## Department Of English
### MA English Literature Courses from 12 PEL Batch

<table>
<thead>
<tr>
<th>S. No</th>
<th>Category</th>
<th>CODE</th>
<th>Course Title</th>
<th>Hours/week</th>
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<td>EL 1808</td>
<td>Advanced Academic Writing</td>
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EL 1808 ADVANCED ACADEMIC WRITING

Semester: I
Credits: 4
Category: MC
Hours per Week: 6

Objectives
- To help the students identify a toolkit approach to academic writing.
- To train the students gather, interpret, analyze and synthesize data or information.
- To introduce the essential characteristics, major trends and techniques in research through reading and writing.
- To facilitate a scientific approach to the research process, to write, rewrite, to document, edit, publish and present papers.

UNIT I Information Accession
1. Prewriting techniques
   a) Note-making
   b) Note-taking
   c) Brainstorming
   d) Mind mapping etc.
2. Representing Data / Information Management
   a) Definition
   b) Analysis
   c) Interpretation
   d) Argument

UNIT II Documentation
1. Citing Resources / Academic integrity
   a) Bibliography
   b) Annotated Bibliography
   c) Parenthetical documentation
   d) Avoiding plagiarism

UNIT III Composition
1. Writing process / Synthesizing information
   a) Paragraphing – Coherence, Cohesion
   b) Writing the topic sentence
   c) Explanation and Expansion
   d) Illustration
   e) Introduction and Conclusion
2. Mechanics and language verification
   a) Register
   b) Vocabulary
   c) Style

UNIT IV Analysis of writing in Academic Journals
   a) Text Structure
   b) Argument
   c) Language
   d) Content

The students are expected to read articles in academic journals and magazines and identify the different components of research writing and offer commentary/critique.

UNIT V Practice in research writing
Choosing the primary source and the secondary source
The student is expected to choose a text preferably published within the past five years – Fiction, Drama, Poetry or Non-fiction.

**Preparation of a literary journal**
- Writing for publication
- Peer observation
- Editing/proof – reading

**TESTING AND EVALUATION**
One C. A test – 35 marks
Literary Journal 30 marks
Writing and presenting a research article(20), Preparing an e-journal(15) marks
End Semester Examination - 100 marks

**References:**
- Hamp-Lyons, Liz and Ben Heasley. Study Writing- A Course in Writing
- The Chicago Manual of Style Online (fifteenth edition) –
- www.chicagomanualofstyle.org
EL 1809 INDIAN LITERATURE

Semester: I  Credits: 4
Category: MC  Hours per Week: 6

Objectives:
- To help students understand the history and the evolution of Indian Literature;
- To introduce them to all the 4 genres of Indian Literature;
- To enable them understand the cultural heritage of India through its literature

Unit I  Background:
Introduction of English in India – Macaulay's minutes – Anglo Indian Writing – Indo – Anglian Writing – Indian Writing in English – Indian Literature

Unit II  Poetry:
1. Toru Dutt: The Lotus
   Our Casuarina Tree
2. Sri Aurobindo: Surreal Science
3. Sarojini Naidu: Indian Weavers
4. Nissim Ezekiel: Enterprise
   Goodbye Party for Miss Pushpa T.S.
5. A.K. Ramanujan: Obituary
6. Arun Kolatkar: An Old Woman
7. Syed Amanuddin: Don’t Call Me Indo-Anglian
8. Dom Moraes: A Letter

Unit III  Prose:
9. The Renaissance in India: Sri Aurobindo
10. A Hindu View of Life: Dr. S. Radhakrishnan
(First 2 chapters)

Unit IV  Novel:
12. Kanthapura: Raja Rao
13. Train to Pakistan: Khushwant Singh
14. English August: Upamanyu Chatterjee
15. One Night at the Call Centre: Chetan Bhagat
16. The White Tiger: Aravind Adiga

Unit V  Drama:
17. Chandalika: Rabindranath Tagore
18. Nagamandala: Girish Karnad

Diaspora: I. Poetry
19. G.S. Sharat Chandra: i) Indian Fillybuster
   ii) Assassination

II. Prose:
20. The Dance of Shiva: Ananda Kumaswami
(The Following Essays: i) The Dance of Shiva
   ii) What Has India Contributed to Human Welfare
   iii) The Intellectual Fraternity)

Methodology:
1. Background lectures, Prose & Poetry sections will be handled in a detailed manner by the instructor.
2. Novel & Drama sections will be explored through students’ exposition.
3. For adding variety in the learning process, poetry reading, group discussion, quiz & dramatizing selected scenes could be thought of.

References:
EL 1810 FEMINIST THEORY AND PRACTICE
Semester: I
Category: MC
Credits: 4
Hours per Week: 6

Objectives
- To introduce the reader/learner to the origin, development, and theories of feminism.
- To introduce the students to women writers who have brought a distinctly feminine perception of human experience into literature.
- To encourage feminist re-readings of texts by male writers.

COURSE CONTENT

UNIT I  Introduction
Introduction to the history of feminism; first, second and third wave feminism; feminist issues; liberal feminism, radical feminism, Marxist feminism, post feminism, techno feminism, ecofeminism etc.

UNIT II  Feminist literary criticism and theory
1. Pam Morris, Return to women in History: Lesbian, Black and Class Criticism
2. Stephanie Genz and Benjamin Brabon, Girl Power and Chick lit
3. Imelda Whelehan, Men in Feminism
4. Noel Sturgeon, Women and Nature, Feminism and Environmentalism

UNIT III  Literary Texts

POETRY
1. Judith Wright  “Eve to her Daughters”
2. Anne Sexton, “All my pretty ones”
3. Marianne Moore, “The paper nautilus”
4. Maya Angelou, “Caged bird”

DRAMA
1. Dina Mehta, “Getting Away with Murder”
2. Tennessee Williams, “Cat On A Hot Tin Roof”

LIFE STORIES
1. Wangari Mathai, “Unbowed”
2. Pinki Virani, “Aruna’s Story”

FICTION
1. Kathryn Stockett, “The Help”
2. Thomas Hardy, “Tess of the d’Urbervilles”
3. Jean Rhys, Wide Sargasso Sea
Unit IV

1. CINEMA (Discussion only)
2. Confessions of a shopaholic
3. Bridget Jones: The edge of reason
4. An affair to remember
5. Cotton Mary
6. Kramer vs Kramer
7. The King and I

Unit V (For seminar only)

10. Gita Aravamudan, *Disappearing Daughters*.
11. Emily Bronte, *Wuthering Heights*
12. Alice Walker, *The Color Purple*
13. Manjula Padmanaban, *Lights Out*
14. Rokeya Hossain, *Sultana’s Dream*
15. Anita Nair, *Lessons in forgetting*
16. Rajam Krishnan, *Lamps in a Whirlpool*
17. Anita Jain, *Marrying Anita*
18. C.S. Ambai, *Black Horse Square*
20. Folktales and Fairy tales

References:

3. Vrinda Nabor, Caste as Woman, India, Penguin, 1995
EL 1811 BRITISH DRAMA

Semester: I
Category: MC
Credits: 4
Hours per Week: 6

Objectives

- To introduce the students to the different trends in the history of English drama.
- To focus on drama as a literary form.
- To enable students to experience the joy of drama as a performing art.

Content

Unit I  British Drama upto 17th century

1. Introduction to the development of British drama
2. Christopher Marlow – Doctor Faustus (Detailed) (1588)
3. Ben Jonson – Everyman in His Humour (Non-detailed) (1598)

Unit II  Upto 19th century

1. Oscar Wilde – The Importance of Being Ernest (Detailed) (1894)

Unit III  20th century upto 1950

1. T.S.Eliot – Murder in the Cathedral (Detailed) (1935)
2. Bernard Shaw – Saint Joan (Non-detailed) (1924)

Unit IV  20th century after 1950

1. Peter Shaffer: Amadeus (1979) (Detailed)

Unit V  Texts for Seminar

2. John Webster – The Duchess of Malfi (1613)
3. Oliver Goldsmith – She Stoops to Conquer (1773)
4. Sheridan – The School for Scandal (1777)
5. Galsworthy – Strife (1909)
6. Caryl Churchill – Cloud Nine (1979)
8. Tom Stoppard – Arcadia (1993)
10. Agatha Christie – The Mouse Trap (1952)

Evaluation

External: End Semester
Section A 5 x 8 = 40 (70% from detailed texts and 30% from non-detailed texts)
Section B 3 x 20 = 60 (70% from detailed texts and 30% from non-detailed texts)

References:

EL 1812 DYNAMICS OF COMMUNICATION: THEORY AND APPLICATION

Semester: I Credits : 4
Category: MC Hours per Week: 6

Objectives
- To identify general theories and central concepts associated with communication
- To gather ideas and information and organize them
- To develop and apply theories and principles of communication in workplace and practice skills of oral presentations, discussion, problem solving, decision making, debates, small group discussions and job interviews
- To transfer information from non-verbal to verbal texts and vice versa
- To take part effectively in social and professional communication
- To sensitize them to cross-cultural differences

Course content

Unit I Communication Theory
1. Meaning of communication
2. Channels of communication
3. Feedback
4. Importance of communication
5. Types and components of communication
6. Principles and barriers to effective communication
7. Communication at workplace

Unit II Reading for Information
1. Use various internet search engines to access information for study purposes
2. Find information and elaborations of given topics from the encyclopedia, dictionaries, etc.
3. Identify techniques used in note-taking
4. Differentiate signal markers used in speech
5. Read for facts, guess meaning from context and infer meaning
6. Understand scanning and skimming
7. Sharpen critical reading

Unit III Preparing the Script
1. Plan and collect data
2. Choose subject matter
3. Organize the materials
4. Achieve clarity and coherence
5. Use appropriate style

Unit IV Oral Presentation
1. Explain the meaning and types of oral presentation
2. Use slide shows and handouts effectively
3. Give oral presentations and participate in small group discussions and debates
4. Hone job interview skills - interview through tele and video-conferencing
5. Use telephone etiquette

Unit V Communication at Workplace

1. Concept of multicultural communication and means to overcome barriers
2. Socializing, managing self and others, motivating, leading, positive thinking, active
   listening, decision making and problem solving, team building etc.
3. Importance of different forms of nonverbal messages in professional communication
4. Essentials of Advocacy communication
5. Importance of Development communication

Methodology
- Input session
- Library/internet reading and presentations
- Role – play
- Mini project to interview different professionals on the importance of communication skills
- Class presentations and interaction
- Brainstorming
- Group discussions and Oral presentations
- Mock interview
- Demonstration of signal markers used in speech
- Listen to recorded tapes to practice note-taking from an oral presentation

Evaluation
Internal Assessment
Oral tests on platform speaking and group discussion = 20 + 15 = 35
Written exercises - 35
Mock interviews - 30
Total - 100

Semester Examination
Written examination - 100

References:
1. Apte, Madhavi. 2007. A Course in English communication. New Delhi: Prentice-Hall of
   India.
   York: Routledge Falmer.
   Belmont, CA: Thomson Wadsworth.
I. Objectives:
- To introduce the students of English Literature to the seven centuries of English Poetry, tracing its growth, evolution, thought current, poetic form, devices, figures of speech, etc.;
- To sensitize them to feel the pulse of poetic expression by making them understand and appreciate beat, rhythm, rhyme, etc.;
- To enable them understand the concepts related to Elizabethan, metaphysical, romantic, Victorian, modern & postmodern poetry, to name a few;
- To make them appreciate poetry by critically analyze the poems in terms of theme, content, background, etc.

II. Content:

Unit I
1. a) What is Poetry?  b) Metrical & free verse - Kinds of Poetry  c) Poetic justice, poetic licence, poetic diction, poetic devices, figures of speech, etc. d) Regional, national, continental & international poets  e) Themes of poetry  f) Appreciation of poetry

Unit II
2. The Love Unfeigned : Geoffrey Chaucer
4. Ecstasy : John Donne
5. Light : John Milton
6. To His Coy Mistress : Andrew Marvell
7. On a Certain Lady at Court : Alexander Pope

Unit III
8. Daffodils: William Wordsworth
9. Ode to the West Wind : P. B. Shelley
10. Ode on a Grecian Urn : John Keats
11. Ulysses : Alfred Lord Tennyson
12. My Last Duchess : Robert Browning
13. Say not the Struggle Naught Availeth: Arthur Hugh Clough

Unit IV
14. The Ash Wednesday: T.S. Eliot
15. The Second Coming: W. B. Yeats
16. Greater love: Wilfred Owen
17. You that Love England : C. Day Lewis
18. Light Breaks Where no Sun Shines: Dylan Thomas

Unit V: Non Detailed
19. Epithalamion: Edmund Spenser
20. Sonnets 1to 15 : William Shakespeare
22. Ballad of the Ancient Mariner: S.T. Coleridge
23. The Scholar Gypsy : Mathew Arnold

III. Methodology:
i) The detailed texts to be dealt in detail by the classroom instructor.
ii) The non-detailed reading list will be exhausted by students’ classroom presentations only.
iii) Reading the poems aloud to appreciate their musicality.
iv) Theory input sessions, quizzes, and critical approach in evaluating the literary devices of the poems.

References:
EL 2809 EUROPEAN LITERATURE IN TRANSLATION

Semester: II Credits: 5
Category: MC Hours per Week: 6

Objectives
- To acquaint the student with the great epics in European Literature other than British through translation
- To familiarise the student with select Non-English classics in dramatic literature especially in relation to the evolution of the European Theatre
- To familiarise the student with the major works of fiction and poetry in European literature

Unit I Poetry
1. Homer: The Odyssey (Bk-9)
2. Virgil: Aeneid (Bk-4)

Unit II Prose
1. Aristotle: The Poetics –
2. Longinus: On the Sublime

Unit III Drama
1. Bertolt Brecht: The Life Of Galileo
2. Henrik Ibsen: Master Builder

Unit IV SHORT STORY
1. Guy De Maupassant: A Queer Night In Paris
2. Simone De Beauvoir: The Monologue
3. Franz Kafka: Metamorphosis
4. Anton Chekov: The Bet

Unit V FICTION
1. Miguel De Cervantes: The Adventures Of Don Quixote
2. Jean Paul Sartre: Nausea -
3. Maxim Gorky: Mother
4. Imre Kertesz: Fateless

SEMINAR
- POETRY
  1. Dante: Canto I-V
  2. Ovid: Metamorphoses
- PROSE
  1. Horace: Ars Poetica
  2. Book of Job - The Bible
- DRAMA
  1. Corneille: The Liar
  2. Euripides... Helen
  3. Sophocles... Oedipus The King
  4. Moliere: The Miser
- FICTION
  1. Dostoyevsky: Crime And Punishment
  2. Victor Hugo: Les Miserables
3. Hermann Hesse: Steppenwolf

References:
- A Very Short Introduction: Hary Beard And John Henderson
- Talking To Virgil: Peter Wise Man
- French Fiction Revisited: Roudize.L
- An Introduction To Greek Literature (Oxford, 1994): Beaton, Roderick
- The Irish Novel: Cahalan, James M
- Forces And Themes In Ulster Fiction: Forster, John Wilson
- The Last Years Of Soviet Russian Literature: Brown, B
- Russian Literature: Shneidman, N
Objectives

- To introduce to students Literary Theory from the beginning of the twentieth century to the present day
- To train the students to relevantly apply theory to their analysis of literary texts
- To enable students to study in-depth a range of theoretical perspectives and enhance their appreciation of literature

Course Contents

Required Reading

UNIT I Formalism: Russian Formalism and New Criticism
   1. The Formal Method – Boris Eichenbaum
   2. The Formalist Critics – Cleanth Brooks

UNIT II Phenomenology and Reader Response Theory
   3. Interpretive Communities – Stanley Fish

UNIT III Structuralism and Poststructuralism
   4. The Linguistic Foundation – Jonathan Culler
   5. Structure, Sign And Play In The Discourse Of The Human Sciences – Jacques Derrida

UNIT IV Post Modernism and Cultural Studies
   6. The Postmodern Condition – Jean Francois Lyotard
   7. Simulacra and Simulations – Jean Baudrillard
   8. The Culture Industry As Mass Deception – Max Horkheimer and Theodor Adorno

UNIT V New Historicism and Cultural Materialism
   9. Professing the Renaissance – Louis Montrose
   10. Cultural Materialism, Othello and the Politics Of Plausibility – Alan Sinfield

Extended Reading (For Self-Study and Seminar Only)
   1. Literary Theory: An Anthology (Second Edition)
      Edited By Julie Rivkin and Michael Ryan (Part One to Part Seven Only)
   2. Modern Criticism and Theory
      Edited By David Lodge (Part I to Part IV Only)

Works on Literary Theory
   1. Barthes, Roland. Selected Writings.
   4. Schools, Robert. Structuralism In Literature: An Introduction
6. Derrida, Jacques. *A Derrida Reader: Between The Blinds*
7. Benjamin, Andrew. *The Lyotard Reader*
8. Felman, Shoshana. *Literature And Psychoanalysis – The Question Of Reading*
9. Freud, Sigmund. *The Interpretation Of Dreams*
10. Lacan, Jacques. *Desire And The Interpreter Of Desire In Hamlet*
11. Lacan, Jacques. *The Insistence Of The Letter In The Unconscious*
12. Eagleton, Terry. *Marxism And Literary Criticism*
15. Birch, David. *Language Literature And Critical Practice: Ways Of Analyzing Text*
16. Fish, Stanley. *Is There A Text In This Class?*
17. Lodge, David. *Modern Criticism*
18. Scott, Wilbur. *Five Approaches To Literature*
19. Wimsatt and Brookes. *A Short History Of Literary Criticism*
20. Routledge. *Critical Thinkers*
   (All Volumes) Series Editor: Robert Eaglestone

**Evaluation:**

Semester Examination

- a) Paragraph questions : (100-150 words) 5/8x5 = 40
- b) Essay questions : (300 words) 2/4x20 = 40
- c) Poem analysis : (200 words) 1x20 = 20

**Total** =100
EL 2811 ADVANCED LINGUISTICS

Semester: II
Category: MC
Credits : 5
Hours per Week: 6

Objectives:

- To enrich learners with the knowledge of the scientific study of language and to provide insights into the nature of language.
- To familiarise learners with the discourse of linguistics and to provide exposure to the variety of theoretical and practical manifestations of linguistics.
- To enable students to gain an informed approach on how language interfaces with literature as well as with societal concerns and also to show how it feeds into the discipline of cognitive sciences.
- To motivate students to pursue research in various branches of applied linguistics.

Course Content:

Unit I:
Nature of Language: Human and non-human systems of communication; design features of languages, linguistic form (free and bound), Saussurean Dichotomies, Psychology of Language, Language and the Brain, Language and Mind.

Unit II:

Unit III:

Unit IV:

Unit V:
Applied Linguistics:
  b. Language Disorders: The brain and language organisation, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes.
  d. Language Teaching: Learning Theories, learners and methods.

Methodology:
1. Conventional class room lectures.
2. Discussion on topics related to recent developments in applied linguistics.
3. Seminars and presentations on theoretical and practical aspects of language.

References:
EL 2956 ECOPOETICS

Semester: II Credits : 3
Category: ES Hours per Week: 4

Objectives:
- To expound to the learners the interdisciplinary nature of the course and to sensitise the learners on grave ecological concerns
- To render a historical perspective of the said criticism
- To familiarise the learners with the western ecocritical tools and to expose the learners to the relevant literature in the ecocritical realm
- To synthesise the western ecocritical tools with the eastern oikopoetic sensibilities
- To facilitate the understanding of ecofeminist theory and practice

Course Contents:

Unit 1 Interdisciplinarity Hours 12
1. Joe Moran’s “Interdisciplinarity”
2. Arne Naess’ “Ecology, Community and Life style”
3. Sri. L.C. Jain’s “Ecospirituality For Communal Harmony”
4. “Ecospirituality”
5. Fritjof Capra’s “The Web Of Life”

Unit 2 Ecocritical Stirrings Hours 12
1. Jonathan Bate’s “The Song Of The Earth”
3. “The Ecocriticism Reader”

Unit 3 Indian Classical Oikopoetics Hours 12
1. “The Abhijnanasakuntalam of Kalidasa”
2. P.T. Srinivasa Iyengar’s “History Of The Tamils”
3. A.K. Ramanujan’s “The Interior Landscape”
4. “tolkaappiyam: akattiNai iyal”
5. “tinai”

Unit 4 Wordsworth, Emerson, Thoreau and Ecocriticism Hours 12
1. William Wordsworth’s “The Prelude”
2. Jonathan Bate’s “Romantic Ecology”
3. “Selected Essays, Lectures and Poems of Ralph Waldo Emerson”
4. “Twentieth Century Interpretations of Walden”
5. Lawrence Buell’s “The Environmental Imagination”

Unit 5 Ecofeminism Hours 12
1. Universal Declaration of the Rights of Mother Earth
2. Karen J. Warren- Introduction to Ecofeminism
3. Vandana Shiva- Women in the Forest
4. Margaret Atwood- Surfacing
5. Susan Hawthorne- ‘Earth's Breath’

Teaching Methodology:
• Conventional classroom lectures
• Guest lectures by experts on ecocriticism
• Group | Panel Discussion
• 'Hot Seat' activity
• Field visit followed by written / oral / visual presentation
• Virtual ecological tour
• Folk theatre on environmental issues
• Screening of docu-films and feature films on ecological holocausts:

• Book Talk on any one of the following books:
  Arundhati Roy’s “The End of Imagination”
  Dilip D’Souza’s “The Narmada Dammed”
  Dominique Lapierre & Javier Moro’s ‘It Was Five Past Midnight In Bhopal’
  Keri Hulme’s ‘The Bone People’
  Indra Sinha’s ‘Animal’s People’

Evaluation
I. Continuous Internal Assessment
a. Two Internal Tests [2 x 35] : 70 marks
b. Classroom activity : 15 marks
c. Micro Project based on the field trip : 15 marks
  100 marks

References:


**E-resources**


**Websites**

- [www.ecofem.org/journal](http://www.ecofem.org/journal)
- [www.spiritoftrees.org/](http://www.spiritoftrees.org/)
- [www.navdanya.org/](http://www.navdanya.org/)
- [www.ecofem.org/](http://www.ecofem.org/)
- [www.nobelprize.org](http://www.nobelprize.org)
- [www.resurgence.org/](http://www.resurgence.org/)
- [www.bhoomimagazine.org/](http://www.bhoomimagazine.org/)
- [www.greenbeltmovement.org/](http://www.greenbeltmovement.org/)
- [www.successconsciousness.com](http://www.successconsciousness.com)
- [www.wetheworld.org](http://www.wetheworld.org)

**Magazines**

- "*Bhoomi*"
- "*Environment*” [USA]
- "*Environment Action*” [UK]
- “*Life Positive*” [India]
- "*National Geographic*"
- “*Resurgence*” [UK]
- "*Sierra*” [USA]
- “*The Ecologist Asia*” [India]
- “*The Ecologist*” [UK]
A. Objectives of the course
- To enable the learners to understand the difference between Biography, Autobiography, Memoirs, Travelogue and to identify the mutual influence between them.
- To introduce the learners to people and places as characters.
- To empower the learners to draw pen pictures in words of versatile and phenomenal personalities across the globe.
- To render accurate, first hand, factual, reliable records of people, places, customs, conventions, ceremonies, and rituals
- To persuade the learners to develop open-mindedness and non-discriminatory attitude towards the ‘other’ ie. different locales, people, culture, customs, conventions, ceremonies and rituals

B. Course content  (Total: 60 hrs.)

Unit I. Introduction
1. Familiarization of the register of Biography, Autobiography and Travelogue.
2. Introduction to Biography, Autobiography, Memoir,
3. Introduction to Travelogue and associated histories of the place.

Unit II Biography
5. I Know Why the Caged Bird Sings-Maya Angelou (1969)

Unit III
7. The Man Died: Prison Notes of Wole Soyinka (1972)

Unit IV Travelogue
8. India A Million Mutinies Now-V.S.Naipaul (1990)

Unit V

C. Real-life learning (15 hrs)
- Meeting remarkable personalities, interviewing them and presenting their life history in the form of projects or documentaries.
- Visiting places of historical significance, travel destinations and making presentations on them.

D. Extended Reading
3. Narrative of the Life of Fredrick Douglas, an American Slave (1845)
5. The Pilgrimage: Diary of Magus)- Paulo Coelho(1987)

E. Methodology
1. Class-room lectures.
2. Pre-reading and post-reading exercises
3. Field visit

References:
4. Prasad,B. A Background to the study of English Literature.UBS publishers.Print
EL 3811 NEW LITERATURES IN ENGLISH

Semester: III Credits: 5
Category: MC Hours per Week: 6

Objectives:
- To introduce the students of English Literature to a new breed of writing which talks about their oppressed feelings, ventilates their emotions, airs their protests, etc.;
- To sensitize them to feel that there arises a new kind of literature which does not come from muses but from the bottom of hearts;
- To enable them understand the concepts related to imperialism, colonialism, and the process of decolonization of the mind;
- To familiarize them to the recent works of writers from different pockets of the world with an open mind, to understand and appreciate them;
- To weigh the claims of universalism made on behalf of canonical texts in juxtaposition to the elements of hybridity, marginality, plurality and 'otherness', by examining these texts.

Content:

Unit I Introduction
1. Birth, evolution & growth of NLE
3. Post Imperial Literature to Commonwealth Literature, Postcolonial Studies to New Literatures
4. Politics in name
5. Themes and concerns
6. Approach & appreciation

Unit II Prose
2. Nation and Narration : Homi K. Bhabha

Unit III Poetry
1. A Common Hate Enriched our Love and Us: Dennis Brutus
2. A Far Cry From Africa : Derek Walcott
3. Africa : David Diop
4. Journey to the Interior : Margaret Atwood
5. On Writing a Poem : E. E. Tiang Hong
6. Words : Edwin Thumboo
7. Time : Allen Curnow
8. Abiku : Soyinka & J. P. Clarke
9. Nowhere, No Trace Can I Discover : Faiz Ahmed Faiz
10. Australia : A. D. Hope

Unit IV: Drama:
1. Madmen and Specialists : Akinwande Oluwole S.

Unit V : Non Detailed : Novel:
2. Starbook : Ben Okri
3. Cry the Beloved Country : Alan Paton
4. A Question of Power : Bessie Head
5. What Becomes of the Broken Hearted?: Alan Duff
6. A Million Mutinies Now: V.S. Naipaul

Methodology:
i) The detailed texts to be dealt in detail by the classroom instructor
ii) The non-detailed reading list will be examined by students’ classroom presentations
iii) Theory input sessions, quizzes, and critical approach in evaluating the literary devices

References:
EL 3812 BRITISH PROSE AND FICTION

Semester: III
Category: MC
Credits: 5
Hours per Week: 6

Objectives

- To introduce the students to prose and the novel as a literary form, its origins, history and continued popularity.
- To show how the prose and fiction can become documents of current and historical importance.
- To create an interest in reading books those are both contemporary and timeless in nature through an introduction to novels and short stories that have been critically acclaimed as best selling and thought provoking.
- To encourage discussions on the forms of the novel, experiments in form and current theories on narratology.
- To familiarize the student with the social conventions and life styles/values of the British societies and how they impact the rest of the world.

Unit I PROSE
1. Francis Bacon Of Parents and Children; Of Friendship
2. Addison and Steele Sir Roger at Church: Sir Roger de Coverley’s Portrait Gallery
3. Hazlitt On going a Journey; Of the Feeling of Immortality in Youth
4. Charles Lamb In Praise of Chimney Sweepers; Dream Children

Unit II FICTION
1. Doris Lessing The Grass is Singing
2. Joseph Conrad Lord Jim
3. George Orwell Animal Farm
4. Golding Lord Of The Flies

Unit III SHORT STORY
1. Somerset Maugham The Letter
2. Eliabeth Bowen Demon Lover
3. D.H.Lawrence Rocking Horse
4. James Joyce Araby

Unit IV SEMINAR
PROSE
1. Oliver Goldsmith Citizen of the World
2. Lytton Strachey Eminent Victorians
3. John Bunyan Pilgrim’s Progress
4. Thomas More Utopia

FICTION
1. Jane Austen Pride and Prejudice
2. Charles Dickens Christmas Carol
3. Virginia Woolf Mrs Dalloway
4. Greene Heart of the Matter
5. E.M.Forster Passage to India
Objectives

- To develop skills for applying the techniques of discourse analysis to the study of texts, to discuss application of DA and to teach ESL.
- To introduce major theoretical frameworks and current issues in discourse analysis and demonstrate the relevance and usefulness of discourse studies to the field of applied linguistics.
- To provide for the practical application of the course to conduct research on a particular topic in discourse analysis.
- To investigate relationships between grammatical forms and their meanings and functions in discourse.

Unit I Introduction to Discourse Analysis
1. Discourse Analysis - Definition
2. Relevance of Discourse Analysis

Unit II Pragmatics
1. Pragmatics Concept clarification
2. Semantics Vs Pragmatics
3. Speech Acts and Speech Events
4. Constatives, Performatives,
5. Locution, Illocution, Perlocution
6. Restricted and Elaborated Code

Unit III Principles of Pragmatics
1. Meaning, Sense and Force
2. Turn taking
3. Cooperative Principle
4. Politeness Principle

Unit IV Specific Ingredients of Discourse Analysis
1. Discourse and Meaning
2. Form and Meaning
3. Discourse Markers
4. Cohesion and Coherence

Unit V Analysis of Specific Discourse
1. Racist Discourse
2. Gender Discourse
3. Discourse of the Underprivileged

Course Material:
Relevant Chapters from
Searle J Speech Act CUP 1967
References:
EL 3851 ADVANCED TRANSLATION

Semester: III
Credits : 3
Category: ES
Hours per Week: 4

Objectives:
- To familiarise the learners with the history and theories of translation.
- To introduce them to the techniques involved in translation of literary and non-literary texts.
- To enhance the employability of the learners as translators.
- To encourage them to prepare a draft translation leading to the preparation of a project work.

Unit I Conceptual clarification. Definitions.
3. Translation and Transliteration.
4. Interlingual translation.
5. Intralingual translation.
7. Communicative translation.
8. Semantic translation

Unit II Principles of Translation.
1. Decoding and Recoding.
2. Loss and gain.
3. Problems of Equivalence:
   a. Formal Correspondence
   b. Dynamic Equivalence
4. Translatability and Untranslatability.
5. Cultural Functions of Translation.
6. Cultural Transference.
7. Cultural Interference.
8. Problems of Literary Translation.
   a. Translating Prose.
   b. Translating Poetry.
   c. Translating Drama.
9. Problems of Non-Literary Translation
   a. Translation of Folktales.

Unit III Dimensions of Translation
1. Communicative
2. Linguistic
3. Interpretative
4. Translation in the context of
   a. Sociolinguistics
   b. Psycholinguistics
   d. Translation in ELT

Unit IV Translation Practice
1. Text Analysis/Translation criticism/ back translation test.

Unit V  A study of some of the extracts from the translated versions of literary texts from Tamil to English.
1. Theoretical Inputs
2. Group work
3. Translation Workshops
4. Guest lectures
5. Translation Practice
6. Text Analysis.

Evaluation
Internal : 50%
Written Test : 1x35=35 marks
Class work/assignments: 35 marks
Assignment/project : 30 marks

References:
EL 3852 MEDIA CRAFT

Semester: III
Category: ES
Credits : 3
Hours per Week: 4

OBJECTIVES:
- To enable the students to understand that writing for the media is an art as well as a craft
- To sensitise the learners on issues of social import
- To familiarise the students with the mechanics of writing, with specific reference to nuances of grammar
- To provide the global perspective, not forgetting the Indian context
- To offer hands-on experience to the learners by empowering them to bring out campus bulletins and produce short and docu-films

Unit I  Grammar of Communication (15 hrs)
1. Characteristics of communication / mass communication
2. Four waves of media (Marshall McLuhan)
3. Deconstructing the media
4. Media ethics, an oxymoron?
5. Freedom of the press

Unit II  Journeys in Journalism (15 hrs)
1. Format, style, spelling and grammar
2. Reporting, leads and sub-editing
3. Feature writing, interviewing and profiles
4. Broadsheets / Tabloid journalism
5. Letters, reviews and obituaries

Unit III  Kinds of Media & Presentation Styles (15 hrs)
1. Print Media (inclusive of sports, photo and magazine journalism)
2. Radio
3. Television, film
4. Internet
5. Convergence of media skills

Unit IV  Analysis of Samples of Journalistic Writings (15 hrs)

a. Ernest Hemingway
   - By-lines
   - Art of Non-fiction
   - On Writing

b. William Faulkner
   - The Daily Mississippian
   - The Double Dealer

c. George Orwell
   - Why I Write
   - Homage To Catalonia

d. Ruskin Bond
   - Rain In The Mountain
   - Our Trees Still Grow In Dehra

e. Kushwant Singh
   - Big Book Of Malice
End of India
f. Mark Tully (Former BBC-India Correspondent)
  - India In Slow Motion
  - No Full Stops In India

India In Slow Motion

g. Shashi Tharoor
  - India; From Midnight To The Millennium
  - Bookless In Baghdad
  - The Elephant, the Tiger and the Cellphone

India; From Midnight To The Millennium

h. P. Sainath
  - Everybody Loves A Good Drought
  - Orissa Diary

India: From Midnight To The Millennium

i. Karan Thapar
  - More Salt Than Pepper

India; From Midnight To The Millennium

j. Arundhati Roy
  - The End Of Imagination
  - The Algebra Of Infinite Justice
  - Shape Of The Beast
  - Listening To Grass Hoppers

India: From Midnight To The Millennium

Unit V Development Communication ('History From Below') (15 hrs)
  1. Poverty alleviation, Consumerism
  2. Health / scientific breakthroughs
  3. Marginalisation (children, women, dalits and tribals)
  4. Ecology / displacement
  5. LPG (Liberalisation, Privatisation and Globalisation) and its repercussions

TEACHING METHODOLOGY (Activities):
  - Conventional classroom lectures
  - Guest lectures (academia / industry)
  - Field visit to a newspaper organization
  - Speech activities like GD, Panel Discussion, 'Fish Bowl Exercise', 'Mock Press', 'Face to Face', 'Hard Talk' and 'The Devil's Advocate' etc.
  - Producing campus bulletins
  - Producing short films / docu-films on social themes
  - Conducting workshops on script writing (TV, films)
  - Book Talk' on books such as Arthur Hailey's 'Evening News' & P.G. Wodehouse's 'Psmith Journalist' 'Movie Talk' on films such as 'Citizen Kane', 'Killing Fields', Absence of Malice', & 'All the President's Men'

REFERENCES:
• Gillmor, Dan. *We The Media (Grassroots Journalism By The People, For The People).* O'Reilly, Sebastopol, 2004.
• Musburger, Robert B. *An Introduction To Writing For Electronic Media (Script writing Essentials Across Genres).* Focal Press, Burlington, 2007.
• Vilanilam J.V. *Mass Communication In India (A Sociological Perspective).* Sage Publications, New Delhi, 2005.

B. ONLINE REFERENCES:
• Arnold, Christopher et al. *Journalism and Journalistic Writing.* Owl Purdue Online Writing Lab. Web.27 Sept.2011.
• Nirmaladasan. *Personaic Communication.*
• Postman, Neil. *Five Things We Need to Know About Technology. (Media Ecology).*

C. Top 10 Media Literacy Education Websites (U.S. & Canada)
• Center for Media Literacy
• Media Awareness Network
• Media Education Foundation
• Media Literacy.com
• Media Literacy Clearing House
• Media Literacy Project
• National Association for Media literacy Education
• Project Look Sharp
• The Media Education Lab
• The Media Spot

D. E-Journals

• 106 journals belonging to the subject of Media and Communication are available, thanks to the Directory of Open Access Journals (DOAJ). (eg.) Brazilian Journalism Research, 2005.
EL 3876 HUMAN RIGHTS AND SUBALTERN LITERATURE

Semester: III Credits : 5
Category: ID Hours per Week: 3+3
(English 3 hrs+ History 3 hrs)

Objectives

- To sensitise students on issues of oppression and the role of Literature in the cause
- To create an awareness among the learners on Human Rights
- To provide national and international perspectives on Human Rights and expose them to relevant literature in the area
- To make the learners understand and follow a ‘Rights based approach’

Course content

Unit I  Background materials:
- Pandit Iyotheedoss’s “An Unique Petition"
- On Durban Conference
- Pratima Pardeshi’s “Ambedkar and Women’s Liberation"
- Ranajit Guha: Subaltern studies Volumes 1 - 10
- Gayathri: Can the Subaltern speak?
- Dalit Christian theology: James Massey: ISPCK publications. Delhi
- Roots of Dalit history Christianity Theology: James Massey: ISPCK publications. Delhi
- Dalit Hermeneutics: James Massey

Unit II  Theories on Human Rights (History Dept.)

International Standards

National Standards

Unit III  Subaltern Literature - an introduction
- Dalit voices
- African-American voices
- Women’s voices

Unit IV  Texts (Detailed)

Poetry
1. Yendluri Sudhakar - An Autobiography
2. L.S. Rokade- To Be or Not to be Born
3. Waman Nimbalkar- Mother
4. Namdeo Dhasal – Ode to Dr. Ambedhkar
5. Langston Hughes- I Too am America

Prose
6. Paulo Freire- Pedagogy of the Oppressed (an excerpt)
7. Janardan Waghmare- Black Literature and Dalit Literature
Drama
8. Dina Mehta- Brides are not for Burning

Fiction
9. Bama- Karukku
10. Bandhumadhav- Poisoned Bread

Unit V
Project Work
11. Mahasweta Devi- Mother of 1084
12. Sivagami- The Grip of Change
13. Thakazhi Sivasankaran Pillai- Scavenger’s Son
14. Imayam- Beasts of Burden
15. Sue Monk Kidd- The Secret Life of Bees
16. Frantz Fanon- Black Skin, White Masks
17. Maxine Hong Kingston- The Woman Warrior
18. Living Smile Vidya- I am Vidya
19. Gita Aravamudan- Disappearing Daughters
20. Lorraine Hansberry- A Raisin in the Sun
21. Tamil Dalit Poetry
22. Telugu Dalit Poetry
23. Malayalam Dalit Poetry
24. Afro-American poetry
25. Mappillai Pattu

Evaluation
Internal Assessment- 100 marks
Two C.A Tests – 35+35 = 70 marks
Project Proposal – 30 marks
End – Semester Project and Viva – 50+50 = 100 marks

Reference


EL 4818 AMERICAN LITERATURE

Semester: IV Credits : 5
Category: MC Hours per Week: 6

Objectives

- To acquaint the student with the spirit of the American Dream through a study of American Literature
- To familiarise the student with the major American writers to understand their contribution to the shaping of contemporary thought.
- To introduce the student to a variety of American writing in different genres

COURSE CONTENT

Unit I  Poetry : Selections from
1. Emily Dickinson
2. Anne Sexton
3. Robert Lowell
4. Langston Hughes
5. Robert Frost

Unit II Prose :
1. Thoreau: Where I Lived And What I Lived For
2. Henry James: The Art of Fiction

Unit III Drama :
1. Edward Albee: Who’s Afraid of Virginia Woolf?
2. Tennessee Williams: A Street Car Named Desire

Unit IV Short story:
1. Flannery O Connor: The Revelation
2. Hemingway: The Snows of Killimanjaro
4. Edgar Allan Poe: Fall of the House...

UNIT V Novel:
1. Alice Walker: Color Purple
2. Kaui Hart Hemmings: The Descendants
3. Harper Lee: To Kill a Mockingbird
4. Faulkner: The Sound and the Fury

References:
EL 4819 ENGLISH LANGUAGE FOR TEACHERS AND TRAINERS (ELTT)

 Semester: IV Credits: 5
 Category: MC Hours per Week: 6

Objective

- To enable the students to consolidate and further sharpen all the acquired skills in presentation and language and learn to employ them professionally.
- To make them competent in identifying and solving learning disabilities by giving them a theoretical perception to language learning.
- To help them to get trained in the language skills and strategies to be used for various vocational purposes.
- To enable them to discover and adopt methods of using the language in teaching and training by taking up mini projects within and outside college.

Course Content

UNIT I  Introduction (Second Language Acquisition)
1. Theories of Second Language Acquisition
2. Krashen’s Monitor Model
3. The Learning Process
4. Individual Difference
5. Hypothesis Forming
6. Learning vs Acquisition
7. Competence vs Performance
8. Usage vs use
9. Methodology vs Pedagogy
10. Inductive vs Deductive
11. Learner Language/ Interlanguage
12. Errors

UNIT II  Conditions for Successful Language Learning
1. Theories of motivation
2. Need and demand perception
3. The relevance of psychology
4. Behaviorism and Teaching Learning Process
5. Role of Memory
6. Social and Interpersonal factors
7. Individual Differences

UNIT III  Teaching Strategies
1. Teaching Reading
2. Teaching Writing
3. Teaching Listening
4. Teaching Speaking
5. Teaching Grammar
6. Teaching Vocabulary
7. Teaching Pronunciation
8. Activity based Learning

UNIT IV  Applied Learning
1. A Project Approach – Teacher Models followed by hands on experience
UNIT V From skilled language learner to technically skilled trainer, teacher
1. Class and audience management: types, tools and technique
2. Theory into practice: arguments and agreements
3. Profiles of a good language Learner, Teacher

5. Evaluation
One test for: 40 marks
Group workshop and presentations: 30 marks
Mini projects; 30 marks

References:
2. Theory of Language Teaching Vol.3 language Pedagogy Millform R 2003
3. The TKT Course Spratt M Mittal 2005
5. The Study of Second Language Acquisition Ellis R 1994 OUP
8. Teaching and learning English M.L.Tickoo: Orient Longman 2004
EL 4820 RE-VISIONING SHAKESPEARE

Semester: IV Credits : 5
Category: MC Hours per Week: 6

Objectives

- To enable learners to understand various aspects of Shakespeare's dramatic art through a study of representative plays. These aspects are plot, characterization, interdependence between plot, character and theme, theatrical techniques, poetic language, etc.
- To trace the evolution of Shakespeare's vision and read his plays in the light of contemporary literary theories and methods of Schools of Critical Thought like Post-Colonialism, New Historicism, Cultural Materialism, etc.
- To critically evaluate Shakespeare’s plays by going beyond the “words on the page” approach and examine their relevance to our contemporary value systems by integrating literary and historical study.

Course Content

Unit I (Detailed)
Twelfth Night

Unit II (Detailed)
Antony and Cleopatra

Unit III (Detailed)
Hamlet

Unit IV (Detailed)
As You Like It

Unit V
Extended Reading:

i. The Taming of the Shrew
ii. Romeo and Juliet
iii. Henry IV (Part One)
iv. King Lear
v. The Tempest

References:

1. Ralli, Augustins, J. — A History of Shakespeare Criticism(2.Vols.)
2. Halliday, F.E. (Ed.) — Shakespeare and His Critics
3. Wells, S. — Shakespeare Criticism since Bradley (1971)
4. House, E.M. — Spiritual Values in Shakespeare
5. Dollimore, Jonathan and Sinfield, Alan (Ed.) — Political Shakespeare
EL 4821 DISSERTATION/PROJECT

Semester: IV  
Category: MC  
Credits: 95  
Hours per Week: 12

Objectives:
To enable the students
- To understand the purpose and the importance of research in Literature/Linguistics.
- To plan and carry out research work through literature review, materials and methods, results and discussions.
- To present the findings periodically subjected to both external and internal evaluation.

Inputs on
**Unit I**
Rhetoric And Research Methodology
Dissertation / Project

**Unit II**
Formulation of Hypothesis
Review of Literature

**Unit III**
Methods of Data Collection
Primary Sources
Secondary Sources
Work cited

**Unit IV**
Analysis and Interpretation

**Unit V**
Mechanics of writing
Prewriting
Drafting
Proof reading
Formulation of final thesis