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

(i) Compulsory English

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

(b) Course Content

Prescribed Text: Reflections II (CUP)

Prose
1. A Story of Stanford
2. What is Body Language
3. Glut of Gullibility
4. Chief Seattle’s Letter
5. I Love You Mom
7. JRD’s Words of Inspiration to Sudha Murthy
8. When Ideas Make Money - Sharmila Ganesan
9. The Three-Piece Suit - Ali Deb
10. Unity of Mind - A. P. J. Abdul Kalam
11. The Wonder of New Millennium - Michael David
12. After Twenty Years - O’Henry

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

*Course Work for Term – I
Prose units from 1 to 7 and Poetry units from 1 to 3 along with exercises given below each unit
*Course Work for Term – II
Prose units from 8 to 13 and Poetry units from 4 to 7 along with exercises given below each unit

(c) Suggestions for Teachers
This is a continuation of the same multi-skills course as in F.Y.B.A. Compulsory English, and hence the teachers are expected to continue with the interactive approach in teaching. The teachers should use learner-focused and learning oriented teaching methods and help the students in developing the four skills of language. As far as possible the class should consist of relevant tasks or activities on the part of the students, and the teacher-talk should be reduced to the minimum necessary level. There should be considerable interaction between the teachers and
students and between or among the students in the form of pair work and group work. The teachers should encourage the students to actively participate in the learning activities related to different skills / aspects of language learning. Wherever the situation permits, activities like discussions, and presentations should be promoted. Only the active interest and participation of learner can ensure the communicative and pragmatic competence of the students in using the language. The main reading unit and the units dealing with language skills as well as grammar, vocabulary, etc are to be treated as one composite unit and every part of it needs to be dealt with carefully in the class-room and reflected in evaluation system.

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

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

**Term-End Examination**

<table>
<thead>
<tr>
<th>Q 1</th>
<th>Text-based comprehension questions (2 out of 3)</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 2</td>
<td>Text-based comprehension questions (2 out of 3)</td>
<td>12</td>
</tr>
<tr>
<td>Q 3</td>
<td>Questions on writing activities (2 out of 3)</td>
<td>12</td>
</tr>
<tr>
<td>Q 4</td>
<td>Questions on vocabulary (6 out of 8)</td>
<td>12</td>
</tr>
<tr>
<td>Q 5</td>
<td>Questions on grammar and usage (6 out of 8)</td>
<td>12</td>
</tr>
</tbody>
</table>

**Annual Examination**

<table>
<thead>
<tr>
<th>Q 1</th>
<th>Text-based comprehension questions (2 out of 3)</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 2</td>
<td>Text-based comprehension questions (2 out of 3)</td>
<td>16</td>
</tr>
<tr>
<td>Q 3</td>
<td>Questions on writing activities (2 out of 3)</td>
<td>16</td>
</tr>
<tr>
<td>Q 4</td>
<td>Questions on vocabulary (8 out of 10)</td>
<td>16</td>
</tr>
<tr>
<td>Q 5</td>
<td>Questions on grammar and usage (8 out of 10)</td>
<td>16</td>
</tr>
</tbody>
</table>

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(ii) English General Paper- II : Understanding Fiction

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

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

B. Prescribed Texts:
   (i) Lord of the Flies : William Golding
   (ii) Inside the Haveli : Rama Mehta
   (iii) A Man of the People : Chinua Achebe

*Course Work for Term – I
A. Theory of Fiction
   B. Texts : (i) Lord of the Flies : William Golding

*Course Work for Term – II
   Texts : (i) Inside the Haveli : Rama Mehta
   (ii) A Man of the People : Chinua Achebe

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

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

(e) Reading List
2. Hawthorn, Jeremy (2005), Studying the Novel (Hodder Arnold)
4. Forster, E. M. – Aspects of Novel
5. Mayhead, Robin – Understanding Literature (Blackie and Sons)
6. Rees, R. J. – An Introduction of English Literature to Foreign Learners
7. Martin, Gray – A Dictionary of Literary Terms (Pearson Education)
8. Boulton, Marjorie – Anatomy of Fiction (Routeledge)
9. Murphy, M. J. – Understanding Unseens
10. Hooper - An Introduction to the Study of Language and Literature
11. Hudson, W. H. - Introduction to the Study of English Literature
13. Lerner - English Literature : An Interpretation for Students Abroad (OUP)

Question Paper Format(G 2)

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

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

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(iii) English Special Paper - I : Understanding Drama

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

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

B. Prescribed Texts :
   (i) The Importance of Being Earnest : Oscar Wilde
   (ii) Death of a Salesman : Arthur Miller
   (iii) Hayavadan : Girish Karnad

*Course Work for Term – I
A. Theory of Drama
B. Text : (i) The Importance of Being Earnest : Oscar Wilde

*Course Work for Term – II
Texts : (i) Death of a Salesman : Arthur Miller
       (ii) Hayavadan : Girish Karnad

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

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

(e) Reading List
2. Barnett, Susan – Students Guide to Writing about Literature (Pearson Education)
3. Boulton, Margorie – Anatomy of Drama (Routledge)
4. Brooks, Cleanth and Heilman - Understanding Drama
5. Eslin, Martin – Anatomy of Drama
6. Mayhead, Robin – Understanding Literature (Blackie and Sons)
7. Rees, R. J. – An Introduction of English Literature to Foreign Learners
8. Martin, Gray – A Dictionary of Literary Terms (Pearson Education)
9. Kennedy - Literature : An Introduction to Fiction, Poetry and Drama (Longman)
10. Hooper - An Introduction to the Study of Language and Literature
11. Hudson, W. H. - Introduction to the Study of English Literature
13. Kennedy - Literature : An Introduction to Fiction, Poetry and Drama (Longman)
14. Lerner - English Literature : An Interpretation for Students Abroad (OUP)

Question Paper Format(S 1)

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

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

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(iv) English Special Paper - II : Understanding Poetry

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

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

B. Prescribed Text : Poetry Down the Ages (O. L.)
[Only the following Selections from Poetry Down the Ages]

William Shakespeare : 1. A Requiem
John Donne : 2. A Valediction: Forbidding Mourning
Andrew Marvell : 3. To his Coy Mistress
William Blake : 4. The Chimney Sweeper
 : 5. The Tyger
 : 7. Strange Fits of Passion Have I Known
Percy Bysshe Shelley : 8. To a Skylark
John Keats : 9. Ode on a Grecian Urn
Lord Alfred Tennyson : 10. From In Memoriam, LIV- LVI
 : 11. Tears, Idle Tears
Matthew Arnold : 12. To Marguerite
Robert Browning : 13. The Bishop Orders his Tomb
Thomas Hardy : 14. The Darkling Thrush
G.M. Hopkins : 15. Felix Randal
W.B. Yeats : 16. An Irish Airman Foresees his Death
T.S. Eliot : 17. Sweeney Among the Nightingales
W.H. Auden : 18. Song
Dylan Thomas : 19. And Death shall have no Dominion
Philip Larkin : 20. Church Going
Nissim Ezekiel : 21. Goodbye Party for Miss Pushpa T. S.
Jayanta Mahapatra : 22. The Abandoned British Cemetery at Balasore
A.K. Ramanujan : 23. The Last of the Princes
R. Parthasarthy : 24. Delhi
Walt Whitman : 25. Gods
Emily Dickinson : 26. The Wind Tapped Like a Tired Man.
Robert Frost : 27. The Road Not Taken
R. W. Emerson : 28. Give All to Love
Langston Hughes : 29. Ballad of the Landlord
30. I, Too

*Course Work for Term – I
A. Theory of Poetry
B. Text: Poetry Down the Ages
   (i) Selected Poems: From William Shakespeare To John Keats

*Course Work for Term – II
B. Text: Poetry Down the Ages
   (ii) Selected Poems: from Lord Alfred Tennyson to Langston Hughes

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

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

(e) Reading List
1. Abrams, M. A. – A Glossary of Literary Terms (Seventh Edition), (Macmillan)
2. Barnett, Susan – Students Guide to Writing about Literature (Pearson Education)
4. Mayhead, Robin – Understanding Literature (Blackie and Sons)
5. Martin, Gray – A Dictionary of Literary Terms (Pearson Education)
6. Murphy, M. J. – Understanding Unseens
7. Rees, R. J. – An Introduction of English Literature to Foreign Learners
8. Wainwright, Jeffrey (2004), Poetry : The Basics (Routeledge)
9. Hooper - An Introduction to the Study of Language and Literature
12. Kennedy - Literature : An Introduction to Fiction, Poetry and Drama (Longman)
14. Lerner - English Literature : An Interpretation for Students Abroad (OUP)
Question Paper Format(S 2)

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

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

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

(i) Enriching Oral and Written Communication

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

(b) Course Content

*Course Work for Semester I

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

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

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

*Course Work for Semester II

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

Written Communication
Writing Task : identifying the focus, generating ideas, outlining, etc.
Paragraph Structure and Linking Sub-points in a Paragraph
Cohesion and unity in a paragraph
Minding Punctuation and Proofreading
Summarising
Reviewing
Aspects of Creative Writing
(Activities/tasks to be conducted like paragraph writing, essay writing, writing a review of a literary text, writing a summary of a literary text, comprehension and analysis of a literary text, preparing an advertisement, making PowerPoint Presentations)
Technology-enabled Business Communication
Telephonic conversation and manners
E-mails and e-mail etiquettes
Power Point Presentation

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

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

(e) Reading List
7. Morley, David (2007), The Cambridge Introduction to Creative Writing [CUP]
11. Narayanswamy – Strengthen Your Writing (OBS)
# Question Paper Format (SY B Sc Optional English)

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

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

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

(i) Enriching Oral and Written Communication

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

(b) Course Content

*Course Work for Semester I

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

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

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

*Course Work for Semester II

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

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

**Technology-enabled Business Communication**
- Telephonic conversation and manners
- E-mails and e-mail etiquettes
- Power Point Presentations

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

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

(e) **Reading List**
7. Morley, David (2007), The Cambridge Introduction to Creative Writing [CUP]
11. Narayanswamy – Strengthen Your Writing (OBS)
Question Paper Format (SY B Sc Computer- Compulsory English)

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

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

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

Semester Three

Core Papers
  Paper – 3.1 : Doing Research (I)
  Paper – 3.2 : English Language and Literature Teaching (I)

Optional Papers (Any two of the following)
  Paper – 3.3 : Drama (I)
  Paper – 3.4 : Fiction (I)
  Paper – 3.5 : Poetry (I)
  Paper – 3.6 : Linguistics and Stylistics (I)
  Paper – 3.7 : Pragmatics (I)
  Paper – 3.8 : Multi-Cultural Discourse in Immigrant Fiction (I)

Semester Four

Core Papers
  Paper – 4.1 : Doing Research (II)
  Paper – 4.2 : English Language and Literature Teaching (II)

Optional Papers (The optional papers will remain the same, i.e., as chosen in semester three)
  Paper – 4.3 : Drama (II)
  Paper – 4.4 : Fiction (II)
  Paper – 4.5 : Poetry (II)
  Paper – 4.6 : Linguistics and Stylistics (II)
  Paper – 4.7 : Pragmatics (II)
  Paper – 4.8 : Multi-Cultural Discourse in Immigrant Fiction (II)

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SEMESTER THREE
Paper- 3.1 : Doing Research (I)

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

(b) Course Content
A) Orientation
   What is research?
   Qualities of a Good Researcher
   Key terms in research: investigation, exploration, examination, analysis, hypothesis data, methods and techniques, results and findings, etc.

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

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

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

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

(e) Reading list
14. Rajannan, B. (1968), Fundamentals of Research, ASRC Hyderabad
17. Caivary, R. & Nayak V. K. (2005), Research Methodology, S. Chand
19. Litosseliti,Lia (2000), Using Focus Groups in Research, British Library Cataloguing
22. Seliger (2001), Second Language Research Methods, Oxford University
24. Winkler, Anthony C. & Accuen, Jo Roy (2003), Writing the Research Paper, Thomson Heinle

**Question Paper Format (3.1)**

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

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

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

(b) Course Content
1. The Nature of Language Learning and Language Teaching
2. Language Acquisition and Language Learning
3. Behaviourism, Cognitivism and Their Implications
4. Socio-Linguistic Context of English Language and Literature Teaching in India
5. The Teaching of Language Skills, Study Skills and Presentation Skills
6. The Teaching of Vocabulary and Grammar
8. Curriculum and Syllabus
9. Materials Production for English Language and Literature Teaching
10. Testing and Assessment, Formative and Summative Evaluation, Different Types of Questions
11. Developing Pragmatic Competence

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

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

(e) Reading List
1. Brumfit, C. and R. Carter (1986), Literature and Language Teaching, (OUP)
2. Brumfit, C. and K. Johnson (1979), The Communicative Approach to Language Teaching (OUP)
6. Duff, A. and A. Maley (1990), Literature (OUP)
7. Carter, R. And D. Nunan (2001), Teaching English to Speakers of Other Languages (CUP)
8. S. (Ed.) (2002), English Language Teaching in India (Orient Longman)
9. Richards, J. C. And T. S. Rodgers (1986), Approaches and Methods in Language Teaching (CUP)
10. Marathe, Ramanan And Bellarmine (1993), Provocations: The Teaching of English Literature in India (Orient Longman)
15. LazarBabu, Prabhakar (1993), Teaching Spoken English in Colleges (CIEFL, Hyderabad)
22. Bassnet, S. And P. Grundy (1993), Language Through Literature (Longman)
23. Corder, S. Pit (1973), Introduction to Applied Linguistics (Penguin)
26. Ur, Penny (1996), A Course in Language Teaching: Practice and Theory (Cup)
27. Sarasvati, V. (2004), English Language Teaching: Principles and Practice (O.L.)
30. Allan, J. P. B. And S. Pit Corder (1975), The Edinburgh University Course in Applied Linguistics, Vol. 1,2 and 3 (OUP)

**Question Paper Format (3.2)**

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

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

(a) Objectives

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

(b) Course Content

(i) Theoretical aspects of the study of Drama
(ii) Plays
1. Macbeth : William Shakespeare
2. Candida : George Bernard Shaw
3. Endgame : Samuel Beckett
4. The Glass Menagerie : Tennessee Williams

(c) Suggestions for Teachers

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

(d) Suggestions for Evaluation

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

(e) Reading List

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

General Books on Drama

Shakespeare : Macbeth
5. Lerner, Laurence (1968), Shakespeare’s Tragedies: An Anthology of Modern Criticism,
   harmonds-worth: Penguin
7. Wells, Stanley (ed) (1986), The Cambridge Companion to Shakespeare Studies,
   Cambridge: C.U.P.
9. Viva Modern Critical Interpretations: Macbeth (Viva Books)

G B Shaw : Candida
   Jersey: Prentice Hall.

Samuel Beckett : Endgame
   Cliffs, New Jersey: Prentice Hall.
   Graw
4. Fletcher, John and Fletcher Beryl (1978), A Student’s Guide to the Plays of
5. Fletcher, John and Spurling, John (1972), Beckett: A Study of His Plays, London: hill
   and Wong.

Tennessee Williams : Glass Menagerie
   Delhi: Viva Books.
2. Jackson, Esther Merle (1965) The Broken World of Tennessee Williams, Madison and
   Milwaukee: Wisconsin University Press.
5. Tickler, Jack (ed) (1965), Tennessee Williams: Rebellious Puritan, New York: The
   Citadel Press.
6. Thorpe, Jack (ed) (1977), Tennessee Williams: A Tribute, Jackson: University of
   Mississippi Press.

Question Paper Format (3.3)
Q-1 Long Answer Question theoretical aspect of drama (1 out of 2) 16
Q-2 Long Answer Question on Macbeth (1 out of 2) 16

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

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

(b) Course Content
(i) Theoretical aspects of the study of Fiction
(ii) Novels
1. Wuthering Heights : Emile Bronte
2. Lord Jim : Joseph Conrad
3. The Bluest Eye : Toni Morrison
4. The Catcher in the Rye : J. D. Salinger

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

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

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

General Works on Fiction
**Wuthering Heights : Emily Bronte**
2. Viva Modern Critical Interpretations: Wuthering Heights (Viva Books)

**Lord Jim : Joseph Conrad**

**The Bluest Eye : Toni Morrison**

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

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**Question Paper Format (3.4)**

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

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

(b) Course Content
(i) Theoretical aspects of the study of poetry

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

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

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

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

(e) Reading List

3. Chindhade, S. and Ashok Thorat (ed), Approved Voices (Dastane & Co, Pune)

British Poetry

American Poetry

Required Reading :

**Question Paper Format (3.5)**

<table>
<thead>
<tr>
<th>Q-1</th>
<th>A) Reference to Context (2 out of 4)</th>
<th>08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B) A Question on Theoretical aspect of Poetry (1 out of 2)</td>
<td>08</td>
</tr>
<tr>
<td>Q-2</td>
<td>Long Answer Question on British Poetry (1 out of 2)</td>
<td>16</td>
</tr>
<tr>
<td>Q-3</td>
<td>Short Answer Question on British Poetry (4 out of 6)</td>
<td>16</td>
</tr>
<tr>
<td>Q-4</td>
<td>Long Answer Question on American Poetry (1 out of 2)</td>
<td>16</td>
</tr>
<tr>
<td>Q-5</td>
<td>Short Answer Question on American Poetry (4 out of 6)</td>
<td>16</td>
</tr>
</tbody>
</table>

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

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

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

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

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

(e) Reading List
2. Black, Elizabeth (2006), Pragmatic Stylistics, (Edinburgh)
4. Crystal, David – A Dictionary of Applied Linguistics and Stylistics
   Introduction to the Study of Literature, London : Pergamon
   Winston
   Madras: Macmillan
   Publishers
14. Thornborrow and Shan Wareing (1998), Patterns in Language : An Introduction to
   Language and Literary Style, London : Routledge
16. Wright, Laura and Jonathan Hope (1996), Stylistics : A Practical Course book, London :
   Routledge

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

**Question Paper Format (3.6)**

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

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

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

(b) Course Content
A. Orientation
   Development of Modern Pragmatics
   Definitions of Pragmatics
   Component vs. Perspective
   Sentence and Utterance
   Language and Language Use

B. The Dynamics of Context
   Utterer and Interpreter
   The Mental World
   The Social World
   The Physical World
   Linguistic Context
   Context and Conversation

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

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

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

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

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

(e) Reading List
4. Fowler, Roger – Literature as Social Discourse
9. Mills, Sara - Discourse
13. Sinclair & others – Approaches to Discourse
15. Thorat, Ashok (2008), Discourse Analysis (FCS)
17. Thorat, Ashok (ed.) (2007), Pragmatics (IASE, Pune)

Question Paper Format (3.7)

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

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

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

(c) Course Content
A) Theoretical perspective: Basic terms and concepts
   (i) Diaspora, expatriate, immigrant, nationality, assimilation, identity, hybridity, etc. Illustrations to be found from prescribed texts.
   (ii) The concept of discourse, types of discourse, approaches to discourse, intercultural discourse, literature as social discourse, discourse analysis.

B) Prescribed Texts

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

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

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

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

(f) Reading List

A) General Background
20. Mills, Sara, Discourse
21. Sinclair, et al, Approaches to Discourse
23. Coulthart, Michael, Discourse Analysis
24. Dijk, Van, Text and Context
25. Nair, Pramod K.(2008), An Introduction to Cultural Studies, Viva Books
C) On Prescribed Authors
5. Alam, Fakrul (1996), Bharati Mukherjee, New York : Twayne
8. Jain, Jasbir (2003), Writers of the Indian Diaspora, Rawat Publishers
10. Khair, Tabish (2001), Babu Fictions, OUP
13. Modern Fiction Studies, Summer 2000, Published by John Hopkins University
15. Tendon, Sushama (2004), Bharati Mukherjee’s Fiction : A Perspective, New Delhi : Sarup and Sons

Question Paper Format (3.8)

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

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

***************
SEMESTER FOUR
Paper- 4.1 : Doing Research (II)

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

(b) Course Content
A) Research Process
   Collecting and Classifying Data
   Analyzing the Data
   Arriving at Interpretations and Generalizations
   Preparing Chapter wise Design
B) Presentation of Research
   1) Format of the Thesis
   2) Logical Writing
   3) Introductions and Conclusions
   4) Presentation of Findings
   5) Guarding Against Plagiarism
   6) Quotations and Acknowledging the Sources
   7) Footnotes and Endnotes
   8) Writing Bibliography Using Standard Style sheets
   9) Writing a Short Research Paper
   10) Writing a Short Dissertation

C) Practical Work
   Exercises related to all the items under sections A and B

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

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

(d) Suggestions for Evaluation
The Semester Examination will be for 80 marks. The Internal Assessment will have the weightage of 20 marks. As a part of Internal Assessment, students will write an assignment consisting of a Paper of about 10 to 12 printed pages (double space, A-4 size) on a topic from the syllabus, chosen in consultation with the concerned teacher/s. It will be assessed by the concerned teacher/s for 20 marks. The presentation will have the weightage of 10 marks.
Teacher/s will submit the assessment and evaluation record to the college office at least fifteen days before the commencement of the Semester Examination.

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

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

(e) Reading list

The same as for Paper 3.1

**Question Paper Format (4.1)**

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

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

(a) Objectives

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

(b) Course Content

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

(c) Suggestions for Teachers

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

(d) Suggestions for Evaluation

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

(e) Reading List

The same as for Paper 4.2

Question Paper Format (4.2)

| Q-1 | Long Answer Question - 1 to be attempted out of 2 | 16 |
| Q-2 | Long Answer Question - 1 to be attempted out of 2 | 16 |
Or
Short Answer Question - 4 to be attempted out of 6
Q-3 Short Answer Question - 4 to be attempted out of 6 16
Q-4 Short Notes – 4 to be attempted out of 6 16
Q-5 Preparing a Lesson plan for teaching a given topic of language / Literature - 1 to be attempted out of the 4 choices given.

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Paper- 4.3 : Drama (II)

(a) Objectives

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

(b) Course Content

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

(c) Suggestions for Teachers

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

(d) Suggestions for Evaluation

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

(e) Reading List

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

General Books on Drama

**Eugene O’Neill: Emperor Jones**


**Arthur Miller: The Crucible**


**Henrik Ibsen: Doll’s House**


**Mahesh Dattani: Final Solutions**


**Question Paper Format (4.3)**

Q-1 Application oriented practical question on Drama (Analysis of passage on the basis of the given points) 16

Q-2 Long Answer Question on Emperor Jones (1 out of 2) 16

or

Short notes on Emperor Jones (2 out of 4)

Q-3 Long Answer Question on Crucible (1 out of 2) 16

or

Short notes on Crucible (2 out of 4)

Q-4 Long Answer Question on Final Solutions (1 out of 2) 16

or

Short notes on Final Solutions (2 out of 4)

Q-5 Long Answer Question on Doll’s House (1 out of 2) 16

or

Short notes on Doll’s House (2 out of 4)

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Paper- 4.4 : Fiction (II)

(a) Objectives

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

(b) Course Content

Term – II

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

(c) Suggestions for Teachers

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

(d) Suggestions for Evaluation

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

(e) Reading List

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

Kanthapura : Raja Rao

1. Desai S K (ed) (1974) Experimentation with Language in Indian Writer in English, a Monograph Published by Shivaji University Kolhapur

That Long Silence: Shashi Deshpande

A House for Mr. Biswas: V S Naipaul

The Outsider: Albert Camus

Question Paper Format (4.4)

Q-1 Application oriented practical question on Fiction
(Analysis of passage on the basis of the given points) 16

Q-2 Long Answer Question on Kanthapura (1 out of 2) 16
or
Short notes on Kanthapura (2 out of 4)

Q-3 Long Answer Question on That Long Silence (1 out of 2) 16
or
Short notes on That Long Silence (2 out of 4)

Q-4 Long Answer Question on The Outsider (1 out of 2) 16
or
Short notes on The Outsider (2 out of 4)

Q-5 Long Answer Question on The House for Mr. Biswas (1 out of 2) 16
or
Short notes on The House for Mr. Biswas (2 out of 4)

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Paper- 4.5 : Poetry (II)

(a) Objectives

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

(b) Course Content

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

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

(c) Suggestions for Teachers

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

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

(e) **Reading List**

**Indian Poetry**


**Jayant Mahapatra**


**Nissim Ezekiel**


**Daruwalla, keki N.**


**Ramanujan A.K.**


**Das, Kamala**

5. DWIVEDI, A.N. Kamala das and Her Poetry Delhi: Doaba House, 1983.

**Gieve Patel**

**Amanuddin, Syed**

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

**African/Commonwealth Poetry**

Recommended Reading:
22. The World of Canadian Writing, Critiques and Recollections Vancouver Danglas and me Dntyro, 1980.

**Question Paper Format (4.5)**

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

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Paper- 4.6 : Linguistics and Stylistics (II)

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

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

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

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

(e) Reading List
The same as for Paper 3.6
| Q-1 | Long Answer Question - 1 to be attempted out of 2 | 16 |
| Q-2 | Long Answer Question - 1 to be attempted out of 2 | 16 |
| Q-3 | Short Answer Question - 4 to be attempted out of 6 | 16 |
| Q-4 | Short Answer Question - 4 to be attempted out of 6 | 16 |
| Q-5 | Stylistic analysis of a poem or an extract from a play / novel | 16 |

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Paper- 4.7 : Pragmatics (II)

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

(b) Course Content
A. Pragmatic Principles
   - Principles and Rules
   - The Cooperative Principle
   - The Politeness Principle
   - Trade off Relationship between Cooperative Principle and Politeness Principle
   - Relevance Theory

B. Implicature
   - What is Implicature?
   - Implications and Implicatures
   - Conventional Implicature
   - Conversational Implicature

C. Conversation Analysis
   - Turns and Turn taking
   - Cohesion and Coherence
   - Adjacency Pairs
   - Conversation and Speech Acts

D. Applications of Pragmatics
   - Pragmatic Competence
   - Reading as Pragmatic Act
   - Pragmatics and Machine Translation
   - Natural Language Processing

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

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

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

(e) Reading List
The Same as for Paper 3.7
Question Paper Format (4.7)

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

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

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

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

(c) Course Content
A) Prescribed Texts

B) Discourse Analysis
Analysis of the texts prescribed.

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

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

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

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

(f) Reading List

The Same as for Paper 3.8

**Question Paper Formats (4.8)**

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

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

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