				y Paper 👊			
	ram: PG 2-Yea ramme						
		S	Subject: Eng	lish Literatur			
1	Course Leve			. 500			
2	Course Code				CC-31		
3	Course Title	·		Literary Criti	cism and Theor	y-I (Paper- I)	
4	Discipline Specific Elective/)				Core Course		
5	Pre-requisite (if any)		Literature	in UG Program	me as a major/m	d to have English ninor(s) or admitted in onducted by the HEI.	
6	Course Lear (CLO)	ning outcomes	On successful completion of this course, the students will be able to: 1. understand about the principles of Indian as well as Western European philosophy and aesthetic theory. 2. trace the evolution of these principals of literary criticism from the Classical to the Romantic and Modern periods. 3. construct well reasoned, theoretically informed argument about literary texts in written and oral forms. 4. assess how literature reflects, reinforces, or challenges power structures, ideologies, and cultural norms. 5. connect literary theory to other disciplines such as				
						d cultural studies.	
7	Credit Value				= 5, Option- II		
8	Total Marks		Max Mark			ing Marks: 40	
Tatal	No. of Load	es-Tutorials-Praction		ent of the Cou			
		75-0-0, Option- II/I		per week). /:	,		
Unit		Topics	11.50-15-0			No. of Lectures (1 Hour Each)	
Unit I	ical cism	BharatMuni: Natyas Bharthari — On Syr Aristotle — Poetics Activities: L- Rasa Enactment Students enact scene Hāsya, Karuņa, etc.) Reflective discussion 2- Catharsis Reflect After viewing a trage	t Workshop: s evoking ea n on how em tion Journal edy, students	ch of the nine into otions were considerated;	rasas (Śṛṅgāra, mmunicated responses	15	
¥1 14 1		focused on the emoti			ey experienced.		
Unit I			Apology for Poetry		15		
	lassical	John Dryden: Of Dra Samuel Johnson: A I					
CIM		Activities:					
		1-Gallery Walk: Display key quotes f move in groups, anal 2-Role-Play Sympo Students take on the	lyzing and re sium:	sponding on st	icky notes.		
1 700		and Neander and hol					

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	3-Faults and Greatness Chart:	
	Create a two-column chart listing Johnson's praises and	
	criticisms of Shakespeare with supporting examples.	
	William Wordsworth: Preface to Lyrical Ballads (1802)	,
Unit III	Samuel Taylor Coleridge: Biographia Literaria, Chapters XIV	15
Romantic	and XVIII	
Criticism	John Keats: Selected Letters (Negative Capability, on the aims	
	of poetry, on the imagination)	
	Activities:	
	1- Then vs. Now Comparison:	(Alabaya) neladi
	Compare excerpts from 18th-century neoclassical poetry (e.g.,	
	Pope) with Wordsworth's poems (Michael, The Solitary	Series 4
	Reaper).	
	Analyze how diction and subject matter reflect Wordsworth's	
	manifesto.	
	2-Imagination Illustration Task:	Tight of the state
	Create a visual diagram or infographic showing Primary vs.	*
	Secondary Imagination, including examples from The Rime of	
	the Ancient Mariner or Kubla Khan	
	3- Beauty vs. Truth Collage:	
	Create a visual or digital collage illustrating the relationship	
	between beauty and truth. Use Keats's quote: "Beauty is truth,	
	truth beauty"	
Unit IV	Matthew Arnold: A Study of Poetry; Barbarians, Philistines,	15
Modern	Populace', in Culture and Anarchy	
Criticism	T S Eliot: Hamlet and his Problem	
	Activities:	
	1- Culture Diary:	
	Students document their daily cultural consumption (music,	
	media, books, etc.) for a week, then analyze it through	
	Arnold's lens of culture vs. anarchy.	
	2- Scene Re-Imagining:	
	Rewrite a key Hamlet soliloquy using Eliot's theory—include	
	a new "objective correlative" that clarifies Hamlet's internal	
3	struggle.	
Unit V	Cleanth Brooks: The Language of Paradox	15
Formalism, New	Victor Shklovsky - "Art as Technique"	
Criticism and	Northrop Frye: Myth, Fiction and Displacement	
Archetype		
	Activities:	,
The state of the s	1- Paradox Collage Activity:	
14. Bil	Students create a visual collage that illustrates a literary	
15-27	paradox (e.g., "death be not proud," "sweet sorrow").	
	2- Short Film Screening & Analysis:	
	Watch a short experimental film (e.g., Maya Deren or	
	animation) and analyze how it defamiliarizes everyday scenes.	
88.5		
Keywords/Tags	Aesthetic Criticism Renaissance Neoclassic Romanticism mode	miam basses and

Keywords/Tags: Aesthetic, Criticism, Renaissance, Neoclassic, Romanticism, modernism, beauty and meaning, Formalism, New criticism and archetype, nature of literature.

Part- C: Learning Resources
Text Books, Reference Books, Other resources

Suggested Readings:

1. Chaudhery, Satya Dev. Glimpses of Indian Poetics. New Delhi; Sahitya Academy, 2002

T. S. Dorsch, tr. Classical Lierary Criticism. Harmondsworth: Penguin.

- 3. D. J. Enright and Ernest de Chickera, eds. English Critical Texts. London: Oxford University Press, 1962, rpt. Delhi, 1875.
- 4. Malcolm Bradbury and David Palmer, ed. Contempopary Criticism. Standford-Upon-Avon Studies 12, London: Arnold, 1970.
- 5. R.S. Crane, ed. Critics and Criticism: Ancient and Modern, University of Chicago Press, 1952.
- 6. David Diaches, Critical Approaches to Literature. 1956, rept. Bombay: Longam, 1967.
- 7. Terry Eagleton, Literary Theory: An introduction. Oxford Blackwell, 1983. Ronger Fowler, A Dictionery of Modern Critical Terms. London: Routledge, 1973.
- 8. On Syntax and Meaningl (from Vakyapadiya). Indian Literary Criticism: Theo- ry and Interpretation. Ed. G. N. Devy. Orient Longman, 2002. (Page 20-25).
- 9. The Poetics, Ed & trans. Anthony Kenny. Oxford University Press, 2013.

Suggested equivalent online courses:

- 1. https://archive.nptel.ac.in/courses/109/106/109106084/
- 2. http://www.digimat.in/nptel/courses/video/109104135/L30.html
- 3. https://archive.nptel.ac.in/courses/109/104/109104135/

Part- D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

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

Continuous Comprehensive Evaluatio	(CCE): 40 Marks, University Exam (GE): 60 Marks	
Internal Assessment: Continuous	a) Class Test	
Comprehensive Evaluation (CCE)	b) Presentation/ Assignment/ Quiz/ Group	40
8	Discussion etc.	
	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 $5 \times 1 = 5$	
University Exam Section	Section (B): Short Questions-5 5 x 3 = 15	60
Time: 03.00 Hours	(With internal choice)	
	Section (C): Long Questions-5 $5 \times 8 = 40$	
	(With internal choice)	

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4.70			Theory Paper		
			Part- A: Introduction		
	ram: PG 2-Year	Class: MA	Sem: III Se	ession: 2025-26	
Progr	ramme				
	T	S	ubject: English Literature		
1	Course Level		500		
2	Course Code		CC- 32		
3	Course Title	- C	English Language and Lin		
4	Course Type (Cor Discipline Specific	c Elective/)	Core Cour		
5	Pre-requisite (if a	ny)	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	
6	Course Learning (CLO)	outcomes	On successful completion of this couloble to: 1. To understand the fundamental vital role in the evolution and civilization. 2. To develop a neutral accent an intelligible English by masteri intonation, and voice modulat 3. To Analyze the influence of so and explore how language evolution and in different contexts. 4. To gain familiarity with sentents study on the components and sentence segments. 5. To comprehend the function a literary devices in the interpresent literature 6. To understand syntactic and segments.	al nature of language and its development of human and communicate in globally ing word stress, inflection, ion. ocial groups on language, olives and adapts over time ance structure, with a focuse functions of various and application of key tation and appreciation of the emantic changes in gramma	
7	Credit Value	Basser gal gal	Option- I = 5, Option		
8	Total Marks	and the same of th	Max. Marks: 40 + 60 Min. 1	Passing Marks: 40	
		Pa	rt-B: Content of the Course		
			eal (in hours per week): 75		
L-T-	P: Option-1: 75-0	0, Option- II/I	П: 60-15-0		
Unit	Topic	es .		No. of Lectures	
Unit	Englis Comm Conat Comm Langu Pidgin Activ 1-"De	sh language: For nunicative Func- tive, Poetic, Me nunication lage Varieties: n, Creol, Slang ities:	age: Its Origin and Evolution, Structure orm and Substance ctions of Language: Referential, Emotive stalinguistics, Phatic, Animal vs Human Register, Style and Dialect, Idiolect,	e,	
	Ask s morp Visua	hology) and sub	sk them down into form (syntax, ostance (meaning, semantics). diagrams or flowcharts.		

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	Give root words and affixes; students build new words and explain how form changes substance (e.g., "happy" → "unhappiness"). 3- Slang Dictionary Project: Students collect modern slang from peer groups or social media. Compile definitions, usage, and origin in a mini "Slang Dictionary."	
Unit II	Definition of Phonetics & Phonology, Difference between Phonetics and Phonology. Types of Phonetics, International Phonetic Alphabets, Phoneme Speech Mechanism, Active and Passive Articulators. Classification and description of speech sounds: consonants and vowels, Phonetic Transcription Activities: 1-Phonetics Scavenger Hunt: Divide the class into 3 groups: Articulatory, Acoustic, Auditory. Each group prepares a mini-presentation or diagram illustrating how their type of phonetics works using: Real-life examples Props (e.g., straws for airflow, recordings for acoustics) Present to the class. 2-Minimal Pairs Challenge: Prepare a list of minimal pairs (e.g., pat/bat, sip/zip, cap/cab). Students identify the contrastive sound (phoneme) and explain how it changes meaning.	15
Unit III	The Transformational Generative Grammar, Syntax: Categories and Constituents, Predicates and Argument Structure, Lexical Meaning Relations, Maxims of Conversation, Competence and Performance, Theories of Language Acquisition Semantics Synonymy, Antonymy, Hyponymy, Ambiguity Pragmatics Speech Act, The Co-operative Principle, Discourse analysis, Philosophy of Language Activities: 1-Sentence Tree Challenge: . Provide a complex sentence (e.g., The boy who wore a red cap ran quickly.) Students draw syntax trees showing transformations (like NP movement, WH-movement, etc.) Use different colours for deep structure and surface structure 2-Syntax Sorting Cards: . Prepare cards labeled with words and phrases (e.g., NP, VP, PP, AdjP) Students sort cards to form grammatical trees or diagrams showing constituent structure.	15
Unit IV	Linguistic Fallacies, Applied Linguistics, IC Analysis, Foregrounding, Repetition, Collocation, Collocational Clash, Inversion, Parallelism, Coupling, Embedding, Felicity,	15

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Pragmatics, Implicature. Pun, Syllopsis, , The Grind and tenor of Metaphor, Analyzing Metaphor, Connotation. Activities: 1- Fallacy Hunt: . Provide students with excerpts from advertisements, political speeches, or social media. . Ask them to identify and label linguistic fallacies, such as ambiguity, equivocation, false analogy, or loaded language. . Discuss the impact of each fallacy on meaning and persuasion. 2- Sentence Slicing: . Give students complex sentences. . Have them break down the sentences into IC levels using bracketing or tree diagrams. . Use color coding to highlight NPs, VPs, PPs, etc. Unit V Historical Trajectory of English in India, Status and Developmental Trends of the English, Language in the Post-Colonial Era. The Politics of the English Language in India, The Role of English within Indian Multilingualism, Contemporary Status of English in India, . English in Indian Literary and Media Discourses, Processes of Indian English Nativity, Linguistic Features and Structures of Indian English, 1-Timeline Creation: Students research key milestones: East India Company arrival, Macaulay's Minute (1835), English in education, post-. In groups, they design a visual timeline or digital poster showcasing the evolution of English in India. 2- Comparative Text Reading: . Provide excerpts from Indian authors writing in English (e.g., Salman Rushdie, Arundhati Roy, Chetan Bhagat). . Students compare their use of Indian English features and cultural idioms in literary vs media discourse (TV, YouTube, newspapers). Keywords/Tags: Phonology, Phonetics, Semantics, Pragmatics, Foregrounding, Parallelism Part- C: Learning Resources Text Books, Reference Books, Other resources Suggested Readings: Verma and Krishnaswami: Modern Linguistics: An Introduction (OUP 1989) 2. R K Bansal and J B Harrison: Spoken English for India 3. R K Bansal: An Outline of General English Phonetics 4. Geoffrey Leach and Jan Svartvic: A Communicative Grammar of English. Suggested equivalent online courses: 1. http://www.digimat.in/nptel/courses/video/109105205/L32.html https://archive.nptel.ac.in/courses/109/106/109106114/ https://dde.manuu.edu.in/sites/default/files/DDE/DDE-SelfLearnmaterial/12jan2023/Historyof-English-language-and-literature.pdf

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Maximum Marks: 100

Suggested Continuous Evaluation Methods:

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Part- D: Assessment and Evaluation

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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

Any remarks/ suggestions:

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100			Theory Paper Part- A: Introduction	Maria da Cara de Cara		
Progr	ram: PG 2-Year	r Class: MA		ssion: 2025-26		
	ramme					
		S	Subject: English Literature			
1	Course Level		500			
2	Course Code		CC-33			
3	Course Title		British Literature-I: Chaucer to R	estoration (Paper III (a))		
4 Course Type (Core Course/ Discipline Specific Elective/)			DSE			
5	Pre-requisite	(if any)	To study this course, a student is mand Literature in UG Programme as a majo PG programme through an entrance ter	r/minor(s) or admitted in		
6	Course Learning outcomes (CLO)		On successful completion of this course, the students will be able to: 1. understand the key features, themes, and styles of British literature from the Middle English Period (14th century) through the Restoration Period (late 17th century). 2. equip them with advanced knowledge and critical skills in understanding and analyzing British literary works 3. develop a deep understanding of various literary genres, historical contexts, and critical theories. 4. fostering their ability to interpret texts, engage in rigorous analysis, and apply their knowledge in diverse fields 5. develop skills in scholarly research, annotation, and academic writing specific to literary studies of early British literature.			
7	Credit Value	7	Option-1 = 5, Option- 11 & 11 = 4			
8	Total Marks		Max. Marks: 40 +60 Min. Passing Marks:40			
			rt-B: Content of the Course			
			cal (in hours per week): 75			
		5-0-0, Option- 11/1	11: 00-15-0	N. CI.		
Unit		Copics		No. of Lectures (1 Hour Each)		
Socio backs Tren	erical and -Political ground, ds and ements:	Development of Lite nentioned above Activities:	aissance Period Age the Age/s and Period/s mentioned above crary Genres during the Age/s and Period	15		
	2 C h	oles of The Canterb brief original tale i - Renaissance Tim Create a chronologic istorical developme i- Dramatic Irony (Quiz-style game who	n "pilgrimage" where students take on the ury Tales characters. Each student narra in the style of their character. Seline Gallery Walk: all wall display of key literary, artistic, a cents in Europe and England (1450–1600)	nd .		

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Unit-II	Edmund Spenser: The Fairie Queene (Book- 1, canto- I)	T
Narrative and	Edmund Spenser: The Fairle Queene (Book- 1, calito- 1)	15
Epic Poetry:	John Milton: Paradise Lost (Book I&II)	
Epic Formy.	000000000000000000000000000000000000000	
	Activities:	
	1-Virtue Debate:	
	Topic: "Holiness as the Supreme Christian Virtue—Spenserian	
	Perspective vs Modern Ethics."	
	Engage students in connecting 16th-century moral allegory	
	with contemporary issues of virtue and vice.	
	2- Milton's Cosmos Diagram: Students draw the cosmological structure: Heaven, Chaos,	and the same of th
	Hell, and Earth, with reference to lines from the text.	Marin Marin Sala
	Add quotes and character positions (e.g., Pandemonium,	The second of
	Bridge from Hell).	Jan 2001,
	Sings dominon).	3
Unit-III		10
Renaissance	William Shakespeare: Sonnets Nos. 18, 73, 129, 130	
Poetry	and 138	
		15
	John Donne: A Valediction: Forbidding Mourning	
	The Flea	
	The Cononization	
	A State of the sta	
	• • • •	
	Activities: :	
	1-Poetic Devices Scavenger Hunt:	
	Teams compete to find examples of literary devices in the	
	sonnets (e.g., metaphor, alliteration, hyperbole, paradox, pun). 2- Mini Seminar Presentation:	
	Divide the class into three groups. Each group presents one of	
	the poems with:	
	.Historical/religious context	
	.Central metaphors	
	.Argument or speaker's logic	
5	.Modern interpretation	
Unit-IV	William Shakespeare: Macbeth	
Drama ph		
	John Webster: The White Devil	
	•	15
Affine A Party	Activities:	
ing.	1-Character Trial – Macbeth in the Dock:	
THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN TW	Host a mock courtroom trial where Macbeth is tried for treason	
	and murder. Assign students roles (defense lawyer, prosecutor,	
	Lady Macbeth, Banquo's ghost, etc.).	
	2- Wit and Wordplay Detective:	
	Identify moments of verbal irony, dark humor, or philosophical	
	reflection in Flamineo's speeches. Discuss how language	
	reflects cynicism.	
Unit-V	John Bunyan: Pilgrim's Progress	
Fiction and		
Prose	Francis Bacon: Of Friendship, Of Revenge,	
	Of Love	15

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1- Character Diary Project

Students write first-person diary entries as Christian or another character (e.g., Faithful, Hopeful) after major events in the story, reflecting on the emotional and spiritual impact.

2- Symbol Sorting Game:

Provide symbols and scenes on cards (e.g., Burden, Wicket Gate, Apollyon, Interpreter's House) and have students explain or match them with their allegorical meanings.

3- Moral Aphorism Poster:

Have students select key aphoristic statements from Bacon's essays (e.g., "Revenge is a kind of wild justice") and illustrate them with real-life examples or metaphors.

Keywords/Tags: Sonnet, Epic, metaphysical poets, University Wits, Comedy, Tragedy

Part- C: Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

- 1. "The Norton Anthology of English Literature" edited by Stephen Greenblatt and M. H. Abrams, 8th ed., Norton, 2006
- 2. "The Oxford Handbook of British Literature and Theology", OUP UK, 2009

3. Albert, Edward, "History of English Literature" Oxford, 2017

Abrams, M.H. "A Glossary of Literary Terms", Cengage India Private Limited, 11th edition, 2015

Suggested equivalent online courses:

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

2-nptel.ac.in/noc19_hs46/preview

3-https://www.britannica.com/art/Elizabethan-literature

Part- D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Continuous Comprehensive Evalua	tion (CCE): 4	0 Marks, University Exam (UE)	:60 Marks	
Internal Assessment: Continuous	a)	Class Test		
Comprehensive Evaluation (CCE)	b)	Presentation/ Assignment/ Qui	z/ Group	40
	7-2	Discussion etc.		
grad and a second	c)	Appropriate weightage of atten- class.	dance in the	
	Note: A	Assessment modes for the Intern	al Evaluation	
	will be	based on the guidelines issued b	y UGC on (i)	
	"Evalu	ation Reforms in Higher Educat	ion	
	Institut	ions- November 2019" & (ii) "I	nnovative	
	Pedago 2021"	gical Approaches and Evaluation	n Reforms-	
External Assessment:	Section	(A): Very Short Questions-5	5 x 1 = 5	
University Exam Section	Section	(B): Short Questions-5	$5 \times 3 = 15$	60
Time: 03.00 Hours		(With internal choice)		
	Section	(C):Long Questions-5 (With internal choice)	5 x 8 = 40	

Any remarks/ suggestions:

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			Theory Paper	
		The state of the s	Part- A: Introduction	
	ram: PG 2-Year	Class: MA	Sem.: III	Session: 2025-26
Prog	ramme		ubicate English Literature	
	Cause I and		Subject: English Literature 500	
1_	Course Level		CC-3	
2	Course Code		British Literature-II: Augustan	
3	Course Title	(Core Course/	DSI	
4	Discipline Spe	ecific Elective/)		
5	Pre-requisite	(if any)	To study this course, a student is m Literature in UG Programme as a n PG programme through an entrance	najor/minor(s) or admitted in
7 8	Course Learn (CLO) Credit Value Total Marks	Pa	On successful completion of this able to: 1. equip them with advanced understanding and analyzing. 2. develop a deep understand historical contexts, and critical contexts, and critical contexts, and critical positions, and apply their kind analysis, and apply their kind analysis, and apply their kind analysis, and apply their kind arguments in oral and written ar	knowledge and critical skills in gritish literary works ing of various literary genres, tical theories. The repret texts, engage in rigorous nowledge in diverse fields research and present coherent ten forms, demonstrating erspectives. The text of the research and individual going relevance of Romanticisms.
L-T-	P: Option- I: 7	5-0-0, Option- II/I		IN AT
Unit	T	opics.		No. of Lectures (1 Hour Each)
Socio back	orical and -Political ground of P Augustan	Romantic A rends & Movement eriod/s mentioned a	s, Literary Features of the Age/s and	n 15
f	1 .F. L	- Movement Match Prepare cards with reake Poets, Gothic F Another set of cards upernatural, introsp Students match feating easoning. - Genre Performan	novement names (e.g., Graveyard Sc Revival, Transcendentalism). will have features (e.g., focus on na ection, melancholy). ures to movements and justify their	ture,

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	.Each group dramatizes a short piece in that form or writes a modern version with Romantic themes.	
	modern version with Romanic themes.	15
Unit- II Poetry	William Wordsworth: Tintern Abbey, Ode on Intimations of Immortality from Recollections of Early Childhood	13
	Mathew Arnold: To Marguerite DG Rossetti: The Blessed Damozel	
	Activities: 1- Nature and the Self: Comparative Reflection:	
	.Students write a reflective paragraph on how nature is treated in Tintern Abbey vs To Marguerite.	
	Guiding questions:	
	.How is the human-nature relationship portrayed?	
	.Is nature a source of comfort or disconnection?	
	2-Stylistic Devices Hunt:	The second
	Assign students stanzas to find:	The state of the s
	.Similes, metaphors .Alliteration	1
	.Enjambment	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	Personification	
	Imagery	
	Ask them to connect devices to meaning:	
	.How does Rossetti's use of religious imagery amplify	
	longing? .How does Wordsworth's enjambment evoke the flow of	
	memory?	
Unit-III	The state of the s	15
Drama	Hugh Kelly: Falls Delicacy Richard Cumberland: The West Indian	
	Activities:	
	1- Sentimental vs Satirical Comedy Debate:	
	.Students are divided into two teams: .Team A defends Restoration/Comedy of Manners (e.g.,	
	Congreve)	
	Team B defends Sentimental Comedy (Kelly, Cumberland)	
	.Each team argues which type of comedy is more effective	
	socially and emotionally.	
	2- Modern Rewrite Challenge:	
100	In groups, students rewrite a scene from False Delicacy or The West Indian in modern English.	
	Set it in today's world (e.g., business, social media, dating	
	culture).	
1 2	.Discuss what changes and what remains relevant.	
Unit-IV	Jonathan Swift: Gullivers Travels	15
Fiction	Jane Austen: Pride and Prejudice	
	Activities:	
	1- Satire and Society Mapping (Gulliver):	
	.Create a satirical map showing the four lands (Lilliput, Brobdingnag, Laputa, Houyhnhnms).	
1	For each, students annotate:	
1	Literal events	
J	.Targets of Swift's satire (e.g., petty politics, scientific	
	arrogance, human cruelty)	
	2- Irony Hunt (Pride and Prejudice):	

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		e.g., Mr. Collins's proposal, Lady			
		ntation, the opening line). ronic tone, understatement, and character			
and the same of th	judgment.	one tone, understatement, and enaracter			
Unit-V	Charles Lamb: Ch	arist's Hospital Five and Thirty Years Ago,	15	34-22	
Prose	Imperfect Sympath				
		In Reason and Imagination, On Genius and			
	Common Man				
	A attivition				
	Activities: 1- Parallel Analysi	is Writing Task			
	Prompt:	is writing rask.			
		use of personal anecdote with Hazlitt's		Sec.	1
		sition. How do their styles serve their	4.5	The state of the s	
	thematic concerns?		a Comment		
	2- Imagination vs .Students are divide	Reason Debate (Hazlitt):	The Marie and Marie	di l	
		nolds rationality and empirical thinking	The state of		
		Defends emotion, creativity, visionary			
	power	The state of the s	, S		
		as foundational text for arguments.			
Keywords/Tags:	mock epic, neoclassi	cism, empiricism,		A SAN AND AND AND AND AND AND AND AND AND A	
		Part- C: Learning Resources			
S		ks, Reference Books, Other resources			
Suggested Reading		lish Literature" edited by Stephen Greenblatt	and M H A	brams	
	orton, 2006	and Diviniting Concerns of Stephen Creenblatt		torairis,	
		sh Literature and Theology", OUP UK, 2009			
3. Albert, Ed	lward, "History of En	glish Literature" Oxford, 2017			
4. Abrams, N	A.H. "A Glossary of I	Literary Terms", Cengage India Private Limite	ed, 11th edit	ion, 2015	
	lent online courses:	1872 The The State of the State			•
		rses/109/106/109106149/			
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Total and the second of	8.	Note: Assessment modes for the Internal Ex	valuation		
		will be based on the guidelines issued by U	GC on (i)		
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