

# Eklavya University

## M.A. English Literature

(Master of Arts)

FINAL

Curriculum

*(2020-2021 admitted students)*

# EKLAVYA UNIVERSITY, DAMOH (M.P.)

Scheme of Examination M.A. English Lit. Final Year

/For batch admitted in Academic Session 2020-21/

Subject wise distribution of marks and corresponding credits

S.No.	Subject Code	Subject Name	Maximum Marks Allotted					Total Marks	Contact Periods Per week			Total Credits	
			Final Yearly	Half Yearly	Quiz/ Assignment	Attendance	End Exam		Practical Slot	L	T		P
1	MENGL20Y201	Literary Criticism and Theories- Paper-VII	60	30	5	5	-	100	6	0	0	6	
2	MENGL20Y202	Indian Writings in English, Paper - VIII	60	30	5	5	-	100	6	0	0	6	
3	MENGL20Y203	Indian Writings In Literature- Paper-IX	60	30	5	5	-	100	6	0	0	6	
4	MENGL20Y204	Linguistics and Stylistics (Elective)- Paper- X	60	30	5	5	-	100	6	0	0	6	
5	MENGL20Y205	Translation Studies (Elective)- Paper-X	-	-	-	-	-	-	-	-	-	-	
6	MENGL20Y206	Women's Writing (Elective) Paper-X	-	-	-	-	-	-	-	-	-	-	
7	MENGL20Y207	Dissertation and Project Work, Paper- XI	-	-	-	-	60	100	10	0	0	10	
8	MENGL20Y208	Subjective Presentation & Comprehensive Viva, Paper - XII	-	-	-	-	60	100	6	0	0	6	
		<b>Total</b>	<b>240</b>	<b>120</b>	<b>20</b>	<b>20</b>	<b>80</b>	<b>600</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>40</b>	

Induction programme of three weeks (MC): Physical activity, Creative Arts, Universal Human Values, Literary, Proficiency Modules, Lectures by Eminent People, Visits to local Areas, Familiarization to Dept./Branch & Innovations.

Course code	(Literary Criticism and Theories) Paper-VII	L	T	P	C
MENGL20Y201		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives:</b>					
Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.					
<b>Course Outcome:</b>					
The critic's specific purpose may be to make value judgments on a work, to explain his or her interpretation of the work, or to provide other readers with relevant historical or biographical information. The critic's general purpose, in most cases, is to enrich the reader's understanding of the literary work					
<b>Student Learning Outcomes (SLO):</b>					
<b>To enable the students:</b>					
<ul style="list-style-type: none"> <li>• Articulate and discuss the latest developments in the specific field of practice;</li> <li>• Use the techniques, skills, and modern technology necessary for the practice of the profession;</li> <li>• Apply knowledge of contemporary issues and principles of ethics relevant to professional practice;</li> <li>• Demonstrate a service orientation in one's profession;</li> <li>• Function effectively as an individual, and as a member or leader in diverse teams and in multidisciplinary settings;;</li> <li>• Communicate effectively in oral and in written English; and</li> <li>• Recognize the need for, and prepare to engage in lifelong learning.</li> </ul>					
UNIT-I	1. Aristotle's Poetics 2 Stanley Fish . 3 Jaques Derrida				18
UNIT-II	1. Lionel Trilling 2.JaquesLacan 3 Mikhail Bakhtin				20
UNIT-III	1.Edward Said and Orientalism 2Gynocriticism and Feminist Criticism				14
UNIT-IV	Elaine Showalter Four models of Feminism.				20
UNIT-V	Umberto's Eco's Casablanca: Cult Movies and inter-textual Collage. Edward Said "Introduction" (from Orientalism) Elaine Showalter "Feminist Criticism in Wilderness" (from The New Feminist Criticism) Henry Louis Gates Jr. "Editor's Introduction: Writing 'Race' and the Difference It Makes				18

### Text books/Reference Books

- Ahmad, Aijaz. In Theory: Classes, Nations, Literatures. New Delhi: Oxford UP, 1993.
- Adorno, Theodor and Max Horkheimer. Dialectic of Enlightenment. London: Verso, 1986.
- Belsey, Catherine. Critical Practice. London:
- Methuen, 1980. Eagleton, Terry. Literary Theory: an Introduction. Oxford: Blackwell, 1983.
- Fish, Stanley. Is There a Text in This Class? Cambridge: Harvard University Press, 1980.
- Foucault, Michel. The Order of Things: An Archaeology of Human Sciences. New York:
- Pantheon, 1970. Jameson, Fredric. Marxism and Form. New Jersey: Princeton University Press, 1971.
- Leitch, Vincent B, ed. The Norton Anthology of Theory and Criticism. New York: Norton, 2001.
- Lodge, David and Nigel Wood, eds. Modern Criticism and Theory: A Reader. London: Pearson, 2000. Richards, IA. Principles of Literary Criticism. London: Routledge, 2003.
- Said, Edward. The World, the Text, and the Critic. Cambridge: Harvard University Press, 1983.
- Seldan, Raman and Peter Widdowson. A Reader's Guide to Contemporary Literary Theory. London: Longman, 2005. Sturrock, John. Structuralism and Since: from Levi Strauss to Derrida. Oxford: OUP, 1979. Warren, Austen and Rene Wellek. Theory of Literature. New York: Harcourt, 1956. Waugh, Patricia. Literary Theory: An Oxford Guide. Oxford: Oxford UP, 2006. ---, and Philip Rice, eds. Modern Literary Theory: A Reader. London: Arnold, 2001.

Course code	(PROSE) Paper-VIII			L	T	P	C
MENGL20Y202				6	0	0	6
Pre-requisite	Nil			Syllabus version			
				100 Marks			
<b>Course Objectives:</b>							
The main aim of teaching prose is to develop the language ability of the students. It is the intensive study of a language. The language ability helps the learners to use English language without any problem.							
<b>Course Outcome:</b>							
This course deals with the Origin and Development of the English Essay, it also introduces various topics like Utopia; Translation of the Bible; Allegory; Satire with appropriate writers and their contribution. Prose enables the students recognize and discuss selected literary texts from Renaissance to the present literary texts in terms of genre and the canon.							
<b>Student Learning Outcomes (SLO):</b>							
<b>To enable the students:</b>							
The learner will be able to understand a literary text in different contexts, and the learner will be aware of socio-political and economic conditions of the society from different periods. Student also would learn to write precisely with brevity.							
UNIT-I	Development of Prose writing through the literary Ages 2 Francis Bacon-Of Studies: Introduction, Detailed study and Critical Analysis Francis Bacon-Of Truth: Detailed Study, Critical Analysis 3 Charles Lamb-Dream children: Detailed Study, Critical Analysis. Charles Lamb -A Bachelors Complaint On The Behavior Of Married: Introduction and Detailed Study Charles Lamb -A Bachelors Complaint On The Behavior Of Married: Critical Appreciation.						18
UNIT-II	Addison-Pleasures Of Imagination: Introduction, Detailed Study and Critical Appreciation 5 Steele-On The Death Of Friend: Introduction, Detailed Study and Critical Appreciation.						20
UNIT-III	Hazlitt—On Genius And Common Sense: Introduction, Detailed Study, Critical appreciation. Hazlitt—On the Importance of the Learned: Introduction and Detailed Study, Critical appreciation cum analysis 7 David Hume—Of Essay Writing: Introduction and Detailed Study, Critical appreciation cum analysis.						14
UNIT-IV	Harriet Martineau—On Marriage: Introduction and Detailed Study, Critical appreciation cum analysis. Harriet Martineau—On Women: Introduction and Detailed Study, Critical appreciation cum analysis						20
UNIT-V	Swift—Hints Towards An Essay On Conversation: Introduction and Detailed Study, Critical appreciation cum analysis. Swift-Thoughts on various subjects: Introduction and Detailed Study, Critical appreciation cum analysis Eliot-Tradition And Individual Talent: Introduction and Detailed Study, Critical appreciation cum analysis. G.K. Chesterton- On Lying In Bed: Introduction and						18

### Text Books/Reference Books

- Bacon-Of Studies of Truth
- Charles Lamb- Dream Children
- A Bachelors Complaint on the Behavior of Married
- Steele-On the Death of Friend
- Hazlitt—On Genius and Common Sense
- Hazlitt - On the Ignorance of the Learned
- David Hume—Of Essay Writing
- Harriet Martineau—On Marriage ,Women
- Swift—Hints Towards an Essay on Conversation
- Thoughts on Various Subjects
- Eliot-Tradition and Individual Talent
- G.K. Chesterton- on Lying in Bed
- Addison-Pleasures of Imagination

Course code	(Indian Writings In Literature) Paper-IX	L	T	P	C
MENGL20Y203		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives:</b>					
This Course introduces nineteenth Century Reform Movements in India; the Indian National Movement; Rise of the Indian Novel; Caste-Class; The New Indian Woman. It also offers a detail study of History of Indian English Literature, and the Themes and Techniques of the Indian Novel in English, and the reflections of Realism and Reality: The Novel and Society in India.					
<b>Course Outcome:</b>					
Awareness towards the problems of interpreting Indian Culture via the English Language and acquaintance with the work of significant Indian writers of Poetry, Prose Fiction and Drama.					
<b>Student Learning Outcomes (SLO):</b>					
<b>To enable the students:</b>					
It make the students aware of social, political, and cultural issues reflected in Indian writing in English, with reference to Indian social reformations, freedom struggle, women education and empowerment in nineteenth century. Student would appreciate the artistic and innovative use of language employed by the writers to instill the values and develop human concern in students through exposure to literary texts.					
UNIT-I	.Amitav Ghosh- The Shadow Lines-Introduction, Detailed study of Part I, II & III Amitav Ghosh- The Shadow Lines-Theme of Nationality, Character of Tridib and grandmother, Narrative techniques				18
UNIT-II	.RupaBajwa- The Sari Shop- Introduction to text, Detailed study of text RupaBajwa- The Sari Shop-Concept of feminism, Psychological study RupaBajwa- The Sari Shop-Theme, Character and Plot construction				20
UNIT-III	Arvind Adiga- The White Tiger- Introduction, Plot-Detailed study ArvindAdiga- TheWhiteTiger-Theme,Characterisation,CriticalAppreciation				14
UNIT-IV	Prem Chand-Godan- Introduction, Detailed study, Plot construction GirishKarnad-Nagamandala-Introduction,Detailedstudy,Plotconstruction,Theme				20
UNIT-V	Mahesh Dattani- Final Solutions- Introduction, Detailed Study, Plot and character, Theme				18

## Text Books/Reference Books

- Amitav Ghosh: Shadow Lines Delhi: Ravi Dayal, 1988
- Rupa Bajwa: Sari Shop New Delhi: Penguin, 2004
- Arvind Adiga: The White Tiger Harper Collins, 2008
- Mahesh Dattani: Final Solution Madras: Manas, 1994
- Girish Karnad: Nag-Mandal New Delhi: OUP, 1995
- Prem Chand: Godan
- Mehrotra, A.K. An illustrated History of Indian literature in English. New Delhi Weightages in percentage CA ETE (TH) 20 80 16 Permanent Black, 2003
- Tabish Khair, Babu Fictions. London: OUP 2001
- Bruce King, Modern Indian Poetry in English. Bombay: OUP, 1992.
- M. K. Naik, A History of Indian English Literature. Sahitya Akademi, 1989.
- K. R. S. Iyengar, Indian Writing in English. Bombay: Asia Publishing House, 2000.
- M. K. Naik and Mokashi-Punekar Perspectives on Indian Drama in English. New Delhi Prestige Books, 1994.
- Jain Jasbir (ed.), Writers of the Indian Diaspora, Jaipur : Rawat Publication, 1998.
- Viney Kirpal - The Post Modern Indian English Novel. Mumbai: Allied Publishers 1996.
- Chaudhary Asha Kuthar Mahesh Dattani. New Delhi : Foundation Books, 2005
- Ahmed, Aijaz. In Theory: Classes, Nation, Literature. New Delhi: OUP, 1992.
- G.R. Taneja and R.K. Dhawan (ed) Recent Indian Fiction. New Delhi : Creative Books, 1997
- Indian Fiction of the Nineties, New Delhi Creative Books, 1997. Jasbir Jain and
- Avadhesh Kumar Singh. Ed. Indian Feminisms. New Delhi : Creative Books, 2001.
- T. S. Anand. Ed Humanism in Indian English Fiction. New Delhi : Creative Books, 2005



Course code	Elective (LINGUISTICS AND STYLISTICS) Paper-X	L	T	P	C
MENGL20Y204		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives:</b>					
<p>It is designed to raise our estimation of the mastery of language and of the only species that masters it. Like Linguistics, Linguistics explores both the mysteries of language today and the question of how languages arise over the centuries. It is a course about the human mind and how the human mind uses language and passes it on to later generations. The course not only assists in understanding human language as a crucial divide between humans and other species, it provides an important concepts for learning a second language either here or later in life. Most importantly, however, it allows you to peek at some of the magic being constantly performed inside our mouths and between our ears, without our even knowing it.</p>					
<b>Course Outcome:</b>					
<p>Prepare the students for the challenge of becoming experts in language and languages, with a rigorous and functionalist approach, who contribute to the significant issues and challenges relating to the application of linguistic analysis to other fields (lexicography, translation, learning and teaching languages, etc.).</p> <p>The aim of the Master in Linguistics is to provide in-depth training in general and applied linguistics, in the students' mother tongue and/or one or two foreign languages, opening the way for students to go into research or to work in an allied field of written or oral communication in every sense (terminology, dictionaries, readability of texts, etc.).</p>					
<b>Student Learning Outcomes (SLO):</b>					
<b>To enable the students:</b>					
<ul style="list-style-type: none"> <li>• Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors.</li> <li>• Demonstrate understanding of the concepts, theories, and methodologies used by linguists in qualitative and quantitative analyses of linguistic structure, and patterns of language use.</li> <li>• Demonstrate understanding of processes of language change and variation, the role of language in reflecting and constructing social identities, and the distinctive properties of human language. Are able to collect, organize and analyze linguistic data from diverse languages, to form hypotheses about language structure/use and to test those hypotheses against new data.</li> <li>• Acquire the technical vocabulary and theoretical tools of the field, necessary to read published linguistic research.</li> <li>• Can synthesize research findings and construct a readable, well supported research report.</li> <li>• Are ready for significant scholarly participation in the field of linguistics.</li> </ul>					
UNIT-I	Introduction to Linguistics: Its Aspects, Linguistics: Branches and Tools, Brief History of the Growth of Modern Linguistics: Bloomfield and Chomsky 2 Phonetics: Speech Mechanism, Places and Manners of Articulation; Classification of Speech Sounds: Vowels, Consonants- General Introduction				18
UNIT-II	Consonants and its Phonetic Transcription, Vowels and its Phonetic Transcription, Diphthongs and its Phonetic Transcription 4 Clusters and Syllables, Phoneme: Detailed Study, Allophones: Allophonic variation in English Speech: Difference between Monophthong and Diphthong Glides; Transcription of English Speech Sounds: From words to sentences, Syllables : Monosyllabic, Bi- syllabic and stress in English				20

UNIT-III	Branches in Linguistics: Socio-Linguistics, Psycho-Linguistics, Educational Linguistics 6 Varieties of English Cardinal Vowel System, Connected English Speech Accent, Rhythm, Discourse, Difference in R.P. and Indian English 7 Morphology: Morph, Morpheme, Allomorph; Morphological Analysis (Identification of Morphemes and Allomorphs)	14
UNIT-IV	Word Formation: Process, Rules, Derivation and Inflection; Transformational Rules: Application-Tree Diagrams 9 Affixes: Prefixes, Suffixes, Infixes and Circumfixes; Grammar Traditional to Transformational; Transformational Generative Grammar; Transformational and Phrase Structure Rules	20
UNIT-V	Language Teaching Analysis, Contrastive Analysis, Error Analysis: Semantic Meaning Types: Lexical, Contextual and other Semantic Practice; Synonymy, Antonymy, Polysemy, Homophony and Ambiguity	18

### Text Books/Reference Books

- Roach, Peter: English Phonetics and Phonology; Cambridge University Press, 2000
- William o' Grady, John Archibald, Mark Aronoff et.al. Contemporary linguistics: An introduction, 5th ed. 2005.
- Verma, S.K., V, N. Krishnaswamy. Modern Linguistics: An Introduction
- Richards, Jack C., Theodore S. Rodgers. Approaches and Methods in Language Teaching
- Cambridge University Press, 2nd ed. 2001
- David Crystal: Encyclopedia of Language and Linguistics, CUP, 1980.
- An Introduction to Linguistics, John Lyon
- Jones, Daniel, English Pronouncing Dictionary, latest edition
- Crystal, David, The Cambridge Encyclopedia of the English Language, 2nd ed.
- William o' Grady, John Archibald, Mark Aronoff et.al. Contemporary Linguistics :An Introduction, 5th ed. 2005.
- Andrew Radford, Martin Atkinson Linguistics
- Crystal, David, The Cambridge Encyclopedia of the English Language, 2nd ed.
- Peter Roach: English phonetics and phonology. Cambridge University Press.
- Christophersen, P. An English Phonetics Course, London, Longman.
- Encyclopedia Of Linguistic Science Edited By V Prakasam, Allied Pub., New Delhi.
- Stageberg, Norman C. An Introductory English Grammar 2nd ed 1971
- Harris, Roy trans. Course in General Linguistics Ferdinand de Saussure, Duckworth, London. 1983

Course code	Elective (Translation Studies) Paper-X			L	T	P	C
MENGL20Y205				6	0	0	6
Pre-requisite	Nil			Syllabus version			
				100 Marks			
<b>Course Objectives:</b>							
Developing students' abilities to assimilate meaning fast and comprehend maximum number of sentences in natural contexts. Training students on listening to audio-taped material in various natural settings such as interviews and conversations. Developing students' ability to infer implied information. Familiarizing students with the ways native speakers pronounce and enunciate different language units							
<b>Course Outcome:</b>							
To take notes-short and fast- on specific information; Infer the main theme and other ideas in the texts studies; Be familiar with the ways native speakers pronounce and enunciate different language units; Be able to understand the meaning of whole essays and extended texts in audio and video material.							
<b>Student Learning Outcomes (SLO):</b>							
<ul style="list-style-type: none"> <li>Understanding the phonological, morphological, syntactic, and semantic structures</li> <li>Knowing how these structure interact with each other</li> <li>Knowing how first and second languages are acquired 4.</li> <li>Knowing and understanding how language and society interact</li> <li>Knowing how language and the brain relate to each other</li> <li>Understanding the similarities and differences between animal language and human language</li> </ul>							
UNIT-I	What is Translation? Definition , History , Source language and target language □ Recreation/Transcreation/ Interpretation, Purpose and importance of translation			18			
UNIT-II	.Specialized types of translation , Administrative translation , Commercial Translation, General Translation , Legal translation , Literary translation			20			
UNIT-III	Tools of Translation A. Cognitive , Command over source and target language , Language and society B. Non- Cognitive , Dictionaries/ encyclopedia/ indices/ machine etc			14			
UNIT-IV	Problems of Translation A. General Problems: Incompetence , Ambiguity Cultural gap , Structural difference			20			
UNIT-V	B. Language Specific problems: Idioms , Contextual meaning			18			

#### Text Books/Reference Books

- Angelelli, Claudia and Baer, James Brian (eds). 2016. Researching Translation and Interpreting. London: Routledge.
- Baker, Mona, and Gabriela Saldanha (eds). 2009. Routledge Encyclopedia of Translation Studies. Second edition. London: Routledge.
- Bermann, Sandra, and Catherine Porter (eds). 2014. A Companion to Translation Studies. Malden/Oxford: Wiley Blackwell. Oxford: Oxford University Press.

Course code	Elective (Women's Writing) Paper-X				L	T	P	C
MENGL20Y206					6	0	0	6
Pre-requisite	Nil	Syllabus version			100 marks			
<b>Course Objectives:</b>								
To acquaint the students with the complex and multifaceted literature by women of the world. 2. To enable the student to know the diversity of women's experiences and their varied cultural moorings 3. To understand different forms of literature: poetry, fiction, short fiction and critical writings. 4. To understand women's literary history, women's studies and feminist criticism.								
<b>Course Outcome:</b>								
On successful completion of the course students will be able to:								
<ul style="list-style-type: none"> <li>• Interpret literary works by women at an advanced undergraduate level;</li> <li>• Explain and participate in critical and theoretical debates surrounding women's writing at advanced undergraduate level;</li> <li>• Explain cultural, intercultural, and trans historical concerns relating to women's writing;</li> <li>• Locate and compile selections from primary and secondary sources relevant to women authors.</li> </ul>								
<b>Student Learning Outcomes (SLO):</b>								
<ul style="list-style-type: none"> <li>• Students would have understood the gender equality and women's rights.</li> <li>• Students would have understood the revolutionary changes occurred due to women empowerment.</li> <li>• Students would have been aware of the negative impact of female feticide and woman exploitation in the society.</li> <li>• Students would have sharpened their knowledge comprehending the role of woman for the betterment of society.</li> </ul>								
UNIT-I	Background Sex and Gender; Women's Liberation Movement; Feminisms; Women and the Canon; Gynocriticism						18	
UNIT-II	<b>Poetry:</b> Aemilia Lanyer "Eve's Apology in Defense of Women" Sylvia Plath "Lady Lazarus", "The Applicant", "Daddy" Grace Nichols "Waterpot", "A Praise Song for Mother", "The Fat Black Woman Goes Shopping" Luci Tapahonso "Blue Horses Rush In", "Leda and the Cowboy", "Raisin Eyes						20	
UNIT-III	<b>Fiction:</b> Jean Rhys Wide Sargasso Sea Toni Morrison The Bluest Eye Chimamanda Adichie Americanah.						14	
UNIT-IV	<b>Prose:</b> Mary Wollstonecraft Vindication of the Rights of Women (Introduction and Chapter 2) Adrienne Rich "When We Dead Awaken: Writing as Re-Vision" Suniti Namjoshi From Feminist Fables 1. From the Panchatantra 2. The Little Princess 3. The Gods 4. Perseus and Andromeda 5. Case History 6. The Runner						20	
UNIT-V	<b>Drama:</b> Aphra Behn: The Rover Susan Glaspell: Trifles						18	

## Text Books/Reference Books

- Beauvoir, Simone De. *The Second Sex*. New York: Vintage, 1974.
- Christian, Barbara. *Black Feminist Criticism*. New York: Pergamon Press, 1985.
- Friedan, Betty. *The Feminine Mystique*. New York: Dell, 1983.
- Gilbert, Sandra M. and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. New Haven: Yale UP, 1979.
- Elizabeth Kowalski Wallace, ed. *Encyclopedia of Feminist Literary Theory*. New York: Garland, 1997.
- Jain, Jasbir. *Indigenous Roots of Feminism: Culture, Subjectivity and Agency*. New Delhi: Sage, 2011. Lerner, Gerda. *The Creation of Patriarchy*. New York: OUP, 1986.
- Millet, Kate. *Sexual Politics*. Garden City, New York: Doubleday, 1970.
- Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. London: Duke University Press, 2003. Showalter, Elaine. *A Literature of Their Own: From Charlotte Brontë to Doris Lessing*. Rev. and expanded ed. London: Virago, 1999
- Wolf, Naomi. *The Beauty Myth: How Images of Beauty are Used Against Women*. London: Vintage, 1990.

Course code	Dissertation and Project Work- Paper-XI	L	T	P	C
MENGL20Y207		10	0	0	10
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives:</b>					
<p>Dissertations and research projects are an opportunity to focus on particular question, and plan and undertake your own research to explore it further. Many students really enjoy being an independent researcher and becoming the expert on their work. The format varies depending on the disciplinary context, subject area, your research questions and the project. You may be reviewing the literature, analysing a novel, developing and testing a new method or doing a work-based project.</p>					
<b>Course Outcome:</b>					
<ul style="list-style-type: none"> <li>• Students will be able to have the cognitive understanding of the subject.</li> <li>• Being the independent piece of work, you will qualitatively understand the pragmatic concepts of the language and literature.</li> <li>• This is to allow you to do sufficient in-depth analysis and discussion of the topic.</li> </ul>					
<b>Student Learning Outcomes (SLO):</b>					
<ul style="list-style-type: none"> <li>• .Describe a relevant area of career development, career coaching, coaching or work-related learning studies.</li> <li>• Identify research methods.</li> <li>• State research questions.</li> <li>• Identify literature for review.</li> <li>• Critically analyse and evaluate the knowledge and understanding in relation to the agreed area of study.</li> </ul>					

<b>Course code</b>	<b>Subjective presentation &amp; Comprehensive Viva, Paper – XII</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>MENGL20Y208</b>		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite</b>	<b>Nil</b>	<b>Syllabus version</b>			
		<b>100 Marks</b>			

**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:**

- 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):**

- 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.

Note: students will need to prepare a presentation on any one of the taught eight papers during the course.