



**Department of Humanities and Social Sciences**

# **BA English Language and Literature**

**CURRICULUM AND SYLLABUS**

**(2021)**

## **PROGRAMME SPECIFIC OUTCOMES (PSO)**

PSO1 - Read, interpret, and write about a diverse range of texts in English, for example literature, film, digital media, and popular culture.

PSO2 - Understand the texts analytically and critically.

PSO 3 - Understand the texts on the basis of careful close reading.

PSO 4 – Educate students to write critical essays on the prescribed topics, motivating them to engage in genuine research work at the post-graduation level.

## **PROGRAMME OUTCOMES (PO)**

PO1- Comprehend the world of literature and diverse literary works.

PO2 - Acquire a thorough knowledge of the historical, literary and theoretical aspects of literature.

PO3 - Explore how literary works are to be analysed, by promoting research thinking and exploration.

PO4 - Get transformed into accomplished and active readers and writers, enabling the students to focus on their higher studies

PO5 - Value literature and humanity

PO6 - Understand the development of language as used in works of literature.

PO7 - Effective Communication: listen, speak, read, and write clearly in person and through electronic media in foreign and Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO8 - Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context.

**Curriculum & Syllabus**  
**BA- English Language and Literature**  
**Revised w.e.f 2021 onwards**  
**Curriculum**

**SEMESTER I**

Course Code	Course Title	L-T-P	Cr	ES
21ENG101	Communicative English	2 0 2	3	
	Language Paper 1	2 0 0	2	
21ELL103	History of English Literature: The Pre-Chaucerian to The Jacobean	4 0 0	4	
21ELL101	English Poetry: The Chaucerian to The Jacobean	4 0 0	4	
21ELL102	English Prose: The Elizabethan to The Augustan	4 0 0	4	
21CSA101	Introduction to Computing	1 0 2	2	D
21CUL101	Cultural Education I	2 0 0	2	F
		<b>Total</b>	<b>21</b>	

**SEMESTER II**

Course Code	Course Title	L-T-P	Cr	ES
21ENG111	Professional Communication	1 0 2	2	
	Language Paper II	2 0 0	2	
21ELL113	History of English Literature: The Augustan to The Victorian	4 0 0	4	
21ELL111	English Poetry: The Augustan to The Victorian	4 0 0	4	
21ELL112	English Prose: The Romantic to The Modern	4 0 0	4	
21ELL114	Indian Writing In English - I	3 0 0	3	
21CUL111	Cultural Education II	2 0 0	2	F
		<b>Total</b>	<b>21</b>	

**SEMESTER III**

Course Code	Course Title	L-T-P	Cr	ES
21ELL202	Communicative English (Advanced)	2 0 4	4	
21ELL204	History of English Literature: The Late- Victorian to The Modern	4 0 0	4	
21ELL201	American Literature	4 0 0	4	
21ELL205	Life Writing-I	4 0 0	4	
21ELL203	English Fiction: Victorian	4 0 0	4	
21SSK201	Life Skills-I	1 0 2	2	G
21AVP201	Amrita Values Programme I	1 0 0	1	F
		<b>Total</b>	<b>23</b>	

<b>SEMESTER IV</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>L-T-P</b>	<b>Cr</b>	<b>ES</b>
21ELL212	History of English Language	4 0 0	4	
21ELL213	Shakespeare	4 0 0	4	
21ELL211	Canadian Literature	4 0 0	4	
21ENV200	Environmental Science and Sustainability	3 0 0	3	H
	Elective A	3 0 0	3	
	Open Elective A	3 0 0	3	J
21SSK211	Life Skills-II	1 0 2	2	G
21AVP211	Amrita Values Programme II	1 0 0	1	F
		<b>Total</b>	<b>24</b>	

<b>SEMESTER V</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>L-T-P</b>	<b>Cr</b>	<b>ES</b>
21ELL301	Elements of Literary Criticism	4 0 0	4	
21ELL303	English Poetry: Modern	4 0 0	4	
21ELL302	English Drama: Elizabethan to Victorian	4 0 0	4	
21ELL305	Spiritual Literature	4 0 0	4	
21ELL304	Phonetics and Grammar	4 0 0	4	
	Elective B	3 0 0	3	
21ELL390	Live - in - Lab/ Open Elective B	3 0 0	3	J
21SSK301	Life Skills III	1 0 2	2	G
		<b>Total</b>	<b>28</b>	

<b>SEMESTER VI</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>L-T-P</b>	<b>Cr</b>	<b>ES</b>
21ELL316	Methodology of Literary Studies and Humanities	4 0 0	4	
21ELL314	Indian Writing In English-II	4 0 0	4	
21ELL312	English Fiction: Modern	4 0 0	4	
21ELL311	English Drama: Modern	4 0 0	4	
21ELL313	Indian Aesthetics	3 0 0	3	
21ELL315	Life Writing II	4 0 0	4	
		<b>Total</b>	<b>23</b>	
21ELL399	Project (for Exit- option students)		6	
		<b>Total</b>	<b>29</b>	

**Electives**

Course Code	Course Title	L-T-P	Cr	ES
<b>ELECTIVES A &amp; B (any two)</b>				
21ELL331	Creative Writing in English	3 0 0	3	
21ELL332	English for Media Communication	3 0 0	3	
21ELL333	Teaching of English for Indian Students	3 0 0	3	
21ELL334	Technical and Professional Writing	3 0 0	3	

**LANGUAGES**

<b>LANGUAGES</b>										
	<b>Paper I</b>					<b>Paper II</b>				
21HIN101	Hindi I	2 0 0	2	B		21HIN111	Hindi II	2 0 0	2	B
21KAN101	Kannada I	2 0 0	2	B		21KAN111	Kannada II	2 0 0	2	B
21MAL101	Malayalam I	2 0 0	2	B		21MAL111	Malayalam II	2 0 0	2	B
21SAN101	Sanskrit I	2 0 0	2	B		21SAN111	Sanskrit II	2 0 0	2	B
21TAM101	Tamil I	2 0 0	2	B		21TAM111	Tamil II	2 0 0	2	B

**First Semester**

**21ENG101**

**COMMUNICATIVE ENGLISH**

**2023**

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

**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:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	0	2	0	0	0	0	1
CO2	3	2	3	2	0	2	0	1
CO3	3	2	3	3	0	2	0	1
CO4	3	3	3	2	0	1	0	1
CO5	3	3	3	2	2	3	0	1

**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
4. M Nagarajan, T Sashisekaran, S Ramamurthy *Indian Prose for Effective Communication: A Practical Programme for Colleges* Trinity Press (An imprint of Laxmi Publications Pvt. Ltd.

#### **REFERENCES:**

5. Ruskin Bond, *Time Stops at Shamli and Other Stories*, Penguin Books India Pvt Ltd, 1989
6. Martinet, Thomson, *A Practical English Grammar*, IV Ed. OUP, 1986.
7. Murphy, Raymond, *Murphy’s English Grammar*, CUP, 2004

**21ELL103      History 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:**

1. Ifor Evans. *A Short History of English Literature*. Penguin.
2. Hudson, William Henry. *An Outline History of English Literature*, B.I Publications
3. Prasad B. *A Background to the study of English Literature*. Rev. ed. Chennai Macmillan
4. Compton Rickett. *A History of English Literature*.



**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.

**Course Outline**

Poetry - definition - the poetic language - classification. Chaucerian age - characteristics of poetry -major poets -Elizabethan sonnet. Metaphysical poetry –its characteristics -use of conceit, hyperbole -major poets. Restoration Age - Puritanism – characteristics-Jacobean Age.

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:**

1. Board of Editors. *Poetry Down the Ages*. Hyderabad: Orient Black Swan, 2010
2. Palgrave, F.T. *The Golden Treasury*. New Delhi: Rupa Classics, 2006
3. Barua, D.K. *Whispering Reeds*. Calcutta: Oxford University Press, 1995
4. *Paradise Lost* Book 1

**REFERENCES:**

1. Nayar. Pramod K. *English Poetry from the Elizabethans to the Restoration*. Hyderabad: Orient Black Swan, 2012
2. Wells, Stanley and Lena Cowen Orlin. Eds. *Shakespeare: An Oxford Guide*. OUP, New Delhi, 2007.

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

**Course Outline** - Types of essays - persuasive, descriptive, satirical, argumentative and expository -diaries -travel writing - speeches. Bacon -Father of English essay. Major essayists.

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:

1. Nayar. M.G.A *Galaxy of English Essayists*. Macmillan
2. Thampi, GB.Mohan. *Reflections*. New Delhi: Pearson. 2012

### REFERENCES:

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

Cairncross, A S. Ed. *Eight Essayists*.Gross, John. *The Oxford Book of Essays*. OUP, 2008.

**Unit 1**

Introduction to Windows: Basics of Windows, The User Interface – Using Mouse and Moving Icons on the Screen, The My Computer Icon, The Recycle Bin, Status Bar, Start and Menu & Menu selection, Running an Application, Windows explorer, viewing a file, folders and directories, search for files and folders, create, save, edit, move and delete files and folders, opening and closing of windows. Windows setting – control panels, wall papers and screen savers, setting date and sound, concept of menu using help. Advanced windows – using right button of mouse, creating short cuts, basics of window set up, note pad, window accessories.

**Unit 2**

Word processing, MS Word

Word processing basics – an introduction, menu bar, using the icons below menu bar. Page setter, page background, printing. Text creation and manipulation, paragraphs and tab setting, text selection, cut, copy and paste options, font size. Alignment of texts, formatting the text, changing colour, paragraph indenting. Use of tab and tab setting. Inserting header and footer – page numbers, comments, foot notes, citations, caption, index, pictures, files, book mark, hyper link. Multiple documents, table manipulation, printing, print preview language utilities, spelling and grammar check – mail merge options, password locking, view – macros document views.

**Unit 3**

Spreadsheet: MS Excel.

Elements of electronic spreadsheet, application. Menu bar, creation of cells, addressing of cells, insert: tables, charts, illustrations, links, texts. Page layout – themes, setup, scale, sheet, arrange. Auto formatting, conditional formatting, auto correct, arranging windows – freeze pane – hiding windows. Providing formulas – using basic functions and other basic functions data.

**Unit 4**

MS Power point – presentation application, duplicate slides, inserting slides, slides from auto layout. Slide views, slide layouts, design templates. Slide show, customize show. Inserting header and footer, date and time, hyperlink. Format – font, numbering. Custom animation, slide transition. Application integration: create linked objects between spreadsheets and word processing documents, embed word processing documents into spreadsheets.

**Unit 5**

WWW and web browsers: web browsing software. Surfing the internet: printing and saving portion of web page, downloading, favourites, book marks, return to favourite internet sites, use tabbed browsing, safely browse the internet.

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
2. *Dinesh Maidasani – Learning Computer Fundamentals, MS Office and Internet and Web Technology*, Laxmi Publications.

**REFERENCES:**

1. *S. Jain – MS Office 2010 Training Guide*, BPB Publication.
2. *John Walkenbach Herb Tyson Michael R. Groh Faithe Wempen Lisa A. Bucki – Microsoft Office 2010 Bible*, Wiley India.
3. *Michael Price – 2010 in Easy Steps*, TMH.

**Semester Two****21ENG111****PROFESSIONAL COMMUNICATION****1 0 2 2****(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.**CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	0	0	0	0	1
CO2	3	3	3	2	1	1	0	1
CO3	3	2	3	2	1	1	0	1
CO4	3	3	3	2	1	1	0	1
CO5	3	3	3	2	2	2	0	2

## **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**

1. Felix Eskey. *Tech Talk*, University of Michigan. 2005
2. Michael Swan. *Practical English Usage*, Oxford University Press. 2005
3. Anderson, Paul. *Technical Communication: A Reader Centred Approach*, V Edition, Harcourt, 2003.
4. Raymond V. Lesikar and Marie E. Flatley. *Basic Business Communication*, Tata McGraw Hill Pub. Co. New Delhi. 2005. Tenth Edition.
5. Thampi, G. Balamohan. *Meeting the World: Writings on Contemporary Issues*. Pearson, 2013.
6. Lynch, Tony. *Study Listening*. New Delhi: CUP, 2008.
7. Kenneth, Anderson, Tony Lynch, Joan Mac Lean. *Study Speaking*. New Delhi: CUP, 2008.
8. Marks, Jonathan. *English Pronunciation in Use*. New Delhi: CUP, 2007.
9. Syamala, V. *Effective English Communication for You (Functional Grammar, Oral and Written Communication)*: Emerald, 2002.

**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*.
2. Arthur Compton-Rickett. *A History of English Literature*. Thomas Nelson and Sons Ltd.
3. Peck, John and Martin Coyle. *A Brief History of English Literature*. Indian Edition: Palgrave
4. Alexander Michael. *A History of English Literature*. Chennai: Palgrave Macmillan

## REFERENCES:

1. Legouis, Emile, Cazamian. *A Short History of English Literature*. OUP
2. Ford, Boris (Ed.) *The Pelican Guide to English Literature*. Penguin Books
3. Thornley, G C and Gwyneth Roberts. *An Outline of English Literature*, Pearson, 2011.
4. Richard Cronin, Alison Chapman, Anthony H. Harrison. Eds. *A Companion to Victorian Poetry*. London: Wiley-Blackwell

**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.

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

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 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:**

1. Board of Editors. *Poetry Down the Ages*. Hyderabad: Orient BlackSwan, 2010
2. Palgrave, F.T. *The Golden Treasury*. New Delhi: Rupa Classics, 2006
3. Harrison, G.B. *Penguin Book of English Poetry*. UK: Penguin Books
4. Klarer Mario. *An Introduction to Literary Studies*. Routledge, 2009.

#### **REFERENCES:**

1. Board of Editors. DAV College. *Light and Delight*, Part II, Macmillan. 2000
2. Jain, Jasbir. *Strings of Gold Part 3: An Anthology of Poems*, Macmillan
3. Students are recommended to read poems from popular anthologies.

**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—19<sup>th</sup> and 20<sup>th</sup> 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**]

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**

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**]

### **CORE READING:**

1. Nayar, M.G. *A Galaxy of English Essayists*. Macmillan
2. Thampi, G.B. Mohan. *Reflections*. New Delhi: Pearson, 2012
3. Gross, John. *The Oxford Book of Essays*. Oxford: OUP, 2008.
4. Cairncross, A S. Ed. *Eight Essayists*.

## **FURTHER READING**

1. Board of Editors. *Strings of Gold*. Hyderabad: Orient BlackSwan.2008
2. Williams,W.E.*A Book of English Essays*. New Delhi: Penguin Books.1992
3. Klarer Mario. *An Introduction to Literary Studies*. Routledge, 2009.
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 19<sup>th</sup> to the late 20<sup>th</sup> 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.RuskinBond:"The Thief"
- 2.KhushwantSingh:"The Mark of Vishnu"
- 3.K A Abbas: "The Refugee"

### **Unit 3 Drama [Detailed]**

- 4.Rabindranath Tagore: "Chitra"

### **Unit 4 Poetry [All Detailed]**

- 5.ToruDutt: "Our Casuarina Tree"
- 6.Sarojini Naidu: "In the Bazaars of Hyderabad"
7. Kamala Das: "Introduction"
8. Nissim Ezekiel: "Entertainment"
9. JayantaMahapatra: "Evening Landscape by the River"

**Unit 5 Fiction [All Non-Detailed]**

10.R. K. Narayan: *The English Teacher*

11.MulkRajAnand:*Untouchable*

12.RajaRao:*Kanthapura*

**CORE READING:**

1. Murthy. M.G Narasimha. *Famous Indian Stories*. Hyderabad: Orient BlackSwan.2009

2. Narayan, R. K. *The English Teacher*. Indian Thought Publishers, Chennai.

3. Anand, MulkRaj. *Untouchable*. Arnold Publishers, 1981.

4. Rao, Raja. *Kanthapura*. Orient Paperbacks, 2005

5. Gokak, V K. Ed. *The Golden Treasury of Indo-Anglian Poetry ; 1828-1965*. Delhi: SahityaAkademi, 2006

6. Indian Yarns: *An Anthology of Indian English Writing*: CUP, 2013.

7. Parthasarathi. R. Ed. *Ten Twentieth Century Indian Poets*. OUP, 2009.

**Reference:**

1. Iyengar, Sreenivas. *Indian Writing in English*. Asian Publishing House, 1962.

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

3. M.K. Naik. *Indian English Poetry: from the Beginnings upto 2000*. Delhi: Pencraft International, 2006.

3. Students are advised to refer web sources.

## 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.

Non-Verbal Communication: body language: postures- orientation-eye contact –facial expression- dress-posture- self-concept- self-image- self-esteem- attitudes – Values and perception.

### 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 photo and pictures
3. Symposium- Presenting different aspects of a debatable topic.

### **CORE READING:**

1. Mukhopadhyay, Lina et al. Polyskills: A Course in communication Skills and Life Skills.Foundation, 2012.
2. O’Conner, J.D. Better English Pronunciation, CUP.
3. Swan, Michael. Practical English Usage. OUP
4. Driscoll, Liz. Cambridge: Common Mistakes at Intermediate.CUP

### **REFERENCES:**

Jones, Daniel. *English Pronouncing Dictionary*. 17<sup>th</sup>Edn. CUP

**21ELL204 HISTORY OF ENGLISH LITERATURE: LATE VICTORIAN TO THE MODERN  
4-0-0-4**

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

**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

- Stream of Consciousness- Joyce, Woolf-New Trends in English Theatre – John Osborne, Samuel Beckett, Harold Pinter, Tom Stoppard, Arnold Wesker- Robert Bolt- Edward Bond

**CORE READING:**

1. Evans, Ifor- *A Short History of English Literature*, Penguin.
2. Albert, Edward. *A History of English Literature*.
3. Peck, John and Martin Coyle - *A Brief History of English Literature*, Indian ED., Palgrave.
4. Sanders, Andrew - *The Short Oxford History of English Literature*.
5. Poplawski, Paul. Ed. *English Literature in Context*. CUP, 2008.

## **REFERENCES**

1. Legouis, E & Cazamian, L - *A History of English Literature*, London, Macmillan, 2008.
2. Sampson, George - *The Concise Cambridge History of English Literature*, CUP, 2009.
3. Daiches, D – *A Critical History of English Literature*, 1960
4. Compton-Rickett, Arthur. *A History of English Literature*.
5. Thornley, G C and Gwyneth Roberts. *An Outline of English Literature*, Pearson, 2011.

**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 Tennessee Williams in the context of American Dramas

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:**

1. Oliver, Egbert S. Ed. *An Anthology of American Literature*. Vols. I and II. Eurasia Publishing House: New Delhi.
2. Fisher, William J. Ed. *An Anthology of American Literature*. Vols. I and II. *American Literature: An Anthology*. Macmillan.
3. Spiller, Robert E. *The Cycle of American Literature*, Macmillan.

## **REFERENCES:**

1. Brower, Reuben. *The Poetry of Robert Frost: Constellations of Intentions*.
2. Chase, Richard. *The American Novel and Its Tradition*. Kalyani Publishers, Ludhiana. C.
3. C.W.E. Bigsby. *A Critical Introduction to 20<sup>th</sup> Century American Drama*. Cambridge University Press. Vol I & II
4. Gray, Richard. *A Brief History of American Literature*. UK: Wiley Blackwell, 2011.
5. Students are also advised to refer to web sources.

**21ELL205**

**Life Writing-I**

**4-0-0-4**

**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*.
2. Abdul Kalam, APJ. *Wings of Fire: An Autobiography of Abdul Kalam*.
3. Frank, Anne. *The Diary of a Young Girl*.
4. Online Sources

**REFERENCES:**

1. Gillies, Midge. *Writing Lives-Literary Biography*, Cambridge; Cambridge University Press.
2. Olney, James. *Memory and Narrative: The Weave of Life Writing*, Chicago: U of Chicago Press.
3. Parke, Catharine N. *Writing Lives (Genres in Context)*, New York: Prentice Hall.
4. Online Sources

*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:**

1. Austen, Jane: *Sense and Sensibility*. Maple Press, 2014.
2. Dickens, Charles: *Christmas Carol*. Fingerprint Publishing, 2015.
3. Eliot, George: *Silas Marner*. Scholastic India, 2001.
4. Hardy, Thomas: *Under the Greenwood Tree*. Wordsworth Editions Ltd; New edition, 1994.

### **REFERENCES:**

- 1 David, Deirdre. (Ed). *The Cambridge Companion to the Victorian Novel*, , CUP, London
- 2 *A Companion to the Victorian Novel, Blackwell Companions to Literature and Culture*, (Eds) Patrick Brantlinger, William Thesing, Wiley.
3. *The Nineteenth Century Novel: A Critical Reader*, Stephen Regan, Routledge.
4. Williams, Raymond. *The English Novel: From Dickens to Lawrence*. Vintage Digital, 2013.
5. Websources.

## 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

Introduction-Nature and origin of language – Human languages and animal communication- theories - History of language –Language Families- Indo-European-Germanic group- Grimm’s Law, Verner’s Law-Centum-Satam languages-Descent of English.

### 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, Spenser, 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

Evolution of English as a global language- Word formation and growth of vocabulary-Semantics-Changes of Meaning-Processes-Varieties of English.

### Core Reading:

1. F T Wood: *An Outline History of the English Language*, Macmillan
2. C L Barber: *The Story of Language*, ELBS
3. George Yule. *The Study of Language*. CUP, 2016.
4. Crystal, David. *English as a Global Language*. London: CUP, 1997.

**Reference:**

1. A C Baugh: *A History of the English Language*, Appleton- Century- Crafts
2. Mario Pei: *The Story of Language*, Mentor
3. Simon Potter. *Our Language*. Pelican
4. Otto Jespersen: *Growth and Structure of the English Language*, OUP
5. Mugglestone. *Oxford History of English*. OUP, 2009.
6. Crystal, David. *The Cambridge Encyclopedia of English Language*. CUP, 2003.

**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 contents 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**

*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:**

1. Kenneth Muir. *Shakespeare: The Comedies, A Collection of Critical Essays*
2. Charlton H B. *Shakespearean Comedy*. Cambridge: Cambridge University Press, 2010
3. Tillyard, E. M.W. *Shakespeare's Last Plays*. Michigan: The Athlone Press, 1991.
4. Bloom, Harold. *Modern Critical Interpretations*. Broomall: Chelsea Publishers, 2004
5. Bradley, A.C. *Shakespearean Tragedy*. Middlesex: Echo library, 2007
6. Dowden, Edward. *Shakespeare: A Critical Study of his Mind and Art*. New Delhi: Atlantic, 2003
7. Wilson R.F. *Landmark of Shakespeare Criticism*. California: University of California, 1979
8. Milford, H. *Shakespeare Criticism: An Essay In Synthesis*. London: Oxford University Press, 1938
9. Wells, Stanley and Lena Cowen Orlin. Eds. *Shakespeare: An Oxford Guide*. OUP, 2007.

**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 the students 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:

1. Kudchedkar, Shirin and Jameela Begum A (ed.) *Canadian Voices*. New Delhi: Pencraft International, 1996
2. George Ryga. *The Ecstasy of Rita Joe*. Toronto: Talon Books, 1970
3. Northrop Frye. *The Bush Garden: Essays on the Canadian Imagination*: Toronto, 1971 (213-252)
4. Sinclair Ross. *As for Me and My House*. Toronto: New Canadian Library, 1989
5. Roy, Gabrielle. *Enchantment and Sorrow. The Autobiography of Gabrielle Roy*. Tr. Patricia Claxton. Toronto: University of Toronto, 1987.
6. Brown, Russell M, Donna Bennett. Ed. *An Anthology of Canadian Literature in English*. 2 Vols. Toronto: OUP, 1982.

## REFERENCES:

1. Bennett, Donna and Russell M Brown (ed.) *An Anthology of Canadian Literature 2 Vols*. New York: OUP. 1982
2. New, WH, *A History of Canadian Literature*. McGill: Queens Press, 2003
3. Israel, Milton (ed.) *The South Asian Diaspora in Canada*. Ontario: Multi Cultural History Society, 1987
4. Harrison, Dick. *Unnamed Country: The Struggle for a Canadian Prairie Fiction*. Edmonton: University of Alberta Press, 1977.
5. Moses, Daniel David and Terry Goldie. Ed. *An Anthology of Canadian Native Literature in English*. Toronto: OUP, 1998.
6. Howells, Coral Ann and Eva Marie Kroeller. Eds. *Cambridge History of Canadian Literature*. London: CUP, 2009.



**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.

Discuss the interrelation of environmental issues and social issues: Population, illiteracy, Poverty, gender equality, class discrimination, social impacts of development on the poor and tribal communities. Conservation movements, people's movements, and activism, Indigenous knowledge systems and traditions of conservation.

**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:**

1. R. Rajagopalan, Environment Studies: From Crisis to cure Oxford Univesity Press 2011, 358 pages. ISBN9780198072089
2. Daniel D. Chiras, Environmental Science. Jones and Bartlett Publisers, 01-FEB 2012, 669 Page. ISBN 9781449645311
3. Andy Jones, Michel Pimbert and Janice Jiggins, 2011. Virtuous circles: Values Systems, Sustainability. IIED AND IUCN CEESP, London
4. Annenberg Learner, The Habitable Planet, Annenberg foundation 2015

## 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.

### Unit1

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-'Biographia Literaria' (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:

1. W H Hudson. *An Introduction to the Study of Literature*. New Delhi: Atlantic, 1998
2. *English Critical Texts*. D J Enright and Ernst de Chickera. Ed. Delhi: OUP
3. *Twentieth Century Literary Criticism*. David Lodge (Ed). London: Longman
4. I. A. Richards. *Practical Criticism*. Kegan Paul, London
5. F R Leavis. *New Bearings in English Poetry*.

6. D A Russell, Michael Winterbottom. *Classical Literary Criticism*. Oxford:OUP, 1989
7. Selden, Raman.*The Theory of Criticism: From Plato to the Present*. Longman, 1988.
8. Prasad, B. *Introduction to English Criticism*.

**REFERENCES:**

1. James,Scott,RA. *The Making of Literature*.Warburg: Martin Seeker,1946
2. Guerin,Wilfred,Earle Labor, Lee Morgan,JeanneC.Reesman and John R Willingham. *A Hand Book of Critical Approaches to Literature*.NewYork:OUP,1985
3. Wellek, Rene,Austin Warren. *Theory of Literature*.Jonathan Cape Ltd, 1949
4. Abrams, M H. *A Glossary of Literary Terms*.Cengage Learning India Private Limited, 2015.
6. David Daiches. *Critical Approaches to Literature*.
7. Nagarajan, M S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
8. 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.

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

### 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:

1. Thomas, CT (ed.) *Twentieth Century Verse. An Anglo-American Anthology*. New Delhi: MacMillan, 1979
2. Board of Editors. *Poetry Down the Ages*. Hyderabad: Orient Black Swan, 2010
3. Online Sources

## **REFERENCES:**

1. Rosenthal, M.L. *The Modern Poets*. New York: OUP, 1961.
2. Beach, J.W. *The Making of the Auden Canon*. Minneapolis: University of Minnesota Press, 1957.
3. Blair, John G. *The Poetic Art of W.H. Auden*. Princeton: Princeton University Press, 1973

**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 concern 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 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. *Caesar and Cleopatra* [Non-detailed]

### **Core Reading:**

1. Any standard edition of the prescribed texts

## References

1. Powell, Kerry (ed.).*The Cambridge Companion to Victorian and Edwardian Theatre*. London: CUP, 2004.
2. Rowse, AL.*The Elizabethan Renaissance and the Cultural Achievement*. London: MacMillan, 1972
3. Daiches, David.*A Critical History of English Literature. Vol. I*. Ahmedabad: Allied, 1969
4. Ricks, Christopher (ed.).*English Drama to 1710*. London: Barrie and Jenkins Ltd, 1975.
5. Turner, WJ (ed.).*Impressions of English Theatre*. London: Collins, 1947

**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:** Recognize 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

Swami Vivekananda "Chicago Addresses", "Response to Welcome", "Paper on Hinduism", "An Appeal to his Country Men," "India: The Land of Religion" (From the selections from the complete works of Swami Vivekananda).

**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**

Swami Chinmayananda "The V.I.P" "The King of Kasi," "Even This Will Pass Away" ,The Exhibition", "The One in the Many", "Please Turn Over", "The Mirrored Hall", "The Vivacious Lady and The Mysterious Box", "Be a Light Unto Thyself", "Percept and Practice".(From Swami Chinmayananda's Parables).

**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:**

1. Selections from the Complete works of Swami Vivekananda. Kolkatta: Adviatha Aashrama 2004.
2. The Gospel of Sri Rama Krishna. Chennai,Kolkatta: Sri Ramakrishna Math 2002.
3. SriMathaAmrithanandamayi.The Eternal Truth,Kollam M A Mission Trust 2009.
4. Swami Chinmayananda, Parables Mumbai: Central Chinmaya Mission Trust 2004.
5. V.K. Gokak(ed), The golden treasury of Indo- Anglican Poetry New Delhi.Sahitya Academy 1975.

**REFERENCES:**

- 1.SwamiAmrithaswaroopanathaPuri,*From Amma's Heart* ,Kollam :MA Mission Trust Kerala,2011
- 2.SwamiRmakrishnanadaPuri ,*The Timeless Path*,Kollam MA Mission Trust Kerala,2009.
3. . Swami Chinmayananda,*The Holy Gita*, Mumbai : Central Chinmaya Mission Trust 2002.
- 4.SwamiTapovanam,*Wanderings in the Himalayas* ,Mumbai,: Central Chinmaya Mission Trust 2003.
- 5.PremaNandthkumar ,*Spiritual Masters: Swami Vivekananda*,Mumbai,Indus Source Books,2003

**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, Suprasegmental-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:**

1. Balasubramanian, T. *English Phonetics for Indian Students*. Chennai: Macmillan, 1981.
2. Syamala, V. *A Textbook of English Phonetics and Structure for Indian Students*. Trivandrum: Sharath Ganga Publications, 1992.

3. John, PP. *A Text Book of English Grammar*.
4. Jones, Daniel. *Pronunciation of English*. Forgotten Books, 2017.

**REFERENCE:**

1. Green, David. *Contemporary English Grammar Structure and Composition*. Macmillan Publishers India Limited, 2000.
2. Gimson, A C. *An English Pronouncing Dictionary*. J. M. Dent, 1981.
3. Swan, Michael. *Practical English Usage*. OUP, 2005.
4. Palmer, Frank. *Grammar*.

## 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.

**CO 4:** Frame a research proposal in clear terms.

**CO 5:** 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-marginalization-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:**

1. Thorpe, James. Ed. *The Aims and Methods of Scholarship in Modern Languages and Literatures*. Toronto: PMLA, 1970.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Delhi: Viva Books, 2008.
3. Kundu, Abhijit. *The Humanities: Methodology and Perspectives*. New Delhi: Pearson Education, 2009.
4. Seldon, Raman, et al. *A Reader's Guide to Contemporary Literary Theory*. New Delhi: Pearson Education, 2005.
5. Guerin, Wilfred L, et al. *A Handbook of Critical Approaches to Literature*. New Delhi: OUP, 2009.
6. Widdowson, Peter. *Literature*. Psychology Press, 1999.
7. Abrams, M. H, Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning India Private Limited, 2015.

## **REFERENCES**

1. Eagleton, Terry. "What is Literature?"
2. Xavier, Robin. *The Methodology of Literature*. Chennai: Mainspring Publishers, 2015.
3. Coupe, Laurence. Ed. *The Green Studies Reader*. London: Routledge, 2000.
4. Dollimore, Jonathan and Alan Sinfield. *Political Shakespeare: New Essays in Cultural Materialism*. Manchester: MUP, 1985.
5. Macherey, Pierre. *A Theory of Literary Production*. Tr. Geoffrey Wall. London: Routledge, 1978.
6. Williams, Raymond. *Culture and Society*. London: Fontana, 1957.
7. Waugh, Patricia. Ed. *Literary Theory and Criticism: An Oxford Guide*. New Delhi: OUP, 2006.
8. Brooker, Peter. *A Glossary of Cultural Theory*. London: Arnold, 2003.

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]**

Meena Kandasamy- "Aggression"

Gieve Patel- "On Killing a Tree"

TemsulaAo – "Prayer of a Monolith"

SaleemPeeradina: "TheLesson"

SunitiNamjoshi: "Speech"

**Unit-3Drama**

ManjulaPadmanabhan: *Harvest* [ Detailed]

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

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

Upamanyu Chatterjee: *English, August: An Indian Story*

RohintonMistry:*Such a Long Journey*

## Unit 5 Short Story[ All Non-Detailed]

Mahasweta Devi “The Breast Giver”

Jhumpa Lahiri “The Brotherly Love”

### Core Reading:

1. SaleemP eeradina (ed). *Contemporary Indian Poetry in English*. Delhi: Macmillan, 1972.
2. ManjulaP admanabhan: *Harvest*
3. Upamanyu Chatterjee: *English, August: An Indian Story*
4. Rohinton Mistry: *Such a Long Journey*. Faber and Faber.
5. Mahesh Dattani: *Dance Like a Man*. Penguin.
6. Online Sources

### References

1. King, Bruce. *Modern Indian Poetry in English*. New Delhi: OUP, 1987.
2. George, K.M. (ed). *Modern Indian Literature: An Anthology*. Vol 1 & 2 Delhi: SA, 1992.
3. Naik, M.K. *Perspectives on Indian Poetry in English*. Delhi: Abhinav Publication, 1984.
4. William, H.M. *Indo-Anglian Literature 1800-1970: A Survey*. Madras: Orient Longman, 1976.
5. SrinivasaIyengar, K R. *Indian Writing in English*. Delhi: Sterling, 1974.
6. Naik,M.K. “A History of Indian English Literature”. Delhi: SA, 1982.
7. Kripalani, Krishna. *Literature of Modern India*, New Delhi: NBT, 1982.
8. V.K.Gokak (ed). *The Golden Treasury of Indo-Anglian Poetry: 1895-1965*. Delhi: SA, 1970.
9. R Parthasarathy (ed). *Ten Twentieth Century Indian Poets*. Delhi: OUP, 1976.
10. Online sources

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.

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:

1. Woolf, Virginia. *Orlando*. UK: OUP, 2015.
2. Collins, Wilkie. *No Name*. Penguin Classics, 1995
3. Huxley, Aldous. *Brave New World*. London: Chatto & Windus, 1932
4. Orwell, George. *The Animal Farm*. London: Seeker & Warburg, 1945
5. Joyce, James. *The Portrait of an Artist as a Young Man*. CreateSpace Independent Publishing Platform, 2017
6. Graham Greene. *The Heart of the Matter*. Penguin Classics, 2004.
7. Kingsley Amis. *Lucky Jim*. NYRB Classics, 2012
8. Lawrence, D H. *Sons and Lovers*. Wordsworth Editions Ltd; Reprint edition, 1992



#### REFERENCES:

1. Beach, J. W., *The Twentieth Century Novel, Studies in Technique*. Ludhiana: Lyall, 1960
2. Matz, Jesse. *The Modern Novel: A Short Introduction*. Wiley-Blackwell, 2004.

---

3. Caserio, Robert L. *The Cambridge Companion to the Twentieth-Century English Novel (Cambridge Companions to Literature)*. UK: Cambridge University Press; 1 edition 2009
4. Fish, James. *A Concise Companion to Contemporary British Fiction*. London: Blackwell, 2006.
5. Head, Dominic. *The Cambridge Introduction to Modern British Fiction*. Cambridge: CUP, 2002.
6. Bradbury, Malcolm. *The Social Context of Modern English Literature*. New York: Schocken, 1971.
7. Levenson, Michael. Ed. *The Cambridge Companion to Modernism*. Cambridge: CUP, 2009.
8. Tew, Philip. *The Contemporary British Novel*. London: Continuum, 2011.
9. Waugh, Patricia. Ed. *Revolutions of the Word: Intellectual Contexts for the Study of Modern Literature*. London: Arnold, 1997.
10. Schoene, Berthold. *The Cosmopolitan Novel*. Edinburgh: EUP, 2009.

Objectives: To introduce modern English theatre and drama; to expose the students 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 concern 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

JM Synge. *Riders to the Sea*

Edward Bond. *Lear*

### Unit 5

Robert Bolt. *A Man for All Seasons*.

Doris Lessing. *Play With a Tiger*.

### Core Reading:

1. Bernard Shaw, *Pygmalion*. Fingerprint! Publishing, 2017.
2. Pinter, Harold. *The Birthday Party*. Faber; 1991
3. JM Synge. *Riders to the Sea*. Boston: JW Luce & Co., 1911
4. John Osborne. *Look Back in Anger*. Penguin Books, 1982.
5. Tom Stoppard. *Rosencrantz and Guildenstern are Dead*. Faber and Faber Limited, 1973.
6. Edward Bond. *Lear*. Methuen Drama, 1983.
7. Robert Bolt. *A Man for All Seasons*. Methuen Drama, 2013.
8. Doris Lessing. *Play With a Tiger*. HarperCollins Distribution Services, 1972.

## REFERENCES:

1. Sullivan, Garrett, A. Patrick Cheney and Andrew Hadfield (ed.). *Early Modern English Drama: A Critical Companion*. London: OUP, 2005
2. Williams, Raymond. *Drama From Ibsen to Brecht*. 1977.
3. Luckhurst, Mary. *A Companion to Modern British and Irish Drama, 1880 – 2005 (Blackwell Companions to Literature and Culture)*. Wiley-Blackwell, 2010
4. Hunt, Hugh. *The Revels History of Drama in English: 1880 to the Present Day* v.7. Routledge, 1978.
5. Fermor, Una Ellis. *The Frontiers of Drama*. London : Methuen, 1945
6. Esslin, Martin. *The Theatre of The Absurd*. London: Bloomsbury, 2013
7. Innes, Christopher. *Modern British Drama: The Twentieth Century*. Cambridge: CUP, 2002.
8. Lane, David. *Contemporary British Drama: Edinburgh Critical Guides to Literature*. Edinburgh: EUP, 2010.

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:

1. Devy, G.N. *Indian Literary Criticism*. OrientBlackSwan, 2010
2. Sethuraman, V. S. *Indian Aesthetics: An Introduction*. Macmillan, 1992.
3. Narasimhaiah, CD. Ed. *East-West Poetics at Work*. Delhi: SahityaAkademi, 1994.
4. Raja, Kunjunni K. *Indian Theories of Meaning*. Adyar Library, 1963.
5. Moorthy, K Krishna. *Studies in Indian Aesthetics and Criticism*. Mysore: DVK Murthy, 1979.
6. Satchidanandan, K. Ed. *K. AyyappaPaniker: Selected Essays*. New Delhi: SahityaAkademi, 2017.

### References

1. G.K. Bhatt. *Rasa Theory and Allied Problems*. Baroda: University of Baroda, 1984.
2. Raghavan, V. *The Number of Rasas*. Madras: The Adyar Library, 1940.
3. Hiriyanna, M. *Essentials of Indian Philosophy*. MotilalBanarsidass Publishers, 2015.
4. Moorthy, K Krishna. *Essays in Sanskrit Criticism*. Dharward: Karnataka University Press, 1964.
5. Raghavan, V.N: *An Introduction to Indian Poetics*. Madras: Macmillan, 1970.
6. Kane, P V. *History of Sanskrit Poetics*. MotilalBanarsidass,; Subsequent edition (30 November 1994)
7. Kushwaha, M S. *Indian Poetics and Western Thought*. Delhi: S Chand & Co, 1982.

**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

**Unit1**

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

**Unit 2**

Mahatma Gandhi.*An Autobiography: The Story of My Experiments with Truth*- First 10 chapters  
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*

**Unit4**

Paul Theroux:*The Great Railway Bazaar: By Train Through Asia*

Pico Iyer:*Falling Off the Map*

**Unit5**

Walker, Alice. 'In Search of Our Mothers' Gardens: Womanist Prose'.Eckerman, Ali Cobby. *Too Afraid to Cry*.

## Core Reading:

1. MKGandhi. *An Autobiography: The Story of My Experiments with Truth*. New Delhi: Rupa & Co, 2011.
2. Keller, Helen: *Story of My Life*. RHUS, 1990.
3. Das Gupta, Uma. *Rabindranath Tagore: A Biography*. Delhi: Oxford University Press, 2004
4. Walker, Alice. *In Search of Our Mothers' Gardens: Womanist Prose*. Orion Publishing Group, 2005.
5. Nehru, Jawaharlal. *Letters from a Father to His Daughter*. Penguin Random House India; 2016
6. Paul Theroux. *The Great Railway Bazaar: By Train Through Asia*. Houghton Mifflin, 1975.
7. Pico Iyer *Falling Off the Map*. Vintage, 1994.
8. Walker, Alice. 'In Search of Our Mothers' Gardens: Womanist Prose'. Mariner Books, 2003
9. Eckerman, Ali Cobby. *Too Afraid to Cry*. Port Campbell Press, 2015

## REFERENCES:

1. Cockshut, AOJ. *The Art of Autobiography*. London: Yale University Press, 1984
2. Marcus, Laura. *Autobiographical Discourse*, Manchester UP: Manchester, 1994
3. Olney, James, *Metaphors of the Self: The Meaning of Autobiography*. Princeton UP: Princeton, 1972
4. Hulme, Peter, Tim Youngs. Ed. *Cambridge Companion to Travel Writing*. Cambridge: CUP, 2002.
5. Miller, Sam. *A Strange Kind of Paradise: India Through Foreign Eyes*. London: Vintage, 2014.
6. Online sources.

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.

**Electives A&B (Fourth and Fifth Semester)**

**21ELL331**

**CREATIVE WRITING IN ENGLISH**

**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.*

**Unit1**

**INTRODUCTION TO CREATIVE WRITING**

Creativity-inspiration-art-propaganda-madness-imagination-Creative writing/teaching of-importance reading

**Unit2**

**THEARTANDCRAFTOFWRITING**

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

**Unit3**

**MODES OF CREATIVE WRITING**

**a) POETRY**

Definitions-functions 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-verbalandnonverbalelements-overviewofIndian English theatre-styles of contemporary theatre-Indian playwrights-interview- writing for films-screenplay-children's theatre-writing drama-workshops

**Unit4**

**WRITINGFORTHEMEDIA**

Print media-broad cast media-internet-advertising



## Unit5

### PUBLICATION TIPS

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

### EXTENSIONACTIVITY(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 teacher or optionally, students read the pieces at home and a discussion on the various aspects may be under taken later in class. It could also be done as a group activity in classroom with the group leader presenting the summary of the ideas generated at the discussion. Loud reading of poems and stories and roleplays 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

Words worth:The Solitary Reaper

Robert Frost: Stopping by the Woods on a Snowy Evening Shakespeare: Shall I compare thee to a summer's day?

Pablo Neruda: Tonight I Can Write

Wole Soyinka: Telephone Conversation

Tagore: Where the Mind is Without Fear

Emily Dickinson: It's Such a Little Thing

#### FICTION

O. Henry: The Last Leaf

Prem Chand: Resignation

Chinua Achebe: Marriage is a Private Affair

Anton Chekhov: The Grief

Saki: The Open Window

#### DRAMA

Shakespeare: The Merchant of Venice (The Trial Scene)

Stanley Houghton: The Dear Departed

Tagore: Chandalika

Chekhov: The Bear

#### CORE READING:

*Creative Writing: A Beginner's Manual* Anjana Neira Dev. Anuradha Marwah, Swati Pal Delhi, Pearson Longman, 2009

#### REFERENCES

1. *Elements of Literature: Essay, Fiction, Poetry, Drama, Film* Robert Scholes, Nancy R. Comley, Carl H. Klaus, Michael Silverman Delhi, OUP, 2007
2. *Write from the Heart: Unleashing the power of Your Creativity* Hal Zina Bennet California, New World Library, 2001
3. *A Guide to Writing about Literature* Sylvan Bامت, William E. Cain New Delhi, Pearson, 2006

CYBERRESOURCES: [http://www.chillibreeze.com/articles\\_various/creative-writer.asp](http://www.chillibreeze.com/articles_various/creative-writer.asp) <http://www.contentwriter.in/articles/writing/>  
<http://www.cbse.nic.in/cw-xiilcreative-writing-xii-Unit-1.pdf>.(downloadabletree)

**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 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.*

#### **Unit1** Problems and Principles

The role of English in India-Objectives of teaching of English in India- Theories of language learning-cognitive, behaviorist, 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.

#### **Unit2** Approaches to Syllabus Design

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

#### **Unit3** 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.

#### **Unit4** 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 alexi calitem-Teaching of structure-selection, graduation and repetition-drills.

#### **Unit5** Error Analysis, Lexico graphy and Evaluation

Attitude to error analysis, the concept of inter-language-The art of lexicography and its relevance to a language teaching programmes-Testing and evaluation.

#### **CORE READING:**

1. JacksC.RichardsandTheodoreS.Rodgers.*Approaches andMethods in Language Teaching*. IIed.CambridgeUniversityPress.2001
2. RodEllis.*SecondLanguageAcquisition*.NinthImpression.OxfordUniversityPress.2003
3. SandraFotosandCharlesM.Browne(ed.)*NewPerspectivesonCALLforSecond Language Classrooms*.LawrenceErlbaum AssociatesInc.New'Jersey.2008
4. II.Saraswathi.*EnglishLanguageTeaching. PrinciplesandPractice*.OrientLongmanPvt. Ltd.Chennai.2005

## REFERENCES:

1. Bill VanPatten and Jessica Williams. *Theories in Second Language Acquisition*. An Introduction. Routledge. 2006
2. Michael Levy. *Computer-Assisted Language Learning. Context and Conceptualization*.
3. Susan M. Gass and Larry Selinker. *Second Language Acquisition. An Introductory Course*. 3rd edition. Routledge. 2008

## 21ELL334 TECHNICAL AND PROFESSIONAL WRITING 3-0-0-3

*Objectives: Produce work place 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

Introduction-Review syllabus-Computer lab assignment-the writing process – Grammar tutorial: words often confused-interview paper frequently asked questions in interview. Webpage design and writing for the web. Graphics.

Present interview findings to the class. Grammar Basics. Punctuation, Proof Reading.

### Unit 2

Special technical documents- thesis, dissertation and article. Memos, letters, Email Correspondence -Computer lab assignment, Editing for Style-Grammar. tutorial, Instructions, Suggestions, Recommendations. Ethics in job and globalism in workplace.

### Unit 3

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

### Unit 4

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

### Unit 5

Editing and Proof reading, 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*
3. *Business Communication, Concepts, Cases and Applications*, PD Chaturvedi, Pearson.

4. *Functional Grammar and Communicative Skills*, S. Sreenivasan, Century Publishers.  
5. *Technical Communications*, "Desk Top Type: Tradition and Technology"  
6. *Technical Communication: A Practical Approach*-  
William Sanborn Pepfeiffer, TVS Padma. Pearson (6th Ed)

**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 compering  
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)  
Compering-(Compering for programmes-for internal assessment only)

**Unit 5**

Design a manuscript/lab journal

**REFERENCES:**

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