

MASTER OF ARTS
in
ENGLISH AND COMMUNICATIVE STUDIES

SYLLABUS
(with effect from July 2012)



FACULTY OF ENGLISH AND FOREIGN LANGUAGES
Gandhigram Rural Institute – Deemed University
(Re-accredited by NAAC with 'A' Grade)
Gandhigram – 624 302 Tamil Nadu

THE UNIVERSITY: Gandhigram was born in 1947. A team of dedicated disciples and contemporaries of Gandhiji, Dr. T. S. Soundram and Dr. G. Ramachandran, developed Gandhigram, the home of many rural development programmes. The Gandhigram Rural Institute (GRI) was founded in 1956. Starting in a small way, the Institute was conferred the status of a Deemed University in 1976. Today the University is a big educational complex comprising seven faculties, offering in all about fifty different programmes. It awards Doctoral, Master's and Bachelor's Degrees and also Diplomas and Certificates through its seven academic faculties: Rural Development; Rural Social Sciences; Rural Oriented Sciences; English and Foreign Languages; Tamil, Indian Languages and Rural Arts; Rural Health and Sanitation; and Agriculture and Animal Husbandry. The Institute was re-accredited with 'A' Grade by NAAC in 2010.

FACULTY OF ENGLISH AND FOREIGN LANGUAGES: The Faculty of English and Foreign Languages is as old as the Institute and offers a Master's Programme in English and Communicative Studies. The Faculty also offers a full-time MPhil programme in English and full- and part-time PhD programmes in English. Apart from these programmes, a Certificate Course in French is being conducted by the Faculty. The Faculty has been a pioneer in introducing innovative programmes, especially in the field of Communicative and Cultural Studies. It ran a Master's Programme in Comparative Literature and Cultural Studies, a UGC Innovative Programme, from 2005-10. It has so far produced 40 PhDs and more than 150 MPhils. The members of the Faculty serve on various Boards of Studies and other bodies of higher learning in different universities throughout the country. The Faculty brings out *Gandhigram Literary Review*, a peer-reviewed, bi-annual journal.

MA English and Communicative Studies, offered under the Choice-Based Credit System (CBCS), is a synthesis of language and literature. The programme consciously includes a variety of literatures such as British, American, European, Indian and Canadian. The programme includes postcolonial literatures as well as the literature of the marginalized, thus bridging the gap between the mainstream and the marginalized voices and articulations, and canonical and non-canonical literatures, giving the students a holistic vision of life and literature. The programme has a fair percentage of language and theory papers such as English Language Teaching, Phonetics, Literary Criticism, Translation Studies and Cultural Studies. From a political, ideological standpoint too, the programme has a definite orientation, for there are papers on Gender Studies, Literature of the Marginalized and Cultural Studies. There is a paper on Western Philosophy to enable the students understand the philosophical underpinnings of Western literature. There are inter- as well intra-departmental electives under Choice-Based Credit System (CBCS). At the end of the second semester, the students are sent to leading Newspapers and/or Media Houses for hands-on training, which is a sequel to a course in Journalism and Mass Media. Another highpoint of the programme is that the students write a Dissertation in the fourth semester. In tune with the objectives of the Institute, the students have an Audit Course on "Gandhi in Everyday Life" and a Village Placement Programme.

The MA programme in English and Communicative Studies prepares the students for teaching positions in colleges, universities and schools. The curriculum has been designed in such a way that those who complete this programme will get absorbed in the Print and Media industry also. The final semester instills in the students a research orientation, thus preparing them for MPhil and Doctoral programmes which are offered by the Faculty itself.

THE GANDHIGRAM RURAL INSTITUTE (DEEMED UNIVERSITY)
FACULTY OF ENGLISH AND FOREIGN LANGUAGES

M.A ENGLISH AND COMMUNICATIVE STUDIES

COURSES AND SCHEME OF EXAMINATION

(From July 2012)

S.No.	Sem	Course Code	Name of the Course	Credit	CFA	ESE	Total	
1.	I	ECS01	Indian English Literature	4	50	50	100	
2.		ECS02	British Poetry	4	50	50	100	
3.		ECS03	British Fiction	3	50	50	100	
4.		ECS04	British Prose	3	50	50	100	
5.		ECS05	American Literature	4	50	50	100	
6.		ECS06	English Phonetics	3	50	50	100	
				Audit Course: Gandhi in Everyday Life	2			
				Village Placement Programme	8			100
7.	II	ECS07	British Drama	3	50	50	100	
8.		ECS08	Introduction to Western Philosophy	3	50	50	100	
9.		ECS09	Journalism and Mass Media	4	50	50	100	
10.		ECS10	Inter-Departmental Elective	4	50	50	100	
11.		ECS11	Intra-Departmental Elective	4	50	50	100	
12.		ECS12	Basic Computer Concepts & Applications	4	50	50	100	
13.		ECS13	French	4	50	50	100	
14.		ECS14	Internship in Print and Electronic Media	2				
15.	III	ECS15	Translation Studies	4	50	50	100	
16.		ECS16	Introduction to Comparative Literature	4	50	50	100	
17.		ECS17	English Language Teaching	4	50	50	100	
18.		ECS18	Indian Novels in English Translation	3	50	50	100	
19.		ECS19	Postcolonial Literatures	4	50	50	100	
20.		ECS20	Introduction to Cultural Studies	3	50	50	100	
21.	IV	ECS21	Literature and Gender	4	50	50	100	
22.		ECS22	Literary Criticism	4	50	50	100	
23.		ECS23	European Classics in Translation	4	50	50	100	
24.		ECS24	History of English Language & Linguistics	4	50	50	100	
25.		ECS25	Intra-Departmental Elective	4	50	50	100	
26.		ECS26	Dissertation	8			200*	
Total				109			2700	

* Dissertation = Internal (75 marks) + External (75 marks) + Viva-Voce (50 marks) = 200 marks

Inter-Departmental

1. French
2. Effective Presentation Skills

Intra-Departmental

1. Introduction to Science Fiction
2. Canadian Fiction
3. Literature of the Marginalized
4. Indian Drama in English

ECS01 - INDIAN ENGLISH LITERATURE
(Credits 4)

Objectives:

- i) to expose the students to a survey of Indian English Writing; and
- ii) to make them aware of Indian culture and Indianness through the study of significant literary works in the domain of Indian English Literature.

Syllabus:

UNIT - I

Rabindranath Tagore	:	Heaven of Freedom
Sarojini Naidu	:	Indian Weavers
Sri Aurobindo	:	Rose of God
A.K.Ramanujan	:	Small-Scale Reflections on a Big House
Nissim Ezekiel	:	Night of the Scorpion
Kamala Das	:	My Grandmother's House
Jayanta Mahapatra	:	A Monsoon Day's Fable

UNIT - II

Swami Vivekananda	:	Chicago Address
Nehru	:	From <i>Discovery of India</i> (Chapter: 3 "The Quest")

UNIT - III

RK Narayan	:	<i>The Guide</i>
Shashi Deshpande	:	<i>Small Remedies</i>

UNIT - IV

Mahesh Dattani	:	<i>Tara</i>
Manjula Padmanabhan	:	<i>Harvest</i>

UNIT - V

A Study of the contribution of the following writers covering their entire oeuvre (from Iyengar and MK Naik):

Mulk Raj Anand	Raja Rao	R.K. Narayan	
Kamala Markandaya	Girish Karnad	Anita Desai	Vikram Seth

Reference:

- Dasan, AS, *The Rains and the Roots: The Indian English Novel Then and Now*, 2006.
 Iyengar, KR, *Indian Writing in English*, 1983.
 Naik, MK, *A History of Indian English Literature*, 1982.
 Naik, M.K. and Shyamala A.Narayan, *Indian English Literature 1980-2000*, 2001.

ECS02 - BRITISH POETRY
(Credits 4)

Objectives:

- i) to expose the students to major trends in English Poetry; and
- ii) to expose them to major British poets with a view to familiarizing them with different poetic genres and styles.

Syllabus:

UNIT – I

Chaucer	:	The Prologue to the Canterbury Tales (lines: 1-100)
Spenser	:	Epithalamion
Donne	:	A Valediction Forbidding Mourning
Milton	:	Lycidas

UNIT – II

Wordsworth	:	Tintern Abbey
Coleridge	:	Kubla Khan
Keats	:	Ode to a Grecian Urn
Shelley	:	Ode to the West Wind
Tennyson	:	Ulysses

UNIT- III

Robert Browning	:	The Last Ride Together
Hopkins	:	The Windhover
W.B.Yeats	:	The Second Coming
T.S. Eliot	:	Journey of the Magi

UNIT- IV

Stevie Smith	:	Not Warning but Drowning
Louis MacNeice	:	The Sunlight on the Garden
Philip Larkin	:	Church Going
Dylan Thomas	:	Light Breaks Where No Sun Shines

UNIT- V

Thom Gunn	:	On the Move
Ted Hughes	:	Hawk Roosting
Geoffrey Hill	:	Mercian Hymns XXV
Seamus Heaney	:	Digging

Reference:

- Blamiers, *Twentieth Century English Literature*, 1986.
- MacBeth, ed., *Poetry 1900-1975*, 1980.
- Morrison and Motion, eds., *Penguin Book of Contemporary British Poetry*, 1982.
- Thwaite and Mole, eds., *Poetry 1945-1980*, 1983.

**ECS03 - BRITISH FICTION
(Credits 3)**

Objectives:

- i) to expose the students to different trends and genres in British fiction; and
- ii) to enable them to understand and appreciate the works of eminent British novelists.

Syllabus:

UNIT - I

George Eliot : *Silas Marner*

UNIT - II

Thomas Hardy : *Tess of D'Urbervilles*

UNIT - III

D.H. Lawrence : *Sons and Lovers*

UNIT - IV

James Joyce : *A Portrait of the Artist as a Young Man*

UNIT - V

Doris Lessing : *Fifth Child*

Reference:

- Allen, *The English Novel*, 1954.
Booth, *The Rhetoric of Fiction*, 1983.
Boulton, *The Anatomy of the Novel*, 1975.
Kettle, *An Introduction to the English Novel*, 1951.
Lodge, *The Art of Fiction*, 1992.
Rennison, *Contemporary British Novelists*, 2005.

ECS04 - BRITISH PROSE
(Credits 3)

Objectives:

- i) to expose the students to good English prose; and
- ii) to help them appreciate the style of eminent British authors.

Syllabus:

UNIT – I

- | | | |
|---------------|---|---|
| Francis Bacon | : | “Of Revenge”; “Of Truth” and “Of Studies’ |
| Charles Lamb | : | “A Dissertation upon Roast Pig”; “Dream Children—A Reverie”
and “The Praise of Chimney Sweepers” |

UNIT – II

- | | | |
|-----------------|---|---|
| Cardinal Newman | : | “What is Literature?” (from <i>The Idea of a University</i>) |
| Samuel Johnson | : | <i>Life of Milton</i> |

UNIT- III

- | | | |
|--------|---|--------------------------|
| Ruskin | : | <i>Sesame and Lilies</i> |
|--------|---|--------------------------|

UNIT- IV

- | | | |
|-------------|---|---------------|
| Thomas More | : | <i>Utopia</i> |
|-------------|---|---------------|

UNIT- V

- | | | |
|---------------|---|---|
| George Orwell | : | “Bookshop Memories”; “Writing History” and
“Politics and the English Language” |
| Aldous Huxley | : | “A Liberal Education” |

Reference:

- Adolphe, *The Rise of Modern Prose Style*, 1968.
 Boulton, *Anatomy of Prose*, 1954.
 Saintsbury, *A History of English Prose Rhythm*, 1912.

**ECS05 - AMERICAN LITERATURE
(Credits 4)**

Objectives:

- i) to expose the students to the richness and plurality of American Literature through selected specimens; and
- ii) to help them acquire an idea of American Culture through these selections.

Syllabus:

UNIT – I

Edgar Allan Poe	:	“The Raven”
Walt Whitman	:	“Passage to India”
Emily Dickinson	:	“Because I could not stop for Death” & “I felt a Funeral in my Brain”
Robert Frost	:	“Mending Wall”
Wallace Stevens	:	“The Emperor of Ice-Cream”
Sylvia Plath	:	“Daddy”

UNIT-II

Emerson	:	“The American Scholar”
Edgar Allan Poe	:	“The Philosophy of Composition”

UNIT-III

Tennessee Williams	:	<i>A Streetcar Named Desire</i>
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UNIT-IV

Nathaniel Hawthorne	:	<i>The Scarlet Letter</i>
Mark Twain	:	<i>The Adventures of Huckleberry Finn</i>

UNIT-V

Scott F. Fitzgerald	:	<i>The Great Gatsby</i>
Toni Morrison	:	<i>Sula</i>

Reference:

- Heath Anthology of American Literature Vol. I and II, 2004.*
- Norton Anthology of African American Literature, 1997.*
- Norton Anthology of American Literature Vol. I and II, 1998.*

**ECS06 - ENGLISH PHONETICS
(Credits 3)**

Objectives:

- i) to expose the students to the rules of English Phonetics with a view to making them speak English with correct accent and pronunciation; and
- ii) to help them learn phonemic transcription which will help them read and speak English fluently and accurately.

Syllabus:

UNIT - I

Organs of Speech
Description and Classification of sounds
Vowels

UNIT - II

Consonants
Consonant Clusters
Syllables

UNIT - III

Diphthongs
Word Accent
Accent and Rhythm in connected Speech

UNIT - IV

Intonation Patterns
Assimilation and Elision
The Concept of General Indian English and Varieties of English

UNIT - V

Practice in Phonemic Transcription

Reference:

- Akmajian, *An Introduction to Language and Communication*, 2001.
Balasubramanian, T, *A Text Book of English Phonetics for Indian Students*, 1981 (**Prescribed Textbook**).
Gimson, A.C., *An Introduction to the Pronunciation of English*, 1962.
Jones, *The Phoneme: Its Nature and Use*, 1950.
---. *The Pronunciation of English*, 1956.
---. *English Pronouncing Dictionary*, 1917, 1991.
O' Connor, *Better English Pronunciation*, 1967.
Roach, *English Phonetics and Phonology: A Practical Course*, 2010.

**AUDIT COURSE – GANDHI IN EVERYDAY LIFE
(2 Credits)**

Syllabus:

UNIT – I LEADERSHIP PRACTICE

Gandhi as an emerging leader in South Africa, mass leader in India, Congress and Gandhi's leadership – Ashrams as training centres, ashram vows, seven sins – Leadership in Corporate World (Corporate Social Responsibility) and trusteeship (Values and Social Responsibility) and holistic leadership – Influence of Gandhi on others.

UNIT – II MANAGEMENT

Concept of Sarvodaya, Gandhi's experiments in managing family – non-possession and sacrifice begins at home – Ashram – community living, service, managing pluralistic group and financial ethics – social movement – reading and leading the mass (Transvaal March and Salt Satyagraha) and non-attachment to position (Nishkama Seva).

UNIT – III CONFLICT RESOLUTION

Search for truth, ends and means, openness, transparency, love and kindness in handling relationship, non-violent communication, practising non-violence in social and political issues (Satyagraha), conflict reduction, principled negotiation, mediation and arbitration, conflict transformative practices: art of forgiveness and reconciliation, Shanti Sena and its relevance.

UNIT – IV HUMANISM

Trust in goodness of human nature, respect for individual and pluralistic nature of society, dignity of differences, equal regard for all religions (Sarvadharm Samabhava) , castes, races, colours, languages, etc. simple and ethical life, swadeshi and unity of humankind.

UNIT – V CONSTRUCTIVE PROGRAMMES

Contemporary issues: terrorism, environmental degradation, problems in sharing common resources, health systems and education, centralization of power and governance, poverty - ways of reconstruction: just and equitable society, political decentralization and swaraj, basic education, appropriate technology and living with nature.

Reference:

Fisher, *Gandhi: His Life and Message*.

Gandhi, M.K *An Autobiography or The Story of My Experiments with Truth*, Navajivan Publishing House, Ahmedabad.

---. *Satyagraha in South Africa*, Navajivan Publishing House, Ahmedabad.

---. *Constructive Programme: Its Meaning and Place*, Navajivan Publishing House, Ahmedabad.

---. *Basic Education*, Navajivan Publishing House, Ahmedabad.

---. *Village Industries*, Navajivan Publishing House, Ahmedabad.

---. *Hindu Swaraj*, Navajivan Publishing House, Ahmedabad.

Nanda, B.R, *Mahatma Gandhi: A Biography*, Allied Publishers Private Ltd., New Delhi.

Varma, VP, *Political Philosophy of Mahatma Gandhi and Sarvodaya*, Lakshmi Narain Agarwal, Agra.

Vinoba, *Shanti Sena, Sarva Seva Sangh Prakashan*, Varanasi.

Radhakrishnan, N, *Gandhi's Constructive Programme: An Antidote to Globalised Economic Planning*, GRI.

ECS07 - BRITISH DRAMA
(Credits 3)

Objectives:

- i) to expose the students to major trends in British Drama; and
- ii) to expose them to major British playwrights with a view to familiarizing them with different genres and styles.

Syllabus:

UNIT - I

Shakespeare : *Hamlet*

UNIT- II

Sheridan : *School for Scandal*

UNIT- III

G.B. Shaw : *St. Joan*

UNIT- IV

Osborne : *Look Back in Anger*

UNIT- V

Samuel Beckett : *Waiting for Godot*

Reference:

- Boulton, *The Anatomy of Drama*, 1960.
- Bradbook, M.C., *Themes and Conventions of Elizabethan Tragedy*, 1973.
- Brater and Cohn, eds., *Around the Absurd: Essays on Modern and Postmodern Drama*, 1990.
- Esslin, *The Theatre of the Absurd*, 1968.
- Nicoll, *The Theatre and Dramatic Poetry*, 1962.
- . *World Drama: From Aeschylus to Anouilh*, 1961.

**ECS08 – INTRODUCTION TO WESTERN PHILOSOPHY
(Credits 3)**

Objectives:

- i) to introduce the students to the major Western philosophers whose ideas form the basis of Western thinking in general; and
- ii) to enable them to realize the close connection between that exists between philosophy and literature.

Syllabus:

UNIT – I

What is Philosophy?

Elements of Philosophy: Logic, Epistemology and Metaphysics

Key terms: Empiricism, Rationalism, Realism, Positivism, Idealism, Materialism, Naturalism, Existentialism and Hermeneutics

UNIT – II

Ancient and Medieval Philosophers: Socrates, Plato, Aristotle, Aquinas and Scotus

UNIT – III

Modern Philosophers I: Descartes, Locke, Kant, Hegel and Wittgenstein

UNIT – IV

Modern Philosophers II: Husserl, Nietzsche, Heidegger, Gadamer and Ricoeur

UNIT – V

Philosophy and Literature

Sartre: *No Exit*

Reference:

- Copleston, *A History of Philosophy* (all volumes).
 Durrant, *The Story of Philosophy*, 1933.
 Dorairaj, *Philosophical Hermeneutics*, 2011.
Oxford Companion to Philosophy, 2005.
 Scruton, *A Short History of Modern Philosophy*, 1995.
 Titus, *Living Issues in Philosophy*, 1964.

**ECS09 - JOURNALISM AND MASS MEDIA
(Credits 4)**

Objectives:

- i) to familiarize the students with concepts of mass communication and journalism; and
- ii) to equip the students with hands on experience in media for potential job placement.

Syllabus:

UNIT – I

What is communication? – process – barriers – effective communication - mass communication – mass media – impact – functions – media and audience – media and culture – media as watchdog – growth and development of radio – Television – Cinema in India

UNIT – II

What is journalism? – principles – attributes of a good journalist – office network – roles and responsibilities – editor – sub-editor – mechanics

UNIT – III

What is news? – sources – news values – paid news – types of reports – headlines – structure of a news – lead – body language and style – on-line

UNIT – IV

What is feature? – types – title – subject – structure – aspects – editorials – types – subjects – style and language – advertisements – newspaper – TV –aspects - strategies

UNIT – V

Freelance journalism – photo journalism – advantages – disadvantages – libel – Press in India – History – Press Laws – Press Council – Freedom of Press – ethics – Proof Reading and Editing

Reference:

- Ahuja, B.N., *Theory and Practice of Journalism*, 1988.
 ---, *History of Press, Press Laws and Communications*, 1988.
 D'Souza, Y.K., *Handbook of Journalism and Mass Communication*, 1997. **(Prescribed Text)**
 Dennis, *Mass Communication*, 1969.
 Kamath, M.V., *Professional Journalism*, 1969.
 Keeble, *Print Journalism: A Critical Introduction*, 2005 **(Prescribed Text)**
 Kumar, Kevel A., *Mass Communication in India*, 1981.
 Mehta, D.S., *Mass Communication and Journalism in India*, 2001. **(Prescribed Text)**
 Parthasarathy, R., *Basic Journalism*, 1981.
 Srivatsava, K.M., *News Reporting and Editing*, 1991.

(ECS10: Inter-departmental Elective)
(ECS11: Intra-departmental Elective)
ECS 12 – BASIC COMPUTER CONCEPTS AND APPLICATIONS
(Credits 4)

Objectives:

- i) to introduce the students to computer technology; and
- ii) to optimize their ability to productively use this technology in their studies and day-to-day life.

Syllabus:

UNIT – I

Computer Types and Components
DOS and Windows

UNIT – II

Microsoft Word
Microsoft PowerPoint

UNIT – III

World Wide Web
Electronic Mail

UNIT – IV

E-Resources
Blogging and Social Networking

UNIT – V

Introduction to Desk Top Publishing
Data Processing: Microsoft Excel

References:

Lumgair, *Desktop Publishing*, 2001.
Miller, *Easy Computer Basics, Windows 7*, 2011.
Norton, *Introduction to Computers*, 2011.

**ECS13 – FRENCH
(Credits 4)**

Objectives:

- i) to help the students acquire the skills of understanding and communicating in French; and
- ii) to help the students acquire the ability of writing in French.

Syllabus:

UNIT - I

Unité 1 : Bonjour!

UNIT- II

Unité 2 : Recontres

Unité 3 : 100% questions

UNIT- III

Unité 4 : Enquête

UNIT- IV

Unité 5 : Invitations

UNIT- V

Unité 6 : À table!

Textbook Prescribed:

Régine Mérieux and Yves Loiseau, *Connexions 1*, Didier

**ECS14 - INTERNSHIP IN PRINT AND ELECTRONIC MEDIA
(Credits 2)**

The students are attached to a leading newspaper or periodical / media units for a maximum period of one month during the summer vacation at the end of the second semester. The work-done record maintained by each student will be evaluated by the Course Teacher and the Dean of the Faculty.

**ECS15 - TRANSLATION STUDIES
(Credits 4)**

Objectives:

- i) to familiarize the students with the origin and development of translation and theories and techniques of translation; and
- ii) to help them acquire the ability to translate literary and non-literary texts from English into an Indian Language and vice-versa.

Syllabus:

UNIT – I

History of translation – Origin and development of translation in the Western and in the Indian contexts

UNIT – II

Theories of Translation – Nida – Newmark – Catford

UNIT – III

Translation of Literary Texts: Problems and Techniques
Translation of Poetry
Translation of Plays
Translation of Fiction
Translation of Religious Texts

UNIT – IV

Translation of Scientific-Technical Texts: Problems and Techniques
Translation of official circulars, agenda, minutes
Translation of commercial, financial documents
Translation of legal texts and news
Computer-aided translation

UNIT – V

Gender and translation
Postcolonial theories of translation

Reference:

- Bassnett, *Translation Studies*, 1991.
Bassnett and Lefevre, *Translation, History and Culture*, 1969.
Nida, E, *The Theory and Practice of Translation*, 1982.
Niranjana, T, *Siting Translation: History, Post-Structuralism and the Colonial Text*, 1992.
Steiner, *After Babel*, 1975.
Venuti , L, *Translation Studies Reader*, 1999.
Venuti , L, ed., *Rethinking Translation*, 1992.

**ECS 16 - INTRODUCTION TO COMPARATIVE LITERATURE
(Credits 4)**

Objectives:

- i) to expose the students to the comparative study of literatures; and
- ii) to acquaint the students with the concept and Schools of Comparative Literature and inculcate the idea of oneness of literature and the view that literature is one as art and humanity are one.

Syllabus:

UNIT – I

Definition and Scope – History of Comparative Literature - Literary History

UNIT – II

Schools of Comparative Literature – American and French – Influence, Reception, Analogy – Emitter – Receiver

UNIT – III

Thematology: Themes, motifs and archetypes – Genre Study

UNIT – IV

Literature and Society – Literature and Philosophy - Literature and Psychology – Literature and other Arts

UNIT – V

Comparative Literature and the postcolonial world – Translation – CL Research - India

Reference:

- Bassnett, *Comparative Literature: A Critical Introduction*, 1988.
 George, KM, ed., *Comparative Indian Literature Vol I and II*, 1984.
 Praver, *Comparative Literature Studies: An Introduction*, 1973.
 Spivak, *Death of a Discipline*, 2003.
 Stalneckht and Frenz, *Comparative Literature: Method and Perspective*, 1961.
 Weisstein, ed., *Comparative Literature and Literary Theory: Survey and Introduction*, 1974.
 Wellek and Warren, S., *Theory of Literature: A Seminal Study of the Nature and Function of Literature in all its Contexts*, 1985.

ECS17 - ENGLISH LANGUAGE TEACHING
(Credits 4)

Objectives:

- i) to expose the students to the basic concepts in the field of ELT; and
- ii) to give them an idea of designing curriculum and constructing valid and reliable tests.

Syllabus:

UNIT – I

Language Acquisition
History of English Education in India
Principles of Teaching English as a Foreign/Second Language

UNIT – II

Grammar Translation Method
Direct Method
Structural Approach
Audio-Lingual Method
Situational Approach

UNIT – III

Communicative Language Teaching
Task-Based Approach
Total Physical Response
The Silent Way
Suggestopedia

UNIT – IV

Error Analysis
Testing LSRW

UNIT – V

Syllabus Design
Teaching Literature

Reference:

- Brumfit and Carter, *Literature and Language Teaching*, 1986.
Corder, *Error Analysis and Inter-Language*, 1981.
Johnson, *Communicative Syllabus Design and Methodology*, 1981.
Richards and Rodgers, *Approaches and Methods in Language Teaching*, 1986.
Nunan, *Syllabus Design*, 1988.
Prabhu, *Second Language Pedagogy*, 1987.
Tickoo, *Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers*, 2004.

**ECS18: INDIAN NOVELS IN ENGLISH TRANSLATION
(Credits 3)**

Objectives:

- i) to introduce the concept of Indian Literature in translation to students; and
- ii) to expose the students to the plurality of Indian culture through representative specimens.

Syllabus:

UNIT – I

Premchand : *Rang Bhoomi*

UNIT – II

Kalki : *Tyagabhumi*

UNIT – III

Thakazhi Sivasankara Pillai : *Chemeen*

UNIT – IV

U.R.Ananthamurthy : *Samskara*

UNIT – V

Indira Goswami : *The Moth-Eaten Howdah of a Tusker*

Reference:

- George, K.M., *Comparative Indian Literature Vol. I and II*, 1984.
- Gokak, V.K., *The Concept of Indian Literature*, 1979.
- Sahitya Akademi, *Making of Indian Literature*, 1991.

ECS19 - POSTCOLONIAL LITERATURES
(Credits 4)

Objectives:

- i) to expose the students to postcolonial writers with a view to interrogating Eurocentric conceptions of culture; and
- i) to conscientize them to a few representative pieces of postcolonial experiences of writers.

Syllabus:**UNIT - I**

Ngugi Wa Thiongo : *Decolonizing the Mind* (Selection from *Arnold Anthology*)
Salman Rushdie : "Imaginary Homelands"

UNIT - II

Derek Walcott : A Far Cry from Africa
Wole Soyinka : Telephone Conversation
A.D.Hope : Australia
A.L.Purdy : Elegy for a Grandfather
John Pepper Clark : Night Rain

UNIT - III

Chinua Achebe : *Things Fall Apart*
Margaret Laurence : *The Stone Angel*

UNIT - IV

Kevi Hulme : *The Bone People*
Amitav Ghosh : *Shadow Lines*

UNIT - V

George Ryga : *The Ecstasy of Rita Joe*

Reference:

- Ashcroft, et al. *The Empire Writes Back*, 1995.
---, ed., *The Postcolonial Studies: A Reader*, 2000.
Boehmer, *Colonial and Postcolonial Literature: Migrant Metaphors*, 1995.
Loomba, *Colonialism and Postcolonialism*, 1988.
Said, *Orientalism*, 1976.
Thieme, ed., *The Arnold Anthology of Postcolonial Literatures in English*, 2000.

**ECS20 – INTRODUCTION TO CULTURAL STUDIES
(Credits 3)**

Objectives:

- i) to help the students identify major paradigms in cultural theory;
- ii) to help them attempt a political/ideological critique of culture and literature.

Syllabus:

UNIT - I

What is culture? What is Cultural Studies? What is the focus and objectives of Cultural Studies?

UNIT - II

Jordan and Weedon : "Literature into Culture: Cultural Studies after Leavis"
(from Waugh's *Literary Theory and Criticism: An Oxford Guide*)

UNIT - III

Hall, S. : "Cultural Studies and its Theoretical Legacies"
(from During's *The Cultural Studies Reader*)

UNIT - IV

Garnham : "Political Economy and Cultural Studies"
(from During's *The Cultural Studies Reader*)

UNIT - V

Althusser : From "Ideology and State"
(from Rice and Waugh, eds, *Modern Literary Theory: A Reader*)

Reference:

- Baker, C, *The Sage Dictionary of Cultural Studies*, 2004.
 During, S, ed, *The Cultural Studies Reader*, 2004.
 Eagleton, *Ideology: An Introduction*, 1991.
 Geertz, C, *The Interpretation of Cultures*, 2000.
 Milner and Browitt, *Contemporary Cultural Theory*, 2003.
 Nayar, P, *An Introduction to Cultural Studies*, 2008.

ECS21 - LITERATURE AND GENDER
(Credits 4)

Objectives:

- i) the help the students understand and critique the relationship between literature and gender;
- ii) to help them comprehend the theory and practice of *écriture féminine*.

Syllabus:**UNIT - I**

Susie Tharu and Lalitha : *"Introduction" to Women's Writing in India 600 AD to the Present (Vol.I)*

UNIT - II

Judith Wright : "Woman to Man"
 Kamala Das : "An Introduction"
 Mary Gilmore : "Eve Song"
 Margaret Atwood : "This is a Photograph of Me"
 Anne Sexton : "The Moss of His Skin"
 Sujata Bhatt : "Muliebrity"

UNIT - III

Virginia Woolf : *A Room of One's Own*

UNIT - IV

Lorraine Hansberry : *A Raisin in the Sun*

UNIT - V

Alice Walker : *Color Purple*
 Anita Nair : *Ladies Coupe*

Reference:

- de Beauvoir, *The Second Sex*, 1941, 1971.
 Gilbert and Gubar, *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Imagination*, 1979.
 Millett, *Sexual Politics*, 1970.
 Moi, Toril, *Sexual/Textual Politics: Feminist Literary Theory*. 1985.
 Ruthven, KK, *Feminist Literary Studies: An Introduction*, 1990.
 Showalter, *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.

ECS22 - LITERARY CRITICISM
(Credits 4)

Objectives:

- i) to expose the students to literary concepts and theories and their application to literary pieces; and
- ii) to make them aware of the importance and relevance of extra-literary concerns to study of literary texts.

Syllabus:**UNIT - I**

Philip Sidney	:	An Apology for Poetry
Samuel Johnson	:	Preface to Shakespeare
William Wordsworth	:	Preface to Lyrical Ballads

UNIT - II

Samuel Coleridge	:	<i>Biographia Literaria</i> – Chapter 17
Matthew Arnold	:	The Study of Poetry
T.S.Eliot	:	Tradition and the individual Talent

UNIT - III

I.A. Richards	:	Four Kinds of Meaning
Cleanth Brooks	:	The Language of Paradox
Northrop Frye	:	The Archetypes of Literature

UNIT - IV

M.H.Abrams	:	Orientation of Critical Theories
Barthes	:	The Death of the Author
Showalter	:	Towards a Feminist Poetics

UNIT - V

S.N.Das Gupta	:	The Theory of Rasa
Ananda Vardhana	:	The Doctrine of Dhvani

Reference:

- Abrams, M.H., *A Glossary of Literary Terms*, 1991.
 Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*, 1995.
 Daiches, *Critical Approaches to Literature*, 1956.
 Dorairaj, *Interventions—Essays in Philosophy and Literary Theory*, 2006.
 Enright and Chickera, eds., *English Critical Texts*, 1962.
 Lodge, *Twentieth Century Literary Criticism*, 1988.
 ---. *Modern Criticism and Theory: A Reader*, 1991.
 Sethuraman, V.S., ed. *Indian Aesthetics: An Introduction*, 1992.
 Waugh, ed., *Literary Theory and Criticism: An Oxford Guide*, 2006.

**ECS23 - EUROPEAN CLASSICS IN TRANSLATION
(Credits 4)**

Objectives:

- i) to expose the students to European culture and literature; and
- ii) to expose them to select European masters.

Syllabus:

UNIT - I

Goethe	:	“Nearness of the Beloved One”
Mallarme	:	“The Tomb of Edgar Allan Poe”
Machado	:	“Last Night As I Was Sleeping”
Leopardi	:	“Chorus of the Dead”
Akhmatovo	:	“Crucifix”

UNIT - II

Plato	:	<i>Republic</i> (Book X) (art-imitation of imitation & poet not to be admitted into a “well-ordered Commonwealth”)
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UNIT - III

Sophocles	:	<i>Oedipus Rex</i>
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UNIT - IV

Dostoevsky	:	<i>Crime and Punishment</i>
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UNIT - V

Kafka	:	“Metamorphosis”
Guy de Maupassant	:	“The Necklace”
Anatole France	:	“The Procurator of Judea”
Leo Tolstoy	:	“How Much Land Does a Man Require?”
Anton Chekov	:	“The Kiss”
Karel Capek	:	“The Shirts”

Reference:

Auerbach, *Mimesis*, 1953.

---, *Scenes from the Dramas of European Literature*, 1959.

John and Lopes, eds, *Philosophy of Literature: Contemporary and Classic Readings—An Anthology*, 2004.

ECS24: HISTORY OF THE ENGLISH LANGUAGE AND LINGUSITICS
(Credits 4)

Objectives:

- i) to make the students aware of the origin and growth of the English Language; and
- ii) to introduce the students to the different aspects of modern linguistics.

Syllabus:

UNIT – I

Origin of language
Family of Languages
Old English

UNIT – II

Middle English
Modern English
British and American varieties

UNIT –III

What is linguistics?
Basic assumptions of Modern linguistics
Branches of linguistics

UNIT – IV

Phonology
Morphology
Syntax

UNIT – V

Semantics
TG Grammar

Reference:

- Akmajian, *An Introduction to Language and Communication*, 2001.
 Baugh, A.C. and Cable, *A History of the English Language*, 2002.
 Crystal, *Linguistics*, 1990 (**prescribed textbook**).
 Lyons, *Introduction to Theoretical Linguistics*, 1968.
 Palmer, *Grammar*, 1984.
 Verma, S.K. and N. Krishnasamy, *Modern Linguistics: An Introduction*, 1989.
 Wood, F.T., *An Outline History of the English Languages*, 1969 (**prescribed textbook**).
 Yule, *The Study of Language*, 2006.

(ECS25: INTRA-DEPARTMENTAL ELECTIVE)**IADE: 1 INTRODUCTION TO SCIENCE FICTION
(Credits 4)****Objectives:**

- i) to expose the students to the genre of Science Fiction and its elements; and
- ii) to instill in them the spirit of wonder, plausibility and fantasy enshrined in SF novels.

Syllabus:**UNIT – I**

Definition, function and significance of Science Fiction – History of Science Fiction

UNIT-II

H.G.Wells : *Time Machine*
Mary Shelley : *Frankenstein*

UNIT-III

Jules Verne : *A Trip from the Earth to the Moon*

UNIT-IV

Issac Asimov : *Foundation*

UNIT-V

A.C.Clarke : *Rendezvous with Rama*

Reference:

James and Mendlesohn, eds. *The Cambridge Companion to Science Fiction*, 2003.
Krishnamoorthy. P.S., *A Scholar's Guide to Modern American Science Fiction*, 1983

(ECS25: INTRA-DEPARTMENTAL ELECTIVE)**IADE: 2 CANADIAN FICTION
(Credits 4)****Objectives:**

- i) to expose the students to the richness and plurality of Canadian Literature, both mainstream and Native; and
- ii) to acquire an idea of Canadian Culture through literary texts.

Syllabus:**UNIT – I**

Margaret Laurence : *The Diviners*

UNIT-II

Margaret Atwood : *The Handmaid's Tale*

UNIT-III

Beatrice Culleton Mosionier : *In Search of April Raintree*

UNIT-IV

Jeannettee Armstrong : *Slash*

UNIT-V

Yaan Martel : *Life of Pi*

Reference:

Health, M, ed, *Profiles in Canadian Literature, 1980-86.*

Hutcheon, *The Canadian Postmodern: A Study of Contemporary English Canadian Fiction, 1988.*

New, W.H., *A History of Canadian Literature, 1989.*

Oxford Companion to Canadian Literature, 1983.

Thieme, ed, *Arnold Anthology of Postcolonial Literatures in English, 2000.*

(ECS25: INTRA-DEPARTMENTAL ELECTIVE)**IADE: 3 LITERATURES OF THE MARGINALIZED
(Credits 4)****Objectives:**

- i) to expose the students to writings from the margins; and
- ii) to sensitize them to culturally and ideologically to issues related to marginalization in terms of caste, race and gender.

Syllabus:**UNIT-I**

Jesudasan	“Towards a Prologue to Dalit Studies” (from <i>No Alphabet in Sight: New Dalit Writing from South India</i> , eds. Satyanarayana and Tharu)
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UNIT-II

B.R. Ambedkar Baby Kamble	<i>Speech at Mahad</i> <i>The Prisons We Broke</i>
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UNIT-III

Sarah Joseph Hira Bansode Maya Angelou Langston Hughes Meena Kandasamy	“Identity Card” “Bosom Friend” “Caged Bird” and “Still I Rise” “Brass Spittoons” “Narration” and “Promises”
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UNIT-IV

Dakshin Bajrange Dina Mehta	<i>Budhan</i> <i>Brides are Not for Burning</i>
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UNIT-V

Bama Mahasweta Devi	<i>Karukku</i> “Draupadi”
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References:

- Satyanarayana K and Susie Tharu, ed. *No Alphabet in Sight: New Dalit Writing from South India. Dossier1: Tamil and Malayalam*. New Delhi: Penguin, 2011.
- Devy, GN, ed, *Painted Words: An Anthology of Tribal Literature*, New Delhi: Penguin, 2002.
- Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations, 2004*.
- Omvedt, Gail. *Dalit Visions*, 1995.
- Ravikumar and R Azhagarasan, eds, *The Oxford Anthology of Tamil Dalit Writing*, 2012.

(ECS25: INTRA-DEPARTMENTAL ELECTIVE)**IADE: 4 - INDIAN DRAMA IN ENGLISH
(Credits 4)****Objectives:**

- i) to expose the students to Indian dramaturgy; and
- ii) to give them a historical perspective of Indian drama.

Syllabus:**UNIT-I**

Sri Aurobindo : *The Viziers of Bassora*

UNIT-II

Rabindranath Tagore : *Chitra and Sacrifice*

UNIT-III

Girish Karnad : *Bali: The Sacrifice*

UNIT-IV

Asif Currimbhoy : *Goa*
Manjula Padmanaban : *Hidden Fires*

UNIT-V

Mahesh Dattani : *Dance Like a Man*

References:

- Baskaran, G, ed, *Girish Karnad and Mahesh Dattani: Methods and Motives*, 2012.
Iyengar, KR, *Indian Writing in English*, 2007.
Naik, M.K. and Shyamala A.Narayan, *Indian English Literature 1980-2000*, 2001.
Nandakumar, *A Century of Indian Drama in English*, 2011.

(ECS26: INTER-DEPARTMENTAL ELECTIVE)**IEDE : 1 – FRENCH
(Credits 4)****Objectives:**

- i) to help the students acquire the skills of understanding and communicating in French; and
- ii) acquire the ability of writing in French.

Syllabus:**UNIT - I**

Unité 1 : Bonjour!

UNIT- II

Unité 2 : Recontres

Unité 3 : 100% questions

UNIT- III

Unité 4 : Enquête

UNIT- IV

Unité 5 : Invitations

UNIT- V

Unité 6 : À table!

Textbook Prescribed:

Régine Mérieux and Yves Loiseau, *Connexions 1*, Didier

(ECS26: INTER-DEPARTMENTAL ELECTIVE)

IEDE : 2 PRESENTATION SKILLS
(Credits 4)

Objectives:

- i) to strengthen the communication skills of students, both spoken and written; and
- ii) to hone their soft skills and prepare them for the job market.

Syllabus:

UNIT – I

Speaking and listening skills – Structured speech – Note taking – Oral fluency practice – Reading skills – Making notes – Recording information from printed and Internet sources

UNIT – II

Assignment Writing – Report writing for meetings, conferences, events – Press meet

UNIT – III

Seminar: Preparation and presentation – Use of visual aids, Hand-outs and LCD

UNIT – IV

Proposal Writing

UNIT – V

Viva-Voce - Personal and telephone interview - Group discussion – Job application – CV – Online application

Reference:

Goodale, *Professional Presentations*, 2005.

Emden and Better, *Presentation Skills for Students*, 2003.

---. *Effective Communication for Arts and Humanities Students*, 2003.

---. *Effective Communication for Science and Technology*, 2003.

Putnis and Petelin, *Professional Communication: Principles and Applications*, 2005.