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: Thomas More: Utopia

Unit 2: Marlowe: Edward II

Unit 3: Shakespeare: Hamlet

Unit 4: Metaphysical Poetry (Donne, Herbert, Marvell – list of poems below)

John Donne
1. The Flea
2. The Sun Rising
3. A Valediction: Forbidding Mourning
4. Death, Be Not Proud (Holy Sonnet - X)
5. A Hymn to God, the Father

George Herbert
1. Easter-Wings
2. The Collar
3. The Pulley
4. Death
5. Love

Andrew Marvell
1. On a Drop of Dew
2. A Dialogue between the Soul and Body
3. To His Coy Mistress
4. The Definition of Love
5. The Garden

Suggested 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: *TristramShandy*

Recommended Reading:

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**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)
   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.

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, ToruDutt

ii) 1900-1950: Sarojini Naidu, ShriAurobindo

iii) Post independence: Nissim Ezekiel, Kamala Das, K.K. Daruwala, JayantMahapatra,


Select Poems:

Henry Derozio: ‘The Harp of India’, ‘My Country in the Day of Past’ and ‘To the Pupils of Hindu College’

Toru Dutt: ‘Sita’, ‘The Lotus’ and ‘Our Casuarina Tree’

ShriAurobindo: Canto I ‘The Symbol of Dawn’ form Book –I Saviti


Nissim Ezekiel: ‘Enterprise’, ‘Poet, Lover, Birdwatcher’ and ‘Very Indian Poem in English’

Kamala Das: ‘AnIntroduction’, ‘Grandmother’s House’ and ‘Glass’


JayantMahapatra: ‘Dawn at Puri’, ‘Hunger’ and ‘Events’

R. Parthsarthy: ‘Exile’ 1-2 and ‘Homecoming’-1


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: Ion & 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 2 Wole Soyinka, *The Lion & the Jewel* (19).
Unit 3 Doris Lessing, *The Grass is Singing* (19).
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) :

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:
General Semantics and Its Implications in Language and Communication Studies, Pedagogy, Psychology and Media

Semester I

ICT-01 : General Semantics and Language and Communication Studies

Objectives:

1. To teach the students the basic ideas, theories and applications of General Semantics
2. To introduce the students to the socio-cultural and epistemological contexts of General Semantics as a philosophical-scientific method propounded by Alfred J. Korzybski
3. To make the students understand the implications of General Semantics in the domains of thought, language, communication and action
4. To train the students in developing the mental habits recommended by Alfred Korzybski

Background / Context / Historical Perspectives:

1. The World War I and General Semantics
2. General Semantics as a non-Aristotelian, non-Newtonian and non- Euclidean Method
3. General Semantics in the History of Scientific/ Mathematical Thinking

Detailed Description of the Course Content

Unit I. An Introduction to General Semantics

A) A Brief History of General Semantic

B) Major concepts in General Semantics
   1. Time-binding
   2. Consciousness of Abstracting
   3. Map is Not the Territory
   4. Non-Elementalist Thinking
   5. Extensional Devices
   6. Structural Differential

Suggested Readings for Unit I:

For I. A
   b. “Alfred Korzybski” an Essay by Neil Postman from *Conscientious Objections*
   c. Chapter 9, “General Semantics” from *Dare to Inquire: Sanity and Survival in the 21st Century and Beyond*

For I.B
   d. Excerpts from *General Semantics Glossary: Pula’s Guide for the Perplexed*
e. *General Semantics: An Outline Survey* by Kenneth Johnson
f. Relevant Sections from *Drive Yourself Sane: Using the Uncommon Sense of General Semantics*

**Unit II. General Semantics and the Perspectives about Human Beings**

Human beings as a time-binding class of life
Human beings as Organism-as a whole-in an Environment

**Suggested Readings for Unit II:**

Chapters 3 & 4 from *The Manhood Of Humanity*,
Preface to *Science and Sanity*, by Robert Pula

**Unit III. General Semantics and the Science of Communication**

1. General Semantics and Neuro-Linguistics
2. Understanding the Non-Aristotelian, Non-Newtonian, Non-Euclidean Orientation
3. Intensional versus Extensional Logic
4. The ‘Is’ ness of Identity
5. E-Prime

**Suggested Readings for Unit III:**

Relevant Excerpts from *Drive Yourself Sane: Using the Uncommon Sense of General Semantics*
Chapter 10-14 from *Dare to Inquire: Sanity and Survival in the 21st Century and Beyond*

**Unit IV: General Semantics as a General Theory of Evaluation of Thought and Action**

Lectures 1-4 from *General Semantics Seminar 1937: Olivet College Lectures*
Chapter 4 from *Sensible Thinking for Turbulent Times* by Martin H. Levinson

**Prescribed Texts and their Discussion:**

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)
Other Important Poets (William Blake, Elizabeth Browning, D.G. Rossetti, Christina Rossetti, G.M. Hopkins, A.C. Swinburne)

Romantic Poetry - List

Canonical Poets

1. WILLIAM WORDSWORTH
   a. Daffodils
   b. Tintern Abbey
   c. Immortality Ode
2. SAMUEL TAYLOR COLERIDGE
   a. Kubla Khan
   b. Frost at Midnight
   c. Rime of the Ancient Mariner
3. PERCY BYSSHE SHELLEY
   a. Ozymandias
   b. Ode to the West Wind
   c. Masque of Anarchy
4. JOHN KEATS
   a. La Belle Dame sans Merci
   b. Ode on a Grecian Urn
   c. Ode to a Nightingale

Non – Canonical Poets

5. WILLIAM BALKE
   a. London
   b. The Tyger
   c. The Chimney Sweeper

6. GEORGE GORDON, LORD BYRON
   a. On This Day I Complete My Thirty-Sixth Year
   b. Sections from Don Juan (The Isles of Greece)
c. Sections from *Childe Harold's Pilgrimage* (The Eve of Waterloo)

**Victorian Poetry**

**Canonical Poets**

7. Alfred, Lord Tennyson  
   a. The Palace of Art  
   b. Ulysses  
   c. Crossing the Bar

8. Robert Browning  
   a. My Last Duchess  
   b. Fra Lippo Lippi

9. Matthew Arnold  
   a. Dover Beach

**Non – Canonical Poets**

10. Elizabeth Barrett Browning  
    a. A Musical Instrument

11. Dante Gabriel Rossetti  
    a. The Blessed Damozel  
    b. The Woodspurge

12. Christina Rossetti  
    a. Remember  
    b. Passing Away

13. Gerard Manley Hopkins  
    a. Pied Beauty  
    b. Thou Art Indeed Just, Lord

14. Algernon Charles Swinburne  
    a. A Forsaken Garden

**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-05 – 19\textsuperscript{th} Century British Novel

Objectives:

i) To study the growth and development of Novel form during 19\textsuperscript{th} 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 \textit{Northanger Abbey}

Unit 2 Charles Dickens \textit{Oliver Twist}

Unit 3 George Eliot \textit{Middlemarch}

Unit 4 Thomas Hardy \textit{Tess of the d’Urbervilles}

Recommended Readings:

1) BRONTE Charlotte \textit{Jane Eyre}

2) BRONTE Emily \textit{Wuthering Heights}

3) DISRAELI Benjamín \textit{Sybil} or \textit{The Two Nations}


5) HAZLITT, William \textit{The Spirit of the Age}

6) JAMES, Henry \textit{The Portrait of a Lady}


8) LAMB, Charles Essays of Elia (First six essays)

9) MILL, John Stuart on Liberty

10) NEWMAN, J H \textit{Apologia Pro Vita Sua}

11) PATER, Walter \textit{The Renaissance} (Preface and conclusion)


14) RUSKIN, John \textit{The Crown of Wild Olives}


16) THAKERAY, Willam Makepeace \textit{Vanity Fair}

17) TILLOTSON, Kathleen \textit{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-Fiction

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: 'An Astrologer's Day', 'The Blind Dog', 'Tiger's Claw', 'Such Perfection'

Unit 2 Mulk Raj Anand: Untouchable

Unit 3 Raja Rao: Serpent and the Rope

Unit 4 G. V. Desani: All About H Hatter
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 postcolonial 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).

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)**


**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:**

General Semantics and Its Implications in Language and Communication Studies, Pedagogy, Psychology and Media

Semester II English

ICT-02: General Semantics and Its Applications

Objectives:
1. To expand the basic ideas, theories and applications of General Semantics to the possibilities of practice
2. To introduce the students to the methods of General Semantics for communication, Teaching/Learning and critically understanding media
3. To explore the implications of General Semantics in the training in life-skills
4. To train the students in internalizing the mental habits recommended by Alfred Korzybski and to evaluate the role of GS in psychology and psychotherapy

Background / Context / Historical Perspectives:
1. General Semantics view on language use and its implications in Teaching/ Learning and Media
2. General Semantics and Life Skills
3. New Ways of Understanding ‘Sanity’

Detailed Description of the Course Content

Unit I. General Semantics and Other Areas: An Overview

Suggested Readings for Unit I:
2. Chapters 4, 5, and 6 from Kodish, Bruce. Dare to Inquire: Sanity and Survival for the 21st Century and Beyond.

General Reading:
Korzybski’s Introductions to Science and Sanity and Manhood of Humanity
“On Alfred Korzybski” and “What did Alfred Want” from Drive Yourself Sane: Using the Uncommon Sense of General Semantics by Bruce Kodish and Susan PresbyKodish, pp 202-211.
Unit II. General Semantics, Language and Teaching/Learning
A. Limitations of Language as a medium of knowledge and communication
B. Developing the consciousness of abstracting
C. Suggested remedies: Extensional Devices (revising the relevant sections from Part I of the course)

Suggested Readings for Unit II:
1. Chapters 3, 4, 5, and 6 from *Levels of Knowing and Existence* by Harry L. Weinberg
2. Chapters 11 & 12 from *Language Habits in Human Affairs* by Irving J. Lee
3. Revise Chapter 12 and 13 from *Drive Yourself Sane: Using the Uncommon Sense of General Semantics* by Bruce Kodish and Susan PresbyKodish

Unit III: General Semantics and Life-Skills
A. General Semantics and Communication
B. Job Skills through General Semantics

Suggested Readings for Unit III
For Intensive Study:
Part III, Chapters 8, 9 & 10 from *Sensible Thinking for Turbulent Times* by Martin Levinson

For General Reading:
1. *Understanding Each Other: Improving Communication through Effective Dialogue* by CathrinaBauby
2. *Practical Fairy Tales for Everyday Living* by Martin Levinson

Unit IV: General Semantics and Psychology

For Intensive Study:
2. Chapters 8 & 10 from *Levels of Knowing and Existence* by Harry L. Weinberg

For General Reading
1. *Drive Yourself Sane* by Kodish and Kodish
2. *Sensible Thinking for Turbulent Times* by Martin Levinson
3. *General Semantics in Psychotherapy: Selected Writings on Methods Aiding Therapy*, Isabel Caro and Charlotte Read (Ed.)

Prescribed Texts and their Discussion:


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**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:**

4. The Early Moderns (Thomas Hardy, Wilfred Owen, W.B. Yeats, and Robert Graves)

5. The High Moderns (Ezra Pound, T.S. Eliot, and W.H. Auden)

6. After the Moderns (Dylan Thomas, Philip Larkin, Ted Hughes, and Seamus Heaney)

7. Other Important Poets (D.H. Lawrence, Stephen Spender, John Betjeman, Donald Davie, Thom Gunn)

**Poems in the Syllabus:**

**The Early Moderns**

1. **Thomas Hardy:** The Darkling Thrush; The Convergence of the Twain

2. **Wilfred Owen:** Strange Meeting; Disabled

3. **Robert Graves:** Lost Acres; Ulysses

4. **W.B. Yeats:** The Lake Isle of Innisfree; A Coat; Easter 1916; The Second Coming; Leda and the Swan

**The High Moderns**

5. **Ezra Pound:** A Pact; In A Station of the Metro

6. **T.S. Eliot:** The Love Song of J. Alfred Prufrock; Journey of the Magi; To the Indians who Died in Africa

7. **W.H. Auden:** Musée des Beaux Arts; In Memory of W.B. Yeats; The Unknown Citizen
After the Moderns (Postmoderns)
8. Dylan Thomas: Fern Hill; Do Not Gentle into that Good Night
9. Philip Larkin: Church Going; The Whitsun Weddings
10. Ted Hughes: The Thought-Fox; Hawk Roosting
11. Seamus Heaney: Digging; Sunlight; Bogland

Other Important Poets
12. D.H. Lawrence: Snake
13. Stephen Spender: The Pylons
14. John Betjeman: A Subaltern’s Love Song
15. Donald Davie: Remembering the Thirties
16. Thom Gunn: Considering the Snail

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):

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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

1. 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.

2. Major Writers:
      Sri Aurobindo: *Renaissance in India* and ‘BhavaniMandir’,
      M.K.Gandhi: Gandhi-Nehru Letters: October 5, 1945, October 9, 1945, November 13, 1945
   ii) Nayantara Sahgal: CH-XX ‘With Pride and Prejudice’ [Abstract from *Prison and Chocolate Cake* (1954)]
   iii) Kamala Das: *My Story*
   iv) Girish Karnad: *Hayavadana*
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 a discussion of the basic tenets (e.g., what is New Criticism; what is Marxism etc.) and then through one or two representative essays by critics /thinkers in each of the above units.
Representative Essays:

a. **T.S. Eliot:** “Tradition and the Individual Talent”; **I.A. Richards:** “Four Kinds of Meaning”
b. **John Crowe Ransom:** “Criticism Inc.”; **Allen Tate:** “Tension in Poetry”
c. **R.S. Crane:** “Interpretation of Texts and the History of Ideas”
d. **Viktor Shklovsky:** “Art as Technique”
e. **Sigmund Freud:** *A General Introduction to Psycho-Analysis* (Ch. 18: “Fixation upon Traumas: The Unconscious”; and Ch. 21: “Development of the Libido and Sexual Organizations”)
f. **Northrop Frye:** “The Archetypes of Literature”
g. **Edmund Wilson:** “Marxism and Literature”; **Tom Bottomore:** *The Frankfurt School and its Critics* (Introduction and Ch. 1)
h. **Ferdinand de Saussure:** “The Object of Study”; **Gerard Genette:** “Structuralism and Literary Criticism”

Suggested Reading (Above Essays can be culled from):


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

Walt Whitman
1. Song of the Open Road
2. As I Ebb’d With the Ocean of Life
Robert Frost
1. After Apple-Picking
2. Stopping by Woods on a Snowy Evening
3. The Road Not Taken

Wallace Stevens
1. The Emperor of Ice-Cream
2. Sunday Morning

Sylvia Plath
1. Daddy
2. Lady Lazarus
3. Metaphors

5. **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 *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 *AfterBabel: 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*


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

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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:
8. J.M. Synge: The Playboy of the Western World
9. James Joyce: A Portrait of the Artist as a Young Man
10. Samuel Beckett: Waiting for Godot
11. 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.
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 3. BhalchandraNimade: Cacoon
Unit 4. Pannalal Patel, ManaviniBhavai (A Droll Saga Trans. Prof. Kantak)

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. *Arthasastra*
ECT-05
Post 1980s Indian Writing in English

1. 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.

2. Major Writers:
   i) Salman Rushdie: Midnights Children
   ii) Amitabh Gosh: Shadow Lines
   iii) Vikram Seth: (10 poems)

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)

Essays in the Syllabus:

A. Deconstruction

1. “Structure, Sign and Play in the Discourse of the Human Sciences” by Jacques Derrida
2. “The Resistance to Theory” by Paul De Man

B. Feminism

1. “Feminist Criticism in the Wilderness” by Elaine Showalter
2. “Feminism and Critical Theory” by Gayatri Chakravorty Spivak

C. Post-Freudian Psychoanalysis

2. “Poetic Origins and Final Phases” by Harold Bloom

D. Postcolonialism

1. From Orientalism by Edward Said (“Introduction”)
2. From The Location of Culture by Homi Bhabha (“Introduction”)

E. Phenomenological Criticism, Hermeneutics and Readers’ Response Theory

1. From Is There a Text in This Class? by Stanley Fish (Ch. 13: “Is There a Text in This Class?”)

F. Cultural Studies and New Historicism

1. “Future of Cultural Studies” by Raymond Williams

G. “Environmentalism and Ecocriticism” by Richard Kerridge

H. The Marginal and the Minority Discourses

1. From The History of Sexuality by Michel Foucault (Vol. 1, Ch. 1)
Suggested Reading (Above Essays can be culled from):

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)
Margaret Atwood – Poems:

1. A Sad Child
2. Flying Inside Your Own Body
3. Helen of Troy does Countertop Dancing
4. Is / Not
5. Morning in the Burned House
6. Postcards
7. Habitation
8. In the Secular Night
9. More and More

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, 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:


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.
M. Phil. English
CCT 01 - Research Methodology

Objectives:
1. To acquaint the students with the fundamentals and mechanics of literary research.
2. To make them aware of the operations of human thought and analysis, interpretation, generalizations and evaluation of these thoughts with reference to the texts.
3. To train them for research papers, research proposals and thesis.
4. To develop research skills in the students.

Issues to be studied:
1. The Nature & Aims of Literary Research
2. The Stages of Research
3. The Major Areas of Literary Research
7. Documentation.
8. The Style of Research Writing
9. Analysis & Interpretation of various Genres
10. Generalization

Recommended Reading:
2. Watson George, The Literary Critics, London: OUP.
Objectives:
1. This Course proposes to teach learners how to apply Indian and Western critical approaches to specific texts.
2. The Course thus endeavours to form a link between the learners’ activities in their Masters programme to study texts and critical theories in isolation. Training learners how to apply a critical approach to a text is in a way preparing them to become better readers and researchers.
3. In the process, the Course aims at enhancing the enjoyment of both reading texts and knowing critical theories.

Component I: Applying Indian Theories to Specific Texts
1. Applying Rasa
2. Applying Alamkara
3. Applying Dhwani
4. Applying Vakrokti

Component II: Applying Western Theories to Specific Texts
1. Psychoanalytic Criticism applied to Eminem’s lyric ‘Cleanin’ Out My Closet’ and Sylvia Plath's poem ‘Daddy’.
2. Ethical Criticism applied to the Harry Potter series of novels by J.K. Rowling (the first novel is to be considered).
3. Cultural Studies applied to a real event much covered by the media (Princess Diana’s death).
4. Cyberphilosophy applied to the movie The Matrix.

Recommended Reading:
1. All the above western approaches and their application to the afore-mentioned texts / discourses can be studied from texts: CONTEMPORARY CULTURAL TEXTS AND CRITICAL APPROACHES by Peter Childs (Edinburgh: Edinburgh University Press, 2006).
ECT 01- Interdisciplinary Studies: Theory & Practice

1. **Objectives:** This course will introduce students to the emerging field of interdisciplinary studies, its theory and practice in the context of its recent theories, and their importance in knowledge production.

2. i) History and development of Interdisciplinary Studies, and its theories.
   ii) **Key Terms:** Interdisciplinary Studies, Intra-disciplinary Studies, New Humanities, Human Sciences, Arts, Science, Comparative Studies, Anti-disciplinary, Border-disciplinarity, Bridge building, Conceptual Inter-disciplinarity, Critical Humanities, Disciplinary Reductionism, Epistemology, Interface of Disciplines, Knowledge Production, Mono-disciplinarity, Natural Sciences, Paradigm Shift, Skewed Understanding, Social Sciences, Multi-disciplinarity, Traditional Humanities, Trans-disciplinarity and Unifying Knowledge.
   iii) a. Literature and Psychology
        b. Literature and Philosophy
        c. Literature and Social Sciences
        d. Literature and Natural Sciences
        e. Literature and Fine Arts
        f. Literature and Management
        g. Literature and Knowledge Systems

**Select Bibliography:**

ECT 01 - Genre Studies (The Theatre of the Absurd)

Objectives:

(i) To introduce Drama historically and this particular genre of theatre
(ii) To examine the principal authors and texts of this genre,
(iii) To examine the important issues related to this genre.

Background / Context:

(i) Post-World War II European and American Drama,
(ii) Albert Camus and his exploration into the 'absurd' nature of human condition,
(iii) Samuel Beckett: 'Absurd' playwright par excellence.

Principal Texts:

(i) Rhinoceros (Eugene Ionesco; tr. Derek Prouse)
(ii) The Caretaker (Harold Pinter)
(iii) The Zoo Story (Edward Albee)
(iv) Rosencrantz and Guildenstern Are Dead (Tom Stoppard)

Related Issues:

(i) Stylistic features of the Absurd Drama
(ii) Existentialism
(iii) Influences: Nietzsche, Kafka, Sartre
(iv) Comedy of Menace
(v) Surrealism and Dada

Allied / Potential Areas of Study:

(i) Theatre of Cruelty
(ii) Other European 'Absurd' playwrights: Adamov, Genet, Mrozek, Arrabal, Grass
(iii) Nonsense Plays
(iv) Dream Plays and Allegories
(v) Clowning, Commedia Dell’Arte and the Music Hall
(vi) Beyond the ‘Absurd’

Select Bibliography:

(i) Source Texts:
- Rhinoceros (Penguin, or Worldview publication)
- The Caretaker (Faber)
- The Zoo Story (Penguin)
- Rosencrantz and Guildenstern Are Dead (Faber)

(ii) Recommended Reading (by no means an exhaustive list and works may be added by students and the faculty depending on their availability and significance):
- Esslin, Martin. The Theatre of the Absurd. London: Methuen, 2004(rpt.).
ECT 01 - Cultural Studies

Objectives:
11. To provide learners with the theoretical understanding of the concept of ‘culture’ and its emergence as an independent academic discipline.
12. To examine the works of the key thinkers in this discipline.
13. To examine the various schools in this discipline.
14. To examine its links / overlap with literary studies.
15. To evaluate its salient features and anticipate the emerging areas in the twenty-first century.

Units: Each of the following to have half a credit:

a) Conceptual clarity: etymology of the word ‘culture'
b) History: Studies on Culture – 18th & 19th c. thinkers and works (French, German and English)
c) 20th c rise of Cultural Studies as a Discipline: Frankfurt School
d) 20th c rise of Cultural Studies as a Discipline: Birmingham Centre for Contemporary Cultural Studies
e) 20th c rise of Cultural Studies as a Discipline: American School
f) Critical Theories & Cultural Studies: Marxist & Poststructural thinking, Influences from discourses on race, ethnicity, gender, nationality...
g) Popular & Mass Culture: Films, Television, Pop Songs, Advertisement...
h) Literature & Cultural Studies: Comparative aspects of literary & cultural theories

Recommended Reading:
