

THIRD SEMESTER

HCT 3.1: TWENTIETH CENTURY BRITISH LITERATURE

Objectives:

- To provide the students with a historical perspective of the age.
- To familiarize with representative texts of the period.

Course Outcomes (COs):

- 1: The student will have learnt the historical, political and cultural background of the Twenty first century.
- 2: The student will understand the emergency of wars and their violence and trauma.
- 3: The student will have learnt to analyze these texts from various perspectives developed during the period
- 4: The student will lean the social and political problems of the period.

UNIT-I: Background:

12hrs

Background to the 20th Century British Literature

World War – I and II, War Poetry, Imagism, Surrealism, Revival of Drama, Stream of Consciousness, Existentialism, Absurd theatre.

UNIT-II: Poetry:

12hrs

W. B. Yeats: "Second Coming", and "Sailing to Byzantium"

T. S. Eliot: "The Wasteland"

W.H. Auden: "The Unknown Citizen"

Seamus Heaney: "Blackberry-Picking", and "Digging"

UNIT-III: Novels:

12hrs

Graham Greene: *The Power and the Glory* (Penguin)

George Orwell: *Animal Farm* (any edition)

UNIT-IV: Drama:

12hrs

Samuel Beckett: *Waiting for Godot*

G.B. Shaw: *Pygmalion*

UNIT-V: Short Stories

12hrs

H G Wells: "The Empire of the Ants"

Gilbert Keith Chesterton: "The Blue Cross"

W. Somerset Maugham: "Honolulu"

Agatha Christie: "The Mystery of Hunter's Lodge"

Suggested Readings:

1. Andrew Sanders. *The Short Oxford History of English Literature*. OUP.
2. *The Norton Anthology of English Literature*. London: WW Norton and Co, 2000.
3. David Daiches. *A Critical History of English Literature*, 2 Vols. New Delhi: Random House India, 1994.
4. Google: www.poemhunter.com



THIRD SEMESTER

HCT 3.2: LITERARY THEORY

Objectives:

To introduce the students to new critical tradition

To familiarize the students with the representative critical texts of the period

Course Outcomes (COs):

- 1: The student will have a working knowledge of the important theories related to literature.
- 2: The student will get to read and analyze theories from New Criticism to Post structuralism.
- 3: The students will have read the texts of representative literary theorists.
- 4: The students will have known the historical context in which they were written and also their impact on the theory and practice of literature.

UNIT-I: Post-Structuralism:

12hrs

Jacques Derrida: "Structure, Sign and Play in the Discourse of Human Sciences"

Ronald Barthes: "The Death of the Author"

UNIT-II: Marxist Criticism:

12hrs

Edmund Wilson: "Marxism and Literature"

Louis Althusser: "Ideology and Ideological State Apparatus"

UNIT-III: Postcolonial Criticism:

12hrs

Edward Said: *Orientalism* (Introduction, Chapter-I)

Gayatri Spivak: "Can the Subaltern Speak?"

UNIT –IV: New Historicism:

12hrs

John Brannigan: 'New Historicism: Representations of History and Power'

Stephen Greenblatt: 'Shakespeare Bewitched'

UNIT –VI. Psychoanalysis:

12hrs

Lacan Jacques : ‘Mirror Stage’

C. J. Jung: ‘The Personal and the Collective (or Transpersonal) Unconscious’

Suggested Reading:

1. *The Norton Anthology of Theory and Criticism*. New York: W.W. Norton and Co., 2001.
2. M. A. R. Habib. *A History of Literary Criticism and Theory*. London: Blackwell, 2008.
3. S. Ramaswami and V.S. Sethuraman (Eds). *The English Critical Tradition*. Madras: Macmillan.
4. Bill Ashcroft (ed). *Key Concepts in Critical Theory*. London: Routledge.

THIRD SEMESTER
HCT 3.3: RESEARCH METHODOLOGY

Objectives:

- To help students understand the basic methods and steps of research.
- To train students to write research papers and projects in a proper academic way.

Course Outcomes (COs):

1. Students will know the various aspects of academic writing.
2. Students will have learnt the features of research methodology.
3. Students will have known the various principles of research in English studies.

UNIT-I: **12hrs**

Meaning and Definition and of research

Philosophy of research

Nature and scope of research

Selection of topic, relevance, and preparation of synopsis

UNIT-II: **12hrs**

Plagiarism: its types, plagiarism checking software

Mechanics of research papers writing and format of the thesis

UNIT-III: **12hrs**

Choosing research topic, Objectives, structure of the thesis

Academic writing: Citation, quotation, bibliography (MLA Handbook)

Punctuation marks and abbreviations.

UNIT-IV: **12hrs**

Developing arguments: Narrative, discursive, Paragraph writing.

Sources of research: Library and web, Primary and secondary sources

UNIT – V:

12hrs

Research Methodologies in English Studies, Textual Analysis,
Discourse Analysis, Oral History, Ethnographic Methods, Viva-voce

Suggested Reading:

1. Berry Ralph: 1996, How to Write a Research Paper, Pergamon Press, London MLA Handbook 9th or 8th Edition.
2. Griffin, Gabriel. Research Methods for English Studies. Edinburgh Press. Edinburgh. 2005.
3. MLA Handbook for Writers of Research Papers, Seventh Edition

THIRD SEMESTER
HCT 3.4: GENDER STUDIES

Objectives:

- To help students understand the social and cultural meaning of gender and its impact on everyday life.
- To make students aware of the issues of equality, representation and rights related to women and other genders.

Course Outcomes (COs):

1. Know patriarchal prejudices and gender discrimination which exist in society from times immemorial.
2. Assess disparities between men and women and the implications of such disparities within societal context.
3. Be aware of gender bias and develop attitudinal change in establishing egalitarian existence.
4. Study social problems and gender dynamics operating in socio-cultural spheres.
5. Inculcate gender sensitivity and social responsibility as an inevitable aspect of a healthy society.

UNIT 1: Background:

12hrs

Concepts: Patriarchy, Sex and Gender, Stereotypes, Gynocriticism, Body Politics, and Glass Ceiling, Sisterhood, Surrogacy, Queer theory, LGBTQ.

Social Problems: Female foeticide, Poverty, Prostitution, Eve teasing, Gender discrimination, Domestic violence, Sexual harassment at workplaces, Rape, Sexist remarks, Cyber-crimes, Honour killing, Women in media, Advertisement and Films, Morphing, Pornography, Women and Health.

UNIT-2: Criticism:

12hrs

Elaine Showalter: 'Twenty Years on: A Literature of Their Own Revisited'

Luce Irigaray: 'When the Goods Get Together'

Simone de Beauvoir: *The Second Sex* (Introduction)

UNIT – 3: Criticism:

12hrs

Dr B. R. Ambedkar: *The Hindu Code Bill*

Pandita Ramabai: On Widowhood (*Extract from The High Caste Hindu Woman*)

Sharmila Rege: Madness of Manu (Against the Madness of Manu)

UNIT – 4: Short stories:

12hrs

Eunice D'Souza (ed): (Selections from *Nine Indian Women Poets*): Tribute to Papa, Positive Thinking, After Eight Years of Marriage, Anonymous, Bequest, Purdah-1, Battle Line, and Request and The Doubt)

Mahashweta Devi: *Draupadi* (Tr. Gayatri Spivak)

Ismat Chughtai: 'The Veil'

UNIT – 5: Novel/ Autobiography:

12hrs

Anita Nair: *Ladies Coupe*

Baby Kamble: *The Prison We Broke*

Suggested Reading:

1. Robin Warhol. and Daine Price Herndl (eds), *Feminisms*. London: Rutgers Univ. Press, 1997.
2. Susie Tharu and K. Lalitha (eds). *Women's Writing in India* (OUP).
3. Sushila Singh. *Feminism: Theory, Criticism, Analysis*. New Delhi: Pencraft International, 2004.
4. Asthana, Pratima. *Woman's Movement in India*, Vikas Publishing, 1974.
5. Urvashi Butalia. *The Other Side of Silence*, Hurst, 2000.



THIRD SEMESTER

SCT 3.1: DALIT LITERATURE

Objectives:

- To introduce the students to dalit, protest and subaltern realities
- To familiarize the students with the representative critical texts

Course Outcomes (COs):

- CO1: Understand historical overview of stratification and caste-based discriminations prevalent in India.
- CO2: Students will come to know Dr.B.R.Ambedkar's views on caste and its evil impacts on Deprived class people.
- CO3: Analyze various socio-political events that facilitated the emergence of Dalit Literature in India.
- CO4: Learn the significance of Dalit Literature in India.
- CO5: It is also helping the students to Document and analyze the oral literary tradition of Dalit.

UNIT-I: Background:

12hrs

Concepts to be discussed: Social stratification: Types and features Caste as a system: origin, development, features, significance

Caste and Indian society: Role of colonialism, modernity, reformation and postcolonial developments Caste and gender, agrarian and other social movements.

Dalit literature: origin, development, contexts, influences, concerns and preoccupations

UNIT- II: Criticism:

12hrs

Dr B.R. Ambedkar: Annihilation of Caste

Kancha Iliiah: Why I am not a Hindu (chapter1)

Sharan Kumar Limbale: Introduction from *Towards an Aesthetics of Dalit Literature* (Tr from Marathi by Alok Mukherjee. Orient Blackswan, 2004)

Ram Manohar Lohia: The Two Segregations of Caste and Sex

UNIT-III: Poetry:

12hrs

Yashwant Manohar: 'I'm Ready for Revolt'

Prahlad Chendvankar: Empty Advice

Anuradha Gaurav: Request

Vaman Nimbalkar: Caste
Mogalli Ganesh: The Paddy Harvest
Jyoti Lanjewar: 'Mother', 'The Nameless Ones'

UNIT– IV: Autobiography:

12hrs

Omprakash Valmiki: *Joothan*
Madhopuri Balbir's *Changiya Rukh*

UNIT– V: Novels:

12hrs

Anna Bhau Sathe: *Fakira* (Marati) (Tr by Marathi by Baliram N. Gaikwad)
G. Kalyana Rao's *Untouchable Spring* (Telugu)

Suggested Reading:

1. R. S. Jain. *Dalit Autobiography*. Ahmednagar: Ritu Prakashana, 2007.
2. Amar Nath Prasad and M. B. Gaijan. *Dalit Literature: A Critical Explorations*. New Delhi: Sarup and Sons. 2007.
3. Jaydeep Sarangi and Champa Ghosal. *Marginal Writings in English: Bengali and Other Regional Literature*. New Delhi: Authors Press, 2013.
4. Urmila Pawar and Meenakshi Moon, *We Also Made History (Women in the Ambedkarite Movement)* New Delhi, Zubaan, 2008.
5. B.R. Ambedkar. *Who Were the Shudras?* Prabhat Prakashan, New Delhi, 2022.

THIRD SEMESTER
SCT 3.2: ENGLISH LANGUAGE TEACHING (ELT)

Objectives:

The Course has a practical yet altruistic mission and relevant objectives to meet the end of envisioning and comprehending that English as a Second Language is still the most effective tool of communication in a multi-lingual country like India.

Course Outcomes (COs):

1. To disseminate the importance of the English Language as a tool to educate the masses towards making them employable in any sector.
2. To create an interface between Linguistics, Literature and English Language Teaching by detailing their interdependence in making English Language a skill and tool in the pedagogy of different disciplines.

UNIT-I: The Background:

12hrs

1. The importance of English language
2. The status of English language in India
3. Problems and remedies for teaching English effectively in Indian classrooms
4. Principles of teaching English
5. Three language formula

UNIT-II – Methods of Foreign Language Teaching

12hrs

1. Direct Method
2. Grammar-Translation Method
3. Bilingual Method
4. Communicative Method

UNIT-III- Learning Skills

12hrs

1. Listening Skills
2. Speaking Skills
3. Reading Skills
4. Writing Skills

UNIT-1V –Teaching Techniques**12hr**

1. Teaching of Poetry
2. Teaching of Prose
3. Teaching of Drama
4. Teaching of Novel

UNIT – V-**12hrs**

Teaching Aids: Materials and Equipment used in Teaching English, Preparation of Lesson Plan

Testing Skills: Major Test Formats: open-ended, closed, dictations, summary completion, multiple choice, true/false, transformation, etc.

Suggested Readings

1. Luke, Allan (Ed). Curriculum, Syllabus Design and Equity: A Primer and Model
2. Manish, Vyas. Teaching English as a Second Language. PHI Learning Pvt Ltd, 2015
3. Nadeem, S F. English Language Teaching. Shipra Publications, 2016
4. Ur, Penny. A Course in English Language Teaching. Cambridge University Press, 2012

THIRD SEMESTER
OET 3.1: ENGLISH FOR COMMUNICATION -II

Objectives:

- To train the students to communicate in English fluently.
- To guide and enable the students to study certain aspects of Linguistics and focus on correct use of English language.
- To develop the communicative competence of students through the teaching of grammar

Course Outcomes (COs):

1. The students will study the various aspects included in learning English language.
2. Students will learn the techniques involved in enhancing the quality of spoken language.
3. Since the lectures are drawn from NTPEL Courses, the students will have access and experience with digital technology-enhanced learning
4. Students will have an opportunity to listen to the lectures of renowned speakers of English language
5. Upon the completion of the paper students will have developed grammatical competence

UNIT – I

12hrs

Kinds of Sentences

Direct and Indirect Speech

Degrees of comparison

UNIT-II

12hrs

Punctuation Marks and Their Uses

Letter Writing

Dialogue Writing

Interview Skills

Suggested Reading:

1. Swan, Michael. Practical English Usage. IIIEdi. Oxford University Press(OUP).
2. Murphy, Raymond. Intermediate English Grammar. Cambridge University Press.
3. Murphy, Raymond. Essential English Grammar. Cambridge University Press.
4. Hewings, Martin. Advanced English Grammar. Cambridge University Press

THIRD SEMESTER
OET 3.2: ENGLISH FOR EMPLOYABILITY -II

Learning Objectives:

- Develop a self-assessment framework to identify strengths, interests, values, and career aspirations.
- Create a compelling resume and cover letter that effectively showcase qualifications and experiences.
- Understand the job search process and utilize various job search strategies.
- Understand the key components of effective communication in the workplace, including verbal and nonverbal aspects.
- Recognize and adapt communication styles to navigate cross-cultural interactions and overcome language barriers.
- Enhance interview skills, including preparation, communication

Course Outcomes (Cos):

1. The students have a solid foundation in language skills for job success and apply the language skills learned throughout the course in real-world professional scenarios.
2. The students are enabled to effectively communicate, engage with others, and present themselves professionally.
3. The students can demonstrate an understanding of cross-cultural communication

UNIT - I: Writing Skills:

12hrs

Letter Writing: a. Application Letter b. Covering Letter

c. Inquiry Letter d. Thanksgiving letter e. Appreciation letter

Proposal Writing: Structure, Style and Drafting of different types of Proposals

Technical communication: Difference between technical writing and general writing.

UNIT-II: Personality Development

12hrs

Self-assessment, SWOT analysis, Emotional quotient,

Leadership qualities, Time, Fear and stress management.



Suggested Reading:

1. Battacharaya, Indrajit. An Approach to Communication Skills. New Delhi: Dhanpat Rai and Co., 2002. Print.
2. Chaturvedi, P.D and Mukesh Chaturvedi. Business Communication. Delhi: Pearson Education, 2006. Print.
3. Taylor, Shirley. Communication for Business. New Delhi: Pearson Education, 1988. Print.
4. Seely, John. Writing and Speaking. Delhi: OUP, 2004. Print.