



## VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

Distribution of Courses/Papers in Postgraduate Programme I to IV Semester as per Choice Based Credit System (CBCS) Proposed for PG Programs

### Without Practical

#### I SEMESTER

Semester No	Category	Subject Code	Title of the Course	Marks			Teaching hours / week			Credit	Duration of exams(Hrs)
				IA	Sem. Exam	Total	L	T	P		
FIRST	DSC1	24ENG1C1L	English Literature from Chaucer to Milton	30	70	100	4	-	-	4	3
	DSC2	24ENG1C2L	American Literature	30	70	100	4	-	-	4	3
	DSC3	24ENG1C3L	Indian English Literature	30	70	100	4	-	-	4	3
	DSC4	24ENG1C4L	Linguistics and Phonetics	30	70	100	4	-	-	4	3
	DSC5	24ENG1C5L	Dalit Literature	30	70	100	4	-	-	4	3
	SEC1	24ENG1S1LP	Academic Writing	20	30	50	1	-	2	2	2
	DSC4T1	24ENG1C4T	Linguistics and Phonetics	20	30	50	-	2	-	2	2
<b>Total Marks for I Semester</b>						<b>600</b>				<b>24</b>	

## II SEMESTER

Semester No	Category	Subject Code	Title of the Course	Marks			Teaching hours / week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
SECOND	DSC6	24ENG2C6L	English Literature from Restoration to Eighteenth Century	30	70	100	4	-	-	4	3
	DSC7	24ENG2C7L	Literary Criticism	30	70	100	4	-	-	4	3
	DSC8	24ENG2C8L	Indian Literature in English Translation	30	70	100	4	-	-	4	3
	DSC9	24ENG2C9L	Gender Studies	30	70	100	4	-	-	4	3
	DSC10	24ENG2C10L	Translation Studies	30	70	100	4	-	-	4	3
	SEC2	24ENG2S2LP	Creative Writing	20	30	50	1	-	2	2	2
	DSC10T2	24ENG2C10T	Translation Studies	20	30	50	-	2	-	2	2
<b>Total Marks for II Semester</b>						<b>600</b>				<b>24</b>	

## III SEMESTER

Semester No	Category	Subject Code	Title of the Course	Marks			Teaching hours / week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
THIRD	DSC11	24ENG3C11L	English Literature from Romantic to Victorian Period	30	70	100	4		-	4	3
	DSC12	24ENG3C12L	Cultural Studies	30	70	100	4		-	4	3
	DSC13	24ENG3C13L	Literary Theory	30	70	100	4		-	4	3
	DSE1	24ENG3E1AL	A. Shakespeare	30	70	100	4		-	4	3
			B. European Classics	30	70						
			C. World Literature	30	70						
	DSE2	24ENG3E2AL	A. Life Writings	30	70	100	4		-	4	3
			B. South Asian Literature								
			C. Kannada Literature in English Translation								
	GEC1	24ENG3G1AL	A. Functional English	20	30	50	2		-	2	2
			B. Beginning Translation								
C. Film and Literature											
DSC13T3	24ENG3C13T	Literary Theory	20	30	50	-	2	-	2	2	
<b>Total Marks for III Semester</b>						<b>600</b>				<b>24</b>	

#### IV SEMESTER

Semester No	Category	Subject Code	Title of the Course	Marks			Teaching hours / week			Credit	Duration of exams (Hrs)	
				IA	Sem. Exam	Total	L	T	P			
FOURTH	DSC14	24ENG4C14L	Twentieth Century English Literature	30	70	100	4	-	-	4	3	
	DSC15	24ENG4C15L	Postcolonial Literature	30	70	100	4	-	-	4	3	
	DSE3	24ENG4E3AL	A. Theatre	B. Modernity and Modernism: Culture and Texts C. Eco-Criticism	30	70	100	4	-	-	4	3
		24ENG4E3BL										
		24ENG4E3CL										
	DSE4	24ENG4E4AL	A. African and Caribbean Literature	B. Writing and Literature C. Literature and Memory	30	70	100	4	-	-	4	3
		24ENG4E4BL										
		24ENG4E4CL										
	GEC2	24ENG4G2AL	A. English Communication	B. Humanism and Literature C. Business Communication	20	30	50	2	-	-	2	2
		24ENG4G2BL										
		24ENG4G2CL										
SEC3	24ENG4S3LP	Research Methodology	20	30	50	-	2	-	2	2		
Project	21ENG4R1P	Research Project	30	70	100		-	8		4		
<b>Total Marks for IV Semester</b>						<b>600</b>				<b>24</b>		

**(I-IV semester)- Total Marks: 2400 and Total credits: 96**

**Note:** Course = paper; L= Lecture; T= Tutorial; P=Practical; DSC= Discipline Specific Core Course; DSE= Discipline Specific Elective; SEC= Skill Enhancement Course; GEC1 = General Elective Course to be taken from within Faculty from other departments. GEC2= General Elective Course to be taken outside Faculty.

A credit is a unit of study of a fixed duration. For the purpose of computation of workload as per UGC norms the following mechanism be adopted in the university: One credit (01) = One Theory Lecture (L) period of one hour; One credit (01) = One Tutorial (T) period of one hour; One credit (01) = One practical (P) period of two hours.

A Tutorial is supplementary practice to any teaching –learning process that may consist of participatory discussion/self study, desk work, seminar presentations by students and such other novel methods that help a student to absorb and assimilate more effectively the contents delivered in the Lecture Sessions/ Class, Seminars, Case study, Discussion Session etc.

### **Subject Code Description:**

### **Subject Code Description:**

**21** – Year of Implementation

**ENG** – Program Code (here it is ENG)

**1/2/3/4** – Semester

**C1/S1/G1/E1** – Course subject 1/SEC1/GEC1/DSE1

**L** – Lecture

**T** – Tutorial

**P** – Practical

**R** – Research Project

**Dept Name: ENGLISH****Semester-I****DSC1: English Literature from Chaucer to Milton**

Course Title: <b>English Literature from Chaucer to Milton</b>	Course code: <b>24ENG1C1L</b>
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3HOURS
Summative Assessment Marks: 70	

**Course Outcomes (CO's):****At the end of the course, students will be able to:**

1. The student will be familiar with representative literary texts across different genres produced during the period.
2. The student will get to know the genres such as poetry and dramas that emerged and became popular during the period.
3. The student will learn the historical and political context of the period.
4. The student will understand the values of the Elizabethan period through the prescribed texts.

**DSC1: English Literature from Chaucer to Milton**

Unit	Description	Hours
1	<ol style="list-style-type: none"> <li>1. Early English literature (till Medieval period)</li> <li>2. Renaissance , Reformation</li> <li>3. Metaphysical School</li> </ol>	13
2	<ol style="list-style-type: none"> <li>1. Chaucer: Prologue to the Canterbury Tales Edmund Spenser: Prefatory Letter to Sir Walter Raleigh on <i>The Faerie Queene</i></li> </ol>	14
3	<ol style="list-style-type: none"> <li>1. Ben Jonson: <i>Every Man in His Humour</i></li> <li>2. Marlowe: <i>Doctor Faustus</i></li> </ol>	20
4	<ol style="list-style-type: none"> <li>1. Amelia Lanyer: Extract from <i>Salve Deum Rex Judaerum</i>(Eues Apologie in defence of Women).</li> <li>2. John Donne : 1. Death be Not Proud, The Good morrow</li> <li>3. George Herbert – The Collar, Virtue</li> <li>4. Andrew Marvell – To his Coy Mistress</li> <li>5. John Milton – On his Blindness</li> </ol>	12

**References:**

1. David Daiches – *A Critical History of English Literature*-Two Volumes.
2. Boris Ford (Ed)- *Pelican Guide to English Literature*- Eight volumes
3. Herbert Grierson - *Metaphysical Poets*
4. M.J. Marcuse, *Reference guide for English studies*. Berkeley; Oxford: University of

Dept Name: ENGLISH

Semester-I

DSC2: American Literature

Course Title: <b>American Literature</b>	Course code: <b>24ENG1C2L</b>
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3HOURS
Summative Assessment Marks: 70	

Course Outcomes (CO's):

At the end of the course, students will be able to:

1. In stills the background of American Depression, Ethnic–voices post-war and cold wars cenario.
2. Students will have an awareness of the social, historical, literary and cultural element so the changes in American literature.
3. Kind lesto compare American writings with Indian writing in English.
4. A critical understand in go ethnic identity and racial identity and how it is constructed.
5. To understand how racial and ethnic groups have resisted and struggled to recreate the ir own cultural identities in relations to each other and do minant white groups, leading to both conflict and community empowerment.

DSC2: American Literature

Unit	Description	Hours
1	<b>Poetry:</b> Emily Dickenson: “ <i>TheSoulselectsherownsociety</i> ” RobertFrost: <i>The road not Taken</i> LangstonHughes: “ <i>I, Too</i> ” Paul Lawrence Dunbar: <i>Sympathy</i>	13
2	<b>Shortstory:</b> ToniMorrison: “ <i>Sweetness</i> ” Alice walker: <i>Every Day Use</i>	14
3	<b>Plays:</b> EugeneO’Neill: “ <i>TheHairyApe</i> ” TennesseeWilliams: <i>A Street car named Desire</i>	15
4	<b>Novel:</b> F Scott Fitzgerald : “ <i>Great Gatsby</i> ”	14

**References:**

- 1.M.Saltzman. ‘Lost Generation. World Book Online Reference Center. 2006.World Book, Inc. 2Mar.2006. AldridgeOliver. Egbert. S. “An Athology American Literature 1890-1965”.
2. Henry Louis Gates and Valerie A. Smith. “The Norton Anthology of American Literature”, 3rd Ed., Vol. I. Ed. New York: Norton, 2014.

3. Abrams, M.H.A Glossary of Literary Terms.(8thEdition)NewDelhi: Akash Press,2007.
4. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
5. Arthur, John W. After the Lost Generation: A Critical Study of the Writers of Two Wars. Freeport: Books for Libraries Press,1971.
6. Campbell, DonnaM. "Realism in American Literature, 1860-1890." Literary Movements. Dept .of English, Washington StateUniversity.07/04/2013.
7. Reuben, PaulP."Chapter5:Late Nineteenth Century-American Realism-
8. A Brief Introduction."PAL: Perspectives in American Literature-A Research and Reference Guide.
9. Bloom, Harold,ed. Short Story Writers and Short Stories. New York: Chelsea House, 2005.
10. Phyllis Wheat ley, selections from Norton Anthology of African American Literature Vol.I
11. Pauline Hopkins:"Famous Men of the Negro Race." And "Famous Women of the Negro Race."
12. Langston Hughes:"The Negro Artist and the Racial Mountain."
13. Dangarembga, Tsitsi. This Mournable Body. Minneapolis: Gray wolf Press,2018
14. Diop, Boubacar Boris. Murambi: The Book of Bones. Bloomington, IN: Indiana University Press,2006
15. Forna, Aminata.The Memory of Love. London: Blooms burry Publishing,2010
16. Makumbi, Jennifer. Kintu. Oakland, CA:Transit Books,2017 Mda,Zakes. Ways of Dying. NwYork: Farrar, Straus and Giroux, 199
17. Felman, Shoshana."Education and Crisis, orther Vicis studies of Teaching"
18. Felman, Shoshana and Laub Dory.Testimony:Crisis of Witness in gin Literature, Psychoanalysis, and History
19. McCann,I.Lisa and Pearlman, LaurieAnn. Psychological Trauma and the Adult Survivor: Theory, Therapy, and Transformation
20. Remre, C.Mariane. "Introduction "Out of War
21. Ramada novic, Petar. Forgetting Futures :On Memory,TraumaandIdentity.
22. Tal, Kali. Worlds of Hurt: Reading the Literatures of Trauma
23. TransformativeSouthAfrica:A Gender Perspective on the Dynamic and Integrative Potentials of "Healing" in African Religion"
24. Woods,Tim .African Pasts: Memory and History in African Literatures. Manchester: Manchester University Press,2007.

**Dept Name: ENGLISH**

**Semester-I**

**DSC3: Indian English Literature**

Course Title: <b>Indian English Literature</b>	Course code: <b>24ENG1C3L</b>
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3HOURS
Summative Assessment Marks: 70	

**Course Objective :**

1. To create an awareness of Indian English literature in its socio-political context of nineteenth century onwards.

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. The student will have known the emergence and growth of Indian writings in English and their cultural, political and economic contexts
2. The student will have learnt the colonial domination and anti-colonial nationalisms represented in literary texts.
3. The student will become familiar with the postcolonial concerns and anxieties that are the ingredients of the literary texts
4. The student will have learnt the pluralistic pect of Indian culture and society by analyzing the texts produced by writers from different regional and cultural contexts.

**DSC3: Indian English Literature**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	<b>Cultural and Literary Context:</b> 1. Aravind Mehrotra: "Introduction", <i>A Concise History of Indian Literature in English</i> 2. Gauri Vishwanathan, "The Beginning of English Literary Study" <i>Masques of Conquest</i> .	13
2	<b>Poetry:</b> 1. Henry Derozio: "Freedom to the Slave" 2. Dhruwalia, "Hawk" 3. Nissim Ezekiel: Background Casually, Enterprise 4. A.K. Ramanujan; Small Scale Reflections on a Great House 5. Kamala Das: Forest Fire, Looking Glass 6. Jayant Mahapatra: the Monsoon Day Fable 7. Eunice D'Souza: Feeding the Poor 8. Meena Kundaswamy: Miss Militancy	14
3	<b>Fiction</b> 1. Ruskin Bond, "The Thief" 2. Bharath Kumar, "Thambi, Thambi" 3. Salman Rushdie, <i>Victory City</i>	15



4	<b>Drama:</b> 1. Gurucharan Das, <i>Larins Sahib</i> 2. Mahesh Dattani: <i>On a Muggy Night in Mumbai</i>	14

**References:**

1. K R Srinivasa Iyengar–*Indian Writing in English*
2. M.KNaik–*Critical Essays in Indian Writing in English*
3. Ramakrishnan EV- *Locating Indian Literature*
4. P P Ravindran–*Texts, Histories, Geographies: Reading Indian Literature*
5. G N Devy Reader–Orient Blackswan Publishers
6. Meenakshi Mukherjee–*Perishable Empire*
7. A KMehrotra (ed):*A Concise History of Indian Literature in English*, Permanent Black, 2008.
8. Saleem Peeradina(ed); *Contemporary Indian Poetry in English*
9. Kothari, Rita and Snell, Rupert (ed). *Chutnefying English: ThePhenomenon of Hinglish*, Penguin, 2011.
10. Tharu, Susie. *Subject to Change: Teaching Literature in the Nineties*. Orient Longman, 1998.
11. Kumkum Roy, ed., *Insights and Interventions; Essays in honour of Uma Chakravarti*,2011
12. Gurucharan Das, *Larins Sahib*
13. Mahesh Dattani: *On a Muggy Night in Mumbai*
14. Salman Rushdie, *Victory City*

**Dept Name: ENGLISH**

**Semester-I**

**DSC4: Linguistics and Phonetics**

Course Title: <b>Linguistics and Phonetics</b>	Course code: <b>24ENG1C4L</b>
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3HOURS
Summative Assessment Marks: 70	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. Full course for one semester provides the foundation for the development of a student's Knowledge on Linguistics and Phonetics along with basic understanding of structuralism, Sentence and utterance as well as cohesion and coherence.
2. It will provide a detailed overview of phonetic properties, articulator and acoustic descriptions and International Phonetic Alphabet (IPA) transcription of the sounds in English and languages of the world.
3. From sounds and words to how language is used in different societies and cultures, linguistics is the study of language and communication.
4. Recognize differences and similarities between English and other languages of the world
5. Better understand the structure and components of language.

**DSC4: Linguistics and Phonetics**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	1. Language and Communication :Human and non-human systems of communication 2. Linguistics and Philosophy 3. Concept of Morpheme: Morph, Morpheme and allomorph.	13
2	1. Phonetics :Articulatory ,acoustic and auditory 2. Phoneme: Phoneme, phone and all phone, Pike's premises. 3. Organs of speech: Classification and Description of speech sounds Consonants and Vowel	14
3	1.Morpheme :Morph, Morpheme and all morph .Nida's Principles, types of Morphs. Kinds of affixes- prefix, infix, suffix, suprafix;. 2.P Sgrammar and TG (The As pect Model)constituency and constituency texts- 3.PS grammar, in adequacy of PS, transformation deep Structure and Surface Structure, 1.Socio linguistics: Language Standardization-characteristics of Standard language 2.Language and counter cultures: Cults,	15

	criminals ,slang, linguistic attitudes.	
4	1.Language Planning and Language Ideology :Mono and multilingual societies, typology of linguistic situations 2. Language policy, language planning in India, the ancient Indian situation, the colonial period and the modern times.	14

**References:**

- 1.Anderson,S.R. 1992., Amorphous Morphology. Cambridge University Press.
2. Aron off,M. 1976. ,Word formation in Generative Grammar. Cambridge, Massachusetts: MIT Press
3. From kin,V(ed) 2000 Linguistics: An Introduction to linguistics. Cambridge: Blackwell.
4. Ladefoged,P. 1993, A Course in Phonetics NewYork, Harcourt Brace College Publishers.
5. Ladefoged,P.1993., Preliminaries to linguistic phonetics
6. Malmberg,B. 1963. ,Phonetics Dover Publications Inc. New York.
7. Ball, MJ. And Rahilly, J.2000 .Phonetics: The Science of Speech London :Arn old.
8. Catford, J.C. 1988., A Practical Introduction to Phonetics Oxford: Oxford University Press.
9. LadefogedP.4 Maddieson,I. 1998:One sounds of the World's Languages. Oxford, Blackwell.
10. Leiberman,P.4 Blumstein. 1998: Speech Physiology, Speech Perception and Acoustic Phonetics.
11. Fromkin.V(ed)2000, Linguistics: An Introduction to Linguistics. Cambridge: Blackwell.
12. Spencer,A. 1991, Morphological Theory Oxford, Blackwell
13. Katamba,F1993, Morphology. Basingstoke: MacMullan
14. Spencer, A(1993), Morphological Theory, Oxford, Blackwell
15. JacobsR.A .&Rosenbaum: English Transformational Grammar  
Waltham, n Massa chusetts: Blaisdell Publishing Company
16. Gulicover,P.W.1976,,Syntax London Academic Press
17. Halgeman, L.and Gueron,J. 1999.,English Grammar. A Generative Perspective.  
London: Routledge
18. Fabb,N. 1996. ,Sentence Structure London: Blackwell
19. Gulicover,P.W. 1997. ,Principle sand Parameter: An Introduction to Syntactic Theory. Oxford: Oxford University Press
20. Fromkin ,V.A. (ed) 2000 Linguistics: An Introduction to Linguistic Theory.  
Oxford: Blcakwell
- 21.Chambers, J.K. 1995, *Sociolinguistic Theory!* London:  
Blackwell
- 22.Dittmar,N. 1976, *Socio linguistics* London: Edward  
Arnold
23. Fasold, R. 1999, *The Sociolinguistics of Language* London: Basil Black well (seepp69)
24. Wardhaugh, R.1992. :An Introduction WSorio Linguistics, Oxford. Blackwell.
25. Downes, W.1984.: Language and Society. London Fontana.
26. Mesthrie, R.2001 :Concize Encyclopedia of Sociolinguistic, Oxford. Elusive.
27. Hymes.D. 1974: Foundations in Socio linguistics, An Ethnographic Approach

**Dept Name: ENGLISH****Semester-I****DSC5 : Dalit Literature**

Course Title: Dalit Literature	Coursecode:24ENG1C5L
Total Contact Hours:04/week	CourseCredits:04
FormativeAssessmentMarks:30	Duration of ESA/Exam:03 hours
SummativeAssessmentMarks:70	

**Course Outcomes:**

At the end of the course students will be able to

- 1: Know the poetics of Dalit literature.
- 2: Understand the intersection between caste and gender
- 3: Appreciate the life writings of Dalit writers.
- 4: Analyze the socio-cultural contexts that produced these texts.

**DSC5 : Dalit Literature**

Unit	Description	Hours
1	K. Satynarayana and Susie Tharu, "Introduction" <i>Steel Nibs are Sprouting</i> B.Krishnappa, "Dalit Life Portraits in Kuvempu's Novels"	13
2	Arvind Malgathi, "The copper coin and the well-water" Raju nayak : Thanda to University	14
3	Kishore Shantha Bai Kale, <i>Against all odds</i> - translated by Sandy Pandey Siva Kami- The Grip of Change	15
4	Mudnakudu Chinnaswamy, Sandals and IRamesh Kartik: Life on Paper Waharu Sona wane, "The Stage" Meena Kandasmy: Touch	14

**References:**

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:
4. Sarangi, Jaydeep and Champa Ghosal. Marginal Writings in English: Bengali and Other
5. K. Satynarayana and Susie Tharu, *Steel Nibs are Sprouting*
6. Sharmila Rege, *Writing Caste, Writing Gender: Reading Dalit Women's Testimonials*.  
Regional Literature. New Delhi: Authorspress, 2013. Sarupand Sons, 2007.

**Dept Name: ENGLISH****Semester-I****SEC1: Academic Writing**

Course Title: <b>Academic Writing</b>	Course code: <b>24ENG1S1LP</b>
Total Contact Hours: 1 - 0 - 2	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 02
Summative Assessment Marks: 30	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. Recognize a line of demarcation between informal and non-formal contexts of writing
2. Avoid common errors in writing
3. Develop a concrete knowledge about producing their expertise in academic English

**SEC1: Academic Writing**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1.	<p><b>Basics of academic writing</b></p> <ol style="list-style-type: none"> <li>1 Importance of Academic writing</li> <li>2 Elements of academic language</li> <li>3 Linkers, Punctuations</li> <li>4 Clauses, parts of speech</li> </ol> <p>Student activity: Take any text (newspaper, short-stories, editorial, essays) and identify the above discussed elements.</p>	11
2.	<p><b>Critical essay/assignment</b></p> <ol style="list-style-type: none"> <li>1. Literary vocabulary</li> <li>2. Paragraph writing</li> <li>3. Essay writing</li> </ol> <p>Student activity: A) Write a narrative, descriptive and analytical paragraph  <b>B) Write an essay on any topic which includes all the components of unit 1 and unit 2.</b></p>	8
3.	<p>Writing assignments</p> <ol style="list-style-type: none"> <li>1. MLA style-sheet</li> <li>2. Citation, in-text citation, Usage of quotations</li> <li>3. Reference, work-cited list, and bibliography.</li> </ol> <p>Student activity: Write an assignment according to the MLA style-sheet</p>	8

**References:**

1. Gerarld J. Alfred, *Handbook of Technical Writing*, Bedford, 2019.  
*MLA Handbook* 7<sup>th</sup> and 8<sup>th</sup> editions
2. Narayana Swami V R : *Strengthen your Writing*, Orient Blackswan ,2005
3. R.Gupta : *A Course in Academic Writing*, Orient Blackswan 2010
4. Stephen Bailey, *Academic Writing: A Handbook for International Students* ,  
Routledge,2017.
5. William Jr. Strunk, *The Elements of Styles*, Pearson, 1999.

**Dept Name: ENGLISH**

**Semester-I**

**DSC4T1 : Linguistics and Phonetics**

Course Title: <b>Linguistics and Phonetics</b>	Course code: <b>24ENG1C4T</b>
Total Contact Hours: 1 - 0 - 2	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 02
Summative Assessment Marks: 30	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

**SEC1: Linguistics and Phonetics**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	1. Phonology, stress	9
2	1. Accent and Rhythm in Connected Speech	10
3	1. Consonant Clusters in English	8

**DSC6: English Literature from Restoration to Eighteenth Century**

Course Title: <b>English Literature from Restoration to Eighteenth Century</b>	Course code: <b>24ENG2C6L</b>
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3HOURS
Summative Assessment Marks: 70	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. The student will have learned the political, social and philosophical context of English Revolution and Enlightenment within which the literary texts were written.
2. The student will get to know the genres such as periodical essays and novels that emerged and became popular during the period.
3. The student will be familiar with representative literary texts across different genres produced during the period.
4. The student will have learnt how satire, the dominant mode of social criticism during the period, was used in the texts by writers.

**DSC6: English Literature from Restoration to Eighteenth Century**

Unit	Description	Hours
1	<b>Cultural and Literary Context:</b> 1. Social and Political context of late 17 <sup>th</sup> Century 2. Restoration comedy, 3. Scientific developments, 4. Enlightenment philosophers, 5. Social and Economic developments of 18 <sup>th</sup> century 6. English novel. 7. Neo-Classicism	13
2	<b>Restoration drama:</b> 1. George Etherege: <i>The Man of Mode; or, Sir Fopling Flutter</i>	12
3	<b>Poetry:</b> 1. John Dryden: "Absalom and Achitophel" 2. Stephen Duck: "The Thresher's Labour" 3. Mary Collier: "The Woman's Labour"	13
4	<b>Prose</b> 1. Periodical Essays: Addison: "A Lady's Diary" "Sir Roger at Church" Steele: "The Spectator Club" 2. Lady Mary Wortley Montagu: "Letter to a Friend" 3. Samuel Richardson: <i>Clarissa</i>	16



## Suggested Readings:

Terry Eagleton: "What is a novel?" (from the *English Novel: an Introduction*, Blackwell)

Terry Eagleton: *Function of Criticism*

Basil Wiley: *Seventeenth Century Background*

Basil Wiley: *Eighteenth Century Background*

Raymond Williams, *The Country and the City*.

Ian Watt, *The Rise of the Novel*.

Jeremy Black, ed., *An Illustrated History of Eighteenth Century Britain, 1688-1793*

James Clifford, ed., *Eighteenth Century English Literature: Modern Essays in Criticism*

Christopher Hill, *The World Turned Upside Down: Radical Ideas During the English Revolution*

Ian Jack, *Augustan Satire: Intention and Idiom in English Poetry 1660-1750*

Ronald Paulson, *Satire and Novel in Eighteenth Century England*

Pat Rogers, *The Augustan Vision*

James Sambrook, *The Eighteenth Century: The Intellectual and Cultural Context of English Literature 1700-1789*

George Etherege, *The Man of Mode*

Samuel Richardson, *Clarissa*

Darnton, Robert. "What is the History of Books?" *Daedalus* 111, no. 3 (1982): 65-83.

<http://www.jstor.org/stable/20024803>

<http://mars.gmu.edu/bitstream/handle/1920/1010/orinda.ordering.poems.html?sequence=3&isAllowed=y> (a note on Katherine Peter)

[https://www.swansea.ac.uk/visualanthropology/projects/004\\_Montagu/turkishEmbassyLettersTheLetters.htm](https://www.swansea.ac.uk/visualanthropology/projects/004_Montagu/turkishEmbassyLettersTheLetters.htm) (Mary Worley Montaigne)

**DSC7: Literary Criticism**

Course Title: <b>Literary Criticism</b>	Course code: <b>24ENG2C7L</b>
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3HOURS
Summative Assessment Marks: 70	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. To understand the fundamental structure of Literary Criticism
2. Write a critical appreciation of a literary text
3. Ingrain their mind towards critical thinking and critical analysis
4. Accentuate expression of thoughts and views for critical appreciation and judgmental reviews
5. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.

**DSC7: Literary Criticism**

Unit	Description	Hours
1.	.1. Plato's Theory of Mimesis and Objections to Poetry (Selection from Republic) 2. Aristotle : On Tragedy-Its major elements and reception (from Poetics) 3. Longinus: "On the Sublime"	16
2.	1. Philip Sidney: <i>An Apology for Poetry (or The Defence of Poesy)</i> .  2. Samuel Johnson: <i>Preface to Shakespeare</i> .	14
3.	1. Mathew Arnold on function of criticism 2. I A Richard's "The Analysis of A Poem"	12
4.	1. William K. Wimsatt and Monroe Beardsley's essay "The Intentional Fallacy", 2. T.S Eliot's "theory of impersonality" and "objective correlative"	12

**References:**

1. Julian Wolfreys, Ruth Robbins and Kenneth Womack. *Key Concepts in Literary Theory*.
2. Lodge, David and Nigel Wood (Eds). *Modern Criticism and Theory: A Reader*. Routledge, 2014.
3. Ramaswamy and Sethuraman : *The English Critical Tradition (Vol. I and II)* Macmillan, 4. 2009
5. M. S. Nagarajan : *English Literary Criticism*, Orient Blackswan, 2009
6. Philip Sidney: *An Apology for Poetry (or The Defence of Poesy)*, 1595
7. Samuel Johnson: *Preface to Shakespeare*.1765

**DSC8: Indian Literature in English Translation**

Course Title: <b>Indian Literature in English Translation</b>	Course code: <b>24ENG2C8L</b>
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3HOURS
Summative Assessment Marks: 70	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. The students will have a firsthand knowledge of literary and cultural texts that were written in various Indian languages from 1st Century to the present.
2. The student will get familiarized with the regional and language specific features of Indian literature
3. The student will know the cultural and the political contexts within which these texts were written.
4. The student will have developed his/her theoretical perspective to analyses the translated texts

**DSC8: Indian Literature in English Translation**

Unit	Description	Hours
1	1. G.N. Devy, "Indian Literature in English Translation" 2. Arshia Sattar, "Translations into English"	10 hours
2.	1. Buddhist nun, "Sumangalamata" (from <i>Therigatha</i> ) 2. Sangam poetry: "What she said to her girlfriend", "You tell me I am wrong my friend", "You stand and hold the post of my small house" and "His armies love massacre" 3. Amrita Pritam : "I call Upon Waris Shah Today" 4. Sule Sankavva: "Myharletstrade" 5. Janabai: "Castoffallshame", "Jani Sweeps the Floor" 6. Daya Pawar : "The Buddha" 7. Satchidanandan K: "How love dies these days"	15 hours
3.	1. A. K. Ramanujan, "The Flower Girl" 2. Tagore, "Parrot" 3. O.V. Vijayan, <i>The Legends of Khasak</i>	15 hours
4.	1. M. M. Vinodini, <i>Thirst</i> (Daaham in Telugu) 2. Chandrashekar Kambar, <i>Mahmoud Gawan</i>	15 hours

## References:

1. <https://scroll.in/article/847004/when-amrita-pritam-called-out-to-waris-shah-in-a-heartrending-ode-while-fleeing-the-partition-riots> (I call upon Waris Shah Today)
2. King, Bruce. *Modern Indian Poetry in English*. New Delhi: Oxford University Press, 1987. Print
3. Parthasarathy, R. ed., *Ten Twentieth Century Indian Poets*, Delhi: Oxford University Press, 1976
4. Nandi Bhatia, *Acts of Authority/Acts of Resistance: Theatre and Politics in Colonial and Postcolonial India*.
5. Vasudha Dalmia, *Poetics, Plays and Performances: The Politics of Modern Indian theatre*.
6. Sanjay Joshi, *Fractured Modernity: Making of a Middle Class in Colonial North India*.
7. Ananda Lal, *The Oxford Companion to Indian Drama*.
8. Tapan Basu, ed. *Translating Caste*.
10. Charles E May, ed. *Short Story Theories*.
11. G.N. Devy, *In Another Tongue: Essays on Indian English Literature*. V.4
12. M.M. Vinodini: *Thirst*
13. Chandrashekar Kambar, *Siri Sampige*

**Dept Name: ENGLISH****Semester-II****DSC9: Gender Studies**

Course Title: <b>Gender Studies</b>	Course code: <b>24ENG2C9L</b>
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3HOURS
Summative Assessment Marks: 70	

**Course Outcomes (CO's):****At the end of the course, students will be able to:**

1. Understand varied definitions as well as theoretical and textual representations on 'gender'.
2. Develop critical perspectives toward reading and understanding gender.
3. Understand key concepts such as Feminisms, Patriarchy, Gender and Language, Sexuality, Stereotype, Queer Theory, Masculinity, Homosexuality, Heterosexuality, Family, Public and Private Spheres
4. Follow and participate in various debates on Gender and its perspectives

**DSC9: Gender Studies**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	1. R WConnell: "The Social Organization of Masculinity" (Chapter from Masculinities) 2. Niveditha Menon: Body	14
2	1 Ismat Chughtai: "Lihaaf" 2 Suniti Namjoshi: Selections from Feminist Fables: "The Little Prince" "The Female Swan" 3 Imtiaz Dharkar: Purdah I & II(Poems) 4 Maya Angelou: And Still I Rise	12
3	1. A Revathi : The Truth about Me : A Hijra Life Story 2. <u>Bharati Mukherjee</u> : <i>The Tiger's Daughter</i> .	14
4	1. Ambedkar: Hindu Code Bill 2. Tanika Sarkar ::"Nationalist Iconography" <i>Hindu Wife, Hindu Nation</i> <b>3. Vaidehi : Gulabi Talkies (Film Text)</b>	14

**Suggested Reading:**

1. Mary E. John : *Women's Studies In India: A Reader* (Paperback)
2. Inderpal Grewal, Caren Kaplan : *An Introduction To Women's Studies*
3. Uma Chakravarti : *Gendering Caste: Through A Feminist Lens* (Paperback)
4. Suniti Namjoshi: *Feminist Fables*. Pub. Spinifex Press; Reprint Edition (1 July 1998)
5. Tanika Sarkar : *Hindu Wife, Hindu Nation : Community, Religion, And Cultural Nationalism*.
6. Mahaswetha Devi : *Mother of 1084*
7. Hosang Merchant : *Yaarana*
8. *Sairaat*- Film Text
9. R W Connel: *Gender and Society* “Hegemonic Masculinity: Rethinking the Concept”
10. Susie Tharu and Lalita.K : *Women Writing in India*
11. Uma Chakravarti: “Caste, Class and Gender: The Historical Roots of Brahminical Patriarchy” (Chapter from *Gendering Caste: Through a Feminist Lens*)
12. Susie Tharu and Tejaswini Niranjana: ‘Problems for a Contemporary Theory of Gender’

**Dept Name: ENGLISH****Semester-II****DSC10: Translation Studies**

Course Title: <b>Translation Studies</b>	Course code: <b>24ENG2C10L</b>
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3HOURS
Summative Assessment Marks: 70	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. The student will be familiar with Translation techniques.
2. The student will practice the translation of prescribed texts.
3. The student will learn theories of translation
4. The students will mainly able do the translation from Kannada to English.

**DSC10: Translation Studies**

Unit	Description	Hours
1	<b>Translation meaning, scope Type of Translation</b>	10
2	Problems of Translation Tools of Translation	12
3	Susan Bassnet: "History of Translation Theory(Chapter-2)," in <i>Translation</i>	16
4	Ganesh Devi: "Translation and Literary History-An Indian View" (Chapter-9)," in <i>Post-colonial Translation: Theory and Practice</i> Srikrishna Alanahalli: <i>Kadu</i> <b>(Translation from Kannada to English)</b>	17
References:		
<ol style="list-style-type: none"> <li>1. Baker, Mona . <i>Routledge Encyclopedia of Translation Studies</i>. Routledge, 2004</li> <li>2. Bassnett, Susan. <i>Translation Studies</i>. Routledge, 2002.</li> <li>3. Benjamin, Walter. "The Task of the Translator", An Introduction to the Translation of <i>Les fleurs du mal</i> by Baudelaire. Wesleyan University Press, 1923.</li> <li>4. Gentzler, Edwin. <i>Contemporary Translation Theories</i>. Routledge,2001.</li> <li>5. House, Juliane. <i>A Model for Translation Quality Assessment</i>. The University of</li> <li>6. Alanahalli, Srishna. <i>Kadu</i>. Bhuddha Prakasana, 2014.</li> <li>7. Munday, Jeremy. <i>Introducing Translation Studies</i>. Routledge, 2008.</li> <li>8. Ramanujan A.K. <i>Speaking of Shiva</i>. Mahamantapa,2006.</li> <li>9. Pym, Anthony. <i>Exploring Translation Theories</i>. Routledge, 2014.</li> <li>10. Robinson, Douglas. <i>The Translator's Turn</i>. Johns Hopkins UP, 1991.</li> <li>11. Steiner, George. <i>After Babel</i>. Oxford U P, 1975.</li> <li>12. Venuti, Lawrence. <i>The Translation Studies Reader</i>. Routledge, 2012.</li> </ol>		

Dept Name: ENGLISH

Semester-II

SEC2: Creative Writing

Course Title: <b>Creative Writing</b>	Course code: <b>24ENG2S2LP</b>
Total Contact Hours: 02/Week	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 2HOURS
Summative Assessment Marks: 30	

Course Outcomes (CO's):

At the end of the course, students will be able to:

1. Respond to the contemporary issues through writing
2. Identify the type of Creative Writing the text belongs to
3. Develop a sensitivity towards the art of Creative Writing

SEC2: Creative Writing

Unit	Description	Hours
1	Basic concepts in creative writing: Definition, types and examples <b>ACTIVITY:</b> Students will read select writings and identify to which category of writing it belongs.	8
2	<i>On Creative Writing</i> By Linda A. Lavid <b>ACTIVITY:</b> Students will implement basic creative writing skills	10
3	How to be a Writer by John Milne (From <i>The Handbook of Creative Writing</i> Edited by Steven Earnshaw) <b>ACTIVITY:</b> Students will develop their own ideas into a write up	10

References:

1. The Handbook of Creative Writing By Rozina Qureshi



**Dept Name: ENGLISH**

**Semester-II**

**DSC10T2: Translation Studies**

Course Title: <b>Translation Studies</b>	Course code: <b>24ENG2C10T</b>
Total Contact Hours: 27	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 2HOURS
Summative Assessment Marks: 30	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. The student will be familiar with practical translation.
2. The student will practice the translation of poems.
3. The student will learn the translation of prose.
4. The student will mainly able do the translation from Kannada to English and English to Kannada

**DSC10T2: Translation Studies**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	Practice of Oral translation (Translation of any two great speeches from Kannada to English )	9
2	Practice of translation of short stories (Translation of any one short stories from English to Kannada)	9
3	Practice of translation of Essays from News Paper Report (Translation of any two News Paper Report from Kannada to English )	9

Note: Classes will be conducted in English Lab

**References:**

1. Baker, Mona .*Routledge Encyclopedia of Translation Studies*. Routledge,dge, 2002.
2. Benjamin, Walter. "The Task of the Translator", An Introduction to the Wesleyan University
3. House, Juliane. *A Model for Translation Quality Assessment*. The University of Michigan, 1997.
4. Gentzler, Edwin. *Contemporary Translation Theories*. Routledge, 2001.

**DSC11: English Literature from Romantic to Victorian Period**

Course Title: <b>English Literature from Romantic to Victorian Period</b>	Course code: 24ENG3C11L
Total Contact Hours: 27	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 2HOURS
Summative Assessment Marks: 30	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. The student will be familiar with representative literary texts across different genres produced during the period.
2. The student will get to know the genres such as poetry, essays and novels that emerged and became popular during the period.
3. The student will earn the historical and political context of the period.
4. The student will understand the values of the Romantic and Victorian periods through the prescribed texts.

**DSC11: English Literature from Romantic to Victorian Period**

Unit	Description	Hours
1	Religion and science in the Victorian era  2. Industrial Revolution and Urbanization 3. Ode, Ballad 4. The Victorian stereotype and double standard (Note: The above developments need to be discussed in the context of literature of nineteenth century)	15
2	1. Wordsworth: Preface to Lyrical Ballads Mathew Arnold: Study of Poetry	15
3	1. Thomas Hardy: Far from the Madding Crowd 2. <a href="#">Charlotte Bronte</a> The Professor	12
4	1. <a href="#">George Bernard Shaw</a> : Man and Superman	13

**References:**

1. Richard Maxwell and Katie Trumpener – The Cambridge Companion to Fiction in the Romantic Period (2008)
2. FR Leavis – New Bearings in English Poetry
3. CM Bowra – The Romantic Imagination The Norton Anthology of English Literature
4. David Daiches – A Critical History of English Literature – Four volumes
5. Arnold Kettle – The English Novel – Two volumes
6. EM Foster – Aspects of the Novel
7. Vijayshree C – Victorian Poetry – An Anthology (Orient Blackswan)

**Dept Name: ENGLISH****Semester-III****DSC12: Cultural Studies**

Course Title: <b>Cultural Studies</b>	Course code: <b>24ENG3C11L</b>
Total Contact Hours: 27	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 2HOURS
Summative Assessment Marks: 30	

**Course Outcomes (CO's):**

**At the end of the course, students will be able to:**

1. Enhance their ability to examine the various cultural practices of life.
2. Locate the various institutions that pioneered cultural studies.
3. Comprehend the nuances of culture in its ordinariness.
4. Examine social media that produces as well as carries culture to communities.

**DSC12: Cultural Studies**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	<ol style="list-style-type: none"> <li>1. Introduction to cultural studies: Origin and emergence</li> <li>2. Pioneers of Cultural Studies, CCS and The Frankfurt School</li> </ol>	15
2	<ol style="list-style-type: none"> <li>1. Raymond Williams: "The Analysis of Culture"</li> <li>2. Craig Brandist: "From Literary Theory to Cultural Studies"</li> </ol>	15
3	<ol style="list-style-type: none"> <li>1. Clifford Geertz "Thick Description: Toward an Interpretive Theory of Culture".</li> <li>2. John Fiske: "Cultural Studies and the Culture of Everyday Life"</li> </ol>	12
4	<ol style="list-style-type: none"> <li>1. Walter Benjamin: "The work of art in the age of mechanicalreproduction"</li> <li>2. George Orwell: "Shooting an Elephant"</li> </ol>	13
<b>References:</b>		
<ol style="list-style-type: none"> <li>1. David Walton: <i>Introducing Cultural Studies</i>. Routledge, 2016.</li> <li>2. Fiske, John. <i>Understanding Popular Culture</i>. Routledge, 2010.</li> <li>3. Geertz, Clifford. <i>The Interpretation of Cultures</i>. Basic Books, 2017.</li> <li>4. Hall, Stuart, and Paul Gay. <i>Questions of Cultural Identity</i>. SAGE, 1996.</li> <li>5. <a href="http://users.clas.ufl.edu/burt/I'mnotcrazy!/AdornoHowtoLookatTelevision.pdf">http://users.clas.ufl.edu/burt/I'mnotcrazy!/AdornoHowtoLookatTelevision.pdf</a></li> <li>6. <a href="https://is.muni.cz/el/1421/jaro2006/PH1215/um/Hall_Concepts_of_identity.pdf">https://is.muni.cz/el/1421/jaro2006/PH1215/um/Hall_Concepts_of_identity.pdf</a></li> <li>7. <a href="https://pages.mtu.edu/~jdslack/readings/CSReadings/Fiske_Cultural_Studies_Culture_Everyday_Life.pdf">https://pages.mtu.edu/~jdslack/readings/CSReadings/Fiske_Cultural_Studies_Culture_Everyday_Life.pdf</a></li> <li>8. <a href="https://philpapers.org/archive/GEETTD.pdf">https://philpapers.org/archive/GEETTD.pdf</a></li> <li>9. <a href="https://web.mit.edu/allanmc/www/benjamin.pdf">https://web.mit.edu/allanmc/www/benjamin.pdf</a></li> <li>10. <a href="https://www.amherst.edu/media/view/88660/original/Williams+-+The+Analysis+of+Culture.pdf">https://www.amherst.edu/media/view/88660/original/Williams+-+The+Analysis+of+Culture.pdf</a></li> <li>11. McGuigan, Jim. <i>Raymond Williams on Culture and Society</i>. SAGE Publications Limited, 2014</li> </ol>		

**Dept Name: ENGLISH**

**Semester-III**

**DSC13: Literary Theory**

Course Title: Literary Theory	Course code: 24ENG3C13L
Total Contact Hours: 04/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

**Course Outcomes:**

1. The student will have a working knowledge of the important theories related to literature.
2. The student will get to read and analyze theories from Structuralism to New Historicism.
3. The students will have read the texts of representative literary theorists.
4. The students will have known the historical context in which they were written and also their impact on the theory and practice of literature.

**DSC13: Literary Theory**

Unit	Description	Hours
1	Cleanth Brooks, "The Formalist Critic" Micheal Bhakt in: carnivalesque, polyphony, chronotope and dialogism Jonathan Culler: <i>Structuralist Poetics</i> (chapter: Literary Competence)	15
2	Peter Barry: "Post-structuralism and deconstruction" from <i>Beginning Theory</i> Wolfgang Iser: "Indeterminacy and the Reader's Response"	15
3	Stephen Greenblatt, "Resonance and Wonder" Raymond Williams, "Culture is Ordinary"	12
4	Louis Althusser: Ideological State Apparatus Terry Eagleton: Psychoanalysis and literature (Essay from <i>Literary Theory</i> )	13

**References:**

Jonathan Culler: *Literary Theory: A Very Short Introduction*  
Jonathan Culler: *Structuralist Poetics*  
Terry Eagleton: *Literary Theory*  
The Norton Anthology of Theory and Criticism : W W Norton and Co, New York  
Peter Barry. *Beginning Theory*  
Riggs, D. W. "Psychoanalysis as a 'Postcolonising' Reading Practice." In *Taking Up the Challenge: Critical Race and Whiteness Studies in a Postcolonising Nation*, edited by D. W. Riggs, 33-59. Adelaide: Crawford House, 2005  
Burke, Lucy, et al. Ed. 2000. *The Routledge Language and Cultural Theory Reader*. London and New York: Routledge  
Patricia Waugh, *Literary Theory and Criticism*.

**Dept Name: ENGLISH****Semester-III****DSE1: Shakespeare**

Course Title: Shakespeare	Course code: 24ENG3E1AL
Total Contact Hours: 04/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

**Course Outcomes:**

1. The student will have learnt the contribution and relevance of one of the greatest play wrights not only of English but also of World literature.
2. The student will have read important tragedies, comedies and sonnets written by Shakespeare.
3. The student will have learnt to analyze these texts from various perspectives developed in the last four hundred years.

The student will have known the significant features of Shakespeare an theatre.

**DSE1: Shakespeare**

Unit	Description	Hours
1	Socio- economic- political context of Elizabethan period	15
2	Shakespeare an theatre, audience and boy actors Shakespeare an sources	15
3	Sonnets: 3, 11, 18, 35, 61, 73, 79, 116,	13
4	Othello Merchant of Venice	15

**References:**

1. Shakespeare, *Othello*
2. Shakespeare, *Merchant of Venice*.
3. A.C.Bradley–ShakespereanTragedy
4. FR Leavis– TheCommonPursuit
5. WilsonKnight – TheWheel ofFire
6. StewartJustman–ShakespearetheDramaofGenerations
7. DramaClassics –Shakespeare Series (OrientBlackswanPublishers)
8. S.Vishwanathan-ExploringShakespeare(OrientBlackswanPublishers)
9. Poplawski, Paul. *English Literature in Context*. Cambridge University Press, 2014.
10. Thomson, Peter. *Shakespeare's Theatre (Theatre Production Studies)*. Routledge.
11. Montrose, Louis Adrian. *The Purpose of Playing: Shakespeare and the Cultural Politics of the Elizabethan Theatre*. Univ. of Chicago Press, 1999.
12. Shaughnessy, Robert. *The Routledge Guide to William Shakespeare*. Routledge, 2013.
13. Schiffer, James. *Shakespeare's Sonnets: Critical Essays*. Routledge, Taylor & Francis Group, 2010.
14. Kolin, Philip C. *Othello: New Critical Essay*. Taylor & Francis. 2013
15. Nathalie Vienne-Guerrin, Sarah Hatchuel. *The Merchant of Venice: A Critical Reader* Bloomsbury Publishing. 2020.

**Dept Name: ENGLISH****Semester-III****DSE1: European Classics**

Course Title: European Classics	Course code: 24ENG3E1BL
Total Contact Hours: 04/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

**Course Outcomes:**

- 1: Demonstrate critical thinking skill in understanding the narrative contours of European literature.
- 2: Recognize the trajectory of the literary genres of Europe.
- 3: Understand how reason and emotion interact in the various situations presented in the literary masterpieces from European countries.
- 4: Appreciate contributions and cultural insights of Europe to our modern times.

**DSE1: European Classics**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	Robinson Jeffers: Be angry at the Sain Anna Akhmatova :How many demands Charles Baudelaire vampire's metamorphosis Illyria Celera: Hopeless.	15
2	Alexander Pushkin – The Pistol Shot John Galt –The Black Ferry	15
3	Franz Kafka, <i>The Trial</i>	13
4	Sophocles, <i>Oedipus Rex</i> Giovanni Boccaccio, From Genealogy of the Gentile Gods	15

**References:**

1. "Literature Timeline." Literature Timeline. Tappan Zee High School English Department, n.d. Web. 20 Mar. 2014.
2. Eder, James M., and Seth A. Roberts. Barron's AP European History. 6th ed. Hauppauge, NY: Barrons Educational Series, 2012. Print.
3. Jalic Inc. Literary Periods and Movements Graphical Timeline. Digital image. Online-literature.com. The Literature Network, 2011. Web. 10 Mar. 2014.
4. Kagan, Donald, Steven E. Ozment, and Frank M. Turner. The Western Heritage: Since 1300. 9th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2007. Print.
5. Lodge, David. "1000 Novels Everyone Must Read: The Best Stream-of-Consciousness

Novels." Theguardian.com/us. The Guardian, 19 Jan. 2009. Web. 22 Mar. 2014.

6. Rickard, John, Ph.D., M.A., B.A. Literary History Timeline. Bucknell.edu. Bucknell University, n.d. Web. 10 Mar. 2014.
7. The Arnold Anthology of Postcolonial Literatures in English: ed. John Thieme
8. Viault, Birdsall S. Modern European History. New York: McGraw-Hill, 1990. Print.
9. Wheeler, L. K., Periods of Literature. Web.cn.edu. Dr. Kip Wheeler, Carson-Newman University, n.d. Web. 15 Mar. 2014.
10. White, E. B. "The Door." The New Yorker 25 Mar. 1939: 17. The New Yorker Archive. Web. 22 Mar. 2014.

**Dept Name: English****Semester-III****DSE1: World Literature**

Course Title: World Literature	Course code: 24ENG3E1CL
Total Contact Hours: 04/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

**Course Outcomes:**

At the end of the course, students will be able to:

1. The student will have known the emergence and growth of World literature.
2. The student will have learnt the world classics and their prominent narrative techniques.
3. The student will have learnt the pluralistic aspects of world classics.
4. The student will get familiarized with the literary genres and conceptuality of the particular period and space.

**DSE1: World Literature**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	a. What is world literature? History and seminal works. b. “Going Global” from David Damrosch’s <i>How to Read World Literature?</i>	15
2	a. Ismail Kadare, <i>Elegy for Kosovo</i>	15
3	a. Orhan Pamuk, <i>Snow</i>	10
4	a. Julia Kristva, <i>Murder in Byzantium: A Novel</i> b. Milan Kundera, <i>The Unbearable Lightness of Being</i>	15

**References:**

1. David Damrosch *What is World Literature?*
2. *How to Read World Literature?*
3. Kokobobo, Ani. “The ‘Curse’ of Eastern Blood in Ismail Kadare’s ‘Elegy for Kosovo.’” *Urbandus Review*, vol. 13, 2010, pp. 79–93. *JSTOR*, <http://www.jstor.org/stable/25748215>. Accessed 14 Oct. 2022.
4. [www.msjkeeler.com/uploads/1/4/0/6/1406968/milan\\_kundera\\_-\\_the\\_unbearable\\_lightness\\_of\\_being.pdf](http://www.msjkeeler.com/uploads/1/4/0/6/1406968/milan_kundera_-_the_unbearable_lightness_of_being.pdf)
5. Kadare, Ismail. *Elegy for Kosovo*. Skyhorse + ORM, 2011.
6. Kundera, Milan. *The Unbearable Lightness of Being*. Faber & Faber, 2020.
7. Pamuk, Orhan. *Snow*. Vintage, 2004.



DSE2: Life Writings

Course Title: Life Writings	Course code: 24ENG3E2AL
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

Course Outcomes:

1. The students will be able to know the subgenres of biography such as autobiography, memoir, testimonial and so on.
2. The students will have learnt the historical contexts that produced these texts.
3. The students will have learnt to analyse the poetics of life writings.
4. The students will have learnt how their life experiences can be expressed in literature.

Unit	Description	Hours
1	<b>Introduction:</b> Life Writing, Meaning, Scope Personal Narratives Identity and Self	15
2	<b>Poetry:</b>  Mirror by Sylvia Plath  Prayer for My Daughter by W.B. Yeats	15
3	<b>Memoir:</b>  <i>Waiting for a Visa</i> by Dr. B.R. Ambedkar  <i>The Words</i> by Jean Paul Sartre	13
4	<b>Autobiographies:</b> <i>Long Walk to Freedom</i> by Nelson Mandela <b>Viramma: Life of an Untouchable</b>	15

References:

1. Ambedkar, Dr. B.R. *Waiting for a Visa*. General Press, New Delhi, 2022.
2. David Arnold and Stuart Blackburn, eds. *Telling Lives in India: Biography, Autobiography, and Life History*. Bloomington: Indiana University Press, 2004.
3. Mandela, Nelson. *Long Walk to Freedom*. Back Bay Books, 1995.
4. Sartre, Jean Paul. *The Words*. RHUS, 1981.
5. Singh, Khushwant. *Train to Pakistan*. Penguin, 2016.
6. *The Origins of the Individualist Self: Autobiography and Self-Identity in England* - Michael Mascuch
7. *The Routledge International Handbook on Narrative and Life History* - edited by Ivor Goodson, Ari Antikainen, Pat Sikes
8. Udaya Kumar, *Writing the First Person: Literature, History, and Autobiography in Modern Kerala*

Dept Name: English

Semester-III

DSE2: South Asian Literature

Course Title: South Asian Literature	Course code: 21ENG3E2BL
Total Contact Hours: 04/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

Course Outcomes:

- 1: Understand the thematic representations in the texts of South Asian Writers
- 2: Get acquainted with the south Asian cultures and their critical study
- 3: Bridge the contemporary south Asian literature to the theories of literature
- 4: Study a very different kind of English language compared to that of conventional writings

DSE2: South Asian Literature

Unit	Description	Hours
1	Introduction to South Asian Literature Key Concepts: Post-Colonialism, Identity, Diaspora, Women Writings, Language, Cultural Study and other related terms.	15
2	Jumpa Lahiri: <i>The Namesake</i> Rohinton Mistry: "Auspicious Occasion", "Of White Hairs and Cricket" from <i>Tales from Firozshah Bagh</i>	15
3	Kamila Shamsie: <i>Home Fire</i> Jamila Hashmi, "Exile"	13
4	R. Tagore: <i>Gitanjali</i> (first five and last five poems) Taufiq Rafat: "Arrival of Monsoon", "Kitchens" Mukhtar Mai: <i>In the Name of Honour: A Memoir</i> Tahmima Anam: <i>A Golden Age</i>	15

References:

1. Alamgir Hashmi et al. *Post-Independence Voices in South Asian Writings*. New Delhi, 2002
2. Anam, Tahmima. *A Golden Age*. Canongate Books, 2012.
3. *Bulleh Shah*. 2016.
4. Eco, Umberto. *The Name of the Rose*. Houghton Mifflin Harcourt, 2014.
5. <https://library.oapen.org/bitstream/id/abb9d232-be9c-4845-87b5-e26ef005803d/341372.pdf>
6. <https://library.oapen.org/bitstream/id/abb9d232-be9c-4845-87b5-e26ef005803d/341372.pdf>
7. [https://www.academia.edu/15077111/Arrival\\_of\\_the\\_Monsoon\\_by\\_Taufiq\\_Rafat](https://www.academia.edu/15077111/Arrival_of_the_Monsoon_by_Taufiq_Rafat)
8. <https://www.iosrjournals.org/iosr-jhss/papers/Vol20-issue4/Version-5/L020456064.pdf>
9. <https://www.litcharts.com/lit/of-white-hairs-and-cricket/summary>
10. <https://www.spiritualbee.com/media/gitanjali-by-tagore.pdf>
11. Hussein, Aamer. *Hoops of Fire*. Zed Books, 1999.
12. Kadare, Ismail. *Elegy for Kosovo*. Skyhorse + ORM, 2011.
13. Khaled, Hosseini. *A Thousand Splendid Suns* Epz Ed. Bloomsbury UK, 2013.
14. Kundera, Milan. *The Unbearable Lightness of Being*. Faber & Faber, 2020.
15. Lahiri, Jhumpa. *The Namesake*. HarperPerennial, 2007.
16. Mahfouz, Naguib. *Miramar*. Anchor, 2016.
17. Mai, Mukhtar, et al. *In the Name of Honor*. Simon and Schuster, 2006.
18. Pamuk, Orhan. *Snow*. Vintage, 2004.

19. S.L. Sharma and T.K. Oommen, *Nation and National Identity in South Asia*.
20. Shamsie, Kamila. *Home Fire*. Penguin, 2018.
21. Tagore, Rabindranath. *Gitanjali (Song Offerings)*. 1914.

Dept Name: English

Semester-III

**DSE2:Kannada Literature in English Translation**

Course Title: Kannada Literature in English Translation	Course code: 21ENG3E2CL
Total Contact Hours: 04/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

**Course Outcomes:**

1. To appreciate the rich tradition of Kannada Literature.
2. To examine social values represented in Kannada Literature.
3. To understand the narrative techniques of modern Kannada Writing.
4. To co-relate Kannada culture, literature to everyday struggles of Kannadigas.

**DSE2: Kannada Literature in English Translation**

Unit	Description	Hours
1	Kittel: Preface of <i>A Kannada-English Dictionary</i>	09
2	“Look Here, Dear Fellow” (Basavanna, Trans. by A K. Ramanujan: <i>Speaking of Shiva</i> ) “Like a Silkworm Weaving (Akkamahadevi, Trans. by A K. Ramanujan: <i>Speaking of Shiva</i> ) “Avva” (P. Lankesh, Trans. by S N Sridhar)	15
3	Devanoor Mahadeva: <i>Amasa</i> (Trans. by Manu Shetty) Kuvempu: <i>Jalagara</i> (Trans. by Prabhu Shankara)	13
4	Kannada Oral literature and Translation (Focusing on Post Vachana movement in South Karnataka: Manteswamy, Male Mahadeshwara and Siddhapaji Oral narratives and translation)	13

**References:**

1. Kittel: Preface of *A Kannada-English Dictionary*
2. Ramanujan, A K.: *Speaking of Shiva*
3. Mahadeva, Devanoor: *Amasa* (Trans. by Manu Shetty)
4. Tejaswi, K P. Purnachandra: *Carvalho* (Trans. by D. A. Shankar)
5. ... *Jugari Cross* (Trans. by Ravi Hanj)
6. Kuvempu: *A Throat for a Thumb* (Trans. by Prabhu Shankara)
7. Daniel, Susan: *Women Writing in India: Volume One* edited by Susie Tharu and K. Lalitha Alter, Stephen and Wimal Disanayake: *The Penguin Book of Modern Indian Short Stories*

**Dept Name: English****Semester-III****GEC1: Functional English**

Course Title: Functional English	Course code: 24ENG3G1AL
Total Contact Hours: 02/week	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 01 hour
Summative Assessment Marks: 30	

**Course Outcomes:**

1. Improve speaking ability in English both in terms of fluency and comprehensibility.
2. Enhance reading comprehension.
3. Write reports in English, speeches and letters for effective communication.

**GEC1: Functional English**

Unit	Description	Hours
1	Developing Conversational Ability: a) Greetings and Introduction b) Participating in small talks- At the office, At the railway station, At the airport, At the travel agency, At the bank, At the doctor's clinic, At the hospital. c) Talking on the telephone.	08
2	Functional Reading: a) Reading Newspapers b) Reading Comprehension, reading passages, short stories c) Description and Narration (Objects, Places and People)	10
3	Writing Skills: a) Paragraph writing b) Precise of a given passage c) Speech writing d) letter writing	10

**References:**

1. Spoken English- A Foundation Course Part A&B by Kamlesh, Susheela Punitha
2. Speaking on Special Occasions by Roger Mason
3. Speaking English Effectively by Krishna Mohan, N.P. Singh
4. Embark: English for Undergraduated by Steve Hart, Aravind R. Nair and Veena Bhambhani
5. Writing With a Purpose by Champa Tickoo and Jaya Sasikumar
6. Garg Manoj Kumar. *English Communication-Theory and Practice-Ability Enhancement Compulsory Course*. Cengage, 2019.
7. Peck, John and Martin Coyle. *Write It Right—Secrets of Effective Writing (Palgrave Study Skills)*, Palgrave Macmillan, 2005, 2012.
8. Stanford Gene. *Better Writing: From Paragraph to Essay*. Harcourt College Pub, California, 1980.
9. Seely, John. *Oxford Guide to Effective Writing and Speaking* OUP, 1998.

**Dept Name: English**

**Semester-III**

**GEC1: Beginning Translation**

Course Title: Beginning Translation	Course code: 24ENG3G1BL
Total Contact Hours: 02/week	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 01 hour
Summative Assessment Marks: 30	

**Course Outcomes:**

At the end of the course, students will be able to:

1. The student will know the scope and limits of translation.
2. The student will learn to translate poems.
3. The student will learn to translate prose.
4. The student will learn to translate from English to Kannada and vice versa.

**GEC1: Beginning Translation**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	Translation Meaning and Scope	09
2	<b>Practice of translation of poems</b> (Translation of any four poems from Kannada to English)	09
3	<b>Practice of translation of Essays from New Papers' editorial</b> (Translation of any two Essays from Kannada to English)	10

**References:**

1. Baker, Mona . *Routledge Encyclopedia of Translation Studies*. Routledge, 2004
2. Bassnett, Susan. *Translation Studies*. Routledge, 2002.
3. Benjamin, Walter. "The Task of the Translator", An Introduction to the Translation of *Les fleurs du mal* by Baudelaire. Wesleyan University Press, 1923.
4. Gentzler, Edwin. *Contemporary Translation Theories*. Routledge, 2001.
5. House, Juliane. *A Model for Translation Quality Assessment*. The University of Michigan, 1997.
6. Munday, Jeremy. *Introducing Translation Studies*. Routledge, 2008.
7. Pym, Anthony. *Exploring Translation Theories*. Routledge, 2014.
8. Robinson, Douglas. *The Translator's Turn*. Johns Hopkins UP, 1991.
9. Steiner, George. *After Babel*. Oxford UP, 1975.
10. Venuti, Lawrence. *The Translation Studies Reader*. Routledge, 2012.

**Dept Name: ENGLISH**

**Semester-III**

**GEC3: Film and Literature**

Course Title: Film and Literature	Course code: 24ENG3G1CL
Total Contact Hours: 02/Week	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 01Hour
Summative Assessment Marks: 30	

**Course Outcomes:**

1. To understand the process of film making.
2. To appreciate modern film.
3. To correlate the real-life experience to film.
4. To appreciate the aesthetics of film

**GEC3: Film and Literature**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	Introduction to Film Studies The Meaning and Scope of Film Studies	10
2	Film Making: Development, Financing, Pre-production, Production, Post-production, Distribution  Writing a Story and Script: Developing an idea, Craft a logline, write a treatment or story, Characters, Plot and outline, first draft of a story and rewrite, Format the screenplay, Final edit	09
3	Films (International): Rashomon, Modern Times  Films (National): Asuran, Samskara (See the films and write reviews in 200 words)	09

**References:**

1. Prasad, Madhav. *Ideology of Hindi Films*
2. Parasakthi. *Life and Times of a DMK Film-MSS Pandian*
3. Dwyer, Rachel. *Filming the Gods*
4. Niranjana, Tejaswini's Essays
5. Williams, Linda. *Film Bodies: Gender, Genre and Excess*
6. Kakar, Sudhir. *Cinema as Collective Fantasy*
7. Dix, Andrew. *Beginning Film Studies.*
8. Villarejo, Amy. *Film Studies the Basics*
9. Seeing is Believing

Semester-III

DSC13T3 : Literary Theory

Course Title: <b>Literary Theory</b>	Course code: 24ENG3C13T
Total Contact Hours: 02/Week	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 02Hour
Summative Assessment Marks: 30	

**Course Outcomes:**

1. To interpret primary texts with a strong sense of criticism.
2. To be familiar with the various forms of reading literary texts.
3. Develop the culture of close-reading.

DSC13T3 : Literary Theory

Unit	Description	Hours
1	“Introductory” (part I) from <i>Practical Criticism</i> by I A Richards Task: Read any unknown poem and interpret the same	10
2	Deconstruction  Task: “A Slumber did my spirit seal” and other poems	09
3	A general introduction to New Historicism. Task: Reading films or literary texts with parallel readings of debates around them	09
<b>References:</b>		
I A Richard’s <i>Practical Criticism</i>		



**Dept Name: ENGLISH**

**Semester-IV**

**DSC14: Twentieth Century English Literature**

Course Title: Twentieth Century English Literature	Course code: 24ENG4C14L
Total Contact Hours: 04/week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

**Course Outcomes:**

1. Understand the context within which the literature was produced.
2. Understand movements such as modernism and post modernism.
3. Know the major themes: war, social distress, identity crisis, colonial impact etc. - of literature produced during the period.
4. Analyses the social and political challenges of the period.

**DSC14: Twentieth Century English Literature**

Unit	Description	Hours
1	Modernism, Postmodernism, Imperialism and colonialism Avant Garde Movements, Imagism, Surrealism World Wars and the Labour Movement	15
2	W.B. Yeats, "Easter 1916"  T.S. Eliot, "The Love Song of J. Alfred Prufrock"  W. H. Auden: "September 1, 1939"  Teddy Hughes: "The Thought Fox"  Thomas Gunn, "On the Move"	15
3	John Osborne, <i>Look Back in Anger</i> Tom Stoppard, <i>Arcadia</i>	12
4	D.H. Lawrence, "A Horse Trader's daughter" Paul Lynch, <i>Prophet Song</i>	15

**References:**

1. Matei Calinescu, *Five Faces of Modernity: Modernism, Avant Garde, Decadence, Kitsch, Postmodernism*. Duke UP, 1987.
2. Roberts Neil, *A Companion to Twentieth Century Poetry*. Blackwell 2001.
3. A.C. Patridge, *The Language of Modern Poetry: Yeats, Eliot, Auden. Deutsche*, 1976.
4. C.B. Cox and Arnold P. Hinchcliffe, eds. *T.S. Eliot: A Waste Land: A Selection of Critical Essays*. Macmillan, 1968.
5. B.C. Southam, ed. *T.S. Eliot: Prufrock, Gerontion, Ash Wednesday and Other Shorter Poems: A Selection of Critical Essays*. Macmillan 1978.
6. Paul Lynch, *Prophet Song*  
Tom Stoppard, *Arcadia*

Dept Name: ENGLISH

Semester-IV

DSC15: Postcolonial Literature

Course Title: Post colonial Literature	Course code:24ENG4C14L
Total Contact Hours:04/Week	CourseCredits:04
Formative Assessment Marks:30	Duration of ESA/Exam:03Hours
Summative Assessment Marks:70	

Course Out comes:

1. Will know the major concepts related to postcolonial theory.
2. Will get acquainted with theories related to post colonialism.
3. Will have learnt the distinction between external and internal colonialism.
4. Will have learnt to analyze the intersectionality of caste, class, race and gender in the discursive and narrative practices.

DSC15: Postcolonial Literature

Unit	Description	Hours
1	a.Edward Said, <i>Orientalism</i> (An Introduction)  b.Chinua Achebe,-Things Fall Apart	15
2	a. Leela Gandhi, “Postcolonial Literatures” from <i>Postcolonial Theory: A Critical Introduction</i> . b. ChandraTalpadeMohanty,“UnderWesternEyes:FeministScholarshipandColonialDiscourses”	15
3	a.Derek Walcott: Ruins of a Great House b. Kaiser Haq: Ode on the Lungi c.Gabriel Okara:Pianos and Drums d.Nissim Ezekiel: The Professor.	15
4	a. Monica Ali-Brick Lane	12

References:

1. Leela Gandhi, *Postcolonial Theory: A Critical Introduction*. OUP, 1999.
- 2.Edward Said, *Orientalism*. Routledge,1978.
3. Bill Ashcroft, et al. *Key Concepts in Postcolonial Studies* .Routledge,2004.
- 4.Bill Ashcroft, etal. Eds. *Th Empire Writes Back: Theory and Practicein Post-Colonial Literatures*.  
2. HomiK .
- 5.Bhabha, *The Location of Culture*.
- 6.Ira Living stone, *In Poetry and Cultural Studies :A Reader*.
- 7.Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton University Press,2008.
- 8.Patrick William and Laura Chrisman, eds. *Colonial Discourse and Post-Colonial Theory*.
- 9.Chinua Achebe, *A Man of the People* .Penguin Books,1966.
- 10.Arundhati Roy, *The Ministry of Utmost Happiness*.

**Dept Name: ENGLISH**

**Semester-IV**

**DSE3: Theatre**

Course Title: Theatre	Course code: 24ENG4E3AL
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

**Course Outcomes:**

At the end of the course, students will be able to:

1. Identify and analyses the connection between cultural and historical location in the development of theatrical styles, performance, and architecture.
2. Analyze performance intention and audience response to performance.
3. Analyze a variety of exemplar plays from each theatrical period
4. Identify theatrical conventions and theatre architecture of each major theatre period.
5. Explain the connection between per for mance and cultural, historical, and national identity.

**DSE3: Theatre**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	Drama and communication media 1.Understanding communication and media 2. Understanding media in the context of performing arts	15
2	Study of Aristotle's poetics  Modern Indian theatre 1.HabibTanveer 2.B.V.Karnth 3.Girish Karnad 4. Badal Sircar, <i>Evam Indrajit</i>	15
3	Natyashastra: Study of Bharata muni'snatyashastra	12
4	Western Theatre  1Mystery play, Miracle play, Morality play  2.Elizabethan theatre Euripedes: <i>Medea</i>	15
	Reference: 1. Badal Sircar, <i>Evam Indrajit</i> 2. Euripedes, <i>Medea</i> 3. Michelini, A.N. (2006) Euripides and the Tragic Tradition (Madison: University of Wisconsin Press) ISBN 0299107647. 4. "Typical Structure of a Greek Play". web.eecs.utk.edu. Retrieved 23 September 2021.	

Dept Name: ENGLISH

Semester-IV

DSE3: Modernity and Modernism: Culture and Texts

Course Title: Modernity and Modernism: Culture and Texts	Course code: 24ENG4E3BL
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

Course Outcomes:

At the end of the course, students will be able to:

1. Know the concepts such as modernity and modernism.
2. Understand the inter sectionalist of colonialism and modernity.
3. Analyze representative texts of 19<sup>th</sup> and 20<sup>th</sup> century dealing with Indian modernity.

DSE3: Modernity and Modernism: Culture and Texts

Unit	Description	Hours
1	Modernity: Origin, history, development, Enlightenment Postmodern: Features and development. Partha Chatterjee, "Talking about Modernity in Two Languages"	15
2	Raymond Williams, "When was Modernism?"  R. Shashidhar, "The Politics of Modernism: Modernist Poetry in Kannada"	15
3	Jurgen Habermas, "Incomplete Project of Modernity" Saurabh Dubey and Ishita Bannerjee: "Mapping Oppositions: Enchanted Spaces and Modern Places"	12
4	Chandu Menon, <i>Indulekha</i> B.V. Karanth: <i>ChomanaDudi</i> (film text)	15

References:

1. Saurabh Dubey and Ishita Bannerjee, eds. *Unbecoming Modern: Colonialism, Modernity and Colonial Modernities*. Social Science Publishers, 2006.
2. [https://www.mdc.edu/wolfson/academic/artsletters/art\\_philosophy/humanities/history\\_of\\_modernism.htm](https://www.mdc.edu/wolfson/academic/artsletters/art_philosophy/humanities/history_of_modernism.htm)
3. Chandu Menon, *Indulekha*.
4. ShivaramaKaranth, *Choma's Drum*.

Semester-IV

DSE3: Eco-criticism

Course Title: Eco-criticism	Course code: 24ENG4E3CL
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

Course Outcomes:

1. To appreciate the value of Nature.
2. To theorize on the ecological subjects.
3. To understand the relationship between human and environment
4. To understand how literary texts represent ecology and the challenges before humanity.

DSE3: Eco-criticism

Unit	Description	Hours
1	Green literature Eco-dystopia Post-Apocalyptic War Devastation	10
2	Poetry:  1. Robert Frost: "Stopping by Woods on a Snowy Evening" 2. Ted Hughes: "The Hawk in the Rain" 3. Philip Larkins: "Take One Home for the Kiddies" 4. Sowmya. A: "Wrath of the Earth"	15
3	Novel: Amitha Ghose' <i>Jungle Nama</i> Movie: Pa.Ranjith's <i>Thangalaan</i>	13
4	Essays: 1. Lawrence Buell, Ursula K. Heise and Karen Thornber: "Literature and Environment" 2. William Rueckert: "Literature and Ecology: An Experiment in Eco-criticism"	12

References:

1. Buell, Lawrence. *The Environmental Imagination: Thoreau, Nature Writing and the Formation of American Culture*. Harvard UP.
2. Coup, Laurence. *The Green Studies Reader: From Romanticism to Ecocriticism*. Routledge
3. Eagan, Gabriel. *The Green Shakespeare*. Routledge.
4. Garrard, Greg. *Ecocriticism*. Routledge.
5. Glotfelty, Cheryll and Harold Fromme. *The Ecocriticism Reader: Landmarks in Literary Ecology*. Georgia UP.
6. Westling Louise. *Cambridge Companion to Literature and Environment*. Cambridge UP.
7. Philips,Dana: "Ecocriticism, Literary Theory and the
8. Slovic,Scott. "Ecocriticism 101: A Basic Introduction to Ecocriticism and Environmental Literature"
9. Totic,Jelica: "Ecocriticism-Interdisciplinary Study of Literature and Environment"
10. Branch,Michael P: "Defining Ecocritical Theory and Practice"
11. Mambrol,Nussrullah: "Ecocriticism: An Essay"
12. Ozdag, Ufuk: "An Essay on Ecocriticism in "the Century of Restoring the Earth"
13. Howarth,William: "Some Principles of Ecocriticism" (1996)
14. Ertelt,Sarah: "Eco-dystopias: What Fiction Can Teach Us About Climate Change"

**Semester-IV**

**DSE4: African and Caribbean Literature**

Course Title: African and Caribbean Literature	Course code: 24ENG4E4AL
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

**Course Outcomes:**

At the end of the course, students will be able to:

1. Student will have to explore how race, class, gender, history and identity are presented and problematized in the literary text
2. Student will have gained experience of range of colonial and post-colonial discourses from countries and regions such as Africa and the Caribbean.
3. Student will have developed knowledge and understanding of roles played by various forms of writing in the representation of post-colonial subjectivity
4. Student will have explored issues arising from colonization, independence, and diaspora.

**DSE4: African and Caribbean Literature**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	Poetry: 1.Nancy Morejon: Black women 2.Johan Agrad: Half Caste 3.Edward Bough: Carpenter’s complaint	15
2	Short story: Jamaica Kinciad: In the Night	15
3	Essay: Why are there so many people in prison (introduction)	13
4	Fiction: V. S. Naipaul- Half a life Play: Amiri Baraka-A Black mass	15

**References:**

1. public.wsu.edu/-brains/Anglophone/pocojuournals.html
- 2.Akala-Frequently used as an expert on British history, racism
- 3.Arundati Roy-The Ordinary Person’s Guide
- 4.Ngugi WaThiongo-Decolonizing the mind
- 5.Ashcroft,Griffith,Tiffin-The Post-Colonial Societies
- 6.Franz Fanon- The Wretched of the Earth
- 7.Paul Gilroy- There Ain’t no black in the Union Jack
8. HamzaAlvi – The State in post colonial cities
- 9.Homi Bhabha- Location of culture
- 10.Leela Gandhi- Post colonial: A Critical introduction

Semester-IV

**DSE4: Writing and Literature**

Course Title: Writing and Literature	Course code: 24ENG4E4BL
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

**Course Outcomes:**

At the end of the course, students will be able to:

1. The student will have known how the act of writing is closely linked to literature.
2. The student will have known the features of various literary genres.
3. The students will have analyzed the texts of writers who have articulated their thoughts on writing.

**DSE4: Writing and Literature**

Unit	Description	Hours
1	a. Introduction to writing and literature. b. Types of writing: academic writing, creative writing.	15
2	a. Literary genres b. Fiction and non-fiction.	15
3	a. Biography, autobiography and memoirs b. Poetry, short story, drama, novel	13
4	a. "Reportage or Portrayal" by Georgy Lucaks b. "The Art of Fiction" by Henry James Why I Write" by George Orwell c. "Literary Character, Plot, Time" by Orhan Pamuk	15
Reference: <ol style="list-style-type: none"> <li>1. Georgy Lucaks <i>Essays on Realism</i></li> <li>2. George Orwell's "Why I Write"</li> <li>3. M H Abrams's <i>A Glossary of Literary Terms</i>.</li> <li>4. Orhan Pamuk <i>The Naïve and Sentimental Novelist</i></li> </ol>		

Semester-IV

DSE4: Literature and Memory

Course Title: Literature and Memory	Course code: 24ENG4E4CL
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 03 hours
Summative Assessment Marks: 70	

Course Outcomes:

At the end of the course, students will be able to:

- 1: To understand the importance of memory in Literature.
- 2: To validate memory in the construction of History.
- 3: To write on personal memory.
- 4: To analyze the depiction of colonial memory in literature.

DSE4: Literature and Memory

Unit	Description	Hours
1	Key-concepts: <ul style="list-style-type: none"> <li>• Memory</li> <li>• Memoir</li> <li>• Nostalgia</li> <li>• Collective Memory</li> <li>• Memory and Identity</li> <li>• Memory and History</li> </ul>	15
2	<ul style="list-style-type: none"> <li>• Ted Hughes: “Thought Fox”</li> <li>• Wordsworth: “Daffodils”</li> <li>• Thomas Hood” I Remember, I Remember”</li> <li>• Toru Dutt: “Our Casuarina Tree”</li> </ul>	15
3	Kazuo Ishiguro: <i>Never Let Me Go</i> (Novel)	13
4	Terrence Malick: <i>The Tree of Life</i> (Movie)  Brian Porter Szucs: “Historians and the Politics of Memory” (Published in his Website; porterszucs.pl) Constance de Saint-Laurent: “Memory Acts: A Theory for The Study of Collective Memory in Everyday Life” (Researchgate.com)	15

References:

1. Foster, Jonathan K. *Memory*. Oxford UP, 2008
2. Byatt, A.S. and Harriet Harvey Wood (editors). *Memory: An Anthology*. Random House, (2008)
3. Nalbantian, Suzanne. *Memory in Literature: From Rousseau to Neuroscience*. Springer, (2002)
4. Ricoeur, Paul. *Memory, History, Forgetting*. University of Chicago Press, 2009.
5. Bergson, Henri. *Matter and Memory*. Presses Universitaires of France, 1896.
6. Routledge, Clay. *Nostalgia: A Psychological Resource*. Routledge, 2015.
7. Berry, David. *On Nostalgia*. Coach House Books, 2020.
8. Salmose, Niklas. *Contemporary Nostalgia*. Mdpi AG, 2019.
9. Halbwachs, Maurice. *On Collective Memory*. University of Chicago Press, 1992.
10. Barash, Jeffrey Andrew. *Collective Memory and the Historical Past*. University of Chicago Press, 2016.
11. Johnson, Corey W. (editor). *Collective Memory Work: A Methodology for Learning with and from Lived Experience*. Routledge, 2018.



Dept Name: ENGLISH

Semester-IV

**GEC2: English Communication**

Course Title: English Communication	Course code: 24ENG4G2AL
Total Contact Hours: 02/Week	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 01 hour
Summative Assessment Marks: 30	

**Course Outcomes:**

At the end of the course, students will be able to:

1. Speak fluent English
2. Write well-structured sentences.
3. Enhance proficiency in speaking English.

**GEC2: English Communication**

	<b>Description</b>	<b>Hours</b>
1	<b>1. Listening and Speaking</b> a. Introducing self and others b. Listening for specific information c. Pronunciation (without phonetic symbols) i. Essentials of pronunciation ii. American and British pronunciation d. Grammar in Context: Naming and Describing • Nouns & Pronouns • Adjectives	9
2	<b>2. Reading</b> a. Reading short articles – newspaper reports / fact-based articles/report i. Skimming and scanning ii. Diction and tone iii. Identifying topic sentences a. Reading aloud b. Grammar in Context Involving Action- a. Verbs b. Concord	9
3	<b>1. Writing</b> I. Paragraphs: Structure and Types a. What is a Paragraph? b. Paragraph structure c. Topic Sentence d. Unity e. Coherence f. Connections between Ideas	10

## References:

- Aarts, Bas. *Oxford Modern English Grammar*. Oxford University Press, 2011.
- Azar, Betty S., and Stacy A. Hagen. *Fundamentals of English Grammar Workbook B with Answer Key, 5e*. Pearson Education ESL, 2019.
- Brown, Adam. *Activities and Exercises for Teaching English Pronunciation*. Routledge, 2021.
- Catford, John Cunnison, and Professor Emeritus of Linguistics J. C. Catford. *A Practical Introduction to Phonetics*. Oxford University Press, 1988.
- Collins, Beverley, et al. *Practical English Phonetics and Phonology*. Routledge, 2019.
- Engelhardt, Diane. *Practice Makes Perfect Intermediate ESL Reading and Comprehension (EBOOK)*. McGraw Hill Professional, 2013.
- Euchner, Charles. *The Elements of Writing*. Createspace Independent Publishing Platform, 2015.
- Hennessy, Nancy. *The Reading Comprehension Blueprint*. Brookes Publishing Company, 2020.
- Joseph, Mathew. *Fine-Tune Your English*. Orient BlackSwan Edition, 2010.
- Jr, William Strunk. *The Elements of Style Illustrated*. 2021.
- Juarez, Minnie. *The Reading Strategies Book*. Independently Published, 2021.
- Sullivan, Kathleen E. *Paragraph Practice*. Longman Publishing Group, 1993.
- Zemach, Dorothy E., and Carlos Islam. *Paragraph Writing*. MacMillan, 2005.
- . *Writing Paragraphs*. Macmillan Elt, 2011.

Dept Name: ENGLISH

Semester-IV

GEC2: Humanism and Literature

Course Title: Humanism and Literature	Course code: 24ENG4G2BL
Total Contact Hours: 02/Week	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA: 01 hour
Summative Assessment Marks: 30	

Course Outcomes:

At the end of the course, students will be able to:

1. Understand different centers of humanisms through the prism of literature.
2. Get familiarity with literary humanism beyond the binaries of Euro-centric and non-Eurocentric conte
3. Understand the rise of humanism in the West and its resonances around the world.
4. Map the trajectory of literary humanism across cultures and times

GEC2: Humanism and Literature

Unit	Description	Hours
1	History of Humanism (Renaissance and the Enlightenment)	9
2	Leo Tolstoy's "How Much Land Does a Man Need?" Saadat Hasan Manto's "Yazid"	8
3	Ismail Kadare's <i>Broken April</i>	9

References:

1. Ismail Kadare's *Broken April*
2. Leo Tolstoy's "How Much Land Does a Man Need?"
3. Saadat Hasan Manto's *Naked Voices: Stories and Sketches*

Semester-IV

GEC2: Business Communication

Course Title: Business Communication	Course code: 24ENG4G2CL
Total Contact Hours: 02/Week	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 01hour
Summative Assessment Marks: 30	

Course Outcomes:

1. To understand the difference between different kinds of business letters.
2. To write in a clear, concise, persuasive manner.
3. To write a paper and/or to give an oral presentation.

GEC2: Business Communication

Unit	Description	Hours
1	Theory of Business Letter Writing -- Parts, Structure, Layouts—Full Block, Modified Block, Semi - Block Principles of Effective Letter Writing.	10
2	Fundamental of Business writing, Format of Business, Types of Business letter, Inquiry letter, complaint letter Persuasive letter, Proposal, Report Writing.	8
3	Speaking Skills: Language Functions - dialogues/conversations, Presentation, Skills, Public Speaking, Seminars, Interviews, Group discussion.	10

References:

1. Bahl, J.C and Nagamia, S.M. (1974) Modern Business Correspondence and Minute Writing.
2. Benjamin, James (1993) Business and Professional Communication Concepts and Practices, Harper
3. Ashley, A (1992) A Handbook Of Commercial Correspondence, Oxford University Press
4. Aswalthapa, K (1991) Organisational Behaviour, Himalayan Publication, Mumbai.
5. Bovee, Courtland, John Thill & Mukesh Chaturvedi. Business Communication Today: Dorling kindersley, Delhi
6. Kaul, Asha: Business Communication: Prentice-Hall of India, Delhi
7. Kalkar, Anjali, et al. *Business Communication*. Orient Blackswan, 2010.

**Dept Name: ENGLISH**

**Semester-IV**

**SEC3: Research Methodology**

Course Title: <b>Research Methodology</b>	Course code: 24ENG4S3LP
Total Contact Hours: 02/week	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 01 hour
Summative Assessment Marks: 30	

Course Outcomes:

At the end of the course, students will be able to:

1. To know the various principles of research in English studies.
2. To understand the various qualitative methods in research.
3. Apply the research methodologies in research.

**SEC3: Research Methodology**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	What is research? Philosophy of research. Research methodologies in literary studies Research methodologies in cultural studies	8
2	Writing the paper: Research topic, research questions, objectives, constructing arguments, engaging with theories, introduction, cauterization, conclusion	10
3	Bibliographies and in-text citations.	8
<b>References (indicative)</b>  1. Stephen Bailey, <i>Academic Writing: A Handbook for International Students</i> . Routledge, 2006. 2. Michael Pickering, <i>Research Methods for Cultural Studies</i> . Edinburgh UP, 2008. 3. Judith Woolf, <i>Writing About Literature</i> . Routledge, 2005 4. MLA Handbook		

Semester-IV

Project: Research Project

Course Title: Research Project	Course code: 24ENG4R1P
Total Contact Hours: 04/Week	Course Credits: 04
Formative Assessment Marks: 40	Duration of ESA/Exam:
Summative Assessment Marks: 60	

Course Outcomes:

1. Recognize the nuances with a committed reading of the primary texts, critical thinking and production of knowledge.
2. Select various modes of reading, theoretical matrix, geo-cultural contexts of the literary subjects.
3. Recognize the epistemic depth of research methodology, existing scholarship, literature review and validity of their interpretation.
4. Conduct original and cerebrally productive research, with confidence, in literature and humanities, resulting in quality articles and books.

Areas of Research Projects

1. Folklore
2. Performing Arts
3. Popular Culture
4. Gender and Sexuality
5. Dalit and Subaltern Discourses
6. Media Studies
7. Orature
8. Digital Humanities
9. Climate Change and literature
10. Literary texts

Note:

1. The above areas are suggestive in nature. The student is free to choose an area in consultation with the concerned Guide. But, at the same time, it needs to have a link to the study of literature in its broad perspective.
2. The representative texts chosen for research need to be other than the texts prescribed in the syllabus.
3. The research work should follow the MLA format

Question Paper Pattern of M.A English

Disciplines Specific Core (DSC) and Discipline Specific Elective (DSE)

Paper Code:

Paper Title:

Time: 3 Hours

Max. Marks: 70

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**Note: Answer *all* the questions.**

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**Section - A**  
**(Questions from all the Units)**

I. Write short notes on **any two** of the following: **2x5=10**

**Section – B**

II. Answer **all** the following questions: **4x15=60**

1a. (Question from Unit 1)  
OR

1b. (Question from Unit 1)

2a. (Question from Unit 2)  
OR

2b. (Question from Unit 2)

3a. (Question from Unit 3)  
OR

3b. (Question from Unit 3)

4a. (Question from Unit 4)  
OR

4b. (Question from Unit 4)

**Question Paper Pattern of M.A English**

**Skill enhancement course (SEC) Generic Elective Course (GEC)**

**Paper Code:**

**Paper Title:**

**Time: 1 Hours**

**Max. Marks: 30**

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**Note: Answer *all* the questions.**

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I. Objective type : (from all Unit) **5X1=5**

II. Short note questions: **3X5=15**

1 Unit 1

2 Unit 2

3 Unit 3

III Essay Type

1. One out of Two (from all 3 Units) **1X10=10**

**Question Paper Pattern for Subjects with SEE**

Component, there is no Semester-End Examination (SEE) to the component C3. The liberty of assessment of C3 is with the concerned faculty. The faculty must present innovative method of evaluation of component C3 before the respective BOS for approval and the same must be submitted to the Registrar and Registrar (Evaluation) before the commencement of the academic year.

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