

# **ENGLISH HONOURS**

**COURSE STRUCTURE UNDER CBCS (2016-17 AB)**

| <b>Semester</b> | <b>Core Course (14)</b> | <b>Ability Enhancement compulsory course (AECC) (2)</b> | <b>Ability Enhancement compulsory course (AECC) (2) (Skill Based)</b> | <b>Discipline Specific Elective (DSE) (4)</b> | <b>Generic Elective (GE) (4)</b> |
|-----------------|-------------------------|---|---|---|----------------------------------|
| 1ST             | CORE-I (20+80)          | MIL (O/A.E) (20+80)                                     | X   | X   | M.E-I (P-I) (20+80)              |
|                 | CORE-II (20+80)         |   |   |   |                                  |
| 2ND             | CORE-III (20+80)        | E.S (20+80)   | X   | X   | M.E-I (P-II) (20+80)             |
|                 | CORE-IV (20+80)         |   |   |   |                                  |
| 3RD             | CORE-V (20+80)          | X   | SEC-I<br>Communicative English & Writing Skill (20+80)                | X   | M.E-II (P-I) (20+80)             |
|                 | CORE-VI (20+80)         |   |   |   |                                  |
|                 | CORE-VII (20+80)        |   |   |   |                                  |
| 4TH             | CORE-VIII (20+80)       | X   | SEC-II (Subject Specific Skill) (20+80)                               | X   | M.E.-II (P-II) (20+80)           |
|                 | CORE-IX (20+80)         |   |   |   |                                  |
|                 | CORE-X (20+80)          |   |   |   |                                  |
| 5TH             | CORE-XI (20+80)         | X   | X   | DSE-I (20+80)                                 |                                  |
|                 | CORE-XII (20+80)        |   |   | DSE-II (20+80)                                |                                  |
| 6TH             | CORE-XIII (20+80)       | X   | X   | DSE-III (20+80)                               | X                                |
|                 | CORE-XIV (20+80)        |   |   | DSE-IV (Project-100)                          |                                  |

**SEMESTER-I****CC-1 : BRITISH POETRY AND DRAMA: 14<sup>TH</sup> TO 17<sup>TH</sup> CENTURIES**

The paper seeks to introduce the students to British poetry and drama from the 14<sup>th</sup> to the 17<sup>th</sup> centuries. It offers the students an exploration of certain seminal texts that set the course of British poetry and plays.

British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries

**Unit 1**

A historical overview:

The period is remarkable in many ways: 14<sup>th</sup> century poetry evokes an unmistakable sense of “modern” and the spirit of Renaissance is marked in the Elizabethan Drama. The Reformation brings about sweeping changes in religion and politics. A period of expansion of horizons: intellectual and geographical.

**Unit 2**

Chaucer: *The Paridoner’s tale*

**Unit 3**

Thomas Campion: “Follow Thy Fair Sun, Unhappy Shadow”, Sir Philip Sidney: “Leave , O Love, which reachest but to dust”, Edmund Waller: “Go, lovely Rose”, Ben Jonson: “Song to Celia”, William Shakespeare: Sonnets: “Shall I compare thee to a summer’s day?”, “When to the seasons of sweet silent thought”, “Let me not to the marriage of true minds.”

**Unit 4**

William Shakespeare: *Macbeth* or *Dr. Faustus*

**Unit 5**

Marlowe: *Dr. Faustus*

**Scheme of Evaluation:****For Core English Honours Papers**

|               |                                  |
|---------------|----------------------------------|
| Midterm test: | 20 marks                         |
| Unit 1:       | 02 questions x 10 marks=20 marks |

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|        |          |
|--------|----------|
| Total: | 20 marks |
|--------|----------|

Final Examination: 80 marks

|  |           |
|--|-----------|
| Unit 2: 1 long answer question+ 1 short note/analysis (14+06)  | =20 marks |
| Unit 3: 1 long answer question+ 1 short note/analysis (14+06)  | =20 marks |
| Unit 4: 1 long answer question+ 1 short note/analysis/ (14+06) | =20 marks |
| Unit 5: 1 long answer question+ 1 short note/analysis/ (14+06) | =20 marks |

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|        |            |
|--------|------------|
| Total: | = 80 marks |
|--------|------------|

**SEMESTER-I****CC-2 : BRITISH POETRY AND DRAMA: 17<sup>TH</sup> AND 18<sup>TH</sup> CENTURY**

The objective of this paper is to acquaint students with the Jacobean and the 18<sup>th</sup> century British poetry and drama, the first a period of the acid satire and the comedy of humours; and the second a period of supreme satiric poetry and the comedy of manners.

**Unit 1** A historical overview

17<sup>th</sup> C: Period of the English Revolution (1640–60); the Jacobean period; metaphysical poetry; cavalier poetry; comedy of humours; masques and beast fables 18<sup>th</sup> C: Puritanism; Restoration; Neoclassicism; Heroic poetry; Restoration comedy; Comedy of manners.

**Unit 2**

John Milton: *Lycidas*

John Donne: *A valediction forbidding mourning*

Andrew Marvel : *To His Coy Mistress; The Garden; A Dialogue between the Soul and the Body*

**Unit 3**

Ben Jonson: *Volpone*

**Unit 4**

Pope: *Ode on Solitude, Summer, Sound and Sense, The Dying Christian to his Soul*; and

Robert Burns: *A Red Red Rose, A Fond Kiss, A Winter Night, My Heart's in the Highlands*

**Unit 5**

Dryden : *All for Love*

**Scheme of Evaluation:****For Core English Honours Papers**

Midterm test: 20 marks

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis/ (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis/ (14+06) =20 marks

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Total: = 80 marks

**SEMESTER-II****CC-3 : BRITISH LITERATURE: 18<sup>TH</sup> CENTURY**

The objective of the paper is to acquaint the students with two remarkable forms of literature: Essay and novel. The period is also known for its shift of emphasis from reason to emotion.

**Unit -1** A historical overview:  
Restoration, Glorious Revolution, Neo-classicism, Enlightenment.

**Unit-2** Joseph Addison : On Giving Advice  
Reflections in Westminster Abbey  
Defence and Happiness of Married Life  
Richard Steele: Recollections  
On Long-Winded People

**Unit-3** Daniel Defoe: *Robinson Crusoe*

**Unit-4** Oliver Goldsmith: A City Night-Piece  
On National Prejudices  
Man in Black  
Samuel Johnson: Expectations of Pleasure frustrated  
Domestic Greatness Unattainable  
Mischiefs of Good Company  
The Decay of Friendship

**Unit-5** Thomas Gray: Elegy written in a country churchyard

**Scheme of Evaluation:****For Core English Honours Papers**

Midterm test: 20 marks  
Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks  
Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks  
Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks  
Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: = 80 marks

**SEMESTER-II****CC-4 : INDIAN WRITING IN ENGLISH**

Though a late developer, Indian writing in English has been the fastest growing branch of Indian literature. It has delivered a rich and vibrant body of writing spanning all genres. As a 'twice born' form of writing, it partakes of both the native and alien perspectives and has an inherent inclination to be postcolonial. This paper attempts to introduce the students to the field of Indian writing in English through some representative works.

**Unit – 1**

A historical overview of Indian writing in English the key points of which are East India Company's arrival in India, Macaulay's 1835 Minutes of Education, India's first war of independence and the establishment of colleges to promote Western education. The focus in the literary setting will include Dean Mohammed's travel writing, said to be the first work of Indian English writing, Toru Dutt and Henry Derezio in poetry and Bankim Chandra Chatterjee and Lal Behari Day in prose fiction.

**Unit 2**

Crystallization: R.K. Narayan, *The Bachelor of Arts*

**Unit 3**

Flowering: R. Parthasarathy (ed) *Ten Twentieth Century Indian Poets*. The following poets and their poems are to be studied.

Nissim Ezekiel, "Good Bye Party for Miss Puspa T.S", "Poet, Lover, Bird Watcher", Arun Kolatkar, "The Boat Ride", "Jejuri", Kamala Das, "My Grandmother's House", "A Hot Noon in Malabar", Jayanta Mahapatra, "Indian Summer", "Grass", A. K. Ramanujan, "Looking for a Cousin on a Swing", "Small Scale Reflections on a Great House".

**Unit 4**

Performing : Mahesh Dattani, *The Final Solution*

**Unit 5**

Maturation: Amitav Ghosh, *Shadow Lines*

**Scheme of Evaluation:****For Core English Honours Papers**

Midterm test: 20 marks

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: =80 marks

**SEMESTER-III****CC-5 : BRITISH ROMANTIC LITERATURE**

The paper aims at acquainting the students with the Romantic period and some of its representative writers. At the same time one of the chief objectives of the paper is to give the students with a broad idea of the social as well as historical contexts that shaped this unique upheaval.

**UNIT I: A Historical Overview:**

The period otherwise known as The Romantic Revival may also be called as The Age of Revolution as it owes its origin to the Epoch making French Revolution of 1789. The emphasis on individual liberty and unbridled desire free from the shackles of classicism made this period unique, intriguing and controversial.

**UNIT-II**

William Blake : “The Holy Thursday” “The Chimney Sweeper” (from songs of Innocence)  
“London”, “A Poison Tree” (from songs of Experience)

**UNIT-III**

William Wordsworth : “Tintern Abbey” and “Ode on Intimations of Immortality”  
Samuel Taylor Coleridge : “Kubla Khan” and “Dejection : A Ode”.

**UNIT-IV**

John Keats : “Ode on a Grecian Urn” and “Ode on Melancholy”  
P.B. Shelley : “Ode to the West Wind” and “To a Skylark”.

**UNIT-V:**

William Wordsworth : Preface to *Lyrical Ballads* (2<sup>nd</sup> Edition)  
**OR**  
P.B. Shelley : “A Defence of Poetry”

**Scheme of Evaluation:****For Core English Honours Papers**

Midterm test: 20 marks  
Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks  
Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks  
Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks  
Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks  
Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: = 80 marks

**SEMESTER-III****CC-6 : 19<sup>TH</sup> CENTURY BRITISH LITERATURE**

The paper seeks to expose students to the literature produced in Britain in the 19<sup>th</sup> century. The focus is mainly on prose (fictional and non-fictional) and criticism. The 19<sup>th</sup> century embraces three distinct periods of the Regency, Victorian and late Victorian.

**Unit 1****A Historical Overview**

The 19<sup>th</sup> century British literature though mainly famous for the Romantic Movement, was also a witness to major socio-political developments like industrialization, technological advancements and large scale mobilization of people from the rural to the urban centers. Much of these prosaic activities/developments needed the medium of prose for its articulation. Politically known as the Victorian period 19<sup>th</sup> century also witnessed what is known as the culture and society debate.

**Unit 2 : Essays & Poems**

Charles Lamb: "Old China"

Leigh Hunt: "A Few Thoughts on sleep"

**Poems**

Tennyson : "Ulysses"

Browning : "My Last Duchess"

**Unit 3: Novels**Mary Shelly: *Frankenstein***Unit 4: Novel**Charles Dickens : *Hard Times***Unit 5 : Criticism**Mathew Arnold: *Culture and Anarchy* (Chapter 1)**Scheme of Evaluation:****For Core English Honours Papers**

Midterm test: 20 marks

Unit 1: 02 questions x 10 marks=20 marks

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 Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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 Total: = 80 marks



**SEMESTER-III****CC-7 : AMERICAN LITERATURE**

This paper seeks to give the students a sense of how the great American themes of self-reliance, individualism, sin and redemption and multiculturalism were shaped through its rich and varied Literature.

**Unit – I :** Genesis and evolution, and the defining myths of American Literature—city on a hill, the frontier spirit, the American Dream, manifest destiny, e pluribus unum.

**Unit – II:** “Economy” , “Where I lived, and What I Lived for”, “Reading” and “Pond in Winter” from H D Thoreau’s *Walden*.

**Unit – III:** *Billy Budd*—Herman Melville.

**Unit – IV: (Any four poets to be studied)**

- Robert Frost : “The road not taken” and “Fire and Ice”
- Wallace Stevens : “Thirteen ways of looking at a blackbird” and “Disillusionment of ten O’ clock”
- Adrienne Rich : “For the record” and “A valediction forbidding mourning”
- Rita Dove : “Teach us to number our days” and “Exit”

**Unit – V** *Desire under the Elms*– Eugene O’Neill

**Scheme of Evaluation:****For Core English Honours Papers**

Midterm test: 20 marks

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: = 80 marks

**SEMESTER-IV****CC-8 : BRITISH LITERATURE: EARLY 20<sup>TH</sup> CENTURY****British Literature: Early 20<sup>th</sup> Century**

This paper aims to familiarize the students with the new literature of Britain in the early decades of the 20<sup>th</sup> century. The course will mainly focus on the modernist canon, founded on Ezra Pound's idea of 'make it new', but will cover war poetry, social poetry of the 1930s and literary criticism.

**Unit 1 (A historical overview):** Highlights will include developments in society and economy, leading to a crisis in western society known as the First World War and the resultant change in the ways of knowing and perceiving. Such triggers for the modern consciousness as Marx's concept of class struggle, Freud's theory of the unconscious, Bergson's *duree*, Nietzsche's will to power and Einstein's theory of relativity are to be discussed.

**Unit 2**

|                 |                                       |
|-----------------|---------------------------------------|
| T.S. Eliot      | "The Love Song of J. Alfred Prufrock" |
| W.B. Yeats      | "Sailing to Byzantium"                |
| Ezra Pound      | "In a Station of the Metro"           |
| T.E. Hulme      | "Autumn"                              |
| Hilda Doolittle | "The Mysteries Remain"                |

**Unit 3 War Poetry :**

|                   |                           |
|-------------------|---------------------------|
| Wilfred Owen      | "Dulce Et Decorum Est"    |
| Siegfried Sassoon | "Suicide in the Trenches" |

**Social Poetry:**

|                 |                                     |
|-----------------|-------------------------------------|
| W.H Auden       | "The Unknown Citizen"               |
| Stephen Spender | "An Elementary Classroom in a Slum" |
| Louis MacNeice  | "Prayer before Birth"               |

**Unit 4** Virginia Woolf: *Mrs. Dalloway*

**Unit 5** Literary Criticism: T.S. Eliot, "Tradition and Individual Talent"

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

|         |  |
|---------|--|
| Unit 2: | 1 long answer question+ 1 short note/analysis (14+06) =20 marks  |
| Unit 3: | 1 long answer question+ 1 short note /analysis (14+06) =20 marks |
| Unit 4: | 1 long answer question+ 1 short note/analysis (14+06) =20 marks  |
| Unit 5: | 1 long answer question+ 1 short note/analysis (14+06) =20 marks  |

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Total: =80 marks

**SEMESTER-IV****CC-9 : EUROPEAN CLASSICAL LITERATURE**

The objective of this paper is to introduce the students to European Classical literature, commonly considered to have begun in the 8<sup>th</sup> century BC in ancient Greece and continued until the decline of the Roman Empire in the 5<sup>th</sup> century AD. The paper seeks to acquaint the students with the origins of the European canon.

**Unit-1** A historical overview:

Classical Antiquity: ancient Greece, the rise and decline of the Roman Empire  
 Geographical space: cultural history of the Greco-Roman world centered on the Mediterranean Sea.

**Unit-2** Epic poetry:

Homer *Odyssey* (Book I)

**Unit-3** Tragedy:

Sophocles *Oedipus the King*

**Unit-4** Comedy:

Aristophanes *Frogs*

**Unit-5** Criticism:

Aristotle *Poetics*, Chapter 6,7,8

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note /analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: =80 marks

**SEMESTER-IV****CC-10 : WOMEN'S WRITING**

The course aims to acquaint the students with the complex and multifaceted literature by women of the world, reflecting the diversity of women's experiences and their varied cultural moorings. It embraces different forms of literature: poetry, fiction, short fiction, and critical writings. In certain respects, it interlocks concerns of women's literary history, women's studies and feminist criticism.

**Unit 1: In Defence of A Literature of Their Own**

Mary Wollstonecraft: "Introduction" from "A Vindication of the Rights of Women"

**Unit 2: Desiring Self: Fiction by Women from the Centre**

Emily Bronte: *Wuthering Heights* Jean Rhys: *Wide Sargasso Sea*

**Unit 3: Desiring and Dissenting Self: Fiction by Women from the Periphery**

Prativa Ray: *Yajnaseni*

**Unit 4: Tongues of Flame: Poetry by Women from Across the World**

|                |  |
|----------------|--|
| Kamala Das     | "An Introduction" & "The Sunshine Cat"                 |
| Shanta Acharya | "Homecoming", "Shringara"                              |
| Maya Angelou   | "Phenomenal Woman" & "I Know Why the Caged Bird Sings" |
| Sylvia Plath   | "Mirror" & "Barren Woman"                              |

**Unit 5: Discoursing at Par: Literary Criticism by Women**

Simone de Beauvoir: "Introduction" from *The Second Sex*

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note /analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: =80 marks

**SEMESTER-V****CC-11 : MODERN EUROPEAN DRAMA**

The aim of this paper is to introduce the students to the best of experimental and innovative dramatic literature of modern Europe.

**Unit 1:** Politics, social change and the stage; text and performance; European Drama: Realism and Beyond; Tragedy and Heroism in Modern European Drama; The Theatre of the Absurd.

**Unit 2:** Henrik Ibsen: *Ghosts*

**Unit 3:** Luigi Pirandello: *Six Characters in Search of an Author*

**Unit 4:** Eugene Ionesco: *Chairs*

**Unit 5:** Samuel Beckett: *Waiting for Godot*

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: = 80 marks

**SEMESTER-V****CC-12 : INDIAN CLASSICAL LITERATURE**

This paper aims at creating awareness among the students of the rich and diverse literary culture of ancient India.

**Unit 1: Vedic Literature**

*Samjnana Sukta* Rig Veda X.19

*Sivasankalpa Sukta* Yajur Veda XXX.1.6

*Purusha Sukta* Yajur Veda XV.XXXI. 1-16

References: The New Vedic Selection Vol.1, Telang and Chaubey, Bharatiya Vidya Prakashan, New Delhi.

**Unit 2: Selections from Epic Lit.**

‘Ayodhya Kanda’ (Book II), 1<sup>st</sup> Canto—The Ramayana of Valmiki, Gita Press Edition.

**Unit 3: Sanskrit Drama**

Kalidasa, *Abhijnanasakuntalam*, Act IV, tr. M.R Kale, Motilal Banarasi Dass, New Delhi

**Unit 4: Sanskrit Drama**

*Mrcchakatika* by Sudraka, Act I, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962)

**Unit 5: Aesthetics and Maxims**

- Bharata's *Natyasastra*, Chapter VI on Rasa theory  
References-  
English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950
- *Sahitya Darpana* of Vishvanatha Kaviraja Chaps- I& II  
References-  
English Translation by P.V. Kane, Motilal Banarsi Dass, N Delhi
- *Nitisataka* of Bhartrhari 20 verses from the beginning  
References-  
The *Satakatraya* edited by D.D. Kosambi, Published in Anandashrama Series, 127, Poona, 1945. Also English Translation published from Ramakrishna Mission, Kolkata

Midterm test: 20 marks

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: = 80 marks

**SEMESTER-VI****CC-13 : POSTCOLONIAL LITERATURE**

This paper seeks to introduce the students to postcolonial literature—a body of literature that responds to the discourses of European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. By focusing on representative texts situated in a variety of locations, the paper aims to provide the students with the opportunity to think through and understand the layered response – compliance, resistance, mimicry and subversion - that colonial power has provoked from the nations in their search for a literature of their own.

**Unit 1: Concept**

- Definition and characteristics: Resistant descriptions, appropriation of the colonizer's language, reworking colonial art forms & etc.
- Scope and Concerns: Reclaiming spaces and places, asserting cultural integrity, revising history.

**Prescribed Reading:**

Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's *Heart of Darkness*," *Research in African Literatures*, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15.

**Unit 2: Indian**

R K Narayan: *The English Teacher*

**Unit 3: Caribbean and African**

Chinua Achebe: *No Longer at Ease*

**Unit 4: South African**

J M Coetzee: *Life & Times of Michael K*

**Unit 5: Criticism**

Chinua Achebe : "English and the African Writer" and  
 Ngugi wa Thiong'o : "The Quest for Relevance" from *Decolonising the Mind: The Politics of Language in African Literature*

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: =80 marks

**SEMESTER-VI****CC-14 : POPULAR LITERATURE**

This paper seeks to introduce the students to genres such as romance, detective fiction, campus fiction, fantasy/mythology, which have a “mass” appeal, and can help us gain a better understanding of the popular roots of literature.

**Unit 1: Introduction to the concept**

- What is popular literature?
- Debate between popular and high cultures (‘high brow’ v/s ‘low brow’)
- What is Genre fiction?
- Debate between genre fiction and literary fiction

Essays for discussion:

- Lev Grossman: “Literary Revolution in the Supermarket Aisle: Genre Fiction is Disruptive Technology” <http://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>
- Arthur Krystal: “Easy Writers: Guilty pleasures without guilt” <http://www.newyorker.com/magazine/2012/05/28/easy-writers>
- Joshua Rothman: “A Better Way to Think About the Genre Debate” <http://www.newyorker.com/books/joshua-rothman/better-way-think-genre-debate>
- Stephen Marche: How Genre Fiction Became More Important than Literary Fiction” <http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>

**Unit 2: Detective Fiction**

Sherlock Holmes: *The Hound of the Baskervilles*

**Unit 3: Romance**

Shobha De: *Socialite Evenings*

**Unit 4: Campus Fiction**

Chetan Bhagat: *Five Point Someone*

**Unit 5: Rewriting Mythology**

Amish Tripathi: *The Immortals of Meluha*

Midterm test: 20 marks

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: = 80 marks



## AECC – MIL (ALTERNATIVE ENGLISH) (For all Arts / Science students)

### SEMESTER-I

#### Objective :

This course is focused on developing communicative competence in English with knowledge of the building blocks of grammar, usage and vocabulary. Core competencies in reading and thinking are sought to be encouraged through suitable reading content in prose form. Similarly writing activities and language exercises are provided to facilitate absorption of the rules of syntax and etiquettes of style.

#### Unit-I : Short Story

- Jim Corbett – The Fight between Leopards
- Dash Benhur – The Bicycle
- Dinanath Pathy – George V High School
- Alexander Baron – The Man who knew too much
- Will F Jenkins – Uneasy Homecoming.

#### Unit-II : Prose

- C.V. Raman – Water – The Elixir of Life
- Harold Nicolson – An Educated Person
- Claire Needell Hollander – No Learning without Feeling
- Steven Harvey – The Empty Page
- Santosh Desai – Emoji Disruption.

**Unit-III :** Comprehension of a passage from any of the prescribed pieces and answering the questions.

**Unit-IV :** Expanding an idea into a paragraph & writing an essay in 300 words.

**Unit-V :** Language exercises test of vocabulary, usage and grammar based on the prescribed pieces.

#### Distribution of marks :

#### Midterm test: 20 marks

|   |   |          |
|---|---|----------|
| Unit-I : a) 01 long question (1x14) with alternatives | = | 14 marks |
| b) 02 short questions (2 x3) with alternatives        | = | 06 marks |

**Total: 20 marks**

#### Final Examination: 80 marks

|  |   |          |
|--|---|----------|
| Unit-II : a) 01 long question (1x14) with alternatives   | = | 14 marks |
| b) 02 short questions (2 x3) with alternatives           | = | 06 marks |
| Unit-III : a) 05 short questions (5x4) with alternatives | = | 20 marks |
| Unit-IV : a) Paragraph writing (1x10) with alternatives  | = | 10 marks |
| b) Essay writing (1x10) with alternatives                | = | 10 marks |
| Unit-V : a) Vocabulary (1x8)                             | = | 08 marks |

Idioms & Phrases synonyms & antonyms

Using same words as nouns & verbs

|                   |   |          |
|-------------------|---|----------|
| b) Grammar (1x12) | = | 12 marks |
|-------------------|---|----------|

Suitable use of verb in a context, voice change, preposition, conditional sentence, direct and indirect speech, correct the sentence.

**Total: = 80 marks**

# SKILL ENHANCEMENT COMPULSORY COURSE

## SEMESTER-III

### SEC 1: Skill Enhancement Compulsory Course for Arts (For all Arts Hons)

**Paper: 1      Marks: 100    Credits: 04**

The purpose of this course is twofold: to train students in communication skills and to help develop in them a facility for communicative English.

Since language it is which binds society together and serves as a crucial medium of interaction as well as interchange of ideas and thoughts, it is important that students develop a capacity for clear and effective communication, spoken and written, at a relatively young age. The need has become even more urgent in an era of globalization and the increasing social and cultural diversity that comes with it.

English, being a global language par excellence, it is important that any course in communication is tied to an English proficiency programme. The present course will seek to create academic and social English competencies in speaking, listening, arguing, enunciation, reading, writing and interpreting, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to unlock the communicator in them by using English appropriately and with confidence for further studies or in professional spheres where English is the indispensable tool of communication.

#### **Unit-1 :** **[20]** **Introduction**

1. What is communication?
2. Types of communication
  - Horizontal
  - Vertical
  - Interpersonal
  - Grapevine
3. Uses of Communication

**Prescribed Reading:** Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zelle  
<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmUjYXRpb25fVGhlb3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>

#### **Unit-2: Language of Communication** **[20]**

1. Verbal: spoken and written
2. Non-verbal
  - Proxemics
  - Kinesics

- Haptics
- Chronemics
- Paralinguistics
- 3. Barriers to communication
- 4. Communicative English

**Unit-3 : Reading Comprehension**

**[20]**

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read “between the lines” to understand underlying meanings
- Connect information to what they already know

**Unit-4: Writing**

**[20]**

- Expanding an Idea
- Note Making
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor
- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

(The above-mentioned writing activities are covered in the prescribed textbook *Vistas and Visions*)

**Unit 5: Language functions in listening and conversation**

**[20]**

- Discussion on a given topic in pairs
- Speaking on a given topic individually
- Group Discussion
- Interview
- Dialogue

(Practice to be given using the set pieces from the prescribed textbook *Vistas and Visions*)

**Grammar and Usage**

- Phrasal Verbs
- Collocation
- Using Modals
- Use of Prepositions
- Common Errors in English Usage

(The above-mentioned grammar items are covered in the textbook *Vistas and Visions*)

**Examination pattern**

Each reading and writing question will invite a 200 word response.

Midterm test

[20 marks]

Unit 1 (preferably short questions on types and uses of communication)

|                            |   |
|----------------------------|---|
| Total                      | 20 marks                                      |
| Final Semester Examination |   |
| Unit 2                     | One long question with choice                 |
|                            | Two short notes with choice                   |
|                            | Reading: 04 questions meant to test the given |
| Unit 3                     | reading skills prescribed under unit 3        |
|                            | (2 prose and 2 poetry questions)              |
| Unit 4                     | Writing: 02 questions                         |
| Unit 5                     | Grammar & Usage                               |
| Total                      | = 80 marks                                    |

Grammar questions must be set in contexts; not as isolated sentences as used for practice in the prescribed textbook.

**Texts to be studied :** (The following texts are available in the book *Vistas and Visions* : An Anthology of prose and poetry).

**Prose**

- Decoding Newspapers
- Pleasures of Ignorance
- Playing the English Gentleman
- Lifestyle English
- A Cup of Tea

**Poetry**

- Last Sonnet
- Sonnet 46 (Shakespeare)
- Pigeons
- Miracles

All grammar and writing activities in the textbook *Vistas and Visions*

**Recommended Reading:**

1. *Vistas and Visions: An Anthology of Prose and Poetry*. (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. OBS
2. *Fluency in English – Part II*, OUP, 2006
3. *Business English*, Pearson, 2008
4. *Communicative English*. E. Suresh Kumar and P. Sreehari
5. *Language, Literature and Creativity*, Orient BlackSwan, 2013
6. *Language through Literature*. (forthcoming) ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas.

## SEMESTER-IV

### SEC-II : SOFT SKILLS (For English Hons only)

**Credits: 4    Marks: 100**

Soft skills are ‘people skills’ that include communication skills, work ethic, positive attitude, emotional intelligence and other personal attributes crucial for success in business or career. Soft skills can be learnt and practiced for personal fulfillment and progress in career. This course provides the soft skills required mainly for professional achievements, and in the process, many of the personal requirements of an individual can be compiled with.

#### Unit 1

##### Soft skills and why they are important

- a) What are soft skills? (suggested reading : “Our Lit Their Lit” from *Model of the Middle*)
- b) Soft skills in communication; soft skills and intercultural communication  
(Suggested reading : “Lifestyle Tips for English”, “Managing English”, “The Vinglish way to English” from *Model of the Middle*)

#### Unit 2

##### Soft skills in preparing for a career 1

Competency in verbal and written communication skills: active listening, interactive speaking, reading different types of texts, writing for formal and business contexts

Suggested reading : *Soft Skills for your Career : Chs 2-7*

#### Unit 3

##### Soft skills in preparing for a career 2

1. Using the Microsoft Office: word, excel, powerpoint; working online and offline; telephone and face-to-face etiquette in professional communication
2. Cross-Cultural etiquette: cultural awareness, cultural sensitivity, cultural flexibility, cross-cultural communication

Suggested reading : *Soft Skills for your Career : Chs 3, 8-9, 13, 15*

#### Unit 4

##### Soft skills in getting jobs

CV Writing, writing job applications; GD Skills and interview taking skills; getting another job

#### Unit 5

##### Soft skills on the job

Emotional Intelligence; time and stress management; team work and net-working; presentation skills; making meeting work: preparing, executing, following up; negotiation skills and crisis management

Suggested reading : *Soft Skills for your Career : Chas 14-18*

**Prescribed Reading:**

1. Kalyani Samantray, Soft Skills for your Career, OUP
2. Himansu S. Mohapatra, Model of the Middle ( Pieces to read: “ Our Literature Their Literature”, “ Life style English”, “Writing it Right”, ” The Vinglish way to English”)

**Suggested Reading:**

1. Jayashri Mohanraj, Skill Sutras
2. Marian K Woodab, How to Communicate under Pressure

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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Total: 20 marks

Final Examination: 80 marks

|         |   |         |            |
|---------|---|---------|------------|
| Unit 2: | 4 short notes   | (4x5)   | =20 marks  |
| Unit 3: | 1 long answer question to be set preferably from the second component of the Unit | (1x20)  | =20 marks  |
| Unit 4: | 2 long answer question (sample CV/Resume/job application)                         | (2x10)  | =20 marks  |
| Unit 5: | 1 long answer question  | (01x10) | =10 marks  |
|         | 2 short notes   | (02x05) | =10 marks  |
| Total:  |   |         | = 80 marks |

## DISCIPLINE SPECIFIC COURSE

### SEMESTER-V

#### DSE-1 : LITERARY THEORY

##### Objective

The development of theory in the last half-century or more is a fact of critical importance in the academic study of literature. Far from being seen as a parasite on the text, theory has been seen as a discourse that provides the conceptual framework for literature. This paper aims to give the students a firm grounding in a major methodological aspect of literary studies known as theory.

Starred texts are to be taught. Questions with alternatives are also to be set from these texts.

##### Unit 1: Overview

- Crisis in literary criticism and the search for a method
- Rise of theory
- What does it mean to theories?

**Unit 2: New Criticism and Formalism:** with an emphasis on the main critical concepts of NC such as paradox, irony, tension, intentional and affective fallacy, heresy of paraphrase and of Formalism such as ostranenie, literariness, foregrounding, dominant and deviant.

- Cleanth Brooks, "The Language of Paradox"
- Roman Jakobson, "Linguistics and Poetics".

**Unit 3: Structuralism and Poststructuralism:** with an emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony, syntagm and paradigm and of Poststructuralism such as collapse of the binary, difference, mise-en-abym, erasure.

- Gerard Genette, "Introduction" to *Narrative Discourse*  
([https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod\\_djvu.txt](https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod_djvu.txt))
- Jacques Derrida, "On the Idea of the Supplement" (from *Of Grammatology*)

**Unit 4: Marxism and New Historicism:** with an emphasis on main critical concepts of Marxism such as base, superstructure, ideology, commodification, determination and of New Historicism such as power, resistance, high-low dialectic.

- Georg Lukacs, "On Reification" (from *History and Class Consciousness*)
- Stephen Greenblatt, "Learning to Curse"

**Unit 5: Eco-criticism and Eco-feminism:** with an emphasis on main critical concepts of Ecology as environment, balance, food chain and of Eco-feminism as body and its colonisation, patriarchy, woman as a creative principle in harmony with nature.

- \*Rachel Carson, "A Fable for Tomorrow" and "The Obligation to Endure" (from *Silent Spring*)  
([http://library.uniteddiversity.coop/More\\_Books\\_and\\_Reports/Silent\\_Spring-Rachel\\_Carson-1962.pdf](http://library.uniteddiversity.coop/More_Books_and_Reports/Silent_Spring-Rachel_Carson-1962.pdf))
- Mack-Canty, Colleen, "Third-Wave Feminism and the Need to Reweave the Nature/Culture Duality." *NWSA Journal* 16, no. 3 (2004): 154-179 (from [JSTOR Arts & Sciences VI](#))

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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**Total: 20 marks**

**Final Examination: 80 marks**

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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**Total: = 80 marks**



**SEMESTER-V****DSE-2 : READING WORLD LITERATURE**

This paper proposes to introduce the students to the study of world literature through a representative selection of texts from around the world. The idea is to read beyond the classic European canon by including defining literary texts from other major regions/countries—except the United States of America—written in languages other than English, but made available to the readers in English translation.

**Unit 1: Concept**

- The idea of world literature: Scope and definition
- Uses of reading world literature.

**Unit 2: European**

Albert Camus *The Outsider*

**Unit 3: Caribbean and African**

V S Naipaul *In a Free State*

**Unit 4: Canadian Short Fiction**

Alice Munro *The Bear Came Over the Mountain.*

**Unit 5: Latin American Poetry**

Pablo Neruda “Death Alone”, “Furies and Suffering”, “There’s no Forgetting”, “Memory” .

Midterm:

Unit 1: 02 questions x 10 marks=20 marks

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**Total: 20 marks**

**Final Examination: 80 marks**

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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**Total: 80 marks**

## **SEMESTER-VI**

### **DSE-3: RESEARCH METHODOLOGY**

Research methodology is a discipline specific course pitched at a higher level than the generic academic preparatory courses. Research is at the core of every university course starting from the UG to the PhD level. This course is designed to develop the fundamentals of research from creating a questioning mechanism in the students' minds leading up to writing research papers and dissertations. Students learn the methodological issues imperative for conducting research and for research documentation. The course also aims to train students in the essentials of academic and research writing skills.

#### **Unit 1 Research and the Initial Issues**

- Research as systematic investigation
- Searching for and locating research questions; Finding the general background about research problem/question: review of existing literature and applicable theories
- Refining the research problem/question; formulating its rationale and objectives
- Writing a research synopsis

#### **Unit 2 Literature review**

- Selecting review areas based on the research objectives
- Primary, secondary and tertiary sources, and related theory/s (sources: library, databases, online sources, previous research, archives, media, social/psychological /political/educational contexts, and such others)
- Gathering, reading and analysing literature and related theory
- Writing the review with implications for the research question selected.

#### **Unit 3 Hypotheses and formulation of research design**

- Formulating hypotheses based on research objectives
- Formulation of research design: qualitative, quantitative, combinatory; steps in research design Theory application
- Data collection tools: surveys, questionnaires, interviews, observation checklists, review checklists, comparison tools, text analysis tools
- Data analysis and interpretation.

#### **Unit 4 Results and documentation**

- Preparing tables, charts, and graphs to present data; Collating the findings
- Testing hypotheses; Generalisation of results
- Writing a dissertation; MLA/APA citation: in-text and works cited pages
- Plagiarism and related problems.

**Pattern of examination**

**Mid-semester assessment**

**[20 marks]**

**Semester final examination**

**[80 marks]**

Unit 1: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Total: 80 marks

**Texts prescribed**

- K Samantray, *Academic and Research Writing*. Orient Blackswan (2015)
- Kothari & Garg, *Research Methodology*. New Age Publishers
- Deepak Chawla & Neena Sondhi. *Research methodology: Concepts & Cases*. Vikas Publishing

**SEMESTER-VI**

**DSE-4 : PRACTICAL (FOR INTERNAL ASSESSMENT)**

**Students will write**

- i. literature review of 1000 words on a research question and
- ii. a book review of 500 words.

## GENERIC ELECTIVE

### SEMESTER-I & III

#### GE-1 :ACADEMIC WRITING AND COMPOSITION

This is a generic academic preparatory course designed to develop the students' writing skills from basic to academic and research purposes. The aim of this course is to prepare students to succeed in complex academic tasks in writing along with an improvement in vocabulary and syntax.

##### Unit 1 Instruments of writing I

- Vocabulary development: synonyms and antonyms; words used as different parts of speech; vocabulary typical to 'science' and 'commerce'
- Collocation; effective use of vocabulary in context

##### Unit 2 Instruments of writing II

- Syntax: word order; subject-predicate; subject-verb agreement; simple, complex, compound, compound-complex sentences; structure and uses of active and passive sentences
- Common errors in Indian writing

##### Unit 3 Academic writing I

- What is academic writing?
- The formal academic writing process: the 'what' and the 'how' of writing; use of cohesive and transitional devices in short and extended pieces of writing

##### Unit 4 Academic writing II

- Paragraph writing: topic sentence, appropriate paragraph development ; expository, descriptive, narrative and argumentative paragraphs
- Extended pieces of writing: process development using comparison-contrast, cause and effect, argumentation, and persuasion

##### Unit 5 Project writing: (writing projects)

- What's a Project: reading-based, field work-based project : how to pick a topic for the project; background reading
- Structure of a Project: Title, aim of the project (a short statement), other objectives if any, significance of the Project : why is the project being undertaken, sources/books to be consulted for the study, method: Is it quantitative (field work) or qualitative (text-related), analysis/interpretation, findings, conclusion

##### Texts prescribed

1. K Samantray, *Academic and Research Writing: A Course for Undergraduates*, Orient BlackSwan
2. Leo Jones (1998) *Cambridge Advanced English: Student's Book* New Delhi: CUP
3. Stanley Fish (2011) *How to Write a Sentence*

**Pattern of examination**

**Semester 1**

**Mid-semester assessment  
marks]**

**[20**

Using texts (500 – 600 words), students will be tested for

- Vocabulary: synonyms, antonyms, words used as different parts of speech **10 marks**
- Word order; subject-predicate; subject-verb agreement **10 marks**

**Semester final examination**

**[80 marks]**

Using texts (600 -700 words), students will be tested for

- Use of vocabulary in context **05 bits X 02 marks= 10marks**
- Use of grammar in context **05 bits X 02 marks= 10 marks**
- Use of cohesive and transitional devices in one paragraph **10 bits X 02 marks=20 marks**
- Writing two paragraphs (expository/ descriptive/ narrative/argumentative) using topic sentences **2qns x 10 marks= 20marks**
- Correcting in-text citation from given input **05bits x 02 marks= 10 marks**
- Preparing a correct version of Works Cited page from given input **05bits x 02 marks= 10marks**

**SEMESTER-II & IV****GE-2: MODERN INDIAN LITERATURE**

The paper aims at introducing students to the richness and diversity of modern Indian literature written in many languages and translated into English.

**Unit-I Historical Overview**

Background, definition of the subject and historical perspectives will be covered.

**Unit-II The Modern Indian Novel**

Fakir Mohan Senapati: *Six Acres and a Third*

**Unit-III The Modern Indian Short Story**

Selected stories by Fakir Mohan Senapati: “Rebati”, Rabindra Nath Tagore: “Post Master” Premchand: “The Shroud”, Ishmat Chughtai: “Lihaaf”

**Unit-IV Modern Indian Life Writing**

Excerpts from M.K. Gandhi’s *Story of My Experiments with Truth* (First two chapters), Amrita Pritam’s *The Revenue Stamp* ( first two chapters), *Autobiography* by Rajendra Prasad (chapter six & seven)

**Unit-V The Modern Indian Essay**

- A. K. Ramanujan “Is there an Indian Way of Thinking? An Informal Essay” *Collected Essays*, OUP, 2013
- “Decolonising the Indian Mind” by Namwar Singh. Tr. Harish Trivedi *Indian Literature*, Vol. 35, No. 5 (151) (Sept.-Oct., 1992), pp. 145-156
- G. N. Devy’s introduction to *After Amnesia*, pp. 1-5, *The G. N. Devy Reader*, Orient BlackSwan, 2009.

**Suggested Readings:**

- Sisir Kumar Das, *History of Indian Literature 1910–1956, Triumph and Tragedy*, Sahitya Akademi, New Delhi, 2000
- Amit Chaudhuri, *The Vintage Book of Modern Indian Literature*, 2004
- M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 2004

**Midterm**

Unit 1: 02 questions x 10 marks=20 marks

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Total: =20 marks

Final Examination: 80 marks

Unit 2: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 3: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 4: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

Unit 5: 1 long answer question+ 1 short note/analysis (14+06) =20 marks

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Total: =80 marks