber, 1977).

## 18<sup>TH</sup> C BRITISH LITERATURE

- Course coordinator: GOBINDA BANIK

Course Outcome: 18<sup>th</sup> Century in British Literature is a time of reviving the past, of emphasizing the power of reason and importance of human-rationality. The course would enable the students to see how classical art, science and morality changed literature during this period and gave the 18<sup>th</sup> century its distinct mark.

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### Course planner

S1	Course Topic	Teacher	Class-hour	Remarks*
Jan 2020				5
	Samuel Johnson, 'London';			
	1. Study of the text of the poem.	GB	1	
	2. Analysis of the theme, image.	GB	2	
	3. Discussions over important questions.	GB	2	
	Gray, 'Elegy Written in a Country Churchyard';			
	1. Study of the text of the poem.	GB	2	
	2. As a pre-romantic poem.	GB	2	
	3. Discussions over important quotations, Themes and questions.	GB	2	
Feb 2020	Blake, Introduction to <i>Songs of Innocence</i> , 'The Lamb', 'The Tyger' from <i>Songs of Experience</i> .			3
	1. Study of the text: Introduction.	SA	1	
	2. Context and interpretation.	SA	2	
	3. Images.	SA	2	
	4. Study of text: The Tyger.	SB	2	
	5. Symbol, images and interpretation.	SB	2	
	William Congreve, <i>The Way of the World</i>			
	1. Study of the text.	SM	5	
	2. The characters.	SM	2	

	3. Plot and historical context.	SM	2	
	4. Important questions: love and materiality, gender issue.	SM	2	
	Jonathan Swift, <i>Gulliver's Travels</i> BK.3 & 4.			
	1. Study of the text: plot and character	GB	6	
	2. The political aspect.	GB	2	
	3. Themes, motifs and symbols.	GB	2	
	4. As a satire on English society,	GB	2	
	Joseph Addison, 'The Scope of Satire';			
	1.Study of text.	MRH	2	
	2. Addison as a social critic.	MRH	1	
	3. Use of irony and humour.	MRH	2	
	4. Contribution of Addison in 18 <sup>th</sup> century essay writing.	MRH	1	
Mar 2020				3
	Daniel Defoe, 'The Complete English Gentleman' in <i>Literature and Social</i>			
	1. Daniel Defoe as an essayist.	AD	2	
	2. His idea of a gentleman in an emerging capitalist England.	AD	2	
	3. The importance of education.	AD	1	
	4. Idea of modernity and its implications.	AD	2	
April 2020	<i>Literature and Social Order in Eighteenth-Century England</i> , ed Stephen Copley (London, 1984);			5
	1. Social structures as discussed in the essays.	SB	3	



	2. The class divides.	SB	2	
	3. The changing ideas in a capitalist social order.	SB	2	
	4. The ideological positions of the critics.	SB	3	
	Samuel Johnson, Essay 156 in <i>The Rambler</i> from <i>Selected Writings: Samuel Johnson</i> , ed Peter Martin (Cambridge, Mass, 2009: 194-97).			
	1. Text analysis.	SB	2	
	2. Themes and ideas: tragic-comedy.	SB	2	
May 2020	1. Further studies on essays written in 18 <sup>th</sup> century.	GB	3	3
		Total	75	19

Resources :

8. Books:

### SUGGESTED READINGS

William Congreve, *The Way of the World*, ed. Shirshendu Chakrabarty (Hyderabad: OBS, 2007)

- Jonathan Swift, *Gulliver's Travels*, ed. Pramod K Nayar (Hyderabad: OBS, 2011)
- Rasselas Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol.1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.
- Oliver Goldsmith, 'An Essay on the Theatre; or, A Comparison between Laughing and Sentimental Comedy.' E-text from Project Gutenberg
- Boris Ford. *From Dryden to Johnson*. The New Pelican Guide to English Literature (London: Penguin Books, 1957)
- Stephen Copley, *Literature and Social Order in Eighteenth Century England* (London: Croom Helm, 1984)
- G.J. Barker-Benfield, *The Culture of Sensibility: Sex and Society in Eighteenth Century Britain* (Chicago & London: Chicago UP, 1996)
- Robert D. Hume, *The Development of English Drama in the Late Seventeenth Century*. (Oxford: Clarendon P, 1976).
- John Loftis, *Comedy and Society from Congreve to Fielding* (Stanford: Stanford UP, 1959).
- ChandravaChakravarty, *Gendering the Nation: Identity Politics and the English Stage* (Hyderabad: Orient BlackSwan, 2013).

Other resources : NDL

**Lesson Plan for Course:CC09 Code: ENGACOR09T Credit:06**

- **BRITISH ROMANTIC LITERATURE**

- Course coordinator: S MONDAL

- **Course Outcome**

The French revolution changed much of the course of art and literature in Europe. British literature was highly influenced by it and its ideals. The Romantic literature would introduce the concepts of ideal, freedom and democracy. The literature would give the students a glimpse of the temperament of the time and the mind of the intellectuals.

**Course planner**

<b>S1</b>	<b>Course Topic</b>	<b>Teacher</b>	<b>Class-hour</b>	<b>Remarks*</b>
Jan 2020	Introduction to the Romantic Period	SM	3	5
	William Wordsworth- ‘Tintern Abbey’; 1.Text	SM		
	2.As a philosophical poem.	SM	1	
	3.Critical appreciation.	SM	1	
	4.As a nature poem.	SM	1	
	5.Explanation of important lines		2	
	6.Role of memory in Wordsworth’s poems.		1	
	William Wordsworth- <b>Ode on Intimations of Immortality</b>	SM		
	1.Text	SM	1	
	2.Critical appreciation	SM	1	
	3.Features of Wordsworth’s poetry	SM	1	
	4.As a romantic poem.	SM	1	
	5.Explanation of important lines	SM	1	
	6.As a romantic poem.	SM	1	

Feb 2020	S.T. Coleridge- ' <b>Kubla Khan,</b> '	GB		3
	Introduction of the poet	GB	2	
	Text	GB	1	
	Features of Coleridge's poetry.	GB	1	
	Is it a fragment or a poem?	GB	1	
	Explanation of important lines	GB	1	
	Imageries and symbols.	GB	1	
	As supernatural poetry	GB	1	
	S.T. Coleridge- <b>Christabell</b>	GB		
	Text	GB	2	
	Explanation of important lines	GB	2	
	As supernatural poetry	GB	1	
	Geraldine as a supernatural presence.		1	
	Imageries and allusions.	GB	1	
	P.B. Shelley- ' <b>Ode to the West Wind</b> ',	SB		
	Text	SB	1	
	Explanation of important lines	SB	1	
	Shelley's imagery	SB	1	
	Features of Shelley's poetry.	SB	1	
	Critical appreciation.	SB	1	
	P.B. Shelley- <b>Ozymandias</b> - Introduction	SB	2	
	Text	SB	1	
	Explanation of important lines	SB	1	
	Literary devices used by Shelley.	SB	1	
	Estimate of the rule of Ozymandias.	SB	1	
	Critical appreciation.	SB	1	
	John Keats— ' <b>Ode on a Grecian Urn</b> '			

	Text	SA	2	
	Background of the poet.	SA	1	
	Explanation of important lines	SA	1	
	Critical appreciation.	SA	1	
	Conflict between transience and permanence.	SA	1	
Mar 2020	John Keats— <b>Ode to Autumn</b>			3
	Text	SA	1	
	Explanation of important lines	SA	1	
	Critical appreciation.	SA	1	
	Presentation of Nature.	SA	1	
	Imageries.	SA	1	
	Charles Lamb- <b>Dream Children</b>			
	Text	GB	2	
	Explanation of important lines	GB	2	
	As an autobiography.	GB	1	
	Lamb as an essayist	GB	1	
April 2020	Charles Lamb- <b>The Superannuated Man</b>	GB		
	Text	GB	2	
	Explanation of important lines	GB	2	
	Critical analysis.	GB	1	
	Horace Walpole- <i>The Castle of Otranto</i>			
May 2020	Introduction of Horace Walpole	GB	1	5
	Novel about antiquarianism	GB	1	
	Novel about Goths and their culture.	GB	1	
	Text-Explanation of important lines	GB	3	
	<b>Internal Assessment</b>			

June 2020	William Hazlitt- ‘On the Love of the Country’ from <i>Selected Essays</i> as edited by Geoffrey Keynes (London: Nonsuch Press, 1930).			3
	Introduction of William Hazlitt	GB	1	
	Text	GB	2	
	Explanation of important lines	GB	2	
	Critical analysis.			
	<b>End Semester Exam</b>	Total	75	19

Resources :

9. Books:

### SUGGESTED READINGS

- William Wordsworth, ‘Preface to *Lyrical Ballads*’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
- John Keats, ‘Letter to George and Thomas Keats, 21 December 1817’, and ‘Letter to Richard Woodhouse, 27 October, 1818’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–78.
- Jean-Jacques Rousseau, ‘Preface’ to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
- Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.
- M.H. Abrams, *Natural Supernaturalism* (NY & London: WW Norton & Company, 1971)
- Marilyn Gaull *English Romanticism: The Human Context* ( NY & London: WW Norton & Company, 1988)
- M. H. Abrams *The Mirror and the Lamp* (Oxford: OUP, 1972)
- W. J. Bate *From Classic to Romantic* (Harvard, Mass.: Harvard UP, 2013 ed)
- M. H. Abrams, ed. *English Romantic Poets: Modern Essays in Criticism* (Oxford: OUP, 1975)
- Harold Bloom, ed. *Romanticism and Consciousness* (NY & London: WW Norton & Comp, 1970)
- Harold Bloom *The Visionary Company* (Garden City, NY: Doubleday 1961)
- Julia Prewitt Brown, *A Reader's Guide to the Nineteenth Century English Novel* (NY & London: Macmillan, 1985)

- Louis Cazamian, *The Social Novel in England, 1830-50: Dickens, Disraeli, Mrs. Gaskell, Kingsley*, trans. Martin Fido (1903)  
David Cecil, *Early Victorian Novelists: Essays in Revaluation* (Michigan: BobbsMerrill, 1935)
- Catherine Gallagher, *The Industrial Reformation of English Fiction: Social Discourse and Narrative Form, 1832-1867* (Chicago: U of Chicago P, 1985)

## **Lesson Plan for Course:CC10    Code: ENGACOR10T    Credit:06**

### 19<sup>TH</sup> CENTURY BRITISH LITERATURE

- Course coordinator:SanjuktaBala

Course Outcome: The Victorian age is a time of contrasts. Rapidly changing society and deep philosophical enquiry influence the literature of this period. Tradition and modernity both come together in the arts of the period. The study of this course is necessary as it provides an understanding of how literature as a whole evolved and became what we know as modern literature.

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#### **Course planner**

Sl	Course Topic	Teacher	Class-hour	Remarks*
Jan 2020	Introduction to Victorian Period			5
	Introduction to Victorian Poetry			
	Tennyson-‘Ulysses’; ‘The Lady of Shallot’			
	1. General introduction to Victorian Age.	SB	3	
	2. Victorian poetry and major aspects.	SB	2	
	3. Ulysses as a Victorian poem.	SB	1	
	4. Victorian philosophy as reflected in the poem.	SB	1	
	5. The myth of Ulysses.	SB	1	
	Robert Browning - ‘My Last Duchess’; ‘The Last Ride Together’			
	1. Text: ‘My Last Duchess’	SB	2	
	2. As a Victorian poem.	SB	2	

	3. As a monologue.	SB	1	
	4. Italian Renaissance and Browning.	SB	1	
	5. Text: 'The Last Ride Together'	SB	2	
	6. Victorian elements in the poem.	SB	2	
Feb 2020				3
	Christina Rossetti -- 'The Goblin Market'			
	1. Text.	SB	2	
	2. Christian allegory.	SB	1	
	3. Gender and sexuality.	SB	1	
	4. Form of the poem.	SB	1	
	Matthew Arnold- Dover Beach	SB		
	1. Text.	SB	2	
	2. Religion and faith.	SB	2	
	3. Question of alienation.	SB	2	
	4. As a Victorian poem.	SB	2	
	Jane Austen - <i>Pride and Prejudice</i>	SB		
	1. Social picture.	SB	3	
	2. Theme of love and marriage.	SB	2	
	3. Irony.	SB	2	
	4. Characters.	SB	2	
	5. Irony and criticism of the society.	SB	2	
Mar 2020				3
	Charles Dickens— <i>David Copperfield</i>			
	1. Wealth and class	GB	2	
	2. The social picture.	GB	2	
	3. Autobiographical elements.	GB	2	
	4. Plot	GB	2	
	5. Character.	GB	2	
	Arnold – 'Modern Elements in Literature'	GB		5

April 2020	1. Text.	GB	3	
	2. Arnold's ideas of modernism.	GB	2	
	3. Reason and intellect.	GB	2	
	4. Influence of enlightenment era.	GB	2	
	Darwin- 'Introduction'. Origin of Species (TEXT PROVIDED, Courtesy Project Gutenberg)	GB		
	1. Text.	GB	2	
	2. Reevaluation of man's place in the universe.	GB	2	
	3. Conflict of faith and science.	GB	2	
May 2020	Carlyle- <i>Heroes and Hero Worship</i> , Lecture III, 'The Hero as Poet' (only the portion on Shakespeare)			3
	1. The idea of the "great man".	SM	3	
	2. Modernity and progress.	SM	3	
	3. The enlightenment ideas.	SM	2	
		Total	75	19

Resources :

7. Books:

### SUGGESTED READINGS

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *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.
3. John Stuart Mill, 'The Subjection of Women' in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

8. Other resources : NDL



**Lesson Plan for Course:...DSE01./ Code...ENGADSE01T/ Credit...6**

- OLD ENGLISH LITERATURE, PHILOLOGY, RHETORIC & PROSODY
- Course coordinator: Prof. Sangeeta Mondal
- Course Outcome

DSE01: Students are introduced to the Old English Literature. This will enable them to learn how English literature evolved from epics to religious poetry and finally to independent form of literature. The course presents the evolution of English language through various influences: Scandinavian, Latin, Greek and French. The course also introduces the students to the technical aspects of language based on sound and on meaning.

**Course planner**

Sl	Course Topic	Teacher	Class-hour	Remarks*
Jul	Old English Literature: Background	SB	1	
	Text: Beowulf	SB	1	
	Explanation and Discussion	SA	2	
	Growth and Structure of Language: Background	SM	2	
	Indo-European family of languages	SM	1	
	Latin Influence	SM	2	
	Christian Poetry	GB	2	
Aug	Christian Poetry: Text	GB	1	
	Greek Influence	SM	1	
	Scandinavian Influence	SM	2	
	French Influence	SA	2	
	Native Resources	SB	1	
	Rhetoric	AD	2	
	Prosody	MRH	2	

Sep	Rhetoric	AD	2	
	Prosody	MRH	2	
	Loan Words	SA	1	
	Loan Words	SB	2	
	Philological Word notes	SM	1	
	Philological Word Notes	GB	1	
	<b>Assessment: Mid-term Test</b>			
Oct	Non epic, secular, elegiac poetry	MRH	1	
	Text: Deor's Lament	MRH	1	
	Influence of Bible	SA	2	
	Influence of Shakespeare	GB	1	
	Word Notes	SB		
	Loan Words	SM		
Nov	Growth and Structure of Indian English Language: Background	SM	2	
	Overview	SM	2	
	Detailed discussion	SM	2	
	Loan Words	GB	2	
	Loan Translations	SB	2	
	Foreign Influence	SA	2	
Dec	Hybrids	SA	2	
	Adaptations	SK	2	
	Diffusions	SB	2	
	Philological word notes	SA	2	
	Philological word notes	GB	2	

	Philological word notes	GB	2	
	<b>Assessment: End-term Test</b>		Total: 90 Hrs	

**Resources :**

9. Books : David Daiches- History of English Literature (Vol 1)
10. Otto Jespersen- Growth & Structure of the English Language
11. C.L. Wren—The English Language A.C. Baugh—A History of the English Language
12. J.B. Greenough & G.L.Kittredge—Words and their Ways in English Speech
13. H.Yule & A.C. Burnell- Hobson-Jobson: A Glossary...
14. J. Sethi—Standard English & Indian Usage
15. A Handbook of Rhetoric and Prosody by Jaydip Sarkar & Anindya Bhattacharya (OrientBlackswan, 2017).
16. Other resources : Online Material.

**\*Remarks will specify**

- The nature of the class-topic (viz. Theoretical, Practical, and Tutorial).
- Methodology of teaching (whether using ICT, engaging students in group discussion, quiz etc. etc.)
- Different modes of assessment. (Please check UGC evaluation reforms).

**Lesson Plan for Course:...DSE02./ Code...ENGADSE02T/ Credit...6**

- LITERARY TYPES & TERMS
- Course coordinator: Prof. Soumita Adhikary
- Course Outcome

DSE02: Students are introduced to the many aspects of the Literary Types and Terms. For students of literature familiarization with literary terms and types is important to understand the fundamentals of literature. The basic genres are introduced to them. The variedly used terms are also explained to them.

**Course planner**

Sl	Course Topic	Teacher	Class-hour	Remarks*
Jul	Literary Types: An Overview	SA	1	
	Background: Tragedy	SB	1	
	Origin and Development of Tragedy	SA	2	
	University Wits	SM	2	
	Elizabethan Tragedy	SM	1	
	Greek Roman Tradition	SB	2	
	Renaissance	GB	2	
	Neo Classical	GB		
Aug	Modern Development of Tragedy	GB	1	
	Theories of Tragedy	SM	1	
	Dramatic forms similar to tragedy	SM	2	
	Introduction to Comedy	SA	2	
	Origin and Development of Comedy	SB	1	
	Etymology	AD	2	
	Comic Theatre	MRH	2	
	Forms of Comedy	SA		
Sep	Shakespearean Comedy	SB	2	
	Post Shakespearean Comedy	SB	2	
	Sentimental , Anti-sentimental	SA	1	
	Types of Comedy	SA	2	
	Tragicomedy	SM	1	
	Modern Developments of comedy	SM	1	
	Similar forms of comedy in world theatre	GB	1	
	<b>Assessment: Mid-term Test</b>			
Oct	Literary Terms: Overview	SM	1	
	Lyrics: Introduction	SM	1	

	Etymology and examples	SM	2	
	Ballads: Introduction	GB	1	
	Etymology and Examples	GB		
	Blank Verse: Introduction	SA		
	Definition and Examples	SA		
Nov	Caesura: Introduction	SB	2	
	Definition and Example	SB	2	
	Uses in Literature	SB	2	
	Carpe diem: Introduction	GB	2	
	Examples and uses	GB	2	
	Heroic Couplet: Introduction	SA	2	
	Origin and Uses	SA		
Dec	Epic: Introduction	SM	2	
	Tradition of Epic writing	SM	2	
	Examples and uses	SM	2	
	Mock- Epic: Overview	SA	2	
	Definition and Uses	SA	2	
	Ode, Sonnet, Elegy	GB	2	
	Pastoral, Refrain	SB		
	<b>Assessment: End-term Test</b>		Total: 90 Hrs	

#### Resources :

17. Books : David Daiches- History of English Literature (Vol 1)
18. Otto Jespersen- Growth & Structure of the English Language
19. C.L. Wren—The English Language A.C. Baugh—A History of the English Language
20. J.B. Greenough & G.L.Kittredge—Words and their Ways in English Speech
21. H.Yule & A.C. Burnell- Hobson-Jobson: A Glossary...
22. J. Sethi—Standard English & Indian Usage
23. A Handbook of Rhetoric and Prosody by Jaydip Sarkar & Anindya Bhattacharya (OrientBlackswan, 2017).
24. Other resources : Online Material.

\*Remarks will specify

- The nature of the class-topic (viz. Theoretical, Practical, and Tutorial).
- Methodology of teaching (whether using ICT, engaging students in group discussion, quiz etc. etc.)
- Different modes of assessment. (Please check UGC evaluation reforms).

#### **Lesson Plan for Course:...CC 11/ Code...ENGACOR11T/ Credit...6**

- WOMEN'S WRITING
- Course coordinator: Prof. Sanjukta Bala
- Course Outcome

CC11: Students are introduced to the various aspects of Women's Writing. In the background study they will introduced to the social movements and path-breaking writings by activists that paved the way for women liberation and equality. The poetry by Dickinson and Plath will focus on the confessional mode of women's writing that talks of honest expression of women's sensibilities and voices. The course will make the students recognize the various modes of power politics that run through the society. The course will create awareness of gender discrimination and the necessity to question social prejudices and the break the chains.

#### **Course planner**

Sl	Course Topic	Teacher	Class-hour	Remarks*
Jul	Confessional Mode of Writing	SB	1	
	Examples and Exaplanations	SB	1	
	Sexual Politics	SA	2	

	Excerpts from Text.	SA	2	
	Race , Caste and Gender	SM	1	
	Examples from various texts	SM	2	
	Social Reform and Women's Writing	SB	2	
	Detailed discussion on activisms and movements.	SB	2	
	Introduction to Fiction	GB	2	
Aug	Background Study	SB	1	
	Dickinson and American Society	SB	1	
	Text	SB	2	
	Text	SB	2	
	Questions and Explanations	SB	1	
	Mary Wollstonecraft A Vindication of the Rights of Woman (Overview)	SA	2	
	Detailed discussion: Background	SA	1	
	Excerpts from Text	SA	1	
	Race Caste Gender Study	SM	2	
Sep	Sylvia Plath: Background	SB	1	
	Text: Daddy	SB	1	
	Text: Daddy	SB	1	
	Major Themes	SB	2	
	Major Themes	SB	1	
	Text: Lady Lazarus	SA	1	
	Text: Lady Lazarus	SA	1	
	Major Themes	SA	2	
	Major Themes	SA	2	
	Introduction to Women's Autobiographical Writing	SM	2	
	Mansfield's Bliss; An Introduction	GB	2	
	<b>Assessment: Mid-term Test</b>			
Oct	Eunice de Souza: Background	MRH	1	
	Text	MRH	1	
	Explanations	MRH	2	
	Important Topics	MRH	2	

	Fiction: Mansfield's Bliss (Introduction)	GB	2	
	Introduction to Wide Sargasso Sea	SA	2	
	Text: Wide Sargasso Sea	SA	2	
	Tutorial Class	SB	1	
Nov	Text: Bliss	GB	2	
	Text: Bliss	GB	2	
	Important Topics Discussion	GB	2	
	Major Themes	GB	2	
	Interactive Class	GB	2	
	Text: Wide Sargasso Sea	SA	2	
	Text: Wide Sargasso Sea	SA	2	
	Tutorial Class	SM	2	
Dec	Text: Wide Sargasso sea	SA	2	
	Important Topics	SA	2	
	Themes and Motives	SA	2	
	Narrative and Theoretical Aspects	SA	2	
	A Testimony of our Inexhaustible Treasures: Text	GB	2	
	Topics and Themes	GB	2	
	Tutorial Class	GB	3	
	<b>Assessment: End-term Test</b>		Total: 90 Hrs	

#### Resources :

25. Books: Mary Wollstonecraft A Vindication of the Rights of Woman (New York: Norton, 1988)
26. Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP, 2000)
27. Wide Sargasso Sea ; Background (Norton Critical edition, 1999).
28. Wide Sargasso Sea (England: Penguin Books, 1997).
29. Great Poems by American Women: An Anthology (Dover Thrift Editions),1998.
30. Bliss and Other Stories (Contemporary Publishing Company, 1999).
31. Virginia Woolf, A Room of One's Own (New York: Harcourt, 1957) chaps. 1 and 6.
32. Simone de Beauvoir, 'Introduction', in The Second Sex, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18. 9.
33. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in Recasting Women: Essays in Colonial History (New Delhi: Kali for Women, 1989) pp. 1–25. 10.



34. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in Contemporary Postcolonial Theory: A Reader, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.
35. Other resources : Online Material.

\*Remarks will specify

- The nature of the class-topic (viz. Theoretical, Practical, and Tutorial).
- Methodology of teaching (whether using ICT, engaging students in group discussion, quiz etc. etc.)
- Different modes of assessment. (Please check UGC evaluation reforms).

#### **Lesson Plan for Course:...CC 12/ Code...ENGACOR12T/ Credit...6**

- EARLY 20TH CENTURY BRITISH LITERATURE
- Course coordinator: Prof. Gobinda Banik
- Course Outcome

CC12: Students are introduced to the contemporary literary theories; Modernism, Post modernism, Colonialism etc. The texts prescribed in the course can be studied with the theoretical backgrounds mentioned above. The significance of the course lies in the understanding the theories, the underlying systems of things and the dominant power politics which results in dualisms and binaries.

#### **Course planner**

Sl	Course Topic	Teacher	Class-hour	Remarks*
Jul	Background: Modernism	SB	2	
	Post Modernism	SB	1	
	Psychoanalysis and Stream of Consciousness	GB	2	
	W.B. Yeats: Background	SA	1	

	Text: Lake Isle of Innisfree	SA	1	
	Important Topics from the poem	SA	2	
	Introduction to War Poetry	SM	2	
	Text: Spring Offensive	SM	2	
	Introduction to T.S Eliot	SB	1	
	Heart of Darkness: Introduction	AD	1	
Aug	Background :Non- European Cultures	SB	1	
	Women's movement of early 20 <sup>th</sup> century.	SB	2	
	Text: Sailing to Byzantium	SA	1	
	Important Topics from the poem	SA	2	
	Questions and Explanations	SA	1	
	Introduction to modern fiction	GB	1	
	Introduction to Lawrence	GB	2	
	Text: Sons and Lovers	GB	2	
	Text: Sons and Lovers	GB	1	
	Important Topics: Spring Offensive	SM	2	
	Heart of Darkness: Text	AD	1	
Sep	Sons and Lovers: Characterization	GB	1	
	As a Modern Novel	GB	1	
	As a psychological Novel	GB	1	
	Major Themes	GB	2	
	Modern poetry and Eliot	SB	21	
	Text: The Love Song of J. Alfred Prufrock.	SB	2	
	Virginia Woolf: Introduction	SA	1	
	Major Themes: Modernism	SB	1	
	Major Themes: Myth	SB	1	
	Major Themes: Symbol	SB	2	
	War Poetry and Rupert Brook	SM	1	
	Text: Peace	SM	2	
	<b>Assessment: Mid-term Test</b>			
Oct	Background Study: Use of Myth	SB	2	

	The Avant Garde	SB	1	
	Modernism and Auden	GB	2	
	Text: Musée des Beaux Arts	GB	2	
	Important Topics: Myth, Modernism	GB	2	
	Text: To The Light House	SA	2	
	Heart of Darkness: Text	AD	2	
	Important Topics	AD	2	
	Tutorial Class	SB	1	
Nov	Text: Heart of Darkness	AD	2	
	Text: To The Light House	SA	2	
	Important Topics Discussion: Heart of Darkness	AD	2	
	Major Themes	AD	2	
	Important Topic: To The Light House	SA	2	
	Themes	SA	1	
	Symbolism	SA	1	
	Tutorial Class	SM	2	
Dec	Revision: To the Light House	SA	2	
	Important Topics	SA	2	
	Revision: The Heart of darkness	AD	2	
	Yeats' Sailing to Byzantium: Introduction	SA	1	
	Text: Sailing to Byzantium	SA	2	
	Topics and Themes	SA	2	
	Tutorial Class	GB	2	
	<b>Assessment: End-term Test</b>		Total: 90 Hrs	

#### Resources :

36. Books: 1.Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in The Modern Tradition, ed. Richard Ellman et. al. (Oxford: OUP, 1965)
37. T.S. Eliot, 'Tradition and the Individual Talent', in Norton Anthology of English Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006)

38. Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27

39. Other resources: Online Material.

\*Remarks will specify

- The nature of the class-topic (viz. Theoretical, Practical, and Tutorial).
- Methodology of teaching (whether using ICT, engaging students in group discussion, quiz etc. etc.)
- Different modes of assessment. (Please check UGC evaluation reforms).

