

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	ENGL1011: Introduction to Poetry and Prose
2	Minor Course	EDU1021: Principles of Education (if you choose Education as your Minor) or PHIL1021: Indian Philosophy (if you choose Philosophy as your Minor) or HIST1021: Ancient Indian History (From Pre-History To 550 C.E.) (if you choose History as your Minor)
3	Multi/Inter-disciplinary Course	Environmental Science (ENVSC 1031): Natural Resources & Sustainable Development (if you opt for 3 year course) Or Computer Science (COMP 1031): Basic IT Tools (Theory) (if you opt for 4 year course)
4	Ability Enhancement Course (AEC)	Bengali: BANG1041: সাহিত্যের বোধ ও বিচার
5	Skill Enhancement Course (SEC)	English: ENGL1051: English Grammar and Vocabulary
6	Value Added Course(VAC)	1061: 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">• 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”	20
Unit 3	Essays and Short Stories <ul style="list-style-type: none">• 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”	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">● Education: Meaning, Nature and Scope.● Functions of Education● Factors of Education.● Aims of Education: Individualistic and Socialistic.	15
Unit II	<ul style="list-style-type: none">● Meaning of Curriculum.● Types of curriculum.● Principles of curriculum construction.● Co – curricular activities.	12
Unit III	<ul style="list-style-type: none">● Child Centric Education: Meaning and Characteristics.● Aims of modern child centric education.● Child Centric Education: its significance.● Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.	18
Unit IV	<ul style="list-style-type: none">● Freedom and Discipline: Concepts.● Needs of discipline.● Concept of Free discipline.● Concept of Self-discipline.● Application of Discipline in Educational Institution.	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]

Unit	Topic	No of Lecture
Unit I	Introduction: General Features of Indian Philosophy Cārvāka : (a) Perception as the only source of knowledge, Refutation of Inference and Testimony as sources of knowledge, (b) jaḍavāda and dehātmavāda	16
Unit II	Jainism: anekāntavāda, syādvāda and nayavāda Buddhism: Four noble truths, pratīyasamutpāda, kṣaṇabhāṅgavāda, nairātmyavāda	12
Unit III	Nyāya–Vaiśeṣika : pramāṇas (pratyakṣa, anumāna, upamāna and śabda), saptapadārtha Sāṃkhya: satkāryavāda, pariṇāmavāda Yoga : cittavṛttinirodha, aṣṭāṅgayoga	20
Unit IV	Mīmāṃsā: pramāṇas AdvaitaVedānta: Brahman, jīva, jagat	12

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.	12
Unit II	Harappan Civilization: origin, extent, features and decline	12
Unit III	Vedic Civilization: Vedic economy, polity, society and religion. Religious protest Movements- Jainism and Buddhism	12
Unit IV	Rise of an Empire centered on Magadha: Sixteen Mahajanpadas. Emergence of Mauryan Empire-Chandragupta, Ashoka, administration and fall of the Maurayas.	12
Unit V	Post Mauryan period : Satvahana, Kushanas, Indo- Roman trade Age of the Guptas: Development of the Gupta Empire, Art, Literature and Administration.	12

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.

Multidisciplinary Course

Environmental Studies

(if you opt for 3 year course)

ENVSC 1031: Natural Resources & Sustainable Development
[3 Cr, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]

Learning objectives

- Explain the fundamentals of natural resources and their distribution
- Present available natural resources.
- Describe the judicial uses of natural resources
- Outline & basic elements of sustainable development

Learning outcome

- Understand the concept of natural resources; identify types of natural resources, their distribution and use with special reference to India
- Discuss the factors affecting the availability of natural resources, their conservation and management
- Explain sustainable development, its goal, targets, challenges and Indian strategies for SDGs

Unit 1: Natural resources Overview of natural resources: Definition of resources; Classification of natural resources – biotic and abiotic, renewable and non-renewable	(Lectures - 5)
Unit 2: Biotic and water resources Major types of biotic resources: Forests, Grasslands, Wildlife and Aquatic	(Lectures - 10)
Types of water resources: Freshwater and marine water resources; Availability and use of water resources; Conflicts over water resource – International and National perspectives	
Unit 3: Soil and mineral resources Soil types and distribution in India; Major degradation of soil; Major minerals in India; Over exploitation and environmental problems	(Lectures - 10)
Unit 4: Energy resources Types of energy sources; Renewable resources (Solar, Hydro, Ocean and biomass); Non-renewable sources (Coal, Petroleum and Nuclear resources)	(Lectures - 10)
Unit 5: Sustainable Development Concept, SDGs – Goals, Targets & Indicators; Challenges & strategies of SDGs in India	(Lectures - 10)

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
I	<ul style="list-style-type: none"> • Introduction • Introduction to computers • Evolution • Generation of Computers • Computers Hierarchy • Applications of Computers. 	2
II	<ul style="list-style-type: none"> • Windows Basics • Introduction to word Editing a document • Move and Copy text • Formatting text & Paragraph • Enhancing document • Columns, Tables and Other features. 	3
III	<ul style="list-style-type: none"> • Introduction to worksheet and shell • Getting started with Excel • Editing cell & using Commands and functions • Moving & Copying, Inserting & Deleting Rows & Columns • Printing work sheet 	10
IV	<ul style="list-style-type: none"> • Creating charts • Naming ranges and using statistical, math and financial functions, database in a worksheet • Additional formatting commands and drawing toolbar • other commands & functions • Multiple worksheet and macros. 	10
V	<ul style="list-style-type: none"> • Introduction to Database Development: • 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 & by wizard 	10
VI	<ul style="list-style-type: none"> • Overview of Power point • presenting shows for corporate and commercial using Power point • Introduction to Desktop publishing • Computer viruses • Introduction to Internet • Web features. 	10

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]

Objective of the Course: এই কোর্সের উদ্দেশ্য ভাষা এবং সাহিত্য বোধ ও সাহিত্য বিচারের প্রাথমিক ধারণা দেওয়া। কোনো সাহিত্যিক নিদর্শনকে শিক্ষার্থী তার বোধ ও বিচারশক্তি দিয়ে কীভাবে আয়ত্ত করতে পারে, সেটাই এই কোর্সে তাকে শেখানো হবে।

একক ১: ভাষা অংশ (Lecture Hour: 15)

ক. বোধপরীক্ষা: (নিম্নলিখিত পাঁচটি প্রবন্ধ পাঠ্য)

১. স্বদেশী সমাজ – রবীন্দ্রনাথ ঠাকুর
২. বাঙ্গালা ভাষা – স্বামী বিবেকানন্দ
৩. বই পড়া – প্রমথ চৌধুরী
৪. স্ত্রী জাতির অবনতি – বেগম রোকেয়া
৫. অপবিজ্ঞান – রাজশেখর বসু

একক ২: সাহিত্য অংশ (Lecture Hour: 15)

ক. কবিতার ভাবসৌন্দর্য বিশ্লেষণ

রবীন্দ্রনাথ ঠাকুরের নৈবেদ্য গ্রন্থের চারটি কবিতা পাঠ্য - (বৈরাগ্যসাধনে মুক্তি সে আমার নয়, শতাব্দীর সূর্য আজি, চিত্ত যেথা ভয়শূন্য, শক্তি দস্ত স্বার্থ লোভ)

খ. ছোটগল্পের শিল্পসার্থকতা বিচার

রবীন্দ্রনাথ ঠাকুরের গল্পগুচ্ছ থেকে তিনটি গল্প পাঠ্য - ছুটি, বলাই, মণিহারা

Outcome of the Course: এই কোর্স পড়ার পর শিক্ষার্থী সাহিত্যের বিষয় অনুধাবনের পাশাপাশি তার শিল্পসার্থকতা ও ভাবসৌন্দর্য বিশ্লেষণ করতে শিখল।

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.

Unit	Topic	No of Lecture
Unit-I	Introducing Grammar: <ul style="list-style-type: none">• What is grammar (the philosophy of grammar)• The importance of grammar• Different approaches to grammar (traditional approach, communicative approach, transformational generative grammar)• Grammar in speech and writing	15
Unit-II	Use and Application of Grammar <ul style="list-style-type: none">• Use of correct preposition• Subject-verb agreement• Use of upper and lower case• Use of auxiliaries• Question Tags• Use of Punctuation• Use of countable and uncountable Nouns	15
Unit-III	Sentences: <ul style="list-style-type: none">• Correction of errors• Rewriting of sentences	5
Unit-IV	Idioms and Vocabulary: <ul style="list-style-type: none">• Vocabulary (basic synonyms and antonyms)• Vocabulary for specific purposes-trades and professions,• Register-Use of Idioms	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 1061
[4 Cr, Full Marks: 100 (60 +20+20= 100), LH:
60 hrs]

Learning objectives

- To create awareness and understanding of the environment and its different components
- To get knowledge on different current environmental problems and issues in national and international levels
- To impart knowledge about the management practices of different environmental problems
- To get real life experiences of different environmental resources, ecosystems and environmental degradation

Learning outcomes

- Understanding on environment and its importance
- Knowledge on different natural resources, causes of depletion and its sustainable uses
- Understanding the significance of biodiversity and its conservation
- Ideas on provisions of Indian Constitution for environmental protection
- Understanding the interrelationship among human population growth, environment and human health
- Knowledge of on-field experience on environmental issues through project work

Unit 1: Basics of Environmental Studies: (05)

Definition, Nature, Scope and Importance; Components of environment: Environmental education

Unit 2: Natural Resources: Renewable and Nonrenewable Resources (10)

Nature and natural resources their conservation and associated problems:

Forest resources: Uses, types and importance, Joint Forest Management & symbiotic relationship between tribal population and forests, Deforestation and its effects

Water resources: Distribution of water on Earth; Use, over exploitation of surface and ground water; Dams: Benefits and problems; Flood and Drought

Mineral resources: Mineral resources in India; Use and exploitation, Social impacts of mining

Food resources: World food problems and food insecurities.

Energy resources: Renewable and Nonrenewable energy sources; Use of alternate energy sources - Case studies

Land resources: Land as a resource; Land degradation, landslides, soil erosion, desertification

Use of resources for sustainable development (Concepts & Goals)

Unit 3: Ecology and Ecosystems (08)

Concept of ecology, Population ecology, Community ecology

Concept of an ecosystem, different types of ecosystem

Food chains, food webs and ecological succession

Energy flow in the ecosystem and energy flow models

Unit 4: Biodiversity and its conservation (08)

Biodiversity: Levels of biological diversity

Values of biodiversity

Hot-Spots of biodiversity, IUCN Red Data Book, Mega-biodiversity countries

Threat to biodiversity

Threatened and endemic species of India

Conservation of biodiversity (*In-situ* and *Ex-situ*)

Ecosystem services: Ecological, Economic, Social, Ethical, Aesthetical and Informational values

Unit 5: Environmental Pollution and Management (08)

- (a) Nature, Causes, Effects and Control measures of – Air pollution, Water pollution, Soil pollution, Noise pollution
- (b) Solid waste management: Causes, effects and disposal methods; Management of biomedical and municipal solid wastes
- (c) Disaster management: Floods, Earthquake, Droughts, Cyclone and Landslides

Unit 6: Environmental Policies and Practices (10)

Constitutional Provisions for protecting environment- Article 48(A), 51A(g)

Environmental Laws: The Environment (Protection) Act, 1986; The Air (Prevention and Control of Pollution) Act, 1981; The Water (Prevention and Control of Pollution) Act 1974; Forest (Conservation) Act, 1980

The wildlife Protection Act, 1972

Climate change, Global warming, ENSO, Acid rain, Ozone layer depletion; Montreal and Kyoto Protocols

Unit 7: Human Communities and Environment (06)

Human population growth; Impacts on environment

Environment and human health: Concept of health and disease; Common communicable and Non- communicable diseases; Health awareness programmes in India

Environment movements in India: Chipko Movements, Silent Valley Movement, *Narmada Bachao Aandolan*

Unit 8: Field Work Report/Project Report/Term paper Marks: 20 [Based on any one of the following topics and to be evaluated by internal teachers only]

Environmental assets - River/Forest/Grassland/Hill/Mountain *etc.*

Environmental pollution - Urban/Rural/Industrial/Agricultural

Study of common Plants/Insect /Birds/Wild life *etc.*

Study of simple ecosystems: Pond/River/Hill slope *etc.*

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]

Unit-1		
CONTENTS		
<ul style="list-style-type: none"> • Literary Forms: <li style="padding-left: 20px;"><i>Poetry</i> <li style="padding-left: 20px;"><i>Drama</i> <li style="padding-left: 20px;"><i>Fiction</i> 		
Module Objective:		
<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
Lecture-1	Introduction to Literary Forms	<ul style="list-style-type: none"> • Definition of literature and its various forms
		<ul style="list-style-type: none"> • Importance of studying poetry, drama, and fiction
Lecture-2	Poetry: Characteristics	<ul style="list-style-type: none"> • Elements of poetry: rhyme, meter, imagery, and symbolism
		<ul style="list-style-type: none"> • Different forms of poetry: sonnets, ballads, odes, and free verse
		<ul style="list-style-type: none"> • Analyzing famous poetic examples to illustrate the characteristics
Lecture-3	Poetry Analysis	<ul style="list-style-type: none"> • Close reading of a selected poem
		<ul style="list-style-type: none"> • Identifying themes, literary devices, and the poet's intention
		<ul style="list-style-type: none"> • Understanding the use of figurative language and its impact
Lecture-4	Poetry Analysis II	<ul style="list-style-type: none"> • Analyzing a second poem from a different poet
		<ul style="list-style-type: none"> • Comparing and contrasting the themes and styles
		<ul style="list-style-type: none"> • Understanding the cultural and historical context of the poems
Lecture-5	Drama: Introduction	<ul style="list-style-type: none"> • Definition of drama and its origins
		<ul style="list-style-type: none"> • The role of drama in society and its evolution over time

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

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
13-14	Lord Byron - "She Walks in Beauty"	Introduction to Lord Byron
		Analysis of "She Walks in Beauty"
		Exploration of beauty and inner virtues
15-16	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
17-18	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
19-20	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.

Lecture Serial	Topics of Discussion	Description
1-3	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
4-7	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
8-10	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
11-13	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
14-17	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
18-20	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