

Choice-Based Credit System (CBCS)
Paper Style for Semester-end Examination

The Semester-end Examination for all courses would be of **70 Marks**. The common paper style for all courses for the distribution of these 70 marks would be as follows:

- **10 Marks** for MCQs (from the topics / texts as well as the background)
- **20 Marks** for 4 definition-type, 50-words answers; definitions can also be asked from the background and allied / related terms, movements, schools etc. (05 x 04 = 20)
- **20 Marks** for 2 analytical type, text/topic-based, 500-words answers from a choice of 4 questions (10 x 02 = 20)
- **20 Marks** for an essay type question, 1000 words, incorporating issues from the texts as well background, from a choice of 3 questions

CCT 01 - English Literature up to 1660

Objectives:

- i) To introduce historically the European Renaissance and the Renaissance in England.
- ii) To make students familiar with the various literary forms of this period and specially the form of Drama.
- iii) To study some of the major English Renaissance plays.

Background / Context:

- i) Socio-cultural background.
- ii) Literary and intellectual background.
- iii) Development of British drama and theatre.

Texts are indicative and should be supplemented with Background (Movements, Periods, ie Elizabethan, Jacobean, Caroline

Unit 1: Chaucer: Utopia

Unit 2: Marlowe: Edward II

Unit 3: Shakespeare: *Hamlet*

Unit 4: Metaphysical poetry (Spenser, Donne, Herbert, Marvell)

Prescribed Reading:

1. Bowers, Fredson. *Elizabethan Revenge Tragedy*: Magnolia, M.A, Peter Smith .,1958.
2. Craig, Hardin *The Enchanted Glass: The Elizabethan Mind in Literature* Oxford, Basil Blackwell. 1966
3. Crutiwell, Patrick. *The Shakespearean Moment and Its Place in the Poetry of Seventeenth Century*. New York, Columbia University Press, 1954
4. Ellis-Fermor, Una . *The Jacobean Drama*. London, Methuen (University Paperbacks). 1935
5. Ford, Boris (ed) *The Pelican Guide to English Literature* Vols 1,2 And 3 Harmondsworth, Middlesex, Penguin, 1954.
6. Kaufman, Ralph (ed) *Elizabethan Drama*, New York, OUP, 1961
7. Knights, L. C. *Drama and Society in the Age of Jonson*, London.
8. Lucas, F.L *Seneca and the Elizabethan Tragedy*, Folcroft, PA, Folcroft Library Editions, 1923.
9. Pinto, Vivian de Sola *The English Renaissance: Fifteen Ten to Sixteen Eighty-Eight*. 3-ed. London. The Cresset Press, 1966.
10. Tillyard, E M W *The Elizabethan World Picture*. London, Chatto & Windus, 1967.

CCT 02 - English Literature up to 1800 Century

Objectives:

1. To give the students a first hand knowledge of major literary works of the period.
2. To provide them with knowledge of the political, economic, social and intellectual background so as to enable them to study the works as representative of the period.
3. To acquaint them with the literary movements, favoured genres and the evolution and development of literary forms and also to encourage them for further reading so as to obtain a comprehensive view of the period.

Related Issues

1. Satire in Verse - Mock Heroic
2. Satire in Prose
3. Literary Criticism during the period
4. The Rise of the English novel
5. The Sentimental and Gothic novel.
6. The major forms of poetry

Course Content:

Unit 1: Milton *Paradise Lost* Book I

Unit 2: Pope: *Rape of the Lock*

Unit 3: Addison, Steele: *Essays* (Hugh Walker: *Essays & Essayists*)

Unit 4: Lawrence Sterne: *Tristram Shandy*

Recommended Reading:

1. Allen, Walter, *The English Novel: A Short Critical History*. Harmondsworth, Middlesex, Penguin Books, 1958.
2. Bateson, F. W., *English Comic Drama 1700-1750*. Oxford: OUP, 1929.
3. Clifford, J. L. (ed) *Eighteenth Century English Literature: Modern Essays in Criticism*. London: OUP, 1967.
4. Dobree, Bonamy. *Restoration Comedy*. Oxford: Clarendon Press, 1924.
5. _____ . *Restoration Tragedy*. Oxford: Clarendon Press, 1929.
6. Jack, Ian. *Augustan Satire : Intention and Idiom in English Poetry 1660-1750*. Oxford: Clarendon Press, 1966.
7. Nicoll, Allrdyce, *A History of English Drama*, 3 Vols. CUP, 1946.
8. Stephen, Leslie. *English Literature and Society in the Eighteenth Century*. London: Duckworth, 1966.
9. Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. London: Chatto & Windus, 1957.

CCT – 03 - Linguistics and Phonetics

Objectives :

1. To give the students proper grounding in Phonetics and Linguistics.
2. To teach them basic concepts and theories of Phonetics and Linguistics.
3. To teach them the phonology of English.
4. To enable them to study and analyze languages in general.

Background / Context / Historical Perspectives:

1. Linguistic Studies in India
2. Linguistic Studies in the West during the Classical Periods.
3. Linguistic Studies in America
4. Linguistic Studies in Europe during the 19th century.
5. Linguistic Studies in the Contemporary Period.

Detailed Description of the course content:

Unit 1. A) The Nature of Language

B) The Nature and Branches of General Linguistics.

C) Some fundamental Linguistic Concepts (Langue and Parole, Competence And Performance, Substance and Form, Syntagmatic and Paradigmatic, Diachronic and Synchronic).

Unit 2. A) The Levels of Linguistic Study (Morphology, Syntax, Phonetics, Semantics, Pragmatics).

B) Lexicology

Unit 3. A) The Nature of Phonetics.

B) Fundamental Phonetic Concepts (Air Stream Mechanism, Organs of speech, Vowel, Consonant, Syllable, Manner and Place of articulation

Unit 4. A) English Phonology (Phoneme Theory, English Vowels and Consonants, Structure of English Syllable)

B) Supra-segmental features of English Speech (Word-accent, Stress & Rhythm in Connected Speech, Intonation).

C) General Indian English

Prescribed Texts and their Discussion : Each will carry Two credits.

1. Pushpinder Syal & D.V. Jindal. *An Introduction to Linguistics: Language, Grammar and Semantics*. New Delhi: Prentice Hall of India, 1999.
2. T. Balasubramaniam. *A Text Book of English Phonetics: For Indian Students*. New Delhi: Macmillan, 2001.

Prescribed Reading:

1. Abercrombie, D., *Elements of General Phonetics*. Edinburgh: Edinburgh University Press. 1967.
2. Akmajian, H. et al., *Linguistics: An Introduction to Language and Communication*. New Delhi: Prentice Hall, 2004.
3. Leech, G.N., *Semantics*. Harmondsworth: Penguin, 1970.
4. Ogden, C.R. & Richards I.A., *The Meaning of Meaning*. London: Routledge & Kegan Paul, 1923.
5. Robins, R.H., *General Linguistics: An Introductory Survey*. London: Longman, 1985.
6. de Saussure, Ferdinand, *Course in General Linguistics*. 1916. Translated by Wade Baskin, New York: Philosophical Library, 1959.
7. Verma, S.K. & Krishnaswami N., *Modern Linguistics: An Introduction*. New Delhi: OUP, 1989.
8. Bansal, R.K. and J.B. Harrison, *Spoken English for India*. Madras: Orient Longman, 1972.

ECT 01

Indian Writing in English - Poetry

Objectives -

- i) To study the growth and development of Poetry form in IWE.
- ii) To introduce the major Indian English Poets.
- iii) To introduce the historical cultural and social context in Indian English Poetry.

Course Content:

- i) 19th Century: Henry Derozio, Michel Madusudan Dutt, Toru Dutt,
- ii) 1900-1950: Sarojini Naidu, Shri Aurobindo, Ravindranath Tagore
- iii) Post independence: Nissim Ezekiel, Kamala Das, K.K. Daruwala, Jayant Mahapatra,
- iv) Post independence: R. Parthasarthy, Eunice D'souza, A.K. Ramanujan, Aga Sahid Ali

The selection of poems is left to the discretion of the course coordinator. There shall be either one long or three short poems by the poets listed.

4. Recommended Readings:

ECT 01
Classical Criticism

Objectives:

1. To provide learners with grounding in ancient Greek and Roman literary criticism, that influenced the course of English and European criticism.
2. To examine the works of the key thinkers / philosophers in this discipline.
3. To examine the various critical terms and concepts in this discipline.

Units / Texts:

1. Plato: *The Republic*, Book X (Theory of Art)
2. Aristotle: *Poetics*
3. Horace: *Ars Poetica*
4. Longinus: 'On the Sublime'

Recommended Reading:

1. The texts by Plato, Horace and Longinus are available in Penguin Classics edition. Aristotle's text is available in the Longman Study Edition.
2. Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan India Ltd., 2004.
3. Daiches, David. *Critical Approaches to Literature* (2nd edition). Calcutta: Orient Longman Ltd., 1993.
4. Nagarajan, M.S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Longman Ltd., 2006.
5. Wimsatt, William K. & Cleanth Brooks. *Literary Criticism: A Short History*. New Delhi: Oxford & IBH, 1957.

ECT 01 - African Literature

Objectives:

1. To introduce the students to African writings.
2. To make them approach the prescribed texts for their literary value and cultural significance.
3. To enable them to approach these texts from a cross-cultural perspective.

Background / Context / Historical Perspectives.

1. The historical background of the African writing in English.
2. The post colonial consciousness in literature.
3. The cultural encounter of Africa with the colonizers.
4. The political and social background of the African writing.
5. The portrayal of the colonial experience and the response to the landscape and land memories.
6. The Search for identity in this writing.

The Course Content:

Unit 1 Ngugi Wa Thiongo, *Petals of Blood* (1977).

Unit 2 Wole Soyinka, *Season of Anomy* (1973).

Unit 3 Doris Lessing, *A Man and Two Women* (1963).

Unit 4 Nadim Gordimer, *The Conservationist* ((1974)

Allied / potential Areas of Study:

1. The emergence of African literatures.
2. The cross-cultural study of the sensibility of these writers.
3. The experiments made by these writers.
4. The handling of history by these writers.
5. The study of these writers from the perspectives of the latest critical theories.

Recommended Reading (Background) :

1. Nazareth, Peter, *An African View of Literature*. Illinois, North-Western University Press, 1974.
2. Mphahlele, Ezekiel (ed). *African Writing Today*. Harmondsworth, Middlesex, Penguin Books, 1967.
3. *The Journal of Commonwealth Literature*.
4. Wole Soyinka. "The Role of the writer in a Modern African State".
5. Innes, C.L., Chinua Achebe (1990).

ICT-01 - Understanding Literature

Objectives:

1. This Course is designed for both those learners who are in the discipline as well as those who do not belong to Literature Studies but have a curiosity and general interest to know what is literature and how can they better appreciate it.
2. The Course would expose learners to a conceptual understanding of the term 'literature', 'literary canon' and cultural importance of literature as well as familiarise them with all the major genres of literature.
3. Additionally, the Course incorporates practical sessions of close reading, understanding and critically appreciating various canonical and contemporary literary pieces.
4. The Course hopes not only to better equip learners to understand and enjoy literature, but through the process become more comfortable and competent in English language.

Topics:

- **Understanding Literature** (Each of the following to have half a credit):
 - a) **Understanding Poetry**
 - b) **How to read a poem**
 - c) **Understanding Drama**
 - d) **How to read / enact a play**
 - e) **Understanding Fiction**
 - f) **How to read a novel**
 - g) **New Genres:** Autobiography, Biography, Memoir, Diary, Letters, Travel Writing, Science Fiction, Fantasy & Children's Literature
 - h) **Literature as an aesthetic experience**

Recommended Reading:

1. Boulton, Marjorie. *Anatomy of Poetry*. Delhi: Kalyani Publishers, 1988.
2. Boulton, Marjorie. *Anatomy of Prose*. Delhi: Kalyani Publishers, 1988.
3. Boulton, Marjorie. *Anatomy of Drama*. Delhi: Kalyani Publishers, 1988.
4. Boulton, Marjorie. *Anatomy of Novel*. Delhi: Kalyani Publishers, 1988.
5. Walder, Dennis (ed.). *Literature in the Modern World*. New York: OUP, 2004.
6. Widdowson, Peter. *Literature*. London: Routledge, 1999.
7. Young, Robert (ed.). *Untying the Text: A Post-Structuralist Reader*. London: Routledge, 1981.

CCT 04 19th Century British Poetry

Objectives:

1. To facilitate learners with an overall exposure to the English poetic genre in the 19th century.
2. To understand the central concerns of these poets vis-a-vis the age they were writing in, and thus understand the tradition of English poetry in this century.
3. To know about the different schools / movements having a direct bearing to poetry in this century.

Units / Texts:

1. The First Generation Romantic Poets (Wordsworth and Coleridge)
2. The Second Generation Romantic Poets (Byron, Shelley and Keats)
3. The Victorian Poets (Tennyson, Browning and Arnold)
4. Other Important Poets (William Blake, Elizabeth Browning, D.G. Rossetti, Christina Rossetti, G.M. Hopkins, A.C. Swinburne)

These poets can be taught through representative poems (at least two short or one long poem by each poet). Teacher is free to choose the poems.

Anthologies:

There are many anthologies where many important poems of the above poets are featured. At least the following four important ones can be mentioned:

1. *The Norton Anthology of Poetry* (Shorter Revised Edition; edited by Alexander W. Allison *et al*). New York: W.W. Norton & Company, 1975.
2. *The Penguin Book of English Verse* (edited by John Hayward). London: Penguin Books, 1988.
3. *A Treasury of Poems* (compiled by Sarah Anne Stuart). New York: Galahad Books, 1999.
4. *Discovering Poetry* (edited by Hans P. Guth & Gabriele L. Rico). New Jersey: Prentice Hall, 1993.

Besides, the *Norton Critical Edition* series (South Asian Edition) is also available for many individual poets like: Blake, Wordsworth (*The Prelude*), Coleridge, Byron, Shelley, Tennyson, Robert Browning, and Elizabeth Browning.

CCT-05 – 19th Century British Novel

Objectives :

- i) To study the growth and development of Novel form during 19th century.
- ii) To introduce the major writers in the age.
- iii) To introduce the historical and social background of the age.

Course Content:

Unit 1	Jane Austen	<i>Northanger Abbey</i>
Unit 2	Charles Dickens	<i>Oliver Twist</i>
Unit 3	George Eliot	<i>Middlemarch</i>
Unit 4	Thomas Hardy	<i>Tess of the d'Urbervilles</i>

Recommended Readings:

- 1) BRONTE Charlotte *Jane Eyre*
- 2) BRONTE Emily *Wuthering Heights*
- 3) DISRAELI Benjamin *Sybil or The Two Nations*
- 4) GILBERT, Sandra M. and Gubar, Susan (eds) *The Madwomen in the Attic: The Woman Writer and the Nineteenth Century Imagination*. New Haven: Yale University Press, 1979.
- 5) HAZLITT, William *The Spirit of the Age*
- 6) JAMES, Henry *The Portrait of a Lady*
- 7) JONES Edmund D. ed. *English Critical Essays* London, OUP, 1963
- 8) LAMB, Charles *Essays of Elia* (First six essays)
- 9) MILL, John Stuart on Liberty
- 10) NEWMAN, J H *Apologia Pro Vita Sua*
- 11) PATER, Walter *The Renaissance* (Preface and conclusion)
- 12) ROSENBERG, John D *Carlyle and the Burden of History*, Oxford, OUP, 1985.
- 13) ROUSSEAU, Jean-Jacques. *The Social Contract and Discourses* Te. By. G. D. H Cole. London, Dent. 1913.
- 14) RUSKIN, John *The Crown of Wild Olives*
- 15) SUSSMAN, H L *Victorians and the Machine*, Cambridge, MA, Harvard University Press, 1968
- 16) THAKERAY, William Makepeace *Vanity Fair*
- 17) TILLOTSON, Kathleen *Novels of Eighteen-Forties*. Oxford OUP, 1954
- 18) WILLEY, Basil *Nineteenth Century Studies: Coleridge to Matthew Arnold* New York, Columbia University Press, 1949
- 19) WILLIAMS, Raymond *Culture and Society 1780-1950*. Harmondsworth, Penguin Books, 1961
- 20) YOUNG. G M *Portrait of an Age: Victorian England* 2 ed. Oxford OUP, 1960.

CCT 06 - English Grammar

Objectives:

1. To provide learners with the theoretical understanding of what is Grammar .
2. To make learners see the shift in approach to teaching from Structural to Communicative Grammar.
3. To strengthen the usage (both spoken and written) of English among learners.

Background:

1. Brief history of the development of English Language.
2. An overview of the varieties of English including Indian English.
3. Structural Grammar.
4. Communicative Grammar.

Course Content (Principal Topics) Each of the following to have half a credit:

- a) **Word Classes: Open Classes** (Nouns, Verbs, Adjectives, Adverbs) and **Closed Systems** (Articles, Demonstratives, Prepositions, Conjunctions, Interjections...)
- b) **Phrases:** Noun Phrase, Verb Phrase, Prepositional Phrase, Adverbial Phrase, Adjectival Phrase
- c) **Clauses:** Structure & Types
- d) **Adverbials**
- e) **Sentences:** Types & Functions (including Negative, Interrogative... Sentences)
- f) **Passives**
- g) **Other Clausal Aspects:** (Coordination/Subordination, Information Structure in a Clause: Focus, Theme, Emphasis...)
- h) **Other Aspects of the Sentence:** Cohesion & Cohesive Devices (Lexical, Semantic, Grammatical)

Allied Areas: Focus on skills

1. Reference Skills
2. Reading and Comprehension Skills
3. Writing Skills
4. English in the Technological World
5. The Future of Englishes

Principal Texts: Learners to refer mainly two texts for earning their credits:

1. Quirk, Randolph and Sidney Greenbaum. *A University Grammar of English*. New Delhi: Pearson, 2004.
2. Yadugiri, M.A. *Making Sense of English: A Textbook of Sounds, Words and Grammar*. New Delhi: Viva Books, 2006.

Select Bibliography:

1. Baugh, Albert, C. *A History of English Language*. New Delhi: Allied Publishers, 1970.
2. Bolton, Kingsley and Braj Kachru. *World Englishes: Critical Concepts in Linguistics*. New York: Taylor & Francis, 2006.
3. Brumfit, C.J. and K. Johnson (eds.). *The Communicative Approach to Language Teaching*. Oxford: OUP, 1979.
4. CIEFL. *Enrich Your English: Communication Skills Book*. Hyderabad: OUP, 1999.
5. Close, R.A. *A University Grammar of English: A Workbook*. London: Longman, 1974.
6. Close, R.A. *English as a Foreign Language*. London: Longman, 1962.
7. Chomsky, Naom. *Aspects of the Theory of Syntax*. Cambridge, Massachusetts: Fontana, 1965.
8. Christopherson, P. And A.O. Sandved. *An Advanced English Grammar*. London: Macmillan, 1969.
9. Cook, John L., Amorey Gethin and Barry Unsworth. *The Student's Book of English*. London: Blackwell, 1981.
10. Crystal, David. *The Language Revolution*. Cambridge: Polity, 2004.
11. Crystal, David. *The Cambridge Encyclopedia of The English Language*. Cambridge: CUP, 2000.
12. Kachru, Braj. *The Alchemy of English: The Spread, Functions, and Models of Non-native Englishes*. Illinois: University of Illinois Press, 2008.
13. Kachru, Braj. *The Other Tongue: English Across Cultures*. 1992.
14. Kachru, Braj. *Language in South Asia*. 2008.

ECT 02 - Indian Writing in English-Novel

Objectives :

- i) To study the growth and development of Fiction in IWE.
- ii) To introduce the major Indian English Novelist and short story Writers.
- iii) To introduce the historical cultural and social context in Indian English fiction.

The Course Content:

Unit 1 R.K.Narayan, Khushwant Singh, Anita Desai (Selection of short stories Five)

Unit 2 Mulkraj Anand, *Untouchable*

Unit 3 Raja Rao *Serpent and the Rope*

Unit 4 Shashi Deshpande *That Long Silence*

Recommended Readings:

ECT 02 - English Criticism up to the 20th Century

Objectives:

1. To further the link with the classical critics and study the main critics in the English critical tradition.
2. To examine the works of the key critics in this discipline.
3. To examine the various critical terms and concepts in this discipline.

Units / Texts (Each of the following topics to have half a credit):

- a. Philip Sidney: *The Defence of Poesie (or, An Apology for Poetrie)*
- b. John Dryden: *An Essay of Dramatic Poesy*
- c. Samuel Johnson: *Preface to Shakespeare*
- d. William Wordsworth: *Preface to Lyrical Ballads*
- e. S.T. Coleridge: *Biographia Literaria* (Ch. XIV, XVII, and part of XVIII)
- f. Matthew Arnold: *The Function of Criticism at the Present Time*
- g. Walter Pater: *Preface to Studies in the History of the Renaissance*
- h. Arthur Symons: *The Decadent Movement in Literature*

Recommended Reading:

1. The first five essays are available in *English Critical Texts – 16th Century to 20th Century* by D.J. Enright and Ernst De Chickera (Delhi: OUP, 1981).
2. Arnold's essay can be accessed from his collection *Essays Literary and Critical*, ed. G.K. Chesterton; Pater's essay can be taken from his *Studies in the History of the Renaissance*; and Symons essay from Rene Wellek's *A History of Modern Critics 1750 – 1950*.
3. Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan India Ltd., 2004.
4. Daiches, David. *Critical Approaches to Literature* (2nd edition). Calcutta: Orient Longman Ltd., 1993.
5. Jones, Edmund D. *English Critical Essays – Nineteenth Century*. London: OUP, 1963.
6. Nagarajan, M.S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Longman Ltd., 2006.
7. Wimsatt, William K. & Cleanth Brooks. *Literary Criticism: A Short History*. New Delhi: Oxford & IBH, 1957.

ECT 02 - Non-British Literature: Caribbean Literature.

Objectives : 1. To introduce the students to Caribbean writings.

2. To make them approach the prescribed texts for their literary value and cultural significance.
3. To enable them to approach these texts from a cross-cultural perspective.

Background / Context / Historical Perspectives.

- The historical background of the Caribbean writing in English.
- The post colonial consciousness in Caribbean literature.
- The cultural encounter of the Caribbean with the colonizers.
- The political and social background of the Caribbean literature
- The portrayal of the colonial experience and the response to the landscape and land memories.
- The Search for identity in the Caribbean literature.

Background Study:

1. The emergence of Caribbean literatures.
2. The cross-cultural study of the sensibility of these writers.
3. The experiments made by these writers.
4. The handling of history by these writers.
5. The study of these writers from the perspectives of the latest critical theories.

Texts and their Discussion: (Each Text/Unit will carry One Credit)

Unit 1. V.S. Naipaul, *In a Free State* (1971).

Unit 2. George Lamming, *The Pleasures of Exile* (1960).

Unit 3. Wilson Harris, *The Infinite Rehearsal* (1987).

Unit 4. Derek Walcott, *Omeros* (1990).

Related Issues :

1. Post colonial Caribbean poetry, novel, autobiography and discourses.
2. The racial crises.
3. The question of history.
4. Post-modernist experiments in literature.
5. The search for identities in various forms.
6. The national context revealed in the respective texts.
7. The handling of the genres of literature by the authors.

Recommended Reading (Background)

1. Dathorne, O.R., *Caribbean Narrative*. London: Heinemann Educational, 1966.
2. Ramchand, Kenneth, *The West Indian Novel and its Background*. London: Faber & Faber, 1971.
3. *The Journal of Commonwealth Literature*.
4. Baugh, Edward, (ed). *Critics on Caribbean Literature*. London: George Allen & Unwin, 1978.
5. Coulthard, G.R., *Race and Colour in Caribbean Literature*. London: OUP,1962.
6. Wilson, Harris, *Tradition, the Writer and Society*. London: New Beacon, 1967.
7. King, Bruce, (ed). *West Indian Literature*. London: Macmillan, 1979.
8. Sakaana A.S., *The Colonial Legacy in Caribbean Literature*. London: Karnak House, 1987.
10. *The Caribbean Quarterly*.

ICT-02 - Creative Writing

Objectives:

1. This Course is designed for learners in the discipline of literature and those who think they have a desire or a flair for creative writing.
2. The Course would help learners to understand the process of creative writing: how thoughts become manifest in words, phrases and sentences, and then how these are structured.
3. The Course would help learners to gain an understanding of the conventional forms of writing, as well as the newer areas like the media where creative writing comes into play.

Topics:

1. Literary Writing I (Writing poems and plays)
2. Literary Writing I (Writing novels and non-fiction)
3. Writing for the Media (Advertisement and Screenplay)
4. Journalistic Writing (Print & Electronic Media. Writing for the Web)

Recommended Reading:

1. Bishop, Wendy. *Working Words: The Process of Creative Writing*. California: Mayfield Publishing Company, 1992.
2. Bishop, Wendy. *Released into Language*. Urbana, IL: National Council of Teachers of English, 1990.
3. Britton, James *et al.* *The Development of Writing Abilities*. London: Macmillan Education, 1975.
4. Bunge, Nancy. *Finding the Words: Conversations with Writers Who Teach*. Athens: Ohio UP, 1985.
5. Minot, Stephen. *Three Genres: The Writing of Poetry, Fiction, and Drama*. New Jersey: Prentice-Hall, 1982.
6. Murray, Donald. *Shoptalk: Learning to Write with Writers*. Portsmouth: Boynton/Cook Heinemann, 1990.
7. Shapiro, Nancy L. & Ron Padgett. *The Point Where Teaching and Writing Intersect*. New York: Teachers & Writers, 1983.

CCT 07 - 20th Century British Poetry

Objectives:

4. To facilitate learners with an overall exposure to the English poetic genre in the 20th century, maintaining a link with the course they did on 19th century English poets in the previous semester.
5. To understand the central concerns of these poets vis-a-vis the age they were writing in, and thus understand the tradition of English poetry in this century.
6. To know about the different schools / movements having a direct bearing to poetry in this century.

Units / Texts:

5. The Early Moderns (Thomas Hardy, Wilfred Owen, W.B. Yeats, and Robert Graves)
6. The High Moderns (Ezra Pound, T.S. Eliot, and W.H. Auden)
7. After the Moderns (Dylan Thomas, Philip Larkin, Ted Hughes, and Seamus Heaney)
8. Other Important Poets (Hugh MacDiarmid, Stephen Spender, John Betjeman, Donald Davie, Thom Gunn)

These poets can be taught through representative poems (at least two short or one long poem by each poet). Teacher is free to choose the poems.

Anthologies:

There are many anthologies where many important poems of the above poets are featured. At least the following four important ones can be mentioned:

5. *The Norton Anthology of Poetry* (Shorter Revised Edition; edited by Alexander W. Allison *et al*). New York: W.W. Norton & Company, 1975.
6. *Twentieth Century Verse: An Anglo-American Anthology* (edited by C.T. Thomas). Madras: Macmillan, 1979.
7. *Twentieth Century Poetry and Poetics* (edited by Gary Geddes). Toronto: OUP, 1985.
8. *Reading Modern Poetry: A Critical Anthology* (edited by Paul Engle & Warren Carrier). Illinois: Scott, Foresman and Company, 1968.

CCT 08 - Discourses on Women's Empowerment

Objectives:

1. To facilitate learners with an adequate exposure to this often neglected area of studies: discourses by women.
2. To study a cross-section of women's writing, mainly Western, and try to understand the development of women's concern about their self, identity and society.
3. To juxtapose these writings against the development of feminist theory.

Units / Texts:

1. Mary Wollstonecraft: *A Vindication of the Rights of Woman*. (Edited by Carol H. Poston. New York: W.W. Norton & Company, 2nd edition)
2. Virginia Woolf: *A Room of One's Own*. (New Delhi: CUP, 1998)
3. Hooks, Bell. *Ain't I A Woman: Black Women and Feminism*. (Boston: South End, 1981)
4. Toril Moi: *Sexual/Textual Politics: Feminist Literary Theory*. (London: Routledge, 1985)

Recommended Reading (merely suggestive, and by no means exhaustive):

1. Beauvoir, Simone De. *The Second Sex*. London: Penguin, or New York: Alfred A. Knopf, 1978.
2. Freedman, Estelle B (ed.). *The essential Feminist Reader*. New York: The Modern Library, 2007.
3. Gilbert, Sandra & Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. New Haven: Yale UP, 1979.
4. Gilbert, Sandra & Susan Gubar. *The Norton Anthology of Literature by Women: The Tradition in English*. New York: W.W. Norton & Company, 1985.
5. Hurston, Zora Neale. *Their Eyes Were Watching God*. Urbana: University of Illinois Press, 1978.
6. Kaplan, Cora. *Sea Changes: Culture and Feminism*. London: Verso, 1986.
7. Shiva, Vandana. *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali for Women, 1988.
8. Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. Princeton UP, 1977.
9. Spivak, Gayatri. *In Other Worlds: Essays in Cultural Politics*. London: Methuen, 1987.
10. Tharu, Susie & K. Lalitha. *Women Writing in India 600 BC to the Early Twentieth Century*. New York: Harper Collins, 1991.

CCT 09 - Comparative Literature

Objectives :

The objectives of Course in Comparative Literature would include:

- i) To introduce the students to the discipline of comparative literature.
- ii) To familiarize them to the concepts, issues and methodology.
- iii) To establish the rationale of comparative literature in a multi-national study

Background :

- i) History of comparative literature
- ii) Comparative literature and other related concepts e.g. world Literature, general literature, national literature etc.
- iii) French, American & Indian Schools of Comparative Literature

Course description: Each Unit will carry One Credit.

- Unit 1 History of Development of schools of Comparative literature (French, American, British & Indian)**
- Unit 2 a) Influence and Reception Study
b) Genology, Literary History (Period & Movement Study)**
- Unit 3 a) Thematology
b) Translation Study**
- Unit 4 a) Comparative literature and Intercultural studies
b) Comparative Literature and other disciplines e.g. media,
c) The future of Comparative Literature**

Bibliography :

JOST, Francois, *Introduction to Comparative Literature*

PRAWER, S.S. *Comparative Literary Studies: An Introduction*

BRANDT, Corstius J. *Introduction to the Comparative Study of Literature*

WELLEK, Rane & WARREN, Austin. *Theory of Literature*

WEISSTEIN, Ulrich (ed.) *Comparative Literature and Literary Theory: Survey and Introduction*

SUSAN BASSANETT. *Comparative Literature: Introduction*

NAGENDRA, Comparative Literature. Delhi, University of Delhi, 1977403

ECT-03 - Indian Writing in English - Drama and Non-fiction

Objectives :

- i) To study the growth and development of prose and drama form in IWE.
- ii) To introduce the major Indian English writers.
- iii) To introduce the historical cultural and social context in Indian English prose and drama.

Major Writers :

- i) Raja Rammohan Roy, Aurobindo, Vivekananda, M.K.Gandhi, Rabindranath Tagore [Selections from
journalistic letters, essays, lectures and critical works (literary)]
- ii) Nirad Chaudhri *Continent of Circe*
- iii) Kamala Das *My Story*
- iv) Girish Karnad *Naga Mandal*

The selection of poems is left to the discretion of the course coordinator which shall be a poem or two by the poets listed.

Recommended Reading:

ECT 03 - Critical Approaches in the 20th Century up to Structuralism

Objectives:

4. To study the various critical approaches to literature emerging in the 20th century.
5. To examine the works of the key critics in this discipline.
6. To examine the various critical terms and concepts in this discipline.

Units / Texts (Each of the following topics to have half a credit):

- a. Precursors to New Criticism (T.S. Eliot, I.A. Richards, F.R. Leavis)
- b. American School of New Criticism (J.C. Ransom, Cleanth Brooks, Allen Tate)
- c. Chicago Neo-Aristotelians (R.S. Crane, Elder Olson)
- d. Russian Formalist School (V. Shklovsky, R. Jakobson, M. Bakhtin)
- e. The Psychological Approach (S. Freud)
- f. Mythological & Archetypal Approach (C.G. Jung, Northrop Frye)
- g. Sociological Criticism / Marxism (including the Frankfurt School)
- h. Structuralism (Saussure, Levi-Strauss, Gerard Genette, Roland Barthes)

These approaches / -isms / schools can be elucidated through representative essays by critics / thinkers.

Teacher is free to choose the representative essays / articles. The recommended reading list below is merely suggestive, and by no means exhaustive.

Recommended Reading:

1. Abrams, M.H. & Geoffrey G. Harpham. *A Glossary of Literary Terms* (8th edition). New Delhi: Thomson Press, 2009.
2. Cuddon, J.A. & C.E. Preston. *Dictionary of Literary Terms & Literary Theory*. London: Penguin Books, 1999.
3. Coyle, Martin *et al.* *Encyclopedia of Literature and Criticism*. London: Routledge, 1993.
4. Klarer, Mario. *An Introduction to Literary Studies*. London: Routledge, 1998.
5. Lodge, David. *20th Century Literary Criticism: A Reader*. London: Longman, 1972.
6. Quinn, Edward. *A Dictionary of Literary and Thematic Terms*.
7. Waugh, Patricia. *Literary Theory & Criticism – An Oxford Guide*. New Delhi: OUP, 2006.
8. Guerin, Wilfred L. *et al.* *A Handbook of Critical Approaches to Literature*. New York: OUP, 1999.

ECT 03 - Non British Literature: American Literature

Objectives:

1. To facilitate learners with an adequate exposure to an important segment of non-British literature, i.e., American Literature.
2. This Course would supplement learners' exposure to other non-British literature written in English they would gain in the previous two semesters.
3. To study important / canonical American authors and their works.

Units:

1. Henry David Thoreau: *Walden*
2. Ernest Hemmingway: *Old Man and the Sea*
3. Arthur Miller: *The Death of a Salesman*
4. Poems by Walt Whitman, Robert Frost, Wallace Stevens and Sylvia Plath (selected poems, at least one long or three short by each poet)

Recommended Reading:

1. Bercovich, Sacvan & Cyrus Patell (eds.). *The Cambridge History of American Literature*. Cambridge, Massachusetts: CUP, 1996.
2. Elliott, Emory (ed.). *The Columbia History of the American Novel*. New York, 1991.
3. Lane, Jack & Maurice O'Sullivan. *A Twentieth-Century American Reader*. Washington D.C.: United States Information Agency, 1999.
4. Parini, Jay & Brett C. Millier (eds.). *The Columbia History of the American Poetry*. New York, 1994.
5. Sampson, George. *The Concise Cambridge History of English Literature*. (Special section on American Literature.) Cambridge: CUP, 1975.
6. Sturrock, John (ed.). *The Oxford Guide to Contemporary World Literature*. Oxford: OUP, 1997.
7. VanSpanckeren, Kathryn. *Outline of American Literature*. U.S. Bureau of International Information Programs, 2001.
8. VanSpanckeren, Kathryn. *USA Literature in Brief*. U.S. Bureau of International Information Programs, 2001.

ECT 04 - English Language Teaching -01

Objectives :

1. To equip the students to teach English as the Second Language at the undergraduate levels.
2. To introduce them to various aspects of language teaching.
3. To make them aware of various theories of language teaching and testing.

Background Study:

1. English in India: A Historical Perspective
2. English today and its significance
3. The objectives of teaching English in India.
4. The significance of the bridge and remedial courses.
5. Teaching of various skills.

The Course Content: Each unit will carry One Credit.

Unit 1. A) The Nature of Learning in General & Language Learning (First, Second & Foreign Language)

B) The Qualities of a Learner and the Kinds of Learners

Unit 2. A) The Nature of Teaching Language (Various Aspects of Teaching).

B) The Qualities of a Teacher and His Role in the class-room

Unit 3. The Four Skills of language and teaching of each of them

Unit 4. Various Approaches to the Teaching of English as the Second Language (structural, situational, functional, communicative approaches as well as Language through Literature etc.)

Select Bibliography:

1. Halliday, M.A. K., Strevence, P.D. and McIntosh, A. *The Linguistic Sciences and Language Teaching*. Longman, 1964.
2. O' Donnel, W.R., (eds). *Applied Linguistics and the Teaching of English*. Longman.
3. Lado, R., *Language Testing: The Construction and Use of Foreign Language Tests*. Longman, 1957.
4. S. Pit Corder, *Introducing Applied Linguistics*. London: Penguin Books, 1973.

ECT 04 - Translation Studies

Objectives:

- i) To make the students familiar with the discipline and basic concepts
- ii) To enable them to understand the theories of translation of literary and technical texts.

Background Study :

- i) Translation and Literature
- ii) Translation and colonization
- iii) Translation and communication

Course Description: Each Unit will carry One credit.

Unit 1. Translation: History & Theory

Unit 2. Practicing translation (Translation of poetry, prose, play)

Unit 3. Translation for Media

Unit 4. Translation of a literary or a non-literary text (Project work)

Related Issues :

- * Translation and related disciplines
- * Translation, Transcreation, Machine Translation

Select Bibliography:

CATFORD, J C *A Linguistic Theory of Translation*

JAKOBSON, R "On Linguistic Aspects of Translation" in Brower R.A. (ed) *On Translation*

LEFEVERE, ANDRE. *Translating Poetry*

NIDA, E A. *Language Structure and Translation*

RAFFEL, B *The Forked Tongue*

STEINER, G *After Babel: Aspects of Language and Translation*

BASSNETT- McGuire, Susan *Translation Studies*

POPOVIC. A. *A Dictionary for the Analysis of Literary Translation*

BOLMES. J *The Nature of translation: Essays on the Theory and Practices of Literary Translation*

BROWER, R (ed.). *On Translation*, New York. OUP, 1966

NIDA, E A & TABER, C. *The Theory and practice of Translation Lei den, Brill, 1974*

SAVORY. T H. *The Art of Translation*, London: Jonathan Cape

ECT 04 – Reception Studies (Comparative Literature)

Objectives:

1. The course will focus on the nature of literary transactions across cultures.
2. It will also focus on the changes brought into the literary system as a result of contact with another culture.
3. It will focus on the transformation of elements received.
4. To acquaint the students with terms like influence, Reception, Impact, Emitter, Receiver, Intermediaries, Horizons of Expectation, Transformation.

The Course Content:

Unit 1. Narrative traditions in Mid/Late 19th Century in one Indian literary tradition.

Unit 2. History of translated texts during the period & Major social debates.

Unit 3. The emergence of a new narrative tradition: texts/statements.

Unit 4. Comparative study of a cluster of early novels I two or three Indian literary traditions.

Or

Reception of Shakespeare I two Indian literary traditions both in its textual dimensions and as a part of theatrical traditions.

Select Bibliography:

Mukherjee, Minakshi. *Realism and Reality*.

Das, S K. *An Indian Ode to the West Wind*.

Jauss, Hans Robert. *Towards an Aesthetics of Reception*.

Hollub, Robert C. *Reception Studies: A Critical Introduction*.

CCT 10 – 20th Century British Novel & Drama

Objectives:

7. To facilitate learners with an overall exposure to the British genres of the novel and drama in the 20th century.
8. This Course would complement the one on 20th century British poetry thereby providing learners with a composite idea of the status and development of the three major literary genres in the 20th century.
9. To understand the central concerns of these novelists and dramatists vis-a-vis the age they were writing in.
10. To know about the different schools / movements having a direct bearing to these two genres in this century.

Units / Texts:

9. J.M. Synge: *The Playboy of the Western World*
10. James Joyce: *A Portrait of the Artist as a Young Man*
11. Samuel Beckett: *Waiting for Godot*
12. Iris Murdoch: *The Sea, The Sea*

Recommended Reading:

9. All the above texts (except Synge's) are available in Indian edition by well known publishers like Longman and Penguin (India), Peacock classics etc. Synge's text is available by Oxford, UK edition.
10. Anderson, Chester G. *James Joyce and His World*. London: Thames and Hudson, 1967.
11. Attridge, Derek (ed.). *The Cambridge Companion to James Joyce*. Cambridge: CUP, 2004.
12. Cleary, Joe & Claire Connolly (eds.). *The Cambridge Companion to Modern Irish Culture*. Cambridge: CUP, 2004.
13. Conradi, Peter J. *Iris Murdoch: the Saint and the Artist*. London: Palgrave, 1988.
14. Esslin, Martin. *The Theatre of the Absurd*. London: Methuen, 2001.
15. Ford, Boris (ed.). *The Pelican Guide to English Literature, Vol VII*. Harmondsworth: Penguin Books, 1964.
16. Greene, D.H. & E.M. Stephens. *J.M. Synge 1871 – 1909*. London, 1959.
17. Mackean, Ian. *The Essentials of Literature in English Post 1914*. London: Hodder Arnold, 2005.
18. Pilling, John (ed.). *The Cambridge Companion to Beckett*. Cambridge: CUP, 2003.
19. Richards, Shaun (ed.). *The Cambridge Companion to Twentieth-Century Irish Drama*. Cambridge: CUP, 2005.

CCT-11 - Indian Literature in Translation

Objectives :

1. To introduce the students to Indian Literature through translation.
2. To make them approach the prescribed texts for their literary value and cultural significance.
3. To enable them to approach these texts from a cross-cultural perspective.

Prescribed Texts and their Discussion:

Unit 1. Ved Vyas, 'Adi Parva' *Mahabharat*.

Unit 2. Rahi Masoom Raza, *Adha Gaon*.

Unit 3. Bhalchandra Nimade, *Cacoon*

Unit 4. Pannalal Paatel, *Manavi ni Bhavai*

Recommended Reading:

1. Mohanty, J. M., Indian Literature in English Translation. Mysore: CIIL, 1984.
2. Indian Literature. Sahitya Akademi, New Delhi.
3. Mukherjee, Meenakshi, Realism & Reality. Delhi: OUP, 1985.
4. Dasgupta, S.N., Fundamentals of Indian Literature. Bombay: Bharatiya Vidya Bhavan, 1971.
5. Raghavan V. & Nagendra, An Introduction to Indian Poetics. Bombay: Macmillan, 1970.

CCT 12 - Indian Poetics

Objectives :

- i) To introduce and bring out salient features of schools of Indian Poetics
- ii) To introduce various schools of Literature
- iii) To examine its suitability for understanding various issues like Literature, Literary experience, Meaning and Interpretation among others.
- iv) To propose areas of comparison between Indian and western poetics.

Background Study:

1. Indian Knowledge Systems
2. Indian Intellectual traditions

Course Content (Each Unit will carry ONE credit)

Unit 1. Historical Developments of Indian Poetical traditions and the concepts of *Kavi*, *Kavya* and *Vangmaya*

Unit 2. *Rasa*, *Alamkara* and *Riti* Theories

Unit 3., *Dhvani*, *Vakrokti* and *Auchitya* Theories

Unit 4. *Guna* and *Dosha* and Rajasekhara's Composite Model

Major Related Issues in Indian Poetics:

The Purpose of Literary Composition.

Literary Theory: Its Status and Enrichment

Types of Literary Compositions

Literature as Knowledge

Literary Experience

Meaning in Literature.

Indian Poetics and Western Poetics :

Select Bibliography :

1. Bharata. *The Natyashastra*. Trans. by A Board of Scholars. New Delhi: Sri Satguru Publications.
2. Bhamaha. *Kavyalamkara*. Trans & ed by P U Nagnath Shastri. Delhi: Motilal Banarsidass, 1970.
3. Vamana . *Kavyalamkara-Sutra-Vrtti*. Trans. By Ganganath Jha . 2nd edn. Poona: Oriental Book Agency, 1928
4. Anandavardhana. *Dhvnyaloka of Anandvardhana* 1974. Trans & ed by K. Krishnamoorthy. Delhi: Motilal Banarasidass, 1981.
5. Kuntaka *Vakrokti - Jivita of Kuntaka*. Trans & ed by K. Krishnamoorthy Dharwad: Karnataka University, 1977
6. Ksemendra. *Auchityavicaracarca*
7. Rajasekhara. *Kavyamimamsa of Rajasekhara*. Trans by Sadhana Parashar New Delhi: DK Printworld, 2000
8. *Agnipurana* (for Guna and Dosa)
9. Kautilya. *Arthasastra*

ECT-05 - Post 1980s Indian Writing in English

Objectives :

- i) To study the growth and development of IWE after 1980s.
- ii) To introduce the major contemporary Indian English writers.
- iii) To introduce the historical cultural and social context in Indian English Writing and the emerging trends.

The Course Content & the Prescribed Texts:

Unit 1 Salman Rushdie: *Midnight Children*

Unit 2 Amitabh Gosh : *Shadow Lines*

Unit 3 Vikram Sheth : (10 selected poems)

Unit 4 Urvashi Bhutalia : *The Other Side of the Silence*

Recommended Readings:

ECT 05 - Literary Theory (Post Structuralism onwards)

Objectives:

7. To enable learners conceptually understand 'theory'.
8. To study the various critical approaches emerging Post-structuralism onwards.
9. To examine the works of the key critics in this discipline.
10. To examine the various critical terms and concepts in this discipline.

Units / Texts (Each of the following topics to have half a credit):

- a. Deconstruction (J. Derrida, Roland Barthes, Paul de Man)
- b. Feminism (the French, British and the American Schools)
- c. Post-Freudian Psychoanalysis (J. Lacan, J. Kristeva, Slavoj Zizek)
- d. Postcolonialism (Edward Said, Franz Fanon, Gayatri Spivak, Homi Bhabha)
- e. Phenomenological Criticism, Hermeneutics and Readers' Response Theory (Stanley Fish)
- f. Cultural Studies & New Historicism (Raymond Williams, Terry Eagleton, Stephen Greenblatt, Louis Montrose)
- g. Environmentalism & Ecocriticism
- h. The Marginal & the Minority Discourses (Discourses on race, ethnicity and sexuality)

These approaches / -isms / schools can be elucidated through representative essays by critics / thinkers.

Teacher is free to choose the representative essays / articles. The recommended reading list below is merely suggestive, and by no means exhaustive.

Recommended Reading:

1. Abrams, M.H. & Geoffrey G. Harpham. *A Glossary of Literary Terms* (8th edition). New Delhi: Thomson Press, 2009.
2. Cuddon, J.A. & C.E. Preston. *Dictionary of Literary Terms & Literary Theory*. London: Penguin Books, 1999.
3. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: OUP, 1997.
4. Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1996.
5. Lodge, David & Nigel Wood. *Modern Criticism & Theory: A Reader*. Delhi: Pearson Education, 2003.
6. Makaryk, Irena R. *Encyclopedia of Contemporary Literary Theory: Approaches, Scholars and Terms*. Toronto: University of Toronto Press, 1993.
7. Payne, Michael (ed.). *A Dictionary of Cultural and Critical Theory*. Massachusetts: Blackwell Publishing, 1996.
8. Selden, Raman. *Practicing Theory and Reading Literature: An Introduction*. Lexington: The University Press of Kentucky, 1989.
9. Selden, Raman, Peter Widdowson & Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. Delhi: Pearson Education, 2006.
10. Sim, Stuart & Borin Van Loon. *Introducing Critical Theory*. London: Icon Books, 2001.
11. Waugh, Patricia. *Literary Theory & Criticism – An Oxford Guide*. New Delhi: OUP, 2006.

ECT 05 - Non-British Literatures : Canadian Literature

Objectives:

4. To facilitate learners with an adequate exposure to an important segment of non-British literature, i.e., Canadian Literature.
5. This Course would supplement learners' exposure to other non-British literature written in English they would gain in the previous two semesters.
6. To study important / canonical Canadian authors and their works.

Texts:

1. **Sinclair Ross: *As for Me and My House***
2. **Robert Kroetsch: *The Studhorse Man***
3. **Alice Munro: *Lives of Girls and Women***
4. **Margaret Atwood (a selection of ten poems from her various anthologies)**

Recommended Reading:

1. Frye, Northrop. *The Bush Garden: Essays on the Canadian Imagination*. Toronto, 1971.
2. Hutcheon, Linda. *The Canadian Postmodern: A Study of Contemporary English-Canadian Fiction*. Don Mills, 1988.
3. Keith, W.J. *An Independent Stance: Essays on English-Canadian Criticism and Fiction*. Erin, 1991.
4. Kudchedkar, Shirin & Jameela Begum A. *Canadian Voices*. Delhi: Pencraft International, 1996.
5. Lecker, Robert (ed.). *Canadian Canons: Essays in Literary Value*. Toronto, 1991.
6. Mackean, Ian. *The Essentials of Literature in English Post 1914*. London: Hodder Arnold, 2005.
7. Stouck, David. *Major Canadian Authors: A Critical Introduction to Canadian Literature in English*. Lincoln, Nebraska, 1988.
8. Sturrock, John (ed.). *The Oxford Guide to Contemporary World Literature*. Oxford: OUP, 1997.

ECT 06 - English Language Teaching -02

Objectives:

1. To equip the students to teach English as the Second Language at the undergraduate levels.
2. To introduce them to various aspects of language teaching.
3. To make them aware of various theories of language teaching and testing.

Background:

- Remedial Teaching
- Teaching of various aspects of language
- Class-room performance of the teachers
- Preparing the teaching material and evaluation material

The Basic Content of the Course: (Each Unit carries ONE Credit)

Unit 1. Identifying the areas for Remedial teaching & the methods of teaching them.

Unit 2. Teaching Phonology, Morphology, Syntax and Semantics.

Unit 3. Using Technology for teaching English and Producing Materials for Teaching

Unit 4. Testing and Evaluating the various skills of the Learners

Select Bibliography:

1. Halliday, M.A. K., Strevence, P.D. and McIntosh, A. *The Linguistic Sciences and Language Teaching*. Longman, 1964.
2. O' Donnel, W.R., (eds). *Applied Linguistics and the Teaching of English*. Longman.
3. Lado, R., *Language Testing: The Construction and Use of Foreign Language Tests*. Longman, 1957.
4. S. Pit Corder, *Introducing Applied Linguistics*. London: Penguin Books, 1973.
5. Richards and Rogers, *Approaches and Methods in Language Teaching*, Cambridge Univ. Press.

ECT 06 - Film Studies

Objectives:

1. To facilitate learners with an overall exposure to this genre – Cinema – often considered as the ‘new text’.
2. To study the key terms and concepts of this medium.
3. To gain an exposure to the canonical film-makers, Western and Indian.
4. The emphasis of this course, at this stage, would be more on gaining a theoretical understanding of studying and critically appreciating films (as one would do a literary text), and not so much as ‘making’ them.

Units:

1. History of Cinema
2. Aspects of a film & a documentary (including key terms)
3. Studying Cinema: Master Craftsmen – first half of the 20th c
4. Studying Cinema: Master Craftsmen – second half of the 20th c

These aspects can be taught through a study of representative film-makers and their works. Teacher is free to choose the films. The recommended reading list below is merely suggestive, and by no means exhaustive.

Recommended Reading:

1. Kupsc, Jarek: *The History of Cinema for Beginners*. Chennai: Orient Longman, 2004.
2. Hayward, Susan. *Cinema Studies: The Key Concepts*. London: Routledge, 2000.
3. Brody, Leo & Marshall Cohen (eds.). *Film Theory and Criticism : Introductory Readings*: New York: OUP, 1999.
4. Sardar, Ziauddin & Borin Van Loon. *Introducing Media Studies*. Cambridge, UK: Icon Books, 2000.
5. Hunter, Allan. *Movie Classics*. Edinburgh: Chambers, 1993.
6. Garga, B.D. *So Many Cinemas: The Motion Picture in India*. Mumbai: Eminence Designs, 1996.
7. Dwyer, Rachel. *100 Bollywood Films*. New Delhi: Roli Books, 2005.
8. Somaaya, Bhavna. *Fragmented Frames: Reflections of a Critic*. Delhi: Pustak Mahal, 2008.
9. Mehrotra, Rajiv. *The Open Frame Reader: Unreeling the Documentary Film*. New Delhi: Rupa & Co., 2006.

ECT 06 – Literary Historiography (Comparative Literature)

Objectives:

1. To familiarize the students with issues related to the conceptualizing of time and history in literary texts and movements.
2. To familiarize them with the issues related to the writing of histories of literature and periodization
3. To familiarize them with the interface of history and literary texts.
4. To acquaint them with the terms like history, literary history, history of literature, periodization, time, dominant, emergent, residual, movement, current, system, code, Synchrony, diachrony, chronotope, prophane, metaphane, duree, longue duree.

Course Content and Units:

Unit 1. Two essays related to concepts of time and issues in periodization

Unit 2 Study of different histories of literature related to a particular period in any Indian language to study how periods have been conceived and the resulting plurality of values.

Unit 3 Study of anthologies of a particular period to arrive at notions of literature in history.

Unit 4 Study of a corpus of texts dealing with a myth or legend to work out the relations between the dominant, the emergent and the residual in a particular text resulting from changes in history e.g. Romila Thapar's *Sakuntala/Sakuntalopakhyana* in the *Mahabharata*, Kalidasa's *Abhijnanasakuntalam* and Vaideshi's story on Sakuntala.

Or

Representation of a particular event through time in any two or three bhasa literatures. (e.g. representation of 1857 in Indian literary texts or a corpus of texts based on partition in Indian literature)

Select Bibliography:

Chanda, Ipsita. ed. *Literary Studies in India : Historiography*.

Pollock, Shelton, ed. *Literary Cultures I History; Reconstructions from South Asia*.

_____, *Languages of Gods in the World of Men*.

Dalmia, Vasudha, *Indian's Literary History: Essays on the Nineteenth Century*.