

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 (Minor/Elective)

Paper –Theory & Practical

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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 English Poetry and Drama (Theory)
Course type	: Minor/Elective
Paper	: 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. Appreciate the historical trajectory 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 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.

	Contents	No. of lectures - 60
Unit - I	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/Tags: <i>Indian English Poetry, Cultural values, Indian knowledge tradition and philosophy, Indian mythology, Nationalism, Patriotism</i>	No. of lectures - 15
Unit - II	Indian English Poetry: <ul style="list-style-type: none">• AK Ramanujan: The Obituary, A River• Kamala Das: The Old Playhouse, The Dance of the Eunuchs Keywords/Tags: <i>Hindu traditions and culture, Cultural diversity in India, Regionalism, Feminist sensibilities and patriarchy</i>	No. of lectures - 15
Unit - III	Introduction to India 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/Tags: <i>Indian English Drama, Indian cultural philosophies, Social reformation, Major themes of India English Drama</i>	No. of lectures - 15
Unit - IV	Indian English Drama: <ul style="list-style-type: none">• Vijay Tendulkar: Silence! The Court is in Session'• Badal Sircar: Evam Indrajeet Keywords/Tags: <i>Indian Theatre, Nukkan Natak, Marathi Theatre, Bangla Theatre, Contemporary social issues.</i>	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): 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 (a) Annotations (lines to explain with reference to context from the text given in Unit – I, II, III, IV) 4 to be asked 2 to be attempted (b) Short Answers Type Questions 2 question from each unit (word limit – 250 words) 8 to be asked 2 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 2 question 06 marks each - 12 2 questions 06 marks each - 12 4 questions 09 marks - 36
		Total 70

Learning Resources

1. 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 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

2. Suggestive Digital Platform/ 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%29Indian%20Literature%20in%20English/Ch-I.pdf
5. <https://www.englitmail.com/2019/09%indian-english-drama-overview.html>
6. https://ir.unishivaji.ac.in:8080/ispui/bitstream/1234567891983/6/06_Chapter%201.pdf

3. Book 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. Introduction Writing in English - SWAYAM
https://onlinecourses.swayam2.ac.in/cec21_lg13/preview

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Under Graduate Syllabus (Annual Pattern)

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We.f - 2023-24
(Session 2023-24)
(NEP-2020)

Class : B.A. III year
Subject : English Literature (Practical)
Title of paper : Evaluation of Indian English Poetry and Drama (Practical)
Course type : Minor/Elective
Paper : 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. Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present.
2. 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.

	Contents	No. of lectures- 30
Unit-I	<p>Critical Evaluation:</p> <ul style="list-style-type: none">• Critical evaluation and interpretation literary works prescribed in the theory paper. <p>Keywords: <i>Creative Writing, Imitative, assimilative and experimental phases of Indian English Poetry, Analytical and critical thinking, Linguistic and communicative competence, Innovative and imaginative thinking, Usage of appropriate words, Study of nature, man and society</i></p>	No. of lectures- 15
Unit- II	<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: <i>Indian English Drama, Communicative skills Master4y over the content, Linguistic components, Language skills.</i></p>	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:

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2. Suggestive Digital Platform/ 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%29Indian%20Literature%20in%20English/Ch-I.pdf
5. <https://www.englitmail.com/2019/09%indian-english-drama-overview.html>
6. https://ir.unishivaji.ac.in:8080/ispui/bitstream/1234567891983/6/06_Chapter%201.pdf

3. Book 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/>

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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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