

**ADIKAVI NANNAYA UNIVERSITY**  
**UNIVERSITY COLLEGE OF ARTS & COMMERCE**  
**DEPT. OF ENGLISH**  
**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER –I - PAPER – I – (10601)**  
**INTRODUCTION TO LITERATURE**

**Objective:**

This course is designed primarily to understand what literature is, what is enjoyable to read, and profitable to learn. It will address some basic questions in the professional study of literature in English such as: what makes a piece of writing *literature*; what are the major types/kinds of literature; what special qualities and effects do they convey to readers; and how we recognize the language that embodies these special qualities and effects.

**Course Description:**

All the four units covering the four broad divisions of literary activity in language attempt to introduce and define different types of genres with examples under the broad division. It is suggested that the ‘backgrounds’ and the 4 units below receive more or less equal attention in terms of hours devoted to learning and marks allotted for testing.

**Background:**

Literature: definition, scope; the literary, non-literary, sub-literary, and paraliterary; *sāhitya* and literature; the variety of literary forms in English; the literary *versus* ordinary language and Mimesis.

Essential reading:

“Literature”– entry in *Keywords* by Raymond Williams (Fontana, 1976, 150–154).

**Unit I Prose:**

Biography, Autobiography, Essay.

Broad division into Fiction and Non-fiction and types of each.

*Essential reading:* George Orwell, “Shooting an Elephant<sup>1</sup>”

**Unit II Poetry:**

Kinds of poetry, the language of poetry (figurative versus literal language, irony, sounds, rhythms, voices, lexical and syntactic orders, images/imagery etc.), verse-forms and structures.

*Essential reading:* Edmund Spenser’s sonnet - “One day I wrote her name upon the strand...”.

Robert Frost

- “Nothing Gold Can Stay”.

Ted Hughes

- “The Thought-Fox”.

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<sup>1</sup> Excerpt may be printed from INTERNET

### **Unit III Drama:**

Brief introduction to the stage, and the origins of drama; basic concepts such as: plot, character, action, climax, suspense, tragedy, comedy, farce, melodrama, the full-length/five-act play versus the One-act play, stage-set and setting; dramatic irony, the play-text and language.

*Essential reading:* A. A. Milne - *The Boy Comes Home*<sup>2</sup> (One-act play)  
William Shakespeare - *Julius Caesar* (Act I, Scene1)

### **Unit IV Fiction:**

Definition and kinds of short and long fiction, *katha versus tale versus story*, metafiction, narrative focus/ voice(s), telling and listening, point of view, plot, character, description, setting/ background, allegory/symbolic suggestion and theme *versus* motif.

*Essential reading:* Grace Paley - "A Conversation with My Father"  
R. K. Narayan's - "The Grandmother's Tale".

### **Textbooks:**

1. Shakespeare, William. *Julius Caesar*. New Delhi: Macmillan, 2005.

### **Suggested Reading:**

1. Abrahams M.H. *Glossary of Literary Terms*. Boston: Cengage Wadsworth Pub, 2008.
2. Barnet, Sylvan et al. eds., *Literature: Thinking, Reading, and Writing Critically*. 2<sup>nd</sup> ed. New York: Longman, 1997.
3. Forster, E.M. *Aspects of the Novel*. Penguin Classics, 2005.
4. Kennedy, X.J. and Dana Gioia. eds., *Literature: An Introduction to Fiction, Poetry, and Drama*. 6<sup>th</sup> ed. New York: Harper Collins, 1995.
5. Mukherjee, Sujit, *A Dictionary of Indian Literature*. Hyderabad: Orient Longman, 1999.
6. Rees, R.J. *English Literature: An Introduction for Foreign Readers*. Macmillan: India, 1973.
7. Scholes, Robert et al. eds., *Elements of Literature: Essay, Fiction, Poetry, Drama, Film*. 4<sup>th</sup> ed. USA: Oxford UP, 1991.

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<sup>2</sup> Available on INTERNET as free open source

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**SEMESTER – I - PAPER – II – (10602)**  
**POETRY: THE RENAISSANCE TO THE 18<sup>TH</sup> CENTURY**

**Objective:** To familiarize the student with different movements of poetry and genres from Britain like: sonnet, epic, mock epic, lyric, epithalamion, allegory and metaphysical poetry and to expose the student to the expanded vocabulary and imagery in consequence of geographical and intellectual explorations that took place during Renaissance.

**Course Description:**

The texts acquaint the student with: the currents of poetry from Britain which embody its most vigorous and energetic spirit, the trend setting movements that manifested the wide ranging poetic ideas and styles of the respective periods. However, in the first place, the paper intends to train the students to read, enjoy and appreciate poetry.

**Background Study:** Sonnet, Lyric, Metaphysical poetry, Puritanism, Reformation, Renaissance, Epic, Mock epic, Neo-classicism.

**Unit – I**

- |                  |   |   |
|------------------|---|---|
| Geoffrey Chaucer | - | “Prologue” to <i>Canterbury Tales</i> , (100 lines) |
| Edmund Spenser   | - | <i>Fairie Queene</i> , (100 lines)                  |
| Shakespeare      | - | Sonnets No.18, 30, 55, 116 & 130                    |

**Unit – II**

- |                |   |                       |
|----------------|---|-----------------------|
| John Donne     | - | “The Canonization”    |
| Andrew Marvell | - | “To His Coy Mistress” |

**Unit – III**

- |             |   |                                 |
|-------------|---|---------------------------------|
| John Milton | - | <i>Paradise Lost</i> – Book – I |
|-------------|---|---------------------------------|

**Unit – IV**

- |                |   |                         |
|----------------|---|-------------------------|
| Alexander Pope | - | <i>Rape of the Lock</i> |
|----------------|---|-------------------------|

### **Textbooks:**

1. Abrahams, M.H. ed., *Norton Anthology of English Literature*. 8<sup>th</sup> ed. New York: W. W Norton Inc, 2006.
4. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy eds., *Norton Anthology of Poetry*. New York: W.W. Norton & Company, 1983.
5. Gardner, Helen. *The Metaphysical Poets*. London: Penguin Classics, 1985.
- 3 Milton, John. *Paradise Lost Book – I*. Delhi: Macmillan, 1978.
2. Palgrave, F. T. *The Golden Treasury*. Calcutta: Oxford UP, 1992.
6. Pope, Alexander. *Rape of the Lock*. Chennai: Macmillan, 1980.
7. Spenser, Edmund. *Faerie Queen Book 1: Epithalamion, Prothalamion*. Madras: Macmillan, 1989.

### **Suggested Reading:**

1. Abrahams, M.H. ed. *Glossary of Literary Terms*. Hienle & Wardsworths, 2008.
2. Bailey, John. *Milton*. Bailey, John. New Delhi: Atlantic Publishers, 2009.
3. Bradley, A.C. *Oxford Lectures on Poetry*. New Delhi: Atlantic Pub, 1999.
4. Boulton, Marjorie. *The Anatomy of Poetry*. USA: Routledge, 2014.
5. *Cambridge Companions to Spenser, Donne, Dryden & Alexander Pope*. Cambridge: CUP,
6. Cuddon, J.A. *A Dictionary of Literary Terms & Literary Theory*. New York: Penguin Publishers, 1998.
7. Carter, Ronald and John Meral. *The Routledge History of Literature in English*. 2<sup>nd</sup> ed. Routledge, 2001.
8. Ford, Boris. ed., *The New Pelican Guide to English Literature*. Vol. II, III & IV. London: Pelican, 1998.
9. Katak, Y.V. ed., *Rediscovering Shakespeare: An Indian Scrutiny*. Pencraft International: New Delhi, 2002.
10. Lemon, Lee T. *Glossary for the Study of English*. New Delhi: Macmillan, 1971.

11. Ricks, Christopher. ed., *English Poetry and Prose 1540 – 1674*. London: Sphere Reference, 1986.
12. Thomas, Corns. ed., *A Companion to Milton*. New York: Atlantic Publishers, 2003.
13. Ramaswami and Sethuraman. eds., *The English Critical Tradition*. Vol.I & II. New Delhi: Macmillan, 2005.

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**SEMESTER – I PAPER- III - (10603)**  
**DRAMA: THE RENAISSANCE TO THE 18<sup>TH</sup> CENTURY**

**Objective:** To acquaint the student with British Drama from the time it took a formal shape in tragedies and comedies to the age of Comedy of Manners. Further it aims to enable the student to understand and evaluate Renaissance Humanist ways of thinking that redefined man's relationship with authority, history, science and the future.

**Course Description:** The course presents various manifestations of tragedy and comedy and showcases the evolution of British Drama through various political, social and cultural changes.

**Background Study:** Miracle Plays, Mystery Plays, Morality Plays, The Renaissance, Elizabethan Drama & Theater, Jacobean Drama, Restoration Drama, Romantic Comedy and Comedy of Manners.

**Unit – I**

Christopher Marlowe - *Dr. Faustus*

**Unit – II**

William Shakespeare - *Hamlet*  
*The Tempest*

**Unit – III**

Ben Jonson - *The Alchemist*  
John Webster - *The Duchess of Malfi*

**Unit – IV**

William Congreve - *The Way of the World*

**Textbooks:**

1. Congreve, William. *The Way of the World*. Chennai: Macmillan, 2005
2. Marlowe, Christopher. *Dr. Faustus*. Delhi: Macmillan, 2006.

3. Shakespeare, William. *Hamlet*. ed. A.W. Verity, Chennai: Macmillan Shakespeare series, 2005.
4. Shakespeare, William. *The Tempest*. Chennai: Macmillan Shakespeare Series, 2000.
5. Webster, John. *The Duchess of Malfi*. Delhi: Macmillan, 2001.

**Suggested Readings:**

1. Bradbrook, M.C. ed., *Themes and Conventions in the Elizabethan Tragedy*. 2<sup>nd</sup>ed. New Delhi: Foundation Books, 2006 ( First South Asian Edition).
2. Bradley, A.C. *Shakespearean Tragedy* . London: Macmillan & Co Ltd, 1926.
3. Carter, Ronald and Macre John. eds., *The Routledge History of Literature in English*. 2<sup>nd</sup> ed. Routledge, 2001
4. Cheney, Patrick. ed., *The Cambridge Companion to Christopher Marlowe*. Cambridge: Cambridge UP, 2004.
5. Desai, R. W., ed., *Thirty One New Essays on Hamlet: Extracts from Hamlet*. Studies Vol 1 to 21. Delhi: Doaba House, 2003.
6. Dutton, Richard and Jean Elizabeth Howard. eds., *A Companion to Shakespeare's Works: The Tragedies*. Blackwell Publishers, 2003.
7. Kushwaha,M.S. ed., *Dramatic Theory and Practice: Indian and Western*. New Delhi: Creative Books, 2000.
8. Nicoll, Allardyce. *British Drama: An Historical Survey from the Beginning to the Present Time*. Delhi: Doaba House, 1962.
9. Sean, Mc Evoy. *Shakespeare: The Basics*. London: Routledge,2000.

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**SEMESTER – I PAPER-IV – (10604)**  
**PROSE & FICTION: THE RENAISSANCE TO THE 18<sup>TH</sup> CENTURY**

**Objective:** To provide the student with an overview of the evolution of prose writing as an artistic pursuit in Britain and to introduce English Novel from its rise and through its growth giving various accounts of its characteristic forms and concerns.

**Course Description:** The texts prescribed trace the growth of the printed word in its Fictional and Non-fictional forms in Britain. The prose texts in the course expose the students to epigrammatic, allegorical and journalistic styles of prose writing. The texts concentrate on the conflict between contemporary social reality and social ideals. The course offers an opportunity to the student to understand various social, human and gender interests that were reflected on in the novels prescribed.

**Background Study:** Essay, Rise of the English Novel, Autobiographical novel, Picaresque novel and Self-reflexive Writing

**Unit - I**

Francis Bacon	-	<i>Essays</i> a) "Of Truth"      b) "Of Love" c) "Of Friendship"      d) "Of Studies"
Samuel Johnson	-	<i>Preface to Shakespeare</i>

**Unit – II**

Aphra Behn	-	<i>Oroonoko</i>
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**Unit – III**

Henry Fielding	-	<i>Tom Jones</i>
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**Unit - IV**

Laurence Stern	-	<i>The Life and Opinions of Tristram Shandy Gentleman</i>
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**Textbooks:**

1. Bacon, Francis. *Essays*. Macmillan: Chennai, 2004.
2. Ben, Aphra. *Oroonoko*. New Delhi: Viva Books, 2008.
3. Fielding, Henry. *The History of Tom Jones, A Foundling*. New York: Penguin Books. 2005.
4. Ramaswami and Sethuraman. eds., *The English Critical Tradition - Vol. I*. New Delhi: Macmillan, 2005. (for Preface to Shakespeare)
5. Stern, Lawrence. *The Life and Opinions of Tristram Shandy Gentleman*. Wordsworth Classics, 1995

**Suggested Reading:**

1. Allen, Walter. *The English Novel: A Short Critical History*. New York: Penguin books, 1958.
2. Clingham, Greg, ed. *The Cambridge Companion to Samuel Johnson*. Cambridge UP: Cambridge, 1997.
3. Eagleton, Terry. *The English Novel: An Introduction*. New Delhi: Atlantic Pub, 2005.
4. Ford, Boris, ed. *The New Pelican Guide to English Literature.*, Vol. III. & IV. London: Pelican Books, 1982
5. Hughes, Derek and Janet Todd, eds. *The Cambridge Companion to Aphra Behn*. Cambridge: Cambridge UP, 2004.
6. Lodge, David. *Consciousness & The Novel*. New York: Penguin Books, 2002.
7. Lodge, David. *Language of Fiction: Essays in Criticism and Verbal Analysis of the English novel*. New York: Routledge, 2002.
8. Sharma, Anjana. *The Autobiography of Desire: English Jacobean Women Novelists of the 1790s*. New Delhi: Macmillan, 2004.
9. Watt, Ian. *The Rise of Novel*. U of California P: California, 2001.

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**SEMESTER – I PAPER -V - (10605)**  
**INTRODUCTION TO THE STUDY OF LANGUAGE & LANGUAGE SKILLS**

**Objective:** This course aims at enabling learners understand and use some of the fundamental and the most essential concepts required to attempt a comprehensive description and study of ‘Language and Language Skills’ in general and English Phonetics, Skills of Communication etc., in particular.

**Course Description:** By making frequent reference to the English language, the course focuses on helping the student see the logical and sequential interconnection of the areas of Linguistics and Language Teaching. Incidentally, this course also emphasizes on the practice of English Phonetics by giving due importance to its theoretical study, while a full unit is incorporated into the syllabus to provide the student with the basic understanding of acquisition and learning of the Language Skills.

**Unit – I Language and Linguistics: Definition, Scope & Approaches**

- Language -
  - a) What is language?
  - b) Origin and development
  - c) Language: Speech and Writing
  
- Linguistics -
  - a) What is Linguistics?
  - b) Branches of Linguistics: An Introduction

**Unit – II Fundamental concepts in:**

- a) Phonetics,
- b) Phonology
- c) Morphology
- d) Syntax

**Unit – III English Phonetics and Phonology:**

- a) The Air Stream Mechanisms
- b) The Organs of Speech
- c) The Production, Classifications and Description of Speech Sounds
- d) The Syllable
- e) Strong and Weak Syllables
- f) Practice

#### **UNIT IV: Grammar and Language Skills**

- a) Descriptive Grammar
- b) Functional Grammar
- c) Basic Language Skills

#### **Suggested Reading:**

1. Akmajian, Adrian, et al ed. *Linguistics: An Introduction to Language and Communication*. MIT Press, 2001.
2. Balasubrahmanian, T. *A Text Book of English Phonetics for Indian Students*. New Delhi: Macmillan, 1981.
3. Cruttenden, Alan. *Gimson's Pronunciation of English*. USA: Oxford UP, 2008.
4. Jones, Daniel. *English Pronouncing Dictionary*. Cambridge: Cambridge UP, 2003.
5. Lyons, John. *Language and Linguistics: An Introduction*. Cambridge: Cambridge UP, 2006.
6. Nagaraj, Geetha. *English Language Teaching: Approaches, Methods and Techniques*. Hyderabad : Orient Longman, 2005
7. O' Connor, J.D. *Better English Pronunciation*. 2<sup>nd</sup> ed. Cambridge: Cambridge UP, 1980.
8. Roach, Peter. *English Phonetics and Phonology*. Cambridge: Cambridge UP, 2009.
9. Trask, R.L. *Key Concepts in Language and Linguistics*. London: Routledge, 1999.
10. Yule, George. *The Study of Language*. 2<sup>nd</sup> ed. Cambridge: Cambridge UP, 2010.

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**SEMESTER –II – PAPER-I – (20601)**  
**POETRY: 19<sup>TH</sup> CENTURY**

**Objective:** The main objective of this course is to help the student recognize the striking distinctiveness of subject matter, tone, temper and style in the nineteenth century poetry.

**Course description:** The course offers the best representative examples of poetry from Romantic and Victorian periods which help the student thoroughly understand the literary situations of the periods in relation to their social contexts.

**Background Study:** Romanticism, Victorian Dilemma, Ode, Dramatic Monologue, Ballad and Pre-Raphaelites.

**Unit – I**

- a) William Wordsworth - “Ode on Intimations of Immortality”
- b) S.T. Coleridge - “The Rime of the Ancient Mariner”

**Unit - II**

- a) John Keats - “Ode to Autumn”  
“Ode on a Grecian Urn”
- b) P.B Shelley - “To a Skylark”

**Unit – III**

- a) A.L. Tennyson - “Ulysses”
- b) Robert Browning - “Andrea Del Sarto” and “My Last Duchess”
- c) Christina Rossetti - “Remember”

**Unit – IV**

- a) Mathew Arnold - “Dover Beach”
- b) D. G. Rossetti - “The Blessed Damozel”

### **Textbooks:**

1. Abrahams, M.H. ed., *Norton Anthology of English Literature*. 8<sup>th</sup> ed. New York: W. W. Norton Inc, 2006.
2. Palgrave, F. T. *The Golden Treasury*. Calcutta: Oxford UP, 1992.
3. Reiman, Donald H and Neil Raistat. eds., *Shelley's Poetry and Prose: Authoritative Texts and Criticism*. 2<sup>nd</sup> ed. New York: W.W. Norton & Co, 2002.
4. Sachithanandan, V. ed., *Six English Poets: Tennyson, Browning, Arnold, Hopkins, Yeats, Eliot*. Madras: Macmillan, 1994.
5. Sethuraman, V.S. ed., *Victorian Poetry*. Madras: Macmillan India, 1986.
6. Wilson, Ramaswamy. *A Coleridge Selection*. Chennai: Macmillan, 2004.

### **Suggested Reading:**

1. Abrahams, M.H, ed. *English Romantic Poets: Modern essays in Criticism*. 2<sup>nd</sup> ed. Oxford: Oxford UP, 1975.
2. Kumar, Shiv K. *British Romantic Poets, Recent Revaluations*. New York: New York UP, 1966.
3. Chatterjee, Visvanath, ed. *Four Romantic Poets: Blake, Wordsworth, Shelley, Keats*. Kolkata: Presto Pub, 2005.
4. Ford, Boris. ed., *The New Pelican Guide to English Literature: from Blake to Byron*. UK: Penguin, 1999.
5. Symons, Arthur. ed., *An Introduction to the Study of Browning*. New Delhi: ABS Pub, 2008.
6. House, Humphry. *Coleridge: The Clark Lectures 1951-52*. New Delhi: Kalyani Publishers, 1995.
7. Gibson, Mary Ellis. ed., *Critical Essays on Robert Browning*. New York: GK Hill & co, 1992.
8. Gill, Stephen Charles. ed., *The Cambridge Companion to Wordsworth*. Cambridge: Cambridge UP, 2003.
9. Wolfson, Susan.J. ed., *The Cambridge Companion to Keats*. Cambridge: Cambridge UP, 2001.
10. Newlyn, Lucy. ed., *The Cambridge Companion to Coleridge*. Cambridge: Cambridge UP, 2002.
10. Morton, Timothy. ed., *The Cambridge Companion to Shelley*. Cambridge: Cambridge UP, 2006.

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**SEMESTER –II - PAPER – II- (20602)**  
**DRAMA: 19<sup>TH</sup> & 20<sup>TH</sup> CENTURIES**

**Objective:** The objective of this paper is to acquaint the student with the 19<sup>th</sup> and the 20<sup>th</sup> century dramas in Britain which represented the modern age in pursuit of conformity and in all its instabilities, dilemmas and fragmented identities.

**Course Description:** The paper presents a myriad variety of stands in 19<sup>th</sup> and 20<sup>th</sup> Century dramas in Britain from the witty and epigrammatic comedies (with a concealed social concern) of Oscar Wilde to the grave and serious plays of Samuel Beckett whose characters inhabit the waste lands of post-war world.

**Background Study:** Farce, Aestheticism, Decadence, Social Realism, Theatre of the Absurd, Comedy of Menace, Angry Young Man Movement.

**Unit – I**

- a) Oscar Wilde - *The Importance of Being Earnest*
- b) G.B. Shaw - *Saint Joan*

**Unit – II**

- a) J.M. Synge - *The Playboy of the Western World*
- b) Samuel Beckett - *Waiting for Godot*

**Unit – III**

- John Osborne - *Look Back in Anger*

**Unit – IV**

- Harold Pinter - *The Birthday Party*

**Textbooks:**

1. Osborne, John. *Look Back In Anger*. UK: Penguin, 1982.
2. Pinter, Harold. *The Birthday Party*. London: Faber and Faber, 1982.
3. Shaw, G.B. *Saint Joan: A Chronicle Play in Six Scenes and an Epilogue*. London: Penguin, 2003.

4. Samuel Beckett. *Waiting for Godot*. (Longman Study Edition) Pearson Longman, 2006.
5. Synge, J.M. & Ann Saddlemyer. *The Playboy of the Western World and Riders to the Sea and Other Plays*. UK: Oxford UP, 1998.
6. Wilde, Oscar. *The Importance of Being Earnest*. Chennai: Macmillan, 2006

**Suggested Reading:**

1. Barners, Philip. ed. *A Companion to Post- War British Theatre*. UK: Routledge,1986.
2. Gilleman, Luc. *John Osborne: A Vituperative Artist*. UK: Routledge, 2002.
3. Innes, C.D. ed. *The Cambridge Companion to GB Shaw*. Cambridge: Cambridge UP, 1998.
4. Mathews, P.J. ed. *The Cambridge Companion to J. M Synge*. Cambridge: Cambridge UP, 2009.
5. Pilling, John. ed. *The Cambridge Companion to Samuel Beckett*. Cambridge: Cambridge UP,1994.
6. Prasad, GJV. ed. *The Lost Temper: Critical Essays on Look Back in Anger*. New Delhi: Macmillan, 2004.
7. Raby, Peter. ed. *The Cambridge Companion to Harold Pinter*. Cambridge: CUP, 2001.
8. Raby, Peter. ed. *The Cambridge Companion to Oscar Wilde*. Cambridge: CUP, 1997.
9. Ronan, McDonald. ed. *The Cambridge Introduction to Samuel Beckett*. Cambridge:

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**SEMESTER –II – PAPER – III – (20603)**  
**PROSE AND FICTION: 19<sup>TH</sup> CENTURY**

**Objective:** It is to provide the student with a detailed instruction of the evolution of the Novel and its establishment as the most significant paradigm of literary culture of England in the 19<sup>th</sup> century. The paper also introduces the student to the prose models of the period which proved prose an ideal form for literary expression.

**Course Description:** The course offers a range of works in prose and fiction which give the student an opportunity to understand the cultural conditions of the nineteenth century.

**Background Study:** Personal Essay, Philosophical Essay, Historical Novel, Realistic Novel, Gothic Novel, Victorian Morality, Regional Novel.

**Unit – I**

- a) Charles Lamb - *Essays of Elia*
  - a) “Dream Children: A Reverie”
  - b) “In Praise of Chimney Sweepers”
- b) John Ruskin - Excerpt from “Of King’s Treasuries” in *Sesame and Lilies*. (From the sentence For all books are divisible... to you can gather one grain of the metal)

**Unit – II**

- Charles Dickens - *A Tale of Two Cities*

**Unit – III**

- a) Charlotte Bronte - *Jane Eyre*

**Unit – IV**

- a) Thomas Hardy - *Tess of the d’Urbervilles*

**Textbooks:**

1. Bronte, Charlotte. *Jane Eyre*; New York: Norton Critical Edition, W. W Norton, 2000.
2. Dickens, Charles. *A Tale of Two Cities*. New Delhi:Rupa Publications,1999.
3. Hardy, Thomas. *Tess of the d'Urbervilles*; UK: Oxford World's Classics, Oxford UP, 2008.
4. Lamb, Charles. *Essays of Elia*, Chennai: Macmillan, 1976.
5. Ruskin, John. *Sesame and Lilies*.Chennai: Macmillan, 2002

**Suggested Reading:**

1. Ford, Boris. ed., *The New Pelican Guide to English Literature: 6. from Dickens to Hardy*. United Kingdom: Penguin, 1987.
2. Francis, O'Gorman. ed., *A Concise Companion to the Victorian Novel*. New Delhi: Atlantic Publishers, 2005.
3. Glen, Heather. ed., *The Cambridge Companion to Brontes*. Cambridge: Cambridge UP, 2002.
4. Jordan, O John. ed.,*The Cambridge Companion to Charles Dickens*. Cambridge: Cambridge UP, 2001.
5. Kramer, Dale. ed., *The Cambridge Companion to Thomas Hardy*. Cambridge: Cambridge UP, 1999.
6. Lodge, David. *Consciousness & the Novel*. New York: Penguin Books, 2002.
7. Sen, Sambudha. *Dickens's Novels in the Age of Improvement*. New Delhi: Manohar, 2003.
8. Starchey, Lytton. *Eminent Victorians*. (Paperback).Penguin books.

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**SEMESTER –II – PAPER – IV – (20604)**  
**THE 20<sup>TH</sup> CENTURY BRITISH LITERATURE**

**Objective:** This survey course aims to introduce some major topics, authors, and critical issues pertinent to English Literature and thought of the early and late twentieth century. It will be necessary, therefore, to consider *modern* from a variety of perspectives and persuasions.

**Course Description:** The course will offer representative texts from poetry, drama, prose and fiction of the twentieth century to the student to appreciate the nuances and thought of this significant century.

**Background Study:** Stream of Consciousness Technique, Modernism, Epiphany, Irish Literary Revival, Bildungsroman, Künstlerroman, Epic Theatre

**Unit I**

T. S. Eliot - *The Waste Land*

**Unit II**

Edward Bond - *Lear*

**Unit III**

Virginia Woolf - *A Room of One's Own*

**Unit IV**

Joyce, James - *The Portrait of the Artist as a Young Man*

**Textbooks:**

- 1) Bond, Edward. *Lear*. UK: Methuen Publishers, 1983.
- 2) James Joyce. *A Portrait of the Artist as a Young Man*. UK: Oxford World's Classics, Oxford UP, 1992.
- 3) Thomas, C. T. ed., *Twentieth Century Anglo-American Verse*. Madras: Macmillan, 2000
- 4) Woolf, Virginia. *A Room of One's Own*. New Delhi: Foundation Books, 1998

**Suggested Reading:**

- 1) Barners, Philip, ed. *A Companion to Post- War British Theatre*. UK: Routledge, 1986.
- 2) Corcoran, Neil, ed., *The Cambridge Companion to Twentieth Century English Poetry*. Cambridge: Cambridge UP, 2007.
- 3) Moody, Anthony David, ed. *The Cambridge Companion to T.S Eliot*. Cambridge: Cambridge UP, 1994.
- 4) Spencer, Jenny. S., ed. *Dramatic Strategies in the Plays of Edward Bond*. Cambridge: Cambridge UP, 1992.

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**DEPT. OF ENGLISH**  
**M.A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER – II PAPER -V - (20605)**  
**INTRODUCTION TO COMMUNICATION SKILLS**

**Objective:** The course aims at preparing the student use English appropriately and effectively in various contexts that demand communicative ability.

**Course Description:** The course gives an opportunity to the student to get acquainted with the skills that the student wishes to learn to make him/her fit to the fast growing need for communication skills in the contemporary world.

**Unit-I: On Communication Skills:**

**Oral Communication Skills**

A. Listening Skills

- a) The Listening process
- b) Types of listening
- c) Barriers to listening
- d) Effective listening strategies

B. Speaking Skills

- a) The speaking process
- b) Articulation of English Vowels and Consonants
- c) Stress, Accent and Intonation
- d) Conversations
- e) Effective Speaking Strategies

**Unit – II: Communication Skills in Practice**

1) Practising Listening Skills

- a) Listening in various contexts
- b) Active Listening Practice

2) Practising Speaking Skills

- a) Speaking in Job Interviews and Group Discussions
- b) Presentation Skills and Public Speaking
- c) Speaking in meetings

### 3) Practising Reading Skills

#### The Reading Process

- a) Types of Reading
  - i) Extensive Reading
  - ii) Intensive Reading
  - iii) Rapid Reading
- b) Skimming
- c) Scanning

### 4) Practising Writing Skills

- a) Writing paragraphs
- b) Summarizing & Paraphrasing
- c) Writing different types of essays
- d) Précis Writing
- e) Report Writing and Review Writing
- f) Writing Letters & emails
- g) Writing CVs and Resumes

## **Unit-III: Managing Communication Skills**

- 1) Personal Appearance
- 2) Eye Contact
- 3) Maintaining Distance
- 4) Gestures
- 5) Maintaining Posture
- 6) Facial Expressions

## **Unit IV: Language Management**

- 1) Words and Expressions Commonly misused
- 2) Managing Vocabulary
  - i. Formal and Informal words
  - ii. Essential, Elementary, Intermediate and Advanced Vocabulary
  - iii. Correction of sentences
- 3) One-word Substitutes

### **Suggested Reading:**

1. Hornby, A. S. *Guide to Patterns and Usage in English*. 2<sup>nd</sup> ed. Oxford: Oxford UP, 1975.
2. Mohan, Krishna & Meera Benarji. *Developing Communication Skills*. India: Macmillan, 2007.

3. *Oxford Advanced Learner's Dictionary of Current English*. 8<sup>th</sup> ed. Oxford: Oxford UP, 2010.
4. Raman, Meenakshi. *Technical Communication: Theory and Practice*. New Delhi: Oxford UP, 2006.
5. Rizvi, M. Ashraf. *Effective Technical Communication*. Tata McGraw Hill, 2005.

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**DEPT. OF ENGLISH**  
**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER – III, PAPER – I – (30601)**  
**AMERICAN LITERATURE: EARLY TO THE 19<sup>TH</sup> CENTURY**

**Objective:** This course aims to introduce some major ideas and texts that gave American literature its place of pride among the literatures of other cultures and nations.

**Course Description:** It begins with texts that acquaint students with the literature of America, the transitional socio-historical records leading to the texts of the American Renaissance, and a fair sampling of the nineteenth century classics.

**Background:**

American Puritanism, American Revolution, American Romanticism and Transcendentalism, the American Civil War, Naturalism.

**Unit I**

Ralph Waldo Emerson - "The American Scholar"  
Henry David Thoreau - "Civil Disobedience"

**Unit II**

Nathaniel Hawthorne - *The Scarlet Letter*

**Unit III**

Mark Twain - *The Adventures of Huckleberry Finn*

**Unit IV**

Walt Whitman - "When Lilacs Last in the Dooryard Bloomed"  
Henry Wadsworth Longfellow - "Flowers" (available online)

Emily Dickinson - "Because I could not Stop for Death"  
"I Taste the Liquor Never Brewed"

**Textbooks:**

1. Baym, Nina. ed., *The Norton Anthology of American Literature* .5<sup>th</sup> ed, Vol.1. New York: W. W Norton & Co. 1998.
2. Hawthorne, Nathaniel. *The Scarlet Letter*. New York: Penguin, 2003.
3. Twain, Mark. *Adventures of Huckleberry Finn*. 3<sup>rd</sup> ed. Ed. by Thomas Cooley. New York: Norton, 1998.

**Suggested Reading:**

1. Bradbury, Malcolm and Roland. eds., *From Puritanism to Postmodernism: A History of American Literature*, New York: Penguin Books, 1992.
2. Cleanth Brooks & Robert Penn Warren. *American Literature: The Makers and the Making*. Vol 1; New York: St. Martin's Press, 1973.
3. Harnsberger, Caroline Thomas. *Everyone's Mark Twain*. New Jersey: A. S Barnes Company, 1972.
4. Spiller, Robert et al. eds., *Literary History of the United States*. New York: Macmillan, 1968.
5. Trent, Peterfield William. et al. eds., *The Cambridge History of American Literature*. New York: Macmillan, 1921 & 2007.
6. Tucker, Martin. ed. *The Critical Temper: A Survey of Modern Criticism on English and American Literature from the Beginnings to the 20th Century*. Vol.1: *Victorian Literature, and American literature*. New York: Frederic Unger Pub, 1989.
7. ---, *Moulton's Library of Literary Criticism of English and American Authors Vol.2 Neo-Classicism to the Romantic Period*. New York: Frederic Unger Pub, 1989.
8. ---, *Moulton's Library of Literary Criticism of English and American Authors Vol.3: The Romantic Period to the Victorian Age*. New York: Frederic Unger Pub, 1989.
9. ---, *Moulton's Library of Literary Criticism of English and American Authors Vol.4: The Mid-Nineteenth Century to Edwardianism*. New York: Frederic Unger Pub, 1989.

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**DEPT. OF ENGLISH**  
**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER – III – PAPER – II – (30602)**  
**INDIAN WRITING IN ENGLISH**

**Objective:** The main objective of this paper is to familiarize the student with the origin, evolution and current status of Indian Writing in English.

**Course Description:** The paper gives the student an exposure to various cultures and traditions of India. This also enables the students to sympathize and empathize with various thematic strands as they all come under the broad concept of “Indianness”.

**Background Study:** Macaulay’s Minutes, Modern Indian Poetry in English, Communalism, Narrative Poetry, Varna System, Confessional Poetry, Autobiography

**Unit – I: Poetry**

- |                    |   |  |
|--------------------|---|--|
| a) Toru Dutt       | - | “Buttoo”                                   |
| b) Nissim Ezekiel  | - | “Enterprise”                               |
| c) A. K. Ramanujan | - | “Small Scale Reflections on a Great house” |
| d) Kamala Das      | - | “An Introduction”                          |

**Unit – II: Drama**

- |                |   |                        |
|----------------|---|------------------------|
| Girish Karnad  | - | <i>Hayavadana</i>      |
| Mahesh Dattani | - | <i>Final Solutions</i> |

**Unit – III: Fiction**

- |                |   |                         |
|----------------|---|-------------------------|
| Mulk Raj Anand | - | <i>Untouchable</i>      |
| Amitav Ghosh   | - | <i>The Shadow Lines</i> |

**Unit – IV: Prose**

- |                    |   |  |
|--------------------|---|--|
| Dr. B.R. Ambedkar  | - | Excerpts 4, 5 & 6 from<br><i>Annihilation of Caste</i> |
| A.P.J. Abdul Kalam | - | <i>Wings of Fire</i>                                   |

**Textbooks:**

1. Ambedkar. B.R., *Annihilation of Caste*. Navyana Publishers, 2015.
2. Anand, Mulk Raj. *Untouchable*. New Delhi: Penguin India, 2001.
3. Dattani, Mahesh. *Final Solutions*. New Delhi: Penguin India, 2005.
4. Ghosh, Amitav. *The Shadow Lines*. New Delhi: Penguin India, 2009.
5. Gokak, Vinayak Krishna, ed. *The Golden Treasury of Indo-Anglian Poetry 1828- 1965*. New Delhi: Sahitya Akademi, 2006.
6. Kalam, A.P. J. *Wings of Fire: An Autobiography*. Hyderabad: University Press, 2006.
7. Karnad, Girish. *Hayavadana*. New Delhi: Oxford UP, 1997.
8. Narasimhaiah, C. D, ed. *An Anthology of Common Wealth Poetry*. New Delhi: Macmillan, 1990.
9. Sachidanandan, K, ed. *Gestures: An Anthology of South Asian Poetry*. New Delhi: Sahitya Akademi. 2001.

**Suggested Reading:**

1. Iyengar, K.R. Srinivasa. *Indian Writing in English*. New Delhi: Sterling, 1973.
2. Jaydipsingh, Dodiya, ed. *The Plays of Girish Karnad: Critical Perspectives*. New Delhi: Prestige Books, 1999.
3. King, Bruce, ed. *Modern Indian Poetry in English*, New Delhi: OUP, 1987.
4. Krishnaswamay, N. & Lalitha Krishnaswamy. *The Story of English in India*. New Delhi: Foundation Books Pvt Ltd., 2006.
5. Naik, M. K. *Indian English Poetry: From the Beginnings upto 2000*. Delhi: Pencraft International, 2006.
6. Narasimhaiah, C. D, ed. *Makers of Indian English Literature*. Delhi: Pencraft International, 2000.
7. Naik, M.K. & Shyamala A Narayan. *Indian English Literature 1980- 2000: A Critical Survey*, Delhi: Pencraft International, 2001.

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**SEMESTER –III – PAPER-III - (30603)**  
**POSTCOLONIAL LITERATURE**

**Objective:** To introduce the writing of those peoples across the world formally colonized by Britain.

**Course Description:** The texts prescribed present the common experience of colonization, as well as the special and distinctive characteristics of the respective countries they are produced in. The paper gives equal importance to those theories which have great potential to reinforce the understanding of postcolonial issues and for abrogating Eurocentric concepts.

**Background Study:** Colonial Encounter, Postcolonialism, Counter Discourses and Decolonization.

**Unit – I: Poetry**

- a) Dennis Brutus - “You laughed and laughed and laughed”
- b) Judith Wright - “Bullocky”
- c) Gabriel Okara - “The Mystic Drum”

**Unit – II: Drama**

- a) Wole Soyinka - *Kongi’s Harvest*
- b) Derek Walcott - *Dream on Monkey Mountain*

**Unit – III: Fiction**

- a) Chinua Achebe - *Things Fall Apart*
- b) V.S. Naipaul - *A House for Mr. Biswas*

**Unit – IV: Prose**

- a) Frantz Fanon - “The Negro and Language”  
(from *Black Skin, White Masks*. Chapter – I)
- b) Ngugi WaThiong’O - “The Language of African Literature”  
(from *Decolonizing the Mind: The Politics of Language in African Literature*)

**Textbooks:**

1. Achebe, Chinua. *Things Fall Apart*. New Delhi: UK: Penguin, 2001.
2. Franz, Fanon. *Black Skin, White Masks*. New York: Grove Press, 2008.
3. Naipaul V. S. *A House for Mr. Biswas*. New York: Penguin Books, 1992.
4. Narasimhaiah, C.D, ed. *An Anthology of Commonwealth Poetry*. New Delhi: Macmillan, 1990.
5. Ngugi WaThiong'O. *Decolonising the Mind*. East African Publishers, 1986.

**Suggested Reading:**

1. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.
2. Driesen, Cynthisa Vanden, ed. *Centering the Margins: Perspectives on Literatures in English from India, Africa and Australia*. New Delhi: Prestige Books, 1995.
3. Kayyoom, S.A, ed. *Chinua Achebe: A Study of His Novels*. New Delhi: Prestige Books, 1999.
4. Mcleod, A. L, ed. *The Canon of Commonwealth Literature: Essays in Criticism*. New Delhi: Sterling Publishers, 2003.
5. Narasimhaiah, C.D, ed. And C.N. Srinath, Ed. *New Directions in African Writing*. Mysore:Dhvanyaloka Publishers, 2005.
6. ---, *Essays in Commonwealth Literature: Heirloom of Multiple Heritage*. Delhi: Pencraft International, 1995.
7. Nayar, Pramod. K. *Postcolonial Literature: An Introduction*. Hyderabad: Pearson, 2008.
8. Panduranga, Mala, ed. *Chinua Achebe: An Anthology of Recent Criticism*. Delhi: Pencraft International, 2006.
9. Soyinka, Wole; *Myth, Literature and the African World*. Cambridge: Cambridge UP, 1990.

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**SEMESTER – III – PAPER-IV-(30604)**  
**LITERARY CRITICISM**

**Objective:** The objective of the paper is to help the student recognize the change of concentration in literary criticism from content to form. The paper aims at providing the student a useful conceptual scheme for distinguishing between different kinds of critical principles.

**Course Description:** The texts prescribed signal a shift from traditional critical attitudes to modern ways of critical observation. The paper offers a variety of approaches exhibited by modern literary criticism.

**Background:** Memisis, Indian Aesthetics, Rasa, Dhvani, New Criticism, Feminism

**Unit – I**

Aristotle - *Poetics*

**Unit – II**

- a) Bharata - "Selections from Natyasastra"
- b) Anandavardhana - "Selections from Dhvanyaloka"
- c)

**Unit – III**

- a) T.S. Eliot - "Hamlet and His Problems"
- b) Cleanth Brooks - "The Language of Paradox"

**Unit – IV**

- a) Elaine Showalter - "Towards a Feminist Poetics"
- b) Sandra M. Gilbert & Susan Gubar - "Infection in the Sentence: The Women Writer and the Anxiety of Authorship"

**Textbooks:**

1. Aristotle – *Poetics* (Available online)
2. Eliot, T.S. *The Sacred Wood: Essays on Criticism and Poetry*. Forgotten Books Pub., 2015.

3. Lodge, David, ed. *20<sup>th</sup> Century Literary Criticism – A Reader*. Pearson Longman, 1972.

3. Sethuraman, V.S. *Indian Aesthetics*. Chennai: Macmillan, 1992.

**Suggested Reading:**

1. Barry, Peter. *Beginning Theory: An Introduction To Literary And Cultural Theory*. Manchester University Press, 2002.
2. Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.
3. Habib, M.A.R. *A History of Literary Criticism and Theory: From Plato to the Present*. USA: Blackwell, 2005.
4. Waugh, Patricia, ed. *Literary Theory and Criticism*. New York: Oxford UP, 2006.
5. Wimsatt, W.K. & Cleanth Brooks. *Literary Criticism: A Short History*. New Delhi: Oxford IBH, 2004.

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**SEMESTER –III – PAPER-V – (30605)**  
**INTRODUCTION TO ELT**

**Objective:** The paper aims at introducing students to the history, methods, approaches and techniques followed in English Language Teaching. It exposes student to the basic concepts of teaching language through literature.

**Course Description-** The course provides a basic and detailed approach to English Language Teaching. Introducing various approaches, methods of English Language Teaching, the course provides a comprehensive view of teaching of the language skills, testing, vocabulary, pronunciation and many important components. It also explores the area of teaching language through literature by introducing the student to the teaching of various genres, author and texts. The concepts of Lesson Plan and Peer Teaching equip the student with practical knowledge of Class room Management.

**Unit – I:** History of Approaches and Methods in ELT

- a) General History of ELT, Scope and Nature
- b) ELT in India
- c) Psychology and Language Teaching
  - i) Behaviorism
  - ii) Cognitivism
- d) Grammar Translation Method
- e) Direct Method
- f) Audio Lingual Method
- g) New approaches
  - i) The Natural approach
  - ii) Content -based Instruction
  - iii) Task-based Language Teaching

**Unit – II:** Teaching of the Language Skills

- a) Teaching of Listening
- b) Teaching of Speaking
- c) Teaching of Reading
- d) Teaching of Writing

**Unit – III:** Teaching for Language Proficiency

- a) Teaching of Vocabulary
- b) Teaching of Grammar
- c) Teaching of Pronunciation
- d) Lesson Plan

#### **Unit – IV:** Teaching Language through Literature

- a) Teaching of different forms of Literature
  - i) Teaching Prose
  - ii) Teaching Poetry
  - iii) Teaching Drama
  - iv) Teaching Fiction
- b) Teaching of Different Authors and Texts
- c) Peer Teaching

#### **Suggested reading:**

1. Aebersold, Jo Ann, Mary Lee Field. *From Reader to Reading Teacher, Issues and Strategies for Second Language classrooms.* Cambridge: Cambridge UP, 1997.
2. Brumfit, C.J.K. Johnson *The Communicative Approach to Language Teaching.* Oxford: Oxford UP, 1994.
3. Doff, Adrian. *Teacher's Handbook, Teach English. A Training Course for Teachers.* Cambridge: Cambridge UP, 1995.
4. Hughes, Arthur. *Testing for Language Teachers.* Cambridge: Cambridge UP, 1989.
5. Krishnaswamy, N and Lalitha Krishnaswamy. *Teaching English: Approaches, Methods and Techniques,* 2005.
6. Krishnaswamy, N. and Lalitha Krishnaswamy. *The Story of English in India.* Delhi: Foundation Books. 2007.
7. Lazar, Gillian. *Literature and Language Teaching.* Cambridge: Cambridge UP, 1993.
8. Leech, G. and M. Short. *Style in Fiction.* London: Longman, 1988.
9. Nunan, D. *The Learner-Centered Curriculum.* Cambridge: Cambridge UP, 1988.

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**SYLLABUS: SEMESTER – IV – PAPER – I – (40601)**  
**AMERICAN LITERATURE: MODERN & CONTEMPORARY**

**Objective:** To introduce the student to some major writers and sample contemporary issues in American literature and thought.

**Course Description:** Representative texts from the last century reflecting ethnic, linguistic, political, cultural and social concerns including those of gender and race will figure in the discussions.

**Background Study:** Race, Ethnicity, Gender, American Postmodernism and American Realism, Harlem Renaissance, Womanism, African American Writing

**Unit I**

- |                  |   |                              |
|------------------|---|------------------------------|
| Robert Frost     | - | “Birches”                    |
| Elizabeth Bishop | - | “One Art”                    |
| Maya Angelou     | - | “Caged Bird”                 |
| Langston Hughes  | - | “The Negro Speaks of Rivers” |

**Unit II**

- |                  |   |                           |
|------------------|---|---------------------------|
| Ernest Hemingway | - | <i>A Farewell to Arms</i> |
|------------------|---|---------------------------|

**Unit III**

- |                  |   |                               |
|------------------|---|-------------------------------|
| Alice Walker     | - | <i>The Color Purple</i>       |
| William Faulkner | - | <i>The Sound and the Fury</i> |

**Unit IV**

- |                      |   |                                |
|----------------------|---|--------------------------------|
| Arthur Miller        | - | <i>The Death of a Salesman</i> |
| LeRoi Jones          | - | <i>Dutchman</i>                |
| (Imamu Amiri Baraka) |   |                                |

**Textbooks:**

1. Baym, Nina, ed. *The Norton Anthology of American Literature*. 5<sup>th</sup> ed. New York: W. W Norton & Co
2. Faulkner, William. *The Sound and the Fury*. A Norton Critical Edition, 2<sup>nd</sup> edition. New York: W.W. Norton & Co, 1994.
3. Hemingway, Ernest. *A Farewell to Arms*. Vintage Classics, 1999.
4. Miller, Arthur *The Death of a Salesman*. London: Penguin Books, 2000.
5. Walker, Alice. *The Color Purple*. New York: A Harvest Book, 1982.

**Suggested Reading:**

1. Brooks, Lewis & Warren. *American Literature: the Makers and the Making*. New York: St. Martin's Press, 1973.
2. Rao, Nageswara E., ed. *Ernest Hemingway: Centennial Essays*. Delhi: Pencraft International, 2000.
3. Shams ,Ishtheyaque. *The Novels of Ernest Hemingway: A Critical Study*. New Delhi: Atlantic Publishers, 2002.
4. Spiller, E. Robert et al., eds. *Literary History of the United States*. New York: Macmillan, 1968.

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**SYLLABUS: SEMESTER – IV – PAPER – II – (40602)**  
**INDIAN LITERATURE IN ENGLISH TRANSLATION**

**Objectives:** To introduce the students some seminal literary and critical texts from Indian languages available in English translation.

**Course Description:** The paper acquaints the students with some basic concepts of Indian esthetics and Indian poetics. It familiarizes the students to some important literary and socio-cultural movements in India.

**Background:** Naatya, Kaavya, Bhakti Movement, Sufi Movement, Progressive Writers Movement, Existentialism, Dalit Feminism, Dalit Writing.

**Unit I-Poetry**

**a) Classical Poetry:**

Nannaya: Entering the Mahabharata, first 3 verses  
Peddana: The Brahmin Meets the Courtesan

**b) Medieval Devotional Poetry:**

Kabir Das : Song 2 - "O saint brethren, the storm of knowledge has arrived"

Song 9 - "Such a mystery and big duality"

Basavanna: Vachana 6 - "Can a crane, though for long with swans"  
Vachana 10 - "Can a blind man see the philosopher's stone"

**c) Modern poetry:**

Sri Sri : "The Bull in the City"  
Temsula Ao : "The Old Story Teller"  
Balachandran Chullikkad : "A Labourer's Laughter"

**Unit II-Drama**

Sudraka - *Mrichakatika* (Trans. R.P. Oliver)  
Badal Sircar - *Evam Indrajit* (Trans. Girish Karnad)

**Unit III-Fiction**

U.R Anantha Murthy - *Samskara :A Rite for a Dead Man*  
Bama - *Sangati : Events*

#### Unit IV-Prose

- Dhananjaya - “Definitions and Descriptions in Drama”  
*Dasarupa* [10 cen.]. Tr. from Sanskrit by  
George G.O. Hass. Pages 41- 45)
- Sharan Kumar Limbala - “Introduction” to *Towards an Aesthetic  
of Dalit Literature: History, Controversies  
and Considerations*.

#### **Text Books:**

1. Ananthamurthy, U. R. *Samskara: A Ritet for a Dead Man*. Trans. A. K Ramanujan. Oxford UP; New Delhi, 2011.
2. Bama, *Sangati: Events*. Trans. Lakshmi Holmstrom. US: Oxford UP, 2009.
3. Devy, G.N. ed. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002.
4. Karnad, Girish, ed. *Three Modern Indian Plays*. New Delhi: Oxford UP, 2008.
5. Misra, Tilottoma, ed. *The Oxford Anthology of Writings from North-East India: Poetry and Essays*. New Delhi, Oxford UP, 2011.
6. Narayana Rao, Velcheru & David Shulman, eds. *Classical Telugu Poetry - An Anthology*. New Delhi: Oxford UP, 2002.(Page numbers: 77, 78 & 243).
7. Paniker, Ayyappa , ed. *Anthology of Medieval Indian Literature*, Vol 2. New Delhi: Sahitya Akademi , 1999.(Page numbers 449, 451& 648,649).
8. Satchidanandan, K, ed. *Signatures: One Hundred Indian Poets*. National Book Trust.
9. Sharankumar, Limbale. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*. Trans. Alok Mukherjee. Orient Longman, 2004.
10. Sudraka, *Mrichakatika*. Trans. R.P.Oliver . New Delhi: Global Vision Publishing House, 2004

**Suggested Reading:**

1. Das, Sisir Kumar. *History of Indian Literature: 500-1399: From the Courtly to the Popular*. New Delhi: Sahitya Akademi, 1999.
2. Devy, G.N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Orient Longman, 1992. (Pages 74-82)
3. Indra, C.T. & Sethuraman V.S. *Indian Aesthetics: An Introduction*. Macmillan, India, 2000.
4. Mukherjee, Sujit. *Translation as Discovery*. Orient Longman, 1994.
5. ----- *A Dictionary of Indian Literature: Beginnings-1850*. New Delhi: Orient Longman, 1999.

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**SYLLABUS: SEMESTER – IV – PAPER-III – (40603)**  
**CONTEMPORARY LITERARY THEORY**

**Objective:** The paper aims at familiarizing the student with Literary Theory of the latter part of the 20<sup>th</sup> century that was fundamentally influenced by concepts borrowed from Philosophy, Linguistics, and Marxism.

**Course Description:** The paper exposes the student to some of the seminal essays that have influenced contemporary criticism. It focuses on the way varied disciplines have merged and interfused to give a new orientation to literary appreciation.

**Background:** Author, Semiotics, Language/Langue/Parole, Semiotics, Russian Formalism, Structuralism, Poststructuralism, Dialogism, Discourse, Carnavalesque, Deconstruction and Reader Oriented Theory,

**Unit – I**

- a) V.S. Sethuraman, C.T. Indra and Sriraman: Practical Criticism – Analysis of a Passage: Prose or Poem

**Unit - II**

- a) Ferdinand D Saussure - “The Object of Study”  
(from *Course in General Linguistics*)
- b) Roman Jakobson - “Linguistics and Poetics”

**Unit – III**

- Mikhail Bakhtin - “Discourse in the Novel”
- Michel Foucault - “What is an Author?”

**Unit – IV**

- Roland Barthes - “Death of the Author”
- Jacques Derrida - “Structure, Sign and Play in the Discourse of  
the Human Sciences”

**Textbooks:**

1. Lodge, David. *Modern Criticism and Theory: a Reader*. United Kingdom: Longman, 2008.
2. Lodge, David. *Twentieth Century Literary Criticism*. United Kingdom: Longman, 1972.
3. Saussure, Ferdinand de. *Course in General Linguistics*. Chicago, Open Court, 1972,
4. Sethuraman, V, Ed. *Contemporary Criticism: An Anthology*. New Delhi: Macmillan, 1989.

**Suggested Reading:**

1. Aston, N.M, ed. *Trends in the Twentieth Century Literary Criticism*. New Delhi: Prestige Books, 1998.
2. Bretons, Hans. *Literary Theory: The Basics*. London: Routledge, 2008.
3. Krishnaswamy, N. & John Varghese. *Contemporary Literary Theory: A Students Companion*. New Delhi: Macmillan, 2000.
4. Simons, Jon, ed. *Contemporary Critical Theorists: From Lacan to Said*. New Delhi: Atlantic Pub, 2004.

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**SYLLABUS: SEMESTER – IV PAPER-IV (40604)**  
**WOMEN’S WRITING**

**Objective:** To familiarize the student with various perspectives of gender, its beginnings and evolution over the ages.

**Course Description:** The course offers a range of literary texts about gender oriented issues from cultural, religious, social, racial, regional perspectives.

**Background Study:** Feminism (Anglo/French), Third World Feminism, Queer Theory, African American Feminism.

**Unit – I:**

Mary Wollstonecraft - *A Vindication of the Rights of the Woman*, Part I

Elaine Showalter - “Feminism in the Wilderness”

**Unit – II: Fiction**

Bapsi Sidhwa - *The Ice-Candy Man*

Kate Chopin - *The Awakening*

**Unit – III: Short Fiction**

Sefi Atta - “The Miracle Worker”

**Unit – IV: Prose**

Simone de Beauvoir - “Dreams, Fears, Idols”\*

Helene Cixous - “The Laugh of the Medusa”

**Textbooks:**

Atta, Sefi. "The Miracle Worker". *News from Home*. Massachusetts: Interlink Books, 2010.

Butler, Judith, "Subjects of Sex/Gender/Desire", *Gender Trouble: Feminism and the Subversion of Identity*. London: Routledge, 1990.

Chopin, Kate. *The Awakening and Selected Stories*. New York: Simon & Schuster, 2004.

Cixous, Helene, "The Laugh of the Medusa", tr. Keith Cohen and Paula Cohen, *New French Feminisms*, Eds. Elaine Marks and Isabelle de Courtivron, Harvester Press, Brighton, 1981.

De Beauvoir, Simone. *The Second Sex*. ( Chapter 3, Essay 9 ) New York: Vintage, 1989\*.

Sidhwa, Bapsi. *The Ice-Candy Man* (paperback). New Delhi: Penguin Books, 2000.

Wollstonecraft, Mary. *A Vindication of the Rights of the Woman*. Norton Critical Edition. New York: WW Norton Company, 2009.

**Suggested Reading:**

1. Gaur, Rashmi. *Ice Candy Man: A Readers Companion*. Prestige Books, 2004.
2. Kudchedkar, Shirin, ed. *Postmodernism and Feminism: Canadian Contexts*. Delhi: Pencraft International, 1995.
3. Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practising Solidarity*. New Delhi: Zubaan, 2005.
4. Papke, Mary E. *Verging on the Abyss: the Social Fiction of Kate Chopin and Edith Wharton*. New York: Greenwood, 1990.
5. Singh, Sushila. *Feminism: Theory, Criticism, Analysis*. Delhi: Pencraft International, 1997.
6. Skaggs, Peggy. *Kate Chopin*. Boston: T. Wayne Pub, 1985.

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**SEMESTER – IV -- PAPER- VI – (40606)**

**PROJECT WORK**

Student Project Work should be taken up in the broad areas of:

1. English Language Teaching- Theoretical Projects based on ESP, EAP, CALL, Teaching Assignments and Data Analysis, Comparative Study of Methods and Approaches, Learner's Behavior, Needs Analysis, New Course Design, Teaching Language through Technology, Language Labs
2. Translation Studies - From any language to English, Comparative studies (of poets, writers, themes, styles of writing, genres etc.) and any other innovative /creative projects can be taken up basing on the local literary, linguistic and cultural environment.
3. Film Studies – Reviews, Analysis and comparative Film Studies. (Documentaries, short films, plays, play-lets and advertisements can also be taken up for study. Project work topics can be given basing on the sociological, cultural, linguistic, historical, mythological and natural/environmental aspects being incorporated in the films of mother tongue/English language.
4. Literature – analysis of works of one or more authors for themes/styles, comparative study of movements/periods, analysis of texts through various critical approaches and versatile but not popular writers/poets can be taken up to bring them into focus.

# ELECTIVES

**ADIKAVI NANNAYA UNIVERSITY  
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SEMESTER – IV- ELECTIVE –PAPER-I – (40605 -A)  
FURTHER STUDIES IN THEORY AND PRACTICE OF ELT**

**Objective:** To enable the students realize the scope and wide application of the purpose-driven ELT by introducing the foundational concepts of its emerging areas. The paper aims at making the student see the existence of purpose and needs from both the teacher's and the learner's point of view in the language teaching-learning situation.

**Course Description:** In order to accomplish the objective of this course the first two units serve as a gateway into the theoretical basis and methods of purpose driven language teaching-learning situations.

**Unit – I: English for Specific Purpose:**

- 1) The origins & Development of ESP
- 2) Needs Analysis & Course Design
- 3) The Syllabus
- 4) Materials Evaluation: An Introduction
- 5) Methodology
- 6) Evaluation

**Unit – II: English for Academic Purpose:**

- 1) EAP and Study Skills: Definitions and scope
- 2) Students' Difficulties and Needs analysis
- 3) Study Skills:       Reference skills  
                              Vocabulary development  
                              Academic reading  
                              Academic writing  
                              Lectures and note-taking

**Unit – III: Teaching Language through Technology:**

- 1) Introduction to Computer Assisted Language Learning (CALL)
  - i) History of CALL
  - ii) Advantages of CALL
  - iii) Teaching Language Skills through CALL
- 2) Organizing Language Labs
- 3) Teaching through Webinars
- 4) MOOCs and online assessment

**Unit – IV: Teaching Practice**

- i) Lesson Plan
- ii) Observation Reports
- iii) Diary Keeping
- iv) Participation in Discussions
- v) Overall Growth and Development

**Suggesting Readings:**

1. A Chapelle Carol. *Computer Applications in Second Language Acquisition: Foundation for Teaching, Testing and Research* (Cambridge Applied Linguistics). Cambridge UP, 2001.
2. Basturkmen Helen. *Ideas and Options in English for Specific Purposes* (ESL & Applied Linguistics Professional Series). Lawrence Erlbaum Associates, 2005.
3. Dudency Gavin. *The Internet and the Language Classroom* (Cambridge handbooks for language teachers). 2<sup>nd</sup> ed. Cambridge UP, 2007.
4. Dudley Tony. *Developments in English for Purposes: A Multi-disciplinary Approach*. Cambridge UP, 1999.
5. Fotos Sandra, M. Browne Charles. *New Perspectives on CALL for Second Language Classrooms*. ([ESL and applied linguistics professional series](#)). Routledge, 2004.
6. Harding Keith. *English for Specific Purposes (Resource Books for Teachers*. USA: Oxford UP, 2007.
7. HutchinSon, Tom & Alen Waters. *English for Specific Purposes: A Learning-Centred Approach*. Cambridge UP, 1987.
8. Jordan, R.R. *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge UP, 1997.
9. Sanderson, Paul. *Using Newspapers in the Classroom* (Cambridge handbooks for language teachers). Cambridge UP, 1999.
10. Sherman Jane. *Using Authentic Video in the Language Classroom* (Cambridge handbooks for language teachers). Cambridge UP, 2003.

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**SEMESTER – IV – ELECTIVE - PAPER -II (40605 -B)**  
**TRANSLATION: THEORY AND PRACTICE**

**Objective:** The objective of this course is to teach ‘Translation’ as a practice and train the student feel confident in attempting translate various texts using appropriate methods.

**Course Description:** The course covers Translation Studies from its theoretical and practical dimensions most comprehensively giving the student a thorough understanding of the important issues, kinds, methods and the historical evolution of the theory of translation.

**Unit I: Main Issues in Translation**

- 1) What is Translation?
- 2) Language and Culture Interrelation
- 3) Translatability/ Untranslatability
- 4) Equivalence in Translation (Formal & Dynamic)
- 5) Loss and/or Gain in Translation
- 6) The Role of Translator
- 7) The Principle of Correspondence
- 8) Translation Procedure: a) Analysis b) Transfer c) Restructuring d) Testing

**Unit II: Theory of Translation**

- 1) What is Translation Theory About?
- 2) Translation: Art or Science or Craft?
- 3) A Brief History of Translation Theory
- 4) Theories of Translation (Humanistic, Linguistic and Political)

**Unit – III: Kinds and Methods of Translation**

- 1) Roman Jakobson’s Classification of Translation
  - a) Intralingual Translation
  - b) Interlingual Translation
  - c) Intersemiotic Translation
- 2) Translation of Different Kinds of Texts
  - a) Translation of Literary Texts
    - i) Translating Poetry
    - ii) Translating Drama
    - iii) Translating Novel
    - iv) Translating Prose
  - b) Translation of Non-literary & Scientific Texts
  - c) Translation of Scriptures (Religious Texts)
  - d) Translation of Idioms & Proverbs

- 3) Machine Translation
- 4) Methods of Translation
  - a) Word for word translation
  - b) Sense for sense Translation
  - c) Literal Translation
  - d) Free Translation
  - e) Communicative Translation
  - f) Semantic Translation

**Unit - IV**

Practice from English into Telugu and Vice- Versa

**Suggested Reading:**

1. Bassnett, Susan MacGuire. *Translation Studies*. 3rd ed. Routledge, 2002.
2. Das, Bijay Kumar. *A Handbook of Translation Studies*. Atlantic Publishers and Distributors, 2008.
3. Jakobson, Roman, ed. "On Linguistic Aspects of Translation" from *The Translation Studies Reader*. Lawrence Venuti, 2003.
4. Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. London: Routledge, 2005.
5. Newmark, Peter. *Approaches to Translation*. Language Teaching Methodology Series. Oxford: Pergamon, 1984.
6. Nida, E.A. *Contexts in Translating*. John Benjamin's Pub Co, 2001.
7. ---. *The Theory and Practice of Translation*. Leiden: E. J Brill, 1974.
8. ---. *Towards a Science of Translating*. Leiden: E.J Brill, 1964.
9. Schulet, Rainer and John Biguenet, eds. *Theories of Translation: An anthology of Essays from Dryden to Derrida*. The University of Chicago Press, 1992.
10. Venuti, Lawrence, ed. *The Translation Studies Rader*. London: Routledge, 2003.

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**SEMESTER – IV – ELECTIVE - PAPER- III – (40605 -C)**  
**MODERN CLASSICS IN ENGLISH TRANSLATION**

**Objective:** To introduce students to various cultures across the world by means of issues available in English translation.

**Course Description:** The paper familiarizes students to various modern literary movements and trends that evolved out of the cultural and social conditions in various countries around the globe. The chosen texts are representative of the consciousness and response of the writers to the modern world reflected through different techniques adopted by them.

**Background:** Enlightenment, Symbolism, Surrealism, Impressionism, Nouveau Roman Avant-garde, The Absurd, Existentialism, Epic Theatre, Magic Realism.

**Unit-I: Poetry**

Charles Baudelaire	“Autumn”, “Correspondences”, “Elevation”
Pablo Neruda	“A Dog Has Died”, “Chant to Bolivar”, “Poet's Obligation”
Joseph Brodsky	“Odysseus to Telemachus”, “Part of Speech”, “Elegy”

**Unit-II: Fiction**

Gustav Flaubert	<i>Madame Bovary</i>
Albert Camus	<i>The Outsider</i>

**Unit-III: Drama**

Anton Chekhov	<i>Cherry Orchard</i>
Bertolt Brecht	<i>Caucasian Chalk Circle</i>

**Unit-IV: Short Fiction**

Franz Kafka	“Metamorphosis”
Jorges Luis Borges	“Pierre Menard, author of Don Quixote”

**Textbooks:**

1. Brecht, Bertolt. *Mother Courage and the Children*. New Delhi: Oxford University Press, 1997.
2. Chekhov, Anton Pavlovich. *The Cherry Orchard*, New Edition, Dover Publications, 1991.
3. Flaubert, Gustav. *Madame Bovary*. Trans. Lowell Bair, Random Publishing Group, 1982.

4. Jorge, Borges Luis. "Pierre Menard, Author of Don Quixote", *Labyrinths: Selected Stories and Other Writings*. London: Penguin Books.
5. Kafka, Frantz. *The Metamorphosis*. Arcturus Publishing, 2009.
6. Kundera ,Milan. *Book of Laughter and Forgetting* .4<sup>th</sup> edition. tr. Aaron Asher, Harper Perennial, ,1999.
7. Martin, Walter, Ed. *Complete Poems of Charles Baudelaire*. Fyfield Books. 2007
8. Pablo Neruda& Ilan Stavans. *The Poetry of Pablo Neruda*. Farrar Straus and Girox, 2005.

**Suggested Reading:**

- 1) Connor, Steven, ed. *The Cambridge Companion to Postmodernism*. Cambridge: Cambridge UP.
- 2) Hewitt, Nicholas, ed. *The Cambridge Companion to Modern French Culture*. Cambridge: Cambridge UP.
- 3) Kolinsky, Eva and Wilfred Van Der Will, eds. *The Cambridge Companion to German Culture*. Cambridge: Cambridge UP.
- 4) Levenson, Michael, ed. *The Cambridge Companion to Modernism*. Cambridge: Cambridge UP,
- 5) Roberts, J.M. *The Penguin History of Europe*. 4<sup>th</sup> ed. Penguin Books, 1998.
- 6) Sherry, Vincent, ed. *The Cambridge Companion to The Literature of the First World War*. Cambridge: Cambridge UP.
- 7) Unwin, Timothy, ed. *The Cambridge Companion to Flaubert*. Cambridge: Cambridge UP.
- 8) Williamson, Edwin. *The Penguin History of Latin America*. revised edition. Penguin Books, 2010.

