



मेडी-केप्स विश्वविद्यालय, इंदौर

**Medi-Caps University, Indore**

| S. No. | Title   |
|--------|---|
| 1.     | Vision of the University  |
| 2.     | Mission of the University   |
| 3.     | Vision of the Department  |
| 4.     | Mission of the department   |
| 5.     | Program Education Objectives (PEOs)   |
| 6.     | Program Outcomes (POs)  |
| 7.     | Program Specific Outcomes (PSOs) (If applicable)  |
| 8.     | Scheme for all courses  |
| 9.     | Syllabus for all courses with scheme, course objectives, curriculum, course outcomes and references |



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**Medi-Caps University, Indore**

### **Vision of the University:**

Be an internationally acclaimed University recognized for its excellent teaching, research, innovation, outreach and creating top class technocrats and professionals who can serve the mankind as multi skilled global citizen.

### **Mission of the University:**

- Establish state-of-the-art facilities for world class education and research.
- Conduct scholarly research and creative endeavours that impact quality of life.
- Attract quality staff and students to cater for diverse needs and preferences and widen participation.
- Build a foundation for students to be successful at all levels through high-quality, innovative programs.
- Collaborate with institute, industry, and society to address current issues through research and align curriculum.
- Involve in societal outreach programs to identify concerns and provide sustainable ethical solutions.
- Encourage life-long learning and team-based problem solving through an enabling environment.



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**Medi-Caps University, Indore**

**Vision of the Department:**

The Faculty of Arts, Humanities and Social Sciences strives to foster creativity, best possible expression of the self, along with critical thinking that provides a synthesis to the technical and non-technical mindsets of the students.

**Mission of the Department:**

- To provide globally competitive education
- To enhance skills to meet the future challenges.
- To provide a congenial academic environment to the faculties and students.
- To inculcate practical approach for life-long learning and bright career.
- To enable research-oriented approach for in depth learning.



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**Program Education Objectives (PEOs):**

|                         |  |
|-------------------------|--|
| <b>PEO<sub>01</sub></b> | The students will be exposed to a horizon of opportunities and can choose any career in English language, translation, mass media, technical writing, script writing, editing etc.                           |
| <b>PEO<sub>02</sub></b> | The students will be able to develop a sense of curiosity and will be inspired to do research in their area of interest in Literature and Language.  |
| <b>PEO<sub>03</sub></b> | Apply values and ideals derived from the study of literature that demonstrate awareness of current societal challenges. Also to offer a sound basic in developing research methodology and reasoning skills. |

**Program Outcomes (POs):**

|                        |   |
|------------------------|---|
| <b>PO<sub>01</sub></b> | Students become capable of appreciating the Plot construction, characterization and narrative technique in the context of varied novelists and their works.   |
| <b>PO<sub>02</sub></b> | Study discourses of various genres about social, cultural, political, and historical contexts.  |
| <b>PO<sub>03</sub></b> | Students will become accomplished active readers who appreciate ambiguity and complexity, and who can articulate their own interpretations with an awareness and curiosity for other perspectives.  |
| <b>PO<sub>04</sub></b> | Recognize and designate the nature and function of language as a human attribute, including language acquisition, language and society, language and culture, language and thought.   |
| <b>PO<sub>05</sub></b> | The ability to pen clearly, effectively and imaginatively and to accommodate writing style to the content and nature of the subject. Students will be able to write effectively for a variety of professional and social settings. They will practice writing as a process of motivated inquiry, engaging other writers' ideas as they explore and develop their own. |
| <b>PO<sub>06</sub></b> | Scrutinize the structure and evolution of English words and texts from the point of view of morphology, phonology, grammar, syntax and semantics.   |
| <b>PO<sub>07</sub></b> | Understand basic commands of computer and its functions in order to be able to format and create presentations.   |
| <b>PO<sub>08</sub></b> | Students will have wider aspect of personality development through communication skills and soft skills.  |
| <b>PO<sub>09</sub></b> | Understanding managerial concept and applying the same in practical life to increase employability.   |

**Program Specific Outcomes (PSOs): Not Applicable**



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Semester-wise Scheme of MA  
(English)

2024 BATCH

Semester I

| S. N            | Course Code | Course Title              | L | T | P | Credit | Hours |
|-----------------|-------------|---------------------------|---|---|---|--------|-------|
| 1               | EL5CO01     | Poetry I                  | 4 | 0 | 0 | 4      | 4     |
| 2               | EL5CO02     | Drama I                   | 4 | 0 | 0 | 4      | 4     |
| 3               | EL5CO03     | Fiction I                 | 4 | 0 | 0 | 4      | 4     |
| 4               | EL5CO04     | Prose I                   | 4 | 0 | 0 | 4      | 4     |
| 5               | EL5CO13     | Critical Theory I         | 3 | 0 | 0 | 3      | 3     |
| 6               | EL5NG01     | Introduction to Computers | 2 | 0 | 0 | 2      | 2     |
| 7               | EL5AE02     | Yoga/ NSS/NCC/ Club       | 0 | 0 | 2 | 1      | 2     |
| TOTAL CREDIT-22 |             |                           |   |   |   |        | 23    |

Semester II

| S. N            | Course Code | Course Title                         | L | T | P | Credit | Hours |
|-----------------|-------------|--------------------------------------|---|---|---|--------|-------|
| 1               | EL5CO05     | Poetry II                            | 4 | 0 | 0 | 4      | 4     |
| 2               | EL5CO06     | Drama II                             | 4 | 0 | 0 | 4      | 4     |
| 3               | EL5CO07     | Fiction II                           | 4 | 0 | 0 | 4      | 4     |
| 4               | EL5CO08     | Prose II                             | 4 | 0 | 0 | 4      | 4     |
| 5               | EL5SE03     | Introduction to Research Methodology | 2 | 0 | 0 | 2      | 2     |
| 6               | EL5CO14     | Critical Theory II                   | 3 | 0 | 0 | 3      | 3     |
| TOTAL CREDIT-21 |             |                                      |   |   |   |        | 21    |

Semester III

| S. N            | Course Code | Course Title                 | L | T | P | Credit | Hours |
|-----------------|-------------|------------------------------|---|---|---|--------|-------|
| 1               | EL5CO09     | Linguistics and Stylistics   | 4 | 0 | 0 | 4      | 4     |
| 2               | EL5CO11     | Indian Writings in English I | 4 | 0 | 0 | 4      | 4     |
| 3               | EL5EL**     | Elective-1                   | 4 | 0 | 0 | 4      | 4     |
| 4               | EL5EL**     | Elective-2                   | 4 | 0 | 0 | 4      | 4     |
| 5               | EL5PC03     | Project work I               | 0 | 0 | 6 | 3      | 6     |
| TOTAL CREDIT-19 |             |                              |   |   |   |        | 22    |

Semester IV

| S. N            | Course Code | Course Title | L | T | P  | Credit | Hours |
|-----------------|-------------|--------------|---|---|----|--------|-------|
| 1               | EL5EL**     | Elective-3   | 4 | 0 | 0  | 4      | 4     |
| 2               | EL5EL**     | Elective-4   | 4 | 0 | 0  | 4      | 4     |
| 3               | EL5PC04     | Dissertation | 0 | 0 | 24 | 12     | 24    |
| TOTAL CREDIT-20 |             |              |   |   |    |        | 32    |

Total Credits = 82

| Course Code    | Course Name     | Hours per Week |   |   | Total Credits |
|----------------|-----------------|----------------|---|---|---------------|
|                |                 | L              | T | P |               |
| <b>EL5CO01</b> | <b>Poetry I</b> | 4              | 0 | 0 | 4             |

**Course Learning Objectives (CLOs):**

|                         |  |
|-------------------------|--|
| <b>CLO<sub>01</sub></b> | To understand the different genre of poetry.   |
| <b>CLO<sub>02</sub></b> | To analyse Styles of poetry – Envoy, Quintet, Epic, Ballad, Ode.                           |
| <b>CLO<sub>03</sub></b> | To study the Shakespearean and Miltonic Poetry as well as the generic differences between. |
| <b>CLO<sub>04</sub></b> | To evaluate liberty from the philosophical complexity, realistic characterization.         |
| <b>CLO<sub>05</sub></b> | To absorb the socio-cultural values and life skills through various poetry.                |

**Unit-1 Introduction to poetry in English Literature**

What is poetry, types of poetry, Styles of poetry – Envoy, Quintet, Epic, Ballad, Ode, Sonnets, free verse, Mock epic, Elegy, Narrative

**Unit-2 Epic Poetry and Narrative Poetry**

John Milton: Paradise Lost Book I

S.T. Coleridge: The Rime of the Ancient Mariner.

**Unit-3 Sonnets**

William Shakespeare: Sonnets Nos. 23, 31, 44.

Miltonian sonnets: Sonnets Nos. 11 and 19

**Unit-4 Satirical Poetry:**

John Dryden: Absalom and Achitophel. Alexander Pope:

The Rape of the Lock.

**Unit 5 Romantic poetry:**

Wordsworth: Tintern Abbey, To the Skylark

Keats: Ode on a Grecian Urn, Ode to a Nightingale

**Books Recommended:**

- EMW Tillyard: Milton.
- Compton Rickett: History of English Literature.



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- David Daiches: History of English Literature.
- Hudson: History of English Literature.

**Reference books:**

- The Cambridge History of English Poetry Paperback – Import, 17 Dec 2015 by Michael O'Neill
- Aristotle's Theory of Poetry and Fine Art Paperback – Import, 24 Aug 2016 by Samuel Henry
- Wordsworth, William. "London, 1802." The Poetical Works of William Wordsworth. Ed. W. Knight. London: Macmillan, 1896. Volume II. 346. Print.
- Steadman, John M. Milton and the Renaissance Hero. Oxford: Clarendon, 1967. Print. Allott, Miriam, ed. The Poems of John Keats, 394–441, 655–685
- Rajan, Balachandra. "The Two Hyperions: Compositions and Decompositions," The Form of the Unfinished. Princeton: Princeton University Press
- *Alexander Pope: The Critical Heritage*, Routledge 1995

**Course Outcomes (COs): At the end of the course the student will be able to:**

|                  |  |
|------------------|--|
| CO <sub>01</sub> | Sketch the history of poetry, with particular attention to the evolution of stylistic and aesthetic trends and differentiate various schools and forms of poetry |
| CO <sub>02</sub> | Examine the use of poetic devices through different types  |
| CO <sub>03</sub> | Analyse and appreciate of poetry of different poets  |
| CO <sub>04</sub> | Assess the verbal and aesthetic aspect of poetry   |
| CO <sub>05</sub> | Appreciate romanticism and its sub genres in poetry  |



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| Course Code | Course Name | Hours per Week |   |   | Total Credits |
|-------------|-------------|----------------|---|---|---------------|
|             |             | L              | T | P |               |
| EL5CO02     | Drama I     | 4              | 0 | 0 | 4             |

**Course Learning Objectives (CLOs):**

|                   |   |
|-------------------|---|
| CLO <sub>01</sub> | To understand the different genre of drama.   |
| CLO <sub>02</sub> | To analyse Styles one act plays, Renaissance dramas, Shakespearean dramas etc..   |
| CLO <sub>03</sub> | To study the about the differences between the Renaissance, Shakespearean and Non-Shakespearean dramas as well as the generic differences between the tragedy and the comedy. |
| CLO <sub>04</sub> | To evaluate liberty from the philosophical complexity, realistic characterization.  |
| CLO <sub>05</sub> | To absorb the socio-cultural values and life skills through various drama.  |

**Syllabus**

**Unit-1 Introduction to Drama**

What is Drama? Types of drama - Opera, Closet Drama, One Act Plays, Monologues, Pantomime, Mime, Ballad

**Unit-2 One Act Plays**

Samuel Beckett: Krapp's Last Tape  
Anton Chekhov: The Cherry Orchard

**Unit-3 Shakespeare**

Macbeth, Twelfth Night

**Unit-4 Renaissance Drama (Non- Shakespearean)**

Christopher Marlowe: Dr. Faustus.  
Ben Jonson: Every Man in His Humour.

**Unit- 5 Comic Drama**

Richard Brinsley Sheridan: The Rivals (comedy of manners)  
Oliver Goldsmith: She Stoops to Conquer

**Books Recommended:**

- A.C.Bradley: Shakespearean Tragedy.
- H.B.Charlton: Shakespearean Comedy.
- Ram Vilas Sharma: Shakespearean Tragedy.
- Allardyce Nicoll: British Drama.

**References:**

- The Bedford Introduction to Drama (English) Seventh Edition by Lee A. Jacobus (Author)
- Lott, Bernard, ed. Hamlet— New Swan S h a k e s p e a r e Advanced Series. London: Longman Group, Ltd., 1968
- DeVries, Duane, General Studies of Charles Dickens and his Writings and Collected Editions of his Works: An Annotated Bibliography, (New York: AMS Press, 2004
- Gardiner, John, The Victorians: An Age in Retrospect (London: Hambledon and London, 2002.





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**Course Outcomes (COs):**

- Sketch the history of theatre, with particular attention to the evolution of stylistic and aesthetic trends and differentiate various schools and forms of drama
- Examine the use of theatrical devices through one act plays
- Analyze and appreciate Shakespearean dramas
- Assess the verbal and visual language of Renaissance drama.
- Appreciate comic and its sub genres in drama.

| Course Code | Course Name | Hours per Week |   |   | Total Credits |
|-------------|-------------|----------------|---|---|---------------|
|             |             | L              | T | P |               |
| EL5CO03     | Fiction I   | 4              | 0 | 0 | 4             |

**Course Learning Objectives (CLOs):**

|                   |  |
|-------------------|--|
| CLO <sub>01</sub> | To make students understand types of Fiction, how fiction records and alters social and cultural realities and to familiarize students with Fantasy, Science, Picaresque and Realistic Novels. |
| CLO <sub>02</sub> | To understand the strategies of narrative, theme and image that fiction uses to take forward this task   |
| CLO <sub>03</sub> | To train the student in methods of textual analysis and understand different genre.  |
| CLO <sub>04</sub> | To sensitize students to the capacity of fiction to bring about social and cultural change   |
| CLO <sub>05</sub> | To enable them to realize and appreciate various genres of fiction.  |

**Syllabus**

**Unit-1 Introduction to Fiction**

Fantasy, Folklore, Fairytales, Science Fiction, Non- Fiction, Novel, Novella, Pastoral, Psychological, Naturalist, Post Naturalist, Symbiotic

**Unit-2 Fantasy**

CS Lewis: The Lion, the Witch and the Wardrobe

Lewis Carroll: Alice in Wonderland

**Unit 3 Science Fiction**

H.G. Wells: The Time Machine

Ray Bradbury: Fahrenheit 451

**Unit 4 Adventure Novel**

Herman Melville: Moby Dick

J.K Rowling: The Sorcerer's Stone

**Unit-5 Realistic Novel**

Charles Dickens: Great Expectations.

Zola: Nana.

**Books Recommended:**

- Sisir Chattopadhyaya: The Technique of the Modern English Novel.
- A.S. Collins: English Literature of the 20th Century.
- David Daiches: The Novel and the Modern World.
- Walter Allen: History of English Novel.
- David Daiches: Critical Approaches to Literature.
- O.P. Budholia: George Eliot: Art and Vision in Her Novels.
- Austin Dobson: Fielding.
- Ian Watt: The Rise of the Novel



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### References

- French, Christy Tillery. "Literary Fiction vs Genre Fiction". AuthorsDen.
- Hudson, William Henry . An Outline History Of English Literature. Paperback – 2011
- Bugden, Frank. James Joyce and the Making of Ulysses. Bloomington Indiana University Press.
- Bayley, John. An Essay on Hardy. Cambridge. 1978

### Course Outcomes (COs):

|                  |  |
|------------------|--|
| CO <sub>01</sub> | Will be able to understand various types of fiction.   |
| CO <sub>02</sub> | Enhance the understanding of the imaginative style of the writers.                             |
| CO <sub>03</sub> | Understand and recognize the different types of narrative techniques in fiction                |
| CO <sub>04</sub> | Deepen understanding the range of human experience and growing the pleasure of reading habits. |
| CO <sub>05</sub> | Analyze, Identify and appreciate realistic novels in the literary world.                       |



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| Course Code | Course Name | Hours per Week |   |   | Total Credits |
|-------------|-------------|----------------|---|---|---------------|
|             |             | L              | T | P |               |
| EL5CO04     | Prose I     | 4              | 0 | 0 | 4             |

| Course Learning Objectives (CLOs): |  |
|------------------------------------|--|
| CLO01                              | To introduce politics, literature and philosophy writings in this arena of English writing, how journals and writings play their role in literary status of the society. |
| CLO02                              | To understand the principles of interdisciplinary study with regard to the three disciplines mentioned.  |
| CLO03                              | The students will have achieved a basic understanding of the common principles underlined these disciplines will have been established.                                  |
| CLO04                              | A basic understanding of the interdisciplinary approach of the philosophies of literature and politics   |
| CLO05                              | To introduce politics, literature and philosophy writings in this arena of English writing, how journals and writings play their role in literary status of the society. |

### Syllabus

#### Unit-1 Introduction to Prose

Mystery, Romance, Thriller, Historical, Biography, Autobiography, Travelogues, Journals, Diaries, Memoirs

#### Unit-2 Short Stories

Oscar Wilde: The Fisherman and His Soul, The Happy Prince, The Nightingale and the Rose, The Selfish Giant

O Henry: The Gift of the Magi, The Clarion Call, The Last Leaf,

William Somerset Maugham: Ant and the Grasshopper, Mr Know all

#### Unit- 3 Journals and Diaries:

Anne Frank: The Diary of a young girl

#### Unit-4 Political and Social Writings

Plato: The Republic- Volume I: Book I

Bacon: Of Truth, Of Studies

Gardiner: On Habits, On Saying Please

#### Unit-5 Philosophical Writings

J.Krishnamurti: Individual and Society, What is Self?

Rabindranath Tagore: The Religion of Man

#### Books Recommended:

Hugh Walker: The English Essay and Essayists.

Benson: The Art of Essay Writing.

J.Krishnamurti: The First and the Last Freedom.



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**Course Outcomes (COs):**

|                        |  |
|------------------------|--|
| <b>CO<sub>01</sub></b> | To enable students to comprehend the variations and the relationships among the different varieties of prose |
| <b>CO<sub>02</sub></b> | Students will be able to recall and comprehend the short stories in prose writing.                           |
| <b>CO<sub>03</sub></b> | To assist pupils appreciating the value of journals and diaries as non-fiction writing.                      |
| <b>CO<sub>04</sub></b> | Student will be able to examine Political and Social Writings in a socio-historic and cultural context.      |
| <b>CO<sub>05</sub></b> | To enable students to generate their philosophical writings with the help of reading various philosophers.   |

| Course Code | Course Name       | Hours per Week |   |   | Total Credits |
|-------------|-------------------|----------------|---|---|---------------|
|             |                   | L              | T | P |               |
| EL5CO13     | Critical Theory I | 3              | 0 | 0 | 3             |

### Course Objectives:

- To introduce students history and the development of literary criticism and theory.
- To acquaint students with the literary criticism of Cleanth Brooks and F.R Leavis.
- To understand the learners the structure of language.
- To identify the various types of critical theory.
- To analyse the critical concept of Orientation and Feminist Criticism.

### .Syllabus

#### Unit 1

Leo Trotsky: The Formalist School of Poetry and Marxism 1912

IA Richards: Two Uses of Language 1939

#### Unit 2

Cleanth Brooks: The Well Wrought Urn 1937

F.R Leavis: Literary Criticism and Philosophy 1937

#### Unit 3

Ferdinand de Saussure: The Nature of the Linguistic Sign 1950

J Derrida: Structure, Signs and Play in the Discourse of Human Sciences 1966

#### Unit 4

M. H Abraham: Orientation of Critical Theories 1950

J.C Ransom: Concept of Structure and Texture of Poetry 1976

#### Unit 5

Edward Said: Crises (Scope of Orientalism) 1978

Elaine Showalter: Feminist Criticism in the Wilderness 1985

### Text Books:

1. Ivor Armstrong Richards , Principles of Literary Criticism, Literary Licensing, 2011
2. Cleanth Brooks, The Well Wrought Urn, Books Way, 2015.
3. F. R. Leavis, Literary Criticism and Philosophy, Scrutiny, 1937.
4. de Saussure, Ferdinand. 1959 [1916]. *Course in General Linguistics*. Translated by Wade Baskin. New York: Columbia University Press.
5. Modern Criticism and Theory A Reader Edited by a David Lodge
6. Literary criticism and theories edited by dr. Gowherahmadnaik, usi publications 2/31, Nehru Enclave, Kalkaji Ext., New Delhi-



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7. ORIENTALISM, Edward W. Said, Routledge & Kegan Paul, London and Henley, 1978.
8. The New Feminist Criticism, Essays on Women Literature and Theory Edited by Elaine Showalter, 1985.
9. The New feminist criticism : essays on women, literature, and theory / edited by Elaine Showalter. New York : Pantheon, c1985.
10. The Well Wrought Urn, Cleanth Brooks , BW Ecommerce Pvt Ltd

### Books Recommended

1. David Daiches, Critical Approaches to Literature, 2nd ed. (Orient Longman, 1970)
2. M.A.R. Habib. A History of Literary Criticism: From Plato to the Present (Blackwell, 2005)
3. Jeremy Hawthorn, A Concise Glossary of Contemporary Literary Theory, London: Edward Arnold, 1992.
4. David Lodge (ed): Modern Criticism and Theory: A Reader (Longman). Adams & L Searle (ed): Critical Theory since 1965 (Florida State University Press) Eagleton Literary Theory: An Introduction (Blackwell, Oxford. 1983)
5. V H Gilbert Literary Criticism. Plato to Dryden
6. New Feminist Criticism, Elaine Showalter, Pantheon, 1985.
7. *The well wrought urn* : studies in the structure of poetry, Brooks, Cleanth, New York : Harcourt, Brace & World

### Course Outcomes:

|     |   |
|-----|---|
| CO1 | Students will learn the broad development of literary theory from the early twentieth century to the present. |
| CO2 | Students will differentiate between the theories of Cleanth Brooks and F.R Leavis                             |
| CO3 | Learners will comprehend the structure of language  |
| CO4 | Students will identify the various types of critical theory   |
| CO5 | Students will analyze the critical concept of Orientation and Feminist Criticism                              |



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| Course Code | Course Name               | Hours per Week |   |   | Total Credits |
|-------------|---------------------------|----------------|---|---|---------------|
|             |                           | L              | T | P |               |
| EL5NG03     | Introduction to Computers | 2              | 0 | 0 | 0             |

### Course Objectives

| S.No. | Objectives   |
|-------|--|
| Co1.  | To understand the importance of computer fundamentals in the real world.                           |
| Co2.  | Understand how to create, store, use documents in Libreoffice and MS Word.                         |
| Co3.  | To learn and explore spreadsheets and understand the use of some formulas in excel.                |
| Co4.  | Understand how to create, print and publish presentations.   |
| Co5.  | To learn about the world wide web and new tools and technology used to create and store documents. |

### UNIT I: Fundamentals of Computer

Introduction to Computer, Characteristics of Computer, History of Computers, Basic Computer Operations, Generations of Computers, Classifications of Computers, Applications of Computer systems, CPU, I/O Devices (Keyboard, Mouse, Scanner, Printer, Fax etc.), Computer Memory, Concepts of Hardware and Software.

### UNIT II: Documentation

Creating, editing, saving and printing text documents, Font and paragraph formatting, Simple character formatting, Inserting tables, smart art, page breaks, Using lists and styles, Working with images, Using Spelling and Grammar check, Understanding document properties, Mail Merge, Security: password, encryption.

### UNIT III: Spreadsheet

Spreadsheet basic, Creating, editing, saving and printing spreadsheets, Working with functions & formulas, Modifying worksheets with colour & autoformats, Graphically representing data: Charts & Graphs, Speeding data entry: Using Data Forms, Analysing data: Data Menu, Subtotal, Filtering Data, Formatting worksheets, Securing & Protecting spreadsheets.

### UNIT IV: Presentation





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Opening, viewing, creating, and printing slides, Applying auto layouts, Adding custom animation, Using slide transitions, Creating Professional Slide for Presentation, Formatting, Add image, sheet, hyperlink.

#### **UNIT V: Web Base Document Management**

File System, File handling, Email, Cloud: Google drive, sheet, Web Application: Zoho, Google Docs, Microsoft 365, Search Engines, Keywords searching, World Wide Web.

#### **Text Books:**

1. Joyce Cox, Joan Lambert and Curtis Frye, Microsoft Office Professional 2010, Microsoft Press
2. Dr. Vimal Pandya, Computer Fundamentals and Application, Nirav Publication
3. Joe Habraken, Microsoft Office 2019 Inside Out, Microsoft Press

#### **Reference Books:**

1. Ravi Kant Taxali, Computer Course Windows 7 and Office 2010, McGrawHill Education
2. Prof. Satish Jain and M Geetha, MS Word 2010, BPB Publications

#### **Course Outcomes**

| S.No. | Outcomes  |
|-------|---|
| 1.    | Students will understand the basic terminology used in computer fundamentals.   |
| 2.    | Students will learn to use Microsoft Word to produce professional-looking documents.  |
| 3.    | Students will get sufficient knowledge to create real-world slide shows. They will learn how to create, print and publish properly formatted documents. |
| 4.    | Students will learn to use spreadsheets. Features of Libreoffice and Comparison and compatibility with MS office.                                       |

## Semester II

| Course Code | Course Name | Hours per Week |   |   | Total |         |
|-------------|-------------|----------------|---|---|-------|---------|
|             |             | L              | T | P | Hrs.  | Credits |
| EL5CO05     | Poetry II   | 4              | 0 | 0 | 4     | 4       |

### Course Objectives

| S.No. | Objectives  |
|-------|---|
| CO1.  | To introduce the students with the types of poetry and uncover the radical potential of poetry.   |
| CO2.  | To develop the aesthetic sense in students and lay the foundations of genre-based study embedded in historical context.                                     |
| CO3.  | The students will get the knowledge of basic terminologies of poetry and a foundational level of fluency with the basics of poetry will have been achieved. |
| CO4.  | A basic understanding of strategies of poetic organisation will have been laid down.  |
| CO5.  | To cultivate literary awareness through poetry.   |

### Prerequisites: Poetry I

### Co-requisites:

### Curriculum:

### Syllabus (Copy of syllabus to be attached)

#### Unit-1 Metaphysical Poetry:

John Donne: The Rising Sun, The Canonisation

Andrew Marvell: The Garden, To His Coy Mistress

#### Unit-2 Romantic Poetry:

Thomas Gray: Elegy Written in a Country Churchyard, The Progress of Poesy.

Shelley: To A Skylark, Adonais

#### Unit-3 Victorian Poetry:

Alfred Tennyson: Ulysses, The Lotos Eaters

Matthew Arnold: Thyrsis, The Scholar Gypsy.



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#### **Unit-4 Symbolist Poetry:**

T.S.Eliot: The Waste Land

W.B.Yeats: The Second Coming, Byzantium, Sailing to Byzantium.

#### **Unit-5 Modernist Poetry:**

W.H.Auden: Strange Meeting, The Shield of Achilles.

Dylan Thomas: Fern Hill, A Refusal to Mourn the Death by Fire of a Child in London.

#### **Books Recommended:**

Desmond King-Helle: Shelley- His Thought and Work, Macmillan, London.

Graham Hough: The Last Romantics

Humphrey House: Coleridge

C.M.Bowra: The Romantic Imagination.

#### **References:**

- O'Neill, Michael. The Romantic Poetry Handbook (Wiley Blackwell Literature Handbooks) Paperback – Import, 8 Dec 2017
- Bernard Groom, The Unity of Wordsworth's Poetry (New York: St, Martin's Press, 1966).
- Roger Sales, "William Wordsworth and the Real Estate," in Wordsworth: Contemporary Critical Essays. New Casebooks, ed. John Williams (London: The MacMillan Press Ltd., 1993).
- Beasley, Rebecca. Theorists of Modern Poetry: T. S. Eliot, T. E. Hulme, Ezra Pound. London, New York: Routledge, 2007.
- Newbolt, H., Poems of John Keats, Art Type. Edition, The World's Popular Classics Books., ·New York. 4.
- James Benziger, "'Tintern Abbey' Revisited (1950)" in Wordsworth: Lyrical Ballads. Casebook Series, eds. Alun R. Jones and WillaimTydeman (London: MacMillan Press, 1977).
  - Abrams, M. H. (ed.). English Romantic Poets: Modern Essays in Criticism. New York: Oxford University Press, 1960.
- Solve, Melvin T. Shelley: His Theory of Poetry. New York: Russell and Russell, Incorporated, 1964.
- Wordsworth, William. The Poetical Works of Wordsworth. Edited by Thomas Hutchins~ London: . Oxford-University Press, 1964.



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- Murray, Paul. T. S. Eliot and mysticism: the secret history of Four quartets. New York: St. Martin's Press, 1991.

**Course Outcomes (COs):**

**After completion of this course the students shall be able to:**

|                        |  |
|------------------------|--|
| <b>CO<sub>01</sub></b> | Understand metaphysical poetry and its characteristics.  |
| <b>CO<sub>02</sub></b> | Further understand romantic poetry in literature.        |
| <b>CO<sub>03</sub></b> | Identify techniques used in Victorian poetry.            |
| <b>CO<sub>04</sub></b> | Relevance and deep understanding of symbolism in poetry. |
| <b>CO<sub>05</sub></b> | Appreciate modernistic approach towards poetry.          |

**Course Learning Objectives (CLOs):**

| Course Code | Course Name | Hours per Week |   |   | Total |         |
|-------------|-------------|----------------|---|---|-------|---------|
|             |             | L              | T | P | Hrs.  | Credits |
| EL5CO07     | Fiction II  | 4              | 0 | 0 | 4     | 4       |

|                   |  |
|-------------------|--|
| CLO <sub>01</sub> | To understand the strategies of narrative, theme and image that fiction uses to take forward this task.      |
| CLO <sub>02</sub> | To train the student in methods of textual analysis and understand different genres.                         |
| CLO <sub>03</sub> | To sensitise students to the capacity of fiction to bring about social and cultural change.                  |
| CLO <sub>04</sub> | To enable them to realise and appreciate various genres of fiction.  |
| CLO <sub>05</sub> | To make students understand variety of Fiction, how fiction records and alters social and cultural realities |

**Unit-1 Pastoral Novel**

Thomas Hardy: Tess of the D'urbervilles

**Unit-2 Tragic Novel**

Franz Kafka: Metamorphosis

Emile Bronte: Wuthering Heights

**Unit-3 Psychological Novel**

Virginia Woolf: To the Light house.

Fyodor Dostoevsky: Crime and Punishment.

**Unit-4 Dystopian Novel**

George Orwell: 1984

Aldous Huxley: Brave New World

**Unit-5 Novel in Verse**

Vikram Seth: The Golden Gate

**Books Recommended:**

- Dorothy Van Ghent: The English Novel Form and Function.
- Sisir Chatterjee: Problems in Modern English Fiction.
- Katherine Lever: The English and the Reader.
- Wilbur L. Cross: The English Novel.

**References:**

- French, Christy Tillery. ["Literary Fiction vs Genre Fiction"](#). AuthorsDen.
- Hudson, [William Henry](#). An Outline History Of English Literature. Paperback – 2011



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- Bugden, Frank. James Joyce and the Making of Ulysses. Bloomington Indiana University Press.
- Bayley, John. An Essay on Hardy. Cambridge. 1978
- Abel, Elizabeth. Virginia Woolf and the Fictions of Psychoanalysis. Paperback ed. Chicago: The University of Chicago Press, 1993. Print.
- Carr, Helen. “Virginia Woolf, Empire and race.” The Cambridge Companion to Virginia Woolf. Ed. Susan Sellers. 2nd ed. Cambridge: Cambridge University Press, 2010. 197-213. Print
- Bakhtin, Mikhail: “The Idea in Dostoevsky’s Works”. Bloom’s Bio Critiques: Fyodor Dostoevsky. Ed. Harold Bloom. Philadelphia: Chelsea House Publishers, 2005
- George Orwell: 1984
- Trawick, Leonard M., III. “Sources of Hazlitt’s ‘Metaphysical Discovery.’” Philological Quarterly

**Course Outcomes (COs):**

|                  |   |
|------------------|---|
| CO <sub>01</sub> | Understand the characters, setting and themes of a novel.                 |
| CO <sub>02</sub> | Analyse the various elements of a tragedy along with the plot and themes. |
| CO <sub>03</sub> | Understand and analyse the psyche of an author through the novel.         |
| CO <sub>04</sub> | Evaluate issues such as alienation and dystopia of various authors.       |
| CO <sub>05</sub> | Understand various aspects of the novel in the verse.                     |



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| CourseCode | CourseName | HoursperWeek |   |   | Total Credits |
|------------|------------|--------------|---|---|---------------|
|            |            | L            | T | P |               |
| EL5CO08    | Prose II   | 4            | 0 | 0 | 4             |

|                   |  |
|-------------------|--|
| CLO <sub>01</sub> | To introduce politics, literature and philosophy writings in this arena of English writing, how journals and writings play their role in literary status of the society. |
| CLO <sub>02</sub> | To understand the principles of interdisciplinary study with regard to the three disciplines mentioned.  |
| CLO <sub>03</sub> | The students will have achieved a basic understanding of the common principles underlined these disciplines will have been established.                                  |
| CLO <sub>04</sub> | A basic understanding of the interdisciplinary approach of the philosophies of literature and politics   |
| CLO <sub>05</sub> | To introduce politics, literature and philosophy writings in this arena of English writing, how journals and writings play their role in literary status of the society. |

### Unit-1 Travelogues and Memoirs

D H Lawrence: Sea and Sardinia

Earnest Hemingway: A Moveable Feast

### Unit-2 Biographies and Autobiographies

Boswell: The Life of Dr.Johnson(1791)

Malcolm X: The Autobiography of Malcolm X

### Unit-3 Essays I

Goldsmith: The Man in Black.1760

Charles Lamb: New Year's Eve, A Bachelor's Complaint Against theBehaviour of Married

### Unit-4 Essays II

A.G.Gardiner: On the Rule of the Road, In Defence of Laziness. 1915

Robert Lynd: Back to the Desk., The Pleasures of Ignorance. 1915

### Unit-5 Essays III

G.K.Chesterton: On Running after One's Hat, Patriotism and Sport. 1900

George Orwell: "Reflections on Gandhi", "You and the Atomic Bomb" 1945

### Course Outcomes (COs):

|                  |   |
|------------------|---|
| CO <sub>01</sub> | Students will be able to remember the distinguishing features and to restate in their own words the central ideas and stories of the travelogue and memoir they read. |
| CO <sub>02</sub> | Students will be able to categorize different types of biographies portraying personal growth, struggle and societal influence on individuals.                        |



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| Course Code      | Course Name   | Hours per Week |   |   | Total Credits |
|------------------|---|----------------|---|---|---------------|
|                  |   | L              | T | P |               |
| EL5CO14          | Critical Theory II  | 3              | 0 | 0 | 3             |
| CO <sub>03</sub> | Students will be able to compare essays written by different authors on similar topics , analysing how different approaches(argumentative vs reflective, formal vs personal ) affect the delivery and impact of the message |                |   |   |               |
| CO <sub>04</sub> | Students will be able to evaluate the strength and logic of the arguments presented in essays.  |                |   |   |               |
| CO <sub>05</sub> | Students will be able to create new essays based on their personal experience, research or critical reflection on existing themes.  |                |   |   |               |

#### Course Learning Objectives:

|       |   |
|-------|---|
| CLO 1 | To introduce students history and the development of literary criticism and theory. |
| CLO2  | To acquaint students with the literary criticism of Cleanth Brooks and F.R Leavis.  |
| CLO3  | To understand the learners the structure of language.                               |
| CLO4  | To identify the various types of critical theory.                                   |
| CLO5  | To analyze the critical concept of Orientation and Feminist Criticism               |

**Prerequisites:** Critical Theory I

**Co-requisites:** Nil

#### Unit I

Indian Poetics

Bharat Muni -On Natya and Rasa: Aesthetic and Dramatic Experience

Anand Vardhan –Dwani Theory: Structure of Poetic Meaning

#### Unit II

Aristotle: Poetics (Butcher's Translation)

Longinus: On the Sublime

#### Unit III





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John Dryden: An Essay on Dramatic Poesy

Dr. Johnson: Preface to Shakespeare

### Unit III

Eliot: Tradition and Individual Talent, The Function of Criticism

Ronald Barthes: The Death of Author, Camera Lucida

### Unit V

William Wordsworth: Preface to Lyrical Ballads

Coleridge: Biographia Literaria Chapters XII XIV and XVIII

### References:

- Narasimhaiah, C.D. (1988). *Raja Rao*. Arnold Heinemann: New Delhi, 1988. Print.
- Rao, Raja (2001). *Kanthpura*. Orient Paperbacks: New Delhi, 2001. Print.
- Walse, William (1978). "The Big Three", *India writing in English*. Orient Longman: New Delhi, 1978. Print.
- Nissim Ezekiel, *Collected Poems: 1952-1988*, New Delhi: Oxford University.
- Shiv K. Kumai, "Pilgrimage", anthologized in R. Paithasarthi, ed. *Ten Twentieth Century Indian Poets*, New Delhi: Oxford University Press,
- Eunice de Souza, "de Souza Prabhu", anthologized in Arvind Krishna Mehrotra, ed. *The Oxford India Anthology of Twelve Modern Indian Poets*, New Delhi: Oxford University Press, 1992,
- Agrawal, Beena, Mahesh Dattani's Plays: A New Horizon in Indian Theatre, Jaipur: book enclave, 2011.

### References:

- Deshpande, Shashi: *The Dark Holds No Terrors*. Vikas Publishing House, Pvt. Ltd. New Delhi, 1980.
- Reddy, Sunit Y.S. *A Feminist Perspective on the Novels of Shashi Deshpande*. New Delhi: Prestige, 2001
- Sharma, Diksha. "Shashi Tharoor's Novels: A Postcolonial and Postmodern Perspective." B.R. Publishing Corporation Delhi, 2013.
- Allen, Walter. *The English Novel*. London: Harmondsworth, 1954. Print.
- Singh, Pramod Kumar. *Major Indo-English Novelists and Novels*. Jaipur: Sublime Publications, 2001. Print.

**Course Outcomes: At the end of the semester the students will be able to:**



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|            |   |
|------------|---|
| <b>CO1</b> | Students will learn the broad development of literary theory of Indian Poetics, theories of other renowned critics. |
| <b>CO2</b> | Students will differentiate between the theories of Cleanth Brooks and F.R Leavis.                                  |
| <b>CO3</b> | Learners will comprehend the structure of language.   |
| <b>CO4</b> | Students will identify the various types of critical theory.  |
| <b>CO5</b> | Students will analyze the critical concept of Orientation and Feminist Criticism.                                   |

| Course Code    | Course Name                                 | Hours per Week |   |   | Total |         |
|----------------|---|----------------|---|---|-------|---------|
|                |   | L              | T | P | Hrs.  | Credits |
| <b>EL5SE03</b> | <b>Introduction to Research Methodology</b> | 2              | 0 | 0 | 2     | 2       |

**Course Learning Objectives (CLOs):**

|                         |  |
|-------------------------|--|
| <b>CLO<sub>01</sub></b> | Identify the role and importance of research in the social sciences for the systematic research conduction.  |
| <b>CLO<sub>02</sub></b> | Finding and discussing the issues and concepts salient to the research process and understanding the basic techniques and tools for conducting research. |
| <b>CLO<sub>03</sub></b> | Knowing the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing in a research project.   |
| <b>CLO<sub>04</sub></b> | Identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.   |
| <b>CLO<sub>05</sub></b> | To develop contents and organization of both - written report and oral presentation for which the research study was done.                               |

**Prerequisites:** Nil

**Co-requisites:** Nil

**Syllabus**

**Unit-I**

Meaning, objectives, significance, types, characteristics and limitations of Research.  
Reading and Paraphrasing: Reading Comprehension, Reading, and comprehension and SQ3R reading.

**Unit II**

How to make a synopsis, Chapterization, Paraphrasing, Plagiarism, Making a hypothesis Paraphrasing, Precis writing, Plagiarism.

**Unit III**

Report Writing: features and importance of report writing, Formats and Elements of report writing, Writing abstracts/summary of a report, Writing a synopsis, Hypothesis. Chaptalization.

**Unit IV**

Meaning and types of Data Collection, Writing References and Bibliography, MLA handbook latest edition, formatting, proof reading, page setting.

**UNIT V**

Speaking and Presentation Skills: Oral Presentation, audience awareness, preparation and presentations through PPTs, audio-visual aids



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**Text Books:**

- Krishna Mohan, Sharma R C. Business Correspondence and Report Writing. Mc Graw Hill Education, New Delhi. Fourth Edition.
- Nunan, D. Research Methodology in Language Learning. Cambridge: Cambridge University Press, 1995.
- Publication Manual of the American Psychological Association. Washington, DC.: APA, 2002
- Swales, J.M. and Feak, C. Academic Writing for Graduate Students: Essential Issues and Skills. University of Michigan Press, 1994.
- Raman, Meenakshi and Sharma, Sangeeta. Technical Communications: Principles and Practices (with DVD). 2nd Edition. Delhi: Oxford University Press, 2012.
- Kothari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International Ltd, 1985.
- Rai U S, Rai SM. Effective Communication. Himalaya Publishing House.
- Korlahalli J.S., Rajendra Pal. Essentials of Business Communication All Courses. Sultan Chand & Sons

**Course Outcomes (COs):**

|         |  |
|---------|--|
| C2.6.1  | Develop the ability to apply the methods while working on a research project work                                    |
| C2.6.2  | Describe and apply the appropriate methods required for a particular research design                                 |
| C2.6.3  | Choose the appropriate research design and develop research hypothesis for a research project                        |
| C2.6.4  | Develop a framework for research studies. Formulate research questions designed to test, refine, and build theories. |
| C2. 6.5 | Develop the ability to apply the skills of presentation in the field of research project work                        |

**Semester III**

| Course Code    | Course Name                         | Hours per Week |          |          | Total    |          |
|----------------|-------------------------------------|----------------|----------|----------|----------|----------|
|                |                                     | L              | T        | P        | Hrs.     | Credits  |
| <b>EL5CO09</b> | <b>Linguistics &amp; Stylistics</b> | <b>4</b>       | <b>0</b> | <b>0</b> | <b>4</b> | <b>4</b> |

**Course objectives:**

|      |  |
|------|--|
| CLO1 | To demonstrate an understanding of the principles of stylistics as a literary discipline.  |
| CLO2 | To demonstrate an understanding of new developments in the field of stylistics, particularly in the quantitative study of textual variation  |
| CLO3 | To develop a thorough command of English and its linguistic structures.  |
| CLO4 | To scrutinize the structure and evolution of English words and texts from the point of view of morphology, phonology, grammar, syntax and semantics.                                   |
| CLO5 | To recognize and designate the nature and function of language as a human attribute, including language acquisition, language and society, language and culture, language and thought. |

**Prerequisites:** Nil

**Co-requisites:** Nil

**UNIT-1**

**Linguistics:** Linguistics, its Definition, Branches of Linguistics. Characteristics of language, Nature and Properties of language, Language as a system of communication, Human language and Animal communication, Language as a system of systems, standard and non-standard language, dialect, register, slang, pidgin, Creole. Synchronic, Diachronic, and Historical Linguistics. Language borrowing, Influence of Foreign Languages on English-Latin, French, Scandinavian, Indian.

**UNIT-2**

**Orientation/Basics of Stylistics:** Stylistics: The nature and scope of stylistics. A brief history of stylistics: Rhetoric to Present day. Strengths and limitations of stylistics. Stylistics of Poetry - The concept of poetic diction, The concept of poetic license, Figures of speech/poetic devices, Figurative language (e.g. metaphor, symbolism, imagery, irony, paradox, tautology)

Creativity in the use of Language: The concept of Foregrounding, Different types of Repetition, Parallelism, Different types of Deviation

**UNIT-3**

**Phonetics:** Organs of Speech, The Speech Mechanism, Classification and Description of Speech Sounds, Consonants and Vowels. **International Phonetic Alphabet**, Phoneme, Allophones, Syllables.



#### Unit 4: Narrative Techniques

a) Narrators and narration: addresser – addressee relationships. Use of authorial comment, dialogue, free indirect discourse, stream of consciousness, soliloquy. Histoire, discourse / story, text, narration; Text and time; Character, Setting, Point of view. Authorial commentary on the events: implicit; overt.

#### Unit 5: Discourse analysis

**Cohesion:** Logical and other links between sentences (e.g. subordinating and coordinating conjunctions, linking adverbials), Cross-referencing by pronouns, Ellipsis, Lexical cohesion: reiteration and collocation, Literary cohesion through reported speech, authorial comments in fiction.

**Coherence:** sequence, segmentation, salience; structure of written discourse, structure of conversation, including speech acts. Given and new information. Presupposition. cooperative principle.

#### Text Books:

- Bradford, Richard. Stylistics. London and New York : Routledge, 1997
- Cummings, M. , Simons, R.. The Language of Literature: A stylistic introduction to the study of literature. London : Pergamon, 1983
- Fowler, Roger. Style and Structure in Literature. Oxford : Blackwell, 1975

#### References Books:

- Gimson, A.D. Introduction to the Pronunciation of English, U.K. : Edward Arnold, 1964 ( 2nd ed) , London : ELBS, 1974
- Leech .G.N., Deuchar, M. and Hoogenraad, R. English Grammar for Today: A new introduction. London : Macmillan, 1973
- Leech G.N. A Linguistic Guide to English Poetry. London: Longman, 1969
- Leech G.N. and Short, M.H. Style in Fiction. London: Longman, 1981
- Lodge ,David. Language of Fiction: Essays in Criticism and Verbal Analysis of the English Novel. London: Routledge, 1966
- Narayan , Meenakshi (ed). Functional Stylistics: An analysis of Three Canadian Novels. Bombay: SNDT, 1994



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**Course Outcomes:**

After completion of this course the students shall be able to:

|      |   |
|------|---|
| CLO1 | Remember and understand the aspects of the principles of stylistics as a literary discipline.   |
| CLO2 | Understand the Differences and similarities between several new developments in the field of stylistics, particularly in the quantitative study of textual variation  |
| CLO3 | Apply and analyse the key concepts of English and its linguistic structures over literary texts and its interpretation through different linguistic and stylistic perspectives.   |
| CLO4 | Develop ability to scrutinize the structure and evolution of English words and texts from the point of view of morphology, phonology, grammar, syntax and semantics.  |
| CLO5 | Developing the ability for creative writing in order to recognize and designate the nature and function of language as a human attribute, including language acquisition, language and society, language and culture, language and thought. |



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| Course Code | Course Name                  | Hours per Week |   |   | Total Credits |
|-------------|------------------------------|----------------|---|---|---------------|
|             |                              | L              | T | P |               |
| EL5CO11     | Indian Writings in English I | 4              | 0 | 0 | 44            |

**Course Learning Objectives:**

|      |  |
|------|--|
| CLO1 | To make the students aware of Indian social reformations, freedom struggle, women education and empowerment in the nineteenth century. |
| CLO2 | To develop insight into the social, political, psychological, economic and cultural issues of India.                                   |
| CLO3 | To motivate students for the artistic and innovative use of language employed by the Indian writers.                                   |
| CLO4 | To inculcate the values and develop human concern through exposure to Indian English literature.                                       |
| CLO5 | To appreciate and understand literary concepts and the underlying aesthetics of Indian Writings in English                             |

**Prerequisites:** Nil

**Co-requisites:** Nil

**UNIT I**

Mulk Raj Anand: Untouchable

Raja Rao: Kantthapura

**UNIT II**

Sri Aurobindo : Savitri – Book I, Canto I

N. C. Choudhary: The Autobiography of an Unknown Indian

**UNIT III**

R K Narayan: The Guide

Nissim Ezekiel: Enterprise, Poet, Lover and Birdwatcher, Night of Scorpion

**UNIT IV**

Shashi Deshpande: The Dark Holds No Terror

Shashi Tharoor: The Great Indian Novel

**UNIT V**

Vijay Tendulkar: Kanyadaan

Mahesh Dattani: On a Muggy Night in Mumbai

**References:**





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- Narasimhaiah, C.D. (1988). *Raja Rao*. Arnold Heinemann: New Delhi, 1988. Print.
- Rao, Raja (2001). *Kanthpura*. Orient Paperbacks: New Delhi, 2001. Print.
- Walse, William (1978). "The Big Three", *India writing in English*. Orient Longman: New Delhi, 1978. Print.
- Nissim Ezekiel, *Collected Poems: 1952-1988*, New Delhi: Oxford University.
- Shiv K. Kumai", "Pilgrimage", anthologized in R. Paithasarthi, ed. *Ten Twentieth Century Indian Poets*, New Delhi: Oxford University Press,
- Eunice de Souza, "de Souza Prabhu", anthologized in Arvind Krishna Mehrotra, ed. *The Oxford India Anthology of Twelve Modern Indian Poets*, New Delhi: Oxford University Press, 1992,
- Agrwal, Beena, Mahesh Dattani's *Plays: A New Horizon in Indian Theatre*, Jaipur: book enclave, 2011.
- Deshpande, Shashi: *The Dark Holds No Terrors*. Vikas Publishing House, Pvt. Ltd. New Delhi, 1980.
- Reddy, Sunit Y.S. *A Feminist Perspective on the Novels of Shashi Deshpande*. New Delhi: Prestige, 2001
- Sharma, Diksha. "Shashi Tharoor's Novels: A Postcolonial and Postmodern Perspective." B.R. Publishing Corporation Delhi, 2013.
- Allen, Walter. *The English Novel*. London: Harmondsworth, 1954. Print.
- Singh, Pramod Kumar. *Major Indo-English Novelists and Novels*. Jaipur: Sublime Publications, 2001. Print.

#### Course Outcomes:

**After the compilation of the course, the students will be able to:**

|     |   |
|-----|---|
| CO1 | Understand and remember the crucial events of history and get acquainted with the history of Indian English literature in the pre and post- independence era. |
| CO2 | Better understanding of significant cultural and societal issues presented in Indian English literature   |
| CO3 | Apply and Refine moral and spiritual values of IWE in practical life.   |
| CO4 | Enhanced understanding and evaluation of social evils and means to eradicate them.  |
| CO5 | Create new dimensions of Indian culture and the way it is reflected in Literature.  |



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| Course Code | Course Name                | Hours per Week |   |   | Total Credits |
|-------------|----------------------------|----------------|---|---|---------------|
|             |                            | L              | T | P |               |
| EL5EL03     | Post-Colonial Literature I | 4              | 0 | 0 | 4             |

### Course Learning Objectives:

|                   |   |
|-------------------|---|
| CLO <sub>01</sub> | To critically examine literature of different countries that were previously colonized  |
| CLO <sub>02</sub> | To compare, discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues. |
| CLO <sub>03</sub> | To develop research skills to broaden the vistas of literary education and knowledge.   |
| CLO <sub>04</sub> | To possess a coherent knowledge and a critical understanding of postcolonial literature and theories.   |

## Syllabus

### Unit 1

Patrick White: Voss

Chinua Achebe: Things Fall Apart

### Unit 2

Miles Franklin: My Brilliant Career

Frantz Fanon: The Wretched of the Earth

### Unit 3

V.S Naipaul: A House of Mr. Biswas

Margaret Atwood: The Handmaid's Tale

### Unit 4

Jean Rhys: Wide Sargasso Sea

Toni Morrison: The Bluest Eye

### Unit 5

Alice Walker: The Color Purple

Michael Ondaatje: The English Patient

### Recommended reading:

1. The Cambridge history of African and Caribbean Literature 2 Vols. Cambridge History of Australian
2. Margaret Atwood, Survival: A Thematic Guide to Canadian Literature (Southport: McClelland and Stewart, 1972).
3. Bill Ashcroft, et al, eds., The Post-Colonial Studies Reader (London and New York: Routledge, 2006)
4. Pierrette Frickey, Critical Perspectives on Jean Rhys (Washington DC: Three Continents Press, 1990).
5. G. D. Killam, The Novels of Chinua Achebe. Studies in African Literature Series. (London: Heinemann, 1978).

**Course Outcomes (COs): After completion of this course the students shall be able to:**



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|                  |  |
|------------------|--|
| CO <sub>01</sub> | Understand postcolonial literature and acquire a lucid knowledge of its key historical, cultural and theoretical developments. |
| CO <sub>02</sub> | Critical evaluation of arguments and assumptions about postcolonial literature, texts, and modes of interpretation.            |
| CO <sub>03</sub> | Understand the arguments of authors around the globe effectively.  |
| CO <sub>04</sub> | Develop skills for nuanced interpretations, articulate coherent arguments for global comprehensive approaches.                 |



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| Course Code | Course Name     | Hours per Week |   |   | Total |         |
|-------------|-----------------|----------------|---|---|-------|---------|
|             |                 | L              | T | P | Hrs.  | Credits |
| EL5EL02     | ENGLISH GRAMMAR | 4              | 0 | 0 | 4     | 4       |

**Course Learning Objectives:**

|      |   |
|------|---|
| CO 1 | To understand and remember the significance of English grammar.                       |
| CO2  | To analyze the grammatical system and appreciate the new approaches to grammar        |
| CO3  | To prioritize the classification of grammar in detail and evaluate language accuracy. |
| CO4  | To gain competency in grammar and be able to create quality content.                  |
| CO5  | To scrutinize the structure and evolution of English words.                           |

**Prerequisites:** Nil

**Co-requisites:** Nil

**Syllabus**

**Unit I Parts of Speech and Sentence and their parts** Parts of speech, Open and closed word classes, Noun, Pronoun, Verb, Adverb, Adjectives, Preposition, Conjunction, Interjection, Grammatical notations, Form and Function.

**Unit II Vocabulary Enhancement**

Spelling Rules, Verbs regular irregular, Idioms, Proverbs, Phrasial Verbs, Homonyms, Homophones, Prefix, Suffix, Ambiguous words, Jargons.

**Unit III Tenses and Their Usages**



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Tenses- Present, Past and Future and their types, Conditional Sentences, Direct and Indirect Speech, Active and Passive Voice, Modals.

#### **Unit IV Phrases**

Classes of Phrase, Main and subordinate phrases, Noun phrases and related phrase classes, The Adjective phrase and the adverb phrase, The verb phrase Classes of Phrase, Main and subordinate phrases.

#### **Unit V Clauses Subordination and Coordination**

Elements of the clause, Complex sentences, The structure of Finite and non-finite clauses, Subordinate clauses, The function of subordinate clauses, Declarative, interrogative and imperative clauses, Active and Passive Clauses.

#### **Text Book:**

- Leech, Geoffrey, Margaret Deuchar and Robert Hoogenraad, *English Grammar for Today* Macmillan 1987
- Joseph KV *English Grammar and Usage* McGraw Hill 2013

#### **Reference Book:**

- A.S. Hornby: A Guide to Patterns and Usage
- CIEFL - Material on Morphology and Phonology from the Distance Education Dept.
- George Yule: The Study of Language, CUP (ELBS)
- Geoffrey Leech: English Grammar for Today (Longman)
- Praveen K Thaker: Appreciating English Poetry: A Practical Course and Anthology, Orient Lognman,
- 1999
- Raymond Murphy *Intermediate English Grammar* Cambridge University Press 1999

**Course Outcomes: The student will be able to:**



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|             |   |
|-------------|---|
| <b>CO01</b> | Understand and accustomed with the nature of grammar, its scope and the style of language usage in various contexts.                                      |
| <b>CO02</b> | Analyze the redundancy of English language and learn grammar to enhance thinking and apt use of language through a more qualitative and emotive approach. |
| <b>CO03</b> | Evaluate and develop relevance of functional grammar in reading and writing.  |
| <b>CO04</b> | Apply the broad base understanding of structure of sentences and order of words.  |
| <b>CO05</b> | Demonstrate knowledge and understanding of essential vocabulary.  |

| Course Code | Course Name    | Hours Per Week |   |   |      |         |
|-------------|----------------|----------------|---|---|------|---------|
|             |                | L              | T | P | Hrs. | Credits |
| EL5PC03     | Project Work-I | 0              | 0 | 6 | 6    | 3       |

Research work encourages students to give a final shape to the material studies and the way it can be journaled, hence giving a practical approach to them. This course is an essential component in the curriculum of MA English students, making them ready for the professional world. It will enable them to develop a keen and deep insight for research work. Broadly, the objectives of the course may be defined as follows:

To implement knowledge to research areas.

- To encourage them to contribute to the world of writing
- To develop aesthetic and creative bent.
- To develop critical thinking.
- To familiarize them with exploration, description and explanation of ideas.

**Prerequisites:** Nil

**Procedure:** Project Completion Stages

**Project Analysis and design Plan**

| Stages                | Concern   | Timeline  |
|-----------------------|---|---|
| Topic Selection       | <ul style="list-style-type: none"> <li>Identify interest in genre</li> <li>Identify interest in poet/author/dramatist</li> <li>Availability of resources</li> <li>Time feasibility</li> <li>Course / Skill sufficiency</li> </ul> | Week 1  |
| Finalizing the Choice | <ul style="list-style-type: none"> <li>Finalize Title</li> <li>Finalize supervisor</li> </ul>   | week 2  |
| Pre-Project Planning  | <ul style="list-style-type: none"> <li>Material Availability</li> <li>Analyzing material</li> </ul>   | Week 3  |
| Developing framework  | <ul style="list-style-type: none"> <li>Literature review</li> <li>Abstract</li> </ul>   | Week 4  |
| Compiling             | <ul style="list-style-type: none"> <li>Elaborating notes</li> <li>Compiling</li> </ul>  | Week 8  |
|                       | Presentation I  | Week 10   |
|                       | Presentation II   | Week 12   |
|                       | Publishing in a journal<br>Presenting at conference   |   |
|                       | Viva – Voce   | End Sem exam<br>(Evaluation by External examiner) |

**Semester IV**

| Course Code | Course Name                 | Hours Per Week |   |   |      |         |
|-------------|-----------------------------|----------------|---|---|------|---------|
|             |                             | L              | T | P | Hrs. | Credits |
| EL5EL04     | Post Colonial Literature II | 4              | 0 | 0 | 0    | 4       |

**Course Learning Objectives:**

|                   |   |
|-------------------|---|
| CLO <sub>01</sub> | To critically examine literature of different colonial countries that were previously colonized   |
| CLO <sub>02</sub> | To compare, discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues. |
| CLO <sub>03</sub> | To analyze research skills to broaden the vistas of literary education and knowledge.   |
| CLO <sub>04</sub> | To possess a coherent knowledge and a critical understanding of postcolonial literature and theories.   |

**UNIT I**

Margret Lawrence: The Stone Angel

Carol Shields: Larry's Party

**UNIT II**

Janet Frame: Owls Do Cry

Allen Curnow: House and Land, Time

**UNIT III**

J.M Coetzee: Disgrace

Joseph Conrad: Heart of Darkness

**UNIT IV**

Salman Rushdie: Midnight's Children

Derek Walcott: Dream on Monkey Mountain

**UNIT V**

GayatriSpivak: Can the Subaltern Speak?

Homi Bhabha: Concepts of Ambivalence and Hybridity

**Text and Recommended Readings:**





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- John McLeod, Beginning Postcolonialism, Manchester and New York: Manchester University Press, 2000.
- Ania Loomba, Colonialism/Postcolonialism, London and New York: Routledge, 1998.
- RuminaSethi, The Politics of Postcolonialism: Empire, Nation and Resistance, London: Pluto, 2011.
- **References:**
- Robert J. C. Young, Postcolonialism: A Very Short Introduction, Oxford: Oxford University Press, 2003.
- Leela Gandhi, PostcolonialTheory, Oxford: Oxford University Press, 1988.
- Rajeswari Sunder Rajan (ed.), The Lie of the Land: English Literary Studies in India, Delhi: Oxford University Press, 1992.
- RuminaSethi, Myths of the Nation: National Identity and Literary Representation, Oxford: Clarendon, 1999.
- Benedict Anderson, Imagined Communities, London: Verso, 1983.

**Course Outcomes (COs):** After completion of this course the students shall be able to:

|                  |   |
|------------------|---|
| CO <sub>01</sub> | Analyze postcolonial literature and acquire a lucid knowledge of its key historical, cultural and theoretical developments. |
| CO <sub>02</sub> | Critical evaluation of arguments and assumptions about postcolonial literature, texts, and modes of interpretation.         |
| CO <sub>03</sub> | Understand the arguments of critics and authors around the globe effectively.   |
| CO <sub>04</sub> | Develop skills for nuanced interpretations, articulate coherent arguments for global comprehensive approaches.              |



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| Course Code | Course Name         | Hours per Week |   |   | Total Credits |
|-------------|---------------------|----------------|---|---|---------------|
|             |                     | L              | T | P |               |
| EL5EL06     | American Literature | 4              | 0 | 0 | 4             |

**Course Learning Objectives:**

|                   |   |
|-------------------|---|
| CLO <sub>01</sub> | To understand the various genre of American Literature: poetry, fiction , non fiction, drama.                                     |
| CLO <sub>02</sub> | To discuss and explain American Literature Plot, characters, story line and its contexts, including comparative and media issues. |
| CLO <sub>03</sub> | To analyse narrative and writing style of various celebrated personalities of American Literature.                                |
| CLO <sub>04</sub> | To possess a comprehensive knowledge of famous theories of contemporary American Literature.                                      |

**Unit 1 - Poetry**

Robert Frost: Mending Walls, The Road Not Taken, After Apple Picking,

Sylvia Plath: Daddy, Lady Lazarus, Bee Meeting

**Unit 2 - Short Story**

Edgar Allan Poe: The Murder in the Rue Morgue, The Purloined Letter

Nathaniel Hawthorne: Scarlet Letter, Twice told tale

**Unit 3 - Fiction**

William Faulkner: The Sound and the Fury

Ernest Hemingway: Old Man and The Sea

**Unit 4 - Non Fiction**



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F. Scott Fitzgerald: This Side of Paradise

Henry David Thoreau: Civil Disobedience

### Unit 5 - Drama

Edward Albee: The Zoo Story

Tennessee Williams: The Glass Menagerie

### Text and Recommended Readings

- Christopher Beach, The Cambridge Introduction to Twentieth-Century
- American Poetry (Cambridge University Press, 2003).
- Alan Golding, From Outlaw to Classic: Canons in American Poetry (Wisconsin Press, 2009).

### References:

- Henry Louis Gates, Langston Hughes: Critical Perspectives Past and Present (Harper Perennial 2000).
- Christopher Bigsby, A Critical Introduction to Twentieth-Century American Drama (Cambridge University Press, 1982).
- Christopher Bigsby, Modern American Drama, 1945-2000 (Cambridge University Press, 1982)

### Course Learning Objectives:

At the end of the semester the students will be able to:

|                   |  |
|-------------------|--|
| CLO <sub>01</sub> | Understand the various genre of American Literature: poetry, fiction , non fiction, drama.                                     |
| CLO <sub>02</sub> | Discuss and explain American Literature Plot, characters, story line and its contexts, including comparative and media issues. |
| CLO <sub>03</sub> | Analyse narrative and writing style of various celebrated personalities of American Literature.                                |
| CLO <sub>04</sub> | Comprehend the knowledge of famous theories of contemporary American Literature.   |

| Course Code    | Course Name             | Hours per Week |   |   | Total Credits |
|----------------|-------------------------|----------------|---|---|---------------|
|                |                         | L              | T | P |               |
| <b>EL5EL01</b> | <b>Creative Writing</b> | 4              | 0 | 0 | 4             |

**Course Learning Objectives:**

|                   |  |
|-------------------|--|
| CLO <sub>01</sub> | To understand the craftsmanship of narrative persuasive and creative writing and its need.   |
| CLO <sub>02</sub> | To discuss and explain interconnections among Plot, characters, story line and its contexts, including comparative and media issues. |
| CLO <sub>03</sub> | To analyse Various Modes of Creative writing skills to broaden the vistas of literary faculty and knowledge.                         |
| CLO <sub>04</sub> | To possess a coherent knowledge and understanding of types of writing.   |

**Unit I. Significance and Need of Creative Writing**

Definition, Need, Ways of portraying. Types of writing: Expository, Descriptive, Narrative persuasive and Creative.

**Unit II. Craftsmanship in Writing**

Vocabulary Building, figurative language, rhyme scheme, rhythm, language and Style, and Narrative Techniques, setting, plot, characters and character types,

**Unit III. Various Modes of Creative Writing**

Poetry, Plays, Movie and television scripts, dialogue writing, autobiography. Prose writing - Blogs, novels, novellas, short stories, Children's Literature, adventure stories, Speeches, Content writing, Memoirs.

**Unit IV. Writing for the Media**

Persuasive writing, news story, descriptive writing, Print Media, Electronic, Digital media and Advertising Agencies, Reviews of books, editorials, Newspaper Articles, Drafting Classified, Obituaries.

**Unit V. Preparing for Publication**

Art of condensation, paraphrasing, noting, drafting, editing, proof reading.

**Recommended book:**

Creative writing: A Beginner's Manual by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.

M. Frank. Writing as thinking: A guided process approach, Englewood Cliffs, Prentice Hall Regents.

**References:**

M. Frank. Writing as thinking: A guided process approach, Englewood Cliffs, Prentice Hall Regents. 38 38



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R. Quirk, S. Greenbaum, G. Leech and J. Svartik: A comprehensive grammar of the English language, Longman, London.

Elementary English Grammar (2nd edition). Cambridge University Press. Murphy, Raymond. 1994.

Intermediate English Grammar (2nd edition). Cambridge University Press. Hewing's, Martin. 1999.

**Course Outcomes: At the end of course the student will be able to:**

|                   |  |
|-------------------|--|
| CLO <sub>01</sub> | To understand the craftsmanship of narrative persuasive and creative writing and its need.   |
| CLO <sub>02</sub> | To discuss and explain interconnections among Plot, characters, story line and its contexts, including comparative and media issues. |
| CLO <sub>03</sub> | To analyse Various Modes of Creative writing skills to broaden the vistas of literary faculty and knowledge.                         |
| CLO <sub>04</sub> | To possess a coherent knowledge and understanding of types of writing.   |



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| Course Code | Course Name  | Hours Per Week |   |    |      |         |
|-------------|--------------|----------------|---|----|------|---------|
|             |              | L              | T | P  | Hrs. | Credits |
| EL5PC04     | Dissertation |                |   |    |      |         |
|             |              | 0              | 0 | 24 | 12   | 12      |

**Prerequisites:** Nil

**Co-requisites:** Nil

Research work encourages students to give a final shape to the material studies and the way it can be journaled, hence giving a practical approach to them. This course is an essential component in the curriculum of MA English students, making them ready for the professional world. It will enable them to develop a keen and deep insight for research work. Broadly, the objectives of the course may be defined as follows:

To implement knowledge to research areas.

- To encourage them to contribute to the world of writing
- To develop aesthetic and creative bent.
- To develop critical thinking.
- To familiarize them with exploration, description and explanation of ideas.

**Prerequisites:** EL5PC04

**Procedure:** Thesis Completion Stages

**Project Analysis and design Plan**

| Stages                | Concern   | Timeline  |
|-----------------------|---|---|
| Topic Selection       | <ul style="list-style-type: none"> <li>Identify interest in genre</li> <li>Identify interest in poet/author/dramatist</li> <li>Availability of resources</li> <li>Time feasibility</li> <li>Course / Skill sufficiency</li> </ul> | Week 1  |
| Finalizing the Choice | <ul style="list-style-type: none"> <li>Finalize Title</li> <li>Finalize supervisor</li> </ul>   | week 2  |
| Pre-Project Planning  | <ul style="list-style-type: none"> <li>Material Availability</li> <li>Analyzing material</li> </ul>   | Week 3  |
| Developing framework  | <ul style="list-style-type: none"> <li>Literature review</li> <li>Synopsis</li> </ul>   | Week 4  |
| Compiling             | <ul style="list-style-type: none"> <li>Elaborating notes</li> <li>Compiling</li> </ul>  | Week 8  |
|                       | <ul style="list-style-type: none"> <li>Presentation I</li> <li>Corrections</li> <li>Reconciliation</li> </ul>   | Week 10   |
|                       | <ul style="list-style-type: none"> <li>Presentation II</li> </ul>   | Week 12   |
|                       | <ul style="list-style-type: none"> <li>Publishing in a journal</li> <li>Presenting at conference</li> </ul>   |   |
|                       | Viva – Voce   | End Sem exam<br>(Evaluation by External examiner) |