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, i.e. 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:
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:

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
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)
C) General Indian English

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

Prescribed Reading:
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,


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:

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).

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):
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:
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:


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  Northanger Abbey
   Unit 2  Charles Dickens  Oliver Twist
   Unit 3  George Eliot  Middlemarch
   Unit 4  Thomas Hardy  Tess of the d’Urbervilles

Recommended Readings:

   1) BRONTE Charlotte  Jane Eyre
   2) BRONTE Emily  Wuthering Heights
   3) DISRAELI Banjamin  Sybil or The Two Nations
   5) HAZLITT, William  The Spirit of the Age
   6) JAMES, Henry  The Portrait of a Lady
   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)
   14) RUSKIN, John  The Crown of Wild Olives
   16) THAKERAY, Willam  Makepeace  Vanity Fair
   17) TILLOTSON, Kathleen  Novels of Eighteen-Forties. Oxford OUP, 1954
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.

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:

Select Bibliography:

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*.
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)


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)
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:
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)
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:

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:
2. Virginia Woolf: *A Room of One’s Own.* (New Delhi: CUP, 1998)

Recommended Reading (merely suggestive, and by no means exhaustive):
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 \textit{Continent of Circe}

iii) Kamala Das \textit{My Story}

iv) Girish Karnad \textit{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 Gennette, 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:

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:
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:
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
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
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 in two or three Indian literary traditions. Or
Reception of Shakespeare in 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.*
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.
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 2. Rahi Masoom Raza, *Adha Gaon.*
Unit 3. Bhalchandra Nimade, *Cacoon*
Unit 4. Pannalal Paatel, *Manavi ni Bhavai*

Recommended Reading:
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:


6. Ksemendra. *Auchityavicaracarca*


8. *Agnipurana* (for Guna and Dosa)

9. Kautilya. *Arthastra*
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:

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:
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:

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:

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, prophone, 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:**


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*. 