



Eklavya University

Department of English

(Master of Arts)

Curriculum

(2020-2021 admitted students)

Ashishbas



M.A. English Literature

VISION STATEMENT OF EKLAVYA UNIVERSITY

Eklavya University, will transform lives and communities through learning.

MISSION STATEMENT OF EKLAVYA UNIVERSITY

- Nurture achievers in life and careers through a value based, industry relevant and future ready education.
- Emphasize research, interdisciplinary learning, and practical hands on education.
- Equip every student with the required social and technical skills to achieve employment generation.
- Provide a holistic education deeply rooted in the ways of the traditional Gurukul system.
- Bring quality education within the reach of every individual, by committing to the achievement and maintenance of excellence in education, research and innovation.
- Create and disseminate knowledge through research and creative inquiry.
- Serve students by teaching them problem solving, leadership and teamwork skills, lateral thinking, commitment to quality and ethical behavior.
- Create a diverse community, open to the exchange of ideas, where discovery, creativity, and personal and professional development is encouraged and can flourish.
- Contribute to the social fabric and economic health of the Bundelkhand region, the state and the country at large, by enhancing and facilitating economic empowerment, providing equal opportunities and employment generation.

About the Department

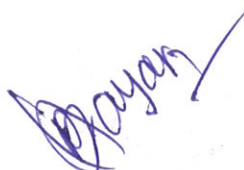
Department of English, Eklavya University, is a constituent part of the *School of Arts & Humanities* introduced with the very inception of the University in 2020. The department offers *M.A. (English), and Ph.D. (English)* programmes. Presently, there are five faculty members with diverse areas of specialization.

When a University Department was constituted and direct appointments made. Since then it has steadily grown and likely to expand substantially through the next year

Vision and mission of the Department:


The department of English aims at quality teaching and research. The faculty members and the students are committed to realizing the objectives and mission of the University through its various academic and extension activities. The objectives of the department may be delineated as:

- a. To provide quality teaching in English Language and literature with a multidisciplinary approach (in tune with the foundational vision of our University) to the students admitted to various programmes of the university.
- b. To adopt latest methodology available for teaching and research in English.
- c. To explore new areas of research in English Language and Literature and guide the students to take up research projects in these areas.
- d. To link the programmes of the department to the needs of local students and the society at large.
- e. To strengthen the values of democracy, secularism and justice through the research and teaching programmes of the university. The department aims at reaching out to people in empowering them to achieve their life-objectives.
- f. To examine the latest developments in literary and critical theories and to use them in preparing research proposals.
- g. To take up research in the field of English Language Teaching, Linguistics, Comparative literature, Translation Studies, New Literature, Subaltern Studies, Virtual Language Teaching, Culture Studies, Literary Theory and other relevant areas.
- h. To organize extension lectures, seminars, conferences, symposia, workshops etc. to enhance sharing of experience and knowledge with leading scholars of the world and participate in similar programmes organized by other agencies.
- i. To publish creative and critical writings at appropriate forums.



M.A. In English Literature
PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

1. Graduates will be practitioners and leaders in their chosen field
2. Graduates will function in their profession with social awareness and responsibility
3. Graduates will interact with their peers in other disciplines in their work place and society and contribute to the economic growth of the country
4. Graduates will be successful in pursuing higher studies in their chosen field
5. Graduates will pursue career paths in teaching or research.







M.A. In English Literature

PROGRAMME OUTCOMES (POs)

The programme:

- Helps the students learn the evolution of language and the politics.
- Enhances critical thinking of students.
- Cultivates language skills of students by introducing them to structures of language through a wide variety of literary works.
- Hones the writing skills of students and they learn the conventions of academic writing
- Instills a critical perspective with which students approach the disciplines
- Introduces different literary periods and trends of each of these periods.
- Introduces works written by different sections of people (gender, racial and ethnic Minorities) and makes the students give critical responses from different perspectives.



M.A. In English Literature PROGRAMME SPECIFIC OUTCOMES (PSOs)

By the end of the programme, the students can/will:

- Critically interact with works from different contexts: social, political, economic, and Historical and national as subject's conscious of their own socio-historic specificity and thus their level of critical thinking is enhanced.
- Become thorough with reading works with theoretical basis.
- Students become capable of interpreting and exploring relationships from the points of view of different people.
- Become inspired by fiction, open up their minds and stimulate the sympathetic/empathic imagination by allowing them to see the world through other's eyes as well to foster intercultural dialogue.
- Approach and appreciate Indian literature in English and explore its uniqueness and its place among the literatures in English.
- Learn what language is and what knowledge a language consist of. This is provided by basic examination of internal organization of sentences, words, and sound systems. The course assumes no prior training in linguistics.
- Get sensitized with the critical tools used in the reading of literature.
- Form an idea of the complex nature of literary studies and how they are entangled with other aspects of the social body.
- Gain perceptive insights into the socio-political dynamics, the structuring points of view, the dominant ideology, hegemony, the prevailing common sense and communal Underpinnings that mediate the writing, production, reception and survival of a work.

M.A. English Literature
Session 2020-2021

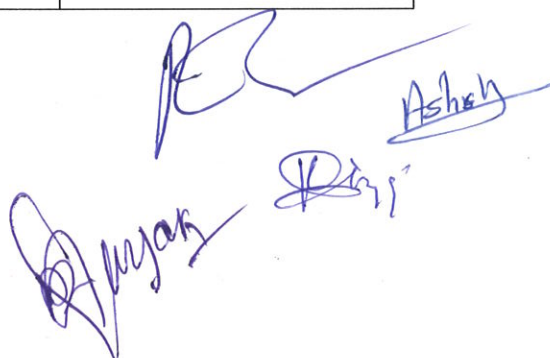
M.A. (English) is a two- year post graduate programme in which there will be total number of 12 papers. Three of them will be core in both the years (previous and final), and fourth paper will be elective in both the years. The fifth and sixth papers of M.A. Previous will be based on Research methodology and subjective presentation of 100 marks each. The eleventh and twelfth papers in M. A. final will be based on dissertation or project work and subjective presentation, 100 marks each.

M.A. In English Literature

CREDIT STRUCTURE

Category-wise Credit Distribution

Courses	Credits
Programme Core courses	36
Programme Electives	12
Research Application (Paper Presentation & Viva-voce)	12
Project	20
Total	80

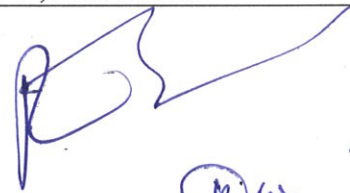




A large handwritten signature is present above the table. Below it, there are three smaller handwritten signatures in blue ink, one of which is clearly legible as 'Ashish'.

Course code	(HISTORY OF ENGLISH LITERATURE) Paper-I			L	T	P	C
MENGL20Y101				6	0	0	6
Pre-requisite	Nil				Syllabus version		
					100 Marks		
Course Objectives:							
<p>The learners would be provided a great amount of information and knowledge about the structure and history of English Language, and its social and geographical variations that prepare them for a various career paths. By the end of this course the student would be able to appreciate the history of the English Language, insights, theoretical approaches, the changes and employability demand of the English language. This course helps the student to hone the LSRW skills and further analytical and interpretive arguments.</p>							
Course Outcome:							
<p>English Literature courses in the Department of English expose students to a wide range of writing from British, American and Anglophone traditions. It helps students explore how writers use the creative resources of language-in-fiction, poetry, nonfiction prose, and drama-to explore the entire range of human experience. Students are expected to strive, to be imaginative, rhetorically dexterous, and technically proficient and as a result, to gain a deeper insight into life.</p>							
Student Learning Outcomes (SLO):							
To enable the students:							
<p>Students will gain awareness about the best literary traditions of the world. By learning how others live and handle their lives, one becomes connected with the world in a way we might not otherwise experience. They will discover that they are part of a huge conglomerate of human thought and emotion. All the great texts that a student of English honors will get chance to study will expand their range of experience. They can gain courage and strength by living vicariously through well-developed characters. Through reading students will have an awareness for varies perspectives. This will also expand their range of experience and in the process they will learn to be more empathetic toward the plights of others.</p>							
UNIT-I	The Anglo-Saxon literature, The Norman French period, The age of Chaucer 2 The medieval drama; mystery plays, morality plays and the interludes, The early renaissance- beginning of the era: Age of Queen Elizabeth I, The Renaissance-Elizabethan Age.					18	
UNIT-II	The Renaissance- Contribution of Shakespeare to this age, The Puritan Age or Age of Milton: Milton as a poet and his contribution, The Restoration period or beginning of Neoclassicism, Comedy of Manners 4 The Restoration period or beginning of Neoclassicism (Dryden's contribution, Glorious Revolution of 1688),The Augustan Age or the triumph of Neo-classicism (Age of Prose and Reason), The Augustan Age or the triumph of Neo-classicism (Pope and Heroic couplet, poetic diction and satire)					20	
UNIT-III	The Age of Johnson-the decline of Neo-classicism (Devotional verse, popularity of periodical essays, Gothic novel), The Eighteenth century-approach/ transition towards Romanticism (Progress of education, philosophical thought and science), The Eighteenth century-approach/transition towards Romanticism (Decline of novel, Agricultural Revolution, Industrial Revolution)					14	
UNIT-IV	The triumph of Romanticism (social, economic, political ,cultural conditions, Renaissance of wonder and influence of French Revolution on poets of the Age)						

	,The triumph of Romanticism (Elements of Medievalism, Escapism, supernaturalism and melancholy in poetry of the Age) , The Victorian Age (social, economic, political, cultural conditions)	20
UNIT-V	The Victorian age (women novelists, pre-Raphaelite poetry, Oxford Movement), The Nineteenth Century (Reflection of changes in the English society due to Industrial Revolution in the nineteenth century novel) , The Nineteenth Century (Feminist movement) 8 , The Nineteenth Century (Dickens, Hardy, women novelists), Twentieth century (modern novel-Lawrence, stream of consciousness), Twentieth century (poetic drama , Absurd drama and Problem play) 9 Realism and Naturalism, Imagism, Surrealism, Dadaism, Symbolism, Impressionism, Expressionism 10 Absurd Drama, Existentialism, Black Comedy, Angry Young man, Kitchen Sink Drama, Post Structuralism and Deconstruction, Cultural Studies: growth and development, importance, salient features etc.	18

Reference Books

1. Sampson, George: The Concise Cambridge History of English Literature, 3rd edition
2. CUP, New Delhi, 2005
3. Daiches, David: A Critical History of English Literature, IV Vol, 2nd ed. Ronald, New York: 1970
5. Legouis and Cazamian: History of English Literature, Cambridge University Press, London, 1968
6. Hudson, W.H.: An Outline of History of English Literature, G. Bell and sons, London, 1930
7. Long. W.J: History of English Literature, Kalyani Publishers, New Delhi, 2004
8. A History of English literature-Arthur-Compton-Rickett, UPSPD, New Delhi.

Course code	(BRITISH DRAMA) Paper-II	L	T	P	C
MENGL20Y102		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
Enabling a student to inculcate and cultivate the culture of Renaissance, as represented in Drama; preparing for further research in this area of studies.					
Course Outcome:					
Students will be exposed to the origin and development of English drama and its various themes and forms of different ages and stages. The learner would be able to understand the insights, genres, conventions and experimentations associated with English Drama, and the knowledge of historical, socio-political, and religious trends in the plays. It helps students explore how writers use the resources language as a creativity to explore the entire range of human experience through dramas as a literary form.					
Student Learning Outcomes (SLO):					
<ol style="list-style-type: none"> 1. An understanding of the historical development of theatre in western culture. 2. An understanding of the historical context surrounding the development of playwriting, scenery, acting conventions, and theatrical architecture. 3. The ability to analyze plays in terms of form, structure, content, and stagecraft. 4. An understanding of an audience's awareness of how the artistic elements of dramatic literature are integrated in a theatrical performance. 5. An understanding of the roles of various theatre artists: playwright, producer, director, scenic/lighting/costume/sound/projection designer, technical director, production manager, dramaturgy, stage manager, etc. 					
UNIT-I	Literary Terms: Classical and Aristotle's Concept of Tragedy and Tragic Hero 2 Literary Terms: Problem Play, Kitchen Sink Drama, and Angry Young Man. 3 Literary Terms: Comedy of Manners, Absurd Theatre, and Existentialism 4 Shakespeare: Macbeth – Introduction to the Author and the Text; Detailed Analysis of the Text; Concept of Tragedy of Aristotle and its Application on Macbeth, Poetic Tragedy and Motifs; Characterization and Superstition; Plot Construction and Themes; Macbeth: History and its Impact on 18th and 19th Century	18			
UNIT-II	Doctor Faustus: Morality Play; Plot Construction Including Detailed Analysis of Sub Plot and Theme; Detailed Analysis of Seven Deadly Sins; Characterization and Faustus Character; Doctor Faustus: A Tragedy and all Concepts of Tragedy 6 Ben Jonson: Introduction of the Text of Volpone; Satire and all its Detailed Analysis and Comedy; Characterization and Plot Construction and Sub-plots. 7 Richard Sheridan: The School for Scandal – Introduction to the Author and the Text; Detailed Analysis of the Text Act I to Act V; Criticism to the Text and Characterization; All Major and Minor Themes.	20			
UNIT-III	G. B. Shaw: Saint Joan – Introduction to the Author and the Text; Detailed Analysis of the Text; Epilogue and Plot; Characterization; Themes.	14			
UNIT-IV	Harold Pinter – Introduction to the Author and the Text The Birthday Party; Detailed Analysis of the Text; Characterization and Theme.	20			

Ashish

(Handwritten signatures)

UNIT-V	Arnold Wesker – Introduction to the Author and the Text Roots; Detailed Analysis of the Text; Characterization and Theme.	18
--------	---	----

Reference Books

1. Abrams, M.H. A Glossary of literary Terms. Bangalore: Prism Books Pvt. Ltd, 2006.
2. Shakespeare: Macbeth (E text)
3. Christopher Marlowe: Doctor Faustus (E Text)
4. Ben Jonson: Volpone (E Text)
5. Richard Sheridan: The School for Scandal (E Text)
6. G.B. Shaw: Saint Joan (E Text)
7. Harold Pinter: The Birthday Party
8. Arnold Wesker: Roots

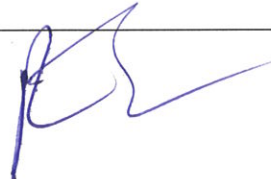



Handwritten signatures:
A large signature at the top right.
A signature below it, possibly "Ashwini".
A signature below that, possibly "Anjan".
A signature to the right of "Anjan", possibly "Dipak".

Course code	(FICTION) Paper-III	L	T	P	C
MENGL20Y103		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
<p>The course offers an Introduction to The Rise of Novel; The Gothic Novel; Realism-Naturalism; Bildungsroman; Stream of Consciousness; Magic Realism besides providing The Art, craft and the elements of Fiction. It enables the students to analyze literature and fiction using appropriate theoretical, historical, and cultural apparatus. Students get to know various cultures and construction of gender, nation and race throughout the history. The prescribed fiction helps the students to learn human values and the behavioral patterns from great works of art, and develops the ability to understand human race.</p>					
Course Outcome:					
<p>Students will: Examine short stories and novels analytically and interpretively, to identify and analyze literary elements like plot, character, setting, tone, point of view, theme, style, symbol, metaphor, and image. 2. Compare and contrast authors' treatments of theme, character, and subject matter, as well as synthesize diverse critical studies of a given author or particular short stories or novels. 3. Trace the historical development of the short story and the novel by examining selected representational works</p>					
Student Learning Outcomes (SLO):					
To enable the students:					
<ol style="list-style-type: none"> 1. Develop the ability and interest to read literary prose and fiction on their own. 2. Understand how society and culture played a significant role in the lives and career of the writers of the age. 3. Analyze and appreciate the narrative styles of the writers and the innovative novelistic techniques employed by them. 4. Exposed to different cultures, myths, and histories of various nations through fiction. 5. Receive creative acumen and will be nourished by the scintillating stories and a sense of inclination towards literary sensibility 					
UNIT-I	Henry Fielding –Joseph Andrews (non-detailed): Introduction to the Author and to the text, Joseph Andrews: Detailed study of text 2. Joseph Andrews: Picaresque Novel and its application on the prescribed text, Characterization and Plot Construction, Comic epic in prose. 3. Jane Austen – EMMA: Introduction to the Author and to the text, Detailed study of text.	18			
UNIT-II	Charles Dickens- Great Expectations(non-detailed): Introduction to the Author and to the text, : Detailed study of text, Plot Construction in detail, Characterization and Ending of the play, Style and themes 6. Aldous Huxley-Brave New World: Introduction to the Author and to the text, Detailed study of text, Themes and Characterization 7. D.H. Lawrence—Sons And Lovers: Introduction to the Author and to the text, Detailed study of text, Themes and Characterization, Style and Plot	20			
UNIT-III	William Golding—Lord Of The Flies: Introduction to the Author and to the text, Detailed study of text, Themes and Characterization.	14			
UNIT-IV	Virginia Woolf—Mrs. Dalloway: Introduction to the Author and to the text,				

	Detailed study of text, Themes and Characterization, Style	20
UNIT-V	Joseph Conrad-Heart Of Darkness: Introduction to the Author and to the text, Detailed study of the text, Themes	18

Reference /Textbooks

1. Henry Fielding –Joseph Andrews (Non-Detailed)
2. Jane Austen –Emma (E Text)
3. Charles Dickens-Great Expectations(Non-Detailed)
4. Aldous Huxley-Brave New World
5. D.H.Lawrence—Sons And Lovers
6. William Golding—Lord Of The Flies
7. Virginia Woolf—Mrs. Dalloway
8. Joseph Conrad-Heart Of Darkness

Course code	Elective (BRITISH POETRY) Paper-IV	L	T	P	C
MENGL20Y104		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
<p>To introduce the student to British poetry from the age of Chaucer to the age of pope.</p> <p>2. To comprehend the development of trends in British poetry.</p> <p>3. To view British literature in its socio-cultural and political contexts.</p> <p>4. To understand the theme, structure and style in British poetry.</p>					
Course Outcome:					
<p>This course would serve the students poetry from various cultures, languages and historic periods, letting the students to appreciate poetry as a literary art and its various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc. Students would be able to identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as sonnets, ballads, dramatic monologues, epic and pastoral, free verse, Elegy etc. They also recognize the rhythms, metrics and other musical aspects of poetry.</p>					
Student Learning Outcomes (SLO):					
To enable the students:					
<ul style="list-style-type: none"> • Recognize poetry from a variety of cultures, languages and historic periods • Understand and appreciate poetry as a literary art form • Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc. • Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as haiku, tanka, sonnets, ballads, dramatic monologues, free verse, etc. • Recognize the rhythms, metrics and other musical aspects of poetry • Read and discuss selected poems in translation • Apply the principles of literary criticism to the analysis of poetry • Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations • Develop their critical thinking skills> • Develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world • Develop their own creativity Enhance their writing skills 					
UNIT-I	1. Geoffrey Chaucer: The Prologue to the Canterbury Tales (non-detailed study): Introduction to the text and author Geoffrey Chaucer: The Prologue to the Canterbury Tales (non-detailed study): Discussion and analysis	18			
UNIT-III	Alexander Pope: The Rape of the Lock; (non detailed study): Introduction of the author and Text analysis Alexander Pope: The Rape of the Lock; the use of supernatural machinery Alexander Pope: The Rape of the Lock; as a social satire n as a Mock Epic	14			
UNIT-IV	Thomas Gray: The Elegy Written in a Country Churchyard: Introduction of the author and the text. William Blake- Introduction of the author and Songs of Innocence: The Lamb, The little black Boy, Songs of Experience (A Poison Tree,				

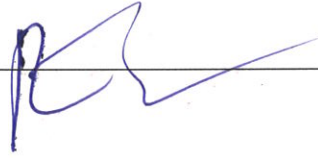
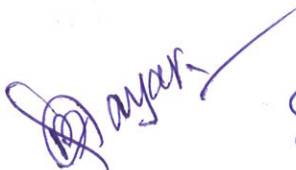


	The Tyger, The Sick Rose) William Blake- Songs of Experience (A Poison Tree, The Tyger, The Sick Rose), William Wordsworth: Ode on Intimations of Immortality	20
UNIT-V	<p>Major Terms (brief introduction to be given): assonance ,ballad ,blank verse , neo-classicism and romanticism ,conceit ,couplet ,elegy ,epic</p> <p>Major Terms (brief introduction to be given): Figure of speech ,heroic couplet ,iam'bic pentameter ,lyric ,metaphor, simile, metonymy , synecdoche ,meter , ode ,pastoral, personification ,rhyme ,sonnet</p> <p>Major Terms (brief introduction to be given): Negative Capability, Renaissance of Wonder, Hellenism, Supernaturalism, Fancy and imagination, Dramatic Monologue</p> <p>Major Terms (brief introduction to be given): Victorian Compromise, Pre Raphaelite Poetry, Art for Art's sake, Aestheticism, Imagist, War poets, Movement poets, Modernist Poetry</p> <p>8 John Keats: Ode on a Grecian Urn, Ode to a Nightingale, Ode to Autumn, Robert Browning: Introduction of the poet: Poem: My Last Duchess Robert Browning: The Last Ride Together, Discussion on His philosophy 9 Lord Tennyson: The Lady of Shallot, Ulysses, Mathew Arnold: Dover Beach, W.B. Yeats: Introduction of the author and His poem: A Prayer for my daughter. W. B. Yeats: Second Coming and As an Irish Poet</p>	18

Reference /Text Books

- Abrams, M.H. A Glossary of literary Terms. Bangalore: Prism Books Pvt. Ltd, 2006.
- Geoffrey Chaucer: The Prologue to the Canterbury Tales (Non detailed study)
- John Milton: Paradise Lost: Book I (Non detailed study)
- Shakespeare as a poet, Sonnets: (E texts are available)
- Alexander Pope The Rape of the Lock (Non detailed study)
- Thomas Gray: The Elegy Written in a Country Churchyard
- William Blake: E-texts available
- William Wordsworth: Selected works, Macmillan ,New Delhi,2009.
- John Keats: E-texts available
- Robert Browning: E-texts available
- Lord Tennyson: E-texts available 11
- Mathew Arnold: E-texts available
- W.B. Yeats : E-texts available
- Ted Hughes: E-texts available
- T.S. Eliot : The Waste Land (non-detailed)
- Tillotson ,Geoffrey. Eighteenth Century Literature. Paul Fussel and Marshall Wangrow: New York, 1969.
- Hollander, John and Frank Karmode(ed.). The Literature of Renaissance. Oxford: London,1973.

Course code	Elective (Modern Indian Literatures in Translation) Paper-IV	L	T	P	C
MENGL20Y105		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
To explore images in literary productions that express the writers sense of their society. Wherever possible a comparative study of the original and the translated texts to see the process of negotiation that constructs, and is constructed in, the English language translation.					
Course Outcome:					
Students will gain awareness about the best literary traditions of the world. By learning how others live and handle their lives, one becomes connected with the world in a way we might not otherwise experience. They will discover that they are part of a huge conglomerate of human thought and emotion. All the great texts that a student of English honors will get chance to study will expand their range of experience. They can gain courage and strength by living vicariously through well-developed characters. Through reading students will have an awareness for varies perspectives. This will also expand their range of experience and in the process they will learn to be more empathetic toward the plights of other					
Student Learning Outcomes (SLO):					
To enable the students:					
Students gain an understanding of the relations between culture, history and texts. They learn to use texts as a gateway to various cultural traditions and interpret them in their historical contexts. How a literary text can appear as an ideal platform to locate dominant and marginalized voices of a society, is an important focus of the under-graduate literature progrmme.					
UNIT-I	Background : Concept of Sahitya; Indian Concept of Translation; Tradition-Modernity; Progressive Writers Movement; Indian Dramatic Traditions; Dalit Aesthetics.	18			
UNIT-II	Poetry: Jibananda Das “BanalataSen”, “Naked Solitary Hand”, “This Earth” MakhdoomMohiuddin “The Heart of Silence”, “Prison”, “Darkness” GajananMadhavMuktibodh “The Orang-Outang”, “The Void Within”, “A Single Shooting Star”	20			
UNIT-III	Fiction: U R AnanthamurthySamskara: A Rite For A Dead Man Mahasweta Devi Mother of 1084 BamaKarukku	14			
UNIT-IV	Drama Rabindranath Tagore Chandalika Vijay Tendulkar Silence! The Court is in Session GirishKarnadHayavadana	20			
UNIT-V	NamdeoDhasal “The Day She Was Gone”, “New Delhi, 1985”, “On the way to the dargah”	18			
Reference Books					

- Devy, GN. After Amnesia: Tradition and Change in Indian Literary Criticism. Bombay: Orient Longman, 1992. ---. Ed. Indian Literary Criticism: Theory and Interpretation. Hyderabad: Orient Longman, 2002. Kapoor, Kapil. Literary Theory: Indian Conceptual Framework. New Delhi: West Press, 1998.
- Limbale, Sharankumar. Towards an Aesthetic of Dalit Literature. Hyderabad: Orient Longman, 2004. Mukherjee, Sujit. A Dictionary of Indian Literature. Vol I (Beginnings to 1850). Hyderabad: ---.
- Orient Longman, 1998. ---. Towards a Literary History of India. Simla : Indian Institute of Advanced Study, 1975. ---. Translation as Discovery. 1981. Hyderabad: Orient Longman, 1994. ---.
- Translation as Recovery. New Delhi: Pencraft, 2004. Paniker, Ayyappa. Indian Narratology. New Delhi: Indira Gandhi Centre for the Arts, 2003. Radhakrishnan, S.
- The Hindu View of Life. 1926. New Delhi: Harper Collins, 2014. Rege, Sharmila.
- Writing Caste, Writing Gender: Reading Dalit Women's Testimonios. New Delhi: Zuban, 2006. Satchidanandan, K, ed. Signatures:
- One Hundred Indian Poets. Rev ed. New Delhi: National Book Trust, 2003. Vatsyayan, SH.
- A Sense of Time: An Exploration of Time in Theory, Experience and Art. New Delhi: OUP, 1981.

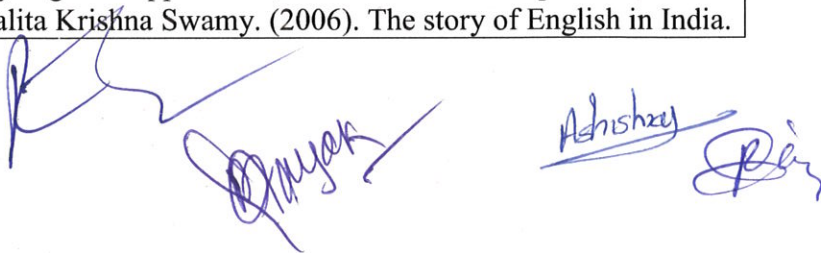





Course code	Elective (English Language Teaching: History, Approaches and Methods) Paper-IV	L	T	P	C
MENGL20Y106		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
Develop their intellectual, personal and professional abilities.					
2 - Acquire basic language skills (listening, speaking, reading and writing) in order to Communication with speakers of English language.					
3 - Acquire the linguistic competence necessarily required in various life situations.					
4 - Acquire the linguistic competence required in different professions.					
5 - Develop their awareness of the importance of English as a means of international Communication.					
6 - Develop positive attitudes towards learning English.					
7 - Develop the linguistic competence that enables them to be aware of the cultural, economical and Social issues of their society in order to contribute in giving solution.					
8 - Develop the linguistic competence that enables them, in the future, to present and explain the Islamic concepts and issues and participate in spreading Islam.					
9 - Develop the linguistic competence that enables them, in the future, to present the culture and Civilization of their nation.					
10 -Benefit from English-speaking nations, in order to enhance the concepts of international Cooperation that develop understanding and respect of cultural differences among nations.					
Course Outcome:					
familiarity with and practice in the four modes of literacy: writing, speaking , reading & listening; critical thinking as it pertains to using these tools for effective communication in an academic setting; and. information-seeking skills and strategies necessary to conduct college-level research.					
Student Learning Outcomes (SLO):					
To enable the students:					
<ul style="list-style-type: none"> • Students will heighten their awareness of correct usage of English grammar in writing and speaking • Students will improve their speaking ability in English both in terms of fluency and comprehensibility • Students will give oral presentations and receive feedback on their performance • Students will increase their reading speed and comprehension of academic articles • Students will improve their reading fluency skills through extensive reading • Students will enlarge their vocabulary by keeping a vocabulary journal • Students will strengthen their ability to write academic papers, essays and summaries using the process approach. 					
UNIT-I	History of English Language Teaching in India: Some Important Pre-Independence Landmarks: Macaulay's Minute-a critique; Woods Despatch (1854); Indian Education Commission (1882); Indian Universities Commission (1902) b) Landmarks in English Education in India after Independence: Radhakrishnan Commission (University Education Commission, 1948); Kothari Commission -Three Language Formula (1964-66), Curriculum Development Commission, AcharyaRamamurti Commission (1990); The National Knowledge Commission Report (2006- 10) c) Teaching English as a second language: Role of English in India; Objectives of Teaching English as a Second Language in India	18			

UNIT-II	Behaviorism and its Implications for ELT: Pavlov's Classical Conditioning, Thorndike's Connectionism, Skinner's Operant conditioning b) Cognitivist and its Implications for ELT: Gestalt Theory; Chomsky's Cognitive Theory-Competence vs Performance; Dell Hymes' Communicative Competence c) Language Acquisition Process: Differences between First Language Acquisition and Second Language Learning	20
UNIT-III	Approaches and Methods: Grammar Translation method, Direct Method, Reading Method, Audio-Lingual Method, Bilingual Method, Eclectic Method b) Communicative Language Teaching (CLT), Task Based Learning and Teaching c) Humanistic Approaches: Community Language Learning, Suggestopedia	14
UNIT-IV	Teaching LSRW and their Sub-skills b) Curriculum and Syllabus: Components, Needs Analysis, Goals and Objectives; Course Evaluation c) Types of Syllabi: Structural Syllabus, Notional - Functional Syllabus, Task-based Syllabus	20
UNIT-V	Language Testing: Definition and Types of Language Testing b) Characteristic Features of an Effective Test: Validity, Reliability, Feasibility c) Testing Language Skills: Listening, Speaking, Reading, Writing, Vocabulary, Grammar	18

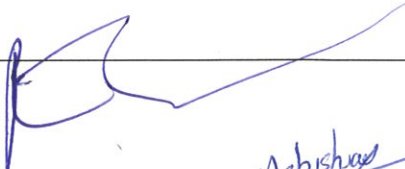



Reference /Text Books

- Aggarwal, J.C. (2010). Landmarks in the history of modern Indian education. New Delhi: Vikas Pub.
- Agnihotri.R.K., &Khanna, A.L. (1995).English language teaching in India: Issues and innovations. New Delhi: Sage Publications.
- Allen, H. B., & Campbell. (1972). Teaching English as a second language. New Delhi: McGraw-Hill.
- Ghosh, R. N. (1977). Introduction to English language teaching: Methods at the college level (Vol.3). Hyderabad: CIEFL.
- Heaton, J. B. (1975). Writing English language tests. London: Longman.
- Hughes, A. (2003). Testing for language teachers. Cambridge: Cambridge University Press.
- Krishnaswamy, N. (2005). Teaching English: Approaches, methods and techniques. India: Macmillan.
- Krishnaswamy, N., &Lalita Krishna Swamy. (2006). The story of English in India.



Course code	Research Methodology/Project Work	L	T	P	C
MENGL20Y107		4	0	6	10
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
The primary objective of this course is to develop a research orientation among the scholars and to acquaint them with fundamentals of research methods. Specifically, the course aims at introducing them to the basic concepts used in research and to scientific social research methods and their approach. It includes discussions on sampling techniques, research designs and techniques of analysis.					
Course Outcome:					
<ul style="list-style-type: none"> At the end of this course, the students should be able to: understand some basic concepts of research and its methodologies Identify appropriate research topics Select and define appropriate research problem and parameters Prepare a project proposal (to undertake a project) Organize and conduct research (advanced project) in a more appropriate manner write a research report and thesis write a research proposal (grants) 					
Student Learning Outcomes (SLO):					
By the end of the subject students should be able to:					
<ul style="list-style-type: none"> Demonstrate the ability to choose methods appropriate to research aims and objectives Understand the limitations of particular research methods Develop skills in qualitative and quantitative data analysis and presentation Develop advanced critical thinking skills Demonstrate enhanced writing skills 					
UNIT-I	An Introduction to Research: Meaning, Process, Defining, Research Problem: Selection, Understanding, Necessity of defined problem, Research Design , need and types of Research Design 2 Sampling Design: Steps of Sampling design, Characteristics of good Sampling Design, Different types of Sampling Design	18			
UNIT-II	Measurement and Scaling Technique: Tools of Sound Measurement, Techniques Of Developing Measurement Tools, Scaling meaning and Important Scaling Techniques 4 Data Collection: Primary (Interview, Observation and Questionnaire and Collection of Secondary Data	20			
UNIT-III	Data Analysis-1: Measure for Central Tendency, Dispersion 6 Data Analysis-2: Correlation And Regression Analysis , Time series and index number 7 Hypothesis Testing: Hypothesis Definition and Formulation, t test , z test , ANOVA	14			
UNIT-IV	Multivariate Analysis-1: Classification, Important Methods of Factor analysis, factor analysis , rotation in Factor Analysis, overview of cluster analysis	20			
UNIT-V	Multivariate Analysis-2: Discriminant analysis, multi-dimensional scaling, conjointanalysis10 Report Writing: Technique and Precaution of Interpretation, Significance of Report Writing, Layout and Types of Report	18			
Text Books/Reference Books					

- Allison, B. The Students' Guide to Preparing Dissertations and Theses. London: Kogan Page, 1997. Print.
- Altick, Richard D. and John J. Fenstermaker. The Art of Literary Research. th ed. Neworton, 1993. Print.
- Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 7th ed. New Delhi: East-West Press, 2009
- Kothari, C.R. Research Methodology: Methods and Techniques. New Delhi: New Age International Ltd, 1985.
- Rahim, F. Abdul. Thesis Writing: A Manual for Researchers. New Delhi: New Age International Pvt Ltd, 1996.
- M.L.A. Handbook of Research.

Course code	Subjective Presentation and Viva –Voce, paper-VI	L	T	P	C
MENGL20Y108		0	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives:					
A subjective point of view is something based on one's opinions, perspectives, beliefs, discoveries, desires, and feelings. It has no concern with right or wrong, other than the person's opinion of what is right and wrong. Likewise, subjective writing or point of view is based on the writer's own observation and experience. It focuses on the writer's personal point of view and not built on facts that others see or things others go through.					
Course Outcome:					
<ul style="list-style-type: none"> • To expose students to the field of their professional interest • To give an opportunity to get a practical experience of the field of their interest • To strengthen the curriculum based on internship-feedback where relevant • To help student choose their career through practical experience 					
Student Learning Outcomes (SLO):					
<ul style="list-style-type: none"> • By the end of the subject students should be able to: • Use the four skills of language i.e. Reading, Writing, Speaking, Listening • Develop the understanding of Research. • Develop the understanding of various genres of Literature. 					

Abhishek

Prakash

[Signature]