



**ANDHRA PRADESH STATE COUNCIL OF HIGHER
EDUCATION**

**Model Syllabus for 4-Year UG Honours in B.A. (Special English) as Major in
consonance with Curriculum framework w.e.f. AY 2025-26**

COURSE STRUCTURE (for Semester I to VI)

Year	Semester	Course	Title of the Course	No. of Hrs /Week	No. of Credits	
I	I	1	An Introduction to English Literature (600-1500)	4	4	
		2	An Introduction to Elizabethan Literature (1558-1603)	4	4	
	II	3	An Introduction to Jacobean Literature (1603-1625)	4	4	
		4	An Introduction to Restoration Literature (1660-1689)	4	4	
II	III	5	An Introduction to Augustan Literature(1700-1750)	4	4	
		6	An Introduction to Romantic Literature(1798-1837)	4	4	
		7	History of English Language	4	4	
	IV	8	An Introduction to Victorian Literature(1837-1900)	4	4	
		9	An Introduction to Modern Literature(1900-1940)	4	4	
		10	Glimpses of World Literature	4	4	
III	V	11	Creative Writing and Literary Appreciation	4	4	
		12 A	English Language Teaching Skills	4	4	
		OR				
		12 B	Teaching English Online	4	4	

Year	Semester	Course	Title of the Course	No. of Hrs /Week	No. of Credits		
		13 A	Skills and Procedures of Translation (English & Telugu)	4	4		
		OR					
		13 B	English for Journalism & Advertising (Print Media)	4	4		
	VI	14 A	Technical Writing	4	4		
		OR					
		14 B	Structure of Modern English	4	4		
		15 A	Communicative English	4	4		
		OR					
	15 B	Functional English	4	4			

Note: In the III Year (during the V and VI Semesters), students are required to select a pair of electives from one of the **Two** specified domains. **For example: if set ‘A’ is chosen, courses 12 to 15 to be chosen as 12 A, 13 A, 14 A and 15 A.** To ensure in-depth understanding and skill development in the chosen domain, students must continue with the same domain electives in both the V and VI Semesters.

SEMESTER-I

COURSE 1: AN INTRODUCTION TO ENGLISH LITERATURE (600–1500)

Theory

Credits: 4

4 hrs/week

Course Objectives

- Introduce students to the foundational periods of English literature – Old English, Middle English, and Renaissance.
- Enable learners to understand major literary genres, forms, and movements of the early English period.
- Provide critical insights into key texts of the age and develop literary appreciation.
- Lay the foundation for the historical, cultural, and philosophical growth of English literature.

Learning Outcomes

- Identify the major phases and features of English literature from 600 to 1500 CE.
- Demonstrate knowledge of major genres like poetry, drama, ballad, and criticism from early English literature.
- Critically analyse selected literary texts from Chaucer, Spenser, Marlowe, and Sidney.
- Appreciate the historical, thematic, and stylistic dimensions of early English literature.

Unit I

- Overview of the Old English (Anglo-Saxon) Period
- Features of the Middle English Period
- Renaissance and Humanism – Early stirrings of literary revival

Unit II

- Poetry, Drama, Ballad, Epic
- Literary Devices: Alliteration, Elegy, Sonnet
- Medieval Drama: Mystery Plays, Miracle Plays, Morality Plays

Unit III

- Geoffrey Chaucer – Controlling the Tongue (excerpt)
- Edmund Spenser – Sonnet 73 (Lyke as a Byrd) from Amoretti

Unit IV

- Christopher Marlowe – The Jew of Malta (selected scenes or full play)

Unit V

- Sir Philip Sidney – An Apology for Poetry (selected passages)

Suggested Classroom Activities

- Prepare a historical timeline of literary periods from 600–1500
- Group discussion on the cultural and linguistic evolution
- Literary genre chart-making by student groups
- Audio-visual presentations on medieval drama and its enactment
- Group poetry recitations with meaning explanations
- Write a modern version of a medieval sonnet or ballad
- Enactment of selected scenes from *The Jew of Malta*
- Debate on the moral dilemmas and character traits in Marlowe's play
- Role play: Philip Sidney justifying poetry to critics of his age
- Pair activity: Identify and interpret literary terms in critical writing

References

- Core Textbooks:
- David Daiches. *A Critical History of English Literature*. Allied Publishers.
- H.J.C. Grierson. *A History of English Poetry*. Cambridge University Press.
- M.S. Naagarajan. *English Literary Criticism and Theory*. Orient Blackswan.
- M.H. Abrams. *A Glossary of Literary Terms*. Cengage Learning.
- Additional Readings:
- Peter Barry. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press.
- Terry Eagleton. *How to Read a Poem*. Oxford: Blackwell.
- Stephen Greenblatt. *Renaissance Self-Fashioning: From More to Shakespeare*. University of Chicago Press.
- Online Resources:
- BBC History of English Literature (Interactive Timelines)
- Open Learn& NPTEL Lectures on Medieval English Literature
- British Library Archives – Early English Manuscripts

SEMESTER-I

COURSE 2: AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558–1603)

Theory

Credits: 4

4 hrs/week

Course Objectives

- Introduce the students to the rich literary landscape of the Elizabethan period.
- Familiarize them with important literary forms, themes, and critical terminology.
- Enable critical appreciation of Elizabethan poetry, drama, and literary criticism.
- Encourage a deeper understanding of Shakespearean and Aristotelian literary excellence.

Learning Outcomes

- Understand the historical, cultural, and literary significance of the Elizabethan age.
- Demonstrate knowledge of major genres like tragedy, comedy, masque, allegory, and personification.
- Critically appreciate key texts by Shakespeare and Aristotle.
- Analyse and present the core aesthetic features of Elizabethan drama and poetic tradition.

Unit I

- Literary Characteristics of the Elizabethan Age
- Major Themes and Notable Writers
- Growth of Elizabethan Theatre – Companies, Audience, Performance Style

Unit II

- Figures of Speech: Simile, Metaphor, Allegory, Personification
- Drama Forms: Tragedy, Comedy, Tragi-Comedy, Chronicle Play
- Dramatic Conventions: The Three Unities, Masque

Unit III

- William Shakespeare – Sonnet 116 (“Let me not to the marriage of true minds”)
- William Shakespeare – “All the World’s a Stage” (from As You Like It)

Unit IV

- William Shakespeare – Hamlet (selected scenes or full play)

Unit V

- Aristotle – Poetics (Elements of Tragedy)

Suggested Classroom Activities

- Timeline chart of major writers and events in Elizabethan Literature
- Group discussion on themes like power, love, revenge, and renaissance ideals
- Identify literary devices in selected texts
- Write a short masque or personified allegory in groups
- Group recitation and meaning interpretation of Shakespeare's sonnets
- Enact the "Seven Ages of Man" with visuals
- Stage selected scenes from Hamlet
- Debate: Hamlet – Procrastinator or Philosopher?
- Concept mapping of Aristotle's theory of tragedy
- Create posters of tragic elements in Hamlet matching Aristotle's Poetics

References

- **Core Textbooks:**
 - M.S. Naagarajan. English Literary Criticism & Theory. Orient Blackswan.
 - M.H. Abrams. A Glossary of Literary Terms. Cengage Learning.
 - E.K. Chambers. The Elizabethan Stage. 4 Vols., Oxford: Clarendon Press.
- **Additional Readings:**
 - Peter Barry. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester University Press.
 - David Daiches. A Critical History of English Literature. Allied Publishers.
 - Andrew Sanders. The Short Oxford History of English Literature. Oxford University Press.
- **Online Resources:**
 - British Council Shakespeare Resources
 - MIT Shakespeare Archive – Full Texts and Study Guides
 - BBC Bitesize on Elizabethan Drama

SEMESTER-II

COURSE 3: AN INTRODUCTION TO JACOBAN LITERATURE (1603–1625)

Theory

Credits: 4

4 hrs/week

Course Objectives

- To introduce the features of Jacobean literature.
- To analyze literary genres, forms, and terms of the period.
- To identify characteristics of poetry, prose, drama, and literary criticism.
- To offer a detailed understanding of the literary texts.
- To understand the evolution of prose as a literary genre.

Learning Outcomes

- Learners will be able to describe the main features and historical background of Jacobean literature.
- They will understand and analyse the significant literary forms of the period including metaphysical poetry, prose, and drama.
- They will critically engage with prescribed literary texts and identify their themes, language, and literary devices.
- They will be able to appreciate the development of literary criticism in the Jacobean era.

Unit I

- History of Jacobean Literature — Characteristics, Major themes & writers
- Literary Genres — Irony, Blank Verse, Comedy of Humours, Metaphysical Conceit, Aphoristic Style, Apostrophe, Allusion, Revenge Tragedy

Unit II

- Poetry — John Donne: The Flea
- John Milton: On his Blindness

Unit III

- Prose — Francis Bacon: Of Studies, Of Superstition

Unit IV

- Drama — John Webster: The White Devil

Unit V

- Literary Criticism — Andrew Marvell: On Mr. Milton's Paradise Lost

Suggested Classroom Activities:

- Prepare biographies of the authors prescribed for the study.
- Create charts showing authors and their contributions to different literary genres.
- Organise group discussions on characteristics of the Jacobean period.
- Present seminars on the prescribed literary texts.
- Enact notable scenes/acts from Jacobean drama.

References:

- Daiches, David. 1979. *A Critical History of English Literature*. Bombay: Allied Publishers.
- Grierson, H.J.C. 2014. *A History of English Poetry*. CUP.
- Daiches, David. 2014 ed. *History of English Literature*. (4 Volumes). CUP.
- Eagleton, Terry. 2007. *How to Read a Poem*. Oxford: Blackwell.
- Naagarajan, M.S. 2006. *English Literary Criticism & Theory*.
- Barry, Peter. 2010. *Beginning Theory: An Introduction to Literary Theory and Cultural Theory*. Manchester University Press.
- Abrams, M.H. 2015. *Glossary of Literary Terms*. Cengage Learning.

SEMESTER-II

COURSE 4: AN INTRODUCTION TO RESTORATION LITERATURE (1660–1689)

Theory

Credits: 4

4 hrs/week

Course Objectives

- Introduce the key features and characteristics of Restoration literature in its socio-political and cultural context.
- Familiarize students with the important literary genres and forms that emerged and flourished during the period.
- Explore the representative texts of poetry, prose, drama, and criticism through analytical and interpretive frameworks.
- Examine the transition from Puritan ideals to the Restoration ethos of wit, satire, and urbanity.

Learning Outcomes

- Describe the historical background and literary trends of the Restoration period.
- Identify the unique characteristics of Restoration comedy, satire, and periodical prose.
- Critically appreciate the literary texts of poets like Andrew Marvell and John Bunyan, essayists like Addison and Steele, and dramatists like Dryden.
- Explain key literary terms such as Comedy of Manners, Periodical Essay, and Satire with textual illustrations.
- Demonstrate enhanced analytical, discussion, and presentation skills in the context of English literary studies.

Unit I

- History of Restoration Literature – Characteristics, Major Themes & Writers
- Literary Genres – Farce, Comedy of Manners, Satire, Gentle Comedy, Periodical Essay, Memoir

Unit II (Poetry)

- Andrew Marvell – To His Coy Mistress
- John Bunyan – Upon the Disobedient Child

Unit III (Prose)

- Joseph Addison – Advice in Love
- Richard Steele – The Club at the Trumpet

Unit IV

- Drama:
- John Dryden – Absalom and Achitophel

Unit V

- Literary Criticism:
- John Dryden – Essay of Dramatic Poesie

Suggested Classroom Activities

- Timeline creation of Restoration literary and political events.
- Genre-matching activities with text examples.
- Poster-making on features of Comedy of Manners and Satire.
- Poem recitation with tone and style analysis.
- Creative writing: students write a short poem in the style of Marvell or Bunyan.
- Discussion on metaphysical vs Restoration poetic traits.
- Enactment of prose dialogues from Addison and Steele.
- Group reading of essays and paraphrasing sessions.
- Essay writing on wit and morality in periodical prose.
- Role-play or dramatic reading of scenes from Absalom and Achitophel.
- Mind-mapping Dryden's characters and their political parallels.
- Viewing video clips or documentaries on Restoration theatre.
- Debate on Classicism vs Modernity in Essay of Dramatic Poesie.
- Text-based analysis of critical ideas.
- Panel discussion on Dryden's contribution to literary criticism.

References

Core Texts

- Daiches, David. A Critical History of English Literature. Bombay: Allied Publishers, 1979.
- Grierson, H.J.C. A History of English Poetry. CUP, 2014.
- Daiches, David. History of English Literature (4 Volumes). CUP, 2014.
- Eagleton, Terry. How to Read a Poem. Oxford: Blackwell, 2007.

Supplementary Texts

- M.S. Naagarajan. English Literary Criticism & Theory.
- Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester University Press, 2010.
- Abrams, M.H. A Glossary of Literary Terms. Cengage Learning, 2015.

SEMESTER-III

COURSE 5: AN INTRODUCTION TO AUGUSTAN LITERATURE (1700–1750)

Theory

Credits: 4

4 hrs/week

Course Objectives

- Introduce students to the historical, cultural, and literary background of the Augustan Age.
- Familiarise learners with major writers, genres, and themes of the period.
- Develop a critical understanding of Augustan prose, poetry, drama, and literary criticism.
- Enable students to appreciate the satirical and moral tone of Augustan literature.
- Equip learners to relate literary texts to contemporary political and social developments.

Learning Outcomes

- Explain the salient features and socio-political influences of the Augustan Age.
- Identify and interpret key literary devices used in Augustan poetry and prose.
- Analyse selected texts for their satirical content and philosophical depth.
- Develop academic presentations and discussions based on the readings.
- Recognise the legacy and transition towards neoclassical and modern sensibilities.

Unit I

- Characteristics of Augustan Literature
- Major Themes: Rationalism, Satire, Morality, Political Commentary
- Writers: Jonathan Swift, Alexander Pope, Joseph Addison, Samuel Johnson
- Literary Genres: Mock Epic, Heroic Couplet, Satire, Periodical Essay, Pastoral

Unit II

- Alexander Pope: The Rape of the Lock (Canto I)
- Samuel Johnson: On the Death of Dr. Robert Levet

Unit III

- Jonathan Swift: A Modest Proposal
- Joseph Addison: Sir Roger at Church (from The Spectator)

Unit IV

- John Gay: The Beggar's Opera (selected scenes)

Unit V

- Alexander Pope: Essay on Criticism (Selected Lines)

Suggested Classroom Activities

- Timeline Chart: Augustan Literary Events
- Group Discussion: Comparison of Elizabethan and Augustan theatre
- Recitation of Heroic Couplets
- Analysis of Satirical Techniques in Pope's poetry
- Role Play: Jonathan Swift's A Modest Proposal in modern context
- Debate: Satire as a tool for social reform
- Scriptwriting: Adapting The Beggar's Opera for a local context
- Group enactment of selected scenes
- Critical Appreciation: Dissecting Pope's poetic theories
- Quiz: Key literary terms and critics from the period

References

Print Sources

- Daiches, David. A Critical History of English Literature. Allied Publishers.
- Abrams, M.H. A Glossary of Literary Terms. Cengage Learning.
- Ian Jack. Augustan Satire: Intention and Idiom in English Poetry, 1660–1750. Clarendon Press.
- Paul Baines, Julian Ferraro, and Pat Rogers. The Wiley-Blackwell Encyclopedia of Eighteenth-Century Writers and Writing. Wiley.

Online Resources:

- <https://www.poetryfoundation.org/>
- <https://www.gutenberg.org/>
- <https://literariness.org/>
- <https://lithub.com/>

SEMESTER-III

COURSE 6: AN INTRODUCTION TO ROMANTIC LITERATURE (1798–1837)

Theory

Credits: 4

4 hrs/week

Course Objectives:

- Relate the features of Romantic period.
- Understand the aspects of literary genres, forms and terms of the period.
- Analyze the characteristics of poetry, prose, fiction and literary criticism.
- Have a detailed understanding of the literary texts with the progression of age.
- Critically appreciate the literary texts of the period.

Learning Outcomes:

- Relate the features of Romantic period.
- Understand the aspects of literary genres, forms and terms of the period.
- Analyze the characteristics of poetry, prose, fiction and literary criticism.
- Have a detailed understanding of the literary texts with the progression of age.
- Critically appreciate the literary texts of the period.

Unit I

- History of Romantic Literature – Characteristics, Major themes & writers
- Literary Genres – Ode, Lyric, Hyperbole, Pastoral Elegy, Imagery, Symbolism, Point of View

Unit II

- Poetry – William Wordsworth: The Solitary Reaper
- John Keats: Ode on a Grecian Urn

Unit III

- Fiction – Jane Austen: Pride and Prejudice

Unit IV

- Prose – Charles Lamb: Dream Children: A Reverie

Unit V

- Literary Criticism – Samuel Taylor Coleridge: Biographia Literaria

Suggested Classroom Activities:

- Making the students prepare mind maps based on the plot of the novel.
- Students are to prepare biographies of the prescribed authors.
- To prepare charts of authors with different literary genres.
- Group discussion on characteristics of the literary period.
- Seminar presentations on the literary texts prescribed.

References:

- Daiches, David. 1979. A Critical History of English Literature. Bombay: Allied Publishers.
- Grierson, H.J.C. 2014. A History of English Poetry. CUP.
- Daiches, David. 2014 ed. History of English Literature. (4 Volumes). CUP.
- Eagleton, Terry. 2007. How to Read a Poem. Oxford: Blackwell.
- T. S. Eliot. 1921. Poetry and Prose: The Chap Book. Poetry Book shop London.
- M.S. Naagarajan. 2006. English Literary Criticism & Theory.
- Barry, Peter. 2010. Beginning Theory: An Introduction to Literary Theory and Cultural Theory, Manchester University Press, Manchester.
- M. H. Abrams. 2015. Glossary of Literary Terms. Cengage Learning.

SEMESTER-III

COURSE 7: HISTORY OF ENGLISH LANGUAGE

Theory

Credits: 4

4 hrs/week

Course Objectives

- To introduce students to the origin and evolution of the English language.
- To familiarise students with the socio-political and linguistic influences on the development of English.
- To help learners understand the structural changes across different periods of English.
- To enable appreciation of English language's adaptability and global spread.

Learning Outcomes

- Trace the history and evolution of English from Old English to Modern English.
- Understand the major phonological, morphological, and syntactic changes across time.
- Identify key events and figures that influenced the English language.
- Appreciate the impact of colonisation, printing, and globalisation on English.

Unit I

- Origin of English – Indo-European Family of Languages
- Characteristics of Old English
- Influence of Latin and Norse Invasions

Unit II

- Norman Conquest and its linguistic impact
- Features of Middle English
- Geoffrey Chaucer and standardisation beginnings

Unit III

- Renaissance and the Rebirth of Learning
- The Printing Press – William Caxton
- Influence of Shakespeare and the Bible

Unit IV

- Major sound changes – The Great Vowel Shift
- Vocabulary enrichment through exploration and borrowing
- Rise of dictionaries – Dr. Johnson's Dictionary

Unit V

- Colonial Expansion and English around the world
- Varieties of English – American, Indian and African.
- English as a global language – Pros and Cons

Suggested Classroom Activities

- Language family tree mapping
- Discussion on influence of Norse vocabulary
- Pronunciation comparison: Old vs. Middle English
- Chaucer reading – simplified versions
- Printing press timeline activity
- Shakespeare word coinage activity
- Charting the Great Vowel Shift
- Word origin tracing activity (etymology)
- Debate on English as a global language
- Presentation on varieties of English (with examples)

References

Offline Resources

- C.L. Wrenn – A History of the English Language
- Otto Jespersen – Growth and Structure of the English Language
- Albert C. Baugh & Thomas Cable – A History of the English Language

Online Resources

- NPTEL / SWAYAM courses on History of English Language
- YouTube: History of English series by OpenLearn, BBC Learning English
- The British Library – History of English Resources

SEMESTER-IV

COURSE 8: AN INTRODUCTION TO VICTORIAN LITERATURE (1837-1900)

Theory

Credits: 4

4 hrs/week

Objectives:

- Identify the influences of the Victorian society on its literary period.
- Understand the aspects of literary genres, forms and terms of the period.
- Analyze the characteristics of poetry, drama, fiction and literary criticism.
- Have a detailed understanding of the literary texts with the progression of age.
- Critically appreciate the literary texts of the period.

Unit- I

- History of Victorian Literature--- Characteristics, Major themes & writers
- Literary Genres--- Gothic Novel, Melodrama, Historical Novel, Sentimental Novel, Regional Novel, Flat Character, Round Character, Dramatic Monologue

Unit- II

- Poetry--- Robert Browning: My Last Duchess
- Elizabeth Barrett Browning: Patience Taught by Nature

Unit- III

- Drama--- Oscar Wilde: The Importance of Being Earnest

Unit- IV

- Fiction--- Charles Dickens: David Copperfield

Unit- V

- Literary Criticism--- Mathew Arnold: Function of Criticism, Touchstone Method

Suggested Classroom Activities:

- Making the students prepare mind maps based on the plot of the novel.
- Students are to prepare biographies of the prescribed authors.
- To prepare charts of authors with different literary genres.
- Group discussion on characteristics of the literary period.
- Seminar presentations on the literary texts prescribed.
- Enacting notable scenes/acts of the drama prescribed.

References:

- Daiches, David. 1979. A Critical History of English Literature. Bombay: Allied Publishers.
- Grierson, H.J.C. 2014. A History of English Poetry. CUP.
- Daiches, David. 2014 ed. History of English Literature. (4 Volumes). CUP.
- Eagleton, Terry. 2007. How to Read a Poem. Oxford: Blackwell.
- M.S. Naagarajan. 2006. English Literary Criticism & Theory.
- Barry, Peter. 2010. Beginning Theory: An Introduction to Literary Theory and Cultural Theory, Manchester University Press, Manchester.
- M H Abrams. 2015. Glossary of Literary Terms. Cengage Learning.

SEMESTER-IV

COURSE 9: AN INTRODUCTION TO MODERN LITERATURE (1900–1940)

Theory

Credits: 4

4 hrs/week

Course Objectives:

- Identify the features of Modern literature.
- Understand the aspects of literary genres, forms and terms of the period.
- Analyze the characteristics of poetry, drama, fiction and literary criticism.
- Have a detailed understanding of the literary texts with the progression of age.
- Critically appreciate the literary texts of the period.

Learning Outcomes:

- Demonstrate an understanding of the major themes and features of Modern literature.
- Interpret and analyze key literary texts from 1900–1940 with reference to their context.
- Compare and contrast different literary genres including poetry, drama, fiction and criticism.
- Apply critical thinking skills to examine the use of style, language, and structure in literary works.
- Develop coherent arguments and presentations on Modern literary texts and authors.

Unit – I

- History of Modern Literature – Characteristics, Major themes & writers
- Literary Genres – Absurd Drama, Existentialism, Stream of Consciousness, Naturalism, Realism, Surrealism

Unit – II

- Poetry – W.B. Yeats: Sailing to Byzantium
- T.S. Eliot: Journey of the Magi

Unit – III

- Drama – Samuel Beckett: Waiting for Godot

Unit – IV

- Fiction – D.H. Lawrence: The Rainbow

Unit – V

- Literary Criticism – T.S. Eliot: Traditional and Individual Talent

Suggested Classroom Activities

- Making the students prepare mind maps based on the plot of the novel.
- Students are to prepare biographies of the prescribed authors.
- To prepare charts of authors with different literary genres.
- Group discussion on characteristics of the literary period.
- Seminar presentations on the literary texts prescribed.
- Enacting notable scenes/acts of the drama prescribed.

References

- Daiches, David. 1979. A Critical History of English Literature. Bombay: Allied Publishers.
- Grierson, H.J.C. 2014. A History of English Poetry. CUP.
- Daiches, David. 2014 ed. History of English Literature. (4 Volumes). CUP.
- Eagleton, Terry. 2007. How to Read a Poem. Oxford: Blackwell.
- M.S. Naagarajan. 2006. English Literary Criticism & Theory.
- Barry, Peter. 2010. Beginning Theory: An Introduction to Literary Theory and Cultural Theory, Manchester University Press, Manchester.
- M.H. Abrams. 2015. Glossary of Literary Terms. Cengage learning.
- T.S. Eliot. 1921. Poetry and Prose: The Chap Book. Poetry Book shop London.

SEMESTER-IV

COURSE 10: GLIMPSES OF WORLD LITERATURE

Theory

Credits: 4

4 hrs/week

Course Objectives:

- Learn the salient features of world literatures.
- Analyze the sense and sensibilities across the globe.
- Understand the influence of various –isms on literary texts.
- Interpret the meaning of a literary text by reading between the lines.
- Identify cultural influences on Modern English literature.

Learning Outcomes:

- Learn the salient features of world literatures.
- Analyze the sense and sensibilities across the globe.
- Understand the influence of various –isms on literary texts.
- Interpret the meaning of a literary text by reading between the lines.
- Identify cultural influences on Modern English literature.

Unit – I

Poetry — Gabriel Okara: Once Upon a Time; Maya Angelou: Caged Bird

Unit – II

Drama — Girish Karnad: Nagamandala

Unit – III

Fiction — Fyodor Dostoevsky: Crime and Punishment

Unit – IV

Short Story — O. Henry: The Last Leaf; Tillie Olsen: I Stand Here Ironing

Unit – V

Literary Criticism — I. A. Richards: Four Kinds of Meaning

Suggested Classroom Activities

- Making the students prepare mind maps based on the plot of the novel.
- Students are to prepare biographies of the prescribed authors.
- To prepare charts of authors with different literary genres.
- Group discussion on characteristics of the literary period.
- Seminar presentations on the literary texts prescribed.

References

- Daiches, David. 1979. A Critical History of English Literature. Bombay: Allied Publishers.
- Grierson, H.J.C. 2014. A History of English Poetry. CUP.
- Daiches, David. 2014 ed. History of English Literature. (4 Volumes). CUP.
- Eagleton, Terry. 2007. How to Read a Poem. Oxford: Blackwell.
- M.S. Naagarajan. 2006. English Literary Criticism & Theory.
- Barry, Peter. 2010. Beginning Theory: An Introduction to Literary Theory and Cultural Theory, Manchester University Press, Manchester.
- M. H. Abrams. 2015. Glossary of Literary Terms. Cengage Learning.

SEMESTER-V

COURSE 11: CREATIVE WRITING AND LITERARY APPRECIATION

Theory

Credits: 4

4 hrs/week

Course Objectives:

- To introduce students to the concept and scope of creative writing.
- To enhance the students' ability to write creatively in various genres.
- To familiarise students with literary appreciation techniques.
- To enable students to write poems, short stories, dialogues and essays.
- To appreciate the use of language and style in literature.

Learning Outcomes:

- Understand the fundamental concepts of creative writing.
- Write short stories, poems, essays and dialogues with clarity and imagination.
- Identify and use various literary devices in writing and analysis.
- Demonstrate the ability to appreciate literature critically.
- Express thoughts effectively in different literary forms.

Unit – I

- What is Creative Writing?
- Imagination and Observation
- Writing Prompt Exercises

Unit – II

- Writing Stories
- Character and Plot
- Setting and Dialogue

Unit – III

- Writing Drama
- Script and Screenplay Basics
- Dialogues and Stage Directions

Unit – IV

- Writing Essays
- Types of Essays – Narrative, Descriptive, Reflective
- Structuring Essays

Unit – V

- Writing Poems
- Figures of Speech – Simile, Metaphor, Personification
- Appreciating Themes, Tone and Style in Poetry

Suggested Classroom Activities

- Group writing tasks and peer reviews.
- Story building games and role plays.
- Essay and poetry competitions.
- Theme-based creative writing sessions.
- Literary device identification exercises.
- Critical appreciation presentations.

References

- David Morley. *The Cambridge Introduction to Creative Writing*. Cambridge University Press.
- Richard Gill. *Mastering English Literature*. Palgrave.
- M.H. Abrams. *A Glossary of Literary Terms*. Cengage Learning.
- R.V. Dhawan. *Creative Writing in English*. Bahri Publications.
- T. Murthy. *Creative Writing*. Oxford University Press.
- Peter Barry. *Beginning Theory*. Manchester University Press.

SEMESTER-V

COURSE 12 A: ENGLISH LANGUAGE TEACHING SKILLS

Theory

Credits: 4

4 hrs/week

Objectives:

- Understand the central principles of Teaching English
- Acquire the skills of Teaching English
- Demonstrate different classroom management techniques
- Teach English in a systematic way
- Make use of Technology for Teaching English

Learning Outcomes:

- Students will be able to understand and explain the key principles of teaching English as a second language.
- Students will demonstrate various methods and techniques used in the English language classroom.
- Students will effectively manage classrooms using appropriate strategies.
- Students will develop and execute lesson plans for teaching different components of English.
- Students will integrate ICT tools in teaching and assessing English language skills.

Unit-I

- Concepts in Teaching English as a Second Language

Unit-II

- Different Methods and Levels of Teaching English
- Contextualization of Grammar Teaching

Unit-III

- Teaching Writing Skills
- Teaching English Literature (Prose, Poetry, Fiction and Drama)
- Lesson Planning & Materials

Unit-IV

- Classroom Management Techniques

Unit-V

- Assessment & Evaluation
- Teaching English for Employment
- ICT-Based English Language Teaching

Resources for Further Reading:

- Raymond Murphy. Essential English Grammar. Cambridge University Press, 2015.
- Penny Ur. A Course in English Language Teaching. Cambridge University Press, 1999.
- M.L.Tickoo. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Orient Blackswan Private Limited, 2013.
- N.Krishna Swamy & Lalitha Krishna Swamy. Teaching English: Approaches, Methods and Techniques. Macmillan India Limited, 2005.
- Oxford English Language Teaching: <https://elt.oup.com/?cc=global&selLanguage=en>
- British Council's Teaching Resources: <https://www.teachingenglish.org.uk/resources/primary>
- English Teaching Forum: <https://americanenglish.state.gov/forum>

Suggested Classroom Activities:

- Students will practice and demonstrate teaching skills through peer teaching and micro-teaching sessions.
- Prepare sample lesson plans for different levels of English language learners.
- Analyze and present reviews of popular English Language Teaching textbooks or online platforms.
- Participate in group discussions on classroom challenges and management techniques.
- Hands-on training in the use of ICT tools such as Google Classroom, YouTube educational channels, grammar checkers, etc.
- Prepare and present teaching materials for a mock classroom environment.
- Fieldwork or practicum in school or community settings to test and reflect on teaching techniques.

SEMESTER-V

COURSE 12 B: TEACHING ENGLISH ONLINE

Theory

Credits: 4

4 hrs/week

Learning Objectives

- To understand the key concepts and scope of online English teaching.
- To acquire essential skills required for effective online teaching.
- To identify and utilize digital platforms and resources for English language instruction.
- To plan and conduct online English classes efficiently.
- To apply technology for assessing and evaluating students' performance online.

Course Outcomes

- Students will demonstrate familiarity with the pedagogical aspects of teaching English online.
- Students will acquire practical skills in planning and delivering online English lessons.
- Students will effectively use online platforms like Zoom, Google Meet, and LMS tools.
- Students will identify and use online educational resources responsibly.
- Students will be able to assess students' performance using digital tools and evaluations.

Unit I

- Contextualizing the Online Teaching of English (The learners, the context, the content)
- Types of Online Teaching (Self-learning, Guided Learning, Blended Learning, Flipped Classroom etc.)

Unit II

- Course Planning (Course Modalities, Timelines and Chunking)
- Lesson Planning (Course Content, Materials, Additional Inputs)

Unit III

- Types of Online Teaching Platforms (LMS, Moodle, Google Classroom, Zoom, Cisco-WebEx, Google Meet, etc.)
- Online Classroom Management (Break-up Rooms, Chat Boxes, Polling/ Voting, Interaction)

Unit IV

- Online Educational Resources (Copyright, Creating Own Resources)
- Collaboration

Unit V

- Mobile Learning
- Online Evaluation

Suggested Classroom Activities

- Students conduct mock online teaching sessions using platforms like Zoom or Google Meet.
- Creation and presentation of lesson plans suited for online delivery.
- Group discussions and role plays in breakout rooms to simulate real-time class scenarios.
- Prepare and deliver short video lectures using screen recording tools.
- Use online polling, quizzes and discussion boards to enhance classroom interaction.

References

- Virendra Mishra et al. English Language Teaching Skills. Cambridge University Press, 2020.
- N. Krishna Swamy & Lalitha Krishna Swamy. Methods of Teaching English. Trinity Press, 2014.
- Navita Arora. English Language Teaching. MacGraw Hill, 2012.
- N. Krishna Swamy & Lalitha Krishna Swamy. Teaching English: Approaches, Methods and Techniques. Macmillan India Limited, 2005.
- Cambridge Assessment English: <https://www.cambridgeenglish.org/blog/12-tips-for-teaching-an-online-english-class/>
- British Council English Resources for Teachers:
<https://www.britishcouncil.org.br/en/programmes/english/resources-teachers>

SEMESTER-V

COURSE 13 A: SKILLS AND PROCEDURES OF TRANSLATION

(ENGLISH & TELUGU)

Theory

Credits: 4

4 hrs/week

Learning Objectives:

- To introduce the fundamental concepts and significance of translation in multilingual contexts.
- To understand different types, methods, and tools of translation, including traditional and digital resources.
- To develop the ability to translate literary and non-literary texts between English and Telugu.
- To familiarise with cultural nuances, idioms, and grammatical challenges in translation.
- To train students in using translation strategies for media, technical documents, and advertisements.

Course Outcomes:

- Demonstrate an understanding of translation as a linguistic and cultural activity.
- Identify and apply suitable types and methods of translation.
- Translate content effectively between English and Telugu, maintaining meaning and style.
- Critically analyse problems in literary, media, and technical translations.
- Use ICT tools and online resources for professional translation work.

Unit – I

- Introduction to Translation: Meaning, Importance, Scope and Relevance

Unit – II

- Types of Translation & Tools: Interlingual, Intralingual and Intersemiotic Translation
- Translation Tools: Types of Dictionaries, Thesaurus, Encyclopaedia, Online Resources
- Central Issues in Translation: Language, Culture, Equivalence, Loss and Gain

Unit – III

- Pragmatic Translation: Technical, Media, and Medical
- Literary Translation: Translation of Creative Writing

Unit – IV

- Strategies & Procedures: True Translation, Literal, Free Translation, Transliteration, Transcreation
- Problems in translation from English to Telugu and Vice versa

Unit – V

- Translating Short Fiction, Prose and Poetry
- Translating for the Print Media & Advertisements
- Technical Translation and Translation Technology

Suggested Classroom Activities

- Translate simple literary passages from English to Telugu and vice versa.
- Practice translating advertisements, media clippings, and official documents.
- Group discussion on issues of equivalence, idiomatic expressions, and cultural context.
- Project work on glossary building of technical or professional terminology.
- Peer review and evaluation of translated texts.
- Assignments using online dictionaries, thesaurus, and machine translation tools.

References

- Bassnett, Susan. *Translation Studies*. Routledge: Taylor & Francis Group, New York, 2005.
- Newmark, Peter. *Approaches to Translation*. Prentice Hall, New York.
- Jakobson, Roman. “On Linguistic Aspects of Translation”, in *On Translation*, Ed. Reuben Arthur Brower, Harvard University Press, 1959.
- Lakshmi, H. *Problems of Translation*. Booklinks Corp. 1993.
- National Translation Mission, Mysore:
https://www.ntm.org.in/languages/english/ongoinginitiatives_ntm.aspx

SEMESTER-V

COURSE 13 B: ENGLISH FOR JOURNALISM AND ADVERTISING (PRINT MEDIA)

Theory

Credits: 4

4 hrs/week

Course Objectives:

- Understand the foundational principles of journalism and its societal role.
- Use appropriate English language features for journalistic and advertising contexts.
- Identify and use print and digital media resources effectively.
- Enhance speaking and writing skills for media-specific purposes.
- Analyse news and advertisements with critical awareness and ethical responsibility.

Learning Outcomes:

- Apply journalistic principles in writing accurate and impactful reports.
- Employ formal, concise, and reader-friendly English in print media.
- Distinguish between different forms of news publications and advertisements.
- Develop and proofread content for newspapers, magazines, and advertisements.
- Demonstrate communication skills suited for both traditional and digital journalism.

Unit – I

- Principles of Journalism: Gathering Information, Verifying Facts, Reporting the Events, Impacting People
- Use of English in Newspapers: Simple, Formal, Concise, and Impersonal tone

Unit – II

- Types of Print Media: Newspapers, Magazines, Periodicals – Nature and Purpose
- Language for Journalism: Specific Use of Tenses, Functional Vocabulary, Agreeing and Disagreeing Expressions, Reported Speech

Unit – III

- Journalism as a Social Memoir: Journalism as Narrative and Record of Public Life
- Style Guide and Proofreading: Grammar, Structure, Editing Standards

Unit – IV

- Writing for the Media: Headlines, Reports, Editorials
- Advertising and Lexical Features: Persuasive Language, Wordplay, Slogans, Taglines

Unit – V

- Speaking Skills for the Media: Presentation, Interviewing, Voice Modulation
- Journalism in the Digital Age: Online Platforms, Ethics, Speed vs. Accuracy

Suggested Classroom Activities

- Practice writing news reports, articles, and advertisements.
- Conduct mock interviews and news reading sessions.
- Create and edit a class newspaper or bulletin.
- Analyse advertisements for language techniques and effectiveness.
- Compare print vs. digital media language and formats.
- Visit to local press/newsroom/library for contextual learning.
- Group discussions on ethical journalism and fake news.
- Translation and rewriting exercises for headlines and slogans.

References

1. Wynford Hicks – English for Journalists (Media Skills), 4th Ed., Routledge, 2013.
2. Crawford Gillan & Sir Harold Evans – Essential English for Journalists, Editors and Writers, Random House, 2010.
3. Sylee Gore – English for Marketing & Advertising, Oxford University Press, 2008.
4. Angela Goddard – The Language of Advertising: Written Texts, Routledge, 1998.
5. Bill Kovach & Tom Rosenstiel – The Elements of Journalism, Crown Publishers, 2007.
6. The Guardian – News Writing:
<https://www.theguardian.com/books/2008/sep/25/writing.journalism.news>
7. Indian Institute of Mass Communication:
http://iimc.nic.in/content/44_1_JournalismEnglish.aspx
8. American Press Association – Principles of Journalism:
<https://americanpressassociation.com/principles-of-journalism/>
9. ThoughtCo. – Advertising Vocabulary: <https://www.thoughtco.com/advertising-vocabulary-1210143>

SEMESTER-VI

COURSE 14 A: TECHNICAL WRITING

Theory

Credits: 4

4 hrs/week

Course Objectives

- Introduce the fundamentals and real-world relevance of technical writing.
- Develop students' ability to write clear, concise, and structured technical documents.
- Enable students to use appropriate style and format for professional communication.
- Familiarize students with the common tools and practices used in workplace documentation.
- Prepare students for entry-level technical writing or documentation roles in industries, service sectors, and government offices.

Learning Outcomes

- Remember key terms and formats in technical writing.
- Understand the differences between literary and technical writing.
- Apply correct structure and format to basic workplace documents.
- Analyze samples and identify areas of improvement in writing.
- Evaluate professional writing based on clarity, tone, and appropriateness.
- Create simple technical documents such as reports, emails, and manuals.

Unit I

- What is Technical Writing? – Definition and Scope
- Difference between Literary and Technical Writing
- Importance of Technical Communication in Jobs
- Qualities of a Good Technical Document

Unit II

- Writing Clearly – Short and Direct Sentences
- Use of Active Voice and Neutral Tone
- Common Errors – Redundancy and Ambiguity
- Formal vs Informal Writing

Unit III

- Memos, Notices, and Circulars
- Email Writing – Professional Tone and Structure
- Instructions and User Guidelines
- Meeting Agenda and Minutes

Unit IV

- Writing a Simple Project or Visit Report
- Proposal Writing – Need and Format
- Using Bullets, Headings, and Tables

Unit V

- Document Formatting using MS Word / Google Docs

- Proofreading using Tools like Grammarly / Hemingway
- Use of Templates, Charts, and Visual Aids
- Plagiarism, Referencing, and Ethics in Writing

Suggested Classroom Activities

- Identify and list technical documents used in your college or hometown.
- Rewrite an informal WhatsApp message or spoken instruction into a formal email.
- Draft a memo, notice, or a user guide (e.g., 'How to apply for a scholarship').
- Write a one-page visit report or proposal to start a college club.
- Format a sample document with heading styles, bullets, numbering, and a chart using MS Word or Google Docs.
- Use Grammarly or Hemingway to correct and improve your writing.
- Prepare a short user manual (e.g., 'How to Use a Library Catalogue' or 'How to Use a Fire Extinguisher').

References

- Meenakshi Raman & Sangeeta Sharma – Technical Communication: Principles and Practice
- Sharon Gerson & Steven Gerson – Technical Writing: Process and Product
- Purdue OWL – <https://owl.purdue.edu>
- Grammarly – <https://www.grammarly.com>
- Hemingway App – <https://hemingwayapp.com>
- Sample Templates: Memos, Reports, Circulars – Provided by Instructor

SEMESTER-VI

COURSE 14 B: STRUCTURE OF MODERN ENGLISH

Theory

Credits: 4

4 hrs/week

Course Objectives

- To introduce the key components of the structure of English: phonology, morphology, syntax, and semantics.
- To help students understand how English sounds, words, and sentence structures work.
- To develop analytical skills in recognizing patterns in English usage and grammar.
- To prepare students for advanced studies in linguistics, teaching, editing, or communication.

Learning Outcomes

- Recall the basic concepts of phonology, morphology, syntax, and semantics.
- Explain how English sound system and word formations function.
- Apply linguistic rules to identify grammatical patterns in sentences.
- Analyze sentence structures using phrase structure rules and transformations.
- Evaluate how meaning is constructed through syntax and vocabulary.
- Construct grammatically correct and semantically meaningful sentences.

Unit I

- Definition and Scope of Linguistics
- Branches of Linguistics: Phonology, Morphology, Syntax, Semantics
- Organs of Speech and Speech Mechanism
- Consonants and Vowels in English – IPA Chart (Basics only)

Unit II

- Morpheme and its Types – Free and Bound Morphemes
- Inflectional vs. Derivational Morphology
- Word Formation Processes – Compounding, Clipping, Blending, Borrowing
- Affixes – Prefixes and Suffixes in English

Unit III

- Phrase Structure Rules: NP, VP, PP, AdjP, AdvP
- Basic Sentence Patterns in English
- Transformational Rules – Interrogatives, Negatives, Passives (Basic Level)
- Constituents and Sentence Tree Diagrams (Basic Level)

Unit IV

- Types of Meaning – Lexical, Grammatical, Contextual
- Synonymy, Antonymy, Hyponymy, Homonymy
- Componential Analysis and Semantic Fields
- Ambiguity and Meaning Shift

Unit V

- Analyzing English Sentences – Identification of Phrases and Clauses

- Morpheme Identification Exercises
- Syntactic Tree Diagrams (Simple Sentences)
- Use of Dictionary and Online Tools for Word Study and Semantics

Suggested Classroom Activities

- Identify different morphemes in common English words and categorize them.
- Transform simple sentences into interrogatives and passives.
- Draw tree diagrams for 2–3 simple English sentences.
- Group words based on semantic relationships: synonyms, antonyms, etc.
- Use dictionary or online tools (like Lexico) to explore componential meaning of words.
- Conduct a mini-group project analyzing the structure of a small paragraph in English.

References

- Geoffrey Leech – A Glossary of English Grammar
- David Crystal – The Cambridge Encyclopedia of the English Language
- George Yule – The Study of Language
- Frank Palmer – Grammar (Penguin)
- Online Resource: <https://www.linguisticsnetwork.com>
- IPA Chart from the International Phonetic Association website

SEMESTER-VI

COURSE 15 A: COMMUNICATIVE ENGLISH

Theory

Credits: 4

4 hrs/week

Course Objectives

- To equip students with effective oral and written communication skills for academic and professional contexts.
- To enable learners from rural and regional backgrounds to speak and write confidently in English.
- To introduce strategies for public speaking, group discussion, and professional correspondence.
- To develop fluency, clarity, and coherence in communication with practical exposure.

Learning Outcomes

- Recognize the key features of spoken and written English communication.
- Describe various forms of interpersonal and professional communication.
- Demonstrate the ability to participate in conversations, discussions, and interviews.
- Apply correct grammar, vocabulary, and tone in writing and speaking.
- Develop and present oral and written communication suited to real-world needs.

Unit I:

- Definition and Elements of Communication
- Types: Verbal, Non-verbal, Written, Visual
- Barriers to Communication and Strategies to Overcome barriers

Unit II

- Telephone Etiquette and Informal Dialogues
- Public Speaking: JAM, Speeches, Descriptions

Unit III

- Listening to Announcements, Lectures, and Interviews
- Note-taking and Summary Writing from Audio Clips

Unit IV

- Paragraph Writing, Descriptive and Narrative Tasks
- Letter Writing: Formal, Informal and E-mail Etiquette
- Report Writing and Notice/Agenda for Meetings

Unit V

- Mock Interviews and Resume Preparation
- Role Plays for Real-life Situations (Shop, Bank, Interview, Travel)
- Debates

Unit-wise Suggested Classroom Activities

Unit I

- Activity: Role-play scenarios demonstrating different types of communication.
- Activity: Identify and correct communication barriers in sample dialogues.
- Activity: Match non-verbal cues to corresponding emotions/messages.

Unit II

- Activity: JAM (Just A Minute) practice on everyday topics.
- Activity: Simulate telephonic conversations using real-life contexts.
- Activity: Practice impromptu speeches and classroom interviews.

Unit III

- Activity: Listen to short audios and answer comprehension questions.
- Activity: Audio-to-text summary writing exercises.
- Activity: Fill in the blanks based on listening to a short announcement.

Unit IV

- Activity: Draft a personal letter and an email for given situations.
- Activity: Write a paragraph describing an event from memory.
- Activity: Prepare a notice and agenda for a college meeting.

Unit V

- Activity: Conduct mock group discussions with feedback sessions.
- Activity: Participate in peer interviews and resume reviews.
- Activity: Perform role-plays (e.g., buying tickets, job interview, complaint at a store).
- Debates on current topics.

References

Offline Resources

- Krishna Mohan & Meera Banerji – Developing Communication Skills
- J. K. Gangal – A Practical Course in Spoken English
- Geetha Nagaraj – English Language Teaching: Approaches and Methods

Online / Digital Resources

- YouTube Channels: BBC Learning English, EnglishClass101, FluentU
- MOOCs: SWAYAM/NPTEL Courses on Communication and Soft Skills

SEMESTER-VI

COURSE 15 B: FUNCTIONAL ENGLISH

Theory

Credits: 4

4 hrs/week

Course Objectives

- To develop practical language usage skills for real-life situations.
- To strengthen the foundational grammar and vocabulary of students from rural backgrounds.
- To equip learners with skills required for professional and workplace communication.
- To enhance functional fluency and self-confidence in English communication.

Learning Outcomes

- Apply correct grammar and vocabulary in daily and professional settings.
- Demonstrate improved spoken and written English fluency.
- Compose formal and informal letters, emails, and professional communication.
- Engage confidently in real-life conversations, interviews, and workplace dialogue.

Unit I

- Parts of Speech
- Sentence Types – Assertive, Interrogative, Imperative, Exclamatory
- Tenses and Concord
- Common Errors in Usage and Correction

Unit II

- Synonyms, Antonyms, One-word Substitutes
- Phrases, Idioms, Collocations
- Giving Directions, Describing Daily Routine
- Speaking over Phone – Formal and Informal

Unit III

- Paragraph Writing – Unity, Coherence, Order
- Writing Letters – Formal and Informal
- Writing Emails – Structure and Etiquette
- Filling Forms – Bank, College admission forms, Passport, etc.

Unit IV

- Writing Resumes and Cover Letters
- Notices, Circulars, Memos
- Minutes of Meeting and Report Writing (Basics)
- Workplace Etiquette and Politeness in Communication

Unit V

- Self-Introduction and Introducing Others
- Role Plays – At Market, Railway Station, Doctor, etc.

- Listening Practice – Instructions and Announcements
- Mock Interviews and Group Discussions (Basics)

Suggested Classroom Activities

Unit I

- Grammar correction worksheets
- Sentence construction games
- Group activities for identifying errors in usage

Unit II

- Word games like word ladders and puzzles
- Pair work for idiom usage
- Role play for giving directions or making requests

Unit III

- Letter and email writing tasks
- Form filling practice sessions
- Peer review of written content

Unit IV

- Resume-building workshop
- Mock office memo preparation
- Writing short reports on campus events

Unit V

- Self-introduction drills
- Listening to audio clips and summarising
- Interview role-plays and GD simulations

References

Offline Resources

- Krishna Mohan & Meera Banerji – Developing Communication Skills
- Tara Chand Sharma – A Textbook of Functional English
- Geetha Nagaraj – English Language Teaching: Approaches and Methods

Online / Digital Resources

- YouTube Channels: BBC Learning English, Spoken English Guru, FluentU
- MOOCs: SWAYAM and NPTEL – Courses on Functional and Professional English
