

Department of English Language and Literature
M. A. English Language and Literature
(With effect from the academic year 2020-2021 onwards)

1. Preamble

The Department of English Language and Literature came into existence in 1983, right from the University. Initially, for one year, staffed by a temporary lecturer, it offered Certificate Course in Spoken English. Later, with the induction of three permanent lecturers, from 1984 the Department started to offer M. A. English Language and Literature in addition to Functional English course for all the students of the University. The Department started Research Programmes in 1990. Now it is staffed by Five Professors and One Academic Consultant.

2. General Graduate Attributes

Core Attribute 1: Core Knowledge of major concepts in Literature and Language

Core Attribute 2: Critical Thinking, Analysis & Interpretation

Critically thinks about various perspectives in literature by analysing the literary texts through various literary theories and concepts.

Core Attribute 3: Research / Project / Practical Knowledge

Can carry out a research project by identifying the research need, formulate hypothesis, adopt appropriate research design, methods and infer the outcome and present it in the form of a report.

Core Attribute 4: Professionalism and Values in teaching English Language and Literature.

Objectivity, fairness and unbiased ethical values reflect in the professional interaction in human as well as research context.

Core Attribute 5: Communication Skills

Listens and speaks effectively with intent knowledge of the subject matter and is convincing at individual, social and research setting.

Core Attribute 6: Learning and the Application

Learnt literary principles are applied to personal, social, and organizational issues, in the areas of research, teaching and employment.

3. Programme Specific Qualification Attributes

	CA 1	CA 2	CA 3	CA 4	CA 5	CA 6
Knowledge (K1)	√	√	√	√	√	√
Understanding (K2)	√	√	√	√	√	√
Application (K3)	√	√	√	√	√	√
Analytical (K4)	√	√	√	√	√	√
Evaluation capability (K5)	√	√	√	√	√	√
Scientific or synthesis (K6)	√	√	√	√	√	√

4.1 Vision:

- To hone the literary sensibilities and critical faculties of the students.
- To enhance the communicative skills of the students. Language through Literature is one of the mottos of the department.

4.2 Mission:

- To sensitize students to the power of language and literature in human society.
- To promote development of literary taste.
- To create an awareness of literary forms and trends.
- To train in application of critical ideas and sensitive awareness of style.
- To simulate the students to develop an insight into social, ethical and cultural aspects of literature.
- To provide skills in methodology in Teaching English.

5. Programme Objectives and Outcomes

Programme Educational Objectives (PEO)

PEO 1 To develop fundamental understanding of the literature and literary sensibilities

PEO 2 To obtain language skills in order to create and enhance literature and language.

PEO 3 To understand the practical application of literary knowledge, research methodology and literary ethics.

Programme Specific Objectives (PSOs)

PSO 1 To develop skills required to communicate globally

PSO 2 To develop critical thinking, writing and spoken skills in English

PSO 3 To enhance communicative skills

PSO 4 To train the students for teaching profession, PR and corporate communication skills

PSO 5 To obtain fundamental knowledge about literature and to acquire language skills

Programme outcome (M. A. English Language and Literature):

PO1. Identify and describe different periods of English literary history

PO2. Understand, appreciate and analyze sample literary texts representing different periods, different nationalities and cultures

PO3. Describe the Socio-Political backgrounds, literary movements, ideological, social movements – isms and their impact on literature.

PO4. Demonstrate an understanding of how language works as a powerful tool of literary expression

PO5. Demonstrate improved understanding of the English language and its role in the changing global scenario

PO6. Apply life- skills, ethical and human values – acquired through the study of various literary texts - in their day to day life.

PO7. Debate the inimical practices in the society and modify their own attitudes for the better.

PO8. Recognize criticism as a meta literary field that informs the way literature is interpreted, analyzed and evaluated.

PO9. Apply relevant critical tools for the appreciation of literary works

PO10. Demonstrate an understanding of basic concepts in linguistics

PO11. Describe and illustrate various literary genres and literary terms.

PO12. Distinguish between linguistic and literary studies

PO13. Demonstrate an understanding of how the field of ELT is informed by linguistic theories

PO14. Demonstrate an awareness of different methods and approaches in ELT

PO15. Apply different methods in the teaching of English

PO16. Demonstrate improved skills in academic writing

PO17. Design language courses, classroom activities and language test items

PO18. Demonstrate confidence in using the English language for different Communicative purposes

PEO vs PO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
PEO1	√	√	√			√	√	√	√	√	√	√	√					
PEO2				√	√					√	√	√	√	√	√	√	√	√
PEO3		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

PO Vs GA

	GA1	GA2	GA3	GA4	GA5	GA6
PO1	√	√	√	√		√
PO2	√	√	√	√		√
PO3	√	√	√	√		√
PO4	√	√	√	√		√
PO5	√	√	√	√		√
PO6		√	√	√		√
PO7		√	√	√		√
PO8	√	√	√	√		√
PO9	√		√	√		√
PO10	√		√	√	√	√
PO11	√		√	√	√	√
PO12	√		√	√	√	√
PO13	√		√	√	√	√
PO14	√		√	√	√	√
PO15			√	√	√	√
PO16			√	√	√	√
PO17			√	√	√	√
PO18			√	√	√	√

6. Candidate's eligibility for admission: Any graduate with 45% aggregate marks at graduate level and should have qualified the Entrance Test conducted by the University.

7. Duration of the programme: Two years (four semesters)

8. CBCS- Structure of the Programme

Course Component	No. of Courses	Hours of Learning per semester	Marks	Credits
Semester I				
Core Courses	5	25	500	20
Foundation Course	1	2		2
Total	6	27	500	22
Semester II				
Core Courses	5	25	500	20
Total	5	25	500	20
Semester III				
Core Courses	3	15	300	12
Elective Courses (1 External + 1 Internal)	2	9 (5+4)	200	8
Total	5	24	500	20
Semester IV				
Core Courses	4	20	400	16
Elective Courses	1 (IE)	5	100	4
Total	5	25	500	20
Grand Total	21	101	2000	82

9. Curriculum structure for each semester as per course alignment

Subject Code	Course	Title of the Paper	Hrs	Int	Ext	Total	Credits
Semester I							
ENG-101	Core I	Language Studies and Phonetics	5	20	80	100	4
ENG-102	Core II	Sixteenth Century British Literature	5	20	80	100	4
ENG-103	Core III	17 th & 18 th Century British Literature	5	20	80	100	4
ENG-104	Core IV	Literature of the Romantics	5	20	80	100	4
ENG-105	Core V	Nineteenth Century Literature	5	20	80	100	4
CF	Foundation	Communicative English	2		50		2
Total			27			500	22
Semester II							
ENG-201	Core VI	Structure of Modern English: Morphology, Syntax and Lexis	5	20	80	100	4
ENG-202	Core VI	Twentieth Century British Literature -I	5	20	80	100	4
ENG-203	Core VII	Twentieth Century British Literature -II	5	20	80	100	4
ENG-204	Core IX	Indian Literature in English	5	20	80	100	4
ENG-205	Core X	American Literature-I	5	20	80	100	4
Total			25			500	20
Semester III							
ENG-301	Core XI	Regional Literatures in English Translation	5	20	80	100	4
ENG-302	Core XII	New Literatures in English - I	5	20	80	100	4
ENG-303	Core XIII	English Language Teaching - Theory	5	20	80	100	4
ENG-304	External Elective	Appreciation of Literature	4	20	80	100	4
ENG-305	Internal Elective	American Literature-II	5	20	80	100	4
Total			24			500	20
Semester IV							
ENG-401	Core XVI	Modern Classics in Translation	5	20	80	100	4
ENG-402	Core XVII	New Literatures in English - II	5	20	80	100	4
ENG-403	Core XVII	Twentieth Century Women's Writings	5	20	80	100	6
ENG-404	Core XIX	Literary Criticism	5	20	80	100	4
ENG-405	Internal Elective	English Language Teaching – Practicum	5	20	80	100	4
Total			25			500	20

10. Credit and marks structure for each semester as per course alignment

Course	No of courses	Core	Foundation Course	Elective	No of credits	Total marks
Semester 1	6	5	1	-	22	500
Semester 2	5	5	-	-	20	500
Semester 3	5	3	-	2 (1 IE+1 EE)	20	500
Semester 4	5	4		1 (IE)	20	500
Grand total	21				82	2000

11. Credit Calculation

Method of teaching	Lecture	Tutorial / Demonstration	Practical/Internship/ self-Learning
Hours	101	-	-
Credits	82	-	-

12. Examinations

Examinations are conducted in CBCS semester pattern. Continuous Internal assessment tests and end semester examinations are conducted during November/December for odd semesters and during April/May for even semesters. Candidates who fail to secure passing minimum marks in either theory or practical or project or internship will reappear as per University norms.

13. Scheme of evaluation and Attainment Rubrics

Continuous Internal assessment tests and end semester examination will be conducted adhering to the CBCS norms.

Attainment Rubrics for Theory Courses:

Internal (Max. Marks - 20)

Evaluation of Internal Assessment Tests : 20

External (Max. Marks - 80)

End Semester Question Paper Pattern (Theory)

Section	Approaches	Mark Pattern	K Level
A	Short Answer Questions (Choice of 5 out of 8 questions)	5X4 = 20	K1-K2
XB	Long answer Questions (Analytical type, Internal choice between two questions)	5X12=60	K3-K4

14. Syllabus of the program (mention name of the program)

SEMESTER I

ENG 101 – LANGUAGE STUDIES AND PHONETICS (Core)

The main aim of the course is to enable students to reflect on applying the knowledge they derive from its study to their own use of English so that they speak and write better English.

Course Outcomes

On completing the course, students will be able to

1. recognize Linguistics as a field of study that studies language from multiple perspectives
2. demonstrate an understanding of the basic concepts in Linguistics
3. distinguish between traditional and modern approaches to language study.
4. state some phonological rules of the English language
5. explain how accent, rhythm and intonation work in English and apply the learning to their own speech.

Unit – I

1. Definition and Scope of Linguistics
2. Properties of Human Language

Unit - II

1. Modern Linguistics versus Traditional Approaches to language study
2. Language Varieties: Dialect, idiolect, register, and style.
3. Notions of Correctness and Acceptability

Unit - III

Phonetics and Phonology

1. The Organs of speech mechanism
2. Speech sounds – Vowels and Consonants
3. Consonant clusters in English

Unit – IV

1. The Syllable
2. Word - accent
3. Accent and rhythm in connected speech
4. Intonation
5. Phonetic transcription

Recommended Reading & Reference Books:

1. T. Balasubramanian, **A Text book of English Phonetics** for Indian students
2. David Crystal, **Encyclopedia of Language**
3. Daniel Jones, **English Pronouncing Dictionary**, 18th edition CUP.

ENG 102 – SIXTEENTH CENTURY LITERATURE (Core)

Course Outcomes: After completion of the course, the students will:

1. describe the historical and political backgrounds, blooming of literary movements and uniqueness of Elizabethan period.
2. understand, appreciate and analyze literary texts representing Elizabethan writers.
3. apply ethical and human values, acquired through their study of literary texts in their own life situations.
4. analyze and appreciate the narrative styles and use of English language by the Elizabethan writers.
5. describe and illustrate the origin and development of various literary genres and literary terms.

UNIT - I Background: Renaissance, Origin and Development of Drama, Essay as a literary form, University Wits, Tragedy, Romantic Comedy.

UNIT – II Drama:

Christopher Marlowe	-	“Dr Faustus”
Ben Jonson	-	“Volpone”
Shakespeare	-	“King Lear”
	-	“Twelfth Night”

UNIT - III Poetry:

Edmund Spenser	-	“Epithalamion”
Sir Thomas Wyatt	-	“A Supplication”
Shakespeare’s Sonnets	-	“1 to 3 Numbers”

UNIT - IV Prose:

Francis Bacon - Essays

- i. “Of Studies”
- ii. “Of Love”
- iii. “Of Adversity”

Recommended Reading:

1. Kanjman R.J. (ed) “Elizabethan Drama”
2. Wilson.F.P. “Marlowe and the early Shakespeare”
3. Watson.G.J. “Drama an Introduction”
4. Gifford.W. “The Works of Ben Jonson
5. Arya, Rina “Francis Bacon, Critical and Theoretical perspectives”
6. Bradley.A.C. “Shakespearean Tragedy”
7. Dutton.Richard. “A Companion to Shakespeare’s Work’s”, Vol.3
8. Wilson Dover. “Shakespearean’s Happy Comedies
9. Millan. “Shakespeare’s Roman Plays”

10. Palmer, John. "The Political Characters of Shakespeare"

ENG 103 - 17th & 18th Century British Literature (Core)

Course Outcomes: After completion of the course, the students will:

1. understand the socio-political background of 17th & 18th Century England in general
2. come to know the different influences, literary movements and literary genres existed during the period
3. be in a position to comprehend human values and understand the variety of English used in the Bible and its influence on literature
4. understand the uniqueness of the literature of this age by comparing it to the literature of other ages
5. analyze and appreciate the narrative styles of the writers and the innovative novelistic techniques employed by them

UNIT – I Background: Metaphysical Poetry, Puritanism, Comedy of Manners, Epic, Satire, Neo-classical Poets, Poets of Transition, Rise of the Novel, Mock - Epic

UNIT – II Poetry:

John Donne	1. "The Sun Rising"	
	2. "The Canonization"	
John Milton	-	"Paradise Lost IX"
Alexander Pope	-	"The Rape of the Lock"
Thomas Gray	-	"Elegy Written in a Country Churchyard"

UNIT – III Drama: William Congreve - "The Way of the World"

UNIT – IV Prose & Fiction:

Joseph Addison	-	Coverly Papers (5)
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1. "The Spectator's Club
2. "On Ghosts and Apparitions"
3. "Sir Roger at Church"
4. "Labour and Exercise"
5. "Rural Manners"

Jonathan Swift - "The Battle of the Books"

Henry Fielding - "Joseph Andrews"

Recommended Reading:

1. Kettle, Arnold. An Introduction to the English Novel. Vol. 1951.
2. Thornbury E.M. Henry Fieldings. Theory of the Comic Prose Epic. 1931.
3. Watt, Jan. The Rise of the Novel. 1957.
4. Prasad. B – A Background to the study of English Literature.
5. Helen Gardner – The Metaphysical Poets
6. Ramasarma M.V – The Heroic Argument
7. Bonamy Dobree – Restoration Comedy
8. M.H. Abrams – Glossary of Literary Terms
9. John Milton – "Areopagitica"
10. . John Bunyan – "The Pilgrim's Progress"

ENG 104 – LITERATURE OF THE ROMANTICS (Core)

Course Outcomes: The student is exposed to literature of the period characterized by radical ideas and rebellion against tradition.

After completing the course, the student:

1. will learn the importance of democratic ideals like equality and liberty and the need to apply in the present context.
2. can interpret texts in relation to their historical and cultural contexts
3. can analyze a variety of genres, including essays, poetry, life writing and political writing.

4. become familiar with both central and more obscure texts from the Romantic period, and with an overview of some aspects of Romantic-period literature and culture.
5. can enter into critical conversations with literary critics.

UNIT – I Background: Romanticism, Ode, Lyric, French Revolution.

UNIT – II Poetry:	William Wordsworth	-“Tintern Abbey”
		-“Ode on the Intimations of Immortality”
	John Keats	- “Ode on Grecian Urn”
		- “Ode to Autumn”
		- “Ode to Nightingale”
	P.B. Shelley	-“Ode to the West Wind”
		-“Ode to Skylark”
	S.T. Coleridge	-“The Rime of the Mariner”
Ancient		

UNIT – III Prose:	Charles Lamb	-“Dream Children”
		- “Dissertation upon a Roast pig”
		-“In Praise of Sweepers”
Chimney		

UNIT - IV Fiction:	Jane Austen	- “Emma”
	Walter Scott	- “Heart of Midlothian”

Recommended Reading:

1. Hough, G. – The Romantic poets

2. Kumar S.K. – British Romantic poets
3. Cowers, Raymond – Critics on Wordsworth
4. Long, William -- A Preface to Wordsworth
5. Spencer Hill – The Romantic Imagination
6. Leighton. A – Shelley and the Sublime
7. Maurice Bowra – Romanticism
8. Hugh Walker-The Oxford Movement
9. Compton & Rickett – History of English

Literature

10. David Daiches – A Critical History of English Literature

ENG 105 – NINETEENTH CENTURY LITERATURE (Core)

Students are exposed to 19th century English literature so that they understand the Historical, social, cultural and social conditions that influenced the literary field in the Victorian era.

Course outcomes: Upon Successful completion of this course, students will have the knowledge and skills to:

1. analyze, discuss and write critically about the backgrounds of Victorian literature and their significance in a range of Victorian texts.
2. analyze the work of a range of Victorian writers, both canonical and less well-known, and with a range of genres including the novel, non-fiction, and poetry.
3. understand a range of Victorian literature in relation to a range of contexts including Victorian anxieties about modernity, influence of Industrial Movement, sexual transgression and Victorian priggishness.
4. identify and discuss theoretical discourses concerning class, sexuality, gender and colonialism as these illuminate a range of Victorian texts.
5. read carefully with attention to detail and to the ways in which texts are constructed, and demonstrate this skill in their writing.

UNIT – I Background Victorianism , Dramatic Monologue, Victorian Novel, Victorian Prose

UNIT - II	Poetry:	Robert Browning	-	“My Last Duchess”
				“Last Ride Together”
		Alfred Lord Tennyson	-	“Lotus Eaters”
				“Ulysses”
UNIT - III	Prose:	Cardinal Newman	-	“Idea of a University (Discourse V)”
		Matthew Arnold	-	“The Function of Criticism at the Present Time”
UNIT – IV	Fiction:	Thomas Hardy	-	“Jude the Obscure”
		Charles Dickens	-	“A Tale of Two Cities”
		Emily Bronte	-	“Wuthering Heights”

Recommended Reading:

1. Sheila Sullivan – Studying the Bronte
2. Tom, W & Edward, C – Charlotte and Emily Bronte
3. A.E Dyson (ed) – Thomas Hardy The Tragic Novels
4. M. Willy – Critical commentary on Browning’ s Men and Women
5. Robert Langbaum – The Dramatic Monologue: Sympathy verses Judgement
6. Shiv K. Kumar – British Victorian Literature
7. Albert. - The History of English Literature Chapter – The Victorian Age
8. D.S.Singh - Essay in English Literature
9. R.C. Bald. Coleridge and the Ancient Mariner.
10. J. Stillinger,(ed) Keats Odes: A Collection of critical Essays.

SEMESTER-II

ENG 201 - Structure of Modern English: Morphology, Syntax and Lexis (Core)

The main aim of this course is to finish what SME-1 has begun. If 101 focused on phonetics and phonology among the different branches of linguistics, 201 deals with morphology, lexis and syntax.

Course Outcomes: On completing the course students will be able to

1. demonstrate an understanding of what morphology and syntax are
2. analyze word structure, structures of phrases, clauses and sentences with the help of tree diagrams
3. enumerate and describe the different types of phrases in English
4. identify lexis as an important component of language
5. enumerate different types of lexical items

UNIT - I: Morphology

1. Introduction to word structure
Types of Words: Simple, Compound and Complex
2. Morphemes: Free and Bound morphemes Roots and Stems
Affixes: Derivational and Inflectional

UNIT - II:

1. Word Building Processes
Derivation
Compounding
Clipping and Acronyms
Blending
Common Nouns from Proper Nouns
Back Formation
2. Lexis and Vocabulary.
Polywords & Collocations

Unit - III: Phrases and their Constituents

1. Noun Phrase – Determiners, Ordinals, Quantifiers Intensifiers & Classifiers
2. Adjectival Phrase
3. Prepositional Phrase
4. Verb Phrase – Auxiliary, Tense, Modal, Perfective Progressive & Passive

5. Adverbial Phrase

Unit - IV: Clauses and sentences

1. Noun clause

Adjectival Clause/Relative Clause

Adverbial Clause

2. Tree Diagrams for words and sentences.

Recommended Reading:

1. Anne Lobeck – Discovering Grammar
An Introduction to English Sentence Structure – OUP
2. Francies Katamba – Morphology, Macmillan
3. F.T.Wood - An outline History of English Language
4. Mc Carthy - Collocations in Use -CUP

ENG 202 – TWENTIETH CENTURY BRITISH LITERATURE – I (Core)

Course Outcomes :On completion of the course the students will be able to

1. examine various literary techniques that writers of 20th century used in writing the texts and demonstrate an understanding of these techniques.
2. will be aware of the socio-political and economic conditions of the society during the period
3. understand how society and culture played a significant role in the lives and career of the writers of the age
4. reflect upon the great upheaval that the world has undergone during 20th century and the constructive role of literature and literary texts in restoring human values
5. sharpen their critical, creative and analytical skills and enhance their proficiency in English language

UNIT – I Background: Modernism, Post war poetry, Psychological Novel, Stream of Consciousness.

UNIT - II	Poetry:	T.S. Eliot	-	“Wasteland”
		W.B. Yeats	-	“The Second Coming”
				“Byzantium”
			-	
UNIT - III	Drama:	J.M. Synge	-	“Riders To the Sea”
		Bernard Shaw	-	“Arms and the Man”
UNIT - IV	Fiction:	Joseph Conrad	-	“Heart of Darkness”
		D.H. Lawrence	-	“Sons and Lovers”
		James Joyce	-	“Portrait of the Artist as a Young Man”

Recommended Reading:

1. Albert Guerard, Conrad the Novelist, Harvard University Press, 1958
2. Barret H. Clark. A Study of Modern Drama, 1928.
3. Bourgoies. M.J.M.Synge and Irish Theatre, 1913.
4. William M. Scutte ed Twentieth Century Interpretation of A Portrait of the Artist as a Young Man, 1968.
5. Virginia Woolf – Mrs. Dalloway
6. W.B.Yeats – Sailing to Byzantium
7. George Bernard Shaw- Pygmalion
8. William Hazlitt- Selected Essays

ENG 203 - TWENTIETH CENTURY BRITISH LITERATURE – II (Core)

Postmodern period is known for its complexity as it comes under several influences like post-war upheaval, economic crisis, rapid development of science, threat of nuclear wars. The isms like modernism, post modernism, relativism, existentialism led the artists to experiment with their art forms. Literature is no exception. Bending and breaking the traditions and experimenting with the matter and manner of the literature has become hall mark of Postmodern Literature. The course has select English writers that represent postmodern spirit

Course Outcomes: On completing the course students will

1. understand the socio-political scenario of Post-modern period
2. come to know different literary movements and literary genres that existed during the period
3. have an understanding of the concept of modernism and post-modernism and their impact on literature which has become experimental both in terms of matter and manner
4. understand the kind of experimentation English language has undergone in the hands of post-modern writers.
5. understand the importance of human values which have been affected during post-modern period due to the concept of relativism, fragmentation and experimentation.

UNIT – I Background: Post modernism, Angry Young Man, Theatre of Absurd, Modern Novel

UNIT – II Poetry: Dylan Thomas - “In My Craft or Sullen Art”
“The Force through the Green Fuse”
“Refusal to Mourn”

Ted Hughes - “Thought Fox”

Seamus Heaney - “Digging”
“Blackberry Picking”
“Tollundman”

UNIT - III Drama: John Osborn - “Look Back in Anger”

Samuel Beckett - “Waiting for Godot”

UNIT - IV Fiction: Graham Greene - “Power and the Glory”

William Golding - “Lord of the Flies”

“Hawk in the Rain”

“Thrushes”

Recommended Reading:

1. Saintsbury, G. Short History of English Literature
2. M.H. Abrams - Glossary of Literary Terms
3. Bradbury, Malcom. “What Was Post Modernism”? In International Affairs 71,4 (1995)
4. Hobsbaum, P. Tradition and Experiment in English Poetry
5. Bradbury, M. The Novel Today
6. Nicoll, A. British Drama
7. Cox, C.B. Ed – Dylan Thomas: A Collection of Critical Essays, 1966.
8. Beryl, S and John Fletcher – A Student’s Guide to the Plays of Samuel Beckett.
9. Harvey C. Webster, The World of Graham Greene
10. Philippa Moody, Lord of the Flies: A Critical Commentary

ENG 204 - INDIAN LITERATURE IN ENGLISH (Core)

Course Outcomes: After completion of the course, the student:

1. identify the major Indian Writers Writing in English and acquire knowledge of ‘Indian-ness’ through their works.
2. describe the thematic concerns, genres and trends in Indian Writers in English.
3. debate the pluralistic aspects of Indian culture and identify the artistic and innovative use of language by these writers.
4. understand and appreciate the values and the human concerns through the exposure of texts of Indian Writers.
5. debate and evaluate the historical, political impact of the works of Indian writers in English and their role in bringing about social awareness and transformation.

UNIT – I Background: Nationalism, Rise of Indian Writings in English,
Indianism in Indian - Diaspora, Magic Realism

UNIT - II Poetry: Nissim Ezekiel - “Night of the Scorpion”

- "Poet, Lover, Bird-Watcher"

- "The Railway Clerk"

A.K. Ramanujan - "Small Scale Reflections on a Great House"

- "Of Mother among other Things"

- "Obituary"

UNIT - III Drama: Vijay Tendulkar - "Silence the Court is in Session"

UNIT – IV Fiction & Non-Fiction:

R.K. Narayan - "A Tiger for Malgudi"

Salman Rushdie - "Midnight's Children"

Manju Kapur - "Difficult Daughters"

Jhumpa Lahiri - "2 Short Stories from

Interpreter of Maladies"

1. A Temporary Matter.

2. Mrs. Sen's

Recommended Reading

1. Srinivasa Iyengar, K.R. "Indian Writinng in English." Sterling; New Delhi, 1985.
2. Ramachandran Nair, K.R., " Three Indo-Anglian Poetry".
3. Naik. M.K. "A History of Indian English Literature." Sahithya Akademi, New Delhi, 1982.
4. Meenakshi Mukerjee. "The Twice Born Fiction." Arnold Heinemann: New Delhi, 1984.
5. Srinivasa Iyengar, K.R. "Contemporary Indian Literature." Sahitya Academi: New Delhi, 1981.
6. Viney Krioal. "The Third World Novel of Expatriation." Sterling Pub, New Delhi. 1998.
7. Arun P. Mukarjee. "Characterization in Salman Rushdie's 'Midnight's Children' (ed) Kripal (1990).
8. Mulk Raj Anand – "Untouchable"
9. Shashi Deshpande – "Dark Holds No Terrors"
10. Kushwant Singh – "Train to Pakistan"

ENG 205- AMERICAN LITERATURE – I (Core)

Course Outcomes: After completing the course, the student will

1. understand major historical and cultural developments of colonial America
2. understand the major conventions and themes of Puritan and early American literature
3. Describe the historical and cultural developments of the Enlightenment literature
4. understand the historical and cultural developments of the Romantic period
5. debate the key concept of Transcendentalism

UNIT – I Background: American Puritanism, Transcendentalism,
American Democracy, Civil War

UNIT – II Poetry: Walt Whitman - “Passage to India”
- “When Lilacs Last in the
Dooryard Bloomed”
Emily Dickinson - “Because I Could not stop
for Death”
- “I heard a Fly Buzz”

UNIT – III Prose & Short Fiction:
Ralph Waldo Emerson - “The American Scholar”
Edgar Allan Poe - “The Fall of the House of Usher”

UNIT – IV Fiction:
Nathaniel Hawthorne - “The Scarlet Letter”
Mark Twain - “The Adventures of Huckleberry Finn”
Henry James - “The American”

Recommended Reading:

1. Foerster, Norman. ed. The Reinterpretation of American Literature, Harcow, 1998
2. Hart J.D. The Oxford Companion to American Literature
3. Kar.P.C.ed. The American Classics Revisited: Recent Studies of American Literature. ASRC: 1985.

4. Sequeira, Isaac et al. American Studies Today, ASRC 1995
5. Trent, William P. et al. eds. The Cambridge History of American Literature. 1917 - 1921, 4 Vols.
6. Spiller, R.E. et al. eds. A Literary History of the United States. Macmillan. Vol. III, 1948

ENG 301 – REGIONAL LITERATURES IN ENGLISH TRANSLATION (Core)

This course is intended to introduce the specific features of Indian Writings in English translation by tracing out the development of history of translations in India.

Course Outcomes: After completing the course, the students will be able to

1. understand how and why Indian literature emerged as a distinct field of study.
2. understand the importance of translations in India, being a multi-lingual country.
3. learn how well the Indian culture is reflected in regional writings and interpret the works of great writers of India from different backgrounds.
4. demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in the texts by the writers in the past as well as present.
5. understand the need of wiping out social evils to dream of a healthy society.

UNIT - I Background: Cultural Reflections, Social Realism in the

Regional Literatures, Feminist concerns, Marginal literatures.

UNIT - II Poetry:	P. Rajani	-	“The Story of the eyelashes smiting the eyes”
	Sikhamani	-	“He is the “Filthy” Human Being”

Challapalli Swaroopa Rani - “Prohibited History”

UNIT - III Drama:	Mahe Jabeen	-	“Qilwat”
	Gurujada Apparao	-	“Kanya Sulkam”
	Girish Karnad	-	“Hayavadana”

UNIT - IV Fiction:	Harikrishna Kaul	-	“The Saint and the Witch”
	Chudamani Raghavan	-	“Yamini”
	UR Ananta Murty	-	“Samskara”

Recommended Reading:

1. Srinivas Iyengar, K.R, “Contemporary Indian Literature,” Sahitya Akademi: New Delhi, 1981.
2. Naik.M.K. “The Achievement of Indian English Fiction, Sterling: New Delhi, 1984
3. Gayathri Spivak. “Can the Subaltern Speak?”.
4. Naik. M.K. “Aspects of Indian English Literature”.
5. Ramamurthy K.S. “Rise of the Indian Novel in English”.
6. Nayar Pramod.K. “Literary Theory Today” Prestige Books, New Delhi.
7. Karnard Girish “Three Plays”: O.U.P, New Delhi 1994.
8. Narayan: “Kochharathi”
9. Volga – “Political Stories”

ENG 302 - NEW LITERATURES IN ENGLISH – I (Core)

Course outcomes: On successful completion of the course the student will be able to:

1. understand the evolution of New Literatures (Commonwealth/Post colonial – New Literatures) and acquire knowledge of the basic concepts of Post colonialism.
2. understand the emergence of Canadian, New Zealand and Australian Literatures and learn to appreciate literature and writers from various nations and cultures.
3. understand the identity crisis through the prescribed texts.
4. understand through reading representative texts the respective, customs, habits, culture and socio-political background of different countries.
5. appreciate and analyze the cross-cultural and multi-cultural aspects.

UNIT - I Background: Colonialism, Post colonialism, Ethnicity, Hybridity,
Multiculturalism, , Diaspora, Aborigine, Apartheid.

UNIT - II	Poetry:	Earle Birney	-	“The Bear on the Delhi Road”
			-	“Bushed”
		A.D. Hope	-	“Australia”
			-	“The Death of the Bird”
			-	“Standardization”
		Gabriel Okara	-	“Once Upon a Time”
UNIT - III	Drama:		-	“Were I to Choose”
			-	“The Mystic Drum”
		Douglas Stewart	-	“Ned Kelly”
UNIT - IV	Fiction:	Alan Paton	-	“Cry, the Beloved Country”
		Margaret Atwood	-	“The Edible Woman”
		Katherine Mansfield	-	“Bliss Garden party”

Recommended Reading:

1. William Walsh – Introduction Commonwealth Literature, Great Writer Library
2. R.K.Dhawan & Walter Tormetto. Eds. The Commonwealth Review, New Zealand Literature Today (Spe.
3. OM P Juneja, Post-Colonial Novel, Creative books, New Delhi.
4. C.D. Narasimhaiah– An Anthology of Commonwealth Poet
5. R.K.Dhawan ed. Commonwealth Fiction, Vols. 1 -3, New Delhi: Classical Publishing 1988.
6. Suzanna Graham, ‘Myth and the Poetry of A.D. Hope’. Australian Literary Studies.
7. Eldred D. Jones, The Writing of Wole Soyinka, Heinemann, London, 1973.
8. Ashcroft, Bill, Gareth Griffith and Helen Tiffin. The Empire Writes Back: Theory and Practice in Post-Colonial Literature. London: Routledge, 1989.
9. Atwood, Margaret. Survival: A Thematic Guide to Canadian Literature. Toronto: Anansi, 1972.
10. Margaret Laurence – The Stone Angel.

ENG 303 – ENGLISH LANGUAGE TEACHING - THEORY (ELT) (Core)

Course Outcomes: On completing the course students will be able to

1. demonstrate an understanding of the fundamental concepts in ELT
2. compare and contrast the merits and demerits of different approaches and methods in ELT vis-à-vis the teaching context they are familiar with
3. identify assessment as an integral part of language teaching
4. enumerate different types of tests and test items used in language assessment
5. design a course/ module incorporating all the fundamental components

Unit - I

Fundamentals of Language Teaching:

First Language & Second Language

Components of a Course: Objectives, Syllabus, Materials, Methods

And Evaluation Procedures

Unit-II

Approaches and Methods

The Grammar Translation Method

The Bilingual Method

The Structural Approach

The Communicative Approach

Unit - III

Teaching LSRW Skills

Teaching Listening

Teaching Speaking

Teaching Reading

Teaching Writing

Unit - IV

Language Testing

Types of Language Tests:

Proficiency Test

Aptitude Test
Achievement Test
Diagnostic Test
Types of Language Test Items

Recommended Reading:

1. M.L. Tickoo - **Teaching and Learning English**. Orient Longman
2. Penny Ur - **A Course in English Language Teaching**. CUP
3. Jack C. Richards & Theodore S. Rodgers – **Approaches and Methods in Language Teaching**. CUP
4. David Crystal - **English as a Global Language**

304 - Appreciation of Literature (EXTERNAL ELECTIVE)

Course outcomes: On completing this course, students will be able to

1. gain basic knowledge of Literature and different genres in Literature.
2. appreciate Literature and develop interest in Literature.
3. analyze Literary texts.
4. get exposed to different writers worldwide and their perceptions.
5. decipher human values and cultures embedded in Literature so as to develop broader outlook towards society.

UNIT - I A Brief Introduction to Literary forms:

1. Poetry
2. Drama
3. Fiction Non-Fiction.

UNIT - II Poetry:

1. Kamala Das - Introduction
2. Wole Soyinka - Telephone conversation
3. William Henry Davis – Leisure

UNIT - III Drama:

Anton Chekov – Proposal

UNIT - IV Fiction / Non-Fiction:

1. Sky Baba - Only Vegetarians
2. Aravind Malagathi- The She- Buffalo on Heat and the He-Buffalo After her
3. Robert Lynd - On Forgetting

ENG 305(a) – WOMEN WRITING IN INDIA
(INTERNAL ELECTIVE)

This course offers basic understanding of the concepts like sex and gender, Women's liberation Movements, Rise of Women's writing in India, Feminisms and Women and the Canon.

Course Outcomes: After completing the course, the students will be able to

1. identify some of the developments, themes and narrative strategies employed by women in their writings.
2. understand the difference in the writings of men and women and how female subjectivity operates in the texts.
3. debate that sex is a biological concept based on biological characteristics, whereas gender deals with personal, societal and cultural perceptions of sexuality.
4. analyze, understand and interpret the canonical texts by applying other critical theories along with feminist approach.
5. focus on the texts and understand the literary, social, cultural aspects of women's writings from all the parts of India.

Unit - I Background: Rise of Women's writing in India, Feminism.

Unit - II	Poetry:	Toru Dutt	-	“Sita”
			-	“Our Casurina Tree”
		Gauri Deshpande	-	“The Female of the Species”
			-	“The People Who Need People”
Unit - III	Drama:	Dina Mehta	-	“Brides are not for Burning”

Unit - IV	Fiction:	Anita Desai	-	“Cry, the Peacock”
		Shashi Deshpande	-	“That Long Silence”
		Arundati Roy	-	“God of Small Things”

Recommended Reading:

1. Recommended for Indian English Women’s Writings
2. Bama’s “Sangati”
3. Sarah Joseph’s “Othappu”
4. Jumpha Lahiri’s “The Lowland”
5. Mahasweta Devi’s “Mother of 1084”
6. Manju Kapur’s “The Immigrant”

ENG 305(b) - AMERICAN LITERATURE – II (INTERNAL ELECTIVE)

Course Outcomes: After completing the course, students can

1. understand and analyze historically and analytically about literature, culture and society.
2. debate the importance of American Dream
3. understand the essentiality of Multiculturalism
4. describe and illustrate that diversity as strength especially of Multiethnic Communities
5. understand and analyze the importance of Fourth World Literature and Culture

UNIT - I	Background:	American Dream, Ethnicity
		African American Fiction
		Jewish American Fiction
		Expressionism

UNIT - II	Poetry:	William Carlos William	-	“The Forgotten City”
			-	“Tract”
		Wallace Stevens	-	“The Emperor of Ice Cream”
			-	“Sunday Morning”

UNIT - III	Drama:	O' Neill	- "The Emperor Jones"
		Tennessee Williams	- "The Glass Menagerie"
UNIT - IV	Fiction:	Ralph Ellison	- "The Invisible Man"
		Saul Bellow	- "Herzog"
		Scott Mamaday	- "House Made of Dawn"

Recommended Reading:

1. Brodhusy, Mulcolm. Ed. The Modern American Novel Oxford 1983.
2. Bloom, Herald. Twentieth – Century American Literature
3. Gupta. R.K.ed. Interpretations: Essays on American Literature
4. Hoffman, Daniel. Haward Guide to Contemporary American Writing. H.Univ. Press. 1979.
5. Main, Darshan Singh. The Spirit of American Literature.
6. William Faulkner: The Sound and the Fury

ENG 305(c) – DALIT LITERATURE(INTERNAL ELECTIVE)

This course aims at introducing the students to the political and cultural context in which Dalit literature emerged as a distinct body of writing in modern India.

Students would be familiarized with different forms of Dalit literature such as novels, poems, short stories, essays, plays, and autobiographies to examine how the varied forms of Dalit cultural expressions contribute to the Dalit emancipation. Important debates with regard to Dalit literary criticism would contribute to enhance students' understanding of Dalit aesthetics.

Course Outcomes:

After completing the course, the student will be able to:

1. understand the origin, growth and development of Dalit Literature.
2. evaluate Dalit aesthetics through the study of representative writers.
3. analyze various themes and motifs employed in Dalit writings.
4. understand the issues of marginalization of Dalit people discussed in various texts devoted to the Dalit cause.

5. apply Dalit aesthetics in evaluating the texts written by Dalit writers.

UNIT - I Background: Fourth World literature Ambedkarism, Dalit consciousness,
Dalit aesthetics, Dalit feminism

UNIT - II Poetry:

1. Challapalli Swaroopa Rani 's —Water (Telugu),
2. M.R. Renukumar's The Question Paper (Malayalam)
3. Namdeo Dhasal's Mandakini Patil: A Young Prostitute(Marathi)
4. Mohandas Namishrai's —We will Fight (Hindi)

UNIT - III Novel/short story/Non-fiction

1. Sivakami's – “*The Grip of Change*”
2. Aravinda Malagathi- " The She Buffalo on Heat and the He Buffalo After Her"
3. B.R. Ambedkar- *Annihilation of Caste*.

UNIT - IV Autobiography/ Drama:

1. Bama-*Karukku*
2. Kolakaluri Enoch-*Munivahanudu*

Recommended Reading:

1. Anand, Mulk Raj and Eleanor Zelliot, eds. An Anthology of Dalit Literature. New Delhi: Gyan, 1992.
2. Dangle, Arjun, ed. Poisoned Bread: Translations from Modern Marathi Dalit Literature. New Delhi: Orient Longman, 1992.
3. Susie Tharu and K. Satyanarayana (Ed). “No Alphabet in Sight: New Dalit Writing” from South India Dossier 1: Tamil and Malayalam. Delhi: Penguin: 2011.
4. Bama. Karukku. Trans. Lakshmi Holmström. Chennai: Macmillan, 2000.
5. Kamble, Baby. The Prisons We Broke. Trans. Maya Pandit. Chennai: Orient Longman, 2008.
6. Sudhakar, Yendluri. Mallemoggala Godugu: Madiga Kathalu. Hyderabad: Dandora,

1999.

7. Kalyanarao, G. Untouchable Spring. Trans. Alladi Uma and M. Sridhar. Chennai: Orient Blackswan, 2010.
8. M. Vinodini. Fifth Pulley. Published in Tutun Mukherjee (Ed.) Staging Resistance: Plays by Women in Translation. Delhi: OUP, 2004.
9. Sharmila Rege ed. Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies
10. K. Satyanarayana and Susie Tharu ed. The Exercise of Freedom: An

Introduction

to Dalit Writing

11. Limbale, Sharan Kumar, Towards an Aesthetic of Dalit Literature: History, Controversies, and Considerations. Orient Longman, 2004.

ENG 305(d) – ENVIRONMENTAL REPRESENTATIONS IN LITERATURE AND MEDIA

(INTERNAL ELECTIVE)

Course Description: The course aims at developing among students a concern for the environment by introducing them to different aspects of environmental education through multiple representations of the environment. For a fairly comprehensive understanding of the environment, not only are different literary forms, but also different forms of electronic media such as mails, video talks, documentaries and films are included in the syllabus. Students are required to work on a text of their choice from outside the prescribed syllabus as part of their internal assessment.

Course Outcomes: After completing the course, students will be able to

1. form an understanding of fundamental concepts related to the field of environmental studies such as, ecocentrism, anthropocentrism, conservation, climate change, biocide and ethical living.
2. demonstrate an understanding of environmental representations across multiple literary and non-literary forms
3. identify and analyze the distinctive features of these multiple representations
4. speak and write about their understanding of the representations
5. evaluate the implications of the different environmental representations

understudy.

UNIT - I

Basic Concepts in Eco Criticism: Eco Criticism, Biodiversity, Conservation, Eco Feminism, Anthropocentrism & Eco centrism, Anthropocene, Climate change, Biocide, Ethical Living,

UNIT – II

Literary Forms: Poetry

1. *Spring* by Thomas Nash
2. *Daffodils* by William Wordsworth
3. *Water* by Ralph Waldo Emerson
4. *Trees* by Joyce Kilmer
5. *Winter Morning Poem* by Ogden Nash
6. *On Felling a Tree* by Gieve Patel

Short story: *The Kaziranga Trail* by Arup Kumar Dutta

Non-Fictional Text: *A Life Stripped Bare* by Leo Hickman

UNIT - III

Digital Representations

Select mails from the nature mails of ‘Mails to Vipin’ composed by Sudhakar Marathe

UNIT - IV

Documentaries, Interviews and Video lectures:

1. Vandana Shiva’s Interviews/ Talks available on the You Tube
2. Restore our Earth: Dr.Vandana Shiva & Sister Jayanti available at https://youtu.be/f9wIKUoV1_Y
3. Two documentaries will be finalized in consultation with the students

Recommended Reading:

1. The Ecocriticism Reader landmarks in Literary Ecology by Cheryll Glotfelty and Harolf

Formm (editors)

2. Staying Alive by Vandana Shiva
3. Beginning Theory by Peter Barry
4. Postcolonial Eco Criticism : Literature, Animals, Environment by Graham Huggan & Helen Tiffin

ENG 305(e) - FILM STUDIES (SWAYAM)

(INTERNAL ELECTIVE)

ENG 401 - MODERN CLASSICS IN TRANSLATION (Core)

Objective of this course is to introduce the students to the texts from World literature with an everlasting value, written in the modern period in different languages across Nations and cultures.

Course outcomes: After the completion of the course the students will be able to

1. develop the skill in the thoughtful reading of texts central to the existential dilemmas across the globe.
2. Interpret both texts and material culture in the light of their own historical contexts, and to come to terms with the uses that have been made of these materials in subsequent ages, above all in the present.
3. learn the traditional values of skeptical self-analysis, critical reading, writing and research, and the appreciation of cultures beyond western borders through emphasis on close reading and rhetorical analysis of primary source material from classics.
4. develop greater analytical skills in the interpretation by comparing and contrasting various literatures in English Translation.

UNIT – I Background: World Literatures in English, Comparative Literature.

UNIT – I	Drama:	Anton Chekov	-	The Cherry Orchard
		Henrik Ibsen	-	A Doll's House
		Tagore	-	Mukthadhara

UNIT – III		Albert Camus	-	The Outsider
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UNIT – IV	Herman Hesse	-	Siddhardha
	Dostoevsky	-	Crime and Punishment

Recommended Reading:

1. Chri Prendergast, Marcel proust, Modern classics in search of Lost Time (penguin Modern Classics, Oct.2003)
2. Donald Mc Clory, Introduction to Herman Hesse, Siddhartha, Picardor, London 1988.
3. Shambhala Classics, a translation by SHERAB Kohn 1988
4. Carrol, David Albert Camus the Algerians: Colonialism, Terrorism, Justice Columbia University press 1988.
5. Bourgeois, Patrick Lyall, “Dostoevsky and Existential Background, Taylor & Francis 1996.

ENG 402 - NEW LITERATURES IN ENGLISH – II (Core)

Course Outcome : Completion of the course enables the students to

1. understand and analyze how a literary text explicitly represents various aspects of colonial oppression.
2. evaluate how race, class, gender and identity are presented and problematized in the literary texts.
3. dismantle the myths of African inferiority, appreciate the African Cultures and demonstrate an understanding of the apartheid regime in South Africa.
4. comprehend and analyze the difference of a life lived in the Post-colonial era and the life lived in the colonial context.
5. understand human rights and its violation through a study of literary texts and learn to apply ethical and human values in their day today life.

UNIT - I Background: African Myth, Race and gender, Ethnicity, Cultural Identity, Subaltern, oral tradition, folktales

UNIT - II	Poetry:	J.P. Clark	-	“Casualties”
			-	“Olokun”
			-	“Night Rain”
			-	
		Derek Walcott	-	“A Far Cry from Africa”
			-	“A Sea Chantey”
			-	“Ruins of a Great House”

UNIT - III	Drama:	Wole Soyinka	-	“Lion and the Jewel”
		Ama Ata Aidoo	-	“Anowa”
UNIT – IV	Fiction:	Chinua Achebe	-	“Things Fall Apart”
		V.S. Naipaul	-	“A House for Mr. Biswas”
		Yasmine Goonaratne	-	“A Change of Skies”

Recommended Reading:

1. Bill Ashcroft, Gareth Griffiths and Helen Tiffin, *The Empire writers Back: Theory and practice post- Colonial Literatures in* (London and New York: Routledge, 1989)
2. Walcott, Derek. *Collected Poems. 1948 -1984.* New York: Noonday – Farrar, 1986
3. Ngugi Wa Thiong’o-*The River Between.*
4. Ngugi, Wa Thiong’o 1986. *Decolonizing the Mind: The Politics of Language in African Literature.* London: James Currey, Heinemann.
5. Ngugi, Wa Thiong’o. “The Caribbean: Culture or Mimicry.” *Critical Perspectives on Derek Walcott.* Ed. Robert D. Hammer. Washington: Three Continents, 1993.
6. Soyinka, Wole. *Myth, Literature and the African World.* Cambridge: CUP, 1976.
7. C.L. Innes, Bernth Lindfors ed. *Critical Perspectives on Chinua Achebe.* Heinemann: London, 1979.
8. E.A. Markhan ed. *Hinterland: Caribbean Poetry from the West Indies & Britain.* Bell & Bain Ltd. Great Britain, 1989.
9. Introduced and annotated by K.E. Senanu and T.Vincent: *A Selection of African Poetr.*
10. Promod K. Nayar, *post colonial literature – An Introduction,* Delhi: Pearson, 2008.

ENG 403 – TWENTIETH CENTURY WOMEN’S WRITINGS (Core)

Course Outcomes: After completion of the course, the students can

1. understand and analyze Women’s Perspective in Literature.
2. demonstrate an understanding of Feminist theories and Criticism.
3. trace the development of Women’s Writing and the need for evolution of feminist thinking.
4. understand and analyze that all areas of female experiences can be compared as legitimate themes for work.
5. demonstrate knowledge of aboriginal, Dalit (marginalized) and Black Women’s Writings.

Unit - I	Background:	Feminist Theories	-	Liberal, Marxist, Socialist and Radical
Unit - II	Poetry:	Kamala Das	-	“An Introduction “The Old Playhouse” “The Freaks”
		Sylvia Plath	-	“Mirror” - “Tullips” - “Lady Lazarus” -
Unit - III	Drama:	Scott Rankin & Leah Purcell	-	“Box, the Pony”
Unit - IV	Prose & Fiction:	Virginia Woolf	-	“A Room of One’s Own”
		Simone de Beauvoir’s	-	“Second Sex” (Woman and The Other)
		Toni Morrison	-	“Beloved”
		Buchi Emecheta	-	“Kehinde”

Recommended Reading:

1. Juliet Mitchell and Ann Oakley (ed) “What is Feminism?” Oxford, Blackwell, 1986

2. Sushila Singh (ed) "Feminism and Recent Fiction in English", New Delhi, Prestige, 1991
3. Jane Rendall, "The Origins of Modern Feminism: Women in Britain, France and The United States 1780-1860 London, Macmillan, 1985.
4. Barbara Ryan, "Feminism and the Women's Movement," New York, Routledge 1992.
5. K.R Ramacahandran Nair, "The Poetry of Kamala Das".
6. John Lehmann: "Virginia Woolf and her world".
7. Clarie Spragie: "Twentieth Century Views": Virginia Woolf A Collection of Critical Essays".
8. Roopali Sircar, "Women in African Literature," New Delhi: Creative,
9. Kashinath Ranveer, "Black Feminist Consciousness", Jaipur, Print well, 1
10. Simon de Beauvoir, "The Second Sex".

ENG 404 - LITERARY CRITICISM (Core)

This course is an inquiry into the functions and characteristics of good literature as well as the principles and techniques of criticism. Students will be introduced to various critical approaches or theories from both West and East to be applied in the evaluation or interpretation of various literary works.

Course outcomes: By the end of the course, the students will be able to

1. understand criticize, evaluate, interpret and categorize the individual works meaningfully.
2. evaluate key forms and terminology of literary criticism
3. acquire basic theoretical concepts underlying contemporary approaches to literature and the major differences between them.
4. conduct literary research according to established procedures and use such research effectively and responsibly;
5. understand Indian Aesthetics and compare with Western critical perspectives and identify the questions raised by Cultural Studies and Feminism(s).

UNIT - I Background: Critical Approaches to Literature - Formalist, Psycho- Analytical, Archetypal, Feminist.

UNIT - II

- | | | |
|----------------|---|---|
| Aristotle | - | “Poetics” |
| S.N. Das Gupta | - | “The Theory of Rasa” (From Indian Aesthetics
edited by Sethu Raman) |

UNIT - III

- | | | |
|----------------------------|---|---------------------------------------|
| Samuel Johnson | - | “Preface to |
| Shakespeare” Mathew Arnold | - | “Study of Poetry” |
| T.S. Eliot | - | “Tradition and the Individual Talent” |
| Sigmund Freud | - | “Creative Writers and Day dreaming” |

UNIT - IV

- | | | |
|---------------------|---|------------------------------|
| Practical Criticism | - | “Analysis of Poetry” |
| Elain Showalter | - | “Towards a Feminist Poetics” |

Recommended Reading:

1. Wibur Smith – Five Approaches to Literature
2. David Daiches – Critical Approaches to Literature
3. S.N.Das Gupta “The Theory of Dhvani”
4. Rita Felski, Beyond Feminist Aesthetics – Feminist Literature and Social Change.
5. Linda J. Nicholson ed. Feminism/Postmodernism
6. Peter Barry, Beginning Theory, 1998.
7. Bijay Kumar Das – Twentieth Century Literary Criticism
8. Promod. K. Nayar – Literary Theory Today
9. K. Viswanatham – Essays in Criticism and Comparative Poetics.
10. Kate Millet – Sexual Politics

ENG 405(a) - PROJECT

(INTERNAL ELECTIVE)

ENG 405(b) - ENGLISH LANGUAGE TEACHING - PRACTICUM

(INTERNAL ELECTIVE)

The overall aim of this practicum course is to make students thoroughly job-ready by giving them hands on experience in designing, teaching and assessing language courses. Students are required to put into practice the theoretical inputs the ELT course in the third semester offered them. As part of this practicum, under the observation of the instructor, students are required to teach different aspects/elements/ skills of language, using mainly the Communicative Language Teaching / the Audio-lingual Method.

Course Outcomes: On completing this course students should be able to

1. frame language test items for assessment
2. demonstrate the prescribed methods of teaching English and skill-based teaching for all the four skills
3. use English language related to classroom functions with ease
4. handle with confidence a teaching situation
5. appreciate working in groups as an enriching learning opportunity

Assessment

Performance of students in the practicum will be monitored and assessed continuously by the instructor and there will be no external evaluation for this course. The distribution of marks will be as follows:

Designing a language course/ module: 20%

Designing a language test: 10%

Language Learning Journal: 20%

Class participation: 20%

Online teaching demonstration: 10%

Off-line classroom Teaching demonstration: 20%

ENG 405(c) - ANCIENT CLASSICS IN TRANSLATION

(INTERNAL ELECTIVE)

Course outcomes: On completing the course students will be able to

1. demonstrate an understanding of the different classical texts representing the ancient Greek and Indian literatures
2. analyze the texts as products of their times and also as masterpieces of all times
3. compare them with the modern texts to form a literary estimate
4. compare and contrast the western texts with those of India

UNIT - I Background: Study of Ancient classical Literature, Ancient Literature vs. Modern Literature

UNIT - II Drama: Sophocles - “Oedipus Rex”

Aeschylus - “Agamemnon”

UNIT - III

A.K. Ramanujan - “Poems of Love and War”

Homer - “Odyssey”

UNIT - IV

Sudraka - “The Little Clay Cart (Mrichikatak)”

Bhasa - “Karna Bhara”

Recommended Reading:

1. Gilbert Murray, "History of Ancient Greek Literature", Palala Press.
2. Ruth Scodel, "An Introduction to Greek Tragedy", CUP.
3. Sophocles, "Antigone".
4. Euripides, "Hippolytus"
5. Dante, "The Inferno"
6. Kalidasa, "Shakuntala".

ENG 405(d) - TRANSLATION STUDIES (Internal Elective)

Course Outcomes: On completing the course students will be able to

1. form an understanding of the history of Translation studies
2. distinguish between processes like paraphrasing, translation and transcreation
3. distinguish between free and restricted translation
4. understand how translation is evaluated
5. translate literary and non-literary texts from and into English

Theory of Translation (50 Marks)

UNIT - I

- a. A Short History of Translation Studies
- b. Lexicon, Word Formation, Compounds, Collocations
- c. Paraphrasing, Translating & trans creating

UNIT - II

- a. Types of translation - Interlingual, Intra lingual inter-semiotic
- b. Total and Restricted translation, Liberal & Free translation, Direct and Indirect translation.
- c. Evaluation of Translation and Language Testing: Reliability and Validity

Practical Translation (30 Marks)

UNIT - III

Different Types of Translation

Literary - Prose, Poetry, Fiction, Drama, Short Story

UNIT - IV

Non-Literary, Administrative, Legal, Scientific and Social Subjects.

Recommended Reading:

1. R.K. Dhawan – The Art of Translation
2. T.C.Cartford – A Linguistic Theory of Translation
3. Susam Bassnett. Mc Grine – Translation Studies
4. H.Lakshmi- Problems of Translation
5. Peter New mark – Approach to Translation

