	gram: PG 2- gramme	Year	Class: MA		Sem: I		Sessio	on: 2025-26
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1	Course L	evel		Subject: English Literature				
2	Course C			400				
3	Course Title			CC-11 Poetry (Paper I)				
4	Course T		Course/			Core Cou		
	Discipline					Core Cou	rse	
5	Pre-requi			Literature	in UG Progran	nme as a ma	jor/m	to have English inor(s) or admitted in onducted by the HEI.
	Course Learning outcomes (CLO)		On successful completion of this course, the students will be able to: 1. Demonstrate critical understanding of major poetic forms—such as lyric, narrative, dramatic, elegy, ode, satire—and their structural, thematic, and stylistic features. 2. Analyze representative poems within each poetic form, identifying devices such as metaphor, symbolism, rhythm, and tone to interpret deeper meanings and emotional nuances. 3. Evaluate the relationship between form and function in poetry by contextualizing texts within relevant literary, cultural, and philosophical movements. 4. Develop comparative and interpretive skills by engaging with diverse poets across historical and cultural spectrums, enhancing literary appreciation and scholarly					
7	Credit Val			ar ar	hancing lite gumentation. Option- I			
8	Credit Val				- 1-11011	= 5, Option		
			Do	t R. Ca-	ks: 40 + 60 ent of the Cou	Min.	Passi	ng Marks: 40
1.00	I No of I and	res-Tuto	rials Prontin	TO COM	ent of the Con	I SE HIPPER LINE	Hariye.	THE RESERVE AND ASSESSED OF THE PARTY.
ota	I THE OIL POIL				c nor woold, 75			recommend . Settle for the property of
otal	P: Option-	: 75-0-0.	Ontion- II/II	11 (1n nour 1- 60-15-0	s per week): 75	5		POLESTINA PRINCIPAL PRINCIPAL V
T-	P: Option-	1: 75-0-0,	Option- II/II	1: 60-15-0	s per week): 75			No of Leatures
T-	P: Option-	75-0-0, Topics	Option- II/II	I: 60-15-0	s per week): 75			No. of Lectures
L-T- Init	P: Option-	75-0-0, Topics	Option- II/II	I: 60-15-0				(1 Hour Each)
L-T- Init	P: Option-	Topics John Do William Emily I	Option- II/II onne – The G Blake – The	1: 60-15-0 ood-Morro Lamb, The	w, The Sun Risi	ing	se I	
L-T- Init Init	I: Lyric	John Do William Emily I could no Activitie 1. Cres perfe spea from 2. Sym mod- inno	option- II/II onne - The Go Blake - The ot stop for Dec es: ative Monolo orm a dramati ker addressing the poems. bolism Scave ern symbols in cence or dang	ood-Morro Lamb, The heard a Fl ath gue / Dran c monolog g his lover, n media, ac er and link	w, The Sun Risk Tyger v buzz—when I natic Reading: ue from the persodrawing on imate: Assign student vertising, or art them to Blake'	Students spective of that to find that represes themes.	ne ne	(1 Hour Each)
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	illustration, personality traits, quote from the Prologue, and	
	modern equivalent (e.g., Miller = reality TV star?).	
	2. Tableau or Readers' Theatre: Perform a dramatic	
	reading of the poem using voice and rhythm to highlight	
T1-14 T7X	shifting tones and relationships.	
Unit III:	Robert Browning - My Last Duchess, A Grammarian's	15
Dramatic Poetry	Funeral, Porphyria's Lovers	
	T. S. Eliot - The Love Song of J. Alfred Prufrock	
	Activities:	
	1. Court Case Role Play: Put the Duke on trial for the	
	Duchess's death. Assign roles: prosecutor, defense,	
	witnesses (e.g., the artist, the servant), jury. Debate	gfiles.
	guilt/innocence.	20 To 100
	2. Prufrock's Social Media Profile: Design a fictional	
	Instagram or Twitter page for Prufrock. Include bios,	The Topical
	hashtags, posts, and DMs that reflect his character and	La c
	mindset.	The state of the s
Unit IV: Ode,	John Keats - Ode to a Nightingale, Ode on a Grecian Urn	15
Elegy	P. B. Shelley – Ozymandias	
	Elegy	
	Thomas Gray - Elegy Written in a Country Churchyard	
	W. H. Auden - In Memory of W. B. Yeats	
	Activities:	
	1. Dramatic Reading & Tone Exploration: Assign groups	
	to perform different stanzas with varied tones (melancholy,	
	ecstatic, contemplative) and explain their interpretive	
	choices.	
	2. Poetry Pairing: Compare with a modern political or	
	protest poem (e.g., Maya Angelou, Amanda Gorman).	
77. 14.37	Discuss how both address power and legacy.	
Unit V:	Alexander Pope - The Rape of the Lock	15
Satirical,	John Dryden - Absalom and Achitophel	
Didactic &	W. H. Auden - The Unknown Citizen	
Allegorical		
Poetry	Activities:	
	1. Character Courtroom Drama: Hold a mock trial where	
a	characters (Belinda, the Baron, Ariel) defend or justify	
	their actions. Use evidence from the poem and present	
	arguments with wit and flair.	
	2. Historical-Poetic Parallels Chart: Create a visual chart	
	comparing the biblical story, the poem's characters, and the	
	real political figures (e.g., Absalom = Monmouth,	
Kaywords/Tage: D	Achitophel = Shaftesbury, David = Charles II).	l- IFI C
ALTRUIUS/ LAPS: P	UCHE FURIES LIVING AND INVITABLE POPITY DESIRED MONOJOGUA ()	Te and Higgy Catire and

Keywords/Tags: Poetic Forms, Lyric and Narrative Poetry, Dramatic Monologue, Ode and Elegy, Satire and Allegory

Part- C: Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

- 1. Abrams, M. H. A Glossary of Literary Terms. Cengage Learning, Boston, USA, 2015. 11th Edition.
- 2. Cuddon, J. A. The Penguin Dictionary of Literary Terms and Literary Theory. Penguin Books, London, UK, 2013. 5th Edition.
- 3. Ford, B. (Ed.). The Pelican Guide to English Literature. Penguin Books, London, UK, 1983.
- 4. Wain, J. (Ed.). The Oxford Anthology of English Poetry. Oxford University Press, Oxford, UK, 1990.
- 5. Greenblatt, S. et al. (Eds.). The Norton Anthology of English Literature, Volumes I & II. W. W. Norton & Company, New York, USA, 2018. 10th Edition.

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- 6. Daiches, D. A Critical History of English Literature, Volume I & II. Supernova Publishers, Delhi, India, 2021.
- 7. Gill, R. Mastering English Literature. Red Globe Press (Macmillan), London, UK, 2006. 2nd Edition.
- 8. Bennett, A. & Royle, N. An Introduction to Literature, Criticism and Theory. Routledge, London/New York, 2023. 6th Edition.
- 9. Suggestive digital platforms/ web links: .
- 10. https://www.poetryfoundation.org
- 11. https://ndl.iitkgp.ac.in
- 12. https://www.poets.org

13. https://www.poets.org

Suggested equivalent online courses:

1. https://archive.nptel.ac.in/courses/109/106/109106176/

Suggested Continuous Evaluation Me	t-D: Assessment and Evaluation	removement and a
Maximum Marks: 100	Secretary and secretary	
Continuous Comprehensive Evaluation	(CCE): 40 Marks, University Exam (UE): 60 Marks	
Internal Assessment: Continuous Comprehensive Evaluation (CCE)	a) Class Test b) Presentation/ Assignment/Quiz/Group	40
	Discussion etc. c) Appropriate weightage of attendance in the class.	40
	Note: Assessment modes for the Internal Evaluation will be based on the guidelines issued by UGC on (i) "Evaluation Resorms in Higher Education	
	Institutions: November 2019" & (ii) "Innovative Pedagogical Approaches and Evaluation Reforms-2021"	
External Assessment: University Exam Section Time: 03.00 Hours	Section (A): Very Short Questions-5 Section (B): Short Questions-5 (With internal choice) 5 x 1 = 5 5 x 3 = 15	60
Sales Sa Sales Sales Sa	Section (C): Long Questions-5 5 x 8 = 40 (With internal choice)	

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			Part: A: Introduction				
_	ram: PG 2-Ye ramme	ear Class: M	1A Sem: I Se	ession: 2025-26			
	T		Subject: English Literature				
1	Course Lev		400				
2	Course Cod		CC- 12				
3	Course Title		Drama (Pape				
4	4 Course Type (Core Course/Discipline Specific Elective/) 5 Pre-requisite (if any) 6 Course Learning outcomes (CLO)		Core Cour				
			To study this course, a student is mand Literature in UG Programme as a majo PG programme through an entrance te	or/minor(s) or admitted in st conducted by the HEI.			
6			On successful completion of this course, the students will be able to: 1. Recognize and define major types of drama and their formal elements. 2. Interpret and critique representative plays within historical, political, and theatrical contexts. 3. Compare themes and structures across dramatic forms such as tragedy, comedy, and satire. 4. Apply theoretical frameworks (e.g., Aristotelian poetic New Historicism, Feminist Theatre) to texts. 5. Develop academic writing and oral presentation skills				
			through performance-based an	d analytical tasks			
7	Credit Value	e	Option- I = 5, Option- II & III = 4				
8	Total Marks	1	Max Marks: 40 + 60 Min. Passing Marks: 40				
			art-B: Content of the Course	# " The State of t			
Total L-T-	No. of Lectur P: Option- I:	es-Tutorials-Pract 75-0-0, Option- II	tical (in hours per week): 75	11000000			
Unit		Topics	(HELP ST	No. of Lectures			
		H. C. Total	P	(1 Hour Each)			
Unit l Trage	100	Sophocles – Oedip William Shakespe	nus Rex (Classical Greek Tragedy) eare – Hamlet (Elizabethan Tragedy)	15			
Unit 1	II edy	students write a Greek chorus, r 2. Diary Entries: Ophelia's or Ha inner thoughts. Ben Jonson – The William Congreve Comedy) Activities: Role-Play & D students perform Subtle's manipu	on & Performance: Activity: Have and perform a choral ode in the style of the esponding to a major event in the play. Activity: Write diary entries from amlet's perspective at key points, exploring Alchemist (City Comedy): — The Way of the World (Restoration ramatic Reading: Assign roles and have a selected scenes (e.g., Face's con or alation). Epigrams: Activity: Identify and perform	15			
Unit I		"wit duels" betv Millamant).	ween characters (e.g., Mirabell and				
				15			

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Revenge	Marlow- Jew of Malta	
Tragedy &		
Jacobean	Activities:	
Drama	 Socratic Seminar: Is Revenge Ever Justified? Objective: Debate moral philosophy using the plays as case studies. Creative Writing: Alternative Endings Objective: Engage with character agency and moral resolution. 	
Unit IV	Richard Brinsley Sheridan - The School for Scandal	15
Comedy of	Oliver Goldsmith - She Stoops to Conquer	
Manners and		
Sentimental	Activities:	
Comedy	 Then vs. Now: Social Norms Debate: Activity: Host a class debate on topics such as "Is appearance more important than truth in today's society?" or "Do we still marry for status?" Students use evidence from the plays and current events. Character Trial: Activity: Put a character like Joseph Surface on trial for hypocrisy. Students take roles as lawyers, witnesses, and jurors to argue the case. 	A Secretary of the secr
Unit V	Martin McDonagh- The Pillowman	15
Absurd Drama	Harold Pinter- The Dumb Waiter Activities: 1. Ethical Debate: Topic: "Should disturbing stories be censored if they inspire real-life violence?" 2. Absurdist Scene Creation: Activity. In pairs, students write and perform a short scene in Pinteresque style—filled with pauses, circular dialogue, and a vague sense of threat.	

Keywords/Tags: Types of Drama, Tragedy and Comedy, Revenge Tragedy, Absurd Drama

Part- C: Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

- 1. Nicoll, A. World Drama: From Aeschylus to Anouilh, Harrap Publishers, London, UK, 1976. 5th Edition.
- 2. Esslin, M. The Theatre of the Absurd, Penguin Books, London, UK, 1980. 3rd Edition.
- 3. Bradbrook, M. C. Themes and Conventions of Elizabethan Tragedy, Cambridge University Press, Cambridge, UK, 1960. 1st Edition.
- 4. Styan, J. L. The Elements of Drama, Cambridge University Press, Cambridge, UK, 1960. 1st Edition.
- 5. Wells, S. & Orlin, L. C. Shakespeare: An Oxford Guide, Oxford University Press, Oxford, UK, 2003. 1st Edition.
- 6. Carlson, M. Theories of the Theatre: A Historical and Critical Survey, Cornell University Press, Ithaca, USA, 1993, 2nd Edition.
- 7. Sen, N. (Ed.) Indian English Drama: A Critical Study, Pencraft International, Delhi, India, 2005. 1st Edition.

Suggestive digital platforms/ web links

- 1. https://www.gutenberg.org Classic drama texts
- 2. https://www.britannica.com Author and genre overviews
- 3. https://ndl.iitkgp.ac.in National Digital Library of India
- 4. https://www.nationaltheatre.org.uk Performance archives and study guides
- 5. https://www.shakespeare.org.uk Royal Shakespeare Company resources

Suggested equivalent online courses:

1. https://archive.nptel.ac.in/courses/109/106/109106124/

Part- D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Continuous Comprehensive Evaluation (CCE): 40 Marks, University Exam (UE): 60 Marks

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Internal Assessment: Continuous	a) Class Test	
Comprehensive Evaluation (CCE)	b) Presentation/ Assignment/ Quiz/ Group Discussion etc.	40
	c) Appropriate weightage of attendance in the class.	
	Note: Assessment modes for the Internal Evaluation will be based on the guidelines issued by UGC on (i) "Evaluation Reforms in Higher Education Institutions- November 2019" & (ii) "Innovative Pedagogical Approaches and Evaluation Reforms-2021"	
External Assessment: University Exam Section Time: 03.00 Hours	Section (A): Very Short Questions-5 Section (B): Short Questions-5 (With internal choice) Section (C): Long Questions-5 (With internal choice) (With internal choice)	60

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Pro	SECTION ASSESSMENT		Theory Paper Part-A: Introduction	THE MARKET	THE PERSON NAMED OF THE PE		
	gram: PG 2-Year gramme	Class: MA		Sessi	on: 2025-26		
			Subject: English Literature				
1	Course Level			400			
2	Course Code			CC- 13			
3	Course Title			(Paper II	D		
4	Course Type (Core Course/ Discipline Specific Elective/) Pre-requisite (if any)		Cor	re Course			
5			To study this course, a student Literature in UG Programme a PG programme through an entr	s a major/m	ninor(s) or admitted in		
6	Course Learning of (CLO)	outcomes	On successful completion of table to: 1. Differentiate among gothic, realist, sentimes 2. Analyze character, novels using critical to: 3. Evaluate how different and cultural developmes 4. Trace the evolution from early prose to real 5. Apply critical theory	major fictiontal, etc.) a theme, an ols. of novel for ents. of fictional list tradition to interpr	ional forms (picaresquind their features. Ind structure in class In rms respond to historic In narrative technique Ins. In the fiction from multip In the fiction from multip		
7	Credit Value		perspectives (gender, class, form, ideology)				
8	Total Marks		Option- I = 5, (
- 145	Sor Control Walks	and Market Alberta Dec	Max. Marks: 40 + 60 rt- B: Content of the Course	Min. Pass	ing Marks: 40		
L-T- Unit	P: Option- I: 75-0-0 Topics	, Option- II/I	cal (in hours per week): 75 II: 60-15-0		No. of Lectures		
Early	I: Aphra	Behn - Oroo	noko '		(1 Hour Each)		

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Unit IV: Realist and Domestic Novels Horace Walpole – The Castle of Otranto Richardson- Pamela Horace Walpole – The Castle of Otranto Richardson- Pamela Activities: 1. Debate: Is The Castle of Otranto a Satire or a Serious Gothic Tale? Structure: Divide class into two teams to debate Walpole's intent and tone. 2. Epistolary Role-Play: Activity: Students write letters in character from Pamela, Mr. B, or Lady Davers responding to key events or moral dilemmas. Charlotte Brontë – Jane Eyre Gustav Flaubert- Madame Bovary Activities: 1. Art & Illustration: Students illustrate a key scene or create a visual character map. Encourage them to annotate their work with textual evidence explaining their creative choices. 2. Literary Trial: Who is to Blame?: Stage a mock trial where different characters (Charles, Rodolphe, Homais, Emma, society itself) are on trial for Emma's downfall.
Sentimental Fiction Activities: 1. Debate: Is The Castle of Otranto a Satire or a Serious Gothic Tale? Structure: Divide class into two teams to debate Walpole's intent and tone. 2. Epistolary Role-Play: Activity: Students write letters in character from Pamela, Mr. B, or Lady Davers responding to key events or moral dilemmas. Unit IV: Realist and Domestic Novels Activities: 1. Art & Illustration: Students illustrate a key scene or create a visual character map. Encourage them to annotate their work with textual evidence explaining their creative choices. 2. Literary Trial: Who is to Blame?: Stage a mock trial where different characters (Charles, Rodolphe, Homais, Emma, society itself) are on trial for Emma's downfall.
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Gustav Flaubert- Madame Bovary Activities: 1. Art & Illustration: Students illustrate a key scene or create a visual character map. Encourage them to annotate their work with textual evidence explaining their creative choices. 2. Literary Trial: Who is to Blame?: Stage a mock trial where different characters (Charles, Rodolphe, Homais, Emma, society itself) are on trial for Emma's downfall.
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where different characters (Charles, Rodolphe, Homais, Emma, society itself) are on trial for Emma's downfall.
Emma, society itself) are on trial for Emma's downfall.
C. J
Students argue and provide evidence from the text.
Juit V: George Eliot – The Mill on the Floss 15
Victorian Social Thomas Hardy - Tess of the d'Urbervilles
k Psychological
Realism Activities:
1. Comparative Literary Analysis: Compare Maggie with
another Victorian heroine (e.g., Jane Eyre or Dorothea
Brooke) in terms of agency, morality, and fate.
2. Courtroom Role-Play: Put Tess on trial: students play the
roles of prosecutor, defender, judge, and jury, debating
moral and legal responsibility in the novel.
Keywords/Tags: Prose, Fiction, Picaresque, Gothic, Realistic, Sentimental
Part- C: Learning Resources

Suggested Readings:

1. Eagleton, T. The English Novel: An Introduction, Blackwell Publishing, Oxford, UK, 2005.

2. Watt, I. The Rise of the Novel, University of California Press, Berkeley, USA, 1957.

3. Daiches, D. A Critical History of English Literature, Supernova Publishers, Delhi, India, 2021.

Text Books, Reference Books, Other resources

4. Williams, R. The English Novel from Dickens to Lawrence, Chatto & Windus, London, UK, 1970. Kettle, A. An Introduction to the English Novel (Vols. 1, & 2) Hutchinson University Library.

 Kettle, A. An Introduction to the English Novel (Vols. 1 & 2), Hutchinson University Library, London, UK, 1967.

6. Drabble, M. (Ed.) The Oxford Companion to English Literature, Oxford University Press, Oxford, UK, 2006.

Suggestive digital platforms/ web links

1. Project Gutenberg - https://www.gutenberg.org
Free access to classic novels like Jane Eyre, Robinson Crusoe, Frankenstein, etc.

National Digital Library of India (NDLI) - https://ndl.iitkgp.ac.in
 Centralized academic repository of fiction texts, literary criticism, and university resources.

JSTOR - https://www.jstor.org
 Peer-reviewed literary criticism, articles, and research papers on authors and novel forms.

(Institutional login required)
4. Google Books – https://books.google.com

Scanned editions and previews of literary theory books, critical essays, and historical fiction texts.

5. SparkNotes – https://www.sparknotes.com

Summaries, character analysis, and theme discussions of representative novels.

SWAYAM (UGC MOOCs) – https://swayam.gov.in
 UGC-approved online courses and lectures in English literature and fiction studies

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Suggested equivalent online courses:

1. https://archive.nptel.ac.in/courses/109/106/109106124/

Maximum Marks: 100		
continuous Comprehensive Evaluation	n (CCE): 40 Marks, University Exam (UE): 60 Marks	
Internal Assessment: Continuous	a) Class Test	
Comprehensive Evaluation (CCE)	b) Presentation/ Assignment/ Quiz/ Group Discussion etc.	40
	 c) Appropriate weightage of attendance in the class. 	
	Note: Assessment modes for the Internal Evaluation	
	will be based on the guidelines issued by UGC on (i) "Evaluation Reforms in Higher Education	
	Institutions- November 2019" & (ii) "Innovative	
	Pedagogical Approaches and Evaluation Reforms- 2021"	
External Assessment:	Section (A): Very Short Questions-5 x 1 = 5	
University Exam Section Time: 03.00 Hours	Section (B): Short Questions-5 5 x 3 = 15 (With internal choice)	60
	Section (C): Long Questions-5 5 x 8 = 40 (With internal choice)	

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Disciplin Pre-requ	Level Code Fitle Type (Cor	re Course/ e Elective/)	To study this Literature in I	Prose Co	400 CC-14 e (Paper-)	ssion: 2025-26
Course Course Disciplin Pre-requ	Code Fitle Type (Cor ie Specific iisite (if an	re Course/ e Elective/)	To study this Literature in I	Prose Co	CC- 14 (Paper-)	IV)
Course Course Disciplin Pre-requ	Code Fitle Type (Cor ie Specific iisite (if an	: Elective/) ny)	Literature in U	Prose Co course, a studer	CC- 14 (Paper-)	IV)
Course Course Disciplin Pre-requ	Fitle Type (Cor le Specific lisite (if an	: Elective/) ny)	Literature in U	Prose Co course, a studer	(Paper-	IV)
Course T Disciplin Pre-requ	Type (Cor le Specific lisite (if al	: Elective/) ny)	Literature in U	Course, a studer	re Course	IV)
Disciplin Pre-requ Course I	ie Specific iisite (if ar	: Elective/) ny)	Literature in U	course, a studer	re Course	
Pre-requ	isite (if ar	ny)	Literature in U	course, a studer		2
N. State Company of Committee	earning (Outcomes	I Pli programm	JG Programme	as a major	ated to have English
			PG programme through an entrance test conducted by the HEI. On successful completion of this course, the students will be able to: 1. Get acquainted with the beginning, development, and forms of Prose. Discuss the essay's aspects as prose and appreciate prose as a form of literature. Recognise the characteristics of early essays.			ing, development, and ay's aspects as prose and terature. Recognise the
			stories 3. Learn analyt	novels, and di the composition cal learning. to compose an	om other prama. n of essays autobiogra	of essays, dialogues, prose forms, such as short and comparative apply or a biography in
			concer 5 Learn	rs. Examine the ns expressed in to analyse, inte	philosoph Indian pr	nical, spiritual, and social
Credit Va	lue		1300	Option- I = 5	Ontion II	R. III – 4
Total Ma	rks	4. 7. 75	Max. Marks: 4	0 + 60		
		Part-	- B: Content of	the Course	IVIIII. 1 as	Sing Marks: 40
No. of Lectu	res-Tutor	ials-Practical	(in hours per v	week): 75		error production and the control of
P: Option- I:	75-0-0, O	ption- II/III:	60-15-0			No. of Lectures
- All 14	***************************************					(1 Hour Each)
l ·	Essay- I Aphoris	Introduction, I				15
Tur.	Aphoris	al facts in the l	library nitation			
	aphorism	horistic writer ns.	s. Students high	light and analy	ze	
	aphoristi	ic style (i.e., p	acked with com	short essay para pact, thought-	graph in	
ophical and aphical	Radhak Way of I	rishnan: Relig Life)	gious Experienc	e (1st Chapter o	of Hindu	15
	Total Ma I No. of Lectu -P: Option- I:	I Annota Essay- Aphoris Suggest historica Aphoris Task 1: other ap aphorist Task 2: aphorist provokin I. J. Krish Radhak Way of Romain	Credit Value Total Marks Part I No. of Lectures-Tutorials-Practical -P: Option- I: 75-0-0, Option- II/III: Topics I Annotations. Essay- Introduction, I Aphoristic Suggested Enrichment historical facts in the Aphorism Hunt & II Task 1: Identify — Pother aphorisms. Task 2: Create — Stuaphoristic style (i.e., porovoking sentences). II Sophical and aphical Way of Life) Romain Roland: The	Credit Value Total Marks Part- B: Content of I No. of Lectures-Tutorials-Practical (in hours per version) P: Option- I: 75-0-0, Option- II/III: 60-15-0 Topics I Annotations. Essay- Introduction, Development, Typhoristic Suggested Enrichment Activities (SE historical facts in the library Aphorism Hunt & Imitation Task 1: Identify — Provide excerpts other aphoristic writers. Students high aphorisms. Task 2: Create — Students rewrite a saphoristic style (i.e., packed with comprovoking sentences). J. Krishnamurti: Awareness. Desire Radhakrishnan: Religious Experience Way of Life) Romain Roland: The Life of Swami	analytical learning. 4 Learn to compose an chapters. Examine the concerns expressed in 5 Learn to analyse, inter in essays. Credit Value Option- I = 5, 4 Max. Marks: 40 + 60 Part-B: Content of the Course I No. of Lectures-Tutorials-Practical (in hours per week): 75 P: Option- I: 75-0-0, Option- II/III: 60-15-0 Topics I Annotations. Essay- Introduction, Development, Types, Types of Aphoristic Suggested Enrichment Activities (SEA): 1. Hunting historical facts in the library Aphorism Hunt & Imitation Task 1: Identify — Provide excerpts from Francis Biother aphoristic writers. Students highlight and analy aphorisms. Task 2: Create — Students rewrite a short essay para aphoristic style (i.e., packed with compact, thought-provoking sentences). J. Krishnamurti: Awareness. Desire. Radhakrishnan: Religious Experience (1st Chapter of Way of Life) Romain Roland: The Life of Swami Vivekananda	analytical learning. Learn to compose an autobiogra chapters. Examine the philosophy concerns expressed in Indian processed in essays. Credit Value Option- I = 5, Option- II Total Marks Max. Marks: 40 + 60 Min. Past Part- B: Content of the Course I No. of Lectures-Tutorials-Practical (in hours per week): 75 P: Option- I: 75-0-0, Option- II/III: 60-15-0 Topics I Annotations. Essay- Introduction, Development, Types, Types of Style-Aphoristic Suggested Enrichment Activities (SEA): 1. Hunting for the historical facts in the library Aphorism Hunt & Imitation Task 1: Identify — Provide excerpts from Francis Bacon or other aphoristic writers. Students highlight and analyze aphorisms. Task 2: Create — Students rewrite a short essay paragraph in aphoristic style (i.e., packed with compact, thought-provoking sentences). J. Krishnamurti: Awareness. Desire. Radhakrishnan: Religious Experience (1st Chapter of Hindu Way of Life) Romain Roland: The Life of Swami Vivekananda

	Suggested Enrichment Activities (SEA):1. Speech practice, shashtrarth (group discussion) 2. Drama/Performance:	
	Students script and perform a short scene from Vivekananda's life, focusing on moments of moral courage or	
	deep insight.	
Unit III Political and Social Essays	Bacon: Of Youth and Age, Of Marriage and Single Life Addison: The Coverly Witch (On Witch-Craft—Story of Moll White)	15
	Charles Lamb: The Superannuated Man	
	Suggested Enrichment Activities (SEA):	(Pa)
	1. Comparative Reflection Journal: Prompt: Compare	
	your views on marriage or youth/age with those	
	expressed by Bacon. Do you agree or disagree? Why?	
	2. Contextual Research: Research 17th-18th century	
	English witch trials or superstitions. Present findings in a	
Unit IV	mini-poster or short presentation.	
Argumentative	William Hazlitt: On the Pleasure of Hating	15
Essays	Bertrand Russell: On Being Modern Minded (from	
233473	Unpopular Essays) G.K. Chesterton: The Worship of the Wealthy	
	Suggested Enrichment Activities (SEA):	
	Debate: Is hatred a natural and necessary part of human	
	nature? Split students into pro/con sides to explore	
	Hazlitt's argument.	
	2. Comparison Chart: Compare Russell's idea of the	
	"modern mind" with today's social media-driven culture	
	— how does open-mindedness differ from trend-	
	following?	
Unit V	R.N. Tagore: Nationalism	15
Familiar Essays	APJ Abdul Kalam- Ignited Minds	13
ind		
Contemporary	Suggested Enrichment Activities (SEA):	
Essays (Non-	1. Panel Discussion: Nationalism and Culture Students act	
letailed Study)	as various historical figures (Tagore, Gandhi, Subhas	
	Chandra Bose, etc.) and discuss how nationalism should	
	shape culture, education, and politics.	
	2. Vision 2040 Presentation: Students present their own	
	vision for India in 2040, inspired by Kalam's themes of	
	innovation, education, and unity.	

Part- C: Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

- 1. Author Surname, Initials "Book Title", Publisher's name, City/country of publication, Year
- 2. Chambers, E. The Development of English Prose. Oxford University Press, 1957.
- 3. Read, H. English Prose Style. Pantheon 1981.
- 4. Walker, Hugh. The English Essays and Essayist. J.M. Dent and Sons Ltd., 1928.
- 5. Suggestive digital platforms/ web links
- 6. www.ourcivilisation.com
- www.bartleby.com

Suggested equivalent online courses:

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https://www.youtube.com/watch?v=KG8MIv6i7e4 Part- D: Assessment and Evaluation Suggested Continuous Evaluation Methods: Maximum Marks: 100 Continuous Comprehensive Evaluation (CCE): 40 Marks, University Exam (UE): 60 Marks Internal Assessment: Continuous a) Class Test Comprehensive Evaluation (CCE) b) Presentation/ Assignment/ Quiz/ Group 40 Discussion etc. Appropriate weightage of attendance in the Note: Assessment modes for the Internal Evaluation will be based on the guidelines issued by UGC on (i). "Evaluation Reforms in Higher Education Institutions- November 2019" & (ii) "Innovative Pedagogical Approaches and Evaluation Reforms External Assessment: Section (A): Very Short Questions-5 $5 \times 1 = 5$ Section (B): Short Questions-5, University Exam Section $5 \times 3 = 15$ 60 (With internal choice) Time: 03.00 Hours Section (C): Long Questions 5 $5 \times 8 = 40$ (With internal choice)

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