

RAICHUR UNIVERSITY RAICHUR
DEPARTMENT OF STUDIES IN ENGLISH

**COURSE OUTLINE AND SYLLABUS FOR MASTER OF ARTS (M.A) IN ENGLISH FOR THIRD 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
THIRD	HARDCORE								
	HC 3.1	TWENTIETH CENTURY BRITISH LITERATURE	80	20	100	04	-	-	05
	HC 3.2	LITERARY THEORY	80	20	100	04	-	-	05
	HC 3.3	RESEARCH METHODOLOGY	80	20	100	04	-	-	05
	SOFTCORE								
	SC 3.1	DALIT LITERATURE	80	20	100	04	-	-	05
	SC 3.2	TRANSLATION STUDIES	80	20	100	04	-	-	05
	OPEN ELECTIVE								
	OE 3.1	COMMUNICATION ENGLISH -II	40	10	50	02	-	-	02



PAPER –I: MAEN 3.1 :-(HC):TWENTIETH CENTURY BRITISH LITERATURE**Objectives:**

To provide the students with a historical perspective of the age.

To familiarize with representative texts of the period.

Course Outcomes (COs):

CO 1: The student will have learnt the historical, political and cultural background of the Twenty first century.

CO2: The student will understand the emergency of wars and their violence and trauma.

CO3: The student will have learnt to analyze these texts from various perspectives developed during the period

CO4: The student will learn the social and political problems of the period.

UNIT-I

Background to the 20th Century

Background- World War – I and II, War Poetry, Imagism, Surrealism, Revival of Drama, Stream of Consciousness, Existentialism, Absurd theatre.

UNIT- II

W.B. Yeats: Second Coming

T.S. Eliot – Love Song of J. Alfred Prufrock

Ezra Pound –In a Station of Metro

Seamus Heaney: Digging

Ted Hughes: The Thought Fox

UNIT- III

E.M Foster—*A Passage to India*

Kazuo Ishiguro- *A Pale View of Hills*

UNIT- 1V

Samuel Beckett: *Waiting for Godot*

John Osborne: *Look Back in Anger*



THIRD SEMESTER ENGLISH 32

PAPER II: MAEN 3.2 (HC): LITERARY THEORY

Objectives:

To introduce the students to new critical tradition

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

Course Outcomes (COs):

CO 1: The student will have a working knowledge of the important theories related to literature.

CO2: The student will get to read and analyze theories from New Criticism to Post structuralism.

CO3: The students will have read the texts of representative literary theorists.

CO4: The students will have known the historical context in which they were written and also their impact on the theory and practice of literature.

UNIT-I

David Carter, "Introduction" *Literary Theory*

Mikhail Bakhtin: Dialogism, Carnavalesque

UNIT-II (Texts):

Peter Barry: Poststructuralism from *Beginning Theory*

Roland Barthes: Death of the Author

UNIT-III

Wolfgang Iser: "Indeterminacy and the Reader's Response"

Stephen Greenblatt: Introduction to *The Power of Forms in the English Renaissance*

UNIT- IV

Helene Cixous: Laugh of Medusa

Louis Althusser: Ideological State Apparatus

Suggested Reading:

Terry Eagleton: *Literary Theory*

Raymond Williams: *Marxism and Literature*

David Lodge: *Modern Literary Theory*

Ania Loomba, et.al.: *Postcolonial Studies and Beyond, Permanent Black(OBS),2007*

The Norton Anthology of Theory and Criticism: W. W. Norton and Co, New York

Bill Ashcroft (ed): *Postcolonial Studies: The Key Concepts*, Routledge, London.

THIRD SEMESTER
PAPER III:- MAEN 3.3 (HC): Research Methodology

ENGHET 33

Objectives:

Course Outcomes (COs):

By the time of completion of this course:

CO1: Students will know the various aspects of academic writing.

CO2: Students will have learnt the features of research methodology.

CO 3: Students will have known the various principles of research in English studies.

UNIT-I

- What is research?
- Philosophy of research
- Meaning, Nature and scope of research
- Selection of topic, relevance, and preparation of synopsis

UNIT-II

- Plagiarism: its types, plagiarism checking softwares
- Mechanics of research papers writing and format of the thesis
- Research Methodologies: Textual, post-structural, feminist, Marxist

UNIT-III

- Choosing research topic, Objectives, Chapterization
- Academic writing: Citation, quotation, bibliography (*MLA Handbook*)
- Punctuation marks and abbreviations.

UNIT-IV (texts):

- Developing arguments: Narrative, discursive, Paragraph writing.
- Sources of research: Library and web, Primary and secondary sources

Suggested Reading:

Berry Ralph : 1996, *How to Write a Research Paper*, Pergamon Press, London

MLA Handbook 9th or 10th Edition.

THIRD SEMESTER
PAPER-IV: MAEN 3.1 (SC): DALIT LITERATURE
ENQ8CT31

Objectives:

To introduce the students to dalit, protest and subaltern realities
To familiarize the students with the representative critical texts

Course Outcomes (COs):

- CO1:** Understand historical overview of stratification and caste-based discriminations prevalent in India.
CO2: Students will come to know Dr.B.R.Ambedkar's views on caste and its evil impacts on Deprived class people.
CO3: Analyze various socio-political events that facilitated the emergence of Dalit Literature in India.
CO4: Learn the significance of Dalit Literature in India.
CO5: It is also helping the students to Document and analyze the oral literary tradition of Dalit.

UNIT-I

Concepts to be discussed: Social stratification: Types and features Caste as a system: origin, development, features, significance
Caste and Indian society: Role of colonialism, modernity, reformation and postcolonial developments
Caste and gender, agrarian and other social movements.
Dalit literature: origin, development, contexts, influences, concerns and preoccupations

UNIT- II:

Dr B.R. Ambedkar: Annihilation of Caste
Kancha Iliah: *Why I am not a Hindu* (chapter1)
Gail Omvedt: Jyotirao Phule and the Ideology of Social Revolution in India

UNIT-III

Prahlad Chendvankar: Empty Advice
Anuradha Gaurav: Request
Vaman Nimbalkar: Caste
Mogalli Ganesh: The Paddy Harvest

UNIT- IV:

Omprakash Valmiki: *Joothan*
Sharan Kumar Limbale: *The Outcaste*

THIRD SEMESTER
PAPER-V: MAEN 3.2 (SC): TRANSLATION STUDIES
ENQ BCT 32

Course Outcomes (COs):

- CO1:** The students will have a first-hand knowledge of Translation studies.
CO2: The student will get familiarized with the cultural politics of the Translation.
CO3: The student will know the techniques and practical of Translation.
CO4: The student will have developed his/her theoretical perspective on the translation

Unit-1

Translation- Meaning, Scope, Types of Translation and History of Translation, Problems of Translation and Tools of Translation

Unit-2

Benjamin, Walter (1923). "The Task of the Translator,"
Strategies of Translation- Translation of Prose, Translation of Poetry,

Unit-3

Susan Bassnet: "History of Translation Theory (Chapter-2)," from *Translation Studies*

Tejaswini Niranjana: "Representing Texts and Cultures: Translation Studies and Ethnography" in *Siting Translation*. Oxford: University Press,

Unit-4

Samskara by Anantha Murthy and Translated English text by A.K Ramanujan
Lead Kindly Light, amid the encircling gloom (Newman) and Translated Kannada "Karunalu Ba Belake (B.M. Sri)

References:

- Baker, Mona ed. (2001). *Routledge Encyclopedia of Translation Studies*. New York and London: Routledge.
Bassnett, Susan (1980/1991/2002). *Translation Studies*. New York and London: Routledge.
Benjamin, Walter (1923). "The Task of the Translator" an introduction to the translation of *Les fleurs du mal* by Baudelaire.
Gentzler, Edwin (2001). *Contemporary Translation Theories*. 2nd Ed. London: Routledge.
House, Juliane (1997) *A Model for Translation Quality Assessment*. Germany
Munday, Jeremy (2008). *Introducing Translation Studies*. London and New York: Routledge
Pym, Anthony (2010/2014). *Exploring Translation Theories*. London: Routledge.
Robinson, Douglas. (1991). *The Translator's Turn*. Baltimore and London: Johns Hopkins University Press.
Steiner, George (1975). *After Babel*. Oxford and New York: Oxford University Press.
Venuti, Lawrence. (2012). *The Translation Studies Reader*, 3rd ed. London: Routledge.

ENQ0ET31 THIRD SEMESTER

Paper-VI: MAEN 3.1 (OEC): COMMUNICATIVE ENGLISH-II

Course Objectives:

- To develop the communicative competence of students through the teaching of LSRW skills
- To design exercises to achieve task –based teaching
- To invite students to look at this paper as an opportunity for heuristic learning

Course Outcomes (COs):

1. Upon the completion of the paper students will have developed LSRW skills
2. Upon the completion of the paper students will have acquired the sense of English Language
3. Students will have acquired the correct use of the language.

Unit I Speaking Skill:

Importance of Speaking skill:

- A. Introducing one to another/introducing oneself to the group
- B. Presentation of ideas
- C. Interviews
- D. Group Discussions

Unit-II: Writing Skill:

Importance of Writing Skill:

Writing letters, paragraph writing (Descriptive, Narrative, Argumentative, Process type), Writing notice, placard, email, Preparation of CV, Writing dialogues (purposes- Introducing oneself and others, seeking and giving permission, asking for giving directions, giving instructions, making requests, giving suggestions and advice, expressing comparison and contrast, complaining, apologizing , thanking. And expressing one's opinion etc.)

Writing exercises will be given to students for developing writing skills.

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

