



**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**

## SECOND SEMESTER

**HCT 2.1: BRITISH LITERATURE FROM RESTORATION TO THE EIGHTEENTH CENTURY****Objectives:**

- To provide the students with an overview of the Restoration and the Eighteenth Century.
- To introduce the students to the 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 periodical essays and novels that emerged and became popular during the period.

CO3: The student will have learned the political, social and philosophical context of the crossroads of feudalism and capitalist democracy within which the literary texts were written.

CO4: The student will have learnt how satire, the dominant mode of social criticism during the period, was used in the texts by writers.

**UNIT-I: Trends and Movements:****12hrs**

1. Restoration Comedy, Neoclassical Poetry
2. Irish Theatre, Romantic Poetry and Prose,
3. Victorian Poetry and Prose, and Novel

**UNIT-II: Poetry:****12hrs**

1. Alexander Pope: 'The Rape of Lock'
2. William Blake: 'Tiger'
3. John Keats: 'Ode on a Grecian Urn'
4. Robert Browning: 'Love Among the Ruins'

**UNIT-III: Prose:****12hrs**

1. Charles Lamb: 'Dream Children', 'All Fools' Day'
2. Matthew Arnold: Author's Preface and Chapter 1 "Sweetness and Light" from Culture and Anarchy (any edition)

**UNIT-V: Drama:****12hrs**

1. William Congreve: *The Way of the World*
2. John Dryden: *All for Love*



**UNIT-VI: Fiction:**

**12hrs**

1. Daniel Defoe: *Moll Flanders*
2. Jonathan Swift: *Gulliver's Travels*

**Suggested Reading:**

1. *The Norton Anthology of English Literature*
2. David Daiches—*A Critical History of English Literature*—Four volumes
3. Arnold Kettle—*The English Novel*—Two volumes
4. Ian Jack—*The Augustan Satire*
5. Pramod Nayar (ed)—*English Poetry 1660-1780: An Anthology* (Orient Blackswan, 2011)
6. Terry Eagleton: *The English Novel*

*A. Telu*

## SECOND SEMESTER

## HCT 2.2: 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: Greek/Indian Criticism:****12hrs**

1. Aristotle : *Poetics*
2. Bharata : *The Concept of Rasa*

**UNIT-II: Neo-Classical Criticism:****12hrs**

1. Philip Sidney: "The Defense of Poesy/ An Apology for Poetry"
2. John Dryden: 'An Essay on Dramatic Poesy'

**UNIT-III: Romantic Criticism****12hrs**

1. S. T. Coleridge: *Biographia Literaria* (Chapters XIV, XVII)
2. P. B. Shelley: 'A Defence of Poetry'

**UNIT-IV: New Criticism:**

1. Mark Schorer: "Technique as Discovery"
2. Reader-Response Theory– Wolfgang Iser: "Introduction between Text and Reader"

**UNIT – V: Modern Criticism****12hrs**

1. Matthew Arnold: 'The Study of Poetry'
2. T.S. Eliot: 'Tradition and Individual Talent'



**Suggested Readings:**

1. Abrams, M. H. *Glossary of Literary Terms*. (8th Edition) New Delhi: Akash Press, 2007.Print.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008.Print.
3. Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.Print.
4. Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to Advanced Application*. Boston: Houghton, 2001.Print.
5. Lentriccia, Frank. *After the New Criticism*. Chicago: Chicago UP, 1980.Print.
6. Lodge, David (Ed.) *Twentieth Century Literary Criticism*. London: Longman, 1972.Print.
7. Murfin, Ross and Ray, Supriya M. *The Bedford Glossary of Critical and Literary Terms*. Boston: Bedford/St. Martins, 2003.Print.
8. Nagarajan M. S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Black Swan, 2006.Print.
9. Ramaswamy and Sethuraman. *The English Critical Tradition* (Vol. I and II) Macmillan, 2009.
10. M. S. Nagarajan. *English Literary Criticism*. Orient Blackswan, 2009.



## SECOND SEMESTER

## HCT 2.3: INDIAN LITERATURE 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 firsthand 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: Background:****12hrs**

1. The Meaning of Translation, Definitions, Scope, Translation and Transcreation
2. Source Language and Target Language
3. Problems and Challenges of Translation
4. History of Translation and the Role of Translator
5. Theories and Types of Translation
6. Translation in Indian Context and Significance of Translation

**UNIT- II: Poetry:****12hrs**

1. Amrita Pritam (Punjabi): 'I Call Upon Waris Shaw Today'
2. Allamaprabhu: 'If mountains shiver in the cold' -109
3. Sule Sankavva (Kannada): 'My Harlets Trade'
4. Purandara Dasa: (Kannada): "Who Among the Three Wishes Well of You"
5. Kanakadas: (Kannad): "Do not Quarrel over Caste"
6. Janabai (Marathi): 'Cast off all Shame' and 'Jahani Sweeps the Floor'
7. Daya Pawar (Marathi): 'The Buddha'
8. Arjun Dangle (Marathi): 'Revolution'

**UNIT– III: Drama:****12hrs**

1. Kuvempu: A Throat for a Thumb (Kannada)
2. Vijay Tendulkar : Ghashiram Kotwal (Marathi)

**UNIT– IV: Short stories:****12hrs**

1. Allam Rajaiah (Telugu): “Bhoomi”
2. Gayatri Saraf (Odia): “Life”
3. Lekhraj Tulsiani (Sindhi): “Manjri”
4. Rajindar Singh Bedi (Urdu): “Lajwanti”

**UNIT-IV: Fiction**

1. Baraguru Ramachandrappa: *Shabari* (Kannada)
2. Pundalik Naik: *The Upheaval* (Konkani)

**Suggested Reading:**

1. Ananda Lal. *The Oxford Companion to Indian Drama*.
2. Charles E May, ed. *Short Story Theories*.
3. G.N. Devy, *In Another Tongue: Essays on Indian English Literature*. V.4
4. Jeremy Munday. *Introducing Translation Studies*. London: Routledge, 2001.
5. P.K. Dutta, *Rabindranath Tagore's Home and the World: A Critical Companion*. New Delhi: Permanent Black, 2003
6. Parthasarathy, R.ed., *Ten Twentieth Century Indian Poets*. Delhi, OUP 1976. 2.King, Bruce. *Modern Indian Poetry in English*. New Delhi, OUP 1987.
7. Susie Tharu: *Women Writings in India*.
8. Tapan Basu, ed. *Translating Caste*.
9. Ashok Hulibandi. *Subaltern Narratives* (ISBN-978-93-90157-22-8) D.P.S. Publishing House New Delhi 2021



## SECOND SEMESTER

## HCT 2.4: COMPARATIVE LITERATURE

**Objectives**

- To introduce students to comparative literature in theory and practice
- To compare Indian texts with traditions in drama, epics and fiction.

**Course Outcomes (COs):**

CO1: The students will acquire the knowledge of origin, scope, nature and objectives of comparative study.

CO2: The students will gain the knowledge of various comparative theories.

CO3: The students will understand the significance and relevance of comparative study.

CO4: The students will get acquainted with socio-cultural diversities represented in the works of other languages.

CO5: The students will gain the skill of comparing and contrasting the texts of different cultural contexts

**UNIT-I: Background:****12hrs**

1. The Concept, scope, Importance and Nature of Comparative Literature
2. Development of Comparative Literature in the West and in India; and Schools of Comparative Literature

**UNIT-II: Essays on Comparative Literature:****12hrs**

1. Sisir Kumar Das: "Why Comparative Indian Literature?" from Comparative Literature: Theory and Practice (IAS, Shimla)
2. Amiya Dev: "Literary Themes and Comparative Literature" from Comparative Literature: Theory and Practice (IAS, Shimla)

**UNIT-III: Comparative Study of Drama:****12hrs**

1. Kalidas: *Abhijnana Shakuntala*
2. William Shakespeare: *Winter's Tale*

**UNIT-IV: Comparative Study of Epics:****12hrs**

1. Adhikavi Shree Maharshi Valmiki: *Ramayana* (any edition)
2. Homer: *The Illiad* (any edition)

**UNIT-V: Comparative Study of Poetry****12hrs**

1. Romanticism: English and Kannada: A Study of Wordsworth and Kuvempu (The select poems)

**Suggested Reading:**

1. Amiya Dev and Sisir Kumar Das. *Comparative Literature: Theory and Practice*. Shimla: IAS. 1988.
2. Jancy James et al. *Comparative Literature: Theory, Culture and Space*. New Delhi: Creative Books, 2007.
3. G. S. Amur. *Essays on Modern Kannada Literature*. Bangalore: Karnataka Sahitya Academy, 2001.
4. Rajendra Chenni. *Tradition and Modernity*. Bangalore: Ruvari Publication.

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**SECOND SEMESTER****SCT 2.1: INDIAN DIASPORIC WRITINGS****Objectives**

- To introduce students to the idea of diaspora and its importance in literature.
- To develop awareness of how diaspora shapes questions of nation, belonging and globalization

**Course Outcomes (COs):**

CO1: The students will understand meaning, scope, nature, phases, nuance and heterogeneity of diasporic experience and diasporic writing

CO2: The students will acquire knowledge about the major Indian diaspora writers and various forms of diasporic writing

CO3: The students will understand various theories of diaspora, migration and transnationalism

CO4: The students will acquaint with different terms and concepts of diasporic writings

CO5: The students will Apply terms as tools to analyze articles and texts

**UNIT-I: Background:****12hrs**

1. Meaning, Nature, Scope, Major Terms, Issues and Phases of Diasporic Writings Robin Cohen and Carolin Fischer: "Diaspora Studies: An Introduction" (From Routledge Handbook of Diaspora Studies)

**UNIT-II: Poetry:****12hrs**

1. Meena Alexander: 'House of a Thousand Doors' and 'Muse'
2. Sujata Bhatt: 'The Stinking Rose' and 'A Different History'
3. Debjani Chatterjee: 'Choice' and 'Question'

**UNIT-III: Prose and Drama:****12hrs**

1. Amitav Ghosh: *The Living Mountain: A Fable for Our Times* (Prose)
2. Uma Parameswarn: *Rootless but Green are the Boulevard Trees* (Drama)

**UNIT-IV: Fiction-I****12hrs**

1. Bharathi Mukherjee: *Jasmine*
2. Jhumpa Lahiri: *The Namesake*

**UNIT-V: Fiction-II**

**12hrs**

1. Chitra Banerjee Divakaruni: *The Mistress of Spices*
2. M G Vassanji: *The Gunny Sack*

**Suggested Readings:**

1. Bill Ashcroft et al. *The Post-Colonial Studies: The Key Concepts*. London: Routledge, 1998.
2. Jasbir Jain (ed). *Writers of the Indian Diaspora*. Jaipur: Rawat Publishers.
3. Uma Parameshwaran (ed). *Writers of the Diaspora: Culture and Identity*. Jaipur: Rawat Publishers.
4. Salman Rushdie. *Imaginary Homelands: Essays and Criticism 1981-1991*. New York: Viking/Penguin, 1982
5. Stuart Hall. "Cultural Identity and Diaspora"
6. Vijay Mishra. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*

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## SECOND SEMESTER

## SCT 2.2: RUSSIAN LITERATURE

**Objectives:**

- To introduce students to the major writers, themes and movements of Russian Literature
- To help students understand the social, political, and cultural background that shaped the literary works

**Course Outcomes (COs):**

CO1: The students will understand the development of genres, themes and concepts of Russian Literature.

CO2: The students will demonstrate the ability to comprehend different ways of thinking, the Language and Literatures of Russia

CO3: The students will evaluate literary sensibilities reflected in Russian Literature.

CO4: The students will critically analyze the literary works of Russian writers and their concerns.

CO5: The students will critically examine form and content in the fiction, drama, and poetry of Russian literature.

**UNIT-I: Background:****12hrs**

Tsarist Russia, Serfdom, Russian Revolution, Soviet Era, Influence of Orthodox Christianity, Influence of Marxism, Romanticism in Russia, Realism in Russia, Modernism in Russia, Nihilism and Existential Thought.

**UNIT-II: Poetry:****12hrs**

1. Ivan Krylov: 'The Dragonfly & the Ant'
2. Alexander Pushkin: 'I still recall the wondrous moment'
3. Mikhail Lermontov: 'The Sail'
4. Alexander Blok: 'Night, street, lamp, drugstore...'
5. Vera Inber: 'The Girl from Nagasaki'
6. Anna Akhmatova: 'And when we had cursed each other...'

**UNIT-III: Short Stories:****12hrs**

1. Nikolay V. Gogol: "The Cloak"
2. Ivan S. Turgenev: "The District Doctor"
3. Leo N. Tolstoy: "God Sees the Truth, But Waits"
4. Vsevolod M. Garshin: "The Signal"

**UNIT-IV: Novel:****12hrs**

1. Leo Tolstoy: *Resurrection*
2. Fyodor Dostoevsky: *Crime and Punishment*



**UNIT-V: Drama:**

**12hrs**

1. Anton Chekhov: *The Cherry Orchard*
2. Maxim Gorky: *The Last Ones (Our Father)*

**Suggested Readings:**

1. *The Cambridge History of Russian Literature*. Cambridge University Press. Print publication year: 1992.
2. Alexandrov, Vladimir, Andrei Bely: *The Major Symbolist Fiction* (Cambridge, Mass., 1985). Cross Ref Google Scholar.
3. <https://www.cambridge.org/core/books/abs/cambridge-history-of-russian-literature/bibliography/08516C5D19BBD46995810D49E7521AB4>
4. Dostoevsky, Fyodor. *Crime and Punishment*. Vintage Classics.
5. Solzhenitsyn, Aleksandr I. *The Gulag Archipelago Volume I: An Experiment in Literary Investigation*.
6. Tolstoy, Leo. *War and Peace*. Vintage Classics.

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## SECOND SEMESTER

## OET 2.1: 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.

CO2: The students will learn the techniques involved in enhancing the quality of spoken language.

CO3: Since the lectures are drawn from NTPEL Courses, the students will have access and experience to digital technology enhanced learning

CO 4: The 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

12hrs

1. Parts of Speech
2. Articles
3. Prepositions

## UNIT-II

12hrs

1. Tense forms (Present, Past and Future)
2. Verbs (Main verbs, auxiliaries, Modals)
3. Subject -Verb Agreement

## Suggested Reading:

1. Swan, Michael. *Practical English Usage*. III Edition. Oxford University Press (OUP).
2. Murphy, Raymond. *Intermediate English Grammar*. Cambridge University Press.
3. Hewings, Martin. *Advanced English Grammar*. Cambridge University Press.

## SECOND SEMESTER

## OET 2.2: ENGLISH FOR EMPLOYABILITY -I

**Learning Objectives:**

- Develop a self-assessment framework to identify strengths, interests, values, and career aspirations.
- Create a compelling resume and cover letter that effectively showcases qualifications and experiences.
- Understand the job search process and utilize various job search strategies.
- Understand the key components of effective communication in the workplace, including verbal and nonverbal aspects.
- Recognize and adapt communication styles to navigate cross cultural interactions and overcome language barriers.
- Enhance interview skills, including preparation and communication

**Course Outcomes (COs):**

CO1: The students will have a solid foundation in language skills for job success and apply the language skills learned throughout the course in real-world professional scenario.

CO2: The students will be enabled themselves to effectively communicate, engage with others, and present themselves professionally.

CO3: The students will can demonstrate an understanding or cross-cultural communication

**UNIT – I****12hrs**

1. Meaning and Importance of Communication
2. Process of Communication
3. Barriers of Communication

**UNIT-II****12hrs**

1. Oral Communication
2. Nonverbal Communication
3. Interview and its Types

**Suggested Reading:**

1. Battacharaya, Indrajit. *An Approach to Communication Skills*. New Delhi: Dhanpat Rai and Co, 2002. Print.
2. Chaturvedi, P.D and Mukesh Chaturvedi. *Business Communication*. Delhi: Pearson Education, 2006. Print.
3. Taylor, Shirley. *Communication for Business*. New Delhi: Pearson Education, 1988.Print.
4. Seely, John. *Writing and Speaking*. Delhi: OUP, 2004. Print

