



SCHOOL OF ARTS AND HUMANITIES

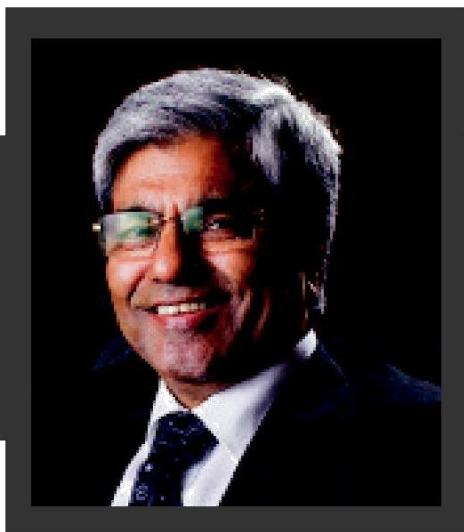
M.A ENGLISH - HAND BOOK

2017

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Rukmini Educational
Charitable Trust

A Unit of DivyaSree 



MESSAGE FROM THE HON'BLE CHANCELLOR

Dr. P. Shyama Raju

Chancellor
REVA University

Education during recent years has witnessed a great transformation. Today's society, termed as "Knowledge Society" has brought about unprecedented economic and social growth. This has propelled universities across the world to devise new ways of tapping human potential for different competencies and building a vibrant society with a win-win situation for all.

REVA University has seen the light of the day to imbibe this character of paradigm shift in academic pursuits to contribute to the knowledge society. REVA works hard to bring in you an exciting and rewarding educational experience, to discover new interests that will develop your career prospects. You will benefit from a unique approach to student-centered learning through group work and individual study tackling real world challenges alongside experienced practitioners and researchers.

REVA has excellent learning facilities including custom built teaching facilities designed specifically to emulate working conditions, air-conditioned library opened for your studies from early morning till midnight and facilities for variety of sports and cultural activities.

Our faculty members have introduced socially relevant and job-oriented courses after studying the global scenario and recent trends and concerns in literary and linguistic studies and research. I am glad that the Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) being adopted will facilitate learning environment under continuous guidance and monitoring by the faculty members and equip you with competent skills apt for different job prospects across the globe.

I hope that the present scheme of instructions, continuous periodic progress assessments, course curriculum of M.A. English program and other information provided in this hand book will guide you to choose appropriate courses and move ahead in the right direction in your chosen area of study. I hope you will enjoy and experience the curriculum, the student-centered teaching and learning ambience in developing your personality to become successful professionals, entrepreneurs and proud citizens of the country.

I wish you every success in your career.

MESSAGE FROM THE VICE CHANCELLOR



The curriculum of an institution of higher learning is a living entity. It evolves with time; it reflects the ever changing needs of the society and keeps pace with the growing talent of the students and the faculty. The curriculum of the M.A. program of REVA University is no exception.

The curriculum has been designed in such a way that the teacher enjoys freedom to expand it in any direction she/he feels appropriate and incorporates the latest knowledge and stimulates the creative minds of the students. The MA in English curriculum is designed to strengthen the skills in the critical analysis of literature and provide a broad understanding of literary traditions. Our courses are taught by accomplished instructors who are dedicated to your success. The present curriculum is contemporary because it is culmination of efforts of large number of faculty members, experts from industries and research level organizations.

I am very sure that all students of this program will enjoy this curriculum and take fullest advantage to expose themselves to fundamentals and applications. Also, imbibe all attributes that are required to term them as Global Engineers. The innovativeness and creativity being introduced should be explored fully by our students.

The flexibility in the curriculum permits staff and students to incorporate changes in terms of addition of new courses and deletion of irrelevant courses keeping the rapid advances in the technology into consideration.

I also record my personal gratitude to Chancellor and members of Academic Council who have lent every bit of their wisdom to make this curriculum truly superior.

Dr. S.Y. Kulkarni
Vice Chancellor

Message from Director, Arts & Humanities:

“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 take great pride in our students who have been performing exceedingly well in the field of academics and co-curricular activities and have been bringing laurels to the University every year.

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

CONTENTS

Sl. No.	Particulars
	REVA University - Vision, Mission and Broad Objectives (back of the front cover page)
	Message from the Hon'ble Chancellor
	Message from the Vice-Chancellor Message from the Principal Director – Academics Message from the Director, School of Arts & Humanities
01	Rukmini Educational Charitable Trust
02	REVA University
03	School of Humanities - Vision - Mission - Program Educational Objectives & Program Objectives - Advisory Board
04	CBCS (Choice Based Credit System) and CAGP (Continuous Assessment and Grading Pattern) of education and its advantages
05	Brief Outline of REVA University Regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP)
06	M.A English - Eligibility - Scheme of Instructions - Description of course - Course objectives - Detailed Syllabus - Course contents (Unit-1,2,3,4) - Learning outcomes - Text books - Reference books
07	Training and Placement
08	Academic Calendar 2016-17 (First & Third Semester)
09	Do's and Don'ts

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. The 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, Law, 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 Degree College (Evening), REVA Independent PU College at Kattigenahalli, Ganganagar and Sanjaynagar and REVA University. Through these institutions, the Trust seeks to fulfill its vision of providing world class education and create abundant opportunities for the youth of this nation to excel in the areas of Engineering, Commerce, Management, Architecture, Law, Education, Arts 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 M. Phil and Ph.D degrees. REVA has well qualified experienced teaching faculty of whom majority are doctorates. The faculty is supported by committed administrative and technical staff. Over 10,000 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 established under the Government of Karnataka Act 80 of the year 2012 and notified in the Karnataka Gazette dated 7th Feb, 2013, is located 14 kms away from the Bangalore International Airport on the way to Bangalore city. The university has a sprawling lush green campus spread over 42 acres of land equipped with state-of-the-art infrastructure and conducive environment for higher learning.

The REVA campus has well equipped laboratories, custom-built teaching facilities designed specifically to emulate working conditions, fully air-conditioned library and central computer centre kept open from morning 8.00 AM till mid-night for the students and the faculty. The well planned sports facility for variety of sports activities, facilities for cultural programs and friendly campus lifestyle add to the overall personality development of students. The campus also has residential facility for students, faculty and staff.

Currently, REVA University offers 18 Post Graduate programs and 15 Graduate and PG Diploma programs in Engineering and Technology, Architecture, Science, Commerce, Management Studies, Law in addition to research degrees leading to Ph.D in different disciplines. The University aims to offer many more PG and UG programs in Science, Arts, Humanities, Commerce, Engineering & Technology, Science, Commerce, Management Studies, and Education and in other areas, in the years to come.

The programs being offered by REVA University are well planned and designed after detailed study in 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 respective job environment has been given while designing the curricula. The Choice Based Credit System and Continuous Assessment Grading 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 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 them 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.

SCHOOL OF ARTS AND HUMANITIES

The Master's Degree in English aims to create graduates who have command of English, and who can interact with contemporary thought and pursue research in their respective specializations. The core courses in the program deepen students and linguistic skills in the English language and also develop student's critical reading, thinking and writing skills. These courses raise awareness of value of corpus in investigating language and expose them to different research methodology.

Vision

Providing its students the highest quality of preparation in an atmosphere that promotes intellectual vigor, critical inquiry, citizenship and creative decision-making requisite for personal growth and professional success.

Mission

- To produce individuals who are personally, intellectually and professionally competent and are aware of the human potential and achievement.
- To instill in students a love of learning that will make them life-long learners.
- To produce leaders who are sensitive to social, ethical and environmental concerns.

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 adopt lifelong learning Skills for imparting Business.

Program Specific Outcomes

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

1. Demonstrate the Knowledge in Language and Literature.
2. Analyze creative literary form (poetry, prose, Drama, fiction and creative non-fiction); and Apply skills in using theoretical frame works on structures of language through a wide variety of literary works on different perspectives.
3. Use different techniques to apply the concepts from literary theory and criticism in the analysis and interpretation of texts in Language and Literature.

Program Outcomes

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

- **PO 1: Disciplinary knowledge:** Demonstrate comprehensive knowledge and in understanding Language and Literature Studies.
- **PO 2: Reasoning:** Analyze, interpret and draw conclusions from evidence and experiences from an open-minded and reasoned perspective.
- **PO 3: Problem solving:** Extrapolate and apply their competencies to solve different kinds of non-familiar problems and apply one's learning to real life situations using curriculum content knowledge.
- **PO 4: Environment and Sustainability:** Understand the issues of environmental contexts and **sustainable development**.
- **PO 5: Research-related skills:** Recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an investigation
- **PO 6: Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- **PO 7: Cooperation/Team work:** Work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act

together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

- **PO 8: Communication Skills:** Express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups
- **PO 9: Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

Seven Deadly Sins

“Wealth without work
Pleasure without conscience
Science without humanity
Knowledge without character
Politics without principle
Commerce without morality
Worship without sacrifice.”

Mahatma Gandhi

Advisory Board

SL No.	Name
1.	Dr. S Ramaswamy, Professor[Retd] Bangalore University, Bangalore
2.	Dr. V. S. Sreedhara, Professor of English , NLSUI, Bangalore
3	Dr. Shivalinga Swamy, Associate Professor and HoD of English, Tumkur University, Tumkur
4.	Dr. Etienne Rassendren, Professor, Dept of English, St Joseph's College[Auto], Bangalore
5	Dr. C. P. Ravichandra, Professor, Dept of English, Mysore University, Mysore
6	Dr. Rajendra Chenni, Professor. Dept of English, Kuvempu University, Shimogga
7	Prof. S. Narayanan, Professor [Retd], Kongadiappa College, Doddabalapura

“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

CBCS (CHOICE BASED CREDIT SYSTEM) AND CAGP (CONTINUOUS ASSESSMENT AND GRADING PATTERN) OF EDUCATION AND ITS ADVANTAGES

CBCS is a proven, advanced mode of learning in higher education. It facilitates students to have freedom in making their own choices for acquiring a Degree / Master's Degree program. It is more focused towards the student's choice in providing a wide range of Units available in a single campus across various disciplines offered by experts in the subjects. It leads to quality education with active teacher-student participation.

Studying under CBCS has following advantages:

- Students may undergo training in cross-disciplinary and multi-disciplinary subjects and acquire more focused and preferred knowledge.
- Students may get more skills from other subject(s) which are required for the career path in addition to their regular subject knowledge.
- Students may get ample opportunities to use the laboratories and gain practical exposure to the much needed Units available in other departments/schools for want of scientific inputs.
- Courses are conducted by subject experts identified on the basis of their experiences. Courses taught by such experts may provide in-depth information and clear understanding of the Units.
- Students may get an opportunity to study courses with other students of different programs and exchange their views and knowledge in a common class room.
- CBCS provides a cross-cultural learning environment.
- Students may benefit much from selecting the right options to successfully face the public service examinations like UPSC, KPSC, IES wherein the knowledge of additional subjects become mandatory for general or optional papers.
- Students are exposed to the culture of universal brotherhood during their campus life.
- Students are allowed to practice various methods of learning a subject.

REVA UNIVERSITY REGULATIONS FOR CHOICE BASED CREDIT SYSTEM (CBCS) AND CONTINUOUS ASSESSMENT GRADING PATTERN (CAGP) FOR POST GRADUATE DEGREE PROGRAMS, 2015

1. Title and Commencement:

These Regulations shall be called the “**REVA UNIVERSITY REGULATIONS FOR CHOICE BASED CREDIT SYSTEM (CBCS) AND CONTINUOUS ASSESSMENT GRADING PATTERN (CAGP) FOR POST GRADUATE DEGREE PROGRAMS, 2015**”.

These Regulations shall come into force from the academic year 2015-16.

MA - English

2. Definitions:

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

(i) L= Lecture (ii) T= Tutorial (iii) P= Practice, where:

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

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

P stands for **Practice** session and it consists of Hands on Experience / Laboratory Experiments / Field Studies / Case Studies that equip students to acquire the much required skill component.

In terms of credits, every **one hour session of L amounts to 1 credit per Semester** and a minimum of **two hour session of T or P amounts to 1 credit per Semester**, over a period of one Semester of 16 weeks for teaching-learning process. **The total duration of a semester is 20 weeks inclusive of semester-end examination.**

A course shall have either or all the three components. That means a course may have only lecture component, or only practical component or combination of any two or all the three components.

The total credits earned by a student at the end of the semester upon successfully completing the course are **L + T + P. The credit pattern of the course is indicated as L: T: P.**

If a course is of 4 credits then the different credit distribution patterns in L: T: P format could be:

4 : 0 : 0, 1 : 2 : 1, 1 : 1 : 2, 1 : 0 : 3, 1 : 3 : 0,
2 : 1 : 1, 2 : 2 : 0, 2 : 0 : 2, 3 : 1 : 0, 3 : 0 : 1,
0 : 2 : 2, 0 : 4 : 0, 0 : 0 : 4, 0 : 1 : 3, 0 : 3 : 1,

The concerned BoS will choose the convenient Credit Pattern for every course based on the requirement. However, generally, a course shall be of FOUR Credits and occasionally may be of TWO Credits.

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

Core Course:

A course which should compulsorily be studied by a candidate as a core-requirement is termed as a Core course. The CORE courses of Study are of TWO types, viz – (i) Hard Core Course, and (ii) Soft Core Course.

(i) Hard Core Course:

The **Hard Core Course** is a Core Course in the main discipline / subject of study that the candidates have to study compulsorily.

(ii) Soft Core Course:

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

Elective Course:

Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline / subject of study or which provides an extended scope or which enables an exposure to some other discipline / subject/domain or nurtures the candidate's proficiency/ skill is called an Elective Course. Elective courses may be offered by the main discipline / subject of study or by sister / related discipline / subject of study. A Soft Core course may also be considered as an elective.

Open Elective Course:

An elective course chosen generally from other discipline / subject, with an intention to seek exposure is called an **Open Elective Course**.

Self Study Elective Course:

An elective course designed to acquire a special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher is called a **Self Study Elective**.

Project work/Dissertation:

Project work/Dissertation work is a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A project work up to **FOUR** credits is called **Minor Project** work. A project work of **SIX** or **EIGHT** credits is called **Major Project** work. **Dissertation** work can be of **TEN** or **TWELVE** credits. **A Project/Dissertation work may be a hard core or a soft core as decided by the BoS concerned.**

3. Eligibility for Admission:

3.1 Candidates possessing a degree of any University, equivalent thereto and complying with the eligibility criteria provided in the University Hand Book of Programs are eligible for admission to Post-graduate degree programs mentioned in Regulation No.2 above.

4. Scheme and Medium of Instructions:

5.1 A **Post-graduate / Masters Degree** program is of **4 Semesters - two years duration**. A candidate can avail a **maximum of 8 successive semesters** (including blank semesters, if any) – **4 years (in one stretch) to complete Masters degree**. A candidate opting for **Blank Semester(s)** should have to study the prevailing courses offered by the department when he / she continues his / her studies.

5.2 The medium of instruction shall be English.

5.3 A candidate has to earn a minimum of 96 credits, for successful completion of a Master’s Degree with a distribution of credits for different courses as given in the following table.

For Programs other than Humanities

Course Type	Credits
Hard Core	A minimum of 50 but not exceeding 62
Soft Core	A minimum of 24 but not exceeding 36
Skill Development	A minimum of 06
Open Elective	A minimum of 04

For Humanities Program

Course Type	Credits
Hard Core	A minimum of 56 but not exceeding 72
Soft Core	A minimum of 16 but not exceeding 32
Skill Development	A minimum of 04
Open Elective	A minimum of 04

Every course including project work, practical work, field work, self study elective should be entitled as **Hard Core or Soft Core or Open Elective** by the BoS concerned.

5.4 A candidate can enroll for a **maximum of 32 credits per semester**.

5.5 Only such candidates who register for a minimum of prescribed number of credits per semester in respective semesters and complete successfully 96 credits in 4 successive semesters shall be considered for declaration of ranks, medals and are eligible to apply for student fellowship, scholarship, free ships and hostel facilities.

5.6 Add on Proficiency Diploma:

In excess to the minimum of 96 credits for masters degree in the concerned Discipline / Subject of study, a candidate can opt to complete a minimum of 22 extra credits to acquire **add on proficiency diploma** in that particular discipline / subject along with the masters' degree.

5.7 Add on Proficiency Certification:

In such of **add on proficiency certification** the cases wherein, a candidate opts to **earn at least 4 extra credits** in different discipline(s) / subject(s) in addition to a minimum of 96 credits at Masters level as said above then an **add on proficiency certification** will be issued to the candidate by listing the courses studied and grades earned.

5. Continuous Assessment, Earning of Credits and Award of Grades.

The evaluation of the candidate shall be based on continuous assessment. The structure for evaluation is as follows:

6.1 Assessment and evaluation processes happen in a continuous assessment mode. However, for reporting purposes, a semester is divided into 3 discrete components identified as C1, C2, and C3.

6.2 The performance of a candidate in a course will be assessed for a maximum of 100 marks as explained below.

6.2.1 The first component (C1), of assessment is for 25 marks. This will be based on test, assignment and seminar. During the first half of the semester (i.e. by 8th week), the first 50% of the syllabus will be completed. This shall be consolidated during first three days of 9th week of the semester. A review test based on C1 if any to be conducted/ assessment in any other form to be done be completed in the beginning of the 9th week and academic sessions should continue for C2 immediately after completion of process of C1. Beyond the 9th week, making changes in C1 is not permitted.

6.2.2 The second component (C2), of assessment is for 25 marks. This will be based on test, assignment, and seminar. The continuous assessment and scores of second half of the semester (9th to 17th week) will be consolidated during last three days of 17th week of the semester. During the second half of the semester the remaining units in the course will be completed. A review test based on C2 if any to be conducted/assessment in any other form to be made has to be completed during last three days of the 17th week of the semester.

The 18th week shall be for revision of syllabus and preparation for the semester - end examination. The semester - end examination of 2 hours duration for each course shall be conducted during 19th & 20th week. This forms the third/final component of assessment (C3) and the maximum marks for the final component will be 50.

Valuation shall be undertaken concurrently and results be announced latest by the end of 21st week.

This shall be the practice and process to be followed both in odd semesters and even semesters.

6.2.3 The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) will be proposed by the teacher(s) concerned before the commencement of the semester and will be discussed and decided in the respective Departmental Council. The students should be informed about the modalities well in advance. The evaluated courses/assignments during component I (C1) and component II (C2) of assessment are immediately returned to the candidates after obtaining acknowledgement in the register maintained by the concerned teacher for this purpose.

6.2.4 Provision for Appeal:

If a candidate is not satisfied with the evaluation of C1 and C2 components, he / she can approach the **Grievance Cell** with the written submission together with all facts, the assignments, test papers etc, which were evaluated. He / She can do so before the commencement of semester-end examination. The Grievance Cell is empowered to recommend to the Board of Management to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the university on the candidate if his/her submission is found to be baseless and unduly motivated. This Cell may recommend taking disciplinary /corrective action on an evaluator if he/she is found guilty. The decision taken by the Grievance Cell is final.

For every program there will be one Grievance Cell. The composition of the grievance Cell is as follows.

1. **The Registrar (Evaluation)** ex-officio Chairman / Convener
2. **One Senior Faculty Member** (other than those concerned with the evaluation of the course concerned) drawn from the department/discipline/college and/or from the sister departments/sister disciplines.
3. **One Senior Faculty Member / Subject Expert** drawn from outside the University department.

6.3 Setting Questions Papers and Evaluation of Answer Scripts:

6.3.1 There shall be three sets of questions papers set for each course. Two sets of question papers shall be set by the internal and one set by external examiner for a course. The Chairperson of the BoE shall get the question papers set by internal and external examiners.

6.3.2 The Board of Examiners shall scrutinize and approve the question papers and scheme of valuation.

6.3.3 There shall be single valuation for all theory papers by internal examiners. In case, the number of internal examiners falls short, external examiners may be invited. The answer scripts evaluated both by internal and external examiners shall be moderated by the external examiner / moderator.

6.3.4 The examination for Practical work/ Field work/Project work will be conducted jointly by two examiners (internal and external). However, in case of non-availability of external examiner or vice versa, the Chairperson BoE at his discretion can invite internal / external examiners as the case may be, if required.

6.3.5 If a course is fully of (L=0):T: (P=0) type, then the examination for C3 Component will be as decided by the BoS concerned.

6.3.6 In case of a course with only practical component a practical examination will be conducted with two examiners (ref: 6.3.4 above) and each candidate will be assessed on the basis of: a) Knowledge of relevant processes, b) Skills and operations involved, and c) Results / Products including calculation and reporting.

6.3.7 The duration for semester-end practical examination shall be decided by the School / Council.

6.3.8 Minor Project / Major Project / Dissertation Evaluation

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

Component – I(C1): Periodic Progress and Progress Reports (25%)

Component – II(C2): Results of Work and Draft Report (25%)

Component– III(C3): Final Evaluation and Viva-Voce (50%). The evaluation of Report is for 30% and the Viva-Voce examination is for 20%.

6.3.9 The schedule of continuous assessment and examinations are summarized in the following Table below.

Component	Period	Syllabus	Weightage	Activity
C1	1 st Week to 8 th Week Last 3 days of 8 th Week	First 50% (two units)	25%	Instructional process and Continuous Assessment
	1 st Week to 8 th Week Last 3 days of 8 th Week	First 50% (two units)	25%	Consolidation of C1
C2	9 th week to 16 th Week	Second 50% (remaining two)	25%	Instructional process and Continuous Assessment

		units)		
	Last 3 days of 16 th week	Second 50% (remaining two units)		Consolidation of C2
C3	17 th and 18 th week			Revision and preparation for Semester end examination
	19 th week to 20 th week	Entire syllabus	50%	Conduct of semester end examination and Evaluation concurrently
	21 st week			Notification of Final Grades
*Evaluation shall begin very first day after completion of the conduct of examination of the first course and both examination and evaluation shall continue concurrently. The examination results / final grades be announced latest by 21st week				

- Note: 1. Practical examination wherever applicable shall be conducted before conduct of C2 examination. The calendar of practical examination shall be decided by the respective school.
2. Finally, **awarding the Grades** be announced latest by 5 days after completion of the examination.

6.4 Requirements to Pass a Course

6.4.1 A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (25 + 25 + 50). A candidate who secures a minimum of 30% in C1 and C2 together, and 40% and above in aggregate of C1, C2 and C3 in a course is said to be successful.

6.4.2 Eligibility to Appear for C3 (Semester - end) Examination and Provision to Drop the Course.

Only those students who fulfill 75% attendance requirement and who secure minimum 30% marks in C1 and C2 together in a course are eligible to appear for C3 examination in that course.

6.4.3 Those students who have 75% of attendance but have secured less than 30% marks in C1 and C2 together in a course are not eligible to appear for C3 examination in that course. They are treated as dropped the course and they will have to repeat that course whenever it is offered.

Teachers offering the courses will place the above details in the School Council meeting during the last week of the Semester, before the commencement of C3, and subsequently a notification pertaining to the above will be brought out by the Director of the School before commencement of C3

examination. A copy of this notification shall also be sent to the office of the Registrar & Registrar (Evaluation).

- 6.4.4 In case a candidate secures more than 30% in C1 and C2 together but less than 40% in aggregate of C1, C2 and C3 in a course is considered as unsuccessful and such a candidate may either opt to DROP that course or appear for C3 examination during the subsequent semesters / years within the stipulated period.

In such a case wherein he / she opts to appear for just C3 examination, then the marks secured in C1 and C2 shall get continued. Repeat C3 examination will be conducted in respective semesters.

- 6.4.5 In case a candidate opts to drop the course he / she has to re-register for the dropped course only in subsequent semesters whenever it is offered if it is Hard Core Course and he / she may choose alternative course if it is Soft Core Course or Open Elective course or Skill Development Course. **The details of any dropped course will not appear in the Grade Card.**

6.4.6 Provision to Withdraw Course:

A candidate can withdraw any course within ten days from the date of notification of final results. Whenever a candidate withdraws a course, he/she has to register for the same course in case it is hard core course, the same course or an alternate course if it is soft core/open elective. **A DROPPED course is automatically considered as a course withdrawn.**

7. Re-Registration and Re-Admission:

A candidate's class attendance in aggregate of all courses in a semester is less than 75% or as stipulated by the University and is considered as dropped the semester and is not allowed to appear for end semester examination (C3) shall have to seek re-admission to that semester during subsequent semester / year within a stipulated period.

In case a candidate fails in more than 2 courses in odd and even semesters together in a given academic year, he / she may either drop all the courses and repeat the semester or reappear C3 (semester end examination) to such of those courses where in the candidate has failed during subsequent semester / year within a stipulated period.

- 7.1 In such a case where in a candidate drops all the courses in semester due to personal reasons, it is

considered that the candidate has dropped the semester and he / she shall seek re-admission to such dropped semester.

7.2 Requirements to Pass the Semester and Provision to Carry Forward the Failed Subjects / Courses:

8.4.1 A candidate who secures a minimum of 30% in C1 and C2 and 40% and above in aggregate of C1, C2 and C3 in all the courses with credits prescribed in a semester is said to have passed that semester.

8.4.2 Provision to Carry Forward the Failed Subjects / Courses:

A student who has failed in 4 courses in 1st and 2nd semesters together shall move to 3rd semester. And he / she shall appear for C3 examination of failed courses of the said semesters concurrently with 3rd semester end examinations (C3) and 4th semester end examinations (C3) of second year of study.

9 Attendance Requirement:

9.1. All students must attend every lecture, tutorial and practical classes.

9.2. In case a student is on approved leave of absence (e g:- representing the university in sports, games or athletics, placement activities, NCC, NSS activities and such others) and / or any other such contingencies like medical emergencies, the attendance requirement shall be minimum of 75% of the classes taught.

9.3. Any student with less than 75% of attendance in a course in aggregate during a semester shall not be permitted to appear to the end semester (C3) examination.

9.4. Teachers offering the courses will place the above details in the School / Department meeting during the last week of the semester, before the commencement of C3, and subsequently a notification pertaining to the above will be brought out by the Head of the School before the commencement of C3 examination. A copy of this notification shall also be sent to the office of the Registrar & Registrar (Evaluation).

9.5. Absence during mid semester examination

In case a student has been absent from a mid-semester examination due to the illness or other contingencies he / she may give a request along with necessary supporting documents and certification from the concerned class teacher / authorized personnel to the concerned Head of the School, for make-up examination. The Head of the School may consider such request depending on the merit of the case and after consultation with course instructor and class teacher, and permit such student to appear for make-up mid semester examination.

9.6. Absence during end semester examination:

In case a student is absent for end semester examination on medical grounds or such other exigencies, the student can submit request for make-up examination, with necessary supporting documents and

certification from the concerned class teacher / authorized personnel to the concerned Director of the School. The Director of the School may consider such request depending on the merit of the case and after consultation with class teacher, course instructor and permit such student to appear for make-up mid semester examination

9. Provisional Grade Card:

The tentative / provisional Grade Card will be issued by the Registrar (Evaluation) at the end of every Semester indicating the courses completed successfully. The provisional grade card provides **Semester Grade Point Average (SGPA)**. This statement will not contain the list of DROPPED courses.

9.1 Challenge Valuation:

A student who desires to apply for challenge valuation shall obtain a Xerox copy of the answer script by paying the prescribed fee within 10 days after the announcement of the results. He / She can challenge the Grade awarded to him/her by surrendering the Grade Card and by submitting an application along with the prescribed fee to the Registrar (Evaluation) within 15 days after the announcement of the results. This challenge valuation is only for C3 component.

The answer scripts for which challenge valuation is sought for shall be sent to another external examiner. The marks awarded will be the higher of the marks obtained in the challenge valuation and in maiden valuation.

9.2 Final Grade Card: Upon successful completion of Degree a Final Grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Registrar (Evaluation).

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

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

O - Outstanding; A-Excellent; B-Very Good; C-Good; D-Fair; E-Satisfactory; F - Fail;

Here, P is the percentage of marks ($P=[(C1+C2)+M]$) secured by a candidate in a course which is **rounded to nearest integer**. V is the credit value of course. G is the grade and GP is the grade point.

9.4 Computation of SGPA and CGPA

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

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

Illustration for Computation of SGPA and CGPA

Illustration No. 1

Course	Credit	Grade letter	Grade Point	Credit Point (Credit x Grade)
Course 1	4	A	9	4X9=36
Course 2	4	B	8	4X8=32
Course 3	4	C	7	4X7=28
Course 4	4	O	10	4X10=40
Course 5	4	D	6	4X6=24
Course 6	4	O	10	4X10=40
	24			200

Thus, $\text{SGPA} = 200 \div 24 = 8.33$

Illustration No. 2

Course	Credit	Grade letter	Grade Point	Credit Point (Credit x Grade point)
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Course 1	5	A	9	5X9=45
Course 2	5	C	7	5X7=35
Course 3	5	A	9	5X9=45
Course 4	5	B	8	5X8=40
Course 5	4	O	10	4X10=40
	24			205

Thus, $SGPA = 205 \div 24 = 8.54$

9.5 Cumulative Grade Point Average (CGPA):

Overall Cumulative Grade Point Average (CGPA) of a candidate after successful completion of the required number of credits (96) for two year post graduate degree in Computer Science & Engineering is calculated taking into account all the courses undergone by a student over all the semesters of a program, i. e

$$CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

Where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

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

Illustration:

CGPA after Final Semester

Semester (ith)	No. of Credits (C _i)	SGPA (S _i)	Credits x SGPA (C _i X S _i)
1	24	8.33	24 x 8.33 = 199.92
2	24	8.54	24 x 8.54 = 204.96
3	24	9.35	24x9.35=224.4
4	24	9.50	24x9.50=228.0
Cumulative	96		857.28

Thus, $CGPA = \frac{24 \times 8.33 + 24 \times 8.54 + 24 \times 9.35 + 24 \times 9.50}{96} = 8.93$

CONVERSION OF GRADES INTO PERCENTAGE:

Conversion formula for the conversion of CGPA into Percentage is:

Percentage of marks scored = CGPA Earned x 10

Illustration: CGPA Earned 8.93 x 10=89.30

9.6 Classification of Results

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

CGPA	Numerical	FGP
		Qualitative

	Index	Index
> 4 CGPA < 5	5	SECOND CLASS
5 >= CGPA < 6	6	
6 >= CGPA < 7	7	FIRST CLASS
7 >= CGPA < 8	8	
8 >= CGPA < 9	9	DISTINCTION
9 >= CGPA 10	10	

Overall percentage=10*CGPA

10 Provision for Appeal

If a candidate is not satisfied with the evaluation of C1 and C2 components, he/she can approach the grievance cell with the written submission together with all facts, the assignments, test papers etc, which were evaluated. He/she can do so before the commencement of semester-end examination. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the university on the candidate if his/her submission is found to be baseless and unduly motivated. This cell may recommend taking disciplinary/corrective action on an evaluator if he/she is found guilty. The decision taken by the grievance cell is final.

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

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

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

96

CONVERSION OF GRADES INTO PERCENTAGE:

Conversion formula for the conversion of CGPA into Percentage is:

Percentage of marks scored = CGPA Earned x 10

Illustration: CGPA Earned 8.93 x 10=89.30

9.7 Classification of Results

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

CGPA	Numerical Index	FGP
		Qualitative Index
> 4 CGPA < 5	5	SECOND CLASS
$5 \geq$ CGPA < 6	6	
$6 \geq$ CGPA < 7	7	FIRST CLASS
$7 \geq$ CGPA < 8	8	
$8 \geq$ CGPA < 9	9	DISTINCTION
$9 \geq$ CGPA 10	10	

$$\text{Overall percentage} = 10 * \text{CGPA}$$

10.0. Provision for Appeal

If a candidate is not satisfied with the evaluation of C1 and C2 components, he/she can approach the grievance cell with the written submission together with all facts, the assignments, test papers etc, which were evaluated. He/she can do so before the commencement of semester-end examination. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the university on the candidate if his/her submission is found to be baseless and unduly motivated. This cell may recommend taking disciplinary/corrective action on an evaluator if he/she is found guilty. The decision taken by the grievance cell is final.

11.0. Grievance Cell

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- The Registrar (Evaluation) - Ex-officio Chairman / Convener
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- One Senior Faculty Members / Subject Experts drawn from outside the University school / department – Member.

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

MA in English

The Master's Degree in English aims to create graduates who have command of English, and who are capable of realizing their creative, critical and research potentialities by pertinently articulating in English. The program includes several core courses relating to Literature, Linguistics/TESOL and Translation along with specialized courses in all areas. The program 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. The students are offered advanced courses in Creative Writing, Linguistic and Literary theories and research methods. The students study diverse sub-disciplines in the area of English studies, communicative skills, Literature, Linguistics, Applied Linguistics and Translation

Eligibility

MA in English

Bachelors Degree of 3 years duration in Arts with English as a major / optional subject with a minimum 45% (40% in case of candidates belonging to SC/ST) 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 there to.

Course Duration: 4 Semesters (2 Years)

Sl. No	Course Code	Title of the Course	HC/SC /SE/ OE	Credit Pattern			
				L	T	P	TOTAL
FIRST SEMESTER (Introductory Hard Core Courses)							
1	MA17EN101	Introduction to Textual Analysis	HC	1	1	2	4

2	MA17EN102	Introduction to Linguistics	HC	2	2	-	4
3	MA17EN103	English Literature – I (from Chaucer to the Augustans)	HC	4	-	-	4
4	MA17EN104	American Literature - I	HC	3	1	-	4
5	MA17EN105	Indian Writings in English - I	HC	3	1	-	4
6	MA17EN106	Advanced Communicative Skills	HC	1	1	2	4
Total Credits				14	6	4	24
SECOND SEMESTER							
1	MA17EN201	English Literature – II (from Romantic Age to 20 th century British Literature)	HC	4	-	-	4
2	MA17EN202	American Literature - II	HC	3	1	-	4
3	MA17EN203	Indian Writings in English - II	HC	3	1	-	4
4	MA17EN204	English Language Education	HC	2	1	1	4
5	MA17EN205	New Literatures in English	HC	3	1	-	4
6	MA17EN216	Critical Reading - Poet	SC	0	1	3	4
	MA17EN226	Critical Reading - Dramatist	SC				
	MA17EN236	Critical Reading - Novelist	SC				
Total Credits				15	5	4	24

REVA UNIVERSITY

School of Arts & Humanities

M.A. in English Programme (Scheme of Instruction)

THIRD SEMESTER	HC/SC /SE/ OE						28
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1	MA17EN301	Gender Studies	HC	3	1	-	4
2	MA17EN302	Critical Theories - I	HC	3	1	-	4
3	MA17EN303	Cultural Studies	HC	4	-	-	4
4	MA17EN314	Media Studies	SC	2	2	-	4
	MA17EN324	Film Studies	SC				
5	MA17EN315	English Language Teaching - I	SC	1	2	1	4
	MA17EN325	Sociolinguistics	SC				
6	MA17EN306	Biographies of Great Personalities (for students of non-M.A. English Programmes)	OE	1	2	1	4
		Total Credits		14	8	2	24
FOURTH SEMESTER			HC/SC /SE/ OE	Credit Pattern			
				L	T	P	Total
1	MA17EN401	Critical Theories - II	HC	3	1	-	4
2	MA17EN412	Literatures from India (In Translation)	SC	3	1	-	4
	MA17EN422	English Language Teaching - II	SC				
3	MA17EN403	Research Methodology	HC	3	1	-	4
4	MA17EN404	Skill Development	SD	-	1	3	4
5	MA17EN405	Minor Research Project	HC	-	2	6	8
		Total Credits		9	6	9	24
Total Credits For Four Semesters				50	25	21	96

SCHOOL OF ARTS AND HUMANITIES
M.A. in English Program

Detailed Syllabus

Duration: 4 semesters (2 years)

Semester – I	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Introduction to Textual Analysis (Hard Core)	Credits: 4 L:1, T:1, P:2

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 help the students examine the notion of ‘genre’
- To study literary texts from various perspectives
- Relate literature to the life around them

Learning Outcomes:

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

- recognize genre types according to generic features
- define key literary terms
- evaluate texts using contemporary terminology
- appreciate the relatedness of life experience with literature

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation	Topics	Teaching
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		Pattern		Hours
I	Terms & Concepts	25 Marks Short Notes/ Descriptive Questions	1. Literary & Non-literary forms & genres texts, including TV, Newspapers, Advertising, Films and Photography 2. Terms & Concepts – images, symbols, similies, metaphors – Liberalism, Structuralism, Intentional Fallacy, De authorizing, Post-colonialism, Post-Structuralism (Contexts of Production) – Social Debates – Student Movements across the globe	16 Hours
II	Rhetoric of the Text	25 Marks Short Notes/ Descriptive Questions	1. Narrative Modes 2. Figurative Language 3. Text and Performance 4. Generic Conventions and Codes 5. Language Varieties	16 Hours
III	Texts and their contexts	25 Marks Short Notes/ Descriptive Questions	1. History, Culture, Class, Gender and Ethnicity 2. Contexts of Production and Reception 3. Ideology 4. Inter-textuality 5. Reader- Response 6. Diachronic & Synchronic Variation of Language	16 Hours
IV	Texts in Various Media	25 Marks Short Notes/ Descriptive Questions	1. Literature and Film 2. Visual Texts 3. Advertisement and Photography	16 Hours

References Books:

- Arp, Thomas R & Greg Johnson. *Literature: Structure- Sound Sense*, 8th Edition, Wadsworth, 2008
- Bhatia, V K. *Analyzing Genre: Language Use in Professional Settings*, Addison Wesley Publish Co, 1996
- Booth, Alison, Paul Hunter et al. *The Norton Introduction to Literature*, 9th Edition, Media Version, 2007
- Caldas – Coulthard et al. *Texts and Practices: Readings in Critical Discourse Analysis*. Abingdon: Routledge, 2008
- Carter, Goddard R et al. *Working with Texts: A Core Introduction to Language Analysis*. London: Routledge, 2008
- Coulthard M. *Advances in Written Text Analysis*. London: Routledge, 1994
- Gee, J P & Handford M. *Routledge Handbook of Discourse Analysis*, Routledge 2001
- Johns A M. *Genre in the Classroom: Multiple Perspectives*. Routledge, 2001
- Martin, W H & D Rose. *Genre Relations: Mapping Culture*, Equinox, 2001
- Rees, R J. *English Literature: An Introduction for Foreign Readers*. Macmillan, 1973
- Swales J. *Genre Analysis*. Cambridge University Press, 1990

Semester – I	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Introduction to Linguistics (Hard Core)	Credits: 4 L:2, T:2

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.

Learning Outcomes:

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

- gain an appreciation for the field of linguistics and its main sub-fields
- relate the structure of one language to another
- collect and analyze various types of data that they collect on their own.

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	(i) Language (ii) Linguistics	25 Marks Short Notes/ Descriptive Questions	1. What is language? Some definitions of 'language' 2. Language-behaviour and language-systems 3. Language and speech - The semiotic point of view - The fiction of homogeneity - There are no primitive languages. 4. Branches of linguistics 5. Is linguistics a science? - Terminology and notation - Linguistics is descriptive not prescriptive 6. Priority of synchronic description 7. Structure and system	16 Hours

II	(i) The Sounds of Language (ii) Language in Mind	25 Marks Short Notes/ Descriptive Questions	1. The phonic medium 2. Phonetic and orthographic representation 3. Articulatory phonetics 4. Phonemes and allophones 5. Phonological structure 6. Universal grammar and its relevance 7. Mentalism, rationalism and innateness 8. Language and the brain 9. Language-acquisition	16 Hours
III	(i) Grammar (ii) Semantics	25 Marks Short Notes/ Descriptive Questions	1. Syntax, inflection and morphology 2. Grammaticality, productivity and arbitrariness 3. Parts of speech, form-classes and grammatical categories 4. Constituent – structure 5. Generative grammar 6. The diversity of meaning 7. Lexical meaning: homonymy, polysemy, synonymy 8. Lexical meaning: sense and denotation, Semantics and grammar, Sentence-meaning and utterance-meaning, Formal semantics	16 Hours
IV	(i) Language and Society (ii) Language and Culture	25 Marks Short Notes/ Descriptive Questions	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 5. Colour-terms 6. Pronouns of address 7. Cultural overlap, cultural diffusion and translatability	16 Hours

References:

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

Semester – I	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	English Literature – I (from Chaucer to the Augustans) (Hard Core)	Credits: 4 L:4

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 Objective:

- To enable students understand the individual writers in their social and political contexts.
- To enable students understand and relate British literature chronologically to other literatures.
- To help students understand the notion of ‘canonization’ developed over a period of time in the history of English Literature
- To familiarize students with the development of ideas and the British intellectual tradition.

Learning Outcomes:

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

- discern the major writers and their works in English Literature.
- assess the significant and impact of works of writers in English literary tradition;
- establish the relationship between writers and their cultures
- appreciate the importance and variety of British literature

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Background to	25 Marks	1. General Introduction to the study of English	16 Hours

	English Literature and Pre Elizabethan Age	Short Notes/ Descriptive Questions	Literature – Genres – Movements & Periods 2. Poetry: Chaucer: from Prologue to <i>The Canterbury Tales</i>	
II	Elizabethan Age	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Sir Phillip Sidney: Loving in Truth 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: Of Discourse; Of Marriage and Single Life	16 Hours
III	Puritan, Metaphysical and Restoration Ages	25 Marks Short Notes/ Descriptive Questions	1. Poetry: John Milton: On His Blindness John Donne: Canonization Andrew Marvell: To His Coy Mistress 2. Drama: William Congreve: <i>Way of the World</i> 3. Prose: Joseph Addison: Pleasures of Imagination Richard Steele No 75, 104 (from <i>The Spectator</i>)	16 Hours
IV	Augustan Age	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Dryden: Mac Flecknoe (Extract) Alexander Pope: A Little Learning (Extract) 2. Drama: R B Sheridan: <i>The Rivals</i> 3. Fiction: Aphra Behn: <i>Oroonokoor The Royal Slave</i> 4. Prose: Jonathan Swift: A Modest Proposal	16 Hours

Background Reading:

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

References:

Alexander, Michael. *A History of English Literature*, London: Palgrave Macmillan, 2003 (3rd Edition)

Allen, Walter Ernst. *The English Novel: A Short Critical History*. London: Phoenix House, 1954

Attridge, Derek. *The Rhythms of English Poetry*, 1982

Baugh, Albert. *A Literary History of England*, 1967

Brantlinger, Patrick. *Rule of Darkness: British Literature and Imperialism, 1830-1914*, 1998
Conrad, Peter. *Modern Times, Modern Places*. 1998

Bush, Douglas. *English Literature in the Earlier Seventeenth Century, 1600-1660*. 2nd ed. Oxford: Clarendon Press, 1962

Doody, Margaret. *The True Story of the Novel*. 1996

Ellmann, Richard and Feidelson, Charles (ed.) *The Modern Tradition: Backgrounds of Modern Literature*, 1965

Evans, Ifor. *A Brief History of English Literature*, London: Penguin

Ford, Boris (Ed). *Pelican Guide to English Literature* (Vol 1 – 4), London, Pelican

Long, William J. *English Literature: Its History and Its Significance*

Mish, Charles Carroll. *English Prose Fiction*. Charlottesville, VA: University of Virginia, 1952

Pinsky, Robert. *The Sounds of Poetry: A Brief Guide*, 1998

Poovey, Mary. *Making a Social Body: British Cultural Formation, 1830-1864*, 1995

Salomon, Brownell. *Critical Analyses in English Renaissance Drama*. Rev. 3rd ed. New York: Garland Pub., 1991.

Sanders, Andrew. *A Short Oxford History of English Literature*, Oxford: Clarendon, 1994

Daiches, David. *A Critical History of English Literature Vol I, II & II*, 1994

Sanders, Andrew. *The Short Oxford History of English Literature*, 2004

Watt, Ian. *The Rise of the Novel*, 1957

Semester – I	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	American Literature - I (Hard Core)	Credits: 4 L:3, T:1

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:

- aware of the gradual growth of American literature
- sensitized to the connections history has with literary evolution and practices
- able to comprehend the role literature played in scripting the destiny of the United States

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Background to the study of American Literature	25 Marks Short Notes/ Descriptive Questions	1. European Colonization 2. Initial Settlements 3. Slavery 4. Early Writings 5. New England 6. American Renaissance 7. Transcendentalism	16 Hours
II	Poetry, Fiction & Non-Fiction	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Emerson – Worship Whitman – O Captain! My Captain! 2. Non Fiction: H D. Thoreau – On Civil Disobedience Edgar Allan Poe: Philosophy of Composition 3. Short Fiction: Washington Irving: Rip Van Winkle	16 Hours
III	Poetry & Fiction	25 Marks Short Notes/ Descriptive Questions	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 Well</i>	16 Hours
IV	Poetry & Fiction	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Robert Frost –Mending Wall E A Robinson –Richard Cory 2. Fiction: Mark Twain – <i>Adventures of Huckleberry Finn</i> Jack London – <i>Call of the Wild</i>	16 Hours

References:

- Cunliffe, Marcus: *The Literature of the United States*, New York: Penguin, 1967
- Handlin, Oscar. *The Americans: A New History of the People of the United States* (two Vols.)
- Henrietta, James A et al (Ed). *America's History: Vol 2 since 1865*, Bedford /St Martin's, 2000
- Kimmelman, Burt (Rd). *20th- Century American Poetry*, Checkmark Books, 2005
- Lewis, Richard W. *The American Adam*
- Persons, Stow. *American Minds: A History of Ideas*. Norton.
- Rod W. & Herbert W. Edwards. *Background to American Literary Thought*
- Schuck, Peter H and James Q Wilson (Eds). *Understanding America: The Anatomy of an Exceptional Nation*, Public Affairs Books, 2008

Semester – I	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Indian Writings in English - I (Hard Core)	Credits: 4 L:3, T:1

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:

- equipped with a firm understanding of the complex and diverse conditions that shaped the emergence of Indian Writing in English.
- familiar with the literary articulations of the birth of the nation and nationalism.
- sensitized to hurdles overcome by the Indian writers writing in English in an attempt to acquire a distinct character.

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Background & History	25 Marks Short Notes/ Descriptive Questions	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	16 Hours
II	Early Indian Writings (Fiction & Poetry)	25 Marks Short Notes/ Descriptive Questions	1. Fiction: Bankim Chandra Chatterjee: <i>Rajmohan's Wife</i> 2. Poetry: Henry Derojio Toru Dutt: Lakshman Sarojini Naidu: Coramandel Fishers	16 Hours
III	Early Indian Writings (Drama & Non-Fiction)	25 Marks Short Notes/ Descriptive Questions	1. Drama: Tagore: <i>The Post Office</i> 2. Non-Fiction: Gandhi: from <i>Hind Swaraj</i> (Extract – 'The Right to Civil Disobedience') J. Nehru: from <i>Discovery of India</i> (Extract – 'Ashoka', Book I)	16 Hours
IV	The Trinity	25 Marks Short Notes/ Descriptive Questions	1. Mulk Raj Anand: <i>Two Leaves and A Bud</i> 2. Raja Rao: <i>Kanthapura</i> 3. R.K. Narayan: <i>An Astrologer's Day</i>	16 Hours

Reference Books:

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

Semester – I	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Advanced Communication Skills (Hard Core)	Credits: 4 L:1, T:1, P:2

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:

1. Listening/ Reading:

- Able to understand fully spoken language in a wide range of contexts.
- Able to comprehend, interpret and infer explicit and implicit meaning from a wide range of familiar and unfamiliar written discourse.
- Able to evaluate arguments, summarise and synthesize information from a number of sources.

2. Writing/Speaking

- Able to respond fully, accurately and appropriately in a wide range of situations following genre-specific conventions
- Able to write argumentative essays and summarise and synthesize information from a number of sources. Write and edit thesis, synopsis and journals.

3. Lexical Resources

- Able to use a wide variety of structures and cohesive devices accurately and appropriately
- Able 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

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

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Study Skills	25 Marks Short Notes/ Descriptive Questions	<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 	16 Hours
II	Oral Communication	25 Marks Short Notes/ Descriptive Questions	<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. 	16 Hours
III	Academic Writing	25 Marks Short Notes/ Descriptive Questions	<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 	16 Hours
IV	Listening Skills	25 Marks Short Notes/ Descriptive Questions	<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. 	16 Hours

Texts/References Books:

Oxford Guide to Effective Writing and Speaking by John Seely.
Assignments and Thesis Writing by Jonathan Anderson.
How to write Thesis by Rowena Murray.
Oxford Bookworms Collection by **H.G. Widdowson and Jennifer Bassett** .
English as Global language by David Crystal.
Speaking Naturally by Bruce Tillitt, Mary Newton Bruder.
Making Connections 2nd Editiona Strategic Approach to Academic Reading and Vocabulary by Ken Pakenham, Jessica Williams & Jo McEntire
Cambridge Academic English by Martin Hewings.
Academic Vocabulary in use by Micheal McCarthy.
From Writing to Composing by Beverly Ingram & Carol King.
New Directions 2nd Edition by Peter S.Gardener
Grammar Troublespots by Ann Raimes.
Academic Encounters by Carlos Sanabria, Kim, Bernard Seal & Jennifer.
Interactions 5th edition by Emily Austin Thrush.

Semester – II	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	English Literature – II (from Romantic Age to 20th century British Literature) (Hard Core)	Credits: 4 L:4

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 Objective:

- To enable students understand the individual writers in their social and political contexts.
- To enable students understand and relate British literature chronologically to other literatures.

- To help students understand the notion of ‘canonization’ developed over a period of time in the history of English Literature
- To familiarize students with the development of ideas and the British intellectual tradition.

Learning Outcomes:

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

- discern the major writers and their works in English Literature.
- assess the significant and impact of works of writers in English literary tradition;
- establish the relationship between writers and their cultures
- appreciate the importance and variety of British literature

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Pre Romantic & Romantic Age	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Blake: Tyger Wordsworth: A slumber did my spirit seal; Poor Susan Coleridge: Frost at Midnight Shelley: Ode to West Wind Keats: Ode on a Grecian Urn Ode 2. Fiction: Jane Austen: <i>Pride and Prejudice</i> (Film text) Charlotte Bronte: <i>Jane Eyre</i> (Text)	16 Hours
II	Victorian Age	25 Marks Short Notes/ Descriptive Questions	1. Poetry Tennyson: Ulysses Mathew Arnold: Dover Beach Hopkins: Pied Beauty Christina Rosseth: Goblin Market 2. Drama: Oscar Wilde: <i>A Model Millionaire</i> 3. Fiction: Charles Dickens: <i>Great Expectations</i> Thomas Hardy: <i>Tess of D'Uberilles</i> (Film text)	16 Hours
III	Twentieth Century	25 Marks Short Notes/ Descriptive Questions	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>	16 Hours
IV	1950 onwards	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Ted Hughes: Thought Fox Dylan Thomas: Do Not Go Gentle into That Goodnight	16 Hours

			Sylvia Plath: <i>Mirror</i> 2. Drama John Osborne: <i>Look Back in Anger</i> 3. Fiction: William Golding: <i>Lord of the Flies</i>	
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References:

Altick, R. D. *Victorian People and Ideas*. OUP, 1973
 Bowra C M. *Romantic Imagination*, New Delhi: OUP, 1984
 Bradbury, M. *Modern Writers*. London: Penguin, 1988.
 Esslin, M. *The Theatre of the Absurd*. 1961. London: Penguin, 1991.
 Ford, Boris. *Pelican Guide to English Literature* (Vol 5 – 7), Pelican
 Jack, Ian. *Keats and the Mirror of Art*. Clarendon Press
 Knight, Wilson. *Starlit Dome*. Routledge, 1995 (rpt)
 Leavis, F. R. *The Great Tradition*. London: Faber & Faber (1949), 2011
 McFarland, Thomas. *The Masks of Keats: The Endeavour of a Poet*. Oxford: OUP
 Mckee, Michael. *The Origins of the English Novel – 1600 – 1740*. John Hopkins Univ Press, 2002
 Schwarz, Daniel R. *The Transformation of the English Novel, 1890-1930: Studies in Hardy, Conrad, Joyce, Lawrence, Forster and Woolf*. Palgrave- Macmillan, 1995
 Tillotson, Geoffrey. *A View of Victorian Literature* 1978
 Watt, Ian. *Rise of the Novel: Studies in Defoe, Richardson and Fielding*. Los Angeles: U of California Press, 1964
 Wu, Duncan (Ed). *A Companion to Romanticism*. London: Blackwell, 1997
 Bradbury, Malcolm. *The Novel Today: Contemporary Writers on Modern Fiction*. New Jersey: Fontana, 1977

Semester – II	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	American Literature – II (Hard Core)	Credits: 4 L:3, T:1

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:

- aware of the gradual growth of American literature
- sensitized to the connections history has with literary evolution and practices
- able to comprehend the role literature played in scripting the destiny of the United States

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	The Multicultural America	25 Marks Short Notes/ Descriptive Questions	1. African- American literature 2. Harlem Renaissance 3. Black Arts Movement 4. Jewish American literature	16 Hours
II	Modernism in American literature	25 Marks Short Notes/ Descriptive Questions	1. Poetry: William Carlos Williams: This is Just to Say, Red Wheelbarrow E E Cummings: In Just Spring, Cambridge Ladies 2. Drama: Tennessee Williams - <i>Glass Menagerie (Film text)</i> Arthur Miller – <i>All My Sons</i> 3. Fiction: Hemingway – <i>A Cat on the Roof</i>	16 Hours
III	African -American Literature	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Langston Hughes –Freedom Train Maya Angelou – And Still I Rise 2. Fiction: Alice Walker: <i>The Color Purple (Film Text)</i> Gloria Naylor: <i>The Women of Brewster Place</i> 3. Drama Lorraine Hansberry: <i>A Raisin in the Sun</i>	16 Hours
IV	Jewish American Literature	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Allan Ginsberg –Father Death Blues Karl Shapiro - University 2. Fiction: Saul Bellow: A Silver Dish Philip Roth: You can't tell a man by the song he sings 3. Drama	16 Hours

References:

Dutta Chowdhury, Payel: *Dynamics of Self, Family and Community*. Germany: Lambert Academic Publishing, 2017.

Cunliffe, Marcus: *The Literature of the United States*, New York: Penguin, 1967

Handlin, Oscar. *The Americans: A New History of the People of the United States* (two Vols.)

Henrietta, James A et al (Ed). *America's History: Vol 2 since 1865*, Bedford /St Martin's, 2000

Kimmelman, Burt (Rd). *20th- Century American Poetry*, Checkmark Books, 2005

Lewis, Richard W. *The American Adam*

Persons, Stow. *American Minds: A History of Ideas*. Norton.

Rod W. & Herbert W. Edwards. *Background to American Literary Thought*

Schuck, Peter H and James Q Wilson (Eds). *Understanding America: The Anatomy of an Exceptional Nation*, Public Affairs Books, 2008

Semester – II	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year
		2017-18
		2018-19
		2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Indian Writings in English - II (Hard Core)	Credits: 4 L:3, T:1

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:

- equipped with a firm understanding of the complex and diverse conditions that shaped the emergence of Indian Writing in English.
- familiar with the literary articulations of the birth of the nation and nationalism.
- sensitized to hurdles overcome by the Indian writers writing in English in an attempt to acquire a distinct character.

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Poetry, Drama & Fiction	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Nissim Ezekiel: Night of the Scorpiou, Goodbye Party for Miss Pushpa T. A.K. Ramanujan: A River, Obituary Arun Kolatkar: An Old Woman 2. Drama: Girish Karnad: <i>Tughlaq</i> 3. Fiction: Arun Joshi: <i>Strange Case of Billy Biswas</i>	16 Hours
II	Partition Literature	25 Marks Short Notes/ Descriptive Questions	1. Fiction: Kushwant Singh: <i>Train to Pakistan</i> Deepa Mehta: <i>Earth</i> (Film Text) 2. Short Fiction: Rajinder Singh Bedi: Lajwanti 3. Drama: Mahesh Dattani: <i>Final Solutions</i>	16 Hours
III	Poetry, Fiction & Non-Fiction	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Kamala Das: Introduction Meena Kandaswamy: Evil Spirits Eunice D'Souza: Women in Dutch Painting 2. Fiction: Chitra Banerjee Divakaruni: <i>Sister of My Heart</i> Manju Kapur: <i>Difficult Daughters</i> 3. Non-Fiction: Sudhir Kakar: "The Ego Ideal" (from <i>Inner World</i>)	16 Hours
IV	North-East Indian Writings	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Mamang Dai: from <i>River Poems</i> Anjum Hasan: A Place Like Water; This Biography 2. Short Fiction: Temsula Ao: The Jungle Major Dhruba Hazarika: Luck 3. Fiction: Easterine Iralu: <i>A Terrible Matriarchy</i> Dhruba Hazarika: <i>Sons of Brahma</i>	16 Hours

Reference Books:

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

Semester – II	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	English Language Education (Hard Core)	Credits: 4 L:2, T:1, P:1

Course Description:

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

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

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

Course Objectives:

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

Course Outcomes:

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

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

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluati on Pattern	Topics	Teachin gHours
I	Teacher Developme nt	25 Marks Short Notes/ Descriptiv e Questions	<ol style="list-style-type: none"> 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. Describe current developments in ELE 5. Teacher Preparation 6. Ongoing development in teaching ELT 	16 Hours

II	Methods and Approaches	25 Marks Short Notes/ Descriptive Questions	<p>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)</p> <ul style="list-style-type: none"> • Identify and compare different methodological perspectives and approaches • Critically assess and evaluate the 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) <p>2. Role of ELE in classroom implications</p> <p>3. Significance of ELE in teaching second language acquisition.</p>	16 Hours
III	Teaching Materials	25 Marks Short Notes/	<p>1. Principles and techniques of Teaching</p> <p>2. Teaching of four language skills:</p>	16 Hours

		Descriptive Questions	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	
IV	Teacher Practice	25 Marks Short Notes/ Descriptive Questions	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	16 Hours

Text/References:

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

Semester – II	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	New Literatures in English (Hard Core)	Credits: 4 L:3, T:1

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 –

- sensitized to the political consequences of colonization
- familiar with creative responses to colonialism

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Literature from Australia & Canada	25 Marks Short Notes/ Descriptive Questions	1. Poetry: A D Hope: Australia Margret Atwood: Helen of Troy Does Countertop Dancing 2. Fiction: Peter Carey: Jack Maggs 3. Short Fiction: Nadine Gordimer: Once Upon a Time	16 Hours
II	Postcolonial & Neocolonial Literature from Africa	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Wole Soyinka: Telephone Conversation Ben Okri: To an English Friend in Africa 2. Fiction: Chinua Achebe: <i>Things Fall Apart</i> Buchi Emechetta: <i>Joys of Motherhood</i> 3. Non-fiction: Ngugi: Abolition of English Department	16 Hours
III	Literature of Gender	25 Marks	1. Poetry:	16 Hours

	& Sexuality	Short Notes/ Descriptive Questions	Intiaz Dharker: Purdah Agha Shahid Ali: The Wolf's Postscript to Little Red Riding Hood 2. Fiction: Jean Rhys: <i>Wide Sargasso Sea</i> Gregory Maguire: <i>Confessions of an Ugly Stepsister</i> 3. Short Fiction: Ismat Chughtai: The Quilt	
IV	Literature from South Asia	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Kabita Sinha: Eve Speaks to God Shamsur Rahman: Samson 2. Fiction: Pratibha Ray: <i>Yagnaseni – The Story of Draupadi</i> Jhumpa Lahiri: <i>The Namesake</i> 3. Short Fiction: Suniti Namjoshi: Selections from <i>Feminist Fables</i> Aktharuzamman Elias: The Raincoat	16 Hours

Reference Books:

- Andrews, Barry G., and William H. Wilde. *Australian Literature to 1900: A Guide to Information Sources*. Detroit: Gale, 1980.
- Bennett, Bruce, and Jennifer Strauss, eds. *The Oxford Literary History of Australia*. Melbourne: Oxford University Press, 1998.
- Burns, James. *New Zealand Novels and Novelists, 1861-1979, an Annotated Bibliography*. Auckland: Heinemann, 1973.
- Callahan, David, ed. *Contemporary Issues in Australian Literature*. London: Frank Cass, 2002.
- Day, A. Grove. *Modern Australian Prose, 1901-1975: A Guide to Information Sources*. Detroit: Gale Research, 1980.
- Devy, G. N. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002.
- Dutton, Geoffrey, ed. *Literature of Australia*. Harmondsworth, Middlesex: Penguin, 1964.
- Goetzfridt, Nicholas J. *Indigenous Literature of Oceania: A Survey of Criticism and Interpretation*. Westport: Greenwood Press, 1995.
- Goodwin, Ken. *A History of Australian Literature*. London: Macmillan, 1986.
- Green, H. M. *A History of Australian Literature, Pure and Applied*. 2 vols. Melbourne: Melbourne University Press, 1961.
- Hadgraft, Cecil. *Australian Literature: A Critical Account to 1955*. London: Heinemann, 1960.
- Hope, A. D. *Australian Literature, 1950-1962*. Melbourne: Melbourne University Press, 1963.
- Huang, Guiyou. *Asian American Poets: A Bio-Bibliographical Critical Sourcebook*. Westport: Greenwood Press, 2002.
- Jaffa, Herbert. *Modern Australian Poetry, 1920-1970: A Guide to Information Sources*. Detroit: Gale, 1979.
- Jones, Joseph, and Johanna Jones. *Australian Fiction*. Boston: Twayne, 1983.

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

Semester – II	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19
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		2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Critical Reading – Poet/ Dramatist/ Novelist (Soft Core)	Credits: 4 T:1, P:3

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 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:

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

Course Outcome:

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

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

Poets	Dramatists	Novelists
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<ul style="list-style-type: none"> • William Wordsworth • William Shakespeare • Robert Burns • Pablo Neruda • Rabindranath Tagore • Yasmin Goonaratne • Allen Ginsbert • Sylvia Plath • Anna Akhmatova • North-East Indian Major Poets 	<ul style="list-style-type: none"> • William Shakespeare • Henrik Ibsen • Harold Pinter • Vijay Tendulkar • Badal Sicar • Habeeb Tanweer • Utpal Dutta • Asif Currimbhoy • Mohan Rakesh • Tom Stoppard • Arthur Miller • Tennessee Williams • Eugene O’Neill 	<ul style="list-style-type: none"> • Arthur Conan Doyle • Bhabani Bhattacharya • D H Lawrence • George Orwell • Bernard Shaw • Gabriel Garcia Marquez • Arundhati Roy • Jhumpa Lahiri • Toni Morrison • J.M. Coetzee • Rohinton Mistry • Namita Gokhale • Bharati Mukherjee • Ismat Chughtai • Sadaat Hasan Manto • Khaled Hossenini • Monica Ali • Sudha Murthy
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Semester – III	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Gender Studies (Hard Core)	Credits: 4 L:3, T:1

Course Description:

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

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

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

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

Collaborative & Co-operative

Course Objectives:

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

Course Outcomes:

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

1. Develop a conceptual understanding of Gender Studies as a discipline which will enablethem 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/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
	Introducing Gender Studies	25 Marks Short Notes/ Descriptive Questions	Self Study <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> (Extract) 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" 	16 Hours

II	Gender Roles	25 Marks Short Notes/ Descriptive Questions	1. Suniti Namjoshi: <i>Feminist Fables</i> (Extracts) 2. Lalitambika Anterjanam: 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	16 Hours
III	Interrogating the Binary	25 Marks Short Notes/ Descriptive Questions	Self Study: <ul style="list-style-type: none"> • Fire (Film Text) • Dostaana (Film Text) • It’s a Boy Girl Thing (Film Text) 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> (Extracts) 4. Vijay Dan Detha: Double Life	16 Hours
IV	Major Gender Debates in India	25 Marks Short Notes/ Descriptive Questions	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>	16 Hours

		(Extract) 4. Repeal of 377: Ruling by the High Court of India	
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References:

- Amin, Shahid&DipeshChakraborty (eds.) *Subaltern Studies* (Vol IX): Writings on South Asian History and Society, New Delhi: OUP, 1996.
- Jane, Pilcher and Imelda Whelehan (eds). *Fifty Key Concepts in Gender Studies*. London: Sage Publications, 2004.
- Holmstrom, Lakshmi (ed). *The Inner Courtyard*. New Delhi: Rupa& Co., 1991.
- Rajan, Rajeswari Sunder. *Signposts: Gender Issues in Post-independence India*. Rutgers University Press, 1999.
- Walker, Alice. *In Search of Our Mothers' Gardens*. New York: Harvest Book HartcourtInc, 1983.
- Mani, Lata. *Contentious Traditions: The Debate on Sati in Colonial India*. University of California, 1998.
- Sangari, Kumkum&SudeshVaid. *Recasting Women: Essays in Indian Colonial History*. Rutgers University Press, 1990.
- Butler, Judith. *Bodies that Matter: On the Discursive Limits of Sex*. Routledge, 1993.
- Foucault, Michel. *The History of Sexuality*. Vintage, 1990.
- Fromm, Erich. *Love, Sexuality, and Matriarchy: About Gender*. Fromm International, 1998.
- Kristeva, Julia. *Revolution in Poetic Language*. Columbia University Press, 1984.
- Narrain, Arvind&GautamBhan. *Because I Have a Voice: Queer Politics in India*. Yoda Press, 2005.
- Gopinath, Gayatri. *Impossible Desires: Queer Diasporas and South Asian Public Cultures*. Duke University Press, 2005.
- Duncan-Jones, Katherine (ed). *Shakespeare's Sonnets*. Arden Shakespeare, 1997.
- Wilhelm, Amara Das. *Tritiya-Prakriti: People of the The Third Sex: Understanding Homosexuality, Transgender Identity, and Intersex Conditions through Hinduism*. Xlibris Corporation, 2013.
- Chakravarty, Uma. *Gendering Caste through a Feminist Lens*. Popular Prakashan, 2003.

Semester – III	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19
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		2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Critical Theories - I (From Classical to Victorian Age) (Hard Core)	Credits: 4 L:3, T:1

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

Learning Outcomes:

On completion of the course, students will be able to

- give a critical discussion of the ideas as developed by Critical Theorists over time;
- formulate a reasoned argumentation of their position in the topics covered in this course;
- present their ideas both orally and in writing.

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Introduction & Classical Theorists	25 Marks Short Notes/ Descriptive Questions	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)	16 Hours
II	Upto the 18 th Century	25 Marks Short Notes/ Descriptive Questions	1. Sidney: Defense of Poetry 2. Dryden: Dramatic Poesy 3. Johnson: Preface to Shakespeare	16 Hours
III	Romantic Age	25 Marks Short Notes/ Descriptive Questions	1. Wordsworth: Preface to <i>Lyrical Ballads</i> (First Section on Poetic Diction) 2. Shelley: Defense of Poetry (Extracts)	16 Hours

IV	Victorian Age	25 Marks Short Notes/ Descriptive	1. Matthew Arnold: Study of Poetry, Sweetness and Light (from <i>Culture and Anarchy</i>) 2. Walter Pater: Studies in the History of the	16 Hours
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Reference Books:

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

Semester – III	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Cultural Studies (Hard Core)	Credits: 4 L:4

Course Description:

The course is envisaged to provide the student an introduction to literary studies and affirmgrounding 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 learnto analyze both literary and non-literary texts. This course is designed to keep in mind theproductions and consumptions of cultural practices around us. The cultural theories provideperspective to critically access the many trends and practices of culture.

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:**COURSE CONTENT/ SYLLABUS**

Unit	Description	Evaluation	Topics	Teaching
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		Pattern		Hours
I		25 Marks Short Notes/ Descriptive Questions	1. Aims and Objectives of Cultural Studies 2. The Birmingham Centre for Study of Contemporary Culture and the emergence of Cultural Studies as an academic discipline 3. Cultural Studies as a 'discipline between disciplines' 4. Role of Semiotics in Cultural Studies 5. Rise of Mass/Popular Culture 6. The Anti-Mass Culture Debates 7. Key Terms	16 Hours
II		25 Marks Short Notes/ Descriptive Questions	1. Roland Barthes: from <i>Mythologies</i> 2. Raymond Williams: Culture (from <i>Marxism and Literature</i>) 3. Adorno & Horkheimer: from <i>The Culture Industry: Enlightenment as Mass Deception</i>	16 Hours
III		25 Marks Short Notes/ Descriptive Questions	1. Janice Radway: from <i>Reading the Romance: Women, Patriarchy and Popular Literature</i> 2. T Todorov: "The Fantastic – A Structural Approach to Literary Genre" 3. Umberto Eco: "Narrative Structure in Ian Fleming"	16 Hours
IV		25 Marks Short Notes/ Descriptive Questions	1. Popular Fiction & Films: Ian Fleming: <i>Dr No</i> /Alistair MacLean: <i>Puppet on a Chain</i> / Mills & Boon/ Dashneil Hammet: <i>Maltese Falcon</i> /Raymond Chandler: <i>The Ninth Claw</i> /Manohar Malgonkar: <i>The Bandicoot Run</i> / Mukul Deva: <i>Salim Must Die</i> / Chetan Bhagat: <i>Two States</i>	16 Hours

References:

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

Semester – III	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Media Studies (Soft Core)	Credits: 4 L:2, T: 2

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 Objective:

- 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 Outcome:

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

- produce in depth journalistic texts across a range of different media contexts.
- support writing process through relevant research, ethical engagement and quality processes.
- demonstrate ability to successfully write across a range of genres and styles.

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	The Nature of Mass Communication	25 Marks Short Notes/ Descriptive Questions	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	16 Hours

II	Understanding	25 Marks	1. Role of Media in our Life	16 Hours
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	Media	Short Notes/ Descriptive Questions	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	
III	The World of Print Media	25 Marks Short Notes/ Descriptive Questions	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	16 Hours
IV	Advertising	25 Marks Short Notes/ Descriptive Questions	1. Evolution of Advertising 2. Functions of Advertising 3. Types of Advertisements 4. Role of Advertising in Marketing	16 Hours

References:

Tanner, S, Kasinger, M., Richardson, N. (2012) Oxford University Press, South Melbourne Australia.

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.

Houston, Brant, Len Bruzzese, and Steven Weinberg. The Investigative Reporter's Handbook. 5th Edition. Boston: Bedford/St. Martin's, 2012.

Merrill, John C. Journalism Ethics: Philosophical Foundations for News Media. Boston: Bedford/St. Martin's, 2012.

Spark, David. Investigative Reporting: A Study in Technique (Journalism Media Manual). Burlington, Massachusetts: Focal Press.

Wicker, Tom. On the Record: An Insider's Guide to Journalism. Boston: Bedford/St. Martin's 2012. Writing for digital media by Brian Carroll 2010.

- All National and International magazines, journals, newspapers, articles, need to read and reviewed on regular basis.
- Watch various media and entertainment channels for review.

Semester – III	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Film Studies (Soft Core)	Credits: 4 L:2, T: 2

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:

- To draw the attention of students' to the diversity and the range of opinions within the subject
- To encourage questioning and engagement with debates and thinking in the area of film studies
- To appreciate film as an art form, technical medium and a multi-faceted industry

Course Outcomes:

On completion of the course, students will

- arrive at a good understanding of film medium as an art form and its aesthetics
- be acquainted to the various movements in the history of films
- be exposed to the films of great film makers and are capable of engaging in meaning discourses on the medium

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Introduction	25 Marks Short Notes/ Descriptive Questions	1. Film and Media 2. Film as an art form 3. Aesthetics and mode of articulation 4. Various terms associated with film analysis 5. Technical, theoretical and semantic implications of the art form.	16 Hours
II	Film History	25 Marks Short Notes/ Descriptive Questions	1. Early Cinema and Hollywood 2. German Expressionism 3. French Impressionism and Surrealism 4. Soviet Montage 5. Italian Neo realism 6. Indian Parallel Cinema	16 Hours

III	Film Theory	25 Marks Short Notes/ Descriptive Questions	1. The Auteur Theory (The Director as “author”) 2. Formal System (Structuralist criticism) 3. Social and Political Theory 4. Feminist Theory 5. Realist	16 Hours
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			6. Psychoanalytical Theory 7. Reception Theory(Lindsay, Munsterberg, Arnheim, Kracauer, Eisenstein, Andre Bazin, Christian Metz)	
IV	Great Directors	25 Marks Short Notes/ Descriptive Questions	1. D W Griffith 2. Eisenstein 3. Vittorio de Sica 4. Akira Kurosawa 5. Ingmar Bergman 6. Alfred Hitchcock 7. Jean Luc Godard 8. Satyajit Ray 9. Adoor Gopala Krishnan 10. Mrinal Sen (One film each of any four of these to be screened and discussed, questions on these texts to be set.)	16 Hours

References:

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

Semester – III	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week		Credits: 4
Duration: 16 Weeks	English Language Teaching – I (Soft Core)	L:1, T: 2, P:1

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:

- 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.
- To write instructional objectives and prepare appropriate lesson plans.
- 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 Outcome:

On the completion of the course, student will

- have 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.
- have an understanding of 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.
- have 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.
- have a sophisticated understanding of the factors which contribute to the life styles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Learning theories	25 Marks Short Notes/ Descriptive Questions	<ul style="list-style-type: none"> • Discourse theory - Hatch, Variable Competence Model - Ellis, Universal Hypothesis - Wode & Krashen. 	16 Hours
II	Curriculum and Syllabus: theory and practice	25 Marks Short Notes/ Descriptive Questions	<ul style="list-style-type: none"> • Stenhouse, Tyler, Bobbitt, Taba. (Major definitions, types and difference). 	16 Hours

III	Testing and Assessment	25 Marks Short Notes/ Descriptive Questions	<ul style="list-style-type: none"> • Value of errors, problems of correction and remediation, scales of attainment 	16 Hours
IV	Teaching Practice	25 Marks Short Notes/ Descriptive Questions	<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 	16 Hours

References:

- Richards Jack C. Curriculum Development in Language Teaching. Cambridge University Press. 2001.
- Richards Jack C. and Rodgers Theodore S. Approaches and Methods in Language Teaching. Cambridge University Press. 1986.
- Richards Jack C. and Graves Kathleen. Teachers as course developers. Cambridge University Press. 1996.
- Webster's Encyclopedic Unabridged Dictionary of the English Language. (2nd ed.) New York: Gramercy Books. 1996.
- Widdowson, H G. Teaching Language as Communication. Oxford University Press. 1978.
- Tickoo, M. L. 2003. Teaching and Learning English: a Sourcebook for Teachers and Teacher-Trainers. Hyderabad: Orient Longman
- Ur, P. 1996. A Course in Language Teaching: Practice and Theory. Cambridge University Press.
- 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>

Semester – III	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
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Teaching Hours: 4/ week Duration: 16 Weeks	Sociolinguistics (Soft Core)	Credits: 4 L:1, T: 2, P:1
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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:

- To acquaint the students to the basic concepts, tenets and issues in Sociolinguistics
- To introduce the students to the nature of instruments and methods used in Sociolinguistics
- To arrive at an understanding of the relationship between language and various socio-cultural variables

Course Outcomes:

On completion of the course, students:

- have acquired understanding of the basic concepts, tenets and issues of sociolinguistics;
- are familiar with the instruments and methods used in carrying out sociolinguistic research;
- have develop general knowledge of the relationship between variations in language form and use and various socio-cultural factors (e.g. region, age, sex social class/network, ethnicity).

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Nature & Scope	25 Marks Short Notes/ Descriptive Questions	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)	16 Hours
II	Approaches to Sociolinguistics	25 Marks Short Notes/ Descriptive Questions	1. Synchronic and diachronic approaches to Sociolinguistics 2. Dialect, register, idiolect, ebonics 3. Stylistic and contextual variation 4. Anatomy and dissection of style-shifting 5. Discourse analysis 6. Varieties of English	16 Hours
III	Speech community, Language Ideology	25 Marks Short Notes/ Descriptive Questions	1. Scope of speech community as individual 2. Group network and language repertoire 3. Language, discourse and ideology 4. Language and gender 5. Literacy and its politics 6. Orality and literacy	16 Hours

			7. Variations of language in relation with gender, education and power 8. Language in mass media and advertising	
IV	Language use in Bilingual Community	25 Marks Short Notes/ Descriptive Questions	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	16 Hours

References:

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

Semester – III	Non-M.A. Open Elective Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Biographies of Great Personalities (Soft Core)	Credits: 4 L:1, T: 2, P:1

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:

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

Learning Outcome:

On completion of the course, students will

- Be able to differentiate between a biography and an autobiography.
- They will learn about the famous personalities and broaden their general knowledge.
- The students learn to connect biographical texts to their historical and cultural contexts.
- They will be able to relate their own struggles and gain inspiration from the famous personalities.
- They will be able to compose a bio-sketch.

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Introduction	25 Marks Short Notes/ Descriptive Questions	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	16 Hours
II	Biographies of Leaders & Scientists	25 Marks Short Notes/ Descriptive Questions	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</i>	16 Hours

			<p><i>Power</i></p> <p>8. Jawaharlal Nehru: <i>Discovery of India</i></p> <p>9. Dalai Lama: <i>Freedom in Exile-The Autobiography of The Dalai Lama of Tibet</i></p> <p>10. Abdul Kalam: <i>Wings of Fire</i></p> <p>11. Jean Pierre Harrison: <i>The Edge of Time-The Authoritative Biography of Kalpana Chawla</i></p> <p>12. Parnesh Dangwal: "I Dare"-Kiran Bedi-A Biography</p>	
III	Biographies of Writers & Directors	25 Marks Short Notes/ Descriptive Questions	<p>1. Marie Seton: Satyajit Ray-Portrait of a Director</p> <p>2. Ruskin Bond: <i>Lone Fox Dancing</i></p> <p>3. Rabindranath Tagore: <i>My Life in My Words</i></p> <p>4. Ritwik Ghatak: <i>The Celluloid Rebel</i></p> <p>5. Rebecca Keegan: <i>The Futurist-The Life & Films of James Cameron</i></p> <p>6. Khagesh Dev Burman: <i>R.D. Burman-The Prince of Music</i></p> <p>7. Karan Johar: <i>An Unsuitable Boy</i></p> <p>8. Sachin Sinhal: <i>Sarojini Naidu</i></p> <p>9. Khushwant Singh: <i>Truth, Love & Little Malice</i></p> <p>10. <i>Shakespeare in Love</i> (Film Text)</p>	16 Hours
IV	Biographies of Sports persons, Actors & Artistes	25 Marks Short Notes/ Descriptive Questions	<p>1. A.R. Rahman: <i>The Spirit of Music</i></p> <p>2. <i>The Great Dictator</i> (1992 - Film Text)</p> <p>3. Mushtaq Shiekh: <i>Shah Rukh Can</i></p> <p>4. <i>This is it</i> (Film Text)</p> <p>5. Pele: <i>Pele-An Autobiography</i></p> <p>6. Sachin Tendulkar: <i>Playing It My Way</i></p> <p>7. M.S. Dhoni (Film Text)</p> <p>8. Sunil Gavaskar: <i>Sunny Days</i></p> <p>9. Kapil Dev: <i>Straight From the Heart</i></p> <p>10. Yuvraj Singh: <i>The Test of My Life</i></p> <p>11. Usain Bolt: <i>Faster Than</i></p>	16 Hours

			Lighting-My Story 12. Mary Kom: Unbreakable 13. Susmita Dasgupta: Amitabh Bachhan-The Making of a Superstar	
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Suggested Texts/Films:

A. R. Rahman: The Spirit of Music. Nasreen Munni Kabir. New Delhi: Om Books, 2011. Print.
 BhagMilkaBhag (2013). Dir. R OmprakashMehra (Visual Text)
 C. V. Raman: A Biography. Parameswaran, Uma.. New Delhi: Penguin, 2011. Print.
 Chaplin (1992). Dir. Richard Attenborough (Visual Text)
 Dark Star: The Loneliness of Being Rajesh Khanna. GautamChintamani. Delhi: Harper Collins. 2014. Print
 Fleming: The Man Who Would be Bond. Dir. Mat Whitecross (Visual Text)
 Gandhi (1982). Dir. Richard Attenborough
 Karnad Nadedu Banda Daari. Dir Chaitanya Karehalli. 2011 (Visual Text)
 Lincoln (2012), Dir Steven Speilberg (Visual Text)
 Netaji: A Biography. Krishna Basu, New Delhi: Rupa Publications, 2008. Print.
 Satyajit Ray: Portrait of a Director. Marie Seton. New Delhi: Penguin, 2003. Print
 Vivekananda – A Biography. Swami Nikhilananda. AdvaitaAshrama, 1982

Semester – IV	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Critical Theories – II (from Liberal Humanism to the Present) (Soft Core)	Credits: 4 L:3, T: 1

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:

- To introduce the learners to a wide range of critical methods and literary theories
- To familiarize the student with the development of the critical thought and practice
- To acquaint the student with the various critical tools available that might be deployed in literary analysis and practices
- To familiarize the student with the trends and cross-disciplinary nature of literary theories

Course Outcome:

On completion of the course, the student will

- develop a good understanding of the growth of literary criticism and various critical practices
- will become sensitized to instability of literary texts

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	British Liberal Humanists & New Criticism	25 Marks Short Notes/ Descriptive Questions	1. Key Terms and concepts 2. F R Leavis: The Great Tradition (Introductory essay) 3. T S Eliot: Tradition and Individual Talent 4. Cleanth Brookes - Language of Paradox	16 Hours
II	Structuralism, Post Structuralism and Deconstruction	25 Marks Short Notes/ Descriptive Questions	1. Jacques Derrida: Structure, Sign 2. Gerard Genette: Structuralism and Literary Criticism 3. Roland Barthes: Death of the Author	16 Hours
III	Postmodernism	25 Marks Short Notes/ Descriptive Questions	1. L Cahoone: What Postmodernism Means 2. Andreas Huyssen: Mapping the Postmodern (extract)	16 Hours
IV	Postcolonial & Marxist Literary Theories	25 Marks Short Notes/ Descriptive Questions	1. Key Concepts (from <i>Key Concepts in Post-colonial Studies</i> by Bill Ashcroft, Gareth Griffiths, Helen Tiffin) 2. Leela Gandhi: Postcolonial Theory (Introduction) 3. Terry Eagleton: Literature and History (from <i>Marxism and Literary Criticism</i>)	16 Hours

Reference Books:

Adams, Hazard, ed. *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.
 Barry, Peter. *Beginning Theory* (3rd Ed). Manchester UP, 2013
 Bennet, Andrew. *An Introduction to Literature, Criticism and Theory*. Longman, 2009
 Culler, Jonathan. *Literary Theory: A Very Short Introduction*
 Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.
 Lodge, David. *Twentieth Century Literary Criticism: A Reader*. Longman, 1972

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

Semester – IV	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Literatures from India in Translation (Soft Core)	Credits: 4 L:3, T: 1

Course Description:

Course Objective:

Course Outcome:

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Introduction & Translations from Sanskrit Literature	25 Marks Short Notes/ Descriptive Questions	1. Basic Introduction to Translation Theories – Translation v/s Transcreation – Problems in translation 2. Sudraka: <i>The Clay Cart</i> 3. Kalidasa: from <i>Ritusamhara</i> 4. Bharata : from <i>Natyashastra</i>	16 Hours
II	Translations from Kannada Literature	25 Marks Short Notes/ Descriptive Questions	1. Poetry: A K Ramanujan: Vachanas Kuvempu/ Navadaya Poet Gopala Krishna Adiga 2. Drama: Kuvempu: <i>Sudra Tapaswi</i> 3. Fiction: U R Ananth Murthy: <i>Samskara</i>	16 Hours
III	Translations from	25 Marks	1. Poetry:	16 Hours

	Marathi Literature	Short Notes/ Descriptive Questions	Vinayak Mamodar Savarkar: My Final Testament Dilip Chitre: Father Returning Home Hemant Divate: A Depressingly Monotonous Landscape 2. Drama: Vijay Tendulkar: <i>Ghasiram Kotwal</i> 3. Fiction: Shripad Narayan Pendse: <i>Wild Babu of Garambi</i>	
IV	Translations from Bengali Literature	25 Marks Short Notes/ Descriptive Questions	1. Poetry: Ishwar Chandra Gupta: Duryodhan at Dvaipayam Alok Sarkar: Death Victor Jiban Ananda Das: Naked Lonely Hand 2. Drama: Rabindranath Tagore: <i>Red Oleanders</i> 3. Fiction: Sankar: <i>Chowronghee</i>	16 Hours

References:

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

Semester – IV	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	English Language Teaching - II (Soft Core)	Credits: 4 L:3, T: 1

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:

- To review the principles and practice of ELT
- To enable learners to re-examine their own teaching situation
- To assist learners in uncovering and clarifying their own views on learning, teaching and teacher education
- To focus on the role of lesson planning & research in teaching
- To consider how materials are developed for teaching & to review a range of teaching materials

Course Outcomes:

On completion of the course, students will be able to

- uncover and clarify their views on learning, teaching and teacher education
- focus on the role of lesson planning & research in teaching
- consider how materials are developed for teaching & to review a range of teaching materials
- student become capable of independent self-evaluation & resultant action planning

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Theories of Learning / Language Learning	25 Marks Short Notes/ Descriptive Questions	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	16 Hours

II	Micro-Teaching/ Action Research	25 Marks Short Notes/ Descriptive Questions	1. What is Action Research? 2. Action Research vs. Formal Research 3. Benefits of Action Research 4. Effects of Action Research	16 Hours
III	English for Specific Purpose	25 Marks Short Notes/ Descriptive Questions	1. Definitions of ESP 2. The Origins of ESP 3. The Development of ESP 4. Course Design 5. Application of ESP	16 Hours
IV	Error Analysis	25 Marks Short Notes/ Descriptive Questions	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)	16 Hours

References:

- Broughton, G & etal. *Teaching English as a Foreign Language* (London: Routledge & Kegan Paul, 1980)
- Brumfit, Christopher. *Communicative Methodology in Language Teaching* (Cambridge: UP, 1984)
- Brumfit, C etal *Teaching English as a Foreign Language* (London: Routledge & Kegan Paul, 1980)
- Dulay, Heidi etal. *Language Two* (Oxford : UP, 1982)
- Littlewood, William. *Communicative Language Teaching* (Cambridge: Up, 1985)
- Matthews, Allan etal eds. *At the Chalkface: Practical Techniques in Language Teaching* (London: Edward Arnold, 1985)
- Richard, Jack, C. *The Context of Language Teaching* (Cambridge: UP, 1985)
- Stern, H.H. *Fundamental Concepts of Language Teaching* (Oxford: UP, 1984)
- Winn, Judy & Bell Oslen. *Communication Starters. Techniques for the Languages Classroom* (Oxford: Pergaman, 1982)
- Wright, Andrew. *Visual Materials for the Language* (London: Longman, 1979)

Semester – IV	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19
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		2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Research Methodology (Hard Core)	Credits: 4 L:3, T: 1

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:

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

Course Outcome:

On completion of the course, the student

- will have a very good understanding of the process of research
- is capable of carrying out research independently

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
I	Introduction to Research	25 Marks Short Notes/ Descriptive Questions	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/	16 Hours
II	Research Problems & Data Collection	25 Marks Short Notes/ Descriptive Questions	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	16 Hours
III	Research Proposal & Research Paper	25 Marks Short Notes/ Descriptive Questions	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	16 Hours
IV	Bibliography	25 Marks Short Notes/ Descriptive Questions	1. Citing sources 2. Bibliography 3. MLA Style Sheet (Latest Edition)	16 Hours

Note: Written exam to be conducted only in C1 & C2. For C3, Project will be evaluated by external examiner/s followed by a viva)

References:

Adhikar, Madhu Malati i. *A Students Handbook for Writing Research Term Paper*,
 Gibaldi, Joseph. *MLA Handbook*
 Paranjape, Jayant, *The Scholar Apprentice*
 Paranjape, Jayant, *Critical Investigations*, Dattasons, J.Nehru Marg Sadar Nagpur
 Sinha, M P. *Research Methods in English*
 Walliman, Nicholas S. R.: *Research Methods: The Basics*

Semester – IV	Master of Arts (M.A.) in English Postgraduate Programme	Academic Year 2017-18 2018-19 2019-20
Teaching Hours: 4/ week Duration: 16 Weeks	Skill Development	Credits: 4 T: 1, P:3

Course Outline:

Soft skills are broadly applicable both at and outside the work place. Soft skills complement the hard skills which are occupational requirement of a job. It also complements many other activities even outside the work place. Presently soft skills are increasingly sought out by employers in addition to standard qualification.

Course Objectives:

At the end of this course, students will be able to:

- To develop inter personal skills and be an effective goal oriented team player.
- To develop professionals with idealistic, practical and moral values.
- To develop communication and problem solving skills.
- To re-engineer attitude and understand its influence on behavior.

COURSE CONTENT/ SYLLABUS

Unit	Description	Evaluation Pattern	Topics	Teaching Hours
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I	Self Analysis	25 Marks Short Notes/ Descriptive Questions	<ol style="list-style-type: none"> 1. SWOC Analysis 2. Who am I?(ID, Ego, Super Ego) 3. Attributes 4. Importance of Self Confidence 5. Self-Evaluation 	16 Hours
II	Interpersonal Skill Development	25 Marks Short Notes/ Descriptive Questions	<ol style="list-style-type: none"> 1. Positive Relationship 2. Assertive skills 3. Empathise: comprehend other opinions points of views 4. Trust 5. Emotional Bonding 6. Handling Situations (Interview/ Presentation /GD) 	16 Hours
III	Leadership Skills	25 Marks Short Notes/ Descriptive Questions	<ol style="list-style-type: none"> 1. Influencing 2. Coaching 3. Delegating 4. Empowerment 5. Team Player 6. Leadership Traits 	16 Hours
IV	Motivation & Goal Setting	25 Marks Short Notes/ Descriptive Questions	<ol style="list-style-type: none"> 1. Factors of motivation 2. Self-talk, Intrinsic & Extrinsic Motivators 3. Motivation technique based on needs and field situation 4. SMART Goals 5. Blue print for success 6. Short Term, Long Term, Life Time Goals. 7. Time Management 	16 Hours

References:

1. SOFT SKILLS, 2015, Career Development Centre, Green Pearl Publications.
2. Covey Sean, Seven Habits of Highly Effective Teens, New York, Fireside Publishers, 2003.
3. Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 2002.
4. Thomas A Harris, I am ok, you are ok, New York-Harper and Row, 2004.
5. Daniel Coleman, Emotional Intelligence, Bantam Book, 2006.

6. G. Ravindran, S.P. Benjamin Elango and L. Arockiam, “Success through Soft Skills”, ICT, 2007. (To be published in June 2007)

Training 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

The 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, Training and Placement (CCTP) Centre headed by well experienced dynamic Trainer, Counselor and Placement Officer supported by an efficient team does handle all aspects of Internships and Placement for the students of REVA University. The prime objective of the CCTP Centre 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 CCTP Centre 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, CCTP Centre 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 University has signed MOU's with Multi-National Companies, research institutions and universities abroad to facilitate greater opportunities of employability and as well students' exchange programs for higher learning.

DO'S AND DON'TS

DO'S

- Maintain discipline and respect the rules and regulations of the university
- Be regular and punctual to classes
- Study regularly and submit assignments on time
- Be respectful to your colleagues/friends and hostel staff/management.
- Read the notice board (both at your college and the hostel) regularly.
- Utilize your Personal Computer for educational purpose only.
- Follow the code of conduct.
- Visit Health Center on the campus whenever you are unwell.
- Be security conscious and take care of your valuables especially Cash, Mobile Phones, Laptop and other valuables.
- Carry your valuables along with you whenever you proceed on leave/vacation.
- Use electric appliances, lights and water optimally.
- Keep the campus clean and hygienic.

DON'TS

- Ragging inside / outside the campus.
- Possession of Fire arms and daggers etc.
- Use of Alcohols, Toxic drugs, sheesha, gutkha and hashish/heroin etc.
- Use of Crackers, explosives and ammunition etc.
- Smoking and keeping any kind of such items.
- Misusing college & hostel premises/facilities for activities other than studies.
- Playing loud music in the room which may disturb studies of colleagues / neighbours.
- Making noise and raising slogans.
- Keeping electrical appliances, other than authorized ones.
- Involvement in politics, ethnic, sectarian and other undesirable activities.
- Proxy in any manner.
- Use of mobiles in the classrooms.

- Note:** 1. Rules are revised / reviewed as and when required.
2. Healthy suggestions are welcome for betterment of Institution