



RAYALASEEMA UNIVERSITY-KURNOOL-518007(A.P)
(A State University Established by the Govt. of A.P)
COLLEGE OF ARTS, SCIENCE, COMMERCE AND MANGEMENT
DEPARTMENT OF ENGLISH

M.A. DEGREE COURSE IN ENGLISH-CHOICE BASED CREDIT SYSTEM (CBCS)

(With effect from the academic year 2022-2023

(Revised Scheme of Instruction and Examination, Syllabus etc., under CBCS
Regulations –2020 is Amended as per NEP-2020)

(With effect from the batch admitted in the academic year 2022-24)

Common Guidelines -Course Structure

Courses and Semesters	No. of Courses Offered	No. of Credits
Number of Core Courses	15	60
Number of Internal/Generic Electives	4 (choose any two out of four)	8
Compulsory Foundation Courses	4 (choose any two out of four)	8
Elective Foundation Course	2(choose any one out of two)	4
Open Electives	4 (choose any two out of four)	8
Skill Oriented Courses	2 (choose any one out of two)	4
Dissertation	1	4
Comprehensive Viva	2	2
Audit Courses	2	0
Number of Semesters	4	98

Number of Credits for each Theory Paper: Four (04)

Instructional Hours for each Theory Paper: Four (04)

Language Lab Practice Hours for each Theory Paper- Two (02)

Maximum number of marks for each Theory Paper: 100(Internal 20 + External 80))

Total No of Marks—Two Thousand and Five Hundred-2500

Comprehensive Viva at the end of Second Semester and Fourth Semester

Credits for Comprehensive Viva: 1 Marks for Comprehensive Viva: 50



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(With effect from the academic year 2022-2023
 Amended as per NEP-2020)
 (With effect from the batch admitted in the academic year 2021-23)

SEMESTER – I

S. No	Code	Title of the Course	Lect. hrs./per week	Lang. Lab hrs/per week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	ENG RU101	Poetry-I	4	2	4	Core-Theory	20	80	100
2	ENG RU102	Drama-I	4	2	4		20	80	100
3	ENG RU103	Fiction-I	4	2	4		20	80	100
4	ENG RU 104	Prose	4	2	4				
5	ENG RU105 A	English Proficiency Course	4	2	4	CF	20	80	100
	ENG RU 105 B	Introduction to Study of Language	4	2	4		20	80	100
6	ENG RU 106 A	Technical Communication	4	2	4	EF	20	80	100
	ENG RU 106 B	English for Media	4	2	4		20	80	100
Total			24	12	24		120	480	600
7	ENG RU 107	Human Values and Professional Ethics	0		0	Audit Course	100	--	--

- All core papers are Mandatory
- CF-Compulsory foundation – Choose any one
- EF-Elective Foundation - Choose any one Paper
- Audit course – 100 Marks (Internal) – Zero Credit under Self-Study

SEMESTER – II

S. No	Code	Title of the Course	Lect. Hrs / Week	Lang. Lab hrs/per	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	ENG RU 201	Poetry- II	4	2	4	Core-Theory	20	80	100
2	ENG RU 202	Drama-II	4	2	4		20	80	100
3	ENG RU 203	Fiction II	4	2	4		20	80	100
4	ENG RU 204	Short Story	4	2	4		20	80	100
5	ENG RU 205 A	Communication, Soft Skills and Etiquette	4	2	4	CF	20	80	100
	ENG RU 205 B	English Language Teaching	4	2	4		20	80	100
6	ENG RU 206 A	Academic Writing	4	2	4	OE	20	80	100
	ENG RU 206 B	Journalistic Writing	4	2	4		20	80	100
7	ENG RU 206	Human Values and Professional Ethics	0	0	0	Audit Course	100	--	--
8	ENG RU 208	Comprehensive Viva			1				50
Total			24	12	25		120	480	650

- All core papers are Mandatory
- GE-Generic Elective – Student has to choose any one Paper
- OE-Open Electives are for the students of other Departments, Minimum one paper should be opted, extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study
- CF-Compulsory foundation – Choose any one.
- Audit course – 100 Marks (Internal) – Zero Credit under Self-sStudy
- OE-Open Electives - Choose any one Paper



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SEMESTER – III

S. No	Code	Title of the Course	Lect. Hrs / Week	Lang. Lab hrs	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	ENG RU 301	American Literature-I	4	2	4	Core Theory	20	80	100
2	ENG RU 302	Literary Criticism-I	4	2	4		20	80	100
3	ENG RU 303	History of English Language	4	2	4		20	80	100
4	ENG RU 304 A	New Literatures-I	4	2	4	GE	20	80	100
	ENG RU 304 B	Indian English Literature		2	4		20	80	100
5	ENG RU 305 A	Essentials of Research	4	2	4	SO	20	80	100
	ENG RU 305 B	Rhetoric, Discourse and Writing		2	4		20	80	100
6	ENG RU 306 A	Women's Writing	4	2	4	OE	20	80	100
	ENG RU306 B	Cultural Studies		2					
Total			24	12	24		120	480	600

- All core papers are Mandatory
- GE-Generic Elective – Student has to choose any one Paper
- SO-Skill oriented – Student has to choose any one Paper
- OE-Open Electives are for the students of other Departments, Minimum one paper should be opted, extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study

SEMESTER – IV

S. No	Code	Title of the Course	Lect. Hrs / Week	Lang. Lab hrs	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	ENG RU 401	American Literature-II	4	2	4	Core Theory	20	80	100
2	ENG RU 402	Literary Criticism –II	4	2	4		20	80	100
3	ENG RU 403	Introduction to Linguistics	4	2	4		20	80	100
4	ENG RU 404	Post-Colonial Writing	4	2	4		20	80	100
5	ENG RU 405 A	New Literature-II	4	2		G E	20	80	100
	ENG RU405 B	Comparative Literature					20	80	100
6	ENG RU 406	Dissertation	2	2	4	MDC	20	80	100
7	ENG RU 407	Comprehensive Viva			1				50
Total			36		24		120	480	650

- All core papers are Mandatory
- GE-Generic Elective – Student has to choose any Two Paper
- MDC-Multidisciplinary Course/ Project work is Mandatory



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M.A. DEGREE COURSE IN ENGLISH-CHOICE BASED CREDIT SYSTEM (CBCS)

(With effect from the academic year 2022-20223)

Programme Objectives:

1. To train the students in English Language, Linguistics, Literature, Communication and Soft Skills
2. To make the students market ready for employment/further research
3. To equip them with life skills, values, ethics and rhetoric, to transform them into more humane beings as Literary studies are an important facet of Humanities studies in general
4. To make them appreciate literary works not only in English, but also globally produced literatures.

Programme Outcomes:

1. Imparts knowledge on English language studies, its history, and variety in a global context
2. Familiarizes students with multiple accents: British, American, Indian, African etc.
3. Instructs a scientific study of language through a study of Linguistics
4. Furthers students in an advanced level of Literary Studies, Comparative Studies and Translation Studies
5. Understand various genres, English and modes of linguistic and literary study.
6. Develop critical thinking with the aid of Classical and Contemporary Critical theories.
7. Makes the students on par with the best universities globally/nationally with highly relevant and frequently updated generic electives.
8. Creates an ambience where students can relate life with literature
9. Provides the necessary environment for the students to hone their literary, creative, critical, translation and research abilities
10. Students gain substantial domain knowledge so as to facilitate their success in a highly competitive environment like UGC NET, SLET, Group Services and the like.
11. Makes students employable in contemporary domains like content writing, BPO, advertising, news and mass media agencies.
12. Converts students into language trainers and personality developers which are much needed in multinational setups, software sectors and other industries in a sprawling global economy

Programme Specific Outcomes:

1. The students acquire knowledge in English Language, Linguistics, Literature, Communication and Soft Skills
2. The students are honed for employment/further research
3. They are equipped with life skills, values, ethics and rhetoric.
4. Human values are taught through literature
5. The Students are able to appreciate literary works not only in English, but also globally produced literatures.



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**SEMESTER WISE DETAILED
SYLLABUS**

RAYALASEEMA UNIVERSITY



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SEMESTER – I

1.1-POETRY-I-PAPER CODE: ENG 101 (Core) -Credits-4

COURSE OBJECTIVES:

The aim of this course is

- To introduce students to major movements related to poetry in English, works and poets through study of selected texts
- To create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers and to various worldviews
- To instil values and develop human concern in students through exposure to literary texts
- To enhance literary and linguistic competence of students.

COURSE LEARNING OUTCOMES:

By the end of the course students will be able to

- To analyze critically the British poetry.
- To familiarize literary terms such as Ode, epic, satire, Elegy, lyric, etc.
- To create awareness of the literary movements such as metaphysical, Romantic etc.

COURSE DESIGN:

UNIT-I

1. **Background Study:**
- Movements
 - Ideas
 - Trends
 - Concepts

UNIT-II

2. **Geoffrey Chaucer:** *The Prologue to the Canterbury Tales*
(Portraits of the Knight, the Nun, the Friar, the Clerk, the Wife of Bath)
3. **Edmund Spenser:** *Epithalamion*

UNIT-III

4. **John Donne:**
- Canonization
 - A Valediction Forbidding Mourning



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5. **Andrew Marvell:** To His Coy Mistress
The Mower to the Glow-Worms

UNIT-IV

6. **John Milton:** *Paradise Lost Book-I*

7. **Alexander Pope:** The Rape of the Lock (Canto-I)

UNIT-V

8. **William Wordsworth:** Tintern Abbey
Ode on the Intimations of Immortality

9. **P.B. Shelley:** To a Skylark
Ode to the West Wind

10. **John Keats:** Ode to a Nightingale
Ode on a Grecian Urn

Recommended Reading:

- Prof. Walter W. Skeat, Litt, D. (Ed.), Chaucer: *The Prologue to Canterbury Tales*, Oxford.
Carey John. *John Donne: Life, Mind and Art*, Baker, London, 1951.
Winny, James. *A Preface to Donne*, Longman, London, 1990.
Ricks, Christopher. *Milton's Grand Style*, Oxford University Press, 1963.
Johnson, Samuel. *Preface to the English Poets*, London, 1779-1781.
H. V. D. Dyson & D. Butt. *Augustans and Romantics*.



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1.2-DRAMA- I - PAPER CODE- ENG RU:102 (Core)- Credits:4

COURSE OBJECTIVES:

The aim of the course is to enable students

- define the term 'drama'
- identify and explain styles of drama
- explain the history of drama
- analyse drama in text

COURSE LEARNING OUTCOMES:

By the end of the course, students will be able to

- apply knowledge and understanding when making, performing and responding to drama
- understand their social, cultural and historical context including the theatrical conventions of the period in which they were created.

COURSE DESIGN:

UNIT-I

- | | |
|----------------------------|-----------|
| 1. Background Study | Movements |
| | Ideas |
| | Trends |
| | Concepts |

UNIT-II

- | | |
|-----------------------|----------------------------|
| 2. Thomas Kyd: | <i>The Spanish Tragedy</i> |
| 3. Ben Jonson: | <i>Volpone</i> |

UNIT-III

- | | |
|--------------------------------|--------------------|
| 4. Christopher Marlowe: | <i>Dr. Faustus</i> |
| 5. William Shakespeare | <i>Hamlet</i> |



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UNIT-IV

6. **William Shakespeare** *The Tempest*
7. **John Webster** *The Duchess of Malfi*

UNIT-V

8. **William Congreve:** *The Way of the World*
9. **Oscar Wilde:** *The Importance of Being Earnest*

Recommended Reading

- Gifford, W. *The Works of Ben Jonson*, 9 Vols. London, 1816.
Bently, G. E. *The Development of English Drama*, New York, 1950.
Ford, B. *The Age of Shakespeare*, (The Pelican Guide to English Literature), 2 Vols. London, 1964.
Nicoll, A. *The Theory of Drama*, London, 1931.
Styan, J. L. *The Elements of Drama*, Cambridge. 1960.
Bradley, A. C. *Shakespearean Tragedy*, London, Macmillan, 1961.
Brown, Ivor. *Shakespeare: The Man, The Poet and The Plays*, London: Collins, 1957.



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COURSE OBJECTIVES:

The main aim of this course is

- to make students enjoy and appreciate the structure and content of the selected novels.
- to develop in students the ability of textual analysis and critical interpretation of the English novel in the wider socio- cultural and philosophical context
- to introduce each of the selected novels as a reading activity for interpretation and analysis
- To enable the students to observe the chronological development in the genre of novel
- To make the students comprehend the structural and thematic aspects of the English Novel

COURSE LEARNING OUTCOMES:

By the end of the course students will be able to

- define types of novels and identify the plot types and make character analysis.
- explain the history of novel genre and the conditions that helped novel to emerge as a literary genre.
- describe and explain setting in novels.
- discuss the significance of the period, the literary movements and the writers' background in novel analysis
- discuss the significance of the historical period on the novel by analyzing the effects of major events in that period.
- analyze the underlying meanings of the novel by using the elements of novel analysis and reading between lines with a critical eye

COURSE DESIGN:

UNIT-I

- | | |
|-----------------------------|--|
| 1. Background Study: | Movements
Ideas
Trends
Concepts |
|-----------------------------|--|

UNIT-II

- | | |
|-----------------------------|------------------------|
| 2. Daniel Defoe: | <i>Robinson Crusoe</i> |
| 3. Sir Walter Scott: | <i>Ivanhoe</i> |

UNIT-III



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4. **Jane Austen:** *Pride and Prejudice*

5. **Charles Dickens:** *David Copperfield*

UNIT-IV

6. **Emily Bronte:** *Wuthering Heights*

7. **George Eliot:** *The Mill on the Floss*

UNIT-V

8. **Fyodor Dostoevsky:** *Crime and Punishment*

9. **Thomas Hardy:** *Tess of the D'Urbervilles*

Recommended Reading

Starr, George A. Marx, Karl. and Watt, Ian. (Comments) *Twentieth Century Interpretations.*

Watt, Ian. *The Rise of the Novel.*

Richetti, J. J. *Defoe's Narratives.*

Wright, Andrew H. *Jane Austen's Novels: A Study in Structure.*

Kettle, Arnold. *An Introduction to the English Novel* (Vol. 1).

Drew, Elizabeth. *Life and Art in the Novel.*

Drew, Elizabeth. *The Novel: A Modern Guide to Fifteen English Masterpieces.*

Bennett, Joan. *George Eliot: Her Mind and Her Art.*

Cecil, Lord David. *Early Victorian Novelists.*

Cecil, Lord David. *Hardy the Novelist.*



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1.4-PROSE-PAPER CODE-ENG RU 104 (Core)-Credits-4

COURSE OBJECTIVES:

The aim of this course is to make students understand

- The rise and growth of English essay, and understand the factors responsible for its growth.
- The characteristics of aphoristic essay and the main contributors of this genre
- The salient features of social essay
- The characteristics of travelogues
- The origin and development of personal essay

COURSE LEARNING OUTCOMES:

After the completion of the course the students will be able to

- Understand the genre of essay
- Differentiate the different forms of the essay
- Imbibe the deeper human values implied in the essay.

COURSE DESIGN:

UNIT -I

1. **Background:** Essay, Aphoristic Essay, Satire in Essay, Romantic Prose,
2. **Francis Bacon:** Essays: Of Studies
Of Truth
Of Youth and Age

UNIT -II

3. **Joseph Addison:** Selected Essays (From *Coverley Papers*)
The Coverley Household
Sir Roger at Church
Hunting Scene with Sir Roger
His Account of his Disappointment in Love
Visit to Westminster Abbey



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- | | |
|---------------------------|---|
| 4. Charles Lamb: | UNIT-III
Dream Children
A Dissertation upon a Roast Pig
Old China
Chimney Sweepers |
| 5. Thomas Carlyle: | UNIT IV
Hero as Poet |
| 6. Virginia Woolf: | UNIT V
A Room of One's Own. |

Recommended Reading:

- Gosse, Edmund William (1911). "Prose" . *Encyclopædia Britannica*. Vol. 22 (11th ed.). Patterson, William Morrison,(1917) *Rhythm of Prose*, Columbia University Press.
- Kuiper, Kathleen (2011). *Prose: Literary Terms and Concepts*, The Rosen Publishing Group.
- Shklovsky, Viktor (1991). *Theory of Prose*, Dalkey Archive Press.



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1.5 A- ENGLISH PROFICIENCY COURSE-PAPER CODE-ENG RU104 A (Compulsory Foundation Course) - Credits:4.

COURSE OBJECTIVES:

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

COURSE LEARNING OUTCOMES:

- The students acquaint with knowledge of basic functional and structural grammar vocabulary
- To get students acquainted with drafting letters and writing reports

COURSE DESIGN

UNIT -I

- 1. 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

- 2. 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

- 3. Reading Comprehension** : A. Passage for Reading Comprehension
B. Non-Verbal Communication Description of a given
Picture/Symbols



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UNIT –IV

- 4. 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)

Recommended 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



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1.5 B-INTRODUCTION TO STUDY OF LANGUAGE-PAPER CODE -ENG RU 105 B-
(Compulsory Foundation Course) Credits 4

COURSE OBJECTIVES:

- To introduce the students to the fundamental and significant concepts of Language.
- To help the students develop their understanding of Language in general and English in particular.
- To enable the student to relate Language to the theoretical and applied areas of study and research.

COURSE LEARNING OUTCOMES:

By the end of the course, the student will have

- grasped the complexity of Language as a communication system shaped by several factors.
- Acquired the technical vocabulary and theoretical tools of the field.
- A working knowledge of the English Language.

COURSE DESIGN:

UNIT- I

1. Fundamental Concepts of Language: -

- Definitions and Characteristics of Language-
- Definition and Scope of Linguistics-Phonetics, Phonology, Morphology, Morphology, Semantics, Pragmatics
- Popular misconceptions about language; Modern Linguistics and Traditional Approaches to Language Study
- Language and Culture

UNIT- II

2. Language and Communication

- Language vs Communication; Communicative Competence
- Verbal Communication and Nonverbal Communication; Gesture and Sign Languages
- The Genetic Classification of Languages
- Types of Languages
- Language Variations



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UNIT- III

3. Some Key Thinkers on Language

- Wittgenstein, Sapir-Whorf and George Lakoff- Language and Thought
- Saussure – Langue vs Parole Paradigmatic vs Syntagmatic
- Synchronic vs Diachronic Studies- Structuralism
- Bloomfield- American Structuralism -Levels of Analysis
- Chomsky- Competence vs Performance- Mentalist Theory of Grammar- Universal Grammar
- Halliday- Form vs Function

UNIT- IV

4. Descriptive Grammar

- Major Concepts and Categories
- Verbs and Auxiliaries
- The Semantics of the Verb
- Nouns and Determiners
- The Simple Sentence

Text Books:

Fromkin, Victoria, and Robert Rodmanand, and Nina Hyams. *An Introduction to Language*.10th Ed. Boston: Wadsworth.2013

Greenbaum, Sidney and Quirk, Randolph. *A Student's Grammar of the English Language*. Longman, 2001. (Chapters 2,3,4,5,10)

Yule , George .*The Study of Language*, 4th Ed.New York: CUP. 2010.

Recommended Reading:

Gennetti Carol. *How Languages Work: An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press 2014.

Jean Aitchison. *Language Change: Progress or Decay?* Cambridge: Cambridge University press 2013.



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1.6. A-TECHNICAL COMMUNICATION Code-106A (Elective Foundation Course) Credits:4

COURSE OBJECTIVES:

The aim of this course is to enable students

- Understand what technical writing is, why its important, and what it looks like
- Apply a “problem-solving” approach to communications tasks, starting by learning how to fully define the problem before looking for solutions
- Recognize the main conventions and characteristics of technical writing, and how they differ from other forms, such as academic and journalistic writing
- Understand the importance of defining the “rhetorical situation” in which you are communicating
- Apply what you have learned so far by examining “case studies” that demonstrate the costs of poor communication
- Appreciate the complexity and iterative nature of a writing process in determining what writing process works best for you.

COURSE LEARNING OUTCOMES:

On completion of the course, students will be able to

- Acquire technical communication’s generic aspects like Reading Technical Material, Technical Writing, Listening, Thinking and using technical phrases in spoken, Knowing the parts of a technical documents like screenshots, graphs, tabular data, data analysis, pictorial depiction.
- Get adapted with the technical generic formats/templates of technical writing of memos, technical report writing, technical presentations, technical proposal writing, minutes of meeting and the notes taking techniques



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- Learn the technical phrases and writing styles like descriptive, argumentative etc for developing good technical documents for presentations or disseminating technical documents.

COURSE DESIGN:

UNIT I

1. **Basic of Technical Communication:** The Process of Communication Language as a Tool of Communication, Levels of Communication, The Importance of Technical Communication

UNIT II:

2. **Technology in Communication:** Impact of Technology Software for creating messages Software for Writing Documents Translating Documents

UNIT III

3. **Effective Presentation Strategies:** Introduction, Defining Purpose Analyzing Audience & Locale, Organizing contents, Preparing Outlines, Visual Aids, Kinesics, Proxemics, Paralinguistics, Chromenics

UNIT IV

4. **Letters, Memos, E mails**

UNIT V

5. **Reports, Instructions manuals and Technical Descriptions**

Recommended Reading:

Meenakshi Raman and Sangeeta Sharma (2015), *Technical Communication: Principles and Practice*, 3rd Edition, New Delhi: Oxford University Press.

Ashraf Rizvi, M. (2017), *Effective Technical Communication*, 2nd Edition, New Delhi: Tata McGraw Hill.

Hewing, Martin (1999), *Advanced English Grammar: A Self-study Reference and practice Book for SouthAsian Students*, Reprint 2003, New Delhi: Cambridge University Press.

Minippally, Methukutty. M. (2001), *Business Communication Strategies*, 11th Reprint, New Delhi: Tata McGraw – Hill.



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Sasi Kumar. V and P.V. Dharmija (1993), *Spoken English: A Self-Learning Guide Conversation Practice*, 34th reprint, New Delhi: Tata McGraw – Hill.

John, Seely (1988), *The Oxford Guide to Writing and Speaking*, Delhi: Oxford University Press.

Peter, Francis (2012), *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill.

Print Singh, Prakash and Raman, Meenakshi (2006), *Business Communication*, New Delhi: Oxford University Press.

British Council online resources.

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DEPARTMENT OF ENGLISH

1.6.B-ENGLISH FOR MEDIA. PAPER CODE ENG RU 106 B (Elective Foundation Course) -
Credits:4

COURSE OBJECTIVES:

- To develop the abilities of all students in the college to read, write, listen, speak, and think critically
- Examine and appraise different media industries
- Demonstrate competence in a variety of media writing forms and techniques.
- Apply analytical and ethical reasoning to issues pertinent in and to their careers.
- Design finished products by applying varied media-related skills.
- Create written and/or audio materials in campus media

COURSE LEARNING OUTCOMES:

- write with clarity at all levels, conciseness, and relevance to the assigned topic at a standard appropriate to the course level;
- identify key ideas and terms in a spoken or written text;
- Classify those ideas in relation to the theme;
- interpret those ideas in the context of the current unit of instruction;
- analyze those ideas according to the paradigm the class is currently practicing;
- apply them to a designated task (such as a response paper, a presentation, or a persuasive essay)

COURSE DESIGN:

UNIT I

- 1. INTRODUCTION:** Introduction to Journalism
Types of Reporting
News Writing and Editing



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UNIT II

- 2. WRITING FOR THE MEDIA:** Basic Principles of Writing: Writer, Purpose, Audience, Tone, Context, Reporting and Editing
Feature Writing for Print and Electronic Media

UNIT III

- 3. ELECTRONIC MEDIA:** News Writing for Electronic Media-TV and Radio
Interview and Group Discussion Techniques
Feature Writing

UNIT IV

- 4. INTERVIEWING:** Techniques, Types and Formats
Pre- Interview Home work
Framing Questions

UNIT V

- 5. ADVERTISING:** Types
Ethics
Language

Recommended Reading

1. Buruah, U.L. This is All India Radio (Publications division, Govt. of India) Padmanabha Rao, R.A, Radio, 2001
2. Parthasarathy, Rangaswami. Basic journalism (Macmillan)
3. Vakil. Introduction to Mass Communications
4. Narasimha Reddy C.V. Ed. Writing for Media (Dr BR Ambedkar AP Open University, Hyderabad)



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1.7-HUMAN VALUES AND PROFESSIONAL ETHICS-PAPER CODE-107-(Audit Course)- Credits-4

COURSE OBJECTIVES:

The aim of the course is to understand

- The importance of human values and professional ethics in the contemporary materialistic world
- The values embedded in Bhagvad Gita and the other classics
- The importance of simple living in the modern world as suggested by Jainism of Mahaveera
- Buddha's suggestions of living through the Four Noble truths and the Eight- Fold Path
- The nature of punishments for committing various crimes as mentioned in Manu Smriti

COURSE LEARNING OUTCOMES:

On completion of the course the students are able to

- Realize the necessity of practicing Human values and Ethics in all walks of life including the profession they opt for
- Understand Bhagvad Gita as a guide for modern lifestyle
- Understand thought of Jainism and their necessity in contemporary living
- Understand the principles of Buddhism for a better living
- Understand the punishments given in Manu Smuriti for a comparison with modern punishments

COURSE DESIGN:

UNIT-I

Definition and Nature of Ethics- Its relation to Religion, Politics, Business, Legal, Medical and Environment. Need and Importance of Professional Ethics - Goals – Ethical Values in various Professions.

UNIT-II

Nature of Values- Good and Bad, Ends and Means, Actual and potential Values, Objective and Subjective Values, Analysis of basic moral concepts- right, ought, duty, obligation, justice, responsibility and freedom, Good behavior and respect for elders.



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UNIT-III

Ahimsa (Non-Violence), Satya (Truth), Brahmacharya (Celibacy), Asteya (Non possession) and Aparigraha (Non-stealing), urusharthas (Cardinal virtues)-Dharma (Righteousness), Artha (Wealth), Kama (Fulfillment Bodily Desires), Moksha (Liberation).

UNIT-IV

Bhagavad Gita-(a) Niskama karma.(b) Buddhism- The Four Noble Truths - Arya astanga marga,(c) Jainism- mahavratas and anuvratas. Values Embedded in Various Religions, Religious Tolerance,Gandhian Ethics.

UNIT-V

Crime and Theories of punishment-(a)Reformative, Retributive and Deterrent. (b) Views on manu and Yajnavalkya.

Recommended Reading:

1. John S Mackenzie: A manual of ethics.
2. "The Ethics of Management" by Larue Tone Hosmer, Richard D. Irwin Inc.
3. "Management Ethics - integrity at work" by Joseph A. Patrick and John F. Quinn, Response Books: New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manu Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil(ed.) G.C.Haughton.
10. Susruta Samhita: Tr.Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol I,II and III, Varnasi, Vol I OO, 16-20, 21-32 and 74-77 only.
11. Caraka Samhita: Tr. Dr.Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkambha Sanskrit Series office, Varanasi I, II, III Vol I PP 183-191.
12. Ethics, Theory and Contemporary Issues, Barbara Mackinnon, Wadsworth/Thomson Learning, 2001.
13. Analyzing Moral Issues, Judith A. Boss, Mayfield Publishing Company, 1999.



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14. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad, Cosmo Publications.
15. Text book for Intermediate logic, Ethics and Human Values, board of Intermediate Education & Telugu Academy Hyderabad
16. I.C Sharma Ethical Philosophy of India. Nagin & Co., Julundhar.

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SEMESTER-II

2.1-POETRY – II -PAPER CODE ENG RU 201 (Core)- Credits:4

COURSE OBJECTIVES:

- 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 Milton's Works in general and Paradise lost in particular.
- To discuss various topics relevant to a study of the poetry.

COURSE LEARNING OUTCOMES:

- To create awareness of the literary movements as metaphysical, Romantic etc.
- To familiarize literary terms as Ode, epic, satire, Elegy, lyric.
- To analyse critically the British poetry from fourteenth century to eighteen century.

COURSE DESIGN:

UNIT-I

- | | |
|----------------------------|-----------|
| 1. Background Study | Movements |
| | Ideas |
| | Trends |
| | Concepts |

UNIT-II

- | | |
|---------------------------|------------------|
| 2. Alfred Tennyson | The Lotos-Eaters |
| | Ulysses |
| 3. Robert Browning | My Last Duchess |
| | Andrea Del Sarto |

UNIT-III

- | | |
|------------------------|---------------|
| 4. G.M. Hopkins | The Windhover |
| | Pied Beauty |



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5. **W.B. Yeats** The Second Coming
 Sailing to Byzantium

UNIT-IV

6. **T.S. Eliot** The Waste Land

UNIT-V

7. **W.H. Auden** The Unknown Citizen
 The Shield of Achilles
8. **Philip Larkin** Church-Going
9. **Ted Hughes** The Thought-Fox
 Hawk Roosting

Recommended Reading

- Berdoe. *The Browning Encyclopedia*. Langbaum, Robert. *The Poetry of Experience*.
- Riding, Laura. & Graves, Robert. *A Survey of Modernist Poetry*.
- Kermode, Frank. & Hollander, John. *Modern British Literature*, Oxford University Press, London, 1973.
- Gardener, Helen. *The Waste Land*, Manchester University Press, 1972.
- Southam, B. C. *A Student's Guide to the Selected Poems of Eliot*, Faber & Faber, London, 1968.
- Allott, Kenneth. *The Penguin Book of Contemporary Verse*, Penguin Books, Harmondsworth, Middlesex, 1977.
- Green, David. *The Winged Word*, Macmillan India, Chennai, 1974.
- Thwaite, Anthony. *Poetry Today: A Critical Guide to British Poetry (1960-1984)*, Longman, London, 1985.



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2.2. DRAMA- PAPER CODE-ENG RU 202 (Core)-Credits-4

COURSE OBJECTIVES

- 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

COURSE LEARNING OUTCOMES:

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

COURSE DESIGN:

UNIT-I

- | | |
|----------------------------|-----------|
| 1. Background Study | Movements |
| | Ideas |
| | Trends |
| | Concepts |

UNIT-II

- | | |
|------------------------|-------------------|
| 2. Henrik Ibsen | A Doll's House |
| 3. J.M. Synge | Riders to the Sea |

UNIT-III

- | | |
|----------------------|-------------------------|
| 4. G.B. Shaw | St. Joan |
| 5. T.S. Eliot | Murder in the Cathedral |

UNIT-IV



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- | | |
|--------------------------|--------------------|
| 6. Samuel Beckett | Waiting for Godot |
| 7. John Osborne | Look Back in Anger |

UNIT-V

- | | |
|-------------------------|---------------------------------------|
| 8. Harold Pinter | The Birthday Party |
| 9. Tom Stoppard | Rosencrantz and Guildenstern are Dead |

Recommended Reading

- Clark, Barret H. *A Study of the Modern Drama*.
- Bouraoies, M. J. M. *Synge and Irish Theatre*.
- Hampton, John. (Ed.) *Nine Modern Plays*.
- Williams, Raymond. *Drama from Ibsen to Eliot*.
- Fraser, G. S. *The Modern Writer and His World*.
- Trussler, Simon. *The Plays of Harold Pinter, An Assessment*, Gollancz, London, 1973.
- Brown, John Russell. *Theatre Language*, Pelican Books.
- Kennedy, Andrew. *Six Dramatists in Search of Language*, CUP, Cambridge, 1975.
- Billington, Michael. *Stoppard the Playwright*, London, Methuen, 1987



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2.3- FICTION-II-PAPER CODE-ENG RU 203(Core)- Credits-4

COURSE OBJECTIVES:

- After going through the prescribed text students will be able to understand to study the conditions of the Sensibility in which Jane Austen wrote her 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,

COURSE LEARNING OUTCOMES:

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

COURSE DESIGN

UNIT-I

- | | |
|----------------------------|--|
| 1. Background Study | Movements
Ideas
Trends
Concepts |
|----------------------------|--|

UNIT-II

- | | |
|-------------------------|-------------------|
| 2. Joseph Conrad | Heart of Darkness |
| 3. D.H. Lawrence | Sons and Lovers |

UNIT-III

- | | |
|-------------------------|---|
| 4. James Joyce | A Portrait of the Artist as a Young Man |
| 5. Hermann Hesse | Siddhartha |

UNIT-IV

- | | |
|--------------------------|-------------------------|
| 6. Virginia Woolf | Mrs. Dalloway |
| 7. Graham Greene | The Power and the Glory |



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UNIT-V

- | | |
|----------------------------|-------------------|
| 8. William Golding | Lord of the Flies |
| 9. Margaret Drabble | The Waterfall |

Recommended Reading

Clark, Collin. (Introduction) D. H. Lawrence – Case Book Series.

Andrews, W. T. (Ed.) *Critics on D. H. Lawrence*.

Dataller, Roger. *Elements of D. H. Lawrence's Prose Style*.

Tindall, W. York. *A Reader's Guide to James Joyce*, Thames and Hudson.

Daiches, David. *The Novel and the Modern World*, Phoenix Books.

Beach, Joseph Warren. *The Twentieth Century Novel, Studies in Technique*.

Levin, Harry. *James Joyce, A Critical Introduction*, Faber & Faber.

Bennett, Joan. *Virginia Woolf: Her Art as a Novelist*.

Edel, Leon. *The Psychological Novel*.

Creighton, Joanne V. *Critical Essays on Margaret Drabble*, Ed. Ellen Cronan Rose, Boston, G. K. Hall, 1985.

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2.4-SHORT STORY-PAPER CODE-ENG RU 204(Core)-Credits-4

COURSE OBJECTIVES:

The course intends to

- Bring awareness on short story as a genre and its place in the world today
- Bring awareness on the genesis of short story in the Eastern and the Western World
- Bring awareness on the elements and types of short story
- Familiarize the creativity of great short story writers of the world like Maupassant, Chakov, Poe, Marquez
- Familiarize the different techniques and themes employed by the prescribed writers for the study and develop ability to interpret critically.

COURSE LEARNING OUTCOMES

On completion of the course the students will be able to

- Understand the significance of short story as genre of the contemporary world
- Understand the genesis of short story and concepts like fable, folk tale, short story
- Understand the elements of a short story like theme, setting, climax, technique and types of stories
- Enjoy and appreciate the stories of great masters like Maupassant and their style of narration.
- Learn to appreciate the works of great masters critically and may get motivated to attempt writing short stories

COURSE DESIGN

BACKGROUND: 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-I:

1. Edgar Allan Poe : The Tell Tale Heart
2. O Henry : The Last Leaf

UNIT-II:

3. Anton Chekov : The Lady with the Pet Dog
4. Guy De Maupassant : Vendetta

UNIT-III



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5. Oscar Wilde : The Selfish Giant
6. Somerset Maugham : The Ant and the Grasshopper

UNIT-IV

7. Gabriel Garcia
Marquez : Balthazar's Marvellous Afternoon

8. Katherine Mansfield : The Doll's House

UNIT-V

9. Rabindranath Tagore : The Cabuliwallah
10. Sripada Subrahmanya
Sastry : Attar of Roses

Recommended Reading

- Aycock, Wendell m. Ed. *The Teller and the Tale: Aspects of the Short Story*. Lubbock: Texas Tech Press, 1982.
- Barroll, J. Leeds, Austin M. Wright. *The Art of The Short Story: An Introductory Anthology*. Boston: Allyn and Bacon, 1969.
- Bates, H. E. *The Modern Short Story: A Critical Survey*. London: Nelson and Sons, 1945.
- Beachcroft, T. O. *The English Short Story I*. London: Longmans, Green, 1967.
- Beachcroft, T. O. *The English Short Story II*. London: Longmans, Green, 1967.
- Brooks, Peter. *Reading for the Plot: Design and Intention in Narrative*. Cambridge (Mass.); London: Harvard University Press, 1998.
- Buford, bill ed. *More Dirt: The New American Fiction*. Cambridge: Granta Publications, 1986.



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**2.5. A-COMMUNICATION, SOFT SKILLS, & ETIQUETTE -PAPER CODE-ENG RU205 A
(Compulsory Foundation Course)- Credits:4**

Prerequisite or Knowledge

Requirement for the Course: Student should have basic Knowledge on soft skills.

COURSE OBJECTIVES:

By the end of the course, students will be able to

- Identify effective communication practices and techniques to overcome communication challenges
- Recognise different styles of communication.
- Select ways to adapt their communication style and methods to create understanding and engagement with others.
- Use communication techniques to enhance their communication with others.
- to communicate clearly and with impact, by improving their verbal and non-verbal communication style, as well as enhancing interpersonal skills.

COURSE LEARNING OUTCOMES:

By the conclusion of this course, students will be able

- Understand the role of communication in personal & professional success.
- Develop awareness of appropriate communication strategies.
- Prepare and present messages with a specific intent.
- Analyze a variety of communication acts.
- Ethically use, document and integrate sources.

COURSE DESIGN:

UNIT – 1

- 1. TYPES OF SOFT SKILLS & INTRAPERSONAL SKILLS:** Definition of soft skills – Types of Soft skills: Intra & Interpersonal Skills – Intrapersonal Skills: Self-Confidence, Self-awareness, Adaptability & Flexibility, Attitude, Assertiveness, SWOC, Resilience



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UNIT- II

- 2. INTERPERSONAL SOFT SKILLS:** Active Listening Skills - Goal setting – Negotiation & Persuasion skills - Time Management – Stress Management - Problem Solving and Decision-making Skills - Leadership Skills – Conflict Resolution

UNIT – III

- 3. ORAL COMMUNICATION SKILLS:** Presentation skills – JAM - Role Plays, Debate, Extempore, Public Speaking skills - GD Participation/facing techniques - Ability for planning, organizing, and coordinating GD

UNIT – IV

- 4. WRITTEN COMMUNICATION SKILLS:** Sentence Patterns - Paragraph Writing – Email Writing - Essay Writing - Report Writing – Memos - Situation Reaction Test

UNIT- V

- 5. EMPLOYABILITY SKILLS:** Non-verbal communication - E-mail etiquette- Telephone etiquette - Dining etiquette– Grooming – Resume writing - Interview Skills – HR Questions

Recommended Reading

Meenakshi Raman and Sangeeta Sharma (2015), *Technical Communication: Principles and Practice*, 3rd Edition, New Delhi: Oxford University Press.

Ashraf Rizvi, M. (2017), *Effective Technical Communication*, 2nd Edition, New Delhi: Tata McGraw Hill.

Hewing, Martin (1999), *Advanced English Grammar: A Self-study Reference and practice Book for South Asian Students*, Reprint 2003, New Delhi: Cambridge University Press.

Minippally, Methukutty. M. (2001), *Business Communication Strategies*, 11th Reprint, New Delhi: Tata McGraw – Hill.

Sasi Kumar. V and P.V. Dharmija (1993), *Spoken English: A Self-Learning Guide Conversation Practice*, 34th reprint, New Delhi: Tata McGraw – Hill.

John, Seely (1988), *The Oxford Guide to Writing and Speaking*, Delhi: Oxford University Press.

Peter, Francis (2012), *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill.

Print Singh, Prakash and Raman, Meenakshi (2006), *Business Communication*, New Delhi: Oxford University Press.

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2.5 B-ENGLISH LANGUAGE TEACHING PAPER CODE-ENG RU-205 B. (Compulsory Foundation Course) - Credits:4

COURSE OBJECTIVES:

- 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.

COURSE LEARNING OUTCOMES:

- To create familiarity about the distinction between language acquisition and language learning.
- To familiarize 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.
- To develop insights of teaching poetry, prose and LSRW Skills.
- To offer awareness about materials for ELT and the use of terminology including CALL and CALT.

COURSE DESIGN

UNIT-I:

- 1. ELT in India:** Place-Importance-Problems and Objectives In Teaching- ESP-ESL

UNIT-II

- 2. Language Teaching Approaches, Methods and Techniques:** Structural – Oral – Situational
- Communicative – Grammar – Translation Method – Direct – Audio – lingual – Bilingual
communicative - Total Physical Response - the Silent Way – Suggestopedia

UNIT-III

- 3. TEACHING SKILLS:** LSRW-Grammar-Vocabulary- Prose- Poetry

UNIT-IV

- 4. TEACHING MATERIALS:** Lesson Plan - Audio Visual Aids - Computers - Language Lab -
Syllabus - Structural Approach – Communicative Approach

UNIT-V



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5.EVALUATION: Language Tests – Types – Principles - Characteristics of Good Tests
and Execution

TEXTS:

1. Penny UR. : A Course in Language Teaching
2. Keith Johnson : Language Teaching and Skill Learning
3. H.B. Allen (ed.) : Teaching English as a Second Language

Recommended 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.

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**2.6 A - ACADEMIC WRITING-PAPER CODE: ENG RU 206 A (Open Elective)-
Credits-4**

COURSE OBJECTIVES:

Upon completing the course, one would be able

- To understand the importance of academic writing
- To understand and avoid the plagiarism
- To understand the basic skills of literature review
- To understand the basic skills of research paper, review paper and thesis writing.
- To target the research work to suitable journal and communicate for publication
- To understand Time and team management
- To understand digital writing or OER development
- To understand research proposal writing, conference abstract and book writing

COURSE LEARNING OUTCOMES:

Upon completion of the course, students will be able to

- to integrate one's own ideas with those of others, using appropriate documentation;
- to effectively use library and online resources;
- to produce effective paragraphs, conclusion and long essays
- to use a style sheet consistently, such as MLA or APA style sheets;

COURSE DESIGN:

UNIT-I

1. **Basic of Writing:** Purpose of Academic Writing-Features of Academic Writing-
2. **Styles of research writing-Common Types of Academic Writing-Components of Academic Writing**

Unit-II

3. **Organising Paragraphs**-Writing Paragraphs- Paragraph Structure-Introducing Paragraphs and linking them together-

Unit -III

4. **Introductions and Conclusions:** Introduction Structure-Opening Sentences- Conclusions-Conclusions Structure



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Unit -IV

5. Academic Scientific Style
6. Language and Conventions

Unit -V

7. Referencing and citation
8. **Plagiarism:** Introduction; Tools for the detection of plagiarism; Avoiding plagiarism

Recommended Reading

Gillett, A, Angela Hammond and Mary Martala. *Inside Track: Successful Academic Writing*. Essex: Pearson Education Limited. 2009.

Murray and Geraldine Hughes. *Writing up your University Assignments and Research Projects: A Practical Handbook*. New York: Open University Press. 2008.

Swales, J. M., and C. B. Feak. *Academic Writing for Graduate Students: A Course for Non-native Speakers of English*. Ann Arbor: University of Michigan Press. 1994.

Yakhontova, T. *English Academic Writing for Students and Researchers*. 2003.

Wallwork. *English for Academic Research: Writing Exercises*. New York: Springer. (2013).

MLA Handbook-Ninth Edition



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2.6 B--JOURNALISTIC WRITING-PAPER CODE-ENG RU 206 B (Open Elective) - Credits:4

COURSE OBJECTIVES:

This course has three primary objectives:

- Introduce you to the challenges of the constantly evolving world of journalism;
- Provide you with the basics of good journalistic writing;
- Help you develop the skills to think critically about the news.

COURSE LEARNING OUTCOMES:

After completion of the course, the student will be able to:

- Identify different types and elements of the news.
- Understand subjectivity and objectivity in writing.
- Write in different forms..

COURSE DESIGN:

UNIT I

1. **Fundamentals of writing** – Composition, process - Stages of writing – Outlining-creativity- Vocabulary building- resource materials of a writer-Elements of effective writing.

UNIT II

2. **Qualities of journalistic writing.** Similarities and differences between journalistic and literary writing. Opinion writings - editorials, features, articles, columns, interviews, middle, letters to editor.

Unit – III

3. **Reviews** - principles of reviewing and criticism- writing book review- film reviews- drama review- music and art reviews- Syndicating.



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Unit – IV

- 4. Writing for radio programmes** - news and current affairs- documentaries-phone-in-programmes-attributes of a radio jockey, special audience programmes for youth, children, women, and farmers.

Unit – V

- 5. Skills-Scripting for TV programmes, writing for web media.**

Recommended Reading

- Bennett, Zina Hal. (2001). Write from the heart. California: New World Library.
- Bruce, Garrison. (2004). Professional feature writing. New Jersey: Lawrence Erlbaum Associates. Inc. Publishers.
- Buchwald, Barry Dev. (2008). The art of column writing. Oak Park: Marion Street Press. Inc.
- Lee, Carolyne. (2004). Power prose: Writing skills for the media age. Victoria: Hardic Grant Books.
- Rao, Meera Raghavendra N. (2012). Feature writing (Second edition). New Delhi: PHI Learning Private Limited.
- Wheeler, Sharon. (2009). Feature writing for journalists. New York. Routledge.
- Whitaker, Richard W, Ramsey E Janet & Smith, D Ronald. (2009). Media writing. New York: Routledge.
- Wilbers, Stephen. (2000). Keys to great writing. Ohio: Writer's Digest Books.



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**2.7-HUMAN VALUES ANFD PROFESSIONAL ETHICS-PAPER CODE -ENG RU
207 (Audit Course)-Credits-4**

COURSE OBJECTIVES:

The aim of the course is to understand

- The importance of human values and professional ethics in the contemporary materialistic world
- The values embedded in our ancient thinkers and timeless classics
- The importance of simple living and high thinking in the modern world
- To imbibe contemporary values and ethics in business, medicine, environment, media and social life.
- Enrichment of inner life in the contemporary world.

UNIT-I

Value Education- Definition - relevance to present day - Concept of Human Values - self introspection – Self esteem. Family values-Components, structure and responsibilities of family- Neutralization of anger - 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

Medical ethics- Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to animals, Ethical issues in relation to health care professionals and patients. Social justice in health care, human cloning, problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

UNIT-III

Business ethics-ethical standards of business-immoral and illegal practices and their solutions. Characteristics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics.

UNIT-IV

Environmental ethics- Ethical theory, man and nature- Ecological crisis, Pest , Pollution and waste, Climate change, Energy and population, Justice and environmental health.



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UNIT-V

Social ethics- Organ trade, Human trafficking, Human rights violation and social disparities, Feminist ethics, Surrogacy/pregnancy. Ethics of media- Impact of Newspapers, Television, Movies and Internet.

BOOKS FOR STUDY:

1. John S Mackenzie: A manual of ethics.
2. "The Ethics of Management" by Larue Tone Hosmer, Richard D. Irwin Inc.
3. "Management Ethics - integrity at work" by Joseph A. Petrick and John F. Quinn, Response Books: New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly : Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C. Houghton.
10. Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol I, II and III, Varanasi, Vol I OO, 16-20, 21-32 and 74-77 only.
11. Caraka Samhita :Tr. Dr. Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkamba Sanskrit Series office, Varanasi I, II, III Vol I PP 183-191.
12. Ethics, Theory and Contemporary Issues., Barbara Mackinnon, Wadsworth/Thomson Learning,
13. Analyzing Moral Issues, Judith A. Boss, Mayfield Publishing Company, 1999.
14. An Introduction to Applied Ethics (Ed.) John H. Piet and Ayodhya Prasad, Cosmo Publications.
15. Text Book for Intermediate First Year Ethics and Human Values, Board of Intermediate Education-Telugu Akademi, Hyderabad.
16. I.C Sharma Ethical Philosophy of India. Nagin & co Julundha



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SEMESTER III

3.1-AMERICAN LITERATURE-1-PAPER CODE -ENG RU 301(Core)-Credits-4

COURSE OBJECTIVES:

The aim of this course is to introduce the students to the literature of the United States of America.

- Familiarize students with important movements of these centuries.
- Give her/him first-hand knowledge of some of the outstanding works and authors.
- Introduce the students to the important themes and to bring out Emerson's hidden struggle for self-reliance through the prescribed text.
- acquaint the student with the nature of H.D Thoreau 's Works in general and civil disobedience in particular.
- discuss various topics relevant to a study of the American literature.

COURSE LEARNING OUTCOMES:

Upon the completion of the course, students will have

- an understanding of the origin and development of American literature.
- an understanding of various movements related to American Literature
- an understanding of prominent authors and their contribution to the literary field
- familiarity the literary history genres, movements, ideas, trends and concepts connected with the time.

COURSE DESIGN:

UNIT – I

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

UNIT – II

- 1. Emerson:**
- 1.The American Scholar
 2. Bramha
 3. Concord Hymn

UNIT – III



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- 2. H.D. Thoreau :** Civil Disobedience
- 3. Walt Whitman:** 1. I hear America Singing 2. O! Captain!, My Captain,
3. Song of Myself
- UNIT – IV**
- 4. Emily Dickinson:** 1. Much Madness is Divinest Sense,
2. Success is counted Sweetest
3. Because I Could not stop for Death
4. I Died for Beauty – But was Scarce
- UNIT – V**
- 5. Mark Twain :** The Adventures of Huckleberry Finn
- 6. Nathaniel Hawthorne:** The Scarlet Letter

Recommended 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)



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3.2-LITERARY CRITICISM-I -PAPER CODE-ENG RU 302(Core) Credits-4

COURSE OBJECTIVES:

- This course aims to develop student's ability to understand and to criticize a literary piece.
- To equip students with 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;

COURSE LEARNING OUTCOMES:

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

COURSE DESIGN:

UNIT – I

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

UNIT – II

- 1. Aristotle :** Poetics
- 2. Sidney:** Apologie for Poetrie

Unit III

- 3. Dryden.:** Dramatic Poesie
- 4. Samuel Johnson:** The Preface to Shakespeare

UNIT -IV

- 5. Coleridge:** Biographia Literaria-Chapter XIV
- 6. Matthew Arnold :** A Study of Poetry

UNIT – V

- 7. T.S. Eliot :** Tradition and the Individual Talent
- 8. Cleanth Brooks:** Irony as a Principle of Structure



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Recommended 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. Naagarajan: English Literary Criticism & Theory 2006

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**3.3-HISTORY OF THE ENGLISH LANGUAGE-PAPER CODE-ENG RU 303(Core)-
Credits-4**

COURSE OBJECTIVES:

This course

- Examines the origin and development of the English language, from its earliest beginnings in the misty past, through Old English (or Anglo-Saxon), Middle English, Early Modern English, and Present Day English, and across the post-modern globe.
- Studies what language is and how it changes, and how these changes are grounded in parallel cultural changes, is therefore a subject of intrinsic value, especially to those interested in literature, linguistics, history, and cultural studies.

COURSE LEARNING OUTCOMES:

Upon successful completion of this course, students will have the knowledge and skills to:

- Analyse a wide range of syntactic and morphological structures in Old, Middle, and Early Modern English, applying the grammatical terminology and analytical techniques they have learned in the course.
- Identify some major dialect differences in the period before the standardization of English.
- Systematically analyse some differences between the grammar of the English of earlier periods and the grammar of Present Day English.
- Use the Oxford English Dictionary Online and the Middle English Dictionary to learn independently about the history of individual words and collocations.
- Undertake guided research on a topic in English morphology, syntax, or style

COURSE DESIGN:

UNIT -I

- 1. The Ancestry of English**
- 2. The Old English Period**
- 3. The Middle English Period**
- 4. The Renaissance and after**



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UNIT -II

- 5. Grimm's Law and Verner's Law**
- 6. Ablaut**
- 7. Umlaut**
- 8. The Great Vowel Shift**

UNIT -III

- 9. Foreign Influences:** Latin, French, Scandinavian
- 10. Makers of English:** The Bible, Shakespeare

UNIT -IV

- 11. Word Formation**
- 12. Change of Meaning**

UNIT -V

- 13. The Rise of Standard English**
- 14. 14. British English and American English**

Recommended Reading

Wyld, H.C. *A Short History of English.*

Wood, F.T. *An Outline History of the English Language.*

Baugh, A. C. *A History of the English Language.*

Robertson, Stuart and Cassidy, Frederic G. *The Development of Modern English.*



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3.4. A-NEW LITERATURES-I-PAPER CODE ENG RU 304 A (Generic Elective)-Credits -4

COURSE OBJECTIVES:

- 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

COURSE LEARNING OUTCOMES:

- To study development of new literature in commonwealth countries and in nations other than Britain. Australia, Canadian, African literature.

COURSE DESIGN:

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

Recommended 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)



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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)

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**3.4.B-INDIAN ENGLISH LITERATURE -PAPER CODE-ENG RU 304
B(Generic Elective)-Credits-4**

COURSE OBJECTIVES:

- 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.

COURSE LEARNING OUTCOMES:

Upon the completion of the course, students will

- Understand the origin and growth of Indian English literature.
- Develop literary sensibility by prescribing study works of literature authored by early Indian writers in English.
- get exposure to different genres of Indian English Literature
- gain critical aptitude of interpreting and analyzing the prescribed text in Indian English Literature

COURSE DESIGN:

UNIT -I

1. **Background Study**-Literary History-Genres- Movements- Ideas- Trends-Concepts

UNIT – II

1. **A.K. Ramanujan** – Love Poem for a Wife-1; Small Scale Reflections on a Great House-Obituary(Ten Twentieth Century Indian Poets(OUP)
2. **Nissim Ezekiel**- Enterprise-Background Casually- Good Bye Party for Miss Pushpa T S

UNIT -III

3. **Rabindranath Tagore** -The Post Office
4. **Girish Karnad** - Hayavadana

UNIT -IV

- 6.**Mulk Raj Anand** - Untouchable



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7.R.K. Narayan – A Tiger for Malgudi

UNIT -V

8.Salman Rushdie -Midnight's Children

9.Shashi Deshpande -That Long Silence

Recommended Reading:

Iyengar, Srinivasa. K. R. *Indian Writing in English*. Sterling Publishers, 2012.

Mehrotra, Arvind, Krishna.Ed. *Illustrated History of Indian Literature in English*. Orient Black Swan, 2007.

Mehrotra, Arvind Krishna. Ed. *A Concise History of Indian Literature in English*. Permanent Black, 2008.

Naik, M.K. *History of Indian English Literature*. Sahitya Akademi, 2009.

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3.5.A -ESSENTIALS OF RESEARCH-PAPER CODE-ENG RU 305 A(Skill Oriented Course) - Credits 4

COURSE OBJECTIVES

- To define the Specific objectives and 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.

COURSE LEARNING OUTCOMES:

- 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.

COURSE DESIGN:

UNIT-I

- 1. Definition of Research - Types of Research - Purpose and importance.**
- 2. Significance of Research.** Steps involved in Research - Social & Academic Relevance.

UNIT-II

- 3. Identifying the Research Problem - Review of Literature - Sources of Literature**
- 4. Basic Methodology of conducting Research - Tools of Analysis - Presenting the Findings.**

UNIT-III

- 5. Fundamentals of Research Writing - Features of Research Paper Basic**
- 6 . Awareness about Research Manuals - Ethics of Research.**

UNIT-IV

- 7.Fundamentals of Research Proposal & Research Paper - Analysis, Objectives.**
- 8.Methodology Research - Identifying Research gaps, Model Research Proposals and Papers.**

Recommended Reading:

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



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**3.5.B -RHETORIC, DISCOURSE AND WRITING Code: 304 B(Skill Oriented Course)
Credits 4**

COURSE OBJECTIVES:

To provide learners with the basics of rhetoric

To expose learners to various forms of discourse and its analysis

To help learners write effective paragraphs and essays

To enable learners to hone their grammatical and stylistic skills

COURSE LEARNING OUTCOMES:

Upon the completion of the course students

- will acquire the fundamentals of discourse analysis;
- will be able to understand the nature of communication processes, focusing in particular on enunciation and persuasion.
- will analyse rhetorical strategies both in the argumentative and in the emotional dimension.
- will be able to analyse texts across domains and genres, with a main focus on political communication and green discourse in Europe.

COURSE DESIGN:

UNIT- I

1. **Definition of Rhetoric**— Aristotle -Three Elements of Rhetoric: Presentative, Representative and Elaborative – Rhetorical Situation: Grammar, Logic, Aesthetics and Ethics – 5 Canons of Rhetoric: Inventive, Arrangement, Style, Memory and Delivery—Art of Discourse

UNIT- II

2. **Four Kinds of Discourse:** Exposition, Argumentation, Description, Narration

UNIT- III

3. **Topic Sentence, Paragraph Unity:** Coherence and Flow, Methods of Developing Paragraphs, Discourse Markers

UNIT- IV

4. **Structure of an Essay:** Beginning, Middle and Closing, Tight and Loose Organization-Pitfalls to be avoided.



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UNIT- V

5. Phrases – Clauses – Kinds of Sentences – Patterns of Sentences – Transformation of Sentences – Vocabulary – Punctuation

Recommended Reading:

Jaydeep and Anindhya. *A Handbook of Rhetoric and Prosody*. Orient Longman Aristotle: *Art of Rhetoric*. Penguin Day, Henry Noble. *The Art of Discourse*.

James Paul Gee & Michael Handford: *The Routledge Book of Discourse Analysis*.

Boulton, Marjorie. *The Anatomy of Prose*. London: Routledge & Paul, 1954.

Miriam, Joseph, and Marguerite McGlinn. *The Trivium: The Liberal Arts of Logic, Grammar, and Rhetoric: Understanding the Nature and Function of Language*. N.p. 2002.

Weston, Anthony. *A Rule book for Arguments*. Indianapolis: Hackett Pub, 2009.

Yáñezouza, Nuria. *Grammar, Rhetoric and Usage in English: Preposition Placement, 1500-1900*. Cambridge: Cambridge UP, 2015

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3.6.A-WOMEN'S WRITINGS PAPER CODE-ENG RU 306 A (Open Elective) -Credits-4

COURSE OBJECTIVES:

- To familiarize students with Women's writings
- To create an awareness between gender and creativity

COURSE LEARNING OUTCOMES:

By the end of the course, students will be able to

- Analyze the author's portrayal of the uniqueness of female perspective and experiences.
- Identify social and/or biological bases of gender and sexual orientation presented in women's writing.
- Explore social, historical, and economic contexts of women's writing.
- Analyze how women writers reinforce and/or challenge cultural stereotypes.
- Identify the conventions of specific literary genres.
- Analyze the use of imagery, symbolism, and metaphor in women's literature.
- Utilize the conventions of an essay about literature.

COURSE DESIGN

UNIT-I

1. Introduction

- Women's writing and the specific issues it deals with, gender aspects viz-a-viz society, theories.
- Ecriture Feminine
- Female, feminist, femininity
- Waves of Feminism, Postfeminism
- Tenets of Feminism- Liberal, Radical, Socialist, Cyber feminism.
- Patriarchy, Androgyny, Double marginalization, Stereotyping, male gaze, objectification
- Womanism- Language and gender



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UNIT-II

- | | |
|-------------------------------|--|
| 2. Mary Wollstonecraft | A Vindication of the Rights of Woman: with Strictures on Political and Moral Subjects (Chapter 13) |
| 3. Sojourner Truth | Ain't I a woman? (Speech) |

UNIT-III

- | | |
|----------------------------|-------------------------|
| 4. Rita Dove | Persephone
Falling |
| 5. Margaret Atwood | Journey to the Interior |
| 6. Sylvia Plath | Medusa |
| 7. Gwendolyn Brooks | A Sunset of the City |

UNIT-IV

- | | |
|--------------------------|---------|
| 8. Susan Glaspell | Trifles |
|--------------------------|---------|

UNIT-V

- | | |
|-------------------------------------|----------------------|
| 9. Mahasweta Devi | Draupathi |
| 10. Charlotte Perkins Gilman | The Yellow Wallpaper |
| 11. Ambai | Forest |

Recommended Reading:

Tong, Rosemarie. *Feminist Thought: A More Comprehensive Introduction* 3rd ed.

Wollstonecraft, Mary. *A Vindication of the Rights of Women*, Chaps. 4,5,7,8,12.

De Beauvoir, Simone. *The Second Sex*.

Stuart Mill, John. *The Subjection of Women*.

Friedan, Betty. *The Feminine Mystique*.

Carol.R. MXC.Cann & Suung- Kyuung .(Eds.) *Feminist Theory: Local and Global Perspectives*, Routledge, 2002.

Ellman Mary. *Thinking about Women*, New York: Harcourt Brace, 1963.



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3.6.B-CULTURAL STUDIES-PAPER CODE-ENG RU -306 B(Open Elective)-Credits-4

COURSE OBJECTIVES:

- Students gain knowledge in contemporary concepts of Cultural Studies
- To enable students to receive advanced knowledge of the concepts
- To enhance students critical thinking ability
- To broaden the students' understanding & appreciation of culture

COURSE LEARNING OUTCOME:

- The student gains both the basic and advanced knowledge in the domain
- The student understands Cultural criticism across age & cultures
- Students are made familiar with Cultural Theory & theorists
- The learners enhance a critical knowledge of literary and non-literary texts
- A critique of pure theory emerges on completion of the course

COURSE DESIGN:

BACKGROUND:

- Cultural Studies
- Post colonialism
- Postmodernism
- Indian Cultural Theory
- Marxist Literary criticism

UNIT – I

- 1. ANAND K COOMARSWAMY:** The Aims of Indian Art

UNIT – II

- 2. STUART HALL** : Cultural Studies & its Theoretical Legacy

UNIT – III

- 3. RAYMOND WILLIAMS** : Advertising: The Magic System

UNIT – IV

- 4. FRANTZ FANON** : On National Culture

UNIT – V



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**5. MAKARAND PARANJAPE : Postmodernism and India: Some Preliminary
Anima Diversions**

Recommended Reading:

Ogden, Daryl. *Introduction to Cultural Studies*. New York: Pearson Custom Publishing, 2000.

Ryan, Michael. *Cultural Studies: A Practical Introduction*. Chichester, UK: John Wiley & Sons Ltd, 2010.

During, Simon. *Cultural Studies: A Critical Introduction*. New York: Routledge, 2005.

Morag, Shiach. *Feminism and Cultural Studies*. Oxford: Oxford University Press, 1999.

Said, Edward. *Culture and Imperialism*. London: Vintage Books, 199

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SEMESTER-IV

4.1 -AMERICAN LITERATURE-PAPER CODE ENG RU 401(Core) -Credits:4

COURSE OBJECTIVES:

- 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 H.D Thoreau's Works in general and civil disobedience in particular.
- To discuss various topics relevant to a study of the American literature.

COURSE LEARNING OUTCOMES:

At the end the course, students will

- have knowledge of the origin and development of American literature.
- have knowledge of selected writings of the most respective American poets, dramatists and novelists.
- have familiarity with the literary history genres, movements, ideas, trends and concepts connected with the time.
- Learn about the evolution of American Literature
- Understand its relevance and importance
- Appreciate its different genres
- Perceive its value in the contemporary world

COURSE DESIGN:

UNIT – I

Background

: 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



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- 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

Recommended 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)



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4.2-LITERARY CRITICISM-II – PAPER CODE -ENG RU 402 (Core) -Credits 4

COURSE OBJECTIVES

This course aims to develop student's ability to understand and to criticize a literary piece.

- To equip 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;
- To read and analyze arguments, including evaluation of claims and authority, and identifying the stated and unstated premises and conclusions.
- Distinguish between fact and opinion, literal and inferential meanings, warranted and unwarranted assumptions from available data.
- To Identify frames of reference, deductive/inductive arguments, and other criteria.
- To evaluate diction and language, recognizing denotative, connotative, and rhetorical uses of language and exploring literary devices such as irony, overstatement, and paradox.

COURSE LEARNING OUTCOMES

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

COURSE DESIGN:

UNIT – I

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

UNIT – II

1. Edmund Wilson : Marxism and Literature

2. Lionel Trilling : Freud and Literature

UNIT – III



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3. Northrope Frye: The Archetypes of Literature

4. Jacques Derrida: Sign, Structure and Play

UNIT – IV

5. Elaine Showalter: Towards Feminist Poetics

6. Helene Cixous : The Laugh of the Medusa

UNIT – V

7. Bharata : Rasa (Natya Sastra)

8. Anandavardhana : Dhvanyaloka

9. Kuntaka : Vakrokti (Vakroktijivita)

Recommended Reading:

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

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



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**4.3. INTRODUCTION TO LINGUISTICS-PAPER CODE-403(Core)
-Credits-4**

COURSE OBJECTIVES:

This course aims to

- Orient students about features of language.
- Familiarize students about distinction between Animal & Human Communication.
- acquaint students about linguistics and its scope.
- give students insights on diachronic & synchronic Study.

COURSE LEARNING OUTCOMES:

By the end of the course students get

- familiarized with the essential features of human language and dimensions of language study.
- awareness about Standard English language.
- familiarized with the essential features of human language and dimensions of language study.
- familiarized about brief history of English Language and to develop understanding about speech sounds and word formation processes.

COURSE DESIGN:

UNIT-I

- 1. Definition and Characteristics of Language**
- 2. Definition and Scope of Linguistics**
- 3. Modern Linguistics Vs Traditional Approaches to Language Study**

UNIT-II

- 4. Language and Culture**
- 5. Verbal Communication and Non-Verbal Communication**

UNIT-III

- 6. Phonology** Phone, Phoneme, Allophone



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- | | |
|----------------------------------|---|
| 7. Morphology | Morpheme; Morph, Morpheme, Allomorph;
Simple, Complex, and Compound Words |
| | <i>UNIT-IV</i> |
| 8. Phrase Structure Rules | |
| 9. Transformational Rules | Negative, Interrogative, Imperative, Passive (Simple Sentences only) |
| | <i>UNIT-V</i> |
| 10. Semantics | Definition; Denotation and Connotation;
Collocation; Idioms; Hyponymy; Synonymy;
Antonymy; Relational Opposites; Polysemy
and Homonymy; Components |
| 11. Pragmatics | Definition; Context; Deixis; Speech Acts
and Speech Act Theories (Austin and
Searle); The Cooperative Principle and
Grice's Conversational Maxims; Implicature |

Recommended Reading:

Aitchison, Jean. *General Linguistics*.

Verma, S.K. and Krishnaswamy, N. *Modern Linguistics: An Introduction*.
Lester, Mark. *Introductory Transformational Grammar of English*.



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**4.4 POST COLONIAL LITERATURE-PAPER CODE: ENG RU 404(Core)-
Credits-4**

COURSE OBJECTIVES:

The aim of this course is

- to introduce what is colonization and what are its impacts on the colonized countries across the globe.
- to acquaint the students about the literature written in different countries during the period of colonization and also after the post colonial period when these countries were liberated from the foreign yoke.
- to introduce the theory of colonial and postcolonial literature, resistance and representation, colonial discourses reflected in different texts written by different writers during and after the colonial times.

COURSE LEARNING OUTCOMES:

Upon completion of this course, students should be able to:

- Identify and discuss key postcolonial authors and texts in their historical and cultural contexts
- Define and deploy central terms and concepts in postcolonial studies (e.g. nationalism, hybridity, discourse, etc.)
- Read, comprehend, and engage with postcolonial literary criticism

COURSE DESIGN:

UNIT-I

- 1. Contexts and Concepts for the Study of Postcolonial Literatures: Colonialism, Imperialism, Neocolonialism (*Empire*); Ambivalence & Hybridity, Mimicry, Subaltern, Linguistic/Cultural/Ecological Imperialism, Nativism, Orientalism, Re-Orientalism**



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Innes, C. L. *The Cambridge Introduction to Postcolonial Literatures in English*.
Cambridge, 2007.

Loomba, Ania. *Colonialism/Postcolonialism*. Routledge, 1998.

Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. (2nd Ed).
Routledge, 2008

Lazarus, Neil (Ed). *The Cambridge Companion to Postcolonial Literary Studies*.
Cambridge UP, 2004.

Chandran, K. Narayana. English in India: Servitude in Freedom or Freedom in
Servitude?

Journal of Intercultural Inquiry 2.1 (2016). [Open Access]

Dutta, Nandana. The Politics of English Studies in India, *Australian Literary Studies*
28.2 (2013): 84-97.

Lau, Lisa. Re-Orientalism: The Perpetration and Development of Orientalism by
Orientals,

Modern Asian Studies 43.2 (2009): 571-590.

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**4.5 A-NEW LITERATURES IN ENGLISH – II- PAPER CODE -ENG RU 405
A(Generic Elective)-Credits-4**

COURSE OBJECTIVES:

- 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

COURSE LEARNING OUTCOMES:

At the end of the course, students will be able to

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

COURSE DESIGN:

UNIT – I

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

UNIT – II

1. Derek Walcott : Far Cry from Africa,
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



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Recommended 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)

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**4.5.B -COMPARATIVE LITERATURE-PAPER CODE-ENG RU 405 B
(Generic Elective)-Credits-4**

COURSE OBJECTIVES:

This course aims to

1. Present the knowledge of world literary and cultural traditions in the global context.
2. Familiarize the prescribed literary texts in comparison.
3. Compare the texts taking into account the cultural, traditional and historical aspects.
4. Discuss the role of the prescribed texts within the literary movements of the world.
5. Develop to look at the literacy texts from the international perspective

COURSE LEARNING OUTCOMES:

After the completion of the course the students are able to

- Understand national and world literatures and the need of comparative studies in the global world.
- Understand the ways of comparative analysis
- Know the critical ways of looking at the prescribed texts in a comparative perspective
- Understand the growth of literary genres in consonance with cultural, historical development of the societies of the world
- Gain ability to analyze and interpret literary texts using primary and secondary sources.

UNIT-I

THEORETICAL BACKGROUND:

1. **RENE WELLEK AND AUSTEN WARREN** – General, National and Comparative Literature (from Theory of Literature)
2. **BASSNET** - Comparative Literature

UNIT-II

3. **KALIDASA'S Sakuntala & SHAKESPEARE'S The Tempest**



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UNIT-III

- 4. ALBERT CAMUS'S** The Outsider & **BUCHIBAABU'S**
Chivarakumigiledi

UNIT-IV

- 5. SAMUEL BECKETT'S** Waiting For Godot & **BADAL SARCAR'S** Evam
Indrajit

UNIT-V

- 6. HEMINGWAY'S** The Old Man and The Sea & **KESAVA REDDY'S** He
Conquered the Jungle

Recommended Reading:

Tötösy de Zepetnek, Steven. "Multilingual Bibliography of (Text)Books in Comparative Literature, World Literature(s), and Comparative Cultural Studies". *CLCWeb: Comparative Literature and Culture (Library)* (1999–).

CLCWeb: Comparative Literature and Culture.

Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies. Ed. Steven Tötösy de Zepetnek and Tutun Mukherjee. New Delhi: Cambridge University Press India, 2013.

"New Work in Comparative Literature in Europe". Marina Grishakova, Lucia Boldrini, and Matthew Arnolds (eds.). Special Issue *CLCWeb: Comparative Literature and Culture* 15.7 (2013).

Comparative Literature for the New Century. Giulia De Gasperi & Joseph Pivato (eds.). Montreal: McGill-Queen's U.P., 2018



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4.6- Dissertation-

Writing of the Dissertation on topics related to the field under the supervision of a member of the faculty followed by viva-voce.



Recommended Reading

Guidelines for Writing a Thesis or Dissertation, *Linda Childers Hon, Ph.D.* Outline for Empirical Master's Theses, *Kurt Kent, Ph.D.*

How to Actually Complete A Thesis: Segmenting, Scheduling, and Rewarding, *Kurt Kent, Ph.D.*

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2.8. & 4.7-Comprehensive Viva:



- Comprehensive Viva at the end of Second Semester and Fourth Semester
- Comprehensive Viva at the end of the Second Semester covers the all courses taught in the First and Second Semesters
- Comprehensive Viva at the end of the Fourth Semester covers the all courses taught in the Third and Fourth Semester
- Credits for each Comprehensive Viva: 1
- Marks for each Comprehensive Viva: 50

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Assessment

Two Mid-Term Assessment tests are conducted carrying ten (10) marks each for every course. The average of these two tests and the ten (10) marks awarded for seminars/quiz/assignments sum up to make the total of twenty (20) marks for Internal Assessment. End semester examinations for each course carry eighty (80) marks. Marks awarded for Internal Assessment and End Semester Examination make up for the total sum of 100 marks.

Question Paper

The question paper consists two sections: **Section-A (20 marks)** and **Section –B (60 marks)**-Total -80 marks

Section A carries 20 Marks and is split as follows:

Student should answer all the questions in Section-A

- Fill-in the blacks -one from each unit $5 \times 1 = 5$ Marks
- Multiple Choice Questions one from each unit $5 \times 1 = 5$ Marks
- Short-Answer Questions one from each unit $5 \times 2 = 10$ Marks

Section – B consists of 5 long answer questions with internal choice from 5 units of the course. Each question carries 12 marks ($5 \times 12 = 60$ Marks)



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MODEL QUESTION PAPER FOR ALL COURSES:

Section-A

Answer any all Question (20 Marks)

- I. Fill-in the blanks- (one from each unit) $5 \times 1 = 5$ Marks (Units- 1,2, 3,4,5.)
- II. Multiple Choice Questions - (one from each unit) $5 \times 1 = 5$ Marks (Units- 1,2, 3,4,5.)
- III. Short-Answer Questions - (one from each unit) $5 \times 2 = 10$ Marks (Units- 1,2,3,4,5.)

Section - B

Answer all Questions: (5x12 =60 Marks)

- IV. UNIT-I 1. a. (or) b.
- V. UNIT-II 2. a. (or) b.
- VI. UNIT-III 3. a. (or) b.
- VII. UNIT-IV 4. a. (or) b.
- VIII. UNIT-V 5. a. (or) b.

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