

INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)
PALLAVARAM - CHENNAI
ACCREDITED BY NAAC WITH 'A' GRADE
Marching Beyond 30 Years Successfully
INSTITUTION WITH UGC 12B STATUS

POSTGRADUATE DEGREE PROGRAMME

M.A. English

Two Years

CURRICULUM & SYLLABUS

REGULATION 2024

Choice Based Credit System (CBCS)

&

Learning Outcomes Based Curriculum Framework (LOCF)

Effective from the Academic Year

2024 -2025

Department of English
School of Languages



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DEPARTMENT OF ENGLISH

VISION OF THE DEPARTMENT
To instill curiosity and to develop creativity among students and to emerge a cynosure of excellence in the field of English studies.

MISSION OF THE DEPARTMENT
The department is committed to up skill students' holistic understanding of life through the lens of literature, and to foster the ability to communicate confidently in their respective domains with integrity.

PROGRAMME EDUCATIONAL OUTCOMES (PEO)	
PEO1	To equip students for diverse employment opportunities across various fields.
PEO2	To instill self-confidence in speech and verbal and written communication.
PEO3	The course curriculum aims to distinguish learners significantly in terms of literary knowledge compared to their counterparts in other universities.
PEO4	To understand and analyze the societal issues through the literary perspective and to provide solutions to enhance the values of society.

PROGRAMME OUTCOMES (PO)	
PO1	Learners become more acquainted with theories and interpretations of various genres of literary work.
PO2	Learners are nurtured to gain confidence to speak confidently.
PO3	Learners are instilled with a multicultural perspective in understanding the world through literary texts.

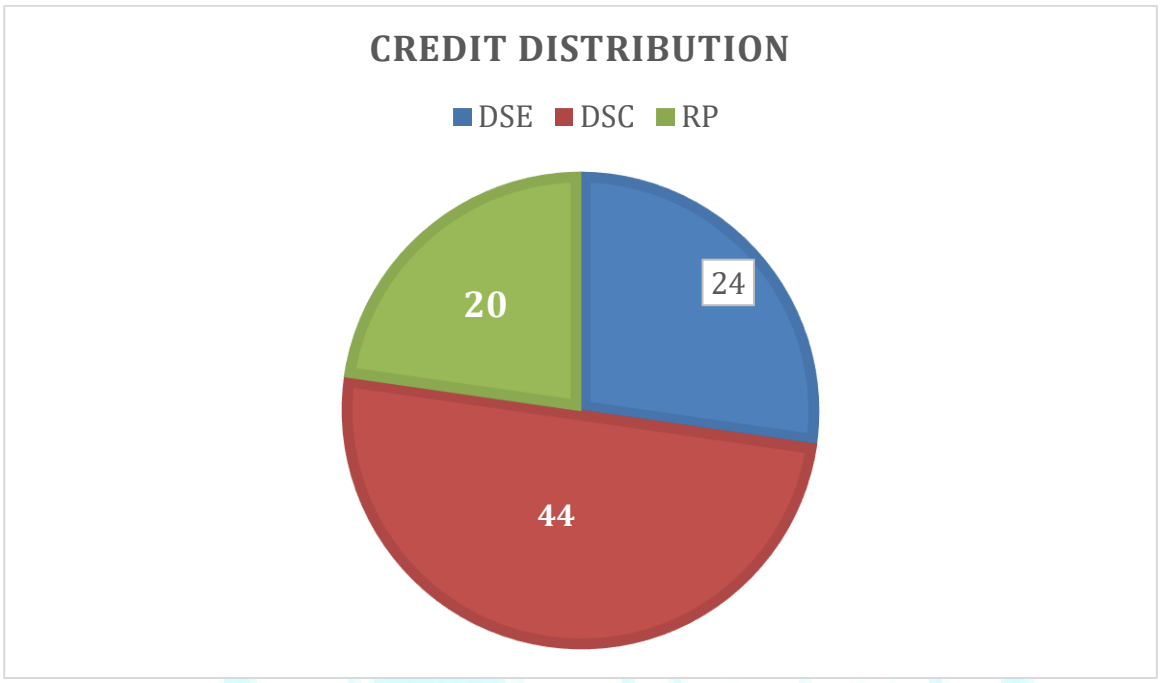
PROGRAMME SPECIFIC OUTCOMES (PSO)	
PSO1	Learners learn to explore real-world experiences through the lens of literature.
PSO2	Learners critically engage with the texts, make multiple levels of inferences and formulate solutions.

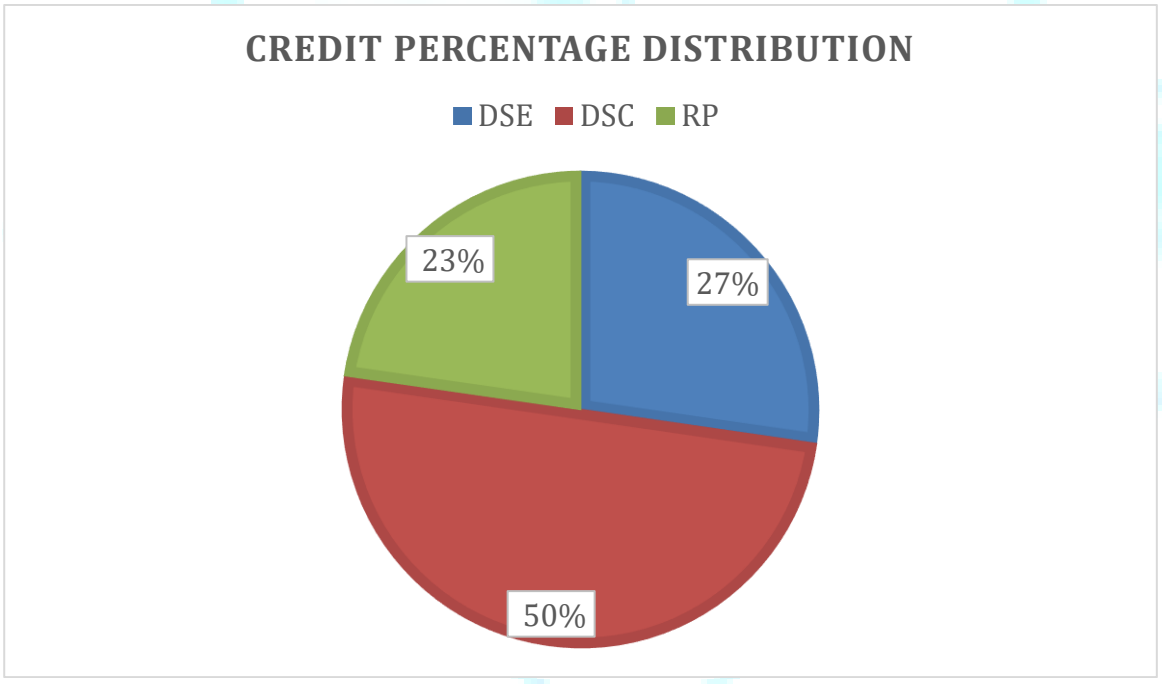
BOARD OF STUDIES

List of Members

Department of English

S. No	Name & Designation	Address	Role
1.	Dr. T. Senthamarai Professor and Head	Department of English, School of Languages, VISTAS, Chennai	Chairperson
2.	Dr. J. Mangaiyarkarasi Associate Professor and Head	Department of English, Ethiraj College, Chennai.	Academic Expert (External Member)
3.	Mrs. Padmaja Shivkumar Regional Manager – Product & Recognition.	Cambridge University Press & Assessment.	Industrial Expert (External Member)
4.	Dr. M. Nagalakshmi Professor	Department of English, School of Languages, VISTAS, Chennai	Internal Member
5.	Dr. V. Jaisre Professor	Department of English, School of Languages, VISTAS, Chennai	Internal Member
6.	Dr. A.A. Jayashree Prabhakar Associate Professor	Department of English, School of Languages, VISTAS, Chennai	Internal Member
7.	Dr. E. Sugantha Ezhil Mary Associate Professor	Department of English, School of Languages, VISTAS, Chennai	Internal Member
8.	Dr. M. Rajalakshmi Assistant Professor	Department of English, School of Languages, VISTAS, Chennai	Internal Member
9.	Dr. P. Suria Thilagam Assistant Professor	Department of English, School of Languages, VISTAS, Chennai	Internal Member
10.	Ms. S. Sheeba Jebamalar Content Writer	Xerago Private Limited, Chennai	Alumnus





ABBREVIATIONS

DSC	Disciplinary Specific Core
DSE	Disciplinary Specific Elective
RP	Research

CURRICULUM STRUCTURE

M.A English

Two Years

Total number of Credits: 88

M.A English (Hons) Minimum Credits to be earned:88										
SEMESTER 1										
			Hours/Week					**Maximum Marks**		
Category	**Code**	**Course**	**L**	**T**	**P**	**O**	**C**	**CIA**	**SEE**	**Total**
DSC	24CMEG11	British Literature - I	4	-	-	2	4	40	60	100
DSC	24CMEG12	British Literature - II	4	-	-	2	4	40	60	100
DSC	24CMEG13	Postcolonial Literature	4	-	-	2	4	40	60	100
DSC	24CMEG14	Green Literature	4	-	-	2	4	40	60	100
DSC	24CMEG15	Discursive Prose	4	-	-	2	4	40	60	100
DSE	24DMEG11	Applied Linguistics and Literary Stylistics	4	-	-	2	4	40	60	100
		Total	24	-	-	-	24	-	-	

CIA - Continuous Internal Assessment **SEE - Semester End Examination**

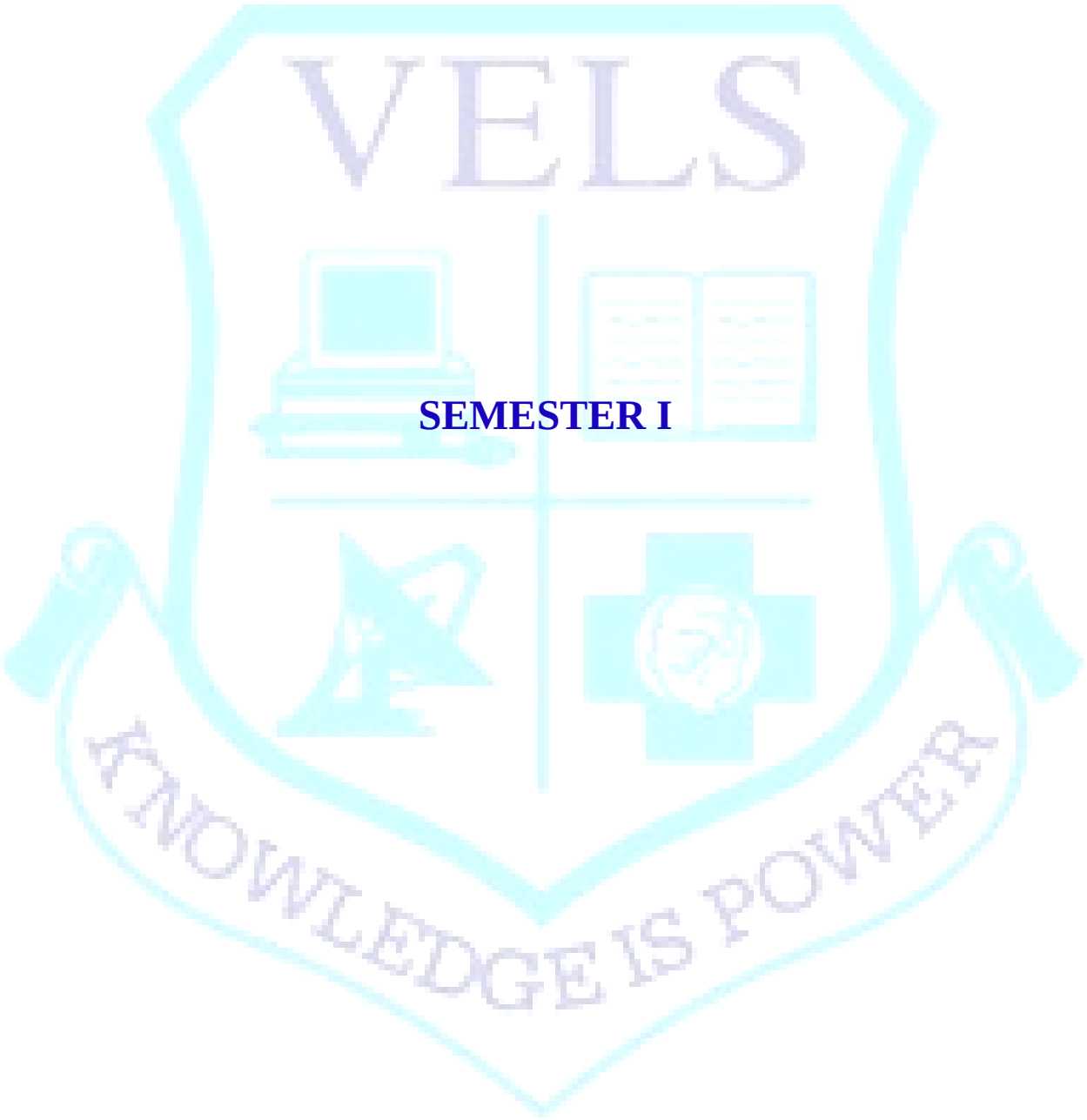
***L – Lecture, *T- Tutorial, *P- Practical, *O - Outside the class effort/self-study,**

C- Credits

SEMESTER 2										
			Hours/Week					**Maximum Marks**		
Category	**Code**	**Course**	**L**	**T**	**P**	**O**	**C**	**CIA**	**SEE**	**Total**
DSC	24CMEG21	British Literature - III	4	-	-	2	4	40	60	100
DSC	24CMEG22	Shakespeare	4	-	-	2	4	40	60	100
DSC	24CMEG23	American Literature	4	-	-	2	4	40	60	100
DSC	24CMEG24	Diasporic Literature	4	-	-	2	4	40	60	100
DSE	24DMEG21	Women's Studies	4	-	-	2	4	40	60	100
DSE	24DMEG22	World Literature in Translation	4	-	-	2	4	40	60	100
		Total	24				24			

SEMESTER 3										
			Hours/Week					Maximum Marks		
Category	Code	Course	L	T	P	O	C	CIA	SEE	Total
DSC	24CMEG31	Literary Criticism &Theories	4	-	-	2	4	40	60	100
DSC	24CMEG32	Advanced Phonetics	4	-	-	2	4	40	60	100
DSC	24CMEG33	Disability Studies	4			2	4	40	60	100
DSE	24DMEG31	English Language Teaching	4	-	-	2	4	40	60	100
DSE	24DMEG32	Lingo-Literary Theories and Film Studies	4	-	-	2	4	40	60	100
		Total	20				20			

SEMESTER 4										
			Hours/Week					Maximum Marks		
Category	Code	Course	L	T	P	O	C	CIA	SEE	Total
DSC	24CMEG41	New Millennium Literature	4				4	40	60	100
DSE	24DMEG41	Research Methodology	4				4	40	60	100
RESEARCH	24RMEG41	Research Project	-	-	-	-	12	40	60	100
			8				20	-	-	-



SEMESTER I

24CMEG11 **BRITISH LITERATURE – I**

L	T	P	C	O
4	0	0	2	4

COURSE OBJECTIVES:

- To explore the development of English poetry from the Age of Chaucer to the Modern Age.
- To examine major poets' thematic and stylistic evolution and their significant works across different literary periods.
- To develop an understanding of the historical, social, and cultural contexts that influenced English literature during these periods.
- To enhance critical thinking and interpretative skills through close reading and analysis of selected poetic texts.
- To foster an appreciation for the diversity and richness of English literary heritage.

UNIT -I -AGE OF CHAUCER TO PURITAN AGE **12**

Chaucer – Prologue to the Canterbury Tales, Spenser –Epithalamion, John Donne- A Valediction Forbidding Mourning, Andrew Marvel- To His Coy Mistress

UNIT – II -NEO-CLASSICAL TO PRE-ROMANTIC AGE **12**

John Milton- Paradise Lost – Book IX, Dryden-Absalom and Achitophel, Collins - Ode to Evening, William Blake - The Lamb, TheTyger

UNIT – III-ROMANTIC AGE **12**

Wordsworth- Tintern Abbey, Coleridge- Rime of the Ancient Mariner, Shelley- Ode to Skylark, Keats- Ode on Grecian Urn, Byron – She Walks in Beauty

UNIT – IV -VICTORIAN AGE **12**

Browning – Rabbi Ben Ezra, Arnold – The Scholar Gypsy, Hopkins – The Windhover, Tennyson – Ulysses, Rossetti – The Blessed Damozel

UNIT – V -MODERN AGE **12**

T.S. Eliot – The Waste Land, W.B. Yeats – Byzantium, Auden- In Memory of W.B. Yeats. Wilfred Owen – Strange Meeting, Brooke – The Soldier

Total: 60 Hours

Course Outcomes:

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

CO1: Identify and describe key characteristics of English poetry from the Age of Chaucer to the Modern Age.

CO2: Demonstrate an understanding of selected poets' major themes and stylistic features and works.

CO3: Analyse and interpret poetic texts within their historical, social, and cultural contexts.

CO4: Develop and present coherent critical arguments in both written and oral formats.

CO5: Cultivate a deeper appreciation for the contributions of English poets to the literary canon.

Reference Books:

- Chaucer, Geoffrey. The Canterbury Tales: Nine Tales and the General Prologue. Edited by V. A. Kolve and Glending Olson, Norton, 2005.
- Spenser, Edmund. The Yale Edition of the Shorter Poems of Edmund Spenser. Edited by William A. Oram et al., Yale University Press, 1989.
- Donne, John. The Complete English Poems. Edited by A. J. Smith, Penguin Classics, 1996.
- Marvell, Andrew. The Poems of Andrew Marvell. Edited by Nigel Smith, Pearson Longman, 2007.
- Milton, John. Paradise Lost. Edited by John Leonard, Penguin Classics, 2003.
- Dryden, John. Absalom and Achitophel. Edited by Paul Hammond, Penguin Classics, 2001.
- Collins, William. The Poems of William Collins. Edited by Richard Wendorf and Charles Ryskamp, Oxford University Press, 1978.
- Blake, William. Songs of Innocence and of Experience. Edited by Andrew Lincoln, Princeton University Press, 1991.
- Wordsworth, William. Selected Poems. Edited by Stephen Gill, Penguin Classics, 2004.

24CMEG12 **BRITISH LITERATURE – II**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To study the evolution of English prose and fiction from the 16th century to the 20th century.
- To analyse the thematic and stylistic elements of selected prose and fictional works across different literary periods.
- To understand the historical, social, and cultural contexts that shaped English prose and fiction.
- To develop critical reading and analytical skills by examining major prose writers and their works.
- To appreciate the diversity and richness of English literary heritage by studying seminal texts.

UNIT- I - 16TH CENTURY PROSE **12**

Francis Bacon- New Atlantis, John Lyly - Euphues, Philip Sidney- An Apologie for Poetry, Thomas More-Utopia

UNIT- II - 17TH CENTURY PROSE **12**

John Bunyan -Pilgrim's Progress, John Milton –Areopagitca, John Donne' s Essays in Divinity- "Of Genesis", "Of the name of God, Of the Action

UNIT- III - 18TH CENTURY PROSE & FICTION **12**

Joseph Addison -The Spectator's Club, Jonathan Swift -Tale of a Tub, Dr.Johnson - Preface to Shakespeare, John Dryden- Preface to Fables

UNIT- IV- 19TH CENTURY PROSE & FICTION **12**

Charles Dickens - Great Expectations, John Ruskin -Sesame and Lilies, Charles Lamb – "Dissertation upon a Roasted Pig", "Bachelor's Complaint", Thomas Carlyle -"On Heroes, Hero Worship and the Heroic in History Lecture III- Shakespeare"

UNIT- V- 20TH CENTURY PROSE & FICTION **12**

George Orwell -Nineteen Eighty-Four, T. S. Eliot -"Tradition and Individual Talent", Henry James-The Art of Fiction, Bertrand Russell- "The Future of Mankind", "The Functions of a Teacher".

Total: 60 Hours

Course Outcomes:

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

CO1: identify and describe key characteristics of English prose and fiction from the 16th to the 20th centuries.

CO2: demonstrate an understanding of the major themes and stylistic features of selected prose and fictional works.

CO3: interpret prose texts within their historical, social, and cultural contexts.

CO4: develop and present coherent critical arguments in both written and oral formats.

CO5: cultivate a deeper appreciation for the contributions of English prose writers to the literary canon.

Reference Books:

- Bacon, Francis. The Essays. Edited by John Pitcher, Penguin Classics, 1985.
- More, Thomas. Utopia. Translated by Paul Turner, Penguin Classics, 2003.
- Stevenson, Robert Louis. An Apology for Idlers. Penguin Books, 2009.
- Carlyle, Thomas. On Heroes, Hero-Worship, and the Heroic in History. Edited by David R. Sorensen and Brent E. Kinser, Yale University Press, 2013.
- Dickens, Charles. The Pickwick Papers. Edited by James Kinsley, Oxford University Press, 2008.
- Bunyan, John. The Pilgrim's Progress. Edited by Roger Pooley, Penguin Classics, 2008.
- Milton, John. Areopagitica. Edited by John W. Hales, Macmillan, 1927.
- Addison, Joseph. The Spectator. Edited by Donald F. Bond, Oxford University Press, 1987.
- Swift, Jonathan. A Tale of a Tub. Edited by Angus Ross and David Woolley, Oxford University Press, 2008.
- Russell, Bertrand, Unpopular essays.1921.

24CMEG13 **POSTCOLONIAL LITERATURE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To introduce students to key concepts and theoretical frameworks in postcolonial studies, such as colonialism, imperialism, hegemony, resistance, hybridity, and cultural identity.
- To examine a range of literary works by writers from postcolonial contexts.
- To analyse and interpret texts within their historical, cultural, and political contexts.
- To analyze how power structures, including race, class, gender, and language, are represented and contested in postcolonial literature.
- To investigate how postcolonial writers use language, narrative techniques, and literary forms to challenge dominant narratives and reclaim agency.

UNIT -I-INTRODUCTION TO POSTCOLONIAL LITERATURE 12

Definition and Scope of Postcolonial Literature, Historical context: Colonialism and postcolonialism.

UNIT -II - POETRY 12

MeenaKandasamy, “Apologies for Living”, “Advaita: The ultimate question”, “Inheritance” ImtiazDharker- “Minority” “They’ll Say: ‘She Must Be From Another Country” “Postcards From God” , Pablo Neruda- Leviathan, Fantom of the Freighter, The Dictators.

UNIT- III – NON-FICTION 12

Jamaica Kincaid – A Small Place, Frantz Fanon - Black Skin, White Masks, Edward Said Orientalism, Arjun Appadurai- Disjuncture and Difference in the Global Cultural Economy, Bhabha, Homi K. The Location of Culture.

UNIT -IV – FICTION 12

Jean Rhys - Wide Sargasso Sea (Detailed), NgugiwaThiong'o – Weep Not, Child (Non-detailed), Peter Carey – True History of the Belly Gang (Detailed), Keri Hulme – The Bone People (Non-detailed)

UNIT -V – ISSUES AND APPROACHES TO POSTCOLONIAL LITERATURE 12

Contemporary themes and trends in Postcolonial Literature, Globalization

Climate change, Migration narratives, Introduction to postcolonial theory, Colonialism, Imperialism, Resistance and Decolonization.

Total: 60 Hours

Course Outcomes:

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

CO1: Be familiar with important literary works from Postcolonial countries.

CO2: Understand texts in their historical, cultural, and political contexts.

CO3: Explore themes and techniques used by Postcolonial writers.

CO4: Analyse the issues expressed in the postcolonial texts

CO5: Understand how colonialism, globalisation, and multiculturalism impact literature.

Reference Books*:*

- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. The Empire Writes Back: Theory and Practice in Post-Colonial Literatures. Routledge, 1989.
- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin, editors. The Post-Colonial Studies Reader. Routledge, 2006.
- King, Bruce, editor. The Commonwealth Novel in English. Macmillan, 1988.
- Loomba, Ania. Colonialism/Postcolonialism. 2nd ed., Routledge, 2005.
- Rhys, Jean. Wide Sargasso Sea. Norton, 1999.
- Naipaul, V. S. A House for Mr. Biswas. Vintage, 2001.
- NgugiwaThiong'o. Weep Not, Child. Heinemann, 1987.
- Kincaid, Jamaica. A Small Place. Farrar, Straus and Giroux, 1988.
- Fanon, Frantz. Black Skin, White Masks. Translated by Charles Lam Markmann, Pluto Press, 2008.
- Young, Robert J. C. Postcolonialism: An Historical Introduction. Blackwell, 2001.
- Bhabha, Homi K. The Location of Culture. New York: Routledge, 1994.

24CMEG14 **GREEN LITERATURE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To introduce the specific literary texts based on environmental concerns.
- To familiarise them with the ecological concerns and the need to address the rising global threats.
- To create concern for the environment and advocate a more thoughtful and ecologically sensitive relationship with nature.
- To familiarise with ecological aspects of literature and the critical reading of literature.
- To introduce the latest schools of criticism and thereby provide a new approach to literary research.

UNIT -I **12**

Introduction to the Environmental Humanities, Eco-Arts, & Eco-Critique

UNIT -II **12**

Ecocriticism- Introduction to Eco literature- "Ecocriticism" (from Peter Barry's Definition) Scope and Importance of Ecocriticism- Novel - Flight Behaviour - Barbara Kingsolver.

UNIT- III **12**

Ecofeminism - Woman and Nature: The Roaring Inside Her, Susan Griffin, Nature is a Feminist Issue- Karen J. Warren, Apocalypse Now and Then: A Feminist Guide to the End of the World - Catherine Keller.

UNIT -IV **12**

Amitav Ghosh- The Hungry Tide - Oliver Goldsmith - The Deserted Village

UNIT -V **12**

Mamang Dai - The Voice of the Mountain -Rachel Carson- Silent Spring, Vandana Shiva- Making Peace with the Earth.

Total: 60 Hours

Course Outcomes:

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

CO1: Understand and realise the importance of the environment.

CO2: Understand and be aware of the terminology related to Green Literature.

CO3: Become aware of human-nature relationships.

CO4: Engage with environmental issues through literary narratives.

CO5: Develop critical awareness about sustainability practices.

Reference Books:

- Buell, Lawrence. The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture. Harvard University Press, 1996.
- Heise, Ursula K. Sense of Place and Sense of Planet: The Environmental Imagination of the Global. Oxford University Press, 2008.
- Nixon, Rob. Slow Violence and the Environmentalism of the Poor. Harvard University Press, 2011.
- Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. 4th ed., Manchester University Press, 2017.
- Garrard, Greg. Ecocriticism. 2nd ed., Routledge, 2012.
- Kingsolver, Barbara. Flight Behavior: A Novel. HarperCollins, 2012.
- Griffin, Susan. Woman and Nature: The Roaring Inside Her. Counterpoint, 2000.
- Warren, Karen J., editor. Ecofeminism: Women, Culture, Nature. Indiana University Press, 1997.
- Keller, Catherine. Apocalypse Now and Then: A Feminist Guide to the End of the World. Beacon Press, 1996.
- Dai, Mamang. The Voice of the Mountain. HarperCollins, 2014.

24CMEG15 **DISCURSIVE PROSE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To familiarise the students with the various ways in which prose writings have evolved down the ages.
- To enable the students to analyse prose writings/non-fiction writings and identify the formal aspects that differentiate each genre.
- To develop the ability to critically analyze various forms of discursive prose, including essays, articles, and argumentative texts, identifying rhetorical strategies, organizational patterns, and stylistic devices.
- To construct coherent and persuasive arguments in their writing, integrating evidence, reasoning, and counterarguments effectively within the framework of discursive prose.
- To explore how different genres of discursive prose cater to specific audiences and purposes, adapting their writing style accordingly.

UNIT –I- HUMAN ATTRIBUTES 12

Ernest Jones- The Nature of Genius, R.W. Emerson: Self Reliance

UNIT -II - CREATIVE NARRATIVES 12

Edgar Allan Poe: The Philosophy of Composition, Alice Walker- In Search of Our Mother's Gardens-Section II

UNIT -III - POLITICAL NARRATIVES 12

Edmund Burke-The French Revolution and the British Constitution, Richard Wright-Native SonBILL

UNIT –IV- POWER POLITICS 12

Michel Foucault: The Subject and the Power, J.Krishnamoorthy: The First and Last Freedom

UNIT –V- ENVIRONMENTAL HUMANITIES 12

Amitav Ghosh: ―Part I: Stories, The Great Derangement: Climate Change and the Unthinkable, William Hazlitt: The Ignorance of the Learned.

Total: 60 Hours

Course Outcomes:

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

CO1: The learner will be able to understand a literary text in different contexts.

CO2: The learners will be aware of the socio-political and economic conditions of the society from different periods.

CO3: Students also would learn to write precisely with brevity.

CO4: After completing the course, the students will learn about the developments, themes, and narrative strategies of prose writing.

CO5: Enhances the ability to use context for reading literary texts in prose.

Reference Books:

- Poe, Edgar Allan. "The philosophy of composition." The Writer's Art: By Those Who Have Practiced It. Harvard University Press, 1924. 114-130.
- Stanlis, Peter. Edmund Burke: The enlightenment and revolution. Routledge, 2018.
- Krishnamoorthy, J. "A historical perspective of Indian Education system." Conference Proceeding Issue Published in International Journal of Trend in Research and Development (IJTRD), ISSN. 2019.
- Butler, Robert James. "The Function of Violence in Richard Wright's Native Son." Black American Literature Forum. Vol. 20. No. 1/2. St. Louis University, 1986.
- Swift, Jonathan. "The nature of genius." Genius: The natural history of creativity (1995): 11-46.

24DMEG11 APPLIED LINGUISTICS AND LITERARY STYLISTICS

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To introduce students to the growth and development of scientific English and the emergence of new registers, new dialects, Creoles, pidgins, and new varieties of English in countries outside England.
- To give students an adequate knowledge of English grammar so that they are able to understand and describe the structure of English sentences and phrases
- To identify and differentiate between language varieties, dialects, registers, and styles in different contexts.
- To apply linguistic theories to analyze language learning, teaching, literature, technology, policy, literacy, and language disorders
- To investigate the relationship between linguistics, stylistics, and lexicography, focusing on practical applications and theoretical frameworks.

UNIT – I -LANGUAGE VS LINGUISTICS 12

Characteristics of language- language variety, dialect, register, style, mode, the context of the situation- native and non-native varieties- Introduction to linguistics - types and approaches

UNIT – II -APPLICATION OF LINGUISTIC ANALYSIS 12

Language, mind and language learning; language and language teaching; language and literature; language and machine; language policy and planning; language and literacy; language disorders.

UNIT – III -PHONETICS AND PRACTICE 12

Definition and scope of phonetics, Branches of phonetics: articulatory, acoustic, auditory, Phonetics vs. phonology, Organs of speech and their functions, Classification of speech sounds: vowels and consonants, Phonetic transcription using IPA

UNIT – IV -TRANSFORMATIONAL GENERATIVE GRAMMAR AND STRUCTURAL LINGUISTICS 12

Goals of the Theory- syntax structure model- aspects model- some post-aspect models other approaches- Indian and Western- Tree Diagram -Structural linguistics and transformational- generative grammar, Stylistics and lexicography

UNIT – V -THEORETICAL AND APPLIED LINGUISTICS 12

Language and linguistic theory; traditional prescriptive grammar and descriptive linguistics; structural linguistics and transformational-generative grammar; parametric setting and SLA; sociolinguistic analysis; history and growth of applied linguistics as a discipline.

Total: 60 Hours

Course Outcomes:

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

CO1: Develop their knowledge of phonetics and nuances of linguists.

CO2: Evaluate how structural linguistics intersects with stylistics and lexicography, demonstrating practical application and theoretical comprehension

CO3: Recognize and explain different language varieties, dialects, registers, and styles in various contexts.

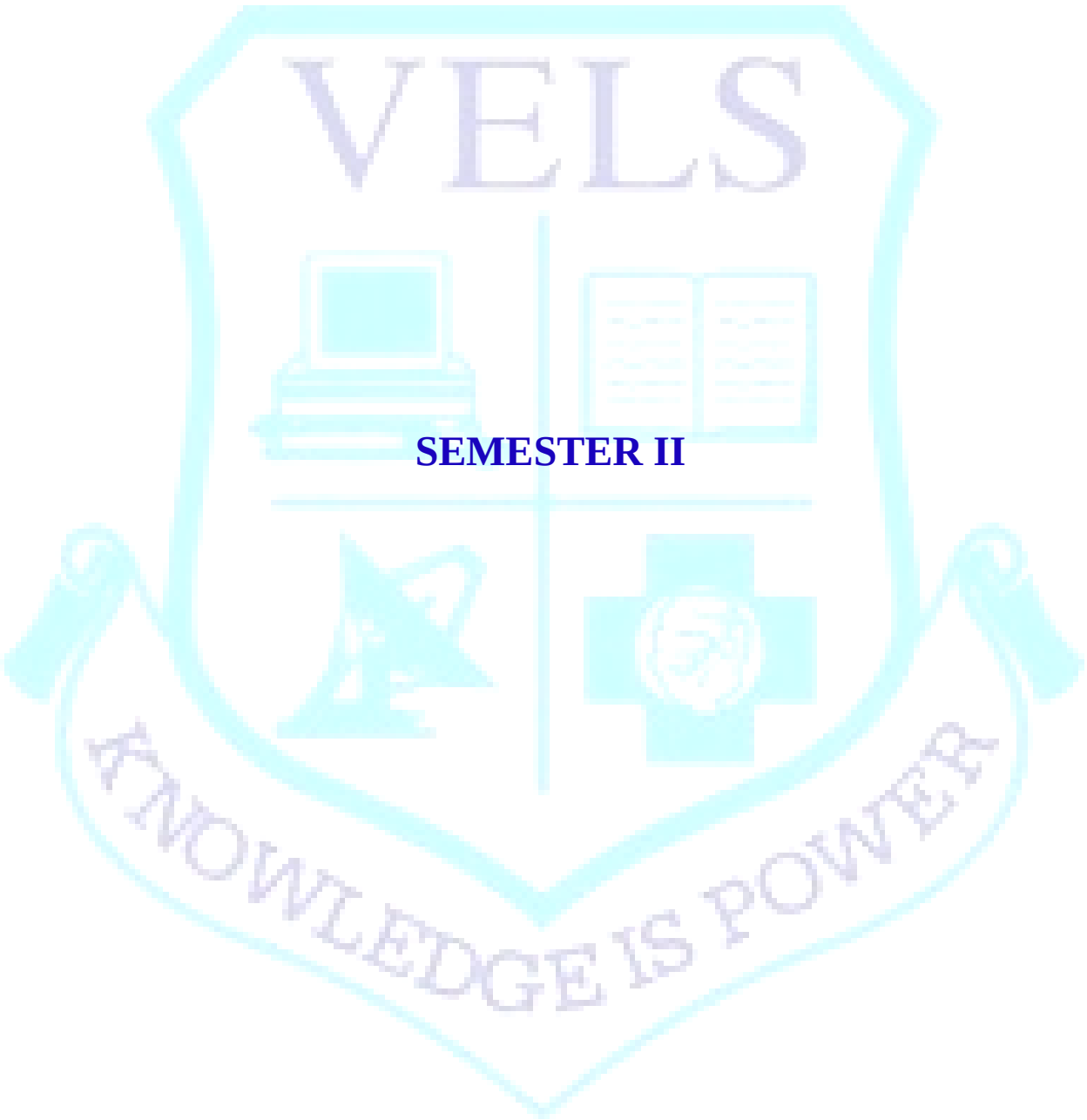
CO4: Classify pronunciation besides the identification of Received Pronunciation, slang and dialects of English

CO5: Make use of complex, sophisticated ideas, vocabulary, grammatical structures and sentence complexity in writing.

Reference Books:

- Fromkin, V., Rodman, R., &Hyams, N. (2018). An Introduction to Language (11th ed.). Cengage Learning.
- Crystal, D. (2011). A Dictionary of Linguistics and Phonetics (6th ed.). Wiley-Blackwell.
- O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2019).

- Contemporary Linguistic Analysis: An Introduction (8th ed.). Pearson.
- Carnie, A. (2013). *Syntax: A Generative Introduction* (3rd ed.). Wiley-Blackwell.
- Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2013). *Linguistics: An Introduction* (2nd ed.). Cambridge University Press.
- Adefoged, P., & Johnson, K. (2011). *A Course in Phonetics* (6th ed.). Cengage Learning.
- Hayes, B. (2009). *Introductory Phonology* (1st ed.). Wiley-Blackwell.
- Ladefoged, P., & Johnson, K. (2011). *A Course in Phonetics* (6th ed.). Cengage Learning.
- Harley, T. (2014). *The Psychology of Language: From Data to Theory* (4th ed.). Psychology Press.
- Pinker, S. (1995). *The Language Instinct: How the Mind Creates Language*. Harper Perennial Modern Classics.



SEMESTER II

24CMEG21 **BRITISH LITERATURE – III**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To expose students to plays from various periods of British Literature.
- To analyze British plays' dramatic structures, conventions, and techniques.
- To interpret British dramas' language, imagery, and characterization, recognizing how these elements contribute to the plays' themes and meanings.
- To evaluate the major themes and issues presented in British dramas, including their relevance to contemporary society and their impact on the literary canon.
- To develop critical thinking and writing skills.

UNIT- I – History and Background 12

Origin, Development, and Types of Drama – An Overview

UNIT- II – 16th& 17th Century Plays 12

Christopher Marlowe -Doctor Faustus, Ben Jonson -The Alchemist, John Webster -The Duchess of Malfi, Thomas Kyd - The Spanish Tragedy

UNIT - III – 18th Century Plays 12

John Dryden - All For Love, William Congreve - The Way of the World, Sheridan - The Rivals, Goldsmith - She Stoops to Conquer

UNIT- IV – 19th& 20th Century Plays 12

Oscar Wilde - The Importance of Being Ernest, George Bernard Shaw – Pygmalion, T. S. Eliot- Murder in the Cathedral, John Osborne - Look Back in Anger, Samuel Beckett-Waiting for Godot

UNIT - V – Contemporary Plays 12

Christopher Fry - A Phoenix Too Frequent, Tom Stoppard - Rosencrantz and Guildenstern are Dead, Arnold Wesker- Kitchen

Total:60 Hours

Course Outcomes:

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

CO 1: Familiarize with English dramatists across different ages and their plays.

CO 2: Analyze plays considering the social, cultural and political contexts in which they were written and performed and relate them to contemporary issues and current events.

CO 3: Design and perform an original scene or monologue, demonstrating mastery of the language, imagery, and dramatic techniques.

CO 4: Interpret the themes, motifs, and symbolism in the plays.

CO 5: Use the themes, characters, or quotes in day-to-day life to develop persuasive arguments or speeches on contemporary issues.

Reference Books:

- Nicoll, Allardyce. The Theatre and Dramatic Theory. London,: Harrap, 1962
- Clark, Barrett Harper. European Theories of the Drama. New York,: Crown publishers, 1947
- Burwick, Frederick. Illusion and the Drama: Critical Theory of the Enlightenment and Romantic Era. University Park, PA: Pennsylvania State University Press, 1991
- Malkin, Jeanette R. Memory: Theater and Postmodern Drama. Theater-Theory/Text/Performance. Ann Arbor: University of Michigan Press, 1999
- The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C)
- Fortier, Mark. Theory/Theatre: An Introduction. 2nd ed. London ; New York: Routledge, 2002
- Courtney, Richard. Drama and Feeling: An Aesthetic Theory. Montréal: McGill-Queen's University Press, 1995

24CMEG22 **SHAKESPEARE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To introduce students to the life and works of William Shakespeare.
- To explore various critical approaches to analyzing Shakespeare's plays and sonnets.
- To examine the historical context and theatrical aspects of Shakespearean drama.
- To analyze and interpret key themes, characters, and literary techniques in Shakespeare's works.
- To develop critical thinking and writing skills through engagement with Shakespearean criticism.

UNIT- I – INTRODUCTION TO SHAKESPEARE 12

Literary career of Shakespeare, Shakespearean Sonnets, Shakespearean Theatre and Audience, Shakespeare's History Plays, Clowns & Fools in Shakespeare's plays, Shakespeare's Women, Salient features of Shakespeare's tragedies, Characteristic features of Shakespeare's Comedies, Shakespeare's Soliloquies

UNIT- II – TRAGEDIES 12

Antony and Cleopatra (Detailed), Hamlet (Detailed), Othello (Non-detailed), Romeo and Juliet (Non-Detailed)

UNIT- III –COMEDIES 12

As You Like It (Non-detailed), Twelfth Night (Detailed), The Merry Wives of Windsor (Non-Detailed), All's Well That Ends Well (Non- Detailed)

UNIT- IV – LAST PLAYS 12

The Tempest (Detailed), The Winter's Tale (Detailed), Cymbeline, (Non-detailed), Pericles, Prince of Tyre (non-detailed)

UNIT- V – CRITICISM OF SHAKESPEARE 12

Feminist Criticism of Shakespeare - Judith Butler's "Gender Trouble" and Shakespearean gender roles., Postcolonial Criticism of Shakespeare - HomiBhabha's "The Location of Culture" and Shakespearean Colonialism.

Total: 60 Hours

Course Outcomes:

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

CO1: Appreciate Shakespeare's sonnets and their thematic richness.

CO2: Understand the significance of the audience in shaping performances of Shakespearean plays.

CO3: Identify the salient features of Shakespeare's tragedies and analyze how they reflect human nature and moral dilemmas.

CO4: Analyse Shakespearean characters and their psychology through his plays.

CO5: Critically analyze gender roles, power dynamics, and colonial themes in Shakespeare's works, fostering a critical awareness of cultural and social issues.

Reference Books:

- Kastan, David Scott, and Michelle Burnham. Shakespeare After Theory. Routledge, 2009.
- Traub, Valerie, M. Lindsay Kaplan, and Dympna Callaghan, editors. Feminist Readings of Early Modern Culture: Emerging Subjects. Cambridge University Press, 1996.
- Loomba, Ania, and Martin Orkin, editors. Postcolonial Shakespeares. Routledge, 1998.
- Leggatt, Alexander, editor. The Cambridge Companion to Shakespearean Comedy. Cambridge University Press, 2002.
- Calvo, Clara, and Jean-Marie Maguin, editors. The Routledge Companion to Shakespearean Tragedy. Routledge, 2010.

24CMEG23 **AMERICAN LITERATURE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To expose the students to the canonical texts of American literature along with its political, social, cultural, economic, and intellectual backgrounds.
- To trace the contribution of American literature in the emergence of American identity.
- To explore the emergence of American English and the use of its dialects in different contexts.
- To trace the rise of various literary and cultural movements that define American Literature.
- To acquaint them with the different cultures, societies, and thoughts of the people of another nation.

UNIT-I -POETRY **12**

Emerson - Brahma, The Rhodora, Edgar Allen Poe- The Raven, Whitman -When Lilacs Last in the Dooryard Bloom'd, Robert Frost- Home Burial, The Death of a Hired Man.

UNIT-II -POETRY **12**

Emily Dickinson's - Success is Counted Sweetest Because I Could not Stop for Death, Wallace Stevens - The Emperor of Ice-Cream, Robert Lowell's –For the Union Dead, Sylvia Plath--Lady Lazarus.

UNIT –III –PROSE **12**

Emerson-The American Scholar, Edgar Allen Poe - The Poetic Principle, Thoreau - Where I Lived and What I Lived For

UNIT –IV –DRAMA **12**

Henry O' Neill - The Hairy Ape, Tennessee Williams-A Streetcar Named Desire, Arthur Miller- All My Sons

UNIT –V –FICTION **12**

Herman Melville-Billy Budd, Nathaniel Hawthorne- The Scarlet Letter, Ernest Hemingway - A Farewell to Arms, Alice Walker- The Color Purple

Total: 60 Hours

Course Outcomes:

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

CO1: Identify various American Literary genres and identify the distinct features of American culture through the reading of American literary texts.

CO2: Inculcate interest in learning the historical impact of American Fiction, poetry, and drama.

CO3: Formulate new concepts of American life by reading various literary pieces.

CO4: Develop a critical and analytical perspective about American texts and authors.

CO5: Demonstrate a deeper understanding of various ages in American Literary history and place the authors in their respective periods.

Reference Books:

- Gray, Richard. *A history of American literature*. John Wiley & Sons, 2011.
- Hart, James D., and Phillip Leininger. *The Oxford companion to American literature*. Oxford University Press, 1995.
- Fussell, Edwin S. *Frontier in American Literature*. Vol. 1332. Princeton University Press, 2015.
- McGill, Meredith L. *American literature and the culture of reprinting, 1834-1853*. University of Pennsylvania Press, 2003.
- Hart, James D., and Phillip Leininger. *The Oxford companion to American literature*. Oxford University Press, 1995.
- Bercovitch, Sacvan, and Myra Jehlen, eds. *Ideology and classic American literature*. Vol. 16. Cambridge University Press, 1986.
- Jay, Gregory S. *American literature & the culture wars*. Cornell University Press, 1997.
- Gray, Richard. *After the fall: American literature since 9/11*. Vol. 58. John Wiley & Sons, 2011.
- Ruland, Richard, and Malcolm Bradbury. *From puritanism to postmodernism: a history of American literature*. Routledge, 2016

24CMEG24 **DIASPORIC LITERATURE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To understand the phenomenon of Diaspora and its contemporary implications.
- To understand the contemporary migration patterns.
- To read Diasporic writings against the backdrop of political, gender, racist, religious, and identity issues.
- To sharpen the understanding of concepts such as exile, home, nation, identity, nationalism, and transnationalism.
- To analyse the relationship of territory to creative imagination.

UNIT- I – INTRODUCTION TO DIASPORIC LITERATURE 12

Background Themes and Issues: The Historical, Socio-political, Economic, and Cultural Scenario, the economic, political, and cultural importance of the Indian Diaspora, Different Diasporas and Transnationalism/ Globalisation, Characteristic features of Indian Diasporic Literature in English

UNIT- II – POETRY 12

RamabaiEspinet -A Nowhere Place, Krisantha Sri Bhaggiyodatta -Winter ’84, Roy Miki- Make it New, Frederic James Wah - Race, Dionne Brand- To Go Stateless, George Elliott Clarke -Everything is Free

UNIT- III – PROSE 12

Salman Rushdie-Imaginary Homelands, ClaudMckay - Long Way From Home, Bharati Mukherjee - Two Ways to Belong in America, Amitav Ghosh - The Diaspora in Indian Culture

UNIT- IV – DRAMA 12

Bola Agbaje, -Gone, Too Far, HanifKureishi -My Beautiful Laundrette, Shauna Singh Baldwin -We Are So Different Now, Uma Parameswaran -Rootless, But Green is the Boulevard Trees

UNIT- V – FICTION **12**

ChimamandaNgoziAdichie's -Half of a Yellow Sun, Kamala Shansie, Home Fire, Michael Ondaatje - The English Patient, JhumpaLahiri-Namesake

Total: 60 Hours

Course Outcomes:

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

CO1: Define various attributes of the Indian diaspora and the contemporary global importance of diaspora.

CO2: Critically examine the given poems from a diasporic lens of intermingled cultural background.

CO3: Explain and compare global diaspora literature with that of Indian diaspora literature.

CO4: Discuss various issues of identity in the diaspora and how they negotiate that identity in their everyday life.

CO5: Apply the themes of these texts to further explore the conscientiousness of the relationship between the 'homeland' and the 'diaspora'.

Reference Books:

- Mishra, Sudesh, Diaspora Criticism, Edinburgh University Press, Edinburgh,2006
- Jain, Ravindra K., Nation, Diaspora, Trans-Nation, Routledge, New Delhi, 2010
- Motwani J.K., MahinGosine, J.B. Motwani (Eds.): Global Indian Diaspora: Yesterday,
- Today and Tomorrow, Global Organisation of People of Indian Origin, New Delhi, 1993
- Safran William, A.K. Sahoo, BrijLal (Eds.): Transnational Migrations: The Indian Diaspora, Routledge, New Delhi, 2009
- Knott, Kim and Sean McLoughlin (Eds.): Diasporas: Concepts, Intersections, Identities,
- Rawat Publications, Jaipur, 2011
- Parmeswaran, Uma, Writing the Diaspora, Essays on Culture and Identity, Rawat Publications, Jaipur, 2007

24DMEG21 **WOMEN'S STUDIES**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To familiarise with theorizing about gender, feminism, and queer studies.
- To introduce literary texts that prioritise issues of gender, both in India and the West
- To be exposed to different dimensions of feminism.
- To introduce students to turns of thinking in the mind of women writers and their style.
- To analyse the thematic concerns of feminist writers through representative selections in different genres.

UNIT-I -BACKGROUND STUDY 12

Feminism and Feminist Literary Criticism; Definitions, Historical overview and major themes in Feminist criticism.

UNIT-II -PROSE 12

Virginia Woolf – From A Room of One's Own (Chaps. 2&3), Elaine Showalter – Towards a Feminist Poetics, Kate Millet – Theory of Sexual Politics (Chap –II), Nina Baym – Mad Woman and Her Language.

UNIT-III- POETRY 12

Anne Bradstreet-Prologue, Anne Sexton- Wanting to Die, Adrienne Rich- Snapshots of a Daughter-in-law, Kamala Das – Introduction, Gwendolyn Brooks – The Ballad of Pearly May Lee, The Negro Hero.

UNIT-IV- DRAMA 12

Lorraine Hansberry – A Raisin in the Sun, Caryl Churchill – Top Girls

UNIT-V-FICTION 12

Margaret Atwood – The Blind Assassin, Chimamanda Ngozi Adichie- Purple Hibiscus, Willa Cather- My Ántonia, Bharati Mukherjee –Wife

Total: 60 Hours

Course Outcomes:

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

CO1: Think on issues from women's point of view

CO2: Identify gender politics at work within a text.

CO3: Understand the language aspects in expression by feminist writers.

CO4: Explain gender theory, its evolution from feminism to queer theory.

CO5: Interpret a text and read social change through the lens of gender.

Reference Books:

- Robinson, Victoria. Introducing women's studies. Palgrave Macmillan UK, 1993.
- Scott, Joan Wallach, ed. Women's Studies on the Edge. Duke University Press, 2008.
- Richardson, Diane, and Victoria Robinson, eds. Introducing gender and women's studies. Bloomsbury Publishing, 2020.
- Robinson, Victoria. Introducing women's studies. Macmillan Education UK, 1997.
- Smith, Bonnie G. Women's studies: The basics. Routledge, 2019.

24DMEG22 **WORLD LITERATURE IN TRANSLATION**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To understand the techniques and practical aspects of translation
- To develop the ability to translate documents calling for different registers
- To apply knowledge/competence over two separate languages
- To gain access to the cultures backing the source language and the target language
- To compare different translations of literary texts to identify creative writing devices, style, format, and cultural equivalency.

UNIT -I **12**

Translation: Nature and types - Translation and transcreation, Notions of translatability -: Theories and approaches

UNIT -II **12**

Translation linguistic (Nida,Jakobson), cultural translation: historical overview, equivalence and problems involving equivalence

UNIT -III **12**

Types of Translation-Process and Problems - Translation of Prose, Fiction and poetry - Goethe's concept of world Literature- Reading for Translation: Text Analysis

UNIT -IV **12**

Alexander Pushkin -The Blizzard, Guy de Maupassant-The Convert

UNIT -V **12**

Homer – The Iliad, Kalidas- Shakunthala

Total: 60 Hours

Course Outcomes:

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

CO1: Understand a few world classics

CO2: Acquire historical and cultural knowledge of the past

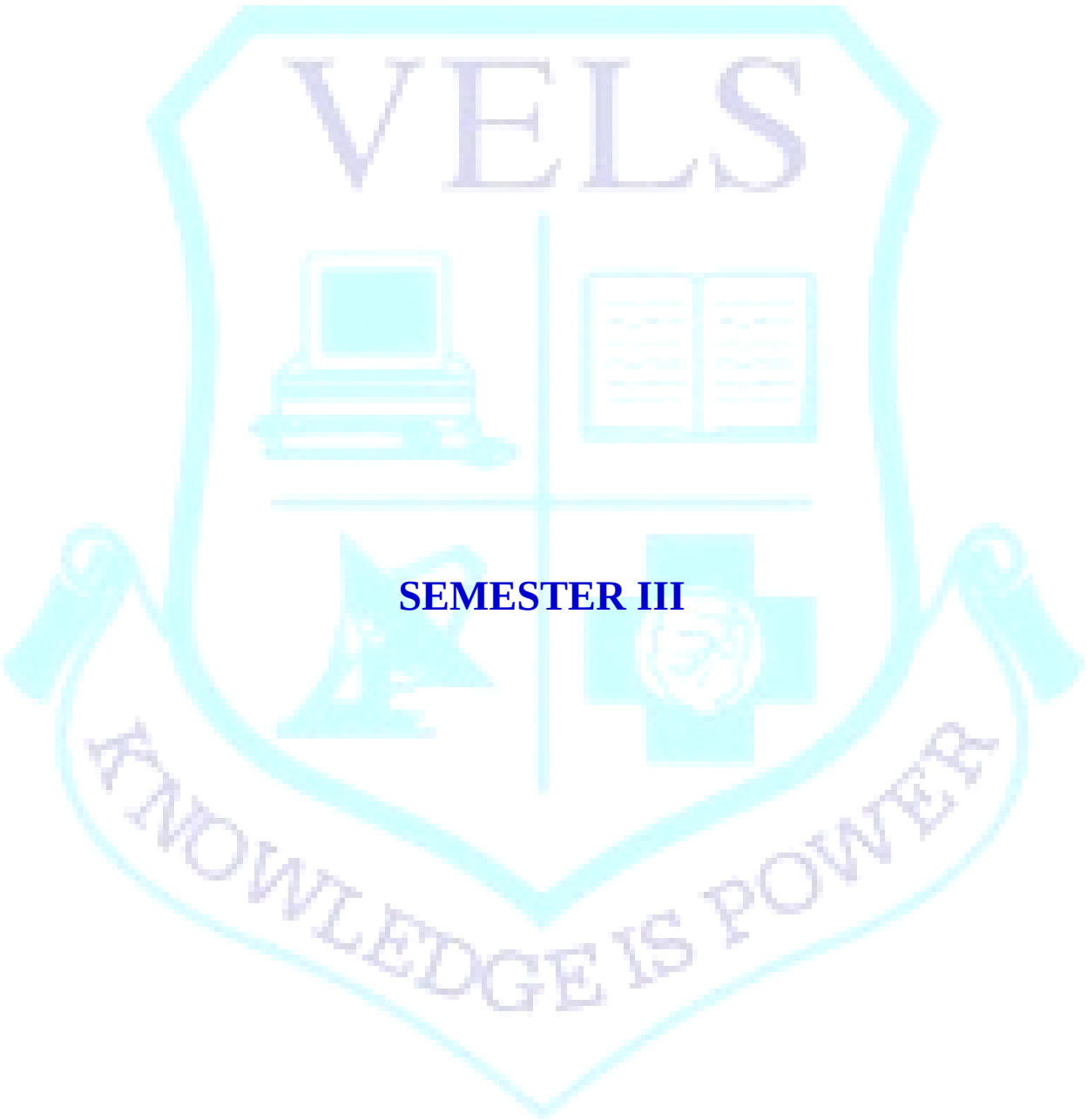
CO3: Develop critical thinking by being exposed to original ideas and philosophies

CO4: Write about early literature, writers, and their literary styles

CO5: Submit a selection of poems to a literary journal or magazine for publication.

Reference Books:

- Bassnett, Susan. Translation studies. Routledge, 2013.
- Munday, Jeremy, Sara Ramos Pinto, and Jacob Blakesley. Introducing translation studies: Theories and applications. Routledge, 2022.
- Snell-Hornby, Mary. Translation studies: An integrated approach. John Benjamins Publishing, 1988.
- Boase-Beier, Jean. A critical introduction to translation studies. Bloomsbury Publishing, 2011.
- Leaf, Walter, ed. The Iliad. Vol 2. Macmillan & Company, 1888.
- Kalidasa Translations of Shakuntala, and Other Works. No. 629. JM Dent & Sons, 1928



SEMESTER III

24CMEG31 LITERARY CRITICISM &THEORIES

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To introduce students to foundational texts in classical and neoclassical literary criticism.
- To explore key developments in literary theory from the Romantic to the Modern periods.
- To understand various approaches to reader engagement and interpretation.
- To examine major theoretical frameworks like Marxism, Feminism, and Postmodernism.
- To analyze contemporary critical approaches such as New Historicism, Diaspora Studies, and Ecocriticism.

UNIT-I -CLASSICAL & NEOCLASSICAL CRITICISM 12

Aristotle -Poetics, Longinus – On Sublime, Sir Philip Sidney -An Apologie for Poetrie John Dryden- An Essay on Dramatic Poesy

UNIT-II - ROMANTIC, VICTORIAN AND MODERN CRITICISM 12

William Wordsworth -Preface to Lyrical Ballads, Matthew Arnold- The Study of Poetry, T.S. Eliot -The Metaphysical Poets, I.A. Richards – Practical Criticism

UNIT-III READER RESPONSE THEORY 12

Roland Barthes – "The Death of the Author", Stanley Fish-Is There A Text in This Class?, Wolfgang Iser: "Interaction between Text and Reader"

UNIT-IV- MARXIST, FEMINIST AND POSTMODERN THEORIES 12

Raymond William's "Base and Superstructure in Marxist Cultural Theory", Gayatri Spivak – "Feminism and Critical Theory", Jean Baudrillard – "Simulacra and Simulations"

UNIT-V- NEW HISTORICISM, DIASPORA AND ECOCRITICISM 12

Stephen Greenblatt – "Resonance and Wonder" (From Learning to Curse), Stuart Hall – "Cultural Identity and Diaspora" (From Theorizing Diaspora), Cheryll Glotfelty – "Literary

Studies in an Age of Environmental Crisis". (From The Ecocriticism Reader)

Total: 60 Hours

Course Outcomes:

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

CO1: Explain key concepts in classical and neoclassical criticism by theorists like Aristotle and Dryden.

CO2: Students will demonstrate understanding of Romantic, Victorian, and Modern critical thought and its impact on literature.

CO3: Students will critically evaluate literary texts using reader-response theories by Barthes, Fish, and Iser.

CO4: Students will apply Marxist, Feminist, and Postmodern theories to interpret cultural texts and literature.

CO5: Students will analyze literary texts through contemporary lenses such as New Historicism, Diaspora, and Ecocriticism.

Reference Books:

- Bennett, Andrew, and Nicholas Royle. *An introduction to literature, criticism and theory*. Routledge, 2023.
- WimsattJr, William K., and Cleanth Brooks. *Literary Criticism: A Short History: Modern Criticism*. Routledge, 2021.
- Atherton, Carol. *Defining literary criticism*. Basingstoke: Palgrave Macmillan, 2005.
- Dobie, Ann B. *Theory into practice: An introduction to literary criticism*. Cengage learning, 2015.
- Das, Bijay Kumar. *Twentieth-century literary criticism*. Atlantic Publishers &Dist, 2005.
- Habib, M. A. R. *A history of literary criticism: from Plato to the present*. John Wiley & Sons, 2008.
- Abrams, M. H. A Glossary of Literary Terms. Singapore: Harcourt Asia Pvt. Ltd., 2000.
- Arnold, Matthew. Essays in Criticism. New York: MacMillan and

company, 1865.

- Blamires, Harry. A History of Literary Criticism. Delhi: Macmillan, 2001.
- Nagarajan, M.S. English Literary Criticism & Theory: An Introductory

24CMEG32 ADVANCED PHONETICS

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To understand the articulatory, acoustic, and auditory foundations of speech sounds.
- To analyze the physical and perceptual characteristics of vowels, consonants, and supra segmentals.
- To accurately transcribe speech using IPA, including features of connected speech and dialectal variation.
- To explore prosodic systems across languages and their functions in communication.
- To identify pronunciation challenges in Indian English and apply strategies for teaching and improving intelligibility.

UNIT-I ARTICULATORY AND ADUDITORY PHONETICS 12

The role of sounds in communication - Speech and Speech Anatomy - Detailed classification of speech sounds (consonants and vowels) Supra segmentals: Stress, Intonation, Rhythm - Voice quality, Phonation types - Auditory phonetics: Perception of speech sounds - Models of speech production and perception

UNIT- II ACOUSTICS PHONETICS 12

Basics of sound waves: Frequency, Amplitude, Waveform, Spectrum - Source-Filter Theory of speech production - Acoustic features of vowels and consonants - Spectrographic analysis

UNIT- III PHONETIC TRANSCRIPTION AND ANALYSIS 12

IPA (International Phonetic Alphabet): broad and narrow transcription - Diacritics and transcription of non-native/dialectal speech - Transcription of connected speech phenomena - Practical exercises using real speech data - Error analysis and phonetic

variation

UNIT- IV PROSODY **12**

Prosodic features: Pitch, length, loudness - Phonological processes in connected speech: Assimilation, Elision & Linking - Intonation systems: British and American models - Pitch movement and speech acts - Rhythm and timing in different languages - Applications of prosodic analysis

UNIT-V PRONUNCTION AND INTELLIGIBILITY **12**

Spoken English in India – Common Pronunciation Problems of Indian Speakers of English – The Teaching of English Pronunciation

Total: 60 Hours

Course Outcomes:

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

CO1: Demonstrate a comprehensive knowledge of phonetic theory and models of speech production/perception.

CO2: Conduct basic acoustic analysis using tools like spectrograms.

CO3: Apply phonetic transcription skills in academic and practical contexts.

CO4: Critically evaluate prosodic features in spoken discourse.

CO5: Propose solutions to pronunciation issues in the Indian ESL context and design appropriate pedagogical materials.

Reference Books:

- Ladefoged, Peter, and Keith Johnson. *A Course in Phonetics*. 7th ed., Cengage Learning, 2014.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge University Press, 2009.
- Ashby, Michael, and John Maidment. *Introducing Phonetic Science*. Cambridge University Press, 2005.

- Clark, John, Colin Yallop, and Janet Fletcher. *An Introduction to Phonetics and Phonology*. 3rd ed., Wiley-Blackwell, 2007.
- Jenner, Barry. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge University Press, 1996.

24CMEG33 DISABILITY STUDIES

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To critically analyze how literature and art depict disability, ableism, stigma, and societal views on difference, with an emphasis on diverse perspectives and experiences.
- To promote a deeper understanding of the lived experiences of people with disabilities through personal narratives, essays, poems, and fictional works.

UNIT-I INTRODUCTION TO DISABILITY 12

- Definitions and Concepts of Disability (Physical, Cognitive, Sensory, Mental Health)- The Medical vs. Social Model of Disability-The Social Construction of Disability: Ableism and Stigma
- Tom Shakespeare - “The Social Model of Disability” (Essay)
- Emily Perl Kingsley- “Welcome to Holland” (Essay)

UNIT- II POETRY 12

- Maya Angelou- "Still I Rise"
- Emma Lazarus- "The New Colossus"
- Elizabeth Bishop- “One Art"
- Harold Hart Crane "The Broken Tower"
- Peter Street- “Bomb Damage”

UNIT- III NON FICTION 12

- Robert McRuer - "Crip Theory: Cultural Signs of Queerness and Disability"
- Naoki Higashida- "The Reason I Jump"
- Laurie Rubin- Do You Dream in Color?

UNIT- IV FICTION 12

- Bernard Pomerance - The Elephant Man
- John Steinbeck - Of Mice and Men
- Jojo Moyes -Me Before You
- José Saramago- Blindness

UNIT-V DRAMA 12

- Edward Albee- Who's Afraid of Virginia Woolf?

- William Gibson -The Miracle Worker
- Jean Giraudoux- The Madwoman of Chaillot

Total: 60 Hours

Course Outcomes:

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

CO1: Explain the medical vs. social models of disability.

CO2: Engage with literary works that address disability.

CO3: Write essays that critically examine course materials.

CO4: Identify ableism and stigma in society and culture.

CO5: Gain a deeper understanding of the experiences of people with disabilities.

Reference Books:

- Angelou, Maya. "Still I Rise." And Still I Rise, Random House, 1978, pp. 15-17.
- Bishop, Elizabeth. "One Art." The Complete Poems of Elizabeth Bishop, Farrar, Straus and Giroux, 1976, pp. 261-262.
- Crane, Hart. "The Broken Tower." The Complete Poems of Hart Crane, Liveright Publishing, 1933, pp. 105-106.
- Higashida, Naoki. The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism. Doubleday, 2007.
- Kingsley, Emily Perl. "Welcome to Holland." Special Needs Parenting: A Guide for Families of Children with Disabilities, Holland Press, 1987, pp. 87-91.
- Lazarus, Emma. "The New Colossus." Poems of Emma Lazarus, Houghton Mifflin, 1883, pp. 109-110.
- McRuer, Robert. Crip Theory: Cultural Signs of Queerness and Disability. New York University Press, 2006.
- Pomerance, Bernard. The Elephant Man. The Elephant Man and Other Plays, Grove Press, 1979, pp. 13-75.
- Rubin, Laurie. Do You Dream in Color? Insights from a Blind Woman. TarcherPerigee, 2012.
- Shakespeare, Tom. "The Social Model of Disability." Disability Studies: A Reader, edited by Gerard Clare, Open University Press, 2006, pp. 210-222.

24DMEG31 **ENGLISH LANGUAGE TEACHING**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To understand and apply essential theories and practices in English Language Teaching for second language learners.
- To develop fundamental skills in lesson planning, classroom management, and assessment techniques.
- To apply different language teaching methodologies.
- To develop the required skills to teach functional English.
- To develop the ability to teach the English language through ICT.

UNIT-I INTRODUCTION TO ELT AND SECOND LANGUAGE ACQUISITION 12

Introduction to Linguistics, ELT & Literary Theory, Different Approaches and Methods in Language Teaching, Definition and Scope of Second Language Acquisition, ELT vs EFL vs ESL, Factors related to SLA, Learning Styles

UNIT -II PRINCIPLES OF LANGAUGE LEARNING AND TEACHING 12

Principles and practice of ELT, Conditions for Successful Learning, L1 Vs L2 Lord Learning, Input, Intake and output, Krashan's Hypotheses, Performance and Competence distinction, Pragmatic Competence, Communicative Competence, Sociolinguistic Competence

UNIT- III METHODS AND APPROACHES TO ELT 12

Methods of Teaching English Grammar- Grammar – Translation Method, Direct Method, Audio- Lingual Method. Approaches of Teaching English - Structural Approach - Situational Approach - Oral Approach.

UNIT- IV TESTING AND EVALUATION 12

Assessment Concepts and Issues, Principles of Language Test, Test Types and Test Design, Types of Assessment - Formative, Summative, Evaluating LSRW skills.

UNIT- V ICT TOOLS FOR ENGLISH LANGUAGE TEACHING 12

Authenticity of Internet resources, E- E-Creation, Tools – Puzzle maker, Spiderscribe, Diigo –personal digital library. Mobile apps and games – Enguru, Coddy Cross, Online teaching - learning Platforms – Edmodo, Google Classroom, LSRW tools – audio/ video podcasts, YouTube channels, Blogs, Boards, Penzu, e-books

Total: 60 Hours

Course Outcomes:

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

CO1: Be familiar with ELT theories on second language acquisition

CO2: Understand the factors governing language acquisition

CO3: Acquire knowledge about the history of ELT in India

CO4: Learn teaching – learning language skills

CO5: Learn how to teach English literary genres

Reference Books:

- Richards, Jack C. And Theodore S.Rogers. Approaches and Methodsin Language Teaching, 1986.3rd edition. CUP, 2019 1.3 (Chapter 1)
- Methods of Language Teaching. Block II, CIEFL, 2.1(38-47)
- Tomilson, Brian and HitomiMasuhara. Material Development in Language Teaching, , John wiley& Sons, 2017. 3.5 (Chapter 4)
- Saraswathi, V. English Language Teaching: Principles and Practice Chapters 9 and 10
- Nunan, David. Practical English Language Teaching, McGraw Hill, 2003. Warschauer, Mark, et al., Internet for English Teaching, United States Dept. of States, 2003. Section 1 (23-87)

24DMEG32 LINGO-LITERARY THEORIES AND FILM STUDIES

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To enrich the cultural awareness of the learners through films.
- To teach them the ways of approaching films as a literary form.
- To make them acquire the English language through culture-based instruction.
- To view films and art and read works of literature intellectually, artistically, critically, and analytically.
- To express these ideas both orally and in written form, and demonstrate a knowledge of the history, conventions and practices of these industries and their interrelation to each other.

UNIT-I ITALIAN REALISM, MONTAGE, AND APPARATUS THEORIES **12**

English Vinglish, Ready Player One

UNIT-II FORMALISM, NEW FORMALISM, AUTEUR THEORIES **12**

Fantastic Beasts: The Secrets of Dumbledore, Life of Pi

UNIT-III POINT OF VIEW AND SCREEN THEORIES **12**

Divergent, A Beautiful Mind

UNIT-IV RHETORIC THEORY, COGNITIVE FILM THEORY **12**

Sound of Music, Tare-Zamin par

UNIT- V ANIMATION CINEMA **12**

The Frozen II, Kung Fu Panda III

Total: 60 Hours

Course Outcomes:

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

CO1: Analyse and critique films using Italian Realism, Montage, and Apparatus theories.

CO2: Understand and apply Formalism, New Formalism, and Auteur theories to various cinematic works.

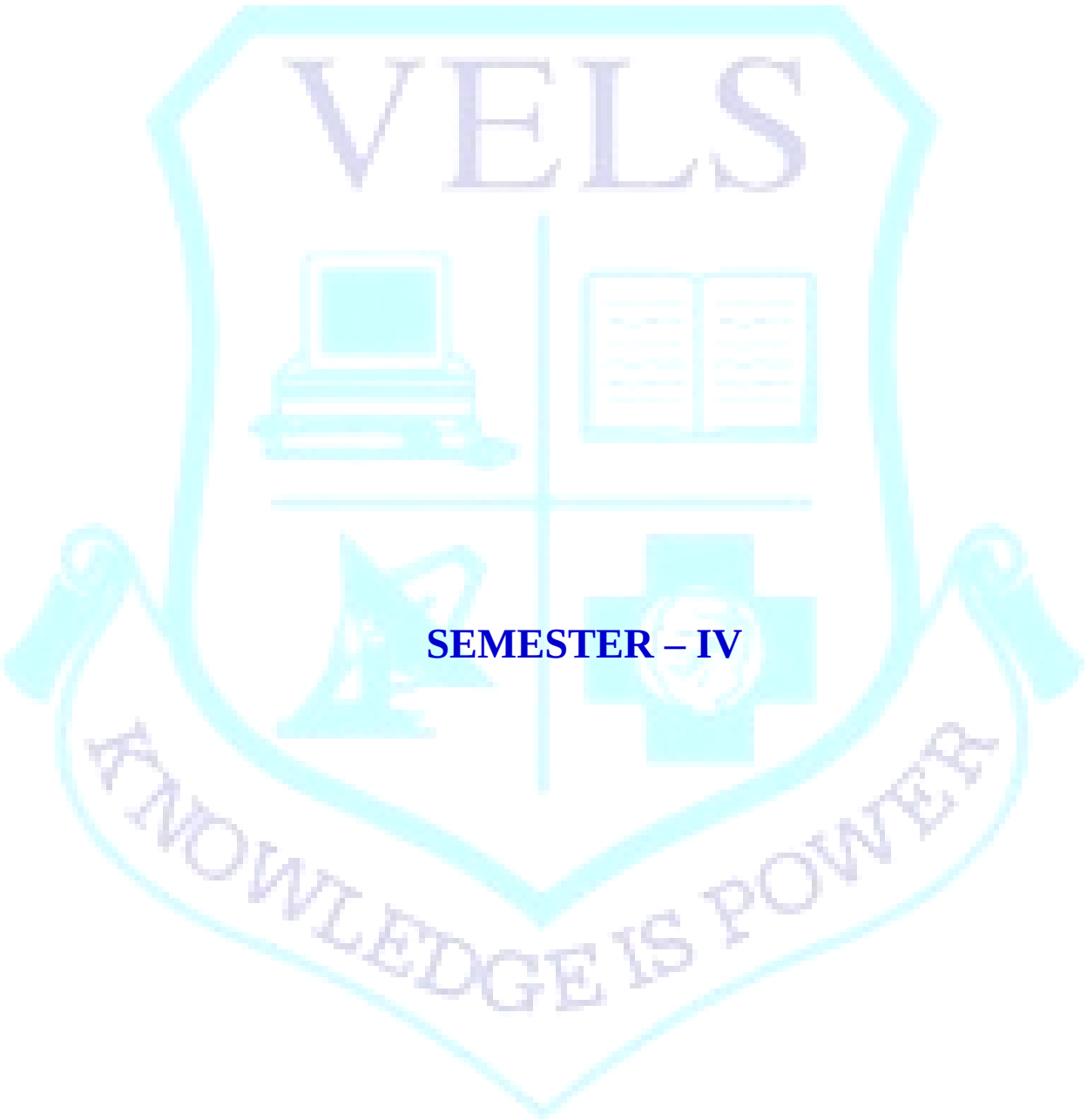
CO3: Evaluate films through the lenses of Point of View and Screen theories, identifying their narrative structures and visual perspectives.

CO4: Interpret and discuss films using Rhetoric and Cognitive Film theories, recognising cinema's psychological and persuasive elements.

CO5: Explore and critique the development and techniques of Animation Cinema, appreciating the artistry and storytelling methods in animated films.

Reference Books:

- Tomarken, Edward. Filmspeak: How to Understand Literary Theory by Watching Movies. Bloomsbury, 2012
- Leitch, Thomas. Film Adaptation and Its Discontents: From "Gone with the Wind" to "The Passion of the Christ" Baltimore, Md.: Johns Hopkins U, 2009.
- Kinugawa, Shosuke. *Mark Twain's secret writings*. Diss. State University of New York at Buffalo, 2016.
- Stam, Robert. *Film theory: An introduction*. John Wiley & Sons, 2017.
- Bordwell, David, and Noël Carroll, eds. *Post-theory: Reconstructing film studies*. University of Wisconsin Pres, 2012.
- Rushton, Richard, and Gary Bettinson. *What is film theory?*. McGraw-Hill Education (UK), 2010.
- Cahir, Linda Costanzo. *Literature into film: theory and practical approaches*. McFarland, 2014.
- Klarer, Mario. *An introduction to literary studies*. Routledge, 2013.
- Brown, Kathleen L. *Teaching literary theory using film adaptations*. McFarland, 2009.
- Brewton, Vince. "Literary theory." *Internet Encyclopedia of Philosophy* 29 (2005).



SEMESTER – IV

24CMEG41 **NEW MILLENNIUM LITERATURE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To analyze literary works as a means of understanding the human experience of health and illness.
- To explore the ways in which texts for and about young adults reflect and shape our understanding of identity, belonging, and coming-of-age.
- To analyze literary and cultural representations of the ocean and its impact on human societies.

UNIT-I BLUE HUMANITIES 12

Introduction to Blue Humanities, Mary Oliver's Wild Geese (poem), Sylvia Earle's The World Is Blue, Maggie Nelson's The Argonauts (a memoir).

UNIT-II ANIMAL STUDIES 12

Margo DeMello- "Human Animal Studies" from Animals and Society: An Introduction to Human-Animal Studies by Margo De Mello pp. 3-18, "The Night Circus" by Erin Morgenstern.

UNIT-III MEDICAL HUMANITIES 12

Atul Gawande, "Complications: A Surgeon's Notes on an Imperfect Science" (excerpts), Arthur Frank's The Wounded Storyteller, Anatole Broyard's The Intoxicated by My Illness.

UNIT-IV DIGITAL HUMANITIES 12

"The Video Game Theory Reader" (selected essays). Janet Murray, "Hamlet on the Holodeck" (excerpts). Nick Montfort, "Twisty Little Passages" (excerpts), Zork.

UNIT-V YOUNG ADULT STUDIES 12

Malala Yousafzai, "I Am Malala" (excerpts) , Nicola Yoon's The Sun is Also a Star, Angie Thomas's The Hate U Give.

Total: 60 Hours

Course Outcomes:

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

CO1: Examine interdisciplinary connections between literature, culture, and science across different domains

CO2: Analyze and interpret key texts to understand how human experiences are shaped by environmental, ethical, medical, technological, and social factors.

CO3: Apply critical thinking to real-world issues and propose informed responses to these challenges.

CO4: develop skills in interdisciplinary research and showcase their ability to connect theoretical ideas with contemporary societal issues.

CO5: foster a nuanced understanding of ethical issues raised in the study of human-animal relationships, medical narratives, and digital media.

Reference Books:

- Earle, Sylvia. The World Is Blue: How Our Fate and the Ocean's Are One. National Geographic, 2010.
- Nelson, Maggie. The Argonauts. Graywolf Press, 2015.
- Oliver, Mary. "Wild Geese." Dream Work, Atlantic Monthly Press, 1986.
- DeMello, Margo. "Human-Animal Studies." Animals and Society: An Introduction to Human-Animal Studies, 2nd ed., Columbia UP, 2012, pp. 3-18.
- Gawande, Atul. Complications: A Surgeon's Notes on an Imperfect Science. Metropolitan Books, 2002.
- Frank, Arthur W. The Wounded Storyteller: Body, Illness, and Ethics. 2nd ed., University of Chicago Press, 2013.
- Broyard, Anatole. Intoxicated by My Illness. Doubleday, 1992.
- Murray, Janet. Hamlet on the Holodeck: The Future of Narrative in Cyberspace. The MIT Press, 1997.
- Montfort, Nick. Twisty Little Passages: An Approach to Interactive Fiction. The MIT Press, 2003.
- Yousafzai, Malala. I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban. Little, Brown, and Company, 2013.
- Thomas, Angie. The Hate U Give. Balzer + Bray, 2017.

24DMEG41 **RESEARCH METHODOLOGY**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To train students in the Philosophy and mechanics of research
- To make them familiar with the principles of rhetoric.
- To introduce the basic concepts in research methodology in Social science.
- To discuss the techniques and tools to be employed in completing a research project.
- To identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.

UNIT-I RESEARCH – TYPES AND IDENTIFICATION OF PROBLEMS 12

What is Research? – Types of Research – Quantitative and Qualitative and other types – Research Area – Survey of Literature – Working Bibliography – Research Gap – Identification of Research Problem – Formulation of Thesis Statement- Working Outline – Drafting – Final Draft – Computer in Research in English.

UNIT-II MECHANICS OF RESEARCH 12

Mechanics of Research - Suitable Language and Style- Abbreviations – Quotations – Ellipses Parenthesis – Tables – Appendices – Different Kinds of Bibliography – Works Cited.

UNIT-III MODES OF WRITING 12

Modes of Writing- Expository – Argumentative – Persuasive - Meditative - Polemical - Dramatic.

UNIT-IV DOCUMENTATION AND LIST OF WORKS CITED 12

What is a document? Parenthetical documentation – MLA style and APA style, using content notes and bibliographic notes. Other systems of documentation – footnotes and end notes, author-date system, number system, specialized style manuals.

UNIT-V FORMAT OF REPORTING EMPIRICAL RESEARCH 12

Introduction – purpose of the study, background and significance of the Study, hypotheses (if any), definition of terms, limitations of the study, basic assumptions (if any), procedures for collecting and analyzing the data. Review of Literature (only of relevant studies), Methods and procedures/participants, instrument(s) used, pilot study and its results (if any), data collection, analysis of data (statistical analysis). Findings of the study (results of data analysis), Conclusions and Recommendations, Appendices.

Total: 60 Hours

Course Outcomes:

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

CO1: Demonstrate the ability to choose methods appropriate to research aims and objectives

CO2: Understand the limitations of particular research methods

CO3: Develop skills in qualitative and quantitative data analysis and presentation

CO4: Develop advanced critical thinking skills & demonstrate enhanced writing skills

CO5: To prepare report writing and framing Research proposals.

Reference Books:

- Panneerselvam, Ramasamy. *Research methodology*. PHI Learning Pvt. Ltd., 2014.
- Corbett, Edward P. J. Classical Rhetoric for the Modern. New York: Oxford UP, 1965. Print.
- Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. Seventh ed. Affiliated EastWest Press, 2009.
- Winkler, Anthony C., and Jo Ray McCuen. Writing the Research Paper: A Handbook with Both the MLA and APA Documentation Styles. 4th ed. Fort Worth: Harcourt Brace College, 1994.

24RMEG41 **RESEARCH PROJECT - 20 CREDITS**