

## **MASTER OF ARTS ENGLISH LITERATURE REGULATIONS**

### **ELIGIBILITY:**

A candidate who has passed the Degree Examination in B. A. or B. A. (English Literature with Computer Applications) of this University or an examination of some other University accepted by the syndicate as equivalent that shall be eligible for admission to the Master's Degree of this University.

### **PROGRAMME EDUCATIONAL OBJECTIVES:**

The programme is specially designed for teachers, trainers and others who are interested in English. In response to the exponentially growing demand for well trained post-graduates in English from Institutions with professional excellence, a Two year semester based M.A. English Literature Degree Programme (Two Semesters per year-Total Four Semesters) is offered.

## SCHEME OF EXAMINATIONS

Course Code	Course	Hrs. of Instruction	Duration of Exam	Max. Marks			Credit points
				CA	CE	Total	
<b>First Semester</b>							
17PEL13A	Core- I: British Literature - I (From Chaucer to Milton)	6	3	25	75	100	4
17PEL13B	Core- II: British Literature - II (From Dryden to Romantic Age)	6	3	25	75	100	4
17PEL13C	Core-III: American Literature	6	3	25	75	100	4
17PEL13D	Core- IV: The English Language	6	3	25	75	100	4
	ELECTIVE -I:	6	3	25	75	100	4
	<b>Total</b>	<b>30</b>				<b>500</b>	<b>20</b>
<b>Second Semester</b>							
17PEL23A	Core - V: British Literature - III (From The Victorian Age to The Modern Age)	5	3	25	75	100	4
17PEL23B	Core - VI: Indian Writing in English	5	3	25	75	100	4
17PEL23C	Core - VII: Introduction to Linguistics	5	3	25	75	100	4
17PEL23D	Core - VIII: Commonwealth Literature	5	3	25	75	100	4

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17PEL23E	Core - IX: Research Methodology	5	3	25	75	100	4
	ELECTIVE- II:	5	3	25	75	100	4
	<b>Total</b>	<b>30</b>				<b>600</b>	<b>24</b>
<b>Third Semester</b>							
17PEL33A	Core - X: Shakespeare	5	3	25	75	100	4
17PEL33B	Core - XI: World Classics in Translation	5	3	25	75	100	4
17PEL33C	Core - XII: Literary Theory	5	3	25	75	100	4
17PEL33D	Core - XIII: Methods of Teaching English	5	3	25	75	100	4
17PEL33E	Core - XIV: English Literature for Competitive Examinations	5	3	25	75	100	4
17PEL33F	Teaching Practice	-	-	50	-	50	2
	ELECTIVE III	5	3	25	75	100	4
	<b>Total</b>	<b>30</b>				<b>650</b>	<b>26</b>
<b>Fourth Semester</b>							
17PEL43A	Core - XV: Introduction to Women's Studies	6	3	25	75	100	4
17PEL43B	Core-XVI: Mass Communication and Journalism	6	3	25	75	100	4
17PEL43V	PROJECT **	12	-	100	100	200	8
	ELECTIVE- IV:	6	3	25	75	100	4
	<b>Total</b>	<b>30</b>				<b>500</b>	<b>20</b>
	<b>Grand Total</b>					<b>2250</b>	<b>90</b>

### ELECTIVE - I

(Student shall select any one of the following course as Elective-I in first semester)

S.No	Course Code	Name of the course
1	17PEL1EA	Basics of Medical Terminology
2	17PEL1EB	Communicative English
3	17PEL1EC	Translation: Theory and Practice

### ELECTIVE - II

(Student shall select any one of the following course as Elective-II in second semester)

S.No	Course Code	Name of the course
1.	17PEL2EA	Pulmonology and Cardiology
2.	17PEL2EB	Lectures and Note Taking
3.	17PEL2EC	Green Studies

### ELECTIVE - III

(Student shall select any one of the following course as Elective-III in third semester)

S.No	Course Code	Name of the course
1.	17PEL3EA	Gastroenterology, Genitourinary System, Gynecology and Obstetrics
2.	17PEL3EB	Speaking for Academic Purposes
3.	17PEL3EC	Indian Myth and Folklore

### ELECTIVE - IV

(Student shall select any one of the following course as Elective-IV in fourth semester)

<b>S.No</b>	<b>Course Code</b>	<b>Name of the course</b>
1.	17PEL4EA	Orthopedics, Neurology, Endocrinology, Grammar and Common Errors
2.	17PEL4EB	Reference and Research Skills
3.	17PEL4EC	Psychological Analysis of Film, Literature and Other Cultural Products

**Earning Extra credits is not mandatory for programme completion Extra Credits**

<b>Subject</b>	<b>Credit</b>	<b>Total credits</b>
Publication with ISSN Journal	<b>1</b>	<b>1</b>
Hindi /Other Foreign language	<b>1</b>	<b>1</b>
Paper Presented in Sponsored National/ International Seminar/conference/ workshop	<b>1</b>	<b>1</b>
Online Courses Prescribed By Department / Self study paper	<b>1</b>	<b>1</b>
Representation - Academic/Sports /Social Activities/ Extra Curricular Activities at University/ District/ State/ National/ International	<b>1</b>	<b>1</b>
<b>Total</b>	<b>5</b>	<b>5</b>

**Rules:**

The students can earn extra credits only if they complete the above during the programme period (I to III sem) and based on the following criteria. Proof of Completion must be submitted in the office of the Controller of Examinations before the commencement of the IV Semester. (Earning Extra credits are not mandatory for programme completion)

1. Publication with ISSN Journal by a student and co-authored by staff member will be given one extra credit.
2. Student can opt. Hindi/ French/ Other foreign Language approved by certified Institutions to earn one credit. The certificate (Hindi) must be obtained from Dakshina Bharat Hindi Prachar Sabha and He/ she has to enroll and complete during their programme period ( first to fifth semester)
3. Award winners in Paper Presentation in Sponsored International Seminar/conference/ Participation in short term workshop (minimum 5 days) will be given one extra credit.
4. Student can earn one credit, if they complete any one online certification courses / Self study paper prescribed by the concerned department.

**Self study paper offered by the English Department**

S. No.	Semester	Course Code	Course Title
1.	Semester III	17PELSS1	Film and Literature
2.		17PELSS2	Indian Folktales

**List of online courses Prescribed by the department:**

1. Ultimate Beginner's Class to learn standup comedy
2. Speak Up! Standout & be happy
3. Story telling for Business
4. Helping Writers to write & keep writing
5. Secret Sauce of great writing

**Note: Other than the above mentioned courses any Course from recognized websites with the consent of the Head of the Department will also be accepted.**

5. Award Winners in /Social Activities/ Extra Curricular /Co-Curricular Activities / Representation in Sports at University/ District/ State/ National/ International level can earn one extra credit .

**Total Credit Distribution**

<b>Courses</b>	<b>Credits</b>	<b>Total</b>		<b>Credits</b>	<b>Cumulative Total</b>
Core	4	16 x 100	1600	64	<b>66</b>
Training	2	1 x 50 =	50	02	
Elective	4	4 x 100 =	400	16	<b>16</b>
Project	8	1 x 200 =	200	08	<b>08</b>
<b>Total</b>			<b>2250</b>	<b>90</b>	



**PROGRAMME OUTCOMES:**

On successful completion of the programme, the following are the expected out comes:

<b>PO Number</b>	<b>PO Statement</b>
<b>PO1</b>	To pave the foundation for a study of English Literature through papers like British Literature I, II, III, American Literature, African American Literature, World Classics in translation etc.
<b>PO2</b>	To apply critical and theoretical approaches through the analysis of literary text
<b>PO3</b>	To understand the fiction as an art form and to assess the plot construction and characterization in prescribed works
<b>PO4</b>	To define and identify elements of poetry as well enquiry and reading philosophical elements
<b>PO5</b>	To understand the historical development of English language written from old English to middle English period

<b>17PEL13A</b>	<b>CORE- I: BRITISH LITERATURE - I (FROM THE AGE OF CHAUCER TO THE AGE OF MILTON)</b>	<b>SEMESTER - I</b>
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**Total Credit: 4**

**Hours Per Week: 6**

**PREAMBLE:**

This paper paves the foundation for a study of English Literature. It begins with Chaucer and continues through the Elizabethan age and to understand the various genres of writers.

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Outline the use of poetic devices of the 15 <sup>th</sup> century writers and influence	K3
CO2	Explain the epic poems of John Milton and John Donne	K2
CO3	Theatre of John Webster and Thomas Kyd	K2
CO4	Enrich the writing skills of Bacon and his period	K5
CO5	Employ the acquired knowledge in criticism and interpretation in Sidney's an apology for poetry	K3

**MAPPING WITH PROGRAMME OUTCOME**

COS/POS	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	M	S
CO5	S	M	S	S	S

S - Strong, M - Medium, L - Low

17PEL13A	<b>CORE- I: BRITISH LITERATURE - I (FROM THE AGE OF CHAUCER TO THE AGE OF MILTON)</b>	<b>SEMESTER - I</b>
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**Total Credit: 4  
Hours Per Week: 6**

## CONTENTS

### UNIT- I: POETRY

#### DETAILED

Geoffrey Chaucer: *The Prologue to the Canterbury Tales*

#### NON-DETAILED

Edmund Spenser: *Prothalamion*

Thomas Wyatt: 1. *I find no peace*

2. *Farewell Love;*

Henry Howard Earl of Surrey: 1. *Love that doth Reign and Live within my thought*

2. *The Soote Season*

Ballads: 1. *The Wife of Usher's Well*

2. *Sir Patrick Spens*

### UNIT- II: POETRY

#### DETAILED

John Milton: *Paradise Lost Book IX*

#### NON-DETAILED:

John Donne: *The Canonization, Death be not Proud*

Andrew Marvell: *The Garden*

### **UNIT- III: DRAMA**

#### **DETAILED**

John Webster: *The Duchess of Malfi*

#### **NON-DETAILED**

Thomas Kyd: *The Spanish Tragedy*

### **UNIT- IV: PROSE**

#### **DETAILED**

The following essays from Francis Bacon

Of Adversity, Of Love, Of Revenge, Of Ambition, Of Parents and Children, Of Friendship

#### **NON-DETAILED**

John Bunyan: *The Pilgrims Progress*

### **UNIT- V: CRITICISM**

Philip Sidney: *An Apology for Poetry*

#### **TEXT BOOKS:**

1. Gardner, Helen (ed). 1972. **The New Oxford Book of English Verse 1250-1950**. London: OUP.
2. Wain, John (ed). 1990. **Oxford Anthology of English Poetry**. London: OUP.
3. Milton, John / John A. Himes (ed). 2005. **Paradise Lost**. Dover Publications.
4. Webster, John. 1914. **The Duchess of Malfi**. Harvard Classics.
5. Kyd, Thomas. 2014. **The Spanish Tragedy**. Bloomsbury Publishers.

6. *Pitcher, John (ed)*. 1985. **The Essays**. Harmondsworth: Penguin Classic Series.
7. *Bunyan, John*. 2005. **Pilgrim's Progress**. Barnes & Noble.
8. *Sidney, Philip/ R. W. Maslen*.2002. **An Apology for Poetry**. Manchester University Press.

**REFERENCE BOOKS:**

1. *Levin, Philis (ed)*. 2001. **The Penguin Book of the Sonnet**. Penguin Books.
2. *Drabble, M. (ed)*. 2000. **The Oxford Companion to English Literature**. OUP.
3. *Ousby (ed)*. 1993. **The Cambridge Guide to Literature in English**. Cambridge University Press
4. *Birch, Dinah*. 2012. **The Concise Oxford Companion to English Literature**. Oxford Publishers.

<b>17PEL13B</b>	<b>CORE- II: BRITISH LITERATURE - II (FROM THE AGE OF DRYDEN TO THE ROMANTIC AGE)</b>	<b>SEMESTER - I</b>
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**Total Credit: 4****Hours Per Week:6****PREAMBLE:**

To understand the ideas of the great masters of English Literature during the Augustan and Romantic period.

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Assess the strength of the students in their critical appreciation of the poem and to analyze their skill in creative writing ranging from Wordsworth to Blake	<b>K5</b>
<b>CO2</b>	Develop the thorough background of Charles Lamb's life style and his reminiscences	<b>K3</b>
<b>CO3</b>	Execute the theatrical advancements in the usage of modern tools prevailed in the British Literature	<b>K5</b>
<b>CO4</b>	Extend in the skills of reading and writing fiction and to know the techniques adopted in the works	<b>K3</b>
<b>CO5</b>	Apply the critical theories in the various works of the authors in the British Literature	<b>K3</b>

## MAPPING WITH PROGRAMME OUTCOME

<b>COS/POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	S	S
<b>CO2</b>	S	S	S	S	M
<b>CO3</b>	S	S	M	S	S
<b>CO4</b>	S	S	S	M	S
<b>CO5</b>	S	M	S	S	S

S - Strong, M - Medium, L - Low

17PEL13B	<b>CORE- II: BRITISH LITERATURE - II (FROM THE AGE OF DRYDEN TO THE ROMANTIC AGE)</b>	<b>SEMESTER - I</b>
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**Total Credit: 4  
Hours Per Week:6**

## CONTENTS

### UNIT - I - POETRY

#### DETAILED

Wordsworth: *Upon Westminster Bridge, Immortality Ode*

Coleridge: *Ode to Dejection*

Shelley: *To a Skylark*

Keats: *Ode to Autumn*

#### NON-DETAILED

Pope: *Essay on Criticism* (215-423 lines)

Goldsmith: *The Deserted Village* (1-250 lines)

William Blake: *From Songs of Innocence*

1. *The Echoing Green*

2. *The Divine Image*

3. *Holy Thursday*

### UNIT - II PROSE

#### DETAILED

Charles Lamb: *Old China*

*New Year's Eve*

*Chimney Sweepers*

*South Sea House*

*The Old and New School Masters*

#### NON - DETAILED

Jonathan Swift: *Gulliver's Travels I & II*



## **UNIT - III DRAMA**

### **DETAILED**

John Dryden: *All for Love*

### **NON-DETAILED**

Oscar Wilde: *Importance of Being Earnest*

### **NON-DETAILED**

## **UNIT- IV FICTION**

Walter Scott: *Kenilworth*

Jane Austen: *Pride and Prejudice*

## **UNIT -V CRITICISM**

William Wordsworth: *Preface to Lyrical Ballads*

Dr. Johnson: *Preface to Shakespeare*

### **TEXT BOOKS:**

1. Gardner, Helen (ed). 1972. **The New Oxford Book of English Verse 1250–1950**. London: OUP.
2. Wain, John (ed). 1990. **Oxford Anthology of English Poetry**. London: OUP.
3. Dryden, John. 2014. **All for Love**. A&C Black Publisher.
4. Lamb, Charles. 2008. **The Essays of Elia**. Read Books Publisher.
5. Oscar Wilde. 2010. **The Importance of Being Earnest**. Bibliolis Books.
6. Swift, Jonathan. 2010. **Gulliver's Travels**. Bibliolis Books Publication.
7. Scott, Walter. 2010. **Kenilworth**. Barnes & Noble.
8. Austen, Jane. 2014. **Pride and Prejudice**. Harper Collins Publisher.
9. Leitch, Vincent B. 2010. **The Norton Anthology of Theory & Criticism**. W. W. Norton & Company, Inc.

**REFERENCE BOOKS:**

1. *Levin, Philis (ed)*. 2001. **The Penguin Book of the Sonnet**. Penguin Books.
2. *Drabble, M. (ed)*. 2000. **The Oxford Companion to English Literature**. OUP.
3. *Ousby (ed)*. 1993. **The Cambridge Guide to Literature in English**. Cambridge University Press
4. *Birch, Dinah*. 2012. **The Concise Oxford Companion to English Literature**. Oxford Publishers

17PEL13C	<b>CORE- III - AMERICAN LITERATURE</b>	<b>SEMESTER - I</b>
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**Total Credit: 4**

**Hours Per Week:6**

**PREAMBLE:**

To understand the culture and aspirations of the writers of America in the land of freedom and equality and to understand the social milieu of the American nation

**COURSE OUT COME:**

On successful completion of the course, students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Infer and determine the central themes of philosophical elements	<b>K2</b>
<b>CO2</b>	Enable students to read and evaluate critically the literary works by the major prose writers	<b>K5</b>
<b>CO3</b>	Build students knowledge with different cultures and traditions through the dramas of Eugene O'Neil and Tennessee Williams	<b>K3</b>
<b>CO4</b>	Introduce the writing techniques of American novelists like Melville and Walker	<b>K1</b>
<b>CO5</b>	Analytically criticize the views of the American authors	<b>K4</b>

### MAPPING WITH PROGRAMME OUTCOME

<b>COS/POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	S	S
<b>CO2</b>	S	S	S	S	S
<b>CO3</b>	S	S	M	S	S
<b>CO4</b>	S	S	S	M	S
<b>CO5</b>	S	M	S	S	S

S - Strong, M - Medium, L - Low

17PEL13C	CORE- III - AMERICAN LITERATURE	SEMESTER - I
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**Total Credit: 4**  
**Hours Per Week:6**

## CONTENTS

### UNIT- I POETRY \

#### DETAILED

Whitman : *Crossing Brooklyn Ferry*

Emily Dickinson : *After Great Pain a Formal Feeling Comes*

*This is my Letter to the World*

*The soul selects Her Own Company*

Robert Frost : *The Death of the Hired Man, Home Burial*

Edgar Poe : *Raven*

#### NON-DETAILED

Ezra Pound : *Ballad of the Goodly Friar*

E.E. Cummings : *The Cambridge Ladies, Some where I have never traveled*

Sylvia Plath : *Daddy (The New Poetry edited by Alvarez)*

Wallace Stevens : *The Emperor of Ice Cream, The Idea of Order at Key West*

Hart Crane : *Voyages*

### UNIT -II PROSE

#### DETAILED

Ralph Waldo Emerson : *American Scholar*

#### NON-DETAILED

Edgar Allan Poe : *The Philosophy of Composition*

### UNIT -III DRAMA

#### DETAILED

Eugene O'Neil : *Emperor Jones*

#### NON-DETAILED

Tennessee Williams : *A Street Car Named Desire*

### UNIT -IV FICTION

Herman Melville : *Moby Dick*

Alice Walker : *The Color Purple*

### UNIT -V CRITICISM

Allan Tate : *Tension in Poetry*

T.S. Eliot : *Tradition and The Individual Talent*

#### TEXT BOOKS:

1. *Hart, J. D.* 1995. **The Oxford Companion to American Literature.** OUP.
2. *Fishkin, Fisher.* 2010. **Concise Anthology of American Literature.** Longman.
3. *McQuade, Donald.* 1999. **Harper American Literature.** Longman.
4. *McMichael, George L.* 1998. **Concise Anthology of American Literature.** Prentice Hall.
5. *O' Neill, Eugene.* 2013. **The Emperor Jones.** Courier Corporation (Dover Thrift Editions).
6. *Williams, Tennessee.*2004. **A Street Car Named Desire.** New Directions Publishing.
7. *Melville , Herman.* 2012. **Moby Dick.** Penguin Publisher.
8. *Walker , Alice.* 2011. **The Color Purple.** Hachette UK.

**REFERENCE BOOKS:**

1. *Patil, Mallikarjun.* 2009. **Studies in American Literature.** Atlantic Publisher.
2. *Stedman, Edmund Clarence.* 1900. **An American Anthology.** Twayne Publishers.

<b>17PEL13D</b>	<b>CORE- IV: THE ENGLISH LANGUAGE</b>	<b>SEMESTER - I</b>
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**Total Credit: 4**  
**Hours Per Week:6**

**PREAMBLE:**

To learn the evolution of the English language at a deeper level and the intricacies of articulating English sounds and to enrich the linguistic competence of the language

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Extend better understanding about the origin of English language	K2
CO2	Exhibit the speech sounds through articulatory organs	K3
CO3	Assess the knowledge level of students using vowels and consonants	K5
CO4	Acquire knowledge of language development	K3
CO5	Impart better understanding in Idioms and Metaphor	K4

**MAPPING WITH PROGRAMME OUTCOME**

COS/POS	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	M	S
CO5	S	M	S	S	S

S - Strong, M - Medium, L - Low



<b>17PEL13D</b>	<b>CORE- IV: THE ENGLISH LANGUAGE</b>	<b>SEMESTER - I</b>
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**Total Credit: 4**  
**Hours Per Week:6**

## **CONTENTS**

### **UNIT- I**

Origin of Language

Descent of the English Language

Old English Period (Anglo-Saxon Period)

The Middle English Period

### **UNIT- II**

The Beginning of Phonetics

The Organs of Speech

Consonants

Consonant Sequences / Clusters

Intonation

### **UNIT- III**

Vowels

Words in Company

Words in Company (Word Groups)

### **UNIT -IV**

The Renaissance and After

Growth of Vocabulary

Change of Meaning

The Evolution of Standard English

## **UNIT -V**

Idiom and Metaphor

Foreign Contribution

### **TEXT BOOKS:**

1. *J. D. O. Connor's*. 2005. **Better English Pronunciation**. CUP. New Delhi.
2. *F.T. Wood's*. 2000. **An Outline History of the English Language**. Macmillan, New Delhi.

### **REFERENCE BOOKS:**

1. *C. Gimson*. 1980. **An Introduction to the Pronunciation of English**. University College, London.
2. *Hogg* . 2006. **A History of the English Language**. CUP. New Delhi

<b>17PEL23A</b>	<b>CORE- V : BRITISH LITERATURE III (FROM THE VICTORIAN AGE TO THE MODERN AGE)</b>	<b>SEMESTER - II</b>
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**Total Credit: 4  
Hours Per Week:5**

**PREAMBLE:**

To understand the characteristics of various authors belonging to this age and to identify the elements of poetry, prose, drama, fiction of this age

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Understand the poetical standards of the British poets	<b>K3</b>
<b>CO2</b>	Infer human values through the essays of Orwell and other writers	<b>K3</b>
<b>CO3</b>	Find the dramatic variations in the writers of the British era	<b>K3</b>
<b>CO4</b>	Analyse novel as the best genre in British literature	<b>K4</b>
<b>CO5</b>	Discuss the critical standards of the British era	<b>K5</b>

**MAPPING WITH PROGRAMME OUTCOME**

<b>COS/POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	S	S
<b>CO2</b>	S	S	S	S	S
<b>CO3</b>	S	S	M	S	S
<b>CO4</b>	S	S	S	M	S
<b>CO5</b>	S	M	S	S	S

S - Strong, M - Medium, L - Low

17PEL23A	<b>CORE- V : BRITISH LITERATURE III (FROM THE VICTORIAN AGE TO THE MODERN AGE)</b>	<b>SEMESTER - II</b>
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**Total Credit: 4  
Hours Per Week:5**

## CONTENTS

### UNIT- I POETRY

#### DETAILED

- Robert Browning : *Rabbi Ben Ezra, Andrea Del Sarto*  
G. M. Hopkins : *Windhover*  
W. B. Yeats : *Easter 1916, Second Coming*  
T. S. Eliot : *The Waste Land*

#### NON-DETAILED

- Alfred Lord Tennyson : *Tithonus*  
Matthew Arnold : *Rugby Chapel*  
F. Thompson : *The Hound of Heaven*  
Ted Hughes : *Thrushes*  
Philip Larkin : *The Whitsun Wedding*

### UNIT- II PROSE

#### DETAILED

Selected essays of George Orwell

1. *Reflection of Gandhi*
2. *Why I write*
3. *New Words*
4. *Bookshop Memories*

#### NON-DETAILED

- Lytton Strachey : *The Eminent Victorians*  
Thomas Carlyle : *Hero as Poet*

### UNIT- III DRAMA

#### DETAILED

Bernard Shaw : *Pygmalion*

#### NON-DETAILED

John Osborne : *Look Back in Anger*

### UNIT -IV FICTION

Charlotte Bronte : *Jane Eyre*

Thomas Hardy : *Tess of the D' Urbervilles*

### UNIT -V CRITICISM

W. K. Wimsatt Jr & M. C. Beardsley : *The Intentional Fallacy*

Cleanth Brooks : *Irony as a Principle of Structure*

### TEXT BOOKS:

1. *Quiller Couch, Arthur*. 1923. **The Oxford Book of English Verse (1250 - 1900)**. OUP.
2. *Strachey, Lytton*. 2009. **The Eminent Victorians**. The Echo Library.
3. *Carlyle, Thomas*. 2014. **Hero as Poet**. Kessinger Publishing.
4. *Bernard Shaw, George*. 2014. **Pygmalion**. Brian Food Publisher.
5. *Osborne, John*. 2013. **Look Back in Anger**. Faber & Faber.
6. *Bronte, Charlotte*. 2008. **Jane Eyre**. Arc Manor LLC.
7. *Hardy, Thomas*. 2003. **Tess of the D'Urbervilles**. Penguin Classics.
8. *B. Leitch, Vincent*. 2001. **The Norton Anthology of Theory and Criticism**. Norton. New York.

**REFERENCE BOOKS:**

1. *Grierson & Smith*. 1970. **Critical History of English Poetry**. OUP. London.
2. *Heath Stubbs & Wright*. 1975. **Faber Book of Twentieth Century Verse**. Faber & Faber. India.

<b>17PEL23B</b>	<b>CORE- VI: INDIAN WRITING IN ENGLISH</b>	<b>SEMESTER - II</b>
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**Total Credit: 4  
Hours Per Week:5**

**PREAMBLE:**

This paper will help the students to appreciate the variety of Indian writing in English in the twentieth century and to traverse the art of Indian poetry, plays and novels

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Expose the art of Indian poetry through the prescribed poems	K3
CO2	Utilize the essence of Indianness through the prose works	K3
CO3	Explain the Indian traditional and mythological standards through Indian drama	K4
CO4	Interpret the prescribed Indian novels to the current social standards of India	K5
CO5	Examine the variety of Indian critical standards	K4

**MAPPING WITH PROGRAMME OUTCOME**

COS/POS	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	M	S
CO5	S	M	S	S	S

S - Strong, M - Medium, L - Low

<b>17PEL23B</b>	<b>CORE- VI: INDIAN WRITING IN ENGLISH</b>	<b>SEMESTER - II</b>
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**Total Credit: 4  
Hours Per Week:5**

## **CONTENTS**

### **UNIT -I POETRY**

#### **DETAILED**

Nissim Ezekiel: 1. *The Company I Keep*  
2. *Very Indian Poem in Indian English*  
3. *Poet, Lover, Bird Watcher*

A.K.Ramanujam: 1. *Snakes*  
2. *A Poem on Particulars*  
3. *Looking for a cousin on a Swing*

R.Parthasarathy : 1. *Under Another sky*  
2. *River Once*  
3. *Lines for a Photograph*

Sri Aurobindo : 1. *Rose of God*  
2. *Revelations*  
3. *Transformation*

#### **NON-DETAILED:**

Toru Dutt : 1. *Our Casuarina Tree*  
2. *Lakshman*

Sarojini Naidu: 1. *Summer Woods*  
2. *If you call me*  
3. *The Soul's Prayer*  
4. *The Bird Sanctuary*



## **UNIT -II DRAMA**

### **DETAILED**

Girish Karnad: *Nagamandala*

### **NON-DETAILED**

Mahesh Dattani: *Brief Candle*

## **UNIT -III PROSE**

### **DETAILED**

Jawaharlal Nehru : *Letters to the Daughters* (1- 5)

### **NON-DETAILED**

Jawaharlal Nehru : *Letters to the Daughters* (6-10)

## **UNIT - IV FICTION**

Aravind Adiga : *The White Tiger*

Arundathi Roy : *The God of Small Things*

## **UNIT -V CRITICISM**

Adil Jussawalla: *The New Poetry*

(From *Readings in Commonwealth Literature* by William Walsh)

David Mccutchion: *Must Indian Poetry in English Always follow England?*

(From *Critical Essays on Indian Writing in English* ed. M. K. Naik)

Dr.Sudhar Pandey, Dr.Shridar, B.Gokale. Vidya S.Netrakanti, ed.Rose  
*Petal Selections from Jawaharlal Nehru* (OUP)

**TEXT BOOKS:**

1. *Peeradina*. 1972. **Contemporary Indian Poetry in English**. Macmillan. New Delhi.
2. *Balaram Gupta, ed.* **Links Indian Prose in English** (Macmillan)
3. *Dr.Sudhar Pandey, Dr.Shridar, B.Gokale. Vidya S.Netrakanti, ed.**Rose Petal* . 1999. **Selections from Jawaharlal Nehru** . OUP.
4. *Walsh, William*. 1973. **Readings Common wealth literature**. Clarendon Press. Oxford.
5. *Naik M.K. S.K. Desai* . 1977. **Critical Essays in Indian writing in English**. Macmillan.
6. *Girish Karnad*. 1996. **Three Plays: Naga-Mandala; Hayavadana; Tughlaq**. OUP. India.
7. *Dattani, Mahesh*. 2010. **Brief Candle: Three Plays**. Penguin Books. India.
8. *Aravind Adiga*. 2008. **The White Tiger: A Novel**. Free Press. New York.
9. *Arundhati Roy* .2002. **The God of Small Things**. Penguin Books. India.

**REFERENCE BOOKS:**

1. *Prashad, Harimohan and Chakradhar Prasad Singh*. 1985. **Indian Poetry in English**. Sterling Publishers. New Delhi .
2. *Iyengar, Srinivasa.K. R.* 1962. **Indian Writing in English**. Asia Publishing House. New Delhi.

17PEL23C	<b>CORE- VII: INTRODUCTION TO LINGUISTICS</b>	<b>SEMESTER - II</b>
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**Total Credit: 4**  
**Hours Per Week:5**

**OBJECTIVES:**

To learn the evolution of the English language at a deeper level and the intricacies of articulating English sounds and to develop deeper insights for linguistic competence

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Show a clear description on phonetics and supra segmental phenomena	K3
CO2	Adapt to analyze free variation, neutralization. arrangement and pattern congruity	K4
CO3	Determine sentence IC analysis	K5
CO4	Develop deeper understanding on phrase structure grammar and certain types of dependencies and Lexicon	K4
CO5	Create the Indian exploration of linguistics in language teaching, contrastive and error analysis	K6

**MAPPING WITH PROGRAMME OUTCOME**

COS/POS	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	M	S
CO5	S	M	S	S	S

S - Strong, M - Medium, L - Low

17PEL23C	<b>CORE- VII: INTRODUCTION TO LINGUISTICS</b>	<b>SEMESTER - II</b>
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**Total Credit: 4  
Hours Per Week:5**

## **CONTENTS**

### **UNIT- I**

Linguistics: Aspects, Levels, Branches and Tools

Phonetics

Vowels and Consonants

Diphthongs, Clusters and Syllables

Suprasegmentals or Prosodic Phenomena

### **UNIT -II**

Structural Linguistics

The Phoneme

Free Variation and Neutralization

Arrangement

Pattern Congruity

### **UNIT -III:**

Words and Morphemes

Affixes

Constituent Structure

Morphophonemics

Word Classes

IC Analysis

## **UNIT- IV**

The Phrase Structure Framework

Limitations of Phrase Structure Grammar

Certain Types of Dependencies and the Lexicon

## **UNIT- V**

Sociolinguistics, Communicology and Pragmatics

Indian Exploration

Diachronic Analysis or Historical and Comparative Linguistics

Language Teaching, Contrastive Analysis and Error Analysis

### **TEXT BOOK:**

1. *Verma, S. K, Krishnaswami. 1989. Modern Linguistics. OUP*

### **REFERENCEBOOK:**

1. *Yule ,George. 2002. Study of Language. OUP*

<b>17PEL23D</b>	<b>CORE- VIII: COMMONWEALTH LITERATURE</b>	<b>SEMESTER - II</b>
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**Total Credit: 4  
Hours Per Week:5**

**PREAMBLE:**

To introduce the students to the writers of Commonwealth countries and to understand the culture of the countries

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Discuss the variety in the poems of Commonwealth countries	K6
CO2	Evaluate the different prose styles of Commonwealth countries	K5
CO3	Distinguish the dramatic standards of Commonwealth countries	K4
CO4	Explain the different techniques of novels belonging to the Commonwealth countries	K3
CO5	Understand the critical standards of Commonwealth literature	K3

**MAPPING WITH PROGRAMME OUTCOME**

COS/POS	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	M	S
CO5	S	M	S	S	S

S - Strong, M - Medium, L - Low

<b>17PEL23D</b>	<b>CORE- VIII: COMMONWEALTH LITERATURE</b>	<b>SEMESTER - II</b>
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**Total Credit: 4  
Hours Per Week:5**

## **CONTENTS**

### **UNIT - I POETRY**

#### **DETAILED:**

#### **CANADIAN POETRY**

- Bliss Carmen: *The Choristers*  
Katherine Mansfield: *The Man with the Wooden Leg*  
Daryl Hine: *Blue Beard's Wife*  
Wilfred Watson: *Canticle of Darkness*

#### **AUSTRALIAN POETRY**

- Judith Wright: *Fire at Murdering Hut*  
Randolph Stow: *Mad Maid's Whim*  
Douglas Stewart: *The Fisherman*

#### **NON-DETAILED**

#### **NEW ZEALAND POETRY**

- Jessie Mackay: *The Noosing of the Sun God*  
Allen Curnow: *House and Land*  
William Pember Reeves: *A Colonist in His Garden*

#### **PAKISTANI POETRY**

- Imitiaz Dharker: *Another Woman, Purdha*

**UNIT -II PROSE**

**DETAILED**

Rabindranath Tagore: *Sadhana Chapter I – II*

**NON-DETAILED**

V.S. Naipaul: *An Area of Darkness*

**UNIT- III DRAMA**

**DETAILED**

Wole Soyinka: *The Lion and the Jewel*

**NON-DETAILED**

Ray Lawler: *Summer of the Seventeenth Doll*

**UNIT- IV FICTION**

Alan Paton : *Cry the Beloved Country*

Chinua Achebe: *Things Fall Apart*

**UNIT- V CRITICISM**

Louis Dudek: *Poetry in English*

E .H. McCormick: *Close of a Century*



**TEXT BOOKS:**

1. *O' Donnell, Margaret.* 1963. **An Anthology of Commonwealth Verse.** Blackie Publisher.
2. *Naipaul, V. S.* 2012. **An Area of Darkness.** Pan Macmillan.
3. *Soyinka, Wole.* 1962. **The Lion and the Jewel.** OUP.
4. *Lawler, Ray.* 1985. **Summer of the Seventeenth Doll.** S. French Publisher.
5. *Paton, Alan.* 2003. **Cry the Beloved Country.** Simon and Schuster Publisher.
6. *Achebe, Chinua.* 1996. **Things Fall Apart.** Heinemann.

**REFERENCE BOOKS:**

1. *Robertson, Robert T.* 1966. **Terra Incognita: An Anthology of Commonwealth Literature in English.** VPI Printing.
2. *McLeod, A. L.* 2010. **The Canon of Commonwealth Literature: Essays in Criticism.** Sterling Publishers Pvt. Ltd.
3. *New, W. H.* 2003. **A History of Canadian Literature.** McGill- Queen's University Press.

17PEL23E	<b>CORE- IX: RESEARCH METHODOLOGY</b>	<b>SEMESTER - II</b>
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**Total Credit: 4**  
**Hours Per Week: 5**

**PREAMBLE:**

This paper has been introduced to initiate the post graduate students to learn the fundamentals of writing research papers and dissertations and to understand the basic concepts of Research and its Methodologies.

**COURSE OUTCOME**

On successful completion of the course, students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Identify the values of writing research findings at the tertiary level	K3
CO2	Design the framework of thesis writing in its general format	K5
CO3	Understand the research ethics while writing the report	K4
CO4	Utilize the simplification of formatting the research paper	K3
CO5	Develop the art of proof reading and evaluation	K4

**MAPPING WITH PROGRAMME OUTCOME**

COS/POS	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	M	S
CO5	S	M	S	S	S

S - Strong, M - Medium, L - Low

<b>17PEL23E</b>	<b>CORE- IX: RESEARCH METHODOLOGY</b>	<b>SEMESTER - II</b>
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**Total Credit: 4  
Hours Per Week: 5**

### **CONTENTS**

#### **UNIT- I BACKGROUND KNOWLEDGE**

Meaning and objectives of literary research

Meaning of Research

Aims and Objectives

#### **UNIT- II FUNDAMENTALS OF RESEARCH**

Writing at the tertiary level

Planning the assignment

Planning the thesis

Scholarly Writing: A Case Study

The General Format

#### **UNIT- III MECHANICS OF WRITING**

Spelling

Punctuation

Use of quotation

Names of Persons

Titles of works in a research paper

#### **UNIT - IV FORMAT**

Typing, Margin and spacing

Page numbers

## UNIT - V DOCUMENTATION

Preparing the list of works cited

First draft and Final draft

Proof Reading

### TEXT BOOKS:

1. *Anderson, Durston & Pool: Thesis and Assignment Writing* (Wiley Eastern Limited)
2. Sinha, M.P. 2007. **Research Methods in English**. Atlantic Publications. New Delhi
3. **M.L.A Hand Book** -7<sup>th</sup> Edition

### REFERENCE BOOK:

1. *Kothari, C. R.* 2004. **Research Methodology: Methods and Techniques**. New Age International (P) Ltd, Publishers.

<b>17PEL33A</b>	<b>CORE X - SHAKESPEARE</b>	<b>SEMESTER - III</b>
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**Total Credit: 4**  
**Hours Per Week: 5**

**PREAMBLE:**

To study the theatrical methods, style, complexities in characterization and the distinctive features of Shakespeare's comedies, tragedies, and histories

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Analyze the comic and historic plays of Shakespeare	<b>K4</b>
<b>CO2</b>	Estimate critically Shakespeare's works and develop literary interpretations	<b>K6</b>
<b>CO3</b>	Analyze Shakespeare's play and relate it to practicality of lives	<b>K4</b>
<b>CO4</b>	Determine Shakespearean sonnets with the perspective to explore and engage in critical debate	<b>K5</b>
<b>CO5</b>	Examine Shakespeare's audience, theatre and characters	<b>K4</b>

**MAPPING WITH PROGRAMME OUTCOMES**

<b>COs/POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	S	M	M	S	S
<b>CO2</b>	M	M	M	S	M
<b>CO3</b>	M	S	S	S	S
<b>CO4</b>	M	S	S	M	M
<b>CO5</b>	M	M	M	M	S

S - Strong, M - Medium, L - Low

<b>17PEL33A</b>	<b>CORE X - SHAKESPEARE</b>	<b>SEMESTER - III</b>
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**Total Credit: 4**  
**Hours Per Week: 5**

### **COURSE CONTENTS**

#### **UNIT- I**

##### **DETAILED:**

A Midsummer Night's Dream

Henry IV Part I

#### **UNIT- II**

##### **DETAILED:**

Macbeth

As You Like It

#### **UNIT- III**

##### **NON-DETAILED:**

Antony and Cleopatra

The Tempest

#### **UNIT- IV**

Sonnets XVIII, XXIX, XXXII, LIII, LVII

#### **UNIT -V**

Shakespeare's Theatre and Audience, Women characters in Shakespeare,  
Fools and Clowns in Shakespeare, Shakespeare's Imagery

**TEXT BOOK:**

1. *Shakespeare, William.* 2011. The Complete Works of William Shakespeare. Wilco Publishing House.
2. *Harrison. G. B.*1950. **Introducing Shakespeare.** Penguin Classics.
3. *Shakespeare, William; Edward Bliss Reed.* Shakespeare's Sonnets. Yale UP, 1923
4. *Richard Dutton, Jean E. Howard.* Companion to Shakespeare's Works, The Poems, Problem Comedies, Late Plays. Wiley-Blackwell. 2003.
5. *Bishop, T. G.* Cambridge Studies in Renaissance Literature and Culture Shakespeare and the Theatre of Wonder. Cambridge UP. 1996.

**REFERENCE BOOKS:**

1. *Jonathan Bate, Eric Rasmussen.* 2007. The RSC Shakespeare: The Complete Works. Palgrave Macmillan, Chennai.
2. *René Girard.* 1991. A Theater of Envy: William Shakespeare. Oxford University Press.
3. *Landry, Hilton.* Interpretations in Shakespeare's Sonnets, University of California Press, 1963
4. *Boyce, Charles.* Critical Companion to William Shakespeare: A Literary Reference to His Life and Work [Revised]. Facts on File. 2005.
5. *Boyce, Charles.* **Shakespeare A to Z** - The Essential Reference to His Plays, His Poems, His Life and Times, and More. 1991.

<b>17PEL33B</b>	<b>CORE XI - WORLD CLASSICS IN TRANSLATION</b>	<b>SEMESTER - III</b>
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**Total Credit: 4**  
**Hours Per Week: 5**

**PREAMBLE:**

To introduce the perception of classical writers through expert translation and to get acquainted with practical difficulties in translation

**COURSE OUTCOMES:**

On successful completion of the course the students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Analyze the translation of G. U. Pope's version of Thirukurral	<b>K4</b>
<b>CO2</b>	Appraise the translation parameters of Homer's "Illiad"	<b>K5</b>
<b>CO3</b>	Distinguish the elements of translation in Kahil Gibran's "The Prophet"	<b>K4</b>
<b>CO4</b>	Justify the set of criteria used in the translation of Anton Chekhov's "The Cherry Orchard"	<b>K5</b>
<b>CO5</b>	Discuss Kalidasa's "Shakunthala" as a translated work	<b>K6</b>

**MAPPING WITH PROGRAMME OUTCOME**

<b>COS/POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	S	M	M	S	S
<b>CO2</b>	M	M	M	S	M
<b>CO3</b>	M	S	S	S	S
<b>CO4</b>	M	S	S	M	M
<b>CO5</b>	M	M	M	M	S

S - Strong, M - Medium, L - Low



17PEL33B	CORE XI - WORLD CLASSICS IN TRANSLATION	SEMESTER - III
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**Total Credit: 4**  
**Hours Per Week: 5**

### COURSE CONTENTS

#### UNIT- I

Thiruvalluvar: Thirukkural (3 Chapters)

(Assertion of the Strength of Virtue, Learning, Friendship)

#### UNIT- II

Homer : Iliad

#### UNIT- III

Kahlil Gibran :The Prophet

#### UNIT- IV

Anton Chekhov: The Cherry Orchard

#### UNIT -V

Kalidasa - Shakunthala

#### TEXT BOOKS:

1. *W. H. Drew*. 1996. **Thirukkural**. AES (Educa Books).
2. *Homer*. 1987. **Iliad**. Penguin Classics.
3. *Gibran, Kahlil*. 2010. **The Prophet**. Penguin Books.
4. *Chekhov, Anton*. 2002. **Anton Chekhov Plays**. Penguin Classics.
5. *Kalidasa*. 2012. **Shakuntala**. Createspace Independnt Pub.

## REFERENCES

1. *Bassnett-McGuire, Susan*. 1980. **Translation Studies**. London: Methuen.
2. *Jones, Peter*. 2013. **Homer's Illiad: A Commentary On Three Translations** (Classical Studies). Bristol Classical Press.
3. *Roberson, Robert Cawthorne*. 2013. **The Cherry Orchard: A New Musical Based on Anton Chekhov's play**. Createspace Independent Pub; 1<sup>st</sup> ed.
4. *Ryder, Arthur W*. 10 September 2010. **Kalidasa: Translation of Shakuntala and Other Works (1920)**. Kessinger Publishing.
5. *Vadivelu, Sala*. 2014. **Contemporary thoughts on Thirukkural**. Createspace Independent Pub.
6. *Osho*. 2013. **Speak To Us of Love: Reflection on Kahil Gibran's The Prophet**. Osho International; Reprint ed.

17PEL33C	<b>CORE XII - LITERARY THEORY</b>	<b>SEMESTER - III</b>
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**Total Credit: 4**  
**Hours Per Week: 5**

**PREAMBLE:**

To learn the complexities of literary theory and criticism in the lights of different approaches and to also understand the terminologies and key forms of literary criticism; ability to read the writings of literary scholars and critics

**COURSE OUTCOME:**

On successful completion of the course, the students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Examine the Moral, Psychological and Sociological Approaches	<b>K4</b>
<b>CO2</b>	Analyze Formalistic and Archetypal Approaches	<b>K4</b>
<b>CO3</b>	Identify the components of Formalism, Structuralism and Post Structuralism	<b>K3</b>
<b>CO4</b>	Categorize the key features of Deconstruction, Psychoanalytic Criticism and Feminism	<b>K4</b>
<b>CO5</b>	Discuss the concepts of Marxism, New Historicism and Cultural Materialism	<b>K6</b>

**MAPPING WITH PROGRAMME OUTCOME**

<b>Cos/Pos</b>	<b>Po1</b>	<b>Po2</b>	<b>Po3</b>	<b>Po4</b>	<b>Po5</b>
<b>Co1</b>	S	M	M	S	S
<b>Co2</b>	M	M	M	S	M
<b>Co3</b>	M	S	S	S	S
<b>Co4</b>	M	S	S	M	M
<b>Co5</b>	M	M	M	M	S

S - Strong, M - Medium, L - Low

<b>17PEL33C</b>	<b>CORE XII - LITERARY THEORY</b>	<b>SEMESTER - III</b>
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**Total Credit: 4**  
**Hours Per Week: 5**

### **COURSE CONTENTS**

#### **UNIT- I**

The Moral Approach: Literature and Moral Ideas

1. Genius and Taste by Irving Babbit

The Psychological Approach: Literature in light of Psychological Theory

1. The Myth in Jane Austen by Geoffrey Gorer

The Sociological Approach: Literature and Social Ideas

1. The Tragic Fallacy by Joseph Wood Krutch

#### **UNIT- II**

The Formalistic Approach: Literature as Aesthetic Structure

1. As You Like it by James Smith

The Archetypal Approach: Literature in the light of Myth

1. The Turn of the Screw as Poem by Robert Heilman

#### **UNIT- III**

Formalism

Structuralism

Post structuralism

#### **UNIT- IV**

Deconstruction

Psychoanalytic Criticism

Feminism

## UNIT- V

Marxism

New Historicism

Cultural Materialism

### TEXT BOOK:

1. *Wilbur S. Scott: Five Approaches of Literary Criticism.* Collier Books/ Collier MacMillan Publishers, London.
2. *Barry, Peter.* 2002. **Beginning Theory.** Manchester University Press.

### REFERENCES:

1. *Leitch, Vincent B.* 2010. **The Norton Anthology of Theory & Criticism.** W. W. Norton & Company, Inc.
2. *Cuddon, J.A. Habib, M.A.R.* 2015. **The Penguin Dictionary of Literary Terms and Literary Theory:** Fifth Ed. Penguin Books.
3. *Baldick Chris.* 2015. **The Oxford Dictionary of Literary Terms** (Oxford Quick Reference). Oxford University Press.
4. *Sim. Stuart.* 2009. **Introducing Critical Theory:** A Graphic Guide. Icon; Revised edition edition.
5. *Bhaduri, Saugata.* 2010. **Literary Theory.** Anthem Press India.

<b>17PEL33D</b>	<b>CORE XIII - METHODS OF TEACHING ENGLISH</b>	<b>SEMESTER - III</b>
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**Total Credit: 4**  
**Hours Per Week: 5**

**PREAMBLE:**

To understand the basic methods, approaches and techniques of teaching English language

**COURSE OUTCOMES:**

On successful completion of the course, students will be able to

CO NUMBER	CO Statement	Knowledge Level
CO1	Assess the nature of human language comprehension psychology	K5
CO2	Distinguish the approaches, methods and techniques of English language teaching	K4
CO3	List the techniques used to enhance grammar and vocabulary	K4
CO4	Adapt the methods used for developing reading skills	K6
CO5	Classify the methods used for teaching prose and poetry	K4

**MAPPING WITH PROGRAMME OUTCOME**

COS/POS	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	S
CO2	M	M	S	M	M
CO3	S	M	M	S	M
CO4	M	S	M	M	S
CO5	S	M	S	S	M

S - Strong, M - Medium, L - Low

<b>17PEL33D</b>	<b>CORE XIII - METHODS OF TEACHING ENGLISH</b>	<b>SEMESTER - III</b>
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**Total Credit: 4**  
**Hours Per Week: 5**

### **COURSE CONTENTS**

#### **UNIT- I**

English in India – Past, Present and Future  
The Nature of Human Language  
Linguistics, Psychology and English Teaching

#### **UNIT- II**

Methods  
Approach, Method and Technique  
Essentials of English Speech

#### **UNIT- III**

Teaching Spoken English: Some Techniques  
Essential Word- Grammar for Teachers  
Teaching of Vocabulary

#### **UNIT- IV**

Essentials of English Grammar  
The Teaching of Grammar  
Reading and Teaching of Reading

#### **UNIT -V**

Writing and Teaching of Writing and Composition  
Teaching Prose  
Teaching Poetry

**TEXT BOOK:**

1. *N. Krishnaswamy and Lalitha Krishnaswamy.* 2003. **Teaching English Approaches, Methods and Techniques.** Macmillan Publishers India Ltd.

**REFERENCES:**

1. *Anderson, K., J. Maclean and T. Lynch.* 2004. **Study Speaking.** (2nd edition). Cambridge: Cambridge University Press.
2. *Hutchinson, T., & Waters, A.* 1987. **English for Specific Purposes.** Cambridge: Cambridge University Press.
3. *Lynch T.* 2004. **Study Listening.** 2nd edition. Cambridge University Press.
4. *McGrath, I.* 2013. **Teaching materials and the roles of EFL/ESL teachers: Practice and theory.** London/New York: Bloomsbury.
5. *McKay, S. L.* 2002. **Teaching English as an International Language.** Oxford: Oxford University Press.
6. *Richards, Jack C.* 2001. **Approaches in Methods in Language Teaching.** Cambridge University Press.



17PEL33E	<b>CORE XIV - ENGLISH LITERATURE FOR COMPETITIVE EXAMS</b>	<b>SEMESTER -III</b>
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**Total Credit: 4  
Hours Per Week: 5**

**PREAMBLE:**

To provide a bird's eye view of English literature to students and enable them to face competitive exams.

**COURSE OUTCOME:**

On successful completion of the course, the students will be able to

CO Numbers	CO Statement	Knowledge Level
CO 1	Outline the life and works of major authors in English Literature	K2
CO 2	List the Literary Forms and terms in Literary Criticism	K4
CO 3	Relate Literary Criticism and theories to gain quintessential notion of criticism	K2
CO 4	Categorize the important events and movements in English Literature	K4
CO 5	Analyze the major literary characters and well known quotations from the plays, essays and novels of British writers	K4

**MAPPING WITH PROGRAMME OUTCOME**

COS/POS	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	S	M	S	S	M
CO3	M	M	M	S	S
CO4	S	M	S	M	S
CO5	M	S	M	M	M

S - Strong, M - Medium, L - Low

<b>17PEL33E</b>	<b>CORE XIV - ENGLISH LITERATURE FOR COMPETITIVE EXAMS</b>	<b>SEMESTER - III</b>
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**Total Credit: 4  
Hours Per Week: 5**

### **COURSE CONTENTS**

#### **UNIT- I**

##### **LIFE AND WORKS OF MAJOR AUTHORS**

Christopher Marlowe, Ben Jonson, Shakespeare, James Joyce, E. M. Forster, Tennessee Williams, Oliver Goldsmith, John Steinbeck, Graham Greene, Thomas Hardy, Hawthorne, Anthony Trollope, H. G. Wells, Harold Pinter, Rudyard Kipling, Mark Twain, George Eliot, George Meredith, George Orwell, Walter Scott, William Faulkner, Margret Atwood, Saul Bellow, Arnold Bennett, Aldous Huxley, Thomas Carlyle, T. S. Eliot, Charles Dickens, George Bernard Shaw, D. H. Lawrence

#### **UNIT- II**

##### **LITERARY FORMS AND TERMS**

Lyric, Ode, Sonnet, Elegy, Idyll, Satire, Heroic Couplet, Terza Rima, Rhyme Royal, Ottava Rima, Dramatic Monologue, Irony, Soliloquy, Allegory, Blank Verse, Catharsis, Euphemism, Interludes, Metaphor, Objective Correlative, Onomatopoeia, Sprung Rhythm, Stream of Consciousness, Surrealism

### **UNIT- III**

#### **LITERARY CRITICISM AND THEORIES**

Criticism: Aristotle, Sydney, Dryden, Pope, T. S. Eliot and I. A. Richards  
Theories: Post-Modernism, Structuralism, Post-Structuralism, Semiotics, Deconstruction, Feminism, Marxist Criticism, New Criticism, Eco Criticism, Gay Criticism

### **UNIT- IV**

#### **IMPORTANT EVENTS AND MOVEMENTS**

Aesthetic Movement, The Theatre of the Absurd, Angry Young Men, University Wits, Black Mountain School, The Cockney School, Confessional Poetry, Theatre of Cruelty, Graveyard Poets, Lake Poets, Metaphysical Poets

### **UNIT -V**

#### **MAJOR LITERARY CHARACTERS AND WELL KNOWN**

Popular Quotations and well known characters from the plays of Shakespeare and George Bernard Shaw - from the novels of Charles Dickens and D. H. Lawrence - from the essays of Bacon.

#### **TEXT BOOKS**

1. *Drabble , Margaret . The Oxford Companion to English literature.* Oxford:OUP, 2006.
2. *Vallath, Kalyani.* Ed. 2015. **English Literature and Literary Theory - A Compact Guide for Quick Revision.** Bodhi Tree Books

**REFERENCES:**

1. *Abrams, M.H. and Geoffrey Galt Harpham.* A Handbook of **Literary Terms**. New Delhi: Cengage Learning, 2009
2. *Anderson, Robert and John Malcolm Brinnin.* Ed. **Elements of Literature**. New York: Holt, Rinehart and Winston Inc., 1952
3. *Lodge, David .* Ed. **Modern Criticism and Theory: a Reader**. Delhi: Pearson Education Ltd., 2004
4. *Ousby, Ian.* **The Wordsworth Companion to Literature in English**. London: Wordsworth References, 1992
5. *Sampson, George.* **The Concise Cambridge History of English Literature**. New Delhi: Cambridge University Press, 2004
6. *Thorpe, Edgar and Showick Thorpe.* **Objective English 3rd Edition**. New Delhi: Pearson, 2009

<b>17PEL33F</b>	<b>TEACHING PRACTICE</b>	<b>SEMESTER - III</b>
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**Total Credit: 2**  
**Hour Per Week: 2**

**PREAMBLE:**

To train the students in methods of handling and preparing for classes.

The Student has to undergo a mandatory fifteen day training programme for course completion. The certificate has to be submitted in the controller section before the end of the third semester.

<b>17PEL43A</b>	<b>CORE XV - INTRODUCTION TO WOMEN'S STUDIES</b>	<b>SEMESTER -IV</b>
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**Total Credit: 4**  
**Hours Per Week: 6**

**PREAMBLE:**

To expose the basic concepts and theories in women's studies and to understand the perspectives of women writings

**COURSE OUTCOMES:**

On successful completion of the course the students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Examine the perspectives of women poets like Kamala Das, Sylvia Plath, Sarojini Naidu, Anne Sexton, Adrienne Rich, Angelou, Wright and Naheed	<b>K4</b>
<b>CO2</b>	Elaborate on the theories of women writings with respect to Simone de Beauvoir and Virginia Woolf	<b>K6</b>
<b>CO3</b>	Analyze the status of women in the works of Dina Metha and Clare Booth Luce.	<b>K4</b>
<b>CO4</b>	Determine the plight of women in Gita Hariharan's Thousand Faces of Night.	<b>K5</b>
<b>CO5</b>	Discuss the critical aspects of women's writing in Elaine Showalter's "Toward a Feminist Poetics"	<b>K6</b>

### MAPPING WITH PROGRAMME OUTCOME

<b>COS/POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	S	M	S	M	S
<b>CO2</b>	S	M	S	S	M
<b>CO3</b>	M	M	M	S	S
<b>CO4</b>	S	M	S	M	S
<b>CO5</b>	M	S	M	M	M

S - Strong, M - Medium, L - Low

<b>17PEL43A</b>	<b>CORE XV - INTRODUCTION TO WOMEN'S STUDIES</b>	<b>SEMESTER -IV</b>
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**Total Credit: 4**  
**Hours Per Week: 6**

### **COURSE CONTENTS**

#### **UNIT- I POETRY**

##### **DETAILED**

Sylvia Plath: Lady Lazarus  
The Applicant  
Anne Sexton: The Moss of His Skin  
Kamala Das: An Introduction, Spoiling the Name  
Sarojini Naidu Palanquin Bearers, Songs of Radha, the Milkmaid.

##### **NON-DETAILED**

Adrienne Rich: Living in Sin  
Maya Angelou: I Know Why the Caged Bird Sings  
Judith Wright Woman to Man, Typists in the Phoenix Building  
Keshwar Naheed I am not that Woman  
Adrinne Rich Snapshots of a daughter in law

#### **UNIT- II PROSE**

##### **DETAILED**

Simone de Beauvoir: The Second Sex (Part - I)

##### **NON-DETAILED**

Virginia Woolf: A Room of One's Own



## **UNIT- III DRAMA**

### **DETAILED**

Dina Metha: Brides are not meant for Burning

### **NON-DETAILED**

Clare Booth Luce: Slam the Door Softly

## **UNIT- IV FICTION**

Gita Hariharan: Thousand Faces of Night

## **UNIT -V CRITICISM**

Elaine Showalter: Toward a Feminist Poetics

### **TEXT BOOKS:**

1. Code, Lorraine, 2000. **Encyclopedia of Feminist Theories**. Routledge.
2. Ellmann, Mary. 1968. *Thinking about Women*. OUP. India.
3. Ruthven, KK. 1985. **Feminist Literary Studies: An Introduction**. Rupa.
4. Showalter, Elaine. 1977. **A Literature of Their Own**. Longmann.
5. Atwood, Margaret. 2012. *Surfacing*. Simon and Schuster.
6. Tharu, Susie & K. Lalitha. 1997. **Women Writing in India**. Oxford University Press.

### **REFERENCE BOOKS:**

1. Pam Morris. 1998. **Literature and Feminism**. UK. Blackwell Publisher.
2. Dale Spender. 1980. **Man Made Language**, Routledge and Kegan Paul. London and New York.
3. Vrinda Nabar. 1995. **Caste as Woman**. Penguin India.

4. *Gilbert, Sandra & Susan Gubar*. 1992 **The Mad Woman in the Attic: The Women Writer & the Nineteenth - Century Imagination**. OUP. India.
5. *Smith, Bonnie G*. 2013. **Women's Studies: The Basics**. Routledge

<b>17PEL41B</b>	<b>CORE XVI - MASS COMMUNICATION AND JOURNALISM</b>	<b>SEMESTER -IV</b>
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**Credit: 4**  
**Hours Per Week: 6**

**PREAMBLE:**

To describe the basic concepts and ethics of mass communication and Journalism

**COURSE OUTCOMES:**

On successful completion of the course the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Analyse the essentials of Mass Media and its development	K4
CO2	Examine the role of press and to know the ethics, freedom and press regulations practiced in India	K4
CO3	Determine several components of newspaper and print media	K5
CO4	Classify the growth and development of television in India and its impacts on society	K4
CO5	Interpret various components of advertising and to understand the advertising ethics	K5

**MAPPING WITH PROGRAMME OUTCOME**

COS/POS	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	M	S	M	S	M
CO3	M	M	S	M	S
CO4	M	S	M	S	S
CO5	M	S	M	S	M

S - Strong, M - Medium, L - Low

<b>17PEL41B</b>	<b>CORE XVI - MASS COMMUNICATION AND JOURNALISM</b>	<b>SEMESTER -IV</b>
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**Credit: 4  
Hours Per Week: 6**

### **COURSE CONTENTS**

#### **UNIT- I:**

##### **Introduction to Communications**

Definition – Meaning – Process of communication

Functions and Theories of Mass Media

Role and effects of Mass Media in Social campaigns (Literacy, anti-poverty, family planning, National integration, secularism and environment issues)

Emerging trends and development in information and communication Technologies

#### **UNIT- II:**

##### **Introduction to Journalism**

Role of Press in India – English and Vernacular Press

Ethics and Principles of Journalism

Freedom of the Press

Press Council and Press Regulations in India

#### **UNIT- III:**

##### **Print Media**

The Making of a Newspaper

Principles of Reporting –Feature writing, Interviews, Reviews and cartoons

The Role of Editors

Press and Public Opinion

**UNIT- IV:**

**Television and Radio**

The Growth and Development of Television in India

Television Production and Formats of TV Programmes

Radio genres, Ownership, Control and Broadcasting Policy

Impact of TV and Radio on society

**UNIT- V:**

**Advertisement**

Types of Advertising and Advertising Media

Techniques in effective advertisements

Code of Ethics for advertising

Advertising and Marketing.

**TEXT BOOKS:**

1. *Kamath M.V* Professional Journalism. Delhi Vikas Publishing House PVT Ltd.
2. *D'souza Y.K.* Communication: Today and Tomorrow. New Delhi Discovery Publishing House Kumar, Keval J. Mass Communication India. Mumbai, Jaico Publishing House.
3. *Rayudu, C.S.* Communication. New Delhi Himalaya Publishing House.
4. *D'souza Y.K.* **Handbook of Journalism and Mass Communication.** New Delhi Indian Publishers.

**REFERENCES:**

1. *Srivastava K.M.* Radio and TV Journalism. New Delhi Sterling.
2. *Dr. Jan R. Hakemujlder et al.* Radio T.V Journalism. New Delhi: Anmol Publication Pvt. Ltd.
3. *Chanawala et al.* *Advertising: Theory and Practice.* Delhi: Himalaya Publishing House.
4. *Dyer, Gillian, Advertising as Communication.* London: Methuen.
5. *Kumar, Keval J.* 1994. **Mass Communication in India.** Jaico Publishing House.

<b>17PEL43V</b>	<b>PROJECT</b>	<b>SEMESTER -IV</b>
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**Total Credit: 8**  
**Hours Per Week: 12**

**PREAMBLE:**

To train students in methods of conducting Research

- Topic has to be chosen in consultation with the guide. The project should not exceed 50 pages, adhering to the principles of Research Methodology. The marks allotted for Project work is 100 and for Viva-voce 100 marks. The Viva-voce will be conducted by the External Examiner along with the Guide or the research supervisor.

17PEL1EA	<b>ELECTIVE-I: BASICS OF MEDICAL TERMINOLOGY</b>	<b>SEMESTER I</b>
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**Total Credit: 4**  
**Hours Per Week:6**

**PREAMBLE:**

To identify the knowledge, skills, abilities, and responsibilities required of medical transcriptionists **and** to develop medical transcription skills

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Outline a basic introduction on the basics of Medical transcription	K2
CO2	Define the basic medical terms for better transcription	K4
CO3	Identify the skills of a medical transcriptionist	K3
CO4	Develop the key responsibilities of a medical transcriptionist	K4
CO5	Utilize the abilities of a Medical transcriptionist	K3

**MAPPING WITH PROGRAMME OUTCOME**

COS/POS	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	M	S
CO5	S	M	S	S	S

S - Strong, M - Medium, L - Low



<b>17PEL1EA</b>	<b>ELECTIVE-I: BASICS OF MEDICAL TERMINOLOGY</b>	<b>SEMESTER I</b>
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**Total Credit: 4  
Hours Per Week:6**

## **CONTENTS**

### **UNIT- I**

Introduction

### **UNIT- II**

Human Body – Basics

### **UNIT- III**

Medical Terminology – Basics

Dermatology

### **UNIT- IV**

Ophthalmology

### **UNIT -V**

Otorhinolaryngology

### **TEXT BOOK:**

1. *Jha , Alok.* 2002. **Medical Transcription Made Easy.** Macmillan India Ltd.,

### **REFERENCE BOOKS:**

1. *J. J. Davies, Juanita.* 2002. **Quick Reference for Medical Terminology** (1<sup>st</sup> Ed). Cengage Learning.
2. *Panda, UN.* 2015. **Concise Pocket Medical Dictionary** (3<sup>rd</sup> Ed). Jaypee Brothers Medical Publishers Pvt. Ltd.

<b>17PEL1EB</b>	<b>ELECTIVE- I: COMMUNICATIVE ENGLISH</b>	<b>SEMESTER I</b>
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**Total Credit: 4**  
**Hours Per Week:6**

**PREAMBLE:**

To create a working interface between students and English and to train them to use language components to achieve functional mastery

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Define the concepts of Time, Measurement, Dimension and other concepts	K4
CO2	Elaborate on process and relations and other multi-dimensional roles	K5
CO3	Compare the structure of argument based on written English and spoken English	K4
CO4	Discuss the various categories of Communicative English	K5
CO5	Infer the judgment and evaluation based on emotional relations and functions	K5

**MAPPING WITH PROGRAMME OUTCOME**

COS/POS	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	M	S
CO5	S	M	S	S	S

S - Strong, M - Medium, L - Low

<b>17PEL1EB</b>	<b>ELECTIVE- I: COMMUNICATIVE ENGLISH</b>	<b>SEMESTER - I</b>
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**Total Credit: 4  
Hours Per Week:6**

## **CONTENTS**

### **UNIT- I**

Introduction – Semantico-Grammatical Categories – Time – Point of Time  
– Duration –Frequency – Sequence – Time Relations – Quantity –  
Measurement – Numbers – Operations – Space – Dimension – Location –  
Motion – Matter

### **UNIT- II**

Case – Processes and Relations – Processes – Actions – Mental processes –  
Relations – Roles – Participant Roles – Circumstantial roles

### **UNIT- III**

Deixis – External Deixis – Internal Deixis – Forward pointing – Backward  
pointing – Categories of Communicative function – Cognitively oriented  
functions – Modality – Certainty (impersonal and personal) –  
Commitment

### **UNIT- IV**

Argument – Information – Agreement – disagreement – Rational Enquiry  
and Exposition – Suasion (Inducement, Compulsion, Prediction,  
Tolerance) – The structure of Argument (Argument in Written English,  
Argument in Spoken English) – Attitudinal and Evaluation functions

## **UNIT -V**

Judgement and Evaluation (Valuation, judgement, (Dis) approval) -  
Personal Emotions - Emotional relations (contact, comment) - Social  
functions - Role - Function- Setting

### **TEXT BOOK:**

1. *Bhatnagar, R. P& Bell. 1997. Communication in English. Orient Longman (Part II, pp.83-132)*

### **REFERENCE BOOK:**

1. *H Long, Michael. 2011. The Handbook of Language Teaching. Hong Kong: Graphicraft Ltd/ Wiley Online Library.*

<b>17PEL1EC</b>	<b>ELECTIVE -I: TRANSLATION THEORY AND</b>	<b>SEMESTER I</b>
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**Total Credit: 4**  
**Hours Per Week:6**

**PREAMBLE:**

To make the students become familiar with the basic concepts relating to the theory and practice of translation and to sensitize the students to the linguistic structures of the source and the target language.

**COURSE OUTCOMES**

On successful completion of the course, students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Obtain the knowledge about the history of translation and translator	<b>K4</b>
<b>CO2</b>	Interpret the critical views of theorists on translation	<b>K5</b>
<b>CO3</b>	Distinguish the theoretical views of equivalence in translation	<b>K4</b>
<b>CO4</b>	Examine the loss and gain in translation and to know the functions of machine, the bible and prose translation	<b>K5</b>
<b>CO5</b>	Translate poetry, Shakespeare, scientific and technological texts used in different tools	<b>K4</b>

**MAPPING WITH PROGRAMME OUTCOME**

<b>COS/POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	S	S
<b>CO2</b>	S	S	S	S	S
<b>CO3</b>	S	S	M	S	S
<b>CO4</b>	S	S	S	M	S
<b>CO5</b>	S	M	S	S	S

S - Strong, M - Medium, L - Low

<b>17PEL1EC</b>	<b>ELECTIVE -I: TRANSLATION THEORY AND PRACTICE</b>	<b>SEMESTER I</b>
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**Total Credit: 4**  
**Hours Per Week:6**

## **CONTENTS**

### **UNIT- I**

Introduction to Translation - Terms and Definitions - History of Translation - Translation: Is it a Science or an Art - The Translator: Requirements and Responsibilities.

### **UNIT- II**

Kinds of Translation: Roman Jakobson, Dryden, Catford & Literal Translation -Methods of Translation: Author - Centered Translation, Text - Centered Translation & Reader - Centered Translation - Translations Procedures: Transliteration, Transference, Transcreation & Transposition

### **UNIT- III**

Equivalence: Principle of Equivalence, Equivalence and Adequacy, Popovic on Equivalence : Linguistic Equivalence, Paradigmatic Equivalence, Stylistic Equivalence & Textual Equivalence - Susan Bassnett-McGuire on Equivalence - Catford on Equivalence - Eugene Nida on Equivalence - Adaptation.

### **UNIT- IV**

Machine Translation - Translation of Bible - Prose Translation: Problems. Process Approach and Product Approach - Loss and Gain in Translation - Translation: Procedure and Evaluation

## UNIT -V

Poetry Translation: Problems – Dramatic Texts: Problems – Shakespeare in Translation – Translation of Scientific and Technological Texts. Tools for Translation-Introduction- Tools for Translation-Intellectual Tools- Knowledge of languages-Special talents.

### TEXT BOOKS:

1. *Bassnett-McGuire, Susan*. 1980. **Translation Studies**. London: Methuen.
2. *Belloc, Hilaire*. 1931. **On Translation**. Oxford: the Clarendon Press.
3. *Lakshmi*. 1993. **Problems in Translation**. Hyderabad: Book Links.

### REFERENCE BOOKS:

1. *Biguenet and Schultze*. 1990. **The Craft of Translation**. Chicago: University Press.
2. *Booth, A.D.* 1967. **Machine Translation**. Amsterdam: North-Holland Publishing Company.

<b>17PEL2EA</b>	<b>ELECTIVE- II: PULMONOLOGY AND CARDIOLOGY</b>	<b>SEMESTER II</b>
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**Total Credit: 4**  
**Hours Per Week:5**

**PREAMBLE:**

To describe the importance of the confidential nature of medical reports and to gain the skills to transcribe recordings and create medical reports

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Create a base for the basics of pathology and physical assessment	<b>K5</b>
<b>CO2</b>	Understand the procedures of Pharmacology	<b>K2</b>
<b>CO3</b>	Develop the skills of transcribing the terms used in Pharmacology	<b>K3</b>
<b>CO4</b>	Transcribe the terminologies used in Pharmacology	<b>K2</b>
<b>CO5</b>	Enrich new vocabulary, abbreviations and drug list used for medical transcription	<b>K3</b>

**MAPPING WITH PROGRAMME OUTCOME**

<b>COS/POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	S	S
<b>CO2</b>	S	S	S	S	S
<b>CO3</b>	S	S	M	S	S
<b>CO4</b>	S	S	S	M	S
<b>CO5</b>	S	M	S	S	S

S - Strong, M - Medium, L - Low



<b>17PEL2EA</b>	<b>ELECTIVE- II: PULMONOLOGY AND CARDIOLOGY</b>	<b>SEMESTER II</b>
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**Total Credit: 4**  
**Hours Per Week:5**

## **CONTENTS**

### **UNIT- I**

1. Introduction
2. Physical Assessment
3. Pathology

### **UNIT -II**

1. Procedures
2. Pharmacology

### **UNIT III - Cardiology**

1. Introduction
2. Physical assessment
3. Pathology

### **UNIT- IV**

1. Procedures
2. Pharmacology

### **UNIT -V**

1. Vocabulary
2. Abbreviations
3. Combining Forms
4. Suffix
5. Prefix
6. Exercises
7. Drug list

**TEXT BOOK:**

1. *Jha , Alok.* 2002. **Medical Transcription Made Easy.** Macmillan India Ltd.,

**REFERENCE BOOKS:**

1. *J. J. Davies, Juanita.* 2002. **Quick Reference for Medical Terminology** (1<sup>st</sup> Ed). Cengage Learning.
2. *Panda, UN.* 2015. **Concise Pocket Medical Dictionary** (3<sup>rd</sup> Ed). Jaypee Brothers Medical Publishers Pvt. Ltd.

<b>17PEL2EB</b>	<b>ELECTIVE- II: LECTURES AND NOTE TAKING</b>	<b>SEMESTER-II</b>
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**Total Credit: 4**  
**Hours Per Week:5**

**PREAMBLE:**

To train students in preparing and delivering lectures and to enable students to move from text-bound answers to those born of reflection, introspection on their experience of performing

**COURSE OUTCOME**

On successful completion of the course, students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Understand lecturing styles and lecture	<b>K4</b>
<b>CO2</b>	Determine the skills of listening structure cues	<b>K5</b>
<b>CO3</b>	Analyze the essentials of informal language and lecture length	<b>K4</b>
<b>CO4</b>	Plan the process of note taking	<b>K3</b>
<b>CO5</b>	Design a lecture structure	<b>K5</b>

**MAPPING WITH PROGRAMME OUTCOME**

<b>COS/POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	S	S
<b>CO2</b>	S	S	S	S	S
<b>CO3</b>	S	S	M	S	S
<b>CO4</b>	S	S	S	M	S
<b>CO5</b>	S	M	S	S	S

S - Strong, M - Medium, L - Low

<b>17PEL2EB</b>	<b>ELECTIVE- II: LECTURES AND NOTE TAKING</b>	<b>SEMESTER-II</b>
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**Total Credit: 4  
Hours Per Week:5**

## **CONTENTS**

### **UNIT- I**

Lecturing Styles and Lecture Structure

### **UNIT- II**

Listening cues

### **UNIT- III**

Informal Language and Lecture Length

### **UNIT- IV**

Taking Notes

### **UNIT -V**

Structuring a lecture (Students are to design a lecture structure)

### **TEXT BOOK:**

1. *Jordan, R.R.* 1997. **English for Academic Purposes**, Cambridge University Press

### **REFERENCE BOOKS:**

1. *Lynch, Tony.* 2007. **Study Listening: A Course in Listening to Lectures and Note-Taking**. Cambridge University Press.

<b>17PEL2EC</b>	<b>ELECTIVE -II: GREEN STUDIES</b>	<b>SEMESTER-II</b>
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**Total Credit: 4**  
**Hours Per Week:5**

**PREAMBLE:**

To nurture respect for a green world and to develop deep ecological Ideals and to enable the students become global citizens who are aware about and motivated to take responsibility for the sustainable development of the green world that enable them to live and grow according to their environment.

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Expose students to ecological concepts through the poems of different writers	<b>K5</b>
<b>CO2</b>	Relate the concepts of ecology through the prose works of Emerson and Thoreau	<b>K4</b>
<b>CO3</b>	Discuss dramatic concepts based on ecological factors in the play of Tagore and Wole Soyinka	<b>K6</b>
<b>CO4</b>	Explain ecological factors in the novels of Amitav Ghosh and Thakali Sivashankaran Pillai	<b>K4</b>
<b>CO5</b>	Understand the critical concepts of Eco-literature through the critical works of Cheryll Glotfelty and U.Sumathy	<b>K5</b>

## MAPPING WITH PROGRAMME OUTCOME

<b>COS/POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	S	S
<b>CO2</b>	S	S	S	S	S
<b>CO3</b>	S	S	M	S	S
<b>CO4</b>	S	S	S	M	S
<b>CO5</b>	S	M	S	S	S

S - Strong, M - Medium, L - Low

<b>17PEL2EC</b>	<b>ELECTIVE -II: GREEN STUDIES</b>	<b>SEMESTER-II</b>
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**Total Credit: 4**  
**Hours Per Week:5**

## **CONTENTS**

### **UNIT I - POETRY**

#### **DETAILED**

1. *Binsey Poplars* – Gerard Manley Hopkins
2. *"Nature" Is What We See* – Emily Dickinson
3. *The Prelude Book 1*- William Wordsworth
4. *Pray to What Earth* – Henry David Thoreau
5. *God the Artist* – Angela Morgan

### **UNIT II – PROSE**

#### **DETAILED**

*Nature* – Emerson

#### **NON-DETAILED**

*The Battle of the Ants* (Chapter 12 of *Walden* or *Life In The Woods*) -  
Henry David Thoreau

### **UNIT- III DRAMA**

#### **DETAILED**

*Muktadhara* – Rabindranath Tagore

#### **NON-DETAILED**

*A Dance of the Forests* – Wole Soyinka

#### **NON-DETAILED**

#### UNIT IV - FICTION

1. *The Hungry Tide*- Amitav Ghosh
2. *Chemmeen* – Thakazhi Sivasankara Pillai

#### UNIT V - CRITICISM

1. *Introduction- Chapter I- Literary Studies in the Age of Environmental Crisis*  
– Cheryll Glotfelty
2. *Nature Writing* – U. Sumathy

#### TEXT BOOKS:

1. *Cheryll Glotfelty and Harold Fromm* (ed). 1996. **The Ecocriticism Reader- Landmarks in Literary Ecology**. The University of Georgia Press.
2. *Gardner, Helen* (ed). 1972. **The New Oxford Book of English Verse 1250-1950**. London: OUP.
3. *Wain, John* (ed). 1990. **Oxford Anthology of English Poetry**. London: OUP.
4. *Fishkin, Fisher*. 2010. **Concise Anthology of American Literature**. Longman.
5. *McMichael, George L*. 1998. **Concise Anthology of American Literature**. Prentice Hall
6. *Peeradina*. 1972. **Contemporary Indian Poetry in English**. Macmillan. New Delhi.
7. *Ghosh, Amitav*. 2005. **The Hungry Tide**. Harper Collins.
8. *Lal, Ananda* (Trans). 1987. **Rabindranath Tagore: Three Plays**. Kolkata: M.P.Birla Foundation
9. *Emerson, Ralph Waldo*. 1886. **Nature, And Other Addresses**. New York: John B. Alden.



10. *David Thoreau*, Henry. 2000. **The Battle of the Ants**. The McGraw – Hill companies.
11. *Sumathy, U.* 2010. **Ecocriticism in Practice**. Sarup Book Publishers. New Delhi

**REFERENCE BOOKS:**

1. *Coupe, Laurence.* 2000. **The Green Studies Reader: From Romanticism to Ecocriticism**. Routledge.
2. *Gliotfelty, Cheryll.* 1996. **The Ecocriticism Reader: Landmarks in Literary Ecology**. University of Georgia Press.
3. *Morton, Timothy.* 2010. **The Ecological Thought**. Harvard University Press

<b>17PEL3EA</b>	<b>ELECTIVE III (A): GASTROENTEROLOGY, GENITOURINARY SYSTEM, GYNAECOLOGY AND OBSTETRICS</b>	<b>SEMESTER III</b>
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**Credit: 4**  
**Hours: 5/Week**

**PREAMBLE:**

To study the anatomy of human physique and pathology with respect to Medical Transcription.

**COURSE OUTCOME:**

On successful completion of the course, the students will be able to

CO Numbers	CO Statement	Knowledge Level
CO 1	List the physical assessment and the corresponding pathological aspects	K4
CO 2	Infer the procedures involved in Pharmacology.	K2
CO 3	Explain the Genitourinary system.	K5
CO 4	Discuss Obstetrics and Gynaecology	K6
CO5	Explain the procedures in Pharmacology.	K5

**MAPPING WITH PROGRAMME OUTCOME**

COS/POS	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	S
CO2	M	M	S	M	M
CO3	M	M	S	S	S
CO4	M	S	M	M	S
CO5	S	M	S	S	M

S - Strong, M - Medium, L - Low

<b>17PEL3EA</b>	<b>ELECTIVE III (A): GASTROENTEROLOGY, GENITOURINARY SYSTEM, GYNECOLOGY AND OBSTETRICS</b>	<b>SEMESTER III</b>
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**Credit: 4**  
**Hours: 5/Week**

### **COURSE CONTENTS**

#### **UNIT- I**

1. Introduction
2. Physical Assessment
3. Pathology

#### **UNIT- II**

1. Procedures
2. Pharmacology

#### **UNIT- III**

Genitourinary System

#### **UNIT- IV**

Gynecology and Obstetrics

#### **UNIT -V**

1. Procedures
2. Pharmacology

#### **TEXT BOOK:**

1. *Jha , Alok.* 2002. Medical Transcription Made Easy. Macmillan India Ltd.,

**REFERENCES:**

1. *J. J. Davies, Juanita*. 2002. Quick Reference for Medical Terminology (1st Ed). Cengage Learning.
2. *Panda, UN*. 2015. Concise Pocket Medical Dictionary (3rd Ed). Jaypee Brothers Medical Publishers Pvt. Ltd.
3. *Smith, Roger*. Netter's Obstetrics and Gynecology (3rd Ed). Elsevier Publishers, 27<sup>th</sup> Nov 2015.
4. *Kumar P, Clark M*. Gastroenterology. 2001. Edinburgh.
5. *James M. Olson* .Clinical Pharmacology Made Ridiculously Simple. 20 December 1991.

<b>17PEL3EB</b>	<b>ELECTIVE III (B): SPEAKING FOR ACADEMIC PURPOSES</b>	<b>SEMESTER III</b>
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**Credit: 4**  
**Hours: 5/ Week**

**PREAMBLE:**

To train students in spoken academic tasks.

**COURSE OUTCOME:**

On successful completion of the course, the students will be able to

<b>CO Numbers</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO 1</b>	List out the Interrogations for lectures	<b>K1</b>
<b>CO 2</b>	Defend the topics in seminars	<b>K5</b>
<b>CO 3</b>	Take part in oral presentation, conferences and seminars	<b>K4</b>
<b>CO 4</b>	Interpret graphs and data matrix verbally	<b>K5</b>
<b>CO 5</b>	Judge the individual speech difficulties through the functions of articulatory organs	<b>K5</b>

**MAPPING WITH PROGRAMME OUTCOME**

<b>COS/POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	S	M	S	M	S
<b>CO2</b>	S	M	M	S	M
<b>CO3</b>	S	S	S	S	M
<b>CO4</b>	M	M	M	S	M
<b>CO5</b>	S	M	S	M	M

S - Strong, M - Medium, L - Low

<b>17PEL3EB</b>	<b>ELECTIVE III (B): SPEAKING FOR ACADEMIC PURPOSES</b>	<b>SEMESTER III</b>
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**Credit: 4**  
**Hours: 5/ Week**

### **COURSE CONTENTS**

#### **UNIT- I**

Asking questions in lecture

#### **UNIT- II**

Seminars

#### **UNIT- III**

Oral Presentation

#### **UNIT- IV**

Verbalizing data

#### **UNIT- V**

Individual Speech difficulties

#### **TEXT BOOK:**

1. Jordan, R.R. 1997. English for Academic Purposes, Cambridge University Press

**REFERENCES:**

1. *Anderson, Kenneth.* 2007. *Study Speaking - A Course in Spoken English for Academic Purposes.* Cambridge University Press
2. *Bligh, D.* (2001) *What's the Use of Lectures?* San Francisco: Jossey-Bass.
3. *Davis, B.* (1993) *Tools for Teaching.* San Francisco: Jossey-Bass.
4. *McKeachie, W.* (2001) *Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (11th ed.). Boston: Houghton Mifflin
5. *Visualization and Verbalization of Data* (Chapman & Hall/CRC Computer Science & Data Analysis) 1st Edition by Jorg Blasius (Editor), Michael Greenacre (Editor), Publisher: Chapman and Hall/CRC; 1 edition (April 10, 2014)
6. *Books for Introducing and Preparing Oral Presentations* by Elizabeth Ramos.

17PEL3EC	<b>ELECTIVE III (C) - INDIAN MYTH AND FOLKLORE</b>	<b>SEMESTER III</b>
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**Credit: 4**  
**Hours: 5/Week**

### PREAMBLE

To understand the significance of myth and folklore in Indian writing in English and to traverse the art of Indian Folklore

### COURSE OUTCOME:

On successful completion of the course, the students will be able to

CO Numbers	CO Statement	Knowledge Level
CO1	Examine the Myth and Folklore through the poems of writers like Sarojini Naidu and Sri Aurobindo.	K4
CO2	Distinguish different cultures and to analyze the women characters through the Brides of Bharatas	K4
CO3	Motivate the Importance of Folklore through short stories	K4
CO4	Evaluate epic characters and to make justification of modern and conventional practices.	K5
CO5	Identify the development of Folklore with reference to the past and present.	K3

### MAPPING WITH PROGRAMME OUTCOME

CO s/PO s	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	M	S	M	S	M
CO3	M	S	S	M	M
CO4	S	M	M	S	S
CO5	M	M	M	S	S

S - Strong, M - Medium, L - Low



<b>17PEL3EC</b>	<b>ELECTIVE III (C) - INDIAN MYTH AND FOLKLORE</b>	<b>SEMESTER III</b>
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**Credit: 4**  
**Hours: 5 / Week**

**UNIT- I Poetry**

1. Coromandel Fishers - Sarojini Naidu
2. Hunger - Jayanta Mahapatra
3. Philosophy - Nissim Ezekiel
4. Life and Death - Sri Aurobindo

**UNIT- II Prose**

1. The Union of Culture - Tagore
2. The Brides of Bharatas - Satya Chaitanya

**UNIT- III Short Stories**

1. Evil Spirit - Rama Raju
2. The Story of Norboo - B. K. Borgohain and P. C. Roy Choudhary
3. The Pearls - Baniroy Chaudhury
4. The Importance of Lighting - K. A. Seethalakshmi
5. Goddess Lakshmi's Rock - Indumathi Sheor

**UNIT- IV Drama**

Thus Spake Shoorpanakha, So Said Shakuni - Poile Sengupta

**UNIT -V Criticism**

Folklore Concern with the Past and the Present: Obvious Affinities -

Birendranatha Datta

(From "Folklore and Historiography" - Chapter 3)

**TEXT BOOKS:**

1. *Singh, R.P. Prasad.*1989. **An Anthology of Indian English Poetry.** New Delhi: Macmillan.
2. *Roy Choudhury.* 2001. **Best Loved Folk Tales of India.** New Delhi: Sterling Publishers.
3. *Datta, Birendranatha.* 2002. **Historiography.** Chennai: National Folklore Support Centre.
4. *Tagore.* 1996. **The English Writings of Rabindranath Tagore - A Miscellany.** Delhi: Well Wish Printers.
5. *Sengupta, Poile.* 2014. **Women Centre Stage: The Dramatist and the Play.** Routledge.

**REFERENCES:**

1. *Weinberger, Eliot.* 1952. **A Tale of Two Gardens: Poems from India.** New Delhi: New Directions Publishing.
2. *Souza, Eunice de.* 2005. **Early Indian Poetry in English: An Anthology.** New Delhi: Oxford University Press.
3. *Burke, Peter.* 2004. **History and Folklore: A Historiographical Survey.** New Delhi: Taylor & Francis, Ltd.
4. *King, Bruce.*2001. **Modern Indian Poetry in English.** New Delhi: Oxford University Press.
5. *Pattanaik, Devdutt.*2011. (first published August 14th 2010) : **Jaya: An Illustrated Retelling of the Mahabharata (The Great Indian Epics Retold)** ,Published October 5th 2011: Penguin Global.

<b>17PEL4EA</b>	<b>ELECTIVE IV (A): ORTHOPEDICS, NEUROLOGY, ENDOCRINOLOGY, GRAMMAR AND COMMON ERRORS</b>	<b>SEMESTER IV</b>
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**Credit: 4**  
**Hours: 6/ Week**

**PREAMBLE:**

To entitle students to transcribe and proof read various types of medical reports

**COURSE OUTCOMES:**

On successful completion of the course, students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Infer the structure of the spine, joints and other bones of human beings.	K4
<b>CO2</b>	Analyze the nervous system and its disorders.	K4
<b>CO3</b>	Explain the functions of endocrine glands and the immune system	K4
<b>CO4</b>	Examine grammar and common errors in Medical Transcription.	K4
<b>CO5</b>	Interpret the transcription guidelines	K5

**MAPPING WITH PROGRAMME OUTCOME**

<b>COS/ POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	S	M
<b>CO2</b>	S	M	S	M	S
<b>CO3</b>	M	S	S	S	M
<b>CO4</b>	S	M	M	M	S
<b>CO5</b>	S	M	M	M	M

S - Strong, M - Medium, L - Low

<b>17PEL4EA</b>	<b>ELECTIVE IV (A): ORTHOPEDICS, NEUROLOGY, ENDOCRINOLOGY, GRAMMAR AND COMMON ERRORS</b>	<b>SEMESTER IV</b>
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**Credit: 4**  
**Hours: 6/ Week**

### **COURSE CONTENTS**

#### **UNIT- I**

Orthopedics

#### **UNIT- II**

Neurology

#### **UNIT- III**

1. Endocrinology
2. Immunology

#### **UNIT- IV**

1. Grammar
2. Common Errors

#### **UNIT- V**

Transcription Guidelines

#### **TEXT BOOK:**

1. *Jha , Alok.* 2002. Medical Transcription Made Easy. Macmillan India Ltd.,

**REFERENCES:**

1. *J. J. Davies, Juanita.* 2002. Quick Reference for Medical Terminology (1st Ed). Cengage Learning.
2. *Panda, UN.* 2015. Concise Pocket Medical Dictionary (3rd Ed). Jaypee Brothers Medical Publishers Pvt. Ltd.
3. *Ida.*2001.Melloni's Illustrated Medical Dictionary (5<sup>th</sup> Ed).CRC Press.
4. *Bass, Jessey.* 2011. Quick Medical Terminology (5<sup>th</sup> Ed).
5. *Martin.* 2015. Oxford Concise Medical Dictionary. Oxford University Press.

<b>17PEL4EB</b>	<b>ELECTIVE IV (B) - REFERENCE/RESEARCH SKILLS</b>	<b>SEMESTER IV</b>
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**Credits: 4**  
**Hours per week: 6**

**PREAMBLE:**

To provide practice for research compilation through reference/ research skills.

**COURSE OUTCOMES:**

On successful completion of the course, students will be able to

<b>CO NUMBER</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Categorize different types of dictionaries from general to specific fields	<b>K4</b>
<b>CO2</b>	Develop the habit of dictionary use for reference purposes	<b>K6</b>
<b>CO3</b>	Infer the practice of writing working bibliography	<b>K4</b>
<b>CO4</b>	Improve the understanding of library structure and e-library	<b>K6</b>
<b>CO5</b>	Examine the appropriate use of references for successful research	<b>K4</b>

**MAPPING WITH PROGRAMME OUTCOME**

<b>COS/POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
CO1	M	S	S	M	M
CO2	S	M	S	S	M
CO3	S	S	M	M	M
CO4	S	M	S	M	S
CO5	M	S	M	M	S

S - Strong, M - Medium, L - Low

<b>17PEL4EB</b>	<b>ELECTIVE IV (B) - REFERENCE/RESEARCH SKILLS</b>	<b>SEMESTER IV</b>
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**Credits: 4**  
**Hours per week: 6**

### **COURSE CONTENTS**

#### **UNIT I**

Dictionaries

#### **UNIT II**

Dictionary Practice

#### **UNIT III**

Books

#### **UNIT IV**

Using the library

#### **UNIT V**

References

#### **TEXTBOOKS:**

1. *Jordan, R. R.* 1997. *English for Academic Purposes*. Cambridge University Press.
2. *O'Brien, T & Jordan, R. R.* 1985. *Developing Reference Skills*. Collins. London.

**REFERENCE BOOKS:**

1. *Chapman, R. L., ed.* 1992. *Roget's International Thesaurus*. New York: Harper Collins.
2. *Dudley-Evans, T and M. J. St John.* 1998. *Developments in English for Specific Purposes: A Multi-disciplinary Approach*. Cambridge: Cambridge University Press.
3. *Flowerdew, John and Matthew Peacock (Eds.)*. 2001. *Research Perspectives on English for Academic Purposes*. Cambridge: Cambridge University Press.
4. *Horning, Alice, et al.* 2006. *Reconnecting Reading and Writing*. Parlor Press.
5. *Lyons, Hamp & Courter.* 1985. *Research Matters*. Cambridge, Mass: Newbury House.
6. *Martin V., A. et al.* 2001. *Guide to Language and Study Skills for College Students of English as a Second Language*. New Jersey: Prentice-Hall. *Milward, C.* 1998. *Handbook for Writers*. New York: Holt, Rinehart and Winston.
7. *Wright, J.* 1998. *Dictionaries*. Oxford: Oxford UP.



<b>17PEL4EC</b>	<b>ELECTIVE IV (C) - PSYCHOLOGICAL ANALYSIS OF FILM, LITERATURE AND OTHER CULTURAL PRODUCTS</b>	<b>SEMESTER - IV</b>
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**Credit: 4**  
**Hours: 6/ Week**

**PREAMBLE:**

To enable the students to understand the psychology behind art, film, analyzing creative works and cultural products.

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	List the basic concepts of psychology	<b>K4</b>
<b>CO2</b>	Analyze Freud's methodology of psychology and literature	<b>K4</b>
<b>CO3</b>	Interpret the psychological film theories based on several cultural factors	<b>K5</b>
<b>CO4</b>	Examine the various forms of art, psychologically	<b>K4</b>
<b>CO5</b>	Compare the diverse cultural behavior and products, psychologically	<b>K5</b>

**MAPPING WITH PROGRAMME OUTCOME**

<b>COS/POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	S	M	S	M	S
<b>CO2</b>	M	S	M	S	M
<b>CO3</b>	S	M	S	M	S
<b>CO4</b>	M	S	M	S	M
<b>CO5</b>	M	M	S	M	S

S - Strong, M - Medium, L - Low

17PEL4EC	<b>ELECTIVE IV (C) - PSYCHOLOGICAL ANALYSIS OF FILM, LITERATURE AND OTHER CULTURAL PRODUCTS</b>	<b>SEMESTER IV</b>
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**Credit: 4**  
**Hours: 6/ Week**

**UNIT I:**

Art and Psychology: Introduction - Creativity. Theories of creativity. Divergent thinking, Sublimation, Recent Approaches. Stages of Creativity. Preliminary Principles of Perception, Cognitive Psychology, Psychoanalysis, Structuralism and Poststructuralism.

**UNIT II:**

Methodology of Analysis: Narrative analysis, content analysis, visual interpretation. Qualitative interpretation Psychology and Literature: Freud: Analysing the Author. Illustration: Freudian work on Dostoevsky. Lacan: Analysing the Text. Recent trends. Important illustrations from English and Tamil literature.

**UNIT III:**

Analysing Popular Culture- Adorno. Unifying themes in folktales-Bruno Bettleheim. Althusser Ideological State Apparatus. Barthes: Myth's function of naturalizing the history. Film analysis. Psychology of film perception- phi phenomenon. Psychological film theories: Metz identification, fetish; Johnston-feminist perspective; Psychoanalysis and film interpretation. Perceptual, cognitive and cultural factors. Psychology of Indian popular film: Kakar- Psychology of Indian popular cinema: viewer as author. Portrayal of women and the disadvantaged. Illustrations.

#### **UNIT IV:**

Understanding other art forms psychologically: Psychology of performing arts, Psychology of music perception, Psychology of ritualistic arts.

#### **UNIT V:**

Cultural psychology - Sudhir Kakar. Reading the social psyche from cultural products. Examples in the Indian context. Impact of cultural products on behaviour. Impact of globalization: Cultural homogenization through cultural products.

#### **TEXT BOOKS:**

1. *Eagleton, T.* 1996. **Psychoanalysis in Literary Theory: An Introduction**, second edition. Oxford: Blackwell.
2. *Felman, S.* (Ed.). 1982. **Literature and Psychoanalysis** The Question of Reading: Otherwise. Baltimore, MD: Johns Hopkins University Press.

#### **REFERENCES:**

1. *Freud, S.* 1953. *Art and Literature*. London: The Hogarth Press.
2. *Kakar, S.* 1997. *Culture and Psyche*. Delhi: Oxford University Press
3. *Kristeva, J.* 1980. *Desire in Language: A Semiotic Approach to Literature and Art*. Oxford: Blackwell.
4. *Monaco, James.* 2009. *How to Read a Film: Movies, Media, Beyond*. 4th ed. New York: Oxford University Press.
5. *Storey, J.* 1993. *An Introductory Guide to Cultural Theory and Popular Culture*. London: Harvester Wheatsheaf.

6. Introduction to Psychology: Gateways to Mind and Behavior with Concept Maps and Reviews by Dennis Coon and John O. Mitterer  
Year of Publication: 2008
7. Literature and Psychoanalysis by Edith Kurzweil; *William Philips*,  
Columbia university press, 1983.
8. The Institutional Logics Perspective: A New Approach to Culture, Structure, and Process 1st , Kindle Edition by Patricia H. Thornton,  
*William Ocasio, Michael Lounsbury*
9. Psychology : Understanding Human Behaviour by Aaron Quinn  
Sartain,1958.
10. Art and Visual Perception - A Psychology of the Creative Eye 50th  
Anniversary - 10 Dec 2004 by *Rudolf Arnheim*.
11. S.K. Mangal 's General psychology, 2013 sterling publishers.

<b>17PELSS1</b>	<b>Literature and Film</b>	<b>SEMESTER III</b>
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**PREAMBLE**

To introduce the shades of literature through big screen.

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Define the background elements of narrative and its devices.	<b>K1</b>
<b>CO2</b>	Compare Drama with Film.	<b>K2</b>
<b>CO3</b>	Experiment with the Novel and Film Literature.	<b>K3</b>
<b>CO4</b>	Distinguish the information by identifying the causes.	<b>K4</b>
<b>CO5</b>	Analyze the quality of work based on a set of criteria.	<b>K4</b>

**MAPPING WITH PROGRAMME OUTCOMES:**

<b>COS/POS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	S	S	M	M	S
<b>CO2</b>	S	S	S	M	S
<b>CO3</b>	S	M	M	M	M
<b>CO4</b>	M	S	S	S	M
<b>CO5</b>	M	M	M	S	M

S - Strong, M - Medium, L - Low

<b>17PELSS1</b>	<b>Literature and Film</b>	<b>SEMESTER III</b>
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## **UNIT I**

### **Background:**

- a) Elements of a narrative: Theme, Plot, Structure, Setting, Character, Point of view
- b) Narrative devices : genres, montage, film noir, flashback, special effects

## **UNIT II**

### **Drama and Film**

- a) George Bernard Shaw -Pygmalion (1913)
- b) George Cukor (Director) - My Fair Lady (1964)

## **UNIT III**

### **Novel and Film**

- a) EM Forster - A Passage to India (1924)
- b) David Lean (Director) - A Passage to India (1984).

## **UNIT IV**

### **Short Fiction and Film**

- a) Ruskin Bond - "The Blue Umbrella"
- b) Vishal Bhardwaj (Director) - "The Blue Umbrella" (2007)

## **UNIT 5**

### **Film and Literature**

**Reviews on literary movies- Paper work/ Newspaper case studies**

**Suggested Reading**

1. *Beja, Morris*. *Film & Literature, an introduction*, Longman, 1979.
2. *Bluestone, George*. *Novels into film*, Johns Hopkins Press, 1957.
3. *Boyum, Joy Gould*. *Double Exposure : Fiction into Film*, Seagull Books, 1989.
4. *Corrigan, Timothy*, ed *Film and Literature: An Introduction and Reader*. Prentice Hall, 1999.
5. *Das Gupta, Chidananda*. *Talking about films*. Orient Longman, 1981

<b>17PELSS2</b>	<b>Indian Folktales</b>	<b>SEMESTER III</b>
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**PREAMBLE:**

To understand the significance of Indian folktales in Indian Writing in English and traverse the art of Indian folktales.

**COURSE OUTCOME:**

On successful completion of the course, students will be able to

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Relate the essential oral nature of folktales and imagine how the context of oral performance shapes the meaning of a story.	K2
CO2	Classify the specific folks of different cultures.	K4
CO3	Distinguish how tales reflect a process of cultural struggle	K4
CO4	Develop recurrent folk themes and motifs in Indian perspective.	K3
CO5	Evaluate the traditional artistic creativity, popular narratives and legends	K5

**MAPPING WITH PROGRAMME OUTCOME**

COS/POS	PO1	PO2	PO3	PO4	PO5
CO1	M	S	M	M	M
CO2	S	M	S	S	M
CO3	M	M	S	M	M
CO4	S	S	M	S	S
CO5	M	M	S	S	M

S - Strong, M - Medium, L - Low



<b>17PELSS2</b>	<b>Indian Folktales</b>	<b>SEMESTER III</b>
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## **COURSE CONTENTS**

### **UNIT I**

The Monkey and the Crocodile

How the Turtle Saved His Own Life

The Merchant of Seri

The Turtle Who Couldn't Stop Talking

### **UNIT II**

The Ox Who Won the Forfeit

The Sandy Road

The Quarrel of the Quails

The Measure of Rice

### **UNIT III**

The Foolish, Timid Rabbit

The Wise and the Foolish Merchant

The Elephant Girly-Face

The Banyan Deer

### **UNIT IV**

The Princes and the Water-Sprite

The King's White Elephant

The Ox Who Envied the Pig

## UNIT V

Grannie's Blackie

The Crab and the Crane

Why the Owl Is Not King of the Birds

## TEXTBOOK

1. *Ellen C. Babbitt*. 1912. Jataka Tales. The New Century Co publication. New York.  
<http://sacred-texts.com/bud/jt/index.htm>
2. *Dan Keding, Amy Douglas*. English Folktales. World Folklore Series. 2005.
3. *Pai, Anant* . *Jataka Tales the Mouse Merchant* (Amar Chitra Katha). India Book House. 1973.
4. *Pai, Anant* . *Amar Chitra Katha - Jataka Tales: Monkey Stories*. India Book House 1973.
5. *Pai, Anant* . *Amar Chitra Katha - More Tales from the Jatakas*. India Book House. 2001  
< <http://gen.lib.rus.ec/>>.

## REFERENCES

1. *Ken Kawasaki, Visakha Kawasaki*. Jataka Tales of the Buddha: An
2. Anthology. *Ken and Visakha Kawasaki*. 2011.
3. *Pai, Anant* . *Amar Chitra Katha - Jataka Tales: Bird Stories*. India Book House. 2003.
4. *Ellen C. Babbitt*. More Jataka Tales. Yesterday's Classics. 2008.
5. *Sasan, Fayazmanesh*. Money and Exchange: Folktales and Reality.
6. Routledge Studies in the History of Economics. annotated edition. 2006.

7. *Dale A. Olsen. World Flutelore: Folktales, Myths, and Other Stories of*
8. *Magical Flute Power [1st Edition]. University of Illinois Press. 2013.*  
< [http. http://gen.lib.rus.ec/](http://gen.lib.rus.ec/)>.

**Question Paper Pattern**

**Maximum Marks: 100**

**Section-A**

(5 X 5 = 25)

Annotations and Short Notes:

(Each question carries FIVE Marks)

(Either or pattern)

(Annotations from Unit I, II, III / Short notes from Unit IV, V)

**Equal Distribution to all Units**

**Section-B**

(5 X 10 = 50)

Essay Type Questions:

(Each question carries TEN Marks)

(Either or pattern)

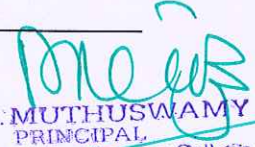
**Equal Distribution to all Units**

**Project:**

- |                                   |   |          |
|-----------------------------------|---|----------|
| • Selection of Topic              | - | 10 Marks |
| • Collection of Secondary Sources | - | 20 Marks |
| • Preparation of Chapters         | - | 40 Marks |
| • Mock Viva- voce                 | - | 30 Marks |

**100 Marks**

R.V. P. e  
10/11/2018  
BoS Chairman/HoD  
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