



REVA
UNIVERSITY

Bengaluru, India

SCHOOL OF ARTS AND HUMANITIES

MA (English)

Hand Book

2019

**Rukmini Knowledge Park,
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Rukmini Educational
Charitable Trust

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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'm 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 practice 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 from the 19th 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

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 interdisciplinary 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. Bench marked 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 level 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. 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 relevant 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 over-all personality development leading to generating “GLOBAL PROFESSIONALS”.

Welcome to the portals of REVA University!

Dr. S. Y. Kulkarni

Vice-Chancellor, REVA University

PREFACE

“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 and Humanities 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 foster cultural, social and political understanding and hone 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 and Humanities 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 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 and Humanities and 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

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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 fulfil 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 of the philanthropic instincts of Dr. P. Shyama Raju to do public good, quite in keeping with his support to other socially relevant charities 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 PhD degrees. REVA has well qualified experienced teaching faculty of whom majority are doctorates. The faculty is 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.

ABOUT REVA UNIVERSITY

REVA University has been established under the REVA University Act, 2012 of Government of Karnataka and notified in Karnataka State Gazette dated 27thFebruary, 2013. The University is empowered by UGC to award degrees 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 and central computer center, the well planned sports facility with cricket ground, running track & variety of indoor and outdoor sports activities, facilities for cultural programs. The unique feature of REVA campus is the largest residential facility for students, faculty members and supportive staff.

The University is presently offering 24 Post Graduate Degree programs, 21 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 PhD in 21 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 PhD.

The programs being offered by the REVA University are well planned and designed after detailed study with emphasis with knowledge assimilation, applications, global job market and their social relevance. Highly qualified, experienced faculty and scholars from reputed universities / institutions, experts from industries and business sectors have contributed in preparing the scheme of instruction and detailed curricula for this program. 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 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 recognizing the fact that research, development and innovation are the important functions of any university has 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. The interdisciplinary-multidisciplinary research is given the top most 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.

The 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 the said skills among all students. A full-fledged Career Development and Placement (CDC) department with world class infrastructure, headed by a dynamic experienced Professor & Dean, and supported by well experienced Trainers, Counselors and Placement Officers.

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 student's 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, Oklahoma State University, Western Connecticut University, University of Alabama, Huntsville, Oracle India Ltd, Texas Instruments, Nokia University Relations, EMC², VMware, SAP, Apollo etc, to facilitate student exchange and teacher–scholar exchange programs and conduct training programs. These collaborations with foreign universities also facilitates students to study some of the programs partly in REVA University and partly in foreign university, viz, M.S 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 entire faculty 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 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 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 award instituted by REVA University is ‘**Life Time Achievement Award**’ to be awarded to successful personalities who have made mark in their field of work. This award is presented on occasion of the “**Founders’ Day Celebration**” of REVA University on 6th January of every year in presence of dignitaries, faculty members and students gathering. The first “REVA Life Time 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 play

back singer for the year 2017. REVA also introduced “**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 organises 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 REVAMP 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 discussion, Seminars, exhibitions and variety of cultural events. Another important event is Shubha Vidaaya, - 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 spheres 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 by distributing 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 to students, faculty members, administrative staff and their family members and organises yoga camps for villagers around.

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 AND HUMANITIES

Introduction:

The School of Arts & Humanities, established in the year 2014, is one of the most sought-after schools for Humanities programs. At present the school offers an under-graduate program - B.A. in Journalism, English and Psychology; two post-graduate programs – M.A. in English and M.A. in Journalism and Communication; and Ph.D. programs in English, Hindi and Kannada.

Why Arts & Humanities @ 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)** program, 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. In order to give ample scope for bringing out various innate talents in students, the program also gives a choice to students to select a 2-credit course where they may choose any area of their interest (music, dance, sports, yoga or theatre). Internships, research projects and placement trainings are integrated with the program to make it a full-fledged one.

The PG programs in English and Journalism and Communication 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 up 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.

USP of the Programs run by the School of Arts & Humanities:

- 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.
- Student-run and student-managed quarterly newsletter of the University, **REVA Insight**, which gives them scope to learn the skills of news gathering, editing, and designing.
- Weekly school newsletter, **REVA Suchi**, run by the students
- Annual students' magazine managed by students
- 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 communication, journalism and psychology 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

SL. No.	Name	Designation of the Member
1	Dr. S. Ramaswamy,	Professor[Retd] Bangalore University, Bengaluru
2	Dr. V. S. Sreedhara,	Professor of English , NLSUI, Bengaluru
3	Dr. Shivalinga Swamy,	Head, Department of English, Tumkur University, Tumkur
4	Dr. Etienne Rassendren,	Professor, Dept of English, St Joseph's College[Auto], Bengaluru
5	Dr. C. P. Ravichandra,	Professor, Dept of English, Mysore University, Mysore
6	Dr. Rajendra Chennai,	Professor. Dept of English, Kuvempu University, Shimoga

“Education is the manifestation of the perfection already in man”

- Swami Vivekananda

The ladder of success is best climbed by stepping on the rungs of opportunity.

- Ayn Rand

I think of science fiction as being part of the great river of imaginative fiction that has flowed through English literature, probably for 400 or 500 years, well predating modern science.

- J. G. Ballard

Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become.

- C. S. Lewis

Literature is the art of discovering something extraordinary about ordinary people, and saying with ordinary words something extraordinary.

- Boris Pasternak

M.A. (English) Program

Programme Overview

English language is one of the most commonly spoken languages in 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 is the language of the Internet as well as the language of Science. It also improves job prospects of candidates.

A candidate with an MA 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) and also in the education sector.

The **School of Arts and Humanities at REVA UNIVERSITY** offers MA in English, a postgraduate programme to create motivated, innovative, creative, and thinking graduates to work across sectors.

The MA Programme in English offered at REVA UNIVERSITY includes several core courses relating to Literature, Linguistics/TESOL, and Translation along with specialised courses in many areas. The programme is planned to give students a good orientation in the best literatures of the world, acquire English teaching skills, and hands on training in translation too. Students are offered advanced courses in Creative Writing, Linguistic, Literary theories, and Research methods. Students study diverse sub-disciplines in the area of English Studies, Communicative Skills, Literature, Linguistics, Applied Linguistics, and Translation.

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.

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.

Eligibility

Bachelor's 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) of marks in aggregate from any recognized university/ institution;

OR

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 thereto.

M.A., (English) Program

Scheme of Instructions

(effective from Academic Year 2019-20)

Sl. No	Course Code	Title of the Course	HC/ SC/ OE/	Credit Pattern				Contact Hrs
				L	T	P	TOTAL	
FIRST SEMESTER								
1	M19EN1010	English Literature – I (from Chaucer to the Augustans)	HC	3	1	0	4	5
2	M19EN1020	American Literature – I	HC	3	1	0	4	5
3	M19EN1030	Indian Writings in English - I	HC	3	1	0	4	5
4	M19EN1040	Introduction to Linguistics	HC	3	1	0	4	5
5	M19EN1050	English Language Education	HC	2	0	2	4	5
6	M19EN1060	Advanced Communicative Skills	HC	2	0	2	4	5
Total Credits				16	4	2	24	30
SECOND SEMESTER								
1	M19EN2010	English Literature – II (from Romantic Age to 20 th century British Literature)	HC	3	1	0	4	5
2	M19EN2020	American Literature – II	HC	3	1	0	4	5
3	M19EN2030	Indian Writings in English - II	HC	3	1	0	4	5
4	M19EN2040	New Literatures in English	HC	3	1	0	4	5
5	M19EN2051	Cultural Studies	SC	2	2	0	4	5
	M19EN2052	English for Specific Purposes						
6	M19EN2061	Dalit Literature and Aesthetics	SC	4	0	0	4	4
	M19EN2062	Children's Literature	SC					
Total Credits				19	5	0	24	29

THIRD SEMESTER			HC/ SC/ OE/	L	T	P	TOTAL	Contact Hrs
1	M19EN3010	Gender Studies	HC	3	1	0	4	5
2	M19EN3020	Critical Theories – I(From classical to Victorian Age)	HC	3	1	0	4	5
3	M19EN3041	Media Studies	SC	2	2	0	4	5
	M19EN3042	Film Studies	SC					
4	M19EN3051	English Language Teaching – I	SC	2	0	2	4	5
	M19EN3052	Sociolinguistics	SC	3	1	0		
5	M19EN3061	Biographies of Great Personalities (for students of non-M.A. English Programmes)	OE	3	1	0	4	5
6	M19EN3070	MOOC/ SWAYAM / Certificate Courses	RULO	3	1	0	4	5
Total Credits				17	7	0	24	30
FOURTH SEMESTER			HC/ SC/ OE/	Credit Pattern				
				L	T	P	Total	
1	M19EN4010	Critical Theories – II(From Liberal Humanism to the present)	HC	3	1	0	4	5
2	M19EN4020	Research Methodology	HC	3	1	0	4	5
3	M19EN4031	Literatures from India (In Translation)	SC	3	1	0	4	5
	M19EN4032	English Language Teaching – II	SC					
4	M19EN4040	Major Research Project	HC	0	2	8	10	10
5	M19EN4050	Employability Skills	RULO	0	0	2	2	4
Total Credits				09	5	10	24	29
Total Credits for Four Semesters				57	25	14	96	120

Note: HC=Hard Core; SC=Soft Core; OE=Open Elective; RULO=REVA Unique Learning Offerings; FC=Foundation Course; CC=Core Course

Semester-Wise Summary of Credit Distribution

Semesters	No. of Credits	No. of Hours
First Semester	24	30
Second Semester	24	29
Third Semester	24	30
Fourth Semester	24	29
Total Credits	96	108

Distribution of Credits Based on Type of Courses

Semester	HC	SC	OE	RULO	TOTAL
I	24	0	0	0	24
II	16	8	0	0	24
III	8	8	4	4	24
IV	22	4	0	2	24
Total	68	20	4	6	96

Distribution of Credits Based on L: T: P

Semester	L	T	P	Total	Total Hours
I	16	4	4	24	30
II	19	5	0	24	29
III	17	7	0	24	30
IV	09	5	10	24	29
Total	61	21	4	96	118

M.A. (English) Program

DETAILED SYLLABUS

(Effective from Academic Year 2019)

First Semester

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M19EN1010	English Literature – I (from Chaucer to the Augustans)	HC	3	1	0	4	5

Course Overview:

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 taken 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 20th century.

Course Objectives:

1. To enable students understand the individual writers in their social and political contexts.
2. To enable students understand and relate British literature chronologically to other literatures.
3. To help students understand 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	Description	Topics	Contact Hours
I	Background to English Literature and Pre Elizabethan Age	1. General Introduction to the study of English Literature – Genres – Movements & Periods 2. Poetry: Chaucer: from Prologue to <i>The Canterbury Tales</i>	14 Hours
II	Elizabethan Age	1. Poetry: Sir Phillip Sidney: <i>Loving in Truth</i> Shakespeare: Sonnet nos. 18, 116 2. Drama: Shakespeare: <i>King Lear</i> (Text); <i>A Midsummer Night's Dream</i> (Film Text) Marlowe: <i>Doctor Faustus</i> (Film Text) 3. Prose: Francis Bacon: <i>Of Discourse; Of Marriage and Single Life</i>	14 Hours
III	Puritan, Metaphysical and Restoration Ages	1. Poetry: John Milton: <i>Paradise Lost</i> Book – I (Extract) John Donne: Canonization Andrew Marvell: <i>To His Coy Mistress</i> 2. Drama: William Congreve: <i>Way of the World</i> 3. Prose: Joseph Addison: <i>Pleasures of Imagination</i> Richard Steele: No 75, 104 (from <i>The Spectator</i>)	14 Hours
IV	Augustan Age	1. Poetry: Dryden: <i>Mac Flecknoe</i> (Extract) Alexander Pope: <i>The Rape of the Lock</i> (Extract) 2. Drama: R B Sheridan: <i>The School for Scandal</i> 3. Fiction: Henry Fielding: <i>Tom Jones</i> 4. Prose: Jonathan Swift: <i>A Modest Proposal</i>	14 Hours

Background Reading:

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

Reference Books:

1. Alexander, Michael. *A History of English Literature*, London: Palgrave Macmillan, 2003 (3rd Edition)
2. Allen, Walter Ernst. *The English Novel: A Short Critical History*. London: Phoenix House, 1954
3. Attridge, Derek. *The Rhythms of English Poetry*, 1982
4. Baugh, Albert. *A Literary History of England*, 1967
5. Brantlinger, Patrick. *Rule of Darkness: British Literature and Imperialism, 1830-1914*, 1998
Conrad, Peter. *Modern Times, Modern Places*. 1998
6. Bush, Douglas. *English Literature in the Earlier Seventeenth Century, 1600-1660*. 2nd ed. Oxford: Clarendon Press, 1962

7. Doody, Margaret. *The True Story of the Novel*. 1996
8. Ellmann, Richard and Feidelson, Charles (ed.) *The Modern Tradition: Backgrounds of Modern Literature*, 1965
9. Evans, Ifor. *A Brief History of English Literature*, London: Penguin
10. Ford, Boris (Ed). *Pelican Guide to English Literature* (Vol 1 – 4), London, Pelican
11. Long, William J. *English Literature: Its History and Its Significance*
12. Mish, Charles Carroll. *English Prose Fiction*. Charlottesville, VA: University of Virginia, 1952
13. Pinsky, Robert. *The Sounds of Poetry: A Brief Guide*, 1998
14. Poovey, Mary. *Making a Social Body: British Cultural Formation, 1830-1864*, 1995
15. Salomon, Brownell. *Critical Analyses in English Renaissance Drama*. Rev. 3rd ed. New York: Garland Pub., 1991.
16. Sanders, Andrew. *A Short Oxford History of English Literature*, Oxford: Clarendon, 1994
Daiches, David. *A Critical History of English Literature* Vol I, II & II, 1994
17. Sanders, Andrew. *The Short Oxford History of English Literature*, 2004
18. Watt, Ian. *The Rise of the Novel*, 1957

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M19EN1020	American Literature - I	HC	3	1	0	4	5

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.

Course Objective:

- To sensitize the learners to the connections literature has with history
- To help the learners to become acquainted with flowering of American literature and its uniqueness

Course Outcomes:

On completion of the course, the students will be:

- Appraise of the gradual growth of American literature
- Analyze the connections history has with literary evolution and practices
- Value the role that literature played in scripting the destiny of the United States

Course Content:

Unit	Description	Topics	Contact Hours
I	Background to the study of American Literature	1. European Colonization 2. Initial Settlements 3. Slavery 4. Early Writings	14 Hours

		5. New England 6. American Renaissance 7. Transcendentalism	
II	Poetry, Fiction & Non-Fiction	1. Poetry: Emerson – Worship Whitman – Out of the Cradle Endlessly Rocking 2. Non Fiction: H D. Thoreau – Extract from <i>Walden</i> Edgar Allan Poe: Philosophy of Composition 3. Short Fiction: Washington Irving: Rip Van Winkle	14 Hours
III	Poetry & Fiction	1. Poetry: Emily Dickinson – Chariot; They Shut Me Up in 2. Fiction: Nathaniel Hawthorne – <i>The Scarlet Letter</i> Herman Melville – <i>Moby Dick</i> Harriet Beecher Stowe – <i>The Mourning Veil</i>	14 Hours
IV	Poetry & Fiction	1. Poetry: Robert Frost – Mending Wall E A Robinson – Richard Cory 2. Fiction: Mark Twain – <i>Adventures of Tom Sawyer</i> Jack London – <i>Call of the Wild</i>	14 Hours

Reference Books:

1. Cunliffe, Marcus: *The Literature of the United States*, New York: Penguin, 1967
2. Handlin, Oscar. *The Americans: A New History of the People of the United States* (two Vols.)
3. Henrietta, James A et al (Ed). *America's History: Vol 2 since 1865*, Bedford /St Martin's, 2000
4. Kimmelman, Burt (Rd). *20th- Century American Poetry*, Checkmark Books, 2005
5. Lewis, Richard W. *The American Adam*
6. Persons, Stow. *American Minds: A History of Ideas*. Norton.
7. Rod W. & Herbert W. Edwards. *Background to American Literary Thought*
8. 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.
M19EN1030	Indian Writings in English - I	HC	3	1	0	4	5

Preamble:

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.)

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 20th 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.

Course Objectives:

- To introduce the learners to Indian Writing in English.
- 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.

Course Outcomes:

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

- Discuss the complex and diverse conditions that shaped the emergence of Indian Writing in English.
- Analyze the literary articulations of the birth of the nation and nationalism.
- Evaluate the hurdles overcome by the Indian writers writing in English in an attempt to acquire a distinct character.

Course Content:

Unit	Description	Topics	Contact Hours
I	Background & History	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	14 Hours
II	Early Indian Writings (Fiction &	1. Fiction: Bankim Chandra Chatterjee: <i>Rajmohan's Wife</i> 2. Poetry:	14 Hours

	Poetry)	Henry Derojio: <i>The Harp of India</i> Toru Dutt: <i>Lakshman</i> Sarojini Naidu: <i>Coramandel Fishers</i>	
III	Early Indian Writings (Drama & Non-Fiction)	1. Drama: Tagore: <i>The Post Office</i> 2. Non-Fiction: Gandhi: Extracts from <i>Hind Swaraj</i> J. Nehru: Extracts from <i>Discovery of India</i>	14 Hours
IV	The Trinity	1. Mulk Raj Anand: <i>Two Leaves and A Bud</i> 2. Raja Rao: <i>Kanthapura</i> 3. R.K. Narayan: <i>The Guide</i>	14 Hours

Reference Books:

1. Chakraborty, Kaustab. *Indian Drama in English*, New Delhi: PHI Learning, 2010
2. Iyengar, Srinivasa. *Indian Writing in English*, New Delhi: Sterling, 1997 (Rev. Ed)
3. King, Bruce. *Modern Indian Poetry in English*, New Delhi: OUP, 1990
4. Kirpal, Viney. *The New Indian Novel in English*, New Delhi: Allied Publishers Ltd, 1990
5. Mitra, Zinia. *Indian Poetry in English: Critical Essays*, New Delhi: PHI Learning, 2012
6. Mukherjee, Meenakshi. *Realism and Reality: Novel and Society in India*, New Delhi: OUP, 1985
7. Mukherjee, Meenakshi. *Elusive Terrain: Culture and Literary Memory*, New Delhi: OUP, 2014 (3rd Ed)
8. Mukherjee, Tutun. *GirishKarnad's Plays; Performance and Critical Perspectives*, Pencraft International, 2006
9. Mukherjee Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*, New Delhi: OUP, 2001 (Rev Ed)
10. Naik, M K. *Aspects of Indian Writing in English*,
11. 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.
M19EN1040	Introduction to Linguistics	HC	3	1	0	4	5

Course Description:

This course serves to provide an introduction to 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 entails. 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. Students will learn to use data from various languages, although the knowledge of those languages in the mandatory.

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:

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

Course Content:

Unit	Description	Topics	Contact Hours
I	(i) Language (ii) Linguistics	1. What is language? Some definitions of 'language' 2. Language-behaviour and language-systems 3. Language and speech 4. Branches of linguistics 5. Is linguistics a science? - Terminology and notation - Linguistics is descriptive not prescriptive	14 Hours
II	(i) The Sounds of Language (ii) Language in Mind	1. Phonetic and orthographic representation 2. Articulatory phonetics 3. Phonemes and allophones 4. Universal grammar and its relevance 5. Language and the brain 6. Language-acquisition	14 Hours
III	(i) Grammar (ii) Semantics	1. Syntax, inflection and morphology 2. Parts of speech, form-classes and grammatical categories 3. Generative grammar 4. Lexical meaning: homonymy, polysemy, synonymy 5. Lexical meaning: sense and denotation, Semantics and grammar, Sentence-meaning and utterance-meaning	14 Hours
IV	(i) Language and Society (ii) Language and Culture	1. Sociolinguistics, ethno linguistics and psycho linguistics 2. Accent, dialect and idiolect, Standards and vernaculars, Practical applications, Stylistic variation and stylistics 3. What is culture? 4. The Sapir-Whorf hypothesis	14 Hours

Reference Books:

1. Akmajian, Adrian et al. *Linguistics: An Introduction to Language and Communication*. MIT Press, 2010
2. Bock and Mheta. *Language, Society and Communication*, Van Schek Publishers, 2009
3. Carnie, Andrew, *Syntax: A Generative Introduction*, Arizona University Press
4. Mathews P H. *Linguistics: A Very Short Introduction*. OUP, 2003

5. McCabbe, Anne. *An Introduction to Linguistics and Language Studies*. Saint Louis University Press
6. Meyer, Charles F. *Introducing English Linguistics*, CUP, 2007
7. O'Grady, William et al. *Contemporary Linguistics: An Introduction*, Bedford Books, 2004
8. Pavey, Emma L. *The Structure of Language: An Introduction to Grammatical Analysis*. Cambridge University Press: 2010
9. Radford, Andrew et al. *Linguistics: An Introduction*. Cambridge University Press; 2009, 2nd edition.
10. Trask. R L. *Introducing Linguistics: A Graphic Guide*. Icon Books; Third Edition, 2009
11. 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.
M19EN1050	English Language Education	HC	2	0	2	4	5

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.

Course Objectives:

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

Course Outcomes:

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

- 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.
- Examine the principles of language pedagogy and the demonstrated ability, gained by actual teaching experience, and apply these principles as needed to various classroom situations and instructional materials.
- Evaluate the effectiveness of teaching materials, procedures, and curricula.

Course Content:

Unit	Description	Topics	Contact Hours
I	Teacher Development	1. Status of English in India; goals and objectives in teaching and learning English in India 2. English as a World language 3. English and Globalization 4. Current developments in ELE 5. Teacher Preparation 6. Ongoing development in teaching ELT	14 Hours
II	Methods and Approaches	1. 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) <ul style="list-style-type: none">• 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) 2. Role of ELE in classroom implications 3. Significance of ELE in teaching second language acquisition.	14 Hours
III	Teaching Materials	1. Principles and techniques of Teaching 2. Teaching of four language skills: Listening, Speaking, Reading, Writing 3. Teaching of grammar and vocabulary 4. Teaching of prose and poetry in literature classes 5. Primary Resources 6. Secondary Resources	14 Hours
IV	Teacher Practice	1. Technology, teaching aids and ICT tools for teaching/ learning English Art of Pedagogy 2. Lesson plan and Blue Print 3. Classroom Management 4. Best Practices 5. Demo	14 Hours

Reference Books:

1. Brown, H. D. 2001. Strategies for success: A practical guide to learning English. White Plains, NY: Longman.
2. Chamot, A.U., S. Barnhardt, P. Beard El-Dinary, and J. Robbins. 1999. The learning strategies handbook: Creating independent learners. White Plains, NY: Longman.

3. Reid, J., ed. 1998. Understanding learning styles in the second language classroom. New York: Longman.
4. Christison, M. A. 2002. Multiple intelligences and language learning: A guidebook of theory, activities, inventories, and resources. Burlingame, CA: Alta Book Center.
5. Dornyei, Z. 2001. Teaching and researching motivation. New York: Longman.
6. Benson, P. 2001. Teaching and researching autonomy in language learning. New York: Longman.
7. Pressley, M. and V. Woloshyn. 1995. Cognitive strategy instruction that really improves children's academic performance. 2nd ed. Cambridge, MA: Brookline books.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M19EN1060	Advanced Communicative Skills	HC	2	0	2	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.

Course Objective:

- To help students take ownership of their learning and provide explicit direction in literature and language development.
- To capitalize on their existing skills, fine-tune their approach and build a strategy for effective communication.
- To facilitate to write and edit assignments and thesis for research proposals.

Course Outcomes:

On completion of the course, students will be able to perform in the following sub-orders of learning:

1. Listening/ Reading:

- Develop an understanding of the fully spoken language in a wide range of contexts.
- Categorize, comprehend, interpret and infer explicit and implicit meaning from a wide range of familiar and unfamiliar written discourse.
- Evaluate arguments, summarize and synthesize information from a number of sources.

2. Writing/Speaking

- Develop response skills to explore it fully, accurately and appropriately in a wide range of situations following genre-specific conventions
- Create argumentative essays and summarize and synthesize information from a number of sources. Write and edit thesis, synopsis and journals.

3. Lexical Resources

- Build the ability to use a wide variety of structures and cohesive devices accurately and appropriately
- Develop the ability to use a wide range of vocabulary and idiomatic expressions to convey precision in language and demonstrate an awareness of nuances of meaning.

4. Oral Fluency

- Simplify and present an extended text spontaneously, fluently and precisely even in complex situations
Develop the ability to use cohesive devices skillfully and develop the subject competently.

Course Content:

Unit	Description	Topics	Contact Hours
I	Study Skills	<ul style="list-style-type: none">▪ Identifying patterns in texts▪ Summarizing and Paraphrasing▪ Reading and Making Inferences▪ Library Usage▪ Listening for a Purpose▪ Listening and Note taking▪ Reading and Note taking▪ Use of appropriate register▪ Précis Writing▪ Summarizing▪ Essay Writing▪ Book Review▪ Film Review	14 Hours
II	Oral Communication	<ul style="list-style-type: none">▪ Conversations in formal and informal settings: what to say and how to say it.▪ Skills and strategies for effective listening and improving pronunciation.▪ Verbal skills and strategies for participating in group situations.	14 Hours
III	Listening Skills	<ul style="list-style-type: none">▪ Listening as an active skill; Types of Listeners; Listening for general content; Listening to fill up information; Intensive Listening; Listening for specific information;▪ Developing effective listening skills; Barriers to effective listening skills.	14 Hours
IV	Academic Writing	<ul style="list-style-type: none">▪ Planning for Assignment and Term papers▪ Writing Conventions▪ Writing the assignment, thesis, term papers▪ Page and chapter format▪ Use of quotations▪ Footnotes▪ Referencing and Appendices▪ Revising and Proof reading	14 Hours

Reference Books:

1. *Oxford Guide to Effective Writing and Speaking* by John Seely.
2. *Assignments and Thesis Writing* by Jonathan Anderson.
3. *How to write Thesis* by Rowena Murray

4. *Oxford Bookworms Collection* by H.G. Widdowson and Jennifer Bassett .
5. *English as Global language* by David Crystal.
6. *Speaking Naturally* by Bruce Tillitt, Mary Newton Bruder.
7. *Making Connections* 2nd Edition a Strategic Approach to Academic Reading and Vocabulary by Ken Pakenham, Jessica Williams & Jo McEntire
8. *Cambridge Academic English* by Martin Hewings.
9. *Academic Vocabulary in use* by Micheal McCarthy.
10. *From Writing to Composing* by Beverly Ingram & Carol King.
11. *New Directions* 2nd Edition by Peter S. Gardener
12. *Grammar Troublespots* by Ann Raimes.
13. *Academic Encounters* by Carlos Sanabria, Kim, Bernard Seal & Jennifer.
14. *Interactions* 5th edition by Emily Austin Thrush.

SECOND SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M19EN2010	English Literature – II (from Romantic Age to 20th century British Literature)	HC	3	1	0	4	5

Course Overview:

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 taken 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 20th century.

Course Objectives:

1. To enable students understand the individual writers in their social and political contexts.
2. To enable students understand and relate British literature chronologically to other literatures.
3. To help students understand 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	Description	Topics	Contact Hours
I	Pre Romantic & Romantic Age	1. Poetry: Blake: Tyger Wordsworth: Extract from <i>Lines Composed a Few Miles Above Tintern Abbey</i>	14 Hours

		Coleridge: Frost at Midnight Shelley: Ode to West Wind Keats: Ode on a Grecian Urn 2. Fiction: Jane Austen: <i>Pride and Prejudice</i> (Film text) Charlotte Bronte: <i>Jane Eyre</i> (Text)	
II	Victorian Age	1. Poetry Tennyson: Ulysses Mathew Arnold: Dover Beach Hopkins: Pied Beauty Christina Rossetti: Goblin Market 2. Drama: Oscar Wilde: <i>The Importance of Being Earnest</i> 3. Fiction: Charles Dickens: <i>Great Expectations</i> Thomas Hardy: <i>Tess of D'Urbervilles</i> (Film text)	14 Hours
III	Twentieth Century	1. Poetry: T S Eliot: Preludes W B Yeats: Second Coming Auden: Refugee Blues 2. Prose: D.H. Lawrence: <i>Why Novel Matters</i> 3. Fiction: Joseph Conrad: <i>Heart of Darkness</i>	14 Hours
IV	1950 onwards	1. Poetry: Ted Hughes: Thought Fox Dylan Thomas: Do Not Go Gentle into That Goodnight Wilfred Owen: Strange Meeting 2. Drama: John Osborne: <i>Look Back in Anger</i> 3. Fiction: William Golding: <i>Lord of the Flies</i>	14 Hours

Reference Books:

1. Altick, R. D. *Victorian People and Ideas*. OUP, 1973
2. Bowra C M. *Romantic Imagination*, New Delhi: OUP, 1984
3. Bradbury, M. *Modern Writers*. London: Penguin, 1988.
4. Esslin, M. *The Theatre of the Absurd*. 1961. London: Penguin, 1991.
5. Ford, Boris. *Pelican Guide to English Literature* (Vol 5 – 7), Pelican
6. Jack, Ian. *Keats and the Mirror of Art*. Clarendon Press
7. Knight, Wilson. *Starlit Dome*. Routledge, 1995 (rpt)
8. Leavis, F. R. *The Great Tradition*. London: Faber & Faber (1949), 2011
9. McFarland, Thomas. *The Masks of Keats: The Endeavour of a Poet*. Oxford: OUP
10. Mckeen, Michael. *The Origins of the English Novel – 1600 – 1740*. John Hopkins Univ Press, 2002
11. Schwarz, Daniel R. *The Transformation of the English Novel, 1890-1930: Studies in Hardy, Conrad, Joyce, Lawrence, Forster and Woolf*. Palgrave- Macmillan, 1995
12. Tillotson, Geoffrey. *A View of Victorian Literature* 1978
13. Watt, Ian. *Rise of the Novel: Studies in Defoe, Richardson and Feilding*. Los Angeles: U of California Press, 1964
14. Wu, Duncan (Ed). *A Companion to Romanticism*. London: Blackwell, 1997
15. 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.
M19EN2020	American Literature – II	HC	3	1	0	4	5

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.

Course Objective:

- To sensitize the learners to the connections literature has with history
- To help the learners to become acquainted with flowering of American literature and its uniqueness

Course Outcomes:

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

- Develop an awareness of the gradual growth of American literature
- Discuss the connections history has with literary evolution and practices
- Analyze the role literature played in scripting the destiny of the United States

Course Content:

Unit	Description	Contact Hours
I	The Multicultural America	14 Hours
II	Modernism in American literature	14 Hours
III	African -American Literature	14 Hours
IV	Jewish American Literature	14 Hours

Reference Books:

1. Cunliffe, Marcus: *The Literature of the United States*, New York: Penguin, 1967
2. Dutta Chowdhury, Payel: *Dynamics of Self, Family and Community*. Germany: Lambert Academic Publishing, 2017.

3. Handlin, Oscar. *The Americans: A New History of the People of the United States* (two Vols.)
4. Henrietta, James A et al (Ed). *America's History: Vol 2 since 1865*, Bedford /St Martin's, 2000
5. Kimmelman, Burt (Rd). *20th- Century American Poetry*, Checkmark Books, 2005
6. Lewis, Richard W. *The American Adam*
7. Persons, Stow. *American Minds: A History of Ideas*. Norton.
8. Rod W. & Herbert W. Edwards. *Background to American Literary Thought*
9. 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.
M19EN2030	Indian Writings in English - II	HC	3	1	0	4	5

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 20th 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.

Course Objectives:

- To introduce the learners to Indian Writing in English.
- 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.

Course Outcomes:

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

- Develop a firm understanding of the complex and diverse conditions that shaped the emergence of Indian Writing in English.
- Survey the literary articulations of the birth of the nation and nationalism.
- Discuss the hurdles transcended by the Indian writers writing in English in an attempt to acquire a distinct character.

Course Content:

Unit	Description	Topics	Contact Hours
I	Poetry, Drama & Fiction	1. Poetry: Nissim Ezekiel: Night of the Scorpion, Goodbye Party for Miss Pushpa T. A.K. Ramanujan: A River, Obituary ArunKolatkhar: An Old Woman 2. Drama: GirishKarnad: <i>Tughlaq</i> 3. Fiction: Arun Joshi: <i>Strange Case of Billy Biswas</i>	14 Hours

II	Partition Literature	1. Fiction: Khushwant Singh: <i>Train to Pakistan</i> Deepa Mehta: <i>Earth</i> (Film Text) 2. Short Fiction: Rajinder Singh Bedi: <i>Lajwanti</i> 3. Drama: Mahesh Dattani: <i>Final Solutions</i>	14 Hours
III	Poetry, Fiction & Non-Fiction	1. Poetry: Kamala Das: Introduction MeenaKandaswamy: <i>Evil Spirits</i> Eunice D'Souza: <i>Women in Dutch Painting</i> 2. Fiction: Chitra Banerjee Divakaruni: <i>Palace of Illusions</i> ManjuKapur: <i>Difficult Daughters</i> 3. Non-Fiction: SudhirKakar: "The Ego Ideal" (from <i>Inner World</i>)	14 Hours
IV	North-East Indian Writings	1. Poetry: Mamang Dai: from <i>River Poems</i> AnjumHasan: <i>A Place Like Water; This Biography</i> 2. Short Fiction: TemsulaAo: <i>The Jungle Major</i> JahnviBaruah – <i>Next Door</i> 3. Fiction: EasterineKire: <i>A Terrible Matriarchy</i> DhrubaHazarika: <i>Sons of Brahma</i>	14 Hours

Reference Books:

1. Chakraborty, Kaustab. *Indian Drama in English*, New Delhi: PHI Learning, 2010
2. Iyengar, Srinivasa. *Indian Writing in English*, New Delhi: Sterling, 1997 (Rev. Ed)
3. King, Bruce. *Modern Indian Poetry in English*, New Delhi: OUP, 1990
4. Kirpal, Viney. *The New Indian Novel in English*, New Delhi: Allied Publishers Ltd, 1990
5. Mitra, Zinia. *Indian Poetry in English: Critical Essays*, New Delhi: PHI Learning, 2012
6. Mukherjee, Meenakshi. *Realism and Reality: Novel and Society in India*, New Delhi: OUP, 1985
7. Mukherjee, Meenakshi. *Elusive Terrain: Culture and Literary Memory*, New Delhi: OUP, 2014 (3rd Ed)
8. Mukherjee, Tutun. *GirishKarnad's Plays; Performance and Critical Perspectives*, Pencraft International, 2006
9. Mukherjee Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*, New Delhi: OUP, 2001 (Rev Ed)
10. Naik, M K. *Aspects of Indian Writing in English*,
11. 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.
M19EN2040	New Literatures in English	HC	3	1	0	4	5

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 film-makers) 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.

Course Objectives:

- To provide students with an understanding of the geographical scope, historical intensity, and political consequences of European colonization, anti-colonial resistance, the emergence of postcolonial nationhood, and the subsequent global order we experience today.
- To introduce students to the powerful creative responses to European colonialism by from the postcolonial world, both historically and today.
- To encourage students to engage critically with the issues and texts these creative works address.

Course Outcome:

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

- Analyze the political consequences of colonization
- Assess the creative responses to colonialism in the purview of literature.

Course Content:

Unit	Description	Topics	Contact Hours
I	Literature from Australia & Canada	1. Poetry: A D Hope: Australia Margret Atwood: Helen of Troy Does Countertop Dancing 2. Fiction: Peter Carey: <i>Jack Maggs</i> 3. Non-Fiction: Sally Morgan: Extract from <i>My Place</i>	14 Hours
II	Postcolonial & Neocolonial Literature from Africa	1. Poetry: Wole Soyinka: Telephone Conversation Ben Okri: To an English Friend in Africa 2. Fiction: Chinua Achebe: <i>Things Fall Apart</i> 3. Non-fiction: Ngugi: Abolition of English Department	14 Hours
III	Literature of Gender & Sexuality	1. Poetry: Imtiaz Dharker: Purdah Agha Shahid Ali: The Wolf's Postscript to Little Red Riding Hood 2. Fiction: Jean Rhys: <i>Wide Sargasso Sea</i> 3. Short Fiction: Ismat Chughtai: The Quilt	14 Hours
IV	Literature from South Asia	1. Poetry: Kabita Sinha: Eve Speaks to God	14 Hours

		ShamsurRahman: Samson 2. Fiction: JhumpaLahiri: <i>The Namesake</i> 3. Short Fiction: Sadat Hassan Manto: Open It AktharuzammanElias: The Raincoat(Film Text)	
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Reference Books:

1. Andrews, Barry G., and William H. Wilde. *Australian Literature to 1900: A Guide to Information Sources*. Detroit: Gale, 1980.
2. Bennett, Bruce, and Jennifer Strauss, eds. *The Oxford Literary History of Australia*. Melbourne: Oxford University Press, 1998.
3. 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.
4. Day, A. Grove. *Modern Australian Prose, 1901-1975: A Guide to Information Sources*. Detroit: Gale Research, 1980.
5. Devy, G. N. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002.
6. Dutton, Geoffrey, ed. *Literature of Australia*. Harmondsworth, Middlesex: Penguin, 1964.
7. Goetzfridt, Nicholas J. *Indigenous Literature of Oceania: A Survey of Criticism and Interpretation*. Westport: Greenwood Press, 1995.
8. Goodwin, Ken. *A History of Australian Literature*. London: Macmillan, 1986.
9. Green, H. M. *A History of Australian Literature, Pure and Applied*. 2 vols. Melbourne: Melbourne University Press, 1961.
10. Hadgraft, Cecil. *Australian Literature: A Critical Account to 1955*. London: Heinemann, 1960.
11. Hope, A. D. *Australian Literature, 1950-1962*. Melbourne: Melbourne University Press, 1963.
12. Huang, Guiyou. *Asian American Poets: A Bio-Bibliographical Critical Sourcebook*. Westport: Greenwood Press, 2002
13. Jaffa, Herbert. *Modern Australian Poetry, 1920-1970: A Guide to Information Sources*. Detroit: Gale, 1979.
14. Jones, Joseph, and Johanna Jones. *Australian Fiction*. Boston: Twayne, 1983.
15. Jones, Joseph, and Johanna Jones. *New Zealand Fiction*. Boston: Twayne, 1983.
16. Kramer, Leonie, ed. *The Oxford History of Australian Literature*. Melbourne: Oxford University Press, 1981.
17. Lever, Richard, James Wieland, and Scott Findlay, eds. *Post-Colonial Literatures in English: Australia, 1970-1992*. New York: G. K. Hall, 1996.
18. Lock, Fred, and Alan Lawson. *Australian Literature: A Reference Guide*. Second Edition. Melbourne: Oxford University Press, 1980.

19. Mehrotra, A. K., ed. *A History of Indian Literature in English*. New York: Columbia University Press, 2003.
20. Naik, M. K. *A History of Indian English Literature*. New Delhi: SahityaAkademi, 1982.
21. Nelson, Emmanuel S., ed. *Writers of the Indian Diaspora: A Bio-Bibliographical Critical Sourcebook*. Westport: Greenwood Press, 1993.
22. Pierce, Peter, ed. *The Oxford Literary Guide to Australia*. Melbourne: Oxford University Press, 1987.
23. Rahman, Tariq. *A History of Pakistani Literature in English*. Lahore: Vanguard, 1991.
24. Robinson, Roger and Nelson Wattie, eds. *The Oxford Companion to New Zealand Literature*. Oxford: Oxford UP, 1998.
25. Ross, Robert L. *Australian Literary Criticism, 1945-1988: An Annotated Bibliography*. New York and London: Garland, 1989.
26. Samuels, Selina, ed. *Australian Literature, 1788-1914*. Detroit: Gale, 2001.
27. Samuels, Selina, ed. *Australian Writers, 1950-1975*. Detroit: Gale, 2004
28. Samuels, Selina. *Australian Writers, 1915-1950*. Detroit: Gale, 2002.

29. Shoemaker, Adam. *Black Words, White Page: Aboriginal Literature, 1929-1988*. St. Lucia: University of Queensland Press, 1988.
30. Simms, Norman Toby. *Writers From the South Pacific: A Bio-Bibliographic Critical Encyclopedia*. Washington: Three Continents Press, 1991.
31. Singh, Kirpal, ed. *Interlogue: Studies in Singapore Literature. 4 vols.* Singapore: Ethos Books, 1998-2001.
32. Sturm, Terry, ed. *The Oxford History of New Zealand Literature in English*. Auckland: Oxford University Press, 1991.
33. Wilde, William H., Joy Hooton, and Barry Andrews. *The Oxford Companion to Australian Literature*. Melbourne: Oxford University Press, 1985.
34. Williams, Mark. *Post-Colonial Literatures in English: Southeast Asia, New Zealand, and the Pacific, 1970-1992*. New York: G. K. Hall, 1996.
35. 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.
M19EN2051	CULTURAL STUDIES	SC	2	2	0	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.

Course Objectives:

- To develop a clear grasp of the key concepts of cultural studies.
- To help understand the cultural dynamics of society with the help of contemporary theory and to equip with students the analytical tools to study diverse culture and cultural practices.
- To provide an exposure to various forms of cultural expression and to familiarize the student with the rich and complex cultures.
- To develop critical and analytical abilities through case studies focused on cultural sites and practices.

Course Outcome:

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

- Categorize genre types according to generic features
- define key literary terms
- Evaluate texts using contemporary terminology
- Appraise the relatedness of life experience with literature

Course Content:

Unit	Description	Topics	Contact Hours
I	Background to Cultural Studies	1. Aims and Objectives of Cultural Studies 2. The Birmingham Centre for Study of Contemporary Culture and the emergence of Cultural Studies as an	14 Hours

		academic discipline 3. Role of Semiotics in Cultural Studies 4. Rise of Mass/Popular Culture 5. Key Terms	
II	Cultural Theories-I	1. Roland Barthes: from <i>Mythologies</i> 2. Raymond Williams: Culture (from <i>Marxism and Literature</i>)	14 Hours
III	Cultural Theories-II	1. Janice Radway: from <i>Reading the Romance: Women, Patriarchy and Popular Literature</i> 2. Umberto Eco: "Narrative Structure in Ian Fleming"	14 Hours
IV	Popular Fiction & Films	Ian Fleming: <i>Dr No</i> ChetanBhagat: <i>Two States</i> Meera Nair: Monsoon Wedding J.K. Rowling: Harry Potter series	14 Hours

Reference Books:

1. Arnold, Mathew: Sweetness and Light
2. Carey, John: The Intellectuals and the Masses
3. Connor, Steven: Cultural Sociology and Cultural Sciences
4. Fiske, John: Cultural Studies and Culture of Everyday Life
5. Foucault, Michel: Who is an Author?
6. Greer, Germaine: The Stereotype
7. Hall, Stuart: From Language to Semiotics
8. Hoggart, Richard: The Real World of People: Illustrations from Popular Art the Uses of Literacy
9. McCracken, John: Reading Pulp
10. Mukherjee, Chandra and Schudson: Rethinking Popular Culture: Understanding the Popular Culture Chapter I
11. Radway, Janice: Interpretative Communities and Variable Literacies: The Functions of Romance Reading
12. Storey, John: An Introduction to Cultural Theory and Popular Culture
13. Williams, Raymond: Base and Super Structure in Marxist Cultural Theory

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M19EN2052	English for Specific Purposes	SC	2	2	0	4	5

Course Outline:

This is a 4-credit course for fourth semester consisting of 4 hours of teaching learning per week of direct classroom teaching. Learners identify strategic options in the choices open to syllabus designers. It helps to evaluate the relative success of different strategies and approaches to syllabus design and evaluate the merits of others' ideas.

Course Objectives:

- To introduce a variety of approaches to syllabus design employed in foreign language teaching.
- To provide the tools students need to scrutinize and critically analyze teaching programmes used in student's current and future teaching contexts.
- To develop a good understanding of the role of the various participants in syllabus design, implementation and evaluation.
- To analyze English for Specific Purposes (ESP) and English for Academic Purposes (EAP) contexts.
- 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	Description	Topics	Contact Hours
I	Introduction to ESP	1. Origin of ESP 2. Development of ESP 3. ESP: approach not a product 4. Language descriptions	14 Hours
II	Course Design	1. Theories of learning 2. Need Analysis 3. Approach to Course Design	14Hours
III	Application	1. The Syllabus 2. Materials Evaluation 3. Materials Design	14 Hours
IV	The Role of an ESP Teacher	1. Methodology 2. Evaluation 3. Orientation	14 Hours

Reference Books:

1. Ann Snow, M. &Kamhi-Stein, L. (2006). *Developing a new course for adult learners*. Alexandria, Virginia: TESOL Inc.
2. Coombe, C. Folse, K. &Hubley, N. (2007). *A practical guide to assessing English language learners*. Ann Arbor: University of Michigan Press.
3. Brown, J. D. (1995). *Elements of the language curriculum*. New York: Heinle and Heinle
4. Breen, M. and Littlejohn, A. (Eds.) (2000). *Classroom decision-making: Negotiation and process syllabuses in practice*. CUP
5. Brumfit, C. (1995). *Language Education in the National Curriculum*. Blackwell
6. Graves, K. (1996). *Teachers as Course Developers*. CUP
7. Nunan, D. (1989). *Syllabus Design*. OUP
8. Rea-Dickens, P and Germaine, K. (Eds.) (1998). *Managing Evaluation and Innovation in Language Teaching*. London: Longman
9. Richards, J. (2001) *Curriculum development in language teaching*. Cambridge: OUP

10. White, R.V. (1988) *The ELT Curriculum: Design, innovation and management*. OUP
 11. Willis, D. (1990) *The Lexical Syllabus*. Collins
 12. Willis, J. (1996) *A framework for task based learning*. Harlow: Longman

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M19EN2061	Dalit Literature and Aesthetics	SC	4	0	0	4	4

Course Description:

The course is designed to offer the students an opportunity to engage in self-study. The Students can choose any one of the following writers (the list may be enlarged with the inclusion of more writers as and when the school feels the need) and study extensively the writer's representative works. The number of students are equally divided and assigned a teacher each who will offer the students the necessary guidance required. The teachers will meet the students at least 2/3 hours every week providing guidance in terms of the texts and secondary critical material. No two students can choose the same writer.

Course Objectives:

- To enable the students to engage into the practice of self-study and self-analysis.
- To enable students to contextualize texts on their own.
- To help the students study particular authors/poets/dramatists extensively.
- To build in the student a competent research base which will contribute to his/her future research endeavors.

Course Outcome:

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

- Assess the works of particular writers and their oeuvre of literary works.
- Discuss the significance of the selected writer and his/her works in the domain of Literature.
- Value the cultural as well as the literary contexts of the writer concerned.

Course Content:

Unit	Description	Evaluation Pattern	Topics	Contact Hours
I	Introduction to Dalit Literature	25 Marks Short Notes/ Descriptive Questions	1. Annihilation of Caste (Excerpt) 2. Raj Kumar, "Dalit Literature: A Perspective from Below". 3. Omprakash Valmiki: "Dalit Literature in the Eyes of Dalits" 4. A. Ramaia: "Laws for Dalit Rights" <i>Tales</i>	14 Hours

II	Dalit Feminisms	25 Marks Short Notes/ Descriptive Questions	Essays: <ol style="list-style-type: none"> 1. Nandita Balaji: “Dalit Women’s Writings” 2. Sharmila Rege- “Dalit Women Talk Differently A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position” Poems: Meena Kandaswamy- “Mariyamma”; “Touch”	14 Hours
IV	Dalit Regionalisms	25 Marks Short Notes/ Descriptive Questions	<ol style="list-style-type: none"> 1. Bengali: Mahasweta Devi: Standayini (Breast-Giver) 2. Tamil: Perumal Murugan- <i>Poonachi: Or the Story of a Black Goat</i> 3. Marathi: Arjun Dangle: <i>Homeless in my Land: Translations from Modern Marathi Dalit Short Stories</i> 4. Kannada: <i>Dweepa</i>(Film text) 	14 Hours

Background Reading:

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

Reference Books:

1. Prasad, Amar Nath and Gaijan, M.B. (2007) *Dalit Literature : A Critical Exploration*. ISBN 81-7625-817-2.
2. Ravikumar (2009) *Venomous Touch: Notes on Caste, Culture and Politics*. Calcutta: Samaya
3. Satyanarayana, K and Tharu, Susie (2013). *The Exercise of Freedom: An Introduction to Dalit Writing*. New Delhi: Navayana. p. 21. ISBN 9788189059613.
4. Uma, Alladi. Rani, K. Suneetha. and Manohar, D. Murali. (2014) Eds. *English in the Dalit Context*. New Delhi: OrientBlackswan.
5. Singh, Bijender. *Indian Dalit Literature: Marginalized Voices*. New Delhi: Authorspress, 2015. ISBN 978-93-5207-016-9
6. Purushotham, K. (2015). *Interrogating the Canon: Literature and Pedagogy of Dalits*. New Delhi: Kalpaz Publishers.
7. Dr. Babasaheb Ambedkar, *Writings and Speeches*, Mumbai: Government of Maharashtra Publication, 1987, Vol-3, pp 416-3717.
8. 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.
9. Namdeo Dhasal, *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.
M19EN2062	Children's Literature	SC	4	0	0	4	4

Course Description:

Perhaps the most colorful, 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!

Course Objective:

- To define what is Children’s Literature and the various themes it deals with.
- To understand the impact of Children’s Literature on early childhood development.
- To analyse the political implications of the seemingly innocence children’s narratives.

Course Outcomes:

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

1. Appraise 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.

Course Content:

Unit	Description	Evaluation Pattern	Topics	Contact Hours
I	Introduction to Children’s Literature	25 Marks Short Notes/ Descriptive Questions	1. Defining Children’s Literature 2. Themes in Children’s Literature <ul style="list-style-type: none">• Gender• Racism• Imperialism – <i>Pocahontas</i> 3. Debates over controversial content <ul style="list-style-type: none">• Shals Mahajan – <i>Timmy in Tangles</i>• Maurice Sendak – <i>Where the Wild Things Are/ We are All in The Dumps</i> 4. Effect on Early Childhood Development 5. Genres in Children’s Literature 6. J R R Tolkien- “On Fairy Stories”	14 Hours
II	American and British Books for Children	25 Marks Short Notes/ Descriptive Questions	1. E. B. White and illustrated by Garth Williams- <i>Charlotte’s Web</i> 2. Washington Irving - <i>Legend of the Sleepy Hollow</i> 3. Charles Dickens- <i>Christmas Carol</i> 4. <i>Hitchhiker’s Guide to the Galaxy</i> (Film Text) 5. <i>Narnia</i> (Film Text) 6. <i>Charlie and the Chocolate Factory</i> (Film Text) 7. Ruskin Bond- “The Blue Umbrella”	14 Hours

III	Indian Stories for Children	25 Marks Short Notes/ Descriptive Questions	Jungle Book Jataka Tales Panchatantra Swamy and Friends Malgudi Days	14 Hours
IV	Revisionist/ Retellings for Children	25 Marks Short Notes/ Descriptive Questions	1. <u>Shakespeare For Children:</u> a. Charles and Mary Lamb b. E. Nesbit 2. <u>Myth and Mythology for Children:</u> <i>Ramayana, Mahabharata</i> for Children 3. <i>Politically Correct Bedtime Stories</i> 4. <u>Interpreting Nursery Rhymes</u>	14 Hours

Reference Books:

1. 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: 9781404870482.
2. Julianne, *What Makes a Fairytale a Fairytale? | Fairytale Studios*. [online] Retrieved from: <http://fairytale-studios.com/what-makes-a-fairytale-a-fairytale/> [Accessed: 19 Sep 2013].
Kelley, K. (1994). A modern Cinderella. *Journal of American Culture*, 17 (1), pp. 87--92.
3. Anderson, Nancy (2006). *Elementary Children's Literature*. Boston: Pearson Education. ISBN 978-0-205-45229-3.
4. Chapleau, Sebastien (2004). *New Voices in Children's Literature Criticism*. Lichfield: Pied Piper Publishing. ISBN 978-0-9546384-4-3.
5. Hahn, Daniel (2015). *The Oxford Companion to Children's Literature*. Oxford: Oxford University Press. ISBN 978-0-19-969514-0.
6. Huck, Charlotte (2001). *Children's Literature in the Elementary School*, 7th ed. New York: McGraw-Hill. ISBN 978-0-07-232228-6.
7. Hunt, Peter (1991). *Criticism, Theory, and Children's Literature*. Oxford: Blackwell. ISBN 978-0-631-16231-5.
8. Lesnik-Oberstein, Karin (1996). "Defining Children's Literature and Childhood". In Hunt, Peter (ed.). *International Companion Encyclopedia of Children's Literature*. London: Routledge. pp. 17–31. ISBN 978-0-415-08856-5.

THIRD SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M19EN3010	Gender Studies	HC	3	1	0	4	5

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.

Course Objectives:

1. To sensitize the learners with the idea of gender and its social constructs.
2. To introduce the concept of gender, the difference between sex and gender, key concepts in Gender Studies and gender roles.
3. To help understand how the questions pertaining to the social construct of race, class, gender, sexuality and ethnicity intersect.

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	Description	Topics	Contact Hours
I	Introducing Gender Studies	<p>Self Study</p> <ul style="list-style-type: none"> • Key Concepts: Gender & Language; Feminisms; Sex and Gender; Heterosexism; Masculinities; Patriarchy; Family; Body; Queer Theory; Gay Studies; Lesbianism; Identity Politics; Pornography • Virginia Woolf: <i>A Room of One's Own</i> <ol style="list-style-type: none"> 1. Simone de Beavoir: Introduction to <i>Second Sex</i> 2. Naomi Wolf: The Beauty Myth (from <i>The Beauty Myth</i>) 3. Ruth Vanita: <i>Same Sex Love in India</i> (Extract) 4. Nivedita Menon: "How Natural is Normal? Feminism and Compulsory Heterosexuality" 	14 Hours
II	Gender Roles	<ol style="list-style-type: none"> 1. Suniti Namjoshi: <i>Feminist Fables</i> (Extracts) 2. Lalitambika Antarkjanam: The Goddess of Revenge 3. Lata Mani: "The Female Subject, the Colonial Gaze: Reading Eyewitness Accounts of Widow Burning" 4. Extracts from J. Devaka's interview with Nalini Jameela 	14 Hours
III	Interrogating the Binary	<p>Self Study:</p> <ul style="list-style-type: none"> • Fire (Film Text) • Dostaana (Film Text) • It's a Boy Girl Thing (Film Text) <ol style="list-style-type: none"> 1. Shakespeare's Sonnets 2. Lakshmi Narayan Tripathi: Me Hijra, Me Lakshmi (Extract) 3. Devdutt Pattanaik: <i>Shikhandi and the Other Stories They Don't Tell you</i> (Extract) 4. Vijay Dan Detha: Double Life 	14 Hours
IV	Major Gender Debates in India	<ol style="list-style-type: none"> 1. Dr. B.R. Ambedkar: The Hindu Code Bill (Extract) 2. The Supreme Court Judgment on Sexual Harassment (Selected Cases) 3. Uma Chakravathy: <i>Gendering Caste</i> (Extract) 4. Repeal of 377: Ruling by the High Court of India 	14 Hours

Reference Books:

1. Amin, Shahid & Dipesh Chakraborty (eds.) *Subaltern Studies* (Vol IX): Writings on South Asian History and Society, New Delhi: OUP, 1996.

2. Jane, Pilcher and Imelda Whelehan (eds). *Fifty Key Concepts in Gender Studies*. London: Sage Publications, 2004.
3. Holmstrom, Lakshmi (ed). *The Inner Courtyard*. New Delhi: Rupa& Co., 1991.
4. Rajan, Rajeswari Sunder. *Signposts: Gender Issues in Post-independence India*. Rutgers University Press, 1999.
5. Walker, Alice. *In Search of Our Mothers' Gardens*. New York: Harvest Book HartcourtInc, 1983.
6. Mani, Lata. *Contentious Traditions: The Debate on Sati in Colonial India*. University of California, 1998.
7. Sangari, Kumkum&SudeshVaid. *Recasting Women: Essays in Indian Colonial History*. Rutgers University Press, 1990.
8. Butler, Judith. *Bodies that Matter: On the Discursive Limits of Sex*. Routledge, 1993.
9. Foucault, Michel. *The History of Sexuality*. Vintage, 1990.
10. Fromm, Erich. *Love, Sexuality, and Matriarchy: About Gender*. Fromm International, 1998.
11. Kristeva, Julia. *Revolution in Poetic Language*. Columbia University Press, 1984.
12. Narrain, Arvind&GautamBhan. *Because I Have a Voice: Queer Politics in India*. Yoda Press, 2005.
13. Gopinath, Gayatri. *Impossible Desires: Queer Diasporas and South Asian Public Cultures*. Duke University Press, 2005.
14. Duncan-Jones, Katherine (ed). *Shakespeare's Sonnets*. Arden Shakespeare, 1997

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M19EN3020	Critical Theories - I (from Classical to Victorian Age)	HC	3	1	0	4	5

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 20th century criticism of the British liberal humanists and the American New Criticism and what has now come to termed literary theory.

Course Objective:

- To sensitize students to the importance of literary criticism in literary studies
- To familiarize students with the development of critical theories and practices.
- To assist the students in presenting their ideas effectively.

Course Outcomes:

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

- Discuss the ideas as developed by Critical Theorists over time;
- Elaborate reasoned argumentation of their position in the topics covered in this course
- Formulate their ideas both orally and in writing.

Course Content:

Unit	Description	Topics	Contact Hours
I	Introduction & Classical Theorists	1. Introduction to literary criticism – criticism and literature – early classical criticism – Critical schools 2. Aristotle: Poetics(Ref: Enright &Chickero – Critical Texts) 3. Anandavardhana – Rasa &Dhvani Theories (Ref: Indian Literary Criticism: Theory & Interpretation by G.N. Devy)	14 Hours
II	Upto the 18 th Century	1. Sidney: <i>Defense of Poetry</i> 2. Dryden: <i>Dramatic Poesy</i> 3. Johnson: <i>Preface to Shakespeare</i>	14 Hours
III	Romantic Age	1. Wordsworth: Preface to <i>Lyrical Ballads</i> (First Section on Poetic Diction) 2. Shelley: Defense of Poetry (Extracts)	14 Hours
IV	Victorian Age	1. Matthew Arnold: Study of Poetry, Sweetness and Light (from <i>Culture and Anarchy</i>) 2. Walter Pater: Studies in the History of the Renaissance (1873)	14 Hours

Reference Books:

1. Adams, Hazard, ed. *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.
2. Barry, Peter. *Beginning Theory* (3rd Ed). Manchester UP, 2013
3. Bennet, Andrew. *An Introduction to Literature, Criticism and Theory*. Longman, 2009
4. Culler, Jonathan. *Literary Theory: A Very Short Introduction*
5. Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.

7. Lodge, David. *Twentieth Century Literary Criticism: A Reader*. Longman, 1972
8. Lodge, David. *Modern Criticism and Theory*. Longman, 1997
9. Murray, Penelope and T S Dorsch (trans). *Classical Literary Criticism* (Penguin Classic), 2000
10. Nagarajan, M S. *English Literary Criticism and Theory: An Introductory History*
11. Rivkin, Julie. *Literary Criticism: An Anthology*
12. Russel, D A & Michael Winterbottom. *Classical Literary Criticism*. OUP, 2008

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M19EN3041	Media Studies	SC	2	2	0	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.

Course Objectives:

- This course will develop the student's understanding of the practices of news reporting, with special reference to 'feature' writing.
- This course will prepare students for upper level research and practice in this field.
- The skills required to create, discuss and evaluate communication and journalism texts in collaboration with others.

Course Outcomes:

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

- Compose in depth journalistic texts across a range of different media contexts.
- Develop their writing process through relevant research, ethical engagement and quality processes.
- Formulate competent narrative content and signature style across a range of genres and styles.

Course Content:

Unit	Description	Topics	Contact Hours
I	The Nature of Mass Communication	1. Communicator, audience, experience 2. Print – Terms, reporting, production, trends 3. Audiovisual media – Terms and techniques, conceptual process, types of programmes, production 4. Advertising – Concepts, scope, function, effect 5. Public Relations, Event Management, Corporate Communication – Concepts, tools, techniques, effect 6. New Media – Difference between the old and the new media, the virtual/cyberspace, globalization of communication	14 Hours
II	Understanding Media	1. Role of Media in our Life 2. Media Time Line 3. Media & Mass Media 4. What makes "Mass" Communication Unique? 5. Functions of Mass Media (Surveillance, Interpretation, Linkage, Entertainment, purveyor of ideologies) 6. Types of Mass Media	14 Hours
III	The World of Print Media	1. Types and Characteristics of Print Media 2. Different Types of Print Media 3. Journey of Newspaper from Hickey's Gazette to Online Newspapers 4. Role of Press in Social & Political Movements Freedom of Press- Role of Press Council of India 5. Press Ownership and Control 6. Content of Newspaper: News Stories, Features, Articles, Editorial, Advertorial, Advertisements 7. Alternatives to Mainstream Journalism	14 Hours
IV	Advertising	1. Evolution of Advertising 2. Functions of Advertising 3. Types of Advertisements 4. Role of Advertising in Marketing	14 Hours

Reference Books:

1. Tanner, S, Kasinger, M., Richardson, N. (2012) Oxford University Press, South Melbourne Australia.
2. Brooks, Brian S., James L. Pinson, and Jean Gaddy Wilson. Working with Words: A Handbook for Media Writers and Editors. 5th Edition. Boston: Bedford/St. Martin's, 2013.

3. Houston, Brant, Len Bruzzese, and Steven Weinberg. *The Investigative Reporter's Handbook*. 5th Edition. Boston: Bedford/St. Martin's, 2012.
4. Merrill, John C. *Journalism Ethics: Philosophical Foundations for News Media*. Boston: Bedford/St. Martin's, 2012.
5. Spark, David. *Investigative Reporting: A Study in Technique (Journalism Media Manual)*. Burlington, Massachusetts: Focal Press.
6. Wicker, Tom. *On the Record: An Insider's Guide to Journalism*. Boston: Bedford/St. Martin's 2012.
7. *Writing for digital media* by Brian Carroll 2010.
8. All National and International magazines, journals, newspapers, articles, need to read and reviewed on regular basis.
9. Watch various media and entertainment channels for review.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M19EN3042	Film Studies	SC	2	2	0	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 draw the attention of students' to the diversity and the range of opinions within the subject
2. To encourage questioning and engagement with debates and thin king in the area of film studies
3. To appreciate film as an art form, technical medium and a multi-faceted industry

Course Outcomes:

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

1. Develop a good understanding of film medium as an art form and its aesthetics

2. Categorize various movements in the history of films
3. Estimate select films of great film makers and competently engage into the discourse of cinema at large by being directly being exposed to viewing and addressing them

Course Content:

Unit	Description	Topics	Contact Hours
I	Introduction	<ol style="list-style-type: none"> 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 4. Trends in Indian cinema. 	14 Hours
II	Film-making Process	<ol style="list-style-type: none"> 1. Various committees on cinema and Government response; central and state Government's organizations on cinema 2. Film festival and film awards 3. Censorship of films in India: impact of globalization on Indian cinema. 4. 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; 	14 Hours
III	Film Theory	<ol style="list-style-type: none"> 1. Art of film; criticism and review of cinema: Film journalism in India; 2. German Expressionism 3. French Impressionism 4. Soviet Montage 5. Italian Neo realism 6. Indian Parallel Cinema- The Auteur Theory (The Director as "author") 7. Psychoanalytical Theory (Lindsay, Munsterberg, Arnheim, Kracauer, Eisenstein, Andre Bazin, Christian Metz) 	14 Hours

IV	Great Directors	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. AdoorGopalakrishnan (One film each of any four of these to be screened and discussed, questions on these texts to be set.)	14 Hours
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Reference Books:

1. Buckland, Warren. *The Cognitive Semiotics of Films*, Cambridge Univ Press, 2000
2. Bywater, Tim and Thomas Sobchack. *Introduction to Film Criticism: Major Critical Approaches to Narrative Film*. Pearson Education, 2009.
3. Colin McCabe. *Introduction to Film Studies*
4. Dudley, Andrew J. *The Major Film Theories – An Introduction*. OUP, 1976
5. Gentile, Mary C. *Film Feminisms*. Greenwood Press, 1985
6. Hayward, Susan. *Cinema Studies: The Key Concepts*. Routledge, 1996.
7. Miller, Toby and Robert Stam, (Eds). *A Companion to Film Theory*. Oxford: Blackwell Publishing, 2004.
8. Monaco, James. *How to Read Films*. Oxford: Oxford University Press, 2009.
9. Person, Per. *Understanding Cinema: A Psychological Theory of Moving Imagery*. Cambridge: Cambridge University Press, 2003.
10. Ray, Satyajit. *Our Films and Their Films*. Orient Blackswan, 2007.
11. 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.
M19EN3051	English Language Teaching – I	SC	2	0	2	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.

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

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. Develop an understanding of the principles, and an ability 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.

Course Content:

Unit	Description	Topics	Contact Hours
I	Learning theories	Discourse theory- Hatch, Variable Competence Model- Ellis, Universal Hypothesis – Wode&Krashen.	14 Hours
II	Curriculum and Syllabus: theory and practice	Stenhouse, Tyler, Bobbitt, Taba. (Major definitions, types and difference)	14 Hours

III	Testing and Assessment	Value of errors, problems of correction and remediation, scales of attainment.	14 Hours
IV	Teaching Practice	<ul style="list-style-type: none"> • 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 	14 Hours

Reference Books:

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

Web Resources:

- ✓ <http://a4esl.org>
- ✓ <http://www.eslcafe.com>
- ✓ <http://www.esl-lab.com>
- ✓ <http://owl.english.purdue.edu/>
- ✓ <http://www.eslpartyland.com>
- ✓ www.iteslj.org/games/
- ✓ <http://chrislima90.wordpress.com>
- ✓ <http://www.teachingenglish.org.uk/>
- ✓ British council. - <http://www.britishcouncil.org>

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M19EN3052	Sociolinguistics	SC	3	1	0	4	5

Course Description:

This course introduces to the students 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 emphasize contemporary work in linguistic variation and change

Course Outcomes:

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

1. Show an understanding of 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.
5. classify and compare phonological, morphological, semantic and syntactic differences as they are reflected in language use.

Course Content:

Unit	Description	Topics	Contact Hours
I	Nature & Scope	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)	14 Hours

II	Approaches to Sociolinguistics	1. Synchronic and diachronic approaches to Sociolinguistics 2. Dialect, register, idiolect, ebonics 3. Stylistic and contextual variation 4. Discourse analysis 5. Varieties of English	14 Hours
III	Speech community, Language Ideology	1. Scope of speech community as individual 2. Language, discourse and ideology 3. Language and gender 4. Variations of language in relation with gender, education and power 5. Language in mass media and advertising	14 Hours
IV	Language use in Bilingual Community	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	14 Hours

Reference Books:

1. Bynan, T. *Historical Linguistics*. Cambridge: Cambridge University Press, 1977
2. Chambers, J.K. *Sociolinguistic Theory*. London: Blackwell, 1995
3. Dittmar, N. *Sociolinguistics*. London: Edward Arnold, 1976
4. Downes, W. *Language and Society*. London: Fontana, 1984
5. Fasold, R. *The Sociolinguistics of Language*. London: Basil Blackwell, 1999
6. Ferguson, C. *Diglossia*, *Ward-15+325=340*, 1962
7. Haugen, E. *Problems of Bilinguals* *Lingua* 2:271-290. The Analysis of Linguistic Borrowing. *Language* 26: 210–231, 1950
8. Hymes, D. *Foundations in Sociolinguistics: An Ethnographic Approach*. Philadelphia University of Pennsylvania Press, 1974
9. Khubchandani, L.M. *Plural Languages, Plural Cultures*. Hawaii: EastWest Centre., 1983
10. Mesthrie, R. *Concise Encyclopedia of Sociolinguistics*, Oxford, 2001
11. Mesthrie, R. *Concise Encyclopedia of Sociolinguistics*. Oxford: OUP, 2001
12. Mukherjee, A. *Language Maintenance and Language Shift: Panjabis and Bengalis in Delhi*. New Delhi: Bahri Publications, 1996
13. Pandit, P.B. *India as a Sociolinguistic Area*. (Gune Memorial Lectures). Pune: University of Poona, 1972
14. Sapir, E. *Language*. New York: Harcourt Brace, 1921
15. Wardhaugh, R. *An Introduction to Sociolinguistics*, Oxford: Blackwell, 1992
16. Weinreich, V. *Language in Contact The Hague Motion*, 1953

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M19EN3061	Biographies of Great Personalities	OE	3	1	0	4	5

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 provide role models for learning new attitudes and behaviors.
2. To promote an appreciation of diversity, giving students a renewed inspiration to promote equality and justice.
3. To inculcate values and gain insight from the lives and experiences of the great personalities.
4. To sensitize learners to the nuances of the art of biographies.

Course Outcomes:

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

1. Distinguish between a biography and an autobiography.
2. Estimate the famous personalities and broaden their general knowledge.
3. Combine biographical texts along with their historical and cultural contexts.
4. Influence them by relating their own struggles and gain inspiration from the famous personalities.
5. Compose a bio-sketch.

Course Content:

Unit	Description	Topics	Contact Hours
I	Introduction	1. What makes men great 2. Biography as a literary form 3. Biography v/s fiction 4. Function of biographies 5. Characteristics of biographies 6. What biographies teach us	14 Hours

II	Biographies of Leaders & Scientists	<ol style="list-style-type: none"> 1. Uma Parameswaran: <i>C.V. Raman-A Biography</i> 2. M.K. Gandhi: <i>My Experiments with Truth</i> 3. Lincoln (2012 – Film Text) 4. Krishna Basu: <i>Netaji-A Biography</i> 5. Swami Nikhilananda: <i>Vivekananda-A Biography</i> 6. Clayborne Carson: <i>The Life & Times of Martin Luther King Jr.</i> 7. Margaret Thatcher: <i>The Path to Power</i> 8. Jawaharlal Nehru: <i>Discovery of India</i> 9. Dalai Lama: <i>Freedom in Exile-The Autobiography of The Dalai Lama of Tibet</i> 10. Abdul Kalam: <i>Wings of Fire</i> 11. Jean Pierre Harrison: <i>The Edge of Time-The Authoritative Biography of KalpanaChawla</i> 12. ParneshDangwal: “I Dare”-KiranBedi-A Biography 	14 Hours
III	Biographies of Writers & Directors	<ol style="list-style-type: none"> 1. Marie Seton: Satyajit Ray-Portrait of a Director 2. Ruskin Bond: Lone Fox Dancing 3. Rabindranath Tagore: My Life in My Words 4. RitwikGhatak: The Celluloid Rebel 5. Rebecca Keegan: The Futurist-The Life & Films of James Cameron 6. KhageshDevBurman: R.D. Burman-The Prince of Music 7. Karan Johar: An Unsuitable Boy 8. SachinSinha: Sarojini Naidu 9. Khushwant Singh: Truth, Love & Little Malice 10. Shakespeare in Love (Film Text) 	14 Hours
IV	Biographies of Sports persons, Actors & Artistes	<ol style="list-style-type: none"> 1. A.R. Rahman: The Spirit of Music 2. The Great Dictator (1992 - Film Text) 3. MushtaqShiekh: 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. KapilDev: Straight From the Heart 10. Yuvraj Singh: The Test of My Life 11. Usain Bolt: Faster Than Lightning-My Story 12. Mary Kom: Unbreakable 13. SusmitaDasgupta: Amitabh Bachhan-The Making of a Superstar 	14 Hours

Suggested Texts / Films:

1. R. Rahman: The Spirit of Music. NasreenMunniKabir. New Delhi: Om Books, 2011. Print.
2. BhagMilkaBhag (2013). Dir. R OmprakashMehra (Visual Text)

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M19EN3070	MOOC / SWAYAM	RULO	3	1	0	4	5

MOOC/ SWAYAM:

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 OOC courses.

A student shall register and successfully complete any of the courses available on SWAYAM. Student shall inform the MOOC/SWAYAM coordinator of the school about the course to which he/she has enrolled. The minimum duration of the course shall be not less than 40 hours and of 4 credits. The student should submit the certificate issued by the SWAYAM to the MOOC/SWAYAM coordinator of the school, the grades obtained in the course shall be forwarded to concerned authority of the University

FOURTH SEMESTER

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M19EN4010	Critical Theories – II (from Liberal Humanism to the Present)	HC	3	1	0	4	5

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 20th century criticism of the British liberal humanists and the American New Criticism and what has now come to termed literary theory.

Course Objectives:

1. To introduce the learners to 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 acquaint the student with the various critical tools available that might be deployed in literary analysis and practices
4. To familiarize the student with 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 good understanding of the growth of literary criticism and various critical practices
2. Identify the instability of literary texts

Course Content:

Unit	Description	Topics	Contact Hours
I	British Liberal Humanists & New Criticism	1. Key Terms and concepts 2. F R Leavis: <i>The Great Tradition</i> (Introductory essay) 3. T S Eliot: <i>Tradition and Individual Talent</i> 4. Cleanth Brookes - <i>Language of Paradox</i>	14 Hours

II	Structuralism, Post Structuralism and Deconstruction	1. Jacques Derrida: Structure, Sign & Play 2. Gerard Genette: Structuralism and Literary Criticism 3. Roland Barthes: Death of the Author	14 Hours
III	Postmodernism	1. L. Cahoon: What Postmodernism Means 2. Andreas Huyssen: <i>Mapping the Postmodern</i> (extract)	14 Hours
IV	Postcolonial & Marxist Literary Theories	1. Key Concepts (from <i>Key Concepts in Post-colonial Studies</i> by Bill Ashcroft, Gareth Griffiths, Helen Tiffin) 2. Leela Gandhi: <i>Postcolonial Theory</i> (Introduction) 3. Terry Eagleton: Literature and History (from <i>Marxism and Literary Criticism</i>)	14 Hours

Reference Books:

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

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M19EN4020	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 expose students to the theory & mechanics of research writing
2. To provide students with knowledge on the fundamental aspects of research

Course Outcome:

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

1. Determine the process of research.
2. Design and carry out research independently.

Course Content:

Unit	Description	Topics	Contact Hours
I	Introduction to Research	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/	14 Hours
II	Research Problems & Data Collection	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	14 Hours
III	Research Proposal & Research Paper	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	14 Hours
IV	Bibliography	1. Citing sources 2. Bibliography 3. MLA Style Sheet (Latest Edition)	14 Hours

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.

Reference Books:

1. Adhikar, MadhuMalatii. *A Students Handbook for Writing Research Term Paper*
2. Gibaldi, Joseph. *MLA Handbook*
3. Paranjape, Jayant. *The Scholar Apprentice*
4. Paranjape, Jayant. *Critical Investigations.*
5. Sinha, M P. *Research Methods in English*
6. Walliman, Nicholas S. R.: *Research Methods: The Basics*

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M19EN4031	Literatures from India in Translation	SC	3	1	0	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.

Course Objectives:

1. To expose students to the theory & mechanics of research writing
2. To provide students with knowledge on the fundamental aspects of research

Course Outcomes:

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

1. Determine the process of research.
2. Design and carry out research independently.

Course Content:

Unit	Description	Topics	Contact Hours
I	Introduction & Translations from Sanskrit Literature	1. Basic Introduction to Translation Theories – Translation v/s Transcreation – Problems in translation/The role of translators/Strategies and techniques in translation 2. Banabhatta & Bhushanabhatta: <i>Kadambari</i> 3. Kalidasa: from <i>Meghadoota</i> 4. Bharata : from <i>Natyashastra</i>	14 Hours

II	Translations from Kannada Literature	1. Poetry: A K Ramanujan: Hymns for the drowning Gopala Krishna Adiga: Kupamanduka 2. Drama: Kuvempu: Kanuru Heggadithi (Film Text) 3. Fiction: Vaidehi: <i>Gulabi Talkies</i>	14 Hours
III	Translations from Marathi Literature	1. Poetry: Vinayak Mamodar Savarkar: My Final Testament Dilip Chitre: Father Returning Home 2. Drama: Vijay Tendulkar: <i>GhasiramKotwal</i> 3. Fiction: V.S. Khandekar: <i>Yayati - A Classic Tale of Lust</i>	14 Hours
IV	Translations from Bengali Literature	1. Poetry: Rabindranath Tagore: <i>Gitanjali</i> (Extracts) Joy Goswami: In the Evening Sadness Comes 2. Drama: Badal Sircar: <i>Evam Indrajit</i> 3. Fiction: Sunil Gangopadhyay: Those Days	14 Hours

Reference Books:

1. Baker, Mona, and Gabriela Saldanha. *Routledge Encyclopedia of Translation Studies*. 2nd ed. New York: Routledge, 2009. Print.
2. Bassnett, Susan, and Harish Trivedi, eds. *Post-colonial Translation: Theory and Practice*. London: Routledge, 1999. Print.
3. Bassnett, Susan. *Translation Studies*. Rev. ed. 1991. London: Routledge, 1998. Print.
4. Gentzler, Edwin. *Contemporary Translation Theories*. Rev. 2nd ed. 2001. New Delhi: Viva, 2010. Print.
5. Kothari, Rita. *Translating India*. Rev. ed. New Delhi: Foundation Books, 2006. Print.
6. Malmkjær, Kirsten. *Linguistics and the Language of Translation*. Edinburgh: Edinburgh UP, 2005. Print.
7. Mukherjee, Sujit. *Translation as Recovery*. New Delhi: Pencraft, 2004. Print.
8. Mukherjee, Tutun, ed. *Translation: From Periphery to Centrestage*. New Delhi: Prestige, 1998. 39-46. Print.
9. Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. London/New York: Routledge, 2001. Print.
10. Nair, Rukmini Bhaya. *Translation: Text and Theory—The Paradigm of India*. New Delhi: Sage, 2002. Print.
11. Nida, Eugene A. *The Theory and Practice of Translation*. Leiden: E.J. Brill, 1982. Print.
12. Nida, Eugene A. *Toward a Science of Translating*. Leiden: E.J. Brill, 1964. Print.

13. Nirajana, Tejaswini. *Siting Translation: History, Post-structuralism, and the Colonial Context*. 1992. Hyderabad: Orient Longman, 1995. P
14. Pym, Anthony. *Exploring Translation Theories*. London/New York: Routledge, 2010. Print.
15. Rubel, Paula G., and Abraham Rosman, ed. *Translating Cultures: Perspectives on Translation and Anthropology*. Oxford/New York: Berg, 2003. Print.
16. Steiner, George. *After Babel*. 3rd ed. London: OUP, 1998. Print.
17. Venuti, Lawrence, ed. *The Translation Studies Reader*. 2nd ed. New York: Routledge, 2004. Print.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M19EN4032	English Language Teaching - II	SC	3	1	0	4	5

Course Description:

The paper 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.

Course Objectives:

1. To introduce the students to translation theories.
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.

Course Outcomes:

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

1. Develop a proper knowledge of translation theories.
2. Assess the linguistic and cultural politics associated with translation studies.
3. Develop the competence to apply translation theories in the process of critically engaging into an interpretation of a particular literary text within the syllabus as well as outside it.

Course Content:

Unit	Description	Topics	Contact Hours
I	Theories of Learning / Language Learning	1. Perspectives on learning: the Cognitive Approach 2. Piaget's theory of Cognitive Development 3. Bruner's theory of learning 4. Behavioral learning theory and its application 5. Language universals	14 Hours
II	Micro-Teaching/ Action Research	1. What is Action Research? 2. Action Research vs. Formal Research 3. Benefits of Action Research 4. Effects of Action Research	14 Hours
III	English for Academic Purpose	1. Listening and Reading in Academic Contexts 2. Spoken Academic Communication 3. Written Academic Communication 4. Language Development	14 Hours
IV	Error Analysis	1. The Description of Errors (detection, locating, classification) 2. The Scope of Error Analysis (good English for the FL/SL learners, native speaker and the power dimension, incompleteness hypothesis) 3. Level of Errors – (Grammar errors, Discourse errors, Text errors, Lexical errors) 4. Error Correction – (Whether to correct: pros & cons, some options and principles, rules and the role of corrective explanation)	14 Hours

Reference Books:

1. Broughton, G &etal. *Teaching English as a Foreign Language* (London: Routledge&Kegan Paul, 1980)
2. Brumfit, Christopher. *Communicative Methodology in Language Teaching* (Cambridge: UP, 1984)
3. Brumfit, C etal. *Teaching English as a Foreign Language* (London: Routledge&Kegan Paul, 1980)
4. Dulay, Heidi etal. *Language Two* (Oxford : UP, 1982)
5. Littlewood, William. *Communicative Language Teaching* (Cambridge: UP, 1985)
6. Matthews, Allan etaeds. *At the Chalkface: Practical Techniques in Language Teaching* (London: Edward Arnold, 1985)
7. Richard, Jack, C. *The Context of Language Teaching* (Cambridge: UP, 1985)
8. Stern, H.H. *Fundamental Concepts of Language Teaching* (Oxford: UP, 1984)
9. Winn, Judy & Bell Oslen. *Communication Starters. Techniques for the Languages Classroom* (Oxford: Pergaman, 1982)

10. Wright, Andrew. *Visual Materials for the Language* (London: Longman, 1979)
11. Green, H. M. *A History of Australian Literature, Pure and Applied*. 2 vols. Melbourne: Melbourne University Press, 1961.
12. Hadgraft, Cecil. *Australian Literature: A Critical Account to 1955*. London: Heinemann, 1960.
13. Hope, A. D. *Australian Literature, 1950-1962*. Melbourne: Melbourne University Press, 1963.
14. Huang, Guiyou. *Asian American Poets: A Bio-Bibliographical Critical Sourcebook*. Westport: Greenwood Press, 2002
15. Jaffa, Herbert. *Modern Australian Poetry, 1920-1970: A Guide to Information Sources*. Detroit: Gale, 1979.
16. Jones, Joseph, and Johanna Jones. *Australian Fiction*. Boston: Twayne, 1983.
17. Jones, Joseph, and Johanna Jones. *New Zealand Fiction*. Boston: Twayne, 1983.
18. Kramer, Leonie, ed. *The Oxford History of Australian Literature*. Melbourne: Oxford University Press, 1981.
19. Lever, Richard, James Wieland, and Scott Findlay, eds. *Post-Colonial Literatures in English: Australia, 1970-1992*. New York: G. K. Hall, 1996.
20. Lock, Fred, and Alan Lawson. *Australian Literature: A Reference Guide*. Second Edition. Melbourne: Oxford University Press, 1980.
21. Mehrotra, A. K., ed. *A History of Indian Literature in English*. New York: Columbia University Press, 2003.
22. Naik, M. K. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 1982.
23. Nelson, Emmanuel S., ed. *Writers of the Indian Diaspora: A Bio-Bibliographical Critical Sourcebook*. Westport: Greenwood Press, 1993.
24. Pierce, Peter, ed. *The Oxford Literary Guide to Australia*. Melbourne: Oxford University Press, 1987.
25. Rahman, Tariq. *A History of Pakistani Literature in English*. Lahore: Vanguard, 1991.
26. Robinson, Roger and Nelson Wattie, eds. *The Oxford Companion to New Zealand Literature*. Oxford: Oxford UP, 1998.
27. Ross, Robert L. *Australian Literary Criticism, 1945-1988: An Annotated Bibliography*. New York and London: Garland, 1989.
28. Samuels, Selina, ed. *Australian Literature, 1788-1914*. Detroit: Gale, 2001.
29. Samuels, Selina, ed. *Australian Writers, 1950-1975*. Detroit: Gale, 2004

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M19EN4040	Major Research Project	HC	0	2	8	10	10

Course Objective:

To carry out the research under the guidance of supervisor and in the process learn the techniques of research.

Course Outcomes:

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

1. Familiarize with literature search
2. Conduct the experiments related to research and formulate computational techniques
3. Interpret the scientific data.
4. 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 5th week and 10th week of the beginning of the semester and final draft report with findings by 15th 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.

Course Code	Course Title	Course Type	L	T	P	C	Hrs./ Wk.
M19EN4050	Employability Skills	RULO	0	0	2	2	4

Note: The students will have to undergo Skill Development course being conducted by Training and Placement cell of the University.

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. Team work
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 searching 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 recognised 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.

School of Arts and Humanities

List of Faculty Members

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