

BANGALORE UNIVERSITY
Jnana Bharathi, Bangalore-560 0 56

No. Aca. II/CBCS/2014

Date: 29/11/2014

- To
1. The Deans of Faculties, Bangalore University
 2. The Chairpersons/Directors/Coordinators of Departments of Studies/Boards of Studies, Bangalore University,
 3. The Principals of Colleges affiliated to Bangalore University.

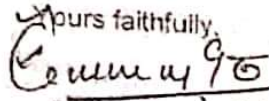
Madam/Sir,

Sub: UGC Guidelines on adoption of Choice Based Credit System.
Ref: Letter D.O. No. F.1-1/2014 (Secy), dated 12th November, 2014
from the Secretary, UGC, New Delhi.

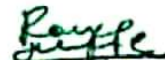
This is to inform that the UGC has embarked on numerous measures to enhance efficiency and excellence in the higher education system in the country. The reforms undertaken in this regard have led to noticeable improvement in the standards of education. However, because of the diversity in the evaluation system followed by different Universities in India, students have suffered acceptance of their credentials, at times, across the University system, as well as the employment agencies.

In order to mitigate this procedure, the UGC has formulated Guidelines on adoption of Choice-Based Credit System (CBCS) by all the Universities. This would ensure seamless mobility of students across the higher education institutions in the country as well as abroad. The credits earned by the student may be transferred and would be of great value to the students in the event of their seeking migration from one institution to the other. You are requested to access the Guidelines from the UGC website www.ugc.ac.in.

It may be kindly be noted that Bangalore University has already introduced Choice Based Credit System in the Undergraduate and Postgraduate Courses from the academic year 2014-15 and the draft Regulations in this regard have already been circulated to all the Principals. Necessary modifications to the draft Regulations will be made as per the present UGC Guidelines and will be sent to the State Government for approval and the same will be circulated to all the concerned.

Yours faithfully,

REGISTRAR 29/11/14




PRINCIPAL
St. Francis de Sales College
Electronics City Post, Bangalore - 560 100

19AC

BANGALORE



UNIVERSITY

PROCEEDINGS OF THE EXTRA-ORDINARY MEETING OF THE ACADEMIC COUNCIL HELD ON 13-08-2014 AT 2.30 P.M. IN THE SENATE HALL, BUB.

Members Present:

1.	Prof. B. Thimmegowda, Vice-Chancellor	Ex-Officio- Chairman
2.	Mr. Ramachandra Gowda, MLC	Member
3.	Dr. Rajesh. E.B.	Member
4.	Dr. N. Ramachandraswamy	Member
5.	Mrs. Prabhavathi Bai	Member
6.	Prof. K. Ramesh	Member
7.	Mr. K.B. Vishwanatha Reddy	Member
8.	Dr. Rajashekar. N.	Member
9.	Prof. Govindaiah	Member
10.	Prof. M.S. Talwar	Member
11.	Prof. D. Jeevan Kumar	Member
12.	Dr. Suresh V Nadagoudar	Member
13.	Prof. M.K. Sridhar	Member
14.	Prof. B.K. Muralidhara	Member
15.	Mrs. Lydia Samuel	Member
16.	Prof. Nathalia D' Souza	Member
17.	Mrs. Aruna Kumar. N.	Member
18.	Prof. M. Ramachandra Mohan	Member
19.	Prof. B.C. Prabhakar	Member
20.	Prof. D. Anusuya	Member
21.	Prof. A.S. Rayamane	Member
22.	Dr. Anjanappa. M.	Member
23.	Dr. Ramakrishnaiah	Member
24.	Prof. H.N. Ramesh	Member
25.	Prof. S.R. Ananthanarayana	Member
26.	Dr. K. Muni Reddy	Member
27.	Mr. Nagaraj Sherigar, Finance Officer	Member
28.	Prof. K.N. Ninge Gowda, Registrar (Eval.)	Member
29.	Prof. K.K. Seethamma, Registrar	Member - Secretary

At the outset, the Chairman welcomed all the members for the meeting and informed the members about the sad demise of Dr. N.H. Manjunath, Dean, Faculty of Science, BUB. The House observed two minutes silence as a mark of respect to the departed member. Then, the Chairman requested to take up the Agenda.

Item No.1: To consider the report submitted by the Local Inquiry Committee under the Chairpersonship of Prof. L. Gomathi Devi, Dept. of Chemistry, BUB.

Prof. L. Gomathi Devi, Chairperson of the LIC presented the report of the Local Inquiry Committee in respect of Bangalore City College of Education, Bangalore and Sri Venkateshwara College of Education, Bangalore. She informed the House that the Local Inquiry Committee visited the above two colleges on 02-08-2014 and checked all the infrastructure and requirements necessary as per NCTE norms. The Principal of Bangalore City College of Education, Bangalore produced all the records and list of staff approved by the University and registers viz., admission, attendance, acquittance, stock, scholarship disbursement registers before the Committee. She informed that the staff are not qualified with NET/SLET and the staff quarters have not been provided by the college. Further, the college has made 28 admissions during the year 2013-14 and 15 during 2012-13. The college has to equip the Library with required nos. of books as per NCTE norms. The College has got 49.2% weightage as per new tool.

In respect of Sri Venkateshwara College of Education, Bangalore the Principal had shown the 3rd floor of the building meant for B.Ed. course which is of 11,644 sq.ft. floor area. The college has appointed a Librarian. 100 students were admitted for 2013-14. However, none of the students were present during the visit of the Committee. We were told that students had gone for teaching practice classes. The Library needs to be upgraded with adequate no. of books as per NCTE norms.

The Committee has recommended for renewal of affiliation to the above two colleges and she requested the House to consider the report.

Dr. Rajesh E.B., informed the House that, his college (Cauvery College of Education) was made as centre for examination for the year 2012-13 for the students of Bangalore City College and the admission register of the said college which was produced at the time of examination is still in their custody and the college has not taken back the register. The Chairperson of the Local Inquiry Committee opined that admission register of 2012-13 shown to the Committee might be the other one. Dr. Ramesh. K, said that the floor area of Bangalore City College of Education is 4,868 sq.ft. x 3 floors and it is short of NCTE requirements. Hence, the affiliation cannot be given to Bangalore City College of Education. Prof. Jeevan Kumar and Prof. B.C. Prabhakar felt that the affiliation can be given as the College has secured 49.2%

weightage. However, the observations recorded by the Local Inquiry Committee and comments made in the Academic Council meeting may be communicated to the colleges.

Prof. M.K. Sridhar expressed that the Local Inquiry Committee tool was prepared after discussion in the Academic Council as well as Syndicate. Hence, we should respect the new tool and the recommendation of the Local Inquiry Committee may be accepted.

Resolution: *After detailed discussion the House resolved to accept the recommendations of the Local Inquiry Committee.*

Item No.2: *To consider the re-inspection reports submitted by the Local Inquiry Committee under the Chairmanship of Prof. Govindaiah, Professor, Department of Sericulture, Bangalore University, Bangalore.*

Prof. Govindaiah, Chairperson of the Local Inquiry Committee informed the House that the Committee under his Chairmanship re-inspected four colleges for enhancement of intake and renewal of affiliation. The Committee has recommended for enhancement of intake from 30 to 40 for BCA course at Global Institute of Management Science, Bangalore and for enhancement of intake to B.A.S.L.P. course from 20 to 30 at Samvaad College of Speech and Hearing, Bangalore. Further, the Committee has recommended for renewal of affiliation to Mother Theresa College of Management and Science, Nelamangala as the college has good infrastructure and the college is situated in rural area. However, in respect of DBA Degree College, Bangalore the Committee visited the address given and there was a name board of the college but nobody was present there and it was told that the college does not exist in the said address. He further informed that, the Committee had made repeated efforts to call the college office land line numbers and Cell Phone numbers but in vain. The Committee had to return without visiting the Institution.

Resolution: *After detailed discussion, the House resolved to approve the recommendations of the Committee in respect of the following Colleges.*

Sl. No.	Name of the College	Recommendations of the Committee
1.	Global Institute of Management Science, Rajarajeshwari Nagar, Bangalore-560 098	Recommended for enhancement of intake for B.C.A. course from 30 to 40 for the year 2014-15.
2.	Mother Theresa College of Management and Science, 94/1, Arasanakunte Danojipalya, Nelamangala, Bangalore-24	Recommended for renewal of affiliation for the year 2014-15 to B.B.M. and B.Com courses with existing sanctioned intake.

3.	Samvaad College of Speech and Hearing, # 18, 1 st cross, 5 th Main, Anandagiri Extension, Hebbal, Bangalore-24.	Recommended for enhancement of intake to B.A.S.L.P. course from 20 to 30 for the year 2014-15.
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Further, the House resolved to recommend for disaffiliation of DBA Degree College, Rupena Agrahara Village, Begur Hobli, Hosur Road, Madiwala, Bangalore-68 as the same findings were made by the earlier Committee.

Item No.3: To consider the recommendations of the Faculty of Commerce Meeting held on 7-8-2014.

The Chairman requested the Dean, Faculty of Commerce, to present the recommendations of the Faculty of Commerce Meeting held on 7-8-2014.

The Dean presented the recommendations of the Faculty of Commerce Meeting held on 7-8-2014, with regard to introduction of Choice Based Credit System for P.G. courses in M.Com., M.F.A., M.I.B., M.T.A. and 5 years Integrated Course in M.T.A.

Resolution: The Academic Council resolved to approve the recommendations of the Faculty of Commerce Meeting held on 7-8-2014.

Item No.4: To consider the recommendations of the Faculty of Science Meeting held on 5-08-2014.

The Chairman requested the Dean, Faculty of Science, to present the recommendations of the Faculty of Science Meeting held on 5-08-2014.

The Dean, Faculty of Science informed the House that the Syllabus and Scheme of Examination were framed under Choice Based Credit System and requested to deliberate on the subject.

Resolution: The Academic Council resolved to approve the recommendations of the Faculty of Science Meeting held on 5-08-2014 and authorized the Dean, to incorporate the corrections if any, in the Syllabus and Scheme of Examinations.

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Item No.5: To consider the recommendations of the Faculty of Arts Meeting held on 4-8-2014.

The Chairman requested the Dean, Faculty of Arts to present the recommendations of the Faculty of Arts Meeting held on 4-8-2014.

The Dean, Faculty of Arts informed the House that the Syllabus and Scheme of Examination were framed under Choice Based Credit System and requested to deliberate on the subject.

Resolution: The Academic Council resolved to approve the recommendations of the Faculty of Arts Meeting held on 4-8-2014 and authorized the Dean, to incorporate the corrections if any, in the Syllabus and Scheme of Examinations.

Item No.6: To consider the recommendations of the Faculty of Education Meeting held on 7-8-2014.

The Chairman requested the Dean, Faculty of Education, to present the recommendations of the Faculty of Education Meeting held on 7-8-2014.

The Dean, Faculty of Education informed the House that the Syllabus and Scheme of Examination were framed under the Choice Based Credit System and requested to deliberate on the subject.

Resolution; The Academic Council resolved to approve recommendations of the Faculty of Education Meeting held on 7-8-2014.

Item No.7: To consider modification to the existing regulation of B.Com. Degree Course from the academic year 2014-15.

The Dean, Faculty of Commerce informed the House that as per the request of the Chairman, Department of Commerce, has recommended the following modification to the

Regulation for admission to the B.Com Degree Course from the academic year 2014-15 and requested the House to approve the same.

Existing	Modification sought
Candidates who have completed Two year Pre-University course of Karnataka State or its equivalent with Business Studies and Accountancy as two major subjects of study in both first and second year Pre-University are eligible for admission to this course.	Candidates who have completed Two years Pre-University course of Karnataka State or its equivalent with Business Studies and Accountancy as two major subjects of study at Pre-University level are eligible for admission to this course.

Resolution: *The Academic Council resolved to approve the above mentioned modification to the Regulations with regard to eligibility for admission for B.Com. degree course to be effective from the academic year 2014-15.*

Item No.: 8 & 9: *To consider promotion as Professor under UGC-Career Advancement Scheme for the Telugu/Kannada Language Teachers -reg.*

The Vice-Chancellor informed the House that under UGC-Career Advancement Scheme with regard to promotion of Teachers under 19.4, the revised Regulations relating to Direct Recruitment and Career Advancement are as follows:

Statute :19.4: Besides the indexed publications documented by various discipline-specific databases, the University concerned shall draw through Committee(s) of subject experts and ISBN/ISSN experts (a) a comprehensive list of National/Regional level journals of quality in the concerned subject(s) and (b) a comprehensive list of vernacular language journals/ periodicals/ official publication volumes of language bodies and upload them on the University website which are to be updated periodically. At the time of assessing the quality of publications of the candidates during their appointments/promotions, the selection committees shall have to be provided with the above two lists which could be considered by the selection committees along with the other discipline-specific databases.

Accordingly, the Chairperson, Dept. of Telugu, had placed the matter before the Special Board of Studies and has submitted the proceedings of the Special Board of Studies in Telugu with regard to CAS promotions.

The Special Board of Studies has unanimously resolved to recommend to the University to consider the following as equivalent to books/journals without ISBN/ISSN Numbers for promotion of teachers to the post of Professors.

- a) Registered Journals/books with Editorial Board.
- b) Journals published by renowned researchers/academicians/philanthropists.
- c) Journals published by reputed publishers over a period of ten years or prior to 2012.
- d) Conference proceedings which are financially supported by the Universities/National bodies/Govt./UGC., etc.,
- e) Articles published in Institutions like Sahitya Academi/ Folklore Society/DSERT/ Basavasmithi/CIL/Misimi/Shaitya Prathanam/Telugtejam/Kannada Sahitya Parishath/ University publications/ Telugu Vijnanasamithi/ Cultural Academics etc.,
- f) Article published in journals which are cited in research thesis and referred journals etc.,
- g) Journals/books recommend for UG/PG courses at University level.

JOURNALS: Papers published in Journals:

1. Misimi-samputi-19, sanchika-122, dec-2008
2. Telugu Tejam-samputi-1, sanchika-3, 4 Feb, March – 2009
3. Sahitya prasthanam, samputi-8, sankchika-43, June-2009

- BOOKS:**
1. Suvama Karnataka male – 2007
 2. Boji bheemanna sahityam jaatiya drukpatham – 2008
 3. Acharya kolakaluri Enoch Sahityam paivimarsanam – 2009

Proceedings: 1. Telugu vani – Aidava akhila Bharata Telugu maha sabhala pratyeka sanchika – June - 2007

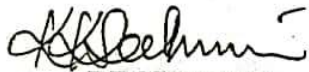
Resolution: After deliberation, the Academic Council resolved to approve proceedings of the Board of Studies in Telugu (PG) with regard to promotion as Professor under UGC – Career Advancement Scheme for Telugu Language Teachers.

Under Any other Item:

The Dean, Faculty of Engineering informed the House about UVCE completing one hundred years of its existence in 2017. He requested the Hon'ble Vice-Chancellor to announce a suitable Developmental Model for this unique Institution.

The Vice-Chancellor in response to this, informed the House the details of his discussion with the Higher Education Minister and some distinguished Aluminies. He said that a Committee of Experts will have to be constituted to look into the Pros and Cons and suggest a suitable developmental Model suitable to a constituent College of the University, like U.V.C.E. This Committee will take into cognizance the views of all the stakeholders and the existing developmental proposals and will submit a comprehensive report to the University. Based on the recommendations of the report and the decision of this House, action will be taken for the developmental works of U.V.C.E.

The meeting concluded with thanks to the Chair.


REGISTRAR



VICE-CHANCELLOR




Ph.No.080-22961631

As

**BANGALORE UNIVERSITY
DEPARTMENT OF ENGLISH**

Dr.Chitra Panikkar
Chairperson

Jnana Bharathi
Bangalore-560 056

Date.24.7.2014

Approval by PG, BOS Members

Internal Members

- | | | | |
|--|---|-------------|--------------------------|
| 1. Dr.Chitra Panikkar, Chairperson,
Department of English,
Bangalore University, Bangalore-560056. | - | Chairperson | <i>Chitra Panikkar</i> |
| 2. Dr.Geetha Bhasker, Associate Professor,
Department of English, BUB. | - | Member | <i>Geetha Bhasker</i> |
| 3. Dr.K.S.Vaishali, Associate Professor,
Department of English, BUB. | - | Member | <i>K.S. Vaishali</i> |
| 4. Dr.R.Geetha, Assistant Professor,
Department of English, BUB. | - | Member | <i>R. Geetha</i> |
| 5. Dr.M.Shobha, Assistant Professor
Department of English, BUB | - | Member | <i>M. Shobha</i> |
| 6. Dr.Sindhu.J, Assistant Professor
Department of English, BUB | - | Member | <i>Sindhu J</i> |
| 7. Dr.B.N.Shreekeerthy, Assistant Professor
Department of English, BUB | - | Member | <i>B.N. Shreekeerthy</i> |

External Members

- | | | |
|--|---|--|
| 1. Prof.Kishori Nayak,
Department of English,
Mangalore University
Mangala Gangotri
Mangalore-574 193
Ph.No. 9342035991 | - | External Member
(approved by circulation) |
| 2. Prof. C.P.Ravichandra
Department of English
Mysore University
Manasagangotri.
Mysore-570 006
Ph.No.9886601202 | - | External Member
(approved by circulation) |

Thank you.

Yours sincerely,

Chitra Panikkar

CHITRA PANIKKAR
DEPARTMENT OF ENGLISH
BANGALORE UNIVERSITY
BANGALORE-560056
Ph.No. 080-22961631

Proceedings of the PG BOS in English (by circulation), approved on 24.7.2014

The PG Board of Studies, Department of English approved of the PG syllabus document (conceived to suit the CBCS Scheme) which will come into effect from August 2014. Details of Course Patterns and Schemes of Examinations pertaining to the PG syllabus are a part of the ensuing document. Through a series of consultations and informal meetings over the institution of the new scheme, the PG BOS of English has arrived at the structure to be adopted for the 4-semester M.A. English Course. The overall syllabus structure, the syllabus details of each paper with the relevant Question Paper pattern, and the Internal Assessment break-up are shown in the attached document. Each unit has been fixed in consultation with the BOS members (internal and external), and has been endorsed by the external members, Prof.Kishori Nayak (Mangalore University) and Prof.Ravichandra (Mysore University). Panels of 3 Ph.D. candidates (Ms.Khalida Anjum, (Supervisor: Dr.Geetha Bhasker), Mr. Mahmoud Saberi, (Supervisor: Dr.K.S.Vaishali) and Ms.Shalin Varghese, (Supervisor: Dr.Chitra Panikkar) were approved by the BOS members by circulation. A large portion of the syllabus-document is part of the relatively new and updated syllabus which was instituted in 2010-'11. The new units that have come into being now are the Open Elective Papers and the Soft Core Papers. The BOS resolved that the III Semester Open Elective Courses, "Write it Right" and "Popular Literature" would be offered alternately; the Board also decided to offer the Soft Core Papers, "American Literature" and "World Literatures in English" alternately. It was also proposed that the Open Elective intake could be limited to 70.

Chitra Panikkar
CHAIRPERSON
DEPARTMENT OF ENGLISH
JNANABHAATHI
BANGALORE UNIVERSITY
BANGALORE-560 086

APPENDIX "A"

DETAILS OF COURSE PATTERNS AND SCHEMES OF EXAMINATIONS

T – Theory, P - Practicals

I FACULTY OF ARTS

1. Economics, English, French, German, Hindi, History, Japanese, Kannada, Philosophy, Political Science, Rural Development and Management, Sanskrit, Sociology, Spanish, Telugu, Urdu and Women's Studies.

Subject	Papers	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
				IA	Exam	Total	
a) I Semester of the Postgraduate Program or VII Semester of the Honours program							
Core subject	6T	6x4	6x3	6x30	6x70	6x100	6x1
Soft Core	1T	1x3	1x3	1x30	1x70	1x100	1x2
Semester Total of Credits							26
b) II Semester of the Postgraduate Program or VIII Semester of the Honours Program							
Core subject	ST	5x4	5x3	5x30	5x70	5x100	5x4
	Project Work*	8	Report Evaluation	1x30	1x70	1x100	1x4
Soft Core	1T	1x3	1x3	1x30	1x70	1x100	1x2
Semester Total of Credits							26
c) III Semester of the PG Program or							
Core Subject	ST	5x4	5x3	5x30	5x70	5x100	5x4
Open Elective	1T	1x4	1x3	1x30	1x70	1x100	1x4
Semester Total of Credits							24
c) IV Semester of the PG Program							
Core subject & Electives	ST	5x4	5x3	5x30	5x70	5x100	5x4
	Project Work*	8	Report Evaluation	1x30	1x70	1x100	1x4
Semester Total of Credits							24
Program Grand Total of Credits							100

* An elective or a special paper in the subject may be offered in lieu of the project work.

**COURSE PATTERN, SCHEME OF EXAMINATION AND CREDITS
POST-GRADUATE M.A. ENGLISH SEMESTER SCHEME, 2014-'15**

CBCS Scheme

Subject PG. M.A. ENGLISH	Papers	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
				IA	Exam	Total	
I SEMESTER							
Core Papers							
Paper- I (i)	British Literature- Part-I	4	3	30	70	100	4
Paper- I (ii)	Literary Criticism & Critical Reading-Part-I	4	3	30	70	100	4
Paper-I (iii)	Gender Studies- Part-I	4	3	30	70	100	4
Paper-I (iv)	Indian Literatures in English-Part-I	4	3	30	70	100	4
Paper-I (v)	Communicative English-Part-I	4	3	30	70	100	4
Paper-I (vi)	European Classics Revisited-Part-I	4	3	30	70	100	4
Paper-I (vii) (Soft core)	American Literature/World Literatures in English-Part-I	3	3	30	70	100	2
II SEMESTER							
Core Papers							
Paper- II (i)	British Literature-Part- II	4	3	30	70	100	4
Paper- II (ii)	Literary Criticism & Critical Reading-Part-II	4	3	30	70	100	4
Paper-II (iii)	Gender Studies- Part-II	4	3	30	70	100	4
Paper-II (iv)	Indian Literatures in English-Part-II	4	3	30	70	100	4
Paper-II (v)	Communicative	4	3	30	70	100	4

Paper-II (vi)	English-Part-II European Classics Revisited-Part-II	4	3	30	70	100	4
Paper-II(vii) (Soft core)	American Literature/World Literatures in English-Part-II	3	3	30	70	100	2
III SEMESTER Core Papers							
Paper- III (i)	Critical Theory-Part-I	4	3	30	70	100	4
Paper- III (ii)	Postcolonial Studies-Part-I	4	3	30	70	100	4
Paper-III (iii)	Literary and Cultural Studies-Part-I	4	3	30	70	100	4
Paper-III (iv)	Modern Linguistics-Part-I	4	3	30	70	100	4
Paper-III (v)	Teaching of English Language and Literature-Part-I	4	3	30	70	100	4
Paper-III (vi)	Popular Literature/Write it Right (Open Elective)	4	3	30	70	100	4
IV SEMESTER Core Papers							
Paper- IV (i)	Critical Theory-Part-II	4	3	30	70	100	4
Paper- IV (ii)	Postcolonial Studies-Part-II	4	3	30	70	100	4
Paper-IV (iii)	Literary and Cultural Studies-Part-II	4	3	30	70	100	4
Paper-IV (iv)	Modern Linguistics-Part-II	4	3	30	70	100	4
Paper-IV (v)	Teaching of English Language and Literature-Part-II	4	3	30	70	100	4
Paper-IV (vi)	Project Work	8	Report	30	70	100	4

**COURSE PATTERN, SCHEME OF EXAMINATION AND CREDITS
POST-GRADUATE M.A. ENGLISH SEMESTER SCHEME, 2014**

CBCS SCHEME

I SEMESTER M.A. ENGLISH

PAPER- I (i) BRITISH LITERATURE- PART- I

Objectives:

1. To view English literary history in its socio-cultural and political contexts.
2. To create an awareness of the problems of canon-formation and literary representation.

Prefatory Note:

The structure of the paper offers a periodization of English literary history. Within each period, along with canonical pieces, the paper tries to accommodate some marginal voices. It is expected that the historical and cultural contexts provided with each period will help the students prepare for the UGC-NET. A special slot has been assigned for the Irish literary tradition because of the specific political colonial context which prevailed between England and Ireland.

- I. (1) Medieval England : (a) Chaucer – Prologue
(b) Isabella Whitney – Poem (Selection)

(2) The Elizabethan Age (Renaissance & Reformation):

- (a) Sidney : Sonnet (Selection)
(b) Spenser : Extract from the Faerie Queene.
© Shakespeare : 2 Sonnets, Othello.
(d) Elizabeth's Speech to the Troops of Tilbury
(e) Two Renaissance women poets

II. (1) The Cavalier & Puritan influence:

- (a) Milton : "On his Blindness".
(b) Andrew Marvell : To his Coy Mistress".
© Donne : (i) "Death, be not proud"
(ii) "The Canonization".

(2) The Jacobean Age (Restoration & after)

- (a) Pope : Extract from "Epistle to Arbuthnot".
(b) Aphra Behn: Oroonoko.

III. (1) The Age of Prose (essayists & Journalism):

- (a) Addison : Selection from The Coverley Papers.
(b) Johnson : Letter to Chesterfield.
(c) Mary Wortley Montague : Extract from Turkish Letters.

(2) Romanticism : (a) Wordsworth : Extract from the Immortality Ode.

(b) Coleridge : "Kubla Khan".

© Keats : "Ode on a Grecian Urn"

(d) Shelley : Ode to the West Wind".

(e) Byron : "She walks in Beauty".

(f) Mary Wollstonecraft: Introduction to "A Vindication to the Rights of Women".

(3) The Victorian Age (Poetry):

(a) Browning : "My Last Duchess".

(b) Elizabeth Barrett : "How do I love thee?"

© Tennyson : "Ulysses "

(d) Arnold : "Dover Beach".

PAPER-I (ii) LITERARY CRITICISM AND CRITICAL READING- PART-I

Objectives:

1. To span the history of Western Literary Criticism, and introduce students to vital moments in its history.
2. To equip students with terms and concepts towards the critical reading of textual material.
3. To introduce the world of media studies through concepts related to media and communication, and help students analyze a pervasive media-text, i.e., the advertisement.

Prefatory Note:

The paper addresses the basics of literary criticism and critical reading. The Criticism part is designed to assist students of English Studies who are expected by institutionalized bodies like the UGC to have background knowledge of Western literary criticism. The Critical Reading part is designed to train students in the art of interpretation of literary and media texts that they usually operate with.

Unit-I

- 1) "Literary Theorising from Aristotle to Leavis: Some Key moments" (from Peter Barry's Beginning Theory) pp-21-31.
("What then constituted . . . replacing them").
- 2) Aristotle: Extract from The Poetics (in English Critical Texts, Enright & Chickera) pp.387-390).
- 3) Plato: Extract from The Republic. pp.83-88, (Plato and his Dialogues, G. Lowes Dickinson).
- 4) Philip Sidney: Extract from "An Apologie for Poetrie" (in English Critical Texts,

(2) Romanticism : (a) Wordsworth : Extract from the Immortality Ode.

(b) Coleridge : "Kubla Khan".

© Keats : "Ode on a Grecian Urn"

(d) Shelley : Ode to the West Wind".

(e) Byron : "She walks in Beauty".

(f) Mary Wollstonecraft: Introduction to "A Vindication to the Rights of Women".

(3) The Victorian Age (Poetry):

(a) Browning : "My Last Duchess".

(b) Elizabeth Barrett : "How do I love thee?"

© Tennyson : "Ulysses "

(d) Arnold : "Dover Beach".

PAPER-I (ii) LITERARY CRITICISM AND CRITICAL READING- PART-I

Objectives:

1. To span the history of Western Literary Criticism, and introduce students to vital moments in its history.
2. To equip students with terms and concepts towards the critical reading of textual material.
3. To introduce the world of media studies through concepts related to media and communication, and help students analyze a pervasive media-text, i.e., the advertisement.

Prefatory Note:

The paper addresses the basics of literary criticism and critical reading. The Criticism part is designed to assist students of English Studies who are expected by institutionalized bodies like the UGC to have background knowledge of Western literary criticism. The Critical Reading part is designed to train students in the art of interpretation of literary and media texts that they usually operate with.

Unit-I

- 1) "Literary Theorising from Aristotle to Leavis: Some Key moments" (from Peter Barry's Beginning Theory) pp-21-31.
("What then constituted . . . replacing them").
- 2) Aristotle: Extract from The Poetics (in English Critical Texts, Enright & Chickera) pp.387-390).
- 3) Plato: Extract from The Republic. pp.83-88, (Plato and his Dialogues, G. Lowes Dickinson).
- 4) Philip Sidney: Extract from "An Apologie for Poetrie" (in English Critical Texts,

Enright & Chickera)

5) Johnson: Extract from "Preface to Shakespeare" *ibid.* Pp.132-144

("The Poet of whose works ...than Pleasure to the auditor").

6) Wordsworth: Extracts from "Preface to the Lyrical Ballads"

Ibid., pp.164-167, pp.171-174.

("The Principal object... - far more distinguished success")

("What is meant by the word 'poet' ... overbalance of enjoyment)

7) Coleridge: Extract from Biographia Literaria Chapter 14.

("My own conclusions ... intelligent whole"). pp.51-52, (in Literary Criticism : A Reading).

Unit-II—TERMS AND CONCEPTS

(Instruction for teachers: Each term should be introduced through literary texts prescribed for study)

1. Author
2. Language
3. Formalism
4. Historism
5. Modernism
6. Narratology
7. Realism
8. Romanticism
9. Postcolonialism
10. Representation
11. Postmodernism
12. Text & Context
13. Culture
14. Class
15. Feminisms
16. Ethnicity
17. Reception
18. Production
19. Ideology
20. Intertextuality

PAPER-I (iii) GENDER STUDIES - PART- I

Objectives:

1. To introduce students to the multi-accented inter-disciplinary frames of gender.
2. To show how gender operates in the lives of individuals, and how it functions as a social practice via institutional and cultural technologies.

Prefatory Note:

Though Women's Studies and feminist discourses are central to discussions on gender, the paper tries to view gender issues using a broader lens. While Part-I examines the issues of gender in terms of the normative male-female binary, Part-II interrogates this norm and renders gender more complex and nuanced. The Key-concepts attached to each part are chosen to suit this thematic continuum. The last unit of the paper focuses on the major gender debates in India and gives the subject a local siting.

Unit I : Introducing Gender Studies

i. Key Concepts

1. Gender and Language
2. Feminisms
3. Sex and Gender
4. Heterosexism
5. Masculinities
6. Patriarchy
7. Power
8. Public/Private Spheres
9. Family
10. Sexuality

ii. Kate Millet, "Theory of Sexual Politics" (extract)

iii. Susie Tharu and Tejaswini Niranjana, "Problems for a Contemporary Theory of Gender"

Unit II : Texts, Representations : The Male- Female Binary

1. Recasting myth : (a) Suniti Namjoshi: Extract from Feminist Fables:
2. Charlotte Perkins Gilman: "The Yellow Wall Paper"
3. Ruswa : Umrao Jan Ada
4. Rudali : (Film Text)
5. Baburao Bagul : "Mother" (Short Story)
6. Lalitambika Antarnjanam : "The Goddess of Revenge" (Short Story)

Unit III: Gender Roles

1. Alice Walker: "In Search of our Mothers Gardens"
2. Girish Kasarvalli's Ghatashraddha (Film Text)
3. Lata Mani: "The Female Subject and the Colonial Gaze".
4. Extracts from J.Devika's interview with Nalini Jameela.

PAPER: I (iv) INDIAN LITERATURES IN ENGLISH-PART-I

Objectives:

To understand both Indian Writing in English and regional literatures in India translated into English as part of Indian Literatures.

To show students a cultural world they are familiar with, and to show the prevalence of several cultural worlds within any apparently uniform culture.

Prefatory Note:

The paper tries to rectify a problem that has been lying unaddressed in many English Department Syllabi. It collapses Indian Writing in English and Modern Indian Literatures translated into English into one paper and identifies the two varieties as two sides of the Indian Literature coin. Part-I of the paper traces the evolution and development of Indian Writing in English and Part-II invites the students to examine the literatures produced in India from pre-modern to present times. The rubric, "Indian Literatures written in English" brings together Indian Literature written in English and Indian Literature that is available in English translation.

Indian Writing in English: A Historical Overview

Unit-I: The Beginnings

Toru Dutt	: 2 Poems (Selections)
Bankim Chandra	: <u>Raj Mohan's Wife</u>
Tagore	: Selections from Gitanjali
Aurobindo	: Extract from "Savitri"
Vivekananda	: The Chicago address
Sarojini Naidu	: Presidential Address at the ASC- "Gandhi & Nehru : The Uses of English" (essay by Sunil Khilnani)
Ambedkar	: "On the way to Goregaon"

Unit-II The Novel and Drama (1930 to 1990s)

Mulk Raj Anand	: <u>The Untouchable</u>
Raja Rao	: <u>Kanthapura</u>
R.K.Narayan	: <u>The Guide</u>
Rushdie	: Extract from <u>Midnight's Children</u>
Arundhati Roy	: <u>The God of Small Things</u>

Shashi Deshpande : The Binding Vine

Unit-III : Post independence Poetry: Selections

A.K. Ramanujan : "Love Poem for a Wife"
Nissim Ezekiel : "The Way I Went"
Kamala Das : "An Introduction"
Jayana Mahapatra : "Hunger"
R.Parthasarathy : "Exile"
Eunice D'Souza : "Feeding the Poor"
Rukmini Bhayya Nair : "Kali"

(Teachers may use Aravind Mehrotra edited, A Concise History of Indian Literature in English, Ranikhet: Permanent Black, 2008 to introduce the prescribed texts)

Recommended Reading:

1. Susie Tharu, "Refiguring Indian Writing in English"
2. Meenakshi, Mukherjee, Introduction to The Perishable Empire.

PAPER-I (v) : COMMUNICATIVE ENGLISH –PART-I

Objectives:

To teach students all the four language skills-listening, speaking, reading, and writing.
To teach students Phonetics and Modern English Grammar.
To train students in language functions.

Prefatory Note:

The paper seeks to train students in communicative skills and also give a firm foundation in phonetics and Grammar.

Unit-I Language and Communication

1. The role and importance of Communication
2. Linguistic Communication
3. Barriers of Communication
4. Process of Communication
5. Interpersonal Communication
6. Spoken and Written Communication
7. Non-Verbal Communication.

Unit-II Phonetics

1. The Organs of Speech
2. The description and Classification of Consonants and Vowels
3. Phonemic transcription
4. The Syllable
5. World Accent

6. Intonation
7. Accent and rhythm in connected Speech
8. Strong and Weak forms

Unit-III Speaking Skills

1. Language functions-dialogues/conversations
2. Presentation skills
3. Public Speaking
4. Seminars
5. Interviews
6. Group discussion.

Unit-IV Listening Skills

1. Listening distinguished from hearing
2. Importance of Listening
3. Improving Listening Skills
4. Academic Listening

Unit-V Reading Skills

1. Styles of Reading – Scanning and Skimming
2. Intensive and extensive reading
3. Silent reading, speed reading, reading aloud
4. Interactive reading – reading on the screen
5. The Mechanics of reading
6. Methods of reading.

List of Language functions:

1. Greeting
2. Introducing oneself
3. Asking about others
4. Making small talk
5. Asking for directions
6. Enquiring
7. Thanking
8. Appreciating
9. Offering help
10. Requesting
11. Persuading
12. Warning
13. Expressing regret
14. Agreeing
15. Disagreeing
16. Ending a Conversation
17. Saying you intend to do something
18. Expressing dislikes
19. Comparing
20. Complaining.

Recommended Reading:

1. Anderson, Kenneth Joan Maclean and Tony Lynch. *Study Speaking* Cambridge: CUP, 2004.
2. Dutt, Kiranmal.P., Geetha Rajeevan, CLN Prakash. *A Course in Communication Skills*, Delhi: Foundation Books, 2008
3. Glen dinning Eric. H., Beverly Hailstorm. *Study Reading*, Cambridge: CUP, 2004.
4. Lewis, Norman. *How to Read Better and Faster*, Delhi: Binny Publishing House, 1978.
5. Lynch, Tony. *Study Listening*, Cambridge: CUP, 2004
6. Seely, John. *The Oxford Guide to Writing and Speaking*. Oxford: OUP, 1998
7. Sethi, J., P.V. Dhamija. *A Course in Phonetics and Spoken English*, 2nd Ed, New Delhi. Prentice-Hall of India Private Limited, 2005.
8. Blundell Jon, Jonathan Higgins, Nigel Middlemiss. *Functions in English*, Oxford: OUP, 1982.
9. Francoise, Grellet: *Developing Reading Skills*, Cambridge: CUP, 1981.
10. Yadugiri, M.A., *Making Sense of English*, New Delhi, Viva Books, 2006.
11. Yadugiri, M.A., *The Pronunciation of English*, New Delhi, Viva Books, 2013.
12. Sehgal, M.K. Vandana Khetarpal, *Business Communication*, New Delhi, Excel Books, 2006.

Question Paper Pattern

Max. Marks 70

Section-A: Answer any three out of six questions	3x10=30
Section-B: Answer any four out of six questions	4x8=32
Section-C: Questions on Reading Comprehension	3+3+2=8

PAPER-I (vi) EUROPEAN CLASSICS REVISITED-PART-I**Objectives:**

1. To help students read texts in the wider contexts of European history.
2. To encourage students to develop new and original methods of interpretation even while surveying 'traditional' texts.

Prefatory Note:

Though the inclusions are recognizably canonical, the paper is designed to bring in a fresh perspective to the prescribed texts through the critical method of New Historicism. Accordingly, the texts will be read not only in relation to the historical context of their production but also in relation to issues related to the immediate present. It is expected that this temporal grounding given to the texts will keep each text open to new interpretations.

PART-I**Unit I. (1) Homer : Extracts from *The Iliad*.**

(2) Sophocles : "Oedipus Rex"

(3) Sappho: 2 Lyrics

Unit II.

- (1) Aesop's Fables: Extracts
- (2) Abelard and Heloise: 2 letters
- (3) Boccaccio: Extract from Decameron
- (4) Cervantes: Extract from Don Quixote (Fight with the Windmill)

Unit III.

- (1) 1680-1750: Extract from "What is Literature- Sartre ("Why Write?")
- (2) Rousseau: Extract from Confessions
- (3) Goethe: Extract from Faust
- (4) Pushkin: "The Bronze Horseman"
- (5) Gogol: "The Overcoat "
- (6) Flaubert: Film text of Madame Bovary, directed by Claude Chabrol.

PAPER-I (vii) (SOFT CORE)AMERICAN LITERATURE. PART-I

Course Description

This paper introduces some of the important works of American literature written between 1750 to the present. It intends to examine texts by major literary figures from multiple genres such as prose, poetry and short fiction. It attends to political, philosophical and cultural events corresponding to the developments in American literary history. In addition to the close reading and analysis of these works through discussion and writing, students will sharpen their interpretive, analytical, and argumentative skills. In the course of study of these texts the students are expected to explore the American literary tradition ranging from American thought and political writing to the American literary expressions.

Objectives:

- To familiarise the students with the major literary movements of American Literature from 1750 to the present and some of the key authors and texts of the period
- Developing the analytical skills necessary for critical engagement with texts and the skill needed for argumentative writing
- Attending to the ways in which politics, society and the arts illuminate and interrogate the literature.

Unit 1: Prose

- "An Overview of American Literature" From The Norton Anthology of American Literature, Nina Baym, General Editor
- Thomas Paine (1737-1809) - "The Crisis" No.1
- Benjamin Franklin (1706-1790) - "The Way to Wealth"
- Ralph Waldo Emerson (1803-1882)
 - i) "The American Scholar"
 - ii) "Self Reliance"
 - iii) "The Poet"

- Henry David Thoreau (1817–1862) - Extract from *Walden*
 - i) “Where I Lived, and What I lived for”(III Chapter)
 - ii) “Reading” (IV Chapter)

Unit II: Poetry

- Edgar Allan Poe (1809–1849) – “The Raven”
- Walt Whitman (1819–1892)
 - i) “Once I Pass’d through a Populous City”,
 - ii) “Spontaneous Me”
- Emily Dickinson (1830–1886)
 - i) “Because I could not stop for Death”,
 - ii) “I taste a liquor never brewed”,
 - iii) “Because I could not stop for Death”,
 - iv) “The Soul selects her own Society”
- Henry Wadsworth Longfellow (1807–1882) – “A Psalm of Life”
- Edwin Arlington Robinson (1869–1935)- “Richard Cory”

Unit III: Fiction

- Washington Irving (1783–1859) – “The Legend of Sleepy Hollow”
- Nathaniel Hawthorne (1804–1864) – “The Minister’s Black Veil”
- Herman Melville (1819–1891) – “Epilogue” (From *Moby Dick*)
- Mark Twain (1835–1910) – “The Celebrated Jumping Frog of Calaveras County”

OR

PAPER-I (vii): WORLD LITERATURES IN ENGLISH-PART-I

Objectives:

1. To introduce students to the varieties of writings in English that have emerged from different regions and continents.
2. To show how writers from other cultures have used language as a cultural tool.

Prefatory Note:

The Paper is divided into two parts. Part-I addresses American, African and West Indian Literatures. Part-II includes Australian South Asian, Canadian and Middle East Literatures. Only literatures written in English are selected for the Paper since the inclusion of translated literatures would make the canvas too wide. Instructors of the paper are expected to locate the prescribed text within the cultural history of the region.

American :

Toni Morrison : Beloved
 Steinbeck : The Grapes of Wrath
 Dec Brown: Bury My Heart at Wounded Knee (extract)

African:

Amos Tutuola : The Palm-Wine Drinkard (extract)

Ngugi Wa Thiong's : "Mugumo"

Chinua Achebe : "Mango Seedling"

Wole Soyinka: The Lion and the Jewel

Nadine Gordimer: "A City of the Dead" "A City of the Living"

J.MCoetzee : Disgrace

Gabriel Okara: "You laughed and laughed and laughed..."

West Indian/Caribbean:

Jean Rhys: Wide Sargasso Sea

V.S.Naipaul: A House for Mr. Biswas

Derek Walcott: "Nearing Forty", "Mass Man"

II SEMESTER M.A. ENGLISH

PAPER II (i) BRITISH LITERATURE – PART - II

Unit I. Prose – The Social Novel

- (a) Dickens – Oliver Twist
- (b) Austen – Pride and Prejudice
- (c) Charlotte Bronte – Jane Eyre
- (d) Emily Bronte – Wuthering Heights

Unit II. The Modern Age

- (a) Hopkins: “The Windhover”
- (b) Thomas Hardy: Selection from “Life’s Little Ironies”.
- © T.S. Eliot: “The Wasteland”.
- (d) V. Woolf: A Room of One’s Own.
- (e) Owen : “Dulce et Decorum est”
- (f) Sylvia Plath: “Daddy”
- (g) Ted Hughes: “The Thought Fox”

Unit III: The Irish Literary tradition

- (a) Swift: Extract from Gulliver’s Travels. (on the land of Laputa)
- (b) Yeats: “Easter 1916”, “The Second Coming”.
- © Joyce: Chapter I from Ulysses
- (d) Seamus Heaney: “Digging”.
- (e) J.M. Synge: Riders to the Sea

Recommended Reading:

- (a) The Short Oxford History of English Literature: Indian ed. (3rd ed.), Andrew Sanders O.U.P., 2004.
- (b) A Critical History of English Literature: 4 Vols., by David Daiches Allied Publishers Pvt. Ltd., (Rev.ed.) New Delhi: 2004.
- (c) The Penguin Guide to English Literature. Edited by Boris Ford- 7 vols. Oxford: Penguin, 1955.

Question Paper Pattern:

Section-A:

Four short notes out of eight on specific topics from prescribed texts from all the units.
(4 X 5 = 20)

Section-B:

One question out of three on general issues related to historical background and cultural contexts. (14x1=14)

Section-C:

Any Three out of six questions (12 X 3 = 36)

PAPER-II (ii) LITERARY CRITICISM AND CRITICAL READING- PART-II

Unit-I

1. Arnold: Extract from "The Study of Poetry", pp.260-264, pp.267-270
"The future of poetry-for its end",
"Indeed there can be no more---- substance and matter"
2. T.S.Eliot: "Tradition and the Individual Talent"
(pp.293-301, English Critical Texts, Enright & Chickera).
3. Herbert Read: "The Nature of Criticism"
(pp.171-190, Literary Criticism: A Reading)
4. I.A. Richards: "The Four kinds of Meaning"
(pp.115-120, 20th Century Literary Criticism: A Reader, ed David Lodge).
5. Virginia Woolf: "Modern Fiction"
(pp.217-224, The English Critical Tradition, Vol.2, Ds. S.Ramaswami & V.S.Sethuraman)

Unit-II

TERMS AND CONCEPTS (10 from media texts)

1. Absurd
2. Carnival
3. Existentialism
4. Essentialism
5. Gender and Sexuality
6. Hegemony
7. Marxist Criticism
8. Nationalism
9. Semiotics
10. Subaltern
11. Structuralism
12. Stereotype
13. Audiences
14. Copyright
15. Mass Communication
16. Popular Culture
17. Media Studies
18. World Wide Web
19. Discourse
20. Post-Structuralism

Unit-III

Critical analysis of advertisements.

Essay on Ad. Analysis—Richard Pearce: "Advertising : Critical Analysis of Images."

Recommended Reading :

1) Dyer, G : Advertising as Communication , London, Routledge: 1982

2) Cook, G : The Discourse of Advertising , London, Routledge: 1992

Question Paper Pattern:

Section A: 4 Short notes from Unit II (4X5=20)

Section B: 3 essays (3x12=36)

Section C: Critical analysis of a passage/poem/Advertisement (1X14=14 marks)

PAPER-II (iii) GENDER STUDIES- PART – II

Unit I: Problematizing Gender

I. Key Concepts

a) Body

b) Post-feminism

c) Queer Theory

d) Men's Movements

e) Gay Studies

f) Lesbianism

g) Stereotype

h) Identity Politics

i) Pornography

j) Violence

ii. Judith Butler: Extract from *Gender Trouble*

iii. Nivedita Menon : "How Natural is Normal?"

Unit II : Texts, Representations: Interrogating the Binary

1. Ismat Chughtai : "The Quilt"

2. Dastaana (Popular film – text)

3. Shakespeare's Sonnets (Selected two)

5. A Revathi : Extract from a self-narrative (hijda identity)

6. Selections from *Same Sex Love in India*

- a) the Shikhandin story from *The Mahabharata*
- b) A Rajasthan Folk-tale.

Unit III : Major Gender Debates in India

1. Ambedkar : "The Hindu Code Bill"
2. A chapter from Radha Kumar's *The Women's Movement in India* (Dowry)
3. Gendered Censorship: extract from Ammu Joseph's book on Censorship.
4. The Supreme Court Judgment on Sexual Harassment.
5. Manto's partition- story on Rape "Open it"
6. Extract from Uma Chakravathy's *Gendering Caste*
7. Repeal of 377: Ruling by the Delhi High Court of India

Question Paper Pattern:

Sections A: 4 short notes out of 8 (4X5=20)

Section B: 1 essay out of 3 (1X14=14)

Section C: 3 essays out of 5/6 (3X12=36)

Recommended Reading:

1. Jane Pilcher and Imelda Whelehan (eds): *Fifty Key Concepts in Gender Studies*. London: Sage Publication, 2004.
2. Anne Cranny-Francies, Wendy Waring et. al. *Gender Studies: Terms and Debates*, New York: Palgrave Macmillan, 2003.
3. Judith Butler. *Undoing Gender*, Routledge, 2004.
4. David Glover and Cora Kaplan (eds): *Genders*. London: Routledge, 2000
5. Stephen M. Whitehead and Frank J. Barret (eds): *The Masculinities Reader*, Cambridge: Polity Press, 2001.

PAPER- II (iv) INDIAN LITERATURES IN ENGLISH (PART II)

Indian Writing in English Translation: Vignettes

UNIT I: Re-reading Pre-modern Texts

- Vachanas : Basavanna, Akka Mahadevi (Selections from Signs)
Sangam Poetry : Selections from Ramanujan's *Poems of Love and War*
Women Poets in the Bhakti Movement: Selection from *Women Writing in India*

Unit-II Imaging Colonial India

- Bankim Chandra : *Anandmath*
O.Chandu Menon : *Indulekha*
Bhishm Sahni : *Tamas*
Patriotic Poems by Bharathi, Iqbal

Unit-III Many Indias

- Karnad : *Tale Danda*
U.R. Ananthamurthy : *Samskara*
Mahasweta Devi : "Rudali"
Bama : *Karukku*
Basheer : "The Card-Sharper's Daughter"
Abhuri Chaya Devi : "Bonsai Life"
Selections from *Modern Indian Poetry*. Ed by Vinay Dharwarkar

Recommended Reading

1. Aijaz Ahmed: "Indian Literature: Notes Towards the Definition of a Category" in *In Theory*.
2. G.N.Devy: "Indian Literatures in English Translation."

Question Paper Pattern

- Section-A:** Short Notes (Any 4 out of 8) 4X5=20
Section-B: (2 essays out of 4) 2X13=26
Section-C: (2 essays out of 4) 2X12=24
-

PAPER-II (v) COMMUNICATIVE ENGLISH-PART-II

Unit-I English Sentence Analysis

1. Basic Sentence Patterns
2. Noun Phrase
3. Verb Phrase
4. Adverbials
5. Finite and Nonfinite Clauses
6. Passives
7. Co-ordination and Subordination of Clauses
8. Sentence types and Sentence functions.

Unit-II Writing Skills

1. Discourse Types
 - a. Narration
 - b. Description
 - c. Exposition
 - d. Argument
2. Discourse Organization
 - a. Organizing information within a clause
 - b. Organizing information between clauses
3. Abstracting and Summarizing
4. Note taking
5. Strategies for the writing process
 - Generating ideas through Pre-Writing
 - a. Free Writing
 - b. Brainstorming
 - c. Clustering
 - d. Branching
 - e. Idea Mapping
 - f. Maintaining a Journal
- ii. Getting the Message Across
 1. Audience
 2. Purpose
 3. Subject
 4. Time and place
6. The Process of Writing
 1. Planning and research
 2. Writing, drafting, revising, editing.
7. Written Communication
 1. Paragraph Writing
 2. Report Writing
 3. Curriculum Vitae and Cover letters
 4. Memos, Letters, Notes, Circulars
 5. Reference skills.

Recommended Reading:

1. Bailey, Stephen: Academic Writing: A Practical Guide For Students, London and New York: Routledge Falmer, 2004.
2. Bjork Lennart Christine Raisanen: Academic Writing- A University Writing Course, 3rd ed, Delhi: Overseas Press (India) Private Limited. 2006
3. Davis, Lloyd and Susan McKay: Structures and Strategies: An Introduction to Academic Writing, Hyderabad: Universities Press (India) Limited, 1999
4. Ham-Lyons, Liz Ben Heasley: Study Writing, Cambridge: CUP, 2006
5. Hewings, Martin: Advanced English Grammar, Cambridge: CUP, 1999.
6. Leech, Geoffrey and Jan Svartvik: A Communicative Grammar of English, London and New York Longman, 1994.

Question Paper Pattern:

Max.Marks-70

Section-A I Answer any three out of six questions (3x10=30)

Section-B II Analyse the following passage (5 +5=10)
(Analysis of noun phrases, verb phrases, adverbials, coordinators and subordinators)

Section-C III Read the following passage and answer the question below (10 +10=20)

IV Paragraph writing (10)

PAPER-II (vi) EUROPEAN CLASSICS REVISITED-PART-II

Unit-I

- (1) Zola: Extract from *Nana*
- (2) Hugo: Extract from *The Hunchback of Notre Dame*
- (3) Dostoevsky: Extract from *The Brothers Karamazov* (The Legend of the Grand Inquisitor)
- (4) Tolstoy: Film text of *Anna Karenina*

Unit-II

- (1) Ibsen : Ghosts
- (2) Nietzsche: Extract from *Thus Spake Zarathustra*.
- (3) Pirandello: "Six Characters in Search of an Author"
- (4) Kafka: *The Trial*
- (5) Simone de Beauvoir: Chapter I of *The Second Sex*

Unit-III

- (1) Brecht: *The Caucasian Chalk Circle*
- (2) Camus: *The Outsider*

(3) Akhmatova: "The Requiem"

(4) Singer: "Gimpel the Fool"

Recommended Reading:

1) *History of European Literature* by Benoit-Dusauso, Annick and Guy Fontaine. Translated by Michael Wooff. Routledge: London and New York.

Question Paper Pattern:

Section- A : Four short notes out of eight on specific topics from prescribed texts from all the units. (4 X 5 = 20)

Section-B: One question out of three on general issues related to historical background and cultural contexts. (14x1=14)

Section – C: Any Three out of six questions (12 X 3 = 36)

PAPER-II (vii) AMERICAN LITERATURE (SOFT CORE) – PART-II

Section I: Modernist Poetry

- Ezra Pound (1885–1972) – i) "In a Station of the Metro"
ii) "The River–Merchant's Wife: A Letter"
- Robert Frost (1874–1963) – i) "Mending Wall"
ii) "Birches",
iii) "The Road Not Taken"
- E. E. Cummings (1894–1962) – I(a)
- Wallace Stevens (1879–1955) – i) "Anecdote of the Jar"
ii) Of Modern Poetry
- Marianne Moore (1887–1972) – "Poetry,"
- Anne Sexton (1928–1974) – "Sylvia's Death"
- Allen Ginsberg (1926–1997) – "A Supermarket in California"
- Maya Angelou (1917–2014) – "I Know Why the Caged Bird Sings"

Section II: Drama

- Arthur Miller (1915–2005) – *Death of a Salesman*
- Tennessee Williams (1911–1983) – *A Streetcar Named Desire*

Section III: Fiction

- Ernest Hemingway (1899–1961) – *The Old Man and the Sea*
- F. Scott Fitzgerald (1896–1940) – *The Great Gatsby*

Question Paper Pattern:

Section- A : Four short notes out of eight on specific topics from prescribed texts from all the units. (4 X 5 = 20)

Section-B: One question out of three on general issues related to historical background and cultural contexts. (14x1=14)

Section – C: Any Three out of six questions (12 X 3 = 36)

OR

PAPER-II (vii) WORLD LITERATURES IN ENGLISH-PART-II

Australia

David Malouf: *Fly Away, Peter*

Judith Wright : "Woman to Man"

Oodgeroo Noonuccal : "No More Boomerang", "Dreamtime"

South Asia

Khalid Hossaini: *The Kite-Runner*

Lee Kuan Yew: *The Singapore Story* (extract) "Talaq, talaq, talaq: divorce thee"

Bapsy Sidhwa: *The Ice candy Man*.

Mohsin Hamid: *Moth Smoke*

Michel Ondaatje: *The English Patient*

Chitra Divakaruni Banerjee: *The Mistress of Spices*

Kazuo Ishiguro: Extract from *A Pale view of the Hills*

Canada

Margaret Atwood: Two short stories from ("Dancing Girls", "Giving Birth")

Dancing Girls.

E.J. Pratt: "Silences."

Margaret Laurence: Extract from *Dance of the Earth*

Recommended Reading:

1. *The Rienner Anthology of African Literature* Ed. Anthonia C. Kalu. Viva Books, New Delhi: 2008.
2. *Responding to Literature: American Literature* by Julie West Johnson McDougal, Littell & Co., Illinois: 1992.
3. *The Cambridge Guide to Literature in English*. Ed. Dominic Head. (3rd Ed.) C.U.P, Cambridge: 2006
4. *The Norton Anthology of African American Literature*. Henry Louis Gates Jr. & Nelhi. Y. McKay, gen eds. (2nd ed). Norton & Co. Inc., USA: 2004.
5. *The Oxford Companion to English Literature*. Ed. Margaret Drabble. (Ref. ed.) O.U.P, London: 1995.

Question Paper Pattern:

Section- A: Four short notes out of eight on specific topics from prescribed texts from all the units. (4 X 5 = 20)

Section-B: One question out of three on general issues related to historical background and cultural contexts. (14x1=14)

Section-C: Any Three out of six questions. (12 X 3 = 36)

III SEMESTER M.A. ENGLISH

PAPER-I (i) CRITICAL THEORY- PART-I

Objectives:

1. To make a distinction between literary criticism and literary theory, and to update students on the major theoretical turns in the 20th century.
2. To instil in students thinking practices which would help them align theory with textual and social practices.

Prefatory Note:

The paper as a whole covers the major movements in critical theory-from New Criticism to Postcolonial Criticism. Part-I covers Formalism, Linguistic Criticism, Structuralism, Post-Structuralism, Psycho-analysis and Neo-Marxism through single essays that can serve as representative pieces of the respective movement. Part-II covers Reader-response, Feminism, New Historicism and Post colonialism choosing a representative essay from each movement. It also includes two or three pieces which discuss the need to theorize, and the relevance of historicizing. It is hoped that at the end of the paper, students will be able to evaluate passages from critical essays and locate them within specific theoretical positions.

- | | |
|---------------------|--|
| 1. Cleanth Brooks | : "The Formalist Critic" |
| 2. Roger Fowler | : "Literature as Discourse" |
| 3. Genette | : "Structuralism and Literary Criticism" |
| 4. Derrida | : "Structure, Sign, and Play in the Discourse of the Human Sciences" |
| 5. Shoshana Felman | : "The Madness of Interpretation: Literature and Psycho-analysis" |
| 6. Frederic Jameson | : "On Interpretation: Literature as a Socially Symbolic Act" |

(Full essays or extracts from the above essays)

PAPER-III (ii) POSTCOLONIAL STUDIES-PART-I

Objectives:

1. To acquaint students with the basic terminologies of postcolonial studies as a major current discipline.
2. To familiarize them with the history of the development of postcolonial theory and its present relevance.
3. To enable them to critique literary texts within the theoretical frames of postcolonial studies.

Prefatory Note:

The key terms and concepts have been selected in order to help students relate to the theoretical aspects prescribed in the syllabus. The literary selection in Unit III is to be taught in conjunction with the theoretical component of Unit II.

Unit-I: Key Terms and concepts

1. Binarism
2. Centre/Margin
3. Colonial Discourse
4. Counter Discourse
5. Colonialism
6. Eurocentrism
7. Hegemony
8. Imperialism
9. Mimicry
10. Nation/Nationalism
11. Other/other
12. Post-colonialism/Postcolonialism
13. Hybridity
14. Third World
15. Universalism/Universality

Unit-II

1. Leela Gandhi: "Thinking otherwise: A Brief Intellectual History" (from Postcolonial Theory: An Introduction)
2. Universality and Difference: "Colonialist Criticism" – Chinua Achebe
3. Representation and Resistance: "Orientalism" – Edward Said
4. Nationalism Extract from Nation and Its Fragments-Partha Chatterjee
5. Hybridity: "Cultural Diversity and Cultural Differences" – Homi Bhabha
6. Feminism: "Under Western Eyes: Feminist Scholarship and Colonial Discourses" Chandra Talpade Mohanty.

Unit-III

1. Things Fall Apart – Chinua Achebe
2. "A Small Place" – Jamaica Kincaid
3. Extract from Hind Swaraj – M.K.Gandhi
4. "A Far Cry From Africa" by Derek Walcott: "Africa" by David Diop
5. Extract from The Color Purple – Alice Walker

Recommended Reading:

1. Postcolonial Theory: A Critical Introduction, Leela Gandhi, New Delhi: OUP, 1999
2. Colonialism/Postcolonialism: The New Critical Idiom, Ania Loomba, New York: Routledge, 2007
3. The Post-Colonial Studies Reader-Ed. Bill Ashcroft et. al, London: Routledge, 1995
4. Beginning Postcolonialism, – John Mcleod, Manchester:Manchester University Press, 2007
5. The Routledge Companion to Postcolonial Studies, -Ed. John Mcleod, New York: Routledge, 2007.
6. Key Concepts in Post-Colonial Studies, Bill Ashcroft, et, al. New York: Routledge, 2004

7. Colonial and Postcolonial Literature: Migrant Metaphors, Elleke Boehmer, New Delhi: OUP, 2006.
 8. Orientalism, -Edward Said, London: Routledge, 1978.
 9. Culture and Imperialism, - Edward Said, Vintage, 1993.
-

PAPER- III (iii): LITERARY & CULTURAL STUDIES –PART-I

Objectives:

1. Introducing students to the idea of Popular Literature and Popular culture.
2. Training Students to see non-canonical texts too as part of a complex web of historical conditions and cultural patterns.
3. To help students study sub-culture and fringe identities.

Prefatory Note:

The Paper is meant to be an introduction to Cultural Studies. It is structured to awaken the students' curiosity in the field, and show how even sub-sets like popular culture, and sub-culture can be studied in relation to literary texts and film texts. A cross-section of popular genres in literature and cinema is systematically introduced. It is expected that the theoretical frames incorporated at the end of each part will supply the necessary rigour to the paper. Significant areas within Cultural Studies had to be left out, or could only be notionally invoked so that the focus falls on two identified thrust areas-- popular genres within literature and film, and sub-cultures.

Unit-I: Cultural Theory : Key Concepts.

1. Culture
 2. Counter-Culture
 3. Popular Culture
 4. Norm
 5. Deviance
 6. Canon
 7. Sub-Culture
 8. Mass-media
 9. Cinema
 10. Identity
- Jonathan Culler: "Literature and Cultural Studies"

Unit II: Popular Genres in Literature: Texts, Histories, Cultures.

1) Mills and Boon Romances.

(Students can choose one representative text and read it against extracts from Janice Radway's "Reading *Reading the Romance*: Women, Patriarchy and Popular Literature" OR Jay Dixon's *The Romantic Fiction of Mills & Boon (1909-1990's) : Women's History*.)

2) Detective fiction:

- a) Agatha Christie's *Murder on the Orient Express* (Novel)
- b) Arthur Conan Doyle: Sherlock Holmes in *A Study in Scarlet*, & "The Speckled Band".
(This will be taught with reference to "The Devices of Truth" and other essays in Ronald R. Thomas' *Detective Fiction & the Rise of Forensic Science*)

3) Bestsellers:

- a) *Q & A* by Vikas Swarup and Danny Boyle's *Slumdog Millionaire* (book & movie to be taught with reference to an essay focusing on the reception of the film).

- 4) The Study of a Sub-Culture: The Geisha Subculture of Japan.
Memoirs of Geisha: Arthur Golden (1997)
(Novel and film)

Unit III: Theoretical Frames.

- (a) John Fiske: "Cultural Studies and Culture of Everyday Life," in *Understanding Popular Culture*.
- (b) Barthes: extract from *Mythologies* (1972) (his analysis of advertisement, wrestling and wine-making).
- (c) Richard Hoggart: "The 'real' world of people: Illustrations from Popular Art"

PAPER-III (iv): MODERN LINGUISTICS-PART-I

Objectives:

- > To introduce the study of language and linguistics, language variation and the contribution of Ferdinand de Saussure.
- > To teach phonology, morphology, syntax, semantics and pragmatics.
- > To teach Chomsky's Transformational Generative Grammar and Halliday's Scale Category Grammar.

Prefatory Note:

The paper seeks to give an introduction to linguistics, explain the basic concepts and terminology and describe language in all its aspects.

1. (i) Defining Linguistics and Language
(ii) Human Language versus animal communication systems.
2. Language Variation
 - (i) Regional Variation
 - (ii) Social Variation
 - (iii) Dialect and Idiolect
 - (iv) Language and Style
 - (v) Language and Gender
3. Speech and Writing

- (i) Functions of Writing and Speech
- (ii) The form of Speech and Writing
- (iii) Linguistic characteristics of Speech and Writing
- (iv) An analysis of spoken and written discourse.

4. Micro linguistics

Prescriptive and Descriptive approaches to language study.

5. Saussure

- (i) Signifier and Signified
- (ii) Diachronic and Synchronic approaches
- (iii) Langue and Parole
- (iv) Paradigmatic and Syntagmatic relationship

6. Structuralist Linguistics

Phonology

- (i) Phonemes and Allophones
- (ii) Distinctive Features
- (iii) Suprasegmental Features
- (iv) Phonological Rules

7. Morphology

- (i) Morphemes and Allomorphs
- (ii) Inflection and Derivation
- (iii) Word formation processes

8. Immediate Constituent Analysis

Question Paper Pattern

Max.Marks -70

1 to 4 – Internal choices in questions 1 to 4

12x4=48

5. a) Mark the stress in the underlined words:

4

b) Mark the nuclear stress in the underlined words:

3

c) Identify the syllabic structure of the following words:

5

d) Draw a tree diagram for the following words:

5

e) Pick out the bound Morphemes in the following sentence:

5

PAPER-III (v) TEACHING ENGLISH LANGUAGE AND LITERATURE-PART- I)

Objectives:

- To describe the status of English and English teaching situation in India with an understanding of the factors that determine the status.
- To equip students with both Literary and Linguistic Competence
- To analyze the students practices in relation to the prevalent teaching atmosphere.

Prefatory Note:

The Paper is intended to equip the learners with a varied spectrum of Teacher-learning, and Teaching-learning in a pedagogic set up. The paper discusses from Beginnings, Growth,

Background, Status, Language Acquisition, Perspectives, of English in India to English for Specific Purposes to meet the Global challenges. The paper also throws light on Resources, Materials at the execution levels. With almost 400 years of Teaching and Learning English in India has and will continue to offer rich insights to the Global base. This paper is yet again another attempt.

UNIT I : English in India

- History: the beginnings and growth of English in India
- National Policy on English – The three Language formula .
- Current status and role
- English vs. Regional languages
- English as a Global Language and its challenges

UNIT II : Perspectives, Methods, Approaches

- Grammar Translation Method
- Direct Method
- Bilingual Method
- Communicative Approach
- Eclectic Method
- Learner – Centered Approach

UNIT III : Psychological Theories of Learning

- Behaviourist and Mentalist Paradigms

UNIT IV : Teaching Language Skills and Other Pedagogic aspects

- Listening
- Speaking
- Reading
- Writing
- Selection and Grading

Learner Profile – Motivation, Learning styles, Teaching large classes, group work and Remedial teaching

UNIT V : English for Specific Purpose

- Language and power
- Significance, principles and strategies (ESP)
- Needs analysis
- Need based programmes
- English for Social Transformation

BANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

OPEN ELECTIVE PAPER-III (vi.a) WRITE IT RIGHT

- To help students get the basics right.]
- To grasp the nature of the writing exercise one has embarked upon
- To promote effective writing across a whole range of tasks that all of us face on a daily basis.

Unit-I

1. The Logic of Effective Writing
2. Applying for a Course: Applying for a job
3. Writing Correct and Convincing Sentences
4. Punctuating a Sentence: Commas, Colons, Semicolons

Unit-II

1. Generating Ideas through Prewriting
2. Using the Patterns of Paragraph Development:
 - (i) Narration
 - (ii) Description
 - (iii) Argument
 - (iv) Exposition

Unit-III

1. Avoidable Errors
2. Tricks of the Writer's Trade
3. Essay Writing: Structure, Paragraph Control
4. Make Every Essay an Effective Essay

Unit-IV

1. Writers on Writing
2. Why is English so awkward?
3. The Right Use of the definite article

(Instructors are advised to use the reference text, *Write it Right: A Handbook for Students* authored by John Peck and Martin Coyle and published by Palgrave Macmillan in New York and Hampshire in 2005. Instructors are also expected to introduce each of the items of the Course Content through practical exercises in writing.

Odyssey-A Guide to Better Writing by William.J.Kelly and Deborah Lawton published by Allyn and Bacon may also be used.

OPEN ELECTIVE: PAPER-III (vi.a) WRITE IT RIGHT

Objectives:

- To help students get the basics right.
- To grasp the nature of the writing exercise one has embarked upon
- To promote effective writing across a whole range of tasks that all of us face on a daily basis.

Unit I

1. The Logic of Effective Writing.
2. Applying for a Course; Applying for a job.
3. Writing Correct and Convincing Sentences.
4. Punctuating a Sentence: Commas, Colons, Semicolons.
5. The Right use of the definite article.

Unit II

6. Avoidable Errors.
7. Tricks of the Writer's Trade
8. Essay Writing: Structure, Paragraph Control.
9. Make Every Essay an Effective Essay.

Unit III

10. Writers on Writing.
11. Why is English so awkward?

(Instructors are advised to use the reference text, *Write it Right : A Handbook for Students* authored by John Peck and Martin Coyle and published by Palgrave Macmillan in New York and Hampshire in 2005. Instructors are also expected to introduce each of the items of the Course Content through practical exercises in writing.

OR

PAPER III (vi.b) POPULAR LITERATURE

Objectives:

- Introducing students to the idea of Popular Literature and Popular Culture
- To help students appreciate and analyze non-canonical texts.

Unit-I:

Children's Literature

Harry Potter and the Philosopher's Stone by J.K. Rowling

(to be taught against Giselle Liza Anatol's Introduction to *Reading Harry Potter:*

Critical Essays, London: Praeger, 2003).

Unit-II

Ghost Stories:

"The Demon Lover" by Elizabeth Bowen (to be taught against the essay "Death, Dying and the Dead in Popular Culture" by Keith F. Durkin).

Unit-III

1. Detective Fiction:

A Study in Scarlet by Arthur Conan Doyle

(to be taught against the chapters "The devices of truth" and "Foreign bodies in A Study in Scarlet. . ." in Roland R. Thomas' *Detective Fiction and the Rise of Forensic Science*).

Unit-IV

1. Mills and Boon Romances (any sample)

(to be taught against Janice Radway's ideas in "Reading Reading the Romance")

Unit-V

2. Sub-Culture Themes

Seven Steps Around the Fire by Mahesh Dattani (to be taught against Aravind Narain's essay on Queer Identities in South Asia)

Unit-VI

2. Bestsellers Into Films

Q & A by Vikas Swarup translated into Danny Boyle's *Slumdog Millionaire*

(to be taught against essays focusing on the reception dynamics of text and film).

Question paper pattern for the Open Elective papers:

Writing exercises for "Write it Right" and -- 5 questions out of 8
Essays for "Popular Literature."

(5X14=70)

IV SEMESTER M.A. ENGLISH

PAPER-IV (i): CRITICAL THEORY- PART-II

- | | |
|---------------------|--|
| 1. Terry Eagleton | : extract from <i>The Significance of Theory</i> |
| 2. Wolfgang Iser | : "Indeterminacy and the Reader's Response" |
| 3. Helene Cixous | : "The Laugh of the Medusa" |
| 4. Roland Barthes | : "From Work to Text" |
| 5. Foucault | : "Scientia Sexualis" |
| 6. Raymond Williams | : "Introduction" to <u>Key terms</u> |

Question Paper Pattern

Section- A :

Short notes: any 4 out of 8

(Concepts from the essays prescribed for study)

(4X5 =20)

Section-B

Essays: any 3 out of 6

(3X 12 =36)

Section – C

Passage from critical essay for analysis.

(14)

Recommended Reading:

1. Barry, Peter. *Beginning Theory*. (Indian Edition)
New Delhi: Viva Books, 2008.
 2. *Modern Criticism and Theory: A Reader*: Ed. David Lodge & Nigel wood
(Longman, 2nd edn.1999).
 3. *Twentieth Century Literary Theory: A Reader*. Ed.K.M.Newton. Palgrave, 2nd edn,
1997.
 4. Eagleton, Terry. *Literary Theory: An Introduction*. London: Blackwell, 1983.
-

PAPER-IV (ii): POST COLONIAL STUDIES-PART-II

UNIT I :

1. Abrogation
2. Appropriation
3. Contrapuntal Reading
4. Cartography (Maps and Mapping)
5. Cultural diversity/Cultural difference
6. Decolonization
7. Ethnography
8. Globalization
9. Subaltern
10. Miscegenation
11. Nativism
12. Neo-Colonialism
13. Postcolonial Reading
14. Fanonism
15. Transculturation

UNIT II :

1. Language
“The Language of African Literature”— Ngugi wa Thiong’o
2. The Body and Performance
“The Fact of Blackness”— Frantz Fanon
3. History
“Postcoloniality and the Artifice of History”— Deepesh Chakravarthi
4. Place
“Writing in Colonial Space”— Dennis Lee
5. Education
 - a) “Minute on Indian Education” – Thomas Macaulay
 - b) “The Beginnings of English Literary Study in British India”— Gauri Viswanathan

6. The Subaltern

“Can the Subaltern Speak?” – Gayatri C Spivak

UNIT III :

1. *Anthills of the Savannah*— Chinua Achebe
2. “Telephone Conversation” – Wole Soyinka
3. “The 16th Century Atlas”
4. “Dopdi” – Mahaswetha Devi
5. Extract from *Why I am Not a Hindu*— Kancha Illiah

Question Paper Pattern:

Section-A : Short notes 4 out of 8 (4x5=20)

Section-B : Essays 2 out of 4 (2x13=26)

Section-C: Essays 2 out of 4 (2x12=24)

READING LIST:

1. *Postcolonial Theory: A Critical Introduction*, Leela Gandhi, , New Delhi: OUP 1999.
2. *Colonialism/Postcolonialism: The New Critical Idiom*, Ania Loomba, New York: Routledge, 2007.
3. *The Post- Colonial Studies Reader*, Ed. Bill Ashcroft *et. al.* London: Routledge, 1995
4. *Beginning Postcolonialism*, – John McLeod, Manchester: University Press, Manchester: 2007.
5. *The Routledge Companion to Postcolonial Studies*, Ed. John McLeod, New York: Routledge, 2007.
6. *Key Concepts in Post-Colonial Studies*, Bill Ashcroft, *et. al.* New York: Routledge, 2004.
7. *Colonial and Postcolonial Literature: Migrant Metaphors* – Elleke Boehmer, New Delhi: OUP, 2006.
8. *Orientalism*— Edward Said, London: Routledge 1978.
9. *Culture and Imperialism*, Edward Said Vintage, 1993.

PAPER-IV (iii): LITERARY & CULTURAL STUDIES – PART-II

Unit I: Cultural Theory: Key Concepts

1. Civil Society
2. Culture Industry
3. Ethnography
4. Institution
5. Life-World
6. Meritocracy
7. Power
8. Popular Music
9. Television
10. Subjectivity

Unit II: Popular Genres in Literature: Texts, Histories, Cultures

1) Children's Literature:

- a) *Harry Potter and the Philosopher's Stone* by J.K. Rowling.
(to be taught against Giselle Liza Anatol's Introduction to *Reading Harry Potter: Critical Essays*. London: Praeger, 2003)

(2) Ghost Stories:

- a) Rick Whelan: "The Legend of Loftus Hall"
b) Elizabeth Bowen : "The Demon Lover"

(Both texts are to be taught against the essays, "Death, Dying and the Dead in Popular Culture" by Keith F.Durkin, and "Hosts and Ghosts: The Dead as Visitors in Cross Cultural Perspective", by Clifton D.Bryant, in *Handbook of Death and Dying*. (Ed.) Clifton D.Bryant.n Sage.2003.

3) The Study of a Sub-Culture:

- a) "Queer Identities in South Asia "by Aravind Narain
b) Mahesh Dattani: *Seven Steps Around the Fire* (a play on the transgender identity.)
c) Clippings from "Bombay" and "Tamanna" (Film texts.)

Unit III: Theoretical Frames:

1. Raymond Williams: "Conclusion" in *Culture and Society*
2. Walter Benjamin: "The work of Art in the Age of Mechanical Production".
3. Stuart Hall's "The Question of Cultural Identity"

Recommended Reading:

1. *Pulp: Reading Popular Fiction* by Scott Macracke, Manchester Univ. Press., 1988.
(Chapters on bestsellers, detective fiction, popular romance, science fiction and horror).
2. Curti, Lidia: *Female Fabulations in Cultural Analysis*.
4. Asa Berger, *Arthus: Popular Culture Genres: Theories and Texts*. Sage Publications.
5. *Key Concepts in Cultural Theory* eds., Andrew Edgar & Peter Sedgwick. Routledge, London & New York: 2004.
6. *Cultural Theory & Popular Culture: A Reader* __ (ed.) John Storey. (2nd ed). Prentice Hall, Hertfordshire: 1998.
7. Zizek, Slavoj: *Sherlock Holmes Stories*.
8. *Cultural Studies:* (eds) Laurence Grossberg, Cary Nelson & Paula A. Trailer.
9. *Reading Harry Potter: Critical Essays*. ed. Giselle Liza Anatol. Praeger Publishers, London: 2003.
10. "In Search of Civil Society" by Sudipta Kaviraj.

Question Paper Pattern:

Section A:

4 Short notes from Unit-I

(4X5=20)

Section B:-

2 essays out of 4

(2X10=20)

Section C:

2 essays out of 4

(2 X15=30)

PAPER-IV (iv): MODERN LINGUISTICS-PART-II

1. Phrase Structure Grammar
2. Chomsky-Transformational Generative Grammar
 - A. Competence and Performance
 - B. Grammaticality
 - C. Generative Grammar
 - D. X-Bar Syntax
 - E. S-Structure and D-Structure
 - F. Transformations
3. Halliday
 - A. Scale Category Grammar
 1. Levels of Language
 2. Unit, Structure, Class and System Rank, Delicacy and Exponence
 3. Sentence and clause
 - a. Elements of clause structure
 - b. Nominal, Verbal and Adverbial groups
 - B. Systemic Grammar
 - C. Functions of Language
 1. Ideational
 2. Interpersonal
 3. Textual
4. Semantics
 - A. Reference and Sense
 - B. Sentences, Utterances and Propositions
 - C. Synonymy, Antonymy, Hyponymy and Polysemy
5. Macrolinguistics
 - A. Cohesion and Coherence-Text and Discourse Discourse structure- Relations and functions
 - B. Speech Act Theory
 - C. Conversation Analysis
 - D. Pragmatics
 1. Presupposition
 2. Conversational Implicature

BIBLIOGRAPHY :

1. Aitchison, Jean (1999)- *Linguistics*, 5th edition, London, Hodder & Stoughton
2. Crystal, David, (1995) – *The Cambridge Encyclopedia of the English Language*, Cambridge, CUP.
3. Fromkin, Victoria, Rodman, R (1988)- *An Introduction to Language*, New York, Holt Rinehart and Winston Inc.
4. Fromkin, A Victoria et al (2000) *Linguistics-An Introduction to Linguistic Theory*, Oxford, Blackwell.

5. Halliday, M.A.K. (1985)- *An Introduction to Functional Grammar*, London, Edward Arnold.
6. Hurford, J.R. Heasley, B (1983)- *Semantics: A Coursebook*, Cambridge, CUP7.
7. Lyons, John, (1981)-*Language and Linguistics- An introduction*, (First South Asian edition-2002, Cambridge, CUP.
8. Malmkjaer, K. (1991) ed. *The Linguistics Encyclopedia*, London, Routledge.
9. O' Grady, William, Michael Dobrovolsky, Mark Aronoff (1997)- *Contemporary Linguistics*, 3rd edition Boston, Bedford/St.Martins
10. Poole, Stuart, C (1999) – *An Introduction to Linguistics*, London, Macmillan Press Ltd.
11. Palmer, F.R. (1981) – *Semantics*, 2nd edition, Cambridge, CUP
12. Radford, Andrew, Martin Atkinson David Britain, Harold Clahsen, Andrew Spencer (1999) – *Linguistics – An introduction*, (First South Asian edition), Cambridge, CUP/
13. Roach, Peter (2000) – *English Phonetics and Phonology*, 3rd edition, Cambridge, CUP.
14. Verma, S.K. N. Krishnaswamy (1989) – *Modern Linguistics* (11th impression – 2000) Delhi, OUP.
15. Yule, George (1996) – *The Study of Language*, 2nd edition, Cambridge, Cambridge University Press.
16. Yule, George, (1996) *Pragmatics*, Oxford, OUP.

Question Paper Pattern

Max.Marks -70

- | | |
|--|---------|
| 1. to 4 – Internal choice in questions 1 to 4 | 12x4=48 |
| 5 a) Draw tree diagrams for the following sentences: | 6 |
| b) Analyze the following at sentence, clause and group levels. | 6 |
| c) Identify the sense relation between the following pairs of sentences | 5 |
| d) Identify and comment on the coherence relation in the following text. | 5 |

PAPER-IV (v) TEACHING ENGLISH LANGUAGE AND LITERATURE - PART II

UNIT I : Teaching Literatures in English

- English studies in India – The shift from English Literature to Literatures in English
- Objective – Literary sensibility, Literary competence
- Need and Significance of Learning Language and Literature Aims-Utilitarian, Cultural and Literary
- Teaching various Literary Genres-poetry, drama, prose short story, novel, grammar.

UNIT II: Testing and Evaluation

- The need for Evaluation
- Characteristics of a Test and types of Tests
- Difference between Test and Exam
- Nature of Evaluating Teaching Materials
- Testing skills – Criteria

UNIT III : Techniques of Teaching and Learning, Use of Multi-Media, Resources and Improvisation in Classroom Instructions

- Use of Computers – Internet
- Advantages of using Software
- Significance of Websites
- Power Point Presentation
- Language Laboratory
- Professional Competence-Seminar, Conference Workshop, Action Research
- Importance and uses of Literary activities in Language Teaching

UNIT IV: Practice Teaching

- Designing a lesson plan for a topic and discussing lessons in the light of stated objectives
- Observing classroom practices
- Teaching different groups of students
- Concept of Feedback

Note:

- In Practice Teaching each student is expected to select a lesson from the current Bangalore University English textbooks for peer teaching
- Attendance is compulsory during Practice Teaching for Internal assessment.

Question Paper Pattern:

The paper consists of Five sections

Section-A	10 marks
Section-B	10 marks
Section-C	15 marks
Section-D	15 marks
Section-E	20 marks

Total 70 marks

Internal Assessment 30 marks

Maximum 100 marks

Section –A, B, C, & D consist of essay type questions. Each section will have three questions; the students need to answer any ONE (internal choice).

Recommended Reading:

1. *English in India: Issues and Problems* – Gupta R.S & Kapoor.
2. *Second Language Acquisition: Socio-cultural and Linguistics aspects of English in India*-Agnihotri.R.K & A.L. Khanna.
3. *Language Teaching*-Lado
4. *Approaches and Methods in Language Teaching: A Description and Analysis*-Jack.C Richards & Theodore S Rodgers.
5. *The Teaching of English as a Foreign Language*-Catford.
6. *English in India: Its Present and Future*-V.V.Gokak.
7. *Practice of ELT*-Jeremy Harwar.
8. *Practice Teaching*-Stones & Morris.
9. *ELT-A Critical Study of Methods and Approaches*-HPH. Herman.
10. *Problems and Principles in English Teaching*-C.J. Brumfit & Pergamon.
11. *Testing English as a Second Language*-David. P.Harris & M.C.Grawaili.
12. *Testing Communicative Competence/Performance*-B.J. Carrol Pergamon
13. *Teaching Practice, Problems and Perspective*-Edgar Stones and Sidney Morris.
14. *Language and Language Learning*-Nelson Brooks
15. *Communicative Approach to Language Teaching*-C.J. Brumfit & K.Johnson.
16. *Principles and Practice in Second Language Acquisition*-Stephen Krashen.
17. *Teaching English as a Second Language*-Wilga Rivers.
18. *Rethinking English*-Rajeswari Sundarajan.
19. *Linguistic Sciences and Language Learning*-Halliday. Et.al.
20. *Educational Psychology and Guidance*- Siddarth Kakkar.
21. *Interactive Grammar*-Nagarajan, Hemalatha.
22. *Grammar through Stories*-V.Sasikumar and Tickoo .M.L.
23. *Standard, Codification and Sociolinguistic Realism: The English Language in the Outer circle*-R. Quirk & H.G. Widdowson.
24. *The Uses of Error Analysis and Contrastive Analysis: ELT*-Johansson.S
25. *The Alchemy of English*-Kachru B.B.
26. *Attitudes and Motivation in Second Language Learning*-Gardener R.C. & Lambert W.E.
27. *Classroom Decision Making*-Michael Breen & Andrew Little John.

28. *Explorations in the Functions of Language*-M.A.K. Halliday.
29. *Second Language Pedagogy*-N.S.Prabhu.
30. *Focus on the Language Classroom*-Allwright D.& K. Bailey.
31. *Language and Power*-Fairclough, Norman.

Journals:

1. English Worldwide
 2. World Englishes
 3. Online e-journals
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Paper IV (vi): PROJECT WORK

Each tutorial group will be assigned to a faculty member in the Department who will be the Project Instructor for that group. Topics will be assigned to the students by the Project Instructor, and the project will be submitted to the Department in the form of a short dissertation. The Project Evaluation will be carried out by the internal examiner and one external Examiner like in all other papers.

Internal Assessment

The break-up of Internal Assessment marks (30) for all papers will be in the order of

Attendance – 5 marks

Short presentation – 5 marks

Tests/Assignments – 10x2=20 marks
