

DEVI AHILYA VISHWAVIDYALAYA, INDORE

SUBJECT: EDUCATION: Marks Distribution of B. A. B. Ed. Four Years Integrated Course

B. A. B. Ed. VI Semester

| Section | Paper | Subject | Total Marks | External Marks | | Exam. Pattern | Internal Marks | | Marks Distribution (Only for Internal) | Remarks |
|-----------------|--------------|---|-------------|----------------|-----|---|----------------|-----|---|---------|
| | | | | Max | Min | | Max | Min | | |
| Foundation Part | F-1 | Moral Values and Language-II | 75 | 50 | 20 | Written Exam. By the University | 25 | 10 | Attendance-5 1 st Test-5, 2 nd Test-5, Assignment-10 (Assignments/ Presentations/ Tests) | |
| | F-2 | Basics of Computer & Information Technology-II | 75 | 50 | 20 | | 25 | 10 | | |
| Arts Part | A-1 | Pol. Sc., Hist., Eco., Hindi, Eng., Soc., Geo. Psy., etc. (Any three subjects from given list) (In case of Geography and/or Psychology, practical work will be conducted separately) | 100 | 75 | 30 | | 25 | 10 | Attendance-5 1 st Test-5, 2 nd Test-5, Assignment-10 (Assignments/ Presentations/ Tests) | |
| | A-2 | | 100 | 75 | 30 | | 25 | 10 | | |
| | A-3 | | 100 | 75 | 20 | | 25 | 10 | | |
| Education Part | PC-2 | Pedagogy of School Subject Part-II Social Science, <i>Geo, Hist</i> | 100 | 75 | 30 | | 25 | 10 | Attendance-5 1 st Test-5, 2 nd Test-5, Assignment-5 (Assignments/ Presentations/ Tests) | |
| | Total | | 550 | | | | | | | |
| PRACTICAL PART | | | | | | | | | | |
| Arts Part | Practical-I | Psychology Practical-II | 100 | 75 | 30 | Viva Voce/ Record file/ Table work/ Experiment/ Practical (External examiner will be assigned by the University) | 25 | 10 | Attendance-5 1 st Test-5, 2 nd Test-5, Assignment-10 (Assignments/ Presentations/ Tests/Visits) | |
| | Practical-2 | Geography Practical-II | 100 | 75 | 30 | | 25 | 10 | | |
| Education Part | EPC-IV | Language across the Curriculum Part-II | 50 | 35 | 14 | | 15 | 06 | Attendance-5 1 st Test-5, 2 nd Test-5 | |
| | Total | | 800 | | | | | | | |
| | Theory Total | | 600/700/800 | | | | | | | |

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Theory Paper

| Part A Introduction | | | |
|---|---|--|--|
| Program: Degree | | Class : BA. <u>3rd</u> | षष्ठम सेमेस्टर Session: 202 <u>5</u> - <u>26</u> |
| 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>On successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the theoretical backgrounds of international migration, race, and ethnicity. 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. 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. 4. Discover their own country from a different prism through the eyes of writers who have lived in a composite culture. 5. Create an interpretation of the texts in the context of diaspora conditions. | |
| 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 | 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 | |
| II | Fiction <ul style="list-style-type: none"> • Shashi Deshpande: That Long Silence (1988) | 15 | |

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| | <ul style="list-style-type: none"> • Bharati Mukherjee: The Holder of the World (1993) Keywords: <i>Cultural displacement, Migration, Alienation, Modern Woman</i> | |
| III | Fiction <ul style="list-style-type: none"> • Chitra Banerjee: Sister of My Heart (1999) • Aravind Adiga: The White Tiger (2008) Keywords: <i>Minority community, Exile, Translation in Indian English Literature</i> | 15 |
| IV | Non-Fiction <ul style="list-style-type: none"> • Amitav Ghosh: In an Antique Land (1992) • Jhumpa Lahiri: Interpreter of Maladies (1999) Keywords: <i>Homeland and diaspora, Cultural shock, Sense of belonging</i> | 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
2. <https://www.youtube.com/watch?v=j7iBMZxYulY>
3. <https://www.youtube.com/watch?v=1LDITSC0lwU>
4. <https://www.toqil.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-L.pdf>
6. <https://www.youtube.com/watch?v=qvazgf3D5EI>

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

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

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks : 100

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

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| Internal Assessment : Continuous Comprehensive Evaluation (CCE) | Class Test Assignment/Presentation | 30 |
| External Assessment : University Exam Section Time : 03.00 Hours | Section(A) : Very Short Questions Section (B) : Short Questions Section (C) : 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-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) | On successful completion of this course, the students will be able to: <ol style="list-style-type: none"> 1. Explain and evaluate the theoretical backgrounds of international migration, race, and ethnicity. 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. 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. 4. Discover our own country from a different prism through the eyes of writers who have lived in a composite culture. 5. Create an interpretation of the texts in the context of diaspora conditions. | |
| 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 | | | |

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| Unit | Topics | No. of Lectures (2 Hours Each) |
|------|---|-----------------------------------|
| 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 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> | 15 |
| II | 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 Keywords: <i>Globalisation and diaspora, Communicative skills, Mastery over the content, Linguistic components, Language skills</i> | 15 |

Keywords/Tags:

Part C-Learning Resources

Text Books, Reference Books, Other resources

1. Suggested Readings:

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- Telugu, S., "Indian Literature in Diaspora - Routledge Contemporary South Asia Series", Routledge Publication, 2022.
- Vineeth, V., Priya Dharisini, S., "Literature of Indian Diaspora", Mahaveer Publications, India, 2022.

2. Suggestive digital platforms/ web links

- www.eshiksha.mp.gov.in
- <https://www.youtube.com/watch?v=j7iBMZxYulY>
- <https://www.youtube.com/watch?v=LLDITSC0lwU>
- <https://www.tojqi.net/index.php/journal/article/download/4176/2857/4603#:~:text=The%20literature%20of%20the%20Indian,generation%20immigrants%20in%20the%20US.>
- <http://publications.anveshanaindia.com/wp-content/uploads/2017/08/INDIAN-DIASPORA-WRITERS%E2%80%93A-STUDY-1.pdf>
- <https://www.youtube.com/watch?v=qvazgfBD5FI>

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

Suggested equivalent online courses:

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

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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 | |

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| 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 | |
| | | Total Marks : 100 | |
| Any remarks/ suggestions: | | | |

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