



**KARNATAK UNIVERSITY, DHARWAD  
ACADEMIC (S&T) SECTION**

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ  
ವಿದ್ಯಾವಿಭಾಗ (ಎಸ್&ಟಿ) ವಿಭಾಗ



Tele: 0836-2215224  
e-mail: academic.st@kud.ac.in  
Pavate Nagar, Dharwad-580003  
ಪಾವಟೆ ನಗರ, ಧಾರವಾಡ - 580003

NAAC Accredited  
'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/JS/MGJ(Gen)/2024-25/436

Date: 11 NOV 2024

**ಅಧಿಸೂಚನೆ**

ವಿಷಯ: ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನುಸಾರ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ಪದವಿಗಳಿಗೆ / ಸ್ನಾತಕೋತ್ತರ ಡಿಪ್ಲೋಮಾಗಳಿಗೆ ಪಠ್ಯಕ್ರಮವನ್ನು ಪ್ರಕಟಣೆ ಕುರಿತು.

ಉಲ್ಲೇಖ: 1. ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 2 ರಿಂದ 9, ದಿ: 08.11.2024.

2. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ: 11.11.2024.

-----

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನುಸಾರ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ಪದವಿಗಳಾದ M.A./M.Sc/M.Com/MBA/M.Ed 1 ರಿಂದ 4ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳಿಗೆ ಮತ್ತು 1 & 2ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳ ಸ್ನಾತಕೋತ್ತರ ಡಿಪ್ಲೋಮಾಗಳಿಗೆ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದನೆಯೊಂದಿಗೆ ಈ ಕೆಳಗಿನಂತೆ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳಲಾಗಿದೆ. ಕಾರಣ, ಸಂಬಂಧಪಟ್ಟ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ವಿಭಾಗಗಳ ಅಧ್ಯಕ್ಷರು / ಸಂಯೋಜಕರು / ಆಡಳಿತಾಧಿಕಾರಿಗಳು / ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳು / ಶಿಕ್ಷಕರು ಸದರಿ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಅನುಸರಿಸುವುದು ಮತ್ತು ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ [www.kud.ac.in](http://www.kud.ac.in) ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದನ್ವು ಸಂಬಂಧಪಟ್ಟ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸೂಚಿಸುವುದು.

**Arts Faculty**

Sl.No	Programmes	Sl.No	Programmes
1	Kannada	8	MVA in Applied Art
2	English	9	French
3	Folklore	10	Urdu
4	Linguistics	11	Persian
5	Hindi	12	Sanskrit
6	Marathi	13	MPA Music
7	MVA in Painting		

**Faculty of Science & Technology**

Sl.No	Programmes	Sl.No	Programmes
1	Geography	10	M.Sc (CS)
2	Chemistry	11	MCA
3	Statistics	12	Marine Biology
4	Applied Geology	13	Criminology & Forensic Science
5	Biochemistry	14	Mathematics
6	Biotechnology	15	Psychology
7	Microbiology	16	Applied Genetics
8	Zoology	17	Physics
9	Botany	18	Anthropology

-2-

**Faculty of Social Science**

Sl.No	Programmes	Sl.No	Programmes
1	Political Science	8	Journalism m & Mass Commn.
2	Public Administration	9	M.Lib. Information Science
3	History & Archaeology	10	Philosophy
4	A.I.History & Epigraphy	11	Yoga Studies
5	Economics	12	MTTM
6	Sociology	13	Women's Studies
7	MSW		

**Management Faculty**

Sl.No	Programmes	Sl.No	Programmes
1	MBA	2	MBA (Evening)

**Faculty of Commerce**

Sl.No	Programmes	Sl.No	Programmes
1	M.Com	2	M.Com (CS)

**Faculty of Education**

Sl.No	Programmes	Sl.No	Programmes
1	M.Ed	2	M.P.Ed

**OEC subject for PG**

Sl.No	Programmes	Sl.No	Programmes
1	Russian	5	Veman Peetha
2	Kanaka Studies	6	Ambedkar Studies
3	Jainology	7	Chatrapati Shahu Maharaj Studies
4	Babu Jagajivan Ram	8	Vivekanand Studies

**PG Diploma**

Sl.No	Programmes	Sl.No	Programmes
1	PG Diploma in Chatrapati Shahu Maharaj Studies	2	P.G. Diploma in Women's Studies
3	P.G. Diploma in Entrepreneurial Finance		

ಅಡಕ: ಮೇಲಿನಂತೆ



ಕುಲಸಚಿವರು.

ಗೆ,

1. ಕೆ.ವಿ.ವಿ. ಸ್ನಾತಕೋತ್ತರ ಅಧ್ಯಕ್ಷರುಗಳಿಗೆ / ಸಂಯೋಜಕರುಗಳಿಗೆ / ಅಡಳಿತಾಧಿಕಾರಿಗಳಿಗೆ / ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ
2. ಎಲ್ಲ ನಿಖಾಯದ ಡೀನರು, ಕೆ.ವಿ.ವಿ. ಧಾರವಾಡ.

ಪ್ರತಿ:

1. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕೆ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕೆ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕೆ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ/ ಸಿಸ್ಟಮ್ ಅನಾಲಿಸಿಸ್ಟ್ / ಸಂಬಂಧಿಸಿದ ಪದವಿಗಳ ವಿಭಾಗಗಳು, ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕೆ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ, ಕೆ.ವಿ.ವಿ. ಧಾರವಾಡ.
6. ನಿರ್ದೇಶಕರು, ಐ.ಟಿ. ವಿಭಾಗ, ಕೆ.ವಿ.ವಿ. ಧಾರವಾಡ ಇವರಿಗೆ ಕೆ.ವಿ.ವಿ. ಅಂತರಜಾಲದಲ್ಲಿ ಪ್ರಕಟಿಸುವುದು.



**Karnatak University, Dharwad**

**Faculty of Arts**

**Two Year PG Programme**

**M.A. English**

**Programme structure and Syllabus**

**As per NEP- 2020**

**With Effect from 2024-25**

**KARNATAK UNIVERSITY, DHARWAD**  
**Post-Graduate Department of Studies in English**  
**Syllabus of M.A. in English as Per Revised NEP**  
**With effect from 2024-25, 2025-26 and 2026-27**

**Regulations Governing the Master of Arts in English**

1. **M.A. Programme:** The programme shall be called Master of Arts in English, which is abbreviated as MA in English. The duration of the course shall be four semesters over two years.
2. **Programme Credits and Marks:** Candidate has to earn 96 credits for the successful completion of MA in English. The credits shall be earned by the candidate by studying DSCs, DSEs and OECs. Total marks shall be 2400.
3. **Components of Programme:** M.A. Program shall consist of the following courses: i) DSCs ii) DSEs and iii) Open Elective Courses.
4. **Open Elective Courses:** There shall be at least two open elective courses in the program. Open Elective Courses shall be offered during the II and III Semesters.
5. **Eligibility for Admission:** Candidates possessing a three year degree with English as an optional subject from the host university or any other university which is equivalent thereto complying with eligibility criteria laid down by the University for the Admission to MA in English are eligible.
6. **Entrance Test:** Entrance Test for 100 marks shall be conducted.
7. **Eligibility Certificate:** All the graduates from other universities shall have to produce Eligibility Certificate from the University within 10 days from the day of admission.
8. **Calendar of Events:** The calendar of events in respect of the programme shall be fixed by the University from time to time.
9. **Attendance:** Each course shall be taken as a unit for the calculation of attendance. A student shall attend minimum 75% of the number of working hours/periods in each course. A candidate who does not satisfy the requirement of attendance shall not be eligible to take examination of the concerned course.
10. **Course Marks:** Total marks for each course shall be 100: 20 marks for Formative Assessment and 80 marks for Summative Assessment. Formative Assessment includes two Internal Assessment tests each for 10 marks (and that is to be scaled down to 10 marks), and Assignment or Seminar or Review of Literary Work for 10 marks.
11. **Structure of Project/Dissertation:** The candidate has to submit the project/dissertation on or before the last working day of the fourth semester. The responsibility of allocating the project work including the topic of the project, duration and the time for the fieldwork etc., shall be decided by the course teacher and assented by the Departmental Council during the



II	DSC-7	C2ENG001T	The 18 <sup>th</sup> and 19 <sup>th</sup> Century English Literature	4	4	20	80	100
	DSC-8	C2ENG002T	Indian English Fiction and Drama	4	4	20	80	100
	DSC-9	C2ENG003T	American Fiction and Drama	4	4	20	80	100
	DSC-10	C2ENG004T	Indian Fiction and Drama in English Translation	4	4	20	80	100
	DSC-11	C2ENG005T	Research Methodology	4	4	20	80	100
	OEC-1	O2ENG206T	Communicative English	4	4	20	80	100
III	DSC-12	C3ENG001T	The 20 <sup>th</sup> Century English Literature	4	4	20	80	100
	DSC-13	C3ENG002T	Critical Theory ( Part-I)	4	4	20	80	100
	DSC-14	C3ENG003T	Postcolonial Poetry and Prose	4	4	20	80	100
	DSC-15	C3ENG004T	Gender Studies	4	4	20	80	100
	DSE-1(A) Or	C3ENG105A T	Comparative Literature	4	4	20	80	100
	DSE-1(B) Or	C3ENG105B T	Dalit Literature	4	4	20	80	100
	DSE-1(C)	C3ENG105C T	World Classics in English Translation	4	4	20	80	100
	OEC-2	O3ENG206T	English For Employability	4	4	20	80	100
IV	DSC-16	C4ENG001T	English Language Teaching (ELT)	4	4	20	80	100
	DSC-17	C4ENG002T	Critical Theory ( Part-II)	4	4	20	80	100
	DSC-18	C4ENG003T	Postcolonial Fiction and Drama	4	4	20	80	100
	DSC-19	C4ENG004T	Cultural Studies	4	4	20	80	100
	DSC-20	C4ENG005P	Dissertation/ Project	4	4	20	80	100
	DSE-2(A) Or	C4ENG106A T	Translation Studies	4	4	20	80	100
	DSE-2(B) Or	C4ENG106B T	Indian Diasporic Writing	4	4	20	80	100
	DSE-2(C)	C4ENG106C T	Tribal Literature	4	4	20	80	100
				<b>96</b>	<b>480</b>	<b>1920</b>	<b>2400</b>	

**S.A.** -Summative Assessment. **F.A.**-Formative Assignment

**MA- English SYLLABUS**  
**With effect from the Academic Year**

**Programme Outcomes (POs):** Upon the completion of the programme

1. The graduate will have a working knowledge about movements, trends and literary texts produced within various spatiotemporal specificities.
2. The graduate will have developed critical and theoretical perspectives to read and analyze texts written in different genres.
3. The graduate will have developed the ability to recognise, describe and evaluate ideas, themes and concerns developed in literary and cultural texts and also their impact on culture and society in the past and present.
4. The graduate will have acquired spoken and written expression in the form of seminars, essays, project works and reviews
5. The graduate will have developed ethical maturity to gather and assess information from various sources such as written, electronic forms etc.

**FIRST SEMESTER**

<b>Se m</b>	<b>Paper</b>	<b>Code</b>	<b>Title of the paper</b>	<b>Hou rs</b>	<b>Credit s</b>	<b>F.A</b>	<b>S.A</b>	<b>Total</b>
I	DSC-1	CIENG001T	The 16 <sup>th</sup> and 17 <sup>th</sup> Century English Literature	4	4	20	80	100
I	DSC-2	CIENG002T	Indian English Poetry and Prose	4	4	20	80	100
I	DSC-3	CIENG003T	American Poetry and Prose	4	4	20	80	100
I	DSC-4	CIENG004T	Indian Poetry and Prose in English Translation	4	4	20	80	100
I	DSC-5	CIENG005T	English for Academic Purpose	4	4	20	80	100
I	DSC-6	CIENG006T	Linguistics	4	4	20	80	100
					<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>

## DSC-1: The 16<sup>th</sup> and 17<sup>th</sup> Century English Literature (C1ENG001T)

**Course Outcomes (COs):** Upon the completion of the course the students will be able to:

1. Understand literary, social, political, economic and cultural milieu of the periods of literature
2. Acquire the knowledge of evolution of English language and literature
3. Get an acquaintance with major writers, texts and forms that evolved during the periods
4. Possess an in-depth knowledge of the prescribed texts
5. Acquire the skill of interpreting literary texts

### Unit-1: Background

Renaissance, Humanism, Reformation, Development of English Drama upto Restoration, Elizabethan Poetry, Metaphysical Poetry, Important Prose Writers of the Period

### Unit-2: Poetry

John Milton	: <i>Paradise Lost</i> Book-I
John Donne	: 'The Sun Rising', and 'Death Be not Proud'
Andrew Marwell	: 'To His Coy Mistress', and 'The Garden'

### Unit-3: Prose

Francis Bacon	: Essays– Of Truth, Of Parents and Children, Of Friendship, Of Studies, and Of Death
Thomas More	: <i>Utopia</i>

### Unit-4: Drama

William Shakespeare	: <i>Othello</i>
Ben Jonson	: <i>Every Man in His Humour</i>

### Suggested Readings:

1. Andrew Sanders. *The Short Oxford History of English Literature* (OUP).
2. *The Norton Anthology of English Literature*. London: WW Norton and Co, 2000.
3. David Daiches. *A Critical History of English Literature*, 2 Vols. New Delhi: Random House India, 1994.
4. Google: [www.poemhunter.com](http://www.poemhunter.com)

\*\*\*\*\*



## DSC- 2: Indian English Poetry and Prose (C1ENG002T)

**Course Outcomes (COs):** On the completion of the course the students will be able to:

1. Acquaint with various phases of the evolution of Indian English literature and interpretation of texts in the light of Indian consciousness.
2. Understand Indian writers' contribution to literature written in English.
3. Study movements like freedom struggle, nationalism, and contemporary issues.
4. Analyse the creative achievements of Indian writers and the portrayal of Indian sensibility and Indianness in language and literature.
5. Study multilayered/ indigenous themes, creating a unique Indian literary identity.

### Unit-1: Background

Romantic Poetry, Modernist Poetry, Pre- Independence, Post-Independence periods, Gandhian ambiance, Biography and Autobiography in Indian English literature

### Unit-2: Poetry

Poetry: *Twenty-Five Indian Poets in English*. Ed K. S. Ramamurthy (any edition). Only the following poems are for study:

1. Henry Derozio : 'The Harp of India'
2. Toru Dutt : 'Our Casuarina Tree'
3. Rabindranath Tagore : From *Gitanjali* Canto II, III and XVIII from Kabir Poems
4. Sarojini Naidu : 'Indian Weavers'
5. Kamala Das : 'An Introduction' and "The Old Playhouse"
6. Nissim Ezekiel : 'Good Bye Party to Miss Pushpa T.S.'
7. K. Raghavendra Rao : 'The Journey to Golgotha'

### Unit-3: Prose

- Mahatma Gandhi : *Hind Swaraj*  
 A.P.J. Abdul Kalam : *Wings of Fire*.

### Unit-4: Criticism

- Sri Aurobindo : "The Future Poetry" (Mantra Concept) from *Future Poetry* (Aurobindo Ashram Pondicherry)  
 A.K. Ramanujan : "Is There an Indian Way of Thinking?"

**Suggested Reading:**

1. K. R. S. Iyengar. *Indian Writing in English*. New Delhi: Sterling.
2. M. K. Naik. *A History of Indian English Literature*. New Delhi: Sahitya Akademi.
3. A. K. Mehrotra. (ed). *An Illustrated History of Indian English Literature, New Delhi: Permanent Black, 2000.*
4. Shyamala Narayan, *Indian English Literature (1980-2000) A Critical Survey*, Pencraft International, 2012

\*\*\*\*\*

### **DSC-3: American Poetry and Prose (C1ENG003T)**

**Course Outcomes:** Upon the completion of the course the students will be able to:

1. Learn about the background of America as a new world.
2. Acquire about how Puritanism worked out the concepts of middle class society, capitalism and democracy.
3. Embody the human values embedded in the poetry of Whitman, Frost and Hughes.
4. Imbibe the full implications of American Transcendentalism.
5. Adopt critical theories that speak of the best prose and poetry.

#### **Unit-1: Background**

Early American and Colonial Period up to 1776, The Romantic Period (1820-1860), and American Poetry and Prose since 1945

#### **Unit-2: Poetry**

Walt Whitman:	Song of Myself Passage to India
Robert Frost:	Stopping by Woods on a Snowy Evening After Apple-Picking
Langston Hughes	: The Negro Speaks of Rivers The Weary Blues
Allen Ginsberg	: Howl A Supermarket in California

#### **Unit-3- Prose**

R. W. Emerson	: “Self-Reliance”
H. D. Thoreau	: “Civil Disobedience”

#### **Unit-4: Criticism**

E. A. Poe	: “The Philosophy of Composition”
Henry James	: “The Art of Fiction”

#### **Suggested Reading:**

1. Spiller, R. E. (ed) *A Literary History of the United States*. New York: Macmillan, 1948.
2. *The Norton Anthology of American Literature*. New York: W. W. Norton Co., 2010.
3. Van Spanckeren, Kathryn. *American Literature*. New York: US Dept of State, 1994.

\*\*\*\*\*

## **DSC-4: Indian Poetry and Prose in English Translation (C1ENG004T)**

**Course Outcomes (COs):** Upon the completion of the course the students will be able to:

1. Acquire knowledge about translation – process, theories, problems, and challenges
2. Know the significance of regional literature
3. Understand the philosophy, myths, and epics of regional literature
4. Understand Indian autobiographies in translation
5. Acquaint with terms like regional culture, tradition, customs and rituals

### **Unit-1: Theories of Translation**

1. The Meaning of Translation, Definitions, Scope, Translation and Transcreation
2. Source Language and Target Language
3. Problems and Challenges of Translation
4. History of Translation and the Role of Translator
5. Theories and Types of Translation
6. Translation in Indian Context and Significance of Translation

### **Unit-2: Poetry**

1. Basavanna : Vachana-a) 59- Cripple Me, Father b) 820- The Rich  
(A. K. Ramanujan's *Speaking of Siva*)
2. Purandara Dasa: a) "Who Among the Three Wishes Well of You"  
b) "It is in One Name that are Hidden" (*Karnataka Haridasa Sahitya*)
3. Kanakadasa: a) "Do not Quarrel over Caste" b) "Better Quarrel with the Wise"  
(Shashidhar G. Vaidya: *Select Songs of Kanakadasa*)
4. Sharif Saheb of Shishunala: a) "What is the Use of Shouting Spiritual Knowledge?"  
b) "We are Human Sheep..."  
(Shashidhar G. Vaidya: *Select Songs of Sharif Saheb of Shishunala*)
5. Poems of Sarvajna: a) "Dana Paddat" b) "The Way of Friendship"  
(Rajendra Chenni : *Vachanas of Sarvajna*)

### **Unit-3: Autobiographies**

- Arvind Malagatti : *Government Brahmana* (Kannada)  
Balbir Madhopuri : *Changiya Rukh* (Punjabi)

#### **Unit- 4: Short Stories**

1. Allam Rajaiah (Telugu): “Bhoomi”
2. Gayatri Saraf (Odia): “Life”
3. Amin Kamil (Kashmiri): “The Cock-Fight”
4. T.S. Pillai (Malayalam): “The Flood”
5. Lekhraj Tulsiani (Sindhi): “Manjri”
6. Rajindar Singh Bedi (Urdu): “Lajwanti”

From *Contemporary Indian Short Stories Series-II*, Sahitya Akademi, New Delhi, 2009

#### **Suggested Reading:**

1. Ashok Hulibandi. *Indian Dalit and Tribal Autobiographies: A New Perspective*. New Delhi: Sarup Book Publishers, 2016.
2. Sujit Mukherjee. *Translation as Discovery*. Hyderabad: Orient Longman, 1964.
3. Jeremy Munday. *Introducing Translation Studies*. London: Routledge, 2001.
4. *Encyclopedia of Indian Literature*, Vols. 1 to 6. New Delhi: Sahitya Akademi.

\*\*\*\*\*

## **DSC-5: English for Academic Purpose (C1ENG005T)**

**Course Outcomes (Cos):** Upon the completion of the course students will be able to

- 1 . Master the grammar aspects such as parts of speech, tenses, voices, reporting of speech.
2. Identify these grammar aspects in texts and speeches.
3. Use these grammar aspects correctly in their oral and written expressions
4. Understand the usages, idioms and nuances of English language
5. Acquire fluency and confidence in the use of English language

### **Unit-1**

Parts of Speech: Noun, Pronoun, Verb, Adverb, Adjective, Preposition, Conjunction, Interjection.  
Articles, Tense, Subject- verb agreement

### **Unit -2**

Active and Passive Voice and Direct and Indirect Speech  
Formation of words, Prefixes and suffixes, Homonyms, Homophones, synonyms, Antonyms

### **Unit -3**

Sentences: Simple, Compound and Complex. Phrases and Clauses,  
Degrees of Comparison, usages  
Punctuation marks, Identification of errors, Body Language, Spoken English

### **Unit -4**

Letter writing, paragraph writing, essay writing, preparing CV, Email, Blog  
Developing of ideas and proverbs, writing of review of books and articles.

### **Suggested Readings:**

1. Wren and Martin. *English Grammar and Composition*. New Delhi: S Chand. 2012
2. Ludlow and Panton. *The Essence of Effective Communication*. New Delhi: PHI
3. N Krishnaswamy and Lalita Krishnaswamy. *Mastering Communication Skills and Soft Skills*. New Delhi: Bloomsbury, 2015
4. Raymond Murphy. *English Grammar*. CUP
5. A.J . Thomson, A.V. Marnet. *A Practical English Grammar*. OUP
6. Michael Swan. *Oxford Pocket Basic English Use*. OUP

7. Josh Sreedharan. *The Four Skills of Communication*. New Delhi: Foundation Books
8. Randolph Quirk: A University Grammar of English

\*\*\*\*\*

## **DSC-6: Linguistics (C1ENG006T)**

**Course Outcomes (COs):** At the end of the course students will be able to

1. Obtain a deep understanding of how languages work
2. Understand the structure of human languages and the scientific study of language
3. Understand a comparative analysis of how various languages or language families are alike or different.
4. Understand what distinguishes human language from animal communication systems
5. Posses the knowledge of Phonetics, Phonology, Morphology, Syntax and Semantics

### **Unit-1: Language and Linguistics**

1. Language: Definitions, Nature, Scope and Characteristics
2. Linguistics: Definition, and Branches
3. Structure of Language
4. Difference between Speech and Language

### **Unit-2: Phonetics**

1. Phonetics: Branches (Acoustics, Articulatory and Auditory)
2. Speech Organs and Speech Sounds in English (Consonants, Vowels, and Diphthongs)
3. Word-accent in English
4. Stress and Intonation

### **Unit-3: Phonology, Morphology, Syntax and Semantics**

1. Meaning of Phonology, Morphology, Syntax and Semantics
2. C. K. Ogden and I. A. Richards: Theory of Meaning
3. Geoffrey Leech: Seven Types of Meaning
4. Buddhist Theory of Meaning (Aphavada Theory)

### **Unit-4: Language: Theoretical Approach**

1. B. F. Skinner: Behaviorist Theory of Language
2. Jean Piaget: Cognitive Theory of Language
3. Noam Chomsky : Theory of Language Acquisition (LAD)
4. Michael Alexander Kirkwood Halliday: Systemic Functional Linguistics (SFL)



**Suggested Reading:**

1. John Lyons. *Language and Linguistics: An Introduction*. CUP, 2001.
2. Noam Chomsky *Aspects of the Theory of Language*
3. Rodney Huddleston. *An Introduction to Transformational Syntax*
4. Roger Fowler. *An Introduction to Transformational Syntax*
5. Daniel Jones. *English Pronouncing Dictionary*

\*\*\*\*\*

## SECOND SEMESTER

Se m	Paper	Code	Title of the paper	Ho urs	Cre dits	F.A	S.A	Total
II	DSC-7	C2ENG001T	The 18 <sup>th</sup> and 19 <sup>th</sup> Century English Literature	4	4	20	80	100
	DSC-8	C2ENG002T	Indian English Fiction and Drama	4	4	20	80	100
	DSC-9	C2ENG003T	American Fiction and Drama	4	4	20	80	100
	DSC-10	C2ENG004T	Indian Fiction and Drama in English Translation	4	4	20	80	100
	DSC-11	C2ENG005T	Research Methodology	4	4	20	80	100
	OEC-1	O2ENG206T	Communicative English	4	4	20	80	100
					<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>

### DSC-7: The 18<sup>th</sup> and 19<sup>th</sup> Century English Literature (C2ENG001T)

**Course Outcomes (COs):** Upon the completion of the course students will be able to:

1. Understand historical perspective of the 18<sup>th</sup> and 19<sup>th</sup> centuries English literature
2. Acquire the knowledge of socio- cultural changes that occurred during the periods
3. Get an acquaintance with major writers, texts and forms of the periods
4. Possess an in-depth knowledge of the prescribed texts
5. Acquire the knowledge of contextualizing and interpreting literary texts

#### Unit-1: Background

Augustan Poetry, Romantic Poetry and Prose, Victorian Poetry, Prose and Fiction

#### Unit-2: Poetry

Alexander Pope: : ‘The Rape of the Lock’  
 William Wordsworth: : ‘The Table Turned’  
 John Keats: : ‘Ode to a Nightingale’  
 S.T. Coleridge: : ‘The Rime of the Ancient Mariner’  
 Lord Alfred Tennyson: : ‘The Lotus Eaters’  
 Robert Browning : : ‘Love Among the Ruins’

#### Unit-3: Prose

Charles Lamb : *Essays of Elia*: Oxford in the Vacation, All Fools’ Day, Dream Children: A Reverie, and The Praise of Chimney Sweeper  
 Matthew Arnold : Author’s Preface, and Chapter 1 “Sweetness and Light” from *Culture and Anarchy* (any edition)

**Unit-4: Fiction**

Emily Bronte : *Wuthering Heights*  
Thomas Hardy : *The Mayor of Casterbridge*

**Suggested Readings:**

1. Andrew Sanders. *The Short Oxford History of English Literature*. London: OUP.
2. *The Norton Anthology of English Literature*. London: WWW Norton and Co, 2000.
3. David Daiches. *A Critical History of English Literature*, 2 Vols. New Delhi: Random House India, 1994.
4. Google : [www.poemhunter.com](http://www.poemhunter.com)

\*\*\*\*\*

## **DSC-8 Indian English Fiction and Drama (C2ENG002T)**

**Course Outcomes (COs):** On the completion of the course students will be able to:

1. Understand different genres of Indian English Fiction and Drama.
2. Acquaint with the pioneering creative works of Mulk Raj Anand, Raja Rao and R.K. Narayan and other major writers.
3. Know a variety of thematic concerns in Indian Fiction and Drama with unique Indian experience.
4. Understand and interpret motifs, narrative strategies with an emphasis on cultural, social and political context.
5. Study the works of representative Indian English Novelists and Dramatists, understanding their contributions to Indian literary canon.

### **Unit- 1 Background**

The Rise and Development of Indian English Fiction and Drama, Bankimchandra Chatterjee, the Trios, Social novels, Historical novels, Women fiction writers, Rabindranath Tagore's plays, Girish Karnad, Asif Currimboy, Vijay Tendulkar, Social Drama, Historical plays

### **Unit -2 Fiction**

Mulk Raj Anand : *Coolie*  
Raja Rao : *Kanthapura* (OUP)

### **Unit -3 Fiction**

Shashi Deshpande : *A Matter of Time*  
Basavaraj Naikar : *Light in the House*

### **Unit - 4 Drama**

Girish Karnad : *Tuglaq* (OUP)  
Mahesh Dattani : *Tara* (OUP)

### **Suggested Reading:**

1. K.R.S. Iyengar. *Indian Writing in English*. New Delhi: Sterling
2. M.K Naik. *A History of Indian English Literature*. New Delhi: Sahitya Academy.
3. A. K.Mehrotra. *An Illustrated History of Indian English Literature*. New Delhi: Permanent Black, 2000.
4. G. N. Devy. *Indian Literary Criticism Theory and Interpretation* 3<sup>rd</sup> edition, Orient Blackswan.
5. N. Krishnaswamy and Lalitha Krishnaswamy *The Story of English in India*, Alphanumera 1992 International Edition.

\*\*\*\*\*

**DSC-9: American Fiction and Drama (C2ENG003T)**

**Course Outcomes:** Upon the completion of the course students will be able to:

1. Learn about the rise and growth of American literature.
2. Study American fiction and drama.
3. Realize the importance of such great texts like *The Old Man and the Sea*.
4. Learn African-American literature as subaltern culture.
5. Appreciate American drama that speaks for the common man.

**Unit – 1: Background**

The Romantic Age Novelists; Modernism and Experimentation -1915 to 1945; Contemporary American Fiction and Drama; and Black, Jewish and Asian Writings

**Unit – 2: Fiction**

Herman Melville : *Moby-Dick* (any edition)  
 Mark Twain : *The Adventures of Huckleberry Finn* (any edition)

**Unit - 3: Fiction**

Ernest Hemingway : *The Old Man and the Sea* (any edition)  
 Toni Morrison : *Sula* (any edition)

**Unit – 4: Drama**

Eugene O’Neil : *Long Day’s Journey into Night* (any edition)  
 Arthur Miller : *Death of a Salesman* (any edition)

**Suggested Reading:**

1. R.E. Spiller. (ed): *A Literary History of the United States*. New York: Macmillan, 1948.
2. *Norton Anthology of American Literature*. New York: W.W.Norton Co., 2010.
3. VanSpanckeren, Kathryn. *American Literature*. New York: US Dept of State, 1994.

\*\*\*\*\*

## **DSC-10: Indian Fiction and Drama in English Translation (C2ENG004T)**

**Course Outcomes (COs):** Upon the completion of the course students will be able to

1. Know regional culture, traditions, customs, and rituals
2. Acquaint with various social issues of the regions
3. Understand how translation is creatively done in prescribed fiction and drama
4. Explore the works of Indian authors and forms
5. Understand rich and diverse literary traditions of India

### **Unit-1: Fiction**

Baraguru Ramachandrappa: *Shabari* (Kannada)  
Ved Rahi : *Lal Ded* (Dogri)

### **Unit-2: Fiction**

Indra R. Parthasarathy : *The River of Blood* (Tamil)  
Fakir Mohan Senapati : *Six Acres and A Third* (Oriya)

### **Unit-3: Drama**

Chandrasekhar Kumbar : *The Scapegoat* (Kannada)  
Atamjit Singh : *No Man's Land* (Punjabi)

### **Unit-4: Drama**

Kuvempu : *A Throat for a Thumb* (Kannada)  
Vijay Tendulkar : *Ghashiram Kotwal* (Marathi)

### **Suggested Reading:**

1. *Encyclopedia of Indian Literature*, Vols 1 to 6. New Delhi: Sahitya Akademi.
2. Basavaraj Naikar. *Indian Literature in English Translation*. New Delhi: National Publishing House, 2004.
3. *Encyclopedia of Indian Literature*. New Delhi: Sahitya Academy.
4. Ashok Hulibandi. *Unveiling of Indian Ethos: Indian Novels in English Translation* (Vol. I & III). New Delhi: Crescent Publishers.

\*\*\*\*\*

## **DSC-11- Research Methodology (C2ENG005T)**

**Course Outcomes (COs):** Upon the completion of the course students will be able to

1. Learn enough about research methodology.
2. Understand adequately about how MLA Handbook can guide them for research and writing.
3. Write research papers.
4. Know about how research programs are important in higher education and professions.
5. Learn the mechanics of writing, academic integrity, documentation, research ethics etc.

### **Unit-1**

Research and Writing  
Plagiarism and Academic Integrity

### **Unit-2**

The Mechanics of Writing  
Sources

### **Unit-3**

The Format of Research Paper  
Documentation

### **Unit-4**

Documentation: Citing Sources in the Text  
Abbreviations

### **Reference Books:**

1. MLA Handbook for Writers of Research Papers, Seventh Edition
2. MLA Handbook, Eighth Edition
3. MLA Handbook, Ninth Edition
4. MLA Handbook, Tenth and Eleventh Editions

\*\*\*\*\*

### OEC-1: Communicative English (O2ENG206T)

**Course Outcomes (COs):** At the end of the course students will be able to

1. Develop expertise in Language and Communication skills
2. Acquire effective writing skills
3. Enhance their language proficiency
4. Comprehend richness and versatility of English language
5. Grasp the contribution of prominent writers to English literature

#### Unit 1- Grammar

Parts of Speech, Tense

Direct and Reported Speech, Active and Passive Voice

#### Unit 2- Composition

Comprehension

Paragraph Writing

#### Unit 3- Composition

Essay Writing

Precis Writing

#### Unit 4- Poetry and Drama

William Shakespeare: Shall I Compare Thee....

Robert Frost: The Road Not Taken

Anton Chekhov: *A Swan- song*

Cedric Mount: *The Never-Never Nest*

### Suggested Reading

1. Wren and Martin *High School English Grammar and Composition*.
2. Raymond Murphy. *Intermediate English Grammar*. Cambridge University Press.
3. Literature and Beyond, Orient Black Swan, 2011

### THIRD SEMESTER

Se m	Paper	Code	Title of the paper	Hours	Credit s	F.A	S.A	Total
III	DSC-12	C3ENG001T	The 20 <sup>th</sup> Century English Literature	4	4	20	80	100
	DSC-13	C3ENG002T	Critical Theory ( Part-I)	4	4	20	80	100
	DSC-14	C3ENG003T	Postcolonial Poetry and Prose	4	4	20	80	100
	DSC-15	C3ENG004T	Gender Studies	4	4	20	80	100
	DSE-1 (A)	C3ENG105AT Or	Comparative Literature	4	4	20	80	100
	DSE-1 (B)	C3ENG105BT Or	Dalit Literature	4	4	20	80	100
	DSE-1 (C)	C3ENG105CT	World Classics in English Translation	4	4	20	80	100
	OEC-2	O3ENG206T	English for Employability	4	4	20	80	100
					<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>



## DSC-12- The 20<sup>th</sup> Century English Literature (C3ENG001T)

**Course Outcomes (COs):** At the end of the course students will be able to

1. Understand the historical changes that occurred in the 20<sup>th</sup> century
2. Get familiarity with consequent changes that embedded in the literature of the period
3. Acquire an in-depth knowledge of the prescribed texts, various literary movements, forms of literature and major writers of the century
4. Posses the knowledge of themes, nature, and style of the literature of the period
5. Analyze the texts critically applying different approaches and perspectives

### Unit-1: Background

Modernist Poetry, Stream of Consciousness Narrative Technique, Science Fiction, Absurd Theatre, and Postmodern Literature

### Unit-2: Poetry

W. B. Yeats	: Second Coming, and Sailing to Byzantium
T. S. Eliot	: The Wasteland
W.H. Auden	: The Unknown Citizen
Seamus Heaney	: Blackberry-Picking, and Digging

### Unit-3: Fiction

Graham Greene	: <i>The Power and the Glory</i> (Penguin)
George Orwell	: <i>Animal Farm</i> (any edition)

### Unit-4: Drama

G. B. Shaw	: <i>St Joan</i> (any edition)
Samuel Beckett	: <i>Waiting for Godot</i> (any edition)

### Suggested Readings:

1. Andrew Sanders. *The Short Oxford History of English Literature*. OUP.
2. *The Norton Anthology of English Literature*. London: WW Norton and Co, 2000.
3. David Daiches. *A Critical History of English Literature*, 2 Vols. New Delhi: Random House India, 1994.
4. Google: [www.poemhunter.com](http://www.poemhunter.com)

\*\*\*\*\*

### DSC-13: Critical Theory (Part-I) (C3ENG002T)

**Course Outcomes (COs):** At the end of the course students will be able to:

1. Know the benefits of studying criticism or critical theories.
2. Study the criticism that ranges from impromptu comments to a written detailed response or theory
3. Study both eastern and western critical theories, ranging from classical to the post-colonial theories
4. Learn and appreciate foundation texts like Aristotle's *Poetics*, Romantic and Modernist criticism, Coleridge and Eliot, Culler and others.
5. Interpret the given texts applying various critical theories

#### Unit-1

Classicism – Aristotle : *Poetics*  
Sanskrit Criticism – Bharata : Concept of Rasa

#### Unit-2

Romantic Criticism – S. T. Coleridge : On Imagination and Fancy  
(*Biographia Literaria* - Chap XIII)  
British Formalism – T.S. Eliot : “Tradition and the Individual Talent”

#### Unit-3

New Criticism – Mark Schorer : “Technique as Discovery”  
Reader-Response Theory– Wolfgang Iser : “Introduction between  
Text and Reader”

#### Unit-4

Structuralism – Jonathan Culler : “Structuralism and Literature”  
Virginia Woolf : “A Room of One’s Own”  
(From *The Norton Anthology of Theory and Criticism*)

#### Suggested Reading:

1. *The Norton Anthology of Theory and Criticism*. New York: W.W.Norton and Co., 2001.
2. M. A. R. Habib. *A History of Literary Criticism and Theory*. London: Blackwell, 2008.
3. S Ramaswami and V.S.Sethuraman (eds). *The English Critical Tradition*. Madras: Macmillan.
4. M. H.Abrams and G.G.Harpham. *A Glossary of Literary Terms*. New Delhi: Cengage, 2015.

\*\*\*\*\*

## **DSC- 14 -Postcolonial Poetry and Prose (C3ENG003T)**

**Course Outcomes (COs):** Upon the completion of the course students will be able to

1. Understand various terms and concepts which characterise postcolonial literatures
2. Possess the knowledge of African and Australian poetry
3. Get acquainted with postcolonial poetry, prose and travelogues
4. Acquire the knowledge of impact of colonialism
5. Get an in depth knowledge of the prescribed texts

### **Unit-1: A Background**

1. General Introduction to Postcolonial literature and concepts
2. African poetry and prose
3. Australian poetry and prose
4. Postcolonial travelogue
5. Chinua Achebe : “Colonialist Criticism” (The Post-colonial Studies Reader Ed. by Bill Ashcroft et al)

### **Unit-2: Poetry**

- |                                 |   |
|---------------------------------|---|
| 1. Faiz Ahmad Faiz (Pakistan)   | : ‘My Guest’, and ‘Loneliness’                                    |
| 2. Gabriel Okara (Africa)       | : ‘Once Upon a Time”, and ‘Were I to Chose’                       |
| 3. Edwin Thumboo (Singapore)    | : ‘The Exile’ and ‘Gods Can Die’                                  |
| 4. Kamala Wijeratne (Sri Lanka) | : ‘On Seeing a White Flag Across a By-Road’ and<br>‘To a Student’ |

### **Unit-3: Prose**

- |                  |  |
|------------------|--|
| 1. V.S. Naipaul  | : <i>An Area of Darkness</i>   |
| 2. Chinua Achebe | : ‘An Image of Africa: Racism in Conrad’s <i>Heart of Darkness</i> ’ |

### **Unit-4: Criticism**

- |                       |   |
|-----------------------|---|
| 1. NGuigi Wa Thiong’O | : <i>Decolonising the Mind</i> (Any Edition)                    |
| 2. Edward Said        | : Chapter I The Scope of Orientalism<br>from <i>Orientalism</i> |

**Suggested Readings:**

1. Ania Loomba. *Colonialism/Postcolonialism*. London: Routledge, 2002.
2. Leela Gandhi. *Postcolonial Theory*. New Delhi: OUP, 2001
3. R. K Dhavan. *Commonwealth Literature*, Vols 1 to 4. New Delhi: Creative Books.
4. William Walsh. *Commonwealth Literature*
5. C.D. Narasimhaiah. *An Anthology of Commonwealth Poetry*

\*\*\*\*\*

## **DSC-15: Gender Studies (C3ENG004T)**

**Course Outcomes (COs):** On the completion of the course students will be able to

1. Know patriarchal prejudices and gender discrimination which exist in society from times immemorial.
2. Assess disparities between men and women and the implications of such disparities within societal context.
3. Be aware of gender bias and develop attitudinal change in establishing egalitarian existence.
4. Study social problems and gender dynamics operating in socio-cultural spheres.
5. Inculcate gender sensitivity and social responsibility as an inevitable aspect of a healthy society.

### **Unit 1 -Background**

**Concepts:** Patriarchy, Sex and Gender, Stereotypes, Gynocriticism, Body Politics, and Glass Ceiling, Sisterhood, Surrogacy, Queer theory, LGBTQ.

**Social Problems:** Female foeticide, Poverty, Prostitution, Eve teasing, Gender discrimination, Domestic violence, Sexual harassment at workplaces, Rape, Sexist remarks, Cyber-crimes, Honour killing, Women in media, Advertisement and Films, Morphing, Pornography, Women and Health.

### **Unit – 2: Criticism**

Dr B. R. Ambedkar	: The Hindu Code Bill
Simone de Beauvoir	: <i>The Second Sex</i> (Introduction )
Pandita Ramabai (Caste Hindu Woman)	: On Widowhood ( <i>Extract from The High</i> )

### **Unit – 3: Texts**

Eunice D'Souza (ed)	:( Selections from <i>Nine Indian Women Poets</i> ): Tribute to Papa, Positive Thinking, After Eight Years of Marriage, Anonymous, Bequest, Purdah-1, Battle Line, and Request and The Doubt
Mahashweta Devi	: <i>Draupadi</i> (Tr. Gayatri Spivak)
Ismat Chughtai	: 'The Veil'

**Unit – 4: Texts**

Anita Nair

: *Ladies Coupe*

Baby Kamble

: *The Prison We Broke***Suggested Reading:**

1. Robin Warhol. and Daine Price Herndl (eds), *Feminisms*. London: Rutgers Univ. Press, 1997.
2. Susie Tharu and K. Lalitha (eds). *Women's Writing in India* (OUP).
3. Sushila Singh. *Feminism: Theory, Criticism, Analysis*. New Delhi: Pencraft International, 2004.
4. Asthana, Pratima. *Woman's Movement in India*, Vikas Publishing, 1974.
5. Urvashi Butalia. *The Other Side of Silence*, Hurst, 2000.

## **DSE-1 (A): Comparative Literature (C3ENG105AT)**

**Course Outcomes (COs):** Upon the completion of the course students will be able to

1. Acquire the knowledge of origin, scope, nature and objectives of comparative study.
2. Posses the knowledge of various comparative theories.
3. Understand the significance and relevance of comparative study.
4. Get acquainted with socio-cultural diversities represented in the works of other languages.
5. Gain the skill of comparing and contrasting the texts of different cultural contexts

### **Unit-1: Background**

The Concept of Comparative Literature; the Nature and Development of Comparative Literature in the West and in India; and Schools of Comparative Literature

### **Unit-2: Comparative Literature: Views**

1. Sisir Kumar Das : “Why Comparative Indian Literature?” from *Comparative Literature: Theory and Practice* (IAS, Shimla)
2. Amiya Dev : “Literary Themes and Comparative Literature” from *Comparative Literature: Theory and Practice* (IAS, Shimla)

### **Unit-3: Comparative Study of Drama**

1. Kalidas : *Abhijnana Shakuntala*
2. William Shakespeare : *Winter’s Tale*

### **Unit-4: Comparative Study of Epics**

1. Valmiki : *Ramayana* (any edition)
2. Homer : *The Illiad* (any edition)

### **Suggested Reading:**

1. Amiya Dev and Sisir Kumar Das. *Comparative Literature: Theory and Practice*. Shimla: IAS. 1988.
2. Jancy James et al. *Comparative Literature: Theory, Culture and Space*. New Delhi: Creative Books, 2007.

3. G. S. Amur. *Essays on Modern Kannada Literature*. Bangalore: Karnataka Sahitya Academy, 2001.
4. Rajendra Chenni. *Tradition and Modernity*. Bangalore: Ruvani Publication.

\*\*\*\*\*



## **DSE-1 (B): Dalit Literature (C3ENG105BT)**

**Course Outcomes (COs):** On the completion of the course students will be able to

1. Understand historical development and emergence of Dalit literature in Indian context.
2. Know issues of caste discrimination, social injustice, resistance and identity in Dalit literary works.
3. Explore the intersections of caste and class in Dalit literature, examining how marginalised voices have contributed in creating awareness.
4. Analyse the role of Dalit literature as a form of resistance, activism and as social critique, and social movements for caste eradication.
5. Locate and identify caste discrimination, representation of Dalit identity, Dalit aesthetics and perceptions of caste based society.

### **Unit -1: Background**

Dalit literature, Origin and History of Ambedkar movement, Dalit Panthers, Dalit movements, Dalit Writings

**Social Transformation and Social Reformers** : Basavanna, Raja Rammohan Roy, Dr B.R. Ambedkar, Jyothiba Phule, Savitribai Phule, Shahu Maharaj, Annabhau Sathe and reformative measures.

### **Unit – 2: Poetry**

Mulk Raj Anand and Eleanor Zelliott (ed): *An Anthology of Dalit Literature* (Gyan Publishing House. New Delhi, 1992): Only the following poems are for study:

- i) Hira Bansode : ‘Boosom Friend, Slave, O! Great Man’
- ii) Anuragha Gaurava : ‘Request’
- iii) Jyoti Lanjewar : ‘Mother’, ‘ The Nameless Ones’
- iv) Tryambak Sapakale : ‘Angulimala’, ‘ Ekalavya’, ‘Do you Want to Be a Mother’, ‘Day’
- v) Yashwant Manohar : ‘I’m Ready for Revolt’
- vi) Namdeo Dhasal : ‘Ambedkar 79’ , ‘Ambedkar: 1980’
- vii) Vaman Nimbalkar : ‘Mother’, ‘ Caste’, ‘Words’.

### **Unit – 3: Prose**

Dr B.R. Ambedkar's : Annihilation of Caste  
 Sharanakumar Limbale : Introduction from *Towards an Aesthetics of Dalit Literature* (Tr from Marathi by Alok Mukherjee. Orient Blackswan, 2004)

### Unit – 4: Autobiography and Fiction

Urmila Pawar : The Weave of My Life: A Dalit Woman's Memoir

Anna Bhau Sathe : Fakira (Tr by Marathi by Baliram N. Gaikwad)

#### Suggested Reading:

1. R. S. Jain. *Dalit Autobiography*. Ahmednagar: Ritu Prakashana, 2007.
2. Amar Nath Prasad and M. B. Gaijan. *Dalit Literature: A Critical Explorations*. New Delhi: Sarup and Sons. 2007.
3. Jaydeep Sarangi and Champa Ghosal. *Marginal Writings in English: Bengali and Other Regional Literature*. New Delhi: Authors Press, 2013.
4. Urmila Pawar and Meenakshi Moon, *We Also Made History (Women in the Ambedkarite Movement)* New Delhi, Zubaan, 2008.
5. B.R. Ambedkar. *Who Were the Shudras?* Prabhat Prakashan, New Delhi, 2022.

\*\*\*\*\*

## DSE-1(C)-World Classics in English Translation (C3ENG105CT)

**Course Outcomes (COs):** At the end of the course students will be able to

1. Identify the unique qualities of world classics
2. Acquaint themselves with various classical works across the world
3. Comprehend the diverse writing styles of different renowned writers and what makes them so significant.
4. Internalize moral values presented in classics

### Unit 1- Theories

T.S. Eliot : “What is a Classic?” from *On Poetry and Poets*  
 A.C. Bradley: “The Sublime” from *Oxford Lectures on Poetry*

### Unit 2- Epics

Vyasa : *Mahabharata*  
 Homer: *The Odyssey*

### Unit 3- Drama

Vishakhadatta: *Mudrarakshasa*  
 Sophocles: *Oedipus Rex*

### Unit 4- Fiction

U. R. Ananthamurthy : *Samskara*  
 Franz Kafka : *The Trial*

### **Suggested Reading:**

1. H.D.F. Kitto. *The Great Tragedy: A Literary Study* 3rd Edition, Barnes and Noble Publisher Methuen, London. 1961
2. W.H. Wells. *Classical Indian Drama*. Asia Book House. Bombay.
3. Hornstein et al, *The Readers' Companion to World Literature*, Mentor Books, New York.

\*\*\*\*\*

## **OEC-2 – English for Employability (O3ENG206T)**

**Course Outcomes (COs):** At the end of the course students will be able to

1. Develop their ability of formal writing.
2. Improve the standard of their speech and writing.
3. Enhance their competence in English language.
4. Analyze the contributions made by prominent writers of English to the canon of literature.

### **Unit- 1**

Letter Writing  
Email etiquette, Telephone etiquette

### **Unit- 2**

Report Writing; Types  
Preparing Curriculum Vitae, Interview Skills, Presentation Skills

### **Unit-3**

Dialogue Writing and Role Play  
Expansion of ideas/ Proverbs

### **Unit -4**

**Short Stories-** R.K. Laxman : ‘The Gold Frame’  
Katherine Mansfield : ‘How Pearl Button was kidnapped’

**Prose-** Francis Bacon : ‘Of Travel’  
Bertrand Russell : ‘Knowledge and Wisdom’

### **Suggested Reading**

1. Krishna Mohan and Meera Banerji. *Developing Communication Skills*
2. Raymond Murphy. *Intermediate English Grammar*. Cambridge University Press.

\*\*\*\*\*

## IV SEMESTER

Sem	Paper	Code	Title of the paper	Hours	Credits	F.A	S.A	Total
IV	DSC-16	C4ENG001T	English Language Teaching (ELT)	4	4	20	80	100
	DSC-17	C4ENG002T	Critical Theory ( Part-II)	4	4	20	80	100
	DSC-18	C4ENG003T	Postcolonial Fiction and Drama	4	4	20	80	100
	DSC-19	C4ENG004T	Cultural Studies	4	4	20	80	100
	DSC-20	C4ENG005P	Dissertation/Project	4	4	20	80	100
	DSE-2 (A)	C4ENG106AT	Translation Studies	4	4	20	80	100
	DSE-2 (B)	C4ENG106BT	Indian Diasporic Writing	4	4	20	80	100
	DSE-2 (C)	C4ENG106CT	Tribal Literature	4	4	20	80	100
					<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>

**S.A.**-Summative Assessment. **F.A.**-Formative Assignment

### DSC-16: English Language Teaching (ELT) (C4ENG001T)

**Course Outcomes (COs):** At the end of the course students will be able to

1. Learn and comprehend written and spoken forms of English language.
2. Acquire mastery over teaching skills
3. Understand foreign teaching methods
4. Acquire a sense of grammaticality and acceptability
5. Acquire literary sense and sensibilities

#### Unit-1: Background

1. The importance of English language
2. The status of English language in India
3. Problems and remedies for teaching English effectively in Indian classrooms
4. Principles of teaching English
5. Three language formula
6. Teaching aids

#### Unit -2: Methods of Foreign Language Teaching

1. Direct Method
2. Grammar-Translation Method
3. Bilingual Method
4. Preparation of Lesson Plan

#### Unit -3: Teaching of Literary Genres

1. Teaching of Poetry
2. Teaching of Prose

3. Teaching of Fiction
4. Teaching of Drama

#### **Unit-4: Language Skills**

1. Listening Skill
2. Speaking Skill
3. Reading Skill
4. Writing Skill

**Instructions to Students:** Students need to deliver a language text lesson at any college of K.U. Dharwad. This is in the place of assignment or seminar or review of literary works. It carries 10 Marks.

#### **Suggested Reading:**

1. C. L. Wren. *The English Language*. New Delhi: Vikas Publication, 2004.
2. Jack C. Richards and Rodgers, Theodore S. *Approaches and Methods in Language Teaching*. London: CUP, 1986.
3. Jeremy, Harmer. *The Practice of English Language Teaching*. London: Essex, 1983.
4. Mohammad Aslam. *Teaching of English*. Foundation Books.

\*\*\*\*\*

## DSC-17: Critical Theory (Part-II) (C4ENG002T)

**Course Outcomes (COs):** At the end of the course students will be able to

1. Understand main propositions of critical theories
2. Learn modern critical theories and how they are important and useful for the study of literature.
3. Understand Modernism, Structuralism, and Colonialism as developed into Postmodernism, Post-structuralism and Postcolonialism.
4. Learn different perspectives or approaches like the classical, romantic, modern, Marxist, Freudian and postcolonial.
5. Understand critical theories from oriental perspectives

### Unit-1

Post-Structuralism - Jacques Derrida : “Structure, Sign and Play in the Discourse of Human Sciences”  
 Ronald Barthes : “The Death of the Author”

### Unit-2

Marxist Criticism - Edmund Wilson : “Marxism and Literature”  
 Psychoanalytical Criticism - Lionel Trilling: “Freud and Literature”

### Unit-3

Linguistic Criticism - Roman Jakobson : “Linguistics and Poetics”  
 Culture Studies - Raymond Williams : Chapter 3 “Literature” from  
*Marxism and Literature* Part I

### Unit-4

Postcolonial Criticism- Frantz Fanon : “On National Culture”  
 Gayatri Spivak : “Can the Subaltern Speak?”

#### **Suggested Reading:**

1. *The Norton Anthology of Theory and Criticism*. New York: W.W. Norton and Co., 2001.
2. M. A. R. Habib. *A History of Literary Criticism and Theory*. London: Blackwell, 2008.
3. S. Ramaswami and V.S. Sethuraman (eds). *The English Critical Tradition*. Madras: Macmillan.
4. Bill Ashcroft (ed). *Key Concepts in Critical Theory*. London: Routledge.

\*\*\*\*\*

## DSC- 18: Postcolonial Fiction and Drama (C4ENG003T)

**Course Outcomes (COs):** At the end of the course students will be able to

1. Acquire familiarity with various terms and concepts which define postcolonial literatures
2. Get an acquaintance with major postcolonial theorists and writers
3. Understand the concerns, themes and styles of postcolonial literatures
4. Possess an in-depth knowledge of the prescribed texts
5. Analyze the given texts from postcolonial perspectives

### Unit-1: Background

Postcoloniality, Racism, the Other, Identity, Mimicry, Hybridity, Alienation, Ambivalence, Transnationalism, Multiculturalism

Helen Tiffin: "Postcolonial Literatures and Counter Discourse" (*The Post-colonial Studies Reader* Ed. by Bill Ashcroft et al.)

### Unit-2: Fiction

J.M. Coetzee : *Disgrace*  
 Michael Ondaatje : *The English Patient*

### Unit-3: Fiction

Bapsi Sidhwa : *The Pakistani Bride*  
 Alice Munro : 'The Beggar Maid', and 'Silence'

### Unit-4: Drama

Manjula Padmanabhan : : *Harvest*  
 NGugi wa Thiong'O : *The Trial of Dedan Kimathi* (Worldview)

### Suggested Reading:

1. Bill Ashcroft et al, *The Empire Writes Back*. London: Routledge.
2. Ania Loomba. *Colonialism/Postcolonialism*. London: Routledge, 2005.
3. John McLeod,. *Beginning Postcolonialism*. Manchester: Manchester Univ. Press, 2009.
4. Edward Said. *Orientalism*. London: Penguin, 1995.
5. Bill Ashcroft et al. *The Post-Colonial Studies: The Key Concepts*. London: Routledge, 1998.

\*\*\*\*\*



## DSC-19: Cultural Studies (C4ENG004T)

**Course Outcomes (COs):** At the end of the course students will be able to

1. Equip themselves with conceptual understanding of Cultural Studies
2. Understand the terms, analytical techniques and interpretive strategies employed in Cultural Studies.
3. Comprehend the relevance and importance of popular culture.
4. Understand the relation between literature, society and culture.

### Unit 1- Background

Keywords : Matthew Arnold, High vs Low, Mass Culture, Popular culture, Hegemony, Resistance, Counterculture, Cultural materialism, Identity politics, Subculture, Youth culture, Introduction to major literary and cultural critics in the field, film studies.

Schools of Cultural Studies - Birmingham and Frankfurt

### Unit 2- Theory

Raymond Williams	: “Culture is Ordinary” (from <i>Resources of Hope: Culture, Democracy, Socialism</i> )
Stuart Hall	: "Encoding/Decoding"

### Unit 3- Literature

Agatha Christie	: <i>Death in the Clouds</i>
Chetan Bhagat	: <i>Five Point Someone</i>

### Unit 4- Film/TV Serials

My Fair Lady	: Director- George Cukor
Bend it Like Beckham	: Director- Gurinder Chadha

### Suggested Reading:

1. Laura Mulvey "Visual Pleasure and Narrative Cinema"
2. Simon During ed. *The Cultural Studies Reader*. London: Routledge, 1993.
3. Lewis, Jeff. *Cultural Studies - The Basics*. First edition, SAGE Publications Ltd, 2002
4. Pramod K. Nayar. *An Introduction to Cultural Studies*. New Delhi: Viva, 2011
5. Marshall McLuhan "The Medium is the Message"
6. Louis Althusser "Ideology and Ideological State Apparatuses"

\*\*\*\*\*

## **DSC-20: Dissertation/ Project (C4ENG005P)**

**Course Outcomes (COs):** On the completion of the course students will be able to

1. Present their findings in response to a question or proposition that they choose for their dissertation as topics
2. Develop their skills in comprehension and writing and put their arguments into words with the help of research aptitude acquired with logical thinking.
3. Test the independent research skills they have acquired during the preparation of dissertation, gaining knowledge from learning research methodology.
4. Enhance the skills acquired by learning research methodology tools like analytical abilities to find out how they can carry out research process.
5. Prepare a dissertation as a comprehensive academic document that entails conducting original research, explore and discuss theories, analyze data and draw conclusions in a lucid, concise, written form and present findings.

The students will choose the dissertation topics in consultation with the concerned course teachers. The Dept/PG Centres /Colleges should conduct classes on Research Methodology to equip their students with techniques of research. The minimum length of the dissertation will be 60-75 pages. The dissertation must be submitted by all the students before the closure of the semester:

### **DIVISION OF MARKS:**

- a) Formative Assessment : 20 marks
- b) Summative Assessment: 80 marks :
  - i) 35 marks for the content of the Dissertation
  - ii) 15 marks for mechanics of writing
  - iii) 10 marks for Language
  - iv) 20 marks for viva-voce

### **Unit-1: Recapitulation of Research Methodology**

1. Selection of the Topic
2. Difference between a thesis/dissertation/research papers
3. Writing thesis
4. Parts of thesis – contents, survey of literature, chapters
  - Language
  - The formal structure
  - The thesis statement
  - Styles of writing – Narration/ Argumentation/ Exposition/ Description

- Similarity Index, Results and findings

### **Unit-2**

- Preparation of first and second drafts
- Finalizing Dissertation and Submission
- Preparation for Viva Voce

#### **Instructions to Students:**

1. The dissertation copies (a copy of each student) shall, through the research guide and HOD, be submitted to the Registrar (Evaluation), KUD for valuation.
2. The dissertation should follow the following requirements: hard bound, font size 14 with one and half spacing. Times New Roman Font style, typing on only one side of the bond paper. Dedication is not permitted.
3. No scope for improvement or revaluation of dissertation.
4. Submission of dissertation and viva are compulsory. The Dept HOD/subject coordinator needs to conduct viva in consultation with respective guides.
5. The topics for dissertation shall not be from the prescribed syllabus.

#### **References:**

1. MLA Handbook 9<sup>th</sup> edition (Affiliated East-West Press, New Delhi)

\*\*\*\*\*

## **DSE-2 (A): TRANSLATION STUDIES (C4ENG106AT)**

**Course Outcomes (COs):** On the completion of the course students will be able to

1. Explore the knowledge of texts from other languages and undertake translation for the benefit of society at large.
2. Understand the works of other languages to broaden their horizon of knowledge.
3. Acquire skill to translate texts accurately and creatively, maintaining the intended meaning, tone and style of the source material.
4. Know the role of translator and consider the challenges in various cultural and linguistic contexts.
5. Apply the knowledge of translation theory to practical translation tasks, including the translation of literary texts and technical documents.

### **Unit – 1: Background**

Definition, Nature, Scope, History, Objectives, Translation as a bilingual activity, Types, Principles of Translation, Translation as an inter-disciplinary discourse, Translation and Gender, Translation as rewriting, The Role of Translator, Challenges in Translation, Transcreation.

### **Unit – 2: Perspectives on Translation**

George Steiner : Chapter 1 "Understanding as Translation, "*Aspects of Language and Translation* (OUP)

Walter Benjamin : "*The Task of the Translator*"

### **Unit-3: Applications**

A brief introduction to the major concepts of translation in different discourses: Religion, Administration, Law, Literature, (covering short story and other prose forms), Media and Advertisement.

### **Unit-4: Translations in India**

Sujit Mukherjee: "Translation as Discovery" (An Excerpt from the book *Translation as Discovery*) (Orient Blackswan)

R.S. Gupta : *Translation: A Socio Linguistics Perspective* (From *Translation and Multilingualism Post-Colonial contexts*) Ed. by Shantha Ramakrishna, Pencraft International, New Delhi.

**Suggested Reading:**

1. Susan Bassnet. *Translation Studies*. New York: Methuen, 1980.
2. Sujit Mukherjee. *Translation as Discovery*. Hyderabad: Orient Blackswan. 1981
3. Jeremy Munday. *Introduction to Translation Studies*. Routledge, 2001
4. J.P. Postgate. *Translation and Translations Theory and Practice*, Alpha Publishers, 2019
5. Routledge Encyclopedia of Translation Studies, 1997.

\*\*\*\*\*

## **DSE-2(B): Indian Diasporic Writing (C4ENG106BT)**

**Course Outcomes (COs):** At the end of the course students will be able to:

1. Understand meaning, scope, nature, phases, nuance and heterogeneity of diasporic experience and diasporic writing
2. Acquire knowledge about the major Indian diaspora writers and various forms of diasporic writing
3. Understand various theories of diaspora, migration and transnationalism
4. Acquaint with different terms and concepts of diasporic writings
5. Apply terms as tools to analyze articles and texts

### **Unit-1: Background**

Meaning, Nature, Scope, Major Terms, Issues and Phases of Diasporic Writings  
Robin Cohen and Carolin Fischer: "Diaspora Studies: An Introduction" (From *Routledge Handbook of Diaspora Studies*)

### **Unit-2: Poetry**

Meena Alexander:	'House of a Thousand Doors' and 'Muse'
Sujata Bhatt:	'The Stinking Rose' and 'A Different History'
Debjani Chattterjee:	'Choice' and 'Question'

### **Unit-3: Prose and Drama**

Amitav Ghosh:	<i>The Living Mountain: A Fable for Our Times</i> (Prose)
Uma Parameswaran:	<i>Rootless but Green are the Boulevard Trees</i> (Drama)

### **Unit-4: Fiction**

Bharathi Mukherjee:	<i>Jasmine</i>
Jhumpa Lahiri:	<i>The Namesake</i>

### **Suggested Readings:**

1. Bill Ashcroft et al. *The Post-Colonial Studies: The Key Concepts*. London: Routledge, 1998.
2. Jasbir Jain (ed). *Writers of the Indian Diaspora*. Jaipur: Rawat Publishers.
3. Uma Parameswaran (ed), *Writers of the Diaspora: Culture and Identity*. Jaipur: Rawat Publishers.

4. Salman Rushdie. *Imaginary Homelands: Essays and Criticism 1981-1991*. New York: Viking/Penguin, 1982
5. Stuart Hall. "Cultural Identity and Diaspora"
6. Vijay Mishra. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*

\*\*\*\*\*

## **DSE-2 (C): Tribal Literature (C4ENG106CT)**

**Course Outcomes (COs):** Upon the completion of the course students will be able to

1. Know the nature, meaning, and definition of Tribal Literature
2. Understand oral and cognitive approaches
3. Acquire the knowledge of Mythological, Historical-Geographical, Psychological, Structural, Contextual aspects of tribal literature, Nativism, Oral Formulaic etc.
4. Understand the structure of tribal society, rituals, herbal medicine, traditions, customs and culture
5. Understand oral literature

### **Unit-1: Background**

2. Tribes: Definition, Concept of Tribes
3. Characteristics of tribal community, Historical background of tribes, Socio-economic conditions in pre and post-colonial period
4. Contemporary issues of tribes: Health, Education, Livelihood, Migration, Displacement, Divorce, Domestic Violence and Dowry
5. Tribal Movement and Tribal Leaders, Land Reform Movement, Santhal Insurrection, Munda Rebellion, Bodo Movement, Jharkhand Movement, Introduction and Origin of other major tribal movements of India and its impact, Tribal human rights

### **Unit-2: Poetry**

1. Jacinta Kerketta : 'The Six-Lane Freeway of Deceit'
2. Henry Kendall : 'The Last of His Tribe'
3. R. Shanmugan Chettiar : 'We are the Adivasis'
4. Emily Washines : 'Its Never Too Late: A Life Story'
5. 'Garwali Songs' (*Painted Words: An Anthology of Tribal Literature*)
6. 'Chhattisgarhi Songs' (*Painted Words: An Anthology of Tribal Literature*)

### **Unit-3- Epic, Legend and Drama**

The following texts from *Painted Words: An Anthology of Tribal Literature*. (Ed G.N. Devy, London: OUP, 2002)

1. *Male Madeshwara* (Epic)
2. Tejan (Legend)
3. The Tale of a Takalong Cucumber (Legend)
4. *Budhan* (Drama)



**Unit-4- Fiction**

1. Narayan : *Kocharethi*
2. Indira Goswamy: *Bronze Sword of Tengphakri Tehsildar*

**Suggested Readings**

1. G. N. Devy. *Painted Words: An Anthology of Tribal Literature*. London: OUP, 2002)
2. Ashok Hulibandi. *Subaltern Narratives*. DPS Publishing House, 2021.

\*\*\*\*\*

**Model Question Paper**

**First Semester MA Degree Examination, December (from 2024-25 onwards)**

**ENGLISH**  
**Paper DSC-1: Title of the Paper**

**Time: 3.00 Hrs**

**Max Marks:80**

**Instructions:** Answer all the questions

**SECTION-A**

**1. Answer all the questions: (4×15=60)**

a)

Or

b)

2. (Questions from Unit Two)

a)

Or

b)

3. (Questions from Unit Three)

a)

Or

b)

4. (Questions from Unit Four)

a)

Or

b)

**SECTION-B**

**5. Write short notes on any FOUR of the following: (4×5=20)** (Questions from all the units)

a)

b)

c)

d)

e)

f)

\*\*\*\*\*

**Model Question Paper**  
**(For Open Elective Course)**  
**Second Semester M.A Degree Examination 2024-2025, 2025-2026 and 2026-**  
**2027**  
**ENGLISH**  
**OEC-1: Communicative English**

Time: 3Hrs

Max Marks: 80

Instruction: Answer all the questions

1. (Question from Unit One) 20 Marks

- a) Tenses- **05 Marks**– Filling in the blanks with correct tense forms
- b) Direct and Reported Speech- **05 Marks** –Conversion from Direct to Reported speech and vice versa
- c) Parts of Speech- **05 Marks** – Identification
- d) Active and Passive Voice- **05 Marks**- Conversion from Active to Passive Voice and vice versa

2. (Question from Unit Two) 20 Marks

- a) Comprehension – Passage with 5 questions of 2 marks each **10 Marks**
- b) Paragraph Writing- Writing a paragraph on a given topic, following the rules **10 Marks**

3. (Question from Unit Three) 20 Marks

- a) Essay Writing – Writing an essay on a given topic **10 Marks**
- b) Precis Writing=**10 Marks**

4. (Question from Unit Four) 20 Marks (Poetry 10 marks and Drama 10 marks)

a) Question on ‘Shall I Compare Thee’ **10 Marks**

OR

b) Question on ‘The Road Not Taken’ **10 Marks**

c) Question on *The Never-Never Nest* **10 Marks**

OR

d) Question on *A Swan Song* **10 Marks**

\*\*\*\*\*

**Model Question Paper**  
**(For Open Elective Course)**  
**Third Semester M.A Degree Examination 2024-2025, 2025-2026 and 2026-**  
**2027**  
**ENGLISH**  
**OEC-2: English for Employability**

Time: 3Hrs

Max Marks: 80

Instruction: Answer all the questions

**Unit 1-20Marks**

- a) Letter Writing-**10 Marks**
- b) Email etiquette/ Telephone etiquette-**10 Marks**

**Unit 2-20Marks**

- a) Types of Reports/ Report Writing-**10 Marks**
- b) Preparing Curriculum Vitae/Writing about Interview Skills/ Presentation Skills-**10 Marks**

**Unit 3-20Marks**

- a) Dialogue Writing – Construction of a dialogue on a given situation-**10 Marks**
- b) Expansion of a given idea/ Expanding a given proverb -**10 Marks**

**Unit 4 -20Marks**

**Short Stories -10 Marks**

- a) Question on R.K. Laxman's "The Gold Frame"  
OR
- b) Question on Katherine Mansfield's "How Pearl Button was kidnapped"

**Prose -10 Marks**

- c) Question on Francis Bacon's "Of Travel"  
OR
- d) Question on Bertrand Russell's "Knowledge and Wisdom"

\*\*\*\*\*

**Model Question Paper**  
**First Semester M.A Degree Examination 2024-25, 2025-26 and 2026-27**  
**ENGLISH**

**DSC-5: English for Academic Purpose**

**Time: 3Hrs**

**Max Marks: 80**

**Instruction: Answer all the questions:**

- 1. (Questions from the first unit ) 20 Marks**
  - a) Parts of speech 05 marks
  - b) Subject verb agreement 05 marks
  - c) Tenses 05 marks
  - d) Articles 05 marks
  
- 2. (Questions from the second unit) 20 Marks**
  - a) Active and Passive Voice- Conversion from Active to Passive Voice and vice versa-05 Marks
  - b) Formation of words -05 Marks
  - c) Synonyms and Antonyms Homonyms and Homophones-05 Marks
  - d) Direct and Indirect speech-05 Marks
  
- 3. (Questions from the third unit) 20 Marks**
  - a) Simple, compound, and complex sentences-05 marks
  - b) Degrees of comparison/ Identification of errors -05 marks
  - c) Phrases and clauses/ punctuation marks-05 marks
  - d) Body language/ spoken English-05 marks
  
- 4. (Questions from the fourth unit) 20 Marks**
  - a) Letter Writing/ essay writing-05 marks
  - b) Preparing CV/ Email-05 marks
  - c) Developing of ideas and proverbs-05 marks
  - d) Writing of review of books and articles/ paragraph writing-05 marks

\*\*\*\*\*