



Government Arts and Science College Ratlam (M. P.) 457001



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For the session 2022-23 the syllabus applied respectively in UG I and II have been adopted from Central Board of Studies Bhopal designed according to NEP2020. For UG III and PG the syllabus of the previous session have been followed.

Principal
Principal
Govt. Arts and Science College
Ratlam (M.P.)
Ratlam (M.P.)

BA I Year: English Literature

Part A Introduction			
Program: Certificate Course	Class: BA	Year: I	Session: 2022-23
Subject: English Literature (Theory)			
1	Course Code	AI-ELIIT	
2	Course Title	Study of Drama (Paper I, 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 English Language/ English Literature in class 12 th .	
5	Course Learning outcomes (CLO)	<p>The course will inculcate team work, communicative ability, creativity and aesthetic sense in students, enabling them to understand, in detail, drama and the theatre. Through this course, the students will acquire the knowledge of</p> <ul style="list-style-type: none"> Different genres of drama, like comedy, tragedy, epic theatre, and commedia dell'arte Distinctive features of Sanskrit, Greek, English, American, and Indian plays Dramatic techniques and elements like plot, theme, character, spectacle and narrative 	
6	Credit Value	4 (Theory) + 2 (Practical)	
7	Total Marks	Max. Marks: 25+75	Min. Passing Marks: 33
Part B- Content of the Course			
Total No. of (Theory) Lectures (in hours per week): 02			
Total (Theory) Lectures: 60			
Unit	Topics	No. of Lectures	
I	<ul style="list-style-type: none"> Classical Drama <p style="margin-left: 40px;">1.1 Sophocles: Oedipus Rex - Story</p> <p>Keywords: Sanskrit theatre, Rasa theory, Classical tragedy, Greek tragedy, Greek theatre, Trilogy, Plot structure, Oedipus Complex, Electra Complex, Epic theatre</p>	15	
II	<ul style="list-style-type: none"> Renaissance Drama <p style="margin-left: 40px;">2.1 Christopher Marlow: Dr. Faustus</p>	18	


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	<p>2.2 William Shakespeare: Tragedy in <i>The Merchant of Venice</i></p> <p>Keywords: <i>Renaissance, Characteristics of literary renaissance, Elizabethan drama, Elizabethan comedy, Morality plays, Elizabethan Tragedy, Catharsis</i></p>	
III	<ul style="list-style-type: none"> • Restoration Drama <p>3.1 John Dryden: All for Love</p> <p>Keywords: <i>Restoration drama, Restoration comedy, Comedy of manners, Heroic couplet, Restoration of monarchy, Rejection of Puritanism, Satire, Faith and Politics</i></p>	12
IV	<ul style="list-style-type: none"> • Indian Drama <p>4.1 Girish Karnad: Hayavadana</p> <p>Keywords: <i>Indian English Drama, Indian society, Morality, Modern Indian theatre, Regional drama, Gender concern, Mythical and social elements</i></p>	15

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

- Boulton, Marjorie. *The Anatomy of Drama*. London: Routledge and Kegan Paul Ltd., 1959.
- Charlton, H.B. *Shakespearean Comedy*. Routledge Kegan and Paul, 1966.
- Karnad, Girish. *Girish Karnad: Three Plays*. New Delhi: OUP, 2002
- Nicoll, Allardyce. *British Drama*. Delhi: Doaba House.
- Stanivukovic, Goran, and John Cameron. *Tragedies of the English Renaissance: An Introduction (Renaissance Dramas and Dramatists)*. 1st ed., Edinburgh University Press, 2018.
- Straub, Kristina, et al. *The Routledge Anthology of Restoration and Eighteenth-Century Drama*. 1st ed., Routledge, 2017.

Suggested digital platforms weblinks:

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“Restoration Drama in England | Encyclopedia.Com.” *Encyclopedia.Com*. 2010.
www.encyclopedia.com/humanities/culture-magazines/restoration-drama-england

Wikipedia contributors. “English Drama.” *Wikipedia*, 26 Mar. 2021,
en.wikipedia.org/wiki/English_drama.

Renaissance Drama
<https://www.enotes.com/homework-help/what-main-characteristic-renaissance-drama->

Restoration Drama Characteristics
<https://englishsummary.com/restoration-drama/#gsc.tab=0>

Shakespeare Sonnets: Summary & Analysis 154 sonnets with translation
<https://shakespearequotesandplays.com/shakespeare-sonnets/>

Abhijnanashakuntala work by Kalidasa
<https://www.britannica.com/topic/Abhijnanashakuntala>

Oedipus Rex Greek mythology
<https://www.britannica.com/topic/Oedipus-Greek-mythology>

Suggested equivalent online courses:

- <https://www.classcentral.com/course/modpo-356> Modern Drama – Free online Drama Course

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks : 100

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

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

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	Section (C) : Two Long Questions (500 Words Each)	
Any remarks/ suggestions:		

Part A Introduction			
Program: Certificate Course	Class: BA	Year: I	Session: 2022-23
Subject: English Literature (Practical)			
1	Course Code	A1-ELITAP	
2	Course Title	Applied Drama (Paper 1, 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 English Language/English Literature in class 12 th .	
5	Course Learning outcomes (CLO)	<p>The course will inculcate team work, communicative ability, creativity and aesthetic sense in students, enabling them to understand, in detail, drama and the theatre. Through this course, the students will acquire the knowledge of</p> <ul style="list-style-type: none"> • Different genres of drama, like comedy, tragedy, epic theatre, and commedia dell'arte • Distinctive features of Sanskrit, Greek, English, American, and Indian plays • Dramatic techniques and elements like plot, theme, character, spectacle and narrative 	
6	Credit Value	2	
7	Total Marks	Max. Marks: 25+75	Min. Passing Marks: 33
Part B- Content of the Course			
Total No. of (Practical) Lectures- (in hours per week): 01 Practical			
Total (Practical) Lectures: 30			
Unit	Topics	No. of Practicals /Lectures	
I	1. American Drama	10	

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	<p>1.1 Arthur Miller: All My Sons</p> <p>Keywords: <i>American drama. American tragedy. Native themes. American theatre. Realism in American drama. American dream. Urban plays. Eugene O'Neill. Feminist drama</i></p>	
II	<p>2. Modern Drama</p> <p>2.1 JM Synge: Riders to the Sea</p> <p>Keywords: <i>Modern drama. Problem plays. Realism. Symbolism. Celtic literature. Tragedy. Modernism. Protest drama. Drama of the twentieth century.</i></p>	10
III	<p>3. Applied Drama : Problems and Prospects</p> <p>3.1 Difference between comedy, tragedy and tragicomedy: Theme, plot, diction, characters, comic elements, stage and costumes.</p> <p>3.2 Dialogue, action, conflict and mood of the audience</p> <p>3.3 Rising and falling action and climax</p> <p>Keywords: <i>Catastrophe. Spectacle. Catharsis. Exposition. Antagonist. Melodrama</i></p>	10

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

- Ibsen, Henrik, et al. *Ibsen: 4 Major Plays. Vol. 2: Ghosts/An Enemy of the People/The Lady from the Sea/John Gabriel Borkman (Signet Classics)*. Reissue, Signet, 2001.
- Krasner, David. *A Companion to Twentieth-Century American Drama*. 1st ed., Wiley-Blackwell, 2007.
- Lopez, Jeremy. *The Routledge Anthology of Early Modern Drama*. 1st ed., Routledge, 2020.
- Miller, Arthur, and Christopher Bigsby. *All My Sons (Penguin Classics)*. New Ed, Penguin Classics, 2000.

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O'Neill, Eugene, and Harold Bloom. *Long Day's Journey into Night*. 2nd ed., Yale University Press, 2002.

Watt, Stephen, and Gary Richardson. *American Drama: Colonial to Contemporary*. 1st ed., Heinle & Heinle Pub, 1994.

Williams, Tennessee. *A Streetcar Named Desire (Modern Classics (Penguin))*. 5th or later Edition, Penguin Books, 2009.

Suggestive digital platforms web links

“American Literature - Drama.” *Encyclopedia Britannica*, 2019,

www.britannica.com/art/American-literature/Drama.

Wikipedia contributors. “Theater in the United States.” *Wikipedia*, 18 May 2021, en.wikipedia.org/wiki/Theater_in_the_United_States.

Suggested equivalent online courses:

- https://www.onlinecourses.swayam2.ac.in/cec21_lg03/preview “MODERN EUROPEAN DRAMA - Course.” SWAYAM
- <https://www.classcentral.com/course/modpo-356> Modern Drama – Free online Drama Course

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz	10	Viva-Voce based on the syllabus and assignment (as mentioned below)	15
Attendance	5	Assignment of five essays of 300 words each about the prescribed syllabus (handwriting and shape of presentation)	10
Assignments (Charts/ Model Seminar / Report of Excursion/ Lab Visits/ Survey)	10	The above assignment will be evaluated by the external examiner assessing the student's (creative) knowledge of the following:	50

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		<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 drama • Various themes, plots and contemporary issues • Culture of the concerned literature 	
TOTAL	25		75

Any remarks/ suggestions: Practice of playing different roles and staging drama and composing one act play by students will be appreciable.

Format for Syllabus of Paper (Theory + Tutorial)-Not applicable

Part A Introduction			
Program: Certificate Course	Class: BA	Year: I	Session: 2022-23
Subject: English Literature (Theory + Tutorial)			
1	Course Code		
2	Course Title		
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.....)		
4	Pre-requisite (if any)		
5	Course Learning outcomes (CLO)		
6	Credit Value (T+P)		
7	Total Marks		
Part B- Content of the Course			
Total No. of Lectures-Tutorials-Practical (in hours per week): 03			
L-T-P: 90 Hours			
Unit	Topics	No. of Lectures	No of Tutorial

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

Suggested equivalent online courses:

Part D-Assessment and Evaluation

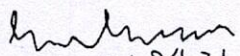
Suggested Continuous Evaluation Methods:

Any remarks/ suggestions:

Note: Please include the Tutorial related information (if any) in this format.

BA I Year: English Literature

Part A Introduction			
Program: Certificate Course		Class: BA	Year: I
Session: 2022-23			
Subject: English Literature (Theory)			
1	Course Code	A1-ELIT2T	
2	Course Title	Study of Poetry (Paper 2, 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 English Language/English Literature in class 12 th .	
5	Course Learning outcomes (CLO)	<p>The Study of Poetry will not only instruct and delight the students, but also inspire them to have positivity, creativity, and a new way of thinking. After the study of this paper, the students will be able:</p> <ul style="list-style-type: none"> • to identify, interpret, analyze and appreciate the various elements of poetry, • to develop literary intellect, and • to appreciate the lyrical and sonorous quality of language. 	
6	Credit Value	4 (Theory) + 2 (Practical)	
Total Marks		Max. Marks: 25+75	Min. Passing Marks: 33
Part B- Content of the Course			
Total No. of (Theory) Lectures (in hours per week): 02			
Total (Theory) Lectures: 60			
Unit	Topics	No. of Lectures	
I	<ul style="list-style-type: none"> • Introduction to Literature and its classification -- Poetry from Chaucer to Milton 1.1 Figures of Speech: Definition of Poetry according to the Poets discussed in this paper: Different ages with different socio-economic and political backgrounds; Literary Terminology 1.2 Geoffrey Chaucer: The Wife of Bath, The Pardoner (from <i>The Prologue to The Canterbury Tales</i>) 1.3 John Donne: Death Be Not Proud 1.4 John Milton: On His Blindness <p>Keywords/ Tags: <i>Figurative language. Extended metaphor. Hyperbole. Imagery. Iambic pentameter. Foot line. Narrative poetry. Metaphysical poetry. Puritan era</i></p>	15	


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II	<p>2. Poetry in Neoclassical and Romantic Age</p> <p>2.1 Alexander Pope: The Rape of the Lock - Canto III 2.2 William Wordsworth: Solitary Reaper, Daffodils 2.3 John Keats: Ode to Autumn</p> <p>Keywords/ Tags: <i>Nature poet, Wordsworth's theory of poetry, Spontaneity, Lyrical Ballads, Fancy and Imagination, Supernatural poetry, Revolutionary poet, Sensuousness, Hellenism, Negative capability, Aesthetic beauty</i></p>	15
III	<p>3. Poetry in Victorian Age</p> <p>3.1 Alfred Lord Tennyson: Break Break Break 3.2 Robert Browning: The Last Ride Together 3.3 Matthew Arnold: Dover Beach</p> <p>Keywords/ Tags: <i>Victorian age, Industrial revolution, Victorian society, Autobiographical note, Tennyson and Clough, Dramatic monologue, Pastoral elegy, Oxford movement, Campus poetry</i></p>	15
IV	<p>• Indian Poetry</p> <p>4.1 Toru Dutt: Our Casuarina Tree, Sita 4.2 Sarojini Naidu: Indian Weavers 4.3 Rabindranath Tagore: Gitanjali Song No. 1 & 2</p> <p>Keywords/ Tags: <i>Indo-Anglican poetry, Simile and Metaphor, Spirituality, Poetry of Indian Independence, Indian theme, Mysticism, Spiritualism, Indian Mythological Characters</i></p>	15

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

- "A History of Modern Poetry: Modernism and After." Perkins, David. Paperback, 1989.
- "Glossary of Literary Terms" Abrams, M.H., Prism Books Pvt. Limited, 1993.
- "John Donne- The Major Works OWC". Carey, John and Donne, John. UK: Oxford University Press, 2009. Print.
- "John Keats: His Life and Poetry, His Friends, Critics and After-Fame." Colvin, Sidney. London: Macmillan. 1917.

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“‘Letter to George and Thomas Keats, 21 December 1817’, and ‘Letter to Richard Woodhouse, 27 October, 1818’, in *Romantic Prose and Poetry*”. Keats, John. ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.

“*Lyrical Ballads with Pastoral and Other Poems.*” Wordsworth, William (1805). (4 ed.). London: Printed for Longman, Hurst, Rees, and Orme, by R. Taylor.

“*The Canterbury Tales.*” Chaucer, Geoffrey. Trans. Nevill Coghill. New Delhi: Penguin Classics, 2002. Print. Brown, Peter. Geoffrey Chaucer, OWC. New Delhi: Oxford University Press, 2011. Print.

“*Toru Dutt (1856–1877), Indian Poet, Translator, and Novelist*”. Lokugé, Chandani (12 September 2019). Oxford: Oxford University Press.

Suggestive digital platforms web links:

Athar. “Indian Poetry In English.” *English Summary*, 17 Nov. 2017, englishsummary.com/indian-poetry-inenglish.

Literaturemini.Com. “The Brief History of English Poetry.” 2018, 2018, www.literaturemini.com/2018/08/the-brief-history-of-english-poetry.html

Polly. “A Brief History of English Poetry.” *The Culture Project*, 17 Apr. 2017, thecultureprojectblog.wordpress.com/2017/03/19/a-brief-history-of-english-poetry.

Wikipedia contributors. “English Poetry.” *Wikipedia*, 21 May 2021, en.wikipedia.org/wiki/English_poetry.

Suggested equivalent online courses:

- <https://www.edx.org/course/ap-english-literature-composition-part-2-poems-2> AP English Literature and Composition, Part 2: Poems on EDX by Maggie Sokolik, University of California, Berkeley.

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- <https://www.coursera.org/learn/modpo> Modern and Contemporary American Poetry by Al Filreis, University of Pennsylvania.
- <https://www.classcentral.com/course/modern-american-poetry-5963> Modern American Poetry- Free online Course

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks : 100

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

Internal Assessment : Continuous Comprehensive Evaluation (CCE):25	Class Tests	15
	Assignment/Presentation	10
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 04 x 09 = 36 02 x 15 = 30 Total 75

Any remarks/ suggestions:

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Part A Introduction			
Program: Certificate Course	Class: BA	Year: I	Session: 2022-23
Subject: English Literature (Practical)			
1	Course Code	AI-ELIT2P	
2	Course Title	Applied Poetry (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 English Language/English Literature in class 12 th .	
5	Course Learning outcomes (CLO)	<p>The Study of Poetry will not only instruct and delight the students but also inspire them to have positivity, creativity, and a new way of thinking. After the study of this paper, the students will be able:</p> <ul style="list-style-type: none"> • to identify, interpret, analyze, and appreciate the various elements of poetry, • to develop literary intellect, and • to be able to appreciate the lyrical and sonorous quality of language and create poetry. <p>The course is beneficial for learners in understanding the mechanism of literature in a creative manner. This course will:</p> <ul style="list-style-type: none"> • accelerate the confidence of students for extempore English and surge their knowledge; and • promote the analytical and arguing capacity of students. 	
6	Credit Value	2	
7	Total Marks	Max. Marks: 25+75	Min. Passing Marks: 33

Part B- Content of the Course

Total No. of (Practical) Lectures- (in hours per week): 01

Total (Practical) Lectures: 30

Unit	Topics	No. of Practicals /Lectures
I	<p>1. American Poetry</p> <p>1.1 Walt Whitman: O Captain! My Captain! 1.2 Robert Frost: The Road Not Taken</p> <p>Keywords/ Tags: Modern poetry, WWI, Imagination and Reality, War poetry, Symbolist movement, Patriotic poetry, WWII, The Holocaust, Confessional poetry</p>	10

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II	2. British and Indian Poetry 2.1 William Shakespeare: Sonnet 116 <i>Let Me Not to the Marriage of True Minds</i> 2.2 PB Shelley: Ode to the West Wind 2.3 Guru Nanak Dev: The Sky is Your Platter Keywords/ Tags: <i>Romanticism. Revolutionary spirit. Impact of the French revolution. Lord Byron. Disillusionment. Irish literary revival</i>	10
III	3. Applied Poetry : Problems and Prospects 3.1 Creating Poetry : Problems in Writing Poetry, Parameters of Poetry, Imagination and other Contemporary Issues 3.2 Subjectivity, Objectivity, Negativity, Resilience 3.3 Language, Vocabulary and Other Essential Elements Keywords/ Tags: <i>Meter. Rhyme scheme. Regular rhythm. Word sounds. Allegory. Shape. Mood. Stanza</i>	10

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

Dove, Rita. *The Penguin Anthology of Twentieth-Century American Poetry*. 1st ed., Penguin Books, 2013.

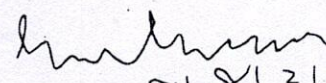
Eliot, T. T. S. *Eliot: Collected Poems, 1909–1962 (The Centenary Edition)*. 1st ed., Harcourt Brace Jovanovich, 1991.

Frost, Robert. *The Poems of Robert Frost: Poetry for the Ages*. Independently published, 2019.

Lehman, David, and John Brehm. *The Oxford Book of American Poetry*. 1st ed., Oxford University Press, 2006.

Plath, Sylvia. *The Collected Poems*. Reprint, Harper Perennial Modern Classics, 2018.

Shakespeare, William. *Love Poems & Sonnets of William Shakespeare*. Independently published, 2020.


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Whitman, Walt, et al. *Walt Whitman Poetry Collection: Leaves of Grass, Various Works and Poems, and A Complete Biography of Walt Whitman*. Independently published, 2020.

Suggestive digital platforms web links

"375 Poems by William Shakespeare." *WilliamShakespeare.Net*, 2018,

www.williamshakespeare.net/poems.jsp.

"Eliot's Poetry: 'The Love Song of J. Alfred Prufrock.'" *SparkNotes*, 2019,

www.sparknotes.com/poetry/eliot/section1.

"Ode to the West Wind Poem Summary and Analysis." *LitCharts*, 2020,

www.litcharts.com/poetry/percy-bysshe-shelley/ode-to-the-west-wind.

Poetry Foundation. "Song of Myself (1892 Version) by Walt Whitman." *Poetry Foundation*, 1892,

www.poetryfoundation.org/poems/45477/song-of-myself-1892-version.

---. "Walt Whitman." *Poetry Foundation*, 2020, www.poetryfoundation.org/poets/walt-whitman.

Poets.org - Academy of American Poets. "Robert Frost." *Academy of American Poets*, 2019, poets.org/poet/robert-frost.

The Editors of Encyclopaedia Britannica. "Sylvia Plath | Biography, Poems, Books, Death, & Facts." *Encyclopedia Britannica*, 2018, www.britannica.com/biography/Sylvia-Plath.

Suggested equivalent online courses:

- <https://www.edx.org/course/ap-english-literature-composition-part-2-poems-2> AP English Literature and Composition, Part 2: Poems on EDX by Maggie Sokolik, University of California, Berkeley.
- <https://www.coursera.org/learn/modpo> Modern and Contemporary American Poetry by Al Filreis, University of Pennsylvania.

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- <https://www.classcentral.com/course/modern-american-poetry-5963> Modern American Poetry- Free online Course

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

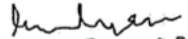
Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz	10	Viva-Voce based on the syllabus and assignment (as mentioned below)	15
Attendance	5	Assignment of five essays of 300 words each about the prescribed syllabus (handwriting and shape of presentation)	10
Assignments (Charts/ Model Seminar / Report of Excursion/ Lab Visits/ Survey)	10	The above assignment will be evaluated by the external examiner assessing the student's (creative) knowledge of the following: <ul style="list-style-type: none"> • Control over linguistic, stylistic and communicative competence, • Knowledge of the literature prescribed, • Analysing, interpreting and arguing capacity, • Various themes, contemporary issues and linguistic problems, • Culture of the concerned literature 	50
TOTAL	25		75

Any remarks/ suggestions : Practice of writing poetry on contemporary issues, interpretation, and analysis will be appreciated.

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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-1			
1	Course Code	A2-ELITIT	
2	Course Title	Study of Prose (Paper I, 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>	
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.
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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.
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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

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	

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		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

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

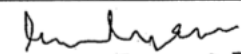
Text Books, Reference Books, Other resources

Suggested Readings:

1. Jayapalan, N. "*Indian Political Thinkers: Modern Indian Political Thought.*" Atlantic Publication, 2021.
2. Tagore, Rabindranath. "*Sadhana: The Realisation of Life.*" 01 ed., Niyogi Books Private Limited, 2018.

Suggestive digital platform web links

1. "The Art of Fiction | Essay by James." *Britannica*, www.britannica.com/topic/The-Art-of-Fiction-essay-by-James. 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).

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.

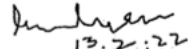
D. Communicative Activities

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.

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

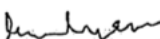
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		Experiments as mentioned above)	
TOTAL	30		70

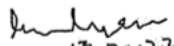
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BA II Year: English Literature

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
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

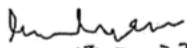
Internal Assessment : Continuous Comprehensive Evaluation (CCE):30	There shall be 4 class tests of 10 marks each, out of which the 3 best scores are to be taken into account.	10+10+10 = 30
External Assessment : University Exam Section: 70 Time : 3 .00 Hours	Section (A) : Objective Section (B) : Short Questions Section (C) : Long Questions	Total 70

Any remarks/suggestions:

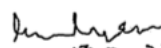
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Format for Syllabus of Practical Paper

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	<p>1. American Fiction</p> <p>1.1 Nathaniel Hawthorne: The Scarlet Letter 1.2 Herman Melville: Moby Dick 1.3 Ernest Hemmingway: The Old Man and the Sea</p> <p>Keywords/Tags: <i>American fiction, Historical fiction, Realism, Redemption, Epistemology, Travelogue</i></p>	15
II	<p>2. Indian Fiction</p> <p>2.1 RK Narayan: The English Teacher 2.2 Mulk Raj Anand: Untouchable 2.3 Anita Desai: Cry, the Peacock</p> <p>Keywords/Tags: <i>Indian fiction in English, Supernaturalism, Social novel, Feminism in India, Psychological novel, Regional literature, Social taboos</i></p>	15
Part C-Learning Resources		
Text Books, Reference Books, Other resources		
Suggested Readings:		
<ol style="list-style-type: none"> 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.

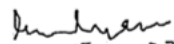
Suggested equivalent online courses:

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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Department of Higher Education, Govt. of M. P. Under Graduate Unified Syllabus for B.A.
Three Year Degree Course as recommended by Central Board of Studies and approved by the
Governor of M. P.

उच्च शिक्षा विभाग म० प्र० शासन
स्नातक स्तर की बी० ए० उपाधि के एकीकृत तीन वर्षीय पाठ्यक्रम के अन्तर्गत केन्द्रीय अध्ययन मण्डल द्वारा
अनुशंसित तथा म० प्र० के महामहिम राज्यपाल द्वारा अनुमोदित
सत्र 2022-23 से प्रभावशील

Note: The syllabus of B.A. Part-III consists of two theory papers of 40 marks each and there will be 20 marks for the Internal Assessment. Out of the 20 marks allocated for the Internal Assessment, 10 marks will be given after three month and 10 marks will be given after six month of the course.

Subject : **English Literature**
Class : **B.A. Part- III**
Paper : **I**
Title : **Poetry**
Maximum Marks : **40**

The scheme of examination and the allotment of marks shall be as under:-

Section A	Objective Type Questions (At least one question to be set from each unit)	1X5 = 5 Marks
Section B	Short Answer Type Questions (Annotations) Ten questions (Minimum two from each unit) to be set from Unit I, II, III, IV & V and five to be attempted.	2X5 = 10 Marks
Section C	Long Answer Type Questions Ten questions (two from each unit) to be set from unit I, II, III, IV & V and five to be attempted	5X5 = 25 Marks
TOTAL		40 Marks

Unit-I	Alfred Tennyson : First Five Cantos
Unit-II	W.B Yeats : A Prayer for my Daughter The Second Coming Sailing to Byzantium Among School Children
Unit-III	T. S. Eliot : The Love Song of J Alfred Prufrock Journey of the Magi Burnt Norton

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Dr. Ms.
Bhaskar
Bhaskar

Prof. Aksh Chansoria
03/06/2019

(Dr. Heeraj Agrawal)

03/06/19
(Dr. Vikas Jaiswal) (Dr. Ms. Rath)

Dr. Vignesh

<p>Unit-IV</p>	<p>W. H Auden : In Memory of W. B Yeats The Unknown Citizen The Shield of Achilles' Petition September 1, 1939</p>
<p>Unit-V</p>	<p>Philip Larkin : Next Please Deceptions A.K. Ramanujan : A River Obituary</p>

BOOKS & REFERENCES

David Perkins, A History of Modern Poetry, Harvard University Press
 Parthasarthy, R. Ten Twentieth Century Indian Poets. New Delhi : OUP.
 B. Prasad, A Background to the study of English Literature, Macmillan
 Saintsbury, G. Short History of English Literature, London, J.M. Dent & Sons, 1928
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 Abrahams M.H., A Glossary of Literary Terms, Bangalore, Prism Books Pvt. Ltd. 1993
 Hudson W.H. An outline History of English Literature
 J.A. Cuddon: Dictionary of Literary Terms , Penguin Edition.
 Daiches David: A Critical History of English Literature, Volume I & II

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Dr. M.S. Rathor

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(Dr. Neeraj Agnihotri)

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(Dr. Vikas Jankar)

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(Prof. Alex Chandrojit)

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Department of Higher Education, Govt. of M. P. Under Graduate Unified Syllabus for B.A.
Three Year Degree Course as recommended by Central Board of Studies and approved by the
Governor of M. P.

उच्च शिक्षा विभाग म० प्र० शासन
स्नातक स्तर की बी० ए० उपाधि के एकीकृत तीन वर्षीय पाठ्यक्रम के अन्तर्गत केन्द्रीय अध्ययन मण्डल द्वारा
अनुशासित तथा म० प्र० के महामहिम राज्यपाल द्वारा अनुमोदित
सत्र 2022-23 से प्रभावशील

Note: The syllabus of B.A. Part-III consists of two theory papers of 40 marks each and there will be 20 marks for the Internal Assessment. Out of the 20 marks allocated for the Internal Assessment, 10 marks will be given after three month and 10 marks will be given after six month of the course.

Subject : **English Literature**
Class : **B.A. Part- III**
Paper : **II**
Title : **FICTION**
Maximum Marks : **40**

The scheme of examination and the allotment of marks shall be as under:-

Section A	Objective Type Questions (At least one question to be set from each unit)	1X5 = 5 Marks
Section B	Short Answer Type Questions Ten questions (Minimum two from each unit) to be set from Unit I, II, III, IV & V and five to be attempted.	2X5 = 10 Marks
Section C	Long Answer Type Questions Ten questions(two from each unit) to be set from unit I, II, III, IV & V and five to be attempted.	5X5 = 25 Marks
TOTAL		40 Marks

Unit-I	Joseph Conrad	: Lord Jim
Unit-II	D.H. Lawrence	: Sons and Lovers
Unit-III	E. M. Forster	: A Passage to India
Unit-IV	Raja Rao	: Kanthapura
Unit-V	V.S. Naipaul	: A House of Mr. Biswas

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Dr. Rohit Srivastava

Books & References

Forster E.M., Aspects of the Novel, Penguin, 2005

Naik M.K. A History of Indian English Literature

Iyengar K.R.S., Indian Writing in English, Sterling Publishers Pvt. Ltd.

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Dr. A. Sachdev
3/6/19

Vijay Kumar

Dr. Ms. Bharati Bhan
03/06/19

Dr. Rohit Tripathi
Alok