



**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 20**

**2020-21**

**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

**2020 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>MAY -2021 FIRST SEMESTER</b>					
20EN1T1	LINGUISTICS AND PHONETICS	4	100	30	70
20EN1T2	INTRODUCTION TO LITERARY STUDIES	4	100	30	70
20EN1T3	POETRY-I	4	100	30	70
20EN1T4	DRAMA-I	4	100	30	70
20EN1T5	PROSE & FICTION-I	4	100	30	70
20EN1L1	COMPUTER APPLICATIONS FOR ENGLISH (LAB/VIVAVOCE)	4	100	30	70
<b>TOTAL</b>		<b>24</b>	<b>600</b>	<b>180</b>	<b>420</b>
<b>OCTOBER-2021 SECOND SEMESTER</b>					
20EN2T1	VICTORIAN AGE	4	100	30	70
20EN2T2	POETRY-II	4	100	30	70
20EN2T3	DRAMA-II	4	100	30	70
20EN2T4	PROSE & FICTION-II	4	100	30	70
20EN2T5	TRANSLATION THEORY & PRACTICE	4	100	30	70
20EN2L1	DIGITAL SKILLS FOR ENGLISH (COMPREHENSIVE LAB & VIVA)	4	100	30	70
<b>20OE04</b>	<b>CHEMISTRY IN DAILY LIFE (OPEN ELECTIVE)</b>	<b>4</b>	<b>100</b>	<b>30</b>	<b>70</b>
<b>TOTAL</b>		<b>24</b>	<b>600</b>	<b>180</b>	<b>420</b>

<b>MARCH-2022 THIRD SEMESTER</b>					
20EN3T1	LITERARY THEORY & CRITICISM-I	4	100	30	70
20EN3T2	NEW LITERATURES IN ENGLISH-I	4	100	30	70
20EN3T3	INDIAN LITERATURE IN TRANSLATION	4	100	30	70
20EN3T4	AMERICAN LITERATURE-I	4	100	30	70
20EN3T5	ENGLISH LANGUAGE TEACHING-I	4	100	30	70
20EN3L1	ENGLISH FOR ACADEMIC PURPOSES (COMPREHENSIVE LAB CUM VIVA)	4	100	30	70
<b>20OE05</b>	<b>ENGLISH PRESENTATION &amp; SOFT SKILLS (OPEN ELECTIVE)</b>	<b>4</b>	<b>100</b>	<b>30</b>	<b>70</b>
	<b>TOTAL</b>	<b>24</b>	<b>600</b>	<b>180</b>	<b>420</b>
<b>JULY-2022 FOURTH SEMESTER</b>					
20EN4T1	ENGLISH LANGUAGE TEACHING-II	4	100	30	70
20EN4T2	AMERICAN LITERATURE-II	4	100	30	70
20EN4T3	LITERARY THEORY & CRITICISM-II	4	100	30	70
20EN4T4	INDIAN ENGLISH LITERATURE	4	100	30	70
20EN4L1	LIFE SKILLS (COMPREHENSIVE VIVA / LAB)	4	100	30	70
20EN4M1	INTRODUCTION TO WORLD LITERATURE (MOOCS)	4	100	30	70
	<b>TOTAL</b>	<b>24</b>	<b>600</b>	<b>180</b>	<b>420</b>

<b>P.B SIDDHARTHA COLLEGE OF ARTS AND SCIENCE</b> <b>DEPARTMENT OF ENGLISH</b> <b>M.A ENGLISH II SEMESTER</b> <b>Paper Code – 20 EN2E1</b> <b>ENGLISH COMMUNICATION SKILLS</b>		
No. of Lab hours per week: 08	Total	credits:
04 Total marks: 100	(Internal: 30M & External: 70M)	
<b>Details of the syllabus:</b>		
<b>Unit 1</b>	Writing Skills: Report Writing, Notices, Agenda, Business Correspondence, Memo, Letter Writing. Resume	
<b>Unit 2</b>	Group Discussion: Forms of Group Discussion, OGD (Organizational Group Discussion) Discussing in Problem Solutions Divergent Thinking, Convergent Thinking Interview Skills: Types of Interviews	
<b>Unit 3</b>	Grammar and Usage Sentence structure Concord, Phrases and Clauses One word substitutes, Word formation Error Correction and Error Detection	
<b>Unit 4</b>	Soft Skills SWOT Analysis, Interpersonal Skills, Time Management, Stress Management, Leadership Skills, Critical Thinking, Etiquette. Emotional Intelligence	
<b>Unit 5</b>	Soft Skills through Literature Jealousy in Othello – <i>Othello</i> (Act III Scene iii, Act V Scene ii) Self Management in <i>Hamlet</i> Responsibility – Sydney Carton in <i>A Tale of Two Cities</i>	

**Course Outcomes (Cos):**

<b>Course code: 20 EN2E1</b> <b>Title of the Paper: ENGLISH COMMUNICATION SKILLS</b>		
<b>Course outcome</b>		<b>Programme outcome</b>
CO1	Students are trained to develop writing skills.	PO1, PO2
CO2	Students are able to communicate properly in a group. Students are trained to face interviews.	PO1, PO7
CO3	Student shall be able to use proper language by being exposed to grammar exercises.	PO1, PO2,
CO4	Students are trained to equip with life skills and soft skills. They learn to manage time and develop leadership qualities.	PO3, PO4, PO5
CO5	Students also develop the skill of interpreting a text in a critical perspective. The students learn to study the character and analyze the human behavior.	PO1, PO3

**Reference Books:**

Raman, Meenakshi. Technical Communication, OUP, India 2011.

Mohan, Krishna. Developing Communication Skills, Macmillan, Delhi 2009.

**MODEL QUESTION PAPER**  
**Paper Code – 20 EN2E1**  
**ENGLISH COMMUNICATION SKILLS**

**Duration: 3 hours**

**Max.Marks:70**

Answer all questions.

- 1 (a) Write a memo requesting, but not demanding, that employees attend the picnic. Also ask your employees to let you know at least one week in advance whether they are coming or not, and also how many guests they are bringing, and make sure employees know when and how to respond to you. Be sure to list the activities for that day as well. 6M

(Or)

(b) At work, there is very little healthy food to eat in the cafeteria, and you would like that to change. Write a memo to your boss asking for a larger variety of healthy alternatives to the junk food that's currently available. Stress a recent survey that states that healthy employees are more productive, and show that the business would have to spend less on insurance if the employees are healthier. 6M

2. (a) **You are Sandhya/ Sohan an active member of the Animal Lovers Club which works for the welfare of animals by preventing cruelty to them. Recently you visited Mahatma Gandhi Animal Care Home. You were pleasantly surprised to see the good treatment given to the animals. Write a report in 150-200 words on your visit. 6M**

(Or)

(b) **Cultural Society Sunshine Public School, Nellore organized an adult literacy camp in its neighborhood. Write a report in 150-200 words on the camp for your school newsletter. You are P.V. Sunitha, Secretary. 6M**

3. (a) **You are Garima / Gaurav. Write a letter to your friend Sanjana / Sanjay, inviting her / him to your birthday party. Give details regarding the day, time, venue, etc. Add interesting details like theme, dress code, etc.6M**

(Or)

(b) Write a letter to the Editor of "The Times of India", Delhi expressing your concern over the increase in the rate of road accident, rash driving and overcrowded road transport. You are Priya/Priyanshu living at B-47 Avas Vikas, Mayur Vihar, New Delhi.6M

4. (a) What are the types of interviews? 6 M

(Or)

(b). Write an essay on organizational group discussions. 6M

5. (a) What is convergent thinking? 6M

(Or)

(b) What is divergent thinking? 6M

6. (a) How does critical thinking help us in understanding the concept better? Explain. 6M  
(Or)

(b) How can anyone manage stress? Illustrate with examples. 6M

7. (a) Explain the concept of self-management in *Hamlet*. 6M  
(Or)

(b) How does the concept of responsibility reflect in the character of Sydney Carton in *A Tale of Two Cities*? 6M

8. (a) Write a note on SWOT analysis. 6M  
(Or)

(b) What is the need for Interpersonal skills? Discuss the importance of Emotional Intelligence. 6M

**9. Correct the following sentences (11X2) = 22M**

1. I went to the India in 1967.
2. I have been in the United States since a year.
3. I used to having a horse.
4. I'm used to get up early.
5. I love a lot the animals that live in Australia.
6. She must has been on holiday.
7. I wish I am not fat.
8. When I was in Russia last year, I wish I went to Moscow.
9. The sun is very strong.
9. I wish I didn't leave my sun cream in the hotel.
10. I am not used to do the housework.
11. I hate doing mistakes.
12. I live here since 1997.
13. He knows her for ten years.
14. I've been cutting my finger today.

<b>P.B.SIDDHARTHA COLLEGE OF ARTS AND SCIENCE</b> <b>DEPARTMENT OF ENGLISH</b> <b>M.A ENGLISH II SEMESTER</b> <b>Paper Code – 20 EN2L1</b> <b>Paper Title: Digital Skills for English</b>	
No. of Lab hours per week: 08 <span style="float: right;">Total credits: 04</span> Total marks: 100 <span style="float: right;">(Internal: 30M &amp; External: 70M)</span> <b>Details of the Syllabus:</b>	
<b>Unit 1</b>	Exploring teaching and learning with digital technologies – Open Educational Resources on English Language and Literature – online databases
<b>Unit 2</b>	Understanding the potential of digital technologies to support learning and teaching – Online writing Lab: Purdue Owl – Review of locally available digital technologies – OER Commons, MIT OCW
<b>Unit 3</b>	Evaluating the use of digital technologies to support teaching and learning – Online teaching and Learning, Moocs, Wikibooks, Open libraries with examples
<b>Unit 4</b>	Research in English – Open access journals – Multimedia: TED, Khan Academy
<b>Unit 5</b>	Giving a Presentation with digital technologies – PPTs in Slideshare, Open Courseware, Open Textbooks, Google Classroom, Open Course videos on YouTube – Developing OERs through teamwork.

#### Course Outcomes (Cos):

	<b>Course code: 20 EN2L1 Title of the Paper: Digital Skills for English</b>	
<b>Course outcome</b>	Upon successful completion of this course, students are able to:	<b>Programme outcome</b>
CO1	Student shall be able to: improve their ability to plan, execute and use digital technologies;	PO1, PO2
CO2	Develop their reflective practices skills to help them evaluate and develop their own practice in using digital technologies.	PO1
CO3	Student shall be able to: learn collaboratively, supported by their team by using Online teaching and Learning, Moocs, Wikibooks, Open libraries with examples.	PO1, PO2, PO5
CO4	To understand the usage of open access journals, and equipped to use Multimedia: TED, Khan Academy	PO3, PO5
CO5	Become confident and proficient in oral communication and writing. The presentation skills of the students are also enhanced by preparing PPTs.	PO4, PO7

#### Reference books:

1	Alexander J.A.M. van Deursen, Jan A.G.M. van Dijk. Digital Skills: Unlocking the Information Society (Digital Education and Learning) Palgrave Macmillan; 2014
2	Miller, Emily. Virtual Classroom On Demand: The Primary Free Web Service For Teachers Building Future Heroes Ltd. 2020
3	Pernisco, Nick. Media Literacy: A essential guide to critical thinking skills for our complex digital world. Indy Pub. 2020
4	<b>E-content/E-books (optional)</b> <a href="https://learning.cambridgeinternational.org/classroom/course/view.php?id=3083">https://learning.cambridgeinternational.org/classroom/course/view.php?id=3083</a>
5	<a href="https://www.coursera.org/">https://www.coursera.org/</a>
6	<a href="https://www.ted.com/">https://www.ted.com/</a>
7	<a href="http://opencourselibrary.org/hum-101-intro-to-humanities/">http://opencourselibrary.org/hum-101-intro-to-humanities/</a>

8	<a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>
9	<a href="http://www.oercommons.org/">http://www.oercommons.org/</a>
10	<a href="http://www.merlot.org/merlot/index.htm">http://www.merlot.org/merlot/index.htm</a>



<b>P.B.SIDDHARTHA COLLEGE OF ARTS AND SCIENCE</b> <b>DEPARTMENT OF ENGLISH</b> <b>M.A ENGLISH SEMESTER</b> <b>Paper Code –20EN1L1</b> <b>Paper Title: Computer Applications for English</b>	
No. of Lab hours per week: 08 <span style="float: right;">Total credits: 04 Total marks: 100</span> (Internal: 30M & External: 70M)	
<b>Details of the Syllabus:</b>	
<b>Unit 1</b>	Introduction to MS Office- Word- Powerpoint- Internet Browsing
<b>Unit 2</b>	Introduction to Listening and Speaking through activities: You and Me, A good job, Work hard, Play Hard!, Somewhere to Live;
<b>Unit 3</b>	Super Me!, Life's ups and downs, Dates to remember, Eat in or Out? Computer Applications for English Language- Online tools, Apps
<b>Unit 4</b>	City Living, Where on earth are you?, Going Far, Never ever!
<b>Unit 5</b>	Introduction to Reading and Writing: Story Time, Book Review, Movie Review, Presentation Skills through PPT

**COURSE OUTCOMES:**

<b>Course Code: 20 EN1L1</b> <b>Title of the Paper: Computer Applications for English</b>		
Course Outcome no.	Upon successful completion of this course, students are able to:	Programme outcome
CO-1	Use computer effectively by preparing Power point presentations and speak good English by using appropriate vocabulary, right word at right place and make students to communicate effectively with others.	PO2, 3
CO-2	Expose to the modern world and use latest vocabulary of the changing world through listening and speaking activities.	PO1, 4
CO-3	Gather, understand, use and synthesize information from various written and electronic sources. Learn to use online tools.	PO7
CO-4	Update language and pick up vocabulary from work and finance atmosphere by observation.	PO2, PO7
CO-5	Become confident and proficient in oral communication and writing. The presentation skills of the students are also enhanced by preparing PPT from their syllabus.	PO3, PO4

**Reference Books:**

	Author	Title	Publisher
1.	Liz and John Soars	New Headway Elementary – IV Edition (2019)	OUP
2.	Leech and Svartvik	A Communicative Grammar of English	Pearson
3.	Michael Swan	Practical English Usage – Michael Swan	OUP

4.	GeorgeYule	AdvancedOxfordPracticeGrammar	OUP
5.	MarionGruss	EnglishforPresentations	OUP

(The Lab component may be divided into two sessions -language lab, using the multimedia lab for listening and reading skills.Communication Lab using the lab with PA system or a classroom for writing and Speaking skills)

**P.B.SIDDHARTHA COLLEGE OF ARTS AND SCIENCE**  
**DEPARTMENT OF ENGLISH**  
**M.A ENGLISH I SEMESTER**  
**Paper Code: 20EN1T1**  
**Paper Title: LINGUISTICS AND PHONETICS**

No. of hours per week: 04 Total credits: 04  
 Total marks: 100 (Internal: 30M & External: 70M)

**Details of the Syllabus:**

Unit 1	Language: What is Language? Key properties of Language, Language Variation: Language Styles, Idiolects and Language Dialects, The Spread and Rise of English/es
Unit 2	Linguistics: Definition, Scope and Branches: Historical Linguistics, Sociolinguistics, Psycholinguistics; Descriptive Linguistics, Clinical Linguistics, Computational Linguistics; Applied Linguistics, Sign Linguistics, Neurolinguistics: Saussure, Bloom field, Chomsky: major concepts and ideas
Unit 3	English Phonetics and Phonology: The Human Speech Mechanism and Articulation of Speech Sounds; Introduction to the Vowels and Consonants of English and their Description; Allophonic Variations of the Consonants of English; The Syllable and the English Stress System; The Suprasegmental Phonology of English
Unit 4	English Morphology and Syntax: Introduction to Morphology, Morphemes and their types, Allomorphs; Processes of Word Formation, Morphological Typology and Morphological Analysis Syntax: Analysis of the Structure of the Modern English Language: syntactic categories and IC Analysis Deep Structure and Syntactic Analysis: NP and VP Structures, Phrase Structure, Surface Structure, Transformational Generative Grammar (TG)
Unit 5	Stylistics and Semantics: Linguistics, Literary Criticism and Stylistics Style and Register; Stylistic Analysis of a Poem or a Prose Piece Semantics: Sense and Reference, Conceptual and Associative Meaning, Lexical Semantic relations and Semantic Change

**COURSE OUTCOMES:**

<b>Course Code: 20EN1T1 Title of the Paper: LINGUISTICS AND PHONETICS</b>		
<b>Course outcome</b>	<b>Upon successful completion of this course, students are able to:</b>	<b>Programme outcome</b>
CO-1	Understand the Properties of Language, and its branches- Linguistics, Phonetics, Semantics, Stylistics and Generative grammar.	PO2, PO7
CO-2	Analyze the nature of language study through Linguistics (at the Phonemic Level).	PO2
CO-3	Perceive and produce the most common sound types in the IPA chart and Phonetically transcribe linguistic data.	PO2
CO-4	Develop an understanding about the structure of morphological sub-system and apply a range of concepts and terms from Syntax to data that exemplify them.	PO7, PSO1
CO-5	Conceptualize the relation between Meaning in Language on word, sentence and utterance level. They also Identify the principle tools of Stylistic analysis.	PO2

<b>Reference books:</b>	
1.	Admajian, A. et al 2001. Linguistics: An Introduction to Language and Communication. 5th edition. New Delhi: Pr entice Hall of India Pvt. Ltd
2.	Radford, A. 1999. Linguistics: An Introduction, CUP
3.	Krishnaswamy, Verma and Nagrajan. 1992. Modern Applied Linguistics. New Delhi, Macmillan
4.	Balasubramaniam, T. 2007. English Phonetics for Indian Students (A Workbook), New Delhi, Macmillan
5.	Redford, Andrew. 2004. English Syntax: An Introduction, New York, Cambridge University
6.	Toolan, Michael. 1999. Language in Literature: An Introduction to Stylistics, London, Arnold Press

**P.B. SIDDHARTHA COLLEGE OF ARTS & SCIENCE :: VIJAYAWADA-10**  
**M.A ENGLISH SEMESTER –I**  
**20EN1T1 – LINGUISTICS AND PHONETICS**

**Duration: 3 hours****Max.Marks:70****Attempt questions from all sections.****SECTION-A**

Answer Five Questions Choosing One Question from Each Unit.

Marks (5X10=50)

**UNIT 1 (Language)**

CO-1 1. (a) What are the key properties of Language? Explain. BTL-1 (Or)

CO-1(b) Elaborate the following: Idiolect, Style and Dialect.BTL-3

**UNIT 2 (Linguistics)**

CO-2 2. (a) Explain the different branches of Linguistics. BTL-3 (Or)

CO-2 (b) What is the difference between correctness and acceptability? Illustrate with examples.BTL-1

**UNIT 3**

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

Student: Good morning, Sir!

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.

(Or)

CO-3 (b) Write in detail about the functions of the Organs of Speech.BTL-1

**UNIT 4**

CO-4 4. (a) What is word building process? Substantiate with examples.BTL-2 (Or)

CO-4 (b) What are varieties of English? ExplainBTL-2

**UNIT 5**

CO-5 5. (a) Explain Foregrounding as a Stylistic device. BTL-3 (Or)

CO-5 (b) Explain Conceptual meaning and give few examples.BTL-4

**SECTION-B**

**Answer any four short notes:**

Marks (4X5=20)

CO-1 1. Free and Bound MorphemeBTL-1

CO-12. DiphthongsBTL-2

CO-23. Socio linguisticsBTL-2

CO-2 4. Phrase structureBTL-1

CO-45. AllomorphsBTL-2

CO-3 6.DiglossiaBTL-1

CO-3 7.Cardinal vowels.BTL-2

CO-1 8.Write a brief note on nasal sounds. BTL-2

**P.B.SIDDHARTHA COLLEGE OF ARTS AND SCIENCE**  
**DEPARTMENT OF ENGLISH**  
**M.A ENGLISH SEMESTER**  
**Paper Code: 20EN1T2**  
**Paper Title: INTRODUCTION TO LITERARY STUDIES**

No. of hours per week: 04 Total credits: 04  
 Total marks: 100 (Internal: 30M & External: 70M)

**Details of the Syllabus:**

Unit 1	Literary Genres: Poetry, Prose, Fiction, Drama, Short Story, Criticism, Novel, Autobiography, Essay, Translation Literary Terms: Sublime, Archetype, Figures of Speech (simile, metaphor, onomatopoeia, personification, alliteration, understatement) Enlightenment, Expressionism, Formalism, Symbolism, Discourse, Narrative, Dystopia
Unit 2	Renaissance and the Restoration Age
Unit 3	Augustan and Romantic Age
Unit 4	Victorian and Modern Age
Unit 5	Postmodernism, Postcolonialism and Post-Postmodernism

**COURSE OUTCOMES:**

	<b>Course Code: EN1T2</b>	
	<b>Title of the Paper: INTRODUCTION TO LITERARY STUDIES</b>	
COURSE OUTCOME NO	Upon successful completion of the course,	Program me outcome
CO-1	The students will gain knowledge about different genres of literature by learning the definition, scope of the literary, non-literary, sub-literary and the variety of literary forms in English. The students get familiarity about different literary terms used in literature and understands different types of figures of speech.	PO1,3,4
CO-2	The students understand the political, economical, and social conditions that lead to Renaissance and how it shaped the literature of that period. The students understand the conditions lead to puritan interregnum and in the restoration of monarchy, and how those circumstances were shown in literature.	PO1,5,7
CO-3	The students are able to understand the revival of classical writings by the writers in the Neoclassical period. The students know about the uniqueness of 18 <sup>th</sup> century and the two different conceptions of art.	PO2,7
CO-4	The students understand the changes in the 19 <sup>th</sup> century Britain and how they are reflected in the literature of that time. The students know how world wars changed the world and the plethora of isms influenced literature of 20 <sup>th</sup> century	PO1,5,7
CO-5	The students understand literatures of postcolonial countries influenced English literature and the different circumstances lead to postmodern and post-postmodernism.	PO1,6,7

**Reference books:**

1.	Abrams, M.H., and Geoffrey Galt Harpham. A Glossary of Literary Terms. Cengage Learning, 2015.
2.	Hudson, W.H. Outline History of English Literature. Maple Press, 2016.
3.	Cuddon, J. A., et al. The Penguin Dictionary of Literary Terms and Literary Theory. Penguin Books, 2014.
4.	The Short Oxford History of English Literature. Oxford University Press, 2004. OUP
5.	E-content: <a href="https://literaryterms.net/">https://literaryterms.net/</a>

**M.A ENGLISH SEMESTER –I**  
**20EN1T2 – INTRODUCTION TO LITERARY STUDIES – I**

**Duration: 3 hours**

**Max.Marks:70**

**Attempt questions from all sections.**

**SECTION-A**

Answer Five Questions Choosing One Question from Each Unit.

Marks (5X10=50)

**UNIT – I**

**CO- 1** 1.a. What is novel? Trace the development of novel, discussing at least 5 types of novel that are

in vogue now. BTL-4

(Or)

CO-1b. What is poetry? Write an essay on different types of poetry. BTL-2

**UNIT – II**

**CO-22.a.** How European renaissance is different from English renaissance? Write about English Renaissance focusing on its characteristics. BTL-2

(Or)

CO-2 b. Discuss the social and political conditions during restoration age. BTL-2

**UNIT - III**

CO-2 3.a. Write an essay on the importance of first half of the 18<sup>th</sup> century. BTL-3

(Or)

CO- 3b. Imagination is primary source of literary creation. Discuss the statement in the light of Romantic Movement. BTL-4

**UNIT - IV**

CO-4 4.a. What are the salient features of Victorian literature? BTL-4

(Or)

CO- b. Write an essay on Modernism in literature. BTL-5

**UNIT - V**

CO-5 5.a. What is Post-modernism? How is it different from Modernism? BTL-5

(Or)

CO-5b. What is Post colonialism? What are the characteristics of Post colonial literature? BTL-5

## SECTION-B

Answer any **four** short answers:

Marks (4X5 = 20)

- CO-1 1.Symbolism, Personification or simile, metaphorBTL-1
- CO-1 2.Enlightenment, Narrative or alliteration, DiscourseBTL-1
- CO-2 3.Morality Play or Restoration DramaBTL-2
- CO- 3 4.Classicism or RomanticismBTL-4
- CO- 4 5.Victorian Optimism or War PoetryBTL-4
- CO- 4 6.Theatre of Absurd or Epic theatreBTL-5
- CO- 5 7.Orientalism or Features of Post modernismBTL-5
- CO- 5 8.Modernism or Themes of Post colonial literatureBTL-5



**P.B.SIDDHARTHA COLLEGE OF ARTS AND SCIENCE**  
**DEPARTMENT OF ENGLISH**  
**M.A ENGLISH SEMESTER**  
**Paper Code: 20EN1T3**  
**Paper Title: POETRY-I**

No. of hours per week: 04 Total credits: 04  
 Total marks: 100 (Internal: 30M & External: 70M)

**Details of the Syllabus:**

Unit 1	Literary history of Poetry/movements /Types of poetry/Intensive study of the Asterisk marked texts
Unit 2	Chaucer: Prologue to The Canterbury Tales–Knight’s Portrait, The Squire’s Portrait, Wife of Bath’s Portrait, Nun’s Portrait, Oxford Scholar John Donne: The Sun Rising, The Ecstasy
Unit 3	*John Milton: Paradise Lost, Book I
Unit 4	Alexander Pope: The Rape of the Lock *John Keats: Ode on a Grecian Urn, To the Nightingale
Unit 5	William Wordsworth: Tintern Abbey, Ode on Intimations of Immortality Robert Browning: My Last Duchess, Fra Lippo Lippi Lord Tennyson : Ulysses, Lotus Eaters Matthew Arnold: Scholar Gypsy, Dover Beach

**COURSE OUTCOMES:**

COURSE OUTCOME NO	Course Code: 20EN1T3      Title of the Paper: Poetry-I	Programme outcomes
	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.	PO1,
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.	PO5
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.	PO1, PO5
CO-4	Develop interpretation skills of Poetry and enhance their communication skills.	PO5, PO1,
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.	PO6, PO1

**Reference books:**

1.	John Milton, Paradise Lost, Book I, Macmillan
2.	Chaucer, Prologue to the Canterbury Tales, Macmillan
3.	John Keats, Odes, Macmillan
4.	John Donne, “The Sun Rising”, “The Ecstasy”, Macmillan
5.	Alexander Pope, The Rape of the Lock, Macmillan
6.	Toolan, Michael. 1999. Language in Literature: An Introduction to Stylistics, London, Arnold Press

7.	William Wordsworth, <i>The Prelude</i> Book-I, Macmillan
8.	Robert Browning, "My Last Duchess", Fra Lippo Lippi, Macmillan
9.	Matthew Arnold, <i>Scholar Gypsy</i> , Dover Beach, Macmillan
10.	Thomas Humprey Ward, <i>The English Poets</i> (Vol: I to IV), Macmillan
11.	A. Alvarez, <i>The Shaping Spirit</i> , Oxford University Press
12.	Pratt and Arnold, <i>The English Poets: Chaucer to Donne</i> , Macmillan

**M.A ENGLISH SEMESTER –I**  
**20EN1T3 – POETRY – I**

**Duration: 3 hours**

**Max.Marks:70**

**Attempt questions from all sections.**

**SECTION –A**

**UNIT - I**

1. Annotate any **two** of the following: Marks (2X5=10)

CO-2(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 BTL- 3

CO-2(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, BTL- 3

CO-2(c) Heard melodies are sweet, but those unheard are sweeter BTL- 3

CO-2(d) Thou wast not born for death, immortal Bird! BTL- 3

**SECTION-B**

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

Marks (4X10=40)

**UNIT - II**

CO-22.(a) Critically comment on Chaucer's art of characterization in the prologue to the *Canterbury tales*. BTL-5

(Or)

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

**UNIT - III**

CO-33.(a) Comment on the epic similes of Milton's *Paradise Lost Book-I*. BTL-4

(Or)

CO-3 (b) Explain the speeches of Satan in *Paradise Lost Book-I*. BTL-3

**UNIT - IV**

CO-3 4.(a) Consider Alexander Pope's *The Rape of the Lock* as a social satire. BTL-3

(Or)

CO-4 (b) Keat's *Ode on a Grecian Urn* is based on a series of paradoxes and opposites. BTL-4

Comment.

**UNIT - V**

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

4

(Or)

CO-5 (b) Write a critical appreciation of Tennyson's *Ulysses*.BTL-2

**SECTION-C**

**Short Answers**

Marks(4X5=20)

Answer any **four** short answers:

CO-2 1. Write a note on the character of Nun.BTL-2

CO-5 2. What is Hellenism?BTL-1

CO-53.Explain Dover Beach.BTL-4

CO-34.Discuss the character of Satan.BTL-3

CO-35.Dramatic Monologue.BTL-2

CO-26.Write a note on the character of Belinda.BTL-2

CO-47.Write a note on Metaphysical poetry.BTL-2

CO-58.Explain the setting in Lotus-eaters.BTL-5

<b>P.B.SIDDHARTHA COLLEGE OF ARTS AND SCIENCE</b> <b>DEPARTMENT OF ENGLISH</b> <b>M.A ENGLISH SEMESTER</b> <b>Paper Code: 20EN1T4</b> <b>Paper Title: DRAMA-I</b>	
No. of hours per week: 04	Total credits: 04
Total marks: 100	(Internal: 30M & External: 70M)
<b>Details of the Syllabus:</b>	
Unit 1	Literary history/movements /history of ideas /genres/Intensive study of the Asterisk marked texts.
Unit 2	*Christopher Marlowe: Doctor Faustus
Unit 3	William Shakespeare : Hamlet William Shakespeare: Twelfth Night
Unit 4	*William Shakespeare: The Tempest
Unit 5	Ben Jonson: Volpone Sheridan: The School for Scandal

**COURSE OUTCOMES:**

Course Code: 20EN1T4		Title of the Paper: Drama-I	Programme Outcome
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. Exhibit a holistic knowledge of theatre in all the playwrights' plays.		PO5
CO-2	Demonstrate proper grounding in English drama and theatre and apply skills and knowledge to explain the cultural, social, political and religious significance in the texts.		PO1, PSO2
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.		PO1
CO-4	Review the rise of the drama and the growth of the theatre in England by reading comedies and tragedies. Produce critical readings in the light of various schools of criticism.		PO2
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.		PO3, PO7, PSO1

<b>Reference books:</b>	
1	Christopher Marlowe, Doctor Faustus, Macmillan
2	Ben Jonson, Volpone, Oxford University Press
3	The School for the Scandal Sheridan, Oxford University Press

4	Shakespeare's Tempest ,Oxford University Press
5	Shakespeare's Hamlet ,Oxford University Press
6	Shakespeare's Twelfth Night ,Oxford University Press
6	D.Kirkpatrick, Contemporary Dramatists, Penguin

**M.A ENGLISH SEMESTER –I**  
**20EN1T4 – DRAMA – I**

**Duration: 3 hours**

**Max.Marks:70**

**Attempt questions from all sections.**

**SECTION-A** Marks(2X5=10)

**UNIT - I**

1. Annotate any **two** of the following:BTL-3

CO-2 (a) Hell has no limits. Nor is circumsth

And where hell is, there must we ever be;

CO-2 (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;

CO-2 (c) To be, or not to be: that is the question:

CO-2 (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.

Marks (4X

10=40)

**UNIT - II**

CO-22.(a) Critically comment on the blend of both renaissance and reformation elements in

*Dr. Faustus*.BTL-5

(Or)

CO-2 (b) Discuss the major themes in *Dr. Faustus*.BTL-4

**UNIT - III**

CO-3 3.(a) Illustrate the theme of procrastination in *Hamlet*.BTL-3

(Or)

CO-3 (b) Discuss the characters of Viola and Olivia in *Twelfth Night*.BTL-4

**UNIT - IV**

CO-4 4. (a) Write a detailed note on the supernatural element in *The Tempest*.BTL-2

(Or)

CO-4 (b) Analyse Prospero's relationship with Caliban and Ariel in *The Tempest*.BTL-4

**UNIT - V**

CO-55. (a). Discuss the themes in *Volpone* by Ben Jonson.BTL-4

(Or)

CO-5 (b) Compare the characters of Charles Surface and Joseph Surface in *The School for Scandal*.BTL-5

### SECTION-C

Answer any **four** short answers: Marks (4X5=20)

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

<b>P.B.SIDDHARTHA COLLEGE OF ARTS AND SCIENCE</b> <b>DEPARTMENT OF ENGLISH</b> <b>M.A ENGLISH SEMESTER</b> <b>Paper Code: 20EN1T5</b> <b>Paper Title: PROSE AND FICTION-I</b>	
No. of hours per week: 04	Total credits: 04
Total marks: 100	(Internal: 30M & External: 70M)
<b>Details of the Syllabus:</b>	
<b>Unit 1</b>	Introduction to Prose, Fiction, Short Story; History of English Prose and Fiction, The rise of the English Novel, Novel of Manners, Stream of Consciousness
<b>Unit 2</b>	* Francis Bacon: Select Essays: (Of Truth, Of Love, Of Marriage & Single Life, Of Adversity, Of Studies, Of Travel)
	* Charles Lamb: Essays of Elia: (Dream Children, The praise of Chimney sweepers, New Year's Eve)
<b>Unit 3</b>	Jonathan Swift: Gulliver's Travels IV Voyage.
<b>Unit 4</b>	Jane Austen: Pride and Prejudice
	Charlotte Bronte: Jane Eyre
<b>Unit 5</b>	Charles Dickens: Great Expectations

**COURSE OUTCOMES:**

Course Code: 20EN1T5		Title of the Paper: Prose & Fiction-I	
COURSE OUTCOME NO	Upon successful completion of this course, students are able to:		Programme outcomes
CO-1	To understand the rise of English Prose and fiction and to interpret the text in a critical perspective. To analyze the themes and poetic devices used in British Prose and Fiction		PO1
CO-2	Develop the skill to compose an essay absorbing the essentials of writing a good essay.		PO2
CO-3	Examine the concept of bildungsroman novel, auto-biographical novel and try to draft short stories of their own creation.		PO3
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.		PO5
CO-5	Demonstrate different kinds of narratives by analyzing the prescribed texts for their study and improve their communication skills.		PO1

<b>Reference books:</b>	
1	Francis Bacon, Essays, Oxford University Press, New Delhi.
2	Charles Lamb, Essays of Elia, Oxford University Press, New Delhi.
3	Jonathan Swift, Gulliver's Travels IV Voyage, Oxford University Press
4	Jane Austen, Pride and Prejudice, Oxford University Press

5	Charlotte Bronte, Jane Eyre, Orient Blackswan, Hyderabad
6	Charles Dickens, Great Expectations, Oxford University Press
7	Arnold Kettle, An Introduction to the English Novel Vols-2, Hutchinson & Co Ltd
8	Hugh Walker, The English Essay and Essayists, Kessinger Publishing
9	E.M. Forster, Aspect of the Novel, Penguin

**M.A ENGLISH SEMESTER –I  
20 ENIT5 – 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: Marks (2X5=10)

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

CO-2 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. BTL-3

CO-2 B) The virtue of prosperity, is temperance; the virtue of adversity, is fortitude; which in morals is the more heroic virtue. BTL-3

CO-2 C) Certainly wife and children are a kind of discipline of humanity; BTL-3

CO-2 D) I have a kindly yearning towards these dim specks -- poor blots -- innocent blacknesses. BTL-3

**SECTION-B**

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

Marks (4X10=40)

**UNIT – II**

CO-2 1.(a) "Bacon's essays are deeper and more discriminating than any earlier, or almost any later, work in

the English language". Elucidate. BTL-4

(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. BTL-4

**UNIT – III**

CO-3 2.(a) Why was Swift criticized for the ideas satirized in *Gulliver's Travels*? BTL-5

(Or)

CO-3 (b) Critically examine the characterization in *Gulliver's Travels*. BTL-4

**UNIT –IV**

CO-3 3.(a) Jane Austen assigns the qualities of *Pride and Prejudice* to Elizabeth and Darcy. Examine. BTL-4

(Or)

CO-3(b) Comment on *Jane Eyre* as a Gothic novel. BTL-3

**UNIT – V**



CO-5 4.(a) In what ways does *Great Expectations* explore the relationship between family and money and social class?BTL-4

(Or)

CO-5 (b) Write an essay describing the narrative structure of *Great Expectations* by Charles Dickens.BTL-1

### **SECTION-C**

Answer any **four** short answers:Marks (4X5=20)

CO-21. What are the central themes in *Jane Eyre*?BTL-1

CO-12.Auto-biographical novelBTL-2

CO-33.Novel of adventureBTL-1

CO-24.Aphoristic style of BaconBTL-1

CO-45. Discuss the character of Darcy.BTL-2

CO-46.Discuss the character of Pip.BTL-2

CO-27.Define satire with few examples.BTL-3

CO-38.Wit in *Pride and Prejudice*.BTL-4

**P.B.SIDDHARTHA COLLEGE OF ARTS AND SCIENCE**  
**DEPARTMENT OF ENGLISH**  
**M.A ENGLISH II SEMESTER**  
**Paper Code –20EN2T1**  
**Paper Title: VICTORIAN AGE**

No. of hours per week: 04 Total marks: 100 <b>Details of the Syllabus:</b>		Total credits: 04 (Internal: 30M & External: 70M)
Unit 1	Socio economic and cultural conditions of the period, Victorian compromise, elegy, dramatic monologue, novel of social realism, the gothic novel, Victorian notions	
Unit 2	Alfred Tennyson: In Memoriam (1-10 sections) Robert Browning: “ Andrea Del Sarto”, “ A Grammarians Funeral”	
Unit 3	Robert Burns: Red Red Rose, To a Mouse John Ruskin: Unto this Last (Two Chapters)	
Unit 4	Charles Dickens: A Tale of Two Cities William Thackeray: Vanity Fair	
Unit 5	Thomas Carlyle: The Hero as Poet Emily Bronte: Wuthering Heights	

**COURSE OUTCOME:**

Course Code: 20 EN2T1		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.	

**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 –II**  
**20 EN2T1 – VICTORIAN AGE**

**Duration: 3 hours**

**Max.Marks:70**

**Attempt questions from all sections.**

Marks. (5X10=50)

Answer Five Questions Choosing One Question From Each Unit.

**SECTION-A**

**UNIT – I**

CO-1 1. (A) How is Victorian poetry different from romantic poetry? Illustrate with examples.  
BTL-4

(Or)

CO-3 (B) Write a detailed note on the characteristics of Victorian Literature.BTL-1

**UNIT - II**

CO-1 2. (A) Critically examine the art and technique of Tennyson with reference to the text prescribed for your study. BTL-4

(Or)

CO-2 (B) Write a critical note on Browning's dramatic monologues.BTL-4

**UNIT - III**

CO-2 3. (A) Bring out the major themes from Robert Burns poetry.BTL-5

(Or)

CO-3 (B) Write a brief note on the significance of the title "Unto This Last."BTL-2

**UNIT - IV**

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

(Or)

CO-5 (B) Analyze the humorous implications of the names in *Vanity Fair*.BTL-4

**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?BTL-5

(Or)

CO-1 (B) Comment on the theme of love and revenge in *Wuthering Heights*?BTL-5

**SECTION-B**

**6. Write short notes on any four of the following.**

(4X5=20 M)

CO-1 1. Nelly Dean in *Wuthering Heights* BTL-4

CO-1 2. Define social realityBTL-2

CO-1 3. Characteristics of Dramatic monologueBTL-2

CO-1 4. Imagery in Tennyson's poetryBTL-5

- CO-1 5. What is a Lyric? Explain.BTL-2  
CO-1 6. Symbolism in *Vanity Fair*BTL-4  
CO-4 7. Discuss the character of Sydney Carton BTL-4  
CO-4 8. What is an elegy? Define with examples.BTL-2

**P.B.SIDDHARTHA COLLEGE OF ARTS AND SCIENCE**  
**DEPARTMENT OF ENGLISH**  
**M.A ENGLISH II SEMESTER**  
**Paper Code –20EN2T2**  
**Paper Title: POETRY-II**

No. of hours per week: 04  
 Total marks: 100

Total credits: 04  
 (Internal: 30M & External: 70M)

**Details of the Syllabus:**

Unit 1	Literary history / movements / history of ideas / genres / Intensive study of the Asterisk marked texts.	
Unit 2	*W.B. Yeats	: The Second Coming, A Prayer for My Daughter
	W.H. Auden	: The Unknown Citizen, In Memory of W.B. Yeats
Unit 3	*T.S. Eliot	: The Waste Land
Unit 4	Dylan Thomas	: Fern Hill, Do Not Go Gentle into That Good Night
	Philip Larkin	: Whitsun Weddings, Church Going
Unit 5	Siegfried Sassoon	: The Poet as Hero, The Child at the Window
	Ted Hughes	: The Jaguar, Thrushes
	Craig Raine	: A Martian Sends a Postcard Home

**Course Outcomes (COs):**

<b>Course Code: 20 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 and Philip Larkin who was generally categorized as a modern poet.	PO1, PO7
CO-5	Students are exposed to read poetry of eminent writers in post war England.	PO1

**Reference books:**

- |    |   |
|----|---|
| 1. | Yeats, W.B., and Timothy Webb. W.B. Yeats: Selected Poetry. Penguin, 1991.  |
| 2. | Twentieth-Century English Poetry: Incorporating the Faber Poetry Library. Bell & Howell Information and Learning, 2000. |
| 3. | Auden, Wystan Hugh, and John Fuller. W.H. Auden: Poems. Faber and Faber, 2009.  |
| 4. | Larkin, Philip. Philip Larkin Poems: Selected by Martin Amis. Faber & Faber, 2012.                                      |
| 5. | Plath, Sylvia, and Ted Hughes. The Collected Poems. Harper Perennial Modern Classics, 2018.                             |

6.	Toolan, Michael. 1999. <i>Language in Literature: An Introduction to Stylistics</i> , London, Arnold Press
7.	Thomas Humprey Ward, <i>The English Poets (Vol: I to IV)</i> , Macmillan
8.	A. Alvarez, <i>The Shaping Spirit</i> , Oxford University Press
9.	Thomas, Dylan, and Derek Mahon. <i>Dylan Thomas: Poems</i> . Faber and Faber, 2004.

**M.A ENGLISH SEMESTER –II**  
**20 EN2T2- POETRY -II**

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-2 | (a) Here is not water but only rock,<br>Rock and no water and the sandy road,                    | BTL-3 |
| CO-2 | (b) How but in custom and in ceremony<br>Are innocence and beauty born?                          | BTL-3 |
| CO-2 | (c) And what rough beast, its hour come round at last;<br>Slouches towards Bethlehem to be born? | BTL-3 |
| CO-2 | (d) Dayadhvam: I have heard the key<br>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 W.H. Auden's Poetry 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-4

Or

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 on the poetry of CRAIG Raine.

BTL-1

**Section-C**

Marks (4X5=20)

**Answer any four short notes:**

- |      |   |       |
|------|---|-------|
| CO-2 | 1. W.B. Yeats as an Irish poet.                               | BTL-4 |
| CO-2 | 2. Write a note on What the Thunder Said?                     | BTL-1 |
| CO-3 | 3. Discuss the character of Tiresias.                         | BTL-3 |
| CO-3 | 4. Explain the unknown Citizen.                               | BTL-6 |
| CO-2 | 5. Discuss the theme of time and youth in Fern Hill.          | BTL-2 |
| CO-4 | 6. Write a note on the theme of marriage in Whitsun Weddings. | BTL-2 |
| CO-5 | 7. Comment on the poem Jaguar.                                | BTL-6 |
| CO-5 | 8. A Martian sends a Postcard Home                            |       |

<b>P.B.SIDDHARTHA COLLEGE OF ARTS AND SCIENCE</b> <b>DEPARTMENT OF ENGLISH</b> <b>M.A. ENGLISH II SEMESTER</b> <b>Paper code: \</b> <b>Paper Title: DRAMA-II</b>	
No. of hours per week: 04 To Total credits: 04 (Internal: 30M & External: 70M) talmarks: 100	
<b>Details of the Syllabus:</b>	
Unit 1	Literary history / movements / history of ideas / genres / Intensive study of the Asterisk marked texts.
Unit 2	Goldsmith : She Stoops to Conquer *Oscar Wilde : Importance of Being Earnest
Unit 3	*Bernard Shaw : Pygmalion
Unit 4	John Synge : Riders to the Sea Samuel Becket : Waiting for Godot
Unit 5	T.S. Eliot : Murder in the Cathedral

**Course Outcomes (COs):**

<b>Course Code: 20 EN2T3 Title of the Paper: Drama-II</b>		
<b>Course outcome</b>		<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

**Reference books:**

1	Christopher Marlowe, Doctor Faustus, Macmillan
2	Ben Jonson, Volpone, Oxford University Press
3	The School for the Scandal, Sheridan, Oxford University Press
4	John Synge, The Playboy of the Western World, Oxford University Press
5	Harold Pinter, The Birthday Party, Oxford University Press
6	D. Kirkpatrick, Contemporary Dramatists, Penguin



**M.A ENGLISH SEMESTER –II**  
**20 EN2T3 – DRAMA-II**

Answer Five Questions Choosing One Question From Each Unit.

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-2 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-3

CO-2b. I daresay it was foolish of me, but I fell in love with you, Ernest.

BTL-3

CO-2c. This is rather a bit of luck. I'll show you how I make records.

BTL-3

CO-2 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-3

**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

BTL- 5

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

**Section-C**

Marks (4X5=20)

**Answer any four short notes:**

CO-1 1. Write a note on problem play.

BTL- 1

CO-1 2. What are the features on a one act play?

BTL-1

CO-3 3. Discuss the character of Lady Bracknell.

BTL-3

CO-3	4. Class consciousness in <i>Pygmalion</i> .	BTL-4
CO-4	5. Expressionism.	BTL-1
CO-4	6. Explain the journey of the chorus in <i>Murder in the Cathedral</i> .	BTL-6
CO-4	7. Martyrdom	BTL-1
CO-5	8.Character of Maurya in <i>Riders to the Sea</i> .	BTL-4

<b>P.B.SIDDHARTHA COLLEGE OF ARTS AND SCIENCE</b> <b>DEPARTMENT OF ENGLISH</b> <b>M.A ENGLISH II SEMESTER</b> <b>Paper code: 20EN2T4</b> <b>Paper Title: PROSE AND FICTION-II</b>	
No. of hours per week: 04 <span style="float: right;">Total credits: 04</span> Total marks: 100 <span style="float: right;">(Internal: 30 M &amp; External: 70 M)</span>	
<b>Details of the Syllabus:</b>	
<b>Unit 1</b>	Introduction to Prose, Fiction and Short Story; History of English Prose and Fiction, The rise of the English Novel, kinds of prose and fiction, Stream of Consciousness
<b>Unit 2</b>	Thomas Hardy : Far from the madding Crowd (1874) D.H. Lawrence : Sons and Lovers (1913)
<b>Unit 3</b>	James Joyce : After the Race (1914) *Virginia Woolf : Room of One's Own (1929)
<b>Unit 4</b>	Somerset Maugham : The Happy Man (1924), Princess September (1939) William Golding : Lord of the Flies (1954)
<b>Unit 5</b>	Doris Lessing : Flight (1957), Now I Lay Me Down to Sleep (1986)

### Course Outcomes (Cos):

<b>Course Code: 20 EN2T4 Title of the Paper: Prose &amp; Fiction - II</b>		
Course outcome	Upon successful completion of this course, students are able to:	Program me outcome
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

### Reference books:

1	Thomas Hardy, Far from the madding Crowd, Oxford University Press, New Delhi.
2	D.H. Lawrence, Sons and Lovers, Oxford University Press, New Delhi.
3	James Joyce, After the Race, Oxford University Press, New Delhi
4	Virginia Woolf, Room of One's Own, CUP, New Delhi
5	Somerset Maugham: The Happy Man, Princess September, Blackmore Dennett, London.
6	William Golding, Lord of the Flies, Oxford University Press, London

7	ArnoldKettle,AnIntroductiontotheEnglishNovelVols-2,Hutchinson&coLtd
8	HughWalker,TheEnglishEssayandEssayists,KessingerPublishing
9	E.M.Forster,AspectsoftheNovel,Penguin
10	Dorislessing,Flight,Nowitchcraftforsale,Everyman'sLibrary,London.

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

**Duration: 3 hours**

**Max.Marks:70**

**Attempt questions from all sections.**

**Section A**

**UNIT – I**

**(2X5=10)**

**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-3

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-3

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-3

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-3

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

**Section-B**

**(4X10=40)**

**UNIT II**

CO-2 2. a) Write a note on the thematic concerns of *Far From the Madding Crowd*. BTL-2  
(OR)

CO-2 b) Discuss the autobiographical element in *Sons and Lovers*. BTL-3

**UNIT III**

CO-1 3. a) Comment on the Narrative technique of James Joyce's *After the Race*. BTL-5  
(OR)

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

**UNIT IV**

CO-4 4. a) Examine the characterization in Somerset Maugham's short stories. BTL-3  
(OR)

CO-4 (b) Critically examine the title significance of the novel *Lord of the Flies*. BTL-4

**UNIT V**

CO-5 5. (a). Critically examine the plot construction of the story *No Witchcraft for Sale*. BTL-2  
(OR)

CO-5 (b). What are the chief concerns of Doris Lessing's short stories. BTL-6

**Section-C**

**Attempt any four of the following:**

**(4X5=20)**

- |      |   |       |
|------|---|-------|
| CO-2 | 1. Woolf's ideas on freedom and thought                               | BTL-1 |
| CO-1 | 2. Central theme of <i>Princess September</i>                         | BTL-1 |
| CO-3 | 3. Clash of cultures in <i>No Witchcraft for Sale</i>                 | BTL-4 |
| CO-4 | 4. Hardy's tragic vision of life in <i>Far from the Madding Crowd</i> | BTL-2 |
| CO-4 | 5. Portray the character of Miriam Leiver                             | BTL-2 |
| CO-1 | 6. Discuss Joyce use of religious imagery and language.               | BTL-5 |
| CO-1 | 7. What is the moral of the story <i>After the Race</i> .             | BTL-5 |
| CO-1 | 8. Significance of pigeon in the short story <i>Flight</i> .          | BTL-6 |

<b>P.B.SIDDHARTHA COLLEGE OF ARTS AND SCIENCE</b> <b>DEPARTMENT OF ENGLISH</b> <b>M.A ENGLISH II SEMESTER</b> <b>Paper Code: 20EN2T5</b> <b>Paper Title: TRANSLATION THEORY AND PRACTICE</b>	
No. of hours per week: 04 <span style="float: right;">Total credits: 04</span> Total marks: 100 <span style="float: right;">(Internal: 30 M &amp; External: 70M)</span>	
<b>Details of the Syllabus:</b>	
<b>Unit 1</b>	Translation – A brief Introduction of Translation and Translation theory Translation is an art or science or craft? Roman Jakobson’s Classification of Translation a) Intra-lingual Translation b) Inter-lingual Translation c) Inter-semiotic Translation
<b>Unit 2</b>	Theories of Translation a) Eugene. A. Nida b) J. C. Catford Equivalence in Translation, Untranslatability
<b>Unit 3</b>	Loss and/or Gain in Translation Language and Culture Interrelations Types of Translation c) Communicative Translation d) Semantic Translation
<b>Unit 4</b>	Translation Procedures, Process of Translation, Function of Translation Methods of Translation Word for word translation, b) Sense for sense Translation, c) Literal Translation d) Free Translation e) Machine Translation
<b>Unit 5</b>	The role of translator Problems of translation a) Linguistic Problems b) Cultural Problems c) Semantic Problems

**Course Outcomes (Cos):**

	<b>Course Code: 20EN2T5</b>	
	<b>Title of the Paper: TRANSLATION THEORY AND PRACTICE</b>	
<b>Course outcome</b>	Upon successful completion of this course, students are able to:	<b>Programme outcome</b>
CO1	Students are introduced to the origin and theories of translation and are able to understand the art of translation.	PO1, PO2
CO2	Students are exposed to the theories of translation and understand the concept of untranslatability	PO1
CO3	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, PO5
CO4	Students are able to understand the function and various methods of translation	PO3, PO5
CO5	Students learn the role of a translator and the problems related to translation.	PO4, PO7

<b>Referencebooks:</b>	
1	Bassnett, Susan, and Lefevere André. Translation, History and Culture. Cassell, 1990
2	Mukherjee, Sujeeet. Translation as Discovery and Other Essays on Indian Literature in English Translation. Allied. Hyderabad, 1981
3	<u>Munday</u> , Jeremy. Routledge Companion to Translation Studies. Routledge, New York, 2008
4	Steiner George: After Babel: aspects of Language and Translation, OUP, London, 1975
5	Catford, J.C. A Linguistic Theory of Translation. Oxford University Press, 1974
6	Holmes, James Stratton. The Nature of Translation: Essays on the Theory and Practice of Literary Translation. Mouton, 1970
7	Lawall, Sarah N. Reading World Literature: Theory, History, Practice. University of Texas Press, 1994
8	Zlateva, Palma. Translation as Social Action: Russian and Bulgarian Perspectives. Routledge, 1993
9	Nida, Towards a Science of Translating. Leiden: E.J Brill, 1964.
10	Das, Bijay Kumar. A Handbook of Translation Studies. Atlantic Publishers and Distributors, 2008
11	<b>E-content/E-books (optional)</b> <a href="https://culturesconnection.com/6-contemporary-theories-to-translation">https://culturesconnection.com/6-contemporary-theories-to-translation</a>

**M.A ENGLISH SEMESTER –II**  
**20 EN2T5: TRANSLATION THEORY AND PRACTICE**

**Duration: 3 hours**

**Max.Marks:70**

**Attempt questions from all sections.**

Marks. (5X10=50)

Answer Five Questions Choosing One Question From Each Unit.

CO-1 1.a) Define Translation and illustrate the art of translation? BTL-1  
(Or)

CO-1 b) Write an essay on Roman Jakobson's Classification of Translation. BTL-1

CO-22. a) Explain the theory of Nida. BTL-3  
(Or)

CO-2 b) Discuss the term untranslatability in Translation. BTL-4

CO-3 3. a) Write an essay on the cultural and linguistic issues involved in translation. BTL-2

(Or)

CO-3 b) Discuss the different types of translation.BTL-4

CO-4 4. a) Explain the function of translation.BTL-5

(Or)

CO-4b) Illustrate the methods of translation. BTL-3

CO-5 5. a) What is the role of a translator? BTL-2

(Or)

CO-5 b) What are the problems in translation? Discuss in detail.BTL-4

### **SECTION-B**

Attempt any four short notes.

Marks (4X5=20)

CO-1 1. Intralingual Translation.BTL-2

CO-52. Machine Translation.BTL-2

CO-23. Equivalence.BTL-2

CO-44. The role of a translator. BTL-5

CO-4 5. Language and culture BTL-4

CO-36. Communicative translation.BTL-2

CO-37. Process of Translation.BTL-3

CO-58. Problems of translation.BTL-5



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**Title of the Paper: LITERARY THEORY AND CRITICISM-I  
Semester: III**

Course Code	<b>20EN3T1</b>	Course Delivery Method	Class Room / Blended Mode
Credits	04	CIA Marks	30
No. of Lecture Hours / Week	04+1	Semester End Exam Marks	70
Total Number of Lecture Hours	05	Total Marks	100
Year of Introduction :	Year of Offering :	Year of Revision :	Percentage of Revision :

**Course Objective:**

Students will have the opportunity to:

Introduce a wide range of critical methods and literary theories with an emphasis on the most prominent theorists, texts, schools, and ideas. Emphasize on the careful reading of primary theoretical texts, with attention to historical and social contexts.

**Course**

**Outcomes:**

**CO1:** 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.

**CO2:** The students will be familiarized with the important critical movements.

**CO3:** They will learn to apply specific theoretical concepts, theories, and terms to literary and cultural texts and analyze strengths and limitations of critical/theoretical arguments.

**CO4:** They will be encouraged to take further reading in critical theories.

**CO5:** They will be acquainted with the works of significant criticism from Aristotle to the present time.

## Syllabus

### Course Details

Unit	Learning Units	Lecture Hours
I	Basic literary terms and overview History of Literary Criticism from the beginning to the twentieth century Traditional approaches to criticism Aristotle: Poetics Plato: Selections from The Republic (Books 1, 6 & 7)	12
II	Sydney: An Apology for Poetry Dr. Johnson: Preface to Shakespeare	12
III	Wordsworth: Preface to Lyrical Ballads Matthew Arnold: Study of Poetry	12
IV	T.S. Eliot: Tradition and the Individual Talent I.A. Richards: Four kinds of Meaning	12
V	Cleanth Brooks: Irony as a Principle of Structure Northrop Frye: Archetypes of Literature	12

#### Reference books:

1. David Lodge ed., Twentieth Century Literary Criticism: A Reader
2. A.H. Gilbert, ed. Literary Criticism: Plato to Dryden
3. M.A.R. Habib, A History of Literary Criticism and Theory from Plato to the Present
4. D.A. Russell and M. Winterbottom, eds, Ancient Literary Criticism
5. R. Wellek, A History of Modern Criticism: 1750-1950
6. W. Wimsatt Jr. & Cleanth Brooks, Literary Criticism: A Short History
7. Blamires, Harry. A History of Literary Criticism. Delhi: Macmillan, 2001
8. Nagarajan, M.S. English Literary Criticism & Theory: An Introductory History. Hyderabad: Orient Longman, 2006

**M. A. English Semester-III**  
**20EN3T1 - LITERARY THEORY & CRITICISM - I**

Duration: 3 hours Max.Marks:70

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

**UNIT I**

1. (a) Write an essay on Aristotle's *Poetics*.(CO-1, L2)

**OR**

(b) Elaborate on Plato's ideas on justice as expressed in *The Republic*. (CO-1 L2)

**UNIT II**

2. (a) How does Sidney demonstrate that poetry, not philosophy or history, best furthers the "Ending of all earthly learning?" (CO-3 L5)

**OR**

(b) How does Dr. Johnson discuss the merits and demerits of Shakespeare as a poet of nature? (CO-3 L5)

**UNIT III**

3. (a) Critically evaluate Wordsworth's views on poetry and poetic diction in his 'Preface to the Lyrical Ballads'. (CO-4 L5)

**OR**

(b) What does Arnold mean by criticism? Explain with reference to *The Study of Poetry*. (CO-2 L4)

**UNIT IV**

4. (a) "Eliot's theory of the impersonality of poetry is the greatest theory on the nature of the process after Wordsworth's romantic conception of poetry." Comment. (CO-2 L3)

**OR**

(b) Define I.A. Richards's Four Kinds of Meaning and discuss their importance in Criticism. (CO-5 L4)

**UNIT V**

5. (a) Explain the term "Irony" and show how it is an important principle of poetic structure. (CO-3 L4)

**OR**

(b) What is Archetypal Criticism? How does Northrop Frye elucidate it? (CO-4 L4)

**SHORT ANSWERS**

**(4X5=20)**

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

I. Primary & Secondary Imagination (CO-1 L1)

II. Philip Sidney's idea of poetry (CO-3 L1)

III. Dr. Johnson's Defence of Shakespeare (CO-2 L5)

IV. Seasonal cycles & archetypes (CO-3 L4)

V. Wordsworth's definition of poetry (CO-3 L1)

VI. Aristotle's poetics (CO-1 L2)

VII. Arnold's concept of criticism. (CO-5 L3)

VIII. T.S. Eliot's view on tradition. (CO-4 L5)



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**Title of the Paper: NEW LITERATURES IN ENGLISH-I**  
**Semester: III**

Course Code	20EN3T2	Course Delivery Method	Class Room / Blended Mode
Credits	04	CIA Marks	30
No. of Lecture Hours / Week	04+1	Semester End Exam Marks	70
Total Number of LectureHours	05	Total Marks	100
Year of Introduction :	Year of Offering :	Year of Revision :	Percentage of Revision :

**Course Objective:**

Introduce students the major issues, themes, and literary concepts of colonialism and post-colonialism. Develop an understanding of the historical context in which New Literatures in English have developed appreciate the variety of New Literatures in English to understand the impact of colonialism, post-colonialism, race, class, and ethnicity and feminism and sexuality on them.

**Course Outcomes:**

- CO1:** Analyze the major issues, themes, and literary concepts about colonization, imperialism, anthropology (Especially about Nigeria).
- CO2 :** Understand Kenyan freedom struggle, expatriate writing, diaspora, Yoruba culture and special focus on African drama.  
Construct arguments on nation, culture and identity formations.
- CO3 :** Get the familiarity of the theoretical concepts related to the literatures of the 'New' World – African, West Indies, Australia, New Zealand etc
- CO4 :** Familiarize with the issues such as identity, history, class, race, gender, nation, culture, marginality, diasporic consciousness etc. Emphasizing the emergent nature of literary productions from decolonized communities.
- CO5:** Understand the concept of treatment of women in colonized countries with the special focus on gender discrimination

## Syllabus

### Course Details

Unit	Learning Units	Lecture Hours
I	Introduction to Pre-Colonialism, Colonialism and Post-Colonialism-key concepts	12
II	Chinua Achebe: Things Fall Apart	12
III	Ngugi Wa Thiag'o: A Grain of Wheat Whole Soyinka: The Lion and the Jewel	12
IV	Ayi Kwei Armah : Beautiful Ones are Not Yet Born V. S. Naipaul: A House for Mr. Biswas	12
V	Gabriel Okara: Piano and Drums Buchi Emecheta: The Joys of Motherhood	12

Reference books:	
1	Chinua Achebe, Things Fall Apart. Arnold Heinemann
2	Ngugi, A Grain of Wheat. Arnold Heinemann
3	Whole Soyinka, The Lion and the Jewel. Arnold Heinemann
4	V.S. Naipaul, A House for Mr. Biswas. Penguin
5	Buchi Emecheta, The Joys of Motherhood. Arnold Heinemann
6	Ayi Kwei Armah Beautiful Ones are Not Yet Born, Arnold Heinemann
7	Bill Ashcroft, Gareth Griffiths, and Helen Tiffin, The Empire Writes Back: Theory and Practice in Post-Colonial Literatures. Routledge
8	John McLeod, Beginning Post-Colonialism. Viva Books
9	Bill Ashcroft, Postcolonial Studies: Key Concepts. Prentice Hall
10	Pramod.K.Nayar, Postcolonial Literature: An Introduction. Pearson

**M. A. English Semester-III**  
**20EN3T2 - 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.

**(5X10=50)**

**UNIT I**

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

Discuss. (CO-1 L2)

**Or**

(b) Postcolonial literature is that which critically scrutinizes the colonial relationship. Comment. (CO-1 L2)

**UNIT-II**

2. (a) In spite of our general sympathy Okonkwo is not a lovable man. Discuss. (CO-2 L4)

**Or**

(b) Examine the theme of cross cultural conflict in *Things Fall Apart*. (CO-2 L4)

**UNIT-III**

3. (a) Though Karanja plays a vital role in the novel *A Grain of Wheat*, it is he who at last walks out of the novel aimlessly heading nowhere. Elaborate the reasons. (CO-2 L4)

**Or**

(b) Discuss the theme of *The Lion and the Jewel*. (CO-3 L2)

**UNIT-IV**

4. (a) Discuss the title significance of the novel *Beautiful Ones are Not Yet Born*. (CO-4 L5)

**Or**

(b) 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*. (CO-3 L4)

**UNIT-V**

5. (a). Comment on the poetic form of *Piano and Drums* by Gabriel Okara. (CO-2 L2)

**Or**

(b). Discuss feminist concerns in Buchi Emecheta's *The Joys of Motherhood* (CO-1 L3)

**SHORT ANSWERS**

**(4X5=20)**

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

1. Apartheid act (CO-3 L1)

2. Guilt in Mugo (CO-2 L3)

3. Tradition Vs Modernity in the *Lion and the Jewel*. (CO-3 L3)

4. Write a short note on Nnu Ego's character. (CO-5 L1)

5. Tragic flaw in Okonkwo. (CO-1 L2)

6. Write a note on the setting of *Piano and Drums*. (CO-2 L2)

7. Character portrayal of Nnu Ego. (CO-4 L2)

8. Hanuman House (CO-4 L2)



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**Title of the Paper: INDIAN LITERATURE IN TRANSLATION**  
**Semester: III**

Course Code	20EN3T3	Course Delivery Method	Class Room / Blended Mode
Credits	04	CIA Marks	30
No. of Lecture Hours / Week	04+1	Semester End Exam Marks	70
Total Number of Lecture Hours	05	Total Marks	100
Year of Introduction :	Year of Offering :	Year of Revision :	Percentage of Revision :

**Course Objective:**

To introduce the history, major issues, themes, and literary concepts of Indian Basha Literatures and their translation into English.

Develop an understanding of the historical context in which Indian Basha Literatures have developed overtime. Appreciate the variety of literary translations in English to understand the impact of Indian Nation, Culture, Education, society and ethnicity on them.

**Course Outcomes:**

**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

**CO2:** The students are able to understand and interpret text that reflects pre-colonial life. They also learn the hardships and struggles of an Indian farmer

**CO3:** The portrayal of Indian culture and myths by different writers are understood.

**CO4:** The contrast between rural and urban life, social issues in Indian regional states and cultural issues are equipped by the students

**CO5:** Students equip knowledge on Nationalism, freedom movement, politics, marginalization as represented by Indian Writers

## Syllabus

### Course Details

Unit	Learning Units	Lecture Hours
I	BankimChandraChatterjee:Anandamath Premchand:Godan	12
II	KesavaReddy:BalladofVontillu. T.SivasankaraPillai:Chemmen	12
III	MahaswethaDevi:HazarChurasir Ma(play)	12
IV	AbhuriChayaDevi:BonsaiLife Volga:Ayoni	12
V	U.R.AnanthaMurthy: Samskara Bama:Sangati	12

Referencebooks:	
1	BankimChandraChatterjee:Anandamath,OUP.
2	Premchand:Godan,OUP.
3	KesavaReddy:BalladofVontillu,OUP
4	T.SivasankaraPillai:Chemmen,OUP
5	MahaswethaDevi:HazarChurasir Ma(play),Parabas
6	AbhuriChaya Devi:BonsaiLife,OUP
7	Volga:Ayoni,OUP
8	U.R.AnanthaMurthy:Samskara,OUP
9	Bama:Sangati,OUP
10	K.SrinivasaIyengar:IndianWriting inEnglish,Sterling
11	MeenakshiMukharjee:TwiceBornFiction,Pencraft
12	BruceKing,ModernIndianPoetryinEnglish,OUP



**M. A. English Semester-III**  
**20EN3T3 - INDIAN LITERATURE IN TRANSLATION**

Duration: 3 hours Max.Marks:70

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

**UNIT I**

1. (a) “*Anandamath* became synonymous with the struggle for Indian independence from the British Empire and was banned by the British”. Elucidate. (CO-2 L2)

(or)

(b) How does Premchand use literature for arousing public awareness about national and social issues with reference to *Godan*? (CO-4 L1)

**UNIT II**

2. (a) Comment on the affinity of the farmer to the land as illustrated in *Ballad to Vontillu*. (CO-2 L3)

(or)

(b) Discuss Pillai’s *Chemmeen* as a novel which expresses the aspirations, struggle and grief in the lives of the fisherman of Kerala. (CO-3 L4)

**UNIT III**

3. (a) How does Mahasweta Devi portray the mother’s emotional upheaval in *Hazaar Churasir Ma*? (CO-3 L1)

(or)

(b) Discuss the character of Nandini in *Hazaar Churasir Ma*. (CO-5 L4)

**UNIT IV**

4. (a) Discuss *Bonsai Life* as a social commentary on the modern life style in India. (CO-4 L4)

(or)

(b) Comment on Volga’s *Ayoni* and discuss the theme in detail. (CO-1 L3)

**UNIT V**

5. (a) “*Samskara* serves as an allegory and is a contemporary reworking of ancient Hindu themes and myths”. Explain. (CO-3 L5)

(or)

(b) What is Dalit literature? Discuss with reference to *Sangati*. (CO-5 L1)

**SHORT ANSWERS:**

**(4X5=20)**

Write short notes on any FOUR of the following:

1. Women characters in *Anandmath*. (CO-2 L1)
2. Character of Gobar in *Godan*. (CO-4 L1)
3. Discuss the character of Chembakunju in *Chemmen*. (CO-3 L3)
4. Write a note on Naxalite movement. (CO-5 L2)
5. What are the oaths taken by the Children in *Anandmath*. (CO-2 L1)
6. Myths in *Ballad to Vontillu* (CO-3 L4)
7. Discuss the character of Naranappa in *Samskara*. (CO-4 L5)
8. Features of a short story. (CO-1 L2)



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

**Semester: III**

Course Code	20EN3T3	Course Delivery Method	Class Room / Blended Mode
Credits	04	CIA Marks	30
No. of Lecture Hours / Week	04+1	Semester End Exam Marks	70
Total Number of Lecture Hours	05	Total Marks	100
Year of Introduction :	Year of Offering :	Year of Revision :	Percentage of Revision :

**Course Objective:** To introduce the students to a range of texts from the canon of American literature; to familiarize the students with the social conditions that informed American literature; To sensitize the students to the cultural underpinnings of American Literature; To enable the students, appreciate and analyse American literature in an informed way.

### Course Outcomes:

**CO1:** This course helps the students to understand the American life and culture that has evolved through the colonial life.

The birth of the Colonial America: and its emancipation from the control of the Government of England. The students learn the history of American Literature.

**CO2:** The evolution of democratic elements and symbolism is shown by American Poets. Walt Whitman in his poetry shows the mystical and metaphorical elements, similarly the concept of self and the theme of death is portrayed by Emily Dickinson.

**CO3:** 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.

**CO4:** The students get the knowledge of the various classics of American literature. They also learn the evolution of American Poetry, Fiction, Drama and the circumstances that existed for the development of American Literature

**CO5:** 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.

## Syllabus

### Course Details

Unit	Learning Units	Lecture Hours
I	Walt Whitman: "Song of Myself". Selections from 1 to 5, 17, 52. Emily Dickinson: 303, 328, 341, 511, 640, 712.	12
II	The American Scholar by R. W. Emerson Walden (5 chapters only) by Henry David Thoreau	12
III	The Scarlet Letter by Nathaniel Hawthorne The Purloined Letter by Edgar Allan Poe	12
IV	The Hairy Ape by Eugene O'Neill	12
V	Huckleberry Finn by Mark Twain	12

<b>Reference books:</b>	
1	Dickinson, Emily, and Thomas Herbert Johnson. The Complete Poems. Faber & Faber, 1975.
2	Emerson, Ralph Waldo. The Complete Prose Works of Ralph Waldo Emerson. Ward, Lock & Co, 1898.
3	Francis, Pauline, and Mark Twain. Huckleberry Finn. ReadZone, 2013.
4	Hummer, Theo, and Nathaniel Hawthorne. The Scarlet Letter. Insight Publications, 2011.
5	O'Neill, Eugene. The Hairy Ape. Project Gutenberg, 2003.
6	Poe, Edgar Allan. The Purloined Letter. EpubBooks, 2013.
7	Thoreau, Henry David. Walden. Mifflin, 1964.
8	Whitman, Walt, et al. Song of Myself, and Other Poems. Counterpoint, 2010.
9	Gerber, John C. Twentieth Century Interpretations of The Scarlet Letter: a Collection of Critical Essays. Prentice-Hall, 1968.
10	Jenkins, Philip. A History of the United States. Palgrave, an imprint of Macmillan Publishers Limited, 2017.
11	Spiller, Robert E. Literary History of the United States: Bibliography. Macmillan, 1963.
12	<b>E-content/E-books</b> <a href="https://americanliterature.com/">https://americanliterature.com/</a>

**M. A. English Semester-III**  
**20EN3T4 - AMERICAN LITERATURE**

Duration: 3 hours Max.Marks:70

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

**UNIT I**

1. a) What features of American transcendentalism are found in the sections of *Song of Myself* prescribed for your study?(CO-1 L2)

**(OR)**

b) Discuss in detail Emily Dickinson's self-alienation understood through her poems prescribed for your study. (CO-2 L4)

**UNIT- II**

What are the influences development and function of the *American Scholar*?

Elaborate. (CO-3 L2)

**(OR)**

b) Comment on Thoreau's experimental life in *Walden* and its success. (CO-3 L3)

**UNIT III**

3. a) Discuss the themes of legalism, sin and guilt in Hawthorne's *The scarlet letter*.(CO-4 L4)

**(OR)**

b) Comment on the truthfulness of Edgar Allan Poe in *The Purloined Letter*. (CO-4 L3)

**UNIT IV**

4. a) Attempt an essay on the character of Yank? (CO-4 L5)

**(OR)**

b) Discuss the major theme in *The Hairy Ape*. (CO-4 L4)

**UNIT V**

5. a) Discuss *Huckleberry Finn* as a realistic novel. (CO-5 L4)

**(OR)**

b) How does Mark Twain translate his real life experiences into his fictional art? (CO-1 L1)

**SHORT ANSWERS:**

**(4X5=20)**

Write short notes on any FOUR of the following:

1. Discuss the major themes in the poetry of Walt Whitman. (CO-1 L4)

2. Comment on the influence of books by Emerson. (CO-3 L3)

3. Discuss Thoreau's experience in Walden in respect to solitude. (CO-3 L4)

4. What is the role of Pearl in *The Scarlet Letter*? (CO-4 L1)

5. Comment on Racism and Slavery in *Huckleberry Finn*. (CO4 L3)

6. Sense of belongingness in *Hairy Ape*. (CO-5 L2)

7. *The Purloined Letter*. (CO-5 L5)

8. Emily Dickinson's poetry. (CO-2 L1)



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

**Semester: III**

Course Code	20EN3T3	Course Delivery Method	Class Room / Blended Mode
Credits	04	CIA Marks	30
No. of Lecture Hours / Week	04+1	Semester End Exam Marks	70
Total Number of Lecture Hours	05	Total Marks	100
Year of Introduction :	Year of Offering :	Year of Revision :	Percentage of Revision :

**Course**

**Objective:**

Familiarize students with the history of ELT in general and history of ELT in India in particular, and fundamentals of language teaching.

Enable students understand the theories of learning, second language learning models, methods, and approaches.

Expose the students to the basic concepts of testing and evaluation.

**Course**

**Outcomes:**

**CO1:** Understand the fundamentals of language teaching.

**CO2:** Students are able to distinguish the differences between different theories of learning

**CO3:** Students understand Second language learning models such as acculturation, monitor and variable Competence models and also understand the concept of contrastive analysis, error analysis

**CO4:** Inter-language  
Students understand the methods of teaching English bilingual, grammar translation, situational approach etc., Students become confident enough to learn L2 through various methods.

**CO5:** Students get familiarized with testing and evaluation in ELT in teaching second language.

## Syllabus

### Course Details

Unit	Learning Units	Lecture Hours
I	Introduction to the History of ELT, Scope and Nature, ELT in India. Fundamentals of language teaching – objectives, materials and Difference between first language and second language	12
II	Theories of language learning – behaviorism and cognitivism, Blended Learning	12
III	Second language learning models – acculturation, monitor and variable competence models – contrastive analysis, error analysis and interlanguage	12
IV	Introduction to methods in ELT: Grammar translation method, bi-lingual method, direct method and audio-lingual method, communicative language teaching. Introduction to approaches in ELT: Structural approach, The Natural approach, Content-based Instruction, Task-based Language Teaching	12
V	Testing and Evaluation in ELT: Techniques of Testing, Types of Testing, Techniques of Evaluation.	12

<b>Reference books:</b>	
1	H.H. Stern, Fundamental concepts in Language Teaching. OUP. 1983.
2	Richards,
3	Jack C. & Theodore S. Rodgers, Approaches and Methods in Language Teaching, Cambridge University Press
4	Geetha Nagaraj, English Language Teaching: Approaches, Methods, Techniques Orient Longman
5	Penny UR, A Course in Language Teaching, 1996, New Delhi, Oxford University Press
6	Saraswathi, V, 2004, English Language Teaching, Principles and Practice, Chennai: Orient Longman
7	Tickoo M.L. 2003, Teaching and Learning English, Orient Longman.
	J Carrol & P. Hall, Make Your Own Language Tests: A 23 Practical Guide to Writing Language Performance Tests, Pergamon Institute of English

**M. A. English Semester-III**  
**20EN3T5 - ENGLISH LANGAUGE TEACHING-I**

Duration: 3 hours Max.Marks:70

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

**UNIT I**

1. (a) What are the problems involved in realizing the objectives of teaching English as a second language? (CO-2 L4)

**(Or)**

(b) What is the difference between first language and second language with respect to the stages of learning? (CO-1 L5)

**UNIT II**

2. (a) Do you see any short comings in the behavioral approach to language teaching? Elaborate (CO-2 L5)

**(Or)**

(b) What are your views on blended learning strategies? (CO-1 L2)

**UNIT III**

3. (a) Explain the Monitor Model in detail. (CO-3 L2)

**(Or)**

(b) How does knowledge of interlanguage hlp a language teacher in the classroom? (CO-3 L4)

**UNIT IV**

4. (a) Compare and contrast the Grammar Translation Method and the Direct Method. (CO-4 L4)

**(Or)**

(b) Write an essay on the positive tenets of audio-lingual method. (CO-4 L2)

**UNIT V**

5. (a) What are the types of testing? Explain. (CO-5 L1)

**(Or)**

(b) Write a note on techniques of evaluation. (CO-5 L2)

**SHORT ANSWERS:**

**(4X5=20)**

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

1. Techniques of testing. (CO-2 L2)
2. CLT (CO-4 L2)
3. What is content based instruction? (CO-3 L1)
4. Bi-lingual method (CO-2 L1)
5. Objectives of structural approach (CO-2 L2)
6. What is contrastive analysis? Explain. (CO-1 L2)
7. How to analyze an error? (CO-4 L4)
8. The natural approach. (CO-4 L2)

**P.B SIDDHARTHA COLLEGE OF ARTS AND SCIENCE  
DEPARTMENT OF ENGLISH  
M.A ENGLISH IV SEMESTER**

**Paper Code – 20EN4E1**

**English Presentation and Soft Skills (Open Elective -2)**

**Total credits: 04 Total marks: 100**

**(Internal: 30 M & External: 70 M)**

**Details of the Syllabus:**

**Unit 1 Introduction to English Presentation Skills:** English Pronunciation, Rules of Accent, Intonation, familiarity with pitch and accent, overcoming stage fear.

**Unit 2 Presentation skills:** Introduction to oral & PPT presentation skills; Interpretation of graphs, diagrams and charts; Oral paper presentation in seminar/conferences; Interview skills.

**Unit 3 Curriculum Vitae:** Bio data, Kinds of CV;  
Verbal and Nonverbal Communication: Gestures, Postures, Eye Contact, Facial Expressions, Time, Space, Touch, Voice;

**Unit 4 Emotional Intelligence:** Definition, Characteristics and how to improve Emotional Intelligence, Interpersonal Skills, Time Management: Time-wasters, Obligations, Knowing Priorities, Steps to effective Time Management  
Decision Making: Characteristics, Types and the Six Steps to Rational Decision- Making, Assertiveness: Clear, confident and controlled Assertion without aggression or passive acceptance

**Unit 5 Critical Thinking:** Understand the links between ideas, recognize, build and appraise arguments, Identify inconsistencies and errors in reasoning, Reflect on the justification of their own assumptions, beliefs and values; Problem Solving, Negotiation Skills, Multicultural Communication

**COURSE OUTCOME:**

Course Code: 20EN4E1

Title of the Paper: English Presentation and Soft Skills

**COURSE OUTCOME**

NO Upon successful completion of this course, students are able to: Programme outcomes

CO-1 Develop presentation skills among the students to appreciate the importance of effective intercultural communication skills. PO2

CO-2 Prepare PPT and learn to present in Conferences and Seminars. PO1, 2

CO-3 Prepare bio data and learn nonverbal communication. They will be able to communicate effectively while facing interviews and professional challenges in life. PO3

CO-4 Develop soft skills and improve their emotional intelligence and effective interpersonal skills. They develop skills on time management, decision making and assertiveness. PO1,7

CO-5 Enhance their critical thinking, Problem Solving, Negotiation Skills, Multicultural Communication skills. PO1, PO7,



Reference books:

- |   | Author Title   | Publisher & Date                                       |
|---|--|--|
| 1 | Das Bikram K and et al. "An Introduction to Professional English and Soft Skills"  | Cambridge University Press India Pvt. Ltd., New Delhi. |
| 2 | Butterfield, Jeff "Illustrated Course Guides: Problem Solving and Decision Making - Soft Skills for a Digital Workplace" 3rd Edition |  |
| 3 | Butterfield Jeff "Soft Skills for Everyone"  |  |
| 4 | Gopaldaswamy Ramesh "The Ace of Soft Skills: Attitude, Communication and Etiquette for Success"                                      |  |

**Paper Code – 20EN4E1**  
**English Presentation and Soft Skills (Open Elective -2)**

Duration: 3 hours Max.Marks:70

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

**UNIT I**

1. (a) What are the rules for English pronunciation? Explain with examples.

Or

(b) How do you overcome stage fear? Explain.

**UNIT-II**

2. (a) What are the steps involved in preparing a PPT ?

Or

(b) Write a detailed note on Interview skills.

**UNIT-III**

3. (a) What are the types of CV ? How important is CV in getting a job?

Or

(b) How does non-verbal communication help us communicate better? Discuss.

**UNIT-IV**

4. (a) What are the Six Steps to Rational Decision- Making? Elucidate.

Or

(b) Define emotional Intelligence and briefly discuss the characteristics of Emotional Intelligence.

**UNIT-V**

5. (a). What is multicultural communication? Explain with relevant examples.

Or

(b). Write a detailed note on importance of Critical thinking in effective communication?

**SHORT ANSWERS**

(4X5=20)

Write short notes on any FOUR of the following:

1. Eye Contact
2. Time wasters
3. Interpretation of graphs
4. Assertiveness.
5. Negotiation Skills.
6. Importance of Posture in communication.
7. Interpersonal Skills
8. Decision making



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**Title of the Paper:MOOCS – INTRODUCTION TO WORLD LITERATURES**  
**Semester: IV**

Course Code	<b>20EN4T1</b>	Course Delivery Method	Class Room / Blended Mode
Credits	04	CIA Marks	30
No. of Lecture Hours / Week	04+1	Semester End Exam Marks	70
Total Number of LectureHours	05	Total Marks	100
Year of Introduction :	Year of Offering : 2022	Year of Revision :	Percentage of Revision :

**Course Objectives:**

1. Familiarize students with the MOOC(massive open online course) courseswith the option of free and open registration, a publicly-shared curriculum,and open-ended outcomes.
2. MOOCs integrate social networking, accessibleonline resources, and are facilitated by leading practitioners in the field ofstudy.
3. Most significantly, MOOCs build on the engagement of learners whoself –organizetheir Participationaccordingto learninggoals,priorknowledgeandskills,and commoninterests.
4. Exposithestudentstothebasicconceptsofonlinelearning.
5. The objective of the course is to focus on learning how great writings can intervene and engage with global cultures while remaining rooted and situated in their specific, local contexts.

**Course Outcomes:**

- CO1: The students are introduced to a wide range of writings produced in different nations, languages, and cultural contexts.
- CO2: The students are exposed to literature in translation, short stories, novels, drama and poetry.
- CO3: The students understand the concept of African American literature and the kinds of drama.
- CO4: The students are familiarized with women writers. They also study the influence of English on American Literature.
- CO5: The students learn the critical theories, nonfiction, contemporary writers and new genres.

## SYLLABUS

### Course Details

Unit	Learning Units	Lecture Hours
<b>Unit1</b>	Week 1: Introduction Week 2: Classics: Beowulf, Don Quixote, Arabian Nights Week 3: Indian Literature: Kalidasa, Tagore, Rushdie, Kamala Das	12
<b>Unit2</b>	Week 4: Literature in translation: Akutagawa's In a Grove Borges' Garden of Forking Paths Manto's Toba Tek Singh Week 5: Short stories and excerpts from novels: Marquez, Borges, Calvino, Flaubert, Tolstoy Week 6: Poetry Dover Beach, Wasteland, Song of Lawino.	12
<b>Unit3</b>	Week 7: Drama Ibsen's Doll's House, Shakespeare's Othello Week 8: African-American literature, Toni Morrison, Achebe's Things Fall Apart, Everyday Use by Alice Walker	12
<b>Unit4</b>	Week 9: English and American Literature: Arnold's Dover Beach, Eliot's Wasteland, Faulkner's A Rose for Emily Week 10: Women writers: Gilman's Yellow Wallpaper, AphraBehn's Oroonoko	12
<b>Unit5</b>	Week 11: Prose (non-fiction) and critical theory: Aristotle's Poetics, Barthes' Death of the author, Woolf's A Room of One's Own, Kolodny's Dancing through the minefield. Week 12: Contemporary writers and new genres	12

### Books and References

The Routledge Concise History of World Literature by Theo D'haen. World Literature: A Reader edited by Theo D'hael et al. What is World Literature By David Damrosch.

**APPENDIX-II**  
**M. A. English Semester-IV**  
**20 EN4T1 – INTRODUCTION TO WORLD LITERATURE**

**SECTION-A**

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

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

**(5X10=50)**

**Unit-I**

1. Discuss the major themes of the classical poem *Beowulf*. (CO 1, L4)
2. Write a note on the short story Arabian Nights. (CO 1, L2)
3. Write a detailed note on Indian literature with reference to Tagore and Kalidasa. (CO1, L2)

**Unit-II**

4. Discuss the myths and symbols in *The Waste Land*. (CO5, L4)
5. Comment on literature in translation with reference to the prescribed text. (CO2, L5)
6. Write a note on Leo Tolstoy's Short stories? (CO2, L2)

**Unit-III**

7. What are the salient features of Elizabethan Drama? Discuss. (CO2, L1)
8. Consider *Things Fall Apart* as a neo-anthropological novel. (CO3, L5)
9. What is African-American literature explain with examples. (CO3, L1)

**Unit-IV**

10. Define short prose fiction written by women writers with reference to your study? (CO4, L4)
11. What are the chief concerns of American literature explain with reference to Faulkner's *A Rose for Emily*. (CO4, L3)
12. Discuss the influence of British literature on American literature. (CO4, L5)

**Unit-V**

13. Define critical theory with relevance to Aristotle's *Poetics* and Barthes' *Death of the author*. (CO5, L3)
14. "A woman must have money and room of her own if she is to write fiction" Elucidate. (CO5, L2)
15. Discuss on the major contemporary writers and their works. (CO5, L4)

**SECTION-B**

**SHORT ANSWERS:**

**(5X4=20)**

Write short notes on any FOUR of the following:

1. What is world literature? (CO1, L2)
2. What are the features of a short story? (CO2, L2)
3. Write a note on the themes of *Dover Beach*. (CO4, L1)
4. Character of Tiresia. (CO2, L1)
5. "Roaring fire begets an impotent ash". Discuss. (CO3, L3)
6. Features of a tragic drama. (CO3,L4)
7. Why is plot more important than character or speech in a tragedy? (CO5, L1)
8. What are the new genres in contemporary literature? (CO5, L5)



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

Course Code	<b>20EN4T2</b>	Course Delivery Method	Class Room / Blended Mode
Credits	04	CIA Marks	30
No. of Lecture Hours / Week	04+1	Semester End Exam Marks	70
Total Number of Lecture Hours	05	Total Marks	100
Year of Introduction :	Year of Offering :	Year of Revision :	Percentage of Revision :

**Course 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 (practiceteaching).
5. To introduce the concepts of micro-teaching and teamteaching.

**Course Outcomes:**

CO-1 Students learn the approaches of teaching English.

CO-2 Students are trained to design syllabus. They understand the concept of the emergent syllabus and predetermined syllabus.

CO-3 They develop the four basic skills of language and realize the importance of language elements such as grammar, vocabulary and pronunciation.

CO-4 Students are trained to teach four basic skills of language.

CO-5 The concept of testing and evaluation is explained to the students and they get familiarity with these terms. Micro teaching and team teaching are understood by the students.

## Course Details

Unit	Learning Units	Lecture Hours
Unit1	Humanistic approaches – the silent way, TPR, community language learning and Suggestopedia	12
Unit2	Curriculum and syllabus – predetermined syllabus and emergent syllabus	12
Unit3	Teaching language elements – grammar, vocabulary and pronunciation	12
Unit4	Teaching language skills – listening, speaking, reading and writing	12
Unit5	Teaching practice – Plan and lesson plan, techniques of microteaching – team teaching, Testing and evaluation	12

Reference books:			
	Author	Title	Publisher & Date
1	H.H. Stern,	Fundamental concepts in Language Teaching.	OUP. 1983.
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
4	Penny UR,	A Course in Language Teaching,	1996, New Delhi, Oxford University Press
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	J Carrol & P. Hall,	Make Your Own Language Tests: A 23 Practical Guide to Writing Language Performance Tests,	Pergamon Institute of English

**M. A. English Semester-IV**  
**20 EN4T2 - ENGLISH LANGUAGE TEACHING – II**

**SECTION-A**

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

Answer Five Questions Choosing One Question from Each Unit.

**(5X10=50)**

**UNIT I**

1. (a) Write an essay on the basic characteristics of humanistic approach. (CO1, L1)  
(or)
- (b) Explain the way a language class is conducted in Community Language Learning. (CO1, L2)

**UNIT II**

2. (a) Explain in detail the difference between 'syllabus' and 'curriculum'. (CO2, L2)  
Or
- (b) What are the characteristics of an emergent syllabus? (CO2, L1)

**UNIT III**

3. (a) What are the different ways of teaching grammar? (CO3, L3)  
Or
- (b) Should vocabulary be always taught in context? Elaborate. (CO3, L4)

**UNIT IV**

4. (a) What are the sub skills involved in listening and reading? (CO4, L2)  
Or
- (b) Write an essay on 'integration of skills'. (CO4, L2)

**UNIT V**

5. (a) What are advantages and disadvantages of team teaching? (CO5, L2)  
Or
- (b) What are the different types available to assess a learner's knowledge of language elements and use of language skills? (CO5, L3)

**SECTION-B**

**SHORT ANSWERS:**

**(5X4=20)**

Write short notes on any FOUR of the following:

1. Silent way approach (CO1, L2)
2. Teaching vocabulary to a non- English speaker (CO3, L3)
3. Importance of pronunciation in speaking(CO3, L4)
4. Write a brief note on techniques of reading. (CO4, L2)
5. Define team teaching.(CO5, L2)
6. Importance of micro teaching. (CO5, L2)
7. How to write a lesson plan? (CO5, L5)
8. Evaluation (CO5, L5)





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

Course Code	<b>20EN4T3</b>	Course Delivery Method	Class Room / Blended Mode
Credits	04	CIA Marks	30
No. of Lecture Hours / Week	04+1	Semester End Exam Marks	70
Total Number of Lecture Hours	05	Total Marks	100
Year of Introduction :	Year of Offering :	Year of Revision :	Percentage of Revision :

**Course 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.

**Course Outcomes:**

CO-1 This course helps the students to understand the diversity of American life. Students learn about the concepts of naturalism and realism, expressionistic elements, identity crisis and color bar especially about Afro-American literature.

CO-2 Students are able to understand the characteristics of liberty, freedom, brotherhood as represented in modern poetry.

CO-3 Students UNDERSTAND THE NOTION OF American Dream.

CO-4 Students learn about the period of great depression in America as reflected in few texts. They also understand the class consciousness and slavery as represented in the American writings.

CO-5 The growth of the American theatre: Absurdism and existentialism are shown by the playwrights.

## Course Details

Unit	Learning Units	Lecture Hours
Unit1	WallaceStevens: Sundaymorning,OfModernPoetry Robert Frost:HomeBurial,Birches	12
Unit2	SylviaPlath:Tulips,Daddy AllenGinsberg: Howl	12
Unit3	TennesseeWilliams:TheGlassMenagerie	12
Unit4	EdwardAlbee:Who'sAfraidoofVirginiaWoolf	12
Unit5	Ernest Hemingway: The Old Man and the SeaRalphEllison:Invisible Man	12

Referencebooks:			
	Author	Title	Publisher& Date
1	WallaceStevens:	Sundaymorning,OfModernPoetry	
2	RobertFrost:	HomeBurial,Birches	
3	Sylvia Plath:	Tulips,Daddy	
4	AllenGinsberg:	Howl	
5	TennesseeWilliams:	TheGlass Menagerie	
6	EdwardAlbee:	Who'sAfraidoofVirginiaWoolf	
7	ErnestHemingway:	TheOldManandtheSea	
8	RalphEllison:	InvisibleMan	

M. A. English Semester-IV  
20 EN4T3 - AMERICAN LITERATURE - II

Duration: 3 hours

Max.Marks:70

SECTION-A

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

UNIT I

1.(a) Elucidate Wallace Stevens' concerns regarding religion, literature and life with reference

to his poetry? (CO1, L4)

(or)

(b) Discuss Frost's philosophy of life as portrayed in his poetry. (CO1, L2)

Unit-II

2.a) Critically analyze the poem *Howl* by Allen Ginsberg. (CO2, L3)

(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. (CO2, L1)

UNIT III

3) Discuss the significance of the title *The Glass Menagerie* by Tennessee Williams. (CO5, L2)

(or)

b) Discuss the major themes in the drama *The Glass Menagerie*. (CO5, L4)

UNIT IV

4. (a) The play, *Who is Afraid of Virginia Woolf*, is an attack on marriage as an institution. Discuss in detail. (CO3, L3)

(or)

(b) Discuss the character of Martha and George in *Who is Afraid of Virginia Woolf*. (CO3, L1)

UNIT V

5. Discuss the epic struggle of Santiago for the greatest catch of his life in *The Old Man and the Sea*. (CO4, L5)

(or)

(b) (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*. (CO4, L5)

SECTION-B

SHORT ANSWERS:

Write short notes on any FOUR of the following:

(4X5=20)

1. Write a note on *Birches*. (CO2, L2)
2. *of Virginia Woolf*? (CO3, L4)
3. Comment on Paddy and Long in *The Hairy Ape*. (CO1, L2)
4. Write a note on the major themes in *Old man and the Sea*. (CO4, L5)
5. Elaborate on the role played by Mandolins. (CO4, L1)
6. Discuss the significance of the poem *Tulips*. (CO1, L3)
7. Theme of slavery. (CO4, L3) 8. Absurd drama. (CO5, L1)



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

**Semester: IV**

Course Code	<b>20EN4T4</b>	Course Method	Delivery	Class Room / Blended Mode
Credits	<b>04</b>	CIA Marks		30
No. of Lecture Hours / Week	<b>04+1</b>	Semester End Exam Marks		70
Total Number of Lecture Hours	<b>05</b>	Total Marks		100
Year of Introduction :	<b>Year of Offering</b>	Year of Revision :		Percentage of Revision :
	<b>:</b>			

**Course 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.

**Course outcomes:**

- CO-1 Students are able to understand forms of literary study.
- CO-2 They are exposed to different trends in criticism and different theories of criticism like feminist and eco-critical studies.
- CO-3 Students will demonstrate their ability to describe a number of contemporary and historical schools of literary criticism such as Formalism, Deconstruction, Cultural, Post-modernism, New Historical, subaltern and Gender/Feminist.
- CO-4 Students will successfully apply one or more of these approaches to a given text, demonstrating what the approach can reveal about that text.
- CO-5 Students are exposed to twentieth century criticism. Students get awareness to analyze a text critically.

## Course Details

Unit	Learning Units	Lecture Hours
Unit1	Introduction to basic literary terms and overview Gerard Genette : Structuralism and Literary Criticism Jacques Derrida: Structure, Sign, and Play in the Discourse of the Human Sciences	12
Unit2	Elaine Showalter: Towards A Feminist Poetics Vandana Shiva : Women in Nature (Ch.3) from <i>Staying Alive</i>	12
Unit3	Bharatamuni : On Natya and Rasa: Aesthetics of Dramatic Experience Arjun Dangle : Dalit Literature: Past, Present, & Future	12
Unit4	Fredric Jameson: Postmodernism and Consumer Society A.K. Ramanujan, "Is There an Indian Way of Thinking?"	12
Unit5	Susie J. Tharu and K. Lalita: Introduction to the book - The twentieth Century: Women Writing the Nation Gayatri Spivak: The Burden of English	12

Reference books:			
	Author	Title	Publisher & Date
1	Terry Eagleton,	Literary Theory: An Introduction (Oxford: Blackwell, 2008)	
2	Jacques Derrida,	'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in <i>Modern Criticism and Theory: A Reader</i> , ed. David Lodge (London: Longman, 1988)	
3	Elaine Showalter,	'Twenty Years on: A Literature of Their Own Revisited', in <i>A Literature of Their Own: British Women Novelists from Brontë to Lessing</i> (1977. Rpt. London: Virago, 2003)	
4	Peter Barry,	<i>Beginning Theory</i> (Manchester: Manchester University Press, 2002)	
5	Elaine Showalter:	<i>Towards A Feminist Poetics</i>	
6	Vandana Shiva	: <i>Women in Nature</i> (Ch.3) from <i>Staying Alive</i> , New Delhi, OUP	
7	David Hawkes.	<i>Ideology. Routledge Critical Idioms</i>	
8	Devy, GN. (2010) 2nd Edition.	<i>Indian Literary Criticism: Theory and Interpretation.</i> Hyderabad: Orient Blackswan.	
9	Dangle, Arjun. (Ed.)	<i>Poisoned Bread: Translations from Modern Marathi Dalit Literature.</i> Mumbai: Orient Longman Ltd., 1992. Print.	
10	Susie J. Tharu and K. Lalita:	<i>The twentieth Century: Women Writing the Nation</i> , Feminist Press	
11		<a href="https://profcohen.net/reli113/uploads/texts/ramanujan.pdf">https://profcohen.net/reli113/uploads/texts/ramanujan.pdf</a>	

## 20 EN4T4 - LITERARY THEORY & CRITICISM - II

Duration: 3 hours Max.Marks:70

### SECTION-A

Answer Five Questions Choosing One Question from Each Unit.

(5X10=50)

#### UNIT I

1. (a) What is Structuralism according to Gerard Genette? (CO1, L1)

(or)

(b) How does Derrida challenge the basis of Western philosophy through his influential essay- Structure, Sign and Play.(CO1, L2)

#### UNIT-II

2) (a) What are the assumptions of Eco criticism? Explicate with reference to Van Dana Shiva's essay. (CO2, L3)

(or)

(b) Comment on the contribution of Showalter to the trend of feminist criticism. (CO2, L1)

#### UNIT-III

3 (a) Discuss Bharata Muni and his contribution to Indian Aesthetics? (CO3, L4)

(or)

(b) How does Arjun Dangle envisage the future of Dalit Literature? (CO3, L2)

#### UNIT-IV

4. a) What are the important features of post-modernism according to Fredric Jameson? (CO4, L3)

(or)

b) Discuss and comment on A.K.Ramanujan, "Is There an Indian Way of Thinking?" (CO4, L5)

#### UNIT-V

5. a) Write a detailed note on Susie J. Tharu and K.Lalita: Introduction to the book - The twentieth Century: Women Writing the Nation. (CO5, L5)

(or)

b) Write a critical appreciation of Gayatri Spivak: The Burden of English (CO5, L4)

### SECTION-B

#### SHORT ANSWERS:

(5X4=20)

Write short notes on any FOUR of the following:

1. Write a short note on the importance of literary criticism.(CO1, L5)
2. What are the key elements discussed by Derrida? (CO1, L3)
3. Write a note on Dalit Literature. (CO3, L2)
4. What is eco-criticism? (CO2, L1)
5. Rasa theory. (CO3, L3)
6. Structuralism. (CO1, L2)
7. Postmodernism (CO4, L1)
8. Twentieth century criticism. (CO5, L4)



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**Title of the Paper: INDIAN ENGLISH LITERATURE**  
**Semester: IV**

Course Code	20EN4T5	Course Delivery Method	Class Room / Blended Mode
Credits	04	CIA Marks	30
No. of Lecture Hours / Week	04+1	Semester End Exam Marks	70
Total Number of LectureHours	05	Total Marks	100
Year of Introduction :	Year of Offering :	Year of Revision :	Percentage of Revision :

**Course 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, playwrights and poets 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.

**Course Outcomes:**

- CO1 Students understand Indian traditions, family and Indian life, the symbol of eternity, pre-Independence Movement. Political and social leaders/activists like Mahatma Gandhi, Pundit Jawaharlal Nehru, Raja Ram Mohan Roy and others.
- CO2 They are exposed to Indian fiction. Indian novels depict the pre-colonial Indian life with reference to social and cultural life.
- CO3 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.
- CO4 Modern Indian Drama focuses on the plight of the modern man.
- CO5 They learn the features of Indian Writing in English, Indian philosophy and spirituality. Eco consciousness towards nature is sensitized through the writings of Arundhati Roy.

## Course Details

Unit	Learning Units	Lecture Hours
Unit1	Rabindranath Tagore: The Post Office	12
Unit2	R.K. Narayan: The Grandmother's Tale Raja Rao: Kanthapura	12
Unit3	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	12
Unit4	Kamala Das: An Introduction, Sunshine at Anita Desai i: Bye-Bye Blackbird Girish Karnad: Hayavadana	12
Unit5	Arundati Roy: The End of Imagination Salman Rushdie: Midnight's Children	12

Reference books:			
	Author	Title	Publisher & Date
1	K. Srinivasa Iyengar,	Indian Writing in English.	Sterling, 1973.
2	Girish Karnad,	Hayavadana,	Oxford University Press, Delhi, 1971
3	Bruce King,	"Introduction".	Modern Indian Poetry in English. New Delhi: OUP, 2005.
4	Raja Rao.	Kanthapura,	Orient Paperbacks, Delhi.
5	Meenakshi Mukherjee.	The Perishable Empire.	New Delhi: OUP, 2000
6	Salman Rushdie.	Imaginary Homelands.	London: Granta, 1991.
7	Arundati Roy.	The End of Imagination,	Canada: Haymarket Books, 1998
8	Salman Rushdie.	Midnight's Children,	London: Vintage, 1980
9	Anita Desai.	Bye-Bye Blackbird,	New Delhi: Orient Paperbacks, 1999



**M. A. English Semester-IV**  
**20 EN4T5 - INDIAN WRITING IN ENGLISH**  
**Duration: 3 hours Max.Marks:70**

**SECTION-A**

Answer Five Questions Choosing One Question from Each Unit.

**UNIT-I**

Marks. (5X10=50)

- (a) *The Post Office* is a poignant play on a child's vision of life". Explain. (CO1, L4)  
(OR)  
(b) Discuss the symbolism of the play *The Post Office*.(CO1, L2)

**UNIT-II**

2. (a) Discuss patriotic spirit of Murthy in Raja Rao's *Kanthapura*.(CO2, L4)  
(OR)  
(b) Illustrate the narrative techniques in R.K. Narayan's *The Grandmother's Tale*. (CO2, L3)

**UNIT-III**

3. (a) Discuss journey metaphor in the poetry of Nissim Ezekiel. (CO3, L1)  
(OR)  
(b) Discuss the theme in *Our Casuarina Tree*. (CO3, L2)

**UNIT-IV**

- 4) (a) Write a note on *An Introduction* by Kamala Das. (CO4, L1)  
(OR)  
(b) Illustrate the novel *Bye Bye Black Bird* by Anita Desai. (CO4, L5)  
(OR)  
Elucidate the theme of incompleteness and search for identity in Karnad's *Hayavadana*. (CO4, L4)

**UNIT-V**

- 5) (a) Bring out the significance of the title *The End of Imagination* by Arundati Roy.(CO5, L5)  
(OR)  
(b) Discuss magical realism in *Midnight's Children*. (CO5, L3)

**SECTION-B**

**SHORT ANSWERS:**

Write short notes on any FOUR of the following:

Marks (4X5=20)

1. Illustrate the symbol of "Post office". (CO, L3)
2. Indian element in "Obituary". (CO3, L1)
3. Character of Moorthy. (CO2, L2)
4. Character of Kapila. (CO4, L2)
5. Major themes in *Kanthapura*. (CO2, L4)
6. Effects of Nuclear war. (CO4, L5)
7. Character of Amal. (CO1, L1)
8. The role of Dolls in *Hayavadana*. (CO4, L4)

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**Title of the Paper: LIFESKILLS (Comprehensive Vivacum Lab)**  
**Semester: IV**

Course Code	20EN4T6	Course Delivery Method	Class Room / Blended Mode
Credits	04	CIA Marks	30
No. of Lecture Hours / Week	04+1	Semester End Exam Marks	70
Total Number of Lecture Hours	05	Total Marks	100
Year of Introduction :	Year of Offering :	Year of Revision :	Percentage of Revision :

**Course Objectives:**

- CO1 Life skills are those competencies that provide the means for an individual to be resourceful and positive while taking on life's vicissitudes.
- CO2 Development of one's personality by being aware of the self, connecting with others, reflecting on the abstract and the concrete, leading and generating change, and staying rooted in time-tested values and principles is being aimed at.
- CO3 This course is designed to enhance the employability and maximize the potential of the students by introducing them to the principles that underlie personal and professional success.
- CO4 The students will be able to apply these principles in their lives and careers.
- CO5 To prepare the students to face the competent world.

**Course Outcomes:**

- CO1 Develop life skills that contribute to the personal and social life.
- CO2 Adopt Interpersonal skills that help students make informed decisions, solve problems think critically and creatively communicate effectively, build healthy relationships empathize with others and cope with and manage their lives in a healthy manner.
- CO3 Develop Self-awareness and empathy to enhance emotional intelligence.
- CO4 Inculcate human values by developing assertiveness and equanimity or self-control. Stress management offers a range of strategies to help them better deal with stress and time.
- CO5 Critical thinking skills help in improving self-regulation, leadership, open-mindedness and problem solving.

## Course Details

Unit	Learning Units	Lecture Hours
<b>Unit1</b>	Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: Self Awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective Communication, interpersonal relationship, coping with stress, coping with emotion.	12
<b>Unit2</b>	Life skills for professionals: positive thinking, right attitude, attention to detail, having the big picture, learning skills, research skills, perseverance, setting goals and achieving them, helping others, leadership, motivation, self-motivation, and motivating others, personality development, IQ, EQ, and SQ.	12
<b>Unit3</b>	Self-awareness: definition, need for self-awareness; Coping With Stress and Emotions, Human Values, tools and techniques of SA: questionnaires, journaling, reflective questions, meditation, mindfulness, psychometric tests, feedback. Stress Management: Stress, reasons and effects, identifying stress, the four A's of stress management, techniques, Approaches: action-oriented, emotion-oriented, acceptance oriented, resilience, Gratitude Training. Coping with emotions: Identifying and managing emotions, PATH method and relaxation techniques.	12
<b>Unit4</b>	Human Values: Morals, Values and Ethics: Integrity, Civic Virtue, Respect for Others, Living Peacefully. Caring, Sharing, Honesty, Courage, Valuing Time, Time management, Cooperation, Commitment, Empathy, Self-Confidence, Character, Spirituality, Avoiding Procrastination, Sense of Engineering Ethics	12
<b>Unit5</b>	21st century skills: Creativity, Critical Thinking, Collaboration, Problem Solving, Decision Making, Need for Creativity in the 21st century, Imagination, Intuition, Experience, Sources of Creativity, Lateral Thinking, Critical thinking VS Creative thinking, Multiple Intelligences. Group and Team Dynamics: Introduction to Groups: Composition, formation, thinking, Clarifying expectations, Problem Solving, Group VS Team, Team Dynamics Leadership: Entrepreneurial and moral leadership, vision, cultural dimensions, crisis management. Types of Leadership, Traits, Styles	12

<b>Referencebooks:</b>			
	Author	Title	Publisher& Date
1	ShivKhera,	YouCanWin,	MacmillanBooks,NewYork,2003.
2	Caruso,D.R.andSaloveyP,	“TheEmotionallyIntelligentManager:HowtoDevelop andUse theFourKeyEmotionalSkills ofLeadership”,	JohnWiley&Sons,2004.
3	DanielGoleman,	"EmotionalIntelligence";	Bantam,2006.
4	ButterfieldJeff,	“Soft SkillsforEveryone”,	CengageLearningIndiaPvt Ltd;1edition, 2011.
5	TheAceofSoftSkills:	Attitude,CommunicationandEtiquetteforSuccess,	Pearson Education;1edition, 2013.
6	TraininginInterpersonalSkills:	TipsforManagingPeopleatWork,	PearsonEducation,India; 6 edition,2015.
7	LarryJames,	“TheFirstBookof LifeSkills”;	FirstEdition,EmbassyBooks,2016
8	ICTAcademyofKerala,	"LifeSkillsforEngineers",	McGrawHillEducation(India)Private Ltd,2016.
9	BarunK.Mitra,	“PersonalityDevelopment&SoftSkills”,	OxfordPublishers, Thirdimpression, 2017.



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**Title of the Paper: ACADEMIC WRITING SKILLS**

**(Comprehensive Labcum Viva)**

**Semester: III**

<b>Unit</b>	<b>Learning Units</b>	<b>Lecture Hours</b>
I	Introduction to EAP: English for Academic Purposes	12
II	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	12
III	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.	12
IV	Presentation skills: - Introduction to oral & PPT presentation skills. - Oral paper presentation in seminar/conference	12
V	Testing and Evaluation in EAP	12

**Course Objective:**

To enable the students to develop academic writing skills through listening, speaking and reading skills for advanced level students who are interested in higher education and professional writing careers.

**Course**

**Outcomes:**

**CO1:** Students are equipped with the techniques of reading skills and writing skills.

**CO2:** Students are able to write summaries, essays, reports, note taking, abstracts and term papers effectively.

**CO3:** Students are able to communicate properly. Students cultivate the habit of reading books of different varieties absorbing intensive and extensive reading skills.

**CO4:** Students are able to prepare PPT's on their own. Students are able to present research articles in Seminars and Conferences.

**CO5:** Students are trained to learn the process of testing and evaluation.

<b>Referencebooks:</b>	
1	H.H.Stern,FundamentalconceptsinLanguageTeaching.OUP.1983.
2	Richards, JackC.&TheodoreS.Rodgers,ApproachesandMethodsInLanguageTeaching, CambridgeUniversityPress
3	GeethaNagaraj,EnglishLanguageTeaching:Approaches,Methods,TechniquesOrient
4	Longman PennyUR,ACourseInLanguageTeaching,1996,NewDelhi,OxfordUniversityPress
5	Saraswathi,V,2004,EnglishLanguageTeaching, PrinciplesandPractice,Chennai:Orient Longman.
6	TickooM.L.2003,TeachingandLearningEnglish,Orient Longman.
7	J Carrol&P.Hall,MakeYourOwnLanguageTests:A
8	23PracticalGuidetoWritingLanguage PerformanceTests,PergamonInstituteofEnglish

## ADD ON COURSE - COMMUNICATION SKILLS

**Hours: 45**

**Marks: 50**

### Course Objectives:

1. To improve communication skills among students by giving practice sessions in class room.
2. To develop four basic skills (LSRW) of communication in students.
3. To improve drafting skills in students.
4. To enhance presentation skills among the students.
5. To make them confident in communication by organizing mock- interviews and group discussions.

### Details of the Syllabus

<b>Unit – I</b>	1. Introduction: Communication Skills, Barriers to Communication, 2. Listening and Speaking Skills: Active Listening, Effective Speaking
<b>Unit – 2</b>	1. Effective presentation Strategies 2. Interviews and Group Discussion
<b>Unit – 3</b>	1. Effective Reading Skills: Intensive and extensive reading, 2. Writing Skills-Paragraph Development, Letter writing, Email, and Resume writing.

### COURSE OUTCOME:

**CO1:** Students are introduced to the basics of communication and barriers to communication.

**CO2:** Students develop listening and speaking skills.

**CO3:** Students develop effective presentation skills by knowing effective presentation strategies.

Students become confident enough to face any kind of interview

**CO-4:** Students develop interest towards reading, writing and speaking in English

**CO-5:** Students learn write formal letters, e-mails, paragraph writing and resume.

### Recommended Readings:

1. Fundamentals of Technical Communication. OUP, (Meenakshi Raman & Sangeeta Sharma), 2015
2. Business English, Pearson, 2008.

## ADD ON COURSE - COMMUNICATION SKILLS

Model Question Paper

Duration: 2 hours

Max.Marks:50

Answer Five Questions. All Questions Carry Equal Marks.

(5X10=50)

1. (a) What is Communication? Discuss Communicative skills in detail.

Or

(b) What is Communication competence? Explain the features of Effective Communication.

2. (a). What is persuasive speaking? Explain with examples.

Or

(b) Discuss types of Listening.

3. (a). Comment on affective professional presentation strategies.

Or

(b).Give a detailed account on different types of interviews

4. (a) . What is group discussion? Explain the benefits of Group Discussion.

Or

(b). What are the techniques you should develop and practice to hone your Reading Skills?

5.(a). To compose coherent and meaningful paragraphs, one needs to be aware of the components of the paragraph development process. Justify this comment.

Or

(b). What are the seven steps in writing a resume?





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**Title of the Paper: PRESENTATION SKILLS AND SOFTSKILLS (Open Elective-2)**

**Semester: III**

<b>Unit</b>	<b>Learning Units</b>	<b>Lecture Hours</b>
I	Pronunciation, Rules of Accent, Intonation, familiarity with pitch and accent, overcoming stage fear, attitude, goal setting, affirmations	12
II	Presentation skills: Introduction to oral & PPT presentation skills; Interpretation of graphs, diagrams and charts; Oral paper presentation in seminar/conferences; Interview skills	12
III	Curriculum Vitae: Bio data, Kind of CV; Verbal and Nonverbal Communication: Gestures, Postures, Eye Contact, Facial Expressions, Time, Space, Touch, Voice;	12
IV	Emotional Intelligence: Definition, Characteristics and how to improve Emotional Intelligence, Interpersonal Skills, Time Management: Time-wasters, Obligations, Knowing Priorities, Steps to effective Time Management, Stress management Decision Making: Characteristics, Types and the Six Steps to Rational Decision-Making, Assertiveness: Clear, confident and controlled Assertion without aggression or passive acceptance	12
V	Critical Thinking: Understand the links between ideas, recognize, build and appraise arguments, Identify inconsistencies and errors in reasoning, Reflect on the justification of their own assumptions, beliefs and values; Problem Solving, Negotiation Skills, Multicultural Communication	12

**Course Objective:**

This course enables the students to develop soft-skills which help them to appreciate the importance of effective inter-cultural communication skills in today's business communication across cultures. It also helps to develop attitudes conducive for effective inter-cultural communication through literature.

## Course Outcome:

**CO-1** Develop presentation skills among the students to appreciate the importance of effective intercultural communication skills.

**CO-2** Prepare PPT and learn to present in Conferences and Seminars.

**CO-3** Prepare bio data and learn nonverbal communication. They will be able to communicate effectively while facing interviews and professional challenges in life.

**CO-4** Develop soft skills and improve their emotional intelligence and effective interpersonal skills. They develop skills on time management, decision making and assertiveness.

**CO-5** Enhance their critical thinking, Problem Solving, Negotiation Skills, Multicultural Communication skills.

Reference books:	
1	Das Bikram Kand et al. "An Introduction to Professional English and Soft Skills" Cambridge University Press India Pvt. Ltd., New Delhi.
2	Butterfield, Jeff "Illustrated Course Guides: Problem Solving and Decision Making- Soft Skills for a Digital Workplace" 3rd Edition
3	Butterfield Jeff "Soft Skills for Everyone"
4	Gopaldaswamy Ramesh "The Ace of Soft Skills: Attitude, Communication and Etiquette for Success"

## 20EN3E2-PRESENTATION SKILLS ANDSOFTSKILLS

(Open Elective-2)

Duration: 3 hours Max.Marks:70

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

### UNIT I

1. (a) What are the rules for English pronunciation? Explain with examples. (CO-1 L2)

**Or**

(b) Do you think intonation will help us communicate better? Explain. (CO-1 L4)

### UNIT-II

2. (a) What are the steps involved in preparing a PPT ? (CO-2 L2)

**Or**

(b) Write a detailed note on Interview skills. (CO-3 L1)

### UNIT-III

3. (a) What are the types of CV ? How important is CV in getting a job? (CO3 -L2)

**Or**

(b) How does non-verbal communication help us communicate better? Discuss. (CO3-L4)

### UNIT-IV

4. (a) What are the Six Steps to Rational Decision-Making? Elucidate. (CO-4 L4)

**Or**

(b) Define emotional Intelligence and briefly discuss the characteristics of Emotional Intelligence. (CO-4 L4)

### UNIT-V

5. (a). What is multicultural communication? Explain with relevant examples. (CO-5 L4)

**Or**

(b). Write a detailed note on importance of Critical thinking in effective communication? (CO-5 L2)

### SHORT ANSWERS

(4X5=20)

Write short notes on any FOUR of the following:

1. Accent (CO-1 L1)
2. Time wasters (CO2- L4)
3. Interpretation of graphs (CO4 - L4)
4. Assertiveness. (CO4 - L2)
5. Negotiation Skills. (CO-5 L2)
6. Importance of Posture in communication. (CO3 -L3)
7. Interpersonal Skills (CO4 -L2)
8. Decision making (CO4 -L2)