

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

**Department of P.G. Studies in English
M. A. I SEMESTER 2020-2021**

I Semester:

CCP – 1.1: Basic Core

- Language and Research Skills

Teaching Hours: 50

Course Outcomes

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.

Unit I - Reading Skills

10 Hours

Reading skills- bridge course

Building different levels of Reading: Newspaper Reading, (Passage Reading, Rashmi Bansal's **Take me home**) essay reading, (Scholarly experts will be provided) 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 – Fundamentals of 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 – Basics of Research

10 Hours

What is Research?
Steps of Research
Identifying and formulating the research problem
Establishing the context for research: Review of literature
Structuring the Research Proposal

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 Planning, Writing and Presenting a Research Paper

1. Writing a Research Paper
2. M.L.A. Handbook
3. Writing a Dissertation
4. Documentation: Citation, References, End-notes and Bibliography

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

CCP – 1.2: 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

13 Hours

Early Indo-Anglian Poetry, Romantic Poetry, Mysticism, Metaphysics, The rise of the Indian Novel in English, Impact of Freedom Movement, the Gandian Ethos, Post-Independence Poetry, Indian Drama in English, Novel of Propaganda, Social Realism, Myth and Folklore, the Philosophical Novel, the Psychological Novel and the Magic Realism

Unit II – Poetry and Prose Hours

10

1. Shri Aurobindo Ghosh: *Future Poetry*
2. Mahatma Gandhi: *Hind Swaraj* (Excerpts: What is Swaraj? Civilization, The condition of England, The Condition of India, Why India was lost?)
3. Toru Dutt: *Our Casuarina Tree*
4. A K. Ramanujan : *Speaking of Shiva* (any two poems)
5. Nisim Ezekiel: *Good bye party to Miss Pushpa T.S*, *The Night of the Scorpion*
6. Shiv.K.Kumar: *Indian Women*

Unit III -Fiction Hours

15

1. Shashi Deshpande : *The Stone Women*
2. Jumpa Lahri : *When Mr. Pirzada Came to Dine*
3. Rohinton Mistry : *Swimming Lessons*
4. Sudha Murthy : *Bombay to Bangalore*,
5. Salman Rushdie: *The Midnight's Children*
6. Shashi Tharoor: *Riot*

Unit IV –Drama Hours

12

1. R. Tagore: *Chitra*
2. Mahesh Dattani: *Dance Like a Man*

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*

Kirpal, Viney (Ed). *The New Indian Novel in English: A Study of the 1980s*

---. *The Postmodern Indian English Novel*

Paranjape, Makarand. *Towards a Poetics of the Indian English Novel*

Sharma, R. S. *The God of Small Things: Critique and Commentary*

Dhawan, R. K. (Ed). *Arundhati Roy: The Novelist Extraordinary*

Crane, Ralph J. (Ed). *Nayantara Sahgal's India: Passion, Politics and History*

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

I Semester:

CCP – 1.3: 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: Background

A) History of Linguistics

Branches of Linguistics

Language Change

B) Phonetics & Phonology

a. **Phonetics:** Vowels, Consonants, Articulation of Speech Sounds, Manner of Articulation,

b. **Phonology:** Phonemes, Phones and Allophones, Minimal Pairs and Sets, Syllables, Consonant Clusters, Coarticulation Effects Assimilation, Elision,

Unit II: Morphology

Morphemes, Word Formation, Morphological Description, Morphs & Allomorphs, Other Languages (Kanuri, Ganda, Ilocano, Tagalog).

Unit III: Syntax

Deep Surface Structure, Structural Ambiguity, Recursion, Tree Diagrams, Symbols used in Syntactic analysis, Phrase Structure rules, Lexical rules, Movement rules, Back to Recursion, Complement Phrases, Grammar.

Unit IV: Semantics

Meaning, Features, Semantic Roles, Lexical Relations, Collocation.

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*
8. Yule, George. *The Study of Language*. 4th ed., New Delhi, Cambridge University Press, 2010.

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

I Semester

CCP – 1.4: British Literature: Origin and Growth

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: Chaucer to Milton (Humanism vs Rebellion) Restoration to Romantic Age (Urban vs Folk) Victorian to Modern Age (Faith vs faithlessness) Postmodernism and Beyond (Order vs Order less)/

Unit II Poetry

15 Hours

Paradise Lost Book IX – John Milton

The Tyger – William Blake

La Belle dame Sans Merci – John Keats

Ode to the West Wind – P.B Shelley

A Red Red Rose – Robert Burns

Ulysses – Alfred Lord Tennyson

The Wasteland – T.S. Eliot

Going Going - Philip Larkin

Unit III Drama

10 Hours

The Tempest – William Shakespeare

The White Devil – John Webster

Family Reunion – T. S. Eliot

The Apple Cart – G.B. Shaw

A Birthday Party – Harold Pinter

Unit IV Fiction and Non-fiction

15 Hours

Fiction

Tristram Shandy – Laurence Sterne

Frankenstein – Mary Shelley

David Copperfield – Charles Dickens

The Time Machine – H. G. Wells

Six Characters in Search of an Author – Luigi Pirandello

Non-fiction

Francis Bacon – Of Studies, Of Friendship

A Modest Proposal - Jonathan Swift

Detached Thoughts on Books and Reading – Charles Lamb

Confessions of a Book Reviewer – George Orwell

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 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

CCP – 1.5: 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 Ancient and Medieval Criticism

1. Plato: Art as Imitation
2. Aristotle: The poetics
3. Sir Philip Sidney: Defence of Poetry
4. Alexander Pope: Essay on Criticism

Unit: II Romanticism

1. Wordsworth' Preface to Lyrical ballads
2. S.T.Coleridge: Biographia Literaria (excerpts)
3. John Keats: Negative Capability
4. Edmund Burke: A philosophical enquiry on Sublime and Beautiful

Unit: III Modern Criticism:

1. Matthew Arnold: Functions of Criticism
2. T.S.Eliot: Tradition and Individual Talent
3. F.R.Leavis: The Great Tradition

Unit IV: Indian Classical Criticism

1. Introduction to Indian Aesthetics
2. Aesthetics literature and Movement
3. Bharat Muni: Natyashastra, Rasa, Bhava, Bhashya

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

I Semester: (Optional Course Papers)

OCP – 1.6 (A) Shakespearian Studies

COURSE OUTCOMES

Teaching Hours: 50

CO 1: Students understand various periods of Shakespeare's career and their socio-cultural and historical contexts through representative texts.

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

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

Unit – I: Shakespeare: An Introduction

The various phases in Shakespeare's Career

Shakespearean Theatre and Audience

Women in Shakespeare's plays

Fools in Shakespeare's plays

Supernatural Elements in Shakespeare's plays

Unit – II: Poetry:

Venus and Adonis, (Primary Text) Sonnets – 1 to 20, and 116 (Secondary Texts)

Unit – III: Antonio and Cleopatra, Twelfth Night (Primary Texts) The Merchant of Venice, Romeo and Juliet, (Secondary Texts)

Unit – IV: Hamlet, The Tempest, (Primary Texts) King Lear, Julius Caesar, Measure for Measure, Cymbeline. (Secondary Texts)

BOOKS RECOMMENDED:

William Shakespeare: The Complete Works. Oxford & IBH Publish(Secondary Texts in
Pvt., Ltd, New Delhi.

A Companion to Shakespeare Studies: ed. Granville – Barker&G.BHarrison.Cambridge
University Press, 1966.

G. B. Harrison: Introducing Shakespeare

Trends in Shakespearean Criticism: S.P. Sengupta. Prakash Book Depot, Bareilly, 2009

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

OCP -1.6 (B) EUROPEAN CLASSICS

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

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

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

The Renaissance, The Enlightenment and Revolution: Democracy and Individual Freedom

1. An Entry of Renaissance Humanism (Wikipedia Entry or Encyclopedia Britannica)
2. William Shakespeare: *Hamlet*
3. Miguel de Cervantes: *Don Quixote*

4. William Makepeace Thackeray: *Vanity Fair*

Unit IV

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 Warwick House, 1970.

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

OCP -1.6 (C) 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

II SEMESTER

CCP – 2.1: 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: A. 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

B. Translation Theories: Varied Perspectives

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

Unit II: 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 III: Indian Theories:

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

- Sujit Mukherjee: Translation as Recovery
- (excerpts)

Unit IV: 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 an Indian language to English
- Evaluation of Kanakadasa's Poems: *Oh! Dog with Tail Twisted* (Donku Balaada Naayakare), *Do Not Say You and I* (Nanu Neenu Yannadiru), *Do Not Quarrel Over Caste* (Kula Kula Yandu Hodedadadiri) Oh! Man, Why Do You Worry (Prachina Karmavidu Bidalariyadu)

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.

CCP - 2.2: 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:

The Rise of English

- Terry Eagleton.

- David Finglows, “Marxist Literary Theories”

Formalism

- Victor Shklovsky : “Art as Technique”, “The Resurrection of the World”(selections)
- Cleanth Brooks: ‘The Formalist Critics’ and ‘The Heresy of Paraphrase’

Unit II: Structuralism, Post- Structuralism and Deconstruction

- Ferdinand de Saussure, “Nature of the Linguistic Sign”
- Jonathan Culler, “Structuralism and Literature”*
- Jacques Derrida, “Structure, Sign and Play in the discourse of the Human Sciences”

Unit III: (A) Psychoanalytic Criticism

- Sigmund Freud
- Jacques Lacan

(B) Feminism

- Simon de Beauvoir – The Second Sex
- Elaine Showalter “Towards a Feminist Poetics”*

Unit IV: Postmodernism and Beyond.

- **Lyotard and Baudrillard**
- **Fredrick Jameson** - Postmodernism, or The Cultural Logic of Late Capitalism.

- **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

CCP – 2.3: 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 & Fiction

Prose

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

Fiction

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

Unit III Drama

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

Unit IV Poetry

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

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

CCP – 2.4: 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 –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)

Influence Studies and Genealogy

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

UNIT IV – 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.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

OCP 2.5 (A) - 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

1Concepts: 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.Sachinananda *Gender, Text and Politics in Women's Writing in India*

3. ShashiDespande *The Power Within*

Unit III: Selections from Indian Women poets

15 hours

1Tribute 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. Mahashwetadevi; 'Draupadi' (Short Story)
3. Rukeya SukhawathHossian: '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

OCP 2.5 (B) - WORLD CLASSICS IN TRANSLATION

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 Iliad
- James Dale Williams (edt) Hymns of Enheduanna (Mesopotamian 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

OCP – 2.5 (C) 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*

- **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

- **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

OEC: Functional 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

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

3.1 Film Studies: Theory and Practice

(With effect from 2019 -20 and onwards)

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

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

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 3.3 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

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
- Matsuo Basho: Haiku poems (any 7)
- Kalidasa: Meghaduta

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 understand the ideas, thoughts which connect Indians as a society despite diversity.

CO 3: Students are able to take up research in Indian Classics 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*
- **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.
- **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 Hours

15

1Concepts: 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.Sachinananda Gender, Text and Politics in Women's Writing in India

3. ShashiDespande The Power Within

Unit III: Selections from Indian Women poets

15 hours

1Tribute 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. Mahashwetadevi; 'Draupadi' (Short Story)
3. Rukeya SukhawathHossian: '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

