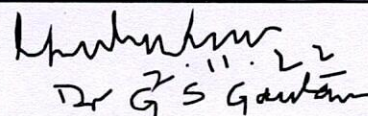


## Theory Paper

Part A Introduction			
Program: Degree	Class : BA	Year: III	Session: 2023-24
Subject: English Literature			
1	Course Code	A3-ELIT1D	
2	Course Title	English Language: Structure and Translation (Theory) (Group A Paper I)	
3	Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)	Discipline Specific Elective (DSE)	
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. Define the English language structures and their functioning in relation to phonology and morphology,</li> <li>2. Evaluate the relationship between the English language and society,</li> <li>3. Establish an understanding of the English language's artistry and utility,</li> <li>4. Comprehend the elements and scope of translation,</li> <li>5. Apply and practice techniques of English Grammar,</li> <li>6. Depict the production of speech sounds and IPA symbol.</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	<p><b>Introduction to Linguistics</b></p> <ul style="list-style-type: none"> <li>• Definition, Functions, Characteristics and Development of English Language</li> <li>• Approaches to the Study of Language – Synchronic and Diachronic</li> </ul> <p><b>Keywords:</b> <i>Grammar theories, Language and Society</i></p>	15	
II	<p><b>Major Concepts of Linguistics</b></p> <ul style="list-style-type: none"> <li>• Phonology and Morphology</li> <li>• Word Accent, Rhythms, Syllables and Syllable Counting</li> </ul> <p><b>Keywords:</b> <i>Vowels and consonants, Acoustic property of speech sounds, Phonemes, Phonetics, Morphemes, Allomorphs, Allophones</i></p>	15	
III	<b>Ambiguities and Translation</b>	15	

  
 Dr. G. S. Gaur

	<ul style="list-style-type: none"> <li>• Ambiguities in Language: Structural and Semantic</li> <li>• Translation: Elements, Challenges and Scope</li> </ul> <p><b>Keywords:</b> <i>Homonym, Homophone, Non-literal speech, Anaphoric ambiguity, Inflective ambiguity, L1 Interference</i></p>	
IV	<p><b>Concepts related to Linguistics</b></p> <ul style="list-style-type: none"> <li>• IPA Symbols</li> <li>• IC Analysis</li> </ul> <p><b>Keywords:</b> <i>Prosody, L1, L2, Motivation in L2 learning</i></p>	15

**Keywords/Tags:**

### Part C-Learning Resources

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

#### 1. Suggested Readings:

1. Arthi, R., and Bhuvaneshwari, 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

1. [www.eshiksha.mp.gov.in](http://www.eshiksha.mp.gov.in)
2. <https://www.youtube.com/watch?v=cmoBVyujlko>
3. [https://en.wikipedia.org/wiki/Morphology\\_\(linguistics\)](https://en.wikipedia.org/wiki/Morphology_(linguistics))
4. <https://en.wikipedia.org/wiki/Linguistics>
5. <https://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonology/#:~:text=Phonology%20is%20the%20study%20of,and%20used%20to%20convey%20meaning.>
6. <https://preply.com/en/blog/10-concepts-in-english-phonology-that-you-should-know/>

#### 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>

### Part D-Assessment and Evaluation

#### Suggested Continuous Evaluation Methods:

Maximum Marks : 100

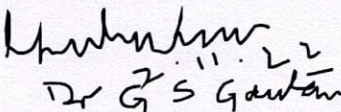
Continuous Comprehensive Evaluation (CCE) : 30 Marks University Exam (UE): 70 Marks

*Dr. G. S. Gauran*

<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>			
<b>1</b>	<b>Course Code</b>	<b>A3-ELIT1Q</b>	
<b>2</b>	<b>Course Title</b>	<b>Practising English Language: Structure and Translation (Practical) (Group A Paper I)</b>	
<b>3</b>	<b>Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)</b>	<b>Discipline Specific Elective (DSE)</b>	
<b>4</b>	<b>Pre-requisite (if any)</b>	To study this course, a student must have had this subject in Diploma (Second Year).	
<b>5</b>	<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. Define language structures, pronunciation and functioning of the language,</li> <li>2. Evaluate the relationship between language and society,</li> <li>3. Establish an understanding of the artistry and utility about the English language,</li> <li>4. Comprehend the elements and scope of translation,</li> <li>5. Acquire mastery over communicative competence in English,</li> <li>6. Apply and practice the techniques of English Grammar.</li> </ol>	
<b>6</b>	<b>Credit Value</b>	<b>2</b>	
<b>7</b>	<b>Total Marks</b>	Max. Marks: 100	Min. Passing 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 (2 Hours Each)</b>	
<b>I</b>	<b>English Language Skills</b>	<b>15</b>	

  
 Dr. G. S. Gaudin

	<ul style="list-style-type: none"> <li>• Noun Phrase, Verb Phrase, Articles and Article Features, 'be', 'do' and 'have'</li> <li>• Organs of Speech and their functions</li> </ul> <p><b>Keywords:</b> <i>Word Formation, Base Word, Prefixes, Suffixes, Compounding</i></p>	
II	<p><b>ELT</b></p> <ul style="list-style-type: none"> <li>• Methods of ELT (<i>methods to be practised by the students</i>): Grammar Translation, Structural Approach, Direct Method, Situational Approach, Total Physical Response, Communicative Language Teaching, Natural Approach, Audiolingual Method, Task-based language teaching</li> </ul> <p><b>Keywords:</b> <i>Principles of teaching English, Difference between language and literature teaching</i></p>	15

**Keywords/Tags:**

### Part C-Learning Resources

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

**1. Suggested Readings:**

1. Arthi, R., and Bhuvaneshwari, 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.

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

1. [www.eshiksha.mp.gov.in](http://www.eshiksha.mp.gov.in)
2. <https://www.youtube.com/watch?v=pHZho4qUX5U>
3. <https://www.ukessays.com/essays/english-language/methods-and-approaches-of-english-language-teaching-english-language-essay.php>
4. [https://www.jstor.org/stable/j.ctv9zckw.5?seq=23#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/j.ctv9zckw.5?seq=23#metadata_info_tab_contents)

**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**

*Dr G S Gauran*

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**

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.

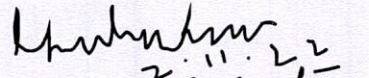
**Part D-Assessment and Evaluation**

**Suggested Continuous Evaluation Methods:**

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

*Dr G S Gowtham*

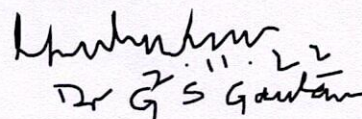
Assignments (Charts/ Model Seminar / Rural Service/ Technology Dissemination/ Report of Excursion/ Lab Visits/ Survey /Industrial Visit)		Table Work/ Experiments	
	<b>Total Marks : 100</b>		
<b>Any remarks/ suggestions:</b>			

  
 Dr. G. S. Gaur

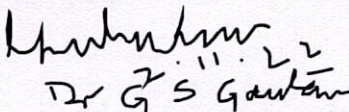
Department of Higher Education

## Theory Paper

Part A Introduction			
Program: Degree	Class : BA	Year: III	Session: 2023-24
Subject: English			
1	Course Code	A3-ELIT2D	
2	Course Title	Indian Diaspora Literature (Theory) (Group A Paper II)	
3	Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)	Discipline Specific Elective (DSE)	
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. Explain the theoretical backgrounds of international migration, race, and ethnicity,</li> <li>2. Define the various attributes of the Indian diaspora and the 'ambivalence' of their attitudes towards their own motherland as well as their adopted homeland,</li> <li>3. 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,</li> <li>4. Discover their own country from a different prism through the eyes of writers who have lived in a composite culture,</li> <li>5. Create an interpretation of the texts in the context of diaspora conditions.</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</b> <ul style="list-style-type: none"> <li>• A Brief Introduction to Indian Diaspora Literature</li> <li>• VS Naipaul: A House for Mr. Biswas (1961)</li> <li>• Kamala Markandaya: The Nowhere Man (1972)</li> </ul> <p><b>Keywords:</b> <i>Diaspora conditions and sensibilities, Role of memory, Quest for identity, Racial discrimination</i></p>	15	
II	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Shashi Deshpande: That Long Silence (1988)</li> </ul>	15	

  
 Dr. G. S. Gaur

	<ul style="list-style-type: none"> <li>• Bharati Mukherjee: The Holder of the World (1993)</li> </ul> <p><b>Keywords:</b> <i>Cultural displacement, Migration, Alienation, Modern Woman</i></p>	
III	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Chitra Banerjee: Sister of My Heart (1999)</li> <li>• Aravind Adiga: The White Tiger (2008)</li> </ul> <p><b>Keywords:</b> <i>Minority community, Exile, Translation in Indian English Literature</i></p>	15
IV	<p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>• Amitav Ghosh: In an Antique Land (1992)</li> <li>• Jhumpa Lahiri: Interpreter of Maladies (1999)</li> </ul> <p><b>Keywords:</b> <i>Homeland and diaspora, Cultural shock, Sense of belonging</i></p>	15
<b>Keywords/Tags:</b>		
<b>Part C-Learning Resources</b>		
<b>Text Books, Reference Books, Other resources</b>		
<b>1. Suggested Readings:</b>		
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.		
3. Vineeth, V., Priya Dharisini, S., "Literature of Indian Diaspora", Mahaveer Publications, India, 2022.		
<b>2. Suggestive digital platforms/ web links</b>		
1. <a href="http://www.eshiksha.mp.gov.in">www.eshiksha.mp.gov.in</a>		
2. <a href="https://www.youtube.com/watch?v=i7iBMZxYulY">https://www.youtube.com/watch?v=i7iBMZxYulY</a>		
3. <a href="https://www.youtube.com/watch?v=ILDITSC0IwU">https://www.youtube.com/watch?v=ILDITSC0IwU</a>		
4. <a href="https://www.tojqi.net/index.php/journal/article/download/4176/2857/4603#:~:text=The%20literature%20of%20the%20Indian.generation%20immigrants%20in%20the%20US.">https://www.tojqi.net/index.php/journal/article/download/4176/2857/4603#:~:text=The%20literature%20of%20the%20Indian.generation%20immigrants%20in%20the%20US.</a>		
5. <a href="http://publications.anveshanaindia.com/wp-content/uploads/2017/08/INDIAN-DIASPORA-WRITERS%E2%80%93A-STUDY-1.pdf">http://publications.anveshanaindia.com/wp-content/uploads/2017/08/INDIAN-DIASPORA-WRITERS%E2%80%93A-STUDY-1.pdf</a>		
6. <a href="https://www.youtube.com/watch?v=qvazgfBD5EI">https://www.youtube.com/watch?v=qvazgfBD5EI</a>		
<b>3. Books published by Madhya Pradesh Hindi Granth Academy, Bhopal</b>		
<b>Suggested equivalent online courses:</b>		
1. <b>Understanding Diaspora - Udemy</b> <a href="https://www.udemy.com/course/understanding-diaspora/">https://www.udemy.com/course/understanding-diaspora/</a>		
2. <b>Postcolonial Literature - NPTEL</b> <a href="https://onlinecourses.nptel.ac.in/noc22_hs17/preview">https://onlinecourses.nptel.ac.in/noc22_hs17/preview</a>		
<b>Part D-Assessment and Evaluation</b>		
<b>Suggested Continuous Evaluation Methods:</b>		
Maximum Marks : 100		
Continuous Comprehensive Evaluation (CCE) : 30 Marks University Exam (UE): 70 Marks		

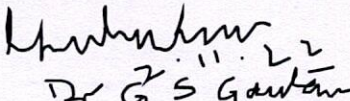
  
 Dr. G. S. Gaur



<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			
Program: Degree		Class : BA	Year: III
		Session: 2023-24	
Subject: English Literature			
1	Course Code	A3-ELIT2Q	
2	Course Title	Evaluation of Indian Diaspora Literature (Practical) (Group A Paper II)	
3	Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)	Discipline Specific Elective (DSE)	
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. Explain and evaluate the theoretical backgrounds of international migration, race, and ethnicity,</li> <li>2. Analyse the various attributes of the Indian diaspora and the 'ambivalence' of their attitudes towards their own motherland as well as their adopted homeland,</li> <li>3. 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,</li> <li>4. Discover our own country from a different prism through the eyes of writers who have lived in a composite culture,</li> <li>5. Create an interpretation of the texts in the context of diaspora conditions.</li> </ol>	
6	Credit Value	2	
7	Total Marks	Max. Marks: 100	Min. Pass. Marks:35
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			

  
 Dr. G. S. Gaur

Unit	Topics	No. of Lectures (2 Hours Each)
I	<p><b>Critical Evaluation</b></p> <ul style="list-style-type: none"> <li>• Critical evaluation and interpretation to be done by the students of diaspora fiction and non-fiction prescribed in the theory paper</li> </ul> <p><b>Keywords:</b> <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
II	<p><b>Teaching and Demonstration</b></p> <ul style="list-style-type: none"> <li>• Classroom teaching, presentation, demonstration, or discussion to be done by the students on any one of the literary pieces prescribed in the theory paper</li> </ul> <p><b>Keywords:</b> <i>Globalisation and diaspora, Communicative skills, Mastery over the content, Linguistic components, Language skills</i></p>	15

**Keywords/Tags:**

### Part C-Learning Resources

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

#### 1. Suggested Readings:

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

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

1. [www.eshiksha.mp.gov.in](http://www.eshiksha.mp.gov.in)
2. <https://www.youtube.com/watch?v=j7iBMZxYulY>
3. <https://www.youtube.com/watch?v=1LDITSC0IwU>
4. <https://www.tojqi.net/index.php/journal/article/download/4176/2857/4603#:~:text=The%20literature%20of%20the%20Indian.generation%20immigrants%20in%20the%20US.>
5. <http://publications.anveshanaindia.com/wp-content/uploads/2017/08/INDIAN-DIASPORA-WRITERS%E2%80%93A-STUDY-1.pdf>
6. <https://www.youtube.com/watch?v=qvazgfBD5EI>

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

#### Suggested equivalent online courses:

1. **Writing Courses - COURSERA.COM**  
<https://www.edx.org/learn/writing>
2. **Free Writing Courses and Tutorials - Udemy**  
<https://www.udemy.com/topic/writing/free/>

*Dr. G. S. Gaur*

### Suggested Academic Activities for Experiments by Students:

#### A. Linguistic Activities

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

#### B. Learning Approaches and Strategies

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

#### C. Performative Activities

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

#### D. Communicative Activities

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

#### E. Practicing Language Skills

1. Learners should be asked to continuously practice language skills (LRW) based on resources available in the classroom  
For example: speech available on the mobile internet platforms like YouTube, EDX etc can be used for listening 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.

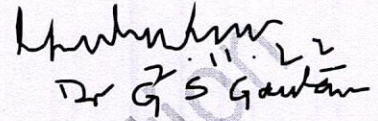
### Part D-Assessment and Evaluation

#### Suggested Continuous Evaluation Methods:

Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz		Viva Voce on Practical	

*Dr G S Gantam*

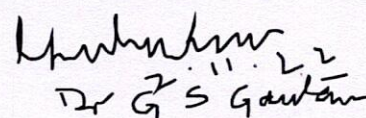
Attendance	30	Practical Record File	70
Assignments (Charts/ Model Seminar / Rural Service/ Technology Dissemination/ Report of Excursion/ Lab Visits/ Survey / Industrial Visit)		Table Work/ Experiments	
		<b>Total Marks : 100</b>	
<b>Any remarks/ suggestions:</b>			

  
 Dr. G. S. Gawron

Department of Higher Education

## Theory Paper

Part A Introduction			
Program: Degree	Class : BA	Year: III	Session: 2023-24
Subject: English Literature			
1	Course Code	A3-ELIT3D	
2	Course Title	Literary Criticism and Theories (Theory) (Group B Paper I)	
3	Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)	Discipline Specific Elective (DSE)	
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. Use literary theoretical concepts to develop their own interpretations of literary texts,</li> <li>2. Broaden their understanding of an author's work by summarizing, interpreting and exploring its value,</li> <li>3. Analyse and apply specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments,</li> <li>4. Think critically about a range of literary theories,</li> <li>5. Write in an insightful and informed way about specific literary theoretical works.</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 lectures: 60 Lectures			
Unit	Topics	No. of Lectures (1 Hour Each)	
I	<p><b>Introduction to Literary Criticism</b></p> <ul style="list-style-type: none"> <li>• Elements, methods, characteristics and purpose of literary criticism</li> <li>• Use of literary devices</li> </ul> <p><b>Keywords:</b> <i>Literary analysis, Themes, History, Context, Mimesis, Hamartia, Hubris, Peripeteia, Anagnorisis, Nemesis, Catharsis</i></p>	15	
II	<p><b>Early Twentieth Century Literary Criticism</b></p> <ul style="list-style-type: none"> <li>• Psychoanalytic Theory</li> <li>• Marxist Literary Criticism</li> <li>• Feminist Literary Theories</li> </ul> <p><b>Keywords:</b> <i>Old Criticism, New Criticism, Formalism, Class consciousness, Gender bias</i></p>	15	
III	<b>Later Twentieth Century Literary Criticism</b>	15	

  
 Dr. G. S. Gowtham

	<ul style="list-style-type: none"> <li>• Structuralism and Deconstruction</li> <li>• Reader-response Theory</li> <li>• Eco-criticism</li> </ul> <p><b>Keywords:</b> <i>Reception theory, Affective stylistics, New historicism, Sociological criticism, Archetypal criticism</i></p>	
IV	<p><b>Indian Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Bharat Muni's Natyashastra: Elements of Drama, Rasa Theory</li> <li>• Anand Vardhan: Dhvani Theory</li> </ul> <p><b>Keywords:</b> <i>Aestheticism, Decadence, Gender studies, Mimetic criticism, Queer theory</i></p>	15

**Keywords/Tags:**

**Part C-Learning Resources**

**Text Books, Reference Books, Other resources**

**1. Suggested Readings:**

1. Barry, P., "Beginning Theory", VIVA BOOKS, India, 2010.
2. Goulimari, P., "Literary Criticism and Theory: From Plato to Postcolonialism", Routledge Publication, 2014.
3. Kapoor, K., "Literary Theory: Indian Conceptual Framework", Affiliated East-West Press, India, 2012.
4. Nagarajan, MS., "English Literary Criticism and Theory", Orient BlackSwan, India, 2006.
5. Pathak, RS., "Comparative Poetics", Creative Books, India, 1998.

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

1. [www.eshiksha.mp.gov.in](http://www.eshiksha.mp.gov.in)
2. <https://www.britannica.com/art/literary-criticism>.
3. [https://en.wikipedia.org/wiki/Literary\\_criticism#:~:text=Literary%20criticism%20](https://en.wikipedia.org/wiki/Literary_criticism#:~:text=Literary%20criticism%20)
4. <https://iep.utm.edu/literary/>

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

**Suggested equivalent online courses:**

1. **Literary Theory and Literary Criticism Introduction - NPTEL**  
[https://onlinecourses.nptel.ac.in/noc22\\_hs94/preview](https://onlinecourses.nptel.ac.in/noc22_hs94/preview)
2. **Introduction to Theory of Literature - YALE OPEN COURSE**  
<https://ovc.yale.edu/english/engl-300>

**Part D-Assessment and Evaluation**

**Suggested Continuous Evaluation Methods:**

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

*Dr G S Gauran*

Any remarks/ suggestions:

## Practical Paper

Part A Introduction			
Program: Degree		Class : BA	Year: III
Session: 2023-24			
Subject: English Literature			
1	Course Code	A3-ELIT3Q	
2	Course Title	Practising and Evaluating Literary Criticism and Theories (Practical) (Group B Paper I)	
3	Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)	Discipline Specific Elective (DSE)	
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. Critically evaluate different literary pieces,</li> <li>2. Use literary theoretical concepts to develop their own interpretations of literary texts,</li> <li>3. Broaden their understanding of an author's work by summarizing, interpreting, and exploring its value,</li> <li>4. Analyze and apply specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments,</li> <li>5. Think critically about a range of literary theories,</li> <li>6. Write in an insightful and informed way about specific literary theoretical works.</li> </ol>	
6	Credit Value	2	
7	Total Marks	Max. Marks: 100	Min. Pass. Marks:35
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)	
I	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• What is Literary Criticism?</li> <li>• Practice of New Criticism and Formalism with different literary pieces</li> </ul>	15	

*Dr G S Gautham*

	<b>Keywords:</b> <i>Difference between Old Criticism and New Criticism, Classical literary theories</i>	
<b>II</b>	<b>Critical Evaluation of A Few Excerpts</b> <ul style="list-style-type: none"> <li>• Gita (English Translation by Eknath Easwaran)</li> <li>• Ramayana (English Translation by Ralph Griffith)</li> </ul> <b>Keywords:</b> <i>Indian literary theories and criticism</i>	<b>15</b>

**Keywords/Tags:**

**Part C-Learning Resources**

**Text Books, Reference Books, Other resources**

**1. Suggested Readings:**

1. Barry, P., "Beginning Theory", VIVA BOOKS, India, 2010.
2. Goulimari, P., "Literary Criticism and Theory: From Plato to Postcolonialism", Routledge Publication, 2014.
3. Kapoor, K., "Literary Theory: Indian Conceptual Framework", Affiliated East-West Press, India, 2012.
4. Nagarajan, MS., "English Literary Criticism and Theory", Orient BlackSwan, India, 2006.
5. Pathak, RS., "Comparative Poetics", Creative Books, India, 1998.

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

1. [www.eshiksha.mp.gov.in](http://www.eshiksha.mp.gov.in)
2. [https://en.wikipedia.org/wiki/Literary\\_criticism#:~:text=Literary%20criticism%20](https://en.wikipedia.org/wiki/Literary_criticism#:~:text=Literary%20criticism%20)
3. <https://englishliterature.education/theory/difference-between-literary-criticism-and-literary-theory/>

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

**Suggested equivalent online courses:**

1. **Literary Theory and Literary Criticism Introduction - NPTEL**  
[https://onlinecourses.nptel.ac.in/noc22\\_hs94/preview](https://onlinecourses.nptel.ac.in/noc22_hs94/preview)
2. **Introduction to Theory of Literature - YALE OPEN COURSE**  
<https://oyc.vale.edu/english/engl-300>

**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.

*Dr. G. S. Gaudan*



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

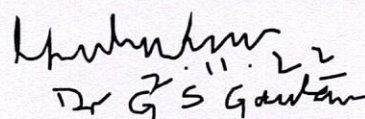
Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz	30	Viva Voce on Practical	70
Attendance		Practical Record File	
Assignments (Charts/ Model Seminar / Rural Service/ Technology Dissemination/ Report of Excursion/ Lab Visits/ Survey / Industrial Visit )		Table Work / Experiments	
<b>Total Marks : 100</b>			

**Any remarks/ suggestions:**

*Dr G S Gowda*

## Theory Paper

Part A Introduction			
Program: Degree	Class : BA	Year: III	Session: 2023-24
Subject: English Literature			
1	Course Code	A3-ELIT4D	
2	Course Title	Indian Writing in English (Theory) (Group B Paper II)	
3	Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)	Discipline Specific Elective (DSE)	
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. Depict the strengths and constraints of Indian English as a literary medium,</li> <li>2. Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times till the present,</li> <li>3. Analyse Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism,</li> <li>4. Develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them,</li> <li>5. Evaluate critically the contributions of major Indian English poets, dramatists and novelists.</li> </ol>	
6	Credit Value	4	
7	Total Marks	Max. Marks: 30 + 70	Min. Passing Marks: 35
Part B- Content of the Course			
Total No. of Lectures-Tutorials-Practical (in hours per week): 02			
Total No. of Lectures: 60 Lectures			
Unit	Topics	No. of Lectures (1 Hour Each)	
I	<p><b>Introduction to Indian English Literature</b></p> <ul style="list-style-type: none"> <li>● A Brief Introduction to Indian Writing in English</li> <li>● Jayanta Mahapatra: Indian Summer</li> <li>● Gieve Patel: On Killing a Tree</li> </ul> <p><b>Keywords:</b> <i>Indian Poetry in English, Rich Indian culture, Social and traditional values, Contemporary modern issues</i></p>	15	
II	<b>Indian English Prose</b>	15	

  
 Dr. G. S. Gaur

	<ul style="list-style-type: none"> <li>• RS Pathak: Introduction Pages 1-14 (The Writings of Dr. Hari Singh Gour)</li> <li>• Dr. S. Radhakrishnan: Living With A Purpose</li> </ul> <p><b>Keywords:</b> <i>Indian Culture, Spiritualism, Religion, Transcendentalism, Buddhism, Self-Denial</i></p>	
<b>III</b>	<p><b>Indian English Fiction</b></p> <ul style="list-style-type: none"> <li>• Kiran Desai: The Inheritance of Loss</li> <li>• Gitanjali Shree: Tomb of Sand</li> </ul> <p><b>Keywords:</b> <i>Indian Fiction in English, Migration, Homeland, Human values, Morality, Regionalism</i></p>	<b>15</b>
<b>IV</b>	<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• Habib Tanveer: Charandas Chor</li> <li>• Mahesh Dattani: Dance Like A Man</li> </ul> <p><b>Keywords:</b> <i>Indian English Drama, Street Plays, Gender Fluidity, Storytelling in Indian Culture</i></p>	<b>15</b>

**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. Pathak, RS., "The Writings of Dr. Hari Singh Gour", Aditya Publishers, Bina, 1998.
5. 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://en.wikipedia.org/wiki/Indian\\_English\\_literature#:~:text=Indian%20English%20literature%20\(IEL\)%2C.the%20numerous%20languages%20of%20India.](https://en.wikipedia.org/wiki/Indian_English_literature#:~:text=Indian%20English%20literature%20(IEL)%2C.the%20numerous%20languages%20of%20India.)
3. [https://sist.sathyabama.ac.in/sist\\_coursematerial/uploads/SHSA5103.pdf](https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SHSA5103.pdf)
4. <https://indianwritinginenglish.uohyd.ac.in/>

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

#### Suggested equivalent online courses:

1. **Indian Writing in English - NPTEL SWAYAM**  
[https://onlinecourses.swayam2.ac.in/cec21\\_lg13/preview](https://onlinecourses.swayam2.ac.in/cec21_lg13/preview)
2. **Indian Fiction in English - NPTEL**  
[https://onlinecourses.nptel.ac.in/noc19\\_hs47/preview](https://onlinecourses.nptel.ac.in/noc19_hs47/preview)

### Part D-Assessment and Evaluation

*Dr. G. S. Gaur*

**Suggested Continuous Evaluation Methods:**

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

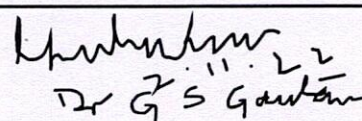
Any remarks/ suggestions:

**Practical Paper**

Part A Introduction			
Program: Degree	Class : BA	Year: III	Session: 2023-24
Subject: English Literature			
1	Course Code	A3-ELIT4Q	
2	Course Title	Evaluation of Indian Writing in English (Practical) (Group B Paper II)	
3	Course Type (Core Course/ Discipline Specific Elective/ Elective/ Generic Elective /Vocational/.....)	Discipline Specific Elective (DSE)	
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. Depict the strength and constraints of Indian English as a literary medium,</li> <li>2. Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present,</li> <li>3. Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism,</li> <li>4. Develop a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them,</li> <li>5. Evaluate critically the contributions of major Indian English poets, dramatists and novelists.</li> </ol>	
6	Credit Value	2	
7	Total Marks	Max. Marks: 100	Min. Passing Marks:35
Part B- Content of the Course			
Total No. of Lectures/Practical (in hours per week): 01 lecture of 2 hours each			

*Dr G S Gauthan*

Total No. of Lectures: 30 Lectures		
Unit	Topics	No. of Lectures (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>Indian Writing in English, 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 works prescribed in the theory paper</li> </ul> <p><b>Keywords:</b> <i>Indian Culture and Values, 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>Agrawal, K.A., "Indian Writing in English: A Critical Study", Atlantic Publishers and Distributors PVT LTD, India, 2021.</li> <li>Banerjee, B., "CBCS English Honours Handbook on Indian Writing in English", Indian Books View, India, 2019.</li> <li>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><a href="http://www.eshiksha.mp.gov.in">www.eshiksha.mp.gov.in</a></li> <li><a href="https://en.wikipedia.org/wiki/Indian_English_literature#:~:text=Indian%20English%20literature%20(IEL)%2C,the%20numerous%20languages%20of%20India.">https://en.wikipedia.org/wiki/Indian_English_literature#:~:text=Indian%20English%20literature%20(IEL)%2C,the%20numerous%20languages%20of%20India.</a></li> <li><a href="https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SHSA5103.pdf">https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SHSA5103.pdf</a></li> <li><a href="https://indianwritinginenglish.uohyd.ac.in/">https://indianwritinginenglish.uohyd.ac.in/</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><b>Writing Courses - COURSERA.COM</b> <a href="https://www.edx.org/learn/writing">https://www.edx.org/learn/writing</a></li> <li><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>		

  
 Dr. G. S. Gaudin

### 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

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

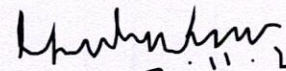
## Part D-Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

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

*Dr. G. S. Gaudin*

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. Gaur

Department of Higher Education