



ADIKAVI SRI MAHARSHI VALMIKI UNIVERSITY

RAICHUR

KARNATAKA-STATE, INDIA

SYLLABUS OF M.A. IN ENGLISH

DEPARTMENT OF ENGLISH

~~NEW~~ CHOICE BASED CREDIT SYSTEM (CBCS)

2025-26 Onwards

REVISED SYLLABUS

FIRST SEMESTER

HC 1.1: British Literature from Chaucer to Milton

Objectives:

- To provide the students with a historical perspective of the medieval English literature
- To familiarize the students with representative texts of the period.

Course Outcomes (COs):

- CO1: The student will be familiar with representative literary texts across different genres produced during the period.
- CO2: The student will get to know the genres such as poetry and dramas that emerged and became popular during the period.
- CO3: The student will learn the historical and political background of the period.
- CO4: The student will understand the values of the Elizabethan period through the prescribed texts.

UNIT-I: The Background:

12hrs

Study of the Medieval society and its Social and historical background
Renaissance, Elizabethan Poetry, Elizabethan Play, Elizabethan Prose
Metaphysical Poetry, Reformation, Puritan Upsurge

UNIT-II: Authors and Works:

12hrs

Authors: Wyatt and Surrey, Thomas Decker, Thomas Middleton, Edmund Spenser
Ralph Roister Roster, Geoffrey Chaucer, John Milton
Works: *Gorboduc*, *Everyman in His Humour*, *The Spanish Tragedy*, *The Canterbury Tales*,
Comous

UNIT-III: Poetry:

12hrs

John Milton – *Paradise Lost- Book I*
John Donne – ‘The Good-Morrow’, ‘Death Be Not Proud’
Andrew Marvell – ‘To His Coy Mistress’

UNIT-IV: Prose:

12hrs

Francis Bacon- ‘Of Studies’, ‘Of Friendship’, ‘Of Love’, ‘Of Death’,
Thomas More – ‘Utopia’

UNIT-V: Drama:

12hrs

John Webster- *The Duchess of Malfi*
Christopher Marlowe- *Dr. Faustus*

Suggested Reading

1. David Daiches – *A Critical History of English Literature-Two Volumes*.
2. Boris Ford (Ed) – *Pelican Guide to English Literature-Eight volumes*
3. Herbert Grierson – *Metaphysical Poets*

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REVISED SYLLABUS

FIRST SEMESTER

HC 1.2: American Literature

Objectives:

To provide the students with a historical perspective on American literature

To familiarize the students with the representative texts of the period.

Course Outcomes (COs):

CO1: Instills the background of the American Depression, Ethnic-voices, the 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 Literature 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 relation to each other and dominant white groups, leading to both conflict and community empowerment.

UNIT-I: Background:

12hrs

History of the United States of America and the formation of the nation, Beginnings of American Literature, Early Pioneer Writers, The First American Novel, American Renaissance, The Transcendentalists, The Naturalists, Feminist Movements, The Suffragettes, Emergence of African American Literature, Harlem Renaissance, The Lost Generation, The Beat Poets, The Post-World War Fiction, Native American Literature, Ethnic Minority Literature, The American Dream.

UNIT- II: Fiction:

12hrs

Nathaniel Hawthorne-*The Scarlett Letter*

Herman Melville- *Moby-Dick*

UNIT-III: Drama:

12hrs

Arthur Miller- *Death of a Salesman*

Edward Albee- *The Zoo's Story*

UNIT-IV: Poetry:

12hrs

Emily Dickenson: 'Because I could not Stop for Death'

Walt Whitman: 'When Lilacs Last in the Dooryard Bloom'd', 'O Captain! My Capitan!'

Robert Frost: 'Fire and Ice', 'After Apple-Picking'

Wallace Stevens: 'Emperor of Ice-cream'

UNIT-V: Prose:

12hrs

Ralph Waldo Emerson: 'Self-Reliance'

Henry David Thoreau: 'Civil Disobedience'

Edgar Allen Poe: 'The Purloined Letter'

Washington Irving: 'The Legend of Sleepy Hollow'

Suggested Reading:

1. M. Saltzman. *Lost Generation*. World Book Online Reference Center. 2006. World Book, Inc. 2 Mar. 2006.
2. Aldridge Oliver. Egbert.S. *An Anthology of 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

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REVISED SYLLABUS

FIRST SEMESTER

HC 1.3: Indian Writing in English

Objectives

To provide the students with an overview of the origin and development of English Writings in India.
To introduce the students to the texts of the period.

Course Outcomes (COs):

CO1: The student will have known the emergence and growth of Indian writings in English and their cultural, political and economic contexts.

CO2: The student will have learnt the colonial, the anti-colonial nationalisms and the postcolonial concerns and anxieties that were the ingredients of the literary texts.

CO3: The student will have learnt the pluralistic aspect of Indian culture and society by analyzing the texts produced by writers from different regional and cultural contexts.

CO4: The student will get familiarized with the literary genres in which the writings were done.

UNIT-I: Background:

12hrs

Background: Feudalism, Colonization, National Awakening, Indian Renaissance, Rise of Indian Nationalism; English Education Act 1835-Thomas Babington Macaulay's "Minutes on Indian Education", The Problem of English in India; Freedom Struggle and its impact on early writings, Early Indian English Poets, Contributions of Tagore – Vivekananda – Gandhi – Aurobindo; Development of Indian Fiction – Flowering of Indian Poetry; Women Novelists – Growth of Theatre, Major Concerns in Indian Fiction from Pre-Independence to Modern Period.

UNIT- II: Poetry:

12hrs

Toru Dutt: 'Our Casuarina Tree'

Nissim Ezekiel: 'Goodbye Party to Miss Pushpa T. S'

Kamala Das: 'An Introduction'

Jayant Mahapatra: 'Hunger'

Eunice D'Souza: 'Feeding the Poor'

Rabindranath Tagore: 'Where the Mind is Without Fear'

UNIT-III: Fiction:

12hrs

Mulk Raj Anand- *Untouchable*

Arvind Adiga: *The White Tiger*

UNIT- IV: Drama:

12hrs

Manjula Padmanabhan: *Harvest*

Mahesh Dattani: *Final Solutions*

UNIT – V: Prose and Criticism

12hrs

Mahatma Gandhi: *Hind Swaraj*

A.P.J. Abdul Kalam: *Wings of Fire*.

A.K. Ramanujan: 'Is There an Indian Way of Thinking?'

Suggested Reading:

1. K.R. Srinivasa Iyengar-*Indian Writing in English*
2. M.K. Naik- *Critical Essays in Indian Writing in English*
3. Ramakrishnan E.V.-*Locating Indian Literature*
4. A.K.Mehrotra (ed):*A Concise History of Indian Literature in English*, Permanent Black 2008

REVISED SYLLABUS

FIRST SEMESTER

HCT 1.4: Introduction to Linguistics and Phonetics

Objectives:

To develop fluency

To guide and enable the students to study certain aspects of Linguistics and phonetics 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. From sounds and words to how language is used in different societies and cultures.

UNIT-I: Language:

12hrs

Language: Definitions, Nature, Scope and Characteristics

The Structure of the Language

Language: Human and animal communication, Theories of the origin of language

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

UNIT-II: Linguistics:

12hrs

Linguistics: Definitions, Branches

Meaning of Phonology, Morphology, Syntax and Semantics

Brief introduction to Structuralism: synchronic/diachronic; langue/parole; syntagmatic/ paradigmatic, and sign.

UNIT-III -Phonetics

12hrs

Phonetics: Branches (Acoustic, Articulatory and Auditory)

Sounds in English (Vowels, Consonants and Diphthongs) and Speech Organs

IPA symbols,

Stress and Intonation

UNIT-IV- Grammar:

12hrs

Sentence and Utterance; Text and Discourse

Cohesion -- Anaphoric and Cataphoric, Reference, Substitution, Ellipsis, Conjunction and Lexical cohesion

UNIT-V Theoretical Approach

12hrs

F.M. Skinner: Behaviorist Theory

Noam Chomsky: Theory of Language Acquisition (LAD)

Suggested Reading:

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


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REVISED SYLLABUS

FIRST SEMESTER

SC 1.1: English for Academic Purposes

Course Objectives and Learning Outcomes

The paper aims to train students in all the components of grammar and further nurture their linguistic skills through listening, speaking, reading and writing exercises.

The paper focuses on the teaching of English for Academic purposes. Students will engage themselves in intense reading and writing exercises for academic purposes.

UNIT-I **12hrs**

Parts of Speech

Articles

Prepositions

Tense Forms (Present, Past and Future)

Subject Verb Agreement, Modals

UNIT -II **12hrs**

Active and Passive Voice

Direct and Indirect Speech

Degrees of Comparison

UNIT-III **12hrs**

Ability to comprehend, analyze and interpret unfamiliar passages.

Writing Letters, Preparing CV, Email, Blog. Report writing, Writing a dialogue, Paragraph Writing,

UNIT- IV **12hrs**

Punctuation Marks

Common errors in writing (editing): Identifying and correcting errors in the use of articles, prepositions, tenses, word forms, spelling etc.

Non -Verbal communication

UNIT -V **12hrs**

Developing Ideas and Proverbs

Essay Writing

Dialogue writing

Watching movie “*English Vinglish*”

Suggested Reading:

1. Swan, Michael. *Practical English Usage*. III Ed. Oxford University Press .
2. Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press.
3. Murphy, Raymond. *Essential English Grammar*. Cambridge University Press.
4. Hewings, Martin. *Advanced English Grammar*. Cambridge University Press


18/11/21

REVISED SYLLABUS

FIRST SEMESTER

SC 1.2: William Shakespeare

Objective

To provide the students with an overview of the Elizabethan Age to introduce the students to the works of Shakespeare

Course Outcomes (Cos):

CO1: The student will have learnt the contribution and relevance of one of the greatest playwrights not only of English but also of World literature.

CO 2: The student will have read important tragedies, comedies and sonnets.

CO3: The student will have learnt to analyze these texts from various perspectives developed in the last four hundred years.

CO4: The student will have known the significant features of Shakespearean theatre.

UNIT-I: Background:

12hrs

Background – Elizabethan Age, Elizabethan theatre, and Audience. Shakespeare and his Contemporary writers, the University Wits.

UNIT-II: Comedies

12hrs

The Tempest

The Merchant of Venice

UNIT-III: Tragedies

12hrs

Hamlet

Macbeth

UNIT-IV: Poetry

12hrs

Sonnets: (Six sonnets) 2, 15, 18, 27, 29, 73.

UNIT-IV: Criticism

12hrs

Keith Johnson, "Shakespeare's Language? Why Study It?" (*Shakespeare's English: A Practical Linguistic Guide*).

Dennis Kennedy, "Shakespeare Worldwide" (*A Cambridge Companion To Shakespeare*).

Suggested Reading:

1. A.C. Bradley-*Shakespearean Tragedy*
2. Stewart Justman-*Shakespeare the Drama of Generations Drama Classics*
3. S.Vishwanathan- *Exploring Shakespeare*

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