



**PARVATHANENI BRAHMAYYA  
SIDDHARTHA COLLEGE OF ARTS & SCIENCE**

Siddhartha Nagar, VIJAYAWADA - 520 010, Andhra Pradesh  
Autonomous, NAAC A+ Grade, ISO Certified Institution



**NAAC - SSR IV CYCLE**

**Master of Arts in English(MA ENGLISH)**

**REGULATION 17**

**2019-20**

**PROGRAMME STRUCTURE &**

**SYLLABUS**

Parvathaneni Brahmayya Siddhartha College of Arts & Science: Vijayawada-10.

(An Autonomous college in the jurisdiction of Krishna University)

Accredited at A+ grade by NAAC

**2019 Batch - M.A. (English)**

**List of Courses**

<b>C CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>TOTAL</b>	<b>CIA</b>	<b>SEE</b>
<b>FIRST SEMESTER</b>					
EN1T2	POETRY-I	5	100	30	70
EN1T3	DRAMA-I	5	100	30	70
EN1T4	PROSE & FICTION-I	5	100	30	70
EN1T6	VICTORIAN AGE	5	100	30	70
EN1T7	INTRODUCTION TO LITERATURE	5	100	30	70
EN1L1	PRACTICE COMMUNICATION SKILLS-I	3	100	30	70
TOTAL		<b>28</b>	<b>600</b>	<b>180</b>	<b>420</b>
<b>SECOND SEMESTER</b>					
EN2T1	PHONETICS & LINGUISTICS	5	100	30	70
EN2T2	POETRY-II	5	100	30	70
EN2T3	DRAMA-II	5	100	30	70
EN2T4	PROSE & FICTION-II	5	100	30	70
EN2T6	INDIAN LITERATURE IN TRANSLATION	5	100	30	70
EN2L1	PRACTICE COMMUNICATION SKILLS-II	3	100	30	70
TOTAL		<b>28</b>	<b>600</b>	<b>180</b>	<b>420</b>
<b>THIRD SEMESTER</b>					
EN3T1	LITERARY THEORY & CRITICISM-I	5	100	30	70
EN3T2	NEW LITERATURES IN ENGLISH-I	5	100	30	70
EN3T3	INDIAN WRITING IN ENGLISH	5	100	30	70
EN3T4	AMERICAN LITERATURE-I	5	100	30	70
EN3T5	ENGLISH LANGUAGE TEACHING-I	5	100	30	70
EN3L1	PRACTICE COMMUNICATION SKILLS-III	3	100	30	70
TOTAL		<b>28</b>	<b>600</b>	<b>180</b>	<b>420</b>
<b>FOURTH SEMESTER</b>					
EN4T1	LITERARY THEORY & CRITICISM-II	5	100	30	70
EN4T2	NEW LITERATURES IN ENGLISH-II	5	100	30	70
EN4T4	AMERICAN LITERATURE-II	5	100	30	70
EN4T5	ENGLISH LANGUAGE TEACHING-II	5	100	30	70
EN4T6	ENGLISH FOR TECHNICAL COMMUNICATION	5	100	30	70
EN4L1	PRACTICE COMMUNICATION SKILLS-IV	3	100	30	70
TOTAL		<b>28</b>	<b>600</b>	<b>180</b>	<b>420</b>

**M.A ENGLISH - I SEMESTER**  
**EN1L1: PRACTICE COMMUNICATION SKILLS-I**

Subject Code :	EN1L1	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives:**

1. To enable the students to improve their vocabulary.
2. To train the students to practice language skills.
3. To facilitate the students to present themselves with good communication skills.
4. To enhance public speaking and presentation skills through practice.

**Details of Syllabus:**

1. Expanding your Vocabulary
2. A Changing World
3. News and Current Affairs
4. Work and Finance
5. Spoken English

**COURSE OUTCOME:**

Course Code: EN1L1 Title of the Paper: Practice Communication Skills-	
COURSE OUTCOME NO	Upon successful completion of this course, students are able to:
CO-1	Speak good English by using appropriate vocabulary, right word at right place and make students to communicate effectively with others.
CO-2	Expose to the modern world and use latest vocabulary of the changing world.
CO-3	Gather, understand, use and synthesize information from various written and electronic sources.
CO-4	Update language and pick up vocabulary from work and finance atmosphere by observation.
CO-5	Become confident and proficient in oral communication and writing.

**Text Books:**

Author	Title	Publisher
Ruth Gairns & Stuart Redman	Advanced Oxford Word Skills	OUP
George Yule	Advanced Oxford Practice Grammar	OUP
Marion Gruss	English for Presentations	OUP

(Communication Lab, using the lab with PA system or a classroom for writing and speaking skills)

**M.A ENGLISH - I SEMESTER**  
**EN1T2: POETRY-I**

Subject Code :	EN1T2	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives:**

1. To train the students to analyze the trends in literary expression of the period.
2. To study the movements that has occurred from 14<sup>th</sup> century to 19<sup>th</sup> century British poetry.
3. To expose the students to the impact of ever changing trends brought about by social and scientific developments.

**Details of the Syllabus:**

<b>Unit 1</b>	Literary history / movements /history of ideas /genres/Intensive study of the Asterisk marked texts.
<b>Unit 2</b>	Chaucer : Prologue to The Canterbury Tales – Knight’s Portrait, The Squire’s Portrait, Oxford student, Nun’s Portrait
	John Donne : The Sun Rising, The Ecstasy.
<b>Unit 3</b>	* John Milton : Paradise Lost, Book I.
<b>Unit 4</b>	Alexander Pope : The Rape of the Lock
	* John Keats : Ode on a Grecian Urn, Ode to Nightingale.
<b>Unit 5</b>	William Wordsworth : Tintern Abbey, Ode on Intimations of Immortality.
	Robert Browning : My Last Duchess, The Last Ride Together.
	Tennyson : Ulysses, Lotus Eaters
	Mathew Arnold : Scholar Gypsy, Dover Beach

**COURSE OUTCOMES:**

COURSE OUTCOME NO	Upon successful completion of this course, students are able to:
CO-1	Acquaint with the major literary movements, and develop an understanding on poems that focus on nature and environment which helps them to critically appreciate literary text.
CO-2	Equip with the trends of literature from 14th century with reference to social, cultural and religious aspects which in turn develops their awareness on society and broaden their social interaction.
CO-3	Obtain the popular literary device, and implement it in their creative writing. Epic, Milton’s Grand style of writing, the concept of Romantic poetry, Romantic Age, classical Age, Mock epic and the age of Neo-

	Classism.
CO-4	Develop interpretation skills of Poetry and enhance their communication skills.
CO-5	Develop communication skills in a broadened perspective by reading different kinds of poetry such as Romantic poetry, dramatic monologue, and pastoral element in the poetry.

**Text books:**

	Author	Title	Publisher
1	John Milton	Paradise Lost, Book I	Macmillan
2	John Donne	“The Sun Rising”, “The Ecstasy”.	Macmillan

**Reference books:**

	Author	Title	Publisher
1.	Thomas Humphrey Ward	The English Poets(Vol:I to IV)	Macmillan
2.	Pratt and Arnold	The English Poets: Chaucer to Donne	Macmillan

**M.A ENGLISH SEMESTER –I  
EN1T2– PAPER-II- POETRY - I**

**Duration: 3 hours**

**Max.Marks:70**

**Attempt questions from all sections.**

**SECTION –A**

**Annotations (2X5=10 M)**

**UNIT - I**

1. Annotate any **two** of the following:

CO1, 4 (a) Nine times the space that measures day and night

To mortal men, he with his horrid crew  
Lay vanquish’d, rolling in the fiery gulf

CO1, 4 (b) Fall’n cherub, to be weak is miserable

Doing or suffering: but of this be sure,  
To do aught good never will be our task,

CO1, 4 (c) Heard melodies are sweet, but those unheard are sweeter

CO1, 4 (d) Thou wast not born for death, immortal Bird!

**SECTION-B**

**Essays**

Attempt **four** essays choosing one from each unit. (4X10=40 M)

**UNIT - II**

CO 1 2.(a) Critically comment on Chaucer's art of characterization in the prologue to the *Canterbury tales*.

(Or)

CO 2 (b) Examine the Metaphysical Conceits in Donne's Poetry.

**UNIT - III**

CO3 3. (a) Comment on the epic similes of Milton's *Paradise Lost Book-I*.

(Or)

CO3 (b) Explain the speeches of satan in *Paradise Lost Book-I*.

**UNIT - IV**

CO3 4. (a) Consider Alexander Pope's *The Rape of the Lock* as a social satire.

(Or)

CO1 (b) Keat's *Ode on a Grecian Urn* is based on a series of paradoxes and opposites. Comment.

**UNIT - V**

CO1 5. (a) How does Wordsworth in *Tintern Abbey* describe the gift of nature bestowed on him?

(Or)

CO4 (b) Write a critical appreciation of Tennyson's *Ulysses*.

**SECTION-C**

**Short Answers**

(4X5=20 M)

Answer any **four** short answers:

CO2 1. Write a note on the character of Nun.

CO5 2. What is Hellenism?

CO5 3. Explain Dover Beach.

CO3 4. Discuss the character of Satan.

CO5 5. Dramatic Monologue.

CO3 6. Write a note on the character of Belinda.

CO2 7. Write a note on Metaphysical poetry.

CO5 8. Explain the setting in Lotus-eaters.

**M.A ENGLISH - I SEMESTER**  
**EN1T3: DRAMA-I**

Subject Code :	EN1T3	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives:**

1. To expose students to early English literature and transition from middle English to the Elizabethan ethos.
2. To study the tragic and comic elements of Shakespearean plays.
3. To understand how drama was a source of entertainment in different periods.

**Details of the Syllabus:**

<b>Unit 1</b>	Literary history / movements /history of ideas /genres/Intensive study of the Asterisk marked texts.
<b>Unit 2</b>	* Christopher Marlowe : Doctor Faustus
<b>Unit 3</b>	*William Shakespeare : Hamlet
	William Shakespeare : Twelfth Night.
<b>Unit 4</b>	William Shakespeare : The Tempest.
<b>Unit 5</b>	Ben Jonson : Everyman in his Humor
	Richard Brinsley Sheridan : The School for Scandal

**COURSE OUTCOMES:**

Course Code: EN1T3 Title of the Paper: Drama-I	
COURSE OUTCOME NO	Upon successful completion of this course, students are able to:
CO-1	Classify Morality play and its features, Irish movement, comedy of manners, comedy of humors, absurd drama, and the concept of existential outsider.
CO-2	Apply skills and knowledge to explain the cultural, social, political and religious significance in the texts.
CO-3	Equip with the intellectual temper of the - Elizabethan age, an age of exploration, and new thirst for creative knowledge and learn to enhance their communication skills.
CO-4	Review the rise of the drama and the growth of the theatre in England by reading comedies and tragedies.
CO-5	Display a working knowledge of drama and poetic structures present in Shakespeare's work and try to promote the human ethical values through different texts.

**Text Books:**

	Author	Title	Publisher

1	Christopher Marlowe	Doctor Faustus	Macmillan
2	William Shakespeare	Hamlet	Macmillan

**Reference Books:**

	Author	Title	Publisher
1	W.W.Greg	Doctor Faustus	Oxford University Press
2	D.Kirkpatrick	Contemporary Dramatists	Penguin

**M.A ENGLISH SEMESTER –I  
EN1T3 – PAPER-III - Drama – I**

**Duration: 3 hours**

**Max.Marks:70**

**Attempt questions from all sections.**

**SECTION-A**

**UNIT – I**

(2X5=10 M)

1. Annotate any **two** of the following:

CO2 (a) Hell has no limits. Nor is circumsth

And where hell is, there must we ever be;

CO2 (b) If thou wilt not have mercy on my soul,

Yet for Christ's sake, whose blood hath ransom'd me,

Impose some end to my incessant pain;

CO2 (c) To be, or not to be: that is the question:

CO2 (d) Let's follow, Gertrude:

How much I had to do to calm his rage!

Now fear I this will give it start again;

Therefore let's follow.

**SECTION-B**

Answer **four** essays choosing one from each unit.

(4X 10=40 M)

**UNIT - II**

CO1 2. (a) Critically comment on the blend of both renaissance and reformation elements in *Dr. Faustus*. (Or)

CO1 (b) Discuss the major themes in *Dr. Faustus*.

**UNIT - III**

CO5 3. (a) Illustrate the theme of procrastination in *Hamlet*.

(Or)

CO4 (b) Discuss the characters of Viola and Olivia in *Twelfth Night*.

**UNIT - IV**

CO3 4. a) Write a detailed note on the supernatural element in *The Tempest*.

(Or )

CO3 (b) Analyse Prospero's relationship with Caliban and Ariel in *The Tempest*.



**UNIT - V**

CO4 5. (a).Discuss the characteristics of *Every Man in His Humor* as a comedy with a purpose.

(Or )

CO5 (b) Compare the characters of Charles Surface and Joseph Surface in *The School for Scandal*.

**SECTION-C**

Answer any **four** short answers:

(4X5=20)

- CO1 1. Write a note on Renaissance.
- CO1 2. Discuss the good angel and bad angel in Dr. Faustus.
- CO3 3. Write a note on the Elizabethan age.
- CO3 4. Discuss the character of Gertrude.
- CO4 5. What is tragedy? Discuss the parts of tragedy.
- CO5 6. Discuss the theme in Tempest.
- CO5 7. Discuss the character of Olivia.
- CO4 8. Supernatural element in Hamlet.

**M.A ENGLISH - I SEMESTER  
EN1T4: PROSE AND FICTION**

Subject Code :	EN1T4	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives:**

1. To create awareness among students towards different varieties of fiction such as auto-biographical, psychological, historical etc.
2. Apart from fiction, prose writings are also introduced in the form of essays.
3. To enlighten them regarding the qualities of prose like suggestive nature, didactic, sympathetic and epigrammatic.

**Details of the Syllabus:**

<b>Unit 1</b>	Literary history / movements /history of ideas /genres/Intensive study of the Asterisk marked texts.
<b>Unit 2</b>	* Francis Bacon: Select Essays: ( Of Truth, Of Marriage & Single Life, Of Adversity, Of Studies, Of Youth and Age) * Charles Lamb : Dream Children, Chimney Sweepers (from Essays of Elia)
<b>Unit 3</b>	Jonathan Swift : Gulliver's Travels I Voyage. Jane Austen : Pride and Prejudice
<b>Unit 4</b>	Charles Dickens: David Copperfield
<b>Unit 5</b>	Emile Bronte : Wuthering Heights

**COURSE OUTCOMES:**

Course Code: EN1T4 Title of the Paper: Prose & Fiction-I	
COURSE OUTCOME NO	Upon successful completion of this course, students are able to:
CO-1	Interpret the text in a critical perspective.
CO-2	Develop the skill to compose an essay absorbing the essentials of writing a good essay.
CO-3	Examine the concept of bildungsroman novel, auto- biographical novel and try to draft short stories by their own.
CO-4	Understand and explore new terminology or literary terms like gothic element, concept of mock-epic, allegory and different narrative techniques and portrayal of character and develop ethics and moral responsibility.
CO-5	Demonstrate different kinds of narratives by analyzing the prescribed texts for their study and improve their communication skills.

**Text Books:**

	Author	Title	Publisher
1	Frances Bacon	Essays	Oxford University Press
2	Charles Lamb	Essays of Elia	Oxford University Press

**Reference Books:**

	Author	Title	Publisher
1	Arnold Kettle	An Introduction to the English Novel Vols-2	Hutchinson&co.ltd
2	Edwin Muir	The Structure of the Novel	Harbinger Book

**M.A ENGLISH SEMESTER –I****EN1T4 –PAPER-IV- PROSE AND FICTION - I****Duration: 3 hours****Max.Marks:70****Attempt questions from all sections.****SECTION-A****UNIT - I**Answer any **two** of the following:

(2x5=10)

**1. Critically comment on any four of the following passages:**

CO-1 A) Certainly, it is heaven upon earth, to have a man's mind move in charity, rest in providence, and turn upon the poles of truth.

CO-1 B) The virtue of prosperity, is temperance; the virtue of adversity, is fortitude; which in morals is the more heroical virtue.

CO-1 C) Certainly wife and children are a kind of discipline of humanity;

CO-1 D) I have a kindly yearning towards these dim specks -- poor blots -- innocent blacknesses.

**SECTION-B**Answer **four** essays choosing one from each unit.

(4X 10=40)

**UNIT – II**

CO-2 2. (a) "Bacon's essays are deeper and more discriminating than any earlier, or almost any later, work in the English language". Elucidate. (OR)

CO-2 (b) How did Charles Lamb gradually perfect the essay form in *The Essays of Elia*? Explain with examples from the essays prescribed.**UNIT – III**CO-4 3. (a) Why was Swift criticized for the ideas satirized in *Gulliver's Travels*?

(OR)

CO-1(b) Jane Austen assigns the qualities of *Pride and Prejudice* to Elizabeth and Darcy. Examine.

#### UNIT –IV

CO-4 5. How does David's perspective as an adult narrator shape your understanding of the different characters in *David Copperfield*? (OR)

CO-3 (b) Explain the autobiographical features of *David Copperfield*?

#### UNIT - V

CO-4 4. (a) Comment on *Wuthering Heights* as a Gothic novel.

(OR)

CO-5 (b) Discuss the unique plot structure and dominant themes in Bronte's *Wuthering Heights*.

#### SECTION-C

Answer any **four** short answers:

(4X5=20)

CO-5 1. Narrative technique in *Wuthering Heights*.

CO-3 2. Auto-biographical novel

CO-3 3. Novel of adventure

CO-2 4. Aphoristic style of Bacon

CO-1 5. Discuss the character of Darcy.

CO-1 6. Discuss the character of Isabella

CO-4 7. Define satire with few examples.

CO- 8. Wit in *Pride and Prejudice*.

**M.A ENGLISH - I SEMESTER**  
**EN1T6: VICTORIAN AGE**

Subject Code :	EN1T6	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives:**

1. To make students understand the concepts of Victorian compromise, elegy, dramatic monologue.
2. To create awareness among students to read the novels of social realism
3. To make learners to read and understand the notions of Victorian age
4. To make students familiarize with Victorian novel and poetry

**Details of the Syllabus:**

<b>Unit 1</b>	Socio economic and cultural conditions of the period, Victorian compromise, elegy, dramatic monologue, novel of social realism, the gothic novel, Victorian notions
<b>Unit 2</b>	Alfred Tennyson: In Memoriam( 1-10 sections) Robert Browning: “ Andrea Del Sarto”, “ A Grammarians Funeral”
<b>Unit 3</b>	Robert Burns: Red Red Rose, To a Mouse John Ruskin: Unto this Last (Two Chapters)
<b>Unit 4</b>	Charles Dickens: A Tale of Two Cities William Thackeray: Vanity Fair
<b>Unit 5</b>	Thomas Carlyle: The Hero as Poet Charlotte Bronte: Jane Eyre

**COURSE OUTCOME:**

Course Code: EN1T6      Title of the Paper: Victorian Age	
COURSE OUTCOME NO	Upon successful completion of this course, students are able to:
CO-1	Describe and execute different literary terms and socio economic cultural conditions of the period and develop the quality of social responsibility.
CO-2	Understand different poetic forms like an elegy, dramatic monologue, lyric etc., and are able to analyse the texts with reference to those techniques.
CO-3	Students are able to comprehend effectively about the kinds of novels and significance of novels of that particular age and develop the quality of social interaction.
CO-4	Apply Victorian prose style and new trends of Victorian age in interpreting the literary texts.

CO-5	Learn the characteristics of Victorian Age and do comparative study by taking society and human nature into consideration.
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**Text Books:**

	Author	Title	Publisher
1	Alfred Tennyson	In Memoriam	WW Norton &co
2	Robert Browning	Andrea Del Sarto”, “ A Grammarians Funeral	Internet
3	Robert Burns	Red Red Rose, To a Mouse	Internet
4	John Ruskin	Unto this Last	FQ Classics
5	Charles Dickens	A Tale of Two Cities	Penguin
6	William Thackeray:	Vanity Fair	Maple press pvt.ltd.
5	Thomas Carlyle	The Hero As Poet	Kessinger Publishing (2010)

**Reference Books:**

	Author	Title	Publisher
1	Gertrude Himmelfarb( Editor)	The Spirit of the Age: Victorian Essays	Yale University press
2	Judith Flanders	Inside the Victorian Home: A Portrait of Domestic life in Victorian England	Norton Company

**M.A ENGLISH SEMESTER –I**

**EN1T6 – PAPER-VI- VICTORIAN AGE**

**Duration: 3 hours**

**Max.Marks:70**

**Attempt questions from all sections.**

Marks. (5X10=50)

**SECTION-A**

**UNIT – I**

CO-1 1. (A) How is Victorian poetry different from romantic poetry? Illustrate with examples.

(Or)

CO-3 (B) Write a detailed note on the characteristics of Victorian Literature.

**UNIT - II**

CO-1 2. (A) Critically examine the art and technique of Tennyson with reference to the text prescribed for your study.

(Or)

CO-2 (B) Write a critical note on Browning's dramatic monologues.

UNIT - III

CO-2 3. (A) Bring out the major themes from Robert Burns poetry.

(Or)

CO-3 (B) Write a brief note on the significance of the title "Unto This Last."

UNIT - IV

CO-4 4. (A) Critically comment on the chief concerns in the novel "A Tale of two Cities"

(Or)

CO-5 (B) Analyze the humorous implications of the names in *Vanity Fair*.

UNIT - V

CO-3 5. (A) Why does Carlyle place the hero as divinity first in his sequence, rather than begin with, say, the hero as prophet or king?

(Or)

CO-1 (B) How does Bronte projects Jane as pro-active in the novel as a whole?

### SECTION-B

Answer any **Four** of the following:

Marks (4X5=20)

- CO-1 1. Character portrayal of Mr. Rochester
- CO-1 2. Define social reality
- CO-1 3. Characteristics of Dramatic monologue
- CO-1 4. Imagery in Tennyson's poetry
- CO-1 5. What is a Lyric? Explain.
- CO-1 6. Symbolism in *Vanity Fair*
- CO-4 7. Discuss the character of Sydney Carton
- CO-4 8. What is an elegy? Define with examples.

**M.A ENGLISH - I SEMESTER**  
**EN1T7: INTRODUCTION TO LITERATURE**

Subject Code :	EN1T7	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives:**

1. To understand the history of English literature.
2. To study the genres and enable the students to appreciate literature.
3. To expose the students to different types of prose, poetry, drama and fiction writings.

<b>Unit 1</b>	Literature: definition, scope; the literary, non-literary, sub-literary, and paraliterary, <i>sahitya</i> and literature; the variety of literary forms in English; the literary <i>versus</i> ordinary language and Mimesis. Characteristic features of Elizabethan Age, Caroline Age, Restoration Age, Augustan Age, Romantic Age.
<b>Unit 2</b>	Biography, Autobiography, Essay. Broad division into Fiction and Non-fiction and types of each. Essential Reading: George Orwell, "Shooting an Elephant"
<b>Unit 3</b>	Kinds of poetry, the language of poetry (figurative versus literal language, irony, sounds, rhythms, voices, lexical and syntactic orders, images,/ imagery etc.)verse-forms and structures. Edmund Spenser's sonnet – "One day I wrote her name upon the strand..." John Milton – On His Blindness Maya Angelou – Still I Rise
<b>Unit 4</b>	Brief introduction to the stage, and the origins of drama; basic concept such as: plot, character, action, climax, suspense, tragedy, comedy, farce, melodrama, the full- length/ five-act play versus the One-act play, stag –set and setting; dramatic irony, the play-text and language. Rabindranath Tagore - Chitra William Shakespeare – Othello (Act-III Scene-3, Act-V Scene-2)
<b>Unit 5</b>	Definition and kinds of short and long fiction, katha versus tale versus story, metafiction, narrative focus/ voice(s), telling and listening, point of view, plot, character, description, setting, background, allegory/ symbolic suggestion and theme versus motif. Franz Kafka – Metamorphosis Amitav Ghosh – The Great Derangement: Climate Change and the Unthinkable.



**COURSE OUTCOMES:**

COURSE OUTCOME NO	Upon successful completion of this course, students are able to:
CO-1	Students understand the definition, scope; the literary, non-literary, sub-literary and para literary and Sahitya and literature; the variety of literary forms in English.
CO-2	Students are able to understand the techniques of writing an auto-biography and biography and an essay.
CO-3	Students are able to apply figures of speech while attempting their own poetry and analyse the poems systematically by identifying irony, lexical and syntactic orders, imagery etc.,
CO-4	Students are able to understand the technicalities of drama; basic concepts such as plot, character, action climax, suspense, tragedy, comedy, farce, melodrama, the one act play full length play stage –set, setting dramatic irony, the play text and language.
CO-5	Students learn the definition and kinds of short fiction , Katha versus tale versus story, metafiction, narrative focus/ voices, telling listening, point of view, plot , character, description, setting, background, allegory, symbolic suggestion and theme versus motif.

**Reference Books:**

	Author	Title	Publisher
1.	Abrahams M.H.	Glossary of Literary Terms	1. Wadsworth Pub, 2008.
2.	Barnet, Sylvan	Literature: Thinking, Reading, and Writing Critically. 2 <sup>nd</sup> ed.	New York: Longman, 1997
3.	Forster, E.M.	Aspects of the Novel	Penguin Classics, 2005
4	Kennedy, and Dana Gioia X.J.	Literature: An Introduction to Fiction, Poetry, and Drama	New York: Harper Collins, 1995.
5	Mukherjee, Sujit,	A Dictionary of Indian Literature.	1. Orient Longman, 1999.
6	Rees, R.J.	English Literature: An Introduction for Foreign Readers.	1. Macmillan: India, 1973.

7	Scholes, Robert	Elements of Literature: Essay, Fiction, Poetry, Drama. Film. 4 <sup>th</sup> ed	USA: Oxford UP, 1991.
8	Rabindranath Tagore	Chitra	Macmillan, 1914
9	Franz Kafka	Metamorphosis	Enriched Classics, 1915.
10	Amitav Ghosh	The Great Derangement: Climate Change and the Unthinkable	Penguin Books, 2016
11	William Shakespeare	Othello	Penguin Classics, 2015
12	George Orwell	Shooting an Elephant	The Literature Network, 2011

**M.A ENGLISH SEMESTER –I**  
**EN1T7-PAPER-I – INTRODUCTION TO LITERATURE**

**Duration: 3 hours Max.Marks:70**

Answer Five Questions Choosing One Question From Each Unit.  
All Questions Carry Equal Marks.

Marks. (5X10=50)

**UNIT - I**

CO-1 1. (A) Describe the characteristic features of Elizabethan Age.

(Or)

CO- 1 (B) Explain the element of Romanticism with special reference to romantic poetry.

**UNIT - II**

CO-2 (A) Comment on the exceptionally gripping quality of descriptions in “Shooting an Elephant.”

(Or)

CO-2 (B) Explain the different types of fiction and non-fiction?

**UNIT - III**

CO-1 3. (A) Discuss the theme of *On His Blindness* as illustrated by John Milton.

(Or)

CO-2 (B) Write a critical appreciation of Maya Angelou’s *Still I Rise*.

**UNIT - IV**

CO-4 4. (A) Write an essay on the major themes of *Othello*.

(Or)

CO-5 (B) Discuss the symbolism in Tagore’s *Chitra*.

## UNIT - V

CO-4 5. (A) How does Gregor's condition deteriorate by the end of the story in *Metamorphosis*.  
(Or)

CO-5 (B) Discuss the climate change crisis in *The Great Derangement* by Amitav Ghosh.

## SHORT ANSWERS

Write any **Four** of the following:

Marks. (4X5=20)

CO-2 1. Augustan Age.

CO-2 2. Comedy.

CO-1 3. Kinds of Poetry.

CO-4 4. Dramatic Irony.

CO-7 5. The distinction between tale and story.

CO-1 6. Restoration Age.

CO-3 7. Plot.

CO-2 8. Tragedy.

**M.A ENGLISH - II SEMESTER**  
**EN2L1: PRACTICE COMMUNICATION SKILLS-II**

<b>Subject Code :</b>	<b>EN2L1</b>	<b>I A Marks</b>	<b>30</b>
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives of the Course:**

1. To develop academic writing skills by giving exercises related to written communication.
2. To train the students to develop reading skills.
3. To help the students to acquire soft skills.

**English for Academic Purposes:**

**1. Writing skills for academic purposes:**

- Writing: summaries, essays, reports, term papers.
- Introduction to research, planning and editing skills.
- Writing abstract and Paper for academic courses/conference.
- Note-taking.

**2. Reading skills for academic purposes:**

- Skimming, scanning and speed reading.
- Interpretation of graphs diagrams and charts.
- Reading for main points and for specific information.
- Understanding purpose and intent.

**3. Soft Skills:**

- Soft skills through literature.
- Responsibility – Sydney Carton in *A Tale of Two Cities*.
- Self Management in *Hamlet*
- Self esteem in *Coriolanus*.

**Course Outcomes (COs):**

<b>Course code:EN2T1 Title of the Paper: Practice Communication Skills – 2</b>		
<b>Course outcome</b>	Upon successful completion of this course, students are able to:	<b>Programme outcome</b>
CO1	Students are able to communicate properly. Students cultivate the habit of reading books of different varieties absorbing intensive and extensive reading skills.	PO2
CO2	The students learn to study the character/ human behaviour.	PO7
CO3	To use characters from classics/their behaviour as parallels to reflect and introspect on their own behaviour.	PO2
CO4	Students also develop the skill of interpreting a text in critical perspective.	PO1
CO5	Specially learn about the techniques of writing	PO4

**Books:**

S.No	Author	Title	Publisher
1.	Edward de Chazal, Sam McCarter, Louis Rogers, Julie Moore	Oxford EAP :A course in English for Academic Purposes with CD	OUP
2.	Martin Hewings and	Cambridge Academic English	CUP

	Craig Thaine	An integrated skills course for EAP Student's Book Advanced with CD	
3.	Marion Gruss	English for Presentations with CD	OUP

**M.A ENGLISH - II SEMESTER**  
**EN2T1: PHONETICS AND LINGUISTICS**

Subject Code :	EN2T1	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives:**

1. This paper will help the students to learn the speech sounds.
2. This paper gives awareness to the science of sounds.
3. The students learn different approaches to language.

**Details of the Syllabus**

<b>Unit 1</b>	The organs of speech – classification of speech sounds - The syllable
<b>Unit 2</b>	Consonant clusters – word-accent – Accent and rhythm in connected speech – Intonation
<b>Unit 3</b>	Phonetic transcription- One out of Two passages ( a prose passage and a dialogue)
<b>Unit 4</b>	Introduction to Linguistics : Human language and Animal communication – Definition and scope of linguistics – Branches of linguistics and Applied linguistics – Traditional approaches to Language study
<b>Unit 5</b>	Modern linguistics – Language varieties: dialect, idiolect, register and style – Notions of correctness and acceptability

**Course Outcomes (COs):**

<b>Course code:EN2T1 Title of the Paper: Phonetics and Linguistics</b>		
<b>Course outcome</b>	<b>Upon successful completion of this course, students are able to:</b>	<b>Programme outcome</b>
CO-1	Students understand the importance of scientific study of language, and how to articulate sounds with appropriate pronunciation.	PO2, PO7
CO-2	Students are able to understand consonant clusters and learn to use accent and rhythm in connected speech with proper intonation.	PO2
CO-3	Students are trained to transcribe a prose paragraph or a dialogue (Phonetic transcription   Phonetic Symbols).	PO2
CO-4	Students get awareness on developments in the field of Linguistics in the 20 <sup>th</sup> century, and develop an understanding of the nature of language study through a scientific and analytical approach.	PO7
CO-5	An understanding of the concepts in modern Linguistics is an essential objectives and the approach to be adopted is that of clear explication of linguistic thought and of the levels of linguistic analysis.	PO2

**Text books**

	<b>Author</b>	<b>Title</b>	<b>Publisher</b>
1	T. Balasubramaniam	A Text book of English Phonetics for Indian Students	Macmillan
2.	Daniel Jones	English Pronouncing Dictionary15thED	
3.	Davis Crystal	Linguistics	Penguin

**Reference books:**

1	Malmberg.B	Phonetics	Dover
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			Publications
2	S.K. Verma	Modern Linguistics: An Introduction	CULT

**P.B. SIDDHARTHA COLLEGE OF ARTS & SCIENCE :: VIJAYAWADA-10**

**Programme: M. A. English**

**Course Title: PHONETICS AND LINGUISTICS**

**Course Code: EN2T1**

**Time: 3 hours**

**Max.Marks:70**

**Answer Five Questions Choosing One Question from Each Unit. All Questions Carry**

**Equal**

**Marks.**

**(5X10=50)**

**UNIT – I**

CO-1 1. (a) Write in detail about the functions of the organs of speech. BTL-2  
Or

CO-1 (b) What are front vowels and back vowels? Explain using a vowel diagram. BTL-6

**UNIT 2**

CO-2 2. (a) Into how many categories are consonant clusters divided? BTL-3  
Give five examples for each category. Or

CO-2 (b) What are the uses of rising tone? Explain by giving suitable examples. BTL-3

**UNIT 3**

CO-3 3. (a) Transcribe the following: BTL-3

Why should we live with such hurry and waste of life? We determined to be starved before we are hungry. Men say that a stitch in time saves nine, and so they take a thousand stitches today to save nine tomorrow. As for work, we haven't any of any consequence. Hardly a man takes a half-hour's nap after dinner, but when he wakes he holds up his head and asks, "What's the news?" as if the rest of mankind had stood his sentinels. Or

CO-3 (b) Student: Good morning, Sir! BTL-3

Teacher: Morning, morning. Why aren't you wearing your uniform today?

Student: Sir, today is my birthday, sir.

Teacher: Oh!, Happy birthday. Now, where is my chocolate?

Student: Sir, take this sir, this is for you.

Teacher: Oh, thank you. And, by the way, God bless you.

Student: Thank you, sir.

**UNIT 4**

CO-4 4. (a) What is the difference between human language and animal communication? BTL-2

Or

CO-4 (b) What are the different branches of linguistics? BTL-2

**UNIT 5**

CO-5 5. (a) Write short notes on dialect and register. BTL-2

Or

CO-5 (b) What is the difference between correctness and acceptability? Illustrate your answer.

BTL-4

Marks: (4X5=20)

**Answer any four short notes:**

- |      |  |       |
|------|--|-------|
| CO-1 | 1. Fricatives                          | BTL-2 |
| CO-1 | 2. Diphthongs                          | BTL-2 |
| CO-4 | 3. Socio linguistics                   | BTL-5 |
| CO-4 | 4. Distancing in animal communication  | BTL-2 |
| CO-2 | 5. Role of pitch in speaking           | BTL-5 |
| CO-2 | 6. Bilabial sounds in English          | BTL-2 |
| CO-1 | 7. Three Term Label                    | BTL-2 |
| CO-1 | 8. Write a brief note on nasal sounds. | BTL-2 |



**M.A ENGLISH - II SEMESTER  
EN2T2: POETRY-II**

Subject Code :	EN2T2	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives of the Course:**

1. To expose the students to the twentieth century poetry.
2. To create an awareness on the social changes and movements of the period.
3. To understand the major themes and subjects.

**Details of the syllabus**

<b>Unit 1</b>	Literary history / movements /history of ideas /genres/Intensive study of the Asterisk marked texts.		
<b>Unit 2</b>	*W.B.Yeats	: The Second Coming, A Prayer for my Daughter Sailing To Byzantium.	
<b>Unit 3</b>	* <i>T.S. Eliot</i>	: <i>The Waste Land</i>	
<b>Unit 4</b>	Dylan Thomas Philip Larkin	: “ Fern Hill” “ Do Not Go Gentle into That Good Night” : “ Whitsun Weddings” , “Church Going”.	
<b>Unit 5</b>	Ted Hughes Seamus Heaney	: “The Jaguar”, “Thrushes”. : “Digging”, “Peninsula”	

**Course Outcomes (COs):**

<b>Course Code: EN2T2 Title of the Paper: Poetry-II</b>		
<b>COURSE OUTCOME</b>	Upon successful completion of this course, students are able to:	<b>PROGRAM OUTCOME</b>
CO-1	Students learn to interpret poems taking the basic tenets of twentieth century poetry into consideration.	PO1
CO-2	Students are able to understand the definitions of major concepts like modernism, degradation of religion and life, duplicity of life.	PO7
CO-3	Students understand the spiritual degeneration of the twentieth century as reflected by many poets in their poetry and can analyze the changes in human life over the periods.	PO5
CO-4	Students are exposed to read the modern poetry of Dylan Thomas who was generally categorized as a modern poet	PO1, PO7
CO-5	Students are exposed to read Philip Larkin an eminent writer in postwar England.	PO1

**Text books**

	Author	Title	Publisher
1	W.B.Yeats	The Second Coming, Sailing To Byzantium.	Oxford University Press
2	T.S. Eliot	The Waste Land	Faber and Faber
3	Dylan Thomas Philip Larkin	“ Fern Hill”, “ Do Not Go Gentle into That Good Night”, “ Whitsun Weddings”, “ Church Going”	Oxford University Press
4	Ted Hughes	“The Jaguar”, “Thrushes”.	Oxford University Press
5	Seamus Heaney	“ Death of a Naturalist”, “ Digging”.	Oxford University Press

**Reference books**

	Author	Title	Publisher
1	A. Alvarez	The Shaping Spirit	Oxford University Press
2	A.Thwaite	Twentieth Century English Poetry	Oxford University Press

**P.B. SIDDHARTHA COLLEGE OF ARTS & SCIENCE :: VIJAYAWADA-10**

**Programme: M. A. English**  
**Course Title: Poetry II**

**Course Code: EN2T2****Time: 3 hours****Max.Marks:70****Answer Questions from Section A, B & C.****Section-A****Annotate any two of the following:**

Marks (2X5=10)

**UNIT - I**

1. Annotate any four of the following:

- CO-1 (a) Here is not water but only rock,  
 Rock and no water and the sandy road, BTL-3
- CO-2 (b) How but in custom and in ceremony  
 Are innocence and beauty born? BTL-3
- CO-2 (c) And what rough beast, its hour come round at last;  
 Slouches towards Bethlehem to be born? BTL-3
- CO-3 (d) Dayadhvam: I have heard the key  
 Turn in the door once and turn once only. BTL-3

**Section-B**Write **four** essays choosing one from each unit.

Marks (4X10=40)

**UNIT-II**

CO-1 2. (a) Consider William Butler Yeats as a symbolist. BTL-2

Or

CO-1 (b) Attempt a critical appreciation of Yeats' poem *The Second Coming*. BTL-1**UNIT-III**CO-3 3. (a) "Structure of *The Waste Land* is not progressive but circular." Examine. BTL-3

Or

CO-3 (b) "The Waste Land has become a familiar touchstone of Modern Literature"  
 Discuss. BTL-1**UNIT-IV**CO-4 4. (a) Comment on the significance of the title *Do Not Go Gentle into That Good Night*.  
 BTL-4Or CO-4 (b) Bring out the theme of Philip Larkin's *Church Going*. BTL-2

## UNIT-V

CO-5 5. (a) Comment on the animal imagery evidenced in Ted Hughes' poems prescribed for your study. Or BTL-4

CO-5 (b) Attempt a critical appreciation of Seamus Heaney's poem *Punishment*. BTL-1

### Section-C

Marks (4X5=20)

#### Answer any four short notes:

CO-2 6. W.B. Yeats as an Irish poet. BTL-4

CO-2 7. Write a note on What the Thunder Said? BTL-1

CO-3 8. Discuss the character of Tiresias. BTL-3

CO-3 9. Explain Sailing to Byzantium. BTL-6

CO-2 10. Discuss the theme of time and youth in Fern Hill. BTL-2

CO-4 11. Write a note on the theme of marriage in Whitsun Weddings. BTL-2

CO-5 12. Comment on the poem Jaguar. BTL-6

CO-5 13. Irish culture as represented in the poems of Seamus Heaney. BTL-5

**M.A ENGLISH - II SEMESTER  
EN2T3: DRAMA-II**

Subject Code :	EN2T3	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives of the Course:**

1. To expose students to the dramatic techniques.
2. To make students understand how drama reflects the social changes of the period.
3. To learn on the various themes and subjects that is specific.

**Details of the syllabus**

<b>Unit 1</b>	Literary history / movements /history of ideas /genres/Intensive study of the Asterisk marked texts.	
<b>Unit 2</b>	Gold Smith	: She Stoops to Conquer
	*Oscar Wilde	: Importance of Being Earnest
<b>Unit 3</b>	*Bernard Shaw	: Pygmalion
<b>Unit 4</b>	John Synge	: Riders to the Sea
	Samuel Becket	: Waiting for Godot
<b>Unit 5</b>	T.S. Eliot	: Murder in the Cathedral

**Course Outcomes (COs):**

<b>Course code:EN2T3 Title of the Paper: Drama-II</b>		
<b>Course outcome</b>	Upon successful completion of this course, students are able to:	<b>Programme outcome</b>
CO1	Students learn about golden age of literature, Elizabethan theatre, romantic comedy, historical play, students will learn how drama has developed and changed throughout the history	PO1, PO7
CO2	Students will learn to critically analyze key ideas in dramatic literature	PO1
CO3	Students will understand the social and historical contexts of the drama	PO5
CO4	Students will learn to comprehend and analyze historical movements in dramatic literature	PO1
CO5	To provide the student with a knowledge of the social and the intellectual background to the author and to help him understand Shakespeare as a product of his age and its socio cultural background.	PO5

**Text books**

	Author	Title	Publisher
1	Gold Smith Oscar Wilde	She Stoops to Conquer Importance of Being Earnest	<i>Macmillan</i>
2	Bernard Shaw	Bernard Shaw : Pygmalion	<i>Macmillan</i>
3	John Synge Samuel Becket	: Riders to the Sea. : Waiting for Godot.	<i>Macmillan</i>
4	T.S. Eliot	: Murder in the Cathedral.	<i>Macmillan</i>

**Reference books**

	Author	Title	Publisher
1	T.S.Eliot	Murder in the Cathedral.	Oxford University Press
2	D.Kirkpatrick	Contemporary Dramatists	Penguin

**P.B. SIDDHARTHA COLLEGE OF ARTS & SCIENCE :: VIJAYAWADA-10**

**Programme: M. A. English  
Course Title: Drama II**

Course Code: EN2T3

Time: 3 hours

Max.Marks:70

**Answer Questions from Section A, B & C.**

**Section-A**

**Annotate any two of the following**

Marks (2X5=10)

**UNIT – I**

1. Annotate any four of the following:

- CO-1 a. I'm sorry for that, for your sake. I don't play accurately anyone can play accurately- but I play with wonderful expression. BTL-1
- CO-1 b. I daresay it was foolish of me, but I fell in love with you, Ernest. BTL-1
- CO-1 c. This is rather a bit of luck. I'll show you how I make records. BTL-1
- CO-1 d. Well, you never fall in love with anyone under forty-five. When will you discover that there are some rather nice-looking young women about? BTL-1

**Section-B**

**Answer four essays choosing one from each unit.**

Marks (4X10=40)

**UNIT-II**

- CO-2 2. (a) Comment on the art of characterization in *She Stoops to Conquer*. BTL-4  
Or
- CO-2 (b) Discuss the character of Miss Prism in *The Importance of Being Earnest*. What kind of person is she and what seems to be her function in the play? BTL-6

**UNIT-III**

- CO-3 3. (a) Discuss the quality and function of humour in Shaw's *Pygmalion*. BTL-2  
Or
- CO-3 (b) Bernard Shaw uses the stage as a vehicle for ideas. Show how this is true of *Pygmalion*. BTL-1

**UNIT-IV**

- CO-5 4. (a) Discuss the major themes in *Riders to the sea*. BTL-3  
Or
- CO-5 (b) Do Vladimir and Estragon stand around killing time because they're Waiting for Godot or is *Waiting for Godot* itself just an act to fill the void? BTL-3

**UNIT-V**

- CO-4 5. (a) Explain the journey of chorus throughout the play in *Murder in the Cathedral*.

Or  
CO-4 (b) In what ways is the play *Murder in the Cathedral* indebted to history. BTL- 6  
BTL-4

**Section-C**

Marks (4X5=20)

**Answer any four short notes:**

- |  |        |
|--|--------|
| CO-1 6. Write a note on problem play.  | BTL- 1 |
| CO-1 7. What are the features on a one act play?                               | BTL-1  |
| CO-3 8. Discuss the character of Lady Bracknell.                               | BTL-3  |
| CO-3 9. Class consciousness in <i>Pygmalion</i> .                              | BTL-4  |
| CO-4 10. Expressionism.  | BTL-1  |
| CO-4 11. Explain the journey of the chorus in <i>Murder in the Cathedral</i> . | BTL-6  |
| CO-4 12. Martyrdom   | BTL-1  |
| CO-5 13. Character of Maurya in <i>Riders to the Sea</i> .                     | BTL-4  |

**M.A ENGLISH - II SEMESTER  
EN2T4: PROSE AND FICTION**

Subject Code :	EN2T4	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objective of the Course:**

1. To expose the students to the prose and fiction writings in the form of short stories, essay and novel.
2. To create awareness on different kinds of novels such as stream of consciousness, autobiographical and psychological novels.
3. To expose students to different kinds of narrative techniques, plot constructions and setting of the novels.

**Details of the syllabus**

<b>Unit 1</b>	Literary history / movements /history of ideas /genres/Intensive study of the Asterisk marked texts.
<b>Unit 2</b>	* Virginia Woolf : Room of One's Own(1929)
<b>Unit 3</b>	Somerset Maugham: The Happy Man(1924), Princess September(1939) Doris Lessing : Flight(1957); No witchcraft for sale(1986)
<b>Unit 4</b>	Thomas Hardy : Mayor of Casterbridge D.H. Lawrence : Sons and Lovers(1913)
<b>Unit 5</b>	James Joyce : Portrait of an artist as a young man. William Golding :Lord of the Flies(1954)

**Course Outcomes (COs):**

<b>Course code:EN2T1 Title of the Paper: Prose &amp; Fiction - II</b>		
<b>Course outcome</b>		<b>Programme outcome</b>
CO1	Learn about the variety of structures in novel, they get the proper understanding of the literary terms like imagery, symbolism.	PO1, PO3
CO2	Feminism and Virginia Woolf's ideas about life and living of women in modern era is understood by the students.	PO5
CO3	Doris Lessing's contribution to literature and her themes are understood by the students by associating them to the real life. Simple living and concept of freedom are understood by the students by reading Somerset Maugham's short stories apart from the techniques of writing short stories; the style of the writer is clearly expressed to students.	PO5, PO7
CO4	Concept of individuality, pastoral elements, Thomas Hardy's imaginary world and setting is understood by the students. Oedipus complex and the concept of an autobiographical novel is understood by the students.	PO1, PO6
CO5	William Golding's allegory and James Joyce's style of stream-of-consciousness novels are understood by the students.	PO1, PO3

**Text books**

	<b>Author</b>	<b>Title</b>	<b>Publisher</b>
1	Virginia Woolf	Room of One's Own	Oxford University Press
2	Thomas Hardy	Tess of D'Urbervilles	Oxford University Press
3	William Golding	Lord of the Flies.	Oxford University Press
4	D.H. Lawrence	Sons and Lovers	Oxford University Press
5	James Joyce	Portrait of an artist as a young man.	Penguin

## Reference books

1	Humphreys.R	The Stream of Consciousness in the Modern Novel 1954	Oxford University Press
2	J.W.Beach	The Twentieth Century Novel	Oxford University Press
3	David Daiches	The Novel and The Modern World	Oxford University Press

## P.B. SIDDHARTHA COLLEGE OF ARTS & SCIENCE :: VIJAYAWADA-10

### Programme: M. A. English

#### Course Title: PROSE AND FICTION – II

#### Drama II

Course Code: EN2T4

Time: 3 hours

Max.Marks:70

### UNIT – I

(2X5=10)

#### Section A

#### 1. Annotate any two of the following passages:

CO-2 a. Writing was a reputable and harmless occupation. The family peace was not broken by the scratching of a pen. No demand was made upon the family purse. BTL-1

CO-2 b. And the phantom was a woman, and when I came to know her better I called her after the heroine of a famous poem, The Angel in the House. BTL-1

CO-2 c. My excuse, if I were to be had up in a court of law, would be that I acted in self-defense.

Had I not killed her she would have killed me. BTL-1

CO-2 d. Her imagination could work no longer. This I believe to be a very common experience with women writers--they are impeded by the extreme conventionality of the other sex.

BTL-1

**Answer Four Questions Choosing One Question from Each Unit. All Questions Carry Equal Marks.**

#### Section-B

(4X10=40)

### UNIT II

CO-2 2. a) What predictions does Virginia Woolf make for women's writing in the future? How do they look from our current vantage point? BTL-2

(OR)

CO-2 b. Consider *A Room of One's Own* as plea for women's writing. BTL-3

### UNIT III

CO-1 3. a) Examine the characterization in Somerset Maugham's short stories. BTL-5

(OR)

CO-3 b) How does Doris Lessing portray women in her short stories? Elucidate. BTL-3

### UNIT IV

CO-4 4. (a) Write a detailed note on the chief concerns of Thomas Hardy in his popular novel *The*

*Mayor of Casterbridge*. (OR)

BTL-2

(b) Discuss the autobiographical element in Lawrence's *Sons and Lovers*.

BTL-4



## UNIT V

CO-5 5. (a). Describe how *A Portrait of the Artist as a Young Man* by James Joyce is a study of the conditions of the development of an artist. (OR) BTL-2

CO 5 (b) Critically comment on the significance of the title *Lord of the Flies*. BTL-6

### Section-C

**Attempt any four of the following:**

**(4X5=20)**

CO-2 6. Woolf's ideas on freedom and thought

BTL-1

CO-1 7. Central theme of *Princess September*

BTL-1

CO-3 8. Clash of cultures in *No Witchcraft for Sale*

BTL-4

CO-4 9. Hardy's tragic vision of life in *The Mayor of Casterbridge*

BTL-2

CO-4 10. Portray the character of Miriam Leiver

BTL-2

CO-1 11. Discuss Joyce use of religious imagery and language.

BTL-5

CO-1 12. What did Simon's brutal murder signify?

BTL-5

CO-1 13. Significance of pigeon in the short story *Flight*.

BTL-6

**M.A ENGLISH - II SEMESTER**  
**EN2T6: INDIAN LITERATURE IN TRANSLATION**

Subject Code :	EN2T6	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives:**

1. To introduce translation studies, its importance and understand the problems in Translation.
2. To expose students to various languages and literature.
3. To introduce variety of cultures and traditions through different writers who belong to different language communities (Marathi, Telugu etc.).
4. To promote an understanding of cultural difference.
5. To understand the struggles of Indian farmers, fishermen, and the struggle of national movement.

**DETAILS OF THE SYLLABUS**

<b>Unit 1</b>	Translation: Introduction, Types of Translations and Problems in Translations. Premchand: Godan
<b>Unit 2</b>	Kesava Reddy : Ballad of Vontillu. T.Sivasankara Pillai: Chemmen
<b>Unit 3</b>	Mahaswetha Devi : Hazar Churasir Ma(play)
<b>Unit 4</b>	Abburi Chaya Devi : Bonsai Life. Bankim Chandra Chatterjee: Anandamath
<b>Unit 5</b>	U.R. Ananthamurthy: Samskara

**Course Outcomes (COs):**

<b>Course code:EN2T6 Title of the Paper: INDIAN LITERATURE IN TRANSLATION</b>		
<b>Course outcome</b>	Upon successful completion of this course, students are able to:	<b>Programme outcome</b>
CO1	Students will be able to understand the types of translation and how language and culture are inseparable. They identify cultural differences with an impact on the target language of translation.	PO1, PO2
CO2	The students are able to understand and interpret text that reflects precolonial life. They also learn the hardships and struggles of an Indian farmer.	PO1
CO3	The portrayal of Indian culture and myths by different writers are understood.	PO1, PO2, PO5
CO4	The contrast between rural and urban life, social issues in Indian regional states and cultural issues are equipped by the students.	PO3, PO5
CO5	Students equip knowledge on Nationalism, freedom movement, politics, marginalization as represented by Indian Writers.	PO4, PO7

**Text Books**

<b>S.NO</b>	<b>Author</b>	<b>Title</b>	<b>Publisher</b>
1	Chaterjee	Anandamath	OUP
2	Premchand	Godan	OUP
3	T. Sivasankara Pillai	Chemmen	HarperCollins
4	Kesava Reddy	Ballad of Vontillu	OUP
5	Mahaswetha Devi	Hazar Churasir Ma	OUP
6	U.R.Anantha Murthy	Samskara	OUP
7	Abburi ChayaDevi	Bonsai Life	Heinman

**Reference Books:**

1	K.Srinivasa Iyengar	Indian Writing in English	Sterling
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2	Meenakshi Mukharjee	Twice Born Fiction	Pencraft
3	Bruce King	Modern Indian Poetry in English)	OUP
4	Ravinder Gargesh	Translation and Interpreting	Orient Longman

**P.B. SIDDHARTHA COLLEGE OF ARTS & SCIENCE :: VIJAYAWADA-10**

**Programme: M. A. English**

**Course Title: Indian Literature in Translation**

**Course Code: EN2T6**

**Time: 3 hours**

**Max.Marks:70**

**Answer Five Questions Choosing One Question from Each Unit.**

**All Questions Carry Equal Marks.**

(5X10=50)

**UNIT I**

CO-1 1. (a) What is translation? Discuss the major problems in Translation. BTL-1

(or)

CO-2 (b) How does Premchand use literature for arousing public awareness about national and social issues with reference to *Godan*? BTL-2

**UNIT II**

CO-2 . (a) Comment on the affinity of the farmer to the land as illustrated in *Ballad to Vontillu*. BTL-4

(or)

CO-3 (b) Discuss Pillai's *Chemmeen* as a novel which expresses the aspirations, struggle and grief in the lives of the fisherman of Kerala. BTL-3

**UNIT III**

CO-3 3. (a) How does Mahasweta Devi portray the mother's emotional upheaval in *Hazaar Churasir Ma*? BTL-4 (or)

CO-3 (b) Discuss the character of Nandini in *Hazaar Churasir Ma*. BTL-2

**UNIT IV**

CO-4 4. (a) Discuss "*Bonsai Life*" as a social commentary on the modern life style in India.

(or)

BTL-5

CO-4 (b) "*Anandamath* became synonymous with the struggle for Indian independence from the British Empire and was banned by the British". Elucidate. BTL-1

**UNIT V**

CO-5 5. (a) "*Samskara* serves as an allegory and is a contemporary reworking of ancient Hindu themes and myths". Explain. BTL-6

(or)

CO-5 (b) Discuss the characters Naranappa and Pranesacharya in *Samskara*. BTL-3

**SHORT ANSWERS:**

**(4X5=20)**

Write short notes on any FOUR of the following:

- |  |       |
|--|-------|
| CO-1 1. Types of Translation.  | BTL-1 |
| CO-2 2 Character of Gobar in <i>Godan</i> .                                  | BTL-2 |
| CO-3 3 Discuss the character of Chembakunju in <i>Chemmen</i> .              | BTL-2 |
| CO-4 4 Write a note on Naxalite movement.                                    | BTL-1 |
| CO-4 5 What are the oaths taken by the Children in <i>Anandmath</i> .        | BTL-1 |
| CO-5 6 Discuss the significance of Durvasapura agrahara in <i>Samskara</i> . | BTL-4 |
| CO-2 7. Write a note on the character of Naranappa.                          | BTL-4 |
| CO-1 8. Discuss the cultural problem in Translation.                         | BTL-6 |

## M.A ENGLISH - III SEMESTER

### EN3L1: PRACTICE COMMUNICATION SKILLS-III

Subject Code :	EN3L1	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

#### Objectives:

1. To introduce students the basic perspectives to reading and highlight on Skimming and Scanning.
2. To orient students on different theories, approaches and techniques of reading.
3. To introduce students the basics of writing and equip them the skills in academic writing.
4. To train them to write articles for magazines and news papers.
5. To train them to use visual media and digital media to enhance their language skills.

1. Newspaper in the classroom- Writing headlines-Analyzing newspaper articles

Interview skills-translation-Planning and writing a newspaper article

2. Radio-Understanding the language of radio presenters- Understanding the production process-Planning a news list-Giving post-production feedback

3. Magazines- Composing magazine covers-Planning the contents of a magazine- Writing a true life stories-Stylistic devices-freelance writing.

4. Visual Media-Television & Film-Editing a TV documentary-The language of television Production- writing a screenplay -Writing a film review.

5. Digital Media- Technical writing -website design-online writing for social network sites-Planning and writing a blog -Creating a podcast.

**COURSE OUTCOME:**

Course Code: EN3L1 Title of the Paper: PRACTICE COMMUNICATION SKILLS-III		
COURSE OUTCOME NO	Upon successful completion of this course, students are able to:	Programme outcomes
CO-1	Students are equipped with the techniques of reading skills and writing skills.	PO2
CO-2	Students learn to write articles for the news papers, understand radio talks. They can effectively use visual media as a tool to learn English.	PO2, 7
CO-3	They are able to make magazine of their own by collecting data from the Internet, news papers etc.,	PO2, 3
CO-4	Students learn to be creative and innovative in their expression.	PO4,7
CO-5	Students get familiarity with movie review, pre-shoot and post production feedback etc.,	PO7

**Reference Books:**

S.No	Author	Title	Publisher
1.	Nick Ceramella and Elizabeth Lee	Cambridge English for the Media	CUP
2.	James Glen Stovall	Writing for the Mass Media Pearson	PEARSON
3.	Anthony Friedmann	Writing for Visual Media-3rd Ed	Focal Press

**M.A ENGLISH - III SEMESTER**  
**EN3T1: LITERARY THEORY AND CRITICISM –I**

Subject Code :	EN3T1	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives:**

1. To acquaint the student with the works of significant criticism from Aristotle to the present time.
2. To familiarize the students with important critical movements.
3. To give firsthand knowledge of some of the works of the great critics.
4. To enable to apply principles of criticism to literary texts.
5. To encourage to undertake further reading in critical movements and critical theories.

**Details of the Syllabus**

<b>Unit 1 online</b>	Introduction to literary theory and criticism, Functions of Criticism, Types of Criticism. Sydney : An Apology for Poetry
<b>Unit 2 online</b>	Dr. Johnson : Preface to Shakespeare Wordsworth : Preface to Lyrical Ballads
<b>Unit 3</b>	Coleridge : Biographia Literaria (Chapter XIV) Matthew Arnold : The Function of Criticism at the Present Time
<b>Unit 4</b>	T.S. Eliot : Tradition and the Individual Talent I.A. Richards : Four kinds of Meaning
<b>Unit 5</b>	Cleanth Brooks : Irony as a Principle of Structure

**COURSE OUTCOME:**

Course Code: EN3T1      Title of the Paper: LITERARY THEORY AND CRITICISM –I		
COURSE OUTCOME NO	Upon successful completion of this course, students are able to:	Programme out comes
CO-1	After going through the lessons, the students will be able to define what criticism is, justify the need for criticism, discuss the function of criticism, state the principle of criticism, know the different kinds of criticism, and make a distinction between literature and criticism.	PO1
CO-2	The students will be familiarized with the important critical movements.	PO7

CO-3	They will learn to apply principles of criticism to literary texts.	PO7,1
CO-4	They will be encouraged to take further reading in critical theories.	PO1, 2
CO-5	They will be acquainted with the works of significant criticism from Aristotle to the present time.	PO1, 2

### Text books

	Author	Title	Publisher
1	Sydney	Apology for Poetry	OUP
2	Dr. Johnson Wordsworth	Preface to Shakespeare Preface to Lyrical Ballads	OUP OUP
3	Coleridge Matthew Arnold	Biographia Literaria The Function of Criticism	OUP OUP
4	T.S.Eliot I.A.Richards	Tradition and Individual Talent Four kinds of Meaning	OUP OUP
5	Cleanth Brooks	Irony as a Principle of Structure	OUP

### Reference books:

	Author	Title	publisher
1	Enwright & Chickera	English Critical Texts	O.U.P
2	I.A.Richards	Poetries and Sciences	O.U.P
3	V.S.Seturaman & S. Rama Swami(ed)	The English Critical Tradition Vol I & II	Macmillan
4	M. S. Nagarajan	English Literary Criticism And Theory	Orient Blackswan



**M. A. ENGLISH SEMESTER-III**  
**EN3T1 - LITERARY THEORY & CRITICISM - I**

**Duration: 3 hours Max.Marks:70**

Answer Five Questions Choosing One Question from Each Unit. All Questions Carry Equal Marks. Answer any four short answers.

(5X10=50 M)

**UNIT I**

CO-3 1. (a) How does Sidney demonstrate that poetry, not philosophy or history, best furthers the

"ending of all earthly learning"?

OR

CO-3 (b) What are the functions of criticism? Explain the different types of criticism.

**UNIT II**

CO-3 2. (a) How does Dr. Johnson discuss the merits and demerits of Shakespeare as a poet of nature.

OR

CO-4 (b) Wordsworth's Preface to Lyrical Ballads is a manifesto of the Romantic revolution in English Literature. Explain.

**UNIT III**

CO-1 3. (a) Explain Coleridge's theory of "Fancy" and "Imagination".

OR

CO-2 (b) What is the relationship between the "critical power" and the "creative power" in Arnold's The Function of Criticism at the Present time? Why can't there be a truly great period of literary creation without criticism?

**UNIT IV**

CO-2 4. (a) Give an account of Eliot's definition of Tradition and the Individual Talent.

OR

CO-1 (b) Define I.A.Richards Four Kinds of Meaning and discuss their importance in criticism.

**UNIT V**

CO-5 5. (a) Explain the term "Irony" and show how it is an important principle of poetic structure.

OR

CO-4 (b) Discuss how Cleanth Brooks' underlines the importance of irony in poetry.

**SHORT ANSWERS**

(4X5=20)

Write short notes on any FOUR of the following:

CO-1 I. Poetic truth and Poetic beauty.

CO-3 II. Philip Sidney's idea of poetry.

CO-2 III. Dr. Jonson's Defence of Shakespeare.

CO-4 IV. Descriptive Criticism

CO-1 V. Wordsworth's definition of poetry.

CO-5 VI. Primary Imagination.

CO-2 VII. Impersonality in poetry.

CO-3 VIII. Touchstone method.

**M.A ENGLISH - III SEMESTER**  
**EN3T2: NEW LITERATURES IN ENGLISH - I**

Subject Code :	EN3T2	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives:**

1. To introduce African culture, concepts of imperialism, colonisation, anthropology to the students.
2. To introduce Kenyan freedom struggle, Mau Mau movement.
3. To make the students understand expatriate writing, identity crisis.
4. To introduce Yoruba culture to the students and also the characteristics of African play
5. To introduce apartheid act and its consequences, theme of reversal of roles.

**Details of the Syllabus**

<b>Unit 1 online</b>	Literary history / movements /history of ideas /genres/Intensive study of the Asterisk marked texts.
<b>Unit 2 online</b>	Chinua Achebe : Things Fall Apart
<b>Unit 3</b>	Ngugi Wa Thiang'o : A Grain of Wheat Wole Soyinka : The Lion and the Jewel
<b>Unit 4</b>	V. S. Naipaul : A House for Mr. Biswas
<b>Unit 5</b>	Coetzee: Disgrace

**COURSE OUTCOME:**

Course Code: EN3T2      Title of the Paper: NEW LITERATURES IN ENGLISH - I		
COURSE OUTCOME NO	Upon successful completion of this course, students are able to:	Programme out comes
CO-1	Students learn about colonization, imperialism, anthropology (Especially about Nigeria).	PO3
CO-2	Kenyan freedom struggle, expatriate writing, diaspora, yoruba culture and special focus on African drama.	PO1, 7
CO-3	Students get the familiarity of theoretical concepts related to the literatures of the 'New' World – African, West Indies, Australia, New Zealand etc.	PO1, 5
CO-4	Students get familiarity with the issues such as identity, history, class, race, gender, nation, culture, marginality, diasporic consciousness etc.	PO3

	emphasizing the emergent nature of literary productions from decolonized communities.	
CO-5	Students get familiarity with the concept of treatment of women in colonized countries with the special focus on gender discrimination.	PO3, PO4,

### Text books

	Author	Title	Publisher
1	Chinua Achebe	Things Fall Apart	Arnold Heinemann
2	Ngugi	A Grain of Wheat	Penguin
3	Wole Soyinka	The Lion and the Jewel	Penguin
4	V. S. Naipaul	A House for Mr. Biswas	Penguin
5	Coetzee	Disgrace	

### Reference books

	Author	Title	Publisher
1	. Bill Ashcroft, Gareth Griffiths, and Helen Tiffin	The Empire Writes Back: Theory and Practice in Post-Colonial Literatures	Routledge
2	John McLeod	Beginning Post-Colonialism	Viva Books
3	Bill Ashcroft	Postcolonial Studies: Key Concepts	Prentice Hall
4	Pramod. K. Nayar	Postcolonial Literature: An Introduction	Pearson

**M. A. ENGLISH SEMESTER-III**  
**EN3T2 - NEW LITERATURES IN ENGLISH – I**

**Duration: 3 hours Max.Marks:70**

Answer Five Questions Choosing One Question from Each Unit. All Questions Carry Equal Marks. Answer any four short answers.

(5X10=50M)

**UNIT I**

CO-1 1. (a) Postcolonial literature is deeply marked by experiences of cultural exclusion. Discuss.

Or

CO-1 (b) Postcolonial literature is that which critically scrutinizes the colonial relationship. Comment.

**UNIT-II**

CO-2 2. (a) In spite of our general sympathy Okonkwo is not a lovable man. Discuss.

Or

CO-2 (b) Examine the theme of cross cultural conflict in *Things Fall Apart*.

**UNIT-III**

CO-2 3. (a) Though Karanja plays a vital role in the novel, it is he who at last walks out of the novel aimlessly heading nowhere. Elaborate the reasons.

Or

CO-3 (b) Discuss the theme of *The Lion and the Jewel*.

**UNIT-IV**

CO-1 4. (a) Discuss how the symbol of house seen from Anand's point of view stands for the process of decolonization in *A House for Mr. Biswas*.

Or

CO-3 (b) Examine the theme of individual's search for identity in *A House for Mr. Biswas*.

**UNIT-V**

CO-4 5. (a) Comment on the significance of the title *Disgrace*.

Or

CO-1 (b) *Disgrace* is a product of centuries of domination. Comment.

**SHORT ANSWERS**

(4X5=20M)

Write short notes on any FOUR of the following:

1. CO-3 Apartheid act
2. CO-2 Guilt in Mugo
3. CO-3 Tradition Vs Modernity in the *Lion and the Jewel*.
4. CO-5 Write a short note on *Melani Isaac's* character.
5. CO-1 Tragic flaw in *Okonkwo*.
6. CO-2 Discuss the central theme of the novel *Disgrace*.
7. CO-4 Mrs. Tulsi
8. CO-4 Auto-biographical element in V.S Naipaul's *A House for Mr. Biswas*

**M.A ENGLISH - III SEMESTER**  
**EN3T3: INDIAN WRITING IN ENGLISH**

Subject Code :	EN3T3	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives:**

1. To learn the background of Indian Writers and understand the manner of expression in writings by non-native user of English
2. To understand the historical change that has taken place in the development of Indian Writings in English.
3. To make them understand how early Indian fiction writers wrote in English.
4. To study about various themes and movements in Indian Writings in English.
5. To equip the students with the knowledge of Indian culture, tradition and Indian Sensibility.

**Details of the Syllabus**

<b>Unit 1 online</b>	Literary history / movements /history of ideas /genres/Intensive study of the Asterisk marked texts.
<b>Unit 2 online</b>	* Rabindranath Tagore : The Post Office *Arundati Roy: The End of Imagination
<b>Unit 3</b>	Toru Dutt : Our Casuarina Tree A.K. Ramanujan : Small Scale Reflections on a Great House, Obituary Nissim Ezekiel : Poet, Lover, Bird Watcher, Goodbye Party for Miss Pushpa T.S Kamala Das : An Introduction, My Grandmother's House
<b>Unit 4</b>	R.K.Narayan : The Bachelor of Arts Raja Rao : Kanthapura
<b>Unit 5</b>	Girish Karnad : Hayavadana

**COURSE OUTCOME:**

Course Code: EN3T3 Title of the Paper: INDIAN WRITING IN ENGLISH		
COURSE OUTCOME NO	Upon successful completion of this course, students are able to:	Programme outcomes
CO-1	Students understand Indian traditions, family and Indian life, the symbol of eternity, pre- independence movement. Political and social leaders/ activists like Mahatma Gandhi, Pandit Jawaharlal Nehru, Raja Ram Mohan Roy and others.	PO3,4
CO-2	They learn the features of Indian writing in English, Indian philosophy and spirituality. Ecoconsciousness towards nature is sensitized through the writings of Arundhati Roy.	PO5,6
CO-3	Students also learn about Indian English Poetry that focuses largely on the elements of Indian Sensitivity, diaspora and culture. The issues raised by diasporic movements across the globe, post coloniality and the emergence of modern India is learnt through the texts.	PO1, 3
CO-4	Indian novels depict the pre-colonial India life with reference to social and cultural life.	PO7
CO-5	Modern Indian Drama focuses on the plight of the modern man.	PO1

**Text books**

	Author	Title	Publisher
1	Arundati Roy	End of Imagination	OUP
2	Rabindranath Tagore	Post Office	OUP
3	Toru Dutt	Our Casuarina Tree	OUP
4	Raja Rao	Kanthapura	OUP
5	Girish Karnad	Hayavadana	OUP
6	R.K. Narayan	The Bachelor of Arts	OUP
7	R. Parthasarathy	Ten Twentieth Century Indian Poets	Oxford Indian Paperbacks

**Reference books**

	Author	Title	Publisher
1	K. R. Srinivasa Iyengar	Indian Writing in English	Sterling
2	M.K. NAIK	Aspects of Indian Writing in English	Macmillan
3	Meenakshi Mukherjee	Twice Born Fiction	Penecraft International
4	Arvind Mehrotra	A Concise History of Indian Literature in English	Macmillan
5	Bruce King	Modern Indian Poetry in English	OUP

**M. A. ENGLISH SEMESTER-III**  
**EN3T3 - INDIAN WRITING IN ENGLISH**

**Duration: 3 hours Max.Marks:70**

Answer Questions from Section-A, B, and C.

**SECTION-A**

Marks. (2X5=10)

Annotate any **two** of the following:

**UNIT-I**

CO-1 A) The doctor says all the organs of his little body are at loggerheads with each other, and there isn't much hope for his life.

CO-1 B) Ha! ha! the King indeed, aren't you his bosom friend, eh! You haven't met for a long while and the King is pining, I am sure.

CO-1 C) Our fatigue and our shame could mean the end of us. The end of our children and our children's children. Of everything we love.

CO-1 D) My world has died. And I write to mourn its passing. India's nuclear tests, the manner in

which they were conducted, the euphoria with which they have been greeted (by us) is indefensible. To me, it signifies dreadful things.

**SECTION-B**

Write **four** essays choosing one from each unit.

Marks. (4X10=40)

**UNIT-II**

CO-2 2. (a) Write a note on the "The End of Imagination" by Arundati Roy.  
(OR)

CO-2 (b) The Post Office is a poignant play on a child's vision of life". Explain.

**Unit-III**

CO-3 3. (a) Discuss journey metaphor in the poetry of Nissim Ezekiel (OR)

CO-3 (b) Discuss the theme in Our Casuarina Tree.

**UNIT-IV**

CO-4 4) (a) Discuss patriotic spirit of Murthy in Raja Rao's *Kanthapura*.  
(OR)

CO-4 (b) Illustrate the narrative techniques in R.K. Narayan's *The Bachelor of Arts*.

**UNIT-V**

CO-5 5) (a) Elucidate the theme of incompleteness and search for identity in Karnad's *Hayavadana*. (OR)

CO-5 (b) Discuss the character of Kapila and Devadatta.

**SECTION-C**

Write short notes on any **FOUR** of the following:

Marks. (4X5=20)

1. CO-1 Illustrate the symbol of "Post office".
2. CO-3 Indian element in "Obituary"
3. CO-1 Explain "My Grandmother's House"
4. CO-4 The roll of Dolls in "Hayavadana"
5. CO-5 Character of Moorthy in "Kanthapura"
6. CO-2 Discuss Arundathi Roy as a social activist.

7. CO-3 Write a note on the poetry of A.K. Ramanujan.
8. CO-5 Discuss the character of Chandran.





CO-3	The awareness of America's historical background and cultural links with Europe helps the students to understand the American belief in self-Reliance. The students learn why Americans believe in democracy, in liberty and equity.	PO1, 2
CO-4	The students understand the evolution of American Poetry, Fiction, Drama and the circumstances that existed for the development of American Literature.	PO1
CO-5	The student understands the great influence of the American world of letters that has been exercising on both the creative writing and critical trends in other countries.	PO5, PO7,

### Text books

	Author	Title	Publisher
1	Walt Whitman	Song of Myself	Cambridge University Press
2	Emily Dickinson	The Complete Poetry of Emily Dickinson	Oxford University Press
3	R.W. Emerson	Prose Selections of Emerson	Cambridge University Press
4	Henry David Thoreau Nathaniel Hawthorne	Walden The Scarlet letter	Macmillan Bantam
5	Mark Twain	Huckleberry Finn	OUP

### Reference books

	Author	Title	Publisher
1	Borris Ford	The Pelican guide to English Literature Vol-9	Pelican
2	Robert E. Spiller	Literary History of the United States of America	MACMILLAN
3	Emory Elliott (ed)	Colombia Literary History of the United States	Columbia University Press
4	J Cunliffe	A History of the United States	MACMILLAN

**M. A. ENGLISH SEMESTER-III**  
**EN3T4 - AMERICAN LITERATURE**

**Duration: 3 hours Max.Marks:70**

Answer Questions from Section-A, B, and C.

**SECTION-A**

Marks. (2X5=10)

Annotate any **two** of the following:

**UNIT I**

CO-1 a. Clear and sweet is my soul, and clear and sweet is all that is not my soul.

CO-1 b. This is the grass that grows wherever the land is and the water is,  
this the common air that bathes the globe.

CO-1 c. In fine, the ancient precept, "Know thyself", and the modern precept, "Study Nature",  
become at last one maxim.

CO-1 d. Books are the best of things, well used; abused, among the worst.

**SECTION-B**

Write **four** essays choosing one from each unit.

Marks. (4X10=40)

**UNIT II**

CO-2 2. a) What features of American transcendentalism are found in the sections of "Song of  
Myself" prescribed for your study?

(OR)

CO-2 b) Discuss in detail Emily Dickinson's self-alienation understood through her poems  
prescribed for your study.

**UNIT III**

CO-3 3. a) What are the influences on the development and function of the American Scholar?  
Elaborate.

(OR)

CO-2 b) Discuss the duties of the American Scholar to society as listed by Emerson.

**UNIT IV**

CO-4 4. a) Comment on Thoreau's experimental life in Walden and its success.

(OR)

CO-4 b) Discuss the themes of legalism, sin and guilt in Hawthorne's "The scarlet letter".

**UNIT V**

CO-5 5. a) Discuss Huckleberry Finn as a realistic novel.

(OR)

CO-1 b) How does Mark Twain translate his real life experiences into his fictional art?

**SECTION-C**

Marks. (4X5=20)

Write short notes on any **FOUR** of the following:

1.CO-1 Discuss the major themes in the poetry of Walt Whitman.

2. CO-2 Comment on the theme of death in Emily Dickinson.

3. CO-3 Write a brief note on the character of Dimmensdale.

4. CO-1 Discuss "nature" in American Scholar.

5. CO-2 Comment on Racism and Slavery in *Huckleberry Finn*.

6. CO-1 Discuss Thoreau's experience in *Walden* in respect to solitude. .

7. CO-3 Write a note on Colonial settlement in America.
8. CO-1 Discuss the significance of the title *The Scarlet Letter*.

**M.A ENGLISH - III SEMESTER**  
**EN3T5: ENGLISH LANGUAGE TEACHING – I**

Subject Code :	EN3T5	I A Marks	30
No. of Lecture Hours / Week	06	End Exam Marks	70
Total Number of Lecture Hours	90	Total Marks	100
Seminar / Group Discussions	01 Hour/Week	Exam Hours	03

**Objectives:**

1. To equip students on the historical knowledge on ELT
2. To orient students with different perspectives to ELT and to infer meaning from the text
3. To enable students in understanding how English language evolved from multiple Contexts to orient students on Blend possibilities in ELT
4. To provide hands on training in English Language Teaching
5. To introduce different methods of teaching English and learn the importance of learning L2.

**Details of the Syllabus**

<b>Unit 1 online</b>	Fundamentals of language teaching – objectives, methods, materials and evaluation- Difference between first language and second language
<b>Unit 2 online</b>	Theories of language learning- behaviorism and cognitivism
<b>Unit 3</b>	Introduction English language teaching: Structural approach, Communicative language teaching and testing.
<b>Unit 4</b>	Grammar translation method, bi-lingual method, direct method and audio lingual method.
<b>Unit 5</b>	Teaching Language Through Literature Teaching Prose, Poetry, Drama and Fiction. Teaching of Different Authors. Peer Teaching

**COURSE OUTCOME:**

Course Code: EN3T5 Title of the Paper: ENGLISH LANGUAGE TEACHING – I		
COURSE OUTCOME NO	Upon successful completion of this course, students are able to:	Programme outcomes
CO-1	Students realize the importance of learning L2.	PO2
CO-2	Students clearly understand the fundamentals of language teaching.	PO1, 2
CO-3	Students understand the methods of teaching English bilingual, grammar translation, situational approach etc.,	PO3
CO-4	Students become confident enough to learn L2 through various methods.	PO1,7

CO-5	Students learn language through different genres of literature.	PO1, PO7,

### Text books

	Author	Title	Publisher
1	H.H.Stern	Fundamental concepts in Language Teaching	O.U.P
2	Richards, Jack C. & Theodore S. Rodgers	Approaches and Methods in Language Teaching	Cambridge University Press
3	Geetha Nagaraj	English Language Teaching: Approaches, Methods, Techniques	Orient Longman

### Reference books

	Author	Title	Publisher
1	Penny UR	A Course in Language Teaching 1996	OUP
2	Keith Johnson	Language Teaching and skill Learning	Oxford: Blackwell Publishers.
3	Brumfit, C.J.K. Johnson	The Communicative Approach to Language Teaching	OUP
4	Nunan, D.	The Learner-Centred Curriculum	Cambridge University Press
5	Saraswathi, V	English Language Teaching, Principles and Practice	Orient Longman
6	Tickoo M.L.	Teaching and Learning English	Orient Longman.
7	Stem, H.H.	Fundamental Concepts of Language Teaching	Oxford University Press
8	J Carrol & P. Hall	Make Your Own Language Tests: A Practical Guide to Writing Language Performance Tests.	Pergamon Institute of English

**M. A. ENGLISH SEMESTER-III**  
**EN3T5 - ENGLISH LANGAUGE TEACHING-I**

**Duration: 3 hours Max.Marks:70**

Answer Five Questions Choosing One Question from Each Unit. All Questions Carry Equal Marks. Answer any four short answers.

Marks: (5X10=50)

**UNIT I**

CO-2 1. (a) What are the problems involved in realizing the objectives of teaching English as a second language?

(Or)

CO-1 (b) What is the difference between first language and second language with respect to the stages of learning?

**UNIT II**

CO-2 2. (a) Do you see any short comings in the behavioural approach to language teaching? Elaborate

(Or)

CO-1 (b) What are your views on learner's active participation in the teaching-learning process?

**UNIT III**

CO-3 3. (a) Write an essay on structural approach to language teaching.

(Or)

CO-3 (b) What should be the features of a communicative syllabus?

**UNIT IV**

CO-4 4. (a) Compare and contrast grammar translation method and direct method.

(Or)

CO-4 (b) Write an essay on the positive tenets of audio-lingual method.

**UNIT V**

CO-5 5. (a) What are the methods of teaching poetry? Explain.

(Or)

CO-5 (b) How can anyone learn language through literature? Illustrate with examples.

**SHORT ANSWERS:**

Marks. (4X5=20)

. Write short notes on any **FOUR** of the following:

1. CO- 2 The textbook method.
2. CO-4 Teacher made aids
3. CO-3 Total physical response theory
4. CO-2 Bi-lingual method
5. CO-2 Objectives of structural approach
6. CO-1 Discuss the objectives of teaching English as a second language.
7. CO-4 Differences between evaluation and measurement

CO-4 Write a short note on teaching prose.

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**Semester: IV**

**Lecture Hours/ per week: 6**

**Department: M.A English**

**No. of Credits: 5**

**Title of the Paper: PRACTICE COMMUNICATION SKILLS-IV**

**Course code: EN4L1**

**Max. Marks: 70**

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**Objectives:**

1. To introduce the art and science of research.
2. To train the students for an interview and develop effective communication skills.
3. Based on the project work the students are able to be test for their ability to identify and state the research problem.
4. To enable the students to participate in group discussions.
5. Design model of interpretation and apply it in a book review.

**Details of Syllabus:**

1. Mini Project
2. Group Discussion
3. Interview Skills
4. Book Review
5. Interpersonal Skills

**BOOKS:**

1. Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 8<sup>th</sup> Edition, Rajkamal Electric Press, Delhi, 2008.
2. Mohan, Krishna. Developing Communication Skills. Macmillan, 2008.
3. Hayes, John. Interpersonal Skills at Work. Routledge, 2003



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**Semester: IV**

**Lecture Hours/ per week: 6**

**Department: M.A English**

**No. of Credits: 5**

**Title of the Paper: LITERARY CRITICISM AND THEORY-II**

**Course code: EN4T1**

**Max. Marks: 70**

**Objectives:**

1. The course aims at familiarizing students with contemporary issues in literary theory and criticism.
2. The course focuses on introducing the recent developments in complex critical theories. Culture studies, ecological theories, political theories will be introduced.
3. To introduce famous critics like Frantz Fanon, Edmund Wilson, Gerard Genette, Jacques Derrida etc.,
4. To introduce new trends in literature such as structuralism, Dialogic imagination, Indian Aesthetics, Dalit literature etc.,
5. To introduce eco- criticism and its strengths.

**Details of the syllabus**

<b>Unit 1</b>	Frantz Fanon : The Wretched Of The Earth ( Chapter 3) Edmund Wilson : Marxism and Literature
<b>Unit 2</b>	Gerard Genette : Structuralism and Literary Criticism Jacques Derrida : Sign, Structure, and Play in the Discourse of the Human Sciences
<b>Unit 3</b>	M.M.Bakhtin : Introduction To Dialogic Imagination.
<b>Unit 4</b>	Bharatamuni : On Natya and Rasa :Aesthetics of Dramatic Experience from G.N.Devy's book; Arjun Dangle : Dalit Literature : Past, Present, & Future
<b>Unit 5</b>	Vandana Shiva: Women in Nature(Ch.3). Maggie Humm : In to the Millenium.

**Text Books**

<b>S.NO</b>	<b>Author</b>	<b>Title</b>	<b>Publisher</b>
1	David Lodge.Ed. Frantz Fanon Edward Said	20 <sup>th</sup> Century Literary Criticism:A Reader The Wretched Of The Earth Orientalism	-Pearson -Grove Press -Penguin
2	Lodge, David. Ed.	Lodge, David. Ed.	-Longman 3 <sup>rd</sup> ed
3	Mary Jacobus.Ed. M.M.Bakhtin	Women's Writing and Writing About Women Introduction To Dialogic Imagination	-Croom Helm -University of Texas
4	G.N.Devy.Ed. Arjun Dangle	Indian Literary Criticism: Theory and Interpretation Dalit Literature : Past, Present, & Future	-Orient Blackswan -Orient Blackswan
5	Vandana Shiva	Staying Alive: Women, Ecology & Development	South End press

**Reference Books:**

S.No	Author	Title	Publisher
1	Peter Barry	Beginning theory	Viva Books
2	Tim Woods	Beginning Post Modernism	Viva Books
3	K.M.Newton	Twentieth Century Literary Theory(1988)	Macmillan
4	K.M.Newton	Theory Into Practice (1992)	Macmillan
5	Wilfred L. Guerin	A Handbook of Critical Approaches to Literature (2005)	OUP
6	Arjun Dangle	Poisoned Bread (1994)	Orient Blackswan
7	Raman Selden, Peter Widdowson, & Peter Brooker	A Reader's Guide to Contemporary Literary Theory	Pearson
8	Pramod Nayar	Literary Theory Today	Asia Book Club
9	Heather Eaton	Introducing Ecofeminist Theologies	T&T Clark

**M. A. English Semester-IV**  
**EN4T1 - LITERARY THEORY & CRITICISM - II**

**Duration: 3 hours Max.Marks:70**

Answer Five Questions Choosing One Question from Each Unit. All Questions Carry Equal Marks. (5X10=50)

**Answer any four short answers.**

**UNIT I**

1. (a) Write an essay on Fanon's theory of National Consciousness?  
(or)  
(b) What is Orientalism. Discuss Edward Said's views on Orientalism.

**UNIT-II**

2. (a) What is Structuralism according to Gerard Genette?  
(or)  
(b) How does Derrida challenge the basis of Western philosophy through his influential essay- Structure, Sign and Play.

**UNIT-III**

3. (a) "Towards a Feminist Poetics" is Showalter's analysis of the past, present and future of Feminism". Elucidate.  
(or)  
(b) What are the assumptions of Bakhtin's "Dialogic Imagination"?

**UNIT-IV**

4. (a) Discuss Bharata Muni and his contribution to Indian Aesthetics?  
(or)  
(b) How does Arjun Dangle envisage the future of Dalit Literature?

**UNIT-V**

5) (a) What are the assumptions of Ecocriticism? Explicate with reference to Vandana Shiva's essay.

(or)

(b) Discuss Frankenstein's reception in 20<sup>th</sup> century media and films.

**SHORT ANSWERS:**

(4X5=20)

Write short notes on any FOUR of the following:

1. Write a short note on the importance of literary criticism.
2. Discuss the major aspects in Marxism.
3. What are the key elements discussed by Derrida?
4. Write a note on Dalit Literature.
5. What is ecocriticism?
6. Explain in brief dialogic imagination.

**P.B. Siddhartha College of Arts & Science:: Vijayawada - 520010**  
**Semester: IV** **Lecture Hours/ per week: 6**  
**Department: M.A English** **No. of Credits: 5**  
**Title of the Paper: NEW LITERATURES IN ENGLISH-II**

**Course code: EN4T2**

**Max. Marks: 70**

**Objectives:**

1. To introduce Australian history, landscape and Australian culture.
2. To introduce Australian drama and its origin.
3. To introduce post-colonial scenario in Africa to the students, aspects of colonization and post- colonization.
4. To introduce Canadian poetry and its characteristics.  
 To introduce port- Elizabethan plays and its special characteristics.

**Details of the syllabus:**

Unit-1	A.D.Hope Douglas Stewart	: Australia,Standardization : Ned Kelly
Unit -2	Patrick white	: Voss
Unit-3	Margaret Atwood Judith Wright	: Surfacing : Woman to Man Fire at the Murdering hut
Unit-4	Nadine Gordimer	: July's people
Unit-5	Athol Fugard	: The Blood Knot

**Texts and authors**

S.no	Author	Title	Publisher
1	A.D.Hope	Australia, Standardization	Internet
2	Douglas Stewart	Ned Kelly	Angus &Robertson
3	Patrick white	Voss	Penguin
4	Margaret Atwood	Surfacing	Penguin
5	Nadine Gordimer	July's people	Penguine
6	Athol Fugard	The Blood Knot	Arnold Heinemann

## Reference books

S.no	Author	Title	Publisher
1	Elleke Boehmer	Colonial and post colonial literature: migrant metaphors	OUP
2	Neil Lazarus	The Cambridge companion to post literary studies	CUP
3	Pramod Nayar	Post colonial literature an introduction	Pearson
4	Bill Ashcroft & Ed	The Post Colonial studies Reader	Routledge

**M. A. English Semester-IV**  
**EN4T2 - NEW LITERATURES IN ENGLISH - II**

**Duration: 3 hours Max.Marks:70**

Answer Five Questions Choosing One Question from Each Unit. All Questions Carry Equal Marks. Answer any four short answers. (5X10=50)

### UNIT I

1. (a) Trace the reasons for agony in the poem *Australia*.

Or

(b) "Ned Kelly is an iconic figure in Australian history, folklore and art". Discuss.

### UNIT-II

1. (a) Discuss the journey motif in *Voss*.

Or

(b) Write a detailed note on the chief concerns of the novel *Voss*.

### UNIT-III

3. (a) Discuss the feminist concerns in Atwood's *Surfacing*.

Or

(b) Discuss the thematic concerns in Judith Wright poems.

### UNIT-IV

4. (a) Depict the lives of Smales family in the novel *July's People*.

Or

(b) Discuss the relationship between July and Bam Smales in the novel *July's People*.

### UNIT-V

5. (a) Discuss the title significance of the novel *The Blood Knot*.

Or

(b) Elaborate on the grim specifics of apartheid in the play *The Blood Knot*.

**SHORT ANSWERS:**

Write short notes on any FOUR of the following:

(4x5=20)

1. Write a brief note on A.D. Hope's poem *Standardization*.
2. Discuss the character of Joe Byrne.
3. Laura as an atheist.
4. Reversal of roles in *July's People*.
5. Comment on the relationship between Zachariah and Ethel Lange
6. Symbolism in *Fire at Murdering Hut*.

**P.B. Siddhartha College of Arts & Science:: Vijayawada - 520010**  
**Semester: IV** **Lecture Hours/ per week: 6**  
**Department: M.A English** **No. of Credits: 5**  
**Title of the Paper: INDIAN LITERATURE IN TRANSLATION**

**Course code: EN4T3**

**Max. Marks: 70**

**Objectives:**

1. To introduce translation studies, its importance and understand the problems in Translation.
2. To expose students to various languages and literature.
3. To introduce variety of cultures and traditions through different writers who belong to different language communities (Marathi, Telugu etc.).
4. To promote an understanding of cultural difference.
5. To understand the struggles of Indian farmers, fishermen, and the struggle of national movement.

**DETAILS OF THE SYLLABUS**

<b>Unit 1</b>	Translation: Introduction, Types of Translations and Problems in Translations. Premchand: Godan
<b>Unit 2</b>	Kesava Reddy : Ballad of Vontillu. T.Sivasankara Pillai: Chemmen
<b>Unit 3</b>	Mahaswetha Devi : Hazar Churasir Ma(play)
<b>Unit 4</b>	Abburi Chaya Devi : Bonsai Life. Bankim Chandra Chatterjee: Anandamath
<b>Unit 5</b>	U.R. Ananthamurthy: Samskara

**Text Books**

S.NO	Author	Title	Publisher
1	Chaterjee	Anandamath	OUP
2	Premchand	Godan	OUP
3	T. Sivasankara Pillai	Chemmen	HarperCollins
4	Kesava Reddy	Ballad of Vontillu	OUP
5	Mahaswetha Devi	Hazar Churasir Ma	OUP
6	U.R. Anantha Murthy	Samskara	OUP
7	Abburi ChayaDevi	Bonsai Life	Heinman

**Reference Books:**

S.No	Author	Title	Publisher
1	K.Srinivasa Iyengar	Indian Writing in English	Sterling
2	Meenakshi Mukharjee	Twice Born Fiction	Pencraft
3	Bruce King	Modern Indian Poetry in English)	OUP
4	Ravinder Gargesh	Translation and Interpreting	Orient Longman

**M. A. English Semester-IV**  
**EN4T3 - INDIAN LITERATURE IN TRANSLATION**

**Duration: 3 hours Max.Marks:70**

Answer Five Questions Choosing One Question from Each Unit. All Questions Carry Equal Marks. Answer any four short Answers.

(5X10=50)

**UNIT I**

1. (a) What is translation? Discuss the major problems in Translation.

(or)

(b) How does Premchand use literature for arousing public awareness about national and social issues with reference to *Godan*?

**UNIT II**

2. (a) Comment on the affinity of the farmer to the land as illustrated in *Ballad to Vontillu*.

(or)

(b) Discuss Pillai's *Chemmeen* as a novel which expresses the aspirations, struggle and grief in the lives of the fisherman of Kerala.

**UNIT III**

3. (a) How does Mahasweta Devi portray the mother's emotional upheaval in *Hazaar Churasir Ma*?

(or)

(b) Discuss the character of Nandini in *Hazaar Churasir Ma*.

**UNIT IV**

4. (a) Discuss "*Bonsai Life*" as a social commentary on the modern life style in India.

(or)

(b) "*Anandamath* became synonymous with the struggle for Indian independence from the British Empire and was banned by the British". Elucidate.

**UNIT V**

5. (a) "*Samskara* serves as an allegory and is a contemporary reworking of ancient Hindu themes and myths". Explain.

(or)

(b) Discuss the characters Naranappa and Pranesacharya in *Samskara*.



**SHORT ANSWERS:**

**(4X5=20)**

Write short notes on any FOUR of the following:

1. Types of Translation.
2. Character of Gobar in *Godan*.
3. Discuss the character of Chembakunju in *Chemmen*.
4. Write a note on Naxalite movement.
5. What are the oaths taken by the Children in *Anandmath*.
6. Discuss the significance of Durvasapura agrahara in *Samskara*.

**P.B. Siddhartha College of Arts & Science:: Vijayawada - 520010**

**Semester: IV**

**Department: M.A English**

**Title of the Paper: AMERICAN LITERATURE-II**

**Course code: EN4T4**

**Lecture Hours/ per week: 6**

**No. of Credits: 5**

**Max. Marks: 70**

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**Objectives:**

1. To introduce students about American poetic vocabulary.
2. To enable students to appreciate pastoral poetry.
3. To expose the students about expressionism used by Eugene O' Neill
4. To equip the students about the metaphorical meaning of poetry
5. To introduce about the American Dream, Identity crisis and hope for life through the text of American literature.

**Details of the Syllabus**

<b>Unit 1</b>	One question on critical comments on passages from the two texts for detailed study, marked with an asterisk.
<b>Unit 2</b>	* Wallace Stevens : Sunday morning, Of Modern Poetry Robert Frost :After Apple Picking, Road Not Taken, Birches
<b>Unit 3</b>	* Eugene O' Neill :The Hairy Ape Sylvia Plath: Tulips, Daddy.
<b>Unit 4</b>	Edward Albee: Who's Afraid of Virginia Woolf? Ernest Hemingway: The Old Man and the Sea.
<b>Unit 5</b>	Ralph Ellison : The Invisible Man.

**Text Books**

<b>S.NO</b>	<b>Author</b>	<b>Title</b>	<b>Publisher</b>
1	Wallace Stevens	Poetry of Wallace Stevens	OUP
2	Robert Frost	Poetry of Robert Frost	OUP
3	Sylvia Plath	Poetry of Sylvia Plath	OUP
4	Edward Albee	Who's Afraid of Virginia Wollf?	Macmillan
5	Ernest Hemingway	The Old Man and the Sea	OUP
6	Ralph Ellison	The Invisible Man	OUP

Reference Books :

S.No	author	title	Publisher
1	Borris Ford	The pelican guide to English Literature Vol-9	Pelican
2	Robert E. Spiller	Literary History of the United States of America	Macmillan
3	Emory Elliott (ed)	Colombia Literary History of the United States	Columbia Univ Press
4	J Cunliffe	A History of the United States	Macmillan

**M. A. English Semester-IV**  
**EN4T4 - AMERICAN LITERATURE - II**

**Duration: 3 hours Max.Marks:70**

Answer Five Questions Choosing One Question from Each Unit. All Questions Carry Equal Marks. Unit 1 is compulsory. Answer any four short answers.

(5X10=50)

**UNIT I**

1. Annotate any four of the following:

- a). She dreams a little, and she feels the dark  
Encroachment of that old catastrophe,
- b). Why should she give her bounty to the dead?  
What is divinity if it can come  
Only in silent shadows and in dreams?
- c). Death is the mother of beauty; hence from her,  
Alone, shall come fulfillment to our dreams  
And our desires.
- d). Shut up, yuh lousy boob! Where d'yuh get dat tripe? Home? Home, hell!  
I'll make a home for yuh! I'll knock yuh dead. Home! T'hell wit home!
- e). We ain't. We wasn't born this rotten way. All men is born free and ekal.  
That's in the bleedin' Bible, maties. But what d'they care for the Bible—  
them lazy, bloated swine what travels first cabin? Them's the ones.
- f). Then the theatre was changed  
To something else. Its past was a souvenir.
- g). It has to be living, to learn the speech of the place.  
It has to face the men of the time and to meet  
The women of the time.
- h). Me 'n' you, huh?--bot' members of this club! We'll put up one last star  
bout dat'll knock 'em offen deir seats! Dey'll have to make de cages

**UNIT II**

- 2.(a) Elucidate Wallace Stevens' concerns regarding religion, literature and life with reference to his poetry? (or)
- (b) Discuss Frost's philosophy of life as portrayed in his poetry.

### UNIT III

3. (a) Discuss 'The Hairy Ape' as O' Neill's criticism of the contemporary society. (or)  
(b) Do you agree with the statement that Sylvia Plath's poetry is essentially violent? Give examples from the poems prescribed for your study.

### UNIT IV

4. (a) The play, "Who is Afraid of Virginia Woolf", is an attack on marriage as an institution. Discuss in detail. (or)  
(b) Discuss the epic struggle of Santiago for the greatest catch of his life in "The Old Man and the Sea".

### UNIT V

5. (a) How does the division between how the narrator perceives himself and how others perceive him relate to the motifs of blindness and invisibility? Discuss the themes in "The Invisible Man". (or)  
(b) Consider the role of racial stereotypes in "The Invisible Man".

### SHORT ANSWERS:

Write short notes on any FOUR of the following:

(4x5=20)

1. Write a note on Birches.
2. Discuss the character of George in *Who is Afraid of Virginia Woolf?*
3. Comment on Paddy and Long in *The Hairy Ape*.
4. Write a note on the major themes in Old man and the Sea.
5. Elaborate on the role played by Manolin.
6. Discuss the significance of the poem *Tulips*.

**P.B. Siddhartha College of Arts & Science:: Vijayawada - 520010**

**Semester: IV**

**Lecture Hours/ per week: 6**

**Department: M.A English**

**No. of Credits: 5**

**Title of the Paper: ENGLISH LANGUAGE TEACHING-II**

**Course code: EN4T5**

**Max. Marks: 70**

**Objectives:**

1. To introduce different approaches in learning English.
2. Make them plan curriculum and syllabus – predetermined syllabus and emergent syllabus
3. To introduce the methods of teaching language elements- grammar, vocabulary and pronunciation.
4. To introduce four basic language skills and motivate the students to use those skills in teaching (practice teaching).
5. To introduce the concepts of micro-teaching and team teaching.

**Details of the Syllabus:**

<b>Unit 1</b>	Humanistic approaches – the silent way, TPR, community language learning and suggestopedia
<b>Unit 2</b>	Curriculum and syllabus – predetermined syllabus and emergent syllabus
<b>Unit 3</b>	Teaching language elements – grammar, vocabulary and pronunciation
<b>Unit 4</b>	Teaching language skills – listening, speaking, reading and writing
<b>Unit 5</b>	Teaching practice – techniques of micro teaching – team teaching Testing and evaluation

**Text Books**

S.NO	Author	Title	Publisher
1	H.H.Stern	Fundamental concepts in Language Teaching	OUP
2	Richards, Jack C. & Theodore S.Rodgers	Approaches and Methods in Language Teaching	Cambridge University Press
3	Geetha Nagaraj	English Language Teaching: Approaches, Methods, Techniques	Orient Longman

**Reference Books :**

S.No	author	title	Publisher
1	Penny UR,	A Course in Language Teaching	1996, New Delhi, Oxford University Press
2	Keith Johnson	Language Teaching and skill Learning	1966, Oxford: Blackwell Publishers
3	Brumfit, C.J.K. Johnson (1994)	The Communicative Approach to Language Teaching	New Delhi, Oxford: Oxford University Press
4	Heaton, J B	Writing English language tests	Longman
5	Saraswathi, V, 2004	English Language Teaching, Principles and Practice	Chennai: Orient Longman

6	Tickoo M.L. 2003	Teaching and Learning English	Orient Longman
7	Stem, H.H. 1983	Fundamental Concepts of Language Teaching	Oxford University Press
8	J Carrol & P. Hall	Make Your Own Language Tests: A Practical Guide to Writing Language Performance Tests	Pergamon Institute of English

**M. A. English Semester-IV**  
**EN4T5 - ENGLISH LANGUAGE TEACHING – II**

**Duration: 3 hours Max.Marks:70**

Answer Five Questions Choosing One Question from Each Unit.All Questions Carry Equal Marks. Unit 1 is compulsory. Answer any four short answers.

(5X10=50)

**UNIT I**

1. (a) Write an essay on the basic characteristics of humanistic approach.  
(or)  
(b) Explain the way a language class is conducted in Community Language Learning.

**UNIT II**

2. (a) Explain in detail the difference between ‘syllabus’ and ‘curriculum’.  
Or  
(b) What are the characteristics of an emergent syllabus?

**UNIT III**

3. (a) What are the different ways of teaching grammar?  
Or  
(b) Should vocabulary be always taught in context? Elaborate.

**UNIT IV**

4. (a) What are the sub skills involved in listening and reading?  
Or  
(b) Write an essay on ‘integration of skills’.

**UNIT V**

5. (a) What are advantages and disadvantages of team teaching?  
Or  
(b) What are the different types available to assess a learner’s knowledge of language elements and use of language skills?

**SHORT ANSWERS:**

**(4x5=20)**

Write short notes on any FOUR of the following:

1. Silent way approach
2. Teaching vocabulary to a non- English speaker
3. Importance of pronunciation in speaking
4. Write a brief note on techniques of reading.
5. Define team teaching.
6. Importance of micro teaching.