

# MASTER OF ARTS ENGLISH

## ***SYLLABUS & REGULATIONS***

(with effect from the batch admitted in the academic year 2026-27)  
**CHOICE BASED CREDIT SYSTEM (CBCS) Regulations-2016**



**Dr B.R. Ambedkar Open University**  
Eluru - Andhra Pradesh, India  
[www.drbraouap.org](http://www.drbraouap.org)

### Program Educational Objectives (PEOs)

PEO1	POETRY	<ul style="list-style-type: none"> <li>➤ To introduce the students to the important themes in poetry fourteenth century to eighteenth century through the prescribed study.</li> <li>➤ To acquaint the student with the nature of Poetical Works in particular.</li> <li>➤ To discuss various topics relevant to a study of the poetry.</li> </ul>
PEO2	DRAMA	<ul style="list-style-type: none"> <li>➤ After going through the prescribed text students will be able to understand a brief account of dramatic personality and the outline of the plots prescribed study.</li> <li>➤ After going through the prescribed text students will be able to understand themes motifs and symbols of the prescribed text.</li> <li>➤ After going through the prescribed text students will be able to understand critical analysis of the prescribed plays.</li> </ul>
PEO3	FICTION	<ul style="list-style-type: none"> <li>➤ After going through the prescribed text students will be able to understand to study the conditions of the sensibility in the novels</li> <li>➤ To study the characterization from an ironic point of view.</li> <li>➤ To study the narrative plot. To study the sturdy rich yet fateful Agrarian background of narratives.</li> <li>➤ To study the historical background of war and aesthetic background.</li> </ul>
PEO 4	INTRODUCTION TO LINGUISTICS AND PHONETICS	<ul style="list-style-type: none"> <li>➤ Comprehension about features of language.</li> <li>➤ Distinction between Animal &amp; Human Communication.</li> <li>➤ Awareness about linguistics and its scope.</li> <li>➤ Insights on Diachronic &amp; Synchronic Study Influences.</li> <li>➤ Understanding about influences in English Language and Varieties of English.</li> <li>➤ Awareness on Prosodic Features.</li> <li>➤ Comprehension about important Morphological Operations.</li> </ul>
POE 5	WORLD CLASSICS IN ENGLISH TRANSLATION	<ul style="list-style-type: none"> <li>➤ To introduce students to the World's best classics in translations.</li> <li>➤ To generate a broad vision of life by making the students to come to grips with universal problems and varied life situations.</li> <li>➤ To make the students to have a feel of excel classics in translations various genres – poetry, fiction, short stories and drama- by a judicious selection.</li> <li>➤ It should instil in the students a spirit of enquiry and further exploration.</li> </ul>
PEO 6	PROSE	<ul style="list-style-type: none"> <li>➤ To develop the imagination and fancy of the students.</li> <li>➤ To acquaints the students with the style of the writer.</li> <li>➤ To develop their love for natural objects.</li> <li>➤ To develop their aesthetic sense.</li> <li>➤ To develop the habit of thinking among the students.</li> </ul>
PEO 7	SHORT STORY	<ul style="list-style-type: none"> <li>➤ Identify key points in stories.</li> <li>➤ Summarize the events of a story in a concise manner.</li> <li>➤ Organize key points of stories into chronological action categories.</li> <li>➤ Develop an original narrative in a collaborative manner.</li> <li>➤ Compare the plot structures of multiple stories.</li> </ul>
PEO 8	ENGLISH PROFICIENCY COURSE	<ul style="list-style-type: none"> <li>➤ The subject keeps in view the students from vernacular medium institutions.</li> <li>➤ The Subject offers an in depth analysis of vocabulary building and sentence structure.</li> <li>➤ To get the students acquainted with the lab and make them workout exercises for each unit.</li> </ul>
PEO 9	VALUE BASED EDUCATION	<ul style="list-style-type: none"> <li>➤ Traditionally the objectives of value-education were based on religion and philosophy.</li> <li>➤ There was no secular value-education; but in today's modern world, this has</li> </ul>

		<p>been taken as very much essential.</p> <ul style="list-style-type: none"> <li>➤ Full development of child's personality in its physical, mental, emotional and spiritual aspects.</li> <li>➤ Inculcation of good manners and of responsible and cooperative citizenship.</li> <li>➤ Developing respect for the dignity of individual and society.</li> <li>➤ Inculcation of a spirit of patriotism and national integration.</li> <li>➤ Developing a democratic way of thinking and living.</li> </ul>
PEO 10	ENGLISH LANGUAGE TEACHING	<ul style="list-style-type: none"> <li>➤ Aware of the distinction between language acquisition and language learning.</li> <li>➤ Knowing about the problems of teaching English as a Second Language and gaining insights on current trends in ELT.</li> <li>➤ Familiarized about certain theories of language learning and methods of ELT.</li> <li>➤ Gaining comprehension about approaches of Teaching LSRW skills, poetry and prose.</li> <li>➤ Familiar about materials of teaching and learning English.</li> <li>➤ Conversant with the aspects involved in CALT and CALL.</li> </ul>
PEO 11	SOCIO-LINGUISTICS	<ul style="list-style-type: none"> <li>➤ To gain insights on role and scope of Socio Linguistics as an important branch of study.</li> <li>➤ To obtain awareness and understanding on the pioneering concepts put forth by significant theorists.</li> <li>➤ To develop understanding about language communities and a few important practices related to sociolinguistics.</li> <li>➤ To create understanding on the role of language teacher and pedagogical transactions involved in language teaching.</li> </ul>
PEO12	COMMUNICATION AND SOFT SKILLS	<ul style="list-style-type: none"> <li>➤ To enhance the learner's communication skills by giving adequate exposure in LSRW listening, speaking, reading and writing skills and the related sub-skills.</li> <li>➤ To help the learners recognize and operate in various styles and registers in English.</li> <li>➤ To help the learner get rid of his present flaws and mistakes in pronunciation and grammar.</li> <li>➤ To help the learner identify and repair the voids in his present vocabulary and pronunciation targeting those specific array of words which create a barrier in his thought process.</li> <li>➤ To impart better writing skills by sensitizing the learners to the dynamics of effective writing.</li> <li>➤ To build up the learners confidence in oral and interpersonal communication by reinforcing the basics of pronunciation specially focusing on interviews / corporate meetings / international business travels.</li> <li>➤ Enabling the learner to achieve adequate linguistic skills to help him compete international certification tests of English such as IELTS and TOEFL.</li> </ul>
PEO13	ESSENTIAL COMMUNICATION SKILLS	<ul style="list-style-type: none"> <li>➤ The primary objective of communication is to convey information— instructions, policies, procedures, decisions, etc., so the listener will hear, read, understand what is said, agree and accept the message, and react as intended by the manager or sender of communication.</li> <li>➤ Students will be able to understand the research methods associated with the study of human communication, and apply at least one of those approaches to the analysis and evaluation of human communication.</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Students will be able to find, use, and evaluate primary academic writing associated with the communication discipline.</li> <li>➤ Students will develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others. Such skills could include communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.</li> </ul>
PEO14	INDIAN ENGLISH LITERATURE	<ul style="list-style-type: none"> <li>➤ Gaining exposure about growth of Indian English Literature in the post independent era.</li> <li>➤ Critiquing the prescribed works of poetry, drama, fiction and prose.</li> <li>➤ Understand the thematic concerns, style and literary sensibility of the writers.</li> </ul>
PEO15	AMERICAN LITARATURE	<ul style="list-style-type: none"> <li>➤ To introduce the students to the important themes and to bring out the hidden struggles for self reliance through the prescribed text.</li> <li>➤ To acquaint the student with the nature in general and civil disobedience in particular.</li> <li>➤ To discuss various topics relevant to a study of the American literature.</li> </ul>
PEO15	LITERARY CRITICISM	<ul style="list-style-type: none"> <li>➤ This course aims to develop student's ability to understand and to criticize a literary piece.</li> <li>➤ To equip them knowledge of key forms and terminology of literary criticism, to ability to read the writings of literary scholars and critics with understanding and judicious appreciation.</li> <li>➤ To acquire basic theoretical concepts underlying contemporary approaches to literature and the major differences between them.</li> <li>➤ To develop the ability to conduct literary research according to established procedures and use such research effectively and responsibly.</li> <li>➤ To develop with them the ability to write a critical essay that states a clear thesis and supports it persuasively, and to integrate literary research with personal ideas.</li> </ul>
PEO16	NEW LITERATURES IN ENGLISH	<ul style="list-style-type: none"> <li>➤ To introduce the students the important themes in New Literatures through the prescribed study.</li> <li>➤ To acquaint the student with the nature of Commonwealth Works in general and African, Canadian and Caribbean in particular.</li> <li>➤ To discuss various topics relevant to a study of New Literature in English .</li> </ul>
PEO17	ECO LITERATURE	<ul style="list-style-type: none"> <li>➤ Eco-literature lays stress on ecological issues.</li> <li>➤ Cli-fi (climate fiction)deals with climate change and global warming,</li> <li>➤ It is logically a sub-set of eco-literature.</li> <li>➤ This genre looks at human activities that have been killing nature slowly.</li> </ul>
PEO18	ESSENTIALS OF RESEARCH	<ul style="list-style-type: none"> <li>➤ To define the Specific objectives and the primary aim of the study.</li> <li>➤ Help define who, what, why, when and how to conduct the research project.</li> <li>➤ The main objective of research is easier to develop and pursue a plan of action.</li> </ul>
PEO19	TECHNICAL WRITING AND PRESENTATION SKILLS	<ul style="list-style-type: none"> <li>➤ To familiarize the students about essentials of writing</li> <li>➤ To enrich their vocabulary.</li> <li>➤ To provide awareness of technical jargon and its use.</li> <li>➤ To provide orientation of aspects of effective oral communication.</li> <li>➤ To lend comprehensive idea oral presentations and inculcate confidence by providing opportunities of practice.</li> </ul>
PEO20	PERSONALITY DEVELOPMENT	<ul style="list-style-type: none"> <li>➤ It is the image of a person in others mind and emotions for that person in others heart.</li> <li>➤ It makes a person Unique.</li> </ul>

		➤ There are many components of personality.
PEO21	SUBALTERN LITERATURE	<ul style="list-style-type: none"> <li>➤ To explore the concepts of history, culture, nationalism, migration, gender and race in the context of post- colonial theories and literatures.</li> <li>➤ To examine the notions of India and Indian Literature.</li> <li>➤ To study the voices from the margins and from the subaltern groups.</li> <li>➤ To deconstruct the traditional historiography which has erased histories of subordinated groups in a sustained manner?</li> <li>➤ To know the nature, meaning and definition of Tribal Literature.</li> </ul>
PEO22	DIASPORIC WRITING	<ul style="list-style-type: none"> <li>➤ To examine the various aspects of Diaspora.</li> <li>➤ To trace the comprehensive history of Diaspora Studies.</li> <li>➤ To study the Diaspora elements among Indian and Indian Origin Women Writers.</li> <li>➤ To study the Diaspora themes, characterization and plot employed in the literary oeuvre.</li> <li>➤ To study the themes, characterization, style and strategies employed in fiction.</li> <li>➤ To compare and contrast the Diaspora themes, characterization, plot, style and strategies and overall Diaspora features in the works.</li> </ul>

Semester	Course Code	Title of the Course	No. of credits	No. of hours per week	Tutorial per week	Internal Assessment	Semster End Exams	Total
<b>SEMESTER-I</b>	ENG 101	Poetry- I	4	4	2	20	80	100
	ENG 102	Drama –I	4	4	2	20	80	100
	ENG 103	Fiction – I	4	4	2	20	80	100
	ENG 104	Introduction to Linguistics and Phonetics	4	4 4	2 2	20	80	100
	ENG 105	Prose – I	4	4 2	2 2	20	80	100
	ENG 106	English Proficiency Course	4	4	2	20	80	100
	<b>Sub-total</b>			24	36	18	120	480
<b>SEMETER-II</b>	ENG 201	Poetry- II	4	4	2	20	80	100
	ENG 202	Drama –II	4	4	2	20	80	100
	ENG 203	Fiction – II	4	4	2	20	80	100
	ENG 204	English Language Teaching	4	4 4	2 2	20	80	100
	ENG 205	Prose – II	4	4 4	2 2	20	80	100
	ENG 206	Communication And Soft Skills-I	4	4	2	20	80	100
	<b>Sub-total</b>			24	36	18	120	480
<b>SEMESTER-III</b>	ENG 301	Indian English Literature-I	4	4	2	20	80	100
	ENG 302	American Literature-I	4	4	2	20	80	
	ENG 303	Literary Criticism-I	4	4	2	20	80	100
	ENG 304	New Literatures in English-I	4	4 4	2 2	20	80	100
	ENG 305	Communication and Soft Skills-II	4	4 4	2 2	20	80	100
	ENG 306	Technical Writing and Presentation Skills	4	4 4	2 2	20	80	100
	<b>Sub-total</b>			24	36	18	120	480

<b>SEMESTER-IV</b>	ENG 401	<b>Indian English Literature-II</b>	4	4	2	20	80	100
	ENG 402	<b>American Literature-II</b>	4	4	2	20	80	
	ENG 403	<b>Literary Criticism-II</b>	4	4	2	20	80	100
	ENG 404	<b>New Literatures in English – II</b>	4	4	2	20	80	100
				4	2			
	ENGS 405	<b>Subaltern Literature</b>	4	4	2	20	80	100
4				2				
ENG 406	<b>World Classics in English Translation</b>	4	4	2	20	80	100	
			4	2				
	<b>Sub-total</b>		24	36	18	120	480	600
<b>Grand Total</b>			<b>96</b>	<b>216</b>	<b>72</b>	<b>600</b>	<b>1800</b>	<b>2400</b>

*All core papers are Mandatory*

- *Compulsory Foundation -Choose one paper.*
- *Internal/Open Elective – Choose one paper.*
- *Open Electives for other Department Students in the varsity. Interested students may register for SWAYAM /MOOCs/ NPTEL with the approval of the concerned DDC for the award of the grade as ‘open elective’.*
- *Skill Oriented course based on relevant societal application and it is mandatory*
- *Choose one from Multi-Disciplinary (Circle formation with other subjects/Dept. of Arts/ Commerce) Course or Project (Collaboration with various firms/companies/societies) work.*



# Dr B.R. Ambedkar Open University

Eluru - Andhra Pradesh, India

M.A. ENGLISH

SEMESTER - I

ENG 101: POETRY – I

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## Educational Objectives (PEOs)

- To introduce the students to the important themes in poetry fourteenth century to eighteenth century through the prescribed study.
- To acquaint the student with the nature of Works in general and in particular.
- To discuss various topics relevant to a study of the poetry.

### Unit-I

**Background Study:** Literary Terms: Ode, Epic, Mock Epic Augustan Satire, Elegy, Lyric – Genres – Movements – Ideas – Trends – Concepts.

### Unit-II

1. **Geoffrey Chaucer:** The Prologue to the Canterbury Tales  
(The Knight, the wife of bath, The Partner)
2. **John Donne:** A Valediction :Forbidding Mourning, Canonization.

### Unit-III

3. **Milton:** Paradise Lost, IX
4. **Alexander Pope:** The Rape of the Lock.

### Unit-IV

5. **William Wordsworth:** Lines Written a Few Miles above Tintern Abbey.
6. **John Keats:** Ode to a Nightingale, Ode to Autumn.

## Program Specific Outcomes (PSOs)

- Creates awareness of the literary movements and concepts.
- Familiarises Prosodic features.
- Analyses critically the British poetry from fourteenth century to eighteen century.

## Suggested Reading

- **John Donne:** A Life (Clarendon Press, Oxford, 1986)
- Poetry and Prose (1540-1674). Ed Christopher Rick (Penguin Books, )
- P. Padma: Poetry-I, (Spectrum Educational Books, Hyderabad)
- **Songs and Sonnets:** A Collection of Critical Essays, ed. Julian Macmillan,)
- **The Pelican:** Guide to English Literature, Vol. J From Donne to Marvell, Ed (Penguin Books,)
- The Romantic Imagination - C.M. Bowra
- Graham Hough The Romantic Poets
- **Sidney Colvin:** Keats
- **C.H. Herford:** The Age of Wordsworth

**M.A. ENGLISH  
SEMESTER - I  
ENG 102: DRAMA – I**

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**Program Educational Objectives (PEOs)**

- After going through the prescribed text students will be able to understand literary terms, Plot, characterization, themes, motifs, symbols and other elements of the prescribed texts.
- After going through the prescribed text students will be able to understand the changes that occurred over a period of a time in the British Literature starting from the Elizabethan period to the Restoration period.
- After going through the prescribed text students will be able to understand critical analysis of the prescribed plays.

**Unit-I**

Background Study : Literary History – Genre – Movements – Ideas – Trends – Concepts

**Unit-II**

1. Christopher Marlowe : Dr. Faustus
2. Ben Jonson : Volpone

**Unit-III**

3. William Shakespeare : Hamlet
4. William Shakespeare : Measure for Measure

**Unit-IV**

5. William Congreve : Way of the World
6. Oscar Wilde : The Importance of Being Earnest

**Program Specific Outcomes (PSOs)**

The study helps the students to understand.

1. Drama and its chief characteristics.
2. Origin and development of British drama from the Elizabethan Era to the Restoration period.
3. The golden period of drama.

**Suggested Reading**

- Chambers, E. K. The Elizabethan Stage. 4 Volumes, Oxford, Clarendon Press, 1923.
- Logan, Terence P., and Denzell S. Smith, eds. The Predecessors of Shakespeare: A Survey and Bibliography of Recent Studies in English Renaissance Drama. Lincoln, NE, University of Nebraska Press, 1973.
- P. Padma, Drama – I, Spectrum Educational Books, Hyderabad.
- Marlowe, Christopher (1962). Bevington, David; Rasmussen, Eric (eds.). Doctor Faustus, A- and B-texts (1604, 1616). Manchester: U of Manchester P. pp. 72–73. ISBN 9780719016431.
- Bloom, Harold, ed. (2008). Macbeth. Bloom's Shakespeare Through the Ages. New York: Chelsea House. ISBN 978-0-7910-9842-4.
- Braummuller, Albert R., ed. (1997). Macbeth. The New Cambridge Shakespeare. Cambridge: Cambridge University Press. ISBN 978-0-521-29455-3.

## SEMESTER - I

### ENG 103: Fiction-I

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#### Program Educational Objectives (PEOs)

- After going through the prescribed text students will be able to understand to study the conditions of the sensibility in novels.
- To study the characterization from an ironic point of view.
- To study the narrative plot. To study the sturdy rich yet fateful Agrarian background of narrative world.
- To study the historical background of war and aesthetic background.

#### Unit-I

Background Study : Literary History – Genres – Movements – Ideas Trends – Concepts

#### Unit-II

1. Daniel Defoe : Robinson Crusoe
2. Henry Fielding : Joseph Andrews

#### Unit-III

3. Jane Austen : Pride and Prejudice
4. George Eliot : The Mill on the Floss.

#### Unit-IV

5. Charles Dickens : A Tale of Two Cities
6. Thomas Hardy : Tess of D'Urbervilles

#### Program Specific Outcomes (PSOs)

- Familiarizes with literary history, genres, movements, ideas and concepts of the early British Fiction.
- Studies selected fiction of the writers.

#### Suggested Reading

- The Cambridge History of English Literature
- N. Ankanna, Fiction – I, Spectrum Educational Books, Hyderabad
- The English Novel: A Short Critical History – Walter Allen, Penguin Books, Harmonds worth
- An Introduction to the English Novel Vols. 1 & 2 – Arnold Kettle, Hutchinson & Co.
- The Literature of the Victorian Era – Hugh Walker, S. Chand & Co., New Delhi
- The English Novel – David Skelton 6. The Growth of the English Novel – Richard Church.

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**ENG 104: INTRODUCTION TO LINGUISTICS AND PHONETICS**

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**Program Educational Objectives (PEOs)**

- Orientation about features of language.
- Familiarity about distinction between Animal & Human Communication.
- Awareness about linguistics and its scope.
- Insights on Diachronic & Synchronic Study.

**Unit-I**

- A. Language – Definition – Features – Human Language vs. Animal
- B. Language- Definition and Scope of Linguistics- Significant Dimensions of Study.

**Unit-II**

- A. Brief History of English Language-
- B. Features of Old English and Middle English – Influences (Latin, French, and Indian)

**Unit-III**

- A. Speech Mechanism - Description of Speech Sounds
- B. Variants of Sounds- Stress / Rhythm- Intonation

**Unit-IV**

- A. Morphology – Morphological Operations
- B. Word formation processes

**Program Specific Outcomes (PSOs)**

- Familiarizes with the essential features of human language and dimensions of language study.
- Creates awareness about Standard English language.
- Develops understanding about Standard English and important varieties of English language.
- Lends conceptual knowledge prosodic of English Language.
- Creates understanding of word formation process and important morphological process.

**Suggested Reading**

- The Study of Language, George Yule, , Cambridge University 2017.
- History of English Language by Albert C Baugh (Author), Thomas Cable (Author) 2011
- Spoken English by R.K Bansal & J.B. Harrison , Orient Longman Publishers 2000.
- An Introduction to English Morphology- Andrew Carstairs -Mc Carthy Series: Edinburgh Text books on the English Language, Date: 2018, Published by: Edinburgh University Press.
- R. V. Jayanth Kasyap, Introduction to Linguistics and Phonetics, Spectrum Educational Books, Hyderabad

**M.A. ENGLISH  
SEMESTER - I  
ENG 105: PROSE – I**

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**Program Educational Objectives (PEOs)**

- To develop the imagination and fancy of the students.
- To acquaints the students with the style of the writer.
- To develop their love for natural objects.
- To develop their aesthetic sense.
- To develop the habit of thinking among the students.

**Unit-I**

Background Study : Literary History – Genres – Movements – Ideas – Trends – Concepts

**Unit-II**

1. Francis Bacon : 1.Of Studies, 2.Of Truth, 3.Of Youth and Age
2. Joseph Addison : The Coverley Papers (Selected Essays)
  1. Sir Roger at the Church
  2. Labour and Exercise

**Unit-III**

3. Jonathan Swift : Gulliver’s Travels
4. Charles Lamb : 1.Dream Children, 2.The South-Sea House

**Unit-IV**

5. John Milton :Areopagitica
6. Bertrand Russell : The Role of Individuality.

**Program Specific Outcomes (PSOs)**

- Studies selected prose pieces of English essayists

**Suggested Reading**

- Familiarizes with the literary history, genres, movements, ideas and concepts of the early British Prose.
- J. Mercy Vijetha, Prose – I, Spectrum Educational Books, Hyderabad
- The Cambridge History of English Literature
- Francis Bacon and Renaissance Prose – Brian Vickers, Cambridge University Press
- Seventeenth Century Prose: Modern Essays in Criticism – Stanley Fish, Oxford University Press
- Anatomy of Prose – Marjorie Boulton, Kalyani Publishers, New Delhi
- *The Literature of the Victorian Era – Hugh Walker, S. Chand & Co., New Delhi*

## ENG 106 – ENGLISH PROFICIENCY COURSE

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### Program Educational Objectives (PEOs)

- The subject keeps in view the students from vernacular medium institutions
- The Subject offers an in depth analysis of vocabulary building and sentence structure
- To get the students acquainted with the lab and make them workout exercises for each unit

#### Unit-I

##### Functional Grammar

- A (a) Recognition of Parts of Speech - Articles  
(b) Verb forms –Usage of Tenses -Conditional Sentences
- B. (a) Identifying and Interchange of Sentences (Simple, Complex and Compound) (Active and Passive voice)  
(b) Use of Prepositions and Prepositional Phrases - Correction of Sentences

#### Unit-II

##### Vocabulary Usage

- A (a) Use the given Idioms and Phrases in your own Sentences  
(b) One Word Substitutes – Recognition and Usage
- B (a) Synonyms – Recognition and Usage Antonyms – Recognition and Usage-Words often confused  
(b) Expansion of Proverb /Sayings

#### Unit-III

##### Reading Comprehension

- A. Passage for Reading Comprehension  
B. Non-Verbal Communication Description of a given Picture/Symbols

#### Unit-IV

##### Composition

- A. Write a Paragraph using the given Words/Phrases Summarizing /Precise Writing- Essay Writing on Topics of Social relevance
- B. Letter Writing (Informal & Formal)

### Program Specific Outcomes (PSOs)

- Gets acquainted with drafting letters and writing reports

### Suggested Reading

- The ethics of the family-Cambridge Scholars publishing (2010).
- Student Values as Educational Objectives- (1966)-Purdue University Press- Issue 124.
- Healthy Life Style (e-book) Springer Publishers
- Values At Work (2002), Cornell University Press
- Social Ethics and Social Duties Publisher: Book on Demand Ltd
- J. Mercy Vijetha, English Proficiency Course, Spectrum Educational Books, Hyderabad

**M.A. ENGLISH  
SEMESTER - II  
ENG 201: POETRY – II**

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### Program Educational Objectives (PEOs)

- To introduce the students to the important themes in poetry fourteenth century to eighteenth century through the prescribed study.
- To acquaint the student with the nature of Works in general and in particular.
- To discuss various topics relevant to a study of the poetry.

#### Unit-I

Background Study : Literary History – Genres – Movements – Ideas Trends  
- Concepts - Literary Terms: Dramatic Monologue

#### Unit-II

1. Robert Browning : 1. My Last Duchess, 2. Andrea Del Sarto
2. G.M. Hopkins : 1. The Windhover, 2. The Wreck of the Deutschland

#### Unit-III

3. W.B. Yeats : 1. Byzantium, 2. Among School Children,
4. T.S. Eliot : The Waste Land

#### Unit-IV

5. Ted Hughes : 1. The Thought Fox, 2. Hawk Roosting,
6. Dylan Thomas : Do Not Go Gentle into that Good Night

### Programme Specific Outcomes (PSOs)

- Creates awareness of the literary movements as metaphysical, Romantic etc.
- Familiarizes literary terms as Ode, epic, satire, Elegy, lyric.
- Analyses critically the British poetry from fourteenth century to eighteenth century.

### Suggested Reading

- English Verse: Voice and Movement from Wyatt to Yeats – Barnes
- Twentieth Century English Poetry: Anthony Thwaite
- Modern Poets Four (Faber and Faber, London, Rpt., 1970)
- New Bearings in English Poetry, F. R. Leavis
- The Victorian Experience: Poets – Levine
- A History of Modern Poetry – Perkins
- The Modern Poets: A Critical Introduction - M. L. Rosenthal (O.U.P)
- Poetry – II, Sun Techno Publications, Hyderabad - P. Padma

**M.A. ENGLISH**  
**SEMESTER - II**  
**ENG 202: DRAMA – II**

**Program Educational Objectives (PEOs)**

- After going through the prescribed text students will be able to understand a brief account of dramatic personality and the outline of the plots prescribed study.
- After going through the prescribed text students will be able to understand themes motifs and symbols of the prescribed text.
- After going through the prescribed text students will be able to understand critical analysis of the prescribed plays.

**Unit-I**

Background Study : Literary History – Genres – Movements – Idea – Trends – Concepts

**Unit-II**

1. G.B. Shaw : Pygmalion
2. Christopher Fry : *The Lady's Not for Burning*

**Unit-III**

3. John Osborne : Look Back in Anger
4. Harold Pinter : The Birthday Party

**Unit-IV**

5. Samuel Beckett : Waiting for Godot
6. J. M. Synge : Riders to the Sea

**Program Specific Outcomes (PSOs)**

- Develops insights into various literary genres, movements, ideas, trends and concepts during the time.
- Traces the development of British drama from 19<sup>th</sup> century to 21<sup>st</sup> century.

**Suggested Reading:**

- Drama from Ibsen to Brecht – Raymond Williams (Penguin Books, 1973)
- Contemporary British Drama - Berney and Templeton (1994)
- Modern British Dramatists - John Russell Brown (Eaglewood Ciffs, NJ, 1968)
- The Theatre of Revolt: An Approach to Modern Drama - Robert Burstein (Atlantic monthly press, New York, 1965)
- Drama – II - P. Padma (Sun Techno Publications, Hyderabad)
- Revolution in Modern English Drama - Katherine J. Worth (Bell, London, 1972)
- Anger and After: Guide to the New British Drama - John Russell Taylor (Eyre Methune, London, 1977)

**M.A. ENGLISH**  
**SEMESTER - II**  
**ENG 203: FICTION – II**

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**Program Educational Objectives (PEOs)**

- After going through the prescribed text students will be able to understand to study the conditions of the Sensibility in the novels
- To study the characterization from an ironic point of view.
- To study the narrative plot. To study the sturdy rich yet fateful Agrarian background of Hardy's narrative world.
- To study the historical background of war and aesthetic background.

**Unit-I**

Background Study : Literary History – Genres – Movements – Ideas – Trends – Concepts

**Unit-II**

1. Sir Walter Scott : The Heart of Mid Lothian
2. Virginia Woolf : Mrs. Dalloway

**Unit-III**

3. James Joyce : The Portrait of an Artist as a Young Man
4. D. H. Lawrence : Women in Love

**Unit-IV**

5. William Golding : Lord of the Flies
6. Graham Greene : The Power and the Glory

**Program Specific Outcomes (PSOs)**

- Familiarizes with the literary history genres, movements, ideas, trends and concepts of that period.
- Studies novels written by the novelists as representatives of their time.

**Suggested Reading**

- The Cambridge History of English Literature
- The English Novel: A Short Critical History – Walter Allen, Penguin Books, Harmondsworth
- An Introduction to the English Novel Vols. 1 & 2 – Arnold Kettle, Hutchinson & Co.
- The Literature of the Victorian Era – Hugh Walker, S. Chand & Co., New Delhi
- The English Novel – David Skelton
- The Growth of the English Novel – Richard Church
- Fiction – II - N. Ankanna, Sun Techno Publications, Hyderabad

**M.A. ENGLISH**  
**SEMESTER - II**  
**ENG 204: ENGLISH LANGUAGE TEACHING**

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**Program Educational Objectives (PEOs)**

- Aware of the distinction between language acquisition and language learning
- Knowing about the problems of teaching English as a Second Language and gaining insights on current trends in ELT.
- Familiar about certain theories of language learning and methods of ELT.
- Gaining comprehension about approaches of Teaching LSRW skills, poetry and prose.
- Familiar about materials of teaching and learning English.
- Conversant with the aspects involved in CALT and CALL

**Unit-I**

- A. Language Acquisition and Second Language Learning Basic Principles of English Language Teaching
- B. Problems of Teaching / Learning English as a Second Language in the Indian Context - Current Trends of Teaching English in India.

**Unit-II**

- A. Teaching of English Language – Theories of Language Learning (Behavioural, Cognitive and Constructivist)
- B. Methods – Direct, Grammar Translation – Bilingual – Communicative Language Teaching

**Unit-III**

- A. Teaching poetry & Prose from Language Perspective
- B. Teaching LSRW Skills

**Unit-IV**

- A. Materials and Tools – Development of Sources for Teaching – News Papers
- B. Advertisements – Magazines – Utility of Language Lab for Teaching and Learning of English.

**Program Specific Outcomes (PSOs)**

- Creates familiarity about the distinction between language acquisition and language learning.
- Familiarizes about the principles of ELT and current trends of Teaching and Learning.
- To provide understanding on important theories of language learning and methods of teaching English.
- Develops insights of teaching poetry, prose and LSRW Skills.
- Offers awareness about materials for ELT and the use of terminology including CALL and CALT.

**Suggested Reading**

- The Study of Language, George Yule, Cambridge University Press, VI edition 2017.
- Techniques and Principles of Language Teaching, Diane Larsen Freeman and Marti Anderson Publication 2013.
- Methods of Teaching English – N. Krishnaswamy and Lalitha Krishna Swamy, Macmillon Publishers 2014.
- Teaching and learning English M.c Tickoo A Source Book for Teachers and Teacher Trainers, Oxford University Press, 2015.
- English Language Teaching, G. Sridevi Choudary, Amaravathi Publishers, Hyderabad

**M.A. ENGLISH  
SEMESTER - II  
ENG 205: PROSE – II**

**Program Educational Objectives (PEOs)**

- To develop the imagination and fancy of the students.
- To acquaints the students with the style of the writer.
- To develop their love for natural objects.
- To develop their aesthetic sense.
- To develop the habit of thinking among the students.

**Unit-I**

Background Study : Literary History – Genres – Movements – Ideas  
Trends – Concepts

**Unit-II**

1. Matthew Arnold : Sweetness and Light (From Culture and Anarchy)
2. John Ruskin : Sesame and Lilies

**Unit-III**

3. Virginia Woolf : A Room of One's Own
4. George Orwell : Politics and English Language

**Unit-IV**

5. W.M. Thackery : 1. On a Chalk Mark on the Door  
2. Nill Nisi Bonum
6. Robert Lynd : 1. On Going Abroad  
2. A Dissappointed Man.

**Program Specific Outcomes (PSOs)**

- Familiarizes students with the Victorian and modern centuries of the time.
- Studies selected prose pieces of the renowned essayists of the time.

**Suggested Reading**

- The Cambridge History of English Literature
- Francis Bacon and Renaissance Prose – Brian Vickers, Cambridge University Press
- Seventeenth Century Prose: Modern Essays in Criticism – Stanley Fish, Oxford University Press
- Anatomy of Prose – Marjorie Boulton, Kalyani Publishers, New Delhi
- The Literature of the Victorian Era – Hugh Walker, S. Chand & Co., New Delhi
- Prose – II - J. Mercy Vijetha, Sun Techno Publications, Hyderabad

**M.A. ENGLISH**  
**SEMESTER - II**  
**ENG 206: COMMUNICATION AND SOFTSKILLS – I**

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**Program Educational Objectives (PEOs)**

- The primary objective of communication in management is to convey information—instructions, policies, procedures, decisions, etc., so the listener will hear, read, understand what is said, agree and accept the message, and react as intended by the manager or sender of communication.
- Students will be able to understand the research methods associated with the study of human communication, and apply at least one of those approaches to the analysis and evaluation of human communication.
- Students will be able to find, use, and evaluate primary academic writing associated with the communication discipline.

**Unit-I: Communication**

- A. a. Aspects of Communication  
b. Types of Communication  
c. Verbal and Non-verbal Communication
- B. a. Characteristics of Successful Communication  
b. Principles and Barriers of Communication

**Unit-II: Listening**

- A. a. The Listening Process  
b. Types of Listening
- B. a. Principles of Good Listening  
b. Listening with a purpose  
c. Barriers to Listening

**Unit-III: Speaking**

- A. a. Factors of Speech Process  
b. Conversation Skills  
c. Strategies of Good Conversation
- B. a. Improving Self Expression & Fluency  
b. English Pronunciation  
c. Speech Techniques

**Unit-IV: Writing**

- A. a. Principles of Effective Writing  
b. Formal and Informal Letter Writing
- B. a. E-mail  
b. Resume & Job application

**Program Specific Outcomes (PSOs)**

- Students will be able to find, use, and evaluate primary academic writing associated with the communication discipline.
- Students will develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others. Such skills could include communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.

**Suggested Books**

1. Essentials of Business Communication by Rajendra Rao
2. A Course in Listening and Speaking II
3. Business Correspondence and Report Writing R.C. Sharma Krishna Mohan
4. The Oxford Guide to Writing and Speaking by John Seely, (Oxford)
5. Developing Communication Skills by Krishna Mohan & Meera Benerji, Macmillan.
6. Effective Technical Communication – M. Ashraf Rizvi (Tata Mc Graw Hill)
7. Communication – C.S. Rayudu, Himalaya Publishing House
8. Communication and Soft Skills - I - M. Sailaja, Sun Techno Publications, Hyderabad



# Dr B.R. Ambedkar Open University

Eluru - Andhra Pradesh, India

M.A. ENGLISH

SEMESTER - III

ENG 301: INDIAN ENGLISH LITERATURE-I

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## Program Educational Objectives (PEOs)

- Gaining exposure about growth of Indian English Literature in the post independent era.
- Critiquing the prescribed works of poetry, fiction, drama and prose.
- Understand the thematic concerns, style and literary sensibility of the writers.

### UNIT – I

**Background Study** : **Literary History – Genres – Movements – Ideas – Trends – Concepts**

### UNIT – II

- 1. Mulk Raj Anand** : **Untouchable**  
**2. R. K. Narayan** : **The Financial Expert**

### UNIT – III

- 3. Toru Dutt** : **1.Sita, 2.Near Hasting, 3.The Lotus**  
**4. Sarojini Naidu** : **1.Summer Woods,  
2. Palanquin Bearers,  
3. Soul's Prayer**

### UNIT – IV :

- 5. Rabindranath Tagore** : **Post Office.**  
**6. Dr. B.R.Ambedkar** : **On the Way to Goregoan**

## Program Specific Outcomes (PSOs)

- Creates understanding on the origin and growth of Indian English literature.
- Develops literary sensibility by prescribing study works of literature authored by early Indian writers in English.
- Exposes the students to different genres of Indian English Literature.
- Fosters critical aptitude of interpreting and analyzing the prescribed text in Indian English Literature.

## Suggested Reading:

- Aspects of the novel- E.M.Forster Dover Publications 2022
- Indian writings in English. K.R. Srinivas Iyenger Sterling Publishers, 1987.
- A History of Indian English Literature – M.K Naik , Sahithya Academy Publication.
- Twice born Fiction- Meenakshi Mukherjee, Published by Pencraft International, 2015.

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**SEMESTER - III**  
**ENG 302: AMERICAN LITERATURE - I**

**Program Educational Objectives (PEOs)**

- To introduce the students to the important themes and to bring out the hidden struggle for self-reliance through the prescribed text.
- To acquaint the student with the nature of Works in general and civil disobedience in particular.
- To discuss various topics relevant to a study of the American literature.

**UNIT – I**

**Background Study : Literary History – Genres – Movements – Ideas – Trends – Concepts**

**UNIT – II**

**1. Emerson : 1. The American Scholar, 2. Brahms, 3. Concord Hymn**  
**2. H.D. Thoreau : Civil Disobedience**

**UNIT – III**

**3. Walt Whitman : 1. I hear America Singing 2. O! Captain!, My Captain, 3. Song of Myself**  
**4. Emily Dickinson : 1. Much Madness is Divinest Sense, 2. Success is counted Sweetest**

**UNIT – IV**

**5. Mark Twain : The Adventures of Huckleberry Finn**  
**6. Nathaniel Hawthorne: The Scarlet Letter**

**Program Specific Outcomes (PSOs)**

- Provides an understanding of the origin and development of American literature.
- Studies selected writings of the most respective American poets, dramatists and novelists.
- Familiarizes with the literary history genres, movements, ideas, trends and concepts connected with the time.

**Suggested Reading**

- The American Tradition in Literature 2 vols. – S. Bradley, ed. (W. W. Norton and Co., New York, 1962)
- Backgrounds of American Literary Thought - W. Rod Horton and Herbert Edwards (Prentice-hall, New York, 1967)
- The Cycle of American Literature – Robert E. Spiller (The Free Press, New York, 1967)
- The American Classics Revisited: recent studies of American literature – P. C. Kar and Ramakrishna, eds. (American Studies Research Centre, Hyderabad, 1985)
- Fifty Years of American Drama - Alan Dower (Regonary, Chicago, 1951)
- The Literature of United States of America - Marshall Walker (Macmillan Education Ltd, 1988)

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**M.A. ENGLISH**  
**SEMESTER - III**  
**ENG 303: LITERARY CRITICISM – I**

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**Program Educational Objectives (PEOs)**

- This course aims to develop student's ability to understand and to criticize a literary piece.
- To equip the students knowledge of key forms and terminology of literary criticism, to ability to read the writings of literary scholars and critics with understanding and judicious appreciation.
- To acquire basic theoretical concepts underlying contemporary approaches to literature and the major differences between them.

**UNIT – I**

**Background Study : Literary History – Genres – Movements – Idea – Trends – Concepts**

**UNIT – II**

- 1. Aristotle : Poetics**  
**2. Samuel Johnson : The Preface to Shakespeare**

**UNIT -III**

- 3. Coleridge : Biographia Literaria, Chapter XIV**  
**4. Matthew Arnold : A Study of Poetry**

**UNIT – IV**

- 5. T.S. Eliot : Tradition and the Individual Talent**  
**6. Cleanth Brooks : Irony as a Principle of Structure**

**Program Specific Outcomes (PSOs)**

- Develops a critical attitude to the students to analyze drama, poetry.
- Traces the origin and development of Greek literary criticism and to analyze various critical works of the romantic, Victorian and modern period.

**Suggested Reading:**

- Ernst De Chickera D J Enright: English Critical Texts
  - Martin Tucker: A Library of Literary Criticism.
  - Patricia Waugh: Literary Theory & Criticism : An Oxford Guide.
  - M.S.Naagarajaw: English Literary Criticism & Theory2006.
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**M.A. ENGLISH**  
**SEMESTER - III**  
**ENG 304 NEW LITERATURES IN ENGLISH – I**

**Program Educational Objectives (PEOs)**

- To introduce the students the important themes in New Literature through the prescribed study.
- To acquaint the student with the nature of common wealth writer's Works in general and African, Canadian and Caribbean in particular.
- To discuss various topics relevant to a study of New Literature in English

**UNIT – I**

**Background Study** : **Literary History – Genres – Movements – Ideas – Trends – Concepts**

**UNIT - II**

**1. A.D. Hope** : **1.Australia,**  
**2. The Death of the Bird**  
**2. Judith Wright** : **1.The Old Prison,**  
**2. Lyre Birds**

**UNIT -III**

**3. Gabriel Okara** : **The Piano and Drums (Select poems)**  
**4. Wole Soyinka** : **The Lion and the Jewel**

**UNIT – IV**

**5. Ngugi Wa Thiango** : **Weep Not, Child**  
**6. Buchi Emecheta** : **The Joys of Motherhood**

**Program Specific Outcomes (PSOs)**

- Studies development of new literature in commonwealth countries and in nations other than Britain. Australia, Canadian, African literature.
- Studies important movements, concepts, trends of the natives of different regions other than Britain

**Suggested Reading**

- The Post-Colonial Theory – Leela Gandhi (Oxford, 1998)
- Colonial Encounter: A Reading of Six Novels - Molly Mahood (Rex Collins, London)
- The Empire Writes Back - Bill Ashcroft et al (eds.) (Routledge, London, 1989)
- A Manifold Voice - Studies in Commonwealth Literature – William Walsh
- Literature of the World in English - Bruce King
- Awakened Conscience - C. D. Narasimhaiah (1978)
- African Literature: A Critical View - David Cook (Longman, London, 1977)
- The Literature of Australia - Geoffrey Dutton
- Survival: A Thematic Guide to Australian Literature - Margaret Atwood
- Homecoming: Essays on African and Caribbean Literature, Culture and Politics - Ngugi Wa Thiongo (Heinemann, London, 1972)

**M.A. ENGLISH**  
**SEMESTER - III**  
**ENG 305 – COMMUNICATION AND SOFT SKILLS – II**

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**Program Educational Objectives (PEOs)**

- To enhance the learner's communication skills by giving adequate exposure in LSRW listening, speaking, reading and writing skills and the related sub-skills.
- To help the learners recognize and operate in various styles and registers in English.
- To help the learner get rid of his present flaws and mistakes in pronunciation and grammar.
- To help the learner identify and repair the voids in his present vocabulary and pronunciation targeting those specific array of words which create a barrier in his thought process.

**UNIT I. Listening :**

1. Listening Comprehension
2. Effective Listening Strategies
3. Listening to structured Talks
4. Intensive Listening
5. Team Listening (Listening & Note Taking)

**UNIT II. Speaking :**

1. Oral Communication
2. Presentation Skills
3. Use of Visual Aids
4. Group Discussion
5. Facing Interviews

**UNIT III. Reading :**

1. Types of Reading
2. Understanding the Gist of an Argument
3. Identifying the Topic Sentence

**UNIT IV. Writing :**

1. Paragraph Writing
2. Report Writing
3. Minutes Drafting
4. Information Transfer
5. Interpreting Data Editing a Passage

**Program Specific Outcomes (PSOs)**

- Essentials of Business Communication by Rajendra Rao
- A Course in Listening and Speaking II
- The Oxford Guide to Writing and Speaking by John Seely, Oxford
- Developing Communication Skills by Krishna Mohan and Meera Benerji (Macmilan)
- Speaking English Effectively by Krishna Mohan and N.P. Singh (Macmilan)
  
- Familiarizes the students with various communication and language (LSRW) skills in English.
- Enables them to teach communication skills for Regular and Professional courses.

**Suggested Reading:**

- Effective Technical Communication – M. Ashraf Rizvi (Tata Mc Grew Hill)
- Communication – C.S. Rayudu, Himalaya Publishing House
- Business Communication – D.D. Chaturvedi, Mukesh Chaturvedi (Pearson Edu.)
- Communication Skills – Dr. Nageshwara Rao, Dr. Rajendra P. Das (Himalaya Publication, House)

**M.A. ENGLISH**  
**SEMESTER - III**  
**ENG 306: TECHNICAL WRITING AND PRESENTATION SKILLS**

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**Program Educational Objectives (PEOs)**

- To familiarize the students about essentials of writing
- To enrich their vocabulary
- To provide awareness of technical jargon and its use
- To provide orientation of aspects of effective oral communication
- To lend comprehensive idea oral presentations and inculcate confidence by providing opportunities of practice

**UNIT: I A. Writing as A Productive Skill –Mechanics of Writing -7C’s Of Writing- Vocabulary**

**B. Grammatical And Semantic Correctness- One Word Substitutes - Cliché And Redundant Expressions.**

**UNIT: II A. Technical Writing- Significant features – Technical words- Jargon**

**B. Report Writing – Technical Reports- Mini Project Proposals- Format**

**UNIT-III A. Public Speaking- Extempore – Dos and Do Not’s**

**B. Structuring Thoughts- Kinesics – Proxemics.**

**UNIT –IV A. Oral Presentations – Orientation – Plan-Prepare- Practice -Present**

**B. Anchoring Formal Meetings- Group Discussion.**

**Program Specific Outcomes (PSOs)**

- Knowledgeable about mechanics of writing
- Familiar with technical report writing and mini project proposals
- Aware of aspects related to effective oral communication
- Conversant with oral presentations

**Suggested Reading:**

- Technical Communication: Principles and Practice, Meenakshi Raman and Sangeeta Sharma, Oxford Publishers, 2015.
- Effective Technical Communication: M. Ashraf Rizvi , McGraw Hill Publications Bedford/St. Martin's; Tenth edition, 2012
- 3.Body language, Ian Berry , Create Space Independent Publishing Platform ,2016
- Effective Presentation Skills, A Practical Guide for Better Speaking, Steve Mandel , Crisp Publications ,2000.

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# Dr B.R. Ambedkar Open University

Eluru - Andhra Pradesh, India

M.A. ENGLISH

SEMESTER -IV

ENG 401: INDIAN ENGLISH LITERATURE – II

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## Program Educational Objectives (PEOs)

- Gaining exposure about growth of Indian English Literature in the post independent era.
- Critiquing the prescribed works of poetry, fiction, drama and prose.
- Understand the thematic concerns, style and literary sensibility of the writers.

### UNIT – I

**Background Study** : **Literary History – Genres – Movements – Ideas – Trends Concepts.**

### UNIT – II

**1. Nissim Ezekiel** : **1. Background Casually, 2.Poet, Lover and Bird Watcher**

**2. A.K. Ramanujan** : **1.A River, 2. Of Mothers among Other Things.**

### UNIT – III

**3. Aravinda Adiga** : **The White Tiger**

**4. Chetan Bhagat** : **Five Point Someone**

### UNIT – IV

**5. Anand Coomarswamy** : **Dance of Siva**

**6. Meenakshi Mukherjee** : **1.Nation, Novel, Language ( From The Perishable Empire, Essays on Indian Writings in English)**

## Program Specific Outcomes (PSOs)

- Creates understanding on the origin and growth of Indian English literature.
- Develops literary sensibility by prescribing study works of literature authored by early Indian writers in English.
- Exposed to different genres of Indian English Literature.
- Fosters critical aptitude of interpreting and analyzing the prescribed text in Indian English Literature

## Suggested Reading:

- Post Modern Indian English literature: Bijoy Kumar Das Atlantic Publisher, 2022.
- Contemporary Indian writing in English a Critical Survey 2012
- Realities in the Twentieth Century Indian Novel- Ulka Anjana's
- Indian English Literature Contemporary Perspectives Dr. Santosh Kumar and G. Chauhan Standard Publishers 2013.

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**M.A. ENGLISH**  
**SEMESTER –IV**  
**ENGS 402: AMERICAN LITERATURE – II**

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**Program Educational Objectives (PEOs)**

- To introduce the students to the important themes and to bring out Emerson’s hidden struggle for self reliance through the prescribed text.
- To acquaint the student with the nature of Works in general and in particular.
- To discuss various topics relevant to a study of the American literature.

**UNIT – I**

**Background Study** : **Literary History – Genres – Movements – Ideas – Trends - Concepts**

**UNIT – II**

**1. Robert Frost** : **1. Birches,  
2. Tree at my Window  
3. Desert Places**

**2. Wallace Stevens** : **1.Sunday Morning,  
2. Thirteen Ways of Looking Blackbird.**

**UNIT – III**

**3. Eugene O’Neill** : **Hairy Ape**

**4. Tennessee Williams** : **The Glass Menagerie**

**UNIT – IV**

**5 Earnest Hemingway** : **The Old Man and the Sea**

**6. Alice Walker** : **The Color Purple**

**Program Specific Outcomes (PSOs)**

- Provides an understanding of the origin and development of American literature.
- Studies selected writings of the most respective American poets, dramatists and novelists.
- Familiarizes with the literary history genres, movements, ideas, trends and concepts connected with the time.

**Suggested Reading**

- Fifty Years of American Drama - Alan Dower (Regonary, Chicago, 1951)
- The Literature of United States of America - Marshall Walker (Macmillan Education Ltd, 1988)
- The Machine in the Garden – Leo Marx (Oxford University Press, New York, 1967)
- American Literature of the Nineteenth Century: An Anthology – William J. Fisher (Eurasia publishing house Pvt. Ltd, New Delhi, 1970)
- American Literature: 1890-1965 – Egbert S. Oliver (Eurasia publishing house Pvt. Ltd, New Delhi, 1970)

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**M.A. ENGLISH**  
**SEMESTER –IV**  
**ENG 403: LITERARY CRITICISM – II**

**Program Educational Objectives (PEOs)**

- This course aims to develop student's ability to understand and to criticize a literary piece.
- To equip them knowledge of key forms and terminology of literary criticism, to ability to read the writings of literary scholars and critics with understanding and judicious appreciation.
- To acquire basic theoretical concepts underlying contemporary approaches to literature and the major differences between them.

**UNIT – I**

**Background Study** : **Literary History – Genres – Movements – Ideas – Trends - Concepts**

**UNIT – II**

**1. Edmund Wilson** : **Marxism and Literature**

**2. Lionel Trilling** : **Freud and Literature**

**UNIT – III**

**3. Northrope Frye** : **The Archetypes of Literature**

**4. Jacques Derrida** : **Sign, Structure and Play**

**UNIT – IV**

**5. Elaine Showalter** : **Towards Feminist Poetics**

**6.K.Bhabha** : **The Location of Culture**

**Program Specific Outcomes (PSOs)**

- Develops a critical attitude to the students to analyze drama, poetry.
- Traces the origin and development of Greek literary criticism and to analyze various critical works of the romantic, Victorian and modern period.

**Suggested Reading**

- English Literary Criticism and Theory – An Introductory History – M. S. Nagarajan (Orient Blackswan, 2008)
- New Literary Criticism- Gary Day
- A Handbook of Critical Approaches to Literature – Wilfred L. Guerin et al. (OUP, 2005)
- Structuralist Poetics : Structuralism, Linguistics and the Study of Literature – Jonathan Culler, Cornell University Press, 1975
- The Concept of Structuralism: A Critical Analysis – Philip Pettit, University of California Press, 1975
- “A Short Course in Post-Structuralism”- Jane Tomkins, College English, v. 50 n. 7 pp. 733- 47 Nov 1988

**M.A. ENGLISH**  
**SEMESTER –IV**  
**ENG 404: NEW LITERATURES IN ENGLISH – II**

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**Program Educational Objectives (PEOs)**

- To introduce the students the important themes in New Literature through the prescribed study.
- To acquaint the student with the nature of Commonwealth writer's Works in general and African, Canada and Caribbean in particular.
- To discuss various topics relevant to a study of New Literature in English

**UNIT – I**

**Background Study Trends** : **Literary History – Genres – Movements – Ideas – - Concepts**

**UNIT – II**

**1. Derek Walcott** : **1. Far Cry from Africa, 2. A City's Death By Fire**  
**2. Katherine Mansfield** : **The Doll's House**

**UNIT – III**

**3. Margaret Laurence** : **The Stone Angel**  
**4. Margaret Atwood** : **Surfacing**

**UNIT – IV**

**5. T.M . Aluko** : **Chief, The Honorable Minister,**  
**6. Buchi Emecheta** : **The Bride Price**

**Program Specific Outcomes (PSOs)**

- Studies development of New literature in commonwealth countries and in nations other than Britain. Australia, Canadian, African literature.
- It is always with important movements, concepts, trends of the natives of different regions other than Britain

**Suggested Reading**

- A Manifold Voice - Studies in Commonwealth Literature – William Walsh (London, 1970)
- Literature of the World in English - Bruce King
- Awakened Conscience - C. D. Narasimhaiah (1978)
- African Literature: A Critical View - David Cook (Longman, London, 1977)
- The Literature of Australia - Geoffrey Dutton
- Survival: A Thematic Guide to Australian Literature - Margaret Atwood
- Homecoming: Essays on African and Caribbean Literature, Culture and Politics - Ngugi Wa Thiongo (Heinemann, London, 1972)

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**M.A. ENGLISH**  
**SEMESTER -IV**  
**ENG 405: SUBALTERN LITERATURE**

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**Program Educational Objectives (PEOs)**

- To explore the concepts of history, culture, nationalism, migration, gender and race in the context of post- colonial theories and literatures.
- To study the notions of India and Indian Literature.
- Making hear the voices from the margins and from the subaltern groups.
- To deconstruct the traditional historiography which has erased histories of subordinated groups in a sustained manner.
- To know the nature, meaning and definition of Tribal Literature.

**UNIT – I**

**Background Study** : **Cultural Reflections, Social Realism in the Regional Literatures, Feminist Concerns, Marginal Literatures.**

**UNIT – II**

**1. Vemana** : **A True and Rare Genius (Select Poems)**  
**2. Sikhamani** : **He Is The Filthy Human Being**  
**3. Vimala** : **Kitchen**

**UNIT – III**

**4. Rashid Jahan** : **Aurat ( Woman )**  
**5. Neena Mehta** : **Brides are not for Burning**

**UNIT – IV**

**6. Shiva Shankar Pillai** : **Chemmeen**  
**7. Mahaswetha Devi** : **Water (Short Story)**

**Program Specific Outcomes (PSOs)**

- Studies Indian cultural reflections
- Studies social realism, in Indian subaltern literature.

**Suggested Reading**

- Bassnett, Susan. Comparative Literature: A Critical Introduction. Oxford: Blackwell, 1993. Bose, Buddhadeva.
- “Comparative Literature in India,” JJCL (1969): 1-10. Damrosch David, Natalie Melas, Mbongiseni Buthelezi.
- The Princeton Sourcebook in Comparative Literature. Princeton: Princeton UP, 2009. Das, Sisir Kumar.
- “Comparative Literature in India: A Historical Perspective.” Zepetnek , Steven Tötösy de. Comparative Literature: theory, method, application. Amsterdam: Rodopi, 1998. Weisstein, Ulrich. Comparative Literature and Literary Theory: Survey and Introduction. Tr. William Riggan. Bloomington: Indiana UP, 1973

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**M.A. ENGLISH**  
**SEMESTER - I**  
**ENG 406 : WORLD CLASSICS IN ENGLISH TRANSLATION**

**Program Educational Objectives (PEOs)**

- To introduce students to the world's best classics in translations
- To generate a broad vision of life by making the students to come to grips with universal problems and varied life situations.
- To make the students to have a feel of excel classics in translations various genres – poetry, fiction, short stories and drama- by a judicious selection.
- It should instil in the students a spirit of enquiry and further exploration.

**UNIT I**

- Background Study** : **Literary Classics: Definitions – Critical Concepts – The Emergence Of Classics – A Brief Survey – Greek And Roman: Homer, Virgil, Aeschylus, Sophocles – Euripides**
- T S Eliot** : **What is a Classic?**

**UNIT II**

1. **Dante Alighieri** : **Inferno**
2. **Ovid** : **Metamorphoses, Selections - Bacchus' (Book III), lines from 512-733,**

**UNIT III**

3. **Shudraka** : **The Little Clay Cart (Mricchakatikam)**
4. **Sophocles** : **Oedipus Rex or 'Oedipus the King'.**

**UNIT IV**

5. **Dostoevsky** : **Crime and Punishment. (Penguin Classics)**
6. **Leo Tolstoy** : **Anna Karenina,**

**Program Specific Outcomes (PSOs)**

- Develops sensible response to great classics in translations and find you an analytical skill with a view to achieving a broad, wholesome vision of life.

**Suggested Reading:**

- T. S. Eliot: The Critic, what is a classic, Fifteenth Edition-2005, Rama Brothers India Pvt. Ltd educational Publishers-New Delhi, ISBN 81-7581-218-4.
- Dante Alighieri: Inferno Bantam Dell Publishers-New York, ISBN 0-55321339-3.
- Ovid: Metamorphoses, A new translation by A. D. Melville, Oxford University Press-New York, 2008.ISBN-978-0-19-953737-2.
- Shudraka: The Little Clay Cart, Translated by Diwakar Acharaya, First Edition, New York University Press-New York 2000, ISBN-978-0-814729-6.
- Sophocles: Oedipus Rex, Translated by H.D. F Kitto, Oxford University Press- New York, 2008, ISBN-978-0-19-953717-4.