



## ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(w.e.f. Academic Year – 2023-24)

### PROGRAMME: B.A. Honours in Special English

Semester	Papers	Hours	Credits
I	1. Fundamentals of Social Sciences	4	4
	2. Perspectives on Indian Society	4	4
II	3. An Introduction to English Literature (600-1500)	4	4
	4. An Introduction to Elizabethan Literature (1558-1603)	4	4
III	5. An Introduction to Jacobean Literature (1603-1625)	4	4
	6. An Introduction to Restoration Literature (1660-1689)	4	4
	7. An Introduction to Augustan Literature (1700-1750)	4	4
	8. An Introduction to Romantic Literature (1798-1837)	4	4
IV	9. An Introduction to Victorian Literature (1837-1900)	4	4
	10. An Introduction to Modern Literature (1900-1940)	4	4
	11. Glimpses of World Literature	4	4
V	<b>(Mandatory)</b>	4	4
	12. Writing for Media		
	13. Creative Writing and Literary Appreciation		
	<b>Set-A</b>		
	14. A. English Language Teaching Skills		
	14. B. Skills and Procedures of Translation (English & Telugu)	4	4
<b>(Or)</b>			
<b>Set-B</b>			
15. A. Teaching English Online			
15. B. English for Journalism & Advertising (Print Media)	4	4	

## Paper – 1

### Fundamentals of Social Sciences

**Learning objectives:** The student will be able to understand the nature, various approaches, organs of the state, social perspectives, and application of ICT.

**Learning Outcomes:** On successful completion of the course the student will be able to :

1. Learn about the nature and importance of social science.
2. Understand the Emergence of Culture and History
3. Know the psychological aspects of social behavior
4. Comprehend the nature of Polity and Economy
5. Knowledge on application of computer technology

#### Unit – I – What is Social Science?

1. Definition and Scope of Social Science – Different Social Sciences
2. Distinction between Natural Science and Social Sciences
3. Interdisciplinary Nature of Social Sciences
4. Methods and Approaches of Social Sciences

#### Unit -II: Understanding History and Society

1. Defining History, Its Nature and Scope
2. History- A Science or an Art
3. Importance of History in the Present Society
4. Types of History and Chronology of Indian History

#### Unit – III – Society and Social Behaviour

1. Definition, Nature, and Scope of Psychology
2. Importance of Social Interaction
3. Need of Psychology for present Society
4. Thought process and Social Behavior

#### Unit – IV – Political Economy

1. Understanding Political Systems
2. Political Systems – Organs of State
3. Understanding over Economics - Micro and Macro concepts
4. Economic Growth and Development - Various aspects of development

#### Unit - V – Essentials of Computer

1. Milestones of Computer Evolution - Computer – Block Diagram, Generations of Computers
2. Internet Basics – Internet History, Internet Service Providers – Types of Networks – IP – Domain Name Services – Applications
3. Ethical and Social Implications – Network and Security concepts – Information assurance fundamentals
4. Cryptography – Symmetric and Asymmetric –malware – Fire walls – Fraud Techniques – Privacy and Data Protection

#### Reference Books

1. The social sciences: An Integrated Approach by James M. Henslin and Danniell F. Chambliss
2. The Wonder that was India – A.L.Bhasham
3. Introduction to Psychology – Morgan and King
4. Principles of Political Science – A.C. Kapoor
5. Contemporary Political Theory – J.C.Johari
6. M.L.Jhingan – Economic Development – Vikas, 2012
7. ML Seth – Macro Economics - Lakshminarayana Agarawal, 2015
8. Fundamentals of Computers by V. Raja Raman
9. Cyber Security Essentials by James Graham, Richard Howard, Ryan Olson

**Activities:**

1. Group Project Work
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identifying the attributes of network (Topology, service provider, IP address and bandwidth of your college network) and prepare a report covering network architecture.
8. Identify the types of malwares and required firewalls to provide security.
9. Latest Fraud techniques used by hackers.

## Paper – II

### Perspectives on Indian Society

**Learning objectives:** The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to social phenomena.

**Learning Outcomes:** On successful completion of the course the student will be able to :

1. Learn about the significance of human behavior and social dynamics.
2. Remembers the Indian Heritage and freedom struggle
3. Comprehend the philosophical foundations of Indian Constitution
4. Knowledge on Indian Economy

#### Unit – 1 – Man in Society

1. Human Nature and Real-Life Engagement
2. Social Groups and Social Dynamics
3. Individualism and Collectivism – Ethical Concerns
4. Human Life – Social Influence and Social Impact

#### Unit-II: Indian Heritage and Freedom Struggle in India

1. Cultural & Heritage sites of Tourism in India
2. Indian Dance, Music and Yoga
3. Rise of Nationalism Under British Rule in brief (1857-1947)
4. Contemporary history of India-integration of Princely States, abolition of Zamindari, formation of linguistic states

#### Unit – 3 – Indian Constitution

1. Philosophical Foundations of Indian Constitution
2. Elements of Indian Constitution
3. Study of Rights in Indian Constitution
4. Directive principles to State

#### Unit – 4. Indian Economy

1. Indian Economy - Features – Sectoral contribution in income
2. Role of Financial Institutions - RBI - Commercial Banks
3. Monetary and Fiscal Policies for Economic Development
4. Economic Reforms - Liberalization - Privatization- Globalization

#### Unit – 5 - Impact on Society & Analytics

1. Role of Computer, impact of Computers on human behavior, e-mail,
2. Social Networking- WhatsApp, Twitter, facebook, impact of Social Networks on human behavior.
3. Simulating, Modeling, and Planning, Managing Data, Graphing, Analyzing Quantitative Data,
4. Expert Systems and Artificial Intelligence Applications in the Social Sciences

### References

1. Introduction to Psychology – Atkinson RC
2. History of the freedom movement in India – Tarachand
3. India since Independence – Bipinchandra
4. Introduction to the Constitution of India D.D.Basu
5. S.K Misra & V.K Puri – Indian Economy, Himalaya Publishing House , 2015
6. Government of India, Economic Survey (Annual), New Delhi
7. Information and Communication Technology by APCCE
8. Computer Applications in the Social Sciences by Edward E. Brent, Jr. and Ronald E. Anderson

**Activities:**

1. Assignment
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identify the peripherals connected to a system and label them as either Input or Output or both.
8. Identify the Operating System loaded in your system and compare the features with other existing Operating System.
9. Collect latest census data and draw a graph indicating the growth rate.
10. Predicting the risk of depression, substance dependency, drinking, obsessive compulsive disorders, and suicide using AI.

### 3. AN INTRODUCTION TO ENGLISH LITERATURE (600-1500)

#### Objectives & Outcomes:

After going through the course the learner would be able to

- Learn the features of Old English, Middle English and Renaissance Periods.
- Review the aspects of literary genres, forms and terms of the period.
- Identify the characteristics of poetry, drama and literary criticism.
- Have a detailed understanding of the literary texts.

#### UNIT-I

**History of English Literature--** Old English, Middle English, Renaissance period

#### UNIT-II

**Literary Genres--**Poetry, Drama, Ballad, Epic, Alliteration, Elegy, Sonnet, Mystery/Miracle Plays, Morality Play

#### UNIT-III

**Poetry---** Geoffrey Chaucer: *Controlling the Tongue*

Edmund Spenser: Sonnet 73 (*Lyke as a Byrd*)from Amoretti

#### UNIT-IV

**Drama---** Christopher Marlowe: *The Jew of Malta*

#### UNIT-V

**Literary Criticism---** Philip Sydney: *An Apology for Poetry*

#### Reference:

- 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
- Stephen. *Renaissance Self-Fashioning*. 1980. *From More to Shakespeare*. Chicago: University of Chicago Press.

**Activities:**

To prepare biographies of the authors prescribed for the study.

To prepare charts of authors with different literary genres.

Group discussion on characteristics of the literary period.

Seminar presentations on the literary texts prescribed.

**Components of Evaluation:**

<b>Objectives</b>	<b>Marks (Maximum 100)</b>
<b>Unit – I</b>	15
<b>Unit – II</b>	15
<b>Unit – III</b>	15
<b>Unit – IV</b>	15
<b>Unit – V</b>	15
<b>Internal Marks</b>	25

## 4. AN INTRODUCTION TO ELIZABETHAN LITERATURE (1558-1603)

### Objectives & Outcomes:

After going through the course the learner would be able to

- Learn the features of Elizabethan literature.
- Review the aspects of literary genres, forms and terms of the period.
- Identify the characteristics of poetry, drama and literary criticism.
- Have a detailed understanding of the literary texts.

### UNIT-I

**History of Elizabethan Literature**-- Literary Characteristics, Major Themes & Writers  
Elizabethan Theatre

### UNIT-II

**Literary Genres**---Simile, Metaphor, Allegory, Personification, Tragedy, Comedy, Tragi-Comedy,  
Chronicle Play, Three Unities, Masque

### UNIT-III

**Poetry**--- William Shakespeare: Sonnet 116 (*Let me not to the Marriage of True Minds*),  
*All the world's a stage*(Poetic excerpt from *As you Like It*)

### UNIT-IV

**Drama**--- William Shakespeare: *Hamlet*

### UNIT-V

**Literary Criticism**--- Aristotle: *Poetics* (Elements of Tragedy)

### Reference:

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  
Chambers, E. K.1923, *The Elizabethan Stage*.4 Volumes, Oxford, Clarendon Press.

### Activities:

To list out major plays of Shakespeare.  
To prepare the biographies of the authors prescribed for the study.  
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 Elizabethan dramas.

**Components of Evaluation:**

<b>Objectives</b>	<b>Marks (Maximum 100)</b>
<b>Unit – I</b>	15
<b>Unit – II</b>	15
<b>Unit – III</b>	15
<b>Unit – IV</b>	15
<b>Unit – V</b>	15
<b>Internal Marks</b>	25

## 5. AN INTRODUCTION TO JACOBEAN LITERATURE (1603-1625)

### Objectives & Outcomes:

After going through the course the learner would be able to

- Learn the features of Jacobean literature.
- Analyze the aspects of literary genres, forms and terms of the period.
- Identify the characteristics of poetry, prose, drama and literary criticism.
- Have a detailed understanding of the literary texts.
- Understand the evolution of prose as a literary genre.

### 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*

### 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

**Activities:**

To prepare biographies of the authors prescribed for the study.

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 Jacobean drama.

**Components of Evaluation:**

<b>Objectives</b>	<b>Marks (Maximum 100)</b>
<b>Unit – I</b>	15
<b>Unit – II</b>	15
<b>Unit – III</b>	15
<b>Unit – IV</b>	15
<b>Unit – V</b>	15
<b>Internal Marks</b>	25

## 6. AN INTRODUCTION TO RESTORATION LITERATURE (1660-1689)

### Objectives & Outcomes:

After going through the course the learner would be able to

- Learn the features of Restoration literature.
- Recognize the aspects of literary genres, forms and terms of the period.
- Distinguish the characteristics of poetry, prose, drama and literary criticism.
- Have a detailed understanding of the literary texts.

### 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: *Advise 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*

### Reference:

- 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

**Activities:**

To prepare biographies of the authors prescribed for the study.

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 Restoration drama.

**Components of Evaluation:**

<b>Objectives</b>	<b>Marks (Maximum 100)</b>
<b>Unit – I</b>	15
<b>Unit – II</b>	15
<b>Unit – III</b>	15
<b>Unit – IV</b>	15
<b>Unit – V</b>	15
<b>Internal Marks</b>	25

## 7. AN INTRODUCTION TO AUGUSTAN LITERATURE ( 1700-1750)

### Objectives & Outcomes:

After going through the course the learner would be able to

- Learn the features of Augustan literature.
- Understand the aspects of literary genres, forms and terms of the period.
- Identify the characteristics of poetry, prose, drama 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 Augustan Literature---** Characteristics, Major themes & writers  
**Literary Genres---** Mock Epic, Heroic Tragedy, Heroic Couplet, Sentimental Comedy, Epistles, Biography, Auto-biography.

### Unit- II

**Poetry---** Alexander Pope: *The Rape of the Lock*

### Unit- III

**Prose---** Daniel Defoe: *Robinson Crusoe*

### Unit- IV

**Drama----** Oliver Goldsmith: *She Stoops to Conquer*

### Unit- V

**Literary Criticism---** Samuel Johnson: *Preface to Shakespeare*

### Reference:

- 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

**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 for the study.

**Components of Evaluation:**

<b>Objectives</b>	<b>Marks (Maximum 100)</b>
<b>Unit – I</b>	15
<b>Unit – II</b>	15
<b>Unit – III</b>	15
<b>Unit – IV</b>	15
<b>Unit – V</b>	15
<b>Internal Marks</b>	25

## 8. AN INTRODUCTION TO ROMANTIC LITERATURE (1798-1837)

### Objectives & Outcomes:

After going through the course the learner would be able to

- 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*

### Reference:

- 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.

**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 biographies of the authors prescribed for the study.

To prepare charts of authors with different literary genres.

Group discussion on characteristics of the literary period.

Seminar presentations on the literary texts prescribed.

**Components of Evaluation:**

<b>Objectives</b>	<b>Marks (Maximum 100)</b>
<b>Unit – I</b>	15
<b>Unit – II</b>	15
<b>Unit – III</b>	15
<b>Unit – IV</b>	15
<b>Unit – V</b>	15
<b>Internal Marks</b>	25

## 9. AN INTRODUCTION TO VICTORIAN LITERATURE (1837-1900)

### Objectives & Outcomes:

After going through the course the learner would be able to

- 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*

### Reference:

- 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

**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.

**Components of Evaluation:**

<b>Objectives</b>	<b>Marks (Maximum 100)</b>
<b>Unit – I</b>	15
<b>Unit – II</b>	15
<b>Unit – III</b>	15
<b>Unit – IV</b>	15
<b>Unit – V</b>	15
<b>Internal Marks</b>	25



## 10. AN INTRODUCTION TO MODERN LITERATURE (1900-1940)

### Objectives & Outcomes:

After going through the course the learner would be able to

- 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.

### 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*

### Reference:

- 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.

**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.

**Components of Evaluation:**

<b>Objectives</b>	<b>Marks (Maximum 100)</b>
<b>Unit – I</b>	15
<b>Unit – II</b>	15
<b>Unit – III</b>	15
<b>Unit – IV</b>	15
<b>Unit – V</b>	15
<b>Internal Marks</b>	25

## 11. GLIMPSES OF WORLD LITERATURE

### Objectives & Outcomes:

After going through the course the learner would be able to

- 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**---GirishKarnad: *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*

### Reference:

- 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

**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.

**Components of Evaluation:**

<b>Objectives</b>	<b>Marks (Maximum 100)</b>
<b>Unit – I</b>	15
<b>Unit – II</b>	15
<b>Unit – III</b>	15
<b>Unit – IV</b>	15
<b>Unit – V</b>	15
<b>Internal Marks</b>	25

## 12. WRITING FOR THE MEDIA

### Objectives & Outcomes:

At the end of the course the student will be able to:

- Write with confidence
- Use Correct Grammar, Punctuation and Appropriate Style
- Differentiate between various types of media writing
- Gather and synthesize information from authentic sources
- Use digital resources for media writing

### Unit-I

1. Good Writing Skills  
(Vocabulary, Basic Grammar, Expansion and Optimization)
2. Resources for Writing (Dictionary, Thesaurus and Encyclopaedia)

### Unit-II

1. Proofreading, Punctuation and Style
2. Types of Media Writing  
(Information, Description, Persuasion and Editorial Writing & Feature Writing)

### Unit-III

1. Writing for Specialized Areas: Sports, Culture, Entertainment, Cuisine etc.
2. Collecting News and Identifying Sources

### Unit-IV

1. Media Writing and Translation
2. Media Writing and Social Responsibility

### Unit-V

1. The Role of Technology in Media Writing (Blogging, Podcasts, Social Media and Collaboration in Writing)
2. Digital Resources for Writing (Online Dictionaries, Inbuilt and Online Spell-Checkers, Grammar-Checkers and Google Resourc

### Resources for Further Reading:

1. Usha Raman. Writing for the Media. Oxford University Press, New Delhi, 2010
2. Brian Carroll. Writing for Digital Media. Routledge, New York, 2010.
3. Liz Hamp-Lyons, Ben Heasley. Study Writing. Cambridge University Press, 2006
4. Writing in the Media Environment. <https://www.jprof.com/lecture-notes/writing-in-the-media-environment/>
5. Different Types of Media Writing. <https://blog.copify.com/post/different-types-of-media-writing>
6. Media Writing Skills and Characteristics. <https://ohiostate.pressbooks.pub/stratcommwriting/chapter/media-writing-skills/>

### Activities:

- 1. For Teachers:** The teacher will train students in practical skills in writing for the media for not less than 10 hours and assign activities. The teacher will guide the learners to identify different current subjects to write for the media to demonstrate their knowledge.
- 2. For Students:** Learners will conduct practicum in writing for the media (News Papers, News Magazines, Journals and College Magazines, Script Writing for Radio and Short Films) for 10 hours. The learners will discuss the findings among themselves and prepare individual hand-written Fieldwork/Project work Report of the activity in at least 10 pages as guided by the teacher.

### Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
Internal Marks	25

## 13. CREATIVE WRITING AND LITERARY APPRECIATION

### Objectives & Outcomes:

At the end of the course the student will be able to:

1. Understand and define the art of Creative Writing
2. Identify different literary genres
3. Review the published works of others
4. Deliver presentations on the literary works
5. Demonstrate the creative writing skills

### Unit-I

1. Understanding Creative Writing
2. Characteristics of Good Writing

### Unit-II

1. Understanding Fiction : Novel and Short Story  
**(Plot, Character, Theme and Narrative Technique:** A Tale of Two Cities – by Charles Dickens;

Visual Description, Point of View and Setting: ‘The Black Cat’ –by Edgar AllenPoe)

2. Understanding Prose  
**(Language and Style:** Francis Bacon’s ‘Of Studies’;

**Persuasiveness, Readability and Argument:** ‘The Power of Prayer’ –by APJ Abdul Kalam)

### Unit-III

1. Understanding Poetry  
**(Figurative Language:** ‘Endless Time’ –by Rabindranath Tagore;

**Imagery and Metre:** ‘Elegy Written in a Country Churchyard’ -by Thomas Gray;

**Tone:** ‘The Lovers of the Poor’ -by Gwendolyn Brooks)

2. Mechanics of Poetry

### Unit-IV

1. Writing a Memoir
2. Writing Reviews

### Unit-V

1. Writing a Short Story
2. Writing Different Types of Essays

### Resources for Further Reading:

1. Stephen King. On Writing: A Memoir of the Craft. Scribner, 2010.
2. Alice LaPlante. The Making of a Story: A Norton Guide to Writing Fiction and Non-Fiction. W.W.Norton, New York.2009
3. Tara Mokhtari. The Bloomsbury Introduction to Creative Writing. BloomsburyAcademic, London, 2015.
4. Philip Seargeant& Bill Greenwell. From Language to Creative Writing: AnIntroduction. Bloomsbury Academic, London, 2013.
5. Tips for Creative Writing: <https://www.lexico.com/grammar/top-tips-for-creative-writing>

6. Creative Writing: Simple Definition and Tips:  
<https://grammar.yourdictionary.com/word-definitions/definition-of-creative-writing.html>
7. Weekly Writing Prompts: <https://blog.reedsy.com/creative-writing-prompts/>
8. Decolonising Creative Writing: <https://scroll.in/article/999215/decolonising-creative-writing-its-about-not-conforming-to-techniques-of-the-western-canon>

**Activities:**

- 1. For Teachers:** The teacher shall train students in practical skills in creative writing and literary appreciation for not less than 10 hours and assign activities to demonstrate their knowledge.
- 2. For Students:** The learners will conduct practicum in creative writing and literary appreciation for not less than 10 hours. The Learners will discuss the findings among themselves and prepare individual hand-written Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher.

**Components of Evaluation:**

<b>Objectives</b>	<b>Marks (Maximum 100)</b>
<b>Unit – I</b>	15
<b>Unit – II</b>	15
<b>Unit – III</b>	15
<b>Unit – IV</b>	15
<b>Unit – V</b>	15
<b>Internal Marks</b>	25

## 14. A. ENGLISH LANGUAGE TEACHING SKILLS

### Objectives & Outcomes:

At the end of the course the student will be able to:

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

### Unit-I

1. Concepts in Teaching English as a Second Language
2. Different Methods and Levels of Teaching English

### Unit-II

1. Contextualization of Grammar Teaching
2. Teaching Writing Skills

### Unit-III

1. Teaching English Literature (Prose, Poetry, Fiction and Drama)
2. Lesson Planning & Materials

### Unit-IV

1. Classroom Management Techniques
2. Assessment & Evaluation

### Unit-V

1. Teaching English for Employment
2. ICT-Based English Language Teaching

### Resources for Further Reading:

1. Raymond Murphy. Essential English Grammar. Cambridge University Press, 2015.
2. Penny Ur. A Course in English Language Teaching. Cambridge University Press, 1999.
3. M.L.Tickoo. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Orient Blackswan Private Limited, 2013.
4. N.Krishna Swamy & Lalitha Krishna Swamy. Teaching English: Approaches, Methods and Techniques. Macmillan India Limited, 2005.

5. Oxford English Language Teaching:  
<https://elt.oup.com/?cc=global&selLanguage=en>
6. British Council's Teaching Resources:  
<https://www.teachingenglish.org.uk/resources/primary>
7. English Teaching Forum: <https://americanenglish.state.gov/forum>

**Activities:**

- 1. For Teachers:** After completing practical training in the course, the teacher will assign teaching activities to each student. The students will experiment or demonstrate different teaching skills in a teaching environment for not less than 10 hours under personal supervision of the teacher.
- 2. For Students:** Students will conduct practicum in any teaching environment (School/ College/Peer Group/ JKC's/ Adults in a Village) for not less than 10 hours in the given area. The learners will discuss the findings among themselves. Finally, every student will prepare a hand-written Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher and submit to the teacher for evaluation.

**Components of Evaluation:**

<b>Objectives</b>	<b>Marks (Maximum 100)</b>
<b>Unit – I</b>	15
<b>Unit – II</b>	15
<b>Unit – III</b>	15
<b>Unit – IV</b>	15
<b>Unit – V</b>	15
<b>Internal Marks</b>	25

## **14. B. SKILLS AND PROCEDURES OF TRANSLATION (ENGLISH & TELUGU)**

### **Objectives & Outcomes:**

At the end of the course the student will be able to:

- i. Understand the central issues of Translation
- ii. Use the methods of Translation
- iii. Translate from English to Telugu and Vice-versa
- iv. Translate Different Genres
- v. Make use of Technology for Translation

### **Unit-I**

1. Types of Translation & Tools:  
(Interlingual, Intralingual and Intersemiotic Translation & Types of Dictionaries, Thesaurus, Encyclopaedia, Online Resources)
2. Central Issues in Translation: A Multi-Cultural Interaction  
(Language, Culture, Equivalence, Loss and Gain in Translation)

### **Unit-II**

1. Pragmatic Translation (Technical, Media and Medical)
2. Literary Translation (Translation of Creative Writing)

### **Unit-III**

1. Strategies & Procedures: (True Translation, Literal Translation, Free Translation, Transliteration, Trans creation)
2. Problems in translation from English to Telugu & Vice versa

### **Unit-IV**

1. Translating Short Fiction, Prose and Poetry
2. Translating for the Print Media & Advertisements

### **Unit-V**

1. Technical Translation
2. Translation and Technology

**Resources for Further Reading:**

1. Susan Bassnett. Translation Studies. Routledge: Taylor & Francis Group, New York, 2005. (1<sup>st</sup> and 3<sup>rd</sup> Chapters)
2. Peter Newmark. Approaches to Translation. Prentice Hall, New York,
3. Roman Jakobson. "On Linguistic Aspects of Translation", On Translation Ed.by Reuben Arthur Brower, Harvard University Press, 1959.
4. H.Lakshmi. Problems of Translation. Booklinks Corp. 1993
5. National Translation Mission, Mysore:  
[https://www.ntm.org.in/languages/english/ongoinginitiatives\\_ntm.aspx](https://www.ntm.org.in/languages/english/ongoinginitiatives_ntm.aspx)

**Activities:**

1. **For Teachers:** After completing practical training in the course, the teacher will assign activities to each student on *Literary Terms, Idioms and Phrases, Grammatical Terms, Translation for the Media and Advertisements*. Students will demonstrate different skills in Translation for not less than 10 hours under the supervision of the teacher.
2. **For Students:** Students will conduct practicum in translation on *Literary Terms, Idioms and Phrases, Grammatical Terms, Translation for the Media and Advertisements* for not less than 10 hours. The students will discuss the findings among themselves and each student will prepare a hand-written Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher.

**Components of Evaluation:**

<b>Objectives</b>	<b>Marks (Maximum 100)</b>
<b>Unit – I</b>	15
<b>Unit – II</b>	15
<b>Unit – III</b>	15
<b>Unit – IV</b>	15
<b>Unit – V</b>	15
<b>Internal Marks</b>	25

## 15. A. TEACHING ENGLISH ONLINE

### Objectives & Outcomes:

At the end of the course the student will be able to:

- i. Understand online Teaching of English
- ii. Acquire skills of teaching online
- iii. Identify online resources for teaching
- iv. Conduct classes online
- v. Use Technology for evaluating students' performance

### Unit-I

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

### Unit-II

1. Course Planning  
(Course Modalities, Timelines and Chunking)
2. Lesson Planning  
(Course Content, Materials, Additional Inputs)

### Unit-III

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

### Unit-IV

1. Online Educational Resources (Copyright, Creating Own Resources)
2. Collaboration

### Unit-V

1. Mobile Learning
2. Online Evaluation

**Resources for Further Reading:**

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

**Activities:**

1. **For Teachers:** After completing practical training in the course, the teacher will assign teaching activities to each student on online Teaching of English. The students will demonstrate different skills in Teaching English online for not less than 10 hours in any teaching environment (School/ College/Peer Group/ JKC's/ Adults in a Village) under the supervision of the teacher.
2. **For Students:** Each student will conduct practicum in online teaching of English in a teaching environment (School/ College/Peer Group/ JKC's/ Adults in a Village) for not less than 10 hours. The students will discuss the findings among themselves and each student will prepare a hand-written Report of the activity in 10 pages as guided by the teacher.

**Components of Evaluation:**

<b>Objectives</b>	<b>Marks (Maximum 100)</b>
<b>Unit – I</b>	15
<b>Unit – II</b>	15
<b>Unit – III</b>	15
<b>Unit – IV</b>	15
<b>Unit – V</b>	15
<b>Internal Marks</b>	25

## **15. B. ENGLISH FOR JOURNALISM AND ADVERTISING (PRINT MEDIA)**

### **Objectives & Outcomes:**

At the end of the course the student will be able to:

- i. Understand the Principles of Journalism
- ii. Acquire Language Skills for effective communication
- iii. Identify online resources for personal improvement
- iv. Demonstrate Speaking Skills for the media
- v. Analyse events for authentic reporting

### **Unit-I**

1. Principles of Journalism:  
(Gathering Information, Verifying Facts, Reporting the Events, Impacting People)
2. Use of English in News Papers (Simple, Formal, Concise and Impersonal)

### **Unit-II**

1. Print Media : (Different Types of News Papers, Magazines and Periodicals)
2. English Language for Journalism: (Specific Use of Tenses, Vocabulary, Agreeing and Disagreeing, Reported Speech)

### **Unit-III**

1. Journalism as a Social Memoir
2. Style Guide and Proofreading

### **Unit-IV**

1. Writing for the Media
2. Advertising and Its Lexical Features

### **Unit-V**

1. Speaking Skills for the Media
2. Journalism in the Digital Age

### **Resources for Further Reading:**

1. Wynford Hicks. English for Journalists (Media Skills). 4<sup>th</sup> Edition, 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, USA, 2008
4. Angela Goddard. The Language of Advertising: Written Texts. Routledge, 1998
5. Bill Kovach and Tom Rosenstiel. The Elements of Journalism. Crown Publishers, New York, 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](http://iimc.nic.in/content/44_1_JournalismEnglish.aspx)
8. American Press Association  
<https://americanpressassociation.com/principles-of-journalism/>
9. Thought Co. Advertising Vocabulary for English Learners:  
<https://www.thoughtco.com/advertising-vocabulary-1210143>

#### Activities:

- 1. For Teachers:** The teacher shall train students in practical skills in media and advertising for not less than 10 hours and assign activities to students. The groups will identify different journalistic environments (News Paper Offices, Public Libraries, Journalist Offices and Advertising agencies) to demonstrate their knowledge.
- 2. For Students:** Each Learner will conduct practicum in journalistic and advertising environment (News Paper Offices, Public Libraries, Journalist Offices and Advertising agencies) for not less than 10 hours. The students will discuss the findings among themselves and each student will prepare a hand-written Fieldwork/Project work Report of the activity in 10 pages as guided by the teacher.

#### Components of Evaluation:

Objectives	Marks (Maximum 100)
Unit – I	15
Unit – II	15
Unit – III	15
Unit – IV	15
Unit – V	15
<b>Internal Marks</b>	25