

M.A. English

Scheme and Syllabus



**School of Distance Education
Andhra University, Visakhapatnam, Andhra Pradesh**

M.A. ENGLISH (PREVIOUS)

Sl.No.	Paper	Name of the Paper
1	Paper – I	History of English Language
2	Paper – II	Shakespeare
3	Paper - III	Modern Literature – I (1550-1770)
4	Paper – IV	Modern Literature –II (1700-1850)
6	Paper – V	Modern Literature – III (1850-1980)

M.A. ENGLISH (FINAL)

Sl.No.	Paper	Name of the Paper
1	Paper – I	Literary Criticism
2	Paper – II	American Literature
3	Paper – III	Indian English Literature
4	Paper – IV	Twentieth Century Literature (Poetry & Drama)
6	Paper – V	Twentieth Century Literature (Prose & Fiction)

M. A. ENGLISH

OBJECTIVES OF THE PROGRAMME:

1. To introduce students who have joined MA English literature to the structure and dynamics of English literature from the period of its inception to the present post modern stage.
2. To introduce the students to some of the great poets, dramatists, writers of English Literature.
3. To introduce the students to the beauties and subtleties of English Language as expressed by the poets of each age.
4. To conduct seminars and one day workshops for active participation and interaction of the students making it a participatory learning process.
5. To provide a consecutive understanding of the evolution and growth of English Literature and Language as both are interrelated.
6. To convey and train the students towards critical understanding by training them in critical analysis and modes of thinking.

EXPECTED OUTCOMES :

1. The students are thoroughly acquainted and familiar with broad framework of English Literature, with its growth and evaluation from Anglosaxon Period.
2. To know the most important and popular poets, dramatists and writers of the each age so as to identify their main contribution to literature.
3. To know the strength and merit of each writer of each age after studying the particular works prescribed in the syllabus.
4. To generalize based on specific study so as to launch them into the their own studies.
5. To have a clear consolidated understanding of the genres of English literature and their tenor and contribution.
6. To prepare the student for UGCNET exam based on the guidance given during their two study in MA English course.
7. To internalize the subject in spite of its alien origin by a deep and system study for future employment as well as research purpose.

M. A. PREVIOUS
Paper – 1
HISTORY OF ENGLISH LANGUAGE

Course objectives

1. To provide students with a comprehensive understanding of the history, evolution, and complexity of the English language, as well as the skills and knowledge needed to engage in advanced research and analysis in this field.
2. Understanding the historical development of the English language from its early beginnings to its current state.
3. Familiarizing oneself with the linguistic features and changes that have occurred in the English language throughout its history.
4. Developing an understanding of the social, political, and cultural factors that have influenced the evolution of the English language.
5. Enhancing critical thinking skills and analytical abilities through the study of the history of the English language.
6. Gaining knowledge about the major linguistic theories and approaches used in the study of the history of the English language.
7. Learning to apply linguistic concepts and theories to the analysis of English texts from different historical periods.
8. Improving writing and communication skills through academic research and writing assignments.
9. Developing an appreciation for the diversity and richness of the English language and its global significance.
10. Preparing for further academic study or professional work in fields such as linguistics, literature, education, or communication.

Syllabus

- | | | |
|------------------|---|--|
| 1. FT Wood | : | Current English Usage |
| 2. ACBaugh | : | History of English Language References |
| 3. Bradley | : | The Making of English |
| 4. R. Quirk | : | Usage of English |
| 5. Jespersen | : | The Growth and Structure of English Language |
| 6. Simeon Potter | : | Our Language |
| 7. CL Wienn | : | The English Language |

Unit-1

Comprises of Part A Translation from Middle English and word notes, and Part B connection of sentences and distinguishing between pairs of words. In Part A The first 207 lines from the Middle English version of Chaucer's

Prologue to the Canterbury Tales is prescribed. Five marks are allotted for translation of ten lines (choice of one out of two passages) and five marks for five words notes to be Selected from the 207 lines prescribed In Part B 5 marks for correction carrying of five sentences, and 5 marks for question of distinguishing between pairs of words to be given from FT. Wood, Current English Usage

Unit-II	Baugh Chapter 1-4
Unit-III	Baugh Chapter 5-7
Unit-IV	Baugh Chapter 8 & 9
Unit-V	Baugh Chapter 10 & 11

Paper – 2

SHAKESPEARE

Course objectives

1. To provide students with a comprehensive understanding of Shakespeare's life, works, and literary context, and to enable them to analyze, interpret, and appreciate his plays and sonnets from a range of critical and theoretical perspectives. The program emphasizes the development of research, writing, and communication skills, as well as the cultivation of independent and creative thinking about Shakespeare's legacy.
2. To provide students with an in-depth understanding of Shakespeare's life, works, and literary context, including his influence on the development of English literature and drama.
3. To enable students to analyze and interpret Shakespeare's plays and sonnets, and to develop critical and theoretical approaches to his work.
4. To help students understand the cultural, historical, and social contexts of Shakespeare's plays, and to consider their relevance and significance for contemporary audiences.
5. To develop students' research skills, including the ability to locate, analyze, and evaluate primary and secondary sources related to Shakespeare and his works.
6. To foster students' skills in writing and communication, particularly in the areas of literary analysis, critical theory, and research methodology.
7. To encourage students to think creatively and independently about Shakespeare's work, and to develop their own interpretations and perspectives.
8. To provide students with opportunities to engage with a community of scholars and practitioners who share an interest in Shakespeare and his legacy.

Syllabus

1. Henry IV Part I
 2. Hamlet. NON-DETAILED STUDY:
 3. Sonnets (12, 18, 20, 23, 30, 33, 55, 60, 64, 73, 94, 116, 123, 130 and 144)
 4. Twelfth Night
 5. Tempest
- | | |
|----------|---|
| Unit-I: | Annotations passages from 1 and 2 |
| Unit-II | Essay questions on I and 2 |
| Unit-III | Essay questions on 3 |
| Unit-IV | Essay questions on 4 and 5 |
| Unit-V | Questions (essay (short notes) on background, genre, etc. |

Paper – 3
MODERN LITERATURE – I

Course objectives

1. To provide students with an in-depth understanding of the major literary movements and writers of the late 19th and early 20th centuries, as well as the skills and knowledge needed to engage in advanced research and analysis in this field.
2. Developing a deep understanding of the major literary movements and writers of the late 19th and early 20th centuries, including Modernism, Postmodernism, and the Bloomsbury Group.
3. Familiarizing oneself with the literary techniques and styles used by these writers, such as stream-of-consciousness narration, fragmentation, and experimentation with form and language.
4. Exploring the cultural and historical contexts in which these literary movements emerged and examining how they reflect and respond to social, political, and technological changes of the time.
5. Developing advanced skills in literary analysis, interpretation, and critique through close reading of primary texts and engagement with secondary sources.
6. Enhancing critical thinking skills through the study of complex and challenging texts and by analyzing and evaluating conflicting interpretations and critical perspectives.
7. Improving writing skills through academic research and writing assignments, including essays, critical analyses, and research papers.
8. Developing an appreciation for the diversity and richness of modern English literature and its global significance.
9. Preparing for further academic study or professional work in fields such as literature, writing, journalism, or education.

Syllabus

1. Christopher Marlowe: DOCTOR FAUSTUS
2. Sir Francis Bacon: (Ten Essays); Of Truth; Of Death; Of Unity in Religion; Of Revenge; Of Adversities; Of Simulation and Dissimulation; Of Parents and Children; Of Marriage and Single Life; Of Envy; Of Love
3. John Donne: THE GOOD MORROW; THE CANONIZATION; A VALEDICTION OF MY NAME IN THE WINDOW
4. John Milton: Paradise Lost Book – I Non-detailed Study:
5. Christopher Marlowe: Edward II

6. Thomas Kyd: The Spanish Tragedy
7. John Webster: The White Devil
8. John Dryden: Absalom and Achitophel
9. William Congreve: The Way of the World
10. Ben Jonson: EVERY MAN IN HIS HUMOUR
11. Sir Philip Sidney: The Defence of Poetry
12. John Milton: Paradise Lost Book-IX

Paper – 4 **MODERN LITERATURE – II**

Course objectives

1. To provide students with a comprehensive understanding of the major literary movements and writers of the mid-to-late 20th century, as well as the skills and knowledge needed to engage in advanced research and analysis in this field. This includes a focus on the social, cultural, and political contexts in which these writers worked and the ways in which their writing engages with and shapes the world around them.
2. Developing a comprehensive understanding of the major literary movements and writers of the mid-to-late 20th century, including Postcolonialism, Feminism, and the Beat Generation.
3. Exploring the ways in which these writers engage with and challenge dominant cultural and social norms and conventions, as well as their responses to political, social, and economic changes of the time.
4. Examining the literary techniques and styles used by these writers, including experimental forms, cultural hybridity, and metafiction, and analyzing their effects on meaning and interpretation.
5. Enhancing critical thinking skills through engagement with diverse critical perspectives and approaches to literary analysis and interpretation.
6. Improving writing skills through academic research and writing assignments, including essays, critical analyses, and research papers.
7. Developing an appreciation for the diversity and richness of modern English literature and its global significance.
8. Preparing for further academic study or professional work in fields such as literature, writing, journalism, or education.

Syllabus

1. Keats : Ode to Nightingale, Ode on a Grecian Linc Ode to Autim, Ode to Melancholy Ode to Psyche
2. The Prelude : Book-1
3. Johnson : Preface to Shakespeare
4. Sheridan : The Rivals
5. Pope : The Rape of the Lock
6. Coleridge : Kime of the Ancient Mariner
7. Shelle : Adonais
8. Lamb : Essays of Elia-First Series
9. Austen : Emra
10. Goldsmith : She Stoops to Conquer

Unit-I Annotation Passages from 1, 2, 3 & 4.

Unit-II Essay Questions on 1,2,3,5,6 & 7.

Unit-III Essay Questions on 3, 8, & 9.

Unit-IV Essay Questions on 4 & 10

Unit-V Questions (essay/short notes) on background, genre, etc.

Paper – 5

MODERN LITERATURE – III

Course objectives

1. To provide students with a comprehensive understanding of contemporary English literature and its cultural and intellectual significance. This includes a focus on the ways in which contemporary literature engages with and responds to contemporary social, cultural, and political issues, as well as a consideration of the literary techniques and forms used by contemporary writers to explore and express these themes. The course also aims to develop advanced research and writing skills and to prepare students for further academic study or professional work in related fields.
2. Developing a deep understanding of contemporary English literature, including the major writers and literary movements of the 21st century.
3. Examining the ways in which contemporary literature engages with and responds to contemporary social, cultural, and political issues, including globalization, posthumanism, and environmentalism.
4. Analyzing the literary techniques and styles used by contemporary writers, including new forms of experimental and digital literature, and exploring their effects on meaning and interpretation.
5. Enhancing critical thinking skills through engagement with diverse critical perspectives and approaches to literary analysis and interpretation.

6. Improving writing skills through academic research and writing assignments, including essays, critical analyses, and research papers.
7. Developing an appreciation for the diversity and richness of contemporary English literature and its global significance.
8. Preparing for further academic study or professional work in fields such as literature, writing, journalism, or education.

Syllabus

1. Tennyson : Ulysses
2. Browning : Andrea Del Sarto
3. Selections from John Wain ed Wan, ed Antledogs of modern Poetry EL
- DytonThoma : The Hunchback in the Park
- Graves : Mermaid, Dragon, Fiend
- Ted Hughers : Gog, Gunn On the Move
4. Eliot : The Waste Land
5. Shaw : St. Joan
6. Pater : Syle (5. Ramaswami and VS. Sethuraman Ed
The English Critical Tradition, Vol. 11. Macmillan)
7. Yeats : Byzantium, Sailing to Byzantium
8. Hardy : The Mayoe of Casterbridge
9. Lawrence : Sons and Lovers
10. Woolf : To the Lighthouse
11. Eliot : Cocktail Party (Ed. Nevil Coghill)
12. Becket : Waiting for Gopot
13. Tennyson : Tears, Id;e Tears
14. Browning : My Last Duchess

- Unit : Passages for annotations from Text 1,2,3,4,5, & 6
- Unit : Essay question on texts 1.2.3.4.7.13.& 14.
- Unit : Essay question on tests 5,11, & 12
- Unit : Essay Questions on Texts 6,8,& 10
- Unit-V : (Essay/short notes) on Backgroundgenre.etc.

M. A. FINAL
Paper – 1
LITERARY CRITICISM

course objectives

1. To familiarize the students with the theory of Literary Criticism.
2. To familiarize the students with the Renaissance Critics.
3. To enable the students understand the criticism in Neo-Classical & Romantic Periods.
4. To enable the students understand the criticism in Victorian and Twentieth century periods.
5. To familiarize the students with the Indian Aesthetics.
6. To familiarize the students with the Indian Literary Critics.
7. To enable the students understand Post-colonial Criticism.
8. To enable the students understand the African–American Criticism.
9. To enable the students understand the concept of cultural studies.

Syllabus

Text Books:

1. Majorie Boulton: Anatomy of Prose
2. Majorie Boulton: Anatomy of Poetry
3. Ramaswamy and Sethuraman, ed: The English Critical Tradition
4. Sethurama ed: Contemporary Criticism: An Anthology

Unit-1-Critical comment on a prose passages or poem in response to five short questions (Texts 1&2)

Unit-II-Essay questions on- Aristotle: Poetics, Johnson: From the Life of Milton,, Coleridge: Biographia Litraria Chapters XII and XIV (Text-3)

Unit-III-Essay questions on Arnold: The Study of Poetry, Eliot: Tradition and Individual Talent, and The Metaphysical Poets. Richards: Four Kinds of Meaning (Text-3)

Unit-IV-Essay questions on Brooks: Irony as a Principle of Structure; Wimsatt and Beardsley: The intentional Fallacy; Empson: The Seventh Type of Ambiguity (Text-3).

Unit-V-Essay questions on HG Widdowson: Stylistics; Genrald Genetter Structuralism and Literary Criticism; Stanley Fish: Is There a Text in This Class?; Jacques Derrida Structure, Sign and Play in the Discourses of the Human Sciences, Elaine Showalter: Towards a Feminist Poetics (Text-4).

Paper – 2
AMERICAN LITERATURE

course objectives

1. To enable the students understand colonialism and anti-colonialism.
2. To makes students understand black consciousness and black studies.
3. To make the students understand colonialdis course and cultural diversity.
4. To enable students understand the concept of thybridity and negritude.
5. To enable the students toappreciate the simple and the naturalbeauty of American ecosystem.
6. To enable thestudentsto understandthe gradual declineof southernaristocracy afterAmericancivilwar.
7. To enable the students are enabled to know the exist entail meaning of hum an life and the role of societies in was ting it.
8. To enable the students to understand the illusions created by capitalist society which values money more than human life.

Syllabus

Detailed Study:

1. Whitman: Out of the Crsdle Endlessly Rocking, When Lilacs Last in the Dooryard Bloom'd
2. Frost: Home Burial: Birches
3. Emerson: The American Scholar
4. Miller Death of a Saleman Non-detailed Study:
5. Dickinson: Poems (1303, 1322, 1347, 1528, 1712).
6. Thoreau: Walden.
7. Hemingway. The Old man and the Sea.
8. Malamud: the Assistant
9. ONeill: The Hairy Ape.
10. Poe: The Raven
11. Melvlile: Moby Dick
12. Williams: The Glass Menagerie.

Unit 1-Passages for Annotation from texts 1-4

Unit 2-Essay question on text 1,2,5,10 Unit 3-Essay question on text 3,6,7,8&11.

Unit 4-Essay question on text 4,9 & 12.

Unit 5- Questions (Essay/Short notes) on background, genre, ect.

Paper – 3
INDIAN ENGLISH LITERATURE

course objectives

- 1.To develop a deep understanding of the historical, cultural, and literary contexts of English literature in India.
- 2.To gain a comprehensive knowledge of the major literary movements, genres, and writers in Indian English literature.
- 3.To analyze and interpret literary texts using a range of critical approaches, including formalism, postcolonial theory, feminism, and cultural studies.
- 4.To enhance critical thinking skills through close reading, analysis, and interpretation of literary texts.
- 5.To develop advanced writing skills through academic research, critical analysis, and written assignments.
- 6.To gain proficiency in communicating complex ideas and arguments in oral presentations and class discussions.
- 7.To explore the role of English literature in shaping cultural identity and social norms in contemporary India.
- 8.To develop an awareness of the ethical implications of literary representation, particularly in relation to issues of race, class, gender, and power.
9. To acquire the knowledge and skills necessary to pursue advanced research in English literature, or related fields.
- 10.To gain an appreciation of the aesthetic and creative dimensions of English literature, and its relevance to personal growth and intellectual development.

Syllabus

Detailed Study:

- | | | |
|--------------------|---|-------------------------------------|
| 1. Toru Dutt | : | Sita, Our Casuarina Tree |
| Sri Aurobindo | : | thought the Paraclete, Rose of God. |
| Gokak | : | English words |
| Ezekiel | : | Enterprise; |
| Ramanujan | : | The Striders |
| Jayanta Mahapatra: | | Indian Summer |

Tagore	:	The King of the Dark Chamber	
Tagore	:	Man Gokak English words Non-detailed Study	:
4. Sri Aurobindo	:	The symbol Dawn (Canto I, Book 1. Savitri).	
5. Tagore	:	Gitanjali	
6. Kamad	:	Hayavadana	
7. Raja Rao	:	On the Ganga Ghat.	
8. Narayan	:	a tiger for Malgudi	
9. Anand	:	Untouchable.	
10. Anta Desai	:	A Fire on the Mountain.	
11. Arun Josh	:	the last Labyrinth	
12. Shashi Deshpande	:	the Long Silence	
13. Paramhansa	:	yogananda Autobiography of a Yogi	

Unit 1 Passages for Annotation for texts 1-3

Unit 2 Essay question on text 1,4,5&15

Unit 3 Essay question on text 2,3,&6.

Unit 4 Essay question on text 7 & 14.

Unit 5 Questions (Essay/Short notes) on background, genre, ect.

Paper – 4

TWENTIETH CENTURY LITERATURE: POETRY AND DRAMA

course objectives

1. Developing a critical understanding of key literary movements, genres, and themes in twentieth-century literature, poetry, and drama.
2. Analyzing the formal and thematic elements of literary texts, including structure, language, and symbolism.
3. Examining the historical and cultural contexts that influenced the production and reception of literary works in the twentieth century.
4. Evaluating the contributions of major authors and their impact on literary traditions and movements.
5. Enhancing critical thinking and communication skills through class discussion, written assignments, and presentations.
6. Developing research skills and familiarity with academic sources and research methodologies.
7. Building a foundation for further study and research in English literature, literary theory, and related fields.

Syllabus

Detailed Study:

- | | | |
|------------------|---|--|
| 1. Auden | : | In Memory of W.B. Yeats |
| 2. Dylan Thomas | : | Poem in October, The Force that through the Green
Fuse Drives the Flower. |
| 3. Robert Graves | : | recalling War, in Broken Images |
| 4. Ted Hughes | : | Pibroach, November, Thrushes |
| 5. Philip Larkin | : | the Whitson Wedding's Church Going |
| 6. Synge | : | The Playboy of the Western World |

Non-detailed Study:

- | | | |
|--------------------|---|---------------------------------|
| 7. Thomas Gump | : | My Sad Captains |
| 8. Spender | : | The Prisoners, In Railway Halls |
| 9. Christopher Fry | : | A Phoenix Too Frequent |
| 10. Beckett | : | Pappy Days |
| 11. Pinter | : | The Birthday Party |

Unit 1-Passages for Annotation for texts 1-6

Unit 2-Essay question on text 1-5, 7 & 8

Unit 3-Essay question on text 6 & 9.

Unit 4-Essay question on text 10 & 11.

Unit 5- Questions (Essay/Short notes) on background, genre, etc.

Paper – 5

TWENTIETH CENTURY LITERATURE: PROSE AND FICTION

Course objectives

1. Developing a critical understanding of key literary movements, genres, and themes in twentieth-century prose and fiction.
2. Analyzing the formal and thematic elements of literary texts, including structure, language, and symbolism.
3. Examining the historical and cultural contexts that influenced the production and reception of literary works in the twentieth century.
4. Evaluating the contributions of major authors and their impact on literary traditions and movements.
5. Enhancing critical thinking and communication skills through class discussion, written assignments, and presentations.
6. Developing research skills and familiarity with academic sources and research methodologies.

7. Building a foundation for further study and research in English literature, literary theory, and related fields.
8. Analyzing the development of modernism and its impact on the literary landscape of the twentieth century.
9. Examining the ways in which social, political, and cultural changes during the twentieth century influenced the production and reception of literary works.
10. Understanding the role of postcolonial and feminist theories in the study of twentieth-century prose and fiction.

Syllabus

Detailed Study:

1. T.S. Eliot: Sacred Wood, The Perfect Critic, the Possibilities of Poetic Drama, Hamlet and His Problems.

2. Virginia Woolf: A Room of One's Own Non-detailed Study:

3. Lytton Strachey: Eminent Victorians

4. Joseph Conrad: Lord Jim

5. Joyce: A Portrait of the Artist as a Young Man

6. Maugham: The Moon and Six Pence,

7. C.P. Snow: The Masters 8. Iris Murdoch: The Sand Castle.

9. Golding: Lord of the Flies.

10. Graham Greene: The Power and the Glory

Unit 1-Passages for Annotation for texts 1 & 2

Unit 2-Essay question on text 1-2

Unit 3-Essay question on text 5,6, 9, & 10

Unit 4-Essay question on text 3,4,7,& 8

Unit 5-Questions (Essay/Short notes) on background, genre, etc.