



Eklavya University

Damoh (M.P.)

Bachelor of Arts

(B.A. – III YEAR)

English

Curriculum

(2023-2024)

NEP-2020

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Syllabus of English Literature

Part A Introduction

Program : Degree **Class: B.A. III Year** **Year:2023** **Session: 2023-24**

Subject: English Literature

| | | |
|----|--|--|
| 1. | Course Code | EUA3-ELIT-1D |
| 2. | Course Title | English Language: Structure and Translation (Theory) (Group A Paper I) |
| 3. | Course Type (Core Course/Elective/Generic Elective/Vocational/.....) | Discipline Specific Elective (DSE) |
| 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>On Successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Define the English language structures and their functioning in relation to phonology and morphology, 2. Evaluate the relationship between the English language and society. 3. Establish an understanding of the English language's artistry and utility. 4. Comprehend the elements and scope of translation. 5. Apply and practice techniques of English Grammar. 6. Depict the production of speech sounds and IPA symbol. |
| 6. | Credit Value | 4 |

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| 7. | Total Marks | Max. Marks: 30+70 | Min. Passing Marks:35 |
|--|---|----------------------------------|-----------------------|
| 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 Hour Each) | |
| 1. | Introduction to Linguistics <ul style="list-style-type: none"> • Definition, Functions, Characteristics and Development of English Language • Approaches to the Study of Language- Synchronic and Diachronic Keywords: Grammar theories, Language and Society | 15 | |
| 2. | Major Concepts of Linguistics <ul style="list-style-type: none"> • Phonology and Morphology • Word Accent, Rhythms, Syllables and Syllable Counting Keywords: Vowels and consonants, Acoustic property of speech sounds, Phonemes, Phonetics, Morphemes, Allomorphs, Allophones | 15 | |
| 3. | Ambiguities and Translation <ul style="list-style-type: none"> • Ambiguities in Language : Structural and Semantic • Translation : Elements, Challenges and Scope Keywords: Homonym Homophone, Non-literal speech, Anaphoric ambiguity, Inflective ambiguity, L1 Interference | 15 | |
| 4. | Concepts related to Linguistics <ul style="list-style-type: none"> • IPA Symbols • IC Analysis Keywords: Prosody, L1, L2, Motivation in L2 learning | 15 | |
| Keywords/Tags: | | | |
| Part C – Language Resources | | | |
| Text Books, Reference Books, Other resources | | | |

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Suggested Readings:

1. Arthi,R., and Bhuvanewari, Dr. V., Introduction to Translation Studies in Indian Writing. "In Translation: Across the World", Authors Press, New Delhi, 2021.
2. Dornyei, Z., "Motivational Strategies in the Language Classroom", Cambridge University Press, 2001.
3. Ellis, R., Task-based Research and Language Pedagogy, "Language Teaching Research", Oxford University Press, 2000.
4. Herbst, Thomas, "English Linguistics: A Course book for Students of English", De Gruyter Mouton, 2010.
5. Kapoor, K, "Text and Interpretation : The India Tradition", Dk Print World LTD, India, 2005.
6. Kapoor, RR,. "In Translation: Literature across the World", Authors Press, India, 2021.

Suggested digital platforms web links:

1. www.eshiksha.mp.gov.in
2. <https://www.youtube.com/watch?v=cmoBVyujiko>
3. [https://en.wikipedia.org/wiki/Morphology_\(linuistics\)](https://en.wikipedia.org/wiki/Morphology_(linuistics))
4. <https://en.wikipedia.org/wiki/Linguistics>
5. <https://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonology/#:~:text=Phonology%20is%20the%20study%20%ofa nd%20used%20to%20convey%20meaning.>
6. <https://preply.com/en/blog/10-concepts-in-english-phonology-that-you-should-know/>

Books published by Madhya Pradesh Hindi Granth Academy, Bhopal**Suggested equivalent online courses:**

1. **Free Course on the English Language at Alison.Com**
<https://alison.com/courses/english>
2. **Free Course on Linguistics at EDX**
<https://www.edx.org/learn/linguistics>

Part D- Assessment and Evaluation**Suggested Continuous Evaluation Methods:**

Maximum Marks: 100

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

Internal Assessment :

Continuous Comprehensive
Evaluation (CCE)

Class Test Assignment/Presentation 30

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|---------------------------------|---|-----------------|
| External Assessment: | Section (A): Objective Questions | Total 70 |
| University Exam Section: | Section (B): Short Questions | |
| Time: 03:00 Hours | Section (C): Long Questions | |
| Any remarks/suggestions: | | |

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Syllabus of English Literature

Part A Introduction

Program : Degree
Class: B.A. III Year
Year:2023
Session: 2023-24
Subject: English Literature

| | | | |
|----|--|---|------------------------|
| 1. | Course Code | EUA3-ELIT-1Q | |
| 2. | Course Title | Practicing English Language: Structure and Translation (Practical) (Group A Paper I) | |
| 3. | Course Type (Core Course/Elective/Generic Elective/Vocational/.....) | Discipline Specific Elective (DSE) | |
| 4. | Pre-requisite (if any) | To Study this course, a student must have had the subject in Diploma (Second Year). | |
| 5. | Course Learning outcomes (CLO) | On Successful completion of this course, the students will be able to: <ol style="list-style-type: none"> 1. Define language structures structures pronunciation and functioning of the language. 2. Evaluate the relationship between the English language and society. 3. Establish an understanding of the artistry and utility about the English language 4. Comprehend the elements and scope of translation. 5. Acquire mastery over communicative competence in English. 6. Apply and practice techniques of English Grammar. | |
| 6. | Credit Value | 2 | |
| 7. | Total Marks | Max. Marks: 30+70 | Min. Passing Marks: 35 |

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Part B – Content of the Course

Total No. of Lectures (in hours per week): 01 lecture of 2 hours

Total Lectures: 30 Lectures

| Unit | Topics | No. of Lectures |
|------|---|-----------------|
| 1. | English Language Skills <ul style="list-style-type: none">• Noun Phrase, Verb Phrase, Articles and Article Feature, 'be', 'do' and 'have'• Organs of Speech and their Functions Keywords: Word Formation, Base Word, Prefixes, suffixes, Compounding | 15 |
| 2. | ELT <ul style="list-style-type: none">• Methods of ELT (methods to be practiced by the students): Grammar Translation, Structural Approach, Direct Method, Situational Approach, Total Physical Response, Communicative Language Teaching, Natural Approach, Audio lingual Method, Task-based language teaching Keywords: Principles of teaching English, Difference between language and literature teaching. | 15 |

Keywords/Tags:

Part C – Language Resources

Text Books, Reference Books, Other resources

Suggested Readings:

1. Arthi,R., and Bhuvanewari, Dr. V., Introduction to Translation Studies in Indian Writing. "In Translation: Across the World", Authors Press, New Delhi, 2021.
2. Dornyei, Z., "Motivational Strategies in the Language Classroom", Cambridge University Press, 2001.
3. Ellis, R., Task-based Research and Language Pedagogy, "Language Teaching Research", Oxford University Press, 2000.
4. Herbst, Thomas, "English Linguistics: A Course book for Students of English", De Gruyter Mouton, 2010.
5. Kapoor, K, "Text and Interpretation: The India Tradition", Dk Print World LTD, India, 2005.

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Suggested digital platforms web links:

1. www.eshiksha.mp.gov.in
2. <https://www.youtube.com/watch?v=cmoBVyujiko>
3. <https://www.ukessays.com/essaya/english-lanuage/methods-and-approaches-of-english-language-teaching-english-language-eesya.php>
4. https://www.jstor.org/stable/j.ctv9zckw.5?seq=23#metadata_info_tab_contents

Books published by Madhya Pradesh Hindi Granth Academy, Bhopal

Suggested equivalent online courses:

1. **Free Course on the English Language at Alison.Com**
<https://alison.com/courses/english>
2. **Free Course on Linguistics at EDX**
<https://www.edx.org/learn/linguistics>

Suggested Academic Activities for Practice by Students:

A. Linguistic Activity

1. Testing the learner's 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 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 founds 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.

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6. Identifying different examples of Indian English in the prescribed text.

C. Per formative Activities

1. Enacting the prose and fiction narratives.
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 texts.

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 YouTube, EDX etc can be used for listening exercise; using newspapers and textbooks for reading and writing skills; based on these three activities (LRW), learners should be inspired to practice the speaking skill.

Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods:

| Internal Assessment : | Marks | External Assessment: | Marks |
|---|-------|---|-------|
| Class Interaction/Quiz | 30 | Viva voce based on Practical Practical Record File | 70 |
| Attendance | | Table Work/Experiments | |
| Assignments (Charts/Model Seminar/Rural Service/Technology/Dissemination/Report of Excursion/Lab Visits/Survey/Industrial Visit) | | | |
| Total Marks: 100 | | | |

Any remarks/suggestions:

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Syllabus of English Literature

Part A Introduction

Program : Degree Class: B.A. III Year Year:2023 Session: 2023-24

Subject: English

| | | |
|----|--|--|
| 1. | Course Code | EUA3-ELIT-2D |
| 2. | Course Title | Indian Diaspora Literature (Theory) (Group A Paper II) |
| 3. | Course Type (Core Course/Elective/Generic Elective/Vocational/.....) | Discipline Specific Elective (DSE) |
| 4. | Pre-requisite (if any) | To Study this course, a student must have had this subject in Diploma (Second Year). |
| 5. | Course Learning outcomes (CLO) | <p>On Successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none">1. Explain the theoretical backgrounds of international migration, race and ethnicity.2. Define the various attributes of the Indian Diaspora and the 'ambivalence' of their attitudes towards their own motherland as well as their adopted homeland.3. Demonstrate the quest for cultural identity on the part of the citizens of the Indian Diaspora and would be able to understand the psychological, social and political problems associated with Diaspora culture.4. Discover their own country from a different prism through the eyes of |

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| | | writers who have lived in a composite culture. 5. Create an interpretation of the texts in the context of Diaspora conditions. |
| 6. | Credit Value | 4 |
| 7 | Total Marks | Max. Marks: 30+70 Min. Passing Marks:35 |

Part B – Content of the Course

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

Total No. of Lectures: 60 Lectures

| Unit | Topics | No. of Lectures (1 Hour Each) |
|------|--|----------------------------------|
| 1. | Introduction <ul style="list-style-type: none"> • A Brief Introduction to Indian Diaspora Literature • VS Naipaul : A House for Mr. Biswas (1961) • Kamala Markandaya : The Nowhere Man (1972) Keywords: Diaspora conditions and sensibilities, Role of memory, Quest for identity, Racial discrimination | 15 |
| 2. | Fiction <ul style="list-style-type: none"> • Shashi Deshpande : That Long Silence (1988) • Bharati Mukherjee : The Holder of the World (1993) Keywords: Cultural displacement, Migration, Alienation, Modern Woman | 15 |
| 3. | Fiction <ul style="list-style-type: none"> • Chitra Banerjee : Sister of My Heart (1999) • Aravind Adiga : The White Tiger (2008) Keywords: Minority community, Exile, Translation in Indian English Literature | 15 |
| 4. | Non-Fiction <ul style="list-style-type: none"> • Amitav Ghosh : In an Antique Land (1992) • Jhumpa Lahiri : Interpreter of Maladies (1999) Keywords: Homeland and Diaspora, Cultural shock, | 15 |

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Keywords/Tags:

Part C – Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

1. Anand, TS., "Literature of Indian Diaspora", Creative Books, India, 2010.
2. Telugu, S., "Indian Literature in Diaspora – Rutledge Contemporary South Asia Series", Routledge Publication, 2022.
3. Vineeth, V., Priya Dharisini, S., "Literature of Indian Diaspora", Mahaveer Publication, India, 2022.

Suggested digital platforms web links:

1. www.eshiksha.mp.gov.in
2. <https://www.youtube.com/watch?v=i7iBMZxYu1Y>
3. <https://www.youtube.com/watch?v=1LDITSC0IwU>
4. <https://www.tojgi.net/index.php/journal/article/download/4176/2857/4603#:~:text=The%20literature%20of%20the%20Indian.generation%20immigrants%20in%20the%20US.>
5. <https://publication.anveshanaindia.com/wp-content/uploads/2017/08/INDIAN-DIASPORA-WRITERS%E2%80%93A-STUDY-1.pdf>
6. <https://www.youtube.com/watch?v=qvazgfBD5EI>

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Suggested equivalent online courses:

1. **Understanding online courses:**
<https://www.udemy.com/course/understanding-diaspora/>
2. **Postcolonial Literature- NPTEL**
https://onlinecourses.nptel.ac.in/noc22_hs17/preview

Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

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

| | | |
|--|--|----|
| Internal Assessment : Continuous Comprehensive Evaluation (CCE) | Class Test | 30 |
| | Assignment/Presentation | |
| External Assessment: University Exam Section Time : 03.00 Hours | Section (A) : Very short Question | 70 |
| | Section (B) : Short Question | |
| | Section (C) : Long Question | |

Any remarks/suggestions:

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Syllabus of English Literature

Part A Introduction

| | | | |
|--|---|------------------|-------------------------|
| Program : Degree | Class: B.A. III Year | Year:2023 | Session: 2023-24 |
| Subject: English Literature | | | |
| 1. Course Code | EUA3-ELIT-2Q | | |
| 2. Course Title | Evaluation of Indian Diaspora Literature (Practical) (Group A Paper II) | | |
| 3. Course Type (Core Course/Elective/Generic Elective/Vocational/.....) | Discipline Specific Elective (DSE) | | |
| 4. Pre-requisite (if any) | To Study this course, a student must have had this subject in Diploma (Second Year). | | |
| 5. Course Learning outcomes (CLO) | On Successful completion of this course, the students will be able to: <ol style="list-style-type: none">1. Explain and evaluate the theoretical backgrounds of international migration, race and ethnicity.2. Analyse the various attributes of the Indian Diaspora and the 'ambivalence' of their attitudes towards their own motherland as well as their adopted homeland.3. Demonstrate the quest for cultural identity on the part of the citizens of the Indian Diaspora and would be able to understand the psychological, social and political problems associated with Diaspora culture.4. Discover our own country from a different prism through the eyes of | | |

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| | | writers who lived in a composite culture. 5. Create an interpretation of the texts in the context of Diaspora conditions. |
| 6. | Credit Value | 2 |
| 7 | Total Marks | Max. Marks: 100 Min. Passing Marks: 35 |

Part B – Content of the Course

Total No. of Lectures/Practical (in hours per week): 01 lecture of 2 hours

Total No. of Lectures: 30 Lectures

| Unit | Topics | No. of Lectures (2 Hours Each) |
|-------------|---|---|
| 1. | <p>Critical Evaluation</p> <ul style="list-style-type: none"> Critical evaluation and interpretation to be done by the students of Diaspora fiction and non-fiction prescribed in the theory paper <p>Keywords: Composite culture, Culture and language, Transnationalism, Analytical and critical thinking, Linguistic and communicative competence, Innovative and imaginative thinking, Usage of appropriate words, Study of nature, man and society.</p> | 15 |
| 2. | <p>Teaching and Demonstration</p> <ul style="list-style-type: none"> Classroom teaching, presentation, demonstration, or discussion to be done by the students on any one of the literary pieces prescribed in the theory paper <p>Keywords: Globalization and Diaspora, Communicative skills, Mastery over the content, Linguistic Components, Language skills</p> | 15 |

Keywords/Tags:

Part C – Language Resources

Text Books, Reference Books, Other resources

Suggested Readings:

1. Anand, TS., "Literature of Indian Diaspora", Creative Books, India, 2010.
2. Telugu, S., "Indian Literature in Diaspora – Rout ledge Contmorary South

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Asia Series”, Rout ledge Publication, 2022.

3. Vineeth, V., Priya Dharisini, S., “Literature of Indian Diaspora”, Mahaveer Publication, India, 2022.

Suggested digital platforms web links:

1. www.eshiksha.mp.gov.in
2. <https://www.youtube.com/watch?v=i7iBMZxYu1Y>
3. <https://www.youtube.com/watch?v=1LDITSC0IwU>
4. <https://www.tojgi.net/index.php/journal/article/download/4176/2857/4603#:~:text=The%20literature%20of%20the%20Indian.generation%20immigrants%20in%20the%20US.>
5. <https://publication.anveshanaindia.com/wp-content/uploads/2017/08/INDIAN-DIASPORA-WRITERS%E2%80%93A-STUDY-1.pdf>
6. <https://www.youtube.com/watch?v=qvazgfBD5EI>

Books published by Madhya Pradesh Hindi Granth Academy, Bhopal

Suggested equivalent online courses:

1. **Writing Courses – COURSERA.COM**
<https://www.edx.org/learn/writing>
2. **Free Writing Courses and Tutorials – Udemy**
<https://www.udemy.com/topic/writing/free/>

Suggested Academic Activities for Practice by Students:

A. Linguistic Activities

1. Testing the learner’s 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 texts and reusing them in situational English.
8. Identifying literary devices and figures of speech from the prescribed texts.

B. Learning Approaches and Strategies

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1. Identifying verbal phrases, idioms and proverbs founds 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 and fiction narratives 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 YouTube, EDX etc can be used for listening exercise; using newspapers and textbooks for reading and writing skills; based on these three activities (LRW), learners should be inspired to practice the speaking skill.

Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods:

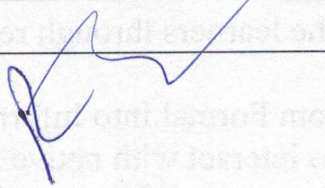
| Internal Assessment : | Marks | External Assessment: | Marks |
|------------------------|-------|------------------------------|-------|
| Class Interaction/Quiz | | Viva voce based on Practical | |

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| Attendance | 30 | Practical Record File | 70 |
| Assignments (Charts/Model Seminar/Rural Service/Technology/Dissemination/Report of Excursion/Lab Visits/Survey/Industrial Visit) | | Table Work/Experiments | |
| | | Total Marks: 100 | |
| Any remarks/suggestions: | | | |



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Syllabus of English Literature

Part A English Literature

Program : Degree **Class: B.A. III Year** **Year:2023** **Session: 2023-24**

Subject: English

| | | | |
|----|--|---|-----------------------|
| 1. | Course Code | EUA3-ELIT-3D | |
| 2. | Course Title | Literary Criticism and Theories (Theory) (Group B Paper I) | |
| 3. | Course Type (Core Course/Elective/Generic Elective/Vocational/.....) | Discipline Specific Elective (DSE) | |
| 4. | Pre-requisite (if any) | To Study this course, a student must have had this subject in Diploma (Second Year). | |
| 5. | Course Learning outcomes (CLO) | <p>On Successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Use literary theoretical concepts to develop their own interpretations of literary texts. 2. Broaden their understanding of an author's work by summarizing, interpreting and exploring its value. 3. Analyse and apply specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments. 4. Think critically about a range of literary theories. 5. Write in an insightful and informed way about specific literary theoretical works. | |
| 6. | Credit Value | 4 | |
| 7. | Total Marks | Max. Marks: 30+70 | Min. Passing Marks:35 |

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Part B – Content of the Course

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

Total Lectures: 60 Lectures

| Unit | Topics | No. of Lectures (1 Hour Each) |
|-------------|--|--|
| 1. | Introduction of Literary Criticism <ul style="list-style-type: none">• Elements, methods, characteristics and purpose of literary criticism• Use of literary devices. Keywords: Literary analysis, Themes, History, Context, Mimesis, Hamartia, Hubris, Peripeteia, Anagnorisis, Nemesis, Catharsis | 15 |
| 2. | Early Twentieth Century Literary Criticism <ul style="list-style-type: none">• Psychoanalytic Theory• Marxist Literary Criticism• Feminist Literary Theories Keywords: Old Criticism, New Criticism, Formalism, Class consciousness, Gender bias | 15 |
| 3. | Later Twentieth Century Literary Criticism <ul style="list-style-type: none">• Structuralism and Deconstruction• Reader-response Theory• Eco-criticism Keywords: Reception theory, Affective stylistics, New historicism, Sociological criticism, Archetypal criticism | 15 |
| 4. | Indian Critical Thinking <ul style="list-style-type: none">• Bharat Muni's Natyashastra : Elements of Drama, Rasa Theory• Anand Vardahn: Dhvani Theory Keywords: Aestheticism, Decadence, Gender studies, Mimetic criticism, Queer theory | 15 |

Keywords/Tags:

Part C – Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

1. Barry, P., "Beginning Theory", VIVA BOOKS, India, 2010.

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2. Goulimari, P., "Literary Criticism and Theory: From Plato to Postcolonialism", Rout ledge Publication, 2014.
3. Kapoor, K., "Literary Theory: Indian Conceptual Framework", Affiliated East-West Press, India, 2012.
4. Nagarajan, MS., "English Literary Criticism and Theory", Orient BlackSwan, Indian, 2006.
5. Pathak, R.S., "Comparative Poetics", Creative Books, India, 1998.

Suggested digital platforms web links:

1. www.eshiksha.mp.gov.in
2. <https://www.britannica.com/art/literary-criticism>.
3. https://en.wikipedia.org/wiki/Literary_cirticism#:~:text=Literary%20criticis m%20
4. <https://iep.utm.edu/literary/>

Books published by Madhya Pradesh Hindi Granth Academy, Bhopal

Suggested equivalent online courses:

1. **Literary Theory and Literary Criticism Introduction – NPTEL**
https://onlinecourses.nptel.ac.in/noc22_hs94/preview
2. **Introduction to Theory of Literature – YALE OPEN COURSE**
<https://ovc.vale.edu/english/eng-300>

Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

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

| | | |
|--|--|----|
| Internal Assessment : Continuous Comprehensive Evaluation (CCE) | Class Test | 30 |
| | Assignment/Presentation | |
| External Assessment: University Exam Section Time : 03.00 Hours | Section (A) : Very short Question | 70 |
| | Section (B) : Short Question | |
| | Section (C) : Long Question | |

Any remarks/suggestions:

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Syllabus of English Literature

Part A Introduction

Program : Degree Class: B.A. III Year Year:2023 Session: 2023-24

Subject: English Literature

| | | |
|----|--|---|
| 1. | Course Code | EUA3-ELIT-3Q |
| 2. | Course Title | Practicing and Evaluating Literary Criticism and Theories (Practical) (Group B Paper I) |
| 3. | Course Type (Core Course/Elective/Generic Elective/Vocational/.....) | Discipline Specific Elective (DSE) |
| 4. | Pre-requisite (if any) | To Study this course, a student must have had this subject in Diploma (Second Year). |
| 5. | Course Learning outcomes (CLO) | <p>On Successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none">1. Critically evaluate different literary pieces,2. Use literary theoretical concepts to develop their own interpretations of literary texts.3. Broaden their understanding of an author's work by summarizing, interpreting and exploring its value.4. Analyze and apply specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.5. Think critically about a range of literary theories,6. Write in an insightful and informed way about specific literary theoretical works. |

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| 6. | Credit Value | 2 | |
|--|--|-----------------------------------|------------------------|
| 7 | Total Marks | Max. Marks: 100 | Min. Passing Marks: 35 |
| Part B – Content of the Course | | | |
| Total No. of Lectures/Practical (in hours per week): 01 lecture of 2 hours | | | |
| Total No. of Lectures: 30 Lectures | | | |
| Unit | Topics | No. of Lectures (2 Hours Each) | |
| 1. | Introduction : <ul style="list-style-type: none"> • What is Literary Criticism? • Practice of New Criticism and Formalism with different literary pieces Keywords: Difference between Old Criticism and New Criticism, Classical literary theories | 15 | |
| 2. | Critical Evaluation of A New Excerpts <ul style="list-style-type: none"> • Gita (English Translation by Ekanth Easwaran) • Ramayana (English Translation by Ralph Griffith) Keywords: Indian literary theories and criticism | 15 | |
| Keywords/Tags: What is Literary Criticism, Critical Evaluation of A New Excerpts | | | |
| Part C – Language Resources | | | |
| Text Books, Reference Books, Other resources | | | |
| Suggested Readings: | | | |
| 1. Barry, P., “Beginning Theory”, VIVA BOOKS, India, 2010. | | | |
| 2. Goulimari, P., “Literary Criticism and Theory: From Plato to Postcolonialism”, Rout ledge Publication, 2014. | | | |
| 3. Kapoor, K., “Literary Theory: Indian Conceptual Framework”, Affiliated East-West Press, India, 2012. | | | |
| 4. Nagarajan, MS., “English Literary Criticism and Theory”, Orient BlackSwan, Indian, 2006. | | | |
| 5. Pathak, R.S., “Comparative Poetics”, Creative Books, India, 1998. | | | |
| Suggested digital platforms web links: | | | |
| 1. www.eshiksha.mp.gov.in | | | |
| 2. https://en.wikipedia.org/wiki/Literary_criticism#:~:text=Literary%20criticism%20 | | | |
| 3. https://englishliterature.education/theory/difference-between-literary-criticism-and-literary-theory/ | | | |

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Books published by Madhya Pradesh Hindi Granth Academy, Bhopal

Suggested equivalent online courses:

1. **Literary Theory and Literary Criticism Introduction – NPTEL**
https://onlinecourses.nptel.ac.in/noc22_hs94/preview
2. **Introduction to Theory of Literature – YALE OPEN COURSE**
<https://ovc.vale.edu/english/eng-300>

Suggested Academic Activities for Practice by Students:

A. Linguistic Activity

1. Testing the learner's 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 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 founds 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 and fiction narratives 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.

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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 YouTube, EDX etc can be used for listening exercise; using newspapers and textbooks for reading and writing skills; based on these three activities (LRW), learners should be inspired to practice the speaking skill.

Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods:

| Internal Assessment : | Marks | External Assessment: | Marks |
|--|-------|------------------------------|-------|
| Class Interaction/Quiz | 30 | Viva voce based on Practical | 70 |
| Attendance | | Practical Record File | |
| Assignments (Charts/Model Seminar/Rural Service/Technology/Dissemination/Report of Excursion/Lab Visits/Survey/Industrial Visit) | | Table Work/Experiments | |

Total Marks: 100

Any remarks/suggestions:

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Syllabus of English Literature

Part A Introduction

Program : Degree | Class: B.A. III Year | Year:2023 | Session: 2023-24

Subject: English Literature

| | | |
|----|--|---|
| 1. | Course Code | EUA3-ELIT-4D |
| 2. | Course Title | Indian Writing in English (Theory) (Group B Paper II) |
| 3. | Course Type (Core Course/Elective/Generic Elective/Vocational/.....) | Discipline Specific Elective (DSE) |
| 4. | Pre-requisite (if any) | To Study this course, a student must have had this subject in Diploma (Second Year). |
| 5. | Course Learning outcomes (CLO) | <p>On Successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none">1. Depict the strengths and constraints of Indian English as a literary medium2. Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times till the present.3. Analyse Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism.4. Develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them.5. Evaluate critically the contributions of major Indian English poets, dramatists and novelists. |

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| 6. | Credit Value | 4 | |
|---|---|----------------------------------|-----------------------|
| 7 | Total Marks | Max. Marks: 30+70 | Min. Passing Marks:35 |
| Part B – Content of the Course | | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): 02 | | | |
| Total No. of Lectures: 60 Lectures | | | |
| Unit | Topics | No. of Lectures (1 Hour Each) | |
| 1. | Introduction to Indian English Literature <ul style="list-style-type: none"> • A Brief Introduction to Indian Writing in English • Jayanta Mahapatra : Indian Summer • Gieve Patel : On Killing a Tree Keywords: Indian Poetry in English, Rich Indian culture, Social and traditional values, Contemporary modern issues. | 15 | |
| 2. | Indian English Prose <ul style="list-style-type: none"> • RS Pathak : Introduction Pages 1-14 (The Writings of Dr. Hari Singh Gour) • Dr. S. Radhakrishnan: Living With A Purpose Keywords: Indian culture, Spiritualism, Religion, Transcendentalism, Buddhism, Self-Denial | 15 | |
| 3. | Indian English Fiction <ul style="list-style-type: none"> • Kiran Desai : The Inheritance of Loss • Gitanjali Shree : Tomb of Sand Keywords: Indian Fiction in English, Migration, Homeland, Human values, Morality, Regionalism | 15 | |
| 4. | Drama <ul style="list-style-type: none"> • Habib Tanveer : Charandas Chor • Mahesh Dattani : Dance Like A Man Keywords: Indian English Drama, Street Plays, Gender Fluidity, Storytelling in Indian Culture | 15 | |
| Keywords/Tags: | | | |
| Part C – Learning Resources | | | |
| Text Books, Reference Books, Other resources | | | |
| Suggested Readings: | | | |
| 1. Agrawal, K.A., “Indian Writing in English : A Critical Study”, Atlantic Publishers and Distributors PVT LTD, India, 2021 | | | |

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2. Banerjee, B., "CBCS English Honours Handbook on Indian Writing in English", Indian Books View, India, 2019.
3. Iyengar, KRS., "Indian Writing in English", Sterling Publishers PVT LTD, India, 2012.
4. Pathak, RS., "The Writings of Dr. Hari Singh Gour", Aditya Publishers, Bina, 1998.
5. Rawat, Dr. et al, "Verso Palacio", Subharambh Publication, India, 2022.

Suggested digital platforms web links:

1. www.eshiksha.mp.gov.in
2. [https://en.wikipedia.org/wiki/Indian_English_literature#:~:text=Indian%20English%20literature%20\(IEL\)%2Cthe%20numerous%20languages%of%20India.](https://en.wikipedia.org/wiki/Indian_English_literature#:~:text=Indian%20English%20literature%20(IEL)%2Cthe%20numerous%20languages%of%20India.)
3. https://sist.sathyabama.ac.in/sist_coursematerial/uplodas/SHSA5103.pdf
4. <https://indianwritinginenglish.uohyd.ac.in/>

Books published by Madhya Pradesh Hindi Granth Academy, Bhopal

Suggested equivalent online courses:

1. **Indian Writing in English –NPTEL SWAYAM**
https://onlinecourses.swayam2.ac.in/ece21_lg13/preview
2. **Indian Fiction in English – NPTEL**
https://onlinecourses.nptel.ac.in/noc19_hs47/preview

Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

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

| | | |
|--|---|----|
| Internal Assessment : Continuous Comprehensive Evaluation (CCE) | Class Test Assignment/Presentation | 30 |
| External Assessment: University Exam Section Time : 03.00 Hours | Section (A) : Very short Question Section (B) : Short Question Section (C) : Long Question | 70 |

Any remarks/suggestions:

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Syllabus of English Literature

Part A Introduction

Program : Degree Class: B.A. III Year Year:2023 Session: 2023-24

Subject: English Literature

| | | |
|----|--|--|
| 1. | Course Code | EUA3-ELIT-4Q |
| 2. | Course Title | Evaluation of Indian Writing in English (Practical) (Group B Paper II) |
| 3. | Course Type (Core Course/Elective/Generic Elective/Vocational/.....) | Discipline Specific Elective (DSE) |
| 4. | Pre-requisite (if any) | To Study this course, a student must have had this subject in Diploma (Second Year). |
| 5. | Course Learning outcomes (CLO) | <p>On Successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Depict the strength and constraints of Indian English as a literary medium. 2. Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present. 3. Analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism and nationalism. 4. Develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them. 5. Evaluate critically the contributions of major Indian English poets, dramatists and novelists. |

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|----|--------------|-----------------|------------------------|
| 6. | Credit Value | 2 | |
| 7. | Total Marks | Max. Marks: 100 | Min. Passing Marks: 35 |

Part B – Content of the Course

Total No. of Lectures/Practical (in hours per week): 01 lecture of 2 hours
Total No. of Lectures: 30 Lectures

| Unit | Topics | No. of Lectures (2 Hours Each) |
|------|---|-----------------------------------|
| 1. | <p>Critical Evaluation</p> <ul style="list-style-type: none"> Critical evaluation and interpretation of literary works prescribed in the theory paper. <p>Keywords: Indian Writing in English, Imitative, assimilative and experimental phases of Indian English Poetry, Analytical and critical thinking, Linguistics and communicative competence, Innovative and imaginative, thinking, Usage of appropriate words, Study of nature, man and society.</p> | 15 |
| 2. | <p>Teaching and Demonstration</p> <ul style="list-style-type: none"> Class teaching, group discussion, demonstration or presentation on literary works prescribed in the theory paper <p>Keywords: Indian Culture and Values, Communicative skills, Mastery over the content, Linguistic components, Languages skills</p> | 15 |

Keywords/Tags:

Part C – Language Resources

Text Books, Reference Books, Other resources

Suggested Readings:

- Agrawal, K.A., "Indian Writing in English: A Critical Study", Atlantic Publishers and Distributors PVT LTD, India, 2021.
- Banerjee, B., "CBCS English Honours Handbook on Indian Writing in English", Indian Books View, India, 2019.
- Iyengar, KRS., "Indian Writing in English", Sterling Publishers PVT LTD, India, 2012.

Suggested digital platforms web links:

- www.eshiksha.mp.gov.in

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2. [https://en.wikipedia.org/wiki/Indian_English_literature#:~:text=Indian%20English%20literature%20\(IEL\)%2C,the%20numerous%20languages%20of%20India.](https://en.wikipedia.org/wiki/Indian_English_literature#:~:text=Indian%20English%20literature%20(IEL)%2C,the%20numerous%20languages%20of%20India.)
3. https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SHSA5103.pdf
4. <https://indianwritingenglish.uohyd.ac.in/>

Books published by Madhya Pradesh Hindi Granth Academy, Bhopal

Suggested equivalent online courses:

1. **Writing Courses – COURSEERA.COM**
<https://www.edx.org/learn/writing>
2. **Free Writing Courses and Tutorials – Udemy**
<https://www.udemy.com/topic/writing/free/>

Suggested Academic Activities for Practice by Students:

A. Linguistic Activity

1. Testing the learner's 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 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 founds 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

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1. Enacting the prose and fiction narratives 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 YouTube, EDX etc can be used for listening exercise; using newspapers and textbooks for reading and writing skills; based on these three activities (LRW), learners should be inspired to practice the speaking skill.

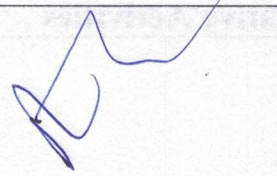
Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods:

| Internal Assessment : | Marks | External Assessment: | Marks |
|--|--------------|-----------------------------|--------------|
| Class Interaction/Quiz | 30 | Viva voce on Practical | 70 |
| Attendance | | Practical Record File | |
| Assignments (Charts/Model Seminar/Rural Service/Technology/Dissemination/Report of Excursion/Lab Visits/Survey/Industrial Visit) | | Table Work/Experiments | |
| | | Total Marks: 100 | |
| Any remarks/suggestions: | | | |

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Syllabus of English Literature

Part A Introduction

Program : Degree | **Class: B.A. III Year** | **Year:2023** | **Session: 2023-24**

Subject: English Literature

| | | |
|----|--|--|
| 1. | Course Code | EUA3ELIT2T |
| 2. | Course Title | Indian English Poetry and Drama (Theory) |
| 3. | Course Type (Core Course/Elective/Generic Elective/Vocational/.....) | Minor/Elective |
| 4. | Pre-requisite (if any) | To Study this course, a student must have had this subject in Diploma (Second Year). |
| 5. | Course Learning outcomes (CLO) | <p>On Successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times till the present. 2. Evaluate critically the contributions of major Indian English poets and dramatists. 3. Analyse how the sociological, historical, cultural and political contexts impacted the texts selected for study. 4. Interpret the strength and constraints of Indian English as a literary medium. 5. Develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them. |
| 6. | Credit Value | 4 |

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| 7 | Total Marks | Max. Marks: 30+70 | Min. Passing Marks:35 |
|---|---|-------------------|----------------------------------|
| Part B – Content of the Course | | | |
| Total No. of Lectures- (in hours per week): 02 | | | |
| Total No. of Lectures: 60 Lectures | | | |
| Unit | Topics | | No. of Lectures (1 Hour Each) |
| 1. | Introduction and Poetry <ul style="list-style-type: none"> • A Brief Introduction to Indian English Poetry • Henry Louis Vivian Derozio : Harp of India • Sri Aurobindo : Savitri : Canto I Keywords: Indian English Poetry, Cultural Values, Indian Knowledge tradition and philosophy, Indian mythology, Nationalism, Patriotism | | 15 |
| 2. | Indian English Poetry <ul style="list-style-type: none"> • AK Ramanujan : The Obituary, A River • Kamla Das : The Old Playhouse, The Dance of the Eunuchs Keywords: Hindu traditions and culture, Cultural diversity in India, Regionalism, Feminist sensibilities and patriarchy | | 15 |
| 3. | Introduction to Indian English Drama <ul style="list-style-type: none"> • A Brief Introduction to Indian English Drama • Krishna Mohan Banerjee : The Persecuted • Rabindranath Tagore : The Post Office Keywords: Indian English Drama , Indian cultural Philosophies, Social reformation, Major themes of Indian English Drama | | 15 |
| 4. | Indian English Drama <ul style="list-style-type: none"> • Vijay Tendulkar : Silence ! The Court is in Session • Badal Sircar : Evam Indrajeet Keywords: Indian Theatre, Nukkad Natak, Marathi Theatre, Bangla Theatre, Contemporary Social issues | | 15 |
| Keywords/Tags: | | | |
| Part C – Learning Resources | | | |
| Text Books, Reference Books, Other resources | | | |

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Suggested Readings:

1. Agrawal, K.A., "Indian Writing in English: A Critical Study", Atlantic Publishers and Distributors PVT LTD, India, 2021.
2. Banerjee, B., "CBCS English Honours Handbook on Indian Writing in English", Indian Books View, India, 2019.
3. Iyengar, KRS., "Indian Writing in English", Sterling Publishers PVT LTD, India, 2012.
4. Rawat, Dr. et al, "Verso Palacio", Subharambh Publication, India, 2022.

Suggested digital platforms web links:

1. www.eshiksha.mp.gov.in
2. <https://www.cambridgescholars.com/resources/pdfs/978-1-5275-3322-6-sample.pdf>
3. https://en.wikipedia.org/wiki/Indian_poetry_in_English
4. https://www.tmv.edu.in/pdf/Distance_education/MA%28English%29/Indian%20Literature%20in%20English/Ch-1.pdf
5. <https://www.englitmail.com/2019/09/indian-english-overview.html>
6. http://ir.unishiyaji.ac.in.8080/ispui/bitstream/123456789/1983/6/06_Chapter%201.pdf

Books published by Madhya Pradesh Hindi Granth Academy, Bhopal**Suggested equivalent online courses:**

1. **Indian Poetry in English –NPTEL**
https://onlinecourses.nptel.ac.in/noc22_hs39/preview
2. **Indian Writing in English SWAYAM**
https://onlinecourses.swayam2.ac.in/cec21_ig13/preview

Part D- Assessment and Evaluation**Suggested Continuous Evaluation Methods:**

Maximum Marks: 100

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

| | | |
|--|---|----|
| Internal Assessment : Continuous Comprehensive Evaluation (CCE) | Class Test Assignment/Presentation | 30 |
| External Assessment: University Exam Section Time : 03.00 Hours | Section (A) : Very short Question Section (B) : Short Question Section (C) : Long Question | 70 |

Any remarks/suggestions:*Anjali**Neel**AK*

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Syllabus of English Literature

Part A Introduction

Program : Degree Class: B.A. III Year Year:2023 Session: 2023-24

Subject: English Literature

| | | |
|----|--|---|
| 1. | Course Code | EUA3ELIT2P |
| 2. | Course Title | Evaluation of Indian Poetry and Drama (Practical) |
| 3. | Course Type (Core Course/Elective/Generic Elective/Vocational/.....) | Minor/Elective |
| 4. | Pre-requisite (if any) | To Study this course, a student must have had this subject in Diploma (Second Year). |
| 5. | Course Learning outcomes (CLO) | <p>On Successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none">1. Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present2. Evaluate critically the contributions of major Indian English Poets and dramatists.3. Analyse how the sociological, historical, cultural and political context impacted the texts.4. Interpret the strengths and constraints of Indian English as a literary medium.5. Develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them.6. Cultivate critical thinking and creativity. |

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|----|---------------------|-----------------|------------------------|
| 6. | Credit Value | 2 | |
| 7 | Total Marks | Max. Marks: 100 | Min. Passing Marks: 35 |

Part B – Content of the Course

Total No. of Lectures/Practical (in hours per week): 01 lecture of 2 hours

Total No. of Lectures: 30 Lectures

| Unit | Topics | No. of Lectures (2 Hours Each) |
|------|--|-----------------------------------|
| 1. | <p>Critical Evaluation</p> <ul style="list-style-type: none"> Critical evaluation and interpretation of literary works prescribed in the theory paper. <p>Keywords: Creative Writing, Imitative, assimilative and experimental phases of Indian English Poetry, Analytical and critical thinking, Linguistics and communicative competence, Innovative and imaginative, thinking, Usage of appropriate words, Study of nature, man and society.</p> | 15 |
| 2. | <p>Teaching and Demonstration</p> <ul style="list-style-type: none"> Class teaching, group discussion, demonstration or presentation on literary pieces prescribed in the theory paper <p>Keywords: Indian English Drama, Communicative skills, Mastery over the content, Linguistic components, Languages skills</p> | 15 |

Keywords/Tags:

Part C – Language Resources

Text Books, Reference Books, Other resources

Suggested Readings:

1. Agrawal, K.A., "Indian Writing in English: A Critical Study", Atlantic Publishers and Distributors PVT LTD, India, 2021.
2. Banerjee, B., "CBCS English Honours Handbook on Indian Writing in English", Indian Books View, India, 2019.
3. Iyengar, KRS., "Indian Writing in English", Sterling Publishers PVT LTD, India, 2012.

Suggested digital platforms web links:

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1. www.eshiksha.mp.gov.in
2. <https://www.cambridgescholars.com/resources/pdfs/978-1-5275-3322-6-sample.pdf>
3. https://en.wikipedia.org/wiki/Indian_poetry_in_English
4. https://www.tmv.edu.in/pdf/Distance_education/MA%28English%29/Indian%20Literature%20in%20English/Ch-1.pdf
5. <https://www.englitmail.com/2019/09/indian-english-drama-overview.html>
6. https://ir.unishivaji.ac.in:8080/jspui/bitstream/123456789/1983/06_Chapter%201.pdf

Books published by Madhya Pradesh Hindi Granth Academy, Bhopal

Suggested equivalent online courses:

3. **Writing Courses – COURSERA.COM**
<https://www.edx.org/learn/writing>
4. **Free Writing Courses and Tutorials – Udemy**
<https://www.udemy.com/topic/writing/free/>

Suggested Academic Activities for Practice by Students:

A. Linguistic Activity

1. Testing the learner's 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 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 founds 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

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Arjuna

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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 and fiction narratives 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 YouTube, EDX etc can be used for listening exercise; using newspapers and textbooks for reading and writing skills; based on these three activities (LRW), learners should be inspired to practice the speaking skill.

Part D- Assessment and Evaluation

Suggested Continuous Evaluation Methods:

| Internal Assessment : | Marks | External Assessment: | Marks |
|--|-------|------------------------|-------|
| Class Interaction/Quiz | 30 | Viva voce on Practical | 70 |
| Attendance | | Practical Record File | |
| Assignments (Charts/Model Seminar/Rural Service/Technology/Dissemination/Report of Excursion/Lab Visits/Survey/Industrial Visit) | | Table Work/Experiments | |
| Total Marks: 100 | | | |

Any remarks/suggestions:

Anjali

Meha

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