

## SYLLABUS

M.A. Honours and M.A. Honours with Research in English  
SEMESTERS III & IV (M.A. Hons Part II)  
(Implemented in 2014-2015)

### INDEX

#### **CORE PAPERS**

Paper IX – Semester III - Politics, Ideology and English Studies

Paper X -- Semester IV – Literature as Resistance

Paper XI – Semester III –Theory and Methodology of Comparative Literature I

Paper XII –Semester IV- Theory and Methodology of Comparative Literature II

Paper XIII – Semester III – Re-Reading Canonical British Literature  
(17<sup>th</sup> to Early 20<sup>th</sup> Century)

Paper XIV – Semester IV – Re-Reading Canonical British Literature  
(The 20<sup>th</sup> Century)

#### **OPTIONAL PAPERS (XV & XVI)**

- 1) Paper XV – Semester III – American Literature of the 20<sup>th</sup> Century I  
Paper XVI – Semester IV – American Literature of the 20<sup>th</sup> Century II
- 2) Paper XV – Semester III – Canadian Literature in English  
Paper XVI – Semester IV – Australian Literature
- 3) Paper XV – Semester III –English Language Teaching I  
Paper XVI – Semester IV – English Language Teaching II

## SEMESTER III

### Paper :IX Politics, Ideology and English Studies

(6 Credits – 30 Teaching and 10 Testing Hours)

#### Objectives

- To trace the impact of Western imperialism on colonized societies
- To historicize early English Studies curricula at the centre and margins of empire
- To understand the impact of ideology on English Studies
- To understand the socio-cultural relevance of English studies in postcolonial societies
- To appreciate the need for new perspectives on English Studies

#### Background Themes and Issues

**a) Colonialism and Imperialism:** The beginnings of European Colonialism; Orientalism as a controlling and defining device; Impact of Western Imperialism on Colonised societies; Use of English language and literature as a tool of social control; Historicising early English Studies curricula at the Centre and the Margins of Empire.

**b) English Studies Today - Crisis and Resistance:** Socio-cultural relevance of English Studies in a Post-imperial and Postcolonial order; Interrogation of universalist paradigms; Resistance to the Western Canon; Interrogations of the Nation; Resistance to Standard British English; Expansion of the Canon; Writing against colonial tropes and genres; Politicisation of English Studies curricula with specific focus on Postcolonial India; Need for new perspectives on English Studies.

#### Prescribed Texts

1. William Shakespeare – *The Tempest*
2. Jean Rhys – *The Wide Sargasso Sea*
3. Wole Soyinka – *The Lion and the Jewel*
4. Kazuo Ishiguro – *Remains of the Day*

#### Texts for Internal Assessment and Classroom Discussion

1. William Shakespeare – *Othello*
2. Samuel Taylor Coleridge’s “Kubla Khan” and Lord Byron’s “Bride of Abydos”
3. Rudyard Kipling – *Kim*
4. Jane Austen – *Mansfield Park*
5. E. M. Forster – *A Passage to India*

6. Raja Rao – *Kanthapura*
7. Ama Ata Aidoo – *Our Sister killjoy: or Reflections from a Black-eyed Squint*
8. Tayeb Salih – *Season of Migration to the North* or Frank McCourt – *Angela’s Ashes*
9. Hanif Kureshi – *My Beautiful Launderette*
10. Mahasweta Devi – *Bitter Soil*
11. Derek Walcott – *Pantomime*
12. Jamaica Kincaid – *A Small Place* or Romesh Guneseekara – *Reef*
13. Kamila Shamsie – *Kartography*
14. The Poetic Construct of Nation: W.B. Yeats, A.K. Ramanujam, Derek Walcott (4-5 poems of each poet from Jahan Ramazani. ed. *The Norton Anthology of Modern and Contemporary Poetry*, Vol. 2)

## Recommended Reading

- Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. London: Verso, 1993.
- Ashcroft, Bill et al. *The Empire Writes Back: Theory and Practice in Postcolonial Literature*. London & New York: Routledge, 1989.
- Bhabha, Bhabha (ed.) *Nation and Narration*. London: Routledge, 1990.
- Bhabha, Bhabha. *Location of Culture*. London:, Routledge, 1994.
- Bharusha, Nilufer E. (ed.) *World Literature: Contemporary Postcolonial and Post-Imperial Literatures*. New Delhi: Prestige, 2007.
- Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. Oxford:
- Fanon, Frantz. *Black Skin, White Masks*. Grove Press, 1967.
- Fulford, Tim and Peter J. Kitson (eds.), *Romanticism and Colonialism: Writing and Empire, 1780-*
- Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. New York: Columbia UP, 2003.
- Loomba, Ania. *Colonialism/Postcolonialism*. London & New York: Routledge, 1998.
- Patke, Rajeev S. *Postcolonial Poetry in English*. New Delhi: Oxford University Press, 2006.
- Ramazani, Jahan. *The Hybrid Muse, Postcolonial Poetry in English*. Chicago: University of Chicago Press, 2001.
- Said, Edward. *Culture and Imperialism*. New York: Alfred P. Knopf, 1993.
- Said, Edward. *Orientalism*. London: Routledge, 1978.
- Sundar Rajan, Rajeswari (ed.), *The Lie of the Land: English Literary Studies in India*, Oxford
- Tiffin, Chris and Alan Lawson (eds.), *De-scribing Empire: Postcolonialism and Textuality*. London & New York: Routledge, 1994.
- Viswanathan, Gauri. *Masks of Conquest: Literary Study and British Rule in India*. New Delhi: Oxford University, 1998.

Yegenoglu, Meyda. *Colonial Fantasies: Towards a Feminist Reading of Orientalism*, Cambridge: Cambridge University Press, 1998.

## **Evaluation Pattern**

### ***External Assessment (60 marks)***

1. William Shakespeare – *The Tempest*
2. Jean Rhys – *The Wide Sargasso Sea*
3. Wole Soyinka – *The Lion and the Jewel*
4. Kazuo Ishiguro – *Remains of the Day*

**Students will be required to answer 4 questions (with internal options) of 15 marks each in 2 hours.**

### ***Internal Assessment (40 marks)*** on the texts listed for internal assessment

20 marks – Written Assignment

10 marks – Classroom Presentation

10 marks – Regularity and Participation in Discussions

**As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the time table of the Department.**

## SEMESTER IV

### Paper X: Literature as Resistance

(6 Credits – 30 Teaching and 10 Testing Hours)

#### Objectives

- To arrive at an understanding of the ways Power and Resistance have been theorized by key thinkers from different locations
- To understand varied historical forms of resistance against dominant structures and hegemonies
- To engage with questions of literary resistance – thematic, linguistic, formal, institutional and ideological
- To interrogate issues of representation as well as writers' locations

#### Background Themes and Issues

- a) **Marxist and Post-Marxist theorizations of power and resistance:** Marx and Engels; Gramsci; Lukacs; Althusser
- b) **Non-Western mediations of Marx:** Mao; Che Guevara
- c) **Poststructuralist/Postmodern theories of power/resistance:** Foucault; Butler
- d) **The Subalternity question:** Subaltern Studies Group; Spivak
- e) **Caste Resistance:** Dalit Studies

#### Prescribed Texts

1. Dr. B. R. Ambedkar – “The Annihilation of Caste”
2. Namdeo Dhasal – *Golpeetha*
3. Abdelrahman Munif – *Cities of Salt*
4. Mahasweta Devi – *After Kurukshetra*

#### Texts for Internal Assessment and Classroom Discussion

1. Marx and Engels – *The Communist Manifesto*
2. Jotirao Phule – *Slavery*, translated by P.G. Patil
3. Bama – *Karukku or Sangati*
4. Arjun Dangle (ed.) *Homeless in my Land: Translations from Modern Marathi Dalit Short Stories*
5. Bertolt Brecht – *The Caucasian Chalk Circle*
6. Jean Genet – *The Blacks*

7. Dario Fo – *Accidental Death of an Anarchist*
8. Toni Morrison – *Sula*
9. Saadat Hasan Manto – “Toba Tek Singh” and “The Dog of Titwal”
10. Selected poems of Mahmoud Darwish
11. Selected poems of Pablo Neruda
12. Alan Ginsberg – *Howl*
13. John Steinbeck – *Grapes of Wrath*
14. Ursula K. LeGuin – *The Dispossessed* or Marge Piercy – *Woman on the Edge of Time*

## Recommended Reading

- Ambedkar, Bhimrao Ramji and Vasant Moon. *Dr. Babasaheb Ambedkar: Writings and Speeches* Vol. 1 & 2. Education Department, Govt. of Maharashtra, 1981, 1995.
- Bloch, Ernst et al. *Aesthetics and Politics*. London: New Left Books, 1977.
- Burger, Peter. *Theory of the Avant Garde*. Trans. Michael Shaw. Minneapolis: University of Minnesota Press, 1992.
- Eagleton, Terry. *The Ideology of the Aesthetic*. Oxford: Blackwell, 1990.
- Ecker, Giselle. Ed. *Feminist Aesthetics*. London: Women’s Press, 1985.
- G.N. Devy, *After Amnesia: Tradition and Change in Indian Literary Criticism*, Orient Longman,
- Ghurye, G. S. *Caste, Class and Occupation*. Popular Book Depot, 1961
- Gramsci, Antonio. *Prison Notebooks* Columbia: Columbia University Press, 2007.
- Guha, Ranajit and Gayatri Chakravorty Spivak (eds) *Selected Subaltern Studies* Oxford and New delhi: Oxford University Press, 1988.
- Jameson, Fredric. *Postmodernism, or the Cultural Logic of Late Capitalism*. Duke University Press, 1992
- Karl Marx and Friedrich Engels, *On Literature and Art*, Progress Publishers, Moscow, 1978.
- Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*. Hyderabad: Orient Longman, 2004.
- Lohia, Ram Manohar. *Jati Pratha*. Hyderabad: Navhind, 1964.
- Lukacs, Georg. *History and Class Consciousness*. Cambridge, MA: MIT Press, 1971.
- Makarand Paranjape (ed.), *Nativism: Essays in Criticism*, Sahyita Akademi, Delhi, 1997.
- Moi, Toril. Sexual/Textual Politics*: Toril Moi, London, Methuen, 1985.
- Mukherjee, Arun Prabha. *Towards an Aesthetics of Opposition*, William Wallace, 1988.

- Phule, Jotirao. *Collected Works of Mahatma Phule, Vol. 1, Slavery & Vol. 2, Selections*, translated by Prof. P. G. Patil, Mahatma Phule Bombay: Death Centenary Central Committee, Government of Maharashtra, 1991.
- Rao, Anupama (ed.) *Gender & Caste: Issues in Contemporary Indian Feminism*. New Delhi: Kali for Women, 2003
- Raymond Williams, *Marxism and Literature*, Oxford University Press, Oxford, 1977.
- Rege, Sharmila. *Writing Caste, Writing Gender: Reading dalit Women's Testimonios*. New Delhi: Zubaan, 2006.
- Samel, Swapna H. *Dalit Movement in South India: 1857-1950*. New Delhi: Serials, 2004.
- Sharma, Pradeep K. *Dalit Politics and Literature*. Delhi: Shipra, 2006. New Delhi: Kalpaz Publications, 2006.
- Showalter, Elaine. *Sexual Anarchy: Gender and Culture at the Fin de Siecle*. London: Bloomsbury, 1991.
- Zelliot, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. Manohar Prakashan, 1998.
- Bhagwan, Manu and Anne Feldhaus. *Speaking Truth to Power: Religion, Caste and the subaltern Question in India*. New Delhi: Oxford university Press, 2010.

## **Evaluation Pattern**

### ***External Assessment (60 marks)***

1. B. R. Ambedkar – “The Annihilation of Caste”
2. Namdeo Dhasal – *Golpeetha*
3. Abdelrahman Munif – *Cities of Salt*
4. Mahasweta Devi – *After Kurukshetra*

**Students will be required to answer 4 questions (with internal options) of 15 marks each in 2 hours.**

### ***Internal Assessment (40 marks)*** on the texts listed for internal assessment

- 20 marks – Written Assignment
- 10 marks – Classroom Presentation
- 10 marks – Regularity and Participation in Discussions

**As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the time table of the Department.**

## SEMESTER III

### **Paper XI :Theory and Methodology of Comparative Literature - I (6 Credits – 30 Teaching and 10 Testing Hours)**

#### **Objectives**

- To trace the history of Comparative Literature as a discipline and as a critical perspective
- To understand the need for the comparative study of literature
- To get acquainted with the various schools of comparative literature

#### **Background and Texts for Detailed Study**

##### **UNIT 1 – Background Themes and Issues**

(A) Name, Definition and Function of Comparative Literature. The Need for and significance of Comparative Studies.

(Readings: Rene Wellek, “The Name and Nature of Comparative Literature”; Henry Remak, “Comparative Literature: Its Definition and Function”; Avadhesh K. Singh’s “The Future of Comparative Literary Studies”)

(B) Schools of Comparative Literature - The French School; The American School

(Reading: M. Ramezani, *Comparative Literature: Method and Perspective*)

##### **UNIT 2** Henrik Ibsen – *A Doll’s House*

Vijay Tendulkar – *Silence, the Court is in Session*

##### **UNIT 3** Joseph Conrad – *Heart of Darkness*

Chinua Achebe – *Things Fall Apart*

##### **UNIT 4** Langston Hughes (Selected poems)

Arjun Dangle (ed.), *Poisoned Bread* (Selected poems)

#### **Texts for Internal Assessment and Classroom Discussion**

1. Maxim Gorky – *Mother*



- Bertolt Brecht – *Mother Courage and Her Children*
2. T. S. Eliot – *Murder in the Cathedral*  
Alfred, Lord Tennyson – *Becket*
  3. Baby Kamble – *The Prisons We Broke*  
Maya Angelou – *I know Why the Caged Bird Sings*
  4. William Shakespeare – *Hamlet*  
Tom Stoppard – *Rosencrantz and Guidenstern are Dead*
  5. R. K. Narayan – *Guide* (The Film and The Novel)
  6. Amrita Pritam – *Pinjar* (The Film and The Novel)
  7. Charlotte Bronte – *Jane Eyre*  
Charles Dickens – *David Copperfield*
  8. Vikram Seth – *Golden Gate* (selected sonnets)  
Siegfried Sassoon – selected sonnets
  9. Badal Sircar – *Evam Indrajit*  
J D Salinger – *Catcher in the Rye*
  10. Charlotte Gilman Perkins – “The Yellow Wallpaper”  
Susanna Kaysen – *Girl, Interrupted*
  11. Thomas Mann – *Transposed Heads*  
Girish Karnad – *Hayavadana*
  12. Louisa M. Alcott – *Little Women*  
Buchi Emecheta – *Joys of Motherhood*

## Recommended Reading

Amiya Dev, *The Idea of Comparative Literature in India*, Calcutta: Papyrus, 1984.

Bassnett, Susan, *Comparative Literature: A Critical Introduction*, Oxford: Blackwell, 1993.

K. A. Koshi (ed.), *Towards Comparative Literature*, Aligarh: Aligarh Muslim University Publication, 1987.

Nabaneeta Dev Sen, *Counterpoints: Essays in Comparative Literature*, Calcutta: Prajna, 1984.

Naresh Guha (ed), *Contributions to Comparative Literature: Germany and India*, Calcutta: Jadhavpur University Publication, 1973.

Rene Wellek, *Comparative Literature: Proceedings of the Second Congress of the ICLA*, Chapel Hill: North Carolina University Press, 1959.

Ulrich Weisstein, *Comparative Literature and Literary Theory: Survey and Introduction*,  
Bloomington and London: Indiana University Press, 1973.

## **Evaluation Pattern**

### ***External Assessment (60 marks)***

**UNIT 1** – Background Themes and Issues

**UNIT 2** – Henrik Ibsen, *A Doll's House*

Vijay Tendulkar, *Silence, the Court is in Session*

**UNIT 3** – Joseph Conrad, *Heart of Darkness*

Chinua Achebe, *Things Fall Apart*

**UNIT 4** – Langston Hughes (Selected Poems)

Arjun Dangle (ed.) *Poisoned Bread* (Selected poems)

**Students will be required to answer 4 questions (with internal options) of 15 marks each in 2 hours.**

***Internal Assessment (40 marks)*** on background or texts listed for internal assessment

20 marks – Written Assignment

10 marks – Classroom Presentation

10 marks – Regularity and Participation in Discussions

**As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the time table of the Department.**

## SEMESTER IV

### **Paper XII :Theory and Methodology of Comparative Literature - II**

**(6 Credits – 30 Teaching and 10 Testing Hours)**

#### **Objectives**

- To appreciate the variety of literature in different languages
- To understand the concept of World Literature
- To trace the development of New Literatures in English
- To comprehend the complexity of literary translation

#### **Background and Texts for Detailed Study**

##### **UNIT 1 – Background Themes and Issues**

(A) **The varieties of literature** produced in different languages; Regional Literature; National Literature; Goethe's Concept of World Literature; World Literature Today.

(Readings: David Damrosch, "What is World Literature?"; Vilashini Cooppan, "World Literature and Global Theory: Comparative Literature for the New Millennium")

(B) **Comparative Literary Studies in Multilingual Contexts: Indian Perspectives**

Literary Translations; Contextuality, Textuality and Intertextuality; Problems of Literary Translation; Translation as Linguistic Bridge-building

(Readings: Sisir Kumar Das, "Comparative Literature and India: A Historical Perspective"; Amiya Dev, "Comparative Literature in India")

##### **UNIT 2 – Daniel Defoe – *Robinson Crusoe***

J. M. Coetzee – *Foe*

##### **UNIT 3 – Albert Camus – *Caligula***

Girish Karnad – *Tughlaq*

##### **UNIT 4 – Adrienne Rich (Selected poems)**

Kamala Das (Selected poems)

#### **Texts for Internal Assessment and Classroom Discussion**

1. Albert Camus – *Outsider*  
Bhalchandra Nemade – *Cocoon*

2. Thomas Mann, *Death in Venice*  
Nietzsche, *The Birth of Tragedy*
3. Vladimir Nabokov, *Lolita*  
Gustave Flaubert, *Madame Bovary*
4. John Osborne – *Look Back in Anger*  
Mohan Rakesh – *Halfway House*
5. Garcia Garcia Marquez – *One Hundred Years of Solitude*  
Salman Rushdie – *Midnight's Children*
6. Girish Karnad – *Tale-danda*  
Shiva Prakash – *Mahachaitra*
7. Rokeya Shekhawat Hossain – “Sultana’s Dream”  
Charlotte Gilman Perkins – *Herland*
8. Selected poems of Sylvia Plath  
Selected poems of Anne Sexton
9. Baburao Bagul – “Mother”  
Lalitambika Antarnjanam – “Admission of Guilt”
10. William Shakespeare – *Othello*  
Vishal Bhardwaj (dir.) *Omkara*
11. Roald Dahl – *Charlie and the Chocolate Factory* (Novel and Film)
12. Bertolt Brecht – *Galileo*  
Robert Bolt – *A Man for All Seasons*

## Recommended Reading

Amiya Dev and Sisir Kumar Das (eds.), *Comparative Literature: Theory and Practice*, Shimla: Indian Institute of Advanced Study in Association with Allied Publishers, 1988.

Bassnett, Susan, *Translation Studies*, New York: Routledge, 2002.

Bernheimer, C. (ed.) *Comparative Literature in the Age of Multiculturalism*. Baltimore: John Hopkins University Press, 1995.

Earnest R. Curtius, *Essays on European Literature*, translated Michael Kowal, Princeton: Princeton University Press, 1973.

Haun Saussy, *Comparative Literature in the Age of Globalisation*, John Hopkins University Press, 2006.

Ngugi Wa Thiong'o, *Homecoming: Essays on African and Caribbean Literature, Culture and Politics*, New York: Lawrence Hill and Company, 1973.

Rambhau Badode, Arvind Mardikar & A.G. Khan, *New Directions in Comparative Literature*, Macmillan India Ltd. 2007.

Spivak, Gayatri Chakravorty, *Death of a Discipline*, Columbia University Press, 2003.

Sureshchandra (ed.) *Essays in Comparative Literature*, New Delhi: Anmol Publication, 1998.

## **Evaluation Pattern**

### ***External Assessment (60 marks)***

**UNIT 1** – Background

**UNIT 2** – Daniel Defoe – *Robinson Crusoe*

J. M. Coetzee – *Foe*

**UNIT 3** – Albert Camus – *Caligula*

Girish Karnad – *Tughlaq*

**UNIT 4** – Adrienne Rich (Selected poems)

Kamala Das (Selected poems)

**Students will be required to answer 4 questions (with internal options) of 15 marks each in 2 hours.**

***Internal Assessment (40 marks)*** on background or texts listed for internal assessment

20 marks – Written Assignment

10 marks – Classroom Presentation

10 marks – Regularity and Participation in Discussions

**As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the time table of the Department.**

## SEMESTER III

### **Paper :XIII Re-Reading Canonical British Literature (17<sup>th</sup> to Early 20<sup>th</sup> Century) (6 Credits – 30 Teaching and 10 Testing Hours)**

#### **Objectives**

- To appreciate the need to (re)read canonical British literature with the conceptual framework provided by some of the critical and literary theories evolved since the early twentieth century.
- To view the texts from varied theoretical perspectives
- To understand the politics of the constitution of the canon.

With the help of two to three carefully chosen critical articles, the use of the following theories will be demonstrated:

- Postmodernism
- Gender Studies (includes feminist, gay, lesbian and masculinist studies)
- Race and Ethnicity Studies
- Archetypal Criticism
- Marxism and Postmarxism
- Postcolonialism
- New Historicism
- Dialogic Criticism

#### **Prescribed Texts**

- 1) William Shakespeare – *Richard II*
- 2) John Milton – *Paradise Lost Book I*
- 3) Jane Austen - *Pride and Prejudice*
- 4) Joseph Conrad – *Lord Jim*

#### **Texts for Internal Assessment and Classroom Discussion**

- 1) Christopher Marlowe – *Edward II*
- 2) William Shakespeare – *The Taming of the Shrew*
- 3) John Webster – *The Duchess of Malfi*
- 4) William Congreve -*The Way of the World*
- 5) Alexander Pope - *The Rape of the Lock*
- 6) Samuel T. Coleridge– *The Rime of the Ancient Mariner*
- 7) Selected poems of Elizabeth Barrett Browning
- 8) William M. Thackeray – *Vanity Fair*
- 9) Charles Dickens – *Hard Times*
- 10) George Eliot - *Middlemarch*
- 11) Thomas Hardy - *The Mayor of Casterbridge*
- 12) Sean O’Casey – *The Playboy of the Western World*

## Recommended Reading

- **Postmodernist Readings**

- 1) Brenda Marshall from *The Postmodern Condition*
- 2) Linda Hutcheon “Incredulity Toward Metanarrative: negotiating Postmodernism and Feminisms” in *Postmodernism and Feminism: Canadian Contexts*. Ed. Shirin Kudchedkar
- 3) Vevaina, Coomi S. “Erasing Edges: Michael Ondaatje’s ‘Coming Through Slaughter’ and ‘Running in the Family’ as Postmodernist Fiction” in *Postmodernism and Feminism: Canadian Contexts*. Ed. Shirin Kudchedkar

- **Gender Studies (includes feminist, gay, lesbian and masculinist studies)**

- 1) Kate Millet – on D. H. Lawrence in *Sexual Politics*
- 2) Sandra Gilbert and Susan Gubar – “The Birth Myth in Mary Shelley’s *Frankenstein*” in *The Madwoman in the Attic*.
- 3) Gregory W. Bredbeck from *Sodomy and Interpretation, Marlowe to Milton*.

- **Race and Ethnicity Studies**

- 1) Gayatri Spivak “Three Women’s Texts”
- 2) Margo Hendricks and Patricia Parker (eds.) from *Women, ‘Race’ and Writing in the Early Modern Period*.

3) Henry L. Gates Jr, from *Reading Black, Reading Feminist: A Critical Anthology*

- **Archetypal Readings**

1) Maud Bodkin.. “Archetypal Patterns in ‘The Ancient Mariner’”.

2) Northrop Frye. “The Archetypes of Literature” in *Fables of Identity*.

3) Annis Pratt. *Archetypal Patterns in Women’s Fiction* “So has it been said. So shall it be done.” An Archetypal Analysis of Margaret Atwood’s *The Handmaid’s Tale*”

## **Evaluation Pattern**

### ***External Assessment (60 marks)***

1) William Shakespeare – *Richard II*

2) John Milton – *Paradise Lost Book I*

3) Jane Austen - *Pride and Prejudice*

4) Joseph Conrad – *Lord Jim*

**Students will be required to answer 4 questions (with internal options) of 15 marks each in 2 hours.**

### ***Internal Assessment (40 marks)*** on the texts listed for internal assessment

21 marks – Written Assignment

10 marks – Classroom Presentation

10 marks – Regularity and Participation in Discussions

**As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the time table of the Department.**



## SEMESTER IV

### Paper : XIV Re-Reading Canonical British Literature(20<sup>th</sup> Century)

(6 Credits – 30 Teaching and 10 Testing Hours)

#### Objectives

- To appreciate the need to (re)read canonical British literature with the conceptual framework provided by some of the critical and literary theories evolved since the early twentieth century.
- To view the texts from varied theoretical perspectives
- To understand the politics of the constitution of the canon.

With the help of two to three carefully chosen critical articles, the use of the following theories will be demonstrated:

- Postmodernism
- Gender Studies (includes feminist, gay, lesbian and masculinist studies)
- Race and Ethnicity Studies
- Archetypal Criticism
- Marxism and Postmarxism
- Postcolonialism
- New Historicism
- Dialogic Criticism

#### Prescribed Texts

- 1) D. H. Lawrence – *Sons and Lovers*
- 2) T. S. Eliot – *Wasteland*
- 3) William Golding – *Lord of the Flies*
- 4) Samuel Beckett – *Waiting for Godot*

#### Texts for Internal Assessment and Classroom Discussion:

- 1) J. M. Synge – *Riders to the Sea*
- 2) Virginia Woolf – *A Room of One's Own*
- 3) W. B. Yeats – Selected Poems
- 4) D. H. Lawrence – *Women in Love*
- 5) Poetry of the First World War
- 6) T. S. Eliot – *The Cocktail Party*

- 7) Doris Lessing – *The Golden Notebook*
- 8) Poems of Seamus Heaney
- 9) Harold Pinter *The Birthday Party*
- 10) Peter Shaffer – *Equus*
- 11) Carol Churchill – *Cloud Nine*
- 12) Angela Carter – *The Bloody Chamber and Other Stories*

## Recommended Reading

- **Marxist and Postmarxist Readings**

- 1) Eagleton, Terry. “Heathcliff and the Great Hunger” in his *Heathcliff and the Great Hunger*. London: Verso Press.
- 2) Gayatri C. Spivak “Displacement and the Discourse of Women” *Displacement: Derrida and After*. (ed.) Mark Krupnick
- 3) Chris Bullock and David Peck (Eds.) from *Guide to Marxist Literary Criticism*

- **Postcolonial Readings**

- 1) Edward Said from *Culture and Imperialism*.
- 2) Rosemary Hennessy and Rajeshwari Mohan “The Construction of Woman in Three Popular texts of the Empire” in *Colonial Discourse and Post-Colonial Theory*. Ed. Patrick Williams and Laura Chrisman.
- 3) Patrick Williams “‘Kim’ and Orientalism” in *Colonial Discourse and Post-Colonial Theory*. Ed. Patrick Williams and Laura Chrisman.

- **New Historicist Readings**

- 1) Stephen Greenblatt. “Invisible Bullets” in *Shakespearean Negotiations*
- 2) Louis A. Montrose “Professing the Renaissance: The Poetics and politics of Culture” in *The New Historicism* Ed. H. Aram Veesser
- 3) Margaret W. Ferguson, Maureen Quilligan and Nancy J. Vickers (Ed.) from *Rewriting the Renaissance: The Discourse of Sexual Difference in Early Modern Europe*.

- **Dialogic Criticism**

- 1) Mikhail Bakhtin from *Rabelais and His World*.
- 2) Giltrow, Janet. “Democratic Intention and Dialogic Intelligence in ‘Cuckold’” in *The Shifting*

*Worlds of Kiran Nagarkar's Fiction*. Ed. Yasmeen Lukmani. New Delhi: Indialog, 2004.

3) Don H. Bialostosky from *Wordsworth, Dialogics and the Practice of Criticism*.

## **Evaluation Pattern**

### ***External Assessment (60 marks)***

- 1) D.H. Lawrence – *Sons and Lovers*
- 2) T. S. Eliot – *Wasteland*
- 3) William Golding – *Lord of the Flies*
- 4) Samuel Beckett – *Waiting for Godot*

**Students will be required to answer 4 questions (with internal options) of 15 marks each in 2 hours.**

***Internal Assessment (40 marks)*** on the texts listed for internal assessment

20marks – Written Assignment

10marks – Classroom Presentation

10 marks – Regularity and Participation in Discussions

**As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the time table of the Department.**

## SEMESTER III

### **Paper XV: Twentieth Century American Literature (until 1950)**

**(6 Credits – 30 Teaching and 10 Testing Hours)**

#### **Objectives**

- To acquaint the learners with the literary concepts, trends and movements of twentieth century American Literature.
- To introduce them to the socio-cultural scene of twentieth century America through literary texts
- To familiarize them with the themes and styles of twentieth century American Literature
- To enable them to write research-oriented papers on American literature

#### **Background and Texts for Detailed Study**

##### **UNIT 1 – Background Themes and Issues**

- Impact of Colonial Literature and the Revolutionary Period
- The Rise of Feminism, women writers
- Realism of Post-Independence Literature in America
- Literary Scenario of the Depression Era, Rise and Growth of Minority Literatures

**UNIT 2** – Selected poems of T. S. Eliot, Langston Hughes, Marianne Moore and Robert Frost (A total of 20 poems)

**UNIT 3** – F. Scott Fitzgerald – *The Great Gatsby*

**UNIT 4** – Eugene O'Neill – *Mourning Becomes Electra*

#### **Texts for Internal Assessment and Classroom Discussion**

1. Wallace Stevens – Selected Poems
2. Carl Sandburg – Selected Poems
3. Ezra Pound – *The Cantos*
4. Ernest Hemingway – *Old Man and The Sea*
5. William Faulkner – *The Sound and The Fury*
6. John Steinbeck – *Mice and Men*
7. Willa Cather – *The Professor's House*
8. Tennessee Williams – *A Street Car Named Desire*
9. Arthur Miller – *Death of a Salesman*

10. Eugene O’Neil – *Desire Under the Elms*
11. Gertrude Stein – *The Autobiography of Alice B. Toklas*
12. Lillian Hellman – *The Children’s Hour*

## Recommended Reading

- Buell, Lawrence. *Literary Transcendentalism: Style and Vision in the American Renaissance*. Ithaca, NY: Cornell University Press, 1986.
- Chase, Richard. *The American Novel and Its Tradition*. Garden City, N. Y.: Doubleday Anchor, 1957.
- Chenetier, Marc. *Critical Angles: European Views of Contemporary American Literature*. Southern Illinois University Press, 1986.
- Elliot, Emory and Cathy N. Davidson, eds. *The Columbia History of the American Novel*. New York: Columbia University Press, 1991.
- Fiedler, Leslie. *Love and Death in the American Novel*. Normal, IL: Dalkey Press, 1998.
- G. Marcus and W. Sollors, ed., *A New Literary History of America*. Harvard: Harvard university Press, 2009.
- Helbling, Mark. *The Harlem Renaissance: the One and The Many*. Westport: Greenwood Press, 1999.
- Hofstadter, Richard. *Social Darwinism in American Thought*. Boston: Beacon Press. 1944.
- Martin, Jay. *Harvests of Change: American Literature, 1865-1914*. Englewood Cliffs, NJ: Prentice-Hall, 1967.
- Marx, Leo. *The Machine in the Garden: Technology and the Pastoral Ideal in America*. New York: Oxford University Press, 1999.
- Stamp, Kenneth M. *The Era of Reconstruction, 1865-1877*. New York: Alfred A. Knopf, 1965.
- Wyatt, David. *Secret Histories: Reading Twentieth Century American Literature*. Johns Hopkins University Press, 2010.

## Evaluation Pattern

### External Assessment (60 marks)

#### UNIT 1 – Background Themes and Issues

- Impact of Colonial Literature and the Revolutionary Period
- The Rise of Radical Feminism
- Realism of Post-Independence Literature in America
- Literary Scenario of the Depression Era, Rise and Growth of Minority Literatures.

**UNIT 2** – Selected poems of T. S. Eliot, Langston Hughes, Marianne Moore and Robert Frost (A total of 20 poems)

**UNIT 3** – F. Scott Fitzgerald –*The Great Gatsby*

**UNIT 4** – Eugene O’Neill – *Mourning Becomes Electra*

**Students will be required to answer 4 questions (with internal options) of 15 marks each in 2 hours**

**Internal Assessment (40 marks)**

20 marks – Written Assignment

10 marks – Classroom Presentation

10 marks – Regularity and Participation in Discussions

**As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the time table of the department.**

## SEMESTER IV

### Paper XVI: Twentieth Century American Literature (1950 onwards)

(6 Credits – 30 Teaching and 10 Testing Hours)

#### Objectives

- To acquaint the learners with the literary concepts, trends and movements of twentieth century American literature.
- To introduce them to the socio-cultural scene of twentieth century America through literary texts
- To familiarize them with the themes and styles of twentieth century American literature
- To enable them to write position papers on American literature analyzing texts, authors, themes and perspectives

#### Background and Texts for Detailed Study

##### UNIT 1 – Background Themes and Issues

- The Beat Generation
- Emergence of alternative traditions; Black Aesthetics in poetry, drama and fiction
- Jewish-American and Native-American literary expressions
- Broadway Theatre, Off Broadway and trends of Drama in 1960s and 1970s
- Experimental theatre and the Theatre of the Absurd

**UNIT 2** – Selected poems of the Beat Poets, Robert Lowell and Maya Angelou (A total of 20 poems)

**UNIT 3** – Lorraine Hansberry – *Raisin in the Sun*

**UNIT 4** – Toni Morrison – *Beloved*

#### Texts for Internal Assessment and Classroom Discussion

1. William Carlos Williams – Selected poems
2. Joseph Brodsky – Selected poems
3. Gwendolyn Brooks – Selected poems
4. Sonia Sanchez – Selected poems
5. Amiri Baraka – *Slave Ship*
6. David Mamet – *American Buffalo*
7. Sam Shepard – *Buried Child*
8. Ralph Ellison – *Invisible Man*

9. Alice Walker – *Meridian*
10. Jack Kerouac – *On the Road*
11. Flannery O’Conner – *A Good Man is Hard to Find*
12. Amy Tan – *The Joy Luck Club*

## Recommended Reading

- Bell, Michael Davitt. *The Problem of American Realism*. Chicago: University of Chicago Press, 1993.
- Belluscio, Steven J. *To Be Suddenly White: Literary Realism and Racial Passing*. Columbia, MO: University of Missouri Press, 2006.
- Barrish, Phillip. *American Literary Realism: Critical Theory and Intellectual Prestige, 1880-1995*. Cambridge: Oxford University Press, 2001.
- Walcutt, Charles C. *American Literary Naturalism: The Divided Stream*. Westport, CT: Greenwood, 1975.
- Tompkins, Jane. *Sensational Designs: The Cultural Work of American Fiction, 1790-1860*. New York: Oxford University Press, 1989.
- Porte, Joel. *The Romance in America*. Middletown, CT: Wesleyan University Press, 1969.
- Howard, June. *Form and History in American Naturalism*. Chapel Hill: University of North Carolina Press, 1985.
- Lewis, R. W. B. *The American Adam: Innocence, Tragedy, and Tradition in the Nineteenth Century*. Chicago: University of Chicago Press, 1955.
- Pattee, Fred Lewis. *The Development of the American Short Story*. New York: Harper, 1966.
- Quirk, Tom and Gary Scharnhorst, ed. *American Realism and the Canon*. Newark: University of Delaware Press, 1995.
- Warren, Joyce W., ed. *The (Other) American Tradition: Nineteenth-Century Women Writers*. New Brunswick, NJ: Rutgers University Press, 1993.
- Winter, Molly Crumpton. *American Narratives: Multiethnic Writing in the Age of Realism*. Baton Rouge, LA: Louisiana State UP, 2007.

## Evaluation Pattern

### **External Assessment (60 marks)**

#### **UNIT 1 – Background Themes and Issues**

- The Beat Generation
- Emergence of alternative traditions; Black Aesthetics in poetry, drama and fiction
- Jewish-American and Native-American literary expressions
- Broadway Theatre, Off Broadway and trends of Drama in 1960s and 1970s
- Experimental theatre and the Theatre of the Absurd

#### **UNIT 2 – Selected poems of the Beat Poets, Robert Lowell and Maya Angelou (A total of 20 poems)**



**UNIT 3** – Lorraine Hansberry – *Raisin in the Sun*

**UNIT 4** – Toni Morrison – *Beloved*

**Students will be required to answer 4 questions (with internal options) of 15 marks each in 2 hours**

**Internal Assessment (40 marks)**

20 marks – Written Assignment

10 marks – Classroom Presentation

10 marks – Regularity and Participation in Discussions

**As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the time table of the department.**

## SEMESTER III

### **PAPER XV – Canadian Literature in English (6 Credits – 30 Teaching and 10 Testing Hours)**

#### **Objectives**

- To enable students to understand the colonial and postcolonial experience in Canada
- To understand the Canadian response to the land in the works of writers from diverse cultural backgrounds
- To critically read the racial politics in Quebecoise literature
- To arrive at an understanding of the interplay of gender, race and class in the works of writers belonging to ethnic minorities in Canada
- To explore the subversive strategies in Indigenous Canadian literature.

#### **Background and Texts for Detailed Study**

##### **UNIT 1 – Background Themes and Issues**

- Imaging Canada as a 'nation'
- The Canadian "Geophysical Imagination"
- The Anglophone Francophone divide
- Ethnic minorities and the issue of 'colour'
- Resurgence of First Nations voices

##### **UNIT 2** Margaret Atwood – *Oryx and Crake*

##### **UNIT 3** Joy Kogawa – *Obasan*

##### **UNIT 4** Selections from Canadian Poets

#### **Texts for Internal Assessment and Classroom Discussion**

1. Roch Carrier – *La Guerre, Yes Sir*
2. Robertson Davis – *Fifth Business*
3. Margaret Laurence – *The Stone Angel*
4. Marie-Claire Blais – *Mad Shadows*
5. Jeannette Armstrong – *whispering in shadows*
6. Thomas King – *Green Grass Running Water*
7. George Ryga – *The Ecstasy of Rita Joe*

8. Shani Mootoo – *He Drown She in the Sea*
9. Shirin Kudchedkar & Jameela Begum (ed) – *Canadian Voices: An Anthology of Canadian Poetry*
10. Alice Munro – *Too Much Happiness*
11. Marlene Nourbese Philip – *she tries her tongue, her silence softly breaks*
12. Tomson Highway – *Dry Lips Oughta Move to Kapuskasing*
13. Larissa Lai -- *Salt Fish Girl*
14. Michael Ondaatje – *Running in the Family*
15. Sharon Pollock – *Blood Relations*

## Recommended Reading

- Armstrong, Jeannette. (ed.) *Looking at the Words of our People: First Nations Analysis of Literature*. Penticton: Theytus Books, 1993.
- Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. Toronto: Anansi Press, 1982.
- Godard, Barbara. *Collaboration in the Feminine: Writings on Women and Culture from 'Tessera'* (ed.). Toronto: Second Story Press, 1994.
- Howells, Coral Ann. *Private and Fictional Worlds: Canadian Women Novelists of the 1970s and 1980s*. London: Methuen, 1980.
- Kudchedkar, Shirin. *Postmodernism and Feminism: Canadian Contexts*. (ed.) New Delhi: Pencraft, 1995.
- Hutcheon, Linda. *Double-Talking: Essays on Verbal and Visual Ironies in Contemporary Canadian Art and Literature*. (ed.) Toronto: ECW Press, 1992.
- Lee, Sky, Lee Maracle, Daphne Marlatt and Betsy Warland. *Telling It: Women and Language across Cultures*. Vancouver: Press Gang, 1990.
- Lutz, Hartmut. And Coomi S. Vevaina. *Connections: Non-Native Responses to Native Canadian Literature*. (ed.) New Delhi: Creative Books, 2003.
- Mukherjee, Arun. *Towards an Aesthetics of Opposition*. Toronto: William Wallace, 1988.
- Neuman, Shirley and Smaro Kamboureli. (ed.) *Amazing Space: Writing Canadian Women Writing*. Edmonton: Long spoon and NeWest Press, 1986.
- Philip, M. Nourbese. *A Genealogy of Resistance and other Essays*. Toronto: Mercruy Press, 1997.
- Scheier, Libby et al. *Language in Her Eye: Views on Writing and Gender by Canadian Women Writing in English*. (ed.) Toronto: Coach House 1990.

Vevaina, Coomi and Barbara Goddard. (ed.) *Intersexions: Issues of Race and Gender in Canadian Women's Writing*. New Delhi: Creative, 1996.

Williamson, Janice. *Sounding Difference: Conversations with Seventeen Canadian Women Writers*. Toronto: University of Toronto Press, 1993.

## **Evaluation Pattern**

### ***External Assessment (60 marks)***

- 1) Background Themes and Issues
- 2) Margaret Atwood – *Oryx and Crake*
- 3) Joy Kogawa – *Obasan*
- 4) Selections from Canadian Poets

**Students will be required to answer 4 questions (with internal options) of 15 marks each in 2 hours.**

***Internal Assessment (40 marks)*** on background or texts listed for internal assessment

- 20 marks – Written Assignment
- 10 marks – Classroom Presentation
- 10 marks – Regularity and Participation in Discussions

**As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the time table of the Department.**

## SEMESTER IV

### **PAPER XVI: Australian Literature (6 Credits – 30 Teaching and 10 Testing Hours)**

#### **Objectives**

- To enable students to understand the colonial and postcolonial experience in Australia
- To introduce students to the variety and complexity of Australian literature
- To encourage students to engage with traditional and contemporary literary modes and genres of Australian literature
- To enable students to understand the issues of identity, gender, race, ethnicity, class and diaspora as they play themselves out in Australian literature

#### **Background and Texts for Detailed Study**

##### **UNIT 1 – Background Themes and Issues**

- Issues of 'Indigeneity' and Indigenous texts and narratives
- Early settler articulations
- Melodrama and the melodramatic mode
- Nation, Nationalism and Myths of Manhood
- Post-1970s multiculturalism, literary resistances and proliferation of forms and modes

##### **UNIT 2 – David Malouf, *The Great World***

##### **UNIT 3 – Jack Davis, *No Sugar***

##### **UNIT 4 – Selections from Australian Poets**

#### **Texts for Internal Assessment and Classroom Discussion**

1. Christina Stead – *The Man who Loved Children*
2. Sally Morgan – *My Place*
3. Ruth Park – *Harp in the South*
4. Ray Lawler – *Summer of the Seventeenth Doll*
5. Patrick White – *Voss*
6. Peter Carey – *Oscar and Lucinda*
7. Doris Pilkington, Nugi Garimara – *Follow the Rabbit Proof Fence*
8. David Malouf – *Johnno* or *An Imaginary Life*

9. Selected poems of Les Murray
10. Selected poems of John Tranter
11. Louis Nowra – *Inside the Island*
12. Jimmy Chi – *Bran Nue Dae*
13. Shaun Tan – *The Arrival* or *The Lost Thing*
14. Anna Funder – *Stasiland*
15. Hsu-Ming Teo – *Love and Vertigo* or *Behind the Moon*

## Recommended Reading

- Birns, Nicholas and Rebecca McNeer. (eds.) *A Companion to Australian Literature since 1900*. New York: Camden House, 2007.
- Bradford, Clare. *Reading Race: Aboriginality in Australian Children's Literature*. Melbourne: Melbourne University Publishing, 2001.
- Callahan, David. (ed.) *Contemporary Issues in Australian Literature*. London: Frank Cass Publishers, 2002.
- Dixon, Robert. *Writing the Colonial Adventure: Race, Gender and Nation in Anglo-Australian popular Fiction, 1875-1914*. Cambridge: Cambridge University Press, 1995.
- Dodgeson-Katiyo, Pauline and Gina Visker. (eds.) *Rites of passage in Postcolonial Women's Writing*. Amsterdam & New York: Rodopi, 2010.
- Gelder, Ken and Paul Salzman. *After the Celebration: Australian Fiction: 1989 – 2007*. Melbourne: Melbourne University Press, 2009.
- Huggan, Graham. *Australian Literature: Postcolonialism, Racism, Transnationalism*. Oxford: Oxford University Press, 2007.
- Jayasuriya, Laksiri. *Transforming a 'White Australia': Issues of racism and Immigration*. New Delhi: SSS Publications, 2012.
- Kramer, Leonie J. B. And Adrian Mitchell. (ed.) *The Oxford History of Australian Literature*. Oxford: oxford University Press, 1981.
- O'Reilly, Nathaniel. (ed.) *Postcolonial Issues in Australian Literature*. Amherst, NY: Cambria Press, 2010.
- Pierce, Peter. *The Cambridge History of Australian Literature*. Cambridge: Cambridge University Press, 2009.
- Ravenscroft, Alison. *The Postcolonial Eye: White Australian Desire and the Visual Field of Race*. Ashgate Publishing, 2013.
- Sarangi, Jaydeep and Binod Mishra. (ed.) *Explorations in Australian Literature*. New Delhi: Sarup and Sons, 2006.
- Sarwal, Amit and Reema Sarwal. (eds.) *Creative Nation: Australian Cinema and Cultural Studies Reader*. New Delhi: SSS Publishers, 2009.
- Sarwal, Amit and Reema Sarwal. (eds.) *Reading Down Under: Australian Literary Studies reader*. New Delhi: SSS Publications, 2009.

Wallace-Crabbe, Chris. (ed.) *Imagining Australia: Literature and Culture in the New New World*. Harvard: Harvard university Committee on Australian Studies, 2004.

Webby, Elizabeth. (ed.) *The Cambridge Companion to Australian Literature*. Cambridge: Cambridge University Press, 2000.

## **Evaluation Pattern**

### ***External Assessment (60 marks)***

- 1) Background Themes and Issues
- 2) David Malouf – *The Great World*
- 3) Jack Davis – *No Sugar*
- 4) Selections from Canadian Poets

**Students will be required to answer 4 questions (with internal options) of 15 marks each in 2 hours.**

***Internal Assessment (40 marks)*** on background or texts listed for internal assessment

- 20 marks – Written Assignment
- 10 marks – Classroom Presentation
- 10 marks – Regularity and Participation in Discussions

**As per UGC norms each paper has been assigned one hour of tutorial per week and this is reflected in the time table of the Department.**

## SEMESTER III

### **PAPER XV: English Language Teaching I (6 Credits – 30 Teaching and 10 Testing Hours)**

#### **Objectives**

- To familiarize students with the status of ELT in India and sensitize them to major issues in ELT in the Indian context
- To acquaint students with different theoretical aspects of language acquisition/learning
- To acquaint students with different approaches, methods and techniques of teaching English language

#### **UNIT 1: English Language Teaching in India**

- a. Socio-political agendas behind teaching/learning of English language in India: Pre-independent era, status of English in Post Independent India, Recommendations of various Educational Commissions, Impact of Globalization
- b. Major issues in ELT in India today: Is ELT as industry/enterprise in India Today? Question of Model and Approach, Large Classrooms, Teaching English in rural areas, Teaching English at college level

#### **UNIT 2: Language Acquisition/Learning**

- a. 'Acquisition and 'Learning', Formal and Informal Learning
- b. Behaviorism, Cognitivism, Social Interactionist Theory
- c. Second Language Acquisition/Learning: Krashen's Second Language Acquisition Theory, Language Transfer (Lado), Interlanguage theory (Salinker), Sociocultural Theory (Vygotsky)

#### **UNIT 3: Approaches to Language Teaching**

- a. Approaches (upto 1960s): Grammar Translation Method, Direct Method, Structural Approach, Oral Approach, Alternative Approaches (Lexical Approach, Total Physical Response, Silent Way, Suggestopedia)
- b. Approaches (1970s onward): Classical Communicative Approach, the Natural Approach, Current trends in Communicative Language Teaching: Process Based Approaches and Product Based Approaches, Eclectic Approach

#### **Unit 4: Methods and Techniques of Teaching English Language**

- a. Lesson planning and micro teaching
- b. Teaching of language skills; integration of skills
- c. Teaching of vocabulary and grammar
- d. Teaching language through literature
- e. Multi-media in language teaching

#### **Recommended Reading**



- Baker, Joanna and Heather Westrup. *The English Language Teacher's Handbook: How to teach large classes with few resources*. London: Continuum, 2000.
- Bassnet, S. And Peter Grundy. *Language Through Literature: Creative Language Teaching Through Literature*. London: Longman, 1993.
- Carter, Ronald & David Nunan. *The Cambridge Guide to Teaching English to Speakers of other Languages*. Cambridge: Cambridge University Press, 2001.
- Celce-Murcia, Marianne & Sharon Hills. *Techniques and Resources in Teaching Grammar*. Oxford: Oxford University Press, 1988.
- Cook, Vivian. *Second Language Learning and Language Teaching*. New York: Routledge, 2013.
- Ellis, Rod. *Instructed Second Language Acquisition: Learning in the Classroom*. Oxford: Basil Blackwell, 1990.
- Kachru, Braj. Ed. *The Other Tongue: English Across Cultures*. Urbana: University of Illinois Press, 1992.
- Krashen, Stephen. *Second Language Acquisition and Second Language Learning*. Oxford, New York: Pergamon, 1982.
- Krishnaswamy, N. And T. Krishnaswamy. *The Story of English in India*. New Delhi: Foundation Books Pvt Ltd., 2006.
- Kudchedkar, Shirin. *Readings in English Language Teaching in India*. Chennai: Orient Longman Pvt Ltd., 2002.
- Kumaravadivelu, B. *Beyond methods: Macrostrategies for language teaching*. New Haven, London: Yale University Press, 2003.
- Maley, Alan and Alan Duff. *Drama Techniques: A resource book of communication activities for language teachers*. 3<sup>rd</sup> Edition. Cambridge: Cambridge University Press, 2005.
- Nation, Paul & Jonathan Newton. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge, 2009.
- Nation, Paul. *Teaching ESL/EFL Reading and Writing*. New York: Routledge, 2009.
- Nunan, David. *Second Language Teaching*. Massachusetts: Heinle & Heinle Publishers, 1999.
- Rajagopalan, Kanavillil. "The concept of 'world English' and its implications for ELT". *ELT Journal*, 58(2) (2004): 111-117. Print.
- Richards Jack and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2001.
- Richards, Jack and Richard Schmidt. Ed. *Longman Dictionary of Applied Linguistics and Language Teaching*. 4<sup>th</sup> Edition. Longman: Pearson Education Ltd., 2010.
- Richards, Jack. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press, 2006.
- Ritchie, W. & T. Bhatia. Ed. *Handbook of Second Language Acquisition*. New York: Academic Press, 1996.
- Stern H.H. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press, 1983.
- Tickoo, M. L. *Teaching and Learning English*. New Delhi: Orient Longman, 2003.

## **Evaluation Pattern**

### ***External Assessment (60 marks)***

**UNIT 1** - Long Answer (1/2)

**UNIT 2** - Long Answer (1/2)

**UNIT 3** - Long Answer (1/2)

**UNIT 4** - Long Answer (1/2)

**Students will be required to answer 4 questions (with internal options) of 15 marks each in 2 hours.**

### **Internal Assessment (40 marks)**

20 marks – Written Assignment

Topics:

1. Stages in Second language acquisition
2. Teaching Sociolinguistic competence in ESL classroom
3. Pragmatics in teaching English as 2<sup>nd</sup> language
4. Critical Thinking skills in ELT
5. Language Laboratory in ELT
6. Consciousness raising techniques in ELT
7. Discourse Analysis in ESL classroom
8. Indianism and ELT

10 marks – Oral Presentation

Micro teaching of a language unit/skill/s

10 marks – Regularity and Participation in Discussions

**As per UGC norms each theory paper has been assigned one hour of tutorial per week, and the same is reflected in the time table of the Department.**

## SEMESTER IV

### **PAPER XVI: English Language Teaching II (6 Credits – 30 Teaching and 10 Testing Hours)**

#### **Objectives**

- To familiarize students with the nature and relevance of remedial teaching of English
- To acquaint students with the fundamental concepts of curriculum design, material production and testing and evaluation in relation to the teaching of English Language
- To enable students to design language courses, evaluate materials and prepare test formats

#### **UNIT 1: The Concept of 'error' in ELT**

- a. Contrastive Analysis
- b. Error Analysis
- c. Remedial Teaching

#### **UNIT 2: Designing English Language Curriculum and Syllabus**

- a. Definition of curriculum and syllabus, components of curriculum, types of syllabus
- b. General English courses, English for academic purposes
- c. English for specific/professional purposes
- d. Online language courses

#### **UNIT 3: Material Production for ELT**

- a. Aspects of materials development (e.g. text selection and exploitation; the writing of instructions; the use of illustrations; the design and layout of a unit etc)
- b. Evaluation and adaptation of material (print and non-print)
- c. Developing material for web-based language courses

#### **UNIT 4: Testing and Evaluation Techniques**

- a. The nature of competence being measured
- b. Testing, assessment & evaluation, qualities of a good test (validity, reliability and practicality)
- c. Backwash/Washback effect of tests on teaching & Learning
- d. Types of language tests and test formats, types of questions

#### **Recommended Reading**

- Bachman, Lyle & Adrian Palmer. *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford: Oxford University Press, 1996.
- Cheng, Liying et al. Ed. *Washback in Language Testing: Research Contexts and Methods*. Mahwah, New Jersey, London: Lawrence Erlbaum Associates, Publishers, 2008.
- Corder, S. P. *Introduction to Applied Linguistics*. Harmondsworth, Middx: Penguin, 1973.
- Corder, S.P. *Error Analysis and Interlanguage*. Oxford: Oxford University Press, 1981.

- Hall, D and Ann Hewings. Eds. *Innovation in English Language Teaching*. New York: Routledge, 2013.
- Hughes, Arthur. *Testing for Language Teachers*. Cambridge: Cambridge University Press, 2003.
- Hutchinson, T. And A. Waters. *English for Specific Purposes: A Learning Centered Approach* Cambridge: Cambridge University Press, 1989.
- Kopriva, R. Ed. *Improving Testing for English Language Learners*. New York: Routledge, 2008.
- McDonough, Jo and C. Shaw. *Materials and Methods in ELT: A Teacher's Guide*. New York: Willey-Blackwell, 2013.
- Meskill, C. and Natasha Anthony. *Teaching Languages Online*. Bristol: Multilingual Matters Textbooks, 2010.
- Nation, I. S. P. & John Macalister. *Language curriculum design*. New York: Routledge. 2010.
- Nunan, D. 1988. *Syllabus Design*. Oxford, New York : Oxford University Press, 1988.
- Paltridge, Brian and Sue Starfield Ed. *The Handbook of English for Specific Purposes*. Chichester : John Wiley & Sons, Inc., 2013.
- Peter Smagorinsky. *Teaching English by Design: How to Create and Carry Out Instructional Units*. Portsmouth: Heinemann Educ Books, 2008.
- Richards, Jack and Richard Schmidt. Ed. *Longman Dictionary of Applied Linguistics and Language Teaching*. 4<sup>th</sup> Edition. Longman: Pearson Education Ltd., 2010.
- Richards, Jack and W. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 2008.
- Richards, Jack. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press, 2001.
- Richards, Jack. Ed. *Error Analysis*. London: Longman, 1974.
- Tomlinson, Brian. Ed. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press, 2011.
- Ur, Penny. *A Course in English Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press, 2012.
- Uschi, Felix. Ed. *Language Learning Online: Towards Best Practice*, in Language Learning and Language Technology series. Lisse: Swets & Zeitlinger Publishers, 2003
- Yalden, Janice. *Principles of Course Design for Language Teaching*. Cambridge: Cambridge University Press, 1987.

## **Evaluation Pattern**

### **External Assessment (60 marks) (Theory based)**

**UNIT 1** - Long Answer (1/2)

**UNIT 2** - Long Answer (1/2)

**UNIT 3** - Long Answer (1/2)

**UNIT 4** - Long Answer (1/2)

**Students will be required to answer 4 questions (with internal options) of 15 marks each in 2 hours**

**Internal Assessment (40 marks) (Application based)**

Topics for Project:

1. Analysis of syllabus, materials and tests of a selected English Language course
2. Preparing Language tests
3. Error analysis of written samples (minimum Five) and a course design for remedial teaching
4. Developing online language teaching module
5. Backwash effects on teaching and learning: case study
6. Designing a language course for specific purposes
7. Comparative study of English language courses
8. Customizing print and non-print media material for a language course

20 marks – Project Report

10 marks – Oral Presentation

10 marks - Regularity and Participation in Discussions

**As per UGC norms each theory paper has been assigned one hour of tutorial per week, and the same is reflected in the time table of the Department.**

