BA I Year: English Literature

Part A Introduction			
Program: Certificate Course	Class: BA Major	Semester: I	Session: 2021-22
Subject: English Literature (Theory)			

1	Course Code	A1-ELIT1T
2	Course Title	Study of Drama (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 English Language/ English Literature in class 12th.
5	Course Learning outcomes (CLO)	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 • 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): 04
Total (Theory) Lectures: 60

Unit	Topics	No. of Lectures
I	• **Classical Drama** 1.1 Sophocles: Oedipus Rex **Keywords:** *Sanskrit theatre, Rasa theory, Classical tragedy, Greek tragedy, Greek theatre, Trilogy, Plot structure, Oedipus Complex, Electra Complex, Epic theatre*	15
II	• **Renaissance Drama** 2.1 Christopher Marlow: Dr. Faustus 2.2 William Shakespeare: The Merchant of Venice	18

29/9/21 Tanzeh Qureshi
29/9/21 (Dr. Tanjeh)
29/9/21 (A.K. Chaturvedi)
29/9/21 (C. Auk)
29/9/21 Dr. Deepanjana Dey
29/9/21 Ms. Aditi Shukla
29/9/21 Ms. Veena Singh
29/9/21 (Dr. C. Chauhan)

	Keywords: *Renaissance, Characteristics of literary renaissance, Elizabethan drama, Elizabethan comedy, Morality plays, Elizabethan Tragedy, Catharsis*	
III	• **Restoration Drama** 3.1 John Dryden: All for Love **Keywords:** *Restoration drama, Restoration comedy, Comedy of manners, Heroic couplet, Restoration of monarchy, Rejection of Puritanism, Satire, Faith and Politics*	**12**
IV	• **Indian Drama** 4.1 Girish Karnad: Hayavadana 4.2 Mahesh Dattani: Dance Like A Man **Keywords:** *Indian English Drama, Indian society, Morality, Modern Indian theatre, Regional drama, Gender concern, Mythical and social elements*	**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:

29/9/21 29/9/21 29/9/21 29/9/21 29/9/21 29/9/21 29/9/21 29/9/21 29/9/21

"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 : Continuous Comprehensive Evaluation (CCE):25	Class Tests Assignment/Presentation	15 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:

Part A Introduction

Program: Certificate Course	Class: BA Major	Semester: I	Session: 2021-22

Subject: English Literature (Practical)

1	Course Code	A1-ELIT1P
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 12th.
5	Course Learning outcomes (CLO)	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 • 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): 02
Total (Practical) Lectures: 30

Unit	Topics	No. of Practicals /Lectures
I	**1. American Drama** 1.1 Arthur Miller: All My Sons (a critical study with reference to Bharat Muni's Natyashastra)	10

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	Keywords: *American drama, American tragedy, Native themes, American theatre, Realism in American drama, American dream, Urban plays, Eugene O'Neill, Feminist drama*	
II	**2. Modern Drama** 2.1 JM Synge: Riders to the Sea (a critical study with reference to Bharat Muni's Natyashastra) **Keywords:** *Modern drama, Problem plays, Realism, Symbolism, Celtic literature, Tragedy, Modernism, Protest drama, Drama of the twentieth century.*	10
III	**3. Applied Drama : Problems and Prospects** 3.1 Difference between comedy, tragedy and tragicomedy: Theme, plot, diction, characters, comic, elements, stage and costumes. 3.2 Dialogue, action, conflict and mood of the audience 3.3 Rising and falling action and climax **Keywords:** *Catastrophe, Spectacle, Catharsis, Exposition, Antagonist, Melodrama, Dramaturgy*	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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		• 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: 2021-22
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

29/9/21 29/9/21 29/9/21 29/9/21 29/9/21 29/9/21 29/9/21

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.

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PART A: Introduction

Program: UG Level	Class: I Year	Year: 2021-22	Session: 2021-22 onwards

Subject: **Foundation Course (English)**

1.	Course Code	XI-FCHBIT	
2.	Course Title	English Language and Indian Culture	
3.	Course Type (Core Course/Elective/Generic Elective/ Vocational	**Foundation Course** (AEC)	
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.	
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): 02
L-T-P: 02+00+00 = 02

Total No. of Lectures: 30

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]**	10
II	**Comprehension and Composition Skills:** Unseen Passage followed by Multiple choice questions, Dialogue Writing, Expansion of Ideas	10
III	**Basic Language Skills** 1: Vocabulary Building: Suffix, Prefix, Compounding, Conversing, Synonyms, Antonyms, Homophones, Homonyms and One-word substitution. 2: Basic Grammar: Noun, Pronoun, Adjective, Verb, Adverb, Prepositions, Articles	10

29/9/21 Tanzal Qureshi

	Time and Tense, Punctuations,	

PART C: Learning Resources

Textbooks, Reference Books, Other Resources

Suggested Readings

Essential English Grammar — Raymond Murphy, Cambridge University Press.

- Practical English Grammar Exercises l- A. J. Thomson & A. V. Martinet, Oxford India.
- Practical English Usage - Michael Swan, Oxford
- En lish Grammar in Use —Raymond Murphy, Cambridge e 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		

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

प्राचार्य
शा.एस.एन.पी. स्नातकोत्तर महाविद्यालय
मुरार, ग्वालियर

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PART-A: INTRODUCTION			
Program: UG	Class: B.A.+ B.Com. Honours B.Sc.	 Semester I Semester II	Session: 2021-22

Subject: Vocational Course

1.	Course Code	..... *(To be filled by Exam Cell)*
2.	Course Title	Effective English Writing
3.	Course Type	~~AECC~~ SEC-1
4.	Pre-Requisite (if any)	Basic knowledge of English grammar
5.	Course Learning Outcomes (CLO)	After completing this course student will be able to: • Make/take notes systematically in an organized manner = • Principles of Note making/taking, • Plan a piece of writing before drafting – brainstorming and developing webcharts/flow-diagrams/outlines, • Edit a piece of self and peer writing • Writing and revising the drafts • Write a review of a text read for academic purpose or pleasure.
6.	Credit Value	4 (L)

PART-B: **CONTENT OF THE COURSE**

Total No. of Lectures (in hours per week): **04**

Total No. of Lectures: **L-60 hrs**

Module	Topics	No. of L/P

I	Basics of Grammar: Structure of sentence, Correction of sentences and Tenses. ***Keywords:- Grammatical foundation, Parts of Speech, Past, Present and Future Tense***	20
II	Introduction to basic writing skills – The Art of effective writing, Paragraph writing, Dialogue writing ***Keywords- Cohesive, Sequence, same line of thought***	8
III	Letter writing and Email writing: Formal and Informal letters, Email writing ***Keywords- Usage of appropriate words, Vocabulary, Expression***	10
IV	Writing Skills: Note making, Precis writing, Report writing, Essay writing ***Keywords:- Reading, Research, Compact, Art of making notes, Written account***	10
V	Creative Writing: Story writing, Reproduction of story- poem, Appreciation of Poetry, Autobiography, Paraphrasing Imagination , Creativity, Fiction, Genre,	12

PART-C: LEARNING RESOURCES
Textbooks, Reference Books, Other Resources
Suggested Readings:
Textbooks:

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1. Wren & Martin. *High School English Grammar & Composition* , 2018.

Reference Book:

1. Lester, Mark, and Larry Beason. *The Mcgraw-Hill Handbook of English Grammar and Usage*. New York: McGraw-Hill, 2005.

Suggestive digital platform web links

https://www.sjsu.edu/ajeep/docs/EnglishWritingSkills1.pdf

Suggested equivalent online courses

NPTEL Course: Effective Writing

https://onlinecourses.nptel.ac.in/noc20_hs06/preview

PART-D: **ASSESSMENT AND EVALUATION (For exclusively a practical course of 2 credits)**			
Internal Assessment of Practical (1 Credit): Continuous Comprehensive Evaluation: **100 Marks** *The distribution of marks shall be as follows:*		**External Practical Examination (1 Credit):** Term-end Practical Examination: **100 Marks** Time: **2 hours**	
(A) Attendance	20 Marks	**(A)** Exercise / Demonstration of Skill:	70 Marks
(B) Record File/Home-Assignment/etc.	20 Marks		
(C) Skill Assessment - 1	30 Marks	**(B)** Viva-Voce:	30 Marks
(D) Skill Assessment - 2	30 Marks		
Total (A+B+C+D):	**100 Marks**	**Total (A+B):**	**100 Marks**

Institute for Excellence in Higher Education (IEHE), Bhopal

[Syllabus Template: **SEC (F) / SEC (V)**]

PART-A:INTRODUCTION			
Program: **UG**	Class: **B.A.+ B.Com. Honours** **B.Sc.**	 Semester I Semester II	Session: **2021-22**

Subject: Vocational Course

1.	Course Code	..... *(To be filled by Exam Cell)*
2.	Course Title	**Translation Studies** (P)
3.	Course Type [SEC(F)/SEC(V)]	**SEC-2**
4.	Pre-Requisite (if any)	NO
5.	Course Learning Outcomes(CLO)	
6.	Credit Value	**4 Credits**

PART-B:CONTENT OF THE COURSE

Total No. of Lectures + Practical (in hours per week): **04**

Total No. of Lectures/ Practical: **60**

Module	Topics	No. of Lectures+Practicals
I	Introducing Translation : A brief history and significance of translation in a multi linguistic and multicultural society like India **Keywords:** origin and history , significance	20

II	Exercises in different types / modes of translation , such as : a. Semantic /Literal b. Free /sense /literary translation c. Functional / communicative translation d. Technical / official e. Transcreation f. Audio – Visual translation **Keywords** :Reformulation , Transposition , Modulation	20
III	**a-** Introducing basic concepts and terms used in Translation Studies through relevant tasks , for example : Equivalence , Language variety , Dialects , Idiolect , Register ,Style ,Mode , Code mixing / Switching b- Defining the process of translation (analysis , transference , restructuring) through critical examination of standard translation literary / non- literary texts and critiquing subtitles of English and Hindi films **Keywords** : Using tools of technology for translation, software , mobile	20

PART-C:LEARNING RESOURCES
Textbooks, Reference Books, Other Resources
Suggested Readings:

1.Baker , Mona . *In Other Words : A Coursebook on Translation* , Routledge , 2001 .(Useful exercises for practical translation and training)

2. . . . . .(Ed.) *Routledge Encyclopedia of Translation Studies* . London and New York : Routledge , 2001 .(Readable entries on concepts and terms) Sherry Simon , Gender in translation : Cultural Identity and the Politics of Transmission . New York: Routledge ,1996.

3 . Catford , I.C. *A Linguistic Theory of Translation* .London : OUP,1965. Frishberg . Nancy J.

Interpreting : *An Introduction* . Registry of Interpreters , 1990 .

4 . Gargesh , Ravinder and Krishna Kumar Goswami . (Eds.) *Translation and Interpreting : Reader and Workbook* . New Delhi : Orient Longman , 2007.

5. House, Juliana . *A Model for Translation Quality Assessment* . Tubingen : Gunter Narr , 1977.

6 . Laxmi, H. *Problems of Translation* . Hyderabad : Booklings Corporation , 1993 .

7 . Newmark , Peter . *A Textbook of Translation* . London : Prentice Hall , 1988 .

8 . Nida , E. A. and C.R.Taber . *The Theory and Practice of Translation* . Leiden : E.J.Brill , 1974 .

9 . Toury Gideon . Translation Across Cultures . New Delhi : Bahri Publications Private Limited ,1987.

10 . Trivedi , Poonam , Tasneem Shahnaaz & Shivika Mathur . *Translation and Interpreting* . Delhi : Primus Books. (forthcoming)

Suggestive digital platform web links https://onlinecourses.nptel.ac.in/noc20_hs36/preview

Suggested equivalent online courses

NPTEL Course:..... https://onlinecourses.nptel.ac.in/noc20_hs36/preview

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PART-D: ASSESSMENT AND EVALUATION (For exclusively a practical course of 2 credits)			
Internal Assessment of Practical (1 Credit): Continuous Comprehensive Evaluation: **100 Marks** *The distribution of marks shall be as follows:*		**External Practical Examination (1 Credit):** Term-end Practical Examination: **100 Marks** Time: **2 hours**	
(E) Attendance	20 Marks	**(A)** Exercise / Demonstration of Skill:	70 Marks
(F) Record File/Home-Assignment/etc.	20 Marks		
(G) Skill Assessment - 1	30 Marks	**(B)** Viva-Voce:	30 Marks
(H) Skill Assessment - 2	30 Marks		
Total (A+B+C+D):	**100 Marks**	**Total (A+B):**	**100 Marks**

Institute for Excellence in Higher Education (IEHE), Bhopal

PART-A: INTRODUCTION			
Program: **UG**	Class: **PG**	Semester: **III**	Session: **2023-24**
Subject: **English Literature- Paper II (B)**			

1.	Course Code	..... *(To be filled by Exam Cell)*
2.	Course Title	Literature of the Indian Diaspora
3.	Course Type (Core Course / Discipline Specific Elective / Generic Elective)	DSE
4.	Pre-Requisite (if any)	MA Semester II
5.	Course Learning Outcomes (CLO)	After completing this course student will be able to: • understand the concept of 'diaspora' in its historical and cultural contexts, • identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts, • develop a clear understanding of the formation of Indian diasporic movements within India and outside, • acquaint themselves with a critical understanding of the writings of the Indian diaspora within the discourse of post coloniality, postmodernity, hybridity, globalization and transnationalism.
6.	Credit Value	**6**

PART-B: CONTENT OF THE COURSE

Total No. of Lectures + Tutorial (in hours per week): **Per WEEK 6+00**

Total No. of Lectures: **L – 90**

Module	Topics	No. of Lectures
I	**Unit 1** **History and Race** M. G. Vassanji : *The Book of Secrets (Penguin, India)* ***Keywords*** : *Post-modernism ,Cultural mileau , Gender bias*	18

II	**Unit 2** **Changing Socio-political Backgrounds** Rohinton Mistry : *A Fine Balance (Alfred A Knopf)* ***Keywords*** : *Inequality , Cultural displacement, Post-colonialism*	18
III	**Unit 3** **Bildungsroman Diasporic Literature** Meera Syal : *Anita and Me (Harper Collins)* ***Keywords*** : *Cultural differences, Assimilation , Diasporic, experiences*	18
IV	**Unit 4** **The Immigrant Experience** Jhumpa Lahiri : *The Namesake (Houghton Mifflin Harcourt)* ***Keywords*** : *Culture , Disparity , Oscillation*	18
V.	**Unit 5** **Complexities of Diasporic Identities** Ruth Prawer Jhabvala : *Heat and Dust* ***Keywords*** : *Suffering selves , Cultural amalgamation , Existential philosophy*	18

PART-C: LEARNING RESOURCES

Textbooks, Reference Books, Other Resources

Suggested Readings:

1. "Introduction: The diasporic imaginary" in Mishra, V. (2008). *Literature of the Indian diaspora.* London: Routledge

2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.

3. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

Suggestive digital platform web links

1. "Anita and Me Study Guide | Literature Guide." *LitCharts*, 2019, www.litcharts.com/lit/anita-and-me.
2. Johnson, Aishwarya. "Exploring Indian Diasporic Literature." *IndianFolk*, 2 Mar. 2019, www.indianfolk.com/exploring-indian-diasporic-literature-riya.
3. Roy, Hareshwar. "THE BOOK OF SECRETS: A STUDY." *English Literature for Students and Researchers*, 5 Feb. 2020, www.englitmail.com/2019/08/the-book-of-secrets-study.html.
4. Wikipedia contributors. "A Fine Balance." *Wikipedia*, 9 May 2021, en.wikipedia.org/wiki/A_Fine_Balance.
5. Wikipedia contributors. "Heat and Dust." *Wikipedia*, 25 May 2021, en.wikipedia.org/wiki/Heat_and_Dust.
6. Wikipedia contributors. "The Namesake (Novel)." *Wikipedia*, 14 June 2021, en.wikipedia.org/wiki/The_Namesake (novel).

Suggested equivalent online courses

NPTEL Course: **Researching Anglo Indians in India**

SWAYAM Course:

PART-D(1):ASSESSMENT AND EVALUATION (For theory of 5 credit course)	
Internal Assessment (1.25 Credits):	**External Evaluation (3.75 Credits):** Term-end Examination(EE):**100Marks**

Continuous Comprehensive Evaluation (CCE): **100 Marks** *Shall be based on allotted assignment &class-tests. The distribution of marks shall be as follows:*			Time:**3 hours**	
(A) Attendance in the class		10 Marks	Section **(A)**: 20 MCQ	20×01 = 20 Marks
(B) Submission of assignment followed by presentation		20 Marks		
(C) Quiz/Seminar/Group-Talk/etc.		20 Marks	Section **(B)**: Four short questions with internal choice (200 Words Each)	04×05 = 20 Marks
(D) Class Test (Descriptive *and/or* Objective)		*Marks of best TWO tests:* 50 Marks		
Class Test-1:	25 Marks		Section **(C)**: Four long questions with internal choice (500 Words Each)	04×15 = 60 Marks
Class Test-2:	25 Marks			
Class Test-3:	25 Marks			
Total (A+B+C+D):		**100 Marks**	**Total (A+B+C):**	**100 Marks**

PART-D(2): **ASSESSMENT AND EVALUATION (For Tutorial)**	
Internal Assessment (1 Credit): Maximum Marks of Tutorial:**100 Marks** *The distribution of the marks shall be as follows:*	
(A) Attendance in the class & classroom-involvement	20 Marks
(B) Submission of paper related task assignment based upon the Case-Study/Survey/Pedagogy/Activity/etc. followed by Viva-Voce.	40 Marks
(C) Group-Discussion/Group-Activity/Panel-Discussion/etc.	40 Marks
Total (A+B+C):	**100 Marks**

Institute for Excellence in Higher Education (IEHE), Bhopal

PART-A: INTRODUCTION			
Program: **UG**	Class: **PG**	Semester: **III**	Session: **2022-23**
Subject: English Literature-Paper IV (B)			

1.	Course Code	..... *(To be filled by Exam Cell)*
2.	Course Title	American Literature
3.	Course Type (Core Course / Discipline Specific Elective / Generic Elective)	DSE
4.	Pre-Requisite (if any)	MA Semester II
5.	Course Learning Outcomes (CLO)	After completing this course, students will be able to: • Understand the depth and diversity of American literature, • Critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities, • Explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres, • Analyze the American mind from global and Indian perspectives and situate the American in the contemporary world
6.	Credit Value	**6**

PART-B: CONTENT OF THE COURSE
Total No. of Lectures + Tutorial (in hours per week): 6+00
Total No. of Lectures: **90**

Mau Moulikar 29/9/21

29/9/21 Anil

29/9/21 Meenakshi Devivedi

29/9/21 Dr. Sapna Sharma

29/9/21 Tanzeel Qureshi

29/9/21 Ms. Adite Shukla

29/9/21 Dr. Deepanjya Dasgupta

29/9/21 Alk Chaturvedi

Mukhtar Ahmad Ganie 29/9/21

29/9/21 Ms. Veena Singh

Module	Topics	No. of Lectures
I	**Drama** Tennessee Williams: *The Streetcar Named Desire* *Keywords: Illusion. Reality , Hopelessness*	21
II	**Novel** Toni Morrison : *Beloved* *Keywords: Slave trade, Identity crisis ,Alienation, Gothic fiction, Motherhood and familial responsibility, Guilt and repentance*	23
III	Short Story Edgar Allan Poe: '*The Purloined Letter*' F. Scott Fitzgerald: '*The Crack-up*' William Faulkner: '*A Rose for Emily*' *Keywords: Mystery , Racism , Self- pity*	23
IV	Poetry Anne Bradstreet : *'The Prologue' 'As Spring The Winter Doth Succeed'* *Walt Whitman : 'Selections from Leaves of Grass':* *'O Captain, My Captain' 'Passage to India' (lines 1–68)* *Alexie Sherman Alexie : 'Crow Testament' , 'Evolution'* *Keywords: Proto- feminism, Alcoholism , Suffering*	23

PART-C: LEARNING RESOURCES

Textbooks, Reference Books, Other Resources
Suggested Readings:
1. Hector St John Crevecouer, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105. 2. Frederick Douglass, A *Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87. 3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12. 4. Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964). 5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.
Suggestive digital platform web links ***https://www.britannica.com/topic*** ***https://www.google.com/search?client=firefox-b-d&q***
Suggested equivalent online courses
NPTEL Course: American Literature & Culture SWAYAM Course:

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PART-D(1):ASSESSMENT AND EVALUATION (For theory of 5 credit course)			
Internal Assessment (1.25 Credits): Continuous Comprehensive Evaluation (CCE): **100 Marks** *Shall be based on allotted assignment &class-tests. The distribution of marks shall be as follows:*		**External Evaluation (3.75 Credits):** Term-end Examination(EE):**100Marks** Time:**3 hours**	
(A) Attendance in the class	10 Marks	Section **(A)**: 20 MCQ	20×01 = 20 Marks
(B) Submission of assignment followed by presentation	20 Marks		
(C) Quiz/Seminar/Group-Talk/etc.	20 Marks	Section **(B)**: Four short questions with internal choice (200 Words Each)	04×05 = 20 Marks
(D) Class Test (Descriptive *and/or* Objective)	*Marks of best TWO tests:*		
Class Test-1: 25 Marks	50 Marks	Section **(C)**: Four long questions with internal choice (500 Words Each)	04×15 = 60 Marks
Class Test-2: 25 Marks			
Class Test-3: 25 Marks			
Total (A+B+C+D):	**100 Marks**	**Total (A+B+C):**	**100 Marks**

PART-D(2): ASSESSMENT AND EVALUATION (For Tutorial)	
Internal Assessment (1 Credit): Maximum Marks of Tutorial:**100 Marks** *The distribution of the marks shall be as follows:*	
(A) Attendance in the class & classroom-involvement	20 Marks
(B) Submission of paper related task assignment based upon the Case-Study/Survey/Pedagogy/Activity/etc. followed by Viva-Voce.	40 Marks

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(C) Group-Discussion/Group-Activity/Panel-Discussion/etc.	40 Marks
Total (A+B+C):	**100 Marks**

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BA I Year: English Literature

Part A Introduction			
Program: Certificate Course	Class: BA Major/Minor	Semester: II	Session: 2021-22
Subject: English Literature (Theory)			

1	Course Code	A1-ELIT1T
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 12th.**
5	Course Learning outcomes (CLO)	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: • 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): 04
Total (Theory) Lectures: 60

Unit	Topics	No. of Lectures
I	• **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 *The Prologue to The Canterbury Tales*) 1.3 John Donne: Death Be Not Proud 1.4 John Milton: On His Blindness; On Arriving at the Age of Twenty Three **Keywords/ Tags:** *Figurative language, Extended metaphor, Hyperbole, Imagery, Iambic*	15

	pentameter, Foot line, Narrative poetry, Metaphysical poetry, Puritan era	
II	**2. Poetry in Neoclassical and Romantic Age** 2.1 Alexander Pope: The Rape of the Lock - Canto III 2.2 William Wordsworth: Solitary Reaper, Daffodils 2.3 ST Coleridge: Christabel 2.4 John Keats: Ode to Autumn, Ode to Psyche **Keywords/ Tags:** *Nature poet, Wordsworth's theory of poetry, Spontaneity, Lyrical Ballads, Fancy and Imagination, Supernatural poetry, Revolutionary poet, Sensuousness, Hellenism, Negative capability, Aesthetic beauty*	15
III	**3. Poetry in Victorian Age** 3.1 Alfred Lord Tennyson: Break Break Break 3.2 Robert Browning: The Last Ride Together; Porphyria's Lover 3.3 Matthew Arnold: Dover Beach **Keywords/ Tags:** *Victorian age, Industrial revolution, Victorian society, Autobiographical note, Tennyson and Clough, Dramatic monologue, Pastoral elegy, Oxford movement, Campus poetry*	15
IV	• **Indian Poetry** 4.1.Toru Dutt: Our Casuarina Tree, Sita 4.2 Sarojini Naidu: Indian Weavers 4.3 Rabindranath Tagore: Gitanjali Song No. 1 to 5 **Keywords/ Tags**: *Indo-Anglican poetry, Simile and Metaphor, Spirituality, Poetry of Indian Independence, Indian theme, Mysticism, Spiritualism, Indian Mythological Characters*	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.

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"*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.

"'*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, theculturepro jectblog.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:

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- 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.
- 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 Assignment/Presentation	15 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 Major/Minor	Semester: II	Session: 2021-22

Subject: English Literature (Practical)

1	Course Code	A1-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 12th.
5	Course Learning outcomes (CLO)	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; • 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. The course is beneficial for learners in understanding the mechanism of literature in a creative manner. This course will; • 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): 02
Total (Practical) Lectures: 30

Unit	Topics	No. of Practicals /Lectures
I	1. American Poetry	10

	1.1 Walt Whitman: O Captain! My Captain! 1.2 Robert Frost: The Road Not Taken **Keywords/ Tags:** *Modern poetry, WWI, Imagination and Reality, War poetry, Symbolist movement, Patriotic poetry, WWII, The Holocaust, Confessional poetry*	
II	**2. British and Indian Poetry** 2.1 William Shakespeare: Sonnet 116 *Let Me Not to the Marriage of True Minds;* Sonnet 18 *Shall I Compare Thee to a Summer's Day* 2.2 PB Shelley: Ode to the West Wind, To A Skylark (with reference to Wordsworth's Preface to the Lyrical Ballads) 2.3 Guru Nanak Dev: The Sky is Your Platter **Keywords/ Tags:** *Romanticism, Revolutionary spirit, Impact of the French revolution, Lord Byron, Disillusionment, Irish literary revival*	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:** *Meter, Rhyme scheme,Regular rhythm, Word sounds, Allegory, Shape, Mood, Stanza*	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.

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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.

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.
- 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: • Control over linguistic, stylistic and communicative competence, • Knowledge of the literature prescribed, • Analysing, interpreting and arguing capacity,	50

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		• Various themes, contemporary issues and linguistic problems, • Culture of the concerned literature	
TOTAL	25		75

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

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

Part A Introduction			
Program: Certificate Course	Class`: BA	Year: I	Session: 2021-22
Subject: English Literature (Theory + Tutorial)			

1	Course Code	
2	Course Title	English Literature (paper 1)
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

Unit	Topics	No. of Lectures	No of Tutorial

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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.

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Syllabus of Paper

BA I Year: Generic English (Theory + Tutorial)

Part A Introduction			
Program: Certificate Course	Class: BA/Bsc/BCom	Year: I	Session: 2021-22
Subject: Generic English			

1	Course Code	A1-ELIT1G
2	Course Title	Communicative English (Paper 1, Theory + Tutorial)
3	Course Type (Core Course/Elective/Generic Elective/Vocational/.)	Generic Elective (Open 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)	The study of this course will enable the students to acquire the knowledge of • Phonology and Morphology, • Syntax and Structure, and • Vocabulary and Discourse. The students will be able to converse in real-life situations with effective language skills. The course will also help them; • Acquire literary sense, • Use idiomatic and lexical language, and • Communicate effectively across the globe.
6	Credit Value (L+T)	4+2 =6
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): 04+02+00 = 06
L-T-P: 60+30+00=90

Unit	Topics	No. of Lectures	No of Tutorials
I	• Communication 1.1 What is communication? Its meaning, types & its purpose in the age of Globalization	13	06

	1.2 Communicative needs and problems 1.3 Expansion of an idea 1.4 Rules of use of language, use of appropriate words • **Keywords/Tags:** *Linguistic and communicative competence, Communication, affective and cognitive strategies, ESL, EFL, Acquisition of L1, L2 and Collocational language*		
II	• **Practicing Listening skill, Reading and Understanding Skills** 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 **Keywords/Tags:** *LRWS, Receptive skills, Attentive listening, Word stress, Intonation, Syllable, Received pronunciation (RP), Summarizing, Pragmatic competence*	15	08

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III	• **Practicing Writing and Speaking Skills** 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 3.2 Communicative approach, lexical approach, task based learning 3.3 Report writing, Story writing, Daily routine in English 3.4 Situational conversation between two friends on different topics **Keywords/Tags:** *Productive skills, Code mixing, Situational conversation, Structural English, Frequent use of proverbs, phrases and idioms*	17	08
IV	• **Application of Communicative English** 4.1 Translation (from Hindi to English and vice- versa) 4.2 Group and Peer Discussions, Role play 4.3 Contrastive analysis between L1 and L2: At structural, phonological and lexical levels with examples **Keywords/Tags:** *Literary translation, Translation theories, L¹ interference,*	15	08

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	Bilingualism, Types of Role-play, Conversational English		

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) Each)	04 x 09 = 36 02 x 15 = 30 Total marks: 75

Suggested equivalent online courses:

- https://www.coursera.org/specializations/improve-english Improve your English Communication Skills Specialization by Gerry Landers, Amalia B. Stephens, Kären 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) **Section (B) :** Four Short Questions (200 Words Each) **Section (C) :** Two Long Questions (500 Words Each) Each)	03 x 03 = 09 04 x 09 = 36 02 x 15 = 30 Total marks: 75

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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B. A. Hons.

FUNCTIONAL ENGLISH

PART A: Introduction
COURSE OBJECTIVES

The objective of this course is to introduce the concept of language, expression, communication and functional English to learners.

Program: **UG Level/ CERTIFICATE**	Class: **B.A. HONS**	Year: **2021-22**	Session: **2021-22 onwards**

Subject: Functional English

1.	Course Code	**A1-FENG1T**	
2.	Course Title	**Introduction and Functions of Language**	
3.	Course Type (Core Course/Elective/Generic Elective/ Vocational	**Core**	
4.	Pre-Requisite (if any)	**10+2 in any stream / Open for all**	
5.	Course Learning Outcomes(CLO)	By the end of this course students will be able to: • Describe the basic concepts and purposes of language, • Evaluate the practical classification and functions of language.	
6.	Credit Value :	**6 Credits**	
7.	Total Marks : 75 (THEORY) + 25 (INTERNAL ASSESSMENT)	Max. Marks :	Min. Passing Marks:

PART B: Content of the Course

Total No. of Lectures-Tutorials-Practicals (in hours per week): L-T-P 3 HOURS PER WEEK

Total No. of Lectures: 90

HOURS PER WEEK : THREE

Unit	Topics	No. of Lectures
I	**Language** 1. The concept and definitions of language 2. The purpose of language 3. The role of language in human development	15
II	**Language and Communication** 1. Context, environment, knowing the audience and occasion 2. Language Ladder	15
III	**Practical Classification of Language** 1. Conversational language 2. Academic language 3. Intimate and Personal language 4. Persuasive language: sales and advertisements 5. Scientific, Legal and Technical language 6. Commercial language	15

IV	**Functions of Language** 1.Referential function 2.Expressive function 3. Directive function 4. Phatic function 5. Poetic function 6. Metalingual function	15
V	**English Language** 1. Development of English 2. Status and role of English in the era of globalization 3. Varieties of English: American, British, Indian 4. Standard English, Creole, and Pidgin 5. Local Impact over the Target Language	15
	Keywords - Language, human development, communication, globalization	

PART C: Learning Resources

Textbooks, Reference Books, Other Resources

Lynne, Cameron. *Teaching Language to Young Learners*. Cambridge University Press, 2001.

PART D: Assessment and Evaluation	
Continuous Comprehensive Evaluation: **25 marks**	
An assignment and presentation based on Unit 3	10 marks
Class Test I Units 1 and 2	5 marks
Class Test II Units 4 and 5	5 marks
Overall Performance throughout the year (attendance, behavior, discipline, participation in different activities	5 marks

CCE - 25 Marks (class tests, presentations etc)
University Exam – 75 Marks
3 HOURS
SECTION A - 3 **Very Short Answer Questions** – (50 Words) (3 *3 = 9 Marks)
SECTION B - 4 **Short Answer Questions** (200 Words) (9*4 = 36 Marks)
SECTION C - 2 **Long Answer Questions** (500 WORDS)(15*2 = 30 Marks)
TOTAL - 75 Marks

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PART A: Introduction

COURSE OBJECTIVES

The course aims to enhance English language proficiency of learners through awareness and use of basic grammatical structures of the language.

Program: **UG Level-CERTIFICATE**	Class: **B.A. HONS**	Year: **2021-22**	Session: **2021-22 onwards**

Subject: FUNCTIONAL ENGLISH

1.	Course Code	**A1-FENG2T**	
2.	Course Title	**Functional Grammar of English**	
3.	Course Type (Core Course/Elective/Generic Elective/ Vocational	Core	
4.	Pre-Requisite (if any)	**10+2 in any stream / Open for all**	
5.	Course Learning Outcomes (CLO)	By the end of this course students will be able to: • Demonstrate an understanding of grammatical structures in English language, • Practice the skills of grammar in writing, conversations and discussions. • Develop English language competence for enhanced employability prospects.	
6.	Credit Value :	**6 Credits**	
7.	Total Marks : 75 (Theory) + 25 (Internal Assessment)	Max. Marks :	Min. Passing Marks:

PART B: Content of the Course

Total No. of Lectures-Tutorials-Practicals (in hours per week): L-T-P 3 HOURS PER WEEK

Total No. of Lectures: 90
HOURS PER WEEK : THREE

Unit	Topics	No. of Lectures
I	(a) Sentence: Subject-Predicate, Types of Sentences (b) Noun - Kinds, Use, Numbers, Genders (c) Pronoun – Kinds, Use, Case (d) Adjectives- Kinds, Degree of Comparison (e) Articles and other Determiners Suggested Subject Enrichment Activity (SEA): Written/ spoken tasks and assignments such as descriptive paragraph on a person/ place /event using grammar points prescribed in the unit.	15

II	(a) Verbs – Principal and Auxiliary, Transitive, Intransitive, Finite, Non Finite (b) Infinitives and Imperatives, Participles and Gerunds (c) Modals (d) Adverbs Suggested Subject Enrichment Activity SEA- Written/ spoken tasks and assignments such as framing sentences using Modal verbs of: (a) Permission (Principal), (b) Modal verbs of Responsibility (of a teacher), (c) Modal verbs of Advice (to your friend) etc.	15
III	(a) Tenses (b) Subject verb agreement-Common Errors (c) Conjunction and Prepositions Suggested Subject Enrichment Activity (SEA) - Written/ spoken tasks and assignments such as narration of daily routine, habits and narration of past experiences and future planning	15
IV	(a) Voice: Active/ Passive (b) Narration: Direct/Indirect Suggested Subject Enrichment Activity (SEA) - Written/ spoken tasks and assignments such as: • Instruction based activities like bank account opening, ticket booking, making news reports from newspaper headlines and vice a versa, cookery demonstration/ sports commentary • Dialogue based questions on direct indirect speech, comic strips activities.	15
V	(a) Types of Sentences: simple, compound and complex (b) Clauses (c) Transformation of sentences (d) Question Tags Suggested Subject Enrichment Activity (SEA) - Written/ spoken tasks and assignments such as Question Tag activities to demonstrate agreement, transforming simple sentences into compound/complex etc.	15+ 03 (CCE & Feedback)
	Keywords- Functional Grammar, Communicative English, Parts of Speech	

PART C: Learning Resources

Textbooks, Reference Books, Other Resources

Link for Online Grammar Quiz:

https://www.grammarbank.com

Conversation Audios:

1. Remedial English Grammar for foreign students F.T.wood (Macmillan)
2. A Practical English Grammar, A.J.Thomson, A.V.Martinet –Oxford University Pres, New Delhi.

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3. A Remedial Course in English for colleges, Book I, B.K.Das and Annie David, Oxford University Press, New Delhi, 1980.
4. A Remedial Course in English, B.K. Das, Book -I, CIFEL (OUP), 1980.

PART D: Assessment and Evaluation	
Continuous Comprehensive Evaluation: **25 marks**	
An assignment and presentation based on Unit 3	10 marks
Class Test I Units 1 and 2	5 marks
Class Test II Units 4 and 5	5 marks
Overall Performance throughout the year (attendance, behavior, discipline, participation in different activities	5 marks

CCE – 25 Marks (class tests, presentations etc)
University Exam – 75 Marks
3 HOURS
SECTION A - 3 **Very Short Answer Questions** – (50 Words) (3 *3 = 9 Marks)
SECTION B - 4 **Short Answer Questions** (200 Words) (9*4 = 36 Marks)
SECTION C - 2 **Long Answer Questions** (500 WORDS)(15*2 = 30 Marks)
TOTAL - 75 Marks

Suggestions - All the units should be taught through exercises and activity-based tasks such as group discussions and role plays should be encouraged.

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