

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. III YEAR

SUBJECT: English Literature

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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 2023-2024
 (Session 2023-24)
 (NEP-2020)

Class	:	B.A. III year
Subject	:	English Literature (Theory)
Title of paper	:	Indian Diaspora Literature (Theory)
Course type	:	Discipline Specific Elective (DSE)
Paper	:	Group A - II
Max. marks	:	70 (Theory) + 30(CCE)/(Regular students)
Min. marks	:	35
Credit value	:	04

Course Learning outcomes: On successful completion of this course, the student will be able to:

1. Explain the theoretical background 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 writers who have lived in a composite culture.
5. Create an interpretation of the texts in the context of diaspora conditions.

Contents		No. of lectures - 60
Unit - I	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/Tags: Diaspora conditions and sensibilities, Role of memory, Quest for identity, Racial discrimination	No. of lectures - 15
Unit - II	Fiction: <ul style="list-style-type: none"> • Shashi Deshpande: That Long Silence (1988) • Bharati Mukherjee: The Holder of the World (1993) Keywords/Tags: Cultural displacement, Migration, Alienation Modern Women.	No. of lectures - 15
Unit - III	Fiction: <ul style="list-style-type: none"> • Chitra Banerjee: Sister of My Heart (1999) • Aravind Adiga: The White Tiger (2008) Keywords/Tags: Minority community, Exile, Translation in Indian English Literature	No. of lectures - 15
Unit - IV	Non-Fiction: <ul style="list-style-type: none"> • Amitav Ghosh: In an Antique Land (1992) • Jhumpa Lahiri: Interpreter of Maladies (1999) Keywords/Tags: Homeland and diaspora, Cultural shock, Sense of belonging.	No. of lectures - 15

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Suggested Continuous Evaluation Methods:

Maximum Marks: 100		
Continuous Comprehensive Evaluation 30 marks (CCE): Term End Exam Theory 70 marks		
Internal Assessment : Continuous Comprehensive Evaluation (CCE): 30 Marks	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
External Assessment: Term End Exam (Theory) 70 Time: 03:00 Hrs.	Section (A) 10 Marks (a) Objective questions – 5 (b) Very Short Answer type question –5 (word limit 50 words) Section (B) 24 Marks Short Answers Type Questions 2 question from each unit (word limit – 250 words) 8 to be asked 4 to be attempted Section (C) 36 Marks Long answer type questions (word limit 500 words) 08 question to be set 4 to be attempted (2 from each unit)	10 question 01 marks each - 10 4 question 06 marks each - 24 4 questions 09 marks - 36 Total 70

Learning Resources

Suggested Readings:

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

Suggestive Digital Platform/ Web Links:

1. www.eshiksha.mp.gov.in
2. <https://www.youtube.com/watch?y=i7iBMZxYulY>
3. <https://www.youtube.com/watch?y=ILDITSC0lwU>
4. <https://www.tojqj.net/index.php/journal/article/download/4176/2857/4603#:~:text=The%20literature%20of%20the%20Indian.generation%20immigrants%20in%20the%20US.>
5. <https://publication.anvershanaindia.com/wp-content/uploads/2017/08/INDIAN-DIASPORA-WRITERS%E2%80%93A-STUDY-1.pdf>
6. <https://www.youtube.com/watch?y=qvazgfBD5EI>

Book published by Madhya Pradesh Hindi Granth Academy, Bhopal

Suggested equivalent online courses:

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

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Under Graduate Syllabus (Annual Pattern)

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Wef – 2023-24
(Session 2023-24)

(NEP-2020)

Class	: B.A. III year
Subject	: English Literature (Practical)
Title of paper	: Evaluation of Indian Diaspora Literature (Practical)
Course type	: Discipline Specific Elective (DSE)
Paper	: Group A-II
Max. marks	: 100 (Regular students)
Min. marks	: 35
Credit value	: 02

Course Learning outcomes: On Successful completion of this course, the students will be able to:

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 writers who have lived in a composite culture.
5. Create an interpretation of the texts in the context of diaspora conditions.

Contents

No. of lectures- 30

Unit-I

Critical Evaluation

- Critical evaluation and interpretation to be done by the students of diaspora fiction and non-fiction prescribed in the theory paper

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*

No. of lectures- 15

Unit- II

Teaching and Demonstration:

- Classroom teaching, Presentation, demonstration, or discussion to be done by the students on any one of the literary pieces prescribed in the theory paper.

Keywords: *Globalization and diaspora, Communicative skills, Mastery over the content, Linguistic components, Language skills.*

No. of lectures- 15

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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 (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">• Control over linguistic and stylistic competence.• Knowledge of the literature prescribed.• Analyzing, interpreting, arguing and creative capacity.• Various elements of prose.• Culture of the concerned literature.	50
Assignments/Any Three suggested Academic Activities for Experiments	15	Viva Voce (based on practical file containing Suggested Academic Activities for Experiments as mentioned above)	10
Total	30		70

Learning Resources

1. Suggested Readings:

2. Anand, TS., "Leiterature of Indian Diaspora", Creative Books, India 2010.
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4. Vineeth, V., Priya Dharisini, S., "Literature of Indian Diaspora", Mahaveer Publication India, 2022.

2. Suggestive Digital Platform/ Web Links:

1. www.eshiksha.mp.gov.in
2. https://www.youtube.com/watch?v=i7iBMZxYulY
3. https://www.youtube.com/watch?v=ILDITSC0lwU
4. https://www.tojqj.net/index.php/journal/article/download/4176/2857/4603#:~:text=The%20literature%20of%20the%20Indian.generation%20immigrants%20in%20the%20US.
5. https://publication.anvershanaindia.com/wp-content/uploads/2017/08/INDIAN-DIASPORA-WRITERS%E2%80%93A-STUDY-1.pdf
6. https://www.youtube.com/watch?v=qvazgfBD5EI

3. Book published by Madhya Pradesh Hindi Granth Academy, Bhopal

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Suggested equivalent online courses:

1. **Writing Course – 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 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 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 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 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.

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