

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA  
ACCREDITED WITH NAAC 'A' GRADE (3.17CGP)**



**BOARD OF STUDIES MEETING**

**Department of English Language & Literature**

**M.A ENGLISH 2023-24**

## PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA



### VISION & MISSION OF THE COLLEGE.

#### VISION, MISSION & OBJECTIVES

##### VISION:

To contribute its might for holistic and quality human capital formation for modern economy with focus on developing employment opportunity – enhancing skilling ecosystem, through Integration of research, value system and technology into teaching – learning process.

##### MISSION:

- To provide conducive and outcome-based skill development environment in the institution to brighten prospects for progression to higher education, employment opportunities in Government and Private agencies, for personal growth and enhanced productivity and economic growth.
- To collaborate with coaching centres or skill development institutions for skill development.
- To develop systems for quality enhancement in learning by student through promotion of ICT integration into learning, deployment of learning resources at the door steps of students for optimum utilization.

- Designing and implementing student-centric, inquisitive, practical-rich and research based curricula, including project works, problem-solving & applications oriented TLPs, field trips, etc., that facilitate experiential and participative learning.
- To strengthen research and development and create new research knowledge through intense research, collaborations, knowledge and technology transfer.
- To foster innovation among students through trainings and forging collaborations with outside organizations.
- To turn each student into a wholesome personality through initiatives in Community Service, Gender equity initiatives, Environment protection, personality, development, transferable skills, understanding constitution and its spirit and their role in nation building.
- To mould the character of each constitutional provisions-abiding and inquisition-arousing.

### **OBJECTIVES:**

1. To prepare and introduce students to the world of work through development of cognitive skills, discipline-specific skills, technical and professional skills, information processing skills, problem-solving skills, social engagement and emotional skills.
2. To forge collaborations with industry, Government and third sector organizations
3. To promote intuition among students
4. To devise plans for rolling out socially conscious, culturally synchronizing and environmental friendly students.
5. To mould the students access to ICT infrastructure for enhanced quality higher education.
6. To make students find innovative solutions to societal problems and adapt themselves.

## Department Of English

### Foreword.....

Language is nothing but a source of communication, a medium of conveying our ideas to one another. Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings. In this era of globalization, Information and Communication Technology, English has a special and predominant role in the communicative sphere of the world. It has a special identity in the field of education. While teaching, a teacher has to keep in mind the aims and objectives of the subject. Teaching requires certain directions, after all success of teaching depends upon its aims and objectives. It is the language of opportunities in academics and employment. Keeping this in mind, the Department of English has made every effort to update itself in terms of the syllabi, teaching methodology and pattern of evaluation.

A number of changes have been ushered in to make language learning, meaningful, creative, and purposeful to the growing demands of the industry. The English Language Text has become a spring board for imparting Listening, Speaking, Reading and Writing skills. The conventional teaching of prose, poetry, short story and drama has been totally revamped. The Teacher centric lecture method has been replaced by student centric Communicative Language Teaching. Learner independence is ensured at every level by giving top priority to activities. Pedagogical methods are being applied for a multipronged approach to impart skills. Role Plays, Group Discussions, seminars, Debates and surveys are made essential part of teaching activities.

Challenges before the English language teachers in India are enormous and apparent. Teachers should be able to cater to the practical needs of learners to make them competent enough to interact with one another and also to retrieve information all over the world. At present, the challenges visible before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the demands of the day to day life. By using conventional methods, maximum time will be consumed in exercises and drilling, dealing with grammar and pronunciation which takes away a large portion of

class time. Therefore, teaching English is considered as a challenging task. Thus, to meet the present-day challenges in teaching English, first of all, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world.

The Department has fully utilized Autonomy and the vast experience accrued over three cycles of NAAC Assessment to add or delete the syllabi to match the learner standards and market needs.

Changes have been affected in the evaluation pattern also. Testing pattern is designed to maximize the creativity and avoid readymade mugged up answers. Online testing is made mandatory for 10 marks in the internal examinations. The Essay type questions in 250 words carrying 8 - 10 marks have been replaced by short answer questions in 75 - 100 words carrying 4-8 marks. Multiple Choice Questions have been made compulsory in Special English both to cover the syllabi and to ensure success in PG Entrance Examinations NET and SET.

COVID-19 has totally changed the very face of Higher Education. The teacher-taught relationship has been snapped suddenly. One of the disguised blessings of Corona is the increasing demand for online teaching. Though it is no way new to the field of education nor is it a complete substitute it has come up as the ultimate resort to all the teachers.

Thus, keeping in view the current scenario, the Department of English has taken special care to design and deliver the content in such a way that the takeover to online method will be smooth and easy both for the student and the teacher as well. The Dept. is geared to deliver 25 % of the content online and modify the same as per the instructions of the state and central governments from time to time.

The Department hopes these changes will certainly deliver the intended results and reward the students with better learning experience, improved language skills and thereby successful career in academics and employment.

Date: 04.12.2023

Department of English

## Department Of English, Action Taken Report

2023-24

The following action / measures were taken on the suggestions given by the  
Members of the BOS 2022-23

<b>S.NO</b>	<b>SUGGESTIONS OF THE BOS MEMBERS</b>	<b>ACTION TAKEN BY THE DEPARTMENT</b>
1.	To Include BOS Agenda, Resolutions in the BOS copy	Included the BOS Agenda, Resolutions in the BOS copy of the present year BOS as per the suggestion given by the BOS members.
2.	Course outcomes & Programme outcomes are to be in tune with the vision mission of the college.	The course outcomes & programme out comes modified as per the college vision and mission and inserted in the BOS copy 2023-24.
3.	To frame the questions in according to Bloom's Taxonomy	Questions are framed according to Bloom's Taxonomy as per the suggestions of the BOS members.

<b>Index</b>		
<b>SI No</b>	<b>Item</b>	<b>Page No.</b>
1	About the College Vision and Mission	
2	Action Taken Report	
3	Index	
4	Department Vision and Mission	
5	Proceedings of the Principal	
6	Agenda	
7	Resolutions of Board of Studies	
8	Proposed Activities 2023-2024	
9	Objectives and Outcomes	
10	List of Examiners and Paper Setters	
11	PG - I Semester-PAPER I -Syllabus,Model Paper	
12	PG - I Semester -PAPER II-Syllabus, Model Paper	
13	PG - I Semester PAPER III -Syllabus,Model Paper	
14	PG - I Semester PAPER IV-Syllabus,Model Paper	
15	PG - I Semester PAPER V-Syllabus,Model Paper	

16	PG - II Semester-PAPER I -Syllabus,Model Paper	
17	PG - II Semester -PAPER II-Syllabus, Model Paper	
18	PG - II Semester PAPER III -Syllabus,Model Paper	
19	PG - II Semester PAPER IV-Syllabus,Model Paper	
20	PG - II Semester PAPER V-Syllabus,Model Paper	
21	PG - III Semester-PAPER I -Syllabus,Model Paper	
22	PG - III Semester -PAPER II-Syllabus, Model Paper	
23	PG - III Semester PAPER III -Syllabus,Model Paper	
24	PG - III Semester PAPER IV-Syllabus,Model Paper	
25	PG - III Semester PAPER V-Syllabus,Model Paper	
26	PG - IV Semester-PAPER I -Syllabus,Model Paper	
27	PG - IV Semester -PAPER II-Syllabus, Model Paper	
28	PG - IV Semester PAPER III -Syllabus,Model Paper	
29	PG - IV Semester PAPER IV-Syllabus,Model Paper	
30	PG - IV Semester PAPER V-Syllabus,Model Paper	



# **PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**

## **Department of English**

### **Mission, Vision, and Values**

#### **Our Mission**

The English Department of Language and Literature Pithapur Rajah's Government College (A), Kakinada helps students build knowledge of the content and methods of literary studies, critical evaluation, Communication skills, academic, professional, and creative writing. In addition, our faculty is committed to an interdisciplinary approach to knowledge, evident in their involvement in programs such as Ethnic Studies, Women's Studies, Film Studies, International Studies, and Environmental Studies. Our graduates are well prepared for professional and graduate study and for lifelong learning. They pursue careers in education, research, business, law, government, and publishing. The Department's policies and its reading- and writing-intensive curriculum demonstrate our commitment to the liberal arts.

#### **Our Vision**

- To provide appropriate pedagogies - including class size - and environments (classrooms, equipment, resources, and technology) that will lead to student retention and success as well as an increase in the number of majors and minors.
- To help students see themselves as professionals, as part of a discipline with skills and abilities valuable in the business, teaching, publishing, or post-graduate work.
- To give students a sense of themselves as citizens of a larger community by encouraging participation in service learning and in diverse and international course work and programming.

- To assure that students encounter creativity crucial to English studies through theater productions, readings by professional writers, and their own creative and critical production and presentation.
- To balance the needs of general education - communication, diversity, global perspectives, interdisciplinary studies - with those of the major.
- To acquire adequate funding to support the department's contributions to general education and the liberal arts through departmental budgets and hiring.
- To value faculty scholarship and service through greater support for and participation in activities of the profession.

### **Our Values**

- To convey knowledge of literary history, literary forms, literary theory, and a wide variety of texts and a wide array of vocabularies and practices used to consider them.
- To promote human values through English literature and translation studies.
- To give students an understanding and appreciation of the English language.
- To provide students with good writing and critical thinking skills useful not only in the academy but also in the world at large.
- To offer opportunities to explore identity, values, manners, and morals

**PROCEEDINGS OF THE PRINCIPAL, P.R. GOVERNMENT COLLEGE (A), KAKINADA-A. P**

**Present: Dr. B. V. Tirupanyam, M. Sc; Ph.D.**

**R.C.No.1/A.C./PG BOS/2023-24, Dated: 01.11.2023**

**SUB:** P.R. Government College(A), Kakinada-PG Board of Studies (BOS)- Program/Course-Nomination of Members-Orders issued.

**REF:** 1. UGC Guidelines of for Autonomous Colleges-2018.

**ORDERS:**

The Principal, P.R. Government College(A), Kakinada is pleased to constitute PG Boards of Studies in M.A **English** for framing the syllabi in respective Subject for all Semesters duly following the norms of the UGC Autonomous guidelines Dated: 01.11.2023.

S. no	Name of the Person	Designation
1	Ch.Vennela	Chairman & Lecturer In-charge, Department.
2	Dr.S.Prasanthisree, Prof. AKNU, MSN P.G Centre, Kakinada.	University Nominee
3	Dr.T.K.V.Srinivasarao,Principal, DC,Mandapeta	Subject Expert -I ,Principal, Mandapeta
4	Sri.P.V.Krishna rao, Lecturer in English, GDC Perumallapuram	Subject Expert - II Lecturer in English, Perumallapuram
5	Sri.V.Srinivasarao, Rtd Lecturer, GDC ,RCPM	Representative from Alumni
6	Dr.M.Somaraju	Member
7	Dr.S.Srinivasarao	Member
8	Sri.S.K.R.Raju	Member
9	Ms. R.S.Roja	Member
10	Sri.Ch.Veerababu	Member
11	Ms. P.Pushpalatha	Member
12	Mr.Ch.Nirmal Vinod	Member
13	Mr.V.Ashok kumar	Member
14	Ms.Y.Prathibha Grace	Member
15	Ms.A.Chandini	Member
16	Miss.Sirisha	Student Member
17	Miss.naga suri	Student Member

The above members are requested to attend the BoS meeting on 04-12-2023 and share their valuable reviews, and suggestions on the following functionaries.

- Prepare syllabi for the subject keeping in view the objectives of the college, interest of the stake holders and National requirement for consideration and approval of the IQAC and A.C.
  - Suggested methodologies for innovative teaching and evaluation techniques.
  - Suggest the panel of Names to the academic council for appointment of Examiners.
  - Coordinate research, teaching, extension and other activities in the Department of the college.

  
PRINCIPAL  
P.R. Govt. College 'A' TAT  
KAKINADA

PRINCIPAL,  
P. R. Government College(A), Kakinada

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**

**P.G BOARD OF STUDIES MEETING 2023-2024**

**DEPARTMENT OF ENGLISH**

**AGENDA**

The following proposals are submitted as a part of the agenda for the consideration and approval of the honourable members of Board of Studies, at the meeting held on Dated: 04.12.2023

**Syllabi and Question Paper Models:**

1. To accept and implement the syllabus provided for M.A English Literature for the academic year 2023-'24.
2. To prepare and approve delivering 25% syllabus Online (if need be via Google Meet) as a Blended Teaching Method in view of prevailing pandemic and the recommendations of National Educational Policy.
3. To organise and propose to arrange student centric Guest Lectures and webinars, Seminars on relevant topics.
4. To do and practice the implementation of Pedagogy methods like Quiz, classroom seminar, Assignment or Case study, Test, puzzles, viva and few more innovative methods in classroom teaching as indicated in the curricular plans.
5. To enrol the Students online programmes like in MOOCS, SWAYAM & NPTEL in every year for M.A Previous and Final year .
6. To Train the students for competitive examinations as well as NET or SET for upgrading their academic competence.
7. To consider and approve all the Proposed Activities of the Department of English for **2023-2024.**

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**P.G BOARD OF STUDIES MEETING 2023-2024**  
**DEPARTMENT OF ENGLISH**

**RESOLUTIONS**

The following proposals are submitted as a part of the agenda for the consideration and approval of the honourable members of Board of Studies, at the meeting held on 04-12- 2023.

**Syllabi and Question Paper Models:**

1. Considered and approve the syllabus provided for M.A English Literature for the academic year 2023-'24.
2. Considered and approved delivering 25% syllabus Online if need be via Google Meet)as a Blended Teaching Method in view of prevailing pandemic and the recommendations of National Educational Policy.
3. Considered and approved the decision to conduct as many students centric Guest Lectures and webinars, Seminars on all possible and relevant topics.
4. Considered and approved the implementation of Pedagogy methods like Quiz, classroom seminar, Assignment or Case study, Test, puzzles, viva and few more innovative methods in classroom teaching as indicated in the curricular plans.
5. It is resolved to enrol the Students online programmes like in MOOCS, SWAYAM &NPTEL in every year for M.A Previous and Final year .
6. It is also further resolved to train the students for competitive examinations as well as NET or SET for upgrading their academic competence.
7. It is unanimously resolved to approve all the Proposed Activities of the Department of English for **2023-2024**.

APPROVAL OF THE BOS COMMITTEE

S.NO	Name of the Person	Designation	Signature
1	Ch.Vennela	Chairman & Lecturer In-charge, Department.	Ch.Vennela
2	Dr.S.Prasanthiree, Prof. AKNU, MSN P.G Centre, Kakinada.	University Nominee	S. Prasanthiree
3	Dr.T.K.V.Srinivasarao, Principal, GDC Mandapeta	Subject Expert -I Principal, Mandapeta	T.K.V.
4	Sri.P.V.Krishna rao, Lecturer in English, GDC Perumallapuram	Subject Expert - II Lecturer in English, Perumallapuram	P.V. Krishna Rao
5	Sri.V.Srinivasarao, Rtd Lecturer, GDC Ramachandrapuram	Representative from Alumni	
6	Dr.M.Somaraju	Member	M. Somaraju
7	Dr.S.Srinivasarao	Member	S. Srinivasarao
8	Sri.S.K.R.Raju	Member	S. S.K.R. Raju
9	Ms. R.S.Roja	Member	R.S. Roja
10	Sri.Ch.Veerababu	Member	Ch. Veerababu
11	Ms. P.Pushpalatha	Member	P. Pushpalatha
12	Mr.Ch.Nirmal Vinod	Member	Ch. Nirmal Vinod
13	Mr.V.Ashok kumar	Member	V. Ashok Kumar
14	Ms.Y.Prathibha Grace	Member	Y. Prathibha Grace
15	Ms.A.Chandini	Member	A. Chandini
16	Miss.Sirisha	Student Member	Sirisha
17	Miss.naga suri	Student Member	Naga Suri



PITHAPUR RAJAH'S GOVERNMENT COLLEGE (AUTONOMOUS), KAKINADA  
KAKINADA 533 001-ANDHRA PRADESH  
An AUTONOMOUS and NAAC Accredited Institution (A Grade- 3.17 CGPA)  
(Affiliated to ADI KAVI NANNAYA UNIVERSITY, Rajamahendravaram.)

### ACADEMIC CELL

(Certificate to be issued by the University Nomine/Subject Expert/Member of BOS)

Department Name: *English.*

Name of the BOS Member :  
(University Nomine/Subject Expert/Industrialist/ Member)

I certify that the syllabus submitted by the .....*English*..... Department is verified by me and I recommend the following suggestions:

1. *Work books for PG students.*
2. *Try to introduce one certificate course for other community service - just like the previous year.*
- 3.
4. *Focus on the Internship & Apprenticeship introduced by the APSCHF towards the Subject related Industries.*
- 5.

The syllabus is approved with the above suggested modification

*S. Prasanthi*  
Signature with Date

Note: BOS Members are requested to fill the above details with necessary suggestions and send back to the Head of the department along with the syllabus



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### ACADEMIC CELL

(Certificate to be issued by the University Nomine/Subject Expert/Member of BOS)

Department Name: *English*

Name of the BOS Member :  
(University Nomine/Subject Expert/Industrialist/ Member)

I certify that the syllabus submitted by the .....*English*..... Department is verified by me and I recommend the following suggestions:

1. *workbooks* maybe introduced for PG to strengthen their
2. *grammar and vocabulary.*
3. *whenever additional inputs are introduced, they may be*
4. *tested only in mid-term exams. The external*
5. *examiners may not be familiar with the test.*

The syllabus is approved with the above suggested modification

*[Signature]*  
Signature with Date *12/12/23*

Note: BOS Members are requested to fill the above details with necessary suggestions and send back to the Head of the department along with the syllabus





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### ACADEMIC CELL

(Certificate to be issued by the University Nomine/Subject Expert/Member of BOS)

Department Name: *English.*

Name of the BOS Member :  
(University Nomine/Subject Expert/Industrialist/ Member)

I certify that the syllabus submitted by the .....*English*..... Department is verified by me and I recommend the following suggestions:

1. *Registration on Academic bank of credits.*
2. *Literary project at the end, after the 2<sup>nd</sup> Sem.*
3. *Every student should do atleast one MOOCs course*
- 4.
- 5.

The syllabus is approved with the above suggested modification

*M. V. L.*

Signature with Date

Note: BOS Members are requested to fill the above details with necessary suggestions and send back to the Head of the department along with the syllabus

**PITHAPUR RAJAH'S GOVT.COLLEGE (A), KAKINADA**

**Department of English**

**Proposed Activities 2023-2024**

<b>Sl. No</b>	<b>Program</b>	<b>Number Proposed</b>
1.	Guest Lectures from Experts	02 per semester
2.	Invited Talks by faculty	2 per Semester
3.	State / National Level Work shop/ seminar on English for Specific Purpose	01
4.	Outreach programs to Schools/Teachers	02 per semester
5.	Remedial Coaching	15 days before semester
6.	Special Coaching for SET/NET Aspirants in Literature	15 days

### **ACHIEVEMENTS OF THE PREVIOUS YEAR i.e 2022 - 23 Academic year**

1. P.G English was awarded autonomy from the academic year 2019-20.
2. Organized 4 Guest Lectures only for the P.G students to impart Literary Knowledge.
3. 25% of the syllabus was covered through ICT method.
4. The Department initiated the paper reading activity before the commencement of the classes.
5. The Students of P.G actively participated in Seminars and Conferences and presented their papers.
6. The department conducted II MID examination through online mode.

### **FUTURE PLANS OF THE DEPARTMENT**

1. The Department wishes to launch a vigorous campaign for filling up seats in M.A English.
2. The department wants to train the students to the presentation of papers in the seminar at the end of I and II years and the student's listening skills, communication skills and vocabulary are tested through the Viva-voce examination .
3. The department wants to impart coaching for competitive exams to the outgoing students.
4. Department intends to organize national seminar and a workshop tentatively in February/ March 2024.
5. The Department of English would like to conduct a Guest Lecture tentatively in the month of March /April 2024

**M A English Language & Literature  
Programme outcomes, programme specific outcomes and course  
outcomes**

## **Programme Outcomes**

The programme:

- Helps the students learn the evolution of language and the politics
- Enhances critical thinking of students
- Cultivates language skills of students by introducing them to structures of language through a wide variety of literary works.
- Hones the writing skills of students and they learn the conventions of academic writing
- Instills a critical perspective with which students approach the disciplines
- Introduces different literary periods and trends of each of these periods.
- Introduces works written by different sections of people (gender, racial and ethnic minorities) and makes the students give critical responses from different perspectives.

### **Programme Specific Outcome**

By the end of the programme, the students:

- Critically interact with works from different contexts: social, political, economic, historical and national as subjects conscious of their own socio-historic specificity and thus their level of critical thinking is enhanced.
- Become thorough with reading works with theoretical basis
- Students become capable of interpreting and exploring relationships from the points of view of different people.
- Become inspired by fiction, open up their minds and stimulate the sympathetic/empathic imagination by allowing them to see the world through other's eyes as well to foster intercultural dialogue
- Approach and appreciate Indian literature in English and explore its uniqueness and its

place among the literatures in English.

- Learn what language is and what knowledge a language consist of. This is provided by basic examination of internal organization of sentences, words, and sound systems. The course assumes no prior training in linguistics.
- Get sensitized with the critical tools used in the reading of literature
- Form an idea of the complex nature of literary studies and how they are entangled with other aspects of the social body.
- Gain perceptive insights into the socio-political dynamics, the structuring points of view, the dominant ideology, hegemony, the prevailing common sense and communal underpinnings that mediate the writing, production, reception and survival of a work.
- Learn literary terms and the various streams in literary criticism, to make them aware of the inter-disciplinary nature of contemporary criticism and to develop in students, skills for literary criticism.
- Inculcate a literary, aesthetic and critical awareness of diverse cultures and literary creations and thus to arrive at a broader vision of the world.
- Come to know about the evolution of the Feminist movement and to familiarize them with the various issues addressed by Feminism
- Become sensitized to issues like marginalization and subjugation of women
- Develop sensible response to great classics in translation and fine tune analytical skills with a view to achieving a broad, wholesome vision of life

Core Courses		
Course Code	Course Name	Course Outcome

SEM I PAPER I	<b>History and concepts of English Language</b>	# To enlighten the students with the evolutions of English language # to make them known how culture made changes to English language from time to time.
SEM I PAPER II	<b>58 BRITISH POETRY UPTO 1800</b>	# To make the students aware of these literary periods and the trends of each # To introduce them to a bunch of English poetry; drama; prose and fiction
SEM I PAPER III	<b>BRITISH DRAMA UPTO 1800</b>	# To make the student thorough with the main writers and their works of the literary period # To introduce works of different authors and their styles. # To make the students capable of analyzing these works.
SEM I PAPER IV	<b>British prose up to 1800</b>	To introduce students to the best British plays. # To generate a broad vision of life by making the students to come to grips with universal problems discussed in these dramas. # To make the students explore how universal are these dramas and how politically motivated are these writings.
SEM I PAPER V	<b>An introduction to Linguistics</b>	(i) takes the speech community, rather than the individual, as its angle of vision; (ii) focuses on the linguistic results of contact; and (iii) and seeks to elucidate the social structuring of diversity internal to the speech community. The linguistic outcomes of language contact are discussed in terms of four major domains. This review has sampled work on languages in contact, largely from a sociolinguistic and quantitative perspective, in an attempt to deal with the major outstanding issues regarding the linguistic consequences of bilingualism
SEM II PAPER I	<b>English through digital medium</b>	# To instill in the students the ability to analyse these works from the political, historical and sociological perspectives.
SEM II PAPER II	<b>POETRY: FROM 1800 TO 2000</b>	# To know the trend of the writing of this period # To introduce poems, prose and drama of the period and to make them analysed in the light of the trend of the period. # To study how politics of the time influence literary works and vice versa.

SEM II PAPER III	<b>DRAMA: History of drama from 1800 to 2000</b>	<ol style="list-style-type: none"> <li>1. To master the history, literature, theories, and performance skills prerequisite to advanced training in theatre arts or a career in the entertainment industry.</li> <li>2. To develop a more complex understanding of the co-curricular relationships that exist within the broader liberal arts disciplines.</li> <li>3. To apply and test knowledge through work on a variety of theatre productions as relevant to their emphasis within the program.</li> <li>4. To direct, act, design, stage manage a theatrical production(s), significant artistic project, or write a substantial thesis.</li> </ol>
SEM II PAPER IV	<b>FICTION FROM 1800 TO 2000</b>	<p>1. Ability to grasp the basic concept of literature, various terms, phases of development of Language</p> <p>Ability to understand the cosmopolitan vocabulary and the impact of various languages on English and the techniques of word making.</p>
SEM II PAPER V	<b>NON FICTIONAL PROSE 1800 TO 2000</b>	<p>Ability to grasp the basic concept of literature, various terms, phases of development of Language</p> <p>Ability to understand the cosmopolitan vocabulary and the impact of various languages on English and the techniques of word making.</p>
SEM III PAPER I	<b>Indian Writings in English before Independence</b>	<p>To Describe and differentiate the varieties of prose of major Indian writers.</p> <p>To Identify the various forms and types of poetry.</p> <p>To Specify the figurative language used in poems.</p> <p>To Analyze the use of myth in Indian writing in English.</p> <p>To explain the issue or subalternity and regionality in the literary domain</p>
SEM III PAPER II	<b>American Literature</b>	<p># To introduce the students the periods of American literature.</p> <p># To introduce to them a bunch of poems, plays and fiction written by American authors and make the students know the trend of these from time to Time.</p>
SEM III PAPER III	<b>Post Colonial Literatures -I (African &amp; Carrabin Literatures</b>	<p>To introduce students to the Europe's best fictions in translation.</p> <p># To generate a broad vision of life by making the students to come to grips with universal problems and varied life situations.</p> <p># To make the students to have a feel of excellent classics</p>

		in translation in various genres by a judicious selection. It should instill in the students a spirit of enquiry and further exploration.
SEM III PAPER IV	<b>English Language teaching</b>	To Comprehend the concepts in language teaching To Acquire the skills of Teaching English To Demonstrate different classroom management techniques To Teach English in a systematic way To Make use of Technology for Teaching English
SEM IV PAPER I	<b>Indian Writing in English after Independence</b>	# To provide an overview of the various phases of the evolution of Indian writing in English. # To introduce students to the thematic concerns, genres and trends of Indian writing in English. # To expose students to the pluralistic aspects of Indian culture and identity.
SEM IV PAPER II	<b>Indian Classics in Translations</b>	To Understand the central issues of Translation To Use the methods of Translation To Translate Different Genres To Make use of Technology for Translation
SEM IV PAPER III	<b>Translation Theory and principles</b>	To Understand the central issues of Translation To Use the methods of Translation To Translate Different Genres To Make use of Technology for Translation
SEM IV PAPER IV	<b>Literary Theory and Criticism</b>	# to instill in the students a theory basis # to make the students analyse and interpret literature based on the # To enhance the critical thinking of students by introducing to them a bunch of literary and political theories. # To make them known the evolution of literary theories.
SEM IV PAPER V	<b>WOMEN'S WRITING</b>	# To enable students to identify concepts of class, race and gender as social constructs and interrelated throughout women's lives # To lead them to explore the plurality of female experience in relation of these # To equip them with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms



**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**LIST OF EXAMINERS AND PAPER SETTERS: 2023-2024**

1. Dr.N.Thyagaraju	Asst.Prof. in English	Andhra University , Visakhapatnam
2. Dr. D.Jyothirmayee	Asst.Prof. in English	AKNU, Rajamahendravaram
3. Dr.Narasimha Rao	Asst.Prof. in English	ANU Campus,Guntur
4. Smt. Manjoosha	Asst.Prof. in English	ANU Campus,Guntur
5. Dr.S.Prasanthi Sri	Asst.Prof. in English	AKNU, Kakinada
6. P. Pala Prasada Rao	Lecturer in English,	JKC, Guntur
7. Dr. Santha Kumari ,	Asst.Prof. in English,	P.B.Siddhartha college of Arts & Science ,Vijayawada-10
8. Dr. P.Sanjotha,	Lecturer in English,	ASD Women's College ,kakinada
9. Dr.Radha Madhavi,	Asst.Prof. in English	AKNU, Kakinada
10. Prof. K.Rajamanikyam	Asst.Prof. in English	Andhra University , Visakhapatnam
11. Dr.T.Ashok ,	Asst.Prof. in English	AKNU, Rajamahendravaram

**SYLLABUS  
AND  
MODEL  
QUESTION PAPER**

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**M.A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER – I PAPER -I - SYLLABUS**  
**History and concepts of English Language**  
**W.E.F FROM 2020-2021**

**Objective:** This course aims at enabling learners understand and use some of the fundamental and the most essential concepts required to attempt a comprehensive description and study of 'Language and Language Skills' in general and English Phonetics, Skills of Communication etc., in particular.

**Course Description:** By making frequent reference to the language, the course focuses on helping the student see the logical and sequential interconnection of the areas of Linguistics and Language Teaching. Incidentally, this course also emphasizes on the practice of English Phonetics by giving due importance to its English theoretical study, while a full unit is incorporated into the syllabus to provide the student with the basic understanding of acquisition and learning of the Language Skills.

**Unit-1 What is language and theories about the origin of language**

1. The descent of English
2. Indo-European family of languages

**Unit-2 Periodization of history of English language**

1. Old English period
2. Middle English period
3. Modern English period or Renaissance

**Unit-3. Foreign influences on English language**

1. Latin influence
2. France influence
3. Scandinavian influence
4. Other influences: (Greek, Spanish, Sanskrit, Russian)

**Unit-4. Semantics and other issues**

1. Change of meaning
2. Standard English
3. Growth of vocabulary

**Unit-5 Grammar**

1. Formal and functional grammar
2. Prescriptive and descriptive grammar
3. Transformational generative grammar

### **Suggested Reading:**

1. Akmajian, Adrian, et al ed. *Linguistics: An Introduction to Language and Communication*. MIT Press, 2001.
2. Balasubrahmanian, T. *A Text Book of English Phonetics for Indian Students*. New Delhi: Macmillan, 1981.
3. Cruttenden, Alan. *Gimson's Pronunciation of English*. USA: Oxford UP, 2008.
4. Jones, Daniel. *English Pronouncing Dictionary*. Cambridge: Cambridge UP, 2003.
5. Lyons, John. *Language and Linguistics: An Introduction*. Cambridge: Cambridge UP, 2006.
6. *An outline history of English* by A.C.BAUGH
7. O' Connor, J.D. *Better English Pronunciation*. 2nd ed. Cambridge: Cambridge UP, 1980.
8. Roach, Peter. *English Phonetics and Phonology*. Cambridge: Cambridge UP, 2009.
9. Trask, R.L. *Key Concepts in Language and Linguistics*. London: Routledge, 1999.
10. Yule, George. *The Study of Language*. 2nd ed. Cambridge: Cambridge UP, 2010.
11. Chomsky Noam, *Language and Mind*, 3rd Edition, Cambridge, Cambridge University Press 2012.
12. Jackendoff S Ray, *Patterns in the Mind- Language and Human Nature*, New York, Basic Books Inc., 1984.

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**History and concepts of English Language**  
**SEMESTER – I PAPER – I MODEL QUESTION PAPER**

**Time: 3 hrs**

**Maximum Marks: 75**

**I. Answer ALL of the following questions in not more than 250 words. 4x10=40 marks**

1. a. Write a note on the Indo-European family of languages.

OR

b. Write an essay about various theories related to the birth of language.

2. a. What are the chief characteristics of old English period?

OR

b. Attempt an essay about the orthographical reforms proposed during the renaissance.

3. a. What changes did Norman conquest bring on English language?

OR

b. How did Scandinavian languages change the structure of English language?

4. a. What are the reasons for the exponential growth of English vocabulary?

OR

b. Explain the ways in which words change their meaning in course of time?

**II. Answer any FIVE of the following questions in not more than 100 words. 5x5=25 marks**

1. Latin influence during old English period

2. Sanskrit words in English language

3. Synthetic and analytic languages

4. Grimm's law

5. Grammatical changes during Middle English period

6. Inflections

7. The Great Vowel Shift

8. Received pronunciation

**III. Correct and rewrite the following sentences where ever necessary. 10x1=10Marks**

1. If you don't complete the work with in stipulated time you would be punished.

2. When the question of attacking China arose the prime minister hesitate to issue necessary orders.

3. would you please help close the door?

4. In spite of his ability to win the race, but he failed to accomplish the deed.

5. Sarala is the youngest of the two sisters.

6. She goes to the temple every week to offer prayers.

7. It is easy said than done.

8. The age-old profession of teaching has become a commercial entity where in students were customers and teachers were sellers.

9. The umpire is the latest man to leave the field.

10. He always hanged the washed clothes in the neatly decorated wardrobe.

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**M. A. ENGLISH SEMESTER- I PAPER – II SYLLABUS**  
**POETRY: BRITISH POETRY UPTO 1800**

**Objective:** To familiarize the student with different movements of poetry and genres from Britain like: sonnet, epic, mock epic, lyric, epithalamion and metaphysical poetry and to expose the student to the expanded vocabulary and imagery in consequence of geographical and intellectual explorations that took place during Renaissance.

**Course Description:** The texts acquaint the student with: the currents of poetry from Britain which embody its most vigorous and energetic spirit, the trend setting movements that manifested the wide ranging poetic ideas and styles of the respective periods. However, in the first place, the paper intends to train the students to read, enjoy and appreciate poetry.

**Unit – I :**

**Background Study1: TYPES OF POETRY** Sonnet, Lyric, Metaphysical poetry, Puritanism, Reformation, Renaissance, Epic, Mock epic, Neo-classicism.

**Background Study2: TOPICS OF POETRY**

The language of poetry (figurative versus literal language, irony, sounds, rhythms, voices, lexical and syntactic orders, images/imagery etc.), verse-forms and structures.

**Background Study3: History of British poetry up to 1800**

**Unit – II :**

Edmund Spenser - "Epithalamion"  
Shakespeare - Sonnets No.18, 30, 55, 116 & 130

**Unit – III :**

John Donne - "The Canonization"  
Andrew Marvell - "To His Coy Mistress"

**Unit – IV :**

John Milton - Paradise Lost – Book – I

**Unit – V:**

Alexander Pope – Essay on criticism  
William Collins – Ode to Evening  
Thomas Grey - Elegy written in a country church yard

**Textbooks:**

1. Abrahams, M.H. ed., Norton Anthology of English Literature. 8th ed. New York: W. W Norton Inc, 2006.
2. Chaucer, Geoffery. The Canterbury Tales, Wordsworth Editions Ltd.
3. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy eds., Norton Anthology of Poetry. New York: W.W. Norton & Company, 1983.
4. Gardner, Helen. The Metaphysical Poets. London: Penguin Classics, 1985.
5. Milton, John. Paradise Lost Book – I. Delhi: Macmillan, 1978.
6. Palgrave, F. T. The Golden Treasury. Calcutta: Oxford UP, 1992.
7. Pope, Alexander. Rape of the Lock. Chennai: Macmillan, 1980.
8. Spenser, Edmund. Faerie Queen Book 1: Epithalamion, Prothalamion. Madras: Macmillan, 1989.

**Suggested Reading:**

1. Abrahams, M.H. ed. Glossary of Literary Terms. Hienle & Wardsworths, 2008.
2. Bailey, John. Milton. Bailey, John. New Delhi: Atlantic Publishers, 2009.
3. Bradley, A.C. Oxford Lectures on Poetry. New Delhi: Atlantic Pub, 1999.
4. Boulton, Marjorie. The Anatomy of Poetry. USA: Routledge, 2014.
5. Cambridge Companions to Spenser, Donne, Dryden & Alexander Pope. Cambridge: CUP,
6. Cuddon, J.A. A Dictionary of Literary Terms & Literary Theory. New York: Penguin Publishers, 1998.
7. Carter, Ronald and John Meral. The Routledge History of Literature in English. 2nd ed. Routledge, 2001.
8. Ford, Boris. ed., The New Pelican Guide to English Literature. Vol. II, III & IV. London: Pelican, 1998.
9. Katak, Y.V. ed., Rediscovering Shakespeare: An Indian Scrutiny. Pencraft International: New Delhi, 2002.
10. Lemon, Lee T. Glossary for the Study of English. New Delhi: Macmillan, 1971.
11. Ricks, Christopher. ed., English Poetry and Prose 1540 – 1674. London: Sphere Reference, 1986.
12. Thomas, Corns. ed., A Companion to Milton. New York: Atlantic Publishers, 2003.

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**M. A. ENGLISH LANGUAGE & LITERATURE**  
**POETRY: THE RENAISSANCE TO THE 18TH CENTURY**  
**SEMESTER 1 PAPER – II MODEL QUESTION PAPER**

**Time : 3 hrs**

**Maximum Marks: 75**

**I. Answer the following questions in not more than 250 words. 5x8=40 marks**

1. a) Assess the importance of lyric during Elizabethan Era  
Or  
b) Why Spenser is called poets' poet
2. a) Spenser's Epithalamion is an epitome of marriage songs in English discuss.  
Or  
b) Assess the autobiographical element in the sonnets of Shakespeare prescribed to you.
3. a) Explain the title significance of the poem Canonization.  
Or  
b) Write an essay of the metaphysical features in the poem "To his coy mistress".
4. a) Write an essay about the characteristics of an Epic based on Paradise lost.  
Or  
b) Do you consider Satan as the hero of paradise lost? Justify.
5. a) Gray's elegy written in a country church yard is a homage paid to the whole of humanity in general.  
Justify.  
Or  
b) Write a note on the imagery in the poem Ode to evening.

**II. Answer any FOUR of the following questions in not more than 100 words. 4x5=20 marks**

1. Shakespearean Sonnet
2. Refrain
3. Invocation
4. Importance of English Bible
5. Irony
6. Rhythm



**III. Annotate any THREE of the following.**

**3x5=15 marks**

1. Sing Heav'nly Muse, that on the secret top  
Of *Oreb*, or of *Sinai*, didst inspire  
That Shepherd, who first taught the chosen Seed,
2. My vegetable love should grow  
Vaster than empires and more slow;  
An hundred years should go to praise  
Thine eyes, and on thy forehead gaze;
3. Now lay those sorrowful complaints aside,  
And having all your heads with girlandcrownd,  
Helpe me mine owne loves prayes to resound,  
Ne let the same of any be envide:
4. O nymph reserved, while now the bright-haired sun  
Sits in yon western tent, whose cloudy skirts,  
With brede ethereal wove,  
O'erhang his wavy bed;
5. Beneath those rugged elms, that yew-tree's shade,  
Where heaves the turf in many a mould'ring heap,  
Each in his narrow cell for ever laid,  
The rude forefathers of the hamlet sleep.

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**M. A. ENGLISH SEMESTER – I PAPER-III- SYLLABUS**  
**DRAMA: BRITISH DRAMA UPTO 1800 W.E.F FROM 2020-2021**

**Objective:** To acquaint the student with British Drama from the time it took a formal shape in tragedies and comedies to the age of Comedy of Manners. Further it aims to enable the student to understand and evaluate Renaissance Humanist ways of thinking that redefined man's relationship with authority, history, science and the future.

**Course Description:** The course presents various manifestations of tragedy and comedy and showcases the evolution of British Drama through various political, social and cultural changes.

**Unit – I:**

**Background Study1:** Miracle Plays, Mystery Plays, Morality Plays, The Renaissance, Elizabethan Drama & Theater, Jacobean Drama, Restoration Drama, Romantic Comedy and Comedy of Manners.

**Background Study2:** plot, character, action, climax, suspense, tragedy, comedy, farce, melodrama, the full length/five-act play versus the One-act play, stage-set and setting; dramatic irony, the play-text and language.

**Background Study3:** History of British drama up to 18<sup>th</sup> century

**Unit – II:**

Christopher Marlowe - Dr. Faustus

**Unit – III:**

William Shakespeare - Hamlet , The Tempest

**Unit – IV:**

John Webster - The Duchess of Malfi

**UNIT-V:**

William Congreve - The Way of the World

**Textbooks:**

1. Congreve, William. *The Way of the World*. Chennai: Macmillan, 2005
2. Marlowe, Christopher. *Dr. Faustus*. Delhi: Macmillan, 2006.
3. Shakespeare, William. *Hamlet*. ed. A.W. Verity, Chennai: Macmillan Shakespeare series, 2005.
4. Shakespeare, William. *The Tempest*. Chennai: Macmillan Shakespeare Series, 2000. 5. Webster, John. *The Duchess of Malfi*. Delhi: Macmillan, 2001.

**Suggested Readings:**

1. Bradbrook, M.C. ed., *Themes and Conventions in the Elizabethan Tragedy*. 2nd ed. New Delhi: Foundation Books, 2006 (First South Asian Edition).
2. Bradley, A.C. *Shakespearean Tragedy*. London: Macmillan & Co Ltd, 1926.
3. Carter, Ronald and Macre John. eds., *The Routledge History of Literature in English*. 2nd ed. Routledge, 2001
4. Cheney, Patrick. ed., *The Cambridge Companion to Christopher Marlowe*. Cambridge: Cambridge UP, 2004.
5. Desai, R. W., ed., *Thirty One New Essays on Hamlet: Extracts from Hamlet*. Studies Vol 1 to 21. Delhi: Doaba House, 2003.
6. Dutton, Richard and Jean Elizabeth Howard. eds., *A Companion to Shakespeare's Works: The Tragedies*. Blackwell Publishers, 2003.
7. Kushwaha, M.S. ed., *Dramatic Theory and Practice: Indian and Western*. New Delhi: Creative Books, 2000.
8. Nicoll, Allardyce. *British Drama: An Historical Survey from the Beginning to the Present Time*. Delhi: Doaba House, 1962.
9. Sean, Mc Evoy. *Shakespeare: The Basics*. London: Routledge, 2000.

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**MA ENGLISH LANGUAGE & LITERATURE SEMESTER – I PAPER – III**  
**DRAMA: THE RENAISSANCE TO THE 18TH CENTURY**  
**MODEL QUESTION PAPER W.E.F FROM 2020-2021**

Time : 3 hrs

Maximum Marks : 75

**I. Answer ALL the following questions in not more than 250 words. 5x08=40 marks**

1. a) Trace the history of English drama up to Elizabethan age.

Or

b) Write an essay about Elizabethan theater

2. a) Assess Dr. Faustus as a morality play.

Or

b) The role of good and evil angles in Dr. Faustus

3. a) Do you consider Hamlet as a tragedy? Why?

Or

b) Write a note about the character of Prospero in "The Tempest".

4. a) Duchess of Malfi is a revenge tragedy. Justify.

Or

b) Write an essay on the character of Bosola in the Duchess of Malfi

5. a) What difference do you find between Captain Absolute and Ensign Beverly

Or

b) Congreve's Way of the world is a comedy of manners. Discuss.

**II. Answer any FOUR of the following questions in not more than 100 words. 4x5=20 marks**

1. Mystery play

4. Marlow's mighty line

2. Interlude

5. Caliban

3. Sentimental Comedy

6. Luscious O'trigger

**III. Annotate any three of the following. 3x5=15 marks**

1. "But say what you will, 'tis better to be left than never to have been loved. To pass our youth in dull indifference, to refuse the sweets of life because they once must leave us, is as preposterous as to wish to have been born old, because we one day must be old."

2. The reward of sin is death? That's hard.

Si peccassenegamus, fallimur, et nullaest in nobis veritas.

If we say that we have no sin,  
We deceive ourselves, and there's no truth in us.

3. Our ancestors are very good kind of folks;  
but they are the last people I should choose  
to have a visiting acquaintance with."

4. The Duchess: Diamonds are of most value,  
They say, that have pass'd through most jewellers' hands.  
Ferdinand: Whores, by that rule, are precious.

5. You taught me language, and my profit on't  
Is I know how to curse. The red plague rid you  
For learning me your language!

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**M. A. ENGLISH SEMESTER – I PAPER-IV-SYLLABUS**  
**PROSE & FICTION: British prose up to 1800 W.E.F FROM 2020-2021**

**Objective:** To provide the student with an overview of the evolution of prose writing as an artistic pursuit in Britain and to introduce English Novel from its rise and through its growth giving various accounts of its characteristic forms and concerns.

**Course Description:** The texts prescribed trace the growth of the printed word in its Fictional and Non-fictional forms in Britain. The prose texts in the course expose the students to epigrammatic, allegorical and journalistic styles of prose writing. The texts concentrate on the conflict between contemporary social reality and social ideals. The course offers an opportunity to the student to understand various social, human and gender interests that were reflected on in the novels prescribed.

**Unit - I :**

**Background Study 1:** Essay, Rise of the English Novel, Autobiographical novel, Picaresque novel and Self-reflexive Writing

**Background Study 2:** Definition and kinds of short and long fiction, katha versus tale versus story, meta fiction, narrative focus/voice(s), telling and listening, point of view, plot, character, description, setting/ background, allegory/symbolic suggestion and theme versus motif.

**Background Study 3:** History of British prose up to 1800

**Unit - II:**

Francis Bacon - Essays: a) "Of Truth"  
b) "Of Love"  
c) "Of Friendship"  
d) "Of Studies"

e) “Of Marriage and Single Life”

**Unit – III:**

Jonathan Swift – A Voyage to Lilliput (From Gulliver travels)

**Unit – IV:**

Henry Fielding - Tom Jones

**Unit - V:**

Laurence Stern - The Life and Opinions of Tristram Shandy Gentleman

**Textbooks:**

1. Bacon, Francis. Essays. Macmillan: Chennai, 2004.
2. Ben, Aphra. Oroonoko. New Delhi: Viva Books, 2008.
3. Fielding, Henry. The History of Tom Jones, A Foundling. New York: Penguin Books. 2005.
4. Ramaswami and Sethuraman. eds., The English Critical Tradition - Vol. I. New Delhi: Macmillan, 2005.  
(for Preface to Shakespeare)
5. Stern, Lawrence. The Life and Opinions of Tristram Shandy Gentleman. Wordsworth Classics, 1995

**Suggested Reading:**

1. Allen, Walter. The English Novel: A Short Critical History. New York: Penguin books, 1958.
2. Clingham, Greg, ed. The Cambridge Companion to Samuel Johnson. Cambridge UP: Cambridge, 1997.
3. Eagleton, Terry. The English Novel: An Introduction. New Delhi: Atlantic Pub, 2005. 4. Ford, Boris, ed.  
The New Pelican Guide to English Literature., Vol. III. & IV. London: Pelican Books, 1982
5. Hughes, Derek and Janet Todd, eds. The Cambridge Companion to Aphra Behn. Cambridge: Cambridge UP, 2004.
6. Lodge, David. Consciousness & The Novel. New York: Penguin Books, 2002.
7. Lodge, David. Language of Fiction: Essays in Criticism and Verbal Analysis of the English novel. New York: Routledge, 2002.
8. Sharma, Anjana. The Autobiography of Desire: English Jacobean Women Novelists of the 1790s. New Delhi: Macmillan, 2004.
9. Watt, Ian. The Rise of Novel. U of California P: California, 2001

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**MA ENGLISH SEMESTER – I PAPER – IV**  
**PROSE & FICTION: THE RENAISSANCE TO THE 18TH CENTURY**  
**MODEL QUESTION PAPER                      W.E.F FROM 2020-2021**

**Time: 3hrs**

**Maximum Marks: 75**

**I. Answer ALL the following questions in not more than 250 words.                      5x08=40 marks**

1. a) Trace the history of essay up to 18<sup>th</sup> century  
Or  
b) Write a note on the raise of novel in English literature.
2. a) Write a note on the prose style of Bacon.  
Or  
b) Bacon's Of Studies reflects the need for book reading. Justify.
3. a) How does the author delineate the character of Gulliver?  
Or  
b) Explain the satire in "a voyage to Lilliput".
4. a) Tom Jones as is satire on the English society of 18<sup>th</sup> century. Discuss  
Or  
b) Assess the character of Tom Jones.
5. a) Write a note on The Life and Opinions of Tristram Shandy Gentleman picaresque novel  
Or  
b) Trace the development of Tristram Shandy from an innocent rural boy in to a polished gentleman.

**II. Answer any FOUR of the following questions in not more than 100 words.      4x5=20 marks**

1. Autobiographical Essay                      2. Aphorism
3. Gothic Novel                                      4. Epistolary Novel
5. Prose writing during 17<sup>th</sup> century      6. Adison and Steele's contribution to social essay

**III. Answer any THREE of the following questions in not more than 100 words. 3x5=15 marks**

1. Bacon's views about friend ship.
2. Relation between the king of the Lilliput's0 and Gulliver.
3. Character of Sophia Western from Tom Jones
4. 18<sup>th</sup> Century society through the life and opinions of Tristram Shandy
5. How does Bacon differentiate between the lives of married men and single men

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA  
M. A. ENGLISH SEMESTER –I – PAPER-V-SYLLABUS**

**An introduction to Linguistics**

W.E.F FROM 2020-2021

**Unit-1: Introduction to linguistics**

- (a) Growth and development of linguistic science
- (b) Types of linguistics: (Historical linguistics, Comparative linguistics, Descriptive linguistics, Anthropological linguistics, Evolutionary linguistics)
- (c) Branches of linguistics: (Sociolinguistics, Psycholinguistics, Neurolinguistics, Developmental linguistics, Computational linguistics, Eco linguistics)
- (d) Areas of linguistics: (Phonemics', Morphology, Semantics, Pragmatics, Semiotics)

**Unit-2: Sounds**

1. Phonetics: a) The Air Stream Mechanisms
  - b) The Organs of Speech
  - c) The Production, Classifications and Description of Speech Sounds
  - d) Place and Manner of Articulation
  - e) Vowel sounds, Consonant sounds, Diphthongs.

**Unit-3: Words**

1. Syllables - Mono, Di, Tri, and poly syllabic words.
2. Syllabification - Syllabic transcription, Onset, Nucleus, and Coda.
3. Suprasegmental features - Stress, Tone, and Accent.
4. Morphology: Morpheme, Lexeme
5. Types of morphemes: Inflectional morphemes, derivational morphemes, Affixation, Compounding.
6. Division of morphology: Morpheme based, Lexeme based, and Word based, and Morph and allomorph.
7. Lexemes: Inflectional and derivative lexemes.

**Unit-4: Sentence**



1. Syntax: Surface syntax and Deep syntax
2. Sentences: Types of sentences, Simple, complex and compound sentences.
3. Clauses: Noun, Adjective, and Adverbial clauses.
4. Phrases: Noun, Adjective, and Adverbial phrases.

**Unit-5: Prominent contributors to linguistics**

1. Panini                      2. William Jones                      3. Max Muller    4. Ferdinand De Saussure
5. Roman Jacobson    6. Lenard Bloomfield                      7. Nom Chomsky

**PITHAPUR RAJAH'S GOVERNMENT COLLEGE (A), KAKINADA**  
**MA ENGLISH SEMESTER – I PAPER – V**  
**An introduction to linguistics**  
**MODEL QUESTION PAPER                      W.E.F FROM 2020-2021**

**Time: 3 hrs**

**Maximum Marks: 75**

**I. Answer ALL of the following questions in not more than 250 words.                      5x08=40 marks**

1. Write a note on historical and comparative linguistics.  
Or  
Attempt an essay on different areas of linguistics.
2. Write an essay about different Phonemic sounds in English language.  
Or  
What is speech articulation? Illustrate your answer with suitable diagram?
3. What is morphology? And write notes on different types of morphemes.  
Or  
Write an essay about syllables and syllabification.
4. What is syntax? And attempt a note about different types of syntactic variations.  
Or  
Attempt an illustrated note on simple complex and compound sentences.
5. Assess the contribution of William Jones to philology of English.  
Or  
Panini is the father of linguistic science. Do you agree?

**II. Answer any FIVE of the following in not more than 100 words.                      5x5= 25 marks.**

1. Eco linguistics                      2. Neuro linguistics
3. Nucleus                      4. Stress
5. Lexeme                      6. Allomorph
7. Ferdinand De Saussure                      8. Universal Grammar

**III. Rewrite the following phonetic transcription in to English**

**5x1= 5m**

/ðətajmhæzɔm/                      /wεθəpɪgzhævwɪŋz/

/wəjdəsiisbojliŋhat/                      /tutalkəvmeniθɪŋz/

/əvkæbægəzændkiŋz/

**IV. Rewrite the following words in syllabic transcription. 5x 1= 5M.**

Achievement                      Knowledge                      Independence

Memorable                      Particular

**PITHAPUR RAJAH'S GOVT.COLLEGE (A), KAKINADA**

**M.A. ENGLISH    SEMESTER – II PAPER –I-SYLLABUS**

**English through digital medium    W.E.F FROM 2020-2021**

**Unit-1: Introduction to English through digital medium**

**(A)Introduction to documentary:** Types of documentaries (Romantic, Kino-Pravda, Newsreel tradition, Cinema-Verité, Political, Silent, Hybrid): Documentary Styles (Voice over, Silent narrative, Hosted narrator.

**(B) ADDRESSES:** History and uses of speeches: Techniques of public speaking (Body language, Voice modulation, Register, Humor, Communication skills, Effective introduction and questioning): Theories and Models: (Aristotle model, Shannon & Weaver, Laswell's model): Speaking styles (Passive, Aggressive, Assertive)

**(c) Interviews:** Definition of Interview, Types of Interviews: Formal, Informal. Telephonic, Online Precautions before, during and after an interview

**(d) Movies:** History of Movie, Types of Movies: Mookie -Talkie , Feature film, Animation Film , Documentary Film , Short film, Bio pic .Terminology: Direction, Screen play, Focus, reel, Background score, Graphics

**Unit-2: Documentaries**

1. The Adventure of English (Ep-7) <https://www.youtube.com/watch?v=SygpJAwypeo>

2. William Shakespeare: The Life and Times Of (FULL DOCUMENTARY)

<https://www.youtube.com/watch?v=qafnuBH8KPs>

3. One Night in Bhopal [https://www.youtube.com/watch?v=rJg19W8x\\_Ls](https://www.youtube.com/watch?v=rJg19W8x_Ls)
4. Indo-Pak Kargill War Documentary <https://www.youtube.com/watch?v=37MM9XHva0Y>

### **Unit-3: Famous addresses and Lectures**

1. Malala Yousafzai: Nobel Peace Prize Lecture <https://www.youtube.com/watch?v=c2DHZlkUI6s>
2. Dr.APJ Abdul Kalam at Think Edu Conclave 2013, Chennai  
<https://www.youtube.com/watch?v=34LROp3DYvc>
3. Toni Morrison: College Commencement Address (2004 Speech to Students)  
<https://www.youtube.com/watch?v=SAJH03U7aHM>
4. How women in rural India turned courage into capital | Chetna Gala Sinha  
[https://www.youtube.com/watch?v=v5c3FE\\_qRnI](https://www.youtube.com/watch?v=v5c3FE_qRnI)

### **Unit-4: Famous interviews**

1. Khushwant Singh in Face to Face with Karan Thapar  
<https://www.youtube.com/watch?v=JKhZ2Cr5DS8>
2. Walk the Talk with VS Naipaul (Aired: October, 2004)  
<https://www.youtube.com/watch?v=b1LBzTYzfJQ>
3. Newsmaker Interview: Nelson Mandela, 1990  
<https://www.youtube.com/watch?v=7bNb3kQVxFQ>
4. (Exclusive) One-On-One with Prof. Wole Soyinka  
<https://www.youtube.com/watch?v=9L1I3fK7RHA>

### **Unit-5: Movies**

1. Gandhi <https://www.youtube.com/watch?v=FoqZsJtBbDE>
2. Pride and Prejudice <https://www.youtube.com/watch?v=Rdj1aUJ3Bc8>

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**  
**MA English Semester – II Paper – I Model Question Paper**  
**English through digital medium**      W.E.F FROM 2020-2021

**Time: 3hrs**

**Maximum Marks: 75**

**I. Answer the following questions in not more than 250 words.      5x08= 40 marks.**

1. What is a documentary and what are different types of documentaries?

Or

How does a public speech become effective?

2. How did English spread to other parts of the world?

Or

Describe how India stood victorious in Kargill war based on the documentary you have watched.

3. How does Malala Yousaf express her anguish about the conditions of Girl children in her Nobel address?

Or

How did A.P.J. Abdul Kalam pay homage to his teachers through his address in Chennai

4. How does The interviewer bring out the psyche of V.S.NAIPAUL through the interview?

Or

How does Wole Soyinka reveal about the horrid conditions in Africa through the interview?

5. How does the director portray the character of Mahatma Gandhi through his movie?

Or

Write an essay about the significance of the title Bride and Prejudice.

**II. Answer any FIVE of the following in not more than 100 words. 4x5=20 marks.**

1. Informal interview

2. Animation film

3. Movie review

4. Causes for the failure of union carbide

5. Khushwant sings view about his literary output

6. Nelson Mandela's views about South African government about his release

7. Characterization of the Britishers in Gandhi

8. Relation between Indians and the English from Bride and Prejudice.

**III. Annotate any Three of the following. Each one carries 5 marks.**

**3x5=15Marks**

1. When cool fine; but when heated very dangerous.
2. It wasn't because the sun shone all day long; the English weather was as unpredictable back then as it is today.
3. But in this desolated landscape there existed an unwritten understanding. . .
4. My roots are in the dung heaps of Punjab villages.
5. The struggle against racial is worldwide. It is not only confined to South Africa.
6. I am witnessing in front of me a hopeless design.
7. Thank you to my father for not clipping my wings and let me fly.

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**  
**M. A. ENGLISH SEMESTER –II – PAPER-II-SYLLABUS**  
**POETRY: FROM 1800 TO 2000 W.E.F FROM 2020-2021**

**Objective:** The main objective of this course is to help the student recognize the striking distinctiveness of subject matter, tone, temper and style in the nineteenth century poetry.

**Course description:** The course offers the best representative examples of poetry from Romantic and Victorian periods which help the student thoroughly understand the literary situations of the periods in relation to their social contexts.

**Unit-1: Background Study (A)**

Ode, Dramatic Monologue, Ballad, Pre-Raphaelites

**Background (B)**

Super naturalism in Romantic poetry, Hellenism, War poems, Georgian poetry, Age of Decadence

**Background (C) History of poetry from 1800 to 2000**

**Unit-2: Poetry from 1800 to 1850**

**a. S.T. Coleridge:** The Rime of The Ancient Mariner

**b. William Wordsworth:** Ode on Intimations of Immortality

**c. John Keats:** Ode to A Nightingale, Ode to A Grecian Urn, La Belle Dame Sans Merci

**Unit-3: Poetry from 1850 to 1900**

**a. Alfred Lord Tennyson:** Tears Idle Tears

**b. Robert Browning:** Andrea Del Sarto

**c. D.G. Rossetti:** The Blessed Demessel

**Unit-4: Poetry from 1900 to 1950**

**a. T.S Eliot:** The Waste Land

**b. W.B. YEATS:** Second Coming, Byzantium

**c. Dylan Thomas:** The Force That Through the Fuses

**Unit-5: Poetry from 1950 to 2000**

**a. Stephen Spender:** A Childhood, I Think Continually

**b. Ted Hughes:** Hawk Roosting, Pibroch, Thrushes

**c. W.H Auden:** Lay Your Sleeping Head My Love, The Unknown Citizen, The Shield Of Achilles

**Textbooks:**

1. Abrahams, M.H. ed., Norton Anthology of English Literature. 8th ed. New York: W. W. Norton Inc, 2006.
2. Palgrave, F. T. The Golden Treasury. Calcutta: Oxford UP, 1992.
3. Reiman, Donald H and Neil Raistat. eds., Shelly's Poetry and Prose: Authoritative Texts and Criticism. 2nd ed. New York: W.W. Norton & Co, 2002.
4. Sachithanandan, V. ed., Six English Poets: Tennyson, Browning, Arnold, Hopkins, Yeats, Eliot. Madras: Macmillan, 1994.
5. Sethuraman, V.S. ed., Victorian Poetry. Madras: Macmillan India, 1986.
6. Wilson, Ramaswamy. A Coleridge Selection. Chennai: Macmillan, 2004.

**Suggested Reading:**

1. Abrahams, M.H, ed. English Romantic Poets: Modern essays in Criticism. 2nd ed. Oxford: Oxford UP, 1975.
2. Kumar, Shiv K. British Romantic Poets, Recent Revaluations. New York: New York UP, 1966.
3. Chatterjee, Visvanath, ed. Four Romantic Poets: Blake, Wordsworth, Shelley, Keats. Kolkata: Presto Pub, 2005.
4. Ford, Boris. ed., The New Pelican Guide to English Literature: from Blake to Byron. UK: Penguin, 1999.
5. Symons, Arthur. ed., An Introduction to the Study of Browning. New Delhi: ABS Pub, 2008.
6. House, Humphry. Coleridge: The Clark Lectures 1951-52. New Delhi: Kalyani Publishers, 1995.
7. Gibson, Mary Ellis. ed., Critical Essays on Robert Browning. New York: GK Hill & co, 1992.
8. Gill, Stephen Charles. ed., The Cambridge Companion to Wordsworth. Cambridge: Cambridge UP, 2003.

9. Wolfson, Susan.J. ed., The Cambridge Companion to Keats. Cambridge: Cambridge UP, 2001.
10. Newlyn, Lucy. ed., The Cambridge Companion to Coleridge. Cambridge: Cambridge UP, 2002.
11. Morton, Timothy. ed., The Cambridge Companion to Shelley. Cambridge: Cambridge UP, 2006.

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**

**M. A. English Semester –II – Paper-II**

**Poetry: FROM 1800 TO 2000**

**Model Question Paper W.E.F FROM 2020-2021**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer the following questions in not more than 250 words. 5x8=40 marks**

1. a) What are the main characteristics of 20<sup>th</sup> century poetry?  
Or  
b) What is meant by Victorian dilemma?
2. a) Write a note on Christian symbolism in “the rhyme of the ancient mariner”.  
Or  
b) Autobiographical element in “Ode to a nightingale”.
3. a) “Tears Idle Tears” is a best example of human predicament. Discuss.  
Or  
b) How does Robert Browning present the psyche of Andrea Del Sarto in the poem bearing the same title?
4. a) How does Eliot describe the degeneration of humanity in waste land?  
Or  
b) Write a note on the optimism in the poetry of W.B Yeats based on the poems prescribed to you.
5. a) Write an essay about the poetic outlook of Stephen Spender based on the poems you have gone through.  
Or  
b) How does W.H.Auden describe the character of a common man in the poem the Unknown citizen

**II. Answer any FOUR of the following questions in not more than 100 words. 4x5=20 marks**

1. Ode

2. Dramatic monologue
3. Pre Raphaelite movements
4. War poems
5. Communism in 20<sup>th</sup> century poetry
6. Pessimistic outlook in modern poetry.

**III. Annotate any THREE of the following questions in not more than 100 words. 3x5=15 marks**

1. He holds him with his skinny hand,  
'There was a ship,' quoth he.  
'Hold off! unhand me, grey-beard loon!'  
Eftsoons his hand dropt he.
2. Love, we are in God's hand.  
How strange now, looks the life he makes us lead;  
So free we seem, so fettered fast we are!  
I feel he laid the fetter: let it lie!
3. April is the cruellest month, breeding  
Lilacs out of the dead land, mixing  
Memory and desire, stirring  
Dull roots with spring rain.
4. My feet are locked upon the rough bark.  
It took the whole of Creation  
To produce my foot, my each feather:  
Now I hold Creation in my foot
5. Yet he wasn't a scab or odd in his views,  
For his Union reports that he paid his dues,  
(Our report on his Union shows it was sound)  
And our Social Psychology workers found  
That he was popular with his mates and liked a drink.



**PITHAPUR RAJAH'S GOVT. COLLEGE (A), KAKINADA**  
**M. A. ENGLISH SEMESTER -II - PAPER – III – SYLLABUS**  
**DRAMA: History of drama from 1800 to 2000** W.E.F FROM 2020-2021

**Objective:** The objective of this paper is to acquaint the student with the 19th and the 20th century dramas in Britain which represented the modern age in pursuit of conformity and in all its instabilities, dilemmas and fragmented identities.

**Course Description:** The paper presents a myriad variety of stands in 19th and 20th Century dramas in Britain from the witty and epigrammatic comedies (with a concealed social concern) of Oscar Wilde to the grave and serious plays of Samuel Beckett whose characters inhabit the waste lands of post-war world.

**Unit – I: Background Study**

**Background Study (A):** Farce, Aestheticism, Decadence, Social Realism, Theatre of the Absurd, Comedy of Menace,

**Background Study (B):** Angry young man movement, Irish drama, 20<sup>th</sup> century verse drama, One - Act -play, Expressionist drama, Absurd drama

**Background Study (C):**History of drama from 1800 to 2000

**Unit-2: Before 1900**

- (a) Henrick Ibsen: Doll's House
- (b) Oscar Wild: Important of Being Ernest

**Unit-3: From 1900 to 1925**

(a) Galsworthy: Silver Box

(b) G.B Shaw: Pygmalion

**Unit-4: from 1925 to 1975**

(a) T.S Eliot: Murder in The Cathedral

(b) John Osborn: Look Back in Anger

**Unit-5: After 1975**

(a) Samuel Beckett: Waiting for Godot

**Textbooks:**

1. Osborne, John. Look Back In Anger. UK: Penguin, 1982.
2. Pinter, Harold. The Birthday Party. London: Faber and Faber, 1982.
3. Shaw, G.B. Saint Joan: A Chronicle Play in Six Scenes and an Epilogue. London: Penguin, 2003.
4. Samuel Beckett. Waiting for Godot. (Longman Study Edition) Pearson Longman, 2006.
5. Synge, J.M. & Ann Saddlemyer. The Playboy of the Western World and Riders to the Sea and Other Plays. UK: Oxford UP, 1998.
6. Wilde, Oscar. The Importance of Being Earnest. Chennai: Macmillan, 2006

**Suggested Reading:**

1. Barners, Philip. ed. A Companion to Post- War British Theatre. UK: Routledge,1986.
  2. Gillemann, Luc. John Osborne: A Vituperative Artist. UK: Routledge, 2002.
  3. Innes, C.D. ed. The Cambridge Companion to GB Shaw. Cambridge: Cambridge UP, 1998.
  4. Mathews, P.J. ed. The Cambridge Companion to J. M Synge. Cambridge: Cambridge UP, 2009.
  5. Pilling, John. ed. The Cambridge Companion to Samuel Beckett. Cambridge: Cambridge UP,1994.
  6. Prasad, GJV. ed. The Lost Temper: Critical Essays on Look Back in Anger. Delhi: Macmillan, 2004.
  7. Raby, Peter. ed. The Cambridge Companion to Harold Pinter. Cambridge: CUP, 2001.
  8. Raby, Peter. ed. The Cambridge Companion to Oscar Wilde. Cambridge: CUP, 1997.
- Ronan, McDonald. ed. The Cambridge Introduction to Samuel Beckett. Cambridge:

**PITHAPUR RAJAH'S GOVT. COLLEGE (A), KAKINADA**

**M. A. English Semester –II – Paper-III**  
**Drama: History of drama from 1800 to 2000**  
**Model Question Paper** W.E.F FROM 2020-2021

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer ALL the following questions in not more than 250 words. 5x08=40 marks**

1. a) Write an essay on the tendencies on modern drama in 20<sup>th</sup> century.

Or

b) Write a note on verse drama in 20<sup>th</sup> century.

2. a) Ibsen's Dolls house is a feminist play justify.

Or

b) Oscar Wild's Importance of being earnest is a satire on high class society in the later part of 19<sup>th</sup> century discuss.

3. a) Galse worthy's Silver box attacks the judicial system based on class distinction, Discuss.

Or

b) Assess the character of Prof. Higgins.

4. a) Explain the title significance of the drama Murder in the cathedral.

Or

b) George Osborn's look back in anger depicts pessimism in youth after Second World War. Discuss.

5. a) Waiting for Godot is a perfect representative of an absurd drama. Discuss.

Or

b) Write a note on the character and role of Estragon.

**II. Answer any FOUR of the following questions in not more than 100 words. 4x5=20 marks**

1. Irish revival
2. One act play
3. Expressionistic drama
4. Surrealism
5. Angry Youngman movement
6. Lack of aesthetic sense in 20<sup>th</sup> century drama

**III. Annotate any THREE of the following questions in not more than 100 words. 3x5=15 marks**

1. "The tears of the world are a constant quantity. For each one who begins to weep somewhere else another stops. The same is true of the laugh."
2. "Nothing will induce me to part with Bunbury, and if you ever get married, which seems to me extremely problematic, you will be very glad to know Bunbury. A man who marries without knowing Bunbury has a very tedious time of it."
3. "I can't turn your soul on. Leave me those feelings; and you can take away the voice and the face. They are not you."
4. "Unreal friendship may turn to real  
But real friendship, once ended, cannot be mended"
5. One day I might, yes. Many years from now, when I've lost my looks a little. Don't laugh. I mean, of course, a time will come when Torvald is not as devoted to me, not quite so happy when I dance for him, and dress for him, and play with him.

**PITHAPUR RAJAH'S GOVT. COLLEGE (A), KAKINADA**  
**M. A. ENGLISH SEMESTER –II – PAPER – IV-SYLLABUS**  
**FICTION FROM 1800 TO 2000 W.E.F FROM 2020-2021**

**Objective:**

- It is to provide the student with a detailed instruction of the evolution of the Novel and its establishment as the most significant paradigm of literary culture of England in the 19th century.
- The paper also introduces the student to the prose models of the period which proved prose an ideal form for literary expression.

**Course Description:** The course offers a range of works in prose and fiction which gives the student an opportunity to understand the cultural conditions of the nineteenth century.

**Unit-1: Background**

- (a) Domestic Novel: Historical Novel: Detective Novel: Science Fiction:
- (b) Stream Of Consciousness: Surrealism: Magic Realism: Left Wing Writings, bildungsroman, Epiphany, Bowdlerization
- (C) History of novel from 1800 to 2000

**Unit-2: From 1800 to 1850**

1. Jane Austine Pride and Prejudice

**Unit-3: From 1850 to 1900**

1. Charles Dickens Hard Times

2. Jewels Verne Around The World In Eighty Days

**Unit-4 :From 1900 to 1950**

1. D.H. Lawrence Sons And Lovers
2. Agatha Christie And Then There Were None

**Unit-5: From 1950 to 2000**

1. William Golding Lord of The Flies
2. Alistair Maclean Ice Station Zebra

**Textbooks:**

1. Bronte, Charlotte. Jane Eyre; New York: Norton Critical Edition, W. W Norton, 2000.
2. Dickens, Charles. A Tale of Two Cities. New Delhi:Rupa Publications,1999.
3. Hardy, Thomas. Tess of the d'Urbervilles; UK: Oxford World's Classics, Oxford UP, 2008.
4. Lamb, Charles. Essays of Elia, Chennai: Macmillan, 1976.
5. Ruskin, John. Sesame and Lilies.Chennai: Macmillan, 2002

**Suggested Reading:**

1. Ford, Boris. ed., The New Pelican Guide to English Literature: 6. from Dickens to Hardy. United Kingdom: Penguin, 1987.      2. Francis, O'Gorman. ed., A Concise Companion to the Victorian Novel. New Delhi: Atlantic Publishers, 2005.
3. Glen, Heather. ed., The Cambridge Companion to Brontes. Cambridge: Cambridge UP, 2002.
4. Jordan, O John. ed.,The Cambridge Companion to Charles Dickens. Cambridge: Cambridge UP, 2001.
5. Kramer, Dale. ed., The Cambridge Companion to Thomas Hardy. Cambridge: Cambridge UP, 1999.

6. Lodge, David. *Consciousness & the Novel*. New York: Penguin Books, 2002.
7. Sen, Sambudha. *Dickens's Novels in the Age of Improvement*. New Delhi: Manohar, 2003.
8. Starchey, Lytton. *Eminent Victorians*. (Paperback).Penguin books.

**PITHAPUR RAJAH'S GOVT. COLLEGE (A), KAKINADA**  
**MA English Semester – II Paper – IV Model Question Paper**  
**Fiction from 1800 to 2000 W.E.F FROM 2020-2021**

**Time: 3hrs**

**Maximum Marks: 75**

**I. Answer ALL the following in not more than 250 words. 5x08=40 marks**

1. (a) What are the reasons for the immense popularity of novel during 19th century.  
OR  
(b) Trace the history of the detective novel?
2. (a) Write an essay of the aptness of the title *Pride and Prejudice*.  
OR  
(b) Write a note on the character and role of Elizabeth in *Pride and Prejudice*.
3. (a) How does Charles Dickens criticize the practical approach towards education and its implications in *Hard Times*?  
OR  
(b) How does Phileas Fogg accomplish his challenge within the stipulated time? Discuss?
4. (a) Write a note on the theme of Oedipus Complex in the novel *Sons and Lovers*.  
OR  
(b) Did Agatha Christie succeed in keeping the mystery till the end in *And Then There Were None*?  
How?
5. (a) *Lord of The Flies* is an allegory of conflicting human impulses and the need for social organization.  
Discuss.  
OR  
(b) Assess the character of Dr. Carpenter in *Ice Station Zebra*.

**II. Answer any FOUR of the following questions in not more than 100 words. 4x5=20 marks**

- |                    |                            |
|--------------------|----------------------------|
| 1. science fiction | 2. Historical novel        |
| 3. Serial novel    | 4. Stream of consciousness |
| 5. Bowdlerization  | 6. Feminist fiction        |

**III. Answer any THREE of the following questions in not more than 100 words. 3x5=15 marks**

1. Character of Wickham
2. Character of Stephen Blackpool
3. Role of Miriam in Sons and Lovers
4. Importance of ten little Indians in And Then There Were None
5. Role of Beast in Lord of The Flies

**PITHAPUR RAJAH'S GOVT. COLLEGE (A), KAKINADA  
M. A. ENGLISH SEMESTER –II – PAPER – V-SYLLABUS  
NON FICTIONAL PROSE 1800 TO 2000 W.E.F FROM 2020-2021**

**Objective:** This survey course aims to introduce some major topics, authors, and critical issues pertinent to English Literature and thought of the early and late twentieth century. It will be necessary, therefore, to consider modern from a variety of perspectives and persuasions.

**Course Description:** The course will offer representative texts from poetry, drama, prose and fiction of the twentieth century to the student to appreciate the nuances and thought of this significant century.

**Unit-1: Background**

1. Types of essays- Autobiographical essay, Literary essay, Political essay, Philosophical essay, Comic essay, Scientific essay, Editorial essay.
2. History of essay and essayists from 1800 to 2000

**Unit-2: Essay from 1800 to 1850**

1. Charles Lamb: Oxford in the vacation, A Chapter on Ears, All Fools Day
2. William Hazlitt: Characters from Shakespeare (Hamlet, the Tempest)

**UNIT-3: from 1850- TO 1900**

1. John Ruskin- Excerpt from “Of King’s Treasuries” in Sesame and Lilies.(From the sentence For all books are divisible... to you can gather one grain of the metal)



2. Mathew Arnold: Wordsworth

**Unit-4: From 1900 to 1950**

1. A.G Gardiner: On Choosing A Name
2. Robert Lynd: Forgetting
3. T.S. Eliot: Hamlet And His Problems

**Unit-5: From 1950 to 2000**

1. Irene Lara- Beyond Caliban's Curses: The Decolonial Feminist Literacy of Sycorax
2. Pauline Kael: Movies on Television

**Textbooks:**

- 1) Bond, Edward. Lear. UK: Methuen Publishers, 1983.
- 2) James Joyce. A Portrait of the Artist as a Young Man. UK: Oxford World's Classics, Oxford UP, 1992.
- 3) Thomas, C. T. ed., Twentieth Century Anglo-American Verse. Madras: Macmillan, 2000
- 4) Woolf, Virginia. A Room of One's Own. New Delhi: Foundation Books, 1998

**Suggested Reading:**

- 1) Barners, Philip, ed. A Companion to Post- War British Theatre. UK: Routledge, 1986.
- 2) Corcoran, Neil, ed., The Cambridge Companion to Twentieth Century English Poetry . Cambridge: Cambridge UP, 2007.
- 3) Moody, Anthony David, ed. The Cambridge Companion to T.S Eliot. Cambridge: Cambridge UP, 1994.
- 4) Spencer, Jenny. S., ed. Dramatic Strategies in the Plays of Edward Bond. Cambridge: Cambridge UP, 1992.

**PITHAPUR RAJAH'S GOVT. COLLEGE (A), KAKINADA**

**MA English Semester – II Paper – V**  
**NON FICTIONAL PROSE 1800 TO 2000 W.E.F FROM 2020-2021**

**Time: 3hrs**

**Maximum Marks: 75**

**I. Answer ALL the following in not more than 250 words.**

**5x08=40 marks**

1. (a) Write a note on 19th century essay and its progress?

OR

(b) Attempt an essay about the role of reviews in popularizing essay form.

2. (a) Write a note on the pathetic element in the essay Oxford In The Vacation?

OR

(b) What does Hazlitt say about Hamlet's indecisiveness in the essay Hamlet?

3. (a) What does Ruskin say about good books in his essay King's Treasuries?

OR

(b) How Does Mathew Arnold glorify Wordsworth in his essay bearing the same name?

4. (a) How did A.G. Gardiner get the name Alpha Of The Plough?

OR

(b) What does Lynd say about forgetfulness in his essay Forgetting?

5. (a) How does Irene Lara justify the acts of Caliban in the essay prescribed to you?

OR

(b) Write a note on Pauline Kael's conclusions about the movies displayed on televisions?

**II. Answer any THREE of the following questions in not more than 100 words. 3x5=15 marks**

1. Autobiographical essay
2. Travel essay
3. Stephen Leacock and essay
4. Importance of editorial essay in journals
5. Difference between essay and fiction

**III. Answer any FOUR of the following questions in not more than 100 words. 4x5=20 marks**

1. Comedy in All fool's day
2. Hazlitt's Caliban
3. Uses of good books according to Ruskin
4. Write a note about the father who forgets his child from Forgetting
5. Difference between Shakespeare's Caliban and present-day Caliban
6. Distinction between original movie and movie on television

**PITHAPUR RAJAH'S GOVT. COLLEGE (A), KAKINADA**  
**MA English SEMESTER III – PAPER –I-SYLLABUS**  
**Indian Writings in English before Independence W.E.F FROM 2020-2021**

**Unit-1: Background**

1. Transportation- of English into India before 1813 charter, The Orient list's vs the Anglicists, Macaulay's Minutes.
2. Consolidation of English in India: Wood's dispatch of 1854, India: A trial ground, Indian Education Commission or Hunter Commission of 1882
3. Dissemination of English in India: Observations of The Indian Universities of 1902, The Indian Universities Act of 1904, Calcutta University Commission or Sadler Commission of 1917, English education during the freedom movement
4. History of Indian Writings in English up to 1947

**Unit-2: Poetry**

1. Henry Derojio- The Harp of India
2. Toru Dutt- Sita, and Lotus
3. Rabindranath Tagore- Leave This chanting, Where the Mind Is Without Fear
4. Sarojini Naidu- Indian Weavers, Gift of India
5. Aurobindo- Thought the Paraclete

**Unit-3: Fiction**

1. Sharatchandra: Devadas, The Picture, Mahesh.

**Unit-4: Nonfiction**

1. Mahatma Gandhi Hind Swaraj

2. Aurobindo- Indian Literature (From Foundations of Indian Culture) till Stirred by a moved soul of vision and utterance.

**Unit-5 Drama**

1. Rabindranath Tagore- Chandalika

**PITHAPUR RAJAH'S GOVT.COLLEGE (A), KAKINADA**  
**MA English Semester – III Paper – I**  
**Indian Writings in English before Independence**  
**Model Question Paper W.E.F FROM 2020-2021**

**Time: 3hrs**

**Maximum Marks: 75**

**I. Answer ALL the following questions in not more than 250 words. 4x10=40 marks**

1. (a) Write an essay about the vision of Tagore based on the poem Where The Mind Is Without Fear.  
OR  
(b) How does Aurobindo delineate god in Thought the Paraclete?
2. (a) Sketch the character of Parboty from Devadas?  
OR  
(b) Write a note on the character of Mahesh.
3. (a) What does Aurobindo say about Vedas in the essay prescribed to you?  
OR  
(b) What are the views of Mahatma Gandhi about education in India?
4. (a) Do you agree that Chandalika reflects the real soul of Tagore?  
OR  
(b) Sketch the character of Ananda in Chandalika.

**II. Answer any THREE of the following in not more than 100 words. 3x5=15 marks.**

1. Macaulay's Minutes                      2. 1813 Charter Act  
3. Hunter Commission report    4. Role of Raja Rammohan Roy in English education  
5. Recommendations of Sadler Commission

**III. Annotate any FOUR of the following.**

**4x5=20Marks**

1. ... but if thy notes divine  
    May be by mortal wakened once again,  
    Harp of my country, let me strike the strain!

2. Lo! I have flung to the East and West Priceless treasures torn from my breast, And yielded the sons of my stricken womb To the drum-beats of duty
3. Where the mind is led forward by thee  
Into ever-widening thought and action  
Into that heaven of freedom, my Father, let my country awake.
4. Three happy children in a darkened room!  
What do they gaze on with wide-open eyes?
5. Yes, mother, that's it—I am doing penance—For some one Whose call has come to me.  
As I am a human being, so also are you, and all water is clean and holy that cools our thirst.
6. Whom dost the worship in this  
lonely dark corner of a temple with doors all shut

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**

**MA English Semester – III Paper – II-SYLLABUS**

**American Literature** W.E.F FROM 2020-2021

**UNIT-1: 1.Background**

American Puritanism,

American Revolution,

American Transcendentalism,

American Civil War,

Slavery in America

2. Expressionism in American drama; American Jewish literature; Harlem Renaissance, African-American writing, American Dream

**Unit-2: American Poetry**

1. Walt Whitman- When Lilacs Last in the Dooryard Bloomed

2. Henry Wadsworth Longfellow- "A Psalm of Life

3. Emily Dickinson - Because I could not Stop for Death; I Taste the Liquor Never Brewed

4. Robert Frost- Birches

5. Langston Hughes- The Negro Speaks of Rivers

**Unit-3: Nonfiction**

1. FREDERICK DOUGLASS- I Hear the Mournful Wail of Millions (from treasury of the world's great speeches edited by Houston Peterson)

2. Strange Realities, Adequate Fictions (taken from Puritanism to Postmodernism- A History of American Literature by Richard Roland and Malcolm Bradbury)

3. PRESIDENT JOHN FITZGERALD KENNEDY's Inaugural Address- (from treasury of the world's great speeches edited by Houston Peterson)

**Unit-4: Fiction**

1. Harriet Beecher Stove- Uncle Tom's Cabin

2. Toney Morrison- Sula

**Unit-5: American Drama**

1. Eugene O'Neill- The Hairy Ape

2. Marsha Norman- Night, Mother

**PITHAPUR RAJAH'S GOVT. COLLEGE (A), KAKINADA**  
**MA English Semester – III Paper – II Model Question Paper**  
**American Literature** W.E.F FROM 2020-2021

**Time: 3hrs**

**Maximum Marks: 75**

**I. Answer ALL the following questions in not more than 250 words. 4x10=40 marks**

1. (a) Write a note on the symbolism in When Lilacs Lost In The Dooryard Bloomed?

OR

(b) How does Emily Dickinson present nature in her poems? Illustrate your answer based on the poems prescribed to you.

2. (a) What are the views of Frederick Douglass about slavery in Americas?

OR

(b) Do you agree with view that PRESIDENT JOHN FITZGERALD KENNEDY's address is to world audiences?

3. (a) Do you agree with the idea that Uncle Tom's Cabin is instrumental in the abolition of slavery in America?

OR

(b) Sketch the character of Sula.

4. (a) Assess the significance of the title The Hairy Ape.

OR

(b) Can you justify the ending of the play Night, Mother? How?

**II. Answer any THREE of the following in not more than 100 words. 3x5=15 marks.**

1. American dream

2. Puritanism in America

3. Transcendentalism

4. Expressionism in American theatre

5. Harlem renaissance

**III. Annotate any FOUR of the following.**

**4x5=20Marks**

1. Song of the bleeding throat,

Death's outlet song of life, (for well dear brother I know, If thou wasnot granted to sing thou wouldst surely die.

2. Life is but an empty dream!

For the soul is dead that slumbers, and things are not what they seem.

3. He kindly stopped for me; The carriage held but just ourselves And Immortality.

4. Yuh don't belong wit 'em and yuh know it. But me, I belong wit 'em--but I don't, see?

5. Don't try and stop me, Mama, you can't do it.

6. I belong and she don't, see! I move and she's dead! Twenty-five knots a hour, dats me!

**PITHAPUR RAJAH'S GOVT. COLLEGE (A), KAKINADA**  
**MA English Semester – III Paper – III-SYLLABUS W.E.F FROM 2020-2021**  
**Post-Colonial Literatures -I (African & Carrabin Literatures)**

**Unit-1: Background**

1. Colonial Encounter, Post colonialism, Neocolonialism, Counter Discourses and Decolonization
2. Fourth world literature; Protest literature; Third wave feminism in postcolonial world; Negritude movement, Pan-Africanism.

**Unit-2: Poetry**

1. Wole Soyinka- Telephone Conversation
2. Chinua Achebe- Refugee Mother And Child
3. E. Mc G. Keane- The Age Of Chains
4. Derek Walcott- A Far cry; From Africa.

**Unit-3: Fiction**

1. Chinua Achebe- Things Fall Apart
2. V.S. Naipaul- A House For Mr Biswas

**Unit-4: Nonfiction**

1. Frantz Fanon - “The Negro and Language” (from Black Skin, White Masks. Chapter–1)
2. Ngugi WaThiong’O - “The Language of African Literature” (from Decolonizing the Mind)

**Unit-5: Drama**

1. Wole Soyinka - Kongi’s Harvest
2. Derek Walcott - Dream on Monkey Mountain



**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**

**MA English Semester – III Paper – III**

**Post-Colonial Literatures -I (African & Carrabin Literatures)**

**Model Question Paper W.E.F FROM 2020-2021**

**Time: 3hrs**

**Maximum Marks: 75**

**I. Answer ALL the following questions in not more than 250 words. 4x10=40 marks**

1. (a) How does Soyinka bring out the hidden racism in the poem Telephone Conversation?

OR

(b) How does Achebe describe the prevalence of poverty in The Refugee Mother And Child?

2. (a) How does Achebe evaluate the advent of Christianity on Africa?

OR

(b) Sketch the character of Mr. Biswas.

3. (a) What does Ngugi say about the politics in his essay prescribed to you?

OR

(b) What does Fanon write about discrimination against the blacks in his essay The Negro and Language?

4. (a) Assess the theme of dream in Dream On Monkey Mountain?

OR

(b) Sketch the character of Kongi

**II. Answer any THREE of the following in not more than 100 words. 3x5=15marks.**

1. Post coloniality

2. Fourth world literature

3. Decolonization

4. Third wave feminism

5. Multi culturalism

**III. Annotate any FOUR of the following.**

**4x5=20Marks**

1. Stench Of rancid breath of public hide-and-speak.  
Red booth. Red pillar-box. Red double-tiered  
Omnibus squelching tar.

2. One time it is gold, or a basket of fish;  
Another time it is a woman.

3. In their former life this was perhaps  
A little daily act of no consequence  
Before his breakfast and school; now she did it  
Like putting flowers on a tiny grave.

4. *I cannot counter words of  
A rediffusion set....  
No I do not bandy words  
With a government loudspeaker.*

5. I gather twigs all day, in the darkness of the forest,  
And never feared man nor beast these eighty-eight years.

6. Stop calling God! God didn't make you the dog you are

**PITHAPUR RAJAH'S GOVT.COLLEGE (A), KAKINADA**  
**MA English Semester – III Paper – IV-SYLLABUS**  
**Post-Colonial Literatures -II (Australian & Canadian Literatures)**  
W.E.F FROM 2020-2021

**Unit-1: Background**

1. Bush Culture, Aboriginal literature, Linguistic identity, Jindyworobak, Generation of 68 and generation of 79, New Wave Theatre, Historical fiction, Balmain group.
2. Indigenous writings, Regionalism, Confederation poets, Indian identity in Canadian literature, *gemeinschaft* and *gesellschaft*.

***Unit-2: Poetry***

1. A.D. Hope- Australia
2. Judith Wright- Bullocky.
3. Michael Ondaatje- Letters And Other Worlds
4. Earle Bimey- The Bear on the Delhi Road

**Unit-3: Fiction**

1. Patrick White- Voss
2. Margaret Lawrence- The Stone Angel

**Unit-4: Non-Fiction**

1. Joe Dolce- Dirty Laundry
2. Joan Lindsay- On Leaving School

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**  
**MA English Semester – III Paper – IV**  
**Post-Colonial Literatures -II (Australian & Canadian Literatures)**  
**Model Question Paper W.E.F FROM 2020-2021**

**Time: 3hrs**

**Maximum Marks: 75**

**I. Answer ALL the following questions in not more than 250 words. 3x15=45 marks**

1. (a) Write a note on Christian symbols used in the poem Bullocky.

OR

(b) How does A.D. Hope depict Australia in his poem with the same name?

2. (a) Do you think the title The Stone Angel is appropriate for the novel? Why?

OR

(b) Write a note on the relation between Voss and Laura.

3. (a) What does Joe Dolce mean by Dirty Laundry?

OR

(b) What are the feelings of Joan Lindsay on leaving school?

**II. Answer any FOUR of the following in not more than 100 words. 4x5=20 marks.**

1. gemeinschaft and gesellschaft.
2. Jindyworobak
3. Indigenous literature in Canada
4. New Wave Movement
5. Balmain Group
6. Confederation poets

**III. Annotate any TWO of the following.**

**2x5=10Marks**

1. My father's body was a globe of fear His body was a town we never knew.

2. They call her a young country, but they lie;  
She is the lost of land, the emptiest,  
A woman beyond her change of life,

3. Unreal tall as a myth By the road the  
Himalayan bear is beating the brilliant air with his crooked arms About him to men.

**PITHAPUR RAJAH'S GOVT. COLLEGE (A), KAKINADA**  
**MA English Semester – III Paper – V -SYLLABUS**  
**English Language Teaching** W.E.F FROM 2020-2021

**Unit-1: Background**

1. History of teaching English before independence; History of teaching English after independence
2. Aims of teaching English in India; Teaching English as second language
3. Nature of Language; |Principles of teaching a second language; Problems of teaching a second language

**Unit-2: Teaching skills**

1. Teaching listening skills
2. Teaching speaking skills
3. Teaching reading skills
4. Teaching writing skills

**Unit-3: Different methods and approaches in teaching English**

1. (Methods of teaching English): Grammar translation; Direct method, Audiolingual method, Bilingual method, Reading method.
2. (Approaches in teaching English): Oral approach, Audiolingual approach, Structural approach, Communicative approach, Lexical approach, Content based instruction

**Unit-4: Teaching Genres**

1. Teaching poetry
2. Teaching prose fiction
3. Teaching prose nonfiction
4. Teaching Drama

**Unit-5: Evaluation**

1. Preparation of a lesson plan
2. Preparation of a test
3. Analysis of test results.

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**

**MA English Semester – III Paper – V**

**English Language Teaching**

**Model Question Paper W.E.F FROM 2020-2021**

**Time: 3hrs**

**Maximum Marks: 75**

**I. Answer ALL the following questions in not more than 250 words. 4x15=60 marks**

1.(a) What is listening and what are the sub skills in teaching listening?

OR

(b) What measures would suggest to improve reading skill of a student?

2. (a) Explain the advantages of direct method in teaching English.

OR

(b) Write a note on structural approach.

3. (a) What are the objectives of teaching poetry to students?

OR

(b) Do you agree with the view that teaching fiction is different from teaching nonfiction? Justify?

4. (a) Prepare a lesson plan for any given poem.

OR

(b) What are the characteristics of a good test?

**II. Answer any THREE of the following in not more than 100 words.**

**3x5=15 marks.**

1. Macaulay's minutes
2. Problems in teaching a second language
3. New Education Policy 1986
4. Basic Education proposed by Mahatma Gandhi
5. Grammar Translation method
6. Bilingual method
7. Qualities of a good text book
8. Advantages of silent reading

**PITHAPUR RAJAH'S GOVT.COLLEGE (A), KAKINADA**  
**MA English Semester – IV Paper – I-SYLLABUS**  
**Indian Writing in English after Independence**  
W.E.F FROM 2020-2021

**Unit-1 Background**

1. Status of English after independence
2. Commissions and committees
3. Study group report 1971
4. Controversy over Indo Anglian writing and Indian writing in English
5. Status of English according to draft education policy 2019
6. Indian English poetry after independence
7. Indian English fiction after independence
8. Indian English drama after independence

**Unit-2 Poetry**

1. Nissim Ezekiel- The Night Of The scorpion
2. Kamala Das- Introduction
3. A.K. Ramanujan- Small Scale Reflections on A Great House
4. Jayant Mahapatro- Hunger
5. Hara Prasad Sharma- THE TALISMAN

**Unit-3. Fiction**

1. R.K. Narayan- The Guide
2. Arundhati Roy- The God of Small Things

**Unit-4 Nonfiction**

1. Dr. B.R. Ambedkar- Excerpts 4, 5 & 6 from Annihilation of Caste
2. Salman Rushdie- Imaginary Homelands from Imaginary Homelands)

**Unit-5: Drama**

1. Girish Karnad- Hayavadana
2. Mahesh Dattani- Final Solutions

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**  
**MA English Semester – IV Paper – I**  
**Indian Writing in English after Independence**  
**MODEL QUESTION PAPER W.E.F FROM 2020-2021**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer ALL the following questions.**

**4x10=40Marks**

1. (a) Write a note on the element of satire in the poem Small Scale Reflections on A Great House by A./K. Ramanujan.  
OR  
(b) Evaluate the poem Introduction through feminist angle.
2. (a) Who is the God in the novel The God Of Small Things? Justify.  
OR  
(b) Sketch the character of Raju in the novel The Guide.
3. (a) What is the idea of Ambedkar when he talks about the annihilation of caste?  
OR  
(b) Do you agree with the view that the essay Imaginary Homelands is an outpouring of the author's struggle for identity and alienation? Illustrate.
4. (a) Write a note on the symbolic element in Haya Vadana.  
OR  
(b) How does Dattani present Hindu Muslim relations in Final Solutions?

**II. Answer any THREE of the following in not more than 100 words.**

**3x5=15 marks.**

1. Kothari Commission Report
2. Present status of English in India
3. Causes for the growing popularity of English in India
4. Acharya Ramamurty Commission Report
5. English as a library language

**III. Annotate any FOUR of the following.**

**4x5=20Marks**

1. Thank God the scorpion picked on me  
And spared my children.
2. I speak three languages, write in  
Two, dream in one.
3. Neighbours' dishes brought up with the greasy sweets they made all night the  
day before yesterday for the wedding anniversary of a god,  
Never leave the house they enter, like the servants, the phonographs, the epilepsies in the blood
4. It's all very well to have progressive ideas. But are you progressing or are you drifting? God knows, I  
don't want all this violence.
5. what an ethereal shape! Such a broad back—like an ocean with muscles rippling across it—and then  
that small, feminine waist which looks so helpless.
6. I had permission to do exactly what I had been asked not to do all my life! Raise my voice in protest. To  
shout and scream like a child on the giant wheel in a carnival. Of sensing an unusual freedom.

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**

**MA English Semester – IV Paper – II-SYLLABUS**

**Indian Classics in Translations**

W.E.F FROM 2020-2021

**Unit-1: Poetry**

1. Selected poems from Bhartruhari
2. Srisri- The Bull In The City
3. Hiran Bhattacharya- The Earth, My Poem
4. Balachandran Chulikkad- A Labourer's Laughter

**Unit-2: Novels**

1. U.R. Anantha Murthy- Samskara (Translated by A.K. Ramanujan)
2. Bama Faustina- Sangati (Events)

**Unit-3: Short Stories**

1. Saadat Hasan Manto- Toba Tek Singh
2. Premchand- The Lottery

**Unit-4: Nonfiction**

1. Arthur W. Ryder- Introduction to Panchatantra
2. E. Nageswararao- Introduction to Sumathi Satakam.

**Unit-5: Drama**

1. Silence: The court is in secession
2. Mahasweta Devi- Mother of 1084



**PITHAPUR RAJAH'S GOVT. COLLEGE (A), KAKINADA**

**MA English Semester – IV Paper – II**

**Indian Classics in Translations**

**MODEL QUESTION PAPER W.E.F FROM 2020-2021**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer ALL the following questions.**

**5x10=50M**

1. (A) what does Bhartruhari say in relation to the importance of education?

OR

(b) What does the bull represent in the poem The Bull In The City?

2. (a) Do you agree with C.D. Narasimhayyah's view that the novel Samskara is far from real? Justify?

OR

(b) Do you think that Bama succeeded in bringing out the misery of the lives of the untouchables in her novel? Justify

3. (a) Write a note about the satirical element in the short story Toba Tek Singh?

OR

(b) How does Premchand depict the common human predicament in his short story The Lottery?

4. (a) How does Arthur introduce Pancha Tantra?

OR

(b) What are the views of Nageswararao about Vemana as he has expressed in his Introduction to Vemana Satakam?

5. (a) Write a note on the title significance of The Vultures.

OR

(b) Do you consider Mother of 1084 as a play about social revolution? Illustrate your answer based on the text.

**II. Answer any TWO of the following in not more than 100 words.**

**2x5=10 marks**

1. Traits of Indian English poetry after independence

2. Causes for the lack of popularity of Indian English drama after independence

3. A note on superstition in Samskara      4. Character of Chandri in Samskara

5. Significance of the number 1084 in Mother of 1084

**III. Annotate any THREE of the following.**

**3x5=15Marks**

1. Bracelets are no ornament to a man, nor strings of pearls clear as the moon; nor yet bathing, nor perfumes, nor flowers, nor decorated hair.

2. On the city's main street, the bull stood quietly chewing its cud of memories, of past lives, eyes half-closed, motionless.

3. An animal has no sense, but what about man?

4. Oh, show them some compassion!

Show a path to them.

Hold out to them.

5. Bring him back to me. Let me hold him close to my breast for once, and I'll weep no more.

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**

**MA English Semester – IV Paper – III-SYLLABUS**

**Translation Theory and Principles W.E.F FROM 2020-2021**

**Unit-1: Translation Theory and principles**

1. What is translation? Definitions
2. Different theories in translation studies
3. Types of translation
4. Principles of translation
5. Problems of translation

**Unit-2: Specimens of translation (Poetry)**

1. Selected poems from Sumathi satakam
2. Selected poems from Vemana
3. GurramJashua- The Bat

**Unit-3. Fiction**

1. Sripada Subrahmanya Sastri- The Grains of Paddy
2. Bucchibabu\_ Chivaraku Migiledi

**Unit-4. Short Fiction**

1. Devarakonda Bala Gangadhara Tilak- The Last House Of The Village
2. Rachakonda Viswanatha Sastry- Illusion

**Unit-5: Drama**

Gurajada Apparao – Kanyasulkam (Translated by Vijayasree & Vijay Kumar)

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**

**MA English Semester – IV Paper – III**

**Translation Theory and principles**

**MODEL QUESTION PAPER**

**W.E.F FROM 2020-2021**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer ALL the following questions in not more than 250 words. 4x10=40Marks**

1. (a) How does Jashwa express his desires through a bat?

OR

(b) Write a note on modern outlook in the poetry of Vemana.

2. (a) Sketch the character of Tangirala Sankarappa from The Grain Of Wheat.

OR

(b) Write a note on translation techniques adopted by Kakani Chkrapani in the translation of Chivaraku Migiledi.

3. (a) Assess the role of Rama in The Last House Of The Village.

OR

(b) Write a note on the reasonalism in the short story Illusions by Ravi Sastri.

4. (a) Sketch the character of Girisam in Kanya Sulkam.

OR

(b) Assess the relevance of Kanyasulkam in 21st century society.

**II. Answer any THREE of the following in not more than 100 words. 3x5=15 marks.**

1. Precautions in translation

2. Role of culture in translation

3. Machine translation

4. Advantages of translation

5. Free translation

**III. Annotate any FOUR of the following.**

**4x5=20Marks**

1. The milk of a cow even in a small quantity is sufficient; why plenty of donkey's milk?

2. It is like having a sandalwood tree in a big forest whereby the entire forest smells like sandalwood.

3. it is better to live in the world ploughing a paddy field with sturdy, fast moving bullocks

4. don't ever serve anyone with abnormal hope, don't cultivate temple lands for selfish ends

5. The four-hooded snake of Hindu castes hisses at him if he comes close.

6. "Can love be controll'd by advice?"

" Will cupid our mothers obey? "

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**

**MA English Semester – IV Paper – IV-SYLLABUS**

**Literary Theory and Criticism W.E.F FROM 2020-2021**

**Unit-1: Background**

1. What is criticism; definitions of criticism
2. Types of criticism: Legislative, Judicial, Biographical, Comparative, Evaluative criticisms
3. Different approaches to criticism: Impressionistic approach; Psychological approach; Textual approach; New Criticism; Structural approach; Feminist approach; Marxist approach

**Unit-2: Before 19th century**

1. Aristotle - Poetics
2. Samuel Johnson- Preface to Shakespeare

**Unit-3: 19th century criticism**

1. William Wordsworth- Preface to Lyrical Ballads
2. Mathew Arnold- Study of Poetry

**Unit-4: Criticism between 1900-50**

1. Ferdinand De Saussure- The Object of Study
2. T.S. Eliot- Tradition and Individual Talent
3. Roman Jakobson- Linguistics and Poetics

**Unit-5: After 1950**

1. Michel Foucault- What Is An Author?
2. Roland Barthes- Death Of The Author
3. Elaine Showalter- Towards The Feminist Poetics

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**

**MA English Semester – IV Paper – IV**

**Literary Theory and Criticism**

**MODEL QUESTION PAPER W.E.F FROM 2020-2021**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer ALL the following questions in not more than 250 words. 4x15=60 M**

1. (a) Write a note on the concept of tragedy as presented by Aristotle in Poetics.

OR

(b) How does Johnson justify Shakespeare's violation of three unities in Preface To Shakespeare?

2. (a) How does William Wordsworth justify his usage of blank verse in Preface To Lyrical Ballads?

OR

(b) Write an essay about the Thought Stone Method proposed by Mathew Arnold in his Study Of Poetry.

3. (a) What does Eliot essay about tradition of poetry in his essay Tradition And Individual Talent.

OR

(b) How did Saussure revolutionize linguistics?

4. (a) How does Showalter justify her cause of feminist criticism in Walter essay Towards Feminist Critic?

OR

(b) What does Roland Barthes mean by the death of the author in the essay with the same name?

**II. Answer any THREE of the following in not more than 100 words 3x5=15 marks.**

1. Legislative criticism

2. Impressionistic criticism

3. New criticism

4. Structural approach in criticism

5. Feminist criticism

**P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA**  
**M.A. ENGLISH SEMESTER – IV PAPER-V (Elective -1) SYLLABUS**  
**ENVIRONMENTAL LITERATURE**

**Background Study:** Ecocriticism, Ecofeminism, Anthropocentrism, Environmental Justice movement, Climate Change, Deep Ecology, Paris Agreement.

**Unit – I: Poetry**

1. A.K. Ramanujan - "A River", "Snakes" and "Ecology" (Available Online)
2. Mamang Dai - "Remembrance" (Available Online)
3. Dilip Chitre - "The Felling of the Banyan Tree" (Available Online)

**Unit – II: Fiction**

1. Edward Abbey - The Monkey Wrench Gang
2. Mahasweta Devi - Chotti Munda and his Arrow

**Unit – III: Drama**

1. Rabindranath Tagore - Mukta Dhara

**Unit – IV: Non-Fiction**

1. Rachel Carson - Silent Spring
2. Amitav Ghosh - The Great Dearangement
3. Jothibai Pariyadath - Mayilamma: The Life of a Tribal Eco-Warrior (Translated by Swarnalatha Rangarajan and Sreejith Varma)

**Unit – V: Documentary Texts (Only for Internal Examination)**

1. Ramesh Menon - "The Slow Poisoning of India"
2. Nila Madhab - "Climate's First Orphans"
3. Werner Boot - "Plastic Planet"

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**  
**M.A. ENGLISH SEMESTER – IV PAPER-V (Elective-1)**  
**ENVIRONMENTAL LITERATURE**  
**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer ALL the following questions in not more than 250 words. 4x15=60 M**

1. a) Analyze critically how A.K.Ramanujan portrayed the ecological-imbalance in his poem 'A River'.  
Or  
b) Examine the masculine and feminine perspectives of nature with respect to the poem "The Felling of the Banyan Tree".
2. a) The four characters in the novel have different reasons for belief that the industrialization of the southwest should stop. Explain each character's reason for protesting the "development".  
Or  
b) How does Mahasweta Devi break the stereotypical image of the tribal through her novel Chotti Munda and His Arrow.
3. a) Analyze the concept of Mechanization in Mukta Dara and examine the contemporary relevance of the play.  
Or  
b) Mukta Dara is the best example for Tagore's love for nature and how humans have little control over nature. Examine.
4. a) Analyze how we are "Deranged" according to Amitav Ghosh.  
Or  
b) Examine how indiscriminate use of pesticides are affecting the natural ecosystem with reference to Carson's "Silent Spring".

**II. Answer any five of the following: Each question carries 3 marks 5x3=15**

1. Eco-feminism
2. Birsa Munda
3. Bibhuti
4. Ecological Consciousness
5. Environmental Justice Movement
6. Paris Agreement
7. Anthropocentrism
8. Plachimada Movement

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**

**DEPARTMENT OF ENGLISH M.A ENGLISH**

**SEMESTER – IV ELECTIVE - PAPER –II-SYLLABUS**

**TRANSLATION: THEORY AND PRACTICE**

**Unit I: Main Issues in Translation**

- 1) What is Translation?
- 2) Language and Culture Interrelation
- 3) Translatability/ Untranslatability
- 4) Equivalence in Translation (Formal & Dynamic)
- 5) Loss and/or Gain in Translation
- 6) The Role of Translator
- 7) The Principle of Correspondence
- 8) Translation Procedure: a) Analysis b) Transfer c) Restructuring d) Testing

**Unit II: Theory of Translation**

- 1) What is Translation Theory About?
- 2) Translation: Art or Science or Craft?
- 3) A Brief History of Translation Theory
- 4) Theories of Translation (Humanistic, Linguistic and Political)

**Unit – III: Kinds and Methods of Translation**

- 1) Roman Jakobson's Classification of Translation
  - a) Intra lingual Translation b) Inter lingual Translation c) Intersemiotic Translation
- 2) Translation of Different Kinds of Texts
  - a) Translation of Literary Texts
    - i) Translating Poetry
    - ii) Translating Drama
    - iii) Translating Novel
    - iv) Translating Prose
  - b) Translation of Non-literary & Scientific Texts
  - c) Translation of Scriptures (Religious Texts)
  - d) Translation of Idioms & Proverbs
- 3) Machine Translation
- 4) Methods of Translation
  - a) Word for word translation
  - b) Sense for sense Translation
  - c) Literal Translation
  - d) Free Translation
  - e) Communicative Translation
  - f) Semantic Translation

**Unit - IV Practice from English into Telugu and Vice- Versa**



**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**  
**M.A ENGLISH SEMESTER IV- ELECTIVE- PAPER II**  
**TRANSLATION: THEORY AND PRACTICE**  
**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer ALL the following questions in not more than 250 words. 4x15=60 M**

1) a) Define translation and write an essay on the cultural and linguistic issues involved in translation.  
Or

b) How does the identification of the unit of translation facilitate the task of the translator? Elaborate with illustrations.

2) a) Make a brief sketch of the history of translation theory  
Or

b) Write an essay on the linguistic theory of translation.

3) a) Enumerate with examples the differences between literary and non-literary translation  
Or

b) Which translational method is the best, free or literal? Why?

4) a) A poem or a prose passage or an extract from a play from English to be translated into Telugu.  
Or

b) From Telugu into English

**II. Answer any FIVE of the following.**

**5x3=15 M**

- a) Translatability
- b) Equivalence
- c) Machine Translation
- d) Communicative Translation
- e) Intersemiotic Translation
- f) Literal Translation
- g) The role of Translator
- h) Language and Culture Interrelation

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**  
**M.A. ENGLISH SEMESTER – IV ELECTIVE - PAPER- III- SYLLABUS**  
**WOMEN'S WRITING**

**Background Study:** Feminism (Anglo/French), Third World Feminism, Queer Theory, African American Feminism, Subaltern, Gender based violence, Male gaze.

**Unit – I: Poetry**

- Sylvia Plath - “Three Women” (available online)  
Margaret Atwood - “Spelling”

**Unit – II: Fiction**

- Bapsi Sidhwa - The Ice-Candy Man  
Alice Walker - Color Purple  
Mahasweta Devi - “Draupadi”

**Unit – III: Drama**

- Manjula Padmanabhan - Harvest

**Unit – IV: Prose**

- Mary Wollstonecraft - A Vindication of the Rights of the Woman  
Simone de Beauvoir - “Dreams, Fears, Idols”\*  
Chandra Talpade Mohanty - “Under Western Eyes: Feminist Scholarship and Colonial Discourses”

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**

**M. A. ENGLISH**

**SEMESTER IV- ELECTIVE- PAPER III**

**WOMEN'S WRITING**

**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer ALL the following questions in not more than 250 words. 4x15=60 M**

1.) a) Compare and Contrast the agony of the three women in Sylvia Plath's "Three Women"

Or

b) How does Margaret Atwood portray her feminist beliefs in "Spelling".

2) a) Write an essay on the art of characterization in The Ice-Candy Man.

Or

b) Discuss the Color Purple as an epistolary novel.

3) a) Discuss the familial bonding in Manjula Padmanabhan's Harvest.

Or

b) Examine the socio-economic ethos in Manjula Padmannabhan's Harvest.

4) a) Elucidate Mary Wollstonecraft's views on education for women.

Or

b) "The ideal woman is perfectly stupid and perfectly submissive; she is always ready to accept the male and never makes any demands upon him". Explain how Simone de Beauvoir contradicts the concept of ideal woman in her essay.

**II. Answer any FIVE of the following:**

**5x3=15**

- a) Gender based violence
- b) Lenny
- c) Queer Theory
- d) Other
- e) Character sketch of Om
- f) Third World Feminism
- g) Subaltern
- h) Partition novel

**PITHAPUR RAJAH'S GOVT.COLLEGE (A),KAKINADA**

**M.A ENGLISH SEMESTER – IV -- PAPER- IV- SYLLABUS**

**PROJECT WORK**

**Student Project Work should be taken up in the broad areas of:**

- 1. English Language Teaching:** Theoretical Projects based on ESP, EAP, CALL, Teaching Assignments and Data Analysis, Comparative Study of Methods and Approaches, Learner's Behavior, Needs Analysis, New Course Design, Teaching Language through Technology, Language Labs
- 2. Translation Studies:** From any language to English, Comparative studies (of poets, writers, themes, styles of writing, genres etc.,) and any other innovative /creative projects can be taken up basing on the local literary, linguistic and cultural environment.
- 3. Film Studies:** Reviews, Analysis and comparative Film Studies. (Documentaries, short films, plays, play-lets and advertisements can also be taken up for study. Project work topics can be given basing on the sociological, cultural, linguistic, historical, mythological and natural/environmental aspects being incorporated in the films of mother tongue/English language.
- 4. Literature :** Aanalysis of works of one or more authors for themes/styles, comparative study of movements/periods, Analysis of texts through various critical approaches and versatile but not popular writers/poets can be taken up to bring them into focus.

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