



Re-Accredited 'B++' 2.86 CGPA by NAAC

**VEER NARMAD SOUTH GUJARAT UNIVERSITY**

University Campus, Udhna-Magdalla Road, SURAT - 395 007, Gujarat, India.

**વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી**

યુનિવર્સિટી કેમ્પસ, ઉધના-મગદલા રોડ, સુરત - ૩૯૫ ૦૦૭, ગુજરાત, ભારત.

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## **-: પરિપત્ર :-**

વિનયન વિદ્યાશાખા હેઠળની સંલગ્ન અંગ્રેજી વિષયની તમામ અનુસ્નાતક કોલેજોનાં આચાર્યશ્રીઓ તથા ડિપાર્ટમેન્ટનાં વડાશ્રીને જણાવવાનું કે, શૈક્ષણિક વર્ષ ૨૦૨૨-૨૩ થી અમલમાં આવેલ M. A. English વિષયનો સેમે. - ૨ નો અભ્યાસક્રમ એકેડેમિક કાઉન્સિલની તા.૨૦/૦૫/૨૦૨૨ની ઠરાવ ક્રમાંક:૧૦ થી મંજૂર કરવામાં આવેલ અભ્યાસક્રમનાં Course Content માં નીચે મુજબ સુધારો કરવામાં આવેલ છે, જે અંગ્રેજી વિષયની અભ્યાસ સમિતિ વતી ચેરમેનશ્રીએ અને વિનયન વિદ્યાશાખાનાં ડીનશ્રીએ વિદ્યાશાખાની મંજૂરીની અપેક્ષાએ વિનયન વિદ્યાશાખા વતી મંજૂર કરી એકેડેમિક કાઉન્સિલને કરેલ ભલામણ એકેડેમિક કાઉન્સિલ વતી માનનીય કુલપતિશ્રી ધ્વારા મંજૂર કરેલ છે. જેની આથી જાણ કરવામાં આવે છે.

### **Semester II**

#### **ME 09-B- Travel Writing**

##### **Unit-1:**

- Travel Writing and its Theory, Mary Baine Campbell
- Travel Writing and Gender, Susan Bassnett

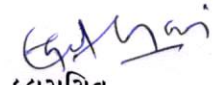
( Prescribed Textbooks: The Cambridge Companion to Travel Writing. Ed.Peter Hulme and Tim Youngs, United Kingdom. Cambridge University Press.2002)

#### **ME 10 - Multidisciplinary Course (Novel and Psychology)**

##### **Unit-3 : Hermann Hesse, *Demian***

(ખિડાણ: ઉપર મુજબ )

ક્રમાંક : એસ./અંગ્રેજી/સિલેબસ/પરિપત્ર/૩૧ ૬૪૭/૨૦૨૨  
તા.૩૦-૧૨-૨૦૨૨

  
કુલસચિવ

પ્રતિ,

- ૧) વિનયન વિદ્યાશાખા હેઠળની સંલગ્ન અંગ્રેજી વિષયની તમામ અનુસ્નાતક કોલેજોનાં આચાર્યશ્રીઓ તથા ડિપાર્ટમેન્ટનાં વડાશ્રી.  
.....આપશ્રીની કોલેજ/વિભાગના સંબંધિત શિક્ષકોને જાણ કરી અમલ કરવા સારું.
- ૨) અધ્યક્ષશ્રી, વિનયન વિદ્યાશાખા.
- ૩) પરીક્ષા નિયામકશ્રી, પરીક્ષા વિભાગ, વીર નર્મદ દ. ગુ. યુનિવર્સિટી, સુરત.  
.....જાણ સારું.

**Department of English,**  
**Veer Narmad South Gujarat University, Surat**  
**Semester-I, II, III & IV Syllabi**  
**(Syllabi for the academic years 2022-23, 2023-24, 2024-25)**

**Master of Arts (English)**

Name of Program	Master of Arts (English)			
Abbreviation	MA			
Duration	2 Years			
Eligibility Criteria	B.A. in English			
Objective of Program	The core objective of the programme is to prepare students for taking up careers in teaching English language and literature, Media- communication, copy editing, proof reading, script writing, to engage them in translation project, and to provide an exposure in research in the areas of literatures and language.			
Program Outcome	<p><b>PO1:</b> To provide the students with a higher degree of exposure, appropriate at the postgraduate level, to literature, criticism and theory and language studies.</p> <p><b>PO2:</b> To develop an aptitude for research in students for their possible further study for the research degree of Ph.D. and engagement with research projects.</p> <p><b>PO3:</b> To inspire and mentor students to develop varied skills through extracurricular activities like sports, cultural activities and social service for the eventual nation building.</p> <p><b>PO4:</b> To make the students acquire employable skills in the areas of English, translation studies and content writing.</p>			
Program Specific Outcomes	<p><b>PSO1:</b> The students will be able to critically read and analyse works in English</p> <p><b>PSO2:</b> To students will be able to communicative effectively in English</p> <p><b>PSO3:</b> The students will acquire skills for academic jobs related to teaching and research at various levels, translator's jobs and language oriented jobs in Mass Media.</p>			
Mapping between POs and PSOs		PSO1	PSO2	PSO3
	PO1			
	PO2			
	PO3			
	PO4			
Medium of Instruction	English			

Program Structure		Semester 1						
Course Code	Title	Teaching per week		Course Credits	University Examination		Internal Marks	Total Marks
		Theory	Practical		Duration	Marks		
	ME 01- The Elizabethan and Jacobean Periods in English Literature(1560 – 1640)	4	0	4	2hrs	50	20	70
	ME 02- The Restoration Period in English Literature (1640–1700)	4	0	4	2 hrs	50	20	70
	ME 03- The Augustan Period in English Literature (1700–1798)	4	0	4	2 hrs	50	20	70
	ME 04A- Women’s Writing in English	4	0	4	2 hrs	50	20	70
	<b>OR</b>							
	ME 04B- New Literatures in English							
	<b>OR</b>							
	ME 04C-English Language Teaching: Language Skills							
	ME 05- Multidisciplinary Course (Drama and Psychology)	4	0	4	2 hrs	50	20	70
	Term Paper- 1	2	NA	2	NA	70	-	70
	Total	22	0	22				

Program Structure		Semester- 2						
Course Code	Title	Teaching per week		Course Credits	University Examination		Internal Marks	Total Marks
		Theory	Practical		Duration	Marks		
	ME 06- The Romantic Period in English Literature (1798 –1840)	4	0	4	2 hrs	50	20	70
	ME 07- The Victorian Period in English Literature (1840-1900)	4	0	4	2 hrs	50	20	70
	ME 08- The Modernist Period in English Literature (1900-1950)	4	0	4	2 hrs	50	20	70
	ME 09A- Indian Literature in English Translation							
	<b>OR</b>							
	ME 09B- Travel Writing	4	0	4	2 hrs	50	20	70
	<b>OR</b>							
	ME 09C-English Language Teaching: Communication skills							
	ME 10- Multidisciplinary Course (Novel and Psychology)	4	0	4	2 hrs	50	20	70
	Term Paper - 2	2	NA	2	NA	70	-	70
	Total	22	0	22				

Program Structure	Semester 3							
Course Code	Title	Teaching per week		Course Credits	University Examination		Internal Marks	Total Marks
		Theory	Practical		Duration	Marks		
	ME 11- Literary Form: Novel	4	0	4	2 hrs	50	20	70
	ME 12- Literary Criticism	4	0	4	2 hrs	50	20	70
	ME 13- Indian Writing in English	4	0	4	2 hrs	50	20	70
	ME 14A- American Literature <b>OR</b>	4	0	4	2 hrs	50	20	70
	ME 14B- Translation Studies <b>OR</b>							
	ME 14C- English Language Teaching: Pedagogical Trends							
	ME 15- Multidisciplinary Course: (Drama and History)	4	0	4	2 hrs	50	20	70
	Term Paper- 3	2	NA	2	NA	70	-	70
	Total	22	0	22				

Program Structure		Semester 4						
Course Code	Title	Teaching per week		Course Credits	University Examination		Internal Marks	Total Marks
		Theory	Practical		Duration	Marks		
	ME 16- Literary Form: Drama	4	0	4	2 hrs	50	20	70
	ME 17- Literary Criticism and Theory	4	0	4	2 hrs	50	20	70
	ME 18- World Literature in Translation	4	0	4	2 hrs	50	20	70
	ME 19A- Film Studies <b>OR</b>	4	0	4	2 hrs	50	20	70
	ME 19B- Marginal Discourse <b>OR</b>							
	ME 19C- English Language Teaching: Multiple Contexts							
	ME 20- Multidisciplinary Course (Novel and History)	4	0	4	2 hrs	50	20	70
	Term Paper- 4	2	NA	2	NA	70	-	70
	Total	22	0	22				

## Master of Arts (English): Semester-1

### ME 01- The Elizabethan and Jacobean Periods in English Literature (1560 – 1640)

Course Code																	
Course Title	ME 01- The Elizabethan and Jacobean Periods in English Literature (1560 – 1640)																
Credit	4																
Teaching per Week	4hrs																
Minimum weeks per Semester	15 (including class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To familiarise students with European Renaissance and Elizabethan and Jacobean English literature and history																
Course Objective	To introduce students to the reading of representative Elizabethan and Jacobean writers and their works in socio-political context.																
Course Outcomes	<p><b>CO1:</b> To acquaint students with the social and political background of Elizabethan and Jacobean periods.</p> <p><b>CO2:</b> To familiarize students with the major literary works of the period.</p> <p><b>CO3:</b> To train students in the reading of the literary works in relation to the socio-political context.</p>																
Mapping between COs with PSOs	<table border="1" style="display: inline-table; vertical-align: middle;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Acquaintance with history of English literature																
Course Content	<p><b>Unit1:</b>Historical Contexts</p> <ul style="list-style-type: none"> <li>• Features of European Renaissance</li> <li>• Humanism</li> <li>• Reformation</li> <li>• Literary Forms during Elizabethan and Jacobean period</li> </ul> <p><b>Unit2:</b>William Shakespeare, <i>Romeo and Juliet</i></p> <p><b>Unit3:</b>Francis Bacon, Selected Essays</p> <ol style="list-style-type: none"> <li>1) “Of Love”</li> <li>2) “Of Marriage and Single Life”</li> <li>3) “Of Studies”</li> <li>4) “of Discourse”</li> <li>5) “Of Beauty”</li> <li>6) “Of Truth”</li> </ol> <p><b>Unit4:</b>John Donne , Selected Poems</p> <ol style="list-style-type: none"> <li>1) “The Good-Morrow”</li> <li>2) “Go and Catch a Falling Star”</li> <li>3) “The Canonization”</li> <li>4) “A Valediction: Forbidding Mourning”</li> <li>5) “Holy Sonnet: Death be not proud”</li> <li>6) “Holy Sonnet: Batter my heart three Personed God”</li> </ol>																

Reference Books	<p><i>Routledge History of English Literature</i>  <i>Oxford History of English Literature</i>  <i>Romeo and Juliet</i> New Cambridge Shakespeare Edition  <i>Romeo and Juliet, Blooms Guide</i>, Harold Bloom, 2010  Michael J. Hawkins (ed.) <i>Essays</i> (London: J. M. Dent, 1973). No. 1010 in Everyman's Library.  Michael Kiernan (ed.) <i>The Essayes or Counsels, Civill and Morall</i> (Oxford: Clarendon Press, 1985). Vol. 15 of The Oxford Francis Bacon.  John Pitcher (ed.) <i>The Essays</i> (Harmondsworth: Penguin, 1985). In the Penguin Classics series.  Brian Vickers (ed.) <i>The Essayes or Counsels, Civil and Moral</i> (New York: Oxford University Press). In the Oxford World's Classics series.  Gardner, Helen. (ed.) <i>The Metaphysical Poets</i>. (Harmondsworth: Penguin, 1957)</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 02-The Restoration Period in English Literature (1640 –1700)

Course Code																	
Course Title	ME 02- The Restoration Period in English Literature (1640 –1700)																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (including class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To familiarise students with works of Restoration Period in English literary history																
Course Objective	To familiarise students with Restoration English writers and their works in socio-political contexts.																
Course Outcomes	<p><b>CO1:</b>To familiarize students with the socio-political background of the Restoration Period in English Literature.  <b>CO2:</b> To acquaint students with the major literary trends of this period.  <b>CO3:</b> To help students relate literary works with the socio-political contexts of the Restoration period.</p>																
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	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Acquaintance with history of English literature																
Course Content	<p><b>Unit 1:</b>Historical Contexts</p> <ul style="list-style-type: none"> <li>• The Civil War and the Establishment of the Commonwealth,</li> <li>• Characteristics of Restoration Literature</li> </ul>																



	<ul style="list-style-type: none"> <li>• Puritanism and its Impact on Literature,</li> <li>• Restoration Drama</li> </ul> <p><b>Unit 2:</b> John Milton. <i>Paradise Lost</i>, Books 1 &amp; 2</p> <p><b>Unit 3:</b> John Dryden, <i>The Indian Emperor</i></p> <p><b>Unit 4:</b> John Locke. <i>An Essay Concerning Human Understanding</i> (Book III “Of Words” only)</p>
Reference Books	<p><i>The Routledge History of Literature in English</i> (Britain and Ireland) by Ronald Carter, et. al. (Routledge: 2017)</p> <p><i>Paradise Lost and Its Critics</i> (CUP, 1947)</p> <p>Lewis, C. S. <i>A Preface to “Paradise Lost”</i> (NY: 1942)</p> <p>Scott, Walter. <i>The Works of John Dryden</i> (London: William Miller, 1808)</p> <p>Locke, John. <i>An Essay Concerning Human Understanding</i> (1689) (Penguin Classics)</p> <p>Yotton, John. <i>John Locke and the Compass of Human Understanding</i>. (CUP, 1970)</p> <p>Choppell, Vere, ed. <i>The Cambridge companion to Locke</i>. (CUP, 1994)</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 03-The Augustan Period in English Literature (1700–1798)

Course Code													
Course Title	ME 03- The Augustan Period in English Literature (1700–1798)												
Credit	4												
Teaching per Week	4 hrs												
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)												
Effective From	June 2022												
Purpose of Course	To familiarise students with works of the Augustan Period in English literary history												
Course Objective	To familiarise students with Augustan writers and their works in socio-political contexts in English literary history.												
Course Outcomes	<p><b>CO1:</b> To make students aware of the political and social background of the Augustan period in English Literature.</p> <p><b>CO2:</b> To acquaint students with the major literary trends of this period.</p> <p><b>CO3:</b> To help students read literary works in the context of socio-political history.</p>												
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	PSO1	PSO2	PSO3										
CO1													
CO2													

	CO3
Pre-requisite	Acquaintance with history of English literature
Course Content	<p><b>Unit 1:</b> Historical Contexts</p> <ul style="list-style-type: none"> <li>• Enlightenment and its relevance to the study of literature</li> <li>• Neo-classicism in Literature</li> <li>• The Rise of the Novel in English</li> <li>• Realism and its significance</li> </ul> <p><b>Unit 2:</b> Alexander Pope , <i>The Rape of the Lock</i>  <b>Unit 3:</b> William Congreve, <i>The Way of the World</i>  <b>Unit 4:</b> Daniel Defoe, <i>Robinson Crusoe</i></p>
Reference Books	<p><i>The Oxford Companion to English Literature</i>, ed. Margaret Drabble. (Oxford: Oxford University Press, 1996)</p> <p><i>A Handbook to English Literature</i> (7th edition), ed. Harmon &amp; Holman. (Upper Saddle River, NJ: Prentice Hall), 1996)</p> <p>Sherburn, G. E.(ed.) <i>Correspondence of Alexander Pope</i>, Oxford University Press, 1956,</p> <p>Corinne J. Saunders, <i>Rape and Ravishment in the Literature of Medieval England</i>, Boydell &amp; Brewer, 2001,</p> <p>Keith Burgess-Jackson, <i>A Most Detestable Crime: New Philosophical Essays on Rape</i>, Oxford University Press, New York, 1999</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 04A-Women's Writing in English

Course Code													
Course Title	ME 04A- Women's Writing in English												
Credit	4												
Teaching per Week	4 hrs												
Minimum weeks per Semester	15 (including class work, examination, preparation, holidays etc.)												
Effective From	June 2022												
Purpose of Course	To make students aware of the role of gender in literature and society and acquire the ways of reading and criticising feminist issues in literary and cultural contexts.												
Course Objective	To familiarize the students with the history, concepts and literary tradition in the context of feminism.												
Course Outcomes	<p><b>CO1:</b> To acquaint students with the basic concepts of feminism.</p> <p><b>CO2:</b> To make students aware of the tradition of women's writing.</p> <p><b>CO3:</b> To help students read women's writing in the context of modern literature.</p>												
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2			
	PSO1	PSO2	PSO3										
CO1													
CO2													

	CO3
Pre-requisite	Awareness of women's writing in English/ Indian languages
Course Content	<b>Unit 1:</b> Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> <b>Unit 2:</b> Betty Friedan, <i>The Feminine Mystique</i> (Chapters 1,2,3,4,5 only) <b>Unit 3:</b> Alice Walker, <i>Meridian</i> <b>Unit 4:</b> Anita Desai, <i>Clear Light of the Day</i>
Reference Books	Walters, Margaret, <i>Feminism: A Very Short Introduction</i> , New York: Oxford, Vam press, 2005 Franklin, Caroline. <i>Mary Wollstonecraft: A Literary life</i> . Sigel, Deborah, <i>Sisterhood, interrupted: from radical women to grrls gone wild</i> . New York: Palgrave Macmillan, 2007 Evans, Mari (ed.) <i>Black Women writers (1950- 1980): A critical Evaluation</i> . (Anchor Press/ Doubleday, 1984) Hendrickson, Roberta M, "Remembering the Dream: Alice Walker, <i>Meridian</i> and the Civil Rights Movement" MELUS 24(3): 111-128 Tiwari, Shubha. <i>Critical Responses to Anita Desai: Vol 2 Atlantic</i> , 2013
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 04 B- New Literatures in English

Course Code					
Course Title	ME 04 B- New Literatures in English				
Credit	4				
Teaching per Week	4 hrs				
Minimum weeks per Semester	15 (including class work, examination, preparation, holidays etc.)				
Effective From	June 2022				
Purpose of Course	To familiarize students with the selected works of New literatures in English and acquaint them with African, Canadian and Australian literary traditions.				
Course Objective	To acquaint students with African, Canadian and Australian literary works in English in historical and comparative contexts.				
Course Outcomes	<b>CO1:</b> To acquaint students with the various literary traditions of non-British English-speaking countries. <b>CO2:</b> To introduce the major literary works of countries like Canada, Nigeria, South Africa and Australia in relation to their historical contexts to students. <b>CO3:</b> To help students read the literary works of new literatures in a comparative context.				
Mapping between COs with	<table border="1"> <tr> <td></td> <td>PSO1</td> <td>PSO2</td> <td>PSO3</td> </tr> </table>		PSO1	PSO2	PSO3
	PSO1	PSO2	PSO3		

PSOs	CO1			
	CO2			
	CO3			
Pre-requisite	Adequate exposure to the formal structure and use of English			
Course Content	<p><b>Unit 1:</b> Chinua Achebe, <i>Arrow of God</i></p> <p><b>Unit 2:</b> Wole Soyinka, <i>A Dance of the Forests</i></p> <p><b>Unit 3:</b> J. M. Coetzee, <i>Disgrace</i></p> <p><b>Unit 4:</b> Poems by Robert Finch, A. J. M. Smith, P. K. Page and Margaret Atwood in <i>An Anthology of Commonwealth Poetry</i> edited by C. D. Narasimhaiah.</p> <ol style="list-style-type: none"> <li>1) “Egg and Dart”</li> <li>2) “Peacock and Nightingale”</li> <li>3) “Ode on the Death of William Butler Yeats”</li> <li>4) “Like an Old Proud King in a Parable”</li> <li>5) “Adolescence”</li> <li>6) “First Neighbors”</li> <li>7) “Journey to the Interior”</li> <li>8) “History Lesson”</li> </ol>			
Reference Books	<p><i>Routledge Handbook of African Literature</i>, Carli Coetzee, Moradewun Adejunmobi, Taylor &amp; Francis, 2019</p> <p><i>The Life and Times of Chinua Achebe</i>, Kalu Ogbaa, Taylor &amp; Francis 2021</p> <p><i>Critical Perspectives on Wole Soyinka</i>, James Gibbs, James Morel Gibbs, Wole Soyinka, James Gibbs, James Morel Gibbs, Wole Soyinka, 1980</p> <p><i>Critical Essays on J.M. Coetzee</i>, Sue Kossew G. K. Hall, 1998</p> <p><i>Pedagogy in the Novels of J.M. Coetzee, The Affect of Literature</i>, Aparna Mishra Tarc, Taylor &amp; Francis, 2020</p> <p><i>Robert Finch and His Works</i>, Susan Gingell, ECW Press 1990</p>			
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment			
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.			

### **ME 04 C: English Language Teaching: Language Skills**

Course Code	
Course Title	ME 04 C- English Language Teaching: Language Skills
Credit	4
Teaching per Week	4 hrs
Minimum weeks per Semester	15 (including Class work, examination, preparation, holidays etc.)
Effective From	June 2022
Purpose of Course	To familiarize students with the history of English language education in colonial and post-colonial periods in Indian History. To introduce students to LSRW skills of the English Language, various nuances of a particular language skill and effective pedagogical methods for teaching skills of language.
Course Objective	To familiarize students with the history of language education ,

	background of ELT and equip them with effective skills and techniques for teaching various skills of language			
Course Outcomes	<p><b>CO1:</b> To acquaint the learners with the rich and varied history of English language education</p> <p><b>CO2:</b> To acquaint the learners with the finer aspects of listening as skill and enable them with pedagogy framework for effective teaching listening skill.</p> <p><b>CO3:</b> To acquaint the learners with the finer aspects of speaking as skill and enable them with pedagogy framework for effective speaking listening skill.</p> <p><b>CO4:</b> To acquaint the learners with the finer aspects of Reading as skill and enable them with pedagogy framework for effective teaching Reading skill.</p> <p><b>CO5:</b> To acquaint the learners with the finer aspects of writing as skill and enable them with pedagogy framework for effective teaching writing skill.</p>			
Mapping between COs with PSOs		PSO1	PSO2	PSO3
	CO1			
	CO2			
	CO3			
	CO4			
	CO5			
Pre-requisite	Adequate exposure to the formal structure and use of English			
Course Content	<p><b>Unit 1: Historical Overview of English Language Pedagogy</b></p> <p>a. Beginnings of English language teaching in India</p> <p>b. Development of ELT as a field of study</p> <p>c. Changes in ELT pedagogy in India and Gujarat</p> <p>d. English as an International Language</p> <p><b>Unit 2: Receptive Skills</b></p> <p>I. Listening Skills</p> <p>a. What is listening?</p> <p>b. Listening for various purposes</p> <p>c. Academic listening and taking notes</p> <p>d. Barriers to listening</p> <p>e. Techniques</p> <p>II. Reading Skills</p> <p>a. What is reading?</p> <p>b. Reading strategies: cognitive &amp; metacognitive</p> <p>c. Sub Skills of reading: skimming, scanning, intensive, reading aloud, silent reading</p> <p>d. Techniques</p> <p><b>Unit 3: Speaking Skills</b></p> <p>a. What is speaking?</p> <p>b. of Speaking</p> <p>c. Speaking in an academic context</p> <p>d. Difference between speech and writing</p> <p>e. Techniques</p> <p><b>Unit 4: Writing Skills</b></p> <p>a. What is writing?</p> <p>b. Smallest unit in writing: the paragraph</p> <p>c. Sub Skills of writing</p> <p>d. The functions of writing</p> <p>e. Techniques</p>			

Reference Books	<p><i>Sigmund Freud</i>, Pamela Thurschwell, Routledge Critical Thinkers 2000</p> <p><i>Writings on Art and Literature</i>, Sigmund Freud · 1997</p> <p><i>Freud's Theory and Its Use in Literary and Cultural Studies</i>, Henk de Berg · 2004</p> <p><i>Mahesh Dattani's Tara: A Critical Study</i>, Santwana Haldar · 2009</p> <p>Anne Anderson and Tony Lynch (1988). <i>Listening</i>. Oxford University Press</p> <p>Brown, G. &amp; G. Yule. 1983. <i>Teaching the Spoken Language</i>. Cambridge: Cambridge University Press.</p> <p>Carter, R. &amp; D. Nunan. 2001. <i>The Cambridge Guide to Teaching English to Speakers of Other Languages</i>. Cambridge: Cambridge University Press</p> <p>Gimson, A.C.(1989). <i>An Introduction to the Pronunciation of English</i>, 4th revised edition, London: Edward Arnold, Chapter 4.</p> <p>Grellet, F. 1981. <i>Developing Reading Skills</i>. Cambridge: Cambridge University Press.</p> <p>Richards, J. 1985 <i>The Context of Language Teaching</i> Cambridge: Cambridge University Press</p> <p>Ur, Penny. 1984. <i>Teaching Listening Comprehension</i>. Cambridge: Cambridge University Press.</p> <p>Byrne, Don. 1979. <i>Teaching Writing Skills</i>. London: Longman.</p> <p>Nunan, David(ed.) 1992. <i>Collaborative Language Learning and Teaching</i>. Cambridge: Cambridge University Press.</p> <p>Graddol, D. (2010) <i>English next India</i>. London: British Council.<a href="http://www.britishcouncil.org/learning-english-next-india-2010-book.pdf">http://www.britishcouncil.org/learning-english-next-india-2010-book.pdf</a></p> <p>Tickoo, M.L. (June 1, 2012) <i>Indian ELT at sixty plus: An essay in understanding</i>. Teacher Plus <a href="http://www.teacherplus.org/cover-story/indian-elt-at-sixty-plus-an-essay-in-understanding">http://www.teacherplus.org/cover-story/indian-elt-at-sixty-plus-an-essay-in-understanding</a></p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 05-Multidisciplinary Course (Drama and Psychology)

Course Code	
Course Title	ME 05-Multidisciplinary Course (Drama and Psychology)
Credit	4
Teaching per Week	4 hrs
Minimum weeks per Semester	15 (including class work, examination, preparation, holidays etc.)
Effective From	June 2022
Purpose of Course	To make students relate psychological principles and drama in multidisciplinary context in world literature, and make them understand and critically comment on the mutually beneficial relationship of psychology and literature.

Course Objective	To make students comprehend and learn the method of reading the multidisciplinary study of psychology and drama in world context to a possible degree.			
Course Outcomes	<b>CO1:</b> To help students relate Literature to other disciplines. <b>CO2:</b> To train students read literary works in the light of psychological theories. <b>CO3:</b> To familiarize students with the discourse of psychology and the relevance of psychological concepts to the study of literature.			
Mapping between COs with PSOs		PSO1	PSO2	PSO3
	CO1			
	CO2			
	CO3			
Pre-requisite	Exposure to psychological concepts and literature			
Course Content	<b>Unit1:</b> Bruno Bettelheim, <i>Freud and Man's Soul</i> <b>Unit 2:</b> Mahesh Dattani, <i>Tara</i> <b>Unit3:</b> Vijay Tendulkar, <i>Sakharam Binder</i> <b>Unit4:</b> Harold Pinter , <i>The Caretaker</i>			
Reference Books	<i>A Critical Analysis of Vijay Tendulkar's Ghashiram Kotwal</i> , by Beena a Mahida (Author), 18 December 2014 <i>Vijay Tendulkar the playwright</i> , companion of social justice by DevulapallyVani, Prestige Books <i>The Theatre of Harold Pinter (Critical Companions)</i> , by Mark Taylor-Batty, Bloomsbury, 2014 <i>Pinter In Play: Critical Strategies and the Plays of Harold Pinter</i> by Susan Hollis Merritt, Published October 9th 1990 by Duke University Press Books <i>Sigmund Freud</i> Pamela Thurschwell, Routledge Critical Thinkers 2000 <i>Writings on Art and Literature</i> , Sigmund Freud,1997 <i>Freud's Theory and Its Use in Literary and Cultural Studies</i> , Henk de Berg ,2004			
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment			
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.			

## Master of Arts (English): Semester 2

### ME 06- The Romantic Period in English Literature (1798 –1840)

Course Code																	
Course Title	ME 06- The Romantic Period in English Literature (1798 –1840)																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (including Class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To familiarise students with Romantic period in English literary history																
Course Objective	To introduce students to the reading of representative Romantic writers and their works in philosophical contexts.																
Course Outcomes	<p><b>CO1:</b> To acquaint students with the socio-political background of Romanticism in English literature.</p> <p><b>CO2:</b> To introduce the major works of the Romantic period written in English.</p> <p><b>CO3:</b> To help students understand the philosophical ideas generated during this period and read literary works in relation to them.</p>																
Mapping between COs with PSOs	<table border="1" style="display: inline-table; vertical-align: middle;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td style="background-color: #cccccc;"></td> <td></td> <td></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Acquaintance with history of English literature																
Course Content	<p><b>Unit 1:</b> Historical Contexts</p> <ul style="list-style-type: none"> <li>• The French Revolution and its impact on English Literature</li> <li>• The Romantic concept of Imagination</li> <li>• The Historical Novel</li> <li>• The emergence of autobiography as a literary form</li> </ul> <p><b>Unit 2:</b> Jane Austen, <i>Sense and Sensibility</i></p> <p><b>Unit 3:</b> John Keats (Selected Poems)</p> <ol style="list-style-type: none"> <li>(i) ‘The Eve of St. Agnes’</li> <li>(ii) ‘Sleep and Poetry’</li> <li>(iii) ‘Fancy’</li> <li>(iv) ‘Isabella’</li> </ol> <p><b>Unit 4:</b> William Hazlitt (Selected Essays)</p> <ol style="list-style-type: none"> <li>(i) ‘A Farewell to Essay-Writing’</li> <li>(ii) ‘Common Sense’</li> <li>(iii) ‘My First Acquaintance with Poets’</li> <li>(iv) ‘On Reading Old Books’</li> <li>(v) ‘On the Fear of Death’</li> <li>(vi) ‘The Indian Jugglers’</li> </ol>																
Reference Books	<p>David Daiches. <i>A Critical History of English Literature Book</i>. Oxford University Press</p> <p>Sanders, Andrew. <i>A short Oxford History of English Literature</i>. Oxford University</p> <p>Samson, George. <i>The Cambridge History of English Literature</i>. Cambridge University Press</p>																



	<p>Frank Jordan, ed. <i>The English Romantic Poets: A Review of Research and Criticism</i> fourth edition, (1985)</p> <p>Rene Wellek. <i>History of Modern Criticism: 1750-1950 Volume 2</i> (1955)</p> <p>M. H. Abrams, ed. <i>English Romantic Poets: Modern Essays in Criticism</i> (1960)</p> <p>Boles, Carolyn G. <i>Jane Austen and the reader: rhetorical techniques in Northanger Abbey, Pride and prejudice, and Emma</i>, School of Graduate and Professional Studies of the Emporia State University, 1981.</p> <p>Babb, Howard S. <i>Jane Austen's novels; the fabric of dialogue</i>, Ohio State University Press, 1962.</p> <p>Bromwich, David, <i>Hazlitt, the mind of a critic</i>, New York; Oxford: Oxford University Press, 1983.</p> <p>Hazlitt, William, <i>Liber amoris, or, The new Pygmalion</i>, Oxford; New York:</p> <p>Woodstock Book Jones, Stanley, <i>Hazlitt: a life, from Winterslow to Frith Street</i>, Oxford England; New York: Oxford University Press, 1991.</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 07- The Victorian Period in English Literature (1840-1900)

Course Code																	
Course Title	ME 07- The Victorian Period in English Literature (1840-1900)																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (including Class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To familiarise students with the Victorian period in English literary history																
Course Objective	To introduce students to the reading of representative Victorian writers and their works in social contexts.																
Course Outcomes	<p><b>CO1:</b> To acquaint students with the intellectual and socio-political background of the Victorian period.</p> <p><b>CO2:</b> To introduce the major literary works of the Victorian period.</p> <p><b>CO3:</b> To train students in relating literary works to their social contexts.</p>																
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO3</th> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Acquaintance with history of English literature																

Course Content	<p><b>Unit 1:</b> Historical Contexts</p> <ul style="list-style-type: none"> <li>• Features of the Victorian literature</li> <li>• Utilitarianism, Positivism and the idea of progress</li> <li>• Imperialism and Colonialism</li> <li>• The Realistic Drama</li> </ul> <p><b>Unit 2:</b> Alfred Lord Tennyson (Selected Poems)</p> <ol style="list-style-type: none"> <li>i) 'The Lady of Shalott'</li> <li>ii) 'The Lotus Eaters'</li> <li>iii) 'Choric Song'</li> <li>iv) 'Tears, Idle Tears'</li> </ol> <p><b>Unit 3:</b> Charles Dickens, <i>David Copperfield</i></p> <p><b>Unit 4:</b> John Ruskin, <i>Unto This Last</i></p>
Reference Books	<p><i>Oxford History of English Literature</i>, UK: OUP</p> <p>Killham, Jrhn, ed. <i>Critical Essays on the poetry of Tennyson</i> (Routledge 1960)</p> <p>Dyke, Henry V. <i>The Poetry of Tennyson</i>. New York: Charles Scribner's sons, 1989.</p> <p>Dickens, Charles (1917). "Preface". <i>The personal history and experience of David Copperfield the younger</i>. Harvard Classics Shelf of Fiction. P F Collier &amp; Son – via Bartleby.</p> <p>Fielding, K. J. (30 April 1949). "David Copperfield and Dialects". <i>Times Literary Supplement</i>.</p> <p>Dickens, Charles. "Preface". <i>David Copperfield</i> (1867 ed.). London: Wordsworth Classics.</p> <p>Anthony, P.D. (1984), <i>John Ruskin's Labour: A Study of Ruskin's Social Theory</i>. New York: Cambridge.</p> <p>Wall, Derek (1994), <i>Green History: A Reader</i>. London: Routledge</p> <p>Gandhi, M. K. <i>Unto this Last: A paraphrase</i>. Ahmedabad: Navajivan Trust. ISBN 81-7229-076-4</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 08- The Modernist Period in English Literature (1900-1950)

Course Code	
Course Title	ME 08- The Modernist Period in English Literature (1900-1950)
Credit	4
Teaching per Week	4 hrs
Minimum weeks per Semester	15 (including class work, examination, preparation, holidays etc.)
Effective From	June 2022
Purpose of Course	To familiarise students with the Modernist period in English literary history
Course Objective	To introduce students to the reading of representative Modernist writers and their works in socio-political and intellectual contexts.

Course Outcomes	<p><b>CO1:</b> To acquaint students with the political and social events that shaped modernist literature.</p> <p><b>CO2:</b> To contextualize the modernist works in literature in relation to the intellectual currents of the period.</p> <p><b>CO3:</b> To encourage students to read the works closely in relation to the larger trends of the Modernist period.</p>			
Mapping between COs with PSOs		PSO1	PSO2	PSO3
	CO1			
	CO2			
	CO3			
Pre-requisite	Acquaintance with history of English literature			
Course Content	<p><b>Unit 1:</b> Historical Contexts</p> <ul style="list-style-type: none"> <li>• Literary movements during the modernist period: symbolism, imagism, expressionism, surrealism</li> <li>• The stream of consciousness novel and Psychological novel</li> <li>• The rise of totalitarianism and its impact on literature</li> <li>• Irish Literary Renaissance</li> </ul> <p><b>Unit 2:</b> Wilfred Owen (selected poems):</p> <ol style="list-style-type: none"> <li>(i) 'Strange Meeting'</li> <li>(ii) 'Futility'</li> <li>(iii) 'Mental Cases'</li> <li>(iv) 'Disabled'</li> <li>(v) 'Insensibility'</li> <li>(vi) 'Greater Love'</li> <li>(vii) 'Apologia pro Poemate Meo'</li> </ol> <p><b>Unit 3:</b> J. M. Synge, <i>The Play Boy of the Western World</i></p> <p><b>Unit 4:</b> James Joyce, <i>A Portrait of the Artist as a Young Man</i></p>			
Reference Books	<p>Butler, Christopher. <i>Early Modernism: Literature, Music and Painting in Europe 1900- 1916</i>. OUP, 1994</p> <p>Caesar, Adrian. <i>Taking it Like a Man: Suffering, Sexuality and the War Poets</i>. Manchester University Press, 1993</p> <p>Kendall, Tim. (ed.) <i>Poetry of the First World War: An Anthology</i>. United Kingdom: Oxford University Press, 2013</p> <p>Eric Bulson. <i>The Cambridge Introduction to James Joyce</i>. CUP, 2006.</p> <p>Wollaeger, Mark A. <i>James Joyce's A Portrait of the Artist as a young man: A Casebook</i> (OUP, 2003)</p> <p>Casey, D. J. <i>Irish Identity and the Literary Revival: Synge, Yeats, Joyce, and O'casey</i>. Washington DC: (UAP, 1994)</p>			
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment			
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.			

## ME 09A- Indian Literature in English Translation

Course Code																	
Course Title	ME 09A- Indian Literature in English Translation																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (including class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To familiarize students with the selected works of Indian literature in English translation and acquaint them with Indian literary traditions.																
Course Objective	To acquaint the students with Indian literary works in English translation and familiarize them with the related translational issues.																
Course Outcomes	<b>CO1:</b> To familiarize students with Indian Literary Traditions. <b>CO2:</b> To enable students relate Indian works produced in Indian Languages to the larger socio-political contexts of modern literature. <b>CO3:</b> The students will be able to develop translational thinking and contribute to nation building																
Mapping between COs with PSOs	<table border="1" style="display: inline-table; vertical-align: middle;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Acquaintance with Indian language (s) and Indian literary traditions																
Course Content	<b>Unit1:</b> Rabindranath Tagore, <i>Chaturanga</i> , Trans. Ashok Mitra <b>Unit2:</b> O. V. Vijayan, <i>The Legends of Khasak</i> <b>Unit 3:</b> Pawar Daya, <i>Baluta</i> trans. Jerry Pinto <b>Unit 4:</b> Kamla Patel, <i>Torn From the Roots</i> trans. Uma Randeria																
Reference Books	<i>Tagore's Ideas of the New Woman. The Making and Unmaking of Female Subjectivity</i> , Eds. Chandrava Chakravarty, Sneha Kar Chaudhuri, Sage Publication , 2017 <i>Rabindranath Tagore (Critical Lives)</i> , Bashabi Fraser, Reaktion Books 12 August 2019 <i>Khasak Padanangal: Critical Studies on O.V. Vijayan's Khasakkinte Ithihasam</i> by K.G. Karthikeyan (Editor), M. Krishnan Namboothiri (Editor), DC Books, 1994 <i>The Political Novels of Milan Kundera and O.V. Vijayan, A Comparative Study</i> , By C. Gopinathan Pillai · Prestige, 1996 <i>India in Translation, Translation in India</i> , GJV Prasad · 2021 <i>Textual Travels: Theory and Practice of Translation in India</i> , Mini Chandran, Suchitra Mathur · 2015 <i>Dalit Literatures in India</i> , Joshil K. Abraham, Judith Misrahi-Barak · 2015 <i>The Other Side of Silence: Voices from the Partition of India</i> , Urvashi Butalia · 2017																
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment																
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.																

## ME 09 B-Travel Writing

Course Code																	
Course Title	ME 09 B- Travel Writing																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To introduce students with the form of Travel Writing and multiple readings of the selected texts.																
Course Objective	To acquaint the students with travel writing in theoretical, formal, historical and cultural contexts.																
Course Outcomes	<p><b>CO1:</b> The students will have the theoretical understanding of the form of travel writing.</p> <p><b>CO2:</b> The students will be able to understand the methods of reading, and critique of, Travel Writing.</p> <p><b>CO3:</b> The students will be able to relate to global social, political, cultural contexts through Travel writing.</p>																
Mapping between COs with PSOs	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>CO2</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>CO3</td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Acquaintance with English Language and literary traditions/forms																
Course Content	<p><b>Unit1:</b></p> <ul style="list-style-type: none"> <li>• Travel Writing and its Theory, Mary Baine Campbell</li> <li>• Travel Writing and Gender, Susan Bassnett</li> </ul> <p><b>Unit2:</b> Thomas Coryate, <i>Traveller for the English wits: greeting. From the court of the Great Mogul</i>. Printed by W. Laggard and Henry Featherstone</p> <p><b>Unit3:</b> Adi B Hakim, Jal P Bapasola, Rustom B Bhungara <i>With Cyclists Around the World</i></p> <p><b>Unit4:</b> Seth, Vikram, <i>From Heaven's Lake: Travels through Sinkiang and Tibet</i></p> <p><b>Prescribed Textbooks:</b> The Cambridge Companion to Travel Writing. Ed. Peter Hulme and Tim Youngs. United Kingdom. Cambridge University Press. 2002.</p>																
Reference Books	<p>Thompson Carl, <i>Travel Writing</i>, Critical Idiom Series</p> <p><i>The Cambridge Companion to Travel Writing</i>, Peter Hulme, Tim Youngs, 2002</p> <p><i>The Cambridge Introduction to Travel Writing</i>, Tim Youngs, 2013</p> <p><i>The Routledge Research Companion to Travel Writing</i>, Alasdair Pettinger, Tim Youngs ,2019</p> <p><i>The Cambridge Companion to Postcolonial Travel Writing</i>, Robert Clarke, 2018</p> <p><i>The Cambridge History of Travel Writing</i>, Nandini Das, Tim Youngs, 2019</p> <p><i>Keywords for Travel Writing Studies: A Critical Glossary</i>, Charles Forsdick, Zoë Kinsley, Kathryn Walchester, 2019</p> <p><i>Travel Writing, Form, and Empire: The Poetics and Politics</i>, Jessica</p>																

	Gildersleeve , Routledge, 2020 <i>Perspectives on Travel Writing</i> , Glenn Hooper, Tim Youngs, 2017 <i>The Routledge Companion to Travel Writing</i> , Carl Thompson,2016
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 09 C-English Language Teaching: Communication Skills

Course Code																	
Course Title	ME 09 C-English Language Teaching: Communication Skills																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (including class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To introduce students to theoretical and practical dimensions of communication skills																
Course Objective	To enable students to understand the process of communication, the importance of interpersonal skills, the significance of attitudes in a professional contexts.																
Course Outcomes	<b>CO1:</b> The learners will acquire the theoretical and practical dimensions of communication skills. <b>CO2:</b> The learners will be able to use the language in various situations which will promote their professional growth. <b>CO3:</b> The learners will be able to develop the writing and speaking skills for occupational purpose.																
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO3</th> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Adequate exposure to the formal structure and use of English																
Course Content	<b>Unit 1:</b> Process of Communication a. Communication – a process b. Types of communication c. Barriers to communication d. Formal and Informal Communication <b>Unit 2:</b> Professional Communication a. Presentation skills b. Group Discussions and group dynamics c. Interview skills d. Meetings and conference skills <b>Unit 3:</b> Business Communication a. Formal Vs. Informal Letters b. Writing CV/Resume c. Writing Reports d. Email Etiquettes																

	<b>Unit 4: Mass Communication</b> a. News Reports b. Review Writing- Book/Film c. Essay Writing- Descriptive, Narrative, Reflective, Argumentative, Discursive d. Blog Writing
Reference Books	Butterworth; John and Jeoff, T. (2005) <i>Thinking Skills</i> . Cambridge University Press. Harmer, J. (2006) <i>How to Teach English</i> . New Delhi, Longman. Johnson, K. (1996) <i>Understanding Communication in Second Language Classrooms</i> . Cambridge University Press. Koneru, A. (2009) <i>Professional Communication</i> . Tata McGraw-Hill Publishing Company Ltd., New Delhi. Natraj, S. (2005) <i>Developing Communication Skills, A Handbook for Teachers &amp; Learners of English</i> . Charutar Vidya Mandal, Vallabh Vidyanagar, Gujarat Richards, Jack C. (2005) <i>Professional Development for Language Teachers</i> . Cambridge University Press. Stevens, M. (1999) <i>How to be better at giving presentations</i> . London: Koran Press.
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 10- Multidisciplinary Course (Novel and Psychology)

Course Code																	
Course Title	ME 10- Multidisciplinary Course (Novel and psychology)																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (including class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To make students relate psychological principles and novels in multidisciplinary context of world literature, and make them understand and critically comment on the mutually beneficial relationship of psychology and literature.																
Course Objective	To make students comprehend and learn the method of reading the multidisciplinary study of psychology and novel in world context to a possible degree.																
Course Outcomes	<b>CO1:</b> To help students relate Literature to other disciplines. <b>CO2:</b> To train students read literary works in the light of psychological theories. <b>CO3:</b> To familiarize students with the discourse of psychology and the relevance of psychological concepts to the study of literature.																
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO3</th> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	

Pre-requisite	Exposure to psychological concepts and literature
Course Content	<p><b>Unit1:</b>Sigmund Freud, <i>Leonardo da Vinci and a memory of His Childhood</i></p> <p><b>Unit 2:</b> C. G. Jung, <i>The Undiscovered Self</i></p> <p><b>Unit 3:</b> Hermann Hesse, <i>Demian</i></p> <p><b>Unit 4:</b>Anita Desai, <i>Cry the Peacock</i></p>
Reference Books	<p>Schapiro, Meyer <i>Leonardo and Freud: An Art- Historical Study</i>. In Journal of the History of Ideas Vol 17, No. 2 (April, 1956), pp. 147-178</p> <p>Andersen, Wayne. <i>Freud, Leonardo da Vinci and the Vulture's Tail, A refreshing Look at Leonardo's Sexnolip</i>. Other press, New York, 2001</p> <p>Jacobi, Jolande. <i>The Psychology of C. G. Jung: An Introduction with Illustrations</i>, Yale University press, 1973</p> <p>Dark Continents: <i>Psychoanalysis and Colonialism</i>, Ranjana Khanna · 2003</p> <p><i>Postcolonial Theory and Psychoanalysis From Uneasy Engagements to Effective Critique</i>, Mrinalini Greedharry · 2008</p> <p><i>Critical Responses to Anita Desai</i>, Shubha Tiwari· 2004</p> <p><i>Anita Desai's Female and Psychoanalysis</i>, Lipika Chandra · 2014</p> <p><i>Hermann Hesse (Modern Critical Views)</i>, Harold Bloom.2003</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.



## Master of Arts (English): Semester-3

### ME 11- Literary Form: Novel

Course Code																	
Course Title	ME 11- Literary Form: Novel																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To familiarise students with the nature and history of the literary form of novel in different literatures.																
Course Objective	To introduce students to the reading of representative novels of English literature and Indian English literature.																
Course Outcomes	<p><b>CO1:</b> To acquaint students with the defining features of the form of novel</p> <p><b>CO2:</b> To familiarize students with the development of the form of novel in historical context</p> <p><b>CO3:</b> To familiarize students in the reading of novels in terms of the form and history of fiction</p>																
Mapping between COs with PSOs	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Familiarity with various forms of literature																
Course Content	<p><b>Unit 1:</b> Henry Fielding, <i>Joseph Andrews</i></p> <p><b>Unit 2:</b> Thomas Hardy, <i>Far from the Madding Crowd</i></p> <p><b>Unit 3:</b> Franz Kafka, <i>The Trial</i></p> <p><b>Unit 4:</b> Virginia Woolf, <i>Mrs. Dalloway</i></p>																
Reference Books	<p>Anonymous. <i>Far from the Madding Crowd (caption to frontispiece)</i>. New York and London: Harper and Brothers Publications, 1912.</p> <p>Mahoney, Elisabeth (17 September 2008). "<i>Far from the Madding Crowd</i>". The Guardian. ISSN 0261-3077.</p> <p><i>The English Novel: An Introduction</i>, Terry Eagleton, 2013</p> <p><i>Aspects of Novel</i>, E M Forster, 2016</p> <p><i>Anatomist of Power: Franz Kafka and the Critique of Authority</i>, Despiniadis Costas Despiniadis · 2019</p> <p><i>Virginia Woolf and The Universe of Her Novel "Mrs Dalloway"</i>, Cristian Georgescu · 2021</p>																
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment																
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.																

## ME 12- Literary Criticism

Course Code																	
Course Title	ME 12- Literary Criticism																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To acquaint students with the major critical trends, critical issues and major critics in the history of literary criticism from the ancient classical times to the first half of the twentieth century, and to give them exposure to representative original critical essays, and make them understand the similarity as well as contestation in relation to varied critical approaches.																
Course Objective	To make students understand the history, complexity and approaches of literary criticism from classical times to the first half of the twentieth century.																
Course Outcomes	<p><b>CO1:</b> To acquaint students with the principles and history of criticism.</p> <p><b>CO2:</b> To familiarize students with the classical, romantic, modernist, the New critical and Marxist orientations with the reading of the critical essays representative of the critical trends.</p> <p><b>CO3:</b> To initiate the students into a critical discourse of variety and contestation through various original critical essays.</p>																
Mapping between COs with PSOs	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Historical awareness of major critical approaches and concepts																
Course Content	<p><b>Unit1:</b> Aristotle, <i>Poetics</i>, Chapters II, III Aristotle, <i>Poetics</i>, Chapters VI, XIII, XIV</p> <p><b>Unit 2:</b> John Dryden, “An Essay of Dramatic Poesy” Joseph Addison, “The Pleasures of Imagination”</p> <p><b>Unit 3:</b> T. S. Eliot, “The Three Voices of Poetry” John Crowe Ransom, “Criticism Inc.”</p> <p><b>Unit 4:</b> George Orwell, “Politics and the English language” Northrop Frye, “The archetypes of literature”</p> <p><b>Prescribed Textbooks:</b> <i>English Critical Texts: 16th Century to 20th Century</i>, Eds. D.J Enright &amp; Ernest de Chickera (London: OUP, 1968) <i>Literary Criticism : A Reading</i>, Eds. B. Das &amp; J. M. Mohanty (Calcutta : OUP, 1985) <i>20th Century Literary Criticism : A Reader</i>, Ed. David Lodge (London: Longman, 1972)</p>																
Reference Books	Daiches, David. <i>Critical Approaches to Literature</i> Orient Longman, 1989.																

	Wellek, Rene. <i>A History of Modern Criticism: 1750- 1950</i> , Vol. 6, Yale university press. Borklund, Elmer. <i>Contemporary Literary Critics</i> . St. James Press, 1977
Teaching Methodology	Classwork, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 13- Indian Writing in English

Course Code																	
Course Title	ME 13- Indian Writing in English																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To familiarize students with the selected works of Indian literature in English in term of history and development of Indian writing in English																
Course Objective	To acquaint students with Indian English literary works and familiarize them with interactive context of English and Indian reality																
Course Outcomes	<b>CO1:</b> To acquaint the students with Indian literature written in English. <b>CO2:</b> To familiarize the students with the works of Indian writing in English in terms poetry and fiction in historical context. <b>CO3:</b> To train the students in the reading of the works of Indian writing in English with reference to themes and forms in Indian Context.																
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO3</th> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Exposure to Indian English writings																
Course Content	<b>Unit 1.</b> Raja Rao, <i>Kanthapura</i> <b>Unit 2</b> R. K. Narayan, <i>The dark Room</i> <b>Unit 3.</b> Amimish Tripathi, <i>Immortals of Mehuha</i> <b>Unit 4.</b> A. K. Ramanujan– Poems: 1. ‘A River ‘ 2. ‘Obituary’ 3. ‘Ecology’ 4. ‘Anxiety’ 5. ‘Routine Day Sonnet’ 6. ‘Looking and Finding’ 7. ‘Chicago Zen’																
Reference Books	Srinivasa, Iyengar. <i>Indian Writing in English</i> . 5th Ed. Delhi: Sterling, 1985 Rao, K. R. <i>The Fiction of Raja Rao</i> . Aurangabad: Parimal Prakashan, 1980 Singh R. S., <i>Indian Novel in English</i> . New Delhi: Arnold Heinemann, 1977 Walsh, William. <i>R. K. Narayan: A Critical Appreciation</i> , Heinemann, London,																

	<p>1982</p> <p>Mehrotra, Rajaram. <i>Indian English: Texts and Interpretation</i>. Amsterdam and Philadelphia: John Benjamins, 1998.</p> <p>Ramanujan, A.K. <i>The Collected Poems of A. K. Ramanujan</i>. Delhi: Oxford University Press. 1995</p> <p>Abidi, S.Z.H. <i>Studies in Indo'Anglian Poetry</i>. Bareilly: Prakash Book Depot. 1979.</p> <p>Ponkoliyand, Madhan. <i>Mythology in Amish Tripathi's The Immortals of Meluha: A Study</i></p> <p><a href="https://www.researchgate.net/publication/342410632_Mythology_in_Amish_Tripathi%27s_The_Immortals_of_Meluha_A_Study">https://www.researchgate.net/publication/342410632_Mythology_in_Amish_Tripathi%27s_The_Immortals_of_Meluha_A_Study</a></p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 14A- American Literature

Course Code																	
Course Title	ME 14A- American Literature																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To familiarize students with the selected novels and poems of American literature in terms of its history and society																
Course Objective	To acquaint students with American novels and poems leading to their thematic, formal and socio-historical studies																
Course Outcomes	<p><b>CO1:</b> To acquaint the students with history and development of American Literature.</p> <p><b>CO2:</b> To familiarize the students with the works of American literature in terms of fiction, poetry and drama.</p> <p><b>CO3:</b> To train the students in the reading of American literary works in terms of themes, forms and socio historical context.</p>																
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO3</th> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Exposure to American literary writings																
Course Content	<p><b>Unit 1:</b> Selected Poems of Emily Dickinson</p> <ol style="list-style-type: none"> <li>“I am Nobody! Who are you?”</li> <li>“There is a certain slant of night”</li> <li>“I felt a funeral in my Brain”</li> <li>“After great pain, a formal feeling comes”</li> <li>There’s been a Death in the opposite House”</li> <li>“I taste a liquor never brewed”</li> <li>“Success is Counted Sweetest”</li> </ol>																

	<p>h. "Publication is the auction"</p> <p>i. "Because I could not stop for Death"</p> <p><b>Unit2:</b> Mark Twain, <i>The Adventures of Huckleberry Finn</i></p> <p><b>Unit3:</b> Herman Melville, <i>Moby Dick or The Whale</i></p> <p><b>Unit4:</b> Ernest Hemingway, <i>For Whom the Bell Tolls</i></p>
Reference Books	<p><i>The Cambridge Companion to mark Twain</i> (CUP, 1995)</p> <p><i>Mark Twain's the Adventures of huckleberry Finn (Bloom's Modern critical Interpretations)</i>, Edited by Harold Bloom (2007)</p> <p>Donald E. Thackrey. <i>Emily Dickinson's Approach to Poetry</i> (1954) U of Nebreska</p> <p>Wendy Martin. <i>The Cambridge studies. Companion to Emily Diclarism</i>, UK; CUP, 2002</p> <p>Levine, Robert S. (1998). <i>The Cambridge Companion to Herman Melville</i>. Cambridge: Cambridge University Press. ISBN 0-521-55571-X</p> <p>Melville, Herman (1988), <i>Moby-Dick; or, the Whale, The Writings of Herman Melville</i>, vol. Six, Edited by Harrison Hayford, Hershel Parker, and G. Thomas Tanselle, Evanston; Chicago: Northwestern University Press and the Newberry Library, ISBN 0810103249</p> <p>Melville, Herman.(1993). <i>Correspondence. The Writings of Herman Melville Volume Fourteen</i>. Ed. Lynn Horth. Evanston and Chicago: Northwestern University Press and The Newberry Library. ISBN 9780810109957</p> <p>Parker, Hershel, and Harrison Hayford (eds). (2001). <i>Herman Melville, Moby-Dick. A Norton Critical Edition</i>. Second Edition, New York and London: W.W. Norton &amp; Company. ISBN 9780393972832</p> <p>Josephs, Allen (1994). <i>For whom the bell tolls: Ernest Hemingway's undiscovered country</i>. Twayne's masterwork studies. Vol. 138. Twayne Publishers. p. 104. ISBN 978-0-8057-8078-9.</p> <p>Edmund Wilson, "Return of Ernest Hemingway" (Review of For Whom the Bell Tolls) <i>New Republic</i>, CIII (Oct. 28, 1940)</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 14B- Translation Studies

Course code	
Course Title	ME 14B-Translation Studies
Credit	4
Teaching per Week	4 hrs
Minimum weeks per Semester	15 (including class work, examination, preparation, holidays etc.)
Effective From	June 2022

Purpose of Course	To provide the students with an exposure to theory and history of translation studies and equip them with translation skills.			
Course Objective	To promote the awareness of the area of translation studies among students and train them as translators			
Course Outcomes	<p><b>CO 1:</b> The students will be acquainted with the theory and history of Translation Studies.</p> <p><b>CO 2:</b> The students will be encouraged to conduct further research in the areas of Translation Studies</p> <p><b>CO 3:</b> The students will be trained as translators.</p>			
Mapping between COs with PSOs		PSO1	PSO2	PSO3
	CO1			
	CO2			
	CO3			
Pre-requisite	Acquaintance with World Literature in English			
Course Content	<p><b>Unit 1. History of Translation: Western and Indian Contexts</b></p> <p><b>Unit 2. Theory of Translation: Conceptual Orientation</b></p> <p>(a) Hugo Friedrich: “On the Art of Translation”</p> <p>(b) Roman Jakobson, “On Linguistic Aspects of Translation”</p> <p><b>Unit 3. Theory of Translation: Pragmatic Orientation</b></p> <p>(a) Susan Bassnett, “Poetry and Translation” (the 2<sup>nd</sup> section, chapter 3)</p> <p>(b) Susan Bassnett, “Translating Prose” (the 3<sup>rd</sup> section, chapter 3)</p> <p><b>Unit 4. Practical Translation: Issues and Strategies</b></p> <p><b>Note:</b> The students shall be required to translate a prose paragraph / a poem from Gujarati/Hindi into English.</p>			
Reference Books	<p>Baker, Mona and Gabriela Saldanha. <i>Routledge Encyclopaedia of Translation Studies</i>. London and New York: Routledge, 2020.</p> <p>Hatim, Basil and Jeremy Munday. <i>Translation: An Advance Resource Book</i>. London and New York: Routledge, 2004.</p> <p>Munday, Jeremy. <i>The Routledge Companion to Translation Studies</i>. London and New York: Routledge, 2009.</p> <p>Susan, Bassnett. <i>Translation Studies</i>. 4<sup>th</sup> ed. 2014. London: Routledge.</p> <p>Schulte, R. and J. Biguenet (eds.) <i>Theories of Translation: An Anthology of Essay from Dryden to Derrida</i>. Chicago: The University of Chicago Press, 1992.</p> <p>Venuti, Lawrence. Ed. <i>The Translation Studies Reader</i>. London: Routledge, 2000.</p> <p>Faid, Said. (ed.) <i>Discourse in Translation</i>. London and New York: Routledge, 2019.</p>			
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment			
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.			

## ME 14C- English Language Teaching: Pedagogical Trends

Course Code																					
Course Title	ME 14C- English Language Teaching: Pedagogical Trends																				
Credit	4																				
Teaching per Week	4 hrs																				
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)																				
Effective From	June 2022																				
Purpose of Course	To acquaint the students with the concepts of English Language Teaching in Indian context and to train them into becoming ELT professionals																				
Course Objective	To familiarize students with the background of ELT, various methods and approaches and make them ELT professionals																				
Course Outcomes	<p><b>CO1:</b>To develop the learners understanding regarding the history and development of ELT.</p> <p><b>CO2:</b>To acquaint them with various Conventional concepts of Method for teaching English language.</p> <p><b>CO3:</b> To acquaint the learners with the Post-method Approaches for teaching English language.</p> <p><b>CO4:</b> To acquaint the learners with the concept of Teaching English for Specific</p>																				
Mapping between COs with PSOs	<table border="1" style="display: inline-table; vertical-align: top;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO4</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3				CO4			
	PSO1	PSO2	PSO3																		
CO1																					
CO2																					
CO3																					
CO4																					
Pre-requisite	Basic proficiency in English language																				
Course Content	<p><b>Unit 1 Theories of Language Learning</b></p> <ol style="list-style-type: none"> <li>a. Language Learning and Language Acquisition</li> <li>b. Theories of Language Learning, Behaviorism, Cognitivism</li> <li>c. Second Language Acquisition/ Learning</li> </ol> <p><b>Unit 2 Pedagogical Trends I: Conventional concepts of Method</b></p> <ol style="list-style-type: none"> <li>a. Difference between “method” and “approach”</li> <li>b. Grammar-translation method</li> <li>c. Direct Method</li> <li>d. Audio-lingual Method</li> <li>e. Alternative methods: The Silent Way, Total Physical Response</li> </ol> <p><b>Unit 3 Pedagogical Trends II: Post-method Approaches</b></p> <ol style="list-style-type: none"> <li>a. Communicative Approach and Post-CLT scenario</li> <li>b. Content-Based Instruction and Competency-Based Instruction</li> <li>c. Task-Based Language Teaching</li> <li>d. Alternative approaches: Cooperative Learning, Whole Language Approach, Multiple Intelligences</li> </ol> <p><b>Unit 4 Teaching English for Specific Purposes</b></p> <ol style="list-style-type: none"> <li>a. Need for teaching ESP in India</li> <li>b. General purpose English vs ESP</li> <li>c. ESP syllabus design and methodology</li> <li>d. Classification of ESP</li> <li>e. Needs Analyses</li> </ol>																				

Reference Books	<p>Brown, H. D. (2004). <i>Language assessment: Principles and classroom practices</i>. New York: Pearson</p> <p>Graddol, D. (2010) <i>English next India</i>. London: British Council.</p> <p>Hutchinson, Tom &amp; Waters, Alan (1987) <i>English for Specific Purposes</i>. Cambridge University.</p> <p>Morgan, J. &amp; Rinvoluceri, M. (2007). <i>Vocabulary</i> (2nd Ed). Resource books for teachers. Oxford.</p> <p>Kumaravadivelu, B. (2006). <i>Understanding language teaching: From method to post-method</i>. Mahwah, NJ: Lawrence Erlbaum.</p> <p>Larsen-Freeman, D. (2008) <i>Techniques and principles in language teaching</i>. <a href="http://www.scribd.com/doc/52575789/techniques-and-principles-in-language-teaching-larsenfreeman">http://www.scribd.com/doc/52575789/techniques-and-principles-in-language-teaching-larsenfreeman</a></p> <p>Richards, J., &amp; Rogers, T.S. (2001). <i>Approaches and methods in language teaching</i>. Cambridge: Cambridge University Press.</p> <p>Harding, K. (2007). <i>English for specific purposes</i>. OUP</p> <p>Hyland, K. (2006) <i>English for academic purposes: An advanced resource book</i>. London</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 15- Multidisciplinary Course: (Drama and History)

Course Code																	
Course Title	ME 15- Multidisciplinary Course: (Drama and History)																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To make students relate the history and drama in multidisciplinary contexts of world literature, and make them understand and critically comment on the mutually beneficial relationship of history and drama																
Course Objective	To make students comprehend and learn the method of reading the multidisciplinary study of history and drama in world context to a possible degree																
Course Outcomes	<p><b>CO1:</b> To help students relate literature to other disciplines.</p> <p><b>CO2:</b> To train students to read literary works in the light of history</p> <p><b>CO3:</b> To familiarize students with the discourse of history and the relevance of history in various forms to the study of literature</p>																
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO3</th> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	



Pre-requisite	Exposure to discourse of history and literature
Course Content	<b>Unit 1:</b> William Shakespeare, <i>Richard II</i> <b>Unit 2:</b> Girish Karnad, <i>Tughlaq</i> <b>Unit 3:</b> Shelagh Delaney, <i>A Taste of Honey</i> <b>Unit 4:</b> Vijay Tendulkar, <i>Ghashiram Kotwal</i>
Reference Books	<i>The Making of Shelagh Delaney and a Cultural Revolution</i> , Selina Todd, Chatto & Windus, 2019 <i>British Realist Theatre, The New Wave in Its Context 1956 – 1965</i> , By Stephen Lacey, Taylor & Francis, 2002 <i>A Critical Analysis of Vijay Tendulkar's Ghashiram Kotwal</i> , by Beena Mahida (Author), 18 December 2014 <i>Vijay Tendulkar the playwright, companion of social justice</i> by Devulapally Vani, Prestige Books <i>Practicing New Historicism</i> , Catherine Gallagher, Stephen Greenblatt, 2020 <i>New Historicism and Cultural Materialism</i> , John Brannigan, 2016 <i>Shakespeare and New Historicist Theory</i> , Neema Parvini · 2017 <i>New Historicism and Renaissance Drama</i> - Richard Wilson, 1992
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

## Master of Arts (English): Semester-4

### ME 16- Literary Form: Drama

Course Code																	
Course Title	ME 16- Literary Form: Drama																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To familiarise students with the nature and history of the literary form of drama in different literatures.																
Course Objective	To introduce students to the reading of representative dramatic works of English literature and Indian English literature.																
Course Outcomes	<p><b>CO1:</b> To acquaint students with the defining features of the form of drama</p> <p><b>CO2:</b> To familiarize students with the development of the form of drama in historical context.</p> <p><b>CO3:</b> To train students in the reading of drama in terms of the form and history of drama</p>																
Mapping between COs with PSOs	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO2</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <th>CO3</th> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Familiarity with various forms of literature																
Course Content	<p><b>Unit 1:</b> William Shakespeare, <i>King Lear</i></p> <p><b>Unit 2:</b> George Bernard Shaw, <i>Saint Joan</i></p> <p><b>Unit 3:</b> Samuel Becket, <i>End game</i></p> <p><b>Unit 4:</b> BadalSircar, <i>EvamIndrajit</i></p>																
Reference Books	<p>A C Bradley(1905) [first published 1904]. <i>Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth (20th impression, 2nd ed.)</i>. London: Macmillan.</p> <p>Bradley, Lynne(2010). <i>Adapting King Lear for the Stage</i>. Routledge. ISBN 978-1-4094-0597-9.</p> <p>Wells, Stanley, ed. (1986). <i>The Cambridge Companion to Shakespeare Studies</i>. Cambridge: Cambridge University Press. ISBN 978-0-521-31841-9.</p> <p>Billington, Michael (12 July 2007). "Saint Joan: Olivier Theatre, London". The Guardian. Retrieved 18 January 2009.</p> <p>Guttenberg, Percy (c. 1924). "Portrait of Sybil Thorndike as St. Joan in George Bernard Shaw's St. Joan" (picture). Digital Collections – Pictures. National Library of Australia. Retrieved 8 November 2012.</p>																

	<p>Beckett, Samuel. <i>The Complete Dramatic Works</i>. London: Faber and Faber, 1986. Print. Coe, Richard N. Beckett. Glasgow: Oliver and Boyd, 1964. Print.</p> <p>Esslin, Martin. <i>The Theatre of the Absurd</i>. London: Penguin Books, 1986. Print.</p> <p>Hasselbeck. "Samuel Beckett's <i>Endgame: A Structural Analysis</i>". <i>Modern Drama</i>. 19 March 1976.</p> <p>Ed. Dhawan, R.K. <i>Three Indian Playwrights: Tagore, Badal Sircar and Mahashweta Devi</i>. Prestige Books. New Delhi: 2005.</p> <p>Bhattacharjee, Shampa. <i>Badal Sircar's Street Plays: A Thematic Study</i>. An M. Phil Dissertation, submitted to Kaktiya University, Warangal. 1994.</p> <p>Sarkar, Subhendu. Introduction. <i>Two Plays: Indian History Made Easy, Life of Bagala</i>, by BadalSircar, OUP, 2010.</p> <p>Dubey, Satyadev. Introduction. <i>Three Modern Indian Plays: Tughlaq, EvamIndrajit, Silence! The Court is in Session</i>, translated by GirishKarnad and PriyaAdarkar, OUP, 1989.</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 17- Literary Criticism and Theory

Course Code													
Course Title	ME 17- Literary Criticism and Theory												
Credit	4												
Teaching per Week	4 hrs												
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)												
Effective From	June 2022												
Purpose of Course	To acquaint students with the major critical trends, critical issues and major critics in the history of literary criticism from the ancient classical times to the contemporary times, and to give them an exposure to representative original critical essays, and make them understand the similarity as well as contestation in relation to varied critical approaches.												
Course Objective	To make students understand the history, complexity and approaches of literary criticism from classical times to the contemporary times.												
Course Outcomes	<p><b>CO1:</b> To acquaint the students with the principles and history of criticism.</p> <p><b>CO2:</b> To familiarize the students with the romantic and Victorian criticism and the recent critical trends like structuralism, post-structuralism, deconstruction, reader response, feminist criticism and post-colonialism.</p> <p><b>CO3:</b> To initiate the students into a critical discourse of variety and contestation through various original critical essays.</p>												
Mapping between COs with PSOs	<table border="1"> <tr> <td></td> <td>PSO1</td> <td>PSO2</td> <td>PSO3</td> </tr> <tr> <td>CO1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td></td> <td></td> </tr> </table>		PSO1	PSO2	PSO3	CO1				CO2			
	PSO1	PSO2	PSO3										
CO1													
CO2													

	CO3
Pre-requisite	upgraded exposure to critical approaches and concepts
Course Content	<p><b>Unit 1:</b> S. T. Coleridge, Chapter XVII, <i>Biographia Literaria</i> John Keats, "From <i>The Letters</i>"</p> <p><b>Unit 2:</b> Matthew Arnold, "Function of Criticism at the Present Time" Walter Pater, "From <i>The Renaissance</i>"</p> <p><b>Unit 3:</b> Ronald Barthes, "<i>The death of the author</i>" Wolfgang Iser, "<i>The reading Process: a Phenomenological approach</i>"</p> <p><b>Unit 4:</b> Edward Said, "<i>Crisis [in orientalism]</i>" Elaine Showalter, "<i>Towards a feminist Poetics</i>"</p> <p><b>Prescribed Textbooks:</b> <i>English Critical Texts: 16th Century to 20th Century</i>, Eds. D. J Enright &amp; Ernest de Chickera (London: OUP, 1968) <i>Literary Criticism : A Reading</i>, Eds. B. Das &amp; J. M. Mohanty ( Calcutta : OUP, 1985) <i>Modern Criticism and Theory: a Reader</i>, Ed. David Lodge (London: Longman, 1988) <i>Contemporary Literary Criticism: Modernism Through Poststructuralism</i> Ed. Robert Con Davis (New York and London: Longman, 1986)</p>
Reference Books	<p>Daiches, David. <i>Critical Approaches to Literature</i>. Orient Longman, 1989.</p> <p>Wellek, Rene. <i>A History of Modern Criticism: 1750- 1950</i>, Vol. 6, Yale university press.</p> <p>Borklund, Elmer. <i>Contemporary Literary Critics</i>. St. James Press, 1977</p> <p>Waugh, Patricia. <i>Literary Theory and Criticism</i>. Oxford University Press, 2006</p> <p>Seldan, Raman (ed.) <i>The Cambridge History of Literary Criticism, vii: From formalism to Post structuralism</i>. Cambridge University Press, 1995</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 18- World Literature in Translation

Course Code	
Course Title	ME 18- World Literature in Translation
Credit	4
Teaching per Week	4 hrs
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Effective From	June 2022

Purpose of Course	To familiarize students with the selected works of world literature in English translation in comparative context and acquaint them with world literary traditions.			
Course Objective	To acquaint the students with the works of world literature in English translation and familiarize them with comparative analysis of various literary works			
Course Outcomes	<b>CO1:</b> To acquaint students with the classics in the world literature. <b>CO2:</b> To familiarize students with the world classics in various literary forms <b>CO3:</b> To cultivate the sense of comparison and analysis in students.			
Mapping between COs with PSOs		PSO1	PSO2	PSO3
	CO1			
	CO2			
	CO3			
Pre-requisite	Acquaintance with world literature			
Course Content	<b>Unit 1:</b> Goethe, <i>Faust</i> <b>Unit 2:</b> Fyodor Dostoevsky, <i>Crime and Punishment</i> <b>Unit 3:</b> Hermann Hesse, <i>Sidhhartha</i> <b>Unit 4:</b> Albert Camus, <i>The Outsider</i>			
Reference Books	Williams, John R. (2020-01-30). <i>Goethe's Faust</i> . Routledge. ISBN 978-1-000-76114-6. Goethe, Johann Wolfgang von (2018-06-12). <i>The Essential Goethe</i> . Princeton University Press. ISBN 978-0-691-18104-2. Miller, Robin Feuer (2007). " <i>Crime and Punishment in the Classroom</i> ". Dostoevsky's Unfinished Journey. Yale University Press. ISBN 978-0-300-12015-8. Peace, Richard Arthur (2006). <i>Fyodor Dostoevsky's Crime and Punishment: A Casebook</i> . Oxford University Press. ISBN 0-19-517562-X.: <i>Translation and World Literature</i> by Susan Bassnett, Taylor & Francis, 2018 <i>What Is World Literature?</i> By David Damrosch, Princeton University Press, 5 June 2018 <i>Institutions of World Literature</i> , by Pieter Vermeulen, Stefan Helgesson, Taylor & Francis , 19 June 2015 <i>The Lyrical Novel: Studies in Herman Hesse, Andre Gide, and Virginia Woolf</i> by Ralph Freeman, 1966 Albert Camus, Harold Bloom, <i>Facts On File</i> , Incorporated, 2009 <i>Camus, a Critical Examination</i> , By David Sprintzen , Temple University Press, 1991			
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment			
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.			

## ME 19A- Film Studies

Course Code																	
Course Title	ME 19A- Film Studies																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To introduce students to the interdisciplinary study of literature and films and its job opportunities																
Course Objective	To acquaint students with their interactive space of literature and films To expose students to the technical aspects of the medium of film To familiarize students with the process of film adaptation of literary texts. To enhance the employability of students in audio visual media																
Course Outcomes	<b>CO1:</b> Students will understand the components such as mise-en-scene, camera, editing and sound in order to analyse films. <b>CO2:</b> Students will evaluate some of the key concepts of film studies such as genre and spectatorship. <b>CO3:</b> Students will explore and understand the process of adaptation with reference to other art forms such as theatre and fiction.																
Mapping between COs with PSOs	<table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td>PSO1</td> <td>PSO2</td> <td>PSO3</td> </tr> <tr> <td>CO1</td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>CO2</td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>CO3</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Exposure to films and literary texts																
Course Content	<p><b>Unit 1: The Medium of Cinema</b></p> <ul style="list-style-type: none"> <li>• Richard Dyer. 2000. "Introduction to Film Studies" from <i>Film Studies: Critical Approaches</i>. ed. John Hill and Pamela Church Gibson. Oxford: Oxford University Press.</li> <li>• Tom Gunning. 1995. "An Aesthetic of Astonishment: Early Film and the Incredulous Spectator." In <i>Viewing Positions: Ways of Seeing Film</i>. ed. Linda Williams. New Brunswick: Rutgers University Press. 114-133.</li> </ul> <p><b>Reference film texts:</b>  <i>Pather Panchali</i>. 1955. Dir. Satyajit Ray  <i>Harishchandrachi Factory</i>. 2009. Dir. Pareshe Mokashi.  <i>Sita Sings the Blues</i>. 2008. Dir. Nina Paley  <i>Film before Film</i>. 1986. Dir. Werner Nekes.</p> <p><b>Unit 2: Elements of Film</b></p> <ul style="list-style-type: none"> <li>• Glossary of film making</li> <li>• <i>Mise-en-scene</i></li> </ul> <p>Maria Pramaggiore and Tom Wallis. 2005. <i>Film: A Critical Introduction</i>. London: Laurence King. Chapter 4. 58-88.</p> <p><b>Reference film text:</b>  <i>In the Mood for Love</i>. Dir. Wong Kar Wai. 2000.</p>																

	<ul style="list-style-type: none"> <li>• <i>Camera</i> Maria Pramaggiore and Tom Wallis. 2005. <i>Film: A Critical Introduction</i>. London: Laurence King. 98-117. Excerpts from “Masters of Light, Servants of Shadow: Reflections on the History and Practice of Cinematography in India” by ShuddhabrataSengupta, Raqs Media Collective. <a href="http://cameraworking.raqsmediacollecive.net/pdf/presentation/shuddha.PDF">http://cameraworking.raqsmediacollecive.net/pdf/presentation/shuddha.PDF</a> <b>Reference film texts:</b> <i>Pyasa</i>. Dir. Guru Dutt. 1957. <i>Citizen Kane</i>. Dir. Orson Welles. 1941.</li> </ul> <p><b>Unit 3: Elements of Film</b></p> <ul style="list-style-type: none"> <li>• <i>Editing</i> Maria Pramaggiore and Tom Wallis. 2005. <i>Film: A Critical Introduction</i>. London: Laurence King. Chapter 6. 160-169. <i>Battleship Potemkin</i>. Dir. Sergei Eisenstein. 1925. <b>Reference film text:</b> <i>Psycho</i>. Dir. Alfred Hitchcock. 1960.</li> <li>• <i>Sound</i> Maria Pramaggiore and Tom Wallis. 2005. <i>Film: A Critical Introduction</i>. London: Laurence King. 98-117. Rick Altman. 1992. “The Material Heterogeneity of Recorded Sound” In <i>Sound Theory, Sound Practice</i>. New York: Routledge. <b>Reference film text:</b> <i>The Artist</i>. Dir. Michel Hazanavicius. 2011.</li> </ul> <p><b>Unit 4: Adaptation</b></p> <ul style="list-style-type: none"> <li>• Andrew Dudley. 2009. “Adaptation” In <i>Film Theory and Criticism</i>. ed. Leo Braudy, Marshall Cohen. Oxford: Oxford University Press. 420-424</li> <li>• Sergei Eisenstein. 2009. “Dickens, Griffith and the Film Today” In <i>Film Theory and Criticism</i>. ed. Leo Braudy, Marshall Cohen. Oxford: Oxford University Press. <b>Reference film texts:</b> <i>Gulabi Talkies</i>. Dir. GirishKasaravalli. 2008. <i>Hamlet</i> Dir. Michael Almereyda. 2000. <i>Maqbool</i> . Dir. Vishal Bharadwaj 2003. <i>Throne of Blood</i>. Dir. Akira Kurosawa 1957.</li> </ul>
Reference Books	<p>Altman, Rick. <i>Film/Genre</i>. London: BFI, 1999.</p> <p>Andrew, Dudley <i>The Major Film Theories: An Introduction</i>. Oxford: Oxford University Press,1976.</p> <p>AshishRajadhyaksha and Paul Willemen, ed. <i>Encyclopaedia of Indian Cinema</i>. London: British Film Institute.</p> <p>Bazin, Andre. <i>What is Cinema?</i> Foreword by Francois Truffaut. Berkeley: University of California Press, 2005.</p> <p>Biswas, Moinak. “Early Films: The Novel and Other Horizons.” In <i>Apu and After: Re-Visiting Ray’s Cinema</i>, ed. MoinakBiswas, 37-79. Calcutta: Seagull Books, 2006.</p> <p>Braudy, Leo &amp; Cohen, Marshall (eds.). <i>Film Theory and Criticism</i>.5th ed..NY &amp; Oxford: Oxford University Press, 1999.</p> <p>Christine Gledhill and Linda Williams. Eds. <i>Reinventing Film</i></p>

	<p><i>Studies</i> New York: Oxford University Press.</p> <p>Etherington-Wright, Christine &amp; Doughty, Ruth. <i>Understanding Film Theory</i>. London: Palgrave, 2011</p> <p>Gledhill, Christine. "The Melodramatic Field." In <i>Home is Where the Heart is: Studies in Melodrama and the Woman's Film</i>, ed. Christine Gledhill. London: BFI, 1987.</p> <p>Prasad, Madhava. <i>The Ideology of the Hindi Film: A Historical Construction</i>. Delhi: Oxford University Press, 1998.</p> <p>Rajadhyaksha, Ashish. "Indian Cinema: Origins to Independence" &amp; "India: Filming the Nation." In <i>The Oxford History of World Cinema</i>, ed. Geoffrey Nowell-Smith, 398-408 &amp; 678-689. New York: Oxford University Press, 1996.</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 19B- Marginal Discourse

Course Code																	
Course Title	ME 19B- Marginal Discourse																
Credit	4																
Teaching per Week	4 hrs																
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)																
Effective From	June 2022																
Purpose of Course	To sensitize the students to the writings of/on marginal sections of society and enable them to critically examine and define them.																
Course Objective	To introduce the students to the varied forms of marginal writings To examine the cultural subtexts of marginal writings in interdisciplinary contexts To enhance the awareness of social justice and thereby contribute towards nation building																
Course Outcomes	<b>CO1:</b> The students will be able to critically analyse varied forms of marginal writings <b>CO2:</b> The students will be able to relate the marginal texts to other disciplines like sociology, history, philosophy and others in interdisciplinary contexts <b>CO3:</b> The students will be able to develop a sense of awareness of social justice and thereby contribute in national integration																
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Basic knowledge of English/Indian language and literature																



Course Content	<p><b>Unit 1.</b> Dr. B. R. Ambedkar ‘The Annihilation of Caste’</p> <p><b>Unit 2.</b> Mulk Raj Anand , <i>Untouchable</i></p> <p><b>Unit 3.</b> Baby Kamble, <i>The Prisons We Broke</i></p> <p><b>Unit 4.</b> FaustinaBama, <i>Karukku</i></p>
Reference Books	<p>Lauret, Maria (1994). <i>Liberating Literature: Feminist Fiction in America</i>. New York: Routledge. ISBN 0-415-06515-1</p> <p>Pandey, Gyanendra (2013). <i>A History of Prejudice: Race, Caste, and Difference in India and the United States</i>. Cambridge University Press. p. 172. ISBN 9781107029002.</p> <p>kuffir. "Women played a major role in Dr. Ambedkar's movement: Baby Kamble". Round Table India. Retrieved 2018-05-26</p> <p>Abedi, Zakir. <i>Contemporary Dalit Literature</i>. Arise Publishers &amp; Distributors, 2010.</p> <p>Dangle, Arjun. editor. <i>Poisoned Bread: Translations from Modern Marathi Dalit Literature</i>. Orient Black Swan, 2009.</p> <p>Dirks, Nicholas B. <i>Castes of Mind: Colonialism and the Making of Modern India</i>. Permanent Black, 2001.</p> <p>Gaijan, M. B. <i>Dalit Literary Tradition – In Gujarat: A Critical Study</i>. Gujarat Dalit Sahitya Akademi, 2007.</p> <p>Goyal, Kaushal K. Editor. <i>Dr B. R. Ambedkar: A Biography</i>, Pigeon, 2018.</p> <p>Mishra, D. S. <i>An Anthology of Gujarati Dalit Literature</i>. Standard Publishers, 2011.</p> <p>Nimavat, B. S. and Upadhyay Ami. Editors. <i>Gujarati Dalit Literature: A Critical Study</i>. Yash Publications, 2012.</p> <p>Parthasarathy, Indira. <i>The Legend of Nandan: Nandan Kathai</i>. Trans. C.T. Indra, Oxford U. P., 2003.</p> <p>Sherrif, K. M. <i>Ekalavyas with Thumbs</i>, Pushpam Pushpam Publications P, Ltd., 1999.</p> <p>Singh, Karan, et al., editors. <i>Dalit Literature: Challenges &amp; Potentialities</i>. Creative Books, 2009.</p> <p>Trivedi, Darshna and Burke, Rupalee. editors. <i>Gujarati Dalit Poetry: The Silver Lining</i>. Gujarati Dalit Sahitya Akademi, 2000.</p> <p>Trivedi, Tanuja. <i>Contemporary Dalit Literature</i>. Jnanada Prakashan, 2011.</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 19C- English Language Teaching: Multiple Contexts

Course Code	
Course Title	ME 19 C- English Language Teaching: Multiple Contexts
Credit	4
Teaching per Week	4 hrs
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Effective From	June 2021

Purpose of Course	To make students aware of multiple contexts of English language learning and teaching including phonology and international intelligibility, teaching language through literature, errors analysis and ICT aimed at enhancing employability.																
Course Objective	To familiarize students with multiple concepts of pedagogy, syntax and pronunciation in English.																
Course Outcomes	<b>CO1:</b> the students would know the implications of international intelligibility for participation in global transaction in English <b>CO2:</b> the students would gain knowledge pertaining to error analysis and its implication in teaching and writing <b>CO3:</b> the students would understand the use of literature and ICT in an ELT classroom																
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <th>CO1</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO2</th> <td></td> <td></td> <td></td> </tr> <tr> <th>CO3</th> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	CO1				CO2				CO3			
	PSO1	PSO2	PSO3														
CO1																	
CO2																	
CO3																	
Pre-requisite	Basic proficiency in English language and communication																
Course Content	<p><b>Unit 1 International intelligibility in English</b></p> <p>a. Speech organs and functions b. Sounds of English – phonemes c. Differences between English phonemes and Sanskrit-based languages d. Practice using IPA for transcription e. the concept of international intelligibility and Lingua Franca Core</p> <p><b>Unit 2 Language through Literature</b></p> <p>a. place of literature in language classroom b. reasons for using literature in language classroom c. use of literature as authentic material d. teaching poetry, fiction, drama e. using audio and audio-visual aids in teaching language through literature f. Materials for evaluating language</p> <p><b>Unit 3. Error analysis</b></p> <p>a. changing attitudes to learner’s errors b. intra-language and inter-language errors c. competence errors vs. performance errors d. sources of errors and significance of errors for the learner, teacher and researcher e. errors analysis and remedial teaching</p> <p><b>Unit 4 ICT in ELT</b></p> <p>a. Use of ICT for ELT b. Using technology effectively in the classrooms c. Computer assisted language learning (CALL) d. Webtools for ELT</p>																
Reference Books	<p>Ashby, P. (2011). <i>Understanding Phonetics</i>. London: Hodder Education. <a href="http://www.scribd.com/doc/210504130/Understanding-Phonetics">http://www.scribd.com/doc/210504130/Understanding-Phonetics</a></p> <p>Bauer, L. (2002). <i>An introduction to international varieties of English</i>. Edinburgh University Press. <a href="http://tinyurl.com/le8unyr">http://tinyurl.com/le8unyr</a></p> <p>Crystal, D. (2008). <i>A dictionary of linguistics and phonetics</i>. (6th ed.). Malden, MA: Blackwell Publishing. <a href="http://www.scribd.com/doc/195362062/Dictionary-Linguistics-Phonetics">http://www.scribd.com/doc/195362062/Dictionary-Linguistics-Phonetics</a></p>																

	<p>International Phonetic Association. (1999). <i>Handbook of the International Phonetic Association</i>. CUP. <a href="http://es.scribd.com/doc/86931472/International-Phonetic-Association-Handbook-of-the-IPA">http://es.scribd.com/doc/86931472/International-Phonetic-Association-Handbook-of-the-IPA</a> Audio files for use with the IPA <a href="http://web.uvic.ca/ling/resources/ipa/handbook_downloads.htm">http://web.uvic.ca/ling/resources/ipa/handbook_downloads.htm</a></p> <p>Ladefoged, P.(1996). <i>Elements of acoustic phonetics</i>. <a href="http://es.scribd.com/doc/104213010/LADEFOGED-elements-of-Acoustic-Phonetics">http://es.scribd.com/doc/104213010/LADEFOGED-elements-of-Acoustic-Phonetics</a></p> <p>Odden, D. (2005). <i>Introducing phonology</i>. New York: Cambridge University Press <a href="http://www.scribd.com/doc/173837764/David-Odden-Introducing-Phonology-Cambridge-Int-BookFi-org">http://www.scribd.com/doc/173837764/David-Odden-Introducing-Phonology-Cambridge-Int-BookFi-org</a></p> <p>Ogden, R. (2009). <i>An introduction to English Phonetics</i>. Edinburgh: Edinburgh University Press.<a href="http://tinyurl.com/qen4y2m">http://tinyurl.com/qen4y2m</a></p> <p>Hedge, Tricia. 2000. <i>Teaching and Learning in the Language Classroom</i>. Oxford: Oxford University Press.</p> <p>Lazar, G. 1993. <i>Literature and Language Teaching</i>. Cambridge:Cambridge University Press.</p> <p>Maley, Alan &amp; Sandra Moulding. <i>Poem into Poem</i>. Cambridge:Cambridge University Press.</p> <p>Maley, Alan and Alan Duff. Reprint 2002. <i>Drama Techniques in Language Learning</i>. Cambridge: Cambridge University Press.</p> <p>Warschauer, M. and Healey, D. (1998). <i>Computers and language learning: An Overview</i>. <i>Language Teaching</i>, 31, 57-71.</p> <p>Warschauer, M. (2004). <i>Technological Change and the Future of CALL</i>. In S. Fotos and C. Browne (Eds.) <i>New perspectives on CALL for second language classrooms</i>. Mahwah, N.J.: L. Erlbaum Associates.</p> <p>S. Pitcorder: <i>Error Analysis and Inter language</i>, Oxford University Press, 1981</p>
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.

### ME 20- Multidisciplinary Course (Novel and History)

Course Code	
Course Title	ME 20- Multidisciplinary Course (Novel and History)
Credit	4
Teaching per Week	4 hrs
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Effective From	June 2022
Purpose of Course	To make students relate the history and novels in multidisciplinary contexts of world literature, and make them understand and critically comment on the mutually beneficial relationship of history and novels

Course Objective	To make students comprehend and learn the method of reading the multidisciplinary study of history and novels in world context to a possible degree			
Course Outcomes	<b>CO1:</b> To help students relate Literature to other disciplines. <b>CO2:</b> To train students into the reading of novels in terms of history. <b>CO3:</b> To familiarize students with the discourse of history.			
Mapping between COs with PSOs		PSO1	PSO2	PSO3
	CO1			
	CO2			
	CO3			
Pre-requisite	Exposure to discourse of history and literature			
Course Content	<b>Unit 1:</b> E. M. Foster , <i>A Passage to India</i> <b>Unit 2:</b> Amitav Ghosh, <i>The Shadow Lines</i> <b>Unit 3:</b> Khushwant Singh, <i>The Train to Pakistan</i> <b>Unit 4:</b> George Orwell, <i>Animal Farm</i>			
Reference Books	George Orwell, <i>A Collection of Critical Essays</i> · Volume 119, By George Orwell, Raymond Williams · 1974 George Orwell, Updated Edition by Harold Bloom <i>Facts On File</i> , Incorporated, 2009 <i>Orwell The Life</i> , D J Taylor , <b>Random House</b> , 2010 Khushwant Singh's <i>Train to Pakistan</i> , A Critical Study, By Ram Ayodhya Singh · 1998 <i>The Novels of Khushwant Singh</i> , A Critical Evaluation, By Pramod Kumar Singh · 2005 <i>New Literary Histories New Historicism and Contemporary Criticism</i> , Claire Colebrook, 1997 <i>History Meets Fiction</i> , Beverley C. Southgate · 2014 <i>History, Narrative, and Testimony in Amitav Ghosh's Fiction</i> , Chitra Sankaran · 2012 <i>A Passage to India: Essays in Interpretation</i> , John B. Beer · 1985			
Teaching Methodology	Class work, Discussion, Self-Study, Seminars and/or Assignment			
Evaluation Method	This course has 04 credits during the semester. The internal evaluation will be out of 20 marks, based on Unit Test marks, Library assignments through Viva voce and attendance marks; while the external evaluation will be out of 50 marks at the university examination.			