

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



**University of Mysore**  
(Estd.1916)

**M.A. ENGLISH**

**Choice Based  
Credit System  
(CBCS)**



**UNIVERSITY OF MYSORE**

**Department of Studies in English**

**Manasagangotri, Mysuru-570006**

**Regulations and Syllabus**

**Master of English (M.A.)**

**(Two-year semester scheme)**

**Under**

**Choice Based Credit System (CBCS)**

*M. N. S. M*  
5/2/2021

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**UNIVERSITY OF MYSORE**  
**GUIDELINES AND REGULATIONS LEADING TO MASTER OF ENGLISH**  
**(TWO YEARS- SEMESTER SCHEME UNDER CBCS)**

**Programme Details**

<b>Name of the Department</b>	: Department of Studies in English
<b>Subject</b>	: English
<b>Faculty</b>	: Arts
<b>Name of the Course</b>	: English (M.A.)
<b>Duration of the Course</b>	: 2 years- divided into 4 semesters

**Programme objectives**


The main objective of this M.A. programme is to sensitize, stimulate and provide a strong foundation in English literature, literary history, literary theory, and rhetoric. The aim is also to train our students towards becoming

- Teachers in academic institutions.
- Researchers in research institutions.
- Writers, Poets, Playwrights, Theatre Personalities, Film Script Writers, Critics, Editors, Journalists, Content Writers, etc.

**Programme Outcomes**

M.A in English is a highly sought after programme among Humanities branch of the University of Mysore. On successful completion of the programme each student will:

- Acquire knowledge on a range of theories, methods, research methodology, and practices that are the foundation for strong research and teaching in English. These skills are crucial for students who plan to pursue PhDs in English.
- Learn how to design and carry out original and persuasive research in English literature with particular attention to their chosen field(s) or research focus.
- Inculcate skills for teaching in academic institutions for undergraduate and postgraduate students.
- Develop confidence in taking competitive examinations.

  
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### Programme Specific Outcomes

- Acquire knowledge and insight into English language and Literature on an advanced level
- Openness to new ideas, perspectives and ways of thinking
- Acquire aesthetic sensibility; critical and analytical skills; creativity.
- Obtain skills in organizing and expressing ideas and perspectives with clarity and coherence through writing and speech.
- Obtain skill in narration, description and argumentation.
- Acquire ability to attempt theory-based evaluation and analysis of literary texts.
- Obtain knowledge of world literatures and insight into different cultural traditions.
- Acquire ability to negotiate the challenges of life and have enhanced career prospects and employability.

### Pedagogies adopted in the M.A. programme

- Class room teaching using power point presentations, seminars, interactive sessions and recent information in communications technology.
- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.
- Students are continuously tested for their writing and speaking skills.
- Project work leading to submission of a Dissertation is a familiar feature for IV Semester students.
- Literary Club is a unique feature of the Department. Every Wednesday invited talk by eminent persons from all walks of life address the students and staff.
- The Department also has a 'Film Club' which is entirely a student initiative. Movies based on Novels/Plays/Short Stories are screened.

  
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**M.A. DEGREE PROGRAMME STRUCTURE AND SYLLABUS**

**FIRST SEMESTER**

Sl. No.	Code	Title of the Course	Course Type	Credit Pattern			Total Credits
				L	T	P	
1	13603	English Literature From Chaucer To Milton	HC	3	1	0	4
2	13604	Elizabethan Age	HC	3	1	0	4
3	13605	17th and 18th Century English Literature	HC	3	1	0	4
4	13609	19th Century English Literature	SC	3	1	0	4
5	13602	Dalit Literature - I Part - I	SC	3	1	0	4
6	13606	Feminism	SC	3	1	0	4
7	13612	Travel Literature	SC	3	1	0	4

**SECOND SEMESTER**

Sl. No.	Code	Title of the Course	Course Type	Credit Pattern			Total Credits
				L	T	P	
1	13629	The Modern Age Part- I	HC	3	1	0	4
2	13622	Literary Criticism - I	HC	3	1	0	4
3	13623	Indian Writing in English - I	HC	3	1	0	4
4	13624	Caribbean Fiction and Poetry	SC	3	1	0	4
5	13625	Dalit Literature - I Part - II	SC	3	1	0	4
6	13628	Writing and Spoken English Part - I	OE	3	1	0	4

  
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**THIRD SEMESTER**

Sl. No.	Code	Title of the Course	Course Type	Credit Pattern			Total Credits
				L	T	P	
1	13650	The Modern Age Part - II	HC	3	1	0	4
2	13642	Indian Writing in English - II	HC	3	1	0	4
3	13643	New Literatures in English	HC	3	1	0	4
4	13646	Folklore and Literature	SC	3	1	0	4
5	13644	An Introduction to English Literature	OE	3	1	0	4
6	13692	Written and Spoken English Part - II	OE	3	1	0	4
7	13645	Women's Writings From the Margins	SC	3	1	0	4

**FOURTH SEMESTER**

Sl. No.	Code	Title of the Course	Course Type	Credit Pattern			Total Credits
				L	T	P	
1	13661	Literary Criticism - II	HC	3	1	0	4
2	13662	American Literature	HC	3	1	0	4
3	13663	European Classics	HC	3	1	0	4
4	13664	Myth and Drama - II	SC	3	1	0	4
5	13665	Canada and the World	SC	3	1	0	4

  
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## FIRST SEMESTER

### HARD CORE

#### COURSE-I: ENGLISH LITERATURE FROM CHAUCER TO MILTON

##### Objectives:

- To provide the students with a historical perspective of the age.
- To familiarize students with representative texts of the period.

##### Course outcome: The student will:

- Understand the beginnings of the Chaucerian era and the other schools of thought ranging from 14<sup>th</sup> century to 16<sup>th</sup> century.
- Understand about important literary movements such as the Jacobean and the Metaphysicals

##### Pedagogy:

- Class room teaching using power point presentation, seminars, interactive sessions and recent information in communications technology.
- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

#### COURSE CONTENT

##### UNIT – I

Background – 14<sup>th</sup> Century – 1658, Renaissance , Reformation, Puritan Upsurge, Jacobean, Metaphysical School

##### UNIT – II

1. Chaucer -- *Prologue to the Canterbury Tales*
2. John Milton – *Paradise Lost: Book-II*
3. *Book of Job*

##### UNIT – III

1. Sidney : Sonnets I, V & VI (Astrophel and Stella)
2. Spenser : Prothalamion , Epithalamion
3. Surrey :
  1. Love that doth reign and live within my thought
  2. Set me whereas the sun doth parch the green
4. Wyatt :
  1. Who so list to hunt
  2. They flee from me

##### UNIT – IV

1. John Donne – *The Good Morrow, Song: Go and Catch a Falling Star, Death be Not Proud, At the Round Earth's Imagined Corners, Sunne Rising, Resurrection*
2. George Herbert – *The Pulley, The Collar, Virtue, Discipline*
3. Andrew Marvell – *To His Coy Mistress, Thoughts in a Garden*

##### Suggested Reading

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1. David Daiches—*A Critical History of English Literature*- Four volumes
2. Boris Ford (Ed)- *Pelican Guide to English Literature*- Eight volumes
3. Herbert Grierson - *Metaphysical Poets*
4. Abrams M.H. et.al. *The Norton Anthology of English Literature*. New York: W.W.Norton, 2006.
5. Al Poplaski: *English Literature in Context*

## COURSE-II: ELIZABETHAN AGE

### Objectives:

- To familiarize the students with developments during the reign of Queen Elizabeth.
- To also familiarize the students with the different forms of drama.

### Course outcome: The student will:

- Understand various forms of drama and poetry.
- Will learn to differentiate between forms and schools of drama

### Pedagogy:

- Class room teaching using power point presentation, seminars, interactive sessions and recent information and communications technology.
- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

## COURSE CONTENT

### UNIT – I

Background-Elizabethan Age, Elizabethan theatre and audience Shakespeare- Tragedy, Comedy

### UNIT – II

Christopher. Marlowe	:	<i>Doctor Faustus</i>
Ben Jonson	:	<i>Volpone</i>
Thomas Kyd	:	<i>Spanish Tragedy</i>

### UNIT – III

William Shakespeare: 1) *Macbeth*, 2) *Julius Caesar*, 3) *As you Like It*

### UNIT – IV

Shakespeare's Sonnets: 18, 29, 30, 33, 60, 71, 73, 114, 116.

### Suggested Reading

1. A.C.Bradley – *Shakespearean Tragedy*
2. F R Leavis – *The Common Pursuit*
3. Wilson Knight – *The Wheel of Fire*
4. Stewart Justman – *Shakespeare : The Drama of Generations*
5. S. Vishwanathan - *Exploring Shakespeare*
6. Cleanth Brooks - *Understanding Drama*
7. Toropov. *Shakespeare for Beginners*

## COURSE-III: 17<sup>th</sup> and 18<sup>th</sup> CENTURY ENGLISH LITERATURE

  
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**Objectives:**

- To provide students with an overview of the Restoration ge
- To introduce the students to the texts of the period

**Course outcome:**

- The student will be introduced to the world of Restoration society and culture.
- Will understand why satire was a preferred medium of expression during this period
- Understand various forms of drama and poetry.

**Pedagogy:**

- Class room teaching using power point presentation, Seminars, interactive sessions and recent information and communications technology.
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**COURSE CONTENT**

**UNIT – I**

Background – Restoration, Neo-Classical, Augustan Satire, Comedy of Manners, Spectator Essays

**UNIT – II**

Dryden : *Absalom and Achitophel*  
Alexander Pope : *The Rape of the Lock*  
Bunyan : *Pilgrim's Progress Book-I*

**UNIT – III**

William Congreve : *The Way of the World*  
Sheridan : *The School for Scandal*  
Aphra Behn : *Oroonoko (or the Royal Slave)*

**UNIT – IV**

Daniel Defoe: *Robinson Crusoe*  
Jonathan Swift – *Gulliver's Travels – Book IV* (Voyage to the Land of Houyhnhnms)  
Addison & Steele: Spectator Essays: Addison (1) Sir Roger at Church, (2) Sir Roger at Assizes Steele: 1) The Gentleman of Steels 2) The Spectator Club.

**Suggested Reading:**

1. M.H.Abrams (Ed) *The Norton Anthology of English Literature* (Vol.1 & 2)
2. David Daiches – *A Critical History of English Literature* –Four volumes
3. Arnold Kettle- *The English Novel*- Two volumes
4. Ian Jack – *The Augustan Satire: Intention and Idiom in English poetry 1660-1750*
5. Pramod Nayyar (ed) – *English Poetry 1660-1780: An Anthology*

**COURSE-IV: 19<sup>th</sup> CENTURY ENGLISH LITERATURE**

**Objectives:**

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1. To familiarize students with artistic and moral imagination and aesthetics of 19<sup>th</sup> Century poetry and prose
2. To inspire them to nurture and develop spiritual affinities with Nature and instil in them a sense of compassionate aesthetics that promotes social conscience.

**Course outcome: The students are**

- introduced to liberal thinking and movements.
- Introduced to American and French revolution which paved way for a new school of thought.
- Introduced to the Romantic and Victorian era.
- Also learn about the impact of scientific discoveries that led to expansionism.

**Pedagogy :**

- Class room teaching using power point presentation, seminars, interactive sessions and recent information and communications technology.
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- Student seminar presentation is encouraged in each semester.

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**COURSE CONTENT**

**UNIT- I**

**Background Introduction:**

French Revolution; The Romantic Movement in Literature with reference to leading Romantic and Victorian Poets; Introduction to 19<sup>th</sup> Century Prose Women Question

**UNIT-II**

**Poetry**

1. William Blake : Tyger; London; Chimney Sweeper
2. William Wordsworth : Tintern Abbey, A Slumber did My Spirit Seal, She Dwelt among Untrodden Ways, Resolution and Independence
3. S.T. Coleridge : Ancient Mariner
4. P.Shelley : Ode to the West Wind; Ozymandias
5. J.Keats : Ode to Autumn; Ode on a Grecian Urn;
6. R.Browning : My Last Duchess; Andrea del Sarto
7. Tennyson : Ulysses, Lotos Eaters

**Unit III**

**Fiction**

1. Jane Austen : *Emma*
2. Emily Bronte : *Wuthering Heights*
3. Charles Dickens : *Hard Times*
4. Thomas Hardy : *Jude the Obscure*

**Unit IV**

**Prose**

1. John Ruskin : *Unto This Last* ( Chapters I & II)
2. J. S. Mill : *On Liberty*

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**Books for further reading**

1. Russell Noyes (Ed) : *English Romantic Poetry and Prose*
2. Harold Bloom and Lionel Trilling : *Romantic Poetry and Prose*
3. M. Bowra : *The Romantic Imagination*
4. William D. Templeman And Charles F Herald : *English Prose of the Victorian Era*
5. Sandra M Gilbert and Gubar : *The Mad Woman in the Attic: The Woman Writer and the 19<sup>th</sup> c Literary Imagination*
6. Vijayashree Ed : *Victorian Poetry: An Anthology*, Orient Black Swan, 2011

**Course – V**

**Soft Core: Paper I**

**Dalit Literature – Part I code No 13602**

- Objective: 1. To familiarize the student with the emergence of “Dalit movement” in the context of Post-independent India.  
2. To interrogate the very concept of “Dalit” in its socio-political and cultural dynamics and how it manifests itself in literature.  
3. To make the student study Dalit autobiography as one of the distinctive genres

I Short Fiction

Unit I Objective Type

Unit II Kannada:

- 1) Devanoora Mahadeva. “Those who sold Themselves”
- 2) Aravinda Malagatti. “Copper Coin and Well Water”

Unit III Punjabi:

Bhura Singh Kaler. “Severed Leaves”  
Prem Gorkh. “Angel and Not Demon”

Unit IV Gujarathi:

Dalpat Chauhan. “Measure for Measure”  
Pathik Parmar. “Naked Feet”

Unit V Poetry

I Kannada

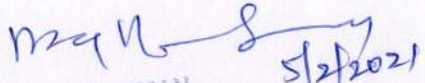
Govindaiah. “In the Soil of Tears”

“A letter to Father Searching for Me”

Laxmipathi Kolar. “The Bat”, Trans. M K Shankar

II Punjabi

Gurudas Aalam. “For Freedom” (From the Core of Untouchable’s Heart)

  
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- “Treatment of Untouchables”  
Manjit Quada. “A Song”  
III Gujarathi  
Bipin Gohil. “To the Fading Man I Sing”  
“To a Poet at a Mushaira”  
Kisan Sosa. “The Last Man on Golgotha”  
“Dousing the Fire in Heart”

Suggested Reading

- D.R. Nagaraj *The Flaming Feet*  
Eleanor Zelliott *From Untouchable to Dalit*  
Mulik Raj Anand *Apology for Heroism*  
Arjun Dangle *Poisoned Bread*

**Soft Core : Paper II**

**Feminism** Code no 13606

Unit I:

Shoshona Felman: “Women and Madness: The Critical Phallacy”

Unit II:

Elaine Showalter: “The Female Tradition”

Unit III:

Luce Irigaray: “This Sex which is Not One”

Unit IV:

Julia Kristeva: “Women’s Time”

Suggested Reading:

- Toril Moi: *Sexual/Textual Politics: Feminist Literary Theory*  
Mitchel Juliet (Ed): *What is Feminism?*  
Sally J Scholz: *Feminism: A Beginner’s Guide*

**Soft Core Paper III Travel Literature**

Unit I:

Che Guevara: *The Motorcycle Diaries*

Unit II: Salman Rushdie *Jaguar Smile*

Unit III:

  
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Pico Iyer: ; *Cuba and The Night*  
Unit IV:  
Catherine Lanigan: :*Romancing the Stone*

Suggested Reading:

Adams, Percy G., ed. (1988). *Travel Literature through the Ages: An Anthology*. New York and London: Garland.

Cox, Edward Godfrey (1935). *A Reference Guide To The Literature Of Travel Including Voyages. Geographical Descriptions. Adventures. Shipwrecks and Expeditions* . Seattle: University of Washington. Vol. I

Speake, Jennifer (2003). *Literature of Travel and Exploration: An Encyclopedia*. New York: Fitzroy Dearborn

  
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## SECOND SEMESTER

### HARD CORE

#### COURSE-I: THE MODERN AGE- PART I

##### Objectives

- To introduce the students to the social, political and cultural milieu of the age
- To familiarize the students with the representative texts of the period.

##### Course outcome The students are:

- Introduced to significant developments in modern poetry.
- Introduced to significant American poets/writers such as Ezra Pound, T.S. Eliot and Sylvia Plath, etc.

**Pedagogy:** Class room teaching using power point presentation, Seminars, interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.
- All teachers are given a batch of students for the tutorial, wherein the teacher will monitor their language, presentation and their knowledge on the subject

#### COURSE CONTENT

##### UNIT – I

Post World War Scenario, Twentieth Century Social Milieu, Twentieth Century Theatre, Twentieth Century Novel, The Great Economic Depression, Stream of Consciousness, Postmodernism.

##### UNIT – II

D H Lawrence : *The Rainbow*  
Virginia Woolf : *To the Lighthouse*  
E M Forster : *A Passage to India*  
Doris Lessing : *The Golden Notebook*

##### UNIT – III

Samuel Beckett : *Waiting for Godot*  
John Osborne : *Look Back in Anger*

##### UNIT – IV

Virginia Woolf : "On Modern Fiction"  
George Lukacs : "The Meaning of Contemporary Realism  
(Chapters on Kafka & Modernist Fiction)  
Raymond Williams : *When was Modernity?*

##### Suggested Reading

1. Norton Anthology of English Literature
2. Vasudevan: *Perspectives: Selection from Modern English Prose and Fiction*

#### COURSE-II: LITERARY CRITICISM-I

  
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**Objectives:**

1. To facilitate students with Aristotle's Poetics and basics of literary criticism and to read and understand the basics of literary/ critical theories;
2. To equip them to read relevant theories and prepare them for practical criticism.

**Course outcome: The students are**

- Introduced to significant developments in literary criticism.
- Introduced to major literary traditions.
- Trained in the art of practical criticism.

**Pedagogy:** Class room teaching using power point presentation, seminars, interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.
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- Either a prose piece or a poem is given for analysis as practical criticism.

**COURSE CONTENT**

**UNIT- I**

Origin, growth, and development of Literary Criticism,  
Various posits and Literary contexts, Principles of Literary and Practical Criticism

**UNIT-II**

1. Aristotle: *Poetics*
2. Longinus: *On the Sublime*  
Plato on "Mimesis" from *A Short History of English Literary Criticism*  
by W.K. Wimsatt & Cleanth Brooks

**UNIT- III**

Philip Sidney : *Apologie for Poetry*  
Samuel Johnson : *Preface to Shakespeare*  
John Dryden : *On Romantic Poesy*

**UNIT- IV**

W. Wordsworth : *Preface to Lyrical Ballads*  
Coleridge : *Biographia Literaria* (Chapters 13,14,17)  
Arnold : *The Function of Criticism at the Present Time*

**Books for Reference and Further Reading**

1. I.A. Richards. *Principles of Literary Criticism*
2. C.T. Indra et al. *English Literary Criticism*
3. M.S. Nagarajan. *English Literary Criticism and Theory,*
4. Vernon Hall. *A Short History of Literary Criticism.*

**COURSE-III: INDIAN WRITING IN ENGLISH-I**

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### Objectives:

- To introduce the students to the social, political and cultural milieu of the age
- To familiarize the students with the representative texts of the period

### Course outcome: The students are

- Made aware of the growth and development of Indian fiction in English.
- Introduced to major Indian writers in English.
- Also learn about the historicity of Indian criticism.
- Also learn about the recent trends in Indian drama.

**Pedagogy:** Class room teaching using power point presentation, seminars, interactive sessions and recent information and communications technology.

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- Student seminar presentation is encouraged in each semester.
- All teachers are given a batch of students for the tutorial, wherein the teacher will monitor their language, presentation and their knowledge on the subject

### COURSE CONTENT

#### UNIT- I

Anglicists and Orientalists Debates, *Macaulay's Minute on Indian Education*, Raja Ram Mohan Roy's *Letter to Lord Amherst*, The Rise of the Indian English Novel, Novel as a Social Act.

#### UNIT- II

##### Poetry

1. Toru Dutt : Prahlad; Our Casurina Tree;
2. R.Tagore : Gitanjali: (First five and last five poems)
3. Sarojini Naidu : Coromandel Fishers, Indian Weavers
4. Aurobindo : Savitri: Canto One

#### UNIT -III

##### Drama

1. Girish Karnad : *Hayavadhana*
2. Vijay Tendulkar : *Silence! The Court is in Session*
3. Mahesh Dattani : *The Final Solution*

##### Fiction

1. Mulk Raj Anand : *Untouchable*
2. Raja Rao : *Kanthapura*
3. R.K. Narayan : *The Man Eater of Malgudi*

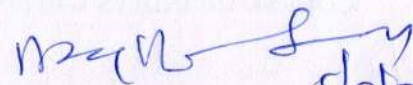
#### UNIT- IV

##### Criticism

1. Hiryanna : *Art Experience*: Indian Aesthetics (chapters 1 and 2)
2. Ananda Coomaraswamy : "The Dance of Shiva"
3. Aurobindo : The Poets of Dawn -1&2 (From Future Poetry)

#### Books/Texts for Reference and Further Reading

1. K.R. Srinivasa Iyengar: *Indian Writing in English*

  
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2. C.D. Narasimhaiah: "Towards an Understanding of the Species Called Indian Writing in English"
3. Meenakshi Mukherjee: *The Perishable Empire* Chapter on: "The Anxiety of Indianness"

### SOFT CORE

#### COURSE-IV: CARIBBEAN FICTION AND POETRY

##### Course Outcome

The purpose of this paper is to introduce students to Caribbean Literature as the most vital, complex and creative branch of Commonwealth literature. In the Caribbean, the lesser availability of the ancestral past often spurs a still more intensive quest for its recovery. The writers discussed in this paper share a language, a genre, an education, an empire and its collapse. Their most significant accomplishment lies in announcing their hybrid experience, in forging aesthetic forms that embody it. The focus is on the use of literary archetypes that interweave disparate genealogies, metaphors that echo discordant cultural perspectives and genres that conjoin the disciplinary and literary forms of the colonizer with the inherited oral traditions of the colonized. The critical paradigm of hybridity is central to the analysis of Caribbean literature.

##### Pedagogy

Class room teaching using power point presentations, seminars, interactive sessions and recent information in communications technology.

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#### COURSE CONTENT

##### UNIT- I

Introduction to Caribbean Literature

##### UNIT-II

###### Fiction

George Lamming : *Natives of My Person*  
Earl Lovelace : *The Dragon Can't Dance*

##### UNIT- III

###### Poetry

Derek Walcott: Selections from *Castaway and Other Poems*

- |                     |              |                          |
|---------------------|--------------|--------------------------|
| a) The Castaway     | b) The Flock | c) Missing the Sea       |
| d) The Almond Trees | e) Veranda   | f) A Far Cry from Africa |
| g) Hawk             | h) Mass Man  | i) Adam's Song           |
| j) Parades, Parades |              |                          |

##### UNIT- IV

###### Poetry

Edward Kamau Braithwaite: Selections from *The Arrivants*

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|-----------------------|---------------|------------------|------------|
| a) Islands and Exiles | b) The Return | c) Path- Finders | d) Arrival |
| e) New World          | e) Limbo      | f) Rebellion     | g) Prelude |
| h) Starvation         |               |                  |            |

#### Suggested Reading

1. C.L.R. James. *The Black Jacobins*, Rpt Vintage Books, New York: Random House, 1963.
2. Harris, Wilson. *Tradition, The Writer and Society: Critical Essays*. London: New Beacon Publications, 1967.
3. Ramchand, Kenneth. *West Indian Novel and Its Background*. London: Faber and Faber, 1970; Heinemann, 1983.
4. Wa'Thiongo, Ngugi. *Homecoming*. London: Heinemann, 1972.
5. King, Bruce. *West Indian Literature*. London: Macmillian, 1968.
6. James, Louis. *The Island In-between*. London. OUP, 2007.
7. Idris, Hamid. *Troubling of the Waters*. San Fernando, Trinidad, West Indies, 2006. (Rpt)

#### COURSE-V: DALIT LITERATURE-PART II

##### Objectives:

1. To attune the student to understand and appreciate Dalit subaltern aesthetics in terms of the quest for identity, and
2. To equip students to dismantle all hegemonic versions of aesthetics and promote a polyphonic reading of aesthetics which could usher in a fine sense of balance in terms of equality and fellowship.

##### Course outcome:

In the post-Independent India, Dalit Movement and Literature have emerged as a significant contribution to alternate subaltern aesthetics. Postcolonial subaltern studies have also enriched the Dalit articulations in varied ways. This paper focuses on select Dalit Autobiographies which could be read as part of Autobiography as a genre.

##### Pedagogy:

- Class room teaching using power point presentation, seminars, interactive sessions and recent information and communications technology.
- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.
- The students are made to know the difference between a traditional autobiography and a Dalit autobiography.

#### COURSE CONTENT

##### UNIT- I

Siddalingaiah: *Ooru-Keri*

##### UNIT- II

Aravinda Malagatti: *Government Brahmana*

##### UNIT- III

Bama: *Karukku*

##### UNIT- IV

Sharankumar Limbale: *Akkramashi*

  
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### Books for Further Reading

1. Arjun Dangle: *Poison Bread*
2. Sharankumar Limbale: *Towards an Aesthetics of Dalit Literature*
3. D.R.Nagaraj: *The Flaming Fleet*

### OPEN ELECTIVE

### COURSE-VI: WRITTEN AND SPOKEN ENGLISH PART I (ONE)

#### Course outcome

- Demonstrate adequate skills in listening/speaking/writing effectively and performing all kinds of critical thinking and analysis.
- Effectively communicate the knowledge and skills acquired to others through written and oral methods.

#### Pedagogy:

- Class room teaching using power point presentation, seminars, interactive sessions and recent information and communications technology.
- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

### COURSE CONTENT

#### UNIT-I

##### Basic Oral Communication

- A. Articulation of words.
- B. Asking and answering techniques/conversational skill.
- C. Greetings/invitations/suggestions apologies/social and plans.

#### UNIT-II

##### Grammar

- A. Word building.
- B. Verbs/Tenses/subject verb agreement.
- C. Adjectives/Adverbs/Prepositions, Conjunctions.
- D. Direct/Indirect speech (Reported speech).
- E. Active and Passive voice.

#### UNIT-III


##### Speaking skills

- A. Introducing one to author/introducing oneself to the group.
- B. Presentation of ideas.
- C. Interviews.
- D. Group Discussions.

#### UNIT-IV

##### Reading skills

- A. Skimming/Scanning.
- B. Loud Reading/Silent Reading, Practice.
- C. Reading techniques, Note making.
- D. Reading comprehension.

  
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### THIRD SEMESTER

#### HARD CORE

#### COURSE-I: THE MODERN AGE- PART II

##### Objectives

- To introduce the students to the social, political and cultural milieu of the age.
- To familiarize the students with the representative texts of the period.

##### Course outcome: The students are

- Made aware of the two world wars and their aftermath.
- Introduced to Twentieth Century Novel, Great Economic Depression, Stream of Consciousness, Postmodernism,

##### Pedagogy:

- Class room teaching using power point presentation, seminars, interactive sessions and recent information and communications technology.
- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.
- All teachers are given a batch of students for the tutorial, wherein the teacher will monitor their language, presentation and their knowledge on the subject
- 20<sup>th</sup> century fiction writers are introduced.

#### COURSE CONTENT

##### UNIT – I

World Wars – I & II, Imagism, Surrealism, Symbolism, Free Verse, Existentialism, Phenomenology

##### UNIT – II

G.M. Hopkins: "The Wreck of Deutschland", "Wind hover"

W.B Yeats: "Sailing to Byzantium", "Byzantium", "Second Coming", "Easter 1916",

Thomas Hardy: "Green Slates" (Penpethy)

"The Darkling Thrush"

"The Man He Killed"

"The Broken Appointment"

##### UNIT – III

T.S. Eliot : *The Wasteland*, "The Journey of the Magi",

W H Auden : "In Memory of W. B. Yeats", "Musee des Beaux Arts"

Sylvia Plath : "The Arrival of the Bee Box", "Lady Lazarus"

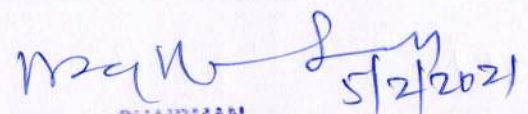
##### UNIT – IV

Dylan Thomas : "After the Funeral", "Fern Hill"

Seamus Heaney : "Tollund Man", "Digging", "Casualty",

Philip Larkin : "Church Going", "Next Please", "Love Again",

Ted Hughes : "Thought Fox", "Hawk Roosting", "Full Moon" and Little Frieda"

  
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### Suggested Reading

1. F. R. Leavis. *New Bearings in English Poetry*
2. Faber Book of Modern Verse
3. Norton Anthology of English Literature

### COURSE-II: INDIAN WRITING IN ENGLISH-II

#### Objectives

to introduce the students to the Modern Fiction Writers in English  
to familiarize the students with the representative texts of the period.  
To Introduced the writers from different parts of India.

#### Course outcome: The students are

- Introduced to the major autobiographies of Indian writing in English.
- Introduced to the major Indian Women Fiction Writers in English.
- Made aware of recent criticism in English.

#### Pedagogy:

- Class room teaching using power point presentation, Seminars, interactive sessions and recent information and communications technology.
- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.
- All teachers are given a batch of students for the tutorial, wherein the teacher will monitor their language, presentation and their knowledge on the subject
- Criticism, Fiction and autobiographical forms are made known to the students.

### COURSE CONTENT

#### UNIT – I

Colonization and its aftermath, Culture Vs Modernity: The Indian Context  
The Modern Indian Psyche, vis a vis Indian Writing in English and in Translation,

#### UNIT – II

Arundathi Roy : *God of Small Things*  
Amitav Ghosh : *Shadow Lines* (Partition)  
Jahnavi Barua : *Next Door*

#### UNIT – III

##### Autobiography

M. K. Gandhi : *My Experiments with Truth*  
Amrita Pritham : *Revenue Stamp*  
Dom Moraes : *My Son's Father*

#### UNIT – IV

Gayathri Spivak : "Can the Subaltern Speak? "  
Meenakshi Mukherjee : "The Anxiety of Indianness"  
Aijaz Ahamed : "Introduction" to *In Theory*

  
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## SUGGESTED READING

1. K R Srinivasa Iyengar – *Indian Writing in English*
2. M. K Naik – *Critical Essays in Indian Writing in English*
3. Ramakrishnan E V- *Locating Indian Literature*
4. A K Mehrotra (ed) : *A Concise History of Indian Literature in English*,
5. Saleem Peeradina (ed); *Contemporary Indian Poetry in English*
6. Makarand Paranjape (ed)- *Indian Poetry in English*
7. Girish Karnad – *Fire and Rain*

## COURSE-III: NEW LITERATURES IN ENGLISH

### Objectives:

- To introduce the students to the social, political and cultural milieu of the age
- To familiarize the students with the representative texts of the period

### Course outcome: The students are

Made aware of Philosophy and Aesthetics of Commonwealth Literature, paradigm shifts from Commonwealth to New Literatures,

- Commonwealth Countries refusing to be controlled by Great Britain
- Made to know the present Literature written by writers from former Commonwealth nations called as New Literatures in English.

**Pedagogy:** Class room teaching using power point presentation, seminars, interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

All teachers are given a batch of students for the tutorial, wherein the teacher will monitor their language, presentation and their knowledge on the subject


## COURSE CONTENT

### UNIT-I

Philosophy and Aesthetics of Commonwealth Literature, paradigm shifts from Commonwealth to New Literatures,

### UNIT –II

- Chinua Achebe : *Arrow of God*  
Ngugi Wa Thiongo : *Homecoming* Part-II  
(a) The Writer and His Past  
(b) The Writer in a Changing Society  
Wole Soyinka- : *The Lion and the Jewel*  
1) Denis Brutus- “ At the Funeral”, “If This Life is All That We Have”  
2) David Diop- “Africa”, “Vultures”  
3) Gabriel Okara: “Piano and Drums”. “The Call of the River Nun”

  
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### UNIT- III

#### Canadian and Australian Literature

Margaret Atwood	:	<i>Surfacing</i>
Northrop Frye	:	"Conclusion" to <i>Literary History of Canada</i>
AJM Smith	:	"The Lonely Land"
E.J. Pratt	:	"The Dying Eagle"
Patrick White	:	<i>The Tree of Man</i>
Judith Wright	:	<i>Preoccupations in Australian Poetry</i> (Chapter 13 on A.D. Hope)
Judith Wright	:	"Woman to Man"
A.D. Hope	:	"Australia"

### UNIT-IV

#### Caribbean Literature

V S Naipaul	:	<i>A House for Mr. Biswas</i>
Wilson Harris	:	<i>Tradition and the West Indian Novel</i>
Derek Walcott	:	Almond Trees, A Far Cry from Africa, Mass Man, Missing the Sea
Braithwaite	:	"Starvation", "Blues", "Caliban", "Thirst"

#### Books/Texts for Reference and Further Reading

1. Oxford Companion to Canadian Literature
2. Macaulay *A Map of Australian Verse*
3. Arnold *Companion to Postcolonial Literature*
4. Helen Tiffin et al. *The Empire Writes Back*
5. *Oxford Companion to African Literature*

### SOFT CORE

#### Nobel Laureates

- 1) Rabindranath Tagore: *Gora*
- 2) Toni Morrison: *Tar Baby*
- 3) Nadine Gordimer: *Burger's Daughter*
- 4) Saul Bellow: *Henderson the Rain King*

### COURSE-IV: FOLKLORE AND LITERATURE

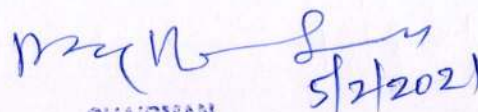
#### Course Outcome

- Demonstrate proficiency in unique aspects related to the core concepts in folklore and literature.
- Have an in-depth understanding of various aspects in this subject and acquire mastery of course contents by utilising the popular literature sources.

#### Pedagogy

Class room teaching, using power point presentation, seminars, interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.



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All teachers are given a batch of students for the tutorial, wherein the teacher will monitor their language, presentation and their knowledge of the subject

## COURSE CONTENT

### UNIT-I

- 1) A.K.Ramanujan: Who needs Folklore?
- 2) The Prince who married his own left half.

### UNIT -II

- 1) Four functions of folklore William R Bascom
- 2) Epic laws of folk-narrative Axel Olrik

### UNIT -III


- 1) Folklore and the student of Literature: Archer Taylor
- 2) Psychoanalysis and Folklore: E. E. Schattschneider

### UNIT- IV

- 1) The star husband tale: Stith Thompson
- 2) Cheluvu Girish Karnad

### Suggested Reading

1. Kaven Armstrong  
A short History of Myth Perspective Bopoks, India 2005
2. A.K.Ramanujan  
Collected Essays (Ed. Vinay  
Dharwadkar) New Delhi, OUP, 2004
3. Leach, Maria (Ed)  
Standard Dictionary of Folklore, Myth and  
Legends Funk and Wagnalls, New York 1972

  
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## OPEN ELECTIVE

### COURSE – V: AN INTRODUCTION TO ENGLISH LITERATURE

#### Course outcome

- Demonstrate adequate skills in listening/speaking/writing effectively and performing all kinds of critical thinking and analysis.
- Effectively communicate the knowledge and skills acquired to others through written and oral methods.

#### Pedagogy

Class room teaching, using power point presentation, seminars, interactive sessions and recent information and communications technology.

### COURSE CONTENT

#### POETRY

1. Shakespeare : Let me not to the marriage
2. John Donne : Good Morrow
3. John Dryden : Alexander's Feast
4. William Blake : Tyger
5. A.K.Ramanujam : Striders
6. Judith Wright : Woman to Man
7. John Keats : Ode to Autumn
8. Wole Soyinka : Telephone Conversation
9. Derek Walcott : A Far cry from Africa

#### DRAMA

Arthur Miller: *Death of a Salesman*

#### FICTION

George Orwell: *Animal Farm*

#### SHORT STORIES

1. Chekov : *Sorrow*
2. Hemingway : *The Snows of Kilimanjaro*
3. James Joyce : *Dubliners*
4. Ismat Chughtai : *The Veil*
5. Camus : *The Renegade*
6. Gogol : *Overcoat*

  
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## COURSE – VI: WRITTEN AND SPOKEN ENGLISH PART – II

### Course outcome

- Demonstrate adequate skills in listening/speaking/writing effectively and performing all kinds of critical thinking and analysis.
- Effectively communicate the knowledge and skills acquired to others through written and oral methods.

**Pedagogy:** Class room teaching using power point presentation, seminars, interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

## COURSE CONTENT

### UNIT-I

#### Writing Skills-I (One)

- A. Sentence formation through substitution tables/Principles of generative Grammar.
- B. Paraphrasing
- C. Letter Writing
- D. Social Letters/Business Letters/Letters to the Press

### UNIT-II

#### Writing skills-II

- A. The topic of effective writing
- B. Applying for a course
- C. Punctuating a sentence
- D. The right use of the definite article

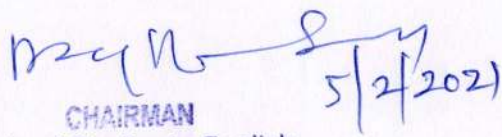
### UNIT-III

#### Writing skills-III

- A. Generating ideas through pre-writing
- B. Narration, disruption, argument, exposition
- C. Why is English irregular or awkward?

### Reference

*Write it Right: A Handbook for Students* by John Peek and Martin Layle  
WY: Palgrave Macmillan 2005

  
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## FOURTH SEMESTER

### HARD CORE

#### COURSE-I: LITERARY CRITICISM-II

##### Objectives:

- To facilitate students with Aristotle's Poetics and basics of literary criticism and to read and understand the basics of literary/ critical theories;
- To equip them to read relevant theories and prepare them for practical criticism.

##### Course outcome: the students are:

- Introduced to significant developments in literary criticism.
- Introduced to major literary traditions.
- Trained in the art of practical criticism.

**Pedagogy:** Class room teaching using power point presentation, seminars, interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.
- All teachers are given a batch of students for the tutorial, wherein the teacher will monitor their language, presentation and their knowledge on the subject
- Either a prose piece or a poem is given for analysis as practical criticism.

#### COURSE CONTENT

##### UNIT- I

Russian Formalism, Psychoanalysis, Structuralism, Deconstruction, Postcolonialism, Phenomenology and certain other forms of Hermeneutics. The Archetypes of Literature, Marx, Nietzsche, Freud, Gramsci.

##### UNIT- II

1. T.S. Eliot: Tradition and Individual Talent
2. F.R. Leavis: Literature and Society, Tragedy and the Medium (From The Common Pursuit)

##### UNIT- III

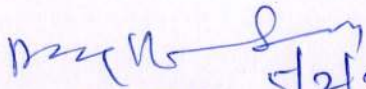
1. C. Jung: *Psychology and Literature*
2. N. Frye: *Archetypes of Literature*
3. G. Genette: *Structuralism and Literary Criticism*
4. J. Derrida: *Structure, Sign, and Play in the Discourse of Human Sciences*

##### UNIT- IV

1. Elaine Showalter: *Towards a Feminist Poetics*
2. Helene Cixous: *The Laugh of the Medusa*

##### Books for Reference and Further Reading

Eagleton, Terry. *Theory – An Introduction*  
Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*  
Belsey, Catherine. *Critical Practice*

  
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- Culler, Jonathan. *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*  
 Newton, K.M. *Twentieth Century Literary Theory: A Reader*

## COURSE-II: AMERICAN LITERATURE

### Objectives

- To introduce the students to American Social, Political and Cultural temper
- To familiarize the students with the representative Poets and prose pieces of the period.

### Course outcome:

- Students learn about American history, polity and culture.
- Transcendentalism and its India connection is learnt.
- Major American writer and their impact is made known.

**Pedagogy:** Class room teaching using power point presentation, Seminars, interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

## COURSE CONTENT

### UNIT-I

American Renaissance, Journey as Metaphor, Westward Movement, Transcendentalism.

### UNIT-II

1. Thoreau : from *Walden* (Chapters on "Economy"; "Where I lived and What I lived for")
2. Frederick Douglas : Narrative of the life of an American slave
3. Emily Dickinson : "There is a certain slant of light"  
"The soul selects her own society"  
"I heard a fly buzz when I died"
4. Wallace Stevens : "Sunday Morning"  
: "Anecdote of the Jar"
5. Langston Hughes : "Theme for English B"  
: "Harlem"  
: "Blues"
6. Robert Frost : "Mending wall"  
: "The Road not Taken"

### UNIT-III

#### Fiction

1. Mark Twain : *Huckleberry Finn*
2. Tony Morrison : *Song of Solmon*

### UNIT-IV

#### Drama

- a) Arthur Miller : *The Crucible*
- b) Tennessee Williams : *The Glass Menagerie*
- c) Edward Albee : *The Zoo Story*

  
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### Suggested Reading

Norton Anthology of American Literature  
Richard J Gray. *A History of American Literature*  
The Cambridge History of American Literature. Vol I to 4

### COURSE-III: EUROPEAN CLASSICS

#### Objectives

- To introduce the students to World classics
- To familiarize the students with various literary movements, existential angst, adventure novels.

#### Course outcome:

- Students learn to be familiar with world classics.
- Masters of world fiction are introduced.

**Pedagogy:** Class room teaching using power point presentation, seminars, interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

### COURSE CONTENT

#### UNIT-I

Introduction to Spanish, French, German and Russian Literatures of the 19<sup>th</sup> and 20<sup>th</sup> Century: Political, Cultural, Philosophical, Social milieu with special reference to the authors in the syllabus are introduced .

#### UNIT -II

Gustave Flaubert : Madam Bovary

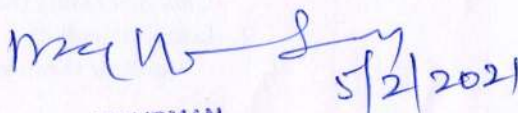
#### UNIT- III

a) Kafka : Metamorphosis

b) Cervantes : Don Quixote

#### UNIT- IV

Dostoevsky : Crime and Punishment

  
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## SOFT CORE

### COURSE-IV: MYTH AND DRAMA-II

#### Course Outcome

- Understand various forms of drama.
- Will learn to differentiate between forms and schools of drama.

#### Pedagogy

Class room teaching using power point presentation, seminars, interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

### COURSE CONTENT

#### UNIT -I

- (1) Myth and Meaning- Levi-Strauss
- (2) Folklore and Anthropology-William Bascom

#### UNIT -II

- (1) The Eclipse of Solar Mythology - Richard M Dorson
- (2) The Three Bears- E.D.Philips

#### UNIT -III

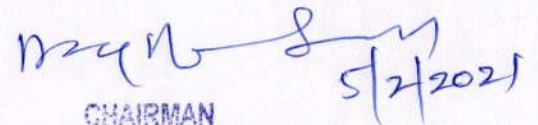
- (1) 300 Ramanayanas- A.K.Ramanujan
- (2) Sangya-Balya: Betrayal- Rayappa Pattar

#### UNIT -IV

- (1) The Fire and the Rain- Girish Karnad
- (2) On Folk Mythologies and Folk Puranas- A.K.Ramanujan

#### Suggested Reading

1. Kaven Armstrong  
*A Short History of Myth*  
A.K.Ramanujan  
*Collected Essays* (Ed. Vinay Dharwadkar)
2. Leach, Maria (Ed)  
*Standard Dictionary of Folklore, Myth and Legends*

  
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## COURSE-V: CANADA AND THE WORLD

### Course outcome

- Have an in-depth understanding of various aspects in this subject and acquire mastery of course contents by utilising the popular literature sources.

### Pedagogy

Class room teaching using power point presentation, seminars, interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

## COURSE CONTENT

### UNIT-I

Fred Wah: *Diamond Grill*

### UNIT-II

Janice Kulyk Keiffer: *The Green Library*

### UNIT-III


Shani Motoo: *Cereus Blooms at Night*

### UNIT-IV

W.D Valgardson: *God is not a Fish Inspector*

### Suggested Reading

Marino Tuzi: *The Power of Allegiances: Identity, Culture and representational Strategies*  
Desmond Morton: *A Short history of Canada*

  
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