

Syllabus Template for MA (ENGLISH LANGUAGE AND LITERATURE)

Program Code: ENGYVU



YOGI VEMANA UNIVERSITY

Vemanapuram, Kadapa-516 005, A.P., INDIA

(NAAC Accreditation 'B' Grade with CGPA 2.54) <http://www.yvu.edu.in/> NIRF Ranking -2020 in the band of 101-150

Based on
National Education Policy (NEP)-2020

(With effect from the Academic Year 2021-2022)

Program Educational Objectives (PEOs)

PEO1	POETRY	<ul style="list-style-type: none"> ➤ To introduce the students to the important themes in poetry fourteenth century to eighteenth century through the prescribed study. ➤ To acquaint the student with the nature of Poetical Works in particular. ➤ To discuss various topics relevant to a study of the poetry.
PEO2	DRAMA	<ul style="list-style-type: none"> ➤ After going through the prescribed text students will be able to understand a brief account of dramatic personality and the outline of the plots prescribed study. ➤ After going through the prescribed text students will be able to understand themes motifs and symbols of the prescribed text. ➤ After going through the prescribed text students will be able to understand critical analysis of the prescribed plays.
PEO3	FICTION	<ul style="list-style-type: none"> ➤ After going through the prescribed text students will be able to understand to study the conditions of the sensibility in the novels ➤ To study the characterization from an ironic point of view. ➤ To study the narrative plot. To study the sturdy rich yet fateful Agrarian background of narratives. ➤ To study the historical background of war and aesthetic background.

PEO 4	INTRODUCTION TO LINGUISTICS AND PHONETICS	<ul style="list-style-type: none"> ➤ Comprehension about features of language. ➤ Distinction between Animal & Human Communication. ➤ Awareness about linguistics and its scope. ➤ Insights on Diachronic & Synchronic Study Influences. ➤ Understanding about influences in English Language and Varieties of English. ➤ Awareness on Prosodic Features. ➤ Comprehension about important Morphological Operations.
POE 5	WORLD CLASSICS IN ENGLISH TRANSLATION	<ul style="list-style-type: none"> ➤ To introduce students to the World's best classics in translations. ➤ To generate a broad vision of life by making the students to come to grips with universal problems and varied life situations. ➤ To make the students to have a feel of excel classics in translations various genres – poetry, fiction, short stories and drama- by a judicious selection. ➤ It should instil in the students a spirit of enquiry and further exploration.
PEO 6	PROSE	<ul style="list-style-type: none"> ➤ To develop the imagination and fancy of the students. ➤ To acquaints the students with the style of the writer. ➤ To develop their love for natural objects. ➤ To develop their aesthetic sense. ➤ To develop the habit of thinking among the students.
PEO 7	SHORT STORY	<ul style="list-style-type: none"> ➤ Identify key points in stories. ➤ Summarize the events of a story in a concise manner. ➤ Organize key points of stories into chronological action categories. ➤ Develop an original narrative in a collaborative manner. ➤ Compare the plot structures of multiple stories.
PEO 8	ENGLISH PROFICIENCY COURSE	<ul style="list-style-type: none"> ➤ The subject keeps in view the students from vernacular medium institutions. ➤ The Subject offers an in depth analysis of vocabulary building and sentence structure. ➤ To get the students acquainted with the lab and make them workout exercises for each unit.
PEO 9	VALUE BASED EDUCATION	<ul style="list-style-type: none"> ➤ Traditionally the objectives of value-education were based on religion and philosophy. ➤ There was no secular value-education; but in today's modern world, this has been taken as very much essential.

		<ul style="list-style-type: none"> ➤ Full development of child's personality in its physical, mental, emotional and spiritual aspects. ➤ Inculcation of good manners and of responsible and cooperative citizenship. ➤ Developing respect for the dignity of individual and society. ➤ Inculcation of a spirit of patriotism and national integration. ➤ Developing a democratic way of thinking and living.
PEO 10	ENGLISH LANGUAGE TEACHING	<ul style="list-style-type: none"> ➤ Aware of the distinction between language acquisition and language learning. ➤ Knowing about the problems of teaching English as a Second Language and gaining insights on current trends in ELT. ➤ Familiarized about certain theories of language learning and methods of ELT. ➤ Gaining comprehension about approaches of Teaching LSRW skills, poetry and prose. ➤ Familiar about materials of teaching and learning English. ➤ Conversant with the aspects involved in CALT and CALL.
PEO 11	SOCIO-LINGUISTICS	<ul style="list-style-type: none"> ➤ To gain insights on role and scope of Socio Linguistics as an important branch of study. ➤ To obtain awareness and understanding on the pioneering concepts put forth by significant theorists. ➤ To develop understanding about language communities and a few important practices related to sociolinguistics. ➤ To create understanding on the role of language teacher and pedagogical transactions involved in language teaching.
PEO12	COMMUNICATION AND SOFT SKILLS	<ul style="list-style-type: none"> ➤ To enhance the learner's communication skills by giving adequate exposure in LSRW listening, speaking, reading and writing skills and the related sub-skills. ➤ To help the learners recognize and operate in various styles and registers in English. ➤ To help the learner get rid of his present flaws and mistakes in pronunciation and grammar. ➤ To help the learner identify and repair the voids in his present vocabulary and pronunciation targeting those specific array of words which create a barrier in his thought process.

		<ul style="list-style-type: none"> ➤ To impart better writing skills by sensitizing the learners to the dynamics of effective writing. ➤ To build up the learners confidence in oral and interpersonal communication by reinforcing the basics of pronunciation specially focusing on interviews / corporate meetings / international business travels. ➤ Enabling the learner to achieve adequate linguistic skills to help him compete international certification tests of English such as IELTS and TOEFL.
PEO13	ESSENTIAL COMMUNICATION SKILLS	<ul style="list-style-type: none"> ➤ The primary objective of communication is to convey information— instructions, policies, procedures, decisions, etc., so the listener will hear, read, understand what is said, agree and accept the message, and react as intended by the manager or sender of communication. ➤ Students will be able to understand the research methods associated with the study of human communication, and apply at least one of those approaches to the analysis and evaluation of human communication. ➤ Students will be able to find, use, and evaluate primary academic writing associated with the communication discipline. ➤ Students will develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others. Such skills could include communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.
PEO14	INDIAN ENGLISH LITERATURE	<ul style="list-style-type: none"> ➤ Gaining exposure about growth of Indian English Literature in the post independent era. ➤ Critiquing the prescribed works of poetry, drama, fiction and prose. ➤ Understand the thematic concerns, style and literary sensibility of the writers.
PEO15	AMERICAN LITARATURE	<ul style="list-style-type: none"> ➤ To introduce the students to the important themes and to bring out the hidden struggles for self reliance through the prescribed text. ➤ To acquaint the student with the nature in general and civil disobedience in particular. ➤ To discuss various topics relevant to a study of the American literature.
PEO15	LITERARY	<ul style="list-style-type: none"> ➤ This course aims to develop student’s ability to understand and to criticize a literary piece.

	CRITICISM	<ul style="list-style-type: none"> ➤ To equip them knowledge of key forms and terminology of literary criticism, to ability to read the writings of literary scholars and critics with understanding and judicious appreciation. ➤ To acquire basic theoretical concepts underlying contemporary approaches to literature and the major differences between them. ➤ To develop the ability to conduct literary research according to established procedures and use such research effectively and responsibly. ➤ To develop with them the ability to write a critical essay that states a clear thesis and supports it persuasively, and to integrate literary research with personal ideas.
PEO16	NEW LITERATURES IN ENGLISH	<ul style="list-style-type: none"> ➤ To introduce the students the important themes in New Literatures through the prescribed study. ➤ To acquaint the student with the nature of Commonwealth Works in general and African, Canadian and Caribbean in particular. ➤ To discuss various topics relevant to a study of New Literature in English .
PEO17	ECO LITERATURE	<ul style="list-style-type: none"> ➤ Eco-literature lays stress on ecological issues. ➤ Cli-fi (climate fiction)deals with climate change and global warming, ➤ It is logically a sub-set of eco-literature. ➤ This genre looks at human activities that have been killing nature slowly.
PEO18	ESSENTIALS OF RESEARCH	<ul style="list-style-type: none"> ➤ To define the Specific objectives and the primary aim of the study. ➤ Help define who, what, why, when and how to conduct the research project. ➤ The main objective of research is easier to develop and pursue a plan of action.
PEO19	TECHNICAL WRITING AND PRESENTATION SKILLS	<ul style="list-style-type: none"> ➤ To familiarize the students about essentials of writing ➤ To enrich their vocabulary. ➤ To provide awareness of technical jargon and its use. ➤ To provide orientation of aspects of effective oral communication. ➤ To lend comprehensive idea oral presentations and inculcate confidence by providing opportunities of practice.
PEO20	PERSONALITY DEVELOPMENT	<ul style="list-style-type: none"> ➤ It is the image of a person in others mind and emotions for that person in others heart. ➤ It makes a person Unique.

		<ul style="list-style-type: none"> ➤ There are many components of personality.
PEO21	SUBALTERN LITERATURE	<ul style="list-style-type: none"> ➤ To explore the concepts of history, culture, nationalism, migration, gender and race in the context of post- colonial theories and literatures. ➤ To examine the notions of India and Indian Literature. ➤ To study the voices from the margins and from the subaltern groups. ➤ To deconstruct the traditional historiography which has erased histories of subordinated groups in a sustained manner? ➤ To know the nature, meaning and definition of Tribal Literature.
PEO22	DIASPORIC WRITING	<ul style="list-style-type: none"> ➤ To examine the various aspects of Diaspora. ➤ To trace the comprehensive history of Diaspora Studies. ➤ To study the Diaspora elements among Indian and Indian Origin Women Writers. ➤ To study the Diaspora themes, characterization and plot employed in the literary oeuvre. ➤ To study the themes, characterization, style and strategies employed in fiction. ➤ To compare and contrast the Diaspora themes, characterization, plot, style and strategies and overall Diaspora features in the works.

Program Specific Outcomes (PSOs)	
SEMESTER I	
ENGYVU101 POETRY I	<ul style="list-style-type: none"> ➤ Creates awareness of the literary movements and concepts. ➤ Familiarises Prosodic features. ➤ Analyses critically the British poetry from fourteenth century to eighteen century.

<p>ENGYVU102</p> <p>DRAMA I</p>	<ul style="list-style-type: none"> ➤ Creates awareness of various Genres, Movements, Ideas and concepts of the time ➤ Understands and analyses early British drama and to create awareness of the classical, Renaissance and Restoration drama.
<p>ENGYVU103</p> <p>FICTION I</p>	<ul style="list-style-type: none"> ➤ Familiarizes with literary history, genres, movements, ideas and concepts of the early British Fiction. ➤ Studies selected fiction of the writers.
<p>ENGYVU104A</p> <p>INTRODUCTION TO LINGUISTICS AND PHONETICS</p>	<ul style="list-style-type: none"> ➤ Familiarizes with the essential features of human language and dimensions of language study. ➤ Creates awareness about Standard English language. ➤ Develops understanding about Standard English and important varieties of English language. ➤ Lends conceptual knowledge prosodic of English Language. ➤ Creates understanding of word formation process and important morphological process.
<p>ENGYVU104B</p> <p>WORLD CLASSICS IN ENGLISH TRANSLATION</p>	<ul style="list-style-type: none"> ➤ Develops sensible response to great classics in translations. ➤ Finds an analytical skill with a view to achieve a broad, wholesome vision of life.
<p>ENGYVU105A</p> <p>PROSE - I</p>	<ul style="list-style-type: none"> ➤ Familiarizes with the literary history, genres, movements, ideas and concepts of the early British Prose. ➤ Studies selected prose pieces of English essayists
<p>ENGYVU105B</p> <p>SHORT STORY</p>	<ul style="list-style-type: none"> ➤ Familiarizes with the literary history, genres, movements, ideas and concepts. ➤ Studies selected Stories written by the writers.
<p>ENGYVU106A</p> <p>ENGLISH PROFICIENCY COURSE</p>	<ul style="list-style-type: none"> ➤ Acquaints knowledge of basic functional and structural grammar vocabulary ➤ Gets acquainted with drafting letters and writing reports
<p>ENGYVU106B</p> <p>VALUE BASED EDUCATION</p>	<ul style="list-style-type: none"> ➤ Identifies the contribution of social reformers and factors that influence social justice ➤ Compare and list the legal rights provided to women, children, Dalits, minorities

	<p>and physically challenged as per human rights and Indian constitution</p> <ul style="list-style-type: none"> ➤ Stays as a responsible citizen and raise voice for any violence against women ➤ Analyzes the prospects and challenges in mass media role of media in ➤ Assess the influence of new media on children and youth and use them to inculcate communal harmony and social justice
SEMESTER II	
<p>ENGYVU201</p> <p>POETRY II</p>	<ul style="list-style-type: none"> ➤ Familiarizes with various literary terms, techniques and concepts of the time. ➤ Analyses the British poetry from 18th century and explores literary movements of the time as the Victorian period, modern and post-modern period.
<p>ENGYVU202</p> <p>DRAMA II</p>	<ul style="list-style-type: none"> ➤ Develops insights into various literary genres, movements, ideas, trends and concepts during the time. ➤ Traces the development of British drama from 19th century to 21st century .
<p>ENGYVU203</p> <p>FICTION II</p>	<ul style="list-style-type: none"> ➤ Familiarizes with the literary history genres, movements, ideas, trends and concepts of that period. ➤ Studies novels written by the novelists as representatives of their time.
<p>ENGYVU204A</p> <p>ENGLISH LANGUAGE TEACHING</p>	<ul style="list-style-type: none"> ➤ Creates familiarity about the distinction between language acquisition and language learning. ➤ Familiarizes the principles of ELT and current trends of Teaching and Learning. Provides understanding on important theories of language learning and methods of teaching English. ➤ Develops insights of teaching poetry, prose and LSRW Skills. ➤ Offers materials for ELT and the use of terminology including CALL and CALT.
<p>ENGYVU204B</p> <p>SOCIO-LINGUISTICS</p>	<ul style="list-style-type: none"> ➤ Comprehend the scope and role of Socio-linguistics as a seminal field of study. ➤ Develop theoretical understanding and apply the concepts of some of the major exponents in the field of Socio-linguistics. ➤ Gain perception about language communities and important practices in Sociolinguistics. ➤ Obtain sufficient understanding about the role of language teacher and certain pedagogical practices.
<p>ENGYVU205A</p> <p>PROSE II</p>	<ul style="list-style-type: none"> ➤ Familiarizes students with the Victorian and modern centuries of the time. ➤ Studies selected prose pieces of the renowned essayists of the time.

<p>ENGYVU205B</p> <p>COMMUNICATION AND SOFT SKILLS I</p>	<ul style="list-style-type: none"> ➤ The primary objective of communication is to convey information— instructions, policies, procedures, decisions, etc., so the listener will listen, read, understand what is said, agree and accept the message, and react as intended by the manager or sender of communication. ➤ Students will be able to understand the research methods associated with the study of human communication, and apply at least one of those approaches to the analysis and evaluation of human communication.. ➤ Students will be able to find, use, and evaluate primary academic writing associated with the communication discipline. ➤ Students will develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others. Such skills could include communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.
<p>ENGYVU206A</p> <p>ESSENTIAL COMMUNICATION SKILLS I</p>	<ul style="list-style-type: none"> ➤ The primary objective of communication is to convey information— instructions, policies, procedures, decisions, etc., so the listener will Listen, read, understand what is said, agree and accept the message, and react as intended by the manager or sender of communication. ➤ Students will be able to understand the research methods associated with the study of human communication, and apply at least one of those approaches to the analysis and evaluation of human communication.. ➤ Students will be able to find, use, and evaluate primary academic writing associated with the communication discipline. ➤ Students will develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others. The skills could include communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.
<p>ENGYVU206B</p> <p>ONLINE COURSES</p>	<p>B) SWAYAM /MOOCs/ NPTEL</p>
<p>SEMESTER III</p>	
<p>ENGYVU301</p> <p>INDIAN ENGLISH LITERATURE I</p>	<ul style="list-style-type: none"> ➤ Creates understanding on the origin and growth of Indian English literature. ➤ Develops literary sensibility by prescribing works of literature authored by early Indian writers in English.

	<ul style="list-style-type: none"> ➤ Exposes to different genres of Indian English Literature. ➤ Foster critical aptitude of interpreting and analyzing the prescribed text in Indian English Literature.
<p>ENGYVU302</p> <p>AMERICAN LITERATURE I</p>	<ul style="list-style-type: none"> ➤ Familiarizes with the literary history genres, movements, ideas, trends and concepts connected with the time. ➤ Provides an understanding of the origin and development of American literature. ➤ Studies select writings of the most respective American poets, dramatists and novelists.
<p>ENGYVU303</p> <p>LITERARY CRITICISM I</p>	<ul style="list-style-type: none"> ➤ Traces the origin and development of Greek literary criticism and to analyze various critical works of the romantic, Victorian and modern period. ➤ Develops a critical attitude to analyze drama, poetry .
<p>ENGYVU304A</p> <p>NEW LITERATURES IN ENGLISH I</p>	<ul style="list-style-type: none"> ➤ Studies development of New literature in Commonwealth countries and in nations other than Britain. Australia, Canadian, African literature always with important movements, concepts, trends of the natives of different regions other than Britain
<p>ENGYVU304B</p> <p>ECO LITERATURE</p>	<ul style="list-style-type: none"> ➤ Eco-literature lays stress on ecological issues. ➤ Cli-fi (climate fiction)deals with climate change and global warming, ➤ It is logically a sub-set of eco-literature. ➤ The genre looks at human activities that have been killing the Nature slowly.
<p>ENGYVU305A</p> <p>COMMUNICATION AND SOFT SKILLS II</p>	<ul style="list-style-type: none"> ➤ Familiarizes the students with various communication and language (LSRW) skills in English. ➤ Enables them to teach communication skills for Regular and Professional courses.
<p>ENGYVU305B</p> <p>ESSENTIALS OF RESEARCH</p>	<ul style="list-style-type: none"> ➤ Specific objectives define the primary aim of the study. ➤ Help define the who, what, why, when and how to conduct the research project. ➤ The main objective of research is easier to develop and pursue a plan of action.
<p>ENGYVU306A</p>	<ul style="list-style-type: none"> ➤ Familiarizes the students with various communication and language (LSRW) skills in English.. ➤ Enables them to teach communication skills for Regular and Professional

ESSENTIAL COMMUNICATION SKILLS II	courses.
ENGYVU306B TECHNICAL WRITING AND PRESENTATION SKILLS	<ul style="list-style-type: none"> ➤ Knowledgeable about mechanics of writing ➤ Familiar with technical report writing and mini project proposals ➤ Aware of aspects related to effective oral communication ➤ Conversant with oral presentations
SEMESTER IV	
ENGYVU401 INDIAN ENGLISH LITERATURE II	<ul style="list-style-type: none"> ➤ Provides understanding about the development of Indian English Literature during the post-independence era. ➤ Creates awareness about transition in the thematic concerns in IEL. ➤ Makes the students study different genres of Indian English Literature offering thematic variety. ➤ Develops aptitude of the texts of various genres of Indian English Literature.
ENGYVU402 AMERICAN LITERATURE II	<ul style="list-style-type: none"> ➤ Familiarizes with the literary history genres, movements, ideas, trends and concepts connected with the time. ➤ Provides an understanding of the origin and development of American literature. ➤ Studies selected writings of the most respective American poets, dramatists and novelists.
ENGYVU403 LITERARY CRITICISM II	<ul style="list-style-type: none"> ➤ Makes the students familiarize with literary history, genres, movements, ideas, trends, concepts of criticize connected with the time. ➤ Analyzes critical theories as Marxism feminism, structuralism, post structuralism, Freud.
ENGYVU404A NEW LITERATURES IN ENGLISH II	<ul style="list-style-type: none"> ➤ Studies movements, concepts, trends of the natives of different regions other than Britain. ➤ Studies development of New literature in Commonwealth countries.
ENGYVU404B PERSONALITY DEVELOPMENT	<ul style="list-style-type: none"> ➤ Accepts that everyone is unique, don't have arrogance. ➤ Always remembers that everyone is unique and special in its own self.
ENGYVU405A	<ul style="list-style-type: none"> ➤ Studies Indian cultural reflections.

SUBALTERN LITERATURE	➤ Studies Social realism, in Indian subaltern literature.
ENGYVU405B DIASPORIC WRITING	<ul style="list-style-type: none"> ➤ Studies Indian Diasporic writing as a subject. ➤ Studies and analyze theories connected with writings and selected works.
ENGYVU406A PROJECT	➤ PROJECT ON LITERATURE
ENGYVU406B PROJECT	➤ PROJECT ON LANGUAGE



YOGI VEMANA UNIVERSITY

Vemanapuram, Kadapa-516 005, A.P., INDIA

(A.P.State University, Accredited with“B”Grade by NAAC)

M.A ENGLISH LITERATURE AND LANGUAGE- SYLLABUS

(For the students admitted during the academic year2021 – 22 onwards)

Semester	Components of Study	Course Code	Title of the Course	No. of credits	No. of hours per week	Tutorial per week	Internal Assessment	Semster End Exams	Total
SEMESTER-I	Core	ENGYVU 101	Poetry- I	4	4	2	25	75	100
		ENGYVU 102	Drama –I	4	4	2	25	75	100
		ENGYVU 103	Fiction – I	4	4	2	25	75	100
	Foundation	ENGYVU 104	A)Introduction to Linguistics and Phonetics	4	4	2	25	75	100
			B) World Classics in English Translation		4	2			
	Internal Elective-1	ENGYVU 105	A) Prose – I	4	4	2	25	75	100
			B) Short Stories		4	2			
	Internal Elective-2	ENGYVU 106	A) English Proficiency Course	4	4	2	25	75	100
			B) Value Based Education		4	2			
	<i>Sub-total</i>				24	36	18	150	450
SEMETER-II	Core	ENGYVU 201	Poetry- II	4	4	2	25	75	100
		ENGYVU 202	Drama –II	4	4	2	25	75	100
		ENGYVU 203	Fiction – II	4	4	2	25	75	100
	Foundation	ENGYVU 204	A) English Language Teaching	4	4	2	25	75	100
			B) Socio-linguistics		4	2			
	Internal Elective	ENGYVU 205	A) Prose – II	4	4	2	25	75	100
			B) Communication And Soft Skills-I		4	2			
	Open Elective	ENGYVU 206	A) Essential Communication Skills – I	4	4	2	25	75	100
B) SWAYAM /MOOCs/ NPTEL			4		2				
<i>Sub-total</i>				24	36	18	150	450	600
SEMESTER-III	Core	ENGYVU 301	Indian English Literature-I	4	4	2	25	75	100
		ENGYVU 302	American Literature-I	4	4	2			
		ENGYVU 303	Literary Criticism-I	4	4	2	25	75	100
	Skill Orien-	ENGYVU 304	A)New Literatures in English-I	4	4	2	25	75	100

	ted Course		B) Eco Literature		4	2			
	Internal Electives	ENGYVU 305	A) Essentials of Research	4	4	2	25	75	100
			B) Communication and Soft Skills-II		4	2			
	Open Elective	ENGYVU 306	A) Essential Communication Skills –II	4	4	2	25	75	100
			B) Technical Writing and Presentation Skills		4	2			
	<i>Sub-total</i>			24	36	18	150	450	600
SEMESTER-IV	Core	ENGYVU 401	Indian English Literature-II	4	4	2	25	75	100
		ENGYVU 402	American Literature-II	4	4	2			
		ENGYVU 403	Literary Criticism-II	4	4	2	25	75	100
	Internal Elective-1	ENGYVU 404	A) New Literatures in English – II	4	4	2	25	75	100
			B) Personality Development		4	2			
	Internal Elective-2	ENGYVU 405	(A) Subaltern Literature	4	4	2	25	75	100
			(B) Diasporic Writing		4	2			
	Multi-Disciplinary/Project	ENGYVU 406	(A) Project on Literature	4	4	2	25	75	100
	(B) Project on Language		4		2				
	<i>Sub-total</i>			24	36	18	150	450	600
Grand Total				96	216	72	600	1800	2400

- All core papers are Mandatory
- Compulsory Foundation -Choose one paper.
- Internal/Open Elective – Choose one paper.
- Open Electives for other Department Students in the varsity. Interested students may register for SWAYAM /MOOCs/ NPTEL with the approval of the concerned DDC for the award of the grade as 'open elective'.
- Skill Oriented course based on relevant societal application and it is mandatory
- Choose one from Multi-Disciplinary (Circle formation with other subjects/Dept. of Arts/ Commerce) Course or Project (Collaboration with various firms/companies/societies) work.



YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - I

ENGYVU101: POETRY – I

With Effect From 2021-22 (Under NEP 2020)

Educational Objectives (PEOs)

- To introduce the students to the important themes in poetry fourteenth century to eighteenth century through the prescribed study.
- To acquaint the student with the nature of Works in general and in particular.
- To discuss various topics relevant to a study of the poetry.

UNIT – I

Background Study : Literary Terms: Ode, Epic, Mock Epic Augustan
Satire, Elegy, Lyric – Genres – Movements – Ideas –
Trends – Concepts.

UNIT – II

1. Geoffrey Chaucer : The Prologue to the Canterbury Tales
(The Knight, the wife of bath, The Partner)
2. John Donne : A Valediction: Forbidding Mourning, Canonization.

UNIT – III

3. Milton : Paradise Lost, IV
4. Alexander Pope : The Rape of the Lock.

UNIT – IV

5. William Wordsworth : Lines Written a Few Miles above Tintern Abbey.
6. John Keats : Ode to a Nightingale, Ode to Autumn.

Program Specific Outcomes (PSOs)

- Creates awareness of the literary movements and concepts.
- Familiarises Prosodic features.
- Analyses critically the British poetry from fourteenth century to eighteen century.

Suggested Reading

- John Donne: A Life (Clarendon Press, Oxford, 1986)
- Poetry and Prose (1540-1674). Ed Christopher Rick (Penguin Books,)
- Songs and Sonnets: A Collection of Critical Essays, ed. Julian Macmillan.)
- The Pelican: Guide to English Literature, Vol. J From Donne to Marvell, Ed (Penguin Books,)
- The Romantic Imagination - C.M. Bowra
- Graham Hough The Romantic Poets
- Sidney Colvin: Keats
- C.H. Herford: The Age of Wordsworth

Contents

1. Background Study

1.1 Literary Terms: Ode, Epic, Mock Epic Augustan Satire, Elegy,

1.2 Lyric

1.3 Genres

1.4 Movements

1.5 Ideas

1.6 Trends

1.7 Concepts.

2. Geoffrey Chaucer

2.1 The Prologue to the Canterbury Tales (The Knight, the wife of bath, The Partner)

2.2 John Donne A Valediction: Forbidding Mourning, Canonization.

3. 1 Milton : Paradise Lost, IV

3.2 Alexander Pope: The Rape of the Lock.

4.1. William Wordsworth : Lines Written a Few Miles above Tintern Abbey.

4.2 John Keats: Ode to a Nightingale, Ode to Autumn.

YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - I

ENGYVU102: DRAMA – I

With Effect From 2021-22 (Under NEP 2020)

Program Educational Objectives (PEOs)

- After going through the prescribed text students will be able to understand literary terms, Plot, characterization, themes, motifs, symbols and other elements of the prescribed texts.
- After going through the prescribed text students will be able to understand the changes that occurred over a period of a time in the British Literature starting from the Elizabethan period to the Restoration period.
- After going through the prescribed text students will be able to understand critical analysis of the prescribed plays.

UNIT – I

Background Study : Literary History – Genre – Movements – Ideas – Trends – Concepts

UNIT – II

1. Christopher Marlowe : Dr. Faustus
2. Ben Jonson : Volpone

UNIT – III

3. William Shakespeare : Hamlet
4. William Shakespeare : Measure for Measure

UNIT – IV

5. William Congreve : Way of the World
6. Oscar Wilde : The Importance of Being Earnest

Program Specific Outcomes (PSOs)

- Creates awareness of various Genres, Movements, Ideas and concepts of the time
- Understands and analyses early British drama and to create awareness of the classical, Renaissance and Restoration drama.

Suggested Reading:

- **Chambers, E. K.** *The Elizabethan Stage*. 4 Volumes, Oxford, Clarendon Press, 1923.
- Logan, Terence P., and Denzell S. Smith, eds. *The Predecessors of Shakespeare: A Survey and Bibliography of Recent Studies in English Renaissance Drama*. Lincoln, NE, University of Nebraska Press, 1973.
- Marlowe, Christopher (1962). Bevington, David; Rasmussen, Eric (eds.). *Doctor Faustus, A- and B-texts (1604, 1616)*. Manchester: U of Manchester P. pp. 72–73. ISBN 9780719016431.
- **Bloom, Harold**, ed. (2008). *Macbeth*. Bloom's Shakespeare Through the Ages. New York: Chelsea House. ISBN 978-0-7910-9842-4.
- Braunmuller, Albert R., ed. (1997). *Macbeth*. *The New Cambridge Shakespeare*. Cambridge: Cambridge University Press. ISBN 978-0-521-29455-3.
- Brooke, Nicholas, ed. (2008). *Macbeth*. *The Oxford Shakespeare*. Oxford: Oxford University Press. ISBN 978-0-19-953583-5.

Contents

1. Background Study

1.1 Literary History

1.2 Genre

1.3 Movements

1.4 Ideas

1.5 Trends

1.6 Concepts

2.1 Christopher Marlowe : Dr. Faustus

2.2 Ben Jonson : Volpone

3.1 William Shakespeare : Hamlet

3.2 William Shakespeare : Measure for Measure

4.1. William Congreve : Way of the World

4.2. Oscar Wilde : The Importance of Being Earnest

YOGI VEMANA UNIVERSITY, KADAPA



DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - I

ENGYVU103: FICTION – I

With Effect From 2021-22 (Under NEP 2020)

Program Educational Objectives (PEOs)

- After going through the prescribed text students will be able to understand to study the conditions of the sensibility in novels.
- To study the characterization from an ironic point of view.
- To study the narrative plot. To study the sturdy rich yet fateful Agrarian background of narrative world.
- To study the historical background of war and aesthetic background.

UNIT – I

Background Study : Literary History – Genres – Movements – Ideas
Trends – Concepts

UNIT – II

1 .Daniel Defoe : Robinson Crusoe
2. Henry Fielding : Joseph Andrews

UNIT – III

3. Jane Austen : Pride and Prejudice
4. George Eliot : The Mill on the Floss.

UNIT – IV

5. Charles Dickens : A Tale of Two Cities
6. Thomas Hardy : Tess of D'Urbervilles

Program Specific Outcomes (PSOs)

- Familiarizes with literary history, genres, movements, ideas and concepts of the early British Fiction.
- Studies selected fiction of the writers.

Suggested Reading:

- The Cambridge History of English Literature
- The English Novel: A Short Critical History – Walter Allen, Penguin Books, Harmonds worth

- An Introduction to the English Novel Vols. 1 & 2 – Arnold Kettle, Hutchinson & Co.
- The Literature of the Victorian Era – Hugh Walker, S. Chand & Co., New Delhi
- The English Novel – David Skelton 6. The Growth of the English Novel – Richard Church

Contents

1. Background Study

1.1 Literary History

1.2 Genres

1.3 Movements

1.4 Ideas

1.5 Trends

1.6 Concepts

2.1 .Daniel Defoe : Robinson Crusoe

2.2 Henry Fielding : Joseph Andrews

3.1 Jane Austen : Pride and Prejudice

3.2. George Eliot : The Mill on the Floss.

4.1 Charles Dickens : A Tale of Two Cities

4.2 Thomas Hardy : Tess of D'Urbervilles



YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER – I

ENGYVU104: INTRODUCTION TO LINGUISTICS AND PHONETICS

FOUNDATION (A)

With Effect From 2021-22 (Under NEP 2020)

Program Educational Objectives (PEOs)

- Orientation about features of language.
- Familiarity about distinction between Animal & Human Communication.
- Awareness about linguistics and its scope.
- Insights on Diachronic & Synchronic Study.

UNIT – I

- A. Language – Definition – Features – Human Language vs. Animal
- B. Language- Definition and Scope of Linguistics- Significant Dimensions of Study.

UNIT – II

- A. Brief History of English Language-
- B. Features of Old English and Middle English – Influences (Latin, French, and Indian)

UNIT – III

- A. Speech Mechanism - Description of Speech Sounds
- B. Variants of Sounds- Stress / Rhythm- Intonation

UNIT – IV

- A. Morphology – Morphological Operations
- B. Word formation processes

Program Specific Outcomes (PSOs)

- Familiarizes with the essential features of human language and dimensions of language study.
- Creates awareness about Standard English language.
- Develops understanding about Standard English and important varieties of English language.
- Lends conceptual knowledge prosodic of English Language.
- Creates understanding of word formation process and important morphological process.

Suggested Reading:

- The Study of Language, George Yule, , Cambridge University 2017
- History of English Language by **Albert C Baugh** (Author), **Thomas Cable** (Author) 2011
- Spoken English by R.K Bansal & J.B. Harrison , Orient Longman Publishers 2000.
- An Introduction to English Morphology- Andrew Carstairs -Mc Carthy Series: **Edinburgh Text books on the English Language**, Date: 2018, Published by: **Edinburgh University Press**.

Content

- 1.1 Language
- 1.2 Definition
- 1.3 Features
- 1.4 Human Language vs. Animal
- 1.5 Language
- 1.6 Definition and Scope of Linguistics
- 1.7 Significant Dimensions of Study.

- 2.1 Brief History of English Language
- 2.2 Features of Old English and Middle English
- 2.3 Influences (Latin, French, and Indian)

- 3.1 Speech Mechanism
- 3.2 Description of Speech Sounds
- 3.3 Variants of Sounds
- 3.4 Stress / Rhythm
- 3.5 Intonation

- 4.1 Morphology – Morphological Operations
- 4.2 Word formation processes



YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - I

ENGYVU104: WORLD CLASSICS IN ENGLISH TRANSLATION

FOUNDATION (B)

With Effect From 2021-22 (Under NEP 2020)

Program Educational Objectives (PEOs)

- To introduce students to the world's best classics in translations
- To generate a broad vision of life by making the students to come to grips with universal problems and varied life situations.
- To make the students to have a feel of excel classics in translations various genres – poetry, fiction, short stories and drama- by a judicious selection.
- It should instil in the students a spirit of enquiry and further exploration.

UNIT I

Background Study : Literary Classics: Definitions – Critical Concepts –
The Emergence Of Classics – A Brief Survey – Greek And
Roman: Homer, Virgil, Aeschylus, Sophocles – Euripides

T S Eliot : What is a Classic?

UNIT II

1. Dante Alighieri : Inferno
2. Ovid : Metamorphoses, Selections - Bacchus' (Book III),
lines from 512-733,

UNIT III

3. Shudraka : The Little Clay Cart (Mricchakatikam)
4. Sophocles : Oedipus Rex or 'Oedipus the King'.

UNIT IV

5. Dostoevsky : Crime and Punishment. (Penguin Classics)
6. Leo Tolstoy : Anna Karenina,

Program Specific Outcomes (PSOs)

- Develops sensible response to great classics in translations and find you an analytical skill with a view to achieving a broad, wholesome vision of life.

Suggested Reading:

- T. S. Eliot: *The Critic, what is a classic*, Fifteenth Edition-2005, Rama Brothers India Pvt. Ltd educational Publishers-New Delhi, ISBN 81-7581-218-4.
- Dante Alighieri: *Inferno* Bantam Dell Publishers-New York, ISBN 0-55321339-3.
- Ovid: *Metamorphoses*, A new translation by A. D. Melville, Oxford University Press-New York, 2008.ISBN-978-0-19-953737-2.
- Shudraka: *The Little Clay Cart*, Translated by Diwakar Acharaya, First Edition, New York University Press-New York 2000, ISBN-978-0-814729-6.
- Sophocles: *Oedipus Rex*, Translated by H.D. F Kitto, Oxford University Press- New York, 2008, ISBN-978-0-19-953717-4.
- Dostoevsky: *Crime and Punishment*, Oxford University press- New York, ISBN- 978-0-19-953636-8.
- Leo Tolstoy: *Anna Karenina*, Rupa & Co. Publishers New Delhi. ISBN 81-71670628.

Content

1. Background Study

1.1 Literary Classics: Definitions

1.2 Critical Concepts

1.3 The Emergence Of Classics

1.4 A Brief Survey

1.5 Greek And Roman: Homer, Virgil, Aeschylus, Sophocles

1.6 Euripides

1.7 T S Eliot : What is a Classic?

2.1 Dante Alighieri : Inferno

2.2 Ovid : Metamorphoses, Selections - Bacchus' (Book III),
lines from 512-733,

3.1 Shudraka : The Little Clay Cart (Mricchakatikam)

3.2 Sophocles : Oedipus Rex or 'Oedipus the King'.

4.1 Dostoevsky : Crime and Punishment. (Penguin Classics)

4.2 Leo Tolstoy : Anna Karenina,



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DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER – I

ENGYVU105: PROSE – I

INTERNAL ELECTIVE(A)

With Effect From 2021-22 (Under NEP 2020)

Program Educational Objectives (PEOs)

- To develop the imagination and fancy of the students.
- To acquaints the students with the style of the writer.
- To develop their love for natural objects.
- To develop their aesthetic sense.
- To develop the habit of thinking among the students.

UNIT – I

Background Study : Literary History – Genres – Movements – Ideas – Trends – Concepts

UNIT – II

1. Francis Bacon : 1.Of Studies, 2.Of Truth, 3.Of Youth and Age
2. Joseph Addison : The Coverley Papers (Selected Essays)
1. Sir Roger at the Church
2. Labour and Exercise

UNIT – III

3. Jonathan Swift : Gulliver’s Travels
4. Charles Lamb : 1.Dream Children, 2.The South-Sea House

UNIT – IV

5. John Milton : Areopagitica
6. Bertrand Russell : The Role of Individuality.

Program Specific Outcomes (PSOs)

- Familiarizes with the literary history, genres, movements, ideas and concepts of the early British Prose.
- Studies selected prose pieces of English essayists

Suggested Reading:

- The Cambridge History of English Literature

- Francis Bacon and Renaissance Prose – Brian Vickers, Cambridge University Press
- Seventeenth Century Prose: Modern Essays in Criticism – Stanley Fish, Oxford University Press
- Anatomy of Prose – Marjorie Boulton, Kalyani Publishers, New Delhi
- *The Literature of the Victorian Era* – Hugh Walker, S. Chand & Co., New Delhi

Content

1. Background Study

1.1 Literary History

1.2 Genres

1.3 Movements

1.4 Ideas

1.5 Trends

1.6 Concepts

2. Francis Bacon

2.1 Of Studies,

2.2 Of Truth,

2.3.Of Youth and Age

Joseph Addison : The Coverley Papers (Selected Essays)

2.4 Sir Roger at the Church

2.5 Labour and Exercise

3.1 Jonathan Swift : Gulliver's Travels

3.2 Charles Lamb :

3.3.Dream Children,

3.4.The South-Sea House

4.1 John Milton : Areopagitica

4.2 Bertrand Russell : The Role of Individuality.

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DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - I

ENGYVU 105: SHORT STORY

INTERNAL ELECTIVE I B

With Effect From 2021-22 (Under NEP 2020)

Program Educational Objectives (PEOs)

- Identify key points in stories.
- Summarize the events of a story in a concise manner.
- Organize key points of stories into chronological action categories.
- Develop an original narrative in a collaborative manner.

UNIT I

Background Study

: Tale - Fable - Story - Novelette. Types Of Stories:

Detective-Social-Allegorical-Magic - Realism. Aspects Of The Short Story: Story - Plot - Characters - Narrative Techniques - Unities - Tone - Setting - Dialogue - Telling And Showing - Structure - Style.

UNIT-II

1. Edgar Allan Poe

: 1. The Angel of the Odd

2. The Man of the Crowd

2. O. Henry

: 1. A Survive of Love

2. The Last Leaf

UNIT-III

3. Anton Chekov

: 1. On Marriage 2. The New Villa

4. Oscar Wilde

: 1. The Model Millionaire 2. The Devoted Friend

UNIT-IV:

5. Chinua Achebe

: 1. Voter 2. Marriage Is a Private Affair

6. Lorrie Moore

: 1. How to become a Writer

2. Constant Struggle

Program Specific Outcomes (PSOs)

- Organizes key points of stories into chronological action categories.
- Develops an original narrative in a collaborative manner.
- Compares the plot structures of multiple stories.

Suggested Reading

- Edgar Allan Poe : “The Tell-Tale Heart” 2015 Publisher: Penguin Books Ltd.
“The Raven-Tale Heart” 2007, Richard G. Badger & Co.
Boston publishers ltd.
- O. Henry : “The Gift of Magi” 1906, ‘the Floating Press Publishers
“The Last Leaf” narrated by William Glennon 1900,
Dramatic Publishing House
- Guy De Maupassant : “The Necklace” 2016, Xist Publishing “ La Vendetta” 2018,
Edizioni Clandestine

Content

1. Background Study

1.1 Tale

1.2 Fable

1.3 Story

1.4 Novelette. Types Of Stories: Detective

1.5 Social

1.6 Allegorical

1.7 Magic

1.8 Realism.

1.9 Aspects Of The Short Story: Story

1.10 Plot

1.11 Characters

1.12 Narrative Techniques

1.13 Unities

1.14 Tone

1.15 Setting

1.16 Dialogue

1.17 Telling And Showing

1.18 Structure

1.19 Style

2.1 Edgar Allan Poe : 1. The Angel of the Odd 2. The Man of the Crowd

2.2 O. Henry : 1. A Survive of Love 2. The Last Leaf

3.1 Anton Chekov : 1. On Marriage 2. The New Villa

3.2 Oscar Wilde : 1. The Model Millionaire 2. The Devoted Friend

4.1 Chinua Achebe : 1. Voter 2. Marriage Is a Private Affair

4.2 Lorrie Moore : 1. How to become a Writer
2. Constant Struggle

YOGI VEMANA UNIVERSITY, KADAPA



DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - I

ENGYVU 106 – ENGLISH PROFICIENCY COURSE

INTERNAL ELECTIVE II (A)

With Effect From 2021-22 (Under NEP 2020)

Program Educational Objectives (PEOs)

- The subject keeps in view the students from vernacular medium institutions
- The Subject offers an in depth analysis of vocabulary building and sentence structure
- To get the students acquainted with the lab and make them workout exercises for each unit

UNIT -I

Functional Grammar : A(a). Recognition of Parts of Speech - Articles

(b). Verb forms –Usage of Tenses -Conditional Sentences

B.(a)Identifying and Interchange of Sentences (Simple, Complex and Compound) (Active and Passive voice)

(b)Use of Prepositions and Prepositional Phrases - Correction of Sentences

UNIT-II

Vocabulary Usage : A(a).Use the given Idioms and Phrases in your own Sentences

(b).One Word Substitutes – Recognition and Usage

B(a). Synonyms – Recognition and Usage Antonyms – Recognition and Usage-Words often confused

(b).Expansion of Proverb /Sayings

UNIT –III

Reading Comprehension : A. Passage for Reading Comprehension

B. Non-Verbal Communication Description of a given Picture/Symbols

UNIT –IV

Composition : A. Write a Paragraph using the given Words/Phrases

Summarizing /Precise Writing- Essay Writing on Topics of Social relevance

B. Letter Writing (Informal & Formal)

Program Specific Outcomes (PSOs)

- Acquaints knowledge of basic functional and structural grammar vocabulary
- Gets acquainted with drafting letters and writing reports

Suggested Reading

- The ethics of the family-Cambridge Scholars publishing (2010).
- Student Values as Educational Objectives- (1966)-Purdue University Press- Issue 124.
- Healthy Life Style (e-book) Springer Publishers
- Values At Work (2002), Cornell University Press
- Social Ethics and Social Duties Publisher: Book on Demand Ltd

Content

1. Functional Grammar
 - 1.1 Recognition of Parts of Speech – Articles
 - 1.2 Verb forms –Usage of Tenses -Conditional Sentences
 - 1.3 Identifying and Interchange of Sentences (Simple Complex and Compound) (Active and Passive voice)
 - 1.4 Use of Prepositions and Prepositional Phrases - Correction of Sentences

2. Vocabulary Usage
 - 2.1 Use the given Idioms and Phrases in your own Sentences
 - 2.2 One Word Substitutes – Recognition and Usage
 - 2.3 Synonyms – Recognition and Usage Antonyms – Recognition and Usage- Words often confused
 - 2.3 Expansion of Proverb /Sayings

3. Reading Comprehension
 - 3.1 Passage for Reading Comprehension
 - 3.2 Non-Verbal Communication Description of a given Picture/Symbols

4. Composition
 - 4.1 Write a Paragraph using the given Words/Phrases Summarizing /Precise Writing- Essay Writing on Topics of Social relevance
 - 4.2 Letter Writing (Informal & Formal)

YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - I

ENGYVU 106 -VALUE BASED EDUCATION

INTERNAL ELECTIVE II (B)

With Effect From 2021-22 (Under NEP 2020)

Program Educational Objectives (PEOs)

- To enable the students to understand the social realities and to inculcate an essential value system towards building a health society.
- state the meaning of social justice, human rights, Globalization, mass media and new media
- enumerate the rights of women, children, Dalits, minorities and physically challenged as per Indian constitution
- comprehend the social realities and issues and challenges in globalization and inculcate an essential value system towards building a healthy society

UNIT-I 1. Personal and Family Ethics:

- A) Definition of value education - relevance to present day - Concept of Human Values - self introspection - Self esteem,
- B) Family Values, Responsibilities of family. Stress and anger management - Adjustability - Threats of family life - Status of women in family and society - Caring for needy and elderly - Time allotment for sharing ideas and concerns.

UNIT-II 2. Student Values:

- A) Power Of Positivity: Optimism, Plight Kind Of Attitude Towards Self Career And Others, Right Kind Of Thoughts, Action And Behavior,
- B) First Impression: Etiquette, Voice Tone And Body Language.

UNIT-III 3. Healthy Life Style:

- A) Breaking bad habits and excessive use of social media.
- B) Food habits and sleeping habits, physical fitness, spiritual thinking

UNIT-IV 4. Social Ethics

- A) Humanism: Social Consciousness, Social Responsibility, Respect For Law
- B) Environmental Ethics; Kinds Of Pollution, Health Hazards, Climate Change, Saving The Planet

Program Specific Outcomes (PSOs)

- Identifies the contribution of social reformers and factors that influence social justice
- Compare and list the legal rights provided to women, children, Dalits, minorities and

physically challenged as per human rights and Indian constitution

- Stays as a responsible citizen and raise voice for any violence against women
- Analyzes the prospects and challenges in mass media role of media in Assess the influence of new media on children and youth and use them to inculcate communal harmony and social justice

Suggested Reading

- Value Education by Kiruba Charles & V.Arul Selvi, Bookman Publications, Delhi.(Text Book) 2022.
- 1. Francis, K. (1993). Education reform for social justice (Vol. 2).Discovery publishing house
2. Satvinder Juss. (2020).
- Human rights in India. Routledge Smarak Swain, S. (2011). Social issues of India. New Vishal publications
- Chakraborty, S. K., Chakraborty, D. (2006).
- Human Values and Ethics. ICFAI University Press 5. David Buckingham. (2013).
- Media Education: Literacy, Learning & Contemporary culture. Wiley Publishers.

Contents

1. Personal and Family Ethics

1.1 Definition of value education

1.2 relevance to present day

1.3 Concept of Human Values

1.4 self introspection

1.5 Self esteem,

Family Values, Responsibilities of family.

1.6 Stress and anger management

1.7 Adjustability

1.8 Threats of family life

1.9 Status of women in family and society

1.10 Caring for needy and elderly

1.11 Time allotment for sharing ideas and concerns.

2. Student Values

2.1 Power Of Positivity: Optimism, Plight Kind Of Attitude Towards Self Career And Others, Right Kind Of Thoughts, Action And Behavior,

2.2 First Impression: Etiquette, Voice Tone And Body Language

3. Healthy Life Style

3.1 Breaking bad habits and excessive use of social media

3.3 Food habits and sleeping habits, physical fitness, spiritual thinking

4. Social Ethic

4.1 Humanism: Social Consciousness, Social Responsibility, Respect For Law

4.2 Environmental Ethics; Kinds Of Pollution, Health Hazards, Climate Change, Saving The Planet

YOGI VEMANA UNIVERSITY, KADAPA



DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - II

ENGYVU201: POETRY – II

With Effect From 2021-22 (Under NEP 2020)

Program Educational Objectives (PEOs)

- To introduce the students to the important themes in poetry fourteenth century to eighteenth century through the prescribed study.
- To acquaint the student with the nature of Works in general and in particular.
- To discuss various topics relevant to a study of the poetry.

UNIT – I

Background Study : Literary History – Genres – Movements – Ideas
Trends - Concepts - Literary Terms: Dramatic
Monologue

UNIT – II

1. Robert Browning : 1. My Last Duchess, 2. Andrea Del Sarto
2. G.M. Hopkins : 1. The Windhover, 2. The Wreck of the Deutschland

UNIT – III

3. W.B. Yeats : 1. Byzantium, 2. Among School Children,
4. T.S. Eliot : The Waste Land

UNIT – IV

5. Ted Hughes : 1. The Thought Fox, 2. Hawk Roosting,
6. Dylan Thomas : Do Not Go Gentle into that Good Night

Programme Specific Outcomes (PSOs)

- Creates awareness of the literary movements as metaphysical, Romantic etc.
- Familiarizes literary terms as Ode, epic, satire, Elegy, lyric.
- Analyses critically the British poetry from fourteenth century to eighteenth century.

Suggested Reading

- English Verse: Voice and Movement from Wyatt to Yeats – Barnes
- Twentieth Century English Poetry: Anthony Thwaite
- Modern Poets Four (Faber and Faber, London, Rpt., 1970)
- New Bearings in English Poetry, F. R. Leavis

- The Victorian Experience: Poets – Levine
- A History of Modern Poetry – Perkins
- The Modern Poets: A Critical Introduction - M. L. Rosenthal (O.U.P)

Contents

1. Background Study

1.1 Literary History

1.2 Genres

1.3 Movements

1.4 Ideas

1.5 Trends

1.6 Concepts

1.7 Literary Terms: Dramatic Monologue

2.1 Robert Browning : 1.My Last Duchess, 2.Andrea Del Sarto

2.2 . G.M. Hopkins : 1.The Windhover, 2.The Wreck of the Deutschland

3.1 W.B. Yeats : 1. Byzantium, 2. Among School Children

3.2 T.S. Eliot : The Waste Land

4.1 Ted Hughes : 1. The Thought Fox, 2. Hawk Roosting,

4.2 Dylan Thomas : Do Not Go Gentle into that Good Night



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DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - II

ENGYVU202: DRAMA – II

With Effect From 2021-22 (Under NEP 2020)

Program Educational Objectives (PEOs)

- After going through the prescribed text students will be able to understand a brief account of dramatic personality and the outline of the plots prescribed study.
- After going through the prescribed text students will be able to understand themes motifs and symbols of the prescribed text.
- After going through the prescribed text students will be able to understand critical analysis of the prescribed plays.

UNIT - I

Background Study : Literary History – Genres – Movements – Idea – Trends – Concepts

UNIT – II

1. G.B. Shaw : Pygmalion
2. Christopher Fry : The Lady's Not for Burning

UNIT – III

3. John Osborne : Look Back in Anger
4. Harold Pinter : The Birthday Party

UNIT – IV

5. Samuel Beckett : Waiting for Godot
6. J. M. Synge : Riders to the Sea

Program Specific Outcomes (PSOs)

- Develops insights into various literary genres, movements, ideas, trends and concepts during the time.
- Traces the development of British drama from 19th century to 21st century.

Suggested Reading:

- Drama from Ibsen to Brecht – Raymond Williams (Penguin Books, 1973)
- Contemporary British Drama - Berney and Templeton (1994)
- Modern British Dramatists - John Russell Brown (Eaglewood Ciffs, NJ, 1968)
- The Theatre of Revolt: An Approach to Modern Drama - Robert Burstein (Atlantic monthly press, New York, 1965)
- Revolution in Modern English Drama - Katherine J. Worth (Bell, London, 1972)
- Anger and After: Guide to the New British Drama - John Russell Taylor (Eyre Methune, London, 1977)

Content

1. Background Study

1.1 Literary History

1.2 Genres

1.3 Movements

1.4 Idea

1.5 Trends

1.6 Concepts

2.1 G.B. Shaw : Pygmalion

2.2 Christopher Fry : The Lady's Not for Burning

3.1 John Osborne : Look Back in Anger

3.2 Harold Pinter : The Birthday Party

4.1 Samuel Beckett : Waiting for Godot

4.2 J. M. Synge : Riders to the Sea

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DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - II

ENGYVU203: FICTION – II

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- After going through the prescribed text students will be able to understand to study the conditions of the Sensibility in the novels
- To study the characterization from an ironic point of view.
- To study the narrative plot. To study the sturdy rich yet fateful Agrarian background of Hardy's narrative world.
- To study the historical background of war and aesthetic background.

UNIT – I

Background Study : Literary History – Genres – Movements – Ideas – Trends – Concepts

UNIT – II

1. Sir Walter Scott : The Heart of Mid Lothian
2. Virginia Woolf : Mrs. Dalloway

UNIT – III

3. James Joyce : The Portrait of an Artist as a Young Man
4. D. H. Lawrence : Women in Love

Unit - IV

5. William Golding : Lord of the Flies
6. Graham Greene : The Power and the Glory

Program Specific Outcomes (PSOs)

- Familiarizes with the literary history genres, movements, ideas, trends and concepts of that period.
- Studies novels written by the novelists as representatives of their time.

Suggested Reading:

- The Cambridge History of English Literature

- The English Novel: A Short Critical History – Walter Allen, Penguin Books, Harmondsworth
- An Introduction to the English Novel Vols. 1 & 2 – Arnold Kettle, Hutchinson & Co.
- The Literature of the Victorian Era – Hugh Walker, S. Chand & Co., New Delhi
- The English Novel – David Skelton
- The Growth of the English Novel – Richard Church

Content

1. Background Study
 - 1.1 Literary History
 - 1.2 Genres
 - 1.3 Movements
 - 1.4 Ideas
 - 1.5 Trends
 - 1.6 Concepts
- 2.1 Sir Walter Scott : The Heart of Mid Lothian
- 2.2 Virginia Woolf : Mrs. Dalloway
- 3.1 James Joyce : The Portrait of an Artist as a Young Man
- 3.2 D. H. Lawrence : Women in Love
- 4.1 William Golding : Lord of the Flies
- 4.2 Graham Greene : The Power and the Glory

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M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - II

ENGYVU204: ENGLISH LANGUAGE TEACHING

FOUNDATION COURSE (A)

With Effect From 2021-22(Under NEP 2020)



Program Educational Objectives (PEOs)

- Aware of the distinction between language acquisition and language learning
- Knowing about the problems of teaching English as a Second Language and gaining insights on current trends in ELT.
- Familiar about certain theories of language learning and methods of ELT.
- Gaining comprehension about approaches of Teaching LSRW skills, poetry and prose.
- Familiar about materials of teaching and learning English.
- Conversant with the aspects involved in CALT and CALL.

UNIT – I

A. Language Acquisition and Second Language Learning

Basic Principles of English Language Teaching

B. Problems of Teaching / Learning English as a Second Language in the Indian Context - Current Trends of Teaching English in India.

UNIT – II

A Teaching of English Language – Theories of Language Learning
(Behavioural, Cognitive and Constructivist)

B. Methods – Direct, Grammar Translation – Bilingual – Communicative
Language Teaching

UNIT – III

A. Teaching poetry & Prose from Language Perspective

B. Teaching LSRW Skills

UNIT – IV

A. Materials and Tools – Development of Sources for Teaching – News Papers

B. Advertisements – Magazines – Utility of Language Lab for Teaching and Learning of English.

Program Specific Outcomes (PSOs)

- Creates familiarity about the distinction between language acquisition and language learning.
- Familiarizes about the principles of ELT and current trends of Teaching and Learning.

- To provide understanding on important theories of language learning and methods of teaching English.
- Develops insights of teaching poetry, prose and LSRW Skills.
- Offers awareness about materials for ELT and the use of terminology including CALL and CALT.

Suggested Reading

- The Study of Language, George Yule, Cambridge University Press, VI edition 2017.
- Techniques and Principles of Language Teaching, Diane Larsen Freeman and Marti Anderson Publication 2013.
- Methods of Teaching English – N. Krishnaswamy and Lalitha Krishna Swamy, Macmillon Publishers 2014.
- Teaching and learning English M.c Tickoo A Source Book for Teachers and Teacher Trainers, Oxford University Press, 2015.

Content

- 1.1 . Language Acquisition and Second Language Learning Basic Principles of English Language Teaching
- 1.2 Problems of Teaching / Learning English as a Second Language in the Indian Context - Current Trends of Teaching English in India.
- 2.1 Teaching of English Language – Theories of Language Learning (Behavioural, Cognitive and Constructivist)
- 2.2 Methods – Direct, Grammar Translation – Bilingual – Communicative Language Teaching
- 3.1 Teaching poetry & Prose from Language Perspective
- 3.2 Teaching LSRW Skills
- 4.1 Materials and Tools – Development of Sources for Teaching – News Papers
- 4.2 Advertisements – Magazines – Utility of Language Lab for Teaching and Learning of English.



YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - II

ENGYVU204 (B): SOCIO LINGUISTICS

INTERNAL ELECTIVE (B)

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- To gain insights on role and scope of Socio Linguistics as an important branch of study.
- To obtain awareness and understanding on the pioneering concepts put forth by significant theorists.
- To develop understanding about language communities and a few important practices related to sociolinguistics.
- To create understanding on the role of language teacher and pedagogical transactions involved in language teaching.

UNIT – I

- A. Conceptual Understanding of Society, Culture and Language
- B. Sociolinguistics- Importance- Scope and Dimensions of Study- Sociology of Language

UNIT – II

- A. Significant theorists and their postulates –
Roman Jakobson's Six Functions of Language
- B. Robinson's Contribution- Dell Hymes's Speaking Model

UNIT – III

- A. Awareness on Languages and Communities, Languages, Dialects and Varieties
Pidgins and Creoles
- B. Bilingualism, Multilingualism, Code-Switching Language
and Class Language and Gender

UNIT – IV

- A. Pedagogic Concerns - Language Planning,
- B. Language Teaching, Competencies and Role of a Language Teacher

Program Specific Outcomes (PSOs)

- Comprehend the scope and role of Sociolinguistics as a seminal field of study.
- Develop theoretical understanding and apply the concepts of some of the major exponents in the field of Socio-linguistics.
- Gain perception about language communities and important practices in Sociolinguistics.

- Obtain sufficient understanding about the role of language teacher and certain pedagogical practices.

Suggested Reading

- The Study of Language , George Yule , Cambridge University Press , Sixth Edition ,2017
- Wardhaugh, Ronald S. An Introduction to Sociolinguistics. Blackwell Publishing. 2006.
- Spolsky, B. Sociolinguistics: Oxford: OUP.1998.
- Stern, H.H. Fundamental Concepts of Language Teaching. OUP. 1983.
- Trudgill, Peter. Sociolinguistics: An Introduction to Language and Society, Penguin Books.2000

Content

1.1 Conceptual Understanding of Society, Culture and Language

1.2 Sociolinguistics

1.3 Importance

1.4 Scope and Dimensions of Study

1.5 Sociology of Language

2.1 Significant theorists and their postulates

2.2 Roman Jakobson's Six Functions of Language

2.3 Robinson's Contribution

2.4 Dell Hymes 's Speaking Model

3.1 Awareness on Languages and Communities, Languages, Dialects and Varieties Pidgins and Creoles

3.2 Bilingualism, Multilingualism, Code-Switching Language and Class Language and Gender

4.1 Pedagogic Concerns

4.2 Language Planning

4.3 Language Teaching, Competencies and Role of a Language Teacher



YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - II

ENGYVU205: PROSE – II

INTERNAL ELECTIVE (A)

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- To develop the imagination and fancy of the students.
- To acquaints the students with the style of the writer.
- To develop their love for natural objects.
- To develop their aesthetic sense.
- To develop the habit of thinking among the students.

UNIT – I

Background Study : Literary History – Genres – Movements – Ideas
Trends – Concepts

UNIT – II

1. Matthew Arnold : Sweetness and Light (From Culture and Anarchy)
2. John Ruskin : Sesame and Lilies

UNIT – III

3. Virginia Woolf : A Room of One's Own
4. George Orwell : Politics and English Language

UNIT – IV

5. W.M. Thackery : 1. On a Chalk Mark on the Door
2. Nill Nisi Bonum
6. Robert Lynd : 1. On Going Abroad
2. A Dissappointed Man.

Program Specific Outcomes (PSOs)

- Familiarizes students with the Victorian and modern centuries of the time.
- Studies selected prose pieces of the renowned essayists of the time.

Suggested Reading

- The Cambridge History of English Literature
- Francis Bacon and Renaissance Prose – Brian Vickers, Cambridge University Press

- Seventeenth Century Prose: Modern Essays in Criticism – Stanley Fish, Oxford University Press
- Anatomy of Prose – Marjorie Boulton, Kalyani Publishers, New Delhi
- The Literature of the Victorian Era – Hugh Walker, S. Chand & Co., New Delhi

Contents

1. Background Study
 - 1.1 Literary History
 - 1.2 Genres
 - 1.3 Movements
 - 1.4 Ideas
 - 1.5 Trends
 - 1.6 Concepts

2.1 Matthew Arnold : Sweetness and Light (From Culture and Anarchy)

2.2 John Ruskin : Sesame and Lilies

3.1 Virginia Woolf : A Room of One's Own

3.2 George Orwell : Politics and English Language

4.1 W.M. Thackery :

1. On a Chalk Mark on the Door
2. Nill Nisi Bonum

4.2 Robert Lynd :

1. On Going Abroad
2. A Dissappointed Man



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DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - II

ENGVU 205: COMMUNICATION AND SOFTSKILLS – I

INTERNAL ELECTIVE (B)

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- The primary objective of communication in management is to convey information— instructions, policies, procedures, decisions, etc., so the listener will hear, read, understand what is said, agree and accept the message, and react as intended by the manager or sender of communication.
- Students will be able to understand the research methods associated with the study of human communication, and apply at least one of those approaches to the analysis and evaluation of human communication.
- Students will be able to find, use, and evaluate primary academic writing associated with the communication discipline.

UNIT I.

- Communication :
- A.a. Aspects of Communication
 - b. Types of Communication
 - c. Verbal and Non-verbal Communication
 - B.a. Characteristics of Successful Communication
 - b Principles and Barriers of Communication

UNIT II

- Listening :
- A.a. The Listening Process b. Types of Listening
 - B.a. Principles of Good Listening b. Listening with a purpose
 - c. Barriers to Listening

UNIT III

- Speaking:
- A. a. Factors of Speech Process b. Conversation Skills
 - c. Strategies of Good Conversation
 - B. a. Improving Self Expression & Fluency b. English Pronunciation
 - c. Speech Techniques

UNIT IV

- Writing:
- A. a. Principles of Effective Writing
 - b. Formal and Informal Letter Writing
 - B. a. E-mail b. Resume & Job application

Program Specific Outcomes (PSOs)

- Students will be able to find, use, and evaluate primary academic writing associated with the communication discipline.
- Students will develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others. Such skills could include communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.

Suggested Reading:

- Essentials of Business Communication by Rajendra Rao
- A Course in Listening and Speaking II
- Business Correspondence and Report Writing R.C. Sharma Krishna Mohan
- The Oxford Guide to Writing and Speaking by John Seely, (Oxford)
- Developing Communication Skills by Krishna Mohan & Meera Benerji, Macmillan.
- Effective Technical Communication – M. Ashraf Rizvi (Tata Mc Grew Hill)
- Communication – C.S. Rayudu, Himalaya Publishing House
- Business Communication – D.D. Chaturvedi, Mukesh Chaturvedi (Pearson Edu.)
- Communication Skills – Dr. Nageshwara Rao, Dr. Rajendra P. Das (Himalaya Publication House)

1. Communication

1.1 Aspects of Communication

1.2 Types of Communication

1.3 Verbal and Non-verbal Communication

1.4 Characteristics of Successful Communication

1.5 Principles and Barriers of Communication

2. Listening

2.1 The Listening Process

2.2 Types of Listening

2.3 Principles of Good Listening

2.4 Listening with a purpose

2.5 Barriers to Listening

3. Speaking

3.1 Factors of Speech Process

3.2 Conversation Skills

3.3 Strategies of Good Conversation

3.4 Improving Self Expression & Fluency

3.5 English Pronunciation

3.6 Speech Techniques

4. Writing

4.1 Principles of Effective Writing

4.2 Formal and Informal Letter Writing

4.3 E-mail b. Resume & Job application



YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - II

ENGYVU206: ESSENTIAL COMMUNICATION SKILLS IN ENGLISH – I

OPEN ELECTIVE (A)

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- To enhance the learner's communication skills by giving adequate exposure in LSRW listening, speaking, reading and writing skills and the related sub-skills.
- To help the learners recognize and operate in various styles and registers in English.
- To help the learner get rid of his present flaws and mistakes in pronunciation and grammar.
- To impart better writing skills by sensitizing the learners to the dynamics of effective writing.
- To build up the learners confidence in oral and interpersonal communication by reinforcing the basics of pronunciation specially focusing on interviews / corporate meetings / international business travels.
- Enabling the learner to achieve adequate linguistic skills to help him compete international certification tests of English such as IELTS and TOEFL.

UNIT I. Communication :1. Objectives of Communication 2. Types of Communication

3. Verbal and Non-verbal Communication

4. Characteristics of Successful Communication

5 Principles and Barriers of Communication

UNIT II. Listening :

1. The Listening Process

2. Types of Listening

3. Principles of Good Listening

4. Listening with a purpose

5. Barriers to Listening

UNIT III Speaking:

1. Phonetics

2. Syllable

3. Word Stress

4. Accent and Rhythm in Connected Speech

5. Intonation

6. American and British Accents

UNIT IV Writing:

1. Principles of Effective writing

2. Formal and Informal Letter Writing 3. E-mail

4. Resume & Job application

Program Specific Outcomes (PSOs)

- Students will develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others.
- Such skills could include communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.

Suggested Reading :

- Essentials of Business Communication by Rajendra Rao
- A Course in Listening and Speaking II
- Business Correspondence and Report Writing R.C. Sharma Krishna Mohan
- The Oxford Guide to Writing and Speaking by John Seely, (Oxford)
- Developing Communication Skills by Krishna Mohan & Meera Benerji, Macmillan.
- Effective Technical Communication – M. Ashraf Rizvi (Tata Mc Grew Hill)
- Communication – C.S. Rayudu, Himalaya Publishing House
- Business Communication – D.D. Chaturvedi, Mukesh Chaturvedi (Pearson Edu.)
- Communication Skills – Dr. Nageshwara Rao, Dr. Rajendra P. Das (Himalaya Publication House)

Contents

1. Communication

- 1.1 Objectives of Communication
- 1.2. Types of Communication
- 1.3. Verbal and Non-verbal Communication
- 1.4. Characteristics of Successful Communication
- 1.5 Principles and Barriers of Communication

2. Listening

- 2.1 . The Listening Process
- 2.2 Types of Listening
- 2.3. Principles of Good Listening
- 2.4. Listening with a purpose
- 2. 5. Barriers to Listening

3. Speaking

- 3.1 Phonetics
- 3.2. Syllable
- 3.3. Word Stress
- 3.4. Accent and Rhythm in Connected Speech
- 3.5. Intonation
- 3. 6. American and British Accents

4. Writing

- 4.1 Principles of Effective writing
- 4. 2. Formal and Informal Letter Writing
- 4.3. E-mail
- 4. 4. Resume & Job application

YOGI VEMANA UNIVERSITY, KADAPA



DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - III

ENGYVU301: INDIAN ENGLISH LITERATURE-I

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- Gaining exposure about growth of Indian English Literature in the post independent era.
- Critiquing the prescribed works of poetry, fiction, drama and prose.
- Understand the thematic concerns, style and literary sensibility of the writers.

UNIT – I

Background Study :Literary History – Genres – Movements – Ideas – Trends – Concepts

UNIT – II

1. Mulk Raj Anand : Untouchable
2. R. K. Narayan : The Financial Expert

UNIT – III

3. Toru Dutt : 1.Sita, 2.Near Hasting, 3.The Lotus
4. Sarojini Naidu : 1.Summer Woods,
2. Palanquin Bearers,
3. Soul's Prayer

UNIT – IV :

5. Rabindranath Tagore : Post Office.
6. Dr. B.R.Ambedkar : On the Way to Goregoan

Program Specific Outcomes (PSOs)

- Creates understanding on the origin and growth of Indian English literature.
- Develops literary sensibility by prescribing study works of literature authored by early Indian writers in English.
- Exposes the students to different genres of Indian English Literature.
- Fosters critical aptitude of interpreting and analyzing the prescribed text in Indian English Literature.
- **Suggested Reading:**
- Aspects of the novel- E.M.Forster Dover Publications 2022
- Indian writings in English. K.R. Srinivas Iyenger Sterling Publishers, 1987.
- A History of Indian English Literature – M.K Naik , Sahithya Academy Publication.
- Twice born Fiction- Meenakshi Mukherjee, Published by Pencraft International, 2015.

Contents

1. Background Study
 - 1.1 Literary History
 - 1.2 Genres
 - 1.3 Movements
 - 1.4 Ideas
 - 1.5 Trends
 - 1.6 Concepts

- 2.1 Mulk Raj Anand : Untouchable
- 2.2 R. K. Narayan : The Financial Expert

- 3.1 Toru Dutt : 1.Sita, 2.Near Hasting, 3.The Lotus
- 3.2 Sarojini Naidu : 1.Summer Woods,
2. Palanquin Bearers,
3. Soul's Prayer

- 4.1 Rabindranath Tagore : Post Office.
- 4.2 Dr. B.R.Ambedkar : On the Way to Goregoan



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DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - III

ENGYVU302: AMERICAN LITERATURE - I

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- To introduce the students to the important themes and to bring out the hidden struggle for self reliance through the prescribed text.
- To acquaint the student with the nature of Works in general and civil disobedience in particular.
- To discuss various topics relevant to a study of the American literature.

UNIT – I

Background Study : Literary History – Genres – Movements – Ideas – Trends – Concepts

UNIT – II

1. Emerson : 1.The American Scholar, 2.Bramha, 3.Concord Hymn
2. H.D. Thoreau : Civil Disobedience

UNIT – III

3. Walt Whitman : 1. I hear America Singing 2. O! Captain!,My Captain,
3. Song of Myself
4. Emily Dickinson : 1.Much Madness is Divinest Sense,
2. Success is counted Sweetest

UNIT – IV

5. Mark Twain: The Adventures of Huckleberry Finn
6. Nathaniel Hawthorne: The Scarlet Letter

Program Specific Outcomes (PSOs)

- Provides an understanding of the origin and development of American literature.
- Studies selected writings of the most respective American poets, dramatists and novelists.
- Familiarizes with the literary history genres, movements, ideas, trends and concepts connected with the time.

Suggested Reading

- The American Tradition in Literature 2 vols. – S. Bradley, ed. (W. W. Norton and Co., New York, 1962)

- Backgrounds of American Literary Thought - W. Rod Horton and Herbert Edwards (Prentice-hall, New York, 1967)
- The Cycle of American Literature – Robert E. Spiller (The Free Press, New York, 1967)
- The American Classics Revisited: recent studies of American literature – P. C. Kar and Ramakrishna, eds. (American Studies Research Centre, Hyderabad, 1985)
- Fifty Years of American Drama - Alan Dower (Regonary, Chicago, 1951)
- The Literature of United States of America - Marshall Walker (Macmillan Education Ltd, 1988)

Contents

1. Background Study

1.1 Literary History

1.2 Genres

1.3 Movements

1.4 Ideas

1.5 Trends

1.6 Concepts

2.1 Emerson : 1.The American Scholar, 2.Bramha, 3.Concord Hymn

2.2 H.D. Thoreau : Civil Disobedience

3.1 Walt Whitman : 1. I hear America Singing 2. O! Captain!,My Captain,

3. Song of Myself

3.2 Emily Dickinson : 1.Much Madness is Divinest Sense,

2. Success is counted Sweetest

4.1 Mark Twain : The Adventures of Huckleberry Finn

4.2 Nathaniel Hawthorne: The Scarlet Letter



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DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - III

ENGYVU303: LITERARY CRITICISM – I

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- This course aims to develop student's ability to understand and to criticize a literary piece.
- To equip the students knowledge of key forms and terminology of literary criticism, to ability to read the writings of literary scholars and critics with understanding and judicious appreciation.
- To acquire basic theoretical concepts underlying contemporary approaches to literature and the major differences between them.

UNIT – I

Background Study : Literary History – Genres – Movements – Idea – Trends – Concepts

UNIT – II

1. Aristotle : Poetics
2. Samuel Johnson : The Preface to Shakespeare

UNIT -III

3. Coleridge : Biographia Literaria, Chapter XIV
4. Matthew Arnold : A Study of Poetry

UNIT – IV

5. T.S. Eliot : Tradition and the Individual Talent
6. Cleanth Brooks : Irony as a Principle of Structure

Program Specific Outcomes (PSOs)

- Develops a critical attitude to the students to analyze drama, poetry.
- Traces the origin and development of Greek literary criticism and to analyze various critical works of the romantic, Victorian and modern period.

Suggested Reading:

- Ernst De Chickera D J Enright: English Critical Texts
- Martin Tucker: A Library of Literary Criticism.
- Patricia Waugh: Literary Theory & Criticism : An Oxford Guide.
- M.S.Naagarajaw: English Literary Criticism & Theory2006.

Contents

1. Background Study

1.1 Literary History

1.2 Genres

1.3 Movements

1.4 Idea

1.5 Trends

1.6 Concepts

2.1 Aristotle : Poetics

2.2 Samuel Johnson : The Preface to Shakespeare

3.1 Coleridge : Biographia Literaria, Chapter XIV

3.2 Matthew Arnold : A Study of Poetry

4.1 T.S. Eliot : Tradition and the Individual Talent

4.2 Cleanth Brooks : Irony as a Principle of Structure



YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - III

ENGYVU304 NEW LITERATURES IN ENGLISH – I

INTERNAL ELECTIVE (A)

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- To introduce the students the important themes in New Literature through the prescribed study.
- To acquaint the student with the nature of common wealth writer's Works in general and African, Canadian and Caribbean in particular.
- To discuss various topics relevant to a study of New Literature in English

UNIT – I

Background Study : Literary History – Genres – Movements – Ideas – Trends – Concepts

UNIT - II

1. A.D. Hope : 1. Australia,
2. The Death of the Bird
2. Judith Wright : 1. The Old Prison,
2. Lyre Birds

UNIT -III

3. Gabriel Okara : The Piano and Drums (Select poems)
4. Wole Soyinka : The Lion and the Jewel

UNIT – IV

5. Ngugi Wa Thiango : Weep Not, Child
6. Buchi Emecheta : The Joys of Motherhood

Program Specific Outcomes (PSOs)

- Studies development of new literature in commonwealth countries and in nations other than Britain. Australia, Canadian, African literature.
- Studies important movements, concepts, trends of the natives of different regions other than Britain

Suggested Reading

- The Post-Colonial Theory – Leela Gandhi (Oxford, 1998)

- Colonial Encounter: A Reading of Six Novels - Molly Mahood (Rex Collins, London, 1977)
- The Empire Writes Back - Bill Ashcroft et al (eds.) (Routledge, London, 1989)
- A Manifold Voice - Studies in Commonwealth Literature – William Walsh (London, 1970)
- Literature of the World in English - Bruce King
- Awakened Conscience - C. D. Narasimhaiah (1978)
- African Literature: A Critical View - David Cook (Longman, London, 1977)
- The Literature of Australia - Geoffrey Dutton
- Survival: A Thematic Guide to Australian Literature - Margaret Atwood
- Homecoming: Essays on African and Caribbean Literature, Culture and Politics - Ngugi Wa Thiongo (Heinemann, London, 1972)

Content

1. Background Study
 - 1.1 Literary History
 - 1.2 Genres
 - 1.3 Movements
 - 1.4 Ideas
 - 1.5 Trends
 - 1.6 Concepts
- 2.1 A.D. Hope : 1. Australia,
2. The Death of the Bird
- 2.2 Judith Wright : 1. The Old Prison,
2. Lyre Birds

- 3.1 Gabriel Okara : The Piano and Drums (Select poems)
- 3.2 Wole Soyinka : The Lion and the Jewel

- 4.1 Ngugi Wa Thiango : Weep Not, Child
- 4.2 Buchi Emecheta : The Joys of Motherhood



YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - III

ENGYVU304 : ECO – LITERATURE

INTERNAL ELECTIVE (B)

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- Eco-literature lays stress on ecological issues.
- Cli-fi (climate fiction) deals with climate change and global warming,
- It is logically a sub-set of eco-literature.
- This genre looks at human activities that have been killing nature slowly.

UNIT-I Background Study : Ecology – Sustainable Design- Bio Politics –
Environmentalism – Social Ecology –
Anthropocentrism – Bio-Centricism
Eco-Centricism, Eco-Criticism – Cli Fiction

UNIT-II Poetry

1. Sean Hewitt : 1. Dryad 2. Ghost
2. Valarie Dohrain : 1. After the Rain 2. Alone

UNIT –III Fiction:

3. John Steinbeck : The Grapes of Wrath
4. Svetlana Alexievich : Chernobyl Prayer

UNIT- IV Eco Criticism:

5. Joseph Meaker : The Comedy of Survival: Studies in Literary
Ecology
6. William Rueckert : Literature and Ecology: An Experiment in
Ecocriticism

Program Specific Outcomes (PSOs)

- Cli-fi often ventures into the realms of the narratives gets rooted in future.
- Focuses on "the application of ecology and ecological concepts to the study of literature"

Suggested Reading:

- Eco Criticism Swarnalatha Rangarajan Orient Black Swan Publications
- Louise Westling Literature and The Environment Cambridge Companion To Literature, CUP
- Eco Critical Readings – Partridge, A Penguin Random House Company
- Rethinking Nature and Environment: Shivani. Jah, House Company
- The Comedy of Survival: Studies in Literary Ecology 1972.

Contents

1. Background Study
 - 1.1 Ecology
 - 1.2 Sustainable Design
 - 1.3 Bio Politics
 - 1.4 Environmentalism
 - 1.5 Social Ecology
 - 1.6 Anthropocentrism
 - 1.7 Bio-Centricism
 - 1.8 Eco-Centricism, Eco-Criticism
 - 1.9 Cli Fiction

- 2.1 Sean Hewitt : 1.Dryad 2. Ghost
- 2.2 Valarie Dohrain : 1.After the Rain 2. Alone

3. Fiction:
 - 3.1 John Steinbeck : The Grapes of Wrath
 - 3.2 Svetlana Alexievich : Chernobyl Prayer

4. Eco Criticism:
 - 4.1 Joseph Meaker : The Comedy of Survival: Studies in Literary Ecology
 - 4.2 William Rueckert : Literature and Ecology: An Experiment in Ecocriticism



YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - III

ENGYVU305 – ESSENTIALS OF RESEARCH

Internal Elective –(A)

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- To define the Specific objectives and the primary aim of the study.
- Help define who, what, why, when and how to conduct the research project.
- The main objective of research is easier to develop and pursue a plan of action.

UNIT-I

- A). Definition of Research - Types of Research - Purpose and importance.
- B). Significance of Research. Steps involved in Research - Social & Academic Relevance.

UNIT-II

- A) Identifying the Research Problem - Review of Literature - Sources of Literature
- B) Basic Methodology of conducting Research - Tools of Analysis - Presenting the Findings.

UNIT-III

- A). Fundamentals of Research Writing - Features of Research Paper Basic
- B). Awareness about Research Manuals - Ethics of Research.

UNIT-IV

- A). Fundamentals of Research Proposal & Research Paper - Analysis, Objectives.
- B). Methodology Research - Identifying Research gaps, Model Research Proposals and Papers.

Program Specific Outcomes (PSOs)

- Specific objectives define the primary aim of the study.
- Helps define the who, what, why, when and how to conduct the research project.
- The main objective of research is easier to develop and pursue a plan of action.

Suggested Reading:

- Research Methodology :Methods and Techniques, C.R Kolhar (New Age Publications)
- Research Methods in English : M.P.Sinha(Atlantic Publishers & Distributors Pvt Ltd.)
ISBN: 9788126903580, 9788126903580.

Contents

- 1.1 Definition of Research
- 1.2 Types of Research
- 1.3 Purpose and importance.
- 1.4 Significance of Research. Steps involved in Research
- 1.5 Social & Academic Relevance.

- 2.1 Identifying the Research Problem
- 2.2 Review of Literature
- 2.3 Sources of Literature
- 2.4 Basic Methodology of conducting Research
- 2.5 Tools of Analysis
- 2.6 Presenting the Findings.

- 3.1 Fundamentals of Research Writing
- 3.2 Features of Research Paper Basic
- 3.3 Awareness about Research Manuals
- 3.4 Ethics of Research

- 4.1 Fundamentals of Research Proposal & Research Paper
- 4.2 Analysis, Objectives
- 4.3 Methodology Research
- 4.4 Identifying Research gaps, Model Research Proposals and Papers.

YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - III

ENGYVU305 – COMMUNICATION AND SOFT SKILLS – II

Internal Elective –(B)

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- To enhance the learner's communication skills by giving adequate exposure in LSRW listening, speaking, reading and writing skills and the related sub-skills.
- To help the learners recognize and operate in various styles and registers in English.
- To help the learner get rid of his present flaws and mistakes in pronunciation and grammar.
- To help the learner identify and repair the voids in his present vocabulary and pronunciation targeting those specific array of words which create a barrier in his thought process.

UNIT I. Listening :

1. Listening Comprehension
2. Effective Listening Strategies
3. Listening to structured Talks
4. Intensive Listening
5. Team Listening (Listening & Note Taking)

UNIT II. Speaking :

1. Oral Communication
2. Presentation Skills
3. Use of Visual Aids
4. Group Discussion
5. Facing Interviews

UNIT III. Reading :

1. Types of Reading
2. Understanding the Gist of an Argument

- Familiarizes the students with various communication and language (LSRW) skills in English.
- Enables them to teach communication skills for Regular and Professional courses.

Suggested Reading:

3. Identifying the Topic Sentence

UNIT IV. Writing :

1. Paragraph Writing
2. Report Writing
3. Minutes Drafting
4. Information Transfer
5. Interpreting Data Editing a Passage

Program Specific Outcomes (PSOs)

- Essentials of Business Communication by Rajendra Rao
- A Course in Listening and Speaking II
- The Oxford Guide to Writing and Speaking by John Seely, Oxford

- Developing Communication Skills by Krishna Mohan and Meera Benerji (Macmilan)
- Speaking English Effectively by Krishna Mohan and N.P. Singh (Macmilan)
- Effective Technical Communication – M. Ashraf Rizvi (Tata Mc Grew Hill)
- Communication – C.S. Rayudu, Himalaya Publishing House
- Business Communication – D.D. Chaturvedi, Mukesh Chaturvedi (Pearson Edu.)
- Communication Skills – Dr. Nageshwara Rao, Dr. Rajendra P. Das (Himalaya Publication,House)

Contents

1. Listening
 - 1.1 Listening Comprehension
 - 1.2 Effective Listening Strategies
 - 1.3 Listening to structured Talks
 - 1.4. Intensive Listening
 - 1.5. Team Listening (Listening & Note Taking)
2. Speaking
 - 2.1 Oral Communication
 - 2.2. Presentation Skills
 - 2.3. Use of Visual Aids
 - 2.4. Group Discussion
 - 2.5. Facing Interviews
3. Reading
 - 3.1 Types of Reading
 - 3.2. Understanding the Gist of an Argument
 - 3.3. Identifying the Topic Sentence
4. Writing
 - 4.1 Paragraph Writing
 - 4.2. Report Writing
 - 4.3. Minutes Drafting
 - 4.4. Information Transfer
 - 4.5 Interpreting Data Editing a Passage

YOGI VEMANA UNIVERSITY, KADAPA



DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - III

ENGYVU306 : ESSENTIAL COMMUNICATION SKILLS –II

OPEN ELECTIVE (A)

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- To enhance the learner's communication skills by giving adequate exposure in LSRW listening, speaking, reading and writing skills and the related sub-skills.
- To help the learners recognize and operate in various styles and registers in English.
- To help the learner get rid of his present flaws and mistakes in pronunciation and grammar.
- To help the learner identify and repair the voids in his present vocabulary and pronunciation targeting those specific array of words which create a barrier in his thought process.
- To impart better writing skills by sensitizing the learners to the dynamics of effective writing.
- To build up the learners confidence in oral and interpersonal communication by reinforcing the basics of pronunciation specially focusing on interviews / corporate meetings / international business travels.
- Enabling the learner to achieve adequate linguistic skills to help him compete international certification tests of English such as IELTS and TOEFL

UNIT I. Listening : 1. Listening Comprehension 2. Effective Listening Strategies
3. Listening to Structured Talks 4. Intensive Listening
5. Team Listening (Listening & Note Taking)

UNIT II. Speaking : 1. Oral Communication 2. Presentation Skills
3. Use of Visual Aids 4. Group Discussions 5. Facing Interviews

UNIT III Reading : 1. Types of Reading 2. Understanding the gist of an Argument
3. Identifying the Topic Sentence

UNIT IV Writing : 1. Paragraph Writing 2. Report Writing 3. Minutes Drafting
4. Information Transfer 5. Interpreting data Editing a Passage

Program Specific Outcomes (PSOs)

- Students will develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others.
- Such skills could include communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.

Suggested Reading:

- Essentials of Business Communication by Rajendra Rao
- A Course in Listening and Speaking II
- The Oxford Guide to Writing and Speaking by John Seely, Oxford
- Developing Communication Skills by Krishna Mohan and Meera Benerji (Macmilan)
- Speaking English Effectively by Krishna Mohan and N.P. Singh (Macmilan)
- Effective Technical Communication – M. Ashraf Rizvi (Tata Mc Grew Hill)
- Communication – C.S. Rayudu, Himalaya Publishing House
- Business Communication – D.D. Chaturvedi, Mukesh Chaturvedi (Pearson Edu.)

Contents

1. Listening
 - 1.1 Listening Comprehension
 - 1.2. Effective Listening Strategies
 - 1.3. Listening to Structured Talks
 - 1.4. Intensive Listening
 - 1.5. Team Listening (Listening & Note Taking)
2. Speaking
 - 2.1. Oral Communication
 - 2.2. Presentation Skills
 - 2.3. Use of Visual Aids
 - 2.4. Group Discussions
 - 2.5. Facing Interviews
3. Reading
 - 3.1 . Types of Reading
 3. 2. Understanding the gist of an Argumen
 - 3.3. Identifying the Topic Sentence
4. Writing
 - 4.1. Paragraph Writing
 - 4.2. Report Writing
 - 4.3. Minutes Drafting
 - 4.4. Information Transfer
 4. 5. Interpreting data Editing a Passage



YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER - III

ENGYVU 306: TECHNICAL WRITING AND PRESENTATION SKILLS

OPEN ELECTIVE (B)

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- To familiarize the students about essentials of writing
- To enrich their vocabulary
- To provide awareness of technical jargon and its use
- To provide orientation of aspects of effective oral communication
- To lend comprehensive idea oral presentations and inculcate confidence by providing opportunities of practice

UNIT: I A. Writing as A Productive Skill –Mechanics of Writing -7C's Of Writing-
Vocabulary

B. Grammatical And Semantic Correctness- One Word Substitutes - Cliché And
Redundant Expressions.

UNIT: II A. Technical Writing- Significant features – Technical words- Jargon

B. Report Writing – Technical Reports- Mini Project Proposals- Format

UNIT-III A. Public Speaking- Extempore – Dos and Do Not's

B. Structuring Thoughts- Kinesics – Proxemics.

UNIT –IV A. Oral Presentations – Orientation – Plan-Prepare- Practice -Present

B. Anchoring Formal Meetings- Group Discussion.

Program Specific Outcomes (PSOs)

- Knowledgeable about mechanics of writing
- Familiar with technical report writing and mini project proposals
- Aware of aspects related to effective oral communication
- Conversant with oral presentations

Suggested Reading:

- Technical Communication: Principles and Practice, Meenakshi Raman and Sangeeta Sharma, Oxford Publishers, 2015.
- Effective Technical Communication: M. Ashraf Rizvi , McGraw Hill Publications Bedford/St. Martin's; Tenth edition, 2012
- 3.Body language, Ian Berry , Create Space Independent Publishing Platform ,2016

- Effective Presentation Skills, A Practical Guide for Better Speaking, Steve Mandel , Crisp Publications ,2000.

Contents

- 1.1 Writing as A Productive Skill
- 1.2 Mechanics of Writing
- 1.3 7C's Of Writing
- 1.4 Vocabulary
- 1.5 Grammatical And Semantic Correctness
- 1.6 One Word Substitutes
- 1.7 Cliché And Redundant Expressions.
- 2.1 Technical Writing
- 2.2 Significant features
- 2.3 Technical words
- 2.4 Jargon
- 2.5 Report Writing
- 2.6 Technical Reports
- 2.7 Mini Project Proposals
- 2.8 Format
- 3.1 Oral Presentations
- 3.2 Orientation
- 3.3 Plan-Prepare
- 3.4 Practice -Present
- 4.1 Oral Presentations
- 4.2 Orientation
- 4.3 Plan-Prepare
- 4.4 Practice
- 4.5 Present
- 4.6 Anchoring Formal Meetings
- 4.7 Group Discussion

YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER -IV

ENGYVU401: INDIAN ENGLISH LITERATURE – II

With Effect From 2021-22(Under NEP 2020)



Program Educational Objectives (PEOs)

- Gaining exposure about growth of Indian English Literature in the post independent era.
- Critiquing the prescribed works of poetry, fiction, drama and prose.
- Understand the thematic concerns, style and literary sensibility of the writers.

UNIT – I

Background Study : Literary History – Genres – Movements – Ideas – Trends
Concepts.

UNIT – II

1. Nissim Ezekiel : 1. Background Casually, 2.Poet, Lover and Bird Watcher
2. A.K. Ramanujan : 1.A River, 2. Of Mothers among Other Things.

UNIT – III

3. Aravinda Adiga : The White Tiger
4. Chetan Bhagat : Five Point Someone

UNIT – IV

5. Anand Coomarswamy : Dance of Siva
6. Meenakshi Mukherjee : 1.Nation, Novel, Language (From The Perishable Empire,
Essays on Indian Writings in English)

Program Specific Outcomes (PSOs)

- Creates understanding on the origin and growth of Indian English literature.
- Develops literary sensibility by prescribing study works of literature authored by early Indian writers in English.
- Exposed to different genres of Indian English Literature.
- Fosters critical aptitude of interpreting and analyzing the prescribed text in Indian English Literature

Suggested Reading:

- Post Modern Indian English literature: Bijoy Kumar Das Atlantic Publisher, 2022.
- Contemporary Indian writing in English a Critical Survey 2012
- Realities in the Twentieth Century Indian Novel- Ulka Anjana's
- Indian English Literature Contemporary Perspectives Dr. Santosh Kumar and G. Chauhan Standard Publishers 2013.

Contents

1. Background Study

1.1 Literary History

1.2 Genres

1.3 Movements

1.4 Ideas

1.5 Trends

1.6 Concepts.

2.1 Nissim Ezekiel : 1. Background Casually, 2.Poet, Lover and Bird Watcher

2.2 A.K. Ramanujan : 1.A River, 2. Of Mothers among Other Things

3.1 Aravinda Adiga : The White Tiger

3.2 Chetan Bhagat : Five Point Someone

4.1 Anand Coomarswamy : Dance of Siva

4.2 Meenakshi Mukherjee : 1.Nation, Novel, Language (From The Perishable
Empire, Essays on Indian Writings in English)



YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER –IV

ENGYVU402: AMERICAN LITERATURE – II

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- To introduce the students to the important themes and to bring out Emerson's hidden struggle for self reliance through the prescribed text.
- To acquaint the student with the nature of Works in general and in particular.
- To discuss various topics relevant to a study of the American literature.

UNIT – I

Background Study : Literary History – Genres – Movements – Ideas – Trends - Concepts

UNIT – II

1. Robert Frost : 1. Birches,
2. Tree at my Window
3. Desert Places
2. Wallace Stevens : 1. Sunday Morning,
2. Thirteen Ways of Looking Blackbird.

UNIT – III

3. Eugene O'Neill : Hairy Ape
4. Tennessee Williams : The Glass Menagerie

UNIT – IV

- 5 Earnest Hemingway : The Old Man and the Sea
6. Alice Walker : The Color Purple

Program Specific Outcomes (PSOs)

- Provides an understanding of the origin and development of American literature.
- Studies selected writings of the most respective American poets, dramatists and novelists.
- Familiarizes with the literary history genres, movements, ideas, trends and concepts connected with the time.

Suggested Reading

- Fifty Years of American Drama - Alan Dower (Regonary, Chicago, 1951)
- The Literature of United States of America - Marshall Walker (Macmillan Education Ltd, 1988)
- The Machine in the Garden – Leo Marx (Oxford University Press, New York, 1967)
- American Literature of the Nineteenth Century: An Anthology – William J. Fisher (Eurasia publishing house Pvt. Ltd, New Delhi, 1970)
- American Literature: 1890-1965 – Egbert S. Oliver (Eurasia publishing house Pvt. Ltd, New Delhi, 1970)

Contents

1. Background Study

1.1 Literary History

1.2 Genres

1.3 Movements

1.4 Ideas

1.5 Trends

1.6 Concepts

2.1 Robert Frost : 1. Birches, 2. Tree at my Window 3. Desert Places

2.2 Wallace Stevens : 1. Sunday Morning, 2. Thirteen Ways of Looking Blackbird

3.1 Eugene O'Neill : Hairy Ape

3.2 Tennessee Williams : The Glass Menagerie

4.1 Ernest Hemingway : The Old Man and the Sea

4.2 Alice Walker : The Color Purple

YOGI VEMANA UNIVERSITY, KADAPA



DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER –IV

ENGYVU403: LITERARY CRITICISM – II

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- This course aims to develop student's ability to understand and to criticize a literary piece.
- To equip them knowledge of key forms and terminology of literary criticism, to ability to read the writings of literary scholars and critics with understanding and judicious appreciation.
- To acquire basic theoretical concepts underlying contemporary approaches to literature and the major differences between them.

UNIT – I

Background Study : Literary History – Genres – Movements – Ideas – Trends - Concepts

UNIT – II

1. Edmund Wilson : Marxism and Literature
2. Lionel Trilling : Freud and Literature

UNIT – III

3. Northrop Frye : The Archetypes of Literature
4. Jacques Derrida : Sign, Structure and Play

UNIT – IV

5. Elaine Showalter : Towards Feminist Poetics
6. K. Bhabha : The Location of Culture

Program Specific Outcomes (PSOs)

- Develops a critical attitude to the students to analyze drama, poetry.
- Traces the origin and development of Greek literary criticism and to analyze various critical works of the romantic, Victorian and modern period.

Suggested Reading

- English Literary Criticism and Theory – An Introductory History – M. S. Nagarajan (Orient Blackswan, 2008)

- New Literary Criticism- Gary Day
- A Handbook of Critical Approaches to Literature – Wilfred L. Guerin et al. (OUP, 2005)
- Structuralist Poetics : Structuralism, Linguistics and the Study of Literature – Jonathan Culler, Cornell University Press, 1975
- The Concept of Structuralism: A Critical Analysis – Philip Pettit, University of California Press, 1975
- “A Short Course in Post-Structuralism”- Jane Tomkins, College English, v. 50 n. 7 pp. 733- 47 Nov 1988

Contents

1. Background Study

1.1 Literary History

1.2 Genres

1.3 Movements

1.4 Ideas

1.5 Trends

1.6 Concepts

2.1 Edmund Wilson : Marxism and Literature

2.2 Lionel Trilling : Freud and Literature

3.1 Northrop Frye : The Archetypes of Literature

3.2 Jacques Derrida : Sign, Structure and Play

4.1 Elaine Showalter : Towards Feminist Poetics

4.2 K. Bhabha : The Location of Culture

YOGI VEMANA UNIVERSITY, KADAPA



DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER –IV

ENGYVU404: NEW LITERATURES IN ENGLISH – II

INTERNAL ELECTIVE I (A)

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- To introduce the students the important themes in New Literature through the prescribed study.
- To acquaint the student with the nature of Commonwealth writer's Works in general and African, Canada and Caribbean in particular.
- To discuss various topics relevant to a study of New Literature in English

UNIT – I

Background Study : Literary History – Genres – Movements – Ideas – Trends
- Concepts

UNIT – II

1. Derek Walcott : 1. Far Cry from Africa, 2. A City's Death By Fire
2. Katherine Mansfield : The Doll's House

UNIT – III

3. Margaret Laurence : The Stone Angel
4. Margaret Atwood : Surfacing

UNIT – IV

5. T.M. Aluko : Chief, The Honorable Minister,
6. Buchi Emecheta : The Bride Price

Program Specific Outcomes (PSOs)

- Studies development of New literature in commonwealth countries and in nations other than Britain. Australia, Canadian, African literature.
- It is always with important movements, concepts, trends of the natives of different regions other than Britain

Suggested Reading

- A Manifold Voice - Studies in Commonwealth Literature – William Walsh (London, 1970)
- Literature of the World in English - Bruce King
- Awakened Conscience - C. D. Narasimhaiah (1978)

- African Literature: A Critical View - David Cook (Longman, London, 1977)
- The Literature of Australia - Geoffrey Dutton
- Survival: A Thematic Guide to Australian Literature - Margaret Atwood
- Homecoming: Essays on African and Caribbean Literature, Culture and Politics - Ngugi Wa Thiongo (Heinemann, London, 1972)

Contents

1. Background Study

1.1 Literary History

1.2 Genres

1.3 Movements

1.4 Ideas

1.5 Trends

1.6 Concepts

2.1 Derek Walcott : 1. Far Cry from Africa, 2. A City's Death By Fire

2.2 Katherine Mansfield : The Doll's House

3.1 Margaret Laurence : The Stone Angel

3.2 Margaret Atwood : Surfacing

4.1 T.M . Aluko : Chief, The Honorable Minister,

4.2 Buchi Emecheta : The Bride Price

YOGI VEMANA UNIVERSITY, KADAPA



DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER –IV

ENGYVU404: PERSONALITY DEVELOPMENT

INTERNAL ELECTIVE I (B)

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- It's the image of a person in others mind and emotions for that person in others heart.
- It makes a person unique.
- There are many components of personality

UNIT I Introduction to Personality Development:

1. The concept personality- Dimensions of theories of Freud & Erickson- personality – significant of personality development. The concept of success and failure: What is success?
2. Hurdles in achieving success - Overcoming hurdles - Factors responsible for success – What is failure - Causes of failure. SWOT analyses.

UNIT II Attitude & Motivation:

1. Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude - Advantages –Negative attitude - Disadvantages - Ways to develop positive attitude
2. Difference between personalities having positive and negative attitude. Concept of motivation - Significance - Internal and external motives - Importance of self-motivation- Factors leading to de-motivation

UNIT III Self-Esteem:

1. Term self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low self esteem - Symptoms
2. Personality having low self esteem - Positive and negative self-esteem. Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviours - Lateral thinking.

UNIT IV Other Aspects of Personality Development:

1. Body language - Problem-solving - Conflict and Stress Management - Decision-making skills

2. Leadership and qualities of a successful leader - Character-building - Team-work - Time management -Work ethics – Good manners and etiquette.

Program Specific Outcomes (PSOs)

- Accepts that everyone is unique, don't have arrogance...
- Always remembers that everyone is unique and special in its own self.

Suggested Reading

- Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi:Tata
 - McGraw-Hill 1988. Heller, Robert. Effective leadership. Essential Manager series. Dk, Publishing, 2002
 - Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing,2003
 - Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001
- Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).

Contents

1. Introduction to Personality Development
 - 1.1 The concept personality
 - 1.2 Dimensions of theories of Freud & Erickson
 - 1.3 personality
 - 1.4 significant of personality development. The concept of success and failure: What is success?
 - 1.5 Hurdles in achieving success
 - 1.6 Overcoming hurdles
 - 1.7 Factors responsible for success
 - 1.8 What is failure - Causes of failure. SWOT analyses.
2. Attitude & Motivation
 - 2.1 Attitude
 - 2.2 Concept
 - 2.3 Significance
 - 2.4 Factors affecting attitudes
 - 2.5 Positive attitude
 - 2.6 Advantages
 - 2.7 Negative attitude
 - 2.8 Disadvantages - Ways to develop positive attitude
 - 2.9 Difference between personalities having positive and negative attitude. Concept of motivation
 - 2.10 Significance - Internal and external motives - Importance of self-motivation- Factors leading to de-motivation
3. Self-Esteem
 - 3.1 Term self-esteem
 - 3.2 Symptoms - Advantages
 - 3.3 Do's and Don'ts to develop positive self-esteem – Low self esteem - Symptoms
 - 3.4 Personality having low self esteem
 - 3.5 Positive and negative self-esteem.
 - 3.6 Interpersonal Relationships
 - 3.7 Defining the difference between aggressive, submissive and assertive behaviours - Lateral thinking.
4. Other Aspects of Personality Development
 - 4.1 Body language - Problem-solving
 - 4.2 Conflict and Stress Management - Decision-making skills
 - 4.3 Leadership and qualities of a successful leader

4.4 Character-building

4.5 Team-work - Time management Work ethics – Good manners and etiquette



YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER -IV

ENGYVU405: (A) SUBALTERN LITERATURE

INTERNAL ELECTIVE – II

With Effect From 2021-22(Under NEP 2020)

Program Educational Objectives (PEOs)

- To explore the concepts of history, culture, nationalism, migration, gender and race in the context of post- colonial theories and literatures.
- To study the notions of India and Indian Literature.
- Making hear the voices from the margins and from the subaltern groups.
- To deconstruct the traditional historiography which has erased histories of subordinated groups in a sustained manner.
- To know the nature, meaning and definition of Tribal Literature.

UNIT – I

Background Study : Cultural Reflections, Social Realism in the Regional Literatures, Feminist Concerns, Marginal Literatures.

UNIT – II

1. Vemana : A True and Rare Genius (Select Poems)
2. Sikhamani : He Is The Filthy Human Being
3. Vimala : Kitchen

UNIT – III

4. Rashid Jahan : Aurat (Woman)
5. Neena Mehta : Brides are not for Burning

UNIT – IV

6. Shiva Shankar Pillai : Chemmeen
7. Mahaswetha Devi : Water (Short Story)

Program Specific Outcomes (PSOs)

- Studies Indian cultural reflections
- Studies social realism, in Indian subaltern literature.

Suggested Reading

- Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell, 1993. Bose, Buddhadeva.
- “Comparative Literature in India,” *JJCL* (1969): 1-10. Damrosch David, Natalie Melas, Mbongiseni Buthelezi.
- *The Princeton Sourcebook in Comparative Literature*. Princeton: Princeton UP, 2009. Das, Sisir Kumar.
- “Comparative Literature in India: A Historical Perspective.” Zepetnek , Steven Tötösy de. *Comparative Literature: theory, method, application*. Amsterdam: Rodopi, 1998. Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. Tr. William Riggan. Bloomington: Indiana UP, 1973

Content

1. Background Study
 - 1.1 Cultural Reflections, Social Realism in the Regional Literatures, Feminist Concerns, Marginal Literatures
 - 2.1 Vemana : A True and Rare Genius (Select Poems)
 - 2.2 Sikhamani : He Is The Filthy Human Being
 - 2.3 Vimala : Kitchen

 - 3.1 Rashid Jahan : Aurat (Woman)
 - 3.2 . Neena Mehta : Brides are not for Burning

 - 4.1 Shiva Shankar Pillai : Chemmeen
 - 4.2 Mahaswetha Devi : Water (Short Story)

YOGI VEMANA UNIVERSITY, KADAPA

DEPARTMENT OF ENGLISH

M.A ENGLISH LITERATURE AND LANGUAGE

SEMESTER -IV

ENGYVU 405: INDIAN DIASPORIC WRITING

INTERNAL ELECTIVE – II(B)

With Effect From 2021-22(Under NEP 2020)



Program Educational Objectives (PEOs)

- To examine the various aspects of Diaspora.
- To trace the comprehensive history of Diaspora Studies.
- To study the Diaspora elements among Indian and Indian Origin Women Writers.
- To study the themes, characterization, style and strategies employed in fictional works.
- To compare and contrast the diasporic themes, characterization, plot, style and strategies and overall diasporic features in the works.

UNIT-I

Background Study : Genesis – Definitions of Diaspora – Key concepts and Literary terms – Bi- Cultural and Multi-Cultural aspects Influencing Diaspora – themes and Motifs of Diasporic Literature

UNIT – II

1. Salman Rushdie : Imaginary Homelands
2. Edward Said : Introduction and The Scope of Orientalism .
(From Orientalism)

UNIT – III

3. Bharati Mukherjee : Jasmine (Short Story)
from The Middleman and other Stories.
4. Jhumpha Lahiri : A Temporary Matter
(from The Interpreter of Maladies)

UNIT – IV

5. V. S. Naipaul : A House for Mr. Biswas
6. Rohinton Mistry : Such a Long Journey

Program Specific Outcomes (PSOs)

- Studies Indian Diasporic writing as a subject
- Studies and analyze theories connected with writings and selected works.

Suggested Reading:

- Stephen Castles and Mark J. Miller. 1998. The Age of Migration: International Populations Movements in the Modern World. London: Macmillan. [Introduction]

- Richards, Eric. 2007. "The British Diaspora in Wide-angle". In: Ajaya Kumar Sahoo and Brij Maharaj (eds.), *Sociology of Diaspora: A Reader*, pp. 363-377. New Delhi: Rawat Publications.
- Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press. [Introduction]
- Eleonore Kofman, Annie Phizacklea, Parvati Raghuram, Rosemary Sales. 2000. *Gender and International Migration in Europe: Employment, Welfare and Politics*. London: Routledge. [Introduction]
- Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Trans-nationalism*. London: Edward Elgar. [Introduction] gender and race in the

.*****,

Contents

1. Background Study
 - 1.1 Genesis
 - 1.2 Definitions of Diaspora
 - 1.3 Key concepts and Literary terms
 - 1.4 Bi- Cultural and Multi-Cultural aspects Influencing Diaspora – themes and Motifs of Diasporic Literature
 - 2.1 Salman Rushdie : Imaginary Homeland
 - 2.2 Edward Said : Introduction and The Scope of Orientalism .
(From Orientalism)
 - 3.1 Bharati Mukherjee : Jasmine (Short Story) from The Middleman
and other Stories
 - 3.2 Jhumpha Lahiri : A Temporary Matter from The Interpreter of Maladies)
- 4.1 V. S. Naipaul : A House for Mr. Biswas
- 4.2 Rohinton Mistry : Such a Long Journey