

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) COIMBATORE – 18**  
**P G & RESEARCH DEPARTMENT OF ENGLISH**  
**M.A. ENGLISH LITERATURE SYLLABUS**  
**(For candidates admitted to the course from 2018-2019 onwards)**

Semester	PART	Subject	Exam (Hrs)	Marks					
				CA	SE	Total	SE-Min.	Total Min.	No. of Credits
I	A	Paper –I Chaucer and Elizabethan Age	3	25	75	100	38	50	5
	A	Paper –II Puritan and Augustan Age	3	25	75	100	38	50	4
	A	Paper –III Romantic Age	3	25	75	100	38	50	4
	A	Paper –IV Linguistics and Grammar	3	25	75	100	38	50	4
II	A	Paper –V Victorian Age	3	25	75	100	38	50	4
	A	Paper –VI Modern Age	3	25	75	100	38	50	4
	A	Paper –VII Principles of Literary Criticism	3	25	75	100	38	50	4
	A	Paper –VIII Women’s Writings	3	25	75	100	38	50	4
III	A	Paper –IX Postcolonial Literature	3	25	75	100	38	50	4
	A	Paper –X Literature and Environment	3	25	75	100	38	50	5
	A	Paper –XI Diasporic Writings	3	25	75	100	38	50	4
	B	Elective –I Research Methodology	3	25	75	100	38	50	4
	B	Elective –II Professional Writing	3	25	75	100	38	50	4
IV	A	Paper –XII Shakespeare	3	25	75	100	38	50	4
	A	Paper –XIII Contemporary American Literature	3	25	75	100	38	50	5
	A	Paper –XIV Literary Theory	3	25	75	100	38	50	4
	B	Elective –III English Language Teaching	3	25	75	100	38	50	4
	B	Elective –IV English Literature for NET/SET Exams	3	25	75	100	38	50	4
	C	Project Writing	-	20	80	100	50	50	15
						1900			90

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-I-Chaucer and Elizabethan Age	I	18MEN11C

### Objectives:

- To lay a firm foundation for the understanding of the forces that molded English literary forms and themes.
- To expose the students to the genius of some British writers.
- To breathe the fire and spirit of English society of 16<sup>th</sup> and 17<sup>th</sup> century and to bring them alive to the contemporary scene.

### Unit I - Poetry

Detailed : Chaucer – Prologue to Canterbury Tales

Non-Detailed : Wyatt’s Sonnet – Complaint of a Lover Rebuked  
Surrey’s Sonnet – The Lover for Shame – fastness  
hideth his Desire within his Faithful Heart

### Unit II - Poetry

Detailed : Spenser –Prothalamion

Non-Detailed : Sidney’s Astrophel and Stella Sonnet –1  
Michael Drayton’s Sonnet – There is nothing grieves  
me, but that Age should haste

### Unit III - Prose

Detailed : Bacon’s Essays  
1. Of Truth  
2. Of Studies  
3. Of Friendship  
4. Of Ambition  
5. Of Goodness and Goodness of Nature  
6. Of Youth and Age

Non-Detailed : The Book of Job

### Unit IV - Drama

Detailed : Thomas Kyd’s *The Spanish Tragedy*

Non-Detailed : Ben Jonson’s *Volpone*

### Unit V - Criticism

Non-Detailed : Philip Sidney’s An Apology for Poetry

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-II- Puritan and Augustan Age	I	18MEN12C

**Objectives:**

- To highlight the remarkable difference between the Puritan Age and the Augustan Age.
- To expose the importance of the revival of classical rules.

**Unit I – Poetry**

Detailed : John Milton's Paradise Lost Book IX

Non-Detailed : John Donne's The Ecstasy  
The Canonization

Andrew Marvel's The Garden  
To His Coy Mistress

George Herbert's The Pulley  
The Collar

Henry Vaughan's The World  
The Retreat

**Unit II - Prose**

Detailed : Addison and Steele –Coverley Papers  
1. The Spectator's Account of Himself  
2. Of the Club  
3. The Coverely Household  
4. Character of Will Wimble  
5. Sir Roger at Church  
6. Sir Roger at the Theatre

Non-Detailed : Jonathan Swift's *The Battle of Books*

**Unit III – Drama**

Detailed : Sheridan's *The Rivals*

Non-Detailed : Congreve's *The Way of the World*

**Unit IV – Fiction**

Non-Detailed : Oliver Goldsmith's *The Vicar of Wakefield*  
Daniel Defoe's *Robinson Crusoe*

**Unit V – Criticism**

Non-Detailed : Alexander Pope's Essay on Criticism

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-III- Romantic Age	I	18MEN13C

**Objectives:**

- To expose a range of texts in order to highlight the aesthetics and sensibilities of the English Romantic age.
- To highlight the shift from classicism to romanticism, which has an important significance.

**Unit I – Poetry**

Detailed : William Wordsworth’s Ode on Intimation of Immortality  
P. B. Shelley’s Ode to the West Wind

Non-Detailed : S.T Coleridge’s Rime of the Ancient Mariner

**Unit II – Poetry**

Detailed : John Keats’ Ode on a Grecian Urn  
Lord Byron’s Ocean  
Robert Burns’ A Red, Red Rose  
When we two Parted

Non-Detailed : William Blake’s The Songs of Innocence and Experience

**Songs of Innocence**

1. Lamb
2. The Chimney Sweeper
3. Holy Thursday
4. Nurse’s Song
5. The Divine Image

**Songs of Experience**

1. Tyger
2. The Chimney Sweeper
3. Holy Thursday
4. Nurse’s Song
5. The Human Abstract

**Unit III – Prose**

Detailed : Charles Lamb’s *Essays of Elia*  
1. New Year’s Eve  
2. A Bachelor’s Complaint of the Behaviour of Married People  
3. Blakesmoor in H-Shire  
4. The South Sea House

Non-Detailed : Hazlitt's *Essays*  
1. On Reading Old Books  
2. On Going a Journey

Dequincey's *Confessions of an English Opium Eater*

**Unit IV – Fiction**

Non-Detailed : Scott's *The Heart of Midlothian*  
Jane Austen's *Sense and Sensibility*

**Unit V – Criticism**

Non-Detailed : Wordsworth's Preface to the Lyrical Ballads

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-IV- Linguistics and Grammar	I	18MEN14C

### Objectives:

- To inculcate language skills to attain competence.
- To improve the spoken English by giving training in pronunciation and theories.
- To improve and develop the linguistic ability

### Unit-I - General Introduction

General Notions- Philology- Writing System and Classification - Synchronic & Diachronic Analysis- Communication Functions of Language – Design Features & Language – Psycholinguistics – Sociolinguistics- Neurolinguistics and Computational Linguistics.

### Unit –II - Phonology & Phonetics (Practical)

Phonetics Vs Phonology

General Concepts- Phoneme, Phone and Allophone, Environment- Minimal pairs- Free Variation\_ Economy- Pattern Congruity.

Phonetics Practical : i Phonetic Transcription

ii Syllable Structure

iii Accent, Rhythm and Intonation

### Unit – III - Morphology

Scope and Nature - Concept of Morpheme, Morph, Allomorph.Word, Lexemes and Word Forms- Morphophonemic process- Word Formation process.

### Unit- IV - Syntax

Traditional and Structuralist Hypothesis – Parts of Speech – IC Analysis– Generative Syntax - Kernal Sentences- TG Grammar.

### Unit - V - Semantics, Pragmatics & Discourse Analysis

Meaning – Sense and Reference – Sense properties and Relations.

Homophones, Homograph, Heteronyms- Haronyms, Holonym and Hyponym.

What is Pragmatics? Speech Acts.

What is Discourse Analysis – Notions of Analysis.

### Reference

1. *Linguistics*- David Crystal.
2. *An Introduction to Linguistics* – John Llyons.
3. *Pragmatics*- George Yule.
4. *The Pronunciation of English* – Daniel Jones.
5. *Cambridge English Pronouncing Dictionary with CD –Rom*, Cambridge.
6. *Grammar*. Frank Palmer

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-V- Victorian Age	II	18MEN21C

**Objectives:**

- To strengthen the students' knowledge of Victorian literature and society.
- To mark the difference between the present age and the previous age.

**Unit I – Poetry**

Detailed : Robert Browning's *Abt Vogler*  
Lord Tennyson's *The Lotus Eaters*

Non-Detailed : Elizabeth Barrett Browning's *The Cry of the Children*  
Hopkins' *God's Grandeur*

**Unit II – Prose**

Detailed : Carlyle's *The Hero as Poet*

Non-Detailed : John Ruskin's *Sesame and Lilies*

**Unit III – Drama**

Detailed : Oscar Wilde's *The Importance of Being Earnest*

**Unit IV – Fiction**

Non-Detailed : Charlotte Bronte's *Jane Eyre*  
Thomas Hardy's *Far From the Madding Crowd*  
Charles Dickens' *Hard Times*

**Unit V – Criticism**

Non-Detailed : Matthew Arnold's *The Functions of Criticism at the Present Times*

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-VI- Modern Age	II	18MEN22C

**Objectives:**

- To appreciate the link among literature, politics and culture.
- To focus on the modern trends and their effects on literature.

**Unit I – Poetry**

Detailed : T.S. Eliot’s *The Waste Land*

Non-Detailed : W.B. Yeats’ *Sailing to Byzantium*  
W.H.Auden’s *Strange Meeting*  
Dylan Thomas’ *Do Not Go Gentle into that Good Night*

**Unit II – Prose**

Detailed : Henry James’ *The Art of Fiction*

Non-Detailed : Bertrand Russell’s  
1. *On Pleasure*  
2. *Ideal Individual*  
Lytton Strachey’s “*Florence Nightingale*” from *Eminent Victorians*

**Unit III – Drama**

Detailed : Bernard Shaw’s *Apple Cart*

Non-Detailed : Samuel Becket’s *The End Game*

**Unit IV – Fiction**

Non-detailed : Graham Greene’s *Brighton Rock*  
E.M.Forster’s *The Passage to India*

**Unit V – Criticism**

Non-detailed : D.H.Lawrence’s *John Galsworthy*  
T.S. Eliot’s *Tradition and Individual Talent*



Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-VII- Principles of Literary Criticism	II	18MEN23C

**Objectives:**

- To develop a critical aptitude.
- To understand and review the works of literature.
- To introduce the changed trends, and concepts currently in vogue.

**Unit I**

Aristotle's Poetics

Coleridge's Biographia Literaria Chapter XIV and XVII

**Unit II**

Keats' Letters from *English Critical Tradition*

T.S.Eliot's Metaphysical Poets

**Unit III**

I.A.Richards' Four Kinds of Meaning

William Empson's The Seventh Type of Ambiguity

**Unit IV**

Northrop Frye's The Archetypes of Literature

Lionel Trilling's Sense of the Past

**Unit V**

Cleanth Brooks' Irony as a Principle of Structure

Allen Tate's Tension in Poetry

**Text:**

*The English Critical Tradition: An Anthology of English Literary Criticism*, Vol. 1 & 2,  
 Edited by S.Ramaswami and V.S.Seturaman

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-VIII- Women's Writings	II	18MEN24C

### Objectives:

- To read and respond to feminist scholarship
- To examine the similarities and differences among women within and across cultures and at different historical moments
- To describe gender socialization and its consequences in a particular society
- To identify gender and sex-based inequalities in a particular society
- To analyze how these factors with the privileges and disadvantages they confer have shaped one's own experiences, presumptions, viewpoints, and sense of identity

### Unit I – Theory

Non-Detailed : I. Feminisms and feminist Literary Criticism: Definition  
 II. Woman: Created or Constructed pages 222-234. *A Handbook of Critical Approaches to Literature*. 5<sup>th</sup> edition. Ed. Wilfred L. Guerin et al.

### Unit II – Poetry

Detailed : Kamala Das' The Old Playhouse  
 Meena Kandasamy's Dead Woman Walking  
 Margaret Atwood's This is a Photograph of Me  
 Sylvia Plath's Lady Lazarus  
 Maya Angelou's The Phenomenal Woman  
 Alice Walker's She

### Unit III – Prose

Detailed : Virginia Woolf's *A Room of One's Own*: Chapters II and III  
 Non Detailed : Andrienne Rich's *When We Dead Awaken: Writing as Re-Vision*

### Unit IV – Drama

Detailed : Manjula Padmanaban's *Harvest*

### Unit V – Fiction

Non-Detailed : Amy Tan's *The Joy Luck Club*  
 Margaret Lawrence's *The Diviners*

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-IX- Postcolonial Literature	III	18MEN31C

**Objectives:**

- To expose students to various genres of literature that have contemporary relevance and reception.
- To expose literature that represent the disadvantaged and marginalized sections of society.

**Unit I – Theory**

Non-detailed : “Introduction” from *The Empire Writes Back* Ed. Bill Ashcroft, Gareth Griffiths, Helen Tiffin

**Unit II – Poetry**

Detailed : **Canadian**  
E.J.Pratt’s *The Dying Eagle*  
**Australian**  
Judith Wright’s *Fire at Murdering Hut*  
**African**  
Abioseh Nicol’s *The Meaning of Africa*  
**Pakistani**  
Zulficar Ghose’s *This Landscape, These people*  
**West Indies**  
Mervyn Morris’ *Literary Evening, Jamaica*  
**Singapore**  
Edwin Thumboo’s *Words*

**Unit III – Prose**

Detailed : “From Commonwealth to Postcolonial”  
“The Emergence of Commonwealth Literature”  
From John McLeod’s *Beginning Postcolonialism*

Non-Detailed : Edward Said’s “Crisis” from *Orientalism*

**Unit IV – Drama**

Detailed : Wole Soyinka’s *The Road*

**Unit V – Fiction**

Non-detailed : Alan Paton’s *Cry, The Beloved Country*  
J.M.Coetzee’s *Disgrace*

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-X- Literature and Environment	III	18MEN32C

**Objectives:**

- To give awareness to the students on the role of literature in addressing contemporary issues such as environmental concerns.
- To inculcate care and concern for the environment.
- To advocate a more thoughtful and ecologically sensitive relationship between man and nature.

**Unit I - Ecocriticism Theory**

Detailed : Cheryl Glotfelty: "Literary Studies in an Age of Environmental Crisis"  
 J. Scott Bryson's 'Introduction' from *Ecopoetry*  
 T.V.Reed's "Towards an Environmental Justice Ecocriticism"

**Unit II - Poetry**

Detailed : William Wordsworth's Hart-Leap Well  
 Dilip Chitre's Felling of the Banyan Tree  
 W.S.Merwin's For a Coming Extinction  
 Gary Snyder's LMFBR  
 Don McKay's Song for the Songs of the Blue Jay  
 Mary Oliver's Sleeping in the Forest

**Unit III - Prose**

Detailed : Edward Abbey's "Watching the Birds: The Wind Hover"  
 from *Down the River*  
 Non-Detailed : Vandana Shiva's "Women's Indigenous Knowledge and Biodiversity Conservation"

**Unit IV - Drama**

Detailed : Mahasweta Devi's *Water*

**Unit V - Fiction**

Non-Detailed : Tania James' *The Tusk that Did the Damage*  
 Ambikasutan Mangad's *Swarga* Trans. J. Devika

Audio-visual Component: Screening of Ecofilms and documentaries to create awareness

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-XI- Diasporic Writings	III	18MEN33C

**Objectives:**

- To make the students learn the concepts of diaspora and multiculturalism as reflected in literature
- To show how diasporic literature is a part of mainstream literature

**Unit I – Theory**

Non-Detailed : Bikhu Parekh’s What is Multiculturalism?

**Unit II – Poetry**

Detailed : Meena Alexander’s For My Father, Karachi 1947  
 Imtiaz Dharkar’s At the Lahore Karhai  
 Vikram Seth’s Soon  
 Agha Shahid Ali’s Land  
 Chitra Bannerjee Divakaruni’s Indigo  
 Tishani Doshi’s The Immigrants’ Song

**Unit III - Prose**

Detailed : Salman Rushdie’s “Imaginary Homelands” Titular Essay  
 from *Imaginary Homelands*

Non-Detailed : “Migrant Voices in Literatures in English” Shaobhushan Shukla and AnuShukla 1<sup>st</sup> essay from *Migrant Voices in Literatures in English*.

**Unit IV - Drama**

Detailed : Uma Parameshwaran’s *Rootless but Green are the Boulevard Trees*

**Unit V – Fiction**

Non-Detailed : Michael Oontadje’s *The English Patient*  
 Jumpa Lahiri’s *The Unaccustomed Earth*

<b>Year</b>	<b>Subject Title</b>	<b>Sem.</b>	<b>Sub.Code</b>
<b>2018-19 onwards</b>	<b>Elective-I- Research Methodology</b>	<b>III</b>	<b>18MEN34E</b>

**Objectives:**

- To introduce the rudiments of research.
- To expose the mechanics of research
- To enable the students to write assignments and research articles

**Unit I - Introduction to Research**

Principles of MLA style  
Sources  
Plagiarism  
Source Evaluation  
Gathering Information

**Unit II - Creating Documentation**

Core elements  
Author  
Title of Source  
Title of Container  
Other contributors  
Version  
Number  
Publisher  
Publication date  
Location  
Optional elements

**Unit III - The Mechanics of Scholarly Prose**

Names of persons  
Titles of sources  
Quotations  
Numbers  
Dates & Times  
Abbreviations

**Unit IV - Works cited**

Names of authors  
Titles  
Versions  
Publisher  
Locational elements  
Punctuation  
Ordering

## **Unit V - In-text Citations**

Print forms  
Author  
Title  
Number  
Indirect sources  
Repeating sources  
Punctuation  
Forms other than print

### **Prescribed Text:**

*MLA Handbook* Eight Edition

### **Reference**

J. Anderson, B.H. Durston, and M. Poole, *Thesis and Assignment Writing*, Wiley Eastern Limited, New Delhi, 1970.

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Elective-II- Professional Writing	III	18MEN35E

**Objectives:**

- To expose the students to the nature of language use for commercial communication
- To impart necessary language skills for the purpose of meeting commercial demands.

**Unit 1 - Professional Writing Basics**

What is Professional Writing?, Types of Professional Writing, The content of Professional Writing, Planning your message, the audience centered approach, the writing process.

**Unit 2 - Copywriting**

How to write advertisements, pre-writing, direct mail, print advertisements, web advertisements, writing for TV/radio commercials.

**Unit 3 - Content Writing**

What is content writing?, writing in a hypertext environment, avoiding plagiarism, keywords and SEO strategies, complementing graphics and multimedia, content management strategies.

**Unit 4 - Technical Writing**

What is technical writing? Language and jargons, style and tone, preparing user manuals, writing project proposals, presenting technical content in non-technical language.

**Unit 5 – Writing for Social Media**

The concept of social media, the nature of social media, language, content, and context, popular social media formats, promotion through social media, memes.

**Reference Books:**

1. Basics of Professional Writing: Imagination, Ethics and Rhetoric by A. Sharma, Springer Publication. 2016
2. Business & Professional Writing: Basic by Paul McRay Broadview Press. 2015

**Methodology:** Series of lectures, workshops, seminars, assignments and written examinations.

Practical Components (25 Marks)

Theoretical Components (75 Marks) End Semester Examination.



Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-XII- Shakespeare	IV	18MEN41C

### Objectives:

- To promote comprehensive, in-depth and critical knowledge of Shakespeare.
- To expose the rhetoric of English Language
- To create an awareness to the process of transmutation of life into art and to give an understanding of the complexities of nature

### Unit I

**Detailed** : King Lear  
**Non- Detailed:** The Tempest

### Unit II

**Detailed** : As You Like It  
**Non- Detailed:** Henry V

### Unit III - Evergreen Shakespeare and Sonnets

**Detailed** : **Sonnets:** No. 18 Shall I Compare Thee to a Summer's day  
: No. 116 Let Me not to the Marriage  
: No. 130 My Mistress' Eyes are nothing like the sun

**Non- Detailed:** **Evergreen Shakespeare**  
: All the world is the stage....sans everything.  
(from As You Like it, Act 2, Scene 7)  
  
: Friends, Romans, Countrymen, Lend me your ears...And I  
must pause till it come back to me.  
(from Julius Caesar, Act 3, Scene 2 )  
  
: Give thy thoughts no tongue....Farewell my blessing season  
this in thee.  
(from Hamlet , Act 1, Scene 3)  
  
: Love all, trust a few...but never taxed for speech.  
(from All is Well That Ends Well , Act 1, Scene 1)  
  
: Tomorrow, and Tomorrow and Tomorrow...full of Sound  
and fury, signifying nothing.  
(from Macbeth, Act 5, Scene 5)

**Unit IV - Shakespeare's Criticism**

A.C. Bradley's The Substance of Shakespearean Tragedy (only Lecture I of  
*Shakespearean Tragedy*)

Edward Dowden's The Growth of Shakespeare's Mind and Art (only chapter II of  
*Shakespeare: A critical study of his Mind and Art*)

**Unit V - General Shakespeare**

Shakespearean Theatre, Audience, Clowns & Fools, Villains, Women Characters,  
etc.

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-XIII- Contemporary American Literature	IV	18MEN42C

### Objectives:

- To give the students a wide and a holistic exposure of the Social, Cultural, Political and Literary Background of America through the literary texts.
- To make them knowledgeable about the writers, themes and genres available in American Literature
- To widen their perspective of research in American Literature
- To equip them to face various competitive examinations

### Unit I – Poetry

Detailed : E. E. Cummings' If  
 Robinson Jeffers' Shine, Perishing Republic  
 Carl Sandburg's  
 Chicago  
 Allen Ginsberg's A Supermarket in California  
 Marianne Moore's The Mind is an Enchanting  
 Thing Wendell Berry's A Timbered Choir

### Unit II - Prose

Detailed : Richard Wright's Blueprint for Negro Writing  
 Non-Detailed : Loren Eiseley's Starthrower

### Unit III - Drama

Detailed : Marsha Norman's *'night, Mother*  
 Non-Detailed : Amiri Baraka's *Dutchman*

### Unit IV - Fiction

Non-Detailed : Cormac McCarthy's *Road*  
 Jane Smiley's *A Thousand Acres*

### Unit V - Criticism

Non-Detailed : Fredric Jameson's The Politics of Theory: Ideological  
 Positions in the Postmodernism Debate

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Core-XIV- Literary Theory	IV	18MEN43C

**Objectives:**

- To train the students acquire critical and analytical reasoning in understanding and appreciating the nuances of literary works with their social, biographical and linguistic backgrounds.

**Unit I**

Introducing the Basics  
Postmodernism and Before

**Unit II**

Structuralism  
Poststructuralism: Deconstruction, Reader Oriented Theories  
Reader Response Theory  
Marxism

**Unit III**

Social Discourse  
Colonialism  
Post Colonialism  
New Historicism  
Cultural Materialism

**Unit IV**

Psychoanalytic Criticism  
Feminism  
Queer Theory  
Lesbian Gay Criticism

**Unit V**

Formalism: Russian & French  
New Criticism

**Text Prescribed:** *Contemporary Literary Theory: A Students' Companion.*

N.Krishnaswamy, John Varghese, Sunita Mishra.

**Reference Text:** *Beginning Theory: An Introduction to Literary and Cultural Theory.*

Publisher: Viva Books

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	<b>Elective-III- Modern Trends in English Language Teaching</b>	<b>IV</b>	<b>18MEN44E</b>

**Objectives:**

- To inculcate Teaching skills
- To impart language skills
- To train the students to undertake jobs in colleges

**Unit 1 – ELT Today**

What is an Approach, Method, Technique. Current trends, methods, approaches & tools in ELT; Learner-Centered ELT; Communicative Language Teaching (CLT), Process based & Product Based CLT Approaches; The Silent Way; Natural Approach; Total Physical Response; MI Theory; Lexical Approach; Community Language Learning (CLL),

**Unit 2 – ELT in India**

Challenges & Prospect of Teaching English in India; TESL, Culture, Religion, Region, & Language; Recent Developments in Second Language Teaching; Bilingualism & ELT; Remedial Teaching; Influences of Postmodernism on ELT; ELT through Technology in India

**Unit 3 – ICT & ELT**

CALL/T: Evolution of CALL, ELT Methodologies and Approaches for CALL, Language Laboratories, Self Learning & Self-paced Learning, Networks & CALL, Multimedia CALL, CAT; eLearning: eLearning in India, Edusat, Video Conferencing, ELT through eLearning; M-learning - MALL; Computer Mediated Communication (CMC)

**Unit 4 – Teaching English for International & Competitive Examinations**

Teaching English for Specific Purpose (TESP); IELTS; TOEFL; GRE; BEC; BULATS; CAT; UPSC & TNPSC; Other Competitive Examinations

**Unit 5 – Practice in English Language Teaching**

ELT Practice through Micro Teaching & Peer Teaching; Teaching in a conventional classroom; Teaching in a smart classroom; Training students in a Language Laboratory; Innovation, Implementation & Evaluation

**Recommended Books, Journals, & Web Sites**

- Jack C. Richards. Communicative Language Teaching Today, Cambridge University Press. 2006.
- ELI HINKEL. Current Perspectives on Teaching the Four Skills. TESOL Quarterly Vol. 40, No. 1, March 2006.
- Sajan Kumar Karri. Current Trends in ELT around the Globe. Journal of NELTA Vol. 1 2 No. 1 & 2 December 2007.
- Teaching of English: Principles and Practices. Dr. J. E. Vallabi. New Delhi: Neelkamal.

A Textbook of English Language: Teaching ELT for Indian Students. Dr. M. N. K. Bose. Chennai: New Century.

Graham Davies, Editor in Chief. ICT4LT. <http://www.ict4lt.org/>

Dorothy Chun and Mark Warschauer, Editors. Language Learning & Technology. <http://lt.msu.edu/>

British Council. Teaching English. <http://www.teachingenglish.org.uk/>

Mansoor Fahim. Postmodernism and English Language Teaching. IJALS, Vol 1, No 2, Fall and Winter 2009

Andrew Edward Finch. The Postmodern Language Teacher: The Future of Task-based Teaching. [www.finchpark.com/arts/Postmodern\\_Language\\_Teacher.pdf](http://www.finchpark.com/arts/Postmodern_Language_Teacher.pdf)

TOEFL. <http://www.ets.org/toefl>

IELTS. <http://www.ielts.org>

GRE. <http://ets.org/gre>

BEC, BULATS. <http://www.cambridgeesol.org>

CAT. <http://www.catiim.in>

English Teaching Forum (journal). <http://exchanges.state.gov/englishteaching/forum-journal.html>

English Language Teaching (Methods, Tools & Techniques). Dr. MR Patel Praveen M. Sunrise Publishers & Distributors. Jaipur.

Year	Subject Title	Sem.	Sub.Code
2018-19 onwards	Elective-IV- English Literature for NET / SET Exams	IV	18MEN45E

**Objectives:**

- To recapitulate the knowledge of literature gained by the students
- To prepare them to face NET/SET exams

**Unit I**

Introduction – literary Ages and their Characteristics, literary forms and their characteristics, Rhetoric and Prosody

**Unit II**

Authors and Works – Chronological Order, Ages and works, Genres and works

**Unit III**

Major Works – Poetry, Drama, Fiction

**Unit IV**

Literary Study – Literary theories and their exponents, Literary critics and their works, Major Literary Movements and their Leaders

**Unit V**

Non British Literature – Notable Works of Commonwealth, World and Indian Literatures

**Methodology**

Lectures, Co-operative learning, computer assisted tests

**References:**

1. *Norton Anthology of English Literature*, W. W. Norton
2. *History of English Literature*. Edward Albert
3. *History of English Literature*. Crompton Rickett
4. *Routledge Encyclopedia of English Literature*
5. NET, SET, Go. Dr. D. E. Benet
6. UGC-NET/SET/JRF English Literature (Paper II and III). Upkar.

<b>Year</b>	<b>Subject Title</b>	<b>Sem.</b>	<b>Sub.Code</b>
<b>2018-19 onwards</b>	<b>PROJECT WRITING</b>	<b>IV</b>	<b>18MEN46V</b>

This is an individual work. Students are expected to choose a research topic pertaining to literature, language or ELT, do in-depth study of the chosen topic and present their findings in approximately 30 to 40 pages. They are also expected to adhere to MLA 8<sup>th</sup> edition research style.