



HINDUSTAN
INSTITUTE OF TECHNOLOGY & SCIENCE
(DEEMED TO BE UNIVERSITY)

SCHOOL OF SCIENCE AND HUMANITIES
DEPARTMENT OF LANGUAGES

M.A.English Language Teaching and Literature

2018-19



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ELIGIBILITY

- ❖ B.A English Literature with 50%
- ❖ Any undergraduate degree with 55% in English

HINDUSTAN INSTITUTE OF TECHNOLOGY & SCIENCE**BOARD OF STUDIES****DEPARTMENT OF LANGUAGES****Curriculum 2018-19****M.A (English Language Teaching and Literature)****First year - I Semester**

S. No.	Code No.	Course Title	L	T	P	C	TCH
1.	ELA3701	Foundation Course: Language through Literature	5	0	0	5	5
2.	ELA3702	British Literature Part I (from 16 th to 18 th Century)	5	0	0	5	5
3.	ELA3703	English Language: Its History, Structure & Phonetics	5	0	0	5	5
4.		Elective - I	5	0	0	5	5
5.		Elective - II	5	0	0	5	5
Electives							
1.	ELA3721	Interpersonal Communication & Soft Skills	5	0	0	5	5
2.	ELA3722	Writing for Media	5	0	0	5	5
3.	ELA3723	Introduction to Film Studies	5	0	0	5	5
Total							25

II – Semester

S. No.	Code No.	Course Title	L	T	P	C	TCH
1.	ELA3716	British Literature Part II (The 19th Century)	5	0	0	5	5
2.	ELA3717	American Literature Part I (Up to 1940)	5	0	0	5	5
3.	ELA3718	Introduction to Linguistics	5	0	0	5	5
4.		Elective – III	5	0	0	5	5
5.		Elective - IV	5	0	0	5	5
Electives							
1.	ELA3731	Shakespeare	5	0	0	5	5
2.	ELA3732	Indian Writing in English	5	0	0	5	5
3.	ELA3733	Translation Studies: Theory and Practice	5	0	0	5	5
4.	ELA3734	Introduction to Comparative Literature	5	0	0	5	5
Total							25

Second Year - III Semester

S. No.	Code No.	Course Title	L	T	P	C	TCH
1.	ELA3801	British Literature Part III (1900 onwards)	5	0	0	5	5
2.	ELA3802	American Literature Part II (Post 1940)	5	0	0	5	5
3.	ELA3803	Literary Criticism	5	0	0	5	5
4.		Elective – V	5	0	0	5	5
5.		Elective - VI	5	0	0	5	5
Electives							
1.	ELA3821	World Drama	5	0	0	5	5
2.	ELA3822	European Fiction	5	0	0	5	5
3.	ELA3823	Women’s Writings	5	0	0	5	5
4.	ELA3824	Canadian Literature	5	0	0	5	5
5.	ELA3825	Introduction to Cultural Studies	5	0	0	5	5
Total							25

IV – Semester

S. No.	Code No.	Course Title	L	T	P	C	TCH
1.	ELA3816	Critical Theory	5	0	0	5	5
2.	ELA3817	Teaching English as a Second Language	5	0	0	5	5
3.	ELA3818	Written Project and Viva-voce	5	0	0	5	5
4.		Elective – VII	5	0	0	5	5
5.		Elective – VIII	5	0	0	5	5
Electives							
1.	ELA3831	Introduction to Children’s Literature	5	0	0	5	5
2.	ELA3832	Post-Colonial Poetry	5	0	0	5	5
3.	ELA3833	Post-colonial Fiction and Drama	5	0	0	5	5
4.	ELA3834	Theatre and Communication	5	0	0	5	5
Total							25

SYLLABUS

I SEMESTER

COURSE TITLE	Foundation Course: Language through Literature			CREDITS	5
Course Code	ELA3701	Course Category	CORE	L-T-P-S 5-0-0-0	TCH 5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
COURSE OBJECTIVES					
	Educate students in the artistry and utility of the English language through the study of literature				
	Graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.				
	Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.				
COURSE OUTCOMES					
1.	Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.				
2.	Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.				
3.	Students should be able to identify, analyse, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.				
4.	Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.				
5.	Students should be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.				
Prerequisites : Undergraduate Level					
MODULE 1 A Thumbnail History of English Literature					12
From Chaucer to the present—16 th century: Chaucer and contemporaries—Elizabethans: Poets and dramatists—17 th century: Metaphysical poets					
MODULE 2 18th Century					12
Neo-classical period (The age of Reason): Poets, critics and dramatists--Romantic period: Poetry, drama, prose, fiction, literary criticism—Victorian period: Poetry, drama, prose, fiction, literary criticism					

MODULE 3 Modern period		12
Modernism in English literature—Movements and pioneers—Classic works in a nutshell - Postmodernism in English literature—Trends and features		
MODULE 4 Reading for Academic Purposes		12
General reading and critical thinking-- Reading for academic purposes—Various modes of reading— Skimming and scanning--Reading leading to note making		
MODULE 5 Writing for Academic Purposes		12
Definitions and elaborations--Paragraphs and short essays of various types: Description, narration, exposition--Reading and writing about literature		
TEXT BOOKS		
1.	Prمود K. Nayar: A Short History of English Literature	
REFERENCE BOOKS		
1.	B.Prasad: An Introduction to English Criticism	
2.	David Daiches: A Critical History of English Literature (4 volumes)	
3.	Philip Sipiora: Reading and Writing about Literature	
4.	Renu Gupta: Academic Writing	
5.	B.Prasad: An Introduction to English Criticism	
6.	Janet Gardner: Reading and Writing about Literature	
WEB LINKS		
1.	https://ndi.iitkgp.ac.in/homestudy/literature	
2.	https://visit.bodleian.ox.ac.uk/accessibility	
3.	https://libguides.southernct.edu/literatureopenaccessresources	
4.	https://guides.library.duq.edu/literary-criticism	
5.	https://guides.libraries.psu.edu/englit	

SYLLABUS

COURSE TITLE	British Literature Part I (from 16 th to 18 th Century)			CREDITS	5
Course Code	ELA3702	Course Category	CORE	L-T-P-S 5-0-0-0	TCH 5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	Apply English content knowledge while working with learners to access information in real world settings assuring learner mastery of the English language. (Specialized Knowledge)				
	Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/ Communication Fluency)				
	Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)				
	COURSE OUTCOMES				
1	Identify the salient features of literary texts from a broad range of English and American literary periods				
2	Employ knowledge of literary traditions to produce imaginative writing				
	Use research to assist in problem-solving				
	Demonstrate knowledge of the history or culture of the English language				
	Employ knowledge of literary traditions to produce imaginative writing				
Prerequisites : Undergraduate Level					
MODULE 1					12
Geoffrey Chaucer: Prologue to the Canterbury Tales - Edmund Spenser: Prothalamion - Francis Bacon: Of Truth, Of Death & *Of Studies - Marlowe: *Doctor Faustus					
MODULE 2					12
Thomas Moore: Utopia - Ben Jonson: The Alchemist - Shakespeare: * The Tempest, *Sonnet 116 Let me not ... - John Bunyan: The Pilgrim's Progress					
MODULE 3					12
John Donne: *The Canonization - Andrew Marvell: *To His Coy Mistress - John Milton: Paradise Lost Book 1X - John Dryden: An Epistle to Dr. Arbuthnot (Only the Atticus passage)					

MODULE 4		12
Alexander Pope: The Rape of the Lock - Thomas Gray: *Elegy written in a Country Churchyard - William Blake: *The Tyger & The Lamb - Samuel Johnson: The Life of Milton		
MODULE 5		12
Jonathan Swift: Gulliver's Travels - Sheridan: The Rivals - Addison: The Spectator - Henry Fielding: Tom Jones		
TEXT BOOKS		
1.	Text Books of the prescribed Works of the Authors	
REFERENCE BOOKS		
1.	Birch, Dinah. (ed) The Oxford Companion to English Literature, Oxford University Press, 2009	
2.	Stanley Brian Greenfield, <i>A New Critical History of Old English Literature</i> (New York: New York University Press, 1986).	
3.	<i>The Oxford Companion to English Literature</i> , ed. Margaret Drabble. (Oxford: Oxford University Press, 1996)	
4.	J. A. Cuddon, <i>The Penguin Dictionary of Literary Terms and Literary Theory</i> . (London: Penguin Books, 1999)	
WEB LINKS		
1.	https://ndi.iitkgp.ac.in/homestudy/literature	
2.	https://visit.bodleian.ox.ac.uk/accessibility	
3.	https://libguides.southernct.edu/literatureopenaccessresources	
4.	https://guides.library.duq.edu/literary-criticism	
5.	https://guides.libraries.psu.edu/englit	

SYLLABUS

COURSE TITLE	English Language: Its History, Structure & Phonetics			CREDITS	5
Course Code	ELA3703	Course Category	CORE	L-T-P-S 5-0-0-0	TCH 5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
COURSE OBJECTIVES					
	to equip students with the skills, insights and appropriate theoretical approaches necessary to analyze and describe changes in the structure of the English language from the earliest written records to the present day				
	to foster a rigorous approach to historical linguistics analysis which recognizes the relationship between the formulation and testing of hypotheses and the collection and analysis of historical linguistic data				
	to explore historical linguistics within a framework of cultural analysis which will allow them to relate changes in the structure of English to the sociocultural contexts in which those changes occur				
COURSE OUTCOMES					
1	Demonstrate a thorough understanding of diachronic changes in English from Old English to Present day English, and the ability to situate those in their socio-political contexts				
2	Develop the linguistic skills required in the close analysis of individual words and other texts				
3	Demonstrate a critical understanding of different and sometimes conflicting approaches to the study of the history of the English language				
4	Demonstrate the ability to use the primary and secondary sources provided and collected through independent reading as supportive documents				
5	Explore evidence of language change and/or the ideology that has influenced the development of the English language				
Prerequisites : Undergraduate Level					
MODULE 1				12	
Philology: Origin and development—Language families and sub-groups—Origin of English language - Verbs: categories: Finite and non-finite—Infinitives: To-infinitives & Bare infinitives—Dangling modifiers - Introduction to English Phonetics: Phonemes: Vowels (Pure and Diphthongs) & Consonants - Introduction to Prosody – Rhyme – Meter – Heroic couplet -- Blank verse.					
MODULE 2				12	
The Indo-European family of languages and the position of English in it - The various stages in the evolution of the English Language: Old English, Middle English, Modern English.					

Verbs(Contd.)--Auxiliaries—Transitive and Intransitive—Be, Do & Have families as Main verbs & Auxiliaries--The structure of a verb phrase Syllabification--Monosyllabic, Disyllabic and multi-syllabic words—Phonemic transcription of monosyllabic words Figurative Language: Simile, Metaphor, Personification, Euphemism, Hyperbole.	
MODULE 3 12	
Foreign influence on the English language: Greek, Latin, French, Scandinavian Language, Indian Languages.--Contribution of major writers to the growth of English Vocabulary: The Bible--Translators, Spenser, Shakespeare, Milton. Nouns: Categories—Number, Gender & Possessives—Functions of nouns: Subject, object, complement Word stress: Primary and secondary—Phonemic transcription of words with two and more syllables	
MODULE 4 12	
Word building in English: Composition, Derivation, Back formation. Semantic changes: Generalization, specialization, extension, elevation, degeneration. Adjectives & Adverbs: Categories and functions Zeugma, Imagery, Alliteration, Antithesis, Oxymoron, Litotes.	
MODULE 5 12	
Spelling and spelling reform. Varieties of English: British and American English in India. Sentence types: Simple, Complex and Compound—Clauses: Categories Intonation patterns of various types of sentences Apostrophe, Climax, Anticlimax, Metonymy, Hiatus, Synecdoche.	
TEXT BOOKS	
1.	Blake, N. (1996): <i>A History of the English Language</i> . London, Macmillan.
REFERENCE BOOKS	
1.	R.W. Langacker: <i>Language and its Structure</i>
2.	David Crystal: <i>Linguistics</i>
3.	Daniel Jones: <i>An Outline of English Phonetics</i>
4.	Balasubramaniam: <i>A Handbook of English Phonetics for Indian Students</i>
5.	Chierchia, Gennaro and Sally McConnell-Ginet. 2000. <i>Meaning and Grammar: An Introduction to Semantics</i> . Cambridge, Massachusetts: MIT Press.
WEB LINKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit

SYLLABUS

COURSE TITLE	Interpersonal Communication & Soft Skills			CREDITS	5
Course Code	ELA3721	Course Category	ELECTIVE	L-T-P-S 5-0-0-0	TCH 5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To encourage all round development of the students by focusing on interpersonal communication and soft skills				
	To make aware of the importance of the role and content through instruction, knowledge acquisition, demonstration and practice				
	To expose students to right attitudinal and behavioral aspects and to build the same through activities				
	COURSE OUTCOMES				
1	Effectively communicate through verbal or oral communication and improve the listening skills				
2	Understand the role of communication in personal & professional success				
3	Develop awareness of appropriate communication strategies to prepare and present messages with a specific intent				
4	Think creatively and participate in mind-mapping, audio-visual activities, brain storming, and creative thinking and also answer tests in the job-selection processes.				
5	Make right decisions , communicate effectively, and develop self-management talents , to lead a healthy and productive life & Imbibe the requisite employability skills , learned skills, intuitive skills and people skills				
Prerequisites : Undergraduate Level					
MODULE 1		Personality Factors			12
Primary traits – the Myers Briggs Type Indicator – the Big Five Model Personality – the six major personality attributes – Locus of Control, Machiavellianism, Self-esteem, Self-monitoring, Risk taking, Type A / B personality – Personality tests to determine the development of a person -- SWOT Analysis – Johari Window.					
MODULE 2		Personal Communication			12
Transactional Analysis – the four life positions (I'm Not OK – You're OK; I'm Not OK – You're Not OK; I'm OK – You're Not OK; I'm OK – You're OK. Goals and goal-setting – motivation and the hierarchy of human needs.					

MODULE 3	Verbal and Non-verbal communication	12
The importance of Non-verbal communication – Body language -- Kinesics – Oculistics –Haptics – Proxemics – Appearance and Artifacts -- Paralinguistic features – Tone –Inflection – Pitch – Volume or intensity – Articulation – Rhythm – Dysfluency – Tempo -- Interpersonal communication.		
MODULE 4	Academic Communication	12
How to develop listening skills? Types of listening – Barriers to listening – Active listening and hearing – How to overcome nervousness and enhance speaking skills? Fluency development strategies – different styles of speaking. Attending interviews – answering different types of interview questions. How to participate in group discussions and debates? The characteristics of an effective presentation.		
MODULE 5	Intercultural Communication	12
What is Persuasion? Types of Persuasion – What is Negotiation? Techniques of Persuasion – National styles of Persuasion -- Ethics of Persuasion – the role of culture in communication – Beliefs, customs, attitudes of people in different countries like the US, Britain, Japan, Australia, China and Arabia.		
TEXT BOOKS		
1.	Thomson, Neil. Communication and Language: A Handbook of Theory <i>and Practice</i> . Palgrave Macmillan, 2003	
REFERENCE BOOKS		
1.	Monaghan, Leila & Jane.I. Goodman. A Cultural Approach to Interpersonal Communication: Essential Readings, Blackwell Publishing, 2007.	
2.	Kennedy, Chris and Rod Bolitho. <i>English for Specific Purpose</i> . London: Macmillan, 1984 (pp 1-24).	
3.	Gaber, Don. <i>How to Start a Conversation and Make Friends</i> . New Delhi: Sudha Publication. 1994.	
4.	Adler B. Ronald & George Rooman. Understanding Human Communication OUP, 2006 (pp 4 – 30, 186 – 255).	
WEB LINKS		
1.	https://ndi.iitkgp.ac.in/homestudy/literature	
2.	https://visit.bodleian.ox.ac.uk/accessibility	
3.	https://libguides.southernct.edu/literatureopenaccessresources	
4.	https://guides.library.duq.edu/literary-criticism	
5.	https://guides.libraries.psu.edu/englit	

SYLLABUS

COURSE TITLE	Writing for Media			CREDITS	5
Course Code	ELA3722	Course Category	ELECTIVE	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	Students will develop a comprehensive understanding of the theories and practice of language use.				
	Students will demonstrate advanced critical thinking skills, inclusive of information literacy across a range of print and electronic genres.				
	Students will demonstrate sophisticated rhetorical abilities and rhetorical flexibility.				
	COURSE OUTCOMES				
1	able to communicate to diverse audiences in a variety of contexts and genres				
2	ability to use, analyse, and learn communication technologies				
3	develop exceptional textual, visual, and verbal communication abilities				
4	Think creatively and participate in mind-mapping, audio-visual activities, brain storming, and creative thinking and also answer tests in the job-selection processes.				
5	prepared for a wide range of writing-related careers				
Prerequisites : Undergraduate Level					
MODULE 1				12	
News Collection, News Writing, News Editing.					
MODULE 2				12	
News Reporting, Holding Interviews, News Broadcasting.					
MODULE 3				12	
Writing Editorials, Feature Writing.					
MODULE 4				12	
Writing Documentaries, The Art of Advertisement.					
MODULE 5				12	
Review Writing, Public Relations.					
TEXT BOOKS					

	K. M. Shrivastava <i>News Reporting and Editing</i> (New Delhi Sterling Publications) 1978.
REFERENCE BOOKS	
1.	James A. Neal & Suzane S. Brosn <i>News Writing Reporting</i> (New Delhi: Surjeet Publications) 1976.
2.	Scot M Ctlip & Allen H Center, <i>Effective Public Relations</i> (New Jersey Prentice Hall) 1978.
3.	Chunawalla and Sethia <i>Advertisement Principles and Practice</i> (New Delhi Himalaya Publications) 1978.
4.	Ahuja & Chhabra <i>Advertising</i> (New Delhi, Surjeet Publications) 1989.
WEB LINKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit

SYLLABUS

COURSE TITLE	Introduction to Film Studies			CREDITS	5
Course Code	ELA3723	Course Category	ELEC	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	Provides an introduction to the analysis of narrative films				
	Explores a range of aspects of film including origins, techniques, industry, genres, narrative and audience				
	COURSE OUTCOMES				
1	Explain key terms and concepts in film studies				
2	Analyse a range of significant films in relation to key questions in film studies				
3	Read and interpret criticism and apply it with in an academic argument				
4	Write coherent and logical arguments based on evidences and engage in critical debate				
5	Use contemporary technologies relevant to the completion of assessment tasks				
Prerequisites : Undergraduate Level					
MODULE 1 Film Theory I				12	
Sergei Eisenstein: “Word and Image” (from <i>Film Sense</i>) Andre Bazin: “Evolution of the Language of cinema” (from <i>Movies and Methods</i>) Jean-Louis Baudry: “Ideological Effects of the Basic Cinematographic Apparatus.”					
MODULE 2 Film Theory II				12	
Laura Mulvey: “Visual Pleasure and Narrative Cinema.” Robert Stam & Louis Spence: “Colonialism, Racism and Representation: an Introduction” (all three from <i>Movies and Methods</i>). Wimal Dissanayake: “Rethinking Indian Popular Cinema: Towards Newer Frames of Understanding” (from <i>Rethinking Third Cinema (2003)</i> ed. A. R. Guneratne & Dissanayake)					
MODULE 3 Film Classics				12	
Battleship Potemkin: Sergei Eisenstein Wild Strawberries: Ingmar Bergman Psycho: Alfred Hitchcock Gone with the Wind: Victor Fleming Ran: Akira Kurosowa Jurassic Park: Steven Spielberg.					

MODULE 4	Film Genres	12
Italian Neorealism : Bicycle Thieves ((Dir: Vittorio de Sica) French New Wave: Breathless (Dir: Jean Luc-Godard).		
MODULE 5	Film Genres II	12
New German Cinema : Marriage of Maria Braun (Dir: Werner Fassbinder) Third Cinema : Lucia (Dir. Humberto Solas) Documentary : Glass (Dir. Bert Haanstra)		
TEXT BOOKS		
	James Monaco: How to read Cinema (NY:OUP, 1981).	
REFERENCE BOOKS		
1.	Philip Rosen(ed.): Narrative, Apparatus, Ideology: a Film Theory Reader(Columbia University Press, 1986)	
2.	Ravi Vasudevan(ed.): Making Meaning in Indian Cinema (Sage 2000)	
3.	Gopinathan.K (ed.) : Film and Philosophy (Calicut University, 2003)	
4.	LalithaGopalan (ed.): The Cinema of India (London: The Wallflower Press. (2009).	
5.	MeenaPillai (Ed.): Women in Malayalam Cinema (Orient Black Swan, 2010)	
WEB LINKS		
1.	https://ndi.iitkgp.ac.in/homestudy/literature	
2.	https://visit.bodleian.ox.ac.uk/accessibility	
3.	https://libguides.southernct.edu/literatureopenaccessresources	
4.	https://guides.library.duq.edu/literary-criticism	
5.	https://guides.libraries.psu.edu/englit	

II SEM - SYLLABUS

COURSE TITLE	British Literature Part II (The 19th Century)			CREDITS	5
Course Code	ELA3716	Course Category	CORE	L-T-P-S 5-0-0-0	TCH 5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	Apply English content knowledge while working with learners to access information in real world settings assuring learner mastery of the English language. (Specialized Knowledge)				
	Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/ Communication Fluency)				
	Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)				
	COURSE OUTCOMES				
1	Identify the salient features of literary texts from a broad range of English and American literary periods				
2	Employ knowledge of literary traditions to produce imaginative writing				
3	Use research to assist in problem-solving				
4	Demonstrate knowledge of the history or culture of the English language				
5	Employ knowledge of literary traditions to produce imaginative writing				
Prerequisites : Under Graduate Level					
MODULE 1				12	
William Wordsworth: Ode on Immortality ST Coleridge: *Kubla Khan Jane Austin: Emma Charles lamb: *Oxford in Vacation					
MODULE 2				12	
John Keats: *Ode on a Grecian Urn PB Shelley: *Ode to the West Wind William Hazlitt: My Acquaintance with Poets Charles Dickens: Hard Times					

MODULE 3		12
Lord Alfred Tennyson: *Ulysses Matthew Arnold: *Dover Beach Thomas Carlyle: Heroes and hero Worship Emile Bronte: Wuthering Heights		
MODULE 4		12
Lord Byron:* She walks in beauty Robert Browning: *My Last Duchess Thomas Hardy: The Return of the Native Oscar Wilde: The Importance of Being Earnest		
MODULE 5		12
Ralph Waldo Emerson: Brahma William Makepeace Thackeray: Vanity Fair George Eliot: The Mill on the Floss Charlotte Bronte: *Jane Eyre		
TEXT BOOKS		
1.	The prescribed works of the concerned Authors	
REFERENCE BOOKS		
1.	Birch, Dinah. (ed) The Oxford Companion to English Literature, Oxford University Press, 2009	
2.	Stanley Brian Greenfield, <i>A New Critical History of Old English Literature</i> (New York: New York University Press, 1986).	
3.	<i>The Oxford Companion to English Literature</i> , ed. Margaret Drabble. (Oxford: Oxford University Press,1996)	
4.	J. A. Cuddon, <i>The Penguin Dictionary of Literary Terms and Literary Theory</i> . (London: Penguin Books, 1999)	
WEB LINKS		
1.	https://ndi.iitkgp.ac.in/homestudy/literature	
2.	https://visit.bodleian.ox.ac.uk/accessibility	
3.	https://libguides.southernct.edu/literatureopenaccessresources	
4.	https://guides.library.duq.edu/literary-criticism	
5.	https://guides.libraries.psu.edu/englit	

SYLLABUS

COURSE TITLE	American Literature Part I (Up to 1940)			CREDITS	5
Course Code	ELA3717	Course Category	CORE	L-T-P-S 5-0-0-0	TCH 5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To familiarize the students with the early forms of American literature in English				
	to enable the students to relate those currents in literature with the early developments in their language and culture				
	to enable the students to understand the content and to help them trace those elements in the contemporary literature				
	COURSE OUTCOMES				
1	appreciate and evaluate the literary merits of American literature				
2	to recognize the universality of human experiences reflected in these works				
3	analyze elements of literature such as imagery, theme, motifs, style, tone, etc. and explain how these elements contribute to the overall effect of the work				
4	develop cultural awareness				
5	demonstrate improvement in critical writing and critical thinking skills through interpretation and comparative analysis of literary texts				
Prerequisites : Undergraduate Level					
MODULE 1				12	
Edgar Allan Poe: *The Raven. Emerson: *Self-reliance Hawthorne: The Scarlet Letter Washington Irving: The Legend of Sleepy Hollow					
MODULE 2				12	
Walt Whitman: A passage to India Emily Dickinson:* I Felt a Funeral Thoreau: Civil Disobedience Charlotte Perkins Gilman: The Yellow Wallpaper (Short story)					

Mark Twain: Huckleberry Finn.	
MODULE 3 12	
HW Longfellow: *The Village Blacksmith Robert Frost: *Mending Walls Booker T Washington: Up from Slavery (First 5 chapters) Melville: Moby Dick.	
MODULE 4 12	
Wallace Stevens: *The Emperor of Ice Cream EE Cummings: Buffalo Bill Langston Hughes: *I Too. Scott Fitzgerald: The Great Gatsby Lewis and John C. Moffitt: <i>It</i> Can't Happen Here	
MODULE 5 12	
Hart Crane: Poem: To Brooklyn Bridge Faulkner: The Sound and the Fury. O Neill: The Emperor Jones. Stephen Crane: Maggie, a Girl of the Streets	
TEXT BOOKS	
1	The Prescribed text books of the concerned authors
REFERENCE BOOKS	
1.	Gray, Richard. <i>A History of American Literature</i> . Blackwell, 2004.
2.	Gura, Philip F. <i>American Transcendentalism: A History</i> . New York: Hill and Wang, 2007: 7–8.
3.	<i>Bercovitch, Sacvan (1994–2005). The Cambridge History of American Literature. Cambridge: Cambridge University Press.</i>
4.	<i>Müller, Timo (2017). Handbook of the American Novel of the Twentieth and Twenty-First Centuries. Boston: de Gruyter.</i>
WEB LINKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit

SYLLABUS

COURSE TITLE	Introduction to Linguistics			CREDITS	5
Course Code	ELA3718	Course Category	CORE	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	to foster a rigorous approach to historical linguistics analysis which recognizes the relationship between the formulation and testing of hypotheses and the collection and analysis of historical linguistic data				
	to explore historical linguistics within a framework of cultural analysis which will allow them to relate changes in the structure of English to the sociocultural contexts in which those changes occur				
	COURSE OUTCOMES				
1	Demonstrate a thorough understanding of diachronic changes in English from Old English to Present day English, and the ability to situate those in their socio-political contexts				
2	Develop the linguistic skills required in the close analysis of individual words and other texts				
3	Demonstrate a critical understanding of different and sometimes conflicting approaches to the study of the history of the English language				
4	Demonstrate the ability to use the primary and secondary sources provided and collected through independent reading as supportive documents				
5	Explore evidence of language change and/or the ideology that has influenced the development of the English language				
Prerequisites : UNDER GRADUATE Level					
MODULE 1				12	
Linguistics as a science —.Elements of Semiology. The study of language as part of Semiology The characteristics of human language as a system of communication. The distinction between human language and animal communication. The features of language that help the communication of ideas--- Diachronic and Synchronic approaches to the study of language					
MODULE 2				12	
Socio-linguistics -- Psycholinguistics -- Stylistics -- Semantics, Convergence and Divergence -- Language change – Dialect -- Style, Register, Pidgin, Creole, - Bilingualism.					
MODULE 3				12	
A thumbnail history of linguistics--Traditional Linguistics-- Structural Linguistics and its critique of Traditional linguistics—Ferdinand de Sussure and his disciples--Structural grammar-IC analysis-Phrase structural grammar-TG grammar-Some transformations-A general introduction to Case grammar,					

Systemic grammar, Stratification Grammar and Tagmemics.	
MODULE 4	12
The Schools of Linguistics-The Geneva School, Saussure, The Copenhagen School, Hjelmslev, The Prague School, Roman Jakobson, The London School, Halliday, The American School, Bloomfield, Generative Linguistics.	
MODULE 5	12
Noam Chomsky and his contributions—Mentalism--Transformational Generative Linguistics—Main theoretical constructs of TG Grammar: Competence-Performance—Deep structure-Surface structure—LAD—UG—Post-Chomshyan developments The origin of Indian Linguistics and development--Paninian Phonology and the Karaka Theory.	
TEXT BOOKS	
1.	Lyons: An Introduction to Theoretical Linguistics (1958) Macmillan
REFERENCE BOOKS	
1.	R.H. Robins: General linguistics: An Introductory Survey (1980) Longman
2.	S.K. Verma and N. Krishnaswamy: <i>Modern Linguistics</i> (1994) Oxford
3.	Daniel Jones: An Outline of Phonetics
4.	Balasubramanyam: A Handbook of Phonetics for Indian Students
WEB LINKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit

SYLLABUS

COURSE TITLE	Shakespeare			CREDITS	5
Course Code	ELA3731	Course Category	ELEC	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To familiarize the students with Elizabethan theatre and drama				
	To introduce them to the major plays of Shakespeare				
	To familiarize students with Shakespearean Criticism over the years				
	COURSE OUTCOMES				
1	Develop sufficient ability for reading and understanding Elizabethan English to allow for better comprehension of Shakespeare's plays				
2	Analyze verbally and in writing the relationship of the individual reader to Shakespearean literature				
3	Compare experiences with themes and issues brought up in Shakespeare's plays, poems, and sonnets				
4	Assess reaction to the themes and issues brought up in Shakespeare's plays, poems, and sonnets				
5	Identify major literary characters in Shakespeare's work				
Prerequisites : Undergraduate Level					
MODULE 1				12	
The Elizabethan theater and audience Shakespeare and his Age The Shakespeare Canon (Quarto-folio Distinction, Date of composition, etc) Grouping of Shakespeare Plays <i>As You Like It</i>					
MODULE 2				12	
The language of Shakespeare Music in Shakespeare Shakespeare's sonnets Supernatural in Shakespeare <i>*Hamlet</i>					
MODULE 3				12	
Shakespeare's Imagery Influence on Shakespeare					

Shakespeare criticism <i>King Lear</i>	
MODULE 4	12
Shakespeare studies in India in the postcolonial context Shakespeare's Comedies Roman Plays <i>Antony and Cleopatra</i>	
MODULE 5	12
Shakespeare's Tragedies Shakespeare's History Plays Shakespeare's Romances <i>The Winter's Tale</i>	
TEXT BOOKS	
1.	Samuel Johnson: Preface to Shakespeare
REFERENCE BOOKS	
1.	AC Bradley: Shakespearean Tragedy
2.	LC Knights: Some Shakespearean Themes and an Approach to Hamlet
3.	Sen Gupta: Aspects of Shakespearean Tragedy
4.	Wolfgang Clemen: The Development of Shakespeare's Imagery
5.	Caroline Spurgeon: Shakespeare's Imagery and What It Tells Us
6.	Wilson Knight: The Wheel of Fire
WEB LINKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit

SYLLABUS

COURSE TITLE	Indian Writing in English			CREDITS	5
Course Code	ELA3732	Course Category	ELEC	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	Introduces to a wide range of Indian Literature written in English				
	Taught the prescribed texts with a special emphasis on issues such as the representation of culture, identity and history, national and gender politics				
	COURSE OUTCOMES				
1	appreciate and evaluate the literary merits of Indian Writing in English				
2	to recognize the universality of human experiences reflected in these works				
3	analyze elements of literature such as imagery, theme, motifs, style, tone, etc. and explain how these elements contribute to the overall effect of the work				
4	develop cultural awareness				
5	demonstrate improvement in critical writing and critical thinking skills through interpretation and comparative analysis of literary texts				
Prerequisites : Undergraduate Level					
MODULE 1				12	
Rabindranath Tagore: "Geethanjali" Section 1 to5. Sarojini Naidu: "Summer Woods", "Village Song." R.K. Narayan - <i>Swami and friends</i>					
MODULE 2				12	
Kamala Markandeya - <i>Nectar in a Sieve</i> Toru Dutt: "Our Casuarina Tree." JayantaMahapatra: "The Whorehouse in a Calcutta Street."					
MODULE 3				12	
Kamala Das: "My Grandmother's House," "The Dance of Eunuchs." Nissim Ezekiel: "Philosopher," "Poet, Lover, Bird Watcher," and "History." Jawaharlal Nehru: "Life's Philosophy." Arun Joshi - <i>The Strange Case of Billy Biswas</i>					

MODULE 4		12
Anita Desai - <i>Cry the Peacock</i> ShashiDeshpande - <i>That Long Silence</i> Anita Desai: <i>Journey to Ithaca.</i> GirishKarnad: <i>Tuqlak.</i>		
MODULE 5		12
Amitav Gosh - <i>Shadow Lines</i> A.K. Ramanujan: "A River" and "The Striders." Dom Moraes: "Jason." Susie Tharu: "EnglishingIndulekha" (from <i>Haritham 1995</i>)		
TEXT BOOKS		
1.	The prescribed works of the concerned Authors	
REFERENCE BOOKS		
1.	Souza, Eunice de. <i>Early Indian Poetry in English: An Anthology: 1829-1947</i> . New Delhi: Oxford University Press, 2005.	
2.	Mehrotra, Arvind Krishna (ed.). <i>A History of Indian Literature in English</i> . New York: Columbia University Press, 2003.	
3.	Parthasarathy, R. (ed.). <i>Ten Twentieth-Century Indian Poets (New Poetry in India)</i> . New Delhi: Oxford University Press, 1976.	
4.	Singh, Bijender. "Indian Writing in English: Critical Insights." New Delhi, Authorspress, 2014.	
WEB LINKS		
1.	https://ndi.iitkgp.ac.in/homestudy/literature	
2.	https://visit.bodleian.ox.ac.uk/accessibility	
3.	https://libguides.southernct.edu/literatureopenaccessresources	
4.	https://guides.library.duq.edu/literary-criticism	
5.	https://guides.libraries.psu.edu/englit	

SYLLABUS

COURSE TITLE	Translation Studies: Theory and Practice			CREDITS	5
Course Code	ELA3733	Course Category	ELEC	L-T-P-S 5-0-0-0	TCH 5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To bring in an awareness among the students to treat translation as part of being a social being				
	To introduce to the students the scientific processes in the making of a translated work, a creative work				
	COURSE OUTCOMES				
1	understand the skills required to become a professional translator and what is meant by translation competence				
2	have an awareness of what it means to be a professional translator				
3	undertake an independent research activity				
4	evaluate personal language skills				
5	undertake a translation activity				
Prerequisites : Undergraduate Level					
MODULE 1			12		
History of translation theory - Translation of early religious texts—The Bible translations over the period					
MODULE 2			12		
Language and culture: Ancient, Modern, Postmodern perspectives - Critical views - Culture-based views					
MODULE 3			12		
Specialized type of translation - General translation - Literary translation - Legal , Administrative, Economic , Business, Commercial translations					
MODULE 4			12		
Trends and issues in translation - Machine translation, Cultural translation, Translation and ideology, Functionalism in translation- Structural, Post-structural views on translation - Postcolonial perspectives					

From theory to practice - Problems in translation - General issues—Problem of translatability—cultural barriers in translation

TEXT BOOKS

- | | |
|----|------------------------------------|
| 1. | Susan Bassnet: Translation Studies |
|----|------------------------------------|

REFERENCE BOOKS

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| 1. | Susan Bassnet& Harish Trivedi: Postmodern Translation |
| 2. | Susan Bassnet and Andre Lefevere: (eds.) Constructing Cultures |
| 3. | Nida.E. Theory of Practice of Translation |
| 4. | Cronon.M. Translation and Globalization |

WEB LINKS

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|----|---|
| 1. | https://ndi.iitkgp.ac.in/homestudy/literature |
| 2. | https://visit.bodleian.ox.ac.uk/accessibility |
| 3. | https://libguides.southernct.edu/literatureopenaccessresources |
| 4. | https://guides.library.duq.edu/literary-criticism |
| 5. | https://guides.libraries.psu.edu/englit |

SYLLABUS

COURSE TITLE	Introduction to Comparative Literature		CREDITS	5
Course Code	ELA3734	Course Category	ELEC	L-T-P-S 5-0-0-0
TCH				5
CIA	50%		ESE	50%
LEARNING LEVEL	BTL 6		ASSESSMENT MODEL	TB
COURSE OBJECTIVES				
	To enable the students to perceive all literatures of all languages as inevitable cultural artifacts without which the speech community cannot exist.			
	To enable the students to compare and contrast literary discoursed—oral and written—in terms of their cultural necessities			
COURSE OUTCOMES				
1	To attain a broad knowledge of various literary traditions both in their specificity and interrelation			
2	To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from a variety of different traditions, genres, periods, and areas			
3	To cultivate a complex, trans-disciplinary understanding and appreciation of literary texts, cultural artifacts, and diverse media in their wide political and social contexts			
4	To consider the role of translation in the production of textual and cultural meaning			
5	To think critically about the relations between literature and other modes of cultural production, including digital and new media			
Prerequisites : Undergraduate Level				
MODULE 1			12	
Comparative literature: An overview Definition and scope Historical developments French and American schools European and Indian traditions				
MODULE 2			12	
Regional, national, general & world literature Reception and influence: Direct, indirect, false influence Analogy Modes and Conventions				

MODULE 3		12
Genres Thematology —Thematological concepts and typology--Universal themes Epoch, Period, Movement		
MODULE 4		12
Literature, psychology & Sociology Mutual illumination of arts Music, Fine arts & Sculpture		
MODULE 5		12
New comparative literature—crises Comparative methodology: Practice		
TEXT BOOKS		
1.	SS Prawar: Comparative literature Studies	
REFERENCE BOOKS		
1.	Stalknett NP et al (eds,) Comparative Literature	
2.	Rene Wellek et al: Theory of Literature	
3.	Susan Bassnet: The Challenge of Comparative Literature	
WEB LINKS		
1.	https://ndi.iitkgp.ac.in/homestudy/literature	
2.	https://visit.bodleian.ox.ac.uk/accessibility	
3.	https://libguides.southernct.edu/literatureopenaccessresources	
4.	https://guides.library.duq.edu/literary-criticism	
5.	https://guides.libraries.psu.edu/englit	

III SEM - SYLLABUS

COURSE TITLE	British Literature Part III (1900 onwards)			CREDITS	5
Course Code	ELA3801	Course Category	CORE	L-T-P-S 5-0-0-0	TCH 5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	Apply English content knowledge while working with learners to access information in real world settings assuring learner mastery of the English language. (Specialized Knowledge)				
	Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/ Communication Fluency)				
	Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)				
	COURSE OUTCOMES				
1	Identify the salient features of literary texts from a broad range of English and American literary periods				
2	Employ knowledge of literary traditions to produce imaginative writing				
3	Use research to assist in problem-solving				
4	Demonstrate knowledge of the history or culture of the English language				
5	Employ knowledge of literary traditions to produce imaginative writing				
Prerequisites : Undergraduate Level					
MODULE 1				12	
G. M. Hopkins: The Wreck of the Deutschland. W. B. Yeats: *Byzantium. T. S. Eliot: *The Waste Land Joseph Conrad: The Heart of Darkness.					
MODULE 2				12	
Wilfred Owen: *The Strange Meeting Dylan Thomas: Fern Hill D. H. Lawrence: Sons and Lovers T. S. Eliot: *Murder in the Cathedral					

MODULE 3		12
RS Thomas: *The Peasant Philip Larkin: *Whitson Wedding Bernard Shaw: Arms and the Man. Virginia Woolf: The Waves		
MODULE 4		12
Tom Gunn: *On the Move Ted Hughes: *Pike Seamus Heaney: The Tollund Man Beckett: Waiting for Godot William Golding: Lord of the Flies		
MODULE 5		12
Charles Tomlinson: Swimming Chenango Lake Geoffrey Hill: Requiem for the Plantagenet King. Harold Pinter: The Birthday Party Graham Greene: Heart of the Matter.		
TEXT BOOKS		
1.	The prescribed works of the concerned Authors	
REFERENCE BOOKS		
1.	Birch, Dinah. (ed) The Oxford Companion to English Literature, Oxford University Press, 2009	
2.	Stanley Brian Greenfield, <i>A New Critical History of Old English Literature</i> (New York: New York University Press, 1986).	
3.	<i>The Oxford Companion to English Literature</i> , ed. Margaret Drabble. (Oxford: Oxford University Press, 1996)	
4.	J. A. Cuddon, <i>The Penguin Dictionary of Literary Terms and Literary Theory</i> . (London: Penguin Books, 1999)	
WEB LINKS		
1.	https://ndi.iitkgp.ac.in/homestudy/literature	
2.	https://visit.bodleian.ox.ac.uk/accessibility	
3.	https://libguides.southernct.edu/literatureopenaccessresources	
4.	https://guides.library.duq.edu/literary-criticism	
5.	https://guides.libraries.psu.edu/englit	

SYLLABUS

COURSE TITLE	American Literature Part II (Post 1940)			CREDITS	5
Course Code	ELA3802	Course Category	CORE	L-T-P-S 5-0-0-0	TCH 5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To familiarize the students with the early forms of American literature in English				
	to enable the students to relate those currents in literature with the early developments in their language and culture				
	to enable the students to understand the content and to help them trace those elements in the contemporary literature				
	COURSE OUTCOMES				
1	appreciate and evaluate the literary merits of American literature				
2	to recognize the universality of human experiences reflected in these works				
3	analyze elements of literature such as imagery, theme, motifs, style, tone, etc. and explain how these elements contribute to the overall effect of the work				
4	develop cultural awareness				
5	demonstrate improvement in critical writing and critical thinking skills through interpretation and comparative analysis of literary texts				
Prerequisites : Undergraduate Level					
MODULE 1				12	
Robert Lowell: For the Union Dead Elizabeth Bishop: "At the Fish houses Ernest Hemingway: The Old Man and the Sea Tennessee Williams: A Street Car Named Desire.					
MODULE 2				12	
Allen Ginsberg: America Sylvia Plath: *Lady Lazarus. Susan Sontag: On Photography Tony Morrison: Tar Baby					

MODULE 3		12
Baraka (Le Roi Jones): Dutchman. Adrienne Rich: Readings of History Isaac Asimov: Nightfall Art Buchwald: The Weapon of self Destruction Arthur Miller: The Death of a salesman		
MODULE 4		12
Gregory Corso: Birthplace Revisited Gwendolyn Brooks: The Mother Edward Albee: The Zoo story Alice walker: The Color Purple		
MODULE 5		12
Sexton: The Exorcists Robert Creeley: The Innocence Sam Shepard: The God of Hell		
TEXT BOOKS		
1.	The prescribed works of the concerned Authors	
REFERENCE BOOKS		
1.	Gray, Richard. <i>A History of American Literature</i> . Blackwell, 2004.	
2.	Gura, Philip F. <i>American Transcendentalism: A History</i> . New York: Hill and Wang, 2007: 7–8.	
3.	<i>Bercovitch, Sacvan (1994–2005). The Cambridge History of American Literature. Cambridge: Cambridge University Press.</i>	
4.	<i>Müller, Timo (2017). Handbook of the American Novel of the Twentieth and Twenty-First Centuries. Boston: de Gruyter.</i>	
WEB LINKS		
1.	https://ndi.iitkgp.ac.in/homestudy/literature	
2.	https://visit.bodleian.ox.ac.uk/accessibility	
3.	https://libguides.southernct.edu/literatureopenaccessresources	
4.	https://guides.library.duq.edu/literary-criticism	
5.	https://guides.libraries.psu.edu/englit	

SYLLABUS

COURSE TITLE	Literary Criticism			CREDITS	5
Course Code	ELA3803	Course Category	CORE	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	Provide with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world				
	Graduate who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres				
	Assist in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning				
	COURSE OUTCOMES				
1	familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.				
2	apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres				
3	identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past				
4	able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources				
5	ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources				
Prerequisites : Undergraduate Level					
MODULE 1				12	
Aristotle - Poetics Horace: Ars Poetica Longinus: On the Sublime Sidney: An Apologie for Poesy					
MODULE 2				12	

Coleridge: Biographia Literaria (Chapters 14) Johnson: Preface to Shakespeare Matthew Arnold: Preface to 1853 poems	
MODULE 3	12
T.S. Eliot: Metaphysical Poets I A Richards: Practical Criticism Virginia Woolf: Modern Fiction	
MODULE 4	12
F R Levis: Literary Criticism and Philosophy William Empson: Seven Types of Ambiguity Frank Kermode: The Artist in Isolation (The first chapter in <i>The Romantic Image</i>)	
MODULE 5	12
S.N. Das Gupta - The Theory of Rasa S.K. De - Kuntaka's Theory of Poetry: Vakrokti	
TEXT BOOKS	
1.	Abrams, MH: A Glossary of Literary Terms. Harcourt College Publishers
REFERENCE BOOKS	
1.	Beckson, K & A. Ganz: A Reader's Guide to Literary Terms Dictionary. Farrar Straus & Giroux Inc
2.	Wilbur Scott (ed) <i>Five Approaches of Literary Criticism</i> , New York: Macmillan (1978).
3.	V S. Sethuraman (ed) <i>Contemporary Criticism; An Anthology</i> , Madras: Macmillan 1989.
4.	B. Prasad: A Short History of Literary Criticism
5.	D.J. Enright & De Chickera: English Critical Texts
WEB LINKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit

SYLLABUS

COURSE TITLE	World Drama			CREDITS	5
Course Code	ELA3821	Course Category	ELEC	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To give the students an overall idea about the origin and development of drama across cultures				
	To create an understanding of the technical aspects of theatre and drama				
	To make a study of some major works in Britain and other European countries				
	COURSE OUTCOMES				
6.	Interpret text with due sensitivity to both textual and contextual cues				
7.	Articulate an appreciation of the aesthetic qualities of the texts by their standards of time and place				
8.	Demonstrate historical, geographical and cultural empathy by reading texts written in other places, times and cultures				
9.	Apply interpretive strategies developed in literary study to other academic and professional context				
10.	Write cogently with sensitivity to contexts				
Prerequisites : Undergraduate Level					
MODULE 1			12		
Sophocles: Oedipus Rex Sudraka: The Little Clay Cart					
MODULE 2			12		
Ibsen: A Doll's House Chekhov: The Cherry Orchard					
MODULE 3			12		
Strindberg: A Dream Play Bertolt Brecht: <i>Mother courage</i>					
MODULE 4			12		
Ionesco: Amedee Genet: The Balcony					

Soyinka: The Lion and the Jewel
 Sir Aurobindo: The Viziers of Bassora.

TEXT BOOKS

- | | |
|----|---|
| 2. | The prescribed works of the concerned Authors |
|----|---|

REFERENCE BOOKS

- | | |
|----|---|
| 1. | Harsh, Philip Whaley. 1944. <i>A Handbook of Classical Drama</i> . Stanford: Stanford UP; Oxford: Oxford UP. |
| 2. | Ley, Graham. 2006. <i>A Short Introduction to the Ancient Greek Theater</i> . Rev. ed. Chicago and London: U of Chicago P. ISBN 0-226-47761-4 . |
| 3. | Brockett, Oscar G. and Franklin J. Hildy. 2003. <i>History of the Theatre</i> . Ninth edition, International edition. Boston: Allyn and Bacon. ISBN 0-205-41050-2 . |
| 4. | Bhatta, S. Krishna. 1987. <i>Indian English Drama: A Critical Study</i> . New Delhi: Sterling. |

WEB LINKS

- | | |
|----|---|
| 1. | https://ndi.iitkgp.ac.in/homestudy/literature |
| 2. | https://visit.bodleian.ox.ac.uk/accessibility |
| 3. | https://libguides.southernct.edu/literatureopenaccessresources |
| 4. | https://guides.library.duq.edu/literary-criticism |
| 5. | https://guides.libraries.psu.edu/englit |

SYLLABUS

COURSE TITLE	European Fiction			CREDITS	5
Course Code	ELA3822	Course Category	ELEC	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To familiarize students with European fiction translated to English				
	To enable them to study representative works in fiction from different European countries				
	COURSE OUTCOMES				
1	Perception on wider concepts of European history through fiction				
2	Able to relate to the historical past of the literary text to the present				
3	Understanding the texts using the literary tools				
4	Learnt the European classical literature				
5	attain a broad knowledge of European literary traditions both in their specificity and interrelation				
Prerequisites : Undergraduate Level					
MODULE 1				12	
Introduction to European Fiction and nuances in translation. Cervantes: <i>Don Quixote</i>					
MODULE 2				12	
Tolstoy: <i>Anna Karenina</i> Franz Kafka: <i>The Trial</i>					
MODULE 3				12	
Herman Hesse: <i>Sidhartha</i> Kazantzakis: <i>Zorba, the Greek</i>					
MODULE 4				12	
Pasternak: <i>Doctor Zhivago</i> Gunter Gress: <i>The Tin Drum</i>					
MODULE 5				12	
Milan Kundera: <i>The Joke</i> Flaubert: <i>Madame Bovary</i>					

TEXT BOOKS	
1.	The prescribed works of the concerned Authors
REFERENCE BOOKS	
1.	Bakhtin, Mikhail. <i>About novel. The Dialogic Imagination: Four Essays</i> . Ed. Michael Holquist. Trans. Caryl Emerson and Michael Holquist. Austin and London: University of Texas Press, 1981. [written during the 1930s]
2.	Madden, David; Charles Bane; Sean M. Flory (2006) [1979]. <i>A Primer of the Novel: For Readers and Writers</i> (revised ed.). Lanham, MD: Scarecrow Press. ISBN 978-0-8108-5708-7.
3.	McKeon, Michael, <i>Theory of the Novel: A Historical Approach</i> (Baltimore: Johns Hopkins University Press, 2000).
WEB LINKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit

SYLLABUS

COURSE TITLE	Women's Writings			CREDITS	5
Course Code	ELA3823	Course Category	ELEC	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To introduce the students to the origin and development of feminist movements				
	To trace their repercussions in writings				
	To bring in an awareness of gender equity through selected writing				
	COURSE OUTCOMES				
1	Interpret literary works by women at an advanced postgraduate level				
2	Explain and participate in critical and theoretical debates surrounding women's writing				
3	Analyse cultural, intercultural, and trans-historical concerns relating to women's writing				
4	Locate and compile selections from primary and secondary sources relevant to women authors				
5	Understand the status and reception of women's writing across various geographical locations and time periods				
Prerequisites : Undergraduate Level					
MODULE 1			12		
Helene Cixous: "The Laugh of the Medusa" (1976)(Full Text available online). Sappho: "Hymn to Aphrodite" (www. Sacred-texts.com) Emily Dickinson: "She rose to his requirements." (www.poemhunter.com) Kate Chopin: <i>The Awakening</i> (1899).					
MODULE 2			12		
Gayatri Spivak: "Can the Subaltern Speak?" 1983. Anne Bradstreet: "The Author to her Book" Maya Angelou: "I know why the caged bird sings." Jeanette Winterson: <i>Oranges are not the only Fruit</i> (1985).					
MODULE 3			12		
Tharu&Lalita: "Introduction: Women Writing in India" (1994). Margaret Atwood: "This is a Photograph of me." (www.poemhunter.com) Alice Walker: <i>The Color Purple</i> (1982)					

ShashiDeshpande: That Long Silence (1990).	
MODULE 4	12
RajeswariSundararajan: “Subjectivity, representation and the politics of postcoloniality” from Real and Imagined Women: Gender, Culture and Post-colonialism (Routledge, 1993) Kamala Das: “A Man is a Season” & “The Sunshine Cat.” Caryl Churchill: <i>Top Girls</i> .	
MODULE 5	12
Sylvia Plath: “Mirror” & “Stings” (www.americanpoems.com) Adrienne Rich: “Twenty-one Love Poems” (www.angelfire.com) Mahaswetha Devi: <i>Mother of 1084</i> .	
TEXT BOOKS	
1.	Essed, Goldbert& Kobayashi,eds <i>A Companion to Gender Studies</i> (Rawat Publications)
REFERENCE BOOKS	
1.	Virgina Woolf: A Room of One’s Own
2.	Charlotte Perkins Gilman, <i>The Yellow Wall Paper</i> (1892)
3.	Elaine Showalter, <i>Toward a Feminist Poetics</i> (1979)
4.	Sandra Gilbert and Susan Gubar, <i>The Mad Woman in the Attic</i> (1979)
5.	Judith Butler, <i>Gender Trouble</i> (1990)
6.	Patricial Hill Collins, “Defining Black Feminist Thought” (www. Feministezine.com)
WEB LINKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit

SYLLABUS

COURSE TITLE	Canadian Literature			CREDITS	5
Course Code	ELA3824	Course Category	ELEC	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To help students understand world culture through reading the literatures of different nations and cultures				
	To enable students how language and literature get branched into regional spheres				
	To enable students to trace the common elements as well unique features of Canadian literature as distinct from American and British literature				
	COURSE OUTCOMES				
1	Develop an understanding of the place of Canadian literature in the world context				
2	Acquire a sound basis for further work in Canadian Literature and Canadian Studies				
3	Obtain a critical knowledge of the literary themes, motifs, structures, narratives, points of view, and values that are typical of various regions of Canada				
4	Begin to study Canadian immigrant writing and ethnic minority writing as a part of Canadian Studies				
5	Read, understand, and enjoy a number of significant works of English-Canadian and French-Canadian literature				
Prerequisites : Undergraduate Level					
MODULE 1				12	
Al Purdy: The Cariboo Horses : The Country North of Belleville Eli Mandel: Ventriloquists Dennis Lee: Cadence, Country, Silence: Writing in Colonial Space (<i>An Anthology of Canadian Literature in English Vol. II</i>) Sharon Pollock: <i>Blood Relations</i>					
MODULE 2				12	
Jay Macpherson: The Fisherman, The Boatman KateriDamu : Says Who: Colonialism Identity and Defining Indigenous Literature, in Looking at the Words of Our people first nations Analysis of Literature. Ed. Jeanette Armstrong, British Colombia: Theytus, 1993)					

MODULE 3		12
Margaret Atwood: <i>Departure from the Bush, First Neighbors</i> : <i>Disembarking at Quebec, The Two Fires</i> Michael* Ondaatje: <i>Letter and Other Worlds</i> Sinclair Ross: <i>As for Me and My House</i> Beatrice Culleton: <i>April Rain Tree</i> Arnold HarchandItwaru: <i>Shanti</i>		
MODULE 4		12
Connie Fife: <i>Resistance</i> (from <i>The Colour of Resistance: A Contemporary Collection of writing by Aboriginal Women</i> , Toronto, Sister Vision Press, 1997) George Ryga: <i>The Ecstasy of Rita Joe</i> Tomson Highway: <i>The Rez Sisters</i>		
MODULE 5		12
Beth Cuthand: <i>Post-Oka Woman</i> Sue Deranger: <i>Untitled</i> , from (<i>Gathering; The En'owking, Journal of First North American Peoples</i> , Vol. II, Princeton, Theytus Books, 1992)		
TEXT BOOKS		
1.	An Anthology of Canadian Literature in English, Vol. II ed. By Donna Bennet and Russel Brown, Toronto: OUP, 1983	
REFERENCE BOOKS		
1.	K. Balachandran, K. (2007) <i>Canadian Literature: An Overview</i> . Sarup & Sons	
2.	Jeffrey M. Heath (1991). <i>Profiles in Canadian Literature</i> , Volume 7. Dundurn Press. ISBN 1-55002-145-1	
3.	William H. New (1990). <i>Native writers and Canadian writing</i> . UBC Press. ISBN 0-7748-0370-3	
WEB LINKS		
1.	https://ndi.iitkgp.ac.in/homestudy/literature	
2.	https://visit.bodleian.ox.ac.uk/accessibility	
3.	https://libguides.southernct.edu/literatureopenaccessresources	
4.	https://guides.library.duq.edu/literary-criticism	
5.	https://guides.libraries.psu.edu/englit	

SYLLABUS

COURSE TITLE	Introduction to Cultural Studies			CREDITS	5
Course Code	ELA3825	Course Category	ELEC	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To introduce to students how literature and culture are intertwined and therefore to bring in an awareness of treating literature as part of the broad culture				
	To initiate students into the scholarly studies of various cultural representations such as folk art, music, film and so on				
	COURSE OUTCOMES				
1	Analyse the relationship between literature and culture as well as its reflections				
2	Understand how literature and culture are intertwined				
3	Aware of literature being a part of the broad culture				
4	Able to involve in scholarly studies of various cultures				
5	Examine the various cultural representations such as folk art, music, film and so on				
Prerequisites : Undergraduate Level					
MODULE 1			12		
<p>Barthes, Roland (1957) "Mythologies," Nilanjana Gupta .ed. <i>Clutural Studies I</i> (Delhi: Worldview Publications, 2004).</p> <p>Williams, Raymond, (1958) "Culture is Ordinary" from <i>The Everyday Life Reader</i>. Ed. Ben Highmore, Routledge, 2002. (http://www.personal.psu.edu/users/s/a/sam50/readings521/WILLIAMS_Cult-Ord.pdf)</p> <p>Walter Benjamin (1968) "The Work of Art in the Age of Mechanical Reproduction," in Hannah Arendt (ed) <i>Illuminations</i> (New York: Schocken Books)</p>					
MODULE 2			12		
<p>Hall, Stuart. (1980). "'Cultural Studies: Two Paradigms'". <i>Media, Culture and Society</i> 2: 57–72.</p> <p>Eric Hobsbawm (1983)"Inventing Traditions," <i>The Invention of Traditions</i>. Eds. Eric Hobsbawm& Terence Ranger (Cambridge University Press).</p> <p>Ella Shohat "From Eurocentrism to Polycentrism," <i>Unthinking Eurocentrism: Multiculturalism and the Media</i> by Ella Shohat and Robert Stam, London & New York: Routledge, 1995</p>					
MODULE 3			12		

<p>Chakravorty, GayatriSpivak “Politics of Translation” in <i>Outside in the Teaching Machine</i> (Newyork: Routledge, 1993) 179-200</p> <p>Stuart Hall (1980) “Encoding/Decoding” extract in Nilanjana Gupta .ed. <i>Clutural Studies I</i> (Delhi: Worldview Publications, 2004).</p>	
MODULE 4	
12	
<p>Bourdieu, Pierre (1982) “The Uses of the People,” In <i>Other Words: Essays Towards a Reflexive Sociology</i> (Stanford University Press, 1990).</p> <p>Rubin, Gayle “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality” <i>Pleasure and Danger: Exploring Female Sexuality</i>. Ed. Carole S. Vance. London: Pandora. 1992. 267-293.</p>	
MODULE 5	
12	
<p>Connell, R W “Hegemonic Masculinity: Rethinking the Concept,” in <i>Gender & Society</i>, Vol. 19, No. 6, December 2005. P.829-859.</p> <p>Kluge, Alexander, “On Film and the Public Sphere,” <i>New German Critique</i>, No. 24/25, Autumn, 1981 – Winter 1981. (pp. 206-220).</p>	
TEXT BOOKS	
1.	Storey, John (1998) <i>An Introduction to Cultural Theory and Popular Culture</i> (Second Edition), Athens, GA: University of Georgia Press.
REFERENCE BOOKS	
1.	Storey, John (ed.) (1994) <i>Cultural Theory and Popular Culture: A Reader</i> , New York: Harvester Wheatsheaf
2.	Milner, Andrew (1994) <i>Contemporary Cultural Theory: An Introduction</i> , London: UCL Press
3.	Turner, Graeme (1992) <i>British Cultural Studies: An Introduction</i> .
WEB LINKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit

IV SEM - SYLLABUS

COURSE TITLE	Critical Theory			CREDITS	5
Course Code	ELA3816	Course Category	CORE	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To introduce the current development in reading and assessing literary works				
	To enable the students to differentiate how the current theories differ from the traditional literary criticism				
	COURSE OUTCOMES				
1	Show an appreciation of the relevance and value of theoretical models in literary study				
2	Demonstrate an understanding of important theoretical methodologies by summarising key concepts or arguments.				
3	Apply the concepts or arguments successfully in a close reading of a literary text				
4	Employ knowledge of literary traditions to produce imaginative writing				
5	Assist in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning				
Prerequisites : Undergraduate Level					
MODULE 1			12		
A survey of major theoretical systems A general discussion on Structuralism and Post-structuralism with special reference to Victor Shklovsky, Roman Jakobson; Levi-Strauss, Roland Barthes and Jacques Derrida Victor Shklovsky - Art as Technique Roland Barthes: The Structuralist Activity					
MODULE 2			12		
An outline of Psychoanalytic criticism and related issues--Freud-Dreams, Ego and Unconscious-Oedipus Complex; Lacan- Mirror Stage- Imaginary, Symbolic and Real-Ego Formation and Constructions of Selfhood-Jouissance-Unconscious and Language; Zizek-ideology-Subject-Subjectivization-Fantasy. Nothorp Frye: The Archetypes in Literature					
MODULE 3			12		
A critique of Marxist criticism and related areas Cultural Materialism/ New Historicism Neo-Marxism; Raymond Williams-Culture and Materialism; Stephen Greenblatt and Louis Montrose- Textuality and Historicity; Texts and Contexts; Representation, Politics and Power; Jonathan Dollimore					

/Alan Sinfield-Rereading the Renaissance and Shakespeare. Edmond Wilson - Marxism and Literature	
MODULE 4	12
A thumbnail history of feminist criticism --The First Wave-Women's Suffrage Movements and Rights Movements-- Virginia Woolf and Simone de Beauvoir; Second Wave Feminism; Kate Millet-Elaine Showalter(Gynocriticism); Marxist Feminism-Juliet Mitchell; French Feminism-Luce Irigaray-Helene Cixous; Lesbian Feminism; Black Feminism; Dalit Feminism; Post feminism. Elaine Showalter - Feminist Criticism in the Wilderness	
MODULE 5	12
A discussion of the origin and developments of Cultural studies Post-colonial studies - Postmodernism	
TEXT BOOKS	
1.	David Lodge (ed.). <i>Twentieth Century Literary Criticism Reader</i> , London, Longman, 1972.
REFERENCE BOOKS	
1.	David Lodge (ed.). <i>Modern Criticism and Theory</i> , London, Longman, 1988.
2.	Robert Con Davis (ed) <i>Contemporary Literary Criticism: Modernism Through Post Structuralism</i> , London: Longman, 1986.
3.	V S.Sethuraman (ed) <i>Contemporary Criticism: An Anthology</i> , Madras: Macmillan 1989.
WEB LINKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit

SYLLABUS

COURSE TITLE	Teaching English as a Second Language			CREDITS	5
Course Code	ELA3817	Course Category	CORE	L-T-P-S 5-0-0-0	TCH 5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To familiarize students with the major theories of language acquisition, and their application in pedagogy				
	To enable students to study in depth and detail, the recent trends in curriculum design, teaching methodology, instructional materials, testing and evaluation and teacher preparation				
	COURSE OUTCOMES				
1	heighten their awareness of correct usage of English grammar in writing and speaking				
2	improve their speaking ability in English both in terms of fluency and comprehensibility				
3	increase their reading speed and comprehension of academic articles				
4	enlarge their vocabulary by keeping a vocabulary journal				
5	strengthen their ability to write academic papers, essays and summaries using the process approach				
Prerequisites : Undergraduate Level					
MODULE 1			12		
English in India—Co-official language—Lingua Franca—English in the curricula--The teaching of English in India: The present situation: objectives, methods and materials. Distinction between acquisition and learning—The four skills: listening, speaking, reading and writing. Integrating skills into communication Revisiting the structure of English language from a pedagogic perspective: Phonology, Morphology, syntax, semantics					
MODULE 2			12		
A brief history of second language teaching in India—Grammar-Translation Method, Structural Approach, Direct Method, Audio-lingual Approach, Reading Method Applied linguistics and second language teaching--Knowledge versus skill--The difference between learning a first language and learning a second language. Bilingualism and linguistic interference.					

Contrastive analysis. Language teaching and learning in the classroom—Curriculum, syllabus, instructional materials, methodology, Testing and Evaluation, teacher education, Course evaluation	
MODULE 3	12
The teaching of (1) Spoken English (2) Written English: different types of composition (3) Listening Comprehension (4) Reading Comprehension. The teaching of Vocabulary. Vocabulary control applied to texts: word lists, dictionary work. The teaching of grammar: Theoretical grammar and pedagogical grammar substitution tables. .A Functional-Communicative approach	
MODULE 4	12
The teaching of literature: Prose, Poetry and Drama. The teaching of fictional work. Selection, grading and sequencing of teaching items. Preparation of lessons, plans for teaching English. The use of audio aids in the teaching of various items. Preparation of lessons, and plans for teaching English.	
MODULE 5	12
The introduction of the integration of ICT in the teaching of English. The use of audio aids in the teaching of English Error analysis and Remedial teaching -- their significance and rationale. Tests and examination in English. Diagnostic tests and achievement tests. English language teaching materials -- their construction and use.	
TEXT BOOKS	
1.	Ghosh, Sashi & Das: <i>Introduction to English Language Teaching</i> Vol. 3 Methods at the College Level
REFERENCE BOOKS	
1.	Gimson A.C. <i>Introduction to English Pronunciation</i>
2.	Bright &McGregor: <i>Teaching English as a Second Language.</i>
3.	Tickoo, ML: <i>Teaching and Learning of English.</i> Orient Black Swan
4.	Aslam,M. <i>Teaching English as a Second Language.</i> Foundation Books
5.	Wilkins DA: <i>Linguistics in Language Teaching</i>
6.	Richards JC: <i>Approaches and Methods in Language Teaching</i> CUP
WEB LINKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit

SYLLABUS

COURSE TITLE	Written Project and Viva-voce			CREDITS	5
Course Code	ELA3818	Course Category	CORE	L-T-P-S 5-0-0-0	TCH 5
CIA	50%			ESE (VIVA VOCE)	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE				
	<p>A dissertation based on the intensive study of an author or a topic chosen/or a project (not a translation) and written under the supervision of a teacher in the Department. Expected length--about 10000 words. Should follow MLA Handbook 7th /8th edition for methodology /documentation. Three typed copies should be submitted. (Deadline for submission: Before the commencement of the University examination at the end of the Semester) The internal assessment will based partly on Research Methodology and partly on the topic chosen, as per the University Guidelines.</p>				

SYLLABUS

COURSE TITLE	Introduction to Children’s Literature			CREDITS	5
Course Code	ELA3831	Course Category	ELEC	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To help students to view how writing for children form a distinct genre by itself				
	To enable students to delve deep into the complexities of writing for children				
	To show them how writing for children fuse in it the fundamental concepts of child psychology, pedagogy, sociology, gender studies, myths, folk studies, science, language arts and so on				
	COURSE OUTCOMES				
1	Develop reading competencies through children's literature				
2	Develop thinking dispositions and habits of mind to take advantage of children's literature				
3	Understand whole learning integrating children's books				
4	Connect theory and practice				
5	Able to delve deep into the writing complexities of children’s literature				
Prerequisites : Undergraduate Level					
MODULE 1				12	
Robert Louis Stevenson : “My Shadow” Ted Hughes : “Tiger” Vishnu Sharma : The Panchatantra Rudyard Kipling : <i>Just So Stories</i> Roderick McGillis : “Looking in the Mirror: Pedagogy, Theory, and Children’s Literature” Hans HeinoEwers : “The Market for Children’s Books and Media”					
MODULE 2				12	
Roald Dahl : “Little Red Riding Hood and the Wolf” Grace Nicholas : “Lizard” Charles Perrault : “Little Red Riding Hood” E. B. White : Charlotte’s Web					

Zohar Shavit : “The Concept of Childhood and Children’s Folktales: Test Case – ‘Little Red Riding Hood’	
MODULE 3	12
Valery Nash: “Witch Words” Kunjunni Master : “A Tongue-Twister”, “Tell Me a Story” Dr. Seuss : The Cat in the Hat Brothers Grimm : “Hansel and Gretel” Kirsty Murray : <i>Bridie’s Fire</i> Bruno Bettelheim : “Hansel and Gretel”	
MODULE 4	12
Anushka Ravishanker : Excuse me, is this India? Russell Hoban: Best Friends for Frances J.M. Barrie: <i>Peter Pan</i> Donna Jo Napoli: <i>The Magic Circle</i> Perry Nodelman : “How Picture Books Work”	
MODULE 5	12
Maurice Sendak : Where the Wild Things Are Deepa Agarwal : Shanti’s Friend Lawrence Yep: <i>Dragon wings</i> J. K. Rowling: Harry Potter & the Philosopher’s Stone Suchismita Banerjee: “Contemporary Children’s Literature in India: New Trajectories”	
TEXT BOOKS	
1.	Zipes, Jack et al. The Norton Anthology of Children’s Literature: The Traditions in <i>English</i> . New York: Norton, 2005.
REFERENCE BOOKS	
1.	Ewers, Hans-Heino. Fundamental Concepts of Children’s Literature Research: <i>Literary and Sociological Approaches</i> . Tr. William J. McCann. New York: Routledge, 2009.
2.	Ravishankar, Anushka and Anita leutwiler. <i>Excuse me, is this India?</i> Tara Publishing, 2003.
3.	Rowling, J.K. <i>Harry Potter and the Philosopher’s Stone</i> . London: Bloomsbury, 1997.
4.	Suchismita Banerjee. “Contemporary Children’s Literature in India: New Trajectories”. <i>Journal of Children’s Literature</i> 2.2.(July 2008). Thrissur: Children’s Literature Association of India. (p. 6-25).
5.	Ryder, Arthur W. trans. <i>The Panchatantra</i> . Bombay: Jaico Publishing House, 1975.
6.	Rushdie, Salman. <i>Haroun and the Sea of Stories</i> . London: Penguin, 1990.
WEB LINKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources

SYLLABUS

COURSE TITLE	Post-Colonial Poetry			CREDITS	5
Course Code	ELA3832	Course Category	ELEC	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To enable the students to trace the characteristic features of postcolonial writings in general and poetry in particular				
	To guide students to critically identify the differences and similarities across the writings in different regions which were once colonies of the West.				
	COURSE OUTCOMES				
1	Familiarised with some of the poems of post colonialism				
2	Acquainted with the key concepts of post-colonial poems				
3	Introduced to aspects of subjectivity, race, class and feminism as they inhere in the post-colonial space				
4	Understand and evaluate the key debates in post-colonial theory				
5	Able to identify the differences and similarities across the writings in different colonial regions				
Prerequisites : Undergraduate Level					
MODULE 1				12	
A.K. Ramanujan - "Self Portrait", "Small-scale Reflections" Kamala Das - "An Introduction", "Nani" Keki N. Daruwalla - "The Ghagra in Spate" Dom Moraes - "A Letter", "Sinbad" JayantaMahapatra - "A Ram of Rites" (Indian)					
MODULE 2				12	
Leopold Senghor - "New York" Gabriel Okara - "Once upon a Time", "The Mystic Drum" David Diop - "Africa" (Africa) John Pepper Clark - "The Casualties" Wole Soyinka - "Telephonic Conversation"					
MODULE 3				12	
Ama Ata Aidoo - "Motherhood and the Numbers Game" Allen Curnow (New Zealand) - "House and Land", Landfall in Unknown Seas"					

A.D. Hope -“Australia” (Australia) Jack Davis - “Aboriginal Australian” Kenneth Slessor “South Country”, The Night Ride”	
MODULE 4	12
F.R. Scott -“Laurentian Shield” Margaret Atwood -“Journey to the Interior” James Reaney - “Maps” Derek Walcott -“Ruins of a Great House” (West Indies) E.E. Tiang Hong -“Arrival” (Malaysia)	
MODULE 5	12
Edwin Thumbo -“A Quite Evenings” (Singapore) Kishwar Naheed -“I am not that woman” (Pakistan) Almaghir Hashmi -“So What if I Live in House Made by Idiots” (Bangladesh) Lakdasa Vikramsimha -“Don’t Talk to Me about Matisse” (Sri Lanka)	
TEXT BOOKS	
1.	An Anthology of Commonwealth Poetry ed. C.D. Narasimhaiah, Madras, Macmillan, 1990.
2.	The Arnold Anthology of Post-colonial Literature, ed. John Thieme, 1996
REFERENCE BOOKS	
1.	Quayson, Ato, ed (2012). The Cambridge History of Postcolonial Literature, Vol 1. Cambridge University Press.
2.	Gunning, Dave (2013). Postcolonial Literature. Edinburgh University Press.
WEB LINKS	
1.	https://ndi.iitkgp.ac.in/homestudy/literature
2.	https://visit.bodleian.ox.ac.uk/accessibility
3.	https://libguides.southernct.edu/literatureopenaccessresources
4.	https://guides.library.duq.edu/literary-criticism
5.	https://guides.libraries.psu.edu/englit

SYLLABUS

COURSE TITLE	Post-colonial Fiction and Drama			CREDITS	5
Course Code	ELA3833	Course Category	ELEC	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	To enable the students to trace the characteristic features of postcolonial writings in general and fiction and drama in particular				
	To guide students to critically identify the differences and similarities across the writings in different regions which were once colonies of the West				
	COURSE OUTCOMES				
1	Familiarised with some of the fiction and plays of post colonialism				
2	Acquainted with the key concepts of post-colonial fiction and drama				
3	Introduced to aspects of subjectivity, race, class and feminism as they inhere in the post-colonial space				
4	Understand and evaluate the key debates in post-colonial theory				
5	Able to identify the differences and similarities across the writings in different colonial regions				
Prerequisites : Undergraduate Level					
MODULE 1				12	
Introduction to postcolonial fiction and drama Chinua Achebe : <i>Arrow of God</i>					
MODULE 2				12	
V.S. Naipaul: <i>The Mimic Men</i> Margaret Laurence: <i>Stone Angel</i>					
MODULE 3				12	
Khaled Hosseini: <i>The Kite Runner</i> Vikram Seth: <i>The Golden Gate</i>					
MODULE 4				12	
Wole Soyinka: <i>The Road</i> Ray Lawler: <i>Summer of the Seventeenth Doll</i>					
MODULE 5				12	

James Reaney: *The Canadian Brothers*
Girish Karnad: *Hayavadana*

TEXT BOOKS

1. The prescribed works of the concerned Authors

REFERENCE BOOKS

1. Ross, Robert L., ed. (1999). *Colonial and Postcolonial Fiction: An Anthology*. New York, Oxford: Routledge
2. Eugene Benson and L. W. Conolly (eds.), *Encyclopedia of Post-Colonial Literatures in English*, 1994, 2005.
3. Prem Poddar and David Johnson, *A Historical Companion to Postcolonial Literature in English*, 2005.

WEB LINKS

1. <https://ndi.iitkgp.ac.in/homestudy/literature>
2. <https://visit.bodleian.ox.ac.uk/accessibility>
3. <https://libguides.southernct.edu/literatureopenaccessresources>
4. <https://guides.library.duq.edu/literary-criticism>
5. <https://guides.libraries.psu.edu/englit>

SYLLABUS

COURSE TITLE	Theatre and Communication			CREDITS	5
Course Code	ELA3834	Course Category	ELEC	L-T-P-S	TCH
				5-0-0-0	5
CIA	50%			ESE	50%
LEARNING LEVEL	BTL 6			ASSESSMENT MODEL	TB
	COURSE OBJECTIVES				
	Introduce theatre as a complex network of varied skills and arts				
	Bring in least academically - engaged theatrical forms and explore complexities and possibilities in such experimentations				
	Re- examine ideas of playwright, script, stage, audience and their interrelationships				
	COURSE OUTCOMES				
1	Demonstrate understanding of the social and artistic movements that have shaped theatre				
2	Analyze, and interpret texts and performances both in writing and orally				
3	Practice collaborative skills in various theatrical contexts				
4	Demonstrate problem-solving skills in the creation of artistic work				
5	Apply discipline-specific skills to the creation of performance				
Prerequisites : Undergraduate Level					
MODULE 1			12		
A two - day theatre workshop in collaboration with professionals, Performance Studies—a theoretical introduction Street Theatre					
MODULE 2			12		
Chandrasekhar Kambar's The Shadow of the Tiger and Other Plays (Any one) Character Sketches (Each student has to choose or script a character-building monologue for 10 minutes and perform)					
MODULE 3			12		
Evam Indrajit by Badal Sircar					
MODULE 4			12		
Phoenix and four other Mime Plays by Chi Srinivasaraju					

Yayati by Girish Karnad

TEXT BOOKS

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| 1. | Yajnik, R.K. <i>The Indian theatre: Its origins and its Later Developments under European Influence</i> , New York: Haskell House. 1970. |
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REFERENCE BOOKS

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| 1. | Carlson, M. <i>Theatre Semiotics: Signs of Life</i> , Bloomington, Indiana: University of Indiana Press, 1991. |
| 2. | Karnad, Girish. <i>Collected Plays (Volume One)</i> , New Delhi: Oxford University Press, 2005. ISBN: 019567311-5 |
| 3. | Banham, Martin, ed. <i>The Cambridge Guide to Theatre</i> . Cambridge: Cambridge University Press. |
| 4. | Kambar, Chandrasekhar. <i>The Shadow of the Tiger and Other Plays</i> , Seagull Books Pvt. Ltd. |
| 5. | Esslin, Martin. <i>An Anatomy of Drama</i> . New York: Hill & Wang, 1976. |
| 6. | Roach, Joseph R. <i>The Player's Passion: Studies in the Science of Acting</i> . Newark: University of Delaware Press, 1985. |

WEB LINKS

	https://ndi.iitkgp.ac.in/homestudy/literature
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	https://visit.bodleian.ox.ac.uk/accessibility
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	https://libguides.southernct.edu/literatureopenaccessresources
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	https://guides.library.duq.edu/literary-criticism
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