



# Eklavya University

## Damoh (M.P.)

### Bachelor of Arts

(B.A. – II YEAR)

English

Curriculum

( 2022-23 )

NEP-2020

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## Syllabus of English Literature

### Part A Introduction

Program : Diploma Course	Class: B.A. II Year	Year : II	Session: 2023-24
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### Subject: English Literature (Theory) Major- 1

1.	Course Code	EUA2-ELIT-1T	
2.	Course Title	Study of Prose(Paper I, Theory)	
3.	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Core Course	
4.	Pre-requisite (if any)	To Study this course, a student must have had the subject English Language and Literature at her/his Certificate Course level.	
5.	Course Learning outcomes (CLO)	<p>After the completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>Analyze literary devices, forms and techniques in order to appreciate and interpret the text.</li> <li>Broaden analytical skills and develop critical thinking skills.</li> <li>Cultivate wisdom and world-view within themselves;</li> <li>Develop language and communication skills and creativity.</li> </ul>	
6.	Credit Value	4	
7.	Total Marks	Max. Marks: 30+70	Min. Passing Marks:33

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**Part B – Content of the Course**

**Total No. of Lectures (in hours per week): 02**

**Total Lectures : 60 hours**

<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>1.</b>	<ul style="list-style-type: none"><li>• <b>Early Prose Writers</b><ul style="list-style-type: none"><li>1.1. Prose and its forms</li><li>1.2. Michel de Montaigne: On Sorrow (Translated by Charles Cotton)</li><li>1.3. Francis Bacon: Of Studies, of Truth</li><li>1.4. Oliver Goldsmith: The Man is Black</li></ul></li></ul> <p><b>Keywords/Tags:</b> Elizabethan age, Aphoristic essay, Satire, Brevity, Idiomatic language, Ornamental Prose</p>	<b>15</b>
<b>2.</b>	<ul style="list-style-type: none"><li>• <b>Eighteenth/Nineteenth Century Prose</b><ul style="list-style-type: none"><li>2.1. Joseph Addison: The Spectator's Account of Himself</li><li>2.2. William Hazlitt: On the Ignorance of the Learned</li><li>2.3. Charles Lamb: Dream Children</li></ul></li></ul> <p><b>Keywords/Tags:</b> Periodical essay, Dispersed Meditation, Humor and pathos, Autobiographical prose</p>	<b>15</b>
<b>3.</b>	<ul style="list-style-type: none"><li>• <b>Prose in Modern Period</b><ul style="list-style-type: none"><li>3.1. AG Gardiner: On The Rule of the Road</li><li>3.2. Robert Lynd: The Pleasures of Ignorance</li><li>3.3. Aldous Huxley: The Divine Within (Chapters 1-2)</li></ul></li></ul> <p><b>Keywords/Tags:</b> Modern essayist, Prose style, Irony, Spirituality, Civic Sense, Philosophical Prose</p>	<b>15</b>

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<b>4.</b>	<ul style="list-style-type: none"> <li>• <b>Political writings</b></li> <li>4.1. Nelson Mandela: Long Walk to Freedom</li> <li>4.2. Rajmohan Gandhi: Why Gandhi Still Matters</li> <li>4.3 <u>Pandit Jawaharlal Nehru: The summary Discovery Of India</u></li> </ul> <p><b>Keywords/Tags:</b> Political writing, Social upheaval, Dandi march, Satyagraha, Unsentimental View</p>	<b>15</b>
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### Part C – Language Resources

#### Text Books, Reference Books, Other resources

#### Suggested Readings:

1. Binyon, Laurence. “Nineteenth Century Prose”. Forgotten Books, 2018.
2. Gandhi, Rajmohan. Why Gandhi Still Matters: An Appraisal of the Mahatma’s Legacy. Aleph Book Company, 2017.
3. Huxley, Aldous and Huston Smith. “The Divine Within: Selected Writings on Enlightenment.” Harper Perennial Modern Classics, 2013.
4. Mandela, Nelson. “Long Walk to Freedom”. Abacus Publication, 1995.

#### Suggested digital platforms web links:

1. Addison, Joseph. “The Spectator’s Account of Himself.” Our civilization. Com,  
[www.ourcivilisation.com/smartboard/shop/fowlerjh/chap6.htm](http://www.ourcivilisation.com/smartboard/shop/fowlerjh/chap6.htm). Accessed 18 Jan. 2022
2. Addison, Joseph. “Sir Roger at Church.” Ourdecline.Com,  
[www.ourdecline.com/smartboard/shop/fowlerjh/chap15.htm](http://www.ourdecline.com/smartboard/shop/fowlerjh/chap15.htm). Accessed 18 Jan. 2022.
3. Bacon, Francis. “I. Of Truth. Francis Bacon. 1909-14. Essays.” Bartleby,  
[www.bartleby.com/3/1/1.html](http://www.bartleby.com/3/1/1.html). Accessed 18 Jan. 2022.
4. “Charles Lamb: Essays. “Grade Saver, 8 Oct. 2021,  
[www.gradesaver.com/charles-lamb-essays/study-guide/summary-dreamchildren-a-reverie](http://www.gradesaver.com/charles-lamb-essays/study-guide/summary-dreamchildren-a-reverie).
5. “Eighteenth Century Prose.” Bachelor and master: Com, 2016,  
[www.bachelorandmaster.com/englishperiods/eighteenth-century-prose.html](http://www.bachelorandmaster.com/englishperiods/eighteenth-century-prose.html).
6. Gardiner, A.G. “The Project Gutenberg eBook of Leaves in the Wind, by A.G. Gardiner.” Project Gutenberg, 2011,  
[www.gutenberg.org/files/37858/37858-h/37858-h.htm](http://www.gutenberg.org/files/37858/37858-h/37858-h.htm).

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7. Hazlitt, William. "On the Ignorance of the Learned." Our Civilisation.Com, [www.ourcivilisation.com/smarthboard/shop/hazlittw/ignrnc.htm](http://www.ourcivilisation.com/smarthboard/shop/hazlittw/ignrnc.htm). Accessed 18 Jan/2022
8. Hazlitt."THE INDIAN JUGGLERS." Juggling.Org, [www.juggling.org/papers/hazlitt](http://www.juggling.org/papers/hazlitt).
9. Montaigne. "Essays of Michel de Montaigne." Project Gutenberg, [www.gutenberg.org/files/3600-h.htm](http://www.gutenberg.org/files/3600-h.htm). Accessed 18 Jan. 2022
10. Nordquist, Richard. "Francis Bacon's Classic Essay of Studies." ThoughtCo, 2020, [www.thought.com/of-studies-by-francis-bacon-1688771#:~:text=%22Studies%20serve%20for%20delight%2C%20for,judgment%20and%20and20%disposition%20of%20business](http://www.thought.com/of-studies-by-francis-bacon-1688771#:~:text=%22Studies%20serve%20for%20delight%2C%20for,judgment%20and%20and20%disposition%20of%20business).
11. Nordquist, Richard. "Roberta Lynd's Essay on the Pleasures of Ignorance." Thought Co, 6 Nov. 2019, [www.thoughtco.com/pleasures-of-ignorance-by-robert-lynd-1690173](http://www.thoughtco.com/pleasures-of-ignorance-by-robert-lynd-1690173).
12. Nordquist, Richard. "The Character of the Man in Black' by Oliver Goldsmith." Thought Co, 2019, [www.thoughtco.com/character-of-the-man-in-black-1690140](http://www.thoughtco.com/character-of-the-man-in-black-1690140).
13. "Prose- English Literature." Britannica, [www.britannica.com/art/English-literature/Prose](http://www.britannica.com/art/English-literature/Prose). Accessed 18 Jan. 2022.
14. "Prose: Forgetting English Prose: Forgetting by Robert Lynd." Brain Kart, 20 June 2018, [www.brainkart.com/article/Prose-Forgetting\\_34360](http://www.brainkart.com/article/Prose-Forgetting_34360).
15. Roy, Hareshwar. "On the Rule of the Road – A.G. Gardiner." English Literature Mail, 14 June 2020, [www.englitmail.com/2020/06/on-rule-of-road-ag-gardiner\\_14.html](http://www.englitmail.com/2020/06/on-rule-of-road-ag-gardiner_14.html).

**Suggested equivalent online courses:**

<https://www.classcentral.com/course/modpo-356> Modern Drama - Free online Drama Course

**Part D- Assessment and Evaluation**

**Suggested Continuous Evaluation Methods:**

Maximum Marks: 100

Continuous Comprehensive Evaluation (CCE): 25 Marks University Exam (UE) 75 marks

<b>Internal Assessment :</b> Continuous Comprehensive Evaluation (CCE):30	There shall be class tests of 10 marks each, out of which the 3 best scores are to be taken into account.	10+10+10+=30
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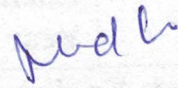
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<b>External Assessment:</b> University Exam Section: 70 Time: 03:00 Hours	<b>Section (A): Objective Questions</b> <b>Section (B): Short Questions</b> <b>Section (C) Long Questions</b>	Total 70
<b>Any remarks/suggestions:</b>		

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## Syllabus of English Practical Paper

### Part A Introduction

Program : Diploma  
Course

Class : B.A. II  
Year

Year : II

Session: 2023-24

### Subject: English Literature (Practical) Major- 1

1.	Course Code	EUA2-ELIT-1P
2.	Course Title	Experiments with Prose (Paper 2, Practical)
3.	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Core Course
4.	Pre-requisite (if any)	To Study this course, a student must have had the subject English Language and Literature at her/his Certificate Course level.
5.	Course Learning outcomes (CLO)	Upon the completion of this course, the students will be able to grasp the technicalities of prose. The course will help the students: <ul style="list-style-type: none"><li>• Strengthen their knowledge of communicative English, vocabulary, syntax etc.</li><li>• Experiment with various prose styles.</li><li>• Distinguish and categories linguistic undertones in Prose</li><li>• Discover a new appreciation for the propagation of ideas with language as the essential medium</li></ul>

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6.	Credit Value	2	
7	Total Marks	Max. Marks: 30+70	Min. Passing Marks:33

**Part B – Content of the Course**

**Total No. of Lectures (in hours per week): 01**

**Total Lectures: 30 hours**

Unit	Topics	No. of Lectures
1.	<ul style="list-style-type: none"> <li>• <b>American Prose</b></li> <li>1.1. RW Emerson: Self Reliance</li> <li>1.2. Henry James : The Art of Fiction</li> <li>1.3. Cleanth Brooks: Poetry as a Way of Saying</li> </ul> <p><b>Keywords/Tags:</b> American Prose, Naturalism, Philosophy, Literary Criticism</p>	<b>15</b>
2.	<ul style="list-style-type: none"> <li>• <b>Indian Thinkers</b></li> <li>2.1. Swami Vivekanand: Our Motherland</li> <li>2.2. Rabindranath Tagore: Sadhana – The Realization of Life (Part 1 and 2 – The Relation of the Individual to the Universe and Soul Consciousness)</li> <li>2.3. J Krishnamurti : Individual and Society</li> </ul> <p><b>Keywords/Tags:</b> Indian Culture, Spiritualism, Religion, Transcendentalism</p>	<b>15</b>

**Part C – Learning Resources**

**Text Books, Reference Books, Other resources**

**Suggested Readings:**

1. Jayapalan, N. "Indian Political Thinkers: Modern Indian Political Thought." Atlantic Publication, 2021.
2. Tagore, Rabindranath. "Sadhana : The Realisation of Life." 01 ed., Niyogi Books Private Limited, 2018.

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### Suggested digital platforms web links:

1. "The Art of Fiction Essay by James." Britannica, [www.britannica.com/topic/The-Art-of-Fiction-essay-by-James](http://www.britannica.com/topic/The-Art-of-Fiction-essay-by-James). Accessed 18 Jan. 2022
2. Emerson, Ralph Waldo. "Essays, First Series [1841] The Over-Soul." American Transcendentalism Web, [archive.vcu.edu/english/engweb/transcendentalism/authors/emerson/essays/oversoul.html](http://archive.vcu.edu/english/engweb/transcendentalism/authors/emerson/essays/oversoul.html). Accessed 18 Jan. 2022.
3. Emerson, RW. "The American Scholar." Wikipedia, 2013. [en.wikipedia.org/wiki/The\\_American\\_Scholar](http://en.wikipedia.org/wiki/The_American_Scholar).
4. "The Greatness of Our Motherland – Swami Vivekananda." Swami Vivekananda. Guru, 3 May 2017, [www.swamivivekananda.guru/2017/05/03/the-greatness-of-motherland](http://www.swamivivekananda.guru/2017/05/03/the-greatness-of-motherland).
5. Krishnamurti, J. "Series I – Chapter 21 – "The Individual and Society." Jkrishnamurti.Org, 1991, [jkrishnamurti.org/content/series-i-chapter-21-individual-and-society](http://jkrishnamurti.org/content/series-i-chapter-21-individual-and-society).
6. "Series I – Chapter 22 – "The Self" J. Krishnamurti." Jkrishnamurti.Org, 1991, [jkrishnamurti.org/content/series-i-chapter-22-self#:~:text=The%20self%20can%20never%20be,awareness%20of%20its%20own%20nature](http://jkrishnamurti.org/content/series-i-chapter-22-self#:~:text=The%20self%20can%20never%20be,awareness%20of%20its%20own%20nature).

### Suggested equivalent online courses:

### Suggested Academic Activities for Experiments by Students:

#### A. Linguistic Activities

1. Testing the learners' pronunciation abilities through reading out the prescribed texts.
2. To test the learners' knowledge about the meaning, synonyms, antonyms of difficult words used in the texts and their usage in new sentences.
3. To test the learners' knowledge about the different possible forms of root words from the texts and their usage in new sentences.
4. Identifying different tenses and prepositions used in the texts and recreating sentences from them.
5. Identifying types of sentences used in the texts and reusing them to form new sentences.
6. To conduct quiz activities for the learners based on different parts of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunctions, exclamation).
7. Identifying connectors (for example: but, moreover, furthermore,

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hence, therefore, so, in the light of the above etc) from the texts and reusing them in situational English.

8. Identifying literary devices and figures of speech from the prescribed texts.

### **B. Learning Approaches and Strategies**

1. Identifying verbal phrases, idioms, and proverbs found in the prescribed texts and using them in real-life/situational English. (Lexical Approach).
2. To apply task-based learning and goal-setting.
3. To conduct peer-learning activities among learners.
4. Exploring different English-speaking cultures through minute reading of the prescribed texts.
5. Developing a positive attitude in learners towards the English language.
6. Identifying different examples of Indian English in the prescribed text.

### **C. Per formative Activities**

1. Enacting the prose narratives prescribed in the texts.
2. Voice and language modulation activities.
3. Enactment through body language and expression.
4. Sorting out conflicts in prose through the staging of the situations present in the story.
5. Scene study based on situations present in the prescribed prose.

### **D. Communicative Activities**

1. Testing the fluency of the learners through real-life/situational (informal) English.
2. Recreating sentences from Formal into Informal English.
3. Seeking opportunities to interact with native speakers/foreigners.
4. Using body language as a means of communication.
5. Activities testing the communication based on the needs of real-life situations.

### **E. Practicing Language Skills**

1. Learners should be asked to continuously practice language skills (LRW) based on resources available in the classroom.  
For example: Speech available on the mobile internet platforms like You Tube, EDX etc can be used for listening skill, using newspapers and textbooks for reading and writing skills; based on these three activities (LRW), learners should be inspired to practice the speaking skill.

### **F. Creative Writing**

1. Writing an imaginary story based on real life incident.

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2. Reinventing and rewriting the central idea of the prescribed prose.
3. Writing literary pieces from the learners' points of view.

**Part D - Assessment and Evaluation**

**Suggested Continuous Evaluation Methods :**

<b>Internal Assessment :</b>	<b>Marks</b>	<b>External Assessment:</b>	<b>Marks</b>
<b>Class Interaction/Quiz/Any Two Suggested Academic Activities for Experiments</b>	<b>10</b>	<b>Each student will prepare a practical file containing five suggested academic activities for experiments assigned by the concerned classroom teacher one month before the Viva voce.</b>	<b>10</b> <b>(handwriting and shape of presentation to be evaluated by the external examiner)</b>
<b>Attendance</b>	<b>05</b>	<b>The above practical file containing five academic experiment activities made by the students will be evaluated by the external examiner assessing the student's creative knowledge of the following (if applicable):</b> <ul style="list-style-type: none"> <li>• <b>Control over linguistic and stylistic competence.</b></li> <li>• <b>Knowledge of the literature prescribed.</b></li> </ul>	<b>50</b>

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		<ul style="list-style-type: none"> <li>Analyzing, interpreting, arguing, and creative capacity.</li> <li>Various elements of prose.</li> <li>Culture of the concerned literature.</li> </ul>	
<b>Assignments/Any Three Suggested Academic Activities for Experiments</b>	<b>15</b>	<b>Viva Voce (Based on the practical file containing Suggested Academic Activities for</b>	<b>10</b>
<b>TOTAL</b>	<b>30</b>		<b>70</b>
<b>Any remarks/suggestions :</b>			

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## Syllabus of English Literature

### Part A Introduction

Program : Diploma Course	Class : B.A. II Year	Year : II	Session: 2023-24
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### Subject: English Literature (Theory) Major- 2/Minor/Optional

1.	Course Code	EUA2-ELIT-2T
2.	Course Title	Study of Fiction (Paper I, Theory)
3.	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Core Course
4.	Pre-requisite (if any)	To Study this course, a student must have studied the subject English Language and Literature at her/his Certificate Course level.
5.	Course Learning outcomes (CLO)	<p>On completion of this course, the students will be able to engage with different narrative forms and views in fiction dealing with simple and complex issues. The course will motivate the students to:</p> <ul style="list-style-type: none"><li>• Understand various aspects and forms of fiction</li><li>• Trace the origin and development of English novel</li><li>• Appreciate morality and humanity</li><li>• Improve the understanding of the world and the complexities of human mind</li><li>• Expand creativity and imagination and enrich the vocabulary in a delightful manner.</li></ul>

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6.	Credit Value	4	
7	Total Marks	Max. Marks: 30+70	Min. Passing Marks:33

**Part B – Content of the Course**

**Total No. of Lectures (in hours per week): 02**

**Total Lectures: 60 hours**

Unit	Topics	No. of Lectures
1.	<p><b>1. Forms of Early Fiction</b></p> <p>1.1. Fiction and its types 1.2. Daniel Defoe: Robinson Crusoe 1.3. Samuel Richardson: Pamela 1.4. Jane Austen : Pride and Prejudice</p> <p><b>Keywords/Tags:</b> Elements of novel, Augustan age, Age of Enlightenment, Literary trends in eighteenth century, Impact of Renaissance, Epistolary novel, Narrative technique, Picaresque novel, Romanticism, French revolution</p>	15
2.	<p><b>2. Victorian Fiction</b></p> <p>2.1. Charles Dickens: A Tale of Two Cities 2.2. Thomas Hardy: The Mayor of Caster bridge 2.3. George Eliot: Middlemarch 2.4. <u>Khushwant Singh: The portrait of a lady</u></p> <p><b>Keywords/Tags:</b> Victorian age, Realism, Pessimism Fate and destiny, Regional novel, Social novel, Tragic novel, Industrial revolution, Rationalism, Feminism, Materialism Historic fiction, Industrial age</p>	15
3.	<p><b>3. Modern Fiction</b></p> <p>3.1. DH Lawrence: Sons and Lovers 3.2. Virginia Woolf: Mrs. Dalloway 3.3. George Orwell: 1984</p> <p><b>Keywords/Tags:</b> Modern age,</p>	15

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	Autobiographical novel, Dystopia, Fantasy, Stream of consciousness, Oedipus complex, Electra complex, Symbolism, Formalism, Individualism, Absurdism, Identity and existential crisis, Totalitarianism, Psychological realism	
4.	<p><b>4. Detective Literature and Science-fiction</b></p> <p>4.1. Mary Shelley : Frankenstein</p> <p>4.2. RL Stevenson : Dr. Jekyll and Mr. Hyde</p> <p>4.3. Arthur Conan Doyle: The Hound of the Baskervilles</p> <p><b>Keywords/Tags:</b> Mystery, Scientific discovery, Sherlock Holmes, Parallel universes, Gothic, Science fiction</p>	15

**Part C – Language Resources**

**Text Books, Reference Books, Other resources**

**Suggested Readings:**

1. Austen, Jane. "Pride and Prejudice". Fingerprint Publishing, 2013.
2. Dickens, Charles. "A Tale of Two Cities". Penguin Classics, 2003.
3. Doyle, Arthur Conan. "The Hound of the Baskervilles." Fingerprint Publishing, 2019.
4. Eliot, George. "Middlemarch". Edited by Rosemary Ashton, Penguin Classics, 2003.
5. Hardy, Thomas. "The Mayor of Caster Bridge." Maple Press, 2012.
6. Lawrence, DH. "Sons and Lovers". Fingerprint Publishing, 2015.
7. Richardson, Samuel. "Pamela : or; Virtue Rewarded". Edited by Peter Sabor, Penguin Classics, 1980.
8. Shelley, Mary. "Frankenstein." Wordsworth Classics, 1992.
9. Woolf, Virginia. "Mrs. Dalloway." Maple Classics, 2018.

**Suggested digital platforms web links:**

1. "Detective Fiction." Wikipedia, 2009, [en.wikipedia.org/wiki/Detective\\_fiction](http://en.wikipedia.org/wiki/Detective_fiction).
2. "Dr. Jekyll and Mr. Hyde : Full Book Summary." Spark notes, 2015, [www.sparknotes.com/lit/jekyll/summary](http://www.sparknotes.com/lit/jekyll/summary).
3. "English Novel." Wikipedia, 2015, [en.wikipedia.org/wiki/English\\_novel](http://en.wikipedia.org/wiki/English_novel).

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4. "The Realistic Novel in the Victorian Era." British Literature Wiki, sites.udel.edu/britlitwiki/the-realistic-novel-in-the-victorian-era. Accessed 18 Jan. 2022.
5. "Robinson Crusoe Study Guide." Spark notes, 2022, www.sparknotes.com/lit/crusoe.

**Suggested equivalent online courses:**

1. <https://www.edx.org/course/ap-english-literature-composition-part-I-stories> AP® English Literature & Composition – Part 1 : Stories taught by Maggie Sokolik, University of California, Berkeley
2. <https://ocw.mit.edu/course/literature/211-471-major-english-novels-spring-2009/> Major English Novels by Ina Lipkowitz, MIT
3. <https://ocw.mit.edu/courses/literature/211-485-modern-fiction-fall-2015/> Modern Fiction by Prof. James Buzard, MIT

**Part D- Assessment and Evaluation**

**Suggested Continuous Evaluation Methods:**

Maximum Marks: 100

Continuous Comprehensive Evaluation (CCE): 30 Marks University Exam (UE) 70 marks

<b>Internal Assessment :</b> Continuous Comprehensive Evaluation (CCE):30	There shall be 4 class tests of 10 marks each, out of which the 3 best scores are to be taken into account.	10+10+10+=30
<b>External Assessment:</b> University Exam Section: 70 Time: 03:00 Hours	<b>Section (A):</b> Objective Questions <b>Section (B):</b> Short Questions <b>Section (C)</b> Long Questions	Total 70

**Any remarks/suggestions:**

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## Syllabus of English Practical Paper

### Part A Introduction

Program : Diploma  
Course

Class : B.A.  
II Year

Year : II

Session :  
2023-24

Subject: English Literature (Practical) Major- 2/Minor/Optional

1.	Course Code	EUA2-ELIT-2P
2.	Course Title	Experiments with Prose (Paper 2, Practical)
3.	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Core Course
4.	Pre-requisite (if any)	To Study this course, a student must have had the subject English Language and Literature at her/his Certificate Course level.
5.	Course Learning outcomes (CLO)	On completion of this course, the students will be able to understand and apply various literary techniques to their craft. The Course will help the students. <ul style="list-style-type: none"><li>• Conceptualize abstract ideas into concrete writing.</li><li>• Experiment with different genres of literature with theatrical activities.</li><li>• Analyse and compare the American and Indian English fiction.</li><li>• Create new dimensions in literary craft with the help of several tools.</li><li>• Expand creativity and imagination.</li><li>• Strengthen their confidence and language skills with practical exercises.</li></ul>

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		<ul style="list-style-type: none"> <li>Articulate complex ideas and emotions.</li> </ul>	
6.	<b>Credit Value</b>	2	
7	<b>Total Marks</b>	Max. Marks: 30+70	Min. Passing Marks:33

**Part B – Content of the Course**

**Total No. of Lectures (in hours per week): 01**

**Total Lectures: 30 hours**

Unit	Topics	No. of Lectures
1.	<ul style="list-style-type: none"> <li><b>American Fiction</b></li> <li>1.1. Nathaniel Hawthorne: The Scarlet Letter</li> <li>1.2. Herman Melville: Moby Dick</li> <li>1.3. Ernest Hemmingway : The Old Man and the Sea</li> </ul> <p><b>Keywords/Tags:</b> American fiction, Historical fiction, Realism, Redemption, Epistemology, Travelogue</p>	<b>15</b>
2.	<ul style="list-style-type: none"> <li><b>Indian Fiction</b></li> <li>2.1. RK Narayan : The English Teacher</li> <li>2.2. Mulk Raj Anand: Untouchable</li> <li>2.3. Anita Desai : Cry, the Peacock</li> </ul> <p><b>Keywords/Tags:</b> Indian Fiction in English, Supernaturalism, Social novel, Feminism in India, Psychological novel, Regional literature, Social taboos</p>	<b>15</b>

**Part C – Learning Resources**

**Text Books, Reference Books, Other resources**

**Suggested Readings:**

1. Agrawal, BR, and MP Sinha. "Major Trends in Post-Independence Indian English Fiction". Atlantic Publication, 2011.
2. Anand, Mulk Raj. "Untouchable". Penguin India, 2001.
3. Desai, Anita. "Cry, the Peacock." Orient Peperbacks, 2020.
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8. Narayan, R.K. "The English Teacher". Indian Thought Publication, 2007.

**Suggested digital platforms web links:**

1. "American Literature." Wikipedia.org/wiki/American\_literature. Accessed 18 Jan. 2022.
2. "Fiction – American Literature." Britannica, [www.britannica.com/art/American-literature/Fiction](http://www.britannica.com/art/American-literature/Fiction). Accessed 18 Jan. 2022.
3. Temple, Emily. "A Brief Survey of the Great American Novel (s)." Literary Hub, 9 Jan. 2017, [lithub.com/a-brief-survey-of-great-American-novels](http://lithub.com/a-brief-survey-of-great-American-novels).

**Suggested equivalent online courses:**

1. <https://www.edx.org/course/ap-english-literature-composition-part-1-stories-2> AP® English Literature & Composition – Part 1 : Stories taught by Maggie Sokolik, University of California, Berkeley.
2. <https://ocw.mit.edu/courses/literature-211-471-major-english-novels-spring-2009/> Major English Novels by Ina, Lipkowitz, MIT
3. <https://ocw.mit.edu/courses/literature/211-485-modern-fiction-fall-2015/> Modern Fiction by Prof. James Buzard, MIT

**Suggested Academic Activities for Experiments by Students:**

**A. Linguistic Activities**

1. Testing the learners' pronunciation abilities through reading out the prescribed texts.
2. To test the learners' knowledge about the meaning, synonyms, antonyms of difficult words used in the texts and their usage in new sentences.
3. To test the learners' knowledge about the different possible forms of root words from the texts and their usage in new sentences.
4. Identifying different tenses and prepositions used in the texts and recreating sentences from them.
5. Identifying types of sentences used in the texts and reusing them to form new sentences.
6. To conduct quiz activities for the learners based on different parts of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunctions, exclamation).
7. Identifying connectors (for example: but, moreover, furthermore, hence, therefore, so, in the light of the above etc) from the texts and

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reusing them in situational English.

8. Identifying literary devices and figures of speech from the prescribed texts.

### **B. Learning Approaches and Strategies**

1. Identifying verbal phrases, idioms, and proverbs found in the prescribed texts and using them in real-life/situational English. (Lexical Approach).
2. To apply task-based learning and goal-setting.
3. To conduct peer-learning activities among learners.
4. Exploring different English-speaking cultures through minute reading of the prescribed texts.
5. Developing a positive attitude in learners towards the English language.
6. Identifying different examples of Indian English in the prescribed text.

### **C. Performative Activities**

1. Role play of different characters to be performed by students.
2. Enacting the prose narratives prescribed in the texts.
3. Voice and language modulation activities.
4. Enactment through body language and expression.
5. Sorting out conflicts in prose through the staging of the situations present in the story.
6. Scene study based on situations present in the prescribed prose.

### **D. Communicative Activities**

1. Testing the fluency of the learners through real-life/situational (informal) English.
2. Recreating sentences from Formal into Informal English.
3. Seeking opportunities to interact with native speakers/foreigners.
4. Using body language as a means of communication.
5. Activities testing the communication based on the needs of real-life situations.

### **E. Practicing Language Skills**

2. Learners should be asked to continuously practice language skills (LRW) based on resources available in the classroom.  
For example: Speech available on the mobile internet platforms like You Tube, EDX etc can be used for listening skill, using newspapers and textbooks for reading and writing skills; based on these three activities (LRW), learners should be inspired to practice the speaking skill.

### **F. Creative Writing**

1. Writing an imaginary story based on real life incident.

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2. Reinventing and rewriting the central idea of the prescribed prose.
3. Writing literary pieces from the learners' points of view.
4. To convert one type of fiction into another. For example, Imagining Jane Austen's *Pride and Prejudice* as a Fantasy Novel; or Mary Shelley's *Frankenstein* as a Neoclassical novel.

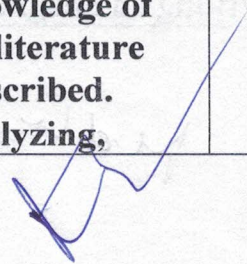
**Part D- Assessment and Evaluation**

**Suggested Continuous Evaluation Methods:**

<b>Internal Assessment :</b>	<b>Marks</b>	<b>External Assessment:</b>	<b>Marks</b>
<b>Class Interaction/Quiz/Any Two Suggested Academic Activities for Experiments</b>	<b>10</b>	<b>Each student will prepare a practical file containing five suggested academic activities for experiments assigned by the concerned classroom teacher one month before the Viva voce.</b>	<b>10 (handwriting and shape of presentation to be evaluated by the external examiner)</b>
<b>Attendance</b>	<b>05</b>	<b>The above practical file containing five academic experiment activities made by the students will be evaluated by the external examiner assessing the student's creative knowledge of the following (if applicable):</b> <ul style="list-style-type: none"> <li>• <b>Control over linguistic and stylistic competence.</b></li> <li>• <b>Knowledge of the literature prescribed.</b></li> <li>• <b>Analyzing,</b></li> </ul>	<b>50</b>

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		<b>interpreting, arguing, and creative capacity.</b> <ul style="list-style-type: none"> <li>• Various elements of prose.</li> <li>• Culture of the concerned literature.</li> </ul>	
<b>Assignments/Any Three Suggested Academic Activities for Experiments</b>	<b>15</b>	<b>Viva Voce (Based on the practical file containing Suggested Academic Activities for</b>	<b>10</b>
<b>TOTAL</b>	<b>30</b>		<b>70</b>
<b>Any remarks/suggestions:</b>			

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