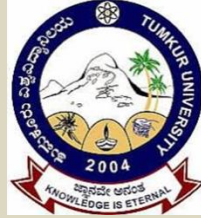


# Tumkur University



## Department of Studies and Research in English

**CBCS**  
**Syllabus**  
**2021**

# TUMKUR UNIVERSITY

Faculty of Arts

**Department of Studies and Research in English**

**Course Structure (CBCS) 2021 New**

Paper	Title	Instructi on Hrs. per Week	No Of Credits	Duration of the Semester- end Exam	Marks		
					IA	Sem. End Exam	Total Marks
<b>I Semester</b>							
CPT-1.1	Invitation to Humanities and English Studies	4	4	3hrs	20	80	100
CPT-1.2	British Literature –I	4	4	3hrs	20	80	100
CPT-1.3	British Literature –II	4	4	3hrs	20	80	100
CPT-1.4	Literary Criticism	4	4	3hrs	20	80	100
CPT-1.5	Indian Literature in English Translation	4	4	3hrs	20	80	100
SPT-1.6. A	Introduction to Academic Writing	4	4	3hrs	20	80	100
SPT-1.6. B	Marginality, Resistance and Representation	4	4	3hrs	20	80	100
<b>II Semester</b>							
CPT-2.1	British Literature III	4	4	3hrs	20	80	100
CPT-2.2	British Literature IV	4	4	3hrs	20	80	100
CPT-2.3	Critical Theories	4	4	3hrs	20	80	100
CPT-2.4	Early Indian Writing in English	4	4	3hrs	20	80	100
SPT-2.5. A	Liberal Education and English Studies	4	4	3hrs	20	80	100
SPT-2.5. B	General Linguistics	4	4	3hrs	20	80	100
OEPT-2.6	To be offered by other Departments	4	4	3hrs	20	80	100
<b>III Semester</b>							
CPT-3.1	Western Intellectual Traditions I	4	4	3hrs	20	80	100
CPT-3.2	World Literature- I	4	4	3hrs	20	80	100
CPT-3.3	American Literature I	4	4	3hrs	20	80	100
CPT-3.4	Modern Indian Writing in English	4	4	3hrs	20	80	100
SPT-3.5. A	Ecology, Literature and Culture	4	4	3hrs	20	80	100
SPT-3.5. B	Kannada Fiction in English Translation	4	4	3hrs	20	80	100
OEPT-3.6	To be offered by other Departments	4	4	3hrs	20	80	100

IV Semester							
CPT-4.1	Western Intellectual Traditions- II	4	4	3hrs	20	80	100
CPT-4.2	World Literature- II	4	4	3hrs	20	80	100
CPT-4.3	English Language Teaching	4	4	3hrs	20	80	100
CPT-4.4	American Literature II	4	4	3hrs	20	80	100
SPT-4.5.A	Urban Cultural Studies	4	4	3hrs	20	80	100
SPT-4.5.B	Writing Culture	4	4	3hrs	20	80	100
	<b>Dissertation</b>	4	4	-	20 (Viva Voce)	80 (Report)	100
	<b>Total</b>	<b>24</b>	<b>24</b>				<b>600</b>

### Open Elective Papers offered by the Department

Paper	Title	Instructi on Hrs per Week	Credits	Duration of Exam.	Marks		
					IA	Sem. End Exam	Total Marks
OEPT. 2.6	Spoken and Written English	4	4	3hrs	20	80	100
OEPT. 3.6	Learning English through Stories	4	4	3hrs	20	80	100

**Note:**

**CPT: Core Paper Theory**

**SPT: Special Paper Theory**

**OEPT: Open Elective Paper Theory**

**Framework for Internal Assessment:**

**Average percentage of two tests; Seminar/GD/Classroom participation, etc.**

**Extra activities including learning attitude etc.**

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# Semester I

## CPT-1.1. Invitation to Humanities and English Studies

### Course Objectives and Learning Outcomes

The central question this course tries to answer is— what does it mean for students to come to a university and study in the Department of English Studies? The main concern of the course is to create a self-understanding among students. The Course will make them ask certain questions, Who are we? What is the purpose of our being here? What are we going to become? What all are we supposed to know and learn? It is an invitation to new comers to be active participants in the domain of the Humanities and learn the art of conducting inquiries in the discipline of English Studies. Upon the completion of the course, students are expected to have developed an understanding of the idea of university education, and the ability to think and learn independently.

### Unit I

Knowables: This unit includes what is that the university student needs to know about the university education.

The idea of a University, Higher Education and liberal education: Conceptual history

Epistemology: Knowing and Making

Wissenschaft (Academic) System: The Natural Sciences and the Human Sciences

Two Cultures, Heideggerian World and Earth

Experience, Imagination, Understanding

Humanities: On Being Human—Martin Heidegger and Yuval Noha Harari

Actor Network Theory

Academic Disciplines: Discipline and the Object of Study, Inquiry and Research, Paradigm, Methods and Methodology, Theory, Concept, Critique, Analysis, Practice and Ritual etc.

Who are we? Inquirers in the domain of the Humanities

## Unit II

Knowables: This unit introduces students to the nature and scope of the discipline of English Studies and the need for re-conceptualizing it as Philology, Cultural Studies and Liberal Arts Education.

The Genealogy of English Studies: from English literature to literatures in English and from literary studies to cultural studies

Who are we? Inquirers into the domain of English Studies: Language, Literature and Culture

Literature as verbal art and culture as learnable

What kind of knowledge is literature? Reading culture in/through language and literature

On Being the student in the Department of English Studies: Care of the Self and the ways of cultivating it. How to approach MA in English and lifelong learning?

## Unit III

Learnables: This unit aims at developing intellectual skills and abilities the university student needs to learn and cultivate.

Critical Thinking: The power of observation, Reflective and Analytical Skills

Argumentation: Different forms of reasoning and inferences



Academic Reading and Writing: Learning the ways of reading and writing

#### Unit IV

Learnables: This unit aims at training students in reading and writing through exercises.

Students will be made to engage themselves in intense reading, writing and translation activities.

Reading and Writing Lab: Reading and writing about literary genres and other forms of writing.

The art of Translation: Practice, Practice, Practice

#### Note

There are no specific texts prescribed for study. Since the point is to master the units of knowing and learning, teachers and students may use any material (printed text, you tube videos, web resources etc.) suitable for achieving the goals of the course. This course is designed to give a hands-on experience to students by facilitating activity-based teaching and learning.

#### References

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Balagangadhar. S. N. 2013. "Rethinking a Humboldtian Vision for the Twenty-First Century" in *International Journal of Social Sciences and Humanities*. Vol.02: 01, June. (148-154)

Borradori, Giovanna. *The American Philosopher*. Chicago. University of Chicago Press

Butler Judith. "What is Critique: An Essay on Foucault's Virtue"

<https://f.hypotheses.org/wp-content/blogs.dir/744/files/2012/03/butler-2002.pdf>

Canagarajah, A. Suresh. 2002. *A Geopolitics of Academic Writing*. New Delhi: Orient Longman.

Chandra, Pankaj. 2017. *Building Universities that Matter*. Hyderabad: Orient Blackswan.

Claassen, Alfred. *An Inquiry into the Philosophical Foundations of the Human Sciences*. New York: Peter Lang.

Coursera: How to Understand Arguments. Duke University Course  
<https://www.coursera.org/learn/understanding-arguments>

Dewey, John. 1997. *How We Think*. New York: Dover.

Eco, Umberto. 2015 *How to Write Thesis* . MIT Press

Foucault, Michel "What is Critique?" *The Politics of Truth*.

<http://anthropos-lab.net/wp/wp-content/uploads/2011/12/Foucault-Critique.pdf>

Gauri Viswanathan.1989. 'Introduction' *Masks of Conquest: Literary Study and British Rule in India*. New York: Columbia University Press.

Gilje, Nils and Gunnar Skirbekk. 2017. *A History of Western Thought: From Ancient Greece to the Twentieth Century*. London: Routledge.

Girish Karnad's documentary on practice: <https://www.youtube.com/watch?v=g-PNJHhf-ag>

Gramsci, Antonio.2010. On "Education, Intellectuals and Scholarship" in *Selections from the Prison Notebooks*. New Delhi: Orient Blackswan.

Gutting, Garry. *Foucault's Archaeology of Scientific Reasoning* (p 16-17).

<http://www.iep.utm.edu/th-th-co/>

[https://www.washingtonpost.com/news/answer-sheet/wp/2016/02/03/why-kids-now-more-than-ever-need-to-learn-philosophy-yes-philosophy/?utm\\_term=.eb8c0bfc8887](https://www.washingtonpost.com/news/answer-sheet/wp/2016/02/03/why-kids-now-more-than-ever-need-to-learn-philosophy-yes-philosophy/?utm_term=.eb8c0bfc8887)

Hart, James Morgan. 1989. "German Universities: A Narrative of Personal Experience" in *The Origins of Literary Studies in America*. Ed. Gerald Graff and Michael Warner. New York: Routledge.

Heidegger, Martin. 2012. *Basic Writings : From Being and Time (1927) to The Task of Thinking (1964)*. Ed. David Farrell Krell. London and New York: Routledge.

Ian Church, Peter Samuelson. 2017. *Intellectual Humility*. Bloomsbury Academic.

Illich, Ivan. 2000. *Deschooling Society*. Marion Boyars Publishers Ltd

Immanuel Kant "What is Enlightenment"?

<https://www3.nd.edu/~afreddos/courses/439/what-is-enlightenment.htm>

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Kurtakoti K D. 2008. "Olanota" *Bhashe mattu Samskruti*. Dharwad: Kurtakoti Memorial Trust.

Martha Nussbaum. 1997. "Socratic Self Examination" and "The Study of Non-Western Cultures" from *Cultivating Humanity*. Cambridge: Harvard University Press.

Oakshott, Michael. 2010. "Learning and Teaching" from *The Concept of Education*. Ed. R S Peters. London: Routledge.

Minogue, Kenneth. 1973. *The Concept of a University*. London; Weidenfeld and Nicolson

Plato's Cave Allegory. <https://www.youtube.com/watch?v=1RWOpQXTItA>

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Pollock, Sheldon. 2009. *The Language of Gods in the World of Men* (page 570). Permanent Black.

Polt, Richard. 1999. *Heidegger: An Introduction*. London and New York: Routledge.

Pritchard, Duncan. 2006. *What is this Thing Called Knowledge?* London and New York: Routledge.

Rajeev Bhargava "Are Rituals Still Important" *The Hindu* 07.01.2018

Rao, Narahari. "Culture as Learnables: An Outline for a Research on the Inherited Traditions", Memo 30, Fachrichtung Philosophie, Lehrstuhl Prof. Dr. K. Lorenz, Universität des Saarlandes, Saarbücken (1997)

Readings, Bill. 1997. *The University in Ruins*. Harvard University Press.

Richard Rorty. 1999. *Philosophy and Social Hope*. UK: Penguin.

Robert Pippin "Aims of Education". <http://aims.uchicago.edu/page/2000-robert-pippin>

Rodowick, D N. 2014. *Elegy for Theory*. Cambridge: Harvard University Press.

Ryle, Gilbert. 2010. "Can Virtue be Taught?" in *Education and The Development of Reason*. Vol.08. Ed. R.F.Dearden et al. London: Routledge.

Sennett, Richard. 2012. *Together* (7 Chap, 199-120). London: Penguin Books

Srinivasan, Shashikala. 2018. *Liberal Education and Its Discontents*. New York: Routledge.

Stanford Encyclopedia of Philosophy

Statement on the Role of Philosophy Programs in Higher Education  
<https://owl.english.purdue.edu/owl/resource/615/1/>

Weller, Sarane. 2015. *Academic Practice*. Sage Publications.

Wilhelm Dilthey, the importance of hermeneutics

<https://www.youtube.com/watch?v=vWOt0ezdK4I>

## CPT- 1.2.British Literature – I

### Objectives:

- To acquaint learners about the socio-political history of Britain during the 16th and 17th Century.
- To familiarize learners with the diverse literary texts and genres of the period.
- To facilitate learners to comprehend critical concepts and appreciate the prescribed texts.

**Learning Outcomes:** After the completion of the course, students will  
 have a deep understanding of British history and culture  
 be able to appreciate aesthetic dimensions of literary texts in their contexts  
 have developed the ability to analyse different genres of English literature

### Unit I

- **Literary History** - Mapping Europe: History, Politics, Literature and Culture, the making of English culture: Anglo-Saxons and Normans, Supremacy of Latin and French, Aristocracy, Arrival of Christianity, Pilgrimage, Rise of English, Influence of Greek and Latin, Dante, Petrarch, Boccaccio, Hundred Years war, War of Roses, Black Death, Peasants Revolt, Lollard Movement, and Establishment of Universities.

### Unit II

- Geoffrey Chaucer : Prologue to *Canterbury Tales*
- Edmund Spenser: “One day I wrote her name”
- Shakespeare: “Let me not the marriage of true minds”, Sonnets No.18  
Shall I compare thee...,
- Sir Philip Sidney : Philomela

### Unit III

- Sir Thomas More, *Utopia*, Book II: “Of the Religions of Utopians”, “Of their Magistrates”
- John Milton, *Paradise Lost*-Book I
- Metaphysical Poetry: Select poems to be studied

## Unit IV

- Marlowe: *Dr. Faustus*
- Shakespeare: Hamlet/Tempest (film text may be used interchangeably)
- Sidney: *Apologie for Poetry*

### Suggested Reading

- *The Pelican Guide to English Literature*. Ed. Boris Ford. Vol. 1
- *The Norton Anthology of English Literature*. W.W Norton and Company.1962
- *The Age of Chaucer English Literature in Context*. Paul Poplawski. Cambridge UP, 2008
- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- *Shakespeare for Beginners* by Brandon Toropov
- *English Literature* by Jonathan Bate (Ch. 7 “Shakespeare and the Dramatic Literature”)
- David Daiches. *A Critical History of English Literature*. Vol. I & II. Mumbai. Allied Publishers Ltd. 1990.
- Braunmuller, A.R. and Hathaway, M. *Cambridge Companion to English Renaissance Drama* (Cambridge University Press, New York, 2003)
- Bloom, Harold. *Elizabethan Drama* (Infobase Publishing, New York, 2004)

## CPT. 1.3. British Literature II

### Objectives:

- To acquaint the learners about the socio-political history of Britain during the 18th Century.
- To familiarize the learners with the diverse literary texts and genres of the period.
- To facilitate the learners to comprehend critical concepts and to appreciate the select texts

**Learning Outcomes:** After the completion of the course, the students will  
 have a deep understanding of the British history and culture  
 be able to appreciate aesthetic dimensions of literary texts in their contexts  
 have developed the ability to analyse different genres of English literature

### Unit I

- Literary history- The Age of Enlightenment, Development of Print Culture and Education, Neoclassicism, Periodical essays, Development of English Prose and the Novel, Transitional Poetry, Gothic tradition
- Emmanuel Kant What is Enlightenment?

### Unit II

- Alexander Pope :                   ‘Epistle to Dr. Arbuthnot’/*Rape of the Lock. Canto I*
- *Thomas Gray:*                   Elegy Written in a Country Churchyard
- William Blake :                   The Tyger, The Lamb,
- Robert Burns:                    To a Mouse, My Love is Like a Red Red Rose.

### Unit III

- Jonathan Swift:                   Gulliver’s Travels Part I
- Daniel Defoe :                    *Robinson Crusoe*
- Henry Fielding :                   *Joseph Andrews*

### Unit IV

- John Gay :                         The Beggar’s Opera
- Samuel Johnson :                “Preface to Shakespeare”

### Suggested Reading:

David Daiches. *A Critical History of English Literature*. Vol. III. Mumbai. Allied Publishers Ltd. 1990.

Damrosch, David, and Kevin J.H. Dettmar. The Longman Anthology of British Literature. 3rd ed. United States: Pearson Education, Inc., 2006.

Damrosch, David, and Kevin J.H. Dettmar. "Essay on Criticism." The Longman Anthology of British Literature. 3rd ed. United States: Pearson Education, Inc., 2006.

Fielding, Henry. *Joseph Andrews*. 1st ed. United States: W.W. Norton & Company, Inc., 1987.

"Neoclassicism: An Introduction." *The Victorian Web*  
[.http://www.victorianweb.org/previctorian/nc/ncintro.html](http://www.victorianweb.org/previctorian/nc/ncintro.html) 16 Mar. 2008.

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<[http://www.theatrehistory.com/british/restoration\\_drama\\_001](http://www.theatrehistory.com/british/restoration_drama_001).



## CPT. 1.4. Literary Criticism

### Course Objectives

To introduce students to the western critical tradition

To familiarize students with different schools of literary thought

To develop critical thinking skills in students

**Course Outcomes:** After the completion of the course, students will

be able to understand the critical insights of the western tradition

have developed an ability to understand and identify key arguments of the prescribed texts

be able to demonstrate their critical ability while reading literary texts

### Unit – I

Stephen Matterson: “New Criticism” from Patrician Waugh *Literary Criticism and Theory*

### Unit – II

Excerpts from William Wordsworth’s “Preface to *Lyrical Ballads*”

Excerpts from Mathew Arnold’s “Study of Poetry”

### Unit – III

T S Eliot: “Metaphysical Poets”

F R Leavis: “Line of Wit”

### Unit – IV

Beardsley and Wimsatt: “Intentional Fallacy”

Cleanth Brooks: “Language of Paradox”

## References and Suggested Reading:

- Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford and New York: Oxford University Press, 1953.
- Adams, Hazard, ed. *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.
- Barry, Peter. *Beginning Theory*. Viva Books, 2014
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- Burke, Kenneth. *A Grammar of Motives*. New York: Prentice-Hall, 1945.
- Burke, Kenneth. *A Rhetoric of Motives*. New York: Prentice-Hall, 1950.
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- Day, Gary. *New Literary Criticism*
- Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.
- Empson, William. *Seven Types of Ambiguity*. 2nd ed. London: Chatto and Windus, 1947.
- Empson, William. *Some Versions of Pastoral*. New York: New Directions, 1974.
- Fletcher, Angus. *Allegory: The Theory of a Symbolic Mode*. Ithaca, N.Y.: Cornell University Press, 1964.

## CPT-1.5. Indian Literatures in English Translation

### Objectives:

- To acquaint the learners with the genres of the 20<sup>th</sup> Century Indian literatures in English Translation
- To familiarize the learners with diverse socio-political movements that shaped genres of the period.
- To facilitate the learners to comprehend and appreciate the select texts.

**Learning Outcomes:** Upon the completion of the course, students will  
 be able to grasp the nuances of Indian culture and history  
 have developed an ability to appreciate literary texts in contexts  
 be able to appreciate the Indianess and aesthetic dimension of literary texts

### Unit I

G N Devy : Indian Literature in English Translation  
 from “In another Tongue”

### Unit II

Tagore : Gitanjali (Selection)  
 A K Ramanujan : *Introduction to Speaking of Shiva*

### Unit III

Bhisham Sahni : *Tamas*  
 Sadat Hasan Mantoo : Toba Tek Singh  
 Vijay Tendulkar : *Ghashiram Kotwal*

### Unit IV

Mahasweta Devi : The Breast Giver  
 Damodar Mauzo : Tsunami Simon

### Suggested Reading:

Amur. G. S. *Our Own Voices heard*. Ed. Hegde. M.G. Saanvi Agencies. Bangalore,  
 2017.

## Spt- 1.6. A. Introduction to Academic Writing

### Course Objectives:

To sensitize students about the importance of writing as liberal arts skill

To develop the ability to read in English for academic purposes

To develop the ability to write in English for academic purposes

### Learning Outcomes: after the completion of the course, students will

have developed an ability to read texts closely and comprehend the major arguments of texts

have learnt to think and write clearly

be able to use reference manual correctly

### Unit I- Mechanics of Writing

Parts of speech, Tenses, Word Formations-Prefixes and suffixes, synonyms and antonyms, punctuations

### Unit II- Reading Skills

Skimming, scanning, Deep analysis and Cloze Reading, note-making and Note-taking, Intensive Reading and Extensive Reading

### Unit III- Writing skills-01

Developing an idea into a paragraph, Concept maps, writing a summary, writing an abstract

### Unit IV-Writing skills-02

Writing an assignment, Review of a chapter in a book, Review of an article in a journal, writing an assignment, Citing Sources and Bibliography

**References and Suggested Reading:**

*A Practical English Grammar Paperback*, by A.V.Martinet A.J.Thomson, OUP. 2016

*Modern English Grammar: Structure, Meanings, and Usage* By K.S. Yadurajan, OUP India. 2014

<https://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/>

<https://slc.berkeley.edu/writing-worksheets-and-other-writing-resources/nine-basic-ways-improve-your-style-academic-writing>

<https://students.flinders.edu.au/content/dam/student/slc/reading-effectively.pdf>

<https://students.flinders.edu.au/support/slss/online-guides/writing-resources>



## SPT-1.6. B. Marginality, Resistance and Representation

### Objectives

- This course will familiarize students with the political and cultural context in which marginal literature as a distinct domain of knowledge production emerged in modern India.
- To enhance the skills of students to understand the issues related to socially excluded and marginalised groups
- To enable the students to read the notions of subalternity, gender, race, caste, etc.
- To acquaint them with the intricacies of caste as a social institution and practice

**Course Outcomes:** After the completion of the course, students will be in a position to understand the notions of marginality, resistance and representation in a position to locate the sites of marginality and resistance in literary representations. have developed a critical ability to identify ideological production in literary texts

### Unit I

**Backdrop:** Marginality, Subaltern, Gender, Dalit, Aesthetics,

Emergence of Dalit consciousness, politics and literary expression: Historical overview. Ambedkar movements, Social stratification, Role of Colonialism, modernity, reformation and Postcolonial development

- “Introduction: Dalit Literature Past, Present and Future.” Arjun Dangle Ed. Poisoned Bread
- Gayatri Chakravorty Spivak : “Can the Subaltern Speak?
- Partha Chatterjee, "Caste and Subaltern Consciousness", (Subaltern Studies VI)
- Sharmila Rege: Debating the Consumption of Dalit Autobiographies  
(Selection from Writing Caste, Writing Gender)

## Unit II

- Sharankumar Limbale: *Towards an Aesthetics of Dalit Literature*
- Perumal Murugan: *Seasons of the Palm*
- Omprakash Valmiki: *Joothan: A Dalit Life Story*.
- Bama , Karukku

## Unit III

- Umma Chakravathy: “Conceptualizing Brahmanical Patriarchy in Early India: Gender, Caste, Class and State”
- Urmila Pawar: *The Weave of My Life*
- Ismat Chugthai : *The Veil*

## Unit IV

### Film:

- *The Bandit Queen*
- *Rudaali*
- *Fandry*

### Text for Self Study:

- Baby Kamble: *The Prisons We Broke*. Trans. Maya Pandit
- Mulk Raj Anand : *Coolie*
- Sivakami : *Pazhayana Kazhidalum* (In the Grip of Change)
- Thakazhi Sivasankara Pillai : *Scavenger’s Son*
- Guha, Ranajit and Gaytri Chakravorty Spivak. Ed. *Selected Subaltern Studies*. New York: Oxford University Press, 1988.
- Prakash, Gyan. *Subaltern Studies as Postcolonial Criticism*. The American Historical Review, December, 1994.



## **Semester II**

**CPT- 2.1. British Literature- III**

**CPT- 2. 2. British Literature – IV**

**CPT- 2. 3. Critical Theories**

**CPT-2.4. Early Indian Writing in English**

**SPT-2.5.A. Liberal Education and English Studies**

**SPT-2.5.B. General Linguistics**

**SEMESTER III****CPT-3.1. Western Intellectual Traditions I****CPT-3.2. World Literature I****CPT-3.3. American Literature I****CPT-3.4. Modern Indian Writing in English****SPT-3.5.A. Ecology, Literature and Culture****SPT-3.5.A. Kannada Fiction in English Translation**

## **SEMESTER IV**

**CPT-4.1. Western Intellectual Traditions II**

**CPT-4.2. World Literature II**

**CPT-4.3. American Literature II**

**CPT-4.4. English Language and Literature Teaching**

**SPT-4.5.A. Writing Culture**

**SPT-4.5.B. Urban Cultural Studies**

**Dissertation**

**Open Elective Courses**

**OEPT. 2.6. Spoken and Written English**

**OEPT. 3.6. Learning English through Stories**

# A Framework for Question Paper Pattern

03 hrs.

80 Marks

Instructions to be given in tune with the nature of each paper. This is a broad pattern, and there can also be sub-questions within it. The nature of framing questions will differ from one paper to another.

Answer any five of the following

5x16= 80

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