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.

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:

18ELL102 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.


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

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


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]
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
Hillaire 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]

CORE READING:

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. R. Dutt: "Our Casuarina Tree"
5. Sarojini Naidu: "In the Bazaars of Hyderabad"

Unit 4 Poetry [All Detailed]
6. Jayanta Mahapatra: "Evening Landscape by the River"
Unit 5 Fiction [All Non-Detailed]
10. R. K. Narayan: The English Teacher
12. Raja Rao: Kanthapura

CORE READING:

Reference:
3. Students are advised to refer web sources.

18ELL201 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.

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

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-1 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*.
3. Frank, Anne. *The Diary of a Young Girl*.
4. Online Sources

REFERENCES:

4. Online Sources

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**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.

**I8ELL211 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:

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 experiments 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" [NonDetailed]

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


**REFERENCES:**


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**18ELL231 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 important of reading

**Unit 2**

**THE ART AND CRAFT OF WRITING**
Unit3
MODESOFCREATIVEWRITING
a) POETRY
Definitions-functionsoflanguage-poetryandprose-shape,form,andtechnique
-rhyme andreason-fixed forms andfree verse-modes ofpoetry:lyrical,narrative,drmatic-
voices-IndianEnglishpoets-interview-verseforchildren
-problems withwritingpoetry-writingpoetry-Workshops
b) FICTION
Fiction,non-fiction-importanceofhistory-literaryandpopularfiction-short story and novel-
interview-writing fiction forchildren-children's literature-interview
-c) DRAMA
Dramaplot-characterization-verbalandonverbalelements-overviewofIndian Englishtheatre-
stylesofcontemporarytheatre-Indianplaywrights-interview-writingforfilms-screenplay-
children's theatre-writingdrama-workshops
Unit4
WRITINGFORTHETHEMEDIA
Printmedia-broadcastmedia-internet-advertising
Unit5
PUBLICATIONTIPS
Revising andrewriting-proof reading-editing-submitting manuscriptfor publication-
summary
EXTENSIONACTIVITY(READING)
A reading of afew pieces of creative writing of well-known authors is to be undertakenasanextendedactivity.Thereadingmaybedoneasaclass room activityundertheguidance
ofteacheroroptionally,studentsreadthepiecesat
homeandadiscussiononthevariousaspectsmaybeundertakenlaterin class. It could also bedone as
agroup activity inclassroom withthegroup leader
presentingthesummaryoftheideasgeneratedatthediscussion.Loudreadingof poems
andstoriesandroleplays ofsectionsofplaysistobe encouraged.A sample collectionofpieces
isgiven. The listisonlysuggestive.Aresourceful
teacherisfreetoselectanynumberofpiecesofhis/herchoice. Beinganopen
course,suchanactivitywillbeofaseriousnature.
POETRY
Wordsworth:TheSolitaryReaper
RobertFrost:StoppingbytheWoodsonaSnowyEvening
Shakespeare:ShallIcomparetheetoasummer'sday?
PabloNeruda:TonightICanWrite
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
3. A Guide to Writing about Literature
   Sylvan Bemet, William E. Cain
   New Delhi, Pearson, 2006

CYBER RESOURCES:
http://www.chillibreeze.com/articles_various/creative-writer.asp
http://www.contentwriter.in/articles/writing/
http://www.cbse.nic.in/cw-xii/creative-writing-xii-Unit-1.pdf (downloadable tree)

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)-forinternalassessmentonly)-(News for the
day by the news presenter - for internal assessment only) Cinema -
(Reviewsofawardwinningmovies-oralandwritten-forinternalassessment
only)Television – Advertising -(prepare advertisementsforschools/ colleges/
commercialproducts/films-forinternalassessment only)Folk Media

Unit3
MassCommunicationinSociety
UsesandEffectsofMassMedia

Unit4
TelecommunicationandtheInformationTechnology
InformationRevolution

Unit5
Television Journalism–Interviewing - (Imagine an interview with a popular
personalityandrecordit-forinternalassessment only)
Compering – (Comperingforprogrammes-forinternalassessmentonly)

REFERENCES:
1. FromScripttoScreen, Sharda.M.Kaushik
2. MassCommunicationinIndia, Keva/ J.Kumar.JaicoPublishingHouse,

18ELL233 TEACHINGOFENGLISHFORINDIANSTUDENTS 3-0-0-3

Objectives: ToenablethestudentstomasterthebasicsofteachingofEnglishintheIndian
context; toexposethestudentstothe nuancesof theartandscienceof teaching English
languageinIndianclassroomsovercomingthe
problemsposedbytheinterferenceofthemother tongue.

Unit1 ProblemsandPrinciples
Theroles of English in India—Objectives of the teaching of English in India—
Theoriesoflanguagelearning-cognitive,behaviourist,communicative competence,
learningvs.acquisition,speechacttheory—Differencesbetweenfirstandsecond languagelearning—
Individualvariationinlanguagelearningperformance:languageaptitude,motivationandage.

Unit2 ApproachestoSyllabusDesign
Structural-Situational-Functional-Communicative-Emergent(Process vs.Product)

Unit3 ApproachestoTeachingDesign
Audio—Lingual(structuraldrills)—GrammarTranslation(rulesandexercise)—
Bilingual(useofthemother tongue)—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 language teaching programmes – Testing and evaluation.

**CORE READING:**

**REFERENCES:**

**I8ELL234 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 -
Discursoral presentations - Professional Presentations - . Style in technical writing.

Unit 4
Resume (cover letter, resume, and vitae) Memorandum (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, "Desk Top Type: Tradition and Technology"

I8ELL301 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

Unit2
Classical Criticism-Introduction to Aristotle, Longinus, Horace-basic concepts

Unit3
Renaissance and Neo-classical Criticism-Sir Philip Sidney-‘Defence of Poetry’-Basic precepts of Dryden, Pope and Dr. Johnson in criticism

Unit4
Romantic and Victorian Criticism- Wordsworth-‘Preface to Lyrical Ballads’-Coleridge-‘BiographiaLiteraria’ (Chapter XIV)- Matthew Arnold-‘The Function of Criticism in the Present Time’

Unit5
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

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]
"lagoPrytherch" [Non-Detailed]
Ted Hughes, "The Jaguar" [Detailed], "The Thought-Fox" [Non-Detailed]

CORE READING:
3. Online Sources

REFERENCES:

18ELL303 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.

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—Ecocriticism—Ecofeminism

COREREADING:


REFERENCES:

1. Eagleton, Terry. “What is Literature?”
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]

Meena Kandasamy- “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

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:**
8. Lawrence, D H. *Sons and Lovers.* Wordsworth Editions Ltd; Reprint edition, 1992

**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:

References

18ELL316 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.

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.