

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**

**S.V.U COLLEGE OF ARTS**

**DEPARTMENT OF ENGLISH**



**Course**

**M.A. ENGLISH**

**Choice Based Credit System (CBCS)**

**Academic year 2017-18**

## **Mission & Vision:**

- The M.A English programme offered by the Department of English, Sri Venkateswara University, is a state of the art programme both in its content and delivery. Equipped with six decades long legacy, the syllabus reflects both the hoary past and the dynamic changes that the contemporary students need in a globalized world.
- Apart from a firm emphasis on British literature, the syllabus encompasses an equal quantum of Indian, American, Post Colonial and other non-white World Literatures.
- The curriculum is continuously broadened to make the learners conscious of the present needs. Papers on Human Values and Professional Ethics, Women's Writings, Green Literary Studies and Subaltern Studies are aimed at sensitizing the students on literary creativity value systems, ethics, gender awareness and a respect for the hitherto marginalized sections.
- The multiple papers on English Language and Linguistics endow the students with a scientific knowledge of the English language and its multiple avatars in the contemporary world.
- Besides, a series of papers on Soft Skills, Communication Skills, etiquette etc equip the students with the necessary employability skills which are much needed in the current job market.
- Translation Studies, Comparative Literature and a deep study of Classics both within India and the world, broaden the students' literary horizons.
- The syllabus is periodically updated at regular intervals, to retain its dynamism in catering to the students' success in competitive examination like UGC NET, JRF & SLET exams, to name a few. The infrastructure which includes books, e-journals and AV aids additionally enhances the quality of knowledge inputs which are delivered to the students.
- To meet these ends, the department emphasizes on multiple areas of study, with a well structured curricular design, relevant to the needs of the students of the Rayalaseema Region. The syllabus is both local and global too, since many of the texts and courses meet global standards. The dynamic team of Professors equipped with National and International exposure, spares no efforts in both delivering the subject knowledge and honing the students' skills to succeed in a challenging and competitive world.

**Program outcomes:**

1. Imparts knowledge on English language studies, its history, and variety in a global context
2. Familiarizes students with multiple accents: British, American, Indian, African etc.
3. Instructs a scientific study of language through a study of Linguistics
4. Furthers students in an advanced level of Literary Studies, Comparative Studies and Translation Studies
5. Understand various genres, English and modes of linguistic and literary study.
6. Develop critical thinking with the aid of Classical and Contemporary Critical theories.
7. Makes the students on par with the best universities globally/nationally with highly relevant and frequently updated generic electives.
8. Creates an ambience where students can relate life with literature
9. Provides the necessary environment for the students to hone their literary, creative, critical, translation and research abilities
10. Students gain substantial domain knowledge so as to facilitate their success in a highly competitive environment like UGC NET, SLET, Group Services and the like.
11. Makes students employable in contemporary domains like content writing, BPO, advertising, news and mass media agencies.
12. Converts students into language trainers and personality developers which are much needed in multinational setups, software sectors and other industries in a sprawling global economy

**Program specific outcomes:** The students acquire knowledge in English Language, Linguistics, Literature, Communication and Soft Skills

- The students are honed for employment/further research
- They are equipped with life skills, values, ethics and rhetoric.
- Human values are taught through literature
- The Students are able to appreciate literary works not only in English, but also globally produced literatures.

**The Course of Study and the Scheme of Examinations**

**SEMESTER-I**

S.No.	Components of Study		Title of the Paper	Instruction hours per week	Credits	Internal Assessment Marks	End Semester Exam Marks	Total
1.	Core	1	101: Poetry-I	6	4	20	80	100
2.		2	102:Drama-I	6	4	20	80	100
3.		3	103:Fiction-I	6	4	20	80	100
4.		4	104:Prose-I	6	4	20	80	100
5.	Compulsory Foundation	5	105:English Language	6	4	20	80	100
6.	Elective Foundation	6	106: Human Values and Professional Ethics-I	6	4	20	80	100
	<b>Total</b>			<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>

**SEMESTER-II**

S.No.	Components of Study		Title of the Paper	Instruction hours per week	Credits	Internal Assessment Marks	End Semester Exam Marks	Total
1.	Core-Theory	1	201:Poetry-II	6	4	20	80	100
2.		2	202:Drama-II	6	4	20	80	100
3.		3	203:Fiction-II	6	4	20	80	100
4.		4	204:Prose-II	6	4	20	80	100
5.	Compulsory Foundation	5	205:English Language Teaching	6	4	20	80	100
6.	Elective Foundation	6	206:Human Values and Professional Ethics-II	6	4	20	80	100
	<b>Total</b>			<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>

**SEMESTER-III**

S.No.	Components of Study		Title of the Paper	Instruction hours per week	Credits	Internal Assessment Marks	End Semester Exam Marks	Total
1.	Core	1	301: Indian English Literature-I	6	4	20	80	100
2.		2	302: American Literature-I	6	4	20	80	100
3.		3	303: Literary Criticism-I	6	4	20	80	100

4.	Generic Elective	4a	304 (A):Comparative Literature	6	4	20	80	100
5.		4b	304(B): Short Story	6	4	20	80	100
6.		4c	304 (C): Women's Writings	6	4	20	80	100
		4d	305 (D):Indian Literature in English					
	<b>Total</b>			<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
7.	Open Elective	5a	305 (A): Communicative English	6	4	20	80	100
8.		5b	305(B): English for Media					
9.		5c	305(C): An Introductory Course to Literature					

#### SEMESTER-IV

S. No.	Components of Study	Title of the Paper	Instruction hours per week	Credits	Internal Assessment Marks	End Semester Exam Marks	Total	
1.	Core	1	401: Indian English Literature-II	6	4	20	80	100
2.		2	402: American Literature-II	6	4	20	80	100
3.		3	403: Literary Criticism-II	6	4	20	80	100
4.	Generic Elective	4a	404(A): Translation: Theory and Practice	6	4	20	80	100
5.		4b	404(B): Subaltern Studies	6	4	20	80	100
6.		4c	404(C): Post-Colonial Literatures	6	4	20	80	100
		4d	404(D):World Classics in English Translations					
	<b>Total</b>			<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
7.	Open Elective	5a	405(A): Soft Skills	6	4	20	80	100
8.		5b	405(B): Indian Literature in English Translation					
9.		5c	405(C): Contemporary Translation Studies					

**SEMESTER – I**

**CORE-1 :101: POETRY – I**

**OBJECTIVES:** *To make the students understand the multiple genres of poetry*

*To create a taste for poetry and its nuances*

**UNIT- I: THEORETICAL BACKGROUND:** Ode, Epic, Sonnet, Romanticism,

Metaphysical poetry, Mock Heroic

**UNIT- II: CHAUCER** : Prologue to Canterbury Tales

**UNIT- III: (A) MILTON** : Paradise Lost, Book- IX

**(B) \*JOHN DONNE** : The Valediction, Forbidding Mourning,

The Sun Rising, Batter My Heart, Three Personed God

**UNIT- IV: (A) WORDSWORTH** : Tintern Abbey, Immortality Ode

**(B)\*JOHN KEATS** : Ode to a Nightingale, Ode to a Grecian Urn

**UNIT- V: (A) COLERIDGE** : The Rime of The Ancient Mariner

**(B) P.B. SHELLEY** : Ode to the West Wind, Ode to a Skylark

*\*Detailed Study*

**OUTCOMES:** An understanding of the evolution of English poetry across ages.  
May inspire poetic creativity

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>					02	03	05	01		04		

**MAPPING**

**CORE-2:102: DRAMA – I**

**OBJECTIVES:**

1. To introduce the evolution English drama like mystery plays, moralities etc.,
2. To introduce the Elizabethan theatre and beyond.
3. To acquire knowledge on the historical, political, religious, social conditions of the times
4. To make the students study the texts of great play wrights across ages, in order to understand the artistic and literary values

**BACKGROUND:** Mystery, Miracle plays, Moralities, Interludes, Tragedy, Comedy, Restoration Comedy, Comedy of Manners, Play of Ideas, Absurd Drama, Poetic Drama.

**UNIT- I: THEORETICAL BACKGROUND:**Elizabethan Theatre, Mystical plays,  
Moralities, Interludes, Tragedy, Comedy.

**UNIT- II: BEN JONSON** : Volpone

**UNIT- III: \*WILLIAM SHAKESPEARE** : Hamlet

**UNIT- IV: WILLIAM SHAKESPEARE** : Twelfth Night

**UNIT- V: \*WILLIAM CONGREVE** : The Way of the World

*\*Detailed Study*

**OUTCOMES:** Students will be able to gain

1. Perceive the nuances of performance
2. Recognize the transformation of human experiences into dramatic experiences.

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>				02	01	05	04	03				

### **CORE-3:103: FICTION**

**OBJECTIVES:**

1. To introduce the literary form of the novel and understand its rise.
2. To make the students understand the narrative techniques of the works

**BACKGROUND** : Aspects of the Novel, Rise of the Novel, Picaresque Novel, Women's Fiction, Victorian Fiction

**UNIT- I: THEORETICAL BACKGROUND:** Aspects of the Novel & Rise of the Novel

**UNIT- II** : **HENRY FIELDING** : Joseph Andrews

**UNIT- III** : **JANE AUSTEN** : Emma

**UNIT- IV** : **GEORGE ELIOT:** Mill On the Floss

**UNIT- V** : **CHARLES DICKENS** : Hard Times

**OUTCOMES:** Students will understand

1. Aesthetic and literary merits of the novel
2. The conditions of the age and the influence

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>				05	02			04	03	01		

### **CORE-4: 104: PROSE-I**

**OBJECTIVES:** The aim of this course is to make students understand



1. The rise and growth of English essay, and understand the factors responsible for its growth.
2. The origin and development of personal essay

**BACKGROUND:** Essay, Aphoristic Essay, Satire in Essay, Romantic Prose,

**UNIT-I: THEORETICAL BACKGROUND:** Essay, Periodicals, and Prose Styles

**UNIT –II : \*FRANCIS BACON** : Essays: Of Studies, Of Truth, Of Youth and Age

**UNIT –III: JOSEPH ADDISON** : Selected Essays (From Coverley Papers) (MacMillan ed. K Deighton

**UNIT-IV: JONATHAN SWIFT** : Gulliver`s Travels (First Two Adventures)

**UNIT-V: \* CHARLES LAMB** : Dream Children, South Sea House

*\*Detailed Study*

**OUTCOMES:** After the completion of the course the students are able to

1. Understand the genre of essay
2. Imbibe the deeper human values implied in the essay.

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>				04	01			02		03		05

### **COMPULSORY FOUNDATION-5:105: ENGLISH LANGUAGE**

**OBJECTIVES:** The aim of this course is to understand

1. The nature of human language, theories related to the origin and characteristics of language
2. The way English developed as one of the languages of Indo-European family of languages and influence of foreign elements on the English language along with theories like Grimm's Law, Verner's Law

**UNIT-I: BACKGROUND:** Language-Definition-Characteristics-Other Systems of Communication Features of Language-Theories-Language Universals Morphology-Morpheme-Affixes- Morph-Allomorph (Simple, Compound And Complex Words)

**UNIT-II:(A) English Language:** Historical Periods-Old- Middle-Modern- Standard English – World Englishes American-Indian

**(B) Foreign Influences:** Latin- Greek- French- Scandinavian

**UNIT-III: (A) Word Formation**

**(B)Semantics**

**UNIT-IV: The Basic Sentence Structure:** Subject- Predicate- Verb Phrase and Its Semantics- Noun Phrase- Simple Sentence

**UNIT-V: (A) Phonology:** Phoneme-Phone –Allophone-Organs Of Speech- English Sounds Word Accent-Intonation

**(B) Sound Changes-** Grimm's Law- Varner's Law- The Great Vowel Shift

**Reference Books:**

**SETHI,J. AND P.V. DHAMIJA.** A Course in Phonetics and Spoken English (Phi)

**JONES, DANIEL.** English Pronouncing Dictionary. 17<sup>th</sup> Edition. Ed. Peter

**GREENBAUM,SIDNEY; QUIRK, RANDOLPH (1990).** *A Student's Grammar Of The English Language*. Addison Wesley Publishing Company. Pp.496. ISBN 0-582-05971-2.

**MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	02	04	01						05			03

## **ELECTIVE FOUNDATION-6 :106:HUMAN VALUES AND PROFESSIONAL ETHICS-I**

**OBJECTIVES:** The aim of the course is to understand

1. The importance of human values and professional ethics in the contemporary materialistic world
2. The values embedded in Bhagvad Gita and the other classics

**UNIT-I** Definition and Nature of Ethics- Its relation to Religion, Politics, Business, Legal, Medical and Environment. Need and Importance of Professional Ethics - Goals - Ethical Values in various Professions.

**UNIT-II** Nature of Values- Good and Bad, Ends and Means, Actual and potential Values, Objective and Subjective Values, Analysis of basic moral concepts- right, ought, duty, obligation, justice, responsibility and freedom, Good behavior and respect for elders.

**UNIT-III** Ahimsa (Non-Violence), Satya (Truth), Brahmacharya (Celibacy), Asteya(Non possession) and Aparigraha(Non-stealing). Purusharthas(Cardinal virtues)- Dharma (Righteousness), Artha(Wealth), Kama( Fulfillment Bodily Desires), Moksha(Liberation).

**UNIT-IV** Bhagavad Gita- (a) Niskama karma. (b) Buddhism- The Four Noble Truths - Arya astanga marga, (c) Jainism- mahavratas and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

**UNIT-V** Crime and Theories of punishment- (a) Reformative, Retributive and Deterrent. (b) Views on manu and Yajnavalkya.

### **Books for study:**

1. John S Mackenjie: A manual of ethics.
2. "The Ethics of Management" by Larue Tone Hosmer, Richard D. Irwin Inc.
3. "Management Ethics - integrity at work" by Joseph A. Petrick and John F. Quinn, Response Books:New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly : Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manu Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil(ed.) G.C.Haughton.

10. Susruta Samhita: Tr.Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol I,II and III, Varnasi, Vol I OO, 16-20, 21-32 and 74-77 only.
11. Caraka Samhita :Tr. Dr.Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkambha Sanskrit Series office, Varanasi I, II, III Vol I PP 183-191.
12. Ethics, Theory and Contemporary Issues, Barbara Mackinnon, Wadsworth/Thomson Learning, 2001.
13. Analyzing Moral Issues, Judith A. Boss, Mayfield Publishing Company, 1999.
14. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad, Cosmo Publications.
15. Text book for Intermediate logic, Ethics and Human Values, board of Intermediate Education&Telugu Academic Hyderabad
16. I.C Sharma Ethical Philosophy of India. Nagin&Co,Julundhar.

**OUTCOMES:** After the completion of the course the students are able to

1. Realize the necessity of practicing Human values and Ethics in all walks of life including the profession they opt for
2. Understand Bhagvad Gita as a guide for modern lifestyle

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>		04	01			03		05				02

### **ELECTIVE FOUNDATION-6(B) :106 B:**

#### **SEMESTER – II**

#### **CORE-1 :201:POETRY – II**

#### **OBJECTIVES:**

To make the students understand contemporary poetry

To equip students with knowledge of rhyme, meter and poetry Scanning / appreciation

**BACKGROUND:** Modernism, Imagery, Symbolism, Movement poets, War Poetry

**UNIT- I: THEORETICAL BACKGROUND:** Dramatic Monologue, Modernism,Satire,

Imagery, Symbolism, Movement  
poets, War Poetry

**UNIT- II: \*ROBERT BROWNING :**My Last Duchess, Abt Vogler

**UNIT- III:\*W.B. YEATS** : Byzantium, Easter 1916, The Second Coming

**UNIT- IV:T.S. ELIOT** : The Waste Land

**UNIT- V:(A)G.M. HOPKINS** : Wind hover, Thou Art Indeed Just My Lord

**(B) PHILIP LARKIN** : Church Going

\*Detailed Study

**OUTCOMES:**

Sensitizes the students on the classical and contemporary poetic ethos

Raises student awareness on movements like Modernism, War Poetry, Women's poetry, Symbolism etc,

**MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>					02	03	05	01		01		

**CORE-2 :202: DRAMA – II**

**UNIT- I: THEORETICAL BACKGROUND:** Plays of Ideas, Poetic Drama, Drama of Protest, Absurd Play

**UNIT- II: \*G.B. SHAW** : Pygmalion

**UNIT- III: \*T.S. ELIOT** : Murder in the Cathedral

**UNIT- IV: JOHN OSBORNE** : Look Back in Anger

**UNIT- V: (A)SAMUEL BECKETT** : Waiting for Godot

**(B)J.M.SYNGE** : Riders to the Sea

\*Detailed Study

**MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12

COs				02	01	05	04	03				
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**CORE-3 :203(A) : FICTION-II**

**OBJECTIVES:**

1. To introduce the concepts of modern novel like stream of consciousness, psychological novel, political novel etc
2. To develop a deeper insight of the literary work and to learn human values

**BACKGROUND:** Stream of Consciousness, Victorian, Novel, Psychological Novel, Politics and Novel, Science Fiction

**UNIT- I: THEORETICAL BACKGROUND:** Stream of Consciousness, Victorian Novel, Psychological Novel, Politics and Novel

**UNIT- II: VIRGINIA WOOLF** : Mrs. Dalloway

**UNIT- III: D.H. LAWRENCE** : Sons and Lovers

**UNIT- IV: WILLIAM GOLDING** : Lord of the Flies

**UNIT- V: GRAHAM GREENE** : The Power and the Glory

**OUTCOMES:** Students will know

1. The great works of major novelist of modern age
2. The ability to understand the technique of the Novel

**MAPPING**

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs				05	02			04	03	01		

**CORE-4:204(B) : PROSE-II**

**Objectives**

The aim of the course is to understand

1. The concepts like feminism, socialism and utilitarianism
2. The style of Victorian essayists in making critical essays

**UNIT- I:THEORETICAL BACKGROUND:**Victorian Prudery, Feminism, Socialism, Utilitarianism.

**UNIT- II:THOMAS CARLYLE** : Hero as a Poet

**UNIT- III: \*MATTHEW ARNOLD** : Sweetness and Light (Culture and Anarchy)

**UNIT- IV: \*JOHN RUSKIN** : Sesame and Lilies

**UNIT- V: VIRGINIA WOOLF** : A Room of One's Own

\*Detailed Study

#### Outcomes

After the completion of the course the students are able to

1. Know the working mechanism of Feminism and socialism
2. Know the mind and strategies of Victorian essayists
3. Know the importance of culture in the lives of Victorian people

Know the importance of being human in their dealings with the fellow beings

### MAPPING

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>				04	01			02		03		05

### COMPULSORY FOUNDATION-5 :205: ENGLISH LANGUAGE TEACHING

**OBJECTIVES:** This course is intended to

1. Give different approaches, methods and techniques of teaching English as a second language
2. Familiarize the ways of teaching LSRW skills, grammar and other types of texts like prose, poetry

**UNIT-I: ELT in India: Place-Importance-Problems and Objectives in Teaching-ESP-ESL**

**UNIT-II: Language Teaching Approaches, Methods And Techniques:** Structural- Oral- Situational- Communicative- Grammar- Translation Method- Direct-Audio-lingual- Bilingual-communicative- Total Physical Response- The Silent Way- Suggestopedia

**UNIT-III: TEACHING SKILLS:** LSRW-Grammar-Vocabulary- Prose- Poetry

**UNIT-IV: TEACHING MATERIALS:** Lesson Plan- Audio Visual Aids- Computers- Language Lab- Syllabus- Structural Approach – Communicative Approach

**UNIT-V: EVALUATION:** Language Tests-Types-Principles-Characteristics of Good Tests and Execution

**TEXTS:**

1. Penny UR. : A Course in Language Teaching
2. Keith Johnson : Language Teaching and Skill Learning
3. H.B. Allen (ed.) : Teaching English as a Second Language

**SUGGESTED READING:**

1. N.S. Prabhu: Language Pedagogy
2. M. Calce Murcia  
& : Teaching English as a Second or Foreign Language  
L. Mointesh (eds.)
3. V.V. Yardi : Teaching English in India Today
4. V.K. Gokak : Teaching English in India.

**OUTCOMES:** After the completion of the course the students will able to

1. Understand the importance of language lab, teaching materials and audio-visual aids in the learning and teaching of English.
2. Know to test and testing components of language tests and examinations and evaluation procedures



## **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	01					05	02				04	03

### **ELECTIVE FOUNDATION-6(A):206:HUMAN VALUES AND PROFESSIONAL ETHICS – II**

**OBJECTIVES:** The aim of the course is to understand

The importance of human values and professional ethics in the contemporary materialistic world  
The values embedded in our ancient thinkers and timeless classics

**UNIT-I** Value Education- Definition - relevance to present day - Concept of Human Values - self introspection – Self esteem. Family values-Components,structure and responsibilities of family- Neutralization of anger - Adjustability - Threats of family life - Status of women in family and society - Caring for needy and elderly - Time allotment for sharing ideas and concerns.

**UNIT-II** Medical ethics- Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to animals, Ethical issues in relation to health care professionals and patients. Social justice in health care, human cloning, problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

**UNIT-III** Business ethics- Ethical standards of business-Immoral and illegal practices and their solutions. Characteristics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics.

**UNIT-IV** Environmental ethics- Ethical theory, man and nature- Ecological crisis, Pest , Pollution and waste, Climate change, Energy and population, Justice and environmental health.

**UNIT-V** Social ethics- Organ trade, Human trafficking, Human rights violation and social disparities, Feminist ethics, Surrogacy/pregnancy. Ethics of media- Impact of Newspapers, Television, Movies and Internet.

### Books for study:

1. John S Mackenjie: A manual of ethics.
2. "The Ethics of Management" by Larue Tone Hosmer, Richard D. Irwin Inc.
3. "Management Ethics - integrity at work" by Joseph A. Petrick and John F. Quinn, Response Books:New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly : Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Haughton.
10. Susruta Samhita: Tr.Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol I,II and III, Varnasi, Vol I OO, 16-20, 21-32 and 74-77 only.
11. Caraka Samhita :Tr. Dr.Ram Karan Sarma and Vaidya Bhagavan Dash, Chowkambha Sanskrit Series office, Varanasi I, II, III Vol I PP 183-191.
12. Ethics, Theory and Contemporary Issues., Barbara Mackinnon, Wadsworth/Thomson Learning,
13. Analyzing Moral Issues, Judith A. Boss, Mayfield Publishing Company, 1999.
14. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad, Cosmo Publications.
15. Text Book for Intermediate First Year Ethics and Human Values, Board of Intermediate Education-Telugu Akademi, Hyderabad.
16. I.C Sharma Ethical Philosophy of India. Nagin&co Julundha

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>					05	02	04	01			03	

### **SEMESTER-III**

### **CORE-I :301: INDIAN ENGLISH LITERATURE – I**

**OBJECTIVES:** The course is aimed to

1. Know the Indian English writings and movements associated with it in India
2. Know the salient features of Indian English writings

**UNIT-I: THEORETICAL BACKGROUND:** English in India, Renaissance, Freedom

Movement, Early Indian Romantics, Mysticism

**UNIT-II: (A) SRI AUROBINDO** :Savitri, Book I

**(B)\*TORU DUTT** : Our Casuarina Tree, Sita

**UNIT-III:\*RABINDRANATH TAGORE** :Muktha-Dhara

**UNIT-IV: (A)RAJA RAO** :Kanthapura

**(B) MULK RAJ ANAND** :The Untouchable

**UNIT-V:B) R.K.NARAYAN** :The Guide

*\*Detailed Study*

**OUTCOMES:** After the completion of the course the students are able to

1. Understand the Indian English writings and movements associated with it in India
2. Understand the merits of Indian English writings and drawbacks if any

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	01			04	02	03				05		

### **CORE-2 :302: AMERICAN LITERATURE – I**

#### Objectives

1. To provide an idea of English literature in America
2. To familiarize the important literary concepts that are prevalent in American literature
3. To refer the concepts like Puritanism, transcendentalism, symbolism, impressionism etc

**UNIT-I: THEORETICAL BACKGROUND:** Puritanism, Transcendentalism

Symbolism, and Impressionism

**UNIT-II: \*RALPH WALDO EMERSON** : The American Scholar, Concord Hymn

**UNIT-III: (A) \*WALT WHITMAN** : Out of the Cradle Endlessly Rocking,  
Lilacs Last in the Dooryard Bloom'd

**(B) EMILY DICKINSON** : 76, 214, 712 (From Selected Poems of Emily Dickinson)

**UNIT-IV: NATHANIEL HAWTHORN** : The Scarlet Letter

**UNIT-V: (A) MARK TWAIN** : The Adventures of Huckleberry Finn

**(B) H. D. THOREAU** : Walden

\* Detailed Study

**Outcomes**                      **Students will get**

1. An idea of English literature in America
2. Familiarity with the literary movements
3. Knowledge about concepts like Puritanism, transcendentalism, symbolism, impressionism etc

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	02			02		01			02	03		

### **CORE-3 :303:LITERARY CRITICISM – I**

**OBJECTIVES:** To stimulate critical thinking in literature

To make students understand the differences between creativity and criticism in literature

**BACKGROUND:** Classical, Romantic, Neo-classical and Modernism

**UNIT-I: THEORITICAL BACKGROUND:** Classical, Romantic, Neo-classical and Modernism

**UNIT-II: ARISTOTLE** : Poetics

**UNIT-III: \*DR. JOHNSON** : A Preface to Shakespeare

**UNIT-IV: (A) COLERIDGE** : Biographia Literaria, Chapter XIV

**(B) MATTHEW ARNOLD** : A Study of Poetry

**UNIT-V: (A)\*T.S. ELIOT** : Tradition and Individual Talent

**(B)CLEANTH BROOKS** : Irony as a Principle of Structure

\* Detailed Study

**OUTCOMES:** Equips the student with the evolution of English Literary Criticism from Aristotle to early twentieth century

Helps students map the genealogy of Western canonical critical texts

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>						01	03	02	05	04		

### **GENERIC ELECTIVE –4:304( A) : COMPARATIVE LITERATURE**

**Objectives** This course aims to

1. Present the knowledge of world literary and cultural traditions in the global context.
2. Familiarize the prescribed literary texts in comparison.

**UNIT-I: THEORITICAL BACKGROUND:**

**RENE WELLEK AND AUSTEN WARREN** – General, National and Comparative  
Literature (from Theory  
of Literature)

**BASSNET** -Comparative Literature

**UNIT-II: KALIDASA’S Sakuntala & SHAKESPEARE’S The Tempest**

**UNIT-III: ALBERT CAMUS’S The Outsider & BUCHIBABU’S Chivarakumigiledi**

**UNIT-IV: SAMUEL BECKETT’S Waiting For Godot & BADAL SARCAR’S Evam Indrajit**

**UNIT-V: HEMINGWAY’S The Old Man and The Sea & KESAVAREDDY’S He conquered the Jungle**

**Outcomes**

After the completion of the course the students are able to

1. Understand national and world literatures and the need of comparative studies in the global world.
2. Understand the ways of comparative analysis

**MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	01		02		03	04	05					

**GENERIC ELECTIVE – 4:304 (B): SHORT STORY**

**OBJECTIVES:** The course intends to

1. Bring awareness on short story as a genre and its place in the world today
2. Bring awareness on the genesis of short story in the Eastern and the Western World

**BACKGROUND:** Tale-Fable--Story-Novelette-Types of Stories: Detective-Social-Allegorical-Magic-Realism - aspects of the short story: story-plot- characters-narrative techniques-unities - Tone-setting-dialogue-telling and showing-structure-style

**UNIT-I: (A) EDGAR ALLAN POE** : 1.The Tell Tale Heart

2. The Gold Bug

**(B) O. HENRY**

:1.The Cop And The Anthem

2.The Last Leaf

**UNIT-II: (A) ANTON CHEKOV**

: 1.Enemies

2. The Lady with the Pet Dog

**(B)GUY DE MAUPPASANT**

: 1. The Necklace

2. Vendetta

**UNIT-III: (A) OSCAR WILDE**

: 1.The Selfish Giant

2.The Happy Prince

**(B)SOMERSET MAUGHAM**

:1. The Ant And The Grasshopper

2. A Friend in Need

**UNIT-IV: (A) GABRIEL GARCIA MARQUEZ:** 1. A Very Old Man With Enormous Wings

2. Balthazar's Marvelous Afternoon

**(B) KATHERINE MANSFIELD:** 1.The Doll's House

2.A Cup of Tea

**UNIT-V : (A) RABINDRANATH TAGORE:** 1. The Cabuliwallah

2. Subha

**(B) SRIPADA SUBRAHMANYA SASTRY:**

1. Attar of Roses

2. Weeds

### **SUGGESTED READING:**

1. Aycock, Wendell m. Ed. *The Teller and the Tale: Aspects of the Short Story*. Lubbock: Texas Tech Press, 1982.
2. Barroll, J. Leeds, Austin M. Wright. *The Art of The Short Story: An Introductory Anthology*. Boston: Allyn and Bacon, 1969.
3. Bates, H. E. *The Modern Short Story: A Critical Survey*. London: Nelson and Sons, 1945.

4. Beachcroft, T. O. *The English Short Story I*. London: Longmans, Green, 1967.
5. Beachcroft, T. O. *The English Short Story II*. London: Longmans, Green, 1967.
6. Brooks, Peter. *Reading for the Plot: Design and Intention in Narrative*. Cambridge (Mass.); London: Harvard University Press, 1998.
7. Buford, Bill ed. *More Dirt: The New American Fiction*. Cambridge: Granta Publications, 1986.

**OUTCOME:** On completion of the course the students are able to

1. Understand the significance of short story as genre of the contemporary world
2. Understand the elements of a short story like theme, setting, climax, technique and types of stories

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	02				01		03	04	05			

### **GENERIC ELECTIVE – 4:304 (C): WOMEN’S WRITINGS**

**OBJECTIVES:**

To familiarize students with Women's writings

To create an awareness between gender and creativity

**BACK GROUND:** Liberal Feminism, Radical Feminism, Marxist And Socialist Feminism, Black Feminism, Eco-feminism, French Feminism

**UNIT I: TYPES:** 1. Liberal Feminism, Radical Feminism, Marxist And Socialist Feminism, Black Feminism, Eco-feminism

2. \*ALICE WALKER: In Search Of Our Mothers’ Gardens

**UNIT II: POETRY: \*1.AKKAMAHADEVI:** 1) Don’t Despise Me.

2) Brother, You’ve Come

3) Not One, Not Two.

4) Would a Circling Surface Vulture. (**FROM Women Writing in India ed. Susi Tharu and Lalitha, OUP. VOL.1**)

**UNIT III: HARRIET JACOB:** Incidents in the Life of a Slave Girl.(Slave Narrative)

**Unit IV : POILE SENGUPTA’S: Manglam (Drama)**



**UNIT V:(A) ROKEIYA SHAKAWAT HUSSAIN:Sultana’s Dream (Feminist Utopia)**

**(B) AMBAI** : Squirrel. (Short Story)

\* Detailed Study

**SUGGESTED READINGS:**

**ROSEMARIE TONG** : Feminist Thought: A More Comprehensive Introduction 3<sup>rd</sup>ed.

**MARYWOLLSTONECRAFT** : A Vindication of the Rights of Women.  
Chaps. 4,5,7,8,12.

**SIMONE DE BEAUVOIR**: The Second Sex

**JOHN STUART MILL** : The Subjection of Women.

**BETTY FRIEDAN**: The Feminine Mystique.

Carol.R.MXC.Cann & Suung- Kyuung .(EDS.)

**FEMINIST THEORY** : Local and Global Perspectives. Routledge, 2002.

**MARY ELLMAN**: Thinking about Women. New York: Harcourt Brace, 1963.

**OUT COMES:**

Perceives creativity as a tool of empowerment and unity amongst women.

Understand gendered spaces in creativity and the genealogy of women's

writings like Indian, African American, French etc.

**MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	01			02		03	03			03		

**GENERIC ELECTIVE(D):304(D) INDIAN LITERATURE IN ENGLISH TRANSLATION**

**UNIT-I: THORITICAL BACKGROUND:** Renaissance, Romanticism, Realism, Satire,

Orientalism,. Modern Indian Drama

**UNIT-II: \*SRI SRI** : To Poesy, Rhapsody, The March Of History,  
(Translated By Sri Sri) Forward March.

**UNIT-III: GURAJADA APPA RAO** : Kanyasulkam (MACMILLAN)

**UNIT-IV: \*VIJAY TENDULKAR** : Silence! The Court Is In Session

**UNIT-V:U.R. ANANTA MURTHY** : Samskara

\*Detailed study

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>				04			03	02	01	05		

### **OPEN ELECTIVE –5 :305(A): COMMUNICATIVE ENGLISH**

**OBJECTIVES:** The course intends to bring

1. Awareness on recognizing the power of communication in day to day life
2. Awareness on communication process, types and barriers of communication

**UNIT-I : COMMUNICATION:** Nature-Definition-Process -Types-Barriers

**UNIT-II : ORAL COMMUNICATION:** Body Language-Group Discussions-Interviewing- Debates- Presentations

**UNIT-III : LANGUAGE SKILLS:** Listening, Speaking, Reading and Writing

**UNIT-IV : (A) WRITING FOR PRINT MEDIA:** Functions of the Press- Reporting- Newspaper Writing- Editing- Interviewing

**(B) WRITING FOR ELECTRONIC MEDIA:** TV & RADIO-Types of Radio and TV Programs - Impact of Radio and TV-Film and Internet- Effects of Cinema on Society- Advertisements-Advertising Concepts- Types- Formats - Structure – Design of an Advertisement

**UNIT-V : BPO ENGLISH:** Types of BPO Businesses- English Usage- Commonly Confused Words- Errors in using The Parts of Speech- Errors in Using Punctuation- Redundancies- Style

**OUTCOMES:** On completion of the course the students are able to

1. Understand the significance and importance of Communication in English in the present day world
2. Understand communication process, the different types and barriers of communication

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>		04			05				02		01	03

### **OPEN ELECTIVE – 5:305 (B): ENGLISH FOR MEDIA**

**OBJECTIVES:** The Course aims to

1. Enable the students in oral skills necessary for intentions
2. Understand the function use of the English language

#### **UNIT I : INTRODUCTION**

- A) Introduction to Journalism
- B) Types of Reporting
- C) News Writing and Editing

#### **UNIT II : WRITING FOR THE MEDIA**

- A) Basic Principles of Writing: Writer, Purpose, Audience, Tone, Context, Reporting and Editing
- B) Feature Writing For Print and Electronic Media

#### **UNIT III : ELECTRONIC MEDIA**

A) News Writing For Electronic Media-TV and Radio

B) Interview And Group Discussion Techniques

C) Feature Writing

#### **UNIT IV : INTERVIEWING**

A) Techniques, Types and Formats

B) Pre- Interview Home work

C) Framing Questions

#### **UNIT V: ADVERTISING**

A) Types

B) Ethics

C) Language

#### **Reference Books**

1. Buruah, U.L. This is All India Radio (Publications division, Govt. of India)Padmanabha Rao, R.A, Radio, 2001
2. Parthasarathy, Rangaswami. Basic journalism (Macmillan)
3. Vakil. Introduction to Mass Communications
4. Narasimha Reddy C.V. Ed. Writing for Media (Dr BR Ambedkar AP Open University, Hyderabad)

**OUTCOMES:** After the completion of the course in students are able to

1. Understand the use of language in different situations in writing for the media
2. Learn the oral skills necessary for media like interview skills

#### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>		04			05				02		01	03

**OPEN ELECTIVE – 5:305 (C): AN INTRODUCTORY COURSE TO LITERATURE**

**OBJECTIVES:** The Course aims to

3. Enable the students in oral skills necessary for intentions
4. Understand the function use of the English language

**UNIT-I STUDY OF LITERATURE**

**UNIT-II POETRY** : 1. John Keats : Ode on a Grecian Urn

2. Nissim Ezekiel : Night of the Scorpion

**UNIT-III DRAMA:** Shakespeare : Romeo and Juliet

**UNIT-IV FICTION** : Charles Dickens – Tale of Two Cities

**UNIT-V BASICS OF CRITICISM:** 1. Aristotle – Poetics

2. T.S. Eliot – Tradition and Individual Talent

**OUTCOMES:** After the completion of the course in students are able to

3. Understand the use of language in different situations in writing for the media
4. Learn the oral skills necessary for media like interview skills

**MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	01			02	03	05	04					

**SEMESTER – IV**

**CORE-I :401:INDIAN ENGLISH LITERATURE – II**

**OBJECTIVES:** The course is aimed to

1. Know the Indian English writings and movements associated with it in India
2. Know the poetic features of Indian English poetry

**UNIT-I:THEORETICAL BACKGROUND:** Feminism, Symbolism, Realism, Magic

Realism

**UNIT-II:\*NISSIM EZEKIEL** : From Ten Twentieth Century Poets, OUP

**UNIT-III: (A)\*KAMALA DAS** : From Ten Twentieth Century Poets, OUP

**(B)A.K. RAMANUJAN** : From Ten Twentieth Century Poets,  
OUP

**UNIT-IV: SALMAN RUSHDIE** : Midnight’s Children

**UNIT-V: GIRISH KARNAD** : Hayavadana

\*Detailed Study

**OUTCOMES:** After the completion of the course the students are able to

1. Understand the Indian English writings and movements associated with it in India
2. Understand the poetic features of Indian English poetry

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	01			04	02	03				05		

### **CORE-2 :402:AMERICAN LITERATURE – II**

**UNIT-I: THEORETICAL BACKGROUND:** American Dream, Expressionism,

Naturalism, Symbolism

**UNIT-II: \*ROBERT FROST** : Stopping by Woods On A Snowy Evening,

After Apple Picking.

**UNIT-III: EDGAR ALLEN POE** : The Raven, Philosophy of Composition

**UNIT-IV: \*EUGENE O'NEILL** : The Hairy Ape

**UNIT-V: TENNESSEE WILLIAMS:** A Street Car Named Desire

\*Detailed study

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	02			02		01			02	03		

### **CORE-3 :403: LITERARY CRITICISM – II**

**UNIT-I: THEORITICAL BACKGROUND:** Deconstruction,-Feminism-Structuralism-

Post modernism- Post Colonialism

**UNIT-II:(A) \*EDMUND WILSON** :Marxism and Literature

**(B) LIONEL TRILLING:**Freud and Literature

**UNIT-III: NORTHROP FRYE** : The Archetypes of Literature

**UNIT-IV:(A) FRANTZ FANON** : The Wretched of The Earth (Chapter –III)

**(B) JACQUES DERRIDA:** Structure Sign and Play in the Discourse

Of Human Sciences

**UNIT-V: (A)\*ELAINE SHOWALTER:** Towards a Feminist Poetics

**(B) ANANDAVARDHANA:** Dhvanyaloka (Essay: The First Flash)

(Translated by K. Krishna Moorthy)

\*Detailed study

**MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	02			02		01			02	03		

**GENERIC ELECTIVE – 4 :404(A) : TRANSLATION : THEORY AND PRACTICE**

**UNIT-I: TRANSLATION HISTORY:** Indian and Western

**UNIT-II: TRANSLATION THEORIES:** J.C. Catford, Eugene A. Nida, And Peter Newmark

**UNIT-III: TRANSLATION PROBLEMS:** Language, Culture, And Equivalence

**UNIT-IV: TRANSLATION OF IDIOMS AND PHRASES:** Grammatical and Critical Terms  
and Phrases – Practice

**UNIT-V: TRANSLATING POETRY AND PROSE:** Practice

**TEXTS:**

Afterword (from Classic Telugu Short Stories Ed. – Ranga Rao)

Literary Translation – Kakani Chakrapani

Problems of Translation- H.S. Lakshmi

**SUGGESTED READINGS:**

**SUSAN BASSNET:** Translation Studies (Methuen, London)

**SUJIT MUKHERJEE** : Translation As Discovery And Other Essays

(Allied Publications. Delhi, 1981)



## **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11
<b>COs</b>	01	02		03	04	05					

### **GENERIC ELECTIVE – 4:404 (B) : SUBALTERN STUDIES**

**OBJECTIVES:** The aim of this course is to understand

1. The concepts like dalitism, feminism, marginalisation, and Subalterneity
2. The poetic representations of pains and pleasures of subaltern with the help of prescribed texts

**UNIT – I:THEORETICAL BACKGROUND:**Dalitism, Feminism, Marginalism, Minority

Literature

**UNIT – II:POETRY-Detailed study**

**(A) ENDLURI SUDHAKAR (T.R. SHANTA GOKHALE):** Neelika

**(B)L. S. ROKADE (T.R. SHANTA GOKHALE) :** To Be or Not To Be Born

(From Arjun Dangle’s Poisoned Bread, from The Oxford Anthology of Tamil Dalit Writing)

**UNIT – III:FICTION-**

**MAHASWETHADEV** : 1. Rudali

2. Dropdi

**UNIT – IV: AUTOBIOGRAPHY-**

**VASANTH MOON** :Growing Up Untouchable in India

**UNIT – V: DRAMA-**

**K. ENOCH** : Munivahanudu

**Primary & Secondary Sources**

**ELEANOR ZELLIOT** : From Untouchable to Dalit (MANOHAR, NEW DELHI, 1998)

**GAIL OMVEDT** : Dalits and the Democratize Revolution

(Sage Publications, New Delhi, 1994)

**ARJUN DANGLE ed.:**Poisoned Bread(Orient Longman, Bombay, 1992)

**RAJ KUMAR** : Dalit Personal Narratives (Orient Black Swan, New Delhi, 2010)

**RAVI KUMAR & R. AZHAGARASAN ED:** The Oxford India Anthology of Tamil Dalit Writing.

(Oxford University Press, New Delhi, 2012)

**Gail Omvedt** - Dalits and the Democratic Revolution

**Raj Kumar** – Dalit Personal Narratives (Reading Caste, Nation and Identity)

**Ravikumar & R.Azhagarasan** – The Oxford India Anthology of Tamil Dalit Writing

**Prof: K. Enoch:** Principles of Modern Literary Criticism

**OUTCOMES:** With the completion of the course the students are able to

1. Know the concepts of dalitism, feminism, marginalism and Subaltern aspects with relevant theories
2. Appreciate and understand the struggles and sorrows of subalterns

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	01					04	02	03	05			

### **GENERIC ELECTIVE–4 :404(C) : POSTCOLONIAL LITERATURES**

#### **UNIT-I: BACKGROUND: KEY CONCEPTS**

Colonialism, Anti-Colonialism, Post-Colonialism, Colonial Discourse,  
Centre/Margin,Decolonialization,Imperialism, Eurocentricism,Mimicry, Neocolonialism,

(From KEY CONCEPTS IN POSTCOLONIAL STUDIES-ASHCROFT et al.)

**UNIT-II :**

\* (A) **JAYANTA MAHAPATRA** : 1) Dawn at Puri

2) Freedom

3) Hunger

(B) **EDWARD SAID** : **Orientalism(Introduction)**

**UNIT-III: DRAMA:**

**POILE SENGUPTA** :Keats Was a Tuber

**UNIT-IV: FICTION:**

**ARAVIND ADIGA** : The White Tiger

**UNIT-V : SHORT STORY:**

**MAHASWETA DEVI** :Stanadayini, Douloti The Bountiful

**SUGGESTED READING OF THE FOLLOWING:**

1) **MEENAKSHI MUKERJEE** – “Nation, Novel and Language”  
(from Perishable Empire)

2)**GAURI VISWANATHAN** – “The Beginnings of English Literary Studies in India”  
(From Masks of Conquest)

3)**GAYATRI CHAKRABORTY SPIVAK**- “Can The Subaltern Speak?”

4)**FRANTZ FANON** – “The Fact of Blackness”  
(from Black Skins, White Masks)

**SOURCES OF SUGGESTED READING:**

- 1) Postcolonialism – Mac Leod
- 2) Key Concepts in Post Colonial Studies- Ashcroft Et Al
- 3) The Post Colonial Studies Reader - Ashcroft Et Al
- 4) The Empire Writes Back - Ashcroft Et Al
- 5) Colonialism /Postcolonialism. – Ania Loomba

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	01		02	04		03						05

### **GENERIC ELECTIVE:404 (D) WORLD LITERATURE IN ENGLISH TRANSLATION**

**UNIT-I:THEORETICAL BACKGROUND:** Epic, Problem Play, Psychological Novel, Fable,

Allegory

**UNIT-II : HOMER** : The Iliad, Canto 1

**UNIT-III: DOSTEVESKY** : Crime and Punishment

**UNIT-IV: \*IBSEN** : A Doll's House

**UNIT-V: FRANZ KAFKA** : The Castle

\*Detailed Study

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	01		02	04		03						05

### **OPEN ELECTIVE-5:405 (A) : SOFT SKILLS**

**OBJECTIVES:** The course aims to

1. Introduce the significance of soft skills in modern job market

2. Enhance the soft skills of the students with practice

**UNIT-1:** Introduction- Teamwork skills – Emotional Intelligence skills

**UNIT-II :** Assertive Skills – Adaptability Skills – Problem Solving Skills

**UNIT-III:** Communication Skills – Introduction – Listening Skills – Oral Communication

**UNIT-IV:** Functional Grammar and Vocabulary

**UNIT-V :** Group Discussion – Interview Skills

**OUTCOMES:** On Completion of the course the students are able to

1. Understand the importance and relevance of soft skills in modern life
2. Improve their soft skills due to the practice sessions

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>		05					04	02			01	03

### **OPEN ELECTIVE-5 :405(B) : INDIAN LITERATURE IN ENGLISH TRANSLATION**

#### **OBJECTIVES:**

1. To introduce the major literary work of Indian literature in English translation
2. To promote the texts of our Indian authors and thereby preserving Indian culture & heritage

#### **THEORETICAL BACKGROUND**

**UNIT-I: \*SRI SRI** : To Poesy, Rhapsody, The March Of History,

(Translated BY SRI SRI)Forward March.

**UNIT-II: TILAK** : Ambrosia Dripped, Modernism&

(Tr. By S.S. PRABHAKAR) Poesy, Song Immortal

**UNIT-III: GURAJADA APPA RAO** : Kanyasulkam

**UNIT-IV: \*VIJAY TENDULKAR** : Silence! The Court Is In Session

**UNIT-V: U.R. ANANTA MURTHY:**Samskara

\*Detailed study

**OUTCOMES:**

1. Will learn about morals and responsibilities
2. Learn to acquire the enduring values embedded in the great literary works of our writers

**MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	01						02	03	04	05		

**OPEN ELECTIVE-5 :405(C) : CONTEMPORARY TRANSLATION STUDIES**

**UNIT-I** :Translation in India and the West

**UNIT-II** :Loss and Gain in Translation, Craft or Art

**UNIT-III** :Concepts of Language and Culture Linguistic and Cultural Equivalence,

**UNIT-IV:** Translation of Idioms And Phrases: Grammatical and Critical Terms and Phrases – Practice

**UNIT-V:** Translating poetry and prose (Advertisements and news items) – Practice

**SUGGESTED READINGS:**

1. Approaches to Translation By Peter Newmark, Pergamon, Oxford, 1981
2. Translation by Tutun Mukherjee
3. Susan Bassnet – Mc Guire: Translation Studies (Methuen, London)

4. Sujit Mukherjee: Translation as Discovery and other Essays(Allied Publications. Delhi, 1981)

5. Translation by Julian House, OUP, 2009-10- examines meaning and equivalence

6. Language and Culture by Claire Kramsch, OUP, 2009-10.

7. Early Theories of Translation by F.R. Amos, Columbia University Press, 1973

8. The Theory and Practice of Translation by E.A. Nida & C. Taber,

### **MAPPING**

<b>POs</b>	1	2	3	4	5	6	7	8	9	10	11	12
<b>COs</b>	02			04		03			01			05