

# St. Joseph's College For Women (Autonomous) Visakhapatnam

Affiliated to Andhra University

M. A. ENGLISH

POST-GRADUATION DEGREE COURSE CBCS PATTERN

(With effect from 2021-2022)

The course of Study and Scheme of Examinations

## SEMESTER – I

	<i>CORE PAPERS</i>	INTERNAL	EXTERNAL	TOTAL	HRS	CREDIT
1	BRITISH POETRY - I	20	80	100	6	4
2	BRITISH DRAMA - I	20	80	100	6	4
3	BRITISH PROSE & FICTION – I	20	80	100	6	4
	<i>ELECTIVE PAPERS</i>					
1	CULTURAL STUDIES - I	20	80	100	6	4
2	ENGLISH LINGUISTICS	20	80	100	6	4
3	FUNCTIONAL ENGLISH	20	80	100	6	4

## SEMESTER – II

	<i>CORE PAPERS</i>	INTERNAL	EXTERNAL	TOTAL	HRS	CREDIT
1	BRITISH POETRY – II	20	80	100	6	4
2	BRITISH DRAMA – II	20	80	100	6	4
3	BRITISH PROSE & FICTION – II	20	80	100	6	4
	<i>ELECTIVE PAPERS</i>					
1	CULTURAL STUDIES – II	20	80	100	6	4
2	HISTORY AND GROWTH OF ENGLISH LANGUAGE	20	80	100	6	4
3	TEACHING OF ENGLISH LANGUAGE AND LITERATURE	20	80	100	6	4

### SEMESTER – III

	<b><i>CORE PAPERS</i></b>	<b>INTERNAL</b>	<b>EXTERNAL</b>	<b>TOTAL</b>	<b>HRS</b>	<b>CREDIT</b>
1	LITERARY CRITICISM: THEORY AND PRACTICE - I	20	80	100	6	4
2	AMERICAN LITERATURE - I	20	80	100	6	4
3	INDIAN ENGLISH LITERATURE - I	20	80	100	6	4
	<b><i>ELECTIVE PAPERS</i></b>					
1	NEW LITERATURES (OTHER THAN INDIAN)	20	80	100	6	4
2	ENGLISH LANGUAGE TEACHING – I	20	80	100	6	4
3	COLONIAL ENCOUNTERS - I	20	80	100	6	4

### SEMESTER – IV

	<b><i>CORE PAPERS</i></b>	<b>INTERNAL</b>	<b>EXTERNAL</b>	<b>TOTAL</b>	<b>HRS</b>	<b>CREDIT</b>
1	LITERARY CRITICISM: THEORY AND PRACTICE – II	20	80	100	6	4
2	AMERICAN LITERATURE - II	20	80	100	6	4
3	INDIAN ENGLISH LITERATURE - II	20	80	100	6	4
	<b><i>ELECTIVE PAPERS</i></b>					
1	CLASSICS IN TRANSLATION	20	80	100	6	4
2	ENGLISH LANGUAGE TEACHING – II	20	80	100	6	4
3	COLONIAL ENCOUNTERS - II	20	80	100	6	4

## M. A. ENGLISH

### SYLLABUS

#### SEMESTER I: CORE PAPER - 1

#### BRITISH POETRY – I

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To enable the students to have a clear understanding of the origin and the development of the British Poetry and in particular about 14th century poetry about Chaucer, the father of English Poetry
- To enable the students to learn about the various literary devices and Queen Elizabeth 1 and Spenserian Stanzas.
- To familiarise the students with metaphysical poetry and grand style of Milton.
- To make the students understand the Elizabethan Poetry and Romantic poetry.

#### LEARNING OUTCOMES (Los):

##### 1. \* Geoffrey Chaucer - *The Prologue to Canterbury Tales*

1. The students will understand about the history of the 14th century.
2. The students are enabled to know about the manners and mannerisms of the century through characters, Geoffrey Chaucer used in his prologue.

##### 2. Edmund Spenser - *Faerie Queene Book —1*

1. The students will understand about the epic poems; allegorical works and Spenserian stanzas.
2. The students are enabled to learn about allegorical presentation of virtues through Arthurian Knights

##### 3. John Donne - *A Valediction to My Name in the Window, Good Morrow and Flea*

1. The students will understand about the metaphysical poetry,
2. The students are enabled to learn about the sonnets, love poems, religious poems, epigrams elegies, songs and satires and Latin translations, common Elizabethan topics such as corruption in the legal system

##### 4. \*John Milton - *Paradise Lost, Book —1*

1. The students will understand about the Biblical story of the Fall of Man; the temptation of Adam and Eve by the fallen angel, Satan and their expulsion from the Garden of Eden.
2. The students are enabled to know about the Protestant views of Milton and “Justifying the ways of God to Men”

**5. Alexander Pope - *An Essay on Criticism***

1. The students will understand about the famous quotes like “ To err is human; to forgive, divine” and “ A little learning is a a dangerous thing”
2. The students are enabled to understand that bad criticism does more harm than the bad writing.

**6. William Wordsworth - *Prelude Book—1***

1. The students will understand about the growth of a poet’s mind.
2. The students are enabled to understand that the goal of the poem is to demonstrate his fitness to produce great poetry.

**7. P. B Shelly - *Ode to the West Wind and Ode to Skylark***

1. The students will understand about the one of the major English Romantic poets
2. The students will get acquainted with the poetic imagery, mastery of genres and one of the best and most prominent poem of Shelly, Ozymandias.

**8. \*John Keats - *Ode to Nightingale ; Ode to Grecian Urn ; Ode to Autumn; Ode to Psyche and Ode on Melancholy***

1. The students will understand that John Keats strongly influenced the Pre—Raphaelite Brotherhood
2. The students will get the knowledge about the power of imagination in the Keats’s poetry.

**COURSE OUTCOMES (Cos):**

1. The students are enabled to have a clear understanding of the origin and the development of British Poetry.
2. The students become familiarised with the various literary movements in each age.
3. The students are enabled to learn about the basic poetic terms
4. The students can understand about the Elizabethan Poetry, Metaphysical poetry and Romantic Poetry.
5. The students are enabled to have a holistic approach of British Poetry.

**BACKGROUND STUDY**

Sonnet, Lyric, Epic, Ode, Elegy, Allegory, Satire in Verse, Mock-Heroic, Poetic Diction, Elizabethan Poetry, Fancy and Imagination, Metaphysical Conceits, Romantic Revival, Influence of French Revolution and Platonic Idealism, Neo Classicist Poets

**SUGGESTED READING**

1. *A Critical History of English Literature* (4 Volumes) - David Daiches
2. *A Critical History of English Poetry* - Herbert Grierson

**SEMESTER I: CORE PAPER-2 BRITISH DRAMA – I**  
**COURSE EDUCATIONAL OBJECTIVES (CEOs):**

- To make the students understand the origin and the development of British drama.
- To give the students a clear understanding of theatrical practices and their background around the world.
- To make the students understand the intricate concepts incorporated in the British drama.
- To familiarise the students with various trends in British drama.

**LEARNING OUTCOMES (Los):**

**1. \*Christopher Marlowe - *Doctor Faustus***

1. The students will understand the pre Elizabethan period.
2. The students will be familiarised with the spirit of renaissance.

**2. \*William Shakespeare - *Hamlet***

1. The students understand the greatness of William Shakespeare in literature.
2. The students shall be able to analyse the psyche of Hamlet.

**3. \*William Shakespeare - *Henry IV part -1***

1. The students understand the historical plays of Shakespeare.
2. The student will be able to differentiate between Prince Hal and Hotspur.

**4. Ben Jonson - *Volpone***

1. The students are familiarised with theory of Humours.
2. The students are enabled to appreciate Jonson's characterisation.

**5. John Webster - *The Duchess of Malfi***

1. The students will be able to understand the revenge tragedy.
2. The students are familiarised with the aristocratic lifestyle of middle ages.

**6. William Congreve - *The Way of the World***

1. The students are enabled to understand the comedy of manners.
2. The students will understand the 17<sup>th</sup> century London society.

## **7. Oliver Goldsmith - *She Stoops to Conquer***

1. The students are familiarised with understand sentimental comedy.
2. The students are enabled to appreciate *She Stoops to Conquer*.

## **8. R.B. Sheridan - *The Rivals***

1. The students will understand the Sheridan's role in the comedy of manners.
2. The students understand the characterization of Sheridan.

### **COURSE OUTCOMES (Cos):**

1. The students will be able to understand the origin and development of British drama.
2. The students will understand various practices in the world theatre.
3. The students will get to know the intricate concepts of British drama.
4. The students will be familiarised with different trends in British drama

### **BACKGROUND STUDY**

The Renaissance, The Elizabethan Theatre, Rise of the Drama, University Wits, Miracle and Morality Plays, Revenge Play, Tragedy, Romantic Comedy, Comedy of Manners, Satirical Comedy, Tragi-comedy, Restoration Drama, Comedy of Humours.

### **SUGGESTED READING**

1. *Shakespeare: His World and His Art* - K. R. Srinivasa Iyengar
2. *Restoration Drama: Modern Essays in Criticism* - John Loftis (Ed)
3. *Anatomy of Drama* - Marjorie Boulton (Kalyani Publishers, New Delhi)
4. *A History of English Drama (3 Volumes)* - Nicoll, Allardyce

### **\*Detailed Study for Annotations**

## SEMESTER I: CORE PAPER-3

### BRITISH PROSE AND FICTION – I

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To teach the subtle beauties and lyricism of English Prose and how it evolved over a period.
- To study some of the great English essayists who have enriched English language and innovated new forms of language.
- To present a study of critical characters in novel who have resemblance to real personalities in life.
- To teach certain values and sensibilities to the student to guide them in the conduct of their lives.

#### LEARNING OUTCOMES (Los):

##### 1. \*FRANCIS BACON: ESSAYS (10 ESSAYS) (TITLES ENCLOSED...)

*Of Truth, Of Death, Of Revenge, Of Love, Of Adversity, Of Parents and Children, Of Friendship, Of Customs and Education, Of Nature in Men, Of Beauty, Of Marriage and Single Life.*

1. Learners realise Bacon's commanding intellect and rich imagination from his prescribed essays.
2. Learners gain worldly wisdom and his subjective truth, useful in social life.

##### 2. \*CHARLES LAMB: ESSAYS OF ELIA (FIRST SERIES) (TITLES ENCLOSED)

*My Relations, Dream Children: A Reverie, Imperfect Sympathies, A Bachelor's Complaint of the behaviour of Married People, New Year's Eve, All Fools Day, The South Sea House, Grace Before Meat*

1. Learners recognise the depth of life through the essays of Lamb.
2. Learners gain Knowledge on many aspects of life which the author has dealt through from a personal point of view and the importance of love and aggression.

##### 3. Addison and Steele - *Coverly Papers*

1. Addison's keen observation of life around him and his genuine originality encourage the learner to appreciate art and industry.
2. Learner comes across the eighteenth century's city and countryside life and manners of England along with dignified attitude towards life.

**4. Samuel Johnson - *Preface to Shakespeare***

1. Learner gets a critical analysis and comprehensive understanding of Shakespeare as a dramatist and philosopher of life.
2. Shakespeare has shown human nature as it will be found in situations which may never arise.

**5. John Bunyan - *The Pilgrim's Progress***

1. The students will be familiarised allegory as a genre
2. The students will be able to analyse the author's use of allegory and write allegories of their own
3. The students will be able to understand the story's major themes, symbols and metaphors

**6. Charles Dickens - *Great Expectations***

1. The students will be able to analyze character's motivations and interactions in Great expectations.
2. The students will be familiarised with Dickens's use of parallelism to develop the characters in the novel.

**7. Emily Bronte - *Wuthering Heights***

1. The students will be familiarised the summary in the plot of the novel.
2. The students will be able to compare and contrast Heathcliff's and Edgar's feelings and thoughts and behaviours at key turning points in the novel.

**8. Thomas Hardy - *Tess of the D'urbervilles***

1. The students will be able to read, analyse and discuss the important and the common themes in the novel
2. The students will be familiarised the cultural impact of the novel on other literary works

**COURSE OUTCOMES (Cos):**

**BACKGROUND STUDY**

Humanism, Individualism, Scientific Revolution of the Seventeenth Century, Enlightenment and the Neo-Classicism, The Rise of the English Novel, Novel of Manners, Picaresque Novel, The Gothic Novel, The Historical Novel, Fictional Prose in Elizabethan Period, Individualism, Scientific Revolution of the Seventeenth Century, Enlightenment and the Neo-Classicism, The Essay, Satire in Prose.



## SUGGESTED READING

1. *Francis Bacon and Renaissance Prose* – Brian Vickers, Cambridge University Press
2. *Seventeenth Century Prose: Modern Essays in Criticism* – Stanley Fish, Oxford University Press
3. *Anatomy of Prose* – Marjorie Boulton, Kalyani Publishers, New Delhi
4. *The Literature of the Victorian Era* – Hugh Walker, S. Chand & Co., New Delhi
5. *The Cambridge History of English Literature*
6. *The English Novel: A Short Critical History* – Walter Allen, Penguin Books, Harmondsworth
7. *An Introduction to the English Novel Vols. 1 & 2* – Arnold Kettle, Hutchinson & Co.
8. *The Literature of the Victorian Era* – Hugh Walker, S. Chand & Co., New Delhi
9. *The English Novel* – David Skelton
10. *The Growth of the English Novel* – Richard Church

**\*Detailed Study for Annotations**

## SEMESTER I: ELECTIVE - 1

### CULTURAL STUDIES – I

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To acquaint the students with the latest developments in the field of Literature.
- To expose them to the critical methods adopted in literature.
- To cultivate inter-disciplinary approach towards literature.
- To promote comparative mode of literature and non-literary subjects.

#### LEARNING OUTCOMES (Los):

##### 1. Pramod K Nayar – *Cultural Studies*

1. To introduce the learners to a broad spectrum of ideas that are inter related in nature.
2. To develop a holistic approach towards understanding emerging systems of knowledge.

##### 2. Simon During – *The Cultural Studies Reader*

1. A collection of scholarly writings exposing the learners to the main themes involved.
2. To have research skills and area specific studies of cultural peculiarities and their relevance.

##### 3. John Storey – *What is cultural Studies? A Reader*

1. A fundamental analysis and approach towards detailing the wide variety of topics studied from specific cultural dimension.
2. An assessment of cultural paradigms which gel with one another at a broad level of history and evolution.

##### 4. Mahaswetha Devi – *ChottiMunda and His Arrow*

1. A clear and graphic description of the lives of tribals and how they are exploited and oppressed by mainstream society.
2. To bring out the intensity and seriousness of tribal issues which are less understood by the Government.

##### 5. Amitav Ghosh – *Shadow Lines*

1. To highlight the fall-out of the process of partition which created more problems than unsolved.
2. To underscore the lives of people caught in the interstices of history and who are silent victims.

**6. Urmila Pawar – *The Weave of My Life***

1. A Dalit woman's perception of Indian society and how forces of oppressions work against the progress of women.
2. The need for women to rise on their own struggle and strength and not remain as victims of male dominated Hindu society.

**7. Dattu Methre – *Andhra Pradesh History and Culture***

1. The growth and evolution of the culture of Andhra Pradesh and their uniqueness and contribution.
2. The relationship between riverine cultures and the cultural practices that evolved from them.

**8. Theodor Adorno and Max Horkheimer – *The Culture Industry***

1. A frank and objective analysis of how culture became corporatized and commercialized in modern and post-modern European society.
2. How modern life pre-determines and dictates the lives of common people by inducing them into commercially profitable practices.

**COURSE OUTCOMES (Cos):**

1. The students will have clarity of interdisciplinary relationship among several topics.
2. The students will have a deeper understanding of how perceptions and perspectives change between various disciplines.
3. The students will improve their understanding among various cultures by reducing biases and prejudices.

**BACKGROUND STUDY**

Cultural Feminism, New Social Movements, Global Culture, Structuralism in Cultural Studies, Popular Media, Pedestrinization of Space, Cultural Intermediaries, The 'Circuit of Culture', Birmingham Centre for Contemporary Cultural Studies, Glocalization.

**SUGGESTED READINGS**

1. Cultural Studies – Pramod K Nayar (Text)
2. Cultural Studies / Approaches in Literary Theory: Nilanjana Gupta
3. Cultural Studies and its Theoretical Legacies: Stuart Hall
4. Feminist Criticism and Television: Kaplan, E.A. – Routledge
5. The Cultural Studies Reader : Simon During
6. Reading into Cultural Studies: Barker, M. and Beezer, A.

## SEMESTER I: ELECTIVE - 2

### ENGLISH LINGUISTICS

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

1. Definition and Characteristics of Language
2. Speech and Writing, Form and Meaning, Descriptive Accuracy, Langue and Parole
3. Language as a System of Communication: Semiotics or Semiology
4. Definition & Scope of Linguistics
5. Branches of Linguistics: Psycholinguistics, Sociolinguistics, Neurolinguistics, Pragmatics
6. Applied Linguistics
7. The Organs of Speech
8. Classification of Vowels and Consonants
9. Consonant Clusters
10. Phonetic Transcription (individual words and brief passage)
11. Phonology: Phone, Phoneme, Allophone
12. Minimal Pairs, Contrastive Distribution, Complimentary Distribution, Phonemic Transcription
13. Types of Phonological Changes
14. Stress, Pitch and Rhythm, Intonation
15. Morphology: Inflections and Derivations
16. Morphophonemic Changes: Elision, Assimilation, Voicing
17. Homonymy, Synonymy, Hyponymy, Lexical Set, Antonymy, Homography, Homophony
18. Language Varieties: Dialect, Idiolect, Register and Style

#### SUGGESTED READINGS

1. *The Study of Language* by George Yule, CUP, 2001
2. *The English Language* by Charles Barber, CUP, 2002
3. *Introduction to Modern Linguistics* by S. K. Verma & N. Krishna Swami, Macmillan, 2002
4. *A Textbook of English Phonetics for Indian Students* - T. Balsubramaniam, Macmillan, 1981
5. *A Comprehensive Grammar of the English Language* by Randolph Quirk et al, Pearson, 2010
6. *Applied Linguistics* by N. Krishna Swami, Macmillan
7. *Explaining English Grammar* by George Yule, OUP, 2009-10
8. *A Dictionary Linguistic Terms*
9. *Sociolinguistics* by Bernard Spolsky, OUP, 2009-10

## SEMESTER I: ELECTIVE - 3

### FUNCTIONAL ENGLISH

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To enable the students to express their feelings in English. Describe things and places and use stress and rhythm.
- To enable the students to have a clear understanding on L.S.R.W.
- To make the students acquainted with parts of the essay and to write types of essays.
- To make the students to have a clear understanding on academic discourses.

#### LEARNING OUTCOMES (Los)

##### I. Functions

1. The students are enabled to describe things and places in a clear manner.
2. The students become acquainted with the usage of stress and rhythm.

##### II. Language Skills

1. The students are enabled to know about the importance of listening, speaking, reading and writing.
2. The students will be able to practice communicative skills in day to day life.

##### III. Essay Writing:

1. The student will understand the parts of the essay.
2. The students are enabled to understand the types of essays such as narrative, descriptive, reflective, expository and imaginative.

##### IV. Academic Discourse:

1. The students will understand spatial relationship and classifications.
2. The will understand the definition, comparison and contrast and cause and effect.

##### V. Examinations:

1. The students can clearly understand the nature of questions and how to write quickly.
2. The students will understand how to develop one's memory.

#### COURSE OUTCOMES (Cos):

#### SUGGESTED READINGS

1. Jordan, R. R. *Academic Writing*. Collins, 1980
2. *Study writing* by Lizhanp - Lyons & Ben Heseley, Cambridge
3. *The Structure of Technical English* by J. Herbert. ELBS
4. *Communication Skills for Technical Students* by T M Farhathullah. Orient Longman

## M. A. ENGLISH

### SYLLABUS

#### SEMESTER II: CORE PAPER - 1

#### BRITISH POETRY – II

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To enable the students to have a clear understanding of dramatic monologues
- To enable the students to learn about the various literary techniques and pastoral poetry
- To familiarize the students with the basic poetic terms
- To enable the students to understand the background of Irish poetry and War Poetry

#### LEARNING OUTCOMES (Los):

##### 1. \*Robert Browning - *Andrea Del Sarto; Fra Lippo Lippi and Rabbi Ben Ezra*

1. The students will understand about dramatic monologues.
2. The students are enabled to know about the historical artists; poet's autobiographical details and Elizebeth Browning.

##### 2. Matthew Arnold - *Scholar Gypsy*

1. The students will understand that Arnold was a cultural critic.
2. The students will understand about the pastoral modes.

##### 3. William Butler Yeats - *Sailing to Byzantium; Second Coming and An Irish Airman Foresees his Death*

1. The students will understand about the symbolism, allusive imagery and the symbolic structures
2. The students can understand about about the timeless qualities and eternity.

##### 4. \*T. S Eliot - *The Waste Land*

1. The students will understand about the legend of the Holy Grail and the Fisher King with the vignettes of contemporary British society
2. The students will understand literary and cultural allusions from the Western canon

##### 5. Robert Graves - *Recalling War and In Broken Images*

1. The students will understand about the most popular historical novels
2. The students will understand a Universal battle of the human race through his poems.

## **6. Dylan Thomas - *Poem in October and Fern Hill***

1. The students will understand that Dylan Thomas's poetry has a social reference
2. The students will understand about the unity of life; the continuing process of life and death and new life that linked to the generations.

## **7. Philip Larkin - *Whitsun Weddings, Church Going and Ambulances***

1. The students will understand about the homoerotic stories by Larkin
2. The students will understand about the Larkinesque modern English poetry.

## **8. Seamus Heaney - *Potato Digging and At a Potato Digging***

1. The students will know about the surroundings of Ireland and particularly of Northern Ireland.
2. The students will understand about Men's relationship with the land

### **COURSE OUTCOMES (Cos):**

1. The students are enabled to have a clear understanding of the tenets of British poetry.
2. The students get acquainted with various poetic and literary devices.
3. The students are enabled to appreciate the aesthetic sense in the British poetry.
4. The students are enabled to understand the essence embedded in British poetry.
5. The students become very thorough with background topics like Victorian Temper, Modernism, Symbolism and Post- Modern Trends in Poetry.

### **BACKGROUND STUDY**

The Victorian Temper, Doubt and Faith, Dramatic Monologue, Movement Poetry, War Poetry, Modernism, Symbolism, Post-Modern Trends in Poetry

### **SUGGESTED READINGS**

1. *English Verse: Voice and Movement from Wyatt to Yeats* - Barnes
2. *Twentieth Century English Poetry*: Anthony Thwaite
3. *Modern Poets Four* (Faber and Faber, London, Rpt., 1970)
4. *New Bearings in English Poetry*, F. R. Leavis
5. *The Victorian Experience: Poets* – Levine
6. *A History of Modern Poetry* – Perkins
7. *The Modern Poets: A Critical Introduction* - M. L. Rosenthal (O.U.P)

### **\*Detailed Study for Annotations**

## SEMESTER II: CORE PAPER - 2

### BRITISH DRAMA – II

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To enable the students to have a comprehensive understanding on 20<sup>th</sup> century British drama.
- To familiarise the students with the development of drama in Ireland.
- To acquaint the students with post- modern trends in British drama.
- To give a clear understanding on different ideologies like fascism and communism

#### LEARNING OUTCOMES (Los):

##### 1. Oscar Wilde - *The Importance of Being Earnest*

1. Students will have a clear understanding about of 20<sup>th</sup> century drama.
2. Students are familiarised with Oscar Wilde's concept of art for art's sake.

##### 2. \*G.B.Shaw - *Pygmalion*

1. Student learn about the greatness and contribution of Shaw to the theatre.
2. Students will be familiarised with the drama of ideas or problem play.

##### 3. J.M. Synge - *The Playboy of the Western World*

1. Students have a clear understanding of Irish national literary movement.
2. Students are acquainted with the country life of Irish people.

##### 4. \* T.S.Eliot - *Murder in the Cathedral*

1. Students will have a clear understanding on Eliot's contribution to poetic drama.
2. Students are acquainted with the historical significance of Thomas Becket's character.

##### 5. Samuel Beckett - *Waiting for Godot*

1. Students are familiarised with existential philosophy.
2. Students will know the importance of Samuel Beckett's play *Waiting for Godot*.



## **6. John Osborne - *Look Back In Anger***

1. Students understand the angry young men generation.
2. Students will appreciate Osborne's *Look Back in Younger*.

## **7. Harold Pinter - *Birthday Party***

1. Students will understand the absurdism.
2. Students are acquainted with Pinteresque style.

## **8. Arnold Wesker - *Chicken Soup with Barley***

1. Students will have an idea of fascism.
2. Students will have an idea on difference between communism and fascism.

### **COURSE OUTCOMES (Cos):**

1. The students will be enabled to have an overall view of the 20<sup>th</sup> century British drama
2. The students will be familiarised with the development of Irish drama.
3. The students are acquainted with the post-modern trends in British drama.
4. The students will be familiarised with different trends in British drama

### **BACKGROUND STUDY**

The Irish Dramatic Movement, Abbey Theatre, Post-Modern Trends in Drama, Poetic Drama, Problem Play, Theatre of the Absurd.

### **SUGGESTED READINGS**

1. *Drama from Ibsen to Brecht* – Raymond Williams (Penguin Books, 1973)
2. *Contemporary British Drama* - Berney and Templeton (1994)
3. *Modern British Dramatists* - John Russell Brown (Eaglewood Ciffs, NJ, 1968)
4. *The Theatre of Revolt: An Approach to Modern Drama* - Robert Burstein (Atlantic monthly press, New York, 1965)
5. *Revolution in Modern English Drama* - Katherine J. Worth (Bell, London, 1972)
6. *Anger and After: Guide to the New British Drama* - John Russell Taylor (Eyre Methune, London, 1977)

### **\*Detailed Study for Annotations**

**SEMESTER II: CORE PAPER - 3**  
**BRITISH PROSE AND FICTION – II**

**COURSE EDUCATIONAL OBJECTIVES (CEOs):**

- To familiarise the students with the concept of goodness and its role in nation building.
- To familiarise the students with laissez faire, Urbanization, and The theory of evaluation.
- To familiarise the students with The Victorian Temper and Art, Culture and Society.
- To familiarise the students with Social Theory and Aesthetic, Realism, Naturalism, and Naturalism.

**LEARNING OUTCOMES (Los):**

**1. \*Matthew Arnold - *Culture and Anarchy***

1. Learners learn to condemn squalor and cruelty in the society which hinders civilization.
2. Learners realise Arnold's quest for a just and impersonal state-power.

**2. \*Walter Pater - *Style***

1. Learners learn that the highest form of literature seeks truth of expression.
2. Learners realise the importance of word combination and the role of author's skill in the production of a unified whole.

**3. Frank Kermode - *Uses of Error* (1991) Title Essay**

1. Learners realise that a particular word means something at one point and something at another point due to ambiguity.
2. Learners are enriched by various examples from the essay which show that error of judgement or distortion has its own usefulness .

**4. George Orwell - *You and the Atomic Bomb, Politics and the English Language***

1. Learners realise that power is concentrated in still fewer hands and the outlook for oppressed sections is still more hopeless.
2. The learners will understand the importance of language in the political front.

**5. D.H. Lawrence - *Sons and Lovers***

1. The students will be familiarised with the characteristics of the Kunstler roman novel and Domestic fiction.
2. The students will be familiarised with the themes of Oedipus complex and bondage.

## **6. James Joyce - *A Portrait of the Artist as a Young Man***

1. The students will be familiarised the autobiographical details Joyce included in the character of Stephen Dedalus.
2. The students will be familiarised the social, political and religious tension pervading throughout late 19<sup>th</sup> century Ireland.

## **7. Virginia Woolf - *To the Lighthouse***

1. The students will be familiarised the characteristics and importance of the modernist movement in literature.
2. Students will be familiarised the technique of stream of consciousness.

## **8. William Golding - *Lord of the Flies***

1. The students will be able to evaluate Golding's diction and style.
2. The students will be able to understand the symbolism of the different boys and of various objects on the island.

### **COURSE OUTCOMES (Cos):**

#### **BACKGROUND STUDY**

Laissez Faire, Urbanization, The Theory of Evolution, The Victorian Temper; Art, Culture and Society; Social Theory and Aesthetic; Realism, Naturalism, Radicalism, Anger and Working Class Fiction, Problem of National Identity in Scottish literature, Post-Modern Trends in Novel

#### **SUGGESTED READINGS**

1. *Postmodern Cultures*- H. Fostyer(ed.)
2. *Moderns and Contemporaries* – John Lucas
3. *New Pelican Guide to English Literature* (Penguin Books)- Boris Ford
4. *Postmodernism* (Duke University Press,Durban,1991) – Frederick Jameson
5. *The Sense of an Ending : Studies in Theory of Fiction*– Frank Kermode (O.U.P.,London,1969).
6. *Postmodernism and Contemporary Fiction* – Edmund J.Smith
7. *Postmodern Cultures*- H. Fostyer(ed.)
8. *Moderns and Contemporaries* – John Lucas
9. *New Pelican Guide to English Literature* (Penguin Books)- Boris Ford
10. *Postmodernism* (Duke University Press,Durban,1991) – Frederick Jameson

#### **\*Detailed Study for Annotations**

## SEMESTER II: ELECTIVE - 1

### CULTURAL STUDIES – II

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To bring out the cultural complexity and compatibility that is involved in appreciating one another's culture.
- To specifically and critically analyse how culture practices develop over a period and percolate into the lives of the people.
- To study the over-lapping impact and comparative approach towards understanding cultures.
- The interaction and intersection among race-culture, class and gender and how they coalesce into dynamic combinations.

#### LEARNING OUTCOMES (Los):

##### 1. Debiprasad Chattopadhyaya – *The Chanting Dogs*

1. To bring out the cultural heritage and variety of cultural beliefs and practices in Ancient India.
2. How Indian society evolved over hundreds of years and how the legacy still continues in different forms.

##### 2. Ipshita Chanda – *Selfing the City: The Myth of Calcutta and the culture of Everyday life*

1. To study the relationship between gender and urban ambience for young women.
2. To trace out the emergence of young working class girls looking for employment and accommodation in a metropolis like Calcutta which is the seed- bed of new cultures.

##### 3. Raymond Williams – *Base and Superstructure in Marxist Cultural Theory*

1. To understand inter dependent relationship of production and the accompanying cultural values in sync with them.
2. How literature plays a mediatory role in unveiling the hidden relationship between economic forces and popular cultural behaviour patterns in society.

##### 4. Stuart Hall – *Race, Culture and Communications: Looking Backward and Forward at Cultural Studies*

1. As prelude newly emerging multi-cultural western society in order to minimize the misunderstanding and conflict that arise due to proximity of cultures.
2. To forecast the future of such societies where variegated cultural values and beliefs exist collaterally often adopting themselves to changing circumstances.

**5. Frantz Fanon – *Reciprocal Bases of National Culture and the Fight for Freedom***

1. The role of writers and intellectuals in raising social and cultural awareness among the masses.
2. How new culture should be forged to face the challenges without being amputated from one's traditional roots.

**6. Elizabeth Long – *Feminism and Cultural Studies***

1. Looking at society from a totally women perspective and how feminism should be integrated into social values.
2. How feminism should be shaped and based on specific historical situations and that there is no single uniform solution to all problems of women.

**7. Gregory David Roberts - *Shantaram***

1. An experience of how foreigners who reside in India perceive Indian ethos and value systems.
2. The Universality of human experiences and matrix of relationships transcending the barriers of class and region.

**8. William Dalrymple – *Nine Lives***

1. A study of the cross-section of Indian society which is fascinating to a foreigner accustomed to the sterile uniformity of western societies.
2. To expose as to how India is a rainbow of cultures co-existing without any clash of cultural values providing a wide berth for multiculturalism.

**COURSE OUTCOMES (Cos):**

1. To expose and expound to the students the emerging areas of consilience and new alignments in a rapidly changing Globalized World.
2. To study the rapidly transforming academic agenda and vector of growth.
3. To discover some of the virtues of old cultural practices.

**BACKGROUND STUDY**

Intersections of race, class and gender, Neo-Liberalism, Bio-politics, Popular Culture, Mass Culture, The Politics of Taste, Sub-cultures, Consumer Culture, Life Style, Postcolonial Theory in Culture.

**SUGGESTED READINGS**

1. What is Cultural Studies? A Reader: Edited by John Storey
2. Cultural Studies: Edited by Nilanjana Gupta
3. The Norton Anthology of Theory and Criticism
4. A Cultural Studies Reader: A Critical Introduction by Simon During
5. Communication as Culture: Essays on Media and Society by Carey, J

## SEMESTER II: ELECTIVE - 2

### HISTORY AND GROWTH OF ENGLISH LANGUAGE

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

1. English Language – Origin, Features, and Periods
2. Synchronic Variation and Diachronic Change
3. Family of Languages – Place of English in the Indo-European Family
4. Historical changes in Phonology (Grimm's Law, Varner's Law and Great Vowel Shift), Grammar, Semantics, Word Formation
5. Post-Norman phase
6. Characteristics of Middle English and the factors leading to the simplification of grammar
7. The Impact of the Renaissance and the Reformation on the growth of the English
8. Foreign Contribution to the Growth of Vocabulary: Latin, Scandinavian, French, Greek, German, Italian
9. Standard English and Regional Varieties – Slang, Jargon, British, American, Australian, Indian English
10. Characteristics of Modern English
11. English as a Global Language

#### SUGGESTED READINGS

1. *A History of the English Language*, Albert C. Baugh and Thomas Cable, Routledge Allied publishers Ltd., New Delhi, 5th edition, 17th Indian Reprint, 2009
2. *An Introduction to Language*. 2nd ed. - Fromkin, V and R Rodman. New York: Holt, Rinehart and Winston, 1974
3. *Growth and Structure of the English Language*, Otto Jespersen, OUP, Calcutta, 11th impression 1992
4. *The English Language*, C. L. Wren Vikas Publishing house, Pvt. Ltd., New Delhi, 2nd reprint 1992
5. *History of the English Language*, F. T. Wood
6. *Making of English* Henry Bradley
7. *The Oxford History of English* Lynda Mugglestone, OUP, 2006, Paperback 2008
8. *The Cambridge Encyclopaedia of the English Language* David Crystal, CUP, Cambridge 1995
9. *A Comprehensive Grammar of the English Language* Randolph Quirk et al, Pearson 2010
10. *The Sanskrit Language* William Jones
11. *Explaining English Grammar* George Yule, OUP, 2009-10

## **SEMESTER I: ELECTIVE - 3**

### **TEACHING OF ENGLISH LANGUAGE AND LITERATURE**

#### **COURSE EDUCATIONAL OBJECTIVES (CEOs):**

- To familiarise the students with the aims and objectives of teaching English
- To enable the students understand the general principles of language learning and teaching
- To enable the students understand how to teach language through literature
- To give an in depth knowledge related to certain features of language which are inherently difficult.

#### **LEARNING OUTCOMES (Los):**

##### **1. Language as Communication system; code, encoding, decoding; filters; message-content**

1. The students will be familiarised with the language communication systems coding, encoding and decoding.

##### **2. Aims and Objectives of teaching English**

1. The students will be familiarised with the aims and objectives of teaching English language.

##### **3. General Principles of language learning and teaching**

1. The students will understand General Principles of language learning and teaching.

##### **4. The use of L1 in the teaching of English**

1. The students will understand how to use L1 in the teaching of English.

##### **5. Curriculum Development: Syllabus Design**

1. The students will be familiarised syllabus design for teaching of English.

##### **6. Lesson Plan and Class Interaction**

1. The students will be familiarised with the lesson plan.

##### **7. Testing and evaluation**

1. The students will be familiarised with the Testing and Evaluation.

##### **8. Teaching Language through Literature**

1. The students will be familiarised with the teaching language through literature.

## **9. Literature as Verbal Art**

1. The students will be familiarised that literature as verbal art.

## **10. Teaching of different forms of Literature.**

1. The students will be familiarised teaching of different forms of literature.

## **10. Figures of speech**

1. Students are able to understand variety of figurative or metaphysical use in language.
2. Learners are able to understand that Idiomatic expressions in English are characterised by rhythm, alliteration, assonance etc.

## **12. Teaching of Pronunciation and Vocabulary**

1. Learners are able to understand the difference between sounds and letters.
2. Learners are able to identify the different changes of pitch and stress and their role in connected speech.

## **13. Varieties of English: Dialects, Idiolects, Register, Slang**

1. Learners are able to identify the role of pronunciation, words or structures that are used by particular groups.
2. Learners learn conventional way of using language.

## **14. Teaching of Lexicon – Grammar**

1. Learners realise that the value of a grammatical item or a lexical category is the sum total of its paradigmatic and syntagmatic possibilities.
2. Learner gains knowledge related to syntagmatic and paradigmatic axis.

## **15. Cohesion and Coherence**

1. Learners are able to analyse the cohesive ties within a text. They are able to throw some light into how authors structure what they want to say.
2. Learners learn to interpret language which is above linguistic knowledge.

## **16. Teaching Composition**

1. Learners acquire the ability to write a composition on any given topic without any grammatical errors.
2. Learners learn organisation of ideas and to use language which is suitable for chosen reader.

## **17. Error analysis and Remedial Teaching Strategies**

1. Learners are able to identify some common errors.



2. Learners learn to correct their language based on the principle of 'learning to learn'.

### **18. Computer – aided language learning and teaching**

1. The learners learn different ways of language learning with the help of computer.

### **19. Classroom Management**

1. Learners learn different skills related to class room management and its role in good and effective communication.
2. Learners learn to allocate the time based on the depth of the topic.

### **20. Teaching Aids**

1. Learner gains knowledge through listening as well as watching.
2. Learners realise that good teaching aids create enthusiasm and facilitate learning through performance.

### **COURSE OUTCOMES (Cos):**

#### **SUGGESTED READINGS**

1. H. H. Stern: *Fundamental Concepts of Language Teaching* (O.U.P:1983)
2. A. L. Kohli: *Techniques of Teaching English*
3. N. Krishna Swamy and Lalitha: *Teaching English: Approaches, Methods and Techniques*
4. M. L. Tickoo: *English Language Teaching in India* Macmillan, India.

## M. A. ENGLISH

### SYLLABUS

#### SEMESTER III: CORE PAPER - 1

#### LITERARY CRITICISM: THEORY AND PRACTICE – I

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To familiarize the students with the theory of Literary Criticism.
- To familiarize the students with the Renaissance Critics.
- To enable the students understand the criticism in Neo Classical & Romantic Periods.
- To enable the students understand the criticism in Victorian and Twentieth century periods.

#### LEARNING OUTCOMES (Los):

##### 1. Aristotle: *Poetics*.

1. The students will be familiarized with the Aristotelian theory of Criticism.
2. The students will understand the importance of Poetics in Literary theory.

##### 2. Philip Sidney: *Apology for Poetry*.

1. The students will be familiarized with the Criticism during the Renaissance Period.
2. The students will understand the Philip Sidney's argument in defending the poetry.

##### 3. S. T. Coleridge: *Biographia Literaria* (Chapter xiv)

1. The students will be familiarized with the Criticism during the Romantic Period.
2. The students will understand the Coleridge Theory of Poetry.

##### 4. Matthew Arnold: *The Study of Poetry*.

1. The students will be familiarized with the Criticism during the Victorian Period.
2. The students will understand Arnold's theory of literary criticism.

##### 5. T. S. Eliot: *Tradition and Individual Talent and Metaphysical Poets*.

##### 6. I. A. Richards: *The Four Kinds of Meaning*.

##### 7. W. K. Wimsatt, JR. and M. C. Beardsley: *The Intentional Fallacy*.

##### 9. Northrop Frye: *Archetypal Criticism*

1. The students will be familiarized with the evolution of Twentieth Century Literary Theory.
2. The students will be made to understand the views of the prominent critics of Twentieth Century.

**8. Elaine Showalter: *Towards a Feminist Poetics*.**

1. The students will be familiarized with the Feminist Literary Theory.
2. The students will be able to appreciate the contribution of Elaine Showalter to Feminist Criticism.

**COURSE OUTCOMES (Cos):**

**SUGGESTED READINGS**

1. *English Literary Criticism and Theory – An Introductory History* – M. S. Nagarajan (Orient Blackswan, 2008)
2. *Literary Criticism: A New History* – Gary Day (Edinburgh University Press, 2008)
3. *A Handbook of Critical Approaches to Literature* - Wilfred L. Guerin et al. (OUP, 2005)
4. *Critical Approaches to Literature*: David Daiches, Orient Longman, Delhi, 1977
5. *Literary Criticism: A short History* - Cleanth Brooks & W. K. Wimsatt, Oxford & IBH. New Delhi
6. *The English Critical Tradition: An Anthology of English Literary Criticism* - S. Ramaswami & V. S. Sethuraman. Macmillan Publications

## SEMESTER III: CORE PAPER – 2

### AMERICAN LITERATURE – I

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To enable the students understand colonialism and anti-colonialism.
- To make students understand black consciousness and black studies.
- To make the students understand colonial discourse and cultural diversity.
- To enable students understand the concept of hybridity and negritude.

#### LEARNING OUTCOMES (Los):

##### 1. \*R.W. Emerson: *The American Scholar and Self Reliance*

1. The students will be imparted a spirit of individuality.
2. The students will develop a love for intellectual matters

##### 2. Nathaniel Hawthorne : *The Scarlet Letter*

1. The students will be able to appreciate the conservative nature of Puritanism.
2. The students will understand the gap between traditional morality and humanistic morality.

##### 3. Emily Dickenson: *Because I Could Not Stop For Death; I Heard A Fly Buzz-When I Died; If You Were Coming In The Fall; A Narrow Fellow In The Grass; I Drank A Liquor Never Brewed; The Soul Selects Her Own Society.*

1. The students will be able to understand the refined and acute sensibilities of the poetess.
2. The students will be able to appreciate the simple and the natural beauty of American ecosystem.

##### 4. \*Walt Whitman: *Out of The Cradle Endlessly Rocking, When Lilacs Last In The Dooryard Bloom'd*

1. The students will be enabled to have a philosophical understanding of life and death.
2. The students will be able to understand Whitman's love for Abraham Lincoln.

##### 5. Ernest Hemingway: *The Old Man and the Sea*

1. The students will be familiarized with the rugged and tenacious survival spirit of human nature.

2. The students will comprehend the struggling spirit of life between man and nature.

**6. William Faulkner: *The Sound and the Fury***

1. The students will understand the gradual decline of southern aristocracy after American civil war.
2. The students will understand how life becomes meaningless in absence of conducive conditions of life.

**7. John Steinbeck: *The Grapes of Wrath***

1. The students will be acquainted with the impact of the great depression on the lives of the common people.
2. The students will be familiarized with the humanistic picture of contemporary society from the deprived members of the society.

**8. Eugene O' Neill : *The Hairy Ape***

1. The students are enabled to know the existential meaning of human life and the role of societies in wasting it.
2. The students are enabled to know the conflict between human identity and the power and search of money.

**COURSE OUTCOMES (Cos):**

1. The students will have a clear and thorough understanding of the evolution of America with its contours and identity of its own.
2. The students will know the prominent and popular writers of American literature and how they enriched American culture .
3. The students will be able to understand the nature and trends of both its merits and demerits as exposed and expounded by its writers.
4. The students will be enabled to know various themes and styles of American literature.
5. The students will learn different cross-cultural thematic concerns present in African – American literature.

**BACKGROUND STUDY**

Puritanism, Transcendentalism, Romanticism, Expressionism, Regionalism, American Realism and Naturalism, The American Dream, The Rise of the American Novel

## SUGGESTED READINGS

1. *The American Tradition in Literature* 2 vols. – S. Bradley, ed. (W. W. Norton and Co., New York, 1962)
2. *Backgrounds of American Literary Thought* - W. Rod Horton and Herbert Edwards (Prentice-hall, New York, 1967)
3. *The Cycle of American Literature* – Robert E. Spiller (The Free Press, New York, 1967)
4. *The American Classics Revisited: recent studies of American literature* – P. C. Kar and Ramakrishna, eds. (American Studies Research Centre, Hyderabad, 1985)
5. *Fifty Years of American Drama* - Alan Dower (Regonary, Chicago, 1951)
6. *The Literature of United States of America* - Marshall Walker (Macmillan Education Ltd, 1988)
7. *The Machine in the Garden* – Leo Marx (Oxford University Press, New York, 1967)
8. *American Literature of the Nineteenth Century: An Anthology* – William J. Fisher (Eurasia publishing house Pvt. Ltd, New Delhi, 1970)
9. *American Literature: 1890-1965* – Egbert S. Oliver (Eurasia publishing house Pvt. Ltd, New Delhi, 1970)

### **\*Detailed Study for Annotations**

**SEMESTER III: CORE PAPER – 3**  
**INDIAN ENGLISH LITERATURE – I**

**COURSE EDUCATIONAL OBJECTIVES (CEOs):**

- To enable students to have a clear understanding of the origin and the development of Indian English Literature.
- To enable the students to learn about different national and patriot poets.
- To familiarize the students with the Indianness, oppression in India and many other caste barriers
- To make the students understand about the Hindu rituals, Indian freedom movement struggles and about the suppressed classes in India.

**LEARNING OUTCOMES (Los):**

**1. Henry Louis Vivian Derozio - *The Harp of India and To India—My Native Land***

1. The students will understand about the dissemination of the western learning and science among the young men Bengal.
2. The students will understand about the Indian nationalism, patriotism and love of freedom.

**2. \*Toru Dutt - *Causuarina Tree and Jogadhya Uma***

1. The students will understand about the loneliness and patriotism
2. The students will understand about Ancient Ballads and Legends of Hindustan.

**3. \*Sri Aurobindo - *Perseus the Deliverer***

1. The students will understand about Indian movement for independence from British colonial rule
2. The students will understand about the spiritual evolution.

**4. B. R Ambedkar - *Dhamma, Adhamma and Sadhamma from The Buddha and His Dhamma***

1. The students will understand about the vision of Dr. B. R Ambedkar
2. The students will understand about the original teachings of Buddhism.

**5. Kuswanth Singh - *Train to Pakistan***

1. The students will understand about the trenchant secularism and an abiding love of poetry
2. The students will understand about the partition of India.

**6. Raja Rao - *Kanthapura***

1. The students will understand about a search for truth in Europe and in India.

2. The students will understand that myths can be used as technique.

**7. Mulk Raj Anand - *Untouchable***

1. The students will understand about the lives of the poorest castes in traditional Indian society
2. The students will understand about the lives of the oppressed people

**8. Prem Chand - *Godan* ( Translated by Ratan P. Lal)**

1. The students will have an understanding about the Hindu rituals
2. The students will understand about the donating of cows as a part of Hindu Rituals.

**COURSE OUTCOMES (Cos):**

1. The students are enabled to understand thoroughly about Anglo-Indian and Indo-Anglian writings.
2. The students clearly learn about the political and social history of colonial India.
3. The students realise the importance of the influence of Indian mythology on Indian English Writers.
4. The students learn about the indelible impact of nationalism on the Indian English Writers.
5. The students learn how Indian philosophy by Indian English Writers has been unfolded to the West.

**BACKGROUND STUDY**

Brief Political and Social History of Colonial India, Rise of Nationalism, The Use of English for Political Awakening and Cultural Unification, The Influence of Indian Mythology, Culture, Philosophy on Literature, The Rise of Prose Fiction, Rise of Nationalism, Ideas of Internationalism and Universalism, Social Consciousness and Fiction

**SUGGESTED READINGS**

1. *Indian Writing in English* - K. R. Srinivasa Iyengar (Sterling Pub. Pvt. Ltd., 4th ed., New Delhi)
2. *A History of Indian English Literature* - M. K. Naik (Sahitya Academy, 1989)
3. *Twice-Born Fiction: Indian Novel in English* - Meenakshi Mukherjee (Arnold Hienemann, New Delhi, 1971)
4. *English in India: Its Present and Future* - V. K. Gokak (Asia Publishing House, Bombay)
5. *The Swan and the Eagle* – C. D. Narasimhaiah (Indian Inst. of Advanced Study, Simla, 1989)
6. *Indian Writing in English: Critical Essays* - David McCutcheon (Writers Workshop, Calcutta, 1971)
7. *Modern Indian Fiction* - Vasant A. Shahane & Saros Cowasjee, eds. (Vikas Pub.



House, New Delhi)

8. *Indian English Drama: A Study in Myths* – Nand Kumar (Sarup & Sons, 2003)
9. *Indian Poetry in English: A Critical Assessment* - Vasant Anant Shahane, M. Sivaramkrishna (Macmillan, 1980)

**\*Detailed Study for Annotations**

## SEMESTER III: ELECTIVE – 1

### NEW LITERATURES (OTHER THAN INDIAN)

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To enable the students to identify the geographical, cultural and political developments in New Literatures.
- To interpret the contrast between native and Western values or between English and local values, myth and culture.
- To analyse the success story of immigrant life in the New World.
- To enable the students understand, discuss and elaborate the long term cultural impact of Western Culture

#### LEARNING OUTCOMES (Los):

##### 1. \*A. D Hope: *Australia, The Death of the Bird*

1. The learner realises that civilisation or culture does not always emerge from something fertile and green but from deserts too.
2. Learners will be familiarised with the concept of the mighty design of the Universe.

##### 2. Leopold Senghor: *New York*

1. The learner understands the concept of humanity.
2. The learner realises the role of new cultural identity to produce a whole America.

##### 3. Wole Soyinka: *Kongi's Harvest*

1. Learner understands artist's new function as a critic after independence.
2. Learner realises destruction as a necessary step before regeneration in Yoruba tradition.

##### 4. Douglas Stewart: *Ned Kelly*

1. The students will be familiarised with the features of Australian melodrama
2. The students will be made Conscious about Australian culture and spirit

##### 5. \*Chinua Achebe: *Things Fall Apart*

1. The students will be familiarised with the culture of the Igbo people.
2. The students will discuss the impact of British colonization.

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

1. The students will understand a common man's quest for existential freedom.
2. The students will be familiarised about anti-colonial struggle.

## 7. Patrick White: *Voss*

1. The students will understand personal quest for life meaning
2. The students will acquire knowledge about the Australian landscape

## 8. Margaret Laurence: *Stone Angel*

1. The learner realises Hagar Shipley's urge for freedom through her thoughts.
2. The learner understands the difference between inner reality and outer appearance of truth.

## COURSE OUTCOMES (Cos):

### BACKGROUND STUDY

Colonial Encounters, Postcolonial Discourse, Nationalism, Ethnicity, Nativism, Race and Gender, Hybridity; History, Language and Landscape in Canada and Australia; Language In Colonies, Immigration, Multiculturalism, Globalisation, Africa's Symbolic Importance, Proverbs in African Fiction, Yoruba Theatre, Canadian Feminism

### SUGGESTED READINGS

1. *The Post-Colonial Theory* – Leela Gandhi (Oxford, 1998)
2. *Colonial Encounter: A Reading of Six Novels* - Molly Mahood (Rex Collins, London, 1977)
3. *The Empire Writes Back* - Bill Ashcroft et al (eds.) (Routledge, London, 1989)
4. *A Manifold Voice - Studies in Commonwealth Literature* – William Walsh (London, 1970)
5. *Literature of the World in English* - Bruce King
6. *Awakened Conscience* - C. D. Narasimhaiah (1978)
7. *African Literature: A Critical View* - David Cook (Longman, London, 1977)
8. *The Literature of Australia* - Geoffrey Dutton
9. *Survival: A Thematic Guide to Australian Literature* - Margaret Atwood
10. *Homecoming: Essays on African and Caribbean Literature, Culture and Politics* - Ngugi Wa Thiongo (Heinemann, London, 1972)

### \*Detailed Study for Annotations

## SEMESTER III: ELECTIVE – 2

### ENGLISH LANGUAGE TEACHING – I

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To familiarize the students with the English Language Situation in India.
- To familiarize the students with the aims & objectives of teaching English.
- To enable the students understand Language Teaching Methods and approaches in language teaching.
- To enable the students understand the language learning theories, techniques of teaching Grammar and techniques of teaching vocabulary.
- To enable the students understand how a lesson plan should be written.

#### LEARNING OUTCOMES (Los):

##### **1. English Language Teaching Situation in India.**

1. The students will be familiarized with the history English Language Teaching in India.
2. The students will understand the problems of English Language Teaching Situation in India.

##### **2. Fundamental Principles; Aims and Objectives of Teaching English.**

1. The students will be familiarized with the aims of teaching English Language.
2. The students will understand the objectives of teaching English Language.

##### **3. History of Language Teaching Methods: Grammar Translation Method, Direct Method, Bilingual Method, Reading Method.**

1. The students will understand the history of language teaching methods.
2. The students will be familiarized with Grammar Translation method, Direct method, Bilingual method and Reading method.
3. The students will be able use different methods in teaching English Language.

##### **4. Approaches and Methods in Language Teaching: Oral Approach and Situational Language Teaching, Audio-Lingual Method, Communicative Language Teaching, Total Physical Response, the Silent Way, Community Language Learning, the Natural Approach, Suggestopedia.**

1. The students will be exposed to different Approaches in Language teaching.
2. The students will be able to use all the approaches in Language teaching.

##### **5. Language Teaching Skills/Language Learning Theories: Language and Cognition, Behaviourist, Rationalist, Mentalist, Language as Skill / Bridge and Remedial Courses.**

1. The students will understand how language skills can be taught.
2. The students will be familiarized with the Language learning theories.

**6. Error Analysis Theory; Identifying and dealing with Common Learner Errors.**

1. The students will comprehend error analysis theory.
2. The students will be familiarized with identifying and to deal with common learner errors.

**7. Problems and Principles: Reading, Writing, Listening, Speaking, E.S.P. and Study Skills.**

1. The students will be familiarized with the problems and principles of Reading, Writing, Listening and Speaking.
2. The students will understand E.S.P and study skills and use it in a given situation.

**8. Techniques of teaching Grammar.**

1. The students will be made to understand the importance of Grammar and its usage.
2. The students will understand the techniques involved in teaching of Grammar.

**9. Techniques of teaching Vocabulary.**

1. The students will be familiarized with the importance of Vocabulary in Language.
2. The students will understand the techniques involved in teaching of Vocabulary.

**10. Teaching Practice: Lesson Plans to teach Prose, Poetry, Grammar, Vocabulary, Supplementary Reader and Composition.**

1. The students will be able to write lesson plans.
2. The students will be to execute the written lesson plans in the class rooms.

**COURSE OUTCOMES (Cos):**

1. The students will be familiarized with the history and problems of English Language Teaching in India.
2. The students will be familiarized with the aims and objectives of teaching English Language.
3. The students understand methods and approaches.
4. The students will be familiarized with the Language learning theories, techniques of teaching Grammar and vocabulary.
5. The students will be able to write a lesson plan and can execute the same in a given situation.

**TEXTS**

1. *A Course in Language Teaching* - Penny Ur.
2. *Language Teaching and Skill Learning* - Keith Johnson
3. *Teaching English as a Second Language* - H. B. Allen (ed.)
4. *Approaches and Methods in Language Teaching* - Jack C Richards and Theodore S. Rodgers

## SUGGESTED READINGS

1. *Language Pedagogy* - N. S. Prabhu
2. *Teaching English as a Second or Foreign Language* – M. C. Muria and L. Mointesh (eds.)
3. *Teaching English in India Today* – V. V. Yardi
4. *Teaching English in India* – V. K. Gokak

### SEMESTER III: ELECTIVE – 3

#### COLONIAL ENCOUNTERS – I

##### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To make the students understand the growth of colonies in modern times.
- To enable students understand the impact of the western civilization on the colonies.
- To make students understand how English in India was introduced.
- To enable the students understand the literature of ex- colonies, savage / civilized.

##### LEARNING OUTCOMES (Los):

###### 1. Joseph Conrad: *Heart of Darkness*

1. The students will be enabled to know 19<sup>th</sup> century realism through Conrad's works.
2. The students can understand European colonial rule in Africa.

###### 2. E.M. Foster: *A Passage to India*

1. The students will be enabled to know how his novels examine class differences and hypocrisy.
2. The students will have a broader idea on British Raj and Indian independence struggle.

###### 3. George Orwell: *Burmese Days*

1. The students will be enabled to know about Orwell's outspoken support of democratic socialism.
2. The students will know both indigenous corruption and imperial bigotry through the novel.

###### 4. Rudyard Kipling: *Kim*

1. The students will know that Kipling is seen as an innovator in the art of short story writing.
2. The students will be enabled to know the political conflict between Russia and Britain in central Asia.

###### 5. Margaret Atwood: *Surfacing*

1. The students will be enabled to know a variety of themes like gender and identity.
2. The students will be enabled to know about Canadian nationalism.

**6. Sarat Chandra Chattopadhyay: *Pather Dabi* (Translated by Prasanjit Mukherjee)**

1. The students will be enabled to know about tragedy and struggle of village people and contemporary social practices prevailed in Bengal.
2. The students will be enabled to know about society named Pather Dabi whose goal is to free India from the British.

**7. Derek Walcott: *A Far Cry from Africa, Ruins of a Great House***

1. The students will be enabled to know about Methodism and spirituality in his works.
2. The students will be enabled to know a guerilla war fought by native Kenyans against British colonies.

**8. George Lamming: *In the Castle of My Skin***

1. The students will be enabled to know about an auto- biographical account of George Lamming's Childhood days in Barbados.
2. The students will be enabled to know about the relationship between colonial power and their colonies.

**COURSE OUTCOMES (Cos):**

**BACKGROUND STUDY**

The Historical background, The Growth of the Colonies in the Modern Times, The Impact of the Western Civilization on the Colonies, The African Response, The English in India, The Latin- American Response, South African Apartheid, The Caribbean Response, Literature of the Ex- colonies , Savage / Civilized.

**SUGGESTED READINGS**

1. *Hindoo Holiday* - J. R. Ackerley (Arnold Heinemann, New Delhi, 1979)
2. *A Passage to India: Essays in Interpretation* – John Bear (Macmillan, London, 1985)
3. *The Last Years of British India* – Michael Edwards (Cassell, London, 1963)
4. *Fiction and Colonial Experience* – Jeffrey Myers (The Boydell Press, Ipswich, 1973)
5. *Imperialism and Civilisation* – Leonard Woolf (Carland Publishing House, New York, 1928)
6. *Conrad's Western World* – Norman Sherry ( Cambridge Univ. Press, Cambridge, 1971)



## M. A. ENGLISH

### SYLLABUS

#### SEMESTER IV: CORE PAPER - 1

#### LITERARY CRITICISM: THEORY AND PRACTICE – II

##### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To familiarize the students with the Indian Aesthetics.
- To familiarize the students with the Indian Literary Critics.
- To enable the students understand Post-colonial Criticism.
- To enable the students understand the African – American Criticism.
- To enable the students understand the concept of cultural studies.

##### LEARNING OUTCOMES (Los):

- 1. V. S. Sethuraman, Indira C.T.: *Practical Criticism* (Analysis of unknown Passage: Prose or Poem)**
  1. The students will be familiarized with the literary devices.
  2. The students will be able to analyze prose and poem
- 2. V. S. Sethuraman: *Dhvanyaloka Anandavardhana from Indian Aesthetics.***
- 3. V. S. Sethuraman: *Natyasastra by Bharata from Indian Aesthetics.***
  1. The students will be familiarized with the Indian Aesthetics.
  2. The students will be familiarized with Indian Literary theories.
- 4. Edmund Wilson: *Marxism and Literature.***
  1. The students will be familiarized with the Marxist theories.
  2. The students will be able to understand the relation between Marxism and Literature.
- 5. Lionel Trilling: *Freud and Literature.***
  1. The students will be able to understand Freud's theories.
  2. The students will be familiarized with the relation between Freud's theories and Literature.
- 6. Mikhail Bakhtin: *From Discourse in a Novel.***
  1. The students will be familiarized with the Russian Formalism.
  2. The students will be able to understand Mikhail Bakhtin's contribution to Literary Theory.
- 7. Roland Barthes: *Death of the Author.***
  1. The students will be familiarized with the Reader-Response theory.

2. The students will be able to understand the concept of Death of the Author.

**8. Paul de Man: *Semiology and Rhetoric*.**

1. The students will be familiarized with the concept of Deconstruction.
2. The students will be able to understand Paul de Man's views on Semiology and Rhetoric.

**COURSE OUTCOMES (Cos):**

**BACKGROUND STUDY**

Cultural Criticism, Deconstruction, Post-colonial Criticism, Feminist Criticism, African-American Criticism, Cultural Studies, Reader-Response Theory

**SUGGESTED READINGS**

1. *English Literary Criticism and Theory – An Introductory History* – M. S. Nagarajan (Orient Blackswan, 2008)
2. *New Literary Criticism*- Gary Day
3. *A Handbook of Critical Approaches to Literature* – Wilfred L.Guerin et al. (OUP, 2005)
4. *Structuralist Poetics : Structuralism, Linguistics and the Study of Literature* – Jonathan Culler, Cornell University Press, 1975
5. *The Concept of Structuralism: A Critical Analysis* – Philip Pettit, University of California Press, 1975
6. "A Short Course in Post-Structuralism"- Jane Tomkins, *College English*, v. 50 n. 7 pp. 733- 47 Nov 1988

## SEMESTER IV: CORE PAPER – 2

### AMERICAN LITERATURE – II

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To enable the students understand colonialism and anti-colonialism.
- To make students understand black consciousness and black studies.
- To make the students understand colonial discourse and cultural diversity.
- To enable students understand the concept of hybridity and negritude.

#### LEARNING OUTCOMES (Los):

**1. \*Robert Frost: *Birches, Home Burial, West Running Brook, Stopping by Woods by a Snowy Evening and Mending wall.***

1. The students will be able to learn the simple but profound truths of life.
2. The students will be able to understand how life can be lived happily based on one's sensibilities rather than money making.

**2. Wallace Stevens: *The Emperor of Ice Cream, Sunday Morning and Peter Quince at the Clavier.***

1. The students will be able to derive valuable experiences of life from daily observations.
2. The students will be able to appreciate the rhythmic and lyrical beauty of American poetry which has come of age.

**3. \*Arthur Miller: *Death of a Salesman***

1. The students will be able to understand the illusions created by capitalist society which values money more than human life.
2. The students will be able to comprehend the life of common people caught in the quagmire of money.

**4. Theodore Dreiser: *An American Tragedy***

1. The students will be able to understand the tragedy of young hopeful people frustrated by unfavourable conditions of the society.
2. The students will be able to understand how money dictated and destroys the lives of common people

### **5. Toni Morrison: *Sula***

1. The students will be able to understand the projection of Black feminism as a rising trend in American society.
2. The students will be able to understand that black literature as a authentic segment of contemporary American Literature.

### **6. Bernard Malamud: *The Assistant***

1. The students will be able to understand the ethical values and way of life of Jews in American society.
2. The students will be able to understand the scope of change in human life and transformation leading to better understanding of life.

### **7. Stephen Crane : *The Red Badge of Courage***

1. The students will be acquainted with the anti romantic picture of American civil war.
2. The students will be familiarized with how common people are caught in circumstances beyond their control and suffer for it.

### **8. Lorraine Hansberry: *A Raisin in the Sun***

1. The students are enabled to know the confined and shrunken lives of common black people of America.
2. The students will be able understand the American society from the view point of Black people.

### **COURSE OUTCOMES (Cos):**

1. The students understand the multicultural nature of American literature.
2. The students will have a clear understanding on the concept of black feminism in American literature.
3. The students are familiarised with the development of literature in the Twenties.
4. The students know about the Jewish American novel

### **BACKGROUND STUDY**

Multiculturalism, Modern American Poetry, The Twenties, The Lost Generation, Jewish Novel, Feminism in Literature, African-American novel, Black Feminist Criticism, American Dream

### **SUGGESTED READINGS**

1. *Main Currents in American Thought*, 3 Vols. - Vernon L. Parrington (Harcourt Brace & Govanovich, New York, 1955)

2. *Harvard Guide to Contemporary American Writing* - Daniel Hoffman (O.U.P., New Delhi, 1979)
3. *The American Adam* - Richard W. Lewis (University of Chicago Press, Chicago, 1955)
4. *The Mind of South* - Wilbur Cash
5. *American Drama Since 1918* - Joseph Wood, Krutch (Random House, New York, 1939)
6. *The New Oxford Book of American Verse* - Richard Ellman (O.U.P., New York, 1976)
7. *American Poetry and Prose, 3 Vols.* - Norman Forster (Houghton Mifflin: Boston, 1970)

**\*Detailed Study for Annotations**

## SEMESTER IV: CORE PAPER – 3

### INDIAN ENGLISH LITERATURE – II

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To enable students to have a clear understanding of Indian politics and women issues.
- To enable the students to learn about myriad prose styles and Indian rituals
- To familiarize the students with the topics such as nationalism and superstitions in India
- To make the students understand about the history right from 4th century BC till post partition of India; the discriminations in the society; the history of Burma and the Third Theatre.

#### LEARNING OUTCOMES (Los):

##### 1. \*Kamala Das: *The Freaks ; Ghanshyam and Introduction*

1. The students will understand about women's issues, child care and politics
2. The students get acquainted with the liberal treatment of female sexuality

##### 2. \*Jayantha Mahapatra: *Dawn at Puri; An Indian Summer and The Moon Moments*

1. The students will understand about the intolerance in India
2. The students will know about the myriad forms of prose and Indian rituals

##### 3. Nissim Ezekiel: *Enterprise; Night of the Scorpion and Goodbye Party for Miss Pushpa T. S*

1. The students will know about the familial events
2. The students will know about different superstitions from his poems

##### 4. Rabindranath Tagore: *An Eastern University and East and West*

1. The students will know about the poetic and metaphysical writings
2. The students will know about the importance of Universities and the harmony of the East and West.

##### 5. Qurratulain Hyder: *River of Fire*

1. The students are enabled to know history right from the fourth century BC till post—Partition of India.
2. The students will understand about the vast sweep of time and history.

##### 6. Arundati Roy: *The God of Small of Things*

1. The Students will understand about the discriminations in the society
2. The students will understand about the achievements of the tribal people.

### **7. Amitav Ghosh: *The Glass Palace***

1. The students will understand about the history of Burma.
2. The students are enabled to learn the different literary techniques employed by Amitav Ghosh

### **8. Vijay Tendulkar: *Silence! The Court is in Session***

1. The students will understand about the real life incidents and social upheavals.
2. The students will get familiarized with the unconventional themes.

### **9. Badal Sarcar: *Evam Indrajit***

1. The students will get familiarized with the Third Theatre
2. The students will know about the anti— establishment plays.

### **COURSE OUTCOMES (Cos):**

1. The students are enabled to learn about the Novels of East—West Encounter.
2. The students become very thorough in understanding the socio-cultural and historical background of India through Indian English literature.
3. The students can have an understanding of uniform characteristics predominantly present in Indian English literature.
4. The students are enabled to know the basic concepts subsumed in the Indian English literature texts.
5. The students are enabled to have a profound understanding of Indian English literature as a whole.

### **BACKGROUND STUDY**

Novels of East-West Encounter, Orientalism, Post Colonialism, Counter-Discourses, Decolonisation, Non-Fictional Prose, Recent trends in Fiction and Drama, Post Modernism, Magic Realism.

### **SUGGESTED READINGS**

1. *Indian Writing in English*- K.R Srinivasa Iyengar (Sterling Publishers Pvt. Ltd., New Delhi, 4th ed., 1984)
2. *Aspects of Indian Writing in English*-M.K. Naik (Macmillan, Madras, 1979)
3. *Considerations* - Meenakshi Mukherjee (Allied Publishers, Bombay. 1977)
4. *Perspectives on Indian Drama in English* - M. K. Naik & S. Mokashi Punekar (O.U.P, Madras, 1977)
5. *The Novel in India: Its Birth and Development* - T. W. Clarke (George Allen & Unwin, London, 1970)
6. *Indian English Literature 1980-2000: A Critical Survey* - M. K. Naik and

- Shyamala A. Narayan - New Delhi: Pencraft Publications, 2001
7. *Post-Modern Indian English Literature* - B. K. Das - New Delhi: Atlantic Publishers, 2010.
  8. *Indian Writing in English: The Last Decade* - Rajul Bhargava - Jaipur and New Delhi: Rawat Publications, 2002.
  9. *The New Indian Novel in English: A Study of the 1980s* - Viney Kirpal - New Delhi: Allied Publishers, 1990.
  10. *A Concise History of Indian Literature in English* – A .K. Mehrotra (Orient Blackswan, 2008)

**\*Detailed Study for Annotations**



## SEMESTER IV: ELECTIVE – 1

### CLASSICS IN TRANSLATION

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

1. To expose the students to a variety of historical and cultural experiences so as to broaden their minds and sensibilities.
2. To explain and expound the perennial values embedded in human nature and how they are important to human life.
3. To derive the Psychological and moral benefits of studying the great works of art and how they bring out the hidden depths of human nature.
4. To familiarise the students with major literary, cultural movements

#### LEARNING OUTCOMES (Los):

##### 1. \*Alghieri Dante: *Divine Comedy*

1. The students will be able to appreciate features of epic poetry.
2. The students will be able understand main theme of the spiritual journey of man through life.

##### 2. \*Henrik Ibsen: *A Doll's House*

1. The students will be able to define the family roles and expected to play.
2. The students will be able to identify and understand symbols, metaphors, and allegories.

##### 3. Bertolt Brecht: *Galileo*

1. The students will be able to identify the basic characteristics of Agit-Prop.
2. The students will understand the social responsibility of scientists.

##### 4. Leo Tolstoy: *Anna Karenina*

1. Learners understand that reality is so often different from what men and women hope and dream for.
2. Learners realise that there is a difference between self-centeredness and egoism.

##### 5. Albert Camus: *The Outsider*

1. The students will be able to recognize the elements of a philosophical novel.
2. The students will be able to understand the problems of human conscience in our time.

##### 6. Herman Hesse: *Siddhartha*

1. The learners understand Siddhartha's quest for enlightenment.
2. Learners realise the way to attain inner bliss.

**7. Anton Chekhov: *Cherry Orchard***

1. Learners get a glimpse of Russian Aristocratic life and its follies.
2. Learners understand various facets of life through the play.

**8. Fyodor Dostoevsky: *Crime and Punishment***

1. Learners understand that one should atone for one's crime through suffering.
2. Learners are familiarised with the concept of spiritual regeneration.

**COURSE OUTCOMES (Cos):**

**BACKGROUND STUDY**

Major Literary, Cultural Movements; Symbolism, Cubism, Realism, Surrealism, Modernism, Expressionism, Futurism, Existentialism, New philosophical Trends, Epic theatre

**SUGGESTED READINGS**

1. *Heroic Poetry* - C. M. Bowra (St. Martin's Press, New York, 1969)
2. *Epic and Romance* –W. P. Ker (Dover Publications, London)
3. *Modern Continental Playwrights*- Frank. W. Chandler (Harper and Row, New York, 1969)
4. *Masters of Drama* – John Gassner (Dover Publications, New York, 1954)
5. *A Study of Modern Drama* – Darectt H. Clark (Century Book –Bindery, Philadelphia, 1982)
6. *Guide to Modern World Literature* – Martin Seymour-Smith (Wolfe Pub. Ltd., London, 1973)
7. *The Norton Anthology of World Masterpieces* – (2 Vols.) – Maynard Mack et. al. (eds.)
8. *A History of Western Literature* – J. M. Cohen (Penguin Books, Harmondsworth, 1956- Model)

**\*Detailed Study for Annotations**

## SEMESTER IV: ELECTIVE – 2

### ENGLISH LANGUAGE TEACHING – II

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To enable the students to know the importance of communication skills in Teaching Language.
- To familiarize the students with the course designing/syllabus preparation.
- To enable the students to know different types of tests and the evaluation process.
- To familiarize the students with the classroom teaching techniques at the undergraduate level.
- To familiarize the students with teaching practice, using teaching aids and planning a lesson.

#### LEARNING OUTCOMES (Los):

##### **1. Fundamental Principles, Aims and Objectives of Teaching English in India**

##### **2. Communication Skills in Teaching.**

1. The students will be familiarized with Fundamental Principles, Aims and Objectives of Teaching English in India.
2. The students will be able to use communicative skills in teaching language.

##### **3. Course Designing/Preparation of Syllabus: Structural, Situational, Notional, Functional and Communicative Approach.**

1. The students are familiarized with course designing/syllabus preparation.
2. The students will be exposed to different types of syllabi for different approaches.

##### **4. Types of Tests and Evaluation**

1. The students will be made to understand the differences between Test and Evaluation.
2. The students understand different types of tests and the evaluation process.

##### **5. Classroom Techniques: Lecture Method-Advantages and Disadvantages.**

##### **6. Learner Centred Approach: Classroom Interaction, Pair Work, Peer Group Interaction, Role Play.**

1. The students are familiarized with classroom techniques.
2. The students are made to understand the Learner Centred Approach.

##### **7. Team Teaching and Teaching Large Classes**

##### **8. Learner Strategies and Study Skills.**

1. The students are familiarized with Team Teaching and Teaching Large Classes.
2. The students are made to understand the Learner Strategies and study Skills.

**9. Teaching Language Skills, Teaching Literature at the Undergraduate Level**

**10. Teaching Practice: The Function of Practice, Characteristics of a Good Practice Activity, Practice Techniques, Sequence and Progression in Practice**

1. The students are familiarized with the classroom teaching techniques at the undergraduate level.
2. The students will understand the importance of teaching practice.

**11. Teaching Aids: Audio-Visual Aids, Black Board, Flash Cards, Flip Charts, Realia**

**12. Lesson Planning: Lesson Preparation, Varying Lesson Components, Evaluating Lesson Effectiveness, Practical Lesson Management.**

1. The students will learn how to use teaching aids effectively.
2. The students will be to execute the written lesson plans in the class rooms.

**COURSE OUTCOMES (Cos):**

1. The students will be able to use communicative skills in teaching language.
2. The students are familiarized with course designing/syllabus preparation.
3. The students understand different types of tests and the evaluation process.
4. The students are familiarized with the classroom teaching techniques at the undergraduate level.
5. The students are familiarized with teaching techniques.

**TEXTS**

1. *English in The World: Teaching and Learning the Language and Literatures* - R. Quirk and H. Widdowson.
2. *Course Design: Developing Programs and Materials for Language Learning* - Olshtquin F. Dubins.
3. *Mark Your Own Language Tests: A Practical Guide to Writing Language Performance Tests*- J. Carroll and P. Hall.
4. *Introduction to English Phonetics* - T. Balasubramaniam
5. *Spoken English for India* (Orient Longman, Madras, 1972)

**SUGGESTED READINGS**

1. *Communication Syllabus, Design and Methodology* – K. Johnson (Pergamon, Oxford, 1982)
2. *Communicative Methodology in Language Teaching* - C. J. Brumfit and Johnson (eds.) (Cambridge University Press, 1984)
3. *Language and Literature Teaching: From Practice to Principle* - C. J. Brumfit and R. Carter

4. *Foreign and Second Language Learning* - W. Littlewood (Cambridge University Press, 1984)
5. E.S.P. – A *Learning Centred Approach* to English in India: Issues and Problems – T. Hutchinson and A. Waters

## SEMESTER IV: ELECTIVE – 3

### COLONIAL ENCOUNTERS – II

#### COURSE EDUCATIONAL OBJECTIVES (CEOs):

- To make the students understand hegemony and hybridity.
- To enable the students understand discourse and trans-cultural writings.
- To make students understand the negative impact of imperialism.
- To enable students to know the importance of the search for identity.

#### LEARNING OUTCOMES (Los):

##### 1. Mulk Raj Anand: *Two Leaves and a Bud*

1. The students are enabled to know the theme of oppression of the poor.
2. The students will know the concept of haves and have nots and exploitation of one at the hand of the other.

##### 2. Dorris Lessing: *Grass is Singing* (Grafton Books, 1980)

1. The students are enabled to know the radical policies between the whites and the blacks.
2. Students are enabled to know the themes of femininity, sexuality and maternity.

##### 3. Alan Stewart Paton: *Cry, The Beloved Country*.

1. The students are enabled to understand Anti Apartheid activist movement.
2. The students will understand the social protest the structures of the society through the Novel.

##### 4. Nodine Gordimer: *My Son's Story*

1. The students are enabled to know the moral and racial issues in South Africa.
2. The students are enabled to know the themes of love and politics through the novel.

##### 5. Joyce Cary: *Mister Johnson* (The Berkeley Publishing Corporation, 1961)

1. The students are enabled to know about the form of adventure fiction.
2. The students are enabled to know the colonial situation in the novel.

##### 6. Paul Scott: *Staying On*

1. The students are enabled to know the last British couple living in India after Independence through the Novel.

2. The students are enabled to know about the concept of Internationalism.

**7. Jean Rhys: *Wide Sargasso Sea***

1. The students are enabled to know the Caribbean history and assimilation.
2. The students are enabled to know the power of relationship between the men and women.

**8. Ngugi Wa Thiongo: *A Grain of Wheat***

1. The students are enabled to know the movement of Mau – Mau.
2. The students are enabled to know the state of emergency in Kenya's struggle for independence during 1952-1959.

**COURSE OUTCOMES (Cos):**

**BACKGROUND STUDY**

Hegemony, Hybridity, Colonial discourse, Transcultural writing, Displacement and Rootlessness, Authenticity, Imperialism, The Search for Identity, Post-colonialism, Apartheid.

**SUGGESTED READINGS**

1. *Hindoo Holiday* - J. R. Ackerley (Arnold Heinemann, New Delhi, 1979)
2. *A Passage to India: Essays in Interpretation* – John Bear (Macmillan, London, 1985)
3. *The Last Years of British India* – Michael Edwards (Cassell, London, 1963)
4. *Fiction and Colonial Experience* – Jeffrey Myers (The Boydell Press, Ipswich, 1973)
5. *Imperialism and Civilisation* – Leonard Woolf (Carland Publishing House, New York, 1928)
6. *Conrad's Western World* – Norman Sherry (Cambridge Univ. Press, Cambridge, 1971)