



**K.L.E. Society's**  
**LINGARAJ COLLEGE, BELAGAVI**  
**(Autonomous)**  
**Department of P.G. Studies in English**

**M. A. I SEMESTER 2016-17**

**Paper I to VII**

**I Semester : Paper I: Basic Core**

**Introduction to the 'Study' of Language and Literature:**  
**Language Skills, Research Skills and Literary Historiography**

**MAE 107**

**Course Outcomes**

**Teaching Hours: 50**

**CO 1:** Students acquire practical knowledge on important techniques of reading and writing Skills.

**CO 2:** Students will be able to distinguish between formal (Academic) writing and Creative writing.

**CO 3:** Students understand research, its steps and types extensively.

**CO 4:** Students develop skills of writing quality Research proposals, Papers and Dissertations.

**CO:5** Students understand issues in literary historiography

**Unit I - Reading Skills**

**10 Hours**

Reading skills- bridge course

Building different levels of Reading: News Paper Reading, (Passage Reading, Rashmi Bansal's **Take me home**) essay reading, drama reading, novel reading, poetry reading

Skimming and Scanning, Intensive Reading

Mechanics of Reading

Reading poetry, fiction and dram

References:

1. Richard Gill. *Mastering English Literature*, London : Macmillan, 1985
2. Jeremy Hawthorn. *Studying the Novel*, New Delhi : Universal Book Sta

**Unit II - Academic Writing**

**10 Hours**

1. The Process of Writing: Brain Storming Methods, real life situations, describing people, places and things.
2. Writing the first draft
3. Fine tuning writing
4. Passages
5. Profile Writing
6. Letter writing ---Congratulations, condolences, application writing
7. Gathering Material: Sources / Text genres

Evaluating Sources

Taking Notes

Organizing Information and Outlining

Describing, Narrating, Developing an argument

**B. Mechanics of Writing:**

Unity and Coherence

Style and Tone

Punctuation

Logical fallacies

Suggested Reading:

1. Randolph Quirk. *The Use of English*, Hyderabad : Orient Longman, 1996
2. George Orwell : 'Politics and the English Language'
3. RenuGupta :*A Course in Academic Writing*

**Unit III - Planning, Writing and Presenting a Research Paper**

**10 Hours**

Identifying and formulating the research problem  
Establishing the context for research: Review of literature  
Structuring the Research Proposal  
Documentation: Citation, References, End-notes and Bibliography

References:

1. Aniketan : Bi-annual journal, Literary voice
1. Joseph Gibaldi & Walter S. Achtert, *MLA Handbook for Writers of Research Papers*, New York: MLA of America, 2009.
2. John Unsworth, 'New Methods for Humanities Research'
3. Gabriel Griffin, 'Research Methods for English Studies'

**Unit IV - Literature and Literary Historiography**

**10 Hours**

- Literature : History of the concept
- Issues in Literary Historiography : Tradition, Canon and Periodization
- Mini Project of fifteen to twenty pages

Suggested Reading :

- Rene Wellek : 'Literary History'
- Raymond Williams : From 'The Long Tradition'
- Terry Eagleton : From 'Literary Theory : An Introduction'
- Robert Rehder : 'Periodization and the Theory of Literary History'
- Lillian S. Robinson : *Treason Our Text: Feminist Challenges to the Literary Canon*

**Unit V- Approaches to Literary Historiography**

**10 Hours**

- Aesthetic Approaches: Fanon Essays, Millet Essays, Aurobindo Essays
- Historical Approaches
- Approach of the reception aesthetics
- Formalist Theory

References:

1. Bakhtin and Medvedev : 'The Formalist Theory of the Historical Development of Literature'
2. Edmund Wilson : 'The Historical Interpretation of Literature'
3. H. R. Jauss : 'Literary History as a Challenge to Literary Theory'
4. Rene Wellek : 'Six Types of Literary History' and 'Literary History'
5. Lee Patterson : 'Literary History'
6. Hayden White : Introduction to *Metahistory*

**Question Paper Pattern**

Q.1. Objective type questions based on all the five units (1x10=10 Marks)

Q 2. (Based on Unit I): An unknown literary / academic passage of not less than 1000 words for comprehension and the questions shall test global comprehension (rather than local), inferential comprehension (rather than referential). (10 Marks)

Q 3. (Based on Unit 2)

A. A passage for note making (5 Marks)

B. A passage for evaluation (5 Marks)

Q 4. (Based on Unit 3) Two Short Notes (5x2 = 10 Marks)

Q 5. (Based on Unit 4) Two essay type questions (10x2 = 20 Marks)

Q 6. (Based on Unit 5) One essay type question / two short notes (1x10=10 Marks)

**I Semester : Paper – II**

**INTRODUCTION TO LINGUISTICS**

**MAE 104**

**COURSE OUTCOMES**

**Teaching Hours: 50**

**CO 1:** Students understand basic concepts of linguistics.

**CO 2:** Students internalize vivid linguistics concepts in terms of theory and application.

**CO 3:** Students are able to take up research in linguistics through extensive study of the concepts.

**Unit I** Language: Its Nature and Functions

**10 Hours**

**Unit II** The Study of Language

**10 Hours**

- What and Why of Linguistics

- History of Linguistics

- Branches of Linguistics

A) Levels of Linguistic Analysis

B) Methods of Historical Linguistics

- Language classification

- Language Change

**Unit III**

**10 Hours**

A) Basic Assumptions of Modern Linguistics

- Traditional Grammar and Linguistics

- Structural Linguistics

B) Language and Society

- Socio-linguistics

- Dialectics, Register and the notion of acceptability

- Bilingualism



**I Semester : Paper III: British Literature (Chaucer to Restoration)**

**MAE 108**

**COURSE OUTCOMES**

**Teaching Hours: 50**

**CO 1:** Students understand various ages and their socio-cultural and historical contexts through representative texts.

**CO 2:** Students are able to critically analyze, interpret, and evaluate representative texts.

**CO 3:** Students are able to take up research in British Literature

**Unit I - Background:**

**10 Hours**

The History of British Literature from Chaucer to 1660 covering the major literary movements and trends during late Middle English period, Elizabethan Age, Jacobean Age, Caroline Age and the Commonwealth Period.

**Unit II**

**10 Hours**

Geoffrey Chaucer: 'Prologue to Canterbury Tales'

Edmund Spenser: Shepherds' Calendar

**Unit III**

**10 Hours**

Christopher Marlowe: *Tragic History of Life and Death of Dr Faustus*

William Shakespeare: *As You Like It*

Ben Jonson: *Volpone: or the Fox*

**Unit IV**

**10 Hours**

John Milton: *Paradise Lost* (Book I)

**Metaphysical Poems:**

1. 'The Fly' by John Donne
2. 'Batter my heart, three-person'd God' by John Donne
3. 'Virtue' by George Herbert
4. 'To his coy Mistress' by George Herbert
5. 'Man' by George Herbert
6. 'A Hymn of the Nativity' by Richard Crashaw
7. 'The World' by Henry Vaughan
8. 'The Coronet' by Andrew Marvell.

**Unit V**

**10 Hours**

Bacon's Essays

- Of Studies
- Of Friendship
- Of Travel
- Of Parents and Children
- Of Ambition
- Of Beauty
- Of Truth
- Of Superstition

**References**

1. W R Goodman: *A History of English Literature Vol I*
2. David Daiches: *A Critical History of English Literature*
3. Edward Albert: *A History of English Literature*
4. Legouis and Cazamian: *History of English Literature*
5. Lord IforIvans: *A Short History of English Literature*

**Question Paper Pattern**

Q 1. Ten objective type questions based on Unit I	10x1=10
Q 2. One essay type question on Unit I	1x10=10
Q 3. One essay type question based on Unit II	1x10=10
Q 4. Two essay type questions based on Unit III	2x10=20
Q 5. One essay type question based on Unit IV	1x10=10
Q 6. One essay type question based on Unit V	1x10=10



**I Semester: Paper-IV: Indian English Literature**

**MAE 102**

**COURSE OUTCOMES**

**Teaching Hours: 50**

**CO 1:** Students develop vivid perspectives of Indian English Literature.

**CO 2:** Students become aware of major issues and debates in Indian English Literature through study of vivid Genres.

**Unit I- Ideological Background: Indianess in English Literature**

**10 Hours**

1. M.K. Naik : 'The Literary Landscape : The Nature and Scope of Indian English Fiction' and 'Retrospect and Prospect' in A History of Indian English Literature
2. Meenakshi Mukherjee: The Anxiety of Indianness
3. G.N. Devy: *In Another Tongue: Essay on Indian English Literature*: Selections, Chapters I, II, III
4. Major Landmarks in the history of Indian English Literature
5. Movements and Trends of Literature

**Unit II – Prose**

**10 Hours**

1. Tagore: Nationalism in India
2. Mahatma Gandhi: *Hind Swaraj* (Excerpts: What is Swaraj? Civilization, The condition of England, The Condition of India, Why India was lost?)
3. M. N. Roy: 'Preconditions of Indian Renaissance'
4. V.S Naipaul: Nobel Lecture: Two Worlds
5. Nandan Nilekani: Imagining India: The idea of a Renewed Nation

**Unit III – Poetry**

**10 Hours**

1. Toru Dutt:, 'The Tree of Life', 'Our Casuarina Tree'
2. A K. Ramanujan :Speaking of Shiva (any two poems)
3. Nisim Ezekiel: Good bye party to Miss Pushpa, The Bird Watcher, The Professor
4. R.Parthasarathi: Home Coming, Exile
5. Shiv.K.Kumar: Thus Spake the Buddha, Krishna to Arjuna

**Unit IV - The Short Story**

**10 Hours**

1. Shashi Deshpande : The Stone Women
2. Jhumpa Lahri : When Mr. Pirzada Came to Dine
3. Rohinton Mistry : Swimming Lessons
4. Sudha Murthy : Bombay to Bangalore, Thread
5. Rashmi Bansal : Take me home (Stories of Dhadoti, Jagjit Singh Kapoor)

**Unit V – Novel**

**10 Hours**

1. Shashi Tharoor: *The Great Indian Novel* (national interest)
2. Salman Rushdie: *Midnight's Children* (global interest)
3. Mallikarjun Patil : *Under the Mango Tree* (local interest)

**References**

- **Histories of IEL**
  1. Naik, M. K. *A History of Indian English Literature*
  2. Naik, M. K. and Shyamala Narayan: *Indian English Literature 1980 - 2000*
  3. Iyengar, K. R. S. *Indian Writing in English*
  4. Melhotra, A. K. *An Illustrated History of Indian Literature in English*
  5. Walsh, William. *Indian Literature in English*
- **Unit I**
  1. Ashcroft, Griffiths, Tiffin: *The Empire Writes Back*
  2. Loomba, Ania. *Colonialism/Post-Colonialism*
  3. Sharad, Paul. *Raja Rao and Cultural Tradition* (Ch. 1 and 2)
  4. Devy, G. N. *In Another Tongue*
- **Unit II**
  1. Dallmayr, F and G. N. Devy. *Between Tradition and Modernity*
  2. Naik, M. K. *Perspectives on Indian Prose in English*
- **Unit III**
  1. King, Bruce: *Modern Indian Poetry in English*
  2. Prasad G. J. V. *Continuities in Indian English Poetry*
- **Unit IV**
  1. Venugopal, C. V. *Indian English Short Story: A Survey*
  2. Naik, M. K. *The Indian English Short Story: A Representative Anthology*
- **Unit V**
  1. Kirpal, Viney (Ed). *The New Indian Novel in English: A Study of the 1980s*
  2. ---. *The Postmodern Indian English Novel*
  3. Paranjape, Makarand. *Towards a Poetics of the Indian English Novel*
  4. Sharma, R. S. *The God of Small Things: Critique and Commentary*
  5. Dhawan, R. K. (Ed). *Arundhati Roy: The Novelist Extraordinary*
  6. Crane, Ralph J. (Ed). *Nayantara Sahgal's India: Passion, Politics and History*

**Question paper pattern**

Q.I Ten objective type questions based on Unit I-V 10x1=10 marks

Q.II One essay type question based on Unit II 1x10=10 marks

Q.III A. One essay type question based on Unit III 1x10=10 Marks

Or

B. Two short notes out of four based on Unit III 2x5=10 marks

Q.IV Two essay type question based on Unit IV 2x10=20 marks

Q.V Two essay type question on Unit V 2x10= 20 marks

**Paper V: Classical Criticism**

**MAE 109**

**COURSE OUTCOMES**

**Teaching Hours: 50**

**CO 1:** Students understand seminal texts by literary theorists and philosophers.

**CO 2:** Students are capable of critically judging literary texts using theories and philosophies.

**CO 3:** Students are capable to take up research in Literary theory and criticism.

**Unit I – An Introduction to Literary Criticism:**

**10 Hours**

1. Definitions, types, functions Concept of Literary Criticism, Nature and Scope of Literary criticism

**Unit II - Criticism in Ancient Greece**

**10 Hours**

1. Plato : Art as Imitation
2. Aristotle : The Poetics

**Unit III – Defence of Poetry**

**10 Hours**

1. Sir Philip Sidney : The Defense of Poetry
2. John Dryden : Essay on Dramatic Poesy

**Unit IV – The concept of Literary Criticism**

**10 Hours**

1. William Wordsworth : Preface to Lyrical Ballads
2. S. T. Coleridge : Theory of Imagination

**Unit V – 19<sup>th</sup> C Modern Criticism**

**10 Hours**

1. Matthew Arnold : Functions of Criticism
2. T.S Eliot : Tradition and the Individual Talent
3. I.A. Richard: New Criticism

**References**

1. Rene Wellek. *An Introduction to English Criticism.*
2. Birjadish Prasad. *Introduction to Classical Criticism.*
3. T S Dorsch. *Classical Literary Criticism.*
4. D A Russell and Michael Winterbottom. *Classical Literary Criticism.*
5. M A R Habib. *A History of Literary Theory and Criticism*
6. B.Prasad : Introduction to Criticism

7. Scott James : Introduction to Criticism

**Question paper pattern**

Q.I Ten objective type question on all the units	1x10=10 marks
Q.II Three essay type questions based on Units II-IV	3x10=30 marks
Q.III Two short notes based on Units III-V	2x5=10 marks
Q.IV Two essay type questions based on Units II-V	2x10=20 marks

**I Semester : Paper VI**

**Comparative Literature: Theory and Practice**

**MAE 110**

**COURSE OUTCOMES Teaching Hours: 50**

**CO 1:** Students understand the theories and methods of Comparative Literature

**CO 2:** Students move beyond the frontiers of Europe and grasp alternative concepts of comparative literature

**CO 3:** Students are able to take up research in Comparative Literature

**UNIT I –Theories of Comparative Literature**

**10 Hours**

1. Rene Wellek. ‘The Name and Nature of Comparative Literature’
2. Wellek and Warren. *General, Comparative and National Literature*
3. Susan Bassnett. *Comparative Literature: A Critical Introduction* (Chapter3)

**Issues in Comparative Indian Literature**

4. Sisir Kumar Das. ‘Muses in Isolation’
5. Sisir Kumar Das. “Why Comparative Indian Literature?”
6. G. N. Devy. ‘Comparative Literature in India’

**UNIT II – Practice**

**10 Hours**

1. A K Ramanujan : Selections from The Varieties of Bhakti
2. Paranjape : The Ideology of Form
3. Girish Karnad: Hayavadan

**UNIT III - Thematic Studies: Movements**

**10 Hours**

1. Romanticism in English and Kannada: Wordsworth and Ku. Vem. Pu. ( Sections : 10 Poems each)

**UNIT IV - Influence Studies and Genealogy**

**10 Hours**

1. T.S Eliot’s Wasteland and Adiga’s Boomigeete

**UNIT V – Genre**

**10 Hours**

1. *Choma's Drum and The Untouchable*

**References:**

1. *Theory of Literature*- Rene Wellek and Austin Warren
2. *Comparative Literature: A Critical Introduction* –Blackwell publishers October 1993
3. *Comparative Literature Theory and Practice* by Amiya Dev, Sisir Kumar Das, Allied Publishers New Delhi, 1989.
4. *Comparative Literature and Comparative Cultural Studies*-Edited by Steven Totosy de Zepetnek Purdue University Press.

**Question paper pattern**

- Q.I Ten objective type question on all the units      1x10=10 marks
- Q.II Three essay type questions based on Units II-IV      3x10=30 marks
- Q.III Two short notes based on Units III-V      2x5=10 marks
- Q.IV Two essay type questions based on Units II-V      2x10=20 marks

**I Semester : Paper VII: Introduction to English Literature**

**(Additional Courses for non-English Optional Students)**

**MAE 1003**

**COURSE OUTCOMES**

**Teaching Hours: 50**

**CO 1:** Students understand various ages and their socio-cultural and historical contexts through representative texts.

**CO 2:** Students are able to critically analyze, interpret, and evaluate representative texts.

**CO 3:** Students are able to take up research in British Literature

Introduction to English Literature. To be studied in Semester – 1 (4 hours per week)

**UNIT I - Introduction to British Literature**

**10 Hours**

1. Key concepts, historical context, relevance and
2. Periodization in English literature
3. Text: · M. H. Abrams, A Glossary of Literary Terms (The following entries are to be Studied: Periods in English Literature, Renaissance, Metaphysical Poets,

Neoclassic and Romantic, Sensibility (literature of), Enlightenment, Modernism and Postmodernism)

**UNIT II - Renaissance, Restoration and the Eighteenth Century**

**15 Hours**

Study of Illustrative Texts

1. Chaucer: 'Wife of Bath'
2. Shakespeare: Sleep walking scene (from Macbeth)
3. Sydney: Selections from Apology for Poetry
4. Spenser: The Prologue to the *Faerie Queene* [First four stanzas only]
5. Milton: 'On his Blindness'
6. Dryden: 'Crown Prince of Dullness' (from *McFlecknoe*)
7. A day in the 18th Century (from Norton Anthology)



**UNIT – III - The Nineteenth Century**

**10 Hours**

Study of Illustrative Texts:

1. Wordsworth: 'The world is too much with us', 'Daffodils'
2. Keats: 'Ode on a Grecian Urn'
3. Shelley: 'To a Skylark'
4. Coleridge: 'Kubla Khan'
5. Dickens: *Hard Times* (Selections)
6. Arnold: *Culture and Anarchy* ('Preface')

**UNIT – IV - The Twentieth Century**

**15 Hours**

Study of Illustrative Texts:

1. T. S. Eliot : 'The Love Song'
2. W. B. Yeats: 'Sailing to Byzantium'
3. D. H. Lawrence: 'Snake'
4. W. H. Auden: 'The Unknown Citizen'
5. Philip Larkin: 'Church Going'
6. William Golding: *Lord of the Flies*
7. T. S. Eliot: 'The Metaphysical Poets'

**References:**

1. Paul Goring et al, *Studying Literature: The Essential Companion*, London: Hodder Education, 2011
2. R. J. Rees, *English Literature: An introduction to Foreign Readers*, Delhi: MacMillan, 2011
3. R. D. Trivedi, *A Compendious History of English Literature*
4. Edward Albert, *History of English Literature*
5. M. H. Abrams, *A Glossary of Literary Terms*
6. M. H. Abrams/Geoffrey Galt Harpham, *A Handbook of Literary Terms*
7. A. C. Ward, *The Twentieth Century Literature*

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**MA II Semester**

**Paper VIII to XIV**

**Paper VIII: Computer Applications (Open Elective Course)**

**MAE 2001**

**Teaching Hours: 50**

**Unit : I - Introduction to Computer Peripherals: 10 Hours**

Definition, Generation of Computer, Characteristics, Application, Basic parts of computer, input and Output device and other Peripherals Devices.

**Unit : II 15 Hours**

1. MS-Office 2007
2. Word
3. Excel
4. PowerPoint

**Unit III- Introduction to Computer Programming concepts, Algorithms, Flowcharts and Basic Programming. 15 Hours**

**Unit: IV - Introduction to Computer Network, Internet and Web sites design using HTML, e-reading ( Research Articles, pdf, Google +, , Blog and Gmail 10 Hours**

**References:**

Computer Today: Suresh K. Basandra Publication

### **Question Paper Pattern**

- |   |         |
|---|---------|
| Q I. Objective type questions based on Units I,II,III, and IV       | 10x2=20 |
| Q II. Short questions on Unit I,II,III and IV each carrying 4 marks | 4x5=20  |
| Q III. Essay type question on Unit I,II,III and IV                  | 3x10=30 |

**II Semester: Paper IX: Phonetics in English**

**MAE 205**

**COURSE OUTCOMES**

**Teaching Hours: 50**

**CO 1:** Students understand basic concepts of Phonetics.

**CO 2:** Students internalize vivid phonetics concepts in terms of theory and application.

**CO 3:** Students are able to take up research in Phonetics through extensive study of the concepts.

**Unit : I**

**10 Hours**

1. Organs of Speech
2. The Description and Classification of Sounds
3. Phonology

**Unit : II**

**15 Hours**

1. Phonological Description of English
2. Consonant Clusters
3. The Syllable

**Unit : III**

**15 Hours**

1. Word Accent
2. Weak Forms
3. Accent and Rhythm in Connected Speech
4. Intonation

**Unit : IV**

**10 Hours**

1. The Intellectuality of Indian English

**Suggested Reading**

1. Peter Roach: English Phonetics and Phonology: A practical course, Third edition, Cambridge University Press.
2. Daniel Jones: English pronouncing Dictionary, Cambridge University.
3. Hornby A.S. Oxford Advanced Learner's Dictionary of Current English: OUP.
4. Nihalani Paroo. Tongue R.K. Hosali Priya., Indian and British English, OUP.

5. Basnal R.K. Harrison J.B., Spoken English for Indian Orient Longman.
6. Standard Allen. W, Living English Speech: Orient Longman.
7. Balasubramanian – A Text Book of English Phonetics for Indian Students, Chennai: Macmillan and Gimpson : Course Book.

### **Question Paper Pattern**

- |   |         |          |
|---|---------|----------|
| Q.1. Objective type question (All Units)  | 10x1=10 |          |
| Q.2. Questions on Theory and Application (All Units)  | 5x2=10  |          |
| Q.3. Short notes on theory and application (All Units)  |         | 4x5=20   |
| Q.4. Question on transcription, word stress, syllabics structure and accentual<br>Pattern that is application of Theory |         | 4x5=20   |
| Q.5. Question on Transcription, Accentual pattern and intonation<br>One passage   |         | 1x10= 10 |

**Paper – XII: Modern Criticism  
MAE 208**

**COURSE OUTCOMES**

**Teaching Hours: 50**

**CO 1:** Students understand the transition from Humanistic to Modern and Postmodern critical traditions

**CO 2:** Students are able to examine the ideological and economic interventions into literary writing and its analysis

**CO 3:** Students are able to take up research in Modern Criticism

**Unit I: Theory and the Critique of Humanism:**

**10 Hours**

A. Liberal Humanism in Practice

- Mathew Arnold: "The Functions of Criticism at the Present Time" \*

B. The Rise of English

- Terry Eagleton: "The Rise of English" \*

**Unit II:**

**10**

**Hours**

**Formalism**

- Victor Shklovsky : "Art as Technique", "The Resurrection of the World"(selections)
- T.S.Eliot's "Poetics of Impersonality".
- Cleanth Brooks: 'The Formalist Critics' and 'The Heresy of Paraphrase'

**The Structuralist Movement**

- Ferdinand de Saussure, "Nature of the Linguistic Sign"
- Jonathan Culler, "Structuralism and Literature" \*

**Archetypal Criticism**

- N. Frye – 'The Archetypes of Literature'

**Unit III: Post- Structuralism and Deconstruction**

**10**

**Hours**

- Jacques Derrida, "Structure, Sign and Play in the discourse of the Human Sciences"

**Unit IV: Marxist Criticism**

**10**

**Hours**

- David Firgaces, "Marxist Literary Theories"

**Feminism**

- Elaine Showalter "Towards a Feminist Poetics" \*

**Unit V: Reading and Interpretation**

**10**

**Hours**

**References:**

1. Selden, R: *A Reader's Guide to Contemporary Literary Theory*.
2. Eagleton, Terry: *Marxism and Literary Criticism*.
3. Harold Bloom et. al. *Deconstruction and Criticism* (Routledge Kegan Paul, 1979)
4. *The Best of the New Criticism* Edited by Garrick Davis
5. Sarup, M. *An Introductory Guide to Post-Structuralism*.
6. Selden, R. *Practicing Theory and Reading Literature: An Introduction*.
7. Mills, S. *Feminist Readings: Feminist Reading*.
8. Hans Bertens :*Literary Theory: The Basics*, London : Routledge, 2001

**Question Paper Pattern**

- |      |   |          |
|------|---|----------|
| I.   | Objective type questions based on the essays marked asterisk    | 10x1=10  |
| II.  | Short notes on schools and concepts (2 out of 4)                | 1x10=10  |
| III. | Essay type questions on all the prescribed essays (5 out of 10) | 5x10= 50 |

**II Semester :Paper X: British Literature – Neo Classical Age  
MAE 206**

**Teaching Hours: 50**

**COURSE OUTCOMES**

**Teaching Hours: 50**

**CO 1:** Students understand various ages and their socio-cultural and historical contexts through representative texts.

**CO 2:** Students are able to critically analyze, interpret, and evaluate representative texts.

**CO 3:** Students are able to take up research in British Literature

**Unit I** - History of Literature: Restoration Period – Major Trends and Writers. **10 Hours**

**Unit II.** *The Way of the World* – William Congreve **10 Hours**  
ii. *All For Love* – John Dryden

**Unit III** i. *The Rape of the Lock* – Alexander Pope **10 Hours**  
ii. *She Stoops to Conquer* - Oliver Goldsmith

**Unit IV** i. Selections from James Boswell’s *The Life of Samuel Johnson*\_\_\_\_ **10 Hours**  
ii. Selections from the ‘The Lives’ On Milton or Milton’s Preface to Shakespeare

**Unit V** i. *Gulliver’s Travels*- Jonathan Swift **10 Hours**  
ii. *Robinson Crusoe*- Daniel Defoe

**References**

1. W R Goodman: *A History of English Literature Vol I*
2. David Daiches: *A Critical History of English Literature*
3. Edward Albert: *A History of English Literature*
4. Legouis and Cazamian: *History of English Literature*

**Question Paper Pattern**

Q I. Objective type questions (on Unit I)	(10 question)	1x10=10
Q II. Essay type questions (on Unit I)	10 (1 out of 2)	1x10=10
Q III. Essay type questions (on Units II-V)	(4 out of 8)	4x10=40
Q IV. Short notes (On Units II-V)	(2 out of 4)	2x5=10

**II Semester: Paper- XI: American Literature**

**MAE 207**

**COURSE OUTCOMES Teaching Hours: 50**

**CO 1:** Students are able to address and examine issues, themes, and debates in writings from the formerly colonized spaces through a range of literary, filmic and theoretical texts

**CO 2:** Students understand literature of the New World written primarily in English by authors in their historical contexts, with due emphasis upon their interrelations

**CO 3:** Students are able to take up research in American Literature.

**Unit I – Background 10 Hours**

Religious and selection strife, The Transatlantic Migration, The Frontier, Go West young man, The New Jerusalem or the City on the Hill, The American Dream, Europe Vs The New World.

**Unit II - Prose 5 Hours**

1. R. W. Emerson: Selected Essays  
i) Nature, ii) Beauty, iii) Language, iv) Idealism, v) Spirit, vi) the American Scholar  
vii) Self-Reliance, vii) Experience

**Unit III - Novel 10 Hours**

1. Ernest Hemingway: *A Farewell to Arms*

**Unit IV - The Short Story 5 Hours**

1. Edgar Allan Poe: The Fall of the House of Usher
2. Nathaniel Hawthorne: Rappaccini's Daughter
3. Stephen Crane: The Open Boat
4. William Faulkner: A Rose for Emily
5. F.Scott Fitzgerald: The Sensible Thing
6. J D Salinger: Down at the Dinghy

**Unit V Drama 10 Hours**

1. Eugene O'Neill: *The Emperor Jones*
2. Arthur Miller: *All My Sons*

**Unit VI Poetry 10 Hours**

1. Walt Whitman: 'Song of Myself' (first five parts), 'Song of the Open Road', 'Out of the Cradle Endlessly Rocking', 'When Lilacs Last in the Dooryard Bloom'd', 'Passage to India'
2. Emily Dickinson: 'Papa Above', 'I Can Wade Grief', 'Prayer is the Little Implement'
3. Robert Frost: 'Mending Wall', 'Stopping by Woods on a Snowy Evening', 'Birches', 'The Road Not taken'
4. Sylvia Plath: 'The Applicants', 'Lady Lazarus', 'Daddy', and 'Event'.



**Question Paper Pattern**

I.	Objective type question on Literary History	10x1=10
II.	Essay type questions on topics listed in Unit I(1 out of 2)	1x10=10
III.	Essay type questions on Unit I to IV (4 out of 8)	4 x10= 40
IV	.Short notes on Unit VI (2 out of 4)	1x10=10

**Paper- XIII Translation Studies – Theory and Practice**  
**MAE 202**

**COURSE OUTCOMES**

**Teaching Hours: 50**

**CO 1:** Students become familiar with theoretical issues in translation studies and with the diverse aspects of the academic discipline

**CO 2:** Students develop sound analytical skills in the study of semantic relationships between ST and TT

**CO 3:** Students are aware of the art of translation

**CO 4:** Students are able to take up research in translation studies

**Unit I: Translation and Literature**

- a) Translation in the Developing Multilingual Countries
- b) Place of Translation in literary studies
- c) Translation as a colonial enterprise
- d) Translation as a Decolonizing tool
- e) Gender and Translation
- f) Evaluation of a Translated Text

**Unit II: Translation Theories: Varied Perspectives**

- Linguistics Theories of Translation
  - Eugene Nida
  - Roman Jakobson
  - J. C. Catford

**Unit III: Literary Theories of Translation:**

- George Steiner : After Babel: Aspects of Language and Translation
- A K Ramanujan : On Translating a Tamil Poem
- Carolyn Wright : The Pains and Pleasure of Transcreation
- Susan Bassnett : Specific Problems of Literary Translation

**Unit IV: Post-colonial Theories of Translation:**

- Gayatri Chakravarty Spivak: The Politics of Translation
- Tejaswini Niranjana: Translation as Disruption
- Indian Theories of Translation (Ganesh Devy's Translation Theory – An Indian Perspective)

**Unit V : Translation and Evaluation**

- Analysis of Translation of Unseen Paired Texts
- Translation of a given text from English into an Indian language
- Translation of a given text from and Indian language to English

**Reference Books:**

1. Biguenet, John and Rainer Schulte, editors *Theories of Translation: An Anthology of Essays from Dryden to Derrida*. 260 p. 5-1/2x 8-1/2 1992
2. Bassnett McGuire Susan : *Translation Studies*, Methuen, London and N. Y. 1980.
3. Catford J. C. : *A Linguistic Theory of Translation*, London OUP, 1965.

4. Holmes, James (ed) : *The Nature of Translation: Essays on the Theory and Practice of Literary Translation*, The Hague Mouton, 1970
5. Jacobson, Roman (ed) : 'On Linguistics Aspects of Translation', in R. Brower (ed.) *On Translation*, Cambridge Mass Harvard UP, 1959
6. Kelly L. G. True Interpreter : *A History of Translation Theory and Practice in the West*, Oxford, Blackwell, 1979.
7. Nida, Eugene Anwar Dil, (ed.), *Language Structure and Translation*, Stanford University Press, 1975.
8. Steiner George: *After Babel : Aspects of Language and Translation* OUP, London, 1975.
9. Sujeet Mukherjee: *Translation as Discovery*.

### **Question Paper Pattern**

I Two short notes on Unit I	2x5=10 marks
II Three essay type question on Unit II	3x10=30 marks
III Three passage for translation	3x10=30 marks

**K.L.E. Society's  
LINGARAJ COLLEGE, BELGAUM  
(Autonomous)**

**Department of P G Studies in English  
M.A. III SEMESTER**

**Paper – XV**

**Modern English Grammar and Usage**

**MAE 306**

**COURSE OUTCOMES**

**Teaching Hours: 50**

**CO 1:** Students become familiar with Gramatical theories and concepts.

**CO 2:** Students develop sound analytical and structural skills for both reading and writing skills.

**CO 3:** Students become aware about Listening and speaking skills.

**CO 4:** Students are able to take up research in Modern Grammar.

**UNIT – I Grammatical Theories and Concepts**

**10 hours**

- What is Grammatical? What is Grammar? Why Grammar?
- The Learner's Grammar, The Linguist's Grammar and the Teacher's Grammar
- Historical Grammar, Descriptive Grammar, Prescriptive Grammar, Pedagogical Grammar, Functional Grammar, Mental Grammar, Traditional Grammar
- Labels used in Grammar :
  - Semantic Labels
  - Formal Labels
  - Functional Labels

**UNIT – II Structuralist Method: IC analysis**

**10 hours**

The Noun Phrase :

- Analysis of NPs , Prepositional phrases within NPs
- Sentences within NPs
- Meanings associated with the NP

**UNIT – III**

**10 hours**

**A. The Verbal Group**

- Tense, aspect, mood, modality

- The Meaning of Aux : The Modals and the Nonmodal Auxiliaries
- Predicate Phrase Patterns

**B. Interrogatives**

**UNIT –IV**

**10 hours**

1. The Structure of Clauses : Relative Clauses, Noun Clauses, Adverbial Clauses, Coordination, Concord

**UNIT – V**

**10 hours**

**A. Transformational Generative Grammar:**

- Meaning of the term ‘Generative’
- Competence and Performance
- ‘Deep’ and ‘Surface’ structure
- Phrase Structure Rules
- Transformational Rules
- Selectional Restrictions
- Lexis and Grammar
- Language Universals

**B. USAGE ISSUES IN MODERN ENGLISH**(Discussion of select areas like Subject - Verb Agreement , Pronoun Agreement, Case, Confusion of Adjectives and Adverbs, etc.)**Suggested Reading**

- N Krishnaswamy: Modern Grammar and Usage
- Modern English Grammar: Structure, Meanings, and Usage Paperback – 23 Jan 2014 by K S Yadurajan (Author)
- Fowler’s Modern English Usage Paperback – 2005 by R W Burchfield (Author)

**Paper – XVI**

**Postcolonial Theory**

**MAE 303**

**COURSE OUTCOMES Teaching Hours: 50**

**CO 1:** Students understand the historical contexts of colonialism postcolonialism and Neocolonialism, through theories and texts.

**CO 2:** Students are able to explore the pervasive artistic, psychological, and political impact of colonization through a study of literary and theoretical texts.

**CO 3:** Students understand the concepts of history, culture, nationalism, gender and race in the context of postcolonial literature and theories

**CO 4:** Students develop critical understanding of colonial and postcolonial constructs.

**CO 5:** Students are able to take up research in Postcolonial Theory.

**Unit I**

**Key Concepts 10 hours**

1. Colonialism,
2. Imperialism,
3. Neo-colonialism,
4. Post-colonialism,
5. Discourse
6. Hegemony
7. Ambivalence
8. Nationalism
9. Subaltern

**Unit II 10 hours**

1. Frantz Fanon: *The Wretched of the Earth* (Selections)
  - Reciprocal Bases of National Culture and the Fight for Freedom
  - The Pitfalls of National Consciousness
  - On National Culture
2. Edward Said: *Orientalism* (Selections)
  - Introduction\*
  - Postscript

**Unit III 10 hours**

3. Homi K. Bhabha :

- Of Mimicry and Man\*
- Difference, Discrimination and the Discourse of Colonialism

**Unit IV 10 hours**

4. Ashish Nandi : *The Intimate Enemy* (Selections)
  - The Psychology of Colonialism\*
5. S. N. Balagangadhar :
  - “The Future of the Present : Thinking Through Orientalism” *Cultural Dynamics* 10 (2) July 1998

**Unit V 10 hours**

6. Gayatri Spivak: “Can the Subaltern speak?”
7. Aijaz Ahmad : “The Politics of Literary Postcoloniality”

**Question Paper Pattern**

- Q. 1: Objective Type Questions (Set on the essays marked (\*)) - 10 Marks
- Q. 2: Short notes on key terms - 10 Marks
- Q. 3: Essay type questions on Fanon and Said (2 out of 4) - 20 Marks
- Q. 4: Essay type questions on Bhabha, Nandi, Spivak, Ahmad and Balagangadhar( 3 out of 6) - 30 Marks

**References**

Radhakrishnan, R. *A Said Dictionary*. 2012

Ashcroft Bill, et al. *Postcolonial Theory: Key Concepts*. Routledge, 2012.

Routledge Key Thinkers Series:

Edward Said Homi Bhabha Frantz Fanon Gayatri Spivak

**Paper XVII**

**New Literatures**

**MAE 307**

**COURSE OUTCOMES Teaching Hours: 50**

**CO 1:** Students understand issues, themes, and debates from the formerly colonized spaces through literary, filmic and theoretical texts

**CO 2:** Students understand the influence of Western culture on Nonwestern societies, in terms of politics, culture, and identity

**CO 3:** Students become aware of post-colonial literatures written primarily in English by authors from around the world in their historical contexts, with due emphasis upon their interrelations

**CO 4:** Students are able to take up research in Ne Literatures.

**Unit-I**

**8 hours**

Background- Introduction to Australian and Canadian Literature,  
The Great Australian Desert, Bush and Mateship as paradigms.  
Multiculturalism, Kamagatamaru Episode, the Canadian Prairie

**Unit-II (Poems):**

**10 hours**

1. Alec Derwent Hope- "Australia", "On an Early Photograph of My Mother"
2. Judith Wright- "Woman To Child" , "Eve to her Daughters"
3. A J M Smith- "The Lonely Land"

**Unit- III (Short Story):**

**8 hours**

1. Henry Lawson : "The Drover's Wife"
2. Margaret Lawrence : "The Loons"
3. Peter Cary: "American Dreams"

**Unit- IV (Novels):**

**12 hours**

- Patrick White- *Voss*
- Margaret Atwood- *The Edible Woman*



Unit-V(Drama)

12 hours

- Lorraine Hansberry:A Raisin in the Sun
- Daniel Brooks and Guillermo Verdecchia : “The Noam Chomsky Lectures”

References:

1. Ashcroft, B.et al. *Post Colonial Studies Reader* London : Routledge, 1995
2. Ashcroft, B.et al. *Post colonial Studies the Key Concepts*. London /New York 2006
3. Ashcroft, Bill Gareth Griffiths and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Postcolonial Literatures*. London and Newyork: Routledge
4. Childs, Peter and Patrick Williams. *An Introduction to Post colonial Theory*. Hemel Hempstead, 1997.
5. Jansohl, Herausgegebelt Christa. *Companion to the New Literatures in English*. Berlin: Erich Schmidt, 2002.
6. M.A.R. Habib, *Modern Literary Criticism and Theory* , Blackwell, 2007
7. Patrick Williams and Laura Chrisman, eds: *Colonial Discourse and Post ColonialTheory : A Reader*
8. John McLeod, *Beginning Post Colonial Theory* New York Manchester University
9. Thieme, John, ed. *The Arnold Anthology of Post colonial Literatures in English*. London: OUP, 1996.
10. Benjamin, Andrew et al. *Postcolonial Cultures and Literatures: Modernity and the Commonwealth*. Newyork: Peter Lang, 2002
11. Dennis Walder: *Postcolonial literatures in English History , Language theory*
12. Said, Edward. *Orientalism*. Routledge: London 1978

Question Paper Pattern

- |  |               |         |
|--|---------------|---------|
| I. Objective type questions (on Unit I)    | (10 question) | 1x10=10 |
| II. Essay type questions (on Unit I)       | (1 out of 2)  | 1x10=10 |
| III. Essay type questions (on Units III-V) | (4 out of 8)  | 4x10=40 |
| IV. Short notes (On Units II and III)      | (2 out of 4)  | 2x5=10  |

**Paper XVIII**

**EUROPEAN CLASSICS**

**MAE 301**

**COURSE OUTCOMES**

**Teaching Hours: 50**

**CO 1:** Students are able to read texts in the wider context of European history.

**CO 2:** Students understand the fundamental categories of thought which have shaped the western mind

**CO 3:** Students are able to take up research in European Classics.

**Unit I**

**10 hours**

**Introductory**

1. Europe: History, Geography and extent, Language and Culture

<http://en.wikipedia.org/wiki/Europe>.

2. Jan Nederveen Pieterse: 'Fictions of Europe' in A. Gray and J. McGuigan (eds), *Studying culture*. London, Edward Arnold, 225-32

**Unit II**

**10 hours**

**The Ancient and the Medieval World**

1. Homer, *Odyssey*, Book I (The Norton Anthology of World Masterpieces)

2. Sophocles, *Oedipus, the Rex*

3. Virgil's Aristophanes

**Unit III**

**10 hours**

**The Renaissance: Rebirth and Renewal**

1. An Entry of Renaissance Humanism (Wikipedia Entry or Encyclopedia Britannica)

2. William Shakespeare: *Hamlet*

**Unit IV**

**10 hours**

## The Enlightenment and Revolution: Democracy and Individual Freedom

1. Miguel de Cervantes: *Don Quixote*
2. William Makepeace Thackeray: *Vanity Fair*

## Unit V

10 hours

### Modernism and After

#### Stories

1. Luigi Pirandello: "War"
2. Albert Camus: "The Guest"
3. Franz Kafka : "Metamorphosis"

#### Poems:

1. Seamus Heaney : 'Blackberry-picking' , 'Death of a Naturalist' , 'Digging'
2. Paul Valéry : "The Graveyard by the Sea"
3. Rainer Maria Rilke : "Childhood"
4. Bertolt Brecht : "O Germany, Pale Mother!", "The Burning of the Books"

#### Suggested Reading

- Martin Travers, An Introduction to Modern European Literature : From Romanticism to Postmodernism, Palgrave Macmillan, 1997.
- Anna Katharina Schaffer and Shane Weller (eds.), Modernist Eroticism: European Literature after Sexology, Palgrave Studies in European Literature, Palgrave Macmillan, 2012.
- Henry Hallam, Introduction to the Literature of Europe, London Warwich House, 1970.

**Question Paper Pattern**

**Q.NO I** Objective Type (10 Questions) on Unit I (5 questions) and Unit V Poetry

(5 questions)

**10x1=10 Marks**

**Q.NO.II** Essay Type (3 out of 5) based on Unit II,III and IV

**03x10=30 Marks**

**Q. No. III** Essay Type (3 out of 5) based on Unit IV and V

**03x10=30 Marks**

**Paper XIX**

**British Literature**

**MAE 308**

**COURSE OUTCOMES**

**Teaching Hours: 50**

**CO 1:** Students understand various ages and their socio-cultural and historical contexts through representative texts.

**CO 2:** Students are able to critically analyze, interpret, and evaluate representative texts.

**CO 3:** Students are able to take up research in British Literature

**Unit 1. Background 8 hours**

Romantic Movement- Precursors and High Romantics-trends- texts writers and the Victorian Age.

**Unit II: Poetry**

**12 hours**

William Blake: -

1. *Songs of Experience* (Selections)

- a) The Shepherd
- b) The Echoing Green
- c) The Lamb
- d) The Little Black Boy
- e) The Blossom
- f) The Chimney Sweeper
- g) The Little Boy Lost
- h) The Little Boy Found
- i) Laughing Song

2. *Songs of Innocence* (Selections)

- a) Earth's Answer
- b) The Clod and the Pebble
- c) Holy Thursday
- d) The Little Girl Lost
- e) The Little Girl Found
- f) The Chimney Sweeper
- g) Nurse's Song
- h) The Fly
- i) The Tigre

**Unit III: Poetry**

**10 hours**

William Wordsworth	: Tintern Abbey. Ode: Intimations of Immortality.
S.T. Coleridge	: The Rime of Ancient Mariner
P.B. Shelley	: Ode to the West Wind
John Keats	: Ode on a Grecian Urn.

**Unit IV: Novel 10 hours**

Thomas Hardy	: <i>The Mayor of Casterbridge</i>
Emily Bronte	: <i>Wuthering Heights</i> .

**Unit V: Prose 10 hours**

John Stuart Mill	: <i>The Subjection of Women (Essay)</i>
Charles Dickens	: <i>A Walk in the Work House (Article)</i>

**Suggested Reading**

1. The Norton Anthology of English Literature
2. David Daiches, A Critical History of English Literature (4 Vols)
3. Arnold Kettle, The English Novel (2 Vols)
4. Pramod Nayar, Short History of English Literature
5. Boris Ford (Ed), Pelican Guide to English Literature (8 Vols)
6. Vijayshree, C, Victorian Poetry – An Anthology (Orient Blackswan)

**Question Paper Pattern**

- |   |               |         |
|---|---------------|---------|
| I. Objective type questions (on Unit I)   | (10 question) | 1x10=10 |
| II. Essay type questions (on Unit I)      | (1 out of 2)  | 1x10=10 |
| III. Essay type questions (on Units II-V) | (4 out of 8)  | 4x10=40 |
| IV. Short notes (On Units II-V)           | (2 out of 4)  | 2x5=10  |

**Paper XX**

**Open Elective Course**

**Creative Journalistic Writing**

**MAE 300**

**COURSE OUTCOMES Teaching Hours: 50**

**CO 1:** Students understand the basics of journalism

**CO 2:** Students can adopt journalism as a part-time activity, hobby, allied profession or a subject of specialization for future study

**CO 3:** Students become responsible, service oriented and committed towards society.

**Unit I: Fundamentals of Communication 10 hours**

Process of Journalistic Communication, Acquiring Skills in Journalistic Communication – Journalistic Writing. Journalistic Speech and Listening Skills – Relationship between Literature and Journalism.

**Unit II: Writing for Newspapers and Magazines 10 hours**

Printing Process – News Collection, News Sources, Channels of News, News agencies, Syndicates, News features Articles, Columns, and Letters. Digital Story Writing, Blog Writing, Advertisements

**Unit III: Brief Introduction to Radio 10 hours**

Programme Production Stages – Growth of Radio in India. Different Radio Programmes – Talks, Discussions, Interviews, Documentary, Phone-in Programmes, features, Radio Jockey.

**Unit IV: Brief Introduction to TV 10 hours**

Growth of TV in India. TV Programme Production Process. Types of TV Programmes. News, Interviews, Panel Discussions, Serials, Documentary, Live Programmes, Infotainment Programmes, Reality Shows.

**Unit V: New Media Technologies 10 hours**

Characteristics of Internet based Media-web Publications, Radio, TV, Portals, Mobile Phones, Digital Photography – Convergence of Media Technologies and their Publications.

**References:**

1. Keval J Kumar - *Mass Communication in India*
2. Vasuki Belavadi – Video Production
3. Robert Hillard – Radio Broadcasting
4. Millerson Gerald – *The Techniques of TV Production*
5. Kyker K and Kurchy C – Television Production
6. Donald R and Spann T – *Fundamentals of Television Production*

**Question Paper Pattern**

- |  |               |
|--|---------------|
| 1. Two marks questions on all the units        | 2x10=20 Marks |
| 2. Four short notes on all the units           | 4x5=20 Marks  |
| 3. Three essay type questions on all the units | 3x10=30 Marks |



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M.A. IV SEMESTER  
Paper XXI: English Language Teaching  
MAE 404**

**Total hours of teaching: 50**

Theory : 70 Marks

Practical: Peer Teaching : 30 Marks \*

**COURSE OUTCOMES Teaching Hours: 50**

**CO 1:** Students develop the skills required for teaching English and can pursue career in teaching

**CO 2:** Students become aware of various teaching – learning theories and its application.

**CO 3:** Students are able to take up research in English Language Teaching

**Unit: Introductory 5 hours**

1. English in India
2. ELT in India

**Unit: 2 Approaches and Methods 10 hours**

1. History of Language Teaching
2. Constituents of language teaching
3. Psychology of Learning
4. Methods of teaching English

**Unit: 3 Materials 10 hours**

1. Teaching Materials : Old and New
2. Instructional Aids and Study aids

**Unit: 4 Techniques (Classroom applications) 10 hours**

1. The four skills
2. The teaching of grammar
3. Teaching literature

**Unit: 5 Testing and Evaluation 5 hours**

1. Types of tests
2. Evaluating teaching materials and courses

**Unit: 6 Planning 10 hours**

1. Unit planning

2. Lesson planning
3. Error analysis and Remedial Teaching

\*Each student shall teach three times. Each lesson plan and class teaching will carry 10 marks (10 Marks X 3 lessons = 30 Marks). The performance of the candidate shall be assessed by a pair of tutors. Following shall be the marking scheme for the Practice Teaching:

Lesson plan	2 Marks
Introduction and presentation techniques	1 Marks
Learner involvement	2 Marks
Exercises. Activities for student and relevance to class objectives	2 Marks
Observation of class, Post – teaching discussion and feedback strategies	1 Marks
Language of the candidate (clarity/intelligibility/usage/use)	2 Marks

### **Suggested Reading**

1. Gokak V.K: English in India, its Present and Future, 1966.
2. Yardi V.V: Teaching English in India Today, ParimalaPrakashan.
3. Allen H.B. & Campbell R.N.: Readings in Teaching English as a Second Language, McGraw Hill .
4. Howatt APR: A History of English Language Teaching, OUP, 1984.
5. BrumfitC.J.(ed.): Teaching Literature Overseas : Language Based Approaches
6. ELT Documents, 1985.
7. Brumfit C.J. & R. A. Carter: Literature and Language Teaching. 1985.
8. Prabhu N.S. : Second Language Pedagogy, OUP, 1897.
9. Indian Ministry of Education Study Group Reports, 1965, 1967.
10. New Education Policy Govt. of India, 1987.
11. Brumfit C.J. & K Johnson (ed.): The Communicative Approach to Language
12. Teaching, OUP, 1979.
13. Allen JPB and S. Pit Corder (ed.) The English Course in Applied Linguistics, Vols.II,III
14. Stern, H.H: Fundamental Concepts of Language Teaching OUP.
15. Kelly, Louis G.: 25 Centuries of Language Teaching
16. Richards, J and T. Rodgers: Approaches and Methods in Language Teaching, OUP, 1986

### **Question Paper Pattern**

Q. 1 Short notes on Unit I - V	2X5=10
Q.2 Essay type question on Unit I-II(one out of two)	1X10=10
Q.3. Essay type question on Unit III and IV (one out of four two)	2X10=20
Q.4. Essay type question on Unit III (one out of four two)	2X10=20
Q.5. Lesson plan (Passage)	1X10=10

**Paper XXII**

**Cultural Studies  
MAE 401**

**Total hours of teaching: 50**

**COURSE OUTCOMES Teaching Hours: 50**

**CO 1:** Students are able to critique the minds through Cultural Studies

**CO 2:** Students understand the ideas, thoughts which connect people as a society despite cultural diversity.

**CO 3:** Students are able to take up research in Cultural Studies

**Unit-I**

**10 hours**

**Key Concepts:**

1. Identity
2. Ideology
3. Modernity
4. The 'Other'
5. Popular Culture
6. Representation
7. Subaltern
8. Culture

**References :**

1. Peter Brooker: *A Glossary of Cultural Theory* London: Arnold, 1999
2. Dani Cavallaro: *Critical and Cultural Theory: Thematic Variations*, London: Continuum International Publishing Group, 2001

**Unit: II**

**10 hours**

**Theorizing Culture**

1. Meanings and usages commonly associated with word 'culture'
  2. Range of practices generally denoted by the word 'culture'
  3. History of its usage in English language
  4. New questions for the study of culture in our own context
- Matthew Arnold: *Culture and Anarchy*(Excerpts)
  - F.R.Leavis: 'Mass Culture and Minority Civilization'
  - Raymond Williams: *Analysis of Culture*
  - A K Ramanujan: *Annaya's Anthropology*(Short Story)

**Unit III:**

**10 hours**

**Thematizing Culture**

1. History of Cultural Studies: Origins of the discipline in the West
  2. Differences between the British and American variants of Cultural studies
  3. Study of culture in India
  4. Cultural studies in India
- Wikipedia entry on 'Cultural Studies'
  - Macaulay's Minute on Indian Education (Excerpts)
  - Johnson, Richard. "What is Cultural Studies Anyway?" *Social Text* Ed. John Storey, 16 (1986/87): 38-80
  - Gilbert Rodman: Cultural Studies and History
  - Anjana Ghosh: 'Introduction', Cultural Studies-A Symposium on Culture and Power, *Seminar-446*

**Unit: IV**

**5 hours**

**Nationalism and Culture:**

1. The notion of nation
2. State and Nation
3. Nation as 'Imagined Community'
4. Nation and the question of modernity
5. Benedict Anderson: 'Introduction', *Imagined Communities*
6. J P Dutta :*Border* (film)

**Unit V:**

**10 hours**

**Modernizing Cultures:**

- What is Modernity?
- The Indian Modern
- Modernity and Reformation

**Core Reading:**

1. Partha Chatterjee: 'The Nationalist Resolution of the Women's Question' (only 1)
2. Partha Chatterjee: *Our Modernity*
3. U.R.Ananta Murthy: 'A Horse for the Sun'

**Unit VI**

**5 hours**

**Analyzing the Popular**

- What is popular culture?
- Popular Culture as 'resistant cultures'
- Engagement with 'popular' in India

**Core Reading:**

- Janice Radway: '*Reading the Romance*'
- Judith Williamson: '*Meaning and Ideology*'
- V.S.Naipaul: '*Women's Era*'

**Suggested Reading**

- Anjan Ghosh : 'Introduction', Cultural Studies – A Symposium on Culture and Power, Seminar – 446, October 1996, Pp12-15
- Dani Cavallaro : Critical and Cultural Theory: Thematic Variations, London : Continuum International Publishing Group, 2001
- John Storey (Ed), Cultural Theory and Popular Culture: A Reader, London: Pearson, 1998
- John Storey, What is Cultural Studies? A reader, London: Arnold, 1996
- Oebraj Bhattacharya, Of Matters Modern, London: Seagull, 2008
- Peter Brooker : A Glossary of Cultural Theory London : Arnold, 1999
- Wikipedia entries

**Question Paper Pattern**

Q. 1 Objective Questions on Unit I to V	10X1=10
Q.2 Essay type question on Unit I to V	1X10=10
Q.3. Essay type question on Unit I to V	1X10=10
Q.4. Essay type question on Unit I to V	1X10=10
Q.5. Essay type question on Unit I to V	1X10=10
Q.6. Essay type question on Unit I to V	1X10=10
Q.7. Essay type question on Unit I to V	1X10=10

**Paper - XXIII  
Twentieth Century British Literature  
MAE 408**

**Total hours of teaching: 50  
Teaching Hours: 50**

**COURSE OUTCOMES**

**CO 1:** Students understand various ages and their socio-cultural and historical contexts through representative texts.

**CO 2:** Students are able to critically analyze, interpret, and evaluate representative texts.

**CO 3:** Students are able to take up research in British Literature

**UNIT – I: Background 10 hours**

- Socio-cultural background of the 20<sup>th</sup> Century : the literary, intellectual, cultural movements
- Global wars : “Representing the Great Wars”
- Emergence of new nations : “Imagining Ireland”
- Modernism and Postmodernism
- Forms and Genres like the Stream of Consciousness Novel and Poetic Drama.

**UNIT – II: Representing the Great War 15 hours**

- Rupert Brooke - ‘The Soldier’
- W. B. Yeats - ‘An Irish Airman Foresees His Death’
- Wilfred Owen - ‘S.I.W.’, ‘Insensibility’
- Rosenberg - ‘Break of Day in the Trenches’
- Siegfried Sassoon - ‘Finished with the War: A Soldier’s Declaration’

**Modernist Experiments**

- Ezra Pound – ‘In a Station of the Metro’
- T.S. Eliot – ‘The Waste Land’ (Selections)
- W. B. Yeats – ‘Easter, 1916’, ‘Imagining Ireland’
- Seamus Heaney – ‘Ocean’s Love to Ireland’

**Post war Poetry**

- Ted Hughes – ‘Hawk Roosting’, ‘The Thought Fox’
- Philip Larkin – ‘GoingGoing’
- Dylan Thomas – ‘A Refusal to Mourn the Death by Fire of a child in London’

**UNIT – III: Short Fiction 10 hours**

- Rudyard Kipling - ‘End of the Passage’
- D H Lawrence – ‘Tickets, Please’
- Virginia Woolf – ‘The Mark on the Wall’
- Graham Greene - ‘Across the Bridge’
- Elizabeth Bowen - ‘Mysterious Kor’

**UNIT – IV: Novel 5 hours**

- Graham Swift's: ‘Water land’

**UNIT – V: Drama**

**10 hours**

- Harold Pinter : 'The Birthday Party'

**Suggested Reading**

- The Norton Anthology of English Literature
- David Daiches, A Critical History of English Literature (4 Vols)
- Arnold Kettle, The English Novel (2 Vols)
- Pramod Nayar, Short History of English Literature
- Boris Ford (Ed), Pelican Guide to English Literature (8 Vols)
- Raymond Williams : When was Modernism?  
[http://www.adamartgallery.org.nz/admin/wp-content/uploads/2011/02/RaymondWilliams\\_WhenwasModernism.pdf](http://www.adamartgallery.org.nz/admin/wp-content/uploads/2011/02/RaymondWilliams_WhenwasModernism.pdf)
- Anthony Giddens : 'The Contours of High Modernity' Modernity and Self-Identity: Self and Society in the Late Modern Age,
- M. H. Abrams : 'Modernism' in Glossary
- David Brooks, 'Modernism'
- Robert B. Ray, 'Postmodernism'
- Jane Dowson and Alice Entwistle , A History of 20th Century British Women's Poetry , Cambridge University Press, 2005
- James Acheson and Romana Huk(Eds), Contemporary British Poetry : Essays in Theory and Criticism, State University of New York Press , 1996
- Marcus, Laura et. al. (Ed) The Cambridge History of Twentieth-Century English Literature, London : Cambridge University Press, 2005
- British History Post-WWII at the BBC web pages on "The Making of Modern Britain" <http://www.bbc.co.uk/history/british/modern/>
- Press, John. A Map of English Verse, London : OUP, 1961
- Allen, Walter. The short story in English. 1981.
- May, Charles E, ed. Short story theories. 1976.
- Lohafer, Susan. Coming to terms with the short story. 1983.
- Classic Short Stories <http://www.classicreader.com/browse/1/title/>

**Question Paper Pattern**

Q. 1 Objective Questions on Unit I to V	2X5=10
Q.2 Essay type question on Unit I to V	1X10=10
Q.3. Essay type question on Unit I to V	1X10=10
Q.4. Essay type question on Unit I to V	1X10=10
Q.5. Essay type question on Unit I to V	1X10=10
Q.6. Essay type question on Unit I to V	1X10=10
Q.7. Essay type question on Unit I to V	1 X10=10

**Paper XXIV: New Literatures in English (African and Caribbean)**

**MAE 407**

**Total hours of teaching: 50**

**COURSE OUTCOMES Teaching Hours: 50**

**CO 1:** Students understand issues, themes, and debates from the formerly colonized spaces through literary, filmic and theoretical texts

**CO 2:** Students understand the influence of Western culture on Nonwestern societies, in terms of politics, culture, and identity

**CO 3:** Students become aware of post-colonial literatures written primarily in English by authors from around the world in their historical contexts, with due emphasis upon their interrelations

**CO 4:** Students are able to take up research in Ne Literatures.

**UNIT – I**

**10 hours**

Background – Colonization and its aftermath, Culture Vs Modernity: The African Context  
Introduction to Caribbean history : Slavery, Middle Passage, Immigration, Complex relation with Europe, Problems of Caribbean Identity.

**UNIT – II**

**10 hours**

Chinua Achebe – *Anthills of the Savannah*  
Wole Soyinka – *Death and the King's Horsemen*

**UNIT – III**

**10 hours**

V.S Naipaul – *A Way in the World*  
Derek Walcott – *A Far Cry from Africa*, *Ruins of a Great House*, *After the Storm*, *Crusoe's Island*

**UNIT – IV**

**10 hours**

N'gugi- *De-colonizing the Mind* (Essay)  
George Lamming – *The Pleasures of Exile* (Introduction)

**UNIT-V**

**10 hours**

Chimamanda Ngozi Adichie- *Ghosts* (African Short Story)  
Dwight Thompson—*Science of Salvation* (collection from *Pepperpot: Best New Stories from the Carribean*)

**Suggested Reading**

- Ashcroft, B. et al., *Post-colonial Studies Reader*. London: Routledge, 1995
- Ashcroft, B. et al., *Post-Colonial Studies. The Key Concepts*. London/New York: Routledge, 2006
- Agbaw. S.E. (ed.), *Aspects of Postcolonial Literature*. Nitra: UKF, 2006  
Childs, Peter, and Patrick Williams. *An Introduction to Post-Colonial Theory*. Hemel Hempstead, 1997.
- Jansohn, Herausgegeben von Christa. *Companion to the New Literatures in English*. Berlin: Erich Schmidt, 2002.



- M.A.R. Habib, *Modern Literary Criticism and Theory*, Blackwell, 2007
- Patrick Williams & Laura Chisman, eds.: *Colonial Discourse and Post-Colonial Theory: A Reader*
- Dennis Walder: *Post-Colonial Literatures in English: History, Language, Theory*
- John McLeod, *Beginning Postcolonial Theory*, New York Manchester University Press, 2007
- Thieme, John, ed. *The Arnold Anthology of Post-Colonial Literatures in English*. London and New York: Arnold/Oxford University Press, 1996.
- Said, Edward. *Orientalism: Western Concepts of the Orient*. Routledge: London, 1978.
- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London and New York: Routledge, 1989.
- Benjamin, Andrew, et al, eds. *Postcolonial Cultures and Literatures: Modernity and the (Un)Commonwealth*. New York: Peter Lang, 2002.
- <http://faculty.pittstate.edu/~knichols/colonial2.html#terms>

### **Question Paper Pattern**

Q.1 Objective questions on the texts marked		10X1=10
Q.2 Short notes on Unit I		2X5=10
Q.3. Essay type question on Unit II		1x10=10
Q.4 Essay type question on Unit III		1X10=10
Q.5 Short notes on Unit III (Two out of four)	2X5=10	
Q.6 One Essay type question on Unit IV		1X10=10
Q.7 Short notes on unit V (Two out of four)	2X5=10	

**Paper XXV: Women's Writings in India**  
**MAE 409**

**Total hours of teaching: 50**

- **COURSE OUTCOMES Teaching Hours: 50**
- **CO 1:** Students are able to read texts in the wider context of world history
- **CO 2:** Students understand the ideas, thoughts which connected humanity in the entire world
- **CO 3:** Students are able to take up research in World Classics in Translation

**Unit I** Introductory:

**1. Concepts:** Patriarchy, Sex and Gender, Stereotypes, Gynocriticism, **10 hours**  
Body Politics, Female Creativity.

**2. Anti-social Practices:** Sati, Dowry, Child Marriage, Widowhood,  
Female Feticide, Prostitution.

3. Simone de Beauvoir : **The Second Sex** (introduction)  
4. Kate Millett : Sexual Politics (Chapter II **Theory of Sexual Politics OUP**)

**Unit II Critical Essays**

**20 hours**

1. Jasbir Jain : Gender and Narrative Strategy in Women Writing in India  
2. K.Sachinananda : Gender, Text and Politics in Women's Writing in India  
3. Shashi Deshpande : The Power Within

**Unit III: Selections from Indian Women poets**

**10 hours**

- Tribute to Papa, Purdah – 1, Bit by Bit the Splintered Day Has Ended, Catholic Mother, Lament of a Girl Child, The Old Play House, Akkamahadevi's 'Vachanas' (four)
- Gauri Deshpande The Female of the Species

**Unit IV: Selections from Indian Women Short Story Writers**

Kamala Chaudhary: 'Duty' (short story)  
Mahashwetadevi; 'Draupadi' (Short Story)  
RukeyaSukhawatHossian: 'Sultana's Dream' (Originally English)  
Beyond the Horizon: Anita Nair

**Unit V: Selections from Indian Women Novelists**

**10 hours**

- Gita Mehta: '*The River Sutra*'
- Shashi Deshpande: That Long Silence

### Suggested Reading

- Tharu, Susie and LalitaK; *Women Writings in India*. Oxford India Paperback, 2008.
- *Patterns of Feminist Consciousness in Indian Women Writers*. Prestige pub, Ed., 1999.
- *Shaping of the World (Women Writers on Themselves)*.- Ed., Manju Kapur Hay House: India, 2014.
- *Feminisms Ed., Robin Warhol and Daine Price Herndl*, Rutgers University Press
- *Feminism*. Ed., Sushila Singh, Pencraft International, New Delhi
- A Room for one's own by Virginia Woolf
- Indian Women Writers – A Study By Anuradha Roy Prestige Pub, 1999
- The Novels of Anita Desai
- Fiona Tolan, 'Feminisms', Literary Theory and Criticism, Patricia Waugh (Ed), New Delhi : OUP, 2006
- Cranny-Francis , et. al., Gender Studies : Terms and Debates, New York : Palgrave Macmillan, 2003
- K. K. Ruthven, Feminist Literary Studies : An Introduction Toril Moi, Sexual/Textual Politics : Feminist Literary Theory
- Linda Nicholson (ed), The Second Wave : A Reader in Feminist Theory, New York : Routledge, 1997
- Gilbert and Gubar, The Norton Anthology of Literature by Women, 1985
- Susie Tharu and K. Lalita (Eds), Women Writing in India, Delhi : OUP, 1991
- Laxmi Holmstrom (Ed), The Inner Courtyard, New Delhi : Roopa and Co., 1991
- Brinda Bose (Ed), Translating Desire : The Politics of Gender and Culture in India, New Delhi : Katha, 2002,
- Susie Tharu, 'The Impossible Subject : Caste and Desire in the Scene of the Family',
- Body, City : Contemporary Culture in India, Indira Chandrasekhar and Peter Seel (Eds) Delhi :Tulika Books, 2003
- Pandit Ramabai, 'Widowhood', Exploration of Ideas, Hyderabad : Orient Blackswan, 2009
- Dr. Rukmabai, Purdah – The Need for its Abolition', Exploration of Ideas, Hyderabad Orient Blackswan, 2009

### Question Paper Pattern

Q.1. Objective Questions on texts marked		10X1=10
Q.2 Short notes (four out Eight)	4X5=20	
Q.3 Essay type question on Unit II		1X10=10
Q.4 Essay type question on Unit III		1X10=10
Q.5 Essay type question on Unit III		1X10=10
Q.6 Essay type question on Unit IV		1x10=10