

MENGC 406

POETRY II (The Romantics and the Victorians)

Objectives:

1. To give the students a first - hand knowledge of major poetical works from the Romantics to the Victorians.
2. To provide the students with the knowledge of the political, economic, social and intellectual background so as to study poetry as representative texts of the age.
3. To acquaint the students with the evolution and development of English poetry along with the literary movements, and to encourage further reading so as to obtain a greater understanding.

Plan of Examination:

Students will be required to answer questions of 80 marks distributed into three sections in the following manner:

1. Four short-type questions of 5 marks each.
2. Three questions of 10 marks each which will include explanations of passages from starred texts.
3. Two essay-type questions of 15 marks each.

Internal Assessment:

1. There will be three written tests of 14 marks each out of which the higher score will be taken into account.
2. There will be one assignment/presentation (to be evaluated/judged by the coordinator) of 6 marks on the political, economic, social, intellectual background and on generic and formal aspects.

Note: Texts marked with asterisks are for detailed study. Reference to the context will be given only from the texts meant for detailed study. Minimum of four texts, choosing at least one from each module, shall be for detailed study, including the starred texts. Rest of the texts are for self-study.

Module I

10 x 2 = 20

*William Blake: Selections from *The Songs of Innocence and Experience*. (Minimum six poems)

Thomas Gray: *Elegy Written in a Country Churchyard*.

Module-II

The following will be taught as Romantics/ selections from Palgrave's Golden Treasury.

*William Wordsworth's *The Prelude*, Book-I

John Keats *Ode to a Nightingale*, ,

Ode on a Grecian Urn,

P.B. Shelly *Ode to the West Wind*, *A Dream of the Unknown*

S.T. Coleridge *Rime of the Ancient Mariner*

Module- III

(Selections from Palgrave's The Golden Treasury)

Alfred Tennyson *Ulysses*, *The Lotos Eaters*

Robert Browning *My Last Duchess*, *The Laboratory*

Matthew Arnold's *The Scholar Gipsy*

Module IV

(Selections from Palgrave's Golden Treasury & The Winged Word)

Elizabeth Browning

How Do I Love Thee? Let Me Count the ways

Selections from Pre-Raphaelites and Georgian Poets:

Dante Gabriel Rossetti *The Blessed Damozel*
Christina Rossetti *After Death*
Swinburne *When the Hounds of Spring are on Winter's Traces*

Background Reading:

- Abraham M H (ed) *English Romantic Poetry: Modern Essays in Criticism*. Oxford: OUP, 1975.

Natural Supernaturalism: Tradition and Revolution in Romantic Literature. New York: Norton, 1973.
- Bate, W.J. *From Classic to Romantic: Premises of taste in 18th Century England*.
Cambridge: Harvard University Press, 1946.
- Furst, Lilian R. *Romanticism in Perspective*. London: Macmilan, 1969.
- Lerner, Laurence. *The Victorian*. Middlesex: Penguin Books, 1981.
- Hough, Graham. *The Last Romantics*. London: Methuen, 1961.
- Willey, Basil. *Nineteenth Century Studies: Coleridge to Mathew Arnold*. New York:
Columbia University Press, 1949.
- Praz, Mario. *The Romantic Agony*
- Wilson, A. N. *The Victorians*

MENGC 407

DRAMA II

Objectives

1. To give the students a first - hand knowledge of the major texts of drama of the period.
2. To provide the students with the knowledge of the political, economic, social and intellectual background so as to enable to study drama as representative of the age.
3. To acquaint the students with the evolution and development of drama as a literary genre, and to encourage further reading so as to obtain a greater understanding.

Plan of Examination:

Students will be required to answer questions of 80 marks distributed into three sections in the following manner:

1. Four short-type questions of 5 marks each.
2. Three questions of 10 marks each which will include explanations of passages from starred texts.
3. Two essay-type questions of 15 marks each.

Internal Assessment:

1. There will be three written tests of 14 marks each out of which the higher score will be taken into account.
2. There will be one assignment/presentation (to be evaluated/judged by the coordinator) of 6 marks on the political, economic, social, intellectual background and on generic and formal aspects.

Module I

*G.B. Shaw : *Major Barbara*

Synge : *Riders to the Sea*

Module II

*Eliot, T.S. *The Family Reunion*

Samuel Beckett : *Waiting for Godot*

Module III

Ionesco : *The Chairs*

Module IV

Harold Pinter : *The Birthday Party*

Bertolt Brecht : *Mother Courage*

Prescribed Reading

The prescribed Texts (Any Edition)

Background reading

Brown, John Russell (ed). *Modern British Dramatists*. Eaglewood, Cliffs, NJ, Prentice-Hall, 1968.

Brustein, Robert *The Theatre of Revolt: An Approach to the Modern Drama* New York, Atlantic Monthly Press

Esslin, Martin: *The Theatre of the Absurd*

Fraser, G.S. *The Modern Writer and His World*. London, Curtis Brown Ltd., 1961

MENGC 408

FICTION II

Modern Fiction

1. To give the students a first-hand knowledge of the major fictional texts of the period.
2. To provide the students with the knowledge of the political, economic, social and intellectual background so as to study them as representative texts of the age.
3. To acquaint the students with the evolution and development of fiction as a literary genre, and to encourage further reading so as to obtain a greater understanding.

Plan of Examination

Students will be required to answer questions of 80 marks distributed into three sections in the following manner:

1. Four short-type questions of 5 marks each.
2. Three questions of 10 marks each which will include explanations of passages from starred texts.
3. Two essay-type questions of 15 marks each.

Internal Assessment

1. There will be two written tests of 14 marks each out of which the higher score will be taken into account.
2. There will be one assignment/presentation (to be evaluated/judged by the coordinator) of 6 marks on the political, economic, social, intellectual background and on generic and formal aspects.

Required Reading

Module I

Virginia Woolf : *Mrs Dalloway*

E.M. Forster : *A Passage to India*

Module II

Joseph Conrad : *Heart of Darkness*

D.H. Lawrence : *Women in Love.*

Module III

James Joyce : *Finnegans Wake*

Graham Greene : *The Power and the Glory*

Module IV

William Golding : *Lord of the Flies*

Kingsley Amis : *Lucky Jim*

Prescribed reading

The Texts (Any Edition)

Background Reading

Allen, Walter : *The English Novel: A Short Critical History.* Middlesex, Penguin Books, 1958.

Ford, Boris(ed) : *The Modern Age (The Pelican Guide to English Literature Vol.7)* Middle Sex, Penguin Books

Fraser, G.S. : *The Modern Writer and His World.* London, Curtis Brown Ltd., 1961.

Forster, E.M. : *Aspects of the Novel.*

Kettle, Arnold. : *Introduction to the English Novel, Vols. -1 and 2.* Macmillan.

Kermode, Frank. : *Lawrence.* Fontana.

Neill, Diana. : *Twentieth Century Fiction*

Casebook Series

MENGC 409
Indian Writing in English

Objectives

1. To give students first-hand knowledge works of major Indian Writers in English.
2. To provide the students with the knowledge of the political, economic, social and intellectual background so as to enable to study poetry as representative text of the age.
3. To enable the students to understand the growth of Indian Writing in English and encourage the further reading so as to obtain greater understanding.

Plan of Examination:

Students will be required to answer questions of 80 marks distributed into three sections in the following manner:

1. Four short-type questions of 5 marks each.
2. Three questions of 10 marks each which will include explanations of passages from starred texts.
3. Two essay-type questions of 15 marks each.

Internal Assessment:

1. There will be two written tests of 14 marks each out of which the best one will be taken into consideration.
2. There will be one assignment/ presentation (to be evaluated by the coordinator) of 6 marks on the political, social, economical background and on generic and formal aspects.

Module- I:

Nissim Ezekiel *Enterprise, Very Indian Poems in English ('The Patriot')*

Kamala Das *The Freaks, An Introduction*

A K. Ramanujan *Still Another View of Grace, The Striders*

Jayanta Mahapatra *A Missing Person, Dawn at Puri*

Module- II:

R. K. Narayan *The English Teacher*

Raja Rao *Kanthapura*

Module-III:

Salman Rushdie *Midnight's Children*

Anita Desai *Fasting, Feasting*

Module- IV:

Girish Karnad *Nagamandala*

Ratan Thiyam *Chakravyuha*

Note: Apart from the comprehensive background reading the teacher concerned will also provide a list of reference books relevant to the course.

Background Reading:

King. Bruce. *Three Indian Poets*, OUP.

Naik N. K. *A History of Indian Writing in English*.

New Delhi: Sahitya Academi, 1982

Parthsarathi, R. *Ten Indian Poets*, OUP.

Shahane V. A. & Shivaramakrishna, M. *Indian Poetry in English: A Critical Assessment*.

Delhi, Macmillan, 1980.

Iyengar, Srinivasa K.R. *Indian Writing in English*. Bombay: Asia Publishing House, 1973.

Mukharji, N.M. *Twice Born Fiction*, 1971.

Saha, S. C. *Indian Renaissance and Indian English Poetry*. 1998.

Kirpal, Viney. *The New Indian Novel in English: A Study of the 1980s*. New Delhi: Allied Publishers.

MENGC 410

Linguistics and Language Teaching -- II

Objectives

1. To acquaint the students with the basic knowledge of Linguistics and ELT.
2. To give the students basic knowledge of Linguistics, its branches, goal and Applications.
3. To acquaint the students with the basic knowledge of English Phonology and the use of English.
4. To acquaint the students with basic concepts in socio-linguistics, ESL education, Bilingual/Multilingual perspectives keeping in view the Indian context.
5. To enable the students to teach English at school and Post school level with a view to designing course materials, adopting methods of teaching and testing.

Plan of Examination

Students will be required to answer questions of 80 marks distributed into three sections in the following manner:

1. Four short-type questions of 5 marks each.
2. Three questions of 10 marks each which will include explanations of passages from starred texts.
3. Two essay-type questions of 15 marks each.

Internal Assessment

1. There will be three written tests of 14 marks each out of which the higher score will be taken into account.
2. There will be one assignment/presentation of 6 marks.

Module I *English in India*

The Role and Status of English in India. Language Policy and ELT Planning in Post-independence India. Objectives of ESL teaching at the school and Post school levels.

Module II *The Use of English*

1. Teaching of LSRW Skills

Module III *ELT - I*

Approaches to Syllabus design: Approaches to Teaching Methodology, suitable Materials, ESL.

Module IV *ELT -II*

Testing and Evaluation in ELT. Types of Tests and their Objectives.

Note: Apart from the comprehensive background reading the teacher concerned will also provide a list of reference books relevant to the course.

Suggested Reading

Nagaraj, Geetha. *English Language Teaching: Approaches Methods Techniques*. Calcutta, Orient Longman, 1996.

Agnihotri. R.K. *Problematizing English in India*. New Delhi. Sage RALZ, 1997.

S.K. Krishnaswamy & M.Nagarajan Stern, H.H. *Fundamental Concepts of Language Teaching*. Oxford. Oxford University Press, 1983.

Howatt, A.P.R.A *History of English Language Teaching*. Oxford. Oxford University Press, 1984.

O'Grady, William & Dobro Volsley, Michael Agnihotry, R.K. & Khanna A.L.

Contemporary Linguistics. New York,

St. Martin. *English Language Teaching in India, Issues & innovations*, New Delhi, sage RAL
2, 1995.

Johnson, Keith & Morrow, Keith. *Communication in the classroom. Applications and Methods
for a Communicative Approach ELBS/Longman*, 1981.

Carrell F, Devine Interactive approaches to Second Language Reading. DE Eskey (eds)
Cambridge, OUP, 1998.

Johnson, K. *Communicative Syllabus Design Methodology*. Oxford Penguin Press,
1982.

Littlewood, W.T. *Communicative Language Teaching*. Cambridge, OUP, 1981.

Richards, J.C & Rodgers, T.S *Approaches & Methods in Language Teaching*
. Cambridge, OUP, 1986

Parhi, A.R. *Indian English through Newspapers*. New Delhi: Concept, 2008.

Arora, Y.N. *Improve your Writing*. New Delhi, Oxford University Press, 1987

Celia, Millward *Handbook for Writers*. New York: Holt, Rinehart and
Winston, 1979.

Byrne, D *Teaching Writing Skills*. London: Longman (new edn) 1988.

Krishnaswamy *Teaching Spoken English & Communication Skills*. Madras T.R. Publications,
1995.

Howatt, A.P.R. *A History of English Language Teaching*. Oxford: OUP, 2010.
Stern, H.H. *Fundamental Concepts of Language Teaching* .Oxford: OUP,
1983 (new edition).

Nunan, D. *Syllabus Design* (.Oxford University Press, Oxford, 1994.)

Richards, J.C. and T.S. Rodgers *Approaches and methods in language teaching*. (Cambridge
University Press, Cambridge, 2009.)

Vyas, M.A. and Y.L. Patel (eds.) *Teaching English as a Second Language: A New
Pedagogy for a New Century*. (Prentice-Hall India, New Delhi, 2009.)