

**M.A. (English) (CBCS 2018 Course) Semester – II**  
**PGENG21 : Literature in English 1550 to 1832 – II**

**Course Outcomes:**

At the end of this course, a student shall be able to:

- understand the tradition of English literature from 1550 to 1832
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of English literature from 1550 to 1832
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems, plays and fiction in the larger socio-political and religious contexts of the time
- examine critically key themes in representative texts of the period
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry, drama and fiction
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

Historical background to the period with special reference to the texts.

**A) Poetry:**

- |                       |   |                          |                   |
|-----------------------|---|--------------------------|-------------------|
| a. William Wordsworth | : | i. The Solitary Reaper,  | ii. By The Sea    |
| b. P.B. Shelley       | : | i. Ode to The West Wind, | ii. To a Skylark  |
| c. John Keats         | : | i. The Eve of St. Agnes, | ii. Ode to Autumn |

**B) Drama:**

- |                     |   |                             |
|---------------------|---|-----------------------------|
| a. William Congreve | : | <i>The Way of the World</i> |
|---------------------|---|-----------------------------|

**C) Fiction:**

- |                |   |                            |
|----------------|---|----------------------------|
| a. Jane Austen | : | <i>Pride and Prejudice</i> |
|----------------|---|----------------------------|

**Note:** Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

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**M.A. (English) (CBCS 2018 Course) Semester – II**

**PGENG22 : Introduction to the Study of English Language – II**

**A. Course Outcomes:**

At the end of this course, a student shall be able to:

- familiarize with the basic concepts of Language and Society, Distinctiveness of varieties of languages, Pragmatics and its principles
- recognize their own ability to improve their own competence in using the language
- identify deviant use of English both in written and spoken forms
- understand and appreciate effective use of English language by people
- familiarise with language i.e. English as a means of communication
- use English confidently, appropriately and accurately in an intelligible and acceptable manner

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

1. Language and Society:
  - i. Language Variation:
    - a. Regional Variation/Dialects      b. Social Variation/Sociolects
    - c. Individual Variation/Idiolects      d. Stylistic Variation/(i.e. Formal and Informal Styles)
  - ii. Language Contact:
    - a. Code Switching      b. Code Mixing      c. Borrowing
2. Distinctive Features of British, American and Indian English:
  - a) Phonological Features      b) Syntactic Features
  - c) Features of Vocabulary      d) Spelling Conventions
3. Pragmatics:
  - i. Basic Concepts:
    - a. Speech Acts      b. Situation and Speech Event
    - c. Deixis      d. Presuppositions and Implicatures
    - e. The Concept of Discourse      f. Cohesion and Coherence
    - g. Turn Taking and Adjacency Pairs
  - ii. Conversational Principles:
    - a. Politeness in Conversation : Face, Power, Solidarity, etc
    - b. Maxims of Politeness Principle (as given by Lakoff and Leech)
    - c. Co-operation in Conversation: Maxims of Co-operative Principle (Gricean Maxims as given in G. N. Leech (1983))
    - d. Observation and Violation of CP and PP in Conversation

**Reference books:**

1. Quirk R, Greenbaum S., & Swartvik J. *A University Grammar of English*, London, Longman, 1973.
1. Quirk R. *The Use of English*, London, Longman, 1962.
2. Gimson, A.C. *An Introduction to The Pronunciation of English*, a revised edition, 1996.
3. Kachru B.B. *The Indianization of English, The English Language in India*, Delhi, OUP, 1983.
4. Kachru B.B. *The Alchemy of English: The spread, functions & models of non-native Englishes*, Delhi, OUP, 1986.

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**M.A. (English) (CBCS 2018 Course) Semester – II**  
**PGENG23 : English Language and Literature Teaching – II**

**Course Outcomes:**

At the end of this course, a student shall be able to:

- identify and classify strategies used by a teacher to teach language
- demonstrate clear understanding of the syllabus, its structure and development
- understand the structure of a textbook and its use
- articulate the reasons for different types of tests the teacher administers
- demonstrate the ways in which technology can be used for learning language

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

1. Remedial Teaching, Peer Teaching and Micro Teaching
2. Testing and assessment, qualities of good test and types of tests
3. English for Specific Purposes
4. The teaching of vocabulary
5. The teaching of grammar
6. The teaching of poetry
7. The teaching of drama
8. The teaching of fiction
9. Lecture plan for teaching English language and literature
10. The Relationship Between Language Teaching and Literature Teaching
11. Stylistic and Pragmatic Approaches to the Teaching of Literature
12. Major Issues in English Language Teaching in India:  
Teaching in Large Classes, Role of Mother Tongue in English Language Teaching

**Books for reference:**

1. Brumfit, C. and Carter, R. (1986) *Literature and Language Teaching*, Oxford, OUP.
2. Brumfit & Johnson. (1979) *The Communicative Approach to Language Teaching*, OUP.
3. Byrne, D. (1990) *Teaching Writing Skills*, Longman: London and New York.
4. Carter, R. and Long, M. N. (1991) *Teaching Literature*, Longman: London.
5. Byrne, D. (1990) *Teaching Writing Skills*, Longman, London and New York.
6. Grant, N. (1987) *Making the most of your Textbook*, Longman, London and New York.
7. Crellet, F. (1990) *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, CUP, Cambridge.
8. Havgar, J. (1990) *The Practice of English Teaching*, Longman, London.
9. Huges, A. (1989) *Testing for Language Teachers*, CUP, Cambridge.
10. Krishnaswamy, N. and T. Sriraman (1994), *English Teaching in India*, (TRP, Madras)
11. Kudchedkar, G. (1993), *Literature and Language Teaching* (CUP)
12. Mogran. J. and Rinvoluceri. M. (1993) *Once Upon a Time: Using Stories in the language Classroom*, CUP, Cambridge.
13. Nagaraj, G. (1996) *English Language Teaching. Approaches. Methods and Techniques*, Orient Longman, Hyderabad.
14. Sarasvati, V. (2004), *English Language Teaching: Principles and Practice* (O.L.)
15. Tickoo, M. L. (2002), *Teaching and Learning English* (Orient Longman)

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**M.A. (English) (CBCS 2018 Course) Semester – II**  
**PGENG24: a) Postcolonial Literature – II**

**Course Outcomes:**

At the end of this course, a student shall be able to:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures link colonialism to modernity

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**A) The Basic Concepts:**

- i. Nation and gender
- ii. Acknowledging economical and cultural diversity
- iii. Colonizing in reverse
- iv. Citizens of the world: reading postcolonial literature

**A) Texts:**

- i. Chinua Achebe : *Things Fall Apart*
- ii. Wole Soyinka : *A Dance of the Forest*

Poems selected from *An Anthology of Commonwealth Poetry* (Macmillan):

- i. Margaret Atwood: Journey to the Interior
- ii. Les Murray: Wilderness
- iii. J. Wright: Woman to Man, The Harp and the King, Nigger's Leap

**Reference Books:**

1. Aijaz Ahmad, *In Theory: Classes Nations, Literature*. London: Verso, 1992.
2. Bill Ashcroft, Gareth Griffiths & Helen Tiffin, *The Post-Colonial Reader*. London: Routledge, 1995.
3. Ashok Bery, *Postcolonial Poetry and Cultural Translation*. Basingstoke: Palgrave Macmillan, 2007.
4. Homi Bhabha, *The Location of Culture*. London: Routledge, 1994.
5. Lloyd Brown, *Women Writers in Black Africa*, Westport, CT: Greenwood Press, 1981.
6. Robert Fraser, *Lifting the Sentence: A Poetics of Postcolonial Fiction*. Manchester: Manchester University Press, 2000.
7. Ania Loomba, *Colonialism/Postcolonialism*. 2<sup>nd</sup> edition. London: Routledge, 2005.
8. Gayatri Chakravorty Spivak, *A Critic of Postcolonial Reason: Toward a History of the Vanishing Present*. Cambridge, MA, and London: Harvard University Press, 1999.
9. John Thieme, *Post-Colonial Studies: The Essential Glossary*. London: Arnold, 2003.
10. Robert J.C. young, *Postcolonilism: A Very Short Introduction*. Oxford: OUP, 2003.
11. Roberts, Neil. Ed. *A Companion to Twentieth Century Poetry* Blackwell, 2001

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**M.A. (English) (CBCS 2018 Course) Semester – II**  
**PGENG25: b) Linguistics and Stylistics – II**

**Course Outcomes:**

At the end of this course, a student shall be able to:

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**1. Orientation:**

The relationship between linguistics and stylistics, the relationship between literature and stylistics, practical criticism and stylistics. The nature and scope of stylistics, the stages in stylistic analysis, linguistic stylistics and literary stylistics. The strengths and limitations of stylistics.

**2. The stylistics of poetry:**

The concept of poetic diction, creativity in the use of language, poetic license, music in poetry, metre, ambiguity, obscurity and indeterminacy.

**3. The stylistics of drama:**

Theatre and drama, dramatic mode, dramatic text and performance text, the use of proximal deixis in drama, dramatic dialogues and speech act theory, the cooperative principle and the politeness principle, turn taking and adjacency pairs, dramatic dialogues and everyday conversations.

**4. The stylistics of fiction:**

Fiction as a narrative form of discourse, narrative strategies, point of view, universe of discourse, the use of distal deixis in fiction.

**Reading List**

1. Austin, J. L. (1962), *How to do things with words*, Oxford: Clarendon Press.
2. Black, Elizabeth (2006), *Pragmatic Stylistics*, (Edinburgh)
3. Crystal, David, *A Dictionary of Applied Linguistics and Stylistics*
4. Cummings, M. and R. Simmons (1983), *The Language of Literature : A Stylistic Introduction to the Study of Literature*, London : Pergamon
5. Fowler, Roger (1971), *The Language of Literature*, London : Routledge and Kegan
6. Krishnaswamy, N., S. K. Verma and N. Nagarajan (1992), *Modern Applied Linguistics*, Madras: Macmillan
7. Leech, Geoffrey (1969), *A Linguistic Guide to English Poetry*, London: Longman
8. Lyons, J. (1981), *Language and Linguistics*, Cambridge: CUP.
9. Welsh, Katie (1989), *A Dictionary of Stylistics*, London: Longman
10. Wright, Laura and Jonathan Hope (1996), *Stylistics : A Practical Course Book*, London : Routledge

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**M.A. (English) (CBCS 2018 Course) Semester – II**  
**PGENG26: c) American Literature: 19<sup>th</sup> century – II**

**Course Outcomes:**

At the end of this course, a student shall be able to:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**1: Terms:** American Civil War, Local Color Movement, Realism, Naturalism, Pragmatism and Veritism

**2: Poetry**

William. D. Howells:

- |           |                            |
|-----------|----------------------------|
| i. "Dead" | ii. "The Bewildered Guest" |
|-----------|----------------------------|

Henry Cuyler Bunner:

- |                      |              |                |
|----------------------|--------------|----------------|
| i. "One, Two, Three" | ii. "Candor" | iii. "Shriven" |
|----------------------|--------------|----------------|

Bret Harte:

- |                   |                       |
|-------------------|-----------------------|
| i. "Mary's Album" | ii. "Love and Physic" |
|-------------------|-----------------------|

**3: Fiction**

- i. Stephen Crane: *Red Badge of Courage*
- ii. Mark Twain: *The Adventures of Tom Sawyer*

**4: Short Stories**

Kate Chopin:

- |                       |                                |
|-----------------------|--------------------------------|
| i. "Beyond the Bayou" | ii. "A Pair of Silk Stockings" |
|-----------------------|--------------------------------|

Jack London:

- |                     |                    |
|---------------------|--------------------|
| i. "The Unexpected" | ii. "Love of Life" |
|---------------------|--------------------|

**Books for reference:**

- Abel, Darrel. *Ruined Eden of the Present: Hawthorne, Melville, and Poe: Critical Essays in Honor of Darrel Abel*. eds. G.R. Thompson and Virgil L. Lokke. West Lafayette: Purdue UP, 1981.
- Barrish, Phillip. *American Literary Realism: Critical Theory and Intellectual Prestige, 1880-1995*. Cambridge: Oxford U P, 2001.

- Bell, Michael Davitt. *The Problem of American Realism*. Chicago: U of Chicago P, 1993.
- Belluscio, Steven J. *To Be Suddenly White: Literary Realism and Racial Passing*. Columbia, MO: U of Missouri P, 2006.
- 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.
- Elliot, Emory., and Cathy N. Davidson, eds. *The Columbia History of the American Novel*. New York: Columbia University Press, 1991.
- Myerson, Joel, ed. *The Transcendentalists: A Review of Research and Criticism*. New York: Modern Language Association, 1984
- Lewis, R. W. B. *The American Adam: Innocence, Tragedy, and Tradition in the Nineteenth Century*. Chicago: University Chicago Press, 1955.
- Pattee, Fred Lewis. *The Development of the American Short Story*. [1966] New York: Harper, 1923.
- Pizer, Donald. *Realism and Naturalism in Nineteenth Century American Fiction*. Carbondale: Southern Illinois U P, 1966.
- 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.

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**M.A. (English) (CBCS 2018 Course) Semester – II**  
**PGENG27: d) Indian Literature in English Translation – II**

**Course Outcomes:**

At the end of this course, a student shall be able to:

- critically appreciate literary achievements of some of the significant Indian writers whose works are available in English Translation
- create an awareness of sub cultural variations in the translated works
- acquaint with major ancient, medieval and modern movements in Indian thought as reflected in the translated works
- acquaint to compare the treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**1: I- Recent Trends in Indian Writings in Translations:**

- i. Literature of the Marginalized and Dalit Consciousness in writings, including translations,
- ii. Issues of Gender relations and women's works in translations,
- iii. Voices of the Subaltern and tribal studies,
- iv. Identity crisis in Diaspora and Immigrant Writers,
- v. Postmodernism as reflected in the techniques of writing and translation in India,
- vi. Literature of new Native writers in translation

**II -Concepts in Translation Studies:**

- i. Scope and relevance of Translation studies
- ii. History of Translations in English,
- iii. Problems of Linguistic and Cultural Equivalence in Translation,
- iv. Concepts of transference, transliteration and transcreation
- v. Problems of translating a literary text
- vi. Translation as Linguistic Bridge-building entity

**2:** i. Girish Karnad, *Hayavadana*, Trans. by the author

ii. Mohan Rakesh: *Half-way House*

**3:** i. Mahasweta Devi, *Old Women* Trans. By Gayatri Chakravarti Spivak

ii. Gulzar : *Across the Raavi* (New Urdu Fictions, Katha, 2004)

iii. S.L. Duncan: A Christmas Story (from *The Heart of the Matter*, Katha, 2004)

**4:** i. Baby Kamble, *The Prison We Broke* Trans. By Maya Pandit

ii. Bama: *Harum Scarum Saar and Other Stories*

**Reference books:**

K.R.S. Iyengar, *Indian Writing in English*, Bombay, 1962.

M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, Delhi, 1982.

R.K. Dhawan, ed. *50 Years of Indian Writing*

M.K. Naik, Macmillan *Aspects of Indian Writing in English*, Delhi 1979.

William Walsh, *Indo-Anglian Literature 1800-1970*, Orient Longman, Madras, 1976.

R.K. Dhawan, ed *Postcolonial Discourse: A Study of Contemporary Literature*

Bhagyashree S. Varma ed. *Amrita Pritam: Life as Literature*



- Nivedita Sen, Nikhil Yadav Mahasweta Devi – An Anthology of Recent Criticism, *Gender & Caste: Issues in Contemporary Indian Feminism*. New Delhi, Kali for Women, 2003.
- The Danger of Gender: Caste, Class and Gender in Contemporary Indian Women's Writing*, Clara Nubile 2003 .
- Makarand Paranjape, ed. *Realism and Reality: the Novel and Society in India, Nativism: Essays in Nativism*.
- Manu S. Rajadurai and Geetha Vardarajan *Towards a Non-Brahmin Millennium*.
- K.V. Reddy and R.K. Dhawan, ed. *Flowering of Indian Drama: Growth & Development*.
- Sudhakar Pandey and Freya Barua, ed. *New Directions in Indian Drama, Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*, by Sharankumar Limbale. Translated by Alok Mukherjee. Orient Longman, 2004
- From Untouchable to Dalit : Essays on the Ambedkar Movement*: Eleanor Zelliott. Manohar, 1998
- A.P. Pandey(Ed), *New Horizons in Indian English Drama*, Bhasker, Publishers, Kanpur, 2011
- Dalit Movement in South India : 1857-1950*: Swapna H. Samel. New Delhi, Serials, 2004
- Shantha Ramakrishna, ed, *Translation and Multilingualism: Post-Colonial Context*.
- A.P.Pandey, *Flames and Fire In Kabir's Poetry*, Bhasker Publishers ,Kanpur,2008
- Translation: From Periphery to Centrestage*, Tutun Mukherjee, ed.
- Author, Texts, Issues: Essays on Indian Literature*, K. Satchidanandan

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## **M.A. (English) (CBCS 2018 Course) Semester – II**

### **PGAEC 21: English for Specific Purposes**

English for Specific Academic Purposes (ESAP) is an attempt to prepare and train the students in English in Business, English for General Purposes, and English in Science and Technology etc. The course is aimed at raising the learners' awareness by providing them with a theoretical framework based on current research in English for Specific Purposes for practical work on almost all the four modules.

#### **Course Content**

**30 hours**

#### **1. English for Specific Academic Purposes**

- i. English for Specific Purposes with focus on English for Academic Purposes; basic concepts in ESP; and characteristics of ESP
- ii. Language and Communication: meaning of communication, barriers to effective communication, principles of effective communication; functions of everyday usage; participating in conversations in familiar situations, and on telephone
- iii. Listening to short lectures, descriptions, narrations, rapid talks, passages read aloud and/or dictated, and identify language functions; using synonyms and antonyms, one-word substitutes, idioms and typical phrasal verbs
- iv. Reading for information; for comprehension, critically; analytically; to discover the flow of ideas; note-taking and note-making; development of paragraphs; cohesion, coherence and style

#### **2. English in Business Management**

- i. Difference between General English and Business English; use of English in business communication; terminology used; use of abbreviations; and Business Jargon
- ii. Internal business communication: memoranda, and documentation of meetings; drafting of notices, agenda and minutes of a meeting; drafting of the resolutions passed in the meetings
- iii. The structure of a report in business management; writing individual and committee reports; the structure of market reports
- iv. The structure and content of business letters: sales, complaint, adjustment, collection, and insurance letters

#### **3. English in Science and Technology**

- i. Difference between General English and English in Science and Technology (EST); terminology used; and use of abbreviations
- ii. Writing elements: technical definitions, technical descriptions, summaries, graphs, instructions, comparisons and contrasts
- iii. Forms of technical communication: technical reports, forms, memos, and e-mail; business letters, presentations, résumés
- iv. Writing paragraphs, developing points/ideas; writing letters of formal and informal kind especially applications, invitations etc

#### **4. English in the Media and Advertising World**

- i. Difference between General English and English in the Media and the Advertising World; actual use of English; terminology used; and use of abbreviations

- ii. The structure and language of a media report in print, and in electronic format; the structure and language of an advertisement in print, and in electronic format
- iii. Familiarising oneself with various stylistic devices in a print media report including style; familiarising oneself with various stylistic devices in an advertisement
- iv. Tackling texts of media reports and advertisement for the purpose of negotiating meaning in them

**Reference Books:**

1. RA Carter and David Nunan (eds). 2001. **The Cambridge Guide to Teaching English to Speakers of Other Languages**. Cambridge: Cambridge University Press.
2. Shirley Taylor. 1999. **Communication for Business: a practical approach**. Third edition. Harlow, Essex: Pearson Education.
3. Adrea J Rutherford. 2001. **Basic Communication Skills for Technology**. Low Price Second Edition. New Delhi: Pearson Education India.
4. A Bell.1991. **The Language of News Media**. Oxford: Blackwell.

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