



**K. L. E. SOCIETY'S
LINGARAJ COLLEGE, BELAGAVI
(AUTONOMOUS)**

**Re-Accredited at the "A" level by NAAC
Research Center for Rani Channamma University, Belagavi
Affiliated to Rani Channamma University, Belagavi**

**STUDENTS' HAND BOOK
2021-2022**

**M.A. English
(I & III Semester)**

Our Vision: Man Making and Nation Building

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Teaching Hours & Sem End Examination Marks

TEACHING HOURS		MARKS		
Per Week	Total Hours	Sem End Examination	Internal Assessment	Total Marks
4 Hours	50 Hours	70 Marks	30 Marks	100 Marks

STAFF LIST

PRINCIPAL: Dr. B. M. Tejasvi, Associate Professor of Political Science

Sl. No.	Faculty Name	Designation	Department
1	Dr. Shashikant Konnur	Assistant Professor	English
2	Mr. Sujay Kumar S Cholin	Assistant Professor	English
3	Smt. Sarika Nagare	Assistant Professor	English
4	Mrs. Vidhya V Humbi	Assistant Professor	English
5	Mr. Channabasanagouda S Patil	Assistant Professor	English
6	Miss. Manali Desai	Assistant Professor	English
7	Dr. C. Rama Rao	Assistant Professor, Director-PE & Sports	Physical Education & Sports
8	Smt. Preeti Patil	Librarian	Library & Information Center

Sl. No.	Employee Name	Designation	Department
1	NCC Officer Dr. M. C. Gurangoudar	Assistant Professor	Kannada
2	NSS Officer Dr. H.M. Channappagol	Assistant Professor	Kannada

Sl. No.	Employee Name	Designation	Department
1	Shri. Bahubali T Janagouda	<i>Office Superintendent</i>	Office
2	Shri. B.U.Marigoudar	FDA	Office
3	Shri. Basava Chalavudi	FDA	Office
4	Shri. Shivraj V. Hiremath	FDA	Office
5	Shri Shridhar Banoshi	FDA	Office
6	Shri P N Pujeri	FDA	Office
7	Shri Vinod Koshavar	FDA	Office
8	Miss. Amruta Tallur	FDA	Office
9	Shri G D Pattil	SDA	Office
10	Miss. Rashmi. U. Mutnal	Asst. Librarian	Library & Information Center
11	Shri Basavaraj Amargol	System admin	Office
12	Shri Sunil Mulimani	System admin	Office
13	Ms. Pratiksha Bhandge	Lab Instructor	Office
1	Shri. Guruvijay.A.Yaragatti	Peon	Office
2	Shri. Subhas Koujalgi	Peon	Office
3	Shri. Mahantesh Karki	Peon	Office
4	Shri Basavaraj Benni	Peon	Office
5	Smt. Kavita Chitagi	Peon	Office

6	Shri. Mallikarjun Harkuni	Peon	Office
7	Smt. Rekha Mahabaleshwar	Peon	Office
8	Smt. Kalavati Kamble	Peon	Office
9	Smt. Bhagyashree mathpati	Peon	Office
10	Smt. Sunanda Kumbar	Peon	Office
11	Mr. Nilakant B Shiddabasannavar	Peon	Office
12	Mrs. Bharati S. Chalawadi	Peon	Office
13	Mrs. Sangeeta S. Kamble	Peon	Office
14	Smt. Laxmi Kamble	Aaya	Office
15	Miss. Ranjana P. Kamble	Aaya	Office
16	Mrs. Aruna R patil	Garden maintenance	Office
17	Mrs. Anita S Apatekar	Garden maintenance	Office
18	Shri. R. G Sakhe	Scavenger	Office

DEPARTMENT OF PG STUDIES IN ENGLISH

M.A. ENGLISH – I Semester

CCP – 1.1: Basic Core MAE 111- LANGUAGE AND RESEARCH SKILLS

Teaching Hours: 50

Course Outcomes

- CO 1:** Students acquire practical knowledge on important techniques of reading and writing Skills.
CO 2: Students will be able to distinguish between formal (Academic) writing and Creative writing).
CO 3: Students understand research, its steps and types extensively.
CO 4: Students develop skills of writing quality Research proposals, Papers and Dissertations.

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	Reading Skills Reading skills- bridge course Building different levels of Reading: Newspaper Reading, (Passage Reading, Rashmi Bansal's Take me home) essay reading, (Scholarly articles will be provided) drama reading, novel reading, poetry reading Skimming and Scanning, Intensive Reading Mechanics of Reading	10 Hrs
UNIT II	Fundamentals of Writing 1. The Process of Writing: Brainstorming Methods, real life situations, describing people, places and things. 2. Writing the first draft 3. Fine tuning writing 4. Passages 5. Profile Writing 6. Letter writing ---Congratulations, condolences, application writing 7. Gathering Material: Sources / Text genres Evaluating Sources Taking Notes Organizing Information and Outlining Describing, Narrating, Developing an argument B. Mechanics of Writing: Unity and Coherence Style and Tone Punctuation Logical fallacies	10 Hrs

UNIT III	<p>Basics of Research</p> <p>What is Research? Steps of Research Identifying and formulating the research problem Establishing the context for research: Review of literature Structuring the Research Proposal</p>	15 Hrs
UNIT IV	<p>Planning, Writing and Presenting a Research Paper</p> <ol style="list-style-type: none"> 1. Writing a Research Paper 2. M.L.A. Handbook 3. Writing a Dissertation 4. Documentation: Citation, References, End-notes and Bibliography 	15 Hrs

REFERENCES:

- Richard Gill. *Mastering English Literature*, London : Macmillan, 1985
- Jeremy Hawthorn. *Studying the Novel*, New Delhi : Universal Book Stall
- Randolph Quirk. *The Use of English*, Hyderabad : Orient Longman, 1996
- George Orwell : ‘Politics and the English Language’
- Renu Gupta : *A Course in Academic Writing*
- Aniketan : Bi-annual journal, Literary voice
- Joseph Gibaldi & Walter S. Achtert, *MLA Handbook for Writers of Research Papers*, New York: MLA of America, 2009.
- John Unsworth, ‘New Methods for Humanities Research’
- Gabriel Griffin, ‘Research Methods for English Studies’

DEPARTMENT OF PG STUDIES IN ENGLISH
M.A. ENGLISH – I Semester
CCP – 1.2: MAE 112- INDIAN ENGLISH LITERATURE

COURSE OUTCOMES

Teaching Hours: 50

CO 1: Students develop vivid perspectives of Indian English Literature.

CO 2: Students become aware of major issues and debates in Indian English Literature through study of vivid Genres.

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	<p>Ideological Background: Indianness in English Literature</p> <p>Early Indo-Anglian Poetry, Romantic Poetry, Mysticism, Metaphysics, The rise of the Indian Novel in English, Impact of Freedom Movement, the Gandian Ethos, Post-Independence Poetry, Indian Drama in English, Novel of Propaganda, Social Realism, Myth and Folklore, The Philosophical Novel, The Psychological Novel and The Magic Realism</p>	13 Hrs
UNIT II	<p>Poetry and Prose</p> <ol style="list-style-type: none"> 1. Shri Aurobindo Ghosh: <i>Future Poetry</i> 2. Mahatma Gandhi: <i>Hind Swaraj</i> (Excerpts: What is Swaraj? Civilization, The condition of England, The Condition of India, Why India was lost?) 3. Toru Dutt: <i>Our Casuarina Tree</i> 4. A K. Ramanujan: <i>Speaking of Shiva</i> (any two poems) 5. Nisim Ezekiel: <i>Good bye party to Miss Pushpa T.S, The Night of the Scorpion</i> 6. Shiv.K.Kumar: <i>Indian Women</i> 	10 Hrs
UNIT III	<p>Fiction</p> <ol style="list-style-type: none"> 1. Shashi Deshpande : <i>The Stone Women</i> 2. Jumpa Lahri : <i>When Mr. Pirzada Came to Dine</i> 3. Rohinton Mistry : <i>Swimming Lessons</i> 4. Sudha Murthy : <i>Bombay to Bangalore,</i> 5. Salman Rushdie : <i>The Midnight's Children</i> 6. Shashi Tharoor : <i>Riot</i> 	15 Hrs
UNIT IV	<p>Drama</p> <ol style="list-style-type: none"> 1. R. Tagore: <i>Chitra</i> 2. Mahesh Dattani: <i>Dance Like a Man</i> 	12 Hrs

References

- **Histories of IEL**
 1. Naik, M. K. *A History of Indian English Literature*
 2. Naik, M. K. and Shyamala Narayan: *Indian English Literature 1980 - 2000*
 3. Iyengar, K. R. S. *Indian Writing in English*
 4. Melhotra, A. K. *An Illustrated History of Indian Literature in English*
 5. Walsh, William. *Indian Literature in English*

- **Unit I**
 1. Ashcroft, Griffiths, Tiffin: *The Empire Writes Back*
 2. Loomba, Ania. *Colonialism/Post-Colonialism*
 3. Sharad, Paul. *Raja Rao and Cultural Tradition* (Ch. 1 and 2)
 4. Devy, G. N. *In Another Tongue*

- **Unit II**
 1. Dallmayr, F and G. N. Devy. *Between Tradition and Modernity*
 2. Naik, M. K. *Perspectives on Indian Prose in English*

- **Unit III**
 1. King, Bruce: *Modern Indian Poetry in English*
 2. Prasad G. J. V. *Continuities in Indian English Poetry*

- **Unit IV**
 1. Venugopal, C. V. *Indian English Short Story: A Survey*
 2. Naik, M. K. *The Indian English Short Story: A Representative Anthology*
 3. Kirpal, Viney (Ed). *The New Indian Novel in English: A Study of the 1980s*

---. *The Postmodern Indian English Novel*
Paranjape, Makarand. *Towards a Poetics of the Indian English Novel*
Sharma, R. S. *The God of Small Things: Critique and Commentary*
Dhawan, R. K. (Ed). *Arundhati Roy: The Novelist Extraordinary*
Crane, Ralph J. (Ed). *Nayantara Sahgal's India: Passion, Politics and History*

DEPARTMENT OF PG STUDIES IN ENGLISH

M.A. ENGLISH – I Semester

CCP – 1.3: MAE 115 – LINGUISTICS

COURSE OUTCOME

Teaching Hours: 50

CO 1: Students understand basic concepts of linguistics.

CO 2: Students internalize vivid linguistics concepts in terms of theory and application.

CO 3: Students are able to take up research in linguistics through extensive study of the concepts.

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	Background A) History of Linguistics Branches of Linguistics Language Change B) Phonetics & Phonology a. Phonetics: Vowels, Consonants, Articulation of Speech Sounds, Manner of Articulation, b. Phonology: Phonemes, Phones and Allophones, Minimal Pairs and Sets, Syllables, Consonant Clusters, Coarticulation Effects Assimilation, Elision,	14 Hrs
UNIT II	Morphology Morphemes, Word Formation, Morphological Description, Morphs & Allomorphs, Other Languages (Kanuri, Ganda, Ilocano, Tagalog).	12 Hrs
UNIT III	Syntax Deep Surface Structure, Structural Ambiguity, Recursion, Tree Diagrams, Symbols used in Syntactic analysis, Phrase Structure rules, Lexical rules, Movement rules, Back to Recursion, Complement Phrases, Grammar.	12 Hrs
UNIT IV	Semantics Meaning, Features, Semantic Roles, Lexical Relations, Collocation.	12 Hrs

REFERENCES:

1. John Lyons, *Language and Linguistics* (Chapters 1,2,6 and 9)
2. Crystal, David: *What is Linguistics?* (Chapters 1-3)
3. Dinneen, F.P. *An Introduction to General Linguistics* (Chapter 1)
4. Gleason, H.A. *An Introduction to Descriptive Linguistics* (Chapter 1, 4 and 24)
5. Robins, R. H. *General Linguistics : An Introductory Survey* (Chapter 1 and 2)
6. Alien H. B. (Ed) : *Readings in Applied Linguistics* (Chapters by S. R. Levin, C.C. Fries and C. V. Hartung)
7. Krisnaswamy, N. *Linguistics for Language Teachers*
8. Yule, George. *The Study of Language*. 4th ed., New Delhi, Cambridge University Press, 2010.

DEPARTMENT OF PG STUDIES IN ENGLISH

M.A. ENGLISH – I Semester

CCP – 1.4: MAE 113 – BRITISH LITERATURE: ORIGIN AND GROWTH

COURSE OUTCOMES

Teaching Hours: 50

CO 1: Students understand various ages and their socio-cultural and historical contexts through representative texts.

CO 2: Students are able to critically analyze, interpret, and evaluate representative texts.

CO 3: Students are able to take up research in British Literature

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	Background: The History of British Literature: Chaucer to Milton (Humanism vs Rebellion) Restoration to Romantic Age (Urban vs Folk) Victorian to Modern Age (Faith vs faithlessness) Postmodernism and Beyond (Order vs Order less)	10 Hrs
UNIT II	Poetry 1. <i>Paradise Lost Book IX</i> – John Milton 2. <i>The Tyger</i> – William Blake 3. <i>La Belle dame Sans Merci</i> – John Keats 4. <i>Ode to the West Wind</i> – P.B Shelley 5. <i>A Red Red Rose</i> – Robert Burns 6. <i>Ulysses</i> – Alfred Lord Tennyson 7. <i>The Wasteland</i> – T.S. Eliot 8. <i>Going Going</i> - Philip Larkin	15 Hrs
UNIT III	Drama 1. <i>The Tempest</i> – William Shakespeare 2. <i>The White Devil</i> – John Webster 3. <i>Family Reunion</i> – T. S. Eliot 4. <i>The Apple Cart</i> – G.B. Shaw 5. <i>A Birthday Party</i> – Harold Pinter	10 Hrs
UNIT IV	Fiction and Non-fiction Fiction 1. <i>Tristram Shandy</i> – Laurence Sterne 2. <i>Frankenstein</i> – Mary Shelley 3. <i>David Copperfield</i> – Charles Dickens 4. <i>The Time Machine</i> – H. G. Wells 5. <i>Six Characters in Search of an Author</i> – Luigi Pirandello Non-fiction 1. Francis Bacon – <i>Of Studies, Of Friendship</i> 2. <i>A Modest Proposal</i> - Jonathan Swift 3. <i>Detached Thoughts on Books and Reading</i> – Charles Lamb 4. <i>Confessions of a Book Reviewer</i> – George Orwell	15 Hrs

- REFERENCES:** 1. W R Goodman: *A History of English Literature Vol I*
3. David Daiches: *A Critical History of English Literature*
4. Edward Albert: *A History of English Literature*
5. Legouis and Cazamian: *History of English Literature*
6. Lord Ifor Ivans: *A Short History of English Literature*

DEPARTMENT OF PG STUDIES IN ENGLISH
M.A. ENGLISH – I Semester
CCP – 1.5: MAE 114 – CLASSICAL CRITICISM

COURSE OUTCOMES

Teaching Hours: 50

CO 1: Students understand seminal texts by literary theorists and philosophers.

CO 2: Students are capable of critically judging literary texts using theories and philosophies.

CO 3: Students are capable to take up research in Literary theory and criticism.

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	Ancient and Medieval Criticism <ol style="list-style-type: none"> 1. Plato: Art as Imitation 2. Aristotle: <i>Poetics</i> 3. Sir Philip Sidney: <i>Defense of Poetry</i> 4. Alexander Pope: <i>Essay on Criticism</i> 	14 Hrs
UNIT II	Romanticism <ol style="list-style-type: none"> 1. Wordsworth' Preface to Lyrical ballads 2. S. T. Coleridge: <i>Biographia Literaria</i> (excerpts) 3. John Keats: <i>Negative Capability</i> 4. Edmund Burke: <i>A philosophical enquiry on Sublime and Beautiful</i> 	14 Hrs
UNIT III	Modern Criticism: <ol style="list-style-type: none"> 1. Matthew Arnold: <i>Functions of Criticism</i> 2. T. S. Eliot: <i>Tradition and Individual Talent</i> 3. F.R. Leavis: <i>The Great Tradition</i> 	10 Hrs
UNIT IV	Indian Classical Criticism <ol style="list-style-type: none"> 1. Introduction to Indian Aesthetics 2. Aesthetics, Literature and Movement 3. Bharat Muni: <i>Natyashastra</i>, Rasa, Bhava, Bhashya 	10 Hrs

DEPARTMENT OF PG STUDIES IN ENGLISH
M.A. ENGLISH – I Semester
OCP – 1.6 (A) : MAE 117 – SHAKESPEARIAN STUDIES
(Optional Course Papers)

COURSE OUTCOMES

Teaching Hours: 50

CO 1: Students understand various periods of Shakespeare’s career and their socio-cultural and historical contexts through representative texts.

CO 2: Students are able to critically analyze, interpret, and evaluate Shakespearian texts.

CO 3: Students are able to take up research in Shakespearian Studies

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	Shakespeare: An Introduction 1. The various phases in Shakespeare’s Career 2. Shakespearian Theatre and Audience 3. Women in Shakespeare’s plays 4. Fools in Shakespeare’s plays 5. Supernatural Elements in Shakespeare’s plays	10 Hrs
UNIT II	Poetry: Venus and Adonis, (Primary Text) Sonnets – 1 to 20, and 116 (Secondary Texts)	10 Hrs
UNIT III	1. <i>Twelfth Night</i> (Primary Texts) 2. <i>Antonio and Cleopatra</i> , (Secondary Texts) 3. <i>The Merchant of Venice</i> , 4. <i>Romeo and Juliet</i> ,	15 Hrs
UNIT IV	1. <i>The Tempest</i> , (Primary Texts) 2. <i>King Lear, Julius Caesar</i> (Secondary Texts) 3. <i>Measure for Measure</i> , 4. <i>Cymbeline</i> . 5. <i>Hamlet</i>	15 Hrs

BOOKS RECOMMENDED:

William Shakespeare: The Complete Works. Oxford & IBH Publish(Secondary Texts ing Pvt., Ltd, New Delhi.

A Companion to Shakespeare Studies: ed. Granville – Barker&G.BHarrison.Cambridge University Press, 1966.

G. B. Harrison: Introducing Shakespeare

Trends in Shakespearian Criticism: S.P. Sengupta. Prakash Book Depot, Bareilly, 2009

DEPARTMENT OF PG STUDIES IN ENGLISH
M.A. ENGLISH – I Semester
OCP – 1.6 (B) : MAE 118 – EUROPEAN CLASSICS
(Optional Course Papers)

COURSE OUTCOMES

Teaching Hours: 50

CO 1: Students are able to read texts in the wider context of European history.

CO 2: Students understand the fundamental categories of thought which have shaped the western mind

CO 3: Students are able to take up research in European Classics.

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	<p>Introduction</p> <ol style="list-style-type: none"> 1. Europe: History, Geography and extent, Language and Culture http://en.wikipedia.org/wiki/Europe. 2. Jan Nederveen Pieterse: ‘Fictions of Europe’ in A. Gray and J. McGuigan (eds), <i>Studying culture</i>. London, Edward Arnold, 225-32 	10 Hrs
UNIT II	<p>The Ancient and the Medieval World</p> <ol style="list-style-type: none"> 1. Homer, <i>Odyssey</i>, Book I (The Norton Anthology of World Masterpieces) 2. Sophocles, <i>Oedipus, the Rex</i> 3. Virgil’s <i>Aristophanes</i> 	10 Hrs
UNIT III	<p>The Renaissance, The Enlightenment and Revolution: Democracy and Individual Freedom</p> <ol style="list-style-type: none"> 1. An Entry of Renaissance Humanism (Wikipedia Entry or Encyclopedia Britannica) 2. William Shakespeare: <i>Hamlet</i> 3. Miguel de Cervantes: <i>Don Quixote</i> 4. William Makepeace Thackeray: <i>Vanity Fair</i> 	15 Hrs
UNIT IV	<p>Modernism and After</p> <p>Stories</p> <ol style="list-style-type: none"> 1. Luigi Pirandello: <i>War</i> 2. Albert Camus: <i>The Guest</i> 3. Franz Kafka : <i>Metamorphosis</i> 	15 Hrs

	<p>Poems:</p> <ol style="list-style-type: none"> 1. Seamus Heaney : ‘<i>Blackberry-picking</i>’ , ‘<i>Death of a Naturalist</i>’, ‘<i>Digging</i>’ 2. <u>Paul Valéry</u> : <i>The Graveyard by the Sea</i> 3. <u>Ranier Maria Rilke</u> : <i>Childhood</i> 4. Bertolt Brecht : <i>O Germany, Pale Mother!</i>, <i>The Burning of the Books</i> 	
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SUGGESTED READING

- Martin Travers, An Introduction to Modern European Literature : From Romanticism to Postmodernism, Palgrave Macmillan, 1997.
- Anna Katharina Schaffer and Shane Weller (eds.), Modernist Eroticism: European Literature after Sexology, Palgrave Studies in European Literature, Palgrave Macmillan, 2012.
- Henry Hallam, Introduction to the Literature of Europe, London Warwick House, 1970.

DEPARTMENT OF PG STUDIES IN ENGLISH

M.A. ENGLISH – I Semester

OCP – 1.6 (C) : MAE 116 – INDIAN LITERATURE IN TRANSLATION

(Optional Course Papers)

COURSE OUTCOME

Teaching Hours: 50

CO 1: Students are able to decolonize the minds through Indian literature

CO 2: Students are able to connect between different cultures of multilingual country

CO 3: Students are able to take up research in Indian Literatures in Translation

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	Introduction <ul style="list-style-type: none">• G. N. Devy: “Indian Literature in Translation: An introduction”• Anisur Rahman: “Indian Literature(s) in English Translation• K. Satchidanandan: “Translation its Role and Scope in India”	10 Hrs
UNIT II	Drama <ul style="list-style-type: none">• Rabindranath Tagore: <i>Karna and Kunti</i>• Mohan Rakesha: <i>Halfway house</i>• BadalSircar: <i>Someday Later</i>	15 Hrs
UNIT III	Poetry <ul style="list-style-type: none">• Ramesh .C. Dutt: <i>Ramayana</i>• Varavara Rao: <i>Kavi</i>• A. K. Ramanujan: <i>Vachanas of Basavanna</i>	10 Hrs
UNIT IV	Fiction <ul style="list-style-type: none">• U. R. Anantmurthy: <i>Bharatipur</i>• S. L. Bhyrappa : <i>Witness</i>• Premchand: <i>ShatranjKeKhiladi</i>• Sharat Chandra: <i>Devdas</i>	15 Hrs

DEPARTMENT OF PG STUDIES IN ENGLISH

M.A. ENGLISH – III Semester
CCP – 3.1 : GENDER STUDIES

Objectives:

1. To know and reflect upon the theoretical foundations underlying Gender Studies from an interdisciplinary perspective.
2. To offer conceptual, methodological and technical instruments that may allow to establish formulae to reach a more egalitarian and fair society.
3. To promote the gender mainstreaming approach in order to place women on the same level of equality with respect to men in the different areas of human development.
4. To show formulae for deconstruction of sexist stereotypes in order to favour the development of new models of relation between men and women.
5. To prepare students to understand gender through different texts and contexts

Course and Skill Outcomes:

1. Students understand vivid concepts of Gender Studies
2. Students explore the experiences of those marked or marginalised in society on the basis of Gender
3. Understand the psychodynamics of Gender
4. Able to understand the significance of gender narratives ,issues , ranging from patriarchy to community and Spirituality

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	Concepts of Gender Patriarchy, Sex and Gender, Social Construction of Gender, Women, Language, Discourse, Materialist Views of Gender, Stereotypes, Gyno-criticism, Body Politics, Masculinities, Queer Theory, Subject and Subjectivity, Masochism, Phallocentrism, Sexuality and Desire, Ecriture Feminine, Objectification of Women (Eve-teasing, Rape, Widowhood, Female Feticide, Prostitution), Ardhangi, Ardhanareshwara	12 Hrs
UNIT II	Reading Gender Theories <ul style="list-style-type: none">• Simone de Beauvoir: <i>The Second Sex</i> (Excerpts)• Gayatri Chakravorty Spivak: Introduction to Mahasweta Devi's <i>Breast Stories</i>• R. Cornell: <i>Masculinities</i> (Excerpts)• Judith Butler: <i>Education is a practice of Freedom</i>• Urvashi Butalia: <i>The Other Side of Silence</i>	14 Hrs

UNIT III	Representative Texts <ul style="list-style-type: none"> • Jane Austin: <i>Pride and Prejudice</i> • Amrita Pritam : <i>Pinjar</i> • Toni Morrison: <i>Beloved</i> • Imtiaz Dharkar: <i>Purdah</i> • Aurobindo Gosh: <i>Savitri</i> 	16 Hrs
UNIT IV	Gender and Film <ul style="list-style-type: none"> • The Danish Girl - Film • Queen – Film 	08 Hrs

REFERENCES

Brinda Bose, “The Desiring Subject: Female Pleasures and Feminist Resistance in Deepa Mehta’s *Fire*.” in *Indian Journal of gender studies* (volume 7 Number 2 July – December 2000 Special Issue: Feminism and the Politics of Resistance) Ed. Rajeswari Sunder Rajan. Print.

- Butler, Judith. *Undoing Gender*. New York: Routledge, 2004. Print.
- Chandra Talpade Mohanty, “Cartographies of Struggle: Third World Women and The Politics of Feminism.” In *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*, Duke UP: 2004. Pp: 43-84. Print.
- David; Kaplan, Cora. *Genders*. Glover, London, Routledge: 2000. Print
- Eagleton, Mary (Ed). *A Concise Companion to Feminist Theory*, Oxford, Blackwell Publishing: 2003. Print.
- Jain, Jasbir (ed). *Women in Patriarchy*, New Delhi, Rawat Publications: 2005. Print.
- Kimmel, Michael, and Amy Aronson (eds). *Men and Masculinities: A Social, Cultural, and Historical Encyclopedia*. Santa Barbara, CA: ABC-Clio Press, 2003. Print.
- Spivak, Gayatri Chakravorty. “Three Women’s Text and a Critique of Imperialism”, in Henry Louis Gates, Jr. Ed., “*Race*”, *Writing and Difference* Chicago: Chicago University Press: 1985. Print.
- Whitehead, Stephen M., and Frank J. Barrett. (eds). *The Masculinities Reader*, Cambridge: Polity Press, 2001. Print.

Essential Reading / Recommended Reading

- Cavallaro, Dani. *The Body for Beginners*. Orient Longman: 2001. Print.

DEPARTMENT OF PG STUDIES IN ENGLISH
M.A. ENGLISH – III Semester
CCP – 3.2 : RESEARCH METHODS IN ENGLISH STUDIES

Objectives

Teaching Hours: 50

- To give practical advice on the most important techniques and processes involved in the study of research in language and literature.
- To help students to equip themselves about various research methodologies in English Studies.
- To help students develop skills of writing quality research proposals, papers, and dissertations.

COURSE OUTCOMES

CO 1: Students acquire practical knowledge on important techniques of Research and writing.

CO 2: Students will be able to distinguish between formal (Academic) writing and Creative writing.

CO 3: Students understand research, its steps, types and methodologies extensively.

CO 4: Students develop skills of writing quality Research proposals, Papers and Dissertations.

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	Introduction to Research Meaning, Characteristics of Research, Types of Research, Research Design, Research in Language and Literature, Philosophy of Research, Ethics and Politics of Research, Resources used in Research, Plagiarism.	10 Hrs
UNIT II	Research Methodologies in English <ul style="list-style-type: none"> ➤ Textual Analysis as a Research Method ➤ Audio/Visual Analysis ➤ Discourse Analysis ➤ Oral Histories as Research Methods ➤ The Uses of Ethnographic Methods in English Studies ➤ Numbers and Words: Quantitative Methods for Scholars of Texts ➤ English Research Methods and the Digital Humanities. 	15 Hrs
UNIT III	Writing a Research Paper/Article/Dissertation/Thesis <ul style="list-style-type: none"> ➤ Construction of Arguments ➤ Construction of Research Proposal ➤ Construction of Chapter/Analysis ➤ Usage of theories/frameworks/methodologies ➤ Construction of Conclusion ➤ Proofreading and Editing 	10 Hrs

UNIT IV	Documentation of Sources <ul style="list-style-type: none"> ➤ Primary and Secondary Sources ➤ How to Use Library and Online Sources ➤ Literature Review ➤ Bibliographies, Works Citations, and In-Text Citations 	15 Hrs
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DEPARTMENT OF PG STUDIES IN ENGLISH
M.A. ENGLISH – III Semester
CCP – 3.3 : WORLD LITERATURES IN ENGLISH

OBJECTIVES:

- To introduce issues, themes, and debates in writings across the world through study of literary and theoretical texts
- To understand pre-text, text, and contexts of different cultures of the world through language and literature.
- To study literatures written primarily in English by authors from around the world in their historical political, social and cultural contexts, with due emphasis upon their interrelations.

COURSE OUTCOMES

CO 1: Students understand issues, themes, and debates in writings across the world through study of literary and theoretical texts

CO 2: Students understand pre-text, text, and contexts of different cultures of the world through language and literature.

CO 3: Students become aware of literatures written primarily in English by authors from around the world in their historical political, social and cultural contexts, with due emphasis upon their interrelations.

CO 4: Students are able to take up research in World Literatures.

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	<p>Literary and Cultural Background</p> <ul style="list-style-type: none"> ➤ David Damrosch “Reading across Time” “Reading across Cultures” and “Reading in Translation” (from How to read World Literature). ➤ David Damrosch What is World Literature. <p>David Damrosch World Literature, National Contexts</p> <ul style="list-style-type: none"> ➤ Joseph Remenyi - The Meaning of World Literature 	6 Hrs
UNIT II	<p>Poetry</p> <ul style="list-style-type: none"> ➤ Edgar Allen Poe –, <i>Annabel Lee, Alone, The Raven</i> (United States of America) ➤ Matsua Basho: <i>Haiku poems</i> (any 7) (Japan) ➤ Kalidas: <i>Meghaduta</i>(India) ➤ Alec Derwent Hope- <i>Australia, Death of the Bird</i>(Australia) ➤ Derek Walcott – <i>A Far Cry from Africa, Ruins of a Great House, After the Storm, Crusoe’s Island</i>(West Indies, Caribbean) 	12 Hrs

UNIT III	Drama <ul style="list-style-type: none"> ➤ Sudraka: <i>Mrichchhakatika</i> (India) ➤ Aeschylus : <i>Agamemnon</i> (Greece) ➤ Anton Chekhov: <i>The Cherry Orchard</i> (Russia) ➤ Wole Soyinka – <i>Death and the King’s Horsemen</i> (Nigerian, Africa) 	16 Hrs
UNIT IV	Fiction <ul style="list-style-type: none"> ➤ Haruki Murakami – <i>The Wind-Up Bird Chronicle</i> (Japan) ➤ Georgi Gulia – <i>The Old Man and the Spring</i> (Russia) ➤ Juan Carlos Onetti – <i>A Dream Come True</i> (Selections) (Uruguay) ➤ Rhonda Cobham, Merle Collins – <i>Watchers and Seekers</i> (Latin America, Grenada) 	16 Hrs

REFERENCES:

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- Puchner, Martin and Akbari, Suzanne. *The Norton Anthology of World Literature*. USA: W W Norton & Co Inc, 2018.
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- Puchner, Martin. *The Written World: How Literature Shaped History*. UK: Granta Books, 2017.

DEPARTMENT OF PG STUDIES IN ENGLISH

M.A. ENGLISH – III Semester

CCP – 3.4 : POSTCOLONIAL STUDIES

OBJECTIVES

- To understand the basic assumptions and tenets of colonialism/Neocolonialism, the conditions of post coloniality and post colonialism
- To explore the pervasive artistic, psychological, and political impact of colonization through study of literary and theoretical texts
- To explore the concepts of history, culture, nationalism, gender and race in the context of postcolonial literature and theories
- To develop a critical understanding of colonial and postcolonial constructs such as Orientalism, the global and transnational, cosmopolitan and the international

COURSE OUTCOMES

- Students understand the basic assumptions and tenets of colonialism/neocolonialism, the conditions of post coloniality and post colonialism
- Students are able to explore the pervasive artistic, psychological, and political impact of colonization through study of literary and theoretical texts
- Students are able to explore the concepts of history, culture, nationalism, gender and race in the context of postcolonial literature and theories
- Students are able to develop a critical understanding of colonial and postcolonial constructs such as Orientalism, the global and transnational, cosmopolitan and the international

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	Theories of Postcolonialism– I <ul style="list-style-type: none">➤ Frantz Fanon – <i>The Wretched of the Earth</i> (Selections)➤ Edward Said – <i>Orientalism</i> – Introduction and Postscripts➤ Ngugi Wathiango’s : <i>Decolonising the Mind</i>➤ Homi K Bhabaha - <i>Of Mimicry and Man</i>	10 Hrs
UNIT II	Theories of Postcolonialism – II <ul style="list-style-type: none">➤ Pramod K. Nayar – <i>Postcolonial Literature – An Introduction</i> (Key Concepts)➤ Leela Gandhi : <i>Postcolonialism</i>➤ Gayatri Spivak: <i>Can the Subaltern speak?</i>	8 Hrs
UNIT III	Colonialism and History Colonialism, History and Decolonialization, Nationalism, Alienation, Imperialism, Cultural fundamentalism, Race, Space, Memory, Representation. <ul style="list-style-type: none">➤ Langston Hughes – <i>Negro Speaks of Rivers, Theme for English</i>➤ Lorenzo Veracini – <i>Historylessness: Australia as a Settler Colonial Collective</i>➤ Barbara Weinstein – <i>History without a Cause? Grand Narratives, World History, and the Postcolonial Dilemma</i>	16 Hrs

	<ul style="list-style-type: none"> ➤ Raja Rao –<i>Kanthapura</i> ➤ M.K.Gandhi – <i>Hind Swaraj</i> ➤ Ngugi Wa Thiongo and Micere Githae Mugo --<i>The Trial of Dedan Kimathi</i> 	
UNIT IV	<p>Nature, Culture, and Identity Nation building, Locality, Community, Identity, Nativism, Aboriginal, Citizenship, Religion, Spirituality, Orality and literature, folklore, mythology, languages, Postcolonial Englishes.</p> <ul style="list-style-type: none"> ➤ K. Narayana Chandran – <i>On English from India: Prepositions to Post- Positions.</i> ➤ Khaled Hosseini – <i>The Kite Runner</i> ➤ Chimamanda Adichie –<i>Half of a Yellow Sun</i> 	16 Hrs

REFERENCES:

- *Postcolonial Literature-An Introduction*-Pramod k. Nayar
- Achebe, Chinua. "An Image of Africa: Racism in Conrad's *Heart of Darkness*." *Massachusetts Review*, Vol. 18, 1977
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DEPARTMENT OF PG STUDIES IN ENGLISH
M.A. ENGLISH – III Semester
OCP – 3.5 (A) : AUTHOR STUDIES – RABINDRANTH TAGORE

OBJECTIVES

- To understand the basic assumptions and tenets of Author Studies
- To explore artistic, psychological, socio-cultural and political impact of Rabindranath Tagore through study of literary texts
- To explore the concepts of history, culture, nationalism, gender and race in the context of Rabindranath Tagore’s literature.
- To develop a critical understanding of Rabindranath Tagore as a writer and his literature at large.

COURSE OUTCOMES

- Students understand the basic assumptions and tenets of Author Studies
- Students are able to explore artistic, psychological, socio-cultural and political impact of Rabindranath Tagore through study of literary texts
- Students are able to explore concepts of history, culture, nationalism, gender and race in the context of Rabindranath Tagore’s literature.
- Students develop a critical understanding of Rabindranath Tagore as a writer and his literature at large.

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	Background <ul style="list-style-type: none"> • Tagore as a National Poet • Romanticism in Tagore’s Writings • Philosophy in Tagore’s Writings • Nationalism in Tagore’s Writings 	10 Hrs
UNIT II	POETRY <ul style="list-style-type: none"> • <i>Geetanjali</i>(Selections) • <i>Fruit Gathering</i> • <i>Golden Boat</i> 	10 Hrs
UNIT III	FICTION AND NON-FICTION <ul style="list-style-type: none"> • <i>Gora</i> • <i>Choker Bali</i> • <i>Ghare Baire</i> • <i>Noukadubi</i> • <i>The Voice of Humanity</i>(Non-fiction) • <i>Dairy of a Traveller to Europe</i>(Non-fiction) 	15 Hrs

UNIT IV	<p>DRAMA</p> <ul style="list-style-type: none"> • <i>Chitra</i> • <i>Dak Ghar(The Post Office)</i> • <i>Chandalika</i> • <i>Red Oleanders</i> 	15 Hrs
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2. Naik, M. K. and Shyamala Narayan: *Indian English Literature 1980 - 2000*
3. Iyengar, K. R. S. *Indian Writing in English*
4. Melhotra, A. K. *An Illustrated History of Indian Literature in English*
5. Walsh, William. *Indian Literature in English*
6. Ashcroft, Griffiths, Tiffin: *The Empire Writes Back*
7. Loomba, Ania. *Colonialism/Post-Colonialism*
8. Sharad, Paul. *Raja Rao and Cultural Tradition* (Ch. 1 and 2)
9. Devy, G. N. *In Another Tongue*
10. Dallmayr, F and G. N. Devy. *Between Tradition and Modernity*
11. Naik, M. K. *Perspectives on Indian Prose in English*
12. King, Bruce: *Modern Indian Poetry in English*
13. Prasad G. J. V. *Continuities in Indian English Poetry*
14. Venugopal, C. V. *Indian English Short Story: A Survey*
15. Naik, M. K. *The Indian English Short Story: A Representative Anthology*

Kirpal, Viney (Ed). *The New Indian Novel in English: A Study of the 1980s*

---. *The Postmodern Indian English Novel*

Paranjape, Makarand. *Towards a Poetics of the Indian English Novel*

Sharma, R. S. *The God of Small Things: Critique and Commentary*

Dhawan, R. K. (Ed). *Arundhati Roy: The Novelist Extraordinary*

Crane, Ralph J. (Ed). *Nayantara Sahgal's India: Passion, Politics and History*

DEPARTMENT OF PG STUDIES IN ENGLISH
M.A. ENGLISH – III Semester
OCF – 3.5 (B) : INDIAN DIASPORIC WRITING

OBJECTIVES

- To understand the basic assumptions and tenets of Indian Diasporic Writing
- To explore artistic, psychological, socio-cultural and political impact of Indian Diasporic Writing through study of literary and cultural texts
- To explore the concepts of history, culture, nationalism, gender and race in the context of Indian Diasporic literature.
- To develop a critical understanding of Indian Diasporic Writing as a genre at large.

COURSE OUTCOMES

- Students understand the basic assumptions and tenets of Indian Diasporic Writing
- Students are able to explore artistic, psychological, socio-cultural and political impact of Indian Diasporic Writing through study of literary texts
- Students are able to explore concepts of history, culture, nationalism, gender and race in the context of Indian Diasporic Writing.
- Students develop a critical understanding of Indian Diasporic Writing as a genre at large.

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	Background <ul style="list-style-type: none"> ➤ Gurbhagat Singh – Expatriate Writing and the Problematic of the Centre: Edward Said and Homi Bhabha – <i>Writers of the Indian Diaspora</i> – ed. Jasbir Jain ➤ Sudesh Mishra – From Sugar to Masala: Writing by the Diaspora – <i>Indian Literature in English</i>, ed. A.K. Mehrotra 	10 Hrs
UNIT II	Poetry <ol style="list-style-type: none"> 1. Agha Shahid – Postcard from Kashmir, A Dream of Glass Bangles, The Season of the Plains, A Butcher. 2. Sujata Bhatt – The Peacock, A Different History, The Stinking Rose, Search for my Tongue. 	10 Hrs
UNIT III	Prose <ol style="list-style-type: none"> 1. Meena Alexander – <i>Fault Lines</i> 2. Ved Mehta – <i>Walking the Indian Streets</i> 	15 Hrs
UNIT IV	Fiction <ol style="list-style-type: none"> 1. Rohinton Mistry – <i>A Fine Balance</i> 2. Chitra Banerji Divakaruni – <i>The Arranged Marriage</i> 3. Bharati Mukherjee – <i>Wife</i> 	15 Hrs

REFERENCES:

Writers of the Indian Diaspora – ed. Jasbir Jain, Rawat pub., Jaipur
 Writing the Diaspora: Culture and Identity – Uma Parameshwaran, Rawat pub., Jaipur

DEPARTMENT OF PG STUDIES IN ENGLISH

M.A. ENGLISH – III Semester
OCP – 3.5 (C) : INDIAN POETICS

OBJECTIVES

- To understand the basic assumptions and tenets of Indian Poetics
- To explore artistic, psychological, socio-cultural and political impact of Indian Poetics through study of literary and cultural texts
- To explore the concepts of history, culture, nationalism, gender and race in the context of Indian Poetics in language and literature.
- To develop a critical understanding of Indian Poetics as a literary and critical theory at large.

COURSE OUTCOMES

- Students understand the basic assumptions and tenets of Indian Poetics
- Students are able to explore artistic, psychological, socio-cultural and political impact of Indian Poetics through study of literary and cultural texts
- Students are able to explore the concepts of history, culture, nationalism, gender and race in the context of Indian Poetics in language and literature.
- Students develop a critical understanding of Indian Poetics as a literary and critical theory at large.

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	Rasa Theory and Alankaar <ul style="list-style-type: none">• Bharatmuni: Natyashastra (Excerpts)• Bhamaha: Kavyaulankaar (Excerpts)	12 Hrs
UNIT II	Riti and Dhvani <ul style="list-style-type: none">• Dandin: Definition of Riti• Anandvardhan: Dhvanyaloka (Excerpts)	12 Hrs
UNIT III	Vakrokti and Auchitya <ul style="list-style-type: none">• Kuntaka: Vakrokti-jivita (Excerpts)• Kshemendra: Auchitya Vichāra Charcha (Excerpts)	12 Hrs
UNIT IV	On Poetry <ul style="list-style-type: none">• Keshavadasa: Rasikapriya (Excerpts)• Mirza A K Ghalib: Excerpts from Letters	14 Hrs

REFERENCES:

1. Devy, G. N. Indian Literary Criticism: Theory and Interpretation, India: Orient Black- Swan, 2002.
2. Chaudhary, Satya Dev. The Glimpses of Indian Poetics. Sahitya Akademi, New Delhi, 2010
3. Kapoor, Kapil. Literary Theory: Indian Conceptual Framework. Affiliated East-West Press Pvt. Limited, Delhi, 1998.
4. Rangacharya, Arya. Introduction to Bharata's Natyasastra, Munshirm Manoharlal Pub Pvt Ltd, 2005.
5. Kushwa, M. S. (ed). Indian Poetics and Western Thought. Lucknow: Argo Publishing House, 1988

DEPARTMENT OF PG STUDIES IN ENGLISH
M.A. ENGLISH – III Semester
(OEC) – ENGLISH FOR COMPETITIVE EXAMS

Teaching hours per week – 04

Maximum Marks : 100 Marks

Semester End Examination : 70 Marks

Duration : 04 Hours

Internal Assessment : 30 Hours

Hours of Teaching : 50 Hours

OBJECTIVES:

- To develop intelligence, emotional, civic and wellness quotients
- To refine linguistic and composition skills
- To able to make students to face competitive exams

SYLLABUS

UNITS	CONTENTS	HOURS
UNIT I	<p><u>Word Power</u></p> <ul style="list-style-type: none"> • Antonyms, Synonyms • Homophones, Homonyms, Homographs • One Word Substitution • Idioms and Phrases 	10 Hrs
UNIT II	<p><u>Basics of Grammar</u></p> <ul style="list-style-type: none"> • Tenses • Transformation of Sentences: Simple, Compound and Complex • Direct and Indirect speech • Active and Passive Voice • Punctuation • Modals • Gerunds 	20 Hrs
UNIT III	<p><u>Applied Grammar</u></p> <ul style="list-style-type: none"> • Jumbled Segments • Correction of Errors in sentences • Question tags • Trans-coding Dialogues • Reading Comprehension • Precise Writing • Essay Writing • Application/Letter • Reconstruction of sentences • Report writing • Articles for News Papers • Analytical reasoning • Translation 	10 Hrs

UNIT IV	<p><u>Introduction to Phonetics</u></p> <ol style="list-style-type: none"> 1. <i>Speech Mechanism</i> 2. <i>Articulation of speech sounds</i> <ol style="list-style-type: none"> a. <i>Vowel Sounds</i> b. <i>Consonant Sounds</i> c. <i>Diphthongs</i> d. <i>Syllables</i> 	10 Hrs
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REFERENCES

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2. Leech, Geoffrey, and Jan Svartvik. *A Communicative Grammar of English*. 3rd edition, Delhi, Routledge, 2017.
3. Sinha, R. P. *Current English Grammar and Usage with Composition*. New Delhi, Oxford University Press, 2019.