

**P. R. GOVERNMENT COLLEGE  
AN AUTONOMOUS COLLEGE**

**ACCREDITED WITH NAAC A GRADE (3.17CGPA)**

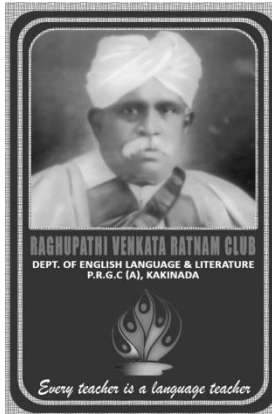
KAKINADA- 533001



**BOARD OF STUDIES MEETING**

**M.A ENGLISH**

**JUNE -2020-2021**



**DEPARTMENT OF ENGLISH  
LANGUAGE & LITERATURE**

**P.R. GOVT.COLLEGE (AUTONOMOUS) KAKINADA  
DEPARTMENT OF ENGLISH**

**Board of Studies Meeting 2020-2021**

**AGENDA**

**Dt. 20.06.2020**

1. Presentation of the Departmental Action Plan for the academic year 2020-2021.
  2. Approval of syllabus for 1<sup>st</sup> & 2<sup>nd</sup> semesters
  3. Approval of Internal assessment for 25 marks.
  4. Approval of the list of Examiners and paper setters for 2020-2021
  5. Permission to start certificate courses in basic translation and Functional English.
  6. Any other matter with the permission of the chair.

P.R.GOV.T.COLLEGE(AUTONOMOUS) KAKINADA  
DEPARTMENT OF ENGLISH  
Constitution of B.O.S for the year 2020-2021

1...Dr.. T. K. V. Srinivasa Rao,  
In charge, Dept. of English Language and Literature  
P.R. Govt. College (A), Kakinada.

...Chair person  
TKVSR

2..Dr.D.JYOTHIRMAYEE  
professor  
Adi Kavi Nannaya University, Rajahmundry.

...University Nominee

3. Dr.Rajasekher.Geddada, Lecturer In English ,  
V.S.Krishna Government College (A), Vishakhapatnam.

... Subject Expert

4. Mrs. P. Sanjotha,  
Lecturer in English, A.S.D(W) Degree college Autonomous,  
Kakinada.

...Subject Expert

5.Sri. P.V. Krishna Rao, Faculty Member,  
Dept. of English,  
P.R. Govt. College (A), Kakinada.

... Member

6. Sri. S.K.R.RAJU, Faculty on Contract,  
Dept. of English  
P.R. Govt. College (A), Kakinada.

... Member

7. Smt.B.N.Prathyusha, Faculty on Contract,  
Dept. of English,  
P.R. Govt. College (A), Kakinada.

... Member

8. Miss.R.S.Roja, Guest Faculty,  
Dept. of English,  
P.R. Govt. College (A), Kakinada.

... Member

9. N.Gurumurthy, Guest Faculty,  
Dept. of English,  
P.R. Govt. College (A), Kakinada.

... Member

Conducted  
through online

TKVSR  
Dr. T.K.V. Srinivasa Rao  
Lecturer in English  
P.R. Govt. College, KAKINADA

## HIGHLIGHTS OF THE DEPARTMENT

1. Institution of a memorial prize (Rs.1000/-) for the best out going Spl.English student. The prize is sponsored by Sri V. Srinivasa Rao Lecturer in English of our Dept. in memory of his Teacher Sri G.L. PrabhakaraRao, a former and an eminent Lecturer in English of this College.
2. Institution of a memorial prize (Rs.10500/-) for the best Spl.English students. Gold Medal worth 5000/- for final year, Silver medal worth 3500/- for second year, 2000 cash award for the first year. The prize is sponsored by Dr.T.K V. Srinivasa Rao Lecturer in English of our Dept. in memory of his mother Smt. T.Thirumalamba.
3. The Department has entered into MOU with Radio Ala 90.8 F.M of Kakinada to propagate English among general public and also to be used for classes in other subjects, primarily useful during this Corona Period.
4. 3. The Department has entered into MOU with Society for Emotional Language teaching to polish and retrain the teachers of English in the application of Novel methods.
5. The Dept. runs “English corner”, a wall journal to improve Spoken English and vocabulary of the students.
6. The department intends to prepare a work-book for all students to introduce them to good reading and writing skills.
7. The department converts English text into mp3 format and supplies it to the students through mobile transfer to enable the students to learn good reading as well as good listening skills through listening the audio file and looking at the text. We sincerely hope it will improve the speaking capability of the students also.
8. The department extensively uses digital medium to impart English skills to the students. Through the existing technology we are able to exhibit even the print medium on our television so that students can see the text and read it.
9. The department encourages students to submit assignments and project works through E-mail and other electronic medium.

The Dept. makes use of contemporary English source material such as News papers, Magazines, newscasts, conversation pieces from films, e-Learning courseware from the Internet, Cambridge University press Text books , English pronouncing Dictionary etc.. The same material is used for class room teaching.

10. High pass percentage in all semesters.
11. The department is involved in imparting communication skills and soft skills to JKC trainees. It is a matter of pride that more than 1500 students, who were trained by us are now working in various reputed MNCs such as WIPRO, INFOSYS, TCS, TECH MAHINDRA, CIPLA, GENPACT, RELIANCE, REDDY LABS, NFCL, ETC.
12. A good number of students have been employed by INDIAN BANKS, RAILWAYS, PUBLIC SECTOR UNDERTAKINGS.
13. Ours is the only college in and around Kakinada offering B.A. Lit. course. Many teachers of English working in various Colleges, Schools, Polytechnics, are alumni of P.R. Govt. College (A), Kakinada.
14. Well-equipped English language labs with an exhaustive software / courseware. Virtual and digital class rooms
15. The faculty of English have been presenting lessons through virtual class rooms and on FM Radio – Radio Ala.

**ACHIEVEMENTS OF THE PREVIOUS YEAR i.e 2019 - 20 Academic year**

1. P.G English was awarded autonomy from the academic year 2019-20
2. Organized 4 Guest Lectures to impart Literary Knowledge
3. Organized a serial Quiz programme
4. The Department has started taking online classes for nearly 2000 students until 31<sup>st</sup> may 2020.
5. The department has organized many online quizzes including a Quiz on the Ramayana which got international acclaim.
6. The department organized an awareness campaign in collaboration with Allu Ramalingayya Homeo College about Corona virus in it's very initial stage in February 2020.
7. The department distributed vegetables and other food items to the needy and the poor in April 2020

**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 reintroduce the practical examination at the end of I and II years and the students listening skills, communication skills and vocabulary are tested. Viva is compulsory.
3. The department wants to impart coaching for competitive exams to the outgoing students.
4. The department is sincerely trying to start a French diploma course with the help of Dr. Daniel Nezer who promised to help us in introducing the same with the financial assistance from French government.
5. Department intends to organize national seminar and a work shop in November & December 2020.
6. The Department intends to submit proposal for the introduction of a new group with History, English Literature & Tourism and Travel management as subjects at UG level.
7. The department also intends to start a new group with Journalism , English for Digital age and Political science as core subjects.

**M.A. ENGLISH LANGUAGE & LITERATURE****COURSE OBJECTIVE**

**The course introduces the student to the literatures produced in English and translated into English. Making British Literature the foundation in the first two semesters, the course diversifies into literatures produced in all English speaking cultures. Offering a diverse range of critical/theoretical texts from European and Indian critical traditions that arose from specific socio-economic-linguistic philosophical theories, the course aims to equip the student with essential critical tools to comprehend literature in particular and culture in general. In addition, the course also aims to teach English Language Teaching for professional application.**

**Note- As digital material is available to many texts prescribed in the syllabus. Teachers are advised to use Audio Visual, Multimedia, Film, Survey content extensively for a thorough understanding.**

**P.R.GOV.T.COLLEGE(AUTONOMOUS) KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER –I PAPER – I – INTRODUCTION TO LITERATURE**

**Objective:** This course is designed primarily to understand what literature is, what is enjoyable to read, and profitable to learn. It will address some basic questions in the professional study of literature in English such as: what makes a piece of writing literature; what are the major types/kinds of literature; what special qualities and effects do they convey to readers; and how we recognize the language that embodies these special qualities and effects.

**Course Description:** All the four units covering the four broad divisions of literary activity in language attempt to introduce and define different types of genres with examples under the broad division. It is suggested that the ‘backgrounds’ and the 4 units below receive more or less equal attention in terms of hours devoted to learning and marks allotted for testing.

**Background:** Literature: definition, scope; the literary, non-literary, sub-literary, and paraliterary; sāhitya and literature; the variety of literary forms in English; the literary versus ordinary language and Mimesis. Essential reading: “Literature”– entry in Keywords by Raymond Williams (Fontana, 1976, 150–154).

**Unit I Prose:**

Biography, Autobiography, Essay. Broad division into Fiction and Non-fiction and types of each.

**Essential reading: George Orwell - “Shooting an Elephant1”**

**Unit II Poetry:**

Kinds 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.

**Essential reading:**

**Edmund Spenser's sonnet - "One day I wrote her name upon the strand..."**

**Robert Frost - "Nothing Gold Can Stay".**

**Ted Hughes - "The Thought-Fox".**

**Unit III Drama:**

Brief introduction to the stage, and the origins of drama; basic concepts such as: 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.

**Essential reading: A. A. Milne -The Boy Comes Home2(One-act play) William Shakespeare - Julius Caesar (Act I, Scene1)**

**Unit IV Fiction:**

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.

**Essential reading:**

**Grace Paley - "A Conversation with My Father"**

**R. K. Narayan's - "The Grandmother's Tale".**

**Textbooks:**

1. Shakespeare, William. *Julius Caesar*. New Delhi: Macmillan, 2005.

**Suggested Reading:**

1. Abrahams M.H. *Glossary of Literary Terms*. Boston: Cengage Wadsworth Pub, 2008.
2. Barnet, Sylvan et al. eds., *Literature: Thinking, Reading, and Writing Critically*. 2nd ed. New York: Longman, 1997.
3. Forster, E.M. *Aspects of the Novel*. Penguin Classics, 2005.
4. Kennedy, X.J. and Dana Gioia. eds., *Literature: An Introduction to Fiction, Poetry, and Drama*. 6th ed. New York: Harper Collins, 1995.
5. Mukherjee, Sujit, *A Dictionary of Indian Literature*. Hyderabad: Orient Longman, 1999.
6. Rees, R.J. *English Literature: An Introduction for Foreign Readers*. Macmillan: India, 1973.
7. Scholes, Robert et al. eds., *Elements of Literature: Essay, Fiction, Poetry, Drama, Film*. 4th ed. USA: Oxford UP, 1991.

**P.R.GOV.T.COLLEGE(AUTONOMOUS) KAKINADA**  
**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER 1 PAPER – I –**  
**INTRODUCTION TO LITERATURE MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer all the questions. Each question carries 15 marks. 4x15=60 marks**

1. a) Comment on the exceptionally gripping quality of descriptions in “Shooting an Elephant.”  
 Or b)

Explain the different types of fiction and non-fiction?

2. a) What theme do the rhymes of “Nothing Gold Can Stay” convey?

Or

b)

Discuss “Thought-fox” as a poem on the art of poetic composition.

3. a) How does the opening scene of Julius Caesar strike the keynote of the play?

Or

b) Discuss “A Boy Comes Home” as a typical one act play.

4. a) How crucial is characterization in the making of a story? Choose your favorite character.

Or

b) Is “A Conversation with My Father” an example of met fiction? Explain.

**II. Write short notes on any five of the following. Each question carries 3 marks. 5X3=15 marks**

- a) Literature and sub-literature
- b) Point of View
- c) Suspense
- d) Dramatic irony
- e) The distinction between tale and story.
- f) Mimesis
- g) Plot
- h) Tragedy

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**DEPARTMENT OF ENGLISH**  
**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER – I PAPER – II –**  
**POETRY: THE RENAISSANCE TO THE 18TH CENTURY**

**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.

**Background Study:** Sonnet, Lyric, Metaphysical poetry, Puritanism, Reformation, Renaissance, Epic, Mock epic, Neo-classicism.

**Unit – I**

Geoffrey Chaucer - “Prologue” to Canterbury Tales,  
 “The Knight’s Tale” and “Wife of Bath’s Tale”

Edmund Spenser - “Epithalamion” and “Prothalamion”  
 Shakespeare - Sonnets No.18, 30, 55, 116 & 130

**Unit – II**

John Donne - “The Canonization”  
 Andrew Marvell - “To His Coy Mistress”

**Unit – III**

John Milton - Paradise Lost – Book – I

**Unit – IV**

## Alexander Pope - Rape of the Lock

**Textbooks:**

1. Abrahams, M.H. ed., Norton Anthology of English Literature. 8th ed. New York: W. W Norton Inc, 2006.
2. Chaucer, Geoffrey. 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.

**P.R.GOV.T.COLLEGE(AUTONOMOUS) KAKINADA  
M. A. ENGLISH LANGUAGE & LITERATURE  
SEMESTER 1 PAPER – II –  
POETRY: THE RENAISSANCE TO THE 18TH CENTURY  
MODEL QUESTION PAPER**

**Time : 3 hrs**

**Maximum Marks: 75**

**I. Answer all the questions. Each question carries 15 marks. 4x15=60 marks**

1. a) Comment on Chaucer's art of characterization with reference to the text prescribed for you.  
Or  
in his sonnets
- b) Discuss Shakespeare's treatment of love
  
2. a) Write a critical account of Donne's "Canonization".  
Or
- b) How
- does Andrew Marvell treat carpe diem philosophy in "To His Coy Mistress"?
  
3. a) "In Milton the Renaissance and the Reformation forces culminate". Elucidate.  
Or
- b) Critically
- examine Paradise Lost as an epic.
  
4. a) Bring out the 'satirical elements' in The Rape of the Lock.  
Or
- b)
- Comment on Pope's use and treatment of supernatural machinery in The Rape of the Lock.

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

1. Metaphysical poetry
2. Character of Wife of Bath
3. Milton's Grand Style
4. Mock epic
5. Neoclassicism
6. Epic Simile
7. Epithalamion
8. Impersonality in Middle English Literature

**P.R.GOV.T.COLLEGE(AUTONOMOUS) KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER – I PAPER-III-**  
**DRAMA: THE RENAISSANCE TO THE 18TH CENTURY**

**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.

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

**Unit – I**

Christopher Marlowe - Dr. Faustus

**Unit – II**

William Shakespeare - Hamlet The Tempest

**Unit – III**

Ben Jonson - The Alchemist  
John Webster - The Duchess of Malfi

**Unit – IV**

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.

**MA ENGLISH LANGUAGE & LITERATURE  
SEMESTER – I PAPER – III –  
DRAMA: THE RENAISSANCE TO THE 18TH CENTURY  
MODEL QUESTION PAPER**

Time : 3 hrs

Maximum Marks : 75

I. Answer all the questions. Each question carries 15 marks. 4x15=60 marks

1. a) Trace the elements of the Renaissance in Dr. Faustus.

Or

b) Bring out the elements of conflict between good and evil in Dr. Faustus.

2. a) Explain Hamlet as a tragedy of sexuality.

Or

b) Can you trace postcolonial elements in The Tempest? Substantiate your answer.

3. a) Do you think that The Alchemist is an allegory? Elucidate .

Or

b) Trace the elements of revenge tragedy in The Duchess of Malfi.

4. a) The Way of the World is an excellent example of the comedy of manners. Do you agree? Why?

Or

What are the “the ways of the world” in The Way of the World?

b)

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

1. Character sketch of Mephistopheles
2. The significance of grave diggers' scene in Hamlet
3. Interludes
4. Character sketch of Mirabel
5. Tragic hero
6. Restoration drama
7. Problem Play 8. Morality Play

**DEPARTMENT OF ENGLISH**  
**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER – I PAPER-IV –**  
**PROSE & FICTION: THE RENAISSANCE TO THE 18TH CENTURY**

**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.

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

**Unit - I**

Francis Bacon - Essays: a) "Of Truth"  
 b) "Of Love"  
 c) "Of Friendship"  
 d) "Of Studies"  
 e) "Of Marriage and Single Life"

Samuel Johnson - Preface to Shakespeare

**Unit – II**

Aphra Behn - Oroonoko

**Unit – III**

Henry Fielding - Tom Jones

**Unit - IV**

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.

**MODEL QUESTION PAPER****Time: 3hrs****Maximum Marks: 75****I. Answer all the following. Each question carries 15 marks. (4x15=60)**

1. a) Discuss Bacon's essays as a grain of salt.

Or

b) Describe Samuel Johnson's "Preface to Shakespeare" as a critic of Contemporary society with reference to the essays prescribed.

2. a) Analyze the treatment of slavery in Oroonoko.

Or

b) Aphra Behn's Oroonoko is the first novel which creates a black protagonist. Discuss.

3. a) Find out the elements of picaresque novel in Tom Jones.

Or

b) Critically examine the Character of Tom Jones.

4. a) Explain the central themes in Tristram Shandy

Or

b) Discuss the narrative technique employed by Sterne in Tristram Shandy

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

- a) The character of Walter Shandy
- b) First person narrative
- c) Renaissance
- d) Merits of Shakespeare according to Johnson.
- e) The Beginnings of the Novel in England
- f) Bacon's views on marriage
- g) Narrative technique h) Omniscient narrator

**M.A. ENGLISH LANGUAGE & LITERATURE  
SEMESTER – I PAPER -V -  
INTRODUCTION TO THE STUDY OF LANGUAGE & LANGUAGE SKILLS**

**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 – I Language and Linguistics: Definition, Scope & Approaches**

Language - a) What is language? b) Origin and development  
c) Language: Speech and Writing

Linguistics - a) What is Linguistics?

b) Branches of Linguistics: An Introduction Language and Mind - Plato's Problem Broca's Aphasia  
Wernick's Aphasia Anomic Aphasia Generative Grammar

**Unit – II Fundamental concepts in:**

a) Phonetics, b) Phonology c) Morphology d) Syntax

1. Clause and Phrase Structure

2. Inflectional Phrase, Noun Phrase, Verb Phrase, Prepositional Phrase, Compliment, Adjunct

**Unit – III English Phonetics and Phonology:**

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) The Syllable
- g) Practice

#### **Unit -IV: Grammar and Language Skills**

- a) Descriptive Grammar
- b) Functional Grammar
- c) Basic Language Skills

#### **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. Nagaraj, Geetha. English Language Teaching: Approaches, Methods and Techniques .Hyderabad : Orient Longman, 2005
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. Jackandoff S Ray, Patterns in the Mind- Language and Human Nature, New York, Basic Books Inc., 1984.

**P.R.GOV.T.COLLEGE(AUTONOMOUS) KAKINADA**

**MA ENGLISH LANGUAGE & LITERATURE**

**SEMESTER – I PAPER – V –**

**INTRODUCTION TO THE STUDY OF LANGUAGE AND LANGUAGE SKILLS MODEL  
QUESTION PAPER**

**Time: 3 hrs****Maximum Marks: 75****I. Answer any one of the following in about 500 words. (1x15=15)**

1. Define language and give an account of the theories associated with origin of human language
2. What is meant by Plato's Problem. Describe Generative Grammar's association with it. **II.**

**Answer any three of the following. (3x5=15)**

1. Phonetics
2. Processes of word formation
3. Syntactical structuring
4. Morphology
5. Phonological variation

**III. Answer any three of the following. (3x5=15)**

1. What is Air Stream Mechanisms in relation to the Organs of Speech

2. Describe the production of the central vowels of the English language.

3. What is syllable? Explain its structure.

4. Phonetically Transcribe the following words

i) Project (V)

ii) Record (N)

iii) Approach

iv) Re-call

v) Hallucination

5. Classification of Speech Sounds

**IV. Answer any one of the following. (1x15=15)**

1. Write a short note on the importance of Functional Grammar with examples  
2. Write a brief note on the following: i) Productive skills ii) Parts of Speech

**V. Answer any five of the following. (5x3=15)**

1. Synchronic linguistics
2. Generative Grammar
3. Homonymy
4. Production of nasals
5. Aspiration
6. Intonation
7. Wernick's Aphasia
8. Branches of Linguistics

**P.R.GOV.T.COLLEGE(AUTONOMOUS) KAKINADA**

**DEPARTMENT OF ENGLISH**

**M. A. ENGLISH LANGUAGE & LITERATURE**

**SEMESTER –II – PAPER-I –**

**POETRY: 19TH CENTURY**

**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.

**Background Study: Romanticism, Victorian Dilemma, Ode, Dramatic Monologue, Ballad and Pre-Raphaelites.**

**Unit – I** a) William Wordsworth - “Ode on Intimations of Immortality”

b) S.T. Coleridge - “The Rime of the Ancient Mariner”

**Unit - II**

a) John Keats - “Ode to Autumn”

“Ode on a Grecian Urn” and  
“La Belle Dame sans Merci”

b) P.B Shelley - “To a Skylark” “Ode  
to the West Wind”

**Unit – III**

a) A.L. Tennyson - “Ulysses”

b) Robert Browning - “Andrea Del Sarto” and “Fra Lippo Lippi”

c) Gerard Manley Hopkins - “The Wind hover”

**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.
10. Morton, Timothy. ed., The Cambridge Companion to Shelley. Cambridge: Cambridge UP, 2006.

**P.R.GOV.T.COLLEGE(AUTONOMOUS) KAKINADA**

**M. A. ENGLISH LANGUAGE & LITERATURE**

**SEMESTER –II – PAPER-I**

**POETRY: 19TH CENTURY**

**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer all the questions. Each question carries 15 marks. 4 X 15 = 60**

1. a) Discuss the theme of memory as it runs through the poem “Ode: Intimations of Immortality”.

Or

b) Critically examine Wordsworth and Coleridge as romantic poets. Illustrate your answer from the poems prescribed.

2. a) How does Keats explore the themes of mortality and immortality in “Ode to Autumn” and “Ode on a Grecian Urn”? Or

b) Discuss Shelly’s romantic passion in “Ode to the West Wind”.

3. a) How does the poem “Ulysses” reflect the poet’s own personal journey?

Or

b) “Fra

Lippo Lippi’ is one of the happiest expressions of Browning’s belief in art and the joy of living.”  
Comment.

4. a) “Dover Beach” is Arnold’s statement of human condition. Discuss.

Or

b) D.G.

Rossetti’s poetry is marked by emotional and erotic power. Critically examine the statement with reference to the poem prescribed.

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

- a) Dramatic Monologue
- b) Victorian Dilemma
- c) Romanticism
- d) Ballad
- e) Ode
- f) Pre- Raphaelites
- g) Lake Poets
- h) Negative Capability

**P.R.GOV.T.COLLEGE(AUTONOMOUS) KAKINADA**

**DEPARTMENT OF ENGLISH**

**M. A. ENGLISH LANGUAGE & LITERATURE**

**SEMESTER –II PAPER – II-**

**DRAMA: 19TH& 20TH CENTURIES**

**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.

**Background Study:** Farce, Aestheticism, Problem Plays, Decadence, Social Realism, Theatre of the Absurd, Comedy of Menace, Angry Young Man Movement, Kitchen Sink Drama.

**Unit – I**

Oscar Wilde - The Importance of Being Earnest

G.B. Shaw - Saint Joan

**Unit – II**

J.M. Synge - The Playboy of the Western World

Samuel Beckett - Waiting for Godot

**Unit – III**

John Osborne - Look Back in Anger

**Unit – IV**

Harold Pinter - The Birthday Party

Arnold Wesker - Roots

**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. Wesker, Arnold. Roots, Bloomsbury Publishers.
7. 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. Gilleman, 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. New 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:

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**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER –II – PAPER-II**  
**DRAMA: 19TH& 20TH CENTURIES**  
**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer all the questions. Each question carries 15 marks. 4 X 15 = 60**

1. a) Write an essay on the witty style of Oscar Wilde. Illustrate your answer from the text prescribed.

Or

b) Discuss Shaw's view of Saint Joan in detail ?

2. a) Write a detailed note on the humour of J.M. Synge with particular reference to The Playboy of the Western World.

Or

b) How does Waiting for Godot capture the absurdity of human life.

3. a) Discuss Jimmy's relation with Helena and Alison.

Or

b) Examine the class conflict in Look Back in Anger

4. a) Comment on the use of pauses and broken speech in Birthday Party.

Or

b) Discuss the portrayal of working class in Arnold Wesker's "Roots".

**II. Answer any five of the following. Each question carries 3 marks.**

**5x3=15**

a. Farce

b. Aestheticism

c. Kitchen sink drama

d. Social Realism

e. Angry Young Man Movement

f. Abbey Theatre

g. Comedy of Menace

h. Jimmy Porter

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA**

**DEPARTMENT OF ENGLISH**

**M. A. ENGLISH LANGUAGE & LITERATURE**

**SEMESTER –II PAPER – III –**

**PROSE AND FICTION: 19TH CENTURY**

**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 give the student an opportunity to understand the cultural conditions of the nineteenth century.

**Background Study:** Personal Essay, Philosophical Essay, Autobiographical Novel, Realistic Novel, Gothic Novel, Victorian Morality, Regional Novel.

**Unit – I**

Charles Lamb - Essays of Elia

a) “Dream Children: A Reverie”

b) “In Praise of Chimney Sweepers”

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

you can

**Unit – II**

Charles Dickens - David Copperfield

**Unit – III**

Charlotte Bronte - Jane Eyre

**Unit – IV**

Thomas Hardy - Tess of the d’Urbervilles

**Textbooks:**

1. Bronte, Charlotte. *Jane Eyre*; New York: Norton Critical Edition, W. W Norton, 2000.
2. Dickens, Charles. *David Copperfield*. Penguin Publishers.
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.

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA**  
**MA ENGLISH LANGUAGE & LITERATURE SEMESTER – II PAPER – III**  
**PROSE & FICTION: 19TH CENTURY**  
**MODEL QUESTION PAPER**

Time: 3hrs

Maximum Marks:7

**I. Answer all the questions. Each question carries 15 marks. 4 X 1=60**

1. a) "Recollection and nostalgia play an important part in Lamb's essays". Discuss with suitable illustrations.  

Or

b) "For all books are divisible into two classes, the books of the hours, and the books of all time". Explain.
2. a) Discuss David Copperfield as an autobiographical novel.  

Or

b) Examine the portrayal of working class conditions in 19th century with reference to David Copperfield.
3. a) Analyze Jane Eyre as a dialogue of the Self and the Soul suggesting that the novel portrays the spiritual progress of Jane.

Or

b) Trace the Gothic elements in Jane Eyre.

4. a) What is the role of fate in Tess of the d'Urbervilles?

Or

b) Discuss the central themes of the novel Tess of the d'Urbervilles?

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

- a. Mr. Micawber
- b. Personal Essay
- c. Gothic Novel
- d. Victorian Morality
- e. Bertha Rochester
- f. Fate
- g. Biographical elements in "Dream Children: A Reverie"
- h. Hardy's pessimism

**P.R.GOV.T.COLLEGE(AUTONOMOUS) KAKINADA  
DEPARTMENT OF ENGLISH  
M. A. ENGLISH LANGUAGE & LITERATURE  
SEMESTER –II PAPER – IV –  
THE 20TH CENTURY BRITISH LITERATURE**

**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.

**Background Study:** Modernism, Irish Literary Revival, Stream of Consciousness Technique, Epiphany, Epic Theatre, Parody, Bloomsbury Group, Allegory, War Poetry.

**Unit - I**

T. S. Eliot - The Waste Land W.B. Yeats

- "Sailing to Byzantium" and "Byzantium"

Wilfred Owen - "Strange Meeting"

### Unit - II

Edward Bond - Bingo

### Unit - III

Virginia Woolf - A Room of One's Own

W. Somerset Maugham - "Mr. Know All"

### Unit - IV

James Joyce - Ulysses

William Golding - Lord of the Flies

#### Textbooks:

- 1) Bond, Edward. Edward Bond: Plays-3-Bingo, The Fool, The Woman, Stone, Bloomsbury Publishers.
- 2) Golding, William. Lord of the Flies, Penguin Publishers.
- 3) James Joyce. Ulysses, Maple Press.
- 4) Maugham, Somerset. "Mr. Know All" – Available online.
- 5) Thomas, C. T. ed., Twentieth Century Anglo-American Verse. Madras: Macmillan, 2000
- 6) 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) 3) Moody, Anthony David, ed. The Cambridge Companion to T.S Eliot. Cambridge: Cambridge UP, 1994.
- 4) 4) Spencer, Jenny. S., ed. Dramatic Strategies in the Plays of Edward Bond. Cambridge: Cambridge UP, 1992.

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA**  
**MA ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER – II PAPER – IV**  
**20TH CENTURY BRITISH LITERATURE**  
**MODEL QUESTION PAPER**

**Time: 3hrs**

**Maximum Marks:75**

**I. Answer all the questions. Each question carries 15 marks. 4 X 15 = 60**

1. a) What is the “the waste land” Eliot describes?

Or

b) Explain the use of symbolism in “Byzantium” and “Sailing to Byzantium”.

2. a) Discuss the characterization of ‘Shakespeare’ in Bingo.

Or

b) Examine the dramatic strategies employed in Edward Bond’s Bingo.

3. a) What does Virginia Woolf mean by “a room of one’s own”? Substantiate your answer.

Or

b) Discuss the theme of prejudice in “Mr. Know All”.

5. a) Explain the narrative techniques used by James Joyce in Ulysses.

Or

b) Bring out the allegorical elements in Lord of the Flies.

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

- a) War poetry
- b) Rational Theatre
- c) Bloomsbury group
- d) Simon
- e) Irish literary revival
- f) Androgynous mind
- g) Leopold Bloom
- h) Theme of spiritual barrenness in "The Waste Land"

**P.R.GOV.T.COLLEGE(AUTONOMOUS) KAKINADA  
DEPARTMENT OF ENGLISH  
M.A. ENGLISH LANGUAGE & LITERATURE  
SEMESTER – II PAPER -V  
INTRODUCTION TO COMMUNICATION SKILLS**

**Objective:** The course aims at preparing the student use English appropriately and effectively in various contexts that demand communicative ability.

**Course Description:** The course gives an opportunity to the student to get acquainted with the skills that the student wishes to learn to make him/her fit to the fast growing need for communication skills in the contemporary world.

**Unit-I: On Communication Skills:**

**Oral Communication Skills**

**A. Listening Skills**

- a) The Listening process
- b) Types of listening
- c) Barriers to listening

d) Effective listening strategies

### **B. Speaking Skills**

- a) The speaking process
  - b) Articulation of English Vowels and Consonants
  - c) Stress, Accent and Intonation
- d) Conversations
- e) Effective Speaking Strategies

## **Unit – II: Communication Skills in Practice**

### **1) Practicing Listening Skills**

- a) Listening in various contexts
- b) Active Listening Practice

### **2) Practicing Speaking Skills**

- a) Speaking in Job Interviews and Group Discussions
- b) Presentation Skills and Public Speaking
- c) Speaking in meetings

### **3) Practicing Reading Skills      The Reading Process**

- a) Types of Reading
  - i) Extensive Reading
  - ii) Intensive Reading
  - iii) Rapid Reading      b) Skimming      c) Scanning

### **4) Practicing Writing Skills**

- a) Writing paragraphs
- b) Summarizing & Paraphrasing
- c) Writing different types of essays
- d) Précis Writing
- e) Report Writing and Review Writing
- f) Writing Letters & emails
- g) Writing CVs and Resumes

## **Unit-III: Managing Communication Skills**

- 1) Personal Appearance      2) Eye Contact      3) Maintaining Distance      4) Gestures
- 5) Maintaining Posture      6) Facial Expressions

## **Unit IV: Language Management**

- 1) Words and Expressions Commonly misused
- 2) Managing Vocabulary
  - i. Formal and Informal words
  - ii. Essential, Elementary, Intermediate and Advanced Vocabulary
  - iii. One-word Substitutes
- 3) Correction of Sentences

**Suggested Reading:**

1. Hornby, A. S. Guide to Patterns and Usage in English. 2nd ed. Oxford: Oxford UP, 1975.
2. Mohan, Krishna & Meera Benarji. Developing Communication Skills. India: Macmillan, 2007.
3. Oxford Advanced Learner's Dictionary of Current English. 8th ed. Oxford: Oxford UP, 2010.
4. Raman, Meenakshi. Technical Communication: Theory and Practice. New Delhi: Oxford UP, 2006.
5. Rizvi, M. Ashraf. Effective Technical Communication. Tata McGraw Hill, 2005.

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**MA ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER – II PAPER – V –**  
**INTRODUCTION TO COMMUNICATION SKILLS**  
**MODEL QUESTION PAPER**

**Time: 3hrs****Maximum Marks:75****I. Answer all the following: 4 X 15 = 60**

1. a) Define listening process and draw a flow chart explaining types of listening.  
Or  
b) Define speaking process and state effective speaking strategies.
2. a) What are the different types of reading? State them with examples.  
Or  
c) What are the chief components in preparation of a Resume or C.V.?
3. a) Explain the role of non- verbal communication.  
Or  
b) Briefly discuss the importance of personal appearance, gestures and facial expressions in the process of communication.
4. a) Attempt a CV of your own. Or  
b) 1. Use the following words in your own sentences. 5x1= 5  
i) Different from

- ii) Avail oneself of
- iii) find fault with
- iv) Refrain from
- v) Superior to

**2. Correct the following sentences                      10x1= 10**

- i) The police promised not to interfere of demonstrations.
- ii) Mr. Jones is infected by cholera.
- iii) Ram was arrested because he was ignorant with the law.
- iv) All the water flowed out of the bucket by and by.
- v) The table is very heavy.
- vi) I am very pleased to see you.
- vii) Yesterday in the night, he came to see me.
- viii) Your statement is somewhat true.
- ix) I care a bit for you.
- x) Vikram knows to disgrace others.

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

- a) Barriers to listening
- b) Stress, accent and intonation
- c) Extensive reading and intensive reading
- d) Reading different types of texts
- e) Skimming and scanning
- f) Writing CVs and Resumes
- g) Active Listening Practice
- h) Formal and Informal words

**P.R.GOV.T.COLLEGE(AUTONOMOUS) KAKINADA  
DEPT. OF ENGLISH M. A. ENGLISH LANGUAGE & LITERATURE**

**SEMESTER – III, PAPER – I –**

**AMERICAN LITERATURE: EARLY TO THE 19TH CENTURY**

**Objective:** This course aims to introduce some major ideas and texts that gave American literature its place of pride among the literatures of other cultures and nations.

**Course Description:** It begins with texts that acquaint students with the literature of America, the transitional socio-historical records leading to the texts of the American Renaissance, and a fair sampling of the nineteenth century classics.

**Background:**

American Puritanism, American Revolution, American Romanticism and Transcendentalism, American Civil War, Naturalism, Autobiography, Racism.

**Unit I**

Ralph Waldo Emerson - “The American Scholar”

Henry David Thoreau - “Civil Disobedience”

**Unit II**

Frederick Douglass - "Narrative of the Life of Frederick Douglass, an American Slave"

Edgar Allan Poe - "The Purloined Letter" (available online)

### **Unit III**

Nathaniel Hawthorne - The Scarlet Letter Mark Twain

- The Adventures of Huckleberry Finn

### **Unit IV**

Walt Whitman - "When Lilacs Last in the Dooryard Bloomed"

Henry Wadsworth Longfellow - "Flowers" (available online)  
"A Psalm of Life" (available online)

Emily Dickinson - "Because I could not Stop for Death"

"I Taste the Liquor Never Brewed"

"I Felt a Funeral, in my Brain" "Success is Counted Sweetest"

### **Textbooks:**

1. Baym, Nina. ed., The Norton Anthology of American Literature. 5th ed., Vol. 1. New York: W. W. Norton & Co. 1998.
2. Douglass, Frederick. Narrative of the Life of Frederick Douglass, an American Slave, Gyan Publishing House-2018.
3. Hawthorne, Nathaniel. The Scarlet Letter. New York: Penguin, 2003.
4. Poe, Edger Allan. The Purloined Letter, Tale Blazers, 1980.
5. Twain, Mark. Adventures of Huckleberry Finn. 3rd ed. Ed. by Thomas Cooley. New York: Norton, 1998.

### **Suggested Reading:**

1. Bradbury, Malcolm and Roland. eds., From Puritanism to Postmodernism: A History of American Literature, New York: Penguin Books, 1992.

2. Cleanth Brooks & Robert Penn Warren. American Literature: The Makers and the Making. Vol 1; New York: St. Martin's Press, 1973.
3. Harnsberger, Caroline Thomas. Everyone's Mark Twain. New Jersey: A. S Barnes Company, 1972.
4. Spiller, Robert et al. eds., Literary History of the United States. New York: Macmillan, 1968.
5. Trent, Peterfield William. et al. eds., The Cambridge History of American Literature. New York: Macmillan, 1921 & 2007.
6. Tucker, Martin. ed. The Critical Temper: A Survey of Modern Criticism on English and American Literature from the Beginnings to the 20th Century. Vol.1: Victorian Literature, and American literature. New York: Frederic Unger Pub, 1989.

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**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER –III – PAPER-I–**  
**AMERICAN LITERATURE: EARLY TO 19TH CENTURY**  
**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer all the questions. Each question carries 15 marks. 4 X 15 = 60**

1. a) What are the characteristics of an American Scholar according to Emerson?

Or

b) Thoreau's "Civil Disobedience" embodies the spirit of independence which has become a way of life in its author. Elaborate.

2. a) How successful is Douglass in persuading the reader of the evils that slavery inflicts on both slave and slaveholder alike?

Or

b) Examine Poe's "Purloined Letter" as an example of detective fiction.

3. a) How does Hawthorne react to the puritan concept of sin and absolute morality in his novel The Scarlet Letter?

Or

b) How does the river Mississippi become a symbol of life and journey in Huckleberry Finn? Substantiate with proper examples.

4. a) Write an essay on Whitman's musings on 'death' in his elegy "When Lilacs last in the dooryard Bloomed".

Or

b) Trace out the theme of death in Emily Dickinson's poems.

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

- a) Transcendentalism
- b) Roger Chillingworth
- c) Abolitionism
- d) American Puritanism
- e) American Romanticism
- f) Racism
- g) "Man Thinking"
- h) Slant rhyme

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA**

**DEPARTMENT OF ENGLISH  
M. A. ENGLISH LANGUAGE & LITERATURE  
SEMESTER – III PAPER – II  
INDIAN WRITING IN ENGLISH**

**Objective:** The main objective of this paper is to familiarize the student with the origin, evolution and current status of Indian Writing in English.

**Course Description:** The paper gives the student an exposure to various cultures and traditions of India. This also enables the students to sympathize and empathize with various thematic strands as they all come under the broad concept of "Indianness".

**Background Study:** English Education Act, Modern Indian Poetry in English, Communalism, Narrative Poetry, Varna System, Confessional Poetry.

**Unit – I: Poetry**

Toru Dutt - "Buttoo"

Nissim Ezekiel - "Goodbye Party for Miss Pushpa T.S."

Kamala Das - "An Introduction"

Jayanta Mahapatra - "Hunger" (available online)

**Unit – II: Drama**

Girish Karnad - Hayavadana Mahesh Dattani - Final Solutions

**Unit – III: Fiction**

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

**Unit – IV: Prose**

Dr. B.R. Ambedkar - Excerpts 4, 5 & 6 from Annihilation of Caste

Salman Rushdie - "Imaginary Homelands" from Imaginary Homelands

**Textbooks:**

1. Ambedkar. B.R., Annihilation of Caste. Navyana Publishers, 2015.
2. Dattani, Mahesh. Final Solutions. New Delhi: Penguin India, 2005.
3. Gokak, Vinayak Krishna, ed. The Golden Treasury of Indo-Anglian Poetry 1828-1965. New Delhi: Sahitya Akademi, 2006.
4. Karnad, Girish. Hayavadana. New Delhi: Oxford UP, 1997.
5. Narasimhaiah, C. D, ed. An Anthology of Common Wealth Poetry. New Delhi: Macmillan, 1990.
6. Narayan, R.K. The Guide, Indian Thought Publications, 2010.
7. Roy, Arundhati. The God of Small Things, Penguin India, 2002.
8. Rushdie, Salman. Imaginary Homelands, Penguin Classics.
9. Sachidanandan, K, ed. Gestures: An Anthology of South Asian Poetry. New Delhi: Sahitya Akademi. 2001.

**Suggested Reading:**

1. Iyengar, K.R. Srinivasa. Indian Writing in English. New Delhi: Sterling, 1973.

2. Jaydipsingh, Dodiya, ed. The Plays of Girish Karnad: Critical Perspectives. New Delhi: Prestige Books, 1999.

3. King, Bruce, ed. Modern Indian Poetry in English, New Delhi: OUP, 1987.

4. Krishnaswamy, N. & Lalitha Krishnaswamy. The Story of English in India. New Delhi: Foundation Books Pvt Ltd., 2006.

5. Naik, M. K. Indian English Poetry: From the Beginnings upto 2000. Delhi: Pencraft International, 2006.

6. Narasimhaiah, C. D, ed. Makers of Indian English Literature. Delhi: Pencraft International, 2000.

Naik, M.K. & Shyamala A Narayan. Indian English Literature 1980- 2000: A Critical Survey, Delhi: Pencraft International, 2001.

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA**

**M. A. ENGLISH LANGUAGE & LITERATURE**

**SEMESTER –III – PAPER-II**

**INDIAN WRITING IN ENGLISH**

**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer all the questions. Each question carries 15 marks. 4 X 15 = 60**

1. a) Discuss the social concern portrayed in Jayanta Mahapatra's "Hunger".

Or

b) "Introduction" deals with the subject of sexual politics in a patriarchal society. Discuss.

2. a) Explain the theme of incompleteness in Hayavadana.

Or

b) How does Mahesh Dattani treat communalism in Final Solutions?

3. a) Elucidate how R.K. Narayan portrays the character of Raju with reference to the Dharma and Karma theory in his novel.

Or

b) Discuss the significance of the title God of Small Things.

4. a) What are the arguments given by Dr. B.R. Ambedkar against division of laborer?

Or

b) Examine Rushdie's views on 'home' in "Imaginary Homelands".

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

- a) English Education Act
- b) Confessional Poetry
- c) Bhagavata in Hayavadana
- d) Indianness in Toru Dutt's poetry
- e) Character sketch of Rosie
- f) Narrative Poetry
- g) Communalism
- h) Modern Indian English Poetry

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA**

**DEPARTMENT OF ENGLISH  
M. A. ENGLISH LANGUAGE & LITERATURE  
SEMESTER –III PAPER-III –  
POSTCOLONIAL LITERATURE**

**Objective:** To introduce the writing of those peoples across the world formally colonized by Britain.

**Course Description:** The texts prescribed present the common experience of colonization, as well as the special and distinctive characteristics of the respective countries they are produced in. The paper gives equal importance to those theories which have great potential to reinforce the understanding of postcolonial issues and for abrogating Eurocentric concepts.

**Background Study:** Colonial Encounter, Post colonialism, Counter Discourses and Decolonization.

**Unit – I: Poetry**

- a) Dennis Brutus - “You laughed and laughed and laughed”
- b) Judith Wright - “Bullocky”
- c) Gabriel Okara - “The Mystic Drum” and “Once Upon a Time”

**Unit – II: Drama**

- a) Wole Soyinka - Kongi's Harvest
- b) Derek Walcott - Dream on Monkey Mountain

**Unit – III: Fiction**

- a) Chinua Achebe - Things Fall Apart
- b) V.S. Naipaul - A House for Mr. Biswas

**Unit – IV: Prose**

- a) Frantz Fanon - “The Negro and Language” (from Black Skin, White Masks. Chapter – I) b)
- Ngugi WaThiong’O - “The Language of African Literature”

(from Decolonizing the Mind: The Politics of African Literature)

Language in

**Textbooks:**

1. Achebe, Chinua. Things Fall Apart. New Delhi: UK: Penguin, 2001.
2. Franz, Fanon. Black Skin, White Masks. New York: Grove Press, 2008.
3. Naipaul V. S. A House for Mr. Biswas. New York: Penguin Books, 1992.
4. Narasimhaiah, C.D, ed. An Anthology of Commonwealth Poetry. New Delhi: Macmillan, 1990.
5. Ngugi WaThiong’O. Decolonising the Mind. East African Publishers, 1986.

**Suggested Reading:**

1. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. The Empire Writes Back: Theory and Practice in Post-Colonial Literatures. London: Routledge, 1989.
2. Driesen, Cynthia Vanden, ed. Centering the Margins: Perspectives on Literatures in English from India, Africa and Australia. New Delhi: Prestige Books, 1995.
3. Kayyoom, S.A, ed. Chinua Achebe: A Study of His Novels. New Delhi: Prestige Books, 1999.
4. Mcleod, A. L, ed. The Canon of Commonwealth Literature: Essays in Criticism. New Delhi: Sterling Publishers, 2003.
5. Narasimhaiah, C.D, ed. And C.N. Srinath, Ed. New Directions in African Writing. Mysore: Dhvanyaloka Publishers, 2005.
6. ---, Essays in Commonwealth Literature: Heirloom of Multiple Heritage. Delhi: Pencraft International, 1995.

7. Nayar, Pramod. K. Postcolonial Literature: An Introduction. Hyderabad: Pearson, 2008.
8. Panduranga, Mala, ed. Chinua Achebe: An Anthology of Recent Criticism. Delhi: Pencraft International, 2006.
9. Soyinka, Wole; Myth, Literature and the African World. Cambridge: Cambridge UP, 1990.

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA**  
**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER –III – PAPER-III –**  
**POSTCOLONIAL LITERATURE**  
**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer all the questions. Each question carries 15**

**4 X 15 = 60**

1. a) Discuss the style and theme of Dennis Brutus' poem "You Laughed and Laughed and Laughed".

Or

b) Critically examine the theme of "Bullocky".

2. a) Dream on Monkey Mountain tries to establish social and personal identity in the context of post colonialism. Discuss.

Or

b) Consider Kongi's Harvest as critique of post -independent Nigerian politics

3. a) Critically examine the process of colonization in Things Fall Apart

Or

b) Trace the autobiographical element in A House for Mr. Biswas.

4. a) How does Frantz Fanon establish the link between language and colonization

Or

b) Discuss the politics of language in postcolonial societies with reference to Ngugi's The language of African Literature.

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

- a) Colonial Encounter
- b) Post colonialism
- c) Counter Discourse
- d) Decolonization
- e) Hybridity
- f) Mimicry
- g) Diaspora
- h) Apartheid

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA  
DEPARTMENT OF ENGLISH**

**M. A. ENGLISH LANGUAGE & LITERATURE**

**SEMESTER – III PAPER-IV LITERARY CRITICISM**

**Objective:** The objective of the paper is to help the student recognize the change of concentration in literary criticism from content to form. The paper aims at providing the student a useful conceptual scheme for distinguishing between different kinds of critical principles.

**Course Description:** The texts prescribed signal a shift from traditional critical attitudes to modern ways of critical observation. The paper offers a variety of approaches exhibited by modern literary criticism.

**Background:** Mimesis, Indian Aesthetics, Rasa, Dhvani, New Criticism, Feminism

**Unit – I**

Aristotle - Poetics

**Unit – II**

Bharata - “Selections from Natyasastra”

Anandavardhana - “Selections from Dhvanyaloka”

**Unit – III**

T.S. Eliot - “Tradition and Individual Talent”

Cleanth Brooks - “The Language of Paradox”

**Unit – IV**

Elaine Showalter - “Towards a Feminist Poetics”

Sandra M. Gilbert & Susan Gubar - “Infection in the Sentence: The Women Writer and the Anxiety of Authorship”

**Textbooks:**

1. Aristotle –Poetics(Available online) 2. Eliot, T.S. The Sacred Wood: Essays on Criticism and Poetry. Forgotten Books Pub., 2015.
3. Lodge, David, ed. 20th Century Literary Criticism – A Reader. Pearson Longman, 1972.
3. Sethuraman, V.S. Indian Aesthetics. Chennai: Macmillan, 1992.

**Suggested Reading:**

1. Barry, Peter. Beginning Theory: An Introduction To Literary And Cultural Theory. Manchester University Press, 2002.
2. Eagleton, Terry. Literary Theory: An Introduction. Minneapolis: University of Minnesota Press, 1983.
3. Habib, M.A.R. A History of Literary Criticism and Theory: From Plato to the Present. USA: Blackwell, 2005.
4. Waugh, Patricia, ed. Literary Theory and Criticism. New York: Oxford UP, 2006.

6. Wimsatt, W.K.&Cleanth Brooks. Literary Criticism: A Short History. New Delhi: Oxford IBH, 2004.

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**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER –III – PAPER-IV**  
**LITERARY CRITICISM**  
**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer all the questions. Each question carries 15 ma**

**4 X 15 = 60**

1. a) Explain Aristotle's concept of tragedy.  
Or  
b) Discuss Aristotle's concept of Mimesis.
2. a) Discuss the types of sentiment as elucidated in Natyasastra.  
Or  
b) Critically discuss Anandavardana's concept of Dhvani
3. a) Elucidate T.S. Eliot's views on impersonality in his "Tradition and Individual Talent".  
Or  
b) Write about Cleanth Brook's concept of paradox and irony?
4. a) Showalter introduced the term 'gynocritics' in her essay "Towards a Feminist Poetics" and demonstrated its efficacy with a feminist critique of Thomas Hardy's Mayor of Casterbridge. Explain  
Or  
b) An anxiety of authorship according to Gilbert and Gubar, is a radical fear of that she cannot create, that because she can never become a precursor of the act or writing will isolate or destroy her. Discuss.

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

- a) Hamartia
- b) Intention
- c) Historical Sense
- d) Sentiments
- e) Reliability of Character
- f) New Criticism
- g) Feminism
- h) Heroic Sentiment

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA  
DEPARTMENT OF ENGLISH  
M. A. ENGLISH LANGUAGE & LITERATURE  
SEMESTER –III PAPER-V  
INTRODUCTION TO ELT**

**Objective:** The paper aims at introducing students to the history, methods, approaches and techniques followed in English Language Teaching. It exposes student to the basic concepts of teaching language through literature.

**Course Description-** The course provides a basic and detailed approach to English Language Teaching. Introducing various approaches, methods of English Language Teaching, the course provides a comprehensive view of teaching of the language skills, testing, vocabulary, pronunciation and many important components. It also explores the area of teaching language through literature by introducing the student to the teaching of various genres, author and texts. The concepts of Lesson Plan and Peer Teaching equip the student with practical knowledge of Class room Management.

**Unit – I: History of Approaches and Methods in ELT**

- a) General History of ELT, Scope and Nature
- b) ELT in India
- c) Psychology and Language Teaching
- d) Grammar Translation Method
- e) Direct Method
- f) Audio Lingual Method
- i) Behaviorism
- ii) Cognitivism
- iii) Constructivism
- iv) Blended Learning

g) Communicative Language Teaching

h) New approaches

i) The Natural approach

ii) Content -based Instruction

iii) Task-based Language Teaching

**Unit – II: Teaching of the Language Skills**

a) Teaching of Listening

b) Teaching of Speaking

c) Teaching of Reading

d)

Teaching of Writing

**Unit – III: Teaching for Language Proficiency**

a) Teaching of Vocabulary

b) Teaching of Grammar

c) Teaching of Pronunciation

d) Lesson Plan

**Unit – IV: Teaching Language through Literature**

a) Teaching of different forms of Literature i) Teaching Prose

ii) Teaching Poetry

iii) Teaching Drama

iv) Teaching Fiction b) Teaching of Different Authors and Texts c) Peer

Teaching

**Suggested reading:**

1. Aebersold, Jo Ann, Mary Lee Field. From Reader to Reading Teacher, Issues and Strategies for Second Language classrooms. Cambridge: Cambridge UP, 1997.

2. Brumfit, C.J.K. Johnson The Communicative Approach to Language Teaching. Oxford: Oxford UP, 1994.

3. Doff, Adrian. Teacher's Handbook, Teach English. A Training Course for Teachers. Cambridge: Cambridge UP, 1995.

4. Hughes, Arthur. Testing for Language Teachers. Cambridge: Cambridge UP, 1989.

5. Krishnaswamy, N and Lalitha Krishnaswamy. Teaching English: Approaches, Methods and Techniques, 2005.

6. Krishnaswamy, N. and Lalitha Krishnaswamy. The Story of English in India. Delhi: Foundation Books. 2007.

7. Lazar, Gillian. Literature and Language Teaching. Cambridge: Cambridge UP, 1993.

8. Raghavendra N Surya & Abhishek Krishnaveer Chala, Handbook of Principles and Techniques in English Language Teaching, Allahabad, Cyberwit.net, 2018.

9. Leech, G. and M. Short. Style in Fiction. London: Longman, 1988.

10. Nunan, D. The Learner-Centered Curriculum. Cambridge: Cambridge UP, 1988.

1. Scrivener Jim, Learning Teaching, Great Brittan, Macmilan, 2009

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**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER –III – PAPER-V**  
**INTRODUCTION TO ELT**  
**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer all the questions. Each question carries 15 marks. 4 X 15 = 60**

1. a) Explain the Nature and Scope of English Language Teaching and write short notes on Grammar Translation Method and Audio Lingual Method.  
Or  
b) Discuss the theories related to language acquisition.
2. a) What are various methods of teaching Listening and Speaking Skills.  
Or  
b) Write a note on the process involved in the teaching of Reading and Writing Skills.
3. a) What is the role of Language Proficiency skills in English Language Teaching.  
Or  
b) Write an essay on the importance of Lesson Plan and prepare a model Lesson Plan
4. a) What is the principle behind Teaching Language through Literature? Explain how language can be taught using literary genres like Poetry and Drama.  
Or  
b) Enumerate the effects of Peer Teaching in teaching different authors and texts.

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

- a. ELT in India
- b. Communicative Language Teaching
- c. Teaching Speaking skills
- d. Classroom Management
- e. Blended Learning
- f. Direct Method
- g. Audio Lingual Method
- h. Task-based Language Teaching

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**M.A. ENGLISH LANGUAGE & LITERATURE**  
**SYLLABUS: SEMESTER – IV PAPER – I**  
**AMERICAN LITERATURE: MODERN & CONTEMPORARY**

**Objective:** To introduce the student to some major writers and sample contemporary issues in American literature and thought.

**Course Description:** Representative texts from the last century reflecting ethnic, linguistic, political, cultural and social concerns including those of gender and race will figure in the discussions. Background Study: Race, Ethnicity, Gender, American Postmodernism and American Realism, Harlem Renaissance, Womanism, African American Writing

**Unit I**

Robert Frost - “Birches”  
 Elizabeth Bishop - “One Art”  
 Maya Angelou - “Caged Bird”  
 Langston Hughes - “The Negro Speaks of Rivers”

**Unit II**

Ernest Hemingway - Old Man and the Sea

**Unit III**

William Faulkner - The Sound and the Fury Tony Morrison - Beloved

**Unit IV**

Arthur Miller - The Death of a Salesman

Le Roi Jones - Dutchman (Imamu Amiri Baraka)

**Textbooks:**

1. Baym, Nina, ed. The Norton Anthology of American Literature. 5th ed. New York: W. W Norton & Co
2. Faulkner, William. The Sound and the Fury. A Norton Critical Edition, 2nd edition. New York: W.W. Norton & Co, 1994.
3. Hemingway, Ernest. The Old Man and the Sea. London: Vintage Books, 2000.
4. Miller, Arthur The Death of a Salesman. London: Penguin Books, 2000.
5. Morrison, Tony. Beloved, Vintage Classics.

**Suggested Reading:**

1. Brooks, Lewis & Warren. American Literature: the Makers and the Making. New York: St. Martin's Press, 1973.
2. Rao, Nageswara E., ed. Ernest Hemingway: Centennial Essays. Delhi: Pencraft International, 2000.
3. Shams ,Ishteyaque. The Novels of Ernest Hemingway: A Critical Study. New Delhi: Atlantic Publishers, 2002.

4. Spiller, E. Robert et al., eds. Literary History of the United States. New York: Macmillan, 1968.

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**M.A ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER IV- PAPER-I-**  
**AMERICAN LITERATURE: MODERN AND CONTEMPORARY**  
**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer the following questions. Each question carries 15 marks. (4x15=60)**

- 1) a) Write an essay on the symbol of the river in "The Negro Speaks of Rivers".  
Or  
b) Write a critical essay on Frost's treatment of nature in his poetry.
- 2) a) Write a critical essay on human spirit in The Old Man and the Sea.  
Or  
b) Discuss Hemingway's technique of characterization in The Old Man and the Sea.
- 3) a) Discuss the significance of the title The Sound and the Fury .  
Or  
b) Examine Tony Morrison's portrayal of motherhood in the context of American slavery in her Beloved.
- 3) a) Analyze Willy Loman's quest for materializing "American Dream."  
Or  
b) Explain the treatment of racism in Dutchman.

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

American Postmodernism

b) Harlem Renaissance

- c) Willy Loman
- d) Race
- e) American Realism
- f) Hemingway's Heroes
- g) Magic Realism
- h) Malleability of black identity in Dutchman

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA  
DEPARTMENT OF ENGLISH  
M.A. ENGLISH LANGUAGE & LITERATURE  
SYLLABUS: SEMESTER – IV PAPER – II  
INDIAN LITERATURE IN ENGLISH TRANSLATION**

**Objectives:** To introduce the students some seminal literary and critical texts from Indian languages available in English translation.

**Course Description:** The paper acquaints the students with some basic concepts of Indian esthetics and Indian poetics. It familiarizes the students to some important literary and socio-cultural movements in India.

**Background:** Naatya, Kaavya, Bhakti Movement, Sufi Movement, Progressive Writers Movement, Existentialism, Dalit Feminism, Dalit Writing.

**Unit I-Poetry**

**a) Classical Poetry:**

Nannaya: Entering the Mahabharata, first 3 verses

Peddana: The Brahmin Meets the Courtesan

**b) Medieval Devotional Poetry:**

Kabir Das : Song 2 - "O saint brethren, the storm of knowledge has arrived"

Song 9 - "Such a mystery and big duality"

Basavanna: Vachana 6 - "Can a crane, though for long with swans"

Vachana 10 - "Can a blind man see the philosopher's stone"

**c) Modern poetry:**

Sri Sri - "The Bull in the City"

Hiran Bhattacharya - "The Earth, My Poem"

Balachandran Chullikkad - "A Labourer's Laughter"

### **Unit II-Drama**

Sudraka - Mrichakatika (Trans. R.P. Oliver)

Badal Sircar - Evam Indrajit (Trans. Girish Karnad)

### **Unit III-Fiction**

U.R Anantha Murthy - Samskara :A Rite for a Dead Man

Bama - Sangati: Events

### **Unit IV-Prose**

Dhananjaya - "Definitions and Descriptions in Drama"

Dasarupa[10 cen.]. Tr. from Sanskrit by George G.O. Hass. Pages 41-45)

Sharan Kumar Limbale - Chapters 2&3 from

Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations.

### **Text Books**

1. Ananthamurthy, U. R. Samskara: A Rites for a Dead Man. Trans. A. K Ramanujan. Oxford UP; New Delhi, 2011.
2. Bama, Sangati:Events. Trans. Lakshmi Holmstrom. US:Oxford UP, 2009.
3. Devy, G.N. ed. Indian Literary Criticism: Theory and Interpretation. Hyderabad: Orient Longman, 2002.
4. Karnad, Girish, ed. Three Modern Indian Plays. New Delhi: Oxford UP, 2008.
5. Misra, Tilottoma, ed. The Oxford Anthology of Writings from North-East India: Poetry and Essays. New Delhi, Oxford UP, 2011.
6. Narayana Rao, Velcheru & David Shulman, eds. Classical Telugu Poetry - An Anthology. New Delhi: Oxford UP, 2002.(Page numbers: 77, 78 & 243).
7. Paniker, Ayyappa, ed. Anthology of Medieval Indian Literature, Vol 2.New Delhi:Sahitya Akademi , 1999.(Page numbers 449, 451& 648,649).
8. Satchidanandan, K, ed. Signatures: One Hundred Indian Poets. National Book Trust.

9. Sharankumar, Limbale. Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations. Trans. Alok Mukherjee. Orient Longman, 2004.  
 10. Sudraka, Mrichakatika. Trans. R.P.Oliver . New Delhi: Global Vision Publishing House, 2004

**Suggested Reading:**

1. Das, Sisir Kumar. History of Indian Literature: 500-1399: From the Courtly to the Popular. New Delhi: Sahitya Akademi, 1999.  
 2. Devy, G.N. After Amnesia: Tradition and Change in Indian Literary Criticism. Orient Longman, 1992. (Pages 74-82)  
 3. Indra, C.T. & Sethuraman V.S. Indian Aesthetics: An Introduction. Macmillan, India, 2000.  
 4. Mukherjee, Sujit. Translation as Discovery. Orient Longman, 1994.  
 5. ----- A Dictionary of Indian Literature: Beginnings-1850. New Delhi: Orient Longman, 1999.

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**M. A. ENGLISH LANGUAGE & LITERATURE**

**SEMESTER –IV – PAPER-II**

**INDIAN LITERATURE IN ENGLISH TRANSLATION**

**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**1 Answer the following questions. Each question carries 15 marks. 4X 15 = 60**

1. a) Explain the elements of social reformation in medieval devotional poetry with reference to the poems prescribed for you.  
 Or  
 b) Critically analyze the metaphor employed in “The Bull in the City” .
2. a) Describe the structure of the play Mrichakatika.  
 Or  
 b) Discuss Evam Indrajit as an existential drama.
3. a) Write an essay on the decay of brahminism in Samskara.  
 Or  
 b) How does Bama criticize caste and gender discrimination in Sangati ?
4. a) Describe Dhananjaya’s definition and description of drama.  
 Or  
 b) Comment on Limbale’s views on Dalit Aesthetics

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

1. Naatya  
 2. Kavvya  
 3. Bhakti Movement  
 4. Sufi Movement  
 5. Progressive Writers’ Movement

6. Types of hero
7. Existentialism
8. Dalit Feminism

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA  
DEPARTMENT OF ENGLISH**

**M.A. ENGLISH LANGUAGE & LITERATURE SYLLABUS:**

**SEMESTER – IV PAPER-III –**

**CONTEMPORARY LITERARY THEORY**

**Objective:** The paper aims at familiarizing the student with Literary Theory of the latter part of the 20th century that was fundamentally influenced by concepts borrowed from Philosophy, Linguistics, and Marxism.

**Course Description:** The paper exposes the student to some of the seminal essays that have influenced contemporary criticism. It focuses on the way varied disciplines have merged and interfused to give a new orientation to literary appreciation.

**Background:** Author, Semiotics, Language/Langue/Parole, Semiotics, Russian Formalism, Structuralism, Post structuralism, Dialogism, Discourse, Carnavalesque, Deconstruction and Reader Oriented Theory,

**Unit – I**

V.S. Sethuraman, C.T. Indra and Sriraman:

Practical Criticism – Analysis of a Passage: Prose or Poem

**Unit – II**

Ferdinand D Saussure - “The Object of Study” (From Course in General Linguistics) Roman Jakobson - “Linguistics and Poetics”

**Unit – III**

Mikhail Bakhtin - “Discourse in the Novel”

Part 1: “Discourse in the Poetry and Discourse in the novel”

Part 3&4: “Heteroglossia in the Novel”

Michel Foucault - "What is an Author?"

**Unit – IV**

Roland Barthes - "Death of the Author"

Jacques Derrida - "Structure, Sign and Play in the Discourse of the Human Sciences"

Textbooks:

1. Lodge, David. *Modern Criticism and Theory: a Reader*. United Kingdom: Longman, 2008.
2. Lodge, David. *Twentieth Century Literary Criticism*. United Kingdom: Longman, 1972.
3. Saussure, Ferdinand de. *Course in General Linguistics*. Chicago, Open Court, 1972,
4. Sethuraman, V, Ed. *Contemporary Criticism: An Anthology*. New Delhi: Macmillan, 1989.

Suggested Reading:

1. Aston, N.M, ed. *Trends in the Twentieth Century Literary Criticism*. New Delhi: Prestige Books, 1998.
2. Bretons, Hans. *Literary Theory: The Basics*. London: Routledge, 2008.
3. Krishnaswamy, N. & John Varghese. *Contemporary Literary Theory: A Students Companion*. New Delhi: Macmillan, 2000.
6. Simons, Jon, ed. *Contemporary Critical Theorists: From Lacan to Said*. New Delhi: Atlantic Pub, 2004.

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**SEMESTER – IV – PAPER –III -**  
**CONTEMPORARY LITERARY THEORY**  
**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer the following questions. Each question carries 15 marks . 4x15=60**

1. a) Critically analyze the following poem or prose passage:

Apparently with no surprise To any happy flower,  
 The frost beheads it at its play  
 In accidental power. The blond assassin passes on,  
 The sun proceeds unmoved  
 To measure off another day  
 For an approving God.

Or

b) There are two things to do. Strip off at once all the ideal drapery from nationality, from nations, people, states, empires, and even from Internationalism and Leagues of Nations. Leagues of Nations should be just flatly and simply committees where representatives of the various business houses, so-called Nations, meet and consult. Consultations, board-meetings of the state business men: no more. Representatives of peoples – who can represent me? – I don't intend anybody to represent me.

You, you Cabinet Minister – what are you? You are the archgrocer, the superhotel-manager, the foreman over the ships and railways. What else are you? You are the super tradesman, same paunch, same ingratiating manner, same everything. Governments, what are they? Just board-meetings of big business men. Very useful, too-very thankful we are that somebody will look after this business. But Ideal! An Ideal Government? What nonsense. We might as well talk of an Ideal cooks' Tourist Agency, or an Ideal Achille Seree Cleaners and Dyers. Even the ideal Ford of America is only an ideal average motorcar. His employees are not spontaneous, nonchalant human beings, a la Whitman. They are just well-tested, well-oiled sections of the Ford automobile.

68 Politics- what are they? Just another, extra-large, commercial wrangle over buying and selling- nothing else. Very good to have the wrangle. Let us have the buying and selling well done. But ideal! Politics ideal! Political idealists! What rank gewgaw and nonsense! We have just enough sense not to talk of Ideal Selfridges or Ideal Heidsiecks. Then let us have enough sense to drop the ideal of England or Europe or anywhere else. Let us be men and women, and keep our house in order. But let us pose no longer as houses, or as England, or as housemaids, or democrats.

2. a) What is the definition of language given by Saussure in his “The Object of Study”?

Or

b) Poetics belongs to linguistics and linguistics is an area of Semiotics, so any study of literature must involve study of the linguistic and semiotic aspects of it – discuss in terms of Jakobson’s essay Linguistics and Poetics.

3. a) What have been some of the flaws in earlier approaches to the study of the novel and of artistic prose according to Bhaktin?

Or

b) “The proper name and the name of an author oscillate between description (the ideas, the work related) and designation (the person). Discuss.

4. a) What are the main ideas in Roland Barthes’ essay “The Death of the Author”?

Or

According to Derrida the entire western philosophy since Plato has given a lot of importance to centre and constructed concepts around the centre to prove the organic nature of the world. Deconstructing this concept will lead to a perspective new to us till now. Explain.

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

a) The Author

b) Sign

c) Work of Art

d) Feminism

e) Deconstruction

f) Carnavalesque

g) Ambiguity

h) Tension in poetry

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA  
DEPARTMENT OF ENGLISH  
M.A. ENGLISH LANGUAGE & LITERATURE SYLLABUS:  
SEMESTER – IV PAPER-IV  
ENVIRONMENTAL LITERATURE**

**Objective:** To familiarize the student about how nature and the natural world are imagined through literary texts. In the context of environmental concerns, it is premised that the contemporary attitude toward environment can be understood through its literary history.

**Course Description:** The course offers a range of literary, non-literary, and audio-visual texts reflecting environmental concerns for appreciation and study, given the interdisciplinary nature of the paper. Students shall watch the Audio-visual texts of unit – V. Only internal examination shall be conducted for these texts.

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

**Unit – I: Poetry**

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

**Unit – II: Fiction**

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

**Unit – III: Drama**

- Rabindranath Tagore - Mukta Dhara

**Unit – IV: Non-Fiction**

- Rachel Carson - Silent Spring  
Amitav Ghosh - The Great Derangement  
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)**

- Ramesh Menon - "The Slow Poisoning of India"

Nilā Madhab - "Climate's First Orphans" Werner Boot - "Plastic Planet"

**Textbooks:** 1. Abbey, Edward. *The Monkey Wrench Gang*. Harper Perennial Modern Classics, 2006.

2. Carson, Rachel. *Silent Spring*. London: Penguin Publishers, 2000.

3. Devi, Mahaswetha. *Chotti Munda and His Arrow*. Blackwell Publishers, 2003.

4. Gosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. London: Penguin Publishers, 2016.

5. Pariyadath, Jothibai. *Mayilamma: The Life of a Tribal Eco-Warrior*. Orient Black Swan, 2018.

6. Tagore, Rabindranath. *Three Plays: Mukta Dhara/ Natir Puja/ Chandalika*. New York: Oxford University Press Publishers, 1983.

### **Suggested Reading:**

1. Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. Cambridge University Press Publishers, New York, 2011.

2. Garrard, Greg. *Ecocriticism (The New Critical Idiom)*. Routledge Publishers, 2011. 3. Garrard, Greg, ed. *The Oxford Handbook of Ecocriticism*. Oxford University Press Publishers, 2014.

4. Lorraine Anderson, Scott P. Slovic, John P O'Grandy. *Literature and the Environment: A Reader on Nature and Culture*. Pearson Publishers, 2012.

5. Nixon, Bob. *Slow Violence and the Environmentalism of the Poor*. Harvard University Press Publishers, 2013.

7. Slovic, Scot. *Nature and Environment*. Salem Press Publishers, 2012.

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA**

**M. A. ENGLISH LANGUAGE & LITERATURE**

**SEMESTER – IV – PAPER-IV**

**ENVIRONMENTAL LITERATURE**

**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer the following questions. All questions carry equal marks. 4x15=60**

1. a) Analyse 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.

2. a) Analyse the concept of Mechanisation 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.

3. a) Analyse how we are “Deranged” according to Amitav Ghosh.

Or

- b) Examine how indiscriminate use of pesticides are effecting the natural ecosystem with reference to Carson’s “Silent Spring”.

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

- a) Eco-feminism
- b) Birsa Munda
- c) Bibhuti
- d) Ecological Consciousness
- e) Environmental Justice Movement
- f) Paris Agreement
- g) Anthropocentrism
- h) Plachimada Movement

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA**  
**DEPT. OF ENGLISH M.A ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER – IV ELECTIVE –PAPER-I**  
**FURTHER STUDIES IN THEORY AND PRACTICE OF ELT**

**Objective:** To enable the students realize the scope and wide application of the purpose driven ELT by introducing the foundational concepts of its emerging areas. The paper aims at making the student see the existence of purpose and needs from both the teacher's and the learner's point of view in the language teaching-learning situation.

**Course Description:** In order to accomplish the objective of this course the first two units serve as a gateway into the theoretical basis and methods of purpose driven language teaching-learning situations.

**Unit – I: English for Specific Purposes:**

- 1) The origins & Development of ESP
- 2) Needs Analysis & Course Design
- 3) The Syllabus
- 4) Materials Evaluation: An Introduction
- 5) Methodology
- 6) Evaluation

**Unit – II: English for Academic Purposes:**

- 1) EAP and Study Skills: Definitions and scope
- 2) Students' Difficulties and Needs analysis
- 3) Study Skills: Reference skills    Vocabulary development    Academic reading    Academic writing    Lectures and note-taking

**Unit – III: Teaching Language through Technology:**

- 1) Computational Linguistics and Artificial Intelligence
- 2) Introduction to Computer Assisted Language Learning (CALL)
  - i) History of CALL    ii) Advantages of CALL
  - iii) Teaching Language Skills through CALL
  - iv) Organizing Language Labs

3) Digital Media Assisted Language Learning a) Youtube b) Whats App c) Facebook d) Webinars

4) Mobile Assisted Language Learning (MALL) 5) MOOCs

**Unit – IV: Teaching Practice**

i) Lesson Plan

ii) Observation Reports

iii) Diary Keeping

iv) Participation in Discussions

v) Overall Growth and Development

**Suggesting Readings:**

1. A Chappelle Carol. Computer Applications in Second Language Acquisition: Foundation for Teaching, Testing and Research (Cambridge Applied Linguistics). Cambridge UP, 2001.
2. 2. Basturkmen Helen. Ideas and Options in English for Specific Purposes (ESL & Applied Linguistics Professional Series). Lawrence Erlbaum Associates, 2005.
3. 3. Dudeney Gavin. The Internet and the Language Classroom (Cambridge handbooks for language teachers). 2nd ed. Cambridge UP, 2007.
4. 4. Dudley Tony. Developments in English for Purposes: A Multi-disciplinary Approach. Cambridge UP, 1999.
5. 5. Fotos Sandra, M. Browne Charles. New Perspectives on CALL for Second Language Classrooms. (ESL and applied linguistics professional series). Routledge, 2004.
6. 6. Harding Keith. English for Specific Purposes (Resource Books for Teachers. USA: Oxford UP, 2007.
7. 7. HutchinSon, Tom & Alen Waters. English for Specific Purposes: A Learning Centred Approach. Cambridge UP, 1987.
8. 8. Jordan, R.R. English for Academic Purposes: A Guide and Resource Book for Teachers. Cambridge UP, 1997.
9. 9. Raghavendra N Surya & Abhisheik Krishnaveer Challa, CALL: The New Teaching Idiom, Allahabad, Cyberwit.net, 2017.
10. 10. Sanderson, Paul. Using Newspapers in the Classroom (Cambridge handbooks for language teachers). Cambridge UP, 1999.
11. 11. Sherman Jane. Using Authentic Video in the Language Classroom (Cambridge handbooks for language teachers). Cambridge UP, 2003.
12. 12. Raghavendra N Surya, Digital Media Assisted Language Learning, Allahabad, Cyberwit.net, 2018.
13. 13. Dudeney Gavin, Teach English with Technology, Pearson Longman, 2007

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA**  
**M.A ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER IV- ELECTIVE- PAPER-I-**  
**FURTHER STUDIES IN THEORY AND PRACTICE OF ELT**  
**MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer the following questions. All questions carry equal marks. 4x15=60**

1. a) Justify the statement "ESP is an off shoot of Learner's Needs".  
Or  
b) Explain the importance of Needs Analysis and Course Design in ESP.
2. a) State the Definition and Scope of EAP in relation to Study Skills.  
Or  
b) Comment on choosing Material and Evaluation of Academic Reading and comprehension through Vocabulary and Writing skills
3. a) Write an essay on the history and advantages of CALL.  
Or  
b) Discuss popular applications used in teaching language through technology.
4. a) How do learners improve language skills through MALL?  
Or  
b) Discuss the basic principles and advantages of using MOOCs for language development.

**II. Answer any five of the following: Each question carries three marks. 3x5=15**

- a) Importance of Teaching Methodology
- b) ESP Course design
- c) Academic Writing
- d) Youtube and language learning
- e) Lectures and note taking
- f) Use of Internet in Language teaching and Learning.
- g) Model Lesson Plan
- h) Materials and Evaluating Material

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA**  
**DEPARTMENT OF ENGLISH M.A ENGLISH LANGUAGE & LITERATURE SEMESTER**  
**– IV ELECTIVE - PAPER -II**  
**TRANSLATION: THEORY AND PRACTICE**

**Objective:** The objective of this course is to teach ‘Translation’ as a practice and train the student feel confident in attempting translate various texts using appropriate methods.

**Course Description:** The course covers Translation Studies from its theoretical and practical dimensions most comprehensively giving the student a thorough understanding of the important issues, kinds, methods and the historical evolution of the theory of translation.

**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) Intralingual Translation b) Interlingual 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



**M.A ENGLISH LANGUAGE & LITERATURE  
SEMESTER IV- ELECTIVE- PAPER II-  
TRANSLATION: THEORY AND PRACTICE  
MODEL QUESTION PAPER**

**Time: 3 Hours**

**Maximum Marks: 75**

**I. Answer the following questions. All questions carry equal marks. 4x15=60**

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, Each question carries 3 marks 3x5=15**

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

**M.A. ENGLISH LANGUAGE & LITERATURE  
SEMESTER – IV ELECTIVE - PAPER- III  
MODERN CLASSICS IN ENGLISH TRANSLATION**

**Objective:** To introduce students to various cultures across the world by means of issues available in English translation.

**Course Description:** The paper familiarizes students to various modern literary movements and trends that evolved out of the cultural and social conditions in various countries around the globe. The chosen texts are representative of the consciousness and response of the writers to the modern world reflected through different techniques adopted by them.

**Background:** Enlightenment, Symbolism, Surrealism, Impressionism, Nouveau Roman Avant-garde, The Absurd, Existentialism, Epic Theatre, Magic Realism.

**Unit-I: Poetry**

Charles Baudelaire - “Autumn”, “Correspondences”, “Elevation”

Pablo Neruda - “A Dog Has Died”, “Chant to Bolivar”, “Poet's Obligation” Joseph

Brodsky - “Odysseus to Telemachus”, “Part of Speech”, “Elegy”

**Unit-II: Fiction** Gustav Flaubert - Madame Bovary

Albert Camus - The Outsider

**Unit-III: Drama** Anton Chekhov - Cherry Orchard

Bertolt Brecht - Caucasian Chalk Circle

**Unit-IV: Short Fiction** Franz Kafka - “Metamorphosis”

Jorges Luis Borges - “Pierre Menard, author of Don Quixote”

- Textbooks:** 1. Brecht, Bertolt. *Mother Courage and the Children*. New Delhi: Oxford University Press, 1997.
2. Chekov, Anton Pavlovich. *The Cherry Orchard*, New Edition, Dover Publications, 1991.
3. Flaubert, Gustav. *Madame Bovary*. Trans. Lowell Bair, Random Publishing Group, 1982.
4. Jorge, Borges Luis. "Pierre Menard, Author of Don Quixote", *Labyrinths: Selected Stories and Other Writings*. London: Penguin Books.
5. Kafka, Frantz. *The Metamorphosis*. Arcturus Publishing, 2009.
6. Kundera, Milan. *Book of Laughter and Forgetting*. 4th edition. tr. Aaron Asher, Harper Perennial, 1999.
7. Martin, Walter, Ed. *Complete Poems of Charles Baudelaire*. Fyfield Books. 2007
8. Pablo Neruda & Ilan Stavans. *The Poetry of Pablo Neruda*. Farrar Straus and Girox, 2005.

**Suggested Reading:**

- 1) Connor, Steven, ed. *The Cambridge Companion to Postmodernism*. Cambridge: Cambridge UP.
- 2) Hewitt, Nicholas, ed. *The Cambridge Companion to Modern French Culture*. Cambridge: Cambridge UP.
- 3) Kolinsky, Eva and Wilfred Van Der Will, eds. *The Cambridge Companion to German Culture*. Cambridge: Cambridge UP.
- 4) Levenson, Michael, ed. *The Cambridge Companion to Modernism*. Cambridge: Cambridge UP,
- 5) Roberts, J.M. *The Penguin History of Europe*. 4th ed. Penguin Books, 1998.
- 6) Sherry, Vincent, ed. *The Cambridge Companion to The Literature of the First World War*. Cambridge: Cambridge UP.
- 7) Unwin, Timothy, ed. *The Cambridge Companion to Flaubert*. Cambridge: Cambridge UP.
- 8) Williamson, Edwin. *The Penguin History of Latin America*. revised edition. Penguin Books, 2010.

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**M. A. ENGLISH LANGUAGE & LITERATURE**  
**SEMESTER – IV – ELECTIVE, PAPER-III**  
**MODERN CLASSICS IN ENGLISH TRANSLATION**  
**MODEL QUESTION PAPER**

**Time: 3 Hours****Maximum Marks: 75****I .Answer all the questions. Each question carries 15 marks.4 X 15 = 60**

1.a) Explain briefly the imagery of nature in the poems prescribed for study.

Or

b) Write an essay on dog as symbol in the poem “ A Dog has Died”.

2.a) Discuss Madame Bovary as a novel of realism.

Or

b) Explore the theme of free will in The Outsider.

3. a) Explore the dramatic techniques in The Caucasian Chalk Circle.

Or

b) Elucidate the theme of social change and progress in Cherry Orchard.

4. a) The novella “Metamorphosis” depicts the absurdity of life. Elaborate.

Or

b) How does Jorge Linius Borges assess the process of artistic creation of Pierre “Pierre Menard, Author of the Quixote”?

Menard in

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

- a) Realism
- b) Epic Theatre
- c) The Absurd
- d) Enlightenment
- e) Symbolism
- f) Analysis of the character Grusha
- g) Magic Realism h) Symbolism

**P.R.GOV.T.COLLEGE (AUTONOMOUS) KAKINADA**  
**DEPARTMENT OF ENGLISH**  
**M.A. ENGLISH LANGUAGE & LITERATURE SYLLABUS:**  
**SEMESTER – IV ELECTIVE - PAPER- IV**

## WOMEN'S WRITING

**Objective:** To familiarize the student with various perspectives of gender, its beginnings and evolution over the ages.

**Course Description:** The course offers a range of literary texts about gender oriented issues from cultural, religious, social, racial, regional perspectives.

**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” |

### Textbooks:

Baym, Nina, ed. The Norton Anthology of American Literature. 5th ed. New York: W.W Norton & Co

De Beauvoir, Simone. The Second Sex. (Chapter 3, Essay 9 ) New York: Vintage, 1989\*.

Devi, Mahaswetha. *Breast Stories*, Seagull Books, 2014.

Mohanty, Chandra Talpade. *Feminism without Borders: Decolonising Theory, Practicing Solidarity*, Duke University Press, 2003.

Padmanabhan, Manjula. *Harvest*. Aurora Metro Press, 2003.

Sidhwa, Bapsi. *The Ice-Candy Man* (paperback). New Delhi: Penguin Books, 2000.

Walker, Alice. *The Color Purple*. New York: A Harvest Book, 1982.

Wollstonecraft, Mary. *A Vindication of the Rights of the Woman*. Norton Critical Edition. New York: WW Norton Company, 2009.

### **Suggested Reading:**

1. Gaur, Rashmi. *Ice Candy Man: A Readers Companion*. Prestige Books, 2004.
2. Kudchedkar, Shirin, ed. *Postmodernism and Feminism: Canadian Contexts*. Delhi: Pencraft International, 1995.
3. Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practising Solidarity*. New Delhi: Zubaan, 2005.
4. Papke, Mary E. *Verging on the Abyss: the Social Fiction of Kate Chopin and Edith Wharton*. New York: Greenwood, 1990.
5. Singh, Sushila. *Feminism: Theory, Criticism, Analysis*. Delhi: Pencraft International, 1997.
7. Skaggs, Peggy. *Kate Chopin*. Boston: T. Wayne Pub, 1985.

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**M. A. ENGLISH LANGUAGE & LITERATURE**

**SEMESTER IV- ELECTIVE- PAPER IV-  
WOMEN'S WRITING MODEL QUESTION PAPER**

**Time: 3 Hours****Maximum Marks: 75****I. Answer the following questions. All questions carry equal marks. 4x15=60**

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 Padmanabhan'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: Each question carries 3 marks. 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

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**DEPT. OF ENGLISH M.A ENGLISH LANGUAGE & LITERATURE  
SEMESTER – IV -- PAPER- VI –**

**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** – analysis 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.

