SYLLABUS
M.A. Honours and M.A. Honours with Research in English
SEMESTERS III & IV (M.A. Hons Part II)
(To be 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
(17th to Early 20th Century)

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

OPTIONAL PAPERS (XV & XVI)
1) Paper XV – Semester III – American Literature of the 20th Century I
   Paper XVI – Semester IV – American Literature of the 20th 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 Rhyss – The Wide Sargasso Sea
3. Wole Soyinka – The Lion and the Jewel

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 Laundrette
10. Mahasweta Devi – Bitter Soil
11. Derek Walcott – Pantomime
12. Jamaica Kincaid – A Small Place or Romesh Gunesekara – Reef
13. Kamila Shamsie – Kartography

Recommended Reading

Fulford, Tim and Peter J. Kitson (eds.), Romanticism and Colonialism: Writing and Empire, 1780-

**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

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
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
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**


Ghurye, G. S. *Caste, Class and Occupation*. Popular Book Depot, 1961


**Evaluation Pattern**

**External Assessment (60 marks)**

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.

(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*


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*

    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**


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 Antarjanam – “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**


**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.*
Paper :XIII Re-Reading Canonical British Literature (17\textsuperscript{th} to Early 20\textsuperscript{th} 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 – \textit{Richard II}
2) John Milton – \textit{Paradise Lost Book I}
3) Jane Austen - \textit{Pride and Prejudice}
4) Joseph Conrad – \textit{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

- **Gender Studies (includes feminist, gay, lesbian and masulinist 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) Gayarti Spivak “Three Women’s Texts”
3) Henry L. Gates Jr, from Reading Black, Reading Feminist: A Critical Anthology

- Archetypal Readings
  1) Maud Bodkin. “Archetypal Patterns in ‘The Ancient Mariner’”.
  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.
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**
  3) Chris Bullock and David Peck (Eds.) from *Guide to Marxist Literary Criticism*

- **Postcolonial Readings**
  1) Edward Said from *Culture and Imperialism*.

- **New Historicist Readings**
  1) Stephen Greenblatt. “Invisible Bullets” in *Shakespearean Negotiations*
  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*

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

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.
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*
12. Lillian Hellman – *The Children’s Hour*

**Recommended Reading**


**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.
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**


**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.
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*
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*
15. Sharon Pollock – *Blood Relations*

**Recommended Reading**


**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.
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


**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


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


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 2nd 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.
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


**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

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