

Approved Syllabus of M.A. in English

Department of English

Choice Based Credit System (CBCS)

With effect from 2023-24

RAICHUR UNIVERSITY RAICHUR
DEPARTMENT OF STUDIES IN ENGLISH

**COURSE OUTLINE AND SYLLABUS FOR MASTER OF ARTS(M.A)IN ENGLISH FOR ALL SEMESTERS UNDER CBCS
AND CAGP FOR THE ACADEMIC YEAR 2023-24 ONWARDS**

SEMESTER	CODE	TITLE OF THE COURSE	SEMESTER EXAM	IA	TOTAL	L	T	P	CREDIT VALUES
FIRST	HARD CORE								
	HC 1.1	ENGLISH LITERATURE FROM CHAUCER TO MILTON	80	20	100	04	-	-	04
	HC 1.2	ENGLISH LITERATURE FROM RESTORATION TO THE EIGHTEENTH CENTURE	80	20	100	04	-	-	04
	HC 1.3	INDIAN WRITING IN ENGLISH	80	20	100	04	-	-	04
	SOFT CORE								
	SC 1.1	ENGLISH FOR ACADEMIC PURPOSE	80	20	100	04	-	-	04
	SC 1.2	WILLIAM SHAKESPEARE	80	20	100	04	-	-	04
SECOND	HARDCORE								
	HC 2.1	NINETEENTH CENTURY BRITISH LITERATURE	80	20	100	04	-	-	04
	HC 2.2	LITERARY CRITICISM	80	20	100	04	-	-	04
	HC 2.3	INDIAN LITERATURE IN ENGLISH TRANBSLATION	80	20	100	04	-	-	04
	SOFTCORE								
	SC 2.1	AMERICAN AND AFRO AMERICAN LITERATURE	80	20	100	04	-	-	04
	SC 2.2	INTRODUCTION TO LINGUISTICS AND PHONETICS	80	20	100	04	-	-	04
	OPEN ELECTIVE								
	OE 2.1	ENGLISH FOR COMMUNICATION-I	40	10	50	02	-	-	02
THIRD	HARDCORE								
	HC 3.1	TWENTIETH CENTURY BRITISH LITAERTURE	80	20	100	04	-	-	04
	HC 3.2	LITERARY THEORY	80	20	100	04	-	-	04
	HC 3.3	RESEARCH METHODOLOGY	80	20	100	04	-	-	04
	SOFTCORE								
	SC 3.1	DALIT LITERATURE	80	20	100	04	-	-	04
	SC 3.2	TRANSLATION STUDIES	80	20	100	04	-	-	04
	OPEN ELECTIVE								
	OE 3.1	ENGLISH FOR COMMUNICATION-II	40	10	50	02	-	-	02
FOURTH	HARDCORE								
	HC 4.1	CULTURAL STUDIES	80	20	100	04	-	-	04
	HC 4.2	POSTCOLONIAL LITERATURE	80	20	100	04	-	-	04
	HC 4.3	WORLD LITAERTURE	80	20	100	04	-	-	04
	SOFT CORE								
	SC 4.1	AFRICAN AND CARIBBEAN LITERATURE	80	20	100	04	-	-	04
	SC 4.2	DISSERTATION/MAJOR PROJECT	80	20	100	01	-	03	04

L=LECTURE,T= TUTORIAL,P=PRACTICAL

4 CREDITS FOR THEORY=4 HOURS OF TEACHING/WEEK

SECOND SEMESTER

PAPER I: –MAEN 2. 1 (HC): NINETEENTH CENTURY BRITISH LITERATURE

Objectiv Objectives

- To provide the students with an overview of the Romantic and Victorian age.
- To introduce the students to the works of the Romantic and Victorian period.

Course Outcomes (COs):

CO1: The program guides the realism and rise of materialism make the pupils to recreate reality in their life.

CO 2: The study makes them to gain self-social fluidity and individual self determination to make their future bright in multi-dimensional sphere.

CO3: The rapid growth of industrialization teaches them to develop non-agrarian life and give importance to scientific way of life.

CO4: It makes the students to aware about the beauty of rural and pastoral life through the good poetry and cultivates the habit of writing on the wide variety themes on the life.

CO5: The program guides the pupils to write the poetry in common language on romantic themes.

UNIT–I

Wordsworth: “Preface to Lyrical Ballads”

Concepts: Romanticism, Victorian Morality

UNIT– II

William Wordsworth: Lucy Poems (all five),

S.T. Coleridge: Kubla Khan

P.B. Shelley: Ode to the West Wind

Tennyson: Ulysses

Robert Browning: Love among the Ruins

UNIT– III

J.S.Mill: On Liberty

Charles Lamb: Personal Essays (On the Sick Bed)

UNIT–IV (texts)

Jane Austin-*Pride and Prejudice*

Dickens: *Hard Times*

Suggested Reading:

F R Leavis – New Bearings in English Poetry

CM Bowra–The Romantic Imagination

The Norton Anthology of English Literature

David Daiches – A Critical History of English Literature –Four volumes

Arnold Kettle-The English Novel-Two volumes

E M Foster–Aspects of the Novel

Vijayshree C–Victorian Poetry –An Anthology(Orient Blackswan)

SECOND SEMESTER

PAPER II: –MAEN 2.2 (HC): LITERARY CRITICISM

Objectives:

- To provide the students with an overview of European Critical trends
- To introduce the students to the critical texts of the period

Course Outcomes (COs):

CO1: The students will understand the basics of Literary Criticism.

CO 2: Students will learn the beginnings of literary criticism from ancient Grecian Criticism and its journey through Modern Criticism.

CO3: Students will learn to study the literary texts from a critical perspective.

CO4: Students will understand treatment of literary works through centuries

CO5: Students will study the various theories and critical views of prominent critics and writers

UNIT–I

“Introduction to Theory and Criticism” (page no. 1-13) in *Norton Anthology of Theory and Criticism*.

UNIT–II (Texts)

Plato’s objections to poetry (selections from *Republic*)
Aristotle: Poetics (On tragedy)

UNIT–III (Texts)

Shelly: “A Defence of Poetry”
Matthew Arnold: “The Study of Poetry”

UNIT–IV (texts)

T.S. Eliot: Tradition and Individual Talent
F.R. Leavis: Great Tradition (Introduction)

Suggested Reading:

Ramaswamy and Sethuraman: *The English Critical Tradition* (Vol. I and II) Macmillan,

2009

M. S. Nagarajan: *English Literary Criticism*, Orient Blackswan, 2009

Plato: *Republic*

SECOND SEMESTER

PAPER III: - MAEN 2.3 (HC): INDIAN LITERATURES IN ENGLISH TRANSLATION

Objectives:

- To provide the students with an over view of literature of regional languages
- To introduce the students to the critical texts of the period

Course Outcomes (COs):

CO1: The students will have a first hand knowledge of literary and cultural texts that were written in various Indian languages from 1st Century to the present.

CO 2: The student will get familiarized with the regional and language specific features of Indian literature.

CO3: The student will know the cultural and the political contexts within which these texts were written.

CO4: The student will have developed his/her theoretical perspective to analyse the translated texts.

UNIT-I

1. Meenakshi Mukherjee: Introduction to *Perishable Empire*
2. G.N. Devy, "Indian Literature in English Translation: An Introduction"

UNIT- II

1. Amrita Pritam, "I Call Upon Waris Shaw Today"
2. A.K.Ramanujan: *Poems of Love and War* (Sangam poetry: four poems)
3. Sule Sankavva: "My Harlets Trade"
4. Janabai (Marathi): "Cast off all Shame" and "Jahani Sweeps the Floor"
5. Jagannath Prasad Das (Oriya): "My World"
6. AshokVajpeyi (Hindi): "Apocalypse"
7. Satchidanandan K (Malayalam): "How Love Dies These Days"
8. Sunil Bandopadhyaya (Bengali): "A Truth Bound Sentiment"
9. Daya Pawar (Marathi): "The Buddha"
10. Arjun Dangle: "Revolution"

UNIT- III

Vijay Tendulkar: *Ghashiram Kotwal*
Girish Karnad: *Taledanda*

UNIT- IV

Chandu Menon: *Indulekha*
Shivaram Karanth: *Choma's Drum*

Suggested Reading:

1. Parthasarathy, R.ed., *Ten Twentieth Century Indian Poets*. Delhi, OUP 1976.
2. King, Bruce. *Modern Indian Poetry in English*. New Delhi, OUP 1987.
3. Ananda Lal, *The Oxford Companion to Indian Drama*.
4. P.K. Dutta, *Rabindranath Tagore's Home and the World: A Critical Companion*. New Delhi: Permanent Black, 2003
5. Tapan Basu, ed. *Translating Caste*.
6. Charles E May, ed. *Short Story Theories*.
7. G.N. Devy, *In Another Tongue: Essays on Indian English Literature*. V.4
8. Susie Tharu: *Women Writings in India*.

SECOND SEMESTER
PAPER IV:- MAEN 2.4 (SC): AMERICAN AND AFRO-AMERICAN
LITERATURE

Objectives:

- To provide the students with a historical perspective on American and Afro-American literature
- To familiarize the students with the representative texts of the period.

Course Outcomes (COs):

- CO1:** Instills the background of American Depression, Ethnic–voices post-war and cold war scenario.
CO2: Students will have an awareness of the social, historical, literary and cultural elements of the changes in American and Afro-American literature.
CO3: Kindles to compare American and Afro-American writings with Indian writing in English.
CO4: A critical understanding of ethnic identity and racial identity and how it is constructed.
CO5: To understand how racial and ethnic groups have resisted and struggled to recreate their own cultural identities in relations to each other and dominant white groups, leading to both conflict and community empowerment.

UNIT-I

Literary representation of race, American Depression, Ethnic voices, American modernism, The novel and the making of Americans, Post-war America, cold war, Postmodernity in American culture, American empire

UNIT– II: Fiction

Nathaniel Hawthorne – *The Scarlett Letter*
Mark Twain-*Huckleberry Finn*

UNIT–III: Drama

Arthur Miller – *Death of a Salesman*
Edward Albee-*Zoo’s Story*

UNIT–IV (texts): Prose and Poetry

Ralph Waldo Emerson: Self-Reliance
Henry David Thoreau: Civil Disobedience
Alice Walker: “In Search of Our Mother’s Gardens”
Emily Dickenson – Because I could not Stop for Death
Walt Whitman: When Lilacs Last in the Dooryard Bloom’d
Robert Frost- Fire and Ice
Wallace Stevens –Emperor of Ice-cream
Maya Angelou: I Know Why the Caged Bird Sings

References:

1. M. Saltzman. ‘Lost Generation. World Book Online Reference Center. 2006. World Book, Inc. 2 Mar. 2006.
2. AldridgeOliver.Egbert.S. “An Abthology American Literature 1890-1965”.
3. Henry Louis Gates and Valerie A. Smith. “The Norton Anthology of African American Literature”, 3rd Ed., Vol. I. Ed. New York: Norton, 2014.
4. Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.
5. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
6. Arthur, John W. After the Lost Generation: A Critical Study of the Writers of Two Wars. Freeport: Books for Libraries Press, 1971.
7. Campbell, Donna M. “Realism in American Literature, 1860- 1890.” Literary Movements. Dept. of English, Washington State University. 07/04/2013.
8. Reuben, Paul P. “Chapter 5: Late Nineteenth Century - American Realism - A Brief Introduction.” PAL:

Perspectives in American Literature- A Research and Reference Guide.

9. Bloom, Harold, ed. *Short Story Writers and Short Stories*. New York: Chelsea House, 2005.
10. Phyllis Wheatley, selections from *Norton Anthology of African American Literature Vol. I*
11. Pauline Hopkins: "Famous Men of the Negro Race." and "Famous Women of the Negro Race."
12. Langston Hughes: "The Negro Artist and the Racial Mountain."
13. Dangarembga, Tsitsi. *This Mournable Body*. Minneapolis: Graywolf Press, 2018
14. Diop, Boubacar Boris. *Murambi: The Book of Bones*. Bloomington, IN: Indiana University Press, 2006
15. Forna, Aminata. *The Memory of Love*. London: Bloomsbury Publishing, 2010
16. Makumbi, Jennifer. *Kintu*. Oakland, CA: Transit Books, 2017 Mda, Zakes. *Ways of Dying*. New York: Farrar, Straus and Giroux, 199
17. Felman, Shoshana. "Education and Crisis, or the Vicissitudes of Teaching"
18. Felman, Shoshana and Laub Dory. *Testimony: Crisis of Witnessing in Literature, Psychoanalysis, and History*
19. McCann, I. Lisa and Pearlman, Laurie Ann. *Psychological Trauma and the Adult Survivor: Theory, Therapy, and Transformation*
20. Remre, C. Mariane. "Introduction" *Out of War*
21. Ramadanovic, Petar. *Forgetting Futures: On Memory, Trauma and Identity*.
22. Tal, Kali. *Worlds of Hurt: Reading the Literatures of Trauma*
23. *Transformative South Africa: A Gender Perspective on the Dynamic and Integrative Potentials of "Healing" in African Religion*
24. Woods, Tim. *African Pasts: Memory and History in African Literatures*. Manchester: Manchester University Press, 2007.

SECOND SEMESTER

PAPER V: MAEN 2.5 (SC): INTRODUCTION TO LINGUISTICS AND PHONETICS

Objectives:

- To develop fluency
- To guide and enable the students to study certain aspects of Linguistics and focus on correct use of English language.

Course Outcomes (COs):

CO 1: To understand how racial and ethnic groups have resisted and struggled to recreate their own cultural identities in relations to each other and dominant white groups, leading to both conflict and community empowerment.

CO 2: Full course for one semester provides the foundation for the development of a student's knowledge on Linguistics and Phonetics along with basic understanding of structuralism, sentence and utterance as well as cohesion and coherence.

CO 3: It will provide a detailed overview of phonetic properties, articulatory and acoustic descriptions and International Phonetic Alphabet (IPA) transcription of the sounds in English and languages of the world.

CO 4: From sounds and words to how language is used in different societies and cultures, linguistics is the study of language and communication.

Recognize differences and similarities between English and other languages of the world

Better understand the structure and components of language.

UNIT– I

Language: Human and animal communication; Features of language; Theories of the origin of language

Language variations: dialect; idiolect; social dialects; register; bilingualism; pidgin and creoles

UNIT– II

Branches of linguistics: phonetics, phonology, morphology, syntax, semantics and pragmatics
Brief introduction to Structuralism: synchronic/diachronic; langue/parole; syntagmatic/paradigmatic, and sign.

UNIT– III:

Organs of speech: phone, phoneme, and all ophones

The sound systems of English: Consonants and vowels; three term description of consonants and vowels; IPA and transcription

UNIT– IV:

Sentence and utterance; text and discourse

Cohesion – anaphoric and cataphoric cohesion, reference, substitution, ellipsis, conjunction and lexical cohesion

Coherence: different levels at which coherence operates

Suggested Reading:

1. Partha Sarathi Misra: An Introduction to Stylistic, Orient Blackswan
2. R. Gupta: A Course in Academic Writing, Orient Blackswan 2010
3. T. Balasubramanian: A Textbook of English Phonetics for Indian Students, Macmillan.
4. Narayana Swami VR: Strengthen your Writing, Orient Blackswan, 2005
5. Daniel Jones: *English Pronouncing Dictionary*

SECOND SEMESTER

PAPER VI: - MAEN 2.6: (OE): ENGLISH FOR COMMUNICATION-I

Objectives:

- To train the students to communicate in English fluently.
- To guide and enable the students to study certain aspects of Linguistics and focus on correct use of English language.
- To develop the communicative competence of students through the teaching of grammar

Course Outcomes (COs):

CO1: The students will study the various aspects included in learning English language.

CO 2: Students will learn the techniques involved in enhancing the quality of spoken language.

CO 3: Since the lectures are drawn from NTPEL Courses, the students will have access and experience to digital technology enhanced learning

CO 4: Students will have an opportunity to listen to the lectures of renowned speakers of English language

CO5. Upon the completion of the paper students will have developed grammatical competence

Unit I:

Parts of Speech

Articles

Prepositions

Unit-II

Tense forms (Present, Past and Future)

Verbs (Main verbs, auxiliaries, modals)

Subject -verb agreement

References:

Swan, Michael. *Practical English Usage*. III Edi. Oxford University Press (OUP).

Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press.

Murphy, Raymond. *Essential English Grammar*. Cambridge University Press.

Hewings, Martin. *Advanced English Grammar*. Cambridge University Press.