

# **MASTER OF ARTS IN ENGLISH LITERATURE**

**SYLLABUS 2018-19**

**(Outcome Based Education)**



**Dr. N.G.P. ARTS AND SCIENCE COLLEGE**

(An Autonomous Institution, Affiliated to Bharathiar University, Coimbatore)

Approved by Government of Tamil Nadu and Accredited by NAAC with 'A' Grade (2<sup>nd</sup> Cycle)

Dr. N.G.P.- Kalapatti Road, Coimbatore-641048, Tamil Nadu, India

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## **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	
First Semester							
17PEL13A	Core- I: British Literature – I (From the Age of Chaucer to the Age of Milton)	6	3	25	75	100	4
17PEL13B	Core- II: British Literature – II (From the Age of Dryden to the 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>
Second Semester							
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
17PEL23E	Core - IX: Research Methodology	5	3	25	75	100	4

R.V-1P-e  
20/12/2019  
Dr. R. VITHYA PRABHA  
Professor & Head  
Department of English  
Dr. N.G.P. Arts & Science College  
(Autonomous), Coimbatore - 641 048



	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
18PEL33B	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)

S. No.	Course Code	Name of the course
1.	17PEL4EA	Orthopedics, Neurology, Endocrinology, Grammar and Common Errors
2.	17PEL4EB	Reference and Research Skills
3.	18PEL4EC	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 semester) 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 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 Credits 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 outcomes:

PO Number	PO Statement
PO1	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.
PO2	To apply critical and theoretical approaches through the analysis of literary text
PO3	To understand the fiction as an art form and to assess the plot construction and characterization in prescribed works
PO4	To define and identify elements of poetry as well enquiry and reading philosophical elements
PO5	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 Credits: 4**  
**Hours Per Week: 6**

**PREAMBLE:**

To infer the foundation for a study of English Literature which begins with Chaucer and continues through the Elizabethan age and to understand the various genres of writers

**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>	Outline the use of poetic devices of the 15 <sup>th</sup> century writers and influence	<b>K3</b>
<b>CO2</b>	Explain the epic poems of John Milton and John Donne	<b>K2</b>
<b>CO3</b>	Infer the background setting of the Theatre of John Webster and Thomas Kyd	<b>K2</b>
<b>CO4</b>	Enrich the prose writing skills of Bacon and his period	<b>K5</b>
<b>CO5</b>	Employ the acquired knowledge in criticism and interpretation in Sidney's work	<b>K3</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>	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

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 Credits: 4**  
**Hours Per Week: 6**

## **CONTENTS**

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

#### **DETAILED**

**Geoffrey Chaucer:** *The Prologue to the Canterbury Tales* – Author's

Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

#### **NON-DETAILED**

**Edmund Spenser:** *Prothalamion* – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Thomas Wyatt:** *I find no peace, Farewell Love* – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Henry Howard Earl of Surrey:** *Love that doth Reign and Live within my thought The Soote Season* – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Ballads:** *The Wife of Usher's Well, Sir Patrick Spens* – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

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

#### **DETAILED**

**John Milton: *Paradise Lost Book IX*** – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

#### **NON-DETAILED**

**John Donne: *The Canonization, Death be not proud*** – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Andrew Marvell: *The Garden*** – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

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

#### **DETAILED**

**John Webster: *The Duchess of Malfi*** – Author's biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols- Critical analysis - Annotation

#### **NON-DETAILED**

**Thomas Kyd: *The Spanish Tragedy*** – Author's biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols

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

#### **DETAILED**

**Francis Bacon: *Of Adversity, Of Love, Of Revenge, Of Ambition, Of Parents and Children, Of Friendship*** – Author's biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques - Annotation

#### **NON-DETAILED**

**John Bunyan: *The Pilgrims Progress*** – Author's biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

## **UNIT- V: CRITICISM**

**Philip Sidney: *An Apology for Poetry*** - Author's biography – about criticism – interpretation – Sidney's view - conclusion

### **TEXT BOOKS:**

1. *Gardner, Helen (ed).* 1972. **The New Oxford Book of English Verse 1250–1950.** Oxford University Press. United Kingdom.
2. *Wain, John (ed).* 1990. **Oxford Anthology of English Poetry.** Oxford University Press. United Kingdom.
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.** Penguin Classic Series. United States.
7. *Bunyan, John.* 2005. **Pilgrim's Progress.** Barnes & Noble.

### **REFERENCE BOOKS:**

1. *Levin, Philis (ed).* 2001. **The Penguin Book of the Sonnet.** Penguin Books
2. *Sidney, Philip/ R. W. Maslen.* 2002. **An Apology for Poetry.** Manchester University Press. United Kingdom.
3. *Drabble, M. (ed).* 2000. **The Oxford Companion to English Literature.** OUP.
4. *Ousby (ed).* 1993. **The Cambridge Guide to Literature in English.** Cambridge University Press. United Kingdom.
5. *Birch, Dinah.* 2012. **The Concise Oxford Companion to English Literature.** Oxford Publishers. United Kingdom.

<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 Credits: 4**  
**Hours Per Week: 6**

**PREAMBLE:**

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

**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>	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 OUTCOMES:**

<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

<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 Credits: 4**  
**Hours Per Week: 6**

## CONTENTS

### UNIT - I - POETRY

#### DETAILED

**William Wordsworth: *Upon Westminster Bridge, Immortality Ode*** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**S.T. Coleridge: *Ode to Dejection*** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**P. B. Shelley: *To a Skylark*** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**John Keats: *Ode to Autumn*** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

#### NON-DETAILED

**Alexander Pope: *Essay on Criticism* (215-423 lines)** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Oliver Goldsmith: *The Deserted Village* (1-250 lines)** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**William Blake: *From Songs of Innocence, The Echoing Green, The Divine Image, Holy Thursday*** - Author's Biography- title indications- outline-

paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

## **UNIT - II PROSE**

### **DETAILED**

**Charles Lamb:** *Old China, New Year's Eve, Chimney Sweepers, South Sea House, The Old and New School Masters*- Author's biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques – Annotation

### **NON DETAILED**

**Jonathan Swift:** *Gulliver's Travels I & II* – Author's biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

## **UNIT - III DRAMA**

### **DETAILED**

**John Dryden:** *All for Love* – Author's biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols - Annotation

### **NON-DETAILED**

**Oscar Wilde:** *Importance of Being Earnest* – Author's biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols.

## **UNIT- IV FICTION**

### **NON-DETAILED**

**Walter Scott:** *Kenilworth* - Author's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

**Jane Austen:** *Pride and Prejudice* - Author's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis



## UNIT -V CRITICISM

**William Wordsworth: *Preface to Lyrical Ballads*** - Author's biography – about criticism – interpretation – Wordsworth's view - conclusion

**Dr. Johnson: *Preface to Shakespeare*** - Author's biography – about criticism – interpretation – Johnson's view - conclusion

### TEXT BOOKS:

1. *Gardner, Helen (ed).* 1972. **The New Oxford Book of English Verse 1250–1950.** Oxford University Press. United Kingdom.
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.

### 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. United Kingdom.
4. *Birch, Dinah.* 2012. **The Concise Oxford Companion to English Literature.** Oxford Publishers. United Kingdom.
5. *Leitch, Vincent B.* 2010. **The Norton Anthology of Theory & Criticism.** W. W. Norton & Company, Inc.

<b>17PEL13C</b>	<b>CORE- III : AMERICAN LITERATURE</b>	<b>SEMESTER – I</b>
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**Total Credits: 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 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 and determine the central themes of philosophical elements	<b>K2</b>
<b>CO2</b>	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 OUTCOMES:**

<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 Credits: 4**  
**Hours Per Week: 6**

## CONTENTS

### UNIT- I POETRY

#### DETAILED

**Whitman** : *Crossing Brooklyn Ferry* – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**Emily Dickinson:** *After Great Pain a Formal Feeling Come, This is my Letter to the World, The soul selects Her Own Company* – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**Robert Frost:** *The Death of the Hired Man, Home Burial* – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**Edgar Allan Poe:** *Raven*– Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

#### NON-DETAILED

**Ezra Pound:** *Ballad of the Goodly Friar* – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**E.E. Cummings:** *The Cambridge Ladies, Some where I have never traveled gladly before* – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Sylvia Plath: *Daddy* (The New Poetry edited by Alvarez) – Author's**

Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

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

Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Hart Crane: *Voyages*– Author's Biography- title indications- outline-**

paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

## **UNIT -II PROSE**

### **DETAILED**

**Ralph Waldo Emerson: *American Scholar*– Author's biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques – Annotations**

### **NON-DETAILED**

**Edgar Allan Poe: *The Philosophy of Composition*– Author's biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques**

## **UNIT -III DRAMA**

### **DETAILED**

**Eugene O'Neil: *Emperor Jones*– Author's biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols - Annotation**

### **NON-DETAILED**

**Tennessee Williams : *A Street Car Named Desire*** – Author's biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols

#### **UNIT -IV FICTION**

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

**Herman Melville: *Moby Dick***- Author's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

**Alice Walker : *The Color Purple***- Author's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

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

**Allan Tate: *Tension in Poetry***- Author's biography – about criticism – interpretation – Allan Tate's view - conclusion

**T.S. Eliot: *Tradition and The Individual Talent***- Author's biography – about criticism – interpretation – Eliot's view - conclusion

#### **TEXT BOOKS:**

1. Hart, J. D. 1995. **The Oxford Companion to American Literature**. Oxford University Press. United Kingdom.
2. Fishkin, Fisher. 2010. **Concise Anthology of American Literature**. Longman. United States.
3. McQuade, Donald. 1999. **Harper American Literature**. Longman. United States.
4. McMichael, George L. 1998. **Concise Anthology of American Literature**. Prentice Hall. United States.
5. O' Neill, Eugene. 2013. **The Emperor Jones**. Courier Corporation (Dover Thrift Editions).

**REFERENCE BOOKS:**

1. *Patil, Mallikarjun*. 2009. **Studies in American Literature**. Atlantic Publisher.
2. *Stedman, Edmund Clarence*. 1900. **An American Anthology**. Twayne Publishers.
3. *Williams, Tennessee*. 2004. **A Street Car Named Desire**. New Directions Publishing.
4. *Melville, Herman*. 2012. **Moby Dick**. Penguin Publisher.
5. *Walker, Alice*. 2011. **The Color Purple**. Hachette. United Kingdom.

<b>17PEL13D</b>	<b>CORE- IV: THE ENGLISH LANGUAGE</b>	<b>SEMESTER - I</b>
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**Total Credits: 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 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>	Extend better understanding about the origin of English language	<b>K2</b>
<b>CO2</b>	Exhibit the speech sounds through articulatory organs	<b>K3</b>
<b>CO3</b>	Assess the knowledge level of students using vowels and consonants	<b>K5</b>
<b>CO4</b>	Acquire knowledge of language development	<b>K3</b>
<b>CO5</b>	Impart better understanding in Idioms and Metaphor	<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>	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>17PEL13D</b>	<b>CORE- IV: THE ENGLISH LANGUAGE</b>	<b>SEMESTER - I</b>
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**Total Credits: 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*. 2005. **Better English Pronunciation**. CUP. New Delhi.
2. *F.T. Wood*. 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. United Kingdom.
2. *Hogg*. 2006. **A History of the English Language**. Cambridge University Press. 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 Credits: 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, and fiction of this age

**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>	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 OUTCOMES:**

<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>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 Credits: 4**  
**Hours Per Week: 5**

## CONTENTS

### UNIT- I POETRY

#### DETAILED

**Robert Browning: *Rabbi Ben Ezra, Andrea Del Sarto***- Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**G. M. Hopkins: *Windhover***- Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**W. B. Yeats: *Easter 1916, Second Coming***- Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**T. S. Eliot: *The Waste Land***- Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

#### NON-DETAILED

**Alfred Lord Tennyson: *Tithonus***- Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Matthew Arnold: *Rugby Chapel***- Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**F. Thompson: *The Hound of Heaven***– Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Ted Hughes: *Thrushes***– Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Philip Larkin: *The Whitsun Wedding***– Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

## UNIT- II PROSE

### DETAILED

**George Orwell: *Reflection of Gandhi, Why I write, New Words, Bookshop Memories*** – Author's Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques- Annotation

### NON-DETAILED

**Lytton Strachey: *The Eminent Victorians II*** – Author's biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

**Thomas Carlyle: *Hero as Poet II*** – Author's biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

## UNIT- III DRAMA

### DETAILED

**Bernard Shaw : *Pygmalion***– Author’s biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols - Annotation

#### **NON-DETAILED**

**John Osborne: *Look Back in Anger***– Author’s biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols

### **UNIT -IV FICTION**

#### **NON-DETAILED**

**Charlotte Bronte: *Jane Eyre***- Author’s biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

**Thomas Hardy: *Tess of the D’ Urbervilles***- Author’s biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

### **UNIT -V CRITICISM**

**W. K. Wimsatt Jr & M. C. Beardsley : *The Intentional Fallacy Ballads*** - Author’s biography – about criticism – interpretation – W. K. Wimsatt Jr & M. C. Beardsley’s view - conclusion

**Cleanth Brooks: *Irony as a Principle of Structure Ballads*** - Author’s biography – about criticism – interpretation – Brook’s view - conclusion

#### **TEXT BOOKS:**

1. *Quiller Couch, Arthur*. 1923. **The Oxford Book of English Verse (1250 – 1900)**. Oxford University Press. United Kingdom.
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. India.

**REFERENCE BOOKS:**

1. *Grierson & Smith*. 1970. **Critical History of English Poetry**. Oxford University Press. United Kingdom.
2. *Heath Stubbs & Wright*. 1975. **Faber Book of Twentieth Century Verse**. Faber & Faber. India.
3. *Bronte, Charlotte*. 2008. **Jane Eyre**. Arc Manor LLC.
4. *Hardy, Thomas*. 2003. **Tess of the D'Urbervilles**. Penguin Classics.
5. *B. Leitch, Vincent*. 2001. **The Norton Anthology of Theory and Criticism**. Norton. New York. United States.

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

**PREAMBLE:**

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 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>	Expose the art of Indian poetry through the prescribed poems	<b>K3</b>
<b>CO2</b>	Utilize the essence of Indianness through the prose works	<b>K3</b>
<b>CO3</b>	Explain the Indian traditional and mythological standards through Indian drama	<b>K4</b>
<b>CO4</b>	Interpret the prescribed Indian novels to the current social standards of India	<b>K5</b>
<b>CO5</b>	Examine the variety of Indian critical standards	<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>	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

17PEL23B	CORE- VI: INDIAN WRITING IN ENGLISH	SEMESTER - II
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**Total Credits: 4**  
**Hours Per Week: 5**

## CONTENTS

### UNIT -I POETRY

#### DETAILED

**Nissim Ezekiel:** *The Company I Keep, Very Indian Poem in Indian English Poet, Lover, Bird Watcher* - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**A.K.Ramanujam:** *Snakes, A Poem on Particulars, Looking for a cousin on a Swing* - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**R.Parthasarathy :** *Under Another sky, River Once, Lines for a Photograph*- Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**Sri Aurobindo :** *Rose of God, Revelations, Transformation*- Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

#### NON-DETAILED

**Toru Dutt :** *Our Casuarina Tree, Lakshman* – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Sarojini Naidu:** *Summer Woods, If you call me, The Soul's Prayer, The Bird Sanctuary* – Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques



## UNIT -II DRAMA

### DETAILED

**Girish Karnad:** *Nagamandala* – Author's biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols - Annotation

### NON-DETAILED

**Mahesh Dattani:** *Brief Candle*– Author's biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols

## UNIT -III PROSE

### DETAILED

**Jawaharlal Nehru :** *Letters to the Daughters (1- 5)* – Author's biography- Narrative structure- Exploration of the text- passage analysis - insight of ideas -cohesion and context- style-language techniques- Annotation

### NON-DETAILED

**Jawaharlal Nehru:** *Letters to the Daughters (6-10)* – Author's biography- Narrative structure - Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

## UNIT - IV FICTION

### NON-DETAILED

**Aravind Adiga :** *The White Tiger* - Author's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

**Arundathi Roy:** *The God of Small Things* - Author's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

## UNIT -V CRITICISM

**Adil Jussawalla: The New Poetry** Author's biography – about criticism – interpretation – Jussawalla's view - conclusion

**David Mccutchion: Must Indian Poetry in English Always follow England?** Author's biography – about criticism – interpretation – Mccutchion's view - conclusion

## TEXT BOOKS:

1. *Peeradina*. 1972. **Contemporary Indian Poetry in English**. Macmillan. New Delhi.
2. *Balaram Gupta, ed.* **Links Indian Prose in English**. Macmillan. New Delhi.
3. *Dr.Sudhar Pandey, Dr.Shridar, B.Gokale. Vidya S.Netrakanti, ed.* *Rose Petal* . 1999. **Selections from Jawaharlal Nehru**. OUP. New Delhi.
4. *Walsh, William*. 1973. **Readings Commonwealth Literature**. Clarendon Press. Oxford. United Kingdom.
5. *Naik M.K. S.K. Desai*. 1977. **Critical Essays in Indian Writing in English**. Macmillan. New Delhi.
6. *Aravind Adiga*. 2008. **The White Tiger: A Novel**. Free Press. New York. United States.

## 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.

3. *Girish Karnad*. 1996. **Three Plays: Naga-Mandala; Hayavadana; Tughlaq**. OUP. India.
4. *Dattani, Mahesh*. 2010. **Brief Candle: Three Plays**. Penguin Books. India.
5. *Arundhati Roy* .2002. **The God of Small Things**. Penguin Books. India.
6. M. K. Naik. **Critical Essays on Indian Writing in English** ed. Rose Petal Selections from Jawaharlal Nehru (OUP). India.
7. Walsh, William. **Readings in Commonwealth Literature**, Penguin Books. India.

<b>17PEL23C</b>	<b>CORE- VII: INTRODUCTION TO LINGUISTICS</b>	<b>SEMESTER - II</b>
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**Total Credits: 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 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>	Show a clear description on phonetics and supra segmental phenomena	<b>K3</b>
<b>CO2</b>	Adapt to analyze free variation, neutralization. arrangement and pattern congruity	<b>K4</b>
<b>CO3</b>	Determine sentence IC analysis	<b>K5</b>
<b>CO4</b>	Develop deeper understanding on phrase structure grammar and certain types of dependencies and Lexicon	<b>K4</b>
<b>CO5</b>	Create the Indian exploration of linguistics in language teaching, contrastive and error analysis	<b>K6</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>	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>17PEL23C</b>	<b>CORE- VII: INTRODUCTION TO LINGUISTICS</b>	<b>SEMESTER - II</b>
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**Total Credits: 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 BOOKS:**

1. *Verma, S. K, Krishnaswami.* 1989. **Modern Linguistics.** OUP. India.
2. *Rowe, M. Bruce and Diane P. Levine.* 2005. **A Concise Introduction to Linguistics.** Routledge. New York. United States.

**REFERENCE BOOKS:**

1. *Yule ,George.* 2002. **Study of Language.** Oxford University Press. United Kingdom.
2. *Bloomer, Aileen, Andrew John Merrison, and Patrick Griffiths .*2005. **Introducing Language in Use: A Course Book.** Routledge. New York. United States.
3. *Syal. Pushpinder, and D.V. Jindal.* 2013. **An Introduction to Linguistics: Language, Grammar and Semantics.** PHI Learning. New Delhi.
4. *Balasubramanian, T.* 2013. **English Phonetics for Indian Students.** Trinity. New Delhi.
5. *McGregor, B. William.* 2009. **Linguistics: An Introduction Paperback.** Continuum International Publishing. New York. United States.

<b>17PEL23D</b>	<b>CORE- VIII: COMMONWEALTH LITERATURE</b>	<b>SEMESTER - II</b>
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**Total Credits: 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 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>	Discuss the variety in the poems of Commonwealth literature	<b>K6</b>
<b>CO2</b>	Evaluate the different prose styles of Commonwealth works	<b>K5</b>
<b>CO3</b>	Distinguish the dramatic standards of Commonwealth background and setting	<b>K4</b>
<b>CO4</b>	Explain the different techniques of novels belonging to the Commonwealth literature	<b>K3</b>
<b>CO5</b>	Understand the critical standards of Commonwealth critical works	<b>K3</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>	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

17PEL23D	CORE- VIII: COMMONWEALTH LITERATURE	SEMESTER - II
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Total Credits: 4  
Hours Per Week: 5

## CONTENTS

### UNIT - I POETRY

#### DETAILED

#### CANADIAN POETRY

**Bliss Carmen:** *The Choristers* - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**Katharine Mansfield:** *The Man with the Wooden Leg*- Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**Daryl Hine:** *Blue Beard's Wife* - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**Wilfred Watson:** *Canticle of Darkness* - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

#### AUSTRALIAN POETRY

**Judith Wright:** *Fire at Murdering Hut* - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

**Randolph Stow:** *Mad Maid's Whim* - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation



**Douglas Stewart: *The Fisherman*** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques - Annotation

#### **NON-DETAILED**

#### **NEW ZEALAND POETRY**

**Jessie Mackay: *The Noosing of the Sun God*** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Allen Curnow: *House and Land*** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**William Pember Reeves: *A Colonist in His Garden*** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

#### **PAKISTANI POETRY**

**Imitiaz Dharker: *Another Woman, Purdha*** - Author's biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

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

#### **DETAILED**

**Rabindranath Tagore: *Sadhana Chapter I - II*** - Author's biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques - Annotation

## **NON-DETAILED**

**V.S. Naipaul: *An Area of Darkness*** – Author's biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

## **UNIT- III DRAMA**

### **DETAILED**

**Wole Soyinka: *The Lion and the Jewel*** – Author's biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols- Critical analysis - Annotation

### **NON-DETAILED**

**Ray Lawler: *Summer of the Seventeenth Doll*** – Author's biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols- Critical analysis

## **UNIT- IV FICTION**

### **NON-DETAILED**

**Alan Paton: *Cry the Beloved Country*** - Author's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

**Chinua Achebe: *Things Fall Apart*** - Author's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

## **UNIT- V CRITICISM**

**Louis Dudek: *Poetry in English*** - Author's biography – about criticism – interpretation – Dudek's view – conclusion

**E .H. McCormick: *Close of a Century*** - Author's biography – about criticism – interpretation – McCormick's view – conclusion

**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. United Kingdom.
4. *Lawler, Ray.* 1985. **Summer of the Seventeenth Doll.** S. French Publisher.

**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.
4. *Paton, Alan.* 2003. **Cry the Beloved Country.** Simon and Schuster Publisher.
5. *Achebe, Chinua.* 1996. **Things Fall Apart.** Heinemann.

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

**PREAMBLE:**

To initiate the fundamentals of writing research papers and dissertations and to understand the basic concepts of Research and its Methodologies

**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>	Identify the values of writing research findings at the tertiary level	<b>K3</b>
<b>CO2</b>	Design the framework of thesis writing in its general format	<b>K5</b>
<b>CO3</b>	Understand the research ethics while writing the report	<b>K4</b>
<b>CO4</b>	Utilize the simplification of formatting the research paper	<b>K3</b>
<b>CO5</b>	Develop the art of proof reading and evaluation	<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>	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

17PEL23E	CORE- IX: RESEARCH METHODOLOGY	SEMESTER - II
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Total Credits: 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. Gibaldi, Joseph. 2009. **M.L.A Hand Book** -7<sup>th</sup> Edition. Jenson Books Inc.

### REFERENCE BOOKS:

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 Credits: 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 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>	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 Credits: 4**  
**Hours Per Week: 5**

## **CONTENTS**

### **UNIT- I**

#### **DETAILED**

**A Midsummer Night's Dream:** Shakespeare's Biography - Themes- Genre of Comedy- Characters- Plot overview -Literary Technique and Devices- Annotation

**Henry IV Part I:** Themes- Genre of History- Characters- Plot overview- Literary Technique and Devices- Annotation

### **UNIT- II**

#### **DETAILED**

**Macbeth:** Themes- Genre of Tragedy- Characters- Plot overview -Literary Technique and Devices- Annotation

**As You Like It:** Themes- Genre of Comedy- Characters- Plot overview - Literary Technique and Devices- Annotation

### **UNIT- III**

#### **Criticism**

The Substance of Shakespearean Tragedy- A.C. Bradley

Shakespeare's Politics: with some Reflections on the Nature of Tradition- L.C. Knights

### **UNIT- IV**

**Sonnets XVIII, XXIX, XXXII, LIII, LVII-** Sonnet Origin-Types of Sonnet- Structure-Detail study of Shakespearean sonnet -Themes- Symbols- Motifs- Literary Devices

## UNIT -V

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

### TEXT BOOKS:

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.* 1923. **Shakespeare's Sonnets.** Yale University Press.
4. *Bradley, A.C.* 1955.**Shakespearean Tragedy: Hamlet, Othello, King Lear, Macbeth.** Meridian New York.
5. *Knights, L.C.* 1979.**Hamlet' and other Shakespearean essay.** Cambridge University Press. United Kingdom.

### 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. United Kingdom.
3. *Landry, Hilton.* 1963. **Interpretations in Shakespeare's Sonnets,** University of California Press. United Kingdom.
4. *Boyce, Charles.* 2005. **Critical Companion to William Shakespeare: A Literary Reference to His Life and Work [Revised].**
5. *Boyce, Charles.* 1991. **Shakespeare A to Z - The Essential Reference to His Plays, His Poems, His Life and Times, and More.**



<b>18PEL33B</b>	<b>CORE- XI: WORLD CLASSICS IN TRANSLATION</b>	<b>SEMESTER - III</b>
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**Total Credits: 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 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>18PEL33B</b>	<b>CORE- XI: WORLD CLASSICS IN TRANSLATION</b>	<b>SEMESTER - III</b>
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**Total Credits: 4**  
**Hours Per Week: 5**

## **CONTENTS**

### **UNIT- I**

**Thiruvalluvar: Thirukkural** - Introduction to Author- Introduction to Translation- (Three chapters include Assertion of the Strength of Virtue – Learning – Friendship) - critical analysis- its Universal importance- Themes- Moral Values and Deeds- Structure

### **UNIT- II**

**Homer: Iliad (Book I)**- An introduction to Epic- introduction to Homer- Plot overview- Theme- Allegory- Analysis of Characters- Structure

### **UNIT- III**

**Kahlil Gibran: The Prophet**- An introduction to prose poetry fables- introduction to Gibran- Plot overview- Theme- Narrative techniques-Analysis of Characters- Structure

### **UNIT- IV**

**Anton Chekhov: The Cherry Orchard**- An introduction to drama- introduction to Chekov- Plot overview- Theme- Dramatic Techniques- Analysis of Characters- Structure

## UNIT -V

**Kalidasa – Shakunthala:** An introduction to World Drama - introduction to Kalidasa- Plot overview- Theme- Dramatic Techniques- Analysis of Characters- Structure

### TEXT BOOKS:

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

### REFERENCE BOOKS:

1. *Bassnett-McGuire, Susan*. 1980. **Translation Studies**. Methuen. United Kingdom.
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.

<b>17PEL33C</b>	<b>CORE- XII: LITERARY THEORY</b>	<b>SEMESTER – III</b>
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**Total Credits: 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 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 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 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

17PEL33C	CORE- XII: LITERARY THEORY	SEMESTER – III
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**Total Credits: 4**  
**Hours Per Week: 5**

## CONTENTS

### UNIT- I

**The Moral Approach:** Literature and Moral Ideas: Genius and Taste by Irving Babbitt

**The Psychological Approach:** Literature in light of Psychological Theory: The Myth in Jane Austen by Geoffrey Gorer

**The Sociological Approach:** Literature and Social Ideas: The Tragic Fallacy by Joseph Wood Krutch

### UNIT- II

**The Formalistic Approach:** Literature as Aesthetic Structure: As You Like it by James Smith

**The Archetypal Approach:** Literature in the light of Myth  
The Turn of the Screw as Poem by Robert Heilman

### UNIT- III

**Formalism:** New Criticism- Aristotle Formalism- Neo-Aristotelians- the Role of Formalist critics and their criticism

**Structuralism:** Structuralist Chickens and Liberal Humanist Eggs- Signs of the Father's- Saussure- Scope- Role of Structuralist Critics and their criticism

**Post-Structuralism/ Deconstruction:** theoretical and practical differences between Structuralism and Post- Structuralism- Life of a decentred planet- Role of Critics

### UNIT- IV

**Psychoanalytic Criticism:** Freudian Interpretations- Freud and evidence- Role of Freudian Psychoanalytic critics and their criticism- Lacanian Criticism-

**Feminism:** Feminist Criticism- The Role of Theory and language-  
Psychoanalysis- the Role of Feminist critics and their Criticism

**Eco Criticism:** Culture and Nature- Turning Criticism inside out- the Role of  
Ecocritics and their Criticism

## UNIT- V

**Marxism:** Beginnings and basics- Marxist Literary Criticism- Leninist Marxist  
Criticism- Engelsian Marxist Criticism- The Present: the Influence of Althusser-  
the Role of Marxist Critics and their Criticism

**New Historicism:** New and old historicisms- differences- New historicism and  
Foucault- Pros and Cons- the Role of New historicists and their Criticism

**Cultural Materialism:** Differences between New historicism and Cultural  
Materialism- the Role of Cultural Materialist critics and their criticism

## TEXT BOOKS:

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

## REFERENCE BOOKS:

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

<b>CO NUMBER</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Assess the nature of human language comprehension psychology	<b>K5</b>
<b>CO2</b>	Distinguish the approaches, methods and techniques of English language teaching	<b>K4</b>
<b>CO3</b>	List the techniques used to enhance grammar and vocabulary	<b>K4</b>
<b>CO4</b>	Adapt the methods used for developing reading skills	<b>K6</b>
<b>CO5</b>	Classify the methods used for teaching prose and poetry	<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	S	S	S
<b>CO2</b>	M	M	S	M	M
<b>CO3</b>	S	M	M	S	M
<b>CO4</b>	M	S	M	M	S
<b>CO5</b>	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 Credits: 4**  
**Hours Per Week: 5**

## **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 - Classroom Management- Blended Learning- Play teaching  
methods- Reading beyond Principles - Pedagogical Principle- Face to Face-  
Computer Interface



**TEXT BOOKS:**

1. *N. Krishnaswamy and Lalitha Krishnaswamy.* 2003. **Teaching English Approaches, Methods and Techniques.** Macmillan Publishers India Ltd.
2. *Elizabeth. M. E.S.* 2010. **Methods of Teaching English.** Discovery Publishing House. New Delhi.

**REFERENCE BOOKS:**

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

<b>17PEL33E</b>	<b>CORE- XIV: ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS</b>	<b>SEMESTER -III</b>
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**Total Credits: 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 OUTCOMES:**

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>	Outline the life and works of major authors in English Literature	<b>K2</b>
<b>CO 2</b>	List the Literary Forms and terms in Literary Criticism	<b>K4</b>
<b>CO 3</b>	Relate Literary Criticism and theories to gain quintessential notion of criticism	<b>K2</b>
<b>CO 4</b>	Categorize the important events and movements in English Literature	<b>K4</b>
<b>CO 5</b>	Analyze the major literary characters and well known quotations from the plays, essays and novels of British writers	<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	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>17PEL33E</b>	<b>CORE- XIV: ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS</b>	<b>SEMESTER - III</b>
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**Total Credits: 4**  
**Hours Per Week: 5**

## **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

**Renaissance:** University Wits, Metaphysical Poets **Enlightenment Age:** Graveyard Poets **Romantic Age:** Lake Poets, The Cockney School **Victorian Age:** Aesthetic Movement, Symbolist Movement, Imagist Movement **Modern Age:** Black Mountain School of Poets **Post-Modern Age:** Theatre of Cruelty, Angry Young Man, The Theatre of the Absurd, Confessional Poetry

## 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.* 2006. **The Oxford Companion to English literature.** Oxford University Press. United Kingdom.
2. *Vallath, Kalyani.* Ed. 2015. **English Literature and Literary Theory – A Compact Guide for Quick Revision.** Bodhi Tree Books. Trivandrum. Kerala.

### REFERENCE BOOKS:

1. *Abrams, M.H. and Geoffrey Galt Harpham.* 2009. **A Handbook of Literary Terms.** Cengage Learning. New Delhi.
2. *Anderson, Robert and John Malcolm Brinnin.* 1952. Ed. **Elements of Literature.** Holt, Rinehart and Winston Inc., New York. United States.
3. *Lodge, David.* 2004. Ed. **Modern Criticism and Theory: a Reader.** Pearson Education Ltd. New Delhi.

4. *Ousby, Ian*. 1992. **The Wordsworth Companion to Literature in English**. Wordsworth References. United Kingdom.
5. *Sampson, George*. 2004. **The Concise Cambridge History of English Literature**. Cambridge University Press. New Delhi.
6. *Thorpe, Edgar and Showick Thorpe*. 2009. **Objective English 3rd Edition**. Pearson. New Delhi.

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

**PREAMBLE:**

To train 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>17PEL1EA</b>	<b>ELECTIVE- I: BASICS OF MEDICAL TERMINOLOGY</b>	<b>SEMESTER- I</b>
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**Total Credits: 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 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>	Outline a basic introduction on the basics of Medical transcription	<b>K2</b>
<b>CO2</b>	Define the basic medical terms for better transcription	<b>K4</b>
<b>CO3</b>	Identify the skills of a medical transcriptionist	<b>K3</b>
<b>CO4</b>	Develop the key responsibilities of a medical transcriptionist	<b>K4</b>
<b>CO5</b>	Utilize the abilities of a Medical transcriptionist	<b>K3</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>	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>17PEL1EA</b>	<b>ELECTIVE-I: BASICS OF MEDICAL TERMINOLOGY</b>	<b>SEMESTER- I</b>
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**Total Credits: 4**  
**Hours Per Week: 6**

## **CONTENTS**

### **UNIT- I**

Introduction to Medical Terminology

### **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., New Delhi.

### **REFERENCE BOOKS:**

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



<b>17PEL1EB</b>	<b>ELECTIVE- I: COMMUNICATIVE ENGLISH</b>	<b>SEMESTER- I</b>
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**Total Credits: 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 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>	Define the concepts of Time, Measurement, Dimension and other concepts	<b>K4</b>
<b>CO2</b>	Elaborate on process and relations and other multi-dimensional roles	<b>K5</b>
<b>CO3</b>	Compare the structure of argument based on written English and spoken English	<b>K4</b>
<b>CO4</b>	Discuss the various categories of Communicative English	<b>K5</b>
<b>CO5</b>	Infer the judgment and evaluation based on emotional relations and functions	<b>K5</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>	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>17PEL1EB</b>	<b>ELECTIVE- I: COMMUNICATIVE ENGLISH</b>	<b>SEMESTER- I</b>
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**Total Credits: 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). India.

**REFERENCE BOOK:**

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

<b>17PEL1EC</b>	<b>ELECTIVE -I: TRANSLATION THEORY AND PRACTICE</b>	<b>SEMESTER- I</b>
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**Total Credits: 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

<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 OUTCOMES:**

<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 Credits: 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 and Transposition

### **UNIT- III**

Equivalence: Principle of Equivalence, Equivalence and Adequacy, Popovic on Equivalence : Linguistic Equivalence, Paradigmatic Equivalence, Stylistic Equivalence and 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**. Methuen. London. United Kingdom.
2. *Belloc, Hilaire*. 1931. **On Translation**. Clarendon Press. Oxford. United Kingdom.
3. *Lakshmi*. 1993. **Problems in Translation**. Book Links. Hyderabad.

### REFERENCE BOOKS:

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

<b>17PEL2EA</b>	<b>ELECTIVE- II: PULMONOLOGY AND CARDIOLOGY</b>	<b>SEMESTER- II</b>
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**Total Credits: 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 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>	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 OUTCOMES:**

<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 Credits: 4**  
**Hours Per Week: 5**

## **CONTENTS**

### **UNIT- I**

Introduction- Physical Assessment- Pathology

### **UNIT -II**

Procedures- Pharmacology

### **UNIT III – Cardiology**

Introduction-Physical assessment- Pathology

### **UNIT- IV**

Procedures- Pharmacology

### **UNIT -V**

Vocabulary- Abbreviations- Combining Forms – Suffix- Prefix- Exercises

Drug list

### **TEXT BOOK:**

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

### **REFERENCE BOOKS:**

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



<b>17PEL2EB</b>	<b>ELECTIVE- II: LECTURES AND NOTE TAKING</b>	<b>SEMESTER- II</b>
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**Total Credits: 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 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>	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 OUTCOMES:**

<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 Credits: 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. United Kingdom.

### **REFERENCE BOOK:**

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

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

**PREAMBLE:**

To nurture respect for a green world and to develop deep ecological ideals and to motivate to take up responsibility for the sustainable development of the green world

**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>	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 OUTCOMES:**

<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

17PEL2EC	ELECTIVE -II: GREEN STUDIES	SEMESTER-II
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Total Credits: 4  
Hours Per Week: 5

## CONTENTS

### UNIT I - POETRY

**Gerard Manley Hopkins: *Binsey Poplars*** - Author's Biography- title

indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- technique

**Emily Dickinson: "*Nature*" Is What We See** - Author's Biography- title

indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- technique

**William Wordsworth: *The Prelude Book 1*** - Author's Biography- title

indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- technique

**Henry David Thoreau: *Pray to What Earth*** - Author's Biography- title

indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- technique

**Angela Morgan: *God the Artist*** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- technique

### UNIT II - PROSE

**Ralph Waldo Emerson: *Nature*** - Author's Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

**Henry David Thoreau: *The Battle of the Ants* (Chapter 12 of *Walden or Life In The Woods*)** - Author's Biography- Narrative structure- Exploration of the

text- passage analysis- insight of ideas- cohesion and context- style- language techniques

### UNIT- III DRAMA

**Rabindranath Tagore: *Muktadhara***- Author's Biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description- analysis- Terms- Symbols- Critical analysis

**Wole Soyinka : *A Dance of the Forests*** – Author's Biography- Plot Summary and Analysis- Themes- Characters- Description- Analysis- Terms- Symbols- Critical analysis

### UNIT IV – FICTION

**Amitav Ghosh: *The Hungry Tide***- Biography- Author's Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

**Thakazhi Sivasankara Pillai: *Chemmeen*** – Author's Biography- Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

### UNIT V - CRITICISM

**Cheryll Glotfelty: *Introduction- Chapter I- Literary Studies in the Age of Environmental Crisis*** – Author's Biography- Birth of Environmental Literary Studies- Definition of Eco-Criticism-The Humanities and the Environmental crisis- Survey of Eco-Criticism in America-The future of Eco-Criticism-Essays in her Collection

**U. Sumathy- *Nature Writing*** – Author's Biography- Central focus on Eco-Criticism-Idea of Community Concept- Ecological Conscience- The Lord Pyramid- Eco Centered perspectives of Abbey

### TEXT BOOKS:

1. *Cheryll Glotfelty and Harold Fromm* (ed). 1996. **The Ecocriticism Reader-Landmarks in Literary Ecology**. The University of Georgia Press. Georgia.
2. *Gardner, Helen* (ed). 1972. **The New Oxford Book of English Verse 1250-1950**. Oxford University Press. London. United Kingdom.
3. *Wain, John* (ed). 1990. **Oxford Anthology of English Poetry**. Oxford University Press. London. United Kingdom.
4. *Fishkin, Fisher*. 2010. **Concise Anthology of American Literature**. Longman. United Kingdom.
5. *McMichael, George L.* 1998. **Concise Anthology of American Literature**. Prentice Hall. United States.
6. *Peeradina*. 1972. **Contemporary Indian Poetry in English**. Macmillan. New Delhi.
7. *Ghosh, Amitav*. 2005. **The Hungry Tide**. Harper Collins. United States.
8. *Lal, Ananda* (Trans). 1987. **Rabindranath Tagore: Three Plays**. Kolkata: M.P.Birla Foundation. Kolkata.
9. *Emerson, Ralph Waldo*. 1886. **Nature, And Other Addresses**. John B. Alden. New York. United States.
10. *David Thoreau, Henry*. 2000. **The Battle of the Ants**. The McGraw – Hill companies. United States.
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. United Kingdom.

2. *Glotfelty, Cheryll*. 1996. **The Ecocriticism Reader: Landmarks in Literary Ecology**. University of Georgia Press. Georgia.
3. *Morton, Timothy*. 2010. **The Ecological Thought**. Harvard University Press. Unite States.

<b>17PEL3EA</b>	<b>ELECTIVE- III: GASTROENTEROLOGY, GENITOURINARY SYSTEM, GYNAECOLOGY AND OBSTETRICS</b>	<b>SEMESTER- III</b>
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**Total Credits: 4**  
**Hours Per Week: 5**

**PREAMBLE:**

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

**COURSE OUTCOMES:**

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>CO1</b>	List the physical assessment and the corresponding pathological aspects	<b>K4</b>
<b>CO2</b>	Infer the procedures involved in Pharmacology.	<b>K2</b>
<b>CO3</b>	Explain the Genitourinary system.	<b>K5</b>
<b>CO4</b>	Discuss Obstetrics and Gynaecology	<b>K6</b>
<b>CO5</b>	Explain the procedures in Pharmacology.	<b>K5</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	S	M	M
<b>CO3</b>	M	M	S	S	S
<b>CO4</b>	M	S	M	M	S
<b>CO5</b>	S	M	S	S	M

S – Strong, M – Medium, L – Low



17PEL3EA	<b>ELECTIVE- III: GASTROENTEROLOGY, GENITOURINARY SYSTEM, GYNAECOLOGY AND OBSTETRICS</b>	<b>SEMESTER- III</b>
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**Total Credits: 4**  
**Hours Per Week: 5**

### **CONTENTS**

#### **UNIT- I**

Introduction- Physical Assessment - Pathology

#### **UNIT- II**

Procedures- Pharmacology

#### **UNIT- III**

Genitourinary System

#### **UNIT- IV**

Gynecology and Obstetrics

#### **UNIT -V**

Procedures- Pharmacology

#### **TEXT BOOKS:**

1. *Jha , Alok.* 2002. **Medical Transcription Made Easy.** Macmillan. India.
2. *Panda, UN.* 2015. **Concise Pocket Medical Dictionary** (3rd Ed). Jaypee Brothers Medical Publishers Pvt. Ltd. New Delhi.

#### **REFERENCE BOOKS:**

1. *J. J. Davies, Juanita.* 2002. **Quick Reference for Medical Terminology** (1st Ed). Cengage Learning. Noida. Uttar Pradesh.
2. *Smith, Roger.* 2015. **Netter's Obstetrics and Gynecology** (3rd Ed). Elsevier Publishers. The Netherlands.
3. *Kumar P, Clark M.* 2001. **Gastroenterology.** Edinburgh. Scotland.
4. *James M. Olson .* 1991. **Clinical Pharmacology Made Ridiculously Simple.** Med Master. Unite States.

<b>17PEL3EB</b>	<b>ELECTIVE- III: SPEAKING FOR ACADEMIC PURPOSES</b>	<b>SEMESTER- III</b>
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**Total Credits: 4**  
**Hours Per Week: 5**

**PREAMBLE:**

To train students in spoken academic tasks

**COURSE OUTCOMES:**

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 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	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: SPEAKING FOR ACADEMIC PURPOSES</b>	<b>SEMESTER III</b>
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**Total Credits: 4**  
**Hours Per Week: 5**

### **CONTENTS**

#### **UNIT- I**

##### **Asking questions in lecture**

Note- taking- perception of ideas- interpretation- critical views- planning questions- specific questions- open-ended questions

#### **UNIT- II**

##### **Seminars**

Outline- Need and Importance- Pre-preparations- principles- structure- critical analysis- overview- usage of electronic teaching aids

#### **UNIT- III**

##### **Oral Presentation**

Body language- Structure of a good speech- Modern tools- attention towards audience

#### **UNIT- IV**

Verbalizing data- analytic approach- techniques- interpretation- structure

#### **UNIT- V**

Individual Speech difficulties- Tone and Voice- Pronunciation- command over language- Do's and Don'ts- Clarity- Coherence- overcoming Barriers

#### **TEXT BOOKS:**

1. *Jordan, R.R.* 1997. **English for Academic Purposes**, Cambridge University Press. United Kingdom.
2. *Konar, Nira.* 2014. **Communication Skills for Professionals**, PHI Learning. New Delhi.

## REFERENCE BOOKS:

1. *Anderson, Kenneth.* 2007. **Study Speaking - A Course in Spoken English for Academic Purposes.** Cambridge University Press. United Kingdom.
2. *Bligh, D.* 2001. **What's the Use of Lectures?** San Francisco: Jossey-Bass. United States.
3. *Davis, B.* 1993. **Tools for Teaching.** San Francisco: Jossey-Bass. United States.
4. *McKeachie, W.* 2001. **Teaching Tips: Strategies, Research, and Theory for College and University Teachers** (11th ed.). Boston: Houghton Mifflin. United States.
5. *Murphy, Raymond.* 1992. **Essential English Grammar.** Cambridge University Press. United Kingdom.

<b>17PEL3EC</b>	<b>ELECTIVE- III: INDIAN MYTH AND FOLKLORE</b>	<b>SEMESTER- III</b>
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**Total Credits: 4**  
**Hours Per Week: 5**

**PREAMBLE:**

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

**COURSE OUTCOMES:**

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

**MAPPING WITH PROGRAMME OUTCOMES:**

<b>CO s/PO s</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>	M	S	S	M	M
<b>CO4</b>	S	M	M	S	S
<b>CO5</b>	M	M	M	S	S

S – Strong, M – Medium, L – Low

17PEL3EC	ELECTIVE- III: INDIAN MYTH AND FOLKLORE	SEMESTER- III
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Total Credits: 4  
Hours Per Week: 5

## CONTENTS

### UNIT- I Poetry

**Sarojini Naidu: Coromandel Fishers-** Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- technique

**Jayanta Mahapatra: Hunger -** Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- technique

**Nissim Ezekiel: Philosophy-** Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- technique

**Sri Aurobindo: Life and Death -** Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- technique

### UNIT- II Prose

**Rabindranath Tagore: The Union of Culture-** Author's Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

**Satya Chaitanya: The Brides of Bharatas -** Author's Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

### **UNIT- III Short Stories**

**Rama Raju: Evil Spirit** - Author's biography - Background- Setting- Plot overview- Characters- Critical analysis

**B. K. Borgohain and P. C. Roy Choudhary: The Story of Norboo** - Author's biography - Background- Setting- Plot overview- Characters- Critical analysis

**Baniroy Chaudhury: The Pearls** - Author's biography - Background- Setting- Plot overview- Characters- Critical analysis

**K. A. Seethalakshmi: The Importance of Lighting** - Author's biography - Background- Setting- Plot overview- Characters- Critical analysis

**Indumathi Sheor: Goddess Lakshmi's Rock** - Author's biography - Background- Setting- Plot overview- Characters- Critical analysis

### **UNIT- IV Drama**

**Poile Sengupta: Thus Spake Shoorpanakha, So Said Shakuni** - Author's Biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description- analysis- Terms- Symbols- Critical analysis

### **UNIT -V Criticism**

**Birendranatha Datta (From "Folklore and Historiography" - Chapter 3)-** Folklore Concern with the Past and the Present: Obvious Affinities

### **TEXT BOOKS:**

1. *Singh, R.P. Prasad.1989. An Anthology of Indian English Poetry.* Macmillan. New Delhi.
2. *Roy Choudhury. 2001. Best Loved Folk Tales of India.* Sterling Publishers. New Delhi.

3. *Datta, Birendranatha*. 2002. **Historiography**. National Folklore Support Centre. Chennai.
4. *Tagore*. 1996. **The English Writings of Rabindranath Tagore - A Miscellany**. Well Wish Printers. New Delhi.
5. *Sengupta, Poile*. 2014. **Women Centre Stage: The Dramatist and the Play**. Routledge. United Kingdom.

#### REFERENCE BOOKS:

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



<b>17PELSS1</b>	<b>SELF- STUDY- I: FILM AND LITERATURE</b>	<b>SEMESTER- III</b>
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**Credit: 1****PREAMBLE:**

To introduce the shades of literature through big screen

**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>	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>SELF- STUDY- I: FILM AND LITERATURE</b>	<b>SEMESTER- III</b>
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**Credit: 1**

## **CONTENTS**

### **UNIT I**

#### **Background**

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

### **UNIT II**

#### **Drama and Film**

George Bernard Shaw -Pygmalion (1913)

George Cukor (Director) – My Fair Lady (1964)

### **UNIT III**

#### **Novel and Film**

EM Forster – A Passage to India (1924)

David Lean (Director) – A Passage to India (1984)

### **UNIT IV**

#### **Short Fiction and Film**

Ruskin Bond –The Blue Umbrella

Vishal Bhardwaj (Director) – The Blue Umbrella (2007)

### **UNIT V**

#### **Film and Literature**

Reviews on literary movies- Paper work/ Newspaper case studies

**TEXT BOOKS:**

1. *Beja, Morris*. 1979. **Film & Literature, an Introduction**, Longman. United Kingdom.
2. *Bluestone, George*. 1957. **Novels into Film**, Johns Hopkins Press. United States.

**REFERENCES BOOKS:**

1. *Boyum, Joy Gould*. 1989. **Double Exposure: Fiction into Film**, Seagull Books. Kolkata.
2. *Corrigan, Timothy*, 1999. **Film and Literature: An Introduction and Reader**. Prentice Hall. United States.
3. *Das Gupta, Chidananda*. 1981. **Talking about Films**. Orient Longman. India.

<b>17PELSS2</b>	<b>SELF- STUDY- II: INDIAN FOLKTALES</b>	<b>SEMESTER- III</b>
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**Credit: 1****PREAMBLE:**

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

**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>	Relate the essential oral nature of folktales and imagine how the context of oral performance shapes the meaning of a story	<b>K2</b>
<b>CO2</b>	Classify the specific folks of different cultures	<b>K4</b>
<b>CO3</b>	Distinguish how tales reflect a process of cultural struggle	<b>K4</b>
<b>CO4</b>	Develop recurrent folk themes and motifs in Indian perspective	<b>K3</b>
<b>CO5</b>	Evaluate the traditional artistic creativity, popular narratives and legends	<b>K5</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>	<b>M</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>

S – Strong, M – Medium, L – Low

17PELSS2	SELF- STUDY- II: INDIAN FOLKTALES	SEMESTER III
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**Credit: 1**

## 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

### TEXT BOOKS:

1. *Dan Keding, Amy Douglas*. 2005. **English Folktales**. World Folklore Series.
2. *Pai, Anant* . 1973. Jataka Tales **the Mouse Merchant (Amar Chitra Katha)**. India Book House. India.

3. *Pai, Anant* .1973. **Amar Chitra Katha - Jataka Tales: Monkey Stories**. India Book House. India.

**REFERENCE BOOKS:**

1. *Ken Kawasaki, Visakha Kawasaki*. 2011. **Jataka Tales of the Buddha: An Anthology**. Pariyatti Publishing. Sri Lanka.
2. *Pai, Anant*. 2003. *Amar Chitra Katha - Jataka Tales: Bird Stories*. India Book House. India.
3. *Ellen C. Babbitt*. 2008. **More Jataka Tales**. Yesterday's Classics.
4. *Sasan, Fayazmanesh*. 2006. **Money and Exchange: Folktales and Reality**. Routledge; 1 edition. United Kingdom.

<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

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

## CONTENTS

### UNIT- I POETRY

#### DETAILED

**Sylvia Plath: Lady Lazarus** -Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

**The Applicant** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

**Anne Sexton: The Moss of His Skin** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

**Kamala Das: An Introduction, Spoiling the Name** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

**Sarojini Naidu: Palanquin Bearers, Songs of Radha, The Milkmaid** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

#### NON-DETAILED

**Adrienne Rich: Living in Sin** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Maya Angelou: I Know Why the Caged Bird Sings** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Judith Wright: Woman to Man, Typists in the Phoenix Building** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

**Keshwar Naheed: I am not that Woman** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques



**Adrinne Rich: Snapshots of a daughter in law** - Author's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

## **UNIT- II PROSE**

### **DETAILED**

**Simone de Beauvoir: The Second Sex (Part - I)**- Author's Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

### **NON-DETAILED**

**Virginia Woolf: A Room of One's Own** - Author's Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

## **UNIT- III DRAMA**

### **DETAILED**

**Manjula Padmanaban: Harvest** - Author's Biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description- analysis- Terms- Symbols- Critical analysis

### **NON-DETAILED**

**Clare Booth Luce: Slam the Door Softly** - Author's Biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description- analysis- Terms- Symbols- Critical analysis

## **UNIT- IV FICTION**

### **NON-DETAILED**

**Gita Hariharan: Thousand Faces of Night** - Author's Biography- Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

## **UNIT -V CRITICISM**

**Elaine Showalter: Toward a Feminist Poetics** - Author's biography - about criticism - interpretation - Showalter's view - conclusion

**TEXT BOOKS:**

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

**REFERENCE BOOKS:**

1. Pam Morris. 1998. **Literature and Feminism**. Blackwell Publisher. United Kingdom.
2. Dale Spender. 1980. **Man Made Language**, Routledge and Kegan Paul. London and New York. United States.
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. United Kingdom.

<b>17PEL43B</b>	<b>CORE - XVI: MASS COMMUNICATION AND JOURNALISM</b>	<b>SEMESTER -IV</b>
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**Total 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

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

S – Strong, M – Medium, L – Low

<b>17PEL43B</b>	<b>CORE - XVI: MASS COMMUNICATION AND JOURNALISM</b>	<b>SEMESTER -IV</b>
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**Total Credit: 4**  
**Hours Per Week: 6**

## **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.* 1980. **Professional Journalism.** Delhi Vikas Publishing House PVT Ltd. New Delhi.
2. *D'souza Y.K.* 2011. **Communication: Today and Tomorrow.** New Delhi Discovery Publishing House Kumar, Keval J. **Mass Communication India.** Mumbai, Jaico Publishing House. New Delhi.
3. *Rayudu, C.S.* 1981. **Communication.** Himalaya Publishing House. New Delhi.
4. *D'souza Y.K.* 1997. **Handbook of Journalism and Mass Communication.** Indian Publishers. New Delhi.

**REFERENCE BOOKS:**

1. *Srivastava K.M.* 1989. **Radio and TV Journalism.** Sterling. New Delhi.
2. *Dr.Jan R.Hakemujlder et al.* 2010. **Radio T.V Journalism.** Anmol Publication Pvt. Ltd. New Delhi.
3. *Chanawala et al.* 2011. **Advertising: Theory and Practice.** Himalaya Publishing House. New Delhi.
4. *Dyer, Gillian,* 1982. **Advertising as Communication.** Methuen. London. United Kingdom.
5. *Kumar, Keval J.* 1994. **Mass Communication in India.** Jaico Publishing House. New Delhi.

<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.

<b>17PEL4EA</b>	<b>ELECTIVE- IV: ORTHOPEDICS, NEUROLOGY, ENDOCRINOLOGY, GRAMMAR AND COMMON ERRORS</b>	<b>SEMESTER- IV</b>
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**Total Credit: 4**  
**Hours Per Week: 5**

**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	<b>K4</b>
<b>CO2</b>	Analyze the nervous system and its disorders	<b>K4</b>
<b>CO3</b>	Explain the functions of endocrine glands and the immune system	<b>K4</b>
<b>CO4</b>	Examine grammar and common errors in Medical Transcription	<b>K4</b>
<b>CO5</b>	Interpret the transcription guidelines	<b>K5</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>	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

17PEL4EA	<b>ELECTIVE- IV: ORTHOPEDICS, NEUROLOGY, ENDOCRINOLOGY, GRAMMAR AND COMMON ERRORS</b>	<b>SEMESTER- IV</b>
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**Total Credit: 4**  
**Hours Per Week: 5**

## **CONTENTS**

### **UNIT- I**

Orthopedics

### **UNIT- II**

Neurology

### **UNIT- III**

Endocrinology- Immunology

### **UNIT- IV**

Grammar - Common Errors

### **UNIT- V**

Transcription Guidelines

### **TEXT BOOK:**

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

### **REFERENCE BOOKS:**

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



<b>17PEL4EB</b>	<b>ELECTIVE- IV: REFERENCE AND RESEARCH SKILLS</b>	<b>SEMESTER- IV</b>
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**Total Credits: 4**  
**Hours Per Week: 6**

**PREAMBLE:**

To provide practice for research compilation through reference and 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 OUTCOMES:**

<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	M	M
<b>CO2</b>	S	M	S	S	M
<b>CO3</b>	S	S	M	M	M
<b>CO4</b>	S	M	S	M	S
<b>CO5</b>	M	S	M	M	S

S – Strong, M – Medium, L – Low

<b>17PEL4EB</b>	<b>ELECTIVE- IV: REFERENCE AND RESEARCH SKILLS</b>	<b>SEMESTER- IV</b>
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**Total Credits: 4**  
**Hours Per Week: 6**

## **CONTENTS**

### **UNIT- I**

Dictionaries - Introduction about dictionary- Etymology or origin of Dictionary -History - Specialized Dictionaries - Other types of Dictionaries- Major English Dictionaries- Dictionaries of Other language -Online Dictionaries- Machine Readable Dictionaries- Advanced learners Dictionary- Phonetic Dictionary- Visual Dictionary- Encyclopedic Dictionary

### **UNIT- II**

Dictionary Practice - Origin of Dictionary - Origin of word- To identify the Correct Spelling - To identify the Correct Meaning - Phonetic Transcription -To identify Parts of Speech -Synonyms- Antonyms- Phrases and its meanings- Knowing the exact Pronunciation- Abbreviations- Idioms and Phrases- Parts of Speech

### **UNIT- III**

Books- Introduction of Books - Major forms and Genres - Techniques - History and lists of books- Antiquity, Tablet, Scroll - Codex Manuscripts- Wood block Printing- 19<sup>th</sup> century and 21<sup>st</sup> centuries -Modern Manufacturing -Process Layout -Printing and Binding- Digital Printing- E-Book- Fiction and Non Fiction

### **UNIT- IV**

Using the library- Introduction about Library Usage- Search for Information- Use of OPAC-Online Public Access Catalogue- Books and E-Books- Specialist information resources- How to use Libraries- Archives for Research- Card Catalogue and Call Number- Computer Search- Benefits in using Library- Types of Libraries- Materials Study Skills- Advantages of networking the library

### **UNIT- V**

References- Introduction about Reference- Etymology -Citing primary sources- Full form and Abbreviation- Citing Secondary sources- Citations in a Footnote

- Citations in a bibliography: Electronic Sources- Online Journals- Newspaper - Articles- Thesis- Interviews- Websites and Blogs- Types of Referencing Style- Advantages of References

### TEXT BOOKS:

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. United States.
2. *Dudley-Evans, T and M. J. St John.* 1998. **Developments in English for Specific Purposes: A Multi-disciplinary Approach**. Cambridge: Cambridge University Press. United Kingdom.
3. *Flowerdew, John and Matthew Peacock (Eds.).* 2001. **Research Perspectives on English for Academic Purposes**. Cambridge University Press. United Kingdom.
4. *Horning, Alice, et al.* 2006. **Reconnecting Reading and Writing**. Parlor Press.
5. *Lyons, Hamp & Courter.* 1985. **Research Matters**. Cambridge, Mass: Newbury House. United Kingdom.
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. United States.
7. *Milward, C.* 1998. *Handbook for Writers*. New York: Holt, Rinehart and Winston. United States.
8. *Wright, J.* 1998. **Dictionaries**. Oxford University Press. United Kingdom.

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

**PREAMBLE:**

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

**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>	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 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	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

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

### **CONTENTS**

#### **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 Bettelheim. 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. United Kingdom.
2. *Felman, S.* (Ed.). 1982. **Literature and Psychoanalysis** The Question of Reading: Otherwise. Baltimore, MD: Johns Hopkins University Press. United States.

#### **REFERENCE BOOKS:**

1. *Freud, S.* 1953. **Art and Literature**. London: The Hogarth Press. United Kingdom.
2. *Kakar, S.* 1997. **Culture and Psyche**. Oxford University Press. New Delhi.
3. *Kristeva, J.* 1980. **Desire in Language: A Semiotic Approach to Literature and Art**. Oxford: Blackwell. United Kingdom.
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. United Kingdom.

6. Coon, Dennis and John O. Mitterer. 2008. **Introduction to Psychology: Gateways to Mind and Behavior with Concept Maps and Reviews.**
7. Kurzwei, Edith and William Philip. 1983. **Literature and Psychoanalysis by Columbia University Press. United States.**

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