



Eklavya University

Damoh (M.P.)

Bachelor of Arts

(B.A. Semester – I&II)

English

Curriculum

(2023-2024)

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Bachelor of Arts - B.A. English Semester I&II

VISION STATEMENT OF EKLAVYA UNIVERSITY

Eklavya University is committed to the upliftment of life and society through learning.

MISSION STATEMENT OF EKLAVYA UNIVERSITY

- To make education practical for research and deeper knowledge of the subject.
- To prepare students for employment through social and technical skills.
- To disseminate knowledge through research and creative testing.
- Teaching; to bring education within the reach of everyone with a commitment to excellence and management in research and innovations.
- To commit students to problem solving skills, community leadership skills and collective social service work through practical and moral education.
- To lead students towards economic empowerment keeping in view equal opportunities and employment.
- To upgrade the lifestyle and methodology of the individual through excellence in education and research in the field of education.

VISION STATEMENT OF DEPARTMENT

Dedicated to upgrading human life through excellence in education and research.

MISSION STATEMENT OF DEPARTMENT

- To increase excellence and diversity in English education.
- To make practical and theoretical knowledge of English accessible to all.
- Making English relevant with timeliness.

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PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

- After graduation (B.A.) in English, students will get opportunities for research.
- Specialized knowledge of English will encourage critical and comparative research.
- The study done in English and the research done by myself will establish your intellectual level on the national - international and socio-spiritual level.

PROGRAMME OUTCOMES (POs)

- Bachelor (B.A.) study in English will develop sensitivity and understanding of solving social and human problems by acquiring specialized knowledge in the field of business.
- By graduating in English, students will develop and develop thinking about social, economic, history and related subjects.
- This program will provide motivation to the students to appear in various competitive examinations and do research work.
- After graduation in English, students will get M.A., M.Phil, Ph.D. By acquiring degrees, you will be able to solve specific issues and innovate with that knowledge.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

- Acquire adequate knowledge of English.
- English will help in analyzing the language.
- International communication in English is possible.
- Proficient in English communication skills, book editing skills, writing-reading-listening etc.

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Course code	Study of Drama (Paper -1)/Major/Minor	L	T	P	C
23A1ELIT1T	Study of Drama (Paper -1)/Major/Minor				06
Pre-requisite	Nil	Syllabus version			
	90 Hours	60			
Semester – I					
Level - 05					
Course Objectives: (CO)					
<ol style="list-style-type: none"> 1. To provide holistic and comprehensive information of the subject. 2. The student will have practical knowledge of English language in daily life. 3. The subject will contribute to associating the vocabulary and scientific temperament of the students. 4. With this course, students will get information about employment opportunities related to English subject. 					
Course Learning Outcome: (CLO)					
<ol style="list-style-type: none"> 1. Knowledge of the features of the English language. 2. The principles of English language will help in increasing the standard of living. 					
Student Learning Outcomes (SLO):					
<ol style="list-style-type: none"> 1. Students will develop skills and adaptation thinking. 2. Different genres of drama like comedy, tragedy, epic theatre, and commedia dell arte 3. Distinctive features of Sanskrit, Greek English, American and Indian Plays 4. Dramatic techniques and elements like plot, theme character, spectacle and narrative 5. To Read with correct pronunciation, stress, intonation, pause and articulation of voice. 					
Unit – 1 Classical Drama					15
1. Sophocles: Oedipus Rex – Story					
Unit – 2 Renaissance Drama					15
2.1. Christopher Marlow Dr. Faustus					
2.2. William Shakespeare Tragedy in The Merchant of Venice					
Unit – 3 Restoration Drama					15
3.1. John Dryden: All of Love					
Unit – 4 Indian Drama					15
4.1. Girish Karnad Hayavadana					
Unit – 5 The Idea of Democracy					15
1. Willam Shakespeare – The Tempest					

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Keywords/Tags: Sanskrit theatre, Rasa theory, Classical tragedy, Greek tragedy, Greek theatre, Trilogy, Plot structure, Oedipus Complex Electra Complex, Epic theatre, Renaissance, Characteristics of literary renaissance, Elizabethan drama, Elizabethan comedy. Morality plays, Elizabethan Tragedy, Catharsis, Restoration drama, Restoration comedy, Comedy of manners, Heroic couplet, Restoration of monarchy, Rejection of Puritanism, Satire, Faith and Politics, Indian English Drama, Indian Society, Morality, Modern Indian theatre, Regional drama, Gender concern, Mythical and Social elements

Mode: Flipped Class Room, Case Discussion, Lectures

Text Book(s) / Reference Books

1. Boulton, Marjorie, The Anatomy of Drama London Rout ledge and Kegan Paul Ltd. 1959
2. Charlton H.B. Shakespearean Comedy Rout ledge Kegan and Paul, 1966
3. Karnad, Girish Girish Karnad: Three Plays New Delhi OUP. 2002
4. Nicoll, Allardyce British Drama Delhi Doaba House
5. Stanivukovic, Goran and John Cameron Tragedies of the English Renaissance an Introduction (Renaissance Dramas and Dramatists) 1st ed. Edinburgh University Press 2018.
6. Straub, Kristina, et al. The Rouledge Anthology of Restroration and Eighteenth-Century Drama 1st ed. Routledge, 2017.

Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods: Written Exam, Continuous Comprehensive Evaluation, Interview, Objective Question, Five Short Question Maximum Marks: 100
Continuous Comprehensive Evaluation (CCE) Marks : 40, University Exam (UE) Marks: 60

Internal Assessment : Continuous Comprehensive Evaluation (CCE): 40	Class Tests Assignment/Quiz/ Seminar/Presentation/	20 20 Total Marks : 40	
External Assessment: University Exam Section: 75 Time: 03:00 Hours	Section (A) : Five Very Short Question Section (B) : Five Short Question Section (C) : Four Long Question	01 x 05 = 05 03 x 05 = 15 10 x 04 = 40 Total Marks : 60	
Any remarks/suggestions:			

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Course code	Applied Drama (Paper I, Practical)	L	T	P	C
23A1ELIT1P	Applied Drama (Paper I, Practical)				06
Pre-requisite	Nil	Syllabus version			
	90 Hours	60			
Semester – I					
Level - 05					
Course Objectives: (CO)					
<ol style="list-style-type: none"> To provide holistic and comprehensive information of the subject. The student will have practical knowledge of English language in daily life. The subject will contribute to associating the vocabulary and scientific temperament of the students. With this course, students will get information about employment opportunities related to English subject. 					
Course Learning Outcome: (CLO)					
<ol style="list-style-type: none"> Knowledge of the features of the English language. The principles of English language will help in increasing the standard of living. 					
Student Learning Outcomes (SLO):					
<ol style="list-style-type: none"> Students will develop skills and adaptation thinking. Different genres of drama like comedy, tragedy, epic theatre, and commedia dell arte Distinctive features of Sanskrit, Greek English, American and Indian Plays Dramatic techniques and elements like plot, theme character, spectacle and narrative To Read with correct pronunciation, stress, intonation, pause and articulation of voice. 					
• Unit – 1 American Drama					15
1.1. Arthur Miller: All My Sons					
• Unit – 2 Modern Drama					15
2.1. JM Synge: Riders to the Sea					
• Unit – 3 Applied Drama: Problems and Prospects.					15
3.1. Difference between comedy, tragedy and tragicomedy, Theme, plot, diction, characters, comic, elements, stage and costumes.					
3.2. Dialogue, action, conflict and mood of the audience					
3.3. Rising and falling action and climax					

Keywords/Tags: American drama, American tragedy, Native themes, American theatre, Realism in American drama, American dream, Urban plays, Eugene O'Neill. Feminist drama Modern drama, Problem plays Realism, Symbolism, Celtic literature, Tragedy, Modernism, Protest drama, Drama of the twentieth century. Flk Catastrophe, Spectacle, Catharsis, Exposition, Antagonist, Melodrama					
# Mode: Flipped Class Room, Case Discussion, Lectures					
Text Book(s) / Reference Books					

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1. Ibsen, Henrik, et al. Ibsen; 4 Major Plays, Vol. 2: Ghosts/an Enemy of the People/the Lady from the Sea/John Gabriel Borkman (Signet Classics) Reissue, Signet, 2001.
2. Krasner, David. A Companion to Twentieth-Century American Drama 1st ed. Wiley-Blackwell, 2007.
3. Lopez, Jeremy. The Rout ledge Anthology of Early Modern Drama 1st ed. Rout ledge, 2020.
4. Miller, Arthur, and Christopher Bigsby, All My Sons (Penguin Classics) New Ed. Penguin Classics, 2000.
5. O'Neill, Eugene, and Harold Bloom Long Day's Journey into Night 2nd ed., Yale University Press, 2002.
6. Watt, Stephen, and Gary Richardson. American Drama: Colonial to Contemporary 1st ed., Heinle & Heinle Pub, 1994.
7. Williams, Tennessee. A Streetcar Named Desire (Modern Classics (Penguin)). 5th or later Edition, Penguin Books, 2009.

Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods: Written Exam, Continuous Comprehensive Evaluation, Interview, Objective Question, Five Short Question Maximum Marks: 100
 Continuous Comprehensive Evaluation (CCE) Marks : 40, University Exam (UE) Marks: 60

Suggested Continuous Evaluation Methods:			
Internal Assessment :	Marks	External Assessment	Marks
Class Interaction/Quiz	10	Viva-Voce based on the syllabus and assignment (as mentioned below)	15
Attendance	5	Assignment of five essays of 300 words each about the prescribed syllabus (handwriting an shape of presentation)	10
Assignments (Charts/Model Seminar/Report of Excursion/Lab Visits/Survey)	10	The above assignment will be evaluated by the external examiner assessing the student's (Creative) Knowledge of the following: <ul style="list-style-type: none"> • Control over linguistic and stylistic competence • Analyzing, interpreting arguing and creative capacity • Various elements of drama • Various themes, plots and contemporary issues • Culture of the concerned literature 	50
Any remarks/suggestions:			

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Course code	Study of Poetry Paper- II/Major/Minor	L	T	P	C
23A1ELIT2T	Study of Poetry Paper- II/Major/Minor				06
Pre-requisite	Nil	Syllabus version			
	90 Hours	60			
Semester – II					
Level - 05					
Course Objectives: (CO)					
<ul style="list-style-type: none"> • To provide comprehensive information of the subject. • To arouse interest in English language among the students. • To develop skills and skills in the subject. • Acquire knowledge of the basic concepts of English subject as a study subject. 					
Course Learning Outcome: (CLO)					
<ul style="list-style-type: none"> • Knowledge of the capabilities and characteristics of the English language. • To impart knowledge of English language proficiency and its subtlety. 					
Student Learning Outcomes (SLO):					
<ul style="list-style-type: none"> • Development of subject skills in students. • Develop adaptive thinking in students. • Development of new techniques, skills, methods and experiments for the practice of the subject. • Master Professional writing skills and oral communication skills. • Demonstrate Professionally competent analysis of media messages 					
Unit – 1 Introduction to Literature and its classification – poetry from Chaucer to Milton					15
1.1. Figures of Speech: Definition of Poetry according to the Poets discussed socio-economic and political backgrounds; Literary Terminology 1.2. Geoffrey Chaucer: The Wife of Bath, The Pardoner (from The Prologue to the Canterbury Tales) 1.3. John Donne: Death Be not proud 1.4. John Milton: On his blindness					
Unit – 2 Poetry in Neoclassical and Romantic Age					15
2.1. Alexander Pope: The Rape of the Lock- Canto III 2.2. William Wordsworth: Solitary Reaper, Daffodils 2.3. John Keats: Ode to Autumn					
Unit – 3 Poetry in Victorian Age					15
3.1. Alfred Lord Tennyson: Break Break Break 3.2. Robert Browning: The Last Ride Together 3.3. Matthew Arnold: Dover Beach					
Unit – 4 Indian Poetry					15
4.1. Toru Dutt: Our Casuarina Tree, Sita 4.2. Sarojini Naidu: Indian Weavers 4.3. Rabindranath Tagore: Gitanjali Song No. 1 & 2					

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Unit – 5 American Poetry		
5.1. Robert Frost – After Apple Picking, The Road Not Taken		
# Mode: Flipped Class Room, Case Discussion, Lectures		
Keywords/Tags: Figurative language. Extended Metaphor: Hyperbole, imagery, limbic pentameter, foot linen Narrative poetry, Metaphysical poetry, Puritan era, Nature poet. Wordsworth's theory of poetry. Spontaneity. Lyrical Ballads. Fancy and Imagination, Supernatural poetry. Revolutionary poet. Sensuousness, Hellenism Negative capability Aesthetic beauty, Victorian age, Industrial revolution, Victorian society, Autobiographical note, Tennyson and Clough, Dramatic monologue, Pastoral elegy: Oxford movement, Campus poetry, Indo-Anglican Poetry, Simile and Metaphor, Spirituality, Poetry of Indian Independence, Mythological Characters		
Text Book(s) / Reference Books		
<ol style="list-style-type: none"> 1. "A History of Modern Poetry: Modernism and After:" Perkins, David Paperback, 1989. 2. "Glossary of Literary Terms" Abrams, M.H, Prism Books Pvt. Limited, 1993 3. "John Donne- The Major Works OWC" Carey, John and Donne, John UK: Oxford University Press, 2009, Print. 4. "John Keats: His Life and Poetry, His friends, Critics and After-Fame." Colvin, Sidney London: Macmillan 1917 5. "Letter to George and Thomas Keats. 21 December 1817, and Letter to Richard Woodhouse. 27 October 1818, in Romantic Prose and Poetry" Keats John ed. Harold Bloom and Lionel Trilling (New York OUP, 1973) pp 766-68, 777-8. 6. "Lyrical Ballads with pastoral and Other Poems." Wordsworth, William (1805). (4 ed.) London: Printed for Longman, Hurst, Rees. and Orme, by R. Taylor 7. "The Canterbury Tales," Chaucer, Geoffrey Trans Nevill Coghill New Delhi Penguin Classics, 2002. Print Brown Peter, Geoffrey Chaucer, OWC New Delhi Oxford University Press, 2011 Print. 8. "Toru Dutt (1856-1877). Indian Poet. Translator and Novelist". Lokuge, Chandani (12 September 2019), Oxford University Press 		

Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods: Written Exam, Continuous Comprehensive Evaluation, Interview, Objective Question, Five Short Question Maximum Marks: 100
Continuous Comprehensive Evaluation (CCE) Marks : 40, University Exam (UE) Marks: 60

Internal Assessment :	Class Tests	20
Continuous	Assignment/Quiz/	20
Comprehensive	Seminar/Presentation/	Total
Evaluation (CCE): 40		Marks : 40
External Assessment:	Section (A) : Five Very Short Question	01 x 05 = 05
University Exam Section:	Section (B) : Five Short Question	03 x 05 = 15
75	Section (C) : Four Long Question	10 x 04 = 40
Time: 03:00 Hours		Total Marks : 60
Any remarks/suggestions:		


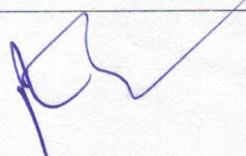
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Course code	Applied Poetry (Paper II, Practical)	L	T	P	C
23A1ELIT2P	Applied Poetry (Paper II, Practical)				06
Pre-requisite	Nil	Syllabus version			
	90 Hours	60			
Semester – II					
Level - 05					
Course Objectives: (CO)					
<ul style="list-style-type: none"> • To provide comprehensive information of the subject. • To arouse interest in English language among the students. • To develop skills and skills in the subject. • Acquire knowledge of the basic concepts of English subject as a study subject. 					
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Unit – 1 American Drama					15
1.1. Walt Whitman O Captain! My Captain!					
1.2. Robert Frost: The Road Not Taken					
Unit – 2 British and Indian Poetry					15
2.1. William Shakespeare Sonnet 116 Let Me Not to the Marriage of True Minds					
2.2. PB Shelley: Ode to the West Wind					
2.3. Guru Nanak Dev: The Sky is Your Platter					
Unit – 3 Applied Poetry: Problems and Prospects					15
3.1. Creating Poetry Problems in Writing Poetry, Parameters of Poetry, Imagination and other Contemporary Issues					
3.2. Subjectivity, Objectivity, Negativity, Resilience					
3.3. Language, Vocabulary and Other Essential Elements					

# Mode: Flipped Class Room, Case Discussion, Lectures	
Keywords/Tags: Modern Poetry, WWI, Imagination and Reality, War poetry, Symbolist movement, Patriotic poetry, WWII. The Holocaust, Confessional Poetry Romanticism, Revolutionary Spirit, Impact of the French revolution Lord Byron Disillusionment. Irish literary revival	
Meter, Ryhme scheme, Regular rhythm, Word sounds, Allegory, Shape, Mood, Stanza	
Text Book(s) / Reference Books	

1. Dove, Rita. The Penguin Anthology of Twentieth-Century American Poetry. 1st ed. Penguin Books, 2013.
2. Eliot, T, T.S. Eliot: Collected Poems. 1909-1962 (The Centenary Edition) 1st ed. Harcourt Brace Jovanovich, 1991.
3. Frost, Robert. The Poems of Robert Frost: Poetry for the Ages Independently published, 2019
4. Lehman, David and John Brehm The Oxford Book of American. Poetry 1st ed., Oxford University Press, 2006.
5. Plath, Sylvia. The Collected Poems Reprint, Harper Perennial Modern Classics, 2018
6. Shakespeare, William Love Poems & Sonnets of William Shakespeare Independently published 2020.
7. Whitman, Walt, et al. Walt Whitman Poetry Collection: Leaves of Various Works and Poems and A Complete Biography of Walt Whitman Independently published, 2020

Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods: Written Exam, Continuous Comprehensive Evaluation, Interview, Objective Question, Five Short Question Maximum Marks: 100
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Total	25		75
Any remarks/suggestions: Practice of writing poetry on contemporary issues, interpretation, and analysis will be appreciated.			