### I Semester

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course No and Title</th>
<th>L</th>
<th>T/W</th>
<th>P: S/TP</th>
<th>Credits</th>
<th>Internal</th>
<th>Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>PA01CENG01: History of English Literature (1500-1660)</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>PA01CENG02: History of English Literature (1660-1798)</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>PA01CENG03: Indian English Literature</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Electives</td>
<td>Group I PA01EENG01: Introduction to Language and Linguistics OR</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>PA01EENG02: American Essays, Poetry, Short Story</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group II PA01EENG03: Modern English Language and Linguistics OR</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>PA01EENG04: American Drama</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Study</td>
<td>PA01SENG01: Language and Literature</td>
<td>00</td>
<td>01</td>
<td>01</td>
<td>02</td>
<td>15</td>
<td>35</td>
<td>050</td>
</tr>
<tr>
<td>Soft-Skills</td>
<td>PA01AENG01: ICT and Professional Development</td>
<td>02</td>
<td>00</td>
<td>01</td>
<td>02</td>
<td>15</td>
<td>35</td>
<td>050</td>
</tr>
<tr>
<td>Viva</td>
<td>PA01VENG01: Comprehensive Viva</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>01</td>
<td>15</td>
<td>35</td>
<td>050</td>
</tr>
<tr>
<td></td>
<td>Total/Semester</td>
<td>240</td>
<td>75</td>
<td>105</td>
<td>25</td>
<td>195</td>
<td>455</td>
<td>650</td>
</tr>
</tbody>
</table>

Legend: L = Lectures; T/W = Tutorials/Workshops; P: S/TP = Practicum: Studied Seminar/Term Paper

### Core Courses

**PA01CENG01: History of English Literature (1500-1660)**
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

There will be no formal teaching of the history of English literature of this period. However, teachers teaching on this course will take care to discuss this in the context of the texts prescribed. They will devote at least 11 lecture sessions each devoted to every text prescribed on the course. Regularity of attendance will be required on the part of the learners.

**Learning Outcomes**
The learners are expected to
a display familiarity with the history of English literature of the period.
b attain a fuller understanding of the history of English literature of the period in the context of the representative texts.
c show an in-depth understanding of the literary genres finding representation on the course.
d be aware of the issues related to the plot, structure, theme/s, characterisation, style etc of the representative works prescribed.

Course Content
Unit-1: William Shakespeare: All’s Well That Ends Well
Unit-2: John Webster: The Duchess of Malfi
Unit-3: John Milton: Paradise Lost, Book-I
Unit-4: John Donne’s Poems: (a) The Sunne Rising; (b) The Flea; (c) The Anniversarie; and (d) Holy Sonnets I, X, and XVII

Mode of Evaluation
Please see the specification made at the end of the course content of FAEN 705.

PA01CENG02: History of English Literature (1660-1798)
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

There will be no formal teaching of the history of English literature of this period. However, teachers teaching on this course will take care to discuss this in the context of the texts prescribed. They will devote at least 11 lecture sessions each devoted to every text prescribed on the course. Regularity of attendance will be required on the part of the learners.

Learning Outcomes
The learners are expected to
a display familiarity with the history of English literature of the period.
b attain a fuller understanding of the history of English literature of the period in the context of the representative texts.
c show an in-depth understanding of the literary genres finding representation on the course.
d be aware of the issues related to the plot, structure, theme/s, characterisation, style etc of the representative works prescribed.

Course Content
Unit-1: William Congreve: The Way of the World
Unit-2: Daniel Defoe: Robinson Crusoe
Unit-3: Jonathan Swift: Gulliver’s Travels
Unit-4: R B Sheridan: The Rivals

Mode of Evaluation
Please see the specification made at the end of the course content of FAEN 705.

PA01CENG03: Indian English Literature
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Teachers will take care to discuss the salient features of the Indian English Literature in the context of the history of its development. They will take care to discuss it in the context of the texts prescribed. They will devote at least 11 lecture sessions each devoted to every text prescribed on the course. Regularity of attendance will be required on the part of the learners.
Learning Outcomes
The learners are expected to
a display familiarity with the history of English literature of the period though there will be no formal teaching of history.
b attain a fuller understanding of the history of English literature of the period in the context of the representative texts and authors.
c show an in-depth understanding of the literary genres finding representation on the course covering the entire period.
d be aware of the issues related to the plot, structure, theme/s, characterisation, style etc in Units 1 to 3.

Course Content
Unit-1: Salman Rushdie: Midnight’s Children
Unit-2: Amitav Ghosh: The Shadow Lines
Unit-3: Girish Karnad: Tuglaq
Unit-4: Selected Poems of A K Ramanujan’s: (a) Conventions of Despair; (b) Self-Portrait; (c) THE HINDOO: the Only Risk; (d) A Meditation; (e) Questions; and (f) Death and the Good Citizen

Mode of Evaluation
Please see the specification made at the end of the course content of FAEN 705.

Elective Courses
Learners will need to choose one each from the following two Groups I and II of courses for the time being given the faculty strength and their current research interest.

Group I
PA01EENG01: Introduction to Language and Linguistics
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Teachers will devote at least 11 lecture sessions each devoted to every text prescribed on the course. Regularity of attendance will be required on the part of the learners.

Learning Outcomes
The learners will be able to
a show an understanding the meaning of linguistics as a science, and the major problems confronting modern English language and linguistics.
b demonstrate their understanding of representative western and early Indian theories of language in their historical perspective.
c examine language variation in the context of society and culture, and appreciate major national, occupational, and register-based varieties of English.
d Provide evidence of a clear understanding of the morphological structure of English.

Course Content
Module-1: Language and Linguistics
1 Linguistics as a science; levels of analysis; properties of language; and practical applications of linguistics as a science: clinical linguistics, sociolinguistics, psycholinguistics, and educational linguistics.
2 Approaches to the study of language: God’s truth vs Hocus-pocus; Structure vs Function; Substance vs Form; Diachronic vs Synchronous; Paradigmatic vs Syntagmatic; Langue vs Parole
3 Concepts in modern linguistics: Competence-Performance; Grammaticality-Correctness; Acceptability-Appropriateness; and Productivity-Creativity

**Essential Reading:** Chapter 1 in Wardhaugh (1993); Chapter 1 in Robins (1971); Chapter 2 in Lyons (1985); Section I in Verma and Krishnaswamy (1989); and Chapter 3 in Yule (1995).

**Module-2: Historical Perspective of Language**
1 The origins of language and the development of the writing system; history of language and language change, especially in Modern English
2 The Difference between animal and human language; sign language, body language and their roles in communication
3 Brief study of some representative Western theorists of language in the 20th century: Saussure, Skinner, and Hymes

**Essential Reading:** Chapters 1, 2, 4, 10, 17, and 18 in Yule (1995); Unit 10 in Section VI in Verma and Krishnaswamy (1989); and Chapter 1 in Krishnaswamy, Verma, and Nagarajan (1991); Chapter 3 in Srivastava et al (1992); and Chapter 2 in Coward (1976).

**Module-3: Language, Society and Culture**
1 Language variation and language varieties: their sociocultural contexts; the Sapir-Whorf Hypothesis: its significance and implications
2 Mother English and other Englishes, especially African, American, and Indian Englishes
3 Occupational and Register-based Varieties of English: English for Occupational Purposes and English for Specific Purposes

**Essential Reading:** Chapters 2, 3, and 4 in Hudson (1982); Chapters 1, 2, 6, 7, and 12 in Platt, Weber, and Lian (1984); Chapter 9 in Lyons (1985); Chapter 5 in Wardhaugh (1993); Chapters 19, and 20 in Yule (1995); and Chapter 1 in Part I and Chapters 16 and 17 in Part III in Jordan (1997).

**Module-4: Morphology**
1 History and fundamental concepts in the study of morphological structure of language
2 Fundamental concepts: lexemes and word forms; prosodic word vs morphological word: free and bound morphemes; inflection vs word formation; paradigms and morphosyntax; allomorphy; and lexical morphology
3 Models: morpheme-based morphology; lexeme-based morphology; and word-based morphology

**Essential Reading:** Chapters 2 in Akmajian, Demers, Farmer and Harnish (1996)

**Prescribed Texts**

**Methodology**
Teaching will be in lecture-cum-workshop mode most of the time. The focus in teaching and instruction will be learner-oriented and will require the learners to process intelligently the reading material provided to them from time to time as essential reading on each of the modules; and to apply the concepts to the local contexts during seminar or workshop sessions. Tutorials,
assignments/short quizzes etc will form a compulsory part of the course. Individual seminar presentations will take place throughout the semester.

**PA01EENG02: American Essays, Poetry, Short Story**
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Teachers will take care to focus on essays, poetry, and short stories written in the context of their development. They will take care to discuss various issues in the context of the works prescribed. They will devote at least 11 lecture sessions each to every unit on the course. Regularity of attendance will be required on the part of the learners.

*Learning Outcomes*

The learners are expected to

a. display familiarity with the background developments in American essays, poetry, and short stories.

b. attain a fuller understanding of the history of American essays, poetry, and short stories in the light of the works prescribed.

c. develop an in-depth understanding of the literary genres finding representation on the course.

*Course Content*

**Unit-1:** Ralph Waldo Emerson’s Essays: (a) “The American Scholar”; (b) “Self-Reliance”; and (c) “Divinity School Address”.

**Unit-2:** Walt Whitman’s Poems: (a) “O Captain! My Captain!”, (b) “Crossing Brooklyn Ferry”, and (c) “When Lilacs Last in the Dooryard Bloom’d”

**Unit-3:** Edgar Allan Poe’s Short Stories: (a) “The Purloined Letter”, (b) “Mystification”, (c) “Silence – A Fable”, and (d) “The Man of the Crowd”

**Unit-4:** Robert Frost’s Poems (a) “After Apple Picking”; (b) “Mending Wall”; (c) “Birches”; (d) “Stopping by the Woods on a Snowy Evening”; and (e) “Two Tramps of Mud Time”.

**Group II**

**PA01EENG03: Modern English Language and Linguistics**
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Teachers will devote at least 11 lecture sessions each devoted to every Unit prescribed on the course. Regularity of attendance will be required on the part of the learners.

*Learning Outcomes*

The learners will be able to

a. demonstrate the use of the sound system of English and transcribe words and sentences phonemically.

b. show comprehension of the concepts in modern English grammar and usage, and identify their use in representative samples of language

c. provide evidence of a sound understanding of semantics.

d. exhibit a clear understanding of pragmatics, discourse, and the ability to exploit their freshly-gained knowledge in analysing samples of language use in oral and written communication.

*Course Content*

**Module-1: Phonetics and Phonology**

1. Phonetics and phonology; speech mechanism; and features of good speech
2 Description and classification of English sounds: strong and weak vowels, diphthongal glides, and consonants
3 Phoneme and syllable; various accents of English; and accent and rhythm in connected speech; Intonation in Modern English: forms and functions

*Essential Reading:* Chapters 1, 3, 4, 8, 9, 10, 12, 13, and 14 in Sethi and Dhamija (1992).

**Module-2: Modern English Grammar and Usage**
1 Elements of grammar; and the structure of clause in Modern English: subject, verb, object, complement, and adverbia
2 The phrase structure in Modern English: noun, verb, adjectival, adverbia, and prepositional phrases
3 Apposition, complementation, coordination, and subordination, and the transformational processes in English

*Essential Reading:* Chapters 2, 3, 5, 6, 9, 12, 13 and Appendix I in Quirk and Greenbaum (1981).

**Module-3: Semantics: Science of Meaning**
1 The traditional conception of meaning; the meaning of ‘meaning’ and the diversity of meaning; levels of meaning
2 Meaning as use: denotation, connotation, implication; lexical meaning: homonymy, hyponymy, polysemy, and synonymy
3 Sense and denotation; sentential and suprasentential meaning; sentence-meaning and utterance-meaning

*Essential Reading:* Chapter 5 in Lyons (1985); Chapters 1 and 8 in Van Dijk (1989); Chapters 1, 3, 5, and 7 in Brown and Yule (1984).

**Module-4: Pragmatics, Discourse and Text**
1 Nature and scope of pragmatics; sense, reference, intentionality; the principle of relevance. criteria of relevance; implicatures versus explicatures; loose uses of language; force; interaction strategies
2 Discourse and features of discourse; and the use of discourse analysis
3 Text linguistics and features characterising a text; translation, transliteration, and transcreation in cultural transmission


**Methodology**
Teaching will be in lecture-cum-workshop mode most of the time. The focus in teaching and instruction will be learner-oriented and will require the learners to process intelligently the reading material provided to them from time to time as essential reading on each of the modules; and to apply the concepts to the local contexts during seminar or workshop sessions. Tutorials, assignments/short quizzes etc will form a compulsory part of the course. Individual seminar presentations will take place throughout the semester.

**PA01EENG04: American Drama**
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70
Teachers will take care to discuss the salient features of the American Literature in the context of the history of its development. They will take care to discuss it in the context of the texts prescribed. They will devote at least 11 lecture sessions each devoted to every text prescribed on the course. Regularity of attendance will be required on the part of the learners.

**Learning Outcomes**
The learners are expected to
a display familiarity with the background developments and historical contexts of American drama.
b attain a fuller understanding of the history of American drama in the context of the representative texts.
c be aware of the issues related to the plot, structure, theme/s, characterisation, style etc of the representative works prescribed in Units 2, 3 and 4.

**Unit-1:** Arthur Miller: *Death of a Salesman*
**Unit-2:** Edward Albee: *Who’s Afraid of Virginia Woolf*
**Unit-3:** Tennessee Williams: *A Streetcar Named Desire*
**Unit-4:** Eugene O’Neill: *Mourning Becomes Electra*

**Mode of Evaluation Applicable to Core and Elective Courses**

**Internal Evaluation**
Attainment on the courses shall be measured through continuous evaluation as a part of the internal assessment during the semester. It shall consist of a Test with a weighting of 10 marks, regular tutorial work and assignments as well as attendance on the course 10 marks, and a studied seminar paper/project and presentation 10 marks.

**Semester Examination**
This shall comprise of questions of the total weighting of 70 marks. There shall be only four main questions in the Question Paper set for the purpose, and these will be based on the following division of weighting:

<table>
<thead>
<tr>
<th>No.</th>
<th>Nature of the Question</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A <em>ten-item</em> question in multiple-choice format based on topics, texts, background etc</td>
<td>10 marks</td>
</tr>
<tr>
<td>2</td>
<td><em>Four</em> questions per unit (04 x 15= 60)</td>
<td>60 marks</td>
</tr>
</tbody>
</table>

The paper-setter/s shall set the questions from a given course, and take every care to ensure that adequate balance is maintained with regard to all the units on the course concerned.

**PA01SENG01: Language and Literature**
Credits: 2; Weighting: 50 marks; Continuous Evaluation: 15; Semester Examination: 35

This being a self-study course, it will not be taught formally as a part of the time-table. Learners enrolled on the MA (English) programme are expected to follow it on their own on the basis of the reading material provided to them. Institutions may, at their discretion, allow them to have not more than four problem-solving sessions with their teachers if the need for it were to be felt. However, attainment on the course will be evaluated.

**Learning Outcomes**
The learners are expected to
a develop an understanding of the poetry, drama, novel, and short story as the major literary forms.
b show their familiarity with essential literary terms in vogue, especially in terms of the points of similarity and difference.

Course Content

Unit-1 Poetry: definition/s; forms: subjective and objective forms; types: ode, lyric, sonnet, elegy, ballad, epic.

Unit-2 Drama: definition/s; forms; types: tragedy, comedy, tragic comedy, melodrama, modern verse drama, one-act plays.

Unit-3: Novel and prose: novel: the traditional and modern novel; elements: plot, theme, characterization, dialogue, background; essay: form and types.

Unit-4 Short story: definition; unity; character; techniques.

Semester Examination

This shall comprise of questions of the total weighting of 35 marks. There shall be only four main questions in the Question Paper set for the purpose, and these will be based on the following division of weighting:

<table>
<thead>
<tr>
<th>No.</th>
<th>Nature of the Question</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A ten-item question in multiple-choice format based on all units with 9 one items having 1 blank each and one of the ten items having 2 blanks</td>
<td>11 marks</td>
</tr>
<tr>
<td>2</td>
<td>Four questions per unit (04 x 06 = 24)</td>
<td>24 marks</td>
</tr>
</tbody>
</table>

PA01AENG01: ICT and Professional Development

Credits: 2; Weighting: 50 marks; Continuous Evaluation: 15; Semester Examination: 35

Learning Outcomes

The learners are expected to

a display familiarity with the background developments and history of ICT and professional development.
b attain a fuller understanding of the use of ICT in professional development.
c show an in-depth understanding of what the future holds for ICT and professional development.

Unit-1: Information and Communication Technology (ICT) and Professional Development

1 ICT: Definition, Concept and Categories: Subject, Tool to support Traditional Subjects, and Administrative tool
2 Role of ICT in Higher Education
3 Technology Integration Strategies for Humanities and Social Sciences
4 Modules of ICT – Pedagogy Integration
5 Implications of New Technologies for Teachers and Students

Unit-2: ICT: What the Future Holds

1 eReadiness: Definition and Concept
2 Technology-supported Project Based Learning
There shall be a comprehensive viva-voce examination conducted both as a part of the continuous internal evaluation and the Semester university examination. The internal comprehensive viva-voce examination will be held by a panel of all the teachers in their respective institutions under the chairmanship of the senior-most teacher on the panel. The Semester comprehensive viva-voce examination will be lead by a panel consisting of all the conveners of courses and one or two eternal examiners on the panel of paper-setters/examiners in the university examination under the chairmanship of the senior-most teacher on the panel.
### II Semester

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course No and Title</th>
<th>L</th>
<th>T/W</th>
<th>P:S/TP</th>
<th>Credits</th>
<th>Internal</th>
<th>Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>PA02CENG01: History of English Literature (1798-1890)</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>PA02CENG02: History of English Literature (1890-1945)</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>PA02CENG03: Literary Criticism</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Electives</td>
<td>Group I</td>
<td>PA02EENG01: Psycholinguistics</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>04</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>PA02EENG02: Twentieth-Century American Fiction</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>04</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Group II</td>
<td>PA02EENG03: Stylistics and Text Linguistics</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>04</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>PA02EENG04: Afro-American Literature</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>04</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Self Study</td>
<td>PA02SENG01: Writing for Academic and Professional Purposes</td>
<td>00</td>
<td>01</td>
<td>01</td>
<td>02</td>
<td>15</td>
<td>35</td>
<td>050</td>
</tr>
<tr>
<td>Soft Skills</td>
<td>PA02AENG01: Life Enrichment</td>
<td>02</td>
<td>00</td>
<td>01</td>
<td>02</td>
<td>15</td>
<td>35</td>
<td>050</td>
</tr>
<tr>
<td>Viva</td>
<td>PA02VENG01: Comprehensive Viva</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>01</td>
<td>15</td>
<td>35</td>
<td>050</td>
</tr>
<tr>
<td>Total/Semester</td>
<td></td>
<td>240</td>
<td>75</td>
<td>105</td>
<td>25</td>
<td>195</td>
<td>455</td>
<td>650</td>
</tr>
</tbody>
</table>

Legend: L = Lectures; T/W = Tutorials/Workshops; P: S/TP = Practicum: Studied Seminar/Term Paper

**PA02CENG01: History of English Literature (1798-1890)**
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

*Learning Outcomes*
The learners are expected to
a. display familiarity with the history of English literature of the period.
b. attain a fuller understanding of the history of English literature of the period in the context of the representative texts and authors.
c. show an in-depth understanding of the literary genres finding representation on the course covering the entire period.
d. be aware of the issues related to the plot, structure, theme/s, characterisation, style etc in Units 2, 3, and 4.

*Course Content*
**Unit-1:** John Keats: *Endymion*
**Unit-2:** Jane Austen: *Persuasion*
**Unit-3:** Charles Dickens: *Hard Times*
**Unit-4:** George Eliot: *Middlemarch*
PA02CENG02: History of English Literature (1890-1945)
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Learning Outcomes
The learners are expected to
a display familiarity with the history of English literature of the period.
b attain a fuller understanding of the history of English literature of the period in the context of the representative texts and authors.
c show an in-depth understanding of the main literary genres finding representation on the course.
d be aware of the issues related to the plot, structure, theme/s, characterisation, style etc in Units 1, 3, and 4.

Course Content
Unit-1: G B Shaw: Arms and the Man
Unit-2: T S Eliot: The Waste Land
Unit-3: James Joyce: A Portrait of an Artist as a Young Man
Unit-4: George Orwell: Animal Farm

PA02CENG03: Literary Criticism
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Learning Outcomes
The learners are expected to
a display familiarity with the traditions of classical literary criticism represented by Aristotle.
b attain a fuller understanding of the traditions of the literary criticism in the west, especially England.
c show an in-depth understanding of the essays prescribed on the course.

Course Content
Unit-1: Aristotle: Poetics (Part I and II)
Unit-2: Sir Philip Sydney: An Apology for Poetry
Unit-3: (a) William Wordsworth: Preface to Lyrical Ballads; and (b) S T Coleridge: Biographia Literaria (Chapters XIII, XV)

Elective Courses
Learners will need to choose one each from the following two groups I and II of courses for the time being given the faculty strength and their current research interest.

Group I
PA02EENG01: Psycholinguistics
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Teachers will devote at least 11 lecture sessions each devoted to every module prescribed on the course. Regularity of attendance will be required on the part of the learners.

Learning Outcomes
The learners will be able to
a show an understanding the meaning of linguistics as a science, and the major problems confronting modern English language and linguistics.
b demonstrate their understanding of representative western and early Indian theories of language in their historical perspective.
c examine language variation in the context of society and culture, and appreciate major national, occupational, and register-based varieties of English.
d Provide evidence of a clear understanding of the morphological structure of English.

Course Content
1 Introduction to the key concepts of psycholinguistics. Language and communication: is language specific to humans? Language disorders: aphasias and dyslexias. Other language-related disorders. Sign language. (., ch.;, ch.)

Essential Reading: Chapters A1, B1, C1, A12, B12, C12 in Field (2003); Chapters 1, 3 (pp. 45-60, and pp. 60-70) in Harley (2001); and Chapters 2, and 11 (pp. 330-338) in Steinberg et al. (2001).

2 The cognitive basis of language: how children learn language. The nature vs. nurture debate: behaviorism or an innate capacity for acquisition? Language processing: bottom-up and top-down processing; serial and parallel processing. Perceptual and conceptual information. The role of context.

Essential Reading: Chapters A6, B6 in Field (2003); Chapters 3 (pp. 70-77); 4 (pp. 91-109) in Harley (2001); and Chapters 1, and 10 in Steinberg et al. (2001).

3 The biological basis of language: language and the brain. General brain structure and function. Language areas and their function. Localisation and lateralization. (Steinberg et al., Harley, ch. 3: pp. 60 – 70)

Essential Reading: Chapters A3, B3, C3 in Field (2003); Chapters 3 (pp. 60-70); 4 (pp. 91-109) in Harley (2001); and Chapters 11 (pp. 309-330) in Steinberg et al. (2001).

4 The social basis of language: the relationship between language, thought and culture. Is language necessary for thought, does it influence culture and does it affect our perception of society and the world?

Essential Reading: Chapters 3 (pp. 77-88) in Harley (2001); and Chapter 9 in Steinberg et al. (2001).

Methodology
Teaching will be in lecture-cum-workshop mode most of the time. The focus in teaching and instruction will be learner-oriented and will require the learners to process intelligently the reading material provided to them from time to time as essential reading on each of the modules; and to apply the concepts to the local contexts during seminar or workshop sessions. Tutorials, assignments/short quizzes etc will form a compulsory part of the course. Individual seminar presentations will take place throughout the semester.

Prescribed Texts

PA02EENG02: Twentieth-Century American Fiction
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Teachers will take care to discuss the salient features of the American Literature in the context of the history of its development. They will take care to discuss it in the context of the texts prescribed. They will devote at least 11 lecture sessions each devoted to every text prescribed on the course. Regularity of attendance will be required on the part of the learners.

Learning Outcomes
The learners are expected to
a display familiarity with the background developments and historical contexts of American literature.
b attain a fuller understanding of the history of American literature in the context of the representative texts.
c be aware of the issues related to the plot, structure, theme/s, characterisation, style etc of the representative works prescribed.

Course Content
Unit-1: Ellen Glasgow: The Sheltered Life
Unit-2: Bernard Malamud: The Assistant
Unit-3: Isaac Bashevis Singer: The Slave
Unit-4: Earnest Hemingway: Farewell to Arms

Group II
PA02EENG03: Stylistics and Text Linguistics
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Teachers will devote at least 11 lecture sessions each devoted to every Unit prescribed on the course. Regularity of attendance will be required on the part of the learners.

Learning Outcomes
The learners will be able to
a demonstrate understanding of the notions of stylistics, discourse analysis, and text linguistics.
b exhibit a clear understanding of the issues involved on the course.
c provide evidence of having developed the ability to exploit the freshly-gained knowledge in analysing samples of language use in oral and written communication.

Course Content
Unit-1: Stylistics
1 Nature and Scope of Stylistics
2 The Relevance of Stylistic Analysis in Literary Interpretation.

Unit-2: Literary Stylistics
1 Literature as Text: Literary Stylistics
2 Literature as Discourse: Discourse Analysis

Unit-3: Text Linguistics
1 The Evolution of Text Linguistics
2 Textuality and the Seven Standards of Textuality
Unit-4: The Procedural Approach to Text Linguistics
1 Cohesion and Coherence
2 Intentionality and Acceptability
3 Informativity, Situationality and Intertextuality

Recommended Reading

Methodology
Teaching will be in lecture-cum-workshop mode most of the time. The focus in teaching and instruction will be learner-oriented and will require the learners to process intelligently the reading material provided to them from time to time as essential reading on each of the modules; and to apply the concepts to the local contexts during seminar or workshop sessions. Tutorials, assignments/short quizzes etc will form a compulsory part of the course. Individual seminar presentations will take place throughout the semester.

PA02EENG04: Afro-American Literature
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Teachers will take care to discuss the salient features of the American Literature in the context of the history of its development. They will take care to discuss it in the context of the texts prescribed. They will devote at least 11 lecture sessions each devoted to every text prescribed on the course. Regularity of attendance will be required on the part of the learners.

Learning Outcomes
The learners are expected to
a display familiarity with the background developments and historical contexts of American literature.
b attain a fuller understanding of the history of American literature in the context of the representative texts.
c show an in-depth understanding of the literary genres finding representation on the course.
d be aware of the issues related to the plot, structure, theme/s, characterisation, style etc of the representative works prescribed.

Unit-1: Toni Morrison: *Beloved*
Unit-2: Lloyd L. Brown: *Iron City*
Unit-3: Alice Walker: *The Color Purple*
Unit-4: Charles Johnson: *Middle Passage*

Mode of Evaluation Applicable to Core and Elective Courses

Internal Evaluation
Attainment on the courses shall be measured through continuous evaluation as a part of the internal assessment during the semester. It shall consist of a Test with a weighting of 10 marks,
regular tutorial work and assignments as well as attendance on the course 10 marks, and a studied seminar paper/project and presentation 10 marks.

**Semester Examination**
This shall comprise of questions of the total weighting of FAEN 70 marks. There shall be only four main questions in the Question Paper set for the purpose, and these will be based on the following division of weighting:

<table>
<thead>
<tr>
<th>No.</th>
<th>Nature of the Question</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A <em>ten-item</em> question in multiple-choice format based on topics, texts, background etc</td>
<td>10 marks</td>
</tr>
<tr>
<td>2</td>
<td><em>Four</em> questions per unit (04 x 15= 60)</td>
<td>60 marks</td>
</tr>
</tbody>
</table>

The paper-setter/s shall set the questions from a given course, and take every care to ensure that adequate balance is maintained with regard to all the units on the course concerned.

**PA02SENG01: Writing for Academic and Professional Purposes**
Credits: 2; Weighting: 50 marks; Continuous Evaluation: 15; Semester Examination: 35

Note: This is a self-study course, and will not be taught formally as a part of the regular timetable. Learners enrolled on the MA (English) programme are expected to follow it on their own on the basis of the reading material provided to them. Institutions may, at their discretion, allow them to have not more than four problem-solving sessions with their teachers if they feel the need to do so. However, attainment on the course will be assessed both as a part of the internal evaluation and Semester examination.

**Learning Outcomes**
The learners are expected to
a develop an understanding of the organisation of writing.
b show familiarity with the structure and organisation of academic writing.
c be able to display competence in writing for both academic and professional purposes.

**Course Content**

**Unit-1: Organization of writing**
1 Guided writing, expansion, use of connectives, sequencing, writing a paragraph free writing, mind mapping.
2 Paraphrasing, summarizing, writing an abstract.
3 Writing letters, resume and email: e-mail etiquette.

**Unit-2: Academic Writing**
1 Writing proposals, statements of purpose.
2 Structure of a report, report writing.
3 Writing an essay: descriptive, argumentative and scientific.

**Unit-3: Professional Writing**
1 Inter office memos, professional reports: business, survey; minutes of a meeting.
2 Editing, writing a review, creative writing: Ad writing, slogan writing and writing headlines.
3 Technical writing; product and process writing, writing a user manual.

**Semester Examination**
This shall comprise of questions of the total weighting of 35 marks. There shall be only four main questions in the Question Paper set for the purpose, and these will be based on the following division of weighting:

<table>
<thead>
<tr>
<th>No.</th>
<th>Nature of the Question</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A ten-item question in multiple-choice format based on all units with 9 one items having 1 blank each and one of the ten items having 2 blanks</td>
<td>11 marks</td>
</tr>
<tr>
<td>2</td>
<td>Four questions per unit (04 x 06= 24)</td>
<td>24 marks</td>
</tr>
</tbody>
</table>

**PA02AENG01: Life Enrichment**

Credits: 2; Weighting: 50 marks; Continuous Evaluation: 15; Semester Examination: 35

*Learning Outcomes*

The learners are expected to display familiarity with all aspects of integral life as conceived by Sri Aurobindo. attain a fuller understanding of integral education in the context of texts prescribed. show an in-depth understanding of the concept of integral health as conceived by Sri Aurobindo. be able to undertake integral studies through self-learning mode once the course is over.

*Course Content*

**Unit-1: Integral Life** (5 hours)
1. Evolution and Human Life
2. Indian and Western Perspectives of Life
3. Life and Yoga
4. Science and Spirituality
5. Future of Humanity

**Unit-2: Integral Education** (5 hours)
1. Science and Living
2. Physical Education
3. Mental Education
4. Vital Education
5. Psychic Education

**Unit-3: Integral Health** (5 hours)
Sariram Khalu Dharma Sadhanam
S swathya and Arogya
An Integral View of Health, Disease, Treatment, Cure, Birth, Death
Synthesis of Various Health Sciences
Psychological Health – An Overview

**Unit-4: Integral Studies, Self Learning** (15 hours)
Exercises to develop an integral view of the main subject of one’s study

Workshops – True Success, Spirituality at Work, Intuition and Other Life-enriching Aspects
Self/assisted study of some of the reference books of the first four units, eg: (a) *On Education*, (b) *Four Austerities and Four Liberations*, (c) *Life Beautiful*, (d) *Chalo Jivanne Madhur Banvia*. 
Reference Books
The Mother, *Four Austerities and Four Liberations*. Sri Aurobindo Ashram, Puducherry.

Mode of Evaluation
The assessment scheme for the course will comprise of (a) Seminar/Paper/Report Presentation – 25 %, and (b) Semester written examination – 75%. The medium of instruction will be English for the students enrolled in the Department.

**PA02VENGO1: Comprehensive Viva**
Credit: 1; Weighting: 50 marks; Continuous Evaluation: 15; Semester Examination: 35

There shall be a comprehensive viva-voce examination conducted both as a part of the continuous internal evaluation and the Semester university examination. The internal comprehensive viva-voce examination will be held by a panel of all the teachers in their respective institutions under the chairmanship of the senior-most teacher on the panel. The Semester comprehensive viva-voce examination will be lead by a panel consisting of all the conveners of courses and one or two eternal examiners on the panel of paper-setters/examiners in the university examination under the chairmanship of the senior-most teacher on the panel.