Unit I


Unit II

Word processing, MS Word


Unit III

Spreadsheet: MS Excel.


Unit IV


Unit V


Email – email addressing, mail box, saving mails, sending same mail to various users, document handling – sending soft copy as attachment, enclosures to email, sending a portion of document as email.

CORE READING:

1. *Microsoft Office 2000 Complete, BPB Publications*

REFERENCES:


18ELL101 History of English Literature: The Pre-Chaucerian to the Jacobean 4-0-0-4

Objectives: On completion of the course, the student should: Understand the evolution of English literature; apply their awareness of literary history of the period to literary studies; identify the trends and movements in English literature during the period; get familiarity with the writers and their major works.

Course Outline: History of English literature from Pre-Chaucerian era to Jacobean age with special emphasis on major writers.

Unit 1
General introduction
Pre-Chaucerian era

Unit 2
Chaucer – life and works

Unit 3
Elizabethan age – characteristics – socio-political background – major writers
University Wits – Marlowe, Lily, Kyd, Greene

Unit 4
Shakespeare- life and works

Unit 5
Jacobian Age – characteristics – socio-political background- Milton and Puritanism
The Metaphysicals- characteristics-socio-political background-major writers-
Donne/Herbert/Herrick

REFERENCES:

Objectives: To help the students identify forms and types of poetry of the Age; make them familiar with poetic devices and strategies; motivate them to read and appreciate poetry.


Unit 1 –Evolution of English poetry from Chaucerian to Jacobean era

Unit 2
Edmund Spenser: "One day I Wrote her Name" [Detailed] “Faerie Queene” first 36 lines before Canto 1 [Detailed]

Unit 3
William Shakespeare: Sonnet 18 ‘Shall I Compare Thee to a Summer’s Day’ [Detailed]
Sonnet 127,'In the Old Age Black was not Counted Fair’[Detailed]
Sonnet 30 ‘When to the Sessions of Sweet Silent Thought’[Non-Detailed]
Sonnet 130 ‘My Mistress’ eyes are Nothing like the Sun’ [Non-Detailed]

Unit 4
John Donne: "Canonization","Sun Rising"[Detailed]
Andrew Marvell: "To His Coy Mistress"[Detailed]
George Herbert: "The Gifts of God" (The Pulley) [Non-Detailed]

Unit 5
John Milton: "On his Blindness" [Non-Detailed], “Lycidas” [Detailed], Paradise Lost Book 1 (Invocation) [Detailed]

CORE READING:
4. Paradise Lost Book 1

REFERENCES:
**18ELL103** English Prose: The Elizabethan to the Augustan 4-0-0-4

**Objectives:** On completion of the course, the student should be able to: Recognize various types of prose writing; analyse, understand and appreciate prose writing; write creatively and critically in an expository or argumentative way.


**Unit 1**
Introduction to the English essay - Formal/Impersonal - Informal/Personal essays
Types of Essays - Periodical/Critical Essays

**Unit 2**
Francis Bacon: “Of Truth”[Detailed], "Of Studies"[Detailed], "Of Great Places" [Non-Detailed], "Of Travel" [Non-Detailed].

**Unit 3**
Sydney: “Apology for Poetry” [Non-Detailed]

**Unit 4**
Joseph Addison: "Sir Roger at the Theatre"[Detailed]
Richard Steele: "The Trumpet Club"[Detailed]

**Unit 5**
Oliver Goldsmith: "Man in Black"[Non-Detailed], "National Prejudices"[Detailed]
Dr. Johnson “Letter to Lord Chesterfield”[Detailed]

**CORE READING:**

**REFERENCES:**

Hudson, WH. *An Introduction to the Study of English Literature*. Chapter: ‘The Study of The Essay’

Cairncross, A S. Ed. *Eight Essayists*.

**Course Outline:** History of English Literature from *Augustan* to *Victorian* Age with special emphasis on major writers.

**Unit 1**
Augustan Age—Characteristics
Major Writers of the Age

**Unit 2**
Pre Romantic Age- Transition- Major Writers

**Unit 3**
Early Romantics- Major writers

**Unit 4**
Late Romantic Writers - Byron, Shelley, Keats and Thomas More
Lamb, Dequincy, Hazlitt, Southey

**Unit 5**
Victorian Age - Characteristics - Socio-Political Background-Tennyson, Browning, Arnold, Carlyle, Macaulay, Ruskin

**CORE READING:**
1. Prasad, B. *A Background to the Study of English Literature.*

**REFERENCES:**
1. Legouis, Emile, Cazamian. *A Short History of English Literature.* OUP

**Course Outline:** Augustan Age - characteristics - transitional poets. Romantic revival - characteristics - worship of nature - older romantics. Younger romantics - characteristics - sensualism - humanitarian pantheism. Victorian poetry - conflict between science and religion - rationalism - dramatic monologue - major poets.

**Unit 1**
Pope “An Epistle to Dr. Arbuthnot”[Detailed], “The Quiet Life”[Non-Detailed]
Swift “Critics” [Non-Detailed]
Unit 2
William Collins “To Evening”[Detailed]
Blake “Tyger”[Detailed], “Lamb”[Detailed]
Unit 3
Wordsworth: "Lines Written a Few Miles Above Tintern Abbey"[Detailed]
"The World is Too Much With Us"[Non-Detailed]
S.T:Coleridge: "The Rime of Ancient Mariner"[Detailed]
Unit 4
P.B. Shelley: "Ode to the West Wind"[Detailed], “Ozymandias” [Non-Detailed]
John Keats: "La Belle Dame Sans Merci"[Non-Detailed], “Ode to Nightingale”[Detailed]
Unit 5
Alfred Tennyson: "Ulysses"[Detailed], “Thyrsis”[Non-Detailed]
Robert Browning: "My Last Duchess"[Detailed]
Matthew Arnold: "Dover Beach"[Detailed]
CORE READING:
REFERENCES:
3. Students are recommended to read poems from popular anthologies.

18ELL113 English Prose: The Romantic to The Modern 4-0-0-4

Course Outline: Major trends in essay writing—19th and 20th centuries.

Unit 1
Charles Lamb: “Dream Children”[Detailed], “Old China”[Non-Detailed]
Hazzlitt “On Familiar Style”[Detailed], Leigh Hunt: “Getting up on Cold Mornings”[Non-Detailed]
Unit 2
John Ruskin: "On Books and Reading"[Detailed]
R.L. Stevenson: "An Apology for Idlers"[Detailed]
AG Gardiner: "On Saying Please"[Non-Detailed]
Stephen Leacock: “My Lost Dollar”[Non-Detailed]
Unit 3
Robert Lynd: "In Praise of Mistakes”[Detailed]
GK Chesterton: “The Worship of the Wealthy”[Detailed]
Unit 4
Hilaire Belloc: "A Conversation with a Cat" [Non-Detailed]
J B Priestley: "Lectures" [Non-Detailed]

Unit 5
George Orwell: "Politics and English Language" [Detailed]
George Bernard Shaw: "Spoken English and Broken English" [Detailed]

COREADING:

FURTHER READING:
4. Students are recommended to refer popular anthologies and web sources.

18ELL114 Indian Writing in English I 3-0-0- 3

Objective: To make them familiar with Indian ethos and its variety as expressed in the major
genres of early Indian writing in English.

Course Outline: Indian short story, poetry, fiction and drama of the 19th to the late 20th century.

Unit 1
Introduction to Indian English Writing

Unit 2 Short Fiction [All Non-Detailed]
1. Ruskin Bond: "The Thief"
2. Khushwant Singh: "The Mark of Vishnu"

Unit 3 Drama [Detailed]
4. Rabindranath Tagore: "Chitra"

Unit 4 Poetry [All Detailed]
5. Toru Dutt: "Our Casuarina Tree"
6. Sarojini Naidu: "In the Bazaars of Hyderabad"
7. Kamala Das: "Introduction"
8. Nissim Ezekiel: "Entertainment"
9. Jayanta Mahapatra: "Evening Landscape by the River"
Unit 5 Fiction [All Non-Detailed]
10. R. K. Narayan: *The English Teacher*
11. MulkRajAnand: *Untouchable*
12. RajaRao: *Kanthapura*

CORE READING:

Reference:
2. Naik, M. K. *A History of Indian Writing in English.*

3. Students are advised to refer web sources.

18ELL201 HISTORY OF ENGLISH LITERATURE: LATE VICTORIAN TO THE MODERN 4-0-0-4

OBJECTIVES: To have a comprehensive understanding of the process of literary evolution and to identify the trends and movements in each period; to be acquainted with the major writers of each period and their major works.

Unit 1
Late Victorian Period
General characteristics, major writers and their works

Unit 2
Early Twentieth Century-World War I and its impact-features-writers-Modernism-Realism-War poets-Yeats, Conrad, Shaw, Lawrence

Unit 3
The Inter-War Years – Major Writers – Auden, Cecil Day-Lewis, Stephen Spender, Christopher Isherwood- Features- Dissolution of the British Empire- transition from the Modern to the Postmodern-Feminism and Environmentalism

Unit 4
Post-War Period (after 1945)
Major trends and movements-Movement poets-Philip Larkin, Ted Hughes, Kingsley Amis, Graham Greene, George Orwell

**Unit 5**

**CORE READING:**

**REFERENCES**

**18ELL202 AMERICAN LITERATURE 4-0-0-4**

**OBJECTIVES:** The students should be able to understand American culture and social milieu; to grasp the insights provided by the selections about the social scenario of America, spread over 17th, 18th, 19th and 20th centuries; to identify what is distinctly American in American literature; to trace the origin and development of American literature.

**Unit 1**
Origin and development of American Literature - The colonial period – Transcendentalism-
Drama, Fiction, Poetry

**Unit 2 – Prose**
Ralph Waldo Emerson - “Self Reliance” [Detailed]
Thoreau – “Civil Disobedience” [Detailed]

**Unit 3 – Poetry**
Walt Whitman: “When Lilacs Last in the Dooryard Bloomed” [Detailed], “I Hear America Singing” [Non-Detailed].
Edgar Allen Poe: “Raven” [Detailed]
Emily Dickinson: “Because I Could not Stop for Death” [Detailed], “I Held a Jewel in my Finger” [Non-Detailed]
Robert Frost: “Birches” [Detailed], “Fire and Ice” [Non-Detailed]
Wallace Stevens: “The Emperor of Ice-Cream” [Detailed]

Unit 4 – Drama
Tennessee Williams: “Glass Menagerie” [Detailed]

Unit 5 – Fiction [All Non-Detailed]
Herman Melville: Moby Dick
Toni Morrison: The Bluest Eye

CORE READING:


REFERENCES:

5. Students are also advised to refer to websources.

18ELL203 Life Writing-I 4-0-0-4

OBJECTIVES: To familiarize students with different types of life writing such as autobiography, travel writing and memoir; to sensitize the students about the problem of representing the lives of people from different cultures through a critical evaluation of these writings.

Unit 1
Introducing life writing- autobiography, biography, travel writing, memoir, diary, letter as sub-genres-evolution of the art of life writing -difference between biography and autobiography-literary qualities of life writing.

Unit 2
Orhan Pamuk Istanbul-Memories and the City

Unit 3
Amitav Ghosh: In an Antique Land
Unit 4

APJ Abdul Kalam: *Wings of Fire*

Unit 5

Anne Frank: *The Diary of a Young Girl*

**CORE READING:**

1. Ghosh, Amitav. *In an Antique Land.*
4. Online Sources

**REFERENCES:**

4. Online Sources

18ELL204 ENGLISH FICTION: VICTORIAN 4-0-0-4

**OBJECTIVES:** To introduce the students to the origin and development of English fiction; to study fiction relating it to the socio-cultural aspects of the age; to familiarize them with different strategies of reading fiction

Unit 1

Introduction to Victorian Fiction-Characteristics-Major Writers.

Unit 2

Jane Austen: *Sense and Sensibility*

Unit 3

Charles Dickens: *Christmas Carol*

Unit 4

George Eliot: *Silas Marner*
Unit 5

Thomas Hardy: *Under the Greenwood Tree*

**CORE TEXTS:**


**REFERENCES:**

5. Websources.

**18ELL211 HISTORY OF ENGLISH LANGUAGE** 4-0-0-4

OBJECTIVES: To familiarize students with different stages in the history of English Language, within the larger history of the origin of language; to familiarize them with the varieties of English.

**Unit-1**


**Unit-2**

Periods of the English language - Anglo Saxon and Old English- Celtic, Latin and Scandinavian influences-The Norman Conquest: its impact on English-French Influence

**Unit-3**

Middle English-Features- Foreign influence- ME Dialects- Chaucer, Spencer, Shakespeare, Milton-Impact of Bible translations-The rise of Standard English.

**Unit-4**

Modern English-Printing Press-Changes in pronunciation and grammar-Spelling Reform-Evolution of Dictionary-Dr. Johnson-Slang and Standard speech-English dialects

**Unit-5**

Core Reading:

1. F T Wood: *An Outline History of the English Language*, Macmillan
2. C L Barber: *The Story of Language*, ELBS

Reference:

2. Mario Pei: *The Story of Language*, Mentor
4. Otto Jespersen: *Growth and Structure of the English Language*, OUP

18ELL212 SHAKESPEARE 4-0-0-4

OBJECTIVES: to introduction the students to an awareness about the dramatic art of Shakespeare; to expose them to the craft and the magic of Shakespeare’s style and the universality and the eternal variety of his themes; to re-read Shakespeare in the light of modern critical perspectives.

Unit-1

Introducing Shakespeare- Growth and development of Shakespeare’s mind and art- Elizabethan theatre - Introducing Shakespearean Comedy and its features-Shakespearean tragedy and its features-sources of Shakespeare- Types of Shakespearean plays

Unit-2

*The Merchant of Venice*[Detailed]

Unit-3

*Hamlet*[Detailed]

Unit-4

*Antony and Cleopatra*[Non-detailed]

Unit-5

*Coriolanus*[Non-detailed]

CORE READING:

1. *The Merchant of Venice*
2. *Hamlet*
3. *Antony and Cleopatra*
4. *Coriolanus*

Students are advised to refer to any standard modern editions of the above texts.
References:

**18ELL213**

**CANADIAN LITERATURE**

Objectives: To create awareness about Canadian culture and literary imagination; to make the students familiar with the unique aspects of Canadian literature; to develop in them a deep interest in the subtle thematic and technical experimentations in Canadian literature.

**Unit 1**
Introduction to Canadian Literature - Prose, Poetry, Drama, Fiction.

**Unit 2 Poetry [All Detailed]**
- Daniel David Moses "The Persistence of Songs"
- Eli Mandel "The Mad Women of the Plaza De Mayo"
- Margaret Atwood “Journey to the Interior”
- Clare Harris “Framed”
- Lakshmi Gill "Letter to a Prospective Immigrant”

**Unit 3 Drama [Detailed]**
- George Ryga *The Ecstasy of Rita Joe*

**Unit 4 Prose**
- Northrop Frye "Conclusion to A Literary History of Canada" [Non Detailed]

**Unit 5 Fiction [All Non-Detailed]**
- Sinclair Ross. *As for Me and My House*.
- Gabrielle Roy. *Enchantment and Sorrow*.

REFERENCES:
Tropes, figures—style, register—formal, informal usage—varieties of English—language and gender—disordered language—playing with words—grammar and word order—tense and time—grammatical differences

**Unit 3**

MODES OF CREATIVE WRITING

a) POETRY

Definitions—function of language—poetry and prose—shape, form, and technique—rhyme and reason—fixed forms and free verse—modes of poetry: lyrical, narrative, dramatic—voices—Indian English poets—interview—verse for children—problems with writing poetry—writing poetry—Workshops

b) FICTION

Fiction, non-fiction—importance of history—literary and popular fiction—short story and novel—interview—writing fiction for children—children’s literature—interview—workshops

c) DRAMA

Drama plot—characterization—verbal and nonverbal elements—overview of Indian English theatre—styles of contemporary theatre—Indian playwrights—interview—writing for films—screenplay—children’s theatre—writing drama—workshops

**Unit 4**

WRITING FOR THE MEDIA

Print media—broadcast media—internet—advertising

**Unit 5**

PUBLICATION TIPS

Revising and rewriting—proof reading—editing—submitting manuscript for publication—summary

EXTENSION ACTIVITY (READING)

A reading of a few pieces of creative writing of well-known authors is to be undertaken as an extended activity. The reading may be done as a class room activity under the guidance of the teacher or optionally, students read the pieces at home and discuss the various aspects may be undertaken later in class. It could also be done as a group activity in the classroom with the group leader presenting the summary of the ideas generated at the discussion. Loud reading of poems and stories and role plays of sections of plays should be encouraged. A sample collection of pieces is given. The list is only suggestive. A resourceful teacher is free to select any number of pieces of his choice. Being an open course, such an activity will be of a serious nature.

POETRY

Wordsworth: The Solitary Reaper
Robert Frost: Stopping by the Woods on a Snowy Evening
Shakespeare: Shall I compare thee to a summer’s day?
Pablo Neruda: Tonight I Can Write
Wole Soyinka: Telephone Conversation
Tagore: Where the Mind is Without Fear
Emily Dickinson: It's Such a Little Thing

FICTION
O. Henry: The Last Leaf
Prem Chand: Resignation
Chinua Achebe: Marriage is a Private Affair
Anton Chekhov: The Grief
Saki: The Open Window

DRAMA
Shakespeare: The Merchant of Venice (The Trial Scene)
Stanley Houghton: The Dear Departed
Tagore: Chandalika
Chekhov: The Bear

CORE READING:
Creative Writing: A Beginner’s Manual Anjana Neira Dev, Anuradha Marwah, Swati Pal Delhi,
Pearson Longman, 2009

REFERENCES
1. Elements of Literature: Essay, Fiction, Poetry, Drama, Film Robert Scholes, Nancy R. Comley,
   Carl H. Klaus, Michael Silverman Delhi, OUP, 2007
2. Write from the Heart: Unleashing the Power of Your Creativity Hal Zina Bennet California,
   New World Library, 2001

CYBERRESOURCES:
http://www.chillibreeze.com/articles_various/creative-writer.asp
http://www.contentwriter.in/articles/writing/
http://llwww.cbse.nic.in/cw-xii/creative-writing-xii-Unit-1.pdf (downloadabletree)

18ELL232 JOURNALISM AND MASS MEDIA 3-0-0-3
Objectives: To enable the students to focus on media analysis and new trends and technologies in Mass Communication and to reflect on them.

Unit 1
Theory of Communication - Types of Communication - Communication Theories -
Barriers of Communication - Mass Communication and Culture

Unit 2 Types of Mass Media
Journalism—(Designadaily(Newspaper)-forinternalassessmentsonly)—(News for the day by the news presenter - for internal assessment only) Cinema—(Reviewsofawardwinningmovies-oralandwritten-forinternalassessments only)Television—Advertising—(prepare advertisementsforschools/ colleges/commercialproducts/films-forinternalassessment only)Folk Media

Unit 3
MassCommunicationinSociety
UsesandEffectsofMassMedia

Unit 4
TelecommunicationandtheInformationTechnology
InformationRevolution

Unit 5
Television Journalism—Interviewing - (Imagine an interview with a popular personalityandrecordit-forinternalassessment only)
Compering—(Comperingforprogrammes-forinternalassessmentonly)

REFERENCES:
1. FromScripttoScreen, Sharda.M.Kaushik

18ELL233 TEACHINGOFENGLISHFORINDIANSTUDENTS 3-0-0-3

Objectives: TomasterthebasicsofteachingofEnglishintheIndian context; toexposethestudentstotheartandscienceofteachingEnglishlanguage

Unit 1 ProblemsandPrinciples
TheroleofEnglish inIndia—Objectives oftheteachingofEnglish inIndia—
Theoriesoflanguagelearning—cognitive,behaviourist,communicative competence, learningvs.acquisition,speechacttheory—Differencesbetweenfirstandsecond languagelearning—
Individualvariationinlanguagelearning—language aptitude,motivationandage.

Unit 2 ApproachestoSyllabusDesign
Structural-Situational-Functional-Communicative-Emergent(Process vs.Product)

Unit 3 ApproachestoTeachingDesign
Audio—Lingual(structuraldrills)—GrammarTranslation(rulesandexercise)—
Bilingual(useofthemotherlanguage)—situationalandcommunicative—Structuring
of lesson and classroom interaction—learner-centered teaching and the problems of teaching large classes.

**Unit 4** Principles of Material Production
Teaching of vocabulary—'Productive' and 'receptive' vocabulary; foundation vocabulary, Basic English—Selection—frequency, utility, universality, productivity, teachability, structural value and regional value of lexical item—Teaching of structure—selection, graduation and repetition—drills.

**Unit 5** Error Analysis, Lexicography and Evaluation
Attitude to error analysis, the concept of inter-language—The art of lexicography and its relevance to a language teaching program—Testing and evaluation.

**CORE READING:**

**REFERENCES:**

**18ELL234 TECHNICAL AND PROFESSIONAL WRITING 3-0-0-3**

Objectives: Produce workplace documents, including memos/letters, instructions, and proposals; create usable, readable, and attractive documents; prepare and deliver oral presentations; collaborate with others; write coherent, concise, and correct sentences; edit for clarity.

**Unit 1**
Unit 2

Unit 3
Procedures and Policies in Describing and Summarizing Technical Information - Technical proposals and reports, Bibliography, Small group meetings: brainstorming- collaborating on writing projects-reports, researching. Abstracts and executive summaries-
Discuss oral presentations - Professional Presentations-. Style in technical writing.

Unit 4
Resume (cover letter, resume, and vitae) Memorandums (regarding weekly reading) Interview a Professional Business Letters (letters of apology, customer response, and persuasion) Writing Instructions & Directions.

Unit 5
Editing and Proofreading, Portfolio, Participation, Meetings - Minutes, agenda, Chair. Conferences (two conferences) Mock interview, Conduct Meetings. Presenting a technical paper.

REFERENCES:
1. McNair, New Technologies and Your Resume
2. Hauer, Writing Technical Document for the Public
5. Technical Communications, "DeskTopType: Tradition and Technology"

18ELL301 ELEMENTS OF LITERARY CRITICISM 4-0-0-4

Objectives: To create and nurture critical sensibility; to introduce the students to different genres; to make them appreciate various forms of literature.

Unit 1
General Introduction- What is Criticism?-Nature and Function- Definitions

**Unit 2**
Classical Criticism-Introduction to Aristotle, Longinus, Horace-basic concepts

**Unit 3**
Renaissance and Neo-classical Criticism-Sir Philip Sidney-‘Defence of Poetry’-Basic precepts of Dryden, Pope and Dr. Johnson in criticism

**Unit 4**
Romantic and Victorian Criticism- Wordsworth-‘Preface to Lyrical Ballads’- Coleridge-‘Biographia Literaria’ (Chapter XIV)-Matthew Arnold-‘The Function of Criticism in the Present Time’

**Unit 5**
Modern Criticism- Eliot and Modernism-‘Tradition and Individual Talent’- I.A. Richards-‘Practical Criticism’- F.R Leavis “Poetry and the Modern World”

CORE READING:
8. Prasad, B. *Introduction to English Criticism*.

REFERENCES:
7. Online Sources

18ELL302 ENGLISH POETRY: MODERN 4-0-0-4
Objectives: To introduce the learners to the trends and movements in modern poetry; to create critical awareness about modern literature in general and modern poetry in particular; to inspire the students to read and write poetry.

Unit 1

Introduction to modern English poetry
W.B.Yeats, "Easter 1916" [Detailed]
"A Prayer for My Daughter" [Non-Detailed]
Siegfried Sassoon, “A Subaltern” [Non-Detailed]

Unit 2

Peter Porter “A Consumer’s Report” [Non-Detailed]
W.H.Auden "The Unknown Citizen" [Detailed]

Unit 3

Stephen Spender, "The Express" [Non-Detailed]
"The Pylons" [Detailed]
Robert Lowell, “Skunk Hour” [Non-Detailed]

Unit 4

D H Lawrence “Snake” [Detailed]
ee cummings: “Anyone Lived in a Pretty Howtown” [Non-Detailed]

Unit 5

R S Thomas, "Evans" [Detailed]
"lagoPrytherch" [Non-Detailed]
Ted Hughes "The Jaguar" [Detailed], “The Thought-Fox” [Non-Detailed]

CORE READING:
3. Online Sources

REFERENCES:
Objectives: To introduce the learners to the art and techniques of drama; to enable them to grasp the nuances of the English Theater and its evolution from the Elizabethan to Victorian period; to provide them with critical insights on the essential differences between the literary and theatrical aspects of drama.

Unit 1
Introduction to the drama and its artistic, literary and theatrical aspects-Forms, Genres, Types and dramatic devices.

Unit 2
Marlowe. Dr. Faustus [Detailed]
Shakespeare. Julius Caesar [Non Detailed]

Unit 3
Sheriden. School for Scandal [Detailed]

Unit 4
Goldsmith. She Stoops to Conquer [Non-Detailed]

Unit 5
Oscar Wilde. Importance of Being Earnest. [Detailed]
G B Shaw. Caeser and Cleopatra [Non-detailed]

Core Reading:
1. Any standard edition of the prescribed texts

References


18ELL304 SPIRITUAL LITERATURE 4-0-0-4

Objectives: To introduce the students to the rich spiritual heritage of India; to create an ethical and moral bent of mind; to foster a sense of appreciation for the eternal values which have been a guiding light to humanity.

Unit 1
Prose
Unit 2
Sri Ramakrishna “Master and Disciple.” “Visit to Vidyasagar” (From The Gospel of Sri Ramakrishna).

Unit 3
Sri Mata Amritanandamayi “Principles of Sanathana Dharma”. (From Sri Mata Amritanandamayi’s The Eternal Truth).

Unit 4

Unit 5
Poetry
Swami Vivekananda “The Song of the Sannyasin”, “Peace, “My Play is Done” (From the selections Sri Aurobindo, “Transformation”, “Golden Light”, “Tiger and Deer” (From the golden treasury of Indo- Anglican Poetry)

Prescribed Texts:

REFERENCES:
**Objectives:** To introduce the basics of phonetics and English phonology and to provide grounding in English grammar and mechanics of writing with a view to inculcate good speech and writing skills.

**Unit 1:**
Introduction to phonetics and grammar- Growth and development

**Unit 2:**
English sound system- Speech mechanism and organs of speech-Classification of Sounds- Vowels and Consonants- Description- Syllable structure- IPA and RP - Phonology, Phonemes, Allophones, Suprasegmentals-pitch, stress, intonation-transcription

**Unit 3:**
Syntax- types of sentences-Sentence patterns- Clauses and Phrases-Order of words- Normal and Inverted-Conversion-Concord.

**Unit 4:**
Tense- verb forms-degrees of comparison-articles- Remedial grammar-error identification

**Unit 5:**
Mechanics of writing-linkers-punctuation-markers-written composition-narrative, descriptive, argumentative etc

**CORE READING:**

**REFERENCE:**


**18ELL311 METHODOLOGY OF LITERARY STUDIES AND HUMANITIES 4-0-0- 4**

Objectives: To introduce students to the basic methodology of literary studies and Humanities

**Unit 1**
Literary studies and humanities-differences between natural, social and human sciences-facts and interpretation-cannon formation

**Unit 2**

Literary analysis-approaches-Formalism-New Criticism-Close Reading-Structuralism- Post Structuralism- Deconstruction-Reader-Response-Psychoanalysis

**Unit 3**

Problems and issues in literature-marginalisation-identity and representation-feminism-gender and sexuality-ethnicity-orality-subalternity

**Unit 4**

Literary scholarship-linguistics – textual criticism-literary history- literary criticism

**Unit 5**

Contemporary approaches to literary studies – Culture Studies and Cultural Studies – Popular Culture- New Historicism/Cultural Materialism-Postmodernism-Postcolonialism-Ecofeminism.

**CORE READING:**


**REFERENCES:**

1. Eagleton, Terry. “What is Literature?”
18ELL312 Indian Writing in English - II 4-0-0-4

Objectives: To provide an overview of the various phases of the evolution of Indian writing in English; to introduce students to the thematic concerns, genres and trends of Indian writing in English; to generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English; to expose students to the pluralistic aspects of Indian culture, ethos and identity.

Unit 1
Introduction to the contemporary Indian writing in English-Themes and Concerns- Styles- poetry, drama, fiction, short story

Unit 2- Poetry[All Detailed]
MeenaKandasamy- “Aggression”
GievePatel- “On Killing a Tree”
TemsulaAo – “Prayer of a Monolith”
SaleemPeeradina: “TheLesson”
SunitiNamjoshi: “Speech”

Unit-3Drama
ManjulaPadmanabhan: Harvest[Detailed]
Mahesh Dattani: Dance Like a Man[Non-Detailed]

Unit-4Fiction[All Non-Detailed]
Upamanyu Chatterjee: English, August: An Indian Story
Rohinton Mistry:Such a Long Journey

Unit 5 Short Story[All Non-Detailed]
Mahasweta Devi “The Breast Giver”
JhumpaLahiri “The Brotherly Love”

Core Reading:
2. Manjula Padmanabhan: *Harvest*
3. Upamanyu Chatterjee: *English, August: An Indian Story*
6. Online Sources

**References**

10. Online sources

**18ELL313 ENGLISHFICTION:MODERN 4-0-0- 4**

Objectives: To expose the learners to the intricacies and complexities of modern fiction focusing on its themes and techniques; to enable them to evaluate modern social and cultural movements and appreciate changing literary tastes and fashions; to inspire them to read modern classics and thus re–sensitize themselves.

**Unit 1**
Introducing modern fiction-themes and concerns-movements-styles and techniques.

**Unit 2 [All Non-Detailed]**
Virginia Woolf. *Orlando*
James Joyce. *The Portrait of an Artist as a Young Man*

**Unit 3 [All Non-Detailed]**
Aldous Huxley. *Brave New World*
Wilkie Collins. *No Name.*

**Unit 4 [All Non-Detailed]**
George Orwell. *The Animal Farm*
Graham Greene. *The Heart of the Matter*
Unit 5 [All Non-Detailed]
Kingsley Amis. Lucky Jim
D H Lawrence. Sons and Lovers.

Core Reading:

REFERENCES:

18ELL314 ENGLISH DRAMA: MODERN 4-0-0 -4

Objectives: To introduce modern English theatre and drama; to expose the student to the themes, techniques, stage craft and devices that characterize modern drama; to make them familiar with the revolutionary changes introduced by the great dramatists like Shaw and Synge; to introduce them to the problems involved in the production of modern plays.

Unit 1
Introducing modern drama- features and development-themes and concerns-styles and movements-types of theatre

Unit 2
Bernard Shaw. *Pygmalion*.  
John Osborne. *Look Back in Anger*.  

**Unit 3**  
Pinter, Harold. *The Birthday Party*.  
Tom Stoppard. *Rosencrantz and Guildenstern are Dead*.  

**Unit 4**  
JMSynge. *Riders to the Sea*.  
Edward Bond. *Lear*.  

**Unit 5**  
Robert Bolt. *A Man for All Seasons*.  
Dorris Lessing. *Play With a Tiger*.  

**Core Reading:**  

**REFERENCES:**  

**18ELL315 Indian Aesthetics 3-0-0-3**
Objectives: To introduce students to the Indian critical traditions and inculcate a comparative approach in literary studies.

Unit 1
Introduction- philosophical foundations-major theories/schools-basic concepts-comparison between Western and Eastern Aesthetics
K. AyyappaPaniker: ‘Ancient Indian Aesthetics: Contemporary Relevance’
-----: ‘Let’s Look for an Alternative Aesthetics’

Unit 2
Rasa Theory- Bharatha

Unit 3
Dhwani theory Anandavardhana

Unit 4
Guna and Reethi-Bhamaha-Dandin-Vamana

Unit 5
Vakrokti- Kuntaka

Core Reading:
1. Devy, G.N. *Indian Literary Criticism*. Orient BlackSwan, 2010

References
Introducing contemporary genres of Life Writing—Travel Writing, Memoir, Diary, Biography, Autobiography, Letter.

Unit 2
Nehru, Jawaharlal. *Letters from a Father to His Daughter*. First 10 letters.

Unit 3
Helen Keller. *Story of My Life*
Uma Das Gupta. *Rabindranath Tagore: A Biography*

Unit 4
Paul Theroux. *The Great Railway Bazaar: By Train Through Asia*
Pico Iyer. *Falling Off the Map*

Unit 5
Walker, Alice. ‘In Search of Our Mothers' Gardens: Womanist Prose’.

Eckerman, Ali Cobby. *Too Afraid to Cry.*

Core Reading:


REFERENCES:
6. Online sources.

**18ELL501 LINGUISTICS**

Objectives: To introduce the students to the nature of Language systems; to introduce them to the nature of English language.

**Unit 1**


**Unit 2**


**Unit 3**

Semantics– Definition-relationship of similarity, opposition and inclusion:Synonymy,opposites, hyponymy, homonymy, polysemy-Lexical Ambiguity;Collocation and field-Pragmatics-Content and Meaning-Discourse Analysis-Speech Act Theory.

**Unit 4**


**Unit 5**

Applications of Linguistics- Pedagogy- Sociolinguistics- Psycholinguistics- Forensic linguistics- Clinical Linguistics.

**CORE TEXTS:**


REFERENCES:


**18ELL502 ENGLISH LITERATURE:CHAUCER TO 19TH CENTURY  4-0-0- 4**

Objectives: To acquaint students with major trends and writers up to 19th century; to enable students to read and appreciate the works of major English authors; to inculcate an aesthetic sense of appreciation and understanding.

**Unit 1:** Introduction-Survey of English literature from Chaucer to 19th century-landmarks-major writers-themes and concerns-socio-political developments

**Unit 2:** Drama
Christopher Marlowe: “Edward II” [Detailed]

Ben Jonson: “Every Man in His Humour” [Non-Detailed]

Bernard Shaw: “Arms and the Man” [Non-Detailed]

Poetry

Geoffrey Chaucer: "Prologue" [Detailed]

John Milton: "Paradise Lost" Book IX [Detailed]

Edmund Spencer: “Prothalamion” [Non-Detailed]

William Langland “Piers the Plowman” [Non-Detailed]

Sir Thomas Wyatt “Farewell, Love” [Non-Detailed]

George Herbert “Easter Wings” [Non-Detailed]

Henry Vaughan “The Retreat” [Non-Detailed]

John Donne “The Canonization” [Non-Detailed]

Andrew Marvell “To His Coy Mistress” [Non-Detailed]

Unit 4: Fiction [Non-Detailed]

Walter Scott: *Ivanhoe*

Charles Dickens: *Hard Times*

Unit 5 Prose


Joseph Addison: “Sir Roger in Westminster” [Non-Detailed]

Richard Steele: “Recollections” [Non-Detailed]


Charles Lamb: “South Sea House” [Detailed], “Oxford in the Vacation” [Detailed]

CORE READING:

4. Bernard Shaw: *Arms and the Man*
5. Charles Dickens: *Hard Times*
11. Online sources

REFERENCES:
7. Legouis, Emile, Cazamian. A Short History of English Literature. OUP

18ELL503 NEW LITERATURES IN ENGLISH 4-0-0- 4
Objectives: To introduce the variety of new literatures in English to students, to familiarise them to the colonial as well as postcolonial experience in those writings and to accustom with the non-European, especially Asian, African, Australian and Latin American writings across genres.

Unit 1

Unit 2: Poetry
Derek Walcott “Ruined House” [Detailed]
Dom Moraes “Sinbad” [Detailed]
Jorge Luis Borges “A Compass” [Detailed]
Margaret Atwood “Journey to the Interior” [Detailed]
Claire Harris “Framed” [Non-Detailed]
   - A. D. Hope “MoschusMoschiferous: A Song for St. Cecilia’s Day” [Non-Detailed]
   - Kenneth Slessor “Country Towns” [Non-Detailed]
   - David Malouf “The Year of the Foxes” [Non-Detailed]

Unit 3: Fiction[Non-Detailed]
Jose Saramago “Blindness”
Romesh Gunasekera “Reef”
Chinua Achebe “Things Fall Apart”

**Unit 4: Drama**

Yukio Mishima “The Damask Drum” [Detailed]
Jack Davis “No Sugar” [Non-Detailed]

**Unit 5: Short Fiction** [Non-Detailed]

Gao Xingjian “The Temple”
Katherine Mansfield “A Suburban Fairytale”.

**PRESCRIBED TEXTS:**

1. Listed Above
2. Online Sources

**REFERENCES:**


Objectives: To create an awareness of social, political and cultural aspects of the Elizabethan age; to expose the learners to the distinctive features of the theatre and the audience of Shakespeare’s time; to introduce the students to Shakespeare’s comedies, tragedies and historical plays; to familiarize them to modern readings of Shakespeare.

Unit 1
Shakespeare studies from Dr. Johnson to the contemporary-Shakespeare in performance (Theatre and Film)-Social, political and cultural aspects of the Elizabethan age-Shakespearean theatre and its characteristics-Shakespeare as a landmark in the history of World Drama.

Unit 2 Shakespeare Adaptations
Howard Jacobson: *Shylock is My Name*
Akira Kurosawa: *Ran*
Vishal Bhardwaj: *Maqbool*

Unit 3 Cultural Reading of Shakespeare
Longhurst, Derek. “Not for All Time, But for an Age”: An Approach to Shakespeare Studies”
Brown, Paul. “‘This Thing of Darkness I Acknowledge Mine:’ The Tempest and the Discourse of Colonialism.”
Loomba, Ania. “Shakespeare and Cultural Difference”.
Baker, Francis, Peter Hulme. “Nymphs and Reapers heavily vanish: The Discursive Contexts of *The Tempest*”
Thompson, Ann. “King Lear and the Politics of Teaching Shakespeare”

Unit 4 [Detailed]
*King Lear*
*The Tempest*

Unit 5 [Non-Detailed]
*Julius Caesar*
*The Merchant of Venice*

CORE READING:


Thompson, Ann. “King Lear and the Politics of Teaching Shakespeare” Shakespeare Quarterly Vol. 41, No. 2 (Summer, 1990), pp. 139-146


REFERENCES:

18ELL511 LITERARY THEORY-I 4-0-0- 4

Objectives: To familiarize students with the evolution of modern literary theory by introducing seminal texts; to enable them to read literary works critically and to enhance critical sensibility.

Unit 1: Linguistics/Semiotics
Saussure “Object of Study”
M A K Halliday “Language in a Changing World”

Unit 2: Formalism
Shklovsky “Art as Technique”
Jakobson “Linguistics and Poetics”

Unit 3: Structuralism/Post Structuralism
Gennette “Structuralism and Literary Criticism”
Derrida “Structure, Sign and Play”
Barthes “Death of the Author”

**Unit 4: Gender Studies**

Adrienne Rich: “Compulsory Heterosexuality and Lesbian existence”
Judith Butler: From “Bodies That Matter”

**Unit 5: Cultural Studies**

Raymond Williams “Culture is Ordinary”
Theodore Adorno: From “On Lyric Poetry and Society”
Berger, John. “Ways of Seeing”.

**CORE READING:**


**REFERENCES:**

2. Daiches, David, Critical Approaches to Literature


Objectives: To acquaint students with major trends and poets in English literature; to sharpen the aesthetic sensibility in terms of the social, political and cultural under-currents of the age.

Unit 1


Unit 2 [All Detailed]

William Wordsworth: “Ode on Intimations of Immortality from Recollections of Early Childhood”

S.T.Coleridge: “Dejection: An Ode”

Percy Bysshe Shelley: “Adonais”

John Keats: “Ode on a Grecian Urn”.

Lord Tennyson “The Lotus-Eaters”, “In Memoriam” (Canto II)

Unit 3 [All Non-Detailed]

Robert Southey “My Days among the Dead are Past”

Emily Bronte “No Coward Soul is Mine”

D. G. Rossetti “The Blessed Damozel”

Elizabeth Barrett Browning: Sonnets from the Portuguese – 14 and 22

Unit 4

William Morris: “The Haystack in the Floods”[Non-Detailed]

Lord Byron: “She Walks in Beauty”[Detailed]

Robert Browning: “Andrea Del Sarto”[Detailed], “The Last Ride Together”[Non-Detailed]
Matthew Arnold: “The Scholar Gypsy” [Detailed]

Unit 5
G M Hopkins: “Windhover” [Detailed]
William Barnes: “The Love Child” [Non-Detailed]
Edwin Arnold: “Almond Blossom” [Non-Detailed]
Robert Burns: “To a Mouse” [Detailed]
John, Clare: “Autumn” [Non-Detailed]

CORE READING:
2. *Golden Treasury*, ed. FT Palgrave
3. *Poetry Down the Ages*, Orient Blackswan
4. Standard Anthologies and online Sources.

REFERENCES:


18ELL513 INDIAN LITERATURES IN ENGLISH TRANSLATION 4 -0 -0 4

**Objectives:** To introduce the students to the rich and varied literature available in regional languages; to expose them to the Indian ethos; to inculcate a sense of appreciation for the Indian literary genius; to understand the texture of Indian society and cultures.

**Unit 1 Introduction**
Indian literatures-its polyphony-translations-theoretical perspectives

**Unit 2 Novel [Non-Detailed]**
- Sara Joseph: *Gift in Green* (Malayalam)
- Rabindranath Tagore: *The Home and the World* (Bengali)

**Unit 3 Short Story [All Non-Detailed]**
- Vasanthi: *Murder* (Tamil)
- Saadat Hasan Manto: “Toba Tek Singh” (Urdu)
- Bhisham Sahni: “The Boss Came to Dinner” (Hindi)
- Damodar Mauzo: “The Vow” (Konkani)
- Rameshwardayal Shrimali: “Jasoda” (Rajasthani)

**Unit 4 Poetry**
- Devara Dasimayya: “Suppose You Cut a Tall Bamboo” (Kannada, Tr. A. K. Ramanujan) [Detailed]
- Thanjam Ibopishak Singh “I Want to be Killed by an Indian Bullet” (Manipuri, Tr. Robin Ngangom) [Detailed]
- Navakanta Barua “Measurements” (Assamese, Tr. D. N. Beelbarua) [Non-Detailed]
- Sitanshu Yashashchandra “Magan’s Insolence” (Gujarati, Tr. Saleem Peeradina) [Non-Detailed]
- Khadar Mohiuddin “A Certain Fiction Bit Me” (Telugu, Tr. Velcheru Narayana Rao) [Detailed]
- K. Ayyappa Paniker. “The Itch” (Malayalam Tr. K. Ayyappa Paniker)[Detailed]
- Amrita Pritam “The Creative Process” (Punjabi Tr. By Arlene Zide and Amrita Pritam) [Non-Detailed]
- Subramania Bharati. “Wind, 9” (Tamil. Tr. A. K. Ramanujan) [Detailed]
- Agyeeya. “Hiroshima” (Hindi Tr. Leonard Nathan) [Detailed]
- Sitakant Mahapatra. “The Election” (Oriya. Tr. Sitakant Mahapatra) [Non-Detailed]
- Sunil Gangopadhyay. “Calcutta and I” (Bengali. Tr. Sujit Mukherjee, Meenakshi Mukherjee) [Detailed]
- Daya Pawar. “The Buddha” (Marathi. Tr. Eleanor Zelliot and Jayant Karve) [Non-Detailed]

**Unit 5 Drama**
- Mohan Rakesh: *One Day in the Season of Rain*
- Girish Karnad: *The Fire and The Rain*
CORE READING:

REFERENCE:
7. Online sources

18ELL514 RESEARCH METHODOLOGY FOR LANGUAGE AND LITERATURE 3-0-0-3

Objectives: To initiate scientific approach to research in language and literature; to introduce the students to the methods of scrupulous writing and careful documentation of research; to provide the students information about writing processes in research.

Unit 1 Research - A form of Exploration
Purpose of writing - Identification of a research problem and the choice of subject – Types of research-Selecting sources-Bibliography-Plagiarism.

Unit 2 The Mechanics of Writing
Spelling, Punctuation, Italics, Numbers, Title of work, Quotations. Format and documentation of research paper.

Unit 3 Documentation
Works cited - Citing works, Essays, Articles, Newspapers, Journals, Internet - sources.

Unit 4 Analysis of research writings
Analysis of specimen research writings. Motivate students for critical thinking.

Unit 5 Practicing writing research papers on various topics.

CORE READING:

REFERENCES:
Objectives: To explore and study the range and variety of postcolonial poetry; to understand the nature of postcolonial poetic sensibility; to unravel the postcolonial perspectives on social, cultural and political issues.

Unit 1
Introduction to Postcolonial poetry-Themes and concerns– protest and resistance- negotiation and affirmation of identity-theoretical perspectives

Unit 2
Margaret Atwood ‘Journey to the Interior’ (Canadian) [Detailed]
Yasminne Goonaratne ‘Big Match – 1983’ (Srilanka) [Non-Detailed]

Unit 3
Derek Walcott ‘”Ruins of a Great House” (West Indies) [Detailed]
Kishwar Naheed ‘We Sinful Women’ (Pakistan) [Non-Detailed]

Unit 4
A.D. Hope ‘Dialogue’ (Australia) [Detailed]
John Adams ‘Write On’ (New Zealand) [Non-Detailed]
Kaiser Haq ‘Poor Man Eating’ (Bangladesh) [Non-Detailed]

Unit 5
Wole Soyinka ‘I Think It Rains’ (Nigeria) [Detailed]
Edwin Thumboo ‘Evening’ (Singapore) [Non-Detailed]
Keki N Daruwalla ‘The Ghagra in Spate’ (India) [Detailed]

COREADING:
1. Online Sources
3. Ashcroft et al.*The Empire Writes Back*. Routledge

REFERENCE:
Objectives: To introduce the students to the intellectual literary relations; to make the students appreciate the similarities and differences in human thoughts; to make the students understand the people of the people of the globalized world in the proper perspective.

Unit 1

History of Comparative Literature- Development of different schools- theory and methods of Comparative Literature-Theoretical perspectives- Comparison between Indian and Western Aesthetics.

K. AyyappaPaniker: ‘The Western Epic Tradition and Ezhuthachan’s Epics’

Unit 2

Thematology- Motifs, Myths and Archetypes- The study of Themes.

Unit 3

Geneology- Western and Indian Categorisation- Literary History- Problems and Issues in Periodization.

Unit 4

Cross cultural Literary Relations- Influence- Analogy- Reception- Cultural History in Post Colonial Nations-aesthetic appeal.

Unit 5

Translation Studies- Comparative Indian Literature- Traditions and Movements.

CORE READING:


REFERENCE:


**18ELL533 CULTURAL STUDIES 3-0-0- 3**

*Objectives:* To introduce the basic precepts of Cultural Studies to the students; to expose them to the formative texts of the discipline; to familiarize them with the theoretical interventions in the field; to make them understand how Cultural Studies redefines aesthetic precepts.

**Unit 1**
Introduction-Cultural Studies-foundation texts-theoretical interventions-redefining aesthetic precepts-advances

**Unit 2**
Williams, Raymond. ‘Dominant, Residual and Emergent’
Hebdige, Dick. ‘The Function of Subculture’

**Unit 3**
Lyotard, Francois. ‘Answering the Question: What is Postmodernism?’
Bourdieu, Pierre. ‘The Forms of Capital’

**Unit 4**
Appadurai, Arjun. ‘Disjuncture and Difference in the Global Cultural Economy’
Massey, Doreen. ‘Politics and Space/Time’

**Unit 5**
Widdowson, Peter. ‘What is Literature? Some (non)- Definitions’

**CORE READING:**

**REFERENCES:**

**18ELL534 LATIN AMERICAN WRITING 3-0-0-3**
Objectives: To familiarise the students with the various cultural backgrounds and richness of Latin American literatures; to sensitise students to the colonial and postcolonial contexts of Latin American writing.

**Unit 1: Introduction**

Introducing Latin American literature-literature of colonial resistance and postcolonial experience-Theoretical perspectives.

**Unit 2: Fiction**

Gabriel Garcia Marquez. *Love in the Time of Cholera*. (Colombia) [Non-detailed]

**Unit 3: Poetry [All Detailed]**

Pablo Neruda: ‘Tonight I Can Write The Saddest Lines’ (Chile)

Octavio Paz: ‘Wind, Water, Stone’ (Mexico)

**Unit 4: Short Story [All Non-detailed]**

Jorge Luis Borges: ‘The Aleph’ (Argentina), Jorge Amado: “The Miracle of the Birds” (Brazil),

Carlo Feuntes: “The Doll Queen” (Mexico), Julio Cortazar: “The Uncanny Sense” (Argentine-French).

**Unit 5: Autobiography [Non-detailed]**

Reinaldo Arenas: *Before Night Falls: A Memoir* (Cuba)

**COREREADING:**


**REFERENCE:**


Online Sources.

**18ELL535 INDIAN WOMEN NOVELISTS IN ENGLISH 3-0-0-3**
Objectives: To explore and study women’s creative mind; to analyze how women project their own sensibility; to unravel the feminist perspective of social, cultural and political issues.

Unit 1
Introduction to Indian women writers - outlining the contours of women’s literary sensibility - thematic and stylistic patterns in women’s novels - feminist preoccupations.

Jhumpa Lahiri: *The Lowland* [Non-Detailed]

Unit 2 [Non-Detailed]
Githa Hariharan: *Fugitive Histories*

Unit 3
Sivakami: *The Taming of Women* [Non-Detailed]

Unit 4
K R Meera: *Hangwoman: Everyone Loves a Good Hanging* [Non-Detailed]

Unit 5
Sara Aboobacker: *Breaking Ties* [Non-Detailed]

CORE READING:
1. Jhumpa Lahiri: *The Lowland*
2. Githa Hariharan: *Fugitive Histories*
3. Sivakami: *The Taming of Women*
4. K R Meera: *Hangwoman: Everyone Loves a Good Hanging*
5. Sara Aboobacker: *Breaking Ties*

REFERENCES:
5. *Patterns of Feminist Consciousness in Indian Women Writers*. Anuradha Roy. Prestige
7. *Indian Women’s Writing in English*. Joel Kuroth. Rawat

18ELL536  METHODSOFTEACHINGENGLISHLANGUAGE  3-0-0- 3

Objectives: To introduce the studentsto the field of languageteaching and provide a theoretical base; to expose them to different methods and techniques in teaching English as a Second Language; to help them understand the difficulties and identify the basic problems in language teaching; to expose the students to literature and the latest innovations in the field of Language Teaching.

Unit 1

Unit 2
Traditional methods - GT method, direct method, audio-lingual method etc. - 20th century trends - Definition of Methods and Approaches - Total Physical Response - Silent Way - Community Language Teaching - Suggestopedia - Whole Language - Multiple Intelligences - Lexical Approach.

Unit 3
Contemporary approaches - Communicative Language Teaching - Content-Based Language Teaching - Task-Based Language Teaching - Cooperative Language Learning.

Unit 4

Unit 5
Computer Assisted Language Learning - Introduction to CALL - Creating materials using technology - Practical work using CALL.

CORE READING:

REFERENCES:

18ELL537 TRANSLATION STUDIES 3-0-0-3
Objectives: To expose the students to the heart of translation; to introduce them to the theories and techniques of translation; to provide them with an insight into the problems of a translator; to provide them with a practical knowledge of a translator's job.

Unit 1
Introduction to Translation Studies - History of Translation Theory - The Romans - Bible Translation - Education and the Vernacular—Early Theorists - The Renaissance Upto the present - Translation Theories.

Unit 2

Unit 3
Specific problems in Literary Translation - Structures - Poetry, drama, prose-translations.

Unit 4
Translation in the global context - Translation of scientific, technical, medical, and legal documents.

Unit 5
Comparative Literature and Translation Studies - Semiotics - Literary and Cultural Tradition - Translation Practice.

CORE READING:

REFERENCES:

18ELL538 TWENTIETH CENTURY AMERICAN LITERATURE

Objectives: To create an awareness about the major trends and movements in American literature in the 20th century; to expose the students to the various genres of literature and the literary outputs of the writers in this period; to enable them to understand the culture and to appreciate the modern trends and their effects on literature.

Unit 1 Poetry [All Detailed]

Unit 2 Drama
Eugene O Neil: *Emperor Jones*[Detailed]
Arthur Miller: *Death of a Salesman*[Non-Detailed]

Unit 3 Fiction [All Non-detailed]
Ernest Hemingway: *The Old Man and the Sea*
Scott Fitzgerald: The Great Gatsby.
Saul Bellow: Herzog.
**Unit 4 Short Stories [All Non-detailed]**
O Henry: “Last Leaf”
John Updike: “Pigeon Feathers”,
**Unit 5 Prose [All Non-detailed]**
Ezra Pound: “Imagism”,
Robert Frost: “The Figure a Poem Makes”.

**CORE READING:**
4. For ‘Fiction’, any standard edition may be followed.
5. Online sources

**REFERENCES:**

**18ELL601 LITERARY THEORY-II 4 -0 -0 - 4**

**Objectives:** To introduce contemporary literary theories through the seminal works of major theorists; To strengthen the theoretical awareness and sharpen the critical insights of the students for a better understanding of literary works.

**Unit 1**
Williams, Raymond: “Dominant, residual and Emergent”
Eagleton, Terry. From “The Illusions of Postmodernism”

**Unit 2**
Stuart Hall: “Encoding, Decoding”
Antonio Gramsci: “Hegemony”

**Unit 3**
Gayatri Chakravarty Spivak “Can the Subaltern Speak?”
Benedict Anderson: “Imagined Communities”

**Unit 4**
Luce Irigaray: “Sexual Difference”
Etienne Balibar and Pierre Macherey: From “Literature as an Ideological Form”

**Unit 5**
Laura Mulvey: “Visual Pleasure and Narrative Cinema”
Homi Bhabha: “Of Mimicry and Man: The Ambivalence of Colonial Discourse”

**CORE READING:**
7. Online sources

**REFERENCES:**

**18ELL602 ENGLISH POETRY - 20TH CENTURY**

**Objectives:** To create a comprehensive awareness about 20th century English poetry; to introduce the students to the major social and cultural movements and dominant literary trends of the 20th century; to expose them to modern poetic techniques and devices through the works of major poets of the 20th Century.

**Unit 1**
Introducing Modern Poetry-Themes and concerns-Stylistic features-Movements

**Unit 2**
T.S. Eliot: “The Wasteland” [Detailed]
Stephen Spender: “The Pylons” [Detailed]
W. B. Yeats: “Sailing to Byzantium” [Detailed], “Second Coming” [Non-Detailed]
Seamus Heaney: “Digging”, “Personal” [Non-Detailed]

**Unit 3**
W.H. Auden: “In Memory of W. B.Yeats” [Detailed]
Dylan Thomas: “Fern Hill” [Detailed]
R S Thomas: “The Prisoner” [Non-Detailed]

**Unit 4**
Philip Larkin: “Whitsun Wedding” [Detailed],
Ted Hughes: “Jaguar”, “Hawk Roosting” [Detailed]
John Hewitt: “Landscape” [Non-Detailed]
Robert Bridges: “To Catullus” [Non-Detailed]

**Unit 5**
Thom Gunn: “On the Move” [Detailed]
Muriel Spark: “The Messengers” [Non-Detailed]
Louis MacNeice: “Entirely” [Detailed]
John Masefield: “Sea-Fever” [Non-Detailed]

**CORE READING:**
6. Online sources

REFERENCES:
7. Online Sources

18ELL603 MODERN ENGLISH DRAMA 4-0-0-4

Objectives: To introduce modern theatre movements and its socio-cultural impact; to make the students familiar with the themes and techniques of modern drama for better appreciation; to expose them to the problems related to the production of modern plays.

Unit 1
Introducing modern drama

Unit 2
Bernard Shaw: *St. Joan*
Edward Bond: *Restoration*

Unit 3
Samuel Beckett: *Waiting for Godot*
David Hare: *The Power of Yes: A Dramatist Seeks to Understand the Financial Crisis*

Unit 4
John Osborne: *Luther*
Arnold Wesker: *Chicken Soup with Barley*

Unit 5
T. S. Eliot: *Murder in the Cathedral*
John Arden: *Sergeant Musgrave's Dance: an Unhistorical Parable*

PRESCRIBED TEXT:
REFERENCES:

18ELL611          FILM STUDIES          3-0-0-3

Objectives: To expose students to film studies; to create awareness about the major theories, techniques and narrative strategies of film and its appreciation across time; to introduce students to films produced in various cultures.

Unit 1
Introduction to Film Studies-What is Cinema? – Film language, grammar, composition and narrative logic in Cinema -Evolution of Cinema as an art form-literature and cinema: interdisciplinary dimensions-Classics of World Films and Indian films-Techniques and Movements-representative films

Unit 2
Theory-Structuralism-Formalism-Autuer Theory-Soviet Film Theory-Eisenstein and the Theory of montage-Andre Bazin and realism in cinema

Unit 3
Movements-Italian New Realism-German Expressionism and Film Noir-Film genres-French, Italian, Latin American, Japanese, Iranian, Korean, Indian New Waves.

Unit 4
Approaches- Apparatus Theory-Semiotic -Psychoanalytic - Ideology-Representation-Feminism in Film Theory-Post Theory in Film Studies

Unit 5
SELECTFILMS FOR SCREENING AND DISCUSSION:
1. Sergei Eisenstein:Battleship Potemkin
2. Vittorio De Sica:Bicycle Thieves
3. Charlie Chaplin: Modern Times
5. Akira Kurosowa: Rashomon
6. Satyajith Ray: Pather Panchali
7. Robert Wiene: The Cabinet of Dr. Caligari
8. Alfred Hitchcock: Rear Window
9. Jean-Luc Godard: Breathless
10. Ingmar Bergman: Wild Strawberries
11. Ritwik Ghatak: Meghe Dhaka Tara
12. K. G. George: Yavanika

CORE READING:
2. Satyajith Ray: “What is Wrong with Indian Films?”

REFERENCES:
2. Film and Theory: An Anthology by Robert Stam and Toby Miller (eds.)
3. Film Studies: Critical Approaches by John Hill and Pamela Church Gibson (eds)
4. Key Concepts in Cinema studies by Susan Hayward
5. Movies and Methods by Bill Nicholas
6. Narrative in Fiction and Film: An Introduction by Jakole Lothe

18ELL612 EUROPEAN FICTION 3-0-0 -3

Objectives: To introduce the origin and development of European Fiction; to expose the students to the landmarks of 20th Century European Fiction and also to various artistic and philosophical undercurrents which shaped it.

Unit 1
Introducing European Fiction

Unit 2
Fyodor Dostoyevsky: Crime and Punishment
Gustave Flaubert: Madame Bovary
Italo Calvino: If On a Winter’s Night a Traveller

Unit 3
Albert Camus: The Plague
Elfriede Jelinek: *The Piano Teacher*

**Unit 4**
Kazantzakis, Nikos: *Zorba the Greek.*  
Cervantes: *Don Quixote*

**Unit 5**
Hermann Hesse: *Siddhartha*  
Jose Saramago: *Blindness*

**CORE READING:**
1. Any standard edition

**REFERENCES:**

**18ELL613 WRITING FROM THE MARGINS 4-0-0-4**

Objectives: To introduce the students to the varieties of marginal writings; to expose the students to the lives and cultures of exclusion; to develop a critical sensibility to the centre and the periphery.

**Unit 1**
Introduction-writing from the margins-issues of exclusion-hierarchy-opposition-Movements-The politics of caste, class, gender, sexuality and race.
**Unit 2 Prose [Non-Detailed]**

Bama: *Karukku*

Gopal Guru “Dalit Women Talk Differently”

Thiong’o, Ngugiwa. “Decolonising the Mind.”

**Unit 3 Poetry [Detailed]**

Namdeo Dhasal: “Cruelty”

Judith Wright: “Naked Girl and Mirror”

Adrienne Rich: “Sleeping, turning on twin like planets Across a city from you I am with you”

Rm. Shanmugam Chettiar: “The Adivasis”

Hoshang Merchant: “Teacher’s Story”

**Unit 4 Fiction [Non-Detailed]**

Narayan: *The Araya Woman: Kocharethi*

E M Forster: *Maurice*

**Unit 5 Drama [Detailed]**

Badal Sircar: *Evam Indrajit*

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**CORE READING:**


7. Online Sources

**REFERENCES:**

18ENG201 Communicative English (Advanced) 2-0-4-4

Objectives: To help the students attain high level proficiency in all the four language skills; to equip them for competitive examinations and various International English Language Tests; to enhance their career prospects and employability; to help them develop their personality by fine tuning their communication and presentation skills.

Unit-1

Listening and Speaking: varieties of modern English - British, American, Indian-basic sounds, deviations in American and other varieties.

Verbal communication: conversation-basic techniques- how to begin, interrupt, hesitate and end – how to express time, age, feelings and emotions- how to respond – using language in various contexts/situations- talking about oneself, others- describing persons, places, incidents, events and objects- attending an interview addressing an audience- using audio-visual aids- making short.
Unit-2

Speeches compering- group discussion.

Non-Verbal Communication: body language: postures- orientation-eye contact –facial expression-

Unit-3

Reading and Writing

Skimming and scanning-fast reading- writing short messages- e-mails- preparing notes and
reports based on visuals, graphs and diagrams- letters- informal, formal/ official/ business related
- preparing agenda, minutes –CV-Describing persons, places, incidents and events- writing ads-
short argumentative essays.

Words often confused and misused – synonyms- antonyms- idioms commonly used-
corresponding American expressions.

Unit-4

Writing for specific purpose

Scientific writing- business writing- preparing of project proposal – writing of summaries and
reviews of movies and books in English/regional languages.

Unit-5

Practical sessions

Language skills tests(Written):

1. Translation od short and simple passages- from Malayalam to English
2. Providing captions for photo and pictures
3. Symposium- Presenting different aspects of a debatable topic.

CORE READING:

1. Mukhopadhyay, Lina et al. Polyskills: A Course in communication Skills and Life
2. O’Conner, J.D. Better English Pronunciation, CUP.
3. Swan, Michael. Practical English Usage. OUP

REFERENCES:

Jones, Daniel. English Pronouncing Dictionary. 17thEdn. CUP