



**Department of English, Satavahana University: Karimnagar -Telangana, India**  
**Syllabus of M A English (CBCS): Total Credits: 98 (w.e.f. from 2023-25)**

**MA FIRST YEAR (PREVIOUS)**

**Semester-I (Credits: 5+5+5+5+5=25)**

Paper -I	ENG 101: History of English Language and English in India
Paper-II	ENG 102: English Literature from Chaucer to Bacon
Paper -III	ENG 103: Neoclassical Age
Paper -IV	ENG 104: Romantic Age
Paper-V	ENG 105: Phonetics and Spoken English

**Semester-II (Credits: 5+5+5+5+5=25)**

Paper- I	ENG 201: Victorian Age
Paper-II	ENG 202: Modern Age
Paper -III	ENG 203: Indian Writing in English
Paper-IV	ENG 204: English Language Teaching
Paper-V	ENG 205: Literary Criticism

**MA SECOND YEAR (FINAL)**

**Semester-III (Credits: 5+5+5+4+4+2=25)**

Paper-I	ENG 301: Pedagogy of English Language
Paper -II	ENG 302: Research Methods and Materials
Paper -III	ENG 303: Indian Writing in English Translation
Paper-IV (A)	ENG 304A: Modern Telugu Literature in Translation
Paper -IV (B)	ENG 304B: Postcolonial Literature
Paper -V (A)	ENG 305A: Content Writing
Paper -V (B)	ENG 305B: Women Writing in India
	<b>SEMINAR-2 Credits</b>

**Semester-IV (Credits: 5+5+4+4+5=23)**

Paper-I	ENG 401: Modern European Literature in Translation
Paper-II	ENG 402: Literary Theory
Paper-III (A)	ENG 403A: Structure of Modern English
Paper -III (B)	ENG 403B: Dalit Literature
Paper -IV (A)	ENG 404A: American Literature
Paper -IV (B)	ENG 405B: Autobiography in India
Paper -V	ENG 405: Project Work

**OR**

Communication Skills (Interdisciplinary)                      -oOo-

**PROGRAMME OBJECTIVES AND OUTCOMES**

1. To equip student with analytical skills in linguistics, communications and literary criticism.
2. To train students for careers and advanced studies in a wide range of English, Public Relations, or Communications fields.
3. To develop a sense of literary experience amongst Students.
4. To encourage all post graduates of the department to view the reading of challenging and imaginative texts as an essential and rewarding part of a life-long commitment to learning and growth.
5. Transferable Skills/Attitudes.
6. To enable students to be effective in Writing skills and process, Sense of Genre, Culture and History, Critical Approaches, Research Skills, Oral Communication Skills, Value in English literature, language, and imagination.

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**MA First Year (Previous) (2023-25)**  
**SEMESTER- I (Credits: 5+5+5+5+5 =25)**

**Objectives: Paper-I ENG101: HISTORY OF ENGLISH LANGUAGE AND ENGLISH IN INDIA (5 Credits)**

1. To provide students with a comprehensive understanding of the theories surrounding the origin of languages, including the characteristics of natural human languages and the Indo-European language family.
2. To examine the evolution of the English language from Old English to Modern English, highlighting significant linguistic changes and word formation processes.
3. To explore the various factors that contribute to language varieties, including social, economic, regional, and ethnic influences, as well as specific language forms.
4. To analyze the historical development of English in India, focusing on its role and transformation from the pre-independence era to the post-independence period.

**Unit I: Concepts**

- a) Theories of the Origin of Languages
- b) Characteristics of Natural Human Languages
- c) The Indo-European Language Family
- d) Grimm’s Law
- e) Varner’s Law

**Unit II**

- a) Old English
- b) Middle English

**Unit III**

- a) Modern English
- b) Word Formation Processes; Processes of Change of Meaning

**Unit IV**

- a): Factors of Language Varieties: Social, Economic, Regional, and Ethnic
- b) Language Varieties: Pidgin, Creole, Dialect, Idiolect, and Register

**Unit V**

- a) History of English in India: Pre-independence Period
- b) History of English in India: Post-independence Period.

**Suggested Reading**

Baugh, A. C., & Cable, T. (2002). A History of the English Language. London: Routledge.  
 Crystal, D. (2004). The Language Revolution. Malden, MA: Polity Press.  
 Harmer, J. & Arnold, J. (1979). Advanced Speaking Skills. London: Longman.  
 Jespersen, O. (1991). Growth and Structure of the English Language. Oxford: Blackwell.  
 Wood, F T. (2000). An Outline History of the English Language. Chennai, TN: Macmillan  
 India Yule, G. (1995). The Study of Language. Cambridge: Cambridge University Press.  
 Aggarwal, J.C. (2010). Landmarks in the history of modern Indian education. New Delhi: Vikas Pub.  
 Agnihotri. R K, and Khanna, A.L. (1995). English language teaching in India: Issues and innovations. New Delhi: Sage Publications.  
 Allen, H. B., and Campbell. (1972). Teaching English as a second language. New Delhi: McGraw-Hill.  
 Heaton, J.B. (1975). Writing English language tests. London: Longman.  
 Hughes, A. (2003) Testing for language teachers. Cambridge: Cambridge University Press.  
 Krishnaswamy, N. (2005) Teaching English: Approaches, methods and techniques. India: Macmillan.  
 Krishnaswamy, N, and Lalita Krishna Swamy. The story of English in India. New Delhi: Foundation.

**Course Outcomes**

1. Students will demonstrate an understanding of key theories regarding the origin of languages and the characteristics that define natural human languages.
2. Students will be able to identify and describe the main features of Old English and Middle English, as well as recognize the significant developments that led to Modern English.
3. Students will exhibit knowledge of word formation processes and the mechanisms by which meanings of words change over time.
4. Students will be able to differentiate between various language varieties and articulate the social, economic, regional, and ethnic factors that influence these variations.
5. Students will critically analyze and discuss the history and impact of English in India, tracing its evolution and significance in both pre-independence and post-independence contexts.

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**Objectives: Paper-II ENG 102: ENGLISH LITERATURE FROM CHAUCER TO BACON (5 Credits) SEMESTER-I**

1. To Understand and analyze the historical, cultural, and social contexts of literary works from the Age of Chaucer through the Renaissance and Reformation periods.
2. To facilitate an exploration of significant literary movements, and their impact on the development of English literature.
3. To provide students with the skills to critically analyze and interpret key poetic and prose works, focusing on themes, styles, and literary devices used by authors.
4. To encourage students to examine and evaluate dramatic texts, identifying key elements of character, plot, and thematic significance in works.

**Unit I: Concepts**

- a) The Age of Chaucer
- b) Renaissance
- c) The Age of Reformation
- d) Elizabethan Age
- e) Puritanism

**Unit II: Poetry** a) Geoffrey Chaucer: *Prologue to Canterbury Tales*  
 b) John Milton: *Paradise Lost* (Books I and II)

**Unit III: Drama** a) Ben Jonson: *Volpone*  
 b) Christopher Marlowe: *Doctor Faustus*

**Unit IV: Drama** a) William Shakespeare: *Hamlet*  
 b) William Shakespeare: *Julius Caesar*

**Unit V: Prose & Poetry:** a) Francis Bacon: "Of Truth," "Of Studies," "Of Marriage and Single Life", "Of Revenge"  
 b) John Donne: "Death be not proud," "The Canonization," "The Flea."

**Suggested Reading:**

Newman Brooks, Peter. Ed. *Reformation Principle and Practice*. London: Scholar.

Boulton, Marjorie. *The Anatomy of Drama*. London: Routledge and Kegan Paul, 1960.

Bradbrook, MC. *Themes and Conventions of Elizabethan Theatre*. Cambridge: CUP, 1935.

Bradley, AC. *Shakespearean Tragedy*. 1904. London: Penguin, 1991.

Chaudhuri, Sukanta. Ed. *Renaissance Essays*. Oxford: OUP, 1995.

Dollimore, Jonathan and Alan Sinfield. Eds. *Political Shakespeare*. Manchester: MUP, 1985.

Nicoll, Allardyce. *British Drama*. New York: Barnes & Noble, 1963.

Pollard, AW. *English Miracle Plays, Moralities and Interludes*. Oxford: Clarendon, 1954.

Steiner, George. *The Death of Tragedy*. London: Faber and Faber, 1961.

Gardner, Helen. Ed. *Metaphysical Poets*. New York: Penguin, 1957.

Kreutzer, James. *Elements of Poetry*. New York: Macmillan, 1971.

Lewis, CS. *A Preface to Paradise Lost*. Oxford: OUP, 1942.

Chaudhuri, Sukanta. Ed. *Bacon's Essays: A Selection*. New Delhi: OUP, 1977.

Boulton, Marjorie. *The Anatomy of Poetry*. London: Routledge and Kegan Paul, 1953.

Robinson, Ian. *The Establishment of Modern English Prose in the Reformation and the Enlightenment*. Cambridge: CUP, 1998.

**Course Outcomes**

1. To demonstrate an understanding of the major historical events and cultural shifts that influenced literature from Chaucer to Bacon.
2. To conduct in-depth analyses of selected texts, articulating insights regarding thematic elements, stylistic choices, and the authors' intentions.
3. To identify and discuss the significance of key literary works and authors from the course, including their contributions to the literary canon.
4. To analyze and interpret the structure and themes of key dramatic works, demonstrating an understanding of character development and moral dilemmas presented in plays.
5. To exhibit proficiency in comparing and contrasting various literary genres and forms, discussing how they reflect the values and concerns of their respective periods.

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**Objectives: Paper-III ENG 103: NEOCLASSICAL AGE (5 Credits) SEMESTER-I**

1. To enable students to grasp fundamental concepts of the Neoclassical Age, including the Restoration, Augustan Age, Age of Johnson, Comedy of Manners, and the principle of verisimilitude in literature.
2. To provide students with the skills to critically analyze significant poetic works from the Neoclassical period, focusing on themes, forms, and literary techniques used by poets such as Alexander Pope and John Dryden.
3. To facilitate an exploration of important fictional narratives from the Neoclassical Age, emphasizing their social commentary and narrative techniques in works by Daniel Defoe and Jonathan Swift.
4. To encourage students to evaluate the contributions of key prose works and dramatic texts, analyzing their themes, styles, and impact on the literary landscape of the time.

**Paper III ENG 103**

**Unit I: Concepts**

- a) Restoration
- b) Augustan Age
- c) The Age of Johnson
- d) Comedy of Manners
- e) Verisimilitude in Literature

- Unit II: Poetry**
- a) Alexander Pope: *The Rape of the Lock*
  - b) John Dryden: *Absalom and Achitophel*

- Unit III: Fiction**
- a) Daniel Defoe: *Robinson Crusoe*
  - b) Jonathan Swift: *The Gulliver Travels*

- Unit IV: Prose & Drama**
- a) Joseph Addison and Richard Steele: "The Guardian", "The Tatler", "The Spectator".
  - b) Richard B. Sheridan: *The Rivals*

- Unit V: Drama**
- a) William Wycherley: *The Country Wife*
  - b) Oliver Goldsmith: *She Stoops to Conquer*

**Suggested Reading**

Booth, Wayne C. *The Rhetoric of Fiction*. Chicago: University of Chicago Press, 1961.  
Boulton, Marjorie. *The Anatomy of the Novel*. London: Routledge and Kegan Paul, 1975. Eagleton, Terry. *The English Novel: an Introduction*. Oxford: Blackwell, 2004.  
Styan, J.L. *The Elements of Drama*. Cambridge: CUP, 1969

**Course Outcomes**

1. To demonstrate an understanding of the historical context and cultural influences that shaped the Neoclassical Age and its literature.
2. To conduct detailed analyses of selected poems, articulating insights regarding structure, style, and thematic significance in the works of Pope and Dryden.
3. To identify and explain the narrative techniques and thematic concerns in major works of fiction, such as "Robinson Crusoe" and "Gulliver's Travels."
4. To critically assess the prose contributions of Addison, Steele, and Sheridan, discussing their role in shaping public discourse and entertainment during the neoclassical period.
5. To exhibit proficiency in comparing different genres within the Neoclassical Age, discussing how they reflect societal values and literary conventions of their time.

  
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**Objectives: Paper-IV ENG 104: ROMANTIC AGE (5 Credits) SEMESTER-I**

1. To provide students with a comprehensive understanding of the historical and cultural contexts that including the impact of the French Revolution and the contributions of pre-romantic thinkers.
2. To facilitate an exploration of key concepts and their significance in shaping Romantic literature and thought.
3. To equip students with the analytical skills necessary to interpret and critique significant poetic works from the Romantic period, focusing on themes, styles, and innovations.
4. To encourage critical evaluation of prose and novels from the Romantic Age, examining how authors addressed social issues and human experiences through their narratives.

**Paper IV ENG 104:**

**Unit I: Concepts**

- a) Pre Romantics
- b) French Revolution
- c) Fancy and Imagination
- d) Hellenism
- e) Medievalism

- Unit II: Poetry**
- a) William Wordsworth: "Immortality Ode," "Tintern Abbey"
  - b) S.T. Coleridge: "The Rime of the Ancient Mariner"

- Unit III: Poetry**
- a) John Keats: "Ode to a Nightingale", "Ode on a Grecian Urn"
  - b) P. B. Shelley: "Ode to the West Wind", "Ode to Skylark"

- Unit IV: Fiction**
- a) Jane Austen: *Pride and Prejudice*
  - b) Mary Shelley: *Frankenstein*

- Unit V: Prose**
- a) Charles Lamb: *Essays of Elia*: "Imperfect Sympathies," "Dream-Children: A Reverie," "The Praise of Chimney-Sweepers"
  - b) William Hazlitt: "The Fight", "The Joe"

**Suggested Reading**

- Leavis, FR. *New Bearings in English Poetry*. London: Penguin, 1939.  
Day, Aidan. *Romanticism*. New Critical Idiom Series. London: Routledge, 2003.  
Eagleton, Terry. *How to Read a Poem*. Oxford: Blackwell, 2007.  
Robinson, Ian. *The Establishment of Modern English Prose in the Reformation and the Enlightenment*. Cambridge: CUP, 1998.  
Lukacs, Georg. *The Theory of the Novel*. Cambridge: MIT Press, 1971.  
Gross, John. Ed. *The New Oxford Book of English Prose*. Oxford: OUP, 2000.

**Course Outcomes**

1. Students will demonstrate an understanding of the major movements and themes of the Romantic Age, including the influence of the French Revolution and pre-romantic ideas.
2. Students will be able to analyze and interpret the themes, forms, and literary devices used in selected poems by Wordsworth, Coleridge, Keats, and Shelley.
3. Students will identify and discuss the narrative techniques and thematic concerns in major works of fiction.
4. Students will critically assess the essays of Charles Lamb and William Hazlitt, articulating their significance in the context of Romantic prose and their reflections on human nature and society.
5. Students will exhibit the ability to compare and contrast various literary forms within the Romantic Age, discussing how they reflect the values and concerns of the period.

  
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**Objectives: Paper-V ENG 105: PHONETICS AND SPOKEN ENGLISH (5 Credits) SEMESTER-I**

1. To provide students with a comprehensive understanding of the basic concepts of phonetics, including the organs of speech, phonemes, and the distinctions between vowels and consonants.
2. To equip students with the skills to describe and classify vowel and consonant sounds in English, enhancing their ability to articulate these sounds accurately.
3. To facilitate an understanding of the structure of English syllables, consonant clusters, and the challenges associated with phonetics and spoken English in the Indian context.
4. To encourage students to analyze word stress, pitch, rhythm, and intonation patterns in English, as well as to explore the varieties of spoken English, including American English and General Indian English.

**Paper -V ENG 105**

**Unit I: Concepts**

- a) Organs of Speech
- b) Phoneme and Allophones
- c) Weak Forms
- d) Elision and Assimilation
- e) Received Pronunciation (RP)

**Unit II**

- a) Description and Classification of Vowel Sounds
- b) Description and Classification of Consonant Sounds

**Unit III**

- a) Structure of the English Syllable, Consonant Clusters and Combinatory Restrictions
- b) The Teaching of Phonetics: Problems of Teaching Spoken English in India

**Unit IV**

- a) Word Stress in Simple, Complex and Compound Words; Stress Shift
- b) Pitch and Rhythm, Tone Groups and Intonation Patterns in English

**Unit V**

- a) Varieties of Spoken English: American English, General Indian English
- b) Mother Tongue influence and neutralization of Spoken English in India.

**Suggested Reading**

- Bansal, R. K., & Harrison J.B. (2006). *Spoken English*. Hyderabad: Orient Longman.  
Balasubramanian, T. (2008). *A Textbook of English Phonetics for Indian Students*. Chennai: Macmillan.  
Hedwig, L. (1998). *Body Language: A Guide for Professionals*. New Delhi: Response Books.  
Jones, D. (1992). *The Pronunciation of English*. Cambridge: Cambridge University Press.  
O' Connor, J.D. (1997). *Better English Pronunciation*. New Delhi: UBS.  
Roach, P. (1990). *English Phonetics and Phonology: A Practical Course*. Cambridge: Cambridge University Press.  
Sethi J., Sadanand. K., & Jindal, D. V. (2004). *A Practical Course in English Pronunciation*. New Delhi: PHI.

**Course Outcomes**

1. Students will demonstrate an understanding of the organs of speech and their functions in producing different phonetic sounds.
2. Students will be able to identify and classify vowel and consonant sounds, articulating their features and differences effectively.
3. Students will understand the structure of English syllables, including consonant clusters and the rules governing sound combinations.
4. Students will exhibit proficiency in recognizing and applying appropriate stress patterns, pitch, and intonation in spoken English, improving their overall spoken communication skills.
5. Students will critically assess the impact of mother tongue influence on spoken English in India and discuss the characteristics of different varieties of spoken English, fostering a deeper appreciation of linguistic diversity.

  
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**M A FIRST YEAR (Previous) (2023-25)**  
**SEMESTER-II (Credits: 5+5+5+5+5=25)**

**Objectives: Paper-I ENG 201: VICTORIAN AGE (5 Credits)**

1. To provide students with a comprehensive understanding of the social, political, and economic changes that characterized the Victorian Age and how this influenced literature and thought.
2. To explore various literary forms including poetry, fiction, and prose, and to analyze their distinctive features and contributions to literary traditions.
3. To develop critical thinking and analytical skills through the examination of key texts, encouraging students to engage with themes, characters, and stylistic elements.
4. To encourage students to make connections between literature and contemporary issues, fostering a deeper appreciation of the relevance of Victorian literature today.

**Paper -I ENG 201**

**Unit I: Concepts**

- a) Social and Political Reform
- b) Science and Religion
- c) Industrial Revolution
- d) Dramatic Monologue
- e) Victorian Compromise

- Unit II: Poetry** a) Alfred Lord Tennyson: "In Memoriam," "Ulysses," "The Lotus-Eaters"  
b) Robert Browning: "My Last Duchess" "Andrea Del Sarto", "Fra Lippo Lippi"

- Unit III: Fiction** a) Thomas Hardy: *Tess of the d'Urbervilles*  
b) Charles Dickens: *Oliver Twist*

- Unit IV: Fiction** a) George Eliot: *Mill on the Floss*  
b) Emily Bronte: *Wuthering Heights*

- Unit V: Prose** a) Thomas Carlyle: On Heros, Hero-worship and Heroic in history  
b) John Ruskin: Unto this Last

**Suggested Reading**

Saintsbury, George. *A History of English Prose Rhythm*. London: Macmillan, 1912.

Lodge, David. *The Art of Fiction*. New York: Viking, 1992.

Newman Brooks, Peter. Ed. *Reformation Principle and Practice*. London: Scholar Press, 1980.

**Course Outcomes**

1. Students will demonstrate a thorough understanding of major works and authors from the Victorian era, including Tennyson, Browning, Hardy, Dickens, Eliot, and Brontë.
2. Students will be able to analyze and interpret poems, novels, and prose essays, articulating insights on themes, character development, and narrative techniques.
3. Students will articulate how historical and cultural contexts influence literary production during the Victorian Age, particularly in relation to social and political reform, industrialization, and changing religious beliefs.
4. Students will engage in comparative analysis of different genres and authors, discussing how various literary forms reflect the complexities of Victorian society.
5. Students will enhance their ability to communicate their ideas effectively through written assignments and class discussions, demonstrating clarity of thought and coherence in presenting arguments related to Victorian literature.

  
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**Objectives: Paper-II ENG 202: MODERN AGE (5 Credits) SEMESTER-II**

1. To introduce students to key literary movements and concepts of the Modern age.
2. To examine the innovative techniques and themes in modern poetry, focusing on the works of T.S. Eliot and W.B. Yeats, and how they reflect the complexities of the modern experience.
3. To develop an understanding of narrative techniques employed in modern fiction, particularly in the works of Golding, Orwell, Lawrence, and Joyce, emphasizing character development and thematic depth.
4. To analyze the characteristics of modern drama through the works of G.B. Shaw and Samuel Beckett, exploring themes of existentialism and social critique.

**Paper II ENG 202**

**Unit I: Concepts**

- a) Künstlerroman & Bildungsroman
- b) Utopia & Dystopia
- c) Stream of Conscious Technique
- d) Symbolism
- e) Theatre of the Absurd

**Unit II: Poetry**

- a) T.S. Eliot: *The Waste Land*
- b) W.B. Yeats: "The Second Coming" "Easter 1916" "Sailing to Byzantium"  
"An Irish Airman foresees his Death"

**Unit III: Fiction**

- a) William Golding: *Lord of the Flies*
- b) George Orwell: *Animal Farm*

**Unit IV: Fiction**

- a) D.H. Lawrence: *Sons and Lovers*
- b) James Joyce: *A Portrait of the Artist as a Young Man*

**Unit V Drama**

- a) G.B. Shaw: *Saint Joan*
- b) Samuel Beckett: *Waiting for Godot*.

**Suggested Reading**

Friedan, Betty. *The Feminine Mystique*. New York: Dell, 1983.

Showalter, Elaine. *A Literature of Their Own: From Charlotte Brontë to Doris Lessing*. Rev. and expanded ed. London: Virago, 1999

Childs, Peter. *Modernism*. New Critical Idiom Series. London: Routledge, 2003.

Esslin, Martin. *The Theatre of the Absurd*. New York: Penguin, 1969.

Williams, Raymond. *Drama: From Ibsen to Brecht*. London: Chatto and Windus, 1965.

**Course Outcomes**

1. Students will demonstrate a solid understanding of major texts and authors from the Modern Age, including their significance and impact on literature.
2. Students will be able to critically analyze and interpret themes, symbols, and narrative techniques within poetry and prose, articulating how these elements contribute to the overarching messages of the texts.
3. Students will articulate how historical, cultural, and philosophical contexts of the Modern Age influence literary production, particularly in relation to societal changes and existential questions.
4. Students will engage in comparative analysis of different genres and authors, discussing how various literary forms respond to and reflect the crises of modernity.
5. Students will enhance their capacity to express ideas clearly and coherently through written assignments and discussions, demonstrating critical engagement with modern literary texts and concepts.

  
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**Objectives: Paper-III ENG 203: INDIAN WRITING IN ENGLISH (5 Credits) SEMESTER-II**

1. To provide students with an understanding of the historical and cultural contexts that shaped Indian writing in English, particularly focusing on the nationalist movement, partition, and the colonial experience.
2. To explore major themes in Indian literature, such as magic realism, rural-urban conflict, and the representation of colonial India, examining how these themes are depicted in various literary forms.
3. To analyze the works of prominent Indian poets, focusing on their use of language, imagery, and thematic concerns, particularly in the context of identity, freedom, and heritage.
4. To encourage engagement with a variety of voices in Indian fiction and short stories, highlighting the diversity of experiences and perspectives within Indian society.

**Paper III ENG 203**

**Unit I: Concepts**

- a) Nationalist Movement
- b) Partition
- c) Magic Realism
- d) Rural-urban Conflict
- e) Image of Colonial India in Indian Fiction

**Unit II: Poetry**

- a) Kamala Das: "An Introduction", "The Old Play House";  
Sarojini Naidu: "In the Bazaars of Hyderabad", "The Gift of India"
- b) Rabindranath Tagore: "My Mother" "Freedom", "Let me not Forget"

**Unit III: Fiction**

- a) Mulkraj Anand: *Untouchable*
- b) R.K. Narayan: *Swami and Friends*

**Unit IV: Fiction**

- a) Salman Rushdie: *Midnight's Children*
- b) Kiran Desai: *The Inheritance of Loss*

**Unit V: Short stories**

- a) Sudha Murthy: "How I Taught My Grandmother to Read"
- b) Jhumpa Lahiri: "Interpreter of Maladies."

**Suggested Reading**

Gopal, Priyamvada. *The Indian English Novel: Nation, History and Narration*. New Delhi: OUP, 2009.  
 Guha, Sumit. *Beyond Caste: Identity and Power in South Asia, Past and Present*. Leiden: Brill, 2013.  
 Guru, Gopal and Sundar Sarukkai. *The Cracked Mirror: An Indian Debate on Experience and Theory*. New Delhi: Oxford UP, 2012.  
 Joshi, Priya. *In Another Country: Colonialism, Culture, and the English Novel in India*. 2002. Delhi: OUP, 2003.  
 Khair, Tabish. *Babu Fictions: Alienation in Contemporary Indian English Novels*. New Delhi: OUP, 2001.  
 Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English*. Delhi: Perma Black, 2003.  
 Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. New Delhi: OUP, 2000.  
 Paranjape, Makarand. *In-Diaspora: Theories, Histories, Texts*. New Delhi: India log, 2001.  
 Nair, Ramachandran, KR. *Three Indo-Anglian Poets: Henry Derozio, Toru Dutt, and Sarojini Naidu*. New Delhi: Sterling Publishers, 1987.

**Course Outcomes**

1. Students will demonstrate a comprehensive understanding of significant texts and authors in Indian writing in English, including their contributions to literature and culture.
2. Students will be able to critically engage with and analyze central themes in poetry, fiction, and short stories, articulating insights into how these themes reflect broader societal issues.
3. Students will articulate the influence of historical events, such as the nationalist movement and partition, on the literature produced during and after these periods, recognizing the interplay between literature and socio-political contexts.
4. Students will engage in comparative analysis of different genres and styles within Indian writing, discussing how various authors approach similar themes or issues from unique perspectives.
5. Students will enhance their ability to communicate their analyses and interpretations effectively through written assignments and class discussions, demonstrating clarity and depth in their understanding of Indian literature.

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**Objectives: Paper-IV ENG 204: ENGLISH LANGUAGE TEACHING (5 Credits) SEMESTER-II**

1. To provide students with a solid understanding of the major theories of language acquisition and learning, including several theories.
2. To explore various language teaching methodologies, including structural, communicative, situational, audio-lingual, constructivist, and eclectic approaches, enabling students to assess their effectiveness in different contexts.
3. To equip students with strategies for teaching the four essential language skills that support effective communication.
4. To familiarize students with testing and evaluation methods in language teaching, emphasizing various types of tests.

**Paper -IV ENG 204**

**Unit I: Concepts**

- a) Behaviorist Theory
- b) Cognitivist Theory
- c) Social Learning Theory
- d) Experiential Learning
- e) Attribution Theory

**Unit II**

- a) Structural Approach; Communicative Approach; Situational Approach
- b) Audio Lingual Approach; Constructivist approach; Eclectic Approach

**Unit III**

- a) Grammar Translation Method; Direct Method; Silent way Method
- b) Bilingual Method; Reading Method; Total Physical Response

**Unit IV**

- a) Language Skills: LSRW; The Teaching of Micro Skills
- b) Teaching of Grammar and Functional English; Teaching of Vocabulary; Teaching Literature

**Unit V**

- Testing and Evaluation:
- a) Types of Tests and the Objectives of Tests
  - b) Principles of Continuous and Comprehensive Evaluation

**Suggested Reading**

Heaton, J. B. (1975). *Writing English language tests*. London: Longman.  
 Hughes, A. (2003). *Testing for language teachers*. Cambridge: Cambridge University Press.  
 Aggarwal, J.C. (2010). *Landmarks in the history of modern Indian education*. New Delhi: Vikas Pub.  
 Agnihotri. R.K., & Khanna, A.L. (1995). *English language teaching in India: Issues and innovations*. New Delhi: Sage Publications.  
 Allen, H. B., & Campbell. (1972). *Teaching English as a second language*. New Delhi: McGraw-Hill.  
 Krishnaswamy, N. (2005). *Teaching English: Approaches, methods and techniques*. India: Macmillan. Krishnaswamy, N., & Lalita Krishna Swamy. (2006). *The story of English in India*. New Delhi: Foundation Books Pvt. Ltd.  
 Krishnaswamy, N., & Sriraman, T. (2006). *English teaching in India*. Madras: T.R. Publications.

**Course Outcomes**

1. Students will demonstrate an understanding of key theories related to language acquisition and their implications for English language teaching practices.
2. Students will be able to analyze and apply various language teaching methodologies to design effective lesson plans tailored to diverse student needs and learning environments.
3. Students will develop and implement instructional strategies for teaching the four language skills and micro-skills, showcasing their ability to foster comprehensive language proficiency.
4. Students will exhibit competence in designing and evaluating language assessments, understanding the objectives behind different types of tests and their role in the learning process.
5. Students will enhance their ability to communicate pedagogical concepts clearly and reflect critically on their teaching practices, demonstrating a commitment to continuous professional development in English language teaching.

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**Objectives: Paper -V ENG 205: LITERARY CRITICISM (5 Credits) SEMESTER-II**

1. To provide students with a foundational understanding of literary criticism, including its definition, functions, types, approaches, and underlying principles that guide critical analysis.
2. To explore key texts in classical literary criticism, examining their contributions to the development of critical thought.
3. To analyze significant works of criticism from various historical periods, focusing on how authors shaped the discourse of literary criticism.
4. To enhance students' critical thinking and analytical skills by encouraging them to engage with and interpret various critical texts, fostering their ability to articulate informed opinions on literary works.

**Unit I: Concepts**

- a) Definition of Criticism
- b) Function of Criticism
- c) Kinds of Criticism
- d) Approaches to Criticism
- e) Principles of Criticism

**Unit II**

- a) Aristotle: *Poetics*
- b) Philip Sidney: *Apology for Poetry*

**Unit III**

- a) John Dryden: *An Essay of Dramatic Poesy*
- b) Samuel Johnson: *Preface to Shakespeare*

**Unit IV**

- a) William Wordsworth: *Preface to Lyrical Ballads*
- b) Mathew Arnold: *Study of Poetry*

**Unit V**

- a) T.S. Eliot: *The Tradition and the Individual Talent*
- b) I.A. Richards: *Four Kinds of Meaning.*

**Suggested Reading**

Ahmad, Aijaz. *In Theory: Classes, Nations, Literatures*. New Delhi: Oxford UP, 1993.  
Adorno, Theodor and Max Horkheimer. *Dialectic of Enlightenment*. London: Verso, 1986.  
Belsey, Catherine. *Critical Practice*. London: Methuen, 1980.  
Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983.  
Fish, Stanley. *Is There a Text in This Class?* Cambridge: Harvard University Press, 1980.  
Foucault, Michel. *The Order of Things: An Archaeology of Human Sciences*. New York: Pantheon, 1970.  
Jameson, Fredric. *Marxism and Form*. New Jersey: Princeton University Press, 1971.  
Leitch, Vincent B, ed. *The Norton Anthology of Theory and Criticism*. New York: Norton, 2001.  
Lodge, David and Nigel Wood, eds. *Modern Criticism and Theory: A Reader*. London: Pearson, 2000.  
Richards, IA. *Principles of Literary Criticism*. London: Routledge, 2003.  
Said, Edward. *The World, the Text, and the Critic*. Cambridge: Harvard University Press, 1983.  
Seldan, Raman and Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. London: Longman, 2005.  
Sturrock, John. *Structuralism and Since: from Levi Strauss to Derrida*. Oxford: OUP, 1979.  
Devy, GN. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Bombay: Orient Longman, 1992.

**Course Outcomes**

1. Students will demonstrate a thorough understanding of the fundamental concepts and terminology related to literary criticism, including its functions and different kinds.
2. Students will be able to critically analyze and interpret major works of literary criticism, recognizing their historical context and relevance to contemporary literary studies.
3. Students will effectively apply various critical approaches to the analysis of literary texts, demonstrating an ability to evaluate literature through multiple lenses.
4. Students will develop the ability to articulate their critical perspectives clearly and coherently in written assignments and discussions, showcasing their engagement with critical theory.
5. Students will explore the connections between literary criticism and other fields, such as philosophy, history, and cultural studies, enriching their understanding of literature's role in society and its broader implications.

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**M A SECOND YEAR (Final) (2023-25)**  
**SEMESTER III (Credits: 5+5+5+4+4+2=25)**

**Objectives: Paper-I ENG 301: PEDAGOGY OF ENGLISH LANGUAGE (5 Credits)**

1. To provide students with a comprehensive understanding of the nature and development of language, including the distinctions between first, second, and third languages and their roles in education.
2. To equip students with the skills necessary to construct and organize effective syllabi and curricula that integrates language learning across different contexts and professions.
3. To familiarize students with various teaching and learning resources to enabling them to enhance language instruction effectively.
4. To raise awareness of learning difficulties in language acquisition and ensuring inclusive language education.

**Paper -I ENG 301**

**Unit I: Concepts**

- a) The nature and development of Language
- b) The First Language, Second Language and Third Language
- c) Languages of different Professions
- d) Importance of Languages in Curriculum
- e) Contribution of Creative Writers

**Unit II**

- Syllabus and Curriculum: a) Construction  
b) Organization

**Unit III**

- a) Teaching and Learning Resources (Websites, Language Labs, Teaching Aids, Text Books, ICT)
- b) Designing Instructional Material

**Unit IV**

- a) Learning Difficulties
- b) Education of Disabled Children in Languages

**Unit V**

- a) Language and Everyday Life, Issues, and Policies
- b) National and State Curriculum Frame Works.

**Suggested Reading**

Agnihotri. R.K., & Khanna, A.L. (1995). *English language teaching in India: Issues and innovations*. New Delhi: Sage Publications.  
Allen, H. B., & Campbell. (1972). *Teaching English as a second language*. New Delhi: McGraw-Hill.  
Ghosh, R. N. (1977). *Introduction to English language teaching: Methods at the college level (Vol.3)*. Hyderabad: CIEFL.  
Krishnaswamy, N. (2005). *Teaching English: Approaches, methods and techniques*. India: Macmillan.  
Krishnaswamy, N., & Lalita Krishna Swamy. (2006). *The story of English in India*. New Delhi: Foundation Books Pvt. Ltd.  
Krishnaswamy, N., & Sriraman, T. (2006). *English teaching in India*. Madras: T.R. Publications.  
Donald Cooper and Pamela Schindler, *Business Research Methods*, TMGH, 9th edition  
MLA Handbook for Writers of Research Papers, 8<sup>th</sup> Edition.

**Course Outcomes:**

1. Students will demonstrate a thorough understanding of language concepts, including the development of language and the significance of multilingualism in educational contexts.
2. Effective Syllabus Construction Skills: Students will be able to design and organize syllabi and curricula that reflect best practices in language pedagogy and cater to diverse learner needs.
3. Integration of Technology in Language Teaching: Students will effectively utilize various teaching and learning resources, including ICT tools and language labs, to create engaging and interactive language learning experiences.
4. Identification and Support of Learning Difficulties: Students will identify common learning difficulties in language acquisition and develop appropriate strategies to support all learners, including those with disabilities.
5. Awareness of Language Policies: Students will critically analyze the role of language in everyday life, addressing relevant issues and policies, and understanding how national and state curriculum frameworks influence language education.

  
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**Objectives: Paper-II: ENG 302: RESEARCH METHODS AND MATERIALS (5 Credits) SEMESTER-III**

1. To provide students with a solid foundation in the key concepts and principles of research.
2. To equip students with the skills to identify and formulate significant research problems, and to understand various research methodologies.
3. To familiarize students with diverse data collection methods, including primary and secondary data sources, and techniques.
4. To develop students' abilities to analyze data effectively and prepare outlines for theses, ensuring they can interpret research findings and present them in a coherent format.

**Paper II: ENG 302**

**Unit I: Concepts**

- a) Empiricism
- b) Deductive and Inductive Logic
- c) Research Questions and Hypothesis
- d) Research Variables
- e) Survey of Literature

**Unit II**

- a) Identification and Formulation of Research Problem
- b) Qualitative Research; Survey Research; Experimental Research

**Unit III**

- a) Primary Data; Secondary Data
- b) Observation, Interviews; Questionnaires, Schedules; Surveys

**Unit IV**

- a) Interpretation of Data: Data Analysis (Univariate and Bivariate analysis)
- b) Preparing an outline for thesis

**Unit V**

- a) Layout of a Research Paper; Documentation; Plagiarism and Self-plagiarism
- b) Writing Book Reviews.

**Suggested Reading**

- Murray & Hughes, G. (2008). Writing up your university assignments and research projects: A practical handbook. New York: Open University Press.
- Rossiter, J. (2007). The APA pocket handbook: Rules for format & documentation. Augusta GA: DW Publishing Company.
- Sinha, M.P. (2007). Research Methods in English. New Delhi: Atlanta Publishers.
- Swales, J. M., & Feak, C. B. (2000). English in today's research world: A writing guide. Ann Arbor: University of Michigan Press.
- Wallace. (2013). Study skills in English: Student book. Cambridge: Cambridge University Press.
- Wallwork. (2013). English for academic research: Writing exercises. New York, NY: Springer.
- Weissberg, R., & Buker, S. (1990). Writing up research: Experimental research report writing for students of English. Englewood Cliffs, NJ: Prentice Hall.
- Yakhontova, T. (2003). English academic writing for students and researchers.

**Course Outcomes**

1. Students will demonstrate a thorough understanding of fundamental research concepts, including the formulation of research questions and hypotheses, as well as the identification of research variables.
2. Students will be able to identify and articulate relevant research problems, selecting appropriate methodologies tailored to their specific research questions.
3. Students will effectively employ various data collection techniques, demonstrating the ability to gather and utilize both primary and secondary data in their research.
4. Students will analyze data using univariate and bivariate methods, interpreting results accurately and preparing outlines for research theses that reflect their findings.
5. Students will understand the ethical considerations in research, including issues of plagiarism and self-plagiarism, while also demonstrating proficiency in writing research papers and book reviews according to established academic standards.

  
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**Objectives: Paper-III ENG 303: INDIAN WRITING IN ENGLISH TRANSLATION (5 Credits) SEMESTER-III**

1. To develop an understanding of the principles and practices translation, including the challenges and nuances involved in translating Indian literature into English.
2. To analyze the concept of polyphonic literature, recognizing how multiple voices and perspectives contribute to the richness of Indian literary traditions.
3. To investigate how regional literature interacts with national identity, focusing on the themes of realism and cultural representation in Indian writing.
4. To cultivate an appreciation for various literary genres in Indian literature, including poetry, fiction, drama, and short stories, and their contributions to the broader literary landscape.

**Paper- III ENG 303**

**Unit I: Concepts**

- a) Literary Translation
- b) Polyphonic Literature
- c) Bhasha Literatures
- d) Realism in Indian Literature
- e) Region and Nation in Indian Literature

**Unit II: Poetry**

- a) Rabindranath Tagore: *Gitanjali*
- b) Khadar Mohiuddin: "Birthmark";  
Kondepudi Nirmala: "Rained Out", "Birds Love the Net"

**Unit III: Fiction**

- a) U R Ananthamurthy: *Samskara: A Rite for A Dead Man*
- b) Perumal Murugan: *One Part Woman*

**Unit IV: Drama**

- a) Vijay Tendulkar: *Silence! The Court is in Session*
- b) Girish Karnad: *Hayavadana*

**Unit V: Short Story**

- a) Prem Chand: "Lottery"
- b) Ishmat Chughtai: "Lihaaf"

**Suggested Reading**

King, Bruce. Three Indian Poets: Nissim Ezekiel, A.K. Ramanujan, Dom Moraes. New Delhi: OUP, 1991.  
---. Modern Indian Poetry in English. Rev ed. New Delhi: OUP, 2001.  
Prasad, GJV. Continuities in Indian English Poetry: Nation, Language, Form. New Delhi: Pencraft, 1999.  
Naik, MK and Shankar Mokashi-Punekar, eds. Perspectives on Indian Drama in English. Delhi: OUP, 1977.  
Velcheru Narayana Rao. Trans. and ed. *Twentieth Century Telugu Poetry: An Anthology*. New Delhi:2002.

**Course Outcomes**

1. Students will be able to critically analyze and interpret texts from Indian literature, understanding their cultural, historical, and social contexts.
2. Students will demonstrate competency in literary translation by engaging with texts from Bhasha literatures, applying translation techniques to convey meaning and style.
3. Students will explore and articulate key themes such as identity, gender, and social issues present in the studied works, enhancing their understanding of contemporary Indian society.
4. Students will gain insights into comparative literature by examining how different authors approach similar themes, styles, and cultural narratives across genres.
5. Students will engage creatively with the texts through assignments that may include rewriting, translating, or responding to the literature, fostering a deeper connection with Indian literary traditions.

  
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**Objectives: Paper-IV (A): ENG 304 A: MODERN TELUGU LITERATURE IN TRANSLATION (Elective-4 Credits) SEMESTER-III**

1. To explore the socio-political and cultural contexts that have influenced modern Telugu literature, particularly focusing on themes of social reformation and progressive movements.
2. To examine significant literary movements within Telugu literature, including the Free Verse Movement and Progressive Poetry, and their impact on contemporary writing.
3. To investigate the contributions of Telugu feminist writing, analyzing how gender issues are represented and addressed in various literary forms.
4. To appreciate the evolution of drama in Telugu literature, particularly the secularization of themes and issues portrayed in contemporary plays.

**Paper IV (A): ENG 304**

**Unit I: Concepts**

- a) Social Reformation
- b) Free Verse Movement in Telugu
- c) Progressive Telugu Poetry
- d) Telugu Feminist Writing
- e) Secularization of Drama

- Unit II: Novel**
- a) Kesava Reddy: *Moogavani Pillanagrovi (Ballad of Ontillu)*
  - b) Volga: *Liberation of Sita* (Trans. T. Vijay Kumar)

- Unit III: Short Stories** The following short stories from *Gold Nuggets* Ed. Bh. Krishnamurthi
- a) Chaso: "The Choice;" Chalam: "A Flower Blossoms"
  - b) Kethu Vishwanatha Reddy: "The Trusted Land", Boya Jangaiah: "Ants"  
B.S. Ramulu: Moonlight in the Forest"

- Unit IV: Drama**
- a) Gurajada AppaRao: *Girls for Sale (Kanyasulkam)* Trans. Velcheru Narayana Rao
  - b) M M Vinodini: *Thirst* (Trans. K. Suneeta Rani).

**Suggested Reading**

Velcheru Narayana Rao. Trans. and ed. *Twentieth Century Telugu Poetry: An Anthology*. New Delhi: 2002.  
Velcheru Narayana Rao. *Classical Telugu Poetry: An Anthology*, Univ. of California Press and New Delhi. 2002  
Bh. Krishnamurthy and C. Vijayasree. *Golden Nuggets: Selected Post-Independence Telugu Short Stories*, Sahitya Akademi.  
AppaRao, Gurajada. *Girls for Sale (Kanyasulkam)* Trans. Velcheru Narayana Rao. New Delhi: Penguin, 2011.  
G.K. Subbarayudu & C.Vijayasree. "Twentieth Century Telugu Literature". A Hand book of Twentieth Century Literatures of India. Ed. Nalini Natarajan.  
K. Purushotham. Ed. *Black Lilies: Telugu Dalit Poetry*. New Delhi: Critical Quest.  
MM. Vinodini. *Thirst in Staging Resistance: Plays by Women in Translation*. Ed. Tutun Mukherjee  
C. Vijayasree et al. Ed. *Colonial Encounter: Telugu-English Interface*. New Delhi: Routledge.  
Thummapudi Bharathi. *A History of Telugu Dalit Literature*. New Delhi: Kalpaz Publications, 2008  
Brown, Charles Philip. *A Grammar of the Telugu Language*, Kessinger Publishing.

**Course Outcomes**

1. Students will demonstrate the ability to critically engage with and analyze selected texts from modern Telugu literature, articulating their insights about social, cultural, and political themes.
2. Students will develop translation skills specific to literary texts, translating works from Telugu into English while preserving the original's meaning, tone, and stylistic nuances.
3. Students will make connections between literature and other disciplines such as sociology, gender studies, and cultural studies, enhancing their understanding of the broader implications of Telugu literature.
4. Students will engage in creative assignments that encourage them to reinterpret or respond to the literature studied, fostering a personal connection with the texts and promoting original thought.

  
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**Objectives: Paper-IV (B): ENG 304 B: POSTCOLONIAL LITERATURE (Elective-4 Credits) SEMESTER-III**

1. To understand and critically engage with foundational concepts including its historical context, key theories, and the impact of imperialism on identity formation.
2. To examine the literature produced by diasporic communities and explore themes of displacement, belonging, and cultural hybridity in postcolonial contexts.
3. To investigate the concept of neocolonialism and its manifestations in contemporary literature, analyzing how it influences social, political, and cultural narratives.
4. To apply new historicist approaches to literary texts, considering how historical contexts shape narratives and themes in postcolonial literature.

**Paper IV (B) ENG 304 B**

**Unit I: Concepts**

- a) Postcolonialism
- b) Imperialism and Identity
- c) Diaspora
- d) Neocolonialism
- e) New Historicism

- Unit II: Poetry**
- a) Gabriel Okara: "Once up on a Time", "Call of the River Nun"
  - b) Judith Wright: "Eve to Her Daughters", "Bullocky"
  - Kamau Brathwaite: "Calypso", "Bread"

- Unit III: Fiction**
- a) Chinua Achebe: *Things Fall Apart*
  - b) Margaret Atwood: *Edible Women*

- Unit IV: Drama**
- a) Derek Walcott: *Dream on Monkey Mountain*
  - b) Ama Ata Aidoo: *Anowa*.

**Suggested Reading**

Ashcroft, Bill, Gareth Griffiths, Helen Tiffin, eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.

---. *Key Concepts in Post-Colonial Studies*. London: Routledge, 1998. Bhabha, Homi K, ed. *Nation and Narration*. London: Routledge, 1990.

Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. Oxford: OUP, 2005.

Fanon, Frantz. *The Wretched of the Earth*. 1963. Trans. Richard Philcox. New York: Grove Press, 2005.

Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. New Delhi: OUP, 1998.

Gilbert, Helen, and Joanne Tompkins. *Post-Colonial Drama: Theory, Practice, Politics*. London: Routledge, 1996.

King, Bruce. *Post-Colonial English Drama: Commonwealth Drama Since 1960*. New York: St. Martin's Press, 1992.

---. *New National and Post-Colonial Literatures: An Introduction*. New York: Clarendon Press, 1996.

Lomba, Ania. *Colonialism/Postcolonialism*. The New Critical Idiom Series. London: Routledge, 1998.

Mongia, Padmini. *Contemporary Postcolonial Theory: A Reader*. London: Bloomsbury Academic, 1996.

Bhabha, Homi K, ed. *Nation and Narration*. London: Routledge, 1990.

Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. Oxford: OUP, 2005.

Fanon, Frantz. *The Wretched of the Earth*. 1963. Trans. Richard Philcox. New York: Grove Press.

King, Bruce. *Postcolonial English Drama: Commonwealth Drama Since 1960*. New York: St. Martin: Press, 1992.

**Course Outcomes**

1. Students will develop critical analysis skills that allow them to interpret and evaluate postcolonial texts, articulating their understanding of complex themes such as identity, power, and resistance.
2. Students will gain insights into the interconnections between different postcolonial works and authors, enabling them to draw comparisons and contrasts across diverse cultural perspectives.
3. Students will explore and articulate significant themes present in the poetry, fiction, and drama studied, enhancing their comprehension of the postcolonial experience and its literary expressions.
4. Students will engage creatively with the literature through assignments that encourage personal responses, reinterpretations, or adaptations, fostering a deeper connection with postcolonial narratives and themes.

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**Objectives: Paper-V (A): ENG 305 A: CONTENT WRITING (Elective-4 Credits) SEMESTER-III**

1. To provide a comprehensive understanding of content writing, including its significance, various types, and the skills necessary for effective practice in the field.
2. To equip students with strategies for understanding and connecting with their target audience, enabling them to create impactful and relevant content.
3. To introduce students to the fundamentals of blogging and e-book writing, including techniques for starting a blog, structuring content, and ensuring originality.
4. To explore specialized content writing for e-commerce platforms, emphasizing effective product descriptions and persuasive writing techniques that drive sales.

**Paper- V: (A) Elective: ENG 305 A**

**Unit I: Concepts**

- a) What is Content Writing?
- b) Types of Content Writing
- c) Skills required for content writing
- d) Quality of content writing as career option
- e) Problems of fraud in content writing

**Unit II: Understanding Audience:** a) Keys to understand the audience; Connection with the readers  
b) Ways to make the content impactful; Understanding of the headline

**Unit III: Understanding Blogging:** a) What is blogging and e-Book? How to write eBook?  
b) How to start blogging? How to avoid Plagiarism?

**Unit IV: Content for E-commerce:** a) Content Writing for E-commerce Sites  
b) Product description that sells.

**Suggested Reading**

Sealy, J. (2013). Writing for media. In Guide to effective writing and speaking. (pp.) Oxford: Oxford University Press.  
Narayanawami, V.R. (1979). Strengthen your writing. Hyderabad: Orient Longman.  
Sharma, R.C., & Krishnamohan. (2011). Business correspondence and report writing. New Delhi: TataMcgrawHill.

**Course Outcomes**

1. Students will demonstrate proficiency in creating diverse types of content, showcasing their ability to write clearly, concisely, and engagingly for various platforms.
2. Students will develop skills to analyze and understand audience demographics and preferences, allowing them to tailor their writing for maximum impact and engagement.
3. Students will gain the ability to start and maintain a blog, including writing compelling posts, managing content, and avoiding plagiarism through proper citation practices.
4. Students will learn to craft effective e-commerce content, including persuasive product descriptions that enhance consumer interest and encourage purchasing decisions.

  
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**Objectives: Paper-V (B): ENG 305 B: WOMEN WRITING IN INDIA (Elective-4 Credits) SEMESTER-III**

1. To explore foundational concepts of feminism and gender studies, examining how these theories shape the discourse around women's writing in India.
2. To analyze the representation of women in literature through the lens of identity movements, subalternity, and the emergence of the "New Indian Woman."
3. To engage with various literary forms, including poetry, fiction, and drama, to understand the unique voices and perspectives of women writers in India.
4. To contextualize the works studied within broader social issues, such as patriarchy, cultural expectations, and the challenges faced by women in contemporary Indian society.

**Unit I: Concepts**

- a) Feminism
- b) Gendering
- c) New Indian Woman
- d) Identity Movement and women
- e) Subalternity and Women

**Unit II: Poetry**

- a) Toru Dutt: "Sita", "Our Casuarina Tree"
- b) Meena Alexander: "Birthplace with Buried Stones", "Diagnosis".  
Amrita Pritam: "I Will Meet You Yet Again", "I ask Waris Shah Today"

**Unit III: Autobiography & Fiction**

- a) Gita Ramaswamy: *Land, Guns, Caste, Woman: The Memoir of a Lapsed Revolution*
- b) Arundhati Roy: *The God of Small Things*

**Unit IV: Drama**

- a) Dina Mehta: *Brides are not for Burning*
- b) Manjula Padmanabhan: *Harvest*

**Suggested Reading**

- Mukherjee, Sujit. *A Dictionary of Indian Literature*. Vol I (Beginnings to 1850). Hyderabad: OL, 1998.
- . *Towards a Literary History of India*. Simla: Indian Institute of A Study, 1975.
- . *Translation as Discovery*. 1981. Hyderabad: Orient Longman, 1994.
- . *Translation as Recovery*. New Delhi: Pencraft, 2004.
- Paniker, Ayyappa. *Indian Narratology*. New Delhi: Indira Gandhi Centre for the Arts, 2003.
- Radhakrishnan, S. *The Hindu View of Life*. 1926 Delhi: Harper Collins, 2014.
- Rege, Sharmila. *Writing Caste, Writing Gender: Reading Dalit Women's Testimonios*. New Delhi: Zuban, 2006.
- Satchidanandan, K, ed. *Signatures: One Hundred Indian Poets*. Delhi: NBT, 2003.
- Vatsyayan, SH. *A Sense of Time: An Exploration of Time in Theory, Experience and Art*. Delhi: OUP, 1981.

**Course Outcomes**

1. Students will demonstrate the ability to critically analyze and interpret texts by women writers, identifying themes related to feminism, identity, and cultural critique.
2. Students will articulate informed perspectives on gender issues as represented in literature, contributing to discussions about women's roles and identities in Indian society.
3. Students will draw comparisons between different authors and literary forms, recognizing the diversity of experiences and expressions among women writers in India.
4. Students will engage creatively with the themes presented in the literature, producing original writings or projects that reflect their understanding of women's experiences and narratives in India.

**SEMINAR: 2 Hours per week (2 Credits) SEMESTER-III**

**Objectives: Seminar**

1. To provide a platform for participants to share insights, research findings, and best practices related to the seminar topic, fostering an environment of collaborative learning and discussion.
2. To encourage participants to critically analyze various perspectives on the topic, stimulating thoughtful dialogue and deeper understanding of complex issues.

**Course Outcomes**

1. Participants will demonstrate enhanced communication skills through presentations, discussions, and interactions, effectively articulating their ideas and engaging with peers.
2. Participants will gain a deeper understanding of the seminar topic, evidenced by their ability to apply learned concepts and engage in informed discussions or debates.





**M A SECOND YEAR (Final) (2023-25)**  
**SEMESTER-IV (Credits: 5+5+4+4+5=23)**

**Objectives: Paper-I: ENG 401: MODERN EUROPEAN LITERATURE IN TRANSLATION (5 Credits)**

1. To explore key concepts and movements in modern European literature and their influence on literary forms and themes.
2. To analyze significant poetic works by major European poets, focusing on themes, stylistic devices, and the cultural context in which they were written.
3. To engage critically with influential plays, examining character development, thematic depth, and the socio-political commentary embedded within the texts.
4. To investigate the philosophical and psychological dimensions of selected novels, understanding how authors address complex human experiences and moral dilemmas.

**Paper- I ENG 401**

**Unit-I: Concepts**

- a) Problem Play
- b) Meta-theatre
- c) Existentialism
- d) Antihero
- e) Epic Theatre

- Unit II: Poetry**
- a) Alexander Pushkin: "Ruslan and Ludmila"
  - b) Rainer Rilke: "Duino Elegies" (Poems)

- Unit III: Drama**
- a) Henrik Ibsen: *A Doll's House*
  - b) Luigi Pirandello: *Six Characters in Search of an Author*

- Unit IV: Novel**
- a) Thomas Mann: *Death in Venice*
  - b) Gustave Flaubert: *Madame Bovary*

- Unit V: Novel**
- a) Fyodor Dostoevsky: *Crime and Punishment*
  - b) Albert Camus: *The Outsider*

**Suggested Reading:**

Williams, Raymond. *Drama: From Ibsen to Brecht*. London: Chatto & Windus, 1965.  
Bakhtin, Mikhail. *Problems of Dostoevsky's Poetics*. Minnesota: University of Minnesota Press, 1984. Benjamin, Walter. *The Writer of Modern Life: Essays on Baudelaire*. Cambridge MA: Harvard UP, 2001.  
Eliot, T.S. *What is a Classic?* London: Faber, 1945.  
Jones, Malcom V. Ed. *The Cambridge Companion to the Classic Russian Novel*. Cambridge: Cambridge UP, 1998.  
Kermode, Frank. *The Classic: Literary Images of Permanence and Change*. London: Faber, 1983.  
Steiner, George. *Tolstoy or Dostoevsky?* London: Faber, 2010.  
Styan J L. *Modern Drama: Theory and Practice*. 3vols. Cambridge: Cambridge UP, 1981. Willet, John. Ed. *Brecht on Theatre*. London: Methuen, 1964.

**Course Outcomes**

1. Students will demonstrate the ability to critically analyze and interpret texts from various genres, articulating their insights on themes, character motivations, and narrative techniques.
2. Students will make connections between literature and broader philosophical, historical, and cultural contexts, enhancing their understanding of the texts' relevance and impact.
3. Students will be able to compare and contrast different literary works and styles, recognizing the unique contributions of various authors to modern European literature.
4. Students will identify and discuss recurring themes in modern European literature, such as identity, morality, and the human condition, demonstrating an understanding of their significance.
5. Students will cultivate effective communication skills through presentations, discussions, and written assignments, articulating their analyses and interpretations clearly and persuasively.



**Objectives: Paper-II: ENG 402: LITERARY THEORY (5 Credits) SEMESTER-IV**

1. To provide students with a comprehensive understanding of key literary theories and their applications in literary analysis.
2. To encourage critical engagement with significant theoretical texts, fostering the ability to analyze and interpret literature through diverse theoretical lenses.
3. To examine the intersections between literary theory and other disciplines, including psychology, sociology, and cultural studies, highlighting the relevance of literary criticism in broader contexts.
4. To enhance students' analytical skills by applying various literary theories to a range of texts, enabling them to articulate informed critiques and discussions on literature.

**Paper II ENG 402**

**Unit I: Concepts**

- a) Postmodernism
- b) Post structuralism
- c) Marxism
- d) Feminism
- e) Psychoanalysis

**Unit II**

- a) Elaine Showalter: "Towards a Feminist Poetics"
- b) Edmund Wilson: "Marxism and Literature"

**Unit III**

- a) Lionel Trilling: "Freud and Literature"
- b) Gerard Genette: "Structuralism and Literary Criticism"

**Unit IV**

- a) Roland Barthes: "The Death of the Author"
- b) Gayatri Chakravorty Spivak: "Can the Subaltern Speak?"

**Unit V**

- a) Namvar Singh: "Decolonizing the Indian Mind" (*Indian Literature* No. 151(1992))
- b) William Rueckert: "Literature and Ecology: An Experiment in Ecocriticism"

**Suggested Reading:**

Warren, Austen and Rene Wellek. *Theory of Literature*. New York: Harcourt, 1956.  
Waugh, Patricia. *Literary Theory: An Oxford Guide*. Oxford: Oxford UP, 2006.  
---, and Philip Rice, eds. *Modern Literary Theory: A Reader*. London: Arnold, 2001.  
---. Ed. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002.  
Kapoor, Kapil. *Literary Theory: Indian Conceptual Framework*. New Delhi: West Press, 1998.  
Lodge, David and Nigel Wood, eds. *Modern Criticism and Theory: A Reader*. London: Pearson, 2000.  
Said, Edward. *The World, the Text, and the Critic*. Cambridge: Harvard University Press, 1983.  
Seldan, Raman and Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. London: Longman, 2005.  
Sturrock, John. *Structuralism and Since: from Levi Strauss to Derrida*. Oxford: OUP, 1979.

**Course Outcomes**

1. Students will demonstrate the ability to apply different literary theories to specific texts, providing nuanced interpretations and insights based on theoretical frameworks.
2. Students will engage in comparative analysis of various theoretical approaches, recognizing similarities and differences in their methodologies and implications for literary criticism.
3. Students will participate in informed discussions about the significance and impact of literary theories on the understanding of literature, articulating their thoughts clearly and coherently.
4. Students will illustrate how literary theory intersects with other fields, such as psychology and sociology, by drawing connections between theoretical concepts and contemporary issues.
5. Students will develop strong research and writing skills through assignments and projects that require them to formulate arguments, synthesize information from various sources, and present their findings effectively.

  
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**Objectives: Paper-III (A): ENG 403 A: STRUCTURE OF MODERN ENGLISH (Elective-4 Credits) SEMESTER-IV**

1. To provide students with a comprehensive understanding of the history and evolution of English grammar, distinguishing between prescriptive and descriptive approaches.
2. To critically examine the weaknesses of traditional grammar frameworks and how they impact the understanding of modern English structure.
3. To analyze the structures of noun and verb phrases in English, focusing on their components and functions within sentences.
4. To introduce students to transformational generative grammar and immediate constituent analysis, enabling them to apply these theories to dissect and understand complex sentence structures.

**Paper -III (A) ENG 403 A**

- Unit I** a) History of English Grammar  
b) Prescriptive Grammar & Descriptive Grammar
- Unit-II** a) Weaknesses of Traditional Grammar  
b) Structure of Noun Phrase
- Unit-III** a) Structure of Verb Phrase  
b) Transformational Generative Grammar
- Unit-IV** a) Immediate Constituent Analysis  
b) Coordination and Apposition, Focus, Theme, Emphasis

**Suggested Reading:**

- Yule, G. (1995). *The Study of Language*. Cambridge: Cambridge University Press.  
Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press, Cambridge.  
Flowerdew, J. (2013). *Discourse in English language education*. London: Routledge.

**Course Outcomes**

1. Students will demonstrate the ability to critically evaluate different grammatical frameworks, articulating the strengths and weaknesses of both traditional and modern approaches.
2. Students will be able to analyze and identify the structures of noun and verb phrases, illustrating their understanding through examples and diagrams.
3. Students will apply transformational generative grammar principles to analyze sentence structures, demonstrating proficiency in linguistic analysis.
4. Students will effectively communicate their analyses and findings related to the structure of modern English, both in written assignments and oral presentations, showcasing clarity and coherence in their arguments.

  
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**Objectives: Paper-III (B): ENG 403 B: DALIT LITERATURE (Elective-4 Credits) SEMESTER-IV**

1. To explore the concepts of caste, untouchability, and discrimination, examining their historical and social implications on marginalized communities in India.
2. To analyze the principles of Dalit feminism and identity writing, understanding how they contribute to the broader discourse on gender, caste, and social justice.
3. To investigate the significance of the Dalit Panthers Movement and its impact on Dalit literature, culture, and activism.
4. To engage critically with various literary forms—poetry, fiction, and prose—by prominent Dalit writers, appreciating their contributions to literature and social commentary.

**Paper- III (B) (Elective) ENG 403 B**

**Unit I: Concepts**

- a) Caste
- b) Untouchability and Discrimination
- c) Dalit Feminism
- d) Identity Writing
- e) Dalit Panthers Movement

**Unit II: Poetry**

- a) Gurram Jashuva: "I was One of Them", "Bat";  
Kusuma Dharmanna: "We Decry this Brown Supremacy"; (From Black Lilies)
- b) S. Sukirtharani: "Portrait of My Village", "Debt", "A Faint Smell of Meat"  
(Oxford Tamil Dalit Writing)

**Unit III: Fiction**

- a) Imayam: *Pethavan: The Begetter*
- b) Vemula Yellaiah: *Kakka: A Dalit Novel*

**Unit IV: Prose & Autobiography**

- a) B.R. Ambedkar: *Annihilation of Caste*
- b) Omprakash Valmiki: *Joothan*

**Suggested Reading**

Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature*. Hyderabad: Orient Longman, 2004.  
Rege, Sharmila. *Writing Caste, Writing Gender: Reading Dalit Women's Testimonies*. New Delhi: Zuban, 2006.  
Omvedt, Gail. *Understanding Caste: From Buddha to Ambedkar and Beyond*. New Delhi: Orient Black, 2011.

**Course Outcomes**

1. Students will demonstrate the ability to critically analyze and articulate the complexities surrounding caste, untouchability, and discrimination as presented in Dalit literature.
2. Students will interpret and analyze poetic works by Dalit poets, identifying themes, stylistic devices, and socio-political contexts that inform their writings.
3. Students will engage with and critique fictional narratives by Dalit authors, exploring character development, plot structure, and the representation of Dalit experiences.
4. Students will analyze autobiographical texts, such as B.R. Ambedkar's "Annihilation of Caste" and Omprakash Valmiki's "Joothan," recognizing their significance in the context of personal and collective identity formation within Dalit discourse.

  
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**Objectives: Paper-IV (A): ENG 404 A: AMERICAN LITERATURE (Elective-4 Credits) SEMESTER-IV**

1. To introduce students to foundational concepts in American literature and their influence on literary expression.
2. To analyze the works of prominent American poets, focusing on themes, imagery, and stylistic elements that reflect the cultural and historical contexts of their time.
3. To examine significant American novels, exploring character development, thematic depth, and narrative techniques that address social, moral, and psychological issues.
4. To engage critically with American plays, analyzing their structure, themes, and characterizations, while understanding their commentary on American society and identity.

**Paper -IV (A) ENG 404 A**

**Unit I: Concepts**

- a) Puritanism of America
- b) The American Frontier
- c) Transcendentalism
- d) American Dream
- e) Melting Pot Culture

- Unit II: Poetry**
- a) Robert Frost: "The Road not Taken," "Mending Wall," "Stopping By Woods on a Snowy Evening."
  - b) Wallace Stevens: "Sunday Morning," "The Emperor of Ice-cream," "Continual Conversation with a Silent Man"

- Unit III: Fiction**
- a) Nathaniel Hawthorn: *The Scarlet letter*
  - b) Toni Morison: *Beloved*

- Unit IV: Drama**
- a) Arthur Miller: *Death of a Salesman*
  - b) Tennessee Williams: *The Glass Menagerie.*

**Suggested Reading**

Wenke, John. "Complicating Vere: Melville's Practice of Revision in Billy Budd." *Leviathan* 1.1. (1999): 83-88.  
Zwart, Jane. "Initial Misgivings: Hawthorne's *Scarlet Letter* and the Forgery of American Origin." *ESQ: A Journal of the American Renaissance* 59.3 (2013): 411-438.

**Course Outcomes**

1. Students will demonstrate an understanding of key concepts in American literature, articulating their significance and how they shape the literary landscape of the United States.
2. Students will analyze and interpret selected poems by Robert Frost and Wallace Stevens, identifying themes, poetic devices, and the cultural implications embedded in their works.
3. Students will evaluate and critique Nathaniel Hawthorne's "The Scarlet Letter" and Toni Morrison's "Beloved," discussing their contributions to American literature and the exploration of complex social issues.
4. Students will analyze the plays of Arthur Miller and Tennessee Williams, demonstrating an understanding of their thematic concerns, character dynamics, and the broader societal critiques presented through dramatic form.

  
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**Objectives: Paper-IV (B): ENG 404 B: AUTOBIOGRAPHY IN INDIA (Elective-4 Credits) SEMESTER-IV**

1. To explore the genre of autobiography in India, examining its historical development, cultural significance, and the various ways it reflects personal and collective identities.
2. To analyze key autobiographical works by prominent Indian figures, understanding how their life experiences are contextualized within broader social, political, and historical frameworks.
3. To investigate the diverse perspectives represented in Indian autobiographies, including those from different social, gender, and cultural backgrounds, and how these perspectives contribute to the understanding of Indian society.
4. To engage critically with major themes, present in Indian autobiographies, such as identity, struggle, resilience, and social change, fostering a deeper appreciation of personal narratives as a form of literature.

**Paper -IV (B): ENG 404 B**

- Unit I** a) M.K. Gandhi: *The Story of My Experiments with Truth*  
b) Bhagat Singh: *Why I am an Atheist*
- Unit II** a) Nirad C. Chowdhary: *The Autobiography of an Unknown Indian*  
b) Kamala Das: *My Story*
- Unit III** a) Rassundari Devi: *Amar Jiban*  
b) A. Revathi: *The Truth about Me: A Hijra Life Story*
- Unit IV** a) A.P.J. Kalam and Arun Tiwari: *Wings of Fire*  
b) Y.B. Satyanarayana: *My Father Balaiah*.

**Suggested Reading**

- Anderson, Linda. *Autobiography*. London and New York, Routledge, 2001.
- Olney, James. *Autobiography: Essays Theoretical and Critical*. Princeton, NJ 1980.
- Jelinik, Estelle C. *Women's Autobiography: Essays in Criticism*. Blooming ton: IUP, 1980.
- Rasundari Debi. *Words to Win: the making of Amar Jiban: a Modern Autobiography*. New Delhi: Kali for Woman.
- Poitvin, Guy. "Dalit Autobiographical Narratives Figures of Subaltern Consciousness, Assertion and Identity". CRSS, Pune.

**Course Outcomes**

1. Students will demonstrate an understanding of the autobiographical genre in India, articulating its significance and evolution within the literary landscape.
2. Students will analyze and interpret selected autobiographical works, identifying key themes, stylistic elements, and socio-political contexts.
3. Students will recognize and appreciate the diverse voices and experiences reflected in autobiographies discussing their contributions to the discourse on gender, identity, and marginalization.
4. Students will critically engage with themes presented in autobiographies, evaluating how personal narratives reflect and challenge societal values and norms.

  
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**Paper -V ENG 405: PROJECT WORK (Core) (5 Credits) SEMESTER-IV**

**Objectives: Project Work**

1. To enhance students' research abilities by engaging them in a comprehensive study of a specific topic related to their field of interest, fostering critical thinking and analytical skills.
2. To provide students with the opportunity to apply theoretical concepts learned in their coursework to practical situations, thereby bridging the gap between academic knowledge and real-world applications.

**Course Outcomes**

1. Students will demonstrate the ability to conduct independent research, utilizing appropriate methodologies and resources, and effectively present their findings in a structured format.
2. Students will successfully integrate theoretical knowledge with practical application, showcasing their understanding of the subject matter and the ability to address real-world challenges through their project work.

**OR**

**Objectives: COMMUNICATION SKILLS (5 Credits) SEMESTER-IV**

1. To develop students' ability to express themselves clearly and effectively through both spoken language and non-verbal cues, fostering better interpersonal interactions.
2. To improve students' listening, speaking, reading, and writing (LSRW) skills, along with vocabulary enhancement, to facilitate effective communication in various contexts.
3. To equip students with the necessary skills for creating coherent and professional documents, including essays, resumes, and corporate correspondence.
4. Prepare students to write technical documents and develop essential soft skills such as creativity, teamwork, and problem-solving, which are crucial for workplace success.

**COMMUNICATION SKILLS (5 Credits)**

- |                 |  |
|-----------------|--|
| <b>Unit I</b>   | a) Verbal Communication<br>b) Non-verbal Communication   |
| <b>Unit II</b>  | a) Language Skills (LSRW)<br>b) Teaching Poetry; Teaching vocabulary   |
| <b>Unit III</b> | a) Writing Skills (Paragraph and Essay Writing)<br>b) Corporate Writing (Resume and Letter Writing)                                    |
| <b>Unit IV</b>  | a) Technical Writing Skills (Emails, Minutes of Meetings and Report Writing)<br>b) Soft Skills (Creativity, Teamwork, Problem Solving) |
| <b>Unit V</b>   | a) Presentation Skills; Power Point Presentation (PPP)<br>b) Group Discussion & Interview Skills.                                      |

**Suggested Reading**

- Buzan, T and Buzan, B. (1996). *The mind map book: How to use radiant thinking to maximize your brain: Untapped potential.* USA: Penguin.
- Monippally, M.M. (2001). *Business communication strategies.* New Delhi: Tata McGraw-Hill.
- Sharma, R.C., and Krishnamohan. (2011). *Business correspondence and report writing.* New Delhi: Tata Mc Graw Hill.
- Murray and Hughes, G. (2008). *Writing up your university assignments and research projects: A practical handbook.* New York: Open University Press.

**Course Outcomes**

1. Students will be able to communicate effectively in verbal and non-verbal forms, demonstrating clarity and confidence in their interactions.
2. Students will exhibit improved proficiency in language skills, enabling them to engage in meaningful conversations and comprehend complex texts.
3. Students will demonstrate the ability to write structured paragraphs and essays, along with producing professional documents like resumes and cover letters tailored to specific job opportunities.
4. Students will acquire skills in technical writing, including crafting emails, minutes of meetings, and reports that meet professional standards.
5. Students will enhance their presentation skills and become adept at participating in group discussions and interviews, showcasing their ability to articulate ideas and collaborate effectively.

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