Unit I


Unit II

Word processing, MS Word


Unit III

Spreadsheet: MS Excel.


Unit IV


Unit V


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

CORE READING:

1. Microsoft Office 2000 Complete, BPB Publications
REFERENCES:

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

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

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

Unit 1
General introduction
Pre-Chaucerian era

Unit 2
Chaucer – life and works

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

Unit 4
Shakespeare- life and works

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

REFERENCES:

**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**
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:**
1. Nayar. Pramod K. *English Poetry from the Elizabethans to the Restoration*. Hyderabad:
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]
Hazzlitt “On Familiar Style”[Detailed], Leigh Hunt: “Getting up on Cold Mornings” [Non-Detailed]

Unit 2
John Ruskin: "On Books and Reading”[Detailed]
R.L. Stevenson: "An Apology for Idlers”[Detailed]
AG Gardiner: "On Saying Please”[Non-Detailed]
Stephen Leacock: “My Lost Dollar”[Non-Detailed]

Unit 3
Robert Lynd: "In Praise of Mistakes”[Detailed]
GK Chesterton: “The Worship of the Wealthy”[Detailed]
Unit 4
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. RabindranathTagore: "Chitra"

Unit 4 Poetry [All Detailed]
5. Toru Dutt: "Our Casuarina Tree"
6. Sarojini Naidu: "In the Bazaars of Hyderabad"
7. Kamala Das: "Introduction"
8. Nissim Ezekiel: "Entertainment"
9. Jayanta Mahapatra: "Evening Landscape by the River"
Unit5 Fiction [All Non-Detailed]
10. R. K. Narayan: *The English Teacher*
11. Mulk Raj Anand: *Untouchable*
12. Raja Rao: *Kanthapura*

CORE READING:

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

**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 webspources.

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

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

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

Unit 2
Orhan Pamuk: Istanbul-Memories and the City

Unit 3
Amitav Ghosh: In an Antique Land
Unit 4

APJ Abdul Kalam: Wings of Fire

Unit 5

Anne Frank: The Diary of a Young Girl

CORE READING:

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

REFERENCES:

3. Parke, Catharine N. Writing Lives (Genres in Context), New York: Prentice Hall.
4. Online Sources

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

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

Unit 1

Introduction to Victorian Fiction-Characteristics-Major Writers.

Unit 2

Jane Austen: Sense and Sensibility

Unit 3

Charles Dickens: Christmas Carol

Unit 4

George Eliot: Silas Marner
Unit 5

Thomas Hardy: *Under the Greenwood Tree*

**CORE TEXTS:**


**REFERENCES:**

5. Websources.

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

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

**Unit-1**


**Unit-2**

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

**Unit-3**

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

**Unit-4**

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

**Unit-5**

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

Unit-1
Introducing Shakespeare- Growth and development of Shakespeare’s mind and art- Elizabethan theatre - Introducing Shakespearean Comedy and its features-Shakespearean tragedy and its features-sources of Shakespeare- Types of Shakespearean plays

Unit-2
The Merchant of Venice[Detailed]

Unit-3
Hamlet [Detailed]

Unit-4
Antony and Cleopatra[Non-detailed]

Unit-5
Coriolanus [Non-detailed]

CORE READING:
1. The Merchant of Venice
2. Hamlet
3. Antony and Cleopatra
4. Coriolanus

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


18ELL213 CANADIANLITERATURE 4-0-0-4

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 experimentation in Canadian literature.

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

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

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

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

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


REFERENCES:


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

Unit 4
WRITING FOR THE MEDIA
Print media—broadcast media—internet—advertising

Unit 5
PUBLICATION TIPS
Revising and rewriting—proof reading—editing—submitting manuscript for publication—summary

EXTENSION ACTIVITY (READING)
A reading of a few pieces of creative writing of well-known authors is to be undertaken as an extended activity. The reading may be done as a class room activity under the guidance of the teacher or optionally, students read the pieces at home and discuss the various aspects may be undertaken later in class. It could also be done as a group activity in the classroom with the group leader presenting the summary of the ideas generated at the discussion. Loud reading of poems and stories and role plays of sections of plays 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**
2. Write from the Heart: Unleashing the Power of Your Creativity Hal Zina Bennett California, New World Library, 2001

**CYBERRESOURCES:**
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 - (Reviews of award-winning movies-oralandwritten-forinternalassessment only) Television -Advertising -(prepare advertisements for schools/ colleges/commercial products/films-forinternalassessment only) Folk Media

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

Unit 4
Telecommunication and the Information Technology
Information Revolution

Unit 5
Television Journalism—Interviewing - (Imagine an interview with a popular personality and record it— for internal assessment only) Compering—(Comperingforprogrammes— for internal assessment only)

REFERENCES:
1. From Script to Screen, Sharda M. Kaushik
2. Mass Communication in India, Keval J. Kumar Jaico Publishing House,

18ELL233  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 the students to the nuances of the art and science of teaching English language in Indian classrooms overcoming the problems posed by the interference of the mother tongue.

Unit 1 Problems and Principles

The role of English in India—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 Approach to Syllabus Design

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

Unit 3 Approach to Teaching Design

Audio—Linguai(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 a language teaching program—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**
Present interview findings to the class. Grammar Basics. Punctuation, Proofreading.

Unit 2

Unit 3

Discuss oral presentations—Professional Presentations—Style in technical writing.

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

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

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

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

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

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

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

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

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

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

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

REFERENCES:
7. Online Sources
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]
"Iago Prytherch" [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 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

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

**Prescribed Texts:**


**REFERENCES:**


18ELL305 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.

**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**


**CORE READING:**


**REFERENCES:**

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

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

Unit 1

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

Unit 2- Poetry[All Detailed]

MeenaKandasamy- “Aggression”
GievePatel- “On Killing a Tree”
TembusaAo – “Prayer of a Monolith”
Saleem Peeradina: “The Lesson”
Suniti Namjoshi: “Speech”

Unit-3Drama

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

Unit-4Fiction[All Non-Detailed]

Upamanyu Chatterjee: English, August: An Indian Story
Rohinton Mistry: Such a Long Journey

Unit 5 Short Story[All Non-Detailed]

Mahasweta Devi “The Breast Giver”
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:**
1. Devy, G.N. *Indian Literary Criticism*. Orient BlackSwan, 2010

**References**

18ELL316 Life Writing-II 4–0–0–4

Objectives: To expose the student 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.