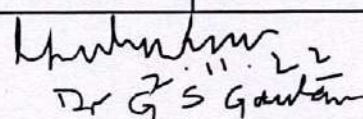


## Theory Paper

Part A Introduction			
Program: Degree	Class : BA	Year: III	Session: 2023-24
Subject: English Literature			
1	Course Code	A3-ELIT2T	
2	Course Title	Indian English Poetry and Drama (Theory)	
3	Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)	Minor/Elective	
4	Pre-requisite (if any)	To study this course, a student must have had this subject in Diploma (Second Year).	
5	Course Learning Outcomes (CLO)	<p><b>On successful completion of this course, the students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times till the present,</li> <li>2. Evaluate critically the contributions of major Indian English poets and dramatists,</li> <li>3. Analyse how the sociological, historical, cultural and political contexts impacted the texts selected for study,</li> <li>4. Interpret the strengths and constraints of Indian English as a literary medium,</li> <li>5. Develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them.</li> </ol>	
6	Credit Value	4	
7	Total Marks	Max. Marks: 30 + 70	Min. Pass Marks: 35
Part B- Content of the Course			
Total No. of Lectures (in hours per week): 02			
Total No. of Lectures: 60 Lectures			
Unit	Topics	No. of Lectures (1 Hour Each)	
I	<b>Introduction and Poetry</b> <ul style="list-style-type: none"> <li>• A Brief Introduction to Indian English Poetry</li> <li>• Henry Louis Vivian Derozio: Harp of India</li> <li>• Sri Aurobindo: Savitri: Canto I</li> </ul> <p><b>Keywords:</b> <i>Indian English Poetry, Cultural values, Indian knowledge tradition and philosophy, Indian mythology, Nationalism, Patriotism</i></p>	15	
II	<b>Indian English Poetry</b> <ul style="list-style-type: none"> <li>• AK Ramanujan: The Obituary, A River</li> <li>• Kamala Das: The Old Playhouse, The Dance of the Eunuchs</li> </ul>	15	

  
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	<b>Keywords:</b> <i>Hindu traditions and culture, Cultural diversity in India, Regionalism, Feminist sensibilities and patriarchy</i>	
III	<b>Introduction to Indian English Drama</b> <ul style="list-style-type: none"> <li>● A Brief Introduction to Indian English Drama</li> <li>● Krishna Mohan Banerjee: The Persecuted</li> <li>● Rabindranath Tagore: The Post Office</li> </ul> <b>Keywords:</b> <i>Indian English Drama, Indian cultural philosophies, Social reformation, Major themes of Indian English Drama</i>	15
IV	<b>Indian English Drama</b> <ul style="list-style-type: none"> <li>● Vijay Tendulkar: Silence! The Court is in Session</li> <li>● Badal Sircar: Evam Indrajeet</li> </ul> <b>Keywords:</b> <i>Indian Theatre, Nukkad Natak, Marathi Theatre, Bangla Theatre, Contemporary social issues</i>	15

**Keywords/Tags:**

### Part C-Learning Resources

#### Text Books, Reference Books, Other resources

#### 1. Suggested Readings:

1. Agrawal, K.A., "Indian Writing in English: A Critical Study", Atlantic Publishers and Distributors PVT LTD, India, 2021.
2. Banerjee, B., "CBCS English Honours Handbook on Indian Writing in English", Indian Books View, India, 2019.
3. Iyengar, KRS., "Indian Writing in English", Sterling Publishers PVT LTD, India, 2012.
4. Rawat, Dr. et al, "Verso Palacio", Subharambh Publication, India, 2022.

#### 2. Suggestive digital platforms/ web links

1. [www.eshiksha.mp.gov.in](http://www.eshiksha.mp.gov.in)
2. <https://www.cambridgescholars.com/resources/pdfs/978-1-5275-3322-6-sample.pdf>
3. [https://en.wikipedia.org/wiki/Indian\\_poetry\\_in\\_English](https://en.wikipedia.org/wiki/Indian_poetry_in_English)
4. [http://www.tmv.edu.in/pdf/Distance\\_education/MA%28English%29/Indian%20Literature%20in%20English/Ch-1.pdf](http://www.tmv.edu.in/pdf/Distance_education/MA%28English%29/Indian%20Literature%20in%20English/Ch-1.pdf)
5. <https://www.englitmail.com/2019/09/indian-english-drama-overview.html>
6. [http://ir.unishivaji.ac.in:8080/jspui/bitstream/123456789/1983/6/06\\_Chapter%201.pdf](http://ir.unishivaji.ac.in:8080/jspui/bitstream/123456789/1983/6/06_Chapter%201.pdf)

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

#### Suggested equivalent online courses:

1. **Indian Poetry in English - NPTEL**  
[https://onlinecourses.nptel.ac.in/noc22\\_hs39/preview](https://onlinecourses.nptel.ac.in/noc22_hs39/preview)
2. **Indian Writing in English -SWAYAM**  
[https://onlinecourses.swayam2.ac.in/cec21\\_lg13/preview](https://onlinecourses.swayam2.ac.in/cec21_lg13/preview)

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Part D-Assessment and Evaluation		
<b>Suggested Continuous Evaluation Methods:</b>		
Maximum Marks : 100		
Continuous Comprehensive Evaluation (CCE) : 30 Marks University Exam (UE): 70 Marks		
<b>Internal Assessment :</b> Continuous Comprehensive Evaluation (CCE)	Class Test Assignment/Presentation	30
<b>External Assessment :</b> University Exam Section Time : 03.00 Hours	<b>Section(A) :</b> Very Short Questions <b>Section (B) :</b> Short Questions <b>Section (C) :</b> Long Questions	70
<b>Any remarks/ suggestions:</b>		

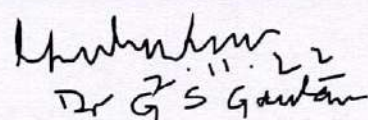
### Practical Paper

Part A Introduction			
<b>Program: Degree</b>	<b>Class : BA</b>	<b>Year: III</b>	<b>Session: 2023-24</b>
<b>Subject: English Literature</b>			
1	<b>Course Code</b>	A3-ELIT2P	
2	<b>Course Title</b>	Evaluation of Indian English Poetry and Drama (Practical)	
3	<b>Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)</b>	Minor/Elective	
4	<b>Pre-requisite (if any)</b>	To study this course, a student must have had this subject in Diploma (Second Year).	
5	<b>Course Learning outcomes (CLO)</b>	<b>On successful completion of this course, the students will be able to:</b> <ol style="list-style-type: none"> <li>1. Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present,</li> <li>2. Evaluate critically the contributions of major Indian English poets and dramatists,</li> <li>3. Analyse how the sociological, historical, cultural and political context impacted the texts,</li> <li>4. Interpret the strengths and constraints of Indian English as a literary medium,</li> <li>5. Develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them,</li> <li>6. Cultivate critical thinking and creativity.</li> </ol>	
6	<b>Credit Value</b>	2	
7	<b>Total Marks</b>	Max. Marks: 100	Min. Pass. Marks:35
Part B- Content of the Course			
<b>Total No. of Lectures/Practical (in hours per week): 01 lecture of 2 hours</b>			
<b>Total No. of Lectures: 30 Lectures</b>			
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>	

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		(2 Hours Each)
I	<p><b>Critical Evaluation</b></p> <ul style="list-style-type: none"> <li>• Critical evaluation and interpretation of literary works prescribed in the theory paper</li> </ul> <p><b>Keywords:</b> <i>Creative Writing, Imitative, assimilative and experimental phases of Indian English Poetry, Analytical and critical thinking, Linguistic and communicative competence, Innovative and imaginative thinking, Usage of appropriate words, Study of nature, man and society</i></p>	15
II	<p><b>Teaching and Demonstration</b></p> <ul style="list-style-type: none"> <li>• Class teaching, group discussion, demonstration or presentation on literary pieces prescribed in the theory paper</li> </ul> <p><b>Keywords:</b> <i>Indian English Drama, Communicative skills, Mastery over the content, Linguistic components, Language skills</i></p>	15
<b>Keywords/Tags:</b>		
<b>Part C-Learning Resources</b>		
<b>Text Books, Reference Books, Other resources</b>		
<p><b>1. Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Agrawal, K.A., "Indian Writing in English: A Critical Study", Atlantic Publishers and Distributors PVT LTD, India, 2021.</li> <li>2. Banerjee, B., "CBCS English Honours Handbook on Indian Writing in English", Indian Books View, India, 2019.</li> <li>3. Iyengar, KRS., "Indian Writing in English", Sterling Publishers PVT LTD, India, 2012.</li> </ol> <p><b>2. Suggestive digital platforms/ web links</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://www.eshiksha.mp.gov.in">www.eshiksha.mp.gov.in</a></li> <li>2. <a href="https://www.cambridgescholars.com/resources/pdfs/978-1-5275-3322-6-sample.pdf">https://www.cambridgescholars.com/resources/pdfs/978-1-5275-3322-6-sample.pdf</a></li> <li>3. <a href="https://en.wikipedia.org/wiki/Indian_poetry_in_English">https://en.wikipedia.org/wiki/Indian_poetry_in_English</a></li> <li>4. <a href="http://www.tmv.edu.in/pdf/Distance_education/MA%28English%29/Indian%20Literature%20in%20English/Ch-1.pdf">http://www.tmv.edu.in/pdf/Distance_education/MA%28English%29/Indian%20Literature%20in%20English/Ch-1.pdf</a></li> <li>5. <a href="https://www.englitmail.com/2019/09/indian-english-drama-overview.html">https://www.englitmail.com/2019/09/indian-english-drama-overview.html</a></li> <li>6. <a href="http://ir.unishivaji.ac.in:8080/jspui/bitstream/123456789/1983/6/06_Chapter%201.pdf">http://ir.unishivaji.ac.in:8080/jspui/bitstream/123456789/1983/6/06_Chapter%201.pdf</a></li> </ol> <p><b>3. Books published by Madhya Pradesh Hindi Granth Academy, Bhopal</b></p>		
<p><b>Suggested equivalent online courses:</b></p> <ol style="list-style-type: none"> <li>1. <b>Writing Courses - COURSERA.COM</b> <a href="https://www.edx.org/learn/writing">https://www.edx.org/learn/writing</a></li> <li>2. <b>Free Writing Courses and Tutorials - Udemy</b> <a href="https://www.udemy.com/topic/writing/free/">https://www.udemy.com/topic/writing/free/</a></li> </ol> <p><b>Suggested Academic Activities for Experiments by Students:</b></p> <p><b>A. Linguistic Activities</b></p> <ol style="list-style-type: none"> <li>1. Testing the learners' pronunciation abilities through reading out the prescribed texts.</li> </ol>		

  
 Dr. G. S. Gaur



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

**B. Learning Approaches and Strategies**

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

**C. Performative Activities**

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

**D. Communicative Activities**

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

**E. Practicing Language Skills**

1. Learners should be asked to continuously practice language skills (LRW) based on resources available in the classroom

For example: speech available on the mobile internet platforms like YouTube, EDX etc can be used for listening exercise; using newspapers and textbooks for reading and writing skills; based on these three activities (LRW), learners should be inspired to practice the speaking skill.

**Part D-Assessment and Evaluation**

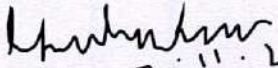
**Suggested Continuous Evaluation Methods:**

Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz	30	Viva Voce on Practical	70
Attendance		Practical Record File	

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Assignments (Charts/ Model Seminar / Rural Service/ Technology Dissemination/ Report of Excursion/ Lab Visits/ Survey /Industrial Visit )		Table Work / Experiments	
		<b>Total Marks : 100</b>	
<b>Any remarks/ suggestions:</b>			

  
 Dr G S Gowtham

Department of Higher Education