

TEACHING PLAN

Name of the teacher: Shahil Hussain

Course: B. A. Honours English under CBCS

Class allotted per week: 1st semester (2), 2nd semester (2), 3rd semester (4), 4th semester (4), 5th semester (5), 6th semester (6).

Paper/ Unit	Course Content	Key Aspects (Topics of discussion)	Teaching Methods	Assessment Methods	Learning Outcome	Classes Required
Paper 10100/ Unit II (Selections from Epic Sanskrit Literature)	‘The Dicing’ and ‘The Sequel to Dicing’, The Book of the Assembly Hall’, ‘The Temptation of Karna’ in Mahabharata by Vyasa.	Discussion on Mahabharata, themes and plot, important characters, role of Krishna and Shakuni.	Chalk and talk, audio visual, giving materials.	Class tests, sessional examinations, seminar presentations.	Students understand the ethical values and morals, understands Indian classical literary tradition	10
Paper 10200/ Unit III (Classical Roman Comedy)	Pot of Gold by Plautus	Textual analysis, Pot of Gold as a satire, plot and theme, important characters.	Chalk and talk, audio visual, giving materials.	Class tests, sessional examinations, seminar presentations.	Students understand the ethical values and morals, understand Western classical literary tradition	10
Paper 20100/ Unit I (Pre-Independence Indian English Novel)	The English Teacher by R. K. Narayan	Textual analysis, discussions on R. K. Narayan, Autobiographical elements, Important Characters, philosophical values.	Chalk and talk, audio visual, giving materials.	Class tests, sessional examinations, seminar presentations.	Students learn to appreciate the diversity of customs and traditions in India and also would be able to map the intellectual trajectory from pre- to post-independence period.	10
Paper 20200/ Unit I	Nun’s Priest Tale by	Biographical sketch of	Chalk and talk,	Class tests, sessional	Learners will acquaint with	8

(British Poetry and Drama: 14 th to 17 th Century)	Geoffrey Chaucer	Geoffrey Chaucer, Narrative Technique, Prologue to the Canterbury tales, critical studies, characters, moral values.	giving materials.	examinations, seminar presentation.	British poetry and drama from Chaucer to Shakespeare.	
Paper 30100/ Unit I and Unit IV (American Literature)	The Glass Menagerie by Tennessee Williams and The Prologue by Anne Bradstreet	Origin and background of American literature, memory play, autobiographical elements, main idea, themes, characters. Feminism.	Textual discussion, Course materials.	Class tests, sessional examinations, seminar presentations.	Learners will understand American Drama and poetry. They will also be able to understand the reality and illusion of the Great American Dream, the transcendentalist movement and American feminism.	15
Paper 30300/Unit III ((British Poetry and Drama: 17 th and 18 th Century) Restoration Comedy	The Rover by Aphra Behn	Features of Restoration Period, Restoration Comedy, Carnivalism, themes and issues, plot, characters.	Textual discussion, Course materials and audio-visual aids.	Class tests, sessional examinations, seminar presentations.	Learners will understand the political and social issues of Restoration Period.	10
Paper 40100/ Unit I (British Literature: 18 th Century) Restoration Comedy	The Way of the World by William Congreve	Features of Restoration Period, Restoration Comedy, Carnivalism, themes and issues, plot, characters, proviso scene, the comedy of manners.	Textual discussion, Course materials and audio-visual aids.	Class tests, sessional examinations, seminar presentations and group discussions.	Learners will understand the political and social issues of Restoration Period. They will be in a position to understand the spirit of 18 th century literature.	10

Paper 40200/ Unit I (British Romantic Literature) Pre-Romantic Poetry/ Literature	The Lamb, The Chimney Sweeper(from The Songs of Innocence and The Songs Of Experience), The Tyger(The Songs of Experience)	Discussion on William Blake's concept of Innocence and Experience, line by line discussion of the poems, Romanticism, summary and critical analysis of each poems, Blake's symbolism.	Textual discussion, Course materials.	Class test, sessional examinations, seminar presentation and group discussion	Learners would be in a position to know and appreciate the values of literature characterized by emotion, passion, love towards nature and exerting of imagination.	15
Paper 40300/ Unit III (British Literature: 19 th Century) Victorian Novel	Hard Times by Charles Dickens	Discussion on the text, features of Victorian Novel, industrial revolution, hard times of different society, characters, themes, plot.	Textual discussion, chalk and talk, Audio-visual aids, Course materials.	Class test, sessional examinations, seminar presentation and group discussion	The learners will be in a position to understand the political shift that came about due to the crisis of faith pertaining to the culture of positivism that manifested its full presence during the Victorian period.	10
Paper 50200/ Unit I (British Literature: The Early 20 th Century) Novella	Heart of Darkness by Joseph Conrad	Discussion on the, text, European colonial rule in Africa, Congo, characters, themes, symbolism.	Textual discussion, chalk and talk, Audio-visual aids, Course materials.	Class test, sessional examinations, seminar presentation and group discussion	Learners would understand the society South Africa in pre and post colonial period.	10

Paper 50120/ Unit I (Literature of the Indian Diaspora)	The Book of Secrets by M. G Vassanji	Diasporic literature, colonial history, discussion on text, as a narrative, presentation of history, themes and characters.	Textual discussion, chalk and talk, Audio- visual aids, Course materials.	Class test, sessional examinations, seminar presentation and group discussion	Learners will be in a position to understand the complexity of living as hyphenated identities in a space which is different from that of 'home'. They will also understand the postcolonial condition of identities caught between the quests for better life abroad.	8
Paper 50130/ Unit IV (Literary Criticism)	"The Heresy of Paraphrase" and "The Language of Paradox" by Cleanth Brooks	New criticism, definition and textual discussion, structure.	Textual discussion, chalk and talk, Audio- visual aids, Course materials.	Class test, sessional examinations, seminar presentations and group discussions.	Learners would understand, appreciate and critique literary texts by inculcating the values. They will be in a position to understand the text in terms of the contexts, which could be purely aesthetic, historical, textual or political.	10
Paper 60100/ Unit III (Modern European Drama) Absurd Drama	Waiting for Godot by Samuel Beckett	Absurd drama, existentialism, nothingness, concept of waiting and God, modern world, themes, characters.	Textual discussion, chalk and talk, Audio- visual aids, Course materials.	Class tests, sessional examinations, seminar presentations and group discussions.	Learners will be able to understand the absurdity of the modern world.	10

Paper 60200/ Unit IV (Postcolonial Literature) Poetry	‘Small Towns and the River’ and ‘The Voice of the Mountain’ by Mamang Dai	Folk literature, oral literature of North East India, myths and beliefs, textual discussion, summary and critical analysis.	Textual discussion, chalk and talk, Audio- visual aids, Course materials.	Class tests, sessional examinations, seminar presentations and group discussions.	Learners would have an idea of the state Arunachal Pradesh, ethnic identity of their people, their myths and beliefs.	6
Paper 60110/ Unit III (Literary Theory)	Structure, Sign and Play in the Discourse of the Human Science by Jacques Derrida	Structuralism, structure, deconstruction, centre, sign, signifier, signified, logocentricism, binary opposition, linguistic structure.	Textual discussion, chalk and talk, Audio- visual aids, Course materials.	Class tests, sessional examinations, seminar presentations and group discussions.	Learners shall be in a position to know some of the significant texts of discourses and will be able to relate their reading of literature through theories.	12

Teaching Plan

Name of the teacher: **Dr. Gitanjali Gogoi**

Course: Core

Programme: CBCS

Class allotted (per week): 1st semester: **2**, 2nd semester: **2**, 3rd semester: **4**, 4th semester: **4**, 5th semester: **6**, 6th semester: **6**.

Paper/ Unit	Course content	Key Aspects (Topics of discussion)	Teach ing Metho ds	Assess ment Method s	Learning outcome	Clas ses requ ired
10100 III	<i>Mricchkatika</i> By Sudraka	1.A Brief discussion on Classical drama. 2.Discussion of different themes and techniques 3.Character Analysis 4.Detail discussion of the text	1.Chalk and Talk 2.Show ing Video of the play	Questio ning, group discuss ion, Class test etc.	Student would understand the rich Indian classical tradition and its aesthetic philosophy	10

10100	<i>Metamorphoses</i> by Ovid	<p>1.A brief discussion on classical epic tradition</p> <p>2. Detailed discussion of the two prescribed portions</p>		<p>Questioning, group discussion, Class test etc.</p>	<p>Students would be able to assess the different aspects of classical tradition of writing epic</p>	6
20100	<i>In Custody</i> by Anita Desai	<p>1.A discussion on Anita Desai as a novelist</p> <p>2.Detailed chapter-wise analysis of the text</p> <p>3.In Custody as a symbolic novel</p> <p>4. Tradition Vs modernity</p> <p>5. Character analysis</p>		<p>Questioning, group discussion, Class test etc.</p>	<p>Student would be able to understand and analyse the socio-cultural background of India after independence; the linguistic divide among people, Anita Desai's venture into a new field i.e. the man's world etc.</p>	10

20200	<i>Macbeth</i> by William Shakespeare	1.A discussion on the Elizabethan drama and tragedy 2. Detailed and minute analysis of the text 3. Discussion on characters tragic hero, use of irony and supernatural elements etc.		Do	Students would understand the literary conventions of Elizabethan period, they would be able to assess the influence of the European Renaissance on dramatists like Shakespeare	10
30100	<i>Beloved</i> by Toni Morrison	1.Discussion on the history of slave trade, American Civil War, Civil Rights Movement etc. 2.Detailed analysis of the novel, characters, themes, techniques etc.	Movie Based on the novel is shown to the students; direct consultation	Do	Students would understand the different features and trends in American literature, and would be able to assess the impact of history in the formation of literature	10
30200	<i>Funny Boy</i> by Shyam Selvadurai	1.Discussion on the theme of ethnicity, history of Sri Lanka's ethnic clashes, the issue of identity etc. 2.Detailed explanation of the text, analysis of themes such as identity, sexual freedom, the idea of home and exile etc.		Do	Students would be able to appreciate the presence of creative space in the making of literature, they would be able to	10

					assess the impact of history in the identity formation of the writers themselves	
30300	<i>The Duchess of Malfi</i> by John Webster	1.Discussion on 17 th and 18 th century English drama , revenge and horror plays and the influence of Shakespeare in subsequent playwrights, 3. Minute analysis of the text 4.Analysis of characters, themes 5. Discussion on gender and marriage, personal freedom and women’s position in society		Do	Students would be able to assess the ways English drama followed and also liberated itself from the classical tradition	10
40100	<i>Tristram Shandy</i> by Laurence Sterne	1.Discussion of the new experimental modes of creative expression among the 18 th century writers, 2. Discussion of the text with special emphasis on the news technique and themes adopted by the writer Stern		Do	Students are expected to understand the different innovative measures taken up by the novelist	10
40200	<i>Frankenstein</i> by Mary Shelley	1.Discussion on Romantic age, the new learning, the Gothic tradition and the predominance of imagination 2.Detailed analysis of the text, its symbolic significance, themes, techniques etc.	Movie Based on the novel is shown to the students; direct consultation	Do	Students are expected to learn the importance of imagination, emotion, passion in creating great work of literature	10

40300	<i>Jane Eyre</i> by Charlotte Bronte	1. Discussion on Victorian literature, women writers of the period, women characters in Victorian novels etc, 2. Gothic tradition in novel 3. Detailed explanation of the text, characters, themes, techniques etc.	Movie Based on the novel is shown to the students; direct consultation	Do	Students are expected to critically appreciate the literary trends of 19 th century and the position of female writers and female characters in novels	10
50100	<i>The Color Purple</i> by Alice Walker	1. Discussion on African American literature and the women writers, 2. Black feminism and Alice Walker's "Womanism" 3. Detailed analysis of the novel, characters, themes, technique, symbolism used etc.	Movie Based on the novel is shown to the students; direct consultation	Do	Students would be able to have a critical understanding of the women writers in African American literature, their attempts to articulate the racial and patriarchal ideology of the society.	10
50200	<i>Sons and Lovers</i> by DH Lawrence	1. Discussion on the literary trends and experimentations in early 20 th century British Literature and the development of psychological studies and its impact on literature. 2. Detailed explanation of		Do	Students would learn about concepts like Oedipus complex, stream-of-consciousness, impact of	10

		the text, themes, techniques, characters etc.			industrialization etc.	
50120	<i>The Namesake</i> by Jhumpa Lahiri	1. Discussion on Literature of the Diaspora, Women Diaspora Writers, 3. Detailed explanation of the text, themes and characters	Movie Based on the novel is shown to the students; direct consultation	Do	Students are expected to understand the socio-cultural scenario involving hyphenated identities in the post Colonial era of mobility	10
50130	<i>Practising Feminist Criticism</i> by Maggie Humm	1. Discussion on feminist movement in literature and third world feminism 2. Detailed discussion of the two prescribed essays emphasising their position in the third world feminism	Direct consultation with the student	Do	Students are expected to understand, appreciate, and critique literary texts in terms of historical, political, aesthetic and textual perspectives	8
60100	<i>Rhinoceros</i> by Eugene Ionesco	1. Discussion on political background of the play 2. Detailed analysis of the text, themes, characters, title, allegorical significance of the text.	Direct consultation with the student	Do	Students are expected to analyse modern drama with its entire attendant problematic	
60200	<i>Things Fall Apart</i> by Chinua Achebe	1. Discussion on post colonial literature and African approach to Postcolonialism, 2. Minute analysis of the text, themes, characters, etc.	Direct consultation with the	Do	Students are expected to appreciate the relation between text and context of the given	

			student		socio-cultural period	
60110	<i>1. Twenty Years on: A Literature of Their Own Revisited</i> by Elaine Showalter <i>2. Crisis in Orientalism</i> by Edward Said	1. Discussion of the Anglo-American feminism and French Feminism; discussion on Postcolonial theory of criticism, 2. Detailed explanation of the two prescribed essays, with diverse and different key issues and problems raised by the critics	Direct consultation with the student	Do	Students will be able to assess the significant texts of discourses revolving around class, gender, power, language, race and identity	10
60130	<i>The Shadow Lines</i> by Amitav Ghosh	1. Discussion of Indian Independence, Partition and Ethnic and communal riots after independence, 2. Minute analysis of the text themes, characters, symbolism, title, etc.	Direct consultation with the student	Do	Students will be able to understand the magnitude of the tragedy of partition, trauma, and how literature professes human values amidst all these.	

TEACHING PLAN

Name of the teacher: Kanseng Shyam

Course: B. A. Honours English under CBCS

Class allotted per week: 1st semester (2), 2nd semester (2), 3rd semester (4), 4th semester (5), 5th semester (5), 6th semester (5).

Paper/ Unit	Course Content	Key Aspects (Topics of discussion)	Teaching Methods	Assess ment Method s	Learning Outcome
Paper 10200/ Unit II (Classical Roman Comedy)	Sophocles: “Antigone”	Discussion on Greek tragedy, features of Greek theatre, conflict of interest in life, morality, character sketches of the play.	Chalk and talk, audio visual, giving materials, play premiering.	Class tests, session al examin ations, seminar present ations.	The students will be able to know about the evolution of Greek tragedy, importance of morality in life, play as a tool to depict society. Total class required: 12
Paper 20100/ Unit II (Pre- Independence Indian English Novel)	Robin S. Ngangom: “The Strange Affair of Robin S. Ngangom”, “A Poem for Mother”	Textual analysis, discussions on north east Indian literature, Autobiographical elements, nationalism in Manipur, insurgency in north east India and the problems of north east India.	Chalk and talk, audio visual, providing materials.	Class tests, session al examin ations, seminar present ations.	The learners will be able to know the circumstances of north eastern Indian states, literature of Manipur, poetry as a literary device to depict social issues. Total class required: 10
Paper 20200/ Unit I (British Poetry and Drama: 14 th to	Edmund Spenser: Selections from Amoretti: Sonnet LVII: “Sweet warrior...”,	Discussion on sonnet: its origin, evolution and popularity, Sonnet as a love poem	Chalk and talk, giving materials.	Class tests, session al examin ations, seminar	The learners will be able to comprehend the significance of sonnet, love as an eternal theme in poetry. Total class required: 6

17 th Century)	Sonnet LXXV: “One day I wrote her name...”			presentation.	
Paper 30100/ Unit IV (American Literature)	Alexie Sherman Alexie	American poetry, American literature, poetry as a form of literature, main ideas of the poem	Textual discussion, Course materials.	Class tests, sessional examinations, seminar presentations.	Learners will understand poetry as an influential tool to express oneself, the features of American poetry Total class required: 5
Paper 30300/Unit IV (British Poetry and Drama: 17 th and 18 th Century) Restoration Comedy	“The Rape of the Lock” by Alexander Pope	Features of Neoclassical Period, Mock epic, satire as a tool, themes and issues, plot, characters.	Textual discussion, Course materials and audio-visual aids.	Class tests, sessional examinations, seminar presentations.	The learners will be able to grasp the importance of satire in society, Mock epic in English literature and significance of Augustan age. Total class required: 12
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Paper 40200/ Unit I, II & III (British Romantic Literature) Pre-Romantic Poetry/ Literature	1. Robert Burns: “A Bard’s Epitaph” , “Scots Wha Hae” 2. Sam	Discussion on: Romanticism, British poetry, Importance of Imagination.	Textual discussion, Course materials.	Class test, sessional examinations, seminar presentation and group discussion	The learners will be able to know about the features of Romantic poetry and appreciate the relevance of it. Total class required: 10

	<p>uel Tayl or Cole ridg e: “Ku bla Kha n” “Dej ectio n: An Ode ”</p> <p>3. Lord Byro n: “Chi lde Haro ld: Cant o III, Vers es 36- 45 (line s- 316- 405)</p>				
<p>Paper 40300/ Unit III (British Literatur e: 19th Century) Victorian Novel</p>	<p>Jane Austen: “Pride and Prejudice”</p>	<p>Discussion on the t</p>	<p>Textual discussion, chalk and talk, Audio- visual aids, Course materials.</p>	<p>Class test, session al examin ations, seminar present ation and group discussi on</p>	<p>The learners will be in a position to understand the political shift that came about due to the crisis of faith pertaining to the culture of positivism that manifested full presence during the Victorian period.</p> <p>Total class required: 15</p>
<p>Paper 50200/ Unit IV (British Literatur</p>	<p>T.S Eliot: “The Love Song of J. Alfred Prufrock” &</p>	<p>Modernism, British Modernist poem and its history, Modern world and its</p>	<p>Textual discussion, chalk and</p>	<p>Class test, session al examin</p>	<p>Learners would understand the modernism and its impact in human society and civilization of the world. Besides, the learners will also know the modern poetic genres mastered by T.S Eliot.</p>

e: The Early 20 th Century) Novella	“The Hollow Men”	realities, Alienation, emptiness and meaninglessness in modern world	talk, Audio-visual aids, Course materials, ICT, poetry recitation, internet tools.	ations, seminar presentation and group discussion	Total class required: 10
Paper 50120/ Unit III (Literature of the Indian Diaspora)	Anita and Me by Meera Syal	Diasporic literature, colonial history, discussion on text, as a narrative, presentation of history, themes and characters, racism, alienation, rootlessness and cultural conflict in immigrated country.	Textual discussion, chalk and talk, Audio-visual aids, Course materials, film study, Internet tools.	Class test, sessional examinations, seminar presentation and group discussion	Learners will be in a position to understand the complexity of living as hyphenated identities in a space which is different from that of ‘home’. Besides, learners will also witness the postcolonial circumstance of diaspora. Total class required: 14
Paper 50130/ Unit III (Literary Criticism)	I.A Richards: Principles of Literary Criticism (Chapters 1, 2 & 34) and Practical Criticism “Four Kinds of Meaning”	Practical criticism: its origin, evolution and present status, Inevitable principles of literary criticism, the significance & relevance of practical criticism.	Textual discussion, chalk and talk, Audio-visual aids, Course materials, ICT, Internet tools.	Class test, sessional examinations, seminar presentations and group discussions.	Learners would comprehend, appreciate and critique literary texts by inculcating the values and examples. They will be in a position to understand the text in terms of the contexts, which could be purely practical related to literary criticism. Total class required: 12
Paper 50100/ Unit IV (Essay/ Memoir)	1. Eunice De Souza – “Advice to Women”, “Bequest”,	Struggle of Indian women via literary works, Feminism in India, Women empowerment, patriarchal society	. Textual discussion, chalk and talk, Audio-visual aids, Course materials,	Class test, sessional examinations, seminar	Learners shall be able to know the condition of women in India through poems, memoirs & autobiography. The students will also know the power of literature as a tool to depict the issues of our society.

	<p>2. Ramabai Ranade- “A Testimony of our Inexhaustible Treasures”</p> <p>3. Rassundari Debi- “Excerpts from Amar Jibon”</p>	& women’s suffering	ICT, Internet tools.	presentations and group discussions.	Total class required: 7
<p>Paper 60200/ Unit III (Postcolonial Literature)</p> <p>Short-story</p>	Bessie Head’s “The Collector of Treasures”	African society, circumstance of women in Africa, feminism, women empowerment, patriarchal African society, suffering of women, negative view on women by the society.	Textual discussion, chalk and talk, Audio-visual aids, Course materials, ICT mode.	Class tests, Surprise test, sessional examinations, seminar presentations and group discussions.	Learners would have an idea of the African society, the role of men in African community, ethnic & traditional myth of Africa. Total class required: 5
<p>Paper 60110/ Unit II (Literary Theory)</p>	When the Goods Get Together by Luce Irigaray	Discussion on feminism, Patriarchal society and women, Women empowerment, Sigmund Freud and his theory of penis envy, Women as a commodity in commerce, trade and market, LGBTQ,	Textual discussion, Documentary on feminism, Chalk and talk, Audio-visual aids, Course materials.	Class tests, Peer discussion, Sessional examinations, Seminar presentations	Learners shall be in a position to know some of the significant phases of feminism and its repercussion. Besides, the students will also, able to know about feminism both from men and women’s perspectives. In addition, the learners will be able to relate their reading of literature through theories of feminism.

		Homosexuality, Lesbianism etc.		and Group discussions.	Total class required - 7
Unit IV	“Indian Literature”: Notes towards the definition of a category by Aijaz Ahmad	<p>Discussion on:</p> <ol style="list-style-type: none"> 1. Indian literary history, evolution and present circumstance 2. Problems in categorizing Indian Literature and Third World Literature 3. Lack of deep research by the West to comprehend Indian and non-western literature 4. Lack of research by higher institutions of Indian including English department to understand the complex literary history of diverse Indian literature 	Textual discussion, Audio-Video learning, ICT mode of teaching, chalk and talk, verbal discourse.	Class tests, Peer discussion, Sessional examinations, Seminar presentations and Group discussions.	<p>Learners shall be able to comprehend about the diverse Indian literature, language, and history. Besides, they will also know about the non-west view on Indian literature.</p> <p>Total class required- 10</p>

<p>Paper-60130</p> <p>(Partition Literature)</p>	<p>Manik Bandhopadhyaya: “The Final Solution”</p> <p>Lalithambika Antharjama: “A Leaf</p>	<p>Discussion on Indian partition, Literature and partition trauma, women in partition</p>	<p>Audio-Video learning, ICT mode of teaching, chalk and talk, verbal discourse</p>	<p>Class tests, Peer discussion, Sessional examinations, Seminar presentations and Group discussions.</p>	<p>The learners will be able to know the history of partition and suffering of women. The students will also know about the partition in women’s perspectives.</p> <p>Class required: 12</p>
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Teaching Plan

Name of the teacher: Kaushik Dutta

Course: CBCS

Programme: BA (Honours)

Class allotted (per week): 20-22.

Paper/Unit	Course content	Key Aspects (Topics of discussion)	Teaching Methods	Assessment Methods	Learning outcome	Classes required
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10100/ II	Vyasa, 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', in <i>The Mahabharata</i>	The origins of Bharata; the significance of the dicing episodes; character analysis in the larger context of the epic.	Descriptive; audio-visual aid	Class test; sessional test; seminar presentations	Moral and ethical development ; knowledge of the Indian epic tradition	24
10200/I	Homer, The Iliad, Book 1: The Wrath of Achilles, Book 16: Patroclus in Achilles's, armour killed by Hector, Book 22: Hector's Killing by Achilles, Book 24: Return and Burial of Hector's Body.	Description of the Greek myths and legends; <i>The Iliad</i> as a literary canon; introduction to tragedy in classical drama	Descriptive; audio-visual learning via film screening	Class test; sessional test; seminar presentations	Acquainting the students with the European classical texts; the importance of <i>The Iliad</i> in the context of English literary tradition	24
20100/II I	H.L.V. Derozio 'Freedom to the Slave', 'The Orphan Girl'	Introduction to Indian English Poetry; the origins of the Anglo-Indian influence; the	Descriptive; chalk and talk	Class test; sessional test; seminar presentations	Acknowledging the importance of Derozio, Michael Madhudan	10

		philosophical idea of freedom; the significance of English language in Colonial India.			Dutt and Ram Mohan Roy in Indian Writing in English; locating Derozio within the fabric of colonial India.	
20100/I V	Mulk Raj Anand- “Two Lady Rams”	Assessing the contribution of Anand, Raja Rao and RK Narayan; “Gandhian whirlwind”; Indian society in colonial India; status of women in India; colonial exploitation of India	Descriptive; chalk and talk	Class test; sessional test; seminar presentations	Understanding the socio-political condition in colonial India; mapping the position of Indian women.	10
20200/II	Christopher Marlowe- <i>Doctor Faustus</i>	Renaissance drama; University wits; tragedy; the play as a morality; themes, techniques, and structure.	Descriptive; audio-visual aid to show the Elizabethan theatre	Class test; sessional test; seminar presentations, group discussions	The importance of Renaissance in English literature; Marlowe as a great Elizabethan playwright; the play and its context to 16 th century England	20
30100/II I	William Faulkner- “Dry September”	Realism; Condition of the Black Americans in 20 th century; the text as a social document; psychoanalytical	Descriptive; chalk and talk	Class test; sessional test; seminar presentations	Understanding racism; the socio-political conditions of America; assessing the role of Faulkner as a critic of	08

		understanding of the story.			the society; understanding the American Dream	
30100/IV	Robert Frost- “Mending Wall”	Robert Frost as a universal poet; naturalism and Romanticism in American poetry; nature of human beings	Descriptive; chalk and talk	Class test; sessional test; seminar presentations	Form in American poetry; importance of Robert Frost from American milieu;	06
30200/II	Agatha Christie- <i>The Murder of Roger Ackroyd</i>	Popular fiction; crime novels; Christie as a trendsetter of crime fictions; psychoanalytical reading of the novel; structure, setting and themes.	Descriptive; audio-visual learning via film screening	Class test; sessional test; seminar presentations; group discussions	Assessing the nuances of Christie’s detective world; understanding the emergence of popular fiction; psychoanalysis.	20
40100/II	Jonathan Swift- <i>Gulliver’s Travels</i> (Books III & IV)	Rise of the novel; use of satire in the 18 th century; the Enlightenment; the novel as a social document; nature of man; condition of women;	Descriptive; narration; film screening	Class test; sessional test; seminar presentations; group discussions	understand the spirit of the age, as well as the literature embodying this spirit.	20
40200/II I	PB Shelley- “Ozymandias” and “Ode to the West Wind”	Romantic Poetry; Shelley as a Romantic poet; Nature in its beauty and terror	Descriptive; chalk and talk	Class test; sessional test; seminar presentations;	Understanding Reason and Imagination; appreciating the values of a literature characterized by emotion, passion, love towards	12

					nature, exerting of imagination	
40300/I V	Alfred Tennyson- “Ulysses” and “The Defence of Lucknow”	Characteristics of the Victorian Age; Imperialism and Colonialism; Dramatic monologue; Scepticism in Tennyson’s poetry.	Descriptive; audio-visual aid to show Victorian culture	Class test; sessional test; seminar presentations;	understand concepts like utilitarianism, surplus value, Victorian prudishness, survival of the fittest, etc; understanding the advent of Colonialism	12
50100/II I	Mahasweta Devi- “Draupadi”	Women’s writing in India; Subaltern literature; exploitation of the subalterns and women by the patriarchal society; hegemony.	Descriptive	Class test; sessional test; seminar presentations;	Ability to see things from a gender-neutral perspective; understanding the suppressed voices of women and subaltern communities in India	08
50100/I V	Mary Wollstonecraft- Selections from <i>A Vindication of the Rights of Women</i>	Women in the 18 th century; writings by women across history; origins of Feminism; right to education of women; Wollstonecraft as the torchbearer of women writers.	Chalk and talk	Class test; sessional test; seminar presentations;	Understanding women in a phallogentric society; assessing the manner in which power operates to silence women from articulating their views	10
50200/I V	WB Yeats- ‘Leda and the Swan’;	Yeats as the last Romantic poet and one	Chalk and talk; audio-	Class test; sessional test;	Understanding a trajectory of	12

	‘The Second Coming’; ‘No Second Troy’, ‘Sailing to Byzantium’	of the first Modernist poets; use of myth; modernist techniques in Yeats’ poetry; philosophical meaning of the myths in the modern world;	visual aid to show paintings of the mythical characters	seminar presentations; group discussion.	the philosophical shift in the 20 th century; assessment of the experiments in literature in Modernist poetry.	
50120/II	Virginia Woolf- “Modern Fiction”	Woolf’s notions of novel writing; The change of the novelistic form over time; understanding that the methods employed by fiction writers display a variety of responses to the subjects chosen for presentation	Descriptive	Class test; sessional test; seminar presentations; group discussion.	Understanding the trajectories and changes of novel writing through time.	08
50130/II	TS Eliot- “Tradition and Individual Talent”, “The Function of Criticism”	Origins of criticism in the 20 th century; Criticism and Modernism; Eliot’s concepts of tradition, individual talent; the role of criticism; criticism and the creative faculty.	Descriptive; audio-visual aid for Eliot’s lectures	Class test; sessional test; seminar presentations; group discussion.	understand, appreciate and critique literary texts by inculcating the values of what good or bad literature tends to be; understand the texts in terms of the contexts, which could be purely aesthetic, historical, textual or political.	10

60100/I	Henrik Ibsen; <i>Ghosts</i>	Realism in drama; the influence of the society in personal life; Ibsen's critique of hypocrisy in religion and society.	Descriptive.	Class test; sessional test; seminar presentations; group discussion.	Understanding Modern European drama as an essential vehicle for representing the political, social, individual, and economic conditions.	10
60200/IV	Pablo Neruda- 'Tonight I can Write', 'The Way Spain Was'.	Commonwealth literature; Neruda's poetic aesthetics; Postcolonial identity of Neruda; "Memory" and "Home"	Chalk and talk.	Class test; sessional test; seminar presentations; group discussion.	Understanding literature and identity politics; assessing personal and collective memory in postcolonial world.	08
60110/I	Antonio Gramsci- 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers'	"Ideology"; "Hegemony"; types of intellectuals-traditional and organic intellectuals; functioning of the civil society.	Chalk and talk.	Class test; sessional test; seminar presentations; group discussion.	Developing a critical insight on Marxism; Ability to understand a text from Marxist perspective.	08
60110/I	Louis Althusser- "Ideology and Ideological State Apparatuses"	Structural Marxism; Types of state apparatuses; "Ideology has no history"; functions of ISAs and RSAs; means of production and reproduction of the elements of the society.	Chalk and talk.	Class test; sessional test; seminar presentations; group discussion.	Ability to understand the different powers in a society; ability to analyse texts from Marxist point of view.	10

60130/II I	Sa'adat Hasan Manto- "Toba Tek Singh"	Partition; the trauma of partition' the idea of 'home'.	Chalk and talk; audio- visual aids.	Class test; sessional test; seminar presentatio ns; group discussion.	Understandi ng the trauma of people affected by partition; the influence of politics in personal lives.	06
60130/I V	Gulzar- "Toba Tek Singh"	Reimagining the horrors of partition; the imagination of history; Communal tensions in literature.	Descripti ve.	Class test; sessional test; seminar presentatio ns; group discussion.	Understandi ng the impact of Manto's "Toba Tek Singh in Gulzar's poem; Locating the trauma of partition beyond the temporal notions of statehood.	05