

# **Sri Sathya Sai College for Women, Bhopal**

(An Autonomous College affiliated to Barkatullah University, Bhopal)

(NAAC Accredited 'A' Grade)



## **SYLLABUS**

**UG**

**SESSION- 2023-24**

**CLASS: B.A. II YEAR**

**SUBJECT: English Literature**

# Sri Sathya Sai College for Women, Bhopal

(An Autonomous College Affiliated to Barkatullah University Bhopal)

Department of Higher Education, Govt. of M.P.

Under Graduate Syllabus (Annual Pattern)

As recommended by Central Board of Studies and approved by the Governor of M. P.

wef 2022-2023

(Session 2023-24)

(NEP-2020)

|                |  |
|----------------|--|
| Class          | : B.A. II year                             |
| Subject        | : English Literature (Theory)              |
| Title of paper | : Study of Prose                           |
| Course type    | : Major-I (Core)                           |
| Paper          | : I  |
| Max. marks     | : 70 (Theory) + 30(CCE)/(Regular students) |
| Min. marks     | : 35                                       |
| Credit value   | : 04                                       |

**Course Learning outcomes:** After the completion of this course, the student will be able to:

- Analyze literary devices, forms and techniques in order to appreciate and interpret the text.
- Broaden analytical skills and develop critical thinking skills
- Cultivate wisdom and world-view within themselves, and
- Develop language and communication skills and creativity.

## Contents

No. of lectures - 60

### Unit - I Early Prose Writers

1. Prose and its forms
2. Michael de Montaigne: On Sorrow (Translated by Charles Cotton)
3. Francis Bacon: Of Studies, Of Truth
4. Oliver Goldsmith: The Man in Black

**Keywords/Tags:** *Elizabethan Age, Aphoristic Essay, Satire, Brevity, Idiomatic language, Ornamental prose*

No. of lectures - 15

### Unit - II Eighteenth/Nineteenth Century Prose

1. Joseph Addison: The Spectator's Account of Himself
2. William Hazlitt: On the Ignorance of the Learned
3. Charles Lamb: Dream Children

**Keywords/Tags:** *Periodical essay, Dispersed Meditation, Humour and Pathos, Autobiographical Prose*

No. of lectures - 15

### Unit - III Prose in Modern Period

1. AG Gardiner: On The Rule of the Road
2. Robert Lynd: The Pleasures of Ignorance
3. Aldous Huxley: The Divine Within (Chapters 1-2)

**Keywords/Tags:** *Modern essayist, Prose style, Irony, Spirituality, Civic Sense, Philosophical Prose*

No. of lectures - 15

### Unit - IV Political Writings

1. Nelson Mandela: Long Walk to Freedom
2. Rajmohan Gandhi: Why Gandhi Still Matters

**Keywords/Tags:** *Political Writing, Social Upheaval, Dandi March, Satyagraha, Unsentimental view*

No. of lectures - 15

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### Suggested Continuous Evaluation Methods:

|   |   |  |
|---|---|--|
| <b>Maximum Marks: 100</b>   |   |  |
| <b>Continuous Comprehensive Evaluation 30 marks (CCE): Term End Exam Theory 70 marks</b>      |   |  |
| <b>Internal Assessment :</b><br>Continuous Comprehensive Evaluation (CCE):<br><b>30 Marks</b> | There shall be 4 class tests of 10 marks each, out of which the 3 best scores are to be taken into account.   | <b>10+10+10= 30</b>  |
| <b>External Assessment:</b><br><b>Term End Exam (Theory) 70 Time : 03:00 Hrs.</b>             | <b>Section (A) 10 Marks</b><br>(a) Objective questions – 5<br>(b) Very Short Answer type question –5 (word limit 50 words)<br><b>Section (B) 24 Marks</b><br>(a) Annotations (lines to explain with reference to context from the text given in Unit – I, II, III) 4 to be asked 2 to be attempted<br>(b) Short Answers Type Questions 1 question from each unit (word limit – 250 words) 4 to be asked 2 to be attempted<br><br><b>Section (C) 36 Marks</b><br>Long answer type questions (word limit 500 words) 08 questions to be set 4 to be attempted (2 from each unit) | <b>10 question 01 marks each - 10</b><br><br><b>2 question 06 marks each - 12</b><br><br><b>2 questions 06 marks each - 12</b><br><br><b>4 questions 09 marks - 36</b> |
|   |   | <b>Total 70</b>  |

### Learning 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.
5. Roy, Arundhati. "The Algebra of Infinite Justice". Penguin India, 2013.

#### Suggestive Digital Platform Web Links:

1. Addition, Joseph, "The Spectator's Account of Himself". Ourcivilisation.Com, [www.ourcivilisation.com/smartboard/shop/fowlerjrh/chap6.htm](http://www.ourcivilisation.com/smartboard/shop/fowlerjrh/chap6.htm). Accessed 18 Jan. 2022
2. Addition, Joseph, "Sir Roger at Church." Ourdecline.Com, [www.ourdecline.com/smartboard/shop/fowlerjrh/chap15.htm](http://www.ourdecline.com/smartboard/shop/fowlerjrh/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. "Charless Lamb; Essays. "GradeSaver. & Oct. 2021. [www.gradesave.com/Charles-lamb-essays/study-guide/summary-dremchildren-a-reverie](http://www.gradesave.com/Charles-lamb-essays/study-guide/summary-dremchildren-a-reverie).
5. "Eighteenth Century Prose." Bachelorandmaster.Com. 2016 [www.bachelorandmaster.com/englishperiods/eighteenth-century-prose.html](http://www.bachelorandmaster.com/englishperiods/eighteenth-century-prose.html).
6. Gardiner, AG. "The Project Gutenberg E Book 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).
7. Hazlitt, William. "On the Ignorance of the Learned", OurCivilisation.Com, [www.ourcivilisation.com/smartboard/shop/hazlittw/ignrnc.htm](http://www.ourcivilisation.com/smartboard/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). Accessed 18 Jan 2022
9. Montaigne "Essays of Michel de Montaigne" Project Gutenberg, [www.gutenberg.org/files/3600/3600-h/3600-h.htm](http://www.gutenberg.org/files/3600/3600-h/3600-h.htm). Accessed 18 Jan 2022
10. Nordquist, Richard. "Francis Bacon's Classic Essay Of Studies." ThoughtCo, 2020 [www.thoughtco.com/of-studies-by-francis-bacon-1688771#:~:text=%22Studies%20serve%20for%20delight%2C%20for,judgment%20and%20disposition%20of%20business](http://www.thoughtco.com/of-studies-by-francis-bacon-1688771#:~:text=%22Studies%20serve%20for%20delight%2C%20for,judgment%20and%20disposition%20of%20business).
11. Nordquist, Richard. "Robert Lynd's Essay on the Pleasures of Ignorance." ThoughtCo, 6Nov. 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." ThoughtCo, 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." BrainKart. 20 June2018. [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).

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Wef - 2022-23

(Session 2023-24

(NEP-2020)

|                |  |
|----------------|--|
| Class          | : B.A. II year                             |
| Subject        | : English Literature (Practical)           |
| Title of paper | : Experiments with Prose                   |
| Course type    | : Major-I (Core)                           |
| Paper          | : II                                       |
| Max. marks     | : 70 (Theory) + 30(CCE)/(Regular students) |
| Min. marks     | : 33                                       |
| Credit value   | : 02                                       |

**Course Learning outcomes:** Upon the completion of this course, the students will be able to grasp the technicalities of prose. The course will help the students.

- Strengthen their knowledge of Communicative English, Vocabulary, Syntax etc.
- Experiment with various prose styles,
- Distinguish and categorise linguistic undertones in Prose, and
- Discover a new appreciation for the propagation of ideas with language as the essential medium.

## Contents

No. of lectures- 30

|          |  |
|----------|--|
| Unit-I   | <b>American Prose</b><br>1. RW Emerson: Self Reliance<br>2. Henry James: The Art of Fiction<br>3. Cleanth Brooks: Poetry as a Way of Saying<br><b>Keywords: American Prose, Naturalism, Philosophy, Literary, Criticism,</b><br>No. of lectures- 15  |
| Unit- II | <b>Indian Thinkers:</b><br>1. Swami Vivekanand: Our Motherland<br>2. Rabindranath Tagore: Sadhana – The Realization of Life (Part 1 and 2 – The Relation of the Individual to the Universe and Soul Consciousness)<br>3. J Krishnamurti: Individual and Society<br><b>Keywords: Indian culture, Spiritualism, Religion, Transcendentalism</b><br>No. of lectures- 15 |

## Suggested Continuous Evaluation Methods:

| Internal Assessment  | Marks     | External Assessment  | Marks  |
|--|-----------|--|--|
| Class Interaction/Quiz/Any Two suggested Academic Activities for Experiments | 10        | 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.   | 10<br>(handwriting and shape of presentation to be evaluated by the external examiner) |
| Attendance   | .05       | 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): <ul style="list-style-type: none"><li>• Control over linguistic and stylistic competence.</li><li>• Knowledge of the literature prescribed.</li><li>• Analyzing, interpreting, arguing and creative capacity.</li><li>• Various elements of prose.</li><li>• Culture of the concerned literature.</li></ul> | 50   |
| Assignments/Any Three suggested Academic Activities for Experiments          | 15        | Viva Voce<br>(based on practical file containing Suggested Academic Activities for Experiments as mentioned above)   | 10   |
| <b>Total</b>   | <b>30</b> |  | <b>70</b>  |

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## Learning 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

### Suggestive digital platform 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/essay/oversoul.html](http://archive.vcu.edu/English/engweb/transcendentalism/authors/emerson/essay/oversoul.html). Accessed 18 Jan. 2022
3. Emerson, RW. "The American Scholar." Wikipedia, 2013 en. [wikipedia.org/wiki/The\\_American\\_Scholar](http://wikipedia.org/wiki/The_American_Scholar)
4. "The Greatness of Our Motherland – Swami Vivekananda." SwamiVivekananda.Guru, 3 May, 2017, [www.swamivivekananda.guru/2017/05/03/the-greatness-of-our-motherland](http://www.swamivivekananda.guru/2017/05/03/the-greatness-of-our-motherland).
5. Krishnamurti, J. "Series I – Chapter 21- "The Individual and Society"" [krishnamurti.Org](http://krishnamurti.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." [fkrishnamurti.Org](http://fkrishnamurti.Org), 1991, [jkrishnamurti.org/content/series-i-chapter-22-self#:~:text=The%20self%20can%20never%20be%20awareness%20of%20its%20own%20nature](http://jkrishnamurti.org/content/series-i-chapter-22-self#:~:text=The%20self%20can%20never%20be%20awareness%20of%20its%20own%20nature).

### Suggested Academic Activities for Experiments by Students:

#### A. Linguistic Activities-

1. Testing the learner's pronunciation abilities through reading out the prescribed text.
2. To test 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 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 texts.

#### C. Performative 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 English 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 a real life incident.
2. Reinventing and rewriting the central idea of the prescribed prose.
3. Writing literary pieces from the learners' points of view.

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