GURU KASHI UNIVERSITY

Session: 2023-24

Master of Arts in English

Department of English

Graduate Outcomes of the Programme:

Graduates have comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thoughts, and the ability to apply their knowledge in practice including multi disciplinary context and they convey ideas and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals.

Program Learning Outcomes: After completing the program, the learner will be able to:

1. apply literary knowledge in assessing the relationship of works of different genres with life and its values.
2. exhibit the skill of critical thinking and understanding scientific texts and placing scientific statements and themes in their contexts and to also evaluate them in terms of generic conventions.
3. figure out the impact of the literary sentiments for solutions of the sustainable development related issues in societal and environmental contexts.
4. recognize the role of ethical values in literary decisions and making commentary on social, cultural and political issues.
5. examine the major writings of world literature and the style of writing in the light of latest trends in English Literature by studying Post-Modern literature.
6. inculcate the moral, historical cultural values, myths and rituals of India by studying Indian writings in English literature.
7. demonstrate refined communication skills through written and oral presentations and to analyze existing literary theories and evaluate their theoretical and practical relevance.
8. seek moral and practical guidance from the famous lines/quotations in English literature.

Sr. No.	Course Code	Course Title	Course Type	L	T	P	Credits
		Programme Structure of M.A. English					
		Semester-1					
1	MEG101	From Chaucer to Renaissance: Prose and Poetry	Core	4	0	0	4
2	MEG102	The Restoration Period	Core	4	0	0	4
3	MEG103	The Victorian Age: Prose and Poetry	Core	4	0	0	4
4	MEG107	Language Skills- Listening & Speaking	Technical Skill	2	0	2	3
5	MEG110	Seminar I	Skill Based	0	0	4	2
		Discipline Elective I (Any one of the following)					
6	MEG104	Indian Writing in English-I	Discipline Elective	3	0	0	3
7	MEG105	Linguistics and Phonetics					
8	MEG106	William Shakespeare					
		Discipline Elective II (Any one of the following					
9	MEG111	American Literature	Discipline Elective	3	0	0	3
10	MEG112	Postcolonial Studies					
11	MEG113	African Literature					
		Total		**20**	**0**	**06**	**23**

		Semester-II					
Sr. No.	**Course Code**	**Course Title**	**Course Type**	**L**	**T**	**P**	**Credits**
1	MEG201	From Chaucer to Renaissance: Drama	Core	4	0	0	4
2	MEG202	The Romantic Age- Prose and Poetry	Core	4	0	0	4
3	MEG212	Literary Theory and Criticism	Core	4	0	0	4
4	MEG209	Language Skills- Reading & Writing	Technical Skill	2	0	2	3
5	MEG210	Seminar II	Skill Based	0	0	4	2
6	MEG214	Media & Communication	Value Added Course	2	0	0	2
Discipline Elective III (Any one of the following)							
7	MEG203	Indian Writing in English- II	Discipline Elective	3	0	0	3
8	MEG213	Dalit Literature					
9	MEG204	Study of a Genre: Drama					
Discipline Elective IV (Any one of the following)							
10	MEG206	Diaspora Studies	Discipline Elective	3	0	0	3
11	MEG207	Literature, Gender & Feminism					
12	MEG208	Translation Studies.					
		Total		**22**	**0**	**6**	**25**

Semester 3rd

Sr. No.	Course Code	Course Title	Course Type	L	T	P	Credits
1	MEG312	Research Methodology	Research Skill	4	0	0	4
2	MEG313	Research Proposal	Research Skill	2	0	4	4
3	MEG314	Ethics & Intellectual Property Rights	Research Skill	2	0	0	2
4	MEG315	Service Learning	Community Linkage	1	0	2	2
5	MEG316	Research Lab	Skill Based	0	0	4	2
6	MEG317	Computer Lab	Ability Enhancement	0	0	4	2
7	MEG318	Proficiency in Teaching	Ability Enhancement	2	0	0	2
8	MEG399	Xxx	MOOC	_	_	_	4
		Total		**11**	**0**	**14**	**22**

Semester-IV

Sr. No.	Course Code	Course Title	Course Type	L	T	P	Credits
1	MEG401	Dissertation	Research Skill	-	-	-	20
Total				**0**	**0**	**0**	**20**
Grand Total				**53**	**0**	**26**	**90**

Evaluation Criteria for Theory Courses

A.   **Continuous Assessment: [25 Marks]**
i.   CAI- Surprise Test (Two best out of three)- (10 Marks)
ii.   CA2- Assignment (s) (10 Marks)
iii.   CA3- Term Paper/ Quiz/ Presentations (05 Marks)

B.   **Attendance (5 marks)**
B.   Mid Semester Test [30 Marks]
C.   End-Term Exam: [40Marks]

Semester-I

Course Title: From Chaucer to Renaissance: Prose and Poetry
Course Code: MEG101

L	T	P	Cr
4	0	0	4

Total Hours: 60

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. Explain the major literary works of the period.

2. Analyze the style of metaphysical poetry of particularly John Donne, Andrew Marvell, Herbert and Geoffrey Chaucer

3. Find the Prose writings of major essayists of the Age in the line of Francis Bacon.

4. Grasp the grand style of selected spiritual and political poems of John Milton.

Course Content

UNIT I   **14 hours**

History of English Literature: The Age of Chaucer 1340 to 1400.
Geoffrey Chaucer – *Prologue to the Canterbury Tales*

UNIT II   **16 hours**
Andrew Marvell: *To His Coy Mistress*
George Herbert: *The Flowers*
Thomas Wyatt: *I find no Peace, and all my War is done*

UNIT III   **13 hours**
Francis Bacon: Essay
1. Of Studies
2. Of Friendship
3. Of Marriage and Single Life

UNIT IV   **17 hours**
John Milton: *Paradise Lost Book-I*
John Donne: *A Valediction: Forbidding Mourning*

TRANSACTION MODE: Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning, Collaborative Learning.

SUGGESTED READINGS:

- *Evans, Ifor. A Short History of English Literature. Penguin Books, 2010.*
- *Coghill, N. The Poet Chaucer. Oxford University Press, 2007.*
- *Martz, Louis L., ed., Milton: A Collection of Critical Essays, Prentice Hall, N.J., 1995*
- *Smeaton, Oliphant, Francis Bacon's Essays. London. Dant, 2003.*
- *Prologue to the Canterbury Tales: A Critical Introduction, Complete Text with Paraphrase, Notes, Explanatory Comments and Questions with Answers Latest Edition (English, Paperback, Thoroughly Edited, Revised, Updated by Shakti Batra, Geoffrey Chaucer, Dr. Raghukul Tilak), Surjeet Publications, Latest edition.*
- *Bacon, Francis and Pitcher, John. The Essays (Penguin Classics) [Paperback] Bacon, Francis and Pitcher, John Paperback, 1985.*
- *Paradise Lost, Penguin Classics, Paperback, 2003.*
- *Bennett, John. Five metaphysical poets, Paperback, 2017.*

.

.

Course Title: The Restoration Period
Course Code: MEG102

L	T	P	Cr
4	0	0	4

Total Hours: 60

Course Learning Outcomes: On the completion of this course, the learner will be able to

1. Demonstrate the knowledge of social, cultural and intellectual backgrounds of the Age.
2. Identify the elements of new literary forms, e.g., Satire, Poetry, Drama and Heroic Couplet.
3. Illustrate the reflections of recklessness in society and need for human values in the Restoration comedies like *The Way of the World.*
4. Evaluate critically the major texts of the Restoration Age.

Course Content

UNIT I   **17 hours**
History of English Literature: The Restoration Age.

UNIT II   **14 hours**

John Dryden -*Absalom and Achitophel*

UNIT III   **16 hours**
William Congreve – *The Way of the World*

UNIT IV   **13 hours**
Alexander Pope: *The Rape of the Lock.*

TRANSACTION MODE: Brain Storming, Quiz, Group Discussion, Open Talk, Self

Learning, Collaborative Learning.

SUGGESTED READINGS

- *Hudson. An Online History of English Literature. Maple Press Private Limited, 2004.*
- *Dr. R.L. Varshney Narain's The Rape of The Lock: Pope [Paperback] - Text with Paraphrase, Character Sketches, Explanations, Notes, Questions and Answers, 2020.*
- *Congreve, William. The Way of the World, Paperback, Rupa Publications, edition 2022*
- *Dryden, John. Absalom And Achitophel, Rama Brothers, 2008*

Course Title: The Victorian Age: Prose and Poetry

Course Code: MEG103

L	T	P	Cr
4	0	0	4

Total Hours: 60

Course Learning Outcomes: On completion of this course, the learner will be able to:
1. Examine the cultural, historical, social trends, Religion and Science in the writings of Alfred Tennyson in the Victorian Period.
2. Explore the themes like hollowness of Civilization, Colonialism and Racism in Heart of Darkness.
3. Examine the elements of obscurity and dramatic monologue the writings of Robert Browning.
4. Compare and Contrast the writings of these writers with the cotemporary ones

Course Content

UNIT I   **15 hours**

History of English Literature: The Victorian Period.
Alfred Tennyson: *Ulysses*

UNIT II   **13 hours**

Joseph Conrad: *Heart of Darkness*

UNIT III   **16 hours**

Robert Browning: "Andrea Del Sarto", "My Last Duchess", "The Last Ride Together.", "Porphyria's Lover", "A Grammarian's Funeral"

UNIT IV   **16 hours**

Matthew Arnold: "The Scholar Gypsy"
                                  "Thyrsis"
                         "Dover Beach"

TRANSACTION MODE: Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning, Collaborative Learning.   10

SUGGESTED READINGS:

- *Hudson, W. H. An Outline History of English Literature, AITBS Publishers, 2008.*
- *Chesterton, G. K. The Victorian Age in Literature. O.U.P.2001.*
- *Allott, Kenneth (ed.). The Poem of Matthew Arnold. Penguin Classics, 2005.*
- *Browning, Robert. Selected Poems. Penguin Classics, 2000.*
- *Conrad, Joseph. Heart of Darkness. Rupa Publishers, 2001.*
- *Tennyson, Alfred. The 10 Best Lord Alfred Tennyson Poems. Create space Independent Publishing Platform. 2009.*

Course Title: Language Skills- Listening and Speaking (Technical Skills)
Course Code: MEG107

L	T	P	Cr
2	0	2	3

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. demonstrate an accurate understanding of linguistic concepts related to the target language, including the fundamentals of phonetics, semantics, and morphology and syntax

2. depict awareness of key similarities and differences between their own cultural practices and perspectives and those of target language groups

3. effectively perform tasks typical of today's globalized work environment, including professional communications.

4. Train in translation, and project collaboration with other companies.

Course Content

UNIT-I   **11 hours**

Listening Skills-I

• Purpose of Listening
• Listening to Conversation (Formal and Informal)
• Active Listening- an Effective Listening Skill
• Benefits of Effective Listening
• Barriers to Listening
• Listening to Announcements- (Railway/ Bus Stations/ Airport /Sports announcement/commentaries etc.)

UNIT-II   **10 hours**

Listening Skills-II
• Academic Listening (Listening to Lectures)
• Listening to Talks and Presentations
• Note Taking Tips

UNIT-III   13 hours

Oral Communication Skills (Speaking Skills)-I
- Importance of Spoken English
- Status of Spoken English in India
- International Phonetic Alphabet (IPA) Symbols
- Spelling and Pronunciation

UNIT-IV   11 hours

Oral Communication Skills-II (Speaking Skills)- II
- Asking for and giving information
- Offering and responding to offers
- Requesting and responding to requests
- Congratulating people on their success
- Expressing condolences
- Asking questions and responding politely
- Apologizing and forgiving

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk.

SUGGESTED READINGS:

- *Carnegie, Dale. The Quick and Easy Way to Effective Speaking Pocket Books, 2017.*
- *Adair, John. Effective Communication. Pan Macmillan Ltd.,2003.*
- *Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.*
- *Cambridge English, The Official Cambridge Guide to IELTS for Academic & General Training, Cambridge University Press, A.L. French, 2014*

`

Course Name: Seminar I (Skill Based)

Course Code: MEG110

L	T	P	Cr
0	0	4	2

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to::

1. Enhance the Presentation and Speaking Skills.
2. Relate the latest developments and various methods of Research.
3. Evaluate and apply the Research findings related to the different areas.
4. Analyze and explore different sources of English Literature and Language.

Course Content

Students will be given a topic related to recent trends in English Literature and they will submit a report consisting of salient features about the topic. They will also prepare and submit PPT and deliver a seminar on the topic.

Course Title: Indian Writing in English I (Discipline Elective)

Course Code: MEG104

L	T	P	Cr
3	0	0	3

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. Analyse the theme of Ambition and Failure, Family, Gender and Indian Tradition etc. in the work *In Custody*- Anita Desai

2. Explore the themes like Indian Culture, Nationalism and Gandhian Philosophy in the Raja Rao's *Kanthapura*

3. Recognize the elements of Personal Integration, Scepticism, Modern Urban Life and Spiritual issues in the writings of Nissim Ezekiel.

4. Categorize the themes like Idealistic Leadership and Religious Tolerance in *Tughlaq.*

Course Content

UNIT-1   **11 hours**
History of Indian Writing in English

Girish Karnad- *Tughlaq*

UNIT-2   **13 hours**

Raja Rao: *Kanthapura*

UNIT-3   **11 hours**

Nissim Ezekiel: Enterprise, Philosophy, Night of the Scorpion, Poet, Lover and Birdwatcher, The Visitor.

UNIT-4   **10 hours**

Anita Desai- *In Custody*

TRANSACTION MODE-: Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning, Collaborative Learning.

SUGGESTED READINGS:

- *Iyengar, K. R. Srinivasa. Indian Writing in English. Sterling Publishing House, 2019.*
- *Naik, M.K. A History of Indian Writing in English. Sahitya Akademi, 2009.*
- *Desai, Anita. In Custody. RHI publishers, 2012.*
- *Karnad, Girish. Tughlaq. Oxford University Press, 1975.*
- *Rao, Raja. Kanthapura. Penguin Modern Classics, 2014.*
- *Thieme, John. Nissim Ezekiel: Collected Poems. Oxford University Press, 2005.*

Course Title: Linguistics and Phonetics
Course Code: MEG105

L	T	P	Cr
3	0	0	3

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. acquaint the students with the basic tools essential for a systematic study of language.

2. know about the Basic Structural Units of Language, morphology with different theories.

3.   study the principles and practices of effective Intelligible Communication, Drafting skills, Rectification of Grammatical Errors and Formal Academic Skills in Written Format

4.   Trace the basics of phonetics for academic, Pronunciation and professional purposes.

Course Content

UNIT I   (Language and its origin)   10 hours

Definition, origin of language. Different theories of Language. Properties of Language.

UNIT II   (Oral Communication)   15 hours

Concept of Transcription: Phonetic and Phonetic Symbols, Speech mechanism, Vowels and Consonants, Diphthongs Syllable Division. Word Stress, Accent and Intonation.

Unit III   Introduction to Morphology   10 hours

Concept of Morphology: Morphs, Allomorphs, Morpheme, Allophones, Classification of Morphemes, Semantics, Syntax.

Unit IV   Linguistics   10 hours

Concept of Linguistics, scope, Branches, Definition of Langue, Parole, Synchronic and Diachronic, Syntagamatic and Paradigmatic

TRANSACTION MODE: Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning, Collaborative Learning.

SUGGESTED READINGS:

- *Dhamija, P.V and J. Sethi. A Course in Phonetics And Spoken English, second edition. PHI Publisher, 2013.*
- *Sasikumar and P. V Dhamija. Spoken English: A Self Learning Guide to Conversation Practice, McGraw, Hill Education. 2015*
- *Sofi, Naseer and Prof. Sunita Kumari. Introduction to Phonetics and Grammar, Narendera Publishing House. 2023*
- *Sofi, Naseer, Raheela Mohamad. Introduction to linguistics and Phonetics. Comorin Publisher Kanyakumari, Tamil Nadu, India 2023.*
- *Swan Micheal. Practical English Usage. Oxford: Oxford University press, 2005.*
- *Roach, Peter. English Phonetics and Phonology: A practical Course, 4th Edition. Cambridge University Press. 2009*

Course Title: William Shakespeare (Discipline Elective)

Course Code: MEG106

L	T	P	Cr
3	0	0	3

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. Analyze literary genres by focusing on Elizabethan poetry and prose, along with conventions.

2. Reflect the important ideas and themes in the representative plays of Shakespeare, i.e., *King Lear* and *Hamlet*

3. Examine the themes and diction of Shakespearean sonnets.

4. Compare and contrast the elements of Comedy and Tragedy in the writings of Shakespeare.

Course Content

UNIT-1   **11hours**
King Lear

UNIT-2   **12 hours**
The Twelfth Night

UNIT-3   **11 hours**
Hamlet

UNIT-4   **11 hours**
 Sonnets

1. 18 – "Shall I compare thee to a summer's day?"
2. 19 – "Devouring Time, blunt thou the lion's paws"
3. 65 – "Since brass, nor stone, nor earth, nor boundless sea"
4. 147 – "My love is as a fever, longing still"
5. 152 – "In loving thee thou knowest I am forsworn"

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning, Collaborative Learning

SUGGESTED READINGS:

- *Bradley, A.C.: Shakespearean Tragedy, Atlantic, 2021.*
- *Laurence, L. Shakespeare's Tragedies: An Anthology of Modern Criticism. Harmondsworth, Middlesex, Penguin Books, 1970*
- *Leech, Clifford. (ed.): Shakespeare's Comedies, Harmondsworth, Middlesex, Penguin Books, 1967.*
- *Tillyard, E.M.W.: Shakespeare's Problem Plays, Penguin, 2000.*
- *Hunter, George. King Lear, Awesomebooksuk, 2018.*
- *R.Harriet, Twelfth Night, Worldview Critical Editions,2012.*
- *M.Leech, Hamlet, Paperback,2013.*
- *Mitchley,Richard, The Complete Sonnets of William Shakespeare, Penguin, 2031.*

(Discipline Elective- II)

Course Title: American Literature

Course Code: MEG111

L	T	P	Cr
3	0	0	3

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. Develop working knowledge of the principal works, authors, genres, and periods of American Literature.

2. Demonstrate coherent writing in multiple genres (literary analysis and creative writing.

3. Explore the themes like denial, order versus disorder and American Dream in the writings of Arthur Miller.

4. Demonstrate the knowledge of major themes like morality, Christianity and Self-reliance in the writings of R. W. Emerson.

Course Contents

UNIT-1   **11 hours**

Henry James   *The Portrait of a Lady*

UNIT-2   **13 hours**

Robert Frost   "Home Burial"
                                                     "After Apple – Picking"
                                                     The Road Not Taken"
Wallace Stevens: *Anecdote of the Jar*
                                                       The Emperor of Ice Cream

UNIT-3   **11 hours**

Ralph Waldo Emerson   "American Scholar" and "Nature"

UNIT-4   **10 hours**

Arthur Miller   *Death of a Salesman*

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning, Collaborative Learning.

Suggested Readings:

- *Grossman, Jay (ed.). Breaking Bounds: Whitman and Cultural Studies. Oxford University Press, 1996*
- *Poirier, Richard. Robert Frost: The Work of Knowing. Stanford University Press, 1990.*
- *O'Neill, Eugene. The Emperor Jones. Dover Thrift Editions, 2011.*
- *Edel, Leon. Henry James: A Life. Harper and Row, 1985.*
- *Emerson, Ralph Eldo. Collected Essays, Arc Manor Publishing, 2007.*
- *Miller, Arthur. Death of a Salesman, Puffin Books, 2011.*
- *James, Henry. The Portrait of a Lady, Bantam Classics, 1983.*
- *100 Selected Poems: A Collection of Poems by Robert Frost, Delhi Open Books, 2020.*

Course Title: Postcolonial Studies

Course Code: MEG112

L	T	P	Cr
3	0	0	3

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. Classify the major concepts, i.e., Colonialism, Apartheid, connection between culture and history in the works of Chinua Achebe.
2. Achieve the skill to make use of post-colonial critical concepts to investigate the cultural, social and political condition in the texts in relation to postcolonial theory
3. Investigate how gender, race, class, caste, past account, and identity are problematized in literature.
4. Be familiar with the themes like Colonialism, Diaspora, Material vs. Oppression, and Knowledge vs. Ignorance in the works of Frantz Fanon.

Course Contents

UNIT-1   **10 hours**

Edward Said   Introduction to *Orientalism*

UNIT-2   **11 hours**

Gayatri Spivak   Can the Subaltern Speak?

UNIT-3   **13 hours**

Frantz Fanon   *Black Skin White Masks*

UNIT-4   **11 hours**

Chinua Achebe   *Things Fall Apart*

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning, Collaborative Learning.

Suggested Readings:

- *Achebe, Chinua. Things Fall Apart, Bloom's Modern, 2009.*
- *Ania Loomba, Colonialism/Postcolonialism. London: Routledge, 1998.*
- *Fanon, Frantz. The Wretched of the Earth, Grove Press, 2005.*
- *Gayatri Chakravarty Spivak, "Can The Subaltern Speak?" Gary Nelson and Lawrence Rossberg. ed. Marxism and the Interpretation of Culture. London: Macmillan, 1988.*
- *Said, Edward. Orientalism, London, Routledge, 1978.*
- *Fanon, Frantz. Black Skin White Masks, Perseus Books, 2008.*

`

Course Title: African Literature

Course Code: MEG113

L	T	P	Cr
3	0	0	3

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. Introduce the students to African Literature
2. Provide a brief history of African Literature and its relevance to understand the present condition of African people.
3. Analyze the oral narrative, folk tales and cultural tradition of African community in the given texts.
4. Provide a background to the students to deal with postcolonial theories

Course Contents

Unit – 1   **11 hours**
Okot P'Bitek: 'My Husband's Tongue is Bitter' (selections from Song of Lawino)

Unit – 2   **10 hours**
Wole Soyinka: *A Dance of the Forests*

Unit – 3   **11 hours**
 Ngugi Wa Thiango: *Devil on the Cross*

 Unit – 4   **13 hours**
Chinua Achebe: *Things fall Apart*

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning, Collaborative Learning.

Suggested Readings:
- *Benham, Martin. African Theatre Today. London: Pitman Publishing, 2016.*

- *Emmanuel, Obiechina. Culture, Tradition, and Society in the West African Novel. CPU, 2003.*
- *Moore, Gerald. Twelve African Writers. (London: Hutchinson & Co. Ltd. 1989.*
- *Dathrone, O.R. African literature in the Twentieth Century. London: Heinemann, 2019.*
- *Izevbaye, Dan. Chinweizu et al Toward the Decolonization of African Literature.*
- *Enugu Fourth Dimension Publishers, 1980.*
- *Larson, Charles. The Emergence of African Fiction. Bloomington: Indiana Univ. Press, 1991.*

`

Semester-II

Course Title: From Chaucer to Renaissance: Drama
Course Code: MEG201

L	T	P	Cr
4	0	0	4

Total Hours: 60

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. Relate the authors/works/trends/movements etc. of the Age of Chaucer to those of Renaissance.
2. Identify the Aristotelian elements of Tragedy in the Shakespearean tragedies, e.g., *Macbeth.*
3.   Classify the different shades of human nature through Ben Jonson's play *Volpone.*
4.   Discuss the themes of Sin, Redemption, Power, Ambition and Free will, Fate in Christopher Marlowe's prescribed text.

Course Content

UNIT-1   **16 hours**

History of English Literature, The Renaissance. The authors/works/trends/movements- Drama, etc.

UNIT-2   **15 hours**

Christopher Marlowe: *Doctor Faustus*

UNIT-3   **14 hours**

William Shakespeare: *Macbeth*

UNIT-4   **15 hours**

Ben Jonson: *Volpone*

cti

MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning.

SUGGESTED READINGS

- *Bloom, Harold, ed. Macbeth. Bloom's Shakespeare Through the Ages. Chelsea House.*
- *Evans, Ifor. A Short Study of English Literature. Penguin Books, 2015.*
- *Herford, C.H. and Simpson, Percy. Ben Jonson: His Mind and His Work. Clarendon, 1950.*
- *Greenblatt, Stephen. Renaissance Self-Fashioning: From More to Shakespeare.*
- *Chicago: University of Chicago Press, 1980.*
- *Marlowe, Christopher. Doctor Faustus. Oxford Publications, 1997.*
- *ISC Shakespeare Series Macbeth (A.W. Verity Edition) Paperback, Morning Star, 2023.*
- *Jonson, Ben. Volpone (Unabridged Classics) Paperback, 2019.*

`

Course Title: The Romantic Age- Prose and Poetry

Course Code: MEG202

L	T	P	Cr
4	0	0	4

Total Hours: 60

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. Trace the history of Romantic period in English literature
2. Develop the element of imagination by the observation of the texts.
3. Analyze various elements of poetry such as diction, tone and form.
4. Compare and contrast the element of science with nature poem.

Course Content

UNIT-1   **16 hours**

History of English Literature: The Romantic Period.
 William Wordsworth- "To the Cuckoo", "The Solitary Reaper", "To Daffodils," "Ode on
   Intimations of Immorality", "Lucy Gray", "Tintern Abbey"

UNIT-2   **14 hours**

P.B. Shelley: Ode to the West Wind", "Ode to a Skylark", "Ozymandias"
Prose- Emily Bronte- *Wuthering Heights*

UNIT-3   **13 hours**

John Keats- Odes: "Ode to a Nightingale", "Ode on Melancholy", "Ode to autumn," "Ode on a
   Grecian Urn", "Ode to Psyche".

UNIT-4   **17 Hours**

William Blake: The Lamb, London, The Tyger
S.T. Coleridge: Christabel

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk. Self Learning.

SUGGESTED READINGS

- *Legouis and Cazamian. A History of English Literature. Littlehampton Book Services Ltd, 1972.*
- *Reeves, James. Selected Poems. Allision and Busby, 1967.*
- *Shelley, P. B. The Poetical Works of Percy Bysshe Shelley Vol. II. Mint Editions, 2021.*
- *Spender, Stephen (ed.). The Poems of P. B. Shelley. The Heritage Press, 1974.100 Selected Poems, John Keats, Collectible Edition, Fingerprint Publishing, 2019.*
- *Gupta, Kanav. Romantic Poets, Worldview Critical Edition, 2021.*

Course Title: Literary Theory and Criticism
Course Code: MEG212

L	T	P	Cr
4	0	0	4

Total Hours: 60

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. get an overview of the major trends in literary criticism and literary theory.

2. trace the key topics from the beginning of new criticism.

3. study the Archetypal criticism, Psychological criticism, Structuralism and Marxism.

4. Acquaint themselves with more theoretical trends such as film, gender studies.

Course Content

UNIT I   New Criticism   16 hours

Ferdinand de Saussure: Signifier and Signified, Language and Parole
                            Synchrony and diachrony etc

Wimsatt and Beardsley**:** The Intentional Fallacy

UNIT II   Psychological Criticism & Archetypal Criticism   16 hours

Sigmund Freud: Basic concepts, Theories of the Unconscious (Id,
Ego, Superego)

Unit III Structuralism and Post –Structuralism   13 hours

Roland Barthes: The Death of the Author

Unit IV Marxism   15 hours

Walter Benjamin: The Work of Art in the Age of Mechanical.

TRANSACTION MODE: Brain Storming, Quiz, Group Discussion, Open Talk. Self Learning.

SUGGESTED READINGS

- *Arnold, Matthew. Essays in Criticism. New York: MacMillan and Company, 1865.*
- *Ayers, David. Literary Theory: A Re-introduction. New Delhi: Wiley India, 2008.*
- *Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester, UK: Manchester University Press, 2009*
- *Bartes, Ronaldo. The Death of the Author. Fontana. 1977.*
- *Benjamin, Walter. The Work of Art in the Age of Mechanical Reproduction. United States: Prism Key Press, 2010.*
- *Bennett, Andrew and Nicholas. An Introduction to Literature, Criticism and Theory. United States: Prentice Hall, 1999.*
- *Bertans, Hans. Literary Theory: The Basics. London: Routledge, 2001.*
- *Blamires, Harry. A History of Literary Criticism. Delhi: Macmillan, 2001.*
- *Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford University Press, 2000.*
- *Freud, Sigmund. Introduction to Psychoanalysis. Create space Independent Pub. 1916*
- *Saussure, Ferdinand. Course in General Linguistics. London Duckworth. 1916*
- *Wimsatt, William K, et al. Literary Theory and Structure: Essays in Honor of William K. Wimsatt. New Haven: Yale University Press, 1973.*
- *Wimsatt, William K and Monroe C. Beardsley. The Intentional Fallacy" and Author's Intent. 1964.*

Course Name: Language Skills-Reading and Writing
(Technical Skills)

Course Code: MEG209

L	T	P	Cr
2	0	2	3

Total Hours: 60

Course Learning Outcomes:

On completion of this course, the learner will be able to:
1. develop the ability to read with comprehension.
2. promote students' language development through the domains of reading & writing
3. Explore the benefits and barriers of Effective Reading and Acquaint with different types of Reading and Writing.
4. Differentiate between Formal and Informal Writing.

Course Content

UNIT-1: Reading Skills   **11 hours**
   a. Purpose, Process, Methodologies
   b. Skimming and Scanning
   c. Levels of Reading
   d. Reading Comprehension
   e. Academic Reading Tips

UNIT-2: Effective Writing Skills-I   **11 hours**
   f. Elements of Effective Writing (What is Writing?
   g. The Sentence, Phrases and Clauses
   h. Types of Sentences

UNIT-3: Effective Writing Skills-II   **11 hours**
   i. Main Forms of Written Communication
   j. Paragraph Writing (Linkage and Cohesion)
   k. Letter Writing (formal and informal)
   l. Essay writing
   m. Notices

UNIT-4: Effective Writing Skills-III   **11 hours**
   n. Summarizing
   o. Précis Writing
   p. Note-making

`

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning.

SUGGESTED READINGS:
- *Monippally, Matthukutty, M. Business Communication Strategies. Tata*
- *McGraw-Hill Publishing Company Ltd., 2001.*
- *Adair, John. Effective Communication. Pan Macmillan Ltd.,2003.*
- *Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.*
- *Cambridge English, The Official Cambridge Guide to IELTS for Academic & General Training, Cambridge University Press, A.L. French, 2014*

Course Name: Seminar- II (Skill Based)

Course Code: MEG210

L	T	P	Cr
0	0	4	2

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. Enhance the Presentation and Speaking Skills.
2. Relate the latest developments and various methods of Research.
3. Evaluate and apply the Research findings related to the different areas.
4. Analyze and explore different sources of English Literature and Language.

Course Content

Students will be given a topic related to recent trends in English Literature and they will submit a report consisting of salient features about the topic. They will also prepare and submit PPT and deliver a seminar on the topic.

(Discipline Elective III)

Course Title: Indian Writing in English II

Course Code: MEG203

L	T	P	Cr
3	0	0	3

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. Explore the elements like religious, Intolerance, Love and Marriage etc. in the novel of *A Suitable Boy*.

2. Examine the Post Colonial reflection in the novel *The Shadow Lines*.

3. Recognize mythic allusion and racial conflicts in the novel *Such A Long Journey*.

4. Illustrate the feminine insights like self-discovery and independence in texts like *The Ladies Coupe.*

Course Content

UNIT-1   **11 hours**

Vikram Seth: *A Suitable Boy*

UNIT-2   **12 hours**

Amitav Ghosh: *The Shadow Lines*

UNIT-3

                                                            11 hours

Rohinton Mistry: *Such a Long Journey*

UNIT-4   **11 hours**

Anita Nair: *The Ladies Coupe*

`

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk. Self Learning.

SUGGESTED READINGS

- *Iyengar, K. R.Srinivasa. Indian Writing in English. Sterling Publications Private Limited, 2019.*
- *Naik, M.K. A History of Indian Writing in English. Sahitya Akademi, 2009.*
- *Seth, Vikram. A Suitable Boy, Harper Perennial Modern Classics.,2005.*
- *Ghosh, Amitav. The Shadow Lines. John Murray Publication, 2011.*
- *Nair, Anita. The Ladies Coupe. Penguin Publisher, 2001.*
- *Mistry, Rohinton. Such a Long Journey, Faber and Faber, 2006.*

Course Title: Dalit Literature (Discipline Elective)

Course Code: MEG213

L	T	P	Cr
3	0	0	3

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. Examine the caste question in the Indian literary tradition with special reference to *Annihilation of Caste* by Dr B R Ambedkar.
2. Critically analyze the subjugation, exploitation and dehumanization of Dalits in India.
3. Explore the writings of Dalit women and their resilience against Brahmanical patriarchy.
4. Illustrate the feminine insights like self-discovery and independence in the Dalit literary texts.

Course Content

UNIT-1   **11 hours**

B.R. Ambedkar: *The Annihilation of Caste*

UNIT-2   **12 hours**

Om Prakash Valmiki: *Joothan*

UNIT-3   **11 hours**

Balbir Singh Madhopuri: *Changiya Rukh, Against the Night*

UNIT-4   **11 hours**

Namdeo Dhasal: Selected poetry from *Golpitha*

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning.

SUGGESTED READINGS

- *Dangle, Arjun, ed. Poisoned Bread: Translations from Marathi Dalit Literature. Orient Longman, 1992.*
- *Valmiki, Omprakash, Joothan: An Untouchable's Life, Translated from Hindi by Arun Prabha Mukherjee, Columbia University Press, 2003.*
- *Viswanathan, S. Dalits in Dravidian Land, Frontline Reports on Anti-Dalit Violence in Tamil Nadu (1995-2004) Navayana, 2005.*
- *Satyanarayana, K and Tharu, Susie. The Exercise of Freedom: An Introduction to Dalit Writing, Navayana, 2013.*
- *Limbale, Sharankumar. Towards an Aesthetic of Dalit Literature, Orient Longman, 2004.*
- *Madhopuri, Balbir. Changiya Rukh, Against the Night, trans. by Tripti Jain, Oxford, 2010.*
- *Sivakami, P. The Grip of Change and Author's Notes, Orient Longman Pvt Ltd Publication, 2006.*
- *Dhasal, Namdeo. Golpitha, A Current of Blood, trans. By Dilip Chitre, Navayana, 2019.*

Course Title: - Study of a Genre: Drama (Discipline Elective)

Course Code: MEG204

L	T	P	Cr
3	0	0	3

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. Identify the major critical issues of *Arms and the Man.*

2. Assess social, moral,ethical and aesthetic values in *The Merchant of Venice.*

3. Explore the theme of responsibility, and violence against women in *Yayati.*

4. Compare and contrast Modernist and Post-modernist approaches to comment on *Waiting for Godot.*

Course Content

UNIT-1   **12 hours**

Shakespeare: *The Merchant of Venice*

UNIT-2   **11 hours**

George Bernard Shaw: *Arms and the Man*

UNIT-3

                                                                                        10 hours

Samuel Beckett: *Waiting for Godot*

UNIT-4

                                                                                        12 hours

Girish Karnad: *Yayati*

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning.

`

SUGGESTED READINGS:

- *Bloom, Harold(ed.). Samuel Beckett. Chelsea House Publishers, 1985.*
- *Beckett, Samuel. Waiting for Godot. Books Way, 2016.*
- *Connor, Steven. Samuel Beckett: Repetition, Theory and Text. Wiley- Blackwell, 1988.*
- *Dr. Prafull D. Kulkarni, The Dramatic World of Girish Karnad. Creative Books Nanded, 2010.*
- *Karnad, Girish. Yayati, Oxford, 2007.*
- *P Dhanavel, The Indian Imagination of Girish Karnad, Prestige Books, New Delhi, 2000.*
- *Smith, Rob. Cambridge Student Guide to The Merchant of Venice, CUP, 2002.*
- *Yde, Matthew. Bernard Shaw and Totalitarianism: Longing for Utopia. New York: Palgrave Macmillan. 2013.*
- *Shaw, G. B. Arms and the Man, Maple Classics, 2013.*
- *Shakespeare, William. The Merchant of Venice, Fingerprint Publishing, 2018.*

Course Name: Diaspora Studies (Discipline Elective)	L	T	P	Cr
Course Code: MEG206	3	0	0	3

Course Type: Core   **Total Hours: 60**

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. understand the historical background of international migration.
2. understand the linkage between international migration, Diaspora and transnationalism.
3. to understand the contemporary migration patterns as a result of globalization.
4. establish how immigration, Diaspora and transnationals studied in the context ofIndian Diaspora.

Course outline

Unit- I   **Sociology of Diaspora**   **18 hours**

- Definitions and Theories of Diaspora
- Major Diasporas: Jewish, British, African, Chinese and other Diasporas
- Globalization and Diaspora
-

Unit- II   **The Indian Diaspora: A Survey**   **13 hours**

- The Indian Diaspora in South East Asia
- The Indian Diaspora in Africa and the Caribbean

Unit- III   **Issues of Identity in the Indian Diaspora**   **15 hours**

- Religion and Caste
- Language and Culture
- Institutions and Associations

Unit-IV   **Indian Diaspora and Transnationalism**   **15 hours**

Definitions and Theories of Transnationalism

Indian Diaspora and Transnationalism

TRANSACTION MODE: Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning.

SUGGESTED READINGS

- *Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). South Asian Overseas: Migration andEthnicity. Cambridge University press, 1990.*
- *Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). The Encyclopedia of the Indian Diaspora.Editions Didier Millet, 2007.*
- *Parekh, Bhikhu, Gurhapal Singh and Steven Vertovec (eds.). Culture and Economy in the Indian Diaspora. Routledge, 2003.*
- *Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.). Tracing an Indian Diaspora: Contexts, Memories, Representations. Sage Publications, 2008.*
- *Rayaprol, Aparna. Negotiating Identities: Women in the Indian Diaspora. New Delhi: Oxford. 1997.*
- *Robin, Cohen. Global Diasporas: An Introduction, Routledge. 2019*
- Sahoo, Ajay, etal. Transnational Migrations: The Indian Diaspora. Binding Paper Back. 2006.
- *Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). Transnational Migrations: TheIndian Diaspora. Routledge Publications, 2008.*

Course Name: Literature, Gender & Feminism

Course Code: MEG207 (Discipline Elective)

L	T	P	Cr
3	0	0	3

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. Explain the gender discrimination, search for Identity and Sexual Politics in *That Long Silence.*

2. Demonstrate the ability to design and conduct independent feminist analysis in *A Room of One's Own.*

3. Understand the major movements of feminist thought and related areas of the body of knowledge making up the field of Gender, Sexuality and Feminist Studies.

4. Analyze critically and evaluate major feminist and gender theories.

Course Content
UNIT-1

11 hours

Virginia Woolf   :   *A Room of One's Own*

UNIT-2   **10 hours**

Jean Rhys   :   *Wide Sargasso Sea*

UNIT-3

12 hours

Shashi Deshpande   :   *That Long Silence*

UNIT-4   **12 hours**

Simone de Beauvoir   :   *The Second Sex:* Introduction and Book I - Part III
'Feminisms' - an essay by Fiona Tolan from *An Oxford Guide to Literary Theory and Criticism* edited by Patricia Waugh

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning.

SUGGESTED READINGS

- Atrey, Mukta. *Shashi Deshpande: A Feminist Study.* B R Publishing Corporation, 2011.
- Woolf, Virginia. *A Room of One's own.* Harcourt, 1929.
- Beauvoir, Simone de. *The Second Sex,* 2002
- Staley, Thomas F. *Jean Rhys: A Critical Study.* Palgrave Macmillan, 1979.
- Frickey, Pierrette. *Critical Perspectives on Jean Rhys.* Three Continents Press, 1990.
- Rhys, Jean. *Wide Sargasso Sea,* Penguin Classics, 2000.
- Deshpande, Shashi. *That Long Silence,* Penguin Classics, 2008.

Course Name: Translation Studies (Discipline Elective)

L	T	P	Cr
3	0	0	3

Course Code: MEG208

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1 Understand the process of translation across the various disciplines.

2 Acquaint with the important translation theories and apply the various methods and strategies to produce the quality translation beyond social and cultural differences.

3. Describe the role of machine translation in contemporary era and Equivalence at Word Level, Equivalence above Word Level, Grammatical Equivalence.

4. Learn about the translation theory and its applications like Language variety: Dialect, Idiolect, Register, Style, Mode, Code mixing/Switching, Machine Translation

Course Content

UNIT-1   **11 hours**
Definition & Types of Translation

UNIT-2   **12 hours**
Role of Translation & Need of Translation

Basic concepts and terms used in Translation Studies: Language variety: Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching, Machine Translation

UNIT-3   **11 hours**
Equivalence at Word Level, Equivalence above Word Level, Grammatical Equivalence

UNIT-4   **11 hours**

Translation of 50 pages of any selected text from (Novel, Prose, and any Knowledge Text) into English

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning.

SUGGESTED READINGS

- *Baker, Mona. Critical Readings in Translation Studies. Routledge, 2009.*
- *Baker, Mona and Gabriela Saldanha. Routledge Encyclopedia of Translation Studies. Routledge, 2011.*
- *Kuhiwczak, Piotr and Karin Littau (ed.). A Companion to Translation Studies by Multilingual Matters. Cromwell Publishers, 2007.*
- *Nirenburj, Sergei, Harold L Somers and Yorick A Wilks (ed.). Readings in Machine Translation. Bradford Book, 2003.*
- *Venuti, Lawrence (ed.). The Translation Studies. Routledge, 2012.*

Semester III

Course Name: Research Methodology (Skill Based)

Course Code: MEG312

L	T	P	Cr
4	0	0	4

Total Hours: 45

Learning Outcomes:
After completion of this course, the learner will be able to:

1. Understand and apply the basics of research methodology in the context of research or project work. Select appropriate research designs to address specific research questions.
2. Proficiently collect, edit, and analyze data, fostering readiness for advanced academic pursuits.
3. Demonstrate the capacity to choose research methods aligned with research objectives and goals.

Develop proficiency in both qualitative and quantitative data analysis techniques and effectively present research findings.

COURSE CONTENTS:

Unit-I

Research: Its concept, nature, scope, need and Objectives of Research, Research types, Research methodology, Research process – Flow chart, description of various steps, Selection of research problem.

Unit-II

Research Design: Meaning, Objectives and Strategies of research, different research designs, important experimental designs, Methods of Data Collection and Presentation: Types of data collection and classification, Observation method, Interview Method, Collection of data through Questionnaires, Schedules, data analysis and interpretation, editing, coding, content analysis and tabulation

Unit-III

Sampling Methods:
Different methods of Sampling: Probability Sampling methods, Random Sampling, Systematic Sampling, Stratified Sampling, Cluster Sampling and Multistage Sampling. Non-probability Sampling methods, Sample size.

Unit-IV

Report writing and Presentation: Types of reports, Report Format – Cover page, Introductory page, Text, Bibliography, Appendices, Typing instructions, Oral Presentation.

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Learning.

Suggested readings:

- *Panneerselvam, R, 'Research Methodology', PHI, New Delhi.*
- *Cooper, D.R., Schindler, P.S., 'Business Research Methods,' Tata McGraw Hill*
- *Gupta S P,' Statistical Methods', Sultan Chand & Sons, Delhi*
- *Ronald E Walpole, 'Probability and Statistics for Engineers and Scientists' (International Edition) , Pearson Education.*
- *Geode, Millian J. & Paul K. Hatl, "Methods in Research", McGraw Hills, New Delhi.*
- *Kothari C.R., "Research Methodology", New Age Publisher*
- *Nargundkar R, Marketing Research, Tata McGraw Hill, New Delhi, 2002.*
- *Sekran, Uma, "Business Research Method", Miley Education, Singapore*

Course Name: Research Proposal (Skill Based)

Course Code: MEG313

L	T	P	Cr
2	0	4	4

Total Hours: 45

Course Learning Outcomes: On completion of this course, the learner will be able to:

1. acquaint with the basics of research, research methodology and approaches with special focus on literary research.
2. develop the skill of investigation, evaluation, comprehension
3. introduce themselves to the latest referencing and bibliographic format according to the MLA Style.
4. understand course analysis, writing, formatting and editing.

Course Content

Unit-1

Research Type, Concepts and Methods
- Research: definition, meaning, objectives, types and approaches.
  (i) Inductive and Deductive, Qualitative and Quantities, Spatial, Chronological, Cause and effect, Comparison and Contrast, etc
  (ii) Primary and Secondary Sources.
  (iii) Resources: Library (Print and Online)
  (iv) Documentaries, E resources (UGC-Infonet, INFLIBNET), online Repository

Unit-II
Basics of Literary Research
  (i) Meaning, objectives and Approaches
  (ii) Relevance of literary research
  (iii) A selection of Topic
  (iv) Review of literature and Evaluation
  (v) Formulating the objectives/ research questions

Unit-III
Textual and interdisciplinary Research

  (vi) Textual, inter-textual and inter disciplinary analysis
  (vii) Book and Film Review
  (viii) Sample Synopsis/ Research Proposal

(ix) Writing Research Paper- Selecting a topic, Outline and preparing a working Bibliography

Unit IV
Writing, Compiling, Documentation and Referencing of Research

(i) Referencing: Citing print, Web and Archival Sources, Quotations
(ii) Formatting: Indentation, Margins, Font, Spacing, Heading and Title, Pagination, Text Formatting, Abbreviations, Indexing, Glossary and Special Elements such as Title-page, Table of Contents, Headings and Sub-headings, Tables and Figures, Appendix, Bibliography and Proof Reading. (MLA Handbook, Latest Edition)

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Leaning.

Suggested readings:

- *Allison, B. The Students' Guide to Preparing Dissertations and Theses. Kogan Page, 1997.*
- *Altick, Richard D. and John J. Fenstermaker. The Art of Literary Research. Norton, 1993.*
- *Booth, Wayne C., Gregory G. Colombo, Joseph M. Williams and William C. Booth. The Craft of Research: From Planning to Reporting. Chicago University Press, 2008.*
- *Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. East-West Press, 2009.*
- *Kothari, C.R. Research Methodology: Methods and Techniques. New Age International Ltd, 1985.*
- *Rahim, F. Abdul. Thesis Writing: A Manual for Researchers. New Age International Pvt Ltd, 1996.*
- *Scott W. Vanderstoep, and Deirdre D. Johnston. Methods for Everyday Life: Blending Qualitative and Quantitative Approaches. A waley Imprint, 2009*
- *Turabian, Kate L. A Manual for Writers of Term Papers, Theses and Dissertations. 6th ed. Chicago University Press, 1996.*

Course Name: Ethics and Intellectual Property Rights (Skill Based)

Course Code: MEG314

L	T	P	Cr
2	0	0	2

Total Hours: 15

Learning Outcomes:

After completion of this course, the learner will be able to:

1. Develop the ability to identify and analyze ethical issues within the subject matter or related field.
2. Recognize ethical concerns within research and intellectual contexts, including academic integrity, source use and citation, objective data presentation, and treatment of human subjects.
3. Understand the significance of Intellectual Property (IP) in various industrial sectors, particularly for product and technology development.
4. Identify activities that constitute IP infringements, understand the remedies available to IP owners, and describe precautionary measures to prevent infringement of proprietary rights in the context of product and technology development.

Course Content

UNIT-I

Ethics: definition, moral philosophy, nature of moral judgements and reactions, scope, Ethics with respect to science and research, Intellectual honesty and research integrity Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) Redundant publications: duplicate and overlapping publications, salami slicing, Selective reporting and misrepresentation of data, Publication ethics: definition, introduction and importance

UNIT-II

Introduction to Intellectual Property rights: Concept & theories, Kinds of intellectual Property Rights, Advantages & Disadvantages of IPR, Development of IPR in India, Role & Liabilities of IPRs in India. Rights of trademark-kind of signs used as trademark-types, purpose & functions of a trademark, trademark protection, trademark registration, selecting and evaluating trade mark, trade mark registration process.

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Leaning.

Course Name: Service Learning

Course Code: MEG315

L	T	P	Cr
1	0	2	2

Total Hours: 30

Course Learning Outcomes: After completion of this course, the learner will be able to:
1. Understand various social problems, issues and ideas where they can contribute in a meaningful way
2. Create an environment of work culture based on mutual work, co-operation and team work
3. Develop a deep faith in dignity of labour and life of active social involvement
4. Develop aesthetic, creative and innovative abilities
5. Preserve, promote and spread cultural values & cultural heritage

Course Content
- Cleanliness and beautification of surroundings, Participation in NSS/NCC Activities of Working in social service centers like old age home, hospitals, institutions for blind, orphan houses, any other social service center of NGO's/ GO's.
- Helping the needy - it involves the following activities:
- Blood Donation/Organ Donation, Awareness camps/Literacy camps/HIV awareness camps/health and hygiene awareness camps, Tree plantation or growing of ornamental plants, Identification of needy women and providing help to them, provide coaching to needy students, guidance and counseling to older people and needy children.

Project Report
1. The students will maintain a project report on activities performed during community services.

Course Name: Research Lab

Course Code: MEG316

L	T	P	Cr
0	0	4	2

Total Hours: 30

Course Content

Unit I   **15 Hours**

Generating Charts/Graphs in Microsoft Excel, Power Point Presentation, creating a new document with templates & Wizard, Word basics, Thesis Writing Formats & Scientific editing tools. Style Formats (MLA & APA)

Unit II   **15 Hours**

Using Words Drawing Features, Inserting Tables – (Adding, deleting, modifying rows and columns - merging & splitting cells), Using formulas in tables, Converting text to table and vice-versa, Mail Merge tool. Managing Workbooks, Working with Worksheets

Text Books:

- Leon & Leon, "Introduction to Computers", Vikas Publishing House, NewDelhi
- Saxena S., "MS Office Xp for Everyone", Vikas Publishing House, New Delhi,2007
- June Jamrich Parsons, "Computer Concepts", Thomson Learning, 7th Edition,Bombay

  White, "Data Communications & Computer Network", Thomson Learning, Bombay
- Comer, "Computer networks and Internet", Pearson Education,4e
- https://www.researchgate.net
- https://www.youtube.com/playlist?list=PLWPirh4EWFpF_2T13UeEgZWZHc8nHBuXp

Course Name: Computer Lab

Course Code: MEG317

L	T	P	Cr
0	0	4	2

Total Hours: 15

Learning Outcomes:

After completion of this course, the learner will be able to:

1. Demonstrate proficiency in using Word tables to efficiently organize and present data.
2. Compare and apply techniques for inserting graphics, pictures, creating table of contents, and using Drop Cap to enhance documents.
3. Develop advanced formatting skills for paragraphs, tables, lists, and pages within Word documents.
4. Create and execute mail merge processes to efficiently produce customized documents.

Course Content

Unit I

Generating Charts/Graphs in Microsoft Excel, Power Point Presentation, Creating a new document with templates & Wizard, Word basics, Thesis Writing Formats & Scientific editing tools. Style Formats (MLA & APA)

Unit II

Using Words Drawing Features, Inserting Tables – (Adding, deleting, modifying rows and columns - merging & splitting cells), Using formulas in tables, Converting text to table and vice-versa, Mail Merge tool. Managing Workbooks, Working with Worksheets.

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk, Self Leaning.

Suggested Readings:

- *Leon & Leon, "Introduction to Computers", Vikas Publishing House, New Delhi*
- *Saxena S., "MS Office Xp for Everyone", Vikas Publishing House, New Delhi, 2007*
- *June Jamrich Parsons, "Computer Concepts", Thomson Learning, 7th Edition, Bombay*
- *White, "Data Communications & Computer Network", Thomson Learning, Bombay*
- *Comer, "Computer networks and Internet", Pearson Education, 4e*

Course Name: Proficiency in Teaching (Ability Enhancement)

Course Code: MEG318

L	T	P	Cr
0	0	4	2

Total Hours: 15

Course Learning Outcomes:
On the completion of the course, the learner will be able to
1. Design the learner-centered instructional plans and learning outcomes.
2. Apply innovative teaching strategies and technologies to engage learners.
3. Analyze the different assessment methods to evaluate student learning.
4. Reflect on teaching experiences and continuously improve teaching practices.
5. Develop effective communication and classroom management skills.

Content Outline:

UNIT I   **10 Hours**
1. Overview of the course and its objectives - Theories of learning and their implications for teaching - Understanding the role of the teacher and student in the learning process - Writing clear and measurable learning outcomes -
2. Meaning Nature, definition, scope, and importance Pedagogy, Andragogy, and Heutagogy – Skills-based approach to teaching (Teaching skills), Micro-teaching, Macro teaching. Methods and approaches of teaching - CAM, Structure-function approach, Synthetic and Analytic approach, Jurisprudential inquiry model

UNIT I   **6 Hours**
1. Understanding the diverse needs and backgrounds of learners - Creating an inclusive and supportive learning environment - Facilitating active learning and student engagement strategies
2. Lectures, discussions, and demonstrations - Group work, collaborative learning, and cooperative learning - Problem-based learning, case studies, and simulations

UNIT III   **7 Hours**
1. Integrating technology tools into instruction – Online, blended learning, flipped learning, and M-learning approaches - Using educational software and platforms effectively
2. Formative and summative assessment methods – Difference between Assessment, Evaluation and Measurement, E-assessment tools,

UNIT IV   **7 Hours**
1. The importance of reflective practice in teaching - Self-assessment and evaluation of teaching effectiveness – Need for Professional development - Teaching in multicultural and international classrooms - Culturally responsive teaching practices

2. Meaning, Definition of teaching model - Assumptions, Importance, Role, and type of teaching models. Historical teaching model, Philosophical model of teaching

TRANSACTION MODE

Discussions, Case Studies, Microteaching, Classroom Observations, Peer Teaching: Video Analysis, Role-Playing, Lecture-cum-demonstration, Classroom Simulations, Reflective Journals/Blogs, Teaching Portfolios and Technology Integration, Flipped Teaching.

SUGGESTED READINGS

- *Ali, L. (2012). Teacher education. New Delhi: APH Publishing Corporation.*
- *Anandan, K. (2010). Instructional technology in teacher education. New Delhi: APH Publishing Corporation.*
- *Bruce R Joyce and Marsha Weil, Models of Teaching, Prentice Hall of India Pvt Ltd, 1985.*
- *Chalan, K. S. (2007). Introduction to educational planning and management. New Delhi: Anmol Publications Pvt. Ltd.*
- *Chand, T. (2008). Principles of teaching. New Delhi: Anmol Publications Pvt. Ltd.*
- *Chiniwar, P. S. (2014). The technology of teaching. New Delhi: Anmol Publications Pvt. Ltd.*
- *Curzon, L. B., & Tummons, J. (2004). Teaching in future education. U.S.A: Bloomsbury Academic Publications.*
- *Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.*
- *Evaut, M. The International Encyclopedia of Educational Technology.*
- *Gage N L, Handbook of Research on Teaching, Rand Mc Nally and Co., Chicago, 1968.*
- *Graeme, K. (1969): Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.*
- *Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.*
- *Haseen Taj (2006): modern Educational Technology, Agra: H.P Bhargava Book House.*
- *Jarvis, M. (2015). Brilliant ideas for ICT in the classroom. New York: Routledge Publications.*
- *Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).*
- *Kumar, P. (2015). Web-based technology in education. New Delhi: APH Publishing Corporation.*
- *Mangal, S. K. (2014). Advanced educational psychology. New Delhi: PHI Learning Pvt. Ltd.*
- *Mohan, R. (2011). Teacher education. New Delhi: PHI Learning Pvt. Ltd.*
- *Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.*
- *Murty, K. (2015). Educational technology. New Delhi: APH Publishing Corporation.*
- *Popham, W. J. (2014). Classroom assessment. U.S.A: Pearson Publications.*
- *Purayil, A. V. (2015). Educational technology. New Delhi: APH Publishing Corporation.*
- *Ranford, C. P. (2013). Strategies for successful student teaching. New Jersey: Pearson Publications.*
- *Schrum, L., & Levin, B. B. (2015). Leading 21st Century School. U.S.A.: Sage Publications.*
- *Sharma R A, Technology of Teaching, International Publishing House, Meerut, 1988.*
- *Sharma, R. N., & Chandra. S. S. (2007). Advanced educational technology. New Delhi: Atlantic Publications.*

- *Siddiqui M S., and Khan M S., Models of Teaching – Theory and Research, Manas Publication, New Delhi, 1991*
- *Singh, & et. al. (2014). Educational technology: teaching-learning. New Delhi: APH Publishing Corporation.*

WEBLIOGRAPHY

- *wiki.eveuniversity.org*
- *www.adprima.com*
- *www.apa.org*
- *www.crlt.umich.edu*
- *www.edutopia.org*
- *www.eveuniversity.org*
- *www.facultyfocus.com*
- *www.reddit.com*
- *www.theteachersguide.com*

Semester: IV

Course Title: Dissertation
Course Code: MEG401

L	T	P	Cr
0	0	0	20

Course Learning Outcomes:

After completion of the course the students will be able to

* Select a research area of their interest

* Identify the gaps in research area

* Analyze the significance of the area for research

* Write a thematic paper on any contemporary issue

* Write references and webliography using a standard format

The students will select an area of their choice with the direction of their supervisor/faculty member within first two weeks from the start of the semester, consulting e-resources, data bases and other related material. They will write a theme paper on the area selected.

There will be two presentations on the theme selected.

First presentation will be held during 6-7 week of the semester. Two examiners from the department will evaluate it on the following criteria.

* Content of the focus area

* Significance of the area

* Presentation Techniques

* Response to questions asked by examiners

Presentation will be of 30-40 mins duration. First evaluation will consist of 20 marks. Second presentation will be held during 12-13 weeks of the semester and will consist of 30 Marks. The criteria of evaluation and duration of presentation will be same as mentioned above.