



PART A: Introduction			
Program: UG Level	Class: I Year	Year: 2021-22	Session: 2021-22 onwards
Subject: Foundation Course (English)			
1.	Course Code	X1-FCHBIT	
2.	Course Title	English Language and Indian Culture	
3.	Course Type (Core Course/Elective/Generic Elective/ Vocational)	Foundation Course	
4.	Pre-Requisite (if any)	To study this course, a student should have basic knowledge of English language. This course will be studied by all the students of UG level under the Foundation Course category.	
5.	Course Learning Outcomes (CLO)	Through this course the students will be able to: 1. Prepare for various competitive exams by developing their English language competence. 2. Promote their comprehension skills by being exposed to a variety of texts and their interpretations. 3. Build and enhance their vocabulary. 4. Develop their communication skills by strengthening grammar and usages. 5. Inculcate values which make them aware of national heritage and environmental issues, making them responsible citizens.	
6.	Credit Value	2 Credit	
7.	Total Marks	Max. Marks: 50	Min. Pass Marks:17
PART B: Content of the Course			
Total No. of Lectures-Tutorials- Practical (in hours per week): L-T-P			
Total No. of Lectures:			
Unit	Topics	No. of Lectures	
I	Reading, Writing and Interpretation Skills: 1. Where The Mind is Without Fear– Rabindranath Tagore [Key Word: Patriotism] 2. National Education – M. K. Gandhi [Key Word: Edification] 3. The Axe- R.K Narayan [Key Word: Environment] 4. The Wonder That Was India- A.L Basham (an excerpt) [Key Word: Indianness] 5. Preface to the Mahabharata C. Rajagopalachari [Key Word: Indian Mythology]	05	
II	Comprehension Skill: Unseen Passage followed by Multiple choice questions	05	
III	Basic Language Skills 1: Vocabulary Building: Suffix, Prefix, Synonyms, Antonyms, Homophones, Homonyms and One-word substitution. 2: Basic Grammar: Noun, Pronoun, Adjective, Verb, Adverb, Prepositions, Articles,	05	

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Time and Tense			
PART C: Learning Resources			
Textbooks, Reference Books, Other Resources			
Suggested Readings			
Essential English Grammar – Raymond Murphy, Cambridge University Press.			
▪ Practical English Grammar Exercises 1- A. J. Thomson & A. V. Martinet, Oxford India.			
▪ Practical English Usage - Michael Swan, Oxford			
▪ English Grammar in Use – Raymond Murphy, Cambridge University Press.			
Part D: Assessment and Evaluation			
Max Marks: 50	Min Marks: 17	University Exam (UE)	Total: 50
U.E. Time 2 Hours			
	External Assessment (UE)	Time: 2 Hours	
	Fifty Multiple Choice /Objective/True-False type questions to be asked. Each question carries one mark		

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31-5-21

Dr. A.S. Kushwah
Chairman BOS Jiwaji University, Gwalior

31/05/21
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शा.एस.एल.पी. स्नातकोत्तर महाविद्यालय
मुंदा, ग्वालियर

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Syllabus of Paper
BA I Year: Generic English (Theory + Tutorial)

Part A Introduction			
Program: Certificate Course		Class: BA	Year: I
Session: 2021-22			
Subject: Generic English			
1	Course Code	A1-ELITIG	
2	Course Title	Communicative English (Paper , Theory + Tutorial)	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/)	Elective	
4	Pre-requisite (if any)	This course can be opted as an elective by the students of following subjects: Class 12th passed in any discipline /Open for all	
5	Course Learning Outcomes (CLO)	<p>The study of this course will enable the students to acquire the knowledge of</p> <ul style="list-style-type: none"> • Phonology and Morphology, • Syntax and Structure, and • Vocabulary and Discourse. <p>The students will be able to converse in real-life situations with effective language skills. The course will also help them;</p> <ul style="list-style-type: none"> • Acquire literary sense, • Use idiomatic and lexical language, and • Communicate effectively across the globe. 	
6	Credit Value (T+P)	4(3+1)+0 =4	
7	Total Marks	Max. Marks: 25+75	Min. Passing Marks: 33
Part B- Content of the Course			
Total No. of Lectures-Tutorials-Practical (in hours per week): 1.5+0.5+00=02			
L-T-P: 45+15+00=60			
Unit	Topics	No. of Lectures	No of Tutorials
I	<ul style="list-style-type: none"> • Communication <p>1.1 What is communication? Its meaning, types & its purpose in the age of Globalization</p>	10	03

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	<p>1.2 Communicative needs and problems 1.3 Expansion of an idea 1.4 Rules of use of language, use of appropriate words</p> <p>• Keywords/Tags: <i>Linguistic and communicative competence, Communication, affective and cognitive strategies, ESL, EFL, Acquisition of L1, L2 and Collocational language</i></p>		
II	<p>• Practicing Listening skill, Reading and Understanding Skills</p> <p>2.1 Listening to Radio and TV news, discussion and comprehension of rules of grammar; Parts of Speech. Pronunciation and intonation -- melodic parts of an Utterance variation of pitch 2.2 Reading newspapers, analysis and interpretation 2.3 IPA and phonetic symbols 2.4 Précis writing and paraphrasing 2.5 Vocabulary enrichment</p> <p>Keywords/Tags: <i>LRWS, Receptive skills, Attentive listening, Word stress, Intonation, Syllable, Received pronunciation (RP), Summarizing, Pragmatic competence</i></p>	10	04

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<p>III</p>	<p>• Practicing Writing and Speaking Skills</p> <p>3.1 Formal and informal writing of letter and invitation, meeting minutes, official orders and appointments, creative writing, listening to talks and presentation, note-making tips</p> <p>3.2 Communicative approach, lexical approach, task based learning</p> <p>3.3 Report writing, Story writing, Daily routine in English</p> <p>3.4 Situational conversation between two friends on different topics</p> <p>Keywords/Tags: <i>Productive skills, Code mixing, Situational conversation, Structural English, Frequent use of proverbs, phrases and idioms</i></p>	<p>15</p>	<p>04</p>
<p>IV</p>	<p>• Application of Communicative English</p> <p>4.1 Translation (from Hindi to English and vice-versa)</p> <p>4.2 Group and Peer Discussions, Role play</p> <p>4.3 Contrastive analysis between L1 and L2: At structural, phonological and lexical levels with examples</p> <p>Keywords/Tags: <i>Literary translation, Translation theories, L1 interference.</i></p>	<p>10</p>	<p>04</p>

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	Bilingualism, Types of Role-play: Conversational English		
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Part C-Learning Resources

Text Books, Reference Books, Other resources

“A Communicative Grammar of English”. Leech, Geoffrey, and Jan Svartvik. Routledge, 2003. Third edition.

“CLT for ESL Teachers & Learners.” Gautam, GS, Classical Publishing Co., New Delhi, India 2012. 1st ed.

“Communicative English for Globalization”. Gautam, GS., Classical Publishing Co., New Delhi, India 2013. 1st ed.

“Communicative English Language Skills.” Sumague, Julieta Arjona. Society Publishing, 2020.

“Communicative Methodology in Language Teaching”. Brumfit, C. Cambridge University Press. 1984.

“Language Teaching : A Scientific Approach” Lado Robert. McGraw-Hill, New York. 1964.

“Motivation - The Teacher’s Responsibility”. Allwright, Dick. ELT Journal 31/4. 1977.

“Problems and Principles in Language Teaching”. Brumfit, C. Pergamon Institute of English. 1980.

“The Learner-Centred Curriculum”. Nunan, D. Cambridge University Press. 1988.

Suggested Digital Platform weblinks:

(c) Copyright skillsyouneed.com 2011–2021. “What Is Communication? Verbal, Non-Verbal & Written | SkillsYouNeed.” *Skills You Need*, 2019. www.skillsyouneed.com/ips/what-is-communication.html.

Ekeeda. “Written Communication - Introduction to Communication Skills - Communication Skills.” *YouTube*, uploaded by Ekeeda, 6 Nov. 2018. www.youtube.com/watch?v=BHgQ03UuQvE

Msengeti, David. “Communication Notes.” *SlideShare*, 2016. www.slideshare.net/mwakidimi/communication-notes-69103614.

Internal Assessment : Continuous Comprehensive Evaluation (CCE):25	Class Test Assignment/Presentation	15 10 Total Marks: 25
External Assessment : University Exam Section: 75 Time : 02 00 Hours	Section(A) : Three Very Short Questions (50 Words Each) Section (B) : Four Short	03 x 03 = 09

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	Questions (200 Words Each) Section (C) : Two Long Questions (500 Words Each)	04 x 09 = 36 02 x 15 = 30 Total marks: 75
	Each)	

Suggested equivalent online courses:

- <https://www.coursera.org/specializations/improve-english> Improve your English Communication Skills Specialization by Gerry Landers, Amalia B. Stephens, Karen Peterson, Georgia Tech Language Institute.

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks : 100

Internal Assessment : Continuous Comprehensive Evaluation (CCE):25	Class Test Assignment/Presentation	15 10 Total Marks: 25
External Assessment : University Exam Section: 75 Time : 02.00 Hours	Section(A) : Three Very Short Questions (50 Words Each)	03 x 03 = 09
	Section (B) : Four Short Questions (200 Words Each) Section (C) : Two Long Questions (500 Words Each)	04 x 09 = 36 02 x 15 = 30 Total marks: 75
	Each)	

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

Any remarks/ suggestions: Tutorial activities (based on syllabus) in the class by students and teacher are desirable. These will strengthen the students' knowledge of communicative English.

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Syllabus of Paper
BA I Year: Generic English (Theory+Tutorial)

Internal Assessment : Continuous Comprehensive Evaluation (CCE) 25	Class Test Assignment/Presentation	15 10 Total Marks 25
External Assessment : University Exam Section. 75 Time : 02.00 Hours	Section(A) Three Very Short Questions (50 Words Each) Section (B) : Four Short Questions (200 Words Each) Section (C) : Two Long Questions (500 Words Each)	03 x 03 = 09 <hr/> 04 x 09 = 36 02 x 15 = 30 Total mark

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**BA I Year: English Literature (Major I) Session
2025-26
Literature and Language Studies (Paper I)**

Course Code	
Course Title	Literature and Language Studies (Paper I)
Course Type	Major I
Pre-requisite (if any)	To study this course, a student must have had the subject English Language/English Literature in class 12 th .
Course Learning Outcomes (CLO)	By the end of this course, students will be able to - <ul style="list-style-type: none">• Understand key concepts of Indian Poetics.• Understand Panini as a pioneer grammarian.• Analyze the themes and stylistic features of <i>Bhakti</i> poetry.• Develop an appreciation for one-act plays and their dramatic techniques.• Gain foundational knowledge of language structure and functions.• Explore the basic branches of linguistics, particularly phonetics and phonology.
Credit Value	6
Total Marks	Max Marks - 100 Min. passing Marks – 35

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**Part B – Content of the Course**

Total no. of lectures (in hours per week): 03 Total Lectures: 90

Unit	Topics	No. of Lectures
I	<p>A) Fundamentals of Indian Poetics</p> <p><i>Alamkar, Riti, Dhvani, Vakrokti, Auchitya, Mahakavya</i></p> <p>(From Dr. Kapil Kapoor's <i>Literary Theory, Indian Conceptual Framework</i> (p 15-40))</p> <p>B) Introduction to Panini as a Pioneer Grammarian</p> <p>Keywords: Appropriateness, Indian Grammatical System, Figures of Speech</p> <p>Activities:</p> <p>Rasa Analysis of a Poem</p> <ul style="list-style-type: none">Identify and explain the dominant Rasa (emotion) present in the selected poem.Discuss how Alamkar (figures of speech), Dhvani (suggestion), and Vakrokti (indirect expression) contribute to the poem's impact.	10
II	<p>Indian Poetry (Bhakti Movement)</p> <ol style="list-style-type: none">Characteristics of Bhakti PoetryMirabai <i>I am Mad With Love</i><i>Songs of Kabir</i> (Song 1-5) translated by R. N. Tagore <p>Keywords: <i>Bhakti, Nirguna, Embodied Divine, Mysticism, Sufi Influence, Vernacular Poetry</i></p> <p>Activities:</p> <p>Bhakti Poetry Recital & Reflection</p> <ul style="list-style-type: none">Select a Bhakti poem from Mirabai or Kabir.Recite it with appropriate tone and expression.Write a short personal reflection:<ol style="list-style-type: none">How does the poem inspire devotion?What emotions does it evoke? <p>Compare it with a modern devotional or spiritual song</p>	20



<p>III</p>	<p>One Act Plays i) Norman McKinnel: <i>The Bishop's Candlesticks</i> 20 ii) J. M. Synge: <i>Riders to the Sea</i> Keywords: Tragedy, Symbolism, Realism, Fate, Catharsis Activities: Dramatic Reading & Role Play</p> <ul style="list-style-type: none">• Divide students into groups and assign characters from <i>Riders to the Sea</i> or <i>The Bishop's Candlesticks</i>• Perform a dramatic reading or a short role-play.• Discuss themes such as tragedy, sacrifice, and redemption. <p>Encourage students to explore how staging, tone, and body language enhance meaning.</p>	
<p>IV</p>	<p>Introduction to Language i) Definition of Language ii) Characteristics of Language iii) Functions of Language Keywords: Communication, Symbolic representation, Cognitive behaviour, Arbitrariness, Referential Activities Language Observation Journal</p> <ul style="list-style-type: none">• Observe and document language use for a week in different settings:<ul style="list-style-type: none">• Conversations• Social media• Advertisements <p>Then, identify functions of language (e.g., informative, persuasive, expressive) and present findings in a group discussion or short essay.</p>	<p>20</p>

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<p>V</p>	<p>Introduction to Linguistics</p> <p>i) Definition of Linguistics ii) Study of Branches of Linguistics: Phonetics and Phonology</p> <p>Keywords: Language structure, Synchronic vs. diachronic, Phone, Phoneme, Allophone, Minimal pairs, IPA (International Phonetic Alphabet), Phonological rules</p> <p>Activities Pronunciation Practice Make a list of oft-mispronounced popular words in English</p>	<p>20</p>
<p>Part C – Learning Resources</p> <p>Textbooks, Reference Books, Other Resources</p>		<p>90</p>

Suggested Readings

Txts

- Alston, A.J. *The Devotional Poems of Mirabai*, Motilal Banarsidass Publishers, Delhi, 1980.
- Jons, Daniel. *Cambridge English Pronouncing Dictionary*. Cambridge UP, 2013.
- Junnarkar, P. B. *An Introduction to Panini*, Createspace Independent Pub., 3rd edition, 2015.
- Kapoor, Kapil. *Literary Theory: Indian Conceptual Framework*. Affiliated East-West Press, New Delhi, 2011.
- McKinnel, Norman. *The Bishop's Candlesticks and Other Plays*, Samuel French Ltd., London, 1949 (collected edition).
- Roach, Peter. *English Phonetics and Phonology*, Cambridge University Press, 2009.

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- Synge, J. M. *Riders to the Sea*, Dover Publications, 1998.
- Tagore, Rabindranath (translator). *The Songs of Kabir*, Macmillan and Co., London, 1915; reprinted by Dover Publications, New York, 2004.
- Verma, S. K and N Krishnaswamy. *Modern Linguistics*. Oxford UP,

Extended Readings

- Bharata Muni – *The Natyashastra*, Trans. Manomohan Ghosh, Manohar Publishers, 2016
- Chari, V.K. *Sanskrit Criticism*, University of Hawaii Press, Honolulu, 2018
- Crystal, David. *The Cambridge Encyclopedia of Language*, Cambridge University Press, Cambridge, 2010 (3rd edition).
- David Crystal – *How Language Works*, Penguin, 2006
- Fromkin, Victoria, Rodman, Robert & Hyams, Nina. *An Introduction to Language*, Cengage Learning, Boston, 2018 (11th edition).
- Gassner, John. *Masters of the Drama*, Dover Publications, New York, 1954 (3rd edition).
- George Yule – *The Study of Language*, Cambridge University Press, 2020
- Hawley, John Stratton. *Three Bhakti Voices: Mirabai, Surdas, and Kabir in Their Time and Ours*, Oxford University Press, New Delhi, 2012.
- Ladefoged, Peter & Johnson, Keith. *A Course in Phonetics*, Cengage Learning, Boston, 2014 (7th edition).
- R.L. Trask – *A Dictionary of Phonetics and Phonology*, Routledge, 1996
- Victoria Fromkin, Robert Rodman & Nina Hyams – *An Introduction to Language*, Cengage Learning, 2017

Digital Links

- A digital repository of Sanskrit texts including classical works on poetics with transliteration tools and references to concepts like Rasa and Alamkara. <https://sanskritlibrary.org/>
- <https://archive.org/details/glimpsesofindianpoeticschoudhary/page/n7/mode2up>
- http://ndl.iitkgp.ac.in/he_document/nptel/nptel/109106189_h_jablrrzt6y?e=1|J.%20M.%20Synge:%20Riders%20to%20the%20Sea||http://ndl.iitkgp.ac.in/he_document/nptel/nptel/109106124_1pl3a5megiif9g65ysfou9lffyrf

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Part D – Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Continuous Comprehensive Evaluation (CCE): 30 University Examination: 70

Internal Assessment: CCE:	Class Tests Assignment/Presentation	30
External Assessment: University Exam Time:	Section A – Very Short Questions (50 words)	5×2=10
	Section B – Short Questions (200 words)	4×7=28
	Section C – Long Answer Questions (500 words)	2×16=32
		70

Anjana Pandey
22.4.25

Signature – Prof. Anjana Pandey
Professor and Head
S. S. in English
Vikram University, Ujjain
Chairman, Central Board of Studies

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**BA I Year: English Literature (Major II) Session
2025-26
Study of Drama (Paper II)**

Course Code	
Course Title	Study of Drama (Paper II)
Course Type	Major II
Pre-requisite (if any)	To study this course, a student must have had the subject English Language/English Literature in class 12 th .
Course Learning Outcomes (CLO)	By the end of this course, students will be able to - <ul style="list-style-type: none">• Trace the evolution of drama from Sanskrit theatre to modern forms, analysing key Indian and Western dramatists.• Analyze themes such as <i>daiva</i> (destiny), <i>puruṣārtha</i> (human effort), and <i>dharma</i> (social justice), comparing their representation in Indian and Western dramatic traditions.• Apply dramatic insights to contemporary contexts, interpreting drama as <i>nāṭya-yajña</i> (a sacred performance) for promoting <i>lokasaṅgraha</i> (social welfare) and <i>saṃskāra</i> (value inculcation).• Explore the socio-cultural and philosophical dimensions of drama as a medium for social reform and cultural preservation.
Credit Value	6
Total Marks	Max Marks - 100 Min. passing Marks – 35

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Part B – Content of the Course		
Total no. of lectures (in hours per week): 03 Total Lectures: 90		
Topics		
Unit		No. of Lectures
I	<p>Introduction to Drama</p> <p>i) Introduction to Sanskrit Drama</p> <p>ii) Types of Drama: Tragedy, Comedy, Historical Play, One Act Play</p> <p>Keywords: <i>Natyashastra</i>, Rasa Theory, Bharatmuni, <i>Bhava</i>, <i>Natyadharmi</i> and <i>Lokadharmi</i>, <i>Abhinaya</i>, Dramatic Structure, Aristotelian tragedy, Chronicle plays.</p> <p>Activity: Group Discussion on Sanskrit Drama & Rasa Theory / Comparative Chart of Drama Types.</p>	10
II	<p>Indian Classical Drama</p> <p>i) Mahakavi Kalidas: '<i>Abhigyan Shakuntalam</i>', Act IV</p> <p>ii) Shudrak: '<i>Mrichha Katikum</i>' (The Clay Cart) Act I</p> <p>Keywords - Curse of Durvasa, Separation (<i>Viraha</i>), <i>Śṛṅgāra</i> (Romantic Rasa), <i>Karuna</i> (Pathos Rasa), Tranquility (Santa Rasa), <i>Nāyaka / Nayika</i>, <i>Vṛtti</i> (Stylistic Mode), Court and Folk Theatre, Anagnorisis, Prakrit and Sanskrit Dialogue tradition.</p> <p>Activity: Essay writing / Dramatic Reading and Enactment</p>	20

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III	Modern Indian Drama i) Mahesh Dattani: <i>Where There's a Will</i> ii) Manjula Padmanabhan: <i>Harvest</i> Keywords – Social Allegory, Power dynamics, Social alienation, Women Empowerment, Family Relationship, Gender indiscrimination, Greed Activity: Debate on Ethical Issues/ Panel Discussion on Contemporary Relevance	20
IV	Renaissance Drama i) William Shakespeare: ' <i>Merchant of Venice</i> ' ii) Christopher Marlowe: ' <i>Dr. Faustus</i> ' Keywords: Elizabethan drama, Morality Play, Humanism, Tragic Hero, Soliloquy, Supernatural Elements, Blank verse, Comic relief, <i>Moksha, Karma, Vivek.</i> Activity: Character Sketch / Dramatic Reading / Quote Interpretation	20
V	Modern Drama i) G.B. Shaw: <i>Arms and the Man</i> ii) John Galsworthy: <i>Silver Box</i> Keywords - Realism, Satire, Social Criticism, Class Conflict, Romantic Idealism, Anti-hero, Hypocrisy, <i>Nyaya (justice legal and moral), Ahimsa, Lok-samgraha, Karuna.</i> Activity: Role-Play/ Creative Writing Exercise	20
	90	

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Part C – Learning Resources	
Textbooks, Reference Books, Other Resources	

Suggested Readings

Texts

- Dattani, Mahesh. *Where There's a Will*. Penguin India, 2013.
- Galsworthy, John. *The Silver Box: A Comedy in Three Acts*. London: Duckworth & Co., (1906)
- Ghosh, Manmohan, trans. *The Natyashastra. Bharata*. Vol. Calcutta: The Royal Asiatic society of Bengal, Kolkata (1950)
- Kale, Moreshwar Ramchandra. Trans. *Abhigyanashakuntalam of Kalidas*. ISBN 9788120802827 Motilal Banarasidas, New Delhi (1969)
- Marlowe, Christopher. *Dr Faustus*. ISBN 978-1722503819. G&D Media; Unabridged edition, New Delhi, (2024)
- Padmanabhan, Manjula. *Harvest*. Aurora Metro Books, (2018)
- Rajan, Chandra, translator. *The Complete Works of Kalidasa*. Sahitya Akademi. 2002.
- Shakespeare, William. *Merchant of Venice*. Fingerprint Publishing, ISBN 978-9387779600 Daryaganj, New Delhi, (2018)
- Shaw, G.B. *Arms and the Man*. ISBN 978-9350330616. Maple Press Pvt Ltd, Noida (2013)
- Shudrak. *Mrichhkatika, The Little Clay Cart*, Trans Arthur William Ryder, 1905. Harvard oriental series, ISBN 9781465579935
<https://www.gutenberg.org/files/21020/21020-h/21020-h.htm>

Extended Readings

- Bhat, G. K. *Sanskrit Drama: Its Aesthetics and Production*. Motilal Banarsidass Publishers, New Delhi (1984)
- Bhatia, Nandi (ed.), *Modern Indian Theatre*. Oxford University Press, New Delhi (2009)
- Deshpande, G P. *Modern Indian Drama*, Sahitya Academy Rabindra Bhawan, New Delhi (2006)
- Kale, M R. (Translation) *The Meghaduta of Kalidasa: Text with Sanskrit Commentary of Mallinatha*. ISBN 978-8120804203. Motilal Banarsidass, 5th Reprint edition, New Delhi (2015)
- Mukherjee, Tutun (Ed.) – *Staging Resistance: Plays by Women in Translation*, ISBN 9780198084914, OUP, New Delhi (2012)

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- Rangacharya, Adya, trans. *The Natyashastra*. Bharata Muni. ISBN 9788121506809 Munshiram Manoharlal, New Delhi (2018)
- *Sahitya Darpana (Sanskrit) Of Sri Viswanatha Kaviraja*. Commentary Jivananand Vidyasagar Bhattacharya, Vachaspatya Press, Calcutta (1916)
- Sastri, T. Ganapati. *Svapnavasavadatta Of Bhasa*. (1912)
<https://archive.org/details/in.ernet.dli.2015.424378>
- Śrīraṅga, Adya Rangacharya. *Introduction to Bharata's Natyashastra*. ISBN 9788121508292. Munshiram Manoharlal, New Delhi (1998)
- Vatsyayan, Kapila. *Bharata: The Natyashastra*. New Delhi: Sahitya Akademi, (2005)
- Vatsyayan, Kapila. *Traditional Indian Theatre Multiple Streams*. National Book Trust India (2005) https://iks.iitgn.ac.in/wp-content/uploads/2023/02/Traditional-Indian-Theatre_Introduction_Kapila-Vatsyayan.pdf

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Journals

- Shekhar, R. "Origins and Growth of Sanskrit Drama in India." *International Journal of Creative Research Thoughts (IJCRT)*, vol. 12, no. 7, July 2024, pp. 110–117. ISSN: 2320-2882. [IJCRT+1IJCRT+1](#)
- Alapatt, Nisha Francis. "An Ecocritical Reading of Kalidasa's *Abhijnana Shakuntalam*." *Research Journal of English Language and Literature (RJELAL)*, vol. 5, no. 4, 2017, pp. 633–636. ISSN: 2395-2636. [Rjelal](#)
- Singh, Ganga Nand. "Appraisal of the Womanhood in Shudraka's *The Little Clay Cart*." *Vinoba Bhave University Journal of English Studies*, vol. 1, no. 1, 2020, pp. 45–50. [vbu.ac.in](#)

Digital Links

<https://archive.org/details/harvest00manj>
<https://www.jstor.org/stable/j.ctt20q1x8r>
<https://www.seagullbooks.org/the-theatre-of-roots-redirecting-the-modern-indian-stage/>
<https://www.routledge.com/Theatre-and-the-World-Performance-and-the-Politics-of-Culture/Bharucha/p/book/9780415068221>
<https://egyankosh.ac.in/bitstream/123456789/66614/1/Unit-4.pdf>
<https://www.routledge.com/Theatre-and-the-World-Performance-and-the-Politics-of-Culture/Bharucha/p/book/9780415068221>
<https://kireetjoshi.com/images/Svapnavasavadattam.pdf>

Part D – Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Continuous Comprehensive Evaluation (CCE): 30 University Examination: 70

Internal Assessment:	Class Tests	
CCE:	Assignment/Presentation	30
External Assessment:	Section A – Very Short Questions (50 words)	5×2=10
University Exam	Section B – Short Questions (200 words)	4×7=28
Time:	Section C – Long Answer Questions (500 words)	2×16=32
		70

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Pandit Shambhu Nath Shukla University, Shahdol (M.P.)
Session- 2025-26

BA I Year: English Literature (Major III)
Session 2025-26
Study of Poetry (Paper III)

Course Code	
Course Title	Study of Poetry (Paper III)
Course Type	Major III

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Pre-requisite (if any)	To study this course, a student must have had the subject English Language/English Literature in class 12 th .
Course Learning Outcomes (CLO)	On successful completion of this course, the students will be able to: <ul style="list-style-type: none">• Appreciate the rich cultural and literary heritage of Bharat.• Understand the nuances of poetry.• Evaluate the contribution of Indian English Poets.• Identify, interpret, analyse and appreciate various elements of poetry.• Develop a literary sensibility and inculcate a sense of appreciation for various forms of poetry.• Cultivate critical thinking and hone creativity
Credit Value	6
Total Marks	Max Marks - 100 Min. passing Marks – 35

Part B – Content of the Course

Total no. of lectures (in hours per week): 03

Total Lectures: 90

Unit	Topics	No. of Lectures
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I	<p>A) Elements of Poetry</p> <p>i) <i>Rasa</i> ii) <i>Alankara</i></p> <p>B) Forms of Poetry</p> <p>i) Sonnet ii) Lyric iii) Ode iv) Elegy v) Ballad vi) Epic</p> <p>Keywords: Indian Poetics, Aesthetic Experience, Emotions, Subjective Poetry, Prosody, Rhyme scheme</p> <p>Activity: Recitation and thematic analysis of famous sonnets or odes/ quiz on forms of poetry.</p>	10
II	<p>Indian Classical Poetry</p> <p>i) <i>Rig Veda</i> Samhita, translated by H. H. Wilson (Hymn 1-10, Agni, Vayu, Ashwin, IndraIndri) ii) <i>Bhagwad Gita</i>, Chapter III Karma Yog, translated by Dr. S. Radhakrishnan, Pages 130-149</p> <p>Keywords - Ancient Bhartiya Wisdom, Hymn, Vedas, Literary and cultural heritage of Bharat, Karma Yog</p> <p>Activities:</p> <ul style="list-style-type: none">• Group Discussion on -The Bhagavad Gita as a beacon light for humanity• Discourse on - Timeless Wisdom of the <i>Vedas</i>• Prepare a power point presentation on <i>The Bhagwad Gita</i> as a way of life.	20

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<p>III</p>	<p>Modern Indian Poetry</p> <p>i) Toru Dutt: “Lakshman”, “Sita”, “The Young Captive”</p> <p>ii) Sarojini Naidu: “Indian Weavers”, “The Flute Player of Brindaban”</p> <p>iii) R. N. Tagore: <i>Gitanjali</i> (song I and II)</p> <p>Keywords - Indian English Poetry, spirituality, mysticism, Indian mythological characters, Patriotism</p> <p>Activities:</p> <p>Recitation of poems by Indian poets on nationalism / composing short verses on the theme of patriotism, peace or spirituality</p>	<p>20</p>
<p>IV</p>	<p>Poetry in Neo-Classical and Romantic Age</p> <p>i) Alexander Pope: “Ode on Solitude”</p> <p>ii) William Wordsworth: “The Solitary Reaper”</p> <p>iii) John Keats: “Ode to a Nightingale”</p> <p>Keywords: Neo-classical Age, Romantic Age, Nature poetry, imagery, solitude, bliss.</p> <p>Activities:</p> <p>Recitation of Nature Poems in different languages/Group Discussions on Nature as a healer.</p>	<p>20</p>
<p>V</p>	<p>Poetry in Victorian Age</p> <p>i) Alfred Lord Tennyson: “Crossing the Bar”</p> <p>ii) Robert Browning: “Prospice”</p> <p>iii) Matthew Arnold: “Dover Beach”</p> <p>Keywords - Victorian Age, Industrial Revolution, extended metaphor, dramatic monologue, pastoral elegy</p> <p>Activities:</p> <p>Group discussion/ insight session on Echoes of Vedas and Upanishads in Browning’s poems/ Comparison between Tennyson and Browning</p>	<p>20</p> <p>90</p>

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Part C – Learning Resources	
Textbooks, Reference Books, Other Resources	

Suggested Readings

Texts

- Lyrical Ballads with Pastoral and Other Poems." Wordsworth, William (1805). (4 ed.). London: Printed for Longman, Hurst, Rees, and Orme, by R. Taylor.
- Rigveda, Available on Internet Archive, Four-Vedas-English-Translation
- Selected Poems by Sarojini Naidu Paperback – 1 January 2024; Sarojini Naidu.
- A Short History of English Poetry by -Birjadish Prasad
- Study of Poetry, BA Part I, Published by -Hindi Grantha Academy
- Theory of Karma -Shreemad Bhagavada Geeta (First ten shlokas) Tr. By Dr.S.Radhakrisnan, pages 130-149
- Toru Dutt (1856-1877). Indian Poet. Translator, and Novelist". Lokugé, Chandani (12) September 2019). Oxford: Oxford University Press.

Extended Readings

- A History of Modern Poetry: Modernism and After." Perkins, David. Paperback, 1989.
- "Glossary of Literary Terms" Abrams, MH, Prism Books Pvt. Limited, 1993.
- "John Keats: His Life and Poetry. His Friends. Critics and After-Fame." Colvin, Sidney. London: Macmillan. 1917.
- Naik, M. K. *A History of Indian English Literature*. 20th ed., Sahitya Akademi, 2009.
- Sharma, R. C. *How to study Classical Indian Texts?* D. K. Print world, 2021.

Digital Links

<https://dn790005.ca.archive.org/0/FourVedas-EnglishTranslation/Four-Vedas-English-Translation.pdf>
<https://archive.org/details/gitanjali-rabindranath-tagore>

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Suggested Equivalent Online Course

www.eshiksha.mp.gov.in

https://onlinecourses.nptel.ac.in/noc20_hs64/preview (Indian Poetry in English – NPTEL)

Part D – Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Continuous Comprehensive Evaluation (CCE): 30 University Examination: 70

Internal Assessment: CCE:	Class Tests Assignment/Presentation	30
External Assessment: University Exam Time:	Section A – Very Short Questions (50 words) Section B – Short Questions (200 words) Section C – Long Answer Questions (500 words)	5×2=10 4×7=28 2×16=32 70

Anjana Pandey
22.4.25

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BA I Year: English Literature (Minor I) Session 2025-26
World Literature (Paper I)

Course Code	
Course Title	World Literature (Paper 1)
Course Type	Minor I
Pre-requisite (if any)	To study this course, a student must have had the subject English Language/English Literature in class 12 th .
Course Learning Outcomes (CLO)	<p>After completing this course, student will be able to:</p> <ul style="list-style-type: none">• Analyse and interpret diverse poetic styles and themes in Indian, British, and American poetry, understanding their historical and cultural significance.• Examine the philosophical, spiritual, and social concerns expressed in Indian poetry and drama, particularly the works of Vivekananda, Sri Aurobindo, Badal Sircar and Mahesh Dattani.• Recognise the characteristics of British Romantic poetry and modern drama by studying works of Wordsworth, Coleridge, Oscar Wilde, and Harold Pinter.• Identify and compare different worldviews, cultural ideologies, and artistic expressions in Indian, British, and American literary traditions.• Apply literary theories and critical approaches to study poetry and drama, developing independent interpretations and arguments.• Strengthen analytical writing and discussion skills by articulating insights on the themes, narrative techniques, and stylistic elements on the prescribed texts.
Credit Value	4
Total Marks	Max Marks - 100 Min. passing Marks - 35

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Part B – Content of the Course

Total No. of Lectures (in hours per week): 3

Total Lectures: 60

Topics

Unit	Topics	No. of Lectures
I	Indian Poetry i) Swami Vivekanand: “To The Awakened India” ii) Sri Aurobindo: “Krishna” Keywords: Spirituality, Indian Philosophy, Mysticism, Symbolism, Enlightenment, Patriotism Activities: Recitation of the Devotional poems Recitation of the Patriotic poems	10
II	Indian Drama i) Badal Sircar: <i>Evam Indrajit</i> ii) Mahesh Dattani: <i>Tara</i> Keywords - Social Issues, Gender Identity, Theatre of Absurd, Realism, Political Satire, Tradition vs Modernity, Theatre Aesthetics, Existentialism Activities: Staging a Select Scene from the drama focusing on contemporary issues Dialogue delivery with intonation Practice	15
III	British Poetry i) William Wordsworth: “Three Years She Grew in Sun and Shower” ii) S. T. Coleridge: <i>Kubla Khan</i> Keywords - Romanticism, Sublime, Supernatural, Symbolism, Lyricism Activities: Group Discussion on features of Romanticism Spotting the Supernatural elements in a selected poem	10

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IV	<p>British Drama</p> <p>i) Oscar Wilde: <i>The Importance of Being Earnest</i></p> <p>ii) Harold Pinter: <i>The Caretaker</i></p> <p>Keywords: Comedy of Manners, Absurdism, Satire, Identity Crisis, Social Class, Power Dynamics, Irony, Realism, Dark Humor, Language and Silence</p> <p>Activities: Discussion on Dark Humour Difference between Tragedy and Comedy</p>	15
V	<p>American Poetry</p> <p>i) Emily Dickinson: "Success is Counted Sweetest"</p> <p>ii) Robert Frost: "The Road not Taken"</p> <p>Keywords - Individualism, Success and Failure, Nature, Choices, Determinism vs Free Will, Symbolism, Transcendentalism, Self-Reflection, Ambiguity, Modernity.</p> <p>Activities: Recitation of some other poems of Dickinson Presentation on Road as a Metaphor of life</p>	10
		60

Part C – Learning Resources	
Text Books, Reference Books, Other Resources	
Suggested Readings	
<ul style="list-style-type: none"> - Dattani, Mahesh. <i>Tara</i>. Surjeet Publications, 2018. - <i>The Journal of Interdisciplinary History</i>, vol. 53, no. 2, Jan. 2022, pp. 337–38. https://doi.org/10.1162/jinh_r_01838 Lyrical Ballads with Pastoral and Other Poems." Wordsworth, William (1805). (4 ed.). London: Printed for Longman, Hurst, Rees, and Orme, by R. Taylor. - McClinton-Temple, Jennifer. "Encyclopedia of Themes in Literature." <i>Choice Reviews Online</i>, vol. 48, no. 11, July 2011, pp. 48–6017. https://doi.org/10.5860/choice.48-6017. 	

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- Oliver, Elbert S. *An Anthology of American Literature*. S. Chand.n
- Pinter, Harold. *The Caretaker*, Surjeet Publications, 2018.
- Puchner, Martin. “The Norton Anthology of World Literature.” *W W Norton & Co eBooks*, 2012, ci.nii.ac.jp/ncid/BB09615592.
- Sircar, Badal. *Evam Indrajit*. Oxford UP, 1975.
- Seabold, Tracy Carr. “Sources: Magill’s Survey of World Literature.” *Reference & User Services Quarterly*, vol. 49, no. 2, Dec. 2009, pp. 198–99 . <https://doi.org/10.5860/rusq.49n2.198.2>.
- Wilde, Oscar. *The Importance of Being Earnest*. Fingerprint Publishing, 2015.
- Wood, Michael. “How Literatures Begin: A Global History Edited by Joel B. Lande and Denis Feeney.”

Digital Links

<https://libguides.uaptc.edu/c.php?g=600612&p=4159716>

- **Suggested Equivalent Online Course**
- NPTEL Web course <https://nptel.ac.in/courses/109106147>
- Harvard University – Masterpieces of World Literature
<https://pll.harvard.edu/course/masterpieces-of-world-literature>
- Video course <https://archive.nptel.ac.in/courses/109/106/109106147/>

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Part D – Assessment and Evaluation

Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 University Examination: 70		
Internal Assessment: CCE:	Class Tests Assignment/Presentation	30
External Assessment: University Exam Time:	Section A – Very Short Questions (50 words)	5×2=10
	Section B – Short Questions (200 words)	4×7=28
	Section C – Long Answer Questions (500 words)	2×16=32
		70

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**BA I Year: English Literature (Minor 2) Session 2025
-26**

Indian Literature in Translation (Paper 2)

Course Code	
Course Title	Indian Literature in Translation (Paper 2)
Course Type	Minor 2
Pre-requisite (if any)	To study this course, a student must have had the subject English Language/English Literature in class 12 th .
Course Learning Outcomes (CLO)	<ul style="list-style-type: none">• The course of this paper will not only give students a chance to study a variety of literature produced in different languages. This will broaden their perspectives on Indian values and help them understand hidden wisdom through simple short stories of Panchatantra.• Indian fables will help them understand rich Indian Knowledge through translated literature and inculcate human values in them.• To develop analytical skills by comparing texts translated from different Indian languages.
Credit Value	4
Total Marks	Max Marks - 100 Min. passing Marks - 35

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Part B: Content of the Course		
Total No. of Lectures (in hours per week): 3		
Total Lectures: 60		
Topics		
Unit		No. of Lectures
I	Poetry i) Gujrati Folk Song “Rain of the World” (translated by Madhubhai Patel) ii) Padma Sachdev “The Well” (translated from Dogri by Iqbal Masud) iii) G. S. Shivarudrappa: “My Pocket” (Translated from the Kannada by O. L. Nagabhushana Swamy) Keywords: Translation, Figurative Language, Imagery, Nature Poetry, Feminism, Indian Folk Song Tradition, Depiction of Society Activities: Read the poem in class Analyse and appreciate the figures of speech	10
II	Drama Mohan Rakesh: <i>One Day in Ashadha</i> Keywords - Indian Drama, Indian Stage Craft, Sanskrit Theatre, Plot, Character Study, Dialogue, Indian Society in Drama Activities: Compose dialogues on a given situation Compare an Indian and a Modern British Drama bringing out the differences	15
III	Fiction Sudha Murthy: <i>Dollar Bahu</i> Keywords - Elements of Fiction, Feminism, Gender, Culture, Women novelist, Indian society in Indian Novels, Plot, characters, Activities: To summarise given text other than prescribed novel, Select characters and point out their virtues and vices	15

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IV Ancient Indian Short Fiction

	<p>a) Stories from <i>Panchatantra</i>: i) “The Tortoise and the Geese” ii) “Four Friends and the Hunter” b) <i>Fables from Indian Folklore</i> i) “The Blind Men and the Elephant” ii) “The Story of the Learned Fool”</p> <p>Keywords: Indian wisdom, animal characters, moral lesson, narration, worldly conduct, prudent conduct, epigrammatic verses to illustrate objectives, virtues, Activities: Discuss the selected stories and bring out the values in them Appreciate Indian fables and Folklores, regional stories, narrative technique,</p>	10
V	<p>Modern Indian Short Fiction i) R. N. Tagore: “Kabuliwala” ii) Premchand: “Namak ka Daroga”</p> <p>Keywords - Individualism, Success and Failure, Nature, Choices, Determinism vs Free Will, Symbolism, Transcendentalism, Self-Reflection, Ambiguity, Modernity.</p> <p>Activities: Enactment of certain part of the novel Contemporary issues that are found in the story</p>	10

60

Part C – Learning Resources

Text Books, Reference Books, Other Resources

Suggested Readings

Texts:

- *The Complete Panchatantra*, written by Pt. Vishnu Sharma. Translated from Sanskrit by Arthur W. Ryder.
- De Souza, Eunice and Melanie Silgado, editors. *These My Words*. Penguin Books, 2012.
- Folk Tales of India by Brenda E. F, Beck
- *Indian Folk Tales* by Verrier Elwin
- Murty, Sudha. *Dollar Bahu*. Penguin India, 2007.
- The Oxford anthology of modern Indian poetry / edited by Vinay Dharwadker (included Padma Sachdev)

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- Rakesh, Mohan. *One Day in Ashadha* translated by Sarah K Enslay. New Delhi: National School of Drama, 2000.
- “Rain of the World”, *These My Words: The Penguin Book of Indian Poetry*, edited Eunice De Souza and Melanie Silgarda

Digital Links

- <https://rajeshthewriter.weebly.com/english---delhi-university.html>
- https://sahitya-akademi.gov.in/library/meettheauthor/padma_sachdev.pdf
- https://sahitya-akademi.gov.in/library/fellowship_pdf/fellow_Padmasachdev.pdf

- **Suggested Equivalent Online Course**
Short Fiction in Indian Literature, SWAYAM Course- NPTEL

Part D – Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Continuous Comprehensive Evaluation (CCE): 30 University Examination: 70

Internal Assessment: CCE:	Class Tests Assignment/Presentation	30
External Assessment: University Exam Time:	Section A – Five Very Short Questions (50 words each)	5×2=10
	Section B – Four Short Questions (200 words each)	4×7=28
	Section C – Two Long Questions (500 words each)	2×16=32
		70

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Pandit Shambhu Nath Shukla University, Shahdol (M.P.) 36
Session- 2025-26

FC-II ENGLISH			
PART A: Introduction			
Program: UG Level	Class: II Year	Year: 2022-23	Session: 2022-23 onwards
Subject: Foundation Course (English)			
1	Course Code	X2-FCHB1T	
2	Course Title	English Language and Foundation	
3	Course Type (Core Course/Elective/ Generic Elective/ Vocational)	Foundation Course	
4	Pre-Requisite (if any)	To study this course, a student should have the basic knowledge of the English language. This course is designed for all the students of UG Second Year under the Foundation Course category.	
5	Course Learning Outcomes (CLO)	Through this course the students will be able to: 1. Strengthen their grammar and vocabulary 2. Acquire and develop LSRW (Listening, Speaking, Reading and Writing) skills 3. Learn to think creatively and critically After the completion of the course, students are expected to gain competency and proficiency in English language to perform at professional and personal level as well as to face competitive examinations at State and National level.	
6	Credit Value	2 Credits	
7	Total Marks	Max. Marks: 50	Min. Marks: 17

PART B: Content of the Course		
Total No. of Lectures: 15 hours		
Unit	Topics	Number of Lectures
I	Text Interpretation Skills: 1. Daffodils – Wordsworth 2. Bangle Sellers – Sarojini Naidu 3. Patriotism Beyond Politics and Religion – A.P.J. Kalam 4. Letter to God – G.L. Swanteh (Translated by Donald Yates) 5. God Sees the Truth but Waits – Leo Tolstoy	10
II	Comprehension Skills: Multiple choice questions based on unseen passages	3
III	Language Skills: Use of idioms, phrases and punctuations, Mis-Spelt & Inappropriate Words and Cloze Test, Conjunctions, re-organizing jumbled sentences, Spotting the errors.	7
	Writing Skills: Advertisement and Notice-writing, Letter Writing (Formal &	5

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V	Speech Skills: Vowel and consonant sounds, phonetic symbols Accent, Modulation and intonation	5
	Key Words: Daffodils, Wordsworth, Wandered, Bangles, Shining, Bridal, Politics, Religion, Patriotism, God, Letter, Lencho, Swanteh, Truth, Waits, Tolstoy	

PART C: Learning Resources

Textbooks, Reference Books, Other Resources

Suggested Readings and web materials:

1. Oxford English Language Reference. Compact Oxford Dictionary, Thesaurus and Word Power Guide. OUP.
2. Brush Up Your English by S T Imam. BharatiBhawan Publishers & Distributors, 2017
3. N. D. Turton and J.B. Heaton. Dictionary of Common Errors. Longman Ltd. 1998
4. SuzanaRoopa. A Practical Course in English Pronunciation. McGraw Hill Education India
5. Chris Lele. The Vocabulary Builder Workbook. Zephyros Press
6. S. P. Dhanvel. English and Soft Skills. Orient Black Swan, 2010.
7. Dr M. Farook. English for Communication, Emerald Publishers, 2015.
8. Dr Mathew Joseph. Fine-tune your English. Orient Black Swan, 2010.
9. E. Suresh Kumar, B Yadava Raju and C Muralikrishna. Skills in English. Orient Black Swan, 2013.
10. Bill Bryson. The Mother Tongue: English and How it Got it that Way. Harper Collins, 1990.

Web Sources:

www.englishclub.com
<https://nptel.ac.in>

<http://www.bbc.co.uk/learningenglish> <https://www.esifast.com>
<https://www.myenglishpages.com>

Part D: Assessment and Evaluation (Theory)

Max Marks: 50	Min. Marks: 17	University Exam (UE)	Total: 50
University Exam (U.E.). Time 2 .00 Hours			
External Assessment (UE)		Time: 2 Hours	
50 multiple choice / objective / true – false type questions to be asked. Each question carries 1 mark			

(Dr. R.K.S. Sengar)
Principal
Govt. S.L.P. (PG) College, Morar
Gwalior (M.P.)

(Dr. A.S. Kushwah)
Chairman BOS Jiwaji University,
Gwalior (M.P.)

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Part A Introduction			
Program: Diploma Course		Class: BA	Year: II
Session: 2022-23			
Subject: English Literature (Theory)			
Major-1			
1	Course Code	A2-ELIT1T	
2	Course Title	Study of Prose (Paper 1, Theory)	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Core Course	
4	Pre-requisite (if any)	To study this course, a student must have had the subject <i>English Language and Literature</i> at her/his Certificate Course level.	
5	Course Learning outcomes (CLO)	After the completion of this course, the students will be able to: <ul style="list-style-type: none"> 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. 	
6	Credit Value	4	
7	Total Marks	Max. Marks: 30+70	Min. Pass Marks:33
Part B- Content of the Course			
Total No. of Lectures (in hours per week): 02			
Total Lectures: 60 hours			
Unit	Topics	No. of Lectures	
I	1. Early Prose Writers 1.1 Prose and its forms 1.2 Michel de Montaigne: On Sorrow (Translated by Charles Cotton) 1.3 Francis Bacon: Of Studies, Of Truth 1.4 Oliver Goldsmith: The Man in Black Keywords/Tags: <i>Elizabethan age, Aphoristic essay, Satire, Brevity, Idiomatic language, Ornamental prose</i>	15	
II	2. Eighteenth/ Nineteenth Century Prose 2.1 Joseph Addison: The Spectator's Account of Himself 2.2 William Hazlitt: On the Ignorance of the Learned 2.3 Charles Lamb: Dream Children	15	

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	Keywords/Tags: <i>Periodical essay, Dispersed Meditation, Humour and pathos, Autobiographical prose</i>	39
III	3. Prose in Modern Period 3.1 AG Gardiner: On The Rule of the Road 3.2 Robert Lynd: The Pleasures of Ignorance 3.3 Aldous Huxley: The Divine Within (Chapters 1-2) Keywords/Tags: <i>Modern essayist, Prose style, Irony, Spirituality, Civic Sense, Philosophical prose</i>	15
IV	4. Political writings 4.1 Nelson Mandela: Long Walk to Freedom 4.2 Rajmohan Gandhi: Why Gandhi Still Matters Keywords/Tags: <i>Political writing, Social upheaval, Dandi march, Satyagraha, Unsentimental view</i>	15

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

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

Suggestive digital platform web links

1. Addison, Joseph. “The Spectator’s Account Of Himself.” *Ourcivilisation.Com*, www.ourcivilisation.com/smartboard/shop/fowlerjh/chap6.htm. Accessed 18 Jan. 2022.
2. Addison, Joseph. “Sir Roger at Church.” *Ourdecline.Com*, www.ourdecline.com/smartboard/shop/fowlerjh/chap15.htm. Accessed 18 Jan. 2022.
3. Bacon, Francis. “I. Of Truth. Francis Bacon. 1909–14. Essays.” *Bartleby*, www.bartleby.com/3/1/1.html. Accessed 18 Jan. 2022.
4. “Charles Lamb: Essays.” *GradeSaver*, 8 Oct. 2021, www.gradesaver.com/charles-lamb-essays/study-guide/summary-dreamchildren-a-reverie.
5. “Eighteenth Century Prose.” *Bachelorandmaster:Com*, 2016,

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www.bachelorandmaster.com/englishperiods/eighteenth-century-prose.html.

6. Gardiner, AG. "The Project Gutenberg EBook of Leaves in the Wind, by A. G. Gardiner." *Project Gutenberg*, 2011, www.gutenberg.org/files/37858/37858-h/37858-h.htm.
7. Hazlitt, William. "On the Ignorance of the Learned." *OurCivilisation.Com*, www.ourcivilisation.com/smartboard/shop/hazlittw/ignrnc.htm. Accessed 18 Jan. 2022.
8. Hazlitt. "THE INDIAN JUGGLERS." *Juggling.Org*, 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. 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.
11. Nordquist, Richard. "Robert Lynd's Essay on the Pleasures of Ignorance." *ThoughtCo*, 6 Nov. 2019, 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.
13. "Prose - English Literature." *Britannica*, www.britannica.com/art/English-literature/Prose. Accessed 18 Jan. 2022.
14. "Prose: Forgetting English Prose: Forgetting by Robert Lynd." *BrainKart*, 20 June 2018, 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.

Suggested equivalent online courses:

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks : 100

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

<p>Internal Assessment : Continuous Comprehensive Evaluation (CCE):30</p>	<p>There shall be 4 class tests of 10 marks each, out of which the 3 best scores are to be taken into account.</p>	<p>10+10+10 = 30</p>
<p>External Assessment : University Exam Section: 70 Time : 02.00 Hours</p>	<p>Section(A) : Objective Section (B) : Short Questions Section (C) : Long Questions</p>	

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		41
		Total 70
Any remarks/ suggestions:		

Format for Syllabus of Practical Paper

Part A Introduction			
Program: Diploma Course		Class: BA	Year: II
Session: 2022-23			
Subject: English Literature (Practical)			
Major-1			
1	Course Code	A2-ELIT1P	
2	Course Title	Experiments with Prose (Paper 2, Practical)	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Core Course	
4	Pre-requisite (if any)	To study this course, a student must have had the subject <i>English Language and Literature</i> at her/his Certificate Course level.	
5	Course Learning outcomes (CLO)	<p>Upon the completion of this course, the students will be able to grasp the technicalities of prose. The course will help the students:</p> <ul style="list-style-type: none"> • 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. 	
6	Credit Value	2	
7	Total Marks	Max. Marks: 30+70	Min. Pass Marks:33

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Part B- Content of the Course		42
Total No. of Lectures- Practical (in hours per week): 01 Total Practical Lectures: 30 hours		
Unit	Topics	No. of Lectures
I	1. American Prose 1.1 RW Emerson: Self Reliance 1.2 Henry James: The Art of Fiction 1.3 Cleanth Brooks: Poetry as a Way of Saying Keywords/Tags: <i>American Prose, Naturalism, Philosophy, Literary Criticism</i>	15
II	2. Indian Thinkers 2.1 Swami Vivekanand: Our Motherland 2.2 Rabindranath Tagore: Sadhana – The Realization of Life (Part 1 and 2 - The Relation of the Individual to the Universe and Soul Consciousness) 2.3 J Krishnamurti: Individual and Society Keywords/Tags: <i>Indian Culture, Spiritualism, Religion, Transcendentalism</i>	15
Part C-Learning Resources		
Text Books, Reference Books, Other resources		
Suggested Readings: 1. Jayapalan, N. “ <i>Indian Political Thinkers: Modern Indian Political Thought.</i> ” Atlantic Publication, 2021. 2. Tagore, Rabindranath. “ <i>Sadhana: The Realisation of Life.</i> ” 01 ed., Niyogi Books Private Limited, 2018. Suggestive digital platform web links 1. “The Art of Fiction Essay by James.” <i>Britannica</i> , www.britannica.com/topic/The-Art-of-Fiction-essay-by-James . Accessed 18 Jan. 2022.		

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2. Emerson, Ralph Waldo. "Essays, First Series [1841] The Over-Soul." *American Transcendentalism Web*,
archive.vcu.edu/english/engweb/transcendentalism/authors/emerson/essays/oversoul.html.
Accessed 18 Jan. 2022.
3. Emerson, RW. "The American Scholar." *Wikipedia*, 2013,
en.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.
5. Krishnamurti, J. "Series I - Chapter 21 - 'The Individual and Society.'" *Jkrishnamurti.Org*,
1991, jkrishnamurti.org/content/series-i-chapter-21-individual-and-society.
6. "Series I - Chapter 22 - 'The Self' | J. Krishnamurti." *Jkrishnamurti.Org*, 1991,
jkrishnamurti.org/content/series-i-chapter-22-self#:~:text=The%20self%20can%20never
%20be,awareness%20of%20its%20own%20nature.

Suggested equivalent online courses:

Suggested Academic Activities for Experiments by Students:

A. Linguistic Activities

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

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pronoun, verb, adverb, adjective, preposition, conjunctions, exclamation). 44

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 text.

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 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* skill; using newspapers and textbooks for *reading* and *writing* skills; based on these three activities (LRW), learners should be inspired to

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practice the *speaking* skill.

45

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.

Part D-Assessment and Evaluation

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 students' creative knowledge of the following (if applicable): <ul style="list-style-type: none"> ● Control over linguistic and stylistic competence. ● Knowledge of the literature prescribed. ● Analysing, 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 the practical file containing Suggested Academic Activities for	10

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		Experiments as mentioned above)	46
TOTAL	30		70

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BA II Year: English Literature

Part A Introduction			
Program: Diploma Course		Class: BA	Year: II
Session: 2022-23			
Subject: English Literature (Theory)			
Major-2/Minor/Optional			
1	Course Code	A2-ELIT2T	
2	Course Title	Study of Fiction (Paper 1, Theory)	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Core Course	
4	Pre-requisite (if any)	To study this course, a student must have studied the subject <i>English Language and Literature</i> at her/his Certificate Course level.	
5	Course Learning outcomes (CLO)	<p>On completion of this course, the students will be able to engage with different narrative forms and views in fiction dealing with simple and complex issues. The course will motivate the students to:</p> <ul style="list-style-type: none"> • Understand various aspects and forms of fiction, • Trace the origin and development of English novel, • Appreciate morality and humanity, • Improve the understanding of the world and the complexities of human mind; and • Expand creativity and imagination and enrich the vocabulary in a delightful manner. 	
6	Credit Value	4	
7	Total Marks	Max. Marks: 30+70	Min. Pass Marks:33
Part B- Content of the Course			
Total No. of Lectures (in hours per week): 02			
Total Lectures: 60 hours			
Unit	Topics	No. of Lectures	
I	1. Forms of Early Fiction 1.1 Fiction and its types 1.2 Daniel Defoe: Robinson Crusoe 1.3 Samuel Richardson: Pamela	15	

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	<p>1.4 Jane Austen: Pride and Prejudice</p> <p>Keywords/Tags: <i>Elements of novel, Augustan age, Age of Enlightenment, Literary trends in eighteenth century, Impact of Renaissance, Epistolary novel, Narrative technique, Picaresque novel, Romanticism, French revolution</i></p>	
II	<p>2. Victorian Fiction</p> <p>2.1 Charles Dickens: A Tale of Two Cities 2.2 Thomas Hardy: The Mayor of Casterbridge 2.3 George Eliot: Middlemarch</p> <p>Keywords/Tags: <i>Victorian age, Realism, Pessimism, Fate and destiny, Regional novel, Social novel, Tragic novel, Industrial revolution, Rationalism, Feminism, Materialism, Historic fiction, Industrial age</i></p>	15
III	<p>3. Modern Fiction</p> <p>3.1 DH Lawrence: Sons and Lovers 3.2 Virginia Woolf: Mrs. Dalloway 3.3 George Orwell: 1984</p> <p>Keywords/Tags: <i>Modern age, Autobiographical novel, Dystopia, Fantasy, Stream of consciousness, Oedipus complex, Electra complex, Symbolism, Formalism, Individualism, Absurdism, Identity and existential crisis, Totalitarianism, Psychological realism</i></p>	15
IV	<p>4. Detective Literature and Science-fiction</p> <p>4.1 Mary Shelley: Frankenstein 4.2 RL Stevenson: Dr. Jekyll and Mr. Hyde 4.3 Arthur Conan Doyle: The Hound of the Baskervilles</p> <p>Keywords/Tags: <i>Mystery, Scientific discovery, Sherlock Holmes, Parallel universes, Gothic, Science fiction</i></p>	15

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Part C-Learning Resources

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Text Books, Reference Books, Other resources

Suggested Readings:

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

Suggested digital platform web links

1. "Detective Fiction." *Wikipedia*, 2009, en.wikipedia.org/wiki/Detective_fiction.
2. "Dr. Jekyll and Mr. Hyde: Full Book Summary." *Sparknotes*, 2015, www.sparknotes.com/lit/jekyll/summary.
3. "English Novel." *Wikipedia*, 2015, en.wikipedia.org/wiki/English_novel.
4. "The Realistic Novel in the Victorian Era." *British Literature Wiki*, sites.udel.edu/britlitwiki/the-realistic-novel-in-the-victorian-era. Accessed 18 Jan. 2022.

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5. "Robinson Crusoe Study Guide." *Sparknotes*, 2022, www.sparknotes.com/lit/crusoe.

Suggested equivalent online courses:

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

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):30	There shall be 4 class tests of 10 marks each, out of which the 3 best scores are to be taken into account.	10+10+10 = 30
External Assessment : University Exam Section:70 Time : 02.00 Hours	Section(A) : Objective Section (B) : Short Questions Section (C) : Long Questions	Total 70

Any remarks/suggestions:

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Format for Syllabus of Practical Paper

Part A Introduction			
Program: Diploma Course	Class: BA	Year: II	Session: 2022-23
Subject: English Literature (Practical)			
Major-2/Minor/Optional			
1	Course Code	A2-ELIT2P	
2	Course Title	Experiments with Fiction (Paper 2, Practical)	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Core Course	
4	Pre-requisite (if any)	To study this course, a student must have had the subject <i>English Language and Literature</i> at her/his Certificate Course level.	
5	Course Learning outcomes (CLO)	<p>On completion of this course, the students will be able to understand and apply various literary techniques to their craft. The course will help the students:</p> <ul style="list-style-type: none"> ● Conceptualise abstract ideas into concrete writing, ● Experiment with different genres of literature with theatrical activities, ● Analyse and compare the American and Indian English fiction, ● Create new dimensions in literary craft with the help of several tools, ● Expand creativity and imagination, ● Strengthen their confidence and language skills with practical exercises; and ● Articulate complex ideas and emotions. 	
6	Credit Value	2	
7	Total Marks	Max. Marks: 30+70	Min. Pass Marks:33
Part B- Content of the Course			

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Total No. of Lectures- Practical (in hours per week): 01 Total Practical Lectures: 30 hours		
Unit	Topics	No. of Lectures
I	1. American Fiction 1.1 Nathaniel Hawthorne: The Scarlet Letter 1.2 Herman Melville: Moby Dick 1.3 Ernest Hemmingway: The Old Man and the Sea Keywords/Tags: <i>American fiction, Historical fiction, Realism, Redemption, Epistemology, Travelogue</i>	15
II	2. Indian Fiction 2.1 RK Narayan: The English Teacher 2.2 Mulk Raj Anand: Untouchable 2.3 Anita Desai: Cry, the Peacock Keywords/Tags: <i>Indian fiction in English, Supernaturalism, Social novel, Feminism in India, Psychological novel, Regional literature, Social taboos</i>	15

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

1. Agrawal, BR, and MP Sinha. "*Major Trends in Post-Independence Indian English Fiction*". Atlantic Publication, 2011.
2. Anand, Mulk Raj. "*Untouchable*". Penguin India, 2001.
3. Desai, Anita. "*Cry, the Peacock*." Orient Paperbacks, 2020.
4. Hawthorne, Nathaniel. "*The Scarlet Letter*". Oxford World's Classics, 2008.
5. Hemmingway, Ernest. "*The Old Man and the Sea*." RHUK, 1994.
6. Iyengar, KR Srinivasa. "*Indian Writing in English*." Sterling Publications Private Limited, 2012.

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7. Melville, Herman. "*Moby Dick or; the Whale*". Fingerprint Publishing, 2015.
8. Narayan, RK. "*The English Teacher*". Indian Thought Publications, 2007.

Suggestive digital platform web links

1. "American Literature." *Wikipedia*, en.wikipedia.org/wiki/American_literature. Accessed 18 Jan. 2022.
2. "Fiction - American Literature." *Britannica*, www.britannica.com/art/American-literature/Fiction. Accessed 18 Jan. 2022.
3. Temple, Emily. "A Brief Survey of the Great American Novel(s)." *Literary Hub*, 9 Jan. 2017, lithub.com/a-brief-survey-of-great-american-novels.

Suggested equivalent online courses:

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

Suggested Academic Activities for Experiments for Students:

A. Linguistic Activities

1. Testing the learners' pronunciation abilities through reading out the prescribed text.

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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 using 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 real-life/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 for learners.
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. Role play of different characters to be performed by students.
2. Enacting narratives of the literature prescribed in the texts.
3. Voice and language modulation activities.
4. Enactment through body language and expression.
5. Sorting out conflicts in fiction through the staging of the situations present in the story.
6. Scene study based on situations present in the prescribed fiction.

D. Communicative Activities

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1. Testing the fluency and accuracy 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 YouTube, 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 plots of the prescribed novels.
3. Writing literary pieces from the learners' points of view.
4. To convert one type of fiction into another. For example, Imagining Jane Austen's *Pride and Prejudice* as a Fantasy Novel; or Mary Shelley's *Frankenstein* as a Neoclassical novel.

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

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)

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Attendance	05	The above practical file containing five academic experiment activities made by the students will be evaluated by the external examiner assessing the students' creative knowledge of the following (if applicable): <ul style="list-style-type: none">● Control over linguistic and stylistic competence.● Knowledge of the literature prescribed.● Analysing, interpreting, arguing, and creative capacity.● Various elements of fiction.● Culture of the concerned literature.	50
Assignments/Any Three Suggested Academic Activities for Experiments	15	Viva Voce (based on the practical file containing Suggested Academic Activities for Experiments as mentioned above)	10
TOTAL	30		70

Any remarks/ suggestions:

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BA II Year: English Literature

Part A Introduction			
Program: Diploma Course		Class: BA	Year: II
Session: 2022-23			
Subject: English Literature (Theory)			
Major-2/Minor/Optional			
1	Course Code	A2-ELIT2T	
2	Course Title	Study of Fiction (Paper 1, Theory)	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Core Course	
4	Pre-requisite (if any)	To study this course, a student must have studied the subject <i>English Language and Literature</i> at her/his Certificate Course level.	
5	Course Learning outcomes (CLO)	On completion of this course, the students will be able to engage with different narrative forms and views in fiction dealing with simple and complex issues. The course will motivate the students to: <ul style="list-style-type: none">• Understand various aspects and forms of fiction,• Trace the origin and development of English novel,• Appreciate morality and humanity,• Improve the understanding of the world and the complexities of human mind; and• Expand creativity and imagination and enrich the vocabulary in a delightful manner.	
6	Credit Value	4	
7	Total Marks	Max. Marks: 30+70	Min. Pass Marks:33
Part B- Content of the Course			
Total No. of Lectures (in hours per week): 02			
Total Lectures: 60 hours			
Unit	Topics	No. of Lectures	
I	1. Forms of Early Fiction 1.1 Fiction and its types 1.2 Daniel Defoe: Robinson Crusoe 1.3 Samuel Richardson: Pamela	15	

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	<p>1.4 Jane Austen: Pride and Prejudice</p> <p>Keywords/Tags: <i>Elements of novel, Augustan age, Age of Enlightenment, Literary trends in eighteenth century, Impact of Renaissance, Epistolary novel, Narrative technique, Picaresque novel, Romanticism, French revolution</i></p>	
II	<p>2. Victorian Fiction</p> <p>2.1 Charles Dickens: A Tale of Two Cities 2.2 Thomas Hardy: The Mayor of Casterbridge 2.3 George Eliot: Middlemarch</p> <p>Keywords/Tags: <i>Victorian age, Realism, Pessimism, Fate and destiny, Regional novel, Social novel, Tragic novel, Industrial revolution, Rationalism, Feminism, Materialism, Historic fiction, Industrial age</i></p>	15
III	<p>3. Modern Fiction</p> <p>3.1 DH Lawrence: Sons and Lovers 3.2 Virginia Woolf: Mrs. Dalloway 3.3 George Orwell: 1984</p> <p>Keywords/Tags: <i>Modern age, Autobiographical novel, Dystopia, Fantasy, Stream of consciousness, Oedipus complex, Electra complex, Symbolism, Formalism, Individualism, Absurdism, Identity and existential crisis, Totalitarianism, Psychological realism</i></p>	15
IV	<p>4. Detective Literature and Science-fiction</p> <p>4.1 Mary Shelley: Frankenstein 4.2 RL Stevenson: Dr. Jekyll and Mr. Hyde 4.3 Arthur Conan Doyle: The Hound of the Baskervilles</p> <p>Keywords/Tags: <i>Mystery, Scientific discovery, Sherlock Holmes, Parallel universes, Gothic, Science fiction</i></p>	15

Part C-Learning Resources

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Text Books, Reference Books, Other resources

Suggested Readings:

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

Suggested digital platform web links

1. "Detective Fiction." *Wikipedia*, 2009, en.wikipedia.org/wiki/Detective_fiction.
2. "Dr. Jekyll and Mr. Hyde: Full Book Summary." *Sparknotes*, 2015, www.sparknotes.com/lit/jekyll/summary.
3. "English Novel." *Wikipedia*, 2015, en.wikipedia.org/wiki/English_novel.
4. "The Realistic Novel in the Victorian Era." *British Literature Wiki*, sites.udel.edu/britlitwiki/the-realistic-novel-in-the-victorian-era. Accessed 18 Jan. 2022.

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5. "Robinson Crusoe Study Guide." *Sparknotes*, 2022, www.sparknotes.com/lit/crusoe.

Suggested equivalent online courses:

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

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):30	There shall be 4 class tests of 10 marks each, out of which the 3 best scores are to be taken into account.	10+10+10 = 30
External Assessment : University Exam Section:70 Time : 03.00 Hours	Section (A) : Objective Section (B) : Short Questions Section (C) : Long Questions	Total 70

Any remarks/ suggestions:

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Format for Syllabus of Practical Paper

Part A Introduction			
Program: Diploma Course	Class: BA	Year: II	Session: 2022-23
Subject: English Literature (Practical)			
Major-2/Minor/Optional			
1	Course Code	A2-ELIT2P	
2	Course Title	Experiments with Fiction (Paper 2, Practical)	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Core Course	
4	Pre-requisite (if any)	To study this course, a student must have had the subject <i>English Language and Literature</i> at her/his Certificate Course level.	
5	Course Learning outcomes (CLO)	On completion of this course, the students will be able to understand and apply various literary techniques to their craft. The course will help the students: <ul style="list-style-type: none">• Conceptualise abstract ideas into concrete writing,• Experiment with different genres of literature with theatrical activities,• Analyse and compare the American and Indian English fiction,• Create new dimensions in literary craft with the help of several tools,• Expand creativity and imagination,• Strengthen their confidence and language skills with practical exercises; and• Articulate complex ideas and emotions.	
6	Credit Value	2	
7	Total Marks	Max. Marks: 30+70	Min. Pass Marks:33
Part B- Content of the Course			

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Total No. of Lectures- Practical (in hours per week): 01 Total Practical Lectures: 30 hours		
Unit	Topics	No. of Lectures
I	1. American Fiction 1.1 Nathaniel Hawthorne: The Scarlet Letter 1.2 Herman Melville: Moby Dick 1.3 Ernest Hemmingway: The Old Man and the Sea Keywords/Tags: <i>American fiction, Historical fiction, Realism, Redemption, Epistemology, Travelogue</i>	15
II	2. Indian Fiction 2.1 RK Narayan: The English Teacher 2.2 Mulk Raj Anand: Untouchable 2.3 Anita Desai: Cry, the Peacock Keywords/Tags: <i>Indian fiction in English, Supernaturalism, Social novel, Feminism in India, Psychological novel, Regional literature, Social taboos</i>	15
Part C-Learning Resources		
Text Books, Reference Books, Other resources		
Suggested Readings: 1. Agrawal, BR, and MP Sinha. " <i>Major Trends in Post-Independence Indian English Fiction</i> ". Atlantic Publication, 2011. 2. Anand, Mulk Raj. " <i>Untouchable</i> ". Penguin India, 2001. 3. Desai, Anita. " <i>Cry, the Peacock</i> ." Orient Paperbacks, 2020. 4. Hawthorne, Nathaniel. " <i>The Scarlet Letter</i> ". Oxford World's Classics, 2008. 5. Hemmingway, Ernest. " <i>The Old Man and the Sea</i> ." RHUK, 1994. 6. Iyengar, KR Srinivasa. " <i>Indian Writing in English</i> ." Sterling Publications Private Limited, 2012.		

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7. Melville, Herman. "*Moby Dick or, the Whale*". Fingerprint Publishing, 2015.
8. Narayan, RK. "*The English Teacher*". Indian Thought Publications, 2007.

Suggestive digital platform web links

1. "American Literature." *Wikipedia*, en.wikipedia.org/wiki/American_literature. Accessed 18 Jan. 2022.
2. "Fiction - American Literature." *Britannica*, www.britannica.com/art/American-literature/Fiction. Accessed 18 Jan. 2022.
3. Temple, Emily. "A Brief Survey of the Great American Novel(s)." *Literary Hub*, 9 Jan. 2017, lithub.com/a-brief-survey-of-great-american-novels.

Suggested equivalent online courses:

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

Suggested Academic Activities for Experiments for Students:

A. Linguistic Activities

1. Testing the learners' pronunciation abilities through reading out the prescribed text.

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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 using 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 real-life/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 for learners.
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. Role play of different characters to be performed by students.
2. Enacting narratives of the literature prescribed in the texts.
3. Voice and language modulation activities.
4. Enactment through body language and expression.
5. Sorting out conflicts in fiction through the staging of the situations present in the story.
6. Scene study based on situations present in the prescribed fiction.

D. Communicative Activities

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1. Testing the fluency and accuracy 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 YouTube, 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 plots of the prescribed novels.
3. Writing literary pieces from the learners' points of view.
4. To convert one type of fiction into another. For example, Imagining Jane Austen's *Pride and Prejudice* as a Fantasy Novel; or Mary Shelley's *Frankenstein* as a Neoclassical novel.

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

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)

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Attendance	05	The above practical file containing five academic experiment activities made by the students will be evaluated by the external examiner assessing the students' creative knowledge of the following (if applicable): <ul style="list-style-type: none"> ● Control over linguistic and stylistic competence. ● Knowledge of the literature prescribed. ● Analysing, interpreting, arguing, and creative capacity. ● Various elements of fiction. ● Culture of the concerned literature. 	50
Assignments/Any Three Suggested Academic Activities for Experiments	15	Viva Voce (based on the practical file containing Suggested Academic Activities for Experiments as mentioned above)	10
TOTAL	30		70
Any remarks/ suggestions:			

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BA II Year: Generic Elective II

Part A Introduction			
Program: Diploma Course		Class: BA	Year: II
Session: 2022-23			
Subject: English Literature (Theory)			
1	Course Code	A2-ELIT2G	
2	Course Title	Mass Media and Communication Skills (Paper 1, Theory)	
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Generic Elective	
4	Pre-requisite (if any)	This course can be opted as an elective by the students of following subjects:/ Open for all	
5	Course Learning outcomes (CLO)	The course is based on the needs and merits required in mass media. The study of this paper will enable the students to: <ul style="list-style-type: none">• Develop practical and creative skills of mass communication and media,• Stimulate critical thinking,• Identify avenues for a career in print and electronic media,• Keep themselves abreast to the outer world,• Identify ways to give voice to the voiceless,• Spread their art and culture among different sections of society,• Attain managerial efficiency; and• Develop leadership qualities.	
6	Credit Value	4	
7	Total Marks	Max. Marks: 30+70	Min. Pass Marks:33
Part B- Content of the Course			
Total No. of Lectures- (in hours per week): 02			
Total Lectures: 60 hours			
Unit	Topics	No. of Lectures	
I	1. Introduction to Mass Communication 1.1 Media and communication skills 1.2 Mass communication and globalization 1.3 Forms of mass communication <i>Keywords/Tags: Media, Types of media, Types of communication, Communication cycle</i>	15	
II	2. Advertisement and Digital Media 2.1 Types of advertisements 2.2 Advertising ethics	15	

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Session 2025-26

	2.3 How to create advertisements and storyboards 2.4 Principles of digital media marketing Keywords/Tags: <i>Development of idea, Commercial, Promotion, Blurb, Types of advertising, Short film</i>	
III	3. Media Writing 3.1 Scriptwriting for TV and radio 3.2 Writing news reports and editorials 3.3 Editing for print and online media Keywords/Tags: <i>Bulletin, Journalism tactics, Multimedia, News stories, Syntax of online writing, SEO based online media writing</i>	15
IV	4. Problems of Mass Media and Communication 4.1 Authoritative rule, Media rights under pressure, Sponsored news 4.2 Copyrights, Piracy, Patents, Licensing issues 4.3 Barriers in Communication: Semantic, Cultural, Psychological, Physical, Attitudinal, Organizational Keywords/Tags: <i>Corruption in media, Fact-checking, Brainwashing, Financial crunch of media, Lack of transparency</i>	15

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

1. Bel, B. et al. *Media and Mediation*. New Delhi: Sage, 2005.
2. Bernet, John R, *Mass Communication, an Introduction*. New Jersey: Prantice Hall, 1989.
3. Stanley J. Baran and Davis, *Mass Communication Theory: Foundations, Ferment and Future*. Boston: Wadsworth Cengage Learning, 2012.
4. Katherine Miller, *Communication theories: Perspectives, Processes and Contexts*. New York: McGraw Hill, 2004.
5. Michael Ruffner and Michael Burgoon, *Interpersonal Communication*. New York & London: Holt, Rinehart and Winston 1981.
6. Kevin Williams, *Understanding Media Theory*. London & New York: Bloomsbury, 2015.
7. V.S. Gupta, *Communication and Development*. New Delhi: Concept Publication, 2000.

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Suggestive digital platform web links

1. Theories used in mass communication <https://www.masscommunicationtalk.com/different-theories-used-mass-communication.html>
2. Mass Media https://en.wikipedia.org/wiki/Mass_media
3. Digital Advertising <https://rockcontent.com/blog/what-is-digital-advertising/>
4. Types of Digital Advertising <https://idgadvertising.com/types-of-digital-advertising/>
5. Media Writing <https://www.sjsu.edu/ajcep/docs/MediaWriting.pdf>
6. Types of Media Writing <https://blog.copify.com/post/different-types-of-media-writing>

Suggested equivalent online courses:

1. <https://www.coursera.org/learn/communication-strategies-virtual-age> Communication Strategies for Virtual Age, by Ivan Wanis Ruiz, University of Toronto
2. https://www.coursera.org/learn/media?index=prod_all_launched_products_term_optimization by Lauren Fiori
3. <https://alison.com/course/diploma-in-communication-skills-revised> by NPTEL

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks : 100

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

Internal Assessment : Continuous Comprehensive Evaluation (CCE):30	There shall be 4 class tests of 10 marks each, out of which the 3 best scores are to be taken into account.	10+10+10 =30
External Assessment : University Exam Section:70 Time : 03.00 Hours	Section(A) : Section (B) : Short Questions Section (C) : Long Questions	03 x 02 = 06 04 x 09 = 36 02 x 14= 28 Total 70

Any remarks/suggestions:

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Format for Syllabus of Practical Paper

Part A Introduction				
Program: Diploma Course		Class: BA	Year: II	Session: 2022-23
Subject: English Literature (Practical)				
1	Course Code	A2-ELIT2R		
2	Course Title	Experiments with Mass Media and Communication Skills (Paper 2, Practical)		
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)	Generic Elective		
4	Pre-requisite (if any)	This course can be opted as an elective by the students of following subjects:/ Open for all		
5	Course Learning outcomes (CLO)	The course is based on the needs and merits required in mass media. The study of this paper will enable the students to: <ul style="list-style-type: none">● Learn the skills required in creating advertisements and visualizations for advertising agencies of both the public and private sector,● Develop the aptitude of vigilance towards language as well as current events in order to work for news agencies,● Understand the technicalities of social media presence,● Spread their art and culture among different sections of society,● Attain managerial efficiency, and● Develop leadership qualities.		
6	Credit Value	2		
7	Total Marks	Max. Marks: 30+70	Min. Pass Marks:33	
Part B- Content of the Course				
Total No. of Lectures-Practical (in hours per week): 01				
Total Lectures: 30 hours				
Unit	Topics	No. of Lectures		
I	1. Experiments with Media Writing 1.1 Creating an advertisement/visualization 1.2 Script writing for TV and radio 1.3 Writing news reports /film reviews/TV program reviews 1.4 Creating social media presence for an	15		

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	Keywords/Tags: <i>Graphic design, Target ad, Simulast, Communiqué, Citizen journalism, Social media marketing</i>	
II	2. Experiments with Mass Communication 2.1 Creating news and information about current affairs, celebrity culture, employment, government policies etc. 2.2 Creating editorials and think pieces 2.3 Drafting official letters: To editors, officers, organizations Keywords/Tags: <i>Letter format, Enclosures, Different drafting formats, Parts of a letter: Introduction, Body and Conclusion, Attractive headlines</i>	15

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

1. Bel, B. et al. *Media and Mediation*. New Delhi: Sage, 2005.
2. Bernet, John R, *Mass Communication, an Introduction*. New Jersey: Prantice Hall, 1989.
3. Stanley J. Baran and Davis, *Mass Communication Theory: Foundations, Ferment and Future*. Boston: Wadsworth Cengage Learning, 2012.
4. Katherine Miller, *Communication theories: Perspectives, Processes and Contexts*. New York: McGraw Hill, 2004.
5. Michael Ruffner and Michael Burgoon, *Interpersonal Communication*. New York & London: Holt, Rinehart and Winston 1981.
6. Kevin Williams, *Understanding Media Theory*. London & New York: Bloomsbury, 2015.
7. V.S. Gupta, *Communication and Development*. New Delhi: Concept Publication, 2000.

Suggestive digital platform web links

1. Creating Advertisement <https://www.masterclass.com/articles/how-to-create-an-unforgettable-advertisement>
2. Script writing for TV/Radio <https://carta.fiu.edu/gsc-creative/2020/06/09/5-script-writing-tips-and-techniques-for-radio/>
3. News Writing Fundamentals <https://writingcenter.gmu.edu/guides/news-writing-fundamentals>

Suggested equivalent online courses:

1. <https://www.coursera.org/learn/communication-strategies-virtual-age> Communication

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Strategies for Virtual Age, by Ivan Wanis Ruiz, University of Toronto

2. https://www.coursera.org/learn/media?index=prod_all_launched_products_term_optimization by Lauren Fiori
3. <https://alison.com/course/diploma-in-communication-skills-revised> by NPTEL

Suggested Academic Activities for Experiments:

1. Testing the learners' pronunciation abilities through reading out any authentic text.
2. To test the learners' knowledge about the meaning, synonyms, antonyms of difficult words used in any standard text and their usage in new sentences.
3. To test the learners' knowledge about the different possible forms of root words from any standard text/daily newspapers and their usage in new sentences.
4. Identifying different tenses and prepositions used in any authentic text/daily newspaper and recreating sentences from them.
5. Identifying types of sentences used in any standard text 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 any standard text and reusing them in situational English.
8. Identifying literary devices and figures of speech from any authentic text/daily newspapers/magazines.
9. Identifying verbal phrases, idioms, and proverbs found in any authentic text/daily newspapers/magazines and using them in real-life/situational English. (Lexical Approach).
10. Voice and language modulation activities.
11. Enactment through body language and expression.
12. Testing the fluency of the learners through real-life/situational (informal) English.
13. Recreating sentences from Formal into Informal English.

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14. 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* skill; using newspapers and standard 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/Any Two Experiments prescribed in the syllabus or Any Two Suggested Academic Activities	10	Each student will prepare a practical file containing three experiments prescribed in the syllabus OR 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 three experiments prescribed in the syllabus OR five suggested academic experiment activities made by the students will be evaluated by the external examiner assessing the students' creative knowledge of the following (if applicable): <ul style="list-style-type: none">● Control over linguistic and stylistic competence.● Analysing, interpreting, arguing, and creative capacity.● Various elements of mass media and mass communication.	50
Assignments/Any Three Experiments prescribed in the syllabus or Any Three Suggested Academic Activities	15	Viva Voce (based on the practical file containing three Experiments prescribed in the syllabus or five Suggested Academic	10

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		Activities for Experiments as mentioned above)	
TOTAL	30		70
Any remarks/ suggestions:			

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FC-III ENGLISH			
PART A: Introduction			
Program: UG Level (Degree)	Class: III Year	Year: 2023-24	Session: 2023-24 onwards
Subject: Foundation Course (English)			
1.	Course Code	X3-FCHB1T	
2.	Course Title	English Language and Communication Skills	
3.	Course Type (Core Course/Elective/Generic Elective/ Vocational)	Foundation Course	
4.	Pre-Requisite (if any)	To study this course, a student should have basic knowledge of English language. This course will be studied by all the students of UG Final year under the Foundation Course category.	
5.	Course Learning Outcomes (CLO)	<p>Through this course the students will be able to:</p> <ol style="list-style-type: none"> 1. prepare for various competitive exams by developing their competence in English language. 2. promote their comprehension and communicative skills by being exposed to a variety of texts and their interpretations. 3. build and enhance their language competence through regular practice. 4. develop their knowledge of English Grammar and usages in a practical manner. 5. compete in national and state level examinations for various competitions after the completion of the course. 6. seek a good job and to settle down in self-employment or their own business or profession. 	
6.	Credit Value	2 Credit	
7.	Total Marks	Max. Marks : 50	Min. Pass Marks: 17

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PART B: Content of the Course		
Total No. of Lectures-Tutorials-Practical (in hours – 30)		
Total No. of Lectures: 30		
Unit	Topics	No. of Lectures
I	<p>Reading, Writing and Interpretation Skills: (Text-Based)</p> <p>1. The Express -Stephen Spender</p> <p>2. The World is Too Much with Us-William Wordsworth</p> <p>3. My Financial Career -Stephen Leacock</p> <p>4. Running for Governor-Mark Twain</p>	10
II	<p>Essay writing -Topical essays: Terrorism, Covid -19 Pandemic, India and the Modern World, The Role of Women in the New Era, The Global World.</p>	10
III	<p>(a) Communicative Skills: Words often Confused, Misused, Idiomatic Expressions and Proverbs, etc.</p> <p>(b) Essential Conversations: Introducing Yourself, Introducing Other Persons, Meeting Someone First Time, At the Airport, Ordering Food in a Restaurant, Talking about a Movie, etc.</p> <p>(c) Filing an F.I.R., Writing a Resume, E-mail Writing, Blog Writing on a given topic.</p> <p>Key Words: Manifesto, Self- Possession, Streamline, Rage, Meteors, Fierce, Perjury, Intent, Campaign, Malicious, English Communication, Competence, Soft Skills, Practical Knowledge, Resume, CV, Blog, Blog Writer and E-mails.</p>	10

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PART C: Learning Resources

Textbooks, Reference Books, Other Resources

Suggested Readings and Web Materials:

- 1- Essential English Grammar – Raymond Murphy, Cambridge University Press.
- 2- Practical English Grammar Exercises 1- A. J. Thomson & A. V. Martinet, Oxford India.
- 3- Practical English Usage - Michael Swan, Oxford
- 4- English Grammar in Use – Raymond Murphy, Cambridge University Press.
- 5- Essays for UPSC Exams New Delhi.
- 6- A Practical Course in Spoken English- J K Gangal, PHI, New Delhi Publications.
- 7- Speak and Write Effectively- PDF materials on the web-NET
- 8- www.englishclub.com
- 9- www.eslfast.com
- 10- Swayam Portal

Part D: Assessment and Evaluation

Max Marks: 50	Min. Marks: 17	University Exam (UE)	Total:50
U.E. Time 2 Hours			
	External Assessment (UE)	Time: 2 Hours	Marks
1.	Multiple Choice type questions	50 × 1	50

Dr. A. S. Kushwah
(Professor of English)

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Theory Paper

Part A Introduction			
Program: Degree		Class : BA	Year: III
Session: 2023-24			
Subject: English Literature			
1	Course Code	A3-ELIT1D	
2	Course Title	English Language: Structure and Translation (Theory) (Group A Paper I)	
3	Course Type (Core Course/ Discipline Specific Elective/ 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. 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	
7	Total Marks	Max. Marks: 30 + 70	Min. Pass. 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)	
I	<p>Introduction to Linguistics</p> <ul style="list-style-type: none"> • Definition, Functions, Characteristics and Development of English Language • Approaches to the Study of Language – Synchronic and Diachronic <p>Keywords: Grammar theories, Language and Society</p>	15	
II	<p>Major Concepts of Linguistics</p> <ul style="list-style-type: none"> • Phonology and Morphology • Word Accent, Rhythms, Syllables and Syllable Counting <p>Keywords: Vowels and consonants, Acoustic property of speech sounds, Phonemes, Phonetics, Morphemes, Allomorphs, Allophones</p>	15	
III	Ambiguities and Translation	15	

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	<ul style="list-style-type: none"> • Ambiguities in Language: Structural and Semantic • Translation: Elements, Challenges and Scope <p>Keywords: <i>Homonym, Homophone, Non-literal speech, Anaphoric ambiguity, Inflective ambiguity, L1 Interference</i></p>	
IV	<p>Concepts related to Linguistics</p> <ul style="list-style-type: none"> • IPA Symbols • IC Analysis <p>Keywords: <i>Prosody, L1, L2, Motivation in L2 learning</i></p>	15

Keywords/Tags:

Part C-Learning Resources

Text Books, Reference Books, Other resources

1. Suggested Readings:

1. Arthi, R., and Bhuvaneshwari, Dr. V., *Introduction to Translation Studies in Indian Writing*, "In Translation: Literature 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 Coursebook 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.

2. Suggestive digital platforms/ web links

1. www.eshiksha.mp.gov.in
2. <https://www.youtube.com/watch?v=cmoBVyujlko>
3. [https://en.wikipedia.org/wiki/Morphology_\(linguistics\)](https://en.wikipedia.org/wiki/Morphology_(linguistics))
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%20of,and%20used%20to%20convey%20meaning.>
6. <https://preply.com/en/blog/10-concepts-in-english-phonology-that-you-should-know/>

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

Suggested equivalent online courses:

1. **Free Courses on the English Language at Alison.Com** <https://alison.com/courses/english>
2. **Free Courses 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

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Internal Assessment : Continuous Comprehensive Evaluation (CCE)	Class Test Assignment/Presentation	30
External Assessment : University Exam Section Time : 03.00 Hours	Section(A) : Very Short Questions Section (B) : Short Questions Section (C) : Long Questions	70
Any remarks/ suggestions:		

Practical Paper

Part A Introduction			
Program: Degree	Class : BA	Year: III	Session: 2023-24
Subject: English Literature			
1	Course Code	A3-ELIT1Q	
2	Course Title	Practising English Language: Structure and Translation (Practical) (Group A Paper I)	
3	Course Type (Core Course/ Discipline Specific Elective/ 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. Define language structures, pronunciation and functioning of the language, 2. Evaluate the relationship between 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 the techniques of English Grammar. 	
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)	
I	English Language Skills	15	

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	<ul style="list-style-type: none"> • Noun Phrase, Verb Phrase, Articles and Article Features, 'be', 'do' and 'have' • Organs of Speech and their functions <p>Keywords: <i>Word Formation, Base Word, Prefixes, Suffixes, Compounding</i></p>	
II	<p>ELT</p> <ul style="list-style-type: none"> • Methods of ELT (<i>methods to be practised by the students</i>): Grammar Translation, Structural Approach, Direct Method, Situational Approach, Total Physical Response, Communicative Language Teaching, Natural Approach, Audiolingual Method, Task-based language teaching <p>Keywords: <i>Principles of teaching English, Difference between language and literature teaching</i></p>	15

Keywords/Tags:

Part C-Learning Resources

Text Books, Reference Books, Other resources

1. Suggested Readings:

1. Arthi, R., and Bhuvaneshwari, Dr. V., *Introduction to Translation Studies in Indian Writing*, "In Translation: Literature 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 Coursebook for Students of English", De Gruyter Mouton, 2010.
5. Kapoor, K, "Text and Interpretation: The India Tradition", DK Print World LTD, India, 2005.

2. Suggestive digital platforms/ web links

1. www.eshiksha.mp.gov.in
2. <https://www.youtube.com/watch?v=pHZho4qUX5U>
3. <https://www.ukessays.com/essays/english-language/methods-and-approaches-of-english-language-teaching-english-language-essay.php>
4. https://www.jstor.org/stable/j.ctv9zckw.5?seq=23#metadata_info_tab_contents

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

Suggested equivalent online courses:

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

Suggested Academic Activities for Practise by Students:

A. Linguistic Activities

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

B. Learning Approaches and Strategies

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

C. Performative Activities

1. 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	70
Attendance		Practical Record File	

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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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Department of Higher Education



Theory Paper

Part A Introduction			
Program: Degree		Class : BA	Year: III
Session: 2023-24			
Subject: English			
1	Course Code	A3-ELIT2D	
2	Course Title	Indian Diaspora Literature (Theory) (Group A Paper II)	
3	Course Type (Core Course/ Discipline Specific Elective/ 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 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. Pass 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)	
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: <i>Diaspora conditions and sensibilities, Role of memory, Quest for identity, Racial discrimination</i>	15	
II	Fiction <ul style="list-style-type: none"> • Shashi Deshpande: That Long Silence (1988) 	15	

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	<ul style="list-style-type: none">• Bharati Mukherjee: The Holder of the World (1993) <p>Keywords: <i>Cultural displacement, Migration, Alienation, Modern Woman</i></p>	
III	<p>Fiction</p> <ul style="list-style-type: none">• Chitra Banerjee: Sister of My Heart (1999)• Aravind Adiga: The White Tiger (2008) <p>Keywords: <i>Minority community, Exile, Translation in Indian English Literature</i></p>	15
IV	<p>Non-Fiction</p> <ul style="list-style-type: none">• Amitav Ghosh: In an Antique Land (1992)• Jhumpa Lahiri: Interpreter of Maladies (1999) <p>Keywords: <i>Homeland and diaspora, Cultural shock, Sense of belonging</i></p>	15
Keywords/Tags:		
Part C-Learning Resources		
Text Books, Reference Books, Other resources		
1. Suggested Readings:		
1. Anand, TS., "Literature of Indian Diaspora", Creative Books, India, 2010.		
2. Telugu, S., "Indian Literature in Diaspora - Routledge Contemporary South Asia Series", Routledge Publication, 2022.		
3. Vineeth, V., Priya Dharisini, S., "Literature of Indian Diaspora", Mahaveer Publications, India, 2022.		
2. Suggestive digital platforms/ web links		
1. www.eshiksha.mp.gov.in		
2. https://www.youtube.com/watch?v=i7iBMZxYulY		
3. https://www.youtube.com/watch?v=ILDITSC0IwU		
4. https://www.tojqi.net/index.php/journal/article/download/4176/2857/4603#:~:text=The%20literature%20of%20the%20Indian.generation%20immigrants%20in%20the%20US.		
5. http://publications.anveshanaindia.com/wp-content/uploads/2017/08/INDIAN-DIASPORA-WRITERS%E2%80%93A-STUDY-I.pdf		
6. https://www.youtube.com/watch?v=qvazgfBD5EI		
3. Books 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		
Part D-Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks : 100		
Continuous Comprehensive Evaluation (CCE) : 30 Marks University Exam (UE): 70 Marks		

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Internal Assessment : Continuous Comprehensive Evaluation (CCE)	Class Test Assignment/Presentation	30
External Assessment : University Exam Section Time : 03.00 Hours	Section(A) : Very Short Questions Section (B) : Short Questions Section (C) : Long Questions	70
Any remarks/ suggestions:		

Practical Paper

Part A Introduction			
Program: Degree		Class : BA	Year: III
		Session: 2023-24	
Subject: English Literature			
1	Course Code	A3-ELIT2Q	
2	Course Title	Evaluation of Indian Diaspora Literature (Practical) (Group A Paper II)	
3	Course Type (Core Course/ Discipline Specific Elective/ 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 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. 	
6	Credit Value	2	
7	Total Marks	Max. Marks: 100	Min. Pass. 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			

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Unit	Topics	No. of Lectures (2 Hours Each)
I	Critical Evaluation <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 Keywords: <i>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</i>	15
II	Teaching and Demonstration <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 Keywords: <i>Globalisation and diaspora, Communicative skills, Mastery over the content, Linguistic components, Language skills</i>	15

Keywords/Tags:

Part C-Learning Resources

Text Books, Reference Books, Other resources

1. Suggested Readings:

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

2. Suggestive digital platforms/ web links

- www.eshiksha.mp.gov.in
- <https://www.youtube.com/watch?v=j7iBMZxYulY>
- <https://www.youtube.com/watch?v=1LDITSC0IwU>
- <https://www.tojqi.net/index.php/journal/article/download/4176/2857/4603#:~:text=The%20literature%20of%20the%20Indian.generation%20immigrants%20in%20the%20US.>
- <http://publications.anveshanaindia.com/wp-content/uploads/2017/08/INDIAN-DIASPORA-WRITERS%E2%80%93A-STUDY-1.pdf>
- <https://www.youtube.com/watch?v=qvazgfBD5EI>

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

Suggested equivalent online courses:

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

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Suggested Academic Activities for Experiments by Students:

A. Linguistic Activities

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

B. Learning Approaches and Strategies

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

C. Performative Activities

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

D. Communicative Activities

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

E. Practicing Language Skills

1. Learners should be asked to continuously practice language skills (LRW) based on resources available in the classroom
For example: speech available on the mobile internet platforms like 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 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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Department of Higher Education



Theory Paper

Part A Introduction			
Program: Degree		Class : BA	Year: III
Session: 2023-24			
Subject: English Literature			
1	Course Code	A3-ELIT3D	
2	Course Title	Literary Criticism and Theories (Theory) (Group B Paper I)	
3	Course Type (Core Course/ Discipline Specific Elective/ 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. Pass Marks: 35
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)	
I	<p>Introduction to Literary Criticism</p> <ul style="list-style-type: none"> • Elements, methods, characteristics and purpose of literary criticism • Use of literary devices <p>Keywords: <i>Literary analysis, Themes, History, Context, Mimesis, Hamartia, Hubris, Peripeteia, Anagnorisis, Nemesis, Catharsis</i></p>	15	
II	<p>Early Twentieth Century Literary Criticism</p> <ul style="list-style-type: none"> • Psychoanalytic Theory • Marxist Literary Criticism • Feminist Literary Theories <p>Keywords: <i>Old Criticism, New Criticism, Formalism, Class consciousness, Gender bias</i></p>	15	
III	Later Twentieth Century Literary Criticism	15	

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	<ul style="list-style-type: none"> • Structuralism and Deconstruction • Reader-response Theory • Eco-criticism <p>Keywords: <i>Reception theory, Affective stylistics, New historicism, Sociological criticism, Archetypal criticism</i></p>	
IV	<p>Indian Critical Thinking</p> <ul style="list-style-type: none"> • Bharat Muni's Natyashastra: Elements of Drama, Rasa Theory • Anand Vardhan: Dhvani Theory <p>Keywords: <i>Aestheticism, Decadence, Gender studies, Mimetic criticism, Queer theory</i></p>	15

Keywords/Tags:

Part C-Learning Resources

Text Books, Reference Books, Other resources

1. Suggested Readings:

1. Barry, P., "Beginning Theory", VIVA BOOKS, India, 2010.
2. Goulimari, P., "Literary Criticism and Theory: From Plato to Postcolonialism", Routledge 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, India, 2006.
5. Pathak, RS., "Comparative Poetics", Creative Books, India, 1998.

2. Suggestive 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_criticism#:~:text=Literary%20criticism%20
4. <https://iep.utm.edu/literary/>

3. 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.yale.edu/english/engl-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 Assignment/Presentation	30
External Assessment : University Exam Section Time : 03.00 Hours	Section(A) : Very Short Questions Section (B) : Short Questions Section (C) : Long Questions	70

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Any remarks/ suggestions:

Practical Paper

Part A Introduction			
Program: Degree	Class : BA	Year: III	Session: 2023-24
Subject: English Literature			
1	Course Code	A3-ELIT3Q	
2	Course Title	Practising and Evaluating Literary Criticism and Theories (Practical) (Group B Paper I)	
3	Course Type (Core Course/ Discipline Specific Elective/ 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. 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. 	
6	Credit Value	2	
7	Total Marks	Max. Marks: 100	Min. Pass. 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)	
I	Introduction: <ul style="list-style-type: none"> • What is Literary Criticism? • Practice of New Criticism and Formalism with different literary pieces 	15	

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	Keywords: <i>Difference between Old Criticism and New Criticism, Classical literary theories</i>	
II	Critical Evaluation of A Few Excerpts <ul style="list-style-type: none">• Gita (English Translation by Eknath Easwaran)• Ramayana (English Translation by Ralph Griffith) Keywords: <i>Indian literary theories and criticism</i>	15
Keywords/Tags:		
Part C-Learning Resources		
Text Books, Reference Books, Other resources		
1. Suggested Readings: <ol style="list-style-type: none">1. Barry, P., "Beginning Theory", VIVA BOOKS, India, 2010.2. Goulimari, P., "Literary Criticism and Theory: From Plato to Postcolonialism", Routledge 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, India, 2006.5. Pathak, RS., "Comparative Poetics", Creative Books, India, 1998.		
2. Suggestive digital platforms/ web links <ol style="list-style-type: none">1. www.eshiksha.mp.gov.in2. https://en.wikipedia.org/wiki/Literary_criticism#:~:text=Literary%20criticism%203. https://englishliterature.education/theory/difference-between-literary-criticism-and-literary-theory/		
3. Books published by Madhya Pradesh Hindi Granth Academy, Bhopal		
Suggested equivalent online courses: <ol style="list-style-type: none">1. Literary Theory and Literary Criticism Introduction - NPTEL https://onlinecourses.nptel.ac.in/noc22_hs94/preview2. Introduction to Theory of Literature - YALE OPEN COURSE https://oyc.vale.edu/english/engl-300		
A. Linguistic Activities <ol style="list-style-type: none">1. Testing the learners' pronunciation abilities through reading out the prescribed texts.2. To test the learners' knowledge about the meaning, synonyms, antonyms of difficult words used in the texts and their usage in new sentences.3. To test the learners' knowledge about the different possible forms of root words from the texts and their usage in new sentences.4. Identifying different tenses and prepositions used in the texts and recreating sentences from them.5. Identifying types of sentences used in the texts and reusing them to form new sentences.		

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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 text.

C. Performative Activities

1. Enacting the prose and the fiction 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.
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1. Testing the fluency of the learners through real-life/situational (informal) English.
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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.

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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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Theory Paper

Part A Introduction			
Program: Degree	Class : BA	Year: III	Session: 2023-24
Subject: English Literature			
1	Course Code	A3-ELIT4D	
2	Course Title	Indian Writing in English (Theory) (Group B Paper II)	
3	Course Type (Core Course/ Discipline Specific Elective/ 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 medium, 2. 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, postcolonialism, 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. 	
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)	
I	<p>Introduction to Indian English Literature</p> <ul style="list-style-type: none"> • A Brief Introduction to Indian Writing in English • Jayanta Mahapatra: Indian Summer • Gieve Patel: On Killing a Tree <p>Keywords: <i>Indian Poetry in English, Rich Indian culture, Social and traditional values, Contemporary modern issues</i></p>	15	
II	Indian English Prose	15	

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	<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 <p>Keywords: <i>Indian Culture, Spiritualism, Religion, Transcendentalism, Buddhism, Self-Denial</i></p>	
III	Indian English Fiction <ul style="list-style-type: none">• Kiran Desai: The Inheritance of Loss• Gitanjali Shree: Tomb of Sand <p>Keywords: <i>Indian Fiction in English, Migration, Homeland, Human values, Morality, Regionalism</i></p>	15
IV	Drama <ul style="list-style-type: none">• Habib Tanveer: Charandas Chor• Mahesh Dattani: Dance Like A Man <p>Keywords: <i>Indian English Drama, Street Plays, Gender Fluidity, Storytelling in Indian Culture</i></p>	15

Keywords/Tags:

Part C-Learning Resources

Text Books, Reference Books, Other 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 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.

2. Suggestive digital platforms/ web links

1. www.eshiksha.mp.gov.in
2. [https://en.wikipedia.org/wiki/Indian_English_literature#:~:text=Indian%20English%20literature%20\(IEL\)%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://indianwritinginenglish.uohyd.ac.in/>

3. 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/cec21_lg13/preview
2. **Indian Fiction in English - NPTEL**
https://onlinecourses.nptel.ac.in/noc19_hs47/preview

Part D-Assessment and Evaluation

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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 Questions Section (B) : Short Questions Section (C) : Long Questions	70
Any remarks/ suggestions:		

Practical Paper

Part A Introduction			
Program: Degree	Class : BA	Year: III	Session: 2023-24
Subject: English Literature			
1	Course Code	A3-ELIT4Q	
2	Course Title	Evaluation of Indian Writing in English (Practical) (Group B Paper II)	
3	Course Type (Core Course/ Discipline Specific Elective/ 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, postcolonialism, 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. 	
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 each			

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Total No. of Lectures: 30 Lectures		
Unit	Topics	No. of Lectures (2 Hours Each)
I	Critical Evaluation <ul style="list-style-type: none">Critical evaluation and interpretation of literary works prescribed in the theory paper <p>Keywords: <i>Indian Writing in English, 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>	15
II	Teaching and Demonstration <ul style="list-style-type: none">Class teaching, group discussion, demonstration or presentation on literary works prescribed in the theory paper <p>Keywords: <i>Indian Culture and Values, Communicative skills, Mastery over the content, Linguistic components, Language skills</i></p>	15
Keywords/Tags:		
Part C-Learning Resources		
Text Books, Reference Books, Other resources		
1. Suggested Readings: <ol style="list-style-type: none">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.		
2. Suggestive digital platforms/ web links <ol style="list-style-type: none">www.eshiksha.mp.gov.inhttps://en.wikipedia.org/wiki/Indian_English_literature#:~:text=Indian%20English%20literature%20(IEL)%2C,the%20numerous%20languages%20of%20India.https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SHSA5103.pdfhttps://indianwritinginenglish.uohyd.ac.in/		
3. Books published by Madhya Pradesh Hindi Granth Academy, Bhopal		
Suggested equivalent online courses: <ol style="list-style-type: none">Writing Courses - COURSERA.COM https://www.edx.org/learn/writingFree Writing Courses and Tutorials - Udemy https://www.udemy.com/topic/writing/free/		
Suggested Academic Activities for Experiments by Students:		

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A. Linguistic Activities

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

B. Learning Approaches and Strategies

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

C. Performative Activities

1. Enacting the prose and the fiction 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 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 on Practical	70
Attendance		Practical Record File	

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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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Department of Higher Education



Theory Paper

Part A Introduction			
Program: Degree		Class : BA	Year: III
Session: 2023-24			
Subject: English Literature			
1	Course Code	A3-ELIT2T	
2	Course Title	Indian English Poetry and Drama (Theory)	
3	Course Type (Core Course/ Discipline Specific Elective/ 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 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	Credit Value	4	
7	Total Marks	Max. Marks: 30 + 70	Min. Pass 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)	
I	<p>Introduction and Poetry</p> <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 <p>Keywords: Indian English Poetry, Cultural values, Indian knowledge tradition and philosophy, Indian mythology, Nationalism, Patriotism</p>	15	
II	<p>Indian English Poetry</p> <ul style="list-style-type: none"> • AK Ramanujan: The Obituary, A River • Kamala Das: The Old Playhouse, The Dance of the Fireflies 	15	

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	Keywords: <i>Hindu traditions and culture, Cultural diversity in India, Regionalism, Feminist sensibilities and patriarchy</i>	
III	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: <i>Indian English Drama, Indian cultural philosophies, Social reformation, Major themes of Indian English Drama</i>	15
IV	Indian English Drama <ul style="list-style-type: none">• Vijay Tendulkar: Silence! The Court is in Session• Badal Sircar: Evam Indrajeet Keywords: <i>Indian Theatre, Nukkad Natak, Marathi Theatre, Bangla Theatre, Contemporary social issues</i>	15

Keywords/Tags:

Part C-Learning Resources

Text Books, Reference Books, Other 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 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.

2. Suggestive 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. http://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. http://ir.unishivaji.ac.in:8080/jspui/bitstream/123456789/1983/6/06_Chapter%201.pdf

3. 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_lg13/preview

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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 Questions Section (B) : Short Questions Section (C) : Long Questions	70
Any remarks/ suggestions:		

Practical Paper

Part A Introduction			
Program: Degree	Class : BA	Year: III	Session: 2023-24
Subject: English Literature			
1	Course Code	A3-ELIT2P	
2	Course Title	Evaluation of Indian English Poetry and Drama (Practical)	
3	Course Type (Core Course/ Discipline Specific Elective/ 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)	On successful completion of this course, the students will be able to: <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 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. 	
6	Credit Value	2	
7	Total Marks	Max. Marks: 100	Min. Pass. 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	

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		(2 Hours Each)
I	<p>Critical Evaluation</p> <ul style="list-style-type: none"> • Critical evaluation and interpretation of 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>	15
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, Mastery over the content, Linguistic components, Language skills</i></p>	15
Keywords/Tags:		
Part C-Learning Resources		
Text Books, Reference Books, Other resources		
<p>1. Suggested Readings:</p> <ol style="list-style-type: none"> 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. <p>2. Suggestive digital platforms/ web links</p> <ol style="list-style-type: none"> 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. http://www.tmv.edu.in/pdf/Distance_education/MA%28English%29/Indian%20Literature%20in%20English/Ch-1.pdf 5. https://www.enlitmail.com/2019/09/indian-english-drama-overview.html 6. http://ir.unishivaji.ac.in:8080/jspui/bitstream/123456789/1983/6/06_Chapter%201.pdf <p>3. Books published by Madhya Pradesh Hindi Granth Academy, Bhopal</p>		
<p>Suggested equivalent online courses:</p> <ol style="list-style-type: none"> 1. Writing Courses - COURSEARA.COM https://www.edx.org/learn/writing 2. Free Writing Courses and Tutorials - Udemey https://www.udemy.com/topic/writing/free/ <p>Suggested Academic Activities for Experiments by Students:</p> <p>A. Linguistic Activities</p> <ol style="list-style-type: none"> 1. Testing the learners' pronunciation abilities through reading out the prescribed texts. 		

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

B. Learning Approaches and Strategies

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

C. Performative Activities

1. Enacting the poetic and dramatic narratives prescribed in the texts.
2. Voice and language modulation activities
3. Enactment through body language and expression
4. Sorting out conflicts in literary works through the staging of the situations.
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 on Practical	70
Attendance		Practical Record File	

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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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Department of Higher Education



Theory Paper

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Part A Introduction

Program: B.A Honours/Research		Class: BA	Year: IV	Session: 2024-25
Subject: English Literature				
1	Course Code	A4-ELIT1T		
2	Course Title	Modern Indian Writing in English Translation Paper 1 Theory		
3	Course Type (Core Course/ Discipline Specific Elective/)	Core Course Paper I		
4	Pre-requisite (if any)	To study this course a student must have had the subject English Literature in Bachelor's degree.		
5	Course Learning Outcomes (CLO)	<p>On successful completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> • Understand the polyphony of Modern Indian Writings in English. • Understand the multifaceted nature of cultural identities in the various Indian literature through Indigenous literary traditions • Attain knowledge about the writings of Indian authors. such as Tagore, Amrita Pritam, Bharti and others • To compare literary texts produced across India to find thematic and cultural perspectives. • Avail job opportunities 		
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): L-T-P:				
Unit	Topics	No. of Lectures (1 Hour Each)		
Unit I	Drama Manjula Pdmanabhan: <i>Lights Out</i> . Dharamveer Bharati <i>Andha Yug</i> . Keywords/Tags: Gender Dynamics, Domestic Space, Apathy, Inaction, Kauravas and Pandavas, Ashwatthama, Existentialism, Dhritarashtra	15		

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Unit II	Poetry Rabindra Nath Tagore, ' <i>Light, Oh Where is the Light?</i> ' and ' <i>When My Play was with thee</i> ', in <i>Gitanjali</i> G.M. Muktibodh, ' <i>The Void</i> ', <i>'So Very Far'</i> Amrita Pritam, ' <i>I Say Unto Waris Shah</i> ' Keywords/Tags: Illumination, Mysticism. Resolution, Transcendence, Nostalgia, Divine, Presence, Reverie , Existentialism, Nihilism, Empathy.	15
Unit III	Short Story Premchand, ' <i>The Shroud</i> ' Rokeya Sakhawat Hossain: <i>Sultana's Dream</i> Ambai: <i>The Squirrel</i> Keywords/Tags: Indifference, Alcoholism, Moral Ambiguity, Realism, Rituals, Utopia, Symbolism, Social Justice, Legacy, Paradigm Shift, Matriarchy, Feminism, Identity, Conflict.	15
Unit IV	Fiction G. Kalyan Rao: <i>Untouchable Spring</i> Bama: <i>Karukku</i> Fakir Mohan Senapati: <i>Six Acres and a Third</i> Keywords/Tags: Untouchability, Caste System, Human Rights, Transformation, Dalit, Caste, Social Justice, Activism, Marginalization, Oppression, Resistance, Colonialism, Gender Environmentalism,	15

Part C-Learning Resources

Text Books, Reference Books, Other resources

Text Books

1. Amrita Pritam, '*I Say Unto Waris Shah*', (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George, vol. 3, Delhi: Sahitya Akademi, 1992.
2. Assaduddin, M.: *Selected Writings of Ismat Chughtai*, (Translation) New Delhi: Penguin Books, 2009.

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3. Bama: *Karukku*, tr. Lakshmi Holmstrom Delhi: OUP, 2000
4. Bharti Dharamveer, *Andha Yug*, tr. Alok Bhalla, New Delhi: OUP, 2009.
5. Fakir Mohan Senapati, 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das, Delhi: Srishti Publishers, 2000.
6. G. Kalyan Rao: *Untouchable Spring*, tr. Alladi Uma and M. Sridhar, Delhi: Orient Black Swan, 2010
7. Muktibodh, G.M. 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*
8. Pdmanabhan Manjula: *Lights Out*. Padmanabhan, Sengupta and Mehta (eds.)
9. Premchand, 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Asaduddin (New Delhi: Penguin/Viking, 2006).
10. Rokeya Sakhawat Hossain: *Sultana's Dream* (Originally published in English) in Madras: The Indian Ladies' Magazine, 1905. Reprinted in "Sultana's Dream; and Padmarag: two feminist utopias by Rokeya Sakhawat Hossain". New Delhi: Penguin, 2005.
11. Tagore Rabindra Nath, 'Light, Oh Where is the Light?' and 'When My Play was with thee', in *Gitanjali: A New Translation with an Introduction* by William Radice New Delhi: Penguin India, 2011
12. Book published by Madhya Pradesh Hindi Granth Academy, Bhopal.

Suggested Readings:

1. Rabindranath Tagore, 'Nationalism in India,' in *Nationalism* (Delhi: Penguin Books, 2009) pp. 63-83.
2. Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34-45.
3. Dhananjay Kapse, Ed. *Modern Indian Writing in English Translation: A Multilingual Anthology* (Worldview Critical Editions) Paperback – 1 January 2016

Some digital platforms and links-

1. Ambai : Squirrel, <https://booksomary.wordpress.com/2022/02/12/squirrel-by-ambia/>
2. MEG-14 Contemporary Indian Literature in English Translation
<https://egyankosh.ac.in/handle/123456789/39654>

Suggested equivalent online courses:

(NPTEL/UGC/IGNOU/etc.):

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Modern Indian Writing in Translation by Prof. A. Divya | IIT Madras

https://onlinecourses.nptel.ac.in/noc20_hs36/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 Questions Section (B): Short Questions Section (C) : Long Questions	70

Any remarks/ suggestions:

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Department of Higher Education

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**Practical Paper**

Part A Introduction			
Program: B.A Honours/Research		Class: Fourth year	Year: IV
Session: 2024-25			
Subject: English Literature			
1	Course Code	A4-ELIT1P	
2	Course Title	Critical Evaluation of Modern Indian Writing in English Translation Paper I Practical	
3	Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)	Core Course	
4	Pre-requisite (if any)	To study this course, a student must have had English Literature as a subject in Bachelor's Degree.	
5	Course Learning Outcomes (CLO)	On successful completion of this course, the students will be able to: <ol style="list-style-type: none"> 1. Learn the basics of Hindi-to-English translation and English-to-Hindi translation: 2. Identify and apply strategies for translating and interpreting diverse literary genres, including poetry, essay, fiction and drama. 3. Understand how to analyse the translation of a literary work. 4. Learn translation theory and its application to literary translation. 5. Avail job opportunities 	
6	Credit Value	2	
7	Total Marks	Max. Marks: 100	Min. Passing Marks:35
Part B- Content of the Course			
Total No. of Lectures-Tutorials-Practical (in hours per week):			
L-T-P:			
Unit	Topics	No. of Lectures (2 Hours Each)	
Unit I	Terms and Concept of Translation Transliteration Source Language Text and Target Language Text Creative & Free Translation.	15	

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	<p>Indian Theories of Translation: 1. Sri. Aurobindo Ghosh's Theory of Translation 2. Rabindranath Tagore's Theory of Translation Practice: Exercises in translation from Hindi to English:</p> <p>Kedarnath Singh: <i>Banaras</i> Makhanlal Chaturvedi: <i>Pushp Ki Abhilasha</i> Atal Bihari Bajpei: <i>Haar Nahi Mamunga</i> Sohan Lal Dwivedi: <i>Lahro se darker Nouka Par Nahi Hoti...</i> Guljar (Samporn Sing Kalra): <i>Ham ko Man ki Shakti Dena...</i> Jugal Kishore Mukhtar: <i>Meri Bha:wna</i> Kavi Shree Shivraj: <i>Sama:dhi Bha:wna</i> Pratap Rao Kadam: <i>Ek Tili Bachhi Rahegi</i></p> <p>Keywords: Bilinguals, Emotive expressions, Metaphors, Dialect, Source Text, Machine Translation, Cultural Context, Literal Translation, Free Translation.</p>	
Unit II	<p>Exercises in different Types/modes of translation, such as:</p> <p>Free / sense/ literary translation Functional/communicative translation Technical / Official Transcreation Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example, Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.</p> <p>Practice: Exercises in translation from English to Hindi:</p> <p>Sarojini Naidu: <i>The Pardah Nashin</i> (Poem) Swami Vivekanand: <i>Quest for God</i> (Poem) Sushil Sharma: <i>Ganga Mata</i> (Prayer) Aurobindo: "Savitri" (20 Lines) Navakant Barua: Two Stanzas for a River K. Satchidanandan: Genesis</p>	15

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	<p>C. Rajgopalachari: Rama Disconsolate (Chapter from C. Rajgopalachari's Ramayan)</p> <p>Key Words: Bilinguals, Emotive expressions, Metaphors, Code-switching, Dialect, Idiolect, Register, Style, Mode, Transcreation, Semantics.</p>	
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Part C-Learning Resources

Text Books, Reference Books, and Other resources

Suggested Readings:

1. Asaduddin, M. — Translation and Indian Literature: Some Reflections Translation Today.
[<http://www.anukriti.net/tt5/article1/page1.asp>] <http://www.anukriti.net/tt5/article1/page1.asp>
2. Baikat, F. (2021). Rabindranath Tagore and Translation Studies: The Perpetual Impact of South Asian Culture on World Literature.
[<https://himachalwatcher.com/2021/05/07/rabindranath-tagore-and-translation-studies-the-perpetual-impact-of-south-asian-culture-on-world-literature/>
<https://himachalwatcher.com/2021/05/07/rabindranath-tagore-and-translation-studies-the-perpetual-impact-of-south-asian-culture-on-world-literature/>) Accessed on 17th April, 2022.
3. Baker, M. (1992). In other words: A course book on translation. London: Routledge
4. Bassnett-McGuire, Susan. Translation Studies. London: Methuen, 1980.
5. Bhattacharya, R. (2016). Sri Aurobindo as Translator
6. Catford, John C. A. Linguistic Theory of Translation: An Essay on Applied Linguistics. London: Oxford University Press, 1965
7. Chandran, M. (2016). The Practice of Translation in India. Literature and Languages
8. Choudhari, I. N. (2010). Towards an Indian Theory of Translation. Indian Literature. Vol. 54, No. 5 (259) (September/October 2010) Dwivedi Sohan Lal
9. Gopinathan, G. (2000). Translation, Transcreation and Culture: The Evolving Theories of Translation in Hindi and Other Modern Indian Languages.
10. Jain, P. R. (2014). Aurobindo's Psycho-Spiritual Theories of Translation. Indian Streams Research Journal. Aug. 2014. Vol. 4, Issue 7.
11. Jugal Kishore Mukhtar: *Meri Bhawna*: Jin Bharti Sangrah, ed. Pradeep Shashtree Shree, Digambar Sahitya Prakashan Samiti, Barela, Jabalpur (MP)
12. Kadam, Pratap Rao: Ek Tili Bachi Rahegi, M.P. Sanskriti Vibhag, Sahitya Academi, Bhopal
13. Rajagopalachari C. Ramayan (1958) Bhartya Vidya Bhavan Collection, Noida.

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Suggestive digital platforms/ web links

1. <https://www.jansatta.com/arts-and-literature/sohanlal-dwiwedi-kavita-lahron-se-darkar-na-uka-paar-nahi-hoti/583637/>
2. <https://www.livehindustan.com/national/story-atal-bihari-vajpayee-birth-anniversary-here-is-five-famous-poems-2329763.html>
3. [Meditations on Savitri Book 1 Canto 1 - Huta, The Mother \(motherandsriaurobindo.in\)](https://motherandsriaurobindo.in)
4. <https://jainsarsawa.wordpress.com/>
5. <https://www.hindwi.org/kavita-details>

Suggested equivalent online courses:

Courses (NPTEL/UGC/IGNOU/etc.):

<https://www.techtitute.com/in/school-of-languages>,

<https://www.udemy.com/course/beginners-course-on-becoming-a-remote-translator>

<https://www.merriam-webster.com/dictionary/hobnob>

[Translation Tutors in India | English Tuition - MyPrivateTutor](#)

[Best Translation Courses Online with Certificates \[2024\] | Coursera](#)

[360+ Translation studies Courses \[2024\] | Learn Online for Free | Class Central](#)

[Top 531 English Hindi Translation Courses & Certifications Online 2024 | Shiksha Online](#)

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz	10	Viva Voce on Practical	20
Attendance	5	Practical Record File	40
Assignments (Charts/ Model Seminar / Rural Service/ Technology Dissemination/ Report of Excursion/ Lab Visits/ Survey / Industrial visit)	15	Table work / Experiments	10
TOTAL	30		70

Any remarks/ suggestions:

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Part A Introduction

Program: B.A Honours/Research		Class: BA	Year: IV	Session: 2024-25 ¹⁰⁷
Subject: English Literature				
1	Course Code	A4-ELIT2T		
2	Course Title	Popular Literature (Paper II)		
3	Course Type (Core Course/ Discipline Specific Elective/)	Core Course Paper II		
4	Pre-requisite (if any)	To study this course a student must have had the subject English Literature in Bachelor's degree. Open for all		
5	Course Learning Outcomes (CLO)	On successful completion of this course, the students will be able to: <ol style="list-style-type: none"> 1. Read and identify certain kinds of literature as 'popular' and 'formulaic'. 2. Distinguish popular, mass-consumption literature from academic, elitist literature. 3. Connect popular texts/films to their cultural contexts of production and consumption. 4. Evaluate popular texts/films in terms of their generic patterns. 5. Write critically based on an evaluative understanding of texts and contexts. 		
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):

L-T-P:

Unit	Topics	No. of Lectures (1 Hour Each)
Unit I	Introduction Popular Literature History and Development Popular Genres Poetry and Short Stories Sukumar Ray, Two Poems: "The Sons of Ramgaroo", and "Khichuri" Arthur W. Ryder: The Panchatantra (1975) The Blue Jackal, The Tortoise and the Birds, The Bear and the Gardener, The Lion and the Mouse Keywords: Youth Identity, growing up, adolescence, humiliation	15

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Unit II	Detective Fiction Agatha Christie's: The Murder of Sir Roger Ackroyd John le Carre: The Spy Who Came in from the Cold Keywords: Doubt, crime, guilt, suspense, accused.	15
Unit III	Children's Literature Ruskin Bond: The Room on the Roof Lewis Carroll: Through the Looking Glass. Keywords- Children's fiction, identity, gender, disparity.	15
Unit IV	Drama and Graphic novel Henrik Ibsen: A Doll's House Durgabai Vyam and Subhash Vyam Bhimayana: Experiences of Untouchability / Autobiographical Notes on Ambedkar Keywords/Tags: Identity, doubt, crime, racism, casteism, gender.	15

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

1. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (ARIEL, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba

Publications, 2001) pp. 51-65.

2. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances? Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii-xxix.

3. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29-38.

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4. Felicity Hughes, 'Children's Literature: Theory and Practice', English Literary History, vol. 45, 1978, pp. 542-61.

Some digital platforms and links-

<https://www.libraries.rutgers.edu/research-support/tutorials-information-literacy-and-critical-thinking/sources-information/>

<https://www.britannica.com/art/popular-literature>

<https://englishliteraturezone.com/popular-literature-popular-culture/>

<https://www.quora.com/What-is-popular-literature>

<https://www.thecanadianencyclopedia.ca/en/article/popular-literature-in-english>

Suggested equivalent online courses:

(NPTEL/UGC/IGNOU/etc.):

Popular Literature, Online Classes. https://www.youtube.com/watch?v=-_SDRPbwfns

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 Questions Section (B): Short Questions Section (C) : Long Questions	70

Any remarks/ suggestions:

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**Practical Paper**

Part A Introduction			
Program: B.A Honours/Research		Class: Fourth year	Year: IV
Session: 2024-25			
Subject: English Literature			
1	Course Code	A4-ELIT2P	
2	Course Title	Popular Literature (Paper/PPractical)	
3	Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)	Core Course	
4	Pre-requisite (if any)	To study this course a student must have had the subject English Literature in Bachelor's degree. Open for all	
5	Course Learning Outcomes (CLO)	On successful completion of this course, the students will be able to: <ol style="list-style-type: none"> 1. Appreciate the historical trajectory of various genres and expand creativity and imagination. 2. Experiment with different genres of popular literature with theatrical activities. 3. Analyse how the sociological, historical, cultural and political context impacts the text. 4. Demonstrate how popular literature belongs to its time, 5. Use various methods of literary analysis to interpret popular literature. 	
6	Credit Value	2	
7	Total Marks	Max. Marks: 100	Min. Passing Marks:35

Part B- Content of the Course

Total No. of Lectures-Tutorials-Practical (in hours per week):

L-T-P:

Unit	Topics	No. of Lectures (2 Hours Each)
Unit I	Critical Evaluation and Interpretation of literary works prescribed in theory paper. Classroom teaching/presentations/poster presentations/role play.	15
Unit II	Section A Prepare PPTs on the following topics <u>Digital Texts</u>	15

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	<p>Young Adult Fiction Hard Boiled Novels Digna Pattern</p> <p>Section B</p> <p>Scriptwriting on the theme of gender in the narratives of Popular Literature. Oral presentation on Young Adult Literature within Popular Literature Group discussion on studying Popular Literature as an important means of exploring culture and society. Enactment of the Play "A Doll's House "</p>	
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Part C-Learning Resources

Text Books, Reference Books, and Other resources

Suggested Readings:

1. Cultural Studies: *A Critical Introduction* – Simon During. Routledge, 2005
2. *Reading the Romance. Women, Patriarchy, and Popular Literature* – Janice Radway, The University of North Carolina Press, 1984.
3. *James Bond in World and Popular Culture – The Films are Not Enough*. Ed. Robert G. Weiner, B. Lynn Whitfield, Jack Becker. Cambridge Scholars Publishing, 2011.
4. *Cultural Theory and Popular Culture* – John Storey. Pearson.
5. *Delightful Murder. A Social History of the Crime Story* – Ernest Mandel. University of Minnesota Press, 1984
6. *Pulp Fascism. Right Wing Themes in Comics, Graphic Novels and Popular Literature*. Jonathan Bowden, ed. Greg Johnson, Counter-Currents Publishing Ltd. San Francisco, 2013.
8. *Heroines of Comic Books and Literature. Portrayals in Popular Culture*. Ed. Maja Bajacarter, Norma Jones and Bob Batchelor. Rowman and Littlefield, 2014.

Suggestive digital platforms/ web links

<https://www.britannica.com/art/popular-literature>

<https://englishliteraturezone.com/popular-literature-popular-culture/>

<https://www.quora.com/What-is-popular-literature>

<https://www.thecanadianencyclopedia.ca/en/article/popular-literature-in-english>

Suggested equivalent online courses:

Courses (NPTEL/UGC/IGNOU/etc.):

Popular Literature, Online Classes. <https://www.youtube.com/watch?v=-SDRPbwfns>

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Suggested academic activities for experiments by students

- Experiment with different genres of literature with theatrical activities.
- Group Tasks (Group discussion/Fishbowl technique/role play)

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz	10	Viva Voce on Practical	20
Attendance	5	Practical Record File	40
Assignments (Charts/ Model Seminar / Rural Service/ Technology Dissemination/ Report of Excursion/ Lab Visits/ Survey / Industrial visit)	15	Table work / Experiments	10
TOTAL	30		70

Any remarks/ suggestions:

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Pandey
Dr Abha Pandey



Theory Paper I

Part A Introduction

Program: Honours/Research	Class: BA	Year: IV	Session: 2024-25
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Subject: English Literature

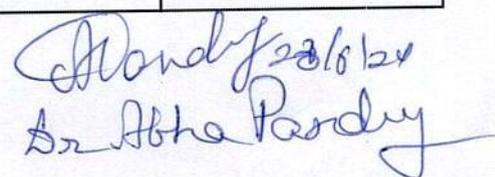
1	Course Code	A4-ELIT1D	
2	Course Title	Women's Writing in English Group A Paper I Theory	
3	Course Type (Core Course/ Discipline Specific Elective/)	Discipline Specific Elective (DSE)	
4	Pre-requisite (if any)	A student must have had the subject English literature in Bachelor's degree to study this course.	
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. Analyze the thematic and stylistic features of women's writing in English. 2. Understand the historical, social, and cultural contexts of women's writing. 3. Critically engage with feminist literary theories and apply them to texts. 4. Appreciate the diversity and complexity of women's experiences as depicted in literature. 5. Develop advanced critical thinking and analytical skills through the study of literature. 	
6	Credit Value	3	
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):

L-T-P:

Unit	Topics	No. of Lectures (1 Hour Each)
1.	<p>Historical overview of women's writing: From ancient to modern times The Waves of Feminism Key Concepts of Feminist Literary Criticism and Theory</p> <p>Keywords: Feminism, Gender, Patriarchy, Voice, Identity, Intersectionality</p>	15
2.	<p>Key Texts and Authors: Mary Wollstonecraft: "Introduction" from <i>A Vindication of The Rights of Women</i> (1792)</p>	10

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	<p>Virginia Woolf: 'Chapter 1' from <i>A Room of One's Own</i> (1929)</p> <p>Elaine Showalter: 'Introduction', in "<i>A Literature of Their Own</i>" British Women Novelists from Bronte to Lessing. (1977)</p> <p>Gayatri Chakravorty Spivak: "<i>Can the Subaltern Speak?</i>"(1988)</p> <p>Keywords: Empowerment, Representation, Subaltern, Literary Canon, Autonomy, Resistance</p>	
3.	<p>Pioneering Voices in Indian Women's Writing:</p> <p>Pandita Ramabai: "<i>The High-Caste Hindu Woman</i>" (1887)</p> <p>Kamini Roy: Two Poems Translated by Srirupa Mahalanabis – <i>In Silence, As The Days Pass</i>. (Early 20th Century)</p> <p>Kamaladevi Chattopadhyay: "<i>Inner Recesses and Outer Spaces: Memoir</i>"(1986)</p> <p>Keywords: Colonialism, Social Justice, Reform, Tradition, Caste</p>	10
4.	<p>Contemporary Narratives:</p> <p>Nayantara Sahgal: "<i>Rich Like Us</i>" (1985)</p> <p>Chitra Banerjee Divakaruni: "<i>The Palace of Illusions</i>"(2008)</p> <p>Temsula Ao "<i>These Hills called Home-Stories from A War Zone</i>" – Introductory chapter – <i>Lest We Forget, The Jungle Major, The Last Song</i> (2003)</p> <p>Keywords - Postcolonialism, Mythology, Conflict, Diaspora, Memory, Resistance</p>	10

Keywords/Tags: Modernism, Postmodernism, Liberation, Globalization, Diversity

Part C-Learning Resources

Textbooks, Reference Books, Other resources

- 1) The Project Gutenberg eBook of *A Vindication of the Rights of Woman With Strictures on Political and Moral Subjects*, by Mary Wollstonecraft
- 2) Mary Wollstonecraft. *A Vindication of the Rights of Woman*. Yale University Press, 2014
- 3) Virginia Woolf, *A Room of One's Own* - Paperback. Om Books International, 107 Ansari Road, Daryaganj, New Delhi-110002, India.
- 4) Elaine Showalter. *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Princeton Paperbacks, Princeton University Press, 1999.
- 5) Gayatri Chakravorty Spivak: "*Can the Subaltern Speak?*"(1988). Columbia University Press, 2010.
- 6) Pandita Ramabai. *The High-Caste Hindu Woman* (Mint Editions) Paperback. 2021.
- 7) Setu सेतु: Translation: Kamini Roy's Bengali Poetry (setumag.com)

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- 8) Kamaladevi Chattopadhyay. *Inner Recesses Outer Spaces: Memoirs*. Niyogi Books Hardcover, 2014.
- 9) Nayantara Sahgal. *Rich Like Us*. Harper Collins Publishers. 1999.
- 10) Chitra Banerjee Divakaruni. *The Palace of Illusions*: 10th Anniversary Edition [Paperback], Picador India, 2019.
- 11) Temsula Ao, *These Hills Called Home-Stories from a War Zone*, 2006. Zubaan (Hardcover) 2014. Penguin Random House India Private Limited.

Books published by MP Hindi Granth Academy.

Suggested Readings:

1. **Gilbert, Sandra and Susan Gubar:** *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press, 2000.
2. **Morton, Stephen,** *Gayatri Chakravorty Spivak*. Routledge, 2003.
3. **Kosambi, Meera.** "Pandita Ramabai's American Encounter: The Peoples of the United States." Permanent Black, New Delhi, 2003.
4. **Banerjee, Sukanya,** *New Routes for Diaspora Studies*. Aims McGuinness, Steven C. McKay, Indiana University Press, 2012.
5. **Bhattacharjee, S.** "Kamaladevi Chattopadhyay: The Romantic Rebel." National Book Trust, India, 2007.

Suggestive digital platforms/ web links

JSTOR (www.jstor.org)
Project MUSE (muse.jhu.edu)
Google Scholar (scholar.google.com)

Suggested equivalent online courses:

"Feminist Literature" on Coursera
"Gender and Sexuality in Literature" on edX

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 Questions Section (B) : Short Questions Section (C) : Long Questions	70

Any remarks/ suggestions:

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Practical Paper I

Part A Introduction			
Program: Honours/Research		Class :	Year: IV
Session: 2024-25			
Subject: English Literature			
1	Course Code	A4-ELIT1Q	
2	Course Title	Evaluating Women's Writing in English Group A Paper I Practical	
3	Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)	Discipline Specific Elective (DSE)	
4	Pre-requisite (if any)	A student must have had the subject English literature in bachelor's degree to study this course.	
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) Conduct in-depth literary analysis of selected texts by women writers, exploring and interpreting themes of gender, identity, and power dynamics. 2) Develop research skills specific to literary studies focused on women's writing. 3) Perform comparative analyses of texts by different women writers, considering diverse cultural and historical contexts. 4) Apply various feminist literary theories to analyze texts, examining representations and challenges of gender politics. 5) Enhance communication skills through written reports, oral presentations, and group discussions, promoting collaborative learning and sharing research findings effectively. 	
6	Credit Value	1	
7	Total Marks	Max. Marks: 100	Min. Passing Marks:35
Part B- Content of the Course			
Total No. of Lectures-Tutorials-Practical (in hours per week):			
L-T-P:			
Unit	Topics	No. of Lectures (2 Hours Each)	
1	Case Studies: Key Texts and Authors	15	
	In-depth analysis of selected texts		

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<p>Comparative Studies of different authors and works</p> <p>Mary Shelley – <i>Frankenstein</i> Arundhati Roy – <i>God of Small Things</i> Namita Gokhale - <i>Book of Shadows</i> Githa Hariharan - <i>The Thousand Faces of Night</i></p> <p>Application of Feminist Literary Theories to the texts prescribed in the theory paper.</p> <p>Elaine Showalter's Theory of Gynocriticism Simone de Beauvoir's Theory of Gender as a Social Construct</p>	
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- **Keywords/Tags:** Gender Studies, Gender roles, Feminist analysis, Feminist interpretation

Part C-Learning Resources

Text Books, Reference Books, Other resources

- 1) Mary Shelley. *Frankenstein* (Unabridged Classics) Om Books International, 107 Ansari Road, Daryaganj, New Delhi-110002.
- 2) Arundhati Roy. *God of Small Things* Paperback. Penguin India; 2002nd edition (1 January 2002)
- 3) Namita Gokhale (Editor), Malashri Lal (Editor) *In Search of Sita: Revisiting Mythology* Paperback. Penguin India (15 October 2009)
- 4) Hariharan, Githa. *The thousand Faces of Night* [Paperback] Paperback. Penguin India; Open market ed edition (3 September 2008)
- 5) <https://feminisminindia.com/2022/03/03/gynocriticism-a-female-framework-for-the-analysis-of-womens-literature/>
- 6) <https://www.rewriting-the-rules.com/gender/international-womens-day/>

Suggested Readings:

1. Stake, Robert E. *"The Art of Case Study Research"* SAGE, 1995.
- Rooney, Ellen. *The Cambridge Companion to Feminist Literary Theory*. Ed. Cambridge University Press, 2010.
2. Eagleton, Mary. *Feminist Literary Theory: A Reader*. John Wiley & Sons, 2010.
3. Friedan, Betty. *The Feminine Mystique*. W W Norton, 2010.
4. Various journal articles and online resources related to feminist literary theory and women's writing.

Suggestive digital platforms/ web links

Wow - Women On Writing <https://wow-womenonwriting.com/>

[Terribly Tiny Tales](#)

[Homepage | She Writes](#)

Suggested equivalent online courses:

Coursera:

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1. Feminism and Social Justice by University of California, Santa Cruz
2. Modern & Contemporary American Poetry ("ModPo") by University of Pennsylvania

edX:

1. Literature of the English Country House by The University of Sheffield
2. Women's Rights: Global Issues and Challenges by Stanford University

FutureLearn:

1. How to Read a Novel by The University of Edinburgh
2. Gender and Literature: Women in Western Literature by University of Exeter

Suggested Activity

1. Students to participate in online forums and discussion groups focusing on women's writing and feminist literature.
2. Incorporate multimedia resources such as video lectures, podcasts, and webinars from leading scholars in feminist literary studies.
3. Collaborative projects and peer reviews to foster a community of learning and critical engagement

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz	10	Viva Voce on Practical	20
Attendance	5	Practical Record File	40
Assignments (Charts/ Model Seminar / Rural Service/ Technology Dissemination/ Report of Excursion/ Lab Visits/ Survey / Industrial visit)	15	Table work / Experiments	10
TOTAL	30		70

Any remarks/ suggestions:

Department of Higher Education

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**Theory Paper II**

Program: Honours/Research		Class: B A	Year: IV	Session: 2024-25
Subject: English Literature				
1	Course Code	A4ELIT2D		
2	Course Title	Environment and Literature Group A Paper II Theory		
3	Course Type (Core Course/ Discipline Specific Elective/)	Discipline Specific Elective		
4	Pre-requisite (if any)	To study this course, a student must have had English Literature as a subject in a Bachelor's Degree.		
5	Course Learning Outcomes (CLO)	On successful completion of this course, the students will be able to: <ol style="list-style-type: none"> 1. The course will highlight the awareness of the critical nature of environmental crisis among students through an understanding of Ecology. 2. Enhance deeper ecological awareness, encouraging them to adopt more responsible environmental behaviour. 3. Students will receive instructions on environmental sensitivity and the importance of adopting responsible Ecological practices. 4. Students will be encouraged to respond to incidents of habitat destruction, deforestation, etc., and recognize the need for our urgent intervention. 5. Explore environmental issues through the lens of Ecocritical theory for analysing Poetry, Drama, short stories and novels, promoting a nuanced understanding of ecological concerns 		
6	Credit Value	3		
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):****L-T-P:**

Unit	Topics	No. of Lectures (1 Hour Each)
1	Literature and Environment Introduction to Ecocriticism: definitions, origin and history of Ecocriticism Ecocriticism as a literary theory Ecofeminism, Ecohumanism Ecocriticism in Indian Literature	15
Keywords/Tags	Ecology, Ecosystem, Environment, Anthropocentrism	
2	Poetry Tina Morris: Tree Dilip Chitre: The Felling of the Banyan Tree Keki N Daruwala: Boat Ride along Ganga D H Lawrence: Snake	10
Keywords/Tags	Nature, Culture, Man nature relationship, Conservation, Environmental Pollution, Oikopoetics	

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3	Prose Essay Jawaharlal Nehru: The Book of Nature Rachel Carson: A Fable for Tomorrow Short Story A. K. Ramanujan: A Flowering Tree: A Woman's Tale R. K. Narayan: The Axe	10
Keywords/Tags	Anthropocentrism, Ecofeminism, Folklore, Biodiversity, History of Nature	
4	Drama and Fiction Girish Karnad: The Fire and the Rain Amitav Ghosh: The Hungry Tide	10

Keywords/Tags: Man and Environment, Ecological and Spiritual Consciousness

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

Text Books

1. Text Book published by M P Hindi Granth Academy Bhopal
2. Tina Morris, *Tree*, Court Poetry Press, 1978.
3. Chidhade, Shirish. Five Indian English Poets: Nissim Ezekiel, A.K. Ramanujan, Arun Kolatkar ..., Atlantic Publishers and Distributors, 2001
4. Nehru, Jawaharlal, "The Book of Nature", *Letters from a Father to His Daughter*, Penguin Random House India Private Limited, 7 Nov 2022
5. Rachel Carson: "A Fable for Tomorrow", *Silent Spring*, Houghton Mifflin Harcourt, 2002
6. Ramanujan, A. K. A Flowering Tree: A Woman's Tale, *A Flowering Tree And Other Oral Tales From India*, University of California Press, 1997
7. Narayan, R. K. "The Axe", *Malgudi Days*, Indian Thought Publication, 1943.
8. Karnad, Girish. *The Fire and the Rain*, Oxford University Press, OUP India, 1998

Reference Books

1. Buell, Lawrence, et al. "Literature and Environment." *Annual Review of Environment and Resources*, vol. 36, 2011, pp. 417-40.
2. Glotfelty, Cheryll and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*, University of Georgia Press, 1996.
3. Carson Rachel, *Silent Spring*, Mariner Books Classics, 2022
4. Ghosh, Amitav, *The Hungry Tide*, Penguin Viking / Harper Collins 2011.
5. Ramanujan, A.K., *Flowering Tree And Other Oral Tales from India*, Edited by Stuart Blackburn and Alan Dundes. U of California Press, 1997.

2. Suggestive digital platforms/ web links

1. Ecology and Environment:

<https://unacademy.com/content/neet-ug/study-material/biology/ecology-and-environment/>

2. Ecocriticism: A Study of Environmental Issues in Literature:

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<https://www.researchgate.net/publication/318350741>
Ecocriticism A Study of Environmental Issues in Literature

3. A.K Ramanujan, *Flowering tree and Other Tales*
<https://publishing.cdlib.org/ucpressebooks/view?docId=ft067n99wt&chunk.id=ch19&toc.depth=1&toc.id=ch19&brand=ucpress>
4. Dilip Chitre: "The Felling of the Banyan Tree"

https://www.poemhunter.com/poem/dilip-chitre-s-the-felling-of-a-banyan-tree/#google_vignette
5. Pandey, Abha, "An Ecocritical Study of Indian English Poetry, Langlit, An International Peer Reviewed Open Access Journal, Vol.3 Issue 3, Feb. 2017 Impact Factor 4.23, ISSN 2359-5189, pp 129-134 www.langlit.org

Suggested equivalent online courses:

RECOMMENDED MOOC

Eco-criticism - Environmental Humanities –Future Learn

<https://www.futurelearn.com/courses/remaking-nature/0/steps/6754>

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 Questions Section (B): Short Questions Section (C): Long Questions	70

Any remarks/ suggestions:

Practical Paper II

Part A Introduction			
Program: Honours/Research	Class: B A	Year: IV	Session: 2024-25
Subject: English Literature			
1	Course Code	A4ELIT2Q	
2	Course Title	Evaluation of Environment and Literature Group A Paper 2 Practical	
3	Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)	Discipline Specific Elective	
4	Pre-requisite (if any)	To study this course, a student must have had English Literature as a subject in Bachelor's Degree.	

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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. The course will highlight the awareness of the critical nature of environmental crisis among students. 2. Enhance deeper ecological awareness in students encouraging them to adopt more responsible environmental behaviour. 3. Students will receive instructions on environmental sensitivity and the importance of adopting responsible Ecological practices. 4. Students will be encouraged to respond to incidents of habitat destruction, deforestation, etc., and recognize the need for our urgent intervention. 5. Evaluate environmental issues in literary texts Poetry, Drama, short stories and novels through the lens of ecocritical theory, thereby promoting a nuanced understanding of ecological concerns.
6	Credit Value	1
7	Total Marks	Max. Marks: 100 Min. Passing Marks: 35

Part B- Content of the Course

Total No. of Lectures-Tutorials-Practical (in hours per week):

L-T-P:

Unit	Topics	No. of Lectures (2 Hours Each)
1	<p>Evaluating Poetry (Critical Evaluation and interpretation of poems using the ecocritical perspective). William Wordsworth: Three Years She Grew in Sun and Shower Gieve Patel: 'On Killing a Tree' Naidu, Sarojini 'The Village Song' Evaluating Prose: Critical Evaluation and interpretation of short story using the ecocritical perspective. Vishnu Sharma: The Panchatantra. The Turtle and the Geese; The Three Fish; Of Crows and Owls; The Ape and the Crocodile; The Brahmani and the Faithful Mongoose</p>	15

Keywords/Tags: Nature and culture, Environmental Conservation, Indian Culture, Ecosophy, Eco-stories of Human Values and Human Intelligence, Ecology, Deep Ecology, Eco Awareness.

Part C-Learning Resources

Text Books, Reference Books, Other resources

Textbooks:

1. Text Book published by M P Hindi Granth Academy Bhopal
2. Wordsworth, William. "Three Years She Grew in Sun and Shower" *The Lucy Poems*, Including an Excerpt from 'The Collected Writings of Thomas De Quincey', Read Books Limited, 2020
3. Patel Gieve, "On Killing a Tree" https://www.poemhunter.com/gieve-patel/#google_vignette



4. Naidu, Sarojini 'The Village Song', *The Bird of Time: Songs of Life, Death & the Spring*, London: William Heineman and New York: John Lane Company, 1915.
5. Carson, Rachel. 'Silent Spring', Mariner Books Classics; 40th Anniversary ed. edition (1 February 2022) [1st. Pub. Houghton Mifflin, 1962].
https://www.fao.org/fileadmin/templates/library/pdf/Silent_spring.pdf
6. Sharman Pandit Vishnu, *Panchatantra*, Tr. by R. W. Arthur, University of Chicago Press, Chicago, USA 1925
https://archive.org/details/Panchatantra_Arthur_W_Ryder/mode/2up?view=theater

Reference Books:

1. Glotfelty, Cheryll. Introduction. "Literary Studies in an Age of Environmental Crisis." *The Ecocriticism Reader*, edited by Cheryll Glotfelty and Harold Fromm, U of Georgia P, 1996, pp. xv-xxxiii.
2. Buell, Laurence. *The Future of Environmental Criticism*, Wiley-Blackwell, 2005
3. Greg Garrard, *Ecocriticism*, Taylor & Francis, 2023
4. Guha Ramachandra, *Environmentalism*, Penguin, 2016

Suggestive digital platforms/ web links

1. Ecology and Environment:
<https://unacademy.com/content/neet-ug/study-material/biology/ecology-and-environment/>
2. Ecocriticism: A Study of Environmental Issues in Literature:
https://www.researchgate.net/publication/318350741_Ecocriticism_A_Study_of_Environmental_Issues_in_Literature

Suggested equivalent online courses:

RECOMMENDED MOOC

3. Eco-criticism - Environmental Humanities –Future Learn
<https://www.futurelearn.com/courses/remaking-nature/0/steps/1675>
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Suggested Academic Activities for Experiments by Students

1. Eco-tour and eco-writing (creative and critical impressions of the students on/ about nature)
2. Students would undertake field visits to a school or a slum in the neighbourhood or the play area of residential complexes to share, narrate stories, poems and articulate the ideas engaged within the classroom lectures.
3. They shall apply imaginative and creative ways of presenting socially responsible ecological behaviour through retellings of the texts they have studied in class.
4. Creative re-enactment of key ideas studied by students in the form of a play, to be done individually and/ or in a group to create awareness regarding environmental consciousness.
4. They can also collectively organise a tree plantation drive in and around the college campus and adopt a sapling each in the college premises and in their neighbourhood to take care of.

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz	10	Viva Voce on Practical	20
Attendance	5	Practical Record File	40

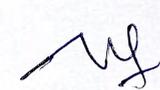
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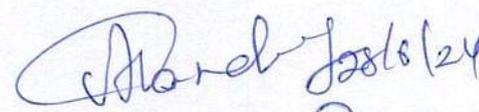
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Dr. Abha Pandey



Assignments (Charts/ Model Seminar / Rural Service/ Technology Dissemination/ Report of Excursion/ Lab Visits/ Survey / Industrial visit)	15	Table work / Experiments	10
TOTAL	30		70
Any remarks/ suggestions:			

Department of Higher Education

 
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Theory Paper I				113
Part A Introduction				
Program: Honours/Research		Class: B.A	Year: IV	Session: 2024-25
Subject: Use of ICT & AI in English Literature				
1	Course Code	A4-ELIT3D		
2	Course Title	Use of ICT & AI in English Literature Group B Paper I		
3	Course Type (Core Course/ Discipline Specific Elective/)	Discipline Specific Elective (DSE)		
4	Pre-requisite (if any)	To study this course a student must have had English Literature as a subject in Bachelor's Degree.		
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. Identify and utilise various ICT and AI tools for literary to Engage Students with a variety of digital tools and platforms to analyze, interpret, and study literary works. 2. Use these technologies in a literary context in an ethical way. 3. Introduce students to the potential of ICT and AI for enhancing the study of English Literature. 4. Foster critical thinking about the impact of technology on literature and literary scholarship. 5. Evaluate the strengths and limitations of using technology in literary studies. 		
6	Credit Value	3		
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): L-T-P:				
Unit	Topics			No. of Lectures (1 Hour Each)
I	<p>Introduction to ICT and AI in English Literature</p> <ul style="list-style-type: none"> • Overview of ICT and AI: Definitions and basic concepts. Defining ICT and AI; Historical development and evolution. • Relevance to English Literature: The impact of technology on literature. The role of digital humanities. Applications of ICT and AI in text-analysis in Literary Studies, Benefits and Challenges of using technology in Literature. • Basic Tools and Resources: Digital libraries and archives, Online literary databases (e.g., Project Gutenberg, JSTOR, Academia, Inflibnet, Shodhganga). Google Scholar for Literature in English. • Ethical Considerations: Issues of digital access and equity. Intellectual property and copyright in the digital age. <p>Keywords -ICT, AI, Digital Humanities, Digital Tools, Database, Intellectual Property</p>			15

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<p style="text-align: center;">II</p>	<p>Digital Resources for Literary Texts: Digital Texts and E-Readers for English Literature:</p> <ul style="list-style-type: none"> • Natural Language Processing (NLP): Basics of NLP and its applications in literature. Text mining and sentiment analysis • Digital Text Formats: Online databases and archives- Digital editions of literary works, E-books, PDFs, and online journals. • E-Readers and Reading Apps: Popular e-readers (e.g., Kindle, Nook), Features and functionalities. • Tools for Writing Skills: Composition and organization –‘Scrivener’, MS Word, PPTs, Google Docs, Use of AI in PPT • Writing & Paraphrasing Tools -ChatGPT, MS Bing, Google Gemini, Meta AI • Summarising Tools- Chat GPT, Chat PDF • Proof Reading and Editing Tools-Pro-writing Aid, Grammarly <p>Keywords – NLP, Digital Texts, E-readers, Kindle, Scrivener, PPT, Proofreading</p>	<p style="text-align: center;">15</p>
<p style="text-align: center;">III</p>	<p>Using Text Analytic Tools for Literary Analysis: Poetry, Drama Fiction & Short Story and Drama</p> <ul style="list-style-type: none"> • Computational/Corpus/Linguistic Stylistics: Corpus linguistics, Overview of tools, Acquittance with Shakespeare Database, Jane Austen database for Keyness value of words, N-Gram, Collocations, Word Frequency • Voyant Tools, Stanford NLP. (Open Source), AntConc Version 4 (Open Source), Slickwrite Tools • Creating multimedia presentations, Four Quadrant approach for creating PPT • Author identification and stylistic analysis, Patterns and trends in literary styles, Sample Model Practical Exercises <p>Keywords-Keyness value, N-Gram, Collocations, Concordance, Word frequency, Computational Linguistics, Computational Stylistics, Stylometry, Corpus Linguistics, Corpus Stylistics, Voyant Tools, Slickwrite Tools, Antconc version 4, E-content, 4-Quadrant approach, Chatbots, ChatGPT, Meta AI, MS Bing, Perplexity, Google Gemini.</p>	<p style="text-align: center;">15</p>
<p>Keywords/Tags: ICT, AI, ChatGPT, Google Gemini, Microsoft Bing, Scrivener, Obsidian, Notion AI, ChatPDF, Chatbot, Pro-writing Aid, E-content, Sentiment Analysis, Voyant Tools, Antconc version4, Keyness Value, N-Gram, Collocations, Word frequency, Concordance Cirrus, Hypertext</p>		
<p>Part C-Learning Resources</p>		
<p>Text Books, Reference Books, Other resources</p>		
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Claire Warwick, Melissa Terras. and Julianne Nvhon. <i>Digital Humanities in Practice.</i> 		

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- Weller, Martin. *The Digital Scholar: How Technology Is Transforming Scholarly Practice*.
- Mitchell, Melanie. *Artificial Intelligence: A Guide for Thinking Humans*
- *Karmayogi and other Micro-Stories* (Ukiyoto Publishing)
- *Fragrant Feelings*, (Amazon)
- Baldick, C. *The Concise Oxford Dictionary of Literary Terms*. New York: Oxford University Press, 2001.
- Biber, D. *Corpus Linguistics and the Study of Literature*. Back to Future? Scientific Study of Literature, 2011.15-23, 2013.
- Bright, W. *International Encyclopedia of Linguistics*. New York Oxford: Oxford University Press, 1992. Canadian Studies, 332, 196.
- Corpus Stylistic Analysis. *International Journal of Corpus Linguistics*, 14, 492-523.
- Cruse, D. A. 2004. *Meaning in Language: An Introduction to Semantics and Pragmatics*, Oxford University Press.
- Cruse, D. A. *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford University Press.
- Crystal, D. *The Cambridge Encyclopedia of Language*. Cambridge University: Cambridge University press, 2004.
- Culpeper, J. "Keyness: Words, parts of speech and semantic categories in the character-talk of Shakespeare's *Romeo and Juliet*". *International Journal of Corpus Linguistics*, 14, 29-59, 2009.
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- Halliday, M.A.K. *Lexis as Linguistic Level*. In Bazell, C.E. & Firth, J.R Eds., In Memory of J.R. Firth 148-162. London: Longman, 1996
- Hoey, M. *Lexical Priming: A New Theory of Words and Language*. London: Routledge, 2005.
- Hoy, Helen. "Alice Munro: 'Unforgettable, Indigestible Messages.'" *Journal of Canadian Studies* 26.1 Spring 1991: 5-21.
- Hunston, S. 2002. *Corpora in Applied Linguistics*. Cambridge University Press, J.R. Firth 410-430. London: Longman
- Jackendoff, R. *Semantics and Cognition*. London, England: The MIT Press Cambridge, 1983.
- 1-19. St. Paul, Minnesota: Redleaf Press 2011.
- Jeffries, L., & McIntyre, D. 2010. *Stylistics*. Cambridge University Press.
- Kennedy, G. 1998. *An Introduction to Corpus Linguistics*. London: Longman.
- Leech, G. *Semantics: The Study of Meaning* 2nd edition ed.. Penguin Books, 1990.
- Leech, G. and Short, M. *Style in fiction: A linguistic introduction to English fictional prose foreign language*. 2nd ed. U.K: Pearson Education Limited, 2007.
- Matthews, P. *The Concise Oxford Dictionary of Linguistics*. Canada: Oxford University press, 2005.
- Mayberry, Katherine. "'Every Last Thing ... Everlasting': Alice Munro and the Limits of
- Mcgrath, C. The Sense of an Ending: 'Dear Life,' Stories by Alice Munro. *The New York Times*, . 2012. Narrative." *Studies in Short Fiction* 29 Fall 1992, 531-541.
- Playle, S. *The Difference Between Short Story and Novel Writing*, 2017.
- Povey, J. *Literature and Language Teaching* by Christopher J. Brumfit and Ron A, 1990.
- Prince, Gerald. *Narratology: The Form and Function of Narrative*. Berlin: Mouton Publishers, 1982. Print.
- Schaefer, Roy. "Narration in the Psychoanalytic Dialogue." *Critical Inquiry* 7 Autumn 1980.
- Scholars Publishing, 2015. 86-97.
- Simpson, P. *Stylistics: A resource book for students*. Psychology Press, 2004.
- Sinclair, J.M. *Beginning the Study of Lexis*. In Bazell, C.E. & Firth, J.R Eds., 1966.
- Sinclair, J.M. *Corpus, Concordance, Collocation*. Oxford: Oxford University Press. *Sociological Review*, 521, 62-89, 1991. Spring 1991: 5-21.
- Stubbs, M. 1996. *Text and Corpus Linguistics*. London: Blackwell.
- Stubbs, M. 2001. *Words and Phrases: Corpus Studies of Lexical Semantics*. Oxford: Blackwell Studies 77 2014: 77-109. USA: Infobase Publishing. 42.

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- W.R.Martin. *Alice Munro Paradox and Parallel*. Canada: The University of Alberta Press, 1987.

Platforms: Scrivener, Notion AI, Open AI, Google Gemini, MS Binge, Perplexity, Meta AI, Google Scholar, Academia.edu, Infilibnet

Suggested equivalent online courses:

English literature courses in- edx courses, Coursera, MOOCs, Swayam, Future Learn

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 Questions Section (B) : Short Questions Section (C) : Long Questions	70

Any remarks/ suggestions:

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Department of Hindi Education

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**Practical Paper I**

Part A Introduction			
Program: Honours/Research	Class :	Year: IV	Session: 2024-25
Subject: English Literature			
1	Course Code	A4-ELIT3Q	
2	Course Title	Use of ICT & AI in English Literature Group B Paper I	
3	Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational)	Discipline Specific ElectiveDSE	
4	Pre-requisite (if any)	To study this course a student must have had English Literature as a subject in Bachelor's Degree.	
5	Course Learning Outcomes (CLO)	On successful completion of this course, the students will be able to: <ol style="list-style-type: none"> 1. Identify and utilise various ICT and AI tools for literary research and analysis -Analyse the text 2. Apply digital technologies to interpret and study literary texts- Interpret Themes. 3. Study Vocabulary in Context 4. Identify style, structure, meaning, 5. Analyse characters, motives, points of view 	
6	Credit Value	1	
7	Total Marks	Max. Marks: 100	Min. Passing Marks:35
Part B- Content of the Course			
Total No. of Lectures-Tutorials-Practical (in hours per week):			
L-T-P:			
Unit	Topics	No. of Lectures (2 Hours Each)	
Unit -I	Using ICT & AI in Literary Analysis of Poetry & Prose: Practical exercises in using these tools in Poetry: <ul style="list-style-type: none"> • Seamus Heaney-Digging • Sarojini Naidu-Indian Weavers • Kamla Das- A Hot Noon in Malabar • Nissim Ezekiel-Poet, Lover, Birdwatcher • Francis Bacon: Of Truth • Charles Lamb: A Bachelor's Complaint • A . G Gardiner: On the Rule of the Road • Emerson: Self Reliance 	15	

Keywords/Tags: Google Gemini, Microsoft Binge, Scrivener, Voyant Tools, Antconc version4, Keyness Value, N-Gram, Collocations, Word frequency, Concordance, Cirrus, Hypertext, Humour, rony, Satire, Simile, Figures of Speech, Symbols, Imagery, Diction, Meter, Rhyme scheme, Protagonist, Narrative techniques, Hypertext, Metafiction, Postmodernism, Postcolonialism, Poetic devices, Foregrounding, deviance, Verbal repetition, Inversion, Metonymy, Rhythm, Metre, Iambic

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pentameter, Blank verse, Rhetoric, Assonance, Consonance, Alliteration, Simile, Imagery, Symbolism, Point of view

Part C-Learning Resources

Text Books, Reference Books, and Other resources

Suggested Readings:

- Claire Warwick, Melissa Terras, and Julianne Nyhan. *Digital Humanities in Practice*.
- Weller, Martin. *The Digital Scholar: How Technology Is Transforming Scholarly Practice*.
- Mitchell, Melanie. *Artificial Intelligence: A Guide for Thinking Humans*
- *Karmayogi and other Micro-Stories* (Ukiyoto Publishing)
- *Fragrant Feelings*, (Amazon)
- Baldick, C. *The Concise Oxford Dictionary of Literary Terms*. New York: Oxford University Press, 2001.
- Biber, D. *Corpus Linguistics and the Study of Literature*. Back to Future? Scientific Study of Literature, 2011.15-23, 2013.
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- Corpus Stylistic Analysis. *International Journal of Corpus Linguistics*, 14, 492-523.
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- Cruse, D. A. *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford University Press.
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- DeceRteau, Michel. *The Practice of Everyday Life*. Trans. S. Rendall, 1984. Berkeley and Los Angeles:
- Duncan, I. *Alice Munro's Narrative Technique*. New York: Palgrave Macmillan, 2011.
- Ezzat, A. G. *Aspects of Language Study*. Beirut: Bouheiry Brothers, 1973.
- Felski, R. "Telling Time in Feminist Theory". *Tulsa Studies in Women's Literature*, 211, Spring, 2002
- Fischer-Starcke, B. *Keywords and Frequent Phrases of Jane Austen's Pride and Prejudice: A*
- *Flowerdew, L. Corpora and Language Education*. China: PALGRAVE MACMILLAN. 2009,2012.
- Halliday, M.A.K. *Lexis as Linguistic Level*. In Bazell, C.E. & Firth, J.R Eds., In Memory of J.R. Firth 148-162. London: Longman, 1996
- Hoey, M. *Lexical Priming: A New Theory of Words and Language*. London: Routledge, 2005.
- Hoy, Helen. "Alice Munro: 'Unforgettable, Indigestible Messages.'" *Journal of Canadian Studies* 26.1 Spring 1991: 5-21.
- Hunston, S. 2002. *Corpora in Applied Linguistics*. Cambridge University Press, J.R. Firth 410-430. London: Longman
- Jackendoff, R. *Semantics and Cognition*. London, England: The MIT Press Cambridge, 1983.
- 1-19. St. Paul, Minnesota: Redleaf Press 2011.
- Jeffries, L., & McIntyre, D. 2010. *Stylistics*. Cambridge University Press.
- Kennedy, G. 1998. *An Introduction to Corpus Linguistics*. London: Longman.
- Leech, G. *Semantics: The Study of Meaning* 2nd edition ed.. Penguin Books, 1990.
- Leech, G. and Short, M. *Style in fiction: A linguistic introduction to English fictional prose foreign language*. 2nd ed. U.K: Pearson Education Limited, 2007.
- Matthews, P. *The Concise Oxford Dictionary of Linguistics*. Canada: Oxford University press, 2005.
- Mayberry, Katherine. "'Every Last Thing ... Everlasting': Alice Munro and the Limits of
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- Schaefer, Roy. "Narration in the Psychoanalytic Dialogue." *Critical Inquiry* 7 Autumn 1980.
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- Stubbs, M. 2001. *Words and Phrases: Corpus Studies of Lexical Semantics*. Oxford: Blackwell Studies 77 2014: 77-109. USA: Infobase Publishing. 42.
- W.R.Martin. *Alice Munro Paradox and Parallel*. Canada: The University of Alberta Press, 1987.

Platforms: Scrivener, Notion AI, Open AI, Google Gemini, MS Bing, Perplexity, Meta AI, Google Scholar, Academia.edu, Inflight

Platforms: Scrivener, Notion AI, Open AI, Google Gemini, MS Bing, Perplexity, Meta AI, Google Scholar, Academia.edu, Inflight

Suggested equivalent online courses:
English literature courses in-
edx courses, Coursera, MOOCs, Swayam, Future Learn

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz	10	Viva Voce on Practical	20
Attendance	05	Practical Record File	40
Assignments (Charts/ Model Seminar / Rural Service/ Technology Dissemination/ Report of Excursion/ Lab Visits/ Survey / Industrial visit)	15	Table work / Experiments	10
TOTAL	30		70

Any remarks/ suggestions:

Department of Higher Education

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Theory Paper II				120
Part A Introduction				
Program: Honours/Research	Class: B.A.	Year: IV	Session: 2024-25	
Subject: English Literature				
1	Course Code	A4-ELIT4D		
2	Course Title	Postcolonial Literature Group B Paper II Theory		
3	Course Type (Core Course/ Discipline Specific Elective/)	Discipline Specific Elective (DSE)		
4	Pre-requisite (if any)	To study this course, a student must have had the subject English Literature in Bachelor's Degree.		
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 analyse the colonial practices and structures. 2. Cultivate wisdom to analyse the political issues of the country. 3. Analyze the cultural resistance used by the formerly colonized nations. 4. Inculcate critical approaches, ideas and critical methodologies. 5. Know the struggle of the colonized nations for freedom from a different prism through the writers who had suffered it. 		
6	Credit Value	3		
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):				
L-T-P:				
Unit	Topics	No. of Lectures (1 Hour Each)		
I	<p>Concepts and Issues in Postcolonial Literature-</p> <p>Colonialism Postcolonialism The historical and ideological moorings behind Commonwealth Literature Orientalism Neo-colonialism</p> <p>Keywords/Tags: Colonial literature, Post Colonial discourse, Commonwealth literature, Orientalism</p>	15		

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II	<p>Poetry: Derek Walcott: 1. <i>A Far Cry From Africa</i>, 2. <i>Names</i> Mamang Dai: 1. <i>Small Towns and the River</i>, 2. <i>The Voice of the Mountain</i> .Nissim Ezekiel: 1. <i>Philosophy</i>, 2. <i>Urban</i></p> <p>Keywords: Cry, Identity, Voices, Life.</p>	10
III	<p>Non Fiction: Edward Said: <i>'The Scope of Orientalism' from Orientalism</i> Mahatma Gandhi: <i>Passive Resistance in Hind Swaraj and Other Writings</i>, ed. Anthony J Parel</p> <p>Keywords: Orientalism, Literary stereotype, Resistance, Articulation.</p>	10
IV	<p>Fiction: Ngugi wa Thiong'o <i>The River Between</i> Bharti Mukherjee <i>Desirable Daughters</i></p> <p>Keywords: Self apprehension, Affirmation, Lost identity, Redefining</p>	10

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

1. Aschcroft, Bill *"Post Colonial Transformation"*, Routledge, London, 2002.
2. Boehmer, Elleke *"Colonial and Postcolonial Literature"*, Oxford University Press, New York, 2005, 2nd ed.
3. Gandhi, Leela *"Postcolonial Theory: A Critical Introduction"*, Columbia University Press, New York, 1998.
4. Jain, Jasbir *"Problems of Postcolonial Literature and Other Essays"*, Printwell, Jaipur, India. 1991.
5. Smith, Linda Tuhiwai, *"Decolonising Methodologies"*, Zed Books, London & New York, 2012, 2nd ed.

Suggestive digital platforms/ web links:

1. <https://www.oxfordbibliographies.com/display/document/obo-9780190221911/obo-9780190221911-0069.xml>

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2. <https://allpoetry.com/Nissim-Ezekiel>
3. https://assets.cambridge.org/97811070/90712/frontmatter/9781107090712_frontmatter.pdf
4. <https://egyankosh.ac.in/bitstream/123456789/87246/1/Unit-1.pdf>
5. https://art.washington.edu/sites/art/files/documents/about/an_introduction_to_post-colonialism_post-colonial_theory_and_post-colonial_literature.pdf
6. <https://www.britannica.com/biography/Ngugi-wa-Thiongo#ref12773>

Suggested equivalent online courses:

https://onlinecourses.swayam2.ac.in/cec24_lg19/preview

Introduction to Indian Literature in English: Colonialism to Postcolonialism

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 Questions Section (B) : Short Questions Section (C) : Long Questions	70

Any remarks/ suggestions:

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Practical Paper II

Part A Introduction			
Program: Honours/Research		Class: B. A.	Year: IV
Session: 2024-25			
Subject: English Literature			
1	Course Code	A4-ELIT4Q	
2	Course Title	Critical Evaluation of Postcolonial Literature Group B Paper II Practical	
3	Course Type (Core Course/ Discipline Specific Elective/ 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 Literature in Bachelor's Degree.	
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 critically analyse the colonial practices and structures.2. Demonstrate the social, psychological and political issues of the colonized people.3. Analyze and feel the cultural resistance used by the formerly colonized nations.4. Inculcate critical approaches, ideas, and critical research methodologies.5. Create an interpretation of the texts in the context of the postcolonial period.	
6	Credit Value	1	
7	Total Marks	Max. Marks: 100	Min. Passing Marks:35

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Part B- Content of the Course		
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P:		
Unit	Topics	No. of Lectures (2 Hours Each)
I	<p>Fiction:</p> <p>Toni Morrison: <i>Beloved</i> Jhumpa Lahiri: <i>Namesake</i> (Paper/ PPT presentation on the postcolonial issues with special reference to the novels prescribed is to be done by the students.)</p> <p>Drama:</p> <p>Mahesh Duttani: <i>Bravely Fought the Queen</i> Wole Soyinka: <i>A Dance of the Forests</i> (Classroom discussions and demonstrations to be done by the students on any one of the topics prescribed)</p> <p>Keywords/Tags: Freedom, Quest, Self-affirmation Gender issue, Identity crises, Resistance</p>	15
II		15
Part C-Learning Resources		
Text Books, Reference Books, Other resources		
Suggested Readings: <ol style="list-style-type: none">1. Said, Edward, "<i>Culture and Imperialism</i>", Vintage Books, New York, 1994.2. Radhakrishnam, Rajgopalan, "<i>Postcoloniality and the Boundaries of Identity</i>", Callaloo, 1993.3. Raul, Kamal Kumar, "<i>The Cultural landscape of Jhumpa Lahiri and Kiran Desai</i>", Atlantic, 2018.4. Sharma, Vijay Kumar, and Samtani, Shyam, "<i>Revisiting Mahesh Duttani</i>", Atlantic, 2018.5. Rajeshwar, M., "<i>Intellectual and Society in the Novels of Wole Syinka</i>", Prestige Books, 1990.		
Suggestive digital platforms/ web links: <ol style="list-style-type: none">1. https://www.cliffsnotes.com/study-notes/34289102. http://www.impressions.org.in/jul13/ar_vibhutis.html3. https://en.wikipedia.org/wiki/Toni_Morrison4. https://en.wikipedia.org/wiki/Postcolonial_literature5. https://en.wikipedia.org/wiki/The_Namesake_(novel)		

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Suggested equivalent online courses: SWAYAM Course: Postmodernism in Literature			
Suggested Activities: Group Discussions on postcolonial issues, watching interviews of eminent postcolonial writers.			
Part D-Assessment and Evaluation			
Suggested Continuous Evaluation Methods:			
Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz	10	Viva Voce on Practical	20
Attendance	5	Practical Record File	40
Assignments (Charts/ Model Seminar/ Rural Service/ Technology Dissemination/ Report of Excursion/ Lab Visits/ Survey / Industrial visit)	15	Table work / Experiments	10
TOTAL	30		70
Any remarks/ suggestions:			

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Theory Paper				126
Part A Introduction				
Program: B.A Honours/Research		Class: BA	Year: IV	Session: 2024-25
Subject: English Literature				
1	Course Code	A4- ELITIM		
2	Course Title	Research Methodology (Paper II Theory)		
3	Course Type (Core Course/ Discipline Specific Elective/)	Core Course		
4	Pre-requisite (if any)	To study this course a student must have had the subject English Literature in Bachelor's degree.		
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. Read, analyze and comprehend the basic and advanced rules of research methodology 2. Apply the knowledge of research documentation for communicating and presenting the findings 3. Understand the nature of literary theories and explore the concepts in further detail 4. Structure and present their research according to the MLA Style sheet. 5. Understand and avoid plagiarism and other academic malpractices. 		
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):				
L-T-P:				
Unit	Topics	No. of Lectures (1 Hour Each)		
Unit I	<p>Research in Literature Methods in Literary Research Trends and Approaches in Literary Research</p> <p>Scope and Objectives of Research Area of research; genre, period, region, author, text, approach. Selection of topic and framing of title of research paper</p> <p>Keywords: descriptive, accurate, unique, precise,</p>	15 lectures		
Shivam	<p>Research: Tools, Language and Plagiarism Primary and Secondary Data Language (Clarity, Correctness, Coherence) Research Ethics</p>	15		

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	Reference Manager tools like Mendeley, Zotero, Scrivener Research Methods for English Studies Textual analysis Discourse analysis Qualitative research -ethnography and narrative enquiry Quantitative method-empirical data, number and words, experiment, observation, survey. Intra/Interdisciplinary, comparative study Keywords: narrative enquiry, digital files, citation	
Unit III	The Mechanics of Writing Writing research paper and Research Proposal Writing a Book Review/ Dissertation Citation and Documentation as per MLA Handbook of Research Keywords: Syntax, capitalization, paragraphing, cohesion	15
Unit IV	Preparing a Synopsis on a chosen topic for research.	15

Part C-Learning Resources**Text Books, Reference Books, and Other Resources****Suggested Readings**

1. Ahuja, Ram. (2005), *Research Methods*. Rawat Publications.
2. Eliot, Simon. (1998), *A Handbook of Literary Research*. Psychology Press..
3. Gorman, G. E. and Clayton, Peter. (2005), *Qualitative Research for the Information Professional* by London: Facet Publishing.
4. Harner, James L. (2002), *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*, New York: MLA of America.
5. Kothari C.R. (2004), *Research Methodology: Methods and Techniques*, New Age
6. Miller R.H. *Handbook of Literary Research*. Methuen.
7. McMillan, James H. (1996). *Educational Research: Fundamentals for the Consumer*.
8. Oakman, Robert L. (1984), *Computer Methods for Literary Research*, Athens:
o University of Georgia Press.
9. Rajanan, B. (1968), *Fundamentals of Research*, ASRC Hyderabad.
10. Caivry, R. & Nayak V.K. (2005), *Research Methodology*, S.Chand.
11. Sameer, Kumar. (2005), *Research Methodology*. Springer: US.
12. MLA Handbook 8th Edition

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Suggested equivalent online courses:

<https://www.grammarly.com/blog/how-to-write-a-research-paper/>

<https://www.ilw.uni-stuttgart.de/abteilungen/amerikanische-literatur-und-kultur/lehre/dateien/arbeitsmaterialien/01-hinweise-hausarbeiten.>

<https://www.quora.com/How-do-I-conduct-research-in-English-literature>

<https://pressbooks.online.ucf.edu/strategies/chapter/research-methods/>

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 Questions Section (B) : Short Questions Section (C) : Long Questions	70

Any remarks/ suggestions:

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Part A Introduction			
Program: Honours/Research		Class: All Faculty	Year : IV
Session: 2024-2025			
Subject : Research Methodology			
1	Course Code	X4-AREM1T	
2	Course Title	Research Methodology (Theory)	
3	Course Type	Compulsory Paper Research Methodology	
4	Pre-requisite (if any)	Open for all.	
5	Course Learning Outcomes (CLO)	The course will enable the students to: <ol style="list-style-type: none"> 1. Understand various kinds of research, objectives of doing research, research process, research designs and sampling. 2. Identify and discuss the issues and concepts salient to the research process. 3. Recognize the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project. 4. Discuss the concepts and procedures of sampling and data collection. 5. Aware of hypothesis testing procedures. 	
6	Credit Value	4 Credits	
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): 2 hours per week		
Total Lectures: 60 hours		
Unit	Topics	No. of Lectures
I	Introduction of Research Methodology: Meaning of research, Objectives of research, Motivation in research, Types of research, Research approaches, Significance of research, Research and scientific method, Research process, Criteria of good research, Problems faced by researchers.	10
II	Identification and Formulation of Research Problem: Definition, Objectives of research problem, Selection of problem, Identification of problem, Necessity and techniques of defining research problem, Formulation of research problem, Experimental research design.	10
III	Review of Literature: Searching for the existing literature, Need and significance, Reviewing the selected literature, Developing a theoretical framework, Developing a conceptual framework, Writing about the literature reviewed.	10

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Name of BOS:
Date:

Signature of the Chairman (BOS):
Name:

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IV	<p>Research and Sampling Design: <i>Research Design:</i> Meaning, Need and features of good research design, Important concepts relating to research design, Types of research designs, Basic principles of experimental designs, Developing a research plan.</p> <p><i>Sampling Design:</i> Implications of a sample design, Steps in sampling design, Criteria of Selecting a Sampling Procedure, Characteristics of ideal sample design, Different types of Sample Designs, Selection of random sample, Random sample from an infinite Universe, Complex random sampling designs, Sampling V/s non-sampling error.</p>	18
	<p>Testing of Hypotheses and Analysis of Data: Introduction to hypothesis, Basic concepts concerning testing of hypotheses, Procedure for hypothesis testing, Flow diagram for hypothesis testing, Measuring the power of a hypothesis test, Tests of hypotheses, Important parametric tests, Univariate and bivariate analysis of data, Analysis of variance, Parametric and non-parametric test.</p>	
<p>Keywords/Tags: Types of research, Significance of research, Research process, Objectives of research problem, Identification of problem, Formulation of research problem, Review of literature, Research design, Sampling design, Testing of hypotheses, Analysis of data.</p>		

Part C - Learning Resources

Text Books, Reference Books, Other Resources

Suggested Readings:

Text Books:

1. C.R. Kothari: Research Methodology (Methods and Techniques), New Age International Publishers, 2010.
2. V. P. Saxena: Research Methodology: Indira publishing House, 2016.
3. मध्य प्रदेश हिन्दी ग्रंथ अकादमी की पुस्तकें।

Reference Books:

1. Ranjit Kumar: Research Methodology, Sage Publications Pvt. Ltd, Fourth edition, 2014.
2. Uwe Flick: Introducing Research Methodology, Sage Publications India Private Limited, Second edition, 2017.
3. R. Panneerselvam: Research Methodology, PHI Learning Pvt. Ltd., 2014.
4. Dr.Priti R. Majhi, Dr.Prafull K.Khatua: Research methodology (Concepts, methods, Techniques & SPSS), Himalaya publishing house, 2013.
5. David DeMatteo, Geoffrey R. Marczyk, David Festinger: Essentials of Research Design & Methodology, Wiley Publication, 2005.
6. Kumar: Research Methodology, Pearson, 2005.

Suggested Digital Platforms Web links:

<https://www.eshiksha.mp.gov.in/mpdhe>

Suggested Equivalent online courses:

https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/330

Name of BOS:

Date:

Signature of the Chairman (BOS):

Name:

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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)	Total Marks: 30
External Assessment: University Exam (UE)	Total Marks: 70

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Name of BOS:
Date:

Signature of the Chairman (BOS):
Name:



Part A Introduction			
Program: Honours/Research		Class: All Faculty	Year : IV
Session: 2024-2025			
Subject : Research Methodology			
1	Course Code	X4-AREMIT	
2	Course Title	Research Methodology (Theory)	
3	Course Type	Compulsory Paper Research Methodology	
4	Pre-requisite (if any)	Open for all.	
5	Course Learning Outcomes (CLO)	The course will enable the students to: <ol style="list-style-type: none"> 1. Understand various kinds of research, objectives of doing research, research process, research designs and sampling. 2. Identify and discuss the issues and concepts salient to the research process. 3. Recognize the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project. 4. Discuss the concepts and procedures of sampling and data collection. 5. Aware of hypothesis testing procedures. 	
6	Credit Value	4 Credits	
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): 2 hours per week		
Total Lectures: 60 hours		
Unit	Topics	No. of Lectures
I	Introduction of Research Methodology: Meaning of research, Objectives of research, Motivation in research, Types of research, Research approaches, Significance of research, Research and scientific method, Research process, Criteria of good research, Problems faced by researchers.	10
II	Identification and Formulation of Research Problem: Definition, Objectives of research problem, Selection of problem, Identification of problem, Necessity and techniques of defining research problem, Formulation of research problem, Experimental research design.	10
III	Review of Literature: Searching for the existing literature, Need and significance, Reviewing the selected literature, Developing a theoretical framework, Developing a conceptual framework, Writing about the literature reviewed.	10

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Name of BOS:
Date:

Signature of the Chairman (BOS):
Name:



IV	<p>Research and Sampling Design: <i>Research Design:</i> Meaning, Need and features of good research design, Important concepts relating to research design, Types of research designs, Basic principles of experimental designs, Developing a research plan. <i>Sampling Design:</i> Implications of a sample design, Steps in sampling design, Criteria of Selecting a Sampling Procedure, Characteristics of ideal sample design, Different types of Sample Designs, Selection of random sample, Random sample from an infinite Universe, Complex random sampling designs, Sampling V/s non-sampling error.</p>	18
V	<p>Testing of Hypotheses and Analysis of Data: Introduction to hypothesis, Basic concepts concerning testing of hypotheses, Procedure for hypothesis testing, Flow diagram for hypothesis testing, Measuring the power of a hypothesis test, Tests of hypotheses, Important parametric tests, Univariate and bivariate analysis of data, Analysis of variance, Parametric and non-parametric test.</p>	12
<p>Keywords/Tags: Types of research, Significance of research, Research process, Objectives of research problem, Identification of problem, Formulation of research problem, Review of literature, Research design, Sampling design, Testing of hypotheses, Analysis of data.</p>		

Part C - Learning Resources

Text Books, Reference Books, Other Resources

Suggested Readings:

Text Books:

1. C.R. Kothari: Research Methodology (Methods and Techniques), New Age International Publishers, 2010.
2. V. P. Saxena: Research Methodology: Indira publishing House, 2016.
3. मध्य प्रदेश हिन्दी ग्रंथ अकादमी की पुस्तकें।

Reference Books:

1. Ranjit Kumar: Research Methodology, Sage Publications Pvt. Ltd, Fourth edition, 2014.
2. Uwe Flick: Introducing Research Methodology, Sage Publications India Private Limited, Second edition, 2017.
3. R. Panneerselvam: Research Methodology, PHI Learning Pvt. Ltd., 2014.
4. Dr.Priti R. Majhi, Dr.Prafull K.Khatua: Research methodology (Concepts, methods, Techniques & SPSS), Himalaya publishing house, 2013.
5. David DeMatteo, Geoffrey R. Marczyk, David Festinger: Essentials of Research Design & Methodology, Wiley Publication, 2005.
6. Kumar: Research Methodology, Pearson, 2005.

Suggested Digital Platforms Web links:

<https://www.eshiksha.mp.gov.in/mpdhe>

Suggested Equivalent online courses:

https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/330

Name of BOS:

Date:

Signature of the Chairman (BOS):

Name:

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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)	Total Marks: 30
External Assessment: University Exam (UE)	Total Marks: 70

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Date:

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Name: