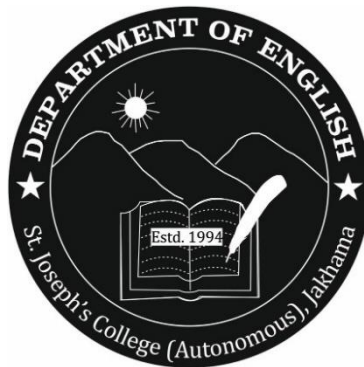


# ST. JOSEPH'S COLLEGE (AUTONOMOUS) JAKHAMA-NAGALAND

## SYLLABUS

(Outcome Based Education)

### CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES (NEP-2020)



**DEPARTMENT OF ENGLISH**

*With effect from the Academic Year 2023-2024*

*(1<sup>st</sup> to 4<sup>th</sup> FYUGP)*

**Syllabi of English Honours FYUGP (NEP 2020): St. Joseph's College (Autonomous), Jakhama**

<b>Sem</b>	<b>MAJOR 4 Credits</b>	<b>Minor (4 Credits)</b>	<b>Multidisciplin ary/ Introductory Course (4 Credits)</b>	<b>Ability Enhancem ent Course (AEC) (2 Credits)</b>	<b>Skill Enhanceme nt Course (SEC) (2 credits)</b>	<b>Value Added Course VAC-(2 credits)</b>	<b>Total Credit</b>
<b>I</b>	<b>EGC 1.1:</b> Introduction to the Study of English Literature <b>EGC 1.2:</b> History of English Literature-I	<b>EGM 1:</b> Academic Writing and Composition	<b>MDC 1:</b> Environmental Studies	<b>AEC 1:</b> English Communication	<b>EGS 1:</b> Soft Skills - I	<b>VAC 1:</b> Constitutional Values	<b>22</b>
<b>II</b>	<b>EGC 2.1:</b> European Classical Literature <b>EGC 2.2:</b> History of English Literature II	<b>EGM 2:</b> Introduction to the study of English Literature	<b>MDC 2:</b> Life Science	<b>AEC 2:</b> Basic Functional English	<b>EGS 2:</b> Soft Skills - II	<b>VAC 2:</b> Consumer Rights	<b>22</b>
<b>III</b>	<b>EGC 3.1:</b> British poetry and drama: 14 <sup>th</sup> to 17 <sup>th</sup> century <b>EGC 3.2:</b> British Literature: 17 <sup>th</sup> to 18 <sup>th</sup> century <b>EGC 3.3:</b> American Literature	<b>EGM 3:</b> British Literature	<b>MDC 3:</b> Intellectual Property Rights. IPR		<b>EGS 3:</b> Creative Writing		<b>22</b>
<b>IV</b>	<b>EGC 4.1:</b> British Romantic Literature <b>EGC 4.2:</b> British Literature: 19 <sup>th</sup> Century <b>EGC 4.3:</b> British Literature: The Early 20 <sup>th</sup> Century	<b>EGM 4:</b> Language, literature and culture.		<b>AEC 3:</b> Poetry, Prose and short stories	<b>EGS 4:</b> Media and communication Skills	<b>VAC 3:</b> Work Ethics	<b>22</b>
<b>V</b>	<b>EGC 5.1:</b> Indian Classical Literature <b>EGC 5.2:</b> Literature of Indian Diaspora <b>EGC 5.3:</b> Literary Criticism	<b>EGM 5:</b> Indian Writings in English		<b>AEC 4:</b> Novel and Drama	<b>EGS 5:</b> Introduction to basic Linguistics	<b>VAC 4:</b> India through the ages	<b>22</b>
<b>VI</b>	<b>EGC 6.1:</b> Naga Writings in English: Poetry and Fiction <b>EGC 6.2:</b> Literary Theory <b>EGC 6.3:</b> Postcolonial Literature <b>EGC 6.4:</b> Folk Literature	<b>EGM 6:</b> Women's Writing			<b>EGS 6:</b> Business Communication		<b>22</b>
<b>VII</b>	<b>EGC 7.1:</b> New Literature. <b>EGC 7.2:</b> Literary and Critical Approaches <b>RM:</b> Research Methodology	<b>EGM 7:</b> British Literature: Post World War II <b>EGM 8:</b> Area Study				<b>Dissertation Starts</b>	<b>20</b>

<b>VIII</b>	<b>EGC 8.1:</b> Literature of the Northeast India	<b>EGM 9:</b> World Literature				<b>Dissertation on Major (12) Or Three optional papers</b>	<b>20</b>
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**Note: Honours Students not undertaking research project will do three theory courses for 12 credits in lieu of a research project/dissertation.**

**Syllabi of BA English Honour (NEP 2020)**  
**St. Joseph's College (Autonomous), Jakhama**

**Major Papers: Paper Titles**

1. Introduction to the Study of English Literature
2. History of English Literature – I
3. European Classical Literature
4. History of English Literature – II
5. British Poetry and Drama: 14th to 17th Centuries
6. British Poetry and Drama: 17th and 18th Centuries
7. American Literature
8. British Romantic Literature
9. British Literature: 19th Century
10. British Literature: The Early 20th Century
11. Indian Classical Literature
12. Literature of the Indian Diaspora
13. Literary Criticism
14. Naga Writings in English: Poetry and Fiction
15. Literary Theory
16. Postcolonial Literatures
17. Folk Literature
18. New Literatures
19. Literary and Critical Approaches
20. Literature of the Northeast India

**Minor Papers: Paper Titles**

1. Academic Writing and Composition
2. Introduction to the study of English Literature
3. British Literature I
4. Language, literature and culture
5. Indian Writings in English
6. Women's Writing
7. British Literature: Post World War II
8. Area Study
9. World Literature

**Multidisciplinary Course: Paper Titles**

1. Environmental Studies
2. Life Science
3. Intellectual Property Rights IPR

**Ability Enhancement Course (Compulsory): Paper Titles**

1. English Communication
2. Basic Functional English
3. Poetry, Prose and short stories
4. Novel and Drama

**Skill Enhancement Course: Paper Titles**

1. Soft Skills - I
2. Soft Skills – II
3. Creative Writing
4. Media and Communication Skills
5. Introduction to Basic Linguistics
6. Business Communication

**Value Added Course: Paper Titles (first-fourth semester)**

1. Constitutional Rights
2. Consumer Rights
3. Work Ethics
4. India through the ages

**PROGRAMME OBJECTIVES**

<b>SL. NO:</b>	<b>On completing the FYUGP English, the student will be able:</b>
<b>PO 1</b>	<b>To introduce students to a wide range of emerging areas in the field of literary studies.</b>
<b>PO 2</b>	<b>To make students capable of performing research, analysis and criticism of literary and cultural texts from different eras and genres.</b>
<b>PO 3</b>	<b>To ensure students to develop the ability to be competent tutors of English language and literature.</b>
<b>PO 4</b>	<b>To enable students to identify, analyze and interpret literary texts.</b>
<b>PO 5</b>	<b>To describe the critical ideas, values and themes that appears in literary and cultural texts.</b>
<b>PO 6</b>	<b>To enable students to understand the process of communicating and interpreting human experiences through literary representation using historical, social and cultural contents.</b>
<b>PO 7</b>	<b>To sensitize students about different cultures and society, and be accommodative and tolerant of the same.</b>
<b>PO 8</b>	<b>To create employability options in English studies programme focusing on professional writing, teaching English at different levels, mass media and journalism, aviation communication and personality development.</b>
<b>PO 9</b>	<b>To create awareness on gender equality and also to familiarize on people marginalized by history, and explore through their writings the unique socio-political space within their culture.</b>
<b>PO 10</b>	<b>To produce good human beings imbued with cognitive abilities, affective abilities and psycho-motor abilities.</b>

## I SEMESTER

**NAME OF THE PAPER (CODE) : INTRODUCTION TO THE STUDY OF ENGLISH LITERATURE (EGC 1.1)**  
**Number of Credit : 04**  
**Number of Hours of Lecture : 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Introduction to the Study of English Literature:**

<b>CO 1:</b>	To gain introductory knowledge on the genre of Novel, specifying on its origin, definition, elements, types and developments.
<b>CO 2:</b>	To introduce forms, types and elements of Poetry.
<b>CO 3:</b>	To introduce the genre of drama and, its definition, types, dramatic devices and dramatic techniques.
<b>CO 4:</b>	To acquaint with the basic literary terms required for understanding various literary works.
<b>CO 5:</b>	To assess the elements, to identify and evaluate the text.

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Novel: Definition, Elements and Types</b>	Origin of novel. Definition. Elements. Types and Developments.	<b>CSO 1.1:</b> to explain the origin of the novel. (K) <b>CSO 1.2:</b> to define novel. (K) <b>CSO 1.3:</b> to examine the elements of novel. (A) <b>CSO 1.4:</b> to explain the importance of the elements of novel. (U) <b>CSO 1.5:</b> to illustrate the different types of novel. (U) <b>CSO1.6:</b> to explain the characteristics and kinds of different types of novel.(U) <b>CSO 1.7:</b> to discuss the various aspects which contribute to its development.(U)	15	25	
<b>UNIT 2 Poetry: Definition, Types and Forms</b>	Historical background. Definition. Types and forms. Figurative language and Technique.	<b>CSO 2.1:</b> to make the students understand the historical evolution of English poetry. (K) <b>CSO 2.2:</b> .to define poetry. (K) <b>CSO 2.3:</b> to identify different types and	15	25	

		forms of poetry. (A) <b>CSO 2.4:</b> to examine the figurative language used in poetry. (A) <b>CSO 2.5:</b> to distinguish the various techniques employed in poetry. (A)			
<b>UNIT 3 Drama: Definition, Types, and Dramatic Devices</b>	Genres of drama. Historical background. Definition. Techniques and Dramatic device.	<b>CSO 3.1:</b> to explain the different genres of drama. (K) <b>CSO 3.2:</b> to understand the historical development of English drama. (U) <b>CSO 3.3:</b> to define drama. (K) <b>CSO 3.4:</b> to differentiate the various techniques used in drama. (A) <b>CSO 3.5:</b> to identify and explain dramatic devices. (A)	15	25	
<b>UNIT 4 Literary Terms: 1. Symbol 2. Motif 3. Allegory 4. Personification 5. Metaphor and Simile 6. Foreshadowing 7. Hamartia 8. Catharsis 9. Irony 10. Dramatic 11. Monologue</b>	Symbol, Motif, Allegory, Personification, Metaphor and Simile, Foreshadowing, Hamartia, Catharsis, Irony and Dramatic Monologue.	<b>CSO 4.1:</b> to define and explain Symbolism. (K) <b>CSO 4.2:</b> to define and explain Motif. (K) <b>CSO 4.3:</b> to define and explain Allegory. (K) <b>CSO 4.4:</b> to define and explain Personification. (K) <b>CSO 4.5:</b> to define and explain Metaphor and Simile. (K) <b>CSO 4.6:</b> to define and explain Foreshadowing. (K) <b>CSO 4.7:</b> to define and explain Hamartia. (K) <b>CSO 4.8:</b> to define and explain Catharsis. (K) <b>CSO 4.9:</b> to define and explain Irony. (K) <b>CSO 4.10:</b> to define and explain Dramatic Monologue. (K)	10	15	
<b>UNIT 5 Case Studies</b>	Dissect. Elements and evaluate the text.	<b>CSO 5.1:</b> to dissect the elements of a novel, poem and drama	5	10	

		<p>through a text. (A)</p> <p><b>CSO 5.2:</b>to identify the types and literary devices utilize in a text. (A)</p> <p><b>CSO 5.3:</b>to evaluate the text from the genre of novel, poem and drama. (A)</p>			
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**Suggested Readings:**

1. L.T. Lemon. *A Glossary for the Study of English*. New Delhi: OUP.
2. B. Prasad. *A Background to the Study of English Literature*. Chennai: Macmillan.
3. Bose & Sterling. *Rhetoric and Prosody*. Calcutta: Chuckerterty, Chatterjee& Co, 1978.
4. M.H. Abrams. *A Glossary of Literary Terms*. Prism India 11<sup>th</sup>Edn.
5. Liz Hamp-Lyons & Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. New Delhi: Cambridge University Press: 2006.
6. Joseph Gibaldi. *MLA Handbook for Writers of Research Papers*. Sixth edition. Delhi: First East-West Press Edition, 2004



**NAME OF THE PAPER (CODE) : History of English Literature- I (EGC 1.2)**

**Number of Credit : 4**

**Number of Hours of Lectures : 60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **History of English Literature I:**

<b>CO1:</b>	To develop an understanding of the evolution of English Literature (14th-17th Century)
<b>CO2:</b>	To acquaint with the religious, political and social changes from 14th to 17th centuries, and their influence on English Literature.
<b>CO3:</b>	To comprehend the development of major literary forms of the various ages and to familiarize with the major literary works of those ages.
<b>CO4:</b>	To understand the development of British Literature from the Age of Chaucer to Restoration Period.

<b>UNIT &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>Unit 1 The Age of Chaucer</b>	a. Historical Background b. Literary features of the age c. Geoffrey Chaucer: His life, poems and features of his poetry d. Other Poets and Prose writers e. The development of literary forms f. The development of literary style	<b>CSO 1.1:</b> to give a brief introduction to the life of Geoffrey Chaucer's life. (K) <b>CSO 1.2:</b> to state and explain the features of the Poetry.(K) <b>CSO 1.3:</b> to explain the development of literary forms. (U) <b>CSO 1.4:</b> to describe the development of Literary Style. (U) <b>CSO 1.5:</b> to state and differentiate the Prose/ Poetry. (U) <b>CSO 1.6:</b> to develop an understanding of the development of Literary Style.(U) <b>CSO 1.7:</b> to acquire basic knowledge of Geoffrey Chaucer. (K) <b>CSO 1.8:</b> to explain the character sketch of Chaucer. (U) <b>CSO 1.9:</b> to develop an understanding on literary forms of Geoffrey Chaucer. (U) <b>CSO1. 10:</b> to explore Chaucer's prose and poetry. (A)	9	24	

<b>Unit 2 The Early Renaissance</b>	a. Renaissance- Meaning and origin b. Aspects of Renaissance c. Influence of Renaissance on English Literature d. Major thinkers of the Age	<b>CSO 2.1:</b> to explain the Features of the Renaissance. (U) <b>CSO 2.2:</b> to describe the different Medieval or Pre-renaissance and Renaissance Literature.(A) <b>CSO 2.3:</b> to explain the Aspects of Renaissance culture and Philosophy. (U) <b>CSO 2.4:</b> to explain the Influence of Renaissance on English Literature. (U) <b>CSO 2.5:</b> to elaborate “the main characters in the Renaissance period (U) <b>CSO 2.6:</b> to analyse how the Renaissance period in people life. (A) <b>CSO 2.7:</b> to explain the Major thinkers during the Renaissance. (U) <b>CSO 2.8:</b> to explain the Major areas of significance for Wester Philosophy. (U) <b>CSO 2.9:</b> to describe Aspects of Renaissance culture and Philosophy. (K)	7	22	
<b>Unit 3 The Age of Elizabeth</b>	a. Historical Background b. Literary features of the age c. Poetry d. Pre- Shakespearean Drama e. William Shakespeare f. Post- Shakespearean Drama g. Development of Literary Forms h. Development of literary style	<b>CSO 3.1:</b> to define Edmund Spenser’s prose /poem. (K) <b>CSO 3.2:</b> to recall the Literary features of the Age. (K) <b>CSO 3.3:</b> to list and explain the Literary features of the Age. (K) <b>CSO 3.4:</b> to discuss the importance features of Elizabethan period (U) <b>CSO 3.5:</b> to analyse the time period of the Elizabethan Age(A) <b>CSO 3.6:</b> to explain the Development of Literary forms – Poetry/ Dramatic/ Lyrical. (U)	20	18	
<b>Unit 4 The Puritan Age or The Age of Milton</b>	a. Historical Background b. Literary Characteristics c. John Milton d. Metaphysical Poets and Cavalier Poets e. Drama f. Prose g. Development of Literary forms h. Development of literary style	<b>CSO 4.1:</b> to elaborate the importance works of the age of Milton. (U) <b>CSO 4.2:</b> to Discuss the importance of Puritan Age. (K) <b>CSO 4.3:</b> to critically analyse The Age Milton. (A) <b>CSO 4.5:</b> to explain and understand the age of puritan and features.(U) <b>CSO 4.6:</b> to identify the characterizers in the Age of Puritan(A)	12	19	

<b>Unit 5 Restoration Period</b>	a. Historical Background b. Literary Characteristics c. Poetry d. Prose e. John Dryden- His life, works and Style f. Restoration Drama	<b>CSO 5.1:</b> to recall and explain the Restoration period. (U) <b>CSO 5.2:</b> to describe about the restoration period and features. (U) <b>CSO 5.3:</b> to elaborate the Restoration period. (U) <b>CSO 5.4:</b> to discuss about the Restoration period and its problems. (U) <b>CSO 5.5:</b> to explain the importance of Restoration Period (U)	12	17	
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**Suggested Readings:**

1. William J. Long. *English Literature: Its History and Its Significance*. Book. 2.
2. Way I for Evans: *A Short History of English Literature*.
3. David Daiches: *A Critical History of English Literature*.
4. Legouis & Cazamian: *History of English Literature*.
5. Edward Albert, *History of English Literature*, OUP.
6. Compton-Rickett. *History of English Literature*. New Delhi: UBS Publishers' Distributors (p) Ltd.

**NAME OF THE PAPER (CODE) : ACADEMIC WRITING AND COMPOSITION (EGM 1)**  
**Number of Credit : 04**  
**Number of Hours of Lecture : 60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper: **Academic Writing and Composition**

<b>CO 1:</b>	To introduce students to the concept of academic writing.
<b>CO 2:</b>	To introduce the students to the conventions of Academic style of writing.
<b>CO 3:</b>	To help students develop analytical and critical thinking skills, improvement in vocabulary and syntax of the students
<b>CO 4:</b>	To introduce students to the basic knowledge of Editing and importance of Book Review.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Introduction to the Writing Process</b>	a. Meaning and importance of writing process b. Formal and informal writing c. Steps involved in the writing process d. Good writing and Bad writing.	<b>CSO1.1:</b> to cite and understand the art of writing and its importance.(K) <b>CSO 1.2:</b> to identify the process of writing.(K) <b>CSO 1.3:</b> to differentiate good and bad writing.(A) <b>CSO 1.4:</b> to examine the characteristics and qualities of writing.(A) <b>CSO 1.5:</b> to discuss the difference between formal and informal writing. (U) <b>CSO 1.6:</b> to develop the skill and art of writing. (A)	15	25	
<b>UNIT 2 Introduction to the Conventions of Academic Writing</b>	a. Meaning of academic writing. b. Types of academic composition. c. Features and Conventions of academic writing.	<b>CSO 2.1:</b> to define the meaning of academic writing and key characteristics.(K) <b>CSO 2.2:</b> to explore the different style of academic writing.(A) <b>CSO 2.3:</b> to discuss the types of academic writing.(U) <b>CSO 2.4:</b> to identify the conventions of academic	15	25	

		<p>writing. (A)</p> <p><b>CSO 2.5:</b> to explore the challenges in academic writing and common mistakes to avoid. (U)</p>			
<b>UNIT 3 Summarizing and Paraphrasing</b>	<p>a. Meaning of summarizing and paraphrasing</p> <p>b. Importance and steps to adopt.</p> <p>c. Difference between summarizing and paraphrasing</p>	<p><b>CSO 3.1:</b> to define the meaning of summarizing and procedures to adopt.(K)</p> <p><b>CSO 3.2:</b> to develop analytical and critical thinking so as to analyse, recreate and assess literary art.(A)</p> <p><b>CSO 3.3:</b> to define the meaning of paraphrasing and importance.(K)</p> <p><b>CSO 3.4:</b> to apply the skills of paraphrasing.(A)</p> <p><b>CSO 3.5:</b> to differentiate between summarizing and paraphrasing. (U)</p> <p><b>CSO 3.6:</b> to practically paraphrase and summarize literary passage.(U)</p> <p><b>CSO 3.7:</b> to elaborate on the meaning of synonyms and antonyms and other literary terms. (A)</p>	15	25	
<b>UNIT 4 Book Review</b>	<p>a. Definition of book review.</p> <p>b. Purpose of book review.</p> <p>c. Types and parts</p> <p>d. Layout of book review</p>	<p><b>CSO 4.1:</b> to discuss the meaning and purpose of book review. (U)</p> <p><b>CSO 4.2:</b> to assess a literary work critically.(A)</p> <p><b>CSO 4.3:</b> to identify the different ways and types of book review.(A)</p> <p><b>CSO 4.4:</b> to examine the parts of book review. (U)</p> <p><b>CSO 4.5:</b> to discuss the layout of book review. (U)</p> <p><b>CSO 4.6:</b> to demonstrate the ability to understand book at a deeper level. (A)</p> <p><b>CSO 4.7:</b> to practically apply the skill of book review.(A)</p>	15	25	

### **Suggested Readings:**

1. Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
3. IlonaLeki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

**NAME OF THE PAPER (CODE) : ENGLISH COMMUNICATION (AEC 1)**  
**Number of Credit : 02**  
**Number of Hours of Lecture : 30**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **English Communication**:

<b>CO 1:</b>	To introduce to the students the theory, fundamentals and tools of communication.
<b>CO 2:</b>	To develop vital communication skills among students which should be integral to personal, social and professional interactions.
<b>CO 3:</b>	To address the significance of clear and effective communication through an interactive mode of teaching-learning process.
<b>CO 4:</b>	To focus on various dimensions of communication skills: Language of communication, speaking skills, reading skills and writing skills.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>I</b>	<b>Introduction</b> a. Theory of Communication  a. Types and modes of Communication	<b>CSO 1.1:</b> to define the term communication (K) <b>CSO 1.2:</b> to differentiate different Types of Communication (A) <b>CSO 1.3:</b> to state different types of Communication (K) <b>CSO 1.4:</b> to recall different Modes of communication. (K) <b>CSO 1.5:</b> to understand different modes of communication(U) <b>CSO 1.6:</b> to state the theories of communication (K) <b>CSO1.7:</b> to identify the types of communication (K) <b>CSO 1.8:</b> to explain the process of communication (U)	<b>6</b>	10	
<b>II</b>	<b>Language and Communication</b> a. Personal, social and Business b. Barriers and Strategies c. Intra-personal and group Communication	<b>CSO 1.1:</b> to discuss the different language of communication (U) <b>CSO 1.2:</b> to define Personal, social and Business communication. (K) <b>CSO 1.3:</b> to understand the ability to share thoughts, emotions and ideas through various means of communication (U) <b>CSO 1.4:</b> to identify vital communication skills which is integral to personal, social and professional interactions (K)	<b>6</b>	10	

		<p><b>CSO 1.5:</b> to explain the Barries of communication (U)</p> <p><b>CSO 1.6:</b> to discuss different strategies of communication (U)</p> <p><b>CSO 1.7:</b> to define Intra- Personal Communication (K)</p> <p><b>CSO 1.8:</b> to differentiate between Intra- Personal communication and group communication (A)</p> <p><b>CSO 1.9:</b> to define Group Communication (K)</p> <p><b>CSO 1.10:</b> to explain the three major evaluation in selection of GDS (U)</p>			
<b>III</b>	<p><b>Speaking Skills</b></p> <p>a. Interview</p> <p>b. Public Speech</p>	<p><b>CSO 3.1:</b> to define Interview (K)</p> <p><b>CSO 3.2:</b> to identify the steps of Interview (K)</p> <p><b>CSO 3.3:</b> to define the importance of public speech (K)</p> <p><b>CSO 3.4:</b> to Cite different types of public speaking (K)</p> <p><b>CSO3.5:</b> to Explain the skills in preparation of Interview. (U)</p> <p><b>CSO3.6:</b> to elaborate the writing an Engaging Speech for the Public speech. (U)</p>	6	10	
<b>IV</b>	<p><b>Reading and Understanding</b></p> <p>a. Comprehension</p> <p>b. Precis Writing</p>	<p><b>CSO 4.1:</b> to recall the steps of reading a passage (K)</p> <p><b>CSO 4.2:</b> to explain the steps to understand a passage. (U)</p> <p><b>CSO 4.3:</b> to integrate the compression passage. (A)</p> <p><b>CSO 4.4:</b> to explain Precis Writing (U)</p> <p><b>CSO 4.5</b> to elaborate the steps of precis writing. (U)</p>	4	8	
<b>V</b>	<p><b>Writing Skills</b></p> <p>a. Working Bibliography (APA style and MLA Style)</p> <p>b. Footnote and Endnote</p> <p>c. Making Notes</p> <p>d. Assignment Writing</p>	<p><b>CSO 5.1:</b> to define MLA Style. (K)</p> <p><b>CSO 5.2:</b> to state APA style. (K)</p> <p><b>CSO 5.3:</b> to define End note with an Example. (K)</p> <p><b>CSO 5.4:</b> to Recall definition of Footnote (K)</p> <p><b>CSO5.5:</b> to describe Bibliography. (K)</p> <p><b>CSO 5.6:</b> to cite footnote with an example (K)</p> <p><b>CSO5.7:</b> to explain the steps of Making notes. (U)</p> <p><b>CSO 5. 8:</b> to discuss the methods of writing assignment. (U)</p> <p><b>CSO5.9:</b> to cite APA with one Example</p> <p><b>CSO5. 10:</b> to write MLA with one example (K)</p> <p><b>CSO5. 11:</b> to differentiate MLA and APA (A)</p>	8	12	



**Recommended Readings:**

1. *Fluency in English - Part II*, Oxford University Press, 2006.
2. *Business English*, Pearson, 2008.
3. *Language, Literature and Creativity*, Orient Blackswan, 2013.
4. *Language through Literature* (forthcoming) ed. Dr. Gauri Mishra, Dr. Ranjana Kaul, Dr. Brati Biswas

**NAME OF THE PAPER (CODE) : SOFT SKILLS – I (EGS 1)**  
**NUMBER OF CREDIT 2**  
**NUMBER OF HOURS OF LECTURE 30**

**COURSE OBJECTIVES (Cos)**

The following are the course objectives for the paper **Soft Skills –I:**

<b>CO 1:</b>	To define the concept of Soft Skills and its significance to the students
<b>CO 2:</b>	To make the students aware of the importance of Time Management and its necessity
<b>CO 3:</b>	To help students understand the importance of a team and team building
<b>CO 4:</b>	To make students aware of the importance of personality development.

**COURSE SPECIFIC OBJECTIVES**

<b>Unit &amp; Title</b>	<b>Unit content</b>	<b>Course Specific Objectives</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LO</b>
<b>Unit 1 Introduction to soft skills</b>	Definition, Significance of soft skills. Self-esteem and confidence building	CO 1.1: to define the concept of soft skills. (K) CO1.2: to study the significance of soft skills. (K) CO 1.3; to discuss the importance of inculcating good self-esteem and confidence building. (U) CO 1.4: to help students introspect and develop a positive response in building good soft skills. (K)	7.5	12.5	
<b>Unit 2 Time Management</b>	Tools of time management and its necessities	<b>CSO 2.1:</b> to teach the importance and necessity of time management in an individual life. (K) <b>CSO 2.2:</b> to discuss the tools of time management. (U) <b>CSO 2.3:</b> to help guide the students in managing time with the help on classwork activities. (U)	7.5	12.5	
<b>Unit 3 Teamwork/ Team Building</b>	Meaning of teamwork, discussion on the qualities and feature	<b>CSO 3.1:</b> to define and state the importance of team work. (K) <b>CSO 3.2:</b> to discuss on the qualities and features of a team. (U) <b>CSO 3.3:</b> to assign students into group for practical learning and experiencing the essence and drawbacks of a team. (K)	7.5	12.5	

<b>Unit 4 Personality development</b>	Personality Development, Group discussion and Presentation skills	<b>CSO 4.1:</b> to make students aware of the importance of personality development. (K) <b>CSO 4.2:</b> to discuss the aspects of group discussion. (U) <b>CSO 4.3:</b> to construct the idea of presentation skills and discuss its aspects. (U) <b>CSO 4.4:</b> to assign the application of practical works for the students to inculcate an idea of group workings and presentation skills. (A)	7.5	12.5	
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**Suggested Readings:**

1. S. P Dhanavel. *English and Soft Skills*. Oriental Black Swan.2013
2. Kaushik, et al.*English for students of commerce: Precis, compositions, essays, Poems*. Delhi University.1997

## II SEMESTER

**NAME OF THE PAPER (CODE) : EUROPEAN CLASSICAL LITERATURE (EGC 2.1)**  
**NUMBER OF CREDIT : 04**  
**NUMBER OF HOURS OF LECTURE : 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **European Classical Literature**:

<b>CO 1:</b>	To introduce students to a foundational understanding of the epic poetry, to enable them to understand Aristotle, <i>Poetics</i> and Plato's <i>The Republic</i> , to appreciate, think and write analytically.
<b>CO 2:</b>	To enable the students familiar with Homer's life and work of its greater impact on Classical Literature, to facilitate them to understand the historical context of the epic poem, with the Greek socio-political-cultural contexts of the poem and identify the various themes of the poem. practice close reading of the poems for literal and figurative meaning.
<b>CO 3:</b>	To introduce the students to Plautus, great Roman comic dramatist, to enable them to understand the historical background of Greek and Roman literature and history.
<b>CO 4:</b>	To introduce the students to Sophocles ancient Greek tragedian, familiarize them with a brief history of the Athenian tragedy, to enable them to understand and apply concepts such as plot, structure, character, themes and symbols of the play.
<b>CO 5:</b>	To familiarize the students with the classical mythology of Ovid's <i>Metamorphoses</i> , to enable them to understand the historical context of the Latin narrative poem, to think and write analytically by identifying the main themes of the poem.

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction to Epic</b>	General introduction to the Epic poetry, features and conventions. An introduction to Aristotle, <i>Poetics</i> and Plato's, <i>Republic</i> . Themes and figurative language.	<b>CSO 1.1:</b> to define an epic poem. (K) <b>CSO 1.2:</b> to describe the features of an epic. (K) <b>CSO 1.3:</b> to identify certain epic conventions. (A) <b>CSO 1.4:</b> to explain Aristotle, <i>Poetics</i> and Plato's, <i>Republic</i> . (U) <b>CSO 1.5:</b> to identify the themes, metaphors, symbols, simile in the epic poem. (A)	7	18	
<b>UNIT 2 Poetry</b>	Homer: <i>The Iliad</i>	<b>CSO 2.1:</b> to describe a brief life and work of Homer. (K) <b>CSO 2.2:</b> to engage with	20	23	

		<p>the history woven through the poem, describe the time period in which the poem takes place.(U)</p> <p><b>CSO 2.3:</b> to analyze and evaluate about human and literary values of classical period.(K)</p> <p><b>CSO 2.4:</b> to explain the significance of the title.(U)</p> <p><b>CSO 2.5:</b> to identify various symbols, metaphor, imagery and simile(A)</p> <p><b>CSO 2.6:</b> to trace the various themes of culture, honor and glory, duty, fate and free will, revenge and war, morality, love and friendship. (A)</p>			
<b>UNIT 3 Drama</b>	<b>Plautus: <i>Pot of Gold</i></b>	<p><b>CSO 3.1:</b> to describe a brief life and works of Plautus. (K)</p> <p><b>CSO 3.2:</b> to explain comic play. (U)</p> <p><b>CSO 3.3:</b> to explain the significance of the title. (U)</p> <p><b>CSO 3.4:</b> to identify the major characters of the play. (K)</p> <p><b>CSO 3.5:</b> to explain the plot of the play. (U)</p> <p><b>CSO 3.6:</b> to analyze and evaluate about human greed and lust for wealth. (A)</p>	11	20	
<b>UNIT 4 Drama</b>	Sophocles: <i>Oedipus the King</i>	<p><b>CSO 4.1:</b> to describe a brief life of Sophocles. (K)</p> <p><b>CSO 4.2:</b> to explain Athenian tragedy and its components. (U)</p> <p><b>CSO 4.3:</b> to identify the major characters of the play. (K)</p> <p><b>CSO 4.4:</b> to elaborate the themes of fate vs free will, sight vs blindness, guilt vs shame, action vs</p>	15	21	

		reflection. (U) <b>CSO 4.5:</b> to explain the significance of the play. (U) <b>CSO 4.6:</b> to assess and examine the text and apply its utility in daily lives. (A)			
<b>UNIT 5 Poetry</b>	Ovid: <i>Selections from Metamorphoses</i> , Book III and IV	<b>CSO 5.1:</b> to describe a brief life and works of Ovid. (K) <b>CSO 5.2:</b> to describe briefly about the classical myth. (K) <b>CSO 5.3:</b> to define the term Metamorphoses. (K) <b>CSO 5.4:</b> to explain a brief history of the Latin narrative poem and their culture. (U) <b>CSO 5.5:</b> to explain poetic device by citing examples from the poem. (U) <b>CSO 5.6:</b> to identify the primary themes, motifs and symbols used in the poem. (A)	7	18	

### **Suggested Topics and Background Prose Readings for Class**

#### **Presentations**

#### **Topics**

The Epic  
Comedy and Tragedy in Classical Drama  
The Athenian City State  
Catharsis and Mimesis

#### **Readings**

1. Prasad, B: *A Background to the study of English Literature*, New Delhi; Lakshmi Publications, 1953
2. Raghunathan, Harriet: *Readings in Classical Literature*, Delhi; Worldview Publications, 2013
3. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
4. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).

**NAME OF THE PAPER (CODE) : HISTORY OF ENGLISH LITERATURE – II (EGC 2.2)**  
**Number of Credit : 04**  
**Number of Hours of Lecture : 60**

**Course Objectives (COs)**

The following are the Course Objectives (COs) for the paper **History of English Literature II:**

<b>CO 1</b>	To make the students learn the history of English Literature up till the Neoclassical Period, imitations of the past and succeeding ages up till the post modernism.
<b>CO 2</b>	To discuss the different periods, literary characteristics, different writers of each period
<b>CO 3</b>	To help the students appreciate the developments of the varied literary genres and celebrate the writers of different ages.
<b>CO 4</b>	To guide the students to discover the rich minds of each age, the scientific discoveries, technological advancement and societal advancement reflected in the unique literature in each period
<b>CO 5</b>	To incite the students’ minds the historical intellectual progression and outside influences which brought forth a wide variety of literature

**Course Specific Objectives (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objectives (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>Unit 1</b>  The Neoclassical Period 1660-1700 <b>A. Restoration Age 1660-1688</b>	a) Historical background of neoclassicism b) Historical background of the Restoration Age b) Literary characteristics c) Major writers	<b>CSO 1A.1:</b> To let students learn the historical background – how the period is divided into three ages and the origin of the name Neoclassical. (K) <b>CSO 1A.2:</b> To know how the Restoration period is also known by the name The Age of Dryden. (K) <b>CSO 1A.3:</b> To discuss the historical background of the Restoration Age. (U) <b>CSO 1A.4:</b> To discuss the influence of John Dryden in the Restoration Age.(K) <b>CSO 1A.5:</b> To analyse the works of major writers, the influence on their works by classical rules and forms.(A) <b>CSO 1A.6:</b> To learn the re-opening of theatre opened a floodgate for production of plays. (K)	8	12	
<b>B. Augustan Age 1700-</b>	a) Historical background	<b>CSO 1B.1:</b> Discuss the historical background of	6	10	

1750	b) Literary features c) Major writers	the age – the name Augustan, The Glorious Revolution and Queen Anne’s reign and literature under them. (K) <b>CSO 1B.2:</b> The students learn the shift in style and forms of literature from a more burlesque to a rather serious satire; from imitation of the classical to a more independent one (U) <b>CSO 1B.3:</b> To discuss different literary works and the scientific discoveries aiding to the flourishing of literary writings (K) <b>CSO 1B.4:</b> The students be made to learn the fate of drama after The Licensing Act, 1737 (A) <b>CSO 1B.5:</b> To learn the major works of the time – Jonathan Swift, Daniel Defoe, Alexander Pope			
<b>C. Age of Johnson</b> 1745(1750) - 1798 (1700)	a) Historical background b) Literary characteristics c) Major writers	<b>CSO 1C.1:</b> Discuss the historical background of the Age. (K) <b>CSO 1C.2:</b> The literary styles and features of the Age. (K) <b>CSO 1C.3:</b> The students understand the life and works and influence of Samuel Johnson. (U) <b>CSO 1C.4:</b> To discuss the growth and the popularity of novel which outgrew the limitations of the classicism. (U) <b>CSO 1C.5:</b> To analyse the growth of the love of nature, the charms of the rural life which is a marked feature of the period. (K) <b>CSO 1C.6:</b> To understand the Romantic Movement, the emancipation of the individual. (A)	6	10	



		<b>CSO 1C.7:</b> To discuss the major writers of the age and their works. (K)			
<b>Unit 2</b> The Romantic Period 1798 – 1837	(a) Historical background (b) Literary Characteristics (c) Major Writers	<b>CSO 2.1:</b> To know the historical background of the Period. (K) <b>CSO 2.2:</b> To discuss the Lyrical Ballads and its importance in starting a new era in the literary world. (U) <b>CSO 2.3:</b> To analyse the start of romanticism.(A) <b>CSO 2.4:</b> To explain the style of poetry and the diction changed to everyday words unlike the past ages. (A) <b>CSO 2.5:</b> To explain the works of major poets and novelists of the age. (U) <b>CSO 2.6.</b> To recall the rise of Gothic fiction, a look back to medieval times. (K) <b>CSO 2.7:</b> To understand the works of the second-generation romantic poets. (U)	10	17	
<b>Unit 3</b> The Victorian Period 1820 - 1914	a) Historical background b) Literary features of the period c) Major writers	<b>CSO 3.1:</b> To discuss the historical background of the period. (K) <b>CSO 3.2:</b> To explain the expanding horizons of education and literacy and Darwin’s Origin of Species (1859) marking an era of scientific reasoning and search for truth. (K) <b>CSO 3.3:</b> To explain the flourishing of news articles, satiric essays, fiction and poetry. (U) <b>CSO 3.4:</b> To learn the dominant form of literature as the novel while poets experimented with narrative poems and dramatic monologues .(A) <b>CSO 3.5:</b> To discuss the	10	17	

		<p>Pre-Raphaelites (1848-1860) and the Aestheticism and Decadence Movement (1880-1900)</p> <p><b>CSO 3.6:</b> To assess the impact of Industrial Revolution, and in particular the technological advance in printing as well as the increased literacy which increased readership. (K)</p> <p><b>CSO 3.7:</b> To understand the works of major writers. (U)</p>			
<p><b>Unit 4</b></p> <p>Modern Period 1914-1945</p>	<p>a) Historical b) background c) Characteristics d) Literary e) features f) Novelists g) Dramatists</p>	<p><b>CSO 4.1:</b> To define Modern Period.</p> <p><b>CSO 4.2:</b> To explore more clarity about the emergence of modernist movement in Europe.</p> <p><b>CSO 4.3:</b> To explain the historical background of the age. (K)</p> <p><b>CSO 4.4:</b> To define the characteristics of Modernism. (U)</p> <p><b>CSO 4.5:</b> To list out the Literary features of the age.</p> <p><b>CSO 4.6:</b> To explain the emphasis of Subjectivity and Individualism. (A)</p> <p><b>CSO 4.7:</b> To explain the life and works of prominent Novelists and Dramatists of the age. (K)</p>	10	17	
<p><b>Unit 5</b></p> <p>Post Modernism Period 1970- 1990</p>	<p>a) Historical b) background c) Characteristics of Post- Modernism in comparison with Modernism d) Literary features e) Novelists f) Poets</p>	<p><b>CSO 5.1:</b> To define Post-Modernism. (K)</p> <p><b>CSO 5.2:</b> To explain the rise of Post-Modernism. (K)</p> <p><b>CSO 5.3:</b> To explain the historical background of the age. (K)</p> <p><b>CSO 5.4:</b> To explain the characteristics of Post-Modernism in comparison with Modernism. (A)</p>	10	17	

		<p><b>CSO 5.5:</b> To explain and identify the difference between Modernism and Post- Modernism. (U)</p> <p><b>CSO 5.6:</b> To explain the literary features of Post-Modernism. (K)</p> <p><b>CSO 5.7:</b> To explain the life and works of prominent Novelists and Dramatists of the age. (A)</p>			
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**Suggested Readings:**

1. Legious and Cazamians, *History of English Literature*, pp. 995-1065, 1927.
2. Emile Legouis, *A short history of English Literature*, pp. 275-310, 1934.
3. Andrew Sanders, *The short Oxford history of English Literature* (Third Edition), pp. 338-586, 2004.
4. David Daiches (Revised Edition), *A critical history of English Literature*, pp. 856-1049, 1960.
5. William T Long, *English Literature, Its history and its significance*, pp. 369-452, 2004.

**NAME OF THE PAPER : Introduction to the Study of English Literature (EGM 2)**

**Number of Credit : 04**

**Number of Hours of Lectures : 60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Introduction to the Study of Literature:**

<b>CO 1</b>	<b>To gain introductory knowledge of different genres of English Literature</b>
<b>CO2</b>	<b>To introduce forms, types and elements of different genres of English Literature.</b>
<b>CO3</b>	<b>To differentiate among the different genres of English Literature</b>
<b>CO4</b>	<b>To acquaint with the basic literary terms required for understanding various literary works.</b>

**Course Specific Objectives (CSOs)**

<b>UNIT &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>Unit 1</b>	<b>Introduction to Literature</b>	<b>CSO 1:</b> To define the introduction on Literature. (K) <b>CSO 2:</b> To define the literature. (K) <b>CSO 3:</b> To explain about the British Literature. (U) <b>CSO 4:</b> To depreciate between British and European literature. (U) <b>CSO 5:</b> To define the term literature. (K) <b>CSO 6:</b> To discuss about the British, European and American literature. (U) <b>CSO 7:</b> To define the American literature. (K) <b>CSO 8:</b> To explain the 17 <sup>th</sup> , 18 <sup>th</sup> , 19 <sup>th</sup> and 20 <sup>th</sup> century. (U) <b>CSO 9:</b> To understand the three different literatures. (U) <b>CSO 10:</b> To Explore the literature of British, European and American. (A)	11	24	
<b>Unit 2</b>	Novel: Definition, Elements and Types	<b>CSO 1:</b> To explain the novel. (U) <b>CSO 2:</b> Discuss the elements of the novel(A) <b>CSO 3:</b> Explain how elements helpful for the novel. (U) <b>CSO 4:</b> Elaborate characters in the novel. (U) <b>CSO 5:</b> Elaborate types in the novel. (U) <b>CSO 6:</b> Analyse the novel and elements. (A) <b>CSO 7:</b> To explain the types of	12	22	

		<p>novels. (U)</p> <p><b>CSO 8:</b> To Examine the role play in the novel. (A)</p> <p><b>CSO 9:</b> To discuss the main characters in the novel. (U)</p> <p><b>CSO 10:</b> Identify the tapes in the novel. (K)</p> <p><b>CSO 11:</b> To describe the elements and types in the novel. (K)</p>			
<b>Unit 3</b>	Poetry: Definition, Types and Forms	<p><b>CSO1:</b> To define poetry. (K)</p> <p><b>CSO 2:</b> To define the definition of the poetry. (K)</p> <p><b>CSO 3:</b> To define forms. (K)</p> <p><b>CSO 4:</b> To discuss the importance of poetry. (U)</p> <p><b>CSO 5:</b> Analyse the forms of the poetry. (A)</p> <p><b>CSO 6:</b> To explain the Types of poetry. (U)</p> <p><b>CSO 7:</b> To explain the types and forms of the poem. (U)</p>	<b>12</b>	18	
<b>Unit 4</b>	Drama: Definition, Types and Dramatic Devices	<p><b>CSO 1:</b> To Define Drama. K)</p> <p><b>CSO 2:</b> To Discuss the importance of the Dramatic Devices. (K)</p> <p><b>CSO 3:</b> To differentiate between the Types and devices. (A)</p> <p><b>CSO 4:</b> To distinguish between types and devices. (A)</p> <p><b>CSO 5:</b> To apply the devices in the Drama. (A)</p> <p><b>CSO 6:</b> To explain the Drama. (K)</p> <p><b>CSO 7:</b> Illustrate on the symbol and characters in the drama. (A)</p> <p><b>CSO 8:</b> Identify the characters in the drama. (A)</p>	12	19	
<b>Unit 5</b>	<p>Literary Terms</p> <p>i . Symbol</p> <p>ii. Motif</p> <p>iii. Allegory</p> <p>iv. Personification</p> <p>v. Metaphor and Simile</p> <p>vi. Foreshadowing</p> <p>vii. Hamartia</p> <p>viii. Catharsis</p> <p>ix. Irony</p> <p>x. Dramatic Monologue</p>	<p><b>CSO 1:</b> To Define literary terms. (K)</p> <p><b>CSO 2:</b> To define the symbols in the literary form. (K)</p> <p><b>CSO 3:</b> To elaborate the motif and Allegory. (U)</p> <p><b>CSO 4:</b> To discuss the personification in the literary forms. (U)</p> <p><b>CSO 5:</b> To explain the foreshadowing. (U)</p> <p><b>CSO 6:</b> To apply Hamartia and Catharsis in the literary terms. (A)</p> <p><b>CSO 7:</b> To apply Irony and monologue in literary forms. (A)</p>	13	17	

### **Suggested Readings:**

1. L.T. Lemon. *A Glossary for the Study of English*. New Delhi: OUP.
2. B. Prasad. *A Background to the Study of English Literature*. Chennai: Macmillan. 3.
3. Bose & Sterling. *Rhetoric and Prosody*. Calcutta: Chuckervertty, Chatterjee & Co, 1978.
4. M.H. Abrams. *A Glossary of Literary Terms*. Prism India 11thEdn.
5. Liz Hamp-Lyons & Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. New Delhi: Cambridge University Press: 2006.
6. Joseph Gibaldi. *MLA Handbook for Writers of Research Papers*. Sixth edition. Delhi: First East- West Press Edition, 2004

**NAME OF THE PAPER** : **BASIC FUNCTIONAL ENGLISH (AEC 2)**  
**Number of Credit** : **02**  
**Number of Hours of Lecture** : **30**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Ability Enhancement Course**:

<b>CO 1:</b>	To make the students recognize, understand and use targeted grammatical structures meaningfully and appropriately in written and spoken form.
<b>CO 2:</b>	To activate and reinforce the reading, writing, grammar, vocabulary and analyze figurative meanings among the learners.
<b>CO 3:</b>	To make the students understand the functions of application writing and different genres of essays and texts.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Grammar</b>	a) Tenses- Forms and different functions b) Prepositions of positions, place relations and other relations c) Articles d) Active and Passive voice e) Direct and Indirect speech f) Prefix and Suffix	<b>CSO 1.1:</b> to identify the different action words. <b>CSO 1.2:</b> to distinguish between verb and tenses. <b>CSO 1.3:</b> to apply different forms of actions to the time of happening. <b>CSO 1.4:</b> to express different forms of verbs according to time. <b>CSO 1.5:</b> to elaborate the aspects of tenses like simple indefinite, continuous, perfect, perfect continuous. <b>CSO 1.6:</b> to identify and define Preposition, prepositional phrases and objects of the preposition. <b>CSO 1.7:</b> to describe the role of prepositional phrases in sentences. <b>CSO 1.8:</b> to describe the prepositions of time and place from each other and from other prepositions. <b>CSO 1.9:</b> to define an article. <b>CSO 1.10:</b> to describe and explain the uses of article. <b>CSO 1.11:</b> to identify a definite and indefinite	10	12	

		<p>article.</p> <p><b>CSO 1.12:</b> to classify the proper type of article for a given noun.</p> <p><b>CSO 1.13:</b> to differentiate between the active and passive voice.</p> <p><b>CSO 1.14:</b> to apply sentences from one voice to the other.</p> <p><b>CSO 1.15:</b> to define and distinguish between direct and indirect speech.</p> <p><b>CSO 1.16:</b> to list out rules converting direct speech to indirect speech and indirect speech to direct speech.</p> <p><b>CSO 1.17:</b> to derive the function of root words, prefixes and suffixes.</p> <p><b>CSO 1.18:</b> to allocate new words by adding prefixes and suffixes to root words.</p> <p><b>CSO 1.19:</b> to explore increased vocabulary understanding by applying prefix and suffix knowledge.</p> <p><b>CSO 1.20:</b> to break down words that already have prefixes and suffixes to get down to the root word.</p>			
<b>UNIT 2 Grammar</b>	<p>a) Common Errors</p> <p>b) Idioms and Phrases</p> <p>c) Synonyms and Antonyms</p>	<p><b>CSO 2.1:</b> to determine the types of common grammatical errors and the changes in grammatical accuracy.</p> <p><b>CSO 2.2:</b> to explain the organisations of subject and verb in a sentence pattern.</p> <p><b>CSO 2.3:</b> to verify and correct the mistaken subject and deceptive agreement.</p> <p><b>CSO 2.4:</b> to describe the meaning of idioms and phrases.</p>	9	13	



		<p><b>CSO 2.5:</b> to explore idiomatic expressions with nuanced understanding of the language.</p> <p><b>CSO 2.6:</b> to break down figurative and literal language.</p> <p><b>CSO 2.7:</b> to define synonyms and antonyms.</p> <p><b>CSO 2.8:</b> to explain and demonstrate the understanding of words by relating them to their opposites.</p> <p><b>CSO 2.9:</b> to create new sentences using synonyms and antonyms.</p>			
<b>UNIT 3 Composition</b>	<p>a) Letter Writing (Application with CV)</p> <p>b) Essay Writing</p>	<p><b>CSO 3.1:</b> to apply the forms and conventions of letter writing.</p> <p><b>CSO 3.2:</b> to write an acceptable layout for Business Letters.</p> <p><b>CSO 3.3:</b> to compose the format of writing a formal letter.</p> <p><b>CSO 3.4:</b> to demonstrate writing skills.</p> <p><b>CSO 3.5:</b> to characterize the functions of essay writing.</p> <p><b>CSO 3.6:</b> to apply a variety of accurate sentence structures and explore academic vocabulary.</p> <p><b>CSO 3.7:</b> to co-relate effective introduction and conclusion.</p> <p><b>CSO 3.8:</b> generate coherent and unified paragraphs with adequate support and detail.</p>	11	25	

Suggested Readings:

1. Jane Straw and Lester Kaufman: *The Blue Book of Grammar and Punctuation*, 2008.
2. John Eastwood: *Oxford Practice Grammar*, 1992.
3. N.Krishnaswamy: *Modern English*. First Edition, 1975.
4. Raymond Murphy: *Essential English Grammar*, 1992.
5. Stephen Bailey, *Academic Writing: A Handbook for International Students*, 2003.

**NAME OF THE PAPER (CODE) : SOFT SKILLS II (EGS 2)**  
**Number of Credit : 02**  
**Number of Hours of Lecture : 30**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Soft Skills-II:**

<b>CO 1:</b>	To help students gain a greater understanding of leadership skills and responsibilities.
<b>CO 2:</b>	To aid the students how to define and frame problem accurately, and gather reliable and relevant information.
<b>CO 3:</b>	To introduce students to the concept of emotional intelligence and the benefits of applying it.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Leadership Skills</b>	<ul style="list-style-type: none"> <li>a. Students as leaders-building leadership qualities</li> <li>b. Strategies of building leadership skills</li> </ul>	<p><b>CSO 1.1:</b> to define a leader. (K)  <b>CSO 1.2:</b> to explain leadership skills. (U)  <b>CSO 1.3:</b> to explain the characteristics of a leader. (U)  <b>CSO 1.4:</b> to identify a good leader. (A)  <b>CSO 1.5:</b> to enumerate the essential qualities of a good leader. (U)  <b>CSO 1.6:</b> to explain student leadership and the benefits of student leadership. (U)  <b>CSO 1.7:</b> to state the challenges of student leadership. (K)  <b>CSO 1.8:</b> to develop the strategies of building student leadership skills. (A)</p>	10	18	
<b>UNIT 2 Problem Solving</b>	<ul style="list-style-type: none"> <li>a. Meaning of problem and problem solving</li> <li>b. Causes and consequences</li> <li>c. Steps in problem solving</li> </ul>	<p><b>CSO 2.1:</b> to define Problem. (K)  <b>CSO 2.2:</b> to define problem solving. (K)  <b>CSO 2.3:</b> to explain problem solving skills. (U)  <b>CSO 2.4:</b> to examine the importance of problem solving skills. (U)  <b>CSO 2.5:</b> to explain the various steps to help solve problems. (U)  <b>CSO 2.6:</b> to estimate the</p>	10	16	

		ways to develop problem solving skills. (A) <b>CSO 2.7:</b> to identify the skills of problem solving. (U)			
<b>UNIT 3 Emotional Intelligence</b>	a. Meaning and importance b. Components of Emotional Intelligence	<b>CSO 3.1:</b> to define Emotional Intelligence. (K) <b>CSO 3.2:</b> to explain the elements of emotional intelligence. (U) <b>CSO 3.3:</b> to illustrate the importance of emotional intelligence. (U) <b>CSO 3.4:</b> to examine the components of emotional intelligence. (U) <b>CSO 3.5:</b> to explain the types of emotional intelligence. (U) <b>CSO 3.6:</b> to analyse ways to improve the skill of emotional intelligence. (A)	10	16	

***Suggested Readings:***

1. *English and Soft Skills*. S.P. Dhanavel. Orient BlackSwan 2013
2. *English for Students of Commerce: Precis, Composition, Essays, Poems* eds. Kaushik, et al.

### III SEMESTER

**NAME OF THE PAPER (CODE) : BRITISH POETRY AND DRAMA 18<sup>th</sup> CENTURY (EGC 3.2)**  
**Number of Credit : 04**  
**Number of Hours of Lecture : 60**

#### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **British Poetry and Drama 18<sup>th</sup> Century**:

<b>CO 1:</b>	To introduce John Milton as one of the most influential poet of the 17 <sup>th</sup> century, widely regarded as the greatest epic poet in English.
<b>CO 2:</b>	To introduce Alexander Pope as one of the most influential poet of the 18 <sup>th</sup> Century.
<b>CO 3:</b>	To introduce John Webster an English Jacobean dramatist best known for his tragedies.
<b>CO 4:</b>	To explain the views of Aphra Behn
<b>CO 5:</b>	To introduce Thomas Gray as a transitional figure in 18 <sup>th</sup> century poetry between the poetic sensibility of his own generation and the romantic revolution of the future.

#### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Poetry</b>	John Milton: <i>Paradise Lost</i> (Lines 1-375).	<b>CSO 1.1:</b> to describe a brief life and works of John Milton. (K) <b>CSO 1.2:</b> to explain <i>Paradise Lost</i> as a religious poem: Nature of poetry, subject matter, poetic diction, the characteristics of a poet and the value of poetry employed in <i>Paradise Lost</i> . (U) <b>CSO 1.3:</b> to explain the Creation, the rise and fall of Satan, and the fall of man. (U) <b>CSO 1.4:</b> to make the students admire the stateliness of Satan as he commands over his army. (K) <b>CSO 1.5:</b> to analyse the importance of Milton's magic touch to the amalgamation of fact with life-like fiction. (A)	12	18	
<b>UNIT 2 Poetry</b>	Alexander Pope: <i>The Rape of the Lock</i> (Canto I & II)	<b>CSO 2.1:</b> to describe a brief life and work of Alexander Pope. (K)	12	20	

		<p><b>CSO 2.2:</b>to define the term Mock Epic.(U)</p> <p><b>CSO 2.3:</b> to make the students understand the mix of a historical incident being fictionalised. (K)</p> <p><b>CSO 2.4:</b> to examine mannerisms and culture of Pope’s time. (A)</p> <p><b>CSO 2.5:</b>to differentiate between epic and mock epic (A)</p> <p><b>CSO 2.6:</b>to explain the views of Alexander Pope– a poet whose greatness expands not just in mastery over diction but be able to conjure up a masterpiece from an incident not too significant. (U)</p>			
<b>UNIT 3 Drama</b>	John Webster: <i>The Duchess of Malfi</i>	<p><b>CSO 3.1:</b>to describe a brief life and works of John Webster. (K)</p> <p><b>CSO 3.2:</b> to describe the historical background of the play.(K)</p> <p><b>CSO 3.3:</b>to explain Jacobean drama.(U)</p> <p><b>CSO 3.4:</b>to explain Revenge tragedy. (U)</p> <p><b>CSO 3.5:</b>to identify the major characters and their roles (A)</p> <p><b>CSO 3.6:</b>to distinguish the major themes of the play. (A)</p>	12	20	
<b>UNIT 4 Drama</b>	AphraBehn: <i>The Rover</i>	<p><b>CSO 4.1:</b>to describe a brief life and works of AphraBehn.(K)</p> <p><b>CSO 4.2:</b>to make the students understand the mannerisms of AphraBehn’s time. (K)</p> <p><b>CSO 4.3:</b>to explain the importance ways of the rich and nobles of the time. (U)</p> <p><b>CSO 4.4:</b>to analyse the novel as a comedy of manners. (A)</p>	12	20	

		<p><b>CSO 4.5:</b> to explain the farcical development of the story. (U)</p> <p><b>CSO 4.6:</b> To examine the novel not just as a comedy but rather satirical. (A)</p>			
<b>UNIT 5 Poetry</b>	Thomas Gray: <i>Elegy Written in a Country Churchyard</i>	<p><b>CSO 5.1:</b>to describe a brief life and works of Thomas Gray. (K)</p> <p><b>CSO 5.2:</b>to explain literary forms of the 18<sup>th</sup> century. (U)</p> <p><b>CSO 5.3:</b>to explain elegy as a form of verse. (U)</p> <p><b>CSO 5.4:</b>to analyze Gray’s concept of death and afterlife, foreshadowing the Gothic Movement. (A)</p> <p><b>CSO 5.5:</b>to assess and examine the poetic diction. (A)</p> <p><b>CSO 5.6:</b> to explain metaphors, symbolism, imagery and simile. (U)</p> <p><b>CSO 5.7:</b> to identify the various themes. (K)</p>	12	22	

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

Religious and Secular Thought in the 17th Century  
The Stage, the State and the Market  
The Mock-epic and Satire  
Women in the 17th Century  
The Comedy of Manners  
The Country and the City

#### **Readings**

1. The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
4. John Dryden, ‘A Discourse Concerning the Origin and Progress of Satire’, in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.
5. 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).

**NAME OF THE PAPER** : **AMERICAN LITERATURE (EGC 3.3)**

**Number of Credit** : **04**

**Number of Hours of Lecture** : **60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **American Literature**:

<b>CO 1:</b>	To introduce the students to memory play and expressionist theatre, familiarizing them with the historical and aesthetic context of the play <i>The Glass Menagerie</i> , and identifying the main themes of the play.
<b>CO 2:</b>	To introduce students to Toni Morrison, through her historical novel <i>Beloved</i> , a novel of the psychic trauma of slavery on its survivors; trace the various symbols uses in the novel to make meaning of the text and interpret the various themes.
<b>CO 3:</b>	To introduce students to Poe as the pioneer of American modern detective story writer.
<b>CO 4:</b>	To familiarize students with America's history of slavery and racial conflict through the prose story <i>Dry September</i> , enabling the students to understand the story as an indictment of southern culture, especially racism and lynching.
<b>CO 5:</b>	To introduce Walt Whitman and Sherman Alexie to the students and the effect of their poetry to the American history and the culture.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit</b>	<b>Content</b>	<b>Course Specific Objectives</b>	<b>Lecture Hour</b>	<b>Mark</b>	<b>LOs</b>
<b>UNIT I Drama</b>	Tennessee Williams: <i>The Glass Menagerie</i>	<b>CSO 1.1:</b> to Introduce American Literature. (U) <b>CSO 1.3:</b> to explain in brief colonial period, Romanticism, Transcendentalism, Realism, Naturalism, American Modernism. (U) <b>CSO 1.3:</b> to briefly explain the background of American Literature. (U) <b>CSO 1.4:</b> to briefly explain the characteristics of American drama.(U) <b>CSO 1.5:</b> to introduce the playwright Tennessee Williams and explain memory play and expressionist theatre. (U) <b>CSO 1.6:</b> to familiarize the students with the historical and aesthetic context of the play <i>The Glass Menagerie</i> . (K)	20	18	

		<p><b>CSO 1.7:</b> to identify the symbols in the play and explain its importance in the play.</p> <p><b>CSO 1.8:</b> to explain significance of the title. (U)</p> <p><b>CSO 1.9:</b> to give a detail explanation of the play. (U)</p>			
<b>UNIT II</b>	Toni Morrison: <i>Beloved</i>	<p><b>CSO 2.1:</b> to introduce African American literature. (U)</p> <p><b>CSO 2.2:</b> to explain the Narrative Techniques in the novel. (U)</p> <p><b>CSO 2.3:</b> to critically explain Toni Morrison's as a historical novel. (U)</p> <p><b>CSO 2.4:</b> to identify and explain the various symbols in the novel. (U)</p> <p><b>CSO 2.5:</b> to interpret the various themes of Toni Morrison. (K)</p> <p><b>CSO 2.6:</b> to analyse the characters in the Novel. (U)</p> <p><b>CSO 2.7:</b> to critically analyse the novel .(A)</p>	14	20	
<b>Unit III Short Stories</b>	Edgar Allan Poe: <i>The Purloined Letter</i> & F. Scott Fitzgerald: <i>The Crack Up</i>	<p><b>CSO 3.1:</b> to give a background analysis of American short. (U)</p> <p><b>CSO 3.2:</b> to introduce Poe as the pioneer of American modern detective story. (K)</p> <p><b>CSO 3.3:</b> to explain the main Characteristics of the two short stories. (K)</p> <p><b>CSO 3.4:</b> to analyse and explain the main characters in the short stories. (U)</p> <p><b>CSO 3.6:</b> to introduce F.Scott Fitzgerald and his contribution to confessional essay. (U)</p> <p><b>CSO 3.7:</b> to explain the message of the essay <i>The Crack –Up</i>. (K)</p>	20	20	Test
<b>Unit IV Short Story &amp; Poetry</b>	William Faulkner: <i>Dry September</i> Anne Bradstreet: <i>Prologue</i>	<p><b>CSO 4.1:</b>To introduce William Faulkner.(K)</p> <p><b>CSO 4.2:</b>To familiarize students with America's history of slavery and racial</p>	20	20	



		<p>conflict through the short story <i>Dry September</i>.(K)</p> <p><b>CSO 4.3:</b> to familiarize the students with America’s history of slavery and racial conflict through the prose story <i>Dry September</i>,</p> <p><b>CSO 4.4:</b> to enable the students to understand the story as an indictment of southern part of United States of America’s culture, especially racism and lynching. (U)</p> <p><b>CSO 4.5:</b> to understand the presence of racism in the story and how the story serves as a critique of this issue.</p> <p><b>CSO 4.6:</b> to recognize the use and development of themes including racism, violence, lynching and justice with the prose story.</p> <p><b>CSO 4.7:</b> to explain briefly Anne Bradstreet’s biography.</p> <p><b>CSO 4.8:</b> to introduce the Puritan society through the poem <i>Prologue</i>, and trace the major themes</p> <p><b>CSO 4.9:</b> to explain how the poem explores and exemplifies Bradstreet’s Puritan theology and worldview. (U)</p> <p><b>CSO 4.10:</b> To trace major themes involving gender roles, feminism and patriarchal norms. (K)</p>			
<b>Unit V Poetry</b>	Walt Whitman: <i>O Captain! My Captain; Passage to India</i> & Sherman Alexie: <i>Crow Testament; Evolution</i>	<p>CSO 5.1: to explain the life if Walt and his greater impact on American literature. (U)</p> <p>CSO 5.2: to analyse and understand the historical context of the poems including major themes and symbols. (A)</p> <p>CSO 5.3: to describe briefly about the American Civil War. (K)</p>	22	22	

		<p>CSO 5.4: to define a lyric poem. (K)</p> <p>CSO 5.5: to identify and explain the primary themes: self, mysteries, democracy, patriotism, nature and time. (U)</p> <p>CSO 5.6: to familiarize the students to Sherman Alexie, a Native American writer; familiarize them with a brief history of the Native Americans and look at the social realistic issues they face in the context of Alexie's poems. (U)</p> <p>CSO 5.7: to describe a brief history of the Native Americans and their culture. (K)</p> <p>CSO 5.8: to critically analyse the central themes of the poems: despair, violence, alcoholism, cultural destruction, colonization. (A)</p>			
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### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

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

#### **Readings**

1. Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
4. 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).
5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

**NAME OF THE PAPER : BRITISH LITERATURE (EGM 3)**

**Number of Credit : 04**

**Number of Hours of Lecture : 60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **British Literature**:

<b>CO 1:</b>	To give knowledge about the poetry of British poets like John Keats and John Milton. We study it to know for its vivid imagery and great sensuous appeal.
<b>CO 2:</b>	To learn about the poetries of William Shakespeare and William Wordsworth. While studying these poems we come to know how they have used the figurative and personification in the poems.
<b>CO 3:</b>	To know about the novel of Thomas Hardy's – <i>Tess of the Urbervilles</i> . While studying this novel we get a deepest of moral sympathy for England's lower classes, particularly for rural women.
<b>CO 4:</b>	To acquire knowledge about William Shakespeare's drama <i>As you Like it</i> while going through the drama we follow the tradition of Romantic.
<b>CO 5:</b>	To understand and differentiate between Rudyard Kipling- the Man <i>Who Would be King</i> and Charles Dickens- <i>The Black Veil</i> . We study these stories to understand the struggles of a small family and to understand the larger struggles of humanity in general.

Unit	Content	Course Specific Objectives	Lecture Hour	Mark	LOs
<b>UNIT 1 Poetry</b>	1. William Shakespeare: a. <i>Sonnet 30</i> b. <i>Sonnet 33</i> c. <i>Sonnet 104</i> 2. John Milton: <i>On His Blindness</i>	<b>CSO 1.1:</b> to give an outline to the biography and literary achievements of the poets. (U) <b>CSO 1.2:</b> to define a sonnet. (K) <b>CSO 1.3:</b> to give a critical appreciation of the poems by William Shakespeare. (A) <b>CSO 1.5:</b> to discuss the poem <i>On His Blindness</i> as an autobiographical poem. (U) <b>CSO 1.6:</b> to give a critical appreciation of the poem <i>On His Blindness</i> . (A)	8	18	
<b>UNIT 2 POETRY</b>	1. William Wordsworth: <i>To the Skylark</i> 1. John Keats: a. <i>To Autumn</i> b. <i>Ode to a Nightingale</i>	<b>CSO 2.1:</b> to introduce the life and works of the poets- William Wordsworth and John Keats. (K) <b>CSO 2.2:</b> to discuss the significance of nature in the works of Romantic poets. (U) <b>CSO 2.3:</b> to define a lyrical ballad. (K) <b>CSO 2.4:</b> to define an ode. (K)	10	18	

		<p><b>CSO2.5:</b> to give a critical appreciation of the poem, <i>To a Skylark</i>. (A)</p> <p><b>CSO 2.6:</b> to give a critical appreciation of the poems – <i>To Autumn</i> and <i>Ode to a Nightingale</i>. (A)</p>			
<b>UNIT 3 NOVEL</b>	Thomas Hardy: <i>Tess of the d'Urbervilles</i>	<p><b>CSO 3.1:</b> to give an outline to the biography of Thomas Hardy and his contributions to English Literature. (U)</p> <p><b>CSO 3.2:</b> to discuss the main themes of Thomas Hardy's novel. (K)</p> <p><b>CSO 3.3:</b> to discuss the novel as a representation of the moral values of the Victorian era.</p> <p><b>CSO 3.4:</b> to analyse the main characters of the novel. (A)</p> <p><b>CSO 3.5:</b> to analyse the novel as a reflection of the social and economic changes of the late 19<sup>th</sup> century in rural England. (U)</p> <p><b>CSO 3.6:</b> to explain the character development of the protagonist Tess.</p>	14	22	
<b>UNIT IV DRAMA</b>	William Shakespeare – <i>As You Like It</i>	<p><b>CSO 4.1:</b> to introduce William Shakespeare as a playwright and discuss his contribution to British Drama.(K)</p> <p><b>CSO 4.2:</b> to discuss the play, <i>As You Like It</i> as a musical comedy. (U)</p> <p><b>CSO 4.3 :</b>to explain love as the central theme of the play, <i>As You Like It</i>. (U)</p> <p><b>CSO 4.4:</b> to introduce the Modern Perspective: <i>As You Like It</i>. (U)</p> <p><b>CSO 4.5:</b>To give the critical analysis of <i>As You Like It</i>. (U)</p>	14	22	
<b>Unit V Short Story</b>	<ol style="list-style-type: none"> <li>Charles Dickens: <i>The Black Veil</i></li> <li>Rudyard Kipling – <i>The Man Who Would Be King</i></li> </ol>	<p><b>CSO 5.1:</b> to give a brief outline on the lives of Charles Dickens and Rudyard Kipling. (U)</p> <p><b>CSO 5.2:</b> to introduce the themes of the story <i>The Man Who Would Be King</i>. (U)</p> <p><b>CSO 5.3:</b> to critically analyse the short story, <i>The Man Who Would Be King</i>. (U)</p>	14	20	

		<p><b>CSO 5.4:</b> to analyse the significance of the title of, <i>The Black Veil</i>. (A)</p> <p><b>CSO 5.5:</b> to identify and illustrate the social issues highlighted in the story, <i>The Black Veil</i>. (U)</p> <p><b>CSO 5.6:</b> critically analyse the themes of ambition and hubris in, <i>The Man Who could be King</i>. (A)</p> <p><b>CSO 5.7:</b> to illustrate the story as a weakness of the colonial system. (A)</p>			
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### Suggested Readings

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
2. 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, 777–8.
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
4. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

**NAME OF THE PAPER (CODE) : CREATIVE WRITING (EGS 3)**  
**NUMBER OF CREDIT : 02**  
**NUMBER OF HOURS OF LECTURE : 30**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Creative Writing**:

<b>CO 1</b>	To introduce to the students what creative writing is and how it is different from other forms of writings.
<b>CO 2</b>	The students be made to understand and use different tropes and figures of speech which will help them in any form of writing.
<b>CO 3</b>	To assist students understand different types of writing – prose, poetry, novel, drama.
<b>CO 4</b>	To help the students the diction, style, structural elements and forms used in writing.
<b>CO 5</b>	To guide the students to the world of writing by honing their writing skills.

**Course Specific Objectives (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objectives (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>Unit 1</b> What is Creative Writing?	a) Defining creativity b) Creativity in art and literature c) Creativity and Resistance d) Creativity and madness e) What is creative writing? f) Can creative writing be taught?	<b>CSO 1.1:</b> To discuss what creativity is and its definitions. (K) <b>CSO 1.2:</b> To learn creativity in arts and literature. (U) <b>CSO 1.3:</b> To discuss how creativity leads to resistance. (A) <b>CSO 1.4:</b> To analyse the importance of creativity when it comes to writing or arts. (A) <b>CSO 1.5:</b> To discuss how often creativity is linked to madness. (U) <b>CSO 1.6:</b> To access the causes that hamper creativity. (A) <b>CSO 1.7:</b> To discuss what creative writing is and the different forms of creative writing beside other non-creative writings such as technical, professional and journalistic writings. (K) <b>CSO 1.8:</b> To examine if creative writing can be taught and how it can be taught. (A) <b>CSO 1.9:</b> Discuss how imagination is the primary source of creativity. (U)	10	18	
<b>Unit 2</b> The Art and Craft of Writing	(a) Introduction (b) Tropes and Figures (c) Style and register (d) Formal and Inform form of language	<b>CSO 2.1:</b> To discuss about art and craft of writing. (K) <b>CSO 2.2:</b> To discuss the tropes and figures and their different forms based on association, differences, extension of ideas. (U) <b>CSO: 2.3:</b> To identify the different style and register of writing. (K)	10	16	

	<p>e) Varieties of English</p> <p>f) Playing with words</p> <p>g) Grammatical order</p>	<p><b>CSO 2.4:</b> To understand formal and informal form of language. (U)</p> <p><b>CSO 2.5:</b> To discuss the varieties of English. (A)</p> <p><b>CSO 2.6:</b> To learn the different play with words which aid one refining one's skills in writing. (A)</p> <p><b>CSO 2.7:</b> To discuss grammatical order and its importance in writing. (U)</p>			
<p><b>Unit 3</b></p> <p>Modes of Creative Writing</p>	<p>(a) Writing to communicate: the writer and the reader</p> <p>(b) Writing poetry</p> <p>(c) Writing prose: fiction, non-fiction</p>	<p><b>CSO 3.1:</b> To explain the importance of writing for and knowing the audience</p> <p><b>CSO 3.2:</b> To discuss the dominant modes of poetry. U)</p> <p><b>CSO 3.3:</b> To analyse the forms, structural elements, style, diction and various literary technique used in writing poems. (A)</p> <p><b>CSO 3.4:</b> To understand different poems – lyrical, dramatic etc. (K)</p> <p><b>CSO 3.5:</b> To help understand the different types of prose writings- fiction, non-fiction. (K)</p> <p><b>CSO 3.6:</b> To understand the differences between different prose writings such as novel, short stories. (U)</p> <p><b>CSO 3.7:</b> Learn different elements of a novel – character, plot, setting, point of view etc. (A)</p>	10	16	

**Suggested Reading:**

1. Dev, Anjan Neira and others. *Creative writing: A Beginner's Manual*, Published by Pearson, Delhi, 2009.

## IV SEMESTER

**NAME OF THE PAPER : BRITISH ROMANTIC LITERATURE (EGC 4.1)**  
**Number of Credit : 04**  
**Number of Hours of Lecture : 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **British Romantic Literature**:

<b>CO 1:</b>	<b>To introduce learners to the selected works of William Blake and Robert Burns as pioneers of the Romantic movement.</b>
<b>CO 2:</b>	<b>To introduce William Wordsworth and S.T. Coleridge as founder of the Romantic movement in England and member of the Lake Poets with reference to the poems prescribed in the syllabus.</b>
<b>CO 3:</b>	<b>To introduce Lord Byron as a revolutionary figure in Romanticism.</b>
<b>CO 4:</b>	<b>To introduce John Keats and P.B. Shelly as Romantic poets of the second generation.</b>
<b>CO 5:</b>	<b>To make students familiar with Mary Shelly's life and work and its greater impact on literature, to enable them to understand the historical context of the time, quest for knowledge including major themes and symbols.</b>

Unit	Content	Course Specific Objectives	Lecture Hour	Mark	LOs
<b>UNIT 1 POETRY</b>	(a) William Blake ' <i>The Lamb</i> ', ' <i>The Chimney Sweeper</i> ' (from <i>The Songs of Innocence</i> and <i>The Songs of Experience</i> ), ' <i>The Tyger</i> ' ( <i>The Songs of Experience</i> ) 'Introduction' to <i>The Songs of Innocence</i> (b) Robert Burns ' <i>A Bard's Epitaph</i> '	<b>CSO 1.1:</b> to explain the features of the Romantic movement. (U) <b>CSO 1.2:</b> to analyse the theme, structure and style in British Romantic literature. (U) <b>CSO 1.3:</b> to view British Literature in its socio-cultural and political context as reflected in the literary works. (U) <b>CSO 1.4:</b> to introduce the Romantic poet William Blake. (K) <b>CSO 1.5:</b> to critically analyse the three poems of William Blake. (U) <b>CSO 1.6:</b> to introduce the Romantic poet Robert Burns. (K) <b>CSO 1.7:</b> to critically analyse the poem "A Bard's Epitaph". (U)	8	18	Test
<b>UNIT 2 POETRY</b>	(a) William Wordsworth ' <i>Tintern Abbey</i> ' ' <i>Ode: Intimations of</i>	<b>CSO 2.1:</b> to introduce the poet William Blake. (K) <b>CSO 2.2:</b> to critically	14	20	



	<p><b><i>Immortality</i></b>  <b>(b)</b>Samuel Taylor Coleridge '<b><i>Kubla Khan</i></b>  '<b><i>Dejection: An Ode</i></b>'</p>	<p>analyse the poems of William Wordsworth. (A)  <b>CSO 2.3:</b> to introduce the poet S. T. Coleridge. (K)  <b>CSO 2.4:</b> to explain the background to poem, <i>Kubla Khan</i>. (U)  <b>CSO 2.5:</b> to critically analyse the poem, <i>Kubla Khan</i>. (A)  <b>CSO 2.6:</b> to explain the background of <i>Dejection: An Ode</i>. (U)  <b>CSO 2.7:</b> to critically analyse the poem <i>Dejection: An Ode</i>. (U)</p>			
<b>UNIT 3 POETRY</b>	<p>Lord George Gordon Noel Byron  <b>a. <i>Childe Harold: canto IV</i></b>, verses 178–86 (lines 1594–674)  <b>b. <i>She Walks in Beauty</i></b></p>	<p><b>CSO 3.1:</b> to introduce the poet Lord George Gordon Noel Byron. (K)  <b>CSO 3.2:</b> to explain in brief the features of Byron's poetry. (U)  <b>CSO 3.3:</b> to critically analyse the poem <i>Child Harold: Canto IV</i>, Verses <b>178-186 (Lines 1594-1674)</b>. (A)  <b>CSO 3.4:</b> to critically analyse the poem, <i>She Walks in Beauty</i>. (A)</p>	10	18	Test
<b>Unit IV</b>	<p><b>(a)</b>Percy Bysshe Shelley <b><i>Ode to the West Wind, Hymn to Intellectual Beauty</i></b>  <b>(b)</b>John Keats '<b><i>Ode to a Nightingale</i></b>'</p>	<p><b>CSO 4.1</b> to give a brief introduction to the Percy Bysshe Shelley and explain the basic nature of his poetry. (K)  <b>CSO 4.2:</b> to explain the background of the poem <i>Ode to the West Wind</i>. (U)  <b>CSO 4.3:</b> to critically analyse the poem <i>Ode to the West Wind</i>. (A)  <b>CSO 4.4:</b> to explain the background of the poem, <i>Hymn to Intellectual Beauty</i>. (U)  <b>CSO 4.5:</b> to critically analyse the poem <i>Hymn to Intellectual Beauty</i>. (U)  <b>CSO 4.6:</b> to give a brief introduction on the life and</p>	10	20	Test

		works of John Keats. (K) <b>CSO 4.8:</b> to critically analyse the poem <i>Ode to a Nightingale</i> .(U)			
<b>UNIT 5 NOVEL</b>	Mary Shelley: <i>Frankenstein</i>	<b>CSO 5.1:</b> to discuss briefly the life and contributions of Mary Shelly. (U) <b>CSO 5.2:</b> to explain in brief the background to Mary Shelley’s novel <i>Frankenstein</i> . (U) <b>CSO 5.3:</b> to explain the characteristic of Mary Shelley’s novel. (U) <b>CSO 5.4:</b> to give a detail explanation of the novel. (U) <b>CSO 5.6:</b> to critically analyse the historical context of the time, quest for knowledge including major themes and symbols. (A)	18	24	

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

Reason and Imagination  
 Conceptions of Nature  
 Literature and Revolution  
 The Gothic  
 The Romantic Lyric

#### **Readings**

1. William Wordsworth, ‘Preface to Lyrical Ballads’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
2. 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, 777–8.
3. Jean-Jacques Rousseau, ‘Preface’ to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
4. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

**NAME OF THE PAPER (CODE): BRITISH LITERATURE: 19<sup>TH</sup> CENTURY (EGC 4.2)****Number of Credit : 4****Number of Hours of Lecture : 60****COURSE OBJECTIVES (COs)**The following are the Course Objectives (COs) for the paper **British literature 19<sup>th</sup> Century**:

<b>CO 1:</b>	To develop an understanding of the 19 <sup>th</sup> century British literature within its cultural and social context through the novel <i>Jane Eyre</i> , focusing on the expectation and limitations placed on Victorian women and to identify the major themes.
<b>CO 2:</b>	To introduce Charles Dickens as one of the Greatest novelists of the Victorian era and an avid critic who criticized on the education system based on utilitarianism, and industrialization in <i>Hard Times</i> ; and identifying the social issues highlighted in the novel.
<b>CO 3:</b>	To introduce Tennyson, a British poet Laureate, in whose works the basic nature of the age- its achievements, doubts and fears are best reflected.
<b>CO 4:</b>	To introduce Robert Browning as a prolific Victorian era poet, noted for his dramatic monologues and psychological portraiture.
<b>CO 5:</b>	To Acquaint students of Rossetti as one of the most important English women poets, remarkable for her simplicity and whose writings reflects her religious values.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Novel</b>	Charlotte Bronte – <i>Jane Eyre</i>	<b>CSO 1.1:</b> to state the societal influence in the writings of Charlotte Bronte. (K) <b>CSO 1.2:</b> to explain the novel as a bildungsroman novel. (U) <b>CSO 1.3:</b> to analyse the major characters in the novel and the role of the characters in the development of the plot. (A) <b>CSO 1.4:</b> to critically review the spiritual and emotional growth of the protagonist, Jane Eyre. (A) <b>CSO 1.5:</b> to identify the gothic elements in the novel. (A) <b>CSO 1.6:</b> to analyse the novel as a feminist novel. (A) <b>CSO 1.7:</b> to analyse the novel as a semi-autobiographical novel. (A) <b>CSO 1.8:</b> to explain the themes of the novel. (A)	14	24	
<b>UNIT 2 Novel</b>	Charles Dickens - <i>Hard Times</i>	<b>CSO 2.1:</b> to identify the impact and consequences of Industrial Revolution in the British society of the 19 <sup>th</sup> century. (U) <b>CSO 2.2:</b> to state the term Utilitarianism. (K) <b>CSO 2.3:</b> to describe the utilitarian education system in the novel. (U)	14	24	

		<p><b>CSO 2.4:</b> to justify the title of the novel. (A)</p> <p><b>CSO 2.5:</b> to cite Charles Dickens as a social critic of the Victorian era. (K)</p> <p><b>CSO 2.6:</b> to explain the portrayal of characters in the novel. (U)</p> <p><b>CSO 2.7:</b> to explore the social and economic challenges of the working class during the Victorian period. (A)</p> <p><b>CSO 2.8:</b> to illustrate the dehumanising effects of industrialisation highlighted in the novel. (A)</p> <p><b>CSO 2.9:</b> to elaborate the probable themes in the novel. . (A)</p>			
<b>UNIT 3 Poetry</b>	<p>Alfred Tennyson –</p> <p>a. <i>The Lady of Shallot</i></p> <p>b. <i>Ulysses</i></p>	<p><b>CSO 3.1:</b> to state the biography and the literary accomplishment of the poets. (K)</p> <p><b>CSO 3.2:</b> to critically appreciate the poem The Lady of Shallot.(A)</p> <p><b>CSO 3.3:</b> to critically appreciate the poem Ulysses. (A)</p> <p><b>CSO 3.4:</b> to illustrate the symbolic significance of the poem The Lady of Shallot. (U)</p> <p><b>CSO 3.5:</b> to explain The Lady of Shallot as a medieval romance. (U)</p> <p><b>CSO 3.6:</b> to describe the historical source of the poem Ulysses. (K)</p> <p><b>CSO 3.7:</b> to analyse Ulysses as a Dramatic Monologue. (A)</p> <p><b>CSO 3.8:</b> to illustrate Ulysses as a poem of ‘Escapism’. (U)</p>	10	16	Not to be filled-in
<b>UNIT 4 Poetry</b>	<p>Robert Browning –</p> <p>a. <i>The Last Ride Together</i></p> <p>b. <i>Fra Lippo Lippi</i></p>	<p><b>CSO 4.1:</b> to state the biography and literary accomplishments of the poet. (K)</p> <p><b>CSO 4.2:</b> to Critically analyse the poem The Last Ride Together. (A)</p> <p><b>CSO 4.3:</b> to critically appreciate the poem Fra Lippo Lippi. (A)</p> <p><b>CSO 4.4:</b> to analyse The Last Ride Together as a Dramatic Monologue. (A)</p> <p><b>CSO 4.5:</b> to describe the source of the poem Fra Lippo Lippi. (K)</p> <p><b>CSO 4.6:</b> to analyse Fra Lippo Lippi as one of Browning’s best Dramatic Monologue. (A)</p> <p><b>CSO 4.7:</b> to explore the theme of</p>	12	20	

		Art versus Reality in Fra Lippo Lippi. (A)			
<b>UNIT 5 Poetry</b>	Christina Rossetti – <i>The Goblin Market</i>	<b>CSO 5.1:</b> to state the biography of the poet. (K) <b>CSO 5.2:</b> to explain The Goblin Market as a narrative poem. (U) <b>CSO 5.3:</b> to state the historical context of The Goblin Market. (K) <b>CSO 5.4:</b> to discuss the poem as a reflection on the role of women in Victorian society. (U) <b>CSO 5.5:</b> to analyse the poem as an allegory of temptation and redemption. (A) <b>CSO 5.6:</b> to explore the Christian values of salvation and sacrifice presented in the poem. (U) <b>CSO 5.7:</b> to identify the symbols and images used in the poem. (A) <b>CSO 5.8:</b> to differentiate the characters of Lizzie and Laura. (U) <b>CSO 5.9:</b> to explore the biblical connotations highlighted in the poem. (A)	10	16	

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

Utilitarianism

The 19th Century Novel

Marriage and Sexuality

The Writer and Society

Faith and Doubt

The Dramatic Monologue

#### **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 Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

**NAME OF THE PAPER : BRITISH LITERATURE, THE EARLY 20TH CENTURY, (EGC 4.3)**

**NUMBER OF CREDIT : 04**

**NUMBER OF HOURS OF LECTURE : 60**

**COURSE OBJECTIVES (COs)**

The following are the course objectives for the paper **British Literature the Early 20<sup>th</sup> Century**:

<b>CO1:</b>	To introduce to the students the concept of Novella with reference to the study of the text " <i>Heart of Darkness</i> " by Joseph Conrad.
<b>CO2:</b>	To introduce the renowned work of the 20 <sup>th</sup> century modernist British author Virginia Woolf " <i>Mrs. Dalloway</i> ".
<b>CO3:</b>	To emerge the students with comprehensive perspective to British Modernist Literature through short stories of authors D H Lawrence and Somerset Maugham.
<b>CO4:</b>	To introduce the students to British symbolist poet William Butler Yeats and his works.
<b>CO5:</b>	To introduce the works of 20 <sup>th</sup> century's greatest British poet Thomas Stern Eliot and his works.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

Unit & Title	Unit Content	Course Specific Objectives (CSOs)	Lecture hours	Marks	LOs
<b>UNIT 1 Novella</b>	Joseph Conrad <i>Heart of Darkness</i>	CSO 1.1: To define the concept of Novella. CSO 1.2: To introduce the author Joseph Conrad and a brief background study of his works CSO 1.3: To outline a brief historical background of the novella and the influence it rendered in the creation of the Novella CSO 1.4: To introduce the history of origin and effect of colonialism CSO 1.5: To analyse the characters and their roles in the story CSO 1.6: To discuss the major themes of the story CSO 1.7: To analyse the major features such as symbolism and motifs used in the story. CSO 1.8: To study the text in depth CSO 1.9: To make a critical analysis of the text	22	20	
<b>UNIT 2 Novel</b>	Virginia Woolf <i>Mrs Dalloway</i>	CSO 2.1: To introduce the rise of modernism in the 20 <sup>th</sup> century	21	20	

		<p>and the role of modernist writers in reshaping literary works.</p> <p>CSO 2.2: To analyse the rise and influence of psychology in Literature</p> <p>CSO 2.3: To study the concept of <i>Stream of Consciousness</i></p> <p>CSO 2.4: To briefly discuss the life and works of the author Virginia Woolf</p> <p>CSO 2.5: To describe the historical background of the society and its influence on the creation of the novel</p> <p>CSO 2.6: To analyse the characters of the novel</p> <p>CSO 2.7: To discuss the major themes and analyse the features of the novel.</p> <p>CSO 2.8: To explain the text in depth</p> <p>CSO 2.9: To make an analysis of the text</p>			
<b>UNIT 3 Short Story</b>	<p>a) D. H Lawrence: <i>The Rocking Horse Winner</i></p> <p>b) Somerset Maugham: <i>Mr Know All</i>.</p>	<p>CSO 3.1: To define the concept of Short Story</p> <p>CSO 3.2: To introduce the author D.H Lawrence and Somerset Maugham; lives and works</p> <p>CSO 3.3: To briefly discuss the historical background of the novel and its influence on the creation of the respective stories</p> <p>CSO 3.4: To make a character analysis of the text</p> <p>CSO 3.5: To discuss the features and themes of the text respectively.</p> <p>CSO 3.6: To study the text in depth</p> <p>CSO 3.7: To critically analyse the text</p>	21	20	
<b>UNIT 4 Poetry</b>	<p>William Butler Yeats:</p> <p>a) <i>The Second coming</i></p> <p>b) <i>No Second Troy</i></p> <p>c) <i>Sailing to Byzantium</i></p>	<p>CSO 4.1: To introduce the rise of new modernist poets and their role in shaping literature</p> <p>CSO 4.2: To introduce the poet William Butler Yeats; a brief history of his life and work</p> <p>CSO 4.3: To outline a historical background and its influence in the creation of the poem respectively.</p> <p>CSO 4.4: To study the themes</p>	13	20	

		and its poetic structures of the poem respectively CSO 4.5: To study in depth the content of the poem respectively CSO 4.6: To critically analyse the poems.			
<b>UNIT 5 Poetry</b>	Thomas Stern Eliot: a) <i>The Love Song of J Alfred Prufrock</i> b) <i>The Hollow Men</i>	CSO 5.1: To introduce the poet Thomas Stern Eliot; a brief outline of his life and works CSO 5.2: To outline a historical background of the poem respectively CSO 5.3: To study the poetic structures of the poem respectively CSO 5.4: To explain the text in depth respectively CSO 5.6: To critically analyse the poems	13	20	

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

Modernism, Post-modernism and non-European Cultures  
The Women's Movement in the Early 20th Century  
Psychoanalysis and the Stream of Consciousness  
The Uses of Myth  
The Avant Garde

#### **Readings**

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) pp. 571, 578–80, 559–63.
2. 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) pp. 2319–25.
3. Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.



**NAME OF THE PAPER (CODE) : Language, Literature and Culture (EGM 4)**

**Number of Credit : 4**

**Number of Hours of Lectures : 60**

### **COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Language, Literature and Culture:**

<b>CO 1: To make students deeper aware of the knowledge and understanding about the Language, Literate and Culture of Minorities of India.</b>
<b>CO 2: To introduce to the student Tribal culture, literature, ways of life; its uniqueness</b>
<b>CO 3: To create and understanding among the students about the spirits who play an important role in the life and works of tribals.</b>
<b>CO 4: To make students understand urban legend as opposed to rural legend and other legends; its role in understanding the culture and mind set of a society.</b>
<b>CO 5: To give a different insight into to the cultural practices, rites and songs of different tribals.</b>
<b>CO 6: To assist students to delve deeper into post-independence anguishes over abductions of children, men and women. The mental stress between the two countries and the fresh tensions arising out of the partition and its consequences.</b>

### **COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>UNIT &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOS</b>
<b>UNIT 1 Short Story</b>	a. Bama: Karukku  b. Easterine Iralu: <i>The Silver Dzulie</i>	<b>CSO 1.1:</b> To define the term Dalit (K) <b>CSO 1.2:</b> To define “Karukku.”(K) <b>CSO 1.3:</b> To explain Karukku as a symbol of Expression of Dalit <b>Literature. (U)</b> <b>CSO 1.4:</b> To defend how Karukku becomes is a study of subalternity. (U) <b>CSO 1.5:</b> To elaborate the struggles of Dalit community of Bama. <b>CSO 1.6:</b> To discuss how does Bama peels off the layers of religious hypocrisy and caste discrimination forced to confront the everyday lived reality of people in ‘Karukku’.(U) <b>CSO 1.7:</b> To define Siver Dzulie (K) <b>CSO 1.8:</b> To explain the character sketch of Thseouhie. (U) <b>CSO 1.9:</b> To interpret the spirits move in attaining silver Dzulie (U) <b>CSO 1.10:</b> To Explore how	12	23	

		Thseouhie proves as brave warrior. (A)			
<b>UNIT 2 Short Story</b>	a. A.K. Ramanujan: Excerpts from <i>A Flowering Tree: A Woman's Tale</i>  b. Temsula Ao: <i>The Pot Maker</i>	<b>CSO 2.1:</b> 1To explain the themes of Flowering Tree a Woman's Tale(U) <b>CSO 2.2:</b> Discuss the Status of women in the society in 'Flowering Tree, A woman s Tale. (A) <b>CSO 2.3:</b> Explain how puberty is objectified to 'Flowering Tree'. (U) <b>CSO2.4:</b> Elaborate how Flowering Tree connected to Ecology. (U) <b>CSO 2.5:</b> Elaborate "flowering tree" shows femininity being equated with nature and the environment. (U) <b>CSO 2.6:</b> Analyse how women are made us objects of decoration piece in and through the story of "Flowering Tree". (A) <b>CSO 2.7:</b> To explain the fascination of Pot making. (U) <b>CSO2.8:</b> To Examine the struggles of Sentila and daily struggles of life. (A) <b>CSO 2.9:</b> To discuss the position of women in the story Pot Maker". (U) <b>CSO 2.10:</b> Identify the process of Pot making according to Arenla in the story. (K) <b>CSO 2.11:</b> To describe the reluctance of Sentila in learning to make Pot. (K)	14	23	
3	Desmond L. Kharmawphlang: <i>The Revenant in some Urban Legends of Shillong</i>	<b>CSO 3.1:</b> To define Urban Legends. (K) <b>CSO 3.2:</b> To define Revenant. (K) <b>CSO 3.3:</b> To define Pyngrei.(K) <b>CSO 3.4:</b> To discuss the importance of Urban legendsin the present society. (U) <b>CSO 3.5:</b> Analyse the dynamics of what constitutes city lore in Urban Legends of Shillong. (A)	12	18	
4 Essay	G.N. Devy: Excerpts from <i>Introduction' to Painted Words</i>	<b>CSO 4.1:</b> To Define Tribale Verse. K) <b>CSO 4.2:</b> To Discuss the importance of literary tradition of the Tribals. (K) <b>CSO 4.3:</b> To differentiate between the practices of Adi tribe with	<b>11 Hrs</b>	16 Marks	Assi gnm ent

		<p>Mundna tribe. (A)</p> <p><b>CSO 4.4:</b>To distinguish the tribal imagination with secular imagination(A)</p> <p><b>CSO 4.5:</b> To enumerate Time of sense and Sense Space</p> <p><b>CSO 4.6:</b> To contrast and compare Kond and Munda tribe(K)</p> <p><b>CSO 4.7:</b> Illustrate on the symbols used in ‘A Munda Song’. (A)</p> <p><b>CSO 4.8:</b>Identify the common characteristics shared by tribal communities all over the world.(A)</p>			
5	Rajinder Singh Bedi: <i>Lajwanti</i>	<p><b>CSO 5.1:</b> To Define Lajwanti. (K)</p> <p><b>CSO 5.2:</b> To critically Analyse the character sketch of the characteristics of Sundarlal the protagonist of the story.</p> <p><b>CSO 5.3:</b> To elaborate the post-Independence agony as described in Lajwanti. (U)</p> <p><b>CSO 5.4:</b> To discuss the problem of female rehabilitation and its struggles</p> <p><b>CSO 5.5</b> To identify the response of the patriarchal society in <i>Lajwanti</i>.(U)</p>	11	16	

**Suggested Readings:**

1. Cultural Diversity Linguistics Plurality & Literary Traditions in India. Macmillan, 2005.
2. An Anthology of Writings on Diversities in India, Editorial Board: Department of English, University of Delhi (In the press)
3. Vizovono Elizabeth & Sentinaro Tsuren, Storytelling: The Healing Power of Narrative in the Works of Temsula Ao and Easterine Kire in Insider Perspectives: Critical Essays on Literature from Nagaland. Barkweaver, 2017. pp.82-96.

**NAME OF THE PAPER: POETRY, PROSE & SHORT STORIES (AEC 4)**

**Number of Credit : 2**

**Number of Hours of Lectures : 30**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Poetry, Prose & Short Stories**:

<b>CO1:</b>	<b>To introduce students to modern poetry, to enable them to understand the themes, structure and setting of modern poetry.</b>
<b>CO2:</b>	<b>To introduce prose to the students and enable them to understand the moral and themes.</b>
<b>CO3:</b>	<b>To enable the students to understand the themes and message of the short stories.</b>

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>Unit 1 Poetry</b>	<p><b>a. W.B. Yeats: A Prayer for my Daughter</b></p> <p><b>b. Robert Frost: The Road Not Taken</b></p>	<p><b>CSO 1.1:</b> to explain the characteristics of modern poetry. (U)</p> <p><b>CSO1. 2:</b> to introduce the poet W.B. Yeats and discuss his contribution to modern poetry. (U)</p> <p><b>CSO1.3:</b> to explain the central idea and theme of the poem “A Prayer for my Daughter”. (U)</p> <p><b>CSO 1.4:</b> to introduce the poet Robert Frost and discuss his contribution to modern poetry. (U)</p> <p><b>CSO 1.5:</b> to explain the central ideas and theme of the poem, “The Road Not Taken”. (U)</p> <p><b>CSO 1.6:</b> to discuss the structure and the modern setting of the two poems. (U)</p>	10	16	
<b>Unit 2 Prose</b>	<p><b>a. Osbert Sitwell: The Best Years of Life</b></p> <p><b>b. Nirad C. Chaudhuri: Money and the Englishman</b></p>	<p><b>CSO 2.1:</b> to introduce and explain the basic features of prose. (U)</p> <p><b>CSO 2.3:</b> to explain in brief the life of Osbert Sitwell and his achievements. (U)</p> <p><b>CSO 2.4:</b> to explain the essay and the theme of the essay. (U)</p> <p><b>CSO 2.5:</b> to discuss the message of the essay. (U)</p> <p><b>CSO 2.6:</b> to explain in brief the life of Nirad C. Chaudhuri and his achievements. (U)</p> <p><b>CSO 2.7:</b> to explain the essay and the themes of the essay. (U)</p> <p><b>CSO 2.8:</b> to discuss the message of the essay. (U)</p>	10	16	

<p><b>Unit 3 Short Story</b></p>	<p><b>a. Leo Tolstoy: The Imp and the Peasant’s Bread</b></p> <p><b>b. Anton Chekov: The Bet</b></p>	<p><b>CSO 3.1:</b> to introduce the Russian writers Leo Tolstoy and Anton Chekov and briefly discuss their contributions and achievements. (U)</p> <p><b>CSO 3.2:</b> to explain the short story “The Imp and the Peasant’s Bread”</p> <p><b>CSO 3.3:</b> to discuss the theme and the message of, “The Imp and the Peasant’s Bread”. (U)</p> <p><b>CSO 3.4:</b> to explain the short story “The Bet”. (U)</p> <p><b>CSO 3.3:</b> to discuss the theme and the message of, “The Bet”. (U)</p>	<p>10</p>	<p>18</p>	
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**Suggested Readings:**

1. Brooks, Cleath, Robert Penn Warren. *Understanding Poetry*. Fourth edition. Holt, Rinehart and Winston, 1976.
2. Seltzer, Thomas, ed. *Best Russian Short Stories*. Boni and Liveright, inc, 1917.

**NAME OF THE PAPER (CODE) : Media and Communication Skills (EGS 4)****Number of Credit : 2****Number of Hours of Lecture : 30****COURSE OBJECTIVES (COs)**The following are the Course Objectives (COs) for the paper: **Media and Communication Skills**

<b>CO 1:</b>	To make the students understand various forms of mass communication and globalization
<b>CO 2:</b>	To make the students identify and differentiate media and journalistic writing and reporting
<b>CO 3:</b>	To familiarize the students to learn tools and techniques of Radio and T.V program editing with different aspects and techniques of post- production
<b>CO 4:</b>	To develop an understanding of issues and challenges with regard to dynamic flows of information around the world

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1</b> <b>Introduction to Mass Communication</b>	<b>a. Mass Communication and Globalization</b> <b>b. Forms of Mass Communication</b>	<b>CSO 1.1:</b> To define the term of mass communication.(k) <b>CSO 1.2:</b> To define the term of globalization.(k) <b>CSO1.3:</b> To interpret and identify the areas of interdependence between mass communication and globalization.(u) <b>CSO1.4:</b> To identify the various forms of mass communication.(s) <b>CSO 1.5:</b> To examine and explore the different theories of mass communication.(a) <b>CSO 1.6:</b> To assess the impact of mass communication.(e)	10	17	
<b>UNIT 2</b> <b>Media Writing</b>	<b>a. Scriptwriting for TV and Radio</b> <b>b. Writing news Reports and Editorials</b>	<b>CSO 2.1:</b> To describe the meaning of media writing. (k) <b>CSO 2.2:</b> To examine the structure and language of scriptwriting for radio and TV.(a) <b>CSO 2.3:</b> To elaborate on the emerging trends in scriptwriting for TV and radio.(u) <b>CSO 2.4:</b> To discuss the various steps involve in scriptwriting.(u) <b>CSO 2.5:</b> To explain the importance of news reports and editorials.(u) <b>CSO 2.6:</b> To explore the requisites of news reporting.(u) <b>CSO 2.7:</b> To elaborate on the characteristics of news report. <b>CSO 2.8:</b> To discuss the types of editorials.(u)	10	17	

<p><b>UNIT 3</b> <b>Introduction to Social Media</b></p>	<p><b>a. The impact of social media</b> <b>b. Types of social media</b></p>	<p><b>CSO 3.1:</b> To discuss the importance and relevance of social media.(u) <b>CSO 3.2:</b> To identify the different types of social media.(s) <b>CSO 3.3:</b> To examine the impact of social media on business and politics.(a) <b>CSO 3.4:</b> To elaborate on the positive and negative impact of social media.(u) <b>CSO 3.5:</b> To analyse the uses of social media for productive purposes.(A)</p>	<p>10</p>	<p>16</p>	
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**Topics for Student Presentations:**

- a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
- b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
- c. Editing articles
- d. Writing an editorial on a topical subject

## V SEMESTER

**NAME OF THE PAPER (CODE) : Indian Classical Literature (EGC 5.1)**  
**Number of Credit : 04**  
**Number of Hours of Lecture : 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Indian Classical Literature**:

<b>CO 1: To make the students aware of the eco-socio-political context of the age that produced Indian Classical Literature.</b>
<b>CO 2: To enable the students to understand traumatic turning point that had a crucial significance in the great epic</b>
<b>CO 3: To create awareness about dharma and its consequences.</b>
<b>CO 4: To create understanding and appreciate the pluralistic and inclusive nature of India classical literature and its attributes.</b>
<b>CO 5: To make students historically situate the classical literature and device literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major text in the principal genre.</b>

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOS
<b>UNIT 1 DRAMA/ EPIC</b>	Kalidasa <i>Abhijnana Shakuntalam</i> : The Loom of Time	<b>CSO 1.1:</b> to define Epic. (K) <b>CSO 1.2:</b> to identify the Concealment of the Telling in ACT II. (K) <b>CSO 1.3:</b> to express the role of Shakuntalain the Drama (A) <b>CSO 1.4:</b> to critically analyse different gender roles in Abhijaja Shakuntalam (A) <b>CSO 1.5:</b> to identify Theme of love and concealment (K) <b>CSO 1.6:</b> to explain the role of King Dushyanta (U) <b>CSO 1.7:</b> to summarize ACT I – <i>Chase</i> (A) <b>CSO 1.8:</b> to illustrate the ACT III <i>Loves Fruition</i> (A) <b>CSO 1.9:</b> to examine the significance of departure of Shakuntala (A) <b>CSO 1.10:</b> to explain the different characters of the play (U)	<b>14 Hrs</b>	<b>22</b>	



		<p><b>CSO 1.11:</b> to explain the character sketch of A “New Woman” in Sanskrit Drama. (U)</p> <p><b>CSO 1.12:</b> to interpret Characteristics of an Epic (U)</p>			
<b>Unit 2 Epic</b>	Vyasa <i>The Dicing and The Sequel to Dicing, The Book of the Assembly Hall</i>	<p><b>CSO 2.1:</b> to identify the importance of the <i>Book of the Assembly Hall (K)</i></p> <p><b>CSO 2.2:</b> to explain the Role of Fate and Chance. (U)</p> <p><b>CSO 2.3:</b> to elaborate Dharma-Law(U)</p> <p><b>CSO 2.4:</b> to explain the Significance of the Game of Dicing (U)</p> <p><b>CSO 2.5:</b> to examine the central theme and concept of sequencing(A)</p> <p><b>CSO 2.6:</b> to discuss the role of Yudishira and Duryodhana(U)</p> <p><b>CSO 2.7:</b> to examine the significance of Draupadi’s role in the Play. (A)</p> <p><b>CSO 2.8:</b> to elaborate the parting of Yudhisthira in the dicing. (U)</p>	<b>10 Hrs</b>	<b>18</b>	
<b>Unit 3 Epic</b>	<i>The Temptation of Karna, Book V ‘The Book of Effort’, in The Mahabharata:</i>	<p><b>CSO 3.1</b> to explain the temptation of Karna by Kunti (U)</p> <p><b>CSO 3.2:</b>to interpret the character of Karna (U)</p> <p><b>CSO 3.3:</b> to analyse the importance role of Dharma(A)</p> <p><b>CSO 3.4:</b> to differentiate the class difference of Kshatriya and Shudra.</p> <p><b>CSO 3.5:</b>To analyse the Character of Kunti as an independent assertive woman (A)</p> <p><b>CSO 3.6:</b> to criticise the tragic fall of Karna (A)</p>	<b>10 Hrs</b>	<b>18</b>	
<b>Unit 4 Drama</b>	<i>Sudraka Mrcchakatika</i> , tr. M.M. Ramachandra	<p><b>CSO 4.1:</b> to define Prakarana (K)</p> <p><b>CSO 4.2:</b> to Recall Madanika (K)</p> <p><b>CSO 4.3:</b> to describe Dudubha (K)</p> <p><b>CSO 4.4:</b> to identify the Importance of Prologue(K)</p> <p><b>CSO 4.5:</b> to elaborate Thematic richness of Mrichchhakatika(U)</p> <p><b>CSO 4.6:</b> to discuss the Significance of Sutradhar and Nati in the Play(U)</p> <p><b>CSO 4.7:</b>to critically analyse the different Characters in the Play</p>	<b>13</b>	<b>21</b>	

		<p><b>CSO 4.8:</b> to explain Crisis and its impact on the hero (A)</p> <p><b>CSO 4.9:</b> to examine Charudatta and Vasantasena as Central Character (A)</p> <p><b>CSO 4.10:</b> to examine Shringara, love and class Differences in the Drama (A)</p> <p><b>CSO 4.11:</b> to identify Significance of the storm (A)</p> <p><b>CSO 4.12:</b> to recall “New Woman” in Sanskrit Drama(K)</p> <p><b>CSO 4.13:</b> to discuss the role of Charudatta (U)</p> <p><b>CSO 4.14:</b> to explore Sarvilaka character in the drama. (A)</p> <p><b>CSO 4.15:</b> to summarise Acts I-IV and Acts V -III. (A)</p> <p><b>CSO 4.16:</b> to discuss the significance of the “Gathering of Storm Clouds”. (U)</p> <p><b>CSO 4.17:</b> to examine some of the aspects/dimensions of social life as highlighted in the play. (A)</p>			
<b>Unit 5 Epic</b>	Ilango Adigal <i>The Book of Banci</i> , in <i>Cilappatikaram: The Tale of an Anklet</i> , Book 3.	<p><b>CSO 5.1:</b> to explain both the Akam and Puram aspects as revealed in the welcoming of the victorious king and his army back in Banci (U)</p> <p><b>CSO 5.2:</b> to elaborate the theme of loss and death poignantly dealt with in Silapathikaram. (U)</p> <p><b>CSO 5.3:</b> to explain the main characters in the Epic (U)</p> <p><b>CSO 5.4:</b> Critically analyse the role of Kanaki. (A)</p> <p><b>CSO 5.5:</b> to discuss the purpose of the Chera king's expedition to the north (U)</p> <p><b>CSO 5.6:</b> to write a short note on the poet of The Book of Banci(K)</p> <p><b>CSO 5.7:</b> to identify The Book of Banci is the deification of Kannaki, the chaste woman and kingship (K)</p>	<b>13 Hrs</b>	<b>21</b>	

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

The Indian Epic Tradition: Themes and Recensions

Classical Indian Drama: Theory and Practice

Alankara and Rasa

Dharma and the Heroic

## Readings

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

**NAME OF THE PAPER (CODE) : LITERATURE OF INDIAN DIASPORA (EGC 5.2)**

**Number of Credit : 04**

**Number of Hours of Lecture : 60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Literature of Indian Diaspora**:

<b>CO 1:</b>	To enable the students understand the historical and theoretical background of Diaspora literature, and to enlighten the contributions of Indian Diaspora writings.
<b>CO 2:</b>	To introduce Jhumpa Lahiri, an American-Indian writer, whose works illuminate the immigrant experience, particularly in <i>The Namesake</i> , highlighting the themes of personal identity and the conflicts produced by immigration. .
<b>CO 3:</b>	To understand the struggles and displacement experienced by Indian immigrants in an East African nation through the work of an Indian-Canadian writer, M.G Vassanji. .
<b>CO 4:</b>	To explore the diasporic aspects and experiences of Indian immigrants in Meera Syal's <i>Anita and Me</i> and depicting the difference between experiences of the first and the second generation migrants.
<b>CO 5:</b>	To acquaint the students with meaningful themes and significant issues of contemporary multicultural and migrant realities during the turbulent times in India's partition in 1947, to the aftermath of the Prime Minister's assassination in 1984 through the work of Indian-Canadian writer Rohinton Mistry.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Introduction to Indian Diaspora Writings</b>	Meaning and origin, historical context, kinds and types of diaspora, characteristics and features of Indian diasporic literature, and themes	<b>CSO 1.1:</b> to define the term Diaspora (K) <b>CSO 1.2:</b> to state the origin of the term Diaspora. (K) <b>CSO 1.3:</b> to discuss the historical context of the term Diaspora. (U) <b>CSO 1.4:</b> to identify the kinds of Diaspora. (U) <b>CSO 1.5:</b> to explain and illustrate the different types of Diaspora. (U) <b>CSO 1.6:</b> to explore the experiences of Indian Diaspora. (K) <b>CSO 1.7:</b> to determine the characteristics of Indian Diaspora Literature. (U) <b>CSO 1.8:</b> to analyse the common themes and issues highlighted in Indian Diaspora Literature. (A)	10	14	
<b>UNIT II Novel</b>	Jhumpa Lahiri: <i>The Namesake</i>	<b>CSO 2.1:</b> to outline the history of Indian dispersion to Britain	19	20	

		<p>during the 1960s. (K)</p> <p><b>CSO 2.2:</b> to justify the title of the novel. (A)</p> <p><b>CSO 2.3:</b> to explain the characterisation of the characters in the novel. (U)</p> <p><b>CSO 2.4:</b> to analyse the growth and development of the character Gogol Ganguli. (A)</p> <p><b>CSO 2.5:</b> to differentiate the experiences of first generation and second generation Indian Immigrants. (U)</p> <p><b>CSO 2.6:</b> to evaluate the novel as diasporic novel. (A)</p> <p><b>CSO 2.7:</b> to critically analyse the diasporic themes highlighted in the novel. (A)</p>			
<b>UNIT 3 Novel</b>	M.G Vassanji: <i>The Book of Secrets</i>	<p><b>CSO 3.1:</b> to outline the historical context of Indian Immigrants to East Africa. (K)</p> <p><b>CSO 3.2:</b> to discuss the novel as an investigative novel. (U)</p> <p><b>CSO 3.3:</b> to evaluate the narrative technique employed in the novel. (A)</p> <p><b>CSO 3.4:</b> to identify the role of letters and documents in the novel. (U)</p> <p><b>CSO 3.5:</b> to assess the characters of the novel. (A)</p> <p><b>CSO 3.6:</b> to justify the title of the novel. (U)</p> <p><b>CSO 3.7:</b> to critically review the diasporic elements in the novel. (A)</p> <p><b>CSO 3.8:</b> to illustrate the novel as a historical novel. (U)</p>	22		
<b>UNIT 4 Novel</b>	Meera Syal: <i>Anita and Me</i>	<b>CSO 4.1:</b> to discuss the novel as a semi-autobiographical novel.	19	20	

		<p>(K)  <b>CSO 4.2:</b> to analyse the diasporic aspects highlighted in the novel.  (A)  <b>CSO 4.3:</b> to explain the difference between the experiences of first and second generation of Indian immigrants in a foreign land. (U)  <b>CSO 4.4:</b> to critically assess the experiences of the protagonist, Meena Kumar. (A)  <b>CSO 4.5:</b> to evaluate the characters in the novel. (A)  <b>CSO 4.6:</b> to illustrate the themes and issues highlighted in the novel. (U)</p>			
<b>UNIT 5 Novel</b>	Rohinton Mistry: <i>A Fine Balance</i>	<p><b>CSO 5.1:</b> to outline the biography and works of the writer.(K)  <b>CSO 5.2:</b> to explain the historical background of the novel. (U)  <b>CSO 5.3:</b> to examine the impact of the Emergency 1975 in the Indian society. (U)  <b>CSO 5.4:</b> to explain the plot construction of the novel. (U)  <b>CSO 5.5:</b> to describe the conditions of the Indian people under the post-independence government. (U)  <b>CSO 5.6:</b> to analyse the themes and issues discussed in the novel. (A)  <b>CSO 5.7:</b> to critical review the text.</p>	20	22	

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

The Diaspora

Nostalgia

New Medium

Alienation

### **Reading**

1. "Introduction: The diasporic imaginary" in Mishra, V. (2008). *Literature of the Indian diaspora*. London: Routledge
2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
3. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*.

**NAME OF THE PAPER : LITERARY CRITICISM (EGC 5.3)**

**Number of Credit : 04**

**Number of Hours of Lectures : 60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Literary Criticism:**

<b>CO1:</b>	To introduce literary criticism and explain its function and importance.
<b>CO2:</b>	To introduce students to the literary movement of English Romanticism in the late 18 <sup>th</sup> century and enable the students to understand the views of William Wordsworth on poetry.
<b>CO3:</b>	To introduce Virginia Woolf as one of the most important modernist 20 <sup>th</sup> -century author and her perspective on modern fiction.
<b>CO4:</b>	To introduce one of the 20 <sup>th</sup> century prolific critic -T.S. Eliot and understand his views on - criticism, the function of criticism, Romanticism and Classicism.
<b>CO5:</b>	To introduce New Criticism and the views of Cleanth Brooks on poetry and its language and the importance of paradox in poetry.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>Unit 1 Introduction</b>	a.Literary Criticism b.Functions of Literary Criticism	<b>CSO 1.1:</b> to define literary criticism(K) <b>CSO1. 2:</b> : to explain Importance of Literary Criticism (U) <b>CSO 1.3:</b> to define who is critic and explain the role and importance of a critic. (K) <b>CSO 1.4:</b> to explain the different functions of Literary Criticism. (U)	10	18	
<b>Unit 2 Essay</b>	William Wordsworth: <i>Preface to the Lyrical Ballads</i>	<b>CSO 2.1:</b> to define the term Romanticism in English literature. (K) <b>CSO 2.2:</b> to explain the concept of the Lyrical Ballads and its 'Preface' by William Wordsworth. (U) <b>CSO 2.3:</b> to explain the nature of poetry according to Wordsworth. (U) <b>CSO 2.4:</b> to explain subject matter of poetry according to Wordsworth. (U) <b>CSO 2.5:</b> to explain poetic diction according to Wordsworth. (U) <b>CSO 2.6:</b> to analyse the characteristics of a poet and the value of poetry as discussed in "The Preface to the Lyrical Ballads". (A)	13	20	
<b>Unit 3 Essay</b>	Virginia Woolf: <i>Modern Fiction</i>	<b>CSO 3.1:</b> to define the term modernism, impressionism and stream of consciousness. (K) <b>CSO 3.1:</b> to briefly describe the life	12	20	



		<p>of Virginia Woolf and her contribution to fiction and literary criticism. (U)</p> <p><b>CSO 3.2:</b> to explain the views of Virginia Woolf on the main trends in modern fiction. (U)</p> <p><b>CSO 3.3:</b> to explain the essay in detail. (U)</p> <p><b>CSO 3.4:</b> to discuss the central idea of the essay. (U)</p> <p><b>CSO 3.5:</b> to differentiate materialist and spiritualist writers according to Woolf. (U)</p> <p><b>CSO 3.6:</b> to explain on the flow of life that fiction ought to embrace and convey. (U)</p> <p><b>CSO 3.7:</b> to elucidate the views of Virginia Woolf on different novelist - Arnold Bennett, John Galsworthy, H.G. Wells, Thomas Hardy, Joseph Conrad and Anton Chekov. (A)</p>			
<b>Unit 4 Essay</b>	T.S. Eliot: <i>The Function of Criticism</i>	<p><b>CSO 4.1:</b> to define the term New Criticism. (K)</p> <p><b>CSO 4.2:</b> to define criticism and the function of criticism according to T.S. Eliot. (U)</p> <p><b>CSO 4.3:</b> to explain the student understand the views of T.S. Eliot on Romanticism and Classicism. (U)</p> <p><b>CSO 4.4:</b> to differentiate between inner voice and outside authority. (U)</p> <p><b>CSO 4.5:</b> to explain the relationship between creativity and criticism. (U)</p> <p><b>CSO 4.6:</b> to elucidate the views of T.S. Eliot - a good critic, most important qualification of an ideal critic and most important tool for a critic. (A)</p> <p><b>CSO 4.7:</b> to explain the central ideas of the essay. (U)</p>	13	22	
<b>Unit 5 Essay</b>	Cleanth Brooks: <i>The Language of Paradox</i>	<p><b>CSO 5.1:</b> to explain New Criticism. (U)</p> <p><b>CSO 5.2:</b> to define paradox. (K)</p> <p><b>CSO 5.3:</b> to explain the importance of paradox in understanding poetry. (U)</p> <p><b>CSO 5.4:</b> to differentiate the language of poetry and prose. (U)</p> <p><b>CSO 5.5:</b> to differentiate poetic language and scientific language. (U)</p> <p><b>CSO 5.6:</b> to explain the importance of connotation in poetry. (U)</p> <p><b>CSO 5.7:</b> to explain the poem, "The</p>	12	20	

		Canonization” by John Donne and explain why the language of poetry is the language of paradox. (U)			
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### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

Summarising and Critiquing

Point of View

Reading and Interpreting

Media Criticism

Plot and Setting

Citing from Critics’ Interpretations

#### **Suggested Readings**

1. C.S. Lewis: Introduction in *An Experiment in Criticism*, Cambridge University Press 1992
2. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971
3. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University 1963
4. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996

**NAME OF THE PAPER:** INDIAN WRITINGS IN ENGLISH (EGM 5)

**Number of Credit** : 4

**Number of Hours of Lectures** : 60

The following are the Course Objectives (COs) for the paper **Indian Writings in English**:

<b>CO 1</b>	To make the students understand the historical background of the Indian Writings in English and their works.
<b>CO 2</b>	To aid the students trace the history and diasporic attributes contributing to the development of English writings among Indian writers.
<b>CO 3</b>	To help the students examine the impact of the writers upon the literary world.
<b>CO 4</b>	To inculcate the students to delve into and appreciate the various works of Indian English writers.
<b>CO 5</b>	To help students aware of the sense of uniqueness of Indian literature from those of the other western literature

**Course Specific Objectives (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objectives (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>Unit 1</b> <b>Swami and Friends</b> <b>R K Narayan</b>	Introduction to the life and works of R K Narayan	CSO 1.1: To explain the various factors contributing to the birth and necessity of Indian English writings. (K) CSO 1.2: The students learn the different works of R K Narayan as well as the style and technique of his. (K) CSO 1.3: To learn the exciting progression of the plot and its cohesive structure. (U) CSO 1.4: To understand the history of India and the situations under the colonial rule. (A) CSO 1.5: To know about the built of Indian education system as depicted from the story. (U)	16	20	
<b>Unit 2</b> <b>A. Swimming Lessons</b> <b>Rohinton Mitry</b>		CSO 2A.1: To discuss the growth of Indian short story writers apart from poetry and novel. (K) CSO 2A.2: To learn deeper the already deep-rooted diasporic elements in Indian literature. (K) CSO 2A.3: To identify the hero of the story as an Indian who immigrated to a far-off land experiencing a completely different culture. (U) CSO 2A.4: To draw a comprehensive understanding of a milieu of cultures and traditions identified by the experiences of the protagonist. (A) CSO 2A.5: To help understand the	7	10	

		technique where two stories run in parallel. (K)			
<b>B. The Intrusion</b>  <b>Shashi Deshpande</b>		CSO 2B.1: To define the truth about the position of women in a typical Indian home. (K) CSO: 2B.2: To know about marriage as perceived from the angles of both sides of the party. (U) CSO 2B.3: To understand the marriage viewed as a mere contract rather than a holy union in India. (U) CSO 2B.4: To understand how a woman's wants are often taken for granted when it comes to marriage and marriage proposals. (K) CSO 2B.5: To explain the growth of women writers who open ways for societal realities surface. (U)	7	10	
<b>Unit 3</b> <b>A. The Orphan Girl</b>  <b>HLV Derozio</b>		CSO 3.1: To know the poet who was one of the biggest influences in his time. (K) CSO 3A.2: To understand the plight of an orphan in a society which is unforgiving. (U) CSO 3A.3: To analyse the role those few brave who fight for the cause of what is just. (A) CSO 3A.3: To help understand how hapless an orphan and how predatory a society, be it any, can. (U) CSO: 3A.4: To know the styles and technique of the poem. (K) CSO 3A.5: To discuss about what the poem teaches one. (U)	4	10	
<b>3 B</b>  <b>My Grandmother's House</b>  <b>Kamala Das</b>		CSO 3B.1: To understand the background of the poet. (K) CSO 3B.2: To know about the life of speaker in contrast to her desire for someone else's love. (K) CSO 3B.3: To understand autobiographical elements present in the poem. (K) CSO 3B.4: To analyse the speaker's role as a wife and her duty as one and her desire for something more connected and loved than the one she gets from her husband. (A) CSO 3B.5: To know about concerned grandmother who fills the abyss of longings inside the poet. (K)	4	10	

<p><b>Unit 4</b></p> <p><b>A. The Night of the Scorpion</b></p> <p><b>Nissim Ezekiel</b></p>		<p>CSO 4A.1: To learn the Indian society with all the superstitions. (K)</p> <p>CSO 4A.2: To understand how in a rural setting an unfortunate incident could cause so much trouble for the speaker's mother. (U)</p> <p>CSO 4A.3: To analyse the role of a rational father saved the situation. (A)</p> <p>CSO 4A.4: Relate the universal love of a mother. (U)</p>	4	10	
<p><b>4 B. A Poem for Mother</b></p> <p><b>Robin S Ngangom</b></p>		<p>CSO 4B.1: To discuss the emergence of North-East writers and their influence. (K)</p> <p>CSO 4B.2: Share the importance of a parent's dreams. (A)</p> <p>CSO 4B.3: To understand the plight of the speaker in fulfilling his mother's dreams. (K)</p> <p>CSO 4B.4: To rationalize the value of an honest man though 'living a small life'</p>	4	10	
<p><b>Unit 5</b></p> <p><b>A. The Two Lady Rams</b></p> <p><b>Mulk Raj Anand</b></p>		<p>CSO 5A.1: To understand the colonial Indian society. (K)</p> <p>CSO 5A.2: To discuss the pride and miseries of a husband from his two wives. (U)</p> <p>CSO 5A.3: To learn the development of a man's would-be accolade turning to a nightmare. (A)</p> <p>CSO 5A.4: To analyse the domestic problems become a stumbling block on an otherwise big honour. (U)</p>	7	10	
<p><b>5 B The Free Radio</b></p> <p><b>Salman Rushdie</b></p>		<p>CSO 5B.1: Discuss the Emergency India under then Prime Minister Indira Gandhi. (K)</p> <p>CSO 5B.2: To learn the realistic depictions of the Emergency period through the hero's dream and lies. (U)</p> <p>CSO 5B.3: To analyse the importance and significance of sterilization which the hero of the story fell for. (K)</p> <p>CSO 5B.4: To discuss how in the end things turned out quite the opposite than expected. (A)</p>	7	10	

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel

The Aesthetics of Indian English Poetry

Modernism in Indian English Literature

### **Readings**

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

2. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

3. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

4. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

**NAME OF THE PAPER (CODE) : NOVEL AND DRAMA (AEC 4)**  
**Number of Credit : 02**  
**Number of Hours of Lecture : 30**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Novel and Drama**:

<b>CO 1:</b>	To acquaint the students to a one-act monodrama by Samuel Beckett exploring the isolated nature of human existence.
<b>CO 2:</b>	To introduce the students a one-act farce by, the greatest Russian playwright, Anton Chekov highlighting a play of dialogue-based action and situational humour.
<b>CO 3:</b>	To introduce the students to the English novelist, George Orwell and his famous work <i>Animal Farm</i> which reflects the Russian Revolution.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 One-Act Play</b>	Samuel Beckett: <i>Krapp's Last Tape</i>	<b>CSO 1.1:</b> to define the concept of a one-act play. (K) <b>CSO 1.2:</b> to introduce Samuel Beckett; a brief description of his life and works. (U) <b>CSO 1.3:</b> to discuss the historical background of the play. (U) <b>CSO 1.4:</b> to analyse the themes and characteristic features of the play. (A) <b>CSO 1.5:</b> to draw a character analysis portrayed in the play. (K) <b>CSO 1.6:</b> to critically assess the play. (A)	08	15	
<b>UNIT 2 One-Act Play</b>	Anton Chekov: <i>A Marriage Proposal</i>	<b>CSO 2.1:</b> to introduce Russian playwright, Anton Chekov; a brief description of his life and work. (K) <b>CSO 2.2:</b> to discuss on the historical background of the play. (U) <b>CSO 2.3:</b> to assess the themes and characteristics of the play. (A) <b>CSO 2.4:</b> to examine the characters in the play. (U) <b>CSO 2.5:</b> to critically review the play. (A)	08	15	

<p><b>UNIT 3 Novel</b></p>	<p>George Orwell; <i>Animal Farm</i></p>	<p><b>CSO 3.1:</b> to discuss the concept of novella. (U)  <b>CSO 3.2:</b> to outline the biography and works of the writer. (K)  <b>CSO 3.3:</b> to explain the historical background of the novella. (U)  <b>CSO 3.4:</b> to examine the themes, structure and characteristics of the novella. (U)  <b>CSO 3.5:</b> to analyse and discuss the text in depth. (A)  <b>CSO 3.6:</b> to identify the themes and issues reflected in the novel. (A)</p>	<p>14</p>	<p>20</p>	
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**Suggested Readings:**

1. 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.
2. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.



**NAME OF THE PAPER (CODE) : INTRODUCTION TO BASIC LINGUISTICS (EGS 5)**

**Number of Credit : 02**

**Number of Hours of Lecture : 30**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Introduction to basic Linguistics**:

<b>CO 1:</b>	This paper introduces students to the concept of Basic Linguistics.
<b>CO 2:</b>	To introduce students to the basic notion in understanding language and human's ability to speak and how differ from other species.
<b>CO 3:</b>	To expose the students to the role and importance of scientific language in literature.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1 Linguistics</b>	a) Defining Linguistics b) Relationship between Linguistics and other branches	<b>CSO 1.1:</b> to define Linguistics. <b>CSO 1.2:</b> to express aims and objectives of Linguistics. <b>CSO 1.3:</b> to generate a fundamental understanding and provide a broad interdisciplinary connectedness with other disciplines. <b>CSO 1.4:</b> to explain the relationship between Linguistics and Psychology. <b>CSO 1.5:</b> to explain the relationship between Linguistics and Literature. <b>CSO 1.6:</b> to explain the relationship between Linguistics and Natural Sciences. <b>CSO 1.7:</b> to explain the relationship between Linguistics and Philosophy.	10	15	
<b>UNIT 2 Language and communication</b>	a) Language b) Characteristics of language c) Human communication and Animal communication	<b>CSO 2.1:</b> to explain and define the term "language". <b>CSO 2.2:</b> to illustrate and discuss on the characteristics of language. <b>CSO 2.3:</b> to define	10	20	

		<p>Human communication and Animal communication.</p> <p><b>CSO 2.4:</b> to elaborate on the characteristics of Human communication.</p> <p><b>CSO 2.5:</b> to elaborate on the characteristics of animal communication.</p> <p><b>CSO 2.6:</b> to explain the communication systems and design features of Animals and Human language</p> <p><b>CSO 2.7:</b> to explain verbal and non-verbal communication.</p>			
<p><b>UNIT 3</b> <b>The relation of language to literature</b></p>	<p>a) Emotive vs Scientific language</p> <p>b) Standard language vs Poetic language</p>	<p><b>CSO 3.1:</b> to define Emotive language.</p> <p><b>CSO 3.2:</b> to define Scientific language.</p> <p><b>CSO 3.3:</b> to differentiate the use and functions of emotive language from scientific language.</p> <p><b>CSO 3.4:</b> to define and explain standard language.</p> <p><b>CSO 3.5:</b> to define and explain poetic language.</p> <p><b>CSO 3.6:</b> to differentiate the use and functions of standard language from poetic language.</p>	10	15	

### **Suggested Readings:**

1. Akmajian, A, R. A. Demonstrate, A.K Farmers & R.M. Harnish, Linguistics: An introduction to language and communication Cambridge, Massachusetts: The MIT press: 2001.
2. Beard, Adrian. Texts and contexts: An Introduction to Literature and Language Study, London Routledge, 2001.
3. Carter R and Peter Stockmell (ed): Language and Literature Reader. Abingdon, UK: Routledge, 2008.
4. Farold R & J.connor - Linton: An Introduction to Language and Linguistics. Cambridge: Cambridge University press, 2006.
5. Lyons, J: Introduction to Theoretical Linguistics. Cambridge (UK): Cambridge University press,1968.

## VI SEMESTER

<b>NAME OF THE PAPER (CODE)</b>	<b>: NAGA WRITINGS IN ENGLISH: POETRY &amp; FICTION (EGC 6.1)</b>
<b>Number of Credit</b>	<b>: 04</b>
<b>Number of Hours of Lecture</b>	<b>: 60</b>

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Naga Writings in English: Poetry & Fiction**:

<b>CO 1:</b>	To introduce the students to trace and understand the historical origin and the ethnicity of the Nagas; to familiarize them about the culture, social and political structure of the Nagas, to enable them to examine critically and analyze the different Naga writers.
<b>CO 2:</b>	To make students familiar with Monalisa Changkija's life and work; its impact on Naga Writings in English, to understand the historical, social, political context of the poems, to think and write analytically by identifying the main themes of the poems.
<b>CO 3:</b>	To introduce the students to Easterine Kire as one of the major 20 <sup>th</sup> -century fiction author and her perspective on modern fiction, familiarize them with a fictional memoir to the changes and consequences of the aftermath of World War II in the context of Kire's fiction.
<b>CO 4:</b>	To introduce Nini Lungalang as one of the 20 <sup>th</sup> Century's major poets; its impact on Naga Writings in English poetry, to enable them to understand the sensibility of human emotions through the context of the poem, to appreciate, think and write analytically.
<b>CO 5:</b>	To introduce the students to Temsula Ao as one of the 20 <sup>th</sup> -century fiction authors, to enable them to understand the historical context of the fiction, the diverse problems faced by women and to promote gender equality

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction</b>	A Study on The Naga Ethnic, Social, Cultural, Political and Literary world.	<b>CSO 1.1:</b> to define the term Naga (K) <b>CSO 1.2:</b> to describe a brief history of the Naga origin myths. (K) <b>CSO 1.3:</b> to analyse and evaluate the rich oral traditions, cultural values, social and political life ways. (A) <b>CSO 1.4:</b> to explain the significance of the Morung. (U) <b>CSO 1.5:</b> to identify the major festivals, rituals and symbols of the Nagas. (A) <b>CSO 1.6:</b> to assess and examine the unique folklore, folktales and characteristics imbued in	10	18	

		Naga Writings in English. (A)			
<b>UNIT 2 Poetry</b>	Monalisa Changkija: <i>Of A People Unanswered I, II, III</i>	<b>CSO 2.1:</b> to describe a brief life and work of Monalisa Changkija. (K) <b>CSO 2.2:</b> to explain the socio-political and cultural thoughts express in the poems. (U) <b>CSO 2.3:</b> to identify the metaphors and symbols used in the poems. (K) <b>CSO 2.4:</b> to explain the significance of the title. (U) <b>CSO 2.5:</b> to identify the themes of the poems. (A)	10	18	
<b>UNIT 3 Novel</b>	Easterine Kire: <i>A Respectable Woman</i>	<b>CSO 3.1:</b> to describe a brief life and works of Easterine Kire. (K) <b>CSO 3.2:</b> to engage with the history woven through the fiction, describe the time period in which the fiction takes place. (K) <b>CSO 3.3:</b> to identify the major characters and their significance in the novel. (A) <b>CSO 3.4:</b> to trace major themes involving home, memories, war, challenges, culture, tradition, family and gender, love and friendship. (U) <b>CSO 3.5:</b> to make the students understand and analyze literary devices, forms and techniques in order to appreciate and interpret the texts. (U)	15	23	
<b>UNIT 4 Poetry</b>	Nini Lungalang: <i>Dust, Nocturne &amp; Mirror.</i>	<b>CSO 4.1:</b> to describe a brief life and works of Nini Lungalang. (K) <b>CSO 4.2:</b> to describe what feelings the poem's speaker attempts to express. (K) <b>CSO 4.3:</b> to describe the central idea of the poems.	10	18	

		(K) <b>CSO 4.4:</b> to explain poetic device by citing examples from the poems. (U) <b>CSO 4.5:</b> to identify the primary themes, simile, metaphor and symbols used in the poems.(A)			
<b>UNIT 5 Novel</b>	Temsula Ao: <i>Aosenla's Story</i>	<b>CSO 5.1:</b> to describe a brief life and works of Temsula Ao. (K) <b>CSO 5.2:</b> to identify the elements of fiction. (A) <b>CSO 5.3:</b> to examine the role played by social-cultural-political context in defining woman. (A) <b>CSO 5.4:</b> to analyze the themes and techniques of the play. (A) <b>CSO 5.5:</b> to asses and examine the text analytically. (A)	15	23	

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

Gender Resistance

Gender Identity

The Writer and Society

Folklores & Folktales

Myths and Legends

#### **Suggested Readings**

1. Changkija, Monalisa: Monsoon Mourning, Dimapur: Heritage Publishing House, 2013.
2. Sebastian, A.J: Critical Essays on Naga Poets & Fiction Writers In English, Kohima: N.V. Press, 2016
3. Changkija, Monalisa: Weapons of Words on Pages of Pain, Dimapur: Heritage Publishing House, 2<sup>nd</sup> edn.2013.
4. Temsula Ao. The Ao Naga Oral Tradition, Baroda: Bhasha Publications, 1999
5. Inato Yekheto Shikhu: A Rediscovery and Rebuilding of Naga Cultural Values. New Delhi: Regency Publications, 2007.
6. Kevilhunino Nagi: Traditional Festivals of Nagaland. Heritage Publishing House, 2018
6. Foucoult, Michel, 'Truth & Power', tr. Alessandro Fontana & Pasquah Pasquino. New York: Pantheon, 1977.

**NAME OF THE PAPER : LITERARY THEORY (EGC 6.2)**

**Number of Credit : 4**

**Number of Hours of Lectures : 60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Literary Theory**:

<b>CO1:</b>	To introduce postmodern movement and the shift in interpretation from ‘work’ to ‘text’ and understand the proposition of Roland Barthes through the seven key points – method, genres, signs, plurality, filiation, reading and pleasure.
<b>CO2:</b>	To introduce Marxism and understand the views of Antonio Gramsci on traditional intellectual and new intellectual and how the new intellectual will contribute in bringing new modes of thought for the foundation of a new conception of the world.
<b>CO3:</b>	To introduce feminism and understand the position of women in academia in the 20th century through the experiences of Elaine Showalter as she revisits and discuss the reception of her book, <i>A Literature of Their Own</i> published twenty years ago.
<b>CO4:</b>	To introduce Post Structuralism and Deconstruction and understand the concept of Jacques Derrida on ‘structure’, ‘sign’ and ‘play’ in the interpretation of text.
<b>CO5:</b>	To introduce postcolonial criticism and understand the views of Edward Said on the term ‘orientalism’ and the west contemptuous depiction and portrayal of the east

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>Unit 1 Postmodernism</b>	Roland Barthes: <b>‘From Work to Text’</b> in <i>Postmodern Literary Theory: An Anthology</i>	<b>CSO 1.1:</b> to explain postmodernism and discuss its main characteristics. (U) <b>CSO1. 2:</b> to introduce the critic Roland Barthes and discuss his contribution to postmodernism. (U) <b>CSO 1.3:</b> to examine the views of Roland Barthes and the transition from structuralism to post structuralism. (A) <b>CSO 1.4:</b> to analyse the essay in detail focusing on the seven key points illustrated by Roland Barthes in the essay. (A) <b>CSO 1.5:</b> to examine the shift in interpretation during the postmodern period. (A)	12	20	
<b>Unit 2 Marxism</b>	Antonio Gramsci: <b>‘The Formations of the Intellectuals’</b> ; in <i>Selections from the</i>	<b>CSO 2.1:</b> to explain marxism and discuss its main characteristics. (U) <b>CSO 2. 2:</b> to introduce the critic Antonio Gramsci and discuss his	12	20	

	<i>Prison Notebooks</i>	<p>contribution to Marxism. (U)</p> <p><b>CSO 2.3:</b> to examine the views of Antonio Gramsci as a critic and a Marxist. (A)</p> <p><b>CSO 2.4:</b> to analyse the essay in detail focusing on the Marxist views of Antonio Gramsci and the shift in the view of an intellectuals in the modern society. (A)</p> <p><b>CSO 2.5:</b> to examine the importance and contribution of the intellectuals in the modern society. (A)</p>			
<b>Unit 3 Feminism</b>	<p>Elaine Showalter: <b>‘Twenty Years On: A Literature of Their Own Revisited’</b> in <i>A Literature of their own: British women Novelists from Bronte to Lessing</i></p>	<p><b>CSO 3.1:</b> to explain feminism and discuss its main characteristics. (U)</p> <p><b>CSO 3. 2:</b> to introduce the critic Elaine Showalter and examine her contribution to the feminist movement. (A)</p> <p><b>CSO 3.3:</b> to analyse the essay in detail focusing on the feminist views of Elaine Showalter and the struggle of women in the twentieth century in the world of academia. (A)</p> <p><b>CSO 3.4:</b> to examine the views of the various critics on, “A Literature of their own: British women Novelists from Bronte to Lessing”. (A)</p> <p><b>CSO 3.5:</b> to discuss the views of Elaine Showalter on New Women and their fiction. (U)</p> <p><b>CSO 3.6:</b> to anyalse the position of women and women’s writing in the 21<sup>st</sup> century. (A)</p>	12	20	
<b>Unit 4 Post Structuralism</b>	<p>Jacques Derrida: <b>‘Structure, Sign and Play in the Discourse of Human Sciences’</b> tr by Alan Bass in <i>Modern Criticism and Theory: A Reader</i></p>	<p><b>CSO 4.1:</b> to explain post structuralism and discuss its main characteristics. (U)</p> <p><b>CSO4. 2:</b> to explain deconstruction and discuss its main characteristics. (U)</p> <p><b>CSO 4.3:</b> introduce the critic Jacques Derrida and examine his contribution as a post structuralist. (A)</p> <p><b>CSO 4.4:</b> to examine the views Derrida on ‘structure’, ‘sign’ and ‘play’. (A)</p> <p><b>CSO 4.5:</b> to anyalse the</p>	12	18	



		influence of Neitzche, Freud and Heidegger to modern criticism and discuss the concept of the rupture of the centre. (A) <b>CSO 4.6:</b> to critically analyse the essay and discuss the central idea. (A)			
<b>Unit 5 Postcolonial Studies</b>	Edward Said, ' <i>The Scope of Orientalism</i> ' in <i>Orientalism</i> (Harmondsworth: Penguin, 1978) pp. 29–110.	<b>CSO 5.1:</b> to explain post colonialism and discuss its main characteristics. (U) <b>CSO 5.2:</b> introduce the critic Edward Said and examine his contribution to post colonial studies. (A) <b>CSO 5.3:</b> to examine the views Said on the 'oriental' and 'orientalism'.(A) <b>CSO 5.4:</b> to anyalse the mind and attitude of the colonisers on the orient. (A) <b>CSO 5.5:</b> to critically analyse the essay and discuss the central idea. (A)	12	20	

### **Suggested Background Prose Readings and Topics for Class Presentations**

#### **Topics**

The East and the West

Questions of Alterity

Power, Language, and Representation

The State and Culture

#### **Readings**

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).

2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002)

**NAME OF THE PAPER (CODE) : POSTCOLONIAL LITERATURE (EGC 6.3)**

**Number of Credit : 04**

**Number of Hours of Lecture : 60**

### **COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Postcolonial Literature**:

<b>CO 1:</b>	To introduce the students the concept, trends, issues and themes of Postcolonial literature.
<b>CO 2:</b>	To introduce the students the impact and consequences of colonialism on an African community, and the disintegration of their tribal life through Chinua Achebe's narrative in one of his iconic work.
<b>CO 3:</b>	To introduce the students about the realities of a country which has a colonial past, and highlight societal flaws and aspects, giving an accurate cultural representation of its time through the work of Columbian writer, Gabriel Gracia Marques .
<b>CO 4:</b>	To introduce the students the female voices of post-colonial Africa, who challenge dominant colonial and patriarchal narratives and present the women of Africa as agents of their own destinies.
<b>CO 5:</b>	To acquaint the students the selected poems from Africa, Caribbean and Australia, in order to highlight political and cultural independence of their society.

### **COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>Los</b>
<b>UNIT Introduction to postcolonial literature</b>	Meaning and origin, Historical background, colonialism, post – colonial period and themes	<b>CSO 1.1:</b> to define the term Postcolonial (K) <b>CSO 1.2:</b> to state what is postcolonial literature. (K) <b>CSO 1.3:</b> to examine the nature and impact of colonialism. (A) <b>CSO 1.4:</b> to identify the trends in postcolonial literature. (U) <b>CSO 1.5:</b> to discuss the problems and consequences of the decolonisation of a country. (U) <b>CSO 1.6:</b> to explain the major issues and themes of postcolonial literature. (U) <b>CSO 1.7:</b> to analyse the relevance of postcolonial literature in post modernism. (A)	10	18	
<b>UNIT 2 Novel</b>	Chinua Achebe: <i>Things Fall Apart</i>	<b>CSO 2.1:</b> to outline the biography of the writer and his literary achievements. (K) <b>CSO 2.2:</b> to explain the origin and meaning of the title. (U) <b>CSO 2.3:</b> to discuss the novel as a presentation of the	20	26	

		<p>traditional African lifestyle during the pre-colonial period. (U)</p> <p><b>CSO 2.4:</b> to demonstrate the complexity and sophistication of the Igbo society presented in the novel. (A)</p> <p><b>CSO 2.5:</b> to explain the demerits of colonialism through the novel. (U)</p> <p><b>CSO 2.6:</b> to explore the themes of the novel. (A)</p>			
<b>UNIT 3 Novella</b>	<p>Gabriel Gracia Marques: <i>Chronicles of a Death Foretold</i></p>	<p><b>CSO 3.1:</b> to explain the historical background of the novella. (U)</p> <p><b>CSO 3.2:</b> to discuss the narrative technique employed in the novella. (U)</p> <p><b>CSO 3.3:</b> to explain the literary techniques employed in the novella. (U)</p> <p><b>CSO 3.4:</b> to describe the major characters in the novella. (U)</p> <p><b>CSO 3.5:</b> to assess the novella as a postcolonial text. (A)</p> <p><b>CSO 3.6:</b> to explain the themes of Honour, Gender roles, Love and Victimization in the novella. (U)</p>	10	20	
<b>UNIT 4 Short Story</b>	<p>a. Bessie Head: The Collector of Treasures</p> <p>b. Ama Ata Aidoo: The Girl Who Can</p> <p>c. Grace Ogot: The Green Leaves</p>	<p><b>CSO 4.1:</b> to outline the life and works of the writers. (K)</p> <p><b>CSO 4.2:</b> to identify the issues pertaining to racial, and gender identities incorporated in the stories. (U)</p> <p><b>CSO 4:</b> to assess the thematic, ideological and aesthetic concerns of the writers through their texts. (A)</p> <p><b>CSO 4.4:</b> to examine the struggles and hardships of life in post-colonial Africa. (U)</p> <p><b>CSO 4.5:</b> to determine the effects of British colonialism in Africa through female perspective. (U)</p> <p><b>CSO 4.6:</b> to analyse the stories as a representative of female voices of African society. (A)</p>	10	18	

<b>UNIT 5 Poetry</b>	a. Derek Walcott: A Far Cry from Africa  b. Edward Kamau Brathwaite : Wings of a Dove  c. A.D Hope: Australia	<b>CSO 5.1:</b> to state the biography and literary accomplishment of the poets. (K) <b>CSO 5.2:</b> to illustrate the poems as a representation of their respective cultural identity and society. (U) <b>CSO 5.3:</b> to analyse the colonial experiences through the poems. (A) <b>CSO 5.4:</b> to discuss the postcolonial issues and themes highlighted in the poems. (U) <b>CSO 5.5:</b> to critically analyse the text. (A) <b>CSO 5.6:</b> to give critical appreciation of the poems. . (U)	10	18	
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### Suggested Topics and Background Prose Readings for Class Presentations

#### Topics

De-colonization, Globalization and Literature  
Literature and Identity Politics  
Writing for the New World Audience  
Region, Race, and Gender  
Postcolonial Literatures and Questions of Form

#### Readings

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. NgugiwaThiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

**NAME OF THE PAPER : FOLK LITERATURE (EGC 6.4)**  
**NUMBER OF CREDIT : 04**  
**NUMBER OF LECTURES : 60**

**COURSE OBJECTIVES (Cos)**

The following are the course objectives for the paper **Folk Literature**:

<b>CO 1:</b>	To introduce the students on the concept Tales and the three major types of tales: Folktales, Fairy Tales and Fables.
<b>CO 2:</b>	To acquaint the students on the concept of Myth and its types
<b>CO 3:</b>	To define the concept of Legendary tales and its three division of legendary tales
<b>CO 4:</b>	To describe the concept of Urban Legends; a branch of legendary tales
<b>CO 5:</b>	To help students develop analytical and critical thinking on three important folk narratives; Proverbs, Riddles and Jokes

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit and Title</b>	<b>Unit Content</b>	<b>Course Specific Objectives</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LO</b>
<b>Unit 1 Tales</b>	Folktales, Fairy tales and Fables	CSO1.1: To introduce the concept of Tales CSO1.2: To define and differentiate the types of tales CSO1.3: To introduce the concept of folktales and fairytales CSO1.4: To discuss its characteristics and structure CSO1.5: To compare and contrast the differences and similarities of folktales and fairy tales CSO1.6: To introduce the concept of fables CSO1.7: To discuss and analyse its characteristics and structures	12	20	
<b>Unit 2 Myths</b>	Creation, Charter and Etiological	CSO 2.1: To introduce the concept of Myth and mythological studies CSO 2.2: To discuss the types of myth; Creation, Charter and Etiological Myths CSO 2.3: To analyse its characteristics and structures respectively.	12	20	
<b>Unit 3 Legends</b>	Etiological, Eschatological	CSO 3.1: To introduce the concept of legendary tales	12	20	

	and Historical Legends	CSO 3.2: To define and discuss the different types of Legendary tales CSO 3.3: To study the structure and characteristics of the types of Legendary tales CSO 3.4: To study and discuss the characteristics of the types of Legendary tales			
<b>Unit 4 Urban Legend</b>	Supernatural, Cryptid and Extraterrestrial	CSO 4.1: To introduce the concept of Urban Legends CSO 4.2: To discuss the types of urban legend CSO 4.3: To study the structure and characteristics of the types of urban legend CSO 4.4: To analyse and study on the characteristics of what makes Urban Legends an independent unit under the concept of Legendary tales	12	20	
<b>Unit 5 Folk Narratives</b>	Proverbs, Riddles and Jokes	CSO 5.1: To understand the concept of folk narratives CSO 5.2: To introduce the study of Proverbs, Riddles and Jokes respectively CSO 5.3: To study the structure and characteristics of folk narratives	12	20	

Suggested Readings:

1. Bascom W. R, *The Forms of Folklore : Prose Narrative*, The Journal of American Folklore, pp. 3- 20, 1965.
2. Propp, Vladimir, *Study of the Folktales: Structure and History*, Soviet Semiotics of Culture No.3, pp.277-292, 1976.
3. Thompson, Stith, *Myths and Folktales*, The Journal of American Folklore, Vol.68 No.270, pp.482-488, 1955.
4. Tree, Jean E Fox, Weldon, Mary Susan, *Retelling Urban Legend*, The American Journal of Psychology, Vol.3, pp.459-476, 2007.
5. Oring, Elliott, *Jokes and their Relation to Sigmund Freud*, Western Folklore, Vol.43, No.1, pp.37-48, 1984.

**NAME OF THE PAPER : WOMEN'S WRITING (EGM 6)**

**Number of Credit : 4**

**Number of Hours of Lectures : 60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Women's Writing**:

<b>CO1:</b>	To introduce the students to the women poets, Emily Dickinson, Sylvia Plath and Eunice D'Souza, and explain their struggle as women in a patriarchal society through their poems.
<b>CO2:</b>	To enable the students to understand the struggle of the African Americans in United States of America focusing on the racism and gender inequality through the novel of Alice Walker.
<b>CO3:</b>	To create an understanding among the students on the importance of mental health of women in a male dominated society. women and mental health
<b>CO4:</b>	To introduce the views of Mary Wollstonecraft on the rights of human beings and the duties of mankind as a whole
<b>CO5:</b>	To introduce the autobiography of Ramabai Ranade and her journey and struggle in a patriarchal Hindu society and her conversion journey from Hinduism to Christianity.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>Unit 1 Poetry</b>	a. Emily Dickinson: <i>I cannot live with you; I'm wife - I've finished that</i> b. Sylvia Plath: <i>Daddy; Lady Lazarus</i> c. Eunice De Souza: <i>Advice to Women; Bequest</i>	<b>CSO 1.1:</b> to define Confessional Poetry (K) <b>CSO1. 2:</b> to briefly describe the life of Emily Dickinson/ Sylvia Plath/ Eunice D'Souza and their contributions to Women's Writing. (K) <b>CSO 1.3:</b> to explain the Victorian era in reference to the work of Emily Dickinson. (U) <b>CSO 1.4:</b> to explain the Modernist American society/Indian society in reference to the work of Sylvia Plath/ Eunice D'Souza. (U) <b>CSO 1.5:</b> to explore the themes of the six poems prescribed in the syllabus. (A) <b>CSO 1.6:</b> to explain the central ideas of the six poems (U) <b>CSO 1.7:</b> to explain the poem with reference to the context and be able to explain the different figurative language in the poems. (U)	12	16	

<p><b>Unit 2 Novel</b></p>	<p>Alice Walker: <i>The Colour Purple</i></p>	<p><b>CSO 2.1:</b> to explain epistolary novel. (U)  <b>CSO 2.2:</b> to briefly describe the life of Alice Walker and her insightful treatment of African American culture in her works. (K)  <b>CSO 2.3:</b> to explain the important themes: racism, spirituality, violence and gender roles. (U)  <b>CSO 2.4:</b> to explain the struggle of the African American women as in the context of the novel, “The Colour Purple” focusing on racism and patriarchy. (U)  <b>CSO 2.5:</b> to explore the significance of the title. (A)  <b>CSO 2.6:</b> to identify the different characters in the novel and their importance in the novel. (K)  <b>CSO 2.7:</b> to explain the various themes - the power of strong female relations, the cyclical nature of racism and sexism and the disruption of traditional gender roles. (U)  <b>CSO 2.8:</b> to explain the central idea of the novel. (U)</p>	<p>14</p>	<p>20</p>	
<p><b>Unit 3 Short Story</b></p>	<p>a. Charlotte Perkins Gilman: <i>The Yellow Wallpaper</i>  b. Katherine Mansfield: <i>Bliss</i></p>	<p><b>CSO 3.1:</b> to briefly describe the life of Charlotte Perkins Gilman and Katherine Mansfield and their contribution as feminist writers. (K)  <b>CSO 3.2:</b> to make the students understand the struggle of married women in a patriarchal society. (U)  <b>CSO 3.3:</b> to explain the concept of post-partum depression and adultery in marriage. (U)  <b>CSO 3.4:</b> to explain the struggle of the women suffering from post-partum depression and the ill effects of the “rest cure” on the mental health in, “The Yellow Wallpaper”. (U)  <b>CSO 3.5:</b> to explain the struggle of Bertha as she experiences a sense of rapture as she reflects on her life after discovering the infidelity of her husband in, “Bliss”. (U)  <b>CSO 3.6:</b> to explore the significance of the title of the short stories, “The Yellow Wallpaper” and “Bliss”. (A)</p>	<p>10</p>	<p>18</p>	



		<p><b>CSO 3.7:</b> to identify the different characters in the short story and their importance in the plot. (K)</p> <p><b>CSO 3.8:</b> to explain the various themes in the short stories, “The Yellow Wallpaper” and “Bliss” - the subordination of women in marriage, the importance of self-expression, the evils of the ‘resting cure’; marriage and adultery, change and transformation, modernity. (U)</p> <p><b>CSO 3.9:</b> to explain the central idea of the short stories. (U)</p>			
<b>Unit 4 Essay</b>	Mary Wollstonecraft: <i>A Vindication of the Rights of Woman</i> (Chapter 1)	<p><b>CSO 4.1:</b> to briefly explain the life of Mary Wollstonecraft and her contribution to fight for women rights. (U)</p> <p><b>CSO 4.2:</b> to explain the views of Mary Wollstonecraft on the rights and involved duties of mankind. (U)</p> <p><b>CSO 4.3:</b> to elucidate the opinion of Mary Wollstonecraft on reason and value. (A)</p> <p><b>CSO 4.5:</b> to briefly explain the views of Mary Wollstonecraft on the education of women. (U)</p> <p><b>CSO 4.6:</b> to explain the central idea of, “A Vindication of the Rights of Women”. (U)</p>	12	18	
<b>Unit 5 Autobiography</b>	a. Ramabai Ranade: <i>A Testimony of our Inexhaustible Treasures</i>	<p><b>CSO 5.1:</b> to define autobiography. (K)</p> <p><b>CSO 5.2:</b> to explain the importance of an autobiography in understanding the struggle of women in a world where learning and writing is discouraged or denied to women. (U)</p> <p><b>CSO 5.3:</b> to introduce the learners to the autobiography of Pandita Ramabai Ranade and her contribution on the empowerment of women especially widows and children in India. (U)</p> <p><b>CSO 5.4:</b> to develop an understanding of Mukti Mission and the mission’s goal to provide a home and loving community to all women in need. (U)</p> <p><b>CSO 5.5:</b> to explore the journey of</p>	12	18	

		conversion of Ramabai Ranade and comprehend the changes in her outlook on various aspects of life as she travels abroad. (U)			
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### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

The Confessional Mode in Women's Writing  
Sexual Politics  
Race, Caste and Gender  
Social Reform and Women's Rights

#### **Readings**

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and ShielaMalovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. KumkumSangari and SudeshVaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra TalapadeMohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

**NAME OF THE PAPER (CODE) : BUSINESS COMMUNICATION (EGS 6)**

**Number of Credit : 02**

**Number of Hours of Lecture : 30**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Business Communication**

<b>CO1:</b>	<b>To create effective business communication.</b>
<b>CO2:</b>	<b>To produce understandable business documents</b>
<b>CO3:</b>	<b>To introduce business vocabulary; to introduce business style in writing and speaking.</b>
<b>CO4:</b>	<b>To introduce and expose students to the art of persuasion and negotiation in business contexts.</b>

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOS</b>
<b>Unit 1 Introduction</b>	Introduction to the essential of Business Communication: Theory and practice  <b>b.</b> Team work skills, Negotiation Skills, Diplomacy Skills, Presentation Skills, Time Management Skills, Strategic Planning, Problem Solving skills, Delegation Skills	<b>CSO1.1:</b> To define Communication (K) <b>CSO 1.2:</b> To discuss the essential of Business communication (U) <b>CSO1.3:</b> To Explain the concept of communication (U) <b>CSO1.4:</b> To apply the communication skills (A) <b>CSO 1.5:</b> To explain different kinds of Team work skills (U) <b>CSO 1.6:</b> To discuss various kinds of negotiation skills (U) <b>CSO 1.7:</b> To express different types of diplomacy skills (A) <b>CSO1.8:</b> To differentiate between presentation skills and management skills (A) <b>CSO 1.9:</b> Elaborate Management skills To identify steps of strategic planning (U) <b>CSO 1.10:</b> To explain problem solving skills (U) <b>CSO 1.11:</b> To discuss various steps of delegation skills (U)	<b>12 Hrs</b>	<b>16</b>	

<b>Unit 2 Letter Writing</b>	Planning Business Messages, Business Letters, Request Letters Good News Letters and Bad News Letters, Resume – planning of resume and content of resume	<b>CSO 2.1:</b> To recall planning Business messages (K) <b>CSO 2.2:</b> To describe Planning Business Messages (A) <b>CSO 2.3:</b> To apply Request Letters (A) <b>CSO 2.4:</b> To explain Good News Letters (U) <b>CSO 2.5:</b> To Express Bad News Letters (A) <b>CSO 2.6:</b> To construct planning of resume (A) <b>CSO 2.7:</b> To develop content resume (A) <b>CSO 2.8:</b> Express Business Letters (A)	<b>8</b>	<b>14</b>	
<b>Unit 3 Interview</b>	Interviewing skills- Interviewer's Preparation, Interviewee's preparation, Types of interview Communication for Employment	<b>CSO 3.1:</b> To Define the term Interview (K) <b>CSO 3.2:</b> To identify interview skills (K) <b>CSO 3.3:</b> To demonstrate interviewers' preparation (A) <b>CSO 3.4:</b> To discuss Interviewee's preparation (U) <b>CSO 3.5:</b> To differentiate between Interviewer's skill and Interviewee's skills(A) <b>CSO 3.6:</b> To distinguish different types of interview communication for Employment (A)	<b>10</b>	<b>20</b>	

### Suggested Readings:

1. Scot, O. Contemporary Business Communication. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; Basic Business Communication S'ki/lr;for Empowering the Internet generation, Tata McGraw Hill Publishing Company Ltd. New Delhi.
3. Ludlow, R. & Pantou, F.; The Essence of Effective Communications, Prentice Hall of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, Business Communication, Ane Books Pvt Ltd, New Delhi.

## VII SEMESTER

**NAME OF THE PAPER (CODE) : RESEARCH METHODOLOGY (RM 7)**  
**Number of Credit : 04**  
**Number of Hours of Lecture : 60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Research Methodology**

<b>CO 1:</b>	To familiarize the students with the basic concepts of research at the PG level
<b>CO 2:</b>	To enable to understand various paradigms of research
<b>CO 3:</b>	To enable to understand the tools, ethics and challenges related to research
<b>CO 4:</b>	To orient the students with the philosophy of research and methods of conducting research in a systematic manner
<b>CO 5:</b>	To develop an intense understanding of ethical practices in conducting and publishing research among the learners

### COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1 Introduction to Research</b>	Literary Research, Identifying Research Topic, Challenges and Obstacles in Research	<b>CSO 1.1:</b> to define what is research (K) <b>CSO 1.2:</b> to study the objectives of research (K) <b>CSO 1.3:</b> to define literary research (K) <b>CSO 1.4 :</b> to discuss the different kinds of literary research (U) <b>CSO 1.5:</b> to examine the different approaches to literary research (A) <b>CSO 1.6:</b> to analyse the various ways to find a research topic (A) <b>CSO 1.7:</b> to discuss the qualities of a good research (U) <b>CSO 1.8:</b> to examine the challenges and obstacles in research (A).	12	20	
<b>UNIT 2 Scope in Writing</b>	Writing the Dissertation, Plagiarism, Ethics in Research, Indicators	<b>CSO 2.1:</b> to discuss how to find a research topic (U) <b>CSO 2.2:</b> to state research questions/problems (K) <b>CSO 2.3:</b> to examine hypothesis and objectives	12	20	

	of good Research	<p>(A)</p> <p><b>CSO 2.4:</b> to explain how to prepare tentative chapters (U)</p> <p><b>CSO 2.5:</b>to explain how to make a working bibliography (U)</p> <p><b>CSO 2.6:</b> to discuss plagiarism in research (U)</p> <p><b>CSO 2.7:</b> to identify the ways to avoid plagiarism in research (K)</p> <p><b>CSO 2.8:</b> to discuss ethics in research (U)</p> <p><b>CSO 2.9:</b> to examine the fundamental ethical principles to research activities (A)</p> <p><b>CSO 2.10:</b> to examine the characteristics of good research (A)</p>			
<b>UNIT 3 Research Components and Tools</b>	Use of library and Internet Sources, Location of Information, MLA Referencing style	<p><b>CSO 3.1:</b>to define library resources (K)</p> <p><b>CSO 3.2:</b>to study how to locate materials/sources in the library (K)</p> <p><b>CSO 3.3:</b> to study how to locate and use e-resources for research (K)</p> <p><b>CSO 3.4:</b> to examine the role and importance of library resources in research (A)</p> <p><b>CSO 3.5:</b> to discuss the uses of web resources like INFLIBNET, INFONET, JSTOR, Project Muse, ERNET, Open Access Publications and initiatives among other resources (U)</p> <p><b>CSO 3.6:</b>to explain MLA referencing style (U)</p> <p><b>CSO 3.7:</b> to explain in-text citation in MLA referencing style (U)</p> <p><b>CSO 3.8:</b> to prepare works cited using MLA referencing style (U)</p> <p><b>CSO 3.9:</b>to apply MLA referencing style and format in the entire</p>	12	20	

		dissertation (A)			
<b>UNIT 4 Stages of Research</b>	Areas of interest, Developing your Research Question, Layout of the Dissertation, Copy Editing and Proof Reading	<b>CSO 4.1:</b> to state what is area of interest in research (K) <b>CSO 4.2:</b> to explain how to find an area of interest in research (U) <b>CSO 4.3:</b> to discuss what is a research problem (U) <b>CSO 4.4:</b> to explain how to find a research problem (U) <b>CSO 4.5:</b> to identify the techniques involved in defining the research problem (K) <b>CSO 4.6:</b> to explain the basic layout of dissertation (U) <b>CSO 4.7:</b> to define copy editing (K) <b>CSO 4.8:</b> to discuss the types of copy editing in research (U) <b>CSO 4.9:</b> to examine the importance of copy editing in research (A) <b>CSO 4.10:</b> to explain proof reading in research (U) <b>CSO 4.11:</b> to examine the importance of proof reading in research (A) <b>CSO 4.12:</b> to examine the various methods of proof reading (A)	12	14	
<b>UNIT 5 Workshop and Presentation</b>	Synopsis of the Dissertation	<b>CSO 5.1:</b> to summarise research methodology as discussed in the previous units (A) <b>CSO 5.2:</b> the student's will make individual presentations of their synopsis (A) <b>CSO 5.3:</b> evaluation, feedbacks, suggestions and observations will be given to the students based on their synopsis presentation (A)	12	20	

## **Suggested Readings:**

Asher, R.E. Ed. *Encyclopedia of Language and Linguistics*. London: Permonon Press, 1994

Fowler, H. R. and Aaron, J.E. Eds. *Little Brown Handbook*. New York: Longman, 7th Edition. 1998.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. Reprint. New Delhi: East-West Press, 2000.

Nunan, D. *Research Methodology in Language Learning*. Cambridge: Cambridge University Press, 1995.

*Publication Manual of the American Psychological Association*. Washington, DC.APA,2002.

Swales, J.M. and Feak, C. *Academic Writing for Graduate Students: Essential Issues and Skills*. University of Michigan Press, 1994.

Raman, Meenakshi and Sharma, Sangeeta. *Technical Communications: Principles and Practices (with DVD)*. 2nd Edition. Delhi: Oxford University Press, 2012.

*MLA Handbook*, Latest Edition by The Modern Language Association of America

Manuals of style (MLA Style Sheet, APA Style Sheet, Chicago Style Manual etc)

Kumar, Ranjit. (2012) *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi, Vikas.



**NAME OF THE PAPER (CODE) : New Literatures (EGC 7.1)**  
**Number of Credit : 04**  
**Number of Hours of Lecture : 60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **New Literatures:**

<b>CO 1:</b>	To introduce the students to the variety of new literature in English.
<b>CO 2:</b>	To familiarise the students to the colonial as well as post-colonial experience in those writings.
<b>CO 3:</b>	To accustom the students with the non-European, especially Asian African and Latin-American writings across genres.
<b>CO 4:</b>	To apply relevant theoretical concepts to literary or other texts and practices.
<b>CO 5:</b>	To form a background to further study in English Literature.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1</b> Background study of Asians Literature, African Literature and Canadian Literature.	Background study of new literature, characteristics, themes, colonialism and post-colonialism, Asians, African and Canadian literature	CSO 1.1: to define New Literature (K) CSO 1.2: to figure out the background and the characteristics of the New literature (A) CSO 1.3: to understand the concept of new literature. (U) CSO 1.4: to know the different genres in Asians, African and Canadian literature.(U) CSO 1.5: to figure out the background and rise of Asians, African and Canadian writings.(A) CSO 1.6: to define the term colonialism (K) CSO 1.7: to examine the themes in new literature. (A)	12	20	
<b>UNIT 2</b> Mahesh Dattani: Tara	Biography, Works of Dattani, Indian literature, plot, themes, characters in the text.	CSO 2.1: to examine literary devices and irony in the text. (A) CSO 2.2: to understand the significance of Dattani's writing.(U)	12	20	

		<p>CSO 2.3: to explain the plot of the play Tara(U)</p> <p>CSO 2.4: to describe the characters in the play(K)</p> <p>CSO 2.5: to enumerate the themes in the play. (K)</p> <p>CSO 2.6: to examine gender discrimination in Tara. (A)</p> <p>CSO 2.7: to critically percieve and comprehend the key issues in Tara.(A)</p>			
<p><b>UNIT 3</b></p> <p>Bapsi Sidhwa: Ice Candy Man</p>	<p>Introduction, Biography, Pakistan literature, plot, characters, themes</p>	<p>CSO 3.1: to understand the historical context of British India(U)</p> <p>CSO 3.2: to assess how the text is informed by its historical seeting. (A)</p> <p>CSO 3.3: to summarise the central ideas of the text.(K)</p> <p>CSO 3.4: to explain characters, themes and symbols from the text.(U)</p> <p>CSO 3.5: to describe the author's biography to the major themes of the text(K)</p> <p>CSO 3.6: to analyse Ice Candy Man as a poloitical text.(A)</p> <p>CSO 3.7: to explain the Ice Candy man as a partition text. (U)</p>	12	20	
<p><b>UNIT 4</b></p> <p>Ben Okri: The Famished Road</p>	<p>Introduction, Biography, Nige Nigerian literature, Plot, Characters, Themes</p>	<p>CSO 4.1: to describe the historical context of Nigerian setting in the text. (K)</p> <p>CSO 4.2: to explain the plot of the text. (U)</p> <p>CSO 4.3: to explain the characters, themes in the text. (U)</p> <p>CSO 4.4: to explore the use of magical realism and African traditional religion realism in the text.(A)</p> <p>CSO 4.5: to examine orality and transformation in the text. (U)</p>	12	20	

		CSO 4.6: to describe familial connections that are prevalent in the Nigerian community. (K)			
<b>UNIT 5</b> Michael Ondaatje: The English Patient	Introduction, Biography, Canadian literature, Plot, Characters, Themes.	CSO 5.1: to describe background and introduction on Ondaatje's writings (K) CSO 5.2: to explain Canadian literature.(U) CSO 5.3: to summarise the plot of the text. (A) CSO 5.4: to explain the characters in the text. (U) CSO 5.5: to analyse the central themes in the text. (A) CSO 5.6: to explain concern for historical accuracy, Ondaatje experiments and fragmented consciousness. (U) CSO 5.7: to explore national identity in nationless places through the characters in the text. (A) CSO 5.8: to explain Ondaatje's use of poetics in The English Patient. (U) CSO 5.9: to apply the text with an ability to connect multiple storylines across time and place. (A) CSO 5.10: to explain the use of literary techniques and how Ondaatje employs them to create mood and tempo in the text. (U) CSO 5.11: to analyse the relationships between characters and to form and defend positions about how their life experiences. (A) CSO 5.12: to assess Ondaatje drawing about those historical moments.(A)	12	22	

### **Suggested Readings:**

Thieme, John. The Arnold Anthology of Postcolonial Literatures in English. London: Arnold, 1996.

Lazarus, Neil. The Cambridge Companion to Postcolonial Literary Studies. CUP, 2004.

Brown, Russell M. and Donna Bennett, ed. An Anthology of Canadian Literature in English. 2 vols. Toronto: Oxford UP, 1982. Print.

Howells, Coral Ann and Eva Marie Kroeller, eds. Cambridge History of Canadian Literature. London: Cambridge UP, 2009. Print.

**NAME OF THE PAPER (CODE) : Literary and Critical Approaches to Literature (EGC 7.2)**

**Number of Credit : 04**

**Number of Hours of Lecture : 60**

**COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **Literary and Critical Approaches to Literature**;

<b>CO 1:</b>	To introduce the students to important critical approaches to literature and enable the students to understand various literary theories and critical approaches.
<b>CO 2:</b>	To make the students aware of the nature and function of literature and criticism.
<b>CO 3:</b>	To impart the technique of close reading of a literary text.
<b>CO 4:</b>	To familiarise the learners with the tenets of practical criticism.
<b>CO 5:</b>	To recognize and critique the major arguments underlying critical writings.

**COURSE SPECIFIC OBJECTIVES (CSOs)**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>Unit I:</b> Traditional Literary Criticism, Formalism and New Criticism	Introduction, Definition and Scope, Functions of Literary Criticism, History or background of Literary Theories, Russian Formalism, Critique on Major Arguments of the Theories.	<b>CSO 1.1:</b> To explain about the scope and definition of the types of literary criticism. (U) <b>CSO 1.2:</b> To explain the foundational texts in relation to the type of literary criticism. (U) <b>CSO 1.3:</b> To elaborate the history of literary theories. (U) <b>CSO 1.4:</b> To construct a reasoned consideration of literary works and issues under traditional literary criticism. (S) <b>CSO 1.5:</b> To examine a textual overview and emphasize on the key points. (A) <b>CSO 1.6:</b> To elaborate critics view on form and language. (U) <b>CSO 1.7:</b> To describe the historical context and commentaries of the text. (K) <b>CSO 1.8:</b> To cite interconnected texts which can help generate more meaning on the text. (K) <b>CSO 1.9:</b> To explain	12	20	

		theories of language and its role. (U)			
<b>Unit II:</b> Marxism, New Historicism and Psychoanalytical Criticism	Introduction, Definition and Scope, Marxism and Culture, History of Literary Theories, Cultural Texts, Cultural Materialism, Human Psyche, Psychoanalytic Turn of Sigmund Freud, Critique on Major Arguments of the Theories.	<p><b>CSO 2.1:</b> To explain in detail the type of literary criticisms prescribed. (U)</p> <p><b>CSO2.2:</b> To identify textual application of critical theories. (K)</p> <p><b>CSO2.3:</b> To construct application-based knowledge of key ideas. (S)</p> <p><b>CSO2.4:</b> To discuss on contextualizing different literary theories. (U)</p> <p><b>CSO2.5:</b> To explore the principles of prescribed critical theories. (A)</p> <p><b>CSO2.6:</b> To explore cultural texts and cultural materialism. (A)</p> <p><b>CSO2.7:</b> To explain cultural poetics under New Historicism. (U)</p> <p><b>CSO 2.8:</b> To discuss culture, ideology, hegemony. (U)</p> <p><b>CSO 2.9:</b> To explore Sigmund Freud’s study of the human psyche. (A)</p> <p><b>CSO2.10:</b> To apply Feminist, structuralist and poststructuralist psychoanalysis theories to texts. (A)</p>	12	20	
<b>Unit III:</b> Modernism and Post Modernism, Structuralism and Poststructuralism, Post Colonialism	Introduction, Definition and Scope, Narrative Theory, the Functions of Literary Criticism, History of Literary Theories, Author and reader, Critique on Major Arguments of the Theories and Critical Perspectives of Eastern and Western Ideas.	<p><b>CSO 3.1:</b> To explain in detail the type of literary criticisms prescribed and present an introduction. (U)</p> <p><b>CSO 3.2:</b> To construct application-based knowledge of debates and key ideas. (S)</p> <p><b>CSO 3.3:</b> To explore the principles of prescribed critical theories. (A)</p> <p><b>CSO 3.4:</b> To discuss Structuralism and Narrative Theory. (U)</p> <p><b>CSO 3.5:</b> To explain Text, Textuality and Writing. (U)</p> <p><b>CSO 3.6:</b> To critique on foundational texts. (E)</p>	12	20	

		<p><b>CSO 3.7:</b> To explore the author and reader with the critical approaches. (A)</p> <p><b>CSO 3.8:</b> To explain colonial discourses. (U)</p> <p><b>CSO 3.9:</b> To discuss diaspora and globalization. (U)</p> <p><b>CSO 3.10:</b> To compare and contrast diverse literary criticism and theories in application(U)</p>			
<p><b>Unit IV:</b> Cultural Studies, Feminism and Ecocriticism</p>	<p>Introduction, Definition and Scope, Functions of Literary Criticism, History of Literary Theories, Sex and Gender, Feminism and Literary Canon, Ecological Perspectives, Ecofeminism, Critique on Major Arguments of the Theories.</p>	<p><b>CSO 4.1:</b> To explain in detail the type of literary criticisms prescribed. (U)</p> <p><b>CSO 4.2:</b> To elaborate Feminist cultural theory, culture and the critical mode of Ecocriticism. (U)</p> <p><b>CSO 4.3:</b> To elaborate the theory basis. (U)</p> <p><b>CSO 4.4:</b> To construct an idea on ecological perspectives. (S)</p> <p><b>CSO 4.5:</b> To critique foundational texts using various critical approaches. (E)</p> <p><b>CSO 4.6:</b> To describe major arguments underlying critical writings. (K)</p> <p><b>CSO 4.7:</b> To discuss the evolution of the feminist movement and various issues addressed by Feminism. (U)</p> <p><b>CSO 4.8:</b> To explore Women’s writing and language. (A)</p>	12	20	Not to be filled-in
<p><b>Unit V:</b> Pragmatic Criticism: Critical appreciation of an unseen text applying the literary and critical approaches taught in this paper.</p>	<p>Introduction, Definition and Scope, Functions of Pragmatic Criticism, Critique on Major Arguments of the Theory, Practical Approach.</p>	<p><b>CSO 5.1:</b> To explain the historical context and foundational texts. (U)</p> <p><b>CSO 5.2:</b> To explain the effects of a text on the reader putting emphasis on language and thought. (U)</p> <p><b>CSO 5.3:</b> To discuss the various critical approaches. (U)</p> <p><b>CSO 5.4:</b> To elaborate on critiquing a text and writing a critical appreciation. (U)</p>	12	20	

		<b>CSO 5.5:</b> To apply the theories to any unseen text or passage. (A)			
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**Suggested Readings:**

Abrams, M. H. *A Glossary of Literary Terms*. (8th Edition) New Delhi: Akash Press, 2007.

Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and Critical Tradition*. Oxford: OUP, 1971

Ashcroft, Bill et al. (ed.) *The Post-Colonial Studies Reader*. London: Routledge, 1995.

Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: OUP, 2001.

Dutton, Richard. *Introduction to Literary Criticism*. London: Longman, 1984.

Eagleton, Terry. *Literary Theory*. London: Basil Blackwell, 1983.

Garrard, Greg, ed. *The Oxford Handbook of Ecocriticism*. New York: OUP, 2014.

Guerin, Wilfred et al. *A Handbook of Critical Approaches to Literature*. Oxford: OUP, 1999.

Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.

Lentriccia, Frank. *After the New Criticism*. Chicago: Chicago UP, 1980.

Lodge, David (Ed.) *Twentieth Century Literary Criticism*. London: Longman, 1972.

Ramamurthi, Lalitha. *An Introduction to Literary Theory*. Chennai: University of Madras, 2006.

Richards, I. A. *Practical Criticism*. London: Kegan Paul, 1930.

Schreiber, S. M. *Introduction to Literary Criticism*. Oxford: Pergamon Press, 1965.

Selden, Raman and Widdowson, Peter. *A Reader's Guide to Contemporary Literary Theory*. 3rd ed. Lexington: University of Kentucky Press, 1993.

**NAME OF THE PAPER (CODE)** : **British Literature: Post World War II (EGM 7)**  
**Number of Credit** : **04**  
**Number of Hours of Lecture** : **60**

### COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **British Literature: Post World War II**:

<b>CO 1:</b>	To learn how to contextualise and evaluate texts to deeper understand the subjects, authors and readers.
<b>CO 2:</b>	Identify literary techniques and creative uses of language in literary texts.
<b>CO 3:</b>	To contribute to human knowledge and understanding of the world.
<b>CO 4:</b>	To enable access to insights into the lives of people from different classes, races and gender.
<b>CO 5:</b>	To inculcate a literary, aesthetic and critical awareness of diverse cultures and literary creations and thus to arrive at a broader vision of the world.

### COURSE SPECIFIC OBJECTIVES (CSOs)

The following are the Course Specific Objectives (CSOs) for the paper **British Literature: Post World War II**:

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
<b>UNIT 1:</b> John Fowles - <i>The French Lieutenant's Woman</i>	About the author, Contextual Significance, Thematic Study, Character Analysis, Movements Associated with the Novel, Historiographic Metafiction, Overview of the Text	<b>CSO 1.1:</b> To explain about the author and understand the novel's literary significance. (U) <b>CSO 1.2:</b> To draw the various themes in the novel. (K) <b>CSO 1.3:</b> To elaborate the aesthetic movement. (U) <b>CSO 1.4:</b> To construct a character analysis of the characters in the text. (S) <b>CSO 1.5:</b> To examine a textual overview. (A) <b>CSO 1.6:</b> To critique the text and apply critical theories. (E) <b>CSO 1.7:</b> To describe the historical context and commentaries of the text. (K) <b>CSO 1.8:</b> To cite interconnected texts which can help generate more meaning of the text. (K) <b>CSO 1.9:</b> To apply a	12	20	



		<p>postmodern approach to the novel. (A)</p> <p><b>CSO 1.10:</b> To explain metafiction and historiographic metafiction and its elements in the novel. (U)</p>			
<p><b>UNIT 2:</b> Jeanette Winterson - <i>Sexing the Cherry</i></p>	<p>About the Author, Summary and Thematic Analysis, Narrative Technique, Fusion of Genres in the Novel, Feminism, Postmodernism, Magic Realism, Literary Devices, Religion and Religious Conflict.</p>	<p><b>CSO 2.1:</b> To explain the author's biography and introduce the text. (U)</p> <p><b>CSO2.2:</b> To apply postmodern critical theories. (A)</p> <p><b>CSO2.3:</b> To describe the significance of Time in the narrative. (K)</p> <p><b>CSO2.4:</b> To discuss the complexities of human relationships. (U)</p> <p><b>CSO2.5:</b> To explore the different points of view in the narrative. (U)</p> <p><b>CSO2.6:</b> To critique the novel as a postmodern novel. (E)</p> <p><b>CSO2.7:</b> To explain the presence of magic realism in the text. (U)</p> <p><b>CSO 2.8:</b> To discuss violence and suffering in the text. (U)</p> <p><b>CSO 2.9:</b> To explore the undertones of religious conflict. (A)</p> <p><b>CSO2.10:</b> To apply feminist theory in the text. (A)</p> <p><b>CSO2.11:</b> To describe allegory, symbols and motifs in the text. (K)</p>	12	20	
<p><b>UNIT 3</b> Hanif Kureshi - <i>My Beautiful Launderette</i></p>	<p>About the Playwright and Introduction of the Play, Summary and Thematic Analysis, Plot, Structure, Character Analysis, Narrative, Postcolonialism, Identity and Sexuality.</p>	<p><b>CSO 3.1:</b> To describe the author's biography and present an introduction. (K)</p> <p><b>CSO 3.2:</b> To apply post-colonial theory in the text. (A)</p> <p><b>CSO 3.3:</b> To explore sense of identity in the play. (A)</p> <p><b>CSO 3.4:</b> To discuss alienation as a concept in the play. (U)</p> <p><b>CSO 3.5:</b> To explain the setting of the play through the narrative. (U)</p>	12	20	

		<p><b>CSO 3.6:</b> To critique the play by examining the main ideas in the play. (E)</p> <p><b>CSO 3.7:</b> To explore racial identity in the post-colonial era. (A)</p> <p><b>CSO 3.8:</b> To explain various thematic concerns and further analyse them. (U)</p> <p><b>CSO 3.9:</b> To discuss ethnicity and culture. (U)</p> <p><b>CSO 3.10:</b> To explore sexuality and conflict in the play. (A)</p>			
<p><b>UNIT 4</b>  <b>Unit IV:</b>  Philip Larkin - 'Whitsun Weddings', 'Church Going' Ted Hughes - 'Hawk Roosting', 'Crow's Fall' Seamus Heaney - 'Digging', 'Casualty' Carol Anne Duffy - 'Text', 'Stealing'</p>	<p>About the Authors, Thematic Analysis, Form, Structure, Poet's Consciousness, Modernism, Movements that initiated Writing, Style, universal issues.</p>	<p><b>CSO 4.1:</b> To explain about the author's biography and present an introduction to the poetry. (U)</p> <p><b>CSO 4.2:</b> To write critical appreciation of the poems. (K)</p> <p><b>CSO 4.3:</b> To elaborate the trend of writing in the post war era. (U)</p> <p><b>CSO 4.4:</b> To construct a critical appreciation of the poems. (S)</p> <p><b>CSO 4.5:</b> To examine the form of the poetry. (A)</p> <p><b>CSO 4.6:</b> To critique the poems. (E)</p> <p><b>CSO 4.7:</b> To describe the issues in the poems and further understand the historical context. (K)</p> <p><b>CSO 4.8:</b> To explore the poet's consciousness. (A)</p> <p><b>CSO 4.9:</b> To discuss the issues of Modernism. (U)</p> <p><b>CSO 4.10:</b> To explain various thematic concerns and further analyse them. (U)</p>	12	20	
<p><b>UNIT 5</b>  Dylan Thomas – 'Fern Hill', 'Do Not Go Into that Good Night', 'And Death Shall Have No Dominion' and 'The Song of'</p>	<p>About the Author, Summary and Thematic Analysis, Style, Structure, Pathos, Poet's Consciousness, Form, Thematic Analysis, Myth</p>	<p><b>CSO 5.1:</b> To explain the author's biography and his work. (U)</p> <p><b>CSO 5.2:</b> To write critical appreciation of the poems. (K)</p> <p><b>CSO 5.3:</b> To elaborate the poet's use of Christian myth and symbolism. (U)</p> <p><b>CSO 5.4:</b> To construct an</p>	12	20	

the Mischievous Dog'	and Symbolism.	idea of the poet's consciousness. (S) <b>CSO 5.5:</b> To examine the poet's focus on nostalgia in the poems. (A) <b>CSO 5.6:</b> To critique his poetry and present a critical study. (E) <b>CSO 5.7:</b> To describe the pathos, style and structure of his writing. (K) <b>CSO 5.8:</b> To explore the underlying themes in the poems. (A)			
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**Suggested Topics and Background Prose Readings for Class Presentation Topics:**

Postmodernism in British Literature, Britishness after 1960s, Intertextuality and Experimentation, Literature and Counterculture

**Suggested Readings:**

Alan Sinfield, *'Literature and Cultural Production'*, in *Literature, Politics, and Culture in Postwar Britain* (Berkeley and Los Angeles: University of California Press, 1989) pp. 23–38.

Seamus Heaney, 'The Redress of Poetry', in *The Redress of Poetry* (London: Faber, 1995) pp. 1–16.

Patricia Waugh, *'Culture and Change: 1960-1990'*, in *The Harvest of The Sixties: English Literature and Its Background, 1960-1990* (Oxford: OUP, 1997).

## VIII SEMESTER

<b>NAME OF THE PAPER (CODE)</b>	<b>: Literature of the Northeast India (EGC 8.1)</b>
<b>Number of Credit</b>	<b>: 4 credits</b>
<b>Number of Hours of Lecture</b>	<b>: 60 or 12 hours for each unit</b>

### Course Objectives:

The following are the Course Objectives (COs) for the paper: **Literature of the Northeast India**

<b>CO 1:</b>	To ensure balanced and integrated understanding of Northeastern region.
<b>CO 2:</b>	To assist in developing the importance of Northeastern region.
<b>CO 3:</b>	To ensure proper integration of the Northeast region with the mainland India.
<b>CO 4:</b>	To provide adequate social, political and economic conditions of the Northeast
<b>CO 5:</b>	To ensure overall understanding of the region that is known very less to the outside world.

### **COURSE SPECIFIC OBJECTIVES (CSOs)**

The following are the Course Specific Objectives (COs) for the paper: **Literature of the Northeast India**

Units and Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
<b>Unit I: Poetry</b>	<b>Selections</b> from <i>Deancing Earth: Anthology of Poetry from Northeast India - 1.</i> 1. Temsula Ao, 2. Anupama Basumatary, 3. R.K. Bhubonsana, 4. Ananya Guha, 5. Easterine Iralu, 6. Nini Lungalang, 7. Jiban Narah, 8. Nilmani	<b>CSO1.1:</b> To recall the stone-people of from Lungterok (K) <b>CSO1.2:</b> To interpret the characteristic of stone-people (U) <b>CSO1.3:</b> To analyse the belief system of Ao people (A) <b>CSO1.4:</b> To know what is soul-bird (K) <b>CSO1.5:</b> To explain the poet's feelings in the form of snails (U) <b>CSO1.6:</b> To draw how a sculptor turned a statue into a woman (K) <b>CSO1.7:</b> To explore how a myths work (A) <b>CSO1.8:</b> To discuss the relationship between the guest and the master (U) <b>CSO1.9:</b> To illustrate what is meant by inspiration according to Bhubonsana (A) <b>CSO1.10:</b> To generalise how Jatinga take a flight to mass killing (U)	12	20	

	Phukan	<p><b>CSO1.11:</b> To indicate how riped fruits fill the air with their fragrance (K)</p> <p><b>CSO1.12:</b> To identify the image when the poet remembers someone (K)</p> <p><b>CSO1.13:</b> To estimate the positive energies of bullet.</p> <p><b>CSO1.14:</b> To outline who is God for Ananya, the poet (K)</p> <p><b>CSO1.15:</b> To compare the poet Ananya to Tree in nature (U)</p> <p><b>CSO1.16:</b> To expose the experience of the poet in the ‘forests’ (A)</p> <p><b>CSO1.17:</b> To clarify the understanding of Mawsynram (U)</p> <p><b>CSO1.18:</b> To ascertain the historical Mymensingh (A)</p> <p><b>CSO1.19:</b> To explore the sentiments of the poet Easterine for various people described in her poems (A)</p> <p><b>CSO1.20:</b> To estimate the social concerns the poet Nini Lungalang has expressed in her poems (U)</p> <p><b>CSO1.21:</b> To enumerate the general local understanding of the world around the poet Jiban Narah from his poems (K)</p> <p><b>CSO1.22:</b> To indicate the pathos and ethos of the poet Nilmani Phukan from the poems prescribed (K)</p>			
<b>Unit II: Fiction</b>	Mitra Phukan – <i>The Collector’s Wife</i> Assamese Literature, Context of Assam in Northeast, The themes, Characters, The social issues of 1970s and 1980s, The circumstantial town of Parbatpuri	<p><b>CSO2.1:</b> To outline the social issues rampant in Assam during 1970s-80s (K)</p> <p><b>CSO2.2:</b> To analyse the students’ agitation for self-determination (A)</p> <p><b>CSO2.3:</b> To interpret the issue of illegal immigration (U)</p> <p><b>CSO2.4:</b> To discuss the complexity of interwoven ‘personal’ and ‘public’ (U)</p> <p><b>CSO2.5:</b> To recall the problem of insurgency in Assam and NE (K)</p> <p><b>CSO2.6:</b> To allocate the theme of motherhood (A)</p> <p><b>CSO2.7:</b> To estimate the familial relationship and superstitions about infertility in Assamese society (U)</p> <p><b>CSO2.8:</b> To examine the theme of alienation in one’s own land (A)</p> <p><b>CSO2.9:</b> To enumerate projection of</p>	12	20	

		<p>‘new woman’ – non-conformist (K)</p> <p><b>CSO2.10:</b> To highlight the backdrop, Parbatpuri, a small town in Assam, as a typical place of action (U)</p>			
<p><b>Unit III: Short Stories</b></p>	<p>a. <b>Selections</b> from Temsula Ao: <i>These Hills Called Home: Stories from a Warzone</i></p> <p>1. The Jungle Major, 2. The Last Song, 3. The Curfew Man, 4. An Old Man Remembers, 5. A New Chapter</p> <p>b. <b>Selections</b> from The Heart of Matter (Katha)</p> <p>1. Civility is All That Counts, 2. The Bomb, 3. A Christmas Story, 4. Death by Apotia, 5. The Hostel Sentiel</p>	<p><b>CSO3.1:</b> To explore how Punaba became the Jungle Major despite his person. (A)</p> <p><b>CSO3.2:</b> To explain the gruesome killing of Apenyo and others due to atrocities of the Indian army against Naga insurgency groups (U)</p> <p><b>CSO3.3:</b> To describe how a new class of people like ‘curfew man’ came about in Naga society (K)</p> <p><b>CSO3.4:</b> To apply the knowledge of the Naga society as old man Imtisashi remembers of the old time land of Naga (A)</p> <p><b>CSO3.5:</b> To identify the life of Nagas, as Nungsang in the story, post statehood Nagaland (K)</p> <p><b>CSO3.6:</b> To elaborate how the jeep was sold due to civility (U)</p> <p><b>CSO3.7:</b> To identify the problem of the youth in Manipur as recounted in the story “The Bomb” (K)</p> <p><b>CSO3.8:</b> To derive the happiness of Ka Irbon’s family at Christmas time as the title suggests ‘A Christmas Story’ (A)</p> <p><b>CSO3.9:</b> To define what is apotia death in Angami community and its associated beliefs (K)</p> <p><b>CSO3.10:</b> To clarify the knowledge about Liankhuma’s encounter with the gentleman (U)</p> <p><b>CSO3.11:</b> To demonstrate understanding of the time when Naga society was going through difficult times as enumerated by Temusla Ao in her stories (A)</p> <p><b>CSO3.12:</b> To blend understanding of the permeating themes of the writers of the various stories (K)</p>	12	20	

<p><b>Unit IV: Non-Fiction</b></p>	<p><b>a. Selections</b> from Sanjoy Hazarika: <i>Writing on the Wall</i> 1. After the Long Night, There is a Dawn, 2. Waters of Hope, 3. The Writing on the Wall, 4. Let the Bloodshed End, 5. From the Inside, Looking East <b>b. Selections</b> from Udayan Mishra: <i>The Periphery Stikes Back</i> 1. The Naga Struggle: Historical Roots and Clash of Cultures, 2. The Naga Struggle: Insurgent Politics and State Manoeuvres</p>	<p><b>CSO4.1:</b> To discuss the impact of AFSPA (1958) in the Northeast, esp, Manipur and Nagaland (U) <b>CSO4.2:</b> To draw a conversation, understanding and dialogue about the rivers of the Northeast, esp. Brahmaputra and its embankments during times of flood (K) <b>CSO4.3:</b> To examine the situations and measures to sustain cities in Northeast like Guwahati and Shillong for its long survival (A) <b>CSO4.4:</b> To discuss the problems grown with the long history of FGN, NNC and NSCNs in Nagaland and their tragic effects on the younger generation left behind (U) <b>CSO4.5:</b> To draw Look East Policy that will impact Northeast India through Myanmar and South East Asian nations(K) <b>CSO4.6:</b> To estimate the formation of NNC in Nagaland (U) <b>CSO4.7:</b> To outline the formation of NSCN in Nagaland (K) <b>CSO4.8:</b> To determine how Christian missionaries were part of Naga society when it was crucial time of struggle for self-determination (A) <b>CSO4.9:</b> To generalise Naga Struggle from historical roots and clash of cultures in Naga Hills (U) <b>CSO4.10:</b> To ascertain the Naga Struggle in line with Insurgent politics and state manoeuvres (A) <b>CSO4.11:</b> To identify the nature of Naga struggle for self-determination (K)</p>	12	20	
<p><b>Unit V: Critical Writing</b></p>	<p><b>Selections</b> from Preeti Gill &amp; Samrat: <i>Insider Outsider: Belonging and Unbelonging in Northeast India</i> 1. Growing Up with Mrs. P, 2.</p>	<p><b>CSO5.1:</b> To indicate how Dkhars experienced living in Shillong during 1970s- 1980s (K) <b>CSO5.2:</b> To interpret the reign of terror, human rights and political injustice in Manipur (U) <b>CSO5.3:</b> To demonstrate the feeling of uncertainty for outsider in displacement (A) <b>CSO5.4:</b> To enumerate the height of struggle outsider has to go through in Northeast, esp. Shillong (K) <b>CSO5.5:</b> To classify the Chakmas of</p>	12	20	

	Phenomenon of Impunity, 3. The Search for Home, 4. I, Dkhar, 5. Insiders, Outsiders and Those in Between, 6. Outsiders in Their Own Lands, 7. Poems by R.G. Lyngdoh	the Northeast (U) <b>CSO5.6:</b> To rectify the misinformation about the Chakmas of the Northeast (K) <b>CSO5.7:</b> To assign the resilience of the people like the Migrant Labourer (A) <b>CSO5.8:</b> To interpret the meaning of justice in the form of a karma (U) <b>CSO5.9:</b> To explain how citizens gather for a cause and side back (U) <b>CSO5.10:</b> To outline the general themes of R.G Lyngdoh's poems (K)			
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**Suggested Readings:**

*The Heart of the Matter*. Selected by The North East Writers' Forum, Katha. 2004.

Gill, Preeti & Samrat. *Insider Outsider: Belonging and Unbelonging in Northeast India*, Amaryllis, 2018.



**NAME OF THE PAPER (CODE) : WORLD LITERATURE (EGM 8)**  
**Number of Credit : 04**  
**Number of Hours of Lecture : 60**

### **COURSE OBJECTIVES (COs)**

The following are the Course Objectives (COs) for the paper **World Literature**

<b>CO 1:</b>	To encourage learners to explore literature from different cultures and countries.
<b>CO 2:</b>	To study novelists, poets and dramatists from around the world, acquainting learners with skills to interpret and evaluate texts.
<b>CO 3:</b>	To develop learners' ability to enjoy, understand and respond to literature written in English or in English translation.
<b>CO 4:</b>	To learn how to develop and communicate an informed response to world literature.
<b>CO 5:</b>	To enable learners to relate socio-economic development to the historic development of the Nation through various literary texts.

### **COURSE SPECIFIC OBJECTIVES (CSOs)**

The following are the Course Specific Objectives (CSOs) for the paper **World Literature**

<b>Unit &amp; Title</b>	<b>Unit Contents</b>	<b>Course Specific Objective (CSOs)</b>	<b>Lecture Hours</b>	<b>Marks</b>	<b>LOs</b>
<b>UNIT 1</b> Albert Camus - <i>The Stranger</i>	Author's background and bibliography, context of the story, characters, themes, narrative style, symbolism and motifs.	<b>CSO 1.1:</b> to study the background and bibliographical details of the author (K) <b>CSO 1.2:</b> to discuss the Anglo-French conflict (U) <b>CSO 1.3:</b> to explain the setting and plot of the text (U) <b>CSO 1.4:</b> to analyse the important characters in the text – Meursault, Raymond Sintes, Marie Cardona, etc (A) <b>CSO 1.5:</b> to examine the themes of existentialism, absurdism and the meaninglessness of human life, etc (A) <b>CSO 1.6:</b> to make a critical analysis of the narrative technique, style and language used in the text (A) <b>CSO 1.7:</b> to critically examine the important imageries, symbols and motifs in the text (A) <b>CSO 1.8:</b> an analysis and	12	20	

		reflection on Camus's philosophy and absurdism and its influence on literature at large (A)			
<b>UNIT 2</b> Anton Chekov - <i>The Cherry Orchard</i>	Playwright's background and bibliography, context of the play, characters, themes, narrative style, symbolism and motifs.	<p><b>CSO 2.1:</b>to study the background and bibliographical details of the playwright (K)</p> <p><b>CSO 2.2:</b>to discuss <i>The Cherry Orchard</i> as a Russian play (U)</p> <p><b>CSO 2.3:</b>to explain the setting and plot of the play (U)</p> <p><b>CSO 2.4:</b>to examine the main conflict in the play (A)</p> <p><b>CSO 2.5:</b>to critically analyse important characters in the play – Mrs. Lyuba Ranevsky, Yermolay Lopakhin, Peter Trofimov, Leonid Gayev, etc (A)</p> <p><b>CSO 2.6:</b> to discuss the major themes in the play – time, memory, loss, love, social change, etc (U)</p> <p><b>CSO 2.7:</b>to make a critical analysis of the narrative technique, style and language used in the play (A)</p> <p><b>CSO 2.8:</b>to critically examine the important imageries, symbols and motifs in the text (A)</p> <p><b>CSO 2.9:</b> to discuss the play as comedy and tragedy (U)</p> <p><b>CSO 2.10:</b>an analysis and reflection on Anton Chekov as a playwright with reference to <i>The Cherry Orchard</i> and its influence on literature and film adaptations at large (A)</p>	12	20	
<b>UNIT 3</b> Pablo Neruda – 'Ars Poetica', 'Discoverers of Chile'	Poet's background and bibliography, context of the poem, themes, narrative techniques, literary devices.	<p><b>CSO 3.1:</b>to study the background and bibliographical details of the poet (K)</p> <p><b>CSO 3.2:</b>to discuss the meaning and significance of the title of the poem 'Ars Poetica'(U)</p> <p><b>CSO 3.3:</b> to discuss the general idea and context of the poem 'Ars Poetica'(U)</p> <p><b>CSO 3.4:</b> to examine the literary devices used by Neruda in 'Ars Poetica'(U)</p>	12	20	

		<p><b>CSO 3.5:</b>to study the background of the history of the discoverers of Chile (K)</p> <p><b>CSO 3.6:</b>to discuss the general idea and context of the poem ‘Discoverers of Chile’ (U)</p> <p><b>CSO 3.7:</b>to discuss the meaning and significance of the title of the poem ‘Discoverers of Chile’(U)</p> <p><b>CSO 3.8:</b> to examine the literary devices used by Neruda in ‘Discoverers of Chile’(A)</p> <p><b>CSO 3.9:</b>to make a comparative reading of ‘Ars Poetica’ and ‘Discoverers of Chile’ to understand the poetic devices, style and themes of Neruda in general (U)</p>			
<p><b>UNIT 4</b> Gabriel Garcia Marquez – <i>One Hundred Years of Solitude</i></p>	<p>Author’s background and bibliography, context of the story, characters, themes, narrative style, symbolism and motifs.</p>	<p><b>CSO 4.1:</b> to study the background and bibliographical details of the author (K)</p> <p><b>CSO 4.2:</b>to study the historical and literary context of the text (K)</p> <p><b>CSO 4.3:</b>to explain the setting and plot of the text (U)</p> <p><b>CSO 4.4:</b> to analyse the important characters in the text – José Arcadio Buendía, Úrsula Iguarán, Pilar Ternera, Melquíades, Colonel Aureliano Buendía, etc (A)</p> <p><b>CSO 4.5:</b>to examine the major themes discussed in the text (A)</p> <p><b>CSO 4.6:</b>to critically analyse the title of the text (A)</p> <p><b>CSO 4.7:</b>to discuss the use of fantasy and magic realism in the text (U)</p> <p><b>CSO 4.8:</b> to make a critical analysis of the narrative technique, style and language used in the text (A)</p> <p><b>CSO 4.9:</b>to critically examine the important imageries, symbols and motifs in the text (A)</p> <p><b>CSO 4.10:</b>an analysis and reflection on Marquez’s style of writing and its influence on literature at large (A)</p>	12	20	

<b>UNIT 5</b> Rainer M Rilke – ‘Duino Elegies’	Poet’s background and bibliography, context of the story, characters, themes, narrative style, symbolism and motifs.	<b>CSO 5.1:</b> to study the background and bibliographical details of the poet (K) <b>CSO 5.2:</b> to discuss the general idea and context of the poem ‘Duino Elegies’ (U) <b>CSO 5.3:</b> to define elegies and study the different types of elegies (K) <b>CSO 5.4:</b> to discuss the poem as an elegy (U) <b>CSO 5.5:</b> to examine the ten elegies in ‘Duino Elegies’(A) <b>CSO 5.6:</b> to examine the literary devices in ‘Duino Elegies’(A) <b>CSO 5.7:</b> to discuss the themes in each of the elegies (U) <b>CSO 5.8:</b> to examine the title of the poem (A) <b>CSO 5.9:</b> An analysis of the overall writing, philosophy and outlook of the poet and its influence on his works and literature at large ( A)	12	20	
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**Suggested Readings:**

Rabindranath Tagore, Vishwa Sahitya, Sarkar & Sons, 1993.

David Damrosch, *How to Read World Literature*, Wiley Blackwell, 2002.

Lillian Herlands Hornhtin, *The Reader’s Companion to World Literature*, Penguin, 2002.

Frank Magil, *Masterpieces of World Literature*, Collins Reference, 1991.

The student shall write a dissertation under the supervision of a faculty member of the Department of English and submit it at the end of the semester.