#### **ACHARYA NAGARJUNA UNIVERSITY**

A State Government University, Accredited with "A" Grade by NAAC
Nagarjuna Nagar - 522 510, Guntur, Andhra Pradesh, India.



### M.A. ENGLISH

### **SYLLABUS**

2022 - 2023 onwards

UNIVERSITY COLLEGE OF ARTS,
COMMERCE & LAW

PROGRAM CODE:
ANUCACL04





#### **ACHARYA NAGARJUNA UNIVERSITY (ANU)**

#### - A Brief Profile

Acharya Nagarjuna University, a State University established in 1976, has been constantly striving towards achieving progress and expansion during its existence for over four decades, in terms of introducing new courses in the University Colleges, affiliated colleges and professional colleges. Spread over 300 acres of land on the National High Way (NH-16) between Vijayawada and Guntur of Andhra Pradesh, the University is one of the front ranking and fastest expanding Universities in the state of Andhra Pradesh. The University was inaugurated on 11th September, 1976 by the then President of India, Sri Fakruddin Ali Ahmed and celebrated its Silver Jubilee in 2001. The National Assessment and Accreditation Council (NAAC) awarded "A" grade to Acharya Nagarjuna University and also has achieved 108 International ranks, 39 National ranks UI Green Metrics rankings and many more It is named after Acharya Nagarjuna – one of the most brilliant preceptors and philosophers, whose depth of thought, clarity of perception and spiritual insight were such that even after centuries, he is a source of inspiration to a vast number of people in many countries. The University is fortunate to be situated on the very soil where he was born and lived, a soil made more sacred by the aspiration for light and a state of whole someness by generations of students. With campus student strength of over 5000, the University offers instruction for higher learning in 68 UG & PG programs and guidance for the award of M.Phil. and Ph.D. in 48 disciplines spread over six campus colleges and one PG campus at Ongole. It also offers 160 UG programs in 440 affiliated colleges in the regions of Guntur and Prakasam Districts. It has a Centre for Distance Education offering 87 UG & PG programs. Characterized by its heterogeneous students and faculty hailing from different parts of the state and the country, the University provides most hospitable environment for pursuing Higher Learning and Research. Its aim is to remain connected academically at the forefront of all higher educational institutions. The University provides an excellent infrastructure and on- Campus facilities such as University Library with over one lakh books & 350 journals; Computer Centre; University Scientific Instrumentation Centre; Central Research Laboratory with Ultra-modern Equipment; Well-equipped Departmental Laboratories; Career Guidance and Placement Cell; Health Centre; Sports Facilities with Indoor & Outdoor Stadiums and Multipurpose Gym; Sports Hostel; Separate hostels for Boys, Girls, Research Scholars and International Students; Pariksha Bhavan (Examinations Building); Computers to all faculty members; Wi-Fi connectivity to all Departments and Hostels; Canteen, Student Centre & Fast-food Centre; Faculty Club; Dr. H.H. Deichmann & Dr. S.John David Auditorium cum Seminar Hall; Post office; Telecom Centre; State Bank of India; Andhra Bank; Energy Park; Silver Jubilee Park; Fish ponds; internet center; xerox center; cooperative stores; Water harvesting structures.



#### **ACHARYA NAGARJUNA UNIVERSITY**

#### **VISION**

To generate sources of knowledge that dispels ignorance and establish truth through teaching, learning and research.

#### **MISSION**

To promote a bank of human talent in diversified faculties – Commerce & Management Studies, Education, Engineering & Technology, Humanities, Law, Natural Sciences, Pharmacy, Physical Education & Sports Sciences, Physical Sciences and Social Sciences that would become an investment for a prosperous society.

#### **OBJECTIVES**

- > To inspire and encourage all who would seek knowledge through higher education and research.
- > To provide quality instruction and research for the advancement of science and technology.
- To promote teaching and research studies in disciplines of societal relevance.
- To bridge the gap between theory and practice of the principles of higher education.
- To develop human talent necessary for the industry.
- To open up avenues of higher education and research through non-formal means.
- > To invite and implement collaborations with other institutes of higher learning on a continuous basis for mutual academic progress.
- > To motivate and orient each academic department/centre to strive for and to sustain advanced levels of teaching and research so that the university emerges as an ideal institute of higher learning.
- > To focus specially on the studies involving rural economy, justifying its existence in the rural setting.

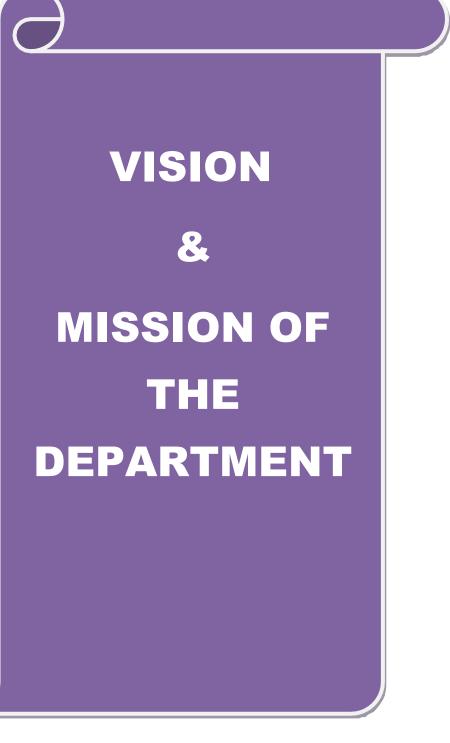


# ACHARYA NAGARJUNA UNIVERSITY UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW

#### VISION AND MISSION OF THE COLLEGE:

University College of Arts, Commerce and Law presently consists of 19 teaching departments and seven research centres and running 27 courses. It had a very good team of qualified teachers with strong profiles. The vision of the college is to promote learning and research in the faculties of social sciences, humanities, law, education and management. It is intended to encourage research temperament and develop inputs for the betterment of the society. The mission of the college is to nurture the scholarship, leadership and produce outcome to promote the quality of life and address the challenges in human society.





# ACHARYA NAGARJUNA UNIVERSITY UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW DEPARTMENT OF ENGLISH M.A. ENGLISH

#### VISION OF THE DEPARTMENT:

The Department of English at Acharya Nagarjuna University envisions providing students with a comprehensive understanding of English literature, language, and culture in a global context. The department aims to create a vibrant academic community that fosters critical thinking, interdisciplinary scholarship, and ethical engagement with diverse cultural perspectives. The department seeks to be a center of excellence in teaching, research, and service, and to prepare students to become leaders in their chosen fields.

#### MISSION OF THE DEPARTMENT:

The Department of English at Acharya Nagarjuna University is committed to providing students with a rigorous and comprehensive education in English language, literature, and culture. The department's mission is to foster a deep understanding and appreciation of the diverse literary traditions of English and to cultivate critical thinking and analytical skills in students that can be applied in a wide range of fields.

#### The department aims to achieve its mission by:

- 1) Offering a broad range of courses in English language, literature, and culture, that cover a diverse range of periods, genres, and cultural perspectives.
- 2) Providing a supportive and inclusive learning environment that encourages students to explore and engage with diverse perspectives and encourages intellectual curiosity, creativity, and experimentation.
- 3) Encouraging and supporting students to undertake independent research and produce original scholarship that contributes to the field of English studies.
- 4) Fostering interdisciplinary approaches to the study of English literature and language, including collaborations with other departments and institutions.
- 5) Preparing students for a wide range of careers and professional paths, including academia, publishing, journalism, public relations, and other related fields.
- 6) Overall, the Department of English at Acharya Nagarjuna University is dedicated to fostering a community of scholars who are passionate about the English language and its literary traditions and who are equipped with the knowledge, skills, and critical thinking abilities necessary to contribute to the global community.

# ACHARYA NAGARJUNA UNIVERSITY UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW DEPARTMENT OF ENGLISH M.A. ENGLISH

#### PROGRAMME SPECIFIC OUTCOMES (PSO'S):

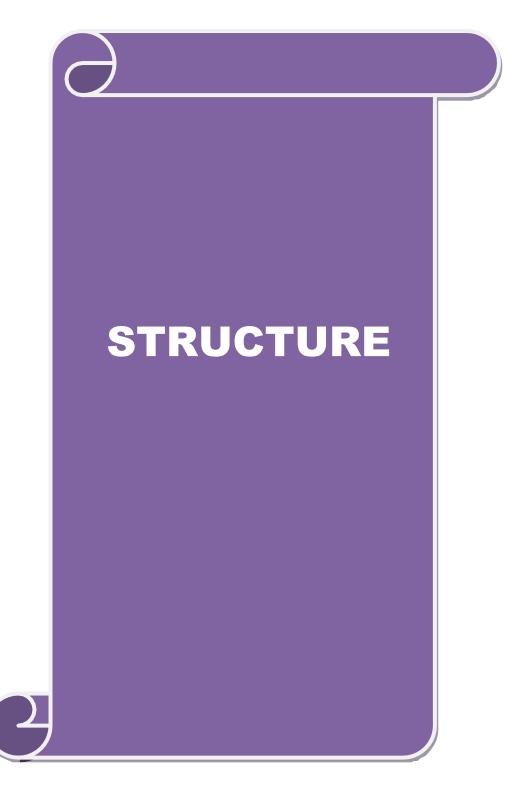
PSO1	Mastery of Literary Theory: Students should have a thorough understanding of the various theoretical frameworks used in the study of literature, including feminist, Marxist, postcolonial, and queer theories.
PSO2	Advanced Research Skills: Students should be able to formulate research questions, conduct original research using a variety of sources, and produce well-structured, well-supported arguments in their written work.
PSO3	Specialization in a particular language component, ELT theory, linguistics, literary genre, period, or author: Depending on the program, Students may have developed specialized knowledge of a particular literary genre, historical period, or author. For example, a program may focus on British Romanticism, American Modernism, or the works of Shakespeare.
PSO4	<b>Pedagogical Training:</b> Students may have received training in teaching English language and literature at the college level, including developing lesson plans, leading classroom discussions, and assessing student work.
PSO5	Creative Writing Skills: Some programs may include a creative writing component, in which Students develop their own writing skills and produce original creative work in poetry, fiction, or creative non-fiction.

#### PROGRAMME OUTCOMES (PO'S):

PO1	Advanced Knowledge of English Language and Literature: Students of the program should demonstrate a deep understanding of English literature and be able to analyze and interpret literary texts from different historical periods.
PO2	Critical Thinking and Analysis: Students should have honed their critical thinking skills and be able to apply analytical approaches to a range of literary texts, linguistic components and Language teaching.
PO3	<b>Research Skills</b> : Students should be able to conduct independent research, evaluate sources, and synthesize information to produce scholarly work.
PO4	<b>Effective Communication</b> : Students should be able to communicate complex ideas and arguments effectively in both written and oral form.

PO5	<b>Professional Development</b> : Students should have developed a range of professional skills, such as project management, collaboration, and time management, that can be applied in a variety of contexts.
PO6	<b>Cultural Competency</b> : Students should be able to demonstrate an understanding of diverse cultural perspectives and be able to engage with a range of literary texts from different cultural backgrounds.
PO7	<b>Ethical Awareness</b> : Students should be able to recognize ethical issues that may arise in the study and teaching of English literature and be able to navigate these issues in a thoughtful and informed way.





# ACHARYA NAGARJUNA UNIVERSITY UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW DEPARTMENT OF ENGLISH

#### M.A. ENGLISH

#### **COURSE STRUCTURE**

#### SEMESTER-I

S. No.	Components of Study	Course Code	Title of the Paper	Credit Hrs/Week	No. of Credits	IA Marks	Sem. End Marks	Total
1.	Core	ENG 1.1 (22)	Structure of Modern English-I	5	4	30	70	100
2.	Core	ENG 1.2 (22)	British Poetry-	5 704	4	30	70	100
3.	Core	ENG 1.3 (22)	British Drama-	5	NAGARJL	30	70	100
4.	Core	ENG 1.4 (22)	British Prose and Fiction-I	5	4	30	70	100
5.	Electives	ENG 1.5(A) (22)	Elizabethan Age	5	4	30	70	100
		ENG 1.5(B) (22)	Romantic Age	5	4	30	70	100
		ENG 1.5(C) (22)	Literature of Empowerment	5	4	30	70	100

#### **SEMESTER-II**

S. No.	Components of Study	Course Code	Title of the Paper	Credit Hrs/Week	No. of Credits	IA Marks	Sem. End Marks	Total
1.	Core	ENG 2.1 (22)	Structure of Modern English- II	5	4	30	70	100
2.	Core	ENG 2.2 (22)	British Poetry-II	5	4	30	70	100
3.	Core	ENG 2.3 (22)	British Drama-II (Shakespeare)	5	4	30	70	100
4.	Core	ENG 2.4 (22)	British Prose and Fiction-II	5	4	30	70	100
5.	Electives	ENG 2.5(A) (22)	Victorian Age	5 703	4	30	70	100
		ENG 2.5(B) (22)	Twentieth Century Literature	5	4	30	70	100
		ENG 2.5(C) (22)	Native Literatures	5	4	30	70	100

#### **SEMESTER-III**

S. No.	Components of Study	Course Code	Title of the Paper	Credit Hrs/Week	No. of Credits	IA Marks	Sem. End Marks	Total
1.	Core	ENG 3.1 (22)	Literary Criticism	5	4	30	70	100
2.	Core	ENG 3.2 (22)	Communicative English-I	5	4	30	70	100
3.	Core	ENG 3.3 (22)	Indian Writing in English-I	5	4	30	70	100
4.	Core	ENG 3.4 (22)	American Literature-I	5	4	30	70	100
5.	Electives	ENG 3.5(A) (22)	Women's writing — Gender and Theory-I	5	4	30	70	100
		ENG 3.5(B) (22)	Translation – Theory and Practice	5	NAGARJUNA	30	70	100
		ENG 3.5(C) (22)	Colonial/Post-colonial Literatures-I	5	4	30	70	100
		ENG 3.5(D) (22)	Modern European Fiction	5	4	30	70	100

#### **SEMESTER-IV**

S. No.	Components of Study	Course Code	Title of the Paper	Credit Hrs/Week	No. of Credits	IA Marks	Sem. End Marks	Total
1.	Core	ENG 4.1 (22)	Literary Theory	5	4	30	70	100
2.	Core	ENG 4.2 (22)	Communicative English-II	5	4	30	70	100
3.	Core	ENG 4.3 (22)	Indian Writing in English-II	5	4	30	70	100
4.	Core	ENG 4.4 (22)	American Literature-II	5	4	30	70	100
5.	Electives	ENG 4.5(A) (22)	Women's writing = Gender and Theory-II	5	4	30	70	100
		ENG 4.5(B) (22)	English Language Teaching	5	AGARJUN,	30	70	100
		ENG 4.5(C) (22)	Colonial/Post-colonial Literatures-II	5.45	4	30	70	100
		ENG 4.5(D) (22)	Indian Writing in Translation	5	4	30	70	100



# ACHARYA NAGARJUNA UNIVERSITY UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW DEPARTMENT OF ENGLISH

## M.A. ENGLISH SEMESTER-I

#### ENG 1.1 (22): STURUCTURE OF MODERN ENGLISH-I

#### **COURSE OUTCOMES:**

**CO1:** Identify phonemic symbols for English sounds and to transcribe words into phonetic alphabet.

**CO2:** Learn about organs of speech along with classification of vowels and consonants.

**CO3:** Practice pronouncing words with correct stress on syllables; understand the role of accent and rhythm in connected speech; speak sentences with right intonation.

CO4: Distinguish between human language and animal communication systems; comprehend linguistics, its definition and branches; understand how language was studied traditionally.

**CO5:** Understand assumptions of modern linguistics; identify language varieties based on region, education, social standing, field of discourse etc.; examine the notions of correctness and acceptability of language usage.

#### **UNIT-I**

#### **PHONETICS & PHONOLOGY**

International Phonetic Alphabet

Phonemic symbols for English sounds.

Phonetic transcription

#### **UNIT-II**

#### **PHONETICS & PHONOLOGY**

- 1) T. Balsubramaniam.1981. A Textbook of English Phonetics for Indian Students. Macmillan.
- 2) Daniel Jones. English Pronouncing Dictionary.15th edition.CUP.

The following topics:

- i) The Organs of Speech
- ii) Classification of Speech Sounds of English Vowels & Consonants
- iii) Consonant Clusters

#### UNIT - III

#### PHONETICS AND PHONOLOGY

The following topics:

- (i) The Syllable
- (ii) Word- Accent
- (iii) Accent & Rhythm in Connected Speech
- (iv) Intonation

#### UNIT - IV

#### INTRODUCTION TO LINGUISTICS

- 1) David Crystal.1990. Linguistics. Penguin.
- 2) George Yule.1996. The Study of Language. II<sup>nd</sup> edition, CUP.

The following topics:

- (i) Human Language and animal communication
- (ii) Definition & Scope of Linguistics
- (iii) Branches of Linguistics & Applied Linguistics
- (iv) Traditional Approaches to language study.

#### UNIT - V

#### INTRODUCTION TO LINGUISTICS

The following topics:

- (i) Basic assumptions of Modern Linguistics
- (ii) Language Varieties: Dialect, Idiolect, Register and Style.
- (iii) Notions of Correctness & Acceptability

#### **CO-PO MAPPING:**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	3	-	2	-
CO2	3	-	-	3	2	•	•
CO3	3	3	1	3	-	-	-
CO4	3	2	-	3	1	-	-
CO5	3	-	2	3	1	2	•

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	-	3	3	-
CO2	-	-	3	3	-
CO3	-	-	3	3	-
CO4	-	-	3	3	-
CO5	-	-	3	3	1



#### ENG 1.2 (22): BRITISH POERTRY- I

#### **COURSE OUTCOMES:**

**CO1:** Understanding the origin and development of British Poetry and to learn different periods in English poetry.

CO2: Understanding different types of poetry like Epic, Mock-Epic, Augustan, etc.

**CO3:** Compare and Analyze poetry of different periods from Puritan Age to Victorian Age.

**CO4:** Analyze the distinguishing qualities of poetry that makes it different from other genres.

**CO5:** Write poetry by deriving the best qualities of British classical poetry.

#### UNIT – I

#### **Background Study:**

Middle English Period, Renaissance Humanism and Empiricism, Puritanism, Metaphysical conceits, Neoclassicism, Romantic Revival, Influence of French Revolution and Platonic Idealism,

Poetic forms: Epic, Mock-epic, Augustan Satire, Elegy, Lyric, Ode, Dramatic Monologue.

#### **UNIT II**

John Milton: Paradise Lost Book- I

#### **UNIT III**

John Keats: Ode on Grecian Urn, Ode to a Nightingale, Ode to Autumn.

Shelley: Ode to Skylark, Ode to West Wind.

#### UNIT IV

John Donne: The Sun Rising, The Ecstasy.

Alexander Pope: The Rape of The Lock

#### UNIT V

William Wordsworth: Prelude, Book 1

Robert Browning: The Last Ride Together, My Last Duchess

#### **CO-PO MAPPING:**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	2	-	2	-
CO2	3	2	1	-	2	-	1
CO3	3	3	1	-	-	-	1
CO4	3	2	-	-	1	-	-
CO5	3	-	2	1	1	2	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	-	3	3	-
CO2	-	1	3	3	-
CO3	-	1	3	3	-
CO4	-	-	3	3	-
CO5	-	-	3	3	3



#### **ENG 1.3 (22): BRITISH DRAMA - I**

#### **COURSE OUTCOMES:**

**CO1:** Understanding the origin and development of British Drama and to learn different types of dramas like Tragedy, Comedy, Elizabethan Drama and Restoration Drama and the anatomy of drama.

**CO2:** Learn about the plot and sub-plot of the drama. The importance of characterization and way of delivering the dialogues of different characters.

**CO3:** Students can analyze the main theme of the drama and compare them with the other dramas and other authors.

**CO4:** The craft and the format of the drama can be analyzed. The contribution of the British Drama to the world literature can be discussed.

**CO5:** The students would be able to write stories of drama with the local content and the context. They are encouraged to write dramas in the regional and in English.

#### UNIT - I

Comedy of Humours, The Revenge Play, Comedy of Manners, Political Satire, Restoration Drama, Sentimental Drama, the Problem Play, Theatre of the Absurd, Drama of Ideas.

#### **UNIT-II**

Christopher Marlowe: Doctor Faustus

#### **UNIT-III**

Ben Jonson: Every Man in His Humor Willim Congreve: The Way of the World

#### **UNIT-IV**

T. S. Eliot: Murder in the Cathedral

#### **UNIT-V**

George Bernard Shaw: *Pygmalion*Harold Pinter: *The Birthday Party* 

#### **CO-PO MAPPING:**

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	2	-	2	-
CO2	3	2	1	-	2	-	1
CO3	3	3	1	-	-	-	1
CO4	3	2	-	-	1	-	-
CO5	3	-	2	1	1	2	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	-	3	3	-
CO2	-	1	3	3	-
CO3	-	1	3	3	-
CO4	-	-	3	3	-
CO5	-	-	3	3	3



#### ENG 1.4 (22): BRITISH PROSE AND FICTION - I

#### **COURSE OBJECTIVES:**

**CO1:** The students understand the different forms of Fiction and Non-Fiction.

CO2: Learn the classics from Elizabethan Age to the Victorian Age.

**CO3:** The students can analyse the key concepts and trends in British literature with reference to Fiction and Non-Fiction.

**CO4:** The students would be able to identify and know the Characteristics of the different Types of Novel and Essay.

**CO5:** Write prose pieces following British prose models.

#### UNIT – I

Elizabethan World View, Political Satire, Neo-classicism, Rise of the English Novel, Parody, Picaresque Novel, Socio-Economic conditions of women and their rights, Novel of Manners, the Historical novel, Romanticism, the Essay

#### **UNIT II**

Francis Bacon: Select Essays

(Of Truth, Of Revenge, Of Adversity, Of Parents and Children, Of Marriage and Single life, Of Friendship, Of Youth and Age, Of Studies)

Charles Lamb: From Essays of Elia

Dream Children: A Reverie

A Dissertation upon a Roast Pig

The Praise of Chimney Sweepers

On the Artificial Comedy of the Last Century

#### **UNIT III**

Jonathan Swift : The Battle of the Books

UNIT - IV

Jane Austen : Pride and Prejudice

Charles Dickens : Hard Times

Unit – V

Emile Bronte : Wuthering Heights

#### **CO-PO MAPPING:**

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	2	-	2	-
CO2	3	2	1	-	2	-	1
CO3	3	3	1	-	-	-	1
CO4	3	2	-	-	1	-	-
CO5	3	-	2	1	1	2	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	-	3	3	-
CO2	-		3	3	-
CO3	-	F 1//	3	1 2 3	-
CO4	- 1	100 mg	3	3,	-
CO5	-	300	3	3 <sup>A</sup> R	3

## ENG 1.5 (A) (22): ELIZABETHAN AGE (OPTIONAL)

#### **COURSE OUTCOMES:**

- **CO 1:** Students should be able to identify and describe different literary forms, themes, key literary concepts and styles of Elizabethan period.
- **CO2:** Analyze the literary text to elicit the distinguishing literary aspirations and trends of Elizabethan age.
- **CO3:** Evaluate the literary output of Elizabethan Age to learn the history, social, political and humane values.
- **CO4:** Analyze the prescribed classical literary works to find their relevance in Elizabethan Age and today.

**CO5:** Experimental writing by adopting Renaissance knowledge and Elizabethan.

#### UNIT – I

University Wits, Senecan Tragedy, The Revenge Play, Elizabethan Theater, Romantic Comedy, Globe Theater, Greek Mythology, Blank Verse, Miracle and Morality plays,

#### UNIT – II

Spencer Epithalamion and Prothalamion

Shakespeare : Sonnets 18, 27, 104, 116 and 130

#### UNIT - III

Christopher Marlow: Edward II

Thomas Kyd: *The Spanish Tragedy* 

#### UNIT – IV

John Webster: Duchess of Malfi

Shakespeare *Macbeth* 

#### UNIT - V

Francis Bacon : New Atlantis

Sir Philip Sidney : An Apology for Poetry

#### **CO-PO MAPPING:**

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	1	-	2	-
CO2	3	3	2	-	2	1	1
CO3	3	3	3	-	-	3	3
CO4	2	3	3	1	1	3	3
CO5	1	1	2	3	1	2	1

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	1	3	3	-
CO2	-		3	3	-
CO3	-	F	3	1 2 3	-
CO4	2	Confe	3	ANA	-
CO5	-	993	1	3ARJ	3

### ENG 1.5 (B) (22): ROMANTIC AGE (OPTIONAL)

#### **COURSE OUTCOMES:**

- **CO1:** Students should be able to identify and describe different literary forms, themes, key literary concepts and styles of Romantic period.
- **CO2:** Analyze the literary texts to elicit the distinguishing literary aspirations and trends of Romantic Age.
- **CO3:** Evaluate the literary output of Romantic Age to learn the history, social, political and humane values
- **CO4:** Analyze the prescribed classical literary works to find their relevance in Romantic Age and today
- CO5: Reinventing Pantheism and Goethic aspects in experimental creative and critical writing

#### UNIT – I

Socio-economic and cultural conditions of the period, French Revolution, Equality, Liberty and Fraternity, Gothic novel, Women in Romantic Age, French revolution, Industrial revolution, Liberalism, Radicalism, Love for Nature, Lyrical Ballads

#### UNIT – II (Poetry)

William Blake : The Lamb, The Tiger

William Wordsworth : Ode to Duty

Samuel Coleridge : The Rime of the Ancient Mariner

UNIT - III( Novel)

Mary Shelley : Frankenstein

Jane Austen : Emma

Walter Scott : Kennelworth

UNIT - IV

Charles Lamb : The Last Essays of Elia (1833)

William Hazlitt : An Essay on the Principles of Human Action.

UNIT - V

John Keats: Letters to Fawny Brawn.

William Wordsworth: Preface to Lyrical Ballads

#### **CO-PO MAPPING:**

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	1	-	2	-
CO2	3	3	2	-	2	1	1
CO3	3	3	3	-	-	3	3
CO4	2	3	3	1	1	3	3
CO5	1	1	2	3	1	2	1

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	1	3	3	-
CO2	-	g 1///	3	2 3	-
CO3	-	100 P	3	3	-
CO4	2	6 P	3	(GARJ	-
CO5	-	E 1		111	3

# ENG 1.5 (C) (22): LITERATURE OF MPOWERMENT (DALIT/MINORITY) (OPTIONAL)

#### **COURSE OUTCOMES:**

**CO1:** Students should be able to identify and describe different literary forms, themes, key literary concepts and styles of Dalit/Minority literature.

**CO2:** Analyze the literary texts selected from varied minority ethnic backgrounds to elicit the distinguishing literary aspirations and trends in Dalit/Minority literature.

**CO3:** Evaluate the literary output of world minority writers to learn their history, social, political and humane values.

**CO4:** Analyze the prescribed classical literary works to find their relevance in mainstream culture and history.

**CO5:** Explore the Dalit/Minority experience and popularize it.

UNIT - I

Sikhamani : Two Poems from Black Rainbow

Arjun Dangle : Two Poems from Poisoned Bread

UNIT – II

Vasant Moon : Growing Up as an Untouchable

Joseph Macwan : The Stepchild

**UNIT - III** 

NarendraJhadav : Outcaste

Sharan Kumar Limbale : The Outcaste

**UNIT - IV** 

Baby Kamble : The Prison's We Broke

Bama : Vanmam

UNIT - V

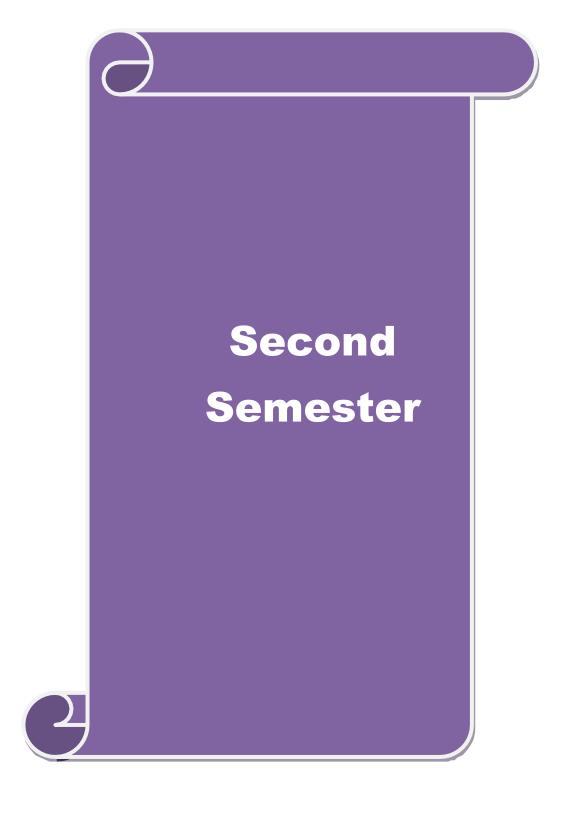
Eleanor Zelliot : From Untouchable to Dalit.

Gail Omvedt : Dalits and the Democratic Revolution.

#### **CO-PO MAPPING:**

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	1	-	2	3
CO2	3	3	2	-	2	1	3
CO3	3	3	3	-	-	3	3
CO4	2	3	3	1	1	3	3
CO5	1	1	2	3	1	2	3

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	1	3	3	-
CO2	-	100	3	3	-
CO3	-	F 1//	3	3	-
CO4	2	G 1	3	ANA	-
CO5	-	9.5° 1	1	1 <sub>RJ</sub>	3



#### M.A. ENGLISH

#### **SEMESTER-II**

#### ENG 2.1 (22): STRUCTURE OF MODERN ENGLISH-II

#### **COURSE OUTCOMES:**

**CO1**: Learn about varieties of English such as dialect, register and style.

CO2: Understand and use the various grammatical categories appropriately in their writing.

CO3: Gain knowledge of the structure and functions of Noun phrase, Adjective phrase, Verb phrase etc.

**CO4:** Understand the fundamentals of language teaching; learn about the history of language teaching; about the traditional teaching methods and their limitations.

**CO5:** Develop an in-depth knowledge of language pedagogies such as Audio-Lingual, Situational language Teaching and Communicative Approach to cater to the needs of the present day language learness.

#### **UNIT-I: GRAMMAR**

1. Randolph Quirk and Sidney Greenbaum.1973. *A University Grammar of the English Language*. Longman Pearson.

The following Chapters:

- 1. Varieties of English
- 2. Elements of Grammar
- 3. Verbs and the Verb Phrase

#### UNIT – II: GRAMMAR

The following Chapters:

- 4. Nouns, pronouns and the basic noun phrase
- 5. Adjectives and Adverbs
- 6. Prepositions and prepositional phrases

#### UNIT - III: GRAMMAR

Grammar – Correction of Sentences from the chapters prescribed.

#### UNIT-IV: INTRODUCTION TO ENGLISH LANGUAGE TEACHING

- 1. Jack Richards & Theodore Rodgers. 2001. Approaches and Methods in Language Teaching OUP.
- 2. H.H. Stern. 1983. Fundamentals of Language Teaching. OUP.

The following topics:

- (i) Fundamentals of Language Teaching: objectives, materials, methods, evaluation.
- (ii) First language and second language.
- (iii) Grammar Translation Method & Bilingual Method
- (iv) Direct Method.

#### UNIT - V: INTRODUCTION TO ENGLISH LANGUAGE TEACHING

- (v) Audio-lingual Method
- (vi) Situational Language Teaching
- (vii) Communicative Approach

#### **CO-PO MAPPING:**

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	3	-	2	-
CO2	3	-	-	3	2	-	-
CO3	3	3	1	3	-	-	-
CO4	3	2		3	1	-	-
CO5	3	-	2	3	1	2	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	300	3	3ARJ	-
CO2	-	E.	3	3	-
CO3	-	1 86.3	3	(SH1 3	-
CO4	-	1	3	3	-
CO5	-	- 09	సర్వం 3.8 ఫ్రీతమే	3	1

## ENG 2.2 (22): BRITISH POETRY - II

#### **COURSE OUTCOMES:**

**CO1:** Understanding the origin and development of Modern British Poetry.

**CO2:** Understanding different qualities and schools in Modern British Poetry.

**CO3:** The themes and technique of Modern British Poetry are analyzed.

**CO4:** Compare Poetry of Modern period with that of other periods.

**CO5:** The students would be able to write poetry apply symbolism etc.

#### UNIT - I

Modernism, Symbolism, Imagism, Irish Nationalism, Poetry of Disillusionment, poetry of the Thirties, Movement Poetry, Developments in Poetic Technique, Influence of modern Psychology.

#### **UNIT - II**

W. B. Yeats : Sailing to Byzantium, A Prayer for My Daughter,

The Second Coming, Among School Children.

G.M.Hopkins: The Wreck of the Deutschland

#### **UNIT - III**

T. S. Eliot : The Waste Land

#### **UNIT - IV**

Dylan Thomas: Fern Hill, Do not Go Gentle into That Good Night.

Thomas Gunn: In Santa Maria De Popoto, Rites of Passage, On the Move.

#### **UNIT - V**

Ted Hughes : The Jaguar, Thrushes, Out.

Seamus Heaney : Death of a Naturalist, Digging, Punishment.

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	2	-	2	-
CO2	3	2	1	-	2	-	1
СОЗ	3	3	1	-	-	-	1
CO4	3	2	-	-	1	-	-
CO5	3	-	2	1	1	2	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	-	3	3	-
CO2	-	1	3	3	-
CO3	-	1	3	3	-
CO4	-	8	3	72.3	-
CO5	-	\$ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	3	3	3

## ENG 2.3 (22): BRITISH DRAMA – II (SHAKESPEARE)

#### **COURSE OUTCOMES:**

**CO1:** Learn about Elizabethan Drama and the place of William Shakespeare among Elizabethan dramatists. How Shakespeare imitated the plots of the university wits.

**CO2:** Understand the spirit and contemporary relevance of major plays of Shakespeare to the contemporary times.

**CO3:** To enable students to appreciate and analyze the various thematic and stylistic aspects in the major plays of Shakespeare.

**CO4:** The students would enact different characters from the plays of Shakespeare. They are expected to learn the importance of language including puns in the plays of Shakespeare.

**CO5:** The students would be able to write stories of drama with the local content and the context. They are encouraged to write dramas in the regional and in English.

#### UNIT - I

Elizabethan World View, Elizabethan Theatre, Revenge play, Greek Tragedy, Shakespearean Tragedy, Comedy, Chronicle Plays, Romance

#### UNIT - II

Twelfth Night

Much Ado About Nothing

#### UNIT - III

Julius Caesar

Henry-IV (Part-I)

UNIT - IV

Hamlet

UNIT - V

The Tempest

Cymbeline

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	2	-	2	-
CO2	3	2	1	-	2	-	1
CO3	3	3	1	-	-	-	1
CO4	3	2	-	-	1	-	-
CO5	3	-	2	1	1	2	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	-	3	3	-
CO2	-	100	3	3	-
CO3	-	F 1//	3	1 2 3	-
CO4	- 1	100 Apr	3	3,	-
CO5	-	35.	3	3 <sup>A</sup> R	3

## ENG 2.4 (22): BRITISH PROSE AND FICTION – II

#### **COURSE OUTCOMES:**

CO1: The students would be able to understand the knowledge of the major literary movements, literary concepts, figures, concepts and trends of the World War, Modern and Post-Modern periods.

CO2: The students evaluate the major literary movements, Modern and Post-Modern periods.

CO3: The students learn the key concepts and trends in British Prose works after the advent of the modern age of industrial and technological development.

CO4: Enable students appreciate and analyze the various thematic and stylistic aspects in the works of the Prose writers of the period.

CO5: The students would be able to create Regional Novel.

#### UNIT – I

Psychological novel, Stream of consciousness technique, Bloomsbury Group, Naturalism, Regional novel, Literature and Gender, Literature, Psychology & Psychoanalysis, Literature of Social Purpose, Spread of Education, Narrative technique, Novel of Ideas.

#### **UNIT-II**

Mrs. Virginia Woolf : A Room of One's Own

UNIT-III

Somerset Maugham : Six stories from *Cosmopolitan* 

Thomas Hardy : The Mayor of Casterbridge

UNIT - IV

Joseph Conrad : Heart of Darkness

D.H. Lawrence : Sons and Lovers

UNIT - V

James Joyce : A Portrait of the Artist as a Young Man

#### **CO-PO MAPPING:**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO6
CO1	3	-	-	-	-	2	1
CO2	3	-	3	-	-	-	-
CO3	-	3	1	-	-	-	-
CO4	3	-	-	-	-	-	-
CO5	3	-	2	-	-	-	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	-	3	3	-
CO2	-	-	3	3	-
CO3	-	-	3	3	-
CO4	-	-	3	3	-
CO5	-	-	3	3	3



# ENG 2.5 (A) (22): VICTORIAN AGE (OPTIONAL)

#### **COURSE OUTCOMES:**

**CO1:** Students should be able to identify and describe different literary forms, themes, key literary concepts and styles of Victorian period.

**CO2:** Analyze the literary text to elicit the distinguishing literary aspirations and trends of Victorian period.

**CO3:** Evaluate the literary output of Victorian Age to learn the history, social, political and humane values.

**CO4:** Analyze the prescribed classical literary works to find their relevance in Victorian Age and today.

**CO5:** Write satirical works to expose the hypocrisy of the contemporary times to quell class divisions.

#### UNIT-I

Socio-economic and cultural conditions of the period, Victorian compromise, Elegy, Dramatic Monologue, Novel of Social Realism, the Gothic novel, Victorian notions of Women and morality

#### UNIT-II

Alfred Lord Tennyson : *In Memoriam* (1 to 25 sections)

Robert Browning : Andrea del Sarto, A Grammarian's Funeral

**UNIT-III** 

Matthew Arnold : The Scholar Gypsy

John Ruskin : *Unto This Last* (Two Chapters)

**UNIT-IV** 

Charlotte Bronte : A Tale of Two Cities

William Thackeray : Vanity Fair

UNIT- V

George Eliot : Middlemarch

Charlotte Bronte : Jane Eyre

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	1	-	2	-
CO2	3	3	2	-	2	1	1
CO3	3	3	3	-	-	3	3
CO4	2	3	3	1	1	3	3
CO5	1	1	2	3	1	2	1

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	1	3	3	-
CO2	-	100	3	3	-
CO3	-	F 1//	3	3	-
CO4	2	G 1	3	ANA	-
CO5	-	9.5° 1	1	JARJ	3

# ENG 2.5 (B) (22): TWENTIETH CENTURY LITERATURE (OPTIONAL)

#### **COURSE OUTCOMES:**

**CO1:** Students should be able to identify and describe different literary forms, themes, key literary concepts and styles of Twentieth Century.

**CO2:** Analyze the literary text to elicit the distinguishing literary aspirations and trends of Twentieth Century.

**CO3:** Evaluate the literary output of Twentieth Century to learn the changes that demarks it history, social, political and humane values.

**CO4:** Analyze the prescribed literary works and apply the literary ideology and style found them to find their relevance to Twentieth Century and the period that follows it.

CO5: Imbibe the Twentieth Century literary qualities to compose fresh literature and write critical reviews.

#### UNIT-I

Imagism, Modernism, Symbolism, Theatre of the Absurd, War Poetry, Post-War British Drama, Naturalistic drama, the Angry Young Man Movement in Drama, the Problem Play, Satire, Post-War fiction, Neo-romantic Poetry,

#### UNIT - II

Philip Larkin : "Whitsun Weddings", "Ambulance", Wants", "Next, Please",

"Church Going"

UNIT - III

Tom Stoppard : Rosencratz and Guildenstern Are Dead

John Osborne : Look Back In Anger

UNIT - IV

Graham Greene : The Power And The Glory (1940)

Kingsley Amis : Lucky Jim (1954)

Arnold Wesker : Roots

UNIT – V

William Golding : Lord of Flies (1954)

Evelyn Waugh : A Handful of Dust.

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	1	-	2	-
CO2	3	3	2	-	2	1	1
CO3	3	3	3	-	-	3	3
CO4	2	3	3	1	1	3	3
CO5	1	1	2	3	1	2	1

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	1	3	3	-
CO2	-		3	3	-
CO3	-	F	3	3	-
CO4	2	Confe	3	ANA	-
CO5	-	993	1	1 <sub>RJ</sub>	3

# ENG 2.5 (C) (22): NATIVE LITERATURES (OPTIONAL)

#### **COURSE OUTCOMES:**

**CO1:** Students should be able to identify and describe different literary forms, themes, key literary concepts and styles of Native Literature.

**CO2:** Analyze the literary text to elicit the distinguishing literary aspirations and trends of Native Literature.

CO3: Evaluate the literary output of Native Literature to learn about its history, social, cultural, political and humane values.

**CO4:** Analyze the prescribed literary works and apply the literary ideology and style found in them to find their relevance to mainstream world.

**CO5:** Imbibe the universal appeal of the Native literature in the experimental writing.

#### UNIT – I

The social & cultural history of Native Americans and Australian aborigines, Myths of Native American Religion, Literary devices in Native American & Native Canadian literatures, the Existential problems of Natives/ Aborigines, the history of colonizing of Native Americans & First Nations in Canada & Aboriginal Australia, the contemporary cultural problems of Native Americans, first Nations of Canada & Aboriginal Australia.

#### UNIT - II

N. Scott Momaday : House Made Of Dawn

Louis Erdrich : Tracks

UNIT - III

Leslie Marmon Silko : Ceremony

Maria Campbell : Half Breed

UNIT - IV

Beatrice Culleton : In Search of April Rain tree

Thomas King : Green Grass Running Water or Medicine River

UNIT - V

Mudrooroo : Wild Cat Screaming

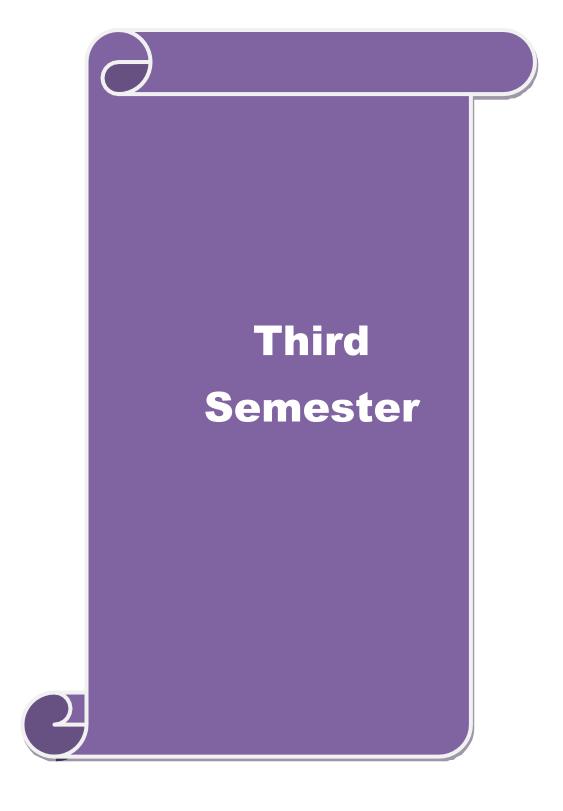
Sally Morgan : My Place

(Or)

Oodgeroo (Kathwalker) : My People

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	1	-	2	3
CO2	3	3	2	-	2	1	3
CO3	3	3	3	-	-	3	3
CO4	2	3	3	1	1	3	3
CO5	1	1	2	3	1	2	3

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	1	3	3	-
CO2	-	100	3	3	-
CO3	-	F 1//	3	3	-
CO4	2	G 1	3	ANA	-
CO5	-	9.5° 1	1	JARJ	3



## M.A. ENGLISH SEMESTER-III

## **ENG 3.1 (22): LITERARY CRITICISM**

#### **COURSE OUTCOMES:**

**CO1:** Students should be able to identify and describe the evolution of literary criticism from classical origins to post-modern times.

**CO2:** Analyze the critical works to elicit the attempts of the English critics to develop literary norms and standards of their own while retaining the classical values.

**CO3:** Evaluate the critical essays to learn the historical and cultural conditions that influenced the literary criticism of various times.

**CO4:** Apply the critical theories to interpret the text of various literary period.

**CO5:** Do creative writing adopting the learnt critical qualities

#### UNIT - I

Brief Introduction to Aeschylus, Sophocles, Euripides, Aristophanes & Socrates.

Plato : Theory of Ideas & 'The State' from Republic.

Aristotle : Rhetoric & Poetics

Longinus : On the Sublime

Plotinus : On the Intellectual Beauties.

**UNIT - II** 

Philip Sidney : An Apology for Poetry

Francis Bacon : The Advancement of Learning

John Dryden : An Essay on Dramatic Poesy

Alexander Pope : An Essay on Criticism.

**UNIT - III** 

Samuel Johnson : Preface to Shakespeare

William Wordsworth : Preface to the Second Edition of Lyrical Ballads

Samuel Taylor Coleridge : Biographia Literaria

P.B.Shelley : A Defence of Poetry.

**UNIT - IV** 

Mathew Arnold : The Function of Criticism & Touchstone Method.

T.S. Eliot : Tradition and Individual Talent

I.A. Richards : Four Kinds of Meaning

## UNIT - V

W.K.Wimsattt & Monroe Beardsley: The Intentional Fallacy, The Affective Fallacy,

William Empson : The Seventh Type of Ambiguity

Cleanth Brooks : Irony as a Principle of Structure

#### **CO-PO MAPPING:**

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO6
CO1	3	3	2	-	1	2	-
CO2	3	3	2	-	1	-	-
CO3	-	3	2	-	1	-	-
CO4	3	3	2	-	1	-	-
CO5	3	3	2	1	1	-	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	3	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	3	2 P	-
CO2	3	₹ 2	3 5	2	-
CO3	3	2%	3	2	-
CO4	3	2	3	2	-
CO5	3	2	NOSO 3 8 3 8 3 8 3 8 3 8 3 8 3 8 3 8 3 8 3	2	2

## ENG 3.2 (22): COMMUNICATIVE ENGLISH – I

#### **COURSE OUTCOMES:**

The Students will be able to

**CO1:** Acquire knowledge of types of communication and process of communication.

**CO2:** Demonstrate the synthesis of verbal and non-verbal communication to communicate effectively; and learn the functions of language use in various contexts.

CO3: Gain knowledge of the four basic language skills and use them effectively in communication.

**CO4:** Classify the different types of vocabulary and word formation processes; differentiate between the different types of meaning.

**CO5:** Understand that grammar is a flexible and useful tool for effective communicative purposes; and produce error-free language by recalling various grammatical concepts wherever required.

#### UNIT – I

#### **Language and Communication:**

Nature & Definition of Communication

Process of Communication - Participants, Message, Purpose/Channel, Topic, Context, Barriers in Communication.

Types of Communication - Personal or Intrapersonal, Interpersonal, Organizational, Mass Communication, Social Communication, Group Communication.

#### UNIT - II

#### **Verbal & Non-verbal Communication:**

Language and Communication: sign language, Body-Language.

Language Functions: Greeting, apologizing, requesting, offering help, inviting, agreeing/disagreeing etc.

#### UNIT – III

#### Language Skills:

Listening: Types of listening, Purpose of listening

Speaking: Distinguishing between problem speech sounds, stress & intonation.

Reading: Skimming, Scanning, Inferring meaning, Predicting, Intensive and Extensive reading.

Writing: Letters, reports, business letters, circulars, announcements, invitations, minutes, etc.

#### UNIT - IV

#### Vocabulary in use:

Word formation, Idioms & Phrases, Denotative & Connotative meaning, Synonyms & Antonyms, One-word Substitutes, Spelling, Using words as different Parts of Speech, Contextual meaning.

#### UNIT - V

#### **Functional Grammar:**

Basic sentence structures, Articles, Tenses, Prepositions, Concord, Number, Transformation of sentences, Active/Passive, Direct/Reported Speech, etc.

#### **CO-PO MAPPING:**

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	3500	3	-	2	-
CO2	3	-//		3	2	-	-
CO3	3	25	1	3	CHAR!	-	-
CO4	3	26	<b>—</b>	3	ANA I	-	-
CO5	3	30	2	3	ARJ(	2	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	- 03	సర్వం 3,8 ఫ్రితెస్టేతమ్	3	-
CO2	-	-	3	3	-
CO3	-	-	3	3	-
CO4	-	-	3	3	-
CO5	-	-	3	3	1

## ENG 3.3 (22): INDIAN WRITING IN ENGLISH – I

## **COURSE OBJECTIVES:**

The course enables the students to

**CO1:** Obtain a basic understanding of Indian writing in English.

**CO2:** Grasp the distinction between Anglo-Indian and Indo-Anglian writings and their roles in Indian context.

CO3: Learn the major genres Indian Novel, Poetry, Drama, Short fiction and Essay.

**CO4:** Understand the usage of Indian origin words and varied cultures of India.

**CO5:** Write creative works using Indian literary techniques and traditions.

#### UNIT - I

Early Indo-Anglian poetry, Romantic poetry, Mysticism, Metaphysics, The rise of the Indian Novel in English, Impact of Freedom Movement, the Gandhian ethos, Indian drama in English, Indian Short Story in English, Myth and folklore

#### UNIT - II

Toru Dutt Our Casuarina Tree, Sita

Sarojini Naidu : The Soul's Prayer, Songs of Radha

UNIT - III

Rabindranath Tagore : Chitra

Girish Karnad : Hayavadana

UNIT - IV

Mulk Raj Anand : Untouchable

R.K. Narayan : Waiting for the Mahatma

UNIT - V

Sri Aurobindo : Renaissance in India

S.Radhakrishnan : Kalki

Raja Rao : The Cow of Barricades

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	2	1
CO2	3	2	-	-	2	2	-
CO3	2	3	1	-	-	2	-
CO4	3	-	-	-	-	2	2
CO5	3	-	2	-	-	2	-

CO	POS1	POS2	POS3	POS4	POS5
CO1	-		3	3	-
CO2	-	g-	3	704.3	-
CO3	-		3	3	-
CO4	-		3	3 D	-
CO5	-	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	3	3//	1

## ENG 3.4 (22): AMERICAN LITERATURE – I

#### **COURSE OUTCOMES:**

**CO1:** Understanding the origin and development of American literature, the Transcendentalism, American dream and literary movements.

**CO2:** Applying the culture, language and society in their lives through literature.

**CO3:** Analyse the literary works in the context of their contemporary society.

**CO4:** Evaluate the old theological metaphors and appreciate philosophical qualities of writer's works.

**CO5:** Create an interest among youth to study abroad, the need of the hour.

#### UNIT – I

Transcendentalism, Influence of Vedic Thought, Puritanism, Beginnings of the American Novel, The Frontier Experience, Mysticism, the Picaresque novel, Romanticism, Nationalism.

#### UNIT II

Walt Whitman : "When Lilacs last in the Dooryard Bloomed",

"Out of the Cradle Endlessly Rocking"

Emily Dickinson Poems 258, 303, 328, 341, 511, 640, 712.

**UNIT III** 

R.W. Emerson: "The American Scholar", "Self-Reliance"

**UNIT IV** 

Henry David Thoreau : Walden

**UNIT V** 

Mark Twain : Huckleberry Finn

#### **CO-PO MAPPING:**

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	2	1
CO2	3	-	-	-	2	-	-
CO3	-	3	1	-	-	-	-
CO4	3	2	1	-	-	-	2
CO5	3	-	2	-	2	2	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	-	3	3	-
CO2	-	-	3	3	-
CO3	-	-	3	3	-
CO4	-	-	3	3	-
CO5	-	-	3	3	1



## ENG 3.5 (A) (22): WOMEN'S WRITING-GENDER AND THEORY – I (OPTIONAL)

#### **COURSE OUTCOMES:**

**CO1:** Students should be able to identify and describe different kinds of women writing.

**CO2:** Analyze the literary text to elicit the identity of woman in the literature as constructed by women writers in their writings.

**CO3:** Evaluate the literary output of women writers to decipher the challenges and solutions to women to realize their true identity

**CO4:** Apply the women literary consciousness to general society to analyze the universal outcome that it can promise to the humanity.

**CO5:** Analyze the history of women publication to improve the women publications.

#### UNIT – I

Feminist Theory, Black Feminist Criticism, Existential concerns, Southern Women's Writing, Diasporic consciousness, Ethnic identity, the psychological novel, African Colonialism, Economic and Cultural colonization.

#### UNIT - II

Anita Desai : Clear Light of Day

Elaine Showalter : New Feminist Criticism-Essays on Women. Literature and Theory

UNIT - III

Bessie Head : A Question of Power

UNIT - IV

Eudora Welty : The Optimist's Daughter

UNIT - V

Bapsi Sidhwa : Pakistani Bride.

#### **CO-PO MAPPING:**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	1	-	2	3
CO2	3	3	2	-	1	1	3
CO3	3	3	3	-	-	3	3
CO4	2	3	3	1	1	3	3
CO5	1	1	2	3	1	2	3

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	1	3	3	-
CO2	-	1	3	3	-
CO3	-	1	3	3	-
CO4	2	1	3	-	-
CO5	-	1	1	1	3



## ENG 3.5 (B) (22): TRANSLATION-THEORY AND PRACTICE (OPTIONAL)

#### **PROGRAM OBJECTIVES:**

**CO 1:** To acquaint the students understand with the different forms of Translations.

**CO 2:** The students understand the need and importance of translation

**CO3:** To provide an insight into theories and Norms in Translation Studies.

**CO4:** To acquaint the students with the key concepts and trends in Translation Studies.

**CO5:** To enable students to appreciate and analyze the Practice of Translation in the West and in the East.

**CO6**. The students would be able to create different Types of Translation.

#### UNIT – I

#### Translation - An Introduction

- a) Intra-lingual Translation
- b) Inter-lingual Translation
- c) Inter-semiotic Translation
- d) History of Translation
- e) Bible Translation,
- f) Epics in Translation

#### UNIT – II

#### **Problems in Translation**

- 1) Literary and Pragmatic Texts in Translation
  - a) Nature and Problems of Literary Translation
  - b) Translations, Adaptations, Transliteration.
  - c) Translations of different genres and problems
- 2) Types of Translation problems
  - a) Linguistic Problems
  - b) Cultural Problems
  - c) Semantic Problems

#### **SUGGESTED TEXTS:**

- 1) Ravi Sastry. **Alpajivi** (Little Man) From Chakrapani, Kakani (2008): **Four Classics of Telugu Fiction.**
- 2) A.P.J Abdul Kalam& Arun Tiwari: Wings of Fire by University Press (2019)
- 3) Tagore's **Gitanjali** Translations

#### UNIT - III

## Translation and the Mass Media

- a) Nature and Language of Mass Media
- b) Translating for Audio and Visual Media.

#### UNIT - IV

#### **Evaluation of Translation**

- a) Quality of Translation
- b) Methods of Translations: i) Group Translation ii) Solo Translation iii) Translation by the author
- c) Translation Agencies

#### UNIT - V

## **Translation and Technology:**

- a) Machine Translation
- b) Computer Aided Translation
- c) Translation Tools and soft wares

## **CO-PO MAPPING:**

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO6
CO1	3	1.00	16		No.	2	1
CO2	3	-//\\$			<u> </u>	-	1
CO3	-	3	1	Les -	<del>-</del>	-	1
CO4	3	-	సత్యే సర్యం	ప్రతిష్ఠికమ్	-	-	1
CO5	3	-	2	-	-	-	1

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	-	3	3	-
CO2	-	-	3	3	-
CO3	-	-	3	3	-
CO4	-	-	3	3	-
CO5	-	-	3	3	3

## ENG 3.5 (C) (22): COLONIAL / POST-COLONIAL LITERATURES - I (OPTIONAL)

#### **COURSE OUTCOMES:**

**CO1:** Students should be able to identify and describe different literary forms, themes, key literary concepts and styles of Colonial/Post-Colonial Literature.

**CO2:** Analyze the literary text to elicit the distinguishing literary aspirations and trends of Colonial/Post-Colonial Literature.

**CO3:** Evaluate the literary output of Colonial/Post-Colonial Literature to learn about its history, social, cultural, political and humane values

**CO4:** Analyze the prescribed literary works and apply the literary ideology and style found in them to find their relevance to mainstream world.

**CO5:** Imbibe the universal appeal of the Colonial/Post-Colonial Literature in the experimental writing.

#### UNIT - I

Colonial rule and the destruction of native cultures, Reclamation of the African Past, African theatre, Theme of Exile in Caribbean Literature, Use of Myth and Landscape, Oral Idiom and Narrative Techniques.

UNIT - II

Raja Rao : Kanthapura.

UNIT - III

Chinua Achebe : Things Fall Apart

Wole Soyinka : A Dance of Forests

UNIT - IV

James Ngugi : A Grain of Wheat

UNIT - V

V. S. Naipaul : A House for Mr. Biswas

Coetzee : Waiting for the Barbarians.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	1	-	2	3
CO2	3	3	2	-	2	1	3
CO3	3	3	3	-	-	3	3
CO4	2	3	3	1	1	3	3
CO5	1	1	2	3	1	2	3

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	1	3	3	-
CO2	-	100	3	3	-
CO3	-	<b>F</b> 1//	3	1 2 3	-
CO4	2	प्र <sub>क</sub> ्ष	3	ANA	-
CO5	-	96 1 963 1	1	3ARJ	3

## ENG 3.5 (D) (22): MODERN EUROPEAN FICTION

#### (OPTIONAL)

#### **COURSE OUTCOMES:**

The Students will be able to

**CO1**: Be acquainted with the history, growth, key concepts and trends in Modern European Fiction.

**CO2:** Understand the contribution of the European and Russian novelists to world literature.

**CO3:** Identify and analyse the social, cultural and political background of European countries as reflected in fiction.

**CO4**: Critically analyze and re-interpret different types of Novel by writers such as Stendhal, Balzac, Tolstoy, Dostoevsky and others in the light of contemporary literary theories.

CO5: Understand the various thematic and stylistic aspects of the great European writers.

#### UNIT - I

Realism and Naturalism, the Romantic Novel, Anti-hero, Bildungsroman, Symbolism, Russian realism, Epic novel, Historical & Political novel, Allegory, the Psychological novel, the Grotesque, Abolition of serfdom, the French novel, European politics and history in 19<sup>th</sup> Century Europe, Social satire, Irony.

#### UNIT – II

Stendhal : The Red and the Black

Balzac : Eugenie Grandet

UNIT - III

Gustave Flaubert : Madame Bovary

UNIT - IV

Dostoevsky : The Brothers Karamazov

UNIT - V

Leo Tolstoy : War and Peace

Turgenev : Fathers and Sons

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	2	-
CO2	3	2	1	-	2	2	-
CO3	3	2	1	-	-	3	-
CO4	3	2	-	-	1	-	-
CO5	3	-	2	-	1	2	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	-	3	3	-
CO2	-		3	3	-
CO3	-		3	1 2 3	-
CO4	- 1	- Age 200	3	3,	-
CO5	-		3	3 <sup>A</sup> P	1



## M.A. ENGLISH SEMESTER-IV

## **ENG 4.1 (22): LITERARY THEORY**

#### **COURSE OUTCOMES:**

**CO1:** Students should be able to identify and describe literary theories which have moulded the modern and contemporary literature.

**CO2:** Analyze the critical theories to understand multifarious influences of literary theories.

**CO3:** Evaluate the critical theories to elicit the social, cultural, economic, social, scientific, technological developments and their consequences.

**CO4:** Apply the critical theories to interpret the text of various literary periods.

**CO5:** Do creative writing adopting the learnt critical theories.

**UNIT-I** 

Peter Faulkner : Modernism

Tim Woods : Beginning Post Modernism (Chapter – 3)

Terry Eagleton /: // Towards A Science of the Text

Northrop Frye : Archetypes of Literature

**UNIT-II** 

Frantz Fanon : The Wretched of the Earth (Chapter-3)

Edward Said : *Orientalism* (Introduction)

Genard Gennetie : Structuralism and Literary Criticism.

Jacques Derrida : Structure, Sign and Play in the Discourse of the Human

Sciences.

**UNIT - III** 

Elaine Showalter : Towards a Feminist Poetics.

M.M. Bakhtin : Introduction to Dialogic Imagination

Lee Paterson : Historical Criticism and the Claims of Humanism.

**UNIT - IV** 

M. Hiriyanna : The Main Aspects of Indian Aesthetics

Arjun Dangle : Dalit Literature : Past, Present & Future

**UNIT-V** 

Catherine Belsey : Towards Cultural History in Theory and Practice

Andrew Dix : Beginning Film Studies, Viva books, 2010.

Chapter 7: Star Studies, Chapter 8: Ideology, Pp-192-267

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO6
CO1	3	3	2	-	1	2	-
CO2	3	3	2	-	1	-	-
CO3	-	3	2	-	1	-	-
CO4	3	3	2	-	1	-	-
CO5	3	3	2	1	1	-	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	3	2	3	2	-
CO2	3	2	3	2	-
CO3	3	2//	3	2	-
CO4	3	1 2 gg	3	$\widetilde{2}_{\mathbf{k}}$	-
CO5	3	9 2 2	3	22	2

## ENG 4.2 (22): COMMUNICATIVE ENGLISH - II

#### **COURSE OUTCOMES:**

The Students will be able to

- CO1.Understand the features of language varieties such as Dialects based on region or social group; Registers based on subject matter; and the Styles by which an individual chooses to express oneself— formal, informal, erudite etc. depending on role relationships.
- CO2. Comprehend the use of discourse markers to achieve cohesion and coherence in English Writing; analyze paragraph structure.
- CO3. Improve oral communication in various contexts and situations and learn telephone etiquette.
- CO4. Identify and evaluate the specific audience and purpose in different writing situations; Acquire ability to distinguish between the types of writing and be able to produce them.
- CO5. Analyze, interpret, and evaluate a wide range of rhetorical elements in Literary English, for a better appreciation of literary texts.

#### UNIT – I

#### Varieties of English:

Dialects; Register & Style – law, science, religion, advertising, journalism, sports, etc;

Styles – formal/informal/Neutral.

#### UNIT – II

#### **DISCOURSE:**

- a) Coherence, Cohesion, Discourse Markers, Linking Words
- b) Identifying writer's intention from the text; Context, purpose & occasion.
- c) Paragraph structure & development or elaboration.

#### UNIT – III

#### **Oral Communication:**

Group discussions, Debates, Interviews, Extempore speeches, Soft skills.

The art of Public Speaking at Seminars and Conferences.

Telephone Conversation Skills.

Use of Stress and Intonation for clarity and meaning.

#### UNIT - IV

#### Written Communication & composition:

Types of writing: Expository, Descriptive, Argumentative, Imaginative, Reporting, Narrative, and Autobiographical.

## UNIT-V

## **Literary English & Rhetoric**:

Identifying the Theme, Register, Tone, Point of view, Imagery, Allusions, Style, Indirection, Figures of speech, etc.

#### **CO-PO MAPPING:**

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	3	-	2	-
CO2	3	-	-	3	2	-	-
CO3	3	2	1	3	-	-	-
CO4	3	2		3	1	-	-
CO5	3	-	2	3	1	2	-

CO	POS1	POS2	POS3	POS4	POS5
CO1	-	200	3	3AR	-
CO2	-	E I	3	3	-
CO3	-	1 38.38	3	3	-
CO4	-		34	3	-
CO5	-	- 06	సర్వం 3 లి స్టీతమే	3	1

## ENG 4.3 (22): INDIAN WRITING IN ENGLISH - II

#### **COURSE OUTCOMES:**

#### The course enables the students to

- **CO1:** The students would be able to REMEMBER in depth understanding of the prescribed poems and observe the gradual change of Tone in Indian English poetry.
- **CO2:** The students can have a basic understanding of Indian writing in English.
- **CO3**: The students can learn the distinction between Anglo-Indian and Indo-Anglian writings and their roles in Indian context.
- **CO4:** The students can analyse the major genres Indian Novel, Poetry, Drama, Short fiction and Essay.
- CO5: Understand and analyse the usage of Indian origin words and varied cultures of India.

#### UNIT – I

The rise of the Indian Novel in English, Impact of Freedom Movement, the Gandhian ethos, post – Independence poetry, Indian drama in English, Novel of propaganda, Historical Novel, Social realism, Myth and folklore, the Philosophical novel, the Psychological novel.

#### UNIT – II

Parthasarathy, R. : *Home coming* – Sections 1, 3 & 4.

Arun Balkrishna Kolatkar : An Old Woman, Heart Of Ruin, A Low Temple

UNIT – III

Salman Rushdie : Midnight's Children

Amitav Ghosh : The Shadow Lines

UNIT - IV

Kiran Desai : The Inheritance of Loss

Gita Hariharan : The Thousand Faces of Night

UNIT - V

Dr. B. R. Ambedkar : "Role of Dr. B. R. Ambedkar in Bringing Untouchable on

the Political Horizon of India and Laying a Foundation of

Indian Democracy"

Dr.APJ Abdul Kalam : A Leader Should Know How to Manage Failure.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	2	1
CO2	3	2	-	-	2	2	-
CO3	2	3	1	-	-	2	-
CO4	3	-	-	-	-	2	2
CO5	3	-	2	-	-	2	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	-	3	3	-
CO2	-		3	3	-
CO3	-		3	2 3	-
CO4	-	100 kg	3	3,	-
CO5	-	932	3	32	1

## ENG 4.4 (22): AMERICAN LITERATURE - II

#### **COURSE OUTCOMES:**

- **CO 1:** Understanding the types of poetry, literary theories, American spirit and Black Nationalism.
- **CO 2:** Applying the power of nature in their life.
- **CO 3:** Analyse the various genres in American literature.
- **CO 4:** Evaluate the Truth, Illusion and Alienation.
- **CO 5:** Create an interest to read stylistic aspects of the novels, enjoying poetry and various thematic plays.

#### UNIT - I

Nature Poetry, Imagism, Confessional Poetry, Feminist concerns, Modernism and Postmodernism, Theme of Alienation, Searching for Roots, Black Literature, Existentialism in drama, Absurd Drama, Realism and Naturalism, Expressionistic drama, Dramatic techniques,

#### **UNIT II**

Wallace Stevens "Sunday morning", "Of Modern Poetry", "Peter Quince at the Clavier" Robert Frost: "Road Not Taken", "Birches", "Stopping By Woods", "Mending Wall".

#### **UNIT - III**

Eugene O' Neill : The Hairy Ape

Sylvia Plath "Poppies in July".

**UNIT IV** 

Edward Albee : Who's Afraid of Virginia Woolf?

Arthur Miller : Death of a Salesman

**UNIT V** 

Ernest Hemingway : The Old Man and the Sea

Ralph Ellison : The Invisible Man

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO6
CO1	3	-	-	-	-	2	1
CO2	3	-	-	-	-	-	1
CO3	-	3	1	-	-	-	1
CO4	3	-	-	-	-	-	1
CO5	3	-	2	-	-	-	1

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	-	3	3	-
CO2	-		3	3	-
CO3	-		3	3	-
CO4	- 1	100 mg	3	3,	-
CO5	-	300	3	3 <sup>8</sup> <sub>R</sub>	3

## ENG 4.5 (A) (22): WOMEN'S WRITING – GENDER AND THEORY - II (OPTIONAL)

#### **COURSE OUTCOMES:**

**CO1:** Students should be able to identify and describe different kinds of women writing.

**CO2:** Analyze the literary text to elicit the identity of woman in the literature as constructed by women writers in their writings.

**CO3:** Evaluate the literary output of women writers to decipher the challenges and solutions to women to realize their true identity.

**CO4:** Apply the women literary consciousness to general society to analyze the universal outcome that it can promise to the humanity.

**CO5:** Analyze the history of women publication to improve the women publications.

#### UNIT – I

Decolonization in Canadian Literature, Cultural pluralism, Historiography, Feminist poetics, Myth and History in fiction, the New Woman, Racism, and Marxism, Rootlessness and alienation, Autobiographical element in fiction, Gender politics.

UNIT – II

Shashi Deshpande

**Doris Lessing** 

UNIT - III

Jean Rhys

Nadine Gordimer

UNIT – IV

Margaret Laurence

UNIT - V

Toni Morrison

: That Long Silence

: The Grass is Singing

: Wide Sargasso Sea.

: Burger's Daughter

: The Stone Angel.

: Beloved.

#### **CO-PO MAPPING:**

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	1	-	2	3
CO2	3	3	2	-	1	1	3
CO3	3	3	3	-	-	3	3
CO4	2	3	3	1	1	3	3
CO5	1	1	2	3	1	2	3

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	1	3	3	-
CO2	-	1	3	3	-
CO3	-	1	3	3	-
CO4	2	1	3	-	-
CO5	-	1	1	1	3



# ENG 4.5 (B) (22): ENGLISH LANGUAGE TEACHING (OPTIONAL)

#### **COURSE OBJECTIVES:**

- **CO 1:** Obtain a basic understanding of the definition of communication, process and types.
- **CO 2:** Apply the methods and approaches including Humanistic Approaches in the room context. Micro-teaching can be practiced in the classroom.
- **CO 3:** Explain the synthesis of verbal and non-verbal communication to communicate effectively and learn the functions of language in various contexts.
- **CO 4:** Learn the importance of Examination and test and the importance of Examinations and tests in the curriculum.
- CO5: Gain knowledge of the four basic language skills and use them effectively in communication.

#### UNIT – I

History of English Language Teaching: Objectives of Teaching English, First Language and Second Language; Acquisition vs Learning.

### UNIT – II

Humanistic approaches; The Silent Way, Suggestopedia, Total Physical Response.

Techniques of Micro-Teaching. Team Teaching, Peer Group Interaction.

#### UNIT – III

Teaching of Language Skills; Listening, Speaking, Reading and Writing.

#### UNIT - IV

Curriculum and Syllabus: Testing and Evaluation; Types of Tests.

#### UNIT -- V

English for Specific Purpose; Bridge Courses and Remedial Courses.

#### **CO-PO MAPPING:**

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	3	-	2	-
CO2	3	-	-	3	2	-	-
CO3	3	3	1	3	-	-	-
CO4	3	2	-	3	1	-	-
CO5	3	-	2	3	1	2	-

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	1	3	3	-
CO2	-	1	3	3	-
CO3	-	1	3	3	-
CO4	-	1	3	3	-
CO5	-	1	3	3	1



## ENG 4.5 (C) (22): COLONIAL / POST-COLONIAL LITERATURES -II (OPTIONAL)

#### **COURSE OUTCOMES:**

**CO1:** Students should be able to identify and describe different literary forms, themes, key literary concepts and styles of Colonial/Post-Colonial Literature.

**CO2:** Analyze the literary text to elicit the distinguishing literary aspirations and trends of Colonial/Post-Colonial Literature.

**CO3:** Evaluate the literary output of Colonial/Post-Colonial Literature to learn about its history, social, cultural, political and humane values

**CO4:** Analyze the prescribed literary works and apply the literary ideology and style found in them to find their relevance to mainstream world.

**CO5:** Imbibe the universal appeal of the Colonial/Post-Colonial Literature in the experimental writing.

UNIT-I: Australia

UNIT-II: Women and Man

**UNIT-III**: The Stone Angel

UNIT-IV: Wide Sargasso Sea

**UNIT-V**: July 's People

**UNIT-VI**: Ned Kelly

**UNIT-VII**: The Blood Knot

#### **CO-PO MAPPING:**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	144 1	9 -	2	3
CO2	3	3	2	30000	2	1	3
CO3	3	3	3	0.0	-	3	3
CO4	2	3	3	1	1	3	3
CO5	1	1	2	3	1	2	3

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	1	3	3	-
CO2	-	1	3	3	-
CO3	-	1	3	3	-
CO4	2	1	3	-	-
CO5	-	1	1	1	3

# ENG 4.5 (D) (22): INDIAN WRITING IN TRANSLATION (OPTIONAL)

#### **COURSE OUTCOMES:**

**CO1:** The students UNDERSTAND different genres in English literature and appreciate and evaluate important literary writings.

**CO2:** THE STUDENTS CAN LEARN four skills of the English Language (Listening, Speaking, Reading, Writing).

**CO3:** To improve Critical analysis of the literary works by applying critical analysis Theories.

**CO4:** To improve the skills of analysing native literatures.

**CO5:** To encourage translate literary works.

#### UNIT -I

Nationalist sentiment, Emergence of regional literatures, Social reform, Social Realism, Indian drama, Protest literature, Pragativada movement, Indian society and literature, Novel as Satire, Dramatic Technique, Reinterpretation of Myths, Drama for social purpose, Modernism

**UNIT-II** 

Gurram Jashuva : "Graveyard" (Sahitya Academy, New Delhi)

Bala Gangadhar Tilak : "Ambrosia Dripped"

"My Poesy"

SubrahmanyaBharati : "Phoenix"

"Truth"

"Deception",

**UNIT-III** 

Badal Sircar : Evam Indrajit, OUP, New Delhi.

**UNIT-IV** 

U.R. Ananta Murthy : Samskara, Translated by A.K. Ramanujan, OUP

Chandu Menon : *Indulekha*, Translated by W. Dumargue.

UNIT -V

Premchand : *Godan*, Translated by Jai Ratan and P. Lal.

G.V. Krishna Rao : *Puppets*, Translated by Kesava Rao, Macmillan (India).

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	2	1
CO2	3	2	-	-	2	2	-
CO3	2	3	1	-	1	2	-
CO4	3	-	-	-	1	2	2
CO5	3	-	2	-	1	2	-

## **COS-POS:**

СО	POS1	POS2	POS3	POS4	POS5
CO1	-	-	3	3	-
CO2	-		3	3	-
CO3	-	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	3	1 243	-
CO4	-	- P. C.	3	3/2	-
CO5	-	3,000	3	3 <sup>3</sup> / <sub>2</sub>	1

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