

**Government General Degree College, Kalna-I**

**Department of English**

**Course Structure under CCFUP (NEP 2020)**

**for**

**Semester-I**

**B.A. 3 year/ 4 Year UG Honours with English Major and Education / Philosophy / History Minor**

Sl. No.	Course Name	Paper
1	Major Course	Introduction to Poetry and Prose
2	Minor Course	<b>Principle of Education</b> (if you choose Education as your Minor) or <b>Indian Philosophy</b> (if you choose Philosophy as your Minor) or <b>Ancient Indian History</b> <b>(From Pre-History To 550 C.E.)</b> (if you choose History as your Minor)
3	Multi/Inter-disciplinary Course	<b>Environmental Science</b> (if you opt for 3 year course) Or <b>Computer Science</b> (if you opt for 4 year course)
4	Ability Enhancement Course (AEC)	Bengali
5	Skill Enhancement Course (SEC)	<b>English Grammar: Skills and Applications</b>
6	Value Added Course(VAC)	Environmental Science / Education

## English Major

Course Code: ENGL1011

### Paper 1 –Introduction to Poetry and Prose

[4 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 60 hrs]

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

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

Unit	Topic	No of Lecture
Unit 1	Literary Forms: Poetry, Drama, Fiction	10
Unit 2	Poems: <ul style="list-style-type: none"><li>• Sidney: Sonnet No. 1 (from Astrophel and Stella) Shakespeare Sonnet No. 29</li><li>• John Donne: “Go and Catch a Falling Star”</li><li>• John Milton: “On His Blindness”</li><li>• William Wordsworth: “The Solitary Reaper”</li><li>• John Keats: “Bright Star”</li><li>• Lord Byron: “She Walks in Beauty”</li><li>• Elizabeth Barrett Browning: “How Do I Love Thee”</li><li>• W.B. Yeats: “The Wild Swans at Coole”</li><li>• Wilfred Owen: “Anthem for Doomed Youth”</li></ul>	20
Unit 3	Essays and Short Stories <ul style="list-style-type: none"><li>• Bacon: “Of Studies”</li><li>• Addison: “Mischiefs of Party Spirit”</li><li>• Charles Lamb: “Old China”</li><li>• Somerset Maugham: “The Lotus Eater”</li><li>• Arthur Conan Doyle: “The Speckled Band”</li><li>• O’ Henry: “The Last Leaf”</li></ul>	20
Unit 4	Rhetoric and Prosody	10

## RECOMMENDED READING

- J. A. Cuddon, *Dictionary of Literary Terms and Literary Theory* (Penguin, 2015).
- M. H. Abrams and Geoffrey Galt Harpham, *A Glossary of Literary Terms* (Cengage India, 2015).
- William Henry Hudson, *An Introduction to the Study of Literature* (Maple Press, 2012; Rupa, 2015).
- R. J. Rees, *English Literature: An Introduction for Foreign Readers* (Anubhav Publishers, 1972).
- Babette Deutsch, *Poetry Handbook: A Dictionary of Terms*, 4th ed. (Harper Resource, 2009).
- Mary Oliver, *Poetry Handbook: A Prose Guide to Understanding and Writing Poetry* (Ecco, 1994).
- Allardyce Nicoll, *The Theory of Drama* (Benjamin Blom, 1966; Daoba House, 1998).
- E. M. Forster, *Aspects of the Novel* (Penguin, 2007).
- Francis Turner Palgrave, *Golden Treasury* (Oxford University Press, 1997).
- Margaret Ferguson, Tim Kendall and Mary Jo Salter (eds.), *The Norton Anthology of Poetry*, 6th ed. (W. W. Norton, 2018).
- David Norbrook and H. R. Woudhuysen (eds.), *The Penguin Book of Renaissance Verse* (Penguin, 1993).
- James Schiffer, *Shakespeare's Sonnets: Critical Essays* (Routledge, 1999).
- Helen Gardner, *The Metaphysical Poets* (Penguin, 1985).
- Jonathan Wordsworth (ed.), *Penguin Book of Romantic Poetry* (Penguin, 2005).
- David Wright (ed.), *English Romantic Verse* (Penguin, 1973).
- George Walter (ed.), *The Penguin Book of First World War Poetry* (Penguin, 2007).
- Tim Kendall (ed.), *Poetry of the First World War: An Anthology* (Oxford University Press, 2014).
- Sukanta Chaudhuri, *Bacon's Essays: A Selection* (Generic, 2015).
- Emrys Williams, *A Book of English Essays* (Penguin, 2000).
- Michael Thorpe, *Modern Prose: Stories, Essays and Sketches* (Oxford University Press, 1997).
- Sir Arthur Conan Doyle, *The Adventures of Sherlock Holmes* (Dover Publications, 2009).
- Bose and Sterling, *Elements of English Rhetoric and Prosody* (Chuckerverty and Chatterjee, 2021).

## Education Minor

Course Code: EDUC1021

Course : Principles of Education

[4 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 60 hrs]

### Course Objectives:

1. Understand the meaning, nature, and scope of education.
2. Identify the functions and factors that influence the field of education.
3. Examine the aims of education from individualistic and socialistic perspectives.
4. Define the concept of curriculum and its significance in education.
5. Differentiate between different types of curriculum and their applications.
6. Understand the principles involved in curriculum construction.
7. Recognize the importance of co-curricular activities in enhancing overall education.
8. Explore child-centric education, its characteristics, and its aims in modern education.
9. Analyze the significance of play and play-way methods in education, including various approaches.
10. Understand the concepts of freedom and discipline and their application in educational institutions.

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none"><li>● Education: Meaning, Nature and Scope.</li><li>● Functions of Education</li><li>● Factors of Education.</li><li>● Aims of Education: Individualistic and Socialistic.</li></ul>	15
Unit II	<ul style="list-style-type: none"><li>● Meaning of Curriculum.</li><li>● Types of curriculum.</li><li>● Principles of curriculum construction.</li><li>● Co – curricular activities.</li></ul>	12
Unit III	<ul style="list-style-type: none"><li>● Child Centric Education: Meaning and Characteristics.</li><li>● Aims of modern child centric education.</li><li>● Child Centric Education: its significance.</li><li>● Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.</li></ul>	18
Unit IV	<ul style="list-style-type: none"><li>● Freedom and Discipline: Concepts.</li><li>● Needs of discipline.</li><li>● Concept of Free discipline.</li><li>● Concept of Self-discipline.</li><li>● Application of Discipline in Educational Institution.</li></ul>	15

**Suggested Reference:**

Gutek, Gerald L. (2009). *New Perspectives on Philosophy and Education*. New Jersey, USA: Pearson.

V.R. Taneja: *Educational Thoughts & Practice*. Sterling Publication Pvt. Ltd. New Delhi.

Ozman, Howard A., & Craver, Samuel M. *Philosophical Foundation of Education*. Boston, USA: Allyn & Bacon.

Wingo, G. Max. *Philosophies of Education* New Delhi: Sterling Publishers.

**Philosophy Minor**

**Course Code: PHIL1021**

**Course : Indian Philosophy**

**[4 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 60 hrs]**

<b>Unit</b>	<b>Topic</b>	<b>No of Lecture</b>
<b>Unit I</b>	<b>Introduction:</b> General Features of Indian Philosophy <b>Cārvāka :</b> (a) Perception as the only source of knowledge, Refutation of Inference and Testimony as sources of knowledge, (b) jaḍavāda and dehātmavāda	
<b>Unit II</b>	<b>Jainism:</b> anekāntavāda, syādvāda and nayavāda <b>Buddhism:</b> Four noble truths, pratīyasamutpāda, kṣaṇabhāṅgavāda, nairātmyavāda	
<b>Unit III</b>	<b>Nyāya–Vaiśeṣika :</b> pramāṇas (pratyakṣa, anumāna, upamāna and śabda), saptapadārtha <b>Sāṃkhya:</b> satkāryavāda, pariṇāmavāda <b>Yoga :</b> cittavṛttinirodha, aṣṭāṅgayoga	
<b>Unit IV</b>	<b>Mīmāṃsā:</b> pramāṇas <b>AdvaitaVedānta:</b> Brahman, jīva, jagat	

**Recommended Texts :**

S. C. Chatterjee & D. M. Dutta : An Introduction to Indian Philosophy

C. D. Sharma : A Critical Survey of Indian Philosophy

Haridas Bandyopadhyay : Bhāratīya Darśaner Marmakathā

**References :**

M. Hiriyanna : Outlines of Indian Philosophy

J. N. Mohanti : Classical Indian Philosophy

Niradbaran Chakraborty : Bhāratīya Darśan

Karuna Bhattacharya : Nyāya-Vaiśeṣika Darśan

Panchanan Shastri : Cārvāka Darśan

Panchanan Shastri : Bauddha Darśan

Rajat Bhattacharya : Sāṃkhyakārikā O Sāṃkhyatattvakaumudi

Niradbaran Chakraborty : Bhāratīya Darśan

Deepak Kumar Bagchi : Bhāratīya Darśan

Debabrata Sen : Bhāratīya Darśan

Pradyot Kumar Mandal : Bhāratīya Darśan

Kanakprabha Bandyopadhyay : Sāṁkhya pātañjala darśan

Tarakishor Sharma Choudhury : Pātañjala darśan

Gobindagopal Mukhopadhyay : Yogar Kathā : Patañjalir Dṛṣṭite

Purnachandra Vedanta Chunchu : Pātañjal Darśan

## History Minor

Course Code: HIST1021

Course: Ancient Indian History up to 550 CE

[4 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 60 hrs]

Unit	Topic	No of Lecture
Unit I	Sources and approaches of Ancient Indian History.	
Unit II	Harappan Civilization: origin, extent, features and decline	
Unit III	Vedic Civilization: Vedic economy, polity, society and religion. Religious protest Movements- Jainism and Buddhism	
Unit IV	Rise of an Empire centered on Magadha: Sixteen Mahajanpadas. Emergence of Mauryan Empire-Chandragupta, Ashoka, administration and fall of the Maurayas.	
Unit V	Post Mauryan period : Satvahana, Kushanas, Indo- Roman trade Age of the Guptas: Development of the Gupta Empire, Art, Literature and Administration.	

### Suggested Readings:

Altekar. A.S. – Education in Ancient India

Agrawal, D.P. – The Archaeology of India

Basham, A.L. – The Wonder that was India

Chakraborty, D.K. – Archaeology of Ancient Indian Cities

Jha, D. N. - Ancient India in Historical Outline

Sharma, R.S- India's Ancient Past

Thapar, Romila-Ashoka and the Decline of the Mauryas

Thapar, Romila-History of Early India.

Tripathy, R.S- History of Ancient India.

Smith, V.A – Early History of India

Mookherjee, R.K- The Fundamental Unity of India

Mookherjee, Radha Kumud- Indian Education System

Majumdar, R.C – Ancient India.

**Interdisciplinary Course**

**Environmental Studies**

(if you opt for 3 year course)

Or

**Interdisciplinary Course**  
**Basic IT Tools (Theory)**  
**(if you opt for 4 year course)**

**[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]**

Unit	Topic	No of Lecture
<b>I</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Introduction to computers</li> <li>• Evolution</li> <li>• Generation of Computers</li> <li>• Computers Hierarchy</li> <li>• Applications of Computers.</li> </ul>	2
<b>II</b>	<ul style="list-style-type: none"> <li>• Windows Basics</li> <li>• Introduction to word Editing a document</li> <li>• Move and Copy text</li> <li>• Formatting text &amp; Paragraph</li> <li>• Enhancing document</li> <li>• Columns, Tables and Other features.</li> </ul>	3
<b>III</b>	<ul style="list-style-type: none"> <li>• Introduction to worksheet and shell</li> <li>• Getting started with Excel</li> <li>• Editing cell &amp; using Commands and functions</li> <li>• Moving &amp; Copying, Inserting &amp; Deleting Rows &amp; Columns</li> <li>• Printing work sheet</li> </ul>	10
<b>IV</b>	<ul style="list-style-type: none"> <li>• Creating charts</li> <li>• Naming ranges and using statistical, math and financial functions, database in a worksheet</li> <li>• Additional formatting commands and drawing toolbar</li> <li>• other commands &amp; functions</li> <li>• Multiple worksheet and macros.</li> </ul>	10
<b>V</b>	<ul style="list-style-type: none"> <li>• Introduction to Database Development:</li> <li>• Database Terminology, Objects, Creating Tables, working with fields, understanding Data types, Changing table design, Assigning Field Properties, Setting Primary Keys, Select data with queries: Creating simple Query by design &amp; by wizard</li> </ul>	10

VI	<ul style="list-style-type: none"> <li>• Overview of Power point</li> <li>• presenting shows for corporate and commercial using Power point</li> <li>• Introduction to Desktop publishing</li> <li>• Computer viruses</li> <li>• Introduction to Internet</li> <li>• Web features.</li> </ul>	10
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**Suggested Reference:**

Swinford,E.,Dodge,M.,Couch,A.,Melton,B.A.(2013).MicrosoftOfficeProfessional 2013. United States: O'ReillyMedia.

Wang, W. (2018). Office 2019 For Dummies. United States: Wiley.Microsoft

Lambert, J. (2019). Microsoft Word 2019 Step by Step. United States: Pearson Education.

Jelen, B. (2013).Excel 2013 Charts and Graphs.United Kingdom:Que.

Alexander, M.,Jelen, B.(2013).Excel2013PivotTableDataCrunching. UnitedKingdom: PearsonEducation.

Alexander,M.,Kusleika,R.(2018).Access2019Bible.United Kingdom:Wiley.

**Ability Enhancement Course (AEC)**

**Bengali**

**Course Code : BANG1041**

**Course:** সাহিত্যের বোধ ও বিচার

[2 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 30 hrs]

**SEC Paper-I**

**English (Major)**

**ENGL1051: English Grammar and Vocabulary**

**[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]**

**Course Objective:** The objective of this course is to establish for students the importance of grammar, and acquaint them with a few major approaches to grammar. The course also revisits aspects of English grammar that many students might have learnt at some earlier stage, with the intention of encouraging fresh perspectives on usage. Enhancement of vocabulary also features among the course objectives.

**Learning Outcome:** It is believed that the course will help students develop fresh perspectives on grammar and the skills necessary for correct English usage.

<b>Unit</b>	<b>Topic</b>	<b>No of Lecture</b>
<b>Unit-I</b>	<b>Introducing Grammar:</b> <ul style="list-style-type: none"><li>• What is grammar (the philosophy of grammar)</li><li>• The importance of grammar</li><li>• Different approaches to grammar (traditional approach, communicative approach, transformational generative grammar)</li><li>• Grammar in speech and writing</li></ul>	15
<b>Unit-II</b>	<b>Use and Application of Grammar</b> <ul style="list-style-type: none"><li>• Use of correct preposition</li><li>• Subject-verb agreement</li><li>• Use of upper and lower case</li><li>• Use of auxiliaries</li><li>• Question Tags</li><li>• Use of Punctuation</li><li>• Use of countable and uncountable Nouns</li></ul>	15
<b>Unit-III</b>	<b>Sentences:</b> <ul style="list-style-type: none"><li>• Correction of errors</li><li>• Rewriting of sentences</li></ul>	5
<b>Unit-IV</b>	<b>Idioms and Vocabulary:</b> <ul style="list-style-type: none"><li>• Vocabulary (basic synonyms and antonyms)</li><li>• Vocabulary for specific purposes-trades and professions,</li><li>• Register-Use of Idioms</li></ul>	10

**RECOMMENDED READING:**

- Martin Hewings, *Advanced English Grammar* (Cambridge University Press, 1999).
- D. S. Paul, *Advanced English Grammar* (Goodwill, 2022).
- Rodney Huddleston, *A Student's Introduction to English Grammar*. (Cambridge University Press, 2021).
- J. Thomson, *Practical English Grammar* (Oxford University Press, 1997).
- George Yule, *Oxford Practice Grammar* (Oxford University Press, 2019).
- Daphne M. Gulland, *The Penguin Dictionary of English Idioms* (Penguin, 2001).
- Martin Hewings, *Grammar and Vocabulary – for Advanced* (Cambridge University Press, 2015).
- Donald Watson, *Advanced Vocabulary in Context* (Cambridge University Press, 2010).
- Michael McCarthy, *English Vocabulary in Use* (Cambridge University Press, 2017).

**Value Added Course (VAC)**

**Environmental Science / Education**

**Lesson Plan**  
**English Major**  
**Course Code: ENGL1011**

Paper 1 –Introduction to Poetry and Prose

[4 Cr, Full Marks: 75 (Theory: 60 + IA: 15), LH: 60 hrs]

<b>Unit-1</b>		
<b>CONTENTS</b>		
<ul style="list-style-type: none"> <li>• <b>Literary Forms:</b> <ul style="list-style-type: none"> <li><i>Poetry</i></li> <li><i>Drama</i></li> <li><i>Fiction</i></li> </ul> </li> </ul>		
<b>Module Objective:</b>		
<p>The objective of this module is to provide students with a comprehensive understanding of various literary forms, including poetry, drama, and fiction. Through this unit, students will explore the unique characteristics, elements, and techniques associated with each form. They will analyze exemplary works from each genre, gaining insights into their historical and cultural significance. By the end of this unit, students will be able to identify, differentiate, and appreciate the artistic expression of poetry, drama, and fiction, thereby enhancing their overall appreciation and critical analysis of literature.</p>		
Lecture Serial	Topics of Discussion	Description
<b>Lecture-1</b>	Introduction to Literary Forms	<ul style="list-style-type: none"> <li>• Definition of literature and its various forms</li> </ul>
		<ul style="list-style-type: none"> <li>• Importance of studying poetry, drama, and fiction</li> </ul>
<b>Lecture-2</b>	Poetry: Characteristics	<ul style="list-style-type: none"> <li>• Elements of poetry: rhyme, meter, imagery, and symbolism</li> </ul>
		<ul style="list-style-type: none"> <li>• Different forms of poetry: sonnets, ballads, odes, and free verse</li> </ul>
		<ul style="list-style-type: none"> <li>• Analyzing famous poetic examples to illustrate the characteristics</li> </ul>
<b>Lecture-3</b>	Poetry Analysis	<ul style="list-style-type: none"> <li>• Close reading of a selected poem</li> </ul>
		<ul style="list-style-type: none"> <li>• Identifying themes, literary devices, and the poet's intention</li> </ul>
		<ul style="list-style-type: none"> <li>• Understanding the use of figurative language and its impact</li> </ul>
<b>Lecture-4</b>	Poetry Analysis II	<ul style="list-style-type: none"> <li>• Analyzing a second poem from a different poet</li> </ul>
		<ul style="list-style-type: none"> <li>• Comparing and contrasting the themes and styles</li> </ul>
		<ul style="list-style-type: none"> <li>• Understanding the cultural and historical context of the poems</li> </ul>
<b>Lecture-5</b>	Drama: Introduction	<ul style="list-style-type: none"> <li>• Definition of drama and its origins</li> </ul>
		<ul style="list-style-type: none"> <li>• The role of drama in society and its evolution over time</li> </ul>

		<ul style="list-style-type: none"> <li>• Overview of the elements of a dramatic structure</li> </ul>
<b>Lecture-6</b>	Drama: Types and Techniques	<ul style="list-style-type: none"> <li>• Different types of drama: tragedy, comedy, and historical drama</li> </ul>
		<ul style="list-style-type: none"> <li>• Theatrical techniques: dialogue, stage directions, and soliloquies</li> </ul>
		<ul style="list-style-type: none"> <li>• Analysis of a scene from a classic play</li> </ul>
<b>Lecture-7</b>	Drama Analysis I	<ul style="list-style-type: none"> <li>• Close reading of a scene from a different play</li> </ul>
		<ul style="list-style-type: none"> <li>• Identifying the main conflict and the development of characters</li> </ul>
		<ul style="list-style-type: none"> <li>• Discussing the themes and moral lessons in the play</li> </ul>
<b>Lecture-8</b>	Drama Analysis II	<ul style="list-style-type: none"> <li>• Analyzing a contemporary drama or a modern adaptation</li> </ul>
		<ul style="list-style-type: none"> <li>• Comparing the modern play with a classical one</li> </ul>
		<ul style="list-style-type: none"> <li>• Discussing the relevance of drama in the present context</li> </ul>
<b>Lecture-9</b>	Fiction: Elements and Genres	<ul style="list-style-type: none"> <li>• Understanding the elements of fiction: plot, characters, and setting</li> </ul>
		<ul style="list-style-type: none"> <li>• Different genres of fiction: novel, short story, and novella</li> </ul>
		<ul style="list-style-type: none"> <li>• Analyzing examples from classic and contemporary fiction</li> </ul>
<b>Lecture-10</b>	Fiction Analysis	<ul style="list-style-type: none"> <li>• Close reading of a selected short story or a novel</li> </ul>
		<ul style="list-style-type: none"> <li>• Examining the author's style, themes, and narrative techniques</li> </ul>
		<ul style="list-style-type: none"> <li>• Concluding remarks on the significance of literary forms</li> </ul>

## Unit-2

### CONTENTS

**Poems:**

*Sidney: Sonnet No. 1 (from Astrophel and Stella)*  
*Shakespeare Sonnet No. 29*  
*John Donne: "Go and Catch a Falling Star"*  
*John Milton: "On His Blindness"*  
*William Wordsworth: "The Solitary Reaper"*  
*John Keats: "Bright Star"*  
*Lord Byron: "She Walks in Beauty"*  
*Elizabeth Barrett Browning: "How Do I Love Thee"*  
*W.B. Yeats: "The Wild Swans at Coole"*  
*Wilfred Owen: "Anthem for Doomed Youth"*

#### Module Objective:

The objective of this unit is to introduce students to a diverse selection of poems from renowned poets, spanning different historical periods and styles. Through the analysis and exploration of these poems, students will develop a deeper appreciation for the art of poetry and gain insights into various literary techniques and themes employed by the poets. By the end of this unit, students will be able to critically examine and interpret the poetic works, recognizing the cultural, emotional, and philosophical dimensions reflected in each poem. Furthermore, this module aims to foster students' creativity and encourage them to engage in thoughtful discussions about the profound impact of poetry on human expression and understanding.

Lecture Serial	Topics of Discussion	Description
1-2	Sir Philip Sidney - Sonnet No. 1	Introduction to Sidney and his work
		Analysis and discussion on the themes, language, and poetic devices used in "Sonnet No. 1"
3-4	Shakespeare - Sonnet No. 29	Overview of Shakespearean sonnets
		Analysis of "Sonnet No. 29"
		Exploration of emotions and expressions in the sonnet
5-6	John Donne - "Go and Catch a Falling Star"	Introduction to metaphysical poetry and Donne's style
		Analysis of the poem
		Discussion on the use of metaphysical conceits
7-9	John Milton - "On His Blindness"	Introduction to Milton
		Analysis of "On His Blindness"
		Exploration of religious themes and personal reflection
10	William Wordsworth - "The Solitary Reaper"	Introduction to Wordsworth and the Romantic era
		Analysis of "The Solitary Reaper"
		Discussion on the role of nature and imagination
11-12	John Keats - "Bright Star"	Introduction to Keats's poetic style
		Analysis of "Bright Star"

		Discussion on themes of love and mortality
<b>13-14</b>	Lord Byron - "She Walks in Beauty"	Introduction to Lord Byron
		Analysis of "She Walks in Beauty"
		Exploration of beauty and inner virtues
<b>15-16</b>	Elizabeth Barrett Browning - "How Do I Love Thee"	Introduction to Browning and her contributions
		Analysis of "How Do I Love Thee"
		Discussion on love and the power of language
<b>17-18</b>	W.B. Yeats - "The Wild Swans at Coole"	Introduction to W.B. Yeats and Irish poetry,
		Analysis of "The Wild Swans at Coole"
		Exploration of nature, aging, and change
<b>19-20</b>	Wilfred Owen - "Anthem for Doomed Youth"	Introduction to Wilfred Owen and war poetry
		Analysis of "Anthem for Doomed Youth"
		Discussion on the horrors of war and its impact on humanity

**Unit-3****CONTENTS****Essays and Short Stories:****Francis Bacon: "Of Studies"****Addison: "Mischiefs of Party Spirit"****Charles Lamb: "Old China"****Somerset Maugham: "The Lotus Eater"****Arthur Conan Doyle: "The Speckled Band"****O' Henry: "The Last Leaf"****Module Objective:**

The objective of this unit is to introduce students to the rich world of essays and short stories, showcasing a diverse selection of works by renowned authors. Through the exploration and analysis of these literary forms, students will gain a comprehensive understanding of the distinctive features and techniques employed by each writer. By the end of this module, students will be able to critically evaluate and appreciate the thematic depth, writing styles, and narrative structures present in the essays and short stories studied. Moreover, this unit aims to cultivate students' ability to interpret and discuss complex literary works, fostering a deeper connection to the human experience and the power of storytelling.

<b>Lecture Serial</b>	<b>Topics of Discussion</b>	<b>Description</b>
<b>1-3</b>	Francis Bacon: "Of Studies"	- Introduction to Francis Bacon and his essay "Of Studies"
		- Analysis of the essay's main ideas and themes
		- Discussion on the relevance of Bacon's ideas in the modern context
<b>4-7</b>	Addison: "Mischiefs of Party Spirit"	- Introduction to Joseph Addison and his essay "Mischiefs of Party Spirit"
		- Exploration of political themes and satire in the essay
		- Analysis of the author's writing style and persuasive techniques
<b>8-10</b>	Charles Lamb: "Old China"	- Introduction to Charles Lamb and his essay "Old China"
		- Analysis of the essay's nostalgic elements and reflections on the past
		- Discussion on the use of personal anecdotes and humor in the essay
<b>11-13</b>	Somerset Maugham: "The Lotus Eater"	- Introduction to Somerset Maugham and his short story "The Lotus Eater"
		- Analysis of the story's themes of escapism and disillusionment
		- Discussion on the impact of cultural and societal influences on the characters and plot
<b>14-17</b>	Arthur Conan Doyle: "The Speckled Band"	- Introduction to Arthur Conan Doyle and his short story "The Speckled Band"
		- Analysis of the detective elements and suspense in the story
		- Exploration of the character of Sherlock Holmes and his methods of deduction
<b>18-20</b>	O' Henry: "The Last Leaf"	- Introduction to O' Henry and his short story "The Last Leaf"
		- Analysis of the story's themes of hope, sacrifice, and friendship
		- Discussion on the twist ending and O' Henry's narrative techniques

## Unit-4

### CONTENTS

#### *Rhetoric and Prosody*

#### Module Objective:

The objective of this unit on "Rhetoric and Prosody" is to equip students with a comprehensive understanding of the fundamental principles and techniques of rhetoric and prosody. Through in-depth exploration and analysis, students will gain proficiency in identifying and utilizing various rhetorical devices, sound patterns, and metrical structures. By the end of this unit, students will be able to appreciate the power of language in both written and spoken forms, effectively use rhetorical strategies in their own communication, and recognize the significance of prosody in enhancing the artistic expression of literature and speeches.

Lecture Serial	Topics of Discussion	Description
1-2	Introduction to Rhetoric and Prosody	- Definition and importance of rhetoric and prosody
		- Overview of their roles in language, literature, and public speaking
		- Explanation of key concepts, such as figures of speech and metrical patterns
3-5	Figures of Speech	- Detailed exploration of various figures of speech, including simile, metaphor, personification, etc.
		- Analysis of how authors use figures of speech to enhance their writing
6-8	Sound Devices in Poetry	- Examination of sound devices like rhyme, alliteration, assonance, and consonance in poetic compositions
		- Discussion on how sound devices create rhythm and musicality in poetry
9-10	Metrical Patterns in Poetry	- Study and scansion of different metrical patterns, such as iambic pentameter, trochaic tetrameter, and more
		- Analysis of how meter influences the overall tone and flow of a poem