



॥ मा विद्या या विमुक्तये ॥

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

'ज्ञानतीर्थ', विष्णुपुरी, नांदेड - ४३१ ६०६ (महाराष्ट्र राज्य) भारत

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

Fax : (02462) 215572

Academic-1 (BOS) Section

website: srtmun.ac.in

Phone: (02462)215542

E-mail: bos@srtmun.ac.in

मानवविज्ञान विद्याशाखे अंतर्गत राष्ट्रीय शैक्षणिक धोरणानुसार पदव्युत्तर स्तरावरील प्रथम वर्षाचे अभ्यासक्रम शैक्षणिक वर्ष २०२३-२४ पासून लागू करण्याबाबत.

परिपत्रक

संदर्भ:- १. जा.क्र.शै-१/एनईपी२०२०/मानवविज्ञान-अक-/२०२३-२४/१३२ दिनांक ०६/०७/२०२३.

२. जा.क्र.शै-१/एनईपी२०२०/मानवविज्ञान-अक-/२०२३-२४/१२९ दिनांक ३०/०६/२०२३.

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, संदर्भीय परिपत्रकान्वये दिनांक १६ जून २०२३ रोजी संपन्न झालेल्या मा. विद्यापरिषदेच्या बैठकीतील ऐनवेळचा विषय क्र. ०७/५६-२०२३ अन्वये मान्यता दिल्यानुसार मानवविज्ञान विद्याशाखे अंतर्गत राष्ट्रीय शैक्षणिक धोरणानुसार अभ्यासक्रम शैक्षणिक वर्ष २०२३-२४ पासून लागू करण्यात आलेले आहेत. तथापी वरील संदर्भीय परिपत्रक १ व २ अन्वये प्रकाशित केलेल्या अभ्यासक्रमामध्ये अभ्यासमंडळांनी किरकोळ दुरुस्ती करून अभ्यासक्रम सादर केले आहेत. त्यानुसार दुरुस्तीसह खालील अभ्यासक्रम लागू करण्यात येत आहेत.

1. M. A. Political Science I year (Affiliated Colleges)
2. M. A. Psychology I year (Affiliated Colleges)
3. M. A. English I year (Affiliated Colleges)

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी, ही विनंती.

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड - ४३१ ६०६.
जा.क्र.:शैक्षणिक-१/परिपत्रक/एनईपीपीजी/मानवविज्ञानअक/
२०२३-२४/२५०
दिनांक : २५.०८.२०२३.

आपली विश्वासू
सहा.कुलसचिव
शैक्षणिक (१-अभ्यासमंडळ) विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. अधिष्ठाता, मानवविज्ञान विद्याशाखा, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ३) मा. प्राचार्य, सर्व संबंधित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ४) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ. यानां देवून कळविण्यात येते की, सदरील परिपत्रक विद्यापीठाच्या संकेतस्थळावर प्रसिध्द करण्यात यावे.

**SWAMI RAMANAND TEERTH
MARATHWADA UNIVERSITY, NANDED - 431 606**



(Structure and Syllabus of Two Years Post Graduate Degree Programme)

POSTGRADUATE PROGRAMME OF HUMANITIES

Syllabus for English (First Year) - Affiliated Colleges

Under the Faculty of Humanities

**Effective from the Academic year 2023 - 2024
(As per NEP-2020)**

From the Desk of Dean

NEP 2020 proposes a new and forward-looking vision for India's Higher Education System through quality universities and colleges. Its key is in the curriculum and its practical implementation.

The curriculum must be exciting, relevant, and regularly updated to align with the latest knowledge requirements and meet specified learning outcomes. High-quality pedagogy is necessary to impart the curricular material to students successfully; pedagogical practices determine the learning experiences provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to improve learning continuously test the knowledge application.

The university's proper framing and development of syllabi will result in the upbringing and nourishment of multidisciplinary and holistic citizens. Emphasis is on outcome-based learning. Every course has well-defined objectives and outcomes. The assessment guidelines also provide clarity and precision to the vision behind prescribing the particular course content.

NEP foresees more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. The introduction of Research Methodology and ethics will widen the vision and broaden the perspectives of the learners.

Introducing Case Studies and Field Projects has created a unique opportunity for the higher education institute to bridge the gap between the academia, industry and the community NEP believes effective learning requires a comprehensive approach that involves an appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support.

We are sure that the Postgraduate centres of this university and its affiliated colleges will implement the course effectively and successfully, resulting in a healthy and more creative academic ambience.

Prof. Ajay Tengse,

Dean, Faculty of Humanities

Dr. Vikas Sukale,

Associate Dean, Faculty of Humanities

From the Desk of Chairman, Board of Studies in English

English is a global language and has become a tool for professional success in the 21st century. It is not merely a subject of study but a set of skills to perform in day-to-day life. The dual nature of English as a subject and English as a skill doubles the responsibility of the academicians involved in curriculum design and development in a country like India, where it entered as a foreign language and continues to enjoy the privilege of being one of the official languages.

In the current scenario, our National Education Policy 2020 has a flexible framework for curriculum development. Both the Government of Maharashtra as well as Swami Ramanand Teerth Marathwada University, Nanded have adopted the NEP framework. It provides learners with an opportunity to choose English as a major, minor, or generic subject in addition to the Vocational and Skill Enhancement Courses.

The Board of Studies in English has studied NEP Framework and considered the learners and their holistic development, and has come up with a student-centric curriculum for the first year of the PG Programme of the university. The present syllabus is a unique combination of the traditional language and literature components, along with a paper on Research Methodology.

As envisaged in NEP, we have also explored the possibilities of multidisciplinary and holistic education across the faculties by offering widely accepted and much-needed courses in English under the vertical of Generic or Open Electives.

Many times, people prefer to take a routine and get used to the path rather than the road not taken. NEP 2020 offers us an opportunity to adopt the change we desire and deserve. We firmly believe that both our ELT fraternity as well as learner community will not only welcome but also appreciate the new things.

Dr. Rohidas Nitonde

Chairman, Board of Studies in English,

Swami Ramanand Teerth Marathwada University, Nanded



Swami Ramanand Teerth Marathwada University, Nanded
Members of the Board of Studies in English
Under the Faculty of Humanities

Sr. No.	Name of the Member	Designation	Address with e-mail Id	Contact No.
1.	Dr. Rohidas Shivaji Nitonde	Chairman	MSP Mandal's Shri Shivaji College, Parbhani rsnitonde@gmail.com	9420034750
2.	Dr. Shailaja Bhujangrao Wadikar	Member	School of Language, Literature and Culture Studies, SRTM University, Nanded shailajawadikar7@gmail.com	9890275257
3.	Dr. Dilip Vasant Chavan	Member	School of Language, Literature and Culture Studies, SRTM University, Nanded dilipchavan@gmail.com	9049938125
4.	Dr. Kamalakar R. Gavane	Member	Maharashtra Udaygiri Mahavidyalaya, Udgir Dist. Latur kamlakargavane@gmail.com	9421694801
5.	Dr. Mirza Maqsood Baig	Member	Peoples College, Nanded mirza.kusha@rediffmail.com	9890414809
6.	Dr. Omprabha Arjun Lohkare	Member	Late. Kamaltai Jamkar Mahila Mahavidyalaya, Parbhani omprabhashinde@gmail.com	9975108204
7.	Dr. Dnyaneshwar Subhash Choudhari	Member	Maharashtra Mahavidyalaya, Nilanga Dist. Latur d_choudhari@rediffmail.com	9765592979
8.	Dr. Laxman Dharmaraj Jogdand	Member	Mahatma Gandhi Mahavidyalaya, Ahmedpur Dist. Latur jogdand.laxman@gmail.com	7276715501
9.	Dr. Meena Surendra Kadam	Member	Sambhaji College, Murud Dist. Latur kadammeena67@gmail.com	9420213874
10.	Dr. Bhagwan Dadarao Gunjalwad	Member	K. R. M. Mahila Mahavidyalaya, Wazirabad, Nanded gunjalwadbhagwan@gmail.com	9834425151
11.	Dr. Mustajeb Khan	Member	Department of English, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad mustajebkhan@gmail.com	9923242538
12.	Dr. Pandurang Dhondiram Shitole	Member	Smt. Sushiladevi Deshmukh Senior College, Latur shitolepd@gmail.com	9921916068
13.	Shri Tushar Shankarlal Nayak	Member	Macmillan Education India Pvt. Ltd, Ahmedabad tushar.nayak@macmillaneducation.com	9228110700
14.	Ms. Samiksha Shesherao Kamble	Invitee Member	Mahatma Phule Mahavidyalaya, Ahmedpur Dist. Latur samikshak022@gmail.com	9307401125
15.	Mr. Styawan Parmeshwar Bhingole	Invitee Member	Dayanand Arts College, Latur satyawanbhingole1998@gmail.com	7038323876



Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities Major in English (DSC)
Two Year Post Graduate Programme

Credit Framework*

Year	Semester	Major		RM	OJT/FP	Research Project	Credits	Total Credits
		DSC	DSE (Any One)					
1	1	HENGC501 (4Cr) HENGC502 (4Cr) HENGC503 (4Cr)	HENGE501 (4Cr) HENGE502 (4Cr) HENGE503 (4Cr)	HENG R501 (4 Cr)	--	--	20	40
	2	HENGC551 (4Cr) HENGC552 (4Cr) HENGC553 (4Cr)	HENGE551 (4Cr) HENGE552 (4Cr) HENGE553 (4Cr)	--	Field Project HENGF551	---	20	
2	3	HENGC601 (4Cr) HENGC602 (4Cr) HENGC603 (4Cr)	HENGE601 (4Cr) HENGE602 (4Cr) HENGE603 (4Cr)	--	--	Research Project (Field Survey) HENGF601 (4 Cr)	20	40
	4	HENGC651 (4Cr) HENGC652 (4Cr) HENGC653 (2Cr)	HENGE651 (4Cr) HENGE652 (4Cr) HENGE653 (4Cr)	--		Research Project HENGP651 (6 Cr)	20	

*Note: A student seeking admission to PG Programme should have earned minimum 24 credits at UG level in the concerned subject.



Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities Major in English (DSC)
Post Graduate First Year Programme, Semester I (Level 6)

Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./Week, 1 Hr =60M)		Total
			Theory	Practical	Total	Theory	Practical	
Major (Core)	HENGC 501	Phonetics and Phonology of English	04	--	04	04	--	04
	HENGC 502	History of English Literature	04	--	04	04	--	04
	HENGC 503	Diasporic Literature	04	--	04	04	--	04
Major - Electives (Any One)	HENGE 501	Special Author (G. B. Shaw)	04	--	04	04	--	04
	HENGE 502	History of the English Language	04	--	04	04	--	04
	HENGE 503	Indian Literature in English	04	--	04	04	--	04
Research Methodology	HENGR 501	Research Methodology	04	--	04	04	--	04
Total Credits			20	--	20	20	--	20



Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities Major in English (DSC)
Post Graduate First Year Programme, Semester II (Level 6)

Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./Week, 1 Hr =60M)		Total
			Theory	Practical	Total	Theory	Practical	
Major (Core)	HENGC 551	The Structure of Modern English	04	--	04	04	--	04
	HENGC 552	English Language and Literature Teaching	04	--	04	04	--	04
	HENGC 553	Post Colonial Literature	04	--	04	04	--	04
Major - Electives (Any One)	HENGE 551	Special Author (W. B. Yeats)	04	--	04	04	--	04
	HENGE 552	Subaltern Literature	04	--	04	04	--	04
	HENGE 553	American Literature	04	--	04	04	--	04
Field Project	HENGF 551	Field Project	04	--	04	04	--	04
Total Credits			20	--	20	20	--	20



Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities Major in English (DSC)
Post Graduate First Year Programme, Semester I (Level 6)

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Subject (1)	Course Code (2)	Course Name (3)	Continuous Assessment CA				ESE	Total (9)
			Test 1 (4)	Test 2 (5)	Assessment (6)	Average of T1+T2+ Assi./3	Total (8)	
Major (Core)	HENGC 501	Phonetics and Phonology of English	20	20	20	20	80	100
	HENGC 502	History of English Literature	20	20	20	20	80	100
	HENGC 503	Diasporic Literature	20	20	20	20	80	100
Major - Electives (Any one)	HENGE 501	Special Author (G. B. Shaw)	20	20	20	20	80	100
	HENGE 502	History of the English Language	20	20	20	20	80	100
	HENGE 503	Indian Literature in English	20	20	20	20	80	100
Research Methodology	HENGR 501	Research Methodology	20	20	20	20	80	100



Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities Major in English (DSC)
Post Graduate First Year Programme, Semester II (Level 6)

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Subject (1)	Course Code (2)	Course Name (3)	Continuous Assessment CA				ESE Total (8)	Total (9)
			Test 1 (4)	Test 2 (5)	Assignment (6)	Average of T1+T2+Assi./3		
Major (Core)	HENGC 551	The Structure of Modern English	20	20	20	20	80	100
	HENGC 552	English Language and Literature Teaching	20	20	20	20	80	100
	HENGC 553	Post Colonial Literature	20	20	20	20	80	100
Major - Electives (Any One)	HENGE 551	Special Author (W. B. Yeats)	20	20	20	20	80	100
	HENGE 552	Subaltern Literature	20	20	20	20	80	100
	HENGE 553	American Literature	20	20	20	20	80	100
Field Project	HENGF 551	Field Project	20	20	20	20	80	100

Course Structure
DSC (Major)
HENGC501: PHONETICS AND PHONOLOGY OF ENGLISH

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGC501	Phonetics and Phonology of English	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code (2)	Course Name (3)	Continuous Assessment CA				ESE	Total (9)
		Test 1 (4)	Test 2 (5)	Assignment (6)	Average of T1+T2+Assi./3	Total (8)	
HENGC501	Phonetics and Phonology of English	20	20	20	20	80	100

Course Objectives:

- To acquaint the students with the basic principles of the study of language.
- To familiarise them with the phonological aspect of language.
- To enable them to use the English language fluently, correctly, appropriately, and accurately.

Course Outcomes:

1. The learners knew how a language emerges as one of the branches of knowledge.
2. The students are familiarised with the British Received pronunciation.
3. The students use the English language with correct pronunciation, stress, and intonation.

Curriculum Details:

Module	Unit	Topic	Hours
1.0	1	Concepts in Language	12
	1.1	What is language?	
	1.2	The nature of language and definitions of Language:	
	1.3	Language as a system of communication.	

	1.4	Characteristics of Language. Animal and human communication.	
2.0	2	Varieties of English language	12
	2.1	What is Dialect?	
	2.2	Dialectal variations: Regional: British, American, Indian, Australian, African, etc.	
	2.3	What is Register?	
	2.4	Registral variations: Journalism, Business, Law, Science, Agriculture, Religion, Education, Criticism, Politics, etc. Formal and Informal English	
3.0	3	Basic Concepts in English Phonology:	12
	3.1	The distinction between letters and sounds	
	3.2	Phonetics and Phonology: Phonemes and Allophones	
	3.3	The Organs of Speech	
	3.4	Speech Sounds of British R P	
4.0	4	The Sounds of English and Transcription	12
	4.1	Description of Consonant, Pure Vowels and Diphthongs	
	4.2	The Syllable and its Structure	
	4.3	Phonetic Transcription	
	4.4	Word Accent	
5.0	5	Stress and Intonation	12
	5.1	Features of Connected Speech	
	5.2	Accent and Rhythm in Connected Speech	
	5.3	Elision and Assimilation	
	5.4	The International Intelligibility of Indian English	
		Total	60

Reference Books:

- Balasubramayam, T. *A Textbook of Phonetics for Indian Students*. Macmillan, 1984.
- Bansal, R.K. and J. B. Harrision. *Spoken English*. Orient Longman, 1984.
- Jones, Daniel. *English Pronouncing Dictionary*. EUP, 2000.
- O'Conner, J.D. *Better English Pronunciation of English*. CUP, 2000.
- Sethi, J., and P. V. Dhemeja. *A Course in Phonetics and Spoken English*. Prentice Hall, 1989.
- Verma, S.K., (ed.) *Modern Linguistics*. OUP, 1989.
- Yule, G. *The Study of Language: An Introduction*. CUP, 1985.

Guidelines for Course Assessment:

- A. Continuous Assessment- CA 20 Marks

B. End Semester Examination- ESE 80 Marks

Question Paper Pattern for ESE:

Time: 3 Hours

Max. Marks: 80

Note:

All questions carry equal marks.

Question number one is compulsory.

Attempt any three questions from Q. No. 2 to 6.

Q.1	Write Short notes (5 out of 6) (Compulsory Question based on the entire curriculum - Module 1 to 5)	20 marks
	<i>Solve any THREE from the following questions (Q.2 to Q. 6).</i>	
Q.2	A descriptive question on Module 1	20 marks
Q.3	A descriptive question on Module 2	20 marks
Q.4	A descriptive question on Module 3	20 marks
Q.5	Objective questions on Module 4: (a) Transcription of words and three-term label (two words) (b) Transcription of words and stress marking (ten words)	20 marks
Q.6	Transcription with stress and intonation (Module 5): (a) sentences (b) a short paragraph	20 marks

Course Structure
English DSC (Major)
HENGC502: History of English Literature

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGC502	History of English Literature	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code	Course Name	Continuous Assessment CA				ESE	Total
		Test 1	Test 2	Assignment	Average of T1+T2+Assi./3		
HENGC502	History of English Literature	20	20	20	20	80	100

Course Objectives:

1. To acquaint the students with the history of English Literature.
2. To introduce students to the periods of English Literature.
3. To make the students familiar with the major authors and their works of English literature.
4. To develop a historic sense among the students of English literature.
5. To introduce the major trends and literary movements of the different periods of English literature.

Course Outcomes:

After the completion of this course, the students will be able to

1. Get a historical sense of the development of different genres of English literature.
2. Study the different genres of English literature closely.
3. Locate the authors and works amid the vast history of English literature.
4. Study the prose, poetic, and dramatic texts in their literary, cultural, and historical contexts effectively.

Curriculum Details:

Module	Unit	Topic	Hours
1.0	1	Chaucer to the Elizabethan Age (1300 -1600)	12
	1.1	Characteristics of the Age (Historical, Cultural and Literary)	

	1.2	Prose - trends, literary terms, major authors and their works and literary movements of the period	
	1.3	Poetry- trends, literary terms, major authors and their works and literary movements of the period	
	1.4	Drama- trends, literary terms, major authors and their works and literary movements of the period	
2.0	2	Jacobean to the Restoration Age (1600 -1700)	12
	2.1	Characteristics of the Age (Historical, Cultural and Literary)	
	2.2	Prose- Fiction and Nonfiction- trends, literary terms, major authors and their works and literary movements of the period	
	2.3	Poetry- trends, literary terms, major authors and their works, and literary movements of the period	
	2.4	Drama- trends, literary terms, major authors and their works and literary movements of the period	
3.0	3	The Eighteenth Century to the Romantic Age (1700 to 1850)	12
	3.1	Characteristics of the Age (Historical, Cultural and Literary)	
	3.2	Prose- Fiction and Nonfiction- trends, literary terms, major authors and their works and literary movements of the period	
	3.3	Poetry- trends, literary terms, major authors and their works and literary movements of the period	
	3.4	Drama- trends, literary terms, major authors and their works and literary movements of the period	
4.0	4	The Victorian and Modern Age (1850 to 1950)	12
	4.1	Characteristics of the Age(Historical, Cultural and Literary)	
	4.2	Prose- Fiction and Nonfiction- trends, literary terms, major authors and their works and literary movements of the period	
	4.3	Poetry- trends, literary terms, major authors and their works and literary movements of the period	
	4.4	Drama- trends, literary terms, major authors and their works and literary movements of the period	
5.0	5	Postmodern and Contemporary Age(1950 to 2020)	12
	5.1	Characteristics of the Age (Historical, Cultural and Literary)	

	5.2	Prose- Fiction and Nonfiction- trends, literary terms, major authors and their works and literary movements of the period	
	5.3	Poetry- trends, literary terms, major authors and their works and literary movements of the period	
	5.4	Drama- trends, literary terms, major authors and their works and literary movements of the period	
		Total	60

Reference Books:

- Albert, Edward. *History of English Literature*, London; George Harper, 1965.
- Daiches, David. *A Critical History of English Literature (In 4 Volumes)*, New Delhi; Allied Publisher, 2005.
- Drabble, Margaret. *The Oxford Companion to English Literature*, London; OUP, 2000.
- Ford, Boris. *The New Pelican Guide to English Literature Series*, London; Penguin, 1960.
- Hudson, William. *An Outline History of English Literature*. New Delhi; Atlantic, 2008.
- Carter, Ronald, and John McRae. *The Routledge History of Literature in English*, London; Routledge, 1998.
- Nayar, Pramod. *A Short History of English Literature*, New Delhi; Foundation Books, 2009.
- Sanders, Andrew. *The Short Oxford History of English Literature*, London; OUP, 2000.
- Sampson, George, and Churchill R. C. *The Cambridge History of English Literature*, Cambridge; CUP, 1970.

Guidelines for Course Assessment:

- A. Continuous Assessment- CA 20 Marks
- B. End Semester Examination- ESE 80 Marks

Question Paper Pattern ESE:

Time: 3 Hours

Max. Marks: 80

Note:

All questions carry equal marks.

Question number one is compulsory.

Attempt any three questions from Q. No. 2 to 6.

Q.1	Write Short notes (5 out of 6) (Compulsory Question based on the entire curriculum - Module 1 to 5)	20 marks
	<i>Solve any THREE of the following questions (Q.2 to Q. 6).</i>	
Q.2	An essay-type question based on Module 1	20 marks
Q.3	An essay-type question based on Module 2	20 marks
Q.4	An essay-type question based on Module 3	20 marks
Q.5	An essay-type question based on Module 4	20 marks

Q.6	An essay-type question based on Module 5	20 marks
-----	------------------------------------------	----------

Course Structure
DSC (Major)
HENGC503: Diasporic Literature

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGC503	Diasporic Literature	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code	Course Name	Continuous Assessment CA				ESE	Total
		Test 1	Test 2	Assignment	Average of T1+T2+Assi./3		
HENGC 503	Diasporic Literature	20	20	20	20	80	100

Course Objectives:

- To introduce the student to the historical background of migration and diasporic writing.
- To make clear the interrelationship between migration, diaspora and transnationalism.
- To make students aware of the contemporary migration patterns resulting from globalisation.
- To focus on immigration, diaspora and transnationalism with special reference to the diaspora.

Course Outcomes:

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

- Understand the theoretical backgrounds of international migration, race, and ethnicity.
- Comprehend the interrelationship among international migration, diaspora and transnationalism.
- Get in detail the process of emigration, settlement and identity formation in host societies.
- Understand various important concepts related to diasporic studies.

Curriculum Details:

Module No.	Topic	Hrs. Required
------------	-------	---------------

1.0	“What is Diaspora?” by Kevin Kenny	12
2.0	<i>Americanah</i> by Chimamanda Ngozi Adichie	12
3.0	<i>Fences</i> by August Wilson	12
4.0	<i>The Striders</i> by A K Ramanujan	12
5.0	<i>Tales from Firozsha Baag</i> By Rohinton Mistry	12
	Total	60

Required Reading:

Adichie, Chimamanda Ngozi. *Americanah*, HarperCollins: New York, 2016.

Kenny, Kevin. *Diaspora: A Very Short Introduction*, OUP: New York, 2013.

Mistry, Rohinton. *Tales from Firozsha Baag*, Faber and Faber: Mumbai, 2006.

Ramanujan, A. K. *The Striders*, OUP: New York, 1966.

Wilson, August. *Fences*, Penguin: New York, 1986.

Recommended Reading:

Bhatnagar, M. K. *The Poetry of A K Ramanujan*, Atlantic: New Delhi, 2002.

Emenyonu, Earnest N. *A Companion to Chimamanda Ngozi Adichie*, James Currey: New York, 2017.

Morey, Peter. *Rohinton Mistry*, Manchester University Press: Manchester, 2004.

Shannon, Sandra G. *August Wilson's Fences*, Greenwood Press: Westport, 2003.

Guidelines for Course Assessment:

A. Continuous Assessment- CA 20 Marks

B. End Semester Examination- ESE 80 Marks

Question Paper Pattern ESE:

Time: 3 Hours

Max. Marks: 80

Note:

All questions carry equal marks.

Question number one is compulsory.

Attempt any three questions from Q. No. 2 to 6.

Q.1	Write Short notes (5 out of 6) (Compulsory Question based on the entire curriculum - Module 1 to 5)	20 marks
	<i>Solve any THREE of the following questions (Q.2 to Q. 6).</i>	
Q.2	An essay-type question based on Module 1	20 marks
Q.3	An essay-type question based on Module 2	20 marks
Q.4	An essay-type question based on Module 3	20 marks
Q.5	An essay-type question based on Module 4	20 marks
Q.6	An essay-type question based on Module 5	20 marks

Course Structure
DSC (Major - Elective)
HENGE501: Special Author (G. B. Shaw)

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGE501	Special Author (G. B. Shaw)	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code	Course Name	Continuous Assessment CA				ESE	Total
		Test 1	Test 2	Assignment	Average of T1+T2+Assi./3		
HENGE 501	Special Author (G. B. Shaw)	20	20	20	20	80	100

Course Objectives:

1. To get introduced to a significant writer (G. B. Shaw).
2. To get acquainted with the significant works of G. B. Shaw.
3. To understand and study the selected texts in a larger context.
4. To comprehend the development of a writer.
5. To get exposure to the style and technique of G. B. Shaw.

Course Outcomes:

After completion of the course, the learners will:

1. Be informed about G. B. Shaw, a renowned dramatist.
2. Be able to explore and analyse the significant works of G. B. Shaw.
3. Develop the ability to contextualise literary works.
4. Get familiar with the development of G. B. Shaw as a dramatist.
5. Get a comprehensive understanding of the style and technique of G. B. Shaw.

Curriculum Details:

Module No.	Topic	Hrs. Required
1.0	"Nobel Award Presentation Speech by Per Hallström"	12
2.0	<i>Pygmalion</i>	12
3.0	<i>Mrs. Warren's Profession</i>	12
4.0	<i>Candida</i>	12
5.0	<i>Doctor's Dilemma</i>	12
	Total	60

Required Reading:

Hallström, Per. *Award Ceremony Speech*, The Nobel Prize for Literature (1925) 1926.

[The Nobel Prize in Literature 1925 - Award ceremony speech - NobelPrize.org](https://www.nobelprize.org)

Shaw, G. B. *Pygmalion*, HarperCollins: New York, 2021.

Shaw, G. B. *Mrs. Warren's Profession*, Floating Press: Auckland, 2011.

Shaw, G. B. *Candida*, Floating Press: Auckland, 2010.

Shaw, G. B. *Doctor's Dilemma*, Floating Press: Auckland, 2011.

Suggested Reading:

Gibbs, Anthony Matthews. *Bernard Shaw: A Life*, University Press of Florida: Florida, 2005.

Innes, Christopher. *The Cambridge Companion to George Bernard Shaw*, Cambridge University Press: Cambridge, 1998.

Kent, Brad. *George Bernard Shaw in Context*, Cambridge University Press: Cambridge, 2015.

Paul, Samiran Kumar. *The Genius of George Bernard Shaw*, Notion Press: Chennai, 2020.

Pearson, Hesketh. *George Bernard Shaw: His Life and Personality*, House of Stratus: Cornwall, 1963.

Wixson, Christopher. *George Bernard Shaw: A Very Short Introduction*, Oxford University Press: London, 2020.

Guidelines for Course Assessment:

A. Continuous Assessment- CA: 20 Marks

B. End Semester Examination- ESE: 80 Marks

Question Paper Pattern ESE:

Time: 3 Hours

Max. Marks: 80

Note:

All questions carry equal marks.

Question number one is compulsory.

Attempt any three questions from Q. No. 2 to 6.

Q.1	Write Short notes (5 out of 6) (Compulsory Question based on the entire curriculum - Module 1 to 5)	20 marks
	<i>Solve any THREE of the following questions (Q.2 to Q. 6).</i>	
Q.2	An essay-type question based on Module 1	20 marks
Q.3	An essay-type question based on Module 2	20 marks
Q.4	An essay-type question based on Module 3	20 marks
Q.5	An essay-type question based on Module 4	20 marks
Q.6	An essay-type question based on Module 5	20 marks

Course Structure
DSC (Major - Elective)
HENGE502: History of the English Language
Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGE502	History of the English Language	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code	Course Name	Continuous Assessment CA				ESE	Total
		Test 1	Test 2	Assignment	Average of T1+T2+Assi./3		
HENGE 502	History of the English Language	20	20	20	20	80	100

Course Objectives:

1. To get introduced to the origin and development of the English language.
2. To understand the impact of the Renaissance on the English.
3. To study the growth of vocabulary of the English language.
4. To get acquainted with Standard English.
5. To get exposure to foreign influences on English.

Course Outcomes:

After completion of the course, the learners will:

1. Be informed about the origin and development of the English language.
2. Understand the impact of the Renaissance on the English.
3. Know the growth of vocabulary of the English language.
4. Be exposed to the concept of Standard English.
5. Be familiar with foreign influences on English.

Curriculum Details:

Module No.	Topic	Hrs. Required
1.0	The Descent of the English Language and The Old English (Anglo-Saxon) Period	12
2.0	The Middle English Period and The Renaissance, and After	12
3.0	The Growth of Vocabulary and Change of Meaning	12
4.0	The Evolution of Standard English, Idiom, and Metaphors	12
5.0	The Foreign Contribution	12
	Total	60

Required Reading:

Wood, F. T. *An Outline History of the English Language*, Trinity Press: New Delhi, 2015.

Suggested Reading:

- Barber, C. *Linguistic Change in Present-Day English* (1964).
 Baugh, A. C. *A History of the English Language* (rev. ed., 1959).
 Berg, C. Paul. *A Dictionary of New Words in English* (1953).
 Bradley, Henry. *The Making of English* (1904; rev. ed. Simeon Potter, 1967).
 Brook, G. L. *English Dialects* (1963).
 Clark, John W. *Early English* (1957).
 Emerson, O. F. *A Brief History of the English Language* (1896; new ed. 1920).
 Groom, Bernard. *A Short History of English Words* (1934).
 Herbert, A. P. *What a Word!* (1935).
 Jagger, J. Hubert. *Modern English* (1925).
 Jespersen, Otto. *The Growth and Structure of the English Language* (New ed., 1948).
 Paget, Sir Richard. *This English* (1935).
 Potter, Simeon. *Our Language* (Pelican Books, 1950).
 Robertson, Stuart. *The Development of Modern English* (1936).
 Serjeantson, Mary S. *A History of Foreign Words in English* (1935).
 Skeat, W. W. *English Etymology* (rev. ed., 1917).
 Smith, Logan Pearsall. *The English Language* (1912; new ed., 1928).
 Thomas, P. G. *The English Language* (1920).
 Wyld, Henry Cecil. *A Short History of English* (1914; new ed., 1923).

Guidelines for Course Assessment:

- A. Continuous Assessment- CA 20 Marks
 B. End Semester Examination- ESE 80 Marks

Question Paper Pattern ESE:

Time: 3 Hours

Max. Marks: 80

Note:

- All questions carry equal marks.
 Question number one is compulsory.
 Attempt any three questions from Q. No. 2 to 6.

Q.1	Write Short notes (5 out of 6) (Compulsory Question based on the entire curriculum - Module 1 to 5)	20 marks
	<i>Solve any THREE of the following questions (Q.2 to Q. 6).</i>	
Q.2	An essay-type question based on Module 1	20 marks
Q.3	An essay-type question based on Module 2	20 marks
Q.4	An essay-type question based on Module 3	20 marks

Q.5	An essay-type question based on Module 4	20 marks
Q.6	An essay-type question based on Module 5	20 marks

Course Structure
DSC (Major - Elective)
HENGE503: Indian Literature in English
Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGE503	Indian Literature in English	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code	Course Name	Continuous Assessment CA				ESE	Total
		Test 1	Test 2	Assignment	Average of T1+T2+Assi./3		
HENGE 503	Indian Literature in English	20	20	20	20	80	100

Course Objectives:

1. To develop sensitivity towards Indian Literature in English.
2. To introduce prescribed Indian Writers in English.
3. To get introduced to the variety of literary genres in Indian English Literature.
4. To understand the literary canon in India.

Course Outcomes:

After completion of the course, the learners will:

1. Be sensitised about Indianness and an Indian sensibility.
2. Get familiar with prescribed Indian Writers in English.
3. Get knowledge of the variety of literary genres in Indian English Literature.
4. Understand the literary canon in India.

Curriculum Details:

Module	Topic	Hours required
1.0	Non-fiction Prose	12
	<i>The Annihilation of Caste: Dr B. R. Ambedkar</i>	
2.0	Novel	12
	<i>The Inheritance of Loss: Kiran Desai</i>	
3.0	Poetry	12
	Kamala Das: "The Looking Glass", "An Introduction", "My Grandmother's House", "A Hot Noon in Malabar", "Dance of Eunuch"	
4.0	Drama	12
	<i>Final Solutions: Mahesh Dattani</i>	
5.0	Short Fiction	

	<i>The Little Bird Who Held the Sky Up with His Feet: Paro Anand</i>	
	Total	60

Required Reading:

Ambedkar, B. R. (1990), *Annihilation of Caste*. New Delhi; Arnold.
 Anand, Paro (2013). *The Little Bird Who Hold the Sky Up With His Feet*. New Delhi: Rupa Publications, India.
 Das, Kamala. *Selected Poems*. New Delhi; Penguin, 2014.
 Dattani, Mahesh. *Final Solutions*. New Delhi; Penguin India, 2005.
 Desai, Kiran. *The Inheritance of Loss*. UK; Hamish Hamilton, 2006.
 Parthasarthy, R. *Ten Twentieth Century Indian Poets*. Oxford University Press, 1991.

Suggested Reading:

Dattani, Mahesh. *Collected Plays (Vol 1)*. Penguin; New Delhi, 2000.
 Pier Paolo Piciucco. *Kamala Das: A Critical Spectrum*, Atlantic, New Delhi, 2001.
 Tandon, Neeru and Vijay K. Sharma. *Kiran Desai and Her Fictional World*, Atlantic; New Delhi, 2018.
 Teltumbde, Anand and Suraj Yengde. *The Radical in Ambedkar: Critical Reflections*, Penguin; New York, 2018.

Guidelines for Course Assessment:

- A. Continuous Assessment- CA: 20 Marks
- B. End Semester Examination- ESE: 80 Marks

Question Paper Pattern ESE:

Time: 3 Hours

Max. Marks: 80

Note:

- All questions carry equal marks.
- Question number one is compulsory.
- Attempt any three questions from Q. No. 2 to 6.

Q.1	Write Short notes (5 out of 6) (Compulsory Question based on the entire curriculum - Module 1 to 5)	20 marks
	<i>Solve any THREE of the following questions (Q.2 to Q. 6).</i>	
Q.2	An essay-type question based on Module 1	20 marks
Q.3	An essay-type question based on Module 2	20 marks
Q.4	An essay-type question based on Module 3	20 marks
Q.5	An essay-type question based on Module 4	20 marks
Q.6	An essay-type question based on Module 5	20 marks

Course Structure
DSC (Major - Elective)
HENGR501: Research Methodology
Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGR503	Research Methodology	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code	Course Name	Continuous Assessment CA				ESE	Total
		Test 1	Test 2	Assignment	Average of T1+T2+Assi./3		
HENGR 503	Research Methodology	20	20	20	20	80	100

Course Objectives:

1. To develop aptitude towards research.
2. To introduce the interconnection between literary theory and literary research.
3. To explore probable areas of research in language and literature.
4. To understand the mechanics of research writing.

Course Outcomes:

After completion of the course, the learners will:

1. Have an aptitude for literary and linguistic research.
2. Understand the link between theory and research.
3. Get acquainted with the select areas of research in language and literature.
4. Adopt the mechanics of research writing.

Curriculum Details:

Module No.	Unit No.	Topic	Hrs. Required
1.0		Introduction	12
	1.1	Meaning and Objectives of Literary Research	
	1.2	Use of Library	
	1.3	Research Design	
	1.4	Plagiarism and Academic Integrity	
2.0		Literary Research and Literary Theory	12
	2.1	Structuralism, Deconstruction, and Linguistic Approaches	
	2.1	Feminism and Gender Studies	
	2.3	Reader Response Criticism and Reception Theory	
	2.4	New Historicism, Post Colonialism and Cultural Studies	

3.0		Areas of Research in Literature	12
	3.1	Forms of Literature	
	3.2	Comparative Analysis	
	3.3	Interpretation of Texts	
	3.4	Translations	
4.0		Areas of Research in Language	12
	4.1	Phonetics and Phonology	
	4.2	Vocabulary, Grammar, and Structure	
	4.3	Register and Dialects	
	4.4	Methods and Approaches to English Language Teaching	
5.0		Research and Writing	12
	5.1	Selecting Topic and Conducting Research	
	5.2	Writing Drafts of a Paper or Thesis	
	5.3	Compiling a Bibliography	
	5.4	MLA and APA Styles	
		Total	60

Reference Books:

Delia Da Sousa and W. R. Owens. *The Handbook of Literary Research*. New York: Routledge, 2010.

Deshpande, V. H. *Research in Literature and Language*. Chennai: Notion Press, 2018.

Eliot, Simon, and W.R. Owens. *A Handbook to Literary Research*. New York: Routledge, 1998.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers (Seventh Edition)*. New York: MLA, 2009.

Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh: EUP, 2013.

McDonough, Jo, and Steven McDonough. *Research Methods for Language Teachers*. New York: Routledge, 2014.

Sinha, M. P. *Research Methods in English*. New Delhi: Atlantic, 2004.

Guidelines for Course Assessment:

A. Continuous Assessment- CA: 20 Marks

B. End Semester Examination- ESE: 80 Marks

Question Paper Pattern ESE:

Time: 3 Hours

Max. Marks: 80

Note:

All questions carry equal marks.

Question number one is compulsory.

Attempt any three questions from Q. No. 2 to 6.

Q.1	Write Short notes (5 out of 6) (Compulsory Question based on the entire curriculum - Module 1 to 5)	20 marks
-----	-----------------------------------------------------------------------------------------------------------	----------

	<i>Solve any THREE of the following questions (Q.2 to Q. 6).</i>	
Q.2	An essay-type question based on Module 1	20 marks
Q.3	An essay-type question based on Module 2	20 marks
Q.4	An essay-type question based on Module 3	20 marks
Q.5	An essay-type question based on Module 4	20 marks
Q.6	An essay-type question based on Module 5	20 marks

Course Structure
DSC (Major - Elective)
HENGC551: The Structure of Modern English
Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGC551	The Structure of Modern English	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code	Course Name	Continuous Assessment CA				ESE	Total
		Test 1	Test 2	Assignment	Average of T1+T2+Assi./3		
HENGC 551	The Structure of Modern English	20	20	20	20	80	100

Course Objectives:

1. To acquaint the students with the basic principles of the study of language.
2. To familiarize them with the morphological, lexical, syntactic, and semantic aspects of language.
3. To enable them to use the English language correctly, appropriately, and accurately.

Course Outcomes:

After completion of the course, the learners will:

1. Develop a command over the language by knowing its basic structures.
2. Get introduced to the morphological, lexical, syntactic, and semantic aspects of language and they get familiarized with them.
3. Become able to handle the language grammatically correctly.

Curriculum Details:

Module	Unit	Topic	Hours
1.0	1	Morphology	12
	1.1	Affixes, Stems and Roots	
	1.2	Inflectional Morphology	
	1.3	Derivational Morphology	
	1.4	Word Formation Processes	
2.0	2	Syntax: Phrases	12
	2.1	Syntactic Constituency	
	2.2	Noun Phrase	
	2.3	Verb Phrase, Prep. Phrase	

	2.4	Adjective Phrase and Adverb Phrase	
3.0	3	Syntax: Clauses	12
	3.1	Basic Clause Types	
	3.2	Analysis of Simple Sentence: S, V, O ^d , O ⁱ , C ^s , C ^o , A.	
	3.3	Subordination	
	3.4	Co-ordination	
4.0	4	Syntax: Sentences	12
	4.1	Analysis of Complex Sentences	
	4.2	Noun Clause	
	4.3	Relative/ Adjective Clause	
	4.4	Adverb Clause	
5.0	5	Semantics and Other Topics	12
	5.1	The Notion of Grammaticality and Acceptability	
	5.2	Ambiguity	
	5.3	Comparative interpretation of a pair of sentences on the basis of form and meaning	
		Total	60

Reference Books:

- Cheshire, J., (ed). *English Around the World*. CUP, 1999.
- Crystal, David. *Rediscover English Grammar with David Crystal*, Pearson, 2004.
- Crystal, David. *Linguistics*. Penguin, 1971.
- Deshpande, L. S., et al. *Modern English Grammar*. Creative Publications, 2011.
- Geist, Robert. *An Introduction to Modern Grammar*. Macmillan, 1970.
- Quirk, Randolph, editor. *A University Grammar of English*. Longman, 1973.
- Quirk, Randolph, editor. *A Comprehensive Grammar of English*. Longman, 1985.
- Selkirk, E. O. *The Syntax to Words*. MIT Press, 1982.

Guidelines for Course Assessment:

A. Continuous Assessment- CA 20 Marks

Microteaching of ten minutes may be included in the Continuous Assessment.

B. End Semester Examination- ESE 80 Marks

Question Paper Pattern ESE:

Time: 3 Hours

Max. Marks : 80

Note:

- All questions carry equal marks.
- Question number one is compulsory.
- Attempt any three questions from Q. No. 2 to 6.

Q.1	Write Short notes (5 out of 6) (Compulsory Question based on the entire curriculum - Module 1 to 5)	20 marks
	<i>Solve any THREE of the following questions (Q.2 to Q. 6).</i>	
Q.2	(a) Identify whether the underlined part of the sentence is Syntactic constituency. State reason. (5) (b) Analyse the following words morphologically. (5)	20 marks
Q.3	(a) Identify and Analyse the following phrases. (5) (b) Analyse the following simple sentences to the level of words. (5)	20 marks
Q.4	A descriptive question either on morphology or syntax.	20 marks
Q.5	(a) Analyse the following sentences into main and subordinate clauses. Identify each clause as NCL, RCL, and ACL. (5) (b) Explain with reasons acceptability/ unacceptability of the following sentences. (5)	20 marks
Q.6	(a) Disambiguate the following structures. (5) (b) Comment on the form and meaning of the following sentences. (5)	20 marks

Course Structure
DSC (Major - Elective)
HENGC552: English Language and Literature Teaching
Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGC552	English Language and Literature Teaching	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code	Course Name	Continuous Assessment CA				ESE	Total
		Test 1	Test 2	Assignment	Average of T1+T2+Assi./3		
HENGC 502	English Language and Literature Teaching	20	20	20	20	80	100

Course Objectives:

1. To familiarize the students with the principles and practice of English Language Teaching in India.
2. To acquaint the students with the history of English in India.
3. To introduce the English Pedagogy to the students.
4. To study the basics of English language and literature teaching.

Course Outcomes:

After the completion of this course, the students will be able to

1. Understand the fundamentals of ELT in India besides the landmark events of English education in India.
2. Choose and use different teaching approaches, methods, tools, and aids in English language and literature teaching.
3. Teach English language and literature at different levels as a professional in this field.
4. Understand the process of curriculum design and different types of tests and examinations of English.
5. Teach effectively the LSRW (Listening, Speaking, Reading, and Writing) skills of English Language.

Curriculum Details:

Module	Unit	Topic	Total Hours
1.0	1	English in India	12
	1.1	Landmarks of English in India	
	1.2	Aims and objectives of teaching English in India	
	1.3	English After Independence	
	1.4	The Present State of English in India	
2.0	2	English Pedagogy	12
	2.1	Grammar Translation Method , Direct Method , Dr. West's New Method , Audio Lingual Method	
	2.2	Humanistic Approach, Stephen Krashen's Natural Approach	
	2.3	CLT- Communicative Language Teaching, TBLT- Task Based Language Teaching	
	2.4	CALL- Computer Assisted Language Learning and MALL- Mobile Assisted Language Learning, Audio Visual Aids of Teaching, Cooperative Learning	
3.0	3	Teaching Literature and Lesson Planning	12
	3.1	Microteaching	
	3.2	Lesson Planning	
	3.3	Teaching Prose, Drama and Poetry	
	3.4	Teaching Pronunciation, Grammar and Vocabulary	
4.0	4	Teaching Language Skills- LSRW	12
	4.1	Teaching Listening Skills	
	4.2	Teaching Speaking Skills	
	4.3	Teaching Reading Skills	
	4.4	Teaching Writing Skills	
5.0	5	Examinations and Evaluation	12
	5.1	Tests- types, Criteria of a good Test, Formative and Summative Evaluation	
	5.2	Designing Curriculum, Curriculum and Syllabus, Types of Syllabus	
	5.3	Proficiency Tests of English- TOEFL, IELTS, OET, OTE, PTE, TOEIC, CELPIP, Cambridge English etc	
	5.4	Examination Types- Closed Exams, Restricted Exams, Open Book Exams, Take home Exams, MCQ Exams, Speaking Exams, Essay Exams, Interviews and GD, Case Study, Viva Voce etc.	
		Total	60

Reference Books:

Aggarwal. J. C. *Principles, Methods & Techniques of Teaching*. New Delhi; Vikas Publishing House, 2008.

Baruah, T. C. *The English Teacher's Handbook*. New Delhi: Sterling Publishers, 1993.

Bennett, W. A. *Aspects of Language and Language Teaching*. London: CUP, 1969.

Bright, John A. and G.P. McGregor. *Teaching English as a Second Language*. London: Longman, 1970.

Chauhan, S. S. *Innovations in Teaching Learning Process*. UP: Vikas Publishing House, 2008.

Christopher, S. W. *Computer and Language Learning*. Singapore: SEAMEO – Regional Language Centre, 1998.

Dhand, H. *Techniques of Teaching*. New Delhi: APH Publishing, 2009.

Francis Soundararaj, F. *Teaching Spoken English and Communication Skills*. Chennai, 1995.

Harris, David. P. *Testing English as Second Language*. New York: McGraw Hill, 1969.

Hornby, A. S. *The Teaching of Structural Words and Sentence Patterns*. London: Oxford University Press, 1968.

Jogdand, Laxman. *English Language and Literature Teaching*. Rushita Publication Ahmedpur, 2019.

Krishnaswamy and Lalitha Krishnaswamy. *Teaching English – Approaches, Methods and Techniques*. Bangalore: Macmillan India Ltd, 2003.

Krishnaswamy, N. *Teaching English Grammar*. Chennai: T.R. Publication, 1995.

Lee, W. R. *Language teaching games and contexts*. London: Oxford University Press, 1976.

Majumdar, A. *Teaching English as a Second language: Theory and Praxis*. New Delhi: Sage Publications, 2019.

Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2006.

Sharma, R. N. *Contemporary Teaching of English*. Delhi: Surjeet Publications, 2008.

Sharma, R. N. *Principles and Techniques of Education*. Delhi: Surjeet Publications, 2008.

Siddiqui, M.H. *Techniques of Classroom Teaching*. New Delhi: APH Publishing University Press, 2009.

Varghese, Paul. *Teaching English as a Second Language*. New Delhi: Sterling Publishers, 1990.

Venkateswaran, S. *Principles of Teaching English*. UP: Vikas Publishing House, 2008.

Wright, A. *Visual Material for the Language Teacher*. London: Longman, 1977.

Guidelines for Course Assessment:

- A. Continuous Assessment- CA: 20 Marks
- B. End Semester Examination- ESE: 80 Marks

Question Paper Pattern ESE:

Time: 3 Hours

Max. Marks: 80

Note:

All questions carry equal marks.

Question number one is compulsory.

Attempt any three questions from Q. No. 2 to 6.

Q.1	Write Short notes (5 out of 6) (Compulsory Question based on the entire curriculum - Module 1 to 5)	20 marks
	<i>Solve any THREE of the following questions (Q.2 to Q. 6).</i>	
Q.2	An essay-type question based on Module 1	20 marks
Q.3	An essay-type question based on Module 2	20 marks
Q.4	An essay-type question based on Module 3	20 marks
Q.5	An essay-type question based on Module 4	20 marks
Q.6	An essay-type question based on Module 5	20 marks

Course Structure
DSC (Major - Elective)
HENGC553: Post Colonial Literature
Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGC553	Post Colonial Literature	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code	Course Name	Continuous Assessment CA				ESE	Total
		Test 1	Test 2	Assignment	Average of T1+T2+Assi./3		
HENGC 553	Post Colonial Literature	20	20	20	20	80	100

Course Objectives:

1. To introduce the students to some major issues and problems common to literature from across the nations.
2. To develop the students' understanding of the cultural politics of imperialism.
3. To trace the trajectory from the colonial subaltern's subordination to assertions of the agency.
4. To familiarize students with the historical, political, sociological, and literary background of selected works

Course Outcomes:

Upon successful completion of this course, students will be able to:

1. Access a wide range of literature, theories, approaches, specialist terminologies, and research methodologies.
2. Communicate complex ideas clearly in written work, oral presentations, and seminar discussions.
3. Evaluate key texts and reflective approaches towards critical methodologies.
4. Analyse original research ideas upon current scholarship.

Curriculum Details:

Module No.	Topic	Hrs. Required
1.0	"English and the Development of Postcolonial Literature" by GABRIELLA MAZZON	12
2.0	<i>The Ministry of Utmost Happiness</i> by Arundhati Roy	12
3.0	<i>The Grass is Singing</i> by Doris Lessing	12
4.0	<i>Kala Ghoda Poems</i> by Arun Kolatkar	12

5.0	<i>Hayavadana</i> by Girish Karnad	12
	Total	60

Required Reading:

Karnad, Girish. *Hayavadana*, London; Oxford University Press, 1985.
 Kolatkar, Arun. *Kala Ghoda Poems*, Mumbai; Pras Prakashan, 2004.
 Lessing, Doris. *The Grass is Singing*, London; Fourth Estate, 2012.
 Mazzon, Gabriella. "English and the Development of Postcolonial Literature" *The History of Post Colonial Literature*, Cambridge; CUP, 2011.
 Roy, Arundhati. *The Ministry of Utmost Happiness*, New Delhi; Random House, 2018.

Reference Books:

Ali, Halimah Mohamed, *Orientalism from Within: Arundhati Roy and her Contemporary*, Perpustakaan; Penerbit, 2010.
 Ashcroft, Bill, and Gareth Griffiths, etc. *Post-colonial Studies: Key Concepts*, London; Psychology Press, 2000.
 Chaudhary, Soham. *Girish Karnad: An Inclusive Study of His Illustrious Plays*, Bilaspur: Shashwat, 2020.
 Crow, Brian, and Chris Banfield. *An Introduction to Post-Colonial Theatre*, London, Cambridge University Press, 1996.
 Rowe, Margaret Moan. *Doris Lessing*, London; Bloomsbury, 1994.
 Walder, Denis. *Post-Colonial Literatures in English: History, Language, Theory*, London; Willey, 1998.
 Zecchini, Laetitia. *Arun Kolatkar and Literary Modernism in India: Moving Lines*, London; Bloomsbury, 2014.

Guidelines for Course Assessment:

- A. Continuous Assessment- CA: 20 Marks
- B. End Semester Examination- ESE: 80 Marks

Question Paper Pattern ESE:

Time: 3 Hours

Max. Marks: 80

Note:

All questions carry equal marks.
 Question number one is compulsory.
 Attempt any three questions from Q. No. 2 to 6.

Q.1	Write Short notes (5 out of 6) (Compulsory Question based on the entire curriculum - Module 1 to 5)	20 marks
	<i>Solve any THREE of the following questions (Q.2 to Q. 6).</i>	
Q.2	An essay-type question based on Module 1	20 marks

Q.3	An essay-type question based on Module 2	20 marks
Q.4	An essay-type question based on Module 3	20 marks
Q.5	An essay-type question based on Module 4	20 marks
Q.6	An essay-type question based on Module 5	20 marks

Course Structure
DSC (Major - Elective)
HENGE551: Special Author (W. B. Yeats)

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGE551	Special Author (W. B. Yeats)	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code	Course Name	Continuous Assessment CA				ESE	Total
		Test 1	Test 2	Assignment	Average of T1+T2+Assi./3		
HENGE 551	Special Author (W. B. Yeats)	20	20	20	20	80	100

Course Objectives:

1. To get introduced to a renowned poet in English.
2. To get acquainted with the poetry of W. B. Yeats.
3. To understand and study the selected poems in a larger context.
4. To comprehend the development of a poet.
5. To get exposure to the language and imagery of W. B. Yeats.

Course Outcomes:

After completion of the course, the learners will:

1. Be informed about W. B. Yeats, a renowned Irish poet.
2. Be able to explore the poems of W. B. Yeats and other contemporary poets.
3. Get familiar with the poetic world of W. B. Yeats.
4. Get a comprehensive understanding of the language and imagery used in poetry.

Curriculum Details:

Module No.	Unit No.	Topic	Hrs. Required
1.0	1.0	Introduction	12
	1.1	"Nobel Award Presentation Speech by Per Hallström"	
2.0	2.0	<i>The Rose</i>	12
	2.1	"The Lake of Isle Innisfree"	
	2.2	"A Cradle Song"	
	2.3	"The Ballad of Father Gilligan"	

	2.4	"A Dream of Death"	
3.0	3.0	<i>Michael Robartes and the Dancer</i>	12
	3.1	"Easter 1916"	
	3.2	"The Second Coming"	
	3.3	"A Prayer for My Daughter"	
	3.4	"A Meditation in Time of War"	
4.0	4.0	<i>The Tower</i>	12
	4.1	"Sailing to Byzantium"	
	4.2	"The Tower"	
	4.3	"Leda and the Swan"	
	4.4	"Among School Children"	
5.0	5.0	<i>The Winding Stair and Other Poems</i>	12
	5.1	"A Dialogue of Self and Soul"	
	5.2	"The Seven Sages"	
	5.3	"Byzantium"	
	5.4	"The Mother and God"	
		Total	60

Required Reading:

Hallström, Pal. *Award Ceremony Speech*, The Nobel Prize for Literature (1923) <https://www.nobelprize.org/prizes/literature/1923/ceremony-speech/>
 Yeats, W. B. *The Collected Poems of W. B. Yeats*, Hertfordshire; Wordsworth, 2000.

Suggested Reading:

Foster, Robert Fitzroy. *W. B. Yeats: A Life*, Oxford; OUP, 1998.
 Graf, S. J. *W. B. Yeats: Twentieth Century Magus*, New York; Samuel Weiser, 2000.
 Sheils, Barry. *W. B. Yeats and World Literature: The Subject of Poetry*, New York; Routledge, 2016.
 Ellmann, Richard. *Yeats: The Man and the Masks*, New York; Norton, 1978.
 Rajan, Balachandra. *W. B. Yeats: A Critical Introduction*, New York; Routledge, 2016.

Guidelines for Course Assessment:

A. Continuous Assessment- CA: 20 Marks
 B. End Semester Examination- ESE: 80 Marks

Question Paper Pattern ESE:**Time: 3 Hours****Max. Marks: 80****Note:**

All questions carry equal marks.

Question number one is compulsory.

Attempt any three questions from Q. No. 2 to 6.

Q.1	Write Short notes (5 out of 6) (Compulsory Question based on the entire curriculum - Module 1 to 5)	20 marks
	<i>Solve any THREE of the following questions (Q.2 to Q. 6).</i>	
Q.2	An essay-type question based on Module 1	20 marks
Q.3	An essay-type question based on Module 2	20 marks
Q.4	An essay-type question based on Module 3	20 marks
Q.5	An essay-type question based on Module 4	20 marks
Q.6	An essay-type question based on Module 5	20 marks

Course Structure
DSC (Major - Elective)
HENGE552: Subaltern Literature

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGE552	Subaltern Literature	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code	Course Name	Continuous Assessment CA				ESE	Total
		Test 1	Test 2	Assignment	Average of T1+T2+Assi./3		
HENGE 552	Subaltern Literature	20	20	20	20	80	100

Course Objectives:

1. To get introduced to subaltern literature.
2. To get acquainted with the major genres like prose, poetry, drama, fiction, etc by the subaltern writers.
3. To understand and study the selected works in a cultural context.
4. To know the binary relations through the study of select writing.
5. To realize the significance of subaltern studies.

Course Outcomes:

After completion of the course, the learners will:

1. Be familiar with the new discipline.
2. Understand a variety of subaltern writings.
3. Comprehend the cultural crisis in literature.
4. Get inspired to raise their voice against exploitation through literary works.

Curriculum Details:

Module No.	Topic	Hrs. Required
1.0	Introduction	12
	"The Subaltern: Towards a Historical Definition" by Ranjit Guha	
2.0	Fiction	12
	<i>The Colour Purple</i> by Alice Walker	
3.0	Non-Fiction Prose	12
	<i>Caste Matters</i> by Suraj Yengde	

4.0	Poetry	12
	"The Negro Speaks of Rivers" by Langston Hughes	
	The Poet of the Underworld by Namdeo Dhasal	
	"The White Man's Burden" by Rudyard Kipling	
5.0	Drama	12
	<i>Harvest</i> by Manjula Padmanabhan	
	Total	60

Required Reading:

Chitre, Dilip. *The Poet of the Underworld* (Namdeo Dhasal), New Delhi; Navayana, 2007.

Guha, Ranjit. *A Subaltern Studies Reader*, New York; OUP, 2000.

Hughes, Langston. *The Negro Speaks*, Westminister; Disney-Hyperion, 2009.

Kipling, Rudyard. *The White Man's Burden*, Morrisville; Lulu press, 2020.

Padmanabhan, Manjula. *Harvest*, Middlesex; Aurora Press, 2003.

Walker, Alice, *The Color Purple*, London; Hachette, 2011.

Yengde, Suraj. *Caste Matters*, New Delhi; Random House, 2019.

Suggested Reading:

Guha, Ramchandra, and Gayatri Chakravorty Spivak. *Selected Subaltern Studies*, New York; OUP, 1988.

Guha, Ranjit. *A Subaltern Studies Reader*, Minneapolis; UMP, 1997.

Gupta, S. S. *Subalternities in India and America*, New York; Taylor and Francis, 2021.

Ludden, David. *Reading Subaltern Studies*, New Delhi; Blackswan, 2003.

Guidelines for Course Assessment:

A. Continuous Assessment- CA: 20 Marks

B. End Semester Examination- ESE: 80 Marks

Question Paper Pattern ESE:

Time: 3 Hours

Max. Marks: 80

Note:

All questions carry equal marks.

Question number one is compulsory.

Attempt any three questions from Q. No. 2 to 6.

Q.1	Write Short notes (5 out of 6) (Compulsory Question based on the entire curriculum - Module 1 to 5)	20 marks
	<i>Solve any THREE of the following questions (Q.2 to Q. 6).</i>	

Q.2	An essay-type question based on Module 1	20 marks
Q.3	An essay-type question based on Module 2	20 marks
Q.4	An essay-type question based on Module 3	20 marks
Q.5	An essay-type question based on Module 4	20 marks
Q.6	An essay-type question based on Module 5	20 marks

Course Structure
DSC (Major - Elective)
HENGE553: American Literature

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGE553	American Literature	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code	Course Name	Continuous Assessment CA				ESE	Total
		Test 1	Test 2	Assignment	Average of T1+T2+Assi./3		
HENGE 553	American Literature	20	20	20	20	80	100

Course Objectives:

1. To get introduced to American literature.
2. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
3. Analyse literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
4. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods in different regions.
5. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.

Course Outcomes:

After completion of the course, the learners will:

1. Be familiar with American literature.
2. Analyse and evaluate literary works as expressions.
3. Understand the language, characteristics, and techniques of the works in American literature.
4. Compare our own dreams with the American dream and look into self-development.

Curriculum Details:

Module	Topic	Hours required
1.0	Non-fiction Prose	12

	<i>Dreams from My Father: A Story of Race and Inheritance</i> : Barack Obama	
2.0	Novel	12
	<i>The Bluest Eye</i> : Toni Morrison	
3.0	Poetry	12
	Langston Hughes: "The Negro Speaks of Rivers", "Harlem", "Let America be America Again"	
4.0	Drama	12
	<i>Desire under Elms</i> : Eugene O'Neill	
5.0	Short Fiction	12
	<i>Fahrenheit 451</i> : Ray Bradbury	
Total		60

Required Reading:

Bradbury, Ray. *Fahrenheit 451*. New York: Ballantine Books, 1953.
 Hughes, Langston. *The Collected Poems of Langston Hughes*, Vintage, 1995.
 Morrison, Toni. *The Bluest Eye*. Holt, Rinehart, and Winston, 1970.
 Obama, Barack. *Dreams from My Father: A Story of Race and Inheritance*. New York: Times Books, 1995.
 O'Neill, Eugene. *Desire under Elms*. Vintage, 1995.

Suggested Reading:

Arnold, Rampersad. *The Life of Langston Hughes*, Oxford; Oxford University Press, 2002.
 Bloom, Harold. *Ray Bradbury*, New York, Infobase Publishing, 2010.
 Bloom, S.F. *Student Companion to Eugene O'Neill*, Connecticut; Greenwood Press; 2007.
 Britton, T. L. *Barack Obama*, Minnesota; Abdo Publishing, 2017.
 Dowling, R. M. *Eugene O'Neill: A Life in Four Acts*, Connecticut; Yale University Press, 2016.
 Kramer, Barbara. *Toni Morrison: A Biography of a Nobel Prize Winning Writer*, NJ; Enslow Publishers, 2013.
 Weller, Sam. *The Bradbury Chronicles: The Life of Ray Bradbury*, New York; HarperCollins, 2006.

Guidelines for Course Assessment:

A. Continuous Assessment- CA: 20 Marks
 B. End Semester Examination- ESE: 80 Marks

Question Paper Pattern ESE:

Time: 3 Hours

Max. Marks: 80

Note:

All questions carry equal marks.

Question number one is compulsory.

Attempt any three questions from Q. No. 2 to 6.

Q.1	Write Short notes (5 out of 6) (Compulsory Question based on the entire curriculum - Module 1 to 5)	20 marks
	<i>Solve any THREE of the following questions (Q.2 to Q. 6).</i>	
Q.2	An essay-type question based on Module 1	20 marks
Q.3	An essay-type question based on Module 2	20 marks
Q.4	An essay-type question based on Module 3	20 marks
Q.5	An essay-type question based on Module 4	20 marks
Q.6	An essay-type question based on Module 5	20 marks

Course Structure
DSC (Field Project)
HENGF551: Field Project

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs)	Credits Assigned
HENGF551	Field Project	04	04

Examination Scheme

[20% Continuous Assessment (CA) and 80% End Semester Examination (ESE)]

Course Code	Course Name	CA (Viva-voce)	ESE	Total
HENGF551	Field Project	20	80	100

Course Objectives:

1. To get introduced to Field Project.
2. To give exposure to the community and libraries.
3. To develop creative and critical thinking.
4. To build scientific writing skills.
5. To teach to present a scientific inquiry or research findings.

Course Outcomes:

After completion of the course, the learners will:

1. Be familiar with the Field Project.
2. Gather the facts and collect data for the study.
3. Compare and contrast the inputs to get a logical conclusion.
4. Write a project report.
5. Make a short presentation on the project they have carried out.

Curriculum Details:

1. At the beginning of the semester, the HoD will allocate all the students their mentor teacher or supervisor for the field project.
2. After the discussion with the supervisor, the student will finalize the topic for project.
3. The HoD and Supervisors should ensure no topics are repeated.
4. Students must prepare a working plan for the project and execute it for the entire semester.
5. Supervisors should encourage research writing by facilitating students to publish papers based on their projects.
6. The student should follow the research methodology they learned the previous semester.

7. Care should be taken while writing the final report to avoid grammatical errors.
8. Every project report must have a proper chapter scheme with a beginning, body, conclusion, and bibliography.
9. Viva-voce would be conducted at the end of the semester only after the project gets completed and the report is submitted to the HoD.
10. The students should be encouraged to prepare PowerPoint Presentations for the final viva-voce examination.