

Approved Syllabus of M.A. in English

Department of English

Choice Based Credit System (CBCS)

With effect from 2023-24

CBCS Regulations Governing the Master of Arts in English

MAEN1. TITLE OF THE PROGRAMME AND CODE

MAEN1.1 The programme shall be called Master of Arts in English, which is abbreviated as MA in English.

MAEN1.2 The code of the programme shall be MAEN

MAEN 2 DURATION OF THE COURSE

MAEN2.1 The duration of the course shall be four semesters over two years. A candidate can avail maximum of 8 semesters- four years at one stretch to complete MA in English (including blank semesters, if any). Wherever a candidate opts for blank semesters, he or she has to study the prevailing courses/subjects offered by Department of English when he/she continues his/her studies.

MAEN 2.2 A candidate has to earn 80 credits for successful completion of MA in English. The 80 credits shall be earned by the candidate by studying hard core, soft core, Project/Dissertation and open elective courses as specified in the program.

MAEN2.3 A candidate has a provision to go with a normal pace of 20 credits per semester. However, he/she may opt for a slow pace of not less than 20 credits per semester or with an accelerated pace of as high as 20 credits per semester with the approval of the Department Council.

MAEN 3: ELIGIBILITY FOR ADMISSION

MAEN 3.1 : Candidates possessing a three years degree with English as an optional subject from the host university or any other university which is equivalent thereto complying with eligibility criteria laid down by the University for the Admission to MA English are eligible for admission.

MAEN 3.2: The candidates with Optional English at the Degree level need to have 50% in Optional English. However, in case of candidates belonging to SC/ST and any other groups classified by the Government of Karnataka for such a purpose from time to time, the University Regulations governing PG Program shall be applicable. In case of non-cognate students, the eligible marks should be 65% (60% for SC/ST) in General English applicable to all categories and they would be considered only when there are no eligible applicants in cognate category.

MAEN 3.3 All the graduates from other than the host university shall have to obtain Eligibility Certificate from the university to seek admissions for MA in English.

MAEN 3.4: The calendar of events in respect of the course shall be fixed by the University/Department from time to time.

MAEN3.5: Provision of transfer: As per the University Regulations governing PG Program.

MAEN 4 MEDIUM OF INSTRUCTION

MAEN 4.1 The medium of instruction shall be English.

MAEN 5 ATTENDANCE

MAEN 5.1 Each course shall be taken as a unit for the calculation of attendance. A student shall be considered to have put in the required attendance for the course, if he/she has attended not less than 75% of the number of working hours/periods in each course.

MAEN 5.2: A candidate who does not satisfy the requirement of attendance shall not be eligible to take examination of the concerned course.

MAEN 5.3: A candidate who fails to satisfy the requirement of attendance in a course shall repeat that course when offered.

MAEN 5.4 The Department shall display regularly the status of attendance. The list of such candidates who fall short of attendance shall be displayed on the notice board. There will be no individual correspondence made by the University unless otherwise required for a specific reason.

MAEN 6 REGISTRATION OF CREDIT MATRIX/PATTERN

MAEN 6.1 It is mandatory for every student, to register officially the courses opted under CBCS system in a Registration Card/Form which contains details of hard core, soft core and open elective courses selected for a semester. Details of the registration of the credits are as per the University Regulations governing PG Program.

MAEN 7 SCHEME OF INSTRUCTION

MAEN 7.1: There shall be three components of study, viz., i) Lecture, ii) Tutorial and iii) Practical/Practice in a given course.

MAEN 7.2: A course shall have either Lecture component or Practical/Practice component or the combination of either of any two components or all the three components. That means a course may have only Lecture component, or only Practical/Practice component or combination of Lecture and Practical/Practice, Lecture and Tutorial, Practical/Practice and Tutorial or Lecture, Tutorial and Practical/Practice components.

MAEN 7.3 The credit pattern of the course is indicated as L: T: P. The credit value of the course shall be the sum of the credits allotted for L, T and P components.

Course	Lecture	Tutorial	Practical	Total Credits
Hard Core	4		-	4
Soft core	4		-	4
Open elective	4	-	-	4
Project/Dissertation	1		3	4

MAEN 8: COMPONENTS OF A PROGRAM

MAEN 8.1: Each Program shall consist of the following courses: A: Hard Core course, B: Soft Core course and C: Open Elective course.

MAEN 8.2 Credits for Hard Core courses: The number of credits allotted to each hard-core course shall be 4. And, for dissertation/project the credits shall be 4.

MAEN 8.3 In each semester there shall be one or more hard core courses. However, the minimum number of credits either for all hard-core courses put together shall be 12 credits.

MAEN 8.4 The total credits to be allotted for hard core courses for the entire program shall be 48 credits.

MAEN 8.5 Credits for Soft Core Courses: The number of credits allotted to each soft-core course shall be 4. In each semester there shall be at least two soft core courses. The total credits to be allotted for soft core courses for the entire program shall be a minimum of 28.

MAEN 8.6: Open Elective Course: The number of credits allotted to each open elective course shall be 4. There shall be at least two open elective courses in the program. The total credit to be allotted for open elective course for the entire program shall be minimum 8credits.

MAEN 9 CREDIT MATRIX FOR MA IN ENGLISH

No.	COURSES	I SEM			II SEM			III SEM			IV SEM			TOTAL		
		C	P	M	C	P	M	C	P	M	C	P	M	C	P	M
1.	Hard Core	12	3	300	12	3	300	12	3	300	12	3	300	48	12	1200
2.	Soft Core	08	2	200	08	1	100	08	1	100	04	1	100	20	5	500
3.	Open	-	-	-	04	1	100	04	1	100	-	-	-	08	2	200
4	Dissertation										04	1	100	04	1	100
	TOTAL	20	5	500	20	5	500	20	5	500	20	5	500	80	20	2000

C: Core

P:Paper

M:Marks

Note: Open Elective Courses shall be offered during II & III Semesters.

1. The students of MA in English are expected to choose Open Electives (one in Second semesters and another in Third semester) from the List of Courses offered by Departments other than English. List of such Open Electives is available at the University website.

MAEN 10: ASSESSMENT AND EVALUATION PROCESS

MAEN 10.1: Assessment and evaluation processes happen in a continuous mode. However, for reporting purposes, a semester is divided in to 3 discrete components identified as C₁ C₂, &C₃.

MAEN 10.2: The evaluation of the candidate shall be based on continuous assessment. The structure for evaluation is as follows.

MAEN 10.3: The performance of a candidate in a course will be assessed for a maximum of 100 marks as explained below.

MAEN 10.4: The first component (C₁) of assessment is for 11 marks. This will be based on test. This assessment and score process should be completed after completing 50 percent of syllabus of the course/ and within 45 days of semester program.

MAEN 10.5: The second component (C₂), of assessment is for 11 marks. This will be based on test. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.

MAEN 10.6 Attendance component (C₁, C₂), of assessment is for 3 marks. This will be based on attainment of attendance as mentioned below.

MAEN 10.7: Thus, Total Marks for each course shall be, Continuous Assessments, Conduct of Examination for a Total of Hundred Marks for each course.

Continuous assessment (C ₁)	11 Marks
Continuous assessment (C ₂)	11Marks
Attendance (C ₁ , C ₂)*	03 Marks
Semester end Examination (C ₃)	75 Marks
Total Marks	100 Marks

*Attendance report 75.1-85% 1 Mark
85.1 -95% 2 Marks
Above 95.1% 3 Marks.

MAEN 10.8: During the 18th – 20th week of the semester, a semester-end examination of 3 hours duration shall be conducted by the University for each Course. This forms the third/final component of assessment (C₃) and the maximum marks for the final component will be 75.

MAEN 10.9: The consolidated marks statement of C₁, C₂ and attendance is submitted to the

Registrar (Evaluation) at least 15 days prior to the commencement of semester end examination.

MAEN 10.10: The outline for continuous assessment activities for Component-I (C₁) and Component-II (C₂) of a course shall be as under. Outline for continuous assessment activities for C₁ and C₂.

Activities	C ₁ Marks	C ₂ Marks	C ₁ , C ₂ (Attendance) Marks	Total Marks
Session Test	11	11	3	25
Total	11	11	3	25

MAEN 10.11: The teachers concerned shall conduct test. The students shall be informed about the modalities well in advance. The evaluated courses/assignments during component I(C₁) and component II (C₂) of assessment are immediately provided to the candidates after obtaining acknowledgement in the Register by the concerned teacher(s) and maintained by the Chairman in case of a University Post-Graduate Department and the Principal/Director in case of Institutions. Before commencement of the end semester examination, the evaluated test, assignment etc., of C₁ and C₂ shall be obtained back to maintain the same till the announcement of the examination results of the semester concerned.

MAEN 10.12: The details of continuous assessment are summarized in the following Table.

Component	Syllabus in a Course	Weightage(Marks)	Period of continuous assessment
C ₁	First 50%	11	First half of the semester-to be completed by 8 th week
C ₂	Remaining 50%	11	Second half of the semester. To be Completed by 16 th week.
C ₁ , C ₂	Attendance	3	Entire semester
C ₃	Entire Syllabus of the course.(Semester-end examination)	75	To be completed during 18 th -20 th week.
Final grades to be announced latest by 24th week			

MAEN 10.13: Any other regulations applicable as per the University CBCS guidelines amended from time to time.

MAEN 11: Submissions and Evaluation of Project/Dissertation:

MAEN 11.1: The candidate has to submit the project / dissertation on or before the last working day of the fourth semester.

MAEN 11.2 The responsibility of allocating the project work including the topic of the project, duration and the time for the field work etc., shall be decided by the Departmental Council during the previous semester.

MAEN 11.3: Right from the initial stage of defining the problem, the candidate has to submit

the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. Components of evaluation of the Project/Dissertation are as follows.

MAEN 11.4: Component-I: (C1,C2 & attendance) on Research Methodology (25), Component-II (C₂): Viva Voce Examination on Dissertation (25) and Component-III (C₃): Final evaluation of the report (50).

MAEN 12.5: The marks for report evaluation and the viva-voce examination are as follows:

Report Evaluation:50 marks

Viva-voce examination: 25marks

MAEN 12.6: The (C₃) (Component-III) for the project work shall be evaluated by a panel of two members consisting of the guide/internal examiner and an external examiner.

MAEN 13: If any difficulty arises in the implementation of these regulations (Raichur University's CBCS regulations governing the Master of Arts in English) the regulations governing the PG degree shall be applicable and appropriate clarifications shall be obtained from the competent authorities.

MA- English –SYLLABUS
W.E.F. the Academic Year 2023-24
Choice Based credit system (CBCS)

Programme Outcomes (POs):

At the end of the programme students will be able to:

PO 1: The graduate will have a working knowledge about literary texts produced within various spatio-temporal specificities.

PO 2: The graduate will have developed critical and theoretical perspectives to read and analyze texts written in different genres.

PO 3: The graduate will have developed the ability to recognise, describe and evaluate the ideas, themes and concerns developed in literary and cultural texts and also their impact on culture and society in the past and now.

PO 4: The programme will have facilitated the graduates to fine tune their spoken and written expression in the form of seminars, essays, project works and reviews.

PO 5: The graduate will have developed the ethical maturity to gather and assess information from various sources such as written, electronic etc.

Each semester will comprise Hard Core and Soft-Core papers; apart from these, the students will have to study Open Elective in II and III Semesters. Further, the students will have to undertake a major project work in the IV semester. The details of the credits to be earned are as follows:

Total No. of Credits for the entire programme: 80 Credits

Semester	No. of Compulsory papers	Total no of credits of the Compulsory paper	Open Elective Course paper	Total no of credits of Open Elective Course (OEC)	Total no of credits for the semester
Sem I	03HC, 02SC	20 (12+08)	Nil	--	20
Sem II	03HC 02SC	20 (12+08)	01	04	20
Sem III	03HC 02SC	20 (12+08)	01	04	20
Sem IV	03HC 01SC 01MP	20 (12+4+4)	Nil	--	20
For the Entire program	20	80	02	08	80

1. I Semester– 03 (Hard Core) 02(Soft Core) **12+08=20**

2. II Semester– 03(Hard Core) 01 (Soft Core) 01 (Open Elective)**12+08+04=20**

3. IIISemester–03(Hard Core)01(Soft Core) 01 (Open Elective)**12+08+04=20**

4. IV Semester-- 03 (Hard Core) 01 (Soft Core) 01 (Major Project) **12+04+04=20**

Total Credits = 80

M.A. IN ENGLISH

First Semester

Paper I: English Literature from Chaucer to Milton–Hard Core

Paper II: English Literature from Restoration to the Eighteenth Century –Hard Core

Paper III: Indian Writing in English– Hard core

Paper IV: English for Academic Purposes –Soft Core

Paper V: Shakespeare –Soft core

Second Semester

Paper I: Nineteenth Century British Literature – Hard Core

Paper II: Literary Criticism– Hard Core

Paper III: Indian Literatures in English Translation–Hard core

Paper IV a: American and Afro-American Literature – Soft Core

OR

Paper IV b: Introduction to Linguistics and Phonetics–Soft Core

Paper V: English for Communication-I–(Open Elective)

Third Semester

Paper I: Twentieth Century British Literature – Hard Core

Paper II: Literary Theory– Hard Core

Paper III: Research Methodology – Hard core

Paper IV a: Dalit Literature – Soft Core

Or

Paper IV b: Translation Studies–Soft Core

Paper V: English for Communication-II–(Open Elective)

Fourth Semester

Paper I: Cultural Studies –Hard Core

Paper II: Postcolonial Literature – Hard Core

Paper III: World Literatures –Hardcore

Paper IV: African and Caribbean Literature – Soft Core

Paper V: Dissertation /Major Project

FIRST SEMESTER

PAPER I: - MAEN 1.1 (HC): ENGLISH LITERATURE FROM CHAUCER TO MILTON

Objectives

- To provide the students with a historical perspective of medieval English literature
- To familiarize the students with representative texts of the period.

Course Outcomes (COs):

CO1:The student will be familiar with representative literary texts across different genres produced during the period.

CO2:The student will get to know the genres such as poetry and dramas that emerged and became popular during the period.

CO3: The student will learn the historical and political background of the period.

CO 4: The student will understand the values of the Elizabethan period through the prescribed texts.

UNIT-I

1. Study of Medieval society and its social and historical background
2. Renaissance, Reformation, Puritan Upsurge
3. Jacobean–Metaphysical School

UNIT- II

1. Thomas More: *Utopia*, Book II: “Of the Religions of Utopians” and “Of their Magistrates”
2. Francis Bacon: “Of Studies”

UNIT- III

1. Ben Jonson: *Every Man in His Humor*
2. Christopher Marlowe: *Dr. Faustus*

UNIT- IV

1. Chaucer: *Prologue to the Canterbury Tales*
2. Aemilia Lanyer: Extract from *Salve Deum Rex Judaerum* (“Eves Apologie in Defense of Women”).
3. John Donne – “Go and Catch a Falling Star”
4. Andrew Marvell –“To His Coy Mistress”

Suggested Reading

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

FIRST SEMESTER

PAPER II: –MAEN 1.2 (HC): ENGLISH LITERATURE FROM RESTORATION TO THE EIGHTEENTH CENTURY

Objectives:

- To provide the students with an overview of Restoration and the Eighteenth Century.
- To introduce the students to the texts of the period.

Course Outcomes (COs):

CO1: The student will be familiar with representative literary texts across different genres produced during the period.

CO2: The student will get to know the genres such as periodical essays and novels that emerged and became popular during the period.

CO3: The student will have learned the political, social and philosophical context of the cross roads of feudalism and capitalist democracy within which the literary texts were written.

CO4: The student will have learnt how satire, the dominant mode of social criticism during the period, was used in the texts by writers.

UNIT–I

Background – Restoration
Neo-classical
Augustan Satire
Comedy of Manners
Rise of the novel

UNIT– II

Dryden: *Absalom and Achitophel*
Aphra Behn: *Oroonoko*

UNIT– III

Addison: “Sir Roger at Church” and “Sir Roger at Assizes”
Steele: “The Spectator Club” and “The Gentleman”
Jonathan Swift: “Gulliver’s Travels”–Book Two: A Voyage to Laputa

UNIT– IV

Sheridan: *School for Scandal*
Samuel Johnson: Letter to Chesterfield

Suggested Reading:

1. The Norton Anthology of English Literature
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
5. Pramod Nayyar (ed)–English Poetry 1660-1780: An Anthology(Orient Blackswan, 2011)
6. Terry Eagleton: *The English Novel*
7. Davis, W. John. “Parable and Political controversy in Absalom and Achitophel”. *Lumarium*

(2011).

8. *Oroonoko* (Penguin Classics) by Aphra Behn
9. Addison's Essays Paperback by Joseph Addison (Author), John Richard Green (Editor)
10. *Gulliver's Travels* by Jonathan Swift (Rupa publisher)
11. *School for Scandal* by R.B Sheridan (Peacock Edition)
12. Lord Chesterfield's Letters (Oxford World's Classics) Paperback by Lord Chesterfield

FIRST SEMESTER
PAPER III: –MAEN 1.3 (HC): INDIAN WRITING IN
ENGLISH

Objectives

- To provide the students with an overview of the origin and development of English writings in India.
- To introduce the students to the texts of the period.

Course Outcomes (COs):

CO1: The student will have known the emergence and growth of Indian writings in English and their cultural, political and economic contexts.

CO2: The student will have learnt the colonial, the anti-colonial nationalisms and the postcolonial concerns and anxieties that were the ingredients of the literary texts.

CO3: The student will have learnt the pluralistic aspect of Indian culture and society by analyzing the texts produced by writers from different regional and cultural contexts.

CO4: The student will get familiarized with the literary genres in which the writings were done.

UNIT–I

Aravind Mehrotra: *A Concise History of Indian Literature in English* (“Introduction”)

UNIT– II

Toru Dutt: *Buttoo*

Nissim Ezekiel: *Background Casually, Goodbye Party to Miss Pushpa T. S*

A.K Ramanujan; *Small Scale Reflections on a Great House; River*

Kamala Das: *Introduction, The Sunshine Cat*

Jayant Mahapatra: *Hunger*

Eunice D’Souza: *Feeding the Poor*

UNIT–III

R.K. Narayan: *The Guide*

Arundhati Roy: *The God of Small Things*

UNIT– IV

Manjula Padmanabhan: *Harvest*

Mahesh Dattani: *Final Solutions*

Suggested Reading:

1. KR Srinivasa Iyengar–Indian Writing in English
2. M.K.Naik– Critical Essays in Indian Writing in English
3. Ramakrishnan EV–Locating Indian Literature
4. P.P. Ravindran– Texts, Histories, Geographies
5. G.N.Devy Reader–Orient Blackswan Publishers
6. Meenakshi Mukherjee– Nation in Imagination
7. A.K.Mehrotra (ed):*A Concise History of Indian Literature in English*, Permanent Black2008.
8. Saleem Peeradina(ed);*Contemporary Indian Poetry in English*
9. Makarand Paranjape (ed)-*Indian Poetry in English*,
10. R.K. Narayan: *The Guide*. Pub. Paparback
11. Arundhati Roy’s *The God of Small Things*. Pub. Penguin India.
12. Mahesh Dattani’s *Final Solutions*. Penguin India.

FIRST SEMESTER
PAPER IV: MAEN 1.4 (SC): English for Academic Purposes

Course Objectives and Learning Outcomes

The aim of the paper is to train students in all the components of grammar and further nurturing their linguistic skills through Listening, Speaking, Reading and Writing exercises. The paper focuses on the teaching of English for Academic Purposes. Students will engage themselves in intense reading and writing exercises for academic purposes.

Unit-I Language Use

- The Idea of English for Academic Purpose
- Why language is important for academics?
- How to master English? The ways and means of acquiring English
- Reflecting on daily exercises for honing linguistic skills

Grammar

Parts of Speech

Tense forms (Present, Past and Future)

Verbs (Main verbs, auxiliaries, modals)

Articles

Prepositions

Active and Passive voice

Direct and Indirect speech

Unit-II Reading

· Ability to comprehend, analyse and interpret unfamiliar passages

-Unfamiliar poems,

-Figures of speech

-Newspapers ,magazines etc.

Reading exercises will be given to students in class so that they develop the ability to comprehend academic texts.

Unit III Writing

· Common errors in writing (editing): Identifying and correcting errors in the use of articles, prepositions, tenses, word forms, cohesive devices, spelling etc. ·Punctuation , Paragraph writing (Descriptive, Narrative, Argumentative, Process type) · Writing Letters , Writing notice, placard, email , Writing letters to the newspaper editors , Precise writing

· Report writing , Writing a dialogue(purposes- Introducing oneself and others, seeking and giving permission, asking for giving directions, giving instructions, making requests, giving suggestions and advice, expressing comparison and contrast, complaining, apologizing , thanking. And expressing one's opinion etc.)

Writing exercises will be given to students for developing academic writing skills.

Unit-IV Speaking, Listening and Watching Tasks

- Listening to TEDx talks(selected)
- Selected videos from Mind Your Language
- Watching movie English Vinglish
- Learning through Great Personalities speeches(Selected)

References:

Swan, Michael. *Practical English Usage*.III Edi. Oxford University Press (OUP).

Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press.

Murphy, Raymond. *Essential English Grammar*. Cambridge University Press.

Hewings, Martin. *Advanced English Grammar*. Cambridge University Press

FIRST SEMESTER

PAPER IV: MAEN 1.5 (SC): William Shakespeare

Objectives:

To provide the students with an overview of the Elizabethan Age
To introduce the students to the works of Shakespeare

Course Outcomes (Cos):

CO1: The student will have learnt the contribution and relevance of one of the greatest playwrights not only of English but also of World literature.

CO 2: The student will have read important tragedies, comedies and sonnets written by Shakespeare.

CO3: The student will have learnt to analyze these texts from various perspectives developed in the last four hundred years.

CO4: The student will have known the significant features of Shakespearean theatre.

UNIT-I

Background – Elizabethan Age, Elizabethan theatre and audience

UNIT-II (Texts)

The Tempest

Othello

UNIT-III (Texts)

Keith Johnson, “Shakespeare’s Language? Why Study it?” (*Shakespeare’s English: A Practical Linguistic Guide*)

Dennis Kennedy, “Shakespeare Worldwide” (A Cambridge Companion to Shakespeare)

UNIT-IV (texts)

Shakespeare’s Sonnets (Eight Sonnets) 2, 15, 18, 19, 27, 29, 30, 73.

Suggested Reading:

A.C. Bradley–Shakespearean Tragedy

FR Leavis– The Common Pursuit

Wilson Knight – The Wheel of Fire

Stewart Justman–Shakespeare the Drama of Generations Drama Classics –

S.Vishwanathan-Exploring Shakespeare (Orient Blackswan Publishers)

SECOND SEMESTER

PAPER I: –MAEN 2. 1 (HC): NINETEENTH CENTURY BRITISH LITERATURE

Objectiv Objectives

- To provide the students with an overview of the Romantic and Victorian age.
- To introduce the students to the works of the Romantic and Victorian period.

Course Outcomes (COs):

CO1: The program guides the realism and rise of materialism make the pupils to recreate reality in their life.

CO 2: The study makes them to gain self-social fluidity and individual self determination to make their future bright in multi-dimensional sphere.

CO3: The rapid growth of industrialization teaches them to develop non-agrarian life and give importance to scientific way of life.

CO4: It makes the students to aware about the beauty of rural and pastoral life through the good poetry and cultivates the habit of writing on the wide variety themes on the life.

CO5: The program guides the pupils to write the poetry in common language on romantic themes.

UNIT-I

Wordsworth: "Preface to Lyrical Ballads"

Concepts: Romanticism, Victorian Morality

UNIT- II

William Wordsworth: Lucy Poems (all five),

S.T. Coleridge: Kubla Khan

P.B. Shelley: Ode to the West Wind

Tennyson: Ulysses

Robert Browning: Love among the Ruins

UNIT- III

J.S.Mill: On Liberty

Charles Lamb: Personal Essays (On the Sick Bed)

UNIT-IV (texts)

Jane Austin-*Pride and Prejudice*

Dickens: *Hard Times*

Suggested Reading:

F R Leavis – New Bearings in English Poetry

CM Bowra–The Romantic Imagination

The Norton Anthology of English Literature

David Daiches – A Critical History of English Literature –Four volumes

Arnold Kettle-The English Novel-Two volumes

E M Foster–Aspects of the Novel

Vijayshree C–Victorian Poetry –An Anthology(Orient Blackswan)

SECOND SEMESTER
PAPER II: –MAEN 2.2 (HC): LITERARY CRITICISM

Objectives:

- To provide the students with an overview of European Critical trends
- To introduce the students to the critical texts of the period

Course Outcomes (COs):

CO1: The students will understand the basics of Literary Criticism.

CO 2: Students will learn the beginnings of literary criticism from ancient Grecian Criticism and its journey through Modern Criticism.

CO3: Students will learn to study the literary texts from a critical perspective.

CO4: Students will understand treatment of literary works through centuries

CO5: Students will study the various theories and critical views of prominent critics and writers

UNIT–I

“Introduction to Theory and Criticism” (page no. 1-13) in *Norton Anthology of Theory and Criticism*.

UNIT–II (Texts)

Plato’s objections to poetry (selections from *Republic*)
Aristotle: Poetics (On tragedy)

UNIT–III (Texts)

Shelly: “A Defence of Poetry”
Matthew Arnold: “The Study of Poetry”

UNIT–IV (texts)

T.S. Eliot: Tradition and Individual Talent
F.R. Leavis: Great Tradition (Introduction)

Suggested Reading:

Ramaswamy and Sethuraman: *The English Critical Tradition (Vol. I and II)* Macmillan,

2009

M. S. Nagarajan: *English Literary Criticism*, Orient Blackswan, 2009

Plato: *Republic*

SECOND SEMESTER
PAPER III: - MAEN 2.3 (HC): INDIAN LITERATURES IN ENGLISH
TRANSLATION

Objectives:

- To provide the students with an over view of literature of regional languages
- To introduce the students to the critical texts of the period

Course Outcomes (COs):

CO1: The students will have a first hand knowledge of literary and cultural texts that were written in various Indian languages from 1st Century to the present.

CO 2: The student will get familiarized with the regional and language specific features of Indian literature.

CO3: The student will know the cultural and the political contexts within which these texts were written.

CO4: The student will have developed his/her theoretical perspective to analyse the translated texts.

UNIT-I

1. Meenakshi Mukherjee: Introduction to *Perishable Empire*
2. G.N. Devy, "Indian Literature in English Translation: An Introduction"

UNIT- II

1. Amrita Pritam, "I Call Upon Waris Shaw Today"
2. A.K.Ramanujan: *Poems of Love and War* (Sangam poetry: four poems)
3. Sule Sankavva: "My Harlets Trade"
4. Janabai (Marathi): "Cast off all Shame" and "Jahani Sweeps the Floor"
5. Jagannath Prasad Das (Oriya): "My World"
6. AshokVajpeyi (Hindi): "Apocalypse"
7. Satchidanandan K (Malayalam): "How Love Dies These Days"
8. Sunil Bandopadhyaya (Bengali): "A Truth Bound Sentiment"
9. Daya Pawar (Marathi): "The Buddha"
10. Arjun Dangle: "Revolution"

UNIT- III

Vijay Tendulkar: *Ghashiram Kotwal*
Girish Karnad: *Taledanda*

UNIT- IV

Chandu Menon: *Indulekha*
Shivaram Karanth: *Choma's Drum*

Suggested Reading:

1. Parthasarathy, R.ed., *Ten Twentieth Century Indian Poets*. Delhi, OUP 1976.
2. King, Bruce. *Modern Indian Poetry in English*. New Delhi, OUP 1987.
3. Ananda Lal, *The Oxford Companion to Indian Drama*.
4. P.K. Dutta, *Rabindranath Tagore's Home and the World: A Critical Companion*. New Delhi:

Permanent Black, 2003

5. Tapan Basu, ed. *Translating Caste*.

6. Charles E May, ed. *Short Story Theories*.

7. G.N. Devy, *In Another Tongue: Essays on Indian English Literature*. V.4

8. Susie Tharu: *Women Writings in India*.

SECOND SEMESTER
PAPER IV:- MAEN 2.4 (SC): AMERICAN AND AFRO-AMERICAN
LITERATURE

Objectives:

- To provide the students with a historical perspective on American and Afro-American literature
- To familiarize the students with the representative texts of the period.

Course Outcomes (COs):

CO1: Instills the background of American Depression, Ethnic–voices post-war and cold war scenario.

CO2: Students will have an awareness of the social, historical, literary and cultural elements of the changes in American and Afro-American literature.

CO3: Kindles to compare American and Afro-American writings with Indian writing in English.

CO4: A critical understanding of ethnic identity and racial identity and how it is constructed.

CO5: To understand how racial and ethnic groups have resisted and struggled to recreate their own cultural identities in relations to each other and dominant white groups, leading to both conflict and community empowerment.

UNIT-I

Literary representation of race, American Depression, Ethnic voices, American modernism, The novel and the making of Americans, Post-war America, cold war, Postmodernity in American culture, American empire

UNIT– II: Fiction

Nathaniel Hawthorne – *The Scarlett Letter*

Mark Twain-*Huckleberry Finn*

UNIT–III: Drama

Arthur Miller – *Death of a Salesman*

Edward Albee-*Zoo’s Story*

UNIT–IV (texts): Prose and Poetry

Ralph Waldo Emerson: Self-Reliance

Henry David Thoreau: Civil Disobedience

Alice Walker: “In Search of Our Mother’s Gardens”

Emily Dickenson – Because I could not Stop for Death

Walt Whitman: When Lilacs Last in the Dooryard Bloom’d

Robert Frost- Fire and Ice

Wallace Stevens –Emperor of Ice-cream

Maya Angelou: I Know Why the Caged Bird Sings

References:

1. M. Saltzman. ‘Lost Generation. World Book Online Reference Center. 2006. World Book, Inc. 2 Mar. 2006.
2. AldridgeOliver.Egbert.S. “An Abthology American Literature 1890-1965”.
3. Henry Louis Gates and Valerie A. Smith. “The Norton Anthology of African American Literature”, 3rd Ed., Vol. I. Ed. New York: Norton, 2014.
4. Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.
5. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
6. Arthur, John W. After the Lost Generation: A Critical Study of the Writers of Two Wars. Freeport: Books for Libraries Press, 1971.
7. Campbell, Donna M. “Realism in American Literature, 1860- 1890.” Literary Movements. Dept. of English, Washington State University. 07/04/2013.
8. Reuben, Paul P. “Chapter 5: Late Nineteenth Century - American Realism - 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 Wheatley, 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: Graywolf 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: Bloomsbury Publishing, 2010
16. Makumbi, Jennifer. *Kintu*. Oakland, CA: Transit Books, 2017 Mda, Zakes. *Ways of Dying*. New York: Farrar, Straus and Giroux, 199
17. Felman, Shoshana. "Education and Crisis, or the Vicissitudes of Teaching"
18. Felman, Shoshana and Laub Dory. *Testimony: Crisis of Witnessing in Literature, Psychoanalysis, and History*
19. McCann, I. Lisa and Pearlman, Laurie Ann. *Psychological Trauma and the Adult Survivor: Theory, Therapy, and Transformation*
20. Remre, C. Mariane. "Introduction" *Out of War*
21. Ramadanovic, Petar. *Forgetting Futures: On Memory, Trauma and Identity*.
22. Tal, Kali. *Worlds of Hurt: Reading the Literatures of Trauma*
23. *Transformative South Africa: 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.

SECOND SEMESTER

PAPER V: MAEN 2.5 (SC): INTRODUCTION TO LINGUISTICS AND PHONETICS

Objectives:

- To develop fluency
- To guide and enable the students to study certain aspects of Linguistics and focus on correct use of English language.

Course Outcomes (COs):

CO 1: To understand how racial and ethnic groups have resisted and struggled to recreate their own cultural identities in relations to each other and dominant white groups, leading to both conflict and community empowerment.

CO 2: 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.

CO 3: It will provide a detailed overview of phonetic properties, articulatory and acoustic descriptions and International Phonetic Alphabet (IPA) transcription of the sounds in English and languages of the world.

CO 4: From sounds and words to how language is used in different societies and cultures, linguistics is the study of language and communication.

Recognize differences and similarities between English and other languages of the world

Better understand the structure and components of language.

UNIT– I

Language: Human and animal communication; Features of language; Theories of the origin of language

Language variations: dialect; idiolect; social dialects; register; bilingualism; pidgin and creoles

UNIT– II

Branches of linguistics: phonetics, phonology, morphology, syntax, semantics and pragmatics

Brief introduction to Structuralism: synchronic/diachronic; langue/parole; syntagmatic/paradigmatic, and sign.

UNIT– III:

Organs of speech: phone, phoneme, and all ophones

The sound systems of English: Consonants and vowels; three term description of consonants and vowels; IPA and transcription

UNIT– IV:

Sentence and utterance; text and discourse

Cohesion – anaphoric and cataphoric cohesion, reference, substitution, ellipsis, conjunction

and lexical cohesion

Coherence: different levels at which coherence operates

Suggested Reading:

1. Partha Sarathi Misra: An Introduction to Stylistic, Orient Blackswan
2. R. Gupta: A Course in Academic Writing, Orient Blackswan 2010
3. T. Balasubramanian: A Textbook of English Phonetics for Indian Students, Macmillan.
4. Narayana Swami VR: Strengthen your Writing, Orient Blackswan, 2005
5. Daniel Jones: *English Pronouncing Dictionary*

**SECOND SEMESTER
PAPER VI: - MAEN 2.6: (OE): ENGLISH FOR COMMUNICATION-I**

Objectives:

- To train the students to communicate in English fluently.
- To guide and enable the students to study certain aspects of Linguistics and focus on correct use of English language.
- To develop the communicative competence of students through the teaching of grammar

Course Outcomes (COs):

- CO1:** The students will study the various aspects included in learning English language.
CO 2: Students will learn the techniques involved in enhancing the quality of spoken language.
CO 3: Since the lectures are drawn from NTPEL Courses, the students will have access and experience to digital technology enhanced learning
CO 4: Students will have an opportunity to listen to the lectures of renowned speakers of English language
CO5. Upon the completion of the paper students will have developed grammatical competence

Unit I:

- Parts of Speech
- Articles
- Prepositions

Unit-II

- Tense forms (Present, Past and Future)
- Verbs (Main verbs, auxiliaries, modals)
- Subject -verb agreement

Unit- III:

- Active and Passive voice
- Direct and Indirect speech
- Degrees: Positive, comparative and superlative

Unit-IV:

- Common errors in writing (editing): Identifying and correcting errors in the use of articles, prepositions, tenses, word forms, cohesive devices, spelling etc.

References:

- Swan, Michael. *Practical English Usage*.III Edi. Oxford University Press (OUP).
- Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press.
- Murphy, Raymond. *Essential English Grammar*. Cambridge University Press.
- Hewings, Martin. *Advanced English Gramma*. Cambridge University Press

THIRD SEMESTER

PAPER –I: MAEN 3.1 :-(HC):TWENTIETH CENTURY BRITISH LITERATURE

Objectives:

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

Course Outcomes (COs):

CO 1: The student will have learnt the historical, political and cultural background of the Twenty first century.

CO2: The student will understand the emergency of wars and their violence and trauma.

CO3: The student will have learnt to analyze these texts from various perspectives developed during the period

CO4: The student will lean the social and political problems of the period.

UNIT–I

Background to the 20thCentury

Background- World War – I and II, War Poetry, Imagism, Surrealism, Revival of Drama, Stream of Consciousness, Existentialism, Absurd theatre.

UNIT– II

W.B. Yeats: Second Coming

T.S. Eliot – Love Song of J. Alfred Prufrock

Ezra Pound –In a Station of Metro

Seamus Heaney: Digging

Ted Hughes: The Thought Fox

UNIT– III

E.M Foster—*A Passage to India*

Kazuo Ishiguro- *A Pale View of Hills*

UNIT– 1V

Samuel Beckett: *Waiting for Godot*

John Osborne: *Look Back in Anger*

THIRD SEMESTER
PAPER II: MAEN 3.2 (HC): LITERARY THEORY

Objectives:

To introduce the students to new critical tradition

To familiarize the students with the representative critical texts of the period

Course Outcomes (COs):

CO 1: The student will have a working knowledge of the important theories related to literature.

CO2: The student will get to read and analyze theories from New Criticism to Post structuralism.

CO3: The students will have read the texts of representative literary theorists.

CO4: The students will have known the historical context in which they were written and also their impact on the theory and practice of literature.

UNIT-I

David Carter, "Introduction" *Literary Theory*

Mikhail Bakhtin: Dialogism, Carnavalesque

UNIT-II (Texts):

Peter Barry: Poststructuralism from *Beginning Theory*

Roland Barthes: Death of the Author

UNIT-III

Wolfgang Iser: "Indeterminacy and the Reader's Response"

Stephen Greenblatt: Introduction to *The Power of Forms in the English Renaissance*

UNIT- IV

Helene Cixous: Laugh of Medusa

Louis Althusser: Ideological State Apparatus

Suggested Reading:

Terry Eagleton: *Literary Theory*

Raymond Williams: *Marxism and Literature*

David Lodge: *Modern Literary Theory*

Ania Loomba, et.al.: *Postcolonial Studies and Beyond, Permanent Black(OBS),2007*

The Norton Anthology of Theory and Criticism: W. W. Norton and Co, New York

Bill Ashcroft (ed): *Postcolonial Studies: The Key Concepts*, Routledge, London.

THIRD SEMESTER
PAPER III:- MAEN 3.3 (HC): Research Methodology

Objectives:

Course Outcomes (COs):

By the time of completion of this course:

CO1: Students will know the various aspects of academic writing.

CO2: Students will have learnt the features of research methodology.

CO 3: Students will have known the various principles of research in English studies.

UNIT-I

- What is research?
- Philosophy of research
- Meaning, Nature and scope of research
- Selection of topic, relevance, and preparation of synopsis

UNIT-II

- Plagiarism: its types, plagiarism checking softwares
- Mechanics of research papers writing and format of the thesis
- Research Methodologies: Textual, post-structural, feminist, Marxist

UNIT-III

- Choosing research topic, Objectives, Chapterization
- Academic writing: Citation, quotation, bibliography (*MLA Handbook*)
- Punctuation marks and abbreviations.

UNIT-IV (texts):

- Developing arguments: Narrative, discursive, Paragraph writing.
- Sources of research: Library and web, Primary and secondary sources

Suggested Reading:

Berry Ralph : 1996, *How to Write a Research Paper*, Pergamon Press, London
MLA Handbook 9th or 10th Edition.

THIRD SEMESTER
PAPER-IV: MAEN 3.4 (SC): DALIT LITERATURE

Objectives:

To introduce the students to dalit, protest and subaltern realities
To familiarize the students with the representative critical texts

Course Outcomes (COs):

CO1: Understand historical overview of stratification and caste-based discriminations prevalent in India.

CO2: Students will come to know Dr.B.R.Ambedkar's views on caste and its evil impacts on Deprived class people.

CO3: Analyze various socio-political events that facilitated the emergence of Dalit Literature in India.

CO4: Learn the significance of Dalit Literature in India.

CO5: It is also helping the students to Document and analyze the oral literary tradition of Dalit.

UNIT-I

Concepts to be discussed: Social stratification: Types and features Caste as a system: origin, development, features, significance

Caste and Indian society: Role of colonialism, modernity, reformation and postcolonial developments

Caste and gender, agrarian and other social movements.

Dalit literature: origin, development, contexts, influences, concerns and preoccupations

UNIT- II:

Dr B.R. Ambedkar: Annihilation of Caste

Kancha Iiah: *Why I am not a Hindu* (chapter1)

Gail Omvedt: Jyotirao Phule and the Ideology of Social Revolution in India

UNIT-III

Prahlad Chendvankar: Empty Advice

Anuradha Gaurav: Request

Vaman Nimbalkar: Caste

Mogalli Ganesh: The Paddy Harvest

UNIT- IV:

Omprakash Valmiki: *Joothan*

Sharan Kumar Limbale: *The Outcaste*

THIRD SEMESTER
PAPER-V: MAEN 3.5 (SC): TRANSLATION STUDIES

Course Outcomes (COs):

CO1: The students will have a first-hand knowledge of Translation studies.

CO2: The student will get familiarized with the cultural politics of the Translation.

CO3: The student will know the techniques and practical of Translation.

CO4: The student will have developed his/her theoretical perspective on the translation

Unit-1

Translation- Meaning, Scope, Types of Translation and History of Translation, Problems of Translation and Tools of Translation

Unit-2

Benjamin, Walter (1923). "The Task of the Translator,"
Strategies of Translation- Translation of Prose, Translation of Poetry,

Unit-3

Susan Bassnet: "History of Translation Theory (Chapter-2)," from *Translation Studies*

Tejaswini Niranjana: "Representing Texts and Cultures: Translation Studies and Ethnography" in *Siting Translation*. Oxford: University Press,

Unit-4

Samskara by Anantha Murthy and Translated English text by A.K Ramanujan
Lead Kindly Light, amid the encircling gloom (Newman) and Translated Kannada "Karunalu Ba Belake (B.M. Sri)

References:

Baker, Mona ed. (2001). *Routledge Encyclopedia of Translation Studies*. New York and London: Routledge.

Bassnett, Susan (1980/1991/2002). *Translation Studies*. New York and London: Routledge.

Benjamin, Walter (1923). "The Task of the Translator" an introduction to the translation of *Les fleurs du mal* by Baudelaire.

Gentzler, Edwin (2001). *Contemporary Translation Theories*. 2nd Ed. London: Routledge.

House, Juliane (1997) *A Model for Translation Quality Assessment*. Germany

Munday, Jeremy (2008). *Introducing Translation Studies*. London and New York: Routledge

Pym, Anthony (2010/2014). *Exploring Translation Theories*. London: Routledge.

Robinson, Douglas. (1991). *The Translator's Turn*. Baltimore and London: Johns Hopkins University Press.

Steiner, George (1975). *After Babel*. Oxford and New York: Oxford University Press.

Venuti, Lawrence. (2012). *The Translation Studies Reader*, 3rd ed. London: Routledge.

THIRD SEMESTER

Paper-VI: MAEN 3.6 (OEC): COMMUNICATIVE ENGLISH-II

Course Objectives:

- To develop the communicative competence of students through the teaching of LSRW skills
- To design exercises to achieve task –based teaching
- To invite students to look at this paper as an opportunity for heuristic learning

Course Outcomes (COs):

1. Upon the completion of the paper students will have developed LSRW skills
2. Upon the completion of the paper students will have acquired the sense of English Language
3. Students will have acquired the correct use of the language.

Unit I: Listening Skill:

Orientation: Students will be exposed to the nature of English language and taught pragmatic ways of acquiring English language skills.

Every day Work: Learning English grammar, learning English through media, news papers, cinema, you tube videos etc.

Listening to TEDx talks (Selected)

Selected videos from Mind Your Language

Learning through Great Personalities speeches (Selected)

A short introduction to Listening and Speaking skills

Unit II Speaking Skill:

Importance of Speaking skill:

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

Unit-III: Reading Skill:

Importance of Reading skill:

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

Unit-IV: Writing Skill:

Importance of Writing Skill:

Writing letters, paragraph writing (Descriptive, Narrative, Argumentative, Process type), Writing notice, placard, email, Preparation of CV, Writing dialogues (purposes- Introducing oneself and others, seeking and giving permission, asking for giving directions, giving instructions, making requests, giving suggestions and advice, expressing comparison and contrast, complaining, apologizing , thanking. And expressing one's opinion etc.)

Writing exercises will be given to students for developing writing skills.

References:

Swan, Michael. *Practical English Usage*. III Edi. Oxford University Press (OUP).

Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press.

Murphy, Raymond. *Essential English Grammar*. Cambridge University Press.

Hewings, Martin. *Advanced English Gramma*. Cambridge University Press

FOURTH SEMESTER

PAPER:- MAEN 4.1 (HC): CULTURAL STUDIES

Objectives:

- To introduce the students to new critical tradition
- To familiarize the students with the representative critical texts of the field.

Course Outcomes (COs):

CO1: The study of Cultural studies enhances students' ability to examine the various cultural practices of the life and practice the same in their life.

CO2: The program boosts the students to reform the culture and language according to the present scenario for further development of the society.

CO3: The study makes the students to become the good citizens of the nation by instilling the decent social behavior.

CO4: The students can reinstitute Indian native cultures which are heavily influenced by different religions.

UNIT-I

1. Introduction to cultural studies: Background; shift from literary studies to cultural studies, development of cultural studies as a discipline.
2. Birmingham School of Culture Studies: Key figures and ideas
3. Theoretical underpinnings: Influences and ideological positions

UNIT- II

Mathew Arnold's Concept of Culture

Richard Johnson: What is Cultural Studies Anyway?

Raymond Williams: "The Analysis of Culture"

UNIT-III

Stuart Hall: "The Question of Cultural Identity"

Walter Benjamin: "The Work of Art in the Age of Mechanical Reproduction"

John Fiske: "The Culture of Everyday Life"

UNIT- IV

Various forms of Culture: Highland Low Cultures, Subcultures, Pop Cultures.

Pop Culture: Meaning and different articulations

FOURTH SEMESTER
PAPER II: -MAEN 4.2(HC): POSTCOLONIAL LITERATURE

Objectives:

- To introduce the students to the new critical tradition
- To familiarize the students with the representative critical texts of the period.

Course Outcomes (COs):

CO1: The student will have known the discursive aspect of colonialism.

CO2: The students will have learnt the distinction between external and internal colonialism.

CO3: The student will have learnt to analyze the intersectionality of caste, class, race and gender in the discursive and narrative practices.

CO4: The student will have read various theories of decolonization.

UNIT-I

Leela Gandhi, “Postcolonial Literatures” (*Postcolonial Theory: A Critical Introduction*)

G.N. Devy, “Orality and Literacy” (*A Concise Companion to Postcolonial Literature* ed. By

Shirley Chew and David Richards)

UNIT- II

Ranjit Guha: “On Some Aspects of the Historiography of Colonial India”

Ashis Nandy: *Intimate Enemy* (Introduction)

UNIT-III

Gauri Viswanathan, “The Beginning of English Literary Study in India”

Chinua Achebe: Racism in Conrad’s *Heart of Darkness*

UNIT-IV (texts):

Chinua Achebe: *A Man of the People*

Salman Rushdie: *Midnight’s Children*

Suggested Reading:

Ania Loomba, et. al.: *Postcolonial Studies and Beyond, Permanent Black (OBS), 2007*

The Norton Anthology of Theory and Criticism: W W Norton and Co, New York

Bill Ashcroft(ed):*Key Concepts in Postcolonial Studies* Routledge, London.

FOURTH SEMESTER

PAPERIII: -HCMAEN 4.3:WORLD LITERATURE

Objectives

- To provide the students with an understanding of the development of World Literature
- To familiarize with the representative texts of the period.

Course Outcome(CO):

CO1:The student will have known the emergence and growth of World literature.

CO2:The student will have learnt the world classics and their prominent narrative techniques.

CO3:The student will have learnt the pluralistic aspects of world classics.

CO4:The student will get familiarized with the literary genres and contextuality of the particular period and space.

Unit1

Gabriel Marquez: *One Hundred Years of Solitude*

Khalid Hosseini: *The Kite Runner*

Unit2

Michael Ondaatje: *The English Patient*

Bapsi Sidhwa: *Ice-candyman*

Unit3

J.M.Coetzee: *Disgrace*

Orhan Pamuk: *My Name is Red*

Unit4

Mohsin Hamid: *Moth Smoke*

Margaret Atwood: *Edible Woman*

FOURTH SEMESTER

PAPERIV:-SC MAEN4.4: AFRICAN AND CARIBBEAN LITERATURE

Objectives

- To introduce and provide to the students the scope African and Caribbean Literatures
- To familiarize with representative texts of the period.

Course outcomes:

CO 1: Students will have explored how the contours of the postcolonial subjects such as race, slavery, class, gender, history and identity are presented and problematized in the literary texts from regions such as Africa, the Caribbean, Asia and the Pacific.

CO 2: Students will have gained a critical understanding of how the theory and practice of postcolonial writing have been conceptualized and understood by scholars working in this field.

CO 3: Students will have explored narratives on colonization, independence and diasporic migration, and problems of these areas.

CO 4: Students will have learned how to contextualize postcolonial writing in terms of its historical and geographical specificities and will have developed their knowledge and understanding of selected themes, enabling them to define and carry out an independent piece of research.

CO 5: Students will be familiar with methodological issues with literary and cultural analysis, enabling them to undertake independent research with confidence at an advanced level.

UNIT-I

Background – Colonization and its aftermath, Culture Vs Modernity: The African Context ,The Caribbean Archipelago , The Caribbean Psyche,

UNIT- II

Nadine Gordimer: *The Pick Up*

Wole Soyinka: *The Lion and the Jewel*

UNIT- III

Derek Wallcott – A far Cry from Africa, Ruins of a Great House, Almond Trees, Crusoe's Island

Jean Rhys: *The White Sargasso Sea*

UNIT- IV

N'gugi-De-colonising the Mind,

George Lamming –The Pleasures of Exile(Introduction)

FOURTH SEMESTER

Paper-V MAEN 4.5: Major Project

Students will be encouraged to undertake a major project work in disciplines related to literature of contemporary interest.

Course Outcome(COs):

By the time students complete their major project, they will be able to--

CO 1: Recognize the nuances with a committed reading of the primary texts, critical thinking and production of knowledge.

CO 2: Select various modes of reading, theoretical matrix, geo-cultural contexts of the literary subjects.

CO 3: Recognize the epistemic depth of research methodology, existing scholarship, literature review and validity of their interpretation.

CO 4: Conduct original and cerebrally productive research, with confidence, in literature and humanities, resulting in quality articles and books.

Suggested Areas:

1. Folklore
2. Performing Arts
3. Popular Culture
4. Gender and Sexuality
5. Dalit and Subaltern Discourses
6. Media Studies
7. Oral literature

Model Question Paper
(For Question papers with 75 Marks)
First Semester MA Degree Examination, December,2023

ENGLISH

Paper I: Chaucer to Shakespeare

Paper Code: E HC1.1

Time: 3HRS

Max Marks:75

Instruction: Answer all the questions.

SECTION-A

(Questions should be asked from all the units)

1. Write short notes on any **three** of the following: $3 \times 5 = 15$

- a)
- b)
- c)
- d)
- e)
- f)

SECTION-B

Answer all the questions:

$4 \times 15 = 60$

2. (Question from Unit One)

- a)
- b)

Or

3. (Question from Unit Two)

- a)
- b)

Or

4. (Question from Unit Three)

- a)
- b)

Or

5. (Question from Unit Four)

- a)
- b)

Or

Model Question Paper
(For Open Elective Course)
Second Semester M.A Degree Examination, 2023

ENGLISH

Title: English for Communication

Paper Code: EOE 2.6

Time: 3HRS

Max Marks:75

Instruction: Answer all the questions.

SECTIONA

(Questions should be asked from all the units)

4. Write short notes on any **three** of the following: $3 \times 5 = 15$)

- a)
- b)
- c)
- d)
- e)
- f)

SECTIONB

Answer all the questions:

$4 \times 15 = 60$

5. (Question from Unit One)

- a)
- b)

Or

6. (Question from Unit Two)

- a)
- b)

Or

4. (Question from Unit Three)

- a)
- b)

Or

5. (Question from Unit Four)

- a)
- b)

Or