

**MASTER OF ARTS**  
**in**  
**ENGLISH AND COMMUNICATIVE STUDIES**  
**(Programme Code: ENGP)**

**PROPOSED PROGRAMME STRUCTURE & SYLLABUS**  
**(From July 2024)**

**Approved by the Academic Council**  
**on 5 July 2024**



**SCHOOL OF ENGLISH AND FOREIGN LANGUAGES**  
**GANDHIGRAM RURAL INSTITUTE**  
**(Deemed to be University)**  
**(Re-Accredited by NAAC with 'A' Grade - III Cycle)**  
**Gandhigram - 624 302 Tamil Nadu**



## **THE INSTITUTE:**

Gandhigram was born in 1947. A team of dedicated disciples and contemporaries of Gandhiji, Dr. T. S. Soundram and Dr. G. Ramachandran, developed Gandhigram, the home of many rural development programmes. The Gandhigram Rural Institute (GRI) was founded in 1956. Started in a small way, it was conferred the status of a Deemed University in 1976. Today, the University is a big educational complex comprising eight Schools, offering in all about sixty one different programmes. It awards Doctoral, Master's and Bachelor's Degrees and also Diplomas and Certificates through its eight academic Schools: Tamil, Indian Languages and Rural Arts; English and Foreign Languages; Health Sciences and Rural Development; Social Sciences; Management Studies; Sciences; Computer Science and Technologies; Agriculture and Animal Sciences. The Institute was re-accredited with 'A' Grade by NAAC in 2016 (Third Cycle). It is a centrally funded university under the Ministry of Human Resources Development, Government of India.

## **SCHOOL OF ENGLISH AND FOREIGN LANGUAGES:**

The School of English and Foreign Languages is as old as the Institute and offers a Master's Programme in English and Communicative Studies. The School also offers full- and part-time PhD programmes in English. Apart from these programmes, Certificate Courses in French and Spoken English are conducted by the School. It has been a pioneer in introducing innovative programmes, especially in the field of Communicative and Cultural Studies. It ran a Master's Programme in Comparative Literature and Cultural Studies, a UGC Innovative Programme, from 2005-10. It has so far produced 68 PhDs and more than 150 MPhils. The members of the Faculty serve on various Boards of Studies and other bodies of higher learning in different universities throughout the country. Among the faculty, there are two Fulbright scholars and two Erasmus Mundus (EMINTE) international visiting scholars. The School brings out *Gandhigram Literary Review* (ISSN: 2278-8190), a peer-reviewed journal.

**MA English and Communicative Studies**, offered under the Choice-Based Credit System (CBCS), is a synthesis of language and literature. The programme consciously includes a variety of literatures such as British, American, European, Indian and Canadian. It includes postcolonial literatures as well, thus bridging the gap between the mainstream and the marginalized voices and articulations, and canonical and non-canonical literatures, giving students a holistic vision of life and literature. The programme has a fair percentage of language and theory papers such as Communication, English Language Teaching, Phonetics, Literary Criticism, Translation Studies and Cultural Studies. From a political, ideological standpoint too, the programme has a definite orientation, for there are papers on Gender Studies, South Asian Literatures, Cultural Studies, and Literatures of the Marginalized. There is a paper on Western Philosophy to enable the students understand the philosophical underpinnings of Western literature. There are discipline-specific and generic electives and modular elective courses under the Choice-Based Credit System. At the end of the second semester, the students are sent to leading Newspapers and/or Media Houses for hands-on training, which is a sequel to a course in Journalism and Mass Media. Another highpoint of the programme is that the students write a Dissertation in the fourth semester. Yet another notable feature of the programme is that all students study French in the second semester. In tune with the objectives of the Institute, all students enroll themselves in a course on "Gandhi in Everyday Life" and undergo a Village Placement Programme.

The MA programme in English and Communicative Studies prepares the students for teaching positions in colleges, universities and schools. The curriculum has been designed in such a way that those who complete this programme will get absorbed in the Print and Media industry also. The final semester instills in the students a research orientation, thus preparing them for doctoral programmes offered by the School.

**Name: School of English and Foreign Languages**

**Academic Programme Offered: MA English and Communicative Studies**

**Programme Code: ENGP**

### **OBE Elements for MA English and Communicative Studies**

#### **Programme Educational Objectives (PEO)**

**PEO1:** Critique literary texts belonging to different genres and cultures

**PEO 2:** Gain analytical skills to engage with language and media critically

**PEO 3:** Demonstrate critical thinking and creative writing

**PEO 4:** Adhere to professional ethics, practise community living and undertake nation-building initiatives

**PEO 5:** Respond to social realities by engaging with social issues critically

#### **Programme Outcomes (PO)**

**PO 1:** Gain a sound knowledge of language and literatures from different parts of the world, especially the Anglo-American world

**PO 2:** Critically engage with texts, authors and cultures from different perspectives

**PO 3:** Interpret texts using a strong theoretical framework and become proficient in Theory

**PO 4:** Acquire competency in related areas such as Philosophy, Sociology, Translation, Communication and Research

**PO 5:** Imbibe a multi-cultural outlook of life through the study of various literatures, cultures and englishes

#### **Programme Specific Outcomes (PSO)**

**PSO 1:** Display a compendious and critical knowledge of the various literatures of the world, both canonical and non-canonical

**PSO 2:** Compare authors, texts and cultures from synoptic perspectives and develop a pluralistic perspective of life and literatures

**PSO 3:** Critique texts' ideological underpinnings and engage with them critically and creatively

**PSO 4:** Display the skill to interpret texts belonging to different genres and traditions and articulate their interpretative point of view

**PSO 5:** Demonstrate the ability to write research papers and undertake research-based Project Work

**MA ENGLISH AND COMMUNICATIVE STUDIES (ENGP)  
(FROM JULY 2024)**

Sem.	Category	Course Code	Title of the Course	No. of Credits	No. of Hours	CFA %	ESE %	Total Marks
<b>I</b>	<b>Core Courses</b>	24ECSP0101	Indian English Literature	4	4	40	60	100
		24ECSP0102	British Literature – Chaucer to Johnson	4	4	40	60	100
		24ECSP0103	Introduction to Comparative Literature	4	4	40	60	100
		24ECSP0104	American Literature	4	4	40	60	100
		24ECSP0105	Survey of Literatures in English	4	4	100	-	100
	<b>Compulsory Course</b>	24ENGP01C2	Phonetics	2	2	50	-	50
<b>Total</b>				<b>22</b>	<b>22</b>			<b>550</b>
<b>II</b>	<b>Core Courses</b>	24ECSP0206	British Literature – Lamb to Lessing	4	4	40	60	100
		24ECSP0207	Basic French	3	3	40	60	100
		24ECSP0208	Journalism and Mass Media	4	4	40	60	100
		24ECSP0209	Literary Criticism and Theory	4	4	40	60	100
		24ECSP0210	Communication: Theory and Practice	3	3	40	60	100
	<b>Generic Elective</b>	(to be offered by other departments)		3	3	40	60	100
<b>Compulsory Course</b>	24GTPP0001	Gandhi in Everyday Life	2	2	20	30	50	
<b>Total</b>				<b>23</b>	<b>23</b>			<b>650</b>
<b>III</b>	<b>Core Courses</b>	24ECSP0311	Basics of Research	3	3	40	60	100
		24ECSP0312	Postcolonial Literatures	4	4	40	60	100
		24ECSP0313	Introduction to Cultural Studies	3	3	40	60	100
		24ECSP0314	English Language Teaching	4	4	40	60	100
	<b>Internship</b>	24ECSP0215	Internship in Print and Electronic Media	3	-	100	-	100
	<b>DCE</b>	24ECSP03DX	Discipline Centric Elective	3	3	40	60	100
	<b>MC</b>	24ECSP03M1	Modular Course	2	2	50	-	50
	<b>VPP</b>	24EXTP03V1	Village Placement Programme	2	-	50	-	50
<b>Total</b>				<b>24</b>	<b>19</b>			<b>700</b>
<b>IV</b>	<b>Core Courses</b>	24ECSP0416	History of English Language and Linguistics	4	4	40	60	100
		24ECSP0417	Literature and Gender	4	4	40	60	100
		24ECSP0418	European Classics in Translation	4	4	40	60	100
	<b>MC</b>	24ECSP04MX	Modular Course	2	2	50	-	50
	<b>Dissertation</b>	24ECSP0405	Dissertation	6	6	75+75+50		200
	<b>Field Visit</b>	24ECSP04F1	Extension/Field Visit	2	2	-		50
<b>Total</b>				<b>22</b>	<b>22</b>	-	-	<b>600</b>
<b>Grand Total (I+II+III+IV)</b>				<b>91</b>	<b>86</b>	-	-	<b>2500</b>

### Modular Courses offered by SEFL

<b>Sem.</b>	<b>Course Code</b>	<b>Title</b>
III	24ECSP03M1	South Asian Literatures
	24ECSP03M2	Popular Fiction
IV	24ECSP04M3	Literature from the North East
	24ECSP04M4	Regional Literatures in Translation
	24XXXXXXX	Human Values and Professional Ethics (GTPS)

### Discipline-Centric Electives offered by SEFL

<b>Sem.</b>	<b>Course Code</b>	<b>Title</b>
III	24ECSP03D1	Translation Studies
	24ECSP03D2	Introduction to Western Philosophy
	24ECSP03D3	Literatures of the Marginalized
	24ECSP03D4	French Literature in Translation

### Generic Electives offered by SEFL

<b>Sem.</b>	<b>Course Code</b>	<b>Title</b>
II	24ECSP02G1	English for Competitive Exams
	24ECSP02G2	Academic Writing

**24ECSP0101 - INDIAN ENGLISH LITERATURE**  
**(Core Course - 4 Credits – 4 Hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To expose the students to a survey of Indian English Writing

**Specific Objectives of Learning:**

- To make them aware of Indian culture and Indianness through the study of significant texts in Indian English Literature; and
- Help them compare Indian English literature with other literatures for a holistic perspective.

**Syllabus:**

**UNIT – I**

**12 hours**

Rabindranath Tagore	:	“Heaven of Freedom” (from <i>Gitanjali</i> )
Sarojini Naidu	:	“Indian Weavers”
Sri Aurobindo	:	“Rose of God”
A.K.Ramanujan	:	“A River”
Nissim Ezekiel	:	“Night of the Scorpion”
Gieve Patel	:	“On Killing a Tree”
Arun Kolatkar	:	“The Bus”, “Old Woman”
Gauri Deshpande	:	“The Female of the Species” (Self-Study)

**UNIT – II**

**12 hours**

M.K. Gandhi	:	<i>My Experiments with Truth</i> (Chapters 1-25)
Meenakshi Mukherjee	:	“Nation, Novel, Language”
Romila Thapar	:	“Knowledge as Heritage” (Self-Study)

**UNIT – III**

**12 hours**

RK Narayan	:	<i>The Guide</i>
Shashi Deshpande	:	<i>That Long Silence</i>
Amitav Ghosh	:	<i>The Shadow Lines</i> (Self-Study)

**UNIT – IV**

**12 hours**

Mahesh Dattani	:	<i>Tara</i>
Manjula Padmanabhan:		<i>Harvest</i>

**UNIT – V**

**12 hours**

A study of the contribution of the following writers covering their entire oeuvre (from Iyengar and MK Naik):

Mulk Raj Anand	Kamala Markandaya	Sudha Murty	
Girish Karnad	Anita Desai	Vikram Seth	Ruskin Bond

**Reference:**

Iyengar, KR. *Indian Writing in English*, 1983.

Mukherjee. *The Twice Born Fiction*, 1971.

Naik, MK. *A History of Indian English Literature*, 1982.

Naik, M.K. and S.A. Narayan. *Indian English Literature 1980-2000*, 2001.

**On completion of the course, students should be able to**

**CO 1:** Trace the evolution of Indian English literature and its status as a recognized body of literature;

**CO 2:** Examine the writings of stalwarts in the domain of Indian English literature;

**CO 3:** Appreciate the spirit of nationalism enshrined in different texts, especially those written during the pre-independence era;

**CO 4:** Critique the use of Englishes in Indian English literature; and

**CO 5:** Analyse the fact that Indian English literature is not a monolithic entity but a plurality of different cultures.

### Mapping of COs with POs and PSOs

CO/PO	PO					PSO					Mean Score of COs
	1	2	3	4	5	1	2	3	4	5	
<b>C01</b>	3	3	3	1	3	3	3	2	2	2	<b>2.5</b>
<b>C02</b>	3	3	3	1	3	3	3	2	2	2	<b>2.5</b>
<b>C03</b>	3	3	3	1	3	3	3	2	3	2	<b>2.6</b>
<b>C04</b>	2	2	2	1	3	2	2	2	2	2	<b>2.0</b>
<b>C05</b>	3	3	3	1	3	3	3	2	2	2	<b>2.5</b>
<b>Mean Overall Score</b>											<b>2.4</b>

**24ECSP0102 - BRITISH LITERATURE—CHAUCER TO JOHNSON**  
**(Core Course - 4 Credits - 4 hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To introduce the students to the stalwarts of early English Literature

**Specific Objectives of Learning:**

- To help them understand the socio-political realities of the period from Chaucer to Johnson; and
- Enable them trace the origins of modern English writings.

**UNIT - I**

**12 hours**

Geoffrey Chaucer	:	<i>General Prologue</i> (Lines 1-80, 122-166 & 747-858)
William Shakespeare	:	Sonnets-No. 116 & 130
John Milton	:	<i>Paradise Lost Book - IX</i>
John Donne	:	“Valediction: Forbidding Mourning”
Edmund Spenser	:	“This Holy Season”
John Dryden	:	“Mac Flecknoe”

**UNIT - II**

**12 hours**

Francis Bacon	:	“Of Marriage and Single Life” and “Of Revenge”
Jonathan Swift	:	“Meditation upon a Broomstick”
Joseph Addison	:	“The Spectator at his Club”
Samuel Johnson	:	“Life of Milton”

**UNIT - III:**

**12 hours**

Christopher Marlowe	:	<i>Dr. Faustus</i>
William Shakespeare	:	<i>Macbeth</i>

**UNIT - IV:**

**12 hours**

William Shakespeare	:	<i>As You Like It</i>
Ben Jonson	:	<i>Volpone</i>

**UNIT - V:**

**12 hours**

John Bunyan	:	<i>The Pilgrim's Progress</i>
Daniel Defoe	:	<i>Robinson Crusoe</i>

**Reference:**

- Hallissy, M. *A Companion to Chaucer's Canterbury Tales*, 1995.  
Hattaway, M. *A Companion to English Renaissance Culture and Literature*, 2000.  
McCalman, I. *An Oxford Companion to the Romantic Age*, 2001.  
*Norton Anthology of English Literature Vols. I & II*, 2006.  
Poplawski, P. *English Literature in Context*. 2008.

**On completion of the course, students should be able to**

**CO 1:** Trace the beginnings of British literature;

**CO 2:** Develop an historical view of British literature from Chaucer to Johnson and the overarching spirit and ideology of different ages;

**CO3:** Analyse the essays of stalwarts like Bacon, Milton and Johnson and learn the art of composition from them;

**CO 4:** Examine the texts, both poems and dramas, of the Elizabethan Age; and

**CO 5:** Study the evolution of the British novel.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of COs
	1	2	3	4	5	1	2	3	4	5	
<b>CO1</b>	3	3	3	1	3	3	3	2	3	2	<b>2.6</b>
<b>CO2</b>	3	3	3	1	3	3	3	2	3	2	<b>2.6</b>
<b>CO3</b>	3	3	3	1	3	3	3	2	3	2	<b>2.6</b>
<b>CO4</b>	3	3	3	1	3	1	1	2	3	2	<b>2.2</b>
<b>CO5</b>	3	3	3	1	3	3	3	2	3	2	<b>2.6</b>
<b>Mean Overall Score</b>											<b>2.5</b>

**24ECSP0103 - INTRODUCTION TO COMPARATIVE LITERARY STUDIES**  
**(Core Course – 4 Credits – 4 Hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To expose the students to the comparative study of literatures

**Specific Objectives of Learning:**

- To help them familiarize themselves with the various schools of comparative literary studies and inculcate in them the idea that literature is one as art and humanity are one; and
- Enhance their understanding of the cultures of texts belonging to different nations.

**Syllabus:**

**UNIT – I**

**12 hours**

Definition and Scope – History of Comparative Literature - Literary History

**UNIT – II**

**12 hours**

Schools of Comparative Literature Studies – American and French  
Influence, Reception, Analogy – Emitter – Receiver

**UNIT – III**

**12 hours**

Thematology: Themes, Motifs and Archetypes – Genre Study

**UNIT – IV**

**12 hours**

Literature and Society – Literature and Philosophy - Literature and Psychology – Literature and other  
Arts

**UNIT – V**

**12 hours**

Comparative Literature and the Postcolonial World – Translation – CL Research –India

**Reference:**

Bassnett, S. *Comparative Literature: A Critical Introduction*, 1988.

Chellappan, K. *Shakespeare and Ilango as Tragedians: A Comparative Study*, 1985.

George, KM, ed. *Comparative Indian Literature Vol I and II*, 1984.

Prawer. *Comparative Literature Studies: An Introduction*, 1973.

Remak, H. *Comparative Literature: Its Definition and Function*, 1961.

Spivak, G. *Death of a Discipline*, 2003.

Stalneckht and Frenz. *Comparative Literature: Method and Perspective*, 1961.

Weisstein, ed. *Comparative Literature and Literary Theory*, 1974.

Wellek and Warren, S. *Theory of Literature: A Seminal Study of the Nature and Function of Literature in all its Contexts*, 1985.

(All students should submit a term paper at the end of the semester applying the Comparative Literary theory to the text(s) of their choice for a comparative study.)

**On completion of the course, students should be able to**

**CO 1:** Highlight the fact that literature is diverse and plural;

**CO 2:** Appreciate the fact that study of literatures is a multi-disciplinary endeavour;

**CO 3:** Acquire the ability to locate the similarities as well as differences between different literatures;

**CO 4:** Examine the link between literatures and allied subjects like philosophy, sociology and anthropology; and

**CO 5:** Critique the crucial role played by translation in the study of comparative literatures.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of COs
	1	2	3	4	5	1	2	3	4	5	
<b>CO1</b>	3	3	2	2	3	3	3	3	3	2	2.7
<b>CO2</b>	3	3	2	2	3	3	3	3	3	2	2.7
<b>CO3</b>	3	3	2	2	3	3	3	3	3	2	2.7
<b>CO4</b>	3	3	2	2	3	3	3	3	3	2	2.7
<b>CO5</b>	3	3	2	2	3	3	3	3	3	2	2.7
<b>Mean Overall Score</b>											<b>2.7</b>

**24ECSP0104 - AMERICAN LITERATURE**  
**(Core Course – 4 Credits – 4 Hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To expose the students to the richness and plurality of American Literature through select pieces

**Specific Objectives of Learning:**

- To help them acquire an idea of American culture through these selections; and
- Appreciate the diversity in American Literature.

**Syllabus:**

**UNIT – I** **12 hours**

Edgar Allan Poe	:	“The Raven”
Walt Whitman	:	“I hear America Singing”
Emily Dickinson	:	“Success is counted sweetest”
Robert Frost	:	“Home Burial”
Langston Hughes	:	“Harlem”
Wallace Stevens	:	“The Emperor of Ice-Cream”
Sylvia Plath	:	“Love Letter”
Maya Angelou	:	“Still I Rise”

**UNIT-II** **12 hours**

Emerson	:	“The American Scholar”
Thoreau	:	“Civil Disobedience”

**UNIT-III** **12 hours**

Tennessee Williams	:	<i>The Glass Menagerie</i>
Arthur Miller	:	<i>All My Sons</i>

**UNIT-IV** **12 hours**

Nathaniel Hawthorne	:	<i>The Scarlet Letter</i>
Ralph Ellison	:	<i>Invisible Man</i>

**UNIT-V** **12 hours**

Herman Melville	:	“Bartleby, the Scrivener”
Ernest Hemingway	:	“Big Two-Hearted River”
William Faulkner	:	“A Rose for Emily”
Alice Walker	:	“Everyday Use”

**Reference:**

- Heath Anthology of American Literature Vol.I and II, 2004.*  
*Norton Anthology of African American Literature, 1997.*  
*Norton Anthology of American Literature Vol.I and II, 1998.*

**On completion of the course, students should be able to**

**CO 1:** Talk about American literature starting from slave narratives to postmodern writings;

**CO 2:** Adopt a historical perspective of American poetry;

**CO 3:** Examine the Puritan elements in the texts prescribed;

**CO 4:** Identify the ethos of African American literature; and

**CO 5:** Critique the fact that American literature is an amalgamation of different cultures, ethnicities and literatures

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>C01</b>	3	3	2	2	3	3	3	2	2	2	2.5
<b>C02</b>	3	3	2	2	3	3	3	2	2	2	2.5
<b>C03</b>	3	3	2	2	3	3	3	2	2	2	2.5
<b>C04</b>	2	2	2	2	3	3	3	2	2	2	2.3
<b>C05</b>	3	3	2	2	3	3	3	2	2	2	2.5
<b>Mean Overall Score</b>											2.4

**24ECSP0105 – SURVEY OF LITERATURES IN ENGLISH**  
**(Core Course – 4 Credits – 4 Hours/Wk.)**  
**(Cognitive Level: K-4)**

**Objective:**

- To help students acquire a historical perspective of English literature with its social and political underpinnings

**Specific Objectives of Learning:**

- To enable them develop a proper understanding of the social agents that produce literature; and
- Prepare for examinations like NET/SET, CCS and TRB.

**UNIT - I: Early English Literature to Renaissance** **12 hours**

Old English Literature

Medieval Literature

Renaissance and Reformation

**UNIT - II: Puritanism to the Romantic Age** **12 hours**

Revolution and Restoration

Eighteenth Century Literature

Literature of the Romantic Period

**UNIT - III: The Victorian Age to the Present** **12 hours**

High Victorian Literature

Late Victorian and Edwardian Literature

Modernism and its Alternatives

Post-War and Post-Modern Literature

**UNIT - IV: Literature of the Americas** **12 hours**

Euro-American Literature

African American and Native American Literatures

Canadian Literature

Caribbean Literature

**UNIT - V: Literatures from South Asia, Africa and Oceania** **12 hours**

Literature from the Indian Subcontinent

African Literature

Literature from the Oceania

**Prescribed Textbook:**

Sanders, Andrew. *A Short Oxford History of English Literature*, 3<sup>rd</sup> ed., 2005

**Reference:**

Albert, E. *History of English Literature*, 2000.

Alexander, Michael. *A History of English Literature*, 2<sup>nd</sup> ed, 2007.

Carter, R. and McRae, J. *The Routledge History of Literature in English*, 2017

King, B. *The New English Literatures*, 1980.

Naik, M.K. *A History of Indian English Literature*, 2009.

VanSpanckeren, K. *USA Literature in Brief*, n.d.

**Testing:** This course does not have ESE. Assessment is totally internal and consists of objective-type questions.

**On completion of the course, students should be able to**

**CO 1:** Trace the evolution of literatures in English;

**CO 2:** Look at various literatures in English from a synoptic viewpoint;

**CO 3:** Realize the fact that literature is plural;

**CO 4:** Examine the various causal factors that produce literatures; and

**CO 5:** Write UGC-NET and SET confidently.

**Mapping of Cos with POs and PSOs**

CO/PO	PO					PSO					Mean Score of COs
	1	2	3	4	5	1	2	3	4	5	
<b>CO1</b>	3	3	1	0	3	3	3	2	2	1	<b>2.1</b>
<b>CO2</b>	3	3	1	0	3	3	3	2	2	1	<b>2.1</b>
<b>CO3</b>	3	3	1	0	3	3	3	2	2	1	<b>2.1</b>
<b>CO4</b>	3	3	1	0	3	3	3	2	2	1	<b>2.1</b>
<b>CO5</b>	3	3	1	0	3	3	3	2	2	1	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.1</b>

**2ECSP01C2 - PHONETICS**  
**(Communication & Soft Skills Course – 2 Credits - 2 Hours/Wk.)**  
**(For MA English & CS Students only)**  
**(Cognitive Level: K-3)**

**Objective:**

- To help the students learn the rules of English Phonetics with a view to making them speak English with correct accent and pronunciation

**Specific Objectives of Learning:**

- To make them learn the English vowels, diphthongs and consonants and syllable divisions; and
- Help them learn phonemic transcription which will help them to read and speak English fluently and accurately.

**Syllabus:**

**UNIT - I** **6 hours**  
Speech organs and their functions

**UNIT - II** **6 hours**  
Branches of Phonetics  
Articulatory, Acoustic, and Auditory Phonetics  
Consonants

**UNIT - III** **6 hours**  
Vowels  
Diphthongs

**UNIT - IV** **6 hours**  
Word Accent  
Intonation Patterns

**UNIT - V** **6 hours**  
Practice in Phonemic Transcription

**Reference:**

- Akmajian. *An Introduction to Language and Communication*, 2001.  
Balasubramanian, T, *A Text Book of English Phonetics for Indian Students*, 1981  
Gimson, A.C. *An Introduction to the Pronunciation of English*, 1962.  
Jones, D. *English Pronouncing Dictionary*, 2011.  
---. *The Phoneme: Its Nature and Use*, 1950.  
---. *The Pronunciation of English*, 1956.  
O' Connor. *Better English Pronunciation*, 1967.  
Roach, P. *English Phonetics and Phonology: A Practical Course*, 2010.

**Testing:** This course does not have ESE. Assessment is totally internal.

**On completion of the course, students should be able to**

**CO 1:** Articulate the phonological features of English;

**CO 2:** Analyse any sound in any language in terms of their place and manner of articulation;

**CO 3:** Speak English and read English texts with the right accent and proper intonation;

**CO 4:** Distinguish between RP and GIE; and

**CO 5:** Undertake phonemic transcriptions of passages in English

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of COs
	1	2	3	4	5	1	2	3	4	5	
<b>CO1</b>	2	0	2	0	2	0	0	3	1	0	<b>1.0</b>
<b>CO2</b>	2	0	2	0	2	0	0	2	1	0	<b>0.9</b>
<b>CO3</b>	2	0	2	0	2	0	0	2	1	0	<b>0.9</b>
<b>CO4</b>	2	0	2	0	2	0	0	2	1	0	<b>0.9</b>
<b>CO5</b>	2	0	2	0	2	0	0	2	1	2	<b>1.1</b>
<b>Mean Overall Score</b>											<b>0.9</b>

**24ECSP0206 – BRITISH LITERATURE—LAMB TO LESSING**  
**(Core Course – 4 Credits – 4 hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To help students understand the evolution of British literature through the Romantic, Victorian and Modern Periods.

**Specific Objectives of Learning:**

- To introduce them to the British writers of the nineteenth and twentieth centuries; and
- Help them understand the changes in British Literature over the past 250 years.

**UNIT – I**

**12 hours**

S.T. Coleridge	:	“Kubla Khan”
P.B. Shelley	:	“Ode to the West Wind”
John Keats	:	“Ode on a Grecian Urn”
A.L. Tennyson	:	“Ulysses”
Robert Browning	:	“My Last Duchess”
W.B. Yeats	:	“Easter 1916”
T.S. Eliot	:	“The Love Song of Alfred J. Prufrock”
Wilfred Owen	:	“Dulce Est Decorum Est”
W.H. Auden	:	“The Shield of Achilles”

**UNIT – II**

**12 hours**

Charles Lamb	:	“Dream Children: A Reverie”
T.H. Huxley	:	“A Liberal Education”
Aldous Huxley	:	“Selected Snobberies”
Thomas de Quincey	:	“On Knocking at the Gate in Macbeth”
George Orwell	:	“Bookshop Memories”

**UNIT - III:**

**12 hours**

G.B. Shaw	:	<i>Arms and the Man</i>
John Osborne	:	<i>Look Back in Anger</i>

**UNIT - IV:**

**12 hours**

Charlotte Bronte	:	<i>Jane Eyre</i>
Chares Dickens	:	<i>David Copperfield</i>

**UNIT - V:**

**12 hours**

Thomas Hardy	:	<i>The Mayor of Casterbridge</i>
D.H. Lawrence	:	<i>Sons and Lovers</i>

**Reference:**

- Marcus, L. and Peter N. *The Cambridge History of Twentieth Century English Literature*, 2004.  
Moran, M. *Victorian Literature and Culture*, 2006.  
Poplawski, P. *English Literature in Context*, 2008.

**On completion of the course, students should be able to**

**CO 1:** Critique the Victorian Age and its bearings on the literary texts of the nineteenth century;

**CO 2:** Analyse the texts of great women novelists such as Charlotte Bronte and the seeds of *écriture féminine*;

**CO 3:** Evaluate the writings of the turn of the century and the spirit of the age (*Zeitgeist*);

**CO 4:** Identify the Modernist strain in British literature with special reference to Eliot and Beckett; and

**CO 5:** Examine the transition from the medieval to the modern age in terms of both content and form.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of COs
	1	2	3	4	5	1	2	3	4	5	
<b>CO1</b>	3	3	2	1	3	3	3	3	3	2	<b>2.6</b>
<b>CO2</b>	3	3	2	1	3	3	3	3	3	2	<b>2.6</b>
<b>CO3</b>	3	3	2	1	3	3	3	3	3	2	<b>2.6</b>
<b>CO4</b>	3	3	2	1	3	3	3	3	3	2	<b>2.6</b>
<b>CO5</b>	3	3	2	1	3	3	3	3	3	2	<b>2.6</b>
<b>Mean Overall Score</b>											<b>2.6</b>

**24ECSP0207 – BASIC FRENCH**  
**(Core Course – 3 Credits – 3 Hours/Wk.)**  
**(Cognitive Level: K-3)**

**Objective:**

- To expose the students to the basics of French

**Specific Objectives of Learning:**

- To help them acquire the skills of understanding and communicating in French; and
- Enable them to write some basic French.

**Syllabus:**

**Unit I** **9 hours**

Leçon 0:Parcours d' initiation (Livre de L'élève)+(Cahier)

**Unit II** **9 hours**

Leçon 1:Vous comprenez (Livre de L'élève)+(Cahier)

**Unit III** **9 hours**

Leçon 2:Au travail (Livre de L'élève)+(Cahier)

**Unit IV** **9 hours**

Leçon 3:On se détend (Livre de L'élève)+(Cahier)

**Unit V** **9 hours**

Leçon 4:Racontez-moi (Livre de L'élève)+(Cahier)

**Prescribed Textbooks:**

Girardet.J and Pécheur.J, *écho A1*, CLE International.(Livre de L'élève)

Girardet.J and Pécheur.J, *écho A1*, CLE International. (Cahier Personnel d'apprentissage)

**On completion of the course, students should be able to**

**CO 1:** Identify French phonemes;

**CO 2:** Negotiate basic French grammar;

**CO 3:** Greet people in French and respond to others' greetings;

**CO 4:** Answer a few basic questions in French related to day-to-day life; and

**CO 5:** Write short sentences in French.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>C01</b>	3	1	1	0	2	2	1	1	1	1	<b>1.3</b>
<b>C02</b>	2	1	1	0	2	2	1	1	1	1	<b>1.2</b>
<b>C03</b>	1	1	1	0	2	2	1	1	1	1	<b>1.1</b>
<b>C04</b>	1	1	1	0	2	2	1	1	1	1	<b>1.1</b>
<b>C05</b>	2	1	1	0	2	2	1	1	1	1	<b>1.2</b>
<b>Mean Overall Score</b>											<b>1.1</b>

**24ECSP0208 - JOURNALISM AND MASS MEDIA**  
**(Core Course – 4 Credits – 4 Hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To familiarize the students with the concepts in mass communication and journalism

**Specific Objectives of Learning:**

- To help them learn editing, proofreading and advertising; and
- Equip them with hands-on experience in media for potential job placement.

**Syllabus:**

**UNIT – I**

**12 hours**

What is communication? – process – barriers – effective communication – mass communication – mass media – impact – functions – media and audience – media and culture – media as watchdog – growth and development of radio – television – cinema in India

**UNIT – II**

**12 hours**

What is journalism? – principles – attributes of a good journalist – office network – roles and responsibilities – editor – sub-editor – mechanics

**UNIT – III**

**12 hours**

What is news? – sources – news values – paid news – types of reports – headlines – structure of a news – lead – style – What is feature? – types – title – subject – structure – aspects – editorials subjects – style and language – advertisements and promotional literature – newspaper – TV – aspects – strategies

**UNIT – IV**

**12 hours**

Freelance journalism – photo journalism – advantages – disadvantages – Press in India – History – Press Laws – Press Council – Freedom of Press – ethics – Proofreading and Editing

**UNIT – V**

**12 hours**

Digital journalism – Web Sources – Internet and electronic media – blogging – flow of information – citizen journalism – Fake News – Data Interpretation & Misinterpretation

**Reference:**

- Ahuja, B.N. *Theory and Practice of Journalism*, 1988.  
D'Souza, Y.K. *Handbook of Journalism and Mass Communication*, 1997.  
Kamath, M.V. *Professional Journalism*, 1969.  
Keeble. *Print Journalism: A Critical Introduction*, 2005.  
Kumar. *Mass Communication in India*, 1994.  
Mehta, D.S. *Mass Communication and Journalism in India*, 2001.  
Reuters Foundation. *Reporters Handbook*, 2006.  
Srivatsava, K.M. *News Reporting and Editing*, 1991.

**On completion of the course, students should be able to**

**CO 1:** Analyse the various functions of the media;

**CO 2:** Gather/Report news and edit news items;

**CO 3:** Interpret press laws in the context of ethics and journalism;

**CO 4:** Examine the tenets of digital journalism and the use of social media; and

**CO 5:** Enter the media world with confidence and a purpose.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>C01</b>	2	2	2	1	2	2	2	2	3	2	<b>2.0</b>
<b>C02</b>	2	2	2	1	3	3	3	3	3	2	<b>2.4</b>
<b>C03</b>	2	2	2	1	2	2	2	2	3	2	<b>2.0</b>
<b>C04</b>	2	2	2	1	2	2	2	2	3	2	<b>2.0</b>
<b>C05</b>	2	2	2	1	2	2	2	2	3	2	<b>2.0</b>
<b>Mean Overall Score</b>											<b>2.1</b>

**24ECSP0209 - LITERARY CRITICISM AND THEORY**  
**(Core Course – 4 Credits – 4 Hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To expose the students to literary concepts and theories and their application to literary pieces

**Specific Objectives of Learning:**

- To make them aware of the importance and relevance of extra-literary concerns to the study of literary texts; and,
- To help them move from theory to praxis with exercises in Practical Criticism
- To help them understand the recent developments and innovations in the academia

**Syllabus:**

<b>UNIT - I</b>	<b>12 hours</b>
Aristotle	: "On Imitation" (Sections I to VII in Butcher's translation)
Philip Sidney	: "An Apology for Poetry"
William Wordsworth	: "Preface to Lyrical Ballads"

<b>UNIT - II</b>	<b>12 hours</b>
William Empson	: "Seven Types of Ambiguity"
T.S. Eliot	: "Tradition and Individual Talent"
Cleanth Brooks	: "Language of Paradox"

<b>UNIT - III</b>	<b>12 hours</b>
M.H. Abrams	: "Orientation of Critical Theories"
Northrop Frye	: "The Archetypes of Literature"
Sigmund Freud	: "Creative Writing and Daydreaming"

<b>UNIT - IV</b>	<b>12 hours</b>
S.N. Das Gupta	: "The Theory of Rasa"
Anandavardhana	: "The Doctrine of Dhvani"
Sri Aurobindo	: "The Sources of Poetry"

<b>UNIT - V</b>	<b>12 hours</b>
Practical Criticism: What is practical criticism? Uses of Practical Criticism.	
Analysing Poetry, Fiction and Drama (From <i>Practical Criticism</i> )	
Contemporary Theories: New Criticism, Postcolonialism, Modernism, Post Modernism, Diaspora, Queer Theory	

**Reference:**

- Barry, P. *Beginning Theory: An Introduction to Literary and Cultural Theory*, 1995.
- Devy, G.N. *Indian Literary Criticism: Theory and Interpretation*. 2010.
- Dorairaj, J. *Interventions—Essays in Philosophy and Literary Theory*, 2006.
- Enright and Chickera, eds. *English Critical Texts*, 1962.
- Guerin, Wilfred L. *A Handbook of Critical Approaches to Literature*, 2010.
- Lodge, D. *Modern Criticism and Theory: A Reader*, 1991.
- . *Twentieth Century Literary Criticism*, 1988.
- Sethuraman, V.S., ed. *Indian Aesthetics: An Introduction*, 1992.
- Sethuraman, VS, et al, ed. *Practical Criticism*, 1990, 2017.
- Waugh, ed. *Literary Theory and Criticism: An Oxford Guide*, 2006.

**On completion of the course, students should be able to**

**CO 1:** Examine the organic relationship between literature and theory;

**CO 2:** Critically engage with different kinds of literary texts;

**CO 3:** Analyse the views of critics on staple topics like metre, poetic diction, tradition and individual talent, and creativity and imagination;

**CO 4:** Gain a foothold in the domain the Indian aesthetics and literary criticism; and

**CO 5:** Undertake Practical Criticism of a few texts.

### **Mapping of COs with POs and PSOs**

<b>CO/PO</b>	<b>PO</b>					<b>PSO</b>					<b>Mean Score of Cos</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>C01</b>	2	3	3	2	3	3	3	3	3	2	<b>2.7</b>
<b>C02</b>	2	3	3	2	3	3	3	3	3	2	<b>2.7</b>
<b>C03</b>	2	3	3	2	3	3	3	3	3	2	<b>2.7</b>
<b>C04</b>	2	3	3	2	3	3	3	3	2	2	<b>2.6</b>
<b>C05</b>	2	3	3	2	3	3	3	3	2	2	<b>2.6</b>
<b>Mean Overall Score</b>											<b>2.7</b>



**On completion of the course, students should be able to**

**CO 1:** Discuss the various modes of communication;

**CO 2:** Analyse the fundamental differences between oral and written communication;

**CO 3:** Highlight the importance of appropriate and effective body language in communication;

**CO 4:** Master the art of business communication; and

**CO 5:** Become effective communicators in the oral as well as written modes.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>CO1</b>	2	2	2	1	2	2	2	2	2	1	<b>1.8</b>
<b>CO2</b>	2	2	2	1	2	2	2	2	1	1	<b>1.7</b>
<b>CO3</b>	2	2	2	1	1	2	2	2	2	1	<b>1.7</b>
<b>CO4</b>	2	2	2	1	2	2	2	2	2	1	<b>1.8</b>
<b>CO5</b>	2	2	2	1	2	2	2	2	2	1	<b>1.8</b>
<b>Mean Overall Score</b>											<b>1.8</b>

**24GTPP0001: GANDHI IN EVERYDAY LIFE**  
**(Compulsory Course – 2 Credits – 2 Hours/Wk.)**  
**(Offered by the Department of Gandhian Thought & PS)**

**Objective:**

- to enable the students to understand and appreciate the principles and practices of Gandhi and their relevance in the contemporary times.

**Specific Objectives of Learning:**

- to offer an opportunity to students to discuss, debate and experience the Gandhian experiments and move forward towards the concept of Welfare of All (*Sarvodaya*); and
- to enable the students cope with the challenges of daily life.

**UNIT I: Understanding Gandhi**

**6 hours**

Childhood days – Student days – Influence of books and individuals – Religion, Family, and Social factors. Gandhi as a rebel – Acquaintance with vegetarianism – As lawyer – Encountering and transformation – Humiliation in India and in South Africa. Gandhi as a political leader and reformer.

**UNIT II: Management**

**6 hours**

Gandhi's experiments in managing family- Eleven vows – Non-possession and sacrifice begin at home – Managing Ashram –Community living, service and financial ethics – Managing social movements- Transvaal March and Salt Satyagraha and non-attachment to position.

**UNIT III: Conflict Reduction**

**6 hours**

Pursuance of truth and non-violence – Ends and means – Openness, transparency, love and kindness in handling relationship – Non-violent communication – Practicing nonviolence in social and political issues (Satyagraha) – Conflict resolution practices – Art of forgiveness and reconciliation and *Shanti Sena*.

**UNIT IV: Humanism**

**6 hours**

Trust in goodness of human nature – Respect for individual and pluralistic nature of society – Dignity of differences – Equal regard for all religions, castes, races, colours, languages – Simple and ethical life–*Swadeshi* – Unity of humankind.

## **UNIT V: Constructive Programmes & Contemporary Issues 6 hours**

Concept of *Sarvodaya* – Poverty, terrorism, environmental degradation - Problems in sharing common resources - Health systems and education – Science and technology – Centralization of power and governance.

### **References:**

Bharathi, K.S. "Thought of Gandhi and Vinoba." *Shanti Sena*. Varanasi: Sarva Seva Sangh Prakashan, 1995.

Bose, N.K. *Studies in Gandhism*. Ahmedabad: Navajivan Publishing House, 2008.

Dhawan, Gopinath. *The Political Philosophy of Mahatma Gandhi*. Ahmedabad: Navajivan Publishing House, 2006.

Fisher, Louis. *Gandhi: His Life and Message for the World*. New Delhi: Penguin, 2010.

Gandhi, M.K. *An Autobiography or The Story of My Experiments with Truth*. Ahmedabad: Navajivan Publishing House, 2012.

---. *Satyagraha in South Africa*. Ahmedabad: Navajivan Publishing House, 2003.

---. *Constructive Programme: Its Meaning and Place*. Ahmedabad: Navajivan Publishing House, 1945.

---. *Key to Health*. Ahmedabad: Navajivan Publishing House, 2003.

---. *Diet and Diet Reform*. Ahmedabad: Navajivan Publishing House, 1949.

---. *Basic Education*. Ahmedabad: Navajivan Publishing House, n.d.

---. *Village Industries*. Ahmedabad: Navajivan Publishing House, 2004.

---. *Hind Swaraj*. Ahmedabad: Navajivan Publishing House, 1997.

---. *Trusteeship*. Ahmedabad: Navajivan Publishing House, 2004.

---. *India of my Dreams*. Ahmedabad: Navajivan Publishing House, 2001.

Nanda, B.R. *Mahatma Gandhi: A Biography*. New Delhi: Allied Publishers Private Ltd., 2011.

Radhakrishnan, N. *Gandhi's Constructive Programmes: An Antidote to Globalized Economic Planning?* Gandhigram: Gandhigram Rural Institute, 2006.

Varma, V.P. *Political Philosophy of Mahatma Gandhi and Sarvodaya*. Agra: Lakshmi Narain Agarwal, 1999.

### **Films:**

Richard Attenborough, *Gandhi*.

Shyam Benegal, *The Making of Mahatma*.

Anupam P. Kher, *Maine Gandhi Ko Nahin Mara*.

Peter Ackerman and Jack Duvall, *A Force More Powerful*.

**24ECSP0311 – BASICS OF RESEARCH**  
**(Core Course – 3 Credits – 3 Hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To make students familiar with the principles of research in English language and literature and train them in the mechanics of research writing

**Specific Objectives of Learning:**

- To help them to undertake a feasible research inquiry and write research papers/project work.
- To lay the foundations for higher levels of research
- To help them understand the techniques and methods of research writing

**Syllabus:**

**UNIT - I:**

Purpose of Research

Types of Research

Steps in the Research Process

**UNIT - II:**

Mechanics of Research Writing

Types of Writing

Using Computers and the Internet

**UNIT - III:**

Formatting Research Project

Mechanics of Prose

Principles of Inclusive Language

**UNIT - IV:**

Documenting Sources

Works Cited

In-Text Citation

**UNIT - V:**

Research Ethics

Honesty and Integrity in Research

Plagiarism

**Reference:**

Dorairaj, *FAQs on Research in Literature and Language*, 2019.

Griffin, ed. *Research Methods for English Studies*, 2007.

Kothari, C.R. *Research Methodology*, 2004.

*MLA Handbook*, 9<sup>th</sup> ed, 2021.

*Publication Manual of the American Psychological Association*, 2001.

**On completion of the course, students should be able to**

**CO 1:** Identify different types of research;

**CO 2:** Produce research writings marked by coherence and cohesion;

**CO 3:** Demonstrate the ability to formulate research questions;

**CO 4:** Display a sound knowledge of research mechanics; and

**CO 5:** Write research papers adhering to the guidelines of the prescribed research manual.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>C01</b>	3	3	3	1	2	3	3	2	2	3	<b>2.5</b>
<b>C02</b>	2	2	2	1	2	2	2	2	3	3	<b>2.1</b>
<b>C03</b>	2	2	2	1	2	2	2	2	3	3	<b>2.1</b>
<b>C04</b>	2	2	2	1	2	2	2	2	2	3	<b>2.0</b>
<b>C05</b>	2	2	2	1	2	2	2	2	3	3	<b>2.1</b>
<b>Mean Overall Score</b>											<b>2.1</b>

**24ECSP0312 – POSTCOLONIAL LITERATURES**  
**(Core Course – 4 Credits – 4 Hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To expose the students to postcolonial writers with a view to interrogating Eurocentric conceptions of culture and literature

**Specific Objectives of Learning:**

- To conscientize them through a few representative pieces representing postcolonial experiences; and
- To help them appreciate multiculturalism through these pieces.

**Syllabus:**

**UNIT - I**

**12 hours**

Derek Walcott	:	“A Far Cry from Africa”
Wole Soyinka	:	“Telephone Conversation”
A.D.Hope	:	“Australia”
Emily Pauline Johnson:		“The Cattle Thief”
Oodgeroo Noonuccal	:	“Dreamtime”

**UNIT - II**

**12 hours**

Ngũgĩ Wa Thiong’o	:	“The Language of African Literature” from <i>Decolonizing the Mind</i>
Salman Rushdie	:	“Imaginary Homelands” from <i>Imaginary Homelands</i>

**UNIT - III**

**12 hours**

Albert Memmi	:	“Mythical Portrait of the Colonized” (from <i>The Colonizer and the Colonized</i> )
Linda Tuhiwai Smith	:	“Introduction” from <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>

**UNIT - IV**

**12 hours**

Chinua Achebe	:	<i>Things Fall Apart</i>
Chimamanda Adichie	:	<i>Half of a Yellow Sun</i>

**UNIT - V**

**12 hours**

Wole Soyinka	:	<i>The Lion and the Jewel</i>
George Ryga	:	<i>The Ecstasy of Rita Joe</i>

**Reference:**

- Ashcroft, et al. *The Empire Writes Back*, 1995.  
---, ed. *The Postcolonial Studies: A Reader*, 2000.  
Boehmer. *Colonial and Postcolonial Literature: Migrant Metaphors*, 1995.  
Loomba. *Colonialism and Postcolonialism*, 1988.  
Said, E. *Orientalism*, 1976.  
Thieme, ed. *The Arnold Anthology of Postcolonial Literatures in English*, 2000.

**On completion of the course, students should be able to**

**CO 1:** Identify the theme of the ‘Empire Writing Back’ in select twentieth-century postcolonial texts;

**CO 2:** Highlight the link between colonialism and postcolonialism;

**CO 3:** Critique the political connotations of terms like Postcolonial, Third World and Commonwealth literatures;

**CO 4:** Examine the theme of subversion with reference to a few postcolonial texts; and

**CO 5:** Analyse the postcolonial strain and its configurations in writings across the world.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>C01</b>	3	3	3	2	3	3	3	2	2	2	<b>2.6</b>
<b>C02</b>	3	3	3	2	3	3	3	2	2	2	<b>2.6</b>
<b>C03</b>	3	3	2	2	3	3	3	2	2	2	<b>2.5</b>
<b>C04</b>	3	3	2	2	3	3	3	2	2	2	<b>2.5</b>
<b>C05</b>	3	3	3	2	3	3	3	2	2	0	<b>2.4</b>
<b>Mean Overall Score</b>											<b>2.5</b>

**24ECSP0313 – INTRODUCTION TO CULTURAL STUDIES**  
**(Core Course – 3 Credits – 3 Hours/Wk.)**  
**(Cognitive Level: K-4)**

**Objective:**

- To train the students to identify the major paradigms in cultural theory

**Specific Objectives of Learning:**

- To help them attempt a political/ideological critique of culture and literature;
- To be aware of the conflict between the mainstream and popular cultures;
- To understand Cultural Studies from different viewpoints, and
- To get an overview of the emergence and development of Cultural Studies from the background of America, Britain and India

**Syllabus:**

**UNIT - I**

**9 hours**

What is culture? What is Cultural Studies? What is the focus of Cultural Studies?

Introduction to American Culture

High Culture / Popular Culture:

Raymond Williams : “Culture is Ordinary”

**UNIT - II**

**9 hours**

Jordan and Weedon : “Literature into Culture: Cultural Studies after Leavis”  
(from Waugh’s *Literary Theory and Criticism: An Oxford Guide*)

**UNIT - III**

**9 hours**

Hall, S. : “Cultural Studies and its Theoretical Legacies”  
(from During’s *The Cultural Studies Reader*)

**UNIT - IV**

**9 hours**

Horkheimer and Adorno: “The Culture Industry as Mass Deception”  
(from Rivkin and Ryan, eds. *Literary Theory: An Anthology*)

**UNIT - V**

**9 hours**

Althusser : From “Ideology and State”  
(from Rice and Waugh, eds. *Modern Literary Theory: A Reader*)

The Canon and its Other: Eroding the Separation,  
The Subject of Literary Studies and the Subject of Cultural Studies,  
The Politics of Cultural Studies

**Reference:**

- Baker, C. *The Sage Dictionary of Cultural Studies*, 2004.  
Campbell, N. *American Cultural Studies: An Introduction to American Culture*, 2016.  
During, S, ed. *The Cultural Studies Reader*, 2004.  
Easthope, A. *Literary Into Cultural Studies*, 1999.  
Eagleton. *Ideology: An Introduction*, 1991.  
Geertz, C. *The Interpretation of Cultures*, 2000.  
Milner and Browitt. *Contemporary Cultural Theory*, 2003.  
Nayar, P.K. *An Introduction to Cultural Studies*, 2008.

**On completion of the course, students should be able to**

**CO 1:** Understand the different meanings of culture with reference to different fields of study such as anthropology, sociology, literature and cultural studies;

**CO 2:** Analyse the vital link between literature and culture;

**CO 3:** Examine the opposition between the mainstream culture and the marginal cultures;

**CO 4:** Locate the ideological underpinnings of literary as well as non-literary texts; and

**CO 5:** Critique terms like hegemony, ethnocentrism and imperialism with reference to cultural/political discourses and texts.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>CO1</b>	3	3	2	2	3	2	2	2	2	2	<b>2.3</b>
<b>CO2</b>	3	3	2	2	3	2	2	2	2	2	<b>2.3</b>
<b>CO3</b>	3	3	2	2	3	2	2	2	2	2	<b>2.3</b>
<b>CO4</b>	3	3	2	2	3	2	2	2	2	2	<b>2.3</b>
<b>CO5</b>	3	3	3	2	3	2	2	2	2	2	<b>2.4</b>
<b>Mean Overall Score</b>											<b>2.3</b>

**24ECSP0314 - English Language Teaching  
(Core Course – 4 Credits – 4 Hours/Wk.)  
(Cognitive Level: K-6)**

**Objective:**

- To expose the students to the basic concepts in ELT

**Specific Objectives of Learning:**

- To help them become aware of and critique the various approaches and methods of teaching English as a Second Language; and
- Learn the techniques of teaching LSRW and literature.

**Unit I: ELT in India (12 hours)**

History of English Language Teaching in India

**Unit II: Theories of Language Learning (12 hours)**

Theories of language learning- Behaviourism, Innateness and Language Acquisition - First Language (L1) acquisition and Second language (L2) acquisition/learning,

**Unit III: Methods and Techniques of Teaching (12 hours)**

Methods: Grammar-Translation/Classical method, Direct method, Audiolingual method, Structural approach, Total Physical Response method and Communicative method.

Techniques: use of ICT, language laboratory, and language through literature

**Unit IV: Teaching Language Skills and Syllabus Design (12 hours)**

Four skills- Listening-Speaking-Reading- Writing (LSRW)

Vocabulary and grammar

Micro-teaching and lesson planning

Prose, poetry, drama and fiction

**Unit V: Testing and Evaluation and ICT Tools for ELT (12 hours)**

Evaluation, assessment and test

Types of tests: Proficiency, Achievement, Diagnostic

Test formats: Open-ended, cloze, multiple choice, transformation, etc.

Criteria of a good test: Validity, Reliability and Practicality

Authenticity of Internet resources

E-creation tools, LSRW tools, e-books

**Reference:**

Brumfit and Carter. *Literature and Language Teaching*, 1986.

Larsen-Freeman, *Techniques and Principles in Language Teaching*, 2011.

Krishnaswamy and Krishnaswamy. *Methods of Teaching English*, 2007.

Kumaravadivelu, B. *Beyond Methods*, 2003.

Nunan. *Syllabus Design*, 1988.

Prabhu. *Second Language Pedagogy*, 1987.

Richards and Rodgers. *Approaches and Methods in Language Teaching*, 1986.

Tickoo. *Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers*, 2004.

**On completion of the course, students should be able to**

**CO 1:** Examine the philosophy and theoretical paradigms that underpin the various methods of teaching English as a second language;

**CO 2:** Try out various methods of teaching English in their respective classrooms;

**CO 3:** Analyse the cause of errors (Error Analysis);

**CO 4:** Teach grammar, prose and poetry to students at the secondary/tertiary level; and

**CO 5:** Prepare valid and reliable question papers in the context of testing and assessment.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>CO1</b>	2	2	2	1	2	2	1	1	3	2	<b>1.7</b>
<b>CO2</b>	2	2	2	1	2	2	1	1	3	2	<b>1.8</b>
<b>CO3</b>	2	2	2	1	2	2	1	1	3	2	<b>1.8</b>
<b>CO4</b>	2	2	2	1	2	2	1	1	3	2	<b>1.8</b>
<b>CO5</b>	2	2	2	1	2	2	1	1	3	2	<b>1.8</b>
<b>Mean Overall Score</b>											<b>1.8</b>

**24ECSP0315- INTERNSHIP IN PRINT AND ELECTRONIC MEDIA**  
**(Core Course - 3 Credits)**

The students are attached to a leading newspaper/ periodical/ media unit for a maximum period of one month during the summer vacation at the end of the second semester.

They will be trained in media, especially in news gathering, reporting, editing and proofreading

The work-done-record maintained by each student will be evaluated by the Course Teacher and the Dean of the School. Evaluation may also be done by the media personnel who trained the students during their internship.



**24ECSP03D1 - TRANSLATION STUDIES**  
**(Discipline-specific Elective – Optional I – 3 Credits – 3 Hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To familiarize the students with the history of translation

**Specific Objectives of Learning:**

- To help them get acquainted with the theories and techniques of translation; and
- Acquire the ability to translate literary and non-literary texts from English into an Indian Language and vice-versa.

**Syllabus:**

**UNIT – I**

**9 hours**

History of translation

Origin and development of translation in the Western and Indian contexts

Untranslatability, Entanglement, and Understanding

**UNIT – II**

**9 hours**

Theories of Translation – Nida – Newmark – Catford

Functional Theories of Translation

**UNIT – III**

**9 hours**

Translation of Literary Texts: Problems and Techniques

Translation of Poetry

Translation of Drama

Translation of Fiction

Translation of Religious Texts

The role of the Translator: Visibility, Ethics and Sociology

**UNIT – IV**

**9 hours**

Translation of Scientific-Technical Texts: Problems and Techniques

Translation of official circulars, agenda, minutes, commercial and financial documents, legal texts and news, religious texts

New Directions: Audio Visual Translation and Digital Technology

**UNIT – V**

**9 hours**

Gender and translation

Postcolonial theories of translation

Translation Practice

**Reference:**

Bassnett. *Translation Studies*, 1991.

Bassnett and Lefevre. *Translation, History and Culture*, 1969.

Hermans, T. *Metatranslation: Essays on Translation and Translation Studies*, 2023.

Nida, E. *The Theory and Practice of Translation*, 1982.

Niranjana, T. *Siting Translation: History, Post-Structuralism and the Colonial Text*, 1992.

Pinto, S.R. *Introducing Translation Studies: Theories and Applications*, 2022.

Steiner. *After Babel*, 1975.

Venuti, L. *Translation Studies Reader*, 1999.

---, ed. *Rethinking Translation*, 1992.

**On completion of the course, students should be able to**

**CO 1:** Gain a historical perspective of translation;

**CO 2:** Critique various theories of translation;

**CO 3:** Analyse the interface between translation and comparative literature;

**CO 4:** Examine the role of gender and race in translating texts; and

**CO 5:** Translate texts from English to the vernacular and vice versa.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of COs
	1	2	3	4	5	1	2	3	4	5	
<b>C01</b>	2	2	2	2	3	1	3	1	2	2	<b>2.0</b>
<b>C02</b>	2	2	2	2	3	1	3	1	2	2	<b>2.0</b>
<b>C03</b>	3	2	3	2	3	1	3	1	2	2	<b>2.2</b>
<b>C04</b>	2	2	2	2	3	1	3	1	2	2	<b>2.0</b>
<b>C05</b>	3	2	2	2	3	1	3	1	3	2	<b>2.2</b>
<b>Mean Overall Score</b>											<b>2.8</b>

**24ECSP03D2 – INTRODUCTION TO WESTERN PHILOSOPHY**  
**(Discipline-specific Elective – Optional II – 3 Credits – 3 Hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To introduce the students to the major Western philosophers whose ideas form the basis of Western thinking in general

**Specific Objectives of Learning:**

- To help them get acquainted with the thoughts of major European philosophers; and
- Realize the close connection between philosophy and literature.

**Syllabus:**

**UNIT – I**

**9 hours**

What is Philosophy?

Elements of Philosophy: Logic, Epistemology, Metaphysics and Ethics

Key terms: Empiricism, Rationalism, Realism, Positivism, Materialism, Marxism and Existentialism

**UNIT – II**

**9 hours**

Ancient and Medieval Philosophers:

Socrates, Plato, Aristotle and Aquinas

**UNIT – III**

**9 hours**

Modern Philosophers I:

Descartes, Locke, Kant and Wittgenstein

**UNIT – IV**

**9 hours**

Modern Philosophers II:

Nietzsche, Heidegger, Gadamer and Zizek

**UNIT – V**

**9 hours**

Philosophy and Literature

Franz Kafka : *The Trial*

Samuel Godot : *Waiting for Godot*

**Reference:**

Copleston. *A History of Philosophy* (all volumes).

Dorairaj. *Philosophical Hermeneutics*, 2011.

Durrant. *The Story of Philosophy*, 1933.

*Oxford Companion to Philosophy*, 2005.

Scruton. *A Short History of Modern Philosophy*, 1995.

Titus. *Living Issues in Philosophy*, 1964.

**On completion of the course, students should be able to**

**CO 1:** Define key terms in philosophy;

**CO 2:** Examine the contributions of ancient, medieval and modern western philosophers;

**CO 3:** Critique major issues in philosophy such as monism/pluralism, the problem of evil, the existence of God and transcendence;

**CO 4:** Analyse the organic link between philosophy and literature; and

**CO 5:** Interpret texts from a philosophical, especially existentialist, perspective.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>CO1</b>	2	2	2	3	2	1	2	2	2	2	<b>2.0</b>
<b>CO2</b>	2	2	2	2	2	1	2	2	2	2	<b>1.9</b>
<b>CO3</b>	2	2	2	2	2	1	2	2	2	2	<b>1.9</b>
<b>CO4</b>	2	2	2	3	2	1	2	2	2	2	<b>2.0</b>
<b>CO5</b>	2	2	2	3	2	1	2	2	2	2	<b>2.0</b>
<b>Mean Overall Score</b>											<b>2.0</b>

**24ECSP03D3 – LITERATURES OF THE MARGINALISED**  
**(Discipline-specific Elective– Optional III – 3 Credits – 3 hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To introduce the students to the literary expressions of the marginalized groups

**Specific Objectives of Learning:**

- To highlight marginality as an area of literary studies; and
- Instill in them a liberal outlook that transcends the limited notions of aesthetics.

**Syllabus:**

**UNIT – I: Marginalization**

**9 hours**

Thomas King	:	“Godzilla vs Postcolonial”
B.R. Ambedkar	:	“Speech at Mahad”
Martin Luther King Jr.	:	“I have a Dream”

**UNIT – II: Indigenous Literature**

**9 hours**

Oodgeroo Noonuccal	:	“Ballad of the Totems”
Doris Pilkington	:	<i>Follow the Rabbit Proof Fence</i>
H. Sowvendra Shekhar	:	“The Adivasi will not Dance”
Dakxin Bajrange	:	<i>Budhan</i>

**UNIT – III: Dalit Literature**

**9 hours**

Y.B. Satyanarayana	:	<i>My Father Baliah</i>
S. Joseph	:	“Identity Card”
Bama	:	“Half Saree”
K.A. Gunasekaran	:	<i>The Scar</i>

**UNIT IV: African American Literature**

**9 hours**

Zora Neale Hurston	:	“How it Feels to be Colored Me”
James Baldwin	:	“Going to Meet the Man”
Paul L. Dunbar	:	“We Wear the Mask”
Alice Walker	:	<i>The Color Purple</i>

**UNIT V: Refugee and Dissent Literature**

**9 hours**

Tenzin Tsundue	:	“Exile House” and “Refugee”
“Bandi”	:	“On Stage” (From <i>Accusation</i> )
Elie Wiesel	:	<i>Night</i>

**Reference:**

Ferguson, R. et al. *Out There: Marginalization and Contemporary Culture*, 1992.

Guha, R. *A Subaltern Studies Reader: 1986-1995*, 1997.

Satyanarayana and Tharu. *No Alphabet in Sight: New Dalit Writing from South India*, 2011.

**On completion of the course, students should be able to**

**CO 1:** Clarify the term 'subaltern' and 'marginality' and their socio-cultural and political connotations;

**CO 2:** Examine the various forms of discrimination across the world and their impact on literature;

**CO 3:** Highlight caste hegemony and oppression with reference to Dalit and tribal texts;

**CO 4:** Analyse a few pieces by tribal and African American writers as representations of the marginal voices; and

**CO 5:** Critique the opposition between the mainstream and indigenous voices/perspectives.

### **Mapping of COs with POs and PSOs**

<b>CO/PO</b>	<b>PO</b>					<b>PSO</b>					<b>Mean Score of Cos</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>C01</b>	3	3	3	2	3	3	3	3	3	2	<b>2.8</b>
<b>C02</b>	3	3	3	2	3	3	3	3	3	2	<b>2.8</b>
<b>C03</b>	3	3	3	2	3	3	3	3	2	2	<b>2.7</b>
<b>C04</b>	3	3	3	1	3	3	3	3	2	2	<b>2.6</b>
<b>C05</b>	3	3	3	1	3	3	3	3	2	2	<b>2.6</b>
<b>Mean Overall Score</b>											<b>2.7</b>

**24ECSP03D4 – FRENCH LITERATURE IN TRANSLATION**  
**(Discipline-specific Elective – Optional IV – 3 Credits – 3 hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To expose the students to different literary movements in French Literature

**Specific Objectives of Learning:**

- To help them understand the philosophical movements that emerged from France and French colonies by reading their literatures; and
- Understand the French people and the evolution of French culture through their texts.

**Syllabus:**

**Unit I - Classicism**

**9 hours**

- |            |   |  |
|------------|---|--|
| Molière    | - | <i>The Impostor</i>  |
| Lafontaine | - | “The Wallet” and “The Raven and the Fox” (from <i>Fables</i> ) |

**Unit II - Romanticism**

**9 hours**

- |                 |   |   |
|-----------------|---|---|
| Victor Hugo     | - | “Tomorrow at Dawn” and “Veni Vidi Vici” (from <i>Contemplations</i> ) |
| Alexandre Dumas | - | <i>The Count of Monte Cristo</i>                                      |

**Unit III - Realism, Naturalism & Symbolism**

**9 hours**

- |                    |   |  |
|--------------------|---|--|
| Gustave Flaubert   | - | <i>Madame Bovary</i>                               |
| Guy de Maupassant  | - | “Boule de Suif”                                    |
| Charles Baudelaire | - | “Correspondences” (from <i>Les Fleurs du Mal</i> ) |

**Unit IV - Absurdism & Existentialism**

**9 hours**

- |                  |   |                     |
|------------------|---|---------------------|
| Jean-Paul Sartre | - | <i>No Exit</i>      |
| Albert Camus     | - | <i>The Stranger</i> |

**Unit V - Francophone Literature**

**9 hours**

- |                         |   |                             |
|-------------------------|---|-----------------------------|
| Henri Rahaingoson       | - | “In-gra-ti-tu-de!”          |
| Lila Ratsifandriamanana | - | “This Country of Mine”      |
| Maryse Conde            | - | <i>Tales from the Heart</i> |

**Reference:**

- Clark, Carol. *French Literature: A Beginner's Guide*, 2012.
- Lyons, John D. *French Literature: A Very Short Introduction*, 2010.
- Severson, Marilyn S. *Masterpieces of French Literature*, 2004.

**On completion of the course, students should be able to**

**CO 1:** Gain an idea of French literature in translation;

**CO 2:** Highlight the different movements in French literature from a historical perspective;

**CO 3:** Critique the various theories of translation using the texts prescribed as a platform;

**CO 4:** Appreciate French poetry in translation; and

**CO 5:** Contrast English literature with French literature.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>C01</b>	2	2	2	2	3	2	3	1	2	2	<b>2.1</b>
<b>C02</b>	2	2	2	2	3	2	2	1	2	2	<b>2.0</b>
<b>C03</b>	2	2	3	2	3	2	3	1	2	2	<b>2.2</b>
<b>C04</b>	2	2	3	2	2	2	3	2	2	2	<b>2.2</b>
<b>C05</b>	2	2	3	2	3	2	2	2	2	2	<b>2.2</b>
<b>Mean Overall Score</b>											<b>2.1</b>

**24ECSP03M1 – SOUTH ASIAN LITERATURES**  
**(Modular Course – Optional I – 2 Credits – 2 Hours/Wk.)**  
**(Cognitive Level: K-3)**

**Objective:**

- To introduce the students to the major South Asian writers and their writings on different themes and genres

**Specific Objectives of Learning:**

- To enable them realize the convergences and differences in South Asian Literatures; and
- Help them get acquainted with different cultures, linguistic values, histories and ecologies.

**Syllabus:**

**UNIT: I**

**6 hours**

Kishwar Naheed (Pakistan)	:	“I Am Not that Woman”
Ahmed Ali (Pakistan)	:	“On the Tenth Night of the Tenth Moon”
Edwin Thumboo (Singapore)	:	“The Exile”
Jean Arasanayagam (Sri Lanka)	:	“In the Month of July”
Dom Moraes (India)	:	“Kanheri Caves”

**UNIT: II**

**6 hours**

Kee Thuan Chye (Malaysia)	:	<i>1984 Here and Now</i>
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**UNIT: III**

**6 hours**

Saadat Hasan Manto (Pakistan)	:	“Open It”
Saad Hossain (Bangladesh)	:	“Bring Your Own Spoon”
Manjushree Thapa (Nepal)	:	“Tilled Earth”
Kunzan Choden (Bhutan)	:	“I Won’t Ask Mother”

**UNIT: IV**

**6 hours**

Bapsi Sidhwa (Pakistan)	:	<i>Cracking India / Ice Candy Man</i>
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**UNIT: V**

**6 hours**

Khalid Hosseini (Afghanistan)	:	<i>The Kite Runner</i>
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**Reference:**

Sanga, J.C. *South Asian Literature in English: An Encyclopedia*. 2004.

**Testing:**

This modular course does not have ESE. Assessment is totally internal.

**On completion of the course, students should be able to**

**CO 1:** Examine the geopolitical connotations of the term South Asia; and

**CO 2:** Interpret texts from a few South Asian countries with a view to highlighting the South Asian sensibilities.

**Mapping of COs with POs and PSOs**

<b>CO/PO</b>	<b>PO</b>					<b>PSO</b>					<b>Mean Score of Cos</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>C01</b>	2	2	2	1	3	2	3	1	2	2	<b>2.0</b>
<b>C02</b>	2	2	2	1	3	2	3	1	2	2	<b>2.0</b>
<b>Mean Overall Score</b>											<b>2.0</b>

**24ECSP03M2 – POPULAR FICTION**  
**(Modular Course – Optional II – 2 Credits – 2 Hours/Wk.)**  
**(Cognitive Level: K-3)**

**Objective:**

- To introduce the students to the bestsellers in the world of fiction

**Specific Objectives of Learning:**

- To make them appreciate the value of popular culture and writing; and
- To enable them acquire a proper understanding of the differences between popular and literary writings.

**Syllabus:**

**UNIT - I: Detective Fiction** **6 hours**

Agatha Christie : *Murder on the Orient Express*

**UNIT - II: Young Adult Fiction** **6 hours**

Ali Hazelwood : *The Love Hypothesis*

**UNIT - III: Children's Literature** **6 hours**

Roald Dahl : *Matilda*

**UNIT - IV: Realist Fiction** **6 hours**

Vikas Swarup : *Q & A*

**UNIT - V: Dystopian Fiction** **6 hours**

James Dahnser : *The Maze Runner*

**Reference:**

Glover, D and McCracken. *The Cambridge Companion to Popular Fiction*, 2012.

**Testing:**

This modular course does not have ESE. Assessment is totally internal.

**On completion of the course, students should be able to**

**CO 1:** Critique the idea of popular literature; and

**CO 2:** Examine the differences between mainstream literature/fiction and popular literature/fiction.

**Mapping of COs with POs and PSOs**

<b>CO/PO</b>	<b>PO</b>					<b>PSO</b>					<b>Mean Score of Cos</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>CO1</b>	2	2	3	1	2	2	2	2	2	2	<b>2.0</b>
<b>CO2</b>	2	2	3	1	2	2	2	2	2	2	<b>2.0</b>
<b>Mean Overall Score</b>											<b>2.0</b>

## **24EXTP03V1: VILLAGE PLACEMENT PROGRAMME**

**(2 Credits)**

All students of the Institute go to villages throughout the year for experiencing rural realities first-hand. Students of MA English and CS go to villages, especially nearby rural schools, for extension-related activities. They also stay in villages for a short spell during the second semester and earn 2 Credits for this Village Placement Programme (VPP).



**24ECSP0416: HISTORY OF THE ENGLISH LANGUAGE AND LINGUSITICS**  
**(Core Course – 4 Credits – 4 Hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To help the students trace the origin and growth of the English Language and undertake a scientific/systematic study of language

**Specific Objectives of Learning:**

- To enable them trace the evolution of Standard English; and
- To introduce them to different aspects of modern linguistics.

**Syllabus:**

**UNIT – I** **12 hours**

The Indo European Family of Languages – Old English –  
Norman Conquest – Middle English  
Modern English from the Renaissance to the 19<sup>th</sup> century

**UNIT – II** **12 hours**

English in the 20<sup>th</sup> and 21<sup>st</sup> centuries  
British and American varieties  
Global English

**UNIT –III** **12 hours**

What is linguistics?  
Basic assumptions of Modern linguistics  
Branches of linguistics

**UNIT – IV** **12 hours**

Morphology – Syntax

**UNIT – V** **12 hours**

Semantics – Pragmatics – TG Grammar

**Prescribed Textbooks:**

Wood, F.T. *An Outline History of the English Languages*, 1969  
Crystal, D. *Linguistics*, 1990

**Reference:**

Akmajian. *An Introduction to Language and Communication*, 2001.  
Baugh, A.C. and Cable. *A History of the English Language*, 2002.  
Lyons. *Introduction to Theoretical Linguistics*, 1968.  
Palmer. *Grammar*, 1984.  
Verma, S.K. and N. Krishnasamy. *Modern Linguistics: An Introduction*, 1989.  
Yule. *The Study of Language*, 2006.

**On completion of the course, students should be able to**

**CO 1:** Examine the basic theories of Ferdinand de Saussure;

**CO 2:** Study the evolution of Standard English across centuries;

**CO 3:** Distinguish between the British and the American varieties of English;

**CO 4:** Explore the various branches of linguistics; and

**CO 5:** Critique Chomsky’s TG Grammar.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>C01</b>	2	0	0	0	1	0	0	0	3	2	<b>0.8</b>
<b>C02</b>	2	0	0	0	1	0	0	0	3	2	<b>0.8</b>
<b>C03</b>	2	0	0	0	1	0	0	0	3	2	<b>0.8</b>
<b>C04</b>	2	0	0	0	1	0	0	0	3	2	<b>0.8</b>
<b>C05</b>	2	0	0	0	1	0	0	0	3	2	<b>0.8</b>
<b>Mean Overall Score</b>											<b>0.8</b>

**24ECSP0417- LITERATURE AND GENDER**  
**(Core Course – 4 Credits – 4 Hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To help the students understand and critique the relationship between literature and gender

**Specific Objectives of Learning:**

- To enable them comprehend the theory and practice of *écriture féminine*; and
- Critique texts, especially androtexts, from a feminist perspective.

**Syllabus:**

**UNIT - I**

**12 hours**

Sojourner Truth	:	“Ain’t I A Woman?”
Maya Angelou	:	“Phenomenal Woman”
Kamala Das	:	“The Freaks”
Margaret Atwood	:	“A Sad Child”
Prathibha Nandakumar	:	“Poem”
Sugirtharani	:	“A Faint Smell of Meat”

**UNIT - II**

**12 hours**

Hélène Cixous	:	“The Laugh of the Medusa”
Judith Butler	:	“Bodily Inscriptions, Performative Subversions”

**UNIT - III**

**12 hours**

Virginia Woolf	:	<i>A Room of One’s Own</i>
Mahasweta Devi	:	“Draupadi”

**UNIT - IV**

**12 hours**

James Baldwin	:	<i>Giovanni’s Room</i>
A. Revathi	:	<i>The Truth about Me: A Hijra Life Story</i>

**UNIT - V**

**12 hours**

Joy Phiiip	:	“My Period Story is that I Wish I had One”
Malarvathi	:	<i>Thoopukari</i> (Translated by Hamlin and Susan)

**Reference:**

de Beauvoir, S. *The Second Sex*, 1971.

Gilbert and Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Imagination*, 1979.

Millett. *Sexual Politics*, 1970.

Moi. *Sexual/Textual Politics: Feminist Literary Theory*, 1985.

Ruthven, KK. *Feminist Literary Studies: An Introduction*, 1990.

Showalter, A. *Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.

**On completion of the course, students should be able to**

**CO 1:** Distinguish between sex and gender and clarify the meaning of LGBTQ;

**CO 2:** Analyse androtexts and gynotexts and their corresponding forms of criticism;

**CO 3:** Critique the notions of ‘patriarchy’ and ‘hegemony’ and the call for a ‘gendered’ reading of literary texts;

**CO 4:** Highlight the issues of the transgender as presented in literary texts; and

**CO 5:** Examine ‘subversion’ in the context of gendered inflections in literature.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>C01</b>	2	3	3	2	3	3	3	2	2	2	<b>2.5</b>
<b>C02</b>	2	3	3	2	3	3	3	2	2	2	<b>2.5</b>
<b>C03</b>	2	3	3	2	3	3	2	2	2	2	<b>2.4</b>
<b>C04</b>	2	3	3	2	3	3	3	2	2	2	<b>2.5</b>
<b>C05</b>	2	3	3	2	3	3	2	2	2	2	<b>2.4</b>
<b>Mean Overall Score</b>											<b>2.4</b>

**24ECSP0418 - EUROPEAN CLASSICS IN TRANSLATION**  
**(Core Course – 4 Credits – 4 Hours/Wk.)**  
**(Cognitive Level: K-6)**

**Objective:**

- To expose the students to European culture and literature

**Specific Objectives of Learning:**

- To make them aware of the writings of select European masters; and
- To help them familiarize themselves with translation in practice.

**Syllabus:**

<b>UNIT - I</b>	<b>12 hours</b>
Goethe	: “Nearness of the Beloved One”
Mallarme	: “The Tomb of Edgar Allan Poe”
Machado	: “Last Night As I Was Sleeping”
Leopardi	: “Chorus of the Dead”
Akhmatovo	: “Crucifix”
Dante	: “Canto V” from <i>The Divine Comedy</i> (Tr. Durling)

<b>UNIT - II</b>	<b>12 hours</b>
Sartre	: “What is Writing?” (from <i>What is Literature?</i> )
Fyodor Dostoevsky	: “Notes from Underground”

<b>UNIT - III</b>	<b>12 hours</b>
Sartre	: <i>The Respectful Prostitute</i>
Liugi Pirandello	: <i>Six Characters in Search of an Author</i>
Sophocles	: <i>Oedipus Rex</i> (Self Study)

<b>UNIT - IV</b>	<b>12 hours</b>
Kafka	: <i>Metamorphosis</i>
Herman Hesse	: <i>Siddharta</i>
Dostoevsky	: <i>Crime and Punishment</i> (Self Study)

<b>UNIT - V</b>	<b>12 hours</b>
Antoine de Saint-Exupery	: <i>The Little Prince</i>
Tolstoy	: “How Much Land Does a Man Require?”
Chekov	: “The Kiss”

**Reference:**

Auerbach. *Mimesis*, 1953.

---. *Scenes from the Dramas of European Literature*, 1959.

John and Lopes, eds. *Philosophy of Literature: Contemporary and Classic Readings—An Anthology*, 2004.

**On completion of the course, students should be able to**

**CO 1:** Identify the differences between the terms 'classic' and 'classical';

**CO 2:** Highlight the notion of classic-ness;

**CO 3:** Examine the Western canon with special reference to texts prescribed;

**CO 4:** Critique Plato's theory of art; and

**CO 5:** Analyse the link between literature and translation.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>C01</b>	3	3	2	2	3	3	3	3	2	2	<b>2.6</b>
<b>C02</b>	3	3	2	2	3	3	3	3	2	2	<b>2.6</b>
<b>C03</b>	3	3	2	2	3	3	3	3	2	2	<b>2.6</b>
<b>C04</b>	3	3	2	2	3	3	3	3	2	2	<b>2.6</b>
<b>C05</b>	3	3	2	2	3	3	3	3	2	2	<b>2.6</b>
<b>Mean Overall Score</b>											<b>2.6</b>

**24ECSP04M3- LITERATURE FROM THE NORTH EAST**  
**(Modular Course – Optional I – 2 Credits – 2 Hours/Wk.)**  
**(Cognitive Level: K-3)**

**Objective:**

- To introduce the students to the literary texts produced from India's Northeast region.

**Specific Objectives of Learning:**

- To help them gain an in-depth knowledge of the literary production of this region; and
- Critically appreciate the texts under study

**SYLLABUS**

**UNIT – I**

**6 hours**

Kynpham Singh Nongkynrih	:	“When the Prime Minister Visits Shillong the Bamboos Watch in Silence”
Mona Zote	:	“What poetry means to Ernestina in peril”
Sararchand Thiyam	:	“Sister”
Robin S Ngangom	:	“Native Land”

**UNIT – II**

**6 hours**

Anjum Hasan	:	“I Love This Dirty Town”
Aruni Kashyap	:	“Not Just Another Place”
Mitra Phukan	:	“The Reckoning”

**UNIT – III**

**6 hours**

Indira Goswami	:	<i>Pages Stained with Blood</i>
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**UNIT – IV**

**6 hours**

Mamang Dai	:	<i>The Black Hill</i>
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**UNIT – V**

**6 hours**

Easterine Kire	:	<i>Son of the Thundercloud</i>
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**Reference:**

Baral, Kailash C., ed. *Earth Songs: Stories from Northeast India*, 2005.

*The Heart of the Matter: Selected Texts from The North East*. Writers' Forum, Katha, 2004.

Misra, Tilottoma, ed. *The Oxford Anthology of Writings from North-East India - Poetry and Essays*, 2010.

Zama, Margaret Ch., ed. *Emerging Literatures from Northeast India: The Dynamics of Culture, Society and Identity*, 2013.

**On completion of the course, students should be able to**

**CO 1:** Examine the thrust of literature from the North-East; and

**CO 2:** Critique the geo-political connotations embedded in the texts prescribed.

**Mapping of COs with POs and PSOs**

<b>CO/PO</b>	<b>PO</b>					<b>PSO</b>					<b>Mean Score of Cos</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>C01</b>	3	2	3	1	3	2	2	3	2	2	<b>2.3</b>
<b>C02</b>	3	2	3	1	3	2	2	3	2	2	<b>2.3</b>
<b>Mean Overall Score</b>											<b>2.3</b>

**24ECSP04M4 – REGIONAL LITERATURES IN TRANSLATION**  
**(Modular Course – Optional II – 2 Credits – 2 Hours/Wk.)**  
**(Cognitive Level: K-3)**

**Objective:**

• To help students appreciate texts from the southern states of India (translated into English) from the perspective of regionality

**Specific Objectives of Learning:**

• To expose them to the literatures representing southern India in various regional languages; and  
• To enable them to transcend cultural barriers in understanding, foregrounding and contesting the linguistic barriers.

**Unit – I**

**6 hours**

Thiruvalluvar (Tamil)	:	“Friendship” from <i>Tirukkural</i>
Kumaran Asan (Malayalam)	:	“Veenapoovu”
Annamayya (Telugu)	:	“Chandamama Ravo”
Siddaingalaiah (Kannada)	:	“Nanna Janagalu”

**Unit II**

**6 hours**

Pudhumaipithan (Tamil)	:	“Sabavimosanam”
Lalithakumari ‘Volga’ (Telugu)	:	“Sorry Jaffer”

**Unit – III**

**6 hours**

Girish Karnad (Kannada)	:	<i>Hayavadana</i>
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**Unit – IV**

**6 hours**

Benyamin (Malayalam)	:	<i>Aadujeevitham (Goat Days)</i>
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**Unit – V**

**6 hours**

Kalyan Rao (Telugu)	:	<i>Antarani Vasantham (Untouchable Spring)</i>
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**Reference:**

Gokak V.K. *Literatures in Modern Indian Languages*, 1979.

Nandy, Pritish. *Modern Indian Poetry*, 1974.

Thiruvalluvar. *Thirukural*. Trans. Pope, G.U, 1980.

*Yatra. Vol.3, Writings from Indian Sub-Continent*. Indus, 1995.

**On completion of the course, students should be able to**

**CO 1:** Appreciate the ethos underpinning regional literatures in India; and

**CO 2:** Examine the notion of plurality with reference to the texts prescribed.

**Mapping of COs with POs and PSOs**

<b>CO/PO</b>	<b>PO</b>					<b>PSO</b>					<b>Mean Score of Cos</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>CO1</b>	3	2	3	1	3	3	2	2	3	2	<b>2.4</b>
<b>CO2</b>	3	2	3	1	3	3	2	2	3	2	<b>2.4</b>
<b>Mean Overall Score</b>											<b>2.4</b>

## **24ECSP0405: DISSERTATION**

**(6 Credits)**

Students of MA English and CS write a dissertation following research protocols on a topic of their choice in the fourth semester. This is one of the salient features of the curriculum and carries 6 Credits. This assignment encourages and prepares them for undertaking full-fledged research programmes/projects after the completion of their MA programme.

**24ECSP04F1- FIELD VISIT  
(Core Course – 2 Credits)**

All students of Gandhigram Rural Institute are required to visit rural areas to learn about rural realities and how they can bridge the gap between academics and the challenges of the real world. They also visit nearby schools and teach the children discipline-specific skills.

The students of the School of English and Foreign Languages visit nearby schools and teach them the fundamentals of English grammar and Spoken English. This enables them to become aware of the problems of rural areas, especially issues related to the learning of English, and also gives them an opportunity to practise what they learnt in their classrooms, especially with regard to English Language Teaching.

**24ECSP02G1 – ENGLISH FOR COMPETITIVE EXAMS**  
**(Generic Elective – Optional I – 3 Credits – 3 Hours/Wk.)**  
**(Open to all PG students)**  
**(Cognitive Level: K-4)**

**Objective:**

- To help the students prepare themselves for competitive exams

**Specific Objectives of Learning:**

- To help them learn standard English through error spotting and correcting;
- To understand correct usage of English words and phrases; and
- To prepare for TOEFL and other related exams.

**Syllabus:**

**UNIT – I:**

**9 hours**

Spotting the errors

Phrases & Sentences

Cloze Test

Elements of English Grammar

**UNIT – II:**

**9 hours**

Words & Sentences

Related Words

Idioms & Phrases

Homonyms

**UNIT – III:**

**9 hours**

Phrasal Verbs

Verbs & Subject-Verb Agreement

**UNIT – IV:**

**9 hours**

Comprehension

Question Tags

**UNIT – V:**

**9 hours**

Reported Speech

Active-Passive Voice

Spelling & Vocabulary

**Prescribed Textbook:**

Gupta, SC. *General English for all Competitive Exams*. New Delhi: Arihant, n.d.

**Reference:**

Hewings, Martin. *Advanced English Grammar: A Self Study and Practice Book for Advanced South Asian Students with Answers*. New Delhi: CUP, 1999.

Prasad and Sinha. *Objective English for All Competitive Examinations*. New Delhi: McGraw Hill, 2017.

Sharpe, Pamela. *Barren's TOEFL iBT*. New Delhi: Galgottia, 2013.

**On completion of the course, students should be able to**

**CO 1:** Identify the common language errors made in everyday usage;

**CO 2:** Comprehend reading passages through critical analysis;

**CO 3:** Understand the multiple sentence forms;

**CO 4:** Learn the conversion of sentences; and

**CO 5:** Improve spelling and vocabulary.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>CO1</b>	2	0	0	1	0	0	0	0	0	2	<b>0.5</b>
<b>CO2</b>	2	0	0	1	0	0	0	0	0	2	<b>0.5</b>
<b>CO3</b>	2	0	0	1	0	0	0	0	0	2	<b>0.5</b>
<b>CO4</b>	2	0	0	1	0	0	0	0	0	2	<b>0.5</b>
<b>CO5</b>	2	0	0	1	0	0	0	0	0	2	<b>0.5</b>
<b>Mean Overall Score</b>											<b>0.5</b>

**24ECSP02G2 – ACADEMIC WRITING**  
**(Generic Elective – Optional II – 3 Credits – 3 hours/Wk.)**  
**(Open to all PG students except MA English & CS)**  
**(Cognitive Level: K-4)**

**Objective:**

- To introduce the non-major English students to academic writing

**Specific Objectives of Learning:**

- To make them write grammatically correct and technically flawless paragraphs; and
- To help them express their research content in a clear and coherent manner.

**Syllabus:**

**UNIT – I** **9 hours**

The Big Picture  
Approaches to Writing

**UNIT – II** **9 hours**

The Process of Writing  
Writing Paragraphs

**UNIT – III** **9 hours**

Types of Organisation  
Text Genres

**UNIT – IV** **9 hours**

Reports  
The Research Paper

**UNIT – V** **9 hours**

Presenting Your Ideas  
Editing for Style or Beyond Grammar

**Prescribed Textbook:**

Gupta, Renu. *A Course in Academic Writing*. New Delhi: OBS, 2010.

**On completion of the course, students should be able to**

**CO 1:** Write coherently and cohesively;

**CO 2:** Become skilled in producing different types of texts;

**CO 3:** Write with a purpose and clarity;

**CO 4:** Focus on both the process- and product-oriented approaches to writing; and

**CO 5:** Adapt their writing style to suit the content and the audience/readers.

**Mapping of COs with POs and PSOs**

CO/PO	PO					PSO					Mean Score of Cos
	1	2	3	4	5	1	2	3	4	5	
<b>CO1</b>	2	0	0	0	0	0	0	0	0	2	<b>0.4</b>
<b>CO2</b>	2	0	0	0	0	0	0	0	0	2	<b>0.4</b>
<b>CO3</b>	2	0	0	0	0	0	0	0	0	2	<b>0.4</b>
<b>CO4</b>	2	0	0	0	0	0	0	0	0	2	<b>0.4</b>
<b>CO5</b>	2	0	0	0	0	0	0	0	0	2	<b>0.4</b>
<b>Mean Overall Score</b>											<b>0.4</b>