

K.L.E. Society's
LINGARAJ COLLEGE, BELAGAVI
(Autonomous)
Department of P.G. Studies in English
M. A. I SEMESTER 2019-20

Paper I to VII

I Semester:

Paper I: Basic Core

- Language and Research Skills

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 drama

References:

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

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. Renu Gupta : *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
2. Joseph Gibaldi & Walter S. Achtert, *MLA Handbook for Writers of Research Papers*, New York: MLA of America, 2009.
3. John Unsworth, 'New Methods for Humanities Research'
4. 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

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

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	
Unit IV	The Chomsky Revolution	10 Hours
Unit V	Language Universals, the concept of traditional grammar	10 Hours

References:

1. John Lyons, *Language and Linguistics* (Chapters 1,2,6 and 9)
2. Crystal, David: *What is Linguistics?* (Chapters 1-3)
3. Dinneen, F.P. *An Introduction to General Linguistics* (Chapter 1)
4. Gleason, H.A. *An Introduction to Descriptive Linguistics* (Chapter 1, 4 and 24)
5. Robins, R. H. *General Linguistics : An Introductory Survey* (Chapter 1 and 2)
6. Alien H. B. (Ed) : *Readings in Applied Linguistics* (Chapters by S. R. Levin, C.C. Fries and C. V. Hartung)
7. Krisnaswamy, N. *Linguistics for Language Teachers*

Question paper pattern

Q.I Objective type questions on all the units	10x1=10 marks
Q.II Two short notes based on Unit III	2x5=10 marks
Q.III Three essay type questions based on Units II-III	3x10=30 marks
Q.IV Two short notes on Units IV and V	2x5=10 marks
Q.V One essay type question based on Unit II	1x10=10 marks

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

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 Ifor Ivans: *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

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: Indianness 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. Raja Rao : The Policeman and the Rose
2. Jumpa Lahri : When Mr. Pirzada Came to Dine
3. Rohinton Mistry : Swimming Lessons
4. Sudha Murthy : Bombay to Bangalore, Thread
5. Rashmi Bansal :

Unit V – Novel

10 Hours

1. Raja Rao: *On the Ganga Ghat*
2. Salman Rushdie: *Midnight's Children*

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

I Semester

Paper V: Classical Criticism

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 – Defiance 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 – 19th 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

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 - Theory

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

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. Purnachandra Tejaswi's Swaroop and Camus' *The Fall*

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)

Paper I

Teaching Hours: 50

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

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 - 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*

K.L.E. Society's
LINGARAJ COLLEGE, BELAGAVI
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MA II Semester
Paper VIII to XIV
Paper VIII: Computer Applications (Open Elective Course)

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

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 Pattern that is application of Theory	4x5=20
Q.5. Question on Transcription, Accentual pattern and intonation One passage	1x10= 10

Paper – XII: Modern Criticism

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

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|-----|--|---------|
| 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) $5 \times 10 = 50$

Paper- XIII Translation Studies – Theory and Practice

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:

10 Hours

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:

10 Hours

Translation Theories: Varied Perspectives

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

Unit III: Literary Theories of Translation:

10 Hours

- 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:

10 Hours

- 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:

10 Hours

- Analysis of Translation of Unseen Paired Texts
- Translation of a given text from English into an Indian language
- Translation of a given text from an 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. Browser (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

II Semester: Paper X: British Literature – Neo Classical Age

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 i. *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

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

10 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

05 Hours

1. Ernest Hemingway: *A Farewell to Arms*

Unit IV - The Short Story

10 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

05 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

LINGARAJ COLLEGE, BELGAUM

(AUTONOMO
US)

SYLLABUS FOR P.G STUDIES IN ENGLISH

Paper Cancelled	Paper Introduced
Modern Grammar and Usage III sem	Film Studies III sem
European Classics III	World Classics in Translation I III sem or Indian Literature in Translation (Opt)
Journalistic writing III (OEC)	Communicative English (OEC)
British Literature III and IV	World Classics in Translation II IV sem Or Indian Literature in Translation(Opt)

K.L.E. Society's

LINGARAJ COLLEGE, BELGAUM

**(AUTONOMO
US)**

**M.A. III Semester
ENGLISH
SYLLABUS**

3.1 Film Studies: Theory and Practice Interface

(With effect from 2019 -20 and onwards)

Teaching hours per week – 4

Maximum Marks : 100 Marks

Semester End Examination : 70 Marks

Duration : 3 Hours

Internal Assessment : 30 Marks

COURSE OUTCOMES

Teaching Hours: 50

CO 1: Students are able to read films as audio-visual texts

CO 2: Students understand the language of film

CO 3: Students are able to take up research in Film Studies.

UNIT-I Film as an Art and Culture

- The meaning of Visual Art
- Visual Culture, Textual culture and the Representation of Difference
- The Movie Characters: Body and Mind dynamics

UNIT-2 Introduction to Film Studies

- Film Studies : An Academic Discipline
- The major movements of Film Studies (India and Western)
- Film and Historical Imagination
- Film Theories: Realism, Neo-realism, Formalism, Surrealism in understanding films(related films as case studies)

UNIT-3 Film Aesthetics

- Silent movies: Charlie Chaplin (Modern times, The great dictator) Battleship Potemkin
- Films and Melodrama: (Mother India, Anand, Sholay, Devdas)
- Nation and Narration(The Bridge on the river Kwai, Border, Rang De Basanti, LOC, Uri)
- Shakespeare on Indian Stage (Macbeth, Othello, Hamlet, King Lear)
- Pixar Movies (Coco, Monsters University, The Good Dinosaur)

UNIT-4 Fundamentals in Film Making

Script Writing,
Editing, Mise-en-scene, Review on films
Production and Distribution
Submission of mini project

Suggested Readings:

- Film Art: An introduction by David Bordwell and Kristin Thomson
- How to read a film by James Monaco
- Understanding Movies by Louis Giannetti
- Filmmaker's handbook by Steven Ascher and Edward Pincus
- Grammar of the Edit by Roy Thomson and Christopher Bowen
- Our films and their films by Satyajit Ray
- The Evolution of the language of cinema by Andre Bazin

- **Question Paper Pattern**

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- Q.1 Objective questions on all units 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 IV (Two out of four) 2X5=10

3.2 Paper: Postcolonial Theory

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 1

- A Concise Companion to Postcolonial Literature: ed by Shirley Chew and David Richards
- Simhachalam Thamarana: Significance of studying Postcolonial Literature and its Relevance
- Harish Trivedi: Colonial Influence, Postcolonial Intertextuality: Western Literature and Indian Literature

Unit II

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
1. Edward Said: *Orientalism* (Selections)
 - Introduction*
 - Postscript

Unit III

1. Homi K. Bhabha :
 - Of Mimicry and Man*
 - Difference, Discrimination and the Discourse of Colonialism

Unit IV

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

Question Paper Pattern

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|-----|---|---------|
| 3. | | |
| 4. | Q.1 Objective questions on all units | 10X1=10 |
| 5. | Q.2 Short notes on Unit I | 2X5=10 |
| 6. | Q.3. Essay type question on Unit II | 1x10=10 |
| 7. | Q.4 Essay type question on Unit III | 1X10=10 |
| 8. | Q.5 Short notes on Unit III (Two out of four) | 2X5=10 |
| 9. | Q.6 One Essay type question on Unit IV | 1X10=10 |
| 10. | Q.7 Short notes on unit IV (Two out of four) | 2X5=10 |

~~Paper 3.3 New Literatures (Canada and Australia)~~

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

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):

1. Alec Derwent Hope- “Australia”, “On an Early Photograph of My Mother”
2. Judith Wright- “Woman To Child” , “Eve to her Daughters”
3. Edwin. John Pratt- “Rachel”, “Still Life”
4. A J M Smith- “The Lonely Land”

Unit- III (Short Story):

1. Henry Lawson : “The Bush Undertaker”
2. Margaret Lawrence : “The Loons”
3. Peter Cary: “American Dreams”

Unit-IV (prose)

1. Markus Zusak: The Book Thief(Australian novel)
2. Saul Bellow: Herzog (Canadian play)

Question Paper Pattern

Q.1 Objective questions on all units	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 IV (Two out of four)	2X5=10

3.4 (a) WORLD CLASSICS IN TRANSLATION I

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: Introduction

- The meaning of World Classics, History, Geography, Language and culture
- What is a classic?: T.S.Eliot
- A brief introduction to World Drama, Poetry and Novel

Unit II: Drama

- Sudraka: Mrichchhakatika
- Henrik Ibsen : The Doll's House
- Anton Chekhov: The Cherry Orchard

Unit III: Poetry

- Homer: The Odyssey
- Matsua Basho: Haiku poems (any 7)
- Kalidas: Meghadut

Unit IV: Fiction

- Gabriel Garcia Marquez: One Hundred Years of Solitude
- Fyodor Dostoyevsky: Crime and Punishment
- The Kagero Diary (translated by Sonja Arntzen)

Question Paper Pattern

Q.1 Objective questions on all units	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 IV (Two out of four)	2X5=10

3.4 (b) INDIAN LITERATURE IN TRANSLATION

COURSE OUTCOMES

Teaching Hours: 50

CO 1: Students are able to decolonize the minds through Indian literature

CO 2: Students are able to connect between different cultures of multilingual country

CO 3: Students are able to take up research in Indian Literatures in Translation

UNIT I: Introduction

- G. N. Devy: “Indian Literature in Translation: An introduction”
- Anisur Rahman: “Indian Literature(s) in English Translation
- K. Satchidanandan: “Translation its Role and Scope in India”

Unit II: Drama

- Rabindranath Tagore: Karna and Kunti
- Mohan Rakesha: Halfway house
- BadalSircar: Someday Later

Unit III: Poetry

- Ramesh.C.Dutt: Ramayan
- Varavara Rao: Kavi
- A.K.Ramanujan: Vachanas of Basavanna

Unit IV: Fiction

- U.R.Anantmurthy: Bharatipur
- S. L. Bhyrappa : Witness
- Premchand: ShatranjKeKhiladi
- Sharat Chandra: Devdas

Question Paper Pattern

-
- Q.1 Objective questions on all units 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 IV (Two out of four) 2X5=10

Paper3.5 : Creative Journalistic Writing

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: Acquiring Skills in Communication – Writing. Speech and Listening Skills – Relationship between Literature and Journalism.

- **Unit II: Writing for Newspapers and Magazines**

- Printing Process – News Collection, News Sources, Channels of News, News agencies, Syndicates, News features Articles, Columns, and Letters. *Drafting of Talks*

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- **Unit III: Brief Introduction to Radio and TV**

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

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- **Unit IV: New Media Technologies**

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

Question Paper Pattern

Q.1 Objective questions on all units	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 IV (Two out of four)	2X5=10

Paper 3.6: Communicative English (OEC)

COURSE OUTCOMES

Teaching Hours: 50

CO 1: Students develop Communication Skills.

CO 2: Students are able to use English efficiently, and effectively in real-life situation.

Unit I: The Meaning of Communicative English

Unit II: Language Development

- Vocabulary for communication
- Grammar and Usage
- Using Visual Arts for communication
- Applied Phonetics
- Language and artistic communication-based activities

Unit III Writing Skills

- Brainstorming
- Writing Short Situational Paragraphs
- Developing An Outline
- Dialogue Writing

Unit IV Academic Writing

- Developing Idea, Gathering data
- Sentence Linkers
- Punctuations

Question Paper Pattern

-
- Q.1 Objective questions on all units 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 IV (Two out of four) 2X5=10

Paper 4.1: -English Language Teaching

Teaching hours per week – 4

Maximum Marks : 100 Marks

Semester End Examination: 70 Marks

Internal Assessment : 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: I English Language Teaching in India: History and Approaches 15 Hours

- English in India
- History of Language Teaching
- Constituents of language teaching
- Psychology of Learning Theories
- Methods of teaching English

Unit: 2 Approaches, Methods and Techniques (Classroom applications) 20 Hours

Sub-Unit A

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

Sub-Unit B

1. The Four Skills
2. The Teaching of Grammar
3. Teaching Literature

Unit: 3 Testing and Evaluation**5 hours**

1. Types of Tests
2. Evaluating Teaching Materials and Courses

Unit 4 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:

Introduction and Presentation Techniques

Learner Involvement

Exercises. Activities for student and relevance to class objectives

Observation of class, Post – teaching discussion and feedback strategies

Language of the Candidate (clarity/intelligibility/usage/use)

Paper 4.2: Cultural Studies

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.

15 Hours

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)
- A K Ramanujan: Annaya's Anthropology(Short Story)

UNIT-II

10 Hours

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)Raymond Williams: Analysis of Culture
 - Johnson, Richard. "What is Cultural Studies Anyway?" *Social Text* Ed. John Storey, 16 (1986/87): 38-80

Unit: III

15 hours

Nationalism and Culture:

1. The notion of nation
2. Nation and the question of modernity
3. Indian Modernity
4. Benedict Anderson: 'Introduction', Imagined Communities

5. J P Dutta : *Border* (film)

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 IV

10 hours

Analyzing the Popular Culture

- Bob Dylan and 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*'

Question Paper Pattern

Q.1 Objective questions on all units	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 IV (Two out of four)	2X5=10

Paper 4.3: New Literatures (African and Caribbean)

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

15 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

15 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)

Question Paper Pattern

Q.1 Objective questions on all units	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 IV (Two out of four)	2X5=10

Paper4.4: (a) WORLD CLASSICS IN TRANSLATION II

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: Mythology

10 Hours

- What is myth?
- The importance of mythology
- The relevance of myth
- Greek mythology and Popular culture

Unit II: Drama

15 Hours

- Rabindranath Tagore: Charulata
- G.B.Shaw: Arms and the Man
- Vijay Tendulkar: Silence: the court is in session

Unit III: Poetry

15 Hours

- Homer: The Ilyid
- James Dale Williams (edt) Hymns of Enheduanna (Mesapotamian poetry)
- Shakuntala: Kalidas

Unit IV: Fiction

10 Hours

- Leo Tolstoy: Anna Karenina
- Gustave Flaubert : Madame Bovary
- Thakazhi Sivashankar Pillai: Chammeen

Question Paper Pattern

Q.1 Objective questions on all units	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 IV (Two out of four)	2X5=10

Paper 4.5 Women's Writing in English

COURSE OUTCOMES

Teaching Hours: 50

CO 1: Students understand vivid literatures produced by Women in English.

CO 2: Students explore the experiences of those marked or marginalized by patriarchal society

CO 3: Students understand the psychodynamics of female creativity

CO 4: Students understand the significance of women's narratives, issues ranging from patriarchy to community and spirituality.

CO 5: Students are able to take up research in Women's Writing in English

Unit I

15 Hours

1 Concepts: Patriarchy, Sex and Gender, Stereotypes, Gynocriticism, Body Politics, Female Creativity

2. Repressive forces: Sati, Dowry, Rape, 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 (Introductory) 20 hours

10 Hours

1. Jasbir Jain: gender and Narrative Strategy in Women writing in India

2. K. Sachinanda *Gender, Text and Politics in Women's Writing in India*

3. Shashi Deshpande *The Power Within*

Unit III: Selections from Indian Women poets

15 hours

1. 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)

Unit IV Selections from Indian Prose writers

10 Hours

1. Kamala Chaudhary: 'Duty' (short story)

2. Mahashweta Devi; 'Draupadi' (Short Story)

3. Rukeya Sukhawath Hossain: 'Sultana's Dream' (Originally English)

4. Gita Mehta '*The River Sutra*'

Question Paper Pattern

Q.1 Objective questions on all units	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 IV (Two out of four)	2X5=10