



KRISHNA UNIVERSITY

**MACHILIPATNAM
DEPARTMENT OF ENGLISH
M.A., ENGLISH & COMMUNICATION STUDIES PROGRAMME**

**R26 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 08-05-2026**

WITH EFFECT FROM 2026-2027

Usha N

Sumanavel

Arunkar

(57) pages

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 PROGRAMME 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, American literature, and New Literatures in English 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 two English Language Teaching papers as part of the syllabus in the program of MA in English and Communication Studies, thus providing the opportunity for the students to get practical experience in teaching and learning English language. The Department also offers the project work as part of the syllabus in the program of MA in English and Communication Studies, thus providing the opportunity for the students to get practical experience in research and in research report writing.

Handwritten signatures and initials on the right margin:
Bharat
P.H.
T.C.
J.
Vishu N.
Q.

KRISHNA UNIVERSITY
MACHILIPATNAM
DEPARTMENT OF ENGLISH
M.A., ENGLISH & COMMUNICATION STUDIES PROGRAMME
COURSE STRUCTURE UNDER CBCS (R26 Regulations) W.E.F 2026-27
Approved in the meeting of the Board of Studies dated 08-05-2026

I SEMESTER

Subject Code	Subject Name	Teaching Hours/ week			Type of Course	Internal Marks	External Marks	No. of Credits
		Lecture	Practical	Tutorial				
ECS 101	English Language Studies	4	0	0	Core	30	70	4
ECS 102	Introduction to Literary Studies	4	0	0	Core	30	70	4
ECS 103	Poetry & Drama-I	4	0	0	Core	30	70	4
ECS 104	Prose & Fiction-I	4	0	0	Core	30	70	4
ECS 105	Communication Theory & Models	4	0	0	Core	30	70	4
ECS 106	Writing for Media	4	0	0	Core	30	70	4
LAB101	Computer Applications and AI for English Proficiency (Comprehensive Lab cum Viva)	0	6	0	LAB	30	70	3
TOTAL FOR FIRST SEMESTER						210	490	27

II SEMESTER

Subject Code	Subject Name	Teaching Hours/ week			Type of Course	Internal Marks	External Marks	No. of Credits
		Lecture	Practical	Tutorial				
ECS 201	Poetry & Drama-II	4	0	0	Core	30	70	4
ECS 202	Prose & Fiction-II	4	0	0	Core	30	70	4
ECS 203	American Literature-I	4	0	0	Core	30	70	4
ECS 204	Indian Writings in English & English Translations	4	0	0	Core	30	70	4
ECS 205	Media & Mass Communication	4	0	0	Core	30	70	4
DOMAIN SPECIFIC ELECTIVE COURSES (CHOOSE ANY ONE)								
DSE 201	Literature of Indian Diaspora	4	0	0	DSE	30	70	4
DSE 202	Indian Poetics & Aesthetics	4	0	0	DSE	30	70	4
DSE 203	English for Specific Purposes (ESP)	4	0	0	DSE	30	70	4
ADD-ON COURSE								
ENG25QT	Foundations of Quantum Technology	4	0	0	Add-on	30	70	4
LAB PRACTICALS								
LAB-201	Digital Skills & Resources for English (Comprehensive Lab cum Viva)	0	6	0	LAB	30	70	3
TOTAL FOR SECOND SEMESTER						210	490	27
At the end of 2 nd 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.								

KRISHNA UNIVERSITY
MACHILIPATNAM
DEPARTMENT OF ENGLISH
M.A., ENGLISH & COMMUNICATION STUDIES PROGRAMME
COURSE STRUCTURE UNDER CBCS (R26 Regulations) W.E.F 2026-27
Approved in the meeting of the Board of Studies dated 08-05-2026

III SEMESTER

Subject Code	Subject Name	Teaching Hours/ week			Type of Course	Internal Marks	External Marks	No. of Credits
		Lecture	Practical	Tutorial				
ECS 301	Literary Theory	4	0	0	Core	30	70	4
ECS 302	American Literature-II	4	0	0	Core	30	70	4
ECS 303	New Literatures in English	4	0	0	Core	30	70	4
ECS 304	Media Laws & Ethics	4	0	0	Core	30	70	4
DOMAIN SPECIFIC ELECTIVE COURSES (CHOOSE ANY ONE)								
DSE 301	Classics in World Literature	4	0	0	DSE	30	70	4
DSE 302	Dalit Literature	4	0	0	DSE	30	70	4
DSE 303	Gender, Sexuality & Intersectionality	4	0	0	DSE	30	70	4
DSE 304	Comparative Literature	4	0	0	DSE	30	70	4
DSE 305	Creative Writing	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

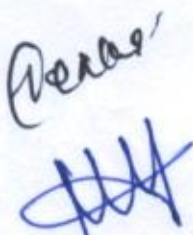
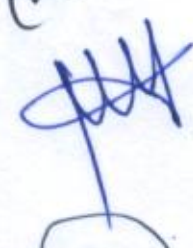
Subject Code	Subject Name	Teaching Hours/ week			Type of Course	Internal Marks	External Marks	No. of Credits
		Lecture	Practical	Tutorial				
ECS 401	Translation Studies	4	0	0	Core	30	70	4
ECS 402	English language Teaching	4	0	0	Core	30	70	4
ECS 403	Development Communication	4	0	0	Core	30	70	4
ECS 404	Corporate Communication, and Advertisement	4	0	0	Core	30	70	4
DOMAIN SPECIFIC ELECTIVE COURSES (CHOOSE ANY ONE)								
DSE 401	Modern & Postmodern Literary Theories	4	0	0	DSE	30	70	4
DSE 402	Fourth World Literatures	4	0	0	DSE	30	70	4
DSE 403	Myth and Literature	4	0	0	DSE	30	70	4
DSE 404	Contemporary Indian Writings in English	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: 111

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-I Paper code: ECS 101 Paper Title: 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 fundamental knowledge of English Language, Communication, Linguistics and phonetics. The course content includes understanding basic Language styles, Linguistics, Phonetics, Morphology, Syntax, Stylistics and Semantics
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	Language: What is Language? Key properties of Language, Language Variation: Language Styles, Idiolects and Language Dialects, The Spread and Rise of English/es. Definition of Communication, Types Of Communication, Animal and Human Communication, Language – A System Of Communication. A Brief History of English Language: Origin of Language, Characteristics of Human Language, Animal and Human Communication, Indo- European Family of Language, the Teutonic Languages, Grimm's Law, Verner's law, the Stress shift.
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. Varieties of English Language: a) International varieties of English, Social varieties of English, Pidgins and creoles, Dialects, Registers, accent, Formal and Informal English, Code Switching and Code Mixing.
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. <i>Linguistics: An Introduction to Language and Communication</i> . MIT Press, 2001. Balasubrahmanian, T. <i>A Text Book of English Phonetics for Indian Students</i> . New Delhi: Macmillan, 1981. Jones, Daniel. <i>English Pronouncing Dictionary</i> . Cambridge: Cambridge UP, 2003. Kachru, B.B. <i>The Indianization of English, The English Language in India</i> , Delhi: OUP, 1983 Krishnaswamy, N., Lalitha Krishnaswamy. 2006. <i>The story of English in India</i> . New Delhi, Foundation Books. Lyons, John. <i>Language and Linguistics: An Introduction</i> . Cambridge: Cambridge UP, 2006. Nagaraj, Geetha. <i>English Language Teaching: Approaches, Methods and Techniques</i> . Hyderabad: Orient Longman, 2005 O' Connor, J.D. <i>Better English Pronunciation</i> . 2nd ed. Cambridge: Cambridge UP, 1980. Roach, Peter. <i>English Phonetics and Phonology</i> . Cambridge: Cambridge UP, 2009. Trask, R.L. <i>Key Concepts in Language and Linguistics</i> . London: Routledge, 1999. Yule, George. <i>The Study of Language</i> . 2nd ed Cambridge: Cambridge UP, 2010.	





KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-I Paper code: ECS 102 Paper Title: Introduction to Literary Studies	
No. of hours per week: 04 Total credits: 04 Total marks: 10 (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: Periods in Shakespeare's plays. Restoration comedy and Tragedy
Unit 3	Augustan and Romantic Ages: Development of Novels, Development of Periodicals.
Unit 4	Victorian and Modern Ages: Victorian Novelists Modernist Prose and Poetry
Unit 5	Postmodernism, Postcolonialism and Post-Postmodernism
Course Outcomes	On completion of this course, the student should at least be able to . . . ● 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. <i>A Glossary of Literary Terms</i>. Cengage Learning, 2015. Cuddon, J. A., et al. <i>The Penguin Dictionary of Literary Terms and Literary Theory</i>. Penguin Books, 2014. Hudson, W. H. <i>Outline History of English Literature</i>. Maple Press, 2016. Kennedy, X.J. and Dana Gioia. eds., <i>Literature: An Introduction to Fiction, Poetry, and Drama</i>. 6th Ed. New York: Harper Collins, 1995. <i>The Short Oxford History of English Literature</i>. Oxford UP, 2004. E- content: https://literaryterms.net/	

Debar
[Signature]
[Signature]
[Signature]
[Signature]

KRISHNA UNIVERSITY
DEPARTMENT OF
ENGLISH
M.A., ENGLISH AND COMMUNICATION STUDIES
Semester-I
Paper code: ECS 103
Paper Title: **Poetry & Drama-I**

No. of hours per week: 04

Total credits: 04

Total marks: 100

(Internal: 30 M & External: 70 M)

Details of the syllabus:

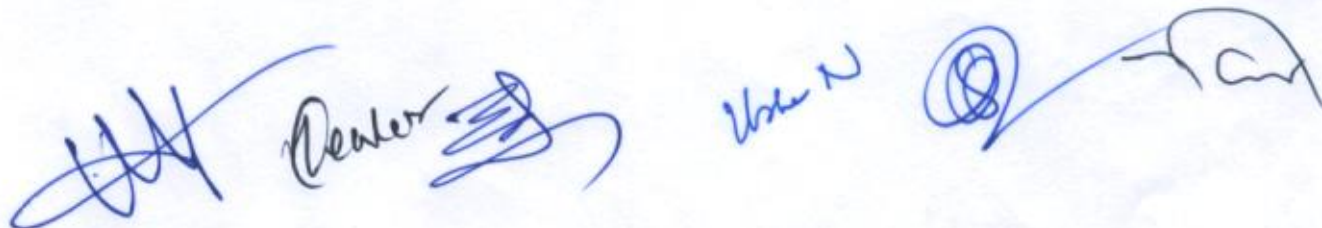
Course Description	This course acquaints the students with the genres of poetry from Chaucer to Arnold, introducing the trend setting movements that manifested the wide ranging poetic ideas and styles of the respective periods.
Course Objectives	To introduce the poetic genres and the eminent British poets . To familiarize the students with literary imagination and sensibility To inculcate the knowledge of English literature in the students
Unit 1	Chaucer: Prologue to The Canterbury Tales – Knight's Portrait, The Squire's Portrait, Wife of Bath's Portrait John Donne: "The Sun Rising"
Unit 2	Milton: <i>Paradise Lost</i> , Book I Alexander Pope: <i>The Rape of the Lock</i>
Unit 3	William Wordsworth: "Immortality Ode", Tintern Abbey John Keats: "Ode to a Nightingale" "To Autumn"
Unit 4	Robert Browning: "My Last Duchess", "The Last Ride Together" Lord Tennyson: "Ulysses", Matthew Arnold: "Dover Beach"
Unit 5	Christopher Marlowe: <i>Doctor Faustus</i> William Shakespeare: <i>Hamlet</i> William Shakespeare: <i>Tempest</i> William Congreve: <i>The Way of the World</i>
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 literature Display the awareness of literary devices and techniques

Reference books

- Alvarez, A. *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.

Handwritten signatures and initials:
 Penter
 [Signature]
 [Signature]
 [Signature]
 [Signature]
 [Signature]

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-I Paper code: ECS 104 Paper Title: Prose & Fiction-I	
No. of hours per week: 04 Total marks: 100 Details of the syllabus:	
Total credits: 04 (Internal: 30 M & External: 70 M)	
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 . To familiarize the students with literary imagination and sensibility To inculcate the knowledge of English literature in the students
Unit 1	Francis Bacon: <i>Select Essays</i> : (Of Love, 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	S. T. Coleridge: <i>Biographia Literaria</i> (Chapter 14)
Unit 3	Jonathan Swift : <i>Gulliver 's Travels</i> I Voyage.
Unit 4	Jane Austen: <i>Pride and Prejudice</i> Charlotte Bronte: <i>Jane Eyre</i>
Unit 5	Charles Dickens: <i>David Copperfield</i> Thomas Hardy: <i>Tess of the d'Urbervilles</i>
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 literature Display the awareness of literary devices and techniques
Reference books Abrahams, M.H. ed., <i>Norton Anthology of English Literature</i>. 8th ed. New York: W. W Norton Inc, Alvarez, A. <i>The Shaping Spirit</i>. Oxford University Press. Lodge, David. <i>Language of Fiction: Essays in Criticism and Verbal Analysis of the English novel</i>. New York: Routledge, 2002. Walker, Hugh . <i>The English Essay and Essayists</i>, Kessinger Publishing. Watt, Ian. <i>The Rise of Novel</i>. U of California P: California, 2001. Forster, E.M. <i>Aspects of the Novel</i>, Penguin, 1927	



KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-I Paper code: ECS 105 Paper Title: Communication Theories and Models	
No. of hours per week: 04 Total marks: 10 Details of the syllabus:	Total credits: 04 (Internal: 30 M & External: 70 M)
Course Description	This course provides a comprehensive introduction to the foundational theories and structural models that define the field of human and mass communication. It explores the evolution of communication thought, from early linear transmission models to contemporary models. The content focuses on analyzing how messages are constructed, disseminated, and interpreted within social, psychological, and technological contexts.
Course Objectives	To understand the evolutionary trajectory of communication models To analyze the psychological and sociological impacts of mass media To differentiate between various communication paradigms To evaluate the role of technology and culture in shaping modern communication
Unit 1	Conceptual Foundations: Definition, nature, and scope of communication. The elements and circuit of communication. Human Communication: The process of human communication; Types/levels of communication (intrapersonal, interpersonal, Organizational, group, and mass communication). Barriers: Identifying and overcoming physical, psychological, and semantic barriers to effective communication.
Unit 2	Basic Models of Communication Linear Models: Aristotle's model, Lasswell's formula, and the Shannon-Weaver Mathematical Model. Interactive Models: Schramm's Model and the Osgood-Schramm circular model. Transaction Models: Barnlund's Transactional Model and Dance's Helical Model. Other Models: Berlo's SMCR Model, Gerbner's Model
Unit 3	Mass Communication Theories Normative Theories: Authoritarian, Libertarian, Social Responsibility, and Soviet Media theories. Powerful Effects Theories: Magic Bullet/Hypodermic Needle Theory and the Two-Step Flow Theory. Sociological Perspectives: Agenda Setting Theory, Spiral of Silence, and Cultivation Analysis. Other Theories: Reception Theory, Uses and Gratifications Theory
Unit 4	Media and Society Theories Psychological Effects: Uses and Gratifications Theory and Social Learning Theory. Technological Determinism: Marshall McLuhan's "The Medium is the Message" and Global Village concepts. Critical Theories: Gramsci's concept of Hegemony, Frankfurt School Theories, Cultural Studies, and the Political Economy of Media. Semiotics and Media Signs, Structuralism and Poststructuralism, Feminist Media Theory, Cultural Imperialism and Postcolonial perspectives.
Unit 5	Applied Communication Models Persuasion Models: Elaboration Likelihood Model (ELM) and Cognitive Dissonance Theory. Diffusion of Innovation: Rogers' Diffusion of Innovation model and its stages. Development Communication: Dominant and Alternative Paradigms in communication for social change. New media and digital communication, Social media communication models, Participatory culture, Network society
Course Outcomes	On completion of this course, the student should at least be able to: Critically analyze the historical evolution of communication theories and their relevance to contemporary digital and mass media environments. Identify and apply appropriate communication models Evaluate the socio-cultural impact of media messages by applying normative and psychological theories, such as Agenda Setting and Cultivation Analysis. Demonstrate a comprehensive understanding of the relationship between language, signs, and meaning-making processes within the framework of semiotics and persuasion.
Reference books Baran, Stanley J., and Dennis K. Davis. <i>Mass Communication Theory: Foundations, Ferment, and Future</i> . 8 th ed., Cengage Learning, 2021. Griffin, Emory A., Andrew Ledbetter, and Glenn Grayson Sparks. <i>A First Look at Communication Theory</i> . 10th ed., McGraw-Hill Education, 2019. Littlejohn, Stephen W., Karen A. Foss, and John G. Oetzel. <i>Theories of Human Communication</i> . 12th ed., Waveland Press, 2021. McQuail, Denis, and Mark Deuze. <i>McQuail's Media and Mass Communication Theory</i> . 7th ed., SAGE Publications, 2020. Severin, Werner J., and James W. Tankard Jr. <i>Communication Theories</i> .	

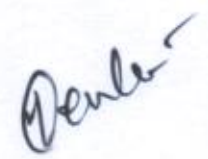
Penk

[Handwritten signature]

Use N

[Handwritten signature]

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-I Paper code: ECS 106 Paper Title: Writing for Media	
No. of hours per week: 04 Total marks: 100 Details of the syllabus:	
Total credits: 04 (Internal: 30 M & External: 70 M)	
Course Description	This course is designed to equip students with the essential skills required for professional writing across various media platforms, including print, broadcast, and digital media. It focuses on the transition from academic writing to the concise, objective, and engaging styles necessitated by the fast-paced media industry.
Course Objectives	-To familiarize students with the specific linguistic and structural requirements of writing for different media formats. -To develop core skills in reporting, interviewing, and editing. -To cultivate an understanding of the inverted pyramid structure and other narrative techniques used in journalism. -To instill professional ethics and an awareness of media laws, such as defamation and copyright, in the context of writing.
Fundamentals of Media Writing	● Introduction: Nature and scope of media writing; differences between academic and media writing. ● The News Concept: Definition of news; news values (proximity, timeliness, impact, prominence). Audience, purpose, and medium ● Structure: The Inverted Pyramid; the Lead (types and functions); the 5 Ws and 1 H. ● Principles of clarity, brevity, accuracy, and readability.
Unit 2	Writing for Print Media ● Reporting: Tools of the trade; types of reporting (objective, interpretive, and investigative). ● Feature Writing: Writing profiles, human interest stories, and columns. Headlines, leads, and captions. Reviews (books, films, events). Basics of investigative writing. Editorials and opinion pieces. ● Editorial Writing: Structure and purpose of editorials and letters to the editor.
Unit 3	Writing for Broadcast Media (Radio & TV) ● The Aural Style: Writing for the ear; brevity and clarity in radio news scripts. Podcast scripting ● Visual Writing: Writing for the eye; storyboarding and scriptwriting for television and documentaries. ● Interviews: Techniques for conducting and writing broadcast interviews.
Unit 4	Writing for Digital and Social Media ● Web Content: Writing for the web; SEO basics; scanning vs. reading. ● Social Platforms: Micro-blogging (Twitter/X); writing for blogs, vlogs, and professional networking sites. Social media communication ● YouTube and multimedia scripting. ● Interactive Media: Engaging the audience through multimedia storytelling and hyperlinks.
Unit 5	Copywriting, PR, and Ethics ● Advertising: Principles of copywriting; headlines, slogans, and body copy. ● Public Relations: Writing press releases, newsletters, Media campaigns and media kits. ● Ethics and Law: Accuracy, fairness, and objectivity; introduction to Media Law (Defamation, Contempt of Court, Copyright).
Course Outcomes	By the end of the course, students will be able to: 1. write effectively for various media platforms; 2. apply principles of journalistic writing and editing; 3. create content for print, broadcast, and digital media; 4. demonstrate understanding of media ethics and responsible communication; 5. produce professional media texts such as news reports, features, scripts, blogs, and advertisements.
Reference books Hicks, Wynford, Sally Adams, and Harriett Gilbert. <i>Writing for Journalists</i> . 3rd ed., Routledge, 2016. Mencher, Melvin. <i>Melvin Mencher's News Reporting and Writing</i> . 12th ed., McGraw-Hill Education, 2011. Rich, Carole. <i>Writing and Reporting News: A Coaching Method</i> . 8th ed., Cengage Learning, 2016. Stovall, James Glen. <i>Writing for the Mass Media</i> . 10th ed., Pearson, 2015.	






Paper Title: Computer Applications & AI for English Proficiency

Total credits:

(Internal: 30 M & External: 70

Details of the syllabus:

Reference books

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

University Press, 2013. Swan, Michael. *Practical English Usage*, OUP, 2007.

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

Develc-1



Usher N



KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-II, Paper code: ECS201 Paper Title: Poetry & Drama-II	
No. of hours per week: 04 Total marks: 100	Total credits: 04 (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 novels in the modern times To enrich the students' understanding of prose forms and devices
Unit 1	W. B. Yeats: "The Second Coming" & "Easter, 1916" T.S. Eliot: <i>The Waste Land</i> W. H. Auden: "The Unknown Citizen"
Unit 2	Philip Larkin: "Whitsun Weddings" Dylan Thomas: "Do Not Go Gentle into That Good Night"
Unit 3	Ted Hughes "The Jaguar", "Thrushes" Seamus Heaney :: "Death of a Naturalist" Craig Raine: "A Martian Sends a Postcard Home"
Unit 4	Gold Smith: <i>She Stoops to Conquer</i> Oscar Wilde: <i>The Importance of Being Earnest</i> Bernard Shaw: <i>Saint Joan</i>
Unit 5	Samuel : <i>Waiting for Godot</i> Beckett : <i>Look Back in Anger</i> John Osborne : <i>Murder in the Cathedral</i> T.S. Eliot
Course Outcomes	On completion of this course, the student should at least be able 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. <i>The Shaping Spirit</i> , Oxford University Press. Anthony David, ed. <i>The Cambridge Companion to T. S Eliot</i> . Cambridge: Cambridge UP, 1994. Corcoran, Neil, ed., <i>The Cambridge Companion to Twentieth Century English Poetry</i> . Cambridge: Cambridge UP, 2007. Kushwaha, M.S. ed., <i>Dramatic Theory and Practice: Indian and Western</i> . New Delhi: Creative Books, 2000.	

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-II, Paper code: ECS202 Paper Title: Prose & Fiction-II	
No. of hours per week: 04 Total marks: 100 Details of the syllabus:	Total credits: 04 (Internal: 30 M & External: 70 M)
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 novels in the modern times To enrich the students' understanding of prose forms and devices
Unit 1	D.H. Lawrence: <i>Sons and Lovers</i> James Joyce: <i>Portrait of the Artist as a Young Man</i>
Unit 2	Virginia Woolf: <i>Room of One's Own</i> . Somerset Maugham: "The Happy Man", "Princess September"
Unit 3	George Orwell: <i>Animal Farm</i> William Golding: <i>Lord of the Flies</i> D.H. Lawrence: <i>Sons and Lovers</i>
Unit 4	James Joyce: <i>Portrait of the Artist as a Young Man</i> Virginia Woolf: <i>A Room of One's Own</i>
Unit 5	Somerset Maugham: "The Happy Man", "Princess September" Doris Lessing: "No Witchcraft for Sale" Kazuo Ishiguro: "A Family Supper"
Course Outcomes	On completion of this course, the student should at least be able 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 Allen, Walter. <i>The English Novel: A Short Critical History</i> . New York: Penguin books, 1958. Eagleton, Terry. <i>The English Novel: An Introduction</i> . New Delhi: Atlantic Pub, 2005. Kettle, Arnold. <i>An Introduction to the English Novel Vols-2</i> , Hutchinson & co Ltd. Lodge, David. <i>Consciousness & The Novel</i> . New York: Penguin Books, 2002. Lodge, David. <i>Language of Fiction: Essays in Criticism and Verbal Analysis of the English novel</i> . New York: Routledge, 2002. Watt, Ian. <i>The Rise of Novel</i> . U of California P: California, 2001. Forster, E.M. <i>Aspects of the Novel</i> , Penguin, 1927.	

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A., ENGLISH AND COMMUNICATION STUDIES
Semester-II, Paper code: ECS203
Paper Title: **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
Objectiv
es

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: *The Scarlet letter*
Mark Twain: *Huckleberry Finn*

Unit 4

Eugene O' Neill: *The Hairy Ape*

Unit 5

F. Scott Fitzgerald: *The Great Gatsby*

Course
Learning
Outcom
es

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.

Penba

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A ENGLISH III SEMESTER Paper Code – ECS 204 Indian Writings in English & English Translation	
No. of hours per week: 05	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	Tagore: "Leave this Chanting and Singing" & "Though hast Made Me Endless" from <i>Gitanjali</i> . Toru Dutt : "Our Casuarina Tree" A.K. Ramanujan: "Small Scale Reflections on a Great House" & "Love Poem for a Wife." Nissim Ezekiel: "Poet, Lover, Bird Watcher"; Kamala Das: "An Introduction".
Unit 2	R. K. Narayan: <i>The Man-Eater of Malgudi</i> Mulk Raj Anand: <i>Untouchable</i> Raja Rao: <i>Kanthapura</i>
Unit 3	Mahaswetha Devi : <i>Hazar Churasir Ma</i> (play) Girish Karnad: <i>Hayavadana</i>
Unit 4	Salman Rushdie: <i>Midnight's Children</i> Premchand: <i>Godan</i> Kesava Reddy: <i>Ballad of Vontillu</i>
Unit 5	U. R. Anantha Murthy : <i>Samskara</i> Volga: "Ayoni" Arundati Roy: <i>The End of Imagination</i> Kandukuri Veeresalingam: "Women's Education"
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. <i>Indian Literary Criticism: Theory and Interpretation</i>. Hyderabad: Orient Longman, 2002. Iyengar, K Srinivasa. <i>Indian Writing in English</i>, Sterling. King, Bruce. <i>Modern Indian Poetry in English</i>, OUP Mukharjee, Meenakshi. <i>Twice Born Fiction</i>, Pencraft. 1998. Rani, Suneetha, ed. <i>Critical Discourse in Telugu</i>, edited by Suneetha Rani. Routledge, 2022.	

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-II, Paper code: ECS205 Paper Title: Media & Mas Communication	
No. of hours per week: 04 04	Total credits:
Total marks: 100 70 M)	(Internal: 30 M & External:
Details of the syllabus:	
Course Description	The course deals with Media and its types. The emphasis is on introducing Different types of Media. The course also deals with the importance of mass communication that represents public relations and affairs.
Course Objectives	To understand the evolution of different kinds of media, including ownership patterns and organizational functions. To analyze the role and operations of media and its organizations in public communication and support services. To understand mass communication its theories, and tools of mass communication
Unit 1	Media: Media, Types of Media, Print Media, News Media, Global Media
Unit 2	What is News? Definitions, Nature of News, Types of News, News Value, Hard & Soft News. Orientation & Perspective, Objectivity & Fairness, News as a process, Verification, special interests. Importance of News News Media Operations: Functioning of News Media (Newspapers and Magazines), Local, Regional and National Press. Press Organizations: PIB, RNI, DAVP, Press Council of India. Global advertising: Global advertising, global agencies, global media, choice of global media.
Unit 3	Mass Communication: Meaning & definitions, Characteristics, Scope, Mass Communication and Mass Culture
Unit 4	Theories of Mass Communication: Cognitive Theory, Dissonance Theory, Agenda Setting Theory, Cultivation Theory, Authoritarian Theory, Libertarian Theory, Social Responsibility theory, Soviet communist theory, Magic Bullet theory, Two step flow theory, Uses and Gratification theory.
Unit 5	Tools of Mass Communication: Newspapers, Magazines, Radio, TV, Films, Internet, mobiles. Advertising, Public Relations & Public Affairs, Traditional & Folk Media, Media and modern society, Media and democracy
Course Outcomes	After successful completion of the course, student shall be able to . . . Analyse the major issues, themes, and concepts of Media. Critically evaluate the difference between different theories of Mass communication Understand the significance of public relations
Reference books <i>Mass Communication & Development</i> by Dr. Baldev Raj Gupta <i>Mass Communication in India</i> by Keval J Kumar <i>Mass Communication Journalism in India</i> by D S Mehta <i>Mass Communication Theory</i> by Denis McQuali <i>Global Comparative Media</i> by M.K. Rampal	

16

Handwritten signature

Handwritten signature

Handwritten signature

Handwritten signature

Handwritten signature

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-II, Paper code: DSC 201 Paper Title: Literature of Indian Diaspora	
No. of hours per week: 04 Total marks: 100 70 M) Total credits: 04 (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. <i>Global Diaspora: An Introduction</i>. London: UCL Press. Vertovec, Steven and Robin Cohen (eds.). 1999. <i>Migration, Diaspora and Transnationalism</i>. London: Edward Elgar. Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.). 2008. <i>Tracing an Indian Diaspora: Contexts, Memories, Representations</i>. New Delhi: Sage. Rayaprol, Aparna. <i>Negotiating Identities: Women in the Indian Diaspora</i>. New Delhi: Oxford. 1997. Appudurai, Arjun. <i>Modernity at Large: Cultural Dimensions of Globalization</i>. University of Minnesota Press, Minneapolis, 2005 Koshy, Susan and R. Radhakrishnan (eds.). <i>Transnational South Asians: The Making of a Neo-Diaspora</i>. New Delhi: Oxford University Press. 2008. [Introduction]. Mishra, Vijay. 'The Diasporic Imaginary: Theorising the Indian Diaspora'. <i>Textual Practice</i>. Volume 10, Issue 3, 1996.	

17

Handwritten signatures and initials are present at the bottom of the page.

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-II, Paper code: DSC 202 Paper Title: Indian Poetics & Aesthetics	
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 students to the major concepts, theories and traditions of Indian Poetics and Aesthetics. It familiarizes students with the classical Indian understanding of literature, art, beauty and aesthetic experience through concepts such as Rasa, Bhava, Dhvani, Alamkara, Riti, Vakrokti and Aucitya . It also introduces major Indian theorists including Bharata, Bhamaha, Dandin, Vamana, Anandavardhana, Abhinavagupta, Kuntaka and Kshemendra.
Course Learning Objectives	- To introduce students to the major traditions and schools of Indian Poetics and Aesthetics. - To familiarize students with important concepts such as Rasa, Bhava, Dhvani, Alamkara, Riti, Vakrokti and Aucitya. - To acquaint students with the major Indian theorists and their contributions to literary criticism. - To enable students to understand the philosophical and aesthetic foundations of Indian literary thought.
Unit 1	Rasa and Bhava Bharata: <i>Natyashastra</i> – introduction Sthayi Bhava, Vibhava, Anubhava and Vyabhichari Bhava
Unit 2	Alamkara theory: meaning and significance Bhamaha: <i>Kavyalankara</i> Dandin: <i>Kavyadarsha</i> Major figures of speech: Upama, Rupaka, Anuprasa, Yamaka and Atishayokti
Unit 3	Dhvani theory and its significance Anandavardhana: <i>Dhvanyaloka</i> Vastu-dhvani, Alamkara-dhvani and Rasa-dhvani Abhinavagupta's contribution to Rasa and Dhvani theories
Unit 4	Vakrokti theory Kuntaka: <i>Vakroktijivita</i> Vakrata at different levels of poetic expression Language, style and poetic creativity
Unit 5	Aucitya theory Kshemendra: <i>Aucityavicharacharcha</i> Appropriateness and contextual relevance in literature Relationship among Rasa, Dhvani, Vakrokti and Aucitya
Course Outcomes	By the end of the course, the students will . . . - be acquainted with the major Indian theorists and their contributions to literary criticism. - understand the philosophical and aesthetic foundations of Indian literary thought. - Be able to apply Indian aesthetic concepts to the critical analysis and interpretation of literary texts.
Reference Books: Bharata. <i>The Natyashastra</i> . Translated by Manomohan Ghosh. Asiatic Society, 1961. De, S. K. <i>History of Sanskrit Poetics</i> . Firma K. L. Mukhopadhyay, 1960. Gnoli, Raniero. <i>The Aesthetic Experience According to Abhinavagupta</i> . Chowkhamba Sanskrit Series Office, 1956. Kuntaka. <i>The Vakroktijivita of Kuntaka</i> . Translated by K. Krishnamoorthy. Karnataka University, 1977. Nagar, R. S. <i>Indian Poetics</i> . Eastern Book Linkers, 1996. Sastri, P. V. Kane. <i>History of Sanskrit Poetics</i> . Motilal Banarsidass, 1971.	

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-II, Paper code: DSC 203 Paper Title: English for Specific Purposes (ESP)	
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 to introduce students to the foundational theories, methodologies, and pedagogical approaches of English for Specific Purposes (ESP). It focuses on the distinction between General English and ESP, branching into English for Academic Purposes (EAP). Key dimensions such as Needs Analysis, Genre Analysis, syllabus design, materials adaptation, and domain-specific assessment are emphasized.
Course Learning Objectives	- To introduce the historical evolution, core principles, and branches of English for Specific Purposes. - To enable students to conduct comprehensive Needs Analyses for varied target learner groups. - To equip students to critically analyze domain-specific discourses using genre theory and corpus tools.
Unit 1	-Origin and Evolution of ESP: Demands of the post-war world, linguistic revolution, and educational focus on learner needs. -Classification of ESP: English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Science and Technology (EST), and English for Business Purposes (EBP).
Unit 2	-Concept, types, and tools of Needs Analysis: Target Situation Analysis (TSA), Present Situation Analysis (PSA), Learning Situation Analysis (LSA), and Means Analysis. -Formulating communicative goals, performance-based objectives, and learner profiles.
Unit 3	- Move analysis and communicative purposes in professional and academic texts (e.g., research articles, business correspondence, technical reports, legal briefs). -Role of corpora, register analysis, and specialized vocabulary (technical vs. semi-technical lexicons) in ESP.
Unit 4	-Types of ESP syllabi: Functional-notional, task-based, skill-based, and content-based approaches. -Criteria for authentic materials selection, adaptation, and task-based instructional design.
Unit 5	- Roles of the ESP practitioner: Teacher, collaborator, course designer, researcher, and evaluator. -Assessment and testing in ESP: Performance testing, domain-referenced assessment, diagnostic vs. achievement evaluation.
Course Learning Outcomes	By the end of the course, the students will — - be acquainted with the major Indian theorists and their contributions to literary criticism. - understand the philosophical and aesthetic foundations of Indian literary thought. - Be able to apply Indian aesthetic concepts to the critical analysis and interpretation of literary texts.
Reference Books: Bhatia, Vijay K. 1993. <i>Analysing Genre: Language Use in Professional Settings</i> . Longman. Harding, Keith. 2007. <i>English for Specific Purposes</i> . Oxford: Oxford University Press. Hutchinson, Tom, and Alan Waters. 1987. <i>English for Specific Purposes: A Learning-Centred approach</i> . Cambridge: Cambridge University Press. Munby, John. 1978. <i>Communicative Syllabus Design</i> . Cambridge: Cambridge University Press. Nunan, David. 1988. <i>Syllabus Design</i> . Oxford: Oxford University Press.	

19

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH & COMMUNICATION STUDIES II SEMESTER Paper Code: ENG25QT PAPER TITLE: FOUNDATIONS OF QUANTUM TECHNOLOGY	
No. of hours per week: 04 Total marks: 100	
Total credits: 04 (Internal: 30 M & External: 70 M)	
Details of the syllabus:	
Course Description	This course introduces the fundamental concepts of quantum science and emerging quantum technologies in an interdisciplinary manner. It explores quantum computing, communication, cryptography, sensing, and their applications. Special emphasis is placed on philosophical, ethical, social, economic, security, and policy dimensions, enabling M.A., English & Communication Studies students to critically understand the opportunities and challenges presented by the emerging quantum technological revolution.
Course Learning Objectives	By the end of the course, students should be able to: Explain the basic ideas of quantum science without advanced mathematics, Understand how quantum principles are being translated into technologies, Describe the foundations of quantum computing, communication, and sensing, Examine the philosophical, ethical, social, economic, and policy implications of quantum technologies, Critically assess claims and developments surrounding the "quantum revolution."
Unit 1	Introduction to Quantum Science and the Quantum World: What is quantum science? Classical physics vs. quantum physics: an introductory comparison, Atoms, electrons, photons and the microscopic world, The idea of quantization, Wave-particle duality, Superposition: understanding the concept, Uncertainty and probability in quantum mechanics, Quantum measurement and observation, Historical development: Planck, Einstein, Bohr, Heisenberg, Schrödinger and others
Unit 2	Foundations of Quantum Computing: What is a computer? Classical computing in brief Bits and information, Qubits: the basic unit of quantum information, Superposition and quantum states, Quantum gates – conceptual introduction, Entanglement and quantum computation, Quantum algorithms: why they can be different, Quantum computers vs. classical computers
Unit 3	Quantum Communication, Cryptography and Security: What is information? Classical communication vs. quantum communication, Quantum states as carriers of information, Quantum entanglement and communication, Quantum key distribution (QKD), The basic idea of quantum cryptography, Why quantum computers matter for cybersecurity, Post-quantum cryptography: an introduction, Privacy and data security in the quantum era
Unit 4	Quantum Sensing, Applications and the Emerging Quantum Economy: What is quantum sensing? Quantum sensors and precision measurement, Applications in: Healthcare, Navigation, Geology, Environmental monitoring, Agriculture, Defence and security, Quantum imaging, Quantum clocks and precision, timekeeping, Quantum simulation, Quantum technology in industry, Start-ups and the emerging quantum economy, Employment and future skills
Unit 5	Philosophy, Ethics, Society and Policy of Quantum Technolog: Quantum physics

Handwritten signature:
Chaitanya
Bos

	and philosophical questions about reality, Determinism, probability and uncertainty, The role of the observer, Different interpretations of quantum mechanics—introductory overview, Quantum technology and society, Ethical issues in emerging technologies, Privacy and cyber security, Military and defence applications, Inequality and access to quantum technologies, Quantum technology and developing countries, Responsible innovation, Public understanding and communication of quantum science, Future scenarios: society in the quantum age.
Course Learning Outcomes	Explain the basic concepts and principles of quantum science and distinguish them from classical scientific ideas, Describe the fundamental concepts and applications of quantum computing, quantum communication, cryptography, and quantum sensing, Analyze the potential applications of quantum technologies in society, economy, healthcare, security, communication, and other fields, Critically examine the philosophical, ethical, social, and cultural implications of emerging quantum technologies.
Reference books: Quantum Computing for Everyone — Chris Bernhardt Quantum Computing: An Applied Approach Quantum Information Theory — Mark M. Wilde Quantum Computing Since Democritus — Scott Aaronson The Quantum Internet — Michiel J. A. (Ed.) Quantum Computing: A Gentle Introduction — Eleanor G. Rieffel and Wolfgang H. Polak	

Handwritten signature:
Chaitin
Bas

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A., ENGLISH AND COMMUNICATION STUDIES

Semester-II, Paper code: ENG25QT

Paper Title: **Foundations of Quantum Technology**

No. of hours per week: 04

Total credits: 04

Total marks: 100

(Internal: 30 M & External: 70 M)

Details of the syllabus:

Course Description	
Course Learning Objectives	
Unit 1	
Unit 2	
Unit 3	
Unit 4	
Unit 5	
Course Learning Outcomes	

UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-II, Paper code: Lab 201 Paper Title: Digital Skills & Resources for English (Comprehensive Lab cum Viva)	
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 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. <i>Digital Skills: Unlocking the Information Society</i> (Digital Education and Learning) Palgrave Macmillan; 2014 Miller, Emily. <i>Virtual Classroom On Demand: The Primary Free Web Service For Teachers Building Future Heroes Ltd.</i> 2020 Pernisco, Nick. <i>Media Literacy: An Essential Guide to Critical Thinking Skills for Our Complex Digital World.</i> 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	

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: ECS 301 Paper Title: Literary Theory	
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" Viktor Shklovsky : "Art as Technique" Sigmund Freud : "Creative Writers and Day-Dreaming"
Course 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. <i>A History of Literary Criticism</i> . Delhi: Macmillan, 2001.	
David Lodge ed., <i>Twentieth Century Literary Criticism: A Reader</i> . Longman, 1988.	
Gilbert, A.H. ed. <i>Literary Criticism: Plato to Dryden</i> . Gilbert, Allan H., 1888.	
Habib, M.A.R. <i>A History of Literary Criticism and Theory: From Plato to the Present</i> . USA: Blackwell, 2005.	
Nagarajan, M.S. <i>English Literary Criticism & Theory: An Introductory History</i> . Hyderabad: Orient Longman, 2006.	
Russell, D.A. and M. Winterbottom, eds, <i>Ancient Literary Criticism</i> . OUP, 1988.	
Wellek, Rene. <i>A History of Modern Criticism: 1750-1950</i> . New Haven: Yale UP, 1987.	
Wimsatt, W.K. & Cleanth Brooks. <i>Literary Criticism: A Short History</i> . New Delhi: Oxford IBH, 2004.	

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: ECS 302 Paper Title: American Literature-II	
No. of hours per week: 04 credits: 04 Total marks: 100 External: 70 M)	Total (Internal: 30 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: "Home Burial" "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> Edward Albee: <i>Who's Afraid of Virginia Woolf</i>
Unit 4	Ernest Hemingway: <i>The Old Man and the Sea</i> William Faulkner : <i>As I Lay Dying</i>
Unit 5	Philip Roth <i>Human Stain</i> . Toni Morrison: <i>Beloved</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. <i>American Literature: the Makers and the Making</i> . New York: St. Martin's Press, 1973. Baym, Nina, ed. <i>The Norton Anthology of American Literature</i> . 5th ed. New York: W. W Norton & Co. 1999. Jenkins, Philip. <i>A History of the United States</i> . Palgrave, an Imprint of Macmillan Publishers Limited, 2017. Spiller, Robert E. <i>Literary History of the United States: Bibliography</i> . Macmillan, 1963. Tucker, Martin. ed. <i>The Critical Temper: A Survey of Modern Criticism on English and American Literature from the Beginnings to the 20th Century</i> . Vol.1 to IV, New York: Frederic Unger Pub, 1989.	

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: ECS 303 Paper Title: New Literatures in English	
No. of hours per week: 04 Total marks: 100 Details of the syllabus:	Total credits: 04 (Internal: 30 M & External: 70 M)
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 sexuality on them.
Unit 1	Chinua Achebe: <i>Things Fall Apart</i>
Unit 2	Ngugi Wa Thiong'o : "Decolonizing The Mind" Wole Soyinka: <i>The Lion and the Jewel</i>
Unit 3	Derek Walcott : <i>A Far Cry from Africa</i> 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: <i>Piano and Drums</i> Buchi Emecheta: <i>The Joys of motherhood</i>
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, <i>The Empire Writes Back: Theory and Practice in PostColonial Literatures</i>. Routledge McLeod, John . <i>Beginning Post-Colonialism</i>. New Delhi: Sterling Publishers, 2003. Narasimhaiah, C.D, ed. And C.N. Srinath, Ed. <i>New Directions in African Writing</i>. Mysore:Dhvanyaloka Publishers, 2005. —, <i>Essays in Commonwealth Literature: Heirloom of Multiple Heritage</i>. Delhi: Pencraft International, 1995. Pramod.k. Nayar, <i>Postcolonial Literature: An Introduction</i>. Pearson	

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A., ENGLISH AND COMMUNICATION STUDIES
Semester-III, Paper code: ECS 304
Paper Title: **Media Laws & Ethics**

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 students to the legal and ethical framework governing print, electronic and digital media in India. It familiarizes students with the constitutional foundations of freedom of speech and expression, media freedom and reasonable restrictions, and major laws relating to the press and media.

Course
Learning
Objectives

- To introduce students to the constitutional and legal framework governing media in India.
- To familiarize students with major laws, regulations and judicial principles relating to print, broadcast and digital media.
- To acquaint students with the ethical principles and professional standards governing journalism and media practices.

Unit 1

Constitution, Freedom of Expression and Media

- Constitution of India and freedom of speech and expression
- Article 19(1)(a) and freedom of the press
- Reasonable restrictions under Article 19(2)
- Freedom of the press and media accountability
- Role of the judiciary in protecting and regulating media freedom
- Media and democracy
- Public interest, national security and responsible freedom of expression

Unit 2

Laws Relating to Print and Journalism

- Press and Registration of Periodicals Act, 2023
- Role and functions of the Press Registrar General
- Press Council of India and regulation of the print media
- Defamation: civil and criminal dimensions
- Contempt of Court and the media
- Official Secrets and confidentiality of information
- Right to Information and the role of the media
- Legal responsibilities of editors, reporters and publishers

Unit 3

Media, Intellectual Property, Privacy and Social Responsibility

- Copyright protection of literary, artistic, photographic, audio and audiovisual works
- Plagiarism, attribution and fair dealing
- Privacy and the right to privacy
- Protection of personal information and its responsible use
- Obscenity and regulation of indecent content
- Reporting of children, victims of crime and vulnerable groups
- Media representation, dignity and non-discrimination
- Ethical issues in investigative journalism

Unit 4

Broadcast, Digital Media and Social Media Regulation

- Regulation of television, radio and other broadcast media
- Principles of responsible broadcasting
- Digital media and the changing media environment

Paula

Ray

[Signature]

[Signature]

[Signature]

Vive N

	• Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021 • Digital news publishers and ethical responsibilities • Social media, user-generated content and platform responsibility • Misinformation, disinformation, fake news and fact-checking • Hate speech, trolling and online harassment • Challenges of regulating global digital platforms
Unit 5	Media Ethics and Emerging Challenges • Media ethics, accuracy, fairness, objectivity and impartiality • Sources, verification and attribution • Confidentiality of sources and conflict of interest • Sensationalism, paid news and advertorials • Privacy versus the public's right to know • Ethical reporting of violence, suicide, crime, communal conflict Etc. • Gender-sensitive and child-sensitive media practices • Ethics of photography, video and visual representation • Artificial Intelligence, deepfakes and Ethical concerns • Ethical use of AI in news gathering, writing, editing and content creation • Media accountability and self-regulation • Future of media ethics in the digital age
Course Learning Outcomes	On completion of this course, the student should at least be able to: • Define the fundamental concepts of media law and ethics and identify the major constitutional provisions, laws, regulatory institutions and professional codes governing the media in India. (Remembering) • Explain the relationship between freedom of expression, media freedom, legal restrictions and ethical responsibilities in a democratic society. (Understanding) • Apply relevant legal provisions and ethical principles to practical situations involving journalism, broadcasting, digital media, privacy, copyright, defamation and social media. (Applying) • Analyse contemporary media practices and identify the legal and ethical issues involved in misinformation, sensationalism, privacy violations, conflicts of interest, hate speech and digitally generated content. (Analysing) • Assess and evaluate media content and professional practices in terms of accuracy, fairness, public interest, individual rights, social responsibility and ethical standards. (Evaluating)
Reference books Basu, Durga Das. <i>Law of the Press</i>. Prentice-Hall of India, 1980. Barendt, Eric. <i>Freedom of Speech</i>. Oxford University Press, 2005. Black, Jay, Bob Steele, and Ralph Barney. <i>Doing Ethics in Journalism: A Handbook with Case Studies</i>. McGraw-Hill, 1999. Carter, Cynthia, Gill Branston, and Stuart Allan, editors. <i>News, Gender and Power</i>. Routledge, 1998. Menon, M. G. K. <i>Press Laws and Media Ethics</i>. Gyan Publishing House, 2009. Nair, S. R. <i>Media Laws and Ethics</i>. Himalaya Publishing House, 2011. Raman, Usha. <i>Writing for the Media</i>. Oxford University Press, 2011. Rangaswami, Parthasarathy. <i>Journalism in India: From the Earliest Times to the Present Day</i>. Sterling Publishers, 1989. Seib, Philip, and Kathy Fitzpatrick. <i>Journalism Ethics</i>. Harcourt College Publishers, 1997. Saxena, A. K. <i>Fundamentals of Media Ethics</i>. Kanishka Publishers, 2004.	

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: DSC 301 Paper Title: 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 e pics 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> (Selections)
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. <i>What is world literature?</i> Princeton, N.J: Princeton University Press, 2003. ... (Ed). <i>World Literature in Theory</i> . London: Wiley Blackwell, 2014 Haen, Theo d'. <i>The Routledge concise history of world literature</i> . London : Routledge. 2012. Iyengar, K Srinivasa. <i>Indian Writing in English</i> , Sterling. Kalidasa – <i>Abhijnana Shakuntalam</i> , tr. Chandra Rajan, in Kalidasa: The Loom of Time. New Delhi: Penguin, 1989. Lawall, Sarah N. <i>Reading World Literature: Theory, History, Practice</i> . University of Texas Press, 1994.	

Reale

Use N

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: DSC 302 Paper Title: 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 movement 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>Karukku</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. <i>Poisoned Bread: Translations from Modern Marathi Dalit Literature</i> . New Delhi: Orient Longman, 1992. Kalyanarao, G. <i>Untouchable Spring</i> . Trans. Alladi Uma and M. Sridhar. Chennai: Orient Blackswan, 2010. Limbale,Sharan Kumar, <i>Towards an Aesthetic of Dalit Literature: History, Controversies, and Considerations</i> . Orient Longman, 2004. Vinodini, M. M. "Thirst". Published in Tutun Mukherjee (Ed.) <i>Staging Resistance: Plays by Women in Translation</i> . Delhi: OUP, 2004. Pawar, Urmila. "My Four Enemies" from <i>Indian Feminisms</i> Ed. By Jasbir Jain & Avadesh Kumar Singh Teltumbde, Anand. "Understanding Caste." <i>Contemporary Readings in Marxism: A Critical Introduction</i> . Ed. by Ravi Kumar. Routledge, 2022	

Paper Title: Gender, Sexuality & Intersectionality

Total credits: 04

(Internal: 30 M & External: 70 M)

Course Description	The course attempts to familiarize the students with major feminist and queer thinkers and examines issues of patriarchy, masculinity, femininity, heteronormativity, gender performativity and intersectionality
Course Learning Objectives	This course endeavors. . . To familiarize students with important feminist, queer and intersectional theories and thinkers. To enable students to understand gender and sexuality as socially, culturally and historically constructed categories. To examine the relationship between gender, sexuality, identity, representation and structures of power.
Unit 1	First, Second and Third Waves of Feminism Liberal, Radical, Marxist and Socialist Feminisms Simone de Beauvoir: <i>The Second Sex</i>
Unit 2	Betty Friedan: <i>The Feminine Mystique</i> Kate Millett: <i>Sexual Politics</i> bell hooks: <i>Feminist Theory: From Margin to Center</i>
Unit 3	Queer theory: concepts and approaches Heteronormativity and gender binaries LGBTQ+ identities and representation
Unit 4	Kimberlé Crenshaw: intersectionality Gender, race, caste, class and power Intersectionality, identity and social justice
Unit 5	Gender and representation in literature Women, men and queer identities in literary texts Sandra Gilbert and Susan Gubar: <i>The Madwoman in the Attic</i> (Introduction)
Course Learning Outcomes	On completion of this course, the student should at least be able to: Understand the tconcepts of Gender, Sexuality and Intersectionality Know major feminist, queer and intersectional theories Analyze the ways in which gender, sexuality, and class operate. Appreciate the nuances of differences in sexual identities.

Beauvoir, Simone de. *The Second Sex*. Translated by H. M. Parshley, Vintage Books, 1989.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.

hooks, bell. *Feminist Theory: From Margin to Center*. 2nd ed., Pluto Press, 2000.

Millett, Kate. *Sexual Politics*. University of Illinois Press, 2000.

Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. Routledge, 2002.

KRISHNA UNIVERSITY
DEPARTMENT OF ENGLISH
M.A., ENGLISH AND COMMUNICATION STUDIES
 Semester-III, Paper code: DSC 304
 Paper Title: **Comparative 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	This course endeavors . . . 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" & "Literary History and Comparative Literature: A Methodological Question".
Unit 5	Translation Etc. Dasgupta, Sayantan: "Translating India Today: Local cultures, global ambitions and colonial hangovers" K. Chellappan: "Comparative Literary Theory: An Indian Perspective"
Course Learning Outcomes	On completion of this course, the student should at least be able to: Demonstrate comprehensive knowledge of literary influences Compare different literatures in different genres Appreciate 'comparison' as a method of study Demonstrate the knowledge of comparative literature as a distinct study of multiple literatures with mutual influences crossing all types of boundaries. Apply required literary tools to understand and appreciate texts

Reference books

Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell.
 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.
 Basu, P. and I. Chanda (Eds.), *Locating Cultural Change: Theory, Method, Process*. Sage, 2011.
 Wellek, René. "Comparative Literature Today." *Comparative Literature* 17 (1965).

[Handwritten signature]

[Handwritten signature]
30

[Handwritten signature]

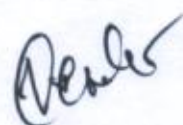
[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: DSC 305 Paper Title: Creative Writing	
No. of hours per week: 04 Total marks: 100 Details of the syllabus:	
Total credits: 04 (Internal: 30 M & External: 70 M)	
Course Description	The aim of this course is to familiarize the students with the elements of poetry, fiction, creative nonfiction, drama and contemporary forms of writing. The course emphasizes imagination, observation, voice, style, characterization, setting, dialogue, narrative structure and the effective use of language.
Course Learning Objectives	- To familiarize students with the distinctive features of major creative genres such as poetry, fiction, drama and creative nonfiction. - To develop students' imagination, observation, creativity and individual writing voice. - To enable students to experiment with different literary forms, styles, perspectives and narrative techniques.
Unit 1	Introduction to Creative Writing - Creativity, imagination and literary expression - Inspiration, observation and experience - The writer's voice, style and point of view - Theme, subject and treatment - Language, imagery and figurative expression
Unit 2	Writing Poetry: - Image, metaphor, symbol and symbolism - Diction, tone and poetic voice - Rhythm, metre and sound patterns - Rhyme, alliteration, assonance and consonance - Form and structure in poetry - Traditional and free-verse forms
Unit 3	Fiction Writing Elements of fiction: plot, character, setting, conflict and point of view - Narrative structure and story development - Characterization and character motivation - Setting, atmosphere and description - Dialogue and narration - First-person, third-person and multiple perspectives - Beginning, climax and resolution - Short story and flash fiction - Experimentation with time, memory and narrative perspective - Writing and revising a short story
Unit 4	Creative Nonfiction and Drama - Personal essay, memoir and autobiography - Travel writing and nature writing - Fact, memory and imagination - Voice, reflection and personal experience - Elements of drama: plot, character, dialogue, conflict and stage action - Scene construction and dramatic structure - Monologue and dramatic dialogue - Writing a short dramatic scene
Unit 5	Contemporary Creative Writing and Publishing - Digital storytelling and creative writing - Flash fiction and micro-fiction - Writing for blogs and online literary platforms - Multimedia and multimodal creative writing - Scriptwriting for film, television and digital media

	• Creative writing and social media • Literary magazines, online platforms and contemporary publishing • Developing a portfolio of creative writing
Course Learning Outcomes	Learner outcomes include applying appropriate literary techniques and principles to produce original poems, short fiction, creative nonfiction and dramatic writing. .
Reference books Bell, Julia, and Paul Magrs, editors. <i>The Creative Writing Coursebook</i> . Macmillan, 2001. Burroway, Janet. <i>Writing Fiction: A Guide to Narrative Craft</i> . 10th ed., University of Chicago Press, 2019. Gardner, John. <i>The Art of Fiction: Notes on Craft for Young Writers</i> . Vintage Books, 1991. Goldberg, Natalie. <i>Writing Down the Bones: Freeing the Writer Within</i> . Shambhala, 2005. King, Stephen. <i>On Writing: A Memoir of the Craft</i> . Scribner, 2000. Lodge, David. <i>The Art of Fiction</i> . Vintage, 1992. Lupton, Ellen. <i>Thinking with Type: A Critical Guide for Designers, Writers, Editors, and Students</i> . 2nd ed., Princeton Architectural Press, 2010. Morley, David. <i>The Cambridge Introduction to Creative Writing</i> . Cambridge University Press, 2007. Patel, R. K. <i>Creative Writing: A Beginner's Manual</i> . Orient BlackSwan, 2014. Rosenwasser, David, and Jill Stephen. <i>Writing Analytically</i> . 7th ed., Cengage Learning, 2020. Sellers, Heather. <i>The Practice of Creative Writing: A Guide for Students</i> . 3rd ed., Bedford/St. Martin's, 2017.	





KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A ENGLISH SEMESTER III 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: a) Writing: summaries, essays, reports, term papers. b) Introduction to research, planning and editing skills. c) Writing abstract and Paper for academic courses/conference. d) 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). <i>Ideas and options in English for specific purposes</i>. Mahwah, NJ: Lawrence Erlbaum Associates. Esteras, S.R. (2008). <i>Infotech: English for computer users</i> (4th ed.). New York: Cambridge University Press. Hyland, K. (2006). <i>English for academic purposes: An advanced resource book</i>. New York: Routledge. Lebauer, R. S. (2010). <i>Learn to listen, listen to learn 1: Academic listening and note-taking</i> (3rd ed.). Pearson ESL. Master, P., & Brinton, D.M. (1998). <i>New ways in English for specific purposes</i>. Alexandria, VA: TESOL Pub. Orr, T. (Ed.). (2002). <i>English for specific purposes</i>. Alexandria, VA: TESOL Pub.	

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: OEC 301 Paper Title: A Course in Functional English	
No. of hours per week: 04 Total marks: 100 Total credits: 04 (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, Jam sessions
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, group discussions.
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, <i>Make Your Own Language Tests: A 23 Practical Guide to Writing Language Performance Tests</i> , Pergamon Institute of English. Halliday, M., <i>An Introduction to Functional Grammar</i> . 2nd ed. London: Arnold. 1994. Lock, Graham. <i>Functional English Grammar</i> . Oxford University Press, 1996. Saraswathi, V. <i>English Language Teaching, Principles and Practice</i> , Chennai: Orient Longman, 2004. Thompson, G., <i>Introducing functional grammar</i> . London: Arnold. 1996. Tickoo M.L, and Subramanian. <i>A Functional Grammar with Usage and Composition</i> . New Delhi: Frank Bros. and Co., 2010.	

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: OEC 302 Paper Title: Fundamentals of Academic English	
No. of 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 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). <i>English for Academic Purposes: Students' Book</i> . Addison Wesley Longman Australia. Esteras, S.R. (2008). <i>Infotech: English for computer users</i> (4th ed.). New York: Cambridge University Press. Fortanet-Gomez, Inmaculada, Juan C. Palmer-Silveira, and Miguel F. Ruiz-Garrido. <i>English for Professional and Academic Purposes</i> . OUP. 2010. Hinkel, Eli. (2003). <i>Teaching academic English writing: practical techniques</i> (1 ed.). Routledge. Hyland, Ken. (2006). <i>English for academic purposes: An advanced resource book</i> . New York: Routledge. Jordan, R. R. <i>Academic Writing Course: Study Skills in English</i> . Longman, 3 rd Ed. 1999.	

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: DSC 304 Paper Title: 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 Learning 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, group discussions.
Course Learning 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. <i>Quick Learning Objective General of English</i> . S Chand, 2003. Carter, Ronald. <i>English Grammar Today</i> . Cambridge University Press, 2011. <i>Presentation Skills</i> . Fountainhead Press, 2015. Srivastava, Sushil Kumar. <i>Interview Skills</i> . Aavishkar Publishers, Distributors, 2012. Swan, Michael. <i>Practical English usage</i> . Oxford University Press. 2018.	

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: DSC 305 Paper Title: 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 seminars/conferences; Interview skills, group discussions.
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. <i>An Introduction to Professional English and Soft Skills</i> . Cambridge University Press India Pvt. Ltd., New Delhi. Jeff, Butterfield. <i>Illustrated Course Guides: Problem Solving and Decision Making – Soft Skills for a Digital Workplace</i> . 3rd Edition. ... <i>Soft Skills for Everyone</i> . Cengage Learning. Leech, Geoffrey and Jan Svartvick. <i>A Communicative Grammar of English</i> , Pearson Ramesh, Gopalaswamy and Mahadevan Ramesh.. <i>The Ace of Soft Skills: Attitude, Communication and Etiquette for Success</i> . Pearson, 2013.	

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: OEC 305 Paper Title: Advanced English Communication Skills	
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 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	Making Conversation, Action and State verbs, Using Collocations, Complex descriptions, Making General Statements, Agreeing and disagreeing, debates.
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, etymology and word roots.
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. <i>Study speaking: A course in spoken English for academic purposes</i> (2nd ed.). New York: CUP, 2004. Bryant, Lili and Ben Firancon Davies. 2016. <i>English for Everyone Course book Level 4 Advanced</i> . Penguin Random House. Leech, Geoffrey and Jan Svartvick, <i>A Communicative Grammar of English</i> , Pearson Murphy, Raymond. <i>English Grammar in Use</i> . Cambridge University Press. Read, J. <i>Assessing vocabulary</i> . Cambridge, UK: Cambridge University Press. 2000.	

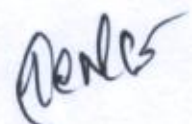
KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A ENGLISH AND COMMUNICATION STUDIES, SEMESTER III Paper code: ECS 401 Paper Title: Translation Studies	
No. of hours per week: 05	Total credits: 04
Total marks: 100	(Internal: 30 M & External: 70 M)
Details of the syllabus:	
Course Description	The course endeavors 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. <i>Translation, History and Culture</i>. Cassell, 1990 Catford, J. C. <i>A Linguistic Theory of Translation</i>. Oxford University Press, 1974 Holmes, James Stratton. <i>The Nature of Translation: Essays on the Theory and Practice of Literary Translation</i>. Mouton, 1970. Mukherjee, Sujeeet. <i>Translation as Discovery and Other Essays on Indian Literature in English Translation</i>. Allied. Hyderabad, 1981. Munday, Jeremy. <i>Routledge Companion to Translation Studies</i>. Routledge, New York, 2008. Steiner, George: <i>After Babel: aspects of Language and Translation</i>, OUP, London, 1975 Zlateva, Palma. <i>Translation as Social Action: Russian and Bulgarian Perspectives</i>. Routledge, 1993.	

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: ECS 402 Paper Title: English Language Teaching	
No. of hours per week: 06	Total credits: 03
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, <i>Make Your Own Language Tests: A 23 Practical Guide to Writing Language Performance Tests</i> , Pergamon Institute of English. Nagaraj, Geetha. <i>English Language Teaching: Approaches, Methods, Techniques</i> . Orient Longman Richards, Jack C. & Theodore S. Rodgers, <i>Approaches and Methods in Language Teaching</i> , Cambridge University Press Saraswathi, V. <i>English Language Teaching, Principles and Practice</i> , Chennai: Orient Longman, 2004. Stern, H.H. <i>Fundamental concepts in Language Teaching</i> . OUP. 1983. Tickoo M.L. <i>Teaching and Learning English</i> , Orient Longman, 2003. UR, Penny . <i>A Course in Language Teaching</i> , New Delhi, Oxford University Press. 1996.	

Usha N

@enle

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: ECS 403 Paper Title: Development Communication	
No. of hours per week: 06 Total marks: 100 Details of the syllabus:	
Total credits: 03 (Internal: 30 M & External: 70 M)	
Course Description	This course introduces students to the concepts, theories and practices of Development Communication. It examines the relationship between communication, social change and development, with particular emphasis on the Indian context.
Course Learning Objectives	• To introduce students to the concepts, theories and approaches of Development Communication. • To enable students to understand the relationship between communication, development and social change. • To familiarize students with major Development Communication theories and models. • To examine the role of traditional, mass and digital media in promoting development and social transformation.
Unit 1	Introduction to Development Communication: • Meaning, nature, scope and objectives of Development Communication • Concepts of development, social change and social transformation • Communication and development: historical perspectives • Development communication and nation building • Role of communication in social and economic development • Development communication in the Indian context • Development communication and the Sustainable Development Goals (SDGs)
Unit 2	Theories and Models of Development Communication: • Modernization theory and communication • Daniel Lerner and the role of mass media in modernization • Everett M. Rogers: Diffusion of Innovations • Dependency theory and development communication • Imperialism and the critique of Western models of development • Participatory Communication and alternative approaches • Paulo Freire: Dialogue, participation and conscientization • Comparison of top-down and participatory approaches to development
Unit 3	Media and Development: • Traditional and folk media for development • Print media and development journalism









	• Radio and community radio • Television and development communication • Educational and instructional media • Theatre, street plays and other forms of folk communication • Community media and people's participation • Development journalism: concept, characteristics and functions • Case studies of selected development communication campaigns
Unit 4	Development Communication in India: • Communication for rural and agricultural development • Health communication and public health campaigns • Communication for education and literacy • Women, gender and development communication • Communication and child development • Environmental communication and climate change • Communication for poverty alleviation and social welfare • Communication and empowerment of marginalized communities • Role of government, NGOs and community organizations in development communication • Selected Indian development communication initiatives and campaigns
Unit 5	Digital Media and Emerging Trends in Development Communication: • Information and Communication Technologies (ICTs) and development • Digital divide and information inequality • Mobile communication and development • Social media and participatory development • Digital storytelling and community engagement • E-governance and digital inclusion • Artificial Intelligence and development communication • Misinformation, disinformation and development issues • Communication for disaster management and crisis response • Development communication in the context of globalization • Future directions and challenges of Development Communication
Course Learning Outcomes	On completion of this course, the student should at least be able to: Define the basic concepts, principles, theories and approaches of Development Communication and identify its relationship with development and social change. Demonstrate an understanding of major theories and models of Development Communication and explain their relevance to social,

Devo

[Signature]

Usha N

[Signature]

[Signature]

[Signature]

economic and cultural development.

Apply the principles and approaches of Development Communication to selected issues such as health, education, gender, environment, rural development and social welfare.

Reference books:

Freire, Paulo. *Pedagogy of the Oppressed*. Continuum, 1970.

Jan Servaes, editor. *Handbook of Communication for Development and Social Change*. Springer, 2020.

Lerner, Daniel. *The Passing of Traditional Society: Modernizing the Middle East*. Free Press, 1958.

Rogers, Everett M. *Diffusion of Innovations*. 5th ed., Free Press, 2003.

Servaes, Jan. *Communication for Development and Social Change*. Sage, 2008.

Singhal, Arvind, and Everett M. Rogers. *India's Communication Revolution: From Bullock Carts to Bytes*. Sage, 2001.

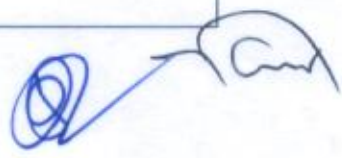
Tufte, Thomas, and Paolo Mefalopulos. *Participatory Communication: A Practical Guide*. FAO, 2009.



Decker



Ushu N



KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: ECS 404 Paper Title: Corporate Communication, and Advertisement	
No. of hours per week: 06 Total marks: 100 Details of the syllabus:	
Total credits: 03 (Internal: 30 M & External: 70 M)	
Course Description	This course introduces students to the principles, practices and strategies of Corporate Communication and Advertising. It examines communication within and outside organizations and familiarizes students with corporate identity, image, reputation, branding, public relations and crisis communication.
Course Learning Objectives	• To introduce students to the concepts, principles and practices of Corporate Communication and Advertising. • To enable students to understand the role of communication in building corporate identity, image, reputation and relationships. • To familiarize students with public relations, internal communication, external communication and crisis communication.
Unit 1	Introduction to Corporate Communication: • Meaning, nature, scope and functions of Corporate Communication • Corporate Communication and organizational communication • Internal and external communication • Formal and informal communication in organizations • Corporate identity, corporate image and corporate reputation • Corporate culture and organizational values • Stakeholder communication • Employee communication and engagement • Corporate communication strategies
Unit 2	Public Relations and Corporate Communication: • Meaning, nature and functions of Public Relations • Corporate Public Relations and stakeholder relationships • Media relations and press releases • Press conferences, interviews and corporate events • Internal newsletters, house journals and corporate publications • Corporate social responsibility and communication • Investor and government relations • Community relations • Crisis communication and reputation management
Unit 3	Introduction to Advertising: • Meaning, nature, scope and functions of advertising • Advertising as a form of mass communication

Devesh

[Signature]

[Signature]

[Signature]

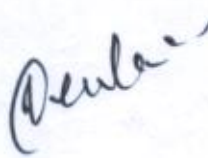
[Signature]

Ush N

44

	• Advertising and marketing • Advertising and consumer behaviour • Types of advertising: product, service, institutional, social and public service advertising • Advertising appeals: rational, emotional, moral and celebrity appeals • Advertising objectives and target audiences • Advertising agencies and their functions • Advertising campaign: planning, execution and evaluation • Ethics and social responsibility in advertising
Unit 4	Advertising Copy and Creative Communication: • Elements of an advertisement • Advertising copy: headline, sub-headline, body copy, slogan, tagline and signature • Principles of effective advertising copy • Copywriting for print media • Radio advertising and script writing • Television and video advertising • Visual communication and layout • Use of language, typography, images and symbols in advertising • Creativity and persuasive techniques • Brand communication and storytelling • Analysis of selected advertisements
Unit 5	Digital Advertising and Contemporary Corporate Communication: • Digital advertising: meaning, nature and scope • Social media advertising • Search engine and display advertising • Content marketing and influencer communication • Mobile advertising and emerging digital platforms • Corporate websites and online reputation management • Integrated Marketing Communication (IMC) • Data-driven advertising and personalized communication • Artificial Intelligence and advertising • Misinformation, manipulation and ethical issues in digital advertising • Changing relationship between corporations, media and consumers • Future trends in Corporate Communication and Advertising
Course Learning Outcomes	On completion of this course, the student should at least be able to:




 Use N

45

	Define the basic concepts, principles and functions of Corporate Communication, Public Relations and Advertising and identify their major forms and practices. Demonstrate an understanding of the role of Corporate Communication and Advertising in organizational communication, brand building, reputation management and consumer engagement. Apply principles of corporate communication, public relations and advertising to the preparation and analysis of corporate messages, press releases, advertisements and communication campaigns.
Reference books: Argenti, Paul A. <i>Corporate Communication</i>. 8th ed., McGraw Hill, 2016. Bovee, Courtland L., and William F. Arens. <i>Contemporary Advertising</i>. McGraw-Hill, 1992. Cornelissen, Joep. <i>Corporate Communication: A Guide to Theory and Practice</i>. 6th ed., Sage, 2020. Cutlip, Scott M., Allen H. Center, and Glen M. Broom. <i>Effective Public Relations</i>. 9th ed., Pearson, 2006. Fill, Chris, and Sarah Turnbull. <i>Marketing Communications: Discovery, Creation and Conversations</i>. 8th ed., Pearson, 2019. Jefkins, Frank. <i>Advertising</i>. 4th ed., Pitman Publishing, 1994. Kotler, Philip, and Kevin Lane Keller. <i>Marketing Management</i>. 15th ed., Pearson, 2016. Ogilvy, David. <i>Ogilvy on Advertising</i>. Vintage Books, 1985. Smith, Ronald D. <i>Strategic Planning for Public Relations</i>. 5th ed., Routledge, 2017. Theaker, Alison. <i>The Public Relations Handbook</i>. 5th ed., Routledge, 2020.	

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: DSE 401 Paper Title: Modern & Postmodern Literary Theories	
No. of hours per week: 05 Total marks: 10 Details of the syllabus:	
Total credits: 04 (Internal: 30 M & External: 70 M)	
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) Roman Jakobson: "Linguistics and Poetics"
Unit 2	Elaine Showalter: "Towards A Feminist Poetics" Vandana Shiva : "Women in Nature" (Ch.3) from <i>Staying Alive</i>
Unit 3	Roland Barthes: "Work and Text" Jacques Derrida: "Structure, Sign, and Play in the Discourse of the Human Sciences"
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: <i>The Burden of English</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 Aston, N.M, ed. <i>Trends in the Twentieth Century Literary Criticism</i>. New Delhi: Prestige Books, 1998. Barry, Peter. <i>Beginning Theory: An Introduction to Literary And Cultural Theory</i>. Manchester University Press, 2002. Bretons, Hans. <i>Literary Theory: The Basics</i>. London: Routledge, 2008. Devy, G N. (2010) 2nd Edition. <i>Indian Literary Criticism: Theory and Interpretation</i>. Hyderabad: Orient Blackswan. Eagleton, Terry. <i>Literary Theory: An Introduction</i>. Minneapolis: University of Minnesota Press, 1983. Krishnaswamy, N. & John Varghese. <i>Contemporary Literary Theory: A Students Companion</i>. New Delhi: Macmillan, 2000. Shiva, Vandana . <i>Women in Nature</i> (Ch.3) from <i>Staying Alive</i>, New delhi, OUP. Simons, Jon, ed. <i>Contemporary Critical Theorists: From Lacan to Said</i>. New Delhi: Atlantic Pub, 2004	

Regular

Use N

47

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: DSE 402 Paper Title: Fourth World Literatures	
No. of hours per week: 0 Total credits: 04 Total marks: 100 (Internal: 30 M & External: 70 M) Details of the syllabus:	
Course Description	This course introduces students to the concept, history and literary traditions of the Fourth World, with particular emphasis on Indigenous, Adivasi, Aboriginal and other marginalized communities whose cultural identities and political histories have been shaped by colonialism, dispossession and struggles for self-determination.
Course Objectives	• To introduce students to the concept, history and major characteristics of Fourth World Literature. • To familiarize students with Indigenous, Aboriginal, Māori and Adivasi literary traditions and their cultural contexts. • To examine themes of land, identity, dispossession, cultural memory, resistance and self-determination in Fourth World writing. • To enable students to understand the relationship between literature, colonialism, indigenous knowledge and cultural survival.
Unit 1	Concepts, and Contexts of Indigenous Literary Traditions • Meaning and evolution of the concept of the Fourth World • Indigenous peoples, nationhood and self-determination • Colonialism, settler colonialism and cultural displacement • Oral traditions, storytelling and indigenous knowledge • Land, community and cultural identity • Memory, ancestry and cultural continuity
Unit 2	Oral Traditions N. Scott Momaday: <i>House Made of Dawn</i> Leslie Marmon Silko: <i>Ceremony</i>
Unit 3	Native American Literature Louise Erdrich: <i>The Round House</i> Joy Harjo: <i>An American Sunrise</i>
Unit 4	Aboriginal and Māori Literatures Alexis Wright: <i>Carpentaria</i> Witi Ihimaera: <i>The Whale Rider</i>
Unit 5	Indian Adivasi & Other Writings Mahasweta Devi: "Draupadi" Robin Wall Kimmerer: <i>Braiding Sweetgrass</i>
Course Outcomes	After successful completion of the course, student shall be able to . . . • Define the concept of Fourth World Literature and identify its major characteristics, literary traditions, themes and cultural contexts. • Explain the historical and cultural contexts of Indigenous, Aboriginal, Māori and Adivasi literatures, including dispossession, cultural displacement and struggles for self-determination. • Apply Fourth World, Indigenous, postcolonial and ecological perspectives to the interpretation of selected literary texts.
Reference books Coulthard, Glen Sean. <i>Red Skin, White Masks: Rejecting the Colonial Politics of Recognition</i> . University of Minnesota Press, 2014. Harrison, Barbara, editor. <i>Indigenous Peoples and the Politics of Identity</i> . Zed Books, 2002. King, Thomas. <i>The Truth about Stories: A Native Narrative</i> . House of Anansi Press, 2003. Krupat, Arnold. <i>The Voice in the Margin: Native American Literature and the Canon</i> . University of California Press, 1989. Vizenor, Gerald. <i>Manifest Manners: Narratives on Postindian Survivance</i> . Wesleyan UP, 1999.	

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: DSE 403 Paper Title: Myth and Literature	
No. of hours per week: 06	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 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. <i>A Short History of Myth</i> , Perspective Books, India, 2005 Dorairaj, Joseph A. <i>Myth and Literature: A Hermeneutical Interpretation of James Joyce's A Portrait of the Artist as a Young Man</i> . Folklore Resources and Research Center, 2003. Frye, Northrop, <i>Spiritus Mundi: Essays on Literature, Myth, and Society</i> . Indiana University Press, 1983. Harris, Stephen and Gloria Platzner. <i>Classical Mythology: Images and Insights</i> . 6th ed., McGraw Hill, 2012. Leach, Maria, and Jerome Fried. <i>Funk & Wagnalls Standard Dictionary of Folklore Mythology and Legend</i> . Funk & Wagnalls Company, 1950. Ramanujan, A. K. <i>Collected Essays</i> (Ed. Vinay Dharwadkar), OUP. Soyinka, Wole. <i>Myth, Literature and the African World</i> . Cambridge: CUP, 1976. Strenski, Ivan. <i>Four Theories of Myth in Twentieth-Century History: Cassirer, Eliade, Lévi-Strauss and Malinowski</i> . Iowa City: University of Iowa Press, 1987.	

Devar







Usha N

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester-III, Paper code: DSE 404 Paper Title: Contemporary Indian Writings in English	
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 introduces students to significant contemporary Indian writings in English from the post-independence period to the present. It explores the diversity of Indian experiences represented in contemporary poetry, fiction, drama and non-fiction.
Course Learning Objectives	- To familiarize students with the social, cultural, political and historical contexts of contemporary Indian writing. - To examine major themes such as identity, caste, gender, class, migration, globalization, communalism and environmental concerns. - To enable students to appreciate the diversity of Indian voices and experiences represented in English.
Unit 1	Poetry Vikram Seth: Acknowledgment of <i>The Golden Gate</i> Eunice de Souza: "Advice to Women" Meena Kandasamy: "Mascara"
Unit 2	Fiction Amitav Ghosh: <i>The Glass Palace</i> Aravind Adiga: <i>The White Tiger</i>
Unit 3	Migration and the Diaspora Jhumpa Lahiri: <i>The Namesake</i> Kiran Desai: <i>The Inheritance of Loss</i>
Unit 4	Politics and Ecology Amitav Ghosh: <i>The Hungry Tide</i> Salman Rushdie: <i>Shalimar the Clown</i>
Unit 5	Non-Fiction Arundhati Roy: <i>Field Notes on Democracy</i> Pankaj Mishra: <i>From the Ruins of Empire</i>
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 Anjaria, Ulka. <i>Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form</i> . Cambridge University Press, 2012. Iyengar, K. R. Srinivasa. <i>Indian Writing in English</i> . Sterling Publishers, 1985. King, Bruce. <i>Modern Indian Poetry in English</i> . 2nd ed., Oxford University Press, 2005. Lahiri, Sharmila. <i>Indian Writing in English: A Critical Reader</i> . Orient BlackSwan, 2014. Naik, M. K. <i>A History of Indian English Literature</i> . Sahitya Akademi, 1982. Nayar, Pramod K. <i>Postcolonial Literature: An Introduction</i> . Pearson, 2008. Paranjape, Makarand R. <i>Indian Poetry in English</i> . Macmillan, 1993. Sinha, Sunita. <i>Post-Colonial Women Writers: New Perspectives</i> . Atlantic Publishers, 2008. Trivedi, Harish. <i>Colonial Transactions: English Literature and India</i> . Manchester University Press, 1993. Walsh, William. <i>Indian Literature in English</i> . Longman, 1990.	

50

Vish N

KRISHNA UNIVERSITY DEPARTMENT OF ENGLISH M.A., ENGLISH AND COMMUNICATION STUDIES Semester- III, Paper code: LAB-401 Paper Title: Life Skills (Comprehensive Viva/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, Intelligence Quotient(IQ), Emotional Quotient (EQ), Social Quotient (SQ), Adversity Quotient(AQ).
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, <i>Personality Development & Soft Skills</i> , Oxford Publishers, Third impression, 2017. Butterfield Jeff. <i>Soft Skills for Everyone</i> , Cengage Learning India Pvt Ltd; 1 st edition, 2011. Caruso, D. R. and Salovey P, <i>The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership</i> , John Wiley & Sons, 2004. Daniel Goleman, <i>Emotional Intelligence</i> . Bantam, 2006. Robbins, Stephen P., and Phillip L. Hunsaker. <i>Training in Interpersonal Skills: Tips for Managing People at Work</i> . Pearson Education, 2014. ICT Academy of Kerala, <i>Life Skills for Engineers</i> , McGraw Hill Education (India) Private Ltd, 2016. James, Larry. <i>The First Book of Life Skills</i> . First Edition, Embassy Books, 2016. Khara, Shiv . <i>You Can Win</i> . 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 marks: 100 Details of the syllabus:	
Total credits: 04 (Internal: 30 M & External: 70 M)	
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 criterions: 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:

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	100 M

*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

- e) 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).
- f) 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.
- g) **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)

h) 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.

i) 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.

j) 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.

k) 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.

KRISHNA UNIVERSITY, MACHILIPATNAM -521004
Department of English

M.A., ENGLISH & COMMUNICATION STUDIES PROGRAMME

I/II Midterm examination & Month & Year of exam

W.E.F 2026-2027

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 | |
| 2. (A) Essay question | (or) |
| (B) Essay question | |
| 3. (A) Essay question | (or) |
| (B) Essay question | |
| 4. (A) Essay question | (or) |
| (B) Essay question | |

56

Handwritten signature:
cheiron
BGS

KRISHNA UNIVERSITY, MACHILIPATNAM -521004
M.A., ENGLISH & COMMUNICATION STUDIES PROGRAMME

Semester:

Paper Title with paper code: Month & Year of exam
[QUESTION PAPER PATTERN FOR SEMESTER END (EXTERNAL) EXAMINATION]

W.E.F 2026-2027

Max. Marks: 70

Time: 3 Hours

Answer any FIVE questions (Short Questions)

(5x4= 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)
B)

UNIT - I

(OR)

3. A)
B)

UNIT - II

(OR)

4. A)
B)

UNIT - III

(OR)

5. A)
B)

UNIT - IV

(OR)

6. A)
B)

UNIT - V

(OR)

(57)

Chaitanya
Bos