



KRISHNA UNIVERSITY
MACHILIPATNAM
DEPARTMENT OF ENGLISH
M.A ENGLISH PROGRAMME

R22 REGULATIONS UNDER CBCS

COURSE STRUCTURE

SYLLABI OF ALL THE COURSES

GUIDELINES FOR THE PROJECT

QUESTION PAPER PATTERN

**APPROVED IN THE MEETING OF THE BOARD OF STUDIES
DATED 15-09-2022**

WITH EFFECT FROM 2022-23



KRISHNA

UNIVERSITY

DEPARTMENT OF ENGLISH

VISION OF THE DEPARTMENT:

Our vision is to get recognition and acclaim as a centre for academic excellence and high-quality research, by imparting skills and knowledge of English, both as language and literature and by our research endeavours, thereby enhancing the employability of students and scholars, moulding them eventually into responsible and constructive citizens whose identity is unmistakably rooted in the local community but outlook is informed by global cosmopolitanism.

MISSION OF THE DEPARTMENT:

Our mission is to . . .

- **Impart skills and knowledge to the students and scholars and through that making them employable and productive.**
- **Promote and enrich local and native literatures, instead of undermining their significance, through teaching and researches in English.**
- **Foster harmony and mutual understanding of various literatures and cultures in our multilingual country, through translations into and from English.**
- **Stimulate a constructive and participative spirit among the students and scholars through literature and language.**
- **Engage with social issues by creating awareness through literature, thereby contributing to social change and advancement.**
- **Encourage the use of advanced teaching technologies and pedagogical innovations in the teaching-learning process to cope with the modern demands.**

THE PROGRAM OF MA IN ENGLISH: AN INTRODUCTION

The basic purpose of the various programs and courses offered by the department is to develop the awareness and proficiency of English language and literature among the students, thereby enhancing their employability, as well as developing a cosmopolitan outlook in them, and to contribute to the existing body of knowledge, through various research endeavors, about English language, literature and various literatures in English.

At the Postgraduate level, through the program of MA in English, the Department of English offers courses in poetry, drama, prose and fiction of canonical British literature and American literature, thus offering good training for UGC-NET aspirants, and all those keen to acquaint themselves with these classics. A strong theoretical foundation is laid with two Literary Theory courses spread over two semesters. The Department also offers the project work as part of the syllabus in the program of MA in English, thus providing the opportunity for the students to get practical experience in research and in research report writing.

KRISHNA UNIVERSITY
MACHILIPATNAM
DEPARTMENT OF ENGLISH
M.A ENGLISH PROGRAMME
COURSE STRUCTURE UNDER CBCS (R22 Regulations) W.E.F 2022-23
Approved in the meeting of the Board of Studies dated 15-09-2022

I SEMESTER

Subject Code	Subject Name	Teaching Hours/ week			Core / DSE/GEC/OEC/SEC/MOOCs	Internal Marks	External Marks	No. of Credits
		Lecture	Practical	Tutorial				
ENG 101	English Language Studies	4	0	0	Core	30	70	4
ENG 102	Introduction to Literary Studies	4	0	0	Core	30	70	4
ENG 103	Poetry-I	4	0	0	Core	30	70	4
ENG 104	Drama-I	4	0	0	Core	30	70	4
ENG 105	Prose and Fiction-I	4	0	0	Core	30	70	4
PG 106 COMPULSORY	Personality Development through Life Enhancement Skills	4	0	1	SEC	30	70	4
LAB101	Computer Applications (Comprehensive Lab cum Viva)	0	6	0	Core	30	70	3
TOTAL FOR FIRST SEMESTER						210	490	27

II SEMESTER

Subject Code	Subject Name	Teaching Hours/ week			Core / DSE/GEC/OEC/SEC	Internal Marks	External Marks	No. of Credits
		Lecture	Practical	Tutorial				
ENG 201	Poetry- II	4	0	0	Core	30	70	4
ENG 202	Drama- II	4	0	0	Core	30	70	4
ENG 203	Prose and Fiction- II	4	0	0	Core	30	70	4
ENG 204	Translation Studies	4	0	0	Core	30	70	4
PG 205 Compulsory	Research Methodology & IPR	3	1	0	SEC	30	70	3
DOMAIN SPECIFIC ELECTIVE COURSES (CHOOSE ANY ONE)								
DSE 201	Linguistics and Phonetics	4	0	0	DSE	30	70	4
DSE 202	Literature of Indian Diaspora	4	0	0	DSE	30	70	4
DSE 203	Women's Writing in English	4	0	0	DSE	30	70	4
LAB PRACTICALS								
LAB-201	Digital Skills for English (Comprehensive Lab cum Viva)	0	6	0	Core	30	70	3
TOTAL FOR SECOND SEMESTER						210	490	26

At the end of 2nd semester, every student must undergo summer Internship/Apprenticeship/Project work/Industrial training/research based Project work for Six weeks and must prepare a report concerned as per approved project guidelines and submit the same to the University 14 days before the commencement of third semester end examinations.

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III SEMESTER

Subject Code	Subject Name	Teaching Hours/ week			Core / DSE/GEC/ OEC/SEC/ MOOCS	Internal Marks	External Marks	No. of Credits
		Lecture	Practical	Tutorial				
ENG 301	Literary Theory-I	4	0	0	Core	30	70	4
ENG302	American Literature-I	4	0	0	Core	30	70	4
ENG303	English Language Teaching-I	4	0	0	Core	30	70	4
DOMAIN SPECIFIC ELECTIVE COURSES (CHOOSE ANY TWO)								
DSE 301	New Literatures in English	4	0	0	DSE	30	70	4
DSE 302	Indian Literature in Translation	4	0	0	DSE	30	70	4
DSE 303	English for Specific Purposes	4	0	0	DSE	30	70	4
DSE 304	Classics in World Literature	4	0	0	DSE	30	70	4
LAB PRACTICALS								
LAB-301	English for Academic Purposes (Comprehensive Lab cum Viva)	0	6	0	Core	30	70	3
OPEN ELECTIVE (Interdisciplinary/multidisciplinary) COURSES (CHOOSE ANY ONE)								
OEC-301	A Course in Functional English	3	0	0	OEC	30	70	3
OEC-302	Fundamentals of Academic English	3	0	0	OEC	30	70	3
OEC-303	English for Effective Communication	3	0	0	OEC	30	70	3
OEC-304	Presentations and Soft Skills in English	3	0	0	OEC	30	70	3
OEC-305	Advanced English Communication Skills	3	0	0	OEC	30	70	3
TOTAL FOR III SEMESTER						210	490	26

IV SEMESTER

Subject Code	Subject Name	Teaching Hours/ week			Core / DSE/GEC/ SEC/OEC/ MOOCS	Internal Marks	External Marks	No. of Credits
		Lecture	Practical	Tutorial				
ENG 401	Literary Theory-II	4	0	0	Core	30	70	4
ENG 402	American Literature-II	4	0	0	Core	30	70	4
ENG 403	English language Teaching-II	4	0	0	Core	30	70	4
DOMAIN SPECIFIC ELECTIVE COURSES (CHOOSE ANY TWO)								
DSE 401	Indian Writing in English	4	0	0	DSE	30	70	4
DSE 402	Comparative Literature	4	0	0	DSE	30	70	4
DSE 403	Dalit Literature	4	0	0	DSE	30	70	4
DSE 404	Myth and Literature	4	0	0	DSE	30	70	4
LAB PRACTICALS								
LAB-401	Life Skills (Comprehensive Viva/Lab)	0	6	0	Core	30	70	3
* CHOOSE MOOCS FROM SWAYAM/NPTEL SOURCES								
MOOCS	To be chosen by the students							4
Project	Evaluation and viva-voce of the project work						100	4
TOTAL FOR IV SEMESTER						180	520	31

Note: Students may be allowed to register and appear for MOOCS from the commencement of third semester itself. However, students are to complete the MOOCS successfully and submit pass certificate of the same to the University through the Principal of the College concerned on or before completion of theory and lab courses in the fourth semester of the Program concerned for approval and endorsement of the same on Grade cards and PCs as per the regulations of the University

Total Marks: 2800

Total no. of credits: 110

Minimum No. of credits to be earned to get PG Degree awarded is 80 as per UGC

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH I SEMESTER
 Paper code: ENG 101
ENGLISH LANGUAGE STUDIES

No. of hours per week: 04		Total credits: 04
Total marks: 100		(Internal: 30 M & External: 70 M)
Details of the syllabus:		
Course Description	This course introduces the history and verities of English Language. The course content includes understanding the origin and development of English through the ages and the contemporary language structure of English.	
Course Learning Objectives	To introduce the origin and development of languages especially English. To familiarize the students with language theories, and its characteristics To acquaint the students with the history of English language To expose the students to the verities of English and its spread	
Unit 1	A Brief History of English Language a) Definition of Language, Origin of Language, Characteristics of Human Language b) Definition of Communication, Types of Communication, Animal And Human Communication, Language – A System of Communication. c) Indo- European Family of Language, the Teutonic Languages, Grimm’s Law, Verner’s law, the Stress shift	
Unit 2	The Old English: a) Old English dialects, Characteristics of Old English, b) Old English Spelling, Vocabulary, Grammar, Pronunciation The Middle English a) Middle English dialects, Characteristics of Middle English b) Middle English Spelling, Vocabulary, Grammar, Pronunciation The Modern English a) Modern English dialects, Characteristics of Modern English b) Modern English Spelling, Vocabulary, Grammar, Pronunciation	
Unit 3	Foreign Influences: a) Latin influence, Celtic influence, Scandinavian influence b) French influence, Greek influence, Indian and American Loan words	
Unit 4	Varieties of English Language: a) International varieties of English, Social varieties of English, Pidgins and creoles b) Dialects, Registers, accent, Formal and Informal English, Code Switching and Code Mixing	
Unit 5	Indian English: a) English as a first, second and foreign language in India b) Globalization Phase(from The story of English in India)	
Course Learning Outcomes	On completion of this course, the student should at least be able to: understand the history of English language and its application on contemporary spoken language and written language.	

Reference Books

- Akmajian, Adrian, et al ed. *Linguistics: An Introduction to Language and Communication*. MIT Press, 2001.
- Balasubrahmanian, T. *A Text Book of English Phonetics for Indian Students*. New Delhi: Macmillan, 1981.
- Jones, Daniel. *English Pronouncing Dictionary*. Cambridge: Cambridge UP, 2003.
- Kachru, B.B. *The Indianization of English, The English Language in India*, Delhi: OUP, 1983
- Krishnaswamy, N., Lalitha Krishnaswamy. 2006. *The story of English in India*. New Delhi, Foundation Books.
- Lyons, John. *Language and Linguistics: An Introduction*. Cambridge: Cambridge UP, 2006.
- Nagaraj, Geetha. *English Language Teaching: Approaches, Methods and Techniques*. Hyderabad: Orient Longman, 2005
- O’ Connor, J.D. *Better English Pronunciation*. 2nd ed. Cambridge: Cambridge UP, 1980.
- Roach, Peter. *English Phonetics and Phonology*. Cambridge: Cambridge UP, 2009.
- Trask, R.L. *Key Concepts in Language and Linguistics*. London: Routledge, 1999.
- Yule, George. *The Study of Language*. 2nd ed. Cambridge: Cambridge UP, 2010.

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A ENGLISH I SEMESTER Paper code: ENG 102 INTRODUCTION TO LITERARY STUDIES	
No. of hours per week: 04 Total credits: 04 Total marks: 100 (Internal: 30 M & External: 70 M)	
Course Description	This course enables the students to understand the background to English literature. It familiarizes them with the development of English literature through various periods. It seeks to equip them with the key concepts and terms commonly used in the study of English literature.
Course Objectives	To introduce a wide range of genres and literary terms to the learners To familiarize the students with the various periods and the social conditions that inform English literature To sensitize the learners to the various devices and terms of English literature To enable the learners with the basic knowledge and skills needed to appreciate and analyze English literature
Unit 1	Literary Genres: Poetry: Sonnet, ode, dramatic monologue, villanelle, elegy, blank verse, Free Verse, enjambment, rhyme scheme, caesura, English Poet Laureates, Prose: Stream of consciousness, interior monologue, Fiction: First person and third person narratives, magic realism, Drama: Plot, Theme, Protagonist, Dramatic Irony, Soliloquy, Denouement, hubris, Masque, Hamartia, nemesis, anagnorisis, peripetia, Catharsis, Chorus, Closet drama, one act play, Absurd Theatre, Short Story: anecdote, point of view, types of characters, Criticism: Types, Novel: Epistolary, picaresque, Bildungsroman, Autobiography, Essay: Types. Literary Terms: Sublime, Archetype, Figures of Speech (simile, metaphor, onomatopoeia, personification, alliteration, understatement, synecdoche, transferred epithet) Enlightenment, Expressionism, Formalism, Symbolism, Discourse, Utopia, Dystopia
Unit 2	Renaissance and the Restoration Ages
Unit 3	Augustan and Romantic Ages
Unit 4	Victorian and Modern Ages
Unit 5	Postmodernism, Postcolonialism and Post-Postmodernism
Course Outcomes	On completion of this course, the student should at least be able to . . . <ul style="list-style-type: none"> • Identify major genres in English literature and their generic features. • Demonstrate an awareness of the various periods and their specificities as manifested in English literature. • Understand the common terms used in literary studies • Appreciate and analyse literature

Reference books

Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.

Cuddon, J. A., et al. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 2014.

Hudson, W. H. *Outline History of English Literature*. Maple Press, 2016.

Kennedy, X.J. and Dana Gioia. eds., *Literature: An Introduction to Fiction, Poetry, and Drama*. 6th Ed. New York: Harper Collins, 1995.

The Short Oxford History of English Literature. Oxford University Press, 2004.

E- content: <https://literaryterms.net/>

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH I SEMESTER
Paper code: ENG 103
POETRY-I

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course acquaints the students with the genres of poetry from Chaucer to Arnold, introducing the trend setting movements that manifested the wide ranging poetic ideas and styles of the respective periods.
Course Objectives	To introduce the poetic genres and the eminent British poets up to Arnold To familiarize the students with poetic imagination sensibility To inculcate the knowledge of English poetry in the students
Unit 1	Chaucer: Prologue to The Canterbury Tales – Knight’s Portrait, The Squire’s Portrait, Wife of Bath’s Portrait, Nun’s Portrait
Unit 2	John Donne: “The Sun Rising”, “The Ecstasy” John Milton: <i>Paradise Lost</i> , Book I
Unit 3	Alexander Pope: <i>The Rape of the Lock</i>
Unit 4	William Wordsworth: “Tintern Abbey”, “Ode on Intimations of Immortality” John Keats: “Ode on a Grecian Urn”, “To the Nightingale”
Unit 5	Robert Browning: “My Last Duchess”, “Fra Lippo Lippi” Lord Tennyson : “Ulysses”, “Lotus Eaters” Matthew Arnold: “The Scholar Gypsy”, “Dover Beach”
Course Outcomes	On completion of this course, the student should at least be able to: Understand the main concepts of Poetry Appreciate the classics of English poetry Display the awareness of poetic devices and techniques

Reference books

- Abrahams, M.H. ed., *Norton Anthology of English Literature*. 8th ed. New York: W. W Norton Inc,
 A. Alvarez. *The Shaping Spirit*. Oxford University Press.
 Bradley, A.C. *Oxford Lectures on Poetry*. New Delhi: Atlantic Pub, 1999.
 Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy eds., *Norton Anthology of Poetry*. New
 York: W.W. Norton & Company. 1983.
 Pratt and Arnold. *The English Poets: Chaucer to Donne*. Macmillan
 Palgrave, F. T. *The Golden Treasury*. Calcutta: Oxford UP, 1992.
 Humphrey Ward, Thomas. *The English Poets* (Vol I to IV). London: Macmillan, 1880.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH I SEMESTER
Paper code: ENG 104
DRAMA-I

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course acquaints the students with the various forms of drama in English literature up to the restoration period. It introduces the trend setting movements that manifested the wide ranging dramatic ideas and styles of the respective periods.
Course Objectives	To introduce the various trends in English drama. To introduce the students to drama and its different types of characters, plots, themes, intrigues, dialogues/speeches, monologues. To make the students appreciate different contexts of drama To present significant aspects of literature, culture, and theatre
Unit 1	Christopher Marlowe : <i>Doctor Faustus</i>
Unit 2	William Shakespeare : <i>Hamlet</i>
Unit 3	William Shakespeare : <i>Twelfth Night</i>
Unit 4	Ben Jonson : <i>Volpone</i>
Unit 5	William Congreve: <i>The Way of the World</i>
Course Outcomes	On completion of this course, the student should at least be able to . . . Demonstrate a proper grounding in English drama and theatre. Assess playwright's oeuvre as an embodiment of the spirit of different drams in different ages. Produce critical readings in the light of various schools of criticism. Exhibit a holistic knowledge of theatre in all the playwrights' plays.

Reference books

- Bradbrook, M.C. ed., *Themes and Conventions in the Elizabethan Tragedy*. 2nded. New Delhi: Foundation Books, (First South Asian Edition), 2006.
- Bradley, A.C. *Shakespearean Tragedy*. London: Macmillan & Co Ltd, 1926.
- Chenney, Patrick. ed., *The Cambridge Companion to Christopher Marlowe*. Cambridge: Cambridge UP, 2004.
- Desai, R. W., ed., *Thirty One New Essays on Hamlet: Extracts from Hamlet*. Studies Vol 1 to 21. Delhi: Doaba House, 2003.
- Dutton, Richard and Jean Elizabeth Howard. eds., *A Companion to Shakespeare's Works: The Tragedies*. Blackwell Publishers, 2003.
- Kirkpatrick, D. *Contemporary Dramatists*, Penguin, 1982.
- Kushwaha, M.S. ed., *Dramatic Theory and Practice: Indian and Western*. New Delhi: Creative Books, 2000.
- Nicoll, Allardyce. *British Drama: An Historical Survey from the Beginning to the Present Time*. Delhi: Doaba House, 1962.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH I SEMESTER
Paper code: ENG 105
PROSE AND FICTION-I

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course introduces the students the origin and development of English prose and fiction with an exclusive study of the texts selected in view of their importance. It covers the prose works from the age of Renaissance to the prose of the Victorian times. It encapsulates the true spirit of the writers related to the ages concerned.
Course Objectives	To introduce students to the Language, culture and the tradition through Prose and fiction in British literature To sensitize the learners to the various devices and techniques of English literature To enable the learners with the basic knowledge and skills needed to appreciate and analyze English literature
Unit 1	Francis Bacon: <i>Select Essays</i> : (Of Truth, Of Love, Of Marriage & Single Life, Of Adversity, Of Studies, Of Travel) Charles Lamb: <i>Essays of Elia</i> (Dream Children, The praise of Chimney sweepers, New Year's Eve)
Unit 2	Jonathan Swift : <i>Gulliver's Travels</i> I Voyage.
Unit 3	Jane Austen : <i>Pride and Prejudice</i>
Unit 4	Charlotte Bronte: <i>Jane Eyre</i> Charles Dickens : <i>Great Expectations</i>
Unit 5	Thomas Hardy: <i>Tess of the d'Urbervilles</i>
Course Outcomes	On completion of this course, the student should at least be able to . . . To understand the rise of English Prose and fiction. To analyse the themes and literary devices used in British Prose and Fiction. To appreciate the nuances of British Prose and Fiction.

Reference books

- Allen, Walter. *The English Novel: A Short Critical History*. New York: Penguin books, 1958.
 Eagleton, Terry. *The English Novel: An Introduction*. New Delhi: Atlantic Pub, 2005.
 Ford, Boris, ed. *The New Pelican Guide to English Literature.*, Vol. III. & IV. London: Pelican Books, 1982
 Lodge, David. *Consciousness & The Novel*. New York: Penguin Books, 2002.
 Lodge, David. *Language of Fiction: Essays in Criticism and Verbal Analysis of the English novel*. New York: Routledge, 2002.
 Walker, Hugh . *The English Essay and Essayists*, Kessinger Publishing.
 Watt, Ian. *The Rise of Novel*. U of California P: California, 2001.
 Forster, E.M. *Aspects of the Novel*, Penguin, 1927.

PG 106: PERSONALITY DEVELOPMENT THROUGH LIFE ENLIGHTENEMENT SKILLS

Course Name	Personality Development Through Life Enlightenment Skills	L	T	P	C	IM	EM	TM
Course Code	PG 105	3	0	1	3	30	70	100

L-Lecture, T-Tutorial, P-Practical, C-Credits, IM-Internal Marks, EM-External Marks, TM-Total Marks

Course Description and Purpose:

Personality development is the development of your behavior patterns and attitude. It is the result of where we are born, the circle we interact with and our personal temperament. Every person is different. There are some characteristics traits that make you „you“. Personality development through life enlightenment course aims to help students identify negative behaviors which may be stopping them from reaching their desired goals. This course will help students both in their personal and desired professional life. The other purposes of personality development through life enlightenment course are to enable you lead stress-free and healthier life, ethical decision making ability, enhanced confidence level, and building a more pleasing personality.

Course Objectives:

The Course will introduce the students to

- 1) Learn to achieve the highest goal happily.
- 2) Become a person with stable mind, pleasing personality and determination.
- 3) Learn to build positive attitude, self-motivation, enhancing self-esteem and emotional intelligence
- 4) Learn to develop coping mechanism to manage stress through Yoga and meditation techniques
- 5) Awaken wisdom among them.

Course Learning Outcomes:

At the end of this course the students should be able to:

- Develop their personality and achieve their highest goals of life.
- Lead the nation and mankind to peace and prosperity
- Practice emotional self regulation.
- Develop a positive approach to work and duties
- Develop a versatile personality

Course Content:

UNIT I

Introduction to Personality Development

The concept of personality - Dimensions of Personality – Theories of Personality development(Freud & Erickson) – The concept of Success and Failure – Factors responsible for Success –

Hurdles in achieving Success and Overcoming Hurdles — Causes of failure – Conducting SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.

UNIT II

Attitude, Motivation and Self-esteem

Conceptual overview of Attitude – Types of Attitudes – Attitude Formation – Advantages/Disadvantages of Positive/Negative Attitude - Ways to Develop Positive Attitude

Concept of motivation: Definition and Nature of Motivation/Motive – Internal and external

motives – Theories of Motivation – Importance of self- motivation- Factors leading to de- motivation.

Self-esteem - Definition and Nature of self-esteem – Do's and Don'ts to develop positive self-esteem

– Low self esteem - Personality having low self esteem - Positive and negative self esteem.

UNIT III

Other Aspects of Personality Development

Body language - Problem-solving - Conflict Management and Negotiation skills - Decision-making skills - Leadership and qualities of a successful leader – Character building -Team-work – Time management - Work ethics – Good manners and etiquette – Emotional Ability/Intelligence – Dimensions of Emotional Intelligence – Building Emotional Intelligence.

UNIT IV

Neetisatakam-Holistic Development of Personality

Verses- 19,20,21,22 (wisdom) – Verses- 29,31,32 (pride and heroism) – Verses- 26,28,63,65(virtue)

Personality of Role Model – Shrimad Bhagwadgeeta

Chapter2-Verses 17 – Chapter 3-Verses 36,37,42 – Chapter 4-Verses 18, 38,39 – Chapter18 –Verses 37,38,63

UNIT V

Yoga & Stress Management

Meaning and definition of Yoga - Historical Perspective of Yoga - Principles of Astanga Yoga by Patanjali – Meaning and Definition of Stress - Types of Stress - Eustress and Distress –Stress Management – Pranayama- Pranayama: Anulom and Vilom Pranayama - Nadishudhi Pranayama – Kapalabhati-Pranayama - Bhramari Pranayama - Nadanusandhana Pranayama – Meditation techniques: Om Meditation - Cyclic meditation : Instant Relaxation technique (QRT), Quick Relaxation Technique (QRT), Deep Relaxation Technique (DRT) (Theory & Practical).

PRACTICAL COMPONENTS:

- Students should identify different types of personality to know their own personality. Students are to describe the characteristics of their personalities and submit the same for assessment.
- Students are to form in groups (a group consists of 4-6 students) to identify and write a brief note on famous personalities of India and World.
- Students are required to identify different types of attitudes and give any five examples of each.
- Students are expected to check their attitudes and develop ways to improve their attitudes at work place and home.
- Students are required to identify keys to self-motivation to achieve their goals.
- Students are expected to identify at least seven types of body language and conduct activities with the following:

S. No.	Pose	Possible Interpretations
1	Standing with your hands on your hips	Aggressive, disgusted
2	Standing upright	Confidence
3	Arms crossed on your chest	Defensive
4	Resting your hand on your cheek	Thinking
5	Touching or rubbing your nose	Doubt, lying
6	Resting your head in your hands	Boredom, tired
7	Tapping your fingers	Impatience
8	Biting your nails	Nervous, insecure
9	Playing with your hair	Insecure
10	Rubbing your eyes	Disbelief, doubt

- **Conduct the following exercise to develop communication skills – Negotiation Skills and Empathy**

Exercise: Card Pieces

In this activity, team members trade pieces of playing cards to put together complete cards. **Uses -This exercise is useful for showing team members others' perspectives. It builds communication and negotiation skills , and helps people to develop empathy.**

People and Materials

- Enough people for at least three teams of two.
- Playing cards – use between four and six for each person.
- A private room.

Time -15 minutes.Instructions:

1. Cut each playing card into half diagonally, then in half diagonally again, so you have four triangular pieces for each card.
2. Mix all the pieces together and put equal numbers of cards into as many envelopes as you have teams.
3. Divide people up into teams of three or four. You need at least three teams. If you're short of people, teams of two will work just as well.
4. Give each team an envelope of playing card pieces.
5. Each team has three minutes to sort its pieces, determine which ones it needs to make complete cards, and develop a bargaining strategy.
6. After three minutes, allow the teams to start bartering for pieces. People can barter on their own or collectively with their team. Give the teams eight minutes to barter.
7. When the time is up, count each team's completed cards. Whichever team has the most cards wins the round.

Advice for the Teacher/Facilitator

After the activity, ask your team members to think about the strategies they used. Discuss these questions:

- 1) Which negotiation strategies worked? Which didn't?
- 2) What could they have done better?
- 3) What other skills, such as **active listening** or **empathy** , did they need to use?

- **Conduct following Time management activity - Ribbon of Life**

Take a colored ribbon length of approximately 1 meter/100 cm. and scissors. Start with the following questions:

1. If the life span of an individual is say, 100 years. Consider that each cm represents one year. The response will be that few live that long. Assuming a life of 75 to 90 years, cut 10 to 25 cm off the ribbon, accordingly.
2. What is the average age of the participants sitting here, the response would be 25 to 30 depending on the group, in that case, cut another 25 cms of the ribbon and say that is gone you cannot do anything.
3. What is left is 50 years? People will say, "Yes," but the answer is NO.
4. Every year we have 52 weeks, that is 52 Sundays. If we multiply that by 50 years, it comes to 7.14 years. Reduce the ribbon by another 7.14 cm.
5. We also usually have Saturdays off, so reduce another 7. cms.
6. Public/National holidays are 10 multiple with 50 years. That comes to another 1.5 years. Reduce ribbon by another 1.5 cms.
7. Your casual leave, sick leave, and annual holidays approx. 40 days a year, multiplied by 50. Cut off another 5 cms. Now you are left with about 29.5 years. But, the calculation is not over yet.

- 8 You sleep an average of 8 hours daily; multiply that by 365 days and again by 50 years (i.e. $122 \text{ days} \times 50 = \text{almost } 17 \text{ years}$). Cut off another 17 cm.
- 9 You spend time eating lunch, breakfast, snacks, and dinner total 2 hours daily (i.e. 30 days a year $\times 50 \text{ years} = 4 \text{ years or so}$). Cut off another 4 cm.
- 10 Last, let's figure we spend about 1 hour a day traveling from place to place for activities and such. (that's about 2 more years). We're down to 6 (SIX) years of life to make it or break it.

- **Exercise Decision making skills - Create Your Own**

In this exercise, teams must create their own, brand new, problem-solving activity.

Uses

This game encourages participants to think about the problem-solving process. It builds skills such as creativity, negotiation and decision making, as well as communication and time management. After the activity, teams should be better equipped to work together, and to think on their feet.

What You'll Need

- Ideally four or five people in each team.
- A large, private room.
- Paper, pens and flip charts.

Time -Around one hour.

Instructions:

1. As the participants arrive, you announce that, rather than spending an hour on a problem-solving team building activity, they must design an original one of their own.
2. Divide participants into teams and tell them that they have to create a new problem-solving team building activity that will work well in their organization. The activity must not be one that they have already participated in or heard of.
3. After an hour, each team must present their new activity to everyone else, and outline its key benefits.

Advice for the Teacher/Facilitator:

There are four basic steps in problem solving : defining the problem, generating solutions, evaluating and selecting solutions, and implementing solutions. Help your team to think creatively at each stage by getting them to consider a wide range of options. If ideas run dry, introduce an alternative brainstorming technique, such as brain writing . This allows your people to develop one others' ideas, while everyone has an equal chance to contribute.

After the presentations, encourage teams to discuss the different decision-making processes they followed. You might ask them how they communicated and managed their time . Another question could be about how they kept their discussion focused. And to round up, you might ask them whether they would have changed their approach

after hearing the other teams' presentations

- Students are asked to recite verses: 26,28,63,65 (virtue) of Neetisatakam-Holistic development of personality.
- Students are asked to identify personality of role Mmodels from Shrimad Bhagwadgee taand portray the roles of the same.
- Students are asked to practice Yoga and meditation techniques

REFERENCE BOOKS:

1. Hurlock, E.B. Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill,2006.
2. Gopinath,Rashtriya Sanskrit Sansthanam P, Bhartrihari”s ThreeSatakam, Niti-sringar-vairagya, New Delhi, 2010
3. Swami Swarupananda, Srimad Bhagavad Gita, Advaita Ashram,Publication Department, Kolkata, 2016.
4. Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001
5. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
6. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House.2005.
7. Smith, B. Body Language. Delhi: Rohan Book Company. 2004
8. Yogic Asanas for Group Training - Part-I: Janardhan Swami Yogabhyasi Mandal,Nagpur.
9. Rajayoga or Conquering the Internal Nature by Swami Vivekananda, Advaita Ashrama (Publication Department), Kolkata.
10. Nagendra H.R nad Nagaratna R, Yoga Perspective in Stress Management, Bangalore, Swami Vivekananda Yoga Prakashan.

Online Resources:

https://onlinecourses.nptel.ac.in/noc16_ge04/preview

<https://freevideolectures.com/course/3539/indian-philosophy/11>

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A ENGLISH I SEMESTER Paper Code –LAB 101 Computer Applications	
No. of Lab hours per week: 06 Total credits: 03 Total marks: 100 (Internal: 30 M & External: 70 M) Details of the syllabus:	
Course Description	The purpose of this course is to introduce students to the LSRW skills through Computer Applications using online tools.
Course Learning Objectives	To enable the students make use of the basic computer applications To familiarise the students with the applications related to language use To enrich the LSRW Skills of the students with digital literacy
Unit 1	Introduction to MS Office-Word-Power point-Internet Browsing
Unit 2	Introduction to Listening and Speaking through activities: You and Me, A good job, Work hard, Play Hard!, Somewhere to Live;
Unit 3	Super Me!, Life’s ups and downs, Dates to remember, Eat in or Out? Computer Applications for English Language-Online tools, Apps
Unit 4	City Living, Where on earth are you?, Going Far, Never ever! Presentation Skills through PPT
Unit 5	Introduction to Reading and Writing: Story Time, Book Review, Movie Review, Blog Writing, Apps/software for Editing
Course Learning Outcomes	After successful completion of the course ,student shall be able to: Use LSRW Skills inside and outside the classroom for better English Communication and use computer applications effectively.

Reference books

Grussendorf, Marion. *English for Presentations*. OUP, 2007.

Leech, Geoffrey and Jan Svartvick, *A Communicative Grammar of English*, Pearson, 1985.

Liz Soars & John Soars. *New Headway Elementary –IV Edition*, Oxford University Press, 2013.

Swan, Michael. *Practical English Usage* , OUP, 2007.

Yule, George. *Advanced Oxford Practice Grammar* . OUP. 2019.

(The lab component may be divided into two sessions- language lab, using the multimedia lab for listening and reading skills, Communication Lab, using the lab with PA system or a classroom for writing and speaking skills)

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH II SEMESTER
Paper code: ENG 201
POETRY-II

No. of hours per week:04		Total credits: 04
Total marks: 100		(Internal: 30 M & External: 70 M)
Details of the syllabus:		
Course Description	This course attempts to acquaint the students with poetic forms, development of poetry and representative poets through the ages in the wider context of socio-cultural background of the time. The selected texts are to be studied for the appreciation of the poetic form as well. The poet's contribution to the age and their place/relation to the age/movement they represent is emphasized in the course.	
Course Objectives	To introduce certain poetic genres and chief tendencies in English poetry To enable the students appreciate modern poetry in English To familiarise the students with the most famous poems in the modern times To enrich the students' understanding of poetic forms and devices	
Unit 1	W. B. Yeats: "The Second Coming," and "Sailing to Byzantium."	
Unit 2	T.S. Eliot : <i>The Waste Land</i>	
Unit 3	W. H. Auden: "The Unknown Citizen" and "In Memory of W. B. Yeats" Dylan Thomas: " Fern Hill" "Do Not Go Gentle into That Good Night"	
Unit 4	Philip Larkin : "Whitsun Weddings", "Church Going". Siegfried Sasoon : "The Poet as Hero", "The Child at the Window"	
Unit 5	Ted Hughes : "The Jaguar", "Thrushes" Seamus Heaney : "Death of a Naturalist" Craig Raine : "A Martian Sends a Postcard Home"	
Course Outcomes	On completion of this course, the student should at least be able to . . . To understand the poetic genre in English literature. Demonstrate an awareness of the various poets, poetic forms in English literature. Appreciate and analyse modern English poetry.	

Reference books

Alvarez, A. *The Shaping Spirit*, Oxford University Press.

Corcoran, Neil, ed., *The Cambridge Companion to Twentieth Century English Poetry* . Cambridge: Cambridge UP, 2007.

Humphrey Ward, Thomas. *The English Poets* (Vol I to IV). London: Macmillan, 1880.

Moody,Anthony David, ed. *The Cambridge Companion to T. S Eliot*. Cambridge: Cambridge UP, 1994.

Twentieth-Century English Poetry: Incorporating the Faber Poetry Library. Bell & Howell Information and Learning, 2000.

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A ENGLISH II SEMESTER Paper code: ENG 202 DRAMA-II	
No. of hours per week: 04 Total credits: 04 Total marks: 100 (Internal: 30 M & External: 70 M)	
Details of the syllabus:	
Course Description	The purpose of this course is to introduce the students to the various theatres in English drama. It familiarises the students with the social contexts of English drama in various periods. It enables the students appreciate the literary devices and techniques in English drama.
Course Learning Objectives	To introduce the various theatres in English drama To acquaint the students with the elements of drama To make the students appreciate the various social contexts of drama. To inculcate the knowledge of the development of English theatre.
Unit 1	Gold Smith : <i>She Stoops to Conquer</i>
Unit 2	Oscar Wilde : <i>Importance of Being Earnest</i>
Unit 3	Bernard Shaw : <i>Pygmalion</i>
Unit 4	John Synge : <i>Riders to the Sea</i> Samuel Becket : <i>Waiting for Godot</i>
Unit 5	John Osborne : <i>Look Back in Anger</i> T.S. Eliot : <i>Murder in the Cathedral</i>
Course Outcomes	On completion of this course, the student should at least be able to . . . Demonstrate a proper grounding in English drama and theatre. Assess playwright's oeuvre as an embodiment of the spirit of different drams in different ages. Produce critical readings in the light of various schools of criticism. Exhibit a holistic knowledge of theatre in all the playwrights' plays.

Reference books

- Evans, Ifor B. *A Short History of English Drama*. Kalyani Publishers, 2005.
- Kirkpatrick, D. *Contemporary Dramatists*, Penguin, 1982.
- Kushwaha, M.S. ed., *Dramatic Theory and Practice: Indian and Western*. New Delhi: Creative Books, 2000.
- Nicoll, Allardyce. *British Drama: An Historical Survey from the Beginning to the Present Time*. Delhi: Doaba House, 1962.
- Scholes, Robert et al. eds., *Elements of Literature: Essay, Fiction, Poetry, Drama, Film*. 4th ed. USA: Oxford UP, 1991.

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A ENGLISH II SEMESTER Paper code: ENG 203 PROSE AND FICTION-II	
No. of hours per week: 04 Total credits: 04 Total marks: 100 (Internal: 30 M & External: 70 M) Details of the syllabus:	
Course Description	The purpose of this course is to introduce students to the Language, culture and the tradition through Prose and fiction in British literature. It seeks to familiarise the students with the development of English prose and fiction in the modern times.
Course Objectives	To introduce the major prose writers and novelists in English literature To familiarise the students with the classics of modern English prose and fiction To acquaint the students with the social contexts of English prose and fiction To enable the students appreciate and analyse the texts of prose and fiction
Unit 1	Thomas Hardy : <i>Far from the madding Crowd</i>
Unit 2	D.H. Lawrence : <i>Sons and Lovers</i>
Unit 3	James Joyce : <i>Portrait of the Artist as a Young Man</i> Virginia Woolf : <i>Room of One's Own</i>
Unit 4	Somerset Maugham: "The Happy Man" , "Princess September" William Golding : <i>Lord of the Flies</i>
Unit 5	Doris Lessing : "Flight" , "No witchcraft for sale" Kazuo Ishiguro: "Cellists" (From <i>Nocturnes: Five Stories of Music and Nightfall</i>)
Course Outcomes	On completion of this course, the student should at least be able . . . To understand the rise of English Prose and fiction. To analyse the themes and poetic devices used in British Prose and Fiction To Exhibit a basic knowledge of English Prose and fiction.

Reference books

Allen, Walter. *The English Novel: A Short Critical History*. New York: Penguin books, 1958.

Eagleton, Terry. *The English Novel: An Introduction*. New Delhi: Atlantic Pub, 2005.

Kettle, Arnold. *An Introduction to the English Novel Vols-2*, Hutchinson & co Ltd.

Lodge, David. *Consciousness & The Novel*. New York: Penguin Books, 2002.

Lodge, David. *Language of Fiction: Essays in Criticism and Verbal Analysis of the English novel*. New York: Routledge, 2002.

Watt, Ian. *The Rise of Novel*. U of California P: California, 2001.

Forster, E.M. *Aspects of the Novel*, Penguin, 1927.

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A ENGLISH II SEMESTER Paper code: ENG 204 TRANSLATION STUDIES	
No. of hours per week: 04 Total credits: 04 Total marks: 100 (Internal: 30 M & External: 70 M)	
Details of the syllabus:	
Course Description	The course endeavors to introduce the significance of translation to the students. It seeks to make the students familiar with the various theories of translation. It attempts to sensitise the students with the various aspects of translation such as the cultural context and the dynamic equivalence of the translated text, et cetera.
Course Learning Objectives	To sensitise the students about the significance and role of translation To introduce the students to a range of theories of translation To familiarise them with the process, problems and techniques of translation To enable the students, appreciate, analyse and assess the translations.
Unit 1	History of Translation Studies by Susan Bassnet (Chapter II from <i>Translation Studies</i>)
Unit 2	“Theories of Translation” by Eugene Nida “Translating into English” by Gayatri Chakravorti Spivak
Unit 3	“Translation and Literary History: An Indian View” by Ganesh Devi Translation as Discovery (Excerpt) by Sujith Mukherjee
Unit 4	Lawrence Venuti on “Foreignisation and Domestication” Walter Benjamin on “The Translator’s Task” Tejaswini Niranjana on “Postcolonial Translation”
Unit 5	Students may be assigned a project work, related to translation, and this may be counted for internal assessment.
Course Outcomes	On successful completion of the course, the students will be able to: Define the significance and role of translation in the globalised world; Demonstrate in-depth knowledge about various theories of translation; Identify various problems in the process of translation and their possible solutions; Appreciate, analyse and assess the quality of translations in an informed way.

Reference books

- Bassnett, Susan, and Lefevere André. *Translation, History and Culture*. Cassell, 1990
- Catford, J. C. *A Linguistic Theory of Translation*. Oxford University Press, 1974
- Holmes, James Stratton. *The Nature of Translation: Essays on the Theory and Practice of Literary Translation*. Mouton, 1970.
- Mukherjee, Sujeet. *Translation as Discovery and Other Essays on Indian Literature in English Translation*. Allied. Hyderabad, 1981.
- Munday, Jeremy. *Routledge Companion to Translation Studies*. Routledge, New York, 2008.
- Steiner, George: *After Babel: aspects of Language and Translation*, OUP, London, 1975
- Zlateva, Palma. *Translation as Social Action: Russian and Bulgarian Perspectives*. Routledge, 1993.

PG 205: RESEARCH METHODOLOGY & INTELLECTUAL PROPERTY RIGHTS (IPR)

Course Name	Research Methodology & IPR	L	T	P	C	IM	EM	TM
Course Code	PG 205	3	0	1	3	30	70	100

L-Lecture, T-Tutorial, P-Practical, C-Credits, IM-Internal Marks, EM-External Marks, TM-Total Marks

Course Description and Purpose:

The aim of this course is to develop research bent of mind (spirit of inquiry) and impart research skills to the all Post graduate students. It also encompasses the series of research methodology contents: from problem formulation, to design, to data collection, analysis, reporting and dissemination. This course also covers intellectual property rights (IPR), and intended to equip students with conceptual understandings of current scenario of IPR, and the practical issues encountered in filing patents, trademarks and copyrights.

Course Objectives:

- To understand some basic concepts of research and its methodologies
- To develop an understanding of the basic framework of research process.
- To develop an understanding of various research designs and techniques.
- To identify various sources of information for literature review and data collection.
- Ability to write a research Proposal, report and thesis
- To demonstrate knowledge and understanding of IPR Filing and Rights

Course Learning Outcomes:

At the end of this course the students should be able to:

- Understand some basic concepts of research and its methodologies
 - Identify appropriate research topics
 - Select and define appropriate research problem and parameters
 - Demonstrate the ability to choose methods appropriate to research aims and objectives
 - Have adequate knowledge on measurement & scaling techniques
 - Have basic awareness of data analysis-and hypothesis testing procedures
 - Prepare a project proposal (to undertake a project)
 - Write a research report and thesis
- File Patents, Trademarks and Copy Rights

Course Content:

UNIT I

Foundations of Research

Meaning of Research – Definitions of Research – Motivation in Research – General Characteristics of Research – Criteria of Good Research – Types of Research – Research Process – Research Methods vs. Methodology – Defining and Formulating the Research Problem – Review of Literature – Approaches to Critical Literature Review – Importance of Literature Review in Identifying Research Gaps and Defining a Problem – Development of Working Hypothesis.

UNIT II

Research Design, Sampling Concepts, and Data Collection Methods

Meaning, Significance and Characteristics of Good Research Design – Types of Research Design: Exploratory, Conclusive Research and Experimental – Sampling Theory: Types of Sampling and Errors in Sampling – Data Collection: Types of Data – Data Collection Methods and Techniques for Primary and Secondary Data.

UNIT III

Measurement & Scaling Techniques, Hypothesis Formulation and Testing, Overview of Data Analysis and Report Writing

Basic measurement scales – Reliability & Validity – Definition and Types of Hypothesis – Hypothesis Formulation and Testing Procedure – Overview of Data Analysis: Methods, Process and Types – Report Writing: Significance of Report Writing, Different Steps in Writing Report, Layout of the Research Report, Types of Reports, Oral Presentation, Mechanics of Writing a Research Report, Precautions for Writing Research Reports – How to Write a Research Proposal

– Research Ethics, Conflict of Interest and Plagiarism.

UNIT IV

Intellectual Property Rights (IPR)

Definition and Nature and Features of Intellectual Property Rights (IPR) – Types of Intellectual Property Rights – Procedure for Grants of Patents – Rights of a Patent – Scope of a Patent Rights

– Licensing and Transfer of Technology – Why protection of intellectual property is important?

– Enforcement of IPR – Infringement of IPR.

UNIT V

Indian and International Scenario and New Developments in IPR

IPR Developments in India for the past Five Years – Development of IPR Laws in India – International Cooperation on IPR – New Developments in IPR – Administration of Patent System – International Patent protection – Case Studies in Indian and Global Contexts.

PRACTICAL COMPONENTS:

- Students should identify different research problems with examples and describe the characteristics of researchable problems in their academic area/society/community/organization concerned.
- Students are to form in groups (a group consists of 4-6 students) and conduct critical literature survey with regard to the identified research problems and prepare a brief literature review coupled with research gaps and working hypothesis.
- Students are required to identify and develop good research design to address the defined research problems.
- Students are expected to write the research design on Exploratory and Descriptive Research.
- Students are required to develop practical experience in writing a research proposal by conducting a thorough critical review of any three research proposals (examples).
- Students are expected to develop templates for technical report writing.
- Students should conduct a team based mini research project, which is a unified and practical case on a topic of their choice, with approximately 4-6 students per group.
- Students are expected to identify types of plagiarism in academic research, and how to avoid plagiarism in research.

- Students are asked to identify and submit a brief report on Indian patents of Internationalrepute.
- Students are asked to write on Patent registration procedure, and visit Official website ofIntellectual Property India <https://ipindia.gov.in> to know how to get IPR in India.
- Students are asked to identity and summarise remedies available against the infringementof intellectual property rights in Indian and global contexts.
- Students are asked to submit any five examples of ethical issues in copyright and patents.

REFERENCE BOOKS:

1. Garg, B.L., Karadia, R., Agarwal, F. and Agarwal, U.K., 2002, An introduction to Research Methodology, RBSA Publishers.
2. Cohen, L. Lawrence, M., & Morrison, K. (2005), Research Methods in Education (5thedition). Oxford: Oxford University Press.
3. Kothari, C.R., 1990, Research Methodology: Methods and Techniques, New AgeInternational.
4. Dornyei, Z. (2007). Research Methods in Applied Linguistics. Oxford: Oxford UniversityPress.
5. Anthony, M., Graziano, A.M. and Raulin, M.L., 2009, Research Methods: A Process ofInquiry, Allyn and Bacon.
6. Fink, A., 2009, Conducting Research Literature Reviews: From the Internet to Paper. SagePublications.
7. Day, R.A., 1992, How to Write and Publish a Scientific Paper, Cambridge University Press.
8. Wadehra, B.L. 2000, Law relating to patents, trade marks, copyright designs and geographicalindications. Universal Law Publishing.
9. Coley, S.M. and Scheinberg, C. A., 1990, Proposal Writing, Sage Publications.
10. Carlos, C.M., 2000. Intellectual property rights, the WTO and developing countries: theTRIPS agreement and policy options, Zed Books, New York.
11. Leedy, P.D. and Ormrod, J.E., 2004, Practical Research: Planning and Design, Prentice Hall.
12. Satarkar, S.V., 2000. Intellectual property rights and Copy right. Ess Ess Publications.

13. Important Websites:

- www.ipindia.nic.in - Intellectual Property Office, India
- www.patentoffice.nic.in – Patent office, India
- <http://copyright.gov.in/> - Copyright Office, India
- ipr.icegate.gov.in – Automated Recordation & Targeting for IPR Protection
- <http://www.icegate.gov.in>- E- Commerce portal of Central Board of Excise and Customs
- www.ipab.tn.nic.in - Intellectual Property Appellate Board, India
- www.mit.gov.in – Department of Information Technology, India
- <http://www.mit.gov.in/content/office-semiconductorintegrated-circuits-layout-designregistry>
- Semiconductor Integrated Circuits Layout-Design Registry (SICLDR)
- www.plantauthority.gov.in – Plant Varieties and Farmers' Rights Authority, India
- <http://nbaindia.org/> - National Biodiversity Authority
- www.nipo.in – The Indian IPR Foundation
- www.wipo.int – World Intellectual Property Organisation
- <http://www.wto.org> – World Trade Organisation

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH II SEMESTER
Paper code: DSE 201
LINGUISTICS AND PHONETICS

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course introduces the fundamental knowledge of Linguistics and phonetics. The course's content includes understanding basic Language styles, Linguistics, Phonetics, Morphology, Syntax, Stylistics and Semantics
Course Learning Objectives	To make the students appreciate the importance of language and its study To impart an understanding of the basic concepts in linguistics To familiarise the students with the various branches of linguistics To enable the students understand the relation between language and literature through the knowledge of stylistics, semantics and the like.
Unit 1	Language: What is Language? Key properties of Language, Language Variation: Language Styles, Idiolects and Language Dialects, The Spread and Rise of English/es
Unit 2	Linguistics: Definition, Scope and Branches: Historical Linguistics, Sociolinguistics, Psycholinguistics; Descriptive Linguistics, Clinical Linguistics, Computational Linguistics; Applied Linguistics, Sign Linguistics, Neurolinguistics; Saussure, Bloomfield, Chomsky: major concepts and ideas
Unit 3	English Phonetics and Phonology: The Human Speech Mechanism and Articulation of Speech Sounds; Introduction to the Vowels and Consonants of English and their Description; Allophonic Variations of the Consonants of English; The Syllable and the English Stress System; The Suprasegmental Phonology of English
Unit 4	English Morphology and Syntax: Introduction to Morphology, Morphemes and their types, Allomorphs; Processes of Word Formation, Morphological Typology and Morphological Analysis Syntax: Analysis of the Structure of the Modern English Language: syntactic categories and IC Analysis Deep Structure and Syntactic Analysis: NP and VP Structures, Phrase Structure, Surface Structure, Transformational Generative Grammar (TG)
Unit 5	Stylistics and Semantics: Linguistics, Literary Criticism and Stylistics Style and Register; Stylistic Analysis of a Poem or a Prose Piece Semantics: Sense and Reference, Conceptual and Associative Meaning, Lexical Semantic relations and Semantic Change
Course Learning Outcomes	On completion of this course, the student should at least be able to: reproduce the main ideas of how the concept of language is defined in Linguistics and Phonetics, its applicability on spoken language and written language.

Reference books

Akmajian, Adrian, et al ed. *Linguistics: An Introduction to Language and Communication*. MIT Press, 2001.

Jackendoff, S Ray, *Patterns in the Mind- Language and Human Nature*, New York, Basic Books Inc., 1984.

Jones, Daniel. *English Pronouncing Dictionary*. Cambridge: Cambridge UP, 2003.

Kachru, B.B. *The Indianization of English, The English Language in India*, Delhi: OUP, 1983

Krishnaswamy, N., Lalitha Krishnaswamy. 2006. *The story of English in India*. New Delhi, Foundation Books.

Lyons, John. *Language and Linguistics: An Introduction*. Cambridge: Cambridge UP, 2006.

Roach, Peter. *English Phonetics and Phonology*. Cambridge: Cambridge UP, 2009.

Trask, R.L. *Key Concepts in Language and Linguistics*. London: Routledge, 1999.

Yule, George. *The Study of Language. 2nd ed.* Cambridge: Cambridge UP, 2010.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH II SEMESTER
Paper code: DSE 202
LITERATURE OF INDIAN DIASPORA

No. of hours per week: 04 Total credits: 04
Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course aims at identifying the major Indian Diasporic writers writing in English and to acquire the knowledge of 'Indian-ness' through their works. Aspects of diasporic literature such as identity, gender discrimination, loss of home, and transnationalism are emphasized.
Course Learning Objectives	To introduce the literature written in the Diasporic context to the students To enable the students appreciate the social context of the Diasporic writings To equip the them to critically analyse and evaluate Diasporic works To focus on theories and methods of international migration and Diaspora
Unit 1	Introduction to Migration and Diaspora Studies: Stuart Hall: "Cultural Identity and Diaspora", Salman Rushdie: "Imaginary Homelands".
Unit 2	A glance at the Indian Diasporic writings: Bharati Mukherjee: <i>Jasmine</i> ; Gautra Bahadur's <i>Coolie Women</i> .
Unit 3	Issues of Identity in the Indian Diasporic Works: Movies made by Indian film makers such as <i>Swadesh</i> , <i>Kabhi Khushi Kabhi Gham</i> , <i>Namesake</i> , <i>Namstey London</i> , and <i>My Name is Khan</i> etc. can be analysed in this unit.
Unit 4	Women in Indian Diaspora: Padma Desai: <i>Breaking Out</i> ; Jhumpa Lahiri: <i>The Namesake</i>
Unit 5	Indian Diaspora and Transnationalism: Chitra Banerjee Divakaruni: <i>Oleander Girl</i> .
Course Learning Outcomes	On completion of this course, the student should at least be able to: Define the various attributes of the Indian diaspora and the 'ambivalence' of their attitudes towards their own motherland as well as their adopted homeland. (Remembering) Demonstrate the quest for cultural identity on the part of the citizens of Indian diaspora and would be able to understand the psychological, social and political problems associated with diaspora culture. (Understanding) Apply the themes of these texts to further explore the conscientiousness of relationship between the 'homeland' and the 'diaspora'. (Applying) Discover our own country from a different prism through the eyes of writers who have lived in a composite culture. (Analysing) Assess and evaluate the selected texts vis -a - vis their social context (Evaluating)

Reference books:

- Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press.
Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Transnationalism*. London: Edward Elgar.
Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage.
Rayaprol, Aparna. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford. 1997.
Appudurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press, Minneapolis, 2005
Koshy, Susan and R. Radhakrishnan (eds.). *Transnational South Asians: The Making of a Neo-Diaspora*. New Delhi: Oxford University Press. 2008. [Introduction].
Mishra, Vijay. 'The Diasporic Imaginary: Theorising the Indian Diaspora'. *Textual Practice*. Volume 10, Issue 3, 1996.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH II SEMESTER
Paper code: DSE 203
WOMEN'S WRITING IN ENGLISH

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	The course offers a range of literary texts related to gender oriented issues from cultural, religious, social, and racial perspectives. An attempt is made to duly represent the writings of Indian women writers as well.
Course Learning Objectives	To introduce well known women's writings to the students To sensitise the students to the issue of gender in literature To make the students appreciate the legacy of women's literary output To equip the students to analyse and critique gender inequity in society as represented in literature.
Unit 1	Mary Wollstonecraft: <i>Vindication of the Rights of Women</i> Virginia Woolf: <i>A Room of One's Own</i>
Unit 2	Susie J. Tharu and K. Lalita: "Introduction" to the book - <i>The twentieth Century: Women Writing</i> Bengaluru Nagaratnamu: "Prologue to <i>Radhika Santvanamu</i> " From <i>Critical Discourse in Telugu</i> , edited by Suneetha Rani (Routledge, 2022).
Unit 3	Lee Maracle: <i>I Am Woman</i> Margaret Atwood, <i>Second Words: Selected Critical Prose: "Writing The Male Character," "On Being a "Woman Writer": Paradoxes and Dilemmas"</i>
Unit 4	Iravati Karve: <i>Yuganta</i> (Chapters on "Gandhari" and "Draupadi") Mahaswetha Devi: "Draupadi", "Breast-giver"
Unit 5	Luce Irigaray: "This Sex which is Not One" Julia Kristeva; "Women's Time"
Course Learning Outcomes	On completion of this course, the student should at least be able to . . . Appreciate the well known women's writings in the west Exhibit sensitivity to the issue of gender in literature Analyse and critique gender inequity in society as represented in literature

Reference books

- Atwood, Margaret. *Second Words: Selected Critical Prose*. Routledge
- De Beauvoir, Simone. *The Second Sex*. (Chapter 3, Essay 9) New York: Vintage, 1989.
- Kudchedkar, Shirin, ed. *Postmodernism and Feminism: Canadian Contexts*. Delhi: Pencraft International, 1995.
- Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. Routledge.
- Rani, Suneetha. ed. *Critical Discourse in Telugu*, edited by Suneetha Rani. Routledge, 2022.
- Scholz, Sally J. *Feminism: A Beginner's Guide*. CUP, 1989.
- Tharu, Susie J. and K. Lalita. *The Twentieth Century Women Writing*. OUP India.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH II SEMESTER
Paper Code – LAB 201

Digital Skills for English (Comprehensive Lab cum Viva)

No. of Lab hours per week: 06 Total credits: 03
Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course gives the students an opportunity to understand the principles, concepts and issues concerning the use of digital technologies to support their learning, and apply these in their own practice by considering how and why digital technologies may be used to support their learning and to face the challenges.
Course Learning Objectives	To impart the Digital skills to the students of language and literature To familiarise the students with the digital resources To enrich the linguistic skills of the students through digital literacy To empower the students by making accessible world-class resources
Unit 1	Exploring teaching and learning with digital technologies – Open Educational Resources on English Language and Literature-online databases
Unit 2	Understanding the potential of digital technologies to support learning and teaching - Online writing Lab: Purdue Owl - Review of locally available digital technologies – OER Commons, MIT OCW
Unit 3	Evaluating the use of digital technologies to support teaching and learning – Online teaching and Learning, Moocs, Wikibooks, Open libraries with examples
Unit 4	Research in English – Open access journals – Multimedia: TED, Khan Academy
Unit 5	Giving a Presentation with digital technologies – PPTs in Slideshare, Open Courseware, Open Textbooks, Google Classroom, Open Course videos on YouTube – Developing OERs through team work.
Course Learning Outcomes	After successful completion of the course, student shall be able to: improve their ability to plan, execute and use digital technologies; develop their reflective practice skills to help them evaluate and develop their own practice in using digital technologies; learn collaboratively, supported by their team.

Reference books

Alexander J. A. M. van Deursen, Jan A. G. M. van Dijk. *Digital Skills: Unlocking the Information Society* (Digital Education and Learning) Palgrave Macmillan; 2014
Miller, Emily. *Virtual Classroom On Demand: The Primary Free Web Service For Teachers* Building Future Heroes Ltd. 2020
Pernisco, Nick. *Media Literacy: An Essential Guide to Critical Thinking Skills for Our Complex Digital World*. Indy Pub. 2020

E-content / E-books (optional)

<https://learning.cambridgeinternational.org/classroom/course/view.php?id=3083>

<https://www.coursera.org/>

<https://www.ted.com/>

<http://opencourselibrary.org/hum-101-intro-to-humanities/>

<http://www.oercommons.org/>

<http://www.merlot.org/merlot/index.htm>

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH III SEMESTER
Paper Code – ENG 301
LITERARY THEORY-I

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course aims at introducing the students with the most prominent texts that inform literary criticism and appreciation, in the western context, beginning from Aristotle. An attempt is made to familiarise the students with the various critical opinions and perspectives on literature, famously known in the context of English literature.
Course Learning Objectives	To introduce a wide range of critical methods and literary theories To familiarize the students with the most prominent theorists, texts, and schools of thought To emphasis on a careful reading of primary theoretical texts, with an attention to the historical and social contexts To enhance the abilities of the students to critically appreciate the texts
Unit 1	Aristotle: <i>Poetics</i> Plato: Selections from <i>The Republic</i> (Books 1, 6 & 7)
Unit 2	Sydney: “An Apology for Poetry” Dr. Johnson: “Preface to Shakespeare” Wordsworth: “Preface to Lyrical Ballads”
Unit 3	Matthew Arnold: “Study of Poetry” T.S. Eliot : “Tradition and the Individual Talent”
Unit 4	I.A. Richards : “Four kinds of Meaning” Cleanth Brooks: “Irony as a Principle of Structure”
Unit 5	Northrop Frye : “Archetypes of literature” Stanley Fish: “Is there a text in this class?”
Course Learning Outcomes	After successful completion of the course, student shall be able to . . . Define and apply specific theoretical concepts, and terms to literary and cultural texts Analyze strengths and limitations of critical/theoretical arguments. Examine historical contexts for the development of contemporary theory and criticism.

Reference books

- Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.
- David Lodge ed., *Twentieth Century Literary Criticism: A Reader*. Longman, 1988.
- Gilbert, A.H. ed. *Literary Criticism: Plato to Dryden*. Gilbert, Allan H., 1888.
- Habib, M.A.R. *A History of Literary Criticism and Theory: From Plato to the Present*. USA: Blackwell, 2005.
- Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
- Russell, D.A. and M. Winterbottom, eds, *Ancient Literary Criticism*. OUP, 1988.
- Wellek, Rene. *A History of Modern Criticism: 1750-1950*. New Haven: Yale UP, 1987.
- Wimsatt, W.K. & Cleanth Brooks. *Literary Criticism: A Short History*. New Delhi: Oxford IBH, 2004.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH III SEMESTER
Paper Code – ENG 302
AMERICAN LITERATURE-I

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course acquaints the students with the sense, sensibilities, literary trends, forms, and styles that were prevailing in the America literature up to the Jazz age. It familiarizes the students with the works of the representative poets and writers of prose well known in American literature.
Course Learning Objectives	To introduce the students to a range of texts from American literature; To familiarise the students with the social conditions that informed American literature; To sensitise the students to the cultural underpinnings of American Literature; To enable the students, appreciate and analyse American literature in an informed way.
Unit 1	Walt Whitman: “Song of Myself”. Selections from 1 to 5, 17, 52. Emily Dickinson: 303, 328, 341, 511, 640, 712.
Unit 2	R.W. Emerson: “The American Scholar” Edgar Allan Poe: “The Purloined Letter”
Unit 3	Nathaniel Hawthorne: <i>The Scarlet letter</i> Mark Twain: <i>Huckleberry Finn</i>
Unit 4	Eugene O’ Neill: <i>The Hairy Ape</i>
Unit 5	F. Scott Fitzgerald: <i>The Great Gatsby</i>
Course Learning Outcomes	After successful completion of the course, student shall be able to . . . Identify the major writers and literary texts in the canon of American literature; Demonstrate in-depth knowledge of the various classics of American literature; Define and appreciate the specific features and trajectory of American literature; Show the awareness of the social conditions of America in various periods and their reflections in literature.

Reference books

- Brooks, Lewis & Warren. *American Literature: the Makers and the Making*. New York: St. Martin’s Press, 1973.
- Gerber, John C. *Twentieth Century Interpretations of The Scarlet Letter: a Collection of Critical Essays*. Prentice-Hall, 1968.
- Gray, Richard. *A History of American Literature*. West Sussex: Wiley-Blackwell, 2012.
- Jenkins, Philip. *A History of the United States*. Palgrave, an Imprint of Macmillan Publishers Limited, 2017.
- Pattee, Fred Lewis. *A History of American Literature*. New York: Barnes & Noble Digital Library, 2011.
- Spiller, E. Robert et al., eds. *Literary History of the United States*. New York: Macmillan, 1968.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH III SEMESTER
Paper Code – ENG 303
ENGLISH LANGUAGE TEACHING-I

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	The course seeks to impart the skills of English language teaching to the students who have studied/ learnt English as a second language. The course introduces the history of English Language Teaching to those who studied it especially as a second language. It includes language teaching theories, language learning theories, with an emphasis on modern approaches, methods and techniques in teaching the skills of English language.
Course Learning Objectives	To Familiarize students with the history of ELT in general and history of ELT in India in particular To acquaint the students with the fundamentals of language teaching. To Enable students understand the theories of learning, second language learning models, methods, and approaches. To Expose the students to the basic concepts of testing and evaluation.
Unit 1	Introduction to the History of ELT, Scope and Nature, ELT in India. Fundamentals of language teaching – objectives, materials and Difference between first language and second language
Unit 2	Theories of language learning- behaviorism and cognitivism, Blended Learning, learning and acquisition.
Unit 3	Second language learning models – acculturation, monitor and variable competence models - contrastive analysis, error analysis and interlanguage
Unit 4	Introduction to methods in ELT: Grammar translation method, bi-lingual method, direct method and audiolingual method, communicative language teaching. Introduction to approaches in ELT: Structural approach, The Natural approach, Content -based Instruction, Task-based Language Teaching
Unit 5	Testing and Evaluation in ELT: Techniques of Testing, Types of Testing, Techniques of Evaluation.
Course Learning Outcomes	After successful completion of the course, student shall be able to . . . Understand the history of ELT and fundamentals of language teaching. Distinguish the differences between different theories of learning. Demonstrate second language models, methods, approaches. Familiarize with testing and evaluation in ELT in teaching second language.

Reference books

- Carrol, J & P. Hall, *Make Your Own Language Tests: A 23 Practical Guide to Writing Language Performance Tests*, Pergamon Institute of English.
- Nagaraj, Geetha. *English Language Teaching: Approaches, Methods, Techniques*. Orient Longman
- Richards, Jack C. & Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, Cambridge University Press
- Saraswathi, V. *English Language Teaching, Principles and Practice*, Chennai: Orient Longman, 2004.
- Stern, H.H. *Fundamental concepts in Language Teaching*. OUP. 1983.
- Tickoo M.L. *Teaching and Learning English*, Orient Longman, 2003.
- UR, Penny . *A Course in Language Teaching*, New Delhi, Oxford University Press. 1996.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH III SEMESTER
Paper Code – DSE 301
NEW LITERATURES IN ENGLISH

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	The course deals with famous writers from West Indies, South Africa and the other countries from the African continent. The emphasis is on introducing writers representing various new literatures written in English language.
Course Learning Objectives	To introduce students the major issues, themes, and literary concepts of colonialism and postcolonialism. To develop an understanding of the historical context in which New Literatures in English have developed. To appreciate the variety of New Literatures in English to understand the impact of colonialism, post colonialism, race, class, and ethnicity and feminism and sexuality on them.
Unit 1	Chinua Achebe: <i>Things Fall Apart</i>
Unit 2	Ngugi Wa Thiang'o: <i>The River Between</i> Whole Soyinka: <i>The Lion and the Jewel</i>
Unit 3	Derek Walcott :A Far Cry from Africa V. S. Naipaul: <i>A House for Mr. Biswas</i>
Unit 4	Nadine Gordimer: <i>July's People</i> Alice Munro: "Free Radicals"
Unit 5	Gabriel Okara: Piano and Drums Buchi Emecheta: The Joys of motherhood
Course Learning Outcomes	After successful completion of the course, student shall be able to . . . Analyse the major issues, themes, and literary concepts of colonialism and postcolonialism. Construct arguments on nation, culture and identity formations. Critically evaluate the texts keeping in mind colonialism and postcolonialism. Demonstrate a proper grounding in New Literatures in English. Appreciate the variety of New Literatures in English

Reference books

- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin, *The Empire Writes Back: Theory and Practice in PostColonial Literatures*. Routledge
- McLeod, John . *Beginning Post-Colonialism*. New Delhi: Sterling Publishers, 2003.
- Narasimhaiah, C.D, ed. And C.N. Srinath, Ed. *New Directions in African Writing*. Mysore:Dhvanyaloka Publishers, 2005.
- , *Essays in Commonwealth Literature: Heirloom of Multiple Heritage*. Delhi: Pencraft International, 1995.
- Pramod.k. Nayar, *Postcolonial Literature: An Introduction*. Pearson

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH III SEMESTER
Paper Code – DSE 302
INDIAN LITERATURE IN TRANSLATION

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course intends to introduce the specific features of Indian Writings in English translation by tracing out the development and history of translations in India. The emphasis is on the specific features of Indian Basha Literatures that are usually absent in most of the Indian writings written in English.
Course Learning Objectives	To introduce the history, major issues, themes, and literary concepts of Indian Basha Literatures and their translation into English. To develop an understanding of the historical context in which Indian Basha Literatures have developed over time. To appreciate the variety of literary translations in English to understand the impact of Indian Nation, Culture, Education, society and ethnicity on them.
Unit 1	Bankim Chandra Chatterjee: <i>Anandamath</i> Premchand: <i>Godan</i>
Unit 2	Kesava Reddy: <i>Ballad of Vontillu</i> T.Sivasankara Pillai: <i>Chemmen</i>
Unit 3	Mahaswetha Devi : <i>Hazar Churasir Ma</i> (play)
Unit 4	Volga: “Ayoni” Thapi Dharmarao: “The harm done to Telugu” From: <i>Critical Discourse in Telugu</i> , edited by Suneetha Rani (Routledge, 2022).
Unit 5	U. R. Anantha Murthy : <i>Samskara</i> Chudamani Raghavan: “Yamini”
Course Learning Outcomes	After successful completion of the course, student shall be able to: Analyse the major issues, themes, and literary concepts of colonialism and postcolonialism. Construct arguments on nation, culture and identity formations. Critically evaluate the texts keeping in mind colonialism and postcolonialism. Demonstrate a proper grounding in New Literatures in English.

Reference books

- Devy, G.N. ed. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002.
- Iyengar, K Srinivasa. *Indian Writing in English*, Sterling.
- King, Bruce .*Modern Indian Poetry in English*, OUP
- Mukharjee, Meenakshi. *Twice Born Fiction*, Pencraft. 1998.
- Rani, Suneetha, ed. *Critical Discourse in Telugu*, edited by Suneetha Rani. Routledge, 2022.
- Satchidanandan, K, ed. *Signatures: One Hundred Indian Poets*. National Book Trust.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH III SEMESTER
Paper code: DSE 303
ENGLISH FOR SPECIFIC PURPOSES

No. of hours per week: 04		Total credits: 04	
Total marks: 100		(Internal: 30 M & External: 70 M)	
Details of the syllabus:			
Course Description	This course introduces the distinction between English for general purposes (EGP) and English for specific purposes (ESP) to the students. It deals with the factors leading to the emergence of ESP on the ELT scene and the theoretical and practical forces that have shaped its development. It focuses on the various ways in which needs and genre analysis shape the ESP syllabus.		
Course Learning Objectives	To enable the students understand the distinction between English for general purposes (EGP) and English for specific purposes (ESP) To teach about the factors leading to the emergence of ESP on the ELT scene To acquaint the students with the theoretical and practical forces that have shaped the development of ESP To familiar the students with the basics of English used for specific purposes		
Unit 1	English for General Academic Purposes		
Unit 2	English for Medical Purposes		
Unit 3	English for Legal Purposes		
Unit 4	English for Social Work		
Unit 5	English for Science and Technology		
Course Learning Outcomes	On completion of this course, the student should at least be able to: Appreciate the distinction between English for general purposes (EGP) and English for specific purposes(ESP) Know about the factors leading to the emergence of ESP Understand the various kinds of use English serves in different professional contexts		

Reference books

- Belcher, D., & Braine, G. *Academic writing in a second language: Essays on research and pedagogy*. Norwood, NJ: Ablex. 1995.
- Bhatia, V. K. *Analysing genre: Language use in professional settings*. London: Longman. 1993
- Douglas, D. *Assessing language for specific purposes*. New York: Cambridge University Press. 2000
- Huckin, Thomas. *Technical writing and professional communication: For nonnative speakers of English*. New York: McGraw Hill. 1991.
- Hutchinson, T., & Waters, A. *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press. 1987.
- Richards. *Teaching English for science and technology*. Singapore: Singapore University Press. 1976.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH III SEMESTER
Paper Code – DSE 304
CLASSICS IN WORLD LITERATURE

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course endeavors to expose the students to the various classics of world literature. The emphasis is on representing the classics both from the East and the West. An attempt is made to include the classics from the classical times to the contemporary times.
Course Learning Objectives	To introduce students to world literature from the classical epics to the present, with an emphasis on different cultures and writing traditions To appreciate the variety of Literatures in English to understand the impact of race, class, ethnicity and feminism on them.
Unit 1	Introduction to World Literature: Johann Wolfgang von Goethe: What Is World Literature?
Unit 2	Franco Moretti: Conjectures on World Literature Excerpts from David Damrosch: How to Read World Literature?
Unit 3	Kalidasa – <i>Abhijnana Shakuntalam</i> Vishnu Sarma: <i>Panchatantra</i>
Unit 4	Sophocles: <i>Oedipus the King</i> <i>The Thousand and One Nights</i>
Unit 5	Gustave Flaubert: <i>Madam Bovary</i> Dostoevsky: <i>Crime and Punishment</i>
Course Learning Outcomes	After successful completion of the course, student shall be able to: Analyse the major issues, themes, and literary concepts of World Literature. Construct arguments on nation, culture and identity formations. Critically evaluate the texts and demonstrate a proper grounding in World Literature.

Reference books

- Damrosch, David. *What is world literature?* Princeton, N.J: Princeton University Press, 2003.
- ... (Ed). *World Literature in Theory*. London: Wiley Blackwell, 2014
- Haen, Theo d'. *The Routledge concise history of world literature*. London : Routledge. 2012.
- Iyengar, K Srinivasa. *Indian Writing in English*, Sterling.
- Kalidasa – *Abhijnana Shakuntalam*, tr. Chandra Rajan, in Kalidasa: The Loom of Time. New Delhi: Penguin, 1989.
- Lawall, Sarah N. *Reading World Literature: Theory, History, Practice*. University of Texas Press, 1994.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH III SEMESTER
Paper Code – LAB 301
ENGLISH FOR ACADEMIC PURPOSES
(Comprehensive Lab cum Viva)

No. of Lab hours per week: 06 Total credits: 03
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	The course attempts to familiarise the students with the kind of English used in the academic context. It tries to address a range of skills that students are required to possess in the academic context. As a course meant for the laboratory, it emphasizes the practical aspect of the skills.
Course Learning Objectives	This course develops academic writing skills through listening, speaking and reading skills for advanced level students who are interested in higher education and professional writing careers.
Unit 1	Introduction to EAP: English for Academic Purposes
Unit 2	Writing skills for academic purposes: - Writing: summaries, essays, reports, term papers. - Introduction to research, planning and editing skills. - Writing abstract and Paper for academic courses/conference. - Note-taking
Unit 3	Reading skills for academic purposes: - Skimming, scanning and speed reading. - Interpretation of graphs, diagrams and charts. - Reading for main points and for specific information. - Understanding purpose and intent.
Unit 4	Presentation skills: - Introduction to oral & PPT presentation skills. - Oral paper presentation in seminar/conference
Unit 5	Testing and Evaluation in EAP
Course Learning Outcomes	Learner outcomes include general academic vocabulary development, listening skill improvement in an academic setting, development of effective note-taking skills, and improved academic discussion and presentation skills.

Reference books

- Basturkmen, H. (2005). *Ideas and options in English for specific purposes*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Esteras, S.R. (2008). *Infotech: English for computer users* (4th ed.). New York: Cambridge University Press.
- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. New York: Routledge.
- Lebauer, R. S. (2010). *Learn to listen, listen to learn 1: Academic listening and note-taking* (3rd ed.). Pearson ESL.
- Master, P., & Brinton, D.M. (1998). *New ways in English for specific purposes*. Alexandria, VA: TESOL Publications.
- Orr, T. (Ed.). (2002). *English for specific purposes*. Alexandria, VA: TESOL Publications.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH III SEMESTER
Paper Code – OEC 301
A COURSE IN FUNCTIONAL ENGLISH

No. of hours per week: 03 Total credits: 03
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	The aim of this course is to teach English to the students with the focus on the functions rather than on the form as usually done in the traditional grammar courses. The aspects of communication, discourse and pragmatics are the main emphasis of the course rather than formal correctness.
Course Learning Objectives	This course develops language skills through listening, speaking and reading skills for the students It focuses on function and use than on the formal aspects Discourse and pragmatic aspects are emphasized rather than the traditional grammar
Unit 1	Greeting and introductions, asking for permission, Making requests. Agreeing and disagreeing, Complaining and apologizing.
Unit 2	Role Plays At the dentist's, At the doctor's, At the air port, at the railway station, Being polite, Classroom language. Just a minute talks.
Unit 3	Describing character and personality, Describing people's appearance, Describing places, Describing things.
Unit 4	E-Mailing, Etiquette and manners, Giving directions, Travel situations.
Unit 5	Online communication, Ordering food and drink, small Talk, social media, Telephoning, Times and dates. Scheduling programs.
Course Learning Outcomes	Learner outcomes include general academic vocabulary development, listening skill improvement in an academic setting, development of effective language skills, and improved academic discussions and presentation skills.

Reference books

- Carrol, J & P. Hall, *Make Your Own Language Tests: A 23 Practical Guide to Writing Language Performance Tests*, Pergamon Institute of English.
- Halliday, M., *An Introduction to Functional Grammar*. 2nd ed. London: Arnold. 1994.
- Lock, Graham. *Functional English Grammar*. Oxford University Press, 1996.
- Saraswathi, V. *English Language Teaching, Principles and Practice*, Chennai: Orient Longman, 2004.
- Thompson, G., *Introducing functional grammar*. London: Arnold. 1996.
- Tickoo M.L, and Subramanian. *A Functional Grammar with Usage and Composition*. New Delhi: Frank Bros. and Co., 2010.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH III SEMESTER
Paper Code –OEC 302
FUNDAMENTALS OF ACADEMIC ENGLISH

No. of hours per week: 03 Total credits: 03
Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	The course attempts to familiarise the students with the fundamentals of academic English especially for the students outside the Department of English. It tries to address a range of skills that all students are commonly required to possess in any academic context.
Course Learning Objectives	This course develops academic language skills through listening, speaking and reading for advanced level students who are interested in higher education and professional writing careers.
Unit 1	Academic Vocabulary and listening in the academic context
Unit 2	Writing skills for academic purposes: - Writing: summaries, essays, reports, term papers. - Writing abstract and Paper for academic courses/conference. - Note-taking
Unit 3	Reading skills for academic purposes: - Skimming, scanning and speed reading. - Interpretation of graphs, diagrams and charts. - Reading for main points and for specific information. - Understanding purpose and intent.
Unit 4	Presentation skills: - Introduction to oral & PPT presentation skills. - Oral paper presentation in seminar/conference
Unit 5	- Research, planning, writing, editing and citations -Teaching Academic English
Course Learning Outcomes	Learner outcomes include general academic vocabulary development, listening skill improvement in an academic setting, development of effective note-taking skills, and improved academic discussion and presentation skills.

Reference books

- Cox, Kathy and David Hill. (2004). *English for Academic Purposes: Students' Book*. Addison Wesley Longman Australia.
- Esteras, S.R. (2008). *Infotech: English for computer users* (4th ed.). New York: Cambridge University Press.
- Fortanet-Gomez, Inmaculada, Juan C. Palmer-Silveira, and Miguel F. Ruiz-Garrido. *English for Professional and Academic Purposes*. OUP. 2010.
- Hinkel, Eli. (2003). *Teaching academic English writing: practical techniques* (1 ed.). Routledge.
- Hyland, Ken. (2006). *English for academic purposes: An advanced resource book*. New York: Routledge.
- Jordan, R. R. *Academic Writing Course: Study Skills in English*. Longman, 3rd Ed. 1999.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH III SEMESTER
Paper code: OEC 303
ENGLISH FOR EFFECTIVE COMMUNICATION

No. of hours per week: 03

Total credits: 03

Total marks: 100

(Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	The purpose of this course is to improve the English Communication Skills of the students in general, as an important part of almost all the major competitive and government exams that most students are required to face at some point of their academic career.
Course Objectives	To strengthen the basics in the knowledge of English language To understand grammar, vocabulary and important rules of the English language. To enable the students with the application of these rules in their use To improve presentation skills
Unit 1	Phonetics and Vocabulary English Phonetics: Pronunciation Vocabulary: Synonyms, Antonyms, Homonyms - Spelling Test/Cloze Test - Fill in the blanks; Idioms & Phrases - One Word Substitution - Sentence or phrase improvement; Word Association
Unit 2	Grammar Active and Passive Voice; Direct & Indirect Speech; Fill in blanks – Conjunction, Preposition, tenses, etc; Sentence correction/Error Spotting; Multiple Meanings
Unit 3	Rearrangement of Sentences Sentence to Paragraph; Para jumbles/ Jumbled sentence; Paragraph Completion
Unit 4	Comprehension and Descriptive Reading Comprehension, Question and answers, giving a title to an essay; Essay Writing/letter Writing, Precis Writing
Unit 5	Interview Skills Public Speaking and Presentation Skills, How to prepare a PPT, Facing an Interview
Course Outcomes	At the end of this course, the students will be able . . . To master English Communication Skills. To clear the General English Questions of various government exams easily. To take up writing tasks, form meaningful sentences, analyse mistakes and improve written communication. To face interview with good presentation skills.

Reference books

Aggarwal, R. S., and Vikas Aggarwal. *Quick Learning Objective General of English*. S Chand, 2003.

Carter, Ronald. *English Grammar Today*. Cambridge University Press, 2011.

Presentation Skills. Fountainhead Press, 2015.

Srivastava, Sushil Kumar. *Interview Skills*. Aavishkar Publishers, Distributors, 2012.

Swan, Michael. *Practical English usage*. Oxford University Press. 2018.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH III SEMESTER
Paper Code – OEC 304
Presentations and Soft Skills in English

No. of hours per week: 03 Total credits: 03
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course develops English Presentation Skills and soft skills among the students to appreciate the importance of effective communication skills in today's business communication across cultures. It also helps to develop attitudes conducive for effective intercultural communication among the students.
Course Learning Objectives	To make the students aware of the importance of soft skills To inculcate soft skills among the students through various activities To enable the students appreciate the significance of cross-cultural Communication To empower the students with good presentation skills and other skills that enhance their employability
Unit 1	Introduction to English Presentation Skills: English Pronunciation, Rules of Accent, Intonation, familiarity with pitch and accent, overcoming stage fear.
Unit 2	Presentation skills: Introduction to oral & PPT presentation skills; Interpretation of graphs, diagrams and charts; Oral paper presentation in seminar/conferences; Interview skills
Unit 3	Curriculum Vitae: Biodata, Kinds of CV; Verbal and Non verbal Communication: Gestures, Postures, Eye Contact, Facial Expressions, Time, Space, Touch, Voice;
Unit 4	Emotional Intelligence: Definition, Characteristics and how to improve Emotional Intelligence , Interpersonal Skills, Time Management: Time-wasters, Obligations, Knowing Priorities, Steps to effective Time Management Decision Making: Characteristics, Types and the Six Steps to Rational Decision- Making, Assertiveness: Clear, confident and controlled Assertion without aggression or passive acceptance
Unit 5	Critical Thinking: Understand the links between ideas, recognise, build and appraise arguments, Identify inconsistencies and errors in reasoning, Reflect on the justification of their own assumptions, beliefs and values; Problem Solving, Negotiation Skills, Multicultural Communication
Course Learning Outcomes	Learner outcomes include successful English Presentation Skills and soft skills and the students will be able to communicate effectively while facing interviews and professional challenges in life.

Reference books

- Das, Bikram K and et al. *An Introduction to Professional English and Soft Skills*.
 Cambridge University Press India Pvt. Ltd., New Delhi.
- Jeff, Butterfield. *Illustrated Course Guides: Problem Solving and Decision Making – Soft Skills for a Digital Workplace*. 3rd Edition.
 . . . *Soft Skills for Everyone*. Cengage Learning.
- Leech, Geoffrey and Jan Svartvick. *A Communicative Grammar of English*, Pearson
- Ramesh, Gopaldaswamy and Mahadevan Ramesh.. *The Ace of Soft Skills: Attitude, Communication and Etiquette for Success*. Pearson, 2013.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH III SEMESTER

Paper Code – OEC 305
Advanced English Communication Skills

No. of hours per week: 03 Total credits: 03
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course develops Advanced English Communication Skills among the students that are indispensable in today's competitive world. It is meant for students who wanted to have a higher level of communication skills that is required to be eligible for the higher positions.
Course Learning Objectives	To develop the pronunciation and communication abilities of the students To enhance the communication of the students through vocabulary, collocations, phrasal verbs etc. To train the students in skills needed for employment To impart study skills among the students in general
Unit 1	English Phonetics: The Human Speech Mechanism and Articulation of Speech Sounds; Introduction to the Vowels and Consonants of English; The Syllable and the English Stress System; Making Conversation, Action and State verbs, Using Collocations, Complex descriptions, Making General Statements
Unit 2	Vocabulary, Phrasal Verbs, Narrative tenses, Giving advice and opinions, Making predictions
Unit 3	Vocabulary, Using discourse markers, Past habits and states, comparing and contrasting, Two comparatives together
Unit 4	Vocabulary, Taking notes, Speaking approximately, Changing emphasis, Things that might happen
Unit 5	Vocabulary, CV, job applications online and offline, Asking polite questions, complex verb patterns, Double object verbs
Course Learning Outcomes	Learner outcomes include successful Advanced English Communication Skills and the students will be able to communicate effectively while facing interviews and professional challenges in life.

Reference books

Anderson, K., Maclean, J., & Lynch, T. *Study speaking: A course in spoken English for academic purposes* (2nd ed.). New York: CUP, 2004.

Bryant, Lili and Ben Firancon Davies.2016. *English for Everyone Course book Level 4 Advanced*. Penguin Random House.

Leech, Geoffrey and Jan Svartvick, *A Communicative Grammar of English*, Pearson

Murphy, Raymond. *English Grammar in Use*. Cambridge University Press.

Read, J. *Assessing vocabulary*. Cambridge, UK: Cambridge University Press. 2000.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH IV SEMESTER
Paper Code – ENG 401
LITERARY THEORY-II

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	The course familiarizes the students with the literary theories belonging to modern and postmodern and contemporary periods. This course seeks to strike a balance between the literary theories from Indian and Western contexts by including a range of famous texts of theory.
Course Learning Objectives	To introduce various schools of interpretation, including psychoanalytic, poststructuralist, feminist, Marxist, postcolonial, and ecocritical criticism. To use these methods to interpret different forms of literature from poetry to film. To understand the key concepts in literary theory.
Unit 1	Ferdinand de Saussure's <i>Course in General Linguistics</i> (Excerpt) Gerard Genette : "Structuralism and Literary Criticism" Jacques Derrida: "Structure, Sign, and Play in the Discourse of the Human Sciences"
Unit 2	Elaine Showalter: "Towards A Feminist Poetics" Vandana Shiva : "Women in Nature" (Ch.3) from <i>Staying Alive</i>
Unit 3	Bharatamuni : On Natya and Rasa :Aesthetics of Dramatic Experience A. K. Ramanujan, "Is There an Indian Way of Thinking?"
Unit 4	Terry Eagleton's <i>Marxism and Literary Criticism</i> Fredric Jameson: "Postmodernism and Consumer Society"
Unit 5	Frantz Fanon: <i>The Wretched Of The Earth</i> (Chapter 3) Gayatri Spivak: The Burden of English
Course Learning Outcomes	After successful completion of the course, student shall be able to . . . Analyse the major issues, themes, and literary concepts of World Literature. Construct arguments on nation, culture and identity formations. Critically evaluate the texts and demonstrate a proper grounding in World Literature.

Reference books

- Aston, N.M, ed. *Trends in the Twentieth Century Literary Criticism*. New Delhi: Prestige Books, 1998.
- Barry, Peter. *Beginning Theory: An Introduction to Literary And Cultural Theory*. Manchester University Press, 2002.
- Bretons, Hans. *Literary Theory: The Basics*. London: Routledge, 2008.
- Devy, G N. (2010) 2nd Edition. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Blackswan.
- Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: University of Minnesota Press, 1983.
- Krishnaswamy, N. & John Varghese. *Contemporary Literary Theory: A Students Companion*. New Delhi: Macmillan, 2000.
- Shiva, Vandana . Women in Nature (Ch.3) from *Staying Alive*, New delhi, OUP.
- Simons, Jon, ed. *Contemporary Critical Theorists: From Lacan to Said*. New Delhi: Atlantic Pub, 2004.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH IV SEMESTER
Paper Code – ENG 402
AMERICAN LITERATURE-II

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course deals with the works of the modern writers of American literature. It deals with the writers of the white and the black in America, such as Maya Angelou. An attempt is made to keep the syllabus update by including famous contemporary writers such as Louise Glück who won the Nobel prize for literature in the year 2020.
Course Learning Objectives	To introduce the students to a range of texts from the canon of American literature To familiarise the students with the social conditions that informed American literature To sensitise the students to the cultural underpinnings of American Literature To enable the students, appreciate and analyse American literature in an informed way.
Unit 1	Wallace Stevens: “Of Modern Poetry” Robert Frost: “Death of a Hired Man”, “Birches”
Unit 2	Sylvia Plath: “Tulips”, “Daddy” Allen Ginsberg: Howl (Second Part) Louise Glück: “The Wild Iris” and “The Myth of Innocence”
Unit 3	Tennessee Williams: <i>The Glass Menagerie</i>
Unit 4	Edward Albee: <i>Who’s Afraid of Virginia Woolf</i>
Unit 5	Ernest Hemingway: <i>The Old Man and the Sea</i> Maya Angelou: <i>I Know Why the Caged Bird Sings</i>
Course Learning Outcomes	After successful completion of the course, the student shall be able to . . . Identify the major writers and literary texts in the canon of American literature; Demonstrate in-depth knowledge of the various classics of American literature; Define and appreciate the specific features and trajectory of American literature; Show the awareness of the social conditions of America in various periods and their reflections in literature.

Reference books

- Brooks, Lewis & Warren. *American Literature: the Makers and the Making*. New York: St. Martin’s Press, 1973.
- Baym, Nina, ed. *The Norton Anthology of American Literature*. 5th ed. New York: W. W Norton & Co. 1999.
- Jenkins, Philip. *A History of the United States*. Palgrave, an Imprint of Macmillan Publishers Limited, 2017.
- Spiller, Robert E. *Literary History of the United States: Bibliography*. Macmillan, 1963.
- 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 to IV*, New York: Frederic Unger Pub, 1989.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH IV SEMESTER
Paper Code 403
ENGLISH LANGUAGE TEACHING-II

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	The course provides a basic and detailed source to English Language Teaching. Introducing various approaches, and methods of English Language Teaching, the course provides a comprehensive view of teaching of the language skills, including testing, vocabulary, pronunciation and many important components of effective language use.
Course Learning Objectives	To familiarize students with the class room applications by introducing the fundamental concepts of ELT and its emerging areas To enable the students to realize the needs of the second language classroom from both teachers' and students' point of view in teaching and learning the second language To acquaint the students with different humanistic approaches, syllabi, language elements, language skills, and teaching practice. To make students aware of various techniques of teaching, and testing and evaluation
Unit 1	Humanistic approaches like the silent way, TPR, community language learning and suggestopedia and Michael Lewis's Lexical approach
Unit 2	Curriculum and syllabus – predetermined syllabus and emergent syllabus
Unit 3	Teaching language elements – grammar, vocabulary and pronunciation
Unit 4	Teaching language skills – listening, speaking, reading and writing
Unit 5	Teaching practice – Plan and lesson plan, techniques of microteaching – team teaching, Reflective Teaching, Testing and evaluation
Course Learning Outcomes	Understand the history of ELT and fundamentals of language teaching. Distinguish the differences between different theories of learning. Demonstrate second language models, methods, approaches. Familiarize with testing and evaluation in ELT in teaching second language.

Reference books

- Carrol, J & P. Hall, *Make Your Own Language Tests: A 23 Practical Guide to Writing Language Performance Tests*. Pergamon Institute of English.
- Nagaraj, Geetha. *English Language Teaching: Approaches, Methods, Techniques*. Orient Longman
- Richards, Jack C. & Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, Cambridge University Press
- Saraswathi, V, 2004, *English Language Teaching, Principles and Practice*. Chennai: Orient Longman.
- Stern, H.H. *Fundamental concepts in Language Teaching*. OUP.1983.
- Tickoo M.L. 2003, *Teaching and Learning English*. Orient Longman.
- UR, Penny . *A Course in Language Teaching*. New Delhi, Oxford University Press. 1996.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH IV SEMESTER
Paper Code – DSE 401
INDIAN WRITING IN ENGLISH

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course introduces some of the major themes of Indian writing, from the rise of nationalism and the freedom struggle, to the trauma of partition and the resurgence of reconstruction, form an integral part of approaching the texts comprising Indian Writing in English.
Course Learning Objectives	To familiarise the students with the development of Indian writing in English To acquaint the students with the various cultures that informed Indian writing in English To enable the students appreciate the background and specificities of Indian writing in English To let the students critically appropriate the famous Indian works in English
Unit 1	Rabindranath Tagore: <i>The Post Office</i>
Unit 2	R. K. Narayan: <i>The Man-Eater of Malgudi</i> Raja Rao: <i>Kanthapura</i>
Unit 3	Toru Dutt : “Our Casuarina Tree” A.K.Ramanujan: “Small Scale Reflections on a Great House”; “Obituary” Nissim Ezekiel: “Poet, Lover, Bird Watcher”; “Goodbye Party for Miss Pushpa T.S”
Unit 4	Kamala Das: “An Introduction”, “Sunshine cat” Anita Desai: <i>Bye-Bye Blackbird</i> Girish Karnad: <i>Hayavadana</i>
Unit 5	Arundati Roy: <i>The End of Imagination</i> Salman Rushdie: <i>Midnight’s Children</i>
Course Learning Outcomes	This course helps the students to understand Indian literary writing in English and the movement from traditional and imitative modes of representation as seen in the early poetry and novels, to recent modes of experimentation.

Reference books

- Gokak, Vinayak Krishna, ed. *The Golden Treasury of Indo-Anglian Poetry 1828-1965*. New Delhi: Sahitya Akademi, 2006.
- Iyengar, K.R. Srinivasa. *Indian Writing in English*. New Delhi: Sterling, 1973.
- King, Bruce, ed. *Modern Indian Poetry in English*, New Delhi: OUP, 1987.
- Naik, M. K. *Indian English Poetry: From the Beginnings upto 2000*. Delhi: Pencraft International, 2006.
- Narasimhaiah, C. D, ed. *An Anthology of Common Wealth Poetry*. New Delhi: Macmillan, 1990.
- Meenakshi Mukherjee. *The Perishable Empire*. New Delhi: OUP, 2000
- Sachidanandan, K, ed. *Gestures: An Anthology of South Asian Poetry*. New Delhi: Sahitya Akademi. 2001.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH IV SEMESTER
Paper code: DSE 402
COMPARITIVE LITERATURE

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	The objective of this course is to introduce students to Comparative Literature and the primary methods and concepts of the discipline. Students will discover new ways of thinking about literature as they investigate the many ways in which it represents the world and our ideas.
Course Learning Objectives	To introduce the students to the methods and notions in comparative literature To enable the students discover comparisons and contrasts across texts To acquaint the students with the theoretical underpinnings of comparativism To make the students analyse and attempt a critique of various texts from a comparative perspective
Unit 1	History of the Discipline: Bassnett, Susan. "Introduction: What is Comparative Literature Today?" Goethe, J. W. and Eckermann. "Conversations on World Literature"
Unit 2	Reception theory: Hans Robert Jauss: "Literary History as a Challenge to Literary Theory" Carolyn Miller: "Genre as Social Action"
Unit 3	Interliterariness: Marian Galik: "Interliterariness as a Concept in Comparative Literature" Rene Wellek: "Comparative Literature Today"
Unit 4	Evolution of Comparative Indian Literature as a Discipline: Sisir Kumar Das: "Comparative Indian Literature in India; A Historical Perspective" Amiya Dev: "Comparative Literature in India" and "Literary History and Comparative Literature: A Methodological Question"
Unit 5	Dasgupta, Sayantan: "Translating India Today: Local cultures, global ambitions and colonial hangovers" K. Chellappan: "Comparative Literary Theory: An Indian Perspective"
Course Learning Outcomes	At the end of this course students will be able to. . . Demonstrate comprehensive knowledge of literary influences and similarities Compare different literatures in different genres Appreciate 'comparison' as a method of study Demonstrate the knowledge that comparative literature is a distinct study of multiple literatures with mutual influences crossing all types of boundaries Apply required literary tools to understand and appreciate texts for comparative study

Reference books

- Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell, 1993.
- Chellappan, K. "Comparative Literary Theory: An Indian Perspective." *Comparative Literature: Theory and Practice*. Ed. Amiya Dev and Sisir Kumar Das. Shimla: Indian Institute of Advanced Study, 1989. 295-306.
- Dominguez, Cesar, Haun Saussy and Dario Villanueva. *Introducing Comparative Literature*. New York: Routledge, 2015.
- Gálik, Marián. "Comparative Literature as Concept of Interliterariness and Interliterary Process." *Comparative Literature Now: Theories and Practice*
- Basu, P. and I. Chanda (Eds.), *Locating Cultural Change: Theory, Method, Process*. Sage, 2011.
- Jauss, Hans Robert. *Toward an Aesthetic Theory of Reception*. University of Minnesota Press, Minneapolis, 2005
- Wellek, René. "Comparative Literature Today." *Comparative Literature* 17 (1965): 325-37.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH IV SEMESTER
Paper code: DSE 403
DALIT LITERATURE

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	The course attempts to familiarize the students with the emergence of “Dalit movement” in the context of post-Independent India. It enables the students appreciate and critically analyse various texts in Dalit literature with sound basics in the origins and development of this strand of literature.
Course Learning Objectives	This course endeavors. . . To familiarized the students with different forms of Dalit literature To make them understand the origin, and growth of Dalit literature To enable the students to sense and analyse the themes of Dalit literature To enable the students appreciate and apply Dalit aesthetics
Unit 1	Arjun Dangle : “Dalit Literature: Past, Present, & Future” Saranakumara Limbale: “Dalit Literature and Aesthetics”
Unit 2	B.R. Ambedkar: <i>Annihilation of Caste</i> Bama: <i>Sangati</i>
Unit 3	Urmila Pawar: “My Four Enemies” M. M. Vinodini: “Thirst”
Unit 4	Devanoora Mahadeva: “Those who sold Themselves” Aravinda Malagatti: “Copper Coin and Well Water”
Unit 5	G. Kalyana Rao: <i>Untouchable Spring</i> Namdeo Dhasal: “Hunger” A poem from <i>Poisoned Bread</i>
Course Learning Outcomes	On completion of this course, the student should at least be able to: Understand the different forms of Dalit literature Know the origin, and growth of Dalit literature Analyze various themes and motifs employed in Dalit writings Appreciate and apply concepts of aesthetics to the works they study

Reference books

- Dangle, Arjun, ed. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. New Delhi: Orient Longman, 1992.
- Kalyanarao, G. *Untouchable Spring*. Trans. Alladi Uma and M. Sridhar. Chennai: Orient Blackswan, 2010.
- Limbale,Sharan Kumar, *Towards an Aesthetic of Dalit Literature: History, Controversies, and Considerations*. Orient Longman, 2004.
- Vinodini, M. M. “Thirst”. Published in Tutun Mukherjee (Ed.) *Staging Resistance: Plays by Women in Translation*. Delhi: OUP, 2004.
- Pawar, Urmila. “My Four Enemies” from *Indian Feminisms* Ed. By Jasbir Jain & Avadesh Kumar Singh
- Teltumbde, Anand. “Understanding Caste.” *Contemporary Readings in Marxism: A Critical Introduction*. Ed. by Ravi Kumar. Routledge, 2022.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH IV SEMESTER
Paper code: DSE 404
MYTH AND LITERATURE

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	The aim of this course is to familiarize the students with the role and significance of myth in literature. The course includes texts that are informed by different perspectives such as the psychological and the cultural perspectives to analyze the function of myth in the production and reception of various literatures.
Course Learning Objectives	To familiarize the students with the status of myth in social life To sensitise the students about the role of myth in literature To facilitate the students' awareness of various theories about myth. To equip the students with the ability to interpret myth on their own.
Unit 1	Levi-Strauss: Myth and Meaning C. G. Jung: "Approaching the Unconscious"
Unit 2	Stith Thompson: "The star husband tale" Axel Olrik: "Epic laws of folk-narrative"
Unit 3	Richard M Dorson: "The Eclipse of Solar Mythology" E. .D. Philips: "The Three bears"
Unit 4	Archer Taylor: "Folklore and the student of Literature" William R Bascom: "Four functions of folklore"
Unit 5	Girish Karnad: The Fire and the Rain A. K. Ramanujan: On Folk Mythologies and Folk Puranas
Course Learning Outcomes	On completion of this course, the student should at least be able to . . . Appreciate the significance of myth in life and literature Exhibit the knowledge of the function and role of myth in literature Understand the various theoretical stances and approaches to myth Interpret, analyse and critique the use of myth in literature

Reference books

- Armstrong, Kaven. *A Short History of Myth*, Perspective Books, India, 2005
- Dorairaj, Joseph A. *Myth and Literature: A Hermeneutical Interpretation of James Joyce's A Portrait of the Artist as a Young Man*. Folklore Resources and Research Center, 2003.
- Frye, Northrop, *Spiritus Mundi: Essays on Literature, Myth, and Society*. Indiana University Press, 1983.
- Harris, Stephen and Gloria Platzner. *Classical Mythology: Images and Insights*. 6th ed., McGraw Hill, 2012.
- Leach, Maria, and Jerome Fried. *Funk & Wagnalls Standard Dictionary of Folklore Mythology and Legend*. Funk & Wagnalls Company, 1950.
- Ramanujan, A. K. *Collected Essays* (Ed. Vinay Dharwadkar), OUP.
- Soyinka, Wole. *Myth, Literature and the African World*. Cambridge: CUP, 1976.
- Strenski, Ivan. *Four Theories of Myth in Twentieth-Century History: Cassirer, Eliade, Lévi-Strauss and Malinowski*. Iowa City: University of Iowa Press, 1987.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH IV SEMESTER
Paper Code – LAB 401
LIFE SKILLS
(Comprehensive Viva cum Lab)

No. of hours per week: 06

Total credits: 03

Total marks: 100

(Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	This course is designed to enhance the employability and maximize the potential of the students by introducing them to the principles that underlie life skills leading to personal and professional success. The emphasis is on applying these principles in their lives and careers than learning them as course content.
Course Learning Objectives	To acquaint the students with the significance of Life skills To expose the students to a range of life skills that are most sought after in the professional as well as the personal life To inculcate a positive, and problem solving attitude among the students To develop a well rounded, productive, and responsible personality among the students
Unit 1	Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: Self awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective Communication, interpersonal relationship, coping with stress, coping with emotion.
Unit 2	Life skills for professionals: positive thinking, right attitude, attention to detail, having the big picture, learning skills, research skills, perseverance, setting goals and achieving them, helping others, leadership, motivation, self-motivation, and motivating others, personality development, IQ, EQ, and SQ.
Unit 3	Self-awareness: definition, need for self-awareness; Coping With Stress and Emotions, Human Values, tools and techniques of SA: questionnaires, journaling, reflective questions, meditation, mindfulness, psychometric tests, feedback. Stress Management: Stress, reasons and effects, identifying stress, the four A's of stress management, techniques, Approaches: action-oriented, emotion-oriented, acceptance oriented, resilience, Gratitude Training. Coping with emotions: Identifying and managing emotions, PATH method and relaxation techniques.
Unit 4	Human Values: Morals, Values and Ethics: Integrity, Civic Virtue, Respect for Others, Living Peacefully. Caring, Sharing, Honesty, Courage, Valuing Time, Time management, Co operation, Commitment, Empathy, Self-Confidence, Character, Spirituality, Avoiding Procrastination, Sense of Engineering Ethics.
Unit 5	Key Skills: Creativity, Critical Thinking, Collaboration, Problem Solving, Decision Making, Imagination, Intuition, Experience, Sources of Creativity, Lateral Thinking, Critical thinking Vs Creative thinking, Multiple Intelligences. Group and Team Dynamics: Introduction to Groups: Composition, formation, thinking, Clarifying expectations, Problem Solving, Group vs Team, Team Dynamics Leadership: Entrepreneurial and moral leadership, vision, cultural dimensions, crisis management. Types of Leadership, Traits, Styles, Transactional vs Transformational Leaders, Effective Leaders.
Course Learning Outcomes	After successful completion of the course, student shall be able to: -Define and Identify different life skills required in personal and professional life -Develop an awareness of the self and apply well-defined techniques to cope with emotions and stress. -Explain the basic mechanics of effective communication and demonstrate these through presentations. -Take part in group discussions -Understand the basics of teamwork and leadership.

Reference books

Barun K. Mitra, *Personality Development & Soft Skills*, Oxford Publishers, Third impression, 2017.

Butterfield Jeff. *Soft Skills for Everyone*, Cengage Learning India Pvt Ltd; 1st edition, 2011.

Caruso, D. R. and Salovey P, *The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership*, John Wiley & Sons, 2004.

Daniel Goleman, *Emotional Intelligence*. Bantam, 2006.

Robbins, Stephen P., and Phillip L. Hunsaker. *Training in Interpersonal Skills: Tips for Managing People at Work*. Pearson Education, 2014.

ICT Academy of Kerala, *Life Skills for Engineers*, McGraw Hill Education (India) Private Ltd, 2016.

James, Larry. *The First Book of Life Skills*. First Edition, Embassy Books, 2016.

Khera, Shiv .*You Can Win*. Macmillan Books, New York, 2003.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A ENGLISH IV SEMESTER
Paper Code – 20 ENG 401
MOOCS

No. of hours per week: 04 Total credits: 04
 Total marks: 100 (Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	Students are allowed to register and appear for MOOCS course as a commencement of third semester curriculum itself. It is hoped that this develops the habit of self learning among the students that is much needed in the fast changing contemporary world.
Course Learning Objectives	Familiarize students with the MOOC (massive open online course) courses with the option of free and open registration, a publicly-shared curriculum, and open-ended outcomes. MOOCs integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of study. Most significantly, MOOCs build on the engagement of learners who self-organize their participation according to learning goals, prior knowledge and skills, and common interests. Expose the students to the basic concepts of online learning.
Unit 1	*---
Unit 2	*---
Unit 3	*---
Unit 4	*---
Unit 5	*---
Course Learning Outcomes	Distinguish the difference between online/offline learning. The students do certain activities within in a given period of time like quizzes, assignments and online exams to assess the knowledge acquired by them. Moocs offer students open access to high quality education content and information that may otherwise be out of their reach. Students earn certificates for all courses they sign up for and gain access to world-class education and an engaged global community. To develop self learning among the students.

*Note: Syllabus in MOOCS depends on the course chosen by the students.

Project Work

Modalities and Guidelines for Project work and Evaluation

Project work at the end of II semester:

At the end of 2nd semester, every student must undergo summer Internship/Apprenticeship/Project work/Industrial training/research based Project work for Six weeks and must prepare a report concerned as per approved project guidelines and submit the same to the University 14 days before the commencement of third semester end examinations.

Guidelines for Project work:

1. A project may be undertaken by every student related to Translations/Comparative studies/ELT practice.
2. The duration of summer vacation may be used by the students to work on the project and to complete it.
3. A text or chapter or part of a book may be assigned to every student and the student may be required to translate the text into English from Telugu, or vice versa, or something related to Comparative studies/ELT practice may be assigned.
4. A text that is either translated from or into English may also be taken up for the project work in which case the students concerned may be required to analyze and comment upon the translation critically, thus exhibiting the skills of applying the translation theories they have learnt in the classroom.
5. A guide, either internal or external, may be assigned to every student with whom the student may keep in regular contact to get guidance related to the project work.
6. At the end of the duration allotted for the completion of Project work, the students must be required to submit a project report, following the MLA style, duly getting the endorsement of the guide and the HoD.

Guidelines for the Evaluation of the Project work:

1. The project report submitted by the students may be evaluated based on two criteria: i) The quality of the project report, ii) Aptitude and ability exhibited by the student in defending his work
2. A viva voce may be conducted for the evaluation of the second criterion mentioned above.
3. An external examiner may be invited to conduct the viva voce examinations for the students at the stipulated time which is to be intimated to the students at least one week before the examination.
4. This may be done on similar guidelines followed while conducting the lab examinations.
5. A maximum of 70 marks may be allotted for the evaluation of the quality of project report, while a maximum of 30 marks may be allowed for the viva voce examination.

Procedure to evaluate midterm examinations

Theory:

Midterm Examinations – I & II	30 marks
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Note: Final midterm semester marks shall be arrived at by considering the marks secured by the student i.e., average of the two mid examinations.

For Example:

If the student attended both the mid-term examinations:

Marks obtained in first mid: 30

Marks obtained in second mid: 30

Final mid semester Marks: $(30+30) = 60/2 = 30$

If the student attended only one mid-term examination:

- If the student is absent for any one midterm examination, the final mid semester marks shall be as follow for Example:

Marks obtained in first mid: 30

Marks obtained in second mid: Absent

Final mid semester Marks: $(30+0) = 30/2 = 15$

- Lab/ Practical:

*Continuous assessment/ Day to day work evaluation	Semester End Exam	Total
30 marks	70 marks	100M

*Continuous assessment sheet given below.

Note: For practical courses, there shall be a continuous assessment/day to day work evaluation during the semester for 30 sessional marks and end examination shall be for 70 marks. Day-to-day work in the laboratory shall be evaluated for 30 marks by the concerned laboratory teacher based on the regularity/record/viva. The end examination shall be conducted by the concerned laboratory teacher and external examiner in the subject nominated by the university. Both internal and external examiners have to sign on the marks sheet.

- Internal marks will be awarded by internal examiner only.

PAPER SETTING (SEMETER-END EXMINATION) AND EVALUATION OF THEORY ANSWER PAPER

- a) Question papers in theory subjects shall be set by the Examiners appointed for that purpose by the University. The list of panel of examiners shall be prepared and approved by the PG Boars of Studies (BOS).
- b) The semester-end exam question paper shall be **70 Marks** and divided into 5 units of equal weightage. Each Paper shall, unless otherwise prescribed, be of **THREE hours** duration only.
- c) **The pattern of question paper shall be as follows:**
 - (i) The question paper shall consist of Two parts – Section-A (short answer questions) and Section-B (long answer questions). Questions shall assess knowledge, application of knowledge, and the ability to synthesize knowledge. The paper setter shall ensure that questions covering all skills and all units are set. Questions shall of three categories of difficulty level – low difficulty, average difficulty and high difficulty.

(ii) In Section-A, there shall be 8 short answer questions covering from all five Units, minimum one question from each unit of the course. Students are to answer any five questions each of 4 marks. **(5 X 4 = 20 M)**

(iii) In Section-B, there shall be five long answer questions each of 10 marks. All questions shall be compulsorily with internal choice within the questions from each Unit. That is, there shall be 2 questions from each unit of course with an internal choice. Questions may be subdivided into sub-sections such as a, b, c and the allocation of marks depend on the weightage of the topic.

(5 X 10 = 50 M)

d) There shall be double valuation of theory papers in the University Examinations. The Answer Papers shall be valued by two approved examiners appointed by the University.

e) If the difference between the marks awarded by the two Examiners is not more than 20 per cent of the maximum marks, the marks awarded to the candidate shall be the average of two evaluations. If the difference between the marks awarded by two examiners is more than 20 percent, the script shall be evaluated by a third examiner. The average of marks of nearest two valuations shall be considered as marks secured by the candidate. However, if one of the three marks falls exactly midway between the other two, then the highest two marks shall be taken for averaging.

f) A candidate who fails in one semester examination or who is not able to take it shall be eligible to take the same examination along with the candidates of the next batch of the same semester.

g) Candidates who have completed the course in each semester and have earned the necessary attendance and progress certificate shall be permitted to continue the next semester course irrespective of whether they have appeared or not at the previous examination(s). Such candidates may be permitted to appear for the examination of earlier semester along with the subsequent semester examinations.

I/II Midterm examination & Month & Year of exam

W.E.F 2022-23

Semester:

Paper Title with paper code:

(QUESTION PAPER PATTERN FOR MIDTERM EXAMINATION)

Time: 90 minutes

Max. Marks: 30

Answer ALL questions (Short questions/MCQ)

(1 x 10 = 10 Marks)

1.
a) b) c) d)
2.
a) b) c) d)
3.
a) b) c) d)
4.
a) b) c) d)
5.
a) b) c) d)
6.
a) b) c) d)
7.
a) b) c) d)
8.
a) b) c) d)
9.
a) b) c) d)
10.
a) b) c) d)

Answer Four Questions Choosing One Question from Each Unit. All Questions Carry Equal Marks.

(4 x 5 = 20 Marks)

1. (A) Essay question

(or)

(B) Essay question

(A) Essay question

(or)

(B) Essay question

(A) Essay question

(or)

(B) Essay question

(A) Essay question

(or)

(B) Essay question

KRISHNA UNIVERSITY, MACHILIPATNAM -521004

M.A

Semester:

Paper Title with paper code:

Month & Year of exam

[QUESTION PAPER PATTERN FOR SEMESTER END (EXTERNAL) EXAMINATION]

W.E.F 2022-23

Max. Marks: 70

Time: 3 Hours

Answer any FIVE questions (Short Questions)

(5x = 20 Marks)

1. a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)

Answer Five Questions Choosing One Question from Each Unit. All Questions Carry Equal Marks.
(5x10 = 50 Marks)

2. A) UNIT – I
B) (OR)
3. A) UNIT – II
B) (OR)
4. A) UNIT – III
B) (OR)
5. A) UNIT – IV
B) (OR)
6. A) UNIT – V
B) (OR)
