

STRUCTURE OF THE SYLLABUS

SEMESTER I

21MA101: British Literature I
21MA102: British Literature II
21MA103: Indian Writing in English I
21MA104: Gender and Literature
21MA105: Understanding Mythology and Folktales (Indian)
21MA106: Soft Core Paper I: Introduction to Popular Literature

SEMESTER II

21MA201: British Literature III
21MA202: British Literature IV
21MA203: Indian Writing in English II
21MA204: Textual Analysis and Interpretation
21MA205: Study of English Language
21MA206 Soft Core Paper II(a): Reading Indias
Soft Core Paper II(b): Cultural Studies: Theory and Method

SEMESTER III

21MA301: Teaching of English Language and Literature
21MA302: Indian Literatures in Translation
21MA303: Post-Colonial Literature and Thought I
21MA304: Texts: Visual, Media, Digital
21MA305: European Literature
21MA306: Open Elective: Language Skills and their Applications

SEMESTER IV

21MA401: Modern Critical Theory
21MA402: Translation: Texts, Theory and Practice
21MA403: Post-Colonial Literature and Thought II
21MA404: American Literature
21MA405: World Literature
21MA406: Elective Paper I(a): Academic Writing and Research
Elective Paper I(b): Internship

Programme Objectives:

The MA English programme seeks to familiarize the students to the vast and varied world of literary and cultural studies. The various courses offered in the 4 semesters introduce students to key texts, areas, genres and theoretical approaches within literary studies as well as develop skill sets and knowledge that can enhance their career prospects.

The courses are structured with the following objectives:

- Develop critical and analytical skills
- Inculcate research thinking
- Nuanced understanding of the world
- Foster strong sense of empathy for the subaltern
- Ethical thinking
- Improve written and spoken communication
- Develop Skills that enable students to enter into a career of teaching and writing.

Programme Outcomes:

On completion of the MA English programme, the students are equipped with comprehensive knowledge of the domain as well as social and professional skills. The following are the outcomes:

- Application of the various theoretical approaches to analyse any text
- Effective communication skills
- Team work and collaboration
- Creativity
- Digital -Age literacy
- Time management
- Problem solving skills
- Attention to detail.
- Self-motivated managers of their learning process
- Respect for diversity
- Accountability and responsibility

Structure of the MA English Programme:

Each semester constitutes 5 core courses and 1 elective/soft core/open elective course. The total number of credits that students will require to complete the course: **90**

Type of Course	ESE	CIA	Credits	No. of hours
Core Courses	100 marks	50 marks	4	64
Soft Core courses	100 marks	50 marks	3	48
Elective Courses	100 marks	50 marks	4	64

JYOTI NIVAS COLLEGE AUTONOMOUS
SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
(Under the CBCS Scheme)
SEMESTER I

21MA101: BRITISH LITERATURE-I

[64]

Course Objectives:

- To introduce the students to the beginnings of British Literature and its developments.
- To enable the students to critically interrogate canonical texts in a broader framework.

Learning Outcomes:

- Ability to critically interrogate canonical as well as unconventional texts that mark the beginnings of British Literature and its developments
- Familiarity with literary, cultural and social context of British Literature in the 15th, 16th and 17th centuries

UNIT-I

(10)

Chaucer and his contemporaries
The Elizabethan Age
The Puritan Age
The Metaphysicals

UNIT-II

[22]

Chaucer: selections from 'The General Prologue' The Canterbury Tales (Knight, squire, Prioress, the Wife of bath)
Wyatt: Whoso list to hunt
Sidney: Sonnet 1 from Astrophil and Stella
Spenser: Sonnet 75 from Amoretti; Extract from Faerie Queene, Book I
Shakespeare: Sonnets 130 and 138
Mary Sidney: To the Angell Spirit of... Sir Philip Sidney
Aemelia Lanyer: Extract from Salve Deux Rex Judaeorum
Donne: Batter My Heart; The Flea
Marvell: To His Coy Mistress; The Horation Ode
Herbert: Pulley
Milton: selections from Book II and Book 9 of Paradise Lost; Sonnet 16
Lady Mary Wroth: Am I thus Conquered: Have I Lost the Powers
Queen Elizabeth: A Song Made by Her Majesty

UNIT-III

[24]

Marlowe: Doctor Faustus
Shakespeare: Hamlet; The Tempest
Webster: Duchess of Malfi

UNIT-IV

[8]

Margaret Lucas Cavendish: Epistle to the Most Famously Learned (from The Philosophical and Physical Opinions)
Bacon: Of Revenge

Dorothy Osborne: Letters (selections)

Background Reading:

C.S Lewis: Courtly Love
Harry Levin: The Question of Hamlet
Tanya Polard: Tragedy and Revenge
Lamming: Monster, Slave and Child
Atwood: Gertrude Talks Back
Helen Gardner: The Metaphysical Poets
Lorna Sage: Milton in Literary History

Format for Internal assessment:

Mid- sem exam (90mins)	Theatre production – group activity (extract of a play or their own production)	Written assignment	Attendance
20 marks	15	10	5

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SEMESTER I

21MA102: BRITISH LITERATURE-II

[64]

Course Objectives:

- To introduce the students to the Augustan, Pre-Romantic and Romantic ages of British Literature.
- To enable the students to critically interrogate canonical texts in a broader framework.

Learning Outcomes:

- Ability to critically interrogate canonical as well as unconventional texts of Augustan, Pre-Romantic and Romantic ages of British Literature
- Familiarity with literary, cultural and social context of British Literature in the 17th and 18th centuries

UNIT-I

(10)

The Age of Satire
Restoration Prose and poetry
Sentimental and Anti-sentimental Drama
The Age of Transition and the Pre-Romantics
Romantic Movement

UNIT-II

[24]

Pope: The Rape of the Lock (extract)
Addison: An Account of the Greatest English Poets (extract)
Goldsmith: The Deserted Village
Burns: To a Mouse
Blake: Selections from Songs of Innocence and Songs of Experience
Mary Collier: Women’s Labour (extract)
Wordsworth: Tintern Abbey (extract)

Charlotte Smith: The Emigrants (extract)
 Coleridge: The Lime Tree Bower my Prison
 Mary Lamb: Envy; Two Boys
 Keats: Ode on a Grecian Urn; To Autumn

UNIT-III [6]

Sheridan: The School for Scandal
 Shelley: Prometheus Unbound (extract)

UNIT-IV [8]

Swift: A Modest Proposal
 Steele: The Spectator Club
 Lamb: Dream Children, A Reverie
 Mary Wollstonecraft: Introduction from the Vindications of the Rights of Woman

UNIT-V [16]

Aphra Behn: Oroonoko
 Mary Shelley: Frankenstein
 Austen: Persuasion
 Daniel Defoe: Robinson Crusoe (extract)

Background Reading:

Wordsworth: The Preface
 Alma Tero: Women Poets in Romanticism
 Ian Watt: Introduction from The Rise of the Novel

Format for Internal assessment:

Mid- sem exam (90mins)	Oral Presentation	Written assignment	Club Activity	Attendance
20 marks	10	10	5	5

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 SEMESTER I**

21MA103: INDIAN WRITING IN ENGLISH-I [64]

Course Objectives:

- To introduce students to the issues and concerns in the area of Indian Writing in English.
- To examine the various nuances of the term ‘Indian’.

Learning Outcomes:

- Acquire skills required to read and analyse literary texts from Indian Writing in English in its cultural and social contexts
- Understanding of issues and concerns in the area of Indian Writing in English

UNIT-I [6]
 V.K Gokak: The Concept of Indianness with Reference to Indian Writing in English
 Ganesh Devy: ‘Multiculturalism’ from In Another Tongue: Essays on Indian English Literature
 M K Naik: The Literary Landscape

UNIT-II [8]
 Swami Vivekananda’s Speech at the Parliament of the World’s Religions (1893)
 Ambedkar: A Reply to Mr. Gandhi by Dr. B.R Ambedkar
 Nehru: Tryst with Destiny (speech)
 Sarojini Naidu: Education of Indian Women

UNIT-III [14]
 Aurobindo: Radha’s complaint in absence
 Toru Dutt: Jogadhya Uma
 Tagore: Selections from Gitanjali (6 poems)
 Sarojini Naidu: Indian Weavers
 A.K Ramanujan: History; The Hindoo: He Reads his Gita
 Nissim Ezekiel: Night of the Scorpion. The Enterprise
 R. Parthasarathy: Homecoming (extracts)

UNIT-IV [24]
 Raja Rao: Kanthapura
 Mulk Raj Anand: Untouchable
 R.K. Narayan: The Guide
 Khushwant Singh: Train to Pakistan
 Rokeya Hossain: Sultana’s Dream
 Attia Hosain: The Storm

UNIT-V [12]
 Tagore: The King and the Queen
 Karnad: Yayati
 Gurucharan Das: Larins Sahib

Format for Internal assessment:

Mid- sem exam (90mins)	Oral Presentation	Creative Writing – poem/short fiction	Attendance
20 marks	10	15	5

**JYOTI NIVAS COLLEGE AUTONOMOUS
 SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
 (Under the CBCS Scheme)
 SEMESTER I**

21MA104: GENDER AND LITERATURE

[64]

Course Objectives:

- To examine different representations of gender in texts.
- To explore literary images of men and women and spaces of negotiations, within the various cultural contexts, primarily Indian.
- To introduce gynocriticism and the politics of the text.
- To explore construction of gendered identities in popular discourse.

Learning Outcomes:

- Understanding of various theoretical positions within gender studies
- Ability to think and react sensitively to the various representations of gender in society.
- Awareness to empower themselves and those around them

UNIT-I

[14]

Mary E John & Janaki Nair: Sexuality in Modern India: Critical Concerns
Vasanthi Sankaranarayan: Subversion from Within- Three Rebels from Literature
Joanna Russ: 'Prohibitions' and 'Denial of Agency' (from How to Suppress Women's Writing)

Elaine Showalter: The Female Tradition (from A Literature of their Own)

Susie Tharu & K.Lalitha: Introduction (from Women Writing in India)

Mangesh Kulkarni: Indian Masculinities: A Million Mutations

Hoshang Merchant: Introduction (from Yaarana)

Serena Nanda: The Hijra as Neither Man nor Woman (From Neither Man Nor Woman)

UNIT-II

[38]

Robert Browning: My Last Duchess

Daphne Du Maurier: Rebecca

Charlotte Gilman: The Yellow Wallpaper

Lalithambika Antharjanam: Goddess of Revenge

Anupama Niranjana: The Incident and After

Mahasweta Devi: Draupadi

M.T Vasudevan Nair: Mist

Ashokamitran: On Top of the World

Shashi Deshpande: The Stone Woman

Mrinal Pande: Girls

Ashapura Devi: Izzat

Jyoti Lanjewar: I Never Saw You

Damodar Mauzo: Theresa's Man

Gita Hariharan: The Remains of the Feast

R. Chudamani: The Strands of Void

Ismat Chughtai: The Quilt

Vikram Seth: Dubious (From Mappings)

Ambai: One Person and Another

Shobhana Siddique: Full to the Brim

Iftikhar Naseen: Her/Man

A Revathi: The Truth About Me: A Hijra Life Story (extract)

Yashica Dutt: Coming Out as a Dalit (extracts)
Selections from Shadow Lives: Writings on Widowhood

UNIT-III

[12]

Popular Culture and Media

Construction of Gendered Identities in Popular Culture – Television, films, Advertisements, Journalism and Music.

Various texts from different genres will be taken up for classroom discussion and analysis (this section will be assessed through classroom presentations)

List of Concepts:

1. Body
2. Essentialism
3. First Wave Feminism\
4. Second Wave Feminism
5. Third Wave Feminism
6. Gender
7. Gender Order
8. Heterosexism
9. Identity Politics
10. Masculinities/Masculinity
11. Femininities/Femininity
12. (the) Other
13. Sexuality
14. Socialisation
15. Stereotype
16. Feminist
17. Patriarchy
18. Transgender
19. Queer Theory
20. LGBT

Format for Internal assessment:

Mid- sem exam (90mins)	Oral Presentation – Analysis of a Popular cultural text from the perspective of gender	Written assignment	Club Activity	Attendance
20 marks	10	10	5	5

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(Under the CBCS Scheme)
SEMESTER I**

21MA105: UNDERSTANDING MYTHOLOGY AND FOLKTALES (INDIAN) [64]

Course Objectives:

- To introduce students to the various theoretical approaches in the study of folktales and mythology.
- To familiarise them with the various contemporary uses of mythology and folktales and its revisions, in literature, cinema and other media.

Learning Outcomes:

- Familiarity of the theoretical approaches to mythology and folktale
- Ability to analyse mythological and folk texts from a socio-cultural, psychoanalytical and political perspectives.
- Ability to recognise and interpret contemporary revisions and adaptations of mythical and folkloric texts

UNIT-I:

16 hours

Alan Dundes: Folklore as a Mirror of Culture (From The Meaning of Folklore)Peter J. Claus & Frank J. Korom: Folk, Folklore and Folkloristics (from Folkloristics and Indian Folklore)Esther Clinton: The Trickster (From Archetypes and Motifs in Folklore and Literature)Sadhana Naithani: Prefaced Space: Tales of the Colonial British Collectors of Indian Folklore (From Imagined States: Nationalism, Utopia and Longing in Oral Cultures)Kiran Budkuley: Mahabharata Myths in Contemporary Writing: Challenging Ideology (From Myth in Contemporary Indian Literature)

A.K Ramanujan: Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation; Towards a Counter-system: Women's Tales

Joseph Campbell: The Hero with a Thousand Faces (extracts)**UNIT-II: Mythology**

20 hours

R.B Sreedevi: Woman of Stone

Volga: The Reunion

G Sasi Madhuravelli: Shambuka

Poile Sengupta: Thus Spake Shoorpanakha, So Said Shakuni

Rukmini Bhaya Nair: Kali

Taslina Nasrin: Eve Oh Eve

Paul Zachariah: Who Knows

Shashi Tharoor: The Great Indian Novel (selections)Dharamvir Bharati: Andha Yug

Gracy: Panchali

Adil Jussawalla: A Song for Ekalavya

UNIT-III: Folktales

20 hours

Animal Stories: A Jackal King

Sister Crow and Sister Sparrow

The Story of Pebet

Stories about Stories: Tell it to the Walls

A Story and a Song

Woman Centered Stories: The Pomegranate Queen

The Clever Daughter-in-law
 The Serpent Lover
 Folk heroes (selections): Tenali Rama Stories
 Akbar and Birbal Stories
 Chhurbura Tales
 Chandrashekar Kambara: Siri Sampige
 Malayatoor Ramakrishnan: Yakshi
 Easterine Kire: Son of the Thundercloud

UNIT-IV: Mythology and Folktales in Popular Culture and Media

8 hours

Use of mythology and folktales in contemporary popular culture – popular fiction, television, film and media.

Various texts of these genres will be taken up for classroom discussion and analysis (this will be part of internal assessment)

Format for Internal assessment:

Mid- sem exam (90mins)	Group Oral Presentation – Analysis of a revisionist mythological/folklore text from the Indian context	Archiving Folklore Project – audio/video/written record of folk text collected and archived; a written report on the collected text	Attendance
20 marks	10	15	5

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 SEMESTER I**

21MA106 SOFT CORE PAPER I – INTRODUCTION TO POPULAR LITERATURE

[48]

Course Objectives:

- To enhance students’ basic reading, comprehension and analytical skills.
- To familiarise students with easy and accessible literature as a bridge to understanding genre, characterisation, nuances of language, and narrative.
- To provide a platform for reading more complex and challenging texts of the core papers

Learning Outcomes:

- Acquire enhanced reading, comprehension and analytical skills
- Ability to analyse different genres and writings of the core papers.

UNIT I:

(8)

Peter Hunt: Introduction: “The Expanding World of Children’s Literature” (extract)
 Ken Gelder: Popular Fiction: The Logics and Practices of a literary Field (extract)
 Stephen Knight: The Golden Age (extract)

UNIT II:**(16)**

Saki : The Open Window
 O. Henry : The Cop and the Anthem
 W.W. Jacobs: The Monkey's Paw
 Shirley Jackson: The Lottery
 Roald Dahl : The Three Little Pigs
 Satyajit Ray: The Locked Chest
 Ruskin Bond: Susanna 's Seven Husbands
 Jeffrey Archer: Just Good Friends
 Ray Bradbury: There Will Come Soft Rains
 Marilyn Nelson : Marcus Garvey Sits for a Bust (Concrete Poetry)
 Yuvraj Singh : Test of My Life (extract)
 Rupi Kaur: select poems
 Michael Jackson: select songs
 Scorpions: Winds of Change
 Supandi Stories (selections)

UNIT III:**(24)**

Melina Marchetta: Looking for Alibrandi
 Stephen King: Carrie
 John Boyne: The Boy in the Striped Pyjamas
 Kathryn Erskine: Mocking-bird
 Enid Blyton: Five Go Adventuring Again
 Agatha Christie: The Murder of Roger Ackroyd
 Paula Hawkins: The Girl on the Train

Suggested Reading:Blaft Anthology**Format for Internal assessment:**

Mid- sem exam (90mins)	Group Presentation – poster/model making	Page to Screen Analysis	Attendance
20 marks	10	15	5

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(Under the CBCS Scheme)
SEMESTER II
21MA201: BRITISH LITERATURE-III [64]

Course Objectives:

- To introduce students to the Victorian age in British Literature and new genres.
- To enable the students to critically interrogate canonical texts in a broader framework.

Learning Outcomes:

- Ability to critically interrogate canonical as well as noncanonical texts that mark the Victorian age in British Literature as well as the new genres of this period
- Familiarity with literary, cultural and social context of British Literature in the 19th Century

UNIT – I [8]
 Victorian Poetry; The Victorian Novel
 Woman Writer in the Victorian Age
 The War Poetry

UNIT-II [14]
 Tennyson: Ulysses
 Browning: Fra Lippo Lippi
 Elizabeth Barrett Browning: Aurora Leigh (selections)
 Hopkins: The Windhover
 Christina Rossetti: Goblin Market
 Felicia Haemans: Casabianca
 Owen: Insensibility

UNIT-III [8]
 Shaw: Pygmalion
 Synge: Riders to the Sea

UNIT-IV [4]
 Arnold: Study of Poetry (extract)
 Dickens: Pickwick Papers (extract)

UNIT-V [30]
 Emily Bronte: Wuthering Heights
 Charlotte Bronte: Jane Eyre
 Bram Stoker: Dracula
 Hardy: Return of the Native
 Conrad: Heart of Darkness
 Lawrence: ‘The Virgin and the Gypsy’
 Sir Arthur Conan Doyle: The Copper Beeches

Background Reading:

Jerome Hamilton Buckley: Victorianism
 Frank Kermode: ‘The Modern Apocalypse’ from The Sense of an Ending

Format for Internal assessment:

Mid- sem exam (90mins) for 50 marks	Women’s History Project	Club Activity	Attendance
Reduced to 20 marks	20	5	5

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SEMESTER II
21MA202: BRITISH LITERATURE-IV

[64]

Course Objectives:

- To introduce the students to the areas of Modernism and Post-Modernism of British Literature.
- To enable the students to critically interrogate canonical texts in a broader framework.

Learning Outcomes:

- Ability to critically interrogate canonical as well as noncanonical texts of Modernism and Post-Modernism within British Literature
- Familiarity with literary, cultural and social context of British Literature in the 20th century.

UNIT – I [8]

Modernism
Poetry of the 1930s
Theatre of the Absurd
Postmodern Fiction

UNIT-II [17]

T.S Eliot: Hollow Men
W.B Yeats: Sailing to Byzantium
Auden: The Shield of Achilles
Dylan Thomas: Do Not Go Gently into the Good Night
Philip Larkin: Whitsun Weddings
Ted Hughes: The Thought Fox
Fleur Adcock: Weathering
Seamus Heaney: The Death of a Naturalist
Eavan Boland: How we made a New Art on Old Ground

UNIT-III [8]

Osborne: Look Back in Anger
Samuel Beckett: Waiting for Godot

UNIT-IV [9]

Eliot: Tradition and the Individual Talent
Fay Weldon: In the Great War
Doris Lessing: To Room Nineteen
P G Wodehouse: Unpleasantness at Bludleigh Court
Zadie Smith: The Embassy of Cambodia

UNIT-V [22]

Orwell: Animal Farm
Virginia Woolf: Mrs. Dalloway
C.S Lewis: The Lion, the Witch and the Wardrobe
Alexander Michaelides: The Silent Patient
Fowles: French Lieutenant's Woman

Background Reading:

Irving Howe: The Idea of the Modern
Malcolm Bradbury: Introduction to the Novel Today
Martin Esslin: The Theatre of the Absurd

Format for Internal assessment:

Mid- sem exam (90mins)	Creative Writing Project	CBSE – NET Model Test	Club Activity	Attendance
20 marks	10	10	5	5

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SEMESTER II

21MA203: INDIAN WRITING IN ENGLISH-II

[64]

Course Objectives:

- To introduce the students to contemporary issues and concerns of Indian Writing in English.
- To teach students to debate and engage with a variety of texts.

Learning Outcomes:

- Understanding of contemporary issues and concerns of Indian Writing in English and Indian society
- Acquire skills required to read and analyse literary texts from Indian Writing in English in its cultural and social contexts

UNIT-I (Background)

[6]

Meenakshi Mukherjee: Anxiety of Indianness

Jon Me: After Midnight: The Novel in the 1980s and 1990s

Shashi Deshpande: 'Where Do We Belong?' from Writing from the Margin

UNIT-II

[8]

Mamang Dai: Legends of Pensang (extract)

Arundhati Roy: The Pandemic is a Portal

Bhavani Bhattacharya: A Moment of Eternity

Temsula Ao: The Last Song

UNIT-III

[18]

Kamala Das: The Stone Age; Introduction

Jayanta Mohapatra: Hunger

Keki N. Daruwalla: Pestilence

Arun Kolatkar: Selections from Jejuri

Eunice D'Souza: Feeding the Poor; Autobiographical

Rukmani Bhaya Nair: Gender Roles

Imtiaz Dharkar: Purdah I

Agha Shahid Ali: Postcard from Kashmir

Robin S Ngangom: My Invented Land

UNIT-IV

[24]

Salman Rushdie: Midnight's Children

Amitav Ghosh: Hungry Tide

Rahul Pandita: Our Moon has Blood Clots

Meena Kandasamy: The Gypsy Goddess
Jane D'Souza: When the World Went Dark

UNIT V

[8]

Manjula Padmanabhan: Harvest
Mahesh Dattani: Final Solutions

Format for Internal assessment:

Mid- sem exam (90mins)	Oral Presentation	Written assignment	Club Activity	Attendance
20 marks	10	10	5	5

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SEMESTER II

21MA204: TEXTUAL ANALYSIS AND INTERPRETATION [64]

Course Objectives:

- To teach the students how to read texts and their contexts.
- To introduce issues of interpretation across genres.
- To help students make comparisons of texts across media.

Learning Outcomes:

- To use the various interpretative approaches and techniques for analysis of texts
- Ability to read texts across genres and media

UNIT-I

[20]

Key terms and concepts for approaches to texts, analysis and understanding - literary and non-literary, including visual texts.

1. New Criticism
2. Realism/ Surrealism
3. Modernism/Postmodernism
4. Stream of consciousness
5. Magic realism
6. Structuralism/ Poststructuralism
7. New Historicism
8. Allegory
9. Archetype
10. Picaresque
11. Point of view
12. Anxiety of influence
13. Alienation effect
14. Metafiction
15. Discourse
16. Deconstruction
17. Subaltern
18. Hero/Anti-hero
19. Utopia/Dystopia

20. Subjectivity
21. Hegemony
22. Subversion
23. Avant Garde
24. Implied author/reader
25. Symbol
26. Satire
27. Imagery
28. Icon
29. Semiotics
30. Pastiche/Collage
31. Mis-en-scene
32. Montage

UNIT-II

[16]

1. Genre: Conventions and Codes
2. Narrative Modes and Techniques
3. Heteroglossia and dialogism.
4. Text and Performance.
5. Reading a Poem.
6. Reading a Prose Text.
7. Reading a Media Text.

UNIT-III

[20]

1. Texts and their contexts (history, culture, class, caste, gender, ethnicity)
2. Ideology
3. Locating the text; Intertextuality
4. Reader-response.

UNIT-IV

[8]

Texts in various media – comic/graphic, films, advertisements and photography.

Format for Internal assessment:

Mid- sem exam (90mins)	Independent textual analysis – oral presentation	Written assignment	Club Activity	Attendance
20 marks	10	10	5	5

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SEMESTER II**

21MA205: STUDY OF ENGLISH LANGUAGE [64]

Course Objectives:

- To familiarize students with the four levels of linguistic organization-phonology, morphology, syntax and semantics
- To introduce them to different approaches to linguistics
- Focus on both theory and application in study of language

Learning Outcomes:

- Familiarity with the different approaches within linguistics

- Able to grasp the various branches within linguistics – phonology, morphology and syntax
- Application of the linguistic structure to study a language

UNIT-I: PHONOLOGY 14 hours

The Sounds of English
 Description of Vowels and Consonants
 Structure of Syllable
 Stress and Intonation
 Strong and Weak Forms

UNIT-II: MORPHOLOGY 10 hours

Free and Bound Morphemes
 Derivational and Inflectional Affixes
 Word Formation Process

UNIT-III: SYNTAX

Structure of Noun Phrase 14hours

- The Head word
- Determiners and Modifiers
- Articles
- Pre/post modifiers
- Grammatical features
- Subject-verb agreement
- Grammatical case and gender

Structure of Verb Phrase 12 hours

- Tense
- Aspect
- Auxiliaries and Modals

Adverbials

Clauses – Structure and Function

Grammatical Features: Finite and non finite verbs

UNIT-IV: SEMANTICS, PRAGMATICS AND LANGUAGE STRUCTURE 14 hours

Lexical Relations – synonymy, autonomy etc.

Speech Acts and Conversational Principles/Design

Syntagmatic and Paradigmatic

Langue and Parole

BOOKS FOR REFERENCE:

Kristin Denham & Anne Lobeck: *Linguistics for Everyone: An Introduction*

Ralph W Fasold & Jeff Connor-Linton (ed): *An Introduction to Language and Linguistics*.

M A Yadugi: *Making Sense of English*

Alfred's IPA Made Easy: A Guidebook for the International Phonetic Alphabet (Paperback)

ADDITIONAL TOOLS: Praat Computer Software (used in language lab/personal computer)

Format for Internal assessment:

Mid- sem exam (90mins)	Completion of online short course on linguistics	CBSE-NET Model Test	Attendance
20 marks	15	10	5

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SEMESTER II

21MA206 SOFT CORE PAPER II (A)- READING INDIAS

[48]

Course Objectives:

- To introduce the intellectual, socio-political and cultural background of India
- To act as a foundation for the various papers that deal with Indian Literatures.
- To sensitise students to issues and debates relevant to their world.

Learning Outcomes:

- Awareness of the intellectual, socio-political and cultural background of India
- Nuanced understanding of the contemporary politics in the Indian context
- Understanding of the history and development of concepts like nation, culture, poetics and identity in India

UNIT I:

(6hrs)

Avadhesh Kumar Singh: Re-Thinking Literary Theory in India (selections)

Sharankumar Limbale: Dalit Literature and Aesthetics

Ananda Coomaraswamy: 'Hindu View of Art: Theory of Beauty' (extract) from Dance of Shiva

P P Raveendran: Genealogies of Indian Literature

UNIT II:

(12 hrs)

U R Ananthamurthy: Hindutva or Hind Swaraj (extract)

Ambedkar: The Grammar of Anarchy (excerpts)

Kancha Ilaiah: Why I am not a Hindu (extracts)

Ashis Nandy: The Intimate Enemy (extract)

Romila Thapar: The Past as Seen in Ideologies Claiming to be Nationalist

Shashi Tharoor: Why I am a Hindu (extracts)

Ramachandra Guha: Extract from India After Gandhi

UNIT III:

(10 hrs)

Gopal Guru: The Language of Dalit-Bahujan Political Discourse

Susie Tharu & Tejaswini Niranjana: Problems for a Contemporary Theory of Gender

Anupama Rao: The Sexual Politics of Caste: Violence and the Ritual Archaic

Arvind Narrain: The Articulation of Rights Around Sexuality and Health: Subaltern Queer

Cultures in India in the Era of Hindutva

T M Krishna: Sebastian and Sons (extracts)

UNIT IV:

(12 hrs)

Sanjib Baruah: North East India: Beyond Counter Insurgency and Developmentalism (extract)

Amitav Ghosh: The Ghosts of Mrs. Gandhi

Partha Chatterjee: Secularism and Tolerance (extract)

Madhava Prasad: Capitalism as a Native Language

E Annamalai: Politics of Language in India (From Routledge Handbook of South Asian Studies)

Manoj Mitta and H.S Phoolka: Block 32

Madhav Gadgil and Ramachandra Guha: "Introduction" (From Ecology and Equity)

Praveen Swami: The Jihadist Movement in India: Its Politics, Practice and Prospects

(https://www.youtube.com/watch?v=gWoerWStE_Y)

UNIT V: Documentaries (only for internal assessment)

(8 hrs)

Father ,Son and Holy War : <https://www.youtube.com/watch?v=SmAJJGiKZQk>

Narmada Diary: <https://www.youtube.com/watch?v=3SWmMg1naEM>

Nero's Guests : <https://www.youtube.com/watch?v=4q6m5NgrCJs>

Kashmir: The Story: <https://www.youtube.com/watch?v=6SuNPI6Y6K8>

Rukmini Devi- Kalakshetra- Ep 1-2: <https://www.youtube.com/watch?v=WhvJPCRkqIE>

Format for Internal assessment:

Mid- sem exam (90mins)	Subaltern/Indian History - Group Project	Written assignment	Attendance
20 marks	15 marks	10	5

**JYOTI NIVAS COLLEGE AUTONOMOUS
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SEMESTER II

21MA206: SOFT CORE PAPER II (B) - CULTURAL STUDIES: THEORY AND METHOD [48]

Course Objectives:

- To introduce theoretical and methodological framework of cultural studies.
- To familiarize students with the analytical and interpretative strategies and terms commonly employed in cultural studies.

Learning Outcomes:

- In depth understanding of the approaches, debates and concepts within cultural studies, especially in India
- Skills to analyse a variety of texts – conventional and the unconventional

Unit I:

(16hrs)

Raymond Williams: Analysis of Culture from Cultural Theory and Popular Culture: A Reader

J Milton Yinger: Contraculture and Subculture

Stuart Hall: Cultural Studies and its Theoretical Legacies

Tejaswini Niranjana: “The Desire for Cultural Studies”

Introduction” (pgs 1-7) (from Interrogating Modernity)

Bhaskar Mukhopadhyay: Cultural Studies and Politics in India Today

Stuart Hall: Representation, Meaning and Language (from Representation: Cultural

Representation and Signifying Practices)

Unit II:

(12hrs)

Lakshmi Subramanian: Music Revivals – Major and Minor: Studying the Politics of Performance in Modern South India (extracts)

Madhava Prasad: The Absolutist Gaze: Political Structure and Cultural Form (extracts)

A R Venkatachalapathy: Drinking Coffee: Contending with Modernity in Late Colonial Tamil Nadu

Patricia Uberoi: ‘Unity in Diversity?’ Dilemmas of Nationhood in Indian Calendar Art

Thapati Guha-Thakurta: The Museumised Relic: Archeology and the first Museum of Colonized India.

Partha Chatterjee: Football and Collective Identity in Colonial Calcutta

Unit III:

(8hrs)

Vivek Dhareshwar: Caste and the Secular Self

Anita Ghai : Disabled Women: An Excluded Agenda of Indian Feminism

Pramod K Nayar: Life, the Low-calorie Edition: Cultures of Health (extract) (From Packaging Life: Cultures of the Everyday)

Swati Chattopadhyay: 'Metro Pattern': Art Deco Residences and Modern Visuality in Calcutta"

Unit IV: Terms

(12hrs)

1. Culture
2. Culturalism
3. Cultural materialism
4. Identity
5. Globalization/cosmopolitanism
6. Cultural politics
7. Counterculture
8. Polysemy
9. Mass Culture
10. Subculture
11. Popular Culture
12. Acculturation
13. Culture industry
14. Cultural capital
15. Multiculturalism
16. Circuit of culture
17. Cultural imperialism
18. Youth culture

Format for Internal assessment:

Mid- sem exam (90mins)	City Cultures – Group project	Written assignment	Attendance
20 marks	15	10	5

**JYOTI NIVAS COLLEGE AUTONOMOUS
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SEMESTER III

21MA301: TEACHING OF ENGLISH LANGUAGE AND LITERATURE [64]

Course Objectives:

- Prepare the students for a career in undergraduate teaching of English language and literature
- To train them to use literary texts for imparting language skills.

Learning Outcomes:

- Skilled to teach a language or literature class at school or college level
- Critical understanding of English language teaching and learning in India
- Devise lesson plans
- Design Curriculum

UNIT-I

[6]

The socio-historical background to TELL in India.

1. The Colonial phase
2. The post-independence phase
3. The globalization phase- Changing role of English, Neo-colonialism, globalization and English language teaching.
4. The IT Revolution

UNIT-II

[8]

The sociolinguistic context of TELL in India

1. Jon Saklofske :Plays Well with Others: The Value of Developing Multiplayer Digital Game spaces for Literary Education
2. Makarand Paranjape: Beyond English: Teli's (Teaching English Literature in India) Larger Agenda
3. David Graddol: The Future of English (extracts)
4. Rukmini Bhaya Nair: Dissimilar Twins: Language and Literature

UNIT-III

[34]

1. Pedagogical Aspects
2. Task based Language Teaching
3. Communicative Language Teaching
4. Competency Based Language Teaching
5. Error analysis and remedial teaching
6. Digital/hybrid teaching
7. Syllabus design , Structural and Functional Syllabus, situational syllabus, Content and Skill based Syllabus
8. Literature in Language Teaching - methods and approaches.
9. Text and Activities - using select Literary Texts for the Study of literary forms
10. Exploring Linguistic and literary Features of Literary Texts.
11. Lecture method
12. Use of Information and Communication Technology (ICT), Language Lab

UNIT IV: Practice Teaching and instructional design for Internal Assessment

[16]

Suggested Reading:

Krishnaswamy and Krishnaswamy. The Story of English in India

S. Kudchedkar. Readings in English Language and Literature in India

Marathe, Ramanan, Bellarmine (eds). Provocations— The Teaching of English Literature in India

Rajeshwari Sunder Rajan (ed). The Lie of the Land: English Literary Studies in India

Jack C Richards & Theodore S Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis

P D Pathak. Teaching of English in India

Peter Watkins. Learning to Teach English/A Practical Introduction for New Teachers

Long, M. & Crookes, G. (1992). Three approaches to task-based syllabus design. TESOL Quarterly, 26, 27-56.

David Nunan. Syllabus Design

Diane Larsen Freeman & Martin Anderson. Techniques and Principles in Language Teaching.

Format for Assessment:

ESE	Mid Sem Exam	Practice Teaching	Lesson Plan and Setting a Question Paper	Attendance
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	Teach an undergraduate/PUC English class – 15 marks	Prepare a lesson plan and design a question paper for it – 10 marks	5 marks

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SEMESTER III

21MA302: INDIAN LITERATURES IN TRANSLATION [64]

Course Objectives:

- Introduction to different regional literatures of India in English translation.
- To help understand the different socio- cultural and political milieus, that produced these texts.

Learning Outcomes:

- Understanding of literatures and literary styles from the various regional literatures in India
- Comparatively analysis of texts across regional boundaries

UNIT-I:

[26]

Kalidasa: Abhijnanashakuntalam (Arthur William Ryder's translation)Illango Adigal: Silapadikaram (Extract)Bisham Sahni: TamasChandrashekara Kambara: Scapegoat

Bhama: Sangatti

Sara Aboobacker: Breaking TiesNarayan: Kocharethi- The Araya Woman (extract)**UNIT II:**

[16]

Bhakti Poetry (Selections from poems of Andal, Basavanna, AkkaMahadevi, Meera, Kabir and Jayadeva)

Bankim Chandra: Vande Mataram

Iqbal: Tarana-e-Hind, Tazana-e-Milli

Yumlembam Ibomcha: Battleground for the Victorious

Sri Sri: The March of History
Daya Pawar: Oh Great Poet
Jayaprabha: Chupulu

UNIT-III:

[14]

Manto: Toba Tek Singh
Sarah Joseph: The Moonlight Knows
Rentala Nageshwara Rao: Tiladaanamu
Nongthongban Kunjamohon: Ine Leipaklei
Vaidehi: Gulabi Talkies
Ambai: Kitchen in the Corner of the House

UNIT- IV:

[8]

Uma Shankar Joshi: The Idea of Indian Literature
M. Mukherji: 'Purana to Nuthana'—from Realism and Reality
Partha Chatterjee: Nation and its Fragments (selections)
Sudipta Kaviraj: The Imaginary Institution of India (extract)
Vanamala Viswanatha: Introduction to Breaking Ties

Suggested Reading:

A.K Ramanujam. Introduction to Speaking of Siva
G.N Devy. Indian Literature in English Translation
Meenakshi Mukherjee. Realism and Reality: The Novel and Society in India
Romila Thapar. Colonialism: Texts and Readings

Format for Assessment:

ESE	Mid Sem Exam	Oral Presentation	Written Assignment	Attendance	Club Activity
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	10 marks	10 marks	5 marks	5 marks

**JYOTI NIVAS COLLEGE AUTONOMOUS
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SEMESTER III

21MA303: POST-COLONIAL LITERATURE AND THOUGHT-I

[64]

Course Objectives:

- Introduce key theoretical issues and debates that emerged during the colonial period and thereafter.
- Create an awareness of the diverse voices that constitute post-colonial identity.
- Sensitize the students to issues of culture, marginality and plurality.
- Explore the postcolonial dynamics that comes into play within the African, South African and Caribbean contexts.

Learning Outcomes:

- Understanding of diverse voices that constitute post-colonial identity within the African, South African and Caribbean contexts
- Comparative analysis of texts from the postcolonial perspective
- Appraise rhetoric of orality and polemics of resistance

UNIT-I [12]

Edward Said: Orientalism (selections)
 Ngugi wa Thiong’ O: The Language of African Literature from Decolonising the Mind
 Chinua Achebe: The Novelist as Teacher
 Frantz Fanon: from Black Skin, White Masks
 E.K Brathwaite: Nation Language
 Alison Donnell & Sarah Lawson Welsh: Extracts From “General Introduction” from The Routledge Reader in Caribbean Literature

UNIT-II [15]

Alan Paton: Cry, the Beloved Country
 Wole Soyinka: The Lion and the Jewel
 Tsitsi Dangaremba: Nervous Condition

UNIT-III [17]

Aime Cesaire: Une Tempete (The Tempest)
 V. S Naipaul: The Suffrage of Elvira
 Jean Rhys: Wide Sargasso Sea
 Samuel Selvon : Brighter Sun

UNIT-IV [10]

David Diop: Africa
 Gabriel Okara: Once Upon a Time
 Micere Githae Mugo: Where are those Songs?
 Kofi Awonoor: The Weaver Bird
 J. P Clark: The Casualties
 Dennis Brutus: Sharpeville
 Henri Lopes: The Honourable Gentlemen
 Chinua Achebe : Vultures
 Chimamanda Adiche: The American Embassy (From The Thing Around Your Neck)

UNIT- V [10]

Derek Walcott: Far Cry from Africa
 E. K. Brathwaite: Calypso

John Agard : English girl eats her first mango
 Louise Bennett: Jamaica Oman
 Amryl Johnson: Granny in de Market Place
 Marsha Prescod: Anti-Racist Person
 Mervin Morris: A Literary Evening in Jamaica
 Bob Marley: Select Songs

Suggested Reading

Ania Loomba. Colonialism/Postcolonialism
 Robert Young. Postcolonialism: A Very Short Introduction
 Padmini Mongia. Contemporary Postcolonial Theory
 Harish Trivedi, Meenakshi Mukherjee, etc (ed). The Nation Across the World. Key Concepts in Postcolonial studies
 Pramod Nayar. Postcolonialism: A Guide for the Perplexed

Format for Assessment:

ESE	Mid Sem Exam	Oral Presentation	Written Assignment	Attendance	Club Activity
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	10 marks	10 marks	5 marks	5 marks

**JYOTI NIVAS COLLEGE AUTONOMOUS
 SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
 (Under the CBCS Scheme)
 SEMESTER III
21MA304: TEXTS: VISUAL, MEDIA, DIGITAL**

[64]

Course Objectives:

- To investigate and understand the aesthetics and techniques of visual and aural expression and communication.
- Inculcate an awareness of the cultural, personal values and other criteria that exist in visual and media texts
- Familiarize students with the writing strategies and requirements of new and traditional media

Learning Outcomes:

- Understanding of various approaches within media studies
- Analyse films, graphic novels and media texts
- Create web content
- Design and create visual texts
- Demonstrate knowledge of symbols of editing

UNIT I: [15]
Laura Mulvey: Visual Pleasure and Narrative Cinema
John Berger: Ways of Seeing (extracts)
Stuart Hall: Encoding/Decoding (extract)
John Fiske: The Codes of Television (extracts)
Stuart Hall, Chas. Critcher, Tony Jefferson, John Clarke and Brian Roberts: The Social Production of News (extracts)
Amy Villarejo: ‘The Language of Film’ From Film Studies: The Basics (https://www.windsor-forest.ac.uk/images/images/Art_and_Design_-_Yr11_Resources/Film_Studies_-_The_Basics_Amy_Villarejo.pdf)

UNIT II: [15]
Naseer Ahmed and Saurabh Singh: Kashmir Pending
Herge: Adventures of Tin Tin – The Seven Crystal Balls & Prisoners of the Sun
Ashley K. Dallacqua: Exploring Literary Devices in Graphic Novels (extract)
Will Eisner: Comics and Sequential Art (Extract)
Craig Norris: Manga, Anime and Visual Culture from The Cambridge Companion to Modern Japanese Culture

UNIT III: [34]
Technical Writing and editing
Content Writing – mailers, brochures, flyers, subject lines
Copy Writing
Editing & proof reading
Writing for Social Media (facebook, twitter, blog etc)
SEO

Suggested Reading:

Daniel Biltereyst and Roel Vande Winkel (eds): Silencing Cinema: Film Censorship Around the World
What Comics Are and What They Aren’t (from Reading Comics)
Sandy Bulmer : Visual Complexity (extract) from Seeing Into It: The Role of Visual Rhetoric In Global Advertising
Donna Elliott: Rhetorical Devices in Advertising
Lev Manovich: What is New Media (from The New Media Theory Reader)
Aimee Morrison: Blogs and Blogging: Text and Practice
Hollis Margaret Rudiger: Reading Lessons: Graphic Novels 101
Peter Felten: Visual Literacy
Routledge Companion to Comics
Understanding Comics

List of Concepts:

Adaptation
Documentary

Censorship
 Sequencing
 Studio system
 Gutter
 Bleed
 Frame
 Layout
 Foreground
 Midground
 Background
 Social Constructivism
 New media
 Post truth
 Commons
 Culture Industry
 Consumer Cultures
 Convergence
 Fan/Fandom

Format for Assessment:

ESE	Mid Sem Exam	Completion of online certificate course on technical writing Content creation for social media/blog page Designing visual text (poster/flyer/comic/short youtube video/advertisement etc)	Attendance
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	25 marks (students can choose to complete any two from the above)	5 marks

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(Under the CBCS Scheme)
SEMESTER III
21MA305: EUROPEAN LITERATURE

[64]

Course Objectives:

- To acquaint students with different genres of European writing
- To discuss the literary/critical trends that have characterized European writing

Learning Outcomes:

- Analyse literary texts from the context of the movements, history and politics prevailing in Continental Europe
- Comparative interpretation of texts

- Trace evolution of genres and forms across history

UNIT-I: [12]

Sappho: Some there are who say that the fairest thing seen
 Dante: All my thoughts always speak to me of love;
 Petrarch: My ship laden with forgetfulness pass through a harsh sea;
 Homer: The Iliad (extracts)

Rainer Maria Rilke: The Duino Elegies 1(extract)Czeslaw Milosz: In Warsaw
 Anna Akhmatova: Requiem
 Wislawa Szymborska: Poetry Reading
 Gaspara Stampa: Rime 08 (<https://www.poemhunter.com/poem/rime-08/>)

UNIT-II: [16]

Euripides: Iphigenia at Aulis
 Ibsen: Ghosts
 Brecht: Mother Courage and her Children
 Eugene Ionesco: The Lesson

UNIT-III: [20]

Aristotle: Poetics (extract)
 Rousseau: Confession (extract)
 Pushkin: Queen of Spades (<https://www.gutenberg.org/files/55024/55024-h/55024-h.htm>)
 Gogol: The Overcoat
 Tolstoy: ‘Death of Ivan Ilych’
 Dostoevsky: ‘The Legend of the Grand Inquisitor’ (from The Brothers Karamazov)
 Kafka: ‘The Hunger Artist’
 Nabokov: ‘Cloud, Castle and Lake’
 Herta Muller: The Funeral Sermon
 Ludmilla Ulitskaya: March 1953

UNIT-IV: [16]

Cervantes: Don Quixote (extracts)
 Camus: The Fall
 Elie Wiesel: Night
 Ismail Kadare: Agamemnon’s Daughter

Suggested Reading:

J.M Cohen. A History of Western Literature
 Robert Graves. The Greek Myths
 Thomas Bulfinch. The Golden Age of Myth and Legend
 Philip Gaskell. Landmarks in Continental Literature
 Mack, Knox, etc (ed). The Continental Edition of World Masterpieces
Pelican Guide to European Literature Vols 1-3

Format for Assessment:

ESE	Mid Sem Exam	Oral Presentation	CBSE-NET model Test	Attendance
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	10 marks	15 marks	5 marks

JYOTI NIVAS COLLEGE AUTONOMOUS
DEPT. OF ENGLISH
(Under CBCS Scheme)
SEMESTER III
21MA306 OPEN ELECTIVE PAPER : LANGUAGE SKILLS AND THEIR APPLICATIONS [64]

Course Objectives:

- To hone language skills
- To improve communication.
- Introduce students from other streams to literary and cultural analysis.

Learning Outcomes:

- Improved spoken and written language
- Analytical and critical thinking
- Understanding of socio-political issues
- Attend an interview or group discussion with confidence

UNIT-I : LANGUAGE AND USE

[12]

1. Vocabulary
2. Subject verb agreement
3. Prepositions
4. Articles
5. Correction of errors

UNIT-II: LANGUAGE AND TEXTS

[12]

1. A P J Abdul Kalam: Wings of Fire (extract)
2. The Silent Girl (<https://www.youtube.com/watch?v=2GbxFIVQv8c>)
3. Newspaper editorial/ media text
4. Ruskin Bond: Eyes are not Here

UNIT III: LSRW SKILLS

[20]

Listening Skills
Speaking Skills
Reading Skills
Writing Skills

UNIT IV: BUSINESS COMMUNICATION**[20]**

Writing emails
Writing a resume
Interview Skills
Group Discussion

Format for Assessment:

ESE	Mid Sem Exam	Creating a resume	Interview/Group Discussion practice	Attendance
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	10 marks	15 marks	5 marks