Government General Degree College, Kalna-I

Department of English

Department wise Course Structure under CCFUP (NEP 2020)

for

Semester-III

B.A. 3 Year UG Degree Programme with English Major

Sl. No.	Course	Paper
1	**Major** **Course Code: ENGL 3011**	**History of English Literature**
2	**Major** **Course Code: ENGL 3012**	**British Poetry from Elizabethan to Pre-Romantic**
3	**Skill Enhancement Course (SEC)** **Course Code: ENGL 3051**	**Introducing Translation Studies**
4	**Minor Course** **Course Code: RSA3021**	**Human Resource Management - Module 1**
5	**Multidisciplinary Course** **Environmental Science** **Course Code: ENVSC 3031**	**Climate Change & Climate Action**
6	**Ability Enhancement Course (AEC)** **L1-2 (MIL)** **Course Code: BENG 3041**	**Bengali** বাংলা ছোট গল্প ও কবিতা

ENGLISH
Major: ENGL3011: History of English Literature
[5 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 75 hrs]

COURSE OBJECTIVES: The objective of this course is to acquaint students with the evolution of English literature in England. The course traces this evolution from the early writings of the Anglo-Saxons all the way down to 1990. The idea behind the course is to ensure that students are equipped with necessary information about the major currents and cross-currents of literary traditions that mark this long period of literary activity in England as well as the literary, socio-cultural and political backgrounds that have had significant bearings on literature.

History of English Literature

All periods are to be studied along with their social and cultural contexts.

Unit	Title	Lecture Hours
I	**The Beginnings (Anglo Saxon) to the Age of Chaucer**	(LH: 15)
II	**The Late Middle Ages to the Restoration of Monarchy**	(LH: 15)
III	**The Restoration Period to the Romantic Period**	(LH: 20)
IV	**The Victorian Period to the Late Twentieth Century (upto 1990)**	(LH: 25)

COURSE OUTCOME: The course is designed to ensure that students are able to understand the route that literary writing has taken in England. This history is important for students since it provides an indispensable background against which they may set and better appreciate individual literary texts.

SELECT READINGS:

• Ronald Carter and John McRae, The Routledge History of Literature in English, 2nd Edition (Routledge 2009) • J.D. Burnley, Chaucer's Language and the Philosophers' Tradition (Cambridge, 1980) • Malcolm Godden and Michael Lapidge (eds.), The Cambridge Companion to Old English Literature (Cambridge, 1991) • M.C. Bradbrook, Themes and Conventions of Elizabethan Tragedy, 2nd Edition (Cambridge, 1980) • R. Helgerson, Forms of Nationhood: The Elizabethan Writing of England (Chicago, 1992) • Richard W. Bevis, English Drama: Restoration and Eighteenth Century, 1660- 1789 (London, 1988) • Stephen Copley (ed.), Literature and the Social Order in Eighteenth-Century England (London, 1984) • Marilyn Butler, Romantics, Rebels and Reactionaries: English Literature and its Background 1760-1830 (Oxford, 1981) • J.W. Burrow, A Liberal Descent: Victorian Historians and the English Past (Cambridge, 1981) • Michael Alexander, A History of English Literature (Palgrave Foundation Series, 2013) • David Daiches, A Critical History of English Literature, Vol. I & II (Visionias, 2023) • Edward Albert, History of English Literature, Revised Edition (Oxford, 2017) • David Lodge, The Modes of Modern Writing: Metaphor, Metonymy, and the Typology of Modern Literature (London, 1977) • Alan Sinfield, Literature, Politics and Culture in Postwar Britain (London, 1989) • Bibhash Choudhary, English Social and Cultural History: An Introductory Guide and Glossary (PHI, 2010) • Peter Widdowson, The Palgrave Guide to English Literature and its Contexts 1500-2000 (Palgrave Macmillan, 2004)

Major: ENGL3012: British Poetry from Elizabethan to Pre-Romantic
[5 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 75 hrs]

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

Unit	Title	Lecture Hours
I	**John Donne: "The Canonization"**	(LH: 8)
II	**Andrew Marvell: "To His Coy Mistress"**	(LH: 8)
III	**Shakespeare: Sonnet 130**	(LH: 4)
IV	**Milton: Paradise Lost (Book I)**	(LH: 20)
V	**Pope: The Rape of the Lock (Cantos I, II & III)**	(LH: 20)
VI	**William Cowper: "The Solitude of Alexander Selkirk"**	(LH: 6)
VII	**Gray: "Elegy Written in a Country Churchyard"**	(LH: 9)

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

SELECT READINGS:

• John Carey, John Donne: Life, Mind and Art (London, 1981) • Elizabeth Donno (ed.), Andrew Marvell: The Complete Poems (Penguin, 2005) • Ilona Bell (ed.), John Donne: Selected Poems (Penguin, 2006) • Kenneth Muir, Shakespeare's Sonnets (London, 1989) • Katherine Duncan-Jones, Shakespeare's Sonnets (Arden Shakespeare Edition, 2013) • John Leonard (ed.), Paradise Lost (Penguin Classics, 2003) • Leo Damrosch (ed.), The Rape of the Lock and Other Major Writings (Penguin Classics, 2011) • Harriet Raghunathan (ed.), The Rape of the Lock (Worldview Critical Edition, 2000) • David Lyle Jeffrey (ed.), William Cowper: Selected Poetry and Prose (Regent College Publishing, US 2007) • Harold Bloom (ed.), Thomas Gray's "Elegy Written in a Country Churchyard" (Modern Critical Interpretations, Chelsea House Publishers, 1991)

ENGLISH
SEC: ENGL3051: Introducing Translation Studies
[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

COURSE OBJECTIVES: The objective of this course is to establish for students the importance of translation, and acquaint them with different types of translation. The course also offers a thorough knowledge about the process of translation and it also encourages the students to learn the skills of translating texts from one language to another.

Unit	Title	Lecture Hours
I	**Introducing Translation**	**(LH: 6)**
II	**A brief history and significance of translation in a multi linguistic and multicultural society like India Exercises in different types/modes of translation**	**(LH: 10)**
III	**a. Semantic/Literal b. Free sense/literary c. Functional/communicative d. Technical/Official e. Transcreation f. Audio-visual translation Introducing basic concepts and terms used in Translation Studies**	**(LH: 8)**
IV	**Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing/Switching Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi/Bengali films.**	**(LH: 6)**
V	**Equivalence in translation, structures, equivalence between the SL & TL at the lexical (word) and syntactical (sentence) levels. Discussions on issues of gender and translation**	**(LH: 10)**
VI	**Role of translation in Mass Communication/advertising, subtitling, dubbing; tasks of translation in business, advertising**	**(LH: 5)**

COURSE OUTCOME: It is expected that the course will help students to develop a proper understanding of the process of translation and also enable them to acquire the basic skills required for translating various kinds of texts.

SELECT READINGS:

• Mona Baker, In Other Words: A Coursebook on Translation (Routledge, 2001). • Routledge Encyclopedia of Translation Studies (Routledge, 2001). • Simon Sherry, Gender in translation: Cultural Identity and the Politics of Transmission (Routledge, 1996). • I. C. Catford, A Linguistic Theory of Translation (Oxford University Press, 1965). • Nancy J. Frishberg, Interpreting: An Introduction. (Registry of Interpreters for the Deaf, 1990). • Ravinder Gargesh and Krishna Kumar Goswami. (Eds.). Translation and Interpreting:Reader and Workbook (Orient Longman, 2007). • Juliana House, A Model for Translation Quality Assessment (Gunter Narr, 1977). • H. Lakshmi, Problems of Translation (Booklings Corporation, 1993). • Peter Newmark, A Textbook of Translation (Prentice Hall, 1988). • E. A. Nida, and C. R. Taber. The Theory and Practice of Translation (E. J. Brill, 1974). • Gideon Toury, Translation Across Cultures (Bahri Publications Private Limited, 1987).

Minor Course for B.A. 3year Degree Programme
(Vocational Education and Training)
Course Code: HRM3021
Course Credit: 04
Course Name: Human Resource Management
Total Marks: 75 (60 (Theory) + 15 (Internal) | Lecture Hours: 60 hrs

Introduction HR Executive (Duration: 4 Hours)
• Describe the roles and responsibilities of an HR Executive - Payroll and Employee Data Management.
• Explain the importance of the role.
• Explain organisation structure and various functions carried out in an organisation.
• Describe organisational, external agency and employee requirements for information. Maintain
employee records for compensation and benefits calculations (Duration: 15 Hours)
• List various data recording systems used in organisations to capture and process employee data.
• Record data manually in physical registers and files.
• List various sources of information related to payroll and employee data management.
• Describe various methods of taking attendance.
• Describe overtime and leave marking and approval process.
• List income tax-related investments and declaration form and evidence required with it.
• Describe various headers in a salary slip.
• List various information required to be maintained during the entire employee lifecycle in an organisation.
• Describe procedures for keeping data confidential and secure. Maintain records of new employees for details such as employee name, ID, team, salary, date of birth, address, etc.
• Seek necessary details of new employees from relevant authorities/ departments in the organisation such as employee number, access card number, date of joining, salary break-up, bands/levels, etc.
• Obtain records of existing employees assigned to new roles, in a timely manner
pertaining to new designations, salary hikes, changes in pay bands, salary structure, departments, etc.
• Update records of existing employees assigned to new roles, in the database to reflect changes accurately and in a timely manner.
• Update leave details of employees into the database.
• Record the leave without pay details of employees.
• Record the overtime details of employees (when applicable).
• Update the date of resignation of the employees as well as the employee status to indicate resignation.
• Obtain salary calculation that forms part of a full and final settlement.
• Obtain previous employment detail /salary details if required/applicable.
• Seek clarifications and supporting information to address gaps in information in a timely manner, from appropriate department/authority
• State standards, policies and procedures followed in the company relevant to own employment and performance conditions.
• List the organisation's hierarchy, departments, authorised signatories and authorisation's procedures.
• State the organisation's policies for recording and storing data.
• State the organisation's procedures for maintaining the security and confidentiality of information.
• State the organisation's policies and procedures for resolving discrepancies.
• State the organisations' human resource policies.
Process statutory entitlements for finalizing compensation and benefits (Duration: 15 Hours)
• Describe how to process statutory entitlements and deductions with respect to staff compensation and benefits.
• State current rules relating to statutory payments and deductions.
• State relevant concepts and terms regarding provident fund deduction such as employee's contribution, employer's contribution, minimum and maximum PF
deduction allowed, government website through which payment is to be made, eligibility criteria, etc.
• State relevant concepts and terms regarding ESI deduction such as employee's contribution, employer's contribution, minimum and maximum ESI deduction allowed, government website through which payment is to be made, the applicability of ESI provisions to employees with salary as limited by present rules, etc.
• List statutory and regulatory authorities related to compensation and benefits.
• List documentation to be maintained for statutory compliances for PF, ESIC, Professional Tax, Income Tax, etc.
• Determine entitlement to statutory payments, provident fund (PPF), employees state insurance (ESI), professional tax, etc. for staff compensation and benefits.
• Calculate any applicable pre-tax deductions and all relevant statutory and non- statutory deductions.
• Identify the tax liabilities for various salary amounts and types.
• Identify relevant concepts and terms regarding Provident Fund deduction such as employee's contribution, employer's contribution, minimum and maximum PF deduction allowed and government website through which payment is to be made, eligibility criteria, etc.

- Process PF Nomination, PF-Withdrawal and PFTransfer documents.
- Identify relevant concepts and terms regarding ESI deduction such as employee's contribution, employer's contribution, minimum and maximum ESI deduction allowed, government website through which payment is to be made, the applicability of ESI provisions to employees with salary as limited by present rules, etc.
- Calculate the amount of ESI to be deducted individually from employees' salaries.
- State organization's standards, policies, procedures, guidelines and service level agreements for dealing with queries and your role and responsibilities in relation to these.

Process salary packages in the payroll system (Duration: 15 Hours)

- Describe how to process salary packages in the payroll system.
- State key features of the legislation, regulations and taxation systems relevant to salary packaging arrangements and additional allowances.
- List benefits and costs to organisations and employees of salary packaging arrangements.
- Explain different models for salary packaging, including gross salary plus benefits, total employment costing.
- Describe external and organisational sources that can be accessed for additional information on salary packaging arrangements and additional allowances.
- Describe salary slip information.
- Prepare standard information for employees on available salary packaging options.
- Provide information to employees according to organisational policies and procedures
- Obtain employee information required to process salary packaging arrangements in line with organisational procedures.
- Determine tax and non-tax components of salary packaging arrangements.
- Identify relevant concepts and terms regarding ESI deduction such as employee's contribution, employer's contribution, minimum and maximum ESI deduction allowed, government website through which payment is to be made, the applicability of ESI provisions to employees with salary as limited by present rules, etc.
- Calculate the amount of ESI to be deducted individually from employees' salaries.
- State organization's standards, policies, procedures, guidelines and service level agreements for dealing with queries and your role and responsibilities in relation to these.

Process salary packages in the payroll system (Duration: 15 Hours)

- Describe how to process salary packages in the payroll system.
- State key features of the legislation, regulations and taxation systems relevant to salary packaging arrangements and additional allowances.
- List benefits and costs to organisations and employees of salary packaging arrangements.
- Explain different models for salary packaging, including gross salary plus benefits, total employment costing.
- Describe external and organisational sources that can be accessed for additional information on salary packaging arrangements and additional allowances.
- Describe salary slip information.
- Prepare standard information for employees on available salary packaging options.
- Provide information to employees according to organisational policies and procedures
- Obtain employee information required to process salary packaging arrangements in line with organizational procedures.
- Determine tax and non-tax components of salary packaging arrangements.
- Reconcile total wages for a pay period, check or correct irregularities or refer to designated persons for resolution.
- Make arrangements for payment in accordance with organisational and individual requirements.
- Produce payroll records in accordance with organisational policy and security procedures.
- Check the accuracy of payroll records in accordance with organisational policy and security procedures.
- Coordinate with accounts team for final salary payments by sharing accurate and timely information in required formats
- Follow security procedures for processing payroll and for maintaining payroll records.
- Respond to payroll enquiries in accordance with organisational and legislative requirements.
- Provide information in accordance with organisational and legislative requirements.
- State organisational policies and procedures across the full range of tasks for the required payroll processes.

Reference Books on Human Resource Management

1) Human Resource Management in India – Sage Publications India Pvt Ltd
2) Strategic Human Resource Management – Pearson India.
3) Human Resource Management in India – Excel Books
4) Human Resource Management in India – Tata Mc Grow Hill Education
5) Human Resource Management an Indian Context—Himalaya Publishing House
6) Human Resource Management in India—Thi Learning Pvt Ltd
7) Indian Ethos and Human Resource Management—Excel Books
8) Human Resource Management in India—Oxford University Press

Multidisciplinary Course (for 3 Year Degree Programme)
Environmental Science
Courses Code: **ENVSC 3031**
Courses Credit: **03**
Paper Name: **Climate Change & Climate Action**

Total Marks: **50**   **Lecture Hours:** 45 hrs

Learning objectives

☐ Explain the fundamentals of climate change science

☐ Present the international climate change legal and policy framework and explain key issues
under negotiation

☐ Describe the expected consequences of climate change and the role of adaptation

☐ Provide a rational for climate change mitigation and propose actions in key sectors

☐ Outline basic elements of planning processes to deliver climate change action

The Science of climate change: Atmosphere of the Earth; Global temperature – Past and present trend, Green
house effects; Global energy balance: Greenhouse gases and aerosols; its effects on global warming 15

Climate change and its effects: Impact of climate change on the perspective of biodiversity, ocean, natural
hazards, health risk, food supply, poverty, environmental refugee 10

Climate action:climate change - adoption, Vulnerability assessment-IPCC Framework (AR5 and AR6); I
dentifying and selecting adaptation option, linking adaptation and development Planning 10

Policy and mitigation: Policy approaches for mitigation and Low Carbon Development; Role of National and Sectorial
Institutions in climate change planning, National Action Plan on Climate Change 15

Learning outcome

After completion of this course students should learn about -

☐ Fundamens of climate change science as well as know-how of the equipment with techniques
for adaptation and vulnerability assessment

☐ Knowledge and understanding on future implementation of low carbon development policy

Proposed faculty involvement

Unit 1& 2: Social Science/ Botany/Zoology Unit3:
Geography/Botany/ Zoology/ History Unit4: G
eography/ Social Science/ Physics Unit 5: Political
Science/Social Science

Ability Enhancement Course (AEC - L1-2)

Bengali

Course Code: BENG3041

Course Credit: **02**

Course Name: বাংলা ছোটগল্প ও কবিতা

Total Marks **: 50 40 (Theory) + 10 (Internal)**   **Lecture Hours:** 30 hrs

COURSE OBJECTIVE:

এই পাঠ্যসূচির উদ্দেশ্য হল বাংলা সাহিত্যের আধুনিক কালের বাংলা ছোটগল্প ও কবিতা সম্পর্কে শিক্ষার্থীদের অবহিত করা।

একক – ১

বাংলা ছোটগল্প – রবীন্দ্রনাথ ঠাকুর- একরাত্রি, প্রভাত মুখোপাধ্যায় - আদরিনী, বনফুল- তাজমহল।

একক – ২

একালের কবিতা- দিনেশ দাস - কোরাণী, প্রেমেন্দ্র মিত্র – মানে, শক্তি চট্টোপাধ্যায় – অবনী বাড়ি আছো।

LESSON PLAN

English (Major)

Course Code: ENGL3011
Course: History of English Literature
[5 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 75 hrs]

Unit-1

• **The Beginnings (Anglo Saxon) to the Age of Chaucer**
Module Objective:
This module aims to provide students with a foundational understanding of the early history of English literature, spanning from the Anglo-Saxon period to the Age of Chaucer. It explores the evolution of English language and literary traditions, examining key texts, themes, and cultural contexts. Students will engage with seminal works such as *Beowulf* and Chaucer's *The Canterbury Tales* to analyze the literary, historical, and social developments that shaped early English literature. The module fosters critical appreciation of literary forms, genres, and the linguistic transitions that influenced the emergence of Middle English literature.

Lecture Serial	Topics of Discussion	Description
1	**Introduction to Anglo-Saxon Literature**	Overview of the Anglo-Saxon period, historical context, and the oral tradition of storytelling.
2	*Beowulf***: An Epic of Heroism**	Discussion on themes, structure, and cultural significance of *Beowulf*.
3	**Anglo-Saxon Poetry and Prose**	Analysis of elegiac poems (*The Wanderer*, *The Seafarer*) and the contributions of Bede.
4	**Transition from Old English to Middle English**	Linguistic evolution and the Norman Conquest's impact on English literature.
5	**Religious and Secular Literature**	Exploration of medieval Christian themes and secular texts of the Anglo-Norman period.
6	**Introduction to the Age of Chaucer**	Historical context: Feudal society, Black Death, and the rise of vernacular literature.
7	**Chaucer's Life and Works**	Biography of Geoffrey Chaucer and an overview of his literary contributions.
8	*The Canterbury Tales***: General Prologue**	Study of Chaucer's framing narrative and characterization techniques.
9	**Selected Tales: The Knight's Tale**	Analysis of themes like chivalry, fate, and love in *The Knight's Tale*.
10	**Selected Tales: The Wife of Bath's Tale**	Examination of gender, power, and morality in *The Wife of Bath's Tale*.
11	**Chaucer's Narrative Style**	Discussion of Chaucer's use of irony, humor, and satire.
12	**Literature of the Medieval Court and Clergy**	Examination of courtly love traditions and religious allegories in medieval literature.
13	**Influence of French and Latin Traditions**	Exploration of cross-cultural influences on Middle English literature.
14	**Legacy of the Anglo-Saxon and Chaucerian Era**	Discussion of their enduring influence on English literary traditions.
15	**Recap and Critical Reflections**	Consolidation of key themes, texts, and socio-cultural contexts covered in the module.

	Unit-2	
	• **The Late Middle Ages to the Restoration of Monarchy**	
	Module Objective:	
	This module aims to provide students with a comprehensive understanding of the historical, cultural, and literary developments from the Late Middle Ages to the Restoration of Monarchy. It explores the transition from medieval to early modern literature, focusing on key literary forms such as allegory, drama, and poetry. By engaging with seminal works from authors like William Langland, Edmund Spenser, John Milton, and the Metaphysical poets, students will critically examine the impact of socio-political upheavals such as the Reformation, the Renaissance, and the English Civil War on literary expression. The module fosters an appreciation for the evolution of English literature and its dynamic responses to changing historical contexts.	

Lecture Serial	Topics of Discussion	Description
1	**Introduction to the Late Middle Ages**	Overview of the Late Middle Ages, socio-political changes, and their impact on literature.
2	**William Langland and *Piers Plowman***	Exploration of *Piers Plowman*, its allegorical themes, and medieval religious and social criticism.
3	**The Rise of the English Renaissance**	Examination of the Renaissance period in England, its humanist influence, and the shift to individualism.
4	**Geoffrey Chaucer's Influence and Legacy**	Discussion of Chaucer's lasting impact on Middle English literature and the shift to Renaissance values.
5	**The Poetry of the Early Renaissance**	Study of early Renaissance poets such as Sir Thomas Wyatt and Henry Howard, exploring the introduction of Italian forms.
6	**Edmund Spenser: *The Faerie Queene***	Analysis of Spenser's *The Faerie Queene* and its political, religious, and literary significance.
7	**The Drama of the Elizabethan Period**	Overview of early English drama, focusing on morality plays and the development of Elizabethan theatre.
8	**The Rise of Shakespeare's Drama**	Introduction to Shakespeare's career, themes, and influence on English drama.
9	**Shakespeare's *Hamlet***	Detailed analysis of *Hamlet*, exploring themes of revenge, mortality, and existentialism.
10	**The Metaphysical Poets: Donne, Herbert, Marvell**	Study of the Metaphysical poets, their unique style, and the intellectual complexity in their work.
11	**John Milton: *Paradise Lost***	Analysis of Milton's *Paradise Lost*, its epic structure, themes of free will, and the Fall of Man.
12	**The English Civil War and Literature**	Discussion of the literary response to the English Civil War and the rise of political poetry.
13	**The Restoration and the Rise of Comedy**	Exploration of Restoration drama, with a focus on the rise of comedy and the works of Dryden and Etherege.
14	**John Bunyan and *The Pilgrim's Progress***	Study of *The Pilgrim's Progress* as an allegory of the Christian journey and its cultural context.
15	**Recap and Critical Reflections**	Consolidation of major themes, texts, and socio-political contexts explored in the module.

<table>
<tr><td colspan="3" align="center">Unit-3</td></tr>
<tr><td colspan="3">• The Restoration Period to the Romantic Period</td></tr>
<tr><td colspan="3" align="center">Module Objective:

This module aims to explore the literary developments from the Restoration Period to the Romantic Period, focusing on key writers, genres, and socio-political contexts that shaped English literature. Students will examine the rise of satirical comedy, the evolution of prose and poetry, and the impact of major historical events such as the Glorious Revolution and the Industrial Revolution. Through the works of authors like John Dryden, Alexander Pope, Samuel Johnson, William Blake, and Wordsworth, students will critically analyze the transformation of literary forms and the shifting cultural attitudes that led to the emergence of Romanticism. The module fosters an understanding of how literature responded to changing ideas about reason, emotion, nature, and individualism.</td></tr>
<tr>
<td align="center">Lecture Serial</td>
<td align="center">Topics of Discussion</td>
<td align="center">Description</td>
</tr>
<tr>
<td align="center">1</td>
<td align="center">Introduction to the Restoration Period</td>
<td>Overview of the historical and cultural context of the Restoration, focusing on political stability and the return of the monarchy.</td>
</tr>
<tr>
<td align="center">2</td>
<td align="center">The Rise of Restoration Drama</td>
<td>Exploration of the restoration of theatre, key dramatists (e.g., William Congreve, John Dryden), and the development of comedy.</td>
</tr>
<tr>
<td align="center">3</td>
<td align="center">John Dryden: Absalom and Achitophel</td>
<td>Study of Dryden's satirical poetry, its political themes, and its impact on Restoration literature.</td>
</tr>
<tr>
<td align="center">4</td>
<td align="center">The Satirical Tradition: The Rape of the Lock</td>
<td>Analysis of Alexander Pope's satirical work, its use of mock-epic form, and themes of society and vanity.</td>
</tr>
<tr>
<td align="center">5</td>
<td align="center">The Development of Prose in the Restoration</td>
<td>Examination of the growth of prose, focusing on the rise of periodicals and essayists like Joseph Addison and Richard Steele.</td>
</tr>
<tr>
<td align="center">6</td>
<td align="center">The Age of Reason and the Rise of Journalism</td>
<td>Discussion of Enlightenment thought and the role of journalism, with a focus on Samuel Johnson and his contributions.</td>
</tr>
<tr>
<td align="center">7</td>
<td align="center">The Restoration Poetry: Metaphysical Influence</td>
<td>Study of the Metaphysical poets' influence on Restoration poetry, with focus on John Donne's legacy.</td>
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<td align="center">8</td>
<td align="center">The Augustan Age: Pope and Swift</td>
<td>Analysis of Alexander Pope and Jonathan Swift's satirical works, focusing on The Dunciad and Gulliver's Travels.</td>
</tr>
<tr>
<td align="center">9</td>
<td align="center">The Impact of the Industrial Revolution</td>
<td>Exploration of the changing social conditions leading to the Romantic movement, including the rise of industrialization and its effects on literature.</td>
</tr>
<tr>
<td align="center">10</td>
<td align="center">Pre-Romantic Poetry: Blake and Gray</td>
<td>Study of early Romantic poets like William Blake and Thomas Gray, exploring their themes of nature and human experience.</td>
</tr>
<tr>
<td align="center">11</td>
<td align="center">William Blake: Songs of Innocence and of Experience</td>
<td>In-depth analysis of Blake's dual collection, focusing on his philosophical and poetic exploration of innocence and experience.</td>
</tr>
<tr>
<td align="center">12</td>
<td align="center">William Wordsworth and the Romantic Landscape</td>
<td>Study of Wordsworth's poetry, focusing on his reverence for nature and the importance of personal experience in the Romantic era.</td>
</tr>
<tr>
<td align="center">13</td>
<td align="center">Samuel Taylor Coleridge: Imagination and the Supernatural</td>
<td>Exploration of Coleridge's contributions to Romanticism, including his use of imagination and supernatural elements in works like The Rime of the Ancient Mariner.</td>
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<tr>
<td align="center">14</td>
<td align="center">Lord Byron and the Byronic Hero</td>
<td>Analysis of Byron's poetry, focusing on the concept of the Byronic hero and his revolutionary approach to the literary world.</td>
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<tr>
<td align="center">15</td>
<td align="center">Percy Bysshe Shelley: Idealism and Revolution</td>
<td>Study of Shelley's political and philosophical views, exploring his idealism, revolutionary spirit, and works like Ozymandias and Prometheus Unbound.</td>
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<tr>
<td align="center">16</td>
<td align="center">John Keats: Sensuality and Mortality</td>
<td>Discussion of Keats's exploration of beauty, transience, and the senses, particularly through poems like Ode to a Nightingale and Ode on a Grecian Urn.</td>
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<tr>
<td align="center">17</td>
<td align="center">Romanticism and the Cult of the</td>
<td>Exploration of how Romantic poets emphasized the</td>
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</table>

Lecture Serial	Topics of Discussion	Description
	Individual	individual's relationship with nature, society, and self, examining key themes in the period.
18	**The Rise of the Novel in the Romantic Period**	Study of the novel's development during the Romantic era, with focus on authors like Mary Shelley and the Gothic tradition in works such as *Frankenstein*.
19	**The Legacy of the Romantic Movement**	Discussion of the Romantic movement's lasting impact on literature, philosophy, and culture, and its influence on later literary movements.
20	**Recap and Critical Reflections**	Consolidation of key themes, authors, and historical contexts, with a focus on the transition from Restoration to Romantic literature.

	Unit-4	
	• **The Victorian Period to the Late Twentieth Century (upto 1990)**	

Module Objective:

This module aims to provide students with an in-depth understanding of English literature from the Victorian Period to the Late Twentieth Century (up to 1990), exploring the socio-political, cultural, and literary shifts that shaped the literary landscape. Students will examine the key themes, genres, and movements of each period, including Victorian realism, the Aesthetic Movement, Modernism, and Postmodernism. Through the works of authors such as Charles Dickens, Thomas Hardy, Virginia Woolf, T.S. Eliot, and Samuel Beckett, the module will analyze the evolution of narrative forms, the impact of industrialization and war, and the changing conceptions of identity, society, and language. The module encourages critical engagement with the literature of the period, highlighting its reflections on societal transformations and its legacy in contemporary literary studies.

Lecture Serial	Topics of Discussion	Description
1	**Introduction to the Victorian Period**	Overview of the Victorian era, its historical context, and key social, political, and cultural developments.
2	**Victorian Realism: Charles Dickens**	Study of Dickens' works, focusing on *Great Expectations* and *A Tale of Two Cities*, exploring themes of social injustice and industrialization.
3	**The Novels of Thomas Hardy**	Exploration of Hardy's novels, particularly *Tess of the d'Urbervilles*, focusing on fate, class, and the rural-urban divide.
4	**The Brontë Sisters: *Wuthering Heights* and *Jane Eyre***	In-depth discussion of the Brontë sisters, their exploration of gender, passion, and the Gothic novel.
5	**The Pre-Raphaelite Brotherhood and Poetry**	Study of the Pre-Raphaelite poets, their aesthetic ideals, and works by Dante Gabriel Rossetti and Christina Rossetti.
6	**The Aesthetic Movement: Oscar Wilde**	Examination of Oscar Wilde's *The Picture of Dorian Gray* and his contributions to the aesthetic movement and social criticism.
7	**The Rise of Poetry: Tennyson and Browning**	Analysis of the poetry of Alfred, Lord Tennyson, and Robert Browning, focusing on themes of nature, love, and societal change.
8	**The Victorian Novel and Social Reform**	Discussion of Victorian novels as a tool for social critique, with a focus on works by Elizabeth Gaskell and George Eliot.
9	**The Evolution of the Short Story**	Study of the development of the short story during the Victorian period, focusing on works by Charles Dickens and Wilkie Collins.
10	**The Transition to Modernism: Early 20th Century**	Introduction to Modernism, its roots in Victorian literature, and key changes in narrative form, language, and subject matter.
11	**The War Poets: World War I and Poetry**	Analysis of World War I poets such as Wilfred Owen, Siegfried Sassoon, and Rupert Brooke, focusing on their representations of war and trauma.
12	**Virginia Woolf and Stream of Consciousness**	Study of Virginia Woolf's use of stream of consciousness in *Mrs. Dalloway* and *To the Lighthouse*, exploring modernist themes of identity and time.
13	**T.S. Eliot: The Modernist Poetics**	Exploration of T.S. Eliot's *The Waste Land* and *The Love Song of J. Alfred Prufrock*, focusing on his modernist techniques and themes of fragmentation.
14	**James Joyce: *Ulysses***	In-depth analysis of Joyce's *Ulysses*, its narrative structure, themes of self and the city, and its impact on modernist literature.
15	**The Harlem Renaissance and its Impact on British Literature**	Study of the influence of the Harlem Renaissance on British writers, focusing on issues of race, identity, and post-colonialism.

16	**The Rise of the Modern Novel**	Analysis of the modern novel form, with a focus on stream of consciousness, unreliable narration, and fragmented plots.
17	**Samuel Beckett and the Theatre of the Absurd**	Discussion of Samuel Beckett's *Waiting for Godot* and its exploration of existential themes and the Theatre of the Absurd.
18	**The Postwar Novel: *Lord of the Flies* and *1984***	Study of post-World War II literature, with focus on William Golding's *Lord of the Flies* and George Orwell's *1984*, exploring themes of society, power, and dystopia.
19	**The Poetry of W.B. Yeats**	Exploration of Yeats's poetry, focusing on his modernist concerns with Irish identity, mythology, and political change.
20	**The Rise of Feminist Literature**	Analysis of feminist themes in post-Victorian literature, focusing on authors like Virginia Woolf and D.H. Lawrence.
21	**The Absurd and the Existential: Beckett and Camus**	Study of the existentialist and absurdist movements in literature, examining Beckett's *Waiting for Godot* and Camus' *The Stranger*.
22	**Postmodernism in Literature**	Introduction to postmodern literature, focusing on the works of authors like Thomas Pynchon and John Fowles, exploring themes of irony and self-reflexivity.
23	**British Postcolonial Literature**	Study of postcolonial literature, with a focus on authors like Salman Rushdie and Jean Rhys, exploring identity, migration, and cultural conflict.
24	**Feminism and Literature in the Late Twentieth Century**	Exploration of the feminist literary movement, examining key authors like Angela Carter and Doris Lessing.
25	**Recap and Critical Reflections**	Review of major themes, authors, and movements from the Victorian period to the late twentieth century, focusing on the cultural and literary transformations of the period.

English (Major)

Course Code: ENGL3012
Course: British Poetry from Elizabethan to Pre-Romantic
[5 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 75 hrs]

Unit-1

- **John Donne: "The Canonization"**

Module Objective:

The objective of this module is to analyze John Donne's poem *The Canonization* in the context of metaphysical poetry, exploring its themes of love, spirituality, and the intertwining of the sacred and the profane. Students will examine Donne's use of poetic devices such as metaphysical conceits, paradox, and irony to articulate the power of transcendent love. Through close reading and analysis, the module will also encourage students to critically engage with the poem's complex exploration of religious and cultural ideas, while reflecting on its place in Donne's broader body of work and its influence on the metaphysical tradition.

Lecture Serial	Topic of Discussion	Description
1	**Introduction to John Donne and Metaphysical Poetry**	Overview of Donne's life, his literary career, and the metaphysical poetry movement. Discuss key characteristics of metaphysical poetry such as intellectual rigor, emotional intensity, and religious inquiry.
2	**Historical and Literary Context**	Discuss the socio-political and religious climate of the 16th and 17th centuries, particularly the Elizabethan and Jacobean eras. Explore how these factors influenced Donne's work.
3	**Introduction to "The Canonization"**	Provide an overview of *The Canonization*—its themes, structure, and style. Briefly discuss the poem's place in Donne's oeuvre.
4	**Theme of Love and Spirituality**	Analyze the central theme of love in *The Canonization*. Discuss the blending of romantic and spiritual love and its metaphysical implications.
5	**Use of Metaphysical Conceits**	In-depth examination of the metaphysical conceits in the poem, such as the comparison of the lovers to saints. Discuss how these conceits challenge conventional expressions of love and spirituality.
6	**Paradox and Irony in the Poem**	Explore Donne's use of paradox and irony, especially in how the lovers' relationship is presented as both sacred and profane. Discuss the subversion of traditional religious imagery.
7	**Religious and Cultural References**	Discuss the religious allusions in the poem, particularly references to sainthood, canonization, and martyrdom. Analyze the implications of these references in the context of Donne's personal faith and the broader cultural landscape.
8	**Critical Interpretation and Conclusion**	Summarize the key elements of *The Canonization*. Encourage students to present their interpretations and reflections on the poem's themes, structure, and style. Conclude with a discussion of its lasting impact on metaphysical poetry and literature in general.

	Unit-2

	• **Andrew Marvell: "To His Coy Mistress"**

Module Objective:

The objective of this module is to critically engage with Andrew Marvell's *To His Coy Mistress*, focusing on its themes of time, love, and seduction. Students will explore the poem's use of carpe diem (seize the day) philosophy, examining how Marvell employs wit, metaphysical conceits, and persuasive rhetoric to develop his argument for the urgency of love. Through close reading, students will analyze the poem's structure, tone, and language, paying particular attention to the tension between idealism and realism. The module will also examine the poem's place within the metaphysical poetry tradition, discussing its exploration of time's passage and the transient nature of life and love.

Lecture Serial	Topic of Discussion	Description
1	**Introduction to Andrew Marvell and Metaphysical Poetry**	Overview of Andrew Marvell's life, his literary style, and the context of metaphysical poetry. Discuss the key features of metaphysical poetry and its themes.
2	**Historical and Literary Context**	Discuss the historical context of the 17th century, focusing on the English Civil War and the political and social climate. Explore how Marvell's work reflects these issues.
3	**Introduction to "To His Coy Mistress"**	Provide an overview of the poem's themes, structure, and key ideas. Discuss its place in Marvell's poetic career and its significance in the metaphysical tradition.
4	**Themes of Time and Mortality**	Analyze the theme of time in the poem, focusing on the tension between the infinite (idealistic love) and the finite (the reality of death). Discuss Marvell's treatment of time and mortality.
5	**Use of Carpe Diem and Persuasive Rhetoric**	Explore the "carpe diem" (seize the day) philosophy in the poem. Analyze how Marvell uses persuasive rhetoric and logical reasoning to convince the mistress of the urgency of love.
6	**Metaphysical Conceits and Imagery**	In-depth analysis of the metaphysical conceits used in the poem, such as the comparison of love to vast, almost impossible scenarios (e.g., love's travel to the Indian Ganges). Discuss the power of these metaphors in conveying complex ideas.
7	**Tone, Irony, and Paradox**	Examine the tone of the poem and how Marvell uses irony and paradox to create a sense of tension between idealism and realism. Discuss how the poem balances both persuasive and playful elements.
8	**Critical Interpretation and Conclusion**	Summarize the key elements of the poem. Encourage students to present their interpretations of the poem's themes and structure. Conclude with a discussion on the lasting impact of *To His Coy Mistress* on metaphysical poetry and its relevance in modern literary studies.

	Unit-3	
	● Shakespeare: Sonnet 130	
	Module Objective:	
The objective of this module is to critically examine Shakespeare's *Sonnet 130*, focusing on its unconventional portrayal of love and beauty. Students will explore how the poem subverts traditional Petrarchan sonnet conventions, particularly the idealized and hyperbolic comparisons of a lover's beauty. Through close reading, students will analyze the poem's use of humor, irony, and satire, as well as its commentary on the nature of romantic relationships. The module will also encourage students to reflect on Shakespeare's broader exploration of beauty, love, and the tension between idealization and realism in his sonnets.	

Lecture Serial	Topic of Discussion	Description
1	**Introduction to Shakespeare and His Sonnets**	Overview of Shakespeare's life and works, with a focus on his sonnet sequence. Introduction to the form, themes, and conventions of the Shakespearean sonnet.
2	**Analysis of *Sonnet 130* – Structure and Form**	Examine the structure of *Sonnet 130* (14-line sonnet, rhyme scheme, and iambic pentameter). Discuss how the structure contributes to the poem's subversion of traditional sonnet conventions.
3	**Themes of Beauty, Love, and Realism**	Analyze the poem's treatment of beauty, focusing on how Shakespeare challenges the idealized, hyperbolic depictions found in traditional sonnets. Discuss the realistic portrayal of the mistress.
4	**Irony, Satire, and Subversion of Petrarchan Conventions**	In-depth analysis of the poem's ironic tone and how it critiques the exaggerated metaphors typical in Petrarchan sonnets. Discuss the role of humor and satire in reshaping the concept of romantic love. Conclude with a discussion of the lasting impact of *Sonnet 130* in the context of Shakespeare's sonnets and its modern-day relevance.

	Unit-4	
	• **Milton: Paradise Lost (Book I)**	
	Module Objective:	
	The objective of this module is to analyze the opening book of John Milton's *Paradise Lost*, focusing on its themes of rebellion, free will, and the nature of evil. Students will explore the characterization of Satan and his fallen angels, as well as the epic conventions and language used in the poem. Through a close reading of Book I, students will engage with Milton's portrayal of the cosmic conflict between good and evil, examining the philosophical and theological ideas that underpin the text. The module will also encourage students to consider Milton's literary techniques, such as his use of blank verse, epic similes, and allusions to classical and biblical traditions.	

Lecture Serial	Topic of Discussion	Description
1	**Introduction to John Milton and** *Paradise Lost*	Overview of John Milton's life, his political and religious views, and the historical context of *Paradise Lost*. Introduction to epic poetry and Milton's aim in writing this epic.
2	**Epic Conventions and Structure**	Discuss the structure of *Paradise Lost* and its epic conventions. Analyze how Milton adapts the classical epic tradition, including invocation to the muse, grand themes, and the use of blank verse.
3	**Philosophical and Theological Background**	Examine the philosophical and theological concepts that inform *Paradise Lost*, such as the nature of free will, divine justice, and the fall of man.
4	**Book I: Setting the Scene—The Fall of Satan and His Angels**	Analyze the opening of *Paradise Lost*, focusing on Satan's rebellion in Heaven, his fall, and the consequences of disobedience. Discuss the political and religious symbolism in Satan's revolt.
5	**Characterization of Satan**	Explore the character of Satan in Book I. Discuss his leadership, pride, and defiance, as well as his complexity as a tragic figure.
6	**Satan's Leadership and the Fallen Angels**	Analyze the relationship between Satan and the other fallen angels. Discuss the role of Beelzebub and the dynamics of rebellion among the fallen angels.
7	**The Concept of Free Will**	Discuss Milton's portrayal of free will in Book I, particularly Satan's choice to rebel and the philosophical implications of free will.
8	**The Role of Hell in** *Paradise Lost*	Examine the depiction of Hell as both a literal and symbolic space. Discuss its function as a reflection of Satan's internal torment and the nature of punishment.
9	**Milton's Use of Language and Style**	In-depth analysis of Milton's style in Book I, including his use of blank verse, elevated diction, and complex syntax. Discuss how these elements enhance the epic's grandeur.
10	**Cosmic Order and Divine Justice**	Analyze Milton's vision of divine justice as portrayed in Satan's fall. Discuss the idea of God's omniscience and omnipotence, and how it relates to the free will of Satan and the angels.
11	**The Theme of Rebellion**	Discuss the theme of rebellion in *Paradise Lost*, particularly in relation to Satan's challenge to God's authority and the implications of this rebellion for human history.
12	**Milton's Satan as a Tragic Hero**	Examine the complexity of Satan's character and his tragic heroism. Discuss how Milton's portrayal invites sympathy for Satan, despite his evil actions.
13	**Symbolism of the Fall and the Angelic Hierarchy**	Analyze the symbolism of the fall of Satan and the angels. Discuss the hierarchical structure of Heaven and Hell and how it reflects Milton's views on order and authority.
14	**Satan's Speech and Rhetoric**	Close reading of Satan's speeches in Book I. Analyze his rhetorical strategies, including persuasion, defiance, and manipulation. Discuss how his speeches reveal his character and goals.
15	**The Role of Fate and Predestination**	Discuss the tension between fate and free will in *Paradise Lost*. Explore Milton's views on predestination and divine justice, and how these themes are introduced in Book I.

16	**Milton's Influence of Classical and Biblical Allusions**	Explore the classical and biblical allusions in Book I, focusing on references to characters like Pandemonium, the fallen angels, and the concept of chaos. Analyze how these allusions enrich the poem.
17	**Satan's Motivations and the Concept of Evil**	Analyze Satan's motivations for his rebellion and the nature of evil as portrayed in *Paradise Lost*. Discuss Milton's treatment of evil as a distortion of good.
18	**The Role of Chaos and Order**	Examine the contrast between chaos and order in Book I. Discuss how Satan's rebellion represents chaos and how Milton's depiction of God's creation embodies order.
19	**Summary and Themes of Book I**	Summarize the key themes and events of Book I. Discuss the theological, philosophical, and political dimensions of the poem's opening.
20	**Critical Reception and Legacy of *Paradise Lost***	Discuss the critical reception of *Paradise Lost* through history, its impact on literature and theology, and its lasting legacy as one of the greatest works of the English language.

<table>
<tr><td colspan="3" align="center">Unit-5</td></tr>
<tr><td colspan="3" align="center">• Pope: The Rape of the Lock (Cantos I, II & III)</td></tr>
<tr><td colspan="3" align="center">Module Objective:</td></tr>
<tr><td colspan="3">The objective of this module is to analyze Alexander Pope's The Rape of the Lock (Cantos I, II, and III), focusing on its satirical critique of 18th-century aristocratic society, particularly the themes of vanity, class, and gender. Students will explore how Pope uses the mock-epic form to humorously depict the triviality of a high-society scandal, emphasizing the absurdity of the conflict over a stolen lock of hair. Through close reading and analysis, the module will examine Pope's use of heroic couplets, wit, and satire, as well as the poem's blend of classical epic conventions with contemporary social issues. Students will also reflect on Pope's portrayal of women, the role of beauty and reputation, and the cultural commentary embedded within the poem's humor and irony.</td></tr>
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Lecture Serial	Topic of Discussion	Description
1	**Introduction to Alexander Pope and The Rape of the Lock**	Overview of Pope's life, literary career, and the historical context of the early 18th century. Introduction to *The Rape of the Lock* as a mock-epic and its satirical focus on high-society vanities.
2	**Mock-Epic Tradition**	Discuss the mock-epic genre, its origins, and key characteristics. Explore how Pope adopts and subverts classical epic conventions in *The Rape of the Lock*.
3	**Structure and Form of *The Rape of the Lock***	Examine the structure of the poem (five cantos) and its use of heroic couplets. Discuss how form and structure contribute to the satirical tone.
4	**Themes of Vanity and Society**	Analyze the theme of vanity in the poem, focusing on the depiction of aristocratic society's obsession with appearance and reputation.
5	**Canto I: Introduction to Belinda and the Social Setting**	Close reading of Canto I, focusing on the introduction of Belinda and her social context. Discuss the role of beauty and superficiality in her characterization.
6	**The Machinery: Sylphs and Spirits**	Discuss the supernatural machinery introduced in Canto I, such as the sylphs. Analyze how Pope uses this fantastical element to mock the importance of beauty and social rituals.
7	**Canto II: The Baron's Plot and the Theft of the Lock**	Examine the plot in Canto II, focusing on the Baron's intentions and the theft of the lock of hair. Discuss the symbolic significance of the lock and its absurd importance in the narrative.
8	**The Role of the Sylphs in Canto II**	Analyze the role of the sylphs, particularly Ariel, in protecting Belinda. Discuss how Pope uses them to emphasize the ridiculousness of the societal concerns over a lock of hair.
9	**Canto III: The Battle and the Social Commentary**	Focus on the social commentary embedded in Canto III. Examine the mock-epic battle between the sylphs and the forces of the Baron, exploring Pope's critique of gender and power dynamics.
10	**Satire and Irony in *The Rape of the Lock* (Cantos I-III)**	Analyze Pope's use of satire and irony in Cantos I-III, discussing how he mocks the aristocracy's values and the trivial nature of their conflicts.
11	**Gender Roles and the Feminine Ideal**	Discuss Pope's treatment of gender, particularly the portrayal of women like Belinda. Explore the tension between women as objects of beauty and as active agents.
12	**Class and Social Mobility in the Poem**	Examine the theme of class in the poem. Discuss how Pope critiques the class structure and the behavior of the upper classes, especially through the actions of the Baron and Belinda.
13	**The Role of the Heroic Couplets**	Focus on Pope's use of heroic couplets in *The Rape of the Lock*. Analyze how the rhythm and structure of the couplets contribute to the mock-epic tone and the ironic effect.
14	**Characterization of Belinda and the Baron**	Analyze the characters of Belinda and the Baron. Discuss their respective roles as symbols of vanity, and how their interactions reflect the values of 18th-century society.
15	**The Superficiality of the Conflict**	Discuss the triviality of the poem's central conflict – the theft of the lock. Explore how Pope uses this conflict to critique the obsession with appearance and reputation in the aristocracy.

16	**The Role of the Supernatural: Fate and Free Will**	Examine the role of fate and free will in the poem. Discuss how Pope uses the supernatural forces, such as the sylphs, to illustrate the tension between destiny and personal agency.
17	**Parody of Classical Epics in *The Rape of the Lock***	Explore how Pope parodies classical epics, especially *The Iliad* and *The Aeneid*. Discuss the mock-heroic tone and the way Pope borrows epic conventions while applying them to a trivial subject matter.
18	**The Satirical Use of Classical References**	Analyze Pope's use of classical references (gods, heroes, battles) to satirize contemporary society. Explore how these references deepen the mock-epic quality of the poem.
19	**Cultural Critique and Pope's View of Society**	Discuss the broader cultural critique in *The Rape of the Lock*, including Pope's views on materialism, vanity, and the excesses of the aristocracy.
20	**Conclusion: Legacy of *The Rape of the Lock* and Modern Relevance**	Summarize the key themes and literary techniques of *The Rape of the Lock*. Discuss its lasting impact on literature and its continued relevance as a critique of vanity, gender, and class.

· **William Cowper: "The Solitude of Alexander Selkirk"**

Module Objective:

The objective of this module is to critically analyze William Cowper's poem *The Solitude of Alexander Selkirk*, focusing on its themes of isolation, self-reflection, and the human connection to nature. Students will explore how Cowper uses the real-life story of Alexander Selkirk, a castaway who spent four years in solitude on a Pacific island, as a vehicle to examine deeper philosophical and psychological questions about human existence, loneliness, and the value of self-sufficiency. Through close reading, students will engage with Cowper's use of vivid imagery, rhetorical devices, and tone to reflect on the contrast between solitude and society. The module will also encourage students to reflect on the Romantic emphasis on nature, the individual, and the introspective mind, while situating the poem within the broader context of Romantic literature.

Lecture Serial	Topic of Discussion	Description
1	**Introduction to William Cowper and the Context of the Poem**	Overview of Cowper's life, literary style, and his place in the Romantic movement. Introduction to *The Solitude of Alexander Selkirk*, including historical context (Selkirk's real-life story).
2	**Themes of Isolation and Solitude**	Analyze the central theme of isolation in the poem. Discuss how Cowper uses Selkirk's experience to explore human solitude and its psychological effects.
3	**Nature and Self-Reflection**	Examine Cowper's portrayal of nature as a reflective space for the individual. Discuss the Romantic emphasis on nature as a source of solace and insight.
4	**The Contrast between Solitude and Society**	Discuss the contrast between Selkirk's solitary existence and the social life he left behind. Analyze the poem's commentary on human society and its failings.
5	**Imagery, Tone, and Rhetorical Devices**	Close reading of the poem's imagery, tone, and rhetorical devices. Discuss how Cowper uses these elements to deepen the emotional and philosophical impact of the poem.
6	**Philosophical Reflections and Conclusion**	Reflect on the philosophical themes of the poem, including self-sufficiency, the human condition, and the search for meaning. Conclude with a discussion on the lasting relevance of the poem within the Romantic tradition.

Unit-7

• Gray: "Elegy Written in a Country Churchyard"

Module Objective:

The objective of this module is to critically engage with Thomas Gray's *Elegy Written in a Country Churchyard*, focusing on its exploration of mortality, the simplicity of rural life, and the inevitable passage of time. Students will analyze the poem's themes of death, memory, and the lives of common people, contrasting the grandeur of famous lives with the quiet dignity of those buried in the churchyard. Through close reading, students will examine Gray's use of elegiac form, tone, and imagery to evoke a reflective and meditative mood. The module will also address the poem's engagement with Enlightenment ideas on death, social inequality, and the human condition, while considering its influence on later Romantic poetry.

Lecture Serial	Topic of Discussion	Description
1	**Introduction to Thomas Gray and Historical Context**	Overview of Thomas Gray's life, his career, and the historical context of *Elegy Written in a Country Churchyard*. Discuss the 18th-century preoccupations with death, rural life, and the rise of sentimentalism.
2	**Elegiac Poetry: Form and Tradition**	Introduction to the elegiac tradition. Discuss the characteristics of elegiac poetry and how Gray's *Elegy* adheres to and departs from traditional forms.
3	**Themes of Mortality and Death**	Close reading of the poem with a focus on Gray's meditation on death, mortality, and the inevitability of human fate. Discuss the quiet acceptance of death in the churchyard.
4	**The Common Man and Social Inequality**	Explore Gray's treatment of rural life and the common people in the churchyard. Discuss how the poem addresses social inequality and the uncelebrated lives of ordinary individuals.
5	**Imagery and Symbolism**	Analyze the use of imagery and symbolism in the poem. Discuss Gray's depiction of nature, the churchyard, and the gravestones, and how these symbols reflect the themes of death and memory.
6	**The Tone and Emotional Impact of the Poem**	Examine the tone of the poem—its somber, reflective, and respectful mood. Discuss how Gray uses tone to evoke empathy for the deceased and contemplation of the human condition.
7	**Gray's Philosophical Reflections on Life and Fame**	Discuss Gray's reflections on fame, legacy, and the transient nature of human achievements. Analyze the contrast between the glorified lives of the famous and the humble lives of the rural dead.
8	**The Poem's Relationship with Enlightenment Thought**	Analyze how *Elegy* engages with Enlightenment ideas, particularly the focus on reason, the inevitability of death, and the importance of humility. Discuss Gray's critique of materialism and the search for spiritual meaning.
9	**Conclusion: The Poem's Legacy and Its Influence**	Summarize the poem's central themes and its emotional and philosophical impact. Discuss the lasting influence of *Elegy Written in a Country Churchyard* on later poets, particularly in the Romantic tradition.