## Curriculum & Syllabus
### Integrated BA- MA English Language and Literature

Revised w.e.f 2021 onwards

### Curriculum

#### SEMESTER I

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OBJECTIVES:
To help students obtain an ability to communicate fluently in English; to enable and enhance the students' skills in reading, writing, listening, and speaking; to impart an aesthetic sense and enhance creativity

COURSE OUTCOMES:
CO1: Recall fundamental concepts of the four linguistic skills, viz. listening, speaking, reading and writing
CO2: Apply different styles of communication in professional context
CO3: Participate in different planned & extempore communicative activities
CO4: Interpret and discuss facts and information in each context
CO5: Critique literary texts that develop an appreciation for human values

CO-PO Mapping:

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SYLLABUS:

Unit 1
Kinds of sentences, Word Order, usage of preposition, use of adjectives, adverbs for description, Determiners- Agreement (Subject – Verb, Pronoun- Antecedent) collocation

Unit 2
Tenses
Reported speech
Active and passive Voice
Phrasal Verbs, Linkers/ Discourse Markers, Question Tags

Unit 3
Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative
Unit 4
Reading Comprehension – Skimming and scanning- inference and deduction – Reading various kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness

Unit 5
Nirad C Chaudhuri “Indian Crowds” [Non-Detailed]
Dr S Radhakrishnan “The Shaping of my Character” [Detailed]
Charles Lamb” Dream Children” [Detailed]
Ruskin Bond “Night Train at Deoli” [Non-Detailed]
Rabindranath Tagore “Subha” [Non-Detailed]
Agra Gra “And you call me coloured” [Detailed]
Alfred Lord Tennyson “Ulysses” [Detailed]

CORE READING:
1. Ruskin Bond, Time Stops at Shamli and Other Stories, Penguin Books India Pvt Ltd, 1989
2. Syamala, V. Speak English in Four Easy Steps, Improve English Foundation Thiruvananthapuram: 2006
3. Online sources

REFERENCES:
5. Ruskin Bond, Time Stops at Shamli and Other Stories, Penguin Books India Pvt Ltd, 1989
7. Murphy, Raymond, Murphy’s English Grammar, CUP, 2004

21ELL103History of English Literature: The Pre-Chaucerian to the Jacobean 4-0-0-4

Objectives: To help the student 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.

CO1: Recall the various literary Ages and trace the development of English literature
CO2: Identify the various literary Movements and Socio-political transformations of different eras
CO3: Classify literary works of different periods.
CO4: Illustrate the characteristics of the specific Literary period and major writers of an Age
CO5: Analyse the different literary genres and Narrative styles

Unit1
General introduction
Pre-Chaucerian era

Unit2
Chaucer – life and works

Unit3
Elizabethan age – characteristics – socio-political background – major writers
University Wits – Marlowe, Lily, Kyd, Greene

Unit4
Shakespeare- life and works

Unit5
Jacobian Age – characteristics – socio-political background- Milton and Puritanism
The Metaphysicals- characteristics-socio-political background-major writers- Donne/Herbert/Herrick

REFERENCES:

21ELL101 English Poetry: The Chaucerian to the Jacobean 4-0-0-4

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.

CO1: Define Poetry and list the different Ages and types of poetry.

CO2: Identify and explain various characteristic features of different schools of poetry.

CO3: Analyse the thematic and stylistic aspects of poems.

CO4: Review and write critical appreciation of poems.

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:
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.


CO1: Describe various styles of essays.
CO2: Summarize the features of major prose writings and writers.
CO3: Relate to the social milieu through the prescribed texts.
CO4: Critique and appraise any given essay of the Elizabethan era to Augustan era.

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.
Unit 1


Unit 2

Word processing, MS Word


Unit 3

Spreadsheet: MS Excel.


Unit 4


Unit 5


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:


Semester Two

21ENG111 PROFESSIONAL COMMUNICATION 1022

(Common for all UG/Integrated Programmes under Arts and Sciences)

OBJECTIVES:

To convey and document information in a formal environment; to acquire the skill of self-projection in professional circles; to inculcate critical and analytical thinking.

COURSE OUTCOMES:

CO1: Recall the fundamentals of linguistic features in communication.

CO2: Apply different styles of communication in professional context.

CO3: Demonstrate competence in different planned & extempore communicative activities.

CO4: Interpret and discuss facts and information in each context.

CO5: Write a mini project exercising critical and analytical thinking.

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SYLLABUS:

Unit 1

Vocabulary Building: Prefixes and Suffixes; One-word substitutes, Modal auxiliaries, Error Analysis: Position of Adverbs, Redundancy, modifiers (displaced, dangling etc)
Unit 2

Instruction, Suggestion & Recommendation - Sounds of English: Stress, Intonation
- Essay writing: Analytical and Argumentative

Unit 3

Circulars, Memos – Business Letters - e - mails

Unit 4

Reports: Trip report, incident report, event report - Situational Dialogue - Group Discussion

Unit 5

Mini Project and Presentation

REFERENCES


21ELL113     History Of English Literature: The Augustan To The Victorian  4-0-0-4

Objectives: To help the student 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 Augustan to Victorian Age with special emphasis on major writers.

CO1: Trace the transition of English literature through ages.
CO2: Explain the trends and movements in English literature during the period.
CO3: Illustrate the characteristics of the specific Literary period and major writers of an Age
CO4: Analyse the different literary genres and Narrative styles.

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
5. 21ELL111 English Poetry: The Augustan to the Victorian 4-0-0-4

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.


CO1: Recognize characteristics of different ages and its influence on poetry.
CO2: Define various elements of poetry.
CO3: Appreciate inspirational elements in poetry.
CO4: Understand the influence and expression of socio-cultural experiences in poetry.
CO5: Analyse poems and interpret the work.

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 AboveTintern 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], "Thyris" [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.

21ELL112 English Prose: The Romantic to The Modern 4-0-0-4

Objectives: To equip students to appreciate various types of prose writing; help the students to analyse and understand transition of prose writing from one period to another.

Course Outline: Major trends in essay writing—19th and 20th centuries.
CO1: Recognize the various types of essays from the Late Victorian to the Modern times.
CO2: Illustrate different aspects of prose writings of a particular age.
CO3: Relate to the social milieu through the prescribed texts.

Unit 1
Charles Lamb: “Dream Children”[Detailed], “Old China”[Non-Detailed]
Hazlitt “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
HillaireBelloc:"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]

COREREADING:

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

21ELL114 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.

CO1: Recall the major trends of Indian Writing in English.

CO2: Discuss various aspects of literary sensibility and identify the elements of Indianness in representative works.

CO3: Illustrate different narrative styles employed by Indian writers.

CO4: Analyse the prescribed literary texts in detail.

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”

Unit 5 Fiction [All Non-Detailed]
10. R. K. Narayan: The English Teacher
12. Raja Rao: Kanthapura

CORE READING:

Reference:
2. Naik, M. K. *A History of Indian Writing in English*.
3. Students are advised to refer web sources.

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**Semester – 3**

**21ELL202 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.

**COURSE OUTCOMES:**

**CO1:** Recall the basics essential for the four language skills viz., listening, speaking, reading, and writing

**CO2:** Express verbally in different contexts

**CO3:** Interpret and Discuss facts and information in various contexts

**CO4:** Compose professional documents like letters, reports and proposals in proper error-free English

**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.


**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 of short and simple passages—from Malayalam to English
2. Providing captions for photos and pictures

CORE READING:
2. O’Conner, J.D. Better English Pronunciation, CUP.
3. Swan, Michael. Practical English Usage. OUP

REFERENCES:
Jones, Daniel. English Pronouncing Dictionary. 17th Edn. CUP

21ELL204 HISTORY OF ENGLISH LITERATURE: LATE VICTORIAN TO THE MODERN

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.

CO1: Recall the various literary Ages and trace the development of English literature
CO2: Identify the various literary Movements and Socio-political transformations of different eras
CO3: Classify literary works of different periods.
CO4: Illustrate the characteristics of the specific Literary period and major writers of an Age
CO5: Analyse the different literary genres and Narrative styles

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
Avant Garde Movements-Poetry- Eliot- Fiction

CORE READING:
1. Evans, Ifor- A Short History of English Literature, Penguin.

REFERENCES

21ELL201 AMERICAN LITERATURE 4-0-0-4

OBJECTIVES:To give an insight of American culture and social milieu; to help students identify what is distinctly American in American literature; to trace the origin and development of American literature.

CO1: Trace the origin and development of American literature.
CO2: Discuss the structure themes and ideas of the works.
CO3: Analyse the types and movements of American poetry.
CO4: Explain the features of the theatre of Tennesse Williams in the context of American Drams
CO5: Critically apprise American Fiction.

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.
OBJECTIVES: To familiarize students with diverse 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 diverse cultures through a critical evaluation of these writings.

COURSE OUTCOMES:

CO1: state and define with diverse types of life writing such as autobiography, travel writing and memoir.

CO2: identify the features representing the lives of people from diverse cultures.

CO3: illustrate literature as an expression of human values within a historical and social context.

CO4: Examine the various problems prevailing in different societies and cultural groups.

CO5: appraise how others, both famous and not so famous, handled the crises in their lives, found their life mates, raised their families, and pursued their careers.

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

21ELL203 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

CO1: Recognize the factors of the socio-political factors of the Victorian fiction.
CO2: Illustrate the features of Victorian Fiction with reference to the prescribed text
CO3: Analyze the themes concerns and style of the prescribed work.
CO4: Demonstrate the characteristics of Victorian 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:
Semester IV

21ELL212   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.

CO1: Trace the descent of English from the Indo – European family of languages

CO2: Identify the different stages in the evolution of English language

CO3: Critically examine the various influences on English language

CO4: Evaluate the factors that led to the development of English as the lingua francae

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

21ELL213 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.

CO1: Recognize the features of the Shakespearean drama

CO2: Analyse the art and craft of Shakespeare.

CO3: Illustrate themes concerts and style of Shakespearean plays

CO4: Interpret Shakespeare in the light of modern critical perspective.

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
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:


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 deep interest in the subtle thematic and technical experimentations in Canadian literature.

CO1: Recognize the socio - political factors of the Canadian literature.
CO2: Illustrate the features of Canadian Fiction with reference to the prescribed text
CO3: Analyze the themes concerns and style of the prescribed work.
CO4: Demonstrate the characteristics of 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*

**CORE READING:**


**REFERENCES:**

21ENV200 Environmental Science and Sustainability 3-0-0-3

Unit-1

State of Environment and Unsustainability, Need for sustainable Development, Traditional conservation systems in India, People in Environment, Need for an attitudinal change and ethics, Need for Environmental Education, Overview of International Treaties and Conventions, Overviews of Legal and Regulatory Frameworks.

Environment: Abiotic biotic factors, Segments of the Environment, Biogeochemical cycles, Ecosystems (associations, community adaptations, ecological succession, food web, food chain, ecological pyramids), Types of Ecosystems- Terrestrial ecosystems, Ecosystem Services, Economic value of Ecosystem services, Threats to ecosystem and conservation strategies.

Biodiversity: species, genetic ecosystem diversity, origin of life, and significance of biodiversity, value of biodiversity, Biodiversity at global, national and local level. India as a mega diversity nation( Hotspots) protected area network, community biodiversity registers. Threats to biodiversity, Red data book, endangered endemic species of India. Conservation of biodiversity Impacts, causes, effects, control measures, international, legal and regulatory frame works of : climate change, Ozone depiction and pollution

Unit-2

Linear vs. cyclical resource management systems, Need for systems thinking and design cyclical systems, circular economy, Industrial ecology, green technology. Application of these concepts to: water, energy, food, land and forest resources. Waste management.

Unit-3

Common goods and public goods, natural capital, tragedy of commons, cost benefit analysis of development projects, environment impact assessment (EIA), EMP, Green business, Eco-labelling, case studies.

Global and national state of housing and shelter, Urbanisation, effects of unplanned development case studies, impacts of the building and road construction industry on the environment, eco-homes, green buildings, sustainable communities, sustainable cities.

Ethical issues related to resource consumption, intergenerational ethics, need for investigation and resolution of the root cause of unsustainability, traditional value system of India, significance of Holistic value based education for true sustainability.

References:


Semester V

21ELL301 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.

CO1: Discuss the basic tenets of Literary Criticism.
CO2: Define key concepts in Literary criticism
CO3: Explain the works of major critics.
CO4: Interpret literary texts using critical perspectives.

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

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**21ELL303**  
**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.

CO1: Understand different types and movements in Modern poetry  
CO2: Explain the themes, structure and style of Modern Poetry.  
CO3: Analyse prescribed texts critically.  
CO4: Illustrate the features of Modern Poetry with reference to prescribed text

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**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**

T.S. Eliot, “Marina”, “The Journey of the Magi” [Detailed]  
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]  
"Iago Prytherch" [Non-Detailed]  
Ted Hughes “The Jaguar” [Detailed], “The Thought-Fox” [Non-Detailed]
21ELL302 ENGLISH DRAMA: ELIZABETHAN TO VICTORIAN  4-0-0-4

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.

CO1: Recognise the stages of the Eng. Drama from the Elizabethan to the Victorian Age
CO2: Understand the nuances of the English Theater of the age.
CO3: Distinguish between the literary and theatrical aspects of drama.
CO4: Analyse the themes concerns style and structure of prescribed texts.

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 Caeser [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


21ELL305 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.

COURSE OUTCOMES:

CO1: Recognise the profound spiritual and philosophical heritage of India.

CO2: Discuss the significance of spiritual literature.

CO3: Demonstrate the ethical and moral values and the eternal principles in spiritual literature.

CO4: Critique the prescribed poetry from spiritual point of view.

CO5: Interpret the prescribed texts with a deep sense of spiritual understanding.

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:

21ELL304 PHONETICS AND GRAMMAR 4-0-0-4

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.

Course Outcomes.
CO1: Understand the basics of phonetics and English phonology
CO2: Classify and describe English sounds
CO3: Identify the correct pronunciation and intonation pattern and produce phonemic transcriptions
CO4: Use accurate grammatical forms, sentence structures and punctuation
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:

Semester VI

21ELL316 METHODOLOGY OF LITERARY STUDIES AND HUMANITIES
4-0-0- 4

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

COURSE OUTCOMES:

CO1: Define research.

CO2: Interpret the proper tools and techniques of research.

CO3: Identify areas of interdisciplinary research.
Frame a research proposal in clear terms.

Create research plans in a variety of Literary/Humanities subject areas.

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-Ecocriticism-Ecofeminism.

COREREADING:


REFERENCES:
21ELL314 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.

OBJECTIVES:
To expose the students to the features and variety of Life Writing; to approach it as a literary genre; to examine the philosophical and epistemological problems involved in the construction of the self; to make learners familiar with the life and achievements of great personalities.

COURSE OUTCOMES:
CO1: Recognize the various phases of the evolution of Indian writing in English.
CO2: Understand the nuances of the Indian writing in different genres.
CO3: Illustrate the features of Indian writings with reference to prescribed text
    CO4: Analyse the themes concerns style and structure of prescribed texts.
CO5: Critique Indian writing with theoretical framework

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”
Gieve Patel - “On Killing a Tree”
Temsula Ao – “Prayer of a Monolith”
Saleem Peeradina: “The Lesson”
Suniti Namjoshi: “Speech”

**Unit-3 Drama**

Manjula Padmanabhan: *Harvest [Detailed]*
Mahesh Dattani: *Dance Like a Man [Non-Detailed]*

**Unit-4 Fiction [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”
Jhumpa Lahiri “The Brotherly Love”

**Core Reading:**

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

**References**

10. Online sources
Objectives: To expose the learner 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.

CO1: Understand different types and movements in Modern fiction.
CO2: Explain the themes, structure and style of Modern Fiction.
CO3: Analyse prescribed texts critically.
CO4: Illustrate the features of Modern Fiction with reference to prescribed text

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:

21ELL311 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.

CO1: Recognise the stages of the Eng. Drama to Modern Drama.
CO2: Understand the nuances of the English Theater of the age.
CO3: Distinguish between the literary and theatrical aspects of drama.
CO4: Analyse the themes concerns style and structure of prescribed texts.

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. *RiderstotheSea*
Edward Bond. *Lear*

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

**Core Reading:**


**REFERENCES:**


**21ELL313 Indian Aesthetics 3-0-0-3**

Objectives: To introduce students to the Indian critical traditions and inculcate a comparative approach in literary studies.

CO1: Trace the development of Indian critical traditions.
CO2: Understand the philosophic foundations of the Indian Aesthetic tradition.
CO3: Explain various schools and exponents of Indian Aesthetic theories.
CO4: Understand the basic theories and concepts proposed by the ancient Indians.
CO5: Compare Western and Eastern Aesthetics and understand the differences

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:

References

21ELL315 Life Writing-II 4-0-0-4

OBJECTIVES:
To expose the students to the features and variety of Life Writing; to approach it as a literary genre; to examine the philosophical and epistemological problems involved in the
construction of the self; to make learners familiar with the life and achievements of great personalities.

**COURSE OUTCOMES:**

**CO1:** Recognize the structures of biography and autobiography as distinct forms of literature.

**CO2:** Compare and contrast the ways in which perceiving an individual is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.

**CO3:** Recognize how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.

**CO4:** Analyze and connect biographical and autobiographical texts to their historical, political and cultural contexts.

**CO5:** Critique Life writing with theoretical framework

**Unit 1**
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.

**21ELL399** Project (for Exit-option students) 6

Candidates who desire to exit the programme at the end of the sixth semester may do so on specific request to the Head of the institution. The request should be given in the fourth semester itself. Such students shall undertake a six credit project, during the summer term, in the third year of the programme. They have to complete all the credit requirements prescribed up to the end of the sixth semester. The project will start at the beginning of the fifth semester and will be credited during the sixth semester. It will be done under the supervision of the faculty member. It is expected to be a critical study on any relevant aspect of literature (35-40 pages) based on the methodology of literary research.

**SEMESTER VII**

**21ELL502** LINGUISTICS 4-0-0-4

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:

21ELL501  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:

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”

RomeshGunasekera “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
REFERENCES:


21ELL504      SHAKESPEARE STUDIES  4 -0 -0- 4

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 Ceaser
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:


Semester 8

21ELL513   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


**21ELL511 ENGLISH POETRY – 19TH CENTURY 4-0-0-4**

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:


21ELL512 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)
Ramsewardayal 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. Bezdwarah) [Non-Detailed]
Sitanshu Yashaschandra “Magan’s Insolence” (Gujarati, Tr. Saleem Peeradina) [Non-Detailed]
Khadar Mohiuddin “A Certain Fiction Bit Me” (Telugu, Tr. Velcheru Narayanan 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]
Agyeya. “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

**RESEARCH METHODOLOGY FOR LANGUAGE AND LITERATURE**

**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:**

**LITERARY THEORY-II**

**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**
CORE READING:
3. Bhabha, Homi. The Location of Culture. UK: Routledge Classics, 2017
7. Online sources

REFERENCES:

21ELL601 ENGLISH POETRY - 20TH CENTURY  4 -0- 0-  4

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
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

21ELL602 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:**

**Semester 10**

**21ELL612 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-Auteur 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**

**SELECT FILMS 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: PatherPanchali
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 JakoleLothe

21ELL611 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:**

**21ELL613 WRITING FROM THE MARGINS**

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]**

NamdeoDhasal: “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. ShanmugamChettiar: “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]**

BadalSircar: *EvamIndrajit*

**CORE READING:**


7. Online Sources

**REFERENCES:**


3. Irigaray, Luce. *This Sex which is Not One*. Trans. Catherine Porter and Carolyne Burke.


**21ELL699**  
**Dissertation**  

Students have to do a 8 credit dissertation (45-50 pages) on a researchable topic in the tenth semester of the programme. They will be put under supervisors in the beginning of the semester and can choose their topic in discussion with them. The dissertation is expected to be of an original nature and should be as per the latest methodology of literary research. While choosing the topic for dissertation students are advised not to confine themselves to what they have studied as part of the syllabus. It is always desirable to go beyond the syllabus and attempt a critical investigation into some aspects of contemporary literature. The overall idea is to inculcate an aptitude for research among the students and to make them familiar with the latest in research methodology.

**21ELL681**  
**Practical Course titles Current Affairs and Debate**  

0 0 2 1
Electives A&B (Fourth and Fifth Semester)

21ELL331 CREATIVEWRITINGINENGLISH 3-0-0-3

Objectives: To introduce the concept of creative writing; to familiarize students with the process of writing poetry, fiction, and drama; to train students to write the various forms; to prepare students to write for the media; to encourage students to write for publication.

Unit 1
INTRODUCTION TO CREATIVE WRITING
Creativity - inspiration - art - propaganda - madness - imagination - Creative writing/teaching of - importance of reading

Unit 2
THE ART AND CRAFT OF WRITING
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
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 a discussion on the various aspects may be undertaken later in class. It could also be done as a group activity in class 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 is to 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/her 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:

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,
21ELL333  TEACHING OF ENGLISH FOR INDIAN STUDENTS 3-0-0-3

Objectives: To enable the students to master the basics of teaching of English in the Indian context; to expose them to the nuances of the art and science of teaching English language in Indian classrooms over coming the problems posed by the interference of the mother tongue.

Unit 1 Problems and Principles
TheroleofEnglish inIndia-
Objectives of the teaching of English in India- Theories of language learning- cognitive, behaviourist, communicative competence, learning vs. acquisition, speech act theory-
Differences between first and second language learning-
Individual variation in language learning performance: language aptitude, motivation and age.

Unit 2 Approaches to Syllabus Design
Structural-Situational-Functional-Communicative-Emergent (Process vs. Product)

Unit 3 Approaches to Teaching Design
Audio-Lingual (structural drills)-
Grammar Translation (rules and exercise)- Bilingual (use of the mother tongue)-
situational and communicative- 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 a 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 language teaching programmes- Testing and evaluation.

CORE READING:

REFERENCES:


**21ELL334 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**

**Unit 4**
Resume (cover letter, resume, and vitae) Memorandums (regarding weekly reading) Interview - 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"

21ELL332 English for Media Communication 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.
CO1 Introduce the basic concept of communication
CO2 Provide an insight into the various types of mass media
CO3 Enable the students to understand the relationship between media and society
CO4 Impart practical skills in interviewing and compeering
CO5 Provide a hands-on experience of newspaper designing

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

Unit 2 Types of Mass Media
Journalism - (Design a daily (Newspaper) - for internal assessment only) - (News for the day by the news presenter - for internal assessment only) Cinema - (Reviews of award winning movies - or a hand written - for internal assessment only) Television - Advertising - (prepare advertisements for schools/ colleges/ commercial products/films - for internal assessment only) Folk Media

Unit 3
Mass Communication in Society
Uses and Effects of Mass Media

Unit 4
Television Journalism - Interviewing - (Imagine an interview with a popular personality and record it - for internal assessment only)
Compeering -(Compeering for programmes - for internal assessment only)

Unit 5
Design a manuscript/lab journal

REFERENCES:
1. From Script to Screen, Sharda. M. Kaushik

Electives I, II, III & IV (8th, 9th and 10th Semesters)

21ELL636 POSTCOLONIAL POETRY 3-0-0-3
**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]
Yasmine Gooneratne ‘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]

**COREREADING:**
1. Online Sources

**REFERENCE:**

**21ELL631 COMPARATIVE LITERATURE 3-0-0 -3**
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. Ayyappa Paniker: ‘The Western Epic Tradition and Ezhuthachan’s Epics’

**Unit 2**
Thematology- Motifs, Myths and Archetypes- The study of Themes.

**Unit 3**
Genealogy- 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:

21ELL632 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:

21ELL634 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),
Carlos Fuentes: “The Doll Queen” (Mexico), Julio Cortazar: “The Uncanny Sense” (Argentine-French).

Unit 5: Autobiography [Non-detailed]
Reinaldo Arenas: Before Night Falls: A Memoir (Cuba)

CORE READING:
REFERENCE:
Online Sources.

21ELL633 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

**21ELL635**  
**METHODS OF TEACHING ENGLISH LANGUAGE  
3-0-0- 3**

Objectives: To introduce the students to the field of language teaching 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 to the latest innovations in the field of Language Teaching.

**Unit 1**

**Unit 2**

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 working on CALL.

CORE READING:

REFERENCES:

21ELL637 TRANSLATION STUDIES 3-0-0-3

Objectives: To expose the student 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 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:

21ELL638 TWENTIETH CENTURY AMERICAN LITERATURE 3- 0- 0- 3

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]
Robert Frost: “Mending Walls”, “After Apple Picking”,
Wallace Stevens: “The Sunday Morning”,
E.A. Robinson: “Miniver Cheevy”,
Ezra Pound: “An Immortality”.

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:**