

Rayat Shikshan Sanstha's
Karmaveer Bhaurao Patil College Vashi, Navi Mumbai
Autonomous College

[Affiliated to University of Mumbai]

Syllabus for MA-I English

Sr. No.	Heading	Particulars
1	Title of Course	M.A. I English
2	Eligibility for Admission	T.Y.B.A. (English), From a recognized university
3	Passing Marks	40%
4	Ordinances/Regulations (if any)	
5	No. of Years/Semesters	One year/Two semester
6	Level	P.G.
7	Pattern	Semester
8	Status	New
9	To be implemented from Academic year	2023-2024

AC-

Item No-



**Rayat Shikshan Sanstha's
KARMAVEER BHAURAO PATIL COLLEGE, VASHI.
NAVI MUMBAI
(AUTONOMOUS COLLEGE)**

Sector-15- A, Vashi, Navi Mumbai - 400 703

Syllabus for M.A. I English

Program: M.A.

Course: M.A. I English

(w.e.f. 2023-2024)

Preamble of the Syllabus:

Master of Arts (M.A.) in English is a post-graduation programme of Department of English, Karmaveer Bhaurao Patil College Vashi, Navi Mumbai [Autonomous College]

Having an MA in English can open up a wide range of career opportunities. Graduates of the program are well-equipped to pursue careers in publishing, editing, marketing, journalism, and education, among other fields. The fact that you have graduated your Masters in English means that you have a good command of it. In your CV, this is an even more important proof of your foreign language skills for your employer than a language certificate acquired years ago. There are many career options available for students of M.A (English Literature) like they can work as Translator, Editor, Academic Writer, Public Servant, Teacher, Quality Control Executive, Theater Actor, Proof Reader, Content Writer, etc.

Rayat Shikshan Sanstha's KARMAVEER BHAURAO PATIL COLLEGE, VASHI, NAVI MUMBAI (Autonomous) Department of English M. A. English		
Program Outcomes (POs)		
Learners are able to:		
PO-1	Advanced Literary Analysis	Graduates should be able to demonstrate a deep understanding of literary theory, criticism, and analysis, and apply these concepts to a wide range of literary texts from different genres and time periods.
PO-2	Critical Thinking and Research Skills:	Students should develop strong critical thinking and research skills, including the ability to formulate research questions, conduct independent research, and synthesize information from various sources.
PO-3	Effective Communication:	Graduates should be proficient in written and oral communication, including the ability to articulate complex ideas and arguments clearly and persuasively.
PO-4	Cultural and Historical Context:	Students should be able to place literary works within their cultural, historical, and social contexts, understanding how literature reflects and shapes society.
PO-5	Interdisciplinary Perspectives:	MA in English programs often encourages students to explore interdisciplinary approaches, connecting literature to other fields such as history, philosophy, sociology, and cultural studies.
PO-6	Creative and Analytical Writing:	Depending on the program, students may be expected to demonstrate both creative and analytical writing skills, including the ability to produce original creative works and scholarly essays.

PO-7	Literary Theory and Criticism:	Graduates should have a strong foundation in various literary theories and critical approaches, enabling them to engage in advanced literary analysis and contribute to academic discourse.
PO-8	Ethical and Cultural Awareness:	Students should develop an awareness of ethical issues related to literature and culture, including questions of representation, diversity, and inclusivity.
PO-9	Teaching and Pedagogical Skills:	MA in English programs prepare students for careers in education, so they may be expected to develop effective teaching methods and strategies.
PO-10	Professional Development:	Graduates should be prepared for a variety of career paths, including academia, publishing, journalism, writing, editing, and more. They should have the skills necessary to succeed in their chosen career field.
PO-11	Independent Research:	MA programs requires students to complete a thesis or substantial independent research project, demonstrating their ability to contribute original insights to the field of English studies.
PO-12	Global and Multicultural Perspectives:	An understanding of literature from different cultural and global perspectives is often emphasized to foster a broader worldview and cultural sensitivity.

Program Specific Outcomes (PSO)	
PSO1	Mastery of Literary Periods and Genres: Graduates should demonstrate a deep knowledge of specific literary periods (e.g., Victorian literature, Renaissance literature) and genres (e.g., poetry, drama, fiction) and be able to analyze and critically evaluate texts within these contexts.
PSO2	Expertise in a Chosen Specialization: Depending on the program's focus, students may have specific outcomes related to their chosen specialization, such as American literature, postcolonial literature, or literary theory.
PSO3	Advanced Research Skills: Graduates should be proficient in conducting advanced literary research, including the ability to formulate a research question, conduct extensive literature reviews, and contribute original insights to the field through their research projects or theses.
PSO4	Publication-Ready Writing: Students should develop the ability to produce scholarly essays and research papers that meet publication standards, which may include formatting, citation styles (e.g., MLA, APA), and rigorous proofreading.
PSO5	Critical Engagement with Literary Theory: Program-specific outcomes may emphasize the application of specific literary theories or critical approaches relevant to the program's focus, such as feminist theory, postcolonial theory, or ecocriticism.
PSO6	Language Competency: Depending on the program's emphasis, students may need to demonstrate proficiency in languages relevant to their area of study, such as Old English, Middle English, or a foreign language if studying world literature.
PSO7	Pedagogical Skills (if applicable): For programs with a teaching component, graduates should be prepared to design effective syllabi, deliver engaging lectures, and assess student learning in literature

	and writing courses.
PSO8	Contribution to Scholarly Discourse: Graduates should be able to engage in meaningful academic discussions, present research findings at conferences, and contribute to scholarly journals and publications in the field of English studies.
PSO9	Cultural and Ethical Awareness: Graduates should be attuned to cultural and ethical issues in literature and be able to critically assess representations of identity, diversity, and inclusivity in literary works.
PSO10	Capstone Project or Thesis: Many MA in English programs require students to complete a capstone project or thesis, which demonstrates their ability to undertake original research and make a significant contribution to the field.
PSO11	Professional Development: Graduates should be equipped with the skills and knowledge necessary to pursue a wide range of careers, including academia, publishing, writing, editing, or related fields.

Rayat Shikshan Sanstha's
KARMAVEER BHAURAO PATIL COLLEGE, VASHI
 [AUTONOMOUS COLLEGE]

Department of Mathematics

M.A. English

Teaching - Evaluation Scheme (NEP 2020)

Semester-I

Course Code	Course Name	Teaching Scheme (Hours/Week)			Examination Scheme and Marks					Credit Scheme				
		Theory	Practical	Tutorial	CIE	Sem End-Exam	Term	Practical	Oral Total	Lecture	Practical	Tutorial	Total	
PGENG101	English Literature from 1550 to 1832	04	-	-	40	60	-	-	-	100	04	-	-	04
PGENG102	Literary Theory and Criticism	04	-	-	40	60	-	-	-	100	04	-	-	04
PGENG103	Phonetics and Phonology	04	-	-	40	60	-	-	-	100	04	-	-	06
	Phonetics and Phonology	-	02	-	20	30	-	-	-	50	02	-	-	
PGENG104A Or PGENG104B	Modern American Literature OR Theory and Practice of Translation - I	04	-	-	-	60	-	40	-	100	02	02	-	04
PGENG105	Research Methodology - I	04	-	-	40	60	-	-	-	100	04	-	-	04
Total		20	02	-	180	230	-	40	-	550	20	02	-	22
Total Credit											20	02	-	22

Semester-II

PGENG201	English Literature from 1832 to 1980	04	-	-	40	60	-	-	-	100	04	-	-	04
PGENG202	Contemporary Critical Theory	04	-	-	40	60	-	-	-	100	04	-	-	04
PGENG203	Linguistics and Stylistics	04	-	-	40	60	-	-	-	100	04	-	-	06
	Linguistics and Stylistics	-	02	-	20	30	-	-	-	50	02	-	-	

PGENG204A Or PGENG204B	Canadian, Australian, New Zealand Literatures in English OR Theory and Practice of Translation - II	02	02	-	-	60	-	40	100	02	02	-	04
PGENG205	Literary Research	04	-	-	60	60	-	-	100	04	-	-	04
Total		20	02	-	180	230		40	550	20	02	-	22
Total Credit										21	01	-	22

COURSE STRUCTURE FOR M.A. I English

SEMESTER I

	Course	Unit	Topic	Credit	L/W
Major	English Literature from 1550 to 1832				
	UGENG101	I	Poetry: John Donne and S. T. Coleridge	4	4
		II	Drama: 1. Christopher Marlowe: Doctor Faustus 2. William Congreve: The Way of the World		
		III	Novel: 1. Henry Fielding: The History of Tom Jones, a Foundling 2. Jane Austen: Pride and Prejudice		
		IV	Brief History of Neoclassical Era		
Major	Literary Theory and Criticism				
	UGENG102	I	Classical To Neo-classical Criticism	4	4
		II	Romantic Criticism		
		III	Victorian Criticism		
		IV	New criticism		
Major	Phonetics and Phonology				
	UGENG103	I	Introduction to Phonetics	6	6
		II	Consonant Sounds		
		III	Vowel Sounds		
		IV	Suprasegmental Features		
		V	Introduction to Phonology		
		VI	Phonological Processes		
Elective	Modern American Literature				
	UGENG104	I	Benjamin Franklin: Autobiography	4	4
		II	Nathaniel Hawthorne: The Scarlet Letter		

	A	III	Selected Poems of Walt Whitman		
		IV	American Short Stories		
	Theory and Practice of Translation - I				
	UGENG104 B	I	Basic Issues and Concepts	4	4
		II	Nature of Translation		
III		Types of Translation			
IV		Theories of Translation			
RM	Research Methodology - I				
	UGENG105	I	Introduction to Research Methodology	4	4
		II	Research Problem and Research Design		
		III	Methods of Data Collection		
		IV	Testing of Hypotheses-I		

SEMESTER II

	Course	Unit	Topic	Credit	L/W
Major	English Literature from 1832 to 1980				
	UGENG101	I	Victorian and Modern Poetry	4	4
		II	Modern and Postmodern Drama		
		III	Victorian and Modern Novel		
		IV	Brief history of Victorian and Modern Age		
Major	Contemporary Critical Theory				
	UGENG102	I	Archetypal and Marxist Criticism	4	4
		II	Psychoanalytic Criticism		
		III	Structuralism and Deconstruction		
		IV	New Historicism, Feminism and Cultural studies		
Major	Semantics and Pragmatics				
	UGENG103	I	Introduction to Semantics and Pragmatics	6	6
		II	Semantics: Word Meaning		
		III	Semantics: Sentence and Propositional Meaning		
		IV	Pragmatics: Implicature and Inference		
		V	Pragmatics: Speech Acts		
		VI	Pragmatics: Politeness and Pragmatic Markers		

Canadian, Australian, New Zealand Literatures in English						
Elective	UGENG104 A	I	Hugh MacLennan: The Watch That Ends the Night,	4	4	
		II	Margaret Atwood: The Edible Woman			
		III	Judith Wright: Fourth Quarter			
		IV	Patrick White: The Eye of the Storm			
	Theory and Practice of Translation - II					
	UGENG104 B	I	Problems in Translation	4	4	
		II	Problems of Literary Translations: Poetry and Drama			
		III	Problems of Literary Translations: Novel			
IV		Evaluations of Translation				
RM	Literary Research					
	UGENG105	I	Tools and techniques for literary research	4	4	
		II	Textual scholarship and book history			
		III	Issues and approaches in literary research			
		IV	Planning and completing a research project			

- Note:**
- Blue Highlighted** Topic / Course has focused on employability/ entrepreneurship/skill development
 - Yellow Highlighted** Topic / Course is related to professional ethics, gender, human values, Environment & sustainability
 - Green Highlighted** Topic / Course is related to local/national/regional & global development needs.

SEMESTER I

PGENG101: English Literature from 1550 to 1832

- A) Course Outcomes:** Upon successful completion of this course, students will be able to:
- CO1:** To demonstrate an understanding of the major historical events, cultural shifts, and intellectual developments that influenced English literature from 1550 to 1832
 - CO2:** To identify and explain the characteristics and key features of major literary periods within this time frame, such as the Renaissance, the Restoration, the Enlightenment, and the Romantic period.
 - CO3:** To develop the ability to perform close readings of literary texts, analyzing language, imagery, symbolism, and themes in depth.
 - CO4:** To analyse and interpret literary works from the period, discussing how form and content reflect cultural, social, and historical contexts.
 - CO5:** To demonstrate an understanding of various literary genres popular during this period, such as poetry, drama, essays, and the novel.
 - CO6:** To be familiar with key authors and works from the period, including Shakespeare, Milton, Pope, Swift, Defoe, Austen, and others.

(B) Prescribed Texts:

Unit: I - Poetry

- 1. John Donne:** (i) The Good-Morrow (ii) The Canonization (iii) A Valediction: Forbidding Mourning
- 2. S T Coleridge:** The Rime of Ancient Mariner

Unit: II - Drama

- 1. Christopher Marlowe:** Doctor Faustus
- 2. William Congreve:** The Way of the World

Unit: III - Novel

- 1. Henry Fielding:** The History of Tom Jones, a Foundling
- 2. Jane Austen:** Pride and Prejudice

(C) Course materials:

Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

(D) Teaching methodology:

No study of Literature can begin without having read the literary text (s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interacts with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher.

Students should also be given practice in writing answers to the point and should be discouraged to write vague, roundabout and repetitive answers. Understanding of the literal meaning i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

(E) Evaluation:

Class Test	20
Project Work and its presentation	20
End Semester Examination	60
Total	100

The End Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed texts.

Class Test will have the weight age of 20 marks. Project work and its presentation will carry 20 marks.

Question No.	Nature	Unit	Marks
1.	Essay type (1out of 2)	I	15
2.	Essay type (1out of 2)	II	15
3.	Essay type (1out of 2)	III	15
4.	Short notes (2 out of 3)	All Units	15

Recommended Text Books:

1. "The Norton Anthology of English Literature: The Sixteenth Century / The Early Seventeenth Century / The Restoration and the Eighteenth Century" (Norton Anthology) -
2. "The Norton Anthology of English Literature: The Romantic Period" (Norton Anthology) - For the Romantic period (late 18th and early 19th century),
3. "The Cambridge History of English Literature" (Cambridge University Press) -
4. "The Oxford Companion to English Literature" (Oxford University Press)
5. "The Concise Oxford Companion to English Literature" (Oxford University Press)
6. "A History of English Literature" by Michael Alexander -
7. "The Cambridge Companion to English Literature 1500-1600" (Cambridge University Press)
8. "The Cambridge Companion to English Literature 1660-1780" (Cambridge University Press)
9. "The Romantic Period: The Intellectual and Cultural Context of English Literature 1789-1830" by David B. Pirie
10. "The Restoration and the Eighteenth Century" (Blackwell Anthologies)
11. "The Age of Johnson: A Scholarly Annual" (Bucknell University Press)

PGENG101: English Literature from 1550 to 1832

Course Outcomes: After successful completion of this course, students will be able to:

- **CO1:** Students will demonstrate a strong understanding of the major historical events, cultural shifts, and intellectual developments that influenced English literature from 1550 to 1832.
- **CO2:** Students will be able to identify and explain the characteristics and key features of major literary periods within this time frame, such as the Renaissance, the Restoration, the Enlightenment, and the Romantic period.
- **CO3:** Students will develop the ability to perform close readings of literary texts, analyzing language, imagery, symbolism, and themes in depth.
- **CO4:** Students will be able to analyze and interpret literary works from the period, discussing how form and content reflect cultural, social, and historical contexts.
- **CO5:** Students will demonstrate an understanding of various literary genres popular during this period, such as poetry, drama, essays, and the novel.
- **CO6:** Students will be introduced to critical theories and approaches relevant to the study of literature from this period, such as historical criticism, feminist criticism, and postcolonial theory.

ICT Tools Used: Videos, PPT, Pen-Tablet _

Students Centric Methods:

Literary Analysis Workshops:

Organize workshops where students can analyze specific literary works in detail. Encourage them to examine themes, motifs, literary devices, and historical context.

Discussion Groups:

Create discussion groups or reading circles where students can discuss the assigned readings. Encourage them to share their interpretations and insights.

Literary Journals:

Encourage students to keep a literary journal where they record their reactions, questions, and reflections on the texts they read. This can help them develop critical thinking skills.

Historical Context:

Provide historical context for the literature studied. Understanding the social, political, and cultural context of the time period can enhance comprehension.

Interactive Multimedia:

Use multimedia resources like documentaries, films, and online exhibits to supplement the reading. This can make the material more engaging and accessible.

The CO-PO Mapping Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	-	-	1	-	-	-	-	-	-	-	1
CO2	1	1	-	1	-	-	-	-	-	-	-	1
CO3	2	1	-	1	-	-	-	-	-	-	-	1
CO4	3	-	-	2	-	4	-	-	-	-	-	1
CO5	1	-	-	-	2	-	-	-	-	-	-	1
CO6	1	-	-	-	-	-	-	6	-	-	-	-

PGENG102: Literary Theory and Criticism

(A) Course Objectives:

When you finish **Literary Theory and Criticism**, you should be able to do the following:

1. Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories.
2. Demonstrate an understanding of key concepts in literary theory.
3. Explain to others the meaning, significance, and value of specific literary theoretical works.
4. Use literary theoretical concepts to develop your own interpretations of literary texts.
5. Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.
6. Think critically about a range of literary theories.
7. Write in an insightful and informed way about specific literary theoretical works.

This course also aims to intensify students' proficiency in the skills at the heart of a liberal education: the ability to reason, think critically, communicate effectively, and appreciate excellent writing and thinking.

(B) Prescribed Texts:

Unit I: Classical To Neo-classical Criticism

- (i) Aristotle: The Poetics (Chapters 1-16)
- (ii) Longinus: On Sublimity
- (ii) Samuel Johnson: Preface to Shakespeare
- (iii) Dryden: Of Dramatic Poesie

Unit II: Romantic to Victorian Criticism

- (i) William Wordsworth: Preface to Lyrical Ballads (II)
- (ii) S. T. Coleridge: Fancy and Imagination
- (iii) Mathew Arnold: Touchstone Method
- (iv) Ruskin Bond: The Lamp of Memory

Unit III: Formalist Approach and New criticism

1. T. S. Eliot: Tradition and the Individual Talent
2. I. A. Richards: Four Kinds of Meaning
3. F. R. Leavis: Literary Criticism and Philosophy
4. Allen Tate Tension in Poetry

(c) Reference Books:

1. S. Ramaswamy and V. S. Sethuraman, eds.—The English Critical Tradition, Volumn II, Delhi, Macmillan, 1977, for Jonathan Culler.
2. William Handy & Max Westbrook, eds.—Twentieth Century Criticism, New York, Free Press, Macmillan, 1977, for Ernest Jones.
3. David Lodge, ed.—Modern Criticism and Theory : A reader, London, Longman, 1988, for Ronald Barthes, Elaine Showalter.
4. David Lodge, ed.—Twentieth Century Literary Criticism, London, Longman, 1972, for Northrop Frye, George Lukacs.
5. Philip Rice & Patricia Waugh—eds rea. A Modern Literary Theory : A reader, third edition. Arnold, 1999, for Ferdinand de Saussure, Stephen Greenblatt, Edward Said.
6. V. S. Sehturaman, ed.—Contemporary Criticism, Macmillan, 1989, for M. H. Abrams.

(d) Teaching methodology

Students have already been acquainted with the basic terms and concepts in critical theory and practice at the undergraduate level. Now the focus should be on the theoretical aspects of literary criticism and students be trained in approaching literary texts from various points of view. As far as possible, the theoretical aspects should be explained and illustrated with reference to the literary texts students have studied at various stages.

(e) Evaluation:

Class Test	20
Project Work and its presentation	20
End Semester Examination	60
Total	100

The End Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed syllabus.

Class Test will have the weightage of 20 marks. Project work and its presentation will carry 20 marks.

End Semester Examination: Question Paper Pattern

Question No.	Nature	Unit	Marks
1.	Essay type (1out of 2)	I	15
2.	Essay type (1out of 2)	II	15
3.	Essay type (1out of 2)	III	15
4.	Short notes (2 out of 3)	All Units	15

PGENG102: Literary Theory and Criticism

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

- **Understanding of Literary Theory:** Gain a comprehensive understanding of the major literary theories and critical approaches, such as structuralism, feminism, Marxism, postcolonialism, psychoanalysis, etc.
- **Critical Thinking:** Develop critical thinking skills to analyze and interpret literary texts from different theoretical perspectives.
- **Historical Context:** Explore the historical and cultural contexts that have shaped literary theory and criticism over time.
- **Application of Theory:** Learn how to apply various literary theories to analyze and interpret literary works effectively.
- **Close Reading:** Develop the ability to perform close readings of texts, paying attention to language, form, and style.
- **Writing Skills:** Improve your writing skills, including the ability to write analytical essays and critical papers that incorporate literary theory.

ICT Tools Used: Videos, PPT, Pen-Tablet _

Students Centric Methods:

Discussion-Based Learning: Encourage regular class discussions where students can express their opinions, questions, and interpretations of literary texts and theoretical concepts. Facilitate debates on different critical approaches to encourage critical thinking.

Small Group Discussions: Divide students into small groups to analyze and discuss specific texts or theoretical frameworks. This promotes peer-to-peer learning and allows students to explore ideas collaboratively.

Socratic Seminars: Conduct Socratic seminars where students take on the roles of facilitators and participants. This method promotes deep engagement with texts and theory as students lead discussions and ask probing questions.

Literary Circles: Create literature circles where students select texts and take on various roles (e.g., discussion leader, summarizer, connector) in group discussions. This approach encourages active reading and collaborative learning.

Peer Review Workshops: Have students review and critique each other's essays and analyses. Peer feedback can help students refine their ideas and writing skills.

The CO-PO Mapping Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	-	-		-	-	-	-	-	-	-	1
CO2	-	2	2	1	-	-	-	-	-	-	-	1
CO3	-	-	3	2	-	-	-	-	-	-	-	1
CO4	1	-	-	4	1	-	-	-	-	-	-	1
CO5	2	-	-	2	5	-	-	-	-	-	-	1

CO6	3	-	-	2	-	6	-	-	-	-	-	1
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PGENG103: Phonetics and Phonology

A) Objectives:

1. To analyse and describe the physical properties of speech sounds including their articulation, acoustic properties and auditory perception
2. To classify speech sounds into different categories based on their distinctive features
3. To use the International Phonetic Alphabet (IPA) to transcribe speech sounds accurately
4. To Understand the articulatory and acoustic aspects of speech production aids in diagnosing and treating speech disorders and improving language teaching methods
5. To focus on the abstract mental representations of speech sounds
6. To identify and analyze phonemes, which are the smallest distinctive units of sound in a language.
7. To study the permissible sound combinations and sequences in a language. Phonotactic rules govern the arrangement of sounds in syllables, words, and phrases.

Unit I: Introduction to Phonetics

- Definition and scope of phonetics
- Articulatory, acoustic, and auditory phonetics
- International Phonetic Alphabet (IPA)
- Speech anatomy and physiology

Unit II: Consonant Sounds

- Place of articulation
- Manner of articulation
- Voicing and voiceless sounds
- Phonetic transcription of consonants

Unit III: Vowel Sounds

- Vowel articulation
- Cardinal vowels
- Vowel height, backness, and roundedness
- Phonetic transcription of vowels

Unit IV: Suprasegmental Features

- Stress and intonation
- Pitch, loudness, and duration
- Tones and tonal languages

Unit V: Introduction to Phonology

- Phonemes vs. allophones
- Minimal pairs and phonemic analysis
- Phonological rules and processes
- Syllables and syllable structure

Unit VI: Phonological Processes

- Assimilation
- Dissimilation
- Deletion

- Insertion
- Metathesis

Recommended Text Books:

1. **A Course in Phonetics** by Peter Ladefoged:
2. **Phonetics: Transcription, Production, Acoustics, and Perception** by Henning Reetz and Allard Jongman
3. **English Phonetics and Phonology: An Introduction** by Philip Carr
4. **An Introduction to Phonology** by Francis Katamba
5. **Phonology in Generative Grammar** by Michael Kenstowicz
6. **Introducing Phonology** by David Odden
7. **The Sound Pattern of English** by Noam Chomsky and Morris Halle
8. **Phonological Theory: The Essential Readings** edited by John A. Goldsmith
9. **Feature Geometry and Dependency Phonology** by John J. McCarthy

PGENG103 - Phonetics and Phonology

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

- CO1:** Analyse and describe the physical properties of speech sounds including their articulation, acoustic properties and auditory perception
- CO2:** Classify speech sounds into different categories based on their distinctive features
- CO3:** Use the International Phonetic Alphabet (IPA) to transcribe speech sounds accurately
- CO4:** Understand the articulatory and acoustic aspects of speech production aids in diagnosing and treating speech disorders and improving language teaching methods
- CO5:** Focus on the abstract mental representations of speech sounds
- CO6:** Identify and analyze phonemes, which are the smallest distinctive units of sound in a language.
- CO7:** Study the permissible sound combinations and sequences in a language. Phonotactic rules govern the arrangement of sounds in syllables, words, and phrases.

ICT Tools Used: Videos, PPT, Pen-Tablet

Students Centric Methods:

Problem Solving and Participative (Experimental, Participative, problem Solving)

The CO-PO Mapping Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	-		-	-	-	-	-	-	-	1
CO2	1	2	-	2	-	-	-	-	-	-	-	1
CO3	1	-	3	3	1	-	-	-	-	-	-	1
CO4	2	-	-	4	-	-	-	-	-	-	-	1
CO5	1	-	2	1	5	-	-	-	-	-	-	1
CO6	1	-	2	1	5	6	-	-	-	-	-	1
CO7	1	-	2	1	5	6	7	-	-	-	-	1

PGENG104A: Modern American Literature

A) Objectives:

1. Define the elements of short story and novel as literary genres, and their importance for literary analysis
2. Identify features of short story as a literary genre
3. Distinguish features of novel as a literary genre
4. Synthesize the significance of short story and novel as literary genres and evaluate them for improving language and teaching skills

B) Syllabus:

Unit I:

Benjamin Franklin: Autobiography

Unit II:

Nathaniel Hawthorne: The Scarlet Letter

Unit III:

Walt Whitman:

“Song of Myself” sections : 1, 6, 12, 16, 20, 24, 48, 49, 51.

“When Lilacs Last in the Dooryard Bloom’d”

“There was a Child Went Forth”

“Passage to India”

Unit IV: American Short Stories:

(a) Edgar Allan Poe, “The Fall of The House of Usher”

(b) Henry James. “The Turn of the Screw”

C) Reference Books:

1. Aldridge, Alfred, Benjamin Franklin, Philosopher and Man, 1965.
2. Amacher, Richard, Benjamin Franklin, 1962.
3. The Scarlet Letter by Nathaniel Hawthorne
4. Song of Myself by Walt Whitman
5. The Fall of The House of Usher by Edgar Allan Poe
6. The Turn of the Screw by Henry James

(D) Teaching methodology

Students have already been acquainted with the basic terms and concepts in critical theory and practice at the undergraduate level. Now the focus should be on the theoretical aspects of literary criticism and students be trained in approaching literary texts from various points of view. As far as possible, the theoretical aspects should be explained and illustrated with reference to the literary texts students have studied at various stages.

(E) Evaluation:

Class Test	20
Project Work and its presentation	20
End Semester Examination	60
Total	100

The End Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed syllabus.

Class Test will have the weightage of 20 marks. Project work and its presentation will carry 20 marks.

End Semester Examination: Question Paper Pattern

Question No.	Nature	Unit	Marks
1.	Essay type (1out of 2)	I	15
2.	Essay type (1out of 2)	II	15
3.	Essay type (1out of 2)	III	15
4.	Short notes (2 out of 3)	Unit IV	15

UGENG104A: Modern American Literature

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

CO1: Define the elements of short story and novel as literary genres, and their importance for literary analysis

CO2: Identify features of short story as a literary genre

CO3: Distinguish features of novel as a literary genre

CO4: Synthesize the significance of short story and novel as literary genres and evaluate them for improving language and teaching skills

ICT Tools Used: Videos, PPT, Pen-Tablet

Students Centric Methods: Problem Solving and Participative
(Experimental, Participative, Problem Solving)

The CO-PO Mapping Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	1	-	1	-	-	-	-	-	1

CO2	2	-	-	1	-	2	-	-	-	-	-	1
CO3	2	1	1	-	-	1	-	-	-	-	-	1
CO4	1	-	-	2	-	-	-	1	-	-	-	1

PGENG104B: Theory and Practice of Translation - I

A) Course Outcomes:

After Completion of the course students will be able to :

1. Gain a deep understanding of the foundational concepts and theories that underpin the practice of translation, including linguistic, cultural, and literary aspects.
2. Develop linguistic and cultural competence in both the source language (the language of the original text) and the target language (the language into which the text is translated).
3. Learn to critically analyze and interpret various types of source texts, including literary, technical, legal, and scientific texts, to identify their cultural, linguistic, and communicative nuances.
4. Acquire practical translation techniques and strategies, such as textual equivalence, cultural adaptation, and stylistic consistency, to produce accurate and effective translations.
5. Enhance language proficiency in both source and target languages, focusing on vocabulary, grammar, idiomatic expressions, and register.
6. Develop cultural sensitivity and awareness to accurately convey cultural references, nuances, and implications in translations.

B) Syllabus

Unit I: Basic Issues and Concepts:

- (a) Language and Culture: Language as product of culture, Form, Content/Form, Context.
- (b) Language Functions.
- (c) Levels of Linguistic Organization of Text Phonemics, Morphology, Syntactic, Semantic, Stylistic.

Unit II: Nature and Types of Translation:

- (a) Definitions, transliteration, translation, adaptation.
- (b) (i) Types based on Content : Literary, Scientific (Technical) Expository.
- (ii) Types based on Translation strategies Semantic (Faithful Close, Decoding, SL Oriented). Communicative (Free Encoding, Target Language Oriented).

(c) Unit of Translation.

(d) Problems of Equivalence: Formal, Functional.

(e) Translation Shifts.

(f) Limits of Translatability

(g) Loss and gain

Unit III: Theories of Translation:

(i) Descriptive : J. C. Catford.

(ii) Procedural : Eugene Nida.

C) Reference Books:

1. Companion to Translation Studies- by-Bernmann, Sandra and Potter, Catherine
2. Critical Studies in Translation Studies-by-Baker, Mona 3. Descriptive Translation and Beyond -by-Toury, Gideon
4. Handbook of Translation Studies-by- Das Bijy Kumar
5. On Translation –by Brower, Reuben A
6. Translation Studies: An Integrated Approach-by- Shnell Hornby, Mary
7. Translation Study Reader-by- Veneti Lawrence
8. Routledge Encyclopedia of Translation Studies-by-Baker, Mona
9. Anuvad Vidnyan (in Hindi)-by BholnathTivari
10. Bhashantar Mimamsa (in Marathi)-by Dr.Kalyan Kale
11. Introducing Translation Studies, Theories and Application-by Jeremy Munday

(D) Teaching methodology

Students have already been acquainted with the basic terms and concepts in critical theory and practice at the undergraduate level. Now the focus should be on the theoretical aspects of literary criticism and students be trained in approaching literary texts from various points of view. As far as possible, the theoretical aspects should be explained and illustrated with reference to the literary texts students have studied at various stages.

(E) Evaluation:

Class Test	20
Project Work and its presentation	20
End Semester Examination	60
Total	100

The End Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed syllabus.

Class Test will have the weightage of 20 marks. Project work and its presentation will carry 20 marks.

End Semester Examination: Question Paper Pattern

Question No.	Nature	Unit	Marks
1.	Essay type (1out of 2)	I	15
2.	Essay type (1out of 2)	II	15
3.	Essay type (1out of 2)	III	15
4.	Short notes (2 out of 3)	All Units	15

UGENG104A: Modern American Literature

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

CO1: Gain a deep understanding of the foundational concepts and theories that underpin the practice of translation, including linguistic, cultural, and literary aspects.

CO2: Develop linguistic and cultural competence in both the source language (the language of the original text) and the target language (the language into which the text is translated).

CO3: Learn to critically analyze and interpret various types of source texts, including literary, technical, legal, and scientific texts, to identify their cultural, linguistic, and communicative nuances.

CO4: Acquire practical translation techniques and strategies, such as textual equivalence, cultural adaptation, and stylistic consistency, to produce accurate and effective translations.

CO5: Enhance language proficiency in both source and target languages, focusing on vocabulary, grammar, idiomatic expressions, and register.

CO6: Develop cultural sensitivity and awareness to accurately convey cultural references, nuances, and implications in translations.

ICT Tools Used: Videos, PPT, Pen-Tablet

Students Centric Methods: Problem Solving and Participative
(Experimental, Participative)

The CO-PO Mapping Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	-	1	-	-	-	-	-	-	-	1
CO2	2	-	-	1	-	-	-	-	-	-	-	1
CO3	2	1	1	-	-	-	-	-	3	-	-	1
CO4	1	-	-	2	4	-	-	1	-	-	-	1
CO5	2	1	1	-	-	5	-	-	3	-	-	1
CO6	2	1	1	-	-	-	6	-	3	-	-	1

PGENG105: Research Methodology

A) Course Outcomes:

At the end of this course, the students should be able to:

1. Develop a clear understanding of the fundamental concepts and principles of research, including its purpose, nature, and significance in advancing knowledge.
2. Learn to design and plan research projects, including the formulation of research questions, hypotheses, and objectives.
3. Explore the ethical considerations and responsibilities involved in conducting research, including issues related to human subjects, data privacy, and academic integrity.
4. Develop skills in conducting comprehensive literature reviews to identify existing research, gaps in knowledge, and the context of the research problem.
5. Familiarize with various data collection methods, such as surveys, interviews, observations, experiments, and archival research.
6. Learn data analysis techniques, including statistical methods, qualitative analysis, and software tools for data analysis, such as SPSS or qualitative analysis software.
7. Understand how to design and validate research instruments, such as surveys and questionnaires, to collect data effectively.

B) Syllabus:

Unit – I: Introduction to Research Methodology

i) Research: definition, scope and significance

ii) Objectives of Research

iii) Types of Research

iv) Research Ethics

Unit- II: Research Problem and Research Design

i) Research Problem: definition, identification and necessity

ii) Technique involved in defining a problem

iii) Meaning, needs and features of research design

iv) Types of research design

Unit- III: Methods of Data Collection

i) Primary Data: Interview Method, Questionnaire Method, Observation Method, Survey Method, Case Study Method, Experimental Method

ii) Secondary Data: Government Sources, Syndicated Sources, Other Types of Sources

Unit IV: Testing of Hypotheses-I

- i) What is a Hypothesis?
- ii) Basic Concepts Concerning Testing of Hypotheses
- iii) Procedure for Hypothesis Testing
- iv) Tests of Hypotheses

C) References:

1. The Craft of Research (Chicago Guides to Writing, Editing, and Publishing) by Wayne C. Booth
2. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches by John W. Creswell & J. David Creswell
3. Understanding Research Methods: An Overview of the Essentials by Mildred L. Patten & Michelle Newhart
4. Research Methodology: A Step-by-Step Guide for Beginners by Ranjit Kumar
5. The Basics of Social Research by Earl R. Babbie
6. Research Design and Methods: An Applied Guide for the Scholar-Practitioner by Gary J Burkholder, Kimberley A. Cox, Linda M. Crawford, John Hitchcock

(d) Teaching methodology

Students have already been acquainted with the basic terms and concepts in critical theory and practice at the undergraduate level. Now the focus should be on the theoretical aspects of literary criticism and students be trained in approaching literary texts from various points of view. As far as possible, the theoretical aspects should be explained and illustrated with reference to the literary texts students have studied at various stages.

(e) Evaluation:

Class Test	20
Project Work and its presentation	20
End Semester Examination	60
Total	100

The End Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed syllabus.

Class Test will have the weightage of 20 marks. Project work and its presentation will carry 20 marks.

End Semester Examination: Question Paper Pattern

Question No.	Nature	Unit	Marks
1.	Essay type (1out of 2)	I	15
2.	Essay type (1out of 2)	II	15
3.	Essay type (1out of 2)	III	15
4.	Short notes (2 out of 3)	All Units	15

PGENG105– RESEARCH METHODOLOGY

Course Outcomes: After successful completion of this course, students will be able to:

CO-1: Develop a clear understanding of the fundamental concepts and principles of research, including its purpose, nature, and significance in advancing knowledge.

CO-2: Learn to design and plan research projects, including the formulation of research questions, hypotheses, and objectives.

CO-3: Explore the ethical considerations and responsibilities involved in conducting research, including issues related to human subjects, data privacy, and academic integrity.

CO-4: Develop skills in conducting comprehensive literature reviews to identify existing research, gaps in knowledge, and the context of the research problem.

CO-5: Familiarize with various data collection methods, such as surveys, interviews, observations, experiments, and archival research.

CO-6: Learn data analysis techniques, including statistical methods, qualitative analysis, and software tools for data analysis, such as SPSS or qualitative analysis software.

CO-7: Understand how to design and validate research instruments, such as surveys and questionnaires, to collect data effectively.

ICT Tools Used: Videos, PPT, Sampling Data Analysis

Students Centric Methods: Problem Solving and Participative (Experimental, Participative)

The CO-PO Mapping Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	-	1	1	1	-	-	-	-	-	1
CO2	2	-	-	2	1	1	1	1	-	-	-	1
CO3	2	1	1	-	-	1	1	-	-	-	-	1
CO4	2	2	-	4	-	-	-	-	-	-	-	1
CO5	2	3	-	-	5	1	1	-	-	-	-	1
CO6	2	-	-	2	1	6	1	1	-	-	-	1
CO7	2	-	-	2	1	1	7	1	-	-	-	1

SEMESTER II

PGENG201: English Literature from 1832 to 1980

A) Objectives:

After the completion of the course the students will be able to:

1. Understand the major historical events and social developments that influenced the literature of this period, including the Victorian era, the World Wars, and post-war societal changes.
2. Explore the different literary movements and styles that emerged during this time, such as Romanticism, Victorian literature, Modernism, and Postmodernism.
3. Familiarize with key authors, their major works, and their contributions to the literary canon during this period.
4. Analyze the recurring themes and motifs in literature from this era, including themes of love, identity, social class, gender, war, and the human condition.
5. Examine how literature reflects and responds to the cultural and societal norms, values, and changes of the time, including discussions on gender roles, colonialism, and technology.
6. Identify and appreciate the literary innovations and experimentation that occurred during this period, including changes in narrative techniques, stream of consciousness, and metafiction.
7. Understand the development of literary criticism and theories during this period, including the works of influential critics and theorists like T.S. Eliot, Virginia Woolf, and Roland Barthes.

B) Prescribed

Texts:

Unit I: Victorian and Modern Poetry

1. **Alfred, Lord Tennyson:** Ulysses
2. **W. B. Yeats:** (i) The Second Coming (ii) Byzantium

Unit II: Modern and Postmodern Drama

1. **G. B. Shaw:** Candida
2. **Harold Pinter:** The Caretaker

Unit III: Victorian and Modern Novel

1. **Thomas Hardy:** Jude the Obscure
2. **William Golding:** Lord of the Flies

Unit IV: Brief history of Victorian and Modern Age

1. **Victorian Period**
2. **Modern Period**
3. **Post-modern Period**

(c) Course material:

1. Modern British Literature edited by Kermode and Hollander, Oxford Anthology, 1973
2. Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

(d) Teaching methodology:

No study of literature can begin without having read the literary text(s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher. Students should also be given practice in writing answers to the point and should be discouraged to write vague, round about and repetitive answers. Understanding of the literal meaning i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

(e) Evaluation:

Class Test	20
Project Work and its presentation	20
End Semester Examination	60
Total	100

The End Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed texts.

Class Test will have the weightage of 20 marks. Project work and its presentation will carry 20 marks.

End Semester Examination: Question Paper Pattern

Question No.	Nature	Unit	Marks
1.	Essay type (1out of 2)	I	15
2.	Essay type (1out of 2)	II	15
3.	Essay type (1out of 2)	III	15
4.	Short notes (2 out of 3)	All Units	15

PGENG201– English Literature from 1832 to 1980

Course Outcomes: After successful completion of this course, students will be able to:

CO-1: Understand the major historical events and social developments that influenced the literature of this period, including the Victorian era, the World Wars, and post-war societal changes.

CO-2: Explore the different literary movements and styles that emerged during this time, such as

Romanticism, Victorian literature, Modernism, and Postmodernism.

CO-3: Familiarize with key authors, their major works, and their contributions to the literary canon during this period.

CO-4: Analyze the recurring themes and motifs in literature from this era, including themes of love, identity, social class, gender, war, and the human condition.

CO-5: Examine how literature reflects and responds to the cultural and societal norms, values, and changes of the time, including discussions on gender roles, colonialism, and technology.

CO-6: Identify and appreciate the literary innovations and experimentation that occurred during this period, including changes in narrative techniques, stream of consciousness, and metafiction.

CO-7: Understand the development of literary criticism and theories during this period, including the works of influential critics and theorists like T.S. Eliot, Virginia Woolf, and Roland Barthes.

ICT Tools Used: Videos, PPT, Sampling Data Analysis

Students Centric Methods: Problem Solving and Participative
(Experimental, Participative)

The CO-PO Mapping Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	-	-	-	-	-	-	-	-	-	-	1
CO2	3	2		-	-	-	-	-	-	-	-	1
CO3	2	-	3		5	-	-	-	-	5	-	1
CO4	-	4	-	4		-	4	-	-	-	7	1
CO5	-	-	-		5	-	-	-	-	-	-	1
CO6	1	3	-	2	-	6	-	-	-	-	-	1
CO7	2	-	-	-	-	-	7	-	-	-	-	1

PGENG202: Contemporary Critical Theory

A) Objectives:

After the completion of the course the students will be able to:

1. Examine practical and critical concepts of contemporary theories.
2. Comprehend texts of all types.
3. Update the knowledge of current literary issues and critical theories.
4. Explore possible applications of critical theory to various literary texts.
5. Demonstrate in-depth knowledge of foundational critical texts.

B) Syllabus

Unit – I: Archetypal and Marxist Criticism

1. Northrop Frye : The Archetypes of Literature
2. George Lukacs: The Ideology of Modernism

Unit II: Psychoanalytic Criticism

1. Ernest Jones: Hamlet: The Psychological Solution
2. Jacques Lacan: The Instance of the Letter in the Unconscious, or Reason Since Freud

Unit III: Structuralism and Deconstruction

- i) Ferdinand de Saussure: From Course in General Linguistics
- ii) M.H. Abrams: The Deconstructive Angel

Unit IV: New Historicism, Feminism and Cultural studies

- i) Stephen Greenblatt: Resonance and Wonder
- ii) Elaine Showalter: Feminist Criticism in the Wilderness
- iii) Edward Said: From Culture and Imperialism

C) Course material:

1. S. Ramaswamy and V. S. Sethuraman, eds.—The English Critical Tradition, Volumn II, Delhi, Macmillan, 1977, for Jonathan Culler.
2. William Handy & Max Westbrook, eds.—Twentieth Century Criticism, New York, Free Press, Macmillan, 1977, for Ernest Jones.
3. David Lodge, ed.—Modern Criticism and Theory : A reader, London, Longman, 1988, for Ronald Barthes, Elaine Showalter.
4. David Lodge, ed.—Twentieth Century Literary Criticism, London, Longman, 1972, for Northrop Frye, George Lukacs.
5. Philip Rice & Patricia Waugh—eds rea. A Modern Literary Theory : A reader, third edition. Arnold, 1999, for Ferdinand de Saussure, Stephen Greenblatt, Edward Said.
6. V. S. Sehturaman, ed.—Contemporary Criticism, Macmillan, 1989, for M. H. Abrams.

(d) Teaching methodology

Students have already been acquainted with the basic terms and concepts in critical theory and practice at the undergraduate level. Now the focus should be on the theoretical aspects of literary criticism and students be trained in approaching literary texts from various points of view. As far as possible, the

theoretical aspects should be explained and illustrated with reference to the literary texts students have studied at various stages.

(e) Evaluation:

Class Test	20
Project Work and its presentation	20
End Semester Examination	60
Total	100

The End Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed syllabus.

Class Test will have the weightage of 20 marks. Project work and its presentation will carry 20 marks.

End Semester Examination: Question Paper Pattern

Question No.	Nature	Unit	Marks
1.	Essay type (1out of 2)	I	15
2.	Essay type (1out of 2)	II	15
3.	Essay type (1out of 2)	III	15
4.	Short notes (2 out of 3)	All Units	15

PGENG202– Contemporary Critical Theory

Course Outcomes: After successful completion of this course, students will be able to:

CO-1: Examine practical and critical concepts of contemporary theories.

CO-2: Comprehend texts of all types.

CO-3: Update the knowledge of current literary issues and critical theories.

CO-4: Explore possible applications of critical theory to various literary texts.

CO-5: Demonstrate in-depth knowledge of foundational critical texts.

ICT Tools Used: Videos, PPT, Sampling Data Analysis

Students Centric Methods: Problem Solving and Participative
(Experimental, Participative)

The CO-PO Mapping Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	-	-	-	-	-	-	-	-	-	-	1
CO2	3	2		-	-	-	-	-	-	-	-	1
CO3	2	-	3		5	-	-	-	-	5	-	1
CO4	-	4	-	4		-	4	-	-	-	7	1

CO5	-	-	-		5	-	-	-	-	-	-	1
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PGENG203: Semantics and Pragmatics

A) Objectives:

1. Develop a deep understanding of the nature of meaning in language, including how words, phrases, and sentences convey meaning.
2. Distinguish between semantics, which focuses on linguistic meaning independent of context, and pragmatics
3. Explore the meaning of individual words and the relationships between them, including polysemy, homonymy, and semantic roles.
4. Study how the meaning of sentences is composed from the meaning of words and how semantic features like tense, aspect, modality, and quantification affect sentence meaning.
5. Learn the basics of formal logic and how it can be used to represent the truth conditions of sentences, including the use of truth tables.
6. Investigate various pragmatic phenomena such as speech acts, implicature, presupposition, and context dependency.
7. Explore the theory of speech acts, including illocutionary and perlocutionary acts.

B) Syllabus:

Unit 1: Introduction to Semantics and Pragmatics

- Definitions and scope of semantics and pragmatics
- Key concepts: reference, sense, reference vs. sense, speech acts, implicature
- The relationship between semantics and pragmatics

Unit II: Semantics: Word Meaning

- Word meaning and lexical semantics
- Polysemy, homonymy, and hyponymy
- Semantic roles and thematic roles
- Lexical relations: synonymy, antonymy, hypernymy, and meronymy

Unit III: Semantics: Sentence and Propositional Meaning

- Sentence meaning and compositionality
- Propositional logic and truth conditions
- Tense, aspect, and modality
- Events and event structure

Unit IV: Pragmatics: Speech Acts and Implicature

- Speech acts: locutionary, illocutionary, and perlocutionary acts
- Austin's speech act theory and Searle's classification of speech acts
- Grice's theory of implicature: conversational implicature and scalar implicature

Unit V: Pragmatics: Presupposition and Context

- Presupposition and its types
- Context in communication

- Contextual effects on meaning
- Accommodation and presupposition triggers

Unit VI: Pragmatics: Politeness and Pragmatic Markers

- Politeness theory and face-threatening acts
- Pragmatic markers and discourse particles
- Speech acts in cross-cultural communication
- Pragmatic competence and intercultural communication

C) Reference Books:

1. Semantics by John I. Saeed
2. Meaning and Grammar: An Introduction to Semantics" by Gennaro Chierchia and Sally McConnell-Ginet
3. Semantics by Kate Kearns
4. Theories of Lexical Semantics by Dirk Geeraerts
5. Pragmatics by Stephen C. Levinson
6. Pragmatics and Discourse: A Resource Book for Students by Joan Cutting
7. Speech Acts: An Essay in the Philosophy of Language by John Searle

(d) Teaching methodology

Students have already been acquainted with the basic terms and concepts in critical theory and practice at the undergraduate level. Now the focus should be on the theoretical aspects of literary criticism and students be trained in approaching literary texts from various points of view. As far as possible, the theoretical aspects should be explained and illustrated with reference to the literary texts students have studied at various stages.

(e) Evaluation:

Class Test	20
Project Work and its presentation	20
End Semester Examination	60
Total	100

The End Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed syllabus.

Class Test will have the weightage of 20 marks. Project work and its presentation will carry 20 marks.

End Semester Examination: Question Paper Pattern

Question No.	Nature	Unit	Marks
1.	Essay type (1out of 2)	I	15
2.	Essay type (1out of 2)	II	15
3.	Essay type (1out of 2)	III	15
4.	Short notes (2 out of 3)	IV	15

PGENG203– Semantics and Pragmatics

Course Outcomes: After successful completion of this course, students will be able to:

CO-1: Develop a deep understanding of the nature of meaning in language, including how words, phrases, and sentences convey meaning.

CO-2: Distinguish between semantics, which focuses on linguistic meaning independent of context, and pragmatics

CO-3: Explore the meaning of individual words and the relationships between them, including polysemy, homonymy, and semantic roles.

CO-4: Study how the meaning of sentences is composed from the meaning of words and how semantic features like tense, aspect, modality, and quantification affect sentence meaning.

CO-5: Learn the basics of formal logic and how it can be used to represent the truth conditions of sentences, including the use of truth tables.

CO-6: Investigate various pragmatic phenomena such as speech acts, implicature, presupposition, and context dependency.

CO-7: Explore the theory of speech acts, including illocutionary and perlocutionary acts.

ICT Tools Used: Videos, PPT, Sampling Data Analysis

Students Centric Methods: Problem Solving and Participative
(Experimental, Participative)

The CO-PO Mapping Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	-	-	-	-	-	-	-	-	-	-	1
CO2	3	2		-	-	-	-	-	-	-	-	1
CO3	2	-	3		5	-	-	-	-	5	-	1
CO4	-	4	-	4		-	4	-	3	-	7	1
CO5	-	-	-		5	-	-	-	-	-	-	1
CO6	2	-	3		6	-	-	1	-	5	-	1
CO7	2	-	1		5	-	-	-	-	7	-	1

PGENG204A: Canadian, Australian, New Zealand Literatures in English

A) Objectives:

1. Develop a deep understanding of the cultures, histories, and identities of Canada, Australia, and New Zealand through their literature.
2. Investigate how literature reflects and shapes national and regional identities in these countries, including discussions on colonial legacies, indigenous perspectives, and multiculturalism.
3. Recognize and appreciate the diverse voices within Canadian, Australian, and New Zealand literature, including contributions from Indigenous peoples, immigrants, and marginalized communities.
4. Explore the major literary movements and styles that have emerged in these regions, such as regionalism, realism, modernism, postcolonialism, and indigenous literature.
5. Familiarize with key authors and their major literary works, including works by authors such as Margaret Atwood, Patrick White, Janet Frame, and many others.
6. Understand the significance of indigenous literature and oral traditions in preserving and transmitting indigenous knowledge, culture, and worldviews.
7. Analyze how historical events, including colonization, immigration, and societal changes, have influenced the literature of these regions.

B) Syllabus

Unit I: Hugh MacLennan: *The Watch That Ends the Night*

Unit II: Margaret Atwood: *The Edible Woman*

Unit III: Judith Wright: *Fourth Quarter*

Unit IV: Patrick White: *The Eye of the Storm*

C) Reference Books:

1. *The Oxford Companion to Canadian Literature* edited by Eugene Benson and William Toye
2. *A History of Canadian Literature* by W.H. New
3. *The Cambridge Companion to Canadian Literature* edited by Eva-Marie Kröller
4. *Canadian Literature in English: Texts and Contexts* edited by Laura Moss and Cynthia Sugars
5. *Margaret Atwood: A Critical Companion* by Nathalie Cooke
6. *The Oxford Companion to Australian Literature* edited by William H. Wilde, Joy Hooton, and Barry Andrews
7. *The Cambridge History of Australian Literature* edited by Peter Pierce
8. *Australian Literature: A Reference Guide* by Laurie Hergenhan
9. *The Oxford Handbook of Australian Literature* edited by Joanne Faulkner, et al.
10. *The Oxford Companion to New Zealand Literature* edited by Roger Robinson and Nelson Wattie
11. *A History of New Zealand Literature* by Mark Williams
12. *New Zealand Literature: A Concise Introduction* by Terry Sturm
13. *Ngaio Marsh: Her Life in Crime* by Joanne Drayton
14. *New Zealand Women's Writing: A Critical Guide* edited by Mary Jo Lodge and Gaylene Preston

(d) Teaching methodology

Students have already been acquainted with the basic terms and concepts in critical theory and practice at the undergraduate level. Now the focus should be on the theoretical aspects of literary criticism and students be trained in approaching literary texts from various points of view. As far

as possible, the theoretical aspects should be explained and illustrated with reference to the literary texts students have studied at various stages.

(e) Evaluation:

Class Test	20
Project Work and its presentation	20
End Semester Examination	60
Total	100

The End Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed syllabus.

Class Test will have the weightage of 20 marks. Project work and its presentation will carry 20 marks.

End Semester Examination: Question Paper Pattern

Question No.	Nature	Unit	Marks
1.	Essay type (1out of 2)	I	15
2.	Essay type (1out of 2)	II	15
3.	Essay type (1out of 2)	III	15
4.	Short notes (2 out of 3)	IV	15

PGENG204A– Canadian, Australian, New Zealand Literatures in English

Course Outcomes: After successful completion of this course, students will be able to:

CO1: Develop a deep understanding of the cultures, histories, and identities of Canada, Australia, and New Zealand through their literature.

CO2: Investigate how literature reflects and shapes national and regional identities in these countries, including discussions on colonial legacies, indigenous perspectives, and multiculturalism.

CO3: Recognize and appreciate the diverse voices within Canadian, Australian, and New Zealand literature, including contributions from Indigenous peoples, immigrants, and marginalized communities.

CO4: Explore the major literary movements and styles that have emerged in these regions, such as regionalism, realism, modernism, postcolonialism, and indigenous literature.

CO5: Familiarize with key authors and their major literary works, including works by authors such as Margaret Atwood, Patrick White, Janet Frame, and many others.

CO6: Understand the significance of indigenous literature and oral traditions in preserving and transmitting indigenous knowledge, culture, and worldviews.

CO7: Analyze how historical events, including colonization, immigration, and societal changes, have influenced the literature of these regions.

ICT Tools Used: Videos, PPT, Sampling Data Analysis

Students Centric Methods: Problem Solving and Participative (Experimental, Participative)

The CO-PO Mapping Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	-	-	-	-	-	-	-	-	-	-	1
CO2	3	2		-	-	-	-	-	-	-	-	1
CO3	2	-	3		5	-	-	-	-	5	-	1
CO4	-	4	-	4		-	5	-	-	-	7	1
CO5	-	-	-		5	-	-	-	-	-	-	1
CO6	-	3	-	4		-	4	-	-	-	7	1
CO7	-	4	-	2		-	4	-	-	-	7	1

PGENG204B: Theory and Practice of Translation - II

A) Objectives

1. Gain a deep understanding of the foundational concepts and theories that underpin the practice of translation, including linguistic, cultural, and literary aspects.
2. Develop linguistic and cultural competence in both the source language (the language of the original text) and the target language (the language into which the text is translated).
3. Learn to critically analyze and interpret various types of source texts, including literary, technical, legal, and scientific texts, to identify their cultural, linguistic, and communicative nuances.
4. Acquire practical translation techniques and strategies, such as textual equivalence, cultural adaptation, and stylistic consistency, to produce accurate and effective translations.
5. Enhance language proficiency in both source and target languages, focusing on vocabulary, grammar, idiomatic expressions, and register.
6. Develop cultural sensitivity and awareness to accurately convey cultural references, nuances, and implications in translations.

B) Syllabus

Unit I: Problems in Translation

(i) **Linguistic Problems:** Differences in Language, Structures, Synonym, Homonyms, Antonyms, Acronyms, Eponyms, Neologisms and Proper Names, Titles, Images, Symbols, Metaphors, Puns, Figures of Speech (Assonance, Consonance, Alliteration) Questions, Proverbs, Dialects, Allusions.

(ii) **Cultural Problems:** The Translator's Tools Dictionaries: unilingual and bilingual glossaries, terminologies, thesaurus, encyclopaedias

Unit II: Problems of Literary Translations: Poetry and Drama

(a) Poetry:

(i) Lefevre's Seven Strategies.

(ii) Sound and Rhythm.

(iii) Word and Sense : Denotative and Connotative meaning.

(vi) Holmes Four Strategies.

(v) Loss and Compensation.

(b) Drama: (i) Performability/Playability/Speakability, oral and aural aspects, relationship with the established conventions of contemporary theatre.

(ii) Situation Conceptualization Cultural context, interrelationship between characters.

(iii) Conciseness, Tautness of Dialogue.

(iv) Style, importance of Audience Orientation.

Unit III: Problems of Literary Translations: Novel

(i) Narrative strategy: Participant (First Person) Observer (Third Person).

(ii) Narrative Tone : Formal-Informal, Serious Playful Aloof-Friendly.

(iii) Text Organization, Sentence, Paragraph, Character, Narration, Dialogue, Description Time-Present-Past, Characters and Events.

(iv) Cultural Context.

(v) Hillair Belloc's Six Rules.

Unit IV: Evaluations of Translation:

(a) Three Dimensions Knowledge, Purpose, Intuition.

(b) Matching the SL & TL texts in terms of:

(i) SL writer norms, culture, setting and tradition.

(ii) TL relationship, norms, culture, settings and tradition.

(iii) Translator.

(iv) The Truth (the facts of the matter).

C) Reference Books:

1. Translation Studies by Susan Bassnett and André Lefevere
2. Translation and Gender: Translating in the 'Era of Feminism' by Luise von Flotow
3. Translation and Cultural Identity: Selected Essays on Translation and Cross-Cultural Communication by Micaela Muñoz-Calvo and Carmen Buesa-Gómez
4. Translation as Communication Across Languages and Cultures by Juliane House
5. The Translator's Invisibility: A History of Translation by Lawrence Venuti

6. Found in Translation: How Language Shapes Our Lives and Transforms the World by Nataly Kelly and Jost Zetzsche
7. Legal Translation Explained by Enrique Alcaraz Varó and Brian Hughes
8. Translation Quality Assessment: From Principles to Practice by Juliane House and Shoshana Blum-Kulka
9. Medical Translation Step by Step: Learning by Drafting by Vicent Montalt and María González Davies
10. Audiovisual Translation: Subtitling by Jorge Díaz Cintas and Aline Remael
11. Technical Translation: Usability Strategies for Translating Technical Documentation by Jody Byrne
12. Conference Interpreting: A Student's Practice Book by Andrew Gillies

(d) Teaching methodology

Students have already been acquainted with the basic terms and concepts in critical theory and practice at the undergraduate level. Now the focus should be on the theoretical aspects of literary criticism and students be trained in approaching literary texts from various points of view. As far as possible, the theoretical aspects should be explained and illustrated with reference to the literary texts students have studied at various stages.

(e) Evaluation:

Class Test	20
Project Work and its presentation	20
End Semester Examination	60
Total	100

The End Semester Examination will be for 60 marks with a compulsory question on the literary background to be illustrated from the prescribed syllabus.

Class Test will have the weightage of 20 marks. Project work and its presentation will carry 20 marks.

End Semester Examination: Question Paper Pattern

Question No.	Nature	Unit	Marks
1.	Essay type (1out of 2)	I	15
2.	Essay type (1out of 2)	II	15
3.	Essay type (1out of 2)	III	15
4.	Short notes (2 out of 3)	IV	15

PGENG204A– Canadian, Australian, New Zealand Literatures in English

Course Outcomes: After successful completion of this course, students will be able to:

CO1: Gain a deep understanding of the foundational concepts and theories that underpin the practice of translation, including linguistic, cultural, and literary aspects.

CO2: Develop linguistic and cultural competence in both the source language (the language of the original text) and the target language (the language into which the text is translated).

CO3: Learn to critically analyze and interpret various types of source texts, including literary, technical, legal, and scientific texts, to identify their cultural, linguistic, and communicative nuances.

CO4: Acquire practical translation techniques and strategies, such as textual equivalence, cultural adaptation, and stylistic consistency, to produce accurate and effective translations.

CO5: Enhance language proficiency in both source and target languages, focusing on vocabulary, grammar, idiomatic expressions, and register.

CO6: Develop cultural sensitivity and awareness to accurately convey cultural references, nuances, and implications in translations.

ICT Tools Used: Videos, PPT, Sampling Data Analysis

Students Centric Methods: Problem Solving and Participative (Experimental, Participative)

The CO-PO Mapping Matrix

CO\PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	-	-	-	-	-	-	-	-	-	-	1
CO2	3	2		-	-	-	-	-	-	-	-	1
CO3	2	-	3		5	-	-	-	-	5	-	1
CO4	-	4	-	4		-	5	-	-	-	7	1
CO5	-	-	-		5	-	-	-	-	-	-	1
CO6	-	3	-	4		-	4	-	-	-	7	1

PGENG205: Literary Research

A) Objectives

1. To comprehend the content, themes, and narratives of literary texts, including novels, poems, plays, essays, and other forms of literature
2. To place literary works in their historical, cultural, and social contexts, considering the time period, author's biography, and societal influences.
3. To analyze the meaning and significance of literary texts by examining their language, symbolism, characters, plot, and literary devices.
4. To apply various literary theories and critical approaches (such as structuralism, feminism, postcolonialism, etc.) to examine texts from different perspectives.
5. To compare and contrast literary works, authors, or genres to identify common themes, differences, and influences across time and cultures.
6. To contribute to the existing body of literary scholarship by generating new insights, perspectives, and interpretations of literary texts.
7. To gain insights into the historical, cultural, and societal aspects of the time in which a literary work was produced or set.

B) Syllabus:

Unit I: Introduction to Literary Research

- Defining literary research
- Goals and objectives of literary research
- Overview of research methodologies in literary studies
- Formulating research questions and hypotheses

Unit II: Research Methods in Literary Studies

- Literary analysis and close reading
- Historical and cultural research methods
- Comparative and interdisciplinary approaches
- Ethical considerations in literary research

Unit III: Research Tools and Resources

- Library research skills
- Digital humanities and online databases
- Archives and special collections
- Citation styles and bibliographic tools

Unit IV: Research Design and Proposal Writing

- Crafting a research proposal
- Developing a research plan and timeline
- Identifying primary and secondary sources
- Literature review and annotated bibliography

C) Reference Books:

1. "MLA Handbook" by The Modern Language Association of America
2. "The Chicago Manual of Style" by The University of Chicago Press
3. "A Manual for Writers of Research Papers, Theses, and Dissertations" by Kate L. Turabian
4. "The Bedford Handbook" by Diana Hacker and Nancy Sommers
5. "The Literature Review: Six Steps to Success" by Lawrence A. Machi and Brenda T. McEvoy
6. "The Oxford English Literary History" series
7. "The Cambridge History of Literary Criticism" series
8. "The Johns Hopkins Guide to Literary Theory and Criticism" edited by Michael Groden and Martin Kreiswirth
9. "A Handbook to Literature" by William Harmon and C. Hugh Holman
10. "The Oxford Companion to English Literature" edited by Margaret Drabble
11. "The Princeton Encyclopedia of Poetry and Poetics" edited by Roland Greene and Stephen Cushman

12. "The New Princeton Encyclopedia of Poetry and Poetics" edited by Alex Preminger and T.V.F. Brogan

(d) Teaching methodology

Students have already been acquainted with the basic terms and concepts in critical theory and practice at the undergraduate level. Now the focus should be on the theoretical aspects of literary criticism and students be trained in approaching literary texts from various points of view. As far as possible, the theoretical aspects should be explained and illustrated with reference to the literary texts students have studied at various stages.

(e) Evaluation:

Class Test	20
Project Work and its presentation	20
End Semester Examination	60
Total	100

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End Semester Examination: Question Paper Pattern

Question No.	Nature	Unit	Marks
1.	Essay type (1out of 2)	I	15
2.	Essay type (1out of 2)	II	15
3.	Essay type (1out of 2)	III	15
4.	Short notes (2 out of 3)	IV	15

PGENG204A– Canadian, Australian, New Zealand Literatures in English

Course Outcomes: After successful completion of this course, students will be able to:

CO1: To comprehend the content, themes, and narratives of literary texts, including novels, poems, plays, essays, and other forms of literature

CO2: To place literary works in their historical, cultural, and social contexts, considering the time period, author's biography, and societal influences.

CO3: To analyze the meaning and significance of literary texts by examining their language, symbolism, characters, plot, and literary devices.

CO4: To apply various literary theories and critical approaches (such as structuralism, feminism, postcolonialism, etc.) to examine texts from different perspectives.

CO5: To compare and contrast literary works, authors, or genres to identify common themes, differences, and influences across time and cultures.

CO6: To contribute to the existing body of literary scholarship by generating new insights, perspectives, and interpretations of literary texts.

CO7: To gain insights into the historical, cultural, and societal aspects of the time in which a literary work was produced or set.

ICT Tools Used: Videos, PPT, Sampling Data Analysis _

Students Centric Methods: Problem Solving and Participative
(Experimental, Participative)

The CO-PO Mapping Matrix

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CO4	-	4	-	4		-	5	-	-	-	7	1
CO5	-	-	-		5	-	-	-	-	-	-	1
CO6	-	3	-	4		-	4	-	-	-	7	1
CO7	2	-	3		5	-	-	-	-	5	-	1
