



ST. ALOYSIUS COLLEGE (AUTONOMOUS), JABALPUR

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

College with Potential for Excellence by UGC

DST-FIST Supported & STAR College Scheme by DBT

Faculty of Arts

Bachelor of Arts (B.A.)

SUBJECT: ENGLISH LITERATURE

B.A. V Semester

Paper-Discipline Specific Elective DSE

Indian English Poetry and Drama (Theory)

Course Outcomes

CO. No.	Course Outcomes	Cognitive Level
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times till the present.	U,A
CO2	Evaluate critically the contributions of major Indian English poets and dramatists.	K
CO3	Analyse how the sociological, historical, cultural and political contexts impacted the texts selected for study.	U
CO4	Interpret the strengths and constraints of Indian English as a literary medium	U, Analyze
CO5	Develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them.	U

Credit and Marking Scheme

	Credits	Marks		Total Marks
		Internal	External	
Theory	3	40	60	100
Total	3	100		

Evaluation Scheme

	Marks	
	Internal	External
Theory	3 Internal Exams of 20 Marks (During the Semester) (Best 2 will be taken)	1 External Exams (At the End of Semester)
Practical	3 Internal Exams (During the Semester) (Best 2 will be taken)	1 External Exams (At the End of Semester)

Shalini, Anshu, Divya, Anusha, Teesha, and others.



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Paper-Discipline Specific Elective DSE

Evaluation of Indian English Poetry and Drama (Practical)

Course Outcomes

CO.No.	Course Outcomes	Cognitive Level
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to the present.	U, A
CO2	Evaluate critically the contributions of major Indian English poets and dramatists.	K
CO3	Interpret the strengths and constraints of Indian English as a literary medium.	U
CO4	Develop a literary sensibility display an emotional response to the literary texts and cultivate a sense of appreciation for them.	U, Analyze
CO5	Cultivate critical thinking and creativity.	U

Credit and Marking Scheme

	Credits	Marks		Total Marks
		Internal	External	
Practical	2	25	75	100
Total	2		100	

Evaluation Scheme

	Marks	
	Internal	External
Practical	<ul style="list-style-type: none"> • Class Interaction/ Quiz • Attendance • Assignments (Charts/ Model Seminar / Rural Service/ Technology Dissemination/ Report of Excursion) Lab Visits/ Survey /Industrial Visit) 	<ul style="list-style-type: none"> • Viva voce based on the syllabus and assignment • Practical Record File\ • Table Work / Experiments



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Content of the Course

Practical

No. of Lectures (in hours per week): 2 Hrs. per week

Total No. of Lectures: 60Hrs.

Maximum Marks: 60

Units	Topics	No. of Lectures
I	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

References

Reference Books:

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

Web Links:

1. <https://www.cambridge.escholars.com/resources/pdfs/978-1-5275-3322-6-sample.pdf>
2. www.eshiksha.mp.gov.in
3. https://en.wikipedia.org/wiki/Indian_poetry_in_English
4. http://www.tmv.edu.in/pdf/Distance_education/MA%28English%29/Indian%20Literature%20in%20English/C-h-1.pdf
5. <https://www.englitmail.com/2019/09/indian-english-drama-overview.html>
6. http://ir.unishivaji.ac.in:8080/juspu/bitstream/123456789/1983/6/06_Chapter%201.pdf

Shahrukh Khan *Sydney* *Vinay* *Aarush* *Teasha* *Shahrukh Khan*



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Suggested Academic Activities for Experiments by Students:

A. Linguistic Activities

1. To test the learners' knowledge about the meaning, synonyms, antonyms of difficult words used in the texts and their usage in new sentences.
2. Testing the learners' pronunciation abilities through reading out the prescribed text
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.

Nalini *Shahrukh Khan* *Sydney* *Vinay* *Aarush* *Teasha* *Alhambra*



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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.

Nalini

[Redacted Signature]

Shahin Khan

[Redacted Signature]

Vinay

Aarush

Teasha

[Redacted Signature]