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Details of the Syllabus of
M.A IN ENGLISH LITERATURE
ACADEMIC YEARS 2021 - 2023
(Under CBCS Scheme)

STRUCTURE OF THE SYLLABUS

SEMESTER I

21MA101: British Literature I
21MA102: British Literature II
21MA103: Indian Writing in English I
21MA104: Gender and Literature
21MA105: Understanding Mythology and Folktales (Indian)
21MA106: Soft Core Paper I: Introduction to Popular Literature

SEMESTER II

21MA201: British Literature III
21MA202: British Literature IV
21MA203: Indian Writing in English II
21MA204: Textual Analysis and Interpretation
21MA205: Study of English Language
21MA206 Soft Core Paper II(a): Reading Indias
Soft Core Paper II(b): Cultural Studies: Theory and Method

SEMESTER III

21MA301: Teaching of English Language and Literature
21MA302: Indian Literatures in Translation
21MA303: Post-Colonial Literature and Thought I
21MA304: Texts: Visual, Media, Digital
21MA305: European Literature
21MA306: Open Elective: Language Skills and their Applications

SEMESTER IV

21MA401: Modern Critical Theory
21MA402: Translation: Theory and Practice
21MA403: Post-Colonial Literature and Thought II
21MA404: American Literature
21MA405: World Literatures
21MA406: Elective: Research
21MA407: Elective: Internship

Programme Objectives:

The MA English programme seeks to familiarize the students to the vast and varied world of literary and cultural studies. The various courses offered in the 4 semesters introduce students to key texts, areas, genres and theoretical approaches within literary studies as well as develop skill sets and knowledge that can enhance their career prospects.

The courses are structured with the following general objectives:

- Develop critical and analytical skills
- Inculcate research thinking
- Nuanced understanding of the world
- Foster strong sense of empathy for the subaltern
- Ethical thinking
- Improve written and spoken communication
- Impart skills to enhance employability

Programme Outcomes:

On completion of the MA English programme, the students are equipped with comprehensive knowledge of the domain as well as social and professional skills. The following are the broad outcomes:

- Application of the various theoretical approaches to analyse any text
- Effective communication skills
- Team work and collaboration
- Creativity
- Digital -Age literacy
- Time management
- Problem solving skills
- Attention to detail.
- Self-directed learning
- Respect for diversity
- Accountability and responsibility
- Critical and analytical thinking and writing

Structure of the MA English Programme:

Each semester constitutes 5 core courses and 1 elective/soft core/open elective course. The total number of credits that students will require to complete the course: **94**

Type of Course	ESE	CIA	Credits	No. of teaching hours
Core Courses	100 marks	50 marks	4	64
Soft Core courses	100 marks	50 marks	3	48
Elective Courses	100 marks	50 marks	4	64

JYOTI NIVAS COLLEGE AUTONOMOUS
SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
(Under the CBCS Scheme)
SEMESTER I

21MA101: BRITISH LITERATURE-I

Course Objectives:

- To introduce the students to the beginnings of British Literature and its developments.
- To enable the students to critically interrogate canonical texts in a broader framework.

Learning Outcomes:

- Ability to critically interrogate canonical as well as unconventional texts that mark the beginnings of British Literature and its developments
- Familiarity with literary, cultural and social context of British Literature in the 15th, 16th and 17th centuries

UNIT-I

(10)

Chaucer and his contemporaries
The Elizabethan Age
The Puritan Age
The Metaphysicals

UNIT-II

[22]

Chaucer: selections from ‘The General Prologue’ The Canterbury Tales (Knight, squire, Prioress, the Wife of bath)
Wyatt: Whoso list to hunt
Sidney: Sonnet 1 from Astrophil and Stella
Spenser: Sonnet 75 from Amoretti; Extract from Faerie Queene, Book I
Shakespeare: Sonnets 130 and 138
Mary Sidney: To the Angell Spirit of...Sir Philip Sidney
Aemelia Lanyer: Extract from Salve Deux Rex Judaeorum
Donne: Batter My Heart; The Flea
Marvell: To His Coy Mistress; The Horation Ode
Herbert: Pulley
Milton: selections from Book II and Book 9 of Paradise Lost; Sonnet 16
Lady Mary Wroth: Am I thus Conquered: Have I Lost the Powers
Queen Elizabeth: A Song Made by Her Majesty

UNIT-III

[24]

Marlowe: Doctor Faustus
Shakespeare: Hamlet; The Tempest
Webster: Duchess of Malfi

UNIT-IV

[8]

Margaret Lucas Cavendish: Epistle to the Most Famously Learned (from The Philosophical and Physical Opinions)
Bacon: Of Revenge

Dorothy Osborne: Letters (selections)

Background Reading:

C.S Lewis: Courtly Love

Harry Levin: The Question of Hamlet

Tanya Polard: Tragedy and Revenge

Lamming: Monster, Slave and Child

Atwood: Gertrude Talks Back

Helen Gardner: The Metaphysical Poets

Lorna Sage: Milton in Literary History

Format for Internal assessment:

Mid- sem exam (90mins)	Theatre production – group activity (extract of a play or their own production)	Written assignment	Attendance
20 marks	15	10	5

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SEMESTER I

21MA102: BRITISH LITERATURE-II

Course Objectives:

- To introduce the students to the Augustan, Pre-Romantic and Romantic ages of British Literature.
- To enable the students to critically interrogate canonical texts in a broader framework.

Learning Outcomes:

- Ability to critically interrogate canonical as well as unconventional texts of Augustan, Pre-Romantic and Romantic ages of British Literature
- Familiarity with literary, cultural and social context of British Literature in the 17th and 18th centuries

UNIT-I

(10)

The Age of Satire
Restoration Prose and poetry
Sentimental and Anti-sentimental Drama
The Age of Transition and the Pre-Romantics
Romantic Movement

UNIT-II

[24]

Pope: The Rape of the Lock (extract)
Addison: An Account of the Greatest English Poets (extract)
Goldsmith: The Deserted Village
Burns: To a Mouse
Blake: Selections from Songs of Innocence and Songs of Experience
Mary Collier: Women's Labour (extract)
Wordsworth: Tintern Abbey (extract)
Charlotte Smith: The Emigrants (extract)
Coleridge: The Lime Tree Bower my Prison
Mary Lamb: Envy; Two Boys
Keats: Ode on a Grecian Urn; To Autumn

UNIT-III

[6]

Sheridan: The School for Scandal
Shelley: Prometheus Unbound (extract)

UNIT-IV

[8]

Swift: A Modest Proposal
Steele: The Spectator Club
Lamb: Dream Children, A Reverie
Mary Wollstonecraft: Introduction from the Vindications of the Rights of Woman

UNIT-V

[16]

Aphra Behn: Oroonoko
Mary Shelley: Frankenstein

Austen: Persuasion

Daniel Defoe: Robinson Crusoe (extract)

Background Reading:

Wordsworth: The Preface

Alma Tero: Women Poets in Romanticism

Ian Watt: Introduction from The Rise of the Novel

Format for Internal assessment:

Mid- sem exam (90mins)	Oral Presentation	Written assignment	Club Activity	Attendance
20 marks	10	10	5	5

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SEMESTER I

21MA103: INDIAN WRITING IN ENGLISH-I

Course Objectives:

- To introduce students to the issues and concerns in the area of Indian Writing in English.
- To examine the various nuances of the term 'Indian'.

Learning Outcomes:

- Acquire skills required to read and analyse literary texts from Indian Writing in English in its cultural and social contexts
- Understanding of issues and concerns in the area of Indian Writing in English

UNIT-I

[6]

V.K Gokak: The Concept of Indianness with Reference to Indian Writing in English
Ganesh Devy: 'Multiculturalism' from In Another Tongue: Essays on Indian English Literature
M K Naik: The Literary Landscape

UNIT-II

[8]

Swami Vivekananda's Speech at the Parliament of the World's Religions (1893)
Ambedkar: A Reply to Mr. Gandhi by Dr. B.R Ambedkar
Nehru: Tryst with Destiny (speech)
Sarojini Naidu: Education of Indian Women

UNIT-III

[14]

Aurobindo: Radha's complaint in absence
Toru Dutt: Jogadhya Uma
Tagore: Selections from Gitanjali (6 poems)
Sarojini Naidu: Indian Weavers
A.K Ramanujan: History; The Hindoo: He Reads his Gita
Nissim Ezekiel: Night of the Scorpion. The Enterprise
R. Parthasarathy: Homecoming (extracts)

UNIT-IV

[24]

Raja Rao: Kanthapura
Mulk Raj Anand: Untouchable
R.K. Narayan: The Guide
Khushwant Singh: Train to Pakistan
Rokeya Hossain: Sultana's Dream
Attia Hosain: The Storm

UNIT-V

[12]

Tagore: The King and the Queen
Karnad: Yayati

Gurucharan Das: Larins Sahib

Format for Internal assessment:

Mid- sem exam (90mins)	Oral Presentation	Creative Writing – poem/short fiction	Attendance
20 marks	10	15	5

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SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
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SEMESTER I

21MA104: GENDER AND LITERATURE

Course Objectives:

- To examine different representations of gender in texts.
- To explore literary images of men and women and spaces of negotiations, within the various cultural contexts, primarily Indian.
- To introduce gynocriticism and the politics of the text.
- To explore construction of gendered identities in popular discourse.

Learning Outcomes:

- Understanding of various theoretical positions within gender studies
- Ability to think and react sensitively to the various representations of gender in society.
- Awareness to empower themselves and those around them

UNIT-I

[14]

Mary E John & Janaki Nair: Sexuality in Modern India: Critical Concerns
Vasanthi Sankaranarayan: Subversion from Within- Three Rebels from Literature
Joanna Russ: ‘Prohibitions’ and ‘Denial of Agency’ (from How to Suppress Women’s Writing)
Elaine Showalter: The Female Tradition (from A Literature of their Own)
Susie Tharu & K.Lalitha: Introduction (from Women Writing in India)
Mangesh Kulkarni: Indian Masculinities: A Million Mutations
Hoshang Merchant: Introduction (from Yaarana)
Serena Nanda: The Hijra as Neither Man nor Woman (From Neither Man Nor Woman)

UNIT-II

[38]

Robert Browning: My Last Duchess
Daphne Du Maurier: Rebecca
Charlotte Gilman: The Yellow Wallpaper
Lalithambika Antharjanam: Goddess of Revenge
Anupama Niranjana: The Incident and After
Mahasweta Devi: Draupadi
M.T Vasudevan Nair: Mist
Ashokamitran: On Top of the World
Shashi Deshpande: The Stone Woman
Mrinal Pande: Girls
Ashapura Devi: Izzat
Jyoti Lanjewar: I Never Saw You
Damodar Mauzo: Theresa’s Man
Gita Hariharan: The Remains of the Feast
R. Chudamani: The Strands of Void
Ismat Chughtai: The Quilt

Vikram Seth: Dubious (From Mappings)
 Ambai: One Person and Another
 Shobhana Siddique: Full to the Brim
 Iftikhar Naseen: Her/Man
 A Revathi: The Truth About Me: A Hijra Life Story (extract)
 Yashica Dutt: Coming Out as a Dalit (extracts)
 Selections from Shadow Lives: Writings on Widowhood

UNIT-III

[12]

Popular Culture and Media
 Construction of Gendered Identities in Popular Culture – Television, films, Advertisements, Journalism and Music.
 Various texts from different genres will be taken up for classroom discussion and analysis (this section will be assessed through classroom presentations)

List of Concepts:

1. Body
2. Essentialism
3. First Wave Feminism\
4. Second Wave Feminism
5. Third Wave Feminism
6. Gender
7. Gender Order
8. Heterosexism
9. Identity Politics
10. Masculinities/Masculinity
11. Femininities/Femininity
12. (the) Other
13. Sexuality
14. Socialisation
15. Stereotype
16. Feminist
17. Patriarchy
18. Transgender
19. Queer Theory
20. LGBT

Format for Internal assessment:

Mid- sem exam (90mins)	Oral Presentation – Analysis of a Popular cultural text from the perspective of gender	Written assignment	Club Activity	Attendance
20 marks	10	10	5	5

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SEMESTER I

21MA105: UNDERSTANDING MYTHOLOGY AND FOLKTALES (INDIAN)

Course Objectives:

- To introduce students to the various theoretical approaches in the study of folktales and mythology.
- To familiarise them with the various contemporary uses of mythology and folktales and its revisions, in literature, cinema and other media.

Learning Outcomes:

- Familiarity of the theoretical approaches to mythology and folktale
- Ability to analyse mythological and folk texts from a socio-cultural, psychoanalytical and political perspectives.
- Ability to recognise and interpret contemporary revisions and adaptations of mythical and folkloric texts

UNIT-I:

16 hours

Alan Dundes: Folklore as a Mirror of Culture (From The Meaning of Folklore)

Peter J. Claus & Frank J. Korom: Folk, Folklore and Folkloristics (from Folkloristics and Indian Folklore)

Esther Clinton: The Trickster (From Archetypes and Motifs in Folklore and Literature)

Sadhana Naithani: Prefaced Space: Tales of the Colonial British Collectors of Indian Folklore (From Imagined States: Nationalism, Utopia and Longing in Oral Cultures)

Kiran Budkuley: Mahabharata Myths in Contemporary Writing: Challenging Ideology (From Myth in Contemporary Indian Literature)

A.K Ramanujan: Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation; Towards a Counter-system: Women's Tales

Joseph Campbell: The Hero with a Thousand Faces (extracts)

UNIT-II: Mythology

20 hours

R.B Sreedevi: Woman of Stone

Volga: The Reunion

G Sasi Madhuravelli: Shambuka

Poile Sengupta: Thus Spake Shoorpanakha, So Said Shakuni

Rukmini Bhaya Nair: Kali

Taslina Nasrin: Eve Oh Eve

Paul Zachariah: Who Knows

Shashi Tharoor: The Great Indian Novel (selections)

Dharamvir Bharati: Andha Yug

Gracy: Panchali

Adil Jussawalla: A Song for Ekalavya

UNIT-III: Folktales

20 hours

Animal Stories: A Jackal King
 Sister Crow and Sister Sparrow
 The Story of Pebet
 Stories about Stories: Tell it to the Walls
 A Story and a Song
 Woman Centered Stories: The Pomegranate Queen
 The Clever Daughter-in-law
 The Serpent Lover
 Folk heroes (selections): Tenali Rama Stories
 Akbar and Birbal Stories
 Chhurbura Tales
 Chandrashekar Kambara: Siri Sampige
 Malayatoor Ramakrishnan: Yakshi
 Easterine Kire: Son of the Thundercloud

UNIT-IV: Mythology and Folktales in Popular Culture and Media

8 hours

Use of mythology and folktales in contemporary popular culture – popular fiction, television, film and media.

Various texts of these genres will be taken up for classroom discussion and analysis (this will be part of internal assessment)

Format for Internal assessment:

Mid- sem exam (90mins)	Group Oral Presentation – Analysis of a revisionist mythological/folklore text from the Indian context	Archiving Folklore Project – audio/video/written record of folk text collected and archived; a written report on the collected text	Attendance
20 marks	10	15	5

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SEMESTER I

21MA106 SOFT CORE PAPER I – INTRODUCTION TO POPULAR LITERATURE

Course Objectives

- To enhance students' basic reading, comprehension and analytical skills.
- To familiarise students with easy and accessible literature as a bridge to understanding genre, characterisation, nuances of language, and narrative.
- To provide a platform for reading more complex and challenging texts of the core papers

Learning Outcomes:

- Acquire enhanced reading, comprehension and analytical skills
- Ability to analyse different genres and writings of the core papers.

UNIT I:

(8)

Peter Hunt: Introduction: "The Expanding World of Children's Literature" (extract)
Ken Gelder: Popular Fiction: The Logics and Practices of a literary Field (extract)
Stephen Knight: The Golden Age (extract)

UNIT II:

(16)

Saki : The Open Window
O. Henry : The Cop and the Anthem
W.W. Jacobs: The Monkey's Paw
Shirley Jackson: The Lottery
Roald Dahl : The Three Little Pigs
Satyajit Ray: The Locked Chest
Ruskin Bond: Susanna 's Seven Husbands
Jeffrey Archer: Just Good Friends
Ray Bradbury: There Will Come Soft Rains
Marilyn Nelson : Marcus Garvey Sits for a Bust (Concrete Poetry)
Yuvraj Singh : Test of My Life (extract)
Rupi Kaur: select poems
Michael Jackson: select songs
Scorpions: Winds of Change
Supandi Stories (selections)

UNIT III:

(24)

Melina Marchetta: Looking for Alibrandi
Stephen King: Carrie
John Boyne: The Boy in the Striped Pyjamas
Kathryn Erskine: Mocking-bird
Enid Blyton: Five Go Adventuring Again
Agatha Christie: The Murder of Roger Ackroyd
Paula Hawkins: The Girl on the Train

Suggested Reading:

Blaft Anthology

Format for Internal assessment:

Mid- sem exam (90mins)	Group Presentation – poster/model making	Page to Screen Analysis	Attendance
20 marks	10	15	5

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(Under the CBCS Scheme)
SEMESTER II
21MA201: BRITISH LITERATURE-III

Course Objectives:

- To introduce students to the Victorian age in British Literature and new genres.
- To enable the students to critically interrogate canonical texts in a broader framework.

Learning Outcomes:

- Ability to critically interrogate canonical as well as noncanonical texts that mark the Victorian age in British Literature as well as the new genres of this period
- Familiarity with literary, cultural and social context of British Literature in the 19th Century

UNIT – I [8]

Victorian Poetry; The Victorian Novel
Woman Writer in the Victorian Age
The War Poetry

UNIT-II [14]

Tennyson: Ulysses
Browning: Fra Lippo Lippi
Elizabeth Barrett Browning: Aurora Leigh (selections)
Hopkins: The Windhover
Christina Rossetti: Goblin Market
Felicia Haemans: Casabianca
Owen: Insensibility

UNIT-III [8]

Shaw: Pygmalion
Synge: Riders to the Sea

UNIT-IV [4]

Arnold: Study of Poetry (extract)
Dickens: Pickwick Papers (extract)

UNIT-V [30]

Emily Bronte: Wuthering Heights
Charlotte Bronte: Jane Eyre
Bram Stoker: Dracula
Hardy: Return of the Native
Conrad: Heart of Darkness
Lawrence: ‘The Virgin and the Gypsy’
Sir Arthur Conan Doyle: The Copper Beeches

Background Reading:

Jerome Hamilton Buckley: Victorianism
Frank Kermode: 'The Modern Apocalypse' from The Sense of an Ending

Format for Internal assessment:

Mid- sem exam (90mins) for 50 marks	Women's History Project	Club Activity	Attendance
Reduced to 20 marks	20	5	5

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(Under the CBCS Scheme)
SEMESTER II
21MA202: BRITISH LITERATURE-IV

Course Objectives:

- To introduce the students to the areas of Modernism and Post-Modernism of British Literature.
- To enable the students to critically interrogate canonical texts in a broader framework.

Learning Outcomes:

- Ability to critically interrogate canonical as well as noncanonical texts of Modernism and Post-Modernism within British Literature
- Familiarity with literary, cultural and social context of British Literature in the 20th century.

UNIT – I

[8]

Modernism
Poetry of the 1930s
Theatre of the Absurd
Postmodern Fiction

UNIT-II

[17]

T.S Eliot: Hollow Men
W.B Yeats: Sailing to Byzantium
Auden: The Shield of Achilles
Dylan Thomas: Do Not Go Gently into the Good Night
Philip Larkin: Whitsun Weddings
Ted Hughes: The Thought Fox
Fleur Adcock: Weathering
Seamus Heaney: The Death of a Naturalist
Eavan Boland: How we made a New Art on Old Ground

UNIT-III

[8]

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

UNIT-IV

[9]

Eliot: Tradition and the Individual Talent
Fay Weldon: In the Great War
Doris Lessing: To Room Nineteen
P G Wodehouse: Unpleasantness at Bludleigh Court
Zadie Smith: The Embassy of Cambodia

UNIT-V

[22]

Orwell: Animal Farm
Virginia Woolf: Mrs. Dalloway

C.S Lewis: The Lion, the Witch and the Wardrobe
Alexander Michaelides: The Silent Patient
Fowles: French Lieutenant's Woman

Background Reading:

Irving Howe: The Idea of the Modern
Malcolm Bradbury: Introduction to the Novel Today
Martin Esslin: The Theatre of the Absurd

Format for Internal assessment:

Mid- sem exam (90mins)	Creative Writing Project	CBSE – NET Model Test	Club Activity	Attendance
20 marks	10	10	5	5

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SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
(Under the CBCS Scheme)
SEMESTER II
21MA203: INDIAN WRITING IN ENGLISH-II

Course Objectives:

- To introduce the students to contemporary issues and concerns of Indian Writing in English.
- To teach students to debate and engage with a variety of texts.

Learning Outcomes:

- Understanding of contemporary issues and concerns of Indian Writing in English and Indian society
- Acquire skills required to read and analyse literary texts from Indian Writing in English in its cultural and social contexts

UNIT-I (Background)

[6]

Meenakshi Mukherjee: Anxiety of Indianness

Jon Me: After Midnight: The Novel in the 1980s and 1990s

Shashi Deshpande: 'Where Do We Belong?' from Writing from the Margin

UNIT-II

[8]

Mamang Dai: Legends of Pensang (extract)

Arundhati Roy: The Pandemic is a Portal

Bhavani Bhattacharya: A Moment of Eternity

Temsula Ao: The Last Song

UNIT-III

[18]

Kamala Das: The Stone Age; Introduction

Jayanta Mohapatra: Hunger

Keki N. Daruwalla: Pestilence

Arun Kolatkar: Selections from Jejuri

Eunice D'Souza: Feeding the Poor; Autobiographical

Rukmani Bhaya Nair: Gender Roles

Imtiaz Dharkar: Purdah I

Agha Shahid Ali: Postcard from Kashmir

Robin S Ngangom: My Invented Land

UNIT-IV

[24]

Salman Rushdie: Midnight's Children

Amitav Ghosh: Hungry Tide

Rahul Pandita: Our Moon has Blood Clots

Meena Kandasamy: The Gypsy Goddess

Jane D'Souza: When the World Went Dark

UNIT V

[8]

Manjula Padmanabhan: Harvest
Mahesh Dattani: Final Solutions

Format for Internal assessment:

Mid- sem exam (90mins)	Oral Presentation	Written assignment	Club Activity	Attendance
20 marks	10	10	5	5

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SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
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SEMESTER II

21MA204: TEXTUAL ANALYSIS AND INTERPRETATION

Course Objectives:

- To teach the students how to read texts and their contexts.
- To introduce issues of interpretation across genres.
- To help students make comparisons of texts across media.

Learning Outcomes:

- To use the various interpretative approaches and techniques for analysis of texts
- Ability to read texts across genres and media

UNIT-I

[20]

Key terms and concepts for approaches to texts, analysis and understanding - literary and non-literary, including visual texts.

1. New Criticism
2. Realism/ Surrealism
3. Modernism/Postmodernism
4. Stream of consciousness
5. Magic realism
6. Structuralism/ Poststructuralism
7. New Historicism
8. Allegory
9. Archetype
10. Picaresque
11. Point of view
12. Anxiety of influence
13. Alienation effect
14. Metafiction
15. Discourse
16. Deconstruction
17. Subaltern
18. Hero/Anti-hero
19. Utopia/Dystopia
20. Subjectivity
21. Hegemony
22. Subversion
23. Avant Garde
24. Implied author/reader
25. Symbol
26. Satire
27. Imagery
28. Icon
29. Semiotics
30. Pastiche/Collage

31. Mis-en-scene
32. Montage

UNIT-II

[16]

1. Genre: Conventions and Codes
2. Narrative Modes and Techniques
3. Heteroglossia and dialogism.
4. Text and Performance.
5. Reading a Poem.
6. Reading a Prose Text.
7. Reading a Media Text.

UNIT-III

[20]

1. Texts and their contexts (history, culture, class, caste, gender, ethnicity)
2. Ideology
3. Locating the text; Intertextuality
4. Reader-response.

UNIT-IV

[8]

Texts in various media – comic/graphic, films, advertisements and photography.

Format for Internal assessment:

Mid- sem exam (90mins)	Independent textual analysis – oral presentation	Written assignment	Club Activity	Attendance
20 marks	10	10	5	5

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SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
(Under the CBCS Scheme)
SEMESTER II

21MA205: STUDY OF ENGLISH LANGUAGE

Course Objectives:

- To familiarize students with the four levels of linguistic organization-phonology, morphology, syntax and semantics
- To introduce them to different approaches to linguistics
- Focus on both theory and application in study of language

Learning Outcomes:

- Familiarity with the different approaches within linguistics
- Able to grasp the various branches within linguistics – phonology, morphology and syntax
- Application of the linguistic structure to study a language

UNIT-I: PHONOLOGY

14 hours

The Sounds of English
Description of Vowels and Consonants
Structure of Syllable
Stress and Intonation
Strong and Weak Forms

UNIT-II: MORPHOLOGY

10 hours

Free and Bound Morphemes
Derivational and Inflectional Affixes
Word Formation Process

UNIT-III: SYNTAX

Structure of Noun Phrase

14hours

- The Head word
- Determiners and Modifiers
- Articles
- Pre/post modifiers
- Grammatical features
- Subject-verb agreement
- Grammatical case and gender

Structure of Verb Phrase

12 hours

- Tense
- Aspect
- Auxiliaries and Modals

Adverbials

Clauses – Structure and Function

Grammatical Features: Finite and non finite verbs

UNIT-IV: SEMANTICS, PRAGMATICS AND LANGUAGE STRUCTURE 14 hours

Lexical Relations – synonymy, autonomy etc.
Speech Acts and Conversational Principles/Design
Syntagmatic and Paradigmatic
Langue and Parole

BOOKS FOR REFERENCE:

Kristin Denham & Anne Lobeck: *Linguistics for Everyone: An Introduction*
Ralph W Fasold & Jeff Connor-Linton (ed): *An Introduction to Language and Linguistics*.
M A Yadugi: *Making Sense of English*
Alfred's IPA Made Easy: A Guidebook for the International Phonetic Alphabet (Paperback)
ADDITIONAL TOOLS: Praat Computer Software (used in language lab/personal computer)

Format for Internal assessment:

Mid- sem exam (90mins)	Completion of online short course on linguistics	CBSE-NET Model Test	Attendance
20 marks	15	10	5

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SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
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SEMESTER II

21MA206 SOFT CORE PAPER II (A)- READING INDIAS

Course Objectives:

- To introduce the intellectual, socio-political and cultural background of India
- To act as a foundation for the various papers that deal with Indian Literatures.
- To sensitise students to issues and debates relevant to their world.

Learning Outcomes:

- Awareness of the intellectual, socio-political and cultural background of India
- Nuanced understanding of the contemporary politics in the Indian context
- Understanding of the history and development of concepts like nation, culture, poetics and identity in India

UNIT I:

(6hrs)

Avadhesh Kumar Singh: Re-Thinking Literary Theory in India (selections)

Sharankumar Limbale: Dalit Literature and Aesthetics

Ananda Coomaraswamy: ‘Hindu View of Art: Theory of Beauty’ (extract) from Dance of Shiva

P P Raveendran: Genealogies of Indian Literature

UNIT II:

(12 hrs)

U R Ananthamurthy: Hindutva or Hind Swaraj (extract)

Ambedkar: The Grammar of Anarchy (excerpts)

Kancha Ilaiah: Why I am not a Hindu (extracts)

Ashis Nandy: The Intimate Enemy (extract)

Romila Thapar: The Past as Seen in Ideologies Claiming to be Nationalist

Shashi Tharoor: Why I am a Hindu (extracts)

Ramachandra Guha: Extract from India After Gandhi

UNIT III:

(10 hrs)

Gopal Guru: The Language of Dalit-Bahujan Political Discourse

Susie Tharu & Tejaswini Niranjana: Problems for a Contemporary Theory of Gender

Anupama Rao: The Sexual Politics of Caste: Violence and the Ritual Archaic

Arvind Narrain: The Articulation of Rights Around Sexuality and Health: Subaltern Queer

Cultures in India in the Era of Hindutva

T M Krishna: Sebastian and Sons (extracts)

UNIT IV:

(12 hrs)

Sanjib Baruah: North East India: Beyond Counter Insurgency and Developmentalism (extract)

Amitav Ghosh: The Ghosts of Mrs. Gandhi

Partha Chatterjee: Secularism and Tolerance (extract)

Madhava Prasad: Capitalism as a Native Language

E Annamalai: Politics of Language in India (From Routledge Handbook of South Asian Studies)

Manoj Mitta and H.S Phoolka: Block 32

Madhav Gadgil and Ramachandra Guha: “Introduction” (From Ecology and Equity)

Praveen Swami: The Jihadist Movement in India: Its Politics, Practice and Prospects
(https://www.youtube.com/watch?v=gWoerWStE_Y)

UNIT V: Documentaries (only for internal assessment)

(8 hrs)

Father ,Son and Holy War : <https://www.youtube.com/watch?v=SmAJJGiKZQk>

Narmada Diary: <https://www.youtube.com/watch?v=3SWmMg1naEM>

Nero's Guests : <https://www.youtube.com/watch?v=4q6m5NgrCJs>

Kashmir: The Story: <https://www.youtube.com/watch?v=6SuNPI6Y6K8>

Rukmini Devi- Kalakshetra- Ep 1-2: <https://www.youtube.com/watch?v=WhvJPCRkqIE>

Format for Internal assessment:

Mid- sem exam (90mins)	Subaltern/Indian History - Group Project	Written assignment	Attendance
20 marks	15 marks	10	5

JYOTI NIVAS COLLEGE AUTONOMOUS
SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
(Under CBCS Scheme)

SEMESTER II

21MA206: SOFT CORE PAPER II B- CULTURAL STUDIES: THEORY AND METHOD

Course Objectives:

- To introduce theoretical and methodological framework of cultural studies.
- To familiarize students with the analytical and interpretative strategies and terms commonly employed in cultural studies.

Learning Outcomes:

- In depth understanding of the approaches, debates and concepts within cultural studies, especially in India
- Skills to analyse a variety of texts – conventional and the unconventional

Unit I:

(16hrs)

Raymond Williams: Analysis of Culture from Cultural Theory and Popular Culture: A Reader

J Milton Yinger: Contraculture and Subculture

Stuart Hall: Cultural Studies and its Theoretical Legacies

Tejaswini Niranjana: “The Desire for Cultural Studies”

Introduction” (pgs 1-7) (from Interrogating Modernity)

Bhaskar Mukhopadhyay: Cultural Studies and Politics in India Today

Stuart Hall: Representation, Meaning and Language (from Representation: Cultural Representation and Signifying Practices)

Unit II:

(12hrs)

Lakshmi Subramanian: Music Revivals – Major and Minor: Studying the Politics of Performance in Modern South India (extracts)

Madhava Prasad: The Absolutist Gaze: Political Structure and Cultural Form (extracts)

A R Venkatachalapathy: Drinking Coffee: Contending with Modernity in Late Colonial Tamil Nadu

Patricia Uberoi: ‘Unity in Diversity?’ Dilemmas of Nationhood in Indian Calendar Art

Thapati Guha-Thakurta: The Museumised Relic: Archeology and the first Museum of Colonized India.

Partha Chatterjee: Football and Collective Identity in Colonial Calcutta

Unit III:

(8hrs)

Vivek Dhareshwar: Caste and the Secular Self

Anita Ghai : Disabled Women: An Excluded Agenda of Indian Feminism

Pramod K Nayar: Life, the Low-calorie Edition: Cultures of Health (extract) (From Packaging Life: Cultures of the Everyday)

Swati Chattopadhyay: ‘Metro Pattern’: Art Deco Residences and Modern Visuality in Calcutta”

Unit IV: Terms

(12hrs)

1. Culture
2. Culturalism

3. Cultural materialism
4. Identity
5. Globalization/cosmopolitanism
6. Cultural politics
7. Counterculture
8. Polysemy
9. Mass Culture
10. Subculture
11. Popular Culture
12. Acculturation
13. Culture industry
14. Cultural capital
15. Multiculturalism
16. Circuit of culture
17. Cultural imperialism
18. Youth culture

Format for Internal assessment:

Mid- sem exam (90mins)	City Cultures – Group project	Written assignment	Attendance
20 marks	15	10	5

JYOTI NIVAS COLLEGE AUTONOMOUS
SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
(Under the CBCS Scheme)

SEMESTER III

21MA301: TEACHING OF ENGLISH LANGUAGE AND LITERATURE

Course Objectives:

- Prepare the students for a career in undergraduate teaching of English language and literature
- To train them to use literary texts for imparting language skills.

Learning Outcomes:

- Skilled to teach a language or literature class at school or college level
- Critical understanding of English language teaching and learning in India
- Devise lesson plans
- Design Curriculum

UNIT-I

[6]

The socio-historical background to TELL in India.

1. The Colonial phase
2. The post-independence phase
3. The globalization phase- Changing role of English, Neo-colonialism, globalization and English language teaching.
4. The IT Revolution

UNIT-II

[8]

The sociolinguistic context of TELL in India

1. Jon Saklofske :Plays Well with Others: The Value of Developing Multiplayer Digital Game spaces for Literary Education
2. Makarand Paranjape: Beyond English: Teli's (Teaching English Literature in India) Larger Agenda
3. David Graddol: The Future of English (extracts)
4. Rukmini Bhaya Nair: Dissimilar Twins: Language and Literature

UNIT-III

[34]

1. Pedagogical Aspects
2. Task based Language Teaching
3. Communicative Language Teaching
4. Competency-Based Language Teaching
5. Error analysis and remedial teaching
6. Digital/hybrid teaching
7. Syllabus design , Structural and Functional Syllabus, situational syllabus, Content and Skill based Syllabus
8. Literature in Language Teaching - methods and approaches.
9. Text and Activities - using select Literary Texts for the Study of literary forms
10. Exploring Linguistic and literary Features of Literary Texts.
11. Lecture method

12. Use of Information and Communication Technology (ICT), Language Lab

UNIT IV: Practice Teaching and instructional design for Internal Assessment [16]

Suggested Reading:

Krishnaswamy and Krishnaswamy. The Story of English in India

S. Kudchedkar. Readings in English Language and Literature in India

Marathe, Ramanan, Bellarmine (eds). Provocations— The Teaching of English Literature in India

Rajeshwari Sunder Rajan (ed). The Lie of the Land: English Literary Studies in India

Jack C Richards & Theodore S Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis

P D Pathak. Teaching of English in India

Peter Watkins. Learning to Teach English/A Practical Introduction for New Teachers

Long, M. & Crookes, G. (1992). Three approaches to task-based syllabus design. *TESOL Quarterly*, 26, 27-56.

David Nunan. Syllabus Design

Diane Larsen Freeman & Martin Anderson. Techniques and Principles in Language Teaching.

Format for Assessment:

ESE	Mid Sem Exam	Practice Teaching	Lesson Plan and Setting a Question Paper	Attendance
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	Teach an undergraduate/PUC English class – 15 marks	Prepare a lesson plan and design a question paper for it – 10 marks	5 marks

JYOTI NIVAS COLLEGE AUTONOMOUS
SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
(Under the CBCS Scheme)
SEMESTER III
21MA302: INDIAN LITERATURES IN TRANSLATION

Course Objectives:

- Introduction to different regional literatures of India in English translation.
- To help understand the different socio- cultural and political milieus, that produced these texts.

Learning Outcomes:

- Understanding of literatures and literary styles from the various regional literatures in India
- Comparatively analysis of texts across regional boundaries

UNIT-I:

[26]

Kalidasa: Abhijnanashakuntalam (Arthur William Ryder's translation)

Illango Adigal: Silapadikaram (Extract)

Bisham Sahni: Tamas

Chandrashekara Kambara: Scapegoat

Bhama: Sangatti

Sara Aboobacker: Breaking Ties

Narayan: Kocharethi- The Araya Woman (extract)

UNIT II:

[16]

Bhakti Poetry (Selections from poems of Andal, Basavanna, AkkaMahadevi, Meera, Kabir and Jayadeva)

Bankim Chandra: Vande Mataram

Iqbal: Tarana-e-Hind, Tazana-e-Milli

Yumlembam Ibomcha: Battleground for the Victorious

Sri Sri: The March of History

Daya Pawar: Oh Great Poet

Jayaprabha: Chupulu

UNIT-III:

[14]

Manto: Toba Tek Singh

Sarah Joseph: The Moonlight Knows

Rentala Nageshwara Rao: Tiladaanamu

Nongthongban Kunjamohon: Ine Leipaklei

Vaidehi: Gulabi Talkies

Ambai: Kitchen in the Corner of the House

UNIT- IV:

[8]

Uma Shankar Joshi: The Idea of Indian Literature
M. Mukherji: 'Purana to Nuthana'—from Realism and Reality
Partha Chatterjee: Nation and its Fragments (selections)
Sudipta Kaviraj: The Imaginary Institution of India (extract)
Vanamala Viswanatha: Introduction to Breaking Ties

Suggested Reading:

A.K Ramanujam. Introduction to Speaking of Siva
G.N Devy. Indian Literature in English Translation
Meenakshi Mukherjee. Realism and Reality: The Novel and Society in India
Romila Thapar. Colonialism: Texts and Readings

Format for Assessment:

ESE	Mid Sem Exam	Oral Presentation	Written Assignment	Attendance	Club Activity
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	10 marks	10 marks	5 marks	5 marks

JYOTI NIVAS COLLEGE AUTONOMOUS
SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
(Under the CBCS Scheme)
SEMESTER III
21MA303: POST-COLONIAL LITERATURE AND THOUGHT-I

Course Objectives:

- Introduce key theoretical issues and debates that emerged during the colonial period and thereafter.
- Create an awareness of the diverse voices that constitute post-colonial identity.
- Sensitize the students to issues of culture, marginality and plurality.
- Explore the postcolonial dynamics that comes into play within the African, South African and Caribbean contexts.

Learning Outcomes:

- Understanding of diverse voices that constitute post-colonial identity within the African, South African and Caribbean contexts
- Comparative analysis of texts from the postcolonial perspective
- Appraise rhetoric of orality and polemics of resistance

UNIT-I

[12]

Edward Said: Orientalism (selections)
Ngugi wa Thiong’ O: The Language of African Literature from Decolonising the Mind
Chinua Achebe: The Novelist as Teacher
Frantz Fanon: from Black Skin, White Masks
E.K Brathwaite: Nation Language
Alison Donnell & Sarah Lawson Welsh: Extracts From “General Introduction” from The Routledge Reader in Caribbean Literature

UNIT-II

[15]

Alan Paton: Cry, the Beloved Country
Wole Soyinka: The Lion and the Jewel
Tsitsi Dangaremba: Nervous Condition

UNIT-III

[17]

Aime Cesaire: Une Tempete (The Tempest)
V. S Naipaul: The Suffrage of Elvira
Jean Rhys: Wide Sargasso Sea
Samuel Selvon : Brighter Sun

UNIT-IV

[10]

David Diop: Africa
Gabriel Okara: Once Upon a Time
Micere Githae Mugo: Where are those Songs?
Kofi Awonoor: The Weaver Bird
J. P Clark: The Casualties
Dennis Brutus: Sharpeville

Henri Lopes: The Honourable Gentlemen
 Chinua Achebe : Vultures
 Chimamanda Adiche: The American Embassy (From The Thing Around Your Neck)

UNIT- V

[10]

Derek Walcott: Far Cry from Africa
 E. K. Brathwaite: Calypso
 John Agard : English girl eats her first mango
 Louise Bennett: Jamaica Oman
 Amryl Johnson: Granny in de Market Place
 Marsha Prescod: Anti-Racist Person
 Mervin Morris: A Literary Evening in Jamaica
 Bob Marley: Select Songs

Suggested Reading

Ania Loomba. Colonialism/Postcolonialism
 Robert Young. Postcolonialism: A Very Short Introduction
 Padmini Mongia. Contemporary Postcolonial Theory
 Harish Trivedi, Meenakshi Mukherjee, etc (ed). The Nation Across the World.
Key Concepts in Postcolonial studies
 Pramod Nayar. Postcolonialism: A Guide for the Perplexed

Format for Assessment:

ESE	Mid Sem Exam	Oral Presentation	Written Assignment	Attendance	Club Activity
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	10 marks	10 marks	5 marks	5 marks

JYOTI NIVAS COLLEGE AUTONOMOUS
SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
(Under the CBCS Scheme)
SEMESTER III
21MA304: TEXTS: VISUAL, MEDIA, DIGITAL

Course Objectives:

- To investigate and understand the aesthetics and techniques of visual and aural expression and communication.
- Inculcate an awareness of the cultural, personal values and other criteria that exist in visual and media texts
- Familiarize students with the writing strategies and requirements of new and traditional media

Learning Outcomes:

- Understanding of various approaches within media studies
- Analyse films, graphic novels and media texts
- Create web content
- Design and create visual texts
- Demonstrate knowledge of symbols of editing

UNIT I:

[15]

Laura Mulvey: Visual Pleasure and Narrative Cinema
John Berger: Ways of Seeing (extracts)
Stuart Hall: Encoding/Decoding (extract)
John Fiske: The Codes of Television (extracts)
Stuart Hall, Chas. Critcher, Tony Jefferson, John Clarke and Brian Roberts: The Social Production of News (extracts)
Amy Villarejo: 'The Language of Film' From Film Studies: The Basics
(https://www.windsor-forest.ac.uk/images/images/Art_and_Design_-_Yr11_Resources/Film_Studies_-_The_Basics_Amy_Villarejo.pdf)

UNIT II:

[15]

Naseer Ahmed and Saurabh Singh: Kashmir Pending
Herge: Adventures of Tin Tin – The Seven Crystal Balls & Prisoners of the Sun
Ashley K. Dallacqua: Exploring Literary Devices in Graphic Novels (extract)
Will Eisner: Comics and Sequential Art (Extract)
Craig Norris: Manga, Anime and Visual Culture from The Cambridge Companion to Modern Japanese Culture

UNIT III:

[34]

Technical Writing and editing
Content Writing – mailers, brochures, flyers, subject lines
Copy Writing
Editing & proof reading
Writing for Social Media (facebook, twitter, blog etc)
SEO

Suggested Reading:

Daniel Biltereyst and Roel Vande Winkel (eds): Silencing Cinema: Film Censorship Around the World
What Comics Are and What They Aren't (from Reading Comics)
Sandy Bulmer : Visual Complexity (extract) from Seeing Into It: The Role of Visual Rhetoric In Global Advertising
Donna Elliott: Rhetorical Devices in Advertising
Lev Manovich: What is New Media (from The New Media Theory Reader)
Aimee Morrison: Blogs and Blogging: Text and Practice
Hollis Margaret Rudiger: Reading Lessons: Graphic Novels 101
Peter Felten: Visual Literacy
Routledge Companion to Comics

Understanding Comics

List of Concepts:

Adaptation
Documentary
Censorship
Sequencing
Studio system
Gutter
Bleed
Frame
Layout
Foreground
Midground
Background
Social Constructivism
New media
Post truth
Commons
Culture Industry
Consumer Cultures
Convergence
Fan/Fandom

Format for Assessment:

ESE	Mid Sem Exam	Completion of online certificate course on technical writing Content creation for social media/blog page Designing visual text (poster/flyer/comic/short youtube video/advertisement etc)	Attendance
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	25 marks (students can choose to complete any two from the above)	5 marks

JYOTI NIVAS COLLEGE AUTONOMOUS
SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
(Under the CBCS Scheme)
SEMESTER III
21MA305: EUROPEAN LITERATURE

Course Objectives:

- To acquaint students with different genres of European writing
- To discuss the literary/critical trends that have characterized European writing

Learning Outcomes:

- Analyse literary texts from the context of the movements, history and politics prevailing in Continental Europe
- Comparative interpretation of texts
- Trace evolution of genres and forms across history

UNIT-I:

[12]

Sappho: Some there are who say that the fairest thing seen
Dante: All my thoughts always speak to me of love;
Petrarch: My ship laden with forgetfulness pass through a harsh sea;
Homer: The Iliad (extracts)

Rainer Maria Rilke: The Duino Elegies 1(extract)
Czeslaw Milosz: In Warsaw
Anna Akhmatova: Requiem
Wislawe Szymborska: Poetry Reading
Gaspara Stampa: Rime 08 (<https://www.poemhunter.com/poem/rime-08/>)

UNIT-II:

[16]

Euripides: Iphigenia at Aulis
Ibsen: Ghosts
Brecht: Mother Courage and her Children
Eugene Ionesco: The Lesson

UNIT-III:

[20]

Aristotle: Poetics (extract)
Rousseau: Confession (extract)
Pushkin: Queen of Spades (<https://www.gutenberg.org/files/55024/55024-h/55024-h.htm>)
Gogol: The Overcoat
Tolstoy: 'Death of Ivan Ilych'
Dostoevsky: 'The Legend of the Grand Inquisitor' (from The Brothers Karamazov)
Kafka: 'The Hunger Artist'
Nabokov: 'Cloud, Castle and Lake'
Herta Muller: The Funeral Sermon
Ludmilla Ulitskaya: March 1953

UNIT-IV:

[16]

Cervantes: Don Quixote (extracts)
 Camus: The Fall
 Elie Wiesel: Night
 Ismail Kadare: Agamemnon's Daughter

Suggested Reading:

J.M Cohen. A History of Western Literature
 Robert Graves. The Greek Myths
 Thomas Bulfinch. The Golden Age of Myth and Legend
 Philip Gaskell. Landmarks in Continental Literature
 Mack, Knox, etc (ed). The Continental Edition of World Masterpieces
Pelican Guide to European Literature Vols 1-3

Format for Assessment:

ESE	Mid Sem Exam	Oral Presentation	CBSE-NET model Test	Attendance
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	10 marks	15 marks	5 marks

**JYOTI NIVAS COLLEGE AUTONOMOUS
 DEPT. OF ENGLISH
 (Under CBCS Scheme)
 SEMESTER III**

21MA306 OPEN ELECTIVE PAPER : LANGUAGE SKILLS AND THEIR APPLICATIONS

Course Objectives:

- To hone language skills
- To improve communication.
- Introduce students from other streams to literary and cultural analysis.

Learning Outcomes:

- Improved spoken and written language
- Analytical and critical thinking
- Understanding of socio-political issues
- Attend an interview or group discussion with confidence

UNIT-I : LANGUAGE AND USE

[12]

1. Vocabulary
2. Subject verb agreement

3. Prepositions
4. Articles
5. Correction of errors

UNIT-II: LANGUAGE AND TEXTS

[12]

1. A P J Abdul Kalam: Wings of Fire (extract)
2. The Silent Girl (<https://www.youtube.com/watch?v=2GbxFIVQv8c>)
3. Newspaper editorial/ media text
4. Ruskin Bond: Eyes are not Here

UNIT III: LSRW SKILLS

[20]

Listening Skills
 Speaking Skills
 Reading Skills
 Writing Skills

UNIT IV: BUSINESS COMMUNICATION

[20]

Writing emails
 Writing a resume
 Interview Skills
 Group Discussion

Format for Assessment:

ESE	Mid Sem Exam	Creating a resume	Interview/Group Discussion practice	Attendance
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	10 marks	15 marks	5 marks

JYOTI NIVAS COLLEGE AUTONOMOUS
SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
(Under the CBCS Scheme)
SEMESTER IV
21MA401: MODERN CRITICAL THEORY

Objectives:

- To explore and examine the major theoretical approaches, texts and movements in contemporary rhetorical tradition.
- Provide foundational understanding of theoretical approaches for research and independent analysis

Outcomes:

- Understanding of key concepts and theoretical approaches in literary studies
- Interdisciplinary understanding of culture and society
- Application of theoretical framework for analysis of texts
- Critical evaluation of literary and cultural theories

UNIT-I: New Criticism, Formalism, Structuralism

[14]

Saussure: Extract from Course in General Linguistics (The Norton Anthology of Theory and Criticism)

Mikhail M Bakhtin: Extract from 'Discourse in the Novel' (The Norton Anthology of Theory and Criticism)

Wimsatt and Beardsley: 'Intentional Fallacy' (The Norton Anthology of Theory and Criticism)

UNIT-II: Post structuralism, Postmodernism, Deconstruction

[20]

Roland Barthes: 'The Death of the Author' (The Norton Anthology of Theory and Criticism)

Michel Foucault: 'What is an Author' (The Norton Anthology of Theory and Criticism)

Jacques Derrida: Extract from 'Difference' (A Critical and Cultural Theory Reader – Edited by Anthony Easthope & Kate McGowan)

Ihab Hassan: 'Toward a Concept of Postmodernism'
(<http://www.slowdays.org/files/text/hassan.pdf>)

Bell hooks: Postmodern Blackness (The Norton Anthology of Theory and Criticism)

UNIT-III: Psychoanalytical criticism, Feminism, Queer Theory, Ecocriticism

[14]

Helene Cixous: The Laugh of the Medusa (The Norton Anthology of Theory and Criticism)

Monique Wittig: One is Not Born a Woman (The Norton Anthology of Theory and Criticism)

Vandana Shiva: 'Decolonizing the North' (Ecofeminism)

Harold Bloom: Extract from 'The Anxiety of Influence' (The Norton Anthology of Theory and Criticism)

UNIT-IV: Marxism, Postcolonialism, Cultural Studies

[16]

Louis Althusser: Extract from 'Ideology and ideological State Apparatuses' Culture and Society A Critical and Cultural Theory Reader – Edited by Anthony Easthope & Kate McGowan

Gayatri Spivak: Extract from "Can the Subaltern Speak?" (Pp 90-104 from http://abahlali.org/files/Can_the_subaltern_speak.pdf)

Homi Bhabha: Extract from 'Of Mimicry and Man: The Ambivalence of Colonial Discourse (The Location of Culture)

Raymond Williams: Extract from Culture and Society (A Critical and Cultural Theory Reader – Edited by Anthony Easthope & Kate McGowan)

Additional Reading:

Patricia Waugh. Literary Theory and Criticism

Peter Barry. Beginning Theory

M.A.R Habib. A History of Literary Theory and Criticism

Jonathan Culler. Literary Theory: A Very Short Introduction

Joseph Chandra: From Classical to Contemporary Theory

Pramod Nayar: Contemporary Literary and Cultural Theory

Julian Wolfreys, Ruth Robbins and Kenneth Womack: Key Concepts in Literary Theory

LIST OF CONCEPTS:

1. Langue and parole
2. Sign, signifier, signified
3. Differance
4. Bricolage, bricoleur
5. Centre and margin
6. Grand Narrative
7. Binary
8. Base and superstructure
9. Gynocriticism
10. Ecriture Feminine
11. Other and othering
12. Hyperreal
13. Under Erasure
14. Simulation, simulacra, simulacrum
15. Deep Ecology
16. Subculture
17. Hybridity
18. Diachronic and synchronic
19. Dialogism
20. Heteroglossia
21. Polyphony
22. Carnavalesque
23. Logocentrism
24. Repression
25. Mirror stage
26. Ecofeminism

Format for Assessment:

ESE	Mid Sem Exam	Oral class presentations	Open Book Test – theoretical analysis of unseen text	Attendance
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	10 marks	15 marks	5 marks

JYOTI NIVAS COLLEGE AUTONOMOUS
SYLLABUS FOR M.A ENGLISH – 2021BATCH ONWARDS
(Under the CBCS Scheme)
SEMESTER IV
21MA402: TRANSLATION: THEORY AND PRACTICE

Objectives:

- Introduction to theory and practice of translation
- Analyse translation and compare translations
- Introduction to Machine Translation
- Introduction to subtitling

Outcomes:

- Application of technology for translation
- Critical evaluation of translations
- Understanding of politics of translation
- Practice in translation (literary and media), transcription and subtitling

Unit I: [24]

- Ganesh Devy: “Translation and Literary History: An Indian Overview” from Post-Colonial Translation: Theory and Practice
- Delia Chiaro: “Issues in Audiovisual Translation” from The Routledge Companion to Translation Studies
- Gayatri Spivak: “The Politics of Translation”
- Sujit Mukherjee: “The Craft Not Sullen, Art of Translation” from Translation as Recovery
- Subhendhu Mund: “India in Translation, Translation in India: Translation, Adaptation, Appropriation and Migration of Indian Tales/Stories” from India in Translation, Translation in India
- G J V Prasad: “Writing Translation: The Strange Case of the Indian English Novel” from Postcolonial Translation: Theory and Practice
- Someshwar Sati: “Enabling Translation: Carrying Disability across Cultures” from India in Translation, Translation in India
- Fatima Rizwi: “Transcending Borders, Bridging Cultures: Reading Faiz Ahmed Faiz” from India in Translation, Translation in India
- M. Asaduddin: “Lost/Found in Translation: Qurratulain Hyder as Self Translator”
- K M Sherrief: “Othello’s Trave(ai)ls: The Way of Adaptation, Appropriation and Unlimited Intertextuality” from Textual Travels
- Nikhila H: “Of ‘Breaks’ and Continuities: TV Advertisements as Multimodal Translations” from Textual Travels
- Sowmya Dechamma: “Scripting Language, Scripting Translation” from Textual Travels

Unit II:

[40]

- Machine Translation
Transcribing and translating

Translation and Transcreation – translation in the Entertainment industry
 Translation – literal Vs Essence
 Dialectical variations and use of dialects or English in the translation
 Subtitling – concept, translation in the world of subtitling
 How translation for subtitles is different from text-based
 Technical specs governing the industry (reading speed, characters per line)
 Machine Translation and Post Editing
 How is post editing different from proofreading human translation
 Practice: Translating a part of a film/episode
 Practice: Literary translation – Poetry/short fiction
 Practice: Translating a media text (newspaper/magazine article, advertisement)

Additional Reading:

Tejaswini Niranjana: Siting Translation : History, Post-structuralism, and the Colonial Context
 Umberto Eco: Experiences in Translation
 Clifford E Landers: Literary Translation: A Practical Guide
 Thierry Poibeau: Machine Translation
 Pushpak Bhattacharyya: Machine Translation
 Jakub Absolon: Human Translator 4.0
 Rita Kothari: Translating India
 Mini Chandran & Suchitra Mathur: Textual Travels

ESE	Mid Sem Exam	Translation of a poem/short story/song/audiobook/brochure/manual and translator’s introduction (For students who are not multilingual: translation & subtitling of an audio-visual media text in regional English of 1 hour duration into standard English)	Club Activity	Attendance
70 marks	90 min exam for 50 marks, reduced to 20 marks for CIA	50 marks	5 marks	5 marks

JYOTI NIVAS COLLEGE AUTONOMOUS
SYLLABUS FOR M.A ENGLISH – 2021 BATCH ONWARDS
(Under the CBCS Scheme)
SEMESTER IV
21MA403: POST-COLONIAL LITERATURE AND THOUGHT II

Objectives:

- Expose students to key theoretical issues and debates that emerged during the colonial period and thereafter.
- Create an awareness of the diverse voices that constitute post-colonial identity.
- Sensitize students to issues of culture, marginality and plurality.
- Examine the postcolonial dynamics that come into play within the space of the settler colonies.

Outcomes:

- Understanding of diverse voices that constitute post-colonial identity within the Australian and Canadian contexts
- Comprehensive knowledge of postcolonial perspectives across the world
- Critical evaluation of arguments about postcolonial literature
- Practice creating podcasts/newsletter – content and design
- Practice collaboration and working in teams

Unit I:

[10]

Richard Wright: *Inventing Australia*
Ashcroft, Tiffin et.al: “Re-Thinking the Post-Colonial : Post-Colonialism in the Twenty First Century” from *The Empire Writes Back*
Sonja Kurtzer: *Wandering Girl: Who Defines ‘Authenticity’ in Aboriginal Literature?* ([untitled \(macquariepenanthology.com.au\)](http://untitled.macquariepenanthology.com.au))
Margaret Atwood: *Survival: A Thematic Guide to Canadian Literature* (Chap I &II)
Rosemary Sullivan: *The Centric and Eccentric Debate*
Iva Polak: *Postcolonial Imagination and Postcolonial Theory*

Unit II:

[15]

Sally Morgan: *My Place* (extract: “What People are We?”)
Jane Harrison: *Stolen*
Peter Carey: *True History of the Kelly Gang*

Unit III:

[15]

Margaret Laurence: *A Jest of God*
George Ryga: *The Ecstasy of Rita Joe*
Jeanette Armstrong: *Whispers in the Shadows (Extracts)*

Unit IV:

[12]

Judith Wright: “Hunting Snake” and “Australia”
Oodgeroo Noonuccal: *Aboriginal Charter of Rights*
Henry Lawson: *The Drover’s Wife*
Bernadette Hall: *The History of Europe*
Alec Derwent Hope: *Australia*

Allen Curnow: New Zealand City
 Bernadette Hall: The History of Europe
 Hone Tuwhare: Grief
 Rowley Habib: The Raw Men: For the Maori Battalion

UNIT V:

[12]

Alexander Mc Lachlan: “Song” & “Ontario”
 Margaret Atwood: The Moment
 Duncan Campbell Scott: The Onondaga Madonna
 F.R Scott: The Canadian Authors’ Meet
 Andrew Suknaski: Indian Site on the Edge of Tonita Pasture
 Margaret Avison: Butterfly
 Milton Acorn: What I Know of God is This
 Armant Garnet Ruffo: Poem for Duncan Campbell Scott
 Chief Dan George: A Lament for the Confederation

Suggested Reading:

Anthony Moran: The Psychodynamics of Australian Settler-Nationalism: Assimilating or Reconciling with the Aborigines?
 Liat Klain-Gabbay (ed): Indigenous, Aboriginal, Fugitive and Ethnic Groups Around the Globe ([Indigenous, Aboriginal, Fugitive and Ethnic Groups Around the Globe | IntechOpen](#))
 C. D. Narsimhaiah: An Introduction to Australian Literature
 Edward Gibbon Wakefield: An introduction to Australian literature
 Ryan Eyford: White Settler Reserve: New Iceland and the Colonization of the Canadian West ([White Settler Reserve: New Iceland and the Colonization of the Canadian West - Ryan Eyford - Google Books](#))
 Mirko Jurak. Northrop Frye and Margaret Atwood: On National Identity in Canadian Literature
 Adam Shoemaker. Paper Tracks: Indigenous Literature in Canada, Australia and New Zealand

ESE	Mid Sem Exam	Newsletter/Podcast/short video on the indigenous	Attendance
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	Students work in groups to create a newsletter/podcast related to the indigenous – 25 marks	5 marks

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SEMESTER IV

21MA404: AMERICAN LITERATURE

[64]

Objectives:

- Expose students to the polyphonic voices that constitute the American identity.
- Study the characteristic features of American Literature in prose, poetry, drama and fiction

Outcomes:

- Understanding of major literary movements and developments in American literature
- Critical evaluation and analysis of American texts – literary and film
- Effectively communicate ideas about American literature and culture
- Practice of film review
- Practice in creating storyboard/script

UNIT-I:

[7]

The Chief's Daughters – an Otoe legend
Leslie Marmon Silko: Yellow Woman
Crisosto Apache: Speak in the Age of Season
Courtney Wilson: Trail of Tears
Sherman Alexie: Crow Testament

UNIT-II:

[28]

Walt Whitman: The Noiseless Patient Spider
Emily Dickinson: "The Chariot" and "They Shut me up in Prose."
Edgar Allen Poe: The Masque of Red Death
Washington Irving: Rip Van Winkle
Mark Twain: Extract from Tom Sawyer
William Faulkner: A Rose for Miss Emily
Kate Chopin: The Awakening
F Scott Fitzgerald: The Great Gatsby
Harper Lee: To Kill a Mockingbird
Edward Albee: Who's Afraid of Virginia Woolf
Tennessee Williams: The Glass Menagerie

UNIT-III:

[23]

Slave Songs: Lay dis body down ; Steal away
Lydia Maria Child: Slavery's Pleasant Homes
Malcolm X: The Ballot or the Bullet
Martin Luther King Jr.: I Have a Dream
Maya Angelou: I Know Why the Caged Bird Sings (extract)
Langston Hughes: Florida Roadworkers
Alice Walker: Nineteen Fifty Five
Toni Morrison: Sula
Lorraine Hansberry: A Raisin in the Sun

UNIT-IV:

[6]

Bernard Malamud: The Jew Bird
 Allen Ginsberg: Supermarket in California
 Gloria Anzaldua: The Postmodern Llorona (from The Gloria Anzaldua Reader)
 Sui Sin Far: In the Land of the Free

Additional Reading:

Marcus Cunliffe. The Literature of the United States
 Sculley Bradley. The American Tradition in Literature
[How to build a storyboard \(canva.com\)](https://www.canva.com/learn/storyboards/)
 Peter Decherney: Hollywood: A Very Short Introduction

ESE	Mid Sem Exam	Short Hollywood production	Assignment – review and response to an American Film	Attendance
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	Students create a script & story board for a short Hollywood style film – 15 marks	Students view selected film and write a response in class - 10 marks	5 marks

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SEMESTER IV
21MA405: WORLD LITERATURES

Objectives:

- Broaden students’ cultural understanding
- To deepen students’ awareness of the universal human concerns that are the basis for literary works
- Introduce the experience of trauma, memory, exile and displacement through literary texts
- Introduction to the Global South

Outcomes:

- Distinguish local detail and universal themes in literary texts
- Comparative critical reading to generate cross-generic and cross-cultural understandings of cultures and genres
- Critical engagement with contemporary society and culture at global level
- Practice in creative writing

UNIT-I

[10]

David Damrosch: What is World Literature?

Edward Said: Intellectual Exile: Expatriates and Marginals

Salman Rushdie: extract from Imaginary Homelands

Dilip M Menon: “Thinking about the Global South: Affinity and Knowledge” from The Global South and Literature

UNIT-II

[10]

Yael Dayan: Death had Two Sons

Hassan Blasim: The Nightmares of Carlos Fuentes

Mahmud Darwish: Identity Card

Choman Hardi: Birds

UNIT – III

[26]

Dina Nayeri: Refuge

Jean Arasanayagam: Apocalypse ‘83 (selections)

Haiku Poems (selections)

Rohingya Survivor Testimonies – Burma’s Path to Genocide | The United States Holocaust Memorial Museum (ushmm.org) – extracts

G B Tran: Vietnamerica: A Family’s Journey

Jhumpa Lahiri: Hell-Heaven

Tenzin Dickie: Winter in Patlikuhl

Shyam Selvadurai: The Hungry Ghosts (extracts)

Ishiguro: Pale View of the Hills

Amy Tan: Joy Luck Club (extracts)

UNIT-IV

[18]

Jorge Luis Borges: The Garden of Forking Paths (Latin American Short Stories Edited by Roberto Gonzalez Echevarria)

Carlos Fuentes: The Doll Queen (Latin American Short Stories Edited by Roberto Gonzalez Echevarria)

Clarice Lispector: The Smallest Woman in the World
(<https://jennymcphree.com/2010/12/04/two-stories-by-clarice-lispector-translated-by-elizabeth-bishop/>)

Gabriel Garcia Marquez: Love in the Time of Cholera

Rosario Ferre: The Youngest Doll

Pablo Neruda: Tonight I can Write

Ariel Dorfman: Death and the Maiden

Cristina Peri Rossi: Selections from State of Exile

Additional Reading:

Roberto Gonzalez Echevarria: "Introduction" to Latin American Short Stories

Tenzin Tsundue. My Kind of Exile

Sonali Ganguly: An Overview of the World Literature: Theories and Models ([An Overview of the World Literature: Theories and Models \(oaji.net\)](#))

James Graham et al: Postcolonial Studies and World Literature ([Postcolonial studies and world literature \(warwick.ac.uk\)](#))

Theo D'haen et al: World Literature: A Reader

Roberto Gonzalez Echevarria: Modern Latin American Literature: A Very Short Introduction

Kate Rose: Socioliterature: Literature as Medicine (from Displaced: Literature of Indigeneity, Migration and Trauma)

Benedict Anderson: Imagined Communities

Gayatri Spivak: Foreword from Other Asias

Comparative Literature/World Literature: A Discussion with Gayatri Chakravorty Spivak and David Damrosch

(<https://academiccommons.columbia.edu/doi/10.7916/D8VX0FCD>)

ESE	Mid Sem Exam	Creative writing	Oral Presentations	Club Activity	Attendance
100 marks	90 mins exam for 50 marks. Reduced to 20 marks for CIA	Concrete poetry/Haiku poetry/testimonial writing/ performance poetry/ limerick – 10 marks	10 marks	5	5 marks

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SEMESTER IV
21MA406 ELECTIVE: RESEARCH

Objectives:

- Initiate the students into the nuances of research
- Enable the students to understand the dynamics of research and to prepare for future research.
- Foster skills in academic writing, editing and proofreading

Outcomes:

- Familiarity with MLA, CMS and APA styles
- Write quality research papers
- Write synopsis/research abstracts
- Edit and proofread
- Able to identify research problems/gaps
- Analytical and critical thinking
- Practice in literature review and data collection

UNIT I

[12]

What is Research
Research Question and Hypothesis
Research Design
Importance of Methodology.
Ethics in Research

UNIT II

[8]

Literature Review
Data Collection and Differentiating between Primary and Secondary Sources
Writing an abstract

UNIT III

[10]

Mechanics of Academic Writing and Styles of Documentation
- APA, MLA, CMS
- Capitalization of Titles
- Underlining and Use of Quotations
- Paragraph Indentation
- Use of Punctuations
- Academic Writing Style
- Citations
- Bibliographic Entries
Writing a Synopsis

UNIT IV– Writing a research paper

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1. Students will choose a research area/topic that extends beyond the syllabi
2. Guides will be allotted to the students.
3. They will submit a 500 word proposal of their topic.
4. The thesis should comprise of 3-5 sections and about 15 pages in all.
5. The thesis must contain original thought, argument and writing.
6. Citations and bibliographic entry in the thesis should be according to the MLA handbook, eighth edition.

Evaluation:

Guide: 50 marks

Evaluation of Research Paper by External Examiner: 25 marks

Evaluation of Research Paper by Internal Examiner: 25 marks

Viva/Defense: 50 marks

Total: 150 marks

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SEMESTER IV
21MA407 ELECTIVE: INTERNSHIP

Objectives:

- Introduce students to the world of work
- Utilise the skills and knowledge gained in the classroom in the outside world
- Gain work experience

Outcomes:

- Experiential knowledge of work
- Understanding of work culture and ethics
- Write business reports

Guidelines:

1. The MA English students will complete an internship or micro-internships of not less than 30 working days or 240 hours.
2. They can choose to complete the internship in the following organisations: research centers, educational institutions, media, publishing, PR firms, NGOs or any other approved by the Department.
3. The internship will be completed during the second year of their study.
4. The students will submit an internship proposal to the department before the commencement of internship with the following details: Name of organization where the student proposes to do the internship, nature of the internship, period of internship, relevant permission letters (if available), name and contact details of the mentor in the organization.
5. Once the proposal is approved, the student will be allotted a guide within the department. The students need to be in regular contact with their mentor and guides to update them on the progress of their internship.
6. They will submit an internship report as well as an evaluation by their mentor. The evaluation by the mentor will be completed on a format provided by the department.
7. At the end of the period of internship the candidates will submit a report in not less than 1500-2000 words.
8. There will be a viva based on the report that will be held in the fourth semester
9. The marks for the internship will appear in the fourth semester marks card.

Format of the Internship Report:

The report shall have the following parts:

- Introduction to the place of internship
- Reasons for the choice of the place and kind of internship
- Nature of internship
- Objectives of the internship
- Tasks undertaken as part of the internship
- Challenges Faced in performing the assigned tasks and how they were resolved

- Learning outcomes
- Suggestions
- The report should be typed in Times New Roman font size 12 with 1.5 line spacing
- The name, register number, programme name and date of submission should be mentioned on the left-hand top corner of the first page.
- The Title should be 'Report of internship undertaken at ____ from ____ (date, month in words, year)

Evaluation:

Industry Mentor/Supervisor: 25 marks

Department Guide: 25 marks

Evaluation of Internship Report by External Examiner: 25 marks

Evaluation of Internship Report by Internal Examiner: 25 marks

Viva: 50 marks

Total: 150 marks