

# **Choice Based Credit System & Continuous Assessment Grading Pattern**

## **SYLLABUS FOR MASTER OF ARTS IN ENGLISH**



**Programme Code: ENG  
(2018-19 ONWARDS)**

**JSS COLLEGE OF ARTS, COMMERCE & SCIENCE**

(An Autonomous College of University of Mysore; Re-Accredited by NAAC with 'A' Grade)

**POSTGRADUATE DEPARTMENT OF STUDIES IN ENGLISH**

**OOTY ROAD, MYSURU-570 025 KARNATAKA**

**POSTGRADUATE DEPARTMENT OF STUDIES IN ENGLISH  
JSS COLLEGE, OOTY ROAD, MYSURU - 25**

**MA ENGLISH COURSES OFFERED**

**I SEMESTER**

<b>Course I – (Hard Core-I) English Literature from Chaucer to Milton</b>	<b>ENA 010</b>
<b>Course II – (Hard Core-II) Elizabethan Age</b>	<b>ENA 020</b>
<b>Course III – (Hard Core-III) 17<sup>th</sup> and 18<sup>th</sup> Century English Literature</b>	<b>ENA 030</b>
<b>Course IV – (Hard Core-IV) 19<sup>th</sup> Century English Literature</b>	<b>ENA 040</b>
<b>Course V – *(Soft Core-I) Indian Diaspora Fiction</b>	<b>ENA 230</b>
<b>*(Soft Core-II) Contemporary Indian Novels in English</b>	<b>ENA 220</b>

**II SEMESTER**

<b>Course I - (Hard Core – I) The Modern Age-I</b>	<b>ENB 040</b>
<b>Course II - (Hard Core-II) Literary Criticism-I</b>	<b>ENB 020</b>
<b>Course III – (Hard Core-III) Indian Writing in English – I</b>	<b>ENB 030</b>
<b>Course IV – (Hard Core-IV) 20<sup>th</sup> Century Women’s Writing: Theory &amp; Practice</b>	<b>ENB 050</b>
<b>Course V – *(Soft Core-I) Indian Drama</b>	<b>ENB 230</b>
<b>*(Soft Core-II) English Essayists</b>	<b>ENB 220</b>

**Note: \* Soft Core Elective Courses**

### **III SEMESTER**

<b>Course I – (Hard Core-I) The Modern Age-II</b>	<b>ENC 010</b>
<b>Course II – (Hard Core-II) Indian Writing in English-II</b>	<b>ENC 020</b>
<b>Course III – (Hard Core-III) New Literatures in English</b>	<b>ENC 030</b>
<b>Course IV (Open Electives) A Course in Written and Spoken English</b>	<b>OE</b>
<b>Course V –* (Soft Core-I) Indian English Poetry After Independence</b>	<b>ENC 230</b>
<b>*(Soft Core-II) Feminism</b>	<b>ENC 220</b>

### **IV SEMESTER**

<b>Course I – (Hard Core-I) Literary Criticism-II</b>	<b>END 010</b>
<b>Course II – (Hard Core-II) American Literature</b>	<b>END 020</b>
<b>Course III – (Hard Core) Major Project Work leading to a Dissertation</b>	<b>END 030</b>
<b>Course IV – *(Soft Core I) Dalit Literature</b>	<b>END 210</b>
<b>*(Soft Core II) Post-Colonial African Fiction</b>	<b>END 220</b>

**Note: \* Soft Core Elective Courses**

## MA ENGLISH COURSE STRUCTURE

Semester	Type of Course	Course Title	L	T	P	Credits	Credits required
<b>First Semester</b>	Hard Core	1. English Literature from Chaucer to Milton	3	1	0	4	16
		2. Elizabethan Age	3	1	0	4	
		3. 17 <sup>th</sup> and 18 <sup>th</sup> Century English Literature	3	1	0	4	
		4. 19 <sup>th</sup> Century English Literature	3	1	0	4	
	Soft Core Electives	1. Indian Diaspora Fiction	3	1	0	4	4
		2. Contemporary Indian Novels in English	3	1	0	4	
<b>Total Credits</b>							<b>20</b>
<b>Second Semester</b>	Hard Core	1. The Modern Age-I	3	1	0	4	16
		2. Literary Criticism-I	3	1	0	4	
		3. Indian Writing in English – I	3	1	0	4	
		4. 20 <sup>th</sup> Century Women's Writing: Theory & Practice	3	1	0	4	
	Soft Core Electives	1. Indian Drama	3	1	0	4	4
		2. English Essayists	3	1	0	4	
<b>Total Credits</b>							<b>20</b>

Semester	Type of Course	Course Title	L	T	P	Credits	Credits required
<b>Third Semester</b>	Hard Core	1. The Modern Age-II	3	1	0	4	<b>12</b>
		2. Indian Writing in English-II	3	1	0	4	
		3. New Literatures in English	3	1	0	4	
	Soft Core Electives	1. Indian English Poetry After Independence	3	1	0	4	4
		2. Feminism	3	1	0	4	
Open Elective	1. A Course in Written and Spoken English	3	1	0	4	4	
<b>Total Credits</b>							<b>20</b>
<b>Fourth Semester</b>	Hard Core	1. Literary Criticism-II	3	1	0	4	12
		2. American Literature	3	1	0	4	
		3. Major Project Work leading to Dissertation	0	0	4	4	
	Soft Core Electives	1. Dalit Literature	3	1	0	4	4
		2. Post-Colonial African Fiction	3	1	0	4	
<b>Total Credits</b>							<b>16</b>
<b>Total Credits at the end of the Course</b>							<b>76</b>

## **Programme Outcomes**

### **On graduating from this programme, a student is able to**

- PO1: Learn English language explored through literature.
- PO2: Demonstrate critical reading, writing, and thinking skills. Write focused, organized, well-developed and text-based essays using effective paragraphs, which support a clear thesis statement, and demonstrate competence in Standard English grammar and usage.
- PO3: Learn to participate effectively in debates, group discussions, and seminars.
- PO4: Get the opportunity to opt for career in the fields of teaching, journalism and Communication with the command and fluency gained in English language.
- PO5: Acquire skills of criticism in reading literary works of different periods of various genres.
- PO6: Learn to think logically and relate to real life scenario in writing analytically about the issues depicted in literary texts.
- PO7: Imbibe good ethics explored in the works of great writers.
- PO8: Develop sensibility to understand social, cultural and spiritual issues explored in literary works.
- PO9: Draw on and integrate knowledge from many related areas of literary studies.
- PO10: Recognize and understand figurative language in literary works of various literature.
- PO11: Develop analytical skills to know the social, political and cultural milieu of various periods of literary development.

## **Programme Specific Outcomes**

### **On completion, the graduate of this programme is able to**

- PSO1: Acquire the competence to work as English Language teacher at Primary, Secondary, Higher secondary and Pre-University level.
- PSO2: Gain basic knowledge needed to enroll for M Phil or PhD programmes.
- PSO3: Demonstrate good communication skills.
- PSO4: Draft literary essays demonstrating the skills of critical thinking and creative writing.
- PSO5: Participate in discussions and debates demonstrating good communication skills.
- PSO6: Work as English language trainer.
- PSO7: Take up worldwide research opportunities and more knowledgeable to qualify UGC-CSIR, NET, K-SET and other competitive exams.

## Course I – (HC-I) ENGLISH LITERATURE FROM CHAUCER TO MILTON

Course Code: ENA 010

Credits: 4

Teaching Hours: 60 (4 Hours/Week)

### Course Outcomes

On completion of the Course, the students are able to

- CO1: Understand the poetic devices such as allegory, metaphor, and rhyme.
- CO2: Deliberate in depth Jacobian, Metaphysical poetry.
- CO3: Deliberate the details of Chaucer to Milton poetry.
- CO4: Understand the characteristics of sonnets of Sidney, Spenser and Surrey.
- CO5: Explain the characteristics of sonnets of Sidney, Spenser and Surrey.

### UNIT – I

- 1. Background – 14<sup>th</sup> Century – 1658
- 2. Renaissance, Reformation, Puritan Upsurge
- 3. Jacobean, Metaphysical School

### UNIT – II

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

### UNIT – III

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

### UNIT – IV

- 1. John Donne – The Goodmorrow, Song: Go and Catch a Falling Star, Death be Not Proud, At the Round Earth's Imagined Corner, Sunne Rising, Resurrection
- 2. George Herbert – The Pulley, The Collar, Virtue, Discipline
- 3. Andrew Marvell – To His Coy Mistress, Thoughts in a Garden
- 4. Robert Herrick- To the Virgins, To Find God.

### Suggested Reading

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

## Course II – (HARD CORE-II) ELIZABETHAN AGE

Course Code: ENA-020

Credits: 4

Teaching Hours: 60 (4 Hours/Week)

### Course Outcomes

On completion of the Course, the students are able to

- CO1: Analyse Shakespearean Tragedies and Comedies in terms of language, character and themes.
- CO2: Develop ability to read, summarize and critically analyse Shakespearean sonnets with various themes.
- CO3: Deliberate the characteristics of Elizabethan theatre.
- CO4: Understand in depth plays of Marlowe and Thomas Kyd.
- CO5: Write down the classification and characteristics of plays of Shakespeare- Macbeth, Julius Caesar and As You Like It.

### UNIT – I

Background – Elizabethan Age

Elizabethan theatre and audience Shakespeare- Tragedy and Comedy

### UNIT – II

Marlowe: *Dr. Faustus* Ben Jonson: *Volpone*

Thomas Kyd: *Spanish Tragedy*

### UNIT – III

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

### UNIT – IV

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

On Love: 29, 114, and 116, On Death: 18, 19, and 55 On Time: 33, 60, and 73

On Dark Lady: 130, 131, and 133

### Suggested Reading

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



## **Course III – (HARD CORE-III) 17<sup>th</sup> and 18<sup>th</sup> CENTURY ENGLISH LITERATURE**

**Course Code: ENA 030**

**Credits: 4**

**Teaching Hours: 60 (4 Hours/Week)**

### **Course Outcomes**

**On completion of the Course, the students are able to**

CO1: Deliberate the details of restoration period.

CO2: Develop skills of critical analysis of restoration poetry.

CO3: Specify the classification and characteristics of restoration period.

CO4: Learn in depth and appreciate The Spectator Essays.

CO5: Deliberate the characteristics of Comedy of Manners.

### **UNIT – I**

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

### **UNIT – II**

Dryden – *Absalom and Achitophel*

Alexander Pope – *The Rape of the Lock*

Bunyan – *Pilgrim's Progress Book-1*

### **UNIT – III**

William Congreve - *The Way of the World*

Sheridan – *The School for Scandal*

Aphra Behn- *Ooroonoko (Royal Author)*

### **UNIT – IV**

Daniel Defoe: *Robinson Crusoe*

Jonathan Swift – *Gulliver's Travels – Book IV (Voyage to the Land of Houyhnhnms)*

Addison & Steele: Spectator Essays

Addison: (1) Sir Roger at Church, (2) Sir Roger at Assizes

Steele: (1) The Gentleman 2) The Spectator Club

### **Suggested Reading**

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

## Course IV (Hard Core – IV) – 19<sup>th</sup> CENTURY ENGLISH LITERATURE

Course Code: ENA 40

Credits: 4

Teaching Hours: 60 (4 Hours/Week)

### Course Outcomes

On completion of the Course, the students are able to

- CO1: Explain the period with an overview of the Romantic and Victorian age.
- CO2: Learn the impact of industrialization and urbanization on the life of people during 19<sup>th</sup> Century.
- CO3: Recognize and understand figurative language, such as allegory, metaphor, rhyme, and rhythm.
- CO4: Write down in details appreciating the novels of Austen's Emma, Emily Bronte's Wuthering Heights.
- CO5: Describe the views explicated in J S Mill's On Liberty, John Ruskin's Unto This Last.

### Unit I: Background:

1. French Revolution;
2. The Romantic Movement in Literature with special reference to leading Romantic poets; Influence of German Philosophy on Romanticism (Schiller and Kant)
3. Introduction to 19<sup>th</sup> Century Prose and Victorian Poetry
4. Women Question with reference to J S Mill and Mary Wollstonecraft

### Unit II: Poetry

1. William Blake: 1) Tyger; 2) London 3) The Chimney Sweeper
2. William Wordsworth: Tintern Abbey, Ode to Immortality, Lucy Poems: A Slumber Did My Spirit Seal, She Dwelt Among Untrodden Ways.
3. S T Coleridge: The Rime of the Ancient Mariner
4. P B Shelley: Ode to the West Wind; To A Skylark
5. John Keats: Ode on the Grecian Urn, Ode to Autumn
6. Robert Browning: My Last Duchess
- 4 Tennyson: Ulysses, Lotus Eaters

### Unit III: Fiction

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

### Unit IV: Prose

1. J. Ruskin: *Unto this Last* (Chs.1 and 2)
2. J.S. Mill: "On Liberty"
3. Mathew Arnold: Culture and Anarchy (chapter 1: Sweetness & Light chapter 2: Hellenism & Hebraism)

### Suggested Reading

1. Russell Noyes (Ed.): *English Romantic Poetry and Prose*
2. Harold Bloom and Lionel Trilling: *Romantic Poetry and Prose*
3. M. Bowra: *The Romantic Imagination*
4. William D. Templeman and Charles F. Harrold: *English Prose of the Victorian Era*

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Any one of the soft cores to be chosen for earning 4 credits

## INDIAN DIASPORA FICTION

### SOFT CORE - ELECTIVE I

**Course Code: ENA-210**

**Credits: 4**

**Teaching Hours: 60 (4 Hours/Week)**

### **Course Outcomes:**

**On completion of the Course, the students are able to**

CO1: Learn the background of Diaspora Literature & major themes of Diaspora Literature.

CO2: Compare and Contrast authors' treatment of themes, characters, subject matter.

CO3: Analyse the literary elements like plot, setting, tone, point of view, imagery.

CO4: Trace the historical event like partition, corruption, migration.

CO5: Understand in details the interpretation of Indian diaspora fiction.

### **Unit I:**

1. Salman Rushdie: Midnight Children
2. Tanuja Desai Hidier: Born Confused

### **Unit II:**

1. Jhumpa Lahiri: The Namesake
2. Chitra Banerjee Divakaruni: The Mistress of Spices

### **Unit III:**

1. Kiran Desai: Inheritance of Loss
2. Rohinton Mistry: A Fine Balance

### **Unit IV:**

1. Aravind Adiga: White Tiger
2. Hari Kunzru: Gods without Men

**\*Note: Two lectures to introduce India Diaspora**

# Contemporary Indian Novels in English

SOFT CORE - ELECTIVE II

**Course Code: ENA-240**  
**Teaching Hours: 60 (4 Hours/Week)**

**Credits: 4**

## Course Outcomes

**On completion of the Course, the students are able to**

1. Learn to explore the thematic paradigm shift in the contemporary Indian writings.
2. Appreciate the postmodern literary devices employed by the writers.
3. Acquire the sensibility to appreciate Indian novels published in 2000 and after.
4. Specify the classification and characteristics of themes in the works of Anurag Mathur, Anita Desai, Vikram Seth, Shashi Deshpande, Amit Chaudhuri, Anita Nair, Upamanyu Chatterjee and Manju Kapur.

### Unit I:

1. Anurag Mathur: *The Inscrutable Americans* (1991)
2. Anita Desai: *Fasting, Feasting* (1999)

### Unit II:

1. Vikram Seth: *A Suitable Boy* (1993)
2. Shashi Deshpande: *A Matter of Time* (2000)

### Unit III:

1. Amit Chaudhuri: *A New World* (2000)
2. Anita Nair: *Ladies Coupe* (2001)

### Unit IV:

1. Upamanyu Chatterjee: *Way to Go* (2010)
2. Manju Kapur: *Custody* (2011)

**\*Note: Two lecture to introduce new themes and techniques of Contemporary Indian writing**

## Suggested Reading

1. K.R. Srinivasa Iyengar: *Indian Writing in English*, 1994.
2. Mukherjee, Meenakshi, C. Vijayshree and Vijay Kumar, Eds. *The Nation Across the World: Postcolonial Literary Representations*. New York: OUP, 2008.
3. P K Dhawan and Veena Noble Das, ed. *Fiction of the Nineties*. 1990.
4. Shukla, Sheo Bhushan and Anu Shukla, ed. *The Novels of Amit Chaudhuri: An Exploration in the Alternative Tradition*, Sarup and Sons, 2012.

## II SEMESTER

### Course I – (HARD CORE-I) THE MODERN AGE- Part I

**Course Code: ENB 040**

**Credits: 4**

**Teaching Hours: 60 (4 Hours/Week)**

#### Course Outcomes

**On completion of the Course, the students are able to**

CO1: Explain the social, political and cultural milieu of the 20th Century England.

CO2: Learn the impact of World War I and II on 20<sup>th</sup> Century poetry.

CO3: Identify the characteristics of Modern English poetry.

CO4: Learn the details of Modern English poetry.

CO5: Learn to interpret and appreciate the poetic devices of Modern poetry.

#### UNIT – I

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

#### UNIT – II

G.M. Hopkins: The Wreck of Deutschland, Windhover

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

Thomas Hardy: The Darkling Thrush, The Man He Killed

Wilfred Owen: Strange Meeting, Insensibility

#### UNIT – III

T.S. Eliot – The Wasteland, The Journey of the Magi

W H Auden – In Memory of W. B. Yeats, Muse des Beaux Arts

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

#### UNIT – IV

Dylan Thomas: After the Funeral, Fern Hill

Seamus Heaney: Tollund Man, Digging, Casualty

Philip Larkin: Church Going, Next Please

Ted Hughes: Thought Fox, Hawk Roosting

#### Suggested Reading:

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

## II SEMESTER

### Course II (Hard Core-II) - LITERARY CRITICISM-I

Course Code: ENB 020

Credits: 4

Teaching Hours: 60 (4 Hours/Week)

#### Course Outcomes

On completion of the Course, the students are able to

CO1: Describe the basics of literary/ critical theories.

CO2: Learn the meaning, elements and characteristics of classical literary criticism.

CO3: Learn the technique of early literary criticism.

CO4: Acquire the skills to interpret literary works using literary theories.

CO5: Write down the details of Aristotle's poetics, Longinus' On the Sublime.

#### Unit I:

Origin, growth, and development of Literary Criticism, Various Posits and Literary Contexts

Principles of Literary and Practical Criticism

#### Unit II:

1. Aristotle: *Poetics*

2. Longinus: *On the Sublime*

3. Plato on Mimesis in *A Short History of English Literary Criticism* by Wimsatt & Brooks

#### Unit III:

1. Sidney: *Apology for Poetry*

2. Samuel Johnson: *Preface to Shakespeare*

3. Dryden: *On Dramatic Poesy*

#### Unit IV:

1. W. Wordsworth: *Preface to Lyrical Ballads*

2. Coleridge: *Biographia Literaria* Chapters 13, 14, 17

3. Arnold: *The Function of Criticism at the Present Time*

#### Books for Reference and Further Reading:

1. I.A. Richards. Principles of Literary Criticism

2. C.T. Indira et al. English Literary Criticism

3. M.S. Nagarajan. English Literary Criticism and Theory

4. Vernon Hall. A short history of literary criticism

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## Course III – (HC-II) INDIAN WRITING IN ENGLISH - I

**Course Code: ENB 030**  
**Teaching Hours: 60 (4 Hours/Week)**

**Credits: 4**

### Course Outcomes

**On completion of the Course, the students are able to**

- CO1: Explain the origin and growth of Indian English Writing.
- CO2: Specify in details with examples poetry of Toru Dutt, Tagore, Sarojini Naidu and Aurobindo.
- CO3: Learn in depth plays of Girish Karnad, Tendulkar, and Dattani.
- CO4: Specify in depth Novels of R K Narayan, Mulk Raj Anand and Raja Rao.
- CO5: Appreciate and understand the critical essays of Hiriyanna, Coomaraswamy and Aurobindo.

### Unit I

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

### Unit II: Poetry

1. Toru Dutt: Prahlad; Our Casuarina Tree;
2. R. Tagore: Gitanjali: First five and last five poems
3. Sarojini Naidu: Coromandel Fishers, Indian Weavers

### Unit III: Drama

1. Girish Karnad: *Hayavadhana*
2. Vijay Tendulkar: *Silence! The Court is in Session*
3. Mahesh Dattani: *The Final Solution*
4. Aurobindo: *Savitri* Canto-I

### Unit IV: Fiction

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

### Unit IV: Criticism

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

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

- K.R. Srinivasa Iyengar: *Indian Writing in English*  
C.D. Narasimhaiah: "Towards an Understanding of the Species Called Indian Writing in English"  
Meenakshi Mukherjee: *The Perishable Empire* Chapter on: "The Anxiety of Indianness"

**Course IV – (HC-IV) 20<sup>th</sup> CENTURY WOMEN’S WRITING: THEORY AND PRACTICE**

**Course Code: ENB-040**

**Credits: 4**

**Teaching Hours: 60 (4 Hours/Week)**

**Course Outcomes**

**On completion of the Course, the students are able to**

CO1: Learn feminism as a movement-transforming woman’s life.

CO2: Get awareness about gender issues.

CO3: Understand the injustices done towards women in patriarchal society.

CO4: Understand gender sensibility explored in 20th century women writings.

CO5: Appreciate the efforts of women writers to subvert the oppression of women in their literary works.

CO6: Learn the problems faced by women in societies of different traditions and culture.

CO7: Understand in details with examples Fiction of 20th century women writers.

**Unit I (Background Study)**

Feminism, History of Feminism, Feminist Movements, Sex and Gender, Society and Gender, Women’s rights

**Unit II (Novel)**

Buchi Emecheta: *The Joys of Motherhood*

Mahasweta Devi: *Imaginary Maps* (A Collection of Short Stories)

Margaret Atwood: *Edible Woman*

**Unit III (Prose)**

Simone de Beauvoir: *Second Sex*

Virginia Woolf: *A Room of One’s Own*

Showalter Elaine: “*Feminist Criticism in Wilderness*”

**Unit IV (Poetry)**

Kamala Das: *An Introduction, My Grandmother’s House, Words, Suicide*

Maya Angelou: *Phenomenal Woman, Caged Bird, Human Family, Women Work*

**Books for Reference and Further Reading:**

1. The Female Imagination: Patricia Mayor Spack
2. Gender Trouble: Feminism and Subversion of Identity: Judith Butler
3. The Feminine Mystique: Betty Friedan
4. Feminism and Recent Fiction in English: Sushila Singh
5. The New Feminist Criticism: Essays on Women’s Literature and Theory: Elaine Showalter
6. Sexual / Textual Politics: Toril Moi



**Any one of the soft cores to be chosen for earning 4 credits**

**Course - V            INDIAN DRAMA**

**(Soft Core Elective-I)**

**Course Code: ENB-210**

**Credits: 4**

**Teaching Hours: 60 (4 Hours/Week)**

**Course Outcomes**

**On completion of the Course, the students are able to**

CO1: Understand the important aspects and features of Indian Drama.

CO2: Learn to interpret and appreciate poetic devices in Indian Classical Dramas.

CO3: Compare and analyse the classical Indian dramas with the contemporary time.

CO4: Write down the characteristics of interpretation of Indian classical dramas.

1.     Abhijnana Shakuntalam:     Kalidasa
2.     SvapnaVasavadattam:     Bhasa
3.     Mudrarakshasa:            Vishakadatta
4.     Mrucchakatika:             Shudraka

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

1.     Translations made by Prof. M R Kale
2.     Global Sanskrit Literature Series in English

**Course V ENGLISH ESSAYISTS**

**(Soft Core Elective-II)**

**Course Code: ENB-220**

**Credits: 4**

**Teaching Hours: 60 (4 Hours/Week)**

**Course Outcomes**

**On completion of the Course, the students are able to**

CO1: Understand the genre of prose essays and appreciate the essayist's artistic statements.

CO2: Learn to appreciate the literary devices employed by the essayists.

CO3: Understand the importance of essays as a genre to bring social change.

CO4: Deliberate in depth the essays of Bacon, Hazlitt, Bertrand Russell, Charles Lamb and Matthew Arnold.

1. Francis Bacon:      a) Of Studies  
                              b) Of Ambition
2. Joseph Addison:   a) Ladies Hair dress  
                              b) Sunday in the Church
3. Hazlitt:             a) On Going a Journey  
                              b) On the Ignorance of the Learned
4. Charles Lamb:      a) Poor Relations  
                              b) Chimney Sweepers
5. Bertrand Russell:  a) Behaviorism and Values  
                              b) Freedom versus Authority in Education
6. Mathew Arnold:    a) Wordsworth  
                              b) John Keats

**Books/Texts for Reference and Further Reading:**

1. The English Critical Tradition: An Anthology of English Literary Criticism, Vol-2, Edited by S. Ramaswamy & V.S. Sethuraman
2. Wimsatt and Brook, Literary Criticism: A Short History
3. G. Tillostone, Criticism and the Nineteenth Century

## III SEMESTER

### Course I – (HARD CORE-I) THE MODERN AGE-II

Course Code: ENC 010

Credits: 4

Teaching Hours: 60 (4 Hours/Week)

#### Course Outcomes

On completion of the Course, the students are able to

CO1: Explain the social, political and cultural milieu of the 20<sup>th</sup> Century England.

CO2: Learn the impact of World War I and II on 20th Century poetry.

CO3: Identify the characteristics of Modern English poetry.

CO4: Learn the details of Modern English poetry.

CO5: Learn to interpret and appreciate the poetic devices of Modern poetry.

#### UNIT – I

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

#### UNIT – II

DH Lawrence: *The Rainbow*

Virginia Woolf: *To the Lighthouse*

E.M. Forster: *A Passage to India*

Doris Lessing: *The Golden Notebook*

#### UNIT – III

Samuel Beckett- *Waiting for Godot*

John Osborne: *Look Back in Anger*

#### UNIT – IV

Virginia Woolf: “On Modern Fiction”

George Lukacs: “The Meaning of Contemporary Realism” (chapters on Kafka & Modernist Fiction)

Raymond Williams: “When was Modernity”

#### Books for Reference and Further Reading:

1. Norton Anthology of English Literature

2. Vasudevan. *Perspectives: Selection from Modern English Prose and Fiction*

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## II – (HARD CORE-II) INDIAN WRITING IN ENGLISH-II

Course Code: ENC 020

Credits: 4

Teaching Hours: 60 (4 Hours/Week)

### Course Outcomes

On completion of the Course, the students are able to

CO1: Explain the characteristic features of post-independent Indian Writing in English.

CO2: Read, compare and critically analyse partition novels and autobiographies.

CO3: Write down in details with examples characteristics of Modern Indian writing in English.

CO4: Learn the characteristics of appreciation of short stories of Jahnvi Barua.

CO5: Identify in details with examples appreciation of the fiction of Arundhati Roy and Amitav Ghosh.

CO6: Understand in depth literary essays of Gayatri Spivak, Aijaz Ahamed and Meenakshi Mukherjee.

### UNIT – I

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

### UNIT – II

1. Arundhati Roy: *God of Small Things*
2. Amitav Ghosh: *Shadow Lines* (Partition)
3. Jahnvi Barua: *Next Door*

### UNIT – III

1. M. I. M. K. Gandhi: *My Experiments with Truth*
2. Amrita Pritam: *Revenue Stamp*
3. Dom Moraes: *My Son's Father*

### UNIT – IV

1. Gayatri Spivak: "Can the Subaltern Speak?"
2. Meenakshi Mukherjee: "The Anxiety of Indianness"
3. Aijaz Ahamed: *In Theory* (Chapter 7 on Indian Literature)

### SUGGESTED READING:

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

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## Course III – (HARD CORE-III) NEW LITERATURES IN ENGLISH

Course Code: ENC 030

Credits: 4

Teaching Hours: 60 (4 Hours/Week)

### Course Outcomes

On completion of the Course, the students are able to

CO1: Learn the social, political and cultural milieus of various Commonwealth countries.

CO2: Learn the impact of colonisation on native people and their literature.

CO3: Read the representative texts of various literatures like African, Australian, Canadian and Caribbean countries.

CO4: Learn to appreciate the perspectives and concerns of commonwealth writings.

CO5: Appreciate the use of various literary devices by commonwealth writers.

CO6: Specify the classification and characteristics of aesthetics of commonwealth Literature.

### UNIT 1

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

### UNIT II- African Literature

Chinua Achebe: *A Man of the People*

Ngugi Wa Thiong'o: *Homecoming* Part-II (a) The Writer and His Past (b) The Writer in a Changing Society

Wole Soyinka: *The Lion and the Jewel*

Denis Brutus: *If This Life is All That We Have, I am the tree...*

*I must conjure from my Past*

2) David Diop: *Africa, Vultures*

3) Gabriel Okara: *Piano and Drums, Once Upon A Time*

### UNIT III- Canadian and Australian Literature

Alice Munro: *Lives of Girls and Women*

Northrop Frye: "Conclusion" to *Literary History of Canada*

AJM Smith: *The Lonely Land* E.J. Pratt: *The Dying Eagle*

Patrick White: *Solid Mandala*

Judith Wright: *Preoccupations in Australian Poetry* (Chapter 13 on A.D. Hope)

Judith Wright: *Woman to Man, A.D. Hope: Australia*

### UNIT- IV- Caribbean Literature

V S Naipaul: *Half a Life*

Wilson Harris: *Tradition and the West Indian Novel*

Derek Walcott: *Almond Trees, A Far Cry from Africa*

Braithwaite: *Starvation, Caliban*

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

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

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Any one of the soft cores to be chosen for earning 4 credits

## Course IV –INDIAN ENGLISH POETRY AFTER INDEPENDENCE

### SOFT CORE ELECTIVE-I

Course Code: ENC 230

Credits: 4

Teaching Hours: 60 (4 Hours/Week)

### Course Outcomes

On completion of the Course, the students are able to

CO1: Learn and appreciate the modern Indian Poets and their poetry.

CO2: Describe the paradigm shift in Indian aesthetics of modern period.

CO3: Develop a sensibility to understand various cultural practices followed in modern India.

CO4: Learn and appreciate the human values and human predicament in modern India.

CO5: Acquire the knowledge on trend setting themes explored in contemporary Indian poetry.

### Unit-I

1. Nissim Ezekiel: Night of the Scorpion, Enterprise, Urban, Philosophy
2. Sarojini Naidu: Autumn Song, The Bangle Sellers, In The Forest, Transience

### Unit II

3. Keki N Daruwalla: The Unrest of Desire, The Mistress, The Ghaghra in Spate
4. Eunice de Souza: Bequest, Advice to Women, My Mother Feared Death, Landscape

### Unit III

5. Jayanta Mahapatra: Hunger, Freedom, Ash, The Exile
6. R Parthasarathy: Rough Passage: Homecoming, Exile, Trial, Under another Sky

### Unit IV

7. Anita Nair: Happenings On the London Underground, The Last Rites  
Hello Lust, How Men Eat
8. Vikram Seth: How rarely all these few years, From California, The Wind

**\*Note:** Two lectures to introduce new themes and techniques of recent Indian poetry in English

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

1. King Bruce (ed): *Modern Indian Poetry in English*
2. *The Oxford Anthology of Modern Indian Poetry*
3. Saleem Peeradina (ed): *Contemporary Indian Poetry*
4. Zenia Mitra (ed): *Indian Poetry in English: Critical Essays*
5. R. Parthasarathy (ed): *Ten Twentieth Century Indian Poets*

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**Course V – (SOFT CORE-II) FEMINISM**

**Course Code: ENC 220**

**Credits: 4**

**Teaching Hours: 60 (4 Hours/Week)**

**Course Outcomes**

**On completion of the Course, the students are able to**

CO1: Explain Feminism as a new area of study in literature.

CO2: Enhances their sensibility to appreciate the feelings expressed by the feminists.

CO3: Learn to appreciate the literary theories employed by the feminists to bring gender justice in the society and in literary representation.

CO4: Appreciate the intellectual and literary worth of ideas expressed by the feminists.

CO5: Describe the challenges faced by women in various countries having diverse cultural backgrounds.

CO6: Write down in details the theories of feminism in the works of Shoshana Felman, Elaine Showalter, Toril Moi, and Susie Tharu.

1. Shoshona Felman: "Women and Madness: The Critical Fallacy"
2. Elaine Showalter: "The Female Tradition"
3. Toril Moi: Feminist, Female, Feminine
4. Susie Tharu: Problems for a Contemporary Theory of Gender

Suggested readings:

The Female Imagination: Patricia Mayor Spack

Gender Trouble: Feminism and Subversion of Identity: Judith Butler

The Feminine Mystique: Betty Friedan

Feminism and Recent Fiction in English: Sushila Singh

The New Feminist Criticism: Essays on Women's Literature and Theory: Elaine Showalter

Sexual / Textual Politics: Toril Moi

**OPEN ELECTIVES COURSE**  
**A COURSE IN WRITTEN AND SPOKEN ENGLISH**

**Dept. code 520**  
**Teaching Hours: 60 (4 Hours/Week)**

**Credits: 4**

**Course Outcomes**

**On completion of the Course, the students are able to**

CO1: Understand grammar rules and apply them in conversation and communication.

CO2: Able to write effectively describing impressions, feelings and experiences.

CO3: Understand in depth LSRW Skills.

CO4: Understand the characteristics of writing essays of various topics.

CO5: Identify the characteristics of learning basic grammar.

CO6: Write down in details with application, if applicable, speaking skills.

CO7: Learn the skills of writing resume and business applications.

**UNIT I**

**Basic Grammar**

1. Noun: Kinds of nouns, noun number, noun gender and correct usage.
2. Pronoun: Types of pronouns and their correct usage.
3. Adjective: Kinds of Adjectives, Degrees of comparison and correct usage.
4. Verb:
  1. Different kinds of verbs, Forms of Verbs: Present. Past and Past participle
  2. Tenses: Present, Past and Future and their correct usage.
  3. Subject Verb Agreement (Concord)
5. Adverb: Kinds of Adverbs and their correct usage
6. Conjunction
7. Preposition: Kinds of preposition and Correct usage
8. Articles
9. Active and Passive voice
10. Direct and Indirect Speech
11. Punctuation

**UNIT II**

**Oral communication** is the ability to explain and present one's ideas in clear English, to diverse audiences; Speaking effectively, Effective **Listening** and Readings skills to be taught.

a. Listening skills and Speaking skills to be taught with audiotapes.

b. Short and long conversation involving two or more people: Greeting, introducing, making an enquiry, casual/formal telephone conversation, Conversation at the bank, at the department store, at the post office, at the doctor's, at the travel agent, at the railway station/bus stop etc.

Informal conversation between friends.

c. Storytelling: the construction of fictional examples to illustrate a point, can be used to effectively in teaching listening and speaking skills.



### **Unit-III**

**Written communication:** The ability to write effectively in a range of contexts and for different audiences and purposes, with a good command of the English language is taught.

1. Idioms and Phrases
2. Antonyms, Synonyms, Homonyms, Homophones
3. Figures of Speech

### **Unit - IV**

**Writing skills to be taught through:**

- A. Guided Composition
- B. Expansion of an Idea/ Proverb
- C. Letter Writing:
  - Personal letters
  - Leave note
  - Application for a job
  - Letter to the editor
  - Letters of complaints
  - Placing orders
- D. Precise Writing
- E. Short Essay writing
- F. Comprehension

### **Books for Reference and Further Reading:**

1. Sidney Green Baum, The Oxford English Grammar, Oxford University Press,
2. Cowie, A.P. & R. Macklin, Oxford Dictionary of Phrasal verbs, Oxford University Press,
3. Cowie, A.P. & R. Macklin & I.R. Mc Caig, Oxford Dictionary of Phrasal English Idioms, Oxford University Press,
4. Stuart Redman, English Vocabulary in Use pre-intermediate and intermediate; low price editions, Oxford University Press,
5. Rosemary T., Fruehling & Joan M. Lacombe, Communication for Results, A.I.T.B.S. Publishers and Distributors,
6. How to write and speak better, Reader's Digest
7. Modern Grammar with Practical Exercises, Vikas Publishing House Pvt. Ltd.

## IV SEMESTER

### Course I – (HARD CORE-I) LITERARY CRITICISM-II

Course Code: END 010

Credits: 4

Teaching Hours: 60 (4 Hours/Week)

#### Course Outcomes

On completion of the Course, the students are able to

CO1: Develop the skills of literary critical analysis.

CO2: Articulate and discuss the latest developments in the specific field of practice.

CO3: Understand in depth the various schools of literary criticism.

CO4: Deliberate the details of critical essays of T S Eliot, F R Leavis, Carl Jung.

CO5: Deliberate the details of interpretation of critical essays of Elaine Showalter, Helene Cixous and Spivak.

CO6: Write down in depth essays of Northrop Frye, Derrida, Elaine Showalter, Helene Cixous etc.

#### Unit I

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

#### Unit II:

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

#### Unit III:

1. Northrop Frye: Archetypes of Literature
2. G. Genette: "Structuralism and Literary Criticism
3. J. Derrida: "Structure, Sign and Play in the Discourse of Human Sciences"

#### Unit IV:

1. Elaine Showalter: Towards a Feminist Poetics
2. Helene Cixous: The Laugh of the Medusa
3. Sara Suleri: Woman Skin Deep: Feminism and Postcolonial Condition

#### Books for Reference and Further Reading:

Eagleton, Terry: *Theory – An Introduction*

Selden, Raman: *A Reader's Guide to Contemporary Literary Theory* Belsey, Catherine.

*Critical Practice*: Culler, Jonathan.

*Structuralist Poetics: Structuralism, Linguistics and the Study of Literature* Newton,

K.M. *Twentieth Century Literary Theory: A Reader*

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## Course II – (HARD CORE-II) AMERICAN LITERATURE

Course Code: END 020

Credits: 4

Teaching Hours: 60 (4 Hours/Week)

### Course Outcomes

On completion of the Course, the students are able to

CO1: Explain American Social, Political and Cultural temper.

CO2: Appreciate the representative poets, novelists and representative works of American literature.

CO3: Learn the use of various literary devices by American writers.

CO4: Identify in details with examples ability to explore human condition in different periods of the American literature.

CO5: Study literary expressions of American writers depicting American sensibility.

CO6: Describe the African American sensibility based on the readings of Toni Morrison, Jamaica Kincaid and Fredrick Douglas's writings.

### UNIT – I

American Renaissance, Journey as Metaphor, Westward Movement, Transcendentalism

### UNIT – II

Emerson: American Scholar, Nature

Thoreau: Walden (Chapters on Economy & Where I Lived and What I Lived For)

Emily Dickinson: Because I Could Not Stop for Death, The Soul Selects her Own Society,

Wallace Stevens: Emperor of Ice-Cream, Anecdote of The Jar

Walt Whitman: When Lilacs Last in the Dooryard Bloomed, A Noiseless Patient Spider,

Robert Frost: Mending Wall, The Road Not Taken

### UNIT III

Mark Twain: *Huckleberry Finn*

Ernest Hemingway: *The Old Man and the Sea*

Ray Bradbury: *Fahrenheit 451*

### UNIT – IV

Toni Morrison: *The Bluest Eye*

Jamaica Kincaid: *Lucy*

Fredrick Douglas: *Narrative of the Life of an American Slave*

### Suggested Reading:

Norton Anthology of American Literature

Richard J Gray. *A History of American Literature*

The Cambridge History of American Literature. Vol. 1 to 4

Any one of the soft cores to be chosen for earning 4 credits

**Course IV DALIT LITERATURE**  
(SOFT CORE ELECTIVE - I)

**Course Code: END-220**

**Credits: 4**

**Teaching Hours: 60 (4 Hours/Week)**

**Course Outcomes**

**On completion of the Course, the students are able to**

CO1: Explain the origin and growth of Dalit literature in India.

CO2: Explain the sufferings of marginalised in Dalit writings.

CO3: Compare and analyse the life of oppressed in various languages translated into English like Kannada, Gujarathi, Punjabi, Tamil and Telugu.

CO4: Compare and analyse the different forms of Dalit Literature based on different experiences.

CO5: Understand the classification and characteristics of Dalit Movement in post independent India.

**Unit I:**

Background, Dalit Movement in post independent India, Dalit Movement with respect to Social Political and Cultural dynamics. Dalit Movement in Karnataka and Bandaya Literature.

**Kannada:** Devanoora Mahadeva Those Who Sold Themselves  
Arvinda Malagatti Copper Coin and Well Water  
**Poetry:** Govindaiah "In The Soil of Tears"  
"A Letter to Father Searching for Me"  
Laxmipathi Kolar "The Bat", Trans. M K Shankar

**Unit II**

**Punjabi:** Bhura Singh Kaler "Severed Leaves"  
Prem Gorkh "Angel and Not Demon"  
**Poetry:** Gurudas Aalam "For Freedom" (From The *Core of Untouchable's Heart*)  
"Treatment of Untouchables"  
Manjit Quada. "A Song"

**Unit III**

**Gujarathi:** Dalpat Chauhan. "Measure For Measure"  
PathikParmar. "Naked Feet"  
**Poetry:** Bipin Gohel. "To The Fading Man I Sing"  
"To A Poet At A Mushara"  
Kisan Sosa. "The Last Man On Golgotha"  
"Dousing The Fire In Heart"

**Unit IV**

**Tamil:** Raghavan Atoli: The Poet with A Forest Fire Inside  
Sukirtharani: Paraia God (The Exercise of Freedom)  
**Telugu:** Challapalli Swaroopa Rani: Water  
M.M. Vinodini: The Parable of Lost Daughter –Luke15

**Note: Two Lectures On Origin, Growth and Development of Dalit Literature.**

**Suggested Reading:**

D.R. Nagaraj: The Flaming Feet, Eleanor Zellot: From Untouchable to Dalit

Mulk Raj Anand: Apology for Heroism, Arjun Dangle: Poisoned Bread

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**(SOFT CORE-III) POST-COLONIAL AFRICAN FICTION**

**Course Code: END-230**

**Credits: 4**

**Teaching Hours: 60 (4 Hours/Week)**

**Course Outcomes**

**On completion of the Course, the students are able to**

CO1: Learn the social, political and cultural milieu of the Postcolonial African Fiction.

CO2: Appreciate the feelings expressed by the contemporary African writers on various problems like decolonization, gender issues, family problems, urban living, marital issues, cultural issues etc.

CO3: Appreciate the literary theories employed by the postcolonial African writers to bring gender justice in the society through their writings.

CO4: Learn the skills to interpret postcolonial African novels like *Anthills of Savannah*, *The River Between*, *The Bride Price* and *Changes*.

CO5: Learn the characteristics of Postcolonial African Fiction.

**Unit I:** Chinua Achebe: “*Anthills of the Savannah*”

**Unit II:** Ngugi wa Thiong’o: “*The River Between*”

**Unit III:** Buchi Emecheta: “*The Bride Price*”

**Unit IV:** Ama Ata Aidoo: “*Changes: A Love Story*”

**Suggested Reading:**

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.  
Ogundipe-Leslie, Omolara. *Re-Creating Ourselves African Women and Critical Transformations*. Trenton, NJ: Africa World P, 1994.

Palmer, Eustace (ed.). *An Introduction to the African Novel. A Critical Study of Twelve Books*. London: Heinemann, 1979.

Ashcroft, Bill. *Post-Colonial Transformation*. London and New York: Routledge, 2001.

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. Eds. *The Post-Colonial Studies Reader*. London and New York: Routledge, 2002.

**Course – IV – Major Project Work Leading to a Dissertation (Hard Core)**

**Course Code: END 030**

**Credits: 4**

**Teaching Hours: 60 (4 Hours/Week)**

**Course Outcomes**

**On completion of the Course, the students are able to**

CO1: Learn to investigate the area of topic chosen for project work in detail.

CO2: Learn research skills to prepare the dissertation of the project work.

CO3: Learn the skills of gathering data for research, analysis, preparing bibliography of the references.

CO4: Explain logically and relate the issues and findings to real life scenario.

CO5: Learn research methodology to write research papers correctly.

CO6: Acquire the knowledge and skills to pursue research under MPhil or PhD Programmes.

CO7: Understand in depth writing dissertation based on major project.

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

**Suggested Areas:**

1. Postcolonial Literatures
2. Modern Indian Poetry in English
3. Contemporary Indian Novels in English
4. Gender and Sexuality
5. Dalit and Subaltern Discourses
6. Media Studies
7. World Literatures in English

The distribution of marks for The Project Work will be as per the stipulations laid down by the university.

## **SOFTCORES OFFERED**

1. Cross Cultural Women Writers
2. Caribbean Literature
3. Novels of Childhood
4. Indian Classics in Translation
5. Folklore and Literature-I
6. Folklore and Drama
7. Myth and Drama-I
8. Myth and Drama-II
9. Cultural Theory
10. Canada and the World
11. Feminist Theory-I
12. Australian Poetry
13. Folk Epics of Karnataka
14. Postcolonial Theory
15. Writers from African Diaspora
16. Canadian Science Fiction by Women
17. Theories on Culture: An Introduction
18. Postcolonial Criticism
19. Travel Literature
20. Popular Culture and Censorship
21. Adventure Novels
22. Novels and Metropolis
23. Short Fictions of Russia and USA
24. Contemporary Indian Novels in English
25. Translations
26. Dalit Literature-I
27. Recent Indian Poetry in English
28. Dalit Literature-II
29. Women Writings from the Margins
30. English Essayists
31. Post 1990 Indian Women Narratives
32. Indian Novels in English: 2000 and after
33. Twentieth Century Indian Poets in English
34. Contemporary Indian Regional Poetry in English Translation
35. Realism and Fiction
36. Indian Women Novelists
37. African Fiction in English
38. Jewish American Fiction
39. Introduction to Canadian Literature
40. South Asian Immigrant Literature in Canada
41. Introduction to Australian Literature.
42. Feminist Theory-II
43. Indian Classics in Translation
44. Shakespeare Criticism
45. Literature and Popular Culture
46. Postcolonial African Fiction

47. Arab Women Short Stories

48. Indian Diaspora Fiction

**QUESTION PAPER PATTERN**

**END SEMESTER EXAM (C 3)**

**Course Code      Title of the Course (HC/ SC)**

Max Marks: 70

Time: 3 Hours

**Instruction:** Answer all sections.

**SECTION – I**

I. Answer the following questions in **one or two** sentences

10X1= 10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**SECTION-II (from Unit-I)**

II. Answer any one of the following.

1x15=15

- 1.
- 2.
- 3.

**SECTION-III (from Unit-II)**

III. Answer any one of the following.

1x15=15

- 1.
- 2.
- 3.

**SECTION-IV (from Unit-III)**

IV. Answer any one of the following.

1x15=15

- 1.
- 2.
- 3.

**SECTION-V (from Unit-IV)**

V. Answer any one of the following.

1x15=15

- 1.
- 2.



3.

**Course: OPEN ELECTIVE**

**Question Paper Pattern**

**END SEMESTER EXAM (C 3)**

**Course Code      Title of the Course**

**Time: 3 Hours**

**Max Marks: 70**

**Instructions: Answer all sections.**

**SECTION- A**

I. Answer the following

15 x1= 15

1. Identify the parts of speech (2 Sentences)
- 2.
- 3 Direct to indirect speech (2 Sentences)
- 4.
5. Active to passive voice      (2 Sentences)
- 6.
7. Articles (3 Sentences)
- 8.
- 9.
10. Correct the tense of the verb given in the brackets (2 Sentences)
- 11.
12. Punctuate (2 Sentences)
- 13.
14. Identify the figures of speech (2 Sentences)
- 15.

**SECTION- B**

II Answer the following (3 each)

15x1=15

1. Antonyms
- 2.
- 3.
4. Synonyms
- 5.
- 6.
7. Homonyms
- 8.

- 9.
10. Homophones
- 11.
- 12.
13. Idioms and phrases
- 14.
- 15.

### SECTION –C

#### VII. ANSWER THE FOLLOWING

- |  |          |
|--|----------|
| 1. Comprehension Passage                                       | 10 marks |
| 2. Précis  | 10 marks |
| 3. Write an Essay on any one of the following                  | 5 marks  |
| a.   |          |
| b.   |          |
| c.   |          |
| 4. Expand any one of the following into a paragraph            | 5 marks  |
| a.   |          |
| b.   |          |
| c.   |          |
| 5. Write an imaginary conversation on any one of the following | 5 marks  |
| a.   |          |
| b.   |          |
| 6. (A or B) Letter writing                                     | 5 marks  |

**INTERNAL ASSESSMENT**  
**Component 1 and 2**  
**(15 Marks for each Component)**

**Component 1**  
**Based on Units 1 and 2**

**Component 2**  
**Based on Units 3 and 4**

- In each Semester, **two IA Exams (C 1 and C 2)** will be conducted for **30 Marks**
- 
- In each Semester Internal Assessment (for 15 marks) is based

1. **Assignment** prepared on a given topic and **presentation** of the same for 5 marks
2. **Written test** for 10 marks