

KARNATAK UNIVERSITY, DHARWAD

DEPT OF STUDIES IN ENGLISH

MA ENGLISH SYLLABUS (PG 35)

UNDER CBCS PROGRAMME

(2020-21, 2021-22 and 2022-23 for three years)

Program Outcomes

1. Students will know that English being the official language of India is the global language and it has become the lingua franca of Indian administration, national communication, higher education, library, technical education, and international relationship.
2. Students will know that English education, more so, learning of English language and literature is essential for defining pan-Indians' lives today.
3. Enables students to know that MA English, more so, as a language and literature department, has been transforming English education in India.
4. Students will know that English language can be taught using not only English literature but also regional literatures in English translation, besides knowing the that fact there is no single English but many Englishes.

Program Specific Outcomes

1. English language and literature is taught to provide human resources needed to run English medium schools, colleges, and universities.
2. Since it is a skill oriented program, MA English is creating an excellent job market. Students will be equipped with required communicative skills.
3. MA English graduates are getting jobs in public and private sectors. They will competence to get into journalism, mass media, information technology and other global markets.
4. Students will be acquainted with socio-cultural and literary histories of literatures in English.
5. Students will be acquainted with major critical theories, their features, propositions and applications besides getting critical insights from them.

KARNATAK UNIVERSITY, DHARWAD
Dept of English, MA English Syllabus (CBCS)
(2020-21, 2021-22 and 2022-23 for three years)

M. A. I SEMESTER

PG35T101- THE 16TH AND 17TH CENTURIES ENGLISH LITERATURE
PG35T102-INDIAN ENGLISH POETRY AND PROSE
PG35T103- AMERICAN POETRY AND PROSE
PG35T104- INDIAN POETRY AND PROSE IN ENGLISH TRANSLATION
PG35T105 (A)- INDIAN DIASPORIC WRITING **or**
PG35T105 (B)- ANGLO-INDIAN LITERATURE **or**
PG35T105 (C)-LINGUISTICS

M. A. II SEMESTER

PG35T201-THE 18TH AND 19TH CENTURIES ENGLISH LITERATURE
PG35T202-INDIAN ENGLISH FICTION AND DRAMA
PG35T203- AMERICAN FICTION AND DRAMA
PG35T204 (A)- INDIAN FICTION AND DRAMA IN ENGLISH TRANSLATION **or**
PG35T204 (B)- COMPARATIVE LITERATURE **or**
PG35T204 (C) -PARTITION LITERATURE
PG35T205- LANGUAGE THROUGH LITERATURE (OEC)

M. A. III SEMESTER

PG35T301- GENDER STUDIES
PG35T302- CRITICAL THEORY (Part-I)
PG35T303-POSTCOLONIAL POETRY AND PROSE
PG35T304(A) -WORLD CASSICS IN TRANSLATION **or**
PG35T304(B) -TRANSLATION STUDIES **or**
PG35T304(C)- SPECIAL AUTHOR: WILLIAM SHAKESPEARE
PG35T305- COMMUNICATIVE ENGLISH (OEC)

M. A. IV SEMESTER

PG35T401-THE 20TH CENTURY ENGLISH LITERATUTE
PG35T402-CRITICAL THEORY (Part-II)
PG35T403- POSTCOLONIAL FICTION AND DRAMA
PG35T404- ENGLISH LANGUAGE TEACHING (ELT)
PG35T405(A) -DISSERTATION **or**
PG35T405(B)- CULTURAL STUDIES **or**
PG35T405(C)- DALIT LITERATURE

(**Note:** Each paper is for 100 marks of which 75 marks are for the semester end theory exam; 22 marks are for two internal tests (each for 11 marks) and 3 marks are for attendance. 75 % of attendance is compulsory; if the student has 76 to 80 % s/he will get 1 mark; if s/he has 81 to 90% s/he will get 2 marks; and if s/he has 91 % and above s/he will get 3 marks)

M. A. I. SEMESTER

PG35T101- THE 16TH AND 17TH CENTURIES ENGLISH LITERATURE

(100 Marks)

Course Outcomes:

At the end of the course, Students will be able to-

1. Understand the socio-cultural history of England mainly of Elizabethan Age.
2. Get acquainted with major literary developments and movements like Renaissance and Reformation of this period.
3. Get acquainted with major forms, writers and texts of this period with focus on their distinctiveness.

Section—A Background

Renaissance, Development of English Drama upto Restoration

Elizabethan Poetry, Metaphysical Poetry, Important Prose Writers of the Period

Section—B Poetry

John Milton : *Paradise Lost* Book I

John Donne : Poems: The Good Morrow, Go and Catch the falling Star,
The Canonization, The Sun Rising, Holy Sonnet No 6 Death
Be not Proud

Section—C Prose

Francis Bacon : Essays – Of Truth, Of Parents and Children,
Of Friendship, Of Studies, and Of Death

John Bunyan : *Pilgrim's Progress*

Section—D Drama

William Shakespeare: *Othello* (any edition)

Christopher Marlowe: *Doctor Faustus* (any edition)

Suggested Reading:

1. Andrew Sanders. *The Short Oxford History of English Literature* (OUP)
2. *The Norton Anthology of English Literature*. London: WW Norton and Co, 2000.
3. Daiches, David. *A Critical History of English Literature*, 2 Vols. New Delhi: Random House India, 1994.

PG35T102-INDIAN ENGLISH POETRY AND PROSE (100 Marks)

Course Outcomes:

1. Students will be acquainted with Indian sense and sensibilities.
2. Students get familiarity with the insights of the greatest Indian writers like Tagore, Sri Aurobindo and others.

Section—A Background

Romantic Poetry, Modernist Poetry, Biography, Autobiography in Indian English Literature

Section—B Poetry

Poetry: *Twenty-Five Indian Poets in English*. Ed K. S. Ramamurti (any edition).
Only the following poems of the below mentioned poets are for study:

- a. Toru Dutt : Our Casuarina Tree
- b. Rabindranth Tagore: Canto/stanzas I, II, and III from *Gitanjali*; and XVII from Kabir Poems
- c. Sarojini Naidu: Indian Weavers
- d. Nissim Ezekiel: Good Bye Party to Miss Pushpa T.S.
- e. Kamala Das: An Introduction, The Old Playhouse
- f. K. Raghavendra Rao: The Journey to Golgotha

Section—C Prose

Mahatma Gandhi : *Hind Swaraj* (any edition)
A.P.J. Abdul Kalam : *Wings of Fire* (any edition)

Section—D Criticism

Sri Aurobindo : “The Future Poetry” (Mantra Concept) from *Future Poetry* (Aurobindo Ashram, Pondichery)

Rabindranath Tagore: “What is Art?” (any edition)

Suggested Reading:

1. Iyengar, K. R. S. *Indian Writing in English*. New Delhi: Sterling.
2. Naik, M. K. *A History of Indian English Literature*. New Delhi: Sahitya Akademy.
3. Mehrotra, A. K. (ed). *An Illustrated History of Indian English Literature*, New Delhi: Permanent Black, 2000.

PG35T103- AMERICAN POETRY AND PROSE (100 Marks)

Course Outcomes:

1. This paper introduces the students to the history of American literature.
2. American Poetry and Prose is an excellent body of literary writings from America that can shape a man's beliefs and convictions in democracy and new nationhood.

Section—A Background

Puritanism (Colonial Period), Transcendentalism, The American Dream and Harlem Renaissance

Section—B Poetry

Walt Whitman: Song of Myself
When Lilacs Last in the Dooryard Bloom'd
Passage to India

Robert Frost :Mending Wall
After Apple-Picking
The Road Not Taken
Birches
Stopping by Woods on a Snowy Evening

Langston Hughes : Mother to Son
The Negro Speaks of Rivers
The Weary Blues
I Too

Section—C Prose

R. W. Emerson : "Self-Reliance"
H. D. Thoreau : "Civil Disobedience"

Section—D Criticism

E. A. Poe : "The Philosophy of Composition"
Henry James : "The Art of Fiction"

Suggested Reading:

1. Spiller, R. E. (ed) *A Literary History of the United States*. New York: Macmillan, 1948.
2. *The Norton Anthology of American Literature*. New York: W. W. Norton Co., 2010.
3. VanSpanckeren, Kathryn. *American Literature*. New York: US Dept of State, 1994.

**PG35T104- INDIAN POETRY AND PROSE IN ENGLISH TRANSLATION
(100 Marks)**

Course Outcomes:

At the end of the course, Students will be able to-

1. Understand various theories and methods of translation.
2. Understand the essence of regional literature in English Translation.
3. Get acquainted with the process of translation, problems and challenges of translation, and the role and significance of translation.

Section – A Background

The Meaning of Translation, Definitions, Scope, Problems, Challenges, Source Language, Target Language, History, the Role of Translator, Types, Theories, and Translation in the Indian Context

Section-B Poetry

A. K. Ramanujan: *Speaking of Siva* (Penguin)

Basavanna – 8, 59, 97,820

Mahadeviyakka- 2, 17, 26, 87

Allama Prabhu- 42, 59, 775,972

Shashidhar G. Vaidya: *Select Songs of Kanakadas*

Kanakadas: Do not quarrel over caste

Better quarrel with the wise

Purandharadas: Who among the three wishes well of you ?

It is in one Name that are hidden

Section-C Prose (Autobiographies)

Rabindranath Tagore : *My Reminiscences* (any edition)

Durga Khote : *I Durga Khote*

Section-D Short Stories

From *Contemporary Indian Short Stories -Series-II*, Sahitya Akademi, New Delhi, 2009

Roma Das (Assamese): A Defective Coin

Amin Kamil (Kashmiri): The Cock-Fight

Rajakishore Ray (Oriya): The Bridal Crown

Lekhraj Tulsiani (Sindhi): Manjri

Sant Singh Sekhon (Punjabi): The Whirlwind

Rajindar Singh Bedi (Urdu): Lajwanti

Pudumai Pitthan (Tamil): Redemption

Chunilal K. Madia (Gujarati): The Earning Son

Suggested Reading:

1. Mukherjee, Sujit. *Translation as Discovery*. Hyderabad: Orient Longman, 1964.
2. Munday, Jeremy. *Introducing Translation Studies*. London: Routledge, 2001.
3. *Encyclopedia of Indian Literature*, Vols 1 to 6. New Delhi: Sahitya Akademi.

PG35T105 (A)- INDIAN DIASPORIC WRITING (100 Marks)**Course Outcomes:**

At the end of the course, Students will be able to-

1. Understand the meaning, nature and scope of diasporic writings.
2. Get acquainted with major Indian diasporic writers, terms/concepts and issues of diasporic literature.
3. Get acquainted with rich, heterogeneous and unique experiences of migrated people through diasporic writing besides knowing the pulls and pushes of migration.

Section- A: Background**Meaning, Nature, Scope, Major Terms, Issues and Phases of Diasporic Literature****Section-B: Poetry**

- A. K. Ramanujan : The Striders, Looking for a Cousin on a Swing, A River, Obituary and Ecology
- Sujata Bhatt : The Peacock, A Different History, Kankaria Lake, The Stinking Rose, and Search for My Tongue

Section - C Prose

- Amitav Ghosh : *Dancing in Cambodia, at Large in Burma* (Ravi Dayal, New Delhi)
- Salman Rushdie : *“Imaginary Homelands”* (from *Imaginary Homelands: Essays and Criticism 1981-1991*. Viking/Penguin, New York, 1982)

Section - D Fiction

- Chitra Banerjee Divakaruni : *Sister of My Heart* (any edition)
- Jhumpa Lahiri : *The Namesake* (any edition)

Suggested Reading:

1. Ashcroft, Bill, et al. *The Post-Colonial Studies: The Key Concepts*. London: Routledge, 1998.
2. Jain, Jasbir (ed). *Writers of the Indian Diaspora*. Jaipur: Rawat Publishers.
3. Parameshwaran, Uma (ed), *Writers of the Diaspora: Culture and Identity*. Jaipur: Rawat Publishers.
4. Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981-1991*. New York: Viking/Penguin, 1982

Or
PG35T105(B)- ANGLO-INDIAN LITERATURE (100 Marks)

Course Outcomes:

1. The British ruled India and they modernized India as we see this here.
2. Anglo-Indian literature is rich for imparting the students about Anglo-Indian rule, life, modernization of India, industrialization, culture and civilization.

Section–A Background

Bhupal Singh: “Introductory,” *A Survey of Anglo-Indian Literature* (Curzon Press)

Indira Ghosh: “Women Travellers and Orientalism,” *Women Travellers in Colonial India* (OUP)

Section–B Poetry

Rudyard Kipling: The following 7 of Kipling’s poems are for study
Danny Deever, The Widow at Windsor, The White Man’s Burden, The Song of the English, If, and Ganga Din (any edition)

George Orwell : Awake! Young Men of England, Poem from Burma, and Kitchener

Section–C Prose

Lord Macaulay :Minutes on Education

George Orwell : Shooting an Elephant

Section–D Fiction

E. M. Forster : *A Passage to India* (any edition)

Leela Mani : *Maud Diver* (any edition)

Suggested Reading:

1. Singh, Bhupal. *A Survey of Anglo-Indian Literature*. London: Curzon Press, 1974.
2. Ghosh, Indira. *Women Travellers in Colonial India*. Oxford: OUP, 1998.
3. Naik, M. K. *A History of Indian English Literature*. New Delhi: Sahitya Akademi.

Or
PG35T105(C)-LINGUISTICS (100 Marks)

Course Outcomes:

At the end of the course, Students will be able to-

1. Understand the meaning and nature of languages and linguistics.
2. Get acquainted with sounds of English language.
3. Get acquainted with morphology, syntax and Semantics.

Section –A Background

1. **Language: Definitions, Nature, Scope and Characteristics**
2. Linguistics: Definition, and Branches (Descriptive, Historical and Comparative and Applied)
3. Structure of language
4. Difference between speech and language

Section -B Phonetics

1. Phonetics: Branches (Accoustic, Articulatory and Auditory)
2. **Sounds in English** (Vowels, Consonants and Diphthongs) and Speech Organs
3. IPA symbols
4. Stress and intonation

Section–C Morphology and Syntax

1. Morphology: boundary between morphology and syntax
2. Sentence and its Types
3. Grammar: Prescriptive and Descriptive Grammar
4. Transformative Generative Grammar (TGG)

Section–D Semantics

1. Nature and Scope
2. Meaning of Meaning
3. Ogden/Richards Triangle
4. Leech's seven types of meaning

Suggested Reading:

1. Lyons, John. *Language and Linguistics: An Introduction*. CUP, 2001.
2. Chomsky, Noam. *Aspects of the Theory of Language*
3. Huddleston, Rodney. *An Introduction to Transformational Syntax*
4. Fowler, Roger. *An Introduction to Transformational Syntax*
5. Jones, Daniel. *English Pronouncing Dictionary*

M.A. II SEMESTER

PG35T201-THE 18TH AND 19TH CENTURIES ENGLISH LITERATURE (100 Marks)

Course Outcomes:

At the end of the course, Students will be able to-

1. Understand the socio-cultural history of England mainly of Augustan and Romantic periods.
2. Get acquainted with literary developments like neoclassicism and Romanticism with focus on their propositions and style.
3. Have an understanding of major writers like Pope, Wordsworth, Tennyson, Dickens etc, besides knowing their concerns and uniqueness.

Section- A Background

Augustan Poetry, Romantic Poetry and Prose, Victorian Poetry, Prose and Fiction

Section-B Poetry

Alexander Pope:

The Rape of the Lock (OUP)

William Wordsworth:

The Solitary Reaper and
Ode on Intimations of Immortality

John Keats:

Ode to Nightingale, and Ode on a Grecian Urn

Lord Alfred Tennyson:

The Lotus Eaters, and Tithonus

Section-C Prose

Charles Lamb

: *Essays of Elia*: Oxford in the Vacation, All Fools' Day, The Old and the New School Master, Dream Children: A Reverie, and The Praise of Chimney Sweeper

Matthew Arnold

: Author's Preface, and Chapter 1 "Sweetness and Light" from *Culture and Anarchy* (any edition)

Section-D Fiction

Charles Dickens

: *Great Expectations* (Orient Blackswan)

Thomas Hardy

: *The Mayor of Casterbridge* (Any edition)

Suggested Reading:

1. Sanders, Andrew. *The Short Oxford History of English Literature*. London: OUP.
2. *The Norton Anthology of English Literature*. London: W.W. Norton and Co, 2000.
3. Daiches, David. *A Critical History of English Literature*, 2 Vols. New Delhi: Random House India, 1994.

PG35T202-INDIAN ENGLISH FICTION AND DRAMA (100 Marks)

Course Outcomes:

1. This paper aims at providing dramatic and fictional insights in Indian English literature.
2. This paper provides texts such as *Coolie*, *Kanthapura* and *Nagamandala*

Section- A Background

The Development of Indian English Fiction and Drama

Section- B Fiction

Mulk Raj Anand : *Coolie* (any edition)
Raja Rao : *Kanthapura* (OUP)

Section- C Fiction

Basavaraj Naikar : *Light in the House* (any edition)
Sudha Murthy : *Gently Falls the Bakula* (Penguin)

Section- D Drama

Girish Karnad : *Naga-Mandala* (OUP)
Mahesh Dattani : *Dance Like a Man* (OUP)

Suggested Reading:

1. Iyengar, K.R.S. *Indian Writing in English*. New Delhi: Sterling
2. Naik, M.K. *A History of Indian English Literature*. New Delhi: Sahitya Academy.
3. Mehrotra, A. K. *An Illustrated History of Indian English Literature*. New Delhi: Permanent Black, 2000.

PG35T203- AMERICAN FICTION AND DRAMA (100 Marks)

Course Outcomes:

1. This paper aims at introducing American literature in general and American Fiction and Drama in particular.
2. American Fiction and Drama is rich in imparting literary sense and sensibilities from American literature.

Section - A Background

The Frontier Literature; Black, Jewish and Asian Writings; and Contemporary American Fiction and Drama

Section - B Fiction

Herman Melville : *Moby-Dick* (any edition)
Mark Twain : *The Adventures of Huckleberry Finn* (any edition)

Section - C Fiction

Ernest Hemingway : *The Old Man and the Sea* (any edition)
Jack Kerouac : *The Dharma Bums* (any edition)

Section - D Drama

Eugene O'Neil : *The Hairy Ape* (any edition)
Arthur Miller : *Death of a Salesman* (any edition)

Suggested Reading:

1. Spiller, R.E. (ed): *A Literary History of the United States*. New York: Macmillan, 1948.
2. *Norton Anthology of American Literature*. New York: W.W.Norton Co., 2010.
3. VanSpanckeren, Kathryn. *American Literature*. New York: US Dept of State, 1994.

**PG35T204(A)- INDIAN FICTION AND DRAMA IN ENGLISH TRANSLATION
(100 Marks)**

Course Outcomes:

At the end of the course, Students will be able to-

1. Understand the socio-cultural history through regional literature in English Translation.
2. Get acquainted with the major concerns of regional writers.
3. Get acquainted with the prominent writers in regional language.

Section-A- Fiction

Baraguru Ramachandrappa

: *Shabari* (Kannada)

Anna Ram Sudhama

: *Hypocrites* (Rajastani)

Section-B-Fiction

T.S. Pillai

: *Chemmeen* (Malayalam)

G. Kalyan Rao

: *Untouchable Spring* (Telugu)

Section-C-Drama

Mahasweta Devi

: *Mother of 1084* (Bengali)

Vijay Tendulkar

: *Silence! The Court is in Session* (Marathi)

Section-D-Drama

Kuvempu

: *A Throat for a Thumb* (Kannada)

Lakshmi Naryan Misra

: *Sindoor Ki Holi* (Hindi)

Suggested Reading:

1. *Encyclopedia of Indian Literature*, Vols 1 to 6. New Delhi: Sahitya Akademi.
2. Naikar, Basavaraj. *Indian Literature in English Translation*. New Delhi: National Publishing House, 2004.
3. *Encyclopedia of Indian Literature*. New Delhi: Sahitya Academy.

Or

PG35T204(B)- COMPARATIVE LITERATURE (100 Marks)

Course Outcomes:

1. This paper aims at providing comparison and analysis as tools of study.
2. The paper provides comparative study in Romanticism and modernism.

Section–A Background

The Concept of Comparative Literature; the Nature and Development of Comparative Literature in the West and in India; and Schools of Comparative Literature

Section--B Comparative Literature: Views

- Sisir Kumar Das : “Muses in Isolation” from *Comparative Literature: Theory and Practice* (IAS, Shimla)
- Henry Gifford : “The Education of a Modern Poet” from *Comparative Literature* (Routledge, London)

Section–C A Comparative Study of Major Literary Movements

Romanticism: English and Kannada; a study of Wordsworth and Kuvempu
Modernism: English and Kannada; a study of T. S. Eliot and Gopalakrishna Adiga
(a basic knowledge about these two topics is to be acquired)

Section–D A Comparative Study of Modern Texts

Kafka’s *Metamorphosis* and K. Raghavendrarao’s *The Cockroach Man* (any edition)

Suggested Reading:

1. Dev, Amiya Dev and Sisir Kumar Das. *Comparative Literature: Theory and Practice*. Shimla: IAS. 1988.
2. James, Jancy et al. *Comparative Literature: Theory, Culture and Space*. New Delhi: Creative Books, 2007.
3. Amur, G. S. *Essays on Modern Kannada Literature*. Bangalore: Karnataka Sahitya Academy, 2001.
4. Chenni, Rajendra. *Tradition and Modernity*. Bangalore: Ruvari Publication.

Or
PG35T204(C) -PARTITION LITERATURE (100 Marks)

Course Outcomes:

1. India faced partition of the country many times, including the Bengal and North Western Frontier Province and this affected Indian life.
2. Partition Literature teaches us how political crises such as the Indian Partition of 1947 affected Indian life and India's relationships in the neighbourhood.

Section–A Background

S.S. Prasad: "Communalism and Formation of Nations: Indian English Novels and Partition," *Aspects of Contemporary Indian English Writings*, ed. Shrikant Singh, Sarup Book Publishers Pvt Ltd, New Delhi, 2011

G. S. Amur: "Two Pakistani Writers," *Transgressions: Studies in Indian Literature in English*, Kanva Publication, Bangalore, 2012

Section–B Fiction

Khushwant Singh : *Train to Pakistan* (any edition)
Bhishmi Sahani : *Tamas* (any edition)

Section–C Fiction

Salman Rushdie : *Shame* (any edition)
Amitav Ghosh : *The Shadow Lines* (OUP)

Section–D Drama

Howard Brenton : *Drawing the Line* (any edition)
Asif Currimbhoy : *Goa* (any edition)

Suggested Reading:

1. Naik, M. K. *A History of Indian English Literature*. New Delhi: Sahitya Akademi.
2. Mehrotra, A. K. (ed) *An Illustrated History of Indian English Literature*. New Delhi: Permanent Black.

Open Elective Course- 1

PG35T205- LANGUAGE THROUGH LITERATURE (OEC) (100 Marks)

Course Outcomes:

At the end of the course, Students will be able to-

1. Understand the basic aspects of English grammar.
2. Get acquainted with the major literary movements in English literature.
3. Get acquainted with the prominent forms and writers of English literature

Section-A Background

Grammar:

Parts of Speech, Tense, Speech and Voice

Section-B: English Literature

Modern Literary Movements from *English Blossoms*
(ed Suja Mathew, OUP)

Section-C: Poetry and Prose

William Wordsworth : Daffodils
Virginia Woolf : How Should One Read a Book?

Section-D: Drama

Harold Pinter : *The Dumb Waiter* (from *English Blossoms*
ed Suja Mathew, OUP)

Suggested Reading:

1. Abrams, M. H. *A Glossary of Literary Terms* (any edition)
2. Baldick, Chris. *Oxford Dictionary of Literary Terms* (OUP)

M.A. III SEMESTER

PG35T301- GENDER STUDIES (100 Marks)

Course Outcomes:

1. Gender difference is a matter of great concern all over the world.
2. This papers provides critical insights on concepts like gender discrimination, prostitution and foeticide.

Section-A Background

Concepts: Patriarchy, Sex and Gender, Stereotypes, Gynocriticism, Body Politics, and Glass Ceiling

Social Problems: Female Foeticide, Poverty, Prostitution, and Gender Discrimination

Section-B Criticism

Dr B. R. Ambedkar : The Hindu Code Bill
Simone de Beauvoir : *The Second Sex* (Introduction)
Pandita Ramabai : On Widowhood
(Extract from *The High Caste Hindu Woman*)

Section-C Texts

Eunice D'Souza ed: Selections from *Nine Indian Women Poets*:
:Tribute to Papa, Positive Thinking, After Eight Years of Marriage,
Anonymous, Bequest, Purdah-1, Battle Line, and Request and The
Doubt
Mahashweta Devi : *Draupadi* (Tr. Gayatri Spivak)
Ismat Chughtai : The Veil

Section-D Texts

Sudha Murthy : *Three Thousand Stitches* (Penguin)
Baby Kamble : *The Prison We Broke*

Suggested Reading

- 1 Warhol, Robin and Daine Price Herndl (eds), *Feminisms*. London: Rutgers Univ. Press.
- 2 Tharu, Susie and K. Lalitha (eds). *Women's Writing in India* (OUP).
- 3 Singh, Sushila. *Feminism*. New Delhi: Pencraft International.
- 4 Kumar, Radha. *Woman's Movement*
- 5 Butalia, Urvashi. *The Other Side of Silence*

PG35T302- CRITICAL THEORY (Part-I) (100 Marks)

Course Outcomes:

1. Criticism is understanding and appreciation of life and it is most essential for forming man's taste, temperament and judgment.
2. Criticism provides us insights, methods and conventions as to how to appreciate good literature which can lift us from the mundane to the sublime.

Section-A

Classicism – Aristotle : *Poetics*
Sanskrit Criticism – Bharata : Concept of Rasa

Section-B

Romantic Criticism – S. T. Coleridge: On Imagination and Fancy
(*Biographia Literaria* - Chap XIII)
British Formalism – T.S. Eliot : “Tradition and the Individual Talent”

Section-C

New Criticism – Mark Schorer : “Technique as Discovery”
Reader-Response Theory– Stanley Fish: “Is there a Text in the Class?”

Section-D

Structuralism – Jonathan Culler : “Structuralism and Literature”
Feminism–Elaine Showalter : "Towards a Feminist Poetics”

Suggested Reading

- 1 *The Norton Anthology of Theory and Criticism*. New York: W.W.Norton and Co., 2001.
2. Habib, M. A. R. *A History of Literary Criticism and Theory*. London: Blackwell, 2008.
- 3 Ramaswami, S and V.S.Sethuraman (eds). *The English Critical Tradition*. Madras: Macmillan.
- 4 Abrams, M. H. and G.G.Harpham. *A Glossary of Literary Terms*. New Delhi: Cengage, 2015.

PG35T303-POSTCOLONIAL POETRY AND PROSE (100 Marks)

Course Outcomes:

At the end of the course, Students will be able to-

1. Understand the concepts of Colonialism and Postcolonialism.
2. Able to the impact of Colonialism in African and South-Asian countries.
3. Get orientation of decolonizing the mind and culture.

Section-A- Background

General introduction to Postcolonial literature, African poetry, Australian poetry, Postcolonial criticism, and Postcolonial travelogue

Section-B-Poetry

A.D. Hope (Australia)	:Australia, and Standardization
Gabriel Okara (Africa)	:Once Upon a Time, and Were I to Chose
Derek Walcott (West Indies)	: A Sea Chantey, and A Far Cry from Africa
A.J.M. Smith (Canada)	: Ode on the Death of William Butler Yeats, and Like an Old Proud King in a Parable

Section-C-Prose

V.S. Naipaul	: <i>India: A Million Mutinies Now</i>
Chinua Achebe	: “An Image of Africa: Racism in Conrad’s <i>Heart of Darkness</i> ”

Section-D-Criticism

NGugi Wa Thiong’o	: <i>Something Torn and New: An African Renaissance</i>
Edward Said	: <i>Orientalism</i> (Chapter I The Scope of Orientalism)

Suggested Readings

1. Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge, 2002.
2. Gandhi, Leela. *Postcolonial Theory*. New Delhi: OUP, 2001
3. Dhavan, R. K. *Commonwealth Literature*, Vols 1 to 4. New Delhi: Creative Books.
4. Walsh, William. *Commonwealth Literature*
5. Narasimhaiah, C.D.. *An Anthology of Commonwealth Poetry*

PG35T304 (A) -WORLD CASSICS IN TRANSLATION (100 Marks)

Course Outcomes:

At the end of the course, Students will be able to-

1. Understand the concept and nature of Classics.
2. Get acquainted with some of the major epics of the world.
3. Get acquainted with some prominent writers of Classics.--

Section-A Background

T.S.Eliot : "What is a Classic?" From *On Poetry and Poets*
A.C.Bradley : "The Sublime" From *Oxford Lectures on Poetry*

Section-B Epics

Vyasa : *The Mahabharat* (any edition)
Virgil : *The Aeneid* (any edition)

Section-C Drama

Bhasa : *Swapnavasavadattam* (any edition)
Euripides : *Media* (any edition)

Section-D Drama and Fiction

Henrik Ibsen : *A Doll's House* (any edition)
Tolstoy : *Anna Karenina* (any edition)

Suggested Reading:

- 1 H.D.F. Kitto, *The Great Tragedy*. London: Methuen.
- 2 Wells, W.H. *Classical Indian Drama*. Bombay: Asia Book House.
- 3 Hornstein et al, *The Readers' Companion to World Literature*. New York: Mentor Books.

Or
PG35T304 (B) -TRANSLATION STUDIES (100 Marks)

Course Outcomes:

1. Translation is a means to understand the world. So all the knowledge is a translation that way.
2. Translation literature helps us how to transform ourselves into perfection and fulfillment in life.

Section–A Background

Definition, Translation as a Bilingual activity, Types, Principles of Translation, its History, and Translation as an inter-disciplinary discourse

Section–B Perspectives on Translation

- George Steiner : Chapter 1 “Understanding as Translation,” *Aspects of Language and Translation* (OUP)
- Eugene Nida : Part I Chapter 5 “Science of Translation,” *Language Structure and Translation* (Stanford Univ. Press)

Section–C Application

A brief introduction to the major concepts of Translation in different discourses: Law, Administration, Media, Literature (covering short story and other prose forms) and Religion

Section–D Translation in India

- Arshia Sattar : “Translation into English,” *An Illustrated History of Indian Literature in English*, ed A. K. Mehrotra (Permanent Black)
- Sujit Mukherjee : “Translation as New Writing” from *Translation as Discovery* (Orient Blackswan)

(At least one Internal Assessment Test (11 marks) on Translation Practice)

Suggested Reading:

1. Bassnet, Susan. *Translation Studies*. New York: Methuen, 1980.
2. Mukherjee, Sujit. *Translation as Discovery*. Hyderabad: Orient Blackswan.
3. Munday, Jeremy. *Introduction to Translation Studies*. London: Routledge, 2001.
4. *Translation Today*, Journal from CIIL, Mysore.

Or
PG35T304(C)- SPECIAL AUTHOR: WILLIAM SHAKESPEARE (100 Marks)

Course Outcomes:

At the end of the course, Students will be able to-

1. Understand Shakespearean theatre and the socio-political situation of Shakespearean Age.
2. Get acquainted with Shakespearean Tragedies, Comedies and Historical Plays with their distinctiveness.
3. Able to know the universality of Shakespeare's works in terms of knowledge of man and the world.

Section - A Background

Dr Samuel Johnson : Preface to Shakespeare
Chapter 3 "Renaissance and Reformation: Literature 1510-1620" from Andrew Sanders' *The Short Oxford History of English Literature* (OUP)

Section - B Comedies

As You Like It (Orient Blackswan)
The Merchant of Venice (OUP)

Section-C Tragedies

King Lear (any edition)
Macbeth (OUP)

Section-D Histories

Julius Caesar (any edition)
Henry IV (any edition)

Suggested Reading:

1. Kermode, Frank. *The Age of Shakespeare*. London: Phoenix, 2004.
2. Bradley, A. C. *Shakespeare's Tragedies*. London: 1974.
3. Barber, C. L. *Shakespeare's Festive Comedies*, 1959.
4. Tillyard, E. M. *Shakespeare's History Plays*, 1946.
5. Taylor, M. *Shakespeare Criticism in the Twentieth Century*. OUP, 2001.

OPEN ELECTIVE COURSE – 2

PG35T305- COMMUNICATIVE ENGLISH (OEC) (100 Marks)

Course Outcomes:

At the end of the course, Students will be able to-

1. Communicate effectively.
2. Enhance their oral as well as writing skill in English language.
3. Get acquainted with the nuances of English language through their study of short stories in English.

Section-A

Essay Writing
Précis-writing

Section-B

Preparing CV
Letter-writing

Section-C

Comprehension
Paragraph Writing

Section-D

Dialogue Writing on Given Situations - At Post Office, Bank, Airport, Doctor's Clinic and Shopping Mall

Section-E

Text: *Fantasy* ed V. Sasikumar (The first five short stories are to be taught; Orient Blackswan)

Suggested Reading:

- 1 Murphy, Raymond. *Intermediate English Grammar*. Cambridge Univ. Press.
- 2 Hockett, C.F. *A Course in Modern Linguistics*. New York: Macmillan, 1958.
3. Wren and Martin. *High School English Grammar and Composition*.

M.A. IV SEMESTER

PG35T401-THE 20TH CENTURY ENGLISH LITERATURE (100 Marks)

Course Outcomes:

At the end of the course, Students will be able to-

1. Understand the socio-cultural history of England mainly of 20th Century.
2. Get acquainted with major forms of literature of the period.
3. Get acquainted with major writers and texts of different forms of this period.

Section-A Background

Modernist Poetry, Stream of Consciousness Narrative Technique, Science Fiction, Absurd Theatre, and Post-Modern Literature

Section-B Poetry

G.M.Hopkins :The Wreck of the Deutschland, and God's Grandeur
T. S. Eliot : The Waste Land
W.H.Auden : O What is that Sound, and The Unknown Citizen

Section-C Fiction

Graham Greene :*The Power and the Glory* (Penguin)
John Fowles : *The French Lieutenant's Woman* (any edition)

Section-D Drama

G. B. Shaw : *St Joan* (any edition)
Samuel Beckett : *Waiting for Godot* (any edition)

Suggested Reading:

1. Sanders, Andrew. *The Short Oxford History of English Literature*. OUP.
2. *The Norton Anthology of English Literature*. London: WW Norton and Co, 2000.
3. Daiches, David. *A Critical History of English Literature*, 2 Vols. New Delhi: Random House India, 1994.

PG35T402-CRITICAL THEORY (Part-II) (100 Marks)

Course Outcomes:

1. The modern critical theories are vast, overarching and edifying.
2. Modern criticism helps us understand the change in man's taste, judgment, attitude, thinking, the materials of production of meanings, and the proper approaches to the study of literature.

Section-A

Post-Structuralism - Jacques Derrida : "Structure, Sign and Play in the Discourse of Human Sciences"
Ronald Barthes : "The Death of the Author"

Section-B

Marxist Criticism - Edmund Wilson: "Marxism and Literature"
Psychoanalytic Criticism - Lionel Trilling: "Freud and Literature"

Section-C

Linguistic Criticism - Roman Jakobson: "Linguistics and Poetics"
Cultural Studies - Raymond Williams : "The Analysis of Culture"

Section-D

Postcolonial Criticism-Frantz Fanon : "On National Culture"
Homi Bhabha : "The Commitment to Theory"

Suggested Reading:

- 1 *The Norton Anthology of Theory and Criticism*. New York: W.W. Norton and Co., 2001.
2. Habib, M. A. R. *A History of Literary Criticism and Theory*. London: Blackwell, 2008.
- 3 Ramaswami, S and V.S.Sethuraman (eds). *The English Critical Tradition*. Madras: Macmillan.
- 4 Ashcroft, Bill (ed). *Key Concepts in Critical Theory*. London: Routledge.

PG35T403- POSTCOLONIAL FICTION AND DRAMA (100 Marks)

Course Outcomes:

At the end of the course, Students will be able to-

1. Understand the concept of Colonialism and its impact and Postcolonialism and its various dimensions.
2. Get acquainted with main engagements of postcolonial writers

Section-A Background

Leela Gandhi : "After Colonialism" from *Post-Colonial Theory* (OUP)

Gayatri Chakravathy Spivak: "Can the Subaltern Speak?"

Section-B Fiction

Chinua Achebe : *Things Fall Apart* (any edition)

J. G. Farrell : *The Seige of Krishnapur* (any edition)

Section-C Fiction

Katherine Mansfield: Short Stories: The Garden Party, The Canary, The Doll's House, Bliss, and How Pearl Button was Kidnapped

Bapsi Sidhwa : *The Pakistani Bride* (any edition)

Section-D Drama

Wole Soyinka : *Kongi's Harvest* (any edition)

NGugi wa Thiong'O : *The Trial of Dedan Kimathi* (Worldview)

Suggested Reading:

1. Ashcroft, Bill and et al, *The Empire Writes Back*. London: Routledge.
2. Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge, 2005
3. McLeod, John. *Beginning Postcolonialism*. Manchester: Manchester Univ. Press, 2009.
4. Said, Edward. *Orientalism*. London: Penguin, 1995.

PG35T404- ENGLISH LANGUAGE TEACHING (ELT) (100 Marks)

Course Outcomes:

At the end of the course, Students will be able to-

1. Understand the growth and status of English language in India.
2. Master the various methods of teaching English language.
3. Get acquainted with the techniques of teaching major literary forms.

Section-A: Background

English in India:

Beginning and Growth

Current status and role

Problems in Effective Teaching of English and Remedies

Section-B: Language Teaching Methods

The Direct Method

Grammar-Translation Method

The Bilingual Method

The Structural and Situational Method

Section-C: Teaching Skills

Teaching of Poetry

Teaching of Prose

Teaching of Fiction

Teaching of Drama

Section-D: Learning Skills

The Listening Skill

The Speaking Skill

The Reading Skill

The Writing Skill

Suggested Reading

1 Wren, C. L. *The English Language*. New Delhi: Vikas Publication, 2004.

2. Jack C. Richards and Rodgers, Theodore S. *Approaches and Methods in Language Teaching*. London: CUP, 1986.

2 Jeremy, Harmer. *The Practice of English Language Teaching*. London: Essex, 1983.

3 Aslam, Mohammad. *Teaching of English*. Foundation Books.

PG35T405(A) -DISSERTATION (100 Marks)

Course Outcomes:

At the end of the course, Students will be able to-

1. Understand the aims and objectives of Research.
2. To get acquainted with the process of undertaking research work.
3. To get acquainted with the mechanics of writing research articles and dissertation.

The students of the MA IV Semester will be distributed among the teachers of the Dept equally. The supervising teachers will give different topics to individual students and guide them in writing the dissertation. The Dept/PG Centres/Colleges should conduct classes on Research Methodology to equip their students with the techniques of research. The minimum length of the dissertation will be 50 pages. The dissertation must be submitted by all the students **before the end of the semester**.

DIVISION OF MARKS:

Dissertation	---	50 marks
I.A.	---	25 marks (Two Tests on Research Methodology each for 11 marks, and 3 marks for attendance)
Viva voce	---	25 marks
Total marks	---	100 marks

Research Methodology Topics:

1. **Objectives of Research:** Selection of topic, Relevance, and Preparation of Synopsis
2. **Collection of Data:** Source texts, reference books, interview, fieldwork, the use of library and electronic sources
3. **Critical Analysis:** A study of primary, secondary and tertiary sources, note making and division of chapters
4. **Format of the Thesis:** The use of quotations, references, endnotes, illustrations, bibliography, MLA style sheet, punctuation marks, abbreviations, and editing
5. **Drafting the Thesis:** Presentation, argument, analysis, survey of literature; and key terms like investigation, exploration, hypothesis, methods and techniques, results and findings
6. **Preparation for Colloquium:** assignment, seminar, and viva voce

Reference:

(MLA Handbook, Seventh edition, Affiliated East-West Press, New Delhi)

Instructions:

1. **All the dissertation copies shall, through the research guide and HOD, be submitted to the Registrar (Evaluation), KUD for valuation.**
2. **The dissertations should follow the following requirements:** spiral binding, font size 14 with one and half spacing, Times New Roman style, typing on only one side of the bond paper. Dedication is not permitted

- 3. No scope for improvement or revaluation of dissertation.**
- 4. Submission of dissertation and viva are compulsory. The Dept HOD/subject coordinator needs to conduct the viva in consultation with the respective guides.**
- 5. The topics for dissertation shall be as far as possible from the prescribed syllabus.**

Or
PG35T405 (B)- CULTURAL STUDIES (100 Marks)

Course Outcomes:

1. Culture is a way of life; and all the people need to know what good culture is.
2. This paper has texts that speak of the characteristics of good culture.

Section A Background

The changing concept of 'culture' over time; introduction to major literary and cultural critics in the field; Arnold and 'high culture'; Birmingham School and its contribution to cultural studies; contemporary trends in the study of popular culture; and cultural approaches to film studies

Section - B Theory

- Raymond Williams : "Culture is Ordinary" (from *Resources of Hope: Culture, Democracy, Socialism*)
- Stuart Hall : "Race, Culture and Communication: Looking Backward and Forward at Cultural Studies" (from *Rethinking Marxism: A Journal of Economics, Culture and Society*)

Section - C Literature

- Agatha Christie : *Murder in Mesopotamia* (any edition)
- Chetan Bhagat : *Five Point Someone* (Rupa)

Section – D Film and TV Serials

- Roman Holiday* : Director: William Wyler
- Bend it Like Beckham* : Director: Gurindhar Chadda
- (The film analysis is to be made from literary and cultural perspectives)

Suggested Reading:

1. Nayar, Pramod . *An Introduction to Cultural Studies* (Viva Books)
2. During, Simon. *Cultural Studies Reader* (Routledge)
3. Fiske, John. *Reading the Popular*.
4. Giddings, Robert, Ketih Selby and Chris Wensley. *Screening the Novel*. London: Macmillan 1990.
5. Floriam, Stadtler. *Fiction, Film and Indian Popular Cinema*
6. <http://www.tandfedbooks.com/ssbn/9780203383636>.

Or
PG35T405(C)-DALIT LITERATURE (100 Marks)

Course Outcomes:

1. The subaltern issues speak of differences and discriminations meted out to certain sections of society.
2. This paper called Dalit literature aims at enlightening students about Dalit issues and aspirations.

Section–A Background Study

Dalit literature, origin, Dalit movements and writings, Dalit Panthers and Ambedkar movement

Social Transformation and Social Reformers: Basavanna, Raja Rammohan Roy, Jyotiba and Savitribai Phule, Shahu Maharaj and their contribution

Section–B Poetry

Mulk Raj Anand and Eleanor Zelliot (ed) : *An Anthology of Dalit Literature* (Poems by Gyan Publishing House, New Delhi, 1992): Only the following poems are for study:

- i) Hira Bansode : Bosom Friend, Slave, and O Great Man
- ii) Anuradha Gaurava : Request
- iii) Jyoti Lanjewar : Mother, and The Nameless Ones
- iv) Tryambak Sapakale: Angulimala, Ekalavya, Do you want to be a mother, and Day
- v) Yashwant Manohar: I'm Ready for Revolt
- vi) Namdeo Dhasal : Ambedkar 79, Ambedkar: 1980

Section–C Prose

Dr Ambedkar's Speech at Mahad. Ed Arjun Dangle (OUP)

Sharanakumar Limbale : Introduction from *Towards an Aesthetic of Dalit Literature* (Tr from Marathi by Alok Mukherjee, Orient Blackswan, 2004)

Section–D Autobiography and Fiction

Aravind Malagatti : *Government Brahmana* (Tr from Kannada by Dharanidevi Malagatti and others, Oriental Blackswan, Hyd, 2007)

Bandu Madhav : *The Poisoned Bread*

Shankarrao Kharat : *A Corpse in the Well* (an Autobiographical Extract. Ed Arjun Dangle, Blackswan)

Suggested Reading:

1. Dr Ambedkar, *Annihilation of Caste*.
2. Jain, R. S. *Dalit Autobiography*. Ahmednagar: Ritu Prakashana, 2007.
3. Prasad, Amar Nath and M. B. Gaijan. *Dalit Literature: A Critical Explorations*. New Delhi: Sarup and Sons, 2007.
4. Sarangi, Jaydeep and Champa Ghosal. *Marginal Writings in English: Bengali and Other Regional Literature*. New Delhi: Authorspress, 2013.

PhD Course-work

Paper I

MLA Handbook, Seventh edition, Affiliated East-West Press, New Delhi)

Paper-II

Recent Critical Approaches to Literature

This paper will familiarize the students with various critical approaches with an emphasis on recent developments in literary theory. Some seminal essays have been selected for a focused study.

1. Classicism

Samuel Johnson : "Preface to Shakespeare"

2. Marxism:

Raymond Williams' From *Marxism and Literature* (Part 1, Chapter-3, "Literature")

3. Psychoanalysis:

Sigmund Freud : "The Interpretation of Dreams"

4. Post-Structuralism:

Jacques Derrida's "Structure, Sign and Play in the Discourses of the Human Sciences"

5. Post-colonial Theory:

Chinua Achebe's "An Image of Africa: Racism in Conrad's *Heart of Darkness*"

6. Cultural Studies:

Michel Foucault : "What is an Author?"

7. Feminism:

Virginia Woolf : *From A Room of One's Own*

8. Race and Ethnic Studies

W.E.B. Du Bois : "Criteria of Negro Art"

Note: This paper II "Recent Critical Approaches to Literature" will be the paper I of M.Phil course-work. Both M.Phil and PhD course-works will have one background paper taken care of by the respective guide.

Program Outcomes

5. As English is the global language, English has become the lingua franca of Indian administration, national communication, higher education, library, technical education, and international relationship.
6. English has become almost the official language of India.
7. English education, more so, imparting of English language and literature is essential for defining pan-Indians' lives today.
8. MA English, more so, as a language and literature department, has been transforming English education in India.
9. English language is to be taught using English literature.

Program Specific Outcomes

6. English language and literature is taught to run English medium schools, colleges, and universities
7. Since it is a skill oriented program MA English is creating an excellent job market.
8. MA English graduates are getting jobs in public and private sectors. They are getting into journalism, mass media, information technology and other global markets.

Course Outcomes

Sem I

1.3 AMERICAN POETRY AND PROSE

1. This paper introduces the students to the history of American literature.
2. American Poetry and Prose is an excellent body of literary writings from America that can shape a man's beliefs and convictions in democracy and new nationhood.

1.5 (B) ANGLO-INDIAN LITERATURE

1. The British ruled India and they modernized India as we see this here.
2. Anglo-Indian literature is rich for imparting the students about Anglo-Indian rule, life, modernization of India, industrialization, culture and civilization.

Sem II

2.3 AMERICAN FICTION AND DRAMA

1. This paper aims at introducing American literature in general and American Fiction and Drama in particular.

2. American Fiction and Drama is rich in imparting literary sense and sensibilities from American literature.

2.4 (C) PARTITION LITERATURE

1. India faced partition of the country many times, including the Bengal and North Western Frontier Province and this affected Indian life.
2. Partition Literature teaches us how political crises such as the Indian Partition of 1947 affected Indian life and India's relationships in the neighbourhood.

Sem III

3.2 CRITICAL THEORY (Part-I)

1. Criticism is understanding and appreciation of life and it is most essential for forming man's taste, temperament and judgment.
2. Criticism provides us insights, methods and conventions as to how to appreciate good literature which can lift us from the mundane to the sublime.

3.4 (B) TRANSLATION STUDIES

1. Translation is a means to understand the world. So all the knowledge is translation that way.
2. Translation literature helps us how to transform ourselves into perfection and fulfillment in life.

4.2 CRITICAL THEORY (Part-II)

1. The modern critical theories are vast, overarching and edifying.
2. Modern criticism helps us understand the change in man's taste, judgment, attitude, thinking, the materials of production of meanings, and the proper approaches to the study of literature.