

**Syllabus – Course 8: Gender Studies – Part 1** **Total Hours: 45**

**Unit 1: Introduction to Gender Studies** **15 Hours**

Chapter 1. **Basic Concepts:** Body, Essentialism, Gender, Patriarchy, Masculinity, Dichotomy, Sexuality, Stereotype, Socialisation, Power.

Chapter 2. History [Extract from Part 2 History -Chapter 1, Simone de Beauvoir's **The SecondSex**]

Chapter 3. Theory of Sexual Politics [Extract from Kate Millet: **Sexual Politics**]

Chapter 4. Caste and Gender in Contemporary India [Extract from Uma Chakravathi's Gendering Caste]

Chapter 5. The Science of Masculinity [Extract from Part 1 - Knowledge and its Problems of RW Connell's **Masculinities**]

**Note:** Chapter 1. **Basic Concepts:** All basic concepts should be compulsorily taught/discussed. Out of the remaining 4 texts [Chapter 2,3,4,5] **any three texts may be chosen** for discussion. However, questions will be set on all the texts/ chapters in the Examination.

**Unit 2: Representative Writers** **15 Hours**

Chapter 6. K. Saraswathi Amma's *Marriages are made in Heaven*

Chapter 7. Anupama Niranjana's *The incident – And after*

Chapter 8. Mahashwetha Devi's *Giribala*

Chapter 9. Abburi Chaya Devi's *Srimathi - Udyogini*

**Unit 3: Representative Texts** **15 Hours**

Chapter 10. From **Nine Indian Women Poets-** An Anthology, Ed. Eunice de Souza

1. Tara Patel: *Woman*
2. Smitha Agarwal: *A Grass Widow's Prayer*

**3 and 4 semester UG English Curriculum effective from 2022-23 onwards**

3. Imtiaz Dharker: *Namesake*
4. Mamtha Kalia: *After Eight years of Marriage*

Chapter 11. **The Prison We Broke** by Baby Kamble

Chapter 12. Film Text: Mahesh Dattani's **Dance Like a man**

**Note:** Chapter 10. Four Poems from *Nine Indian Women Poets- An Anthology*, Ed. Eunicede Souza should be compulsorily taught/discussed. Out of the remaining 2 texts [Chapter 11 and 12] **any one text may be chosen** for discussion. However, questions will be set on all the texts/ chapters in the Examination.

**Reference/Bibliography**

**Unit 1**

Chapter 1. All the Basic Concepts can be referred to in *50 Key concepts in Gender Studies*, Jane Pilcher and Imedia Whelehan, Sage Publications, New Delhi 2004

Chapter 2. Simone de Beauvoir's *The Second Sex*, Extract- Part 2 History -Chapter 1, Vintage Books Edition, year 2011 [Page 96 - 100]

Chapter 3. Kate Millet: *Sexual Politics*, Extract- Part 2 of Theory of Sexual Politics I Ideological, II Biological, III Sociological, University of Illinois Press, Urbana and Chicago, Year 2000 [Page 23-36]

Chapter 4. Uma Chakravarti's *Gendering Caste through a feminist lens*, Extract- Caste and Gender in Contemporary India, Sage Publications, New Delhi, 2018 [Page: 130- 140]

Chapter 5. R W Connell's *Masculinities*, Extract- Part 1 Knowledge and its Problems, The Science of Masculinity, University of California Press, Los Angeles, 2005 [Page 3-8]

**Unit II**

Chapter 6. K. Saraswathi Amma's *Marriages are made in Heaven*, Translated by Celine Mathew, Extract- Women writing in India Volume-II The Twentieth Century, Ed. Susie Tharu and K. Lalitha, Oxford University Press, 2010 [Page 165- 170]

## Optional English

### Semester V

#### Paper 6

#### Literary Criticism

65 hours per semester

1. Definition, origin, principles, types, and functions of literary criticism
2. Classical Literary Criticism: Plato's charges against poetry and Aristotle on Mimesis, Catharsis, Ideal Tragic Hero and Three Unities
3. Longinus on the Sublime
4. Neoclassical Literary Criticism: Dr Johnson *Rambler* No. 4 [On Fiction]
5. Romanticism: William Wordsworth's views in poetry and S. T. Coleridge's concept of fancy and imagination.
6. Victorian criticism: Matthew Arnold's views on the function of criticism and Walter Pater's concept of art for art's sake.
7. Modernism: T. S. Eliot's concept of tradition; Stream of Consciousness Technique.
8. New Criticism: Basic Tenets, Close Reading.
9. Feminism: Gender and Sex, Patriarchy and Gyno-criticism.

This short survey is expected to be introductory in nature, and it shall be strictly limited to the study of the salient features of the above-mentioned approaches, concepts and theories.

#### Reference Books:

Eagleton, Terry. *Literary Theory*. Maya Blackwell, 2000.

Kulkarni Anand B. & Chaskar Ashok G. *An Introduction to Literary Criticism and Theory*. Orient Blackswan, Hyderabad, 2015

Atherton Carol. *Defining Literary Criticism*. Palgrave, 2005

Habib M. A. R. *A History of Literary Criticism: from Plato to the Present*. Blackwell Publishers Ltd, 2005

M H Abrams. *Glossary of Literary Terms*.

## Specifications

The course contents are divided into two parts. **Part 1**, titled **Course Book**, is based on texts of varied length. It consists of ten individual texts of diverse genres, styles and interests. Thirty sessions are devoted to discussing Part 1.

**Part 2** is titled **Work Book** and focuses solely on enriching skills. A minimum of twenty-two sessions are devoted to teaching Part 2. It is further divided into **A. Receptive Skills** and **B. Productive Skills**. The part on receptive skills aims to improve students' interpretative skills primarily of the written word and visual texts. It consists of two texts that are delivered over eleven sessions. The part on productive skills intends to help students with improving their speaking and writing. This part includes eight groups of topics, delivered over eleven sessions again, that enrich students' grammatical competence.

## Course Content

### Part 1: Course Book (30 sessions)

1. "The Story of an Hour" Kate Chopin (3 sessions)
2. Farewell letter from 'Che' Guevara to Fidel Castro (2 Sessions)
3. "The Four Facebooks" by Nolen Gertz (4 sessions)
4. "A Truck Full of Chrysanthemums" by Jayanth Kaikini from No Presents Please: Mumbai Stories (translated by Tejaswini Niranjana) (3 sessions)
5. "The Habit Cure" in The Power of Habit by Charles Duhigg (3 sessions)
6. "A Modest Proposal" by Kushanava Choudhury (3 sessions)
7. "There is No Such Country" from Tuva or Bust! by Ralph Leighton (3 sessions)
8. "You've Got to Find What You Love" Commencement Address by Steve Jobs at Stanford University (3 sessions)
9. Photo Essay - "Untold Stories of Change, Loss and Hope along the Margins of Bengaluru's Lakes" by Marthe Derkzen, Arati Kumar-Rao & Anoop Bhaskar (3 sessions)
10. Where The Wild Things Are by Maurice Sendak (3 sessions)

## Course Details

| Course 4: Indian Writing in English - Part II |                 |
|---|-----------------|
| Number of Theory Credits                      | No. of Sessions |
| 3   | 42              |

## Course Content

| Units and Content  | No. of Sessions |
|--|-----------------|
| <b>Unit 1: History of Indian English Literature</b>  | <b>14</b>       |
| <b>Chapter 1:</b> Post-Independence (1947-1980) Indian English Poetry, Prose   |                 |
| <b>Chapter 2:</b> Post-Independence (1947-1980) Indian English drama and Novel   |                 |
| <b>Chapter 3:</b> Post-1980s Indian English literature   |                 |
| <b>Unit 2: Introducing writers of the post-independence era</b>  | <b>14</b>       |
| <b>Chapter 4:</b> Kamala Das, Shashi Deshpande, Chaman Nahal, Manohar Malgoankar, Amitav Ghosh, K. A. Abbas, Vikram Seth, Arundathi Roy, Arun Joshi, G B Desani, T P Kailasam, Girish Karnad |                 |
| <b>Chapter 5:</b> Anita Desai, Manju Kapur, Arvind Adiga, Chitra Banerjee Divakaruni, Namitha Gokhale  |                 |
| <b>Chapter 6:</b> Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar, etc.   |                 |
| <b>Unit 3: Illustrative Texts</b>  | <b>14</b>       |
| <b>Chapter 7: Poetry</b>   |                 |
| A. Syed Amanuddin - "Don't Call Me Indo-Anglian"   |                 |
| B. Kamala Das - "An Introduction"  |                 |
| C. A. K. Ramanujan - "Small Scale Reflections on a Great House"  |                 |



D. Nissim Ezekiel's "Goodbye Party to Miss Pushpa T S"

**Chapter 8: Novel**

Kushwant Singh's Train to Pakistan

**Chapter 9: Drama**

Mahesh Dattani's Seven Steps Around the Fire (Stage Play)

## References & Resources

### Text Books:

1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
2. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984.
3. Kushwant Singh's Train to Pakistan
4. Mahesh Dattani's Seven Steps Around the Fire (Stage Play)

### References:

1. Ansani, Shyam M. New Dimensions of Indian English Novels, Delhi: Doaba House, 1987
2. Devy, G. N. After Amnesia: Tradition and Changes in Indian Literary Criticism. Hyderabad: Orient Longman and Sangam Books, 1992.
3. Devy, G. N. Another Tongue: Essays on Indian English Literature, Madras: Macmillan India Ltd. 1995.
4. Gandhi, Leela. Post-Colonialism, New: Oxford University Press, 2002.
5. Jain, Jasbir. Beyond Postcolonialism: Dreams and Realities of a Nation, Jaipur: Rawat Publications, 2006.
6. Makarand Paranjape (Ed) Indian Poetry in English, Madras: Macmillan, 1993
7. (M. K. Naik (Ed) The Indian English Short Story: A Representative Anthology, New Delhi: Arnold-Heinemann, 1984)
8. Mukherji, Meenakshi. The Twice Born Fiction. New Delhi: Heinemann, 1971.
9. Vishwanathan, G. Masks of Conquest: Literary Study and British Role in India.



**Part 2** is titled **Work Book** and focuses solely on enriching skills. It is further divided into **Unit 3: Receptive Skills** and **Unit 4: Productive Skills**. The part on receptive skills aims to improve students' ability to comprehend and respond to written and spoken texts. It consists of seven chapters that are delivered over fifteen sessions. The part on productive skills intends to help students with improving their speaking and writing. This part includes six chapters on different groups of topics, delivered over fifteen more sessions that enrich students' grammatical competence. A minimum of thirty sessions are devoted to teaching Part 2.

## Course Content

### Revised Syllabus (As per NEP 2020) for Second Semester

**B.Com/B.B.A/BCA/BSW/BVA etc**

#### **PERCEIVE AND PONDER- GENERIC ENGLISH**

Total Contact Hours: 56/60  
 Formative Assessment Marks: 40  
 Teaching Hours: 4 Hours per week

Course Credits: 03  
 Summative Assessment Marks: 60  
 Duration of ESA/Exam: 02 Hours

#### **PART 1: COURSE BOOK (30 SESSIONS)**

##### **Unit-I: Impressions and Expressions (20 Hours)**

|            |  |                      |         |
|------------|--|----------------------|---------|
| Chapter 1: | A Tryst with Destiny                   | - Jawaharlal Nehru   | 3 Hours |
| Chapter 2: | The Story of My Life                   | - Helen Keller       | 3 Hours |
| Chapter 3: | In Conversation with Dr. Vandana Shiva | - Dr. Vandana Shiva  | 3 Hours |
| Chapter 4: | The Hindu Code Bill                    | - Dr. B. R. Ambedkar | 3 Hours |
| Chapter 5: | Where the Mind Is without Fear         | -Rabindranath Tagore | 2 Hours |
| Chapter 6: | Stri-Purush Tulana (Extract)           | - Tarabai Shinde     | 3 Hours |
| Chapter 7: | The Mouse That Became a Mouse          | – Sudha Murty        | 3 Hours |

**Part 2** is titled **Work Book** and focuses solely on enriching skills. A minimum of twenty-two sessions are devoted to teaching Part 2. It is further divided into **A. Receptive Skills** and **B. Productive Skills**. The part on receptive skills aims to improve students' ability to comprehend and respond to written and spoken texts. It consists of two texts that are delivered over eleven sessions. The part on productive skills intends to help students with improving their speaking and writing. This part includes seven groups of topics, delivered over eleven sessions again, that enrich students' grammatical competence.

## Course Content

### **UG Revised Syllabus (As Per NEP 2020)** **for Second Semester BA/BSc** **Lit Lamp – Generic English**

Total Contact Hours: 56/60  
 Formative Assessment Marks: 40  
 Teaching Hours: 4 Hours per week

Course Credits: 03  
 Summative Assessment Marks: 60  
 Duration of ESA/Exam: 02 Hours

#### Part 1: Course Book (30 sessions)

##### Unit-I: PROSE (17 Hours)

- |    |   |                     |         |
|----|---|---------------------|---------|
| 1) | <i>How to Study Effectively</i>   | -Paul Penn          | 4 Hours |
| 2) | <i>Magadi and Manchanabele</i> (Excerpt)  | - Dr.Siddalingaiah  | 6 Hours |
| 3) | <i>Reconstruction</i> - Excerpts from <i>Jaya - An Illustrated Retelling of the Mahabharata</i> | -Devadutt Pattanaik | 6 Hours |
| 4) | <i>The Great Symbolism of Our Independence Day</i>  | -D. V. Gundappa     | 4 Hours |
| 5) | <i>Annihilation of Caste (Extract) The Ideal of Caste-less Society</i>                          | -Dr.B R Ambedkar    | 4 Hours |
| 6) | Just Lather, That's All   | - Hernando Téllez   | 4 Hours |

##### Unit-II: POETRY (13 Hours)

- |    |  |  |         |
|----|--|--|---------|
| 7) | <i>Red Wheel barrow</i> -William Carlos William    |  | 2 Hours |
| 8) | <i>This is just to say</i> -William Carlos William |  | 2 Hours |



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|-----|---|---------|
| 9)  | Andheri Local - Arundhathi Subramaniam            | 2 Hours |
| 10) | Song for Catabolic Women - Arundhathi Subramaniam | 2 Hours |
| 11) | Spiritus Mundi - Jeet Thayil                      | 3 Hours |
| 12) | Buy One Now - D J Enright                         | 2 Hours |

**Part 2: work Book (30 sessions)**

**UNIT III: Receptive Skills: Reading Skills and Listening Skills (12 sessions)**

**Note:** Collocations , Prefixes and Suffixes, Registers and Listening Skills Will be tested only for Internal Assessment and will not be tested in the final examination.

- |     |   |         |
|-----|---|---------|
| 13) | <b>Reading Skills</b> – Reading and Understanding of an unseen Passage-<br>identify the theme and suggest a suitable title<br>( select a passage from Literature Text books)                                | 3 Hours |
| 14) | <b>Vocabulary building</b> – <ul style="list-style-type: none"> <li>a) Synonyms</li> <li>b) Antonyms</li> <li>c) Homonyms</li> <li>d) Homophones</li> <li>e) Collocations, Prefixes and Suffixes</li> </ul> | 5 Hours |
| 15) | <b>Registers</b>  | 1 Hours |
| 16) | <b>Listening Skills:</b> <ul style="list-style-type: none"> <li>(a) Types of listening</li> <li>(b) Barriers to effective listening</li> <li>( c) Techniques to improve listening Skills</li> </ul>         | 3 Hours |
| 17) | Dialogue writing  | 3 Hours |
| 18) | Precis writing.   | 3 Hours |
| 19) | <b>Data interpretation:</b> Bar Graph, , Tree Diagram, Chart/ Tables etc.   | 4 Hours |
| 20) | Story writing – Outline expansion   | 3 Hours |
| 21) | Letter writing -Formal letters-Job Application - Cover letter   | 3 Hours |
| 22) | Writing Resume  | 2 Hours |