

**10** YEARS  
OF UNIVERSITY  
RECOGNITION  
**20** YEARS OF  
ACADEMIC  
EXCELLENCE



**REVA**  
UNIVERSITY

Bengaluru, India

**(School of Arts, Humanities  
and Social Sciences)**

**MA ENGLISH**

**HANDBOOK**

**2021-23**

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## Chancellor's Message

*—Education is the most powerful weapon which you can use to change the world.‖*

- Nelson Mandela

There was a time when survival depended on just the realization of physiological needs. We are indeed privileged to exist in a time when „intellectual gratification“ has become indispensable. Information is easily attainable for the soul that is curious enough to go look for it. Technological boons enable information availability anywhere anytime. The difference, however, lies between those who look for information and those who look for knowledge.



It is deemed virtuous to serve seekers of knowledge and as educators it is in the ethos at REVA University to empower every learner who chooses to enter our portals. Driven by our founding philosophy of „Knowledge is Power“, we believe in building a community of perpetual learners by enabling them to look beyond their abilities and achieve what they assumed impossible.

India has always been beheld as a brewing pot of unbelievable talent, acute intellect and immense potential. All it takes to turn those qualities into power is a spark of opportunity. Being at a University is an exciting and rewarding experience with opportunities to nurture abilities, challenge cognizance and gain competence.

For any University, the structure of excellence lies in the transitional abilities of its faculty and its facility. I am always in awe of the efforts that our academic board puts in to develop the team of subject matter experts at REVA. My faculty colleagues understand our core vision of empowering our future generation to be ethically, morally and intellectually elite. They practise the art of teaching with a student-centered and transformational approach. The excellent infrastructure at the University, both educational and extra-curricular, magnificently demonstrates the importance of ambience in facilitating focused learning for our students.

A famous British politician and author of the 19<sup>th</sup> century - Benjamin Disraeli, once said „A University should be a place of light, of liberty and of learning“. Centuries later this dictum still inspires me and I believe, it takes team-work to build successful institutions. I welcome you to REVA University to join hands in laying the foundation of your future with values, wisdom and knowledge.

**Dr. P. Shyama Raju**

The Founder and Honorable Chancellor, REVA University

## Vice-Chancellor's Message

The last two decades have seen a remarkable growth in higher education in India and across the globe. The move towards inter-disciplinary studies and interactive learning have opened up several options as well as created multiple challenges. India is at a juncture where a huge population of young crowd is opting for higher education. With the tremendous growth of privatization of education in India, the major focus is on creating a platform for quality in knowledge enhancement and bridging the gap between academia and industry.

A strong believer and practitioner of the dictum "Knowledge is Power", REVA University has been on the path of delivering quality education by developing the young human resources on the foundation of ethical and moral values, while boosting their leadership qualities, research culture and innovative skills. Built on a sprawling 45 acres of green campus, this „temple of learning“ has excellent and state-of-the-art infrastructure facilities conducive to higher teaching-learning environment and research. The main objective of the University is to provide higher education of global standards and hence, all the programs are designed to meet international standards. Highly experienced and qualified faculty members, continuously engaged in the maintenance and enhancement of student-centric learning environment through innovative pedagogy, form the backbone of the University.

All the programs offered by REVA University follow the Choice Based Credit System (CBCS) with Outcome Based Approach. The flexibility in the curriculum has been designed with industry-specific goals in mind and the educator enjoys complete freedom to appropriate the syllabus by incorporating the latest knowledge and stimulating the creative minds of the students. Benchmarked with the course of studies of various institutions of repute, our curriculum is extremely contemporary and is a culmination of efforts of great think-tanks - a large number of faculty members, experts from industries and research level organizations. The evaluation mechanism employs continuous assessment with grade point averages. We believe sincerely that it will meet the aspirations of all stakeholders – students, parents and the employers of the graduates and postgraduates of REVA University.

At REVA University, research, consultancy and innovation are regarded as our pillars of success. Most of the faculty members of the University are involved in research by attracting funded projects from various research organizations like DST, VGST, DBT, DRDO, AICTE and industries. The outcome of the

research is passed on to students through live projects from industries. The entrepreneurial zeal of the students is encouraged and nurtured through EDPs and EACs.

REVA University has entered into collaboration with many prominent industries to bridge the gap between industry and University. Regular visits to industries and mandatory internship with industries have helped our students become skilled with relevance to industry requirements. Structured training programs on soft skills and preparatory training for competitive exams are offered here to make students more employable. 100% placement of eligible students speaks the effectiveness of these programs. The entrepreneurship development activities and establishment of “Technology Incubation Centers” in the University extend full support to the budding entrepreneurs to nurture their ideas and establish an enterprise.

With firm faith in the saying, “Intelligence plus character – that is the goal of education” (Martin Luther King, Jr.), I strongly believe REVA University is marching ahead in the right direction, providing a holistic education to the future generation and playing a positive role in nation building. We reiterate our endeavor to provide premium quality education accessible to all and an environment for the growth of overall personality development leading to generating “GLOBAL PROFESSIONALS”.

Welcome to the portals of REVA University!

**Dr.M,Dhanamjaya**

Vice-Chancellor, REVA University

## **Message from the Director of the School**

“For last year’s words belong to last year’s language/ And next year’s words await another voice/and to make an end is to make a beginning.” (T.S. Eliot) A hearty welcome to this ,new beginning”! The School of Arts, Humanities and Social Sciences at REVA University, one of the most sought-after schools, has cut a niche for itself by building a prominent academic record. The School offers Undergraduate, Postgraduate, and Ph.D. programs to scholars from all over the world, initiating in them the continuous urge to delve into the vast arena of creative and critical thinking.

The programs of study offered in the school foster cultural, social and political understanding and enhance the creative abilities of the scholars. Here, students not only develop knowledge in their area of specialization but also acquire practical skills useful for their future careers. We are at a wonderful phase when the domain of Arts, Humanities and Social Sciences all over the world is taking very meaningful and innovative turns. With various new career opportunities and specializations coming to the forefront, young enthusiasts have the boon of limitless career choices. We, at REVA University, deem it fit to channelize the potential of the young minds towards newer horizons. With the expertise of the highly qualified and committed teaching faculty members of the School, we continuously strive to provide the best practical knowledge to our students.

This academic year, keeping in mind our trend, our goals are set very high. Focusing primarily on Research and Development, the School will initiate every scholar under our wings to take a step forward in their specialized areas by engaging in collaborative and individual research projects. Research collaboration with other prestigious organizations is also in the pipeline. Many external subject specialists from the teaching fraternity as well as industry will bring in their expertise to our scholars, providing them with current scenarios of the entire world.

I invite you to participate in the many opportunities offered by the School of Arts, Humanities and Social Sciences join our hands to strengthen our participation in the international global Humanities forum.

The curriculum caters to and has relevance to Local, Regional, National, and Global developmental needs.

Maximum number of courses are integrated with cross-cutting issues with relevant to professional ethics, gender, human values, Environment & Sustainability.

With Best Wishes,

**Dr. Payel Dutta Chowdhury**  
Director

School of Arts, Humanities and Social Sciences

## **RUKMINI EDUCATIONAL CHARITABLE TRUST**

It was the dream of late Smt. Rukmini Shyama Raju to impart education to millions of underprivileged children as she knew the importance of education in the contemporary society. The dream of Smt. Rukmini Shyama Raju came true with the establishment of Rukmini Educational Charitable Trust (RECT), in the year 2002. **Rukmini Educational Charitable Trust** (RECT) is a Public Charitable Trust, set up in 2002 with the objective of promoting, establishing and conducting academic activities in the fields of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology, among others. In furtherance of these objectives, the Trust has set up the REVA Group of Educational Institutions comprising of REVA Institute of Technology & Management (RITM), REVA Institute of Science and Management (RISM), REVA Institute of Management Studies (RIMS), REVA Institute of Education (RIE), REVA First Grade College (RFGC), REVA Independent PU College at Kattigenahalli, Ganganagar and Sanjaynagar and now REVA University. Through these institutions, the Trust seeks to fulfill its vision of providing world class education and create abundant opportunities for the youth of this nation to excel in the areas of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology.

Every great human enterprise is powered by the vision of one or more extraordinary individuals and is sustained by the people who derive their motivation from the founders. The Chairman of the Trust is Dr. P. Shyama Raju, a developer and builder of repute, a captain of the industry in his own right and the Chairman and Managing Director of the DivyaSree Group of companies. The idea of creating these top notched educational institutions was born out of the philanthropic instincts of Dr. P. Shyama Raju to engage in public welfare, quite in keeping with his support to other socially relevant charitable works, such as, maintaining the Richmond Road Park, building and donating a police station, gifting assets to organizations providing accident and trauma care, to name a few.

The Rukmini Educational Charitable Trust drives with the main aim to help students who are in pursuit of quality education for life. REVA is today a family of ten institutions providing education from PU to Post Graduation and Research leading to Ph.D. degrees. REVA has well qualified experienced teaching faculty members of whom majority are doctorates. The faculty members are supported by committed administrative and technical staff. Over 15,000+ students study various courses across REVA's three campuses equipped with exemplary state-of-the-art infrastructure and conducive environment for the knowledge driven community.

REVA University has been established under the REVA University Act, 2012 of Government of Karnataka and notified in Karnataka State Gazette dated 27<sup>th</sup> February, 2013. The University is empowered by UGC to award degrees in any branch of knowledge under Sec.22 of the UGC Act. The University is a Member of Association of Indian Universities, New Delhi. The main objective of the University is to prepare students with knowledge, wisdom and patriotism to face the global challenges and become the top leaders of the country and the globe in different fields.

REVA University, located in between Kempegowda International Airport and Bangalore city, has a sprawling green campus spread over 45 acres of land and equipped with state-of-the-art infrastructure that provide conducive environment for higher learning and research. The REVA campus has well equipped laboratories, custom-built teaching facilities, fully air-conditioned library, central computer center, a well-planned sports facility with cricket ground, running track and variety of indoor and outdoor sports activities, and facilities for cultural programs. The unique feature of REVA campus is the largest residential facility for students, faculty members and support staff.

The University is presently offering 26 Post Graduate Degree programs, 34 Undergraduate Degree programs in various branches of studies and has 15000+ students studying in various branches of knowledge at graduate and post graduate level and 410 scholars pursuing research leading to Ph.D. in 19 disciplines. It has 900+ well qualified, experienced and committed faculty members of whom majority are doctorates in their respective areas and most of them are guiding students pursuing research leading to Ph.D.

The programs offered by the REVA University are well planned and designed after detailed study with emphasis on knowledge assimilation, applications, global job market and their social relevance. Highly qualified, experienced faculty members and scholars from reputed universities / institutions, experts from industries and business sectors have contributed in preparing the scheme of instruction and detailed curricula for various programs. Greater emphasis on practice in respective areas and skill development to suit to respective job environment has been given while designing the curricula. The Choice Based Credit System and Continuous Assessment Graded Pattern (CBCS – CAGP) of education has been introduced in all programs to facilitate students to opt for subjects of their choice in addition to the core subjects of the study and prepare them with needed skills. The system also allows students to move forward under the fast track for those who have the capabilities to surpass others. These programs are taught by well experienced qualified faculty members supported by the experts from industries, business sectors and such other organizations. REVA University has also initiated many supportive measures such as bridge courses, special coaching, remedial classes, etc., for slow learners so as to give them the needed input and build in the confidence and courage to move forward and accomplish success in their career. The



University has also entered into MOUs with many industries, business firms and other institutions seeking their help in imparting quality education through practice, internship and also assisting students' placements.

REVA University recognizes the fact that research, development and innovation are the important functions of any university and has therefore, established an independent Research and Innovation division headed by a senior professor as Dean of Research and Innovation. This division facilitates all faculty members and research scholars to undertake innovative research projects in engineering, science & technology and other areas of study. Interdisciplinary and multidisciplinary research is given the topmost priority. The division continuously liaisons between various funding agencies, R&D Institutions, industries and faculty members of REVA University to facilitate undertaking innovative projects. It encourages student research projects by forming different research groups under the guidance of senior faculty members. Some of the core areas of research wherein our young faculty members are working include Data Mining, Cloud Computing, Image Processing, Network Security, VLSI and Embedded Systems, Wireless Sensor Networks, Computer Networks, IOT, MEMS, Nano- Electronics, Wireless Communications, Bio-fuels, Nano-technology for coatings, Composites, Vibration Energies, Electric Vehicles, Multilevel Inverter Application, Battery Management System, LED Lightings, Renewable Energy Sources and Active Filter, Innovative Concrete Reinforcement, Electro Chemical Synthesis, Energy Conversion Devices, Nano-structural Materials, Photo-electrochemical Hydrogen generation, Pesticide Residue Analysis, Nano materials, Photonics, Nano Tribology, Fuel Mechanics, Operation Research, Graph theory, Strategic Leadership and Innovative Entrepreneurship, Functional Development Management, Resource Management and Sustainable Development, Cyber Security, General Studies, Feminism, Computer Assisted Language Teaching, Culture Studies etc.

REVA University has also given utmost importance to develop the much-required skills through variety of training programs, industrial practice, case studies and such other activities that induce various skills among all students. A full-fledged Career Development and Placement (CDC) department with world class infrastructure, headed by a dynamic experienced Professor and Dean, and supported by well experienced Trainers, Counselors and Placement Officers is one of the highlights of the university.

The University also has University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director facilitating skill related training to REVA students and other unemployed students. The University has been recognized as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana. The Centre conducts several add-on courses in challenging areas of development. It is always active in facilitating students a variety of Skill Development Training programs.

The University has collaborations with industries, universities abroad, research institutions, corporate training organizations, and Government agencies, such as, Florida International University, Okalahoma State University, Western Connecticut University, University of Alabama, Huntsville, Oracle India Ltd, Texas Instruments, Nokia University Relations, EMC<sup>2</sup>, VMware, SAP, Apollo etc, to facilitate student exchange and teacher–scholar exchange programs and conduct training programs. These collaborations with foreign universities also facilitate students to study some of the programs partly in REVA University and partly in foreign university, viz, MS in Computer Science one year in REVA University and the next year in the University of Alabama, Huntsville, USA.

The University has also given greater importance to quality in education, research, administration and all activities of the university. Therefore, it has established an independent Internal Quality division headed by a senior professor as Dean of Internal Quality. The division works on planning, designing and developing different quality tools, implementing them and monitoring the implementation of these quality tools. It concentrates on training the faculty members to adopt the new tools and implement their use. The division further works on introducing various examination and administrative reforms.

To motivate the youth and transform them to become innovative entrepreneurs, successful leaders of tomorrow and committed citizens of the country, REVA University organizes interaction between students and successful industrialists, entrepreneurs, scientists and such others from time to time. As a part of this exercise great personalities, such as, Bharat Ratna Prof. C. N. R. Rao, a renowned Scientist, Dr. N R Narayana Murthy, Founder and Chairman and Mentor of Infosys, Dr. K Kasturirangan, Former Chairman ISRO, Member of Planning Commission, Government of India, Dr. Balaram, Former Director IISc, and noted Scientist, Dr. V S Ramamurthy, Former Secretary, DST, Government of India, Dr. V K Aatre, noted Scientist and former head of the DRDO and Scientific Advisor to the Ministry of Defense Dr. Sathish Reddy, Scientific Advisor, Ministry of Defense, New Delhi and many others have accepted our invitation and blessed our students and faculty members by their inspiring addresses and interaction.

As a part of our effort in motivating and inspiring the youth of today, REVA University also has instituted awards and prizes to recognize the services of teachers, researchers, scientists, entrepreneurs, social workers and such others who have contributed richly for the development of the society and progress of the country. One of such awards instituted by REVA University is „**Life Time Achievement Award**“ to be awarded to successful personalities who have made a mark in their field of work. This award is presented on the occasion of the “**Founders’ Day Celebration**” at REVA University on 6<sup>th</sup> January every year in the presence of dignitaries, faculty members and students. The first “REVA Lifetime Achievement Award” for the year 2015 has been awarded to Shri. Kiran Kumar, Chairman ISRO, followed by Shri. Shekhar Gupta, renowned Journalist for the year 2016, Dr. K J Yesudas, renowned playback singer for the year 2017. REVA has also introduced the “**REVA Award of Excellence**” in the year 2017 and the first awardee of this prestigious award is Shri Ramesh Aravind, Actor, Producer, Director, Screen Writer and Speaker.

REVA University organizes various cultural programs to promote culture, tradition, ethical and moral values to our students. During such cultural events the students are given opportunities to unfold their hidden talents and motivate them to contribute innovative ideas for the progress of the society. One of such cultural events is REVOTHSAVA conducted every year. The event not only gives opportunities to students of REVA but also students of other Universities and Colleges. During three days of this mega event students participate in debates, quizzes, group discussions, seminars, exhibitions and a variety of cultural events. Another important event is the Graduation Day for the final year students of all the programs, wherein, the outgoing students are felicitated and are addressed by eminent personalities to take their future career in a right spirit, to be the good citizens and dedicate themselves to serve the society and make a mark in their respective sphere of activities. During this occasion, the students who have achieved top ranks and won medals and prizes in academic, cultural and sports activities are also recognised with awards and prizes. The founders have also instituted medals and prizes for sports achievers every year. The physical education department conducts regular yoga classes everyday for students, faculty members, administrative staff and their family members and organises yoga camps for villagers in the vicinity.

Recognizing the fast growth of the university and its quality in imparting higher education, the BERG (Business Excellence and Research Group), Singapore has awarded BERG Education Award 2015 to REVA University under Private Universities category. The University has also been honoured with many more such honours and recognitions.

## SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

The School of Arts, Humanities and Social Sciences, established in the year 2014, is one of the most sought-after Schools for Humanities programmes. At present the School offers three undergraduate programmes - B.A. in Journalism, English and Psychology; B.A. in Political Science, Economics and Journalism and B.A. in Tourism, History and Journalism and three post-graduate programmes – M.A. in English, M.A. in Journalism and Communication and M.Sc. in Psychology. The School offers programs that prepare graduates who are aware of and can interact with contemporary thought and research in their respective specializations and utilize the same in their professional lives. The graduates will also be equipped with foundation of subjects and variety of skills required to compete in the global job market. The School also facilitates research leading to Ph.D. in humanities disciplines in English, Psychology, Hindi and Kannada.

### **Why Arts, Humanities and Social Sciences @ REVA University?**

The UG and PG programs offered by the school are designed with an extremely contemporary curriculum, where learners get a variety of choices to select electives and specializations that they desire.

In **B.A. (JEP), B.A. (PEJ), B.A. (THJ) and B.A. (JMC)** programs, students can experience a contemporary curriculum in a triple major scheme. In B.A. JEP, the focus is on equipping learners with various journalistic skills as well as creating a strong foundation of Psychology. The courses in English enable them to hone their communication which is the very basis of any career that they may choose in future. The triple combination opens wider avenues of career choices and ensures that students can decipher their own specialties in each stream. The needs of employers today are very global and intersperse different areas. Journalism provides opportunities in content writing, editing, filmmaking, photography, animation, print media, advertising, public relations etc. Psychology opens new areas in mental health such as counseling, clinical psychology, criminal psychology, human resources, personnel training etc. English is rudimentary to every aspect of the media field, particularly to writing, editing, publishing, content development, communication and teaching. The opportunities provided are limitless and with the emergence of New Media various individuals and associations are making their foray into blogging, vlogging, webcasting, podcasting and digital media marketing. Internships, research projects and placement trainings are integrated with the program to make it a full-fledged one. In B.A. PEJ, the students will gain an understanding of three major core disciplines associated with humanities and social sciences- Political Science, Economics and

Journalism and gather proficiency and eligibility to pursue higher studies in any of the branch of studies and also allied branches. They will also be equipped to prepare for various competitive exams for banking sector, central and state administrative government jobs. A Bachelor's Degree in Political Science, Economics and Journalism can help students to gain insights in various fields like media, management and administration in the public and private sectors. Career opportunities are available in academia, banking, economic consultancy, political campaign manager, politician, political consultant, international business specialist, PR specialist, and market researcher. The programme takes a multi-disciplinary approach to enlighten the students on the integral working of the significant three core subjects of the programme. In B.A. THJ program, the students will gain an understanding of three major core disciplines associated with humanities and social sciences-Tourism, History and Journalism and gather proficiency and eligibility to pursue higher studies in any of the branch of studies and also allied branches. A Bachelor's Degree in Tourism, Journalism & History addresses the requirements in the key sectors like hotels, restaurants, retailing, transportation, travel agencies, tour companies, tourist attractions, leisure, recreation and sport, and cultural industries. Besides these, students can also find scope in the industry as Travel Journalist, Travel Photographer, Blogger & Vlogger Archivist, Heritage manager, Historic buildings conservation officer, Museum or gallery curator, academia and research. The forte of this program is its multi-faceted approach to prepare skilled, confident, well-groomed and diligent aspirants who are well versed in the integral workings of the Tourism & Hospitality industry. In BA Journalism and Mass Communication programme, students are exposed to holistic learning that broadens their world-view and equips them to become effective communicators in all walks of life. This intricacy of maneuvering as a skilled communicator in both professional and personal spaces is what sets the programme apart and highlights its multi-dimensional nature.

The PG programs in English; Journalism and Communication, and M.Sc. Psychology are designed to make students ready for their future career. The focus in **M.A. English** program is to equip students with a complete knowledge of recent trends and concerns in literature and language in a global context. Emphasis is on building research skills in the learners and the courses are also exposed from that perspective. Learners are mentored and guided to take up various MOOC and other certification programs in their areas of interest. A compulsory research project is carried out by all students which is a preparation for serious research in the future. Various placement trainings in content writing, teaching pedagogy, etc. are designed within the curriculum. The **M.A. in Journalism & Communication** at REVA University is outlined with subtle observation on the contemporary advancements in the field of journalism and mass

communication. The curriculum is precisely refined to promote an innovative learning platform to assimilate the fundamentals of journalism & communication aspects. Students studying this influential discipline learn the usage of the various media i.e. print, radio, television, internet, photography, visual communication, graphics and animation, content writing, technical writing, media research and so on. They gain an insight into the history and organizational structure of these media which in turn aids them in evaluating the policies of media and how they are affecting and influencing the masses. The students of this program gain a firsthand knowledge of all such skills through real-life experiences, internships, projects, and so on. **M.Sc. Psychology** (Dual Specialization in Clinical Psychology and Organizational Psychology) program at REVA University is an extensive program which provides students an in-depth knowledge and training in the application of psychological theories and principles to the areas of Clinical and Organizational Psychology. The course for M.Sc. Psychology is well-structured in terms of academics and also combine the training and practical skills to equip for the present job market. M.Sc. Psychology program is designed for students in such a way that it enhances their skills and competencies of an individual which is required for professional psychologists in the areas of Research, Assessment, Mental Health, Counselling, and Organizational Behavior.

#### **USP of the Programmes Run by the School of Arts, Humanities and Social Sciences:**

- Hi-tech State of the Art Media Lab and Studio with recording facility, radio room and editing room
- Well-equipped Psychology Labs
- Language Labs
- Contemporary curriculum
- Ample scope to gain practical exposure through internships. Present batch students are undergoing internships at Star Sports, Adzu Advertising, Red Advertisement, and so on.
- Academia-industry interface – expert lectures and workshops by resource persons from various industries, media houses, authors and academicians.
- Chance to participate in Vox Pops conducted by various TV Channels
- Chance to participate in various extension activities, such as, road shows, street theatre, educative programs, etc. in association with newspapers like *The Hindu* and other media houses.
- Training in event management – both in-house events and outside events, such as, International Film Festival conducted by Innovative Film City
- Training in anchoring for in-house events and outside events, such as, the Edu Expo by *The Hindu*
- Practical exposure through visits to various news channels, High Court, Press Clubs, etc.
- Certification programs, such as, Pearson Global English, Certification in Animation, Certification in Photography, etc.
- Certificate programs in foreign languages – French, German, Mandarin and Japanese

- Certification and training program for CBSE UGC NET exam
- Demo classes in teaching
- Training in placement/ employability skills integrated within the curriculum
- Complete guidance in research activities – students are trained by their mentors on presenting their research papers in conferences and seminars. They are also trained to publish their research papers in reputed journals. Many students have received “Best Paper” awards during conferences.
- Compulsory research project with complete guidance by teachers; deserving projects are published in the form of book or papers in journals.

## **VISION**

To promote excellence in advancement of Arts, Humanities and Social Sciences disciplines, professions, and services through education, research, innovation, extension and collaboration.

## **MISSION**

- Impart quality education to meet the needs of profession and society, and achieve excellence in teaching-learning and research in the area of communication, Journalism and Psychology through student-centric learning, interdisciplinary approach and innovative pedagogies;
- Attract and develop talented and committed human resource, and provide an environment conducive to research, innovation, creativity, and team-spirit;
- To establish collaborations, promote industry-university partnership, encourage entrepreneurship, and involve in community development services;
- Develop excellent infrastructural facilities, facilitate effective interaction among faculty and students with other schools, and foster networking with alumni, industries, institutions and other stake-holders; and
- To practice and promote high standards of professional ethics, enrich personality traits, promote patriotism and moral values.



## ADVISORY BOARD

1. Dr. Magdalena Zemojzel Piotrowska  
Professor & Chair, Cross Cultural Psychology Section of Polish Society of Social Psychology  
Head, Cross Cultural Psychology Unit, University of Cardinal Stefan Wyszyński, Poland

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The Maharaj Sayajirao University of Baroda, Vadodara, Gujarat

11. Mr. T.R GopalaKrishnan  
Former Editor, The Week Magazine

## Board of Studies Members

Sl. No.	Name	Designation	Institutional Affiliation
1	Dr. M. Dhanamjaya	Vice Chancellor	REVA University, Bengaluru
2	Dr. Payel Dutta Chowdhury	Chairperson (Professor & Director, SoAHSS)	REVA University, Bengaluru
3	Dr. Beena G.	Member (Professor, SoAHSS & COE)	REVA University, Bengaluru
4.	Dr. Daniela Rogobete	Member (External Expert)	Associate Professor, Department of British, American and German Studies, University of Craiova, Romania
5.	Dr. Judith Enriquez	Member (External Expert)	Senior Lecturer, Faculty of Arts, Professional and Social Studies, Liverpool John Moores University, Liverpool, United Kingdom
6.	Dr. Prakruthi H.N.	Member (External Expert)	Professor, PG Dept. of English, Jyoti Nivas College (Autonomous), Bengaluru
7.	Dr. G.A. Ghanshyam	Member (External Expert)	Professor of English, Officer on Special Duty, Directorate of Higher Education, Chhattisgarh
8.	Dr. Rituparna Sengupta	Member (External Expert)	Assistant Professor, Patrasayer Mahavidyalaya (Affiliated to Bankura University), Kolkata, W.B.
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12.	Dr. Vijayalakshmi R.	Member (Assistant Professor, SoAHSS)	REVA University
13.	Dr. Anupama B.N.	Member (Assistant Professor, SoAHSS)	REVA University
13	Ms. Anwasha Banerjee	Alumnus (M.A. English)	REVA University
14	Mr. Ajith Peter	Student Member (M.A. English)	REVA University



**REVA**  
UNIVERSITY  
Bengaluru, India

**Academic Regulations**  
**Master Degree (2 years) Programs**  
**(MA, M Com, MPA & M Sc. Programs)**  
**2021 – 2023 batch**

(Framed as per the provisions under Section 35 (ii), Section 7 (x) and Section 8 (xvi) & (xxi) of the REVA University Act, 2012)

**1. Title and Commencement:**

**1.1** These Regulations shall be called “**REVA University Academic Regulations – 2 years Masters Degree Programs 2021-23 Batch subject to amendments from time to time by the Academic Council on recommendation of respective Board of Studies and approval of Board of Management**”

**1.2** These Regulations shall come into force from the date of assent of the Chancellor.

**2. The Programs:**

These regulations cover the following 2 years Masters Degree Programs of REVA University offered during 2020-21:

MA in English  
MA in Journalism & Mass Communications  
M Com  
M. Sc. In Psychology  
M.Sc. in Computer Science  
M.Sc. in Biotechnology  
M.Sc. in Biochemistry  
M.Sc. in Chemistry  
M.Sc. in Physics  
M.Sc. in Mathematics  
MPA

**3. Duration and Medium of Instructions:**

**3.1 Duration:** The Two Year Masters Degree program is of 4 Semesters duration. A candidate can avail a maximum of 8 semesters - 4 years as per double duration norm, in one stretch to complete the Two Year Masters Degree, including blank semesters, if any. Whenever a candidate opts for blank semester, s/he has to study the prevailing courses offered by the School when s/he resumes his/her studies.

**3.2** The medium of instruction shall be English.

**4. Definitions:**

**4.1 Course:** “**Course**” means a subject, either theory or practical or both, listed under a programme; Example: “Documentary & News Production” in MA in Journalism & Communication Program, “Immunology” in M.Sc. in Biochemistry program are examples of courses to be studied under respective programs.

Every course offered will have three components associated with the teaching-learning process of the course, namely:

<b>L</b>	<b>Lecture</b>
<b>T</b>	<b>Tutorial</b>
<b>P</b>	<b>Practice</b>

Where:

**L** stands for **Lecture** session consisting of classroom instruction.

**T** stands for **Tutorial** session consisting participatory discussion / self-study/ desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.

**P** stands for **Practice** session and it consists of Hands on Experience / Laboratory Experiments / Field Studies / Case Studies / Project Based Learning or Course end Project/Self Study/ Online courses from listed portals that equip students to acquire the much required skill component.

#### **4.2 Classification of Courses**

**Courses offered are classified as: Core Courses, Hard Core Courses, Soft Core Courses, Open Elective Courses, Project work/Dissertation**

4.2.1 **Core Course:** A course which should compulsorily be studied by a candidate choosing a particular program of study

4.2.2 **Hard Core Course (HC) simply core course:** The **Hard Core Course** is a Core Course in the main branch of study and related branch(es) of study, if any, that the candidates have to complete compulsorily

#### **4.2.3 Soft Core Course (SC) (also known as Professional Elective Course)**

A Core course may be a **Soft Core** if there is a choice or an option for the candidate to choose a course from a pool of courses from the main branch of study or from a sister/related branch of study which supports the main branch of study

#### **4.2.4 Open Elective Course (OE):**

An elective course chosen generally from other discipline / subject, with an intention to seek exposure to the basics of subjects other than the main discipline the student is studying is called an **Open Elective Course**

4.2.5 **Mandatory Course (MC):** The mandatory course is non-credited but must be passed in order to complete the Graduate Degree Program.

#### **4.2.6 Project Work / Dissertation:**

School can offer project work/dissertation as a course. Depending on the duration required for completing the project/dissertation work, credits can be assigned. Normally, a minor project carries 4-6 credits and a major project carries double the number of credits of a minor project.

4.2.7 **“Program”** means the academic program leading to a Degree, Post Graduate Degree, Post Graduate Diploma or such other degrees instituted and introduced in REVA University.

## 5. Eligibility for Admission:

5.1. The eligibility criteria for admission to **Two Years Masters Degree Program** (4 Semesters) is given below:

Sl. No.	Program	Duration	Eligibility
1	Master of Commerce	4 Semesters (2 years)	B.Com. /BBM /BBA /BBS with 45% (40% in case of candidates belonging to SC/ST) of Semesters marks in aggregate of any recognized University /Institution or any other qualification recognized as equivalent there to.
2	Master of Arts in English	4 Semesters (2 years)	i) Bachelors Degree of 3 years duration in Arts with English as a major / optional subject with a minimum 45% (40% in case of candidates belonging to SC/ST) marks in aggregate from any recognized University/ Institution; OR ii) Any Degree of 3 years duration with minimum 50% (45% in case of candidates belonging to SC/ST) of marks in English language or English minor from any recognized University or Institution or any other qualification recognized as equivalent there to.
3	Master of Arts in Journalism & Mass Communications	4 Semesters (2 years)	Bachelors degree of three years in any stream or BE / B.Tech. with 50% (45% in case of candidates belonging to SC/ST) marks in aggregate from any recognized University / institution or any other qualification recognized as equivalent there to.
4	Master of Science in Computer Science	4 Semesters (2 years)	B E / B.Tech. in ECE / IT / EEE / CSE / ISE / TE / BCA/ M.Sc. or B.Sc. in Computer Science / Mathematics/ Information Science / Information Technology with a minimum of 50% (45% in case of SC/ST) marks in aggregate of any recognized University / Institution of AMIE or any other qualification recognized as equivalent there to.
5	Master of Science in Psychology	4 Semesters (2 years)	55% or equivalent CGPA in B.A/B.Sc. degree with Psychology as one of the core papers.
6	Master of Science in Biotechnology	4 Semesters (2 years)	B.Sc. graduates with any Life Science subject securing at least 45% (40% in case of candidates belonging to SC/ST) marks in aggregate of all optional subjects from any recognized University/Institute or any other qualification recognized as equivalent there to.
7	Master of Science in Biochemistry	4 Semesters (2 years)	Bachelors Degree of 3 years with Biochemistry, Chemistry, Microbiology, Agricultural Sciences, Animal Sciences or Life Sciences as biochemistry as principal or subsidiary subjects with 45% (40% in case of SC / ST) of marks in aggregate from any recognized University/ Institution or any other qualification recognized as equivalent there to.
8	Master of Science. in Physics	4 Semesters (2 years)	Three years Bachelor's Degree in Science with Physics as one of the major / optional Subjects with 45% (40% in case of SC / ST) of marks in aggregate from any recognized University / Institution or any other qualification recognized as

			equivalent there to.
9	Master of Science in Chemistry	4 Semesters (2 years)	Bachelors Degree of 3 years with Chemistry as one of the major / optional Subjects with 45% (40% in case of SC / ST) of marks in aggregate from any recognized University / Institution or any other qualification recognized as equivalent there to.
10	Master of Science in Mathematics	4 Semesters (2 years)	Bachelors Degree of 3 years with Mathematics as one of the major / optional subjects with 45% (40% in case of SC / ST) marks in aggregate from any recognized University / Institution or any other qualification recognized as equivalent there to.
11	Master in Performing Arts	4 Semesters (2 years)	A graduate in any degree from a recognized University along with any Govt. conducted Examination certificate in Karnataka (or an equivalent body from other States). A minimum of 5years of learning experience from a reputed dance institution or guru/ an under graduate in Dance

5.2 Provided further that the eligibility criteria are subject to revision by the Government Statutory Bodies, such as UGC from time to time.

## 6. Courses of Study and Credits

6.1 Each course of study is assigned with certain credit value

6.2 Each semester is for a total duration of 20 weeks out of which 16 weeks dedicated for teaching and learning and the remaining 4 weeks for IAs and final examination, evaluation and announcement of results.

6.3 The credit hours defined as below:

In terms of credits, every one hour session of L amounts to 1 credit per Semester and a minimum of two hour session of T or P amounts to 1 credit per Semester or a three hour session of T / P amounts to 2 credits over a period of one Semester of 16 weeks for teaching-learning process.

1 credit = 13 contact hours spread over 16 weeks or spread over the semester

**The total duration of a semester is 20 weeks inclusive of semester-end examination.**

## 7. Different Courses of Study:

Different **Courses of Study** are labeled as follows:

- a. Core Course (CC)
- b. Hard Core Course (HC)
- c. Soft Core course (SC)
- d. Open Elective Course (OE)
- e. Mandatory Course (MC)
- f. Project Work / Dissertation: School can offer project work/dissertation as a course.

Depending on the duration required for completing the project/dissertation work, credits can

be assigned. Normally, a minor project carries 4-6 credits and a major project carries double the number of credits of a minor project

## 8. Credits and Credit Distribution

Registered candidates are required to earn the credits stated in the below table for the award of degree in the respective programs:

Credits	Programs
90 credits	M Com and M Sc in Computer Science, M.Sc. in Biotechnology, M.Sc. in Biochemistry, M.Sc. in Chemistry, M.Sc. in Physics and M.Sc. in Mathematics
96 credits	MA English, MA in Journal & Mass Communication and M Sc in Psychology,
120 credits	Masters of Performing Arts

- 8.2. The concerned BoS based on the credits distribution pattern given above shall prescribe the credits to various types of courses and shall assign title to every course including project work, practical work, field work, self-study elective, as **Hard Core (HC) or Soft Core (SC), Open Elective (OE)**.
- 8.3. Every course including project work, practical work, field work, self-study elective should be entitled **Hard Core (HC) or Soft Core (SC) or Open Elective (OE) or Core Course (CC) or Mandatory Course (MC)** by the BoS concerned.
- 8.4. The concerned BoS shall specify the desired Program Educational Objectives, Program Outcomes, Program Specific Outcomes and Course Outcomes while preparing the curriculum of a particular program.
- 8.5. A candidate can enrol during each semester for credits as prescribed in the scheme of the program.
- 8.6. Only such full time candidates who register for a minimum prescribed number of credits in each semester from I semester to IV semester and complete successfully prescribed number of credits for the award of the degree for two year program in 4 successive semesters shall be considered for declaration of Ranks, Medals, Prizes and are eligible to apply for Student Fellowship, Scholarship, Free ships, and such other rewards / advantages which could be applicable for all full time students and for hostel facilities.

## 9 Assessment and Evaluation



- 9.1 The Scheme of Assessment will have two parts, namely;
- i. Internal Assessment (IA); and
  - ii. Semester End Examination (SEE)
- 9.2 Assessment and Evaluation of each Course shall be for 100 marks for 3 and above credit courses. The Internal Assessment (IA) and Semester End Examination (SEE) of for 2 year Masters degree programs shall carry 50:50 marks respectively (i.e., 50 marks internal assessment; 50 marks semester end examination).
- 9.3 For 2 or 1 credit courses, There will be two internal assessment tests each for 25 marks and a semester end examination for 50 marks.

IA1 – 25 marks

IA2 – 25 marks

SEE – 50 marks

- 9.4 There shall be two Internal Tests conducted as per the schedule announced below. The Students“ shall attend both the Tests compulsorily.**

- 1<sup>st</sup> test is conducted for 15 marks during **8<sup>th</sup> week** of the Semester;
- 2<sup>nd</sup> test is conducted for 15 marks during **16<sup>th</sup> week** of the of the Semester;
- Suitable number of Assignments/quizzes/presentations are set to assess the remaining 20 marks of IA at appropriate times during the semester

- 9.5 The coverage of syllabus for the said tests shall be as under:

- Question paper of the **1st test should be based on first 50% of the total syllabus;**
- Question paper of the **2<sup>nd</sup> test should be based on second 50% of the total syllabus;**

- 9.6 The Semester End Examination for 50 marks shall be held in the 18<sup>th</sup> and 19<sup>th</sup> week of the beginning of the semester and the syllabus for the semester end examination shall be entire syllabus.

- 9.7 A test paper is set for a maximum of 30 marks to be answered as per the pre-set time duration (1 hr / 1 hr 15 minutes / 1 hr 30 minutes). Test paper must be designed with School faculty members agreed pattern and students are assessed as per the instructions provided in the question paper. Questions must be set using Bloom“s verbs. The questions must be set to assess the students outcomes described in the course document.

- 9.8 The question papers for internal test shall be set by the internal teachers who have taught the course. If the course is taught by more than one teacher all the teachers together shall devise a common question paper(s). However, these question papers shall be scrutinized by School specific Question Paper Scrutiny Committee formed by the respective School Head /Director to bring in the uniformity in the question paper pattern and as well to maintain the necessary standards.

- 9.9 The evaluation of the answer scripts shall be done by the internal teachers who have taught the course and set the test paper.
- 9.10 Assignment/seminar/Project based learning/simulation based problem solving/field work should be set in such a way, students be able to apply the concepts learnt to a real life situation and students should be able to do some amount self-study and creative thinking. While setting assignment care should be taken such that the students will not be able to plagiarise the answer from web or any other resources. An IA1 and IA2 assignment / Quiz can be set each for a maximum of 5 marks, totals to 10 marks. Course instructor at his/her discretion can design the questions as a small group exercise or individual exercise. This should encourage collaborative learning and team learning and also self-study.
- 9.11 Internal assessment marks must be decided well before the commencement of Semester End examinations
- 9.12 Semester End Examination: The Semester End Examination is for 50 marks shall be held in the 19th and 20th week of the semester and the entire course syllabus must be covered while setting the question paper.
- 9.13 Semester End Examination paper is set for a maximum of 100 marks to be answered in 3 hours duration. Question paper must be prepared as per the format.
- 9.14 Each question is set using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document. (Please note question papers have to be set to test the course outcomes)
- 9.15 There shall be three sets of question papers for the semester end examination of which one set along with scheme of examination shall be set by the external examiners and two sets along with scheme of examination shall be set by the internal examiners. All the three sets shall be scrutinized by the Board of Examiners. It shall be responsibility of the Board of Examiners particularly Chairman of the BOE to maintain the quality and standard of the question papers and as well the coverage of the entire syllabus of the course.
- 9.16 There shall be double evaluation, viz, first evaluation by the internal evaluator who has taught the course and second evaluation shall be an external examiner who is familiar with the course. The average marks of the two evaluations (internal examiner & external examiner) shall be the marks to be considered for declaration of results
- 9.17 Board of Examiners, question paper setters and any member of the staff connected with the examination are required to maintain integrity of the examination system and the quality of the question papers

- 9.18 There shall also be an **Program Assessment Committee (PAC)** comprising at-least 3 faculty members having subject expertise who shall after completion of examination process and declaration of results review the results sheets, assess the performance level of the students, measure the attainment of course outcomes, program outcomes and assess whether the program educational objectives are achieved and report to the Director of the School. **Program Assessment Committee (PAC)** shall also review the question papers of both Internal Tests as well as Semester End Examinations and submit to the Director of the respective School about the scope of curriculum covered and quality of the questions.
- 9.19 The report provided by the **Program Assessment committee (PAC)** shall be the input to the Board of Studies to review and revise the scheme of instruction and curriculum of respective program
- 9.20 During unforeseen situation , the tests and examination schedules, pattern of question papers and weightage distribution may be designed as per the convenience and suggestions of the board of examiners in consultation with COE and VC
- 9.21 University may decide to use available modern technologies for writing the tests and SEE by the students instead of traditional pen and paper
- 9.22 Any deviations required to the above guidelines can be made with the written consent of the Vice Chancellor
- 9.23 Online courses may be offered as per UGC norms.
- For online course assessment guidelines would be as follows:
1. If the assessment is done by the course provider, then the School can accept the marks awarded by the course provider and assign the grade as per REVA University norms.
  2. If the assessment is not done by the course provider then the assessment is organized by the concerned school and the procedure explained in the regulation will apply
  3. In case a student fails in an online course, s/he may be allowed to repeat the course and earn the required credits
- 9.24 The online platforms identified could be SWAYAM, NPTEL, Coursera, Edx.org, Udemy, Udacity and any other internationally recognized platforms like MIT online, Harvard online etc.
- 9.25 Utilization of one or two credit online courses would be:
- 4 week online course – 1 credit – 15 hours
- 8 week online course / MOOC – 2 credits – 30 hours
- 12 week online course / MOOC – 3 credits – 45 hours
- 9.26 **Summary of Internal Assessment, Semester End Examination and Evaluation** Schedule is provided in the table given below.

### Summary of Internal Assessment and Evaluation Schedule

Sl. No.	Type of Assessment	when	Syllabus Covered	Max Marks	Reduced to	Date by which the process must be completed
1	Test-1	During 8 <sup>th</sup> week	First 50%	30	15	8 <sup>th</sup> week
2	Assignment 1	On or before 8 <sup>th</sup> week (5 marks)				
3	Presentations 1	On or before 8 <sup>th</sup> week (5 marks)				
4	Test -2	During 16 <sup>th</sup> Week	Second 50%	30	15	16 <sup>th</sup> Week
5	Assignment 2	On or before 16 <sup>th</sup> Week (5 marks)				
6	Presentations 2	On or before 16 <sup>th</sup> Week (5 marks)				
7	SEE	19/20 <sup>th</sup> Week	100%	100	50	20 <sup>th</sup> Week

- Note:** 1. Examination and Evaluation shall take place concurrently and Final Grades shall be announced as per notification from the Controller of Examination.
2. Practical examination wherever applicable shall be conducted after 2nd test and before semester end examination. The calendar of practical examination shall be decided by the respective School Boards and communicated well in advance to the Controller of Examination who will notify the same immediately

#### 10 Assessment of Students Performance in Practical Courses

The performance in the practice tasks / experiments shall be assessed on the basis of:

- a) Knowledge of relevant processes;
- b) Skills and operations involved;
- c) Results / products including calculation and reporting.

- 10.1 The 50 marks meant for Internal Assessment (IA) of the performance in carrying out Practical shall further be allocated as under:

i	Conduction of regular practical / experiments throughout the semester	20 marks
ii	Maintenance of lab records	10 marks
iii	Performance of mid-term test (to be conducted while conducting second test for theory courses); the performance assessments of the mid-term test includes performance in the conduction of experiment and write up about the experiment.	20 marks
	<b>Total</b>	<b>50 marks</b>

10.2 The 50 marks meant for Semester End Examination (SEE), shall be allocated as under:

i	Conducting of semester end practical examination	30 marks
ii	Write up about the experiment / practical conducted	10 marks
iii	Viva Voce	10 marks
<b>Total</b>		<b>50 marks</b>

The duration for semester-end practical examination shall be decided by the concerned School Board.

### 11. Evaluation of Minor Project / Major Project / Dissertation:

Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the supervisor. At the end of the semester, the candidate has to submit final report of the project / dissertation, as the case may be, for final evaluation. The components of evaluation are as follows:

Component – I	Progress Report 1 (25%)
Component – II	Progress Report 2 (25%)
Component – III	Evaluation of Report and final viva voce (50%)

All assessments must be done by the respective Schools as per the guidelines issued by the Controller of Examinations. However, the responsibility of announcing final examination results and issuing official transcripts to the students lies with the office of the Controller of Examinations.

### 12. Requirements to Pass a Course:

A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (25 + 25 + 50). A candidate who secures a minimum of 40% in the SEE and an overall 40% (IA1+IA2+SEE) in a course is said to be successful.

**The Grade and the Grade Point:** The Grade and the Grade Point earned by the candidate in the subject will be as given below:

Marks, P	Grade, G	Grade Point (GP=V x G)	Letter Grade
90-100	10	v*10	O
80-89	9	v*9	A+
70-79	8	v*8	A
60-69	7	v*7	B+
55-59	6	v*6	B
50-54	5.5	v*5.5	C+
40-49	5	v*5	C
0-39	0	v*0	F

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*O - Outstanding; A+-Excellent; A-Very Good; B+-Good; B-Above Average; C+-Average; C-Satisfactory; F – Unsatisfactory.*

Here, P is the percentage of marks ( $P = [IA + SEE]$ ) secured by a candidate in a course which is rounded to nearest integer. V is the credit value of course. G is the grade and GP is the grade point.

**a. Computation of SGPA and CGPA**

The Following procedure to compute the Semester Grade Point Average (SGPA).

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in a given semester, i.e :  $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$  where  $C_i$  is the number of credits of the  $i$ th course and  $G_i$  is the grade point scored by the student in the  $i$ th course.

**Examples on how SGPA and CGPA are computed**

**Example No. 1**

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit x Grade)
Course 1	4	A+	9	4X9=36
Course 2	4	A	8	4X8=32
Course 3	4	B+	7	4X7=28
Course 4	3	O	10	3X10=30
Course 5	3	C	5	3X5=15
Course 6	3	B	6	3X6=18
	<b>21</b>			<b>159</b>

Thus,  $SGPA = 159 \div 21 = 7.57$

**Example No. 2**

Course	Credit	Grade letter	Grade Point	Credit Point (Credit x Grade point)
Course 1	4	A	8	4X8=32
Course 2	4	B+	7	4X7=28
Course 3	4	A+	9	4X9=36
Course 4	4	B+	7	4X7=28
Course 5	4	B	6	4X6=24
	<b>20</b>			<b>148</b>

Thus,  $SGPA = 148 \div 20 = 7.4$

**b. Cumulative Grade Point Average (CGPA):**

Overall Cumulative Grade Point Average (CGPA) of a candidate after successful completion of the required number of credits for the respective programs are calculated taking into account all the courses undergone by a student over all the semesters of a program, i. e :  $CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$  Where  $S_i$  is the SGPA of the  $i$ th semester and  $C_i$  is the total number of credits in that semester.

**Example:**

**CGPA after Final Semester**

Semester (ith)	No. of Credits (Ci)	SGPA (Si)	Credits x SGPA (Ci X Si)
1	21	7.57	21 x 7.57 = 158.97
2	20	7.4	20 x 7.4 = 148.00
3	23	8.11	23 x 8.11 = 186.53
4	26	7.40	26 x 7.40 = 192.40
<b>Cumulative</b>	<b>90</b>		<b>685.90</b>

Thus,  $CGPA = 685.90/90 = 7.62$

**c. Conversion of grades into percentage:**

Conversion formula for the conversion of CGPA into Percentage is:

Percentage of marks scored = CGPA Earned x 10

**Example: CGPA Earned 7.62 x 10=76.2**

d. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

**13. Classification of Results**

The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

CGPA	Grade (Numerical Index)	Letter Grade	Performance	FGP
	G			Qualitative Index
9 >= CGPA 10	10	O	Outstanding	Distinction
8 >= CGPA < 9	9	A+	Excellent	
7 >= CGPA < 8	8	A	Very Good	First Class
6 >= CGPA < 7	7	B+	Good	
5.5 >= CGPA < 6	6	B	Above average	Second Class
> 5 CGPA < 5.5	5.5	C+	Average	
> 4 CGPA < 5	5	C	Satisfactory	Pass
< 4 CGPA	0	F	Unsatisfactory	Unsuccessful

**Overall percentage=10\*CGPA**

a. **Provisional Grade Card:** The grade card will be issued by the Controller of

Examinations at the end of every semester indicating the courses completed successfully. The grade card provides **Semester Grade Point Average (SGPA)**.

- b. **Final Grade Card:** Upon successful completion of two year Degree a Final Grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Controller of Examinations.

#### **14. Attendance Requirement:**

- 14.1 All students must attend every lecture, tutorial and practical classes.
- 14.2 In case a student is on approved leave of absence (e g:- representing the University in sports, games or athletics, placement activities, NCC, NSS activities and such others) and / or any other such contingencies like medical emergencies, the attendance requirement shall be minimum of 75% of the classes taught.
- 14.3 Any student with less than 75% of attendance in aggregate of all the courses including practical courses / field visits etc., during a semester shall not be permitted to appear to the end semester examination and such student shall seek re-admission

#### **15. Re-Registration and Re-Admission:**

- 15.1 In case a candidate's class attendance in aggregate of all courses in a semester is less than 75% or as stipulated by the University, such a candidate is considered as dropped the semester and is not allowed to appear for semester end examination and s/he shall have to seek re-admission to that semester during subsequent semester / year within a stipulated period.
- 15.2 In such case where in a candidate drops all the courses in a semester due to personal reasons, it is considered that the candidate has dropped the semester and s/he shall seek re-admission to such dropped semester.

#### **16. Absence during Internal Test:**

In case a student has been absent from an internal tests due to the illness or other contingencies s/he may give a request along with necessary supporting documents and certification from the concerned class teacher / authorized personnel to the concerned Director of the School, for conducting a separate internal test. The Director of the School may consider such request depending on the merit of the case and after consultation with course instructor and class teacher, and arrange to conduct a special internal test for such candidate(s) well in advance before the Semester End Examination of that respective semester. Under no circumstances internal tests shall be held / assignments are accepted after Semester End Examination.

#### **17. Provision for Appeal**

If a candidate is not satisfied with the evaluation of Internal Assessment components (Internal Tests and Assignments), s/he can approach the Grievance Cell with the written submission



together with all facts, the assignments, and test papers, which were evaluated. S/he can do so before the commencement of respective semester-end examination. The Grievance Cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University on the candidate if his/her submission is found to be baseless and unduly motivated. This Cell may recommend for taking disciplinary/corrective action on an evaluator if s/he is found guilty. The decision taken by the Grievance committee is final.

**18. Grievance Committee:**

In case of students having any grievances regarding the conduct of examination, evaluation and announcement of results, such students can approach Grievance Committee for redressal of grievances. Grievance committees will be formed by CoE in consultation with VC

For every program there will be one grievance committee. The composition of the grievance committee is as follows:-

- The Controller of Examinations - Ex-officio Chairman / Convener
- One Senior Faculty Member (other than those concerned with the evaluation of the course concerned) drawn from the school / department/discipline and/or from the sister schools / departments/sister disciplines – Member.
- One Senior Faculty Members / Subject Experts drawn from outside the University school / department – Member.

**19. Eligibility to Appear for Semester End Examination (SEE)**

Only those students who fulfil a minimum of 75% attendance in aggregate of all the courses including practical courses / field visits etc., as part of the program shall be eligible to appear for Semester End Examination

**20. Provision for Supplementary Examination**

In case a candidate fails to secure a minimum of 40% (20 marks) in Semester End Examination (SEE) and a minimum of 40% marks together with IA and SEE to declare pass in the course, such candidate shall seek supplementary examination of only such course(s) wherein his / her performance is declared unsuccessful. The supplementary examinations are conducted after the announcement of even semester examination results. The candidate who is unsuccessful in a given course(s) shall appear for supplementary examination of odd and even semester course(s) to seek for improvement of the performance.

**21. Provision to Carry Forward the Failed Subjects / Courses:**

A student who has failed in a given number of courses in odd and even semesters shall move to next semester of immediate succeeding year and final year of the study. However, s/he shall have to clear all courses of all semesters within the double duration, i.e., with four years of admission of the first semester failing which the student has to re-register to the entire program.

22. With regard to any specific case of ambiguity and unsolved problem, the decision of the Vice-Chancellor shall be final.

## **M.A. (English) Program**

### **Program Overview**

English is spoken as a global means of communication in different dialects. In fact, it has become a window to peep through the world. There are more than 300 million English speakers. 20% of the world's population can read, speak, or understand basic English. It is the official language of the US, the UK, Australia, Canada, Ireland, New Zealand, and is spoken and understood in parts of the Caribbean, Africa, and South Asia. English being an international language is also a preferred language of the Internet as well as the language of Science. It strongly, promises job prospects of the candidates in multidisciplinary domains.

A candidate with an M.A. English qualification can find opportunities to work in Print media and other media houses, News websites, Advertising agencies, Publishing houses, Product management firms, BPO (as both trainer and operator), Writing (scripts and articles), Freelance writing (Content writing and Creative writing), translator and also in the education sector.

The **School of Arts, Humanities and Social Sciences at REVA UNIVERSITY** offers M.A. in English, a Postgraduate Programme to create motivated, innovative, creative, and thinking graduates to work across sectors. The M.A. Programme in English includes several core courses related to Literature, Linguistics and Translation along with specialized courses in many areas. The programme is planned to give students a sharp orientation in the best literatures of the world and to acquire English teaching skills. Students are offered advanced courses in Creative Writing, Linguistic, Literary theories, and Research methods. The course offered as ELE (English Language & Education) intends to familiarize students with theoretical and practical teaching methods. Students are facilitated to write high-quality documents, including thesis, journals, articles, summaries, correspondence, reports, essays, and to prepare presentations for professional and academic purposes. The module on New Literature aims to introduce students to the emergent body of literature being produced by writers (and filmmakers) who share a collective memory of colonization and its associative trauma. In addition to this, Gender Studies as one of subjects of the programme offers the learners to explore numerous core concepts underlying the interdisciplinary field of Gender studies as a discipline, introducing the ways in which the study of sex/gender as social categories changes or shapes our understanding of the culture, history and society. The two soft core subjects Media Studies & Film Studies unpack an arena of new avenues to communication and their mass impact on a wider range of audience who enjoy film as an art and entertainment. Overall, in the programme, students study advanced chunks of diverse sub-disciplines in the area of English Studies, Communicative Skills,

Literature, Linguistics, Applied Linguistics, Translation including Dalit literature and Children's Literature as well to empower English as means of communication and to develop value-based attitude towards humanity and building an ethical personal and professional environment around them. It opens horizons of research in the field of humanities and intends to lead the students towards teacherpreneurship.

### **Program Educational Objectives:**

**After two years of graduation, the graduates of M.A. (English) will be able to:**

**PEO 1:** Pursue Higher Education and work in Universities either as Professors or Researchers.

**PEO 2:** Occupy a position and work as a team member in Public, Private and Government organizations.

**PEO 3:** Start own enterprise and communicate with customers effectively and adapt a lifelong learning Skills for imparting Business.

### **Program Specific Outcomes:**

**On successful completion of the programme, the graduates of M.A. (English) will be able to:**

**PSO 1:** Demonstrate the knowledge in Language and Literature.

**PSO 2:** Analyze creative literary form (poetry, prose, drama, fiction and creative non-fiction); and apply skills in using theoretical frameworks on structures of language through a wide variety of literary works on different perspectives.

**PSO 3:** Use different techniques to apply the concepts from literary theory and criticism in the analysis and interpretation of texts in Language and Literature.

### **Program Outcomes:**

**On successful completion of the programme, the graduates of M.A. (English) will be able to:**

**PO 1: Disciplinary knowledge:** Demonstrate comprehensive knowledge in understanding Language and Literature Studies.

**PO 2: Reasoning:** Analyze, interpret and draw conclusions from evidence and experiences from an open-minded and reasoned perspective.

**PO 3: Problem solving:** Extrapolate and apply their competencies to solve different kinds of non-familiar problems and apply one's learning to real life situations using curriculum content knowledge.

**PO 4: Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO 5: Research-related skills:** Recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an investigation.

**PO 6: Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO 7: Cooperation/Team work:** Work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

**PO 8: Communication Skills:** Express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups

**PO 9: Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

**M.A. English**  
**Scheme of Instructions (2021-2023)**

Sl. No	Course Code	Title of the Course	HC/ SC/ OE/	Credit Pattern				Contact Hrs.
				L	T	P	Credit	
<b>FIRST SEMESTER</b>								
1	M21AF0101	English Literature – I (from Chaucer to the Augustans)	HC	4	0	0	4	4
2	M21AF0102	American Literature – I	HC	4	0	0	4	4
3	M21AF0103	Indian Writings in English - I	HC	4	0	0	4	4
4	M21AF0104	Introduction to Linguistics	HC	3	1	0	4	5
5	M21AF0105	English Language Education	HC	4	0	0	4	4
6	M21AF0106	Advanced Communicative Skills	HC	3	0	1	4	5
<b>Total Credits</b>				<b>22</b>	<b>1</b>	<b>1</b>	<b>24</b>	<b>26</b>
<b>SECOND SEMESTER</b>								
1	M21AF0201	English Literature – II (from Romantic Age to 20 <sup>th</sup> century British Literature)	HC	4	0	0	4	4
2	M21AF0202	American Literature – II	HC	4	0	0	4	4
3	M21AF0203	Indian Writings in English - II	HC	4	0	0	4	4
4	M21AF0204	New Literatures in English	HC	4	0	0	4	4
5	M21AFS211	Cultural Studies	SC	3	0	1	4	5
	M21AFS212	English for Specific Purposes						
6	M21AFS221	Dalit Literature and Aesthetics	SC	4	0	0	4	4
	M21AFS222	Children's Literature	SC					
<b>Total Credits</b>				<b>23</b>	<b>0</b>	<b>1</b>	<b>24</b>	<b>25</b>

<b>THIRD SEMESTER</b>			<b>HC/ SC/ OE/</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>	<b>Contact Hrs</b>
1	M21AF0301	Gender Studies	HC	4	0	0	4	4
2	M21AF0302	Critical Theories – I (From classical to Victorian Age)	HC	4	0	0	4	4
3	M21AFS311	Media Studies	SC	3	0	1	4	5
	M21AFS312	Film Studies	SC					
4	M21AFS321	English Language Teaching – I	SC	3	1	0	4	5
	M21AFS322	Sociolinguistics	SC					
5		Open Elective	OE	4	0	0	4	4
7	M21AHON01	MOOC	ON	0	0	2	2	4
<b>Total Credits</b>				<b>18</b>	<b>1</b>	<b>3</b>	<b>22</b>	<b>26</b>
<b>FOURTH SEMESTER</b>			<b>HC/ SC/ OE/</b>	<b>Credit Pattern</b>				<b>Contact Hrs</b>
				<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>	
1	M21AF0401	Critical Theories – II (From Liberal Humanism to the present)	HC	4	0	0	4	4
2	M21AF0402	Research Methodology	HC	3	1	0	4	5
3	M21AFS411	Literatures from India (In Translation)	SC	3	0	1	4	5
	M21AFS412	English Language Teaching – II	SC					
4	M21AF0403	Major Research Project	HC	0	2	6	8	16
5	M21AHM401	Employability Skills	MC	Non-Credit Mandatory Course				2
<b>Total Credits</b>				<b>10</b>	<b>3</b>	<b>7</b>	<b>20</b>	<b>32</b>
<b>Total Credits for Four Semesters</b>				<b>73</b>	<b>5</b>	<b>12</b>	<b>90</b>	<b>96</b>

**Note:** HC=Hard Core; SC=Soft Core; OE=Open Elective; MC= Mandatory Course; ON=Online

### Semester-Wise Summary of Credit Distribution

Semesters	No. of Credits	No. of Hours
First Semester	24	26
Second Semester	24	25
Third Semester	22	26
Fourth Semester	20	32
<b>Total Credits</b>	<b>90</b>	<b>109</b>

### Distribution of Credits Based on Type of Courses

Semester	HC	SC	OE	Credit
I	24	0	0	24
II	16	8	0	24
III	8	10	4	22
IV	16	4	0	20
<b>Total</b>	<b>64</b>	<b>22</b>	<b>4</b>	<b>90</b>

### Distribution of Credits Based on L: T: P

Semester	L	T	P	Credit	Total Hours
I	22	1	1	24	26
II	23	0	1	24	25
III	18	1	3	22	26
IV	10	3	7	20	32
<b>Total</b>	<b>73</b>	<b>5</b>	<b>12</b>	<b>90</b>	<b>109</b>



## TYPICAL CURRICULUM MAP

S.N	Course	Effective Communication	Ethics & Social Responsiveness	Critical Thinking, Analysis, Problem solving	Global Exposure and cross-cultural	Gender Sensitization & Domain Knowledge	Leadership & Teamwork	Entrepreneurial thinking, creativity and Innovation	Research Oriented
1.	English Literature-I (from Chaucer to the Augustans)	√	√	√	√		√	√	√
2.	American Literature-I	√	√	√	√	√		√	√
3.	Indian Writings in English-I	√	√	√	√		√	√	√
4.	Introduction to Linguistics	√		√	√		√	√	
5.	English Language Education	√	√	√	√		√	√	√
6.	Advanced Communicative Skills	√		√	√		√	√	√
7.	English Literature – II (from Romantic Age to 20th century British Literature)	√	√	√	√	√		√	√
8.	American Literature – II	√	√	√	√	√		√	√
9.	Indian Writings in English – II	√	√	√	√	√		√	√
10.	New Literatures in English	√	√	√	√	√	√		√
11.	Cultural Studies	√	√	√	√		√	√	√
12.	English for Specific Purposes	√	√	√	√		√	√	√
13.	Dalit Literature and Aesthetics	√	√	√	√	√	√		√
14.	Children`s Literature	√	√	√	√	√	√		√
15.	Gender Studies	√	√	√	√	√	√		√
16.	Critical Theories – I (From Classical to Victorian Age)	√		√	√	√	√		√
17.	Media Studies	√	√	√	√	√		√	√
18.	Film Studies	√	√	√	√	√		√	√
19.	English Language Teaching – I	√	√	√	√	√		√	√
20.	Sociolinguistics	√	√	√	√	√		√	√
21.	Biographies of Great Personalities (for		√	√	√	√		√	√

	students of non-M.A. English Programmes)								
<b>22.</b>	MOOC	√		√	√	√	√		√
<b>23.</b>	Critical Theories – II (From Liberal Humanism to the present)	√	√	√	√	√			√
<b>24.</b>	Research Methodology	√		√	√	√			√
<b>25.</b>	Literatures from India (In Translation)	√	√	√	√	√	√		√
<b>26.</b>	English Language Teaching – II	√	√	√	√	√		√	√
<b>27.</b>	Major Research Project	√	√	√		√	√		√
<b>28.</b>	Employability Skills	√		√	√	√	√		√

**M.A. English Programme  
(2021-23)**

**DETAILED SYLLABUS**

**FIRST SEMESTER**

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M21AF0101	English Literature – I (from Chaucer to the Augustans)	HC	4	0	0	4	4

**Course Description:**

English Literature is one the most influential of literatures that world has ever produced. This fact makes it mandatory to be offered as a compulsory course [Hard Core]. The Course is offered in two parts – English Literature – I and English Literature –II. English Literature – I is offered in the first semester and English Literature – II in the second semester. While the two components are to take as a whole, for sheer logistic reasons, the course is spread over two semesters. English Literature – I will include the most representative writers in all genres and in all major movements from Middle Ages (Chaucer) to the eighteenth-century Neo-classical Age, covering a period of almost 400 years. While English Literature – II will commence with the Romantic Age (early nineteenth century) and end with 20<sup>th</sup> century.

**Pre-requisites:** Students must possess a flair for reading and basic writing skills.

**Pedagogy:** ICT/Blended learning/Direct method/Collaborative/Flipped Classroom.

**Course Objectives:**

1. To enable the students to understand the individual writers in their social and political contexts.
2. To engage the students to comprehend and relate British literature chronologically to other literatures.
3. To examine the notion of „canonization“ developed over a period of time in the history of English Literature
4. To familiarize students with the development of ideas and the British intellectual tradition.

**Course Outcomes:**

On completion of the course, students will be able to:

1. Value the major writers and their works in English Literature.
2. Assess the significant and impact of works of writers in English literary tradition

3. Compare the relationship between writers and their cultures.
4. Appraise the importance and variety of British literature.

**Course Content:**

**Unit-I: Background to English Literature and Pre Elizabethan-Age [13 Hours]**

1. General Introduction to the study of English Literature – Genres – Movements & Periods
2. Poetry: Chaucer: from Prologue to *The Canterbury Tales- The Squire, Wife of Bath, The Prioress*

**Unit-II: Elizabethan Age [13 Hours]**

1. Poetry: Sir Phillip Sidney: *Loving in Truth*  
Shakespeare: Sonnet nos. 18, 116
2. Drama: Shakespeare: *Macbeth*; Marlowe: *Doctor Faustus*
3. Prose: Francis Bacon: *Of Studies; Of Marriage and Single Life*

**Unit-III: Puritan, Metaphysical and Restoration Ages [13 Hours]**

1. Poetry: John Milton: Extract from *Paradise Lost Book – I* (Justifying the ways of God to Man); John Donne: *Sunne Rising*; Andrew Marvell: *To His Coy Mistress*
2. Drama: William Congreve: *Way of the World* (Non-detail)
3. Prose: Joseph Addison: *Pleasures of Imagination*

**Unit-IV: Augustan Age [13 Hours]**

1. Poetry: Dryden: Extract from *Mac Flecknoe* (94-117)  
Alexander Pope: Extract from *The Rape of the Lock* (Belinda's toilette)
2. Drama: R B Sheridan: *The School for Scandal* (non - detail)
3. Fiction: Henry Fielding: *Tom Jones* (non - detail)
4. Prose: Jonathan Swift: *A Modest Proposal*

**Background Reading:**

W H Hudson: Relevant Period/Age wise Units from *An Outline History of English Literature*

**References:**

- Alexander, Michael. *A History of English Literature*, London: Palgrave Macmillan, 3<sup>rd</sup> Edition, 2003.
- Allen, Walter Ernst. *The English Novel: A Short Critical History*. London: Phoenix House, 1954.
- Attridge, Derek. *The Rhythms of English Poetry*, 1982.
- Baugh, Albert. *A Literary History of England*, 1967.
- Brantlinger, Patrick. *Rule of Darkness: British Literature and Imperialism, 1830-1914*, 1998
- Conrad, Peter. *Modern Times, Modern Places*, 1998.
- Bush, Douglas. *English Literature in the Earlier Seventeenth Century, 1600-1660*, Oxford: Clarendon Press, 2nd ed., 1962.
- Doody, Margaret. *The True Story of the Novel*, 1996.
- Ellmann, Richard and Feidelson, Charles, *The Modern Tradition: Backgrounds of Modern Literature*, 1965.

- Evans, Ifor. *A Brief History of English Literature*, London: Penguin, 1990.
- Ford, Boris, *Pelican Guide to English Literature*, London: Pelican, 1955.
- Long, William J. *English Literature: Its History and Its Significance*, 2007.
- Mish, Charles Carroll. *English Prose Fiction*. Charlottesville, VA: University of Virginia, 1952
- Pinsky, Robert. *The Sounds of Poetry: A Brief Guide*, 1998
- Poovey, Mary. *Making a Social Body: British Cultural Formation, 1830-1864*, 1995
- Salomon, Brownell. *Critical Analyses in English Renaissance Drama*. Rev. 3rd ed. New York: Garland Pub., 1991.
- Sanders, Andrew. *A Short Oxford History of English Literature*, Oxford: Clarendon, 1994.
- Daiches, David. *A Critical History of English Literature*, Vol I&II, Supernova Publishers, 1994.
- Sanders, Andrew. *The Short Oxford History of English Literature*, 2004.
- Watt, Ian. *The Rise of the Novel*, 1957.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AF0102	American Literature - I	HC	4	0	0	4	4

### Course Description:

No other nation's literature is as entwined with its history as American literature. What began as another colony of the British Empire producing literature that was imitative, gradually turned began to acquire a distinct character of its own. This course offered in two parts spread over the second and third semesters, is an attempt to make the learners aware of growth and uniqueness of the literature of the United States. The emphasis is on applicability of these texts, to evaluate real world scenarios.

**Pre-requisites:** Basic knowledge of American history and a fair knowledge of reading & writing in English.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

### Course Objectives:

1. To establish the connections between literature and history with reference to American Literature
2. To understand the impact of historical events on literary styles through the ages.
3. To critically assess the social and political aspects and the role of literature in scripting the destiny of America
4. To analyze the impact of modern living on the nuances of literature.

### Course Outcomes:

On completion of the course, the students will be able to:

1. Appraise the historical evolution of American literature.
2. Develop a healthy outlook towards issues of human rights and concerns.
3. Take part in political debates of the World with sensibility and through knowledge.
4. Evaluate the aesthetic qualities of a literary work to then influence them to create their own.

**Course Content:**

**Unit-I: Background to the study of American Literature [13 Hours]**

1. European Colonization
2. Initial Settlements
3. Slavery
4. Early Writings
5. New England
6. American Renaissance
7. Transcendentalism

**Unit-II: Poetry, Fiction & Non-Fiction [13 Hours]**

1. Poetry:  
Whitman – Out of the Cradle Endlessly Rocking
2. Non-Fiction:  
Emerson – Extract from *The Conduct of Life* (Power)  
H D. Thoreau – Extract from *Walden* (On the Duty of Civil Disobedience)  
Edgar Allan Poe: Philosophy of Composition
3. Short Fiction:  
Washington Irving: Rip Van Winkle

**Unit-III: Poetry & Fiction [13 Hours]**

1. Poetry: Emily Dickinson –I heard a fly buzz – when I died; They Shut Me Up in Prose
2. Fiction: Nathaniel Hawthorne – *The Scarlet Letter*, Herman Melville – *Moby Dick*  
Harriet Beecher Stowe – The Mourning Veil

**Unit-IV: Poetry & Fiction [13 Hours]**

1. Poetry: Robert Frost –After Apple Picking, E A Robinson – Richard Cory
2. Fiction: Mark Twain – *Adventures of Tom Sawyer*, Jack London – *Call of the Wild* (film text)

**References:**

- Cunliffe, Marcus: *The Literature of the United States*, New York: Penguin, 1967
- Handlin, Oscar, *The Americans: A New History of the People of the United States*, 1963
- Henrietta, James A et al, *America's History: Vol 2 since 1865*, Bedford /St Martin's, 2000
- Kimmelman, Burt, *20th- Century American Poetry*, Checkmark Books, 2005
- Lewis, Richard W, *The American Adam*, 1955
- Persons, Stow, *American Minds: A History of Ideas*. Norton, Holt, Rinehart & Winston, 1966

- Rod W. & Herbert W. Edwards, *Background to American Literary Thought*, Prentice Hall, 3rd Revised edition, 1974
- Schuck, Peter H and James Q Wilson, *Understanding America: The Anatomy of an Exceptional Nation*, Public Affairs Books, 2008

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M21AF0103	Indian Writings in English - I	HC	4	0	0	4	4

### Course Description:

Beginning roughly at about the second half of the eighteenth century, Indian writing in English constitutes an important category of writing that no Indian university offering a post graduate programme in English can ignore. Though the early writing in English was imitative of the British literature, it gradually acquired a character of its own. The present course in Indian Writing in English is offered in two parts spread over two semesters, and aims to acquaint the learners with the development of what has now become a distinct body of writing (though some texts prescribed may not have been written originally in the English language. The course is designed to offer the learners a solid grounding in Indian Writing in English as it emerged negotiating a wide variety of problems including that of the choice of medium. The curriculum consists of a wide range of writers/texts in the all literary genres traditionally acknowledged, viz, Poetry, Drama, Novel. Short fiction and Non-fiction (Prose).

**Pre-requisites:** Student's must possess a flair for reading and fundamental writing skills.  
Learners should have basic idea of Indian history, society and culture.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

### Course Objectives:

1. To comprehend Indian Writing in English as a distinct literary voice
2. To sensitize the learners to literary issues that Indian writing in English has grappled with in its attempt at acquiring a character of its own.
3. To demonstrate the idea of nationality and nation building through literary works.
4. To evaluate a bearing on the history of Indian Aesthetics and its universal appeal

### Course Outcomes:

On completion of the course, learners will be able to:

1. Discuss the complex and diverse conditions that shaped the emergence of Indian Writing in English.
2. Analyze the literary articulations of the birth of the nation and nationalism.
3. Evaluate the hurdles overcome by the Indian writers writing in English in an attempt to acquire a distinct character.
4. Demonstrate an understanding of the emerging trends in modern Indian writing.

## Course Content:

### Unit-I: Background and History [13 Hours]

1. Background to the study of Indian Writing in English
2. Introduction of English Language in India
3. Macaulay's minute
4. Issues of nomenclature
5. Debates concerning the choice of English for creative purposes
6. An introduction to a short history of Indian Writings in English

### Unit-II: Early Indian Writings (Fiction & Poetry) [13 Hours]

1. Fiction: Bankim Chandra Chatterjee: *Rajmohan's Wife*
2. Poetry: Henry Derojio: *The Harp of India*; Toru Dutt: *Lakshman*; Sarojini Naidu: *Coramandal Fishers*

### Unit-III: Early Indian Writings (Drama & Non-Fiction) [13 Hours]

1. Drama: Tagore: *Red Oleanders*
2. Non-Fiction: Gandhi: Extracts from *Hind Swaraj* (What is Swaraj? Civilization: Why was India Lost? The Condition of India (Continued); How can India Become Free? Passive Resistance); J. Nehru: Extracts from *Discovery of India* (The Search for India; „Bharat Mata“; The Variety and Unity of India; Travelling through India)

### Unit-IV: The Trinity [13 Hours]

Mulk Raj Anand: *Two Leaves and A Bud*; Raja Rao: *Kanthapura*, R. K. Narayan: *The Guide*

## References:

- Chakraborty, Kaustab, *Indian Drama in English*, New Delhi: PHI Learning, 2010
- Iyengar, Srinivasa, *Indian Writing in English*, New Delhi: Sterling, 1997
- King, Bruce, *Modern Indian Poetry in English*, New Delhi: OUP, 1990
- Kirpal, Viney, *The New Indian Novel in English*, New Delhi: Allied Publishers Ltd, 1990
- Mitra, Zinia, *Indian Poetry in English: Critical Essays*, New Delhi: PHI Learning, 2012
- Mukherjee, Meenakshi, *Realism and Reality: Novel and Society in India*, New Delhi: OUP, 1985
- Mukherjee, Meenakshi, *Elusive Terrain: Culture and Literary Memory*, New Delhi: OUP, 3<sup>rd</sup> Ed., 2014
- Mukherjee, Tutun, *Girish Karnad's Plays; Performance and Critical Perspectives*, Pencraft International, 2006
- Mukherjee Meenakshi, *The Perishable Empire: Essays on Indian Writing in English*, New Delhi: OUP, 2001
- Naik, M K, *Aspects of Indian Writing in English*, Macmillan, 1979
- Naik M K, *Perspectives on Indian Poetry in English*, Abhinav Publications, 1985



Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AF0104	Introduction to Linguistics	HC	3	1	0	4	5

**Course Description:**

This course serves to introduce the science of linguistics by exploring the theoretical and cultural base of the discipline. Students will examine, among others, language structures, phonology, morphology, syntax, and semantics in relation to historical, descriptive, and generative linguistics, examine social issues, uses of language and language variation, and demonstrate complete comprehension that such a survey entail. They will understand and assess current scientific debates in the field and appreciate the relationships between linguistic data and language teaching and learning theories and models.

**Pre-requisites:** Students must possess Basic English language skills.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

**Course Objectives:**

- To introduce the student to the field of linguistics.
- To familiarize them with study levels of language analysis i.e. phonology, morphology, syntactic, semantics and discourse analysis.
- To help the student to collect and analyze language data.
- Make use of the methods of logical analysis in analyzing the data from a wide variety of languages and dialects.

**Course Outcomes:**

On completion of the course, the students will be able to:

1. Relate the structure of one language to another and to appreciate the field of linguistics and its main sub-fields
2. Analyze various types of data that they collect on their own.
3. Elaborate a broad interdisciplinary perspective on work in language to emphasize the connectedness and relevance of work to other fields.
4. Utilize linguistic evidence and arguments to evaluate popular claims related to language use in the modern world.

**Course Content:**

**Unit-I: Language & Linguistics**

**[13 Hours]**

- What is language? Some definitions of 'language'
- Language and speech
- Branches of linguistics
- Is linguistics a science? - Terminology and notation - Linguistics is descriptive not prescriptive

**Unit II: The Sounds of Language****[13 Hours]**

- Articulatory phonetics
- Descriptive Phonology
- Language-acquisition
- Syntax

**Unit-III: Semantics****[13 Hours]**

- Morphology – Basic concepts
- Parts of speech, form-classes and grammatical categories
- Lexical meaning: homonymy, Polysemy, synonymy
- Lexical meaning: sense and denotation, Semantics and grammar, Sentence-meaning and utterance-meaning

**Unit-IV: Language and Society****[13 Hours]**

- Sociolinguistics, ethno -linguistics and psycho linguistics
- Accent, dialect and idiolect, Standards and vernaculars, Practical applications, Stylistic variation and stylistics
- The Sapir-Whorf hypothesis

**References:**

- Akmajian, Adrian et al. *Linguistics: An Introduction to Language and Communication*. MIT Press, 2010
- Bock and Mheta. *Language, Society and Communication*, Van Schek Publishers, 2009
- Carnie, Andrew, *Syntax: A Generative Introduction*, Wiley-Blackwell, 3rd edition, 2012
- Mathews P H, *Linguistics: A Very Short Introduction*, OUP, 2003
- McCabbe, Anne. *An Introduction to Linguistics and Language Studies*, Saint Louis University Press, 2011
- Meyer, Charles F. *Introducing English Linguistics*, CUP, 2007
- O'Grady, William et al. *Contemporary Linguistics: An Introduction*, Bedford Books, 2004
- Pavey, Emma L. *The Structure of Language: An Introduction to Grammatical Analysis*. Cambridge University Press, 2010
- Radford, Andrew et al. *Linguistics: An Introduction*. Cambridge University Press, 2nd edition, 2009
- Trask. R L. *Introducing Linguistics: A Graphic Guide*. Icon Books; Third Edition, 2009
- Whaley, Lindsay J. *Introduction to Typology. The Unity and Diversity of Language*, Sage Publications, 1999

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AF0105	English Language Education	HC	4	0	0	4	4

**Course Description:**

This is a unique course, focusing specifically on English language and its connections with education. It will provide the learners with an understanding of the current issues and theories within the fields of both English language and education, as well as seeing how the two interrelate. The learners will explore language use, the nature of spoken and written communication, educational pedagogy, and how language reflects and impacts upon wider society and culture. The course will familiarize students with theoretical and practical teaching methods. The learners involve in the selection of content and the development of corresponding instructional materials for ESL/EFL courses. It will provide students with an opportunity to learn an L2 curriculum with corresponding syllabi and materials based on students' own interests and needs.

**Pre-requisites:** Students must possess a liking for teaching and should possess basic communication skills.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

**Course Objectives:**

1. To monitor his or her effectiveness as a teacher of English to speakers of other languages.
2. To introduce and nurture familiarity with current methodology.
3. To explore a variety of textbooks and teaching materials; determine how to best utilize these within a curricular framework.
4. To review and practice developing and using a variety of assessment instruments.

**Course Outcomes:**

On completion of the course, students will be able to –

1. Predict the present and future trends in English Language education
2. Develop an understanding of the process of language acquisition as it concerns first and subsequent language learning and as it varies at different age levels; and understand the effects on language learning of socio-cultural variables in the instructional situation.
3. Examine the principles of language pedagogy and the demonstrate ability, gained by actual teaching experience, and apply these principles as needed to various classroom situations and instructional materials.
4. Evaluate the effectiveness of teaching materials, procedures, and curricula.

**Course Content:****Unit-I: Teacher Development****[13 Hours]**

- Status of English in India;
- Goals and objectives in teaching and learning English in India
- English as a World language, Current developments in ELE

**Unit II: Methods and Approaches****[13 Hours]**

Grammar translation; direct method; audio-lingual method; situational language teaching; total physical response; the natural approach; the communicative approach (with complete details as per Richards & Rodgers) .

- Different methodological perspectives and approaches .
- Practical effectiveness of various approaches, Methodologies and techniques in different contexts and learning environments.

- Historical and current approaches and methods including both mainstream (e.g. grammar-translation, Direct Method, audio-lingual method, situational language teaching, communicative and task-based learning approaches) and experimental or non-mainstream (e.g. delayed oral practice, Natural Approach, TPR, and Silent Way)

Role of ELE in classroom implications, Significance of ELE in teaching second language acquisition.

**Unit-III: Teaching Materials**

**[13 Hours]**

- Principles and techniques of Teaching
- Teaching of four language skills: Listening, Speaking, Reading, Writing
- Teaching of grammar and vocabulary, Primary Resources

**Unit-IV: Teacher Practice**

**[13 Hours]**

- Technology, teaching aids and ICT tools for teaching/ learning English Art of Pedagogy
- Lesson plan and Blueprint, Classroom Management, Best Practices, Demo

**References:**

- Brown, H. D, *Strategies for success: A practical guide to learning English*. White Plains, NY: Longman, 2001
- Chamot, A.U., S. Barnhardt, P. Beard El-Dinary, and J. Robbins, *The learning strategies handbook: Creating independent learners*, White Plains, NY: Longman, 1999
- Reid, J, *Understanding learning styles in the second language classroom*, New York: Longman, 1998
- Christison, M. A, *Multiple intelligences and language learning: A guidebook of theory, activities, inventories, and resource*, Burlingame, CA: Alta Book Center, 2002.
- Dornyei, Z, *Teaching and researching motivation*, New York: Longman, 2001
- Benson, P. *Teaching and researching autonomy in language learning*, New York: Longman, 2001.
- Pressley, M. and V. Woloshyn, *Cognitive strategy instruction that really improves children's academic performance*, 2nd ed., Cambridge, MA: Brookline books, 1995

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AF0106	Advanced Communicative Skills	HC	3	0	1	4	5

**Course Description:**

This course prepares the students for the demands of academic competence through reading, writing and research. It includes instruction and practice in critical writing, reading, thinking, planning, and coherency of written ideas. Students are facilitated to write high-quality documents, including thesis, journals, articles, summaries, correspondence, reports, essays, and to prepare presentations for professional and academic purposes. Students gain reading, writing, listening, and presentation skills essential to workplace success and occupational situations, plus develop skills essential for informational literacy, as well as critical analysis of texts.

**Pre-requisites:** Student's must possess basic communication skills.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

**Course Objectives:**

1. To help students to take ownership of their learning and provide explicit direction in literature and language development.
2. To capitalize on their existing skills, fine-tune their approach and build a strategy for effective communication.
3. To facilitate to write and edit assignments and thesis for research proposals.
4. To categorize, comprehend, interpret and infer explicit and implicit meaning from a wide range of familiar and unfamiliar written discourse.

**Course Outcomes:**

On completion of the course, students will be able to

1. Develop the ability to use cohesive devices skillfully and develop the subject competently.
2. Simplify and present an extended text spontaneously, fluently and precisely even in complex situations
3. Build the ability to use a wide variety of structures and cohesive devices accurately and appropriately
4. Create argumentative essays and summarize and synthesize information from a number of sources. Write and edit thesis, synopsis and journals.

**Course Content:**

**Unit-I: Study Skills**

**[13 Hours]**

- Identifying patterns in texts, Summarizing and Paraphrasing
- Reading and Making Inferences, Library Usage
- Reading and Note taking, Précis Writing
- Summarizing, Essay Writing

**Unit II: Oral Communication**

**[13 Hours]**

- Verbal and Nonverbal communication
- Conversations in formal and informal settings: what to say and how to say it.
- Verbal skills and strategies for participating in group situations

**Unit-III: Listening Skills**

**[13 Hours]**

- Listening as an active skill; Types of Listeners; Listening for general content
- Intensive Listening; Listening for specific information.
- Developing effective listening skills; Barriers to effective listening skills.

**Unit-IV: Academic Writing**

**[13 Hours]**

- Written Communication, Writing the assignment, thesis, term papers
- Page and chapter format, Use of quotations
- Footnotes, Referencing and Appendices
- Revising and Proof reading

## References:

- John, Seely .*Oxford Guide to Effective Writing and Speaking*, OUP Oxford, 2nd edition,2005
- Jonathan Anderson, *Assignments and Thesis Writing*,Gardners Books; 4th edition, 2001
- Murray,Rowena. *How to write Thesis*, Open University Press; 3rd edition, 2011
- Crystal, David. *English As a Global Language*. Cambridge, UK: Cambridge University Press, 2003
- Bruder Newton Mary, Tillitt Bruce, *Speaking Naturally*, Cambridge University Press,1985
- Pakenham Ken, Williams Jessica, McEntire Jo, Wiese David, Vittorio Pamela, *Making Connections, Skills and Strategies for Academic Reading*,Cambridge University Press, 2nd Edition, 2013
- McCarthy Micheal. *Academic Vocabulary in use*, Cambridge University Press,2008
- Ingram Beverly & King Carol, *From Writing to Composing*, , 2004
- Gardener Peter, *New Directions*, Cambridge University Press, 2<sup>nd</sup> Edition, 2005

## SECOND SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M21AF0201	English Literature – II (from Romantic Age to 20 <sup>th</sup> century British Literature)	HC	4	0	0	4	4

### Course Description:

English Literature is one of the most influential of literatures that world has ever produced. This fact makes it mandatory to be offered as a compulsory course [Hard Core]. The Course is offered in two parts – English Literature – I and English Literature –II. English Literature – I is offered in the first semester and English Literature – II in the second semester. While the two components are to take as a whole, for sheer logistic reasons, the course is spread over two semesters. English Literature – I will include the most representative writers in all genres and in all major movements from Middle Ages (Chaucer) to the eighteenth-century Neo-classical Age, covering a period of almost 400 years. While English Literature – II will commence with the Romantic Age (early nineteenth century) and end with 20<sup>th</sup> century.

**Pre-requisites:** Students must possess a preliminary knowledge of British history and literature.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

### Course Objectives:

1. To enable students to understand the individual writers in their social and political contexts.
2. To relate British literature chronologically to other literatures.
3. To comprehend the notion of „canonization“ developed over a period of time in the history of English Literature
4. To familiarize students with the development of ideas and the British intellectual tradition.

### Course Outcomes:

On completion of the course, students will be able to:

1. Appraise the major writers and their works in English Literature.
2. Assess the significant and impact of works of writers in English literary tradition
3. Compare the relationship between writers and their cultures.
4. Evaluate the importance and variety of British literature.

### Course Content:

**Unit-I: Pre-Romantic & Romantic Age**

**[13 Hours]**

- Poetry: Blake: Holy Thursday; Wordsworth: Extract from *Lines Composed a Few Miles Above Tintern Abbey*; Coleridge: Frost at Midnight, Shelley: Ode to West Wind; Keats: Ode on a Grecian Urn
- Fiction: Jane Austen: *Pride and Prejudice* (Film text); Charlotte Bronte: *Jane Eyre* (Text)

### Unit II: Victorian Age

[13 Hours]

- Poetry: Tennyson: Ulysses, Mathew Arnold: Dover Beach, Hopkins: Pied Beauty; Christina Rossetti: Goblin Market
- Drama: Oscar Wilde: *The Importance of Being Earnest*
- Fiction: Charles Dickens: *Hard Times*, Thomas Hardy: *Tess of D'Urbervilles* (Film text)

### Unit-III: Twentieth Century

[13 Hours]

- Poetry: T S Eliot: Extract from *Wasteland* ("The Burial of the Dead"); W B Yeats: Second Coming, Auden: Refugee Blues
- Prose: D.H. Lawrence: Odor of the Chrysanthemums
- Fiction: Joseph Conrad: *Heart of Darkness*

### Unit-IV: 1950 onwards

[13 Hours]

- Poetry: Ted Hughes: Thought Fox; Dylan Thomas: Do Not Go Gentle into That Goodnight; Wilfred Owen: Strange Meeting
- Drama: John Osborne: *Look Back in Anger* (Film Text)
- Fiction: William Golding: *Lord of the Flies*

### References:

- Altick, R. D. *Victorian People and Ideas*. OUP, 1973
- Bowra C M. *Romantic Imagination*, New Delhi: OUP, 1984
- Bradbury, M. *Modern Writers*. London: Penguin, 1988.
- Esslin, M. *The Theatre of the Absurd*. 1961. London: Penguin, 1991.
- Ford, Boris. *Pelican Guide to English Literature*, Pelican Books, 1957
- Jack, Ian. *Keats and the Mirror of Art*. Clarendon Press, 1967
- Knight, Wilson. *Starlit Dome*. Routledge, 1995
- Leavis, F. R. *The Great Tradition*. London: Faber & Faber (1949), 2011
- McFarland, Thomas. *The Masks of Keats: The Endeavour of a Poet*. Oxford: OUP, 2000
- Mckeon, Michael. *The Origins of the English Novel – 1600 – 1740*. John Hopkins Univ Press, 2002
- Schwarz, Daniel R. *The Transformation of the English Novel, 1890-1930: Studies in Hardy, Conrad, Joyce, Lawrence, Forster and Woolf*. Palgrave- Macmillan, 1995
- Tillotson, Geoffrey. *A View of Victorian Literature* 1978
- Watt, Ian. *Rise of the Novel: Studies in Defoe, Richardson and Fielding*. Los Angeles: U of California Press, 1964
- Wu, Duncan (Ed). *A Companion to Romanticism*. London: Blackwell, 1997
- Bradbury, Malcolm. *The Novel Today: Contemporary Writers on Modern Fiction*. New Jersey: Fontana, 1977



Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M21AF0202	American Literature – II	HC	4	0	0	4	4

**Course Description:**

No other nation’s literature is as entwined with its history as American literature. What began as another colony of the British Empire producing literature that was imitative, gradually turned began to acquire a distinct character of its own. This course offered in two parts spread over the second and third semesters, is an attempt to make the learners aware of growth and uniqueness of the literature of the United States.

**Pre-requisites:** Student’s must possess a preliminary knowledge of American history and literature.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

**Course Objective:**

1. To sensitize the learners to the emergence of modernity and its impact on world Art, Literature and Culture.
2. To examine the impact of historical events on the literary styles through the ages.
3. To critically assess the social and political aspects.
4. To analyze the impact of modern living on the nuances of literature.

**Course Outcomes:**

On completion of the course, the students will be able to:

1. Appraise the historical evolution of American literature.
2. Develop a healthy outlook towards issues of human rights and concerns.
3. Make use of political debates of the World with sensibility and through knowledge.
4. Evaluate the aesthetic qualities of a literary work to then influence them to create their own.

**Course Content:**

**Unit I: The Multicultural America [13 Hours]**

Movements in Modern American Literature, African- American literature; Harlem Renaissance, Black Arts Movement, Jewish American literature

**Unit II: Modernism in American literature [13 Hours]**

1. Poetry: William Carlos Williams: This is Just to Say, Red Wheelbarrow, E Cummings: In Just Spring, A Leaf
2. Drama: Tennessee Williams – *The Glass Menagerie (Performance Text)*; Arthur Miller – *All My Sons*
3. Fiction: Scott Fitzgerald – *The Great Gatsby*

**Unit-III: African American Literature [13 Hours]**

1. Poetry: Langston Hughes –Freedom Train, Maya Angelou – Phenomenal Women
2. Fiction: Alice Walker: *The Color Purple* (Film Text); Gloria Naylor: *The Women of Brewster Place*
3. Drama: Amiri Baraka: *Dutchman*

**Unit-IV: Jewish American Literature****[13 Hours]**

1. Poetry: Allan Ginsberg – Father Death Blues; Karl Shapiro – University
2. Fiction: Saul Bellow: A Silver Dish; Philip Roth: The Day it Snowed
3. Drama: Joseph Stein: *Fiddler on the Roof*

**References:**

- Cunliffe, Marcus: *The Literature of the United States*, New York: Penguin, 1967
- Dutta Chowdhury, Payel: *Dynamics of Self, Family and Community*. Germany: Lambert Academic Publishing, 2017.
- Handlin, Oscar. *The Americans: A New History of the People of the United States*, Little Brown, 1963
- Henrietta, James A et al (Ed). *America's History: Vol 2 since 1865*, Bedford /St Martin's, 2000
- Kimmelman, Burt (Rd). *20th- Century American Poetry*, Checkmark Books, 2005
- Lewis, Richard W. *The American Ada*, Andesite Press, 2017
- Persons, Stow, *American Minds: A History of Ideas*. Norton, Holt, Rinehart & Winston, 1966
- Rod W. & Herbert W. Edwards. *Background to American Literary Thought*, Pearson College Div; 3rd edition, 1974
- Schuck, Peter H and James Q Wilson (Eds). *Understanding America: The Anatomy of an Exceptional Nation*, Public Affairs Books, 2008

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AF0203	Indian Writings in English - II	HC	4	0	0	4	4

**Course Description:**

The course is designed to offer the learners a solid grounding in Indian Writing in English as it emerged negotiating a wide variety of problems including that of the choice of medium. The curriculum consists of a wide range of writers/texts in the all literary genres traditionally acknowledged, viz, Poetry, Drama, Novel. Short fiction and Non-fiction (Prose). The course commences with an engagement with texts written in the early 20<sup>th</sup> century and halts at the 1980s, taking the learners through the fictional representation of the turbulent literary, social, cultural, historical and political upheavals that the nation went through. The students will to be exposed to Northeastern Indian literature in English, generally neglected, much to the chagrin of the writers of the region.

**Pre-requisites:** Student's must possess a preliminary knowledge of Indian history, society and literature.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

**Course Objectives:**

1. To discuss the multi-dimensions of Indian writings in English.
2. To sensitize the learners to literary issues that Indian writing in English has grappled with in its attempt to acquire a character of its own.
3. To demonstrate the ideas of nationality and nation building through literary works.

4. To evaluate the history of Indian aesthetics and its literary identity

### Course Outcomes:

On completion of the course, learners will be able to:

1. Discuss the complex and diverse conditions that shaped the emergence of Indian Writing in English.
2. Analyze the literary articulations of the birth of the nation and nationalism.
3. Evaluate the hurdles overcome by the Indian writers writing in English in an attempt to acquire a distinct character.
4. Demonstrate an understanding of the emerging trends in modern Indian writing

### Course Content:

#### Unit-I: Poetry, Drama & Fiction

[13 Hours]

1. Poetry: Nissim Ezekiel: Night of the Scorpion, Goodbye Party for Miss Pushpa T.; A.K. Ramanujan: A River, Arun Kolatkar: An Old Woman
2. Drama: Girish Karnad: *Tughlaq*
3. Fiction: Arun Joshi: *The Strange Case of Billy Biswas*

#### Unit II: Partition Literature

[13 Hours]

1. Fiction: Khushwant Singh: *Train to Pakistan*; Gurinder Chadha: *Viceroy's House* (Film Text)
2. Short Fiction: Manto: Toba Tek Singh
3. Drama: Mahesh Dattani: *Final Solutions*

#### Unit-III: Poetry, Fiction & Non-Fiction

[13 Hours]

1. Poetry: Kamala Das: Introduction, Meena Kandasamy: Evil Spirits, Eunice D'Souza: Women in Dutch Painting
2. Fiction: Chitra Banerjee Divakaruni: *Palace of Illusions*; Manju Kapur: *The Immigrant*
3. Non-Fiction: Sudhir Kakar: "The Ego Ideal" (from *Inner World*)

#### Unit-IV: Literatures from India's North-East

[13 Hours]

1. Poetry: Anjum Hasan's A Place Like Water; This Biography; Mamang Dai: from *River Poems*
2. Short Fiction: Tamsila Ao: The Jungle Major; Khasi Folktales: The Lost Manuscript; The Story of U Thlen
3. Fiction: Easterine Kire: *A Terrible Matriarchy*; Dhruba Hazarika: *Sons of Brahma*

### References:

- Chakraborty, Kaustab. *Indian Drama in English*, New Delhi: PHI Learning, 2010
- Iyengar, Srinivasa. *Indian Writing in English*, New Delhi: Sterling, 1997
- King, Bruce. *Modern Indian Poetry in English*, New Delhi: OUP, 1990
- Kirpal, Vinay. *The New Indian Novel in English*, New Delhi: Allied Publishers Ltd, 1990
- Mitra, Zinia. *Indian Poetry in English: Critical Essays*, New Delhi: PHI Learning, 2012
- Mukherjee, Meenakshi. *Realism and Reality: Novel and Society in India*, New Delhi: OUP, 1985
- Mukherjee, Meenakshi. *Elusive Terrain: Culture and Literary Memory*, New Delhi: OUP, 2014

- Mukherjee, Tutun. *Girish Karnad's Plays; Performance and Critical Perspectives*, Pencraft International, 2006
- Mukherjee Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*, New Delhi: OUP, 2001
- Naik, M K. *Aspects of Indian Writing in English*, Macmillan, 1979
- Naik M K (Ed). *Perspectives on Indian Poetry in English*, Abhinav Publications, 1985

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AF0204	New Literatures in English	HC	4	0	0	4	4

### Course Description:

Through the medium of English, writers from former colonies across the globe today confront a (prospectively) global audience. This module aims to introduce students to the emergent body of literature being produced by writers (and filmmakers) from who share a collective memory of colonization and its associative trauma. The course is designed to examine the various ways, in which different writers integrate or work with local and global social conditions, and local and foreign literary forms and conventions, in the late twentieth and early twenty-first centuries. The works will be read comparatively, in relation to one another, and as contributions to particular literary and cultural traditions. Social issues under review will range very widely: for example, Race, violence, religion and communalism, sex and gendered identity, nation and state, memory, trauma and prolepsis, English as a world language and English as a language of cultural imperialism.

**Pre-requisites:** Student's must possess a preliminary knowledge of World history and literature.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

### Course Objectives:

1. To comprehend the geographical scope, historical intensity, and political consequences of European colonization, anti-colonial resistance, the emergence of postcolonial nationhood, and the subsequent global order
2. To assess the powerful creative responses to European colonialism by from the postcolonial world, both historically and today.
3. To elucidate the issues, concerns and ideas these creative works address.
4. To analyze the impact of colonization on World literature.

### Course Outcomes:

On completion of this course, students will be able to

1. Analyze the political consequences of colonization
2. Assess the creative responses to colonialism in the purview of literature.
3. Criticize the global political concerns through a local perspective.
4. Evaluate the long bearing effects of colonization on world sensibilities and literature.

### Course Content

**Unit-I: Literature from Australia & Canada****[13 Hours]**

- Poetry: A D Hope: Australia
- Margret Atwood: Helen of Troy Does Countertop Dancing
- Fiction: Peter Carey: *Jack Maggs*
- Non-Fiction: Sally Morgan: Extract from *My Place*

**Unit II: Postcolonial & Neocolonial Literature from Africa****[13 Hours]**

- Poetry: Wole Soyinka: Telephone Conversation
- Ben Okri: To an English Friend in Africa
- Fiction: Chinua Achebe: *Things Fall Apart*
- Non-fiction: Ngugi: Abolition of English Department

**Unit-III: Literature of Gender & Sexuality****[13 Hours]**

- Poetry: Imtiaz Dharker: Purdah
- Agha Shahid Ali: The Wolf's Postscript to Little Red Riding Hood
- Fiction: Jean Rhys: *Wide Sargasso Sea*
- Short Fiction: Ismat Chughtai: The Quilt

**Unit-IV: Literature from South Asia****[13 Hours]**

- Poetry: Kabita Sinha: Eve Speaks to God; Shamsur Rahman: Samson
- Fiction: Jhumpa Lahiri: *The Namesake*
- Short Fiction: Sadat Hassan Manto: Open It
- Aktharuzamman Elias: The Raincoat (Film Text)

**References:**

- Andrews, Barry G., and William H. Wilde. *Australian Literature to 1900: A Guide to Information Sources*. Detroit: Gale, 1980.
- Bennett, Bruce, and Jennifer Strauss, eds. *The Oxford Literary History of Australia*. Melbourne: Oxford University Press, 1998.
- Burns, James. *New Zealand Novels and Novelists, 1861-1979, an Annotated Bibliography*. Auckland: Heinemann, 1973.
- Callahan, David, ed. *Contemporary Issues in Australian Literature*. London: Frank Cass, 2002.
- Day, A. Grove. *Modern Australian Prose, 1901-1975: A Guide to Information Sources*. Detroit: Gale Research, 1980.
- Devy, G. N. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002.
- Dutton, Geoffrey, ed. *Literature of Australia*. Harmondsworth, Middlesex: Penguin, 1964.
- Goetzfridt, Nicholas J. *Indigenous Literature of Oceania: A Survey of Criticism and Interpretation*. Westport: Greenwood Press, 1995.
- Goodwin, Ken. *A History of Australian Literature*. London: Macmillan, 1986.
- Green, H. M. *A History of Australian Literature, Pure and Applied*. 2 vols. Melbourne: Melbourne University Press, 1961.
- Hadgraft, Cecil. *Australian Literature: A Critical Account to 1955*. London: Heinemann, 1960.
- Hope, A. D. *Australian Literature, 1950-1962*. Melbourne: Melbourne University Press, 1963.

- Huang, Guiyou. *Asian American Poets: A Bio-Bibliographical Critical Sourcebook*. Westport: Greenwood Press, 2002
- Jaffa, Herbert. *Modern Australian Poetry, 1920-1970: A Guide to Information Sources*. Detroit: Gale, 1979.
- Jones, Joseph, and Johanna Jones. *Australian Fiction*. Boston: Twayne, 1983.
- Jones, Joseph, and Johanna Jones. *New Zealand Fiction*. Boston: Twayne, 1983.
- Kramer, Leonie, ed. *The Oxford History of Australian Literature*. Melbourne: Oxford University Press, 1981.
- Lever, Richard, James Wieland, and Scott Findlay, eds. *Post-Colonial Literatures in English: Australia, 1970-1992*. New York: G. K. Hall, 1996.
- Lock, Fred, and Alan Lawson. *Australian Literature: A Reference Guide*. Second Edition. Melbourne: Oxford University Press, 1980.
- Mehrotra, A. K., ed. *A History of Indian Literature in English*. New York: Columbia University Press, 2003.
- Naik, M. K. *A History of Indian English Literature*. New Delhi: SahityaAkademi, 1982.
- Nelson, Emmanuel S., ed. *Writers of the Indian Diaspora: A Bio-Bibliographical Critical Sourcebook*. Westport: Greenwood Press, 1993.
- Pierce, Peter, ed. *The Oxford Literary Guide to Australia*. Melbourne: Oxford University Press, 1987.
- Rahman, Tariq. *A History of Pakistani Literature in English*. Lahore: Vanguard, 1991.
- Robinson, Roger and Nelson Wattie, eds. *The Oxford Companion to New Zealand Literature*. Oxford: Oxford UP, 1998.
- Ross, Robert L. *Australian Literary Criticism, 1945-1988: An Annotated Bibliography*. New York and London: Garland, 1989.
- Samuels, Selina, ed. *Australian Literature, 1788-1914*. Detroit: Gale, 2001.
- Samuels, Selina, ed. *Australian Writers, 1950-1975*. Detroit: Gale, 2004
- Samuels, Selina. *Australian Writers, 1915-1950*. Detroit: Gale, 2002.
- Shoemaker, Adam. *Black Words, White Page: Aboriginal Literature, 1929-1988*. St. Lucia: University of Queensland Press, 1988.
- Simms, Norman Toby. *Writers From the South Pacific: A Bio-Bibliographic Critical Encyclopedia*. Washington: Three Continents Press, 1991.
- Singh, Kirpal, ed. *Interlogue: Studies in Singapore Literature*. 4 vols. Singapore: Ethos Books, 1998-2001.
- Sturm, Terry, ed. *The Oxford History of New Zealand Literature in English*. Auckland: Oxford University Press, 1991.
- Wilde, William H., Joy Hooton, and Barry Andrews. *The Oxford Companion to Australian Literature*. Melbourne: Oxford University Press, 1985.
- Williams, Mark. *Post-Colonial Literatures in English: Southeast Asia, New Zealand, and the Pacific, 1970-1992*. New York: G. K. Hall, 1996.
- Yap Fuan, Tim. *Singapore Literature: A Select Bibliography of Critical Writings*. Singapore: National University of Singapore Library, 2000

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AFS211	Cultural Studies	SC	3	0	1	4	5

### Course Description:

The course is envisaged to provide the student an introduction to literary studies and affirm grounding in basic theories of how the text is closely read and analyzed. The course exposes students to the various literary forms and genres. The course also intends to help students learn to analyze both literary and non-literary texts. This course is designed to keep in mind the productions and consumptions of cultural practices around us. The cultural theories provide perspective to critically access the many trends and practices of culture.

**Pre-requisites:** Student“s must possess a fundamental knowledge of media, culture and society.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

### Course Objectives:

1. To develop a clear grasp of the key concepts of cultural studies.
2. To discuss the cultural dynamics of society with the help of contemporary theory and to equip the students with analytical tools to study diverse culture and cultural practices.
3. To explore the various forms of cultural expression and to familiarize the student with the rich and complex cultures and cultural traits
4. To develop critical and analytical abilities through case studies focused on cultural sites and practices.

### Course Outcomes:

On completion of this course, the student will be able to:

1. Distinguish between power and cultural production in society
2. Identify the socio-cultural practices through the theories provided in the course
3. Analyze and implement a view that all cultural practices are politically driven
4. Apply a literary and critical vocabulary to view social constructs. In literary and non-literary endeavors

### Course Content:

#### Unit-I: Background to Cultural Studies

[13 Hours]

1. What is Cultural Studies?
2. Aims and Objectives of Cultural Studies
3. The Birmingham Centre for Study of Contemporary Culture and the emergence of Cultural Studies as an academic discipline
4. Key Terms – (Power, Ideology, Hegemony & Counter-Hegemony, Representation, Positionality, Identity, Discourse, Structuralism, Marxism, Mass Deception)
5. Roland Barthes: “Soap-powders and Detergents”, “The Poor and the Proletariat”, “Toys” (extract from *Mythologies*)

#### Unit II: Cultural Theories

[13 Hours]

- Raymond Williams: Culture (from *Marxism and Literature*)
- Louis Althusser: “Ideology and Ideological State Apparatuses: Notes towards an Investigation” (1970)
- Partha Chatterjee: “Whose Imagined Community” (from *Mapping the Nation* 1991)
- Laura Mulvey: “Visual Pleasure and Narrative Cinema” (from *Screen*, Vol. 16, Issue 3, Autumn 1975)

### Unit-III: Trends and Practices

[13 Hours]

- Linguistic turn in Cultural Studies: Lacan (Psychoanalysis), Semiotics
- Globalization and Modernism: Multiculturalism, Imperialism, Glocalization, Geopolitics, Post-truth, Mass Culture
- Race, Ethnicity and Nationhood: Race and Power in popular discourse, Ethnic stereotyping in Popular Culture; The social constructs of a Nation (Mother India - film text)

### Unit-IV: Body, Sexuality and Media culture

[13 Hours]

1. Post-humanism – *Her* (2013), *Shape of Water* (2017)
2. Body Politics: Sexuality, disability and deviance - *Margarita with a Straw* (2014), *The Danish Girl* (2015), *Njan Marykutty* (2018)
3. Media Culture: Television culture, Trends in visual culture, Cyber culture, Digital media, Social media and questions of identity

### References:

- Bowman, Paul. *Interrogating Cultural Studies: Interviews in Cultural Theory, Practice and Politics*, ed., London: Pluto Press, 2003.
- Carey, John. *The Intellectuals and the Masses*, St. Martin's Press, 1993
- Connor, Steven. *Cultural Sociology and Cultural Sciences*, Oxford: Blackwell Publishers, 1992.
- Foucault, Michel. “Who is an Author?” *Screen*, Volume 20, Issue 1, Spring 1979, Pages 13–34.
- Hall, S. “Cultural Studies: Two Paradigms”, in T.Bennett, G.Martin, C.Mercer and J.Woollacott (eds) *Culture, Ideology and Social Process: a Reader*, London: Open University Press, pp. 19–37. 1981
- Hoggart, R. *The Uses of Literacy: aspects of working-class life with special reference to publications and entertainment*, Harmondsworth: Penguin. 1962- 1957
- McCracken, Scott: *Pulp: Reading Popular Fiction*, Manchester University Press, 1998
- Mukherjee, Chandra and Schudson: *Rethinking Popular Culture: Contemporary Perspectives in Cultural Studies*.Berkeley: University of California Press, 1991.
- Storey, John. *Cultural Theory and Popular Culture: An Introduction*. Harlow, England: Pearson Longman, 2009. Print.
- Williams, R. *Culture and Society 1780–1950*, London: Chatto and Windus, 1958



Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M21AFS212	English for Specific Purposes	SC	3	0	1	4	5

**Course Description:**

In this present age of rapidly developing international scientific collaboration and business, courses of foreign language for specialist purposes are becoming more and more popular. These courses are conducted on the basis of the approach called English for Specific Purposes (ESP). This approach assumes that the language teaching will be adjusted to the specific linguistic and communicative needs of the particular learners with special attention being paid to the context in which they use, or will use, English language. In order to tailor the course to the learners' needs, the ESP course should be preceded by an analysis of the learners' needs as related to their future professional work and plans for the future, as well as to their preferred styles of learning.

**Pre-requisites:** Student's must possess a liking towards teaching and good communication skills.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

**Course Objectives:**

1. To introduce a variety of approaches to syllabus design employed in foreign language teaching.
2. To provide the tools students need to scrutinize and critically analyze teaching programmes used in student's current and future teaching contexts.
3. To develop a good understanding of the role of the various participants in syllabus design, implementation and evaluation.
4. To analyze English for Specific Purposes (ESP) and English for Academic Purposes (EAP) contexts.
5. To link theory to practice in the process of curriculum and syllabus development

**Course Outcomes:**

On completion of the course, learners will be able to:

1. Demonstrate understanding of the main elements of curriculum and syllabus design
2. Critically evaluate a syllabus with reference to different approaches to syllabus design
3. Critically justify on the roles of various participants in the syllabus design process
4. Apply tools to the design of a foreign language programme in a given socio-cultural setting

**Course Content:**

**Unit-I: Introduction to ESP**

**[13 Hours]**

- Origin of ESP
- Objectives in Teaching ESP
- ESP-Teaching-Learning Processes; Development of ESP
- ESP: approach not a product

**Unit II: Course Design**

**[13 Hours]**

- Stages in the ESP Process

- Theories of learning
- Need Analysis
- Approach to Course Design
- Language descriptions

**Unit-III: Application**

[13 Hours]

The Syllabus; Materials Evaluation; Materials Design

**Unit-IV: The Role of an ESP Teacher**

[13 Hours]

Methodology; Evaluation; Orientation

**References:**

- Ann Snow, M. & Kamhi-Stein, L. *Developing a new course for adult learners*. Alexandria, Virginia: TESOL Inc. 2006.
- Coombe, C. Folse, K. & Hubley, N. *A practical guide to assessing English language learners*. Ann Arbor: University of Michigan Press. 2007
- Brown, J. D.). *Elements of the language curriculum*. New York: Heinle and Heinle, 1995
- Breen, M. and Littlejohn, A. (Eds.). *Classroom decision-making: Negotiation and process syllabuses in practice*. CUP, 2000
- Brumfit, C. *Language Education in the National Curriculum*. Blackwell, 1995.
- Graves, K.. *Teachers as Course Developers*. CUP, 1996
- Nunan, D. *Syllabus Design*. OUP, 1989
- Rea-Dickens, P and Germaine, K. (Eds.) *Managing Evaluation and Innovation in Language Teaching*. London: Longman, 1998
- Richards, J. *Curriculum development in language teaching*. Cambridge: OUP, 2001
- White, R.V. *The ELT Curriculum: Design, innovation and management*. OUP, 1988
- Willis, D. *The Lexical Syllabus*. Collins, 1990
- Willis, J. *A framework for task-based learning*. Harlow: Longman, 1996

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AFS221	Dalit Literature and Aesthetics	SC	4	0	0	4	4

**Course Description:**

Dalit Literature is an emerging area of research in academics today. Interwoven with the socio-political context of India, the literature written from the margins contribute to the understanding of positionalities, the issues of caste, and the impact of the legal system on marginalized communities. The course highlights the intersection between class, caste, and gender in their making of a Subaltern identity. Besides reading the literary productions from the margins, this course also helps students analyze the political contexts that they are presently living in.

**Prerequisites:** The students must possess a fair knowledge of the structure Indian caste system.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

**Course Objectives:**

1. To examine individual's quest for identity to social equality and to comprehend the issues of human rights & dignity
2. To explore resistance to power-politics in Indian society and to problematize the history of marginalized groups, caste -politics and
3. To critique the notion of a dominant ideology through Dalit literature
4. To familiarize students with the ethnography of native voices and need for social justice

**Course Outcomes:**

On completion of the course, students will be able to:

1. Value the major writers, Dalit Literature and human struggle for social justice
2. Assess the socio-political impact of Dalit Studies as a discipline.
3. Appraise the importance of Subaltern voices and its significance for human dignity and to condemn all sorts of discrimination
4. Develop a sensitivity towards the backwards classes and their experiences and to educate others to bring a change in society

**Course Content:****Unit-I: Introduction to Dalit Literature****[13 Hours]**

1. Caste, Dalit Movement & Dalit Literature: An Overview
2. *Annihilation of Caste*: "Reply to Mahatma" (excerpt)
3. Raj Kumar: "Introducing the concept of „Dalit"" (excerpt from Raj Kumar's *Dalit Literature & Criticism*)
4. Sharankumar Limbale: "About Dalit Literature", "Dalit Literature & Aesthetics" (excerpts from Sharankumar Limbale's *Towards an Aesthetics of Dalit Literature*)

**Unit II: Dalit Feminisms****[13 Hours]**

1. Dalit Feminism: History & Background
2. Caste & Gender
3. Sharmila Rege: "Dalit Women Talk Differently A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position"
4. Meena Kandasamy: "Mariamma"; "Touch"

**Unit-III: Dalit Autobiographies****[13 Hours]**

1. Manoranjan Byapari: *Interrogating My Chandal Life*
2. Omprakash Valmiki: *Joothan: A Dalit's Life*
3. Urmila Pawar- *The Weave of My Life: A Dalit Woman's Memoirs*

**Unit-IV: Dalit Regionalism****[13 Hours]**

1. Bengali: Mahasweta Devi: *Standayini (Breast- Giver)*
2. Tamil: Perumal Murugan - *Poonachi Or the Story of a Black Goat*
3. Marathi: Arjun Dangle: "Promotion", "Poisoned Bread"
4. Hindi: *Article 15* (Film text)

**Background Reading:**

1. Limbale, Sharan Kumar. (2004) *Towards an Aesthetic of Dalit Literature*. Orient Longman. ISBN 81-250-2656-8.

**References:**

- Prasad, Amar Nath and Gaijan, M.B. *Dalit Literature: A Critical Exploration*. ISBN 81-7625-817-2. 2007
- Ravikumar *Venomous Touch: Notes on Caste, Culture and Politics*. Calcutta: Samaya, 2009
- Satyanarayana, K and Tharu, Susie. *The Exercise of Freedom: An Introduction to Dalit Writing*. New Delhi: Navayana.. 2013, ISBN 9788189059613.
- Uma, Alladi. Rani, K. Suneetha. and Manohar, D. Murali. Eds. *English in the Dalit Context*. New Delhi: OrientBlackswan. 2014
- Singh, Bijender. *Indian Dalit Literature: Marginalized Voices*.New Delhi: Authorspress, 2015. ISBN 978-93-5207-016-9
- Purushotham, K. *Interrogating the Canon: Literature and Pedagogy of Dalits*. New Delhi: Kalpaz Publishers. 2015
- Dr. Babasaheb Ambedkar, *Writings and Speeches*, Mumbai: Government of Maharashtra Publication, 1987, Vol-3, pp 416-3717.
- D.R. Nagaraja, *The Flaming Feet and other essays-The Dalit Movement In india,,* ed. Prithvi Datta Chandra Shobhi, Permanent Black, Ranikhet. 2010. Pp-21-2218.
- NamdeoDhasal, *Ode to Dr. Ambedkar: 1978 –Equality for all or Death or death for India,,*1992, p-7

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AFS222	Children’s Literature	SC	4	0	0	4	4

**Course Description:**

Perhaps the most colourful, yet controversial literature currently is the study of Children’s Literature. The course explores this multi-modal field of literary studies to understand its impact on children and the underlying political implications of such works. Students develop a sensitive approach to the needs of young adults and children and the power of literature to mold early childhood development. This course questions if Children’s Literature should sugar- coat harsh truths of life or prepare children to the harsh life that lies ahead. Besides being a serious academic discipline, this course is undeniably fun!

**Prerequisites:** Student’s must possess a flair for reading and good writing skills.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

**Course Objectives:**

1. To define what is Children’s Literature and the various themes it deals with.
2. To explore the impact of Children’s Literature on early childhood development.
3. To analyze the political implications of the seemingly innocence children’s narratives.

4. To evaluate the revisionist approaches to Children literature

### **Course Outcomes:**

On completion of the course, the students will be able to:

1. Evaluate the controversies surrounding Children's Literature.
2. Compare the global and local treatment of children in literature and culture.
3. Appreciate the value of multicultural children's literature in understanding other cultures through literary genres.
4. Critically analyze the different kinds of childhood around the world, while being able to produce works of their own.

### **Course Content:**

#### **Unit-I: Introduction to Children's Literature**

**[13 Hours]**

Defining Children's Literature

Themes in Children's Literature · Gender, Racism · Imperialism – Pocahontas

Debates over controversial content · Shals Mahajan – Timmy in Tangles; Maurice Sendak – Where the Wild Things Are/ We are All in The Dumps

4. Effect on Early Childhood Development; Genres in Children's Literature

J R R Tolkien- "On Fairy Stories"

#### **Unit II: American and British Books for Children**

**[13 Hours]**

E. B. White and illustrated by Garth Williams- Charlotte's Web

Washington Irving - Legend of the Sleepy Hollow

Hitchhiker's Guide to the Galaxy (Film Text)

Narnia (Film Text)

Charlie and the Chocolate Factory (Film Text)

Ruskin Bond- "The Blue Umbrella"

#### **Unit-III: Indian Stories for Children**

**[13 Hours]**

Jungle Book; Jataka Tales.

Panchatantra; Swami and Friends.

Malgudi Days

#### **Unit-IV: Revisionist/ Retellings for Children**

**[13 Hours]**

Shakespeare For Children: a. Charles and Mary Lamb b. E. Nesbit ; Myth and Mythology for Children: Ramayana, Mahabharata for Children ; Politically Correct Bedtime Stories ;

Interpreting Nursery Rhymes

### **References:**

- Shaskan, Trisha Speed *Seriously, Cinderella Is SO Annoying!: The Story of Cinderella as Told by the Wicked Stepmother (The Other Side of the Story)*, Gerald Claude Guerlais.
- Julianne, *What Makes a Fairytale a Fairy-tale? | Fairytale Studios*. [online] Retrieved from: <http://fairytale-studios.com/what-makes-a-fairytale-a-fairytale/> [Accessed: 19 Sep 2013].
- Kelley, K.. A modern Cinderella. *Journal of American Culture*, 17 (1), 1994, pp. 87--92.
- Anderson, Nancy. *Elementary Children's Literature*. Boston: Pearson Education. 2006

- Chapleau, Sebastien. *New Voices in Children's Literature Criticism*. Lichfield: Pied Piper Publishing. 2004
- Hahn, Daniel. *The Oxford Companion to Children's Literature*. Oxford: Oxford University Press. 2015
- Huck, Charlotte, *Children's Literature in the Elementary School*, 7th ed. New York: McGraw-Hill. 2001.
- Hunt, Peter. *Criticism, Theory, and Children's Literature*. Oxford: Blackwell. 1991
- Lesnik-Oberstein, Karin *Defining Children's Literature and Childhood*. In Hunt, Peter (ed.). *International Companion Encyclopedia of Children's Literature*. London: Routledge. 1996. pp. 17–31.

### THIRD SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M21AF0301	Gender Studies	HC	4	0	0	4	4

#### Course Description:

The course is designed to explore the core concepts underlying the interdisciplinary field of Gender Studies, introducing the ways in which the study of sex/gender as social categories changes or shapes our understanding and addressing of the culture, history and society. Broader categories of critical theory shall run parallel with regional and world literature texts to concentrate on inclusive topics such as social construction of gender, the gender division of labour, production and reproduction, intersections of gender, race, class, and the pluralities of sexual experience.

**Pre-requisites:** The student should possess fair idea about-

- The difference between sex and gender
- The existence of different gender roles in the society
- Various natures of gender roles in the Eastern and western world
- The importance of being sensitive towards the existence of difference genders

**Pedagogy:** Direct method/Flipped classrooms/ICT & Digital support/

Collaborative & Co-operative

#### Course Objectives:

1. To sensitize the learners with the idea of gender and its social constructs.
2. To comprehend the concept of gender, the difference between sex and gender, key concepts in Gender Studies and gender roles.
3. To debate how the questions pertaining to the social construct of race, class, gender, sexuality and ethnicity intersect.
4. To expose the learners to evolve interest in gender debates and the notion of sexuality

#### Course Outcomes:

On completion of the course, the learners will be able to:

1. Develop a conceptual understanding of Gender Studies as a discipline which will enable them to pursue research in interdisciplinary fields.
2. Choose and explore select theoretical concepts to the analysis of literary and non-literary narratives.

3. Evaluate the concerns relating to gender roles and the assumptions of the heteronormative society, with special emphasis to the Indian context.
4. Assess the major gender debates in India to get a grasp of the pluralities of sexual experience.

### Course Content:

#### Unit I - Introducing Gender Studies

[13 Hours]

Key Concepts: Gender & Language; Feminisms; Sex and Gender; Heterosexism; Masculinities; Patriarchy; Family; Body; Queer Theory; Gay Studies; Lesbianism; Identity Politics; Pornography

Simone de Beauvoir: Introduction to *Second Sex*; Naomi Wolf: The Beauty Myth (from *The Beauty Myth*); Ruth Vanita: *Same Sex Love in India* (Extract-Shikhandi's Stories), Nivedita Menon: "How Natural is Normal? Feminism and Compulsory Heterosexuality"

#### Unit-II- Gender Roles

[13 Hours]

Suniti Namjoshi: *Feminist Fables* (Extracts-), Lalit Ambika Antaranjanam: The Goddess of Revenge, Lata Mani: "The Female Subject, the Colonial Gaze: Reading Eyewitness Accounts of Widow Burning", Extracts from J. Devaka's interview with Nalini Jameela

#### Unit-III- Interrogating the Binary

[13 Hours]

Self Study: Fire (Film Text) Dostaana (Film Text), It's a Boy Girl Thing (Film Text)  
Shakespeare's Sonnets; Lakshmi Narayan Tripathi: *Me Hijra, Me Lakshmi* (Extract) Devdutt Pattanaik: *Shikhandi and the Other Stories They Don't Tell you* (Extract), Vijay Dan Detha: Double Life

#### Unit-IV- Major Gender Debates in India

[13 Hours]

Dr. B.R. Ambedkar: The Hindu Code Bill (Extract); The Supreme Court Judgment on Sexual Harassment (Selected Cases), Uma Chakravathy: *Gendering Caste* (Extract), Repeal of 377: Ruling by the High Court of India

### References:

- Amin, Shahid & Dipesh Chakraborty (eds.) *Subaltern Studies* (Vol IX): Writings on South Asian History and Society, New Delhi: OUP, 1996.
- Jane, Pilcher and Imelda Whelehan (eds). *Fifty Key Concepts in Gender Studies*. London: Sage Publications, 2004.
- Holmstrom, Lakshmi (ed). *The Inner Courtyard*. New Delhi: Rupa & Co., 1991.
- Rajan, Rajeswari Sunder. *Signposts: Gender Issues in Post-independence India*. Rutgers University Press, 1999.
- Walker, Alice. *In Search of Our Mothers' Gardens*. New York: Harvest Book Hartcourt Inc, 1983.
- Mani, Lata. *Contentious Traditions: The Debate on Sati in Colonial India*. University of California, 1998.
- Sangari, Kumkum & Sudesh Vaid. *Recasting Women: Essays in Indian Colonial History*. Rutgers University Press, 1990.
- Butler, Judith. *Bodies that Matter: On the Discursive Limits of Sex*. Routledge, 1993.
- Foucault, Michel. *The History of Sexuality*. Vintage, 1990.



- Fromm, Erich. *Love, Sexuality, and Matriarchy: About Gender*. Fromm International, 1998.
- Kristeva, Julia. *Revolution in Poetic Language*. Columbia University Press, 1984.
- Narrain, Arvind & Gautam Bhan. *Because I Have a Voice: Queer Politics in India*. Yoda Press, 2005.
- Gopinath, Gayatri. *Impossible Desires: Queer Diasporas and South Asian Public Cultures*. Duke University Press, 2005.
- Duncan-Jones, Katherine (ed). *Shakespeare's Sonnets*. Arden Shakespeare, 1997

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M21AF0302	<b>Critical Theories - I (from Classical to Victorian Age)</b>	HC	4	0	0	4	4

### Course Description:

Envisaged as a course spread over two semesters, it encompasses the development of the literary critical thought. While the course in the first semester acquaints the students with the early critical works beginning with classical criticism (Greek, Roman Sanskrit) down the critical views predilections of the Victorian age, the second part of the course offered in second semester initiates the student to the early 20<sup>th</sup> century criticism of the British liberal humanists and the American New Criticism and what has now come to termed literary theory.

**Pre-requisites** - Basic idea of literary sensibility and literary terminology.

**Pedagogy**- Direct method/Flipped classrooms/ICT & Digital support/Collaborative & Co-operative

### Course Objective:

1. To develop analytical skills of the learner through literary criticism
2. To engage the students with the development of critical theories and practices.
3. To appraise the Romantic criticism and build a critical literary approach among students
4. To expose the learners to the Victorian terrain of literary criticism to evolve skill of interpretation

### Course Outcomes:

On completion of the course, students will be able to:

1. Determine analytical skill acquired through the practice of literary criticism in their writings
2. Illustrate comprehensive reading skills of literary texts with the effective application of criticism
3. Formulate and develop a critical approach in literary and non-literary endeavors.
4. Demonstrate skill of interpretation of various texts

## Course Content:

### Unit-I-Introduction & Classical Theorists

[13 Hours]

Introduction to literary criticism – criticism and literature – early classical criticism – Critical schools

Aristotle: *Poetics* (Chapter 1, 2, 3 & 6)

Bharathamuni – On Natya and Rasa: Aesthetics of dramatic experience (extract pg. 04 – 10)

Anandavardhana – Dhvani: Structure of poetic meaning (extract I&II)

(Ref: Indian Literary Criticism: Theory & Interpretation by G.N. Devy)

### Unit-II-Upto the 18<sup>th</sup> Century

[13 Hours]

Sidney: *Defense of Poetry* (extract – Objections to poetry answered)

Dryden: *Dramatic Poesy* (extract from Neander “Difference between French & English stage)

Johnson: *Preface to Shakespeare* (characteristics of Shakespearean drama and faults of Shakespeare)

### Unit-III-Romantic Age

[13 Hours]

Wordsworth: Preface to *Lyrical Ballads* (First Section on Poetic Diction)

Coleridge: *Biographia Literaria* (Chapter XIII “On the Imagination”)

Shelley: Defense of Poetry (Extract on nature of poets)

### Unit-IV- Victorian Age

[13 Hours]

Matthew Arnold: Study of Poetry

Walter Pater: Studies in the History of the Renaissance (extract from “The Poetry of Michelangelo”)

## References:

- Adams, Hazard, ed. *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.
- Barry, Peter. *Beginning Theory* (3<sup>rd</sup> Ed). Manchester UP, 2013
- Bennet, Andrew. *An Introduction to Literature, Criticism and Theory*. Longman, 2009
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*, 1997.
- Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983
- Lodge, David. *Twentieth Century Literary Criticism: A Reader*. Longman, 1972
- Lodge, David. *Modern Criticism and Theory*. Longman, 1997
- Murray, Penelope and T S Dorsch (trans). *Classical Literary Criticism* (Penguin Classic), 2000
- Nagarajan, M S. *English Literary Criticism and Theory: An Introductory History*, 2006
- Rivkin, Julie. *Literary Criticism: An Anthology*, 2004
- Russel, D A & Michael Winterbottom. *Classical Literary Criticism*. OUP, 2008

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AFS311	Media Studies	SC	3	0	1	4	5

### Course Description:

This course examines the historical, technological, political, and social aspects of print (book, magazine, and newspapers) and electronic media (radio, television, film, sound recordings, and the Internet). The course surveys the main topics in the field and introduces students to a variety of analytical perspectives. Issues include the economics of media production; the impact of media on individual attitudes, values, and behaviors; the role of media professionals, and the impact of new media technologies. The course includes an overview of advertising, its creativity, composition, decision making, media planning, and management.

**Pre-requisites:** Fundamental knowledge of Media and its various forms

**Pedagogy:** Direct method/Flipped classrooms/ICT & Digital support/ Collaborative Learning

### Course Objectives:

1. To comprehend the practices of news reporting, with special reference to „feature“ writing.
2. To examine the role, function and various tools of Media and its interdisciplinary proximity
3. To analyze the Print Media and its various forms and role as a channel of communication
4. To discuss the role and world of advertisement to students and to relate it with other disciplines of art and communication

### Course Outcomes:

On completion of this course, students will be able to:

1. Compose in depth journalistic texts across a range of different media contexts.
2. Develop their writing process through relevant research, ethical engagement and quality processes
3. Formulate competent narrative content and signature style across a range of genres and styles
4. Demonstrate fair comprehensive knowledge of Media and its various channels and its role in nation building

### Course Content

#### Unit-I-The Nature of Mass Communication

[13 Hours]

Communicator, audience, experience

Print – Terms, reporting, production, trends

- Audiovisual media – Terms and techniques, conceptual process, types of programs, production
- Advertising – Concepts, scope, function, effect

- Public Relations, Event Management, Corporate Communication – Concepts, tools, techniques, effect
- New Media – Difference between the old and the new media, the virtual/cyberspace, globalization of communication

### **Unit-II Understanding Media**

**[13 Hours]**

Role of Media in our Life, Media Timeline, Media & Mass Media

What makes "Mass" Communication Unique? Functions of Mass Media (Surveillance, Interpretation, Linkage, Entertainment, purveyor of ideologies), Types of Mass Media

### **Unit-III-The World of Print Media**

**[13 Hours]**

Types and Characteristics of Print Media

Different Types of Print Media; Journey of Newspaper from Hickey's Gazette to Online Newspapers

Role of Press in Social & Political Movements Freedom of Press- Role of Press Council of India Press Ownership and Control; Content of Newspaper: News Stories, Features, Articles, Editorial, Advertorial, Advertisements; Alternatives to Mainstream Journalism; Advertising

### **Unit-IV-Evolution of Advertising**

**[13 Hours]**

- Functions of Advertising
- Types of Advertisements
- Role of Advertising in Marketing

### **References:**

- Tanner, S, Kasinger, M., Richardson, N. Oxford University Press, South Melbourne Australia.2012
- Brooks, Brian S., James L. Pinson, and Jean Gaddy Wilson. Working with Words: A Handbook for Media Writers and Editors. 5<sup>th</sup> Edition. Boston: Bedford/St. Martin's, 2013.
- 3.Houston, Brant, Len Bruzzese, and Steven Weinberg. The Investigative Reporter's Handbook. 5<sup>th</sup> Edition. Boston: Bedford/St. Martin's, 2012.
- Merrill, John C. Journalism Ethics: Philosophical Foundations for News Media. Boston: Bedford/St. Martin's, 2012.
- Spark, David. Investigative Reporting: A Study in Technique (Journalism Media ssssManual). Burlington, Massachusetts: Focal Press.
- Wicker, Tom. On the Record: An Insider's Guide to Journalism. Boston: Bedford/St. Martin's 2012.
- Writing for digital media by Brian Carroll 2010.
- All National and International magazines, journals, newspapers, articles, need to read and reviewed on regular basis.
- Watch various media and entertainment channels for review.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AFS312	Film Studies	SC	3	0	1	4	5

### Course Description:

This course introduces students to the basics of film analysis, cinematic formal elements, genre, and narrative structure and helps students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form. To understand how films are constructed to make meaning and engage audiences, students will be introduced to the basic “building blocks” and formal elements (narrative, cinematography, sound and editing) that make up the film as well as some fundamental principles of analysis, genre, style, performance and storytelling. The class includes weekly readings, screenings, and short writing assignments.

### Course Objectives:

1. To comprehend the role of cinema as a strong media of mass-communication and its various forms
2. To expose the students to Film-making and the range of opinions within the discipline of Film studies
3. To appreciate film as an art form, technical medium and a multi-faceted industry
4. To engage the learner in film criticism and to introduce the works of world-famous directors

### Course Outcomes:

On completion of the course, students will be able to:

1. Appraise films as an art form, its aesthetics and to engage students in meaning-making process
2. Categorize various movements in the history of films and to discuss various disciplinary vocabulary in Film Studies
3. Estimate select films of great film makers and competently engage into the discourse of cinema
4. Apply a firm understanding and critical approach towards films and its interdisciplinary role in nation building

### Course Content:

#### Unit-I: Introduction

[13 Hours]

1. The growth and development of cinema in India as a media of mass communication
2. Cinema as an entertainment industry.
3. Kinds of Films: Fiction, documentary, newsreels, educational and instructional films, multinational and advertising films; characteristic of animation of films; Trends in Indian cinema

#### Unit-II: Film-making Process

[13 Hours]

Various committees on cinema and Government response; central and state Government's organizations on cinema, Film festival and film awards; Censorship of films in India: impact of globalization on Indian cinema. ; Film-Making- the shooting process, editing and recording, characteristic of the film medium; shot composition; aesthetic significance; composition in film

making; problems of cinema production.

### Unit-III-Film Theory

[13 Hours]

Art of film; criticism and review of cinema: Film journalism in India; German Expressionism French Impressionism; Soviet Montage, Italian Neo realism  
Indian Parallel Cinema- The Auteur Theory (The Director as “author”)  
Psychoanalytical Theory (Lindsay, Munsterberg, Arnheim, Kracauer, Eisenstein, Andre Bazin, Christian Metz)

### Unit-IV- Great Directors

[13 Hours]

- 1.D W Griffith
2. Eisenstein
3. Vittorio de Sica
4. Akira Kurosawa
5. Alfred Hitchcock
6. Jean Luc Godard
7. Satyajit Ray
8. ShyamBenegal
9. Girish Kasaravalli
10. Adoor Gopalakrishnan

**(One film each of any four of these to be screened and discussed, questions on these texts to be set.)**

### References:

- Buckland, Warren. *The Cognitive Semiotics of Films*, Cambridge Univ Press, 2000
- Bywater, Tim and Thomas Sobchack. *Introduction to Film Criticism: Major Critical Approaches to Narrative Film*. Pearson Education, 2009.
- Dudley, Andrew J. *The Major Film Theories – An Introduction*. UP, 1976
- Gentile, Mary C. *Film Feminisms*. Greenwood Press, 1985
- Hayward, Susan. *Cinema Studies: The Key Concepts*. Routledge, 1996.
- Miller, Toby and Robert Stam, (Eds). *A Companion to Film Theory*. Oxford: Blackwell Publishing, 2004.
- Monaco, James. *How to Read Films*. Oxford: Oxford University Press, 2009.
- Person, Per. *Understanding Cinema: A Psychological Theory of Moving Imagery*. Cambridge: Cambridge University Press, 2003.
- Ray, Satyajit. *Our Films and Their Films*. Orient Blackswan, 2007.
- Roberge, Gaston. *The Subject of Cinema*. Seagull Books, 2005.

**Note: Suggested Methodology: Screening and discussion of movies as per time-table schedule.**

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AFS321	English Language Teaching – I	SC	3	1	0	4	5

### Course Description:

The course influences on a number of important areas of current theory and practice in applied linguistics and language teaching. It provides a focused route for English language teaching professionals who wish to develop advanced knowledge and skills in English language

curriculum, pedagogy and assessment. It will give the opportunity to reflect on professional experience and update theoretical and pedagogical knowledge in a flexible and well-supported learning environment. Its aim is to provide an introduction to the academic disciplines that relate to the teaching of English to speakers of other languages. At the same time, it imparts a strong foundation for developing practical teaching and learning skills.

**Pre-requisites:** Theories and approaches of English Language Education

**Pedagogy:** CT/Blended learning/Collaborative & Flipped Classrooms

**Course Objectives:**

1. To predict with reasonable accuracy the learning needs of any group of learners and to modify and update such a needs analysis in the light of observation and testing.
2. To write instructional objectives and prepare appropriate lesson plans.
3. To introduce and nurture familiarity with current methodology.
4. To explore a variety of textbooks and teaching materials; determine how to best utilize these within a curricular framework.

**Course Outcomes:**

On the completion of the course, student will be able to:

1. Develop a sound knowledge of the process of language acquisition as it concerns first and subsequent language learning and as it varies at different age levels; and understand the effects on language learning of socio-cultural variables in the instructional situation.
2. Survey the principles of language pedagogy and the demonstrated ability, gained by actual teaching experience, to apply these principles as needed to various classroom situations and instructional materials.
3. Identify of the principles, and to apply the techniques and interpret the results of second-language assessment of student progress and proficiency; and an ability to evaluate the effectiveness of teaching materials, procedures, and curricula.
4. Appraise the factors which contribute to the lifestyles of various people and which determine both their uniqueness and their interrelationships in a pluralistic society

**Course Content:**

**Unit-I: Learning Theories** [13 Hours]

Discourse theory- Hatch, Variable Competence Model- Ellis,  
Universal Hypothesis –Wode & Krashen

**Unit-II: Curriculum and Syllabus: theory and practice** [13 Hours]

Stenhouse, Tyler, Bobbitt, Taba. (Major definitions, types and difference)

**Unit- III: Testing and Assessment** [13 Hours]

Value of errors, problems of correction and remediation, scales of attainment

**Unit-IV-Teaching Practice** [13 Hours]

- The effective organization of the classroom
- Classroom presence and control
- Teacher and learner language
- Practical skills for teaching at a range of levels

- Monitoring of adult learners  
Professional development and responsibilities

**References:**

- Richards Jack C. *Curriculum Development in Language Teaching*. Cambridge University Press. 2001.
- Richards Jack C. and Rodgers Theodore S. *Approaches and Methods in Language Teaching*. Cambridge University Press.1986.
- Richards Jack C. and Graves Kathleen. *Teachers as course developers*. Cambridge University Press.1996.
- *Webster's Encyclopedic Unabridged Dictionary of the English Language*. (2nd ed.) New York: Gramercy Books. 1996.
- Widdowson, H G. *Teaching Language as Communication*. Oxford University Press.1978.
- Tickoo, M. L. *Teaching and Learning English: a Sourcebook for Teachers and Teacher-Trainers*. Hyderabad: Orient Longman, 2003.
- Ur, P. *A Course in Language Teaching: Practice and Theory*. Cambridge University Press. 1996.
- Linn, R., & Miller, M.D. *Measurement and assessment in teaching*(9<sup>th</sup>ed.). Upper Saddle River, NJ: Prentice Hall.2004

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AFS322	Sociolinguistics	SC	3	1	0	4	5

**Course Description:**

This course introduces to the student’s sociolinguistics as a study of the relationship between language and society. It looks at variation at all levels of language like phonetic, lexical, semantic and grammatical levels. It also looks at how such variation constructs and is constructed by identity and culture.

**Course Objectives:**

1. To acquaint the students to the basic concepts, tenets and issues in Sociolinguistics
2. To introduce the students to the nature of instruments and methods used in Sociolinguistics
3. To arrive at an understanding of the relationship between language and various socio-cultural variables
4. To analyze variations in linguistics and semiotics components

**Course Outcomes:**

On completion of the course, students will be able to:

1. Identify the basic themes and methods in the field of Sociolinguistics.
2. Classify different sociolinguistic theories and concepts.
3. Identify and analyze variables that can affect language use and language attitudes in a social context.



4. Analyze the relation between language variation and historical change by providing concrete examples.

### Course Content:

#### Unit-I: Nature & Scope

[13 Hours]

1. Nature and scope of language in social context
2. Dialectology and its limitations, the need for a socio-linguistic perspective
3. Micro and macro Sociolinguistics
4. Ethnographic Observation (Interactional) and The Sociolinguistic Interview (Variationist)

#### Unit-II: Approaches to Sociolinguistics

[13 Hours]

1. Synchronic and diachronic approaches to Sociolinguistics
2. Dialect, register, idiolect, ebonics
3. Stylistic and contextual variation
4. Discourse analysis
5. Varieties of English
6. Speech community, Language Ideology

#### Unit-III: Scope of speech community as individual

[13 Hours]

1. Language, discourse and ideology
2. Language and gender
3. Variations of language in relation with gender, education and power
4. Language in mass media and advertising

#### Unit-IV: Language use in Bilingual Community

[13 Hours]

1. Language use in the bilingual community (diglossia)
2. Code mixing/ code switching/ strategies of neutrality, strategies and problems in bilingual interaction.
3. Typology, social and cultural determinants, grammatical constraints, borrowing and integration
4. Language planning and policy

### References:

- Bynan, T. *Historical Linguistics*. Cambridge: Cambridge University Press, 1977
- Chambers, J.K. *Sociolinguistic Theory*. London: Blackwell, 1995
- Dittmar, N. *Sociolinguistics*. London: Edward Arnold, 1976
- Downes, W. *Language and Society*. London: Fontana, 1984
- Fasold, R. *The Sociolinguistics of Language*. London: Basil Blackwell, 1999
- Ferguson, C. *Diglossia*, *Ward-15+325=340*, 1962
- Haugen, E. *Problems of Bilinguals* *Lingua* 2:271-290. The Analysis of Linguistic Borrowing. *Language* 26: 210–231, 1950
- Hymes, D. *Foundations in Sociolinguistics: An Ethnographic Approach*. Philadelphia University of Pennsylvania Press, 1974
- Khubchandani, L.M. *Plural Languages, Plural Cultures*. Hawaii: East West Centre., 1983
- Mesthrie, R. *Concise Encyclopedia of Sociolinguistics*, Oxford, 2001
- Mesthrie, R. *Concise Encyclopedia of Sociolinguistics*. Oxford: OUP, 2001
- Mukherjee, A. *Language Maintenance and Language Shift: Panjabis and Bengalis in Delhi*. New Delhi: Bahri Publications, 1996

- Pandit, P.B. *India as a Sociolinguistic Area*. (Gune Memorial Lectures). Pune: University of Poona, 1972
- Sapir, E. *Language*. New York: Harcourt Brace, 1921
- Wardhaugh, R. *An Introduction to Sociolinguistics*, Oxford: Blackwell, 1992
- Weinreich, V. *Language in Contact The Hague Motion*, 1953

\* **Note:** Biographies of Great Personalities as an Open Elective Course is offered to III Semester PG Non- Engineering students except students of School of Arts, Humanities and Social Sciences

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
	<b>*Biographies of Great Personalities</b>	OE	4	0	0	4	4

### Course Description:

This course is designed to help students find motivation through the exposure to biographies of great personalities. The assumption is that biographies can bring history to life. When we find out what motivated great individuals from the past it helps us understand their actions and how they have thrived in their lives. The course will combine inspiring print and visual texts based on the lives of the great personalities who have achieved fame in different walks of life over coming great odds.

### Course Objectives:

1. To sensitize learners to the nuances of the art of biographies, its importance as a literary genre and its function in multidisciplinary facets of academic studies
2. To appraise role models for learning new attitudes and behaviors.
3. To promote an appreciation of diversity, giving students a renewed inspiration to promote equality and justice.
4. To inculcate values and gain insight from the lives and experiences of the great personalities.

### Course Outcomes:

On completion of the course, students will be able to:

1. Distinguish between a biography and an autobiography and their multidimensional aspects and significance.
2. Evaluate and combine biographical texts along with their historical and cultural contexts
3. Relate their own struggles and gain inspiration from the famous personalities as a lifelong learning
4. Value the biographies of inspiring personalities around the world.

### Course Content:

#### Unit-I: Introduction: What makes men great?

[13 Hours]

1. Biography as a literary form

2. Biography v/s fiction
3. Function of biographies
4. Characteristics of biographies
5. What biographies teach us

**Unit-II: Biographies of Leaders & Scientists**

[13 Hours]

1. Uma Parameswaran: *C.V. Raman-A Biography*
2. M.K. Gandhi: *My Experiments with Truth*
3. Lincoln (2012 – Film Text)
4. Krishna Basu: *Netaji-A Biography*
5. SwamiNikhil Ananda: *Vivekananda-ABiography*
6. Clayborne Carson: *The Life & Times of Martin Luther King Jr.*
7. Margaret Thatcher: *The Path to Power*
8. Jawaharlal Nehru: *Discovery of India*
9. Dalai Lama: *Freedom in Exile-The Autobiography of The Dalai Lama of Tibet*
10. Abdul Kalam: *Wings of Fire*
11. Jean Pierre Harrison: *The Edge of Time-The Authoritative Biography of Kalpana Chawla*
12. ParneshDangwal: "I Dare"-Kiran Bedi-A Biography

**Unit-III-Biographies of Writers & Directors**

[13 Hours]

1. Marie Seton: *Satyajit Ray- Portrait of a Director*
2. Ruskin Bond: *Lone Fox Dancing*
3. Rabindranath Tagore: *My Life in My Words*
4. Ritwik Ghatak: *The Celluloid Rebel*
5. Rebecca Keegan: *The Futurist-The Life & Films of James Cameron*
6. Khagesh Dev Burman: *R.D. Burman-The Prince of Music*
7. Karan Johar: *An Unsuitable Boy*
8. Sachin Sinhal: *Sarojini Naidu*
9. Khushwant Singh: *Truth, Love & Little Malice*
10. Shakespeare in Love (Film Text)

**Unit-IV: Biographies of Sports persons, Actors & Artistes**

[13 Hours]

1. A.R. Rahman: *The Spirit of Music*
2. The Great Dictator (1992 - Film Text)
3. Mushtaq Shiekh: *Shah Rukh Can*
4. This is it (Film Text)
5. Pele: *Pele-An Autobiography*
6. Sachin Tendulkar: *Playing It My Way*
7. M.S. Dhoni (Film Text)
8. Sunil Gavaskar: *Sunny Days*
9. Kapil Dev: *Straight From the Heart*
10. Yuvraj Singh: *The Test of My Life*
11. Usain Bolt: *Faster Than Lighting-My Story*
12. Mary Kom: *Unbreakable*
13. Susmita Dasgupta: *Amitabh Bachhan-The Making of a Superstar*

**Suggested Texts / Films:**

- R. Rahman: *The Spirit of Music*. Nasreen Munn iKabir. New Delhi: Om Books, 2011.
- BhagMilkaBhag (2013). Dir. R OmprakashMehra (Visual Text)
- V. Raman: *A Biography*. Parameswaran, Uma. New Delhi: Penguin, 2011.

- Chaplin (1992). Dir. Richard Attenborough (Visual Text)
- Dark Star: The Loneliness of Being Rajesh Khanna. GautamChintamani. Delhi: Harper Collins. 2014.
- Fleming: The Man Who Would be Bond. Dir. Mat Whitecross (Visual Text)
- Attenborough Richard Dir. Gandhi (1982).
- KarnadNadedu Banda Daari. DirChaitanyaKarehalli. 2011 (Visual Text)
- Lincoln (2012), Dir Steven Speilberg (Visual Text)
- Netaji: A Biography. Krishna Basu, New Delhi: Rupa Publications, 2008.
- Satyajit Ray: Portrait of a Director. Marie Seton. New Delhi: Penguin, 2003.
- Vivekananda – A Biography. Swami Nikhilananda. AdvaitaAshrama, 1982

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AHON01	MOOC	ON	0	0	2	2	4

Globally, MOOC (Massive Open Online Course) platforms are gaining much popularity. Considering the popularity and relevance of MOOCs, Government of India has also launched an indigenous platform, SWAYAM. SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is basically an integrated MOOCs platform for distance education that is aimed at offering all the courses from school level (Class IX) to post-graduation level. The platform has been developed collaboratively by MHRD (Ministry of Human Resource Development) and AICTE (All India Council for Technical Education) with the help of Microsoft and is capable of hosting 2,000 courses. There are many other international agencies, foreign universities offering MOOC courses.

A student shall register and successfully complete any of the courses available on any reputed online platform. Student shall inform the MOOC coordinator of the school about the course to which he/she has enrolled. The minimum duration of the course shall be not less than 30 hours for 2 credits. The student should submit the certificate issued by the respective online platform to the MOOC coordinator of the school.

## FOURTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AF0401	Critical Theories – II (from Liberal Humanism to the Present)	HC	4	0	0	4	4

### Course Description:

Envisaged as a course spread over two semesters, it encompasses the development of the literary critical thought. While the course in the first semester acquaints the students with the early critical works beginning with classical criticism (Greek, Roman Sanskrit) down the critical views predilections of the Victorian age, the second part of the course offered in second semester initiates the student to the early 20<sup>th</sup> century criticism of the British liberal humanists and the American New Criticism and what has now come to termed literary theory.

**Prerequisites:** Fundamental knowledge of literary texts and criticism

**Pedagogy:** ICT/Blended learning/Flipped classrooms/ Collaborative

### Course Objectives:

1. To explore a wide range of critical methods and literary theories
2. To familiarize the student with the development of the critical thought and practice
3. To assess the various critical tools available that can be deployed in literary analysis and practices
4. To evaluate the trends and cross-disciplinary nature of literary theories

### Course Outcome:

On completion of the course, the student will be able to:

1. Develop a comprehensive understanding of the growth of literary criticism and various critical practices
2. Demonstrate critical approach to literary and non-literary texts and their autonomous entity
3. Illustrate a practical implementation of numerous critical theoretical tools
4. Examine the intersection of cross-cultural nature of literary theories and its relevance

### Course Content:

#### **Unit-I: British Liberal Humanists & New Criticism (13 Hours)**

1. Key Terms and Concepts
2. T S Eliot: *Tradition and Individual Talent*
3. Cleanth Brookes: *Language of Paradox*

#### **Unit-II: Structuralism, Post Structuralism and Deconstruction (13 Hours)**

1. Jacques Derrida: Structure, Sign and Play in the Discourse of the Human Sciences (extract)
2. Roland Barthes: Death of the Author

**Unit-III: Postmodernism & Postcolonial & Marxist Literary Theories (13 Hours)**

1. L Cahoon: What Postmodernism Means
2. Leela Gandhi: *Postcolonial Theory* (Introduction)
3. Terry Eagleton: “Literature and History” (from *Marxism and Literary Criticism*)

**Unit-IV: Psychoanalysis and Feminist criticism (13 Hours)**

1. Jacques Lacan: The Symbolic, The Imaginary' And The Real (extract)
2. Helen Cixous: The Laugh of the Medusa
3. Luce Irigaray: “This Sex Which is Not One”

**References:**

- Adams, Hazard, ed. *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.
- Barry, Peter. *Beginning Theory* (3<sup>rd</sup> Ed). Manchester UP, 2013
- Bennet, Andrew. *An Introduction to Literature, Criticism and Theory*. Longman, 2009
- Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.
- Lodge, David. *Twentieth Century Literary Criticism: A Reader*. Longman, 1972
- Lodge, David. *Modern Criticism and Theory*. Longman, 1997
- Murray, Penelope and T S Dorsch (trans). *Classical Literary Criticism* (Penguin Classic), 2000
- Russel, D A & Michael Winterbottom. *Classical Literary Criticism*. OUP, 2008

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AF0402	Research Methodology	HC	3	1	0	4	5

**Course Description:**

The course is aimed at acquainting and initiating the student to the nuances – theoretical & practical – involved in research. Each student is assigned a supervisor who will supervise and guide the project/dissertation of not less than 35 - 40 pages which the student is required to submit at the end of semester in the prescribed format. There will be no formal testing for the theoretical aspects of research methodology, since the rationale is that mere theoretical knowledge of the research process is not enough unless it is put to practical use. This ability is tested when the dissertation is evaluated.

**Course Objectives:**

1. To comprehend the theory & mechanics of research writing
2. To examine and to elucidate the fundamental aspects of research

3. To explore variety of research materials and determine how to utilize these within a curricular framework
4. To be familiar and draft a purpose statement, a research question, a hypothesis and literature review

**Course Outcomes:**

On completion of the course, the student will be able to:

1. Identify and analyze variables that have very good understanding of the process of research.
2. Discuss and analyze the relation between Data variation and is able to choose a research strategy and methods appropriate for the research problem.
3. Reflect on and Identify and address possible ethical concerns as well as the political and social implications of research.
4. Compare quantitative and qualitative research paradigms.

**Course Content:**

**Unit-I: Introduction to Research**

**[13 Hours]**

1. What is Research?
2. Nature of Research in English language and literature (Includes definition and explanation of the terms - Research, hypothesis in case of dissertation/thesis & thesis or thesis statement in case of Research Paper and analysis and interpretation of data)

**Unit-II- Research Problems & Data Collection**

**[13 Hours]**

1. Identifying research problems and gaps
2. Ethics in Research, Plagiarism
3. Data Collection – Primary and Secondary Sources
4. Procedure in Literary Research
5. E-learning and Research

**Unit-III: Research Proposal & Research Paper**

**[13 Hours]**

1. Requirements of Research Paper
2. Format and Components of Research Proposal (Synopsis)
3. Format and Components of Dissertation / Thesis
4. Mechanics of Thesis Writing

**Unit-IV: Bibliography**

**[13 Hours]**

1. Citing sources
2. Bibliography
3. MLA Style Sheet (Latest Edition)

**Note:** Written exam to be conducted only in IA1, IA2 & IA3. For SEE, Major Research Project (Course Code: MAEN18F4400 with Credit Pattern L:0 T:2 P:8) will be evaluated by external examiner/s followed by a viva voce.

**References:**

- Gibaldi, Joseph. *MLA Handbook, Modern Language Association of America, 1994*
- Leedy, P. D. and Jeanne E. Ormrod. *Practical Research: Planning and Design*. Prentice Hall, 2005.

- Maimon, E. P. *A Writer's Resource: A Handbook for Writing and Research*. 2nd ed. McGraw-Hill, 2007.
- Nadell, J., L. MacMeniman and John Langan. *The Macmillan Writer: Rhetoric, Reader, Handbook*. 4th edition Prentice Hall, 1999.
- TRU Library. *APA Citation Style - Quick Guide*. 6th edition. 2011. Type: Online Guide. <http://www.tru.ca/library/pdf/apacitationstyle.pdf> Watson, G. *The Scholar Critic*
- Sinha, M P. *Research Methods in English*, Atlantic Publisher and Distributors Pvt. Ltd., 2019
- Walliman, Nicholas S. R., *Research Methods: The Basics*, Routledge, 2010

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AFS411	Literatures from India (In Translation)	SC	3	0	1	4	5

### Course Description:

The course aims to harp on the discipline of translation studies as a focused domain of academia, which would involve interrelated social, cultural and political components. The course will include intense reading of translation theories, contextualization of translation or trans-creation, the problems related to translation along with critical readings of selected Indian texts in translation.

**Pre-requisites:** Basic knowledge of Indian society and culture.

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning

### Course Objectives:

1. To expose students to the theory of translation and its aspects
2. To initiate the students towards a deeper understanding of critical links between culture and translation in the contemporary world.
3. To prepare the students to appreciate the nature of translation studies as a crucial academic discourse with its own aesthetics and methodologies
4. To appraise literatures from India in translation and its historical significance

### Course Outcomes:

On completion of the course, the student will be able to:

1. Explain the theory of translation and its aspects
2. Elaborate the functions of literature in translation and their interrelatedness
3. Assess the linguistic and cultural politics associated with translation studies
4. Apply the analytical skills acquired through postcolonial reading of literatures from India in translation

### Course Content:



**Unit-I: Introduction & Translations from Sanskrit Literature****[13 Hours]**

Basic Introduction to Translation Theories – Translation v/s Transcreation – Problems in translation/ The role of translators/Strategies and techniques in translation

Banabhatta & Bhushanabhatta: *Kadambari*; Kalidasa: from *Meghadoota*; Bharata: from *Natyashastra*

**Unit-II: Translations from Kannada Literature****[13 Hours]**

Poetry: A K Ramanujan: Hymns for the drowning; Gopala Krishna Adiga: Kupamanduka

Drama: Kuvempu: Kanuru Heggadithi (Film Text);. Fiction: Vaidehi: *Gulabi Talkies*

**Unit-III: Translations from Marathi Literature****[13 Hours]**

Poetry: Vinayak Mamodar Savarkar: My Final Testament, Dilip Chitre: Father Returning Home

Drama: Vijay Tendulkar: *Ghasiram Kotwal*

Fiction: V.S. Khandekar: *Yayati - A Classic Tale of Lust*

**Unit-IV: Translations from Bengali Literature****[13 Hours]**

Poetry: Rabindranath Tagore: *Gitanjali* (Extracts), Joy Goswami: In the Evening Sadness Comes

Drama: Badal Sircar: *Evam Indrajit*

Fiction: Sunil Gangopadhyay: *Those Days*

**References:**

- Baker, Mona, and Gabriela Saldanha. *Routledge Encyclopedia of Translation Studies*. 2nd ed. New York: Routledge, 2009.
- Bassnett, Susan, and Harish Trivedi, eds. *Post-colonial Translation: Theory and Practice*. London: Routledge, 1999.
- Bassnett, Susan. *Translation Studies*. Rev. ed. 1991. London: Routledge, 1998.
- Gentzler, Edwin. *Contemporary Translation Theories*. Rev. 2nd ed. 2001. New Delhi: Viva, 2010.
- Kothari, Rita. *Translating India*. Rev. ed. New Delhi: Foundation Books, 2006.
- Malmkjær, Kirsten. *Linguistics and the Language of Translation*. Edinburgh: Edinburgh UP, 2005.
- Mukherjee, Sujit. *Translation as Recovery*. New Delhi: Pencraft, 2004.
- Mukherjee, Tutun, ed. *Translation: From Periphery to Centrestage*. New Delhi: Prestige, 1998. 39-46.
- Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. London/New York: Routledge, 2001.
- Nair, Rukmini Bhaya. *Translation: Text and Theory—The Paradigm of India*. New Delhi: Sage, 2002.
- Nida, Eugene A. *The Theory and Practice of Translation*. Leiden: E.J. Brill, 1982.
- Nida, Eugene A. *Toward a Science of Translating*. Leiden: E.J. Brill, 1964.
- 13. Nirajana, Tejaswini. *Siting Translation: History, Post-structuralism, and the Colonial Context*. 1992. Hyderabad: Orient Longman, 1995.
- Pym, Anthony. *Exploring Translation Theories*. London/New York: Routledge, 2010.
- Rubel, Paula G., and Abraham Rosman, ed. *Translating Cultures: Perspectives on Translation and Anthropology*. Oxford/New York: Berg, 2003.
- Steiner, George. *After Babel*. 3rd ed. London: OUP, 1998.
- Venuti, Lawrence, ed. *The Translation Studies Reader*. 2nd ed. New York: Routledge, 2004.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AFS412	English Language Teaching - II	SC	3	0	1	4	5

**Course Description:**

The course aims at developing good English language teachers with polished language proficiency, having a thorough knowledge of the principles and practice of ELT, recent developments in teaching methodology, with an ability to re-examine their own teaching situation and modify their own views on learning, teaching and teacher education so that they can perform the role of teachers as model-facilitators.

**Pre-requisites:** Knowledge on LSRW Skills and application of theoretical knowledge to the classroom teaching situation

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/ Blended Learning/Differentiated Instruction/Direct Method

**Course Objectives:**

1. To review the principles and practice of ELT
2. To focus on the theoretical framework & the mechanics of research writing.
3. To retrieve and synthesize information from a range of reference material.
4. To compare the relation between different parts of text through lexical and grammar cohesion devices.

**Course Outcomes:**

On completion of the course, the students will be able to:

1. Build the knowledge of the historical development of ELT with the relevant theories
2. Construct the knowledge on the fundamental aspects of research.
3. Demonstrate a personal philosophy of language that shapes classroom practice through the identification of various teaching and learning styles.
4. Apply a variety of language teaching methodologies for diverse teaching and learning situations using Error analysis.

**Course Content:**

**Unit-I: Theories of Learning / Language Learning**

**[13 Hours]**

1. Perspectives on learning: the Cognitive Approach
2. Piaget's theory of Cognitive Development; Bruner's theory of learning
3. Behavioral learning theory and its application; Language universals

**Unit-II: Micro-Teaching/ Action Research**

**[13 Hours]**

What is Action Research? Action Research vs. Formal Research  
Benefits of Action Research: Effects of Action Research

**Unit-III: English for Academic Purpose**

**[13 Hours]**

Listening and Reading in Academic Contexts; Spoken Academic Communication; Written Academic Communication; Language Development

#### Unit-IV: Error Analysis

[13 Hours]

The Description of Errors (detection, locating, classification)

The Scope of Error Analysis (good English for the FL/SL learners, native speaker and the power dimension, incompleteness hypothesis) Level of Errors – (Grammar errors, Discourse errors, Text errors, Lexical errors Error Correction – (Whether to correct: pros & cons, some options and principles, rules and the role of corrective explanation)

#### References:

- Broughton, G & etal. *Teaching English as a Foreign Language*, London: Routledge&Kegan Paul, 1980
- Brumfit, Christopher. *Communicative Methodology in Language Teaching*, Cambridge: UP, 1984
- Brumfit, C etal. *Teaching English as a Foreign Language*, London: Routledge&Kegan Paul, 1980
- Dulay, Heidi etal. *Language Two*, Oxford : UP, 1982
- Littlewood, William. *Communicative Language Teaching*, Cambridge: UP, 1985
- Matthews, Allan etaleds. *At the Chalkface: Practical Techniques in Language Teaching*, London: Edward Arnold, 1985
- Richard, Jack, C. *The Context of Language Teaching*, Cambridge: UP, 1985
- Stern, H.H. *Fundamental Concepts of Language Teaching*, Oxford: UP, 1984
- Winn, Judy & Bell Oslan. *Communication Starters. Techniques for the Languages Classroom*, Oxford: Pergaman, 1982
- Wright, Andrew. *Visual Materials for the Language*, London: Longman, 1979
- Green, H. M. *A History of Australian Literature, Pure and Applied*. 2 vols. Melbourne: Melbourne University Press, 1961.
- Hadgraft, Cecil. *Australian Literature: A Critical Account to 1955*. London: Heinemann, 1960.
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Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M21AF0403	Major Research Project	HC	0	2	6	8	16

**Pre-requisites:** Student must have knowledge of Research methodology

**Pedagogy:** ICT/ Flipped Classrooms/ Collaborative Learning/Guiding and supervising

**Course Objective:**

1. To carry out the research under the guidance of supervisor and in the process learn the techniques of research.
2. To explore new and fruitful ideas in the chosen field of the programme
3. To develop a perspective and to design and execute a research
4. To experience how the research is performed and to investigate an identified problem

**Course Outcomes:**

On successful completion of the project, the student shall be able to:

1. Infer with the literature search
2. Demonstrate the experiments related to research and formulate computational techniques
3. Interpret the data and to demonstrate their domain knowledge
4. Apply and write report and defend the research findings.

**Project:**

Each student will choose the topic of research particularly from any area of soft cores studied and work under the guidance of allocated faculty member. The project shall preferably be application oriented or industry need based that could be useful to the society. In case of industry need base project the student may opt co-supervisor from the concerned industry. The student will have to make a preliminary survey of research done in broad area of his/her area of interest and decide on the topic in consultation with his/her supervisor(s). The project work floated should be completed within 16 weeks and project report has to be submitted within the stipulated date by the University/ within 18 weeks whichever is earlier. The student has to meet the concerned supervisor(s) frequently to seek guidance and also to produce the progress of the work being carried out. The student should also submit progress report during 5<sup>th</sup> week and 10<sup>th</sup> week of the beginning of the semester and final draft report with findings by 15<sup>th</sup> week. After the completion of the project the student shall submit project report in the form of dissertation on a specified date by the School.

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Hrs./ Wk.</b>
<b>M21AHM401</b>	<b>Employability Skills</b>	<b>MC</b>	<b>Non-Credit Mandatory Course</b>				<b>2</b>

**Note:** The students will have to undergo Employability skills course being conducted by Training and Placement cell of the University or by any internal faculty

## CAREER DEVELOPMENT AND PLACEMENT

Having a degree will open doors to the world of opportunities for you. But Employers are looking for much more than just a degree. They want graduates who stand out from the crowd and exhibit real life skills that can be applied to their organizations. Examples of such popular skills employers look for include:

1. Willingness to learn
2. Self-motivation
3. Teamwork
4. Communication skills and application of these skills to real scenarios
5. Requirement of gathering, design and analysis, development and testing skills
6. Analytical and Technical skills
7. Computer skills
8. Internet surfing skills
9. Information consolidation and presentation skills
10. Role play
11. Group discussion, and so on

REVA University, therefore, has given utmost importance to develop these skills through variety of training programs and such other activities that induce the said skills among all students. A full-fledged Career Counseling and Placement division, namely Career Development Center (CDC) headed by well experienced senior Professor and Dean and supported by dynamic trainers, counselors and placement officers and other efficient supportive team does handle all aspects of Internships and placements for the students of REVA University. The prime objective of the CDC is to liaison between REVA graduating students and industries by providing a common platform where the prospective employer companies can identify suitable candidates for placement in their respective organization. The CDC organizes pre-placement training by professionals and also arranges expert talks to our students. It facilitates students to career guidance and improve their employability. In addition, CDC forms teams to perform mock interviews. It makes you to enjoy working with such teams and learn many things apart from working together in a team. It also makes you to participate in various student clubs which helps in developing team culture, variety of job skills and overall personality.

The need of the hour in the field of English language and literature is not only the knowledge in the subject, but also the skill to do the job proficiently, team spirit and a flavour of innovation. This kept in focus, the CDC has designed the training process, which will commence from second semester along with the curriculum. Special coaching in personality development, career building, English proficiency, reasoning, puzzles, and communication skills to every student of REVA University is given with utmost care. The process involves continuous training and monitoring the students to develop their soft skills including interpersonal skills that will fetch them a job of repute in the area of his / her interest and march forward to make better career. The School of Arts and Humanities also has emphasised subject based skill training through lab practice, internship, project work, industry interaction and many such skilling techniques. The students during their day to day studies are made to practice these skill techniques as these are inbuilt in the course curriculum. Concerned teachers also continuously guide and monitor the progress of students.

The University has also established University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director to facilitate skill related training to REVA students and other unemployed students around REVA campus. The center conducts variety of skill development programs to students to suite to their career opportunities. Through this skill

development centre the students shall compulsorily complete at least two skill / certification-based programs before the completion of their degree. The University has collaborations with Industries, Corporate training organizations, research institutions and Government agencies like NSDC (National Skill Development Corporation) to conduct certification programs. REVA University has been recognized as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana. The University has also signed MOU"s with Multi-National Companies, research institutions, and universities abroad to facilitate greater opportunities of employability, students" exchange programs for higher learning and for conducting certification programs.

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