

## **S.Y.B.A. (English) (w.e.f. June 2009)**

### **(i) Compulsory English**

#### **(a) Objectives**

1. To develop the communicative skills of the students and thereby develop their proficiency in English language.
2. To develop competence among the students for self-learning.
3. To encourage and enable the students to read the various types of texts on their own and discuss them among peers.

#### **(b) Course Content**

Prescribed Text:       **Reflections II (CUP)**

##### **Prose**

1. A Story of Stanford
2. What is Body Language
3. Glut of Gullibility
4. Chief Seattle's Letter
5. I Love You Mom
6. People Who Never Took a 'No' (1. Akio Morita, and 2. Henry Ford)
7. JRD's Words of Inspiration to Sudha Murthy
8. When Ideas Make Money               -       Sharmila Ganesan
9. The Three-Piece Suit                 -       Ali Deb
10. Unity of Mind                         -       A. P. J. Abdul Kalam
11. The Wonder of New Millennium -       Michael David
12. After Twenty Years                 -       O'Henry
13. Engine Trouble                      -       R. K. Narayan

##### **Poems**

1. A Different History                 -       Sujata Bhatt
2. Digging                               -       Seamus Heaney
3. Kindness                             -       Sylvia Plath
4. Punishment in K. Garten           -       Kamala Das
5. Sunrise                               -       Padma Sachdev
6. Ozymandius of Egypt               -       P. B. Shelley
7. After Apple Picking                 -       Robert Frost

\*Course Work for Term – I

Prose units from 1 to 7 and Poetry units from 1 to 3 along with exercises given below each unit

\*Course Work for Term – II

Prose units from 8 to 13 and Poetry units from 4 to 7 along with exercises given below each unit

#### **(c) Suggestions for Teachers**

This is a continuation of the same multi-skills course as in F.Y.B.A. Compulsory English, and hence the teachers are expected to continue with the interactive approach in teaching. The teachers should use learner-focused and learning oriented teaching methods and help the students in developing the four skills of language. As far as possible the class should consist of relevant tasks or activities on the part of the students, and the teacher-talk should be reduced to the minimum necessary level. There should be considerable interaction between the teachers and

students and between or among the students in the form of pair work and group work. The teachers should encourage the students to actively participate in the learning activities related to different skills / aspects of language learning. Wherever the situation permits, activities like discussions, and presentations should be promoted. Only the active interest and participation of learner can ensure the communicative and pragmatic competence of the students in using the language. The main reading unit and the units dealing with language skills as well as grammar, vocabulary, etc are to be treated as one composite unit and every part of it needs to be dealt with carefully in the class-room and reflected in evaluation system.

**(d) Suggestions for Evaluation**

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20 marks. The Year End Examination will be for 80 marks. The major thrust of the question papers will be practical, objective, and application oriented. In question papers for both the Term End and the Annual Examination 80% questions shall be based on the pattern of exercises dealing with language skills given below the main reading units.

**Question Paper Format(SY BA Comp)**

**Term-End Examination**

Q 1 Text-based comprehension questions (2 out of 3)	12
Q 2 Text-based comprehension questions (2 out of 3)	12
Q 3 Questions on writing activities (2 out of 3)	12
Q 4 Questions on vocabulary (6 out of 8)	12
Q 5 Questions on grammar and usage (6 out of 8)	12

**Annual Examination**

Q 1 Text-based comprehension questions (2 out of 3)	16
Q 2 Text-based comprehension questions (2 out of 3)	16
Q 3 Questions on writing activities (2 out of 3)	16
Q 4 Questions on vocabulary (8 out of 10)	16
Q 5 Questions on grammar and usage ( 8 out of 10)	16

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## **(ii) English General Paper- II : Understanding Fiction**

### **(a) Objectives**

1. To acquaint and familiarise the students with the terminology in Fiction Criticism (i.e. the terms used in Critical Analysis and Appreciation of Fiction)
2. To encourage students to make a detailed study of a few sample masterpieces of English Fiction from different parts of the world
3. To enhance student awareness in the aesthetics of Fiction and to empower them to independently venture into reading, appreciation and critical examination and evaluation of Fiction Texts

### **(b) Course Content**

#### **A. Theory of Fiction**

- (a) What is Fiction?
- (b) Elements of Fiction: Story, Plot, Characters, Setting, Narrative Technique, Point of View
- (c) Types of Novels: Autobiographical Novel, Epistolary Novel, Picaresque Novel, Regional Novel, Detective Novel, Science Fiction [Types of Novels should be discussed with suitable examples]

#### **B. Prescribed Texts:**

- |                           |   |                 |
|---------------------------|---|-----------------|
| (i) Lord of the Flies     | : | William Golding |
| (ii) Inside the Haveli    | : | Rama Mehta      |
| (iii) A Man of the People | : | Chinua Achebe   |

#### **\*Course Work for Term – I**

- |                      |                       |                   |
|----------------------|-----------------------|-------------------|
| A. Theory of Fiction |                       |                   |
| B. Texts :           | (i) Lord of the Flies | : William Golding |

#### **\*Course Work for Term – II**

- |         |                          |                 |
|---------|--------------------------|-----------------|
| Texts : | (i) Inside the Haveli    | : Rama Mehata   |
|         | (ii) A Man of the People | : Chinua Achebe |

### **(c) Suggestions for Teachers**

The course consists of three representative samples of British, Indian and Commonwealth fiction. This is an attempt to move away from Eurocentric canons of studying literature. The teacher should begin by acquainting the students with the theoretical background and the basic aspects of fiction as a form of literature. Students should be trained in applying this basic knowledge in understanding individual texts of fiction. They should be encouraged to have detailed first hand acquaintance with the prescribed texts. Instead of relying on the teacher-told meanings and borrowed critical views they should be motivated to interact with the texts and develop their own individual responses, howsoever rudimentary they might be. The fiction texts may be divided into convenient chunks for the purposes of teaching. The teaching need not start with the first chapter. It is possible to begin with the climactic or the most interesting episode in the novel. This may have the benefit of engaging the learners' attention immediately and motivating them to go through the whole text.

### **(d) Suggestions for Evaluation**

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20

marks. The Year End Examination will be for 80 marks. As far as possible, the major thrust in question papers for both the Term End and the Annual Examination will be practical, objective, and application oriented.

**(e) Reading List**

1. Abrams, M. H. – A Glossary of Literary Terms (Latest Edition), (Macmillan)
2. Hawthorn, Jeremy (2005), Studying the Novel (Hodder Arnold)
3. Barnett, Susan – Students Guide to Writing about Literature (Pearson Education)
4. Forster, E. M. – Aspects of Novel
5. Mayhead, Robin – Understanding Literature (Blackie and Sons)
6. Rees, R. J. – An Introduction of English Literature to Foreign Learners
7. Martin, Gray – A Dictionary of Literary Terms (Pearson Education)
8. Boulton, Marjorie – Anatomy of Fiction (Routledge)
9. Murphy, M. J. –Understanding Unseens
10. Hooper - An Introduction to the Study of Language and Literature
11. Hudson, W. H. - Introduction to the Study of English Literature
12. Iyengar, K. R. Srinivas and Nandakumar, Prema - Introduction to the Study of English Literature (Sterling, 1984)
13. Lerner - English Literature : An Interpretation for Students Abroad (OUP)
14. Bloom, Harold (2007)– Lord of the Flies, Viva Modern Critical Interpretations (Viva Books)

**Question Paper Format(G 2)**

**Term-End Examination**

Q 1 Questions on the theory of fiction (3 out of 5)	12
Q 2 Questions on the theory of fiction (3 out of 5)	12
Q 3 Questions on Lord of the Flies (2 out of 3)	12
Q 4 Questions on Lord of the Flies (2 out of 3)	12
Q 5 Practical questions on the application of theory to the novel prescribed (4 out of 6)	12

**Annual Examination**

Q 1 Questions on the theory of fiction (3 out of 5)	16
Q 2 Questions on Lord of the Flies (3 out of 5)	16
Q 3 Questions on Inside the Haveli (2 out of 3)	16
Q 4 Questions on A Man of the People (2 out of 3)	16
Q 5 Practical questions on the application of theory to the novels prescribed (4 out of 6)	16

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### **(iii) English Special Paper - I : Understanding Drama**

#### **(a) Objectives**

1. To acquaint and familiarise the students with the terminology in Drama Criticism (i.e. the terms used in Critical Analysis and Appreciation of Drama)
2. To encourage students to make a detailed study of a few sample masterpieces of English Drama from different parts of the world
3. To develop among students the ability to independently read and appreciate as well as critically analyse and evaluate Drama
4. To enhance student awareness in the aesthetics of Drama and to empower them to independently venture into reading, appreciation and critical examination and evaluation of Drama

#### **(b) Course Content**

##### **A. Theory of Drama**

- (a) What is Drama?
- (b) Elements of Drama : Theme, Characters, Plot, Dialogue, Stage Properties, The Three Unities, Conflict, Elements of Structure
- (c) Types of Drama : Tragedy, Comedy, Tragi-Comedy, Problem Plays, Absurd Drama

##### **B. Prescribed Texts :**

- |       |                                |   |               |
|-------|--------------------------------|---|---------------|
| (i)   | The Importance of Being Ernest | : | Oscar Wilde   |
| (ii)  | Death of a Salesman            | : | Arthur Miller |
| (iii) | Hayavadan                      | : | Girish Karnad |

##### **\*Course Work for Term – I**

- A. Theory of Drama  
B. Text : (i) The Importance of Being Earnest : Oscar Wilde

##### **\*Course Work for Term – II**

- Texts : (i) Death of a Salesman : Arthur Miller  
(ii) Hayavadan : Girish Karnad

#### **(c) Suggestions for Teachers**

This course is an amalgam of the representative samples of British, American and Indian drama. This is a shift away from the purely Eurocentric literary canon. The teachers should begin by explaining the theoretical background and the basic aspects of dramatic literature. The drama is basically a performing art and the teaching of drama should highlight the theatrical aspects of drama. Techniques like solo/group reading, role-playing; using audio/video cassettes (if available) may be employed to give some idea of live performance. These will also ensure the interest and active participation of the learners. Students should also be guided in carefully examining the text and imaginatively visualizing the performance to get the real idea of the dramatic impact of the text. The resources of spoken language such as stress, intonation, pauses, hesitations, etc are utilised to the fullest extent by the playwrights and hence drama can be an extremely useful tool for the teaching of spoken English. In drama we have the added advantage of contextualizing the teaching points in spoken English and pronunciation.

#### **(d) Suggestions for Evaluation**

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20

marks. The Year End Examination will be for 80 marks. As far as possible, the major thrust in question papers for both the Term End and the Annual Examination will be practical, objective, and application oriented.

**(e) Reading List**

1. Abrams, M. H. – A Glossary of Literary Terms (Latest Edition), (Macmillan)
2. Barnett, Susan – Students Guide to Writing about Literature (Pearson Education)
3. Boulton, Margorie – Anatomy of Drama (Routledge)
4. Brooks, Cleanth and Heilman - Understanding Drama
5. Eslin, Martin – Anatomy of Drama
6. Mayhead, Robin – Understanding Literature (Blackie and Sons)
7. Rees, R. J. – An Introduction of English Literature to Foreign Learners
8. Martin, Gray – A Dictionary of Literary Terms (Pearson Education)
9. Kennedy - Literature : An Introduction to Fiction, Poetry and Drama (Longman)
10. Hooper - An Introduction to the Study of Language and Literature
11. Hudson, W. H. - Introduction to the Study of English Literature
12. Iyengar, K. R. Srinivas and Nandakumar, Prema - Introduction to the Study of English Literature (Sterling, 1984)
13. Kennedy - Literature : An Introduction to Fiction, Poetry and Drama (Longman)
14. Lerner - English Literature : An Interpretation for Students Abroad (OUP)
15. Bloom, Harold (2007) – Death of a Salesman, Viva Modern Critical Interpretations (Viva Books)

**Question Paper Format(S 1)**

**Term-End Examination**

Q 1 Questions on the theory of drama (3 out of 5)	12
Q 2 Questions on the theory of drama (3 out of 5)	12
Q 3 Questions on Importance of Being Ernest (2 out of 3)	12
Q 4 Questions on Importance of Being Ernest (2 out of 3)	12
Q 5 Practical questions on the application of theory to the drama prescribed (4 out of 6)	12

**Annual Examination**

Q 1 Questions on the theory of drama (3 out of 5)	16
Q 2 Questions on Importance of Being Ernest (3 out of 5)	16
Q 3 Questions on Death of a Salesman (2 out of 3)	16
Q 4 Questions on Hayavadan (2 out of 3)	16
Q 5 Practical questions on the application of theory to the plays prescribed (4 out of 6)	16

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## (iv) English Special Paper - II : Understanding Poetry

### (a) Objectives

1. To acquaint and familiarise the students with the terminology in poetry criticism (i.e. the terms used in critical analysis and appreciation of poems)
2. To encourage students to make a detailed study of a few sample masterpieces of English poetry from different parts of the world
3. To enhance student awareness in the aesthetics of poetry and to empower them to independently venture into reading, appreciation and critical examination and evaluation of poems

### (b) Course Content

#### A. Theory of Poetry

- (a) What is poetry?
- (b) Elements of poetry : Rime, Rhythm, Stanza Forms, Figures of Speech, Symbols, Imagery, and other Poetic Devices like Repetition, Contrast.
- (c) Types of poetry : Elegy, Sonnet, Dramatic Monologue, Lyric, Ode, Ballad.

#### B. Prescribed Text : **Poetry Down the Ages (O. L.)**

[Only the following Selections from **Poetry Down the Ages**]

<b>William Shakespeare</b>	: 1.	A Requiem
<b>John Donne</b>	: 2.	A Valediction: Forbidding Mourning
<b>Andrew Marvell</b>	: 3.	To his Coy Mistress
<b>William Blake</b>	: 4.	The Chimney Sweeper
	5.	The Tyger
<b>William Wordsworth</b>	: 6.	Lucy Gray
	7.	Strange Fits of Passion Have I Known
<b>Percy Bysshe Shelley</b>	: 8.	To a Skylark
<b>John Keats</b>	: 9.	Ode on a Grecian Urn
<b>Lord Alfred Tennyson</b>	: 10.	<i>From</i> In Memoriam, LIV- LVI
	11.	Tears, Idle Tears
<b>Matthew Arnold</b>	: 12.	To Marguerite
<b>Robert Browning</b>	: 13.	The Bishop Orders his Tomb
<b>Thomas Hardy</b>	: 14.	The Darkling Thrush
<b>G.M. Hopkins</b>	: 15.	Felix Randal
<b>W.B. Yeats</b>	: 16.	An Irish Airman Foresees his Death
<b>T.S. Eliot</b>	: 17.	Sweeney Among the Nightingales
<b>W.H. Auden</b>	: 18.	Song
<b>Dylan Thomas</b>	: 19.	And Death shall have no Dominion
<b>Philip Larkin</b>	: 20.	Church Going
<b>Nissim Ezekiel</b>	: 21.	Goodbye Party for Miss Pushpa T. S.
<b>Jayanta Mahapatra</b>	: 22.	The Abandoned British Cemetery at Balasore
<b>A.K. Ramanujan</b>	: 23.	The Last of the Princes
<b>R. Parthasarthy</b>	: 24.	Delhi
<b>Walt Whitman</b>	: 25.	Gods
<b>Emily Dickinson</b>	: 26.	The Wind Tapped Like a Tired Man.
<b>Robert Frost</b>	: 27.	The Road Not Taken

<b>R. W. Emerson</b>	: 28.	Give All to Love
<b>Langston Hughes</b>	: 29.	Ballad of the Landlord
	30.	I, Too

\*Course Work for Term – I

- A. Theory of Poetry**
- B. Text : Poetry Down the Ages**
  - (i) Selected Poems : *From William Shakespeare To John Keats*

\*Course Work for Term – II

- B. Text : Poetry Down the Ages**
  - (ii) Selected Poems : *from Lord Alfred Tennyson to Langston Hughes*

**(c) Suggestions for Teachers**

The teaching of a poem should begin with reading the poem aloud with proper stress and rhythm. This should be followed by a close and careful analysis of the text. Student participation should be ensured by asking questions on the specific parts/lines/expressions in the text and their answers should be used in analyzing the text. Background/authorial information may be given only when absolutely necessary for the understanding of the text of the poem. The students should be motivated to discover or interpret the poem on the basis of intra-textual linguistic clues. Paraphrasing the poem by teachers kills the students' initiative and hence it should be avoided. The teachers may explain figures of speech, poetic devices, and poetic forms with concrete examples from the prescribed texts. The distinction between ordinary language and poetic/literary language should be highlighted. Students should be encouraged to form their own opinions rather than merely parroting the critical opinions or teacher-told meanings.

**(d) Suggestions for Evaluation**

There will be a Term End Examination for 60 marks at the end of the First Term. The marks secured by the students in this examination will be reduced in proportion to the value of 20 marks. The Year End Examination will be for 80 marks. As far as possible, the major thrust in question papers for both the Term End and the Annual Examination will be practical, objective, and application oriented.

**(e) Reading List**

1. Abrams, M. A. – A Glossary of Literary Terms (Seventh Edition), (Macmillan)
2. Barnett, Susan – Students Guide to Writing about Literature (Pearson Education)
3. Brooks, Cleanth and Robert Penn Warren – Understanding Poetry
4. Mayhead, Robin – Understanding Literature (Blackie and Sons)
5. Martin, Gray – A Dictionary of Literary Terms (Pearson Education)
6. Murphy, M. J. – Understanding Unseens
7. Rees, R. J. – An Introduction of English Literature to Foreign Learners
8. Wainwright, Jeffrey (2004), Poetry : The Basics (Routledge)
9. Hooper - An Introduction to the Study of Language and Literature
10. Hudson, W. H. - Introduction to the Study of English Literature
11. Iyengar, K. R. Srinivas and Nandakumar, Prema - Introduction to the Study of English Literature (Sterling, 1984)
12. Kennedy - Literature : An Introduction to Fiction, Poetry and Drama (Longman)
13. Lennard – The Poetry Handbook: Guide Reading Poetry for Pleasure and Criticism (OUP)
14. Lerner - English Literature : An Interpretation for Students Abroad (OUP)



**Question Paper Format(S 2)**

**Term-End Examination**

Q 1 Questions on the theory of poetry (3 out of 5)	12
Q 2 Questions on the theory of poetry (3 out of 5)	12
Q 3 Reference to context (3 out of 5)	12
Q 4 Questions on the poems prescribed (2 out of 3)	12
Q 5 Practical questions on the application of theory to the poems prescribed (4 out of 6)	12

**Annual Examination**

Q 1 Questions on the theory of poetry (3 out of 5)	16
Q 2 Questions on the poems prescribed for the first term (3 out of 5)	16
Q 3 Questions on the poems prescribed for the second term (2 out of 3)	16
Q 4 Questions on the poems prescribed for the second term (2 out of 3)	16
Q 5 Reference to context from the poems prescribed for the second term (4 out of 6)	16

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## **S.Y.B.Sc. OPTIONAL ENGLISH (w.e.f. June 2009)**

### **(i) Enriching Oral and Written Communication**

#### **(a) Objectives**

1. To acquaint the students with the different modes of Communication in the context of modern life.
2. To make them effective and efficient users of language.
3. To impress upon their minds the importance and value of Communication in personality development and career prospects.
4. To enhance their employment opportunities in communication based careers.

#### **(b) Course Content**

##### **\*Course Work for Semester I**

##### **Orientation**

What is Communication?  
Formal and Informal Communication  
Non-verbal Communication  
Features of Effective Communication

##### **Vocabulary**

Splitting the Fine Senses of Words  
Literal and Figurative Use of Words  
Word Parallels and Alternatives  
Lexical Sets  
Using a Dictionary/ Activator/ Thesaurus  
Language Games

##### **Oral Communication**

Word Stress and Sentence Stress  
Intonation  
Use of Politeness Markers  
Making Presentations: Important Features  
Making Presentations: Preparing, Planning and Performing

##### **\*Course Work for Semester II**

Using Audio-visual Aids (from handouts to computer Graphics)  
Characteristic Features of an Effective Group Discussion  
Facing Interviews  
(Activities/tasks like role playing, group discussion, public speaking, extempore presentation and interviews to be conducted)

##### **Written Communication**

Writing Task : identifying the focus, generating ideas, outlining, etc.  
Paragraph Structure and Linking Sub-points in a Paragraph  
Cohesion and unity in a paragraph  
Minding Punctuation and Proofreading  
Summarising  
Reviewing  
Aspects of Creative Writing  
(Activities/tasks to be conducted like paragraph writing, essay writing, writing a review of a literary text, writing a summary of a literary text, comprehension and analysis of a literary text, preparing an advertisement, making PowerPoint Presentations)

## **Technology-enabled Business Communication**

Telephonic conversation and manners  
E-mails and e-mail etiquettes  
Power Point Presentation

### **(c) Suggestions for Teachers**

The course is designed to acquaint the students with the basic aspects of communication and help them to become effective communicators by using different modes of communication. Teacher talk may be used for clarification of basic ideas. However, keeping in mind the essentially practical nature of the course, the teachers should engage the students through various tasks, activities, projects and assignments, and offer them guidance about carrying them out effectively. Student involvement can also be enhanced through activities like oral presentations, writing exercises, vocabulary building exercises, role playing, mock interviews, etc. The teacher should play the role of a facilitator, monitor the student activities and provide feedback wherever necessary. The interaction between and among the students needs to be encouraged for effective implementation of the course.

### **(d) Suggestions for Evaluation**

The evaluation pattern will be the same as is adopted for other courses in the Semester System. For the First Semester there will be a University Examination carrying 40 marks at the end of the First Semester. There will be a continuous assessment and evaluation of the student's performance in Oral and Written Communication skills through the First Semester. The marks secured by the students in this Internal Assessment will be reduced in proportion to the value of 10 marks. Similarly, For the Second Semester there will be a University Examination carrying 40 marks at the end of the Second Semester. There will be a continuous assessment and evaluation of the student's performance in Oral and Written Communication skills through the Second Semester. The marks secured by the students in this Internal Assessment will be reduced in proportion to the value of 10 marks. The major thrust of the evaluation for both Internal Assessment and University Examinations for both the Semesters will be practical, objective, and application oriented. The focus of the evaluation should be on testing the students' ability to independently construct and properly deliver utterances in different contexts.

### **(e) Reading List**

1. Thorat, A. and Lokhandwala, M. (2009), Enriching Oral and Written Communication [OBS]
2. Mohanraj J. and Mohanraj S. (2001), English Online [OBS]
3. Seely (2006), Oxford Guide to English speaking and writing [OUP]
4. Dutt, P. Kiranmal, Geetha Rajeevan, CLN Prakash (2008), A Course in Communication Skills [Foundation Books]
5. Anderson, Keith, John Maclean, Tony Lynch (2007), Study Speaking [CUP]
6. Goodale, Malcolm (2008), Professional Presentations [CUP]
7. Morley, David (2007), The Cambridge Introduction to Creative Writing [CUP]
8. Dutt, P. Kiranmal and Geetha Rajeevan (2007), A Course in Listening and Speaking (Vol. I & II) [Foundation Books]
9. Sasikumar, V., P. Kiranmal Dutt and Geetha Rajeevan (2007), Basic Communication Skills [Foundation Books]
10. O'Connor, J. D. – Better English Pronunciation (Latest Edition with CD)
11. Narayanswamy – Strengthen Your Writing (OBS)

**Question Paper Format(SY B Sc Optional English)**

**Semester 1**

Q1 Application-oriented short-answer questions on ‘Orientation’ (2out of 3)	10
Q2 Practical questions on vocabulary on items 1 to 3	10
Q3 Practical questions on vocabulary on items 4 to 6	10
Q4 Application-oriented short-answer questions on ‘Oral Communication’ (2out of 3)	10

**Semester II**

Q1 Application-oriented short-answer questions on ‘Oral Communication’ (2out of 3)	10
Q2 Task-based practical questions on ‘Written Communication’ (2 out of 3)	10
Q3 Task-based practical questions on ‘Written Communication’ (2 out of 3)	10
Q4 Application-oriented short-answer questions on ‘Technology-based Business Communication’ (2out of 3)	10

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## **S.Y.B.Sc. (Computer) : Compulsory English (w.e.f. June 2009)**

### **(i) Enriching Oral and Written Communication**

#### **(a) Objectives**

1. To acquaint the students with the different modes of Communication in the context of modern life.
2. To make them effective and efficient users of language.
3. To impress upon their minds the importance and value of Communication in personality development and career prospects.
4. To enhance their employment opportunities in communication based careers.

#### **(b) Course Content**

##### **\*Course Work for Semester I**

##### **Orientation**

What is Communication?  
Formal and Informal Communication  
Non-verbal Communication  
Features of Effective Communication

##### **Vocabulary**

Splitting the Fine Senses of Words  
Literal and Figurative Use of Words  
Word Parallels and Alternatives  
Lexical Sets  
Using a Dictionary/ Activator/ Thesaurus  
Language Games

##### **Oral Communication**

Word Stress and Sentence Stress  
Intonation  
Use of Politeness Markers  
Making Presentations: Important Features  
Making Presentations: Preparing, Planning and Performing

##### **\*Course Work for Semester II**

##### **Oral Communication**

Using Audio-visual Aids (from handouts to computer Graphics)  
Characteristic Features of an Effective Group Discussion  
Facing Interviews  
(Activities/tasks like role playing, group discussion, public speaking, extempore presentation and interviews to be conducted)

##### **Written Communication**

Writing Task :  
Identifying the focus, generating ideas, outlining, etc  
Paragraph Structure and Linking Sub-points in a Paragraph  
Cohesion and unity in a paragraph  
Minding Punctuation and Proofreading  
Summarising  
Reviewing  
Aspects of Creative Writing

(Activities/tasks to be conducted like paragraph writing, essay writing, writing a review of a literary text, writing a summary of a literary text, comprehension and analysis of a literary text, preparing an advertisement, making PowerPoint Presentations)

### **Technology-enabled Business Communication**

Telephonic conversation and manners

E-mails and e-mail etiquettes

Power Point Presentations

### **(c) Suggestions for Teachers**

The course is designed to acquaint the students with the basic aspects of communication and help them to become effective communicators by using different modes of communication. Teacher talk may be used for clarification of basic ideas. However, keeping in mind the essentially practical nature of the course, the teachers should engage the students through various tasks, activities, projects and assignments, and offer them guidance about carrying them out effectively. Student involvement can also be enhanced through activities like Oral presentations, writing exercises, vocabulary building exercises, role playing, mock interviews, etc. The teacher should play the role of a facilitator, monitor the student activities and provide feedback wherever necessary. The interaction between and among the students needs to be encouraged for effective implementation of the course.

### **(d) Suggestions for Evaluation**

The evaluation pattern will be the same as is adopted for other courses in the Semester System. For the First Semester there will be a University Examination carrying 40 marks at the end of the First Term. There will be a continuous assessment and evaluation of the student's performance in Oral and Written Communication skills through the First Semester. The marks secured by the students in this Internal Assessment will be reduced in proportion to the value of 10 marks. Similarly, For the Second Semester there will be a University Examination carrying 40 marks at the end of the Second Term. There will be a continuous assessment and evaluation of the student's performance in Oral and Written Communication skills through the Second Semester. The marks secured by the students in this Internal Assessment will be reduced in proportion to the value of 10 marks. The major thrust of the evaluation for both Internal Assessment and University Examinations for both the Semesters will be practical, objective, and application oriented. The focus of the evaluation should be on testing the students' ability to independently construct and properly deliver utterances in different contexts.

### **(e) Reading List**

1. Thorat, A. and Lokhandwala, M. (2009), Enriching Oral and Written Communication [OBS]
2. Mohanraj J. and Mohanraj S. (2001), English Online [OBS.]
3. Seely (2006), Oxford Guide to English speaking and writing [OUP]
4. Dutt, P. Kiranmal, Geetha Rajeevan, CLN Prakash (2008), A Course in Communication Skills [Foundation Books]
5. Anderson, Keith, John Maclean, Tony Lynch (2007), Study Speaking [CUP]
6. Goodale, Malcolm (2008), Professional Presentations [CUP]
7. Morley, David (2007), The Cambridge Introduction to Creative Writing [CUP]
8. Dutt, P. Kiranmal and Geetha Rajeevan (2007), A Course in Listening and Speaking (Vol. I & II) [Foundation Books]
9. Sasikumar, V., P. Kiranmal Dutt and Geetha Rajeevan (2007), Basic Communication Skills [Foundation Books]
10. O'Connor, J. D. – Better English Pronunciation (Latest Edition with CD)
11. Narayanswamy – Strengthen Your Writing (OBS)

**Question Paper Format(SY B Sc Computer- Compulsory English)**

**Semester 1**

Q1 Application-oriented short-answer questions on ‘Orientation’ (2out of 3)	10
Q2 Practical questions on vocabulary on items 1 to 3	10
Q3 Practical questions on vocabulary on items 4 to 6	10
Q4 Application-oriented short-answer questions on ‘Oral Communication’ (2out of 3)	10

**Semester II**

Q1 Application-oriented short-answer questions on ‘Oral Communication’ (2out of 3)	10
Q2 Task-based practical questions on ‘Written Communication’ (2 out of 3)	10
Q3 Task-based practical questions on ‘Written Communication’ (2 out of 3)	10
Q4 Application-oriented short-answer questions on ‘Technology-based Business Communication’ (2out of 3)	10

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## **M. A. (English) Part-II (w.e.f. June 2009)**

### **Semester Three**

#### **Core Papers**

Paper – 3.1 : Doing Research (I)

Paper – 3.2 : English Language and Literature Teaching (I)

#### **Optional Papers (Any two of the following)**

Paper – 3.3 : Drama (I)

Paper – 3.4 : Fiction (I)

Paper – 3.5 : Poetry (I)

Paper – 3.6 : Linguistics and Stylistics (I)

Paper – 3.7 : Pragmatics (I)

Paper – 3.8 : Multi-Cultural Discourse in Immigrant Fiction (I)

### **Semester Four**

#### **Core Papers**

Paper – 4.1 : Doing Research (II)

Paper – 4.2 : English Language and Literature Teaching (II)

#### **Optional Papers (The optional papers will remain the same, i.e., as chosen in semester three)**

Paper – 4.3 : Drama (II)

Paper – 4.4 : Fiction (II)

Paper – 4.5 : Poetry (II)

Paper – 4.6 : Linguistics and Stylistics (II)

Paper – 4.7 : Pragmatics (II)

Paper – 4.8 : Multi-Cultural Discourse in Immigrant Fiction (II)

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## **SEMESTER THREE**

### **Paper- 3.1 : Doing Research (I)**

#### **(a) Objectives**

1. To introduce the students to the concept of research and with the terminology associated with research activity.
2. To sensitise them to the requirements of cohesion and coherence in continuous composition.
3. To highlight the significance of systematic planning and execution of research activity.
4. To give the students practice in the use of various tools and techniques of research.
5. To prepare them for undertaking research.

#### **(b) Course Content**

##### A) Orientation

What is research?

Qualities of a Good Researcher

Key terms in research: investigation, exploration, examination, analysis, hypothesis data, methods and techniques, results and findings, etc.

##### B) Research Process

- 1) Research Area and Research Topic
- 2) Preparing Bibliography for Background Reading
- 3) Formulating the Research Problem
- 4) Extensive Survey of Relevant Literature
- 5) Developing Hypothesis
- 6) Defining Aims and Objectives
- 7) Deciding the Scope and Limitations
- 8) Adopting Appropriate Research Methodology
- 9) Writing a Research Proposal

##### C) Practical Work

Exercises related to all the nine items under section (B)

#### **(c) Suggestions for Teachers**

Since research is a do-it-yourself activity, the teacher may initially explain the basic concepts regarding research working interactively with the students. For example, this may be done by floating an idea and eliciting their responses regarding relevant aspects, thus guiding and monitoring the discussion, giving the students an opportunity to think and arrive at answers independently. The students may be given practical assignments related to research procedure. The teacher should work with the students and help them choose the topic, frame the title and the hypothesis, and in general supervise the research activity to be carried out by the students.

#### **(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage

of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

**(e) Reading list**

1. Chindhade, S. and Thorat, A. (2009), Doing Research, Mumbai: CUP
2. Hunt, Andy (2005), Your Research Project, New Delhi: Foundation Books
3. Abdul Rahim, F. (2005), Thesis Writing: A Manual for Researchers (New Delhi: New Age International)
4. Gibaldi, Joseph (6<sup>th</sup> edn. 2003), MLA Handbook for Writers of Research Papers, New York: MLA Association
5. Eliot, Simon and W. R. Owens (4<sup>th</sup> edn. 1998), A Handbook to Literary Research, London: Routledge & Open University
6. Miller, R. H. (1995), Handbook of Literary Research, Methuen
7. Lenburg, Jeff (2007), Guide to Research, Viva Books
8. Oakman, Robert L. (1984), Computer Methods for Literary Research, Athens: University of Georgia Press
9. Altick, R. D. (1963), The Art of Literary Research, New York: Norton
10. Harner, James L. (2002), Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies, New York: MLA of America
11. Barker, Nancy and Nancy Huldig (2000), A Research Guide for Under Graduate Students: English and American Literature, New York: MLA of America
12. Gupta, R. K. (1971), American Literature Fundamentals of Research, ASRC Hyderabad
13. Mishra, D. S. (1989), A Grammar of Literary Research, New Delhi: Harman Publishing House
14. Rajannan, B. (1968), Fundamentals of Research, ASRC Hyderabad
15. Bateson, F. W. (1972), The Scholar Critic: An Introduction to Literary Research, London: Routledge
16. Adam Sirjohn (2004), Research Methodology: Methods & Techniques, Delhi: New Age International Ltd
17. Caivary, R. & Nayak V. K. (2005), Research Methodology, S. Chand
18. Kothari, C.R. (1985), Research Methodology: Methods & Techniques, Delhi : New Age International Ltd
19. Litosseliti, Lia (2000), Using Focus Groups in Research, British Library Cataloguing
20. Rahim, F. Abdul (1996), Thesis Writing-A Manual for Researchers, New Delhi: New Age International Ltd
21. Rengachari, S. & Rengachari, Sulochna - Research methodology for English Literature, Bareilly : Prakash Book Depot
22. Seliger (2001), Second Language Research Methods, Oxford University
23. Sinha, M.P. - Research Methods in English
24. Winkler, Anthony C. & Accuen, Jo Roy (2003), Writing the Research Paper, Thomson Heinle
25. Brown, James Dean (2006), Understanding Research in Second Language Learning, New York: Cambridge University Press

**Question Paper Format (3.1)**

Q 1 Questions on Section A (2 out of 3)	16
Q 2 Questions on Section B (items 1-3) (2 out of 3)	16
Q 3 Questions on Section B (items 4-6) (2 out of 3)	16
Q 4 Questions on Section B (items 7-9) (2 out of 3)	16
Q 5 Practical Question on Sections A and B (4 out of 6)	16

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## **Paper – 3.2: English Language and Literature Teaching (I)**

### **(a) Objectives**

1. To acquaint the students with different theoretical and practical aspects and components of language and literature teaching
2. To acquaint them with different approaches, methods and techniques of language and literature teaching
3. To sensitize the students to the major issues in ELLT in the Indian context

### **(b) Course Content**

1. The Nature of Language Learning and Language Teaching
2. Language Acquisition and Language Learning
3. Behaviourism, Cognitivism and Their Implications
4. Socio-Linguistic Context of English Language and Literature Teaching in India
5. The Teaching of Language Skills, Study Skills and Presentation Skills
6. The Teaching of Vocabulary and Grammar
7. Teaching Without Lecturing: Use of Audio-Visual Aids and Computers in Language Teaching
8. Curriculum and Syllabus
9. Materials Production for English Language and Literature Teaching
10. Testing and Assessment, Formative and Summative Evaluation, Different Types of Questions
11. Developing Pragmatic Competence

### **(c) Suggestions for Teachers**

Many students opting for M.A. English have teaching career in mind. The present course is designed to acquaint them with the basic issues in English language and literature teaching in the Indian context, and to equip them with necessary abilities to become competent teachers of English. The teachers are expected to make the students aware that behind every teaching activity there is some principle at work. Students learn best by doing things on their own; hence their active involvement should be ensured through seminars, group discussions, presentations, etc. The teacher should play the role of a facilitator and monitor the activities of the students.

### **(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

### **(e) Reading List**

1. Brumfit, C. and R. Carter (1986), *Literature and Language Teaching*, (OUP)
2. Brumfit, C. and K. Johnson (1979), *The Communicative Approach to Language Teaching* (OUP)
3. Bagchi, G. (1994), *Teaching Poetry in School and Colleges*, (T.R. Publications, Madras)
4. Carter, R. and M. N. Long (1991), *Teaching Literature* (Longman, London)

5. Collie, J. and S. Slater (1987), Literature in the Language Classroom, (CUP, Cambridge)
6. Duff, A. and A. Maley (1990), Literature (OUP)
7. Carter, R. And D. Nunan (2001), Teaching English to Speakers of Other Languages (CUP)
8. , S. (Ed.) (2002), English Language Teaching in India (Orient Longman)
9. Richards, J. C. And T. S. Rodgers (1986), Approaches and Methods in Language Teaching (CUP)
10. Marathe, Ramanan And Bellarmine (1993), Provocations : The Teaching of English Literature in India (Orient Longman)
11. Nagaraj, G. (1996), English Language Teaching: Approaches, Methods and Techniques (Orient Longman)
12. Nolasco, R. And L. Arthur (1988), Large Classes, (Macmillan)
13. Nunan, D. (1988), Syllabus Design (OUP)
14. Prabhu, N. S. (1987), Second Language Pedagogy (OUP)
15. LazarBabu, Prabhakar (1993), Teaching Spoken English in Colleges (CIEFL, Hyderabad)
16. Hill, J. (1986), Using Literature in Language Teaching (Macmillin, London)
17. Hutchinson, T. And A. Waters (1989), English for Specific Purposes: A Learning Centered Approach (CUP, Cambridge)
18. Indra, C.T. (1995), Teaching Poetry at the Advanced Level (T.R. Publications, Madras)
19. Krishnaswamy, N. and T. Sriraman (1994), English Teaching in India, (T. R. Publications, Madras)
20. Krishnaswamy, N. And T. Krishnaswamy (2006), The Story of English in India, (Foundation Books)
21. Kudchedkar, G. (1993), Literature and Language Teaching (Cup)
22. Bassnet, S. And P. Grundy (1993), Language Through Literature (Longman)
23. Corder, S. Pit (1973), Introduction to Applied Linguistics (Penguin)
24. Richards, J. C. (Ed.) (1974), Error Analysis (Longman, London)
25. Tickoo, M. L. (2002), Teaching and Learning English (Orient Longman)
26. Ur, Penny (1996), A Course in Language Teaching: Practice and Theory (Cup)
27. Sarasvati, V. (2004), English Language Teaching: Principles and Practice (O.L.)
28. Widdowson, H. G. (1975), Stylistics and the Teaching of Literature (Longman)
29. Hughes, A. (1989), Testing for Language Teachers (CUP)
30. Allan, J. P. B. And S. Pit Corder (1975), The Edinburgh University Course in Applied Linguistics, Vol. 1,2 and 3 (OUP)

### **Question Paper Format (3.2)**

Q-1	Long Answer Question - 1 to be attempted out of 2	16
Q-2	Long Answer Question - 1 to be attempted out of 2	16
	Or	
	Short Answer Question - 4 to be attempted out of 6	
Q-3	Short Answer Question - 4 to be attempted out of 6	16
Q-4	Short Notes – 4 to be attempted out of 6	16
Q-5	Task-based practical questions - 1 to be attempted out of 2	16

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## **Paper- 3.3 : Drama (I)**

### **(a) Objectives**

1. To acquaint students with major trends in English drama and with a few drama texts through detailed study of specific plays.
2. To enable students to read and appreciate critically the drama texts.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to dramatic literature.
4. To improve linguistic competence along with the literary competence of students

### **(b) Course Content**

#### **(i) Theoretical aspects of the study of Drama**

#### **(ii) Plays**

1. Macbeth : William Shakespeare
2. Candida : George Bernard Shaw
3. Endgame : Samuel Beckett
4. The Glass Menagerie : Tennessee Williams

### **(c) Suggestions for Teachers**

No study of literature can begin without having read the literary texts(s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher. Students should also be given practice in writing answers to the point and should be discouraged from writing vague, round about and repetitive answers. Understanding of the literal meaning, i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

### **(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 08 to 10 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

### **(e) Reading List**

For Course Materials refer to standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge Signet Classics, Allen and Unwin, etc.

#### **General Books on Drama**

1. Bentley, Eric (1954), In Search of Theater, New York: Vintage Books.
2. Dawson, S W (1970), Drama and the Dramatic, London: Methuen.
3. Esslin, Martin (1977), An Anatomy of Drama, New York: Hill and Wong
4. Kelsall, Malcolm (1983), Studying Drama, London: Macmillan.
5. Salgado, Gamini (1980), English Drama: A Critical Introduction, London: Arnold.
6. Styan, J L (1960), Elements of Drama, Cambridge: C.U.P.
7. Spaldind P. (1985), Drama in Practice: A Guide for Students, London: Macmillan.

### **Shakespeare : Macbeth**

1. Bloom, Harold (ed) Macbeth: Viva Modern Critical Interpretations, New Delhi: Viva Books.
2. Bradley, A C, Shakespearean Tragedy, London: Macmillan.
3. Charlton, H B (1968) Shakespearean Tragedy, Cambridge: C.U.P.
4. Knight G Wilson (1961), The Wheel of Fire, London and New York: Rutledge
5. Lerner, Laurence (1968), Shakespeare's Tragedies: An Anthology of Modern Criticism, Harmondsworth: Penguin
6. Harrison, G B (1915) Shakespeare's Tragedies, London: Rutledge and Kegan Paul.
7. Wells, Stanley (ed) (1986), The Cambridge Companion to Shakespeare Studies, Cambridge: C.U.P.
8. Norton Critical Edition: Macbeth (Viva Books)
8. Viva Modern Critical Interpretations: Macbeth (Viva Books)

### **G B Shaw : Candida**

1. Bentley, Eric (1947), Bernard Shaw, London: Methuen.
2. Hume, Lean (1971), Bernard Shaw: Playwright and Preacher, London: Methuen.
3. Kaufman, R J (1965) Shaw: A Collection of Critical Essays, Englewood Cliffs, New Jersey: Prentice Hall.
4. Whitman, Robert F (1977), Shaw and the Play of Ideas, Ithaca; Cornell University Press.
5. Williams, Raymond (1968) Drama from Ibsen to Brecht, London: Chatto and Windus.
6. Greene N, (1984) Bernard Shaw: A Critical View, London: Macmillan.

### **Samuel Beckett : Endgame**

1. Esslin, Martin (1961), The Theater of the Absurd, New York: Penguin.
2. Esslin, Martin (ed) (1965), Samuel Beckett: A collection of Critical Essays, Englewood Cliffs, New Jersey: Prentice Hall.
3. Cohn, Ruby (ed) (1975), Samuel Beckett: A collection of Critical Essays, New York: McGraw
4. Fletcher, John and Fletcher Beryl (1978), A Student's Guide to the Plays of Samuel Beckett, London: Faber.
5. Fletcher, John and Spurling, John (1972), Beckett: A Study of His Plays, London: Hill and Wong.
6. Kennedy, Andrew K. (1989), Samuel Beckett, Cambridge: C.U. P.

### **Tennessee Williams : Glass Menagerie**

1. Bloom, Harold (ed) (2007) Glass Menagerie: Viva Modern Critical Interpretations, New Delhi: Viva Books.
2. Jackson, Esther Merle (1965) The Broken World of Tennessee Williams, Madison and Milwaukee: Wisconsin University Press.
3. Parker, R B (ed) (1983), The Glass Menagerie: A Collection of Critical Essays, Englewood Cliffs, New Jersey: Prentice Hall.
4. Stanton, Stephen S (ed) (1977) Tennessee Williams: A Collection of Critical Essays, Englewood Cliffs, New Jersey: Prentice Hall.
5. Tickler, Jack (ed) (1965), Tennessee Williams: Rebellious Puritan, New York: The Citadel Press.
6. Thorpe, Jack (ed) (1977), Tennessee Williams: A Tribute, Jackson: University of Mississippi Press.

### **Question Paper Format (3.3)**

Q-1	Long Answer Question theoretical aspect of drama (1 out of 2)	16
Q-2	Long Answer Question on Macbeth (1 out of 2)	16

or

	Short notes on Macbeth (2 out of 4)	
Q-3	Long Answer Question on Candida (1 out of 2)	16
	or	
	Short notes on Candida (2 out of 4)	
Q-4	Long Answer Question on Endgame (1 out of 2)	16
	or	
	Short notes on Endgame (2 out of 4)	
Q-5	Long Answer Question on The Glass Menagerie (1 out of 2)	16
	or	
	Short notes on The Glass Menagerie (2 out of 4)	

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## **Paper- 3.4: Fiction (I)**

### **(a) Objectives**

1. To acquaint students with major trends in English Fiction and to novelists representing different nationalities through detailed study of specific literary works.
2. To enable students to independently read and critically appreciate Fiction in English.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To improve linguistic competence along with the literary competence of students

### **(b) Course Content**

#### **(i) Theoretical aspects of the study of Fiction**

#### **(ii) Novels**

1. Wuthering Heights : Emile Bronte
2. Lord Jim : Joseph Conrad
3. The Bluest Eye : Toni Morrison
4. The Catcher in the Rye : J. D. Salinger

### **(c) Suggestions for Teachers**

No study of literature can begin without having read the literary texts(s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher. Students should also be given practice in writing answers to the point and should be discouraged from writing vague, round about and repetitive answers. Understanding of the literal meaning, i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

### **(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

### **(e) Reading List**

For Course Material refer to standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge Signet Classics, Allen and Unwin, etc

#### **General Works on Fiction**

1. Allen, Walter (1958) The English Novel: A Short Critical History, Harmondsworth: Penguin.
2. Forster, E M (1927) Aspect of the Novel, Pelican.
3. Leavis F R (1948), The Great Tradition, Hammondsport: Penguin.
4. Lodge, David (1966) Language of Fiction, London: Macmillan.
5. Lack, John (1983) How to Study a Novel London: Macmillan.
6. Van Ghent, Dorothy(1972) The English Novel: Form and Function, New York:Harper



### **Wuthering Heights : Emily Bronte**

1. Norton Critical Edition: Wuthering Heights (Viva Books)
2. Viva Modern Critical Interpretations: Wuthering Heights (Viva Books)
3. Bloom, Harold (2008) (ed) Wuthering Heights: Viva Modern Critical Interpretations, New Delhi: Viva Books.
4. Allott, Mirian (1970) Emily Bronte: Wuthering Heights, London: Macmillan.
5. Peterson, Linda (1993) Wuthering Heights: Emily Bronte, London: Macmillan (Case Studies in Contemporary Criticism Series)
6. Winnifrith, Tom and Chithan Edward (1989) Charlotte Bronte and Emily Bronte: Literary Lives, London: Macmillan.

### **Lord Jim : Joseph Conrad**

1. Norton Critical Edition: Lord Jim (Viva Books)
2. Bloom, Harold (ed) (1986) Joseph Conrad: Modern Critical Views, New York: Chelsea House.
3. Krieger, Murray (1960), The Tragic Vision: Variation on a Theme in Literary Interpretations, New York: Holt, Rinehart and Winston.
4. Moser, Thomas C (1957) Joseph Conrad: Achievement and Decline, London: OUP
5. Stallman, Robert W (ed) (1960) The Art of Joseph Conrad: A Critical Symposium, Michigan University Press.
6. Stape J H (ed) (1996) The Cambridge Companion to Joseph Conrad, London: C U P
7. Tanner T. (1963) Conrad: Lord Jim, London: Arnold.

### **The Bluest Eye : Toni Morrison**

1. Christian, Barbara (1980) Black Women Novelists: The Development of a Tradition, Westport: Green Wood Press.
2. Evans, Marie (ed) (1984) Black Women Writer, (1950-1980) : A Critical Evaluation, New York : Anchor Press.
3. Harris, Trudier (1991) Fiction and Folklore: The Novels of Toni Morrison, Knoxville: University of Tennessee Press.
4. Samuel, Wilfred and Hudson Weems, Clenora(1990) Toni Morrison, Boston: Twayne.
5. Tate, Claudia (ed) (1983) Black Women Writers at Work, New York: Continuum.

### **The Catcher in the Rye : J D Salinger**

1. Burgess, Anthony (1984) Ninety-nine Novels: The Best in English Since 1939, London: Allison and Busby.
2. Batra, Shakti (2007) The Catcher in the Rye: A Critical Study, New Delhi: Surjeet Publication.

### **Question Paper Format (3.4)**

Q-1	Long Answer Question on Theory of Fiction (1 out of 2)	16
Q-2	Long Answer Question on Wuthering Heights (1 out of 2)	16
	or	
	Short notes on Wuthering Heights (2 out of 4)	
Q-3	Long Answer Question on Lord Jim (1 out of 2)	16
	or	
	Short notes on Lord Jim (2 out of 4)	
Q-4	Long Answer Question on The Bluest Eye (1 out of 2)	16
	or	
	Short notes on The Bluest Eye (2 out of 4)	
Q-5	Long Answer Question on Catcher in the Rye (1 out of 2)	16
	or	
	Short notes on Catcher in the Rye (2 out of 4)	

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## Paper- 3.5 : Poetry (I)

### (a) Objectives

1. To acquaint students with major trends in English poetry through detailed study of specific poems.
2. To enable students to read and critically appreciate the poems by the major poets of different nationalities.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To improve linguistic competence along with the literary competence of students

### (b) Course Content

#### (i) Theoretical aspects of the study of poetry

#### (ii) Poems

##### 1. British Poetry

William Wordsworth	:	(i) Michael
S. T. Coleridge	:	(i) Christabel
John Keats	:	(i) Ode to Nightingale.
Lord Alfred Tennyson	:	(i) Tithonus
Robert Browning	:	(i) Fra Lippo Lippi
W. B. Yeats	:	(i) Byzantium
T. S. Eliot	:	(i) The Waste Land.
W. H. Auden	:	(i) Musee De Beaux Artes.
Philip Larkin	:	(i) Whitsun Weddings.
Dylan Thomas	:	(i) Fern Hill.

##### 2. American Poetry:

R. W. Emerson	:	(i) The Problem
Walt Whitman	:	(i) There Was a Child Went Forth
Emily Dickinson.	:	(i) I'm Nobody ! Who Are You? (ii) I Heard a Fly Buzz When I Died. (iii) I Cannot Live With You. (iv) A Bird Came Down the Walk.
Robert Frost	:	(i) Home Burial (ii) Birches
Wallace Stevens	:	(i) Sunday Morning
Sylvia Plath	:	(i) Lady Lazarus.
Robert Lowell	:	(i) Skunk Hour.

### (c) Suggestions for Teachers

No study of literature can begin without having read the literary texts(s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher. Students should also be given practice in writing answers to the point and should be discouraged from writing vague, round about and repetitive answers. Understanding of the literal meaning, i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

#### **(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

#### **(e) Reading List**

1. Hayward, John : A Penguin Book of English Verse
2. Narasimhaiah, C. D. (Ed.), An Anthology of Commonwealth Poetry (Macmillan)
3. Chindhade, S. and Ashok Thorat (ed), Approved Voices (Dastane & Co, Pune)

#### **British Poetry**

1. Gingerich Martin E (1977) 'W.H. Auden: A Reference Guide', Boston, mass: G.K.Hall.
2. Bayley' John (1975) 'Twentieth Century Poetry: Critical Essay and Documents', The open Uni-Press, London.
3. Blair, John G.(1965), 'The Poetic Arts of W.H. Auden',Princeton Uni-Press Princeton.
4. Buell, Frederick.(1973) 'W.H.Auden as a social Poet',Cornell Uni-Press,London.
5. Farnan, Dorothy J.(1984) 'Auden in Love',Simon and Schuster'New York.
6. Williamson' G (1953), 'A Reader's Guide to T.S.Eliot,'New york.
7. Ackroyd Peter (1989), 'T.S.Eliot,'Cordinal, London.
8. Drew Elizabeth (1970) 'T.S. Eliot: The Design of His Poetry', Doaba House, Delhi.
9. Bush, Dauglas (1966), 'John Keats: his life and Writing,'Macmillan, New York.
10. Evert, Walter (1965), 'Aesthetic and myth in the Poets of Keats,' Princeton Uni-Press, Princeton.
11. Ward, Aileen (1963), 'John Keats: the making of a Poet,' Viking Press, New York.
12. Bowra, Maurice (1961), 'The Romantic Imagination', Oxford Uni-Press, Oxford.
13. Brooke, Stoppard (1985), 'Tennyson: His Art and Relation to Modern Life', Aparna Publication Delhi.
14. Dickstein Morris (1971), 'Keats and His Poetry A Study in Development,' Uni. Of Chicago Press, Chicago.
15. Durrant, Geoffrey (1969), 'William Wordsworth,'Cambridge Uni.Press,Cambridge.
16. Gridley, Roy E (1972), 'Browning major Poetry', Clarendon Press, Oxford.
17. Hough, Graham (1967), 'The Romantic Poets,' Hutchinson, London.
18. Jack Ian (1973), 'Browning's major Poetry,' Clarendon Press, Oxford.
19. Pattison, Robert (1979), 'Tennyson and Tradition,' Harvard Uni.Press, Cambridge.
20. Wilson, F.A.C (1968), 'W.B.Yeats and Tradition,' Methuen, London.
21. Garrod H.W. (ed) (1956), 'The Poetical Works of John Keats,' Oxford Uni.Press, London.
22. Ricks, Christopher (ed) (1969), 'The Poem of Tennyson,' Longman, London.
23. Kuby, Lolette (1974), 'An uncommon Poet for the Common Man: A Study of Philip Larkin,' The Hague, Mouton.
24. Timms, David (1973), 'Philip Larkin,' Oliver and Boyd, Ediuburg.

#### **American Poetry**

Required Reading :

1. Beckett, Lucy,Wallace Stevens,Cambridgeg : CUP,1974.
2. Boroff,Marie,ed.Wallace Stevens : A Colletion of Critical Essay, Cambridge,CUP,1963.

3. Cook,Reginald,Robert Frost : A Living Voice,Amherst,The Univ. of Mass Press,1974.
4. Cox James M.,ed. Robert Frost : A Collection of Critical Essay, Englewood Cliffs, Prentice, Hall,1962.
5. Crick, J.F., Robert Lowell Edinburg, Oliver and Boyd,1974.
6. Jarrell,Randall, Poetry and the Age,London,Faber and Faber,1955.
7. Kermode,Frank, Wallace Stevens, Edinburgh, London Oliver and Boyd.
8. London, Michael and Boyers R.ed. Robert Lowell : A Portrait of the Artist in His Time, New York,David Lewis.
9. Patke, Rajeev,The Long Poems of Wallace Stevens : An Interpretative Study, Cambridge : CUP, 1986.
10. Pearce, Roy Harvey, The Continuity of American Poetry, Princeton, Princeton, UP,1965.
11. Perloff, Marjorie, The Poetic Art of Robert Lowell, Ithaca, Cornell University Press,1973.
12. Plath, Sylvia, Letters Home,ed. Aurelia S. Plath.London Faber and Faber,1975.
13. Poirier, Richard, Robert Frost : The Work of Knowledge, New York.
14. Potter, James L., The Robert Frost Handbook, University Park and London : The Pennsylvania State University Press,1980.
15. Steiner, Naney Hunter, A close Look AT Ariel : A Memory of Sylvia Plath, London, Faber and Faber, 1974.
16. Vendler, Helen ed. Voices and Visions : The Poet as American, New Delhi, Tata McGraw Hill,1987.

**Question Paper Format (3.5)**

Q-1	A) Reference to Context (2 out of 4)	08
	B) A Question on Theoretical aspect of Poetry (1 out of 2)	08
Q-2	Long Answer Question on British Poetry (1 out of 2)	16
Q-3	Short Answer Question on British Poetry (4 out of 6)	16
Q-4	Long Answer Question on American Poetry (1 out of 2)	16
Q-5	Short Answer Question on American Poetry (4 out of 6)	16

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## **Paper- 3.6 : Linguistics and Stylistics (I)**

### **(a) Objectives**

1. To acquaint the students with different theoretical and practical aspects and components of linguistics and stylistics.
2. To make students aware of the relation between linguistics and stylistics.
3. To give them practice in the application of the basic concepts in stylistics to literary texts.
4. Application of the basic concepts in Semantics and Pragmatics in stylistic analysis of literary texts.

### **(b) Course Content**

1. **Orientation:** - Linguistics as a scientific study of language, langue and parole, linguistic competence and linguistic performance; syntagmatic and paradigmatic relations; ordinary language and literary language, free repetition and repetition and parallelism; foregrounding.
2. **Phonology and literature:** Segmental and suprasegmental features, sound patterns, onomatopoeia and sound symbolism. The importance of the spoken word and pauses in literature.
3. **Syntax and literature:** Periodic and loose sentence structure, use of the passive voice, direct and indirect speech, free direct speech and free indirect speech, sentence length, types of sentences - declarative, interrogative, imperative and exclamatory; simple, complex and compound. Syntactic cohesion.
4. **Lexis and Literature:** Content words and function words, lexical sets, collocations and selectional restrictions. Lexical cohesion.
5. **Semantics and literature:** Synonymy, antonymy, hyponymy, semantic entailments, paraphrase relationship, semantic anomaly, tautology, contradiction, indeterminacy of meaning in literature, figures of speech based on meaning.

### **(c) Suggestions for Teachers**

Keeping in mind the application-oriented nature of the course, the teacher should carry out a variety of application-based activities/tasks. Student involvement could be ensured through student activities like doing practical exercises requiring identification of relevant linguistics and stylistic devices and explaining their purpose/relevance or contribution to literary effect / meaning. The students may be given relevant practical assignments, and the teacher may act as facilitator and monitor student activities. The course is basically interactive in nature. Therefore, interaction should be encouraged.

### **(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

### **(e) Reading List**

1. Austin, J. L. (1962), How to do things with words, Oxford: Clarendon Press.

2. Black, Elizabeth (2006), *Pragmatic Stylistics*, (Edinburgh)
3. Chatman, Seymour (ed.) (1971), *Literary Style : A Symposium*, Oxford : OUP
4. Crystal, David – *A Dictionary of Applied Linguistics and Stylistics*
5. Cummings, M. and R. Simmons (1983), *The Language of Literature : A Stylistic Introduction to the Study of Literature*, London : Pergamon
6. Elam, K. (1980), *The Semiotics of Theatre and Drama*, London : Methuen
7. Fowler, Roger (1971), *The Language of Literature*, London : Routledge and Kegan
8. Freeman, D. C. (1970), *Linguistics and Literary Style*, New York : Holt Rinehart and Winston
9. Krishnaswamy, N., S. K. Verma and N. Nagarajan (1992), *Modern Applied Linguistics*, Madras: Macmillan
10. Leech, Geoffrey (1969), *A Linguistic Guide to English Poetry*, London: Longman
11. Lyons, J. (1981), *Language and Linguistics*, Cambridge: CUP.
12. Prakasam, V. (1996), *Stylistics of Poetry : A Functional Perspective*, Hyderabad : Omkar Publishers
13. Thomas, G. *Meaning in Interaction*, London: Longman
14. Thornborrow and Shan Wareing (1998), *Patterns in Language : An Introduction to Language and Literary Style*, London : Routledge
15. Welsh, Katie (1989), *A Dictionary of Stylistics*, London: Longman
16. Wright, Laura and Jonathan Hope (1996), *Stylistics : A Practical Course book*, London : Routledge

in addition to the Reading List given here, the teachers and students may also refer to the relevant reference books stated in the Reading List provided for Paper-III : *English Language Today*, Paper - XI : *Pragmatics*, and from standard reference books on Stylistics.

### **Question Paper Format (3.6)**

Q-1	Long Answer Question -1 to be attempted out of 2	16
Q-2	Long Answer Question -1 to be attempted out of 2	16
Q-3	Short Answer Question - 4 to be attempted out of 6	16
Q-4	Short Answer Question - 4 to be attempted out of 6	16
Q-5	Analyzing the Linguistic features of a given (literary) passage	16

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## **Paper- 3.7 : Pragmatics (I)**

### **(a) Objectives**

1. To make students aware of the primary distinction between language and language use.
2. To give them practice in the application of the basic concepts in pragmatic theory.
3. To acquaint them with the different types of context and their relevance for interpreting different types of texts.
4. To familiarise them with the in-depth knowledge of pragmatic concepts and their application in planning and interpretation of utterances in everyday life and in literature.

### **(b) Course Content**

#### **A. Orientation**

Development of Modern Pragmatics  
Definitions of Pragmatics  
Component vs. Perspective  
Sentence and Utterance  
Language and Language Use

#### **B. The Dynamics of Context**

Utterer and Interpreter  
The Mental World  
The Social World  
The Physical World  
Linguistic Context  
Context and Conversation

#### **C. Speech Acts**

What is Speech Act?  
Searle and Austin  
Locutionary, Illocutionary and Perlocutionary Acts  
Felicity Conditions  
Indirect Speech Acts

#### **D. Deixis**

Reference and Deictics  
Time, Place and Person Deixis  
Discourse and Social Deixis

#### **E. Practical Work on Sections A,B,C and D**

### **(c) Suggestions for Teachers**

Keeping in mind the application oriented nature of the course, the teacher should carry out a variety of relevant problem-solving activities/tasks. Student involvement could be ensured through student activities. The students may be given relevant practical assignments, and the teacher may act as facilitator and monitor student activities. The course is basically interactive in nature. Therefore, interaction should be encouraged.

### **(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage

of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

**(e) Reading List**

1. Austin, J. L. (1962), How to do things with words, oxford: Clarendon Press.
2. Brown, G. and G. Yule (1983), Discourse Analysis, Cambridge: CUP.
3. Brown, p. and Levinson, S. C. (1987), 'Politeness: Some Universals' in Language Usage, Cambridge: CUP
4. Fowler, Roger – Literature as Social Discourse
5. Grundy, Peter (2000), Doing Pragmatics, London: Edward Arnold.
6. Leech, G. N. (1983), Principles of Pragmatics, London: Longman.
7. Levinson, S. C. (1983), Pragmatics, Cambridge: CUP.
8. Mey, Jacob L. (1993), Pragmatics: An Introduction, Oxford: Blackwell. [Revised edition is available and is preferred.]
9. Mills, Sara - Discourse
10. Schiffrin, D. (1994) Approaches to Discourse, Oxford: Blackwell.
11. Searle, J. R. (1969), Speech Acts, Cambridge: CUP
12. Searle, J. R. (1970), Speech Acts: An Essay in the Philosophy of Language, Cambridge: CUP.
13. Sinclair & others – Approaches to Discourse
14. Sperber, D. & Wilson, D. (1986), Relevance: Communication and Cognition, Oxford: Basil Blackwell.
15. Thorat, Ashok (2008), Discourse Analysis (FCS)
16. Thorat, Ashok (ed.) (2006), Non-Native Phenomenon of English (IASE, Pune)
17. Thorat, Ashok (ed.) (2007), Pragmatics (IASE, Pune)
18. Verschueren, Jef (1995), Handbook of Pragmatics, Amsterdam: John Benjamins.
19. Verschueren, Jef (1999), Understanding Pragmatics, London: Arnold.
20. Yule, George (1996), Pragmatics, Oxford: OUP.
21. Journal on Intercultural Pragmatics, Eds. Istvan Kecskes (Mouton D. Gruyter)

**Question Paper Format (3.7)**

Q1. Questions on Section A (2 out of 3)	16
Q2. Questions on Section B (2 out of 3)	16
Q3. Questions on Section C (2 out of 3)	16
Q4. Questions on Section D (2 out of 3)	16
Q5. Practical Questions on Sections A, B, C and D (4out of 6)	16

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## **Paper- 3.8 : Multicultural Discourse in Immigrant Fiction (I)**

### **(a) Orientation**

An important phase in the growth of postcolonial writing has been the emergence of significant fiction written by expatriate and immigrant writers. Some of them, especially those of Indian origin, migrated to the countries like Canada, U.S.A. and U.K. and dealt with the themes of alienation, quest for identity and conflict of cultures. History of this kind of writing can be traced in contours of migration. The first generation immigrants from among these writers represent the diasporic, expatriate vision of the clash of human values through their thematic categories. The second generation authors, born and brought up in the host country, talk of assimilation with the new culture and their identity crisis is acute and its resolution has dilemmas and drama. The third wave recent immigrants assimilate and merge with the local culture. The intellectual framework of globalization and multiculturalism has made some of those writers so popular that they have been winning several prestigious awards abroad. It would be relevant to study these writers for their fresh sensibility and linguistic achievement.

### **(b) Objectives**

1. To sensitize and introduce students to some major expatriate and immigrant writers of Indian origin.
2. To make them aware of the major thematic concerns and linguistic strategies utilized by the texts of this kind of fiction.
3. To develop among students a view of the world from the perspective of multiculturalism which connotes 'positive acceptance, not a negative tolerance' of the other culture/s.
4. To make them aware of the interdependence of language and culture as seen in the strategies used in these texts for successful intercultural communication.
5. To enable students to read literature as social discourse.

### **(c) Course Content**

#### **A) Theoretical perspective : Basic terms and concepts**

- (i) Diaspora, expatriate, immigrant, nationality, assimilation, identity, hybridity, etc. Illustrations to be found from prescribed texts.
- (ii) The concept of discourse, types of discourse, approaches to discourse, intercultural discourse, literature as social discourse, discourse analysis.

#### **B) Prescribed Texts**

1. Bharati Mukherjee : Jasmine (1989)
2. Kiran Desai: The Inheritance of Loss (2005)

### **(d) Suggestions for Teachers**

The Teacher should see that students get good grounding in the theoretical background to the expatriate immigrant sensibility by discussing different aspects. The prescribed texts should be studied as samples of multicultural discourse through the perspective of pragmatics. Wherever possible, available videos, films and such multimedia materials may be utilized to make the study meaningful and interesting.

### **(e) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral

presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

For the Semester exam the questions to be set on the following **two** areas carrying the weightage as stated in brackets:

- |                            |            |
|----------------------------|------------|
| 1. Theoretical perspective | (32 Marks) |
| 2. On the prescribed texts | (48 Marks) |

**(f) Reading List**

**A) General Background**

1. Ashcroft, Bill, et al (1989), *The Empire Writes Back*, London : Routledge
2. Ashcroft, Bill, et al (1998), *Key Concepts in Postcolonial Studies*, London : Routledge
3. Boehmer, Elleke (1995), *Colonial and Postcolonial Literatures : Migrant Metaphors*, OUP
4. Brah, Avtar (1996), *Cartographies of Diaspora : Contesting Identities*, London : Routledge
5. Bromley, Roger (2000), *Narratives for a New Belonging : Diasporic Cultural Fictions*, Edinburgh : Edinburgh University Press
6. Chrisman, Laura and Benita Parry (ed.) (2000), *Postcolonial Theory and Criticism*, Cambridge : D. S. Brewer
7. Cohen, Robin (2001), *Global Diasporas : An Introduction*, London : Routledge
8. Dhavan, R. K. and Krishnasastry (ed.) (1994), *Commonwealth Writing : A Study in Expatriate Experience*, New Delhi : Prestige
9. Gandhi, Leela (1998), *Postcolonial Theory : A Critical Introduction*, New Delhi : OUP
10. Kaur, Tejinder (ed.) (2005), *Perspectives of Diaspora : Indian Fiction in English*, Jalandher : Nirman Publishers
11. Kripal, Vinay (1989), *The Third World of Expatriation*, New Delhi : Sterling
12. Nelson, Emmanuel S. (1992), *Reworlding : The Literature of the Indian Diaspora*, Greenwood Press
13. Nelson, Emmanuel S. (ed.) (1993), *Writers of the Indian Diaspora : A Bio-Bibliographical Critical Sourcebook*, New York : Greenwood Press
14. Rushdie, Salman (1991), *Imaginary Homelands*, London : Granata Books and Penguin India
15. Suman Bala (ed.) (1994), *American Literature Today*, New Delhi : Prestige
16. Nayar, Promod K. (2008), *Postcolonial Literature : An Introduction*, New Delhi : Pearson – Longman
17. Fowler, Roger (1981), *Literature as Social Discourse*, London: Batsford Academic and Educational Ltd.
18. Blommaert, Jan (2005), *Discourse*, Cambridge: The Press Syndicate of the University of Cambridge
19. Blommaert, Jan and Verscheuren, Jef (1998) *Debating Diversity: Analysing the Discourse of Tolerance*, London: Routledge
20. Mills, Sara, *Discourse*
21. Sinclair, et al, *Approaches to Discourse*
22. Thorat, Ashok (2008), *Discourse Analysis*, Pune: Forum for Culture Studies
23. Coulthart, Michael, *Discourse Analysis*
24. Dijk, Van, *Text and Context*
26. Nair, Pramod K. (2008), *An Introduction to Cultural Studies*, Viva Books
27. Watson, C W (2007), *Multiculturalism*, New Delhi: Viva Books

**C) On Prescribed Authors**

1. Amar Nath Prasad (ed)(2008) “ New Lights on Indian Women Novelists in English”, Sarup & Sons, New Delhi.
2. Jasbir Jain (ed) (2000) “ Post Coloniality Literature and Politics”, Rawat Publications Jaipur.
3. Jaydipsinh Dodiya (ed) (2006) “Indian Women Novelists in English”, Sarup & Sons, New Delhi.
4. Prasanna S (ed) (2005) “Indian Women writing in English”, Sarup & Sons, New Delhi.
5. Alam, Fakrul (1996), Bharati Mukherjee, New York : Twayne
6. Dhavan, R. K (ed.) (1995), Indian Women Novelists, Vol. 3, New Delhi : Prestige
7. Dhavan, R. K (ed.) (1996), The Fiction of Bharati Mukherjee : A Critical Symposium, New Delhi : Prestige
8. Jain, Jasbir (2003), Writers of the Indian Diaspora, Rawat Publishers
9. Jain, Jasbir (2004), Dislocations and Multiculturalisms, Rawat Publishers
10. Khair, Tabish (2001), Babu Fictions, OUP
11. Kumar, Nagendra (2001), Fiction of Bharati Mukherjee : A Cultural Perspective, New Delhi : Atlantic Publishers
12. Mandal, Somnath (ed.), (2000), Asian American Writing, Vol. II, New Delhi : Prestige
13. Modern Fiction Studies, Summer 2000, Published by John Hopkins University
14. Nelson, Emmanuel S. (1993), Bharati Mukherjee : Critical Perspectives, New York : Greenwood Press
15. Tendon, Sushama (2004), Bharati Mukherjee’s Fiction : A Perspective, New Delhi : Sarup and Sons

**Question Paper Format (3.8)**

Q 1 Questions on Section A (2 out of 3)	16
Q 2 Questions on Section A (2 out of 3)	16
Q 3 Questions on <i>Jasmine</i> (2 out of 3)	16
Q 4 Questions on <i>The Inheritance of Loss</i> (2 out of 3)	16
Q 5 Short Questions on the novels (2 out of 3)	16

\* Question Number 3,4 and 5 to be set keeping the theoretical perspective in mind

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## **SEMESTER FOUR**

### **Paper- 4.1 : Doing Research (II)**

#### **(a) Objectives**

1. To introduce the students to the concept of research and with the terminology associated with research activity.
2. To sensitize them to the requirements of cohesion and coherence in continuous composition.
3. To highlight the significance of systematic planning and execution of research activity.
4. To give the students practice in the use of various tools and techniques of research.
5. To prepare them for undertaking research.

#### **(b) Course Content**

##### A) Research Process

Collecting and Classifying Data

Analyzing the Data

Arriving at Interpretations and Generalizations

Preparing Chapter wise Design

##### B) Presentation of Research

1) Format of the Thesis

2) Logical Writing

3) Introductions and Conclusions

4) Presentation of Findings

5) Guarding Against Plagiarism

6) Quotations and Acknowledging the Sources

7) Footnotes and Endnotes

8) Writing Bibliography Using Standard Style sheets

9) Writing a Short Research Paper

10) Writing a Short Dissertation

##### C) Practical Work

Exercises related to all the items under sections A and B

\*The teacher is expected to get the practical work done during teaching hours. Emphasis be given on individual discussions and counseling.

#### **(c) Suggestions for Teachers**

Since research is a do-it-yourself activity, the teacher may initially explain the basic concepts regarding research working interactively with the students. For example, this may be done by floating an idea and eliciting their responses regarding relevant aspects, thus guiding and monitoring the discussion, giving the students an opportunity to think and arrive at answers independently. The students may be given practical assignments related to research procedure.

#### **(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 20 marks. The presentation will have the weightage of 10 marks.

Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

The following points to be taken into consideration while assessing the LTP:

1. Hypothesis / Statement of problem :
2. Data collection and analysis :
3. Findings / Results / Implications / Suggestions :
4. Bibliography :
5. Logical presentation :
6. Language :

**(e) Reading list**

The same as for Paper 3.1

**Question Paper Format (4.1)**

Q 1 Questions on Section A (2 out of 3)	16
Q 2 Questions on Section B (items 1-3) (2 out of 3)	16
Q 3 Questions on Section B (items 4-6) (2 out of 3)	16
Q 4 Questions on Section B (items 7-10) (2 out of 3)	16
Q 5 Practical Question on Sections A and B (4 out of 6)	16

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## **Paper – 4.2 : English Language and Literature Teaching (II)**

### **(a) Objectives**

1. To acquaint the students with different theoretical and practical aspects and components of language and literature teaching
2. To acquaint them with different approaches, methods and techniques of language and literature teaching
3. To sensitize the students to the major issues in ELLT in the Indian context

### **(b) Course Content**

1. Error Analysis and Contrastive Analysis
2. Remedial Teaching, Peer Teaching and Micro Teaching
3. English for Specific Purposes
4. The Teaching of Poetry
5. The Teaching of Fiction
6. The Teaching of Drama
7. The Relationship Between Language Teaching and Literature Teaching
8. Relevance of 'Literatures In English' in Indian Context
9. Stylistic and Pragmatic Approaches to the Teaching of Literature
10. Major Issues in English Language Teaching in India: Teaching in Large Classes, Role of Mother Tongue in English Language Teaching
11. Lesson Planning for Teaching English Language and Literature

### **(c) Suggestions for Teachers**

Many students opting for M.A. English have teaching career in mind. The present course is designed to acquaint them with the basic issues in English language and literature teaching in the Indian context, and to equip them with necessary abilities to become competent teachers of English. The teachers are expected to make the students aware that behind every teaching activity there is some principle at work. Students learn best by doing things on their own; hence their active involvement should be ensured through seminars, group discussions, presentations, etc. The teacher should play the role of a facilitator and monitor the activities of the students.

### **(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weight age of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weight age of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

### **(e) Reading List**

The same as for Paper 4.2

### **Question Paper Format (4.2)**

Q-1	Long Answer Question - 1 to be attempted out of 2	16
Q-2	Long Answer Question - 1 to be attempted out of 2	16

Or

	Short Answer Question - 4 to be attempted out of 6	
Q-3	Short Answer Question - 4 to be attempted out of 6	16
Q-4	Short Notes – 4 to be attempted out of 6	16
Q-5	Preparing a Lesson plan for teaching a given topic of language / Literature - 1 to be attempted out of the 4 choices given.	16

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## **Paper- 4.3 : Drama (II)**

### **(a) Objectives**

1. To acquaint students with major trends in English drama and with a few drama texts through detailed study of specific plays.
2. To enable students to read and appreciate critically the drama texts.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to dramatic literature.
4. To improve linguistic competence along with the literary competence of students

### **(b) Course Content**

1. Emperor Jones : Eugene O'Neill
2. The Crucible : Arthur Miller
3. Final Solutions : Mahesh Dattani
4. Doll's House : Henrik Ibsen

### **(c) Suggestions for Teachers**

No study of literature can begin without having read the literary texts(s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher. Students should also be given practice in writing answers to the point and should be discouraged from writing vague, round about and repetitive answers. Understanding of the literal meaning, i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

### **(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

### **(e) Reading List**

For Course Materials refer to standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge Signet Classics, Allen and Unwin, etc.

#### **General Books on Drama**

1. Bentley, Eric (1954), In Search of Theater, New York : Vintage Books.
2. Dawson, S W (1970), Drama and the Dramatic, London : Methuen.
3. Esslin, Martin (1977), An Anatomy of Drama, New York : Hill and Wong
4. Kelsall, Malcolm (1983), Studying Drama, London : Macmillan.
5. Salgado, Gamini (1980), English Drama : A Critical Introduction, London : Arnold.
6. Styan, J L (1960), Elements of Drama, Cambridge: C.U.P.
7. Spalding P. (1985), Drama in Practice: A Guide for Students, London: Macmillan.



### **Eugene O' Neill : Emperor Jones**

1. Carpenter, Frederic I (1964), Eugene O' Neill, New Haren : College and University Press.
2. Gassner, John (1964), O' Neill: A Collection of Ctitical Essays, Englewood Cliffs, New Jersey: Prentice Hall.
3. Falk, Doris V. (1958), Eugene O' Neill and the Tragic Tension, New Brunswick: Rutgers.
4. Winther, S K, Eugene O' Neill: A Critical Study.

### **Arthur Miller : The Crucible**

1. Bigsby, Christopher (1999) The Cambridge Companion to Arthur Miller, Cambridge: CUP
1. Bloom, Harold (ed) (2007), The Crucible: Viva Modern Critical Interpretations, New Delhi: Viva Books.
2. Ferres John H. (ed) (1972) Twentieth Century Interpretations of the Crucible, Englewood Cliffs, New Jersey: Prentice Hall.
3. Martine, James J.(1993) The Crucible: Politics, Property and Pretense, New York: Twayne.
4. Weales, Gerald (ed)(1971) The Crucible: Text and Criticism, New York: Viking Press.

### **Henrik Ibsen : Doll's House**

1. Downe Brian W. (1950) A Study of Six Plays of Ibsen, Cambridge : C. U. P.
2. Knight, G Wilson (1962) Ibsen, Edinburgh : Oliver and Boyd
3. Mc Farlane, James (ed) (1970) Henrik Ibsen : A Critical Anthology, Harmondworth : Penguin.
4. Northem, John (1973) Ibsen : A Critical Study, Cambridge : C. U. P.
5. Tennant, P. F. D. (1948) Ibsen's Dramatic Technique, Cambridge : C. U. P.

### **Mahesh Dattani : Final Solutions**

1. Pandey, Sudhakar and Freya Barua (1994) New Directions In India Drama, New Delhi : Prestige.
2. Meherotra, A K (ed) (2003) An Introduction History of Indian /literature in English, (chap 2.2) Delhi : Permanent Black.
3. Bhatta, S Krishna (1987) Indian English Drama : A Critical Study, New Delhi.
4. Naik, M K and Mokashi – Punekar S. (ed) (1977) Perspectives on Indian Drama in English, Madras.

### **Question Paper Format (4.3)**

Q-1	Application oriented practical question on Drama (Analysis of passage on the basis of the given points)	16
Q-2	Long Answer Question on Emperor Jones (1 out of 2) or Short notes on Emperor Jones (2 out of 4)	16
Q-3	Long Answer Question on Crucible (1 out of 2) or Short notes on Crucible (2 out of 4)	16
Q-4	Long Answer Question on Final Solutions (1 out of 2) or Short notes on Final Solutions (2 out of 4)	16
Q-5	Long Answer Question on Doll's House (1 out of 2) or Short notes on Doll's House (2 out of 4)	16

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## **Paper- 4.4 : Fiction (II)**

### **(a) Objectives**

1. To acquaint students with major trends in English Fiction and to novelists representing different nationalities through detailed study of specific literary works.
2. To enable students to independently read and critically appreciate Fiction in English.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To improve linguistic competence along with the literary competence of students

### **(b) Course Content**

#### **Term – II**

1. Kanthapura : Raja Rao
2. That Long Silence : Shashi Deshpande
3. The Outsider : Albert Camus
4. A House for Mr. Biswas : V.S. Naipaul

### **(c) Suggestions for Teachers**

No study of literature can begin without having read the literary texts(s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher. Students should also be given practice in writing answers to the point and should be discouraged from writing vague, round about and repetitive answers. Understanding of the literal meaning, i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

### **(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

### **(e) Reading List**

For Course Material refer to standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge Signet Classics, Allen and Unwin, etc

#### **Kanthapura : Raja Rao**

1. Desai S K (ed) (1974) Experimentation with Language in Indian Writer in English, a Monograph Published by Shivaji University Kolhapur
1. Nail M K, Raja Rao – (A Twayne World Author Series book), Twayne.
2. Mukherjee Meenakshi (1971) The Twice Born Fiction, New Delhi: Heinemann Educational Books.
3. Narsimhaiah, C D (1973) Raja Rao, New Delhi : Arnold Heinemann

- Narayan, Shyamale (1988), Raja Rao : Man and His Work, New Delhi : Sterling Publisher

**That Long Silence: Shashi Deshpande**

- Bharucha, Niloufer and Sarang, Vilas (ed) (1994) Indian English Fiction 1980-90 : An Assessment, New Delhi : B R Publication.
- Dhawan R K (ed) (1991) Indian Women Novelists, Set – I, Vol. 5, New Delhi: Prestige.
- Dhawan R K (ed) (1995) Indian Women Novelists, Set – III, Vol. 4, New Delhi: Prestige.
- Surendersingh J. “Indianized English in Shashi Deshpande’s That Long Silence” form Asian Quarterly Nol. 5 Issue-2, August2007, P P.25 to 4-1.
- Sharma, Siddharth (2004) Shashi Deshpande’s Novels : A Feminist Study, New Delhi : Atlantic.

**A House for Mr. Biswas : V S Naipaul**

- Boxhill, Anthony (1983) V S Naipaul’s Fiction : In Quest of the Enemy, New Brenswick : York Press.
- Gilkes, Michael (1981), The West Indian Novel, Boston : Twayne.
- Mason, Nondita (1986) The Fiction of V S Naipaul, Calcutta : The World Press.
- Rai, Sudha (1982) V S Naipaul : A Study in Expatriate Sensibility, New Delhi : Arnold Heinemann.
- Ramchand, Kenneth (1970) The West Indian Novel and its Background, London : Faber and Faber.
- Walsh William (1973) V S Naipaul, London : Oliver and Boyd.
- White, Landeg (1975) V S Naipaul : A Critical Introduction, London : Macmillan.

**The Outsider : Albert Camus**

- Cruikshank, John (1959), Albert Camus and the Literature of Revolt, London : O. U. P.
- Thody, Philip (1993) Albert Camus London : Macmillan.
- Bree, Germaine (ed) (1962) Camus : A Collection of Critical Essays, Englewood Cliffs, New Jersey : Spectrum.
- Bree, Germaine and Guiton, Margaret (1962) The French Novel from Gide to Camus, New York : Harbinger.

**Question Paper Format (4.4)**

Q-1	Application oriented practical question on Fiction (Analysis of passage on the basis of the given points)	16
Q-2	Long Answer Question on Kanthapura (1 out of 2) or Short notes on Kanthapura (2 out of 4)	16
Q-3	Long Answer Question on That Long Silence (1 out of 2) or Short notes on That Long Silence (2 out of 4)	16
Q-4	Long Answer Question on The Outsider (1 out of 2) or Short notes on The Outsider (2 out of 4)	16
Q-5	Long Answer Question on The House for Mr. Biswas (1 out of 2) or Short notes on The House for Mr. Biswas (2 out of 4)	16

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## Paper- 4.5 : Poetry (II)

### (a) Objectives

1. To acquaint students with major trends in English poetry through detailed study of specific poems.
2. To enable students to read and critically appreciate the poems by the major poets of different nationalities.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To improve linguistic competence along with the literary competence of students

### (b) Course Content

#### 1. Indian Poetry

Nissim Ezekiel	:	(i) Enterprise
Jayant Mahapatra	:	(i) The Lost Children of America
Kamala Das	:	(i) My Grandmother's House (ii) Spoiling the Name
Syed Amanuddin	:	(i) Don't Call Me Indo-Anglian
Gopal Honnalgere	:	(i) Of Crows
Keki N. Daruwala	:	(i) Mother (ii) Pestilence
Gieve Patel	:	(i) Naryal Purnima (August 1965)
A. K. Ramanujan	:	(i) Obituary

#### 2. African / Commonwealth Poetry

Leopold Sedar Senghor	:	(i) New York
Bernard Daddie	:	(i) I Thank You God
Tsegaye Gabre-Medhin	:	(i) Home-Coming Son
Noemia De Sousa	:	(i) If You Want to Know Me
John Pepper Clark	:	(i) The Casualties to Chinua Achebe
David Diop	:	(i) Africa
George Frederic Cameron	:	(i) The Future
M. Atwood	:	(i) Journey to the Interior
E. Braithwaite	:	(i) So Long, Charlie Parker
Derek Walcott	:	(i) Ruins of a Great House (ii) A Far Cry from Africa
Yasmine Gooneratne	:	(i) On an Asian Poet Fallen Among American Translators
Kishwar Naheed	:	(i) I am not that Woman

### (c) Suggestions for Teachers

No study of literature can begin without having read the literary texts(s) to be studied. Teachers, therefore, should encourage students and help them go through the prescribed texts. To have the first hand experience of literature teachers should make students interact with the texts so that students develop their own responses rather than depend on the borrowed critical views. It would be good to have at least some silent reading sessions carefully planned and monitored by the teacher. Students should also be given practice in writing answers to the point and should be discouraged from writing vague, round about and repetitive answers. Understanding of the literal meaning, i.e. what the printed text means, is a prerequisite for a proper understanding of the intended message of the text.

**(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

**(e) Reading List**

**Indian Poetry**

1. Press John (ed) (1965), 'Commonwealth Literature', Heinemann, London.
2. Walsh William (1973), 'Readings in Commonwealth Literature', Clarendon Press, Oxford.
3. Walcott Derek (1969), 'The Gulf and other Poems Jonathan Cape, London.
4. James Lavis (ed) (1968) 'The Islands in Between: Essays on West Indian Literature', O.U.P, London

**Jayant Mahapatra**

1. PRASAD, MADHUSUDAN ed. The Poetry of Jayanta Mahapatra New Delhi: Sterling Publishers, 1986.
2. MOHAN DEVINDER .Jayanta Mahapatra New Delhi: Arnold-Heinemann, 1987.
3. DWIVEDI, A.N ed. Student in Contemporary Indo-English Verse Bareilly: Prakash Book Depot, 1984.
4. King Bruce. Modern Indian English Poetry. Delhi: OUP, 1989.

**Nissim Ezekiel**

1. DWIVEDI, SURESH CHANDRA.ed. Perspectives on Nissim Ezekiel New Delhi: K.M.Agencies, 1989
- 2 "Nissim Ezekiel Special Issue", JOURNAL of Indian Writing 14.2, 1986.
3. WISEMAN, CHRISTOPHER. "The Development of Technique in the Poetry of Nissim Ezekiel" in KULSHRESHTHA, CHIRANTAN, ed. Contemporary Indian-English Verse: An Evaluation. New Delhi: Arnold- Heinemann, 1980.
4. DAS, BIJAY KUMAR, "The Search after Reality. A Study of Ezekiel's Poems" Journal of Indian Writing in English, 10.1&2, 1982.

**Daruwalla, keki N.**

1. KING, BRUCE. "Keki Daruwalla: Outside, Skeptic and Poet" The Indian Literary Review, 4.2, 1986.
2. NAIK, M.K. " 'Drama Talk' The Poetry of K.N. Daruwalla" in Naik Studies in Indian English Literature New Delhi: Sterling, 1987.
3. Prasad, Madhusudhan. "Keki N. Daruwalla: Poet as Critic of His Age" Literary Half-Yearly, January 1987.

**Ramanujan A.K.**

1. DWIVEDI, A.N.A.K. Ramanujan and His Poetry Delhi: Doaba House, 1983.
2. King Bruce. Three Morden Indian English Poets, Delhi: OUP, 1994.
3. DEVY, G. N. "Alienation as Means of Self-exploration: A Study of A.K. Ramanujan's Poetry:' Chandrabhaga 6, 1981.
4. REUBEN, ELIZABETH. The Presence of the Past: The Sense of Time in the Poetry of A. K. Ramanujan Journal of Indian Writing in English. 17.1.1989.

**Das, Kamala**

1. KOHLI, DEVINDRA. Kamala Das. New Delhi: Arnold –Heinemann, 1975.

2. Rahaman, Anisur. Expressive Form in the Poetry of Kamala Das .New Delhi: Abhinav Publications, 1989.
3. RADHA, K. Kamala Das. Madras: Macmillan India, 1987.
5. DWIVEDI, A.N. Kamala das and Her Poetry Delhi: Doaba House, 1983.
6. KULSHRESHTHA, CHIRANTAN, ed Contemporary Indian –English Verse: An Evaluation. New Delhi: Arnold – Heinemann, 1980.

**Gieve Patel**

1. NABAR, VRINDA. “Gieve Patel: Poet as Clinician of Feelings “The Indian Liteary Review. 3.3. 1985.
2. SAHA SUBHAS. Gieve Patel On Killing a Tree: An Analysis: in DAS, BLJAY KUMAR, ed. Contemporary Indo – English Poetry. Bareilly: Prakash Book Depot, 1986.
4. SARMA, M.N. The Ambiguous Fate of Being Human: The Poetry of Gieve Patel “SHAHANE, Vasant and SIVARAMAKRISHNA, eds. Indian Poetry in English: A Critical Assessment. Madras: Macmillan, 1980.

**Amanuddin, Syed**

1. DWIVEDI, A.N. Syed Amanuddin: His Mind and Art. New Delhi: Sterling, 1988.
2. DWIVEDI, A.N. “Re- creating The Living Scenes of Contemporary Life: The Poetry of Syed Amanuddin” in DWIVEDI, A.N. ed. Studies in Contemporary Indo – English Verse. Bareilly: Prakash Book Depot, 1984.
3. YASEEN, MOHAMMED. “Syed Ameeruddin’s Poetry: A Critical Appraisal” in DWIVEDI, A.N. ed. Studies in Contemporary Indo – English Verse. Bareilly: Prakash Book Depot, 1984.

**Honnalgere, Gopal**

1. SRIDHAR, S.N.” A Note on Honnalgere’ s Zen Tree and Wild Innocents” Journal of Indian Writing in English 3.2, 1975.

**African/Commonwealth Poetry**

Recommended Reading:

1. Booth,James, Writers and Politics in Nigeria, London, Hodder and Stoughton,1981.
2. Brown, Lloyd,West Indian Poetry, Boston, Twayne, 1978.Brydon, Diana and Tiffin, Helen, eds.
3. Decolonising Fichian, AARHUS, Dangaroo, 1992.
4. Coetzee, J.M.White Writing on the Culture of Letters in South Africa, Johansburg, Radix, 1988.
5. Gilroy, Paul, The Black Atlantic, Modernity and Double,Consciousness,London and New York Verso,1993.
6. .Harri’s Wilson, The Womb of Space, The Cross-Culture Imagination, Westport, Conn., Greenwood,1983.
7. King Bruce, West Indian Literatures, London Macmillan, 1980.
8. King Bruce, The New English Literatures, London Macmillan, 1979.
9. Ramchand, Kenneth, An Introduction to the Study of west Indian Literatures, London, Nelson, 1976.
10. Soyinka, Wole,Myth,Literature and the African World, Cambridge, Cambridge University Press.
11. Moor, Gerald, The Chosen Tongue, English Writing in the Tropical World (Harlow, Longman, 1969).
12. Ngugi Wan Thiong’o,Decolonising the Mind Heinemann,1986.
13. Nkusi, Lewis,Home and Exile Harlow, Longman,1983.
14. Walsh, William, Commonwealth Litratue, Oxford, UP, 1973.
15. Bill Asheriff,Gareth Griffiths and Helen Tiffin, The Empire strikes, Back Theory and Practice in Post-colonial Literatures,1989,London,Routledge.

16. Hutcheon Linda, *The Canadian Postmodern, A study of Contemporary English Canadian Fiction*, Toronto OUP, 1988.
17. Keith W.J., *Canadian Literature in English*, London, Longman, 1985.
18. New, W.H. *A History of Canadian Literature*, London, Macmillan, 1989.
19. Toye Willam ed. *The Oxford Companion to Canadian Literature* Toronto, OUP, 1983, Wilde, William H. Hooton Joy.
20. Atwood, Margaret, *Survival, a Thematic Guide to Canadian Literature*, Toronto, Anansi, 1972.
21. Ojima, Umelo, With Ihimaera *A Changing Vision* (Dunedin, University of Otago Press, 1993). Woodcock, George.
22. *The World of Canadian Writing, Critiques and Recollections* Vancouver Douglas and McIntyre, 1980.
23. Klinck. *History of Canadian Literature*.
24. Marshall Tom, *Harsh and Lovely Land*, the University of British Columbia, 1979.
25. Pacey, Desmond, *Power above Power, 4 Essays*, Canadian Literature in English, Mysore, The Centre for Commonwealth Literature and Research, 1979.
26. McAuley James (1975), 'A Map of Australian Verse' Oxford Uni. Press, Melbourne

**Question Paper Format (4.5)**

Q-1	A) Reference to Context (2 out of 4)	08
	B) An Application Oriented Question on Poetry (1 out of 2)	08
Q-2	Long Answer Question on Indian Poetry (1 out of 2)	16
Q-3	Short Answer Question on Indian Poetry (4 out of 6)	16
Q-4	Long Answer Question on African/Commonwealth Poetry (1 out of 2)	16
Q-5	Short Answer Question on African /Commonwealth Poetry (4 out of 6)	16

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## **Paper- 4.6 : Linguistics and Stylistics (II)**

### **(a) Objectives**

1. To acquaint the students with different theoretical and practical aspects and components of linguistics and stylistics.
2. To make students aware of the relation between linguistics and stylistics.
3. To give them practice in the application of the basic concepts in stylistics to literary texts.
4. Application of the basic concepts in Semantics and Pragmatics in stylistic analysis of literary texts.

### **(b) Course Content**

1. **Orientation:** The relationship between linguistics and stylistics, the relationship between literature and stylistics, practical criticism and stylistics. The nature and scope of stylistics, the stages in stylistic analysis, linguistic stylistics and literary stylistics. The strengths and limitations of stylistics.
2. **The stylistics of poetry:** The concept of poetic diction, creativity in the use of language, poetic license, music in poetry, metre, ambiguity, obscurity and indeterminacy.
3. **The stylistics of drama:** Theatre and drama, dramatic mode, dramatic text and performance text, the use of proximal deixis in drama, dramatic dialogues and speech act theory, the cooperative principle and the politeness principle, turn taking and adjacency pairs, dramatic dialogues and everyday conversations.
4. **The stylistics of fiction:** Fiction as a narrative form of discourse, narrative strategies, point of view, universe of discourse, the use of distal deixis in fiction.

### **(c) Suggestions for Teachers**

Keeping in mind the application-oriented nature of the course, the teacher should carry out a variety of application based activities/tasks. Student involvement could be ensured through student activities like doing practical exercises requiring identification of relevant linguistics and stylistic devices and explaining their purpose/relevance or contribution to literary effect / meaning. The students may be given relevant practical assignments, and the teacher may act as facilitator and monitor student activities. The course is basically interactive in nature. Therefore, interaction should be encouraged.

### **(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

### **(e) Reading List**

The same as for Paper 3.6



**Question Paper Format (4.6)**

Q-1	Long Answer Question -1 to be attempted out of 2	16
Q-2	Long Answer Question -1 to be attempted out of 2	16
Q-3	Short Answer Question - 4 to be attempted out of 6	16
Q-4	Short Answer Question - 4 to be attempted out of 6	16
Q-5	Stylistic analysis of a poem or an extract from a play / novel	16

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## **Paper- 4.7 : Pragmatics (II)**

### **(a) Objectives**

1. To make students aware of the primary distinction between language and language use.
2. To give them practice in the application of the basic concepts in pragmatic theory.
3. To acquaint them with the different types of context and their relevance for interpreting different types of texts.
4. To familiarise them with the in-depth knowledge of pragmatic concepts and their application in planning and interpretation of utterances in everyday life and in literature.

### **(b) Course Content**

#### **A. Pragmatic Principles**

Principles and Rules

The Cooperative Principle

The Politeness Principle

Trade off Relationship between Cooperative Principle and Politeness Principle

Relevance Theory

#### **B. Implicature**

What is Implicature?

Implications and Implicatures

Conventional Implicature

Conversational Implicature

#### **C. Conversation Analysis**

Turns and Turn taking

Cohesion and Coherence

Adjacency Pairs

Conversation and Speech Acts

#### **D. Applications of Pragmatics**

Pragmatic Competence

Reading as Pragmatic Act

Pragmatics and Machine Translation

Natural Language Processing

#### **E. Practical Work on Sections A,B,C and D**

### **(c) Suggestions for Teachers**

Keeping in mind the application oriented nature of the course, the teacher should carry out a variety of relevant problem-solving activities/tasks. Student involvement could be ensured through student activities. The students may be given relevant practical assignments, and the teacher may act as facilitator and monitor student activities. The course is basically interactive in nature. Therefore, interaction should be encouraged.

### **(d) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

### **(e) Reading List**

**The Same as for Paper 3.7**

**Question Paper Format (4.7)**

Q 1. Questions on Section A (2 out of 3)	16
Q 2. Questions on Section B (2 out of 3)	16
Q 3. Questions on Section C (2 out of 3)	16
Q 4. Questions on Section D (2 out of 3)	16
Q 5. Practical Questions on Sections A, B, C and D (4 out of 6)	16

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## **Paper- 4.8: Multicultural Discourse in Immigrant Fiction (II)**

### **(a) Orientation**

An important phase in the growth of postcolonial writing has been the emergence of significant fiction written by expatriate and immigrant writers. Some of them, especially those of Indian origin, migrated to the countries like Canada, U.S.A. and U.K. and dealt with the themes of alienation, quest for identity and conflict of cultures. History of this kind of writing can be traced in contours of migration. The first generation immigrants from among these writers represent the diasporic, expatriate vision of the clash of human values through their thematic categories. The second-generation authors, born and brought up in the host country, talk of assimilation with the new culture and their identity crisis is acute and its resolution has dilemmas and drama. The third wave recent immigrants assimilate and merge with the local culture. The intellectual framework of globalization and multiculturalism has made some of those writers so popular that they have been winning several prestigious awards abroad. It would be relevant to study these writers for their fresh sensibility and linguistic achievement.

### **(b) Objectives**

1. To sensitize and introduce students to some major expatriate and immigrant writers of Indian origin.
2. To make them aware of the major thematic concerns and linguistic strategies utilized by the texts of this kind of fiction.
3. To develop among students a view of the world from the perspective of multiculturalism which connotes 'positive acceptance, not a negative tolerance' of the other culture/s.
4. To make them aware of the interdependence of language and culture as seen in the strategies used in these texts for successful intercultural communication.
5. To enable students to read literature as social discourse.

### **(c) Course Content**

#### **A) Prescribed Texts**

1. Chitra Banerjee Divakaruni : Arranged Marriage (1995) (Entire collection)
2. Jhumpa Lahiri : The Namesake (2007)

#### **B) Discourse Analysis**

Analysis of the texts prescribed.

### **(d) Suggestions for Teachers**

The Teacher should see that students get good grounding in the theoretical background to the expatriate immigrant sensibility by discussing different aspects. The prescribed texts should be studied as samples of multicultural discourse through the perspective of pragmatics. Wherever possible, available videos, films and such multimedia materials may be utilized to make the study meaningful and interesting.

### **(e) Suggestions for Evaluation**

The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 08 to 10 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 10 marks. Each student will be required to make a brief oral presentation on the paper for 10 to 15 minutes to be followed by question-answer session. The seminar will be conducted by the concerned teacher/s. The presentation will have the weightage

of 10 marks. Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

For the Semester Examination the questions to be set on the following **two** areas carrying the weightage as stated in brackets:

1. On the prescribed texts (48 marks)
2. Discourse analysis of passages selected from the texts with a view to bringing out their pragmatics. (32 marks)

**(f) Reading List**

The Same as for Paper 3.8

**Question Paper Formats (4.8)**

Q 1 Questions on Discourse Analysis of <i>Arranged Marriage</i> (2 out of 3)	16
Q 2 Questions on Discourse Analysis of <i>The Namesake</i> (2 out of 3)	16
Q 3 Questions on <i>Arranged Marriage</i> (2 out of 3)	16
Q 4 Questions on <i>The Namesake</i> (2 out of 3)	16
Q 5 Short Questions on the novels (2 out of 3)	16

\* Question Number 3,4 and 5 to be set keeping the theoretical perspective in mind

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