MASTER OF ARTS IN ENGLISH (LANGUAGE AND LITERATURE)
M. A. ENGLISH (LANGUAGE AND LITERATURE)

Syllabus

for

Credit Based Flexible Curriculum

(From the academic year 2022 onwards)

Department of Humanities and Social Sciences
National Institute of Technology
Tiruchirappalli – 620015
Tamil Nadu, India
Institute Vision
- To be a university globally trusted for technical excellence where learning and research integrate to sustain society and industry.

Institute Mission
- To offer undergraduate, postgraduate, doctoral, and modular programmes in multidisciplinary / interdisciplinary and emerging areas.
- To create a converging learning environment to serve a dynamically evolving society.
- To promote innovation for sustainable solutions by forging global collaborations with academia and industry in cutting-edge research.
- To be an intellectual ecosystem where human capabilities can develop holistically.

MA in English Language and Literature

Vision
- To provide a comprehensive education in English Language and Literature, tracing its history and development through state-of-the-art pedagogy and research.

Mission
- To enrich students’ understanding of English Language and Literature.
- To develop communication, critical thinking, and research skills.
- To prepare students for successful careers and a lifelong appreciation of learning.
- To instill ethical values, principles, and practices.
Programme Educational Objectives (PEOs)

Graduates will contribute to the

- Advancement of knowledge and understanding of the English language and its literature.
- Development of cutting-edge research, scholarship, and academic reading writing.
- Accomplishment of interdisciplinary collaborative projects and sustainable competencies.
- Achievement of human intellectual capabilities and well-being.

Programme Outcomes

Graduates will be able to,

1. Pursue careers in education, publishing, and media, and further academic study and research.
2. Attain proficiency in communication, creativity, critical thinking, and analytical skills in specific domains.
3. Contribute original research in various literary genres and literary texts in Eastern and Western traditions.
5. Demonstrate an in-depth understanding of major literary theories, concepts, debates, and practitioners.
6. Discern the relationship between culture and society, through historical and contemporary interactions.
7. Contribute to the advancement of knowledge and understanding of translation and its role in shaping social understanding.
8. Master the advanced skills in writing, reporting, research, and critical thinking.
9. Appreciate the comprehensive new humanities critical theory, with interdisciplinary approaches in language and literature.
10. Acquire language properties, prosodic and stylistic features through studying literature.
11. Develop a profound knowledge of language theories and a diverse range of linguistic phenomena.
12. Accomplish the \textit{rhetoric of reading and writing to enhance cognitive abilities.}
Department of Humanities and Social Sciences  
MA English (Language and Literature)  

**Semester – 1**

<table>
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<tr>
<th>S. No</th>
<th>Code</th>
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<td>1.</td>
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**Total** 18

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**Total** 14

Total credits: 68
## List of Electives

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### Course Learning Objectives:
- To introduce the students to the origin of language and to provide them with a brief historical perspective of English language.
- To impart the knowledge of fundamental concepts of Linguistics and Phonetics.
- To enable students to understand and analyse various theories of Linguistics and to critically integrate them to other domains of Applied Linguistics.

### Course Content:


Chomsky’s theory of Language - Halliday’s functional grammar - mediation theory - Piaget’s theory of learning - Bloomfield's objectivity in linguistics - Whorfian Hypothesis- literary influence in language-influence of technology on English language- users and uses of language-mass media - print media.

### Reference Books:

### Course Learning Outcomes:
- Students will be able to demonstrate knowledge of basic processes behind language production.
- They will be able to define and analyse linguistic materials in terms of syntax, morphology and semantics with appropriate examples.
- Students will be able to apply their theoretical knowledge into various fields of Applied Linguistics.
Course Code | HS605
---|---
Title of the Course | Indian Writing in English
Prerequisite | Nil
Credits (L-T-P) | 3 (3-0-0)

**Course Learning Objectives:**
This course introduces
- The writings in English from India from the colonial period till recent time.
- Debates surrounding the position of English in India.
- The Indian minds in contact with the colonial and Postcolonial reality.

**Course Content**


Nation and its Fragments: Suraj Yengde, *Caste Matters*; Hansda Sowvendra Shekhar, *The Adivasi will not Dance*

Poems: Toru Dutt, Our Casuarina Tree; Jayant Mahapatra, Kalahandi; Kamala Das, An Introduction, Summer in Calcutta; A.K. Ramanujan, Elements of Composition, On the Death of a Poem; R. Parthasarathy, Homecoming; Keki Daruwala, Death of a bird; Vikram Seth, Unclaimed; Meena Kandasamy, Ms Militancy; Jerry Pinto, I want a poem; Arun Kolatkar, Jejuri

Drama: Girish Karnad, *Hayavadana*

**Reference Books:**
2. Baidik Bhattacharya and Sambudha Sen eds., *Novel Formations*, Permanent Black, 2018

**Course Learning Outcomes:** on completion of the course, the student will be able to
- Understand how English has adapted to the literary imaginations of the country.
- Demonstrate familiarity with major writers and their works
- Enunciate a nuanced comprehension of the position English in India vis-à-vis Bhasha Literatures.
# Course Code: HS607

## Title of the Course: Renaissance to Neoclassical Literature

<table>
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<th>Prerequisite</th>
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### Course Learning Objectives:
This course offers an introduction to the key texts, contexts and debates that shaped English literature and culture from the 16th to the late 18th century. It aims:

- to trace the growth of British Literature during the Renaissance and Neoclassical periods, paying attention to the formal and contextual dimensions of representative texts
- to explore the social, cultural, political and intellectual contexts of the respective epochs
- to encourage critical, informed readings of the key texts and thematic preoccupations of writers of these eras.

### Course Content:

**The Tudor Era (The 16th Century):** John Skelton, selections; Thomas More, from *Utopia* (1516); Thomas Wyatt and Henry Howard, select sonnets; Edmund Spenser, from *The Faerie Queene* (1590) - Book I, from *Amoretti* (1595); Philip Sidney, from *The Defense of Poesy* (1590), from *Astrophil and Stella* (1591); Christopher Marlowe, “The Passionate Shepherd,” *Doctor Faustus* (1592); William Shakespeare, select sonnets, *Romeo and Juliet* (1595-97).


The Restoration Age (1660-1700): John Milton, *Paradise Lost* (1667), from Books 1, 2 and 9; John Dryden, “Mae Flecknoe,” from *An Essay of Dramatic Poesy* (1668); Samuel Pepys, from *The Diary* (1660s); John Bunyan, from *The Pilgrim’s Progress* - Part I (1678); Aphra Behn, “The Disappoinment,” *Oroonoko* (1688); John Locke, from *Essay Concerning Human Understanding* (1689); William Congreve, *The Way of the World* (1700); Mary Astell, from *Some Reflections Upon Marriage* (1700).


### Reference Books:


### Course Learning Outcomes:
Upon successful completion of the course, students will:

- be able to identify key writers, literary trends and movements of the Renaissance and Neoclassical periods of English literature
- have a broad view of the major changes in sensibility and ideology characterizing the period
- be able to contribute to the critical discourse on major literary works of the period.
### Course Code
HS609

### Title of the Course
Romantic and Victorian Literature

### Prerequisite
Nil

### Credits (L-T-P)
3 (3-0-0)

### Course Learning Objectives:
- To trace the growth of British Literature from the late 18\textsuperscript{th} c. to the turn of the 20\textsuperscript{th} c., paying attention to the formal and contextual dimensions of representative texts.
- To explore the social, cultural, political and intellectual contexts of the respective epochs.
- To encourage critical, informed readings of the key texts and thematic preoccupations of writers of these eras.

### Course Content:
The Revolution and the First Generation Romantics: Edmund Burke, from Reflections on the Revolution in France (1790); William Blake, from Songs of Innocence and of Experience (1789), The Marriage of Heaven and Hell (1793); William Wordsworth: Preface to (1802) and selections from Lyrical Ballads, from The Prelude (1799); Samuel Taylor Coleridge: “The Rime of the Ancient Mariner”; “Kubla Khan,” “Frost at Midnight,” “Dejection: An Ode,” from Biographia Literaria (1817).


Mary Wollstonecraft, A Vindication of the Rights of Woman (1792); Anna L. Barbauld, “The Rights of Woman,” “The Mouse’s Petition”, Felicia Hemans, “Indian Woman’s Death-Song,” “The Homes of England”; Jane Austen, Persuasion (1818); Mary Shelley, Frankenstein (1823).

The Historical Novel, Other Prose: Walter Scott, Waverley (1814); Charles Lamb, from Essays of Elia (1823,1833); William Hazlitt, “My First Acquaintance with Poets,” from Characters of Shakespeare’s Plays (1817); De Quincey, from Confessions (1821).

Industrialism, Socialism, Empire: Thomas Carlyle, “Signs of the Times” (1829), from Past and Present (1843); J. S. Mill, from On Liberty (1859); Alfred Tennyson, “The Lady of Shalott,” “Ulysses,” “Tithonus,” from In Memoriam (1850); Robert Browning, “Andrea Del Sarto,” “Fra Lippo Lippi,” “Caliban upon Setebos”; Elizabeth B. Browning, “The Cry of the Children,” from Sonnets from the Portuguese (1850); Friedrich Engels, “The Great Towns” (1845); Charles Dickens, Hard Times (1854); Matthew Arnold, from Culture and Anarchy (1869); John Ruskin, from The Stones of Venice (1851).


### Reference Books:

### Course Learning Outcomes:
Upon successful completion of the course, students will:
- be able to identify key writers and literary trends of the Romantic and Victorian eras
- have a broad view of the major changes in sensibility and ideology characterizing the period
- be able to contribute to the critical discourse on major literary works of the period.
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**Course Learning Objectives:** This course

- To facilitate students with the approaches, methods, concepts and strategies of English Language Teaching
- To promote students’ comprehension concerning the essential components and evaluation techniques of Language Teaching.

**Course Content:**


Approaches and Methods of Language Teaching - Grammar-Translation Method - Direct method - Audio-lingual method - Total Physical Response - The Silent Way - Community Language Learning - Suggestopedia - Competence Based Language Teaching (CBLT) - Natural Approach - Content Based Instruction (CBI) - Task Based Language Teaching (TBLT) - Communicative Language Teaching - Structural Method - Functional Notional Approach.


**Reference Books:**

4. Dianne Larsen-Freeman. Principles and Techniques in Language Teaching. OUP.

**Course Learning Outcomes:** The students’ will be capacitated to decipher,

- The theories and approaches of ELT
- Classroom Management and theories of Language Learning
- Testing and evaluation methodologies
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**Course Learning Objectives:**
1. To examine what is “modern” about modernism.
2. To trace the growth of British Modern thought by exploring multiple sites of modernist expression.
3. To analyze modernist interventions through the lens of gender, class and nationality.

**Course Content**

Class and Reading Practices: John Carey, selections from The Intellectuals and the Masses: Pride and Prejudice Among the Literary Intelligentsia, 1880-1939; E.M. Forster, Howards End; Downton Abbey, Webseries

Time and Narrative: Henri Bergson, Selections from Matter and Memory; Samuel Beckett, Waiting for Godot; T.S. Eliot, Four Quartets

Libidinal Currents: Sigmund Freud, Beyond Pleasure Principle; Arthur Schnitzler, Dream Story; Christopher Isherwood, Goodbye to Berlin

Visuality and Modernism: Brassai, Selections from Proust in the power of Photography; Walter Benjamin, “Little History of Photography” and “Work of Art in the Age of Its Technological Reproducibility”; Dziga Vertov, Man with a Movie Camera

**Reference Books:**

**Course Learning Outcomes:**
On completion of the course, the student will be
1. Familiar with various social, cultural and intellectual movements of modernist age.
2. Enunciate a critical discourse on the major literary works of modernism.
3. Able to interpret the intertextual and intercultural horizon of modernist works.
Course Code: HS614
Title of the Course: English for Specific Purposes
Prerequisite: Nil
Credits (L-T-P): 3 (3-0-0)

Course Learning Objectives:
• To introduce basic terms, concepts and issues involved in English for Specific Purpose.
• To enhance the students’ ability in needs analysis, curriculum designing and material selection of ESP discourse.
• To equip the students to teach and evaluate the Communication skills in English in the fieldspecific areas.

Course Content:
English Language Teaching – Development of ESP – Learners of ESP – Motivation and Needs - Describing ESP- Areas in ESP- Development of ESP - Effectiveness of ESP - Basic terms and conceptsof ESP.


Teaching ESP– Methodology- Role of ESP Teachers- Restrictions and Reservations - Learner-centered Approach - Bloom’s Taxonomy - Outcome Based Language Teaching.


Reference Books:

Course Learning Outcomes:
• Students will examine their learning needs
• They will be enabled to design and evaluate the syllabus and materials.
• They will perceive the concepts, purpose and need for ESP framework.
Course Code: HS606
Title of the Course: Postmodern Literature
Prerequisite: Nil
Credits (L-T-P): 3 (3-0-0)

Course Learning Objectives: This course offers an introduction to the cultural, political, aesthetic and philosophical debates that shaped the broad intellectual movement we call “postmodernism” through readings of representative literary and critical texts. It aims:

• to familiarize students with literature’s response to mid-to late 20th c. preoccupations with altered experiences of time, space and reality, metafictionality, and the emergence of new forms of consciousness and technology
• to trace the movement’s relationship to modernism, poststructuralism, feminism and postcolonialism
• to examine its inflection of literary representations of gender, sexuality and race.

Course Content:


Reference Books:

Course Learning Outcomes: Upon successful completion of the course, students will:

• have a nuanced understanding of postmodern literature and critical scholarship, and their relationship to the broader intellectual preoccupations of the twentieth century
• be able to identify, analyze and reflexively examine postmodern texts and the ideas that characterize them conceptually.
Course Code: HS608

Title of the Course: Language through Literature

Prerequisite: Nil

Credits (L-T-P): 3 (3-0-0)

Course Learning Objectives: This course aims to
- develop language skills through collaborative and interactive tasks around literary texts.
- provide abundant opportunities to use language in meaningful and real-life contexts.
- enable students to transfer their study skills to other subject areas.

Course Content

What is literature - language in literature - rationale for the use of literary texts for language development - meaning and intention - meaning and reader

Using literature to teach language skills and the resources of language (words, collocations, sentence structures, paragraph connectors, vocabulary, metaphorical expressions, etc.) to teach literature.

Literary competence and language classrooms - selecting and evaluating learning materials – role of aspects of culture, gender, interpretation, ethnicity, and race in text - strategies for overcoming cultural issues in the literary texts

Designing interactive tasks and activities using literary texts - lesson planning for different literary texts - stylistic varieties of language - technology-assisted language learning - social media for language learning.

Storytelling as a technique – developing LSRW skills through literature – using playlets in classrooms - poems for pleasure learning - interpretation of prose, short stories, drama, novel and poetry - relevance of epics - narrative techniques

Reference Books:

Course Learning Outcomes: Upon completion of the course, students will be able to
- develop strategies to design extensive reading tasks through interactive activities using children’s literature.
- use reading and writing tasks to review literary and non-literary texts.
- use collaborative and interactive activities to link subjects and literacy development through literature.
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### Course Learning Objectives:

The course:
- Explores the theories of reading
- Examines the relationship between reading and writing
- Analyses reading and writing in relation to perceptual, cognitive and affective domains
- Explains how language and higher cognition aid in the development of reading and writing

### Course Content

Theories of Reading: Traditional theory/bottom-up theory and behaviorism – top-down theory – schema theory – content and formal schemata – applying schema theory to L2 reading

Reading and Language Acquisition: Comprehension hypothesis and reading – influence of L1 reading on L2 reading – reading and incidental acquisition of language – affective filters and reading – pleasure reading hypothesis


Writing and Cognition: Development of writing abilities - cognitive processes involved in writing – idea generation and integration – strategies involved in writing process – writer’s block

Writing Process: Reading to write and writing to read – writing as a composing process – role of affective factors in reading and writing – delayed editing – critical reading and writing

### Reference Books:


### Course Learning Outcomes:

Upon completion of the course, students will:
- Understand the theories of reading
- Familiarize with the cognitive processes involved in reading and writing
- Understand the interrelationship of reading and writing
- Become a better writer
Course Code | HS615  
---|---
Title of the Course | Biolinguistics  
Prerequisite | Nil  
Credits (L-T-P) | 3 (3-0-0)  

**Course Learning Objectives:** This course:
- explores the innateness of language ability and explains how a language is instinctively acquired.
- introduces the relationship between language acquisition and its biological predispositions.
- helps to take a multi-disciplinary and holistic approach towards language learning.

**Course Content**

Chomsky’s universal grammar - how language is innate and unique to humans – language acquisition device (LAD) – poverty of stimulus and its implications in language acquisition

Generative grammar - principles and parameters – minimalist program – implications of Chomsky’s theories on language acquisition

Biolinguistics as a multi-disciplinary approach - what constitutes the knowledge of language? - how does the knowledge of language develop in an individual? - weak and strong sense of biolinguistics - timeline of biological explorations into language

Genetics, epigenetics and neuroscience of language acquisition – biological basis for inter individual differences in language

Holistic approach to language acquisition: connecting the insights from biology of language with pedagogical language interventions

**Reference Books:**


**Course Learning Outcomes:** Upon completion of the course students will:
- understand how language is an innate ability and how it is developed in an individual
- explain how language acquisition is dependent upon biological predispositions
- develop a holistic perspective encompassing biological insights into language acquisition and pedagogical interventions
Course Code | HS613
--- | ---
Title of the Course | Second Language Acquisition
Prerequisite | Nil
Credits (L-T-P) | 3 (3-0-0)

Course Learning Objectives: This course will
1. introduce learners to Second Language Acquisition and use
2. familiarize them with theories of language acquisition and learning.
3. enable learners to analyse the link between SLA theories and second language teaching.

Course Content

Introduction to SLA – the nature and diversity in learning and learners – L1 vs L2 learning process - early approaches to SLA – role of grammar in language learning - generative grammar and its influences on SLA

Theories of second language acquisition: functional approach to SLA – usage based approach to SLA – social interaction theory – input, interaction and output in second language development


Implications of SLA findings of L2 teaching - social dimensions that influence L2 learning – age, critical period, social identity, class, gender and social-cultural context- Cummins and his theory of linguistic interdependence


Reference Books:

Course Learning Outcomes: On completion of the course, learners will be able
- to describe the historical development of SLA focusing on major theories.
- to discuss problems and locate solutions pertaining to language acquisition/learning
- to analyse current research and to formulate questions on practical implementation of SLA theories.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>HS619</th>
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</thead>
<tbody>
<tr>
<td><strong>Title of the Course</strong></td>
<td>Translation Studies</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Credits (L-T-P)</strong></td>
<td>3 (3-0-0)</td>
</tr>
</tbody>
</table>

**Course Learning Objectives:**
- To familiarize students with the theory, history, and various forms of translation.
- To explore the techniques, strategies and cultural differences involved in translating a text.
- To develop a practical understanding of the activity of Translation.

**Course Content**


**Reference Books:**

**Course Learning Outcomes:** On completion of the course
- Students will have practical skills of translation.
- They will have a nuanced understanding of the social functions of language.
- They will be able to analyze cultural difference through translation.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>HS621</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the Course</td>
<td>Introduction to Cultural Studies</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Nil</td>
</tr>
<tr>
<td>Credits (L-T-P)</td>
<td>3 (3-0-0)</td>
</tr>
</tbody>
</table>

**Course Learning Objectives:** This course provides
- a general introduction to cultural studies focusing on its history and theoretical approaches.
- an overview of major concepts which would help students in analyzing cultural significations.
- a practical application of theoretical approaches to poetry, fiction, film, art, other cultural expressions and sources.

**Course Content:**

Jurgen Habermas: Selections from *The Structural Transformation of the Public Sphere*
Jean Baudrillard: *Simulacra and Simulation*; Peirre Bourdieu: Selections from *Distinction: A Social Critique of the Judgement of Taste*; Susan Sontag: Selections from *On Photography*
Richard Hoggart: Selections from *The Uses of Literacy*

Ashis Nandy: “Introduction: Indian Popular Cinema as a Slum’s Eye”
Homi Bhabha: “On Mimicry”; Benedict Anderson: “Maps, Census, Nation” from *Imagined Communities*; Michel Foucault: “Two Lectures” from *Power/Knowledge*
Dick Hebdige: Selections from *Subculture: The Meaning of Style*
Gayatri Chakravorty Spivak: “Can the Subaltern Speak?”

Gayle S. Rubin: “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality”
R.W. Connell: “Hegemonic Masculinity: Rethinking the Concept”
Donna Haraway: “A Manifesto for Cyborgs: Science, Technology and Social Feminism in the 1980’s” (*The Haraway Reader*)

Jean-Jacques Rousseau: *Emile, or On Education*; Georg Wilhelm Friedrich Hegel: Selections from *Lectures on the Philosophy of History*; Friedrich Nietzsche: “The Birth of Tragedy”
Jean Paul Sartre: Selections from *What is Literature?*
Arthur Schopenhauer: Selections from *The World as Will and Representation*
Martin Heidegger: Letter on “Humanism”

**Reference Books:**

**Course Learning Outcomes:** Upon completion of the course, student will be able to
- observe, locate and discuss the cultural significations that surround them.
- appreciate the cultural expressions and sources.
- understand the socio-political milieu in which culture is located.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>HS623</th>
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</thead>
<tbody>
<tr>
<td>Title of the Course</td>
<td>American Literature</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Nil</td>
</tr>
<tr>
<td>Credits (L-T-P)</td>
<td>3 (3-0-0)</td>
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</table>

**Course Learning Objectives:**
- Introduce the history and culture of America.
- Familiarize important writers, themes and trends in literatures produced in America.
- Examine literary works as expressions of communal and individual values.

**Course Content:**

Early American literature (Beginnings to 1820): Christopher Columbus, *Letter of Discovery*; Native American tales; Anne Bradstreet, *The Author to Her Book, To My Dear and Loving Husband*; Phillis Wheatley, *On Being Brought from African to America*.


Contemporary America: Philip Roth, sections of *Patrimony*; Art Spiegelman, sections of *Maus*; Jhumpa Lahiri; *Interpreter of Maladies* “A Temporary Matter”; Joyce Carol Oates, *Curly Red*; Colson Whitehead, sections of *The Colossus of New York*.

**Reference Books:**


**Course Learning Outcomes:**

Upon successful completion of the course, students will:

- Describe the major cultural and historical developments of American literature.
- Describe the major conventions, tropes, and themes of literatures of America.
- Identify the features with regard to individual authors/works/periods.
<table>
<thead>
<tr>
<th><strong>Course Code</strong></th>
<th>HS612</th>
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</thead>
<tbody>
<tr>
<td><strong>Title of the Course</strong></td>
<td>Literary Theory and Aesthetics: East and West</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Credits (L-T-P)</strong></td>
<td>3 (3-0-0)</td>
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</table>

**Course Learning Objectives:** This course introduces:
- Important critics and their works from East and West
- The history of aesthetic appreciation in different cultures at different times
- The registers of aesthetic appreciation

**Course Content**
- Bharatamuni: Natyasasstra (N.P. Unni); Kunjunni Raja: Theory of Dhwani; Ananda Kumaraswamy: Dance of Shiva; S.K. De: Kuntaka’s Theory of Poetry
- Edmund Wilson: Marxism and Literature; Fredric Jameson: On Interpretation: Literature as a Socially Symbolic Act
- Simone De Beauvoir: *Second Sex*; Elaine Showalter: Towards a Feminist Poetics; Helene Cixous: Laugh of the Medusa; Julia Kristeva: Women’s Time

**Reference Books:**
1. Padma Sudhi, Aesthetic Theories of India, Bhandarkar Oriental Research Institute, 1983.

**Course Learning Outcomes:** Completion of the course, student will be able to:
- Understand how literary criticism and the general world view of a culture are related
- Understand how criticism has responded to the literature of an era
- Develop informed aesthetic appreciation
<table>
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<tr>
<th>Course Code</th>
<th>HS604</th>
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<tbody>
<tr>
<td>Title of the Course</td>
<td>Research Methodology</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Nil</td>
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<tr>
<td>Credits (L-T-P)</td>
<td>3 (3-0-0)</td>
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</table>

**Course Learning Objectives:**

- To introduce the nuances of research.
- To introduce documentation, research resources, information retrieval and evaluation.
- To familiarize academic reading and professional writing.
- To create awareness about ethical issues in research.

**Course Content:**

Definition of research – objectives and importance of research – skills and attributes of a researcher –
types of research – research methods – ways to identify a research topic – idea generation and
brainstorming techniques.

Developing literature review – processing and identifying academic literature: online databases, e-
tools and library research – evaluating sources – importance of note making – literature review –
bibliographyand annotated bibliography – finalizing and preparing literature review – developing and
formulating research questions.

Mechanics of academic writing – stages of writing – reading and writing relationship – outlining and
planning – writing styles and document types – editing – reader-oriented writing (register, tone,
precision, clarity) – writer’s block and scheduling your writing.

Different types of research presentation (journal article, poster, conferences) – identifying the right
journal – open access publishing – fundamentals of manuscript preparation and writing abstracts –
documentation: style sheets – cover letters – navigating and interpreting peer reviews (major, minor,
rejection) – dealing with rejection – promoting and communicating research – measuring impact and
ranking.

Professional and research ethics – definition and consequences of plagiarism – forms of plagiarism –
avoiding plagiarism – plagiarism software and similarity check – copyright issues – authorship and
content ownership.

**Reference Books:**


**Course Learning Outcomes:**

Upon the successful completion of the course, students will:

1. understand basic concepts of research and the research processes.
2. demonstrate an understanding of the ethical principles and issues in research.
3. understand the conventions of academic writing.
Course Code | HS625
---|---
Title of the Course | Elements of Literature
Prerequisite | Nil
Credits (L-T-P) | 3 (3-0-0)

Course Learning Objectives:
- To provide a working knowledge of the characteristics of each literary genre.
- To develop critical skills and analytical thinking through reading and discussion.
- To respond to literary texts in different forms across periods/cultures.

Course Content


Poetry: Selected poems of William Shakespeare, Emily Dickinson, Maya Angelou, Phillip Larkin, Fernando Pessoa, Miraslov Holub, Meena Kandasamy, Arun Kolatkar; Margaret Ferguson, Mary Jo Salter and Jon Stallworthy, “Versification and Poetic Syntax”; Paul Fussell, “Poetic Meter”


Reference Books:

Course Learning Outcomes:
On completion of the course:
- Students will interpret texts with attention to ambiguity, complexity, and aesthetic value.
- Students will demonstrate awareness about genre, rhetorical devices, and various literary forms.
- Students will read literature critically from a theoretical and formal perspective.
Course Code | HS616
Title of the Course | Language Learning and Teaching
Prerequisite | Nil
Credits (L-T-P) | 3 (3-0-0)

Course Learning Objectives:
- To analyze the students’ presentation skill and to enhance their level of confidence.
- To empower the students with the opportunity to exhibit their competency and edify their peer group on the topic allocated.

Course Content
Approaches and Methods of Language Teaching - General Principles of Language Teaching - Theories of Language Learning - Needs Analysis in Language Teaching - Testing and Evaluation


Writing as a composing process – higher order thinking and writing – reciprocal relationship of reading and writing – Academic writing and critical reading.

Reading as a writer – reflection of cognition in writing – focus on meaning and generation of ideas while writing.

Reference Books:

Course Learning Outcomes:
- Students will be able to decimate their inhibition to present in front of the large audience group.
- They will be augmented to cogently present their thoughts and ideas.
- They will be able to hone their communication skill.
<table>
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<tr>
<th>Course Code</th>
<th>HS627</th>
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</thead>
<tbody>
<tr>
<td>Title of the Course</td>
<td>Critical Discourse Analysis</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Nil</td>
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<tr>
<td>Credits (L-T-P)</td>
<td>3 (3-0-0)</td>
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</table>

**Course Learning Objectives:**
- To familiarize students with the discourse analysis.
- To expose learners to various forms of discourse.
- To facilitate the students with the rhetorical aspects of discourse.

**Course Content**


**References:**

**Course Learning Outcomes:**
- Students will be able to analyse the written and spoken language discourse.
- They will be empowered on the theories, approaches and practice of discourse analyses.
- They will be able to decipher the context - based discourse.
<table>
<thead>
<tr>
<th><strong>Course Code</strong></th>
<th>HS618</th>
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</thead>
<tbody>
<tr>
<td><strong>Title of the Course</strong></td>
<td>Comics and Graphic Storytelling</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Credits (L-T-P)</strong></td>
<td>3 (3-0-0)</td>
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</table>

**Course Learning Objectives:**
- To familiarize students of the history, culture and origins of comics.
- To introduce tenets of visual culture through close reading comics and graphic narratives.
- To introduce comics traditions and conventions across cultures.

**Course Content**


Recent trends in comics studies: Graphic medicine – Graphic justice – Emergence of web comics – Print versus web comics – Comics and technology/software – Comics and adaptations – Comics as journalism - Manga and Cross-Cultural Analysis

Comics culture in India - Grass root comics – Colonial and Political cartoons – Alternate Graphic narratives – Imagining mythologies and urban spaces – Nation, Gender and Iconography

**Reference Books:**

**Course Learning Outcomes:**
On completion of the course students will
- Write analytically about comics for their structure and meaning, using appropriate comics terminology.
- Analyze a range of comics and visual storytelling materials, from cartoons to webcomics.
- Appreciate graphic storytelling as a cultural and artistic practice.
<table>
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<tr>
<th>Course Code</th>
<th>HS620</th>
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<tbody>
<tr>
<td>Title of the Course</td>
<td>Health Humanities</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Nil</td>
</tr>
<tr>
<td>Credits (L-T-P)</td>
<td>3 (3-0-0)</td>
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</table>

Course Learning Objectives:
- To introduce how medical culture conceptualizes bodies, health and illness.
- To identify the role of humanities and the arts to the practice of professional medicine.
- To understand how the arts and culture provide and shape human condition, suffering, and well-being.

Course Content

Doctor-patient relationship – Death and Dying – Mental Health – The Idea of Doctor and doctoring – Gender and experience of illness – Bioculturalism

Nature of pain – Issues in caregiving – Trauma – Medicine and Technology – Plagues and Logic of Contagion - Tenets of Biomedicine

Cultural representation of Illness – Iconography of Illness – Health and Other Media – Hospital and Clinics – Bioethics – Imagining the patient – Disability studies

Graphic pathographies – Emergence of graphic medicine – Empathy – Coping – Graphic somatography and life writing.

Reference Books:

Course Learning Outcomes:
On completion of the course students will
- Develop socio-cultural and metaphysical understanding of health, illness and well-being.
- Write/think analytically about medicine in relation to the arts
- Demonstrate enhanced skills of reading clinical situations and the patient/physician/caregiver narratives.
<table>
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<tr>
<th>Course Code</th>
<th>HS622</th>
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</thead>
<tbody>
<tr>
<td>Title of the Course</td>
<td>Film Studies</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Nil</td>
</tr>
<tr>
<td>Credits (L-T-P)</td>
<td>3 (3-0-0)</td>
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</tbody>
</table>

**Course Objectives**

- This paper is designed to give an introduction to film theory, film genres and film classics.

**Course Content**

Language of Cinema: Sergei Eisenstein, “Word and Image” (from Film Sense); Andre Bazin, “Evolution of the Language of cinema” (from Movies and Methods); Jean-Louis Baudry, “Ideological Effects of the Basic Cinematographic Apparatus”


Film Classics: Battleship Potemkin, Sergei Eisenstein; Wild Strawberries, Ingmar Bergman; Psycho, Alfred Hitchcock; Gone with the Wind, Victor Fleming; Ran, Akira Kurosowa; Jurassic Park: Steven Spielberg

Movements: Italian Neorealism, Bicycle Thieves ((Dir:Vittorio de Sica); French New Wave, Breathless (Dir: Jean Luc-Godard); New German Cinema, Marriage of Maria Braun (Dir: Werner Fassbinder); Third Cinema, Lucia (Dir. Humberto Solas)

Other Movies-Documentary: Glass (Dir. Bert Haanstra); The Story of India (Six Parts) Michael Wood

**Reference Books:**

- **Essays**
  3. Ravi Vasudevan(ed.): Making Meaning in Indian Cinema (Sage, 2000)
  4. Lalitha Gopalan. K (ed.): Film and Philosophy (Calicut University, 2003)
  5. Meena Pillai (Ed.): Women in Malayalam Cinema (Orient Black Swan, 2010)

**Course Learning Outcomes:**

- After doing a course in Film Studies the student is expected to critically theorise a film in various aspects.
- The student must be able to understand film as not just a medium of entertainment but a textual apparatus constituted of socio-political, psychological, and cultural bearings.
<table>
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<tr>
<th>Course Code</th>
<th>HS624</th>
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</thead>
<tbody>
<tr>
<td>Title of the Course</td>
<td>Introduction to Cognitive Sciences</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Nil</td>
</tr>
<tr>
<td>Credits (L-T-P)</td>
<td>3 (3-0-0)</td>
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</tbody>
</table>

**Course Learning Objectives:**
- introduces the theories on cognitive sciences
- explains how different fields contribute to the study of the human mind
- analyses the neurobiological basis for cognitive abilities

**Course Content**

Psychological perspectives of cognitive science: Structuralism – Functionalism - Behaviorism - Psychoanalysis - Cognitive approach to learning


Neuroscience of: Perception - Thought processes - Information processing - Memory- Reasoning - Problem solving - Decision making - Human intelligence and artificial intelligence

Neuroscience of cognition: Cognitive development - How cognitive systems are organized in brain - Advances in medical imaging/ brain mapping

Language ability: Neuroscience of language acquisition - Universal grammar and Implications of Chomsky's theories on language acquisition

**Reference Books:**

**Course Learning Outcomes:** On completion of the course will enable students to
- grasp the fundamental theories of cognition
- understand the brain basis for different types of cognition
- understand the neurobiology of cognitive abilities
**Course Code**  | HS626  
---|---  
**Title of the Course**  | Communicative Language Teaching  
**Prerequisite**  | Nil  
**Credits L-T-P**  | 3 (3-0-0)  

### Course Learning Objectives:

- To familiarise students with features of a Task-based classroom and to enable them to develop a CLT based syllabus  
- To raise the students’ awareness of different evaluation methodologies pertaining to CLT  
- To enhance their understanding of a learner centred classroom and the roles that teachers have to assume in classroom

### Course Content

Theories of language - theories of communication - approaches in teaching communication — language and communication — lingua Franca — knowledge of language and its use - development of skills and strategies.  

Communicative syllabus design — communicative competence and theoretical model — designing the model: parameters and process — communication needs: purposive domain, interaction and instrumentality- syllabus and curriculum— notional syllabus — situational syllabus — functional syllabus — procedural syllabus.  

Learner-centered curriculum — theoretical bases — methodology in a learner-centered curriculum- concept of language proficiency - task components — grading tasks — sequencing and integrating tasks - task oriented syllabus design — activities for language use — language use and usage — learner autonomy — motivation, autonomy and achievement.  

Role of teacher and learner - communicative language teaching -teacher and the curriculum — cultural factors — need for innovation and flexibility — tasks and teacher development — classroom communicative competence.  

Assessment of second language proficiency — types of assessment —techniques of assessment — assessment of second language proficiency - key concepts in evaluation - evaluation and teacher development — approaches to evaluation — purposes of evaluation — role of feedback.

### Reference Books:


### Course Learning Outcomes:

- Students will be able to decipher CLT and task-based curriculum.  
- They will be able to enhance their learner autonomy in language learning.  
- They will be able to comprehend various functions of assessment and evaluation in learning process.
**Course Code**: HS628

**Title of the Course**: Journalism and Media Studies

**Prerequisite**: Nil

**Credits (L-T-P)**: 3 (3-0-0)

**Course Learning Objectives**: This course aims to:
- develop language skills through collaborative and interactive tasks around media texts.
- provide abundant opportunities to use language in effective media contexts.
- help students transfer their acquired skills to their work places.

**Course Content**

Introduction to Print Media: News Categories - Components of a News Story – Reporting and its Types - Planning and writing a news article - Process of editing a news story

News Types and Writing Techniques: Cartoons - Reviews - Editorials, Columns, Features, - Writing reviews

Understanding Advertisement: Advertisement substance - Brand Positioning - Structure of advertisement - Attention seeking devices - Designing Advertisements and writing Jingles

Radio and Television: News Bulletin - Interviews, Debates and Discussions - Reporting - TV Script Writing and radio drama

Contemporary Trends: Digital Journalism - Online Writing - Digital Storytelling - Writing content for Webpages

**Reference Books:**


**Course Learning Outcomes**:

On completion of the course, student will be able to
- understand and use technical terms in the field of media
- use the skills needed to survive in the media world
- develop innovative ideas
- keep abreast of the contemporary trends
- practise the media skills