

**CHAITANYA (DEEMED TO BE UNIVERSITY)
HYDERABAD 500 075**

DEPARTMENT OF ENGLISH

INTRODUCTION

Chaitanya Degree College, Hanamkonda, was established as a Private Degree College in 1991 to meet the growing educational needs of the students of Telangana area and particularly Warangal District. The Department of English was also established along with the college in 1991, with affiliation to Kakatiya University. Since then, the Department has contributed its might and scholarship in producing the meritorious students, and catering to the needs of the students aspiring General English, Prose, Poetry, Grammar and Composition along with listening, speaking, reading and writing skills of the English language.

The Department has been endeavouring at its best in preparing the students to appear for competitive examinations. It is also taking several measures to improve their hidden talents and creative thinking with the help of study projects and seminars. The goal of the Department is not just making the students get through exams, but preparing them to stand on their own legs with their communicative skills in English. Remedial classes are taken for those who are lagging behind in various genres of English language. Special attention is paid to them in inculcating, by repeating some of the fundamentals of grammar. Extension lectures are arranged, inviting experienced and efficient professors from the universities to induce the students, and to develop taste of English. Time to time, students are assessed with the help of assignments.

The syllabus framed by Kakatiya University, Warangal, has been followed since 1991 till we became autonomous. Later, we followed the common core syllabus which came into vogue. Lessons are taught in accordance with academic schedule conforming to the Almanac issued by the Kakatiya University, Warangal, at the beginning of each academic year. After becoming autonomous, annual academic plan is being prepared at the beginning of each academic year and that is strictly followed. This is scrutinized by the Head of the Department and monitored by the Dean, Administration, periodically.

We were granted autonomous status in 2007. From 2008 onwards, we prepared our own syllabi which was approved in the Board of Studies meetings. Since then, we have adapted semester system, each year accommodating two semesters up to second year till 2014. We have introduced Choice Based Credit System at undergraduate level from the academic year, 2015 onwards. Since then we have two semesters in the first year at UG level.

We have started Special English in lieu of Second Language for foreign students from the academic year 2012 onwards.

After the autonomous status was granted to the college in 2008, the preparation of the curriculum was changed. We organize periodical meetings in the Department for the preparation of the annual academic plan for the smooth running of the classes with regard to English. This is adhered to properly with strict vigilance by the Head of the Department and under the able supervision of the Dean, Administration. Meetings are arranged frequently to update and upgrade the contents of the syllabi to cater to the present day needs

of the student fraternity. A WhatsApp Group titled **CU Current English** was created to share the updates and day-to-day happenings of the Department.

The staff members attend seminars, lectures, conferences and workshops to update and upgrade their skills and keep themselves on par with changes taking place in the teaching methods of English and syllabi. They interact regularly with the professors of English at universities and other local UG and PG colleges for exchanging the ideas about the subject and the methodologies of teaching English.

DEPARTMENTAL ACTIVITIES

ENCOURAGEMENT TO STUDENTS

- The department encourages the student to improve their listening, speaking and writing skills by giving exposure to the language. It gives training to the students in recognizing the sounds, accent, intonation and rhythm of the language with numerous activities in our extensive and state-of-the-art-technology language lab.
- The teaching is designed to meet the demands of the students and in congruity with the prescribed syllabi prepared by our Department of English, approved in BOS meetings.
- The Department guides the advanced learners to take up language related projects.
- Simple assignments are allotted to slow learning students with an intention to bring them up to the congruous level.
- Additional curriculum is taught to help better understanding of the prescribed syllabus.
- Co-curricular activities like debates, elocution, essay writing, posters and quizzes are conducted to create interest in the study of language.
- A Department Library is maintained to provide reference facility to the staff and students. Useful hand-outs are supplied in Grammar and Composition.
- The Department assists the students in conducting various fests, meetings, and functions on important days.

STUDENT SEMINARS

Students' seminars are conducted as per schedule to develop presentations skills of the students with PPTs.

REMEDIAL COACHING

At the end of each semester remedial coaching is given to the slow learning students to improve their standard and the details are maintained in the register.

DEPARTMENT MEETINGS

The Department Meetings are conducted two times per semester to discuss issues pertaining to the academic and administrative matters and the resolutions thus made are recorded in the Minutes Book.

EXTENSION ACTIVITIES

Extension lectures pertaining to the subject and general topics are arranged by inviting eminent academicians and subject experts from different universities and other sources.

DEPARTMENT LIBRARY

The Department of English maintains its own library for the reference purpose of students and teaching staff. There are about 200 books in the Department at present. The students have a ready access to the library during the working hours of the college. A separate register is maintained to record the usage of library and library books.

EXTRA CURRICULAR AND CO-CURRICULAR ACTIVITIES

The members of the Department actively participate in various activities organized by the college. Besides, the Department periodically conducts the competitions pertaining to various fields.

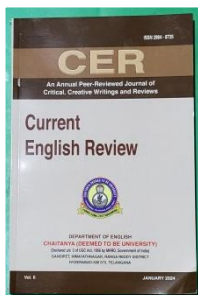
ACTIVITIES TAKEN UP BY THE DEPARTMENT IN A NUTSHELL

- Strengthening prescribed syllabus with the help of additional inputs.
- Maintaining academic records.
- Guiding the students in study projects.
- Maintaining linkages with various libraries and eminent scholars of English in the region.
- Giving assignments and conducting tests are taken to be top priority.
- Arranging guest lectures and extension lectures.
- Maintaining periodicals and textbooks in the Department Library.
- Extending consultancy services.
- Preparing students profiles.
- Conducting extracurricular and co-curricular activities.

COURSES OFFERED

The Department offers General English at UG level, M.A. (English) at PG level. Doctoral Program for Ph.D. was introduced in August 2020, and two research scholars, Ch. Narsaiah and A. Karunasri.

RESEARCH JOURNAL



The Department brings out a well-acclaimed research journal titled *Current English Review* E-ISSN 2984-8725. It is an annual peer-reviewed journal of critical, creative writings and reviews. The Editor-in-Chief is Prof G. Damodar. Web Assistants: Dr E. Aravind and K. Thirupathi Reddy. Eminent scholars are on the Advisory and Editorial Board of the journal. The latest issue was launched on the Republic Day, 2024. One can have a free copy of the print journal by writing to the Head, Department of English.

CENTER FOR ENGLISH LANGUAGE TEACHING (CELT)

The Department has established **Center for English Language Teaching (CELT)** to impart



language skills in English effectively and offer Spoken English to the local and non-local students. The Center has the latest English software titled **Wordsworth** (from M/S Academy of Computer Training (Gurgaon) Pvt Ltd.). This licensed software has 1+70 terminals worth 2.60 lakhs. It is useful for students of General English of undergraduate courses such as B.Sc., B. Com., BBM, B.Sc. Agriculture, Forensic Science, Nursing and Allied Health Sciences. The software is assisted by practical manuals for use in the laboratories. It covers the customized modules meant for

use online and offline in the labs of science, commerce and business management, agriculture, pharmacy, English, and allied health sciences.

LIST OF THE TEACHING STAFF

1. Dr Gurrapu Damodar, M.A., M.Phil., Ph.D., PGCTE, PGDTE, CMC (Sweden)
2. Mrs C. Avani, M.A.
3. Mrs Madeeha Kannan, M.A., PGCTE, PGDTE, (Ph.D)
4. Mrs Shwetha Deshpande, M.A., PGCTE, B.Ed.
5. Mrs Lakshmi Kalyani, M.A. (Ph.D)
6. Dr Subhashini Singh Rajpuri
7. S. Venkat Ramana
8. M. Rebeka
9. Prasad Jammi

PROFILES



Dr Gurrapu Damodar obtained his M.Phil. in English in 1981, Ph.D. in 1985 from Kakatiya University (KU), PGCTE, PGDTE from EFLU, and Computer Mediated Communication (CMC) from Sweden in 2000. He started his teaching career in August 1973 as a tuition master in English. Rejecting the Government Junior College Lecturer post, he established the Bhavan Institute of English (BIE) in May 1978 and guided thousands of students in English and Life Skills till March 2009 for 31 years. He worked at CKM College during 1978-1981 and KU during 1981-2017. After his superannuation from KU on March 31, 2017, as Professor of

English, he joined Satavahana University (SU) as an Adjunct Professor, and worked there for three years. He became the first Vice-Chancellor of Chaitanya (Deemed to be University) on March 5, 2020.

His publications include 66 books including 8 translations, 91 research articles, 65 general articles, 10 reviews, 124 units/modules in English, and 500 haikus. He has given 37 invited talks and wrote Forewords to ten books.

He has so far guided 33 scholars for M.Phil. and PhD, and adjudicated 145 theses. He has completed two minor and one major research project of the UGC. Prof Damodar has been a subject expert of various universities, UGC, NTA, UPSC, and other state public service commissions.

He devised DAMU CALL package in 1995, and that enabled him to be at the Stockholm University for two months and complete Computer Mediated Communication (CMC) training in 2000 with a UGC grant and the assistance of his classmate. He has so far visited 21 countries, and some of them are on academic assignment. He has conducted 56, attended 28 national and 15 international seminars, workshops, and conferences.

He was honoured with the Teacher of Excellence by AP Govt in 2010; English Forum Award, Gujarat, in 2006, Telugu Tejam Award, Delhi, in 2014; and Pothana Award, Warangal, in 2015; President of India's Nominee for Sagar Central University, MP, during 2015-2018. Two Festschrifts were published by Delhi Publishers in his honour.

Prof Damodar is active, social, positive, optimistic, and creative. He believes that "our life is measured by the lives we touch and educate." He started BIE Charitable Trust with 1.5 lakh of his pension amount in April 2017 to reach out to government schools and colleges with his teaching material. We should be the change we wish to see. He says that we will be happy and satisfied when we really love our work. He has devised 120 radio and video lessons. He brings out soft copies of English, Yoga and Survival Skills for free distribution. He edits the journal of the Department, *Current English Review*, E-ISSN: 2984-8725. He has uploaded a hundred videos on YouTube on English.

He has got 20 years of administrative experience out of his total research and teaching experience of 46 years. He is a member of 21 academic bodies with 34 extension services and 46 activities in the university service at KU and SU. His detailed CV in 88 pages is available at www.chaitanya.edu.in/vice-chancellor.



Chithalapani Avani is an Assistant Professor at the Department. She has been working in the Institution since 2000. She holds M.A. (English) from Kakatiya University, and has more than two decades of active teaching experience.

Her key responsibilities include monitoring teaching with a range of assessment techniques, playing an active role in framing syllabi in accordance with the principles of the university, conducting interactive-classes using Student Centered Approach to maximize student interaction and participation with teaching strategy based on analysis of students, individual learning style and needs, evaluation of students' performance by conducting oral presentations and assignments to extract speaking and listening skills of students. She has valuable experience of setting question papers for parent institution and for other prestigious colleges. She had experience of conducting Communication Skills Sessions for JKC enrolled students for two consecutive years. She has attended national seminars, workshops and faculty development programs to update her teaching skills.

She attended the Follow-up Workshop on April 30, 2012 at DRC of Kakatiya Government College, Hanamkonda; One-day Workshop on "Challenges in Teaching English to the

Students of Vernacular Background in Professional Colleges” on September 7, 2012 conducted by Vignana Bharathi Institute of Technology, Hyderabad; a short term training program (STTP) in English in NIT, Warangal on “Developing More Purposeful English Courses in Engineering and Degree Colleges” from April 24, 2015 to April 26, 2015; National Seminar on “Emerging Trends in Choice Based Credit System: Challenges Ahead” organized by IQAC, Chaitanya Post-Graduate College on August 7, 2015.



Madeeha Khanam holds the position of Assistant Professor in English and serves as the senior English faculty member at the Department. She has more than twelve years of teaching experience. She did PGCTE, and PGDTE from EFLU, Hyderabad, and also other courses from Lancaster University, London, and Queensland University, Australia. She also obtained a Diploma in Introduction to Human Anatomy from Bond University.

She is a doctoral candidate from Dr APJ Abdul Kalam University, Indore. She specializes in instructing vocabulary to undergraduate students. She has authored three book chapters and nine articles on diverse subjects within the field of English language instruction. She has included many interactive technologies in her teaching style to facilitate English language acquisition. In 2018, she successfully passed the Telangana State Eligibility Test. She has organized a single gender sensitization session and actively engaged in several FDPs. She has delivered academic presentations at four international conferences and two national conferences.

Madeeha is affiliated with the Eudoxia Research Centre in the United States and is a member of the All India Engineering Association (AIENG). In 2022, she was honored with the Best Teacher and Young Researcher Award.



Shwetha Deshpande did her M.A English in 1999, from Centre for Distance Education, PGCTE from CIEFL (now EFLU) IN 2003. And also regular M.A English in 2014 form Girraj Govt College, Nizamabad and B.Ed. in 2015.

In August 1999, her career began as a tutor at a private Spoken English Institute in Hyderabad. She relocated to her hometown in April 2022 in order to be married and settle down there. After a three-year break, she returned to teaching in the intermediate level in August 2005 and continued until May 2007. Afterwards, she started working as an assistant professor at Arkay College of Engineering, Bodhan. She worked there for a long time, from May 2007 until July 2017. During 2007 and 2008 she worked as an IELTS trainer as well. During the gap, she kept herself busy by teaching Spoken English to the teachers at both government and private schools in addition to the students.

In July 2018, she recommenced her career and worked at Telangana Tribal Welfare Degree College for Women, Nizamabad, until October 2019. Her daughter's education required her to relocate to Hyderabad in November 2019. She started working at Sridevi Women's Engineering College in Hyderabad as soon as she moved there and was employed there from November 2019 to November 2021 as an assistant professor. She then worked from November 2021 to August 2023 at Hyderabad's Vardhaman College of Engineering. Since November 2023, she has been employed with Chaitanya Deemed to be University.

She has one paper presentation (National Level) and two publications to her name. In 2007, she participated in a session at the Jawahar Knowledge Centre. The purpose of this was to train instructors for the CDC at several Andhra Pradesh engineering colleges. From this perspective, she was able to train the students with greater insight. The outstanding feedback from the students received during 2021-2022, Vardhaman College of Engineering stands as a testimony to her dedication towards teaching.

She has hands on experience in teaching phonetics to UG students to help them overcome the apprehensions about English pronunciation and eventually help them become more confident speakers of the language. Being a multi-lingual, she has expertise in adopting bilingual method of teaching in her classroom (whenever the situation demands). This is one of her greatest strengths. She believes that Truth is God, which alone is permanent and every other thing is impermanent. Hence, live and let live.



Lakshmi Kalyani is an Assistant Professor in the English Department. She has a wealth of teaching expertise spanning 18 years. She is now doing her Doctorate at S.R. University in Warangal, Telangana. She specializes in the field of Mythology. The book chapters and articles she has written are now being published. She presented papers at four international conferences and two national conferences as part of her academic presentations.



Dr. Subhashini Singh Rajpuri is an interdisciplinary faculty. She obtained B.Sc., M.A, LL.B. L.L.M. Ph.D. She worked on English Language Teaching in 2003 for her PhD. She has more than 35 years of teaching at undergraduate, postgraduate courses along with teaching integrated 5-years law course covering English and drafting of legal documents. She has also taught law subjects. She has published seven articles in reputed journals, delivered guest lectures at various institutes of Telangana, Andhra Pradesh and Maharashtra. She has taught English and Law subjects in Akhila Bharathi College of Law during 1994-1998. She worked in Kakatiya University Arts and Science College from 1999 to 2007. She has joined Osmania University in 2007 and retired from OU in 2021. At present, she is the Head of the Department of English, Chaitanya Deemed to be University. She is a versatile writer, orator and mentor.



S. Venkata Ramana holds the position of Assistant Professor in English at the Department. He has put in over 31 years of experience at the undergraduate and postgraduate levels, known for his expertise in English literature and comparative studies of modern playwrights. He obtained M.A. English from Osmania University, M.Phil. from Kakatiya University, and is currently pursuing doctoral research on "Semiotic Elements in Select Plays of Girish Karnad and Vijay Tendulkar" at Gondwana University, Maharashtra. During his tenure at Shivaji Arts, Commerce, & Science College, Rajura, he has been instrumental in developing and delivering comprehensive curricula, guiding research projects, and fostering a culture of academic excellence. He is a co-author of two books, *English Language Teaching in Rural Areas: Perspectives, Issues, and Remedies* and *Use of Technology in Teaching and Learning English*, contributing valuable insights to these areas. Additionally, he has served the academic community in roles such as member of the Local Enquiry Committee for Rajendra Singh Baba Vyas Arts and Commerce College and Officer-in-Charge for R.T.M. Nagpur University exams. As an active member of the Nagpur University Teachers Association (NUTA), he remains committed to the advancement of English language education.



M. Rebeka is an Assistant Professor in the English Department. She did her M.A English in 2023, from Indira Priya Darshini College, and B.Ed. in 2021 from St. Mary's College of Education.

She began her career as a teacher in The Indian Public School in June 2022. After six months break from the school, she joined Chaitanya Deemed to be University in September 2024 as an Assistant Professor.



Prasad Jammi is working as a Soft Skills Trainer and Motivational Speaker in Chaitanya Deemed to be University, where he utilizes his passion for teaching to mould the students' career and character.

He has a good track record of 10 years teaching experience, and successfully conducted corporate seminars and campus interviews in various educational institutions. Consequently, several students made their successful career in WIPRO and IBM. *Vidya dadati vinayam* is a Sanskrit shloka which means knowledge gives one humility. It ends in good action of body and mind. Healthy mind paves way for compassion. He thinks he is fortunate enough to be a member of Chaitanya family and shall uphold its reputation.

COMBINATIONS OFFERED IN THE DEPARTMENT

- | | |
|----------------|------------------|
| 1. BBA EM | 7. BSC MELCS EM |
| 2. BBM EM | 8. BSC MPCS EM |
| 3. BCA EM | 9. BSC MSTCS EM |
| 4. BCOM BI EM | 10. BSC BTBCC EM |
| 5. BCOM CA EM | 11. BSC BTCCA EM |
| 6. BSC MCCS EM | 12. BSC BTMBC EM |

CELT, CDU ENGLISH LANGUAGE LAB

LIST OF CLASSES

STREAM -- A	DEPARTMEN T	YEAR (2023)	IDENTIFICATION OF THE CLASS.
CSE A	1	A	A1A
CSE A1	2	A	A2A
CSE A2	3	A	A3A

STREAM -- B	DEPARTMENT	YEAR (2023)	IDENTIFICATION OF THE CLASS.
CE	1	A	B1A
EEE	2	A	B2A
ME	3	A	B3A
ECE	4	A	B4A
DS	5	A	B5A

STREAM -- C	DEPARTMENT	YEAR (2023)	IDENTIFICATION OF THE CLASS.
BSCS	1	A	C1A
BCA	2	A	C2A
BBA	3	A	C3A
B.COM	4	A	C4A

STREAM -- D	DEPARTMENT/ SECTION	YEAR (2023)	IDENTIFICATION OF THE CLASS
RADIOLOGY	1	A	D1A
ANASTHESIA	2	A	D2A
CARDIOVASCUL AR	3	A	D3A
BPT-1	4	A	D4A
BPT-2	5	A	D5A
BSCFS	6	A	D6A

STREAM -- E	DEPARTMENT / SECTION	YEAR (2023)	IDENTIFICATION OF THE CLASS
B.SC AGR	1	A	E1A
B.PHARM A	2	A	E2A
B.PHARM B	3	A	E3A

STREAM -- F	DEPARTMEN T	YEAR (2023)	IDENTIFICATION OF THE CLASS.
NUT.DIE	1	A	F1A
MLT	2	A	F2A
BTMBC	3	A	F3A

FINAL SYLLABUS 2023

HSMC-201, English, 2L: 0T: 2P, 3 Credits

Course Description: The course is designed to develop basic reading, writing, writing, speaking, and listening skills of the students. It is organized in a manner that the reading, vocabulary, grammar, and writing exercises are interconnected, contextual as well as non-contextual. It helps them to learn effective reading techniques enabling them to identify main ideas and to glean details from a text. The course facilitates an understanding of word structure and thereby enrichment in vocabulary. It also assists the students to acquire knowledge on formal writing skills. The presentation skills taught through the course intends to enhance the expressive skills of the student such that they are able to express their feelings, thoughts, and expressions effectively to the listeners.

Course Objectives: The course intends to help the students do the following:

1. Learn the techniques of effective reading and good comprehension
2. Develop an understanding of word structure and word formation
3. Enrich their vocabulary by learning antonyms, synonyms and the meaning and application of words pertaining to various parts of speech.
4. Use grammatical elements such as articles, prepositions, tenses, modifiers and noun-pronoun and subject-verb agreement correctly
5. Learn the structure and style of sentences and paragraphs
6. Study the nature and style of formal letters.
7. Learn the nature and style of formal writing.
8. Focus on the sound system in English and learn correct pronunciation.
9. Focus and learn stress, rhythm, and intonation in English
10. Develop their presentation skills.

Course Outcomes: Upon completion of this course the student will have reliably demonstrated basic reading, writing, listening, and speaking abilities.

- Given an academic reading passage the student will be able to:

1. Identify the main idea(s) in the text

2. Identify specific details

- Given questions on /vocabulary, the students will be able to:

- 1 From/words using prefixes and suffixes

2. Define and use antonyms and synonyms

3. Define and use words of foreign origin

4. Demonstrate a significant increase in word knowledge

- Given questions on grammar, the student will be able to:

1. Produce accurate grammatical forms of articles and prepositions

2. Recognize and incorporate proper grammatical forms of verb tense, modifiers, noun-pronoun and subject-verb agreement.

- Given a writing prompt, the student will be able to:

1. Use a variety of accurate sentence structures

- 2 Write a paragraph with topic sentence, supporting and concluding sentence

3. Produce coherent and unified paragraphs

4. Write a thesis statement that addresses the writing prompt.

5. Write formal letters

- Given questions on English phonetics and presentation prompts, the student will be able to:
 1. Demonstrate phonemic awareness
 2. Recognize all vowel and consonant-sounds in spoken English through the help of IPA (International Phonetic Alphabet) symbols
 3. Perceive and generate syllable stress within words and word stress within phrases
 4. Identify stressed and unstressed syllables in multi-syllabic words
 5. Detect rhythm in phrases and sentences
 6. Employ the rules and patterns of intonation
 7. Exhibit British and American Accent
 8. Given a topic to present, the student will be able to give an oral presentation in class using effective delivery strategies

UNIT-I:

Vocabulary Building

- 1.1 The concept of Word Formation
- 1.2 Root words from foreign languages and their use in English
- 1.3 Acquaintance with prefixes and suffixes from foreign languages in English to form derivatives
- 1.4 Synonyms, antonym&, and standard abbreviations.

UNIT-II:

Basic Writing Skills

- 2.1 Sentence Structures
- 2.2 Use of phrases and clauses in sentences
- 2.3 Importance of proper punctuation
- 2.4 Creating coherence
- 2.5 Organising principles of paragraphs in documents
- 2.6 Techniques for writing precisely

UNIT-III:

Identifying Common Errors in Writing

- 3.1. Subject-verb agreement
- 3.2 Noun-pronoun agreement
- 3.3 Misplaced modifiers
- 3.4 Articles
- 3.5 Prepositions
- 3.6 Redundancies
- 3.7 Clichés

UNIT-IV:

Nature and Style of Sensible Writing

- 4.1 Describing
- 4.2 Defining
- 4.3 Classifying
- 4.4 Providing examples or evidence
- 4.5 Writing introduction and conclusion

UNIT-V:

Writing Practices

- 5.1 Report Writing
- 5.2 Resume Writing
- 5.3 Letter Writing
- 5.4 E-Mail Writing
- 5.5 Principles of Good Writing

PRACTICALS/LAB: ORAL COMMUNICATION

(This unit involves interactive practice sessions in Language Lab)

Listening Comprehension
Pronunciation, Intonation
Proper Reading methods

Common Everyday Situations: Conversations and Dialogues

Communication at Workplace

Interviews (Mock)

Formal Presentations

PPT

JAM

Prescribed Textbook

Language and Life: A Skills Approach, Orient Blackswan, 2018

Suggested Readings:

1. *Practical English Usage*. Michael Swan. OUP, 1995.
2. *Remedial English Grammar*. F.T. Wood. Macmillan, 2007
3. *On Writing Well*. William Zinsser Harper Resource Book, 2001
4. *Study Writing*. Liz Hamp-Lyons and Ben Heasley. Cambridge University Press, 2006.
5. *Communication Skills*. Sanjay Kumar and PushpLata. Oxford University Press, 2011
6. *Exercises in Spoken English*. Parts 1 to 3. CIEFL, Hyderabad. OUP, 1986.
7. *English for Communication*, Vols 1-3/ G. Damodar, Cambridge University Press, 2020. ISBN: 978-1-108-82406-4, ISBN: 978-1-009-09644-7, ISBN: 978-1-009-09679-9

**CHAITANYA (DEEMED TO BE UNIVERSITY)
M.A. ENGLISH**

Credit Pattern, Instruction Hours, Marks Allotment
(With effect from the academic year 2024-25 under CBCS)

CRITERIA FOR ADMISSION

Admission to the Course is done through **All India Online Entrance Test** of UG standard in **objective type for 100 marks** covering grammar, usage, composition and literature. The test is followed by **Interview for the shortlisted students** on Chaitanya University Campus for **40 seats**. Any graduate with General English securing 50% is eligible. Fees as in other deemed universities.

Semester -I

S. No	Paper Code	Title of the paper	Instruction Hrs/ Week	No. of Credits	Marks		Total marks
					External	Internal	
1	Eng 101	The English Language: History, Description and Practice	4	4	70	30	100
2	Eng 102	English Poetry	4	4	70	30	100
3	Eng 103	English Drama	4	4	70	30	100
4	Eng 104	English Lg and Phonetics	4	4	70	30	100
5	Eng 105	20 th Century Literary Criticism and Theory	4	4	70	30	100
6		Classroom Seminar	3	2	35	15	50
		TOTAL		22			550

Semester -II

S. No	Paper Code	Title of the paper	Instruction Hrs/ Week	No. of Credits	Marks		Total marks
					External	Internal	
1	Eng 201	English Language: Approaches and Methods	4	4	70	30	100
2	Eng 202	English Prose	4	4	70	30	100
3	Eng 203	English Fiction	4	4	70	30	100
4	Eng 204	Women's Writing	4	4	70	30	100
5	Eng 205	Language Learning Strategies	4	4	70	30	100

6		Classroom Seminar	3	2	35	15	50
7		Oral / Poster Presentations*	3	2	35	15	50
		TOTAL		24			600

III Semester

S. No	Paper Code	Title of the paper	Instruction Hrs/Week	No. of Credits	Marks		Total marks
					External	Internal	
1	Eng 301	ELT: Classroom Techniques and Practical English	4	4	70	30	100
2	Eng 302	American Literature from Poe to Thoreau	4	4	70	30	100
3	Eng 303	Indian Writing in English	4	4	70	30	100
4	Eng 304	Postcolonial Literatures	4	4	70	30	100
5	Eng 305	Elective-1: Testing and Evaluation or	4	4	70	30	100
6	Eng 305	Elective-1: Computer Assisted Language Learning, CALL	6	4	70	30	100
7		Classroom Seminar	3	2	35	15	50
8		Oral / Poster Presentations*					
9		Skill Enhancement Course, SEC	2	2	35	15	50
		TOTAL		24			600

IV Semester

S. No	Paper Code	Title of the paper	Instruction Hrs/Week	No. of Credits	Marks		Total marks
					External	Internal	
1	Eng 401	ELT: Major Developments in L1 and L2	4	4	70	30	100
2	Eng 402	American Literature	4	4	70	30	100

3	Eng 403	Indian Writing in English	4	4	70	30	100
4	Eng 404	Academic Writing and Research Methodology	4	4	70	30	100
5	Eng 405	Project with a Monograph	4	4	70	30	100
5		Practicum and Community Service	1	4	100	---	100
6		Skill Enhancement Course, SEC	2	2	35	15	50
		TOTAL		26			650

SUMMARY

Semester	No. of Credits	Marks
I	22	550
II	24	600
III	24	600
IV	26	650
Total	96	2400

Marks Distribution:

Theory: Internal Marks: 30

First Internal – 10 marks, Second Internal – 10 marks and Assignment – 10 marks

External Marks: 70:

Sections – A:

8 Short questions (2 questions from each unit) 6 questions to be answered (6 x 5 = 30)

Section –B:

4 Long questions with internal choice from each unit (4 x 10 = 40)

Notes:

- 1. Classroom Seminars:** 6 credits in three semesters. Each paper carries 35 marks and presentation carries 15 marks.
- 2. Practicum and Community Service:** Marks 70: (30 marks for the lesson plan, 40 marks for teaching skills in schools and colleges)
- 3. Project Work:** 100 (70 marks for the Monograph in 30-40 pages, 30 marks for viva-voce by an external examiner)
- 4. SEC:** Skill Enhancement Course: 04 credits in two semesters. SEC has a wider choice.

5. Oral / Poster Presentations in Conferences / Seminars / Symposia in any three semesters for 50 marks on production of the certificate of attendance with the photograph in background of the conference and the complete paper presented / published.

SYLLABUS OF M.A. ENGLISH
Chaitanya (Deemed to be University)
(w.e.f. 2024-2025)

Course Objectives

1. To expose the students to cultural diversity and value education through the humanistic curriculum in English by exposing them to the richness and variety of English Literature from Geoffrey Chaucer to the present.
2. To acquaint the students with the knowledge of western literary criticism from Aristotle to the present and provide them with necessary critical tools for the assessment and enjoyment of literature.
3. To include History of the English Language, Phonetics and Spoken English, English Linguistics, English Language Teaching, Structure of Modern English, Language Learning Strategies, Testing, Evaluation, CALL and Academic Writing as core papers so as to hone the learners' language skills and interview skills and give career-orientation to the syllabus.
4. To keep the students abreast of the latest trends in ELT and orient them to utilize the fruits of the ICT Revolution and equip themselves with the knowledge and skills to face competitive examinations such as UGC-NET, SLET and take up teaching English as their profession.
5. To include New Literatures of different areas such as India, Canada, Australia, Africa and the Caribbean as core papers in order to give contemporary orientation to the syllabus.
6. To prepare the students to think of the latest areas of language and literature for further study and research.
7. To bring the syllabus in line with the Model Curriculum recommended by the Curriculum Development Committee for English and other Western Languages of the UGC, New Delhi.

CBCS Objectives:

1. To orient the students to utilize the fruits of the ICT Revolution for equipping themselves for international competitive examinations.
2. To empower the students with skills necessary for global placements.
3. To train both the teachers and the students in the learner-centric, interactive methods of teaching.
4. To impart soft skills, personality development and service-orientation.

Methodology

The course is imparted through students-centric sessions and students are assessed based on assignments, classroom seminars, projects, written and spoken tests, practice teaching and hands-on sessions with CALL / MALL in Language Laboratory.

Guidelines for completing the Project Work:

1. A Monograph in 20 to 30 pages under the guidance of the teacher concerned has to be submitted for evaluation.
2. The Monograph should be based on the approved topics by BoS.
3. The Monograph will be evaluated by an external examiner.
4. 70 marks for the Monograph and 30 marks for the Viva are allotted.

Guidelines for conducting the Classroom Seminars:

1. A written paper in 5 to 6 pages has to be submitted on the approved topics.
2. Presentation, preferably with PPP, should be done in the presence of teachers and the students present.
3. A Registrar is maintained with the signatures of the presenter and the participants by the Coordinator nominated by the Head.
4. One Seminar in the Third Semester and another one in the Fourth Semester are to be conducted after completion of the second internals.
5. Each Presentation earns 2 credits equivalent to 20 marks, 10 marks for the paper and 10 marks for the presentation with PPP.

Outcomes of the Course:

Semester – I

By the end of Semester – I the students will

1. have a clear idea about the history of English language and acquire proficiency of it.
2. get acquainted with the literary terms and their application in the process of learning English literature
3. learn the sound system of English language which include vowels and consonant sounds
4. get acquainted with the role of literary criticism in learning English literature
5. familiarize with western literary criticism from Aristotle to Cleanth Brooks in addition to the Indian aesthetics to assess and enjoy literature.
6. learn Phonetics, Teaching of Communicative Skills as core papers to hone their language skills

Semester – II

By the end of Semester – II the students will

1. learn the approaches and methods of teaching English language

2. acquire knowledge about Women's Writing in English as a core paper to get exposed to Gender issues.
3. get acquainted with the strategies of learning English language
4. get exposed to the richness and variety of English Literature in all its genres chronologically beginning from Geoffrey Chaucer
5. acquire pedagogical skills and the structure of modern English, history of English language, linguistics and methods of teaching English.
6. familiarize themselves with the role of English language in the current scenario

Semester – III

By the end of Semester – III the students will

1. familiarize with western literary criticism from Aristotle to Cleanth Brooks in addition to the Indian aesthetics to assess and enjoy literature.
2. learn New Literatures of different countries as a core paper to give a contemporary thrust to the syllabus.
3. acquire a wide choice of electives such as Indian literature, Postcolonial literatures, American literature and English Language Teaching.
4. get awareness about cultural diversity and integration of Indian literature including the Indian classics, aesthetics
5. keep abreast of cultural diversity and value education through the humanistic curriculum.
6. empower themselves with skills necessary for global placements

Semester – IV

By the end of Semester – IV the students will

1. get acquainted with research orientation for further studies
2. acquire awareness about the wealth of contribution made by Indian writers in English
3. get awareness about academic writing and research methodology
4. get exposed to the preparation of projects and the methodology to be adopted for submission in the final stage.
5. get exposed to practical orientation in teaching
6. acquire skills to be adopted for teaching after completion of the course through peer teaching

By the end of the entire course the students will be able to

1. understand cultural diversity and value education through humanistic curriculum in English Literature and Language
2. use and impart effective English language skills
3. improve students' communication skills as teachers of English
4. apply various theories, approaches and techniques of ELT
5. plan creative lessons for teaching and writing in self-instructional mode
6. design online and offline question papers and question bank
7. practise peer teaching and testing in English
8. carry out online and offline projects

9. adopt ICT enhanced learning and teaching designing and delivering MOOCs

MA (PREVIOUS) 2020-2021

Semester I

Paper 1 ENG 101: The English Language: History, Description and Practice (4 Credits)

Unit I

Indo-European Family of Languages and its Branches; Grimm's Law
Descent of English: Important features of Old English, Middle English and Modern English: the Norman Conquest, The Rise of Standard English

Unit II

Foreign Contribution to the Growth of Vocabulary: Influence of Greek, Latin, French and German on the English language
Word Formation—Different Processes
Change of Meaning—Different Processes

Unit III

Socio-Linguistics: Language, Society and Culture: Their Relationship
World Englishes: Braj Kachru and Tom McArthur models
Dialect: 'The Standard' Dialect; Idiolect; Register. Style; Jargon; Slang

Unit IV

Functional Grammar: Transformations: Direct and Reported Speech (Use of Reporting Verbs), Degrees of Comparison
Functional English: Introducing oneself and others, Asking questions and giving polite replies, Complaining and Apologizing, Persuading people, Taking the initiative/Turn Taking, Seeking permission, Inviting friends / colleagues, Complimenting, Expressing sympathy, Telephone etiquette

Suggested Reading

- Baugh, A. C., & Cable, T. (2002). *A History of the English Language*. London: Routledge.
- Blackwell. Klippel, F. (1984). *Keep Talking*. London: Cambridge University Press.
- Bradley, H. (1964). *The Making of English*. New York, NY: Macmillan & Co. Ltd.
- Crystal, D. (2004). *The Language Revolution*. Malden, MA: Polity Press.
- Harmer, J. & Arnold, J. (1979). *Advanced Speaking Skills*. London: Longman.
- Jespersen, O. (1991). *Growth and Structure of the English Language*. Oxford: Kachuru, Braj, B. (1996). *The Alchemy of English*. University of Illinois.
- Krishnaswamy, N. (1978). *Modern English: A book of grammar, usage & composition*. Madras: Macmillan India Limited.
- McArthur, Tom. (1998) *The English Languages*. Cambridge: CUP.
- Quirk, R., & Greenbaum, S. (1973) *A University Grammar of English*. (Abridged). London: Longman.
- Sood, S.C. et al. (eds). (2005). *Developing Language Skills*. New Delhi: Foundation Books.

Wood, F T. (2000). *An Outline History of the English Language*. Chennai: Macmillan
 India Yule, G. (1995). *The Study of Language*. Cambridge: CUP.

Paper II ENG 102 English Poetry (4 credits)

Unit I Background

Renaissance-Reformation; Neo-Classicism; Fancy and Imagination; Pre-Raphaelites;
 War Poetry; Modernism-Postmodernism

Unit II Geoffrey Chaucer

The General Prologue to the Canterbury Tales

(Tran. Nevill Coghill) lines 1-42 (“When in April
 ... I therefore will begin”)

John Milton

Paradise Lost (Book One)

John Donne

“A Valediction”, “The Canonization”,

Alexander Pope

“The Rape of the Lock” (Canto One)

Unit III William Blake

From *Songs of Innocence*

(“The Lamb”, “The Chimney Sweeper”)

From *Songs of Experience*

William Wordsworth

“Tintern Abbey”

P B Shelley

“Ode to the West Wind”, “To a Skylark”

John Keats

“Ode on a Grecian Urn”, “Ode to a Nightingale”

Unit IV Alfred Lord Tennyson

“Ulysses”, “The Sailor Boy”

Robert Browning

“My Last Duchess”, “The Lost Leader”

Phillip Larkin

“Best Society”, “Churchgoing”

Suggested Reading

Boulton, Marjorie. *The Anatomy of Poetry*. London: Routledge and Kegan Paul, 1953. Childs, Peter. *Modernism*. New Critical Idiom Series. London: Routledge, 2003. Day, Aidan.

Romanticism. New Critical Idiom Series. London: Routledge, 2003. Eagleton, Terry. *How to Read a Poem*. Oxford: Blackwell, 2007.

Featherstone, Simon. Ed. *War Poetry: An Introductory Reader*. London: Routledge, 1995.

Gardner, Helen. Ed. *Metaphysical Poets*. New York: Penguin, 1957.

Kreutzer, James. *Elements of Poetry*. New York: Macmillan, 1971.

Leavis, FR. *New Bearings in English Poetry*. London: Penguin, 1939.

Lewis, CS. *A Preface to Paradise Lost*. Oxford: OUP, 1942.

---. *The Allegory of Love: A Study in Medieval Tradition*. Oxford: Clarendon, 1936.

Newman Brooks, Peter. Ed. *Reformation Principle and Practice*. London: Scholar Press, 1980.

Seturaman, VS, et al. Ed. *Practical Criticism*. Madras: Macmillan, 2000.

Paper III ENG 103 English Drama (4 Credits)

Unit I Background

Origin and Development of British Drama (till the 17th Century); Tragedy; Comedy; Restoration Drama; Theatre of the Absurd

Unit II	Christopher Marlowe William Shakespeare	<i>Doctor Faustus</i> <i>King Lear</i>
Unit III	Oscar Wilde GB Shaw	<i>The Importance of Being Earnest</i> <i>Saint Joan</i>
Unit IV	One-act Plays JM Synge Harold Pinter	“Riders to the Sea” “The Dumb Waiter”

Suggested Reading

Boulton, Marjorie. *The Anatomy of Drama*. London: Routledge and Kegan Paul, 1960.
Bradbrook, MC. *Themes and Conventions of Elizabethan Theatre*. Cambridge: CUP, 1935.
Bradley, AC. *Shakespearean Tragedy*. 1904. London: Penguin, 1991.
Chaudhuri, Sukanta. Ed. *Renaissance Essays*. Oxford: OUP, 1995.
Dollimore, Jonathan and Alan Sinfield. Eds. *Political Shakespeare*. Manchester: MUP, 1985.
Esslin, Martin. *The Theatre of the Absurd*. New York: Penguin, 1969.
Nagarajan, S and S Viswanathan. Eds. *Shakespeare in India*. New Delhi: OUP, 1987. Nicoll, Allardyce. *British Drama*. New York: Barnes & Noble, 1963.
Pollard, AW. *English Miracle Plays, Moralities and Interludes*. Oxford: Clarendon, 1954.
Steiner, George. *The Death of Tragedy*. London: Faber and Faber, 1961.
Styan, JL. *The Elements of Drama*. Cambridge: CUP, 1969.
---. *Modern Drama: Theory and Practice*. 3 vols. Cambridge: CUP, 1981.
Williams, Raymond. *Drama: From Ibsen to Brecht*. London: Chatto & Windus, 1965.

Paper IV ENG 104 English Language and Phonetics (4 Credits)

Unit I

Features of Human Communication, Differences between Animal and Human Communication.
Verbal Communication and Non-verbal Communication: Aspects relating to body language.

Unit II

Phonetics: Organs of Speech, Speech Mechanism
Classification of Phonemic Sounds, IPA, Phonemic transcription (word and sentence levels)
Description of Vowel and Consonant Sounds

Unit III

Word Accent/Stress: Syllable, Syllabification, Rules of Word Stress
Consonant clusters, Aspects of Connected Speech: Weak Forms and Elision
Intonation: Tones of Intonation and Meaning Making

Unit IV

Levels of Language Description, Morphology: Definition, Scope and Other Aspects

Syntax: Definition, Scope and Other Aspects

Suggested Reading

- Bansal, R. K., & Harrison J.B. (2006). *Spoken English*. Hyderabad: Orient Longman. Barber, Charles.(1993). *The English Language*. Cambridge: CUP.
- Balasubramanian, T. (2008). *A Textbook of English Phonetics for Indian Students*. Chennai: Macmillan.
- Hedwig, L. (1998). *Body Language: A Guide for Professionals*. New Delhi: Response Books.
- Hockett, C. (1960). *A Course in Modern Linguistics*. London: Macmillan.
- Jones, D. (1992). *The Pronunciation of English*. Cambridge: Cambridge University Press.
- O' Connor, J.D. (1997). *Better English Pronunciation*. New Delhi: UBS.
- Roach, P. (1990). *English Phonetics and Phonology: A Practical Course*. Cambridge: CUP.
- Sethi J., Sadanand. K., & Jindal, D. V. (2004). *A Practical Course in English Pronunciation*. New Delhi: PHI.
- Yule, G. (1995). *The Study of Language*. Cambridge: Cambridge University Press.

Paper V ENG 105 Twentieth Century Literary Criticism and Theory (4 Credits)

Unit I	Background New Criticism; New Historicism; Structuralism and Post-structuralism; Reader Response Theories; Psychoanalytical Criticism	
Unit II	Cleanth Brooks Northrop Fry	“The Language of Paradox” (from <i>The Well-Wrought Urn</i>) “Archetypes of Literature” (from <i>Fables of Identity</i>)
Unit III	Michel Foucault Roland Barthes	“The Unities of Discourse” (from <i>The Archaeology of Knowledge</i>) “The Death of the Author” (from <i>Image-Music-Text</i>)
Unit IV	Elaine Showalter	“Feminist Criticism in Wilderness” (from <i>The New Feminist Criticism</i>)

Suggested Reading

- Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. New Delhi: Oxford UP, 1993. Adorno, Theodor and Max Horkheimer. *Dialectic of Enlightenment*. London: Verso, 1986.
- Belsey, Catherine. *Critical Practice*. London: Methuen, 1980.
- Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983.
- Fish, Stanley. *Is There a Text in This Class?* Cambridge: Harvard Univ Press, 1980.
- Foucault, Michel. *The Order of Things: An Archaeology of Human Sciences*. New York: Pantheon, 1970.
- Jameson, Fredric. *Marxism and Form*. New Jersey: Princeton University Press, 1971.
- Leitch, Vincent B, ed. *The Norton Anthology of Theory and Criticism*. New York:

Norton, 2001.
 Lodge, David and Nigel Wood, eds. *Modern Criticism and Theory: A Reader*. London: Pearson, 2000.
 Richards, IA. *Principles of Literary Criticism*. London: Routledge, 2003.
 Said, Edward. *The World, the Text, and the Critic*. Cambridge: Harvard Univ Press, 1983.

Seldan, Raman and Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. London: Longman, 2005.
 Sturrock, John. *Structuralism and Since: from Levi Strauss to Derrida*. Oxford: OUP, 1979.
 Warren, Austen and Rene Wellek. *Theory of Literature*. New York: Harcourt, 1956. Waugh, Patricia. *Literary Theory: An Oxford Guide*. Oxford: Oxford UP, 2006.
 ---, and Philip Rice, eds. *Modern Literary Theory: A Reader*. London: Arnold, 2001

SEMESTER II

**Paper I ENG 201 English Language Teaching: History, Approaches and Methods
 (4 Credits)**

Unit I

History of English Language Teaching in India: Some Important Pre-Independence Landmarks: Macaulay's *Minute*-a critique; Woods *Despatch*(1854); Indian Education Commission (1882); Indian Universities Commission (1902)

Landmarks in English Education in India after Independence: Radhakrishnan Commission (University Education Commission, 1948); Kothari Commission -Three Language Formula (1964-66), Curriculum Development Commission, Acharya Ramamurti Commission (1990); The National Knowledge Commission Report (2006- 10), New Education Policy, 2019

Unit II

Approaches and Techniques in Teaching Language Skills, Teaching English as a second language: Role of English in India; Objectives of Teaching English as a Second Language in India Behaviourism and Cognitivism, Gestalt Theory; Chomsky's Cognitive Theory-Competence vs Performance; Dell Hymes' Communicative Competence

Unit III

Approaches and Methods: Grammar Translation method, Direct Method, Reading Method, Audio-Lingual Method, Bilingual Method, Eclectic Method
 Communicative Language Teaching (CLT), Task Based Learning and Teaching
 Humanistic Approaches: Community Language Learning, Suggestopedia

Unit IV

Teaching LSRW and their Sub-skills
 Lesson Planning, Task Based Learning and Teaching
 Communicative Language Teaching (CLT), Practice Peer Teaching

Suggested Reading

- Aggarwal, J.C. (2010). *Landmarks in the history of modern Indian education*. New Delhi: Vikas Pub.
- Agnihotri, R.K., & Khanna, A.L. (1995). *English language teaching in India: Issues and innovations*. New Delhi: Sage Publications.
- Allen, H. B., & Campbell. (1972). *Teaching English as a second language*. New Delhi: McGraw-Hill.
- Ghosh, R. N. (1977). *Introduction to English language teaching: Methods at the college level (Vol.3)*. Hyderabad: CIEFL.
- Heaton, J. B. (1975). *Writing English language tests*. London: Longman.
- Hughes, A. (2003). *Testing for language teachers*. Cambridge: Cambridge UP.
- Krishnaswamy, N. (2005). *Teaching English: Approaches, methods and techniques*. India: Macmillan.
- Krishnaswamy, N., & Lalita Krishna Swamy. (2006). *The story of English in India*. New Delhi: Foundation Books.
- Krishnaswamy, N., & Sriraman, T. (2006). *English teaching in India*. Madras: T.R. Publications.

Paper II	ENG 202	English Prose	(4 Credits)
Unit I	Background Origin and Development of the English Essay; Utopia; Translation of the Bible; Allegory; Satire		
Unit II	Philip Sidney Francis Bacon	<i>An Apologie for Poetrie</i> "Of Studies", "Of Truth", "Of Revenge"	
Unit III	Joseph Addison Charles Lamb	"Sir Roger in Church", "The Aims of the Spectator" "Dream Children", "Old China"	
Unit IV	William Hazlitt Bertrand Russell George Orwell	"The Indian Jugglers", "On People with One Idea" "The Ethics of War", "Education and Discipline" "Politics and the English Language", "Reflections on Gandhi"	

Suggested Reading

- Boulton, Marjorie. *The Anatomy of Prose*. London: Routledge and Kegan Paul, 1954.
- Chaudhuri, Sukanta. Ed. *Bacon's Essays: A Selection*. New Delhi: OUP, 1977.
- Daniel, David. *The Bible in English: Its History and Influence*. Yale: Yale University Press, 2003.
- Gross, John. Ed. *The New Oxford Book of English Prose*. Oxford: OUP, 2000.
- Read, Herbert. *English Prose Style*. 1928. New York: Pantheon Books, 1952.
- Robinson, Ian. *The Establishment of Modern English Prose in the Reformation and the Enlightenment*. Cambridge: CUP, 1998.

Saintsbury, George. *A History of English Prose Rhythm*. London: Macmillan, 1912. Shklovsky, Victor. *Theory of Prose*. London: Dalkey Archive Press, 1991.

Paper III ENG 203 English Fiction (4 Credits)

Unit I	Background The Rise of Novel; The Gothic Novel; Realism-Naturalism; Bildungsroman; Stream of Consciousness; Magic Realism
Unit II	Daniel Defoe <i>Robinson Crusoe</i> Jane Austen <i>Emma</i>
Unit III	Charles Dickens <i>Hard Times</i> Thomas Hardy <i>Tess of the d'Urbervilles</i>
Unit IV	Short Stories Rudyard Kipling "Thrown Away" HG Wells "The New Accelerator", "The Man Who Could Work Miracles"

Suggested Reading

Auerbach, Eric. *Mimesis: The Representations of Reality in Western Literature*. Princeton: Princeton UP, 2003.

Booth, Wayne C. *The Rhetoric of Fiction*. Chicago: University of Chicago Press, 1961. Boulton, Marjorie. *The Anatomy of the Novel*. London: Routledge, 1975.

Eagleton, Terry. *The English Novel: An Introduction*. Oxford: Blackwell, 2004.

Forster, EM. *Aspects of the Novel*. London: Edward Arnold, 1927.

Lodge, David. *The Art of Fiction*. New York: Viking, 1992.

Lubbock, Percy. *The Craft of Fiction*. London: Jonathan Cape, 1921.

Lukacs, Georg. *The Theory of the Novel*. Cambridge: MIT Press, 1971.

Scholes, Robert. *Elements of Fiction*. Oxford, OUP, 1968.

Schorer, Mark. "Technique as Discovery". *The Hudson Review*. 1. 1 (1948): 67-87. Watt, Ian. *The Rise of the Novel*. London: Peregrine, 1970.

Paper IV ENG 204 Women's Writing (4 Credits)

Unit I	Background Sex and Gender; Women's Liberation Movement; Feminisms; Women and the Canon; Gyno-criticism
Unit II	Poetry Sylvia Plath "Lady Lazarus", "The Applicant", "Daddy" Grace Nichols "Waterpot", "A Praise Song for Mother", "The Fat Black Woman Goes Shopping"
Unit III	Fiction Bama <i>Karukku</i> Toni Morrison <i>The Bluest Eye</i>

Chimamanda Adichie *Americanah*

Unit IV

Prose

Mary Wollstonecraft

Vindication of the Rights of Women
(Introduction and Chapter 2)

Adrienne Rich

"When We Dead Awaken: Writing as Re-Vision"

Gayatri C Spivak

"Can the Subaltern Speak?"

Suggested Reading

Beauvoir, Simone De. *The Second Sex*. New York: Vintage, 1974.

Christian, Barbara. *Black Feminist Criticism*. New York: Pergamon Press, 1985. Friedan, Betty. *The Feminine Mystique*. New York: Dell, 1983.

Gilbert, Sandra M. and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. New Haven: Yale UP, 1979.

Elizabeth Kowalski Wallace, ed. *Encyclopedia of Feminist Literary Theory*. New York: Garland, 1997.

Jain, Jasbir. *Indigenous Roots of Feminism: Culture, Subjectivity and Agency*. New Delhi: Sage, 2011.

Lerner, Gerda. *The Creation of Patriarchy*. New York: OUP, 1986.

Millet, Kate. *Sexual Politics*. Garden City, New York: Doubleday, 1970.

Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. London: Duke University Press, 2003.

Showalter, Elaine. *A Literature of Their Own: From Charlotte Brontë to Doris Lessing*. Rev. and expanded ed. London: Virago, 1999

Wolf, Naomi. *The Beauty Myth: How Images of Beauty are Used Against Women*. London: Vintage, 1990. Web

Adichie, Chimamanda. "We should all be Feminists". TEDx.

---. "The Danger of a Single Story". TED. *Feminism and Women's Studies*.

Morris, Rosalind. (2010). *Can the Subaltern Speak? Reflections on the History of an Idea*. Columbia University Press

Paper V

ENG 205

Language Learning Strategies (4 Cs)

Unit I

Early Research on LLS, The Good Language Learner Research, Humanistic Approaches, Team Teaching, Differences between FL Acquisition and SL Learning

Unit II

Modern Research on LLS: Rebecca Oxford's Classification of LLS: Direct Strategies: Memory Strategies, Cognitive Strategies, Compensation Strategies; Indirect Strategies: Meta-cognitive Strategies, Affective Strategies, Social Strategies.

Unit III

Mind Mapping, Learner Autonomy, Learning Styles, Teaching Large Classes, Beyond Methods: Kumaravadivelu's Concept of Postmethod Pedagogy, Macrostrategic Framework

Unit IV

Principles of Designing ESP courses: English for Academic Purposes (EAP), English for Science and Technology (EST), English for Occupational Purposes (EOP)
Teaching and testing Group Discussion (GD) and Interviews

Suggested Reading

- Alatis, J.E et al. (eds.). *The Second Lg Classroom: Directions for the 1980s*. London: OUP, 1981.
- Anderson et al. *The Psychology of Teaching Reading*. NY: Ronald , 1952.
- Billows, F.L. *The Techniques of Language Teaching*. London: Longmans, 1961.
- Bode. Sharon and C G. Whitley. *Listening in and Speaking Out*. NY: Longman, 1981.
- Brown, Gillian. *Listening to Spoken English*. London: Longman, 1977.
- Brown, Marvin J. and Adrian S. Palmer. *The Listening Approach*. NY: Longman, 1988.
- Byram, M & Fleming, M. *Language Learning in Inter-cultural Perspective: Approaches through Drama and Ethnography*. London: CUP, 1998.
- Byrne, Donn. *Listening Comprehension, Teaching Oral English*. NY: Longman, 1976.
- Byrne, Donn. *Teaching Writing Skills*. London: Longman, 1979.
- Carroll, J.B. *The Study of Language*. Cambridge: HUP, 1959.
- Christophersen, Paul. *Second Language Learning: Myth and Reality*. NY: Harmondsworth, 1973.
- Coe, Norman et al. *Writing Skills: Problem-Solving Approach*. Cambridge: CUP, 1983.
- Coil, James O' Dris. *Penguin Advanced Writing Skills*. Britain: Penguin, 1984.
- David, S. *The English Language*. New York: BCA Publications, 1988.
- Freeman. Sarah. *Written Communication in English*. Hyderabad: O Longman, 1996.
- Fry, Edward Bernard. *Teaching Faster Reading: A Manual*. Cambridge: CUP, 1963.
- Geetha Nagaraj. *English language Teaching: Approaches, Methods, Techniques*. Orient 1996.
- Gray, William S. *The Teaching of Reading and Writing: An Intl Survey*. UNESCO, 1961.
- Greenall, Simon and Swan Michael. *Effective Reading: Reading Skills for Advanced Students*. Cambridge: CUP, 1986.
- Gregg, L. W. and E.R. Steinberg (eds.) *Cognitive Processes in Writing*. NJ: Lawrence, 1980.
- Grellet, Froncoise. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: CUP, 1984.
- Hamp Lyons, Liz and Ben Heasley. *Study Writing: A Course in Written English for Academic and Professional Purposes*. Cambridge: CUP, 1987.
- Harmer, Jeremy and John Arnold. *Advanced Speaking Skills*. London: Longman, 1978.
- Hedge, Tricia. *Writing*. Oxford: Oxford University Press, 1991.

MA (FINAL) (FOR 2021-2022 BATCH)

Semester III

Paper I **ENG 301** **English Language Teaching: Classroom Techniques and Practical English (4 Credits)**

Unit I

Error Analysis Theory; Identifying and dealing with Common Learner Errors; Remedial Teaching

Techniques of Teaching Grammar, Vocabulary, Prose, Poetry and Drama

Unit II

Classroom Techniques: Lecture Method: Advantages and Disadvantages

Learner-Centred Approach: Classroom Discussion, Pair Work, Group Work, Role Play

Unit III

Teaching Aids: Use of the Blackboard, Flip Charts, Realia

Audio-visual Aids: OHP, LCD, PPT, Mobile

Using technology: Importance of English Language Laboratory, Computer Aided Language Learning (CALL), Mobile Assisted Language Learning (MALL)

Unit IV

Practical English: Essentials of Presentation Skills, Elocution, Debate, Compeering, Interviews, Group Discussions, Corporate / business communication: Inter Office Memos (IOMs), Notices, Agenda and Minutes of Meeting, Business Letters: Letter of enquiry, Letter of complaint, Letter of reply.

Suggested Reading

Broughton, G. (1974). *Success with English: The Penguin course*. Harmondsworth: Penguin.

Indira, CT. (1995). *Resource book for teachers of English: Teaching poetry at the advanced level*. Madras: T.R. Publications.

Jay, A., & Jay, R. (1999). *Effective presentation: How to be a top-class presenter*. New Delhi: Universities Press (India) Limited.

Krishnaswamy, N. (2005). *Teaching English: Approaches, methods and techniques*. India: Macmillan.

Monippally, M.M. (2001). *Business communication strategies*. New Delhi: Tata Mc Graw-Hill.

Raman, M. & Sharma, S. (2012). *Technical communication: Principles and practice*. New Delhi: Oxford University Press.

Raman, M., & Singh, P. (2012). *Business communication*. New Delhi: Oxford University Press.

Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: CUP.

Rizvi, A. M. (2005). *Effective technical communication*. New Delhi: Tata McGraw-Hill.

Tickoo, M. L. (2003). *Teaching and learning English: A source book for teachers and teacher trainers*. Hyderabad: Orient Longman.

Ur, Penny. (2002). *A course in language teaching*. Cambridge: Cambridge UP.

Widdowson, H. G. (1975). *Stylistics and the teaching of literature*. London: Pearson Education.

Paper II ENG 302 American Literature from Poe to Thoreau (4 Credits)

Unit I

Background

Antebellum and Postbellum America; Puritanism; Transcendentalism; The American Romantics; American Frontier

Unit II

Poetry

Edgar Allen Poe

“Raven”, “Dream Land”

Emily Dickinson

“Because I could not stop for death”, “I taste a liquor never brewed,” “‘Hope’ is

Unit III

Fiction

Nathaniel Hawthorne

The Scarlet Letter

Mark Twain

The Adventures of Huckleberry Finn

Unit IV

Prose

Ralph Waldo Emerson

“The American Scholar”

Henry David Thoreau

“Civil Disobedience”

Suggested Reading

Abbotson, Susan C. W. “A Contextual Study of the Causes of Paternal Conflict Arthur Miller’s *All My Sons*.” *Hungarian Journal of English and American Studies*. 11. 2 (2005): 29-44.

Downing, Pat Brimelow, et al. “Global O’Neill: A Portfolio of Photographs from the Baxter Theatre Centre Production of *Desire under the Elms*.” *Eugene O’Neill Review*

36.1(2015): 73-79. Emerson, Ralph Waldo. “The American Scholar” An Oration

delivered before the Phi Beta Kappa Society, at Cambridge, August 31, 1837

Mr. President and Gentlemen. “*The American Scholar* 1. 1 (1932): 4.

Herr, William A. “Thoreau: A Civil Disobedient?” *Ethics* 85. 1 (1974): 87-91.

Hurley Harold, C. “‘But Bryant? What of Bryant in Bryan?’: The Religious Implications of the Allusion to ‘A Forest Hymn’ in *The Sun Also Rises*.” *The Hemingway Review* 20.2 (2001): 76-89.

Person Jr. Leland S. “Poe’s Composition of Philosophy: Reading and Writing ‘The Raven’.” *Arizona Quarterly: A Journal of American Literature, Culture, and Theory* 46.3 (1990): 1-15.

Rosenthal, Bianca. “Paul Callan’s Translation of Emily Dickinson’s “Because I could not stop for Death.” *The Emily Dickinson Journal* 6.2 (1997): 133.

Wienke, John. “Complicating Vere: Melville’s Practice of Revision in *Billy Budd*.” *Leviathan* 1.1. (1999): 83-88.

Zwart, Jane. “Initial Misgivings: Hawthorne’s *Scarlet Letter* and the Forgery of American Origin.” *ESQ: A Journal of the American Renaissance* 59.3 (2013): 411-438.

Paper III ENG 303 Indian Writing in English from Toru Dutt to Radhakrishnan (4 Credits)

Unit I

Background

19 Century Reform Movements in India; The Indian National Movement; Rise of the Indian Novel; Caste-Class; The New Indian Woman

Unit II

Poetry

Toru Dutt

“Sita”, “Our Casuarina Tree”, “My Vocation”

	Sri Aurobindo Sarojini Naidu	“The Lotus” “Silence is all”, “Is this the end?”, “The Pardah Nashin”, “Ghanashyam”, “The Gift of India”
Unit III	Fiction Mulk Raj Anand R K Narayan	<i>Untouchable</i> <i>The Guide</i>
Unit IV	Prose B R Ambedkar Jawaharlal Nehru Dr S. Radhakrishnan	“The Annihilation of Caste” “The Quest” (Chapter 3; <i>The Discovery of India</i>) “The Hindu View of Life”

Suggested Reading

- Clark, TW, ed. *The Novel in India: Its Birth and Development*. London: George Allen & Unwin Ltd, 1970.
- Devy, GN. *In Another Tongue: Essays on Indian English Literature*. 1993. Madras: Macmillan, 1994.
- Gandhi, MK. *Hind Swaraj or Indian Home Rule*. 1938. Ahmedabad: Navajivan Publishing House, 2003.
- Harrex, SC. *The Fire and the Offering: The English-Language Novel of India 1935-1970*. 2 vols. Calcutta: Writers Workshop, 1977-78.
- Iyengar, Srinivasa. *Indian Writing in English*. 1962. New Delhi: Sterling, 1995.
- Mukherjee, Meenakshi. *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*. 1971. New Delhi: Pencraft, 2005.
- . *Realism and Reality: The Novel and Society in India*. Delhi: OUP, 1985.
- Mund, Subhendu. *The Indian Novel in English: Its Birth and Development*. Bhubaneswar: Prachi Prakashan, 1997.
- Naik, MK. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 1982.
- Nair, Ramachandran, KR. *Three Indo-Anglian Poets: Henry Derozio, Toru Dutt, and Sarojini Naidu*. New Delhi: Sterling Publishers, 1987.
- Narasimhaiah, CD. *The Swan and the Eagle: Essays on Indian English Literature*. Shimla: Indian Institute of Advance Studies, 1969.
- . *Makers of Indian English Literature*. New Delhi: Pencraft, 2000.
- Ramamurti, KS. *Rise of the Indian Novel in English*. New Delhi: Sterling, 1987.
- Williams, HM. *Indo-Anglian Literature, 1800-1970: A Survey*. New Delhi: Orient Longman, 1976.

Paper IV ENG 304 Postcolonial Literatures (4 Credits)

Unit I

Colonialism-Post-colonialism; Decolonization-Neo-colonialism; Mimicry
Hybridity; Universalism-Euro-centrism; Myth-History

Unit II

Judith Wright "Eve to Her Daughters," "Request to a Year"
Christopher Okigbo "Overture", "Elegy For Alto"

Unit III

Margaret Atwood, *The Edible Woman*
Chinua Achebe *Things Fall Apart*

Unit IV

VS Naipaul *The Mimic Men*
Wole Soyinka *Kongi's Harvest*
Derek Walcott *Dream on Monkey Mountain*

Suggested Reading

- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin, eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.
- . *Key Concepts in Post-Colonial Studies*. London: Routledge, 1998. Bhabha, Homi K, ed. *Nation and Narration*. London: Routledge, 1990.
- Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. Oxford: OUP, 2005.
- Fanon, Frantz. *The Wretched of the Earth*. 1963. Trans. Richard Philcox. New York: Grove Press, 2005.
- Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. New Delhi: OUP, 1998.
- Gilbert, Helen, and Joanne Tompkins. *Post-Colonial Drama: Theory, Practice, Politics*. London: Routledge, 1996.
- King, Bruce. *Post-Colonial English Drama: Commonwealth Drama Since 1960*. New York: St. Martin's Press, 1992.
- . *New National and Post-Colonial Literatures: An Introduction*. New York: Clarendon Press, 1996.
- Loomba, Ania. *Colonialism / Postcolonialism*. The New Critical Idiom Series. London: Routledge, 1998.
- Mongia, Padmini. *Contemporary Postcolonial Theory: A Reader*. London: Bloomsbury Academic, 1996.
- Ngugi wa Thiong'o. *Decolonizing the Mind: The Politics of Language in African Literature*. London: J. Currey, 1986.
- Rutherford, Anna, Holst Petersen, and H. Maes Jelinek, eds. *From Commonwealth to Post-colonial*. Sydney: Dangaroo Press, 1992.
- Said, Edward. *Orientalism*. New York: Pantheon Books, 1978.
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*. Ed. Cary Nelson and Lawrence Grossberg. Urbana: University of Illinois Press, 1988. 271-313.
- Trivedi, Harish and Meenakshi Mukherjee. *Interrogating Post-Colonialism: Theory, Text and Context*. Shimla: Indian Institute of Advanced Studies, 1996.
- Young, Robert JC. *Postcolonialism: A Very Short Introduction*. Oxford: OUP, 2003.

Paper V ENG 305 (A) Testing and Evaluation (4 Credits)

Unit I

Language Testing: Definition and Types of Language Testing
Characteristic Features of an Effective Test: Validity, Reliability, Feasibility

Unit II

Testing Language Skills: Listening, Speaking, Reading, Writing, Vocabulary, Grammar
Testing GDs and Interviews

Unit III

Designing Objective Type Tests
Study of the Samples of TOEFL, Study of the Samples of IELTS
Competitive Tests at State and National Levels

Unit IV

Testing, Assessment and Evaluation
Blooms' Taxonomy, Question Bank and Online / Offline Paper Setting

Suggested Reading

- Alan Davies: *Principles of Language Testing*. Basil Blackwell, 1990.
B. Heaton. *Writing English Language Tests*. Longman, 1975.
Betham, M. *Testing English*. New York: Continuum International, 2011.
Brian K. Lynch. *Language Program Evaluation*. NY: CUP, 1995
Bruce W. Tuckman. *Evaluating Instructional Programs*. Boston: Allyn and Bacon, 1985.
Brumfit, C.J. *Language Teaching Projects for the Third World*. NY: Pergamum, 1983.
Heaton, J.B. *Writing English Language Tests*. New York: Longman, 1988.
- Horwitz, E. K. *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*. London: Allyn & Bacon, 2008.
Hyghes, A. *Testing for Language Teachers*. Cambridge: CUP, 2003.
I.G. Sarason (Ed.), *Test Anxiety: Theory, Research and Applications*. Hillsdale, NJ: Erlbaum.
Jack, C.R. *Curriculum Development in Language Teaching*. NY: CUP, 2001.
Kathleen Graves. *Teachers as Course Developers*. NY: CUP, 2002.

Paper V ENG 305 (B) Computer Assisted Language Learning (4Cs)

Unit I: Multimedia and Internet, Virtual Learning Environment,
Speech Synthesis and Recognition, Text to Speech (TTS), Automatic Speech Recognition (ASR).
Web-based Distance Learning.

Unit II: Behavioristic CALL, Structural CALL, Communicative CALL, Integrative CALL, Restricted CALL, Open CALL, Integrated CALL

Unit III: Computational Linguistics, Corpora and Concordancers, Interactive Whiteboards, Computer Mediated Communication (CMC), Mobile Assisted Language Learning (MALL).

Unit IV: Technology Enhanced Language Learning (TELL), Blended Learning. Use of Blogs, Wikis, Social Networking, Podcasting, Web 2.0 Applications, Software Design and Pedagogy, Designing and Creating CALL Software

Books, Web Sources

- Levy M. (1997) *CALL: Context and Conceptualisation*, Oxford: OUP.
- Lamy M.-N. & Hampel R. (2007) *Online communication in language learning and teaching*, Houndmills: Palgrave Macmillan.
- Davies G. & Higgins J. (1982) *Computers, Ig and Ig learning*, London: CILT.
- Bush M. & Terry R. (1997) (eds.) *Technology-enhanced language learning*, Lincolnwood, Illinois: National Textbook Company.
- Pegrum M. (2009) *From blogs to bombs: The future of digital technologies in education*, Perth: University of Western Australia Press.
- Levy, M.; Hubbard, P. (2005). "Why call CALL "CALL"?. *Computer Assisted Language Learning*. **18** (3): 143–149. doi:[10.1080/09588220500208884](https://doi.org/10.1080/09588220500208884).
- Davies G. (2005) *Computer Assisted Language Learning: Where are we now and where are we going?* [Online]: http://www.camsoftpartners.co.uk/docs/UCALL_Keynote.htm
- Hubbard P. (2009) (ed.) *Computer-assisted language learning*, Volumes I-IV, Routledge: London and New York: <http://www.stanford.edu/~efs/callcc/>
- Davies G. & Higgins J. (1985) *Using computers in language learning: a teacher's guide*, London.
- Jones C. & Fortescue S. (1987) *Using computers in the language classroom*, Harlow: Longman.
- Hardisty D. & Windeatt S. (1989) *CALL*, Oxford: Oxford University Press.
- Thomas M. (2008) *Handbook of research on Web 2.0 and second language learning*, Hershey, Pennsylvania, USA: IGI Global.
- Richardson W. (2006) *Blogs, Wikis, Podcasts and the Powerful Web Tools for Classrooms*. Thousand Oaks: Corwin Press.
- Sinclair J. (ed.) (2004) *How to use corpora in language teaching*, Amsterdam: John Benjamins LanguageLab: <http://www.languagelab.com/en/>
- Networked Interaction in Foreign Language Acquisition and Research (NIFLAR): <http://niflar.ning.com>
- Access to Virtual and Action Learning live Online (AVALON): <http://avalon-project.ning.com/>
- Leakey J. (2011) *Evaluating Computer Assisted Language Learning: an integrated approach to effectiveness research in CALL*, Bern: Peter Lang.
- Chapelle, C.A., & Sauro, S. (Eds.). (2017). *The handbook of technology and second language teaching and learning*. Oxford: Wiley-Blackwell.
- Son, J.-B. (2018). *Teacher development in technology-enhanced language teaching*. London: Palgrave Macmillan.

MA (FINAL) SEMESTER IV

Paper I ENG 401 English Language Teaching: Major Findings in L1 and L2 (4 credits)

Unit I

The Human Brain and its Functions - Language Acquisition and Learning
First Language Acquisition - Stages of Language Development in a Child

Unit II

Major Findings in L2 Research

Models of Second Language Acquisition: The Linguistic Process Focus: The Monitor Model, The Conscious Reinforcement Model, The Strategy Model, The Social Process Focus: The Social Psychological Model, The Acculturation Model, The Social Context Model, The Intergroup Model

Unit III

Learning Disabilities with special focus on Aphasia

Language Acquisition Process: Differences between First Language Acquisition and Second Language Learning

Unit IV

New Englishes: Current trends in the spread of English

British English and American English: Differences in Spelling and Pronunciation

ELT through Social Media, Email English, E-Writing

Suggested Reading

- Allen, H.B., & Campbell, R.N. (eds). (1972). *Teaching English as a second language*. Bombay-New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Bhooper, Dianna. (2001). *E-Writing*. Delhi: Macmillan.
- Buzan, T & Buzan, B. (1996). *The mind map book: How to use radiant thinking to maximize your brain's untapped potential*. USA: Penguin.
- Davies, A. (1990). *Principles of language testing*. Oxford: Blackwell.
- Damodar, G. (2000). *English for Email*. Hanamkonda: 21Century Publications.
- Gardner, R.C. (1985). *Social psychology and second language learning*. USA: Edward Arnold.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning centred approach*. Cambridge: CUP. Jones, D. (1992). *The pronunciation of English*. Cambridge: Cambridge University Press.
- Kachru, B. B. (1986). *The alchemy of English: The spread, functions, and models of non-native Englishes*. Oxford: Pergamon Press.
- Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. Hyderabad: Orient Longman.
- Mesthrie, R., & Rakesh, M.B. (2008). *World Englishes: The study of new linguistic varieties*. Cambridge: CUP.
- Nagarajan, G. (1996). *English language teaching: Approaches, methods, and techniques*. Hyderabad: Orient Long.
- Oxford, R.L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle. Reid, J. (1995). *Learning styles in the ESL/EFL classroom*. Boston: Heinle & Heinle.
- Scharle, A., & Anita S. (2000). *Learner autonomy: A guide to developing learner responsibility*. Cambridge: CUP.

81. 1 (1966): 130-138.

Walcutt, Charles C. "Whitman's 'Out of the Cradle Endlessly Rocking'". *College English* 10.5 (1949): 277–279.

Paper III	ENG 403	Indian Writing in English from Ezekiel to Lahari	(4 Credits)
Unit I	Background	Partition Literature; Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements	
Unit II	Poetry		
	Nissim Ezekiel	"Enterprise", "Poet, Lover, Birdwatcher", "Philosophy"	
	A K Ramanujan	"Love Poem for a Wife-1", "Obituary", "Small-scale Reflections on a Great House"	
	Kamala Das	"An Introduction", "The Old Playhouse",	
Unit III	Fiction		
	Anita Desai	<i>Cry, the Peacock</i>	
	Shashi Deshpande	<i>That Long Silence</i>	
Unit IV	Short Stories		
	Rohinton Mistry	"Swimming Lessons" (from <i>Tales from Firozsha Baag</i>)	
	Jhumpa Lahiri	"Interpreter of Maladies" (from <i>Interpreter of Maladies</i>)	

Suggested Reading

- Gopal, Priyamvada. *The Indian English Novel: Nation, History and Narration*. New Delhi: OUP, 2009.
- Guha, Sumit. *Beyond Caste: Identity and Power in South Asia, Past and Present*. Leiden: Brill, 2013.
- Guru, Gopal and Sundar Sarukkai. *The Cracked Mirror: An Indian Debate on Experience and Theory*. New Delhi: Oxford UP, 2012.
- Joshi, Priya. *In Another Country: Colonialism, Culture, and the English Novel in India*. 2002. Delhi: OUP, 2003.
- Khair, Tabish. *Babu Fictions: Alienation in Contemporary Indian English Novels*. New Delhi: OUP, 2001.
- King, Bruce. *Three Indian Poets: Nissim Ezekiel, A.K. Ramanujan, Dom Moraes*. New Delhi: OUP, 1991.
- . *Modern Indian Poetry in English*. Rev ed. New Delhi: OUP, 2001.
- Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English*. Delhi: Perma Black, 2003.
- Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. New Delhi: OUP, 2000.
- Naik, MK and Shankar Mokashi-Punekar, eds. *Perspectives on Indian Drama in English*.

Delhi: OUP, 1977.

Paranjape, Makarand. *In-Diaspora: Theories, Histories, Texts*. New Delhi: Indialog, 2001.

Prasad, GJV. *Continuities in Indian English Poetry: Nation, Language, Form*. New Delhi: Pencraft, 1999.

Omvedt, Gail. *Understanding Caste: From Buddha to Ambedkar and Beyond*. New Delhi: Orient Black, 2011.

Paper IV ENG 404 Academic Writing and Research Methodology (4 Credits)

Unit I

Factors Influencing Effective Writing: Mechanics of Writing, Cohesion and Coherence
Features of Academic Writing: Introduction, Complexity, Formality, Precision, Objectivity, Explicitness, Accuracy and Appropriacy, Relevance, Hedging. Academic Writing Forms: Paragraph Development, Building Argument, Making Counter Argument, Managing tone and tenor

Unit II

Study Skills and Academic Skills: Note-taking, Note-making, Information Transfer and Reference Skills, Paraphrasing, Summarizing, Essay and Report Writing, Writing for Media, Writing Book Reviews and Film Reviews

Unit III

Criteria of Good Research, Research Design: Statement of the Problem, Survey of relevant literature, making hypotheses, developing objectives. Research Tools

Unit IV

Preparing an outline for Research Articles and Thesis
Documentation Format: MLA style. Avoiding Plagiarism

Suggested Reading

Gillett, A., Hammond, A., & Martala, M. (2009). *Inside track: Successful academic writing*. Essex: Pearson Education Limited.

Griffin, G. (2006). *Research methods for English studies*. Edinburgh: Edinburgh University Press.

Gupta, R. (2010). *A course in academic writing*. New Delhi: Orient Black Swan.

Leki, I. (1998). *Academic writing: Exploring processes and strategies*. NY: CUP.

The MLA handbook for writers of research papers (7thed.). New York, NY: Modern Language Association.

Monippally, M.M., & Pawar, B.S. (2010). *Academic writing: A guide for management students and researchers*. New Delhi: Sage Publications.

Murray & Hughes, G. (2008). *Writing up your university assignments and research projects: A practical handbook*. New York: Open University Press.

Narayanaswami, V.R. (1979). *Strengthen your writing*. Hyderabad: Orient Longman.

Rossiter, J. (2007). *The APA pocket handbook: Rules for format & documentation*.

Augusta GA: Dw Publishing Company.

- Sealy, J. (2013). *Writing for media*. In *Guide to effective writing and speaking*. (pp.) Oxford: Oxford University Press.
- Sharma, R.C & Krishnamohan. (2011). *Business correspondence and report writing*. New Delhi: Tata McGraw Hill.
- Sinha, M.P. (2007). *Research methods in English*. New Delhi: Atlanta Publishers.
- Swales, J. M., & Feak, C. B. (1994). *Academic writing for graduate students: A course for non-native speakers of English*. Ann Arbor: University of Michigan Press.
- Swales, J. M., & Feak, C. B. (2000). *English in today's research world: A writing guide*. Ann Arbor: University of Michigan Press.
- Wallwork. (2013). *English for academic research: Writing exercises*. New York, NY: Springer.
- Weissberg, R., & Buker, S. (1990). *Writing up research: Experimental research report writing for students of English*. Englewood Cliffs, NJ: Prentice Hall.
- Yakhontova, T. (2003). *English academic writing for students and researchers*.

ANNEXURE-I

TOPICS FOR CLASSROOM SEMINARS AND PROJECT WORK FOR THE STUDENTS OF M.A. ENGLISH (with effect from the academic year, 2020-2021)

“Project Work” in the Fourth Semester for Paper V ENG 405 (4 Credits)

SEMESTER I

Paper 1 ENG 101: The English Language: History, Description and Practice

1. Indo-European Family of Languages and its Branches
2. Modern English: Spelling, Pronunciation, Vocabulary
3. Major Changes in the English Language during Middle English Period
4. The Rise of Standard English
5. Foreign Contribution to the Growth of Vocabulary: Influence of Greek, Latin, French and German on the English language
6. Word Formation, Different Processes
7. Change of Meaning, Different Processes
8. The Standard Dialect
9. Registers
10. Jargons and Slangs
11. Functional Grammar: Transformations
12. Functional Usage: Introductions, Questions, Polite replies, Complaints, Apologies, Turn Takings, Permissions, Invitations, Compliments, Sympathies
13. Telephone Etiquette

Semester I: Paper II ENG 102

English Poetry

14. Renaissance, Reformation
15. Ne-classicism
16. Fancy and Imagination

17. John Milton's *Paradise Lost*
18. John Donne's poems (**open ended**)
19. Pope's *Rape of the Lock*
20. William Blake's poems (**open ended**)
21. Wordsworth's poems (**open ended**)
22. PB Shelley's poems (**open ended**)
23. John Keats's poems (**open ended**)
24. Browning's poems (**open ended**)
25. Tennyson's poems (**open ended**)
26. Matthew Arnold's poems (**open ended**)
27. Philip Larkin's poems (**open ended**)
28. Seamus Heaney's poems (**open ended**)

Paper III ENG 103 English Drama

29. Marlowe's *Doctor Faustus*
30. Shakespeare's Dramas (**open ended**)
31. Enactment of select scenes as a skit with recitation (**open ended**)
32. Collection of celebrated lines from Shakespeare's plays (**open ended**)
33. Oscar Wilde's *Importance of Being Earnest*
34. GB Shaw's *Saint Joan*
35. JM Synge's "Riders to the Sea"
36. Harold Pinter's "Dumb Waiter"

Paper IV ENG 104 English Language and Phonetics

37. Language and its Features
38. Differences between Animal and Human Communication
39. Types of Verbal Communication
40. Non-verbal Communication Aspects
41. Phonetics, Organs of Speech, Speech Mechanism
42. Phonetic Sounds, Classification, IPA,
43. Phonemic Transcription (from A to Z from Daniel Jones's EPD) (**open ended**)
44. Description of Consonant Sounds and Vowel Sounds
45. Word Accent and Stress
46. Consonant Clusters
47. Aspects of Connected Speech
48. Intonation
49. Levels of Language Description
50. Morphology
51. Syntax

Paper V ENG 105 20th Century Literary Criticism and Theory

52. New Criticism
53. Structuralism
54. Post-structuralism
55. Reader Response Theories
56. New Historicism

57. Psychoanalytical Criticism

SEMESTER II

Paper I: ENG 201 English Language Teaching: History, Approaches and Methods

58. History of English Language Teaching in India
59. New Education Policy 2019
60. Objectives of Teaching English in India
61. Teaching English as a Second Language
62. Teaching English as a Foreign Language
63. Behaviourism and its Implications
64. Cognitivism and its Implications for ELT
65. Language Acquisition Process
66. Differences between FL Acquisition and SL Learning Approaches and Methods
67. Communicative Language Teaching (CLT)
68. Task Based Learning and Teaching
69. Humanistic Approaches
70. Community Language Learning
71. Suggestopedia
72. Teaching LSRW and their Sub-skills

Paper II ENG 202 English Prose

73. Origin and Development of the English Essay
74. Translation of the *Bible*
75. Philip Sydney's *Apologie for Poetrie*
76. Bacon's essays (**open ended**)
77. Lamb's essays (**open ended**)
78. Hazlitt's essays (**open ended**)
79. Bertrand Russell's works (**open ended**)
80. Virginia Woolf's works (**open ended**)
81. George Orwell's works (**open ended**)

Paper III ENG 203 English Fiction

82. The Rise of Novel
83. The Gothic Novel
84. Realism-Naturalism
85. Stream of Consciousness
86. Magic Realism
87. Daniel Defoe's *Robinson Crusoe*
88. Jane Austen's *Emma*
89. Charles Dickens's *Hard Times*
90. Kipling's short stories (**open ended**)
91. HG Well's short stories (**open ended**)

Paper IV ENG 204 Women's Writing

92. Women's Liberation Movement
93. Feminism
94. Gyno-criticism
95. Wollstonecraft's *Vindication of the Rights of Women*
96. Bama's works (**open ended**)
97. Gayatri C Spivak's works (**open ended**)

Paper V ENG 205 Language Learning Strategies

98. The Good Language Learner
99. Humanistic Approaches,
100. Team Teaching
101. Modern Research on LLS
102. Learner Autonomy
103. Teaching Large Classes
104. Principles of Designing ESP courses
105. English for Academic Purposes (EAP)
106. English for Science and Technology (EST)
107. English for Occupational Purposes (EOP)
108. Teaching and Testing Group Discussion (GD) and Interviews

SEMESTER III

Paper I ENG 301 English Language Teaching: Classroom Techniques and Practical English

109. Error Analysis Theory
110. Common Learner Errors
111. Remedial Teaching
112. Techniques of Teaching Grammar
113. Techniques of Teaching Vocabulary
114. Techniques of Teaching Prose
115. Techniques of Teaching Poetry
116. Techniques of Teaching Drama
117. Classroom Techniques
118. Learner-Centred Approach
119. Teaching Aids
120. English Language Laboratory
121. Computer Aided Language Learning (CALL)
122. Mobile Assisted Language Learning (MALL)
123. Teaching of Literature
124. Practical English
125. Presentation Skills
126. Corporate / Business communication

Paper II ENG 302 American Literature from Poe to Thoreau

127. Puritanism
128. Transcendentalism

129. American Romanticism
130. American Frontier
131. Poe's poems (**open ended**)
132. Emerson's essays (**open ended**)
133. Hawthorne's *Scarlet Letter*
134. Twain's *Huckleberry Finn*
135. Thoreau's essays (**open ended**)

**Paper III ENG 303 Indian Writing in English from Toru Dutt to
Radhakrishnan**

136. 19th Century Reform Movements in India
137. The Indian National Movement
138. Rise of the Indian Novel
139. The New Indian Woman
140. Toru Dutt's poems (**open ended**)
141. Aurobindo's poems (**open ended**)
142. Sarojini Naidu's poems (**open ended**)
143. Anand's *Untouchable*
144. RK Narayan's *The Guide*
145. Ambedkar's essays (**open ended**)
146. Dr S. Radhakrishnan's works (**open ended**)

Paper IV ENG 304 Postcolonial Literatures

147. Colonialism-Post-colonialism
148. Decolonization-Neo-colonialism
149. Universalism-Euro-centrism
150. Myth-History
151. Judith Wright's poems (**open ended**) (Australian)
152. Christopher Okigbo's poems (**open ended**) African
153. Margaret Atwood's *Edible Woman* (Canadian)
154. Chinua Achebe's *Things Fall Apart* (African)
155. VS Naipaul's *The Mimic Men* (Expatriate)
156. Wole Soyinka's *Kongi's Harvest* (Nigerian)
157. Derek Walcott's *Dream on Monkey Mountain* (Caribbean)

Paper V ENG 305 (A) Testing and Evaluation

158. Types of Language Testing
159. Characteristic Features of a Good Test
160. Testing Language Skills
161. Testing GDs and Interviews
162. Designing Objective Type Tests
163. Evaluation of TOEFL and IELTS
164. Testing, Assessment and Evaluation
165. Blooms' Taxonomy

Paper V ENG 305 (B) Computer Assisted Language Learning (CALL)

- 166. Multimedia and Internet
- 167. Virtual Learning Environment
- 168. Speech Synthesis and Recognition
- 169. Web-based Distance Learning
- 170. Seven Types of CALL (Behavioristic, Structural, Communicative, Integrative, Restricted, Open, Integrated)
- 171. Computational Linguistics
- 172. Computer Mediated Communication (CMC)
- 173. Mobile Assisted Language Learning (MALL).
- 174. Technology Enhanced Language Learning (TELL)
- 175. Blended Learning
- 176. Use of Blogs, Wikis, Social Networking, Podcasting, Web 2.0 Applications
- 177. Software Design and Pedagogy

SEMESTER IV

Paper I ENG 401 English Language Teaching: Major Developments in L1 and L2

- 178. Language Acquisition and Learning
- 179. Learning Disabilities
- 180. Major Findings in L2 Research
- 181. Models of Second Language Acquisition
- 182. New Englishes
- 183. British English and American English
- 184. ELT through Social Media
- 185. Email English

Paper II ENG 402 American Literature from Whitman to Wilson

- 186. American Dream
- 187. Multiculturalism
- 188. Realism
- 189. Whitman's poems (**open ended**)
- 190. Frost's poems (**open ended**)
- 191. Scott Fitzgerald's *Great Gatsby*
- 192. Ernest Hemingway's *Old Man and the Sea*
- 193. Edward Albee's *Who's Afraid of Virginia Woolf?*
- 194. Alice Walker's works (**open ended**)
- 195.** Edward Albee's *Who's afraid of Virginia Woolf?*
- 196. August Wilson's *Piano Lesson*

Paper III ENG 403 Indian Writing in English from Ezekiel to Lahari

- 197. Partition Literature
- 198. Nation-Nationalism
- 199. Counter Discourse

200. Subalternity
201. Identity Movements
202. Nissim Ezekiel's poems (**open ended**)
203. A K Ramanujan's poems (**open ended**)
204. Kamala Das's poems (**open ended**)
205. Anita Desai's *Cry, the Peacock*
206. Shashi Deshpande's *That Long Silence*
207. Bharti Mukherjee's works (**open ended**)
208. Rohinton Mistry's works (**open ended**)
209. Jhumpa Lahiri's works (**open ended**)

Paper IV ENG 404 Academic Writing and Research Methodology

210. Factors Influencing Effective Writing
211. Mechanics of Writing
212. Features of Academic Writing
213. Study Skills
214. Academic Skills
215. Essay and Report Writing
216. Writing for Media
217. Evaluation Reports
218. Writing Book Reviews
219. Writing Film Reviews
220. Criteria of Good Research
221. Avoiding Plagiarism
222. Research Tools
223. Preparing an outline for Research Articles
224. Documentation Formats, APA style, MLA style

**CHAITANYA (DEEMED TO BE UNIVERSITY)
ENTRANCE TEST
SYLLABUS for Ph.D.**

ENGLISH

No. of Questions: 100

Max. Marks: 100

A hundred questions in objective type with four alternatives are covered in the test of PG standard. Candidates are required to attempt all the questions.

PART-A

No. of Questions: 50

Max. Marks: 50

Research Methodology: Meaning of Research, Objectives of Research, Motivation in Research, Types of Research, Research Approaches, Significance of Research, Research Methods versus Methodology.

Defining the Research Problem: What is a Research Problem? Selecting the Problem, Necessity of defining the Problem.

Research Design: Meaning of Research Design, Need for Research Design, Features of a Good Design.

Sampling Design: Census and Sample Survey, Implications of a Sample Design, Steps in Sampling Design, Criteria of Selecting a Sampling Procedure.

PART-B

No. of Questions: 50

Max. Marks: 50

Syllabus

1. Chaucer to Shakespeare, Jacobean to Restoration Periods
2. Augustan Age, Romantic Period
3. Victorian Age, Modern Period, Contemporary Period
4. American and other non-British Literatures
5. Literary Theory and Criticism
6. English Linguistics
7. Literary Comprehension, Prosody and Rhetoric
8. Classics in Translation, Regional Literature in Translation
9. Academic Writing and Research Methodology

Some sample questions: **(may consist of any 3 or 4 varieties of objective type items such as analogies, classification, matching, comprehension of a research study / experiment / theoretical point of view, etc., with multiple answers besides the usual multiple choice items)**

1. Which of the following literary critics said that “*Shakespeare could not say things plainly in the directest language*”?
a. Matthew Arnold b. Walter Pater c. T.S. Eliot d. Oscar Wilde
2. Identify the rhetorical figure used in the following line of Tennyson “*Faith unfaithful kept him falsely true.*”
a. Oxymoron b. Metaphor c. Simile d. Synecdoche

M.Phil. PART I & Pre-Ph.D. SYLLABUS

(w. e. f. 2024 – 2025 onwards)

PAPER I:

RESEARCH METHODOLOGY, CONCEPTS AND LITERARY CRITICISM

Nature and Aims of Literary Research, Areas of Research.

Library and Reference Resources

Note-taking, Documentation

Aids to Research

Preparation of Research Paper, Outline, Abstract

ELT Research Methodology

Qualitative and Quantitative Research

Reliability and Validity in Language Research

Research Methods: The Experimental Method, Ethnographic Research, Case-Study

Method, Classroom Observation, Introspective Method, Elicitation Techniques

Program Evaluation

Structure of a Thesis/ Research Paper: American Psychological Association (APA) & Modern Language Association (MLA), Documentation Style
American Psychological Association (APA) Documentation Style
The Online Writing Lab (OWL) at Purdue University:
https://owl.purdue.edu/owl/purdue_owl.html

Recommended Reading:

David Nunan, David (1992). *Research Methods in Language learning*, Cambridge: CUP.

Seliger, HW and Elama Shohamy (1981). *Second Language Research Methods*, OUP.

Lynch, Brian K (1995). *Language Program Evaluation*. Cambridge University Press.

<http://owl.english.purdue.edu/owl/resource/560/06/>

MLA Handbook, 8th Edition

Cite Right: A Quick Guide to Citation Styles—MLA, APA, Chicago, the Sciences, Professions, and More by Charles Lipson

PART II: CONCEPTS AND LITERARY CRITICISM

1. Concepts: Mimesis, Sense of the Comic and the Tragic, Realism and Naturalism, Primitivism, Romanticism, Expressionism, Existentialism, Surrealism, Structuralism, Time – Space

2. Literary Criticism:

New Criticism, New Historicism, Structuralism and Post-structuralism,
Reader-Response Theories, Psychoanalytical Criticism

PAPER II: GENRE STUDY: (A) POETRY or

UNIT I: (a) T.S. Eliot. *Four Quarters*

(b) W.H. Auden: "The Shield of Achilles", "Musee des Beaux Arts",
"Our Hunting Fathers"

(c) Philip Larkin: "Time's Fool", "Church Going", "Deceptions"

UNIT II: (a) Seamus Heaney: "Digging", "Black-berry Picking". "Punishment"

(b) Wallace Stevens: "Of Modern Poetry", "Sunday Morning",
"The Emperor of Ice Cream"

UNIT III: (a) Sylvia Plath: "Daddy", "Lady Lazarus". "Fever 103"

(b) Adrienne Rich: "Translations", "Diving into the Wreck",
"Trying to Talk with a Man"

UNIT IV: (a) Christopher Okigbo: "Heaven's Gate", "Death Lay in Ambush",
"Banks of Reed"

(b) Wole Soyinka: "Ogun Abaibiman," "Telephone Conversation"

UNIT V: (a) A.K. Ramanujan: "Small-scale Reflections on a Great House",
"Still Life", "Of Mother Among Other Things"

(b) Nissim Ezekiel: "Background Casually". "Poet, Lover, Bird-watcher"

(c) Jayantha Mahapatra: "Dawn at Puri", "The Exile", "Total Solar Eclipse"

(d) Meena Alexander: "Dream Poem", "House of a Thousand Doors",
"From Sita's Storm"

The above poems are to be studied with reference to theories of poetry, form of poetry, language of poetry and imagery.

Recommended Reading:

Amuta, Chidi. (1989). *Theory of African Literature*. London: Zed Books.
Boulton, Marjorie.(1979). *Anatomy of Poetry*. New Delhi: Kalyani Publishers.
Brooks, Cleanth, Robert Penn Warren, (1976). *Understanding Poetry*. New York: Holt, Rinehart and Winston.
Dhawan, RK, ed. (1994). *African Literature Today*. New Delhi: Prestige.
King, P.R. Nine (1979). *Contemporary Poets: A Critical Introduction*. London: Methuen.
Lewis, C.D. *The Poetic Image*
Oliver, Egbert S., ed. (1977). *An Anthology of 'American Literature: 1890-1965*. New Delhi: Eurasia.
Paranjape, Makarand, ed. (1993). *Indian Poetry in English*, Madras: Macmillan.
Sarang, Vilas, ed. (1995). *Indian English Poetry since 1950*. Bombay: OUP.
Stern, Milton R. & Seymour L Gross, (1975). *American Literature Survey: Twentieth Century*. New Delhi; Light and Life Publishers
Sethuraman. *Practical Criticism*, Macmillan
Trilling, Lionel, ed. *The Experience of Literature: Poetry*.
James. Reeves: *Understanding Poetry*
Hark Lillenthal: *Aspects of Poetry*
Norman AF and Charles AM. *Poetry: An Introduction to Its Form and Art*
G.W.-Turner: *Stylistics*
James Scully ed. *Modern Poets on Modern Poetry*
CD. Cox and A.E. Dyson. *Modern Poetry: Studies in Fractional Criticism*
H.Hiriyanna: *Art Experience*
Krishna Rayan: *Suggestion and Statement in Poetry*
Charles Barbar. *Poetry in English: An Introduction*

GENRE STUDY (B): DRAMA or

Unit I: Sophocles: *Oedipus Rex* Ibsen: *Ghosts*
Unit II: Bertolt Brecht: *The Life of Galileo*
Wole Soyinka: *The Lion and the Jewel*
Unit III: Samuel Beckett: *Waiting for Godot*
Harold Pinter: *The Birthday Party* T. S. Eliot: *Family Reunion*
Unit IV: Eugene O' Neill: *The Emperor Jones*,
Eugene Ionesco: *Chairs*
UNIT V: Mahaswetha Devi: *Mother of 1084*
Girish Karnad: *Fire and the Rain*
Mahesh Dattani: *Seven Steps around the Fire*
Unit VI: David Mamet: *American Buffalo*
Arthur Miller: *A View from the Bridge* Eugene

The above plays are to be studied with reference to theories of Drama, elements of Drama and Dramatic Forms: Sentimental Comedy, Farce, Mosque Melodrama, Anti-theatre, Poetic Drama, One-Act Play

Recommended Reading:

Aristotle: *Poetics*
Allardyce Nicoll: *World Drama, Theory of Drama*
Brooks and Heilmen: *Understanding Drama*
Bentley, Eric: *The Life of the Drama, The Theory of the Modern Stage*
Kitoo, F.D: *Greek Drama*
Esslin Martin: *The Theatre of the Absurd*
Fitoo F.D: *Form and Meaning in Drama*
Williams Reymond: *Drama: From Ibsen to Eliot*
Fergusson Francio: *The Idle of Theatre*
G. Frolely and J.A. Rooves: *A History of Theatre*
Gassner, John: *Dramatic Soundings*
Clark, Barrott: *European Theories of the Drama*
Watson Q.J: *Drama: An Introduction*
Modern Indian Drama. New Delhi: Central Sahitya Akademi, 2000.
Chowdhary, Asha Kuthani. *Mahesh Dattani*. Foundation Books. CUP, 2005.
Pandey, Sudhakar, Freya Taraporewala, ed. *Studies in Contemporary Indian Drama*. Delhi: Prestige, 1990
Das, Veena Noble. *Modern Indian Drama in English Translation*, Hyderabad, 1988.

GENRE STUDY (C): FICTION or

Unit I: Charles Dickens	<i>Great Expectations</i>
Thomas Hardy	<i>Far From the Madding Crowd</i>
Joseph Conrad	<i>The Shadow Line</i>

Unit II: Nathaniel Hawthorne: *The Marble Faun*
Herman Melville: *The Confidence Man*
Mark Twain: *The Mysterious Stranger*

Unit III: P. Sivakami	<i>The Grip of Change</i>
Toni Morrison: <i>Be Loved</i>	
Chimamanda Ngozi	
Adichie: <i>Purple Hibiscus</i>	

Unit IV: Margaret Atwood: *Cat's Eye*
Patrick White: *The Tree of Man*
Chinua Achebe: *Arrow of God*

Unit V: VS Naipaul: *A Bend in the River*
Wole Soyinka: *The Interpreters*
George Lamming: *In the Castle of My Skin*

Recommended Reading:

Ashcroft, Bill, Gareth Griffiths, Helen Tiffin, eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.

Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. OUP, 2005.

Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. New Delhi: OUP, 1998.

Mongia, Padmini. *Contemporary Postcolonial Theory: A Reader*. London: Bloomsbury

Ngugi wa Thiong'o. *Decolonizing the Mind: The Politics of Language in African Literature*. London: J. Currey, 1986.

Said, Edward. *Orientalism*. New York: Pantheon Books, 1978.

Trivedi, Harish and Meenakshi Mukherjee. *Interrogating Post-Colonialism: Theory, Text and Context*. Shimla: Indian Institute of Advanced Studies, 1996.

Young, Robert JC. *Post-colonialism: A Very Short Introduction*. Oxford: OUP, 2003.

Lerner, Gerda. *The Creation of Patriarchy*. New York: OUP, 1986.

Millet, Kate. *Sexual Politics*. Garden City, New York: Doubleday, 1970.

Mohanty, Chandra Talpade. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. London: Duke University Press, 2003.

Showalter, Elaine. *A Literature of Their Own: From Charlotte Brontë to Doris Lessing*. Rev. and expanded ed. London: Virago, 1999

Adichie, Chimamanda. "We should all be Feminists". TEDx.

Morris, Rosalind. (2010). *Can the Subaltern Speak? Reflections on the History of an Idea*. Columbia University Press

GENRE STUDY (D): ELT

1. Behaviourist and Cognitivist Schools of Language Learning/Teaching
2. Some Important Approaches and Methods
 - The Audio-Lingual Method
 - The Bilingual Method
 - Whole Language
 - Multiple Intelligences and Learning Styles
 - The Lexical approach
3. Neurolinguistic programming or Competency-based Language teaching
4. Current Communicative Approaches
 - Communicative language teaching
5. Task-Based Language Teaching
6. Introduction to Critical Applied Linguistics: Domains and Significance
7. Syllabus designing and materials production: Process based and product based syllabi
8. Educational Technology and Computer Assisted Language Learning (CALL) courses
9. Language Testing and Evaluation

Books Recommended

Jack C. Richards and Theodore S. Rodgers (2001). *Approaches and Methods in Language Teaching*. Second Ed. Cambridge University Press.

Sterne, H.H (1983). *Fundamental Concepts of Language Teaching*. OUP.

David Nunan (1989). *Designing Tasks for the Communicative Classroom*, CUP.

David Nunan (1988). *Syllabus Design*. OUP.

Alistair Pennycook (2001). *Critical Applied Linguistics, A Critical Introduction*. LEA Publishers.

- N. Krishnaswamy (2005). *Teaching English: Approaches, Methods and Techniques*. Macmillan India.
- Geetha Nagaraj (1996). *English language Teaching: Approaches, Methods, Techniques*. Orient Longman.
- Kenning, M.J. and M.M. Kenning (1984). *An Introduction to Computer Assisted Language Teaching*. London: Oxford University Press.
- Littlewood, W (1981). *Communicative Language Teaching: An Introduction*. CUP.
- B. Heaton, B (1975). *Writing English Language Tests*. Longman.
- Alan Davies (1990). *Principles of Language Testing*. B. Blackwell.
- Brian K. Lynch (1995). *Language Program Evaluation*. Cambridge University Press.

QUESTION PAPER PATTERN
FACULTY OF ARTS
M.A. English
Title of the Paper: XXXXXX

Duration: 3 Hours]

[Max Marks=70

SECTION-A

Short Answer type questions.

Answer any SIX questions.

[6 X 5 = 30M]

UNIT-I

UNIT-I

UNIT-II

UNIT-II

UNIT-III

UNIT-III

UNIT-IV

UNIT-IV

SECTION-B

Essay Answer type questions.

Answer all questions.

[4 X 10 = 40M]

M) UNIT – I

Or

B) UNIT – I

M) UNIT – II

Or

B) UNIT – II

M) UNIT – III

Or

B) UNIT – III

M) UNIT – IV

Or

B) UNIT – IV

M.A. ENGLISH Entrance Test

A hundred bits in objective mode for 100 marks in 90 minutes

Part A-40 Marks

Spelling & Punctuation

Vocabulary: Antonyms, Synonyms, One Word substitutes, Words Often Confused, Idioms

Grammar: Tenses, Prepositions, Concord, Auxiliary Verbs, Active and Passive Voice

Correct of Sentences, Identify the errors, Identify the correct sentence

Exercises in Jumbling, Jumbled words to be arranged in the right order to form a sentence,

Paragraph sequencing

Part B: 60 Marks

History of English Literature

Literary Terms

Literary Forms

Literary Movements

Books and Authors (canonical texts)

Comprehension (Prose)

Comprehension (Poetry)

SET –A / B
FACULTY OF ENGINEERING AND TECHNOLOGY
SEMESTER END EXAMINATIONS
COURSE- SEMESTER II
SUBJECT :English. – PAPER. NO. Set-B

Time: 3 Hrs]

[Max. Marks: 70

Section – A

Answer any FIVE(5) Questions. Each Question carries TWO(2) marks 5 x 2 = 10

- | | |
|----|--|
| 1. | Fill in the blanks with suitable articles.
Alunch is ready. B.She isteacher. C.Ramya isartist. D. I play.....guitar. |
| 2. | What is the young boy's attitude towards his new school? |
| 3. | What is acronym? Give an example? |
| 4. | Write two do's of the interview? |
| 5. | Write any two valid points on time is precious? |
| 6. | Write the full form of the abbreviations CC and BCC in Email writing? |
| 7. | What is Chindu Bhagavatam? |
| 8. | What is your short term and long term goals of Education? |

Section – B

Answer any Four(4) Questions. Each Question carries Fifteen (15) marks. 4 x 15 = 60

- | | |
|-----|--|
| 9. | A) Why William Hazlitt had given so many advices to his son?
OR
B) How the values and ethics have been included in Rudyard Kipling poem "IF"? |
| 10. | A) Describe the journey of the brook?
OR
B) How George Bernard Shaw improvised him self to be a public speaker? |
| 11. | A) Who is the real villain in the one act drama "The Death Trap"? explain
OR
B) Write a detailed note on word formation? |
| 12. | A) What is the contribution of Mohd Yunus towards the people of Bangladesh?
OR
B) Write a report on the annual day celebrations of your college? |