

SYLLABUS 2023-24

St. Aloysius' College (Autonomous)

Reaccredited 'A+' by NAAC (CGPA – 3.68/4.00)

College with Potential for Excellence by UGC

DST FIST Supported & Star College Scheme by DBT

Jabalpur (M.P.), India

PART A - INTRODUCTION

Class	: BA
Semester	: I
Subject	: English Literature (Theory)
Paper	: I (Study of Drama (Theory))
Compulsory / Optional	: Compulsory(Major)
Max. Marks	: 100 (40 + 60)
Credits	: 6 (4 + 2)
Course Outcomes	: 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.
- Understanding social, cultural and historical contexts and theatrical conventions.
- Better understanding of human life, behaviour, conflicts and widening of intellectual imagination.

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PART B – CONTENTS OF THE COURSE

	Title	No. of Lectures
Unit I	Drama: Nature, Scope and Forms Classical Drama 1.1 Sophocles: <i>Oedipus Rex</i> – Story	15
Unit 2	Renaissance Drama 2.1 Christopher Marlowe: Dr. Faustus 2.2 William Shakespeare: Tragedy in <i>The Merchant of Venice</i>	18
Unit 3	Restoration Drama 3.1 John Dryden: <i>All for Love</i>	12
Unit 4	Indian Drama 4.1 Girish Karnad: <i>Hayavadana</i>	15

PART C – LEARNING RESOURCES

Suggested Readings :

1. Boulton, Marjorie. *The Anatomy of Drama* London: Routledge and Kegan Paul Ltd., 1959.
2. Charlton, H.B. *Shakespearean Comedy*. Routledge Kegan and Paul, 1966.
3. Karnad, Girish. *Girish Karnad: Three Plays*. New Delhi: OUP, 2002.
4. Nicoll, Allardyce. *British Drama*. Delhi: Doaba House
5. Stanivukovic, Goran and John Cameron. *Tragedies of the English Renaissance: An Introduction (Renaissance Dramas and Dramatists)*, 1st ed. Edinburgh University Press, 2018.
6. 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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1. "Restoration Drama in England Encyclopedia Com Encyclopesha.Com. 2010,
[www.encyclopedia.com/humanities](http://www.encyclopedia.com/humanities/culture-magazines/restoration-drama-England) culture-magazines restoration-drama-England
2. Wikipedia contributors "English Drama Wikipedia, 26 Mar 2021-
wikipedia.org/wiki/English_drama
3. Renaissance Drama- <https://www.cootes.com/homework-help-what-main-sharacteriatic-renaissance-drama>
4. Restoration Drama Characteristics- <https://englishsummary.com/restoration-dramaresc.tab:0>
5. Shakespeare Sonnets Summary & Analysis 154 sonnets with translation-
<https://shakespearequotesandplass.com/shakespeare-sonnets>
6. Abhijnanashakuntala work by Kalidasa-
<https://www.britannica.com/topic/Abhinanashakuntala>
7. Oedipus Rex Greek mythology- <https://www.britannica.com/topic/Oedipus-Greek-mythology>

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PART A - INTRODUCTION

Class	: BA
Semester	: I
Subject	: English Literature (Practical)
Paper	: I (Applied Drama (Practical))
Compulsory / Optional	: Compulsory(Major)
Max. Marks	: 100
Credits	: 6 (4+2)
Course Outcomes	: 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.

PART B – CONTENTS OF THE COURSE

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	Title	No. of Lectures
Unit 1	American Drama 1.1 Arthur Miller: <i>All My Sons</i>	10
Unit 2	Modern Drama 2.1 JM Synge: <i>Riders to the Sea</i>	10
Unit 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	10

PART C – LEARNING RESOURCES

Suggested Readings –

1. 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.
2. Krasner, David. *A Companion to Twentieth-Century American Drama*. 1st ed., Wiley-Blackwell, 2007.
3. Lopez, Jeremy. *The Routledge Anthology of Early Modern Drama*. 1st ed., Routledge, 2020.
4. Miller, Arthur, and Christopher Bigsby. *All My Sons (Penguin Classics)*. New Ed, Penguin Classics, 2000.
5. O'Neill, Eugene, and Harold Bloom. *Long Day's Journey into Night*. 2nd ed., Yale University Press, 2002.

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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](https://en.wikipedia.org/wiki/Theater_in_the_United_States).

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	15
Attendance	5	Assignment of five essays of 300 words each about the prescribed the syllabus (handwriting and shape of presentation)	10
Assignments (Charts/Model Seminars/ 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 and stylistic competence• Knowledge of the literature prescribed• Analyzing, 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 the students will be appreciable.

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JABALPUR (M.P) INDIA
YEAR 2023-24

Programme:UG Level-CERTIFICATE
PART A: Introduction

Class : B.A. I Semester
Course Code : AI-FENG1T
Course Title : Introduction and Functions of Language (Paper I)
**Course Type (Core Course/
Elective/Generic Elective/
Vocational)** : **Elective**
Pre-Requisite (if any) : 10+2 in and stream / Open for all
Credit Value : 6 Credits
Total Marks : 60 (Theory) + 40(Internal Assessment)

Course Outcomes:

By the end of this course students will be able to:

- Understand and differentiate between communication and language.
- Be acquainted with personal and professional uses of language.
- Be grounded in the role and status of English in the era of Globalisation.
- Practice the skills of grammar in writing, conversations and discussions.
- Develop English language competence for enhanced employability prospects

PART B: Content of the Course

Total No. of Lectures: 60

Hours Per Week : Three

UNIT	TOPICS	No. of Lectures
Unit-I	Language 1. The concept and definitions of language 2. The purpose of language 3. The role of language in human development	15

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Unit-II	Language and Communication 1. Context, environment, knowing the audience and occasion 2. Language Ladder	15
Unit-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
Unit-IV	English Language 1. Development of English 2. Status and role of English in the era of globalization 3. Varieties of English: American, British, Indian	15

PART C: Learning Resources

Textbooks, Reference Books, Other Resources:

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

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SESSION- 2022-23

PART A - INTRODUCTION

Class	: BA (A1-FENGIT)
Semester	: I
Subject	: Functional English
Paper	: I (Introduction and Functions of Language)
Compulsory / Optional	: Compulsory (Minor)
Max. Marks	: 100(60+ 40)
Credits	: 6
Course Outcomes	:By the end of this course students will be able to: <ul style="list-style-type: none">• Understand and differentiate between communication and language.• Be acquainted with personal and professional uses of language.• Be grounded in the role and status of English in the era of Globalisation.• Practice the skills of grammar in writing, conversations and discussions.• Develop English language competence for enhanced employability prospects

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PART B – CONTENTS OF THE COURSE

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

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

UNITS	TOPICS	NO. OF LECTURES
I	Language 1. The concept and definitions of language 2. The purpose of language 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 Varieties of English: American, British, Indian	15
	Keywords - Language, human development, communication, globalization	

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JABALPUR (M.P) INDIA

PART A - INTRODUCTION

Subject/Course type : FOUNDATION COURSE

Class : BA/BSC/BCOM/BCA/BBA

Semester : I SEMESTER

Paper Code : XI-FCHBIT

Paper Title : ENGLISH LANGUAGE AND INDIAN CULTURE

Max. Marks : 50 (30+20)

Credits : 2 credits

COURSE OUTCOMES:

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 and make them responsible citizens.

PART B – CONTENTS OF THE COURSE

UNIT	TOPICS
Unit-I	Reading, Writing and Interpretation Skills: 1. Where the Mind is Without Fear- Rabindranath Tagore (Keyword: Patriotism) 2. National Education-M. K. Gandhi (Keyword: Edification) 3. The Axe-R.K Narayan [Keyword: Environment] 4. The Wonder That Was India-A. L Basham(an excerpt)[Keyword: indianness] 5. Preface to the Mahabharata C. Rajagopalachari [Keyword: Indian Mythology] 6.Child Bride- Rajiv Khandelwal
Unit-II	Comprehension Skill: Unseen Passage followed by Multiple choice questions

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Unit-III	Basic Language Skills <ol style="list-style-type: none"> Vocabulary Building: Suffix, Prefix, Synonyms, Antonyms, Homophones, Homonyms and One-word substitution <p>Basic Grammar: Noun, Pronoun, Adjective, Verb, Adverb, Prepositions, Articles, Time and Tense</p>
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PART C – LEARNING RESOURCES

Textbooks, Reference Books, Other Resources: Suggested Readings-

1. Essential English Grammar-Raymond¹ Murphy, Cambridge University Press.
2. Practical English Grammar Exercises1-A.J.Thomson & A.V.Martinet, Oxford India.
3. Practical English Usage-Michael Swan, Oxford
4. English Grammar in Use-Raymond Murphy, Cambridge University Press.

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PART A - INTRODUCTION

Class	: BA
Semester	: II
Subject	: English Literature (Theory)
Course Code	: A1-ELIT2T
Course Title	: Study of Poetry
Paper	: II (Theory)
Course Type	: Core Course
Total Marks	: 100 (60+40)
Credit Value	:6 (4 + 2)

COURSE OUTCOMES :After the study of this paper, the students will be able:

- To identify, interpret, analyse and appreciate the various elements of poetry.
- To develop literary intellect.
- To appreciate the lyrical and sonorous quality of languages.
- To foster aesthetic sense and an appreciation of what is beautiful in the world.
- To understand the basic terminology and practical elements of poetry.

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PART B – CONTENTS OF THE COURSE

Unit	Topics	No. Of Lectures
I	<p>1.Introduction to Literature and its classification—Poetry from Chaucer to Milton</p> <p>1.1 Figures ofSpeech: Definition of Poetry according to the Poets discussed in this paper: Different ages with different socio-economic and political backgrounds; Literary Terminology</p> <p>1.2 Geoffrey Chaucer: The Wife of Bath, The Pardoner (from <i>The Prologue to The Canterbury Tales</i>)</p> <p>1 .3 John Donne: Death Be Not Proud</p> <p>1 .4 John Milton: On His Blindness</p> <p>Keywords/ Tags: Figurative language. Extended metaphor. Hyperbole , imagery, Iambic pentameter, Foot Line, Narrative Poetry, Metaphysical Poetry, Puritan era</p>	15
II	<p>2. Poetry in Neoclassical and Romantic Age</p> <p>2.1 Alexander Pope: The Rape of the Lock - Canto III</p> <p>2.2 William Wordsworth: Solitary Reaper. Daffodils</p> <p>2.3 John Keats: Ode to Autumn</p> <p>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</p>	15

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III	3. Poetry in Victorian Age 3.1 Alfred Lord Tennyson. Break BreakBreak 3.2 Robert Browning. The Last Ride Together 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	4. Indian Poetry 4.1 Toru Dutt: Our Casuarina Tree, Sita 4.2 Sarojini Naidu: Indian Weavers 4.3 Rabindranath Tagore: Gitanjali Song No. 1 & 2 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

Suggested Readings:

1. "A History of Modern Poetry: Modernism and After: "Perkins, David Paperback. 1989
2. *Glossary of Literary Terms* Abrams MH, Prism Books Pvt. Limited 1993
3. "John Donne- The Major works OWC?". Carcy, John and Dunne, John. UK: Oxford University Press, 2009. Print.
4. *John Keats: His life and Poetry. His Friends. Critics and After Fame.* " Colvin Sidney, London: Macmillan. 1917.
5. "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.
6. "Lyrical Ballads with Pastoral and Other Poems. " Wordsworth, William (1803). (4 ed.)London: Printed for Longman, Hurst. Rees. And Orme. by R. Taylor
7. "The Canterbury Tales. "Chaucer. Geoffrey. Trans. Nevill Coghill" New" Delhi Penguin

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Classics, 2002. Print. Brown, Peter. Geoffrey Chaucer. OWC. New Delhi: Oxford University Press, 2011. Print.

8. “Toru Dutt (1856—1877), *Indian Poet, Translator. And Novelist*”. Lokuge, Chandani (12 September 2019). Oxford: Oxford University Press.

Suggestive digital platforms web links:

1. Athar. “Indian Poetry In English.” *English Summery*, 17 Nov 2017. englishsummary.com/Indian-poets-in-English.
2. Literatutemini.Com. “The Brief History of English Poe
www.literaturemini.com/2018/08/the-brief-history-of-english-poetry.html
try.” 2018, 2018.
3. Polly. “A Brief History of English Poetry.” *The Culture Project*, 17 Apr. 2017, thecultureprojectblog.wordpress.com/2017/03/19/a-brief-history-of-english-poets’
4. 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
- <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

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PART A - INTRODUCTION

Class	: BA
Semester	: II
Subject	: English Literature (Practical)
Course Code	: A1-ELIT2T
Course Title	: Applied Poetry
Paper	: II (Practical)
Course Type	: Core Course

COURSE OUTCOMES : 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, analyse and appreciate the various elements of poetry.
- To develop literary intellect.
- To appreciate the lyrical and sonorous quality of Languages.

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.

Total Marks	: 100
Credit Value	:6 (4 + 2)

PART B – CONTENTS OF THE COURSE

Unit	Topics	No. Of Lectures
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I	I. American Poetry 1.1 Walt Whitman O Captain! My Captain! 1.2 Robert Frost: The Road Not taken Keywords/ Tags: <i>Modern poetry. WWI, Imagination and Reality, War poetry'. Symbolist movement. Patriotic poetry, WWII, The Holocaust, Confessional poetry</i>	10
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 .</i> <i>Impact of the French revolution. Lord Byron. Disillusionment, Irish literary revival</i>	10
III	3. Applied Poetry: Problems and Prospects 3. I 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. Wordsounds. Allegory-. Shape. Mood. Stanza</i>	10

PART C – LEARNING RESOURCES

Suggested Readings:

1. Dove, Rita. *The Penguin Anthology of Twentieth-Century American Poetry*. Isted, Penguin Books. 2013.
2. Eliot, V. T. S. *Eliot: Collected Poems. 1909—1962 The Centenary Edition*. Isted. Harcourt Brace Jovanovich, 1991 .
3. Frost, Robert. *The Poems of Robert Frost: Poetry for the Ages*. Independently published, 2019
4. Lehman David, and John Brehm. *The Oxford Book of American Poetry*. 1st ed., Oxford University Press, 2006.
5. Plath, Sylvia *The Collected Poems*. Reprint, Harper Perennial Modern Classics, 2018

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6. Shakespeare, William. *Love Poems and Sonnets of William Shakespeare* Independently published 2020.
7. Walt Whitman et, al *Walt Whitman Poetry Collection: Various Works and Poems and a Complete Biography of Walt Whitman* , Independently Published 2020

Suggestive digital platforms web links

- “375 Poems by William Shakespeare.” William Shakespeare Net, 2018.
 - www.williamshakespeare.net/poems.jsp.
- “Eliot's Poetry: ‘The Love Song of J. Alfred Prufrock.’ Sparknotes, 2019.
 - www.sparknotes.com/poetn'/eliot/section_1
- “Ode to the West Wind Poem Summary and Analysis.” Litcharts, 2020,
 - www.litcharts.com/poetr/perciv-bvsshe-she Hey/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 Encyclopedia 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



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JABALPUR (M.P) INDIA

Programme:UG Level-CERTIFICATE
PART A: Introduction

Class : B.A. II Semester
Year : 2022-23
Session : 2022-23 onwards
Course Code : AI-FENG2T
Course Title :Functional Grammar of English
**Course Type (Core Course/
Elective/Generic Elective/
Vocational)** : Elective
Pre-Requisite (if any) : 10+2 in and stream / Open for all
Credit Value : 4 Credits
Total Marks : 60 (Theory) + 40(Internal Assessment)

Course Outcomes : Through this course:

- Learners improve the ability to express themselves.
- Learners make use of English language in everyday activity with confidence.
- Learners will develop language skills like Listening, Speaking, Reading and Writing.
- Learning will be able to practice active listening skills.
- Learners will be able to adept at Presentation skills- DHP, LCD, PPT and hyperlink.

PART B: Content of the Course

Total No. of Lectures: 60
Hours Per Week: Three

UNIT	TOPICS	No. of Lectures
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Unit-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
Unit-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
Unit-III	(a) Tenses (b) Subject verb agreement-Common Errors (c) Conjunction and Prepositions 7. 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
Unit-IV	(a) Voice: Active/ Passive (b) Narration: Direct/Indirect Suggested Subject Enrichment Activity (SEA) - Written/ spoken tasks and assignments such as: <ul style="list-style-type: none"> • 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

PART C: Learning Resources

Textbooks, Reference Books, Other Resources:

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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 Press, New Delhi.
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.

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JABALPUR (M.P) INDIA

Programme:UG Level-CERTIFICATE
PART A: Introduction

Class : B.A. II Semester
Year : 2022-23
Session : 2022-23 onwards
Course Code : AI-FENG2T
Course Title : Functional Grammar of English
**Course Type (Core Course/
Elective/Generic Elective/
Vocational)** : Minor
Pre-Requisite (if any) : 10+2 in and stream / Open for all
Credit Value : 6 Credits
Total Marks : 60 (Theory) + 40 (Internal Assessment)

Course Outcomes : Through this course:

- Learners improve the ability to express themselves.
- Learners make use of English language in everyday activity with confidence.
- Learners will develop language skills like Listening, Speaking, Reading and Writing.
- Learning will be able to practice active listening skills.
- Learners will be able to adept at Presentation skills- DHP, LCD, PPT and hyperlink.

PART B: Content of the Course

Total No. of Lectures: 60
Hours Per Week: Three

UNIT	TOPICS	No. of Lectures
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Unit-I	<p>(f) Sentence: Subject-Predicate, Types of Sentences</p> <p>(g) Noun - Kinds, Use, Numbers, Genders</p> <p>(h) Pronoun — Kinds, Use, Case</p> <p>(i) Adjectives- Kinds, Degree of Comparison</p> <p>(j) Articles and other Determiners</p> <p>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.</p>	15
Unit-II	<p>(e) Verbs — Principal and Auxiliary, Transitive, Intransitive, Finite, Non Finite</p> <p>(f) Infinitives and Imperatives, Participles and Gerunds</p> <p>(g) Modals</p> <p>(h) Adverbs</p> <p>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</p>	15
Unit-III	<p>(d) Tenses</p> <p>(e) Subject verb agreement-Common Errors</p> <p>(f) Conjunction and Prepositions</p> <p>8. 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.</p>	15
Unit-IV	<p>(c) Voice: Active/ Passive</p> <p>(d) Narration: Direct/Indirect</p> <p>Suggested Subject Enrichment Activity (SEA) - Written/ spoken tasks and assignments such as:</p> <ul style="list-style-type: none"> • Instruction based activities like bank account opening, ticket booking, making news reports from newspaper headlines and vice a versa, cookery demonstration/ sports commentary <p>Dialogue based questions on direct indirect speech, comic strips activities.</p>	15

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Unit- 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 Tags activities to demonstrate agreements, transforming simple sentences into compound/complex etc.	15
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PART C: Learning Resources

Textbooks, Reference Books, Other Resources:

Link for Online Grammar Quiz: <https://www.grammarbank.com>

Conversation Audios:

4. Remedial English Grammar for foreign students F.T. wood (Macmillan)
5. A Practical English Grammar, A.J. Thomson, A.V. Martinet —Oxford University Press, New Delhi.
6. 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.

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PART A- INTRODUCTION

Class	: BA
Semester	: III
Subject	: English Literature (Theory)
Course Code	: A2-ELIT1T
Course Title	: Study of Prose
Paper	: II (Theory)
Course Type	: Core Course
Max. Marks	: 100 (60+40)
Credits	: 6
Course Outcomes	:

After the completion of this course, the students will be able to:

- 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.
- Develop language and communication skills and creativity.
- Inculcating literary sensibility and a spirit of questioning in the students.
- Examining the author's purpose as well as the audiences and the subjects in texts

PART B – CONTENTS OF THE COURSE

Total No. of Lectures (in hours per week): 02

Total Lectures: 60 Hours

Unit	Topics	No. Of Lectures
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I	1. Early Prose Writers 1. Prose and its forms 2. Michel de Montaigne: On Sorrow (Translated By Charles Cotton) 3. Francis Bacon: Of Studies, Of Truth 4. Oliver Goldsmith: The Man in Black Keywords: <i>Elizabethan age, aphoristic essay, Satire, Brevity, Idiomatic language, Ornamental prose</i>	15
II	2.Eighteen/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 Keywords/Tags: <i>Periodical Essay, Dispersed Mediation, Humour and Pathos, Autobiographical Prose</i>	15
III	3.Prose in Modern Period: 3.1 A. G 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 Writing: 4.1 Nelson Mandela: Long Walk to Freedom 4.2 Arundhati Roy: The Algebra of Infinite Justice 4.3 Rajmohan Roy: Why Gandhi Still Matters Keywords/Tags: <i>Political writing, Social Upheaval, Dandi march, Satyagraha, Unsentimental view</i>	15

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PART A- INTRODUCTION

Class	: BA
Semester	: III
Subject	: English Literature (Practical)
Course Code	: A2-ELIT2T
Course Title	: Study of Prose
Paper	: II (Practical)
Course Type	: Core Course
Total Marks	: 100 (60 +40)
Credit Value	: 2
Course Outcomes	: On the completion of the course the students will be able to grasp the technicalities of prose. The course will help the students: <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.• Discover a new appreciation for the propagation of ideas with language as the essential medium.

PART B – CONTENTS OF THE COURSE

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

Total Lectures: 30 Hours

Unit	Topics	No. Of Lectures
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I	3. American Poets <ol style="list-style-type: none"> 1. R. W Emerson: Self Reliance 2. Henry James: The Art of Fiction 3. Cleanth Brooks: Poetry as a Way of Saying Keywords/Tags: <i>American Prose, Naturalism, Philosophy, Literary Criticism</i>	15
II	4. Indian Thinkers <ul style="list-style-type: none"> • Swami Vivekanand : Our Motherland • Rabindranath Tagore: Sadhana- The Realization of Life (Part1 and 2- The Relation of the Individual to the Universe and Soul Consciousness) • J. Krishnamurti: Individual and Society Keywords/Tags: <i>Indian Culture, Spiritualism, Religion, Transcendentalism</i>	15

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PART A - INTRODUCTION

Class : BA
Semester : III
Subject : Functional English
Paper : Language and Technology (Elective)
Course Code : A3-FENG2T
Compulsory / Optional : Optional
Max. Marks : 100 (60 + 40)
Credits : 4

Course Outcomes:

- Providing training in Language through latest technology.
- Enabling students to be independent learners.
- Enhancing computer literacy skills.
- Providing opportunity for hands-on learning.
- Enabling students to practise oratory and presentation skills.

PART B: Content of the Course		
Total No. of Lectures-Tutorials-Practicals (in hours per week): L-T-P 3 HOURS PER		
HOURS PER WEEK : THREE		
Unit	Topic	No of Lecture
I	Digital Learning Software andTypes - FOSS-OER Commons - Project Gutenberg - SWAYAM - e-(PG)Pathshala - Infilbnet - MOOC - Khan academy - Presentation software and educational potential - characteristics of an ideal PPT Presentation Students should be instructed to do free online courses. They should be given assignments to prepare PPT slides on topics related to ITC and ELL. Internal marksshould be based on these practical activities.	25

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II	INTERNET AND LINGUISTIC IMPACT World Wide Web - its impact on EnglishNet Speak - features of Net Speak The language of emails - hypertext and interactivityVirtual libraries Online dictionaries, e-zines , webinars, and the linguistic future of internet	25
III	INTERNET FOR LSRW (Listening, Speaking, Reading and Writing) Learning and teaching in the cyber era Sites and programmes for English Language Learners www.bbc.co.uk/learningenglish www.learningenglish.voanews.com www.esl-lab.com www.eslpdf.com www.englishbanana.com Student publishing, self-publishing, wikis, blogs, vlogs, podcasts, vodcasts. Students are to be given assignments to explore customized language programs on internet.	20
	KEY WORDS : Language, technology, English learning online, LSRW, digital learning, language software, linguistic impact	

PART C – LEARNING RESOURCES

Suggested Readings :

Suggested Readings :

Text Books :

Books by Hindi Granth Academy, Bhopal

Reference Books :

Crystal David, (2004) THE LANGUAGE AND THE INTERNET, CUP

Warschauer, Mark, & Shetzer, Heidi (2003) INTERNET FOR ENGLISH TEACHING,
Virginia

Suggested Digital platforms weblinks :

www.englishskillsone.com

Suggested equivalent online courses:

Coursera (<https://www.coursera.org/courses?query=communication%20skills>), SWAYAM

<https://www.cambly.com/courses>

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PART A - INTRODUCTION

Class : BA
Semester : III
Subject : Functional English
Paper : Language and Technology (Minor)
Course Code : A3-FENG2T
Compulsory / Optional : Optional
Max. Marks : 100 (60 + 40)
Credits : 6

Course Outcomes:

- Providing training in Language through latest technology.
- Enabling students to be independent learners.
- Enhancing computer literacy skills.
- Providing opportunity for hands-on learning.
- Enabling students to practise oratory and presentation skills.

PART B: Content of the Course		
Total No. of Lectures-Tutorials-Practicals (in hours per week): L-T-P 3 HOURS PER		
HOURS PER WEEK : THREE		
Unit	Topic	No of Lecture
I	Digital Learning Software andTypes - FOSS-OER Commons - Project Gutenberg - SWAYAM - e-(PG)Pathshala - Infilbnet - MOOC - Khan academy - Presentation software and educational potential - characteristics of an ideal PPT Presentation Students should be instructed to do free online courses. They should be given assignments to prepare PPT slides on topics related to ITC and ELL. Internal marksshould be based on these practical activities.	25

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II	INTERNET AND LINGUISTIC IMPACT World Wide Web - its impact on EnglishNet Speak - features of Net Speak The language of emails - hypertext and interactivityVirtual libraries Online dictionaries, e-zines , webinars, and the linguistic future of internet	25
III	INTERNET FOR LSRW (Listening, Speaking, Reading and Writing) Learning and teaching in the cyber era Sites and programmes for English Language Learners www.bbc.co.uk/learningenglish www.learningenglish.voanews.com www.esl-lab.com www.eslpdf.com www.englishbanana.com Student publishing, self-publishing, wikis, blogs, vlogs, podcasts, vodcasts. Students are to be given assignments to explore customized language programs on internet.	20
IV	SMART PHONE AS AN EDUCATIVE TOOL Use of smart phones for English language learning Useful mobile applications and latest apps for English language learning LEB English, VOA English, great poetry, hello talk English, English conversation, wordweb, MOBILE LEARNING MANAGEMENT SYSTEMS (MLMS) , Edmodo, and Schoology M- testing	20
2	KEY WORDS : Language, technology, English learning online, LSRW, digital learning, language software, linguistic impact	

PART C – LEARNING RESOURCES

Suggested Readings :

Suggested Readings :

Text Books :

Books by Hindi Granth Academy, Bhopal

Reference Books :

Crystal David, (2004) THE LANGUAGE AND THE INTERNET, CUP

Warschauer, Mark, &Shetzer, Heidi (2003) INTERNET FOR ENGLISH TEACHING,
Virginia

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Suggested Digital platforms weblinks :

www.englishskillsone.com

Suggested equivalent online courses:

Coursera (<https://www.coursera.org/courses?query=communication%20skills>), SWAYAM

<https://www.cambly.com/courses>

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PART A - INTRODUCTION

Class	: BA
Semester	: IV
Subject	: English Literature (Theory)
Course Code	: A2-ELIT2T
Course Title	: Study of Fiction
Paper	: II (Theory)
Course Type	: Core Course
Total Marks	: 100 (60+40)
Credit Value	:6
Course Outcomes	: The course will motivate the students to:

- 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.
- Expand creativity and imagination and enrich the vocabulary in a delightful manner.
- Appreciating Indian and Western English Literatures in the context of changing political and social identities.
- Equipping students with skills to engage critically and imaginatively with literary texts.

PART B – CONTENTS OF THE COURSE

Total No. of Lectures (in hours per week): 02

Total Lectures: 60 Hours

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Unit	Topics	No. Of Lectures
I	1. Forms of Early Fiction 1. Fiction and its types 2. Daniel Defoe: Robinson Crusoe 3. Samuel Richardson: Pamela 4. Jane Austen: Pride and Prejudice Keywords: <i>Elements of novel, Augustan age, Age of Enlightenment, Literary trends in eighteenth century, Impact of Renaissance, Epistolary novel, Narrative technique</i>	15
II	2. Victorian Fiction 2.1 Charles Dickens: A Tale of Two Cities 2.2 Thomas Hardy: The Mayor of Casterbridge 2.3 George Eliot: Middlemarch Keywords/Tags: <i>Victorian age, Realism, Pessimism, Fate and destiny, Regional novel, Social novel, Tragic novel, Historic fiction, Industrial age</i>	15
III	3. Modern Fiction 3.1 D. H. Lawrence: Sons and Lovers 3.2 Virginia Woolf: Mrs. Dalloway 3.3 George Orwell: 1984 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>	15
IV	4. Detective Literature and Science Fiction: 4.1 Mary Shelley: Frankenstein 4.2 R. L. Stevenson: Dr. Jekyll and Mr. Hyde 4.3 Arthur Conan Doyle: The Hound of the Baskervilles Keywords/Tags: <i>Mystery, Scientific discovery, Sherlock Holmes, Parallel universe, Gothic, Science fiction</i>	15

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PART A- INTRODUCTION

Class	: BA
Semester	: IV
Subject	: English Literature (Practical)
Course Code	: A2-ELIT1T
Course Title	: Study of Fiction
Paper	: II (Practical)
Course Type	: Core Course
Total Marks	: 100
Credit Value	:2
Course Outcomes	: On the completion of the course the students will be able to grasp the technicalities of prose. The course will help the students:

- Conceptualise abstract ideas into converse 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 jobs.
- Expand creativity and imagination.
- Strengthen their confidence and language skills with practical exercises; and
- Articulate complex ideas and emotions.

PART B – CONTENTS OF THE COURSE

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

Total Lectures: 30 Hours

Unit	Topics	No. Of Lectures
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I	1. American Fiction 1. Nathaniel Hawthorne : The Scarlet Letter 2. Herman Melville: Moby Dick 3. Ernest Hemmingway: The Old Man and the Sea Keywords/Tags: <i>American fiction, Historical fiction, Realism, Redemption, Epistemology, Travelogue</i>	15
II	2. Indian fiction 1. R. K Narayan: the English Teacher 2. Mulk Raj Anand: Untouchable 3. Anita Desai: Cry, the Peacock Keywords/Tags: <i>Indian fiction in English, Supernaturalism, Social Novel, Feminism in India, Psychological novel, Regional literature, Social tabbos</i>	15

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JABALPUR (M.P) INDIA

PART A: Introduction

Class	: B.A.
Year/Sem	: IV Semester
Subject	: Functional English
Paper	: Communicative English
Course Code	: A2-FENG2T
Optional/ Compulsory	: Minor/Elective
Max. Marks	: 100(60+40)
Credits	: 6 Credits
Course Outcomes	: This course will provide the-
	<ul style="list-style-type: none"> • Learners improve the ability to express themselves. • Learners make use of English language in everyday activity with confidence. • Learners will develop language skills like Listening, Speaking, Reading and Writing. • Learning will be able to practice active listening skills. • Learners will be able to adept at Presentation skills- DHP, LCD, PPT and hyperlink.

PART B- CONTENTS OF THE COURSE

	Title	No. of Lectures
UNIT I	Listening and Speaking <ul style="list-style-type: none"> • Listening to get and ask for information. • Giving information of self and others. • Giving instructions and responses to opinions. • Participating in a group discussion. • Giving a brief presentation. • Connecting ideas for discussion. • Ordering, offering, questioning, enquiring requesting ,giving suggestions, listening, encouraging and obliging. • Presentation skills-OHP, LCD, PPT and Hyperlink (A brief knowledge) 9. Role play • Production of speech sounds. Key words-Listening, Speaking, Communicative skills.	15

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UNIT II	<p>Reading and Writing</p> <ul style="list-style-type: none"> • Reading newspapers and material posted on social media. • Reading a short poem and a passage. • Reading for getting overall idea and main idea. • (Extensive and Intensive reading) • Meaningful paragraph writing: Structure, topic sentence, coherence, connecting ideas and the title. • Writing simple letters, applications and note -taking. • Writing short essays. • Precise writing. • E-mail writing. <p>Key words-Reading, Writing, Comprehension.</p>	15
UNIT III	<p>Classroom skill based activities</p> <ul style="list-style-type: none"> • Using concise dictionaries, platforms such as Google meet, zoom, What's App and emoticons etc. • Be aware of guidelines for using net based resources. • For listening and comprehension, using Ted x /standard podcast every week. 4. Listening to and watching a national/international classic award winning films and serials. • Preparing and presenting short skits on given subjects. • Preparing and delivering welcome, inaugural and a vote of thanks speeches. • Role play <p>Using Audio-visual learning resources Key words-Classroom skills, online platforms.</p>	15

PART C- LEARNING RESOURCES

Textbooks & Reference Books-

1. Krishna Mohan and Meera Banerjee-Developing Communicative Skills (Macmillan)
2. R.K. Bansal and J.B Harrison-Spoken English(Orient Longman)

E-learning Resources-

1. SWAYAM-Audio visual
2. e - content
3. e-pathshala
4. Randall's ESL Cyber Listening Lab(<http://www-esl-lab.com>)

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Jabalpur (M.P.), India
Session: 2023-24

PART A - INTRODUCTION

Class : BA
Year : III Year
Subject : English Literature (Theory)
Paper : I (English Language: Structure and Translation (Theory))

A3-ELIT1Q

Compulsory / Optional : Discipline Specific Elective (DSE)

To study this course, a student must have had this subject in
Diploma (Second Year)

Max. Marks : 100 (30 + 70)

Credits : 6 (4 + 2)

Course Outcomes : On successful completion of this course, the students will
(CLO) be able to:

1. Define the English language structures and their functioning in relation to phonology and morphology.
2. Evaluate the relationship between the English language and society.
3. Establish an understanding of the English language's artistry and utility.
4. Comprehend the elements and scope of translation.
5. Apply and practice techniques of English Grammar.
6. Depict the production of speech sounds and IPA symbol.

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7. Understand and evaluate the relationship between languages and develop the correct accent.
8. Learn the basic concepts of translation, its application and use it for global perspective and development of a borderless society.
9. Undertake literary translation work at primary level.

PART B – CONTENTS OF THE COURSE

	Title	No. of Lectures
Unit I	Introduction to Linguistics <ul style="list-style-type: none"> • Definition, Functions, Characteristics and Development of English Language • Approaches to the Study of Language — Synchronic and Diachronic Keywords: Grammar theories, Language and Society	15
Unit 2	Major Concepts of Linguistics <ul style="list-style-type: none"> • Phonology and Morphology • Word Accent, Rhythms, Syllables and Syllable Counting Keywords: Vowels and consonants, Acoustic property of speech sounds, Phonemes, Phonetics, Morphemes, Allomorphs, Allophones	15
Unit 3	Ambiguities and Translation <ul style="list-style-type: none"> • Ambiguities in Language: Structural and Semantic • Translation: Elements, Challenges and Scope Keywords: Homonym, Homophone, Non-literal speech, Anaphoric ambiguity, Inflective ambiguity, L1 Interference	15
Unit 4	Concepts related to Linguistics <ul style="list-style-type: none"> • IPA Symbols • IC Analysis Keywords: Prosody, L1, L2, Motivation in L2 learning	15

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PART C – LEARNING RESOURCES

Suggested Readings:

1. Arthi, R., and Bhuvaneswari, Dr. V., Introduction to Translation Studies in Indian Writing, “In Translation: Literature Across the World”, Authors Press, New Delhi, 2021.
2. Dornyei, Z., “Motivational Strategies in the Language Classroom”, Cambridge University Press, 2001.
3. Ellis, R., Task-based Research and Language Pedagogy, “Language Teaching Research”, Oxford University Press, 2000.
4. Herbst, Thomas, “English Linguistics: A Coursebook for Students of English”, De Gruyter Mouton, 2010.
5. Kapoor, K, “Text and Interpretation: The India Tradition”, DK Print World LTD, India, 2005.
6. Kapoor, RR., “In Translation: Literature Across the World”, Authors Press, India, 2021.

2. Suggestive digital platforms/ web links

www.eshiksha.mp.gov.in. Gwe: pr 1 c 7

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

Suggested equivalent online courses:

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

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Session: 2023-24

Practical Paper

Class	: BA
Semester/Year	: III Year (Group A Paper I)
Subject	: English Literature (Theory)
Paper	: Practicing English Language: Structure and Translation (Practical) A3-ELIT1Q
Compulsory / Optional	: Discipline Specific Elective (DSE) To study this course, a student must have had this subject in Diploma (Second Year)
Max. Marks	: 100
Credits	: 2
Course Outcomes	: On successful completion of this course, the students will be able to:

1. Define language structures, pronunciation and functioning of the language.
2. Evaluate the relationship between language.
3. Establish an understanding of the artistry and utility about the English language.
4. Comprehend the elements and scope of translation.

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5. Acquire mastery over communicative competence in English.

6. Apply and practice the techniques of English Grammar.

Part B- Content of the Course

Total No. of Lectures Practical (in hours per week): 01 lecture of 2 hours

Total No. of Lectures: 30 Lectures

Unit Topics No. of Lectures (2 Hours Each) | 15

	Title	No. of Lectures
Unit I	English Language Skills: <ul style="list-style-type: none">Noun Phrase, Verb Phrase, Articles and Article Features, 'be', 'do' and 'have'Organs of Speech and their functions Keywords: Word Formation, Base Word, Prefixes, Suffixes, Compounding	15
Unit 2	ELT: <ul style="list-style-type: none">Methods of ELT (methods to be practised by the students): Grammar Translation, Structural Approach, Direct Method, Situational Approach, Total Physical Response, Communicative Language Teaching, Natural Approach, Audiolingual Method, Task-based language teaching Keywords: Principles of teaching English, Difference between language and literature teaching	15

Part C-Learning Resources

Text Books, Reference Books, Other resources

1. Suggested Readings:

- Arthi, R., and Bhuvaneswari, Dr. V., Introduction to Translation Studies in Indian Writing, "In Translation: Literature Across the World", Authors Press, New Delhi, 2021.
- Dornyei, Z., "Motivational Strategies in the Language Classroom", Cambridge University Press, 2001.
- Ellis, R., Task-based Research and Language Pedagogy, "Language Teaching Research", Oxford

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University Press, 2000.

4. Herbst, Thomas, “English Linguistics: A Coursebook for Students of English”, De Gruyter Mouton, 2010.

5. Kapoor, K, “Text and Interpretation: The India Tradition”, DK Print World LTD, India, 2005.

2. Suggested digital platforms/web links:

- www.eshiksha.mp.gov.in
- [bps: www. Skessis com/essavs/english-language/methods-and-approaches-of-english-1](http://bps.www.Skessis.com/essavs/english-language/methods-and-approaches-of-english-1)
- [language-teaching-english- language-essay. php](http://language-teaching-english-language-essay.php)

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

Suggested equivalent online courses:

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

2. Free Courses on Linguistics at EDX <https://www.edx.org/learn/linguistics>

Suggested Academic Activities for Practise by Students:

A. Linguistic Activities

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

B. Learning Approaches and Strategies

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

C. Performative Activities

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

D. Communicative Activities

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

E. Practicing Language Skills

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

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

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Session: 2023-24

PART A - INTRODUCTION

Class	: BA
Semester/Year	: III Year
Subject	: English Literature (Theory)
Paper	: Indian Diaspora Literature (Theory)
Course Code	: A3-ELIT2D
Compulsory / Optional	: Discipline Specific Elective (DSE)

To study this course, a student must have had this subject in
Diploma (Second Year)

Max. Marks : 100 (30 + 70)

Credits : 6 (4 + 2)

Course Outcomes : On successful completion of this course, the students will
be able to:

- Explain the theoretical backgrounds of international migration, race, and ethnicity,
- Define the various attributes of the Indian Diaspora and the 'ambivalence' of their attitudes towards their own motherland as well as their adopted homeland.
- Demonstrate the quest for cultural identity on the part of the citizens of the Indian Diaspora and would be able to understand the psychological, social and political problems associated with Diaspora culture.

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- Discover their own country from a different prism through the eyes of writers who have lived in a composite culture.
- Create an interpretation of the texts in the context of Diaspora conditions.
- Explore questions of representation, and delve into the experiences of dislocation, marginalization, and acculturation that are usually associated with migration to a foreign land.

PART B – CONTENTS OF THE COURSE

	Title	No. of Lectures
Unit I	Introduction <ul style="list-style-type: none"> • A Brief Introduction to Indian Diaspora Literature • VS Naipaul: A House for Mr.Biswas (1961) • Kamala Markandaya: The Nowhere Man (1972) Keywords: <i>Diaspora conditions and sensibilities, Role of memory, Quest for identity, Racial discrimination</i>	15
Unit 2	Fiction <ul style="list-style-type: none"> • ShashiDeshpande: That Long Silence (1988) • Bharati Mukherjee: The Holder of the World(1993) Keywords: <i>Cultural displacement, Migration, Alienation, Modern Woman</i>	15
Unit 3	Fiction <ul style="list-style-type: none"> • Chitra Banerjee: Sister of My Heart (1999) • AravindAdiga: The White Tiger (2008) Keywords: <i>Minority community, Exile, Translation in Indian English Literature</i>	15
Unit 4	Non-Fiction <ul style="list-style-type: none"> • AmitavGhosh: In an Antique Land (1992) • JhumpaLahiri: Interpreter of Maladies (1999) Keywords: <i>Homeland and Diaspora, Cultural shock, Sense of belonging</i>	15



PART C – LEARNING RESOURCES

Text Books, Reference Books, Other resources

Suggested Readings:

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

2. Suggestive digital platforms/ web links

www.eshiksha.mp.gov.in. GATEWAY: page 1 of 7

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

Suggested equivalent online courses: Suggested equivalent online courses:

1. Understanding Diaspora –Udemy

<https://www.udemy.com/course/understanding-diaspora/>

2. Postcolonial Literature - NPTEL

<https://onlinecourses.nptel.ac.in/noc22/hs17/preview>

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

2. Free Courses on Linguistics at EDX <https://www.edx.org/learn/linguistics>

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Practical Paper

Session: 2023-24

Class	: BA
Semester/Year	: III Year(Group A Paper II)
Subject	: English Literature (Theory)
Paper	: Evaluation of Indian Diaspora Literature (Practical)
Course Code	: (Practical)A3-ELIT2Q
Compulsory / Optional	: Discipline Specific Elective (DSE)
To study this course, a student must have had this subject in Diploma (Second Year)	
Max. Marks	: 100
Credits	: 2
Course Outcomes	: On successful completion of this course, the students will be able to:

- Explain and evaluate the theoretical backgrounds of international migration, race, and ethnicity.
- Analyse the various attributes of the Indian Diaspora and the 'ambivalence' of their attitudes towards their own motherland as well as their adopted homeland.

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- Demonstrate the quest for cultural identity on the part of the citizens of the Indian Diaspora and would be able to understand the psychological, social and political problems associated with Diaspora culture.
- Discover our own country from a different prism through the eyes of writers who have lived in a composite culture.
- Create an interpretation of the texts in the context of Diaspora conditions.
- Explore questions of representation, and delve into the experiences of dislocation, marginalization, and acculturation that are usually associated with migration to a foreign land.

Part B- Content of the Course

Total No. of Lectures Practical (in hours per week): 01 lecture of 2 hours

Total No. of Lectures: 30 Lectures

Unit Topics No. of Lectures (2 Hours Each)| 15

	Title	No. of Lectures
Unit I	Critical Evaluation <ul style="list-style-type: none"> • Critical evaluation and interpretation to be done by the students of diaspora fiction and non-fiction prescribed in the theory paper <p>Keywords: <i>Composite culture, Culture and language, Transnationalism, Analytical and critical thinking, Linguistic and communicative competence, Innovative and imaginative thinking, Usage of appropriate words, Study of nature, man and society</i></p>	15
Unit 2	Teaching and Demonstration <ul style="list-style-type: none"> • Classroom teaching, presentation, demonstration, or discussion to be done by the students on any one of the literary pieces prescribed in the theory paper <p>Keywords: <i>Globalization and Diaspora, Communicative skills, Mastery over the content, Linguistic components, Language skills</i></p>	15

Part C-Learning Resources

Text Books, Reference Books, Other resources

1. Suggested Readings:

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1. Anand, TS., "Literature of Indian Diaspora", Creative Books, India, 2010.
2. Telugu, S., "Indian Literature in Diaspora – Routledge Contemporary South Asia Series Routledge Publication, 2022.

1. 3. Vineeth, V., Priya Dharisini, S., "Literature of Indian Diaspora", Mahaveer Publications, India, 2022.

2. Suggested digital platforms/web links:

- www.eshiksha.mp.gov.in
- <https://www.youtube.com/watch?v=i7iBMZxYulY>
- <https://www.youtube.com/watch?v=1LDITSCOlwli>
- <http://publications.anveshanaindia.com/wp-content/uploads/2017/08/INDIAN-DIASPORA-WRITERS%E2%80%93A-STUDY-1.pdf>
- <https://www.youtube.com/watch?v=qvazgfBD5E1>
- Books published by Madhya Pradesh Hindi Granth Academy, Bhopal

Suggested equivalent online courses:

1 Writing Courses - [COURSERA.COM](https://www.coursera.com)

<https://www.edx.org/learn/writing>

2 Free Writing Courses and Tutorials –Udemy

<https://www.udemy.com/topic/writing/free/>

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PART A - INTRODUCTION

Class : BA
Year : III
Subject : English Literature
Paper : Indian English Poetry and Drama (Theory) (Minor/Elective)
Course Code : A3-ELIT2T
Compulsory / Optional : Optional
Max. Marks : 100 (70 + 30))
Credits : 4
Course Outcomes : On successful completion of this course, the students will be able:

- Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times till the present,
- Evaluate critically the contributions of major Indian English poets and dramatists,
- Analyse how the sociological, historical, cultural and political contexts impacted the texts selected for study,
- Interpret the strengths and constraints of Indian English as a literary medium,
- Develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them.

PART B: Content of the Course		
Total No. of Lectures-Tutorials-Practicals (in hours per week): L-T-P 2 HOURS PER		
Total No. of Lectures: 60		
HOURS PER WEEK : THREE		
Unit	Topic	No of Lecture

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I	Introduction and Poetry <ul style="list-style-type: none"> ■ A Brief Introduction to Indian English Poetry ■ Henry Louis Vivian Derozio: Harp of India • Sri Aurobindo: Savitri: Canto I <p>Keywords: <i>Indian English Poetry, Cultural values, Indian knowledge tradition and philosophy, Indian mythology, Nationalism, Patriotism</i></p>	15
II	Indian English Poetry <ul style="list-style-type: none"> • AK Ramanujan: The Obituary, A River • Kamala Das: The Old Playhouse, The Dance of the Eunuchs <p>Keywords: <i>Hindu traditions and culture, Cultural diversity in India, Regionalism, Feminist sensibilities and patriarchy</i></p>	15
III	Introduction to Indian English Drama <ul style="list-style-type: none"> • A Brief Introduction to Indian English Drama • Krishna Mohan Banerjee: The Persecuted • Rabindranath Tagore: The Post Office <p>Keywords: <i>Indian English Drama, Indian cultural philosophies, Social reformation, Major themes of Indian English Drama</i></p>	15
IV	Indian English Drama <ul style="list-style-type: none"> ■ Vijay Tendulkar: Silence! The Court is in Session • Badal Sircar: Evam Indrajeet <p>Keywords: <i>Indian Theatre, Nukkad Natak, Marathi Theatre, Bangla Theatre, Contemporary social issues</i></p>	15

PART C – LEARNING RESOURCES

Suggested Readings :

Text Books:

- Agrawal, K.A., "Indian Writing in English: A Critical Study", Atlantic Publishers

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- Distributors PVT LTD, India, 2021.
- Banerjee, B., "CBCS English Honours Handbook on Indian Writing in English", View, India, 2019.
- Iyengar, KRS., "Indian Writing in English", Sterling Publishers PVT LTD,
- Rawat, Dr. et al, "Verso Palacio", Subharambh Publication, India, 2022.

2. Suggestive digital platforms/ web links:

1. <https://www.cambrikescholars.com/resources/pdfs/978-1-5275-3322-6-sample.pdf>
2. https://en.wikipedia.org/wiki/Indian_poetry_in_English
3. http://www.tmv.edu.in/pdf/Distance_education/MA%28English%29/Indian%20Literature%20in%20English/Ch-1.pdf
4. <https://wwwenglitmail.com/2019/09/indian-english-drama-overview.html>
4. <http://inunishivaii.ac.in:8080/ispui/bitstream/1234567891198376/06> Chapter

Neelanjana Ghoshal Shubhraj Divya Anurag Shubhraj Shahrukh Khan

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PART A - INTRODUCTION

Class	: BA
Semester	: III
Subject	: English Literature (Practical)
Paper	: Evaluation of Indian English Poetry and Drama (Practical)
Compulsory / Optional	: Minor/Elective
Max. Marks	: 100 (30 + 70)
Credits	: 2

Course Outcomes :

- Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present,
- Evaluate critically the contributions of major Indian English poets and dramatists,
- Analyse how the sociological, historical, cultural and political context impacted the texts,
- Interpret the strengths and constraints of Indian English as a literary medium,
- Develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them,
- Cultivate critical thinking and creativity.

PART B – CONTENTS OF THE COURSE

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	Title	No. of Lectures (2 hours each)
Unit 1	Critical Evaluation <ul style="list-style-type: none"> Critical evaluation and interpretation of literary works prescribed in the theory paper Keywords: <i>Creative Writing, Imitative, assimilative and experimental phases of Indian English Poetry, Analytical and critical thinking, Linguistic and communicative competence, Innovative and imaginative thinking, Usage of appropriate words, Study of nature, man and society</i>	15
Unit 2	Teaching and Demonstration <ul style="list-style-type: none"> Class teaching, group discussion, demonstration or presentation on literary pieces prescribed in the theory paper Keywords: <i>Indian English Drama, Communicative skills, Mastery over the content, Linguistic components, Language skills</i>	15

PART C – LEARNING RESOURCES

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 Book View, India, 2019.
3. Iyengar, KRS., "Indian Writing in English", Sterling Publishers PVT LTD, India, 2012

Suggestive digital platforms web links -

1. <https://www.cambridge.escholars.com/resources/pdfs/978-1-5275-3322-6-sample.pdf>

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Alhantaf
Shah
Piraj
Zunaid
Shahzad
Shahzad Khan

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 skills.

PART D – ASSESSMENT AND EVALUATION

Suggested Continuous Evaluation Methods:

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

Any remarks/suggestions:

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PART A - INTRODUCTION

Class : BA
Year : III
Subject : Functional English
Paper : Language and Technology (Minor)
Course Code : A3-FENG2T
Compulsory / Optional : Optional
Max. Marks : 100 (70 + 30))
Credits : 6
Course Outcomes : This course helps the students in-

- Providing training in Language through latest technology
- Enabling students to be independent learners
- Enhancing computer literacy skills
- Providing opportunity for hands-on learning
- Enabling students to practise oratory and presentation skills

PART B: Content of the Course		
Total No. of Lectures-Tutorials-Practicals (in hours per week): L-T-P 3 HOURS PER		
Total No. of Lectures: 90 HOURS PER WEEK : THREE		
Unit	Topic	No of Lecture
I	Digital Learning Software and Types - FOSS-OER Commons - Project Gutenberg - SWAYAM - e-(PG)Pathshala - Infilbnet - MOOC - Khan academy - Presentation software and educational potential - characteristics of an ideal PPT Presentation Students should be instructed to do free online courses. They should be given assignments to prepare PPT slides on topics related to ITC and ELL.	25

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II	INTERNET AND LINGUISTIC IMPACT World Wide Web - its impact on English Net Speak - features of Net Speak	25
III	INTERNET FOR LSRW (Listening, Speaking, Reading and , Writing) Learning and teaching in the cyber era sites and programmes for English Language	20
	www.learningenglish.voanews.c omwww.esl-lab.com www.eslpdf.com www.englishbanana. corn Student publishing, self-publishing, wikis, blogs, vlogs, podcasts, vodcasts. Students are to be given assignments to explore customized language	
IV	SMART PHONE AS AN EDUCATIVE TOOL Use of smart phones for English language learning Useful mobile applications and latest apps for English language learning LEB English, VOA English, great poetry, hello talk English, English conversation, wordweb, MOBILE LEARNING MANAGEMENT SYSTEMS (MLMS) , Edmodo,	
	KEY WORDS : Language, technology, English learning online, LSRW, digital learning, language software, linguistic impact	

PART C – LEARNING RESOURCES

Suggested Readings :

Suggested Readings :

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Shubh

Divya

Yamini

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Shubh

Shahin Khan

Text Books:

Books by Hindi Granth Academy, Bhopal

Reference Books:

Crystal David, (2004) THE LANGUAGE AND THE INTERNET, CUP

Warschauer, Mark, & Shetzer, Heidi (2003) INTERNET FOR ENGLISH TEACHING, Virginia

Suggested Digital platforms weblinks :

www.englishskillsone.com

Suggested equivalent online courses:

Coursera (<https://www.coursera.org/courses?query=communication%20skills>), SWAYAM

<https://www.cambly.com/courses>

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PART A - INTRODUCTION

Class	: BA
Semester/Year	: III Year
Subject	: Foundation Course (English)
Paper	: I (English Language & Communication Skills)
Course Code	: X3 -FCHB1T
Compulsory / Optional	: Compulsory
Max. Marks	: 50
Credits	: 2

Prerequisite: To study this course, a student should have basic knowledge English language. This course will be studied by all the students of UG Final year under the Foundation Course category.

Course Outcomes : On successful completion of this course, the students will be able to:

- Prepare for various competitive exams by developing their competence in English language.
- Promote their comprehension and communicative skills by being exposed to a variety of texts and their interpretations.
- Build and enhance their language competence through regular practice.
- Develop their knowledge of English Grammar and usages in a practical manner.

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- Compete in national and state level examinations for various competitions after the completion of the course.

PART B – CONTENTS OF THE COURSE

	Title	No. of Lectures
Unit I	<p>Reading, Writing and Interpretation Skills: (Text-Based)</p> <p>1. The Express -Stephen Spender</p> <p>2. The World is Too Much with Us-William Wordsworth</p> <p>3. My Financial Career -Stephen Leacock</p> <p>4. Running for Governor-Mark Twain</p> <p>5. Do Lawyers Have Daughters- Rajiv Khandelwal</p>	10
Unit 2	Essay writing -Topical essays: Terrorism, Covid -19 Pandemic, India and the Modern World, The Role of Women in the New Era, The Global World.	10
Unit 3	<p>(a) Communicative Skills: Words often Confused, Misused, Idiomatic Expressions and Proverbs, etc.</p> <p>(b) Essential Conversations: Introducing Yourself, Introducing Other Persons, Meeting Someone First Time, At the Airport, Ordering Food in a Restaurant, Talking about a Movie, etc.</p> <p>(c) Filing an F.I.R., Writing a Resume, E-mail Writing, Blog Writing on a given topic.</p> <p>Key Words: Manifesto, Self- Possession, Streamline, Rage, Meteors, Fierce, Perjury, Intent, Campaign, Malicious, English Communication, Competence, Soft Skills, Practical Knowledge, Resume, CV, Blog, Blog Writer and E-mails.</p>	10

PART C – LEARNING RESOURCES

Suggested Readings :

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

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