**CURRICULLUM AND SYLLABI**

**14EN201 PROFESSIONAL SKILLS IN ENGLISH**

**Credits: 3:0:0**

**Objective:**

* To impart the basic linguistic and reading skills necessary for comprehending and interpreting general, literary and technical content.
* To enable the learners to write and communicate orally without flaw in day to day situations.

**Outcome:**

* Learners would have developed the skills of reading and comprehension by mastering the basic linguistic skills
* Learners would have acquired an understanding of the methods of reading and interpretation
* Learners would be able to demonstrate their skills in oral and written communication.

**Unit I**

**BASIC LINGUISTIC SKILLS**

Tense forms – Concord - Sentence structure – Impersonal passive – Discourse markers – Vocabulary skills- Prediction techniques in comprehension

**Unit II**

**COMPREHENSION PROCESS**

Reading methods - Reading scientific texts and business documents - Reading and Interpreting Graphic Information – Exercise on content and functional words – Technical words – Abbreviations

**Unit III**

**LITERARY COMPREHENSION**

The War of the Worlds by H.G Wells

**Unit IV**

**EFFECTIVE WRITING**

Paragraph Writing - Note making –Report writing – Resume writing – Business letters: Enquiry, Quotation, Purchase and Sales letters

**Unit V**

**SPEAKING PRACTICE**

Pronunciation practice – Body language – Conversation practice – Introducing oneself - Introducing others – Introducing a product - Short talk on a topic – Group Discussion

***Reference Books:***

1. Rizvi, Ashraf M, “Effective Technical Communication”, Tata McGraw Hill, New Delhi, 2008
2. H.G Wells, The War of the Worlds. Random House, London, 1988.
3. Mohan, Krishna., Raman, Meenakshi. Effective English Communication. Tata McGraw Hill, New Delhi, 2009.
4. Dhanavel, S.P. English and Communications Skills for Students of Science and Engineering. Orient BlackSwan, Chennai, 2011
5. Viswamohan, Aysha, English for Technical Communication. Tata Mc

Graw-Hill, New Delhi, 2010.

**14EN202 TECHNICAL COMMUNICATION**

**Credits: 3:0:0**

**Course Objective:**

* To impart basic skills in grammar and language use.
* To enrich the vocabulary of students.
* To enable students identify errors and frame error-free sentences
* To impart reading and writing skills

**Course Outcome:**

* To gain knowledge in basic grammar skills
* To be proficient in reading, writing and speaking skills

**Unit I**

**BASIC GRAMMAR SKILLS AND LANGUAGE USE**: Tense forms- Articles - Voice- Sentence transformation - Vocabulary -Synonyms-Antonyms- Abbreviation - Discourse markers –Activities using technical passages

**Unit II**

**READING SKILLS:** Various reading strategies – Reading comprehension – Ten stories from Lamb’s Tales (Stories 1, 2, 3, 5, 9, 10, 12, 15, 18, 19).

**Unit III**

**SPEAKING SKILLS:** Basic speech sounds – Pronunciation practice - Transcription of words - Language use for various communicative functions -Situational speech and dialogue

**Unit IV**

**WRITING SKILLS:** Sentence usage - Formal Letter Writing - Book review writing: Characteristics and Exercises – Descriptive writing

**Unit V**

**PROFESSIONAL SKILLS:** Non-verbal communication – Presentation skills – Interview skills - Job application- Resume - Term paper writing: Characteristics and Exercises

**Reference Books**

1. Mohan, Krishna., Raman, Meenakshi. Effective English Communication. Tata McGraw Hill, New Delhi, 2009.
2. Charles and Mary Lamb. Tales from Shakespeare. Mahaveer, New Delhi, 2007
3. Rizvi, Ashraf M. Effective Technical Communication. Tata McGraw-Hill, New Delhi, 2005.
4. Viswamohan, Aysha, English for Technical Communication. Tata Mc

Graw-Hill, New Delhi, 2010.

**14EN203 COMMUNICATION SKILLS FOR MEDIA - I**

**Credits 4:0:0**

**Course Objective:**

* To acquire skills in using language effectively
* To improve specific language skills for mass media

**Course Outcome:**

* To learn to appreciate language and literature
* To learn to write and present effectively according to the situations

**Unit I**

**Literary Appreciation:** The Road not Taken – Robert Frost; The Night the Ghost Got In – James Thurber; Dream Children – Charles Lamb

**Unit II**

**Use of Language:** Media Story Telling – Narrative Strategies – Script Writing

**Unit III**

**Change of Strategies:** Varieties of Media Language – Broadcast Talk – Media Language and Social Change

**Unit IV**

**Use of Grammar:** Tense – Reported Speech – Punctuation – Transitional Devices

**Unit V**

**Newspaper Writing:** The Language of Headlines – Reporting Meetings, Speeches and Special Events – Newspaper Reports

**Reference Books:**

1. Durant, Alan and Marina Lambrou. *Language and Media: A Resource Book for Students.* Routledge, London and New York, 2010
2. Stein M. L, Susan F. Pasterno, *The News Writer’s Handbook: An Introduction to Journalism.* Surjeet Publications, New Delhi, 2003.
3. Reah, Danuta. *The Language of Newspapers.* Second Edition, Routledge. London and New York, 2005.

**14EN204 COMMUNICATION SKILLS FOR MEDIA - I**

**Credits 4:0:0**

**Course Objective:**

* To introduce current trends, practices and developments in mass media
* To guide the students to practice good, incisive and insightful techniques for mass media

**Course Outcome:**

* To become familiar with the language of media
* To express effectively

**Unit I**

**Literary Appreciation:** What Men Live By - Leo Tolstoy; The Open Window – H. H. Munro; The Tiger – Blake

**Unit II**

**Creative Writing:** Writing Science Fiction / Fantasy; Writing for Children; Writing for Teenagers

**Unit III**

**Presentation Style:** Body Language; Conversational Quality; Figurative Language; Fresh Language; Conciseness; Connotation

**Unit IV**

**News Anchoring:** News Style; News Caster; Major News Channels; News Management

**Unit V**

**Use of Language:** Advertisement language; Non Fiction Video

**Reference Books:**

1. Ganesh, T.K. *Essentials of Mass Media Writing.* Authors Press, Delhi. 2008.
2. Zachariah, Aruna. *Radio Jockeying and News Anchoring.* Kanishka Publishers: New Delhi, 2009.
3. *The Handbook of Creative Writing.* Ed. Steven Earnshaw, Edinburgh University Press, London, 2007.

**14EN205 PROFESSIONAL ENGLISH ESSENTIALS**

**Credit: 3:0:0**

**Course Objective:**

* To impart basic grammar skills with special thrust on framing sentences for day to day conversation.
* To train the students in language use and help improve their vocabulary.
* To train the students in reading and writing skills

**Course Outcome:**

* To learn the grammar skills and their usage
* To acquire skills for effective writing

**Unit I**

**DEVELOPING BASIC GRAMMAR:** Tense forms- Concord- Articles-Voice- Infinitives- Gerunds—Modal auxiliaries- Understanding vocabulary- Word power.

**Unit II**

**SKILLS IN BASIC SENTENCE PATTERNS:** Direct and indirect speech Homophones- Note-Making- Paragraph writing- Personal letter writing- Summarizing- Punctuations- Discourse markers.

**Unit III**

**ERROR ANALYSIS:** Descriptive writing- Abbreviations- Word formations- Cohesive devices- One- word substitution- Subordinating conjunction- Co-relative conjunction- Relative pronouns- Writing short speeches.

**Unit IV**

**PROFESSIONAL SKILLS:** Instructions- Warning- Group discussions- - Writing minutes- writing recommendations- Memo writing- Understanding biography

**Unit V**

**WRITING SKILLS:** Essay writing- Writing official letters- If- clauses- Technical and non- technical meaning of words- Presentational skills- Body language- Role-play

**Reference Books**

1. Mohan, Krishna and Raman, Meenakshi. Effective English Communication. New Delhi: Tata McGraw-Hill, 2001
2. Radhakrishnan, Pillai G.*et.al*. Spoken English for You-Level I. Chennai: Emerald Publishers, 2000.
3. Rizvi, Ashraf M. Effective Technical Communication. New Delhi: Tata McGraw-Hill. 2005.
4. Dhanavel, S.P, English and Communication Skills for Students of Science and Engineering. Orient BlackSwan, Bangalore, 2011.

**14 EN206 LIFE AND LITERATURE**

**3:0:0**

**Objective:**

* To enable the students to understand the value of life through notable literary works
* To appreciate the aesthetic sense through literary works
* To develop communication skills through literature

**Outcome:**

* To improve reading habits
* To acquire appreciative writing skills
* To learn the values of life and appreciate the worth of living

**Unit I**

**PROSE AND POETRY:** The Postmaster by Rabindranath Tagore – Snapshot of a Dog by J G Thurber - On the Rule of the Road by A.G. Gardiner - The Village Schoolmaster by Oliver Goldsmith – Incident of the French Camp by Robert Browning – Stopping By Woods on a Snowy Evening by Robert Frost – The Ballad of Father Gilligan by W.B. Yeats

**Unit II**

**SHORT STORIES:** The Model Millionaire by Oscar Wilde – The Ant and the Grasshopper by W. Somerset Maugham – The Doll’s House by Katherine Mansfield - A Work of Art by Anton Chekhov

**Unit III**

**BIOGRAPHY:** Albert Einstein andSteve Jobs

**Unit IV**

**FICTION:** The Old Man and the Sea by Ernest Hemmingway – The Scarlet Pimpernel by Baroness Emma Orczy

**Unit V**

**LITERARY WRITING:** Creative writing – Descriptive writing – Story writing

**Reference Books**

1. Xavier. ed. An Anthology of Popular Essays and Poems. Macmillan: New Delhi, 2009
2. Kumara Pillai. ed. A Book of Modern Short Stories. Macmillan: New Delhi, 2009
3. Colleen and Darius Krishnaraj. ed. Convergence – A Book of Short Stories. Macmillan: New Delhi, 2009
4. Ernest Hemmingway. The Old Man and the Sea. Arrow: Warwickshire, 1994
5. Baroness Emma Orczy- The Scarlet Pimpernel. Hutchinson : 1905

**14 EN207 SHAKESPEARE**

**Credits: 3:0:0**

**Course Objective:**

* To appreciate Shakespearean theatre
* To inspire the learners through Shakespearean writing
* To impart communication skills through drama

**Course Outcome:**

* To overcome life inhibitions and be successful
* To learn effective expressive skills

## Unit I

## TRAGIC COMEDY: The Merchant of Venice

## 

## Unit II

## TRAGEDY: Julius Caesar

## Unit III

## TRAGEDY: Hamlet

## Unit IV

## COMEDY: As You Like It

## Unit V

## Effective Expressive Narrative Usages: Portia’s Speech on Quality of Mercy – Mark Antony’s Speech – Hamlet’s Soliloquy – Rosaline’s Seven stages of man.

## Reference Books

## Shakespeare, William. The Complete Works of Shakespeare, Oxford, OUP,1999

## Langley, Andrew. Shakespeare and the Elizabethan Age, Running Press Books Publishers: 2000

## Lee, Michael (ed). Shakespearean Criticism: Criticism of William Shakespeare’s Plays and Poetry, Gale/Cengage Learning: 2007

1. Metcalf, John Calvin. Know Your Shakespeare, Heath: 194 Bennion, Lynn. B. William Hazlitt’s Shakespearean Criticism, John Hopkins University: 1946.

**14EN208 BUSINESS COMMUNICATION AND SOFT SKILL DEVELOPMENT**

**Credits: 3:0:0**

**Course Objective:**

* To impart basic business communication skills
* To help improve non verbal cues for communication
* To impart business writing skills

**Course Outcome:**

* To learn verbal and non verbal skills
* To acquire skills required for workplace communication

**Unit I**

**INTRODUCTION TO COMMUNICATION:** Types and Barriers – Role of Language in Communication –Internal Communication – External Communication

**Unit II**

**BODY LANGUAGE AND EFFECTIVE SPEAKING:** Types of Non-verbal Communication – Tips for effective Non-verbal Communication – Oral Presentation Exercises – Telephone Conversation – Speaking Strategies

**Unit III**

**CAREER SKILLS:** Interview Techniques – Types of Interview – Group Discussion – Problem Solving and Decision Making Strategies – Team Building – Interpersonal Communication

**Unit IV**

**BUSINESS WRITING:** Enquiry Letter, Quotation Letter, Purchase Letter & Sales Letter – Sales Advertisement

**Unit V**

**SPECIFIC WRITING SKILLS:** Email Messages - Circular - Memo – Minutes – Report Writing: Types and Features – Resume Writing

**Reference Books**

1. Soundararaj, Francis. Speaking and Writing for Effective Business Communication. Macmillan: New Delhi, 2007
2. Mohan, Krishna & Banerji, Meera. Developing Communication Skills. Macmillan: New Delhi, 2005
3. Pal, Rajendra & Korlahalli, J.S. Essentials of Business Communication. New Delhi: Sultan Chand & Sons: New Delhi, 2005

**14EN209 PROFESSIONAL ENGLISH PRACTICE - I**

**Credits: 0:0:2**

**Objective:**

* To train the students to obtain proficiency in the presentation skills
* To impart technical writing skills
* To enable the learners to prepare winning resume
* To train them to speak independently, present longer unit of discourse and interact effectively

**Outcome:**

* The learners would have developed presentation skills at the prelims level
* They would have acquired skills to write reports, business letters and resume
* They would have gained proficiency in speaking

10 approved experiments will be notified at the beginning of the semester

**14EN210 PROFESSIONAL ENGLISH PRACTICE - II**

**Credits: 0:0:2**

**Objective:**

* To train the students to obtain advanced level of proficiency in the presentation skills
* To impart writing skills relevant to their area of study
* To enable the learners to prepare reports and proposals
* To train them to speak independently, present longer unit of discourse at vantage level

**Outcome:**

* The learners would have developed speaking skills
* They would have acquired skills to write reports and proposals
* They would have gained proficiency in speaking at vantage level

10 approved experiments will be notified at the beginning of the semester

**14EN301 INDIAN LITERATURE**

**Credits 4:0:0**

**Objective**

* To introduce the learners to the different genres of Indian literature
* To teach selected texts from each genre

**Outcome**

* To gain an understanding of poetry, prose, drama, short stories and fiction of Indian writing in English

**Unit I**

**POETRY:** Nissim Ezekiel: Night of the scorpion and Enterprise - Sarojini Naidu:The palanquin bearers and The soul's prayer - Kamala Das: My grandmother’s house and The sunshine cat - Rabindranath Tagore: Gitanjali (first 15  songs )

**Unit II**

**PROSE:** Nirad.C.Choudhry:A passage to England(chapter 1&2) - Jawaharlal Nehru:The Discovery of India(chapter(1-5) - Sri Aurobindo:The Renaissance in India - Dr.A.P.J Abdul Kalam:The power of Prayer

**Unit III**

**DRAMA:** Girish Karnad: Nagamandala - Rabindranath Tagore: Chandalika - Vijay Tendulkar: Kamala

**Unit IV**

**SHORT STORIES:** Bharathi Mukherjee: A wife's story & Jasmine story (both from Middleman and other stories) - Shashi Deshpande: The Legacy and other stories

**Unit V**

**FICTION:** Anita Desai: Cry the peacock,the beloved country - V.S Naipaul: A house for Mr.Biswas - Arundhati Roy: The God of small things - Salman Rushdie: The Midnight's children - Amitav Ghosh: The Shadow lines

***Reference Books:***

1. *V.K Gokak. ed. The Golden treasury by Indo-anglian poetry. New Delhi: Sahitya Academy, 2010*
2. *M.K Naik -Dimensions of Indian English literature:New Delhi:Sterling publisher Pvt.ltd.1985*
3. *Das, A. Anita Desai- A Critical study. New Delhi: Omega publications, 2011*
4. *Ray, Mohit. K.  VS Naipaul: Critical Essays. New Delhi: Atlantic publishers, 2005*
5. *Iyengar, K.R.S. Indian Writing in English. Bombay: Asia Publishing House,1962*

**14EN302 ASPECTS OF LANGUAGE**

**Credits 4:0:0**

**Objective:**

* To impart different aspects of language
* To enable the learners to understand the components of language
* To teach the methods of interpretation of texts

**Outcome:**

* To understand the functional interpretation of texts
* To use the different linguistic tools of langauge effectively in various contexts.

**Unit I**

**PHONOLOGY:** Derivation and Definitions – Development of Phonology – Analysis of Phonemes – Allophones and Morphophonemes – Phonotactics – Phonological alternation – Stress and intonation – Phonetics Vs Phonology

**Unit II**

**MORPHOLOGY:** Definition – History – lexemes and word forms – prosodic word Vs morphological word – inflection Vs word formation – types of word formation – paradigms and morpho syntax – allemorphy – lexical morphology – 3 models – morphological typology

**Unit III**

**SYNTAX:** Definition – early history – Modern theories: Generative Grammar, Categorical Grammar, Dependency Grammar – Functional Grammar – Syntactic terms

**Unit IV**

**SEMANTICS**: Definition – Montague Grammar – Dynamic turn in semantics – prototype theory – Theories in semantics – Computer based models – psychology and semantics

**Unit V**

**PRAGMATICS:** Definition – Structural ambiguity – Etymology – areas of interest – Referential uses of Language – non referential uses of language – pragmatics in literary theory – pragmatics in discourse

***Text Books***

1. *Cooke, M. Language and Reason: A Study in Habermas's Pragmatics. Cambridge, MA: MIT Press, 1994*
2. *Levin, Beth; Pinker, Steven; Lexical & Conceptual Semantics, Blackwell, Cambridge, MA, 1991*
3. *Brown, Keith and Jim Miller eds. Concise Encyclopedia of Syntactic Theories. New York: Elsevier Science, 1996*
4. *de Lacy, Paul, ed. The Cambridge Handbook of Phonology. Cambridge: Cambridge University Press, 2007*

**14EN303 ENGLISH FOR SPECIFIC PURPOSES**

**Credits: 4:0:0**

**Objective**

* To familiarize the students with the role of ESP in understanding the specific aspects of English language.
* To provide pedagogic training in ESP Course

**Outcome**

* To understand the need of learner and teach English accordingly
* To learn to frame syllabus for curriculum
* To specialize in evaluating the performance of learner

**Unit I**

**HISTORY:** Overview-A Definition of ESP- Classification of ESP-Carrier content- Role of ESP Practitioner-ESP as a multidisciplinary act-Balance between research and practise-trends in EAP-Authenticity of purpose-Trends in EOP-ESP now

**Unit II**

**THEORY:** English Academic Purposes -Four types of EAP situation-English for General Academic Purposes and English for Specific Academic Purposes-Engaging with the disciplines: EAP or EOP?- English for Business PurposesCharacteristics of Business English- English for General Business Purposes and English for Specific Business Purposes

**Unit III**

**SKILLS:** Language issues in ESP- Grammar in ESP-Vocabulary in ESP-Listening to Monologue- The skills in EAP and EOP -Listening and speaking skills in ESP-Speaking Monologue-Writing skills in ESP- Needs Analysis and Evaluation-Needs Analysis-Evaluation-Collecting Data for Needs Analysis and Evaluation Purposes

**Unit IV**

**APPLICATION:** Course Design Para meters of Course design-Balancing the parameters-Case studies-Developing a course-design- The Role of Materials -The purpose of materials-writers or providers of materials-Teacher-generated materials- Learner -generated materials- Materials and Technology

**Unit V**

**PRACTICE:** Class Room Practise and beyond and Assessment: Continuous Assessment and Testing Learner’s specialist knowledge-class size-Beyond Class room-Why assess?- Classroom assessment-Classroom tests-Public examinations developed in UK-reporting test development-ESP test questions

***Reference Books:***

1. *Tony Dudley-Evans and Maggie Jo St.John. Development in English for Specific Purposes. Cambridge University Press: Cambridge, 1998*
2. *Tom Hutchinson and Alan Waters. English for Specific Purposes, Cambridge University Press: Cambridge, 1997*
3. *R.R.Jordon. English for Academic Purposes. Cambridge University Press: Cambridge, 1997*
4. *Helen Basturkmen. Ideas and Options in English for Specific Purposes. Lawrence Erlbaum Associates : London, 2005*

**14EN304 TRANSLATION STUDIES: THEORY AND PRACTICE**

**Credits: 4:0:0**

**Objective:**

* To gain a working knowledge of the origin and development of translation
* To learn the various theories and techniques of translation

**Outcome:**

* To be able to translate literary and non-literary texts from English into an Indian language and vice-versa

**Unit I**

**THE FUNCTION OF TRANSLATION**

Translation in the developing, multilingual countries.

**Unit II**

**LINGUISTIC THEORIES OF TRANSLATION**

Catford: Theory of Translation – Nida: Language Structure and Translation - Jiri Levy: Translation as a Decisive Process

**Unit III**

**NON-LINGUISTIC THEORIES OF TRANSLATION**

Andre Lefevere & Susan Bassinet: Meguire: Translation History and Culture – Holmes: The Nature of Translation

**Unit IV**

**TRANSLATION OF TEXTS**

Literary - Aesthetic Texts - Problems and Techniques Translation of Religious Texts in India - Translation of Poetry - Translation of Fiction - Translation of Plays

**Unit V**

**TRANSLATION OF SCIENTIFIC-TECHNICAL TEXTS**

Problems and Techniques Translation of Scientific Texts - Translation of Social Sciences Texts - Translation of Official Circulars, Agenda, Minutes - Translation of Commercial, Financial documents and Legal texts

***Reference Books:***

1. *Bassnet McGuire Susan and Andre Lefevere : Translation History and Culture.*
2. *Catford J. C. : A Linguistic Theory of Translation, London OUP, 1965.*
3. *Holmes, James (ed.) : The Nature of Translation : Essays on the Theory and practice of Literary Translation, The Hague Mouton, 1970.*
4. *Jacobson, Roman (ed.) : 'On Linguistic Aspects of Translation', in R. Brower (ed.) On Translation, Cambridge Mass Harvard UP, 1959.*
5. *Nida, Eugene Anwar Dil, (ed.), Language Structure and Translation, Stanford University Press, 1975.*
6. *Levy Jiri : 'Translation as a Decision Process' in To Honour Roman Jacobson II, The* Hauge, Mouton, pp. 1111-1182

**14EN305 INDIAN NOVEL IN TRANSLATION**

**Objective**

* To introduce fiction in the various languages of India
* To expose to translated works that are cultural representations, leading to a better understanding of our own country

**Outcome**

* To enable the students to analytically appreciate the intricacies of translation from languages familiar to them

**Unit I**

**STUDY OF NOVEL**

Nature and function of the modern novel in regional literary traditions: Genre-specific problems, form, realism, symbolism

**Unit II**

**TRANSLATED NOVELS**

The First Promise by Ashapurna Devi - Ferry Crossing by Sheelabhadra

**Unit III**

**TRANSLATION TECHNIQUIE**

Ashok Mitran’s Mole - S. L. Bhyrappa’s The Uprooted

**Unit IV**

**STYLE**

Ahmed Nazir’s Son of the Moment - Pratibha Ray’s The Primal Land

**Unit V**

**THEME**

Bama’s Karukku - Sethu, Pandavapuram - G.V. Krishna Rao, Puppets

***Reference Books:***

1. *Mannu Bhandari: The Great Feast (Tr. by Ruth Vanita). Orient Longman. 2006.*
2. *Bhalchandra Nemade: Cocoon (Tr. by Sudhakar Marathe) MacMillan.*
3. *Ashapurna Devi: The First Promise (Tr. by Indira Chaudhary). Orient Longman. 2006.*
4. *Sheelabhadra: Agomony Ferry Crossing (Tr. by Nagen Datta). B.R. World*
5. *Ashok Mitran: Mole (Tr. by Raman N. Kalyan), Orient Longman. 2006*
6. *S. L. Bhyrappa: The Uprooted (Tr. by K. Rahavendrarao) B.R. World Books.*
7. *Ahmed Nazir: Son of the Moment (Tr. by Zakir Mohommad), Orient Longman. 2006*
8. *Pratibha Ray: The Primal Land (Tr. by Das Bikram K.) Orient Longman. 2006*
9. *Bama, Karukku translated by Lakshmi Holmstrom. Macmillan*
10. *Sethu, Pandavapuram translated by Geetha Krishnankutti. Macmillan*
11. *G.V. Krishna Rao, Puppets translated* by D.Kesava Rao. Macmillan

**14EN306 ENGLISH LANGUAGE TEACHING**

**Credits: 4:0:0**

**Objective:**

* To acquire the essentials of teaching English as a second / foreign language
* To internalize the various methods of English language teaching, theory as well as practice
* To know the problems and principles of English language teaching

**Outcome:**

* Students are trained to appreciate the specific features of ELT in the Indian context, to become able teachers

**Unit I**

**HISTORY OF ENGLISH IN INDIA**

The role of English in India: English teaching in India today

**Unit II**

**THEORIES OF LANGUAGE LEARNING**

Cognitive-code, behaviouristic theory, first language acquisition and second language learning; attitudes to error, inter language approaches and methods

**Unit III**

**METHODS**

Grammar Translation: Audio-lingual, communicative and current trends.

Classroom Management: Teacher - Student interaction materials production

**Unit IV**

**ASSESSMENT**

Testing and Evaluation: Learners' Evaluation, criteria of a good test, types of tests, significance of learners' evaluation

**Unit V**

**LANGUAGE SKILLS**

Language Skills: Reading, Writing, Testimony, Speaking, Study Skills, Literature, Remediation

***Reference Books***

1. *Howall A.P.R. A History of English Language Teaching, OUP, 1984.*
2. *Richards, J and Rudgers, S. Approaches and methods in Language Teaching, Cambridge University Press, 2001.*
3. *Pit Corder, S. Introducing Applied Linguistics, Harmondsworth, Penguin, 1973. Edinburgh Course in Appied Linguistics Vols. 1,2,3,4.*
4. *Yalden, 1. The Communicative Syllabus: Evolution Design & Implementations. Penguin, 1983.*
5. *David Nunan, Language Teaching Methodology, Prentice Hall, 1991.*
6. *Hams David : Testing English as a Second Language.*
7. *Modern Techniques of Testing Language and Literature, Course Materials (ELT Centre, Shivaji University).*

**14EN307 NEW LITERATURES IN ENGLISH**

**Credits: 4:0:0**

**Objective:**

* To introduce contemporary and complex writers and their works spanning all the commonwealth countries
* To introduce postcolonial perceptions of a wide range of people whose second language is English

**Outcome:**

* To develop comparative perspectives
* To discuss the question of identity and dominance of landscape in new literatures

**Unit I**

**POETRY**

Australia - Judith Wright : At Cooloola - New Zealand - James Baxter : The Ikons

Canada - Al Purdy : Lament for the Dorsets Africa - Kofi Awoonor : Song of War: The Weaver Bird - West Indies - Grace Nichols - Carribbean -James Berry, a) ‘It's Me Man’

**Unit II**

**PROSE**

1. Africa - Achebe : Colonialist Criticism 2. West Indies - V.S. Naipaul-India: A Wounded Civilization

**Unit III**

**DRAMA**

Australia - Louis Nowra : Radiance - J.P Clarke : Song of a goat

**Unit IV**

**FICTION**

Africa-Koetzee : Disgrace - Canada - Maragaret Laurence : The Stone Angel

Australia-Peter Carey : Oscar and Lucinda

**Unit V**

**CRITICISM**

Margaret Atwood: Survival

*Reference Books:*

* + - 1. *Geofry Dutton, The Literature of Australia*
      2. *W. J. Keith, Canadian Literature in English. Longman, London, 1985.*
      3. *William Walsh: Commonwealth Literature, Oxford University Press, 1973.*
      4. *Bruce King: West Indian Literature, Macmillan, London, 1980.*
      5. *Eustace Palmer: An Introduction to the African Novel, Heinemann, London, 1972.*
      6. *C. D. Narasimhaiah & Emenyounu : African Literature Comes of Age, A Dhvanaloka Publication, Mysore, 1988.*

**14EN308 COMPARATIVE LITERATURE**

**Credits: 4:0:0**

**Objective:**

* To understand the theory and practice of comparative literature
* To learn the different schools of comparative literature

**Outcome:**

* Students learn to apply comparative criticism in learning literatures from across the globe

**Unit I**

**HISTORY OF COMPARATIVE LITERATURE**

Nature and Concept: The concept and Nature of Comparative Literature

**Unit II**

**DEVELOPMENTS**

The Development of Comparative Literature in the West and in India

**Unit III**

**SCHOOLS OF CL**

Schools: Different Schools of Comparative Literature.

**Unit IV**

**METHODOLOGIES IN CL**

Methodology of Comparative Literature: With reference to thematic influence and reception

**Unit V**

**GENRE SPECIFIC METHODOLOGIES**

Methodology of Comparative Literature: With reference to movement and genre

***Reference Books:***

1. *Harry, Levin: Ground for Comparison, (Cambridge, Massachusesetts, 1972).*
2. *Amiya Dev and Sisirkumar Das (Ed.): Comparative Literature; Theory and Practice, Applied Publishers, New Delhi.*
3. *Chandra Mohan (Ed.): Aspects of Comparative Literature: Current Approaches, India Publisher & Distributors, New Delhi.*
4. *Newton, P. Stalknecht and Horst Frenz, (eds.): Comparative Literature: Method Perspective (University of Southern Illinois Press, 1961), Second enlarged and modified edition, 1971.*
5. *Ulrich Weisstein: Comparative Literature and Literature Theory: Survey and Introduction (Indiana University Press, 1973).*
6. *Prawer S. S: Comparative Literary Studies: An Introduction, (London: Duckworth 1973).*
7. *Henry Gifford: Comparative Literature, (Lond : Routledge, Kegan Paul, 1969).*

**14EN309 AMERICAN LITERATURE II**

**Credits: 4:0:0**

**Objective:**

* To introduce American Science Fiction through the most representative texts
* To enlighten the students of the significance of American culture revealed through the literature

**Outcome:**

* To explore the uniqueness of American literature at an advanced level
* To analyze the American mind of its important facets
* To appreciate mutually beneficial relationship between India and the U.S., through the literary medium

**Unit I**

**POETRY**

Emily Dickinson : Success is counted sweetest - Robert Frost : Home Burial -

E.E. Cummings : Any one lived in a pretty how town - 4. Amiri Baraka : An Agony as Now - Gwendolyn Brooks : Kitchenette Building

**Unit II**

**PROSE**

1. R.W. Emerson : Self - Reliance - 2. H.D. Thoreau : Walden (Selected Chapters 1,2 and 17)

**Unit III**

**DRAMA**

Tony Morrison: Bluest Eye - Marsha Norman : Night Mother

**Unit IV**

**FICTION**

Bernard Melamud : The Fixer - Earnest Hemingway: The Sun Also Rises - Isaac Asimov: The Caves of Steel

**Unit V**

**GREAT SPEECHES**

Elizabeth Cady Stanton: Seneca Falls Keynote Address (1848) - George Washington: Farewell Address (1796) - Theodore Roosevelt: The Man with the Muck-Rake (1906) - Douglas Macarthur: Farewell Address (1951) - John F. Kennedy: Inaugural Address (1961) - Martin Luther King: I Have a Dream (1963) - Frederick Douglass: The Church and Prejudice (1841)

***Reference Books:***

1. *Moore Jack B and Burbank Rex – The Literature of the American Realistic*

*Period. Charles E Merrill Publishing Company Columbus , Ohio. 1985.*

1. *Mari Evans ed.- Black Women Writers (1950-1980) : A Critical Evaluation*

*Anchor Books,New York, 1984.*

1. *Baker, Carlos : Hemingway, Princeton : Princeton UP, 1963.*
2. *Morrison, Tony Playing the Dark, Whiteness and the Literary*

*Imagination, London , Pan, 1993.*

**14EN310 LITERARY THEORY AND CRITICISM**

**Credits: 4:0:0**

**Objectives:**

* To introduce one of the most enabling forms of literary study
* To expose to the complexities of literary theory and criticism

**Outcome:**

* Students will be able to analyze literary writings based on the ever evolving traditions of criticism
* Students will be enabled to form a comparative perspective of the Eastern and Western critical traditions

**Unit I**

Mikhail Bakhtin: "Carnival and Carnivalesque." - Raymond Williams: “The Romantic Artist.” (Chapter 2, Culture and Society 1780-1950.)

**Unit II**

Stanley Fish: “How to Recognize a Poem When You See One.” - Roland Barthes: “From Work to Text.”

**Unit III**

Edward Said: Orientalism (Selections: “Introduction” and Chapter I: “Knowing the Orient”) - Elaine Showalter: “Towards a Feminist Poetics.”

**Unit IV**

Ngugi wa Thiong’o: Decolonizing the Mind - Margaret Atwood: “The Curse of Eve - Or, What I Learned in School.”

**Unit V**

Gayatri Chakravarty Spivak: Can the Subaltern Speak? - Jacques Lacan : Of Structure as an Inmixing of an Otherness Prerequisite to any Subject Whatever

***Reference Books:***

1. *Atwood, Margaret. “The Curse of Eve - Or, What I Learned in School.” Women on Women. Ann B. Shteir. (Ed.). The Gerstein Lecture Series 1975-6. York University, 1978. pp. 13-26.*
2. *Barthes, Roland. “From Work to Text.” Modern Literary Theory: a Reader. Ed. Philip Rice and Patricia Waugh. London: Edward Arnold, 1989. 166-171.*
3. *Fish, Stanley Eugene. “How to Recognize a Poem When you See One.” Is There a Text in This Class?: The Authority of Interpretive Communities. Cambridge: Harvard University Press, 1980. pp.322-337.*
4. *Showalter, Elaine. “Toward a Feminist Poetics.” The New Feminist Criticism: Essays on Women, Literature and Theory. Ed. Elaine Showalter. London: Virago, 1986. 125- 143.*
5. *Thiong’o, Ngugi wa. Decolonising the Mind: The Politics of Language in African Literature,*
6. *A Dictionary of Modern Critical Terms. Ed. Roger Fowler. London: Routledge & Kegan Paul, 1987.*
7. *Hirschkop Ken, David Shepherd. eds. Bakhtin and CulturalTheory. Manchester University Press, 2002.*
8. *Selden, Raman. A Reader's Guide to Contemporary Literary Theory, 1985.*
9. *Storey, John ed. Cultural Theory and Popular Culture: A Reader. 2006.*
10. *Williams, Raymond. Culture and Society 1780-1950,1983.*

**14EN311 BRITISH LITERATURE**

**Credits: 4:0:0**

**Objective:**

* To provide foundation to the study of English Literature
* To understand the socio-cultural and literary background of the English literary tradition

**Outcome:**

* Students will be able to appreciate literary themes styles and techniques

**Unit I**

**PROSE**

Joseph Addison: The Spectator’s Account of Himself - Oliver Goldsmith: On National Prejudices - William Hazlitt: On Going a Journey

**Unit II**

**PROSE**

Thomas Carlyle: Selections from The French Revolution - Storm and Victory (Vol I, Book V, Chapter VI) - George Orwell: Literature and Totalitarianism

**Unit III**

**POETRY**

Wilfred Owen: Strange Meeting; Anthem for Doomed Youth - Philip Larkin: Church Going; Lines on a Young Lady’s Photograph Album

**Unit IV**

**NOVEL**

Lawrence Sterne - Tristram Shandy - Gustave Flaubert - Madam Bovary - Leo Tolstoy : Anna Karenina

**Unit V**

**DRAMA**

Bernard Shaw : Saint Joan - T.S. Eliot : Murder in the Cathedral - Sean O’ Casey : Juno, and the Paycock

*Reference Books:*

1. *Forster, E. M. Aspects of the Novel, London, 1949*
2. *Brooks and Warren. Understanding Fiction, Prentice Hall, 1959*
3. *Kermode, Frank. Sense of an Ending. OUP , 1967*
4. *Walt, Ian. The Rise of the Novel, Penguin, 1957*
5. *Steiner, George. Tolstoy or Dostoyevsky: An Essay in Contrast. London:*
6. *Faber, 1980.*

M.A SYLLABUS

**LIST OF SUBJECTS**

|  |  |  |
| --- | --- | --- |
| **Sub. Code** | **Subject Name** | **Credits** |
| 15EN3001 | British Literature | 3:1:0 |
| 15EN3002 | Shakespeare | 3:1:0 |
| 15EN3003 | Modern Applied Linguistics | 3:1:0 |
| 15EN3004 | Christian Literature | 3:1:0 |
| 15EN3005 | Indian Writing in English | 3:1:0 |
| 15EN3006 | English Structure and Phonetics | 3:1:0 |
| 15EN3007 | American Literature | 3:1:0 |
| 15EN3008 | Literary Theory and Criticism | 3:1:0 |
| 15EN3009 | English for Specific Purposes | 3:1:0 |
| 15EN3010 | Teaching English as Second Language | 3:1:0 |
| 15EN3011 | New Literatures in English | 3:1:0 |
| 15EN3012 | Indian Diasporic Literature | 3:0:0 |
| 15EN3013 | Canadian Literature | 3:0:0 |
| 15EN3014 | Research Methodology | 3:0:0 |
| 15EN3015 | English Poetry for Aesthetics | 3:0:0 |
| 15EN3016 | Business English | 3:0:0 |
| 15EN3017 | Modern Stylistics | 3:0:0 |
| 15EN3018 | Teaching Methods, Approaches and Techniques | 3:0:0 |
| 15EN3019 | Soft Skills | 3:0:0 |
| 15EN3020 | Comparative Literature | 3:0:0 |
| 15EN3021 | Women’s Writing | 3:0:0 |
| 15EN3022 | Task Based Language Teaching | 3:0:0 |
| 15EN3023 | Feminism | 3:0:0 |
| 15EN3024 | World Literature in Translation | 3:0:0 |
| 15EN3025 | Technical English | 3:0:0 |
| 15EN3026 | Essentials of Scholarly Writing | 3:0:0 |
| 15EN3027 | Computer Aided Language Teaching Lab | 0:0:2 |
| 15EN3028 | Language and Literature Studies Lab | 0:0:2 |
| 15EN3029 | Language Proficiency Lab | 0:0:2 |
| 15EN3030 | Lectureship Preparation Lab | 0:0:2 |

**15EN3001 BRITISH LITERATURE**

**Credits: 3:1:0**

**Objectives:**

* To provide foundation to the study of English Literature
* To understand the socio-cultural and literary background of the English literary tradition
* To appreciate the aesthetic sense through literary works.

**Outcome:**

Students will

* appreciate literary themes of British literature
* understand the styles and techniques of British literature
* have better understanding of different genre of British literature

Drama: Ben Jonson- Everyman in His Humour, Prose: Joseph Addison- A Country Sunday with Sir Roger de Coverley, Charles Lamb- Dream Children-A Reverie, Poetry: George Herbert- Aaron, William Wordsworth- Solitary Reaper, John Keats- Ode to a Nightingale, Tennyson- Home they brought her Warrior Dead Novel: Charlotte Bronte- Jane Eyre. Charles Dickens- David Copperfield

**Reference Books:**

1. Everyman in his Humour. Create Space Independent Publishing Platform, 2014.
2. Charlotte Bronte. Jane Eyre, Harper Collins, 2013
3. Addison and Steele. Sir Roger de Coverley and Spectator’s Club. Cassell, 1905.
4. Charles Lamb, The Essays of Elia New York: Houghton, Mifflin, 1907.
5. Charles Dickens- David Copperfield, New York :Macmillan, 2008
6. Gardner, Helen (Ed). The Metaphysical Poets. Penguin. 1972.
7. Ward & Trent, et al. The Cambridge History of English and American Literature. New York: G.P. Putnam’s Sons, 1907–21; New York: Bartleby.com, 2000
8. Patridge, Edward B. The Broken Compass: A Study of the major comedies of Ben Jonson. London: Chatto& Windus, 1958.
9. Dunn, Richard J. A Routledge Literary Sourcebook on Dickens’ David Copperfield. New York: Routledge, 2004.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

**15EN3002 SHAKESPEARE**

**Credit: 3:1:0**

**Objectives:**

* To expose the students to the world of Shakespeare and his works
* To introduce the Elizabethan stage and drama technique
* To impart literary values from Shakespeare writing

**Outcome:**

Students will

* comprehend the literary merits of Shakespeare as a dramatist
* learn the difference between Shakespearean tragedy and comedy
* understand the Shakespearean style of writing

Elizabethan Age - Criticism on Shakespeare – Modern Relevance of Shakespeare – Language of Shakespeare- Postcolonial reading of selected plays of Shakespeare- Romantic Comedy: A Midsummer Night’s Dream–Tempest–Merchant of Venice- Tragedy: King Lear - Henry IV- Richard II - Antony and Cleopatra - Julius Ceasar

**Reference Books:**

1. William Shakespeare, The Complete Works of Shakespeare, Henry Frowde,UK, 1911.
2. Andrew Langley, Shakespeare and the Elizabethan Age, Running Press Books Publishers, USA, 2000.
3. Michael Lee, (ed). Shakespearean Criticism: Criticism of William Shakespeare’s Plays and Poetry, Gale/Cengage Learning, USA, 2007.
4. John Calvin Metcalf, Know Your Shakespeare, Heath, Dublin, 1949.
5. Lynn Bennion, B. William Hazlitt’s Shakespearean Criticism, John Hopkins University, Maryland, 1946.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

**15EN3003 MODERN APPLIED LINGUISTICS**

**Credits: 3:1:0**

**Objectives:**

* To define language and its role in communicative production
* To explain the multi-dimensional approaches to the scientific study of language
* To impart the applications in L1 and L2 acquisition

**Outcome:**

Students will

* understand the significance of language in human expression
* learn various applications of scientific study of language
* understand the process of language acquisition

Introduction to language: Definitions of ‘language’ – Language behavior and Language system – Language and speech - Semiotic point of view of language – Language families - Linguistics as Science – Scope of Applied Linguistics: Microlinguistics and Macrolinguistics – Domain of Applied Linguistics – Interactive nature of Applied Linguistics – Process of Applied Linguistics – Linguistic Structure and System – Language Acquisition: Mentalist approach to language – Piaget and Chomsky on L1 Acquisition – Language production – Sentence planning and production – L2 Acquisition – Indian scenario for L2 learning – Language and Pedagogy: Role of language in education – Branches of L2 Teaching – Interaction between learning and learners – Approaches to Language Teaching – Audio-lingual approach – Communicative Language teaching method – Language Transfer: Translation and its complication – Process of Transcreation – Role of bilingual dictionary – Language and Machine: difference and application

**Reference Books:**

1. John Lyons, Language and Linguistics: An Introduction. Cambridge:CUP, 2010.
2. N. Krishnaswamy Verma, S.K, Nagarajan, M., Modern Applied Linguistics: An Introduction, Chennai: Macmillan, 2010.
3. Norbert Schmitt, ed, An Introduction to Applied Linguistics, London: Arnold, 2002.
4. Geoffrey Finch, Key Concepts in Language and Linguistics, New York: Plgrave Macmillan, 2005.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

**15EN3004 CHRISTIAN LITERATURE**

**Credits: 3:1:0**

**Objectives:**

* To make the students learn life oriented skills
* To introduce different aspects of Biblical literature, its language and culture.
* To expose the moral and ethical principles of life

**Outcome:**

Student will

* learn the different cultures and expressions of life
* learn how to analyze the features of Christian literature
* understand the Biblical language

Poetry - Bible: Book of Job - Francis Thompson: Hound of Heaven- Hopkins: Wreck of the Deutschland– Allegory - John Bunyan: Pilgrims Progress, Hannah Humard: Hinds feet on high places – Fiction - C.S.Lewis : Screwtape Letters – Tommy Tenney: One night with the king - Prose –Dietrich Bonehoffer: Cost of discipleship, chapters1,2 and 32 - Drama- T.S.Eliot: Murder in the Cathedral - Friedrich Dürrenmatt: An Angel Comes to Babylon

**Reference Books:**

1. John Bunyan: Pilgrims Progress. Macmillan, New Delhi, 2002
2. Hannah Humard: Hinds feet on high places, Popular Classics. New York, 2012.
3. C.S.Lewis: Screwtape Letters, Holeman, New York, 2002
4. Tommy Tenney: One night with the king. Bethany House, Minnesota, 2004
5. Bonehoffer: Cost of discipleship, Touchstone, New York, 1996.
6. T.S.Eliot: Murder in the cathedral, Harcourt. Florida, 1964.
7. Friedrich Dürrenmatt: An Angel Comes to Babylon. Grove Press, London 1962.
8. Tremper Longman III & Raymond B. Dillard, An Introduction to the Old Testament, Zondovern. New York. 2006
9. Bible: Kings James version, Zodovern. Zodovern 2004
10. C. Bullock, Hassel. An Introduction to Old Testament Poetical books. Moody Publishers, 2008

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

**14EN3005 INDIAN WRITING IN ENGLISH**

**Credits 3:1:0**

**Objectives:**

* To introduce the learners to the different genres of Indian literature
* To teach selected texts from each genre
* To enable the learners to have a clear idea of Indian writing in English

**Outcome:**

Learners will

* gain an understanding of poetry and prose
* understand the genre of drama and short stories and fiction
* acquire clear understanding of Indian writing in English

Poetry - Nissim Ezekiel: Night of the Scorpion, Enterprise - Sarojini Naidu: The Palanquin Bearers, The Soul's Prayer - Kamala Das: My Grandmother’s House, The Sunshine Cat - Rabindranath Tagore: Gitanjali (first 15  songs )  - Prose - Nirad. C. Choudhry: A Passage to England (chapter 1&2) - Jawaharlal Nehru: The Discovery of India (chapter(1-5) - Sri Aurobindo: The Renaissance in India - Dr.A.P.J Abdul Kalam: The Power of Prayer – Drama - Girish Karnad: Nagamandala - Rabindranath Tagore: Chandalika - Vijay Tendulkar: Kamala – Short stories - Bharathi Mukherjee: A Wife's story & Jasmine story (both from Middleman and other stories) - Shashi Deshpande: The Legacy and other stories – Fiction - Anita Desai: Cry the Peacock, The Beloved Country - V.S Naipaul: A House for Mr.Biswas - Arundhati Roy: The God of Small Things - Salman Rushdie: The Midnight's Children - Amitav Ghosh: The Shadow Lines

**Reference Books:**

1. V.K Gokak. ed. The Golden treasury by Indo-anglian poetry. New Delhi: Sahitya Academy, 2010
2. M.K Naik -Dimensions of Indian English literature:New Delhi:Sterling publisher Pvt.ltd.1985
3. Das, A. Anita Desai- A Critical study. New Delhi: Omega publications, 2011
4. Ray, Mohit. K.  VS Naipaul: Critical Essays. New Delhi: Atlantic publishers, 2005
5. Iyengar, K.R.S. Indian Writing in English. Bombay: Asia Publishing House,1962

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

**15EN3006 ENGLISH STRUCTURE AND PHONETICS**

**Credits : 3:1:0**

**Objectives:**

* To enable the students to know the basics of Language structure
* To enable them to understand the nuances of phonetics
* To teach English semantics

**Outcome:**

Students will

* learn the technical aspects of speech and sounds
* acquire skill in correct pronunciation
* understand the method of using appropriate vocabulary

Introduction to Phonetics: Organs of Speech – Sound Mechanism – Vowels – Consonants Phonology: Phonological structure – Word – Syllable - stress – Intonation – Transcription Morphology: Classification of Morphemes - Derivational Morphemes – Grammatical Morphemes – Inflectional Morphology Syntax: Parts of Speech – Form classes – Sentence structure – Phrase structure - English grammar - TG Grammar- IC Analysis – Semantics: Denotation and Connotation – Sentence Meaning – Discourse Meaning

**Reference Books:**

1. Roach,Peter. English Phonetics And Phonology . Cambridge: CUP, 2005.
2. Valin ,Van, Robert D. An Introduction to Syntax. Cambridge: CUP,2001 .
3. Fromkin, Victoria, Rodman, Robert. & Hyams, Nina. An Introduction to Language. 8th ed. Harcourt Brace College Publishers: New York, 2006
4. Yule George. Study of Language. Cambridge University Press, U.K,2006
5. Crystal, David. English as a Global Language. CUP: Cambridge, 2003
6. Lyons, John. Language and Linguistics: An Introduction. CUP: Cambridge, 2003
7. Yadugiri, M.A. Making Sense of English: A Textbook of Sounds, Words and Grammar.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

**15 EN3007 AMERICAN LITERATURE**

**Credits: 3:1:0**

**Objectives:**

* To introduce American Science Fiction through the most representative texts
* To enlighten the students of the significance of American culture revealed through the literature
* To introduce the socio-cultural scene of nineteenth century America

**Outcome:**

Students will

* explore the uniqueness of American literature at an advanced level
* analyze the American mind of its important facets
* appreciate mutually beneficial relationship between India and the U.S., through the literary medium

Poetry - Emily Dickinson: A bird came down the walk, Amir Baraka: An agony as now Frost - After apple picking - Fiction - Tony Morrison: Sula, John Steinbeck: Grapes of Wrath - Harriet Beecher Stowe: Uncle Tom’s cabin- Isaac Asimov: The Caves of Steel - Albee: The American Dream –Drama- Eugene O Neill: A Long Day Journey into Night- Tennesse Williams: Glass Manegerie - Prose -Thoreau: Where I lived and What I lived for- Emerson: Self Reliance -Martin Luther King: I have a Dream

**Reference Books:**

1. Toni Morrison. Sula.Vintage, New York, 2004
2. John Steinbeck. Grapes of Wrath. Penguin. New York, 2000
3. Uncle Tom’s Cabin. Harriet Beecher Stowe. Signet Classics.2008.
4. Edward Albee. The American Dream. Plume Books, New York 1997.
5. Eugene O Neill. A Long Day Journey into Night. Yale Univ. Press, New York 2002.
6. American Literature An Anthology (1880-1965)Vol.I &II. New Delhi 2003
7. Isaac Asimov. The caves of steel. A Bantam Spectra books, New York, 1991

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

**15EN3008 LITERARY THEORY AND CRITICISM**

**Credits: 3:1:0**

**Objectives:**

* To introduce one of the most enabling forms of literary study
* To expose to the complexities of literary theory
* To learn the critical approach to literature

**Outcome:**

Students will

* gain the ability to analyze literary writings based on the ever evolving traditions of criticism
* understand comparative perspective of the Eastern and Western critical traditions
* acquire the skill to interpret literature effectively

Mikhail Bakhtin: "Carnival and Carnivalesque." - Raymond Williams: “The Romantic Artist.” (Chapter 2, Culture and Society 1780-1950.) - Stanley Fish: “How to Recognize a Poem When You See One.” - Roland Barthes: “From Work to Text.” - Edward Said: Orientalism (Selections: “Introduction” and Chapter I: “Knowing the Orient”) - Elaine Showalter: “Towards a Feminist Poetics.” - Ngugi wa Thiong’o: Decolonizing the Mind - Margaret Atwood: “The Curse of Eve - Or, What I Learned in School.” - Gayatri Chakravarty Spivak: Can the Subaltern Speak? - Jacques Lacan : Of Structure as an Inmixing of an Otherness Prerequisite to any Subject Whatever

**Reference Books:**

1. Atwood, Margaret. “The Curse of Eve - Or, What I Learned in School.” Women on Women. Ann B. Shteir. (Ed.). The Gerstein Lecture Series 1975-6. York University, 1978.
2. Barthes, Roland. “From Work to Text.” Modern Literary Theory: a Reader. Ed. Philip Rice and Patricia Waugh. London: Edward Arnold, 1989.
3. Fish, Stanley Eugene. “How to Recognize a Poem When you See One.” Is There a Text in This Class?: The Authority of Interpretive Communities. Cambridge: Harvard University Press, 1980.
4. Showalter, Elaine. “Toward a Feminist Poetics.” The New Feminist Criticism: Essays on Women, Literature and Theory. Ed. Elaine Showalter. London: Virago, 1986.
5. A Dictionary of Modern Critical Terms. Ed. Roger Fowler. London: Routledge & Kegan Paul, 1987.
6. Hirschkop Ken, David Shepherd. eds. Bakhtin and CulturalTheory. Manchester University Press, 2002.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

**15EN3009 ENGLISH FOR SPECIFIC PURPOSES**

**Credits: 3:1:0**

**Objectives:**

* To teach the specific functions of English language
* To provide pedagogic training in ESP Course
* To teach the significant role of ESP in modern times

**Outcome:**

Students will

* understand the need of learner and teach English accordingly
* acquire the ability to frame syllabus for curriculum
* specialize in evaluating the performance of learner

Introduction to ESP: the history of the evolution of ESP, classification of ESP, the theory of ESP, the role of ESP teacher - Language issues in ESP- - Needs Analysis and Evaluation - Collecting Data for Needs Analysis and Evaluation Purposes - Introduction to English Academic Purposes: Register Analysis – Discourse Analysis – Genre Analysis – Hedging / Vague language – Appropriacy - Academic Reading: Strategies and skills – Teaching / learning vocabulary; Academic writing: Summarizing, paraphrasing and synthesizing- Documenting Research papers - Speaking for academic purposes: Lectures – Seminars – Oral Presentations – Speech difficulties - Course Design Para meters of Course design-Balancing the parameters-Case studies-Developing a course-design.

**Reference Books:**

1. Tony Dudley-Evans and Maggie Jo St.John , Development in English for Specific Purposes . Cambridge University Press: Cambridge, 1998
2. Tom Hutchinson and Alan Waters, English for Specific Purposes , Cambridge University Press: Cambridge, 1997.
3. R.R.Jordon , English for Academic Purposes, Cambridge University Press: Cambridge, 1997
4. Helen Basturkmen, Lawrence, ideas and Options in English for Specific Purposes, Eribaum Associates:2005

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

**15EN3010 TEACHING ENGLISH AS SECOND LANGUAGE**

**Credits : 3:1:0**

**Objectives:**

* To impart the background to ESL context
* To make the learners get familiarized with learning style of ESL
* To train the learners to design an effective classroom technique

**Outcome:**

Students will

* acquire a clear understanding of teaching English as a Second Language.
* design an effective strategy for ESL classroom
* gain the ability to design strategies for teaching different levels of students

ESL, A Definition – Overview of Trends in Second Language theory - Cultural diversity in ESL classroom – Development of L2 proficiency – English as a second language across grade levels - Second language instruction in ESL classroom –Teacher talk – Learner behaviour - Teacher and student interaction in L2 classroom - Developing Listening skills – Developing Speaking skills - Human factor in ESL - Teacher, Parent and Administrator factors

**Reference Books:**

1. Carrasquillo, L. Angela, Teaching English as a Second Language: A Resource guide. New York: Routledge, 2013.
2. Craig Chaudron, Second Language Classrooms: Research on Teaching and Learning. Cambridge: Cambridge University Press, 2004
3. Scaringi, Carlo Papini. Second Language Acquisition. New Delhi: Ammol Publications, 2007
4. Varghese,C.Paul, Teaching English as Second Language. New Delhi :Sterling Publishers,1989.
5. Bot, Kees de., Lowie, Wander and Verspoor, Marjolijn. Second Language Acquisition: An Advanced Resource Book., New York: Routledge, 2005.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

**15EN3011 NEW LITERATURES IN ENGLISH**

**Credits: 3:1:0**

**Objectives:**

* To introduce contemporary and complex writers and their works spanning the commonwealth countries
* To introduce postcolonial perceptions of a wide range of people whose second language is English
* To introduce different genre from different countries

**Outcome:**

Students will

* develop comparative perspectives
* understand the significance of identity and dominance of landscape in new literatures
* acquire the skill to interpret different genre of literature

Poetry - Australia - Judith Wright : At Cooloola - New Zealand - James Baxter : The Ikons - Canada - Al Purdy : Lament for the Dorsets Africa - Kofi Awoonor : Song of War: The Weaver Bird - West Indies - Grace Nichols - Carribbean -James Berry, a) ‘It's Me Man’ - Prose - Africa - Achebe : Colonialist Criticism - West Indies - V.S. Naipaul-India: A Wounded Civilization - Drama - Australia - Louis Nowra : Radiance - J.P Clarke : Song of a goat - Fiction - Africa-Koetzee : Disgrace - Canada - Maragaret Laurence : The Stone Angel - Australia-Peter Carey : Oscar and Lucinda – Criticism - Margaret Atwood: Survival

**Reference Books:**

* + - 1. Geofry Dutton, The Literature of Australia.Australia: Penguin Books, 1976.
      2. W. J. Keith, Canadian Literature in English. London: Longman, 1985.
      3. William Walsh: Commonwealth Literature, Oxford University Press, 1973.
      4. Bruce King: West Indian Literature, Macmillan, London, 1980.
      5. Eustace Palmer: An Introduction to the African Novel, Heinemann, London, 1972.
      6. C. D. Narasimhaiah & Emenyounu : African Literature Comes of Age, A Dhvanaloka Publication, Mysore, 1988.

Note: For better understanding of this subject, additional input in the form of discussion / activity is required. Hence one hour tutorial is allowed

**15EN3012 INDIAN DIASPORIC LITERATURE**

**Credits: 3:0:0**

**Objectives:**

* To impart major historical and political changes highlighted in the Indian Diaspora
* To present the major contemporary authors of the Indian Diaspora in Europe
* To teach about the changing socioeconomic, and cultural contexts of migration.

**Outcome:**

Students will

* distinguish between Diasporic, Immigrant and expatriate literatures
* identify the uniqueness and also the commonness in the writings of Diaspora writers
* explore the experiences associated with Diasporic displacement

The emergence Diasporic, Immigrant and expatriate literatures- different genres of writings by (Diaspora) NRI writers – Fiction writers – V. S. Naipaul, Salman Rushdie, Rohinton Mistry, Amitav Ghosh, Kiran Desai, and Jhumpa Lahiri-Anjana Appachana- Fictions related to the experience of relocation , acculturation and marginalisation due to displacement-indigenous sentiments – conflicting images of India and America - ethnicity and Diasporic Identity ; The poets Chitra Banerjee Divakaruni-Meena Alexander- fracture between one cultural tradition and another. Drama- Uma Parameswaran- the experiences of Indo-Canadians

**Reference Books:**

1. Rushdie, Salman. Midnight's Children. India: Random house, 2010.
2. Mistry, Rohinton A Fine Balance. London: Faber & Faber, 2008.
3. Ghosh , Amitav, The Glass Palace.India: Penguin group, 2008
4. Lahiri,,Jhumpa. Unaccustomed Earth. India: Random house, 2008
5. Appachana ,Anjana. Incantations and Other stories. India : Penguin books,2006
6. Divakaruni , Chitra Banerjee . Leaving Yuba City: Poems, Newyork:Knopf Doubleday Publishing Group,2009
7. Alexander, Meena. Quickly Changing River. Illinois : Northwestern University Press, 2008
8. Parameswaran ,Uma. Sons must and other Plays. New Delhi: Prestige , 1998
9. Rushdie ,Salman Imaginary Homelands: Essays and Criticism, New York: Viking Penguin, 1991
10. Rustomji-Kerns ,Roshni, ed. Living in America: Poetry and Fiction by South Asian American Writers. Boulder : West view Press, 1995
11. Kin , Elaine H , Lilia V. Villanueva .ed. Making Waves: An Anthology of Writings by and About Asian American Women Edited by Asian Women United of California. SanFrancisco: Beacon Press, 1989
12. Raghuram, Parvati , Ajaya Kumar Sahoo, Brij Maharaj, Dave Sangha. Tracing an Indian Diaspora: Contexts, Memories, Representations , India: SAGE Publications,  2008
13. Daiya,Krishna, Post-independence Women Short Story Writers in Indian English, New Delhi:Sarup&Sons,2006.
14. Jain, Jaspir Writers of Indian Diaspora: Theory &Practise, New Delhi : Rawat Publications, 2003
15. Ralph J. Crane, Radhika Mohanram ed. Shifting Continents/Colliding Cultures: Diaspora Writing of the Indian Subcontinent, Rodopi 2000.

**15EN3013 CANADIAN LITERATURE**

**Credits: 3:0:0**

**Objectives:**

* To study the extremely diverse field of Canadian literature.
* To examine writings that define Canadian identity and features
* To discuss issues that are at the heart of Canadian writers

**Outcome:**

Students will

* learn about Canadian authors of repute and their writing
* gain understanding of the contributions of Canadian writing to literature and literary thought around the world.
* understand the significance of Canadian literature

Gender issues - Carol Shield’s Unless. Margaret Atwood’s Edible Woman.

Post-modernism: Michael Ondaatje’s In the Skin of a Lion – Timothy Findley’s Famous Last Words Poetic imagination: Leonard Cohen’s Beautiful Losers – Stephen Collis’ Mine Science Fiction: Nalo Hopkinson’s Brown Girl in the Ring – Robert J. Sawyer’s Golden Fleece Regionalism: Al Purdy’s The Country North of Belleville – Margaret Laurence’s A Bird in the House

**Reference Books:**

1. Margaret Atwood. Edible Woman. Toronto: McClelland & Stewart. 1969
2. Michael Ondaatje. In the Skin of a Lion. Toronto: McClelland & Stewart. 1987
3. Timothy Findley. Famous Last Words. Penguin Putnam Trade. 1996
4. Leonard Cohen. Beautiful Losers. McClelland & Stewart: Toronto. 1966
5. Stephen Collis. Mine. Vancouver: New Star Books. 2002.
6. Nalo Hopkinson. Brown Girl in the Ring. Grand Central Publishing. 1998.
7. Margaret Laurence A Bird in the House. Chicago:University of Chicago Press. 1963

**15EN3014 RESEARCH METHODOLOGY**

**Credits: 3:0:0**

**Objectives:**

* To teach the research methods in literature field
* To impart fundamental aspects of conducting research in literature and language studies
* To teach the documentation technique

**Outcome:**

Students will

* master the methodology of research
* learn to apply the theories and mechanics in the research work
* acquire the skill to document the thesis appropriately

.

Definition and Description-Characteristics of composition-Four kinds of Discourse- Expository Discourse- Argumentative Discourse- Persuasive Discourse- Descriptive Discourse -Fundamentals of Research- Definition and Description of Research– Types of Literary Research –Research Methods – Research Design – Meaning of hypothesis and research problem- - Planning the Thesis-Format of the Thesis- Research and Writing- Plagiarism- mechanics of writing( Spelling – Punctuation – Use of Italics, Names, Numbers – Use of Titles of Works in Research Paper – Quotation – Capitalization ) - Data Collection - Library research – Reference works – Web sources – Compiling Working Bibliography – Review of Literature -Referencing and Bibliography

**Text Book:**

1. “MLA Handbook for Writers of Research Papers”, 7th edn. East-West Press, New Delhi,2010. (Indian Edition)

**Reference Books:**

1. Anderson, J. et al. “Thesis and Assignment Writing”, John Wiley & Sons Inc, NewDelhi,1994.
2. Syed Mohammed H Q, “The Craft of Language and Literary Research”, Atlantic, New Delhi, 2010

**15EN3015 ENGLISH POETRY FOR AESTHETICS**

**Credits: 3:0:0**

**Objectives:**

* To appreciate and realize the aesthetics of different poems
* To introduce the different varieties of poems and poets of different culture and era.
* To expose the different poetic aspects through variations in poetry.

**Outcome:**

Students will

* learn how to appreciate the different poems
* learn different cultures and expressions of life
* learn how to critically analyze the poems and learn the literary aspects

Classic poetry – Chaucer- Prologue to Canterbury tales - Shakespeare : Sonnet XVIII, - British Poetry - Coleridge : Kubla Khan - Keats : Ode on a Grecian Urn- Robert Browning : Rabbi Ben Ezra–American Poetry- Emily Dickenson: Because I could not stop for Death e.e.Cummings : The Cambridge Ladies - Indian English Poetry -Toru Dutt : Our Casuarina Tree – Rudyard Kipling: The glory of the garden – Canadian Poetry - Charles Sangster : The Thousand Islands -Wilfred Campbell: The winter Lakes -Australian Poetry-A.D.Hope: Australia -Judith Wright: The Harp and the king- New Zealand Poetry -Jessie Mackay: The Noosing of the Sun God -Allen Curnow : House and Land -William Pember Reeves: A Colonist in His Garden- African Poetry – Bernard B.Daddie: I Thank You God -Gabriel Okara : The Mystic

**Text Books:**

1. Peeradina, Ed.Contemporary Indian Poetry in English Macmillan, London. 2001
2. William J.F ischer, Ed. American Literature An Anthology (1880-1965) VOL 1&2 New Delhi,2002.
3. Margaret J.O.Donnel. Ed. Anthology of Common Wealth verse.Blackie,London,2003
4. Chaucer Geoffrey..Prologue to Canterbury Tales. Oxford Univ. Press, New Delhi.1997.
5. C.D.Narasimaiah. An Anthology of Commonwealth Poetry. Macmillan,Chennai, 2008.

**Reference Books:**

1. M.H.Abrams, A Glossary of Literary Terms. Macmillan India, New Delhi. 1991
2. Norton Anthology of English Literature. Revised Volume. 1, New York, Norton, 2003

**15EN3016 BUSINESS ENGLISH**

**Credit: 3:0:0**

**Objectives:**

* To train the students to obtain proficiency in business English
* To enable the learners to write short and long business correspondence and reports
* To equip them to speak independently and interact effectively

**Outcome:**

Students will

* develope four skills of communication
* acquire skills to listen and comprehend information
* gaine proficiency in presenting any idea or information in oral or written form

Significance of LSRW in Communication, Tense, Concord, Conditionals, Editing the Text, Business Vocabulary, Types of Communication, Dyadic Communication, Telephonic Conversation, Interpersonal Communication, Barriers of Communication, Body Language, Presentation Skills, Organizing Skills: Meetings, Seminars, Conferences, Interviews: Types of Interviews, Facing Interview Panel, Group Discussion, Writing Memo, Agenda, Minutes, Trans-coding, Use of Visual Aids: Charts, Tables, Graphs, Pictures and Diagrams, Business Letters: Enquiry Letter, Quotation Letter, Sales Letter, Customer Complaint Letter and Collection Letter, Business Reports, Proposals, Advertisement: Product and Job, Writing Winning Resume

**Text Book :**

1. Taylor, Shirley. Communication for Business: A Practical Approach. London: Pearson Education, 2005

**Reference Books:**

1. Rizvi, Ashraf M. Effective Technical Communication. New Delhi: Tata McGraw-Hill,

2005.

1. Guffey, Mary Ellen. Business Communication: Process and Product. III Edn.:London: South-Western College Publishing, 2000.
2. Business Communication: Harvard Business Essentials. Boston: Harvard Business

School Press, 2003.

1. Lesikar, Raymond V. and Flatley, Marie E.Basic Business Communication.

New Delhi: Tata Mc Graw – Hill , 2005.

**15EN3017 MODERN STYLISTICS**

**Credits: 3:0:0**

**Objectives:**

* To enable the learners to understand the linguistics application in literature
* To teach the different points of view in literature
* To impart the methodology for making a stylistic analysis of thought presentation

**Outcome:**

Students will

* understand the function of style in literature
* explore creativity in language use
* analyze literature texts independently

Stylistics as a branch of Linguistics – Stylistics and Style - Definitions of Stylistics – Tools of Stylistics – Language and Literature Grammar and style – Style and point of view – Dialogue and discourse – Narrative stylistics – Stylistics and verbal humour Developments in stylistics – Sentence styles – Style and transitivity – Approaches to point of view – Dialogue in drama – Styles of metaphor – Developments in cognitive stylistics - Sociolinguistic model of narrative – Style, register and dialect – Exploring point of view in narrative fiction – Exploring metaphors in different kinds of texts Stylistic features – Cohesion – Spatio-Temporal reference – Speech and Thought presentation – Literary stylistic analysis – Stylistic analysis of poetry, short story and drama

**Text Books**

1. Simpson, Paul: Stylistics: A Resource book for students. London :Rutledge, 2004
2. Misra, Partha Sarathi. An Introduction to Stylistics: Theory and Practice, Orient BlackSwan, Hyderabad, 2009

**Reference Books**

1. Verdonk, Peter: Stylistics. Oxford: OUP, 2002
2. Lyons, John. Language and Linguistics: An Introduction. Cambridge: CUP, 2003
3. Krishnaswamy, N., Verma, S.K. & Nagarajan, M. Modern Applied Linguistics: An Introduction. Chennai :Macmillan, 2002
4. Schmitt, Norbert. ed. An Introduction to Applied Linguistics. London : Arnold, 2002

## Finch, Geoffrey. Key Concepts in Language and Linguistics. New York Plgrave: Macmillan, 2005

## Leech, Geoffrey N and Short, Michael H. Style in Fiction: A Linguistic Introduction to English Fictional Prose. London: Longman, 1984

**12EN3018 TEACHINGMETHODS, APPROACHES AND TECHNIQUES**

**Credit: 3:0.0**

**Objectives:**

* To know the major trends in language teaching
* To have a comprehensive picture of all methods
* To be familiar with all kinds of classroom techniques and practice

**Outcome:**

Students will

* learn the trends involved in teaching language
* master the art of teaching language
* apply techniques to manage classroom

Nature of Approaches and Methods in Language Teaching – The Oral approach, Situational language Teaching – Alternative approaches and methods – Total physical response - the silent way and other Approaches – Curent communicative approaches – communicative language teaching – Natural approach – Cooperative language learning – Grading, sequencing and integrating tasks – Grading input – Learner factors in grading - Content-based instruction – Post- methods era -

**Text Books**

1. J.C. Richards, and Rodgers S. Theodore. Approaches and Methods in Language Teaching, CUP, Cambridge, 2001.
2. Nunan, David. Task Based language Teaching. Cambridge university press.UK, 2004

**Reference Books**

1. Penny Ur, A Course in Language Teaching, Cambridge University Press, UK, 1991
2. Diane Larsen-Freeman, Techniques and principles in language teaching, 2nd. Edn,Oxford: OUP, 2000.

**15EN3019 SOFT SKILLS**

**Credits: 3:0:0**

**Objectives:**

* To understand the aspects of soft skills for personal and professional life
* To learn new ideas and equip oneself
* To enhance the wholistic development of the personality of the students

**Outcome:**

Students will

* acquire the necessary skills for Global Employments
* understand the effective use of body language
* acquire the skills for effective presentation

Personality Development:Definition- Importance of Soft Skills- Important Soft Skills- Language and Personality-Interpersonal skills- Intra-personal skills Public Speaking:Content preparation- Gathering and Evaluating information-Speech planning process- Visual aids- Audience Analysis- Practice and Delivery – Body language on the stage - Leadership:Planning and Organizing- Creative Thinking- Problem Solving- Prioritizing Task- Time Management- Team Work and Empathy Training - Resume Preparation- FAQs of Interview- Mock interview- Employer expectancy- Organizing Workshops/Seminars/Conferences- Imparting Life Long Skills-Presentation - Short speech practice- Speaking on Different Occasions- Compeering- Extempore Presentation- Preparing Visual presentations- Workplace Communication- Coping with the Company Culture

**Reference Books:**

1. Harharan S. Et al., Soft Skills, Chennai: MJP Publishers, 2010.
2. Mohan, Krishna & Meera Banerji, Developing Communication Skills, New Delhi: Macmillan India Ltd. 2006
3. Osborn, Michael, Suzanne. Public Speaking, New Delhi: biztantra, 2004
4. Dinesh, Mathur, V.S.M. Mastering Interviews and Group Discussions, New Delhi: CBS Publishers, 2012.

**14EN3020 COMPARATIVE LITERATURE**

**Credits: 3:0:0**

**Objectives:**

* To teach the theory and practice of comparative literature
* To impart the different schools of comparative literature
* To teach the genre specific comparative methodologies

**Outcome:**

Students will

* learn to apply comparative criticism in learning literatures from across the globe
* understand the comparative theories related to specific schools
* gain the knowledge of comparative methods

History of comparative literature - Nature and Concept: The concept and Nature of Comparative Literature - The Development of Comparative Literature in the West and in India - Schools: Different Schools of Comparative Literature - Methodology of Comparative Literature: With reference to thematic influence and reception – Genre specific methodologies - Methodology of Comparative Literature: With reference to movement and genre

**Text Books:**

1. Harry, Levin: Ground for Comparison, Cambridge: Massachusesetts, 1972.
2. Amiya Dev and Sisirkumar Das (Ed.): Comparative Literature; Theory and Practice, New Delhi: Applied Publishers, 2010
3. Chandra Mohan (Ed.): Aspects of Comparative Literature: Current Approaches, New Delhi: India Publisher & Distributors, 2005

**Reference Books:**

1. Newton, P. Stalknecht and Horst Frenz, (eds.): Comparative Literature: Method Perspective, Illinois: University of Southern Illinois Press, 1971
2. Ulrich Weisstein: Comparative Literature and Literature Theory: Survey and Introduction. Indiana: Indiana University Press, 1973
3. Prawer S. S: Comparative Literary Studies: An Introduction,London: Duckworth 1973
4. Henry Gifford: Comparative Literature,London : Routledge, Kegan Paul, 1969

**15EN3021 WOMEN’S WRITING**

**Credits:3:0:0**

**Objectives:**

* To familiarize international perspectives on women and gender
* To understand women’s issues and the ways of solving them
* To explore the writing style of women

**Outcome:**

Students will

* understand feminism in terms of history, literature, experiences, movements and theories
* acquire analytical skill to think critically of women’s issues
* understand gender inequalities from international perspective

Poetry - Elizabeth Barret Browming : How Do I Love Thee? Let me count the Ways - Sylvia Plath : Lady Lazarus - Maya Angelou : Phenomenal Woman - Kamala Das : Introduction - Toru Dutt : Sita - Prose - Virginia Woolf : A Room of One’s Own - Arundhathi Roy : The Algebra of Infinite Justice - Drama - Mahasweta Devi : Mother of 1084 - Caryll Churchill : Top Girls - Fiction - Jhumpa Lahiri : The Namesake - Margaret Atwood : The Blind Assassin - General - Mary Woolstone craft : The Vindication of the Rights of Women - Elaine Showalter : Toward a Feminist Poetics

**Reference Books:**

1. Elaine Showalter.ed The New Feminist Criticism. Pantheon Books, New York, 2000.
2. Lahiri, Jhumpa. The Namesake.USA: Flamingo,2003
3. Khatri, C.L.. British Authors and Texts: Critical Responses.New Delhi:Sarup

&Sons,2005

1. Plath, Sylvia. The Collected Poems. USA: Paw Prints,2008
2. Angelou, Maya. Phenomenal Woman. India: Random House, 2000
3. Das, Kamala,The Old playhouse and other poems. India: Orient Longman Pvt.ltd. 2004.

# Dutt, Toru. Collected Prose and Poetry. India: Oxford University Press, 2006.

# Woolf, Virginia. A Room of One's Own.Londo: Broadview Press,2001

1. Roy, Arundhathi. The Algebra of Infinite Justice.India: Penguin Ltd.2002
2. Devi,Mahasweta : Mother of 1084, India:Seagull Books, 1997
3. Churchill ,Caryll: Top Girls.London: A&C Black,2013
4. Atwood, Margaret : The Blind Assassin.UK:Hatchet,2009
5. Woolstone Craft, Mary : The Vindication of the Rights of Women.UK. Pearson

Longman, 2007

**15EN3022 TASK BASED LANGUAGE TEACHING**

**Credits: 3:0:0**

**Objectives:**

* To impart task based syllabus that covers variety of classroom activities
* To train the learners to evaluate and use a wide range of appropriate teaching methods
* To impart strategies and techniques to develop learners’ linguistic knowledge and their receptive and productive skills

**Outcome:**

Students will

* design task based learning components to enhance student learners’ communicative skills with special focus on language proficiency
* apply electronic and on-line resources as teaching aids
* create conducive learning environment in classroom

Define ‘Task’ – Communicative language teaching – Experiential learning method – Role of the learner – Framework for task-based language teaching – Seven principles of TBLT – task components – Teacher and learner roles – Form in TBLT – Assessing TBLT – Key concepts in assessment – Purposes of assessment – Tasks and teacher development – Self-directed teacher – Workshop – Evaluating sources – Activities for four macroskills

**Reference Books:**

1. Nunan, David. Task Based language Teaching. Cambridge university press.UK, 2004
2. Ur, Penny. A Course in language Teaching. UK : Cambridge university press, 2006.
3. Littlewood, William. Communicative Language Teaching. Cambridge university press.UK, 2004.
4. Warschauer , Mark, Richard Geyman Kern. Network-Based Language Teaching: Concepts and Practice. Cambridge university press.UK.2000
5. Spratt ,Mary. English for the teacher – A language development course. Cambridge university press.UK. 2002

**15EN3023 FEMINISM**

**Credits: 3:0:0**

**Objectives:**

* To introduce the history of feminism and feminist movements
* To familiarize Indian and international perspectives one women and gender
* To enable the students explore the types of feminism and feminist literature

**Outcome:**

Students will

* comprehend the evolution, history and movements of feminism
* gain understanding of feminist issues dealt in India, UK, USA society and in literature
* explore the types of feminism and feminist literature

The emergence of feminists movements: Origin of European Feminism, Indian Feminism, American feminism; Contemporary feminist issues in India : Work and Family-Sexuality and Health-Domestic Violence –Child abuse; Feminist movements to transform: Spirituality—language-Types of feminism: Psycho analytic feminism-Eco-feminism- French Feminism-post structural Feminism-Feminist writers (India, UK, USA): Fiction – Poetry

**Reference Books:**

1. Showalter, Elaine.ed .The New Feminist Criticism., New York: Pantheon Books, 2000
2. Monteith, Moira, ed.Women’s Writing: A Challenge to Theory. Sussex: Brighton Harvestor Press, 1986.
3. Warren, Karen.J.ed. Ecofeminism: Women, Culture, Nature. Bloomington: Indiana University Press,, 1997
4. Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. London Routledge, 1990
5. Oliver, Kelly. French Feminism. London : Rowman & Littlefield, 2000
6. Nancy Chodorow. Feminism and Psychoanalytic Theory. Connecticut : Yale University Press, 1989

**15EN3024 WORLD LITERATURE IN TRANSLATION**

**Credit: 3:0:0**

**Objectives:**

* To sensitize the students to discern literature across the globe
* To teach different cultures and literary style in world literature
* To impart the literary techniques

**Outcome:**

Students will

* learn the translation theories related to various genres of literature
* acquire knowledge about classic literature of the world
* understand the different genre of world literature

Ancient Poetry: The Illiad Book I -Translated by Andrew land Walker and Ernest Myers - Theory: Susan Bassnett: Translation Theories -Chapters I and III – Drama - Kalidasa: Shakuntala -Trans.Arthur W.Ryder – Poetry: Kahlil Gibran: The Broken Wings; Yevgeni Yevtushenko: Babiyar - Fiction: Victor Hugo: Les Miserables; Leo Tolstoy: Selected Short Stories: A Candle, Memoirs of a Lunatic,

**Reference Books:**

# W.Arthur Rhyder, Translations of Shakuntala and other works, Dodo Press, USA, 2007

1. Susan Bassnett, Translation Theory and Practice, Routledge, New York, 1999.
2. Andrew Lang, Walter Leaf, Ernest Myers, trans. The Iliad of Homer, Kessinger Publishing, India, 2004.
3. Kahlil Gibran, Broken Wings, Mahaveer Publications, India,2008.
4. Yevgeni Yevtushenko, Robin Milner-Gulland, Peter Levi, trans. Selected Poems, Penguin Books, India, 2008.
5. Victor Hugo, Les Miserables. Penguin Books, India,1998.
6. Leo Tolstoy, The Greatest Stories of Tolstoy, Jaico Publishing House,India, 2009.
7. Anthony Pym, Exploring translation Theories Routledge,USA, 2009.
8. Edwin Gentzler, Contemporary Translation Theories, Multilingual Matters Limited, UK, 2001

**15EN3025 TECHNICAL ENGLISH**

**Credits: 3:0:0**

**Objectives:**

* To impart the basics of effective communication
* To teach English proficiency
* To impart formal communication skills

**Outcome:**

Students will

* gain mastery in basic communicative skills
* acquire business writing skills
* use presentation skills effectively

Significance of LSRW in Communication – Remedial Grammar: Sentence Types – Tenses–- Interpersonal Communication - Situational Speeches - Types of Communication in Organization – Barriers –Body Language– Telephonic Conversation - Oral Presentation – PowerPoint Presentation - Interviews: Types of Interviews – Facing Interview - Group Discussion - Memo, Agenda, Minutes, Business Messages and Email Messages – Transcoding - Use of Visual Aids: Charts, Tables, Graphs, Pictures and Diagrams –– Formal Letters - Enquiry Letter, Quotation Letter, Sales Letter, Customer Complaint Letter - Business Reports --Writing Winning Resume

**Reference Books:**

1. Pal, Rajendra & Korlahalli, J.S. Essentials of Business Communication. New Delhi: Sultan Chand & Sons: New Delhi, 2005.
2. Mohan, Krishna & Banerji, Meera. Developing Communication Skills. Macmillan: New Delhi, 2009.
3. Rizvi, Ashraf M.. Effective Technical Communication. Tata McGraw-Hill: New Delhi, 2005.

**15EN3026 ESSENTIALS OF SCHOLARLY WRITING**

**Credits: 3:0:0**

**Objectives:**

* To teach the mechanics of writing a research paper
* To impart the language and style of research writing
* To provide training in developing a research paper and submit a mini project.

**Outcome:**

Students will

* learn all the mechanics and process of writing a research paper
* gain the ability and the skill to write a research paper
* write analytically and become successful writers in their academic and post-academic careers

Components of research - Vocabulary of research - Research topics - stages of writing process, Developing research proposal - Academic integrity - plagiarism - Library sources and Evaluating sources - Summarizing- comparative summary - Paraphrasing and quotations - Documenting strategies - Literature review - Time management in research writing - Recognizing logical fallacies -Writing in the sciences and data presentation - Developing arguments, - Explanatory Synthesis - Argumentative Synthesis - Thesis statements - Research paper outlining - Abstracts and Introductions - writing critically - Writing structured essays – Conclusions - Following a citation style – bibliography - Annotated Bibliography - references in APA style - Revising and editing and proof reading – Updating - Peer Reviews, - Oral Presentation with slides and handouts – Preparing a mini project report or a research paper.

**Reference Books:**

1. Heather Silyn- Roberts. Writing for Science and Engineering: Papers, Presentations and Reports. Oxford: Butterworth Heinemann, 2002
2. Swales & Feak. Academic Writing for Graduate Students: Essential Tasks and Skills. 2nd ed., Michigan: University of Michigan Press, 2004
3. Behrens, L. Rosen, L and Beedles, B. A Sequence for Academic Writing. 2nd edn, New York: Longman, 2005.
4. Diana Hacker. Research and Documentation in the Electronic Age. 5th edn. New York: St. Martin's 2010.

**15EN3027 COMPUTER AIDED LANGUAGE TEACHING LAB**

**Credit: 0:0:2**

**Objectives:**

* To train the students to obtain proficiency in the use of multimedia computer
* To prepare the students to use computers in oral presentations
* To train them to use the computer for interaction

**Outcome:**

The learners will

* Learn to use computer for sharing of information effectively
* acquire skills to make oral presentation with PPT support
* gain proficiency in using language learning tools available in the internet

**Note:**

There should be a minimum of 10 exercises with three activities under each exercise. Altogether the students will do 30 activities apart from 30 listening activities.

**15EN3028 LANGUAGE AND LITERATURE STUDIES LAB**

**Credits 0:0:2**

**Objectives:**

* To teach the techniques of interpreting literary texts
* To present the methods to do research in language studies
* To provide practical training in specialization of different genre

**Outcome:**

The learners will

* acquire the skills to analyze the literary texts
* gain ability to understand the language concepts
* specialize either in language or literature studies

This paper is a practical paper wherein any one of the literary or linguistic theoretical aspects is applied for coming up with a new finding. Students have to choose a topic according to their area of interest from any genre or ELT related areas for their study. The findings have to be documented and presented periodically.

**15EN3029 LANGUAGE PROFICIENCY LAB**

**Credits: 0:0:2**

**Objectives:**

* To provide training in pronunciation
* To train the students in oral presentation and interaction
* To impart the methods of effective listening and public speaking

**Outcome:**

The learners will

* acquire the skills to pronounce the words correctly
* gain ability to make effective oral presentation
* specialize in public speaking

**Note:**

There should be a minimum of 10 exercises with three activities under each exercise. Altogether the students will do 30 activities apart from 30 listening activities.

**12EN3030 LECTURESHIP PREPARATION LAB**

**Credits: 0:0:2**

**Objectives:**

* To provide training in understanding different periods of literature
* To expose the students to various literatures in English
* To impart different literary theories

**Outcome:**

The learners will

* acquire the skills to understand different ages and periods of literature
* gain ability to understand various genre of literature
* gain confidence to sit for NET / SLET examination

**Note:**

This lab is based on the Paper I & II of NET / SLET exam question paper.