


**ANNAMALAI UNIVERSITY**
**302. M.A. English**

Programme Structure and Scheme of Examination (under CBCS)

(Applicable to the candidates admitted in Affiliated Colleges

in the academic year 2022 -2023 ONLY)

Course Code	Study Components & Course Title	Hours/Week	Credit	Maximum Marks		
				CIA	ESE	Total
<b>Semester I</b>						
22PENG11	Core Course – I: Chaucer and Elizabethan Age	6	4	25	75	100
22PENG12	Core Course – II: Jacobean and Restoration Age	6	4	25	75	100
22PENG13	Core Course – III: Shakespeare	5	4	25	75	100
22PENG14	Core Course – IV: Phonetics and History of English Language	5	4	25	75	100
22PENG15	Core Elective – I	5	4	25	75	100
	Open Elective – I	3	3	25	75	100
	<b>Total</b>	<b>30</b>	<b>23</b>			<b>600</b>
<b>Semester II</b>						
22PENG21	Core Course -V: The Romantic Age	6	4	25	75	100
22PENG22	Core Course – VI: The Victorian Age	6	4	25	75	100
22PENG23	Core Course – VII: Eco Literature	6	4	25	75	100
22PENG24	Core Course – VIII: Fantasy and Horror Literature	5	4	25	75	100
22PENG25	Core Elective – II	5	4	25	75	100
22PFLDC26	Field Study	-	2	25	75	100
22PHUMR27	Compulsory Course: Human Rights	2	2	25	75	100
	<b>Total</b>	<b>30</b>	<b>24</b>			<b>700</b>
<b>SEMESTER- III</b>						
22PENG31	Core Course IX: Twentieth Century British Literature	5	4	25	75	100
22PENG32	Core Course X: American Literature	5	4	25	75	100
22PENG33	Core Course XI: New Literature in English	5	4	25	75	100
22PENG34	Core Course XII: Research Methodology	5	4	25	75	100
22PENG35	Core Elective - III	5	4	25	75	100
22PENG36	Open Elective – II	5	3	25	75	100
	MOOC Courses					
	<b>Total</b>	<b>30</b>	<b>23</b>			<b>600</b>
<b>SEMESTER – IV</b>						
22PENG41	Core Course XIII: Indian Literature in English	6	4	25	75	100
22PENG42	Core Course XIV: Contemporary Literary Theories	6	4	25	75	100
22PENG43	Core Course XV: English Literature for Competitive Examinations	6	4	25	75	100
22PENG44	Core Project: Project	6	4	25	75	100
22PENG45	Core Elective – IV	6	4	25	75	100
	<b>Total</b>	<b>30</b>	<b>20</b>			<b>500</b>

**List of Core Electives (Internal Elective for Same Major Students)  
(Choose 1 out of 3 in each Semester)**

<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>H/ W</b>	<b>C</b>	<b>CIA</b>	<b>ES E</b>	<b>Tota l</b>
I	22PENGE15-1	Technical Writing	5	4	25	75	100
	22PENGE15-2	Post-Colonial Literature	5	4	25	75	100
	22PENGE15-3	World Popular Short Stories	5	4	25	75	100
II	22PENGE25-1	Oral Narratives	5	4	25	75	100
	22PENGE25-2	Translation Theory and Practice	5	4	25	75	100
	22PENGE25-3	Women's Writing	5	4	25	75	100
III	22PENGE35-1	English Language Teaching	5	4	25	75	100
	22PENGE35-2	Indian Classics in Translation	5	4	25	75	100
	22PENGE35-3	Journalism and Mass Communication	5	4	25	75	100
IV	22PENGE45-1	Comparative Literature	5	4	25	75	100
	22PENGE45-2	Myth and Literature	5	4	25	75	100
	22PENGE45-3	Oral Communication Skills (Practical Paper)	5	4	25	75	100

**List of Open Electives  
(External Elective for Other Major Students – Inter/Multi-Disciplinary  
Courses)  
(Choose 1 out of 3 in each Semester)**

<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>H/ W</b>	<b>C</b>	<b>CIA</b>	<b>ES E</b>	<b>Tota l</b>
I	22PENGO16-1	Public Speaking	3	3	25	75	100
	22PENGO16-2	Film Study	3	3	25	75	100
	22PENGO16-3	English for Tourism	3	3	25	75	100
III	22PENGO36-1	English for Business Correspondence	5	3	25	75	100
	22PENGO36-2	World Mythology	5	3	25	75	100
	22PENGO36-3	English for Front office Management	5	3	25	75	100

**Credit Distribution**

<b>Study Components</b>	<b>Papers</b>	<b>Credits</b>	<b>Total Credits</b>	<b>Marks</b>	<b>Total Marks</b>
Core Course	15	4	60	100	1500
Core Elective	4	4	16	100	400
Open Elective	2	3	6	100	200
Field Study	1	2	2	100	100
Core Project (Compulsory)	1	4	4	100	100
Human Rights	1	2	2	100	100
	24		90		2400

<b>SEMESTER I CORE I</b>	<b>22PENG11: CHAUCER AND ELIZABETHAN AGE</b>	<b>CREDITS: 4 HOURS: 6/W</b>
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### **COURSE OBJECTIVES**

The overall objective of this course is to:

- 1) Acquaint the students with the literary forms woven in English language and the literary contribution during the age of Chaucer.
- 2) Enable the student to understand the historical and cultural heritage of the ages
- 3) Familiarize them with the canons of British literature produced during the age of Chaucer.
- 4) Help the students familiarize with the diction and the literary technique employed by the writers of the era.
- 5) Improve the skills of reading, analyzing and understanding the specific scope of literature.

#### **Unit I: Poetry**

Geoffrey Chaucer	:	Prologue to the Canterbury Tales.
Sir Thomas Wyatt	:	<i>Farewell Love and all thy Laws for Ever.</i> <i>The Long Love that in my thought I</i> <i>Harbor.</i>
Earl of Surrey	:	<i>Give Place, Ye Lovers.</i> <i>When Raging love with Extreme Pain.</i>

#### **Unit II: Poetry**

Edmund Spenser	:	Prothalamion
Shakespeare's Sonnets	:	18, 54, 73, 147.
Sir Walter Raleigh	:	<i>The Passionate man's Pilgrimage</i>

#### **Unit III: Prose/Essay**

Francis Bacon	:	<i>Of Studies</i> <i>Of Friendship</i> <i>Of Truth</i>
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#### **Unit IV: Drama**

Christopher Marlowe	:	Doctor Faustus
Thomas Kyd	:	The Spanish Tragedy

#### **Unit V: Drama**

John Webster	:	The Duchess of Malfi
Ben Jonson	:	Every Man in his Humour

**COURSE OUTCOMES**

At the end of the course, the students shall be able to:

- 1) Obtain a literary acumen to race MCQs of competitive examinations.
- 2) Analyze literary texts.
- 3) Understand significant developments in the literature during the period of Chaucer and Elizabeth.
- 4) Create imaginative and original literature in at least one genre.
- 5) Apply theoretical approaches to critical reading of literary texts.

**Supplementary Readings**

- 1) Dodd, E.F. From Harmony to Harmony, Chennai, Mac Millan, Publication, 1964.
- 2) Mehl, Dieter, English Literature in the age of Chaucer. Newyork: Routeledge, 2020.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>2</b>				
<b>CO 2</b>		<b>3</b>			
<b>CO 3</b>			<b>2</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER I CORE II</b>	<b>22PENG12: JACOBEAN AND RESTORATION AGE</b>	<b>CREDITS: 4 HOURS: 6/W</b>
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### **COURSE OBJECTIVES**

By introducing the course, it is intended to:

- 1) Gain awareness about the themes and writing styles of the period.
- 2) Understand the socio political background of the age.
- 3) Identify the influence of literature of the period on modern times.
- 4) Understand the similarities of the themes till date.
- 5) Gain the spirit of the ages.

#### **Unit I**

John Milton : *Paradise Lost - Book IX*  
 John Dryden : *Mac Flecknoe*

#### **Unit II**

John Donne : *A Valediction Forbidding Mourning*  
 Andrew Marvell : *To His Coy Mistress*  
 George Herbert : *The Pulley*  
 Henry Vaughan : *Peace*  
 Richard Crashaw : *The Infant Martyrs*  
 Alexander Pope : *Epistle to Dr. Arbuthnot*

#### **Unit III**

John Dryden : *Preface to the Fables*  
 Jonathan Swift : *The Battle of the Books*

#### **Unit IV**

Daniel Defoe : *Robinson Crusoe*  
 Samuel Richardson : *Pamela*

#### **Unit V**

Oliver Goldsmith : *The Good Natur'd Man*  
 R. B. Sheridan : *The Rivals*

### **COURSE OUTCOMES**

At the end of the course, the students shall be able to:

- 1) Enjoy the writing of Milton.
- 2) Learn the lateral thinking.
- 3) Enjoy the humour of Goldsmith.
- 4) Estimate the Metaphysical thinking.
- 5) Learn about the greatness of the writers of the ages.

**Supplementary Readings**

- 1) Drabble, Margaret. Oxford Companion to English Literature.
- 2) Dodd, E.F. From Harmony to Harmony, Chennai, Mac Milan, Publication, 1964.
- 3) Mehl, Dieter, English Literature in the age of Chaucer. New York: Routeledge, 2020.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>2</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER: I</b> <b>CORE: III</b>	<b>22PENG13: SHAKESPEARE</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing the course, it is intended to:

- 1) Enable the students to appreciate the genius of Shakespeare which has made him a classic of eternal value.
- 2) Enable them to know the historical and present day value of Shakespeare, the Poet-dramatist.
- 3) Trace the evolution of Shakespeare's vision and art.
- 4) Help the student to acquire first-hand knowledge of the plays and poetry of Shakespeare.
- 5) Make the students familiar with the critical judgment through ages.

#### **Unit I**

Taming of the Shrew

#### **Unit II**

Hamlet

#### **Unit III**

Antony and Cleopatra

#### **Unit IV**

Measure for Measure

#### **Unit V**

- |                |  |
|----------------|--|
| Samuel Johnson | – Preface to Shakespeare               |
| A.C. Bradley   | – The Substance of Shakespeare Tragedy |
| T.S. Eliot     | – Hamlet and His Problems              |

### **COURSE OUTCOMES**

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

- 1) Obtain literary acumen in answering multiple choice questions for SET/NET and other competitive examination.
- 2) Appreciate the literary and philosophical merits of Shakespeare's plays.
- 3) Acquire a comprehensive knowledge of the subtleties and nuances of the language of Shakespeare.
- 4) Gather various interpretations by various critics of Shakespeare from the study of his plays and sonnets.
- 5) Acquire an idea of the Elizabethan Theatre.

**Supplementary Readings**

- 1) Greenblatt, Stephen. Ed. *The Norton Shakespeare*. 3<sup>rd</sup> edition. New York: W.W Norton, 2016.
- 2) Taylor, Michale. *Shakespeare Criticism in the Twentieth Century*. London: Oxford, 2018.
- 3) Knight, Wilson G. *The Wheel of Fire*. New York: Routledge, 2001
- 4) Bradley A. C. *Shakespearean Tragedy Lectures on Hamlet, Othello, King Lear and Macbeth*, Macmillan & Co Ltd, 1963.
- 5) Chickera De Ernst and Enright D. J. *English Critical Essays*, Oxford University Press, Madras, 1986.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>2</b>

<b>SEMESTER - I CORE - IV</b>	<b>22PENG14: PHONETICS AND HISTORY OF ENGLISH LANGUAGE</b>	<b>CREDITS: 4 HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing the course, it is intended to:

- 1) Enable the students to have an idea of the growth of English as the world language.
- 2) Enable the students to have an idea as a great borrower, an assimilator, and a propagator.
- 3) Enable the students to have an idea as an assimilator and a propagator.
- 4) Impart proficiency in pronunciation and oral communication.
- 5) Enable the students to train them in the sounds of the language

### **Unit I**

The Organs of Speech

The Description and Classification of the Sounds of English

Phonemic Transcription

### **Unit II**

Vowels, Pure Vowels

Consonants, Consonant Cluster

Diphthongs, Intonation

The Phoneme

The Syllable

Word Accent

### **Unit III**

Place of English in the Indo-European Family of Languages

Characteristics of Old English

Characteristics of Middle English

### **Unit IV**

Word Borrowing (Scandinavian, French, Latin and Greek)

Makers of English (Shakespeare, Milton, Bible Translators)

History of English Spelling and Spelling Reforms

Changes in Meaning of Words

### **Unit V**

Dictionaries and the Growth of Vocabulary

Evolution of Standard English

Growth of American English

English as a Universal Language

**COURSE OUTCOMES**

At the end of the course, the students will be able to:

- 1) Know the different sounds and symbols of English.
- 2) Know structure of words.
- 3) Know the origin of Language.
- 4) Know about borrowing of words from other languages.
- 5) Know the value of language.

**Supplementary Readings**

- 1) Sethi, J. and P.V. Dhamija. A Course in Phonetics and Spoken English. New Delhi: Prentice – Hall, 2005.
- 2) Jones, Daniel. The Pronunciation of English. Cambridge: Cambridge UP, 1998.
- 3) Wood, F.T. An Outline History of the English Language. Chennai: Macmillan, 1967.
- 4) A.C. Baugh, A History of the English Language. New Delhi: Allied Publishers, 1997.
- 5) O’ Connor, J.D.O. Better English Pronunciation. New Delhi: Universal Books, 1997.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>2</b>				
<b>CO 2</b>		<b>3</b>			
<b>CO 3</b>			<b>2</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>2</b>

<b>SEMESTER: I</b> <b>CORE ELECTIVE: I</b>	<b>22PENGE15-1:TECHNICAL WRITING</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Understand the format requirements.
- 2) Know how to present the information intelligently.
- 3) Estimate the structure formation.
- 4) Understand how to convey the message to the readers.
- 5) Know how to articulate the subject matter lucid manner.

#### **Unit I**

Defining Technical Writing

Audience Language and Style, Organization

#### **Unit II**

Writing Elements

Technical Definitions

Technical Descriptions

Summaries

Graphics

Instructions

Comparison and Contrast

#### **Unit III**

Forms of Technical Communication

Technical Reports

Forms, Memos, E-mail

Business Letters

Presentations

The Job Search: Resumes and Letters

#### **Unit IV**

Subjects and Verbs – Subjects/Verbs Agreement – Prepositional Phrases – Pronouns- Pronoun References – Avoiding Shifts – Avoiding Sexism – Modifiers – The Clause and Simple Sentences – Compound Sentences – Complex and Compound-Complex Sentences – Fragments, Run-ons, and Comma Splices – Transition Words - Parallelism

#### **Unit V**

Mechanics of Writings – Capital Letters – Abbreviations and Acronyms – End Punctuation – Commas – Colons and Semicolons – Parenthesis, Dashes, Brackets, Ellipses, Slashes, and Hyphens – Apostrophe – Quotations

**COURSE OUTCOMES**

At the end of the course, the students will be able to:

- 1) Construct a variety of flawless sentences in English using appropriate grammatical structures
- 2) Earn their skills in Technical Writing
- 3) Draft effective research proposals/reports
- 4) Exploit the resources of English language for professional development
- 5) Develop effective introduction and conclusion

**Supplementary Readings**

- 1) Rutherford, Andrea J. *Basic Communication Skills for Technology*. Delhi:Pearsons, 2001.
- 2) Mohan, Krishna, and Meenakshi Raman. *Effective English Communication*. New Delhi: Tata McGraw-Hill, 2000.
- 3) Kinsella, Paul. *The Techniques of Writing*. New York: Harcourt, 1975.
- 4) Krammer. G. Melinda, et al. *Prentice Hall Handbook for Writers*. New Jersey, 1995.
- 5) Langan, John. *Sentence Skills with Readings*. New York: McGraw-Hill, 2001.
- 6) Mohan, Krishna &Meenakshi Raman. *Effective English Communication*. New Delhi: McGraw-Hill, 2000.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>3</b>			
<b>CO 3</b>			<b>2</b>		
<b>CO 4</b>				<b>2</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER: I</b> <b>CORE ELECTIVE: I</b>	<b>22PENGE15-2: POST COLONIAL LITERATURE</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Identify the key concepts and literary forms in postcolonial literatures.
- 2) Discuss and analyse colonial and postcolonial discourse.
- 3) Distinguish how race, class, gender, history and identity are presented and
- 4) problematized in the literary texts.
- 5) Examine the texts critically in relation to postcolonial theory.
- 6) Evaluate and formulate arguments about postcolonial literatures and texts.

#### **Unit-I: Poetry**

Gabriel Okara	:	"You Laughed and Laughed and Laughed"
Chinua Achebe	:	"Refugee Mother and the Child"
Derek Walcott	:	"A Far Cry from Africa"
Margaret Atwood	:	"Journey to the Interior"

#### **Unit-II: Poetry**

A.D. Hope	:	"Australia"
Faiz Ahmed Faiz	:	"Do not ask, my love"
Judith Wright	:	"Typists in the Phoenix Building"
David Diop	:	"Africa"
Arun Kolatkar	:	"The Bus"

#### **Unit-III: Drama**

Wole Soyinka	:	Death and the King's Horseman
Girish Karnad	:	Tughlaq

#### **Unit-IV: Prose:**

Edward Said	:	"Orientalism" (Introductory Part)
Ngugi Wa Thiongo	:	"Decolonizing the Mind" (Introduction)

#### **Unit-V: Fiction**

Chinua Achebe	:	Things Fall Apart
Isabel Allende	:	The House of the Spirits
Patrick White	:	The Tree of Man
Chimamanda Ngozi Adichie	:	Purple Hibiscus

### **COURSE OUTCOMES**

At the end of the course, the students will be able to:

- 1) Appreciate literary works under Post-Colonial literature.
- 2) Understand global relevance and significance of the Post-Colonial literature.
- 3) Appreciate the contribution of the writers with a common colonial past.
- 4) Analyse and evaluate Post-Colonial aspects of literary works.
- 5) Critically analyse the relevance of the works in the light of globalization.

### Supplementary Readings

- 1) Ryga, George. *The Ecstasy of Rita Joe*. Talonbooks, 2013. Unit- III
- 2) Soyinka, Wole, and Jane Plastow. *Death and the King's Horseman*, Bloomsbury Methuen Drama, 2017. Unit- III
- 3) Karnad, Girish. *Tughlaq*. 1989. Unit- III
- 4) Rušdie Salman. *Midnight's Children*. Vintage, 2013, Unit-V
- 5) Booker, M. Keith. *Things Fall Apart, by Chinua Achebe*. Salem Press, 2 Unit-V
- 6) Dhawan, Rajinder K. *Commonwealth Fiction*. Classical Publ. Co., 1988.
- 7) Said, Edward Wadie. *The World, the Text, and the Critic*. Vintage, 1991.
- 8) Ashcroft, Bill, et al. *The Post-Colonial Studies Reader*. Routledge. Taylor & Francis Group, 2006.
- 9) Walsh, William. *Commonwealth Literature*. St James Press, 1985.

### Web Resource

- 1) *Australian Poetry Library*, [www.poetrylibrary.edu.au/poets/hope-a-d/australia-0146006](http://www.poetrylibrary.edu.au/poets/hope-a-d/australia-0146006).
- 2) *Internet Encyclopedia of Philosophy*, [www.iep.utm.edu/literary](http://www.iep.utm.edu/literary).
- 3) "Postcolonial Literature." *Wikipedia*, Wikimedia Foundation, 18 Apr. 2021, [en.wikipedia.org/wiki/Postcolonial\\_literature](https://en.wikipedia.org/wiki/Postcolonial_literature).

### OUTCOME MAPPING

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		2			
CO 3			3		
CO 4				3	
CO 5					2

<b>SEMESTER: I</b> <b>CORE ELECTIVE: I</b>	<b>22PENGE15-3: WORLD POPULAR SHORT STORIES</b>	<b>CREDITS: 4</b> <b>HOURS:</b> <b>5/W</b>
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### COURSE OBJECTIVES

By introducing the course, it is intended to:

1. Introduce students to some of the important short stories of the world.
2. Enable the students to study the various techniques and styles employed by the authors.
3. Help them in gaining some insights into the socio-cultural aspects of the regions from where the texts are chosen.
4. Stimulate the sympathetic / empathetic imagination by allowing them to see the world through other's eyes.
5. Induce them to apply their analytical, critical and creative skills in interpreting a work.

#### Unit I:

Chinua Achebe (Nigerian)	:	Marriage is a Private Affair
Zacharias Topelius (Finnish)	:	The Birch and the Star
Luigi Pirandello (Italian)	:	War
Anatole France (French)	:	Our Lady's Juggler

#### Unit II

Lu Hsn (Chinese)	:	Medicine
Hjalmar Soderberg (Swedish)	:	The Burning City
Franz Kafka (German)	:	The Outlaws
Hans Christian Anderson (Danish)	:	What the Old man does is Always Right

#### Unit III

Maxim Gorky	:	The Mother of a Traitor
Leo Tolstoy	:	The Candle
Anton Chekov	:	Misery

#### Unit IV

William Faulkner	:	Barn Burning
Edgar Allan Poe	:	The Black Cat
John Stein Beck	:	The Chrysanthemums

#### Unit V

P. G. Wodehouse	:	Leave it to Jeeves
Arthur Conan Doyle	:	A Case of Identity
Frank O' Conner (Irish)	:	The Idealist

**COURSE OUTCOMES**

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

- 1) Develop a critical understanding of fiction.
- 2) Compare their indigenous literature and culture with other literatures and cultures
- 3) Gain knowledge about sensitive issues that are dealt with by the writers.
- 4) Get motivated to explore more works on their own.
- 5) Write critical, analytical and interpretive articles

**Supplementary Readings**

- 1) Frederick.V. *A Pinch of Snuff*, Orient Longman, Chennai, 1990.
- 2) Modern Short Stories-A Reader, S.Chandand Co, NewDelhi, 1986.
- 3) Sasikumar.J, Paul Gunasekar, *Spectrum an anthology of Prose*, Orient Longman, Kolkata, 2007.
- 4) Selected Short Stories of the World. Maples Press, 2010.

**Web Sources**

- 1) [https://en.wikisource.org/wiki/My\\_Man\\_Jeeves/Leave\\_it\\_to\\_Jeeves](https://en.wikisource.org/wiki/My_Man_Jeeves/Leave_it_to_Jeeves)
- 2) <https://www.accuracyproject.org/t-France,Anatole-OurLadysJuggler.html>
- 3) <https://jerrywbrown.com/wp-content/uploads/2020/02/War-Pirandello-Luigi.pdf>
- 4) <https://cyc-net.org/cyc-online/cyc01-0102-soderberg.html>
- 5) [https://standardebooks.org/ebooks/selma-lagerlof/short-fiction/pauline-bancroft-flach\\_jessie-brochner\\_velma-swanston-howard/text/the-outlaws](https://standardebooks.org/ebooks/selma-lagerlof/short-fiction/pauline-bancroft-flach_jessie-brochner_velma-swanston-howard/text/the-outlaws)
- 6) [https://andersen.sdu.dk/vaerk/hersholt/WhatTheOldManDoesIsAlways\\_e.html](https://andersen.sdu.dk/vaerk/hersholt/WhatTheOldManDoesIsAlways_e.html)

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>2</b>

<b>SEMESTER: I</b> <b>OPEN ELECTIVE: I</b>	<b>22PENGO16-1: PUBLIC SPEAKING</b>	<b>CREDITS: 3</b> <b>HOURS: 3/W</b>
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### **COURSE OBJECTIVES**

By introducing the course, it is intended to:

- 1) Learn to speak confidently in a variety of situations.
- 2) Learn a variety of speaking types. To become a better listener and learn what makes a speech works.
- 3) Learn to speak clearly with Proper modulation.
- 4) Motivate the students to understand the importance of public speaking.
- 5) Learn to stand straight and make eye contact.

#### **Unit I**

Production of Speech

Process of Listening

#### **Unit II**

Characteristics of Voice

Body Language

Organization of Speech

#### **Unit III**

Preparing Steps

Modes of Delivery

Speeches for Special Occasions

#### **Unit IV**

##### **Practice Material I**

- a. Pronouncing Individual Sounds
- b. Acquiring High Intonation
- c. Using Contracted Forms

#### **Unit V**

##### **Practice Material II**

- a. Mark Antony – Soliloquy (Antony and Cleopatra – Shakespeare)
- b. Martin Luther King – I have a Dream
- c. Winston Churchill –Blood, Toil, Tears and Sweat.
- d. Jawaharlal Nehru – Tryst with Destiny

**COURSE OUTCOMES**

At the end of the course, the students will be able to:

- 1) Inform and educate audience.
- 2) Persuade and convince the audience to change their attitudes and to accept speaker's point of view.
- 3) Inspire and motivate the audience.
- 4) Explore three types of public speaking in everyday life: Informative, persuasive, and entertaining.
- 5) Obtain oratory and rhetorical skills.

**Supplementary Readings**

- 1) Mohan, Krishna, and N. P. Singh. *Speaking English Effectively*. New Delhi: Macmillan, 2003.
- 2) O' Connor, J.D.O. *Better English Pronunciation*. New Delhi: Universal Books, 1997.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>2</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER: I</b> <b>OPEN ELECTIVE: I</b>	<b>22PENGO16-2: FILM STUDY</b>	<b>CREDITS: 3</b> <b>HOURS: 3/W</b>
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**COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Introduce students to the evolution of films
- 2) Introduce significant movements in cinema
- 3) Help students analyse films as an art form
- 4) Gain knowledge film language
- 5) Understand editing, camera angles and movements as well as the sound in cinema

**Unit I: EVOLUTION OF FILMS**

Evolution of films from still to moving pictures

Evolution of films from black and white to colour

Evolution of films from silent movies to talkies

**Unit II: HOW TO READ A FILM**

Film Language – aspect ratio, mis-en-scène, montage, etc.

Editing – montage, jump cut, cross cut, fade, dissolve, iris in/out, etc.

Cinematography-camera movements and angles

Sound-diegetic and non-diegetic sound

**Unit III: GLOBAL CINEMATIC MOVEMENTS**

Italian Neo-realism - Vittorio De Sica *Ladri di Biciclette*

French New Wave - François Truffaut *Les Quatre Cents Coups*

Iranian New Wave - Jafar Panahi *Offside*

Indian Parallel Cinema - Satyajit Ray *Pather Panchali*

**Unit IV: REPRESENTATION IN INDIAN CINEMA**

Tom Emmatty *Our Mexican Aparatha*

Mari Selvaraj *Pariyerum Perumal*

Karan Johar *Ajeeb Dastaan Hai Ye* from Bombay Talkies Zoya Akhtar *Sheila Ki*

*Jawaani* from Bombay Talkies

Alankrita Shrivastava *Lipstick Under My Burkha*

**Unit V: ADAPTATIONS**

Vishal Bharadwaj *Maqbool*

Danny DeVito *Matilda*

**COURSE OUTCOMES**

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

- 1) On successful completion of the course, students will be able to trace the evolution of cinema and major film movements critically.
- 2) Analyze cinema from various perspectives.
- 3) To identify various technical aspects of cinema.

- 4) Appreciate and develop an academic discourse on cinema.
- 5) Analyze the relationship between films and literature through adaptations.

### Supplementary Readings

- 1) Dadasaheb Phalke Growth of a Pea Plant
- 2) George Melies A Trip to the Moon
- 3) Lumière Brothers The Arrival of a Train
- 4) Edwin Porter The Great Train Robbery (1903)
- 5) Abrahams, Nathan, et al. Studying Film. Arnold: Hodder Headline Group, 2001.
- 6) Aitken, Ian. European Film Theory and Cinema: A Critical Introduction. Edinburgh University Press, 2001.
- 7) Andrew, Dudley. Concepts in Film Theory. Oxford University Press, 1984.
- 8) Bazin, Andre. What is Cinema? Vol. I. University of California Press, 2005. Bhaskar, Ira. 09 Apr 2013.
- 9) The Indian New Wave. Routledge Handbook of Indian Cinemas. edited by K. Moti Gokulsing and Wimal Dissanayake. Routledge, 2019. pp.19-34
- 10) Buckland, Warren, editor. Film Theory and Contemporary Hollywood Movies. Routledge, 2009.
- 11) Butler, Andrew. Film Studies. Pocket Essentials, 2005. Dixon.
- 12) Wheeler Winston and Foster, Gwendolyn. A Short History of Film. Rutgers University Press, 2018.
- 13) Elsaesser, Thomas, and Malte Hagener. Film Theory: An Introduction Through the Senses. Routledge, 2010.
- 14) Hutcheon, Linda. In Defence of Literary Adaptation as Cultural Production. Media Culture Journal, Vol. 10, no. 2, May 2007.
- 15) <http://journal.media-culture.org.au/0705/01-hutcheon.php> Kuhn.
- 16) Annette, Guy Westwell. A Dictionary of Film Studies. OUP, 2012.
- 17) Monaco, James. How to Read a Film: The World of Movies, Media, and Multimedia: and Language, History, Theory. Oxford University Press, 2000.
- 18) Nichols, Bill. Movies and Methods. University of California Press, 1976.
- 19) Nichols, Bill. Engaging Cinema: An Introduction to Film Studies. W. W. Norton and Company, 2010

### OUTCOME MAPPING

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		2			
CO 3			3		
CO 4				3	
CO 5					2

<b>SEMESTER: I</b> <b>OPEN ELECTIVE: I</b>	<b>22PENGO16-3: ENGLISH FOR TOURISM</b>	<b>CREDITS: 3</b> <b>HOURS: 3/W</b>
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### **COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Cover a wide range of topics of Tourism
- 2) Develop a broad tourism-related vocabulary
- 3) Develop speaking skills needed for job-related situations
- 4) Promote grammatical accuracy with Language
- 5) Gain knowledge of tour guide

#### **Unit I**

Introduction to Tour guiding  
The role of the tour guide

#### **Unit II**

Legal consideration and Confidentiality  
Introduction to travel agency and operation

#### **Unit III**

Promoting a Destination  
Responsible Tourism

#### **Unit IV**

Customer Relations  
Complaint Management

#### **Unit V**

Tourism-related vocabulary  
Speaking skills

### **COURSE OUTCOMES**

At the end of the course, the students will be able to:

- 1) Learn Tourism-related vocabulary
- 2) Develop their travel agency skills,
- 3) Know the role of the tour guide
- 4) Develop the Customer Relationship

### **Supplementary Readings**

- 1) Strutt, Peter. *English for International Tourism*. Pearson. 2013.
- 2) Gutiérrez Cruz, Merlyn & Caravaca Mendoza, Damaris & Hernández-Ulate, Aurora & Luna Angulo, Jorge Manuel & Rodríguez, Jenny & Obando, Didier. *Basic English for Tourism: Listening and Speaking Skills*. (2014).
- 3) Robin and Keith Harding 'Tourism' Oxford University Press 2007

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>2</b>				
<b>CO 2</b>		<b>3</b>			
<b>CO 3</b>			<b>2</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER: II CORE: V</b>	<b>22PENG21: THE ROMANTIC AGE</b>	<b>CREDITS: 4 HOURS: 6/W</b>
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### **COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Enable the learners to get acquainted with the unique characteristics of the literature of the Romantic Ages.
- 2) Enable the learners to get acquainted the knowledge of the Literature.
- 3) Enable the learners to appreciate and enjoy nature.
- 4) Enable the learners to have a chance to learn aesthetic pleasure.
- 5) Enable the learners to know about the romantic movements.

### **Unit I**

Williams Collins	:	Ode to Evening
Thomas Gray	:	Elegy Written in a Country Churchyard
William Wordsworth	:	Ode on the Intimations of Immortality

### **Unit II**

P. B. Shelley	:	Ode to Skylark
John Keats	:	Ode on a Grecian Urn
Lord Byron	:	On this day I complete my thirty sixth year

### **Unit III**

Wordsworth	:	Preface to the Lyrical Ballads
S.T. Coleridge	:	Biographia Literaria - Chapters IV, XIV, XVIII

### **Unit IV**

P.B. Shelley	:	Prometheus Unbound.
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### **Unit V**

Jane Austen	:	Pride and Prejudice
Walter Scott	:	Kenilworth

### **COURSE OUTCOMES**

At the end of the course, the students will be able to:

- 1) Know the salient features of romantic poetry.
- 2) Understand special poetic talents of the poets.
- 3) Know the features of romantic age.
- 4) Understand the literary background.
- 5) Know the basic aspects of life.

### **Supplementary Readings**

- 1) Willey, Basil. (1972) Samuel Taylor Coleridge, London: Chatto and Windus.
- 2) King-Hele, Desmond, (1960) Shelley: His Thought and Work, Second Edition London: Macmillan.

- 3) Abrams, M.H. (1953) *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*, New York.
- 4) Willey, Basil (1940) *The Eighteenth-Century Background*, London.
- 5) Eliot, T.S. (1933) *The Use of Poetry and the Use of Criticism*, London: Faber and Faber.

#### OUTCOME MAPPING

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		3			
CO 3			2		
CO 4				3	
CO 5					2

<b>SEMESTER: II</b> <b>CORE: VI</b>	<b>22PENG22: THE VICTORIAN AGE</b>	<b>CREDITS: 4</b> <b>HOURS: 6/W</b>
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### **COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Enable learners to understand the spirit of Victorian England and its influence on poetry.
- 2) Enable the students to see the relevance of the Victorian times to modern times.
- 3) Make the students to study in details the literary background of the Victorian era and its feature.
- 4) Introduce through the key texts the development of the Victorian era.
- 5) Keep a focus on the concept Victorian age.

#### **Unit I**

Matthew Arnold	:	“The Scholar Gypsy”
Elizabeth Barrett Browning	:	“If thou must love me”
Alfred Tennyson	:	“Tithonus”

#### **Unit II**

D G Rossetti	:	Blessed Damozel
G. M. Hopkins	:	The Pied Beauty
Robert Browning	:	My last Ride Together

#### **Unit III**

Mathew Arnold	:	The Study of poetry
Ruskin	:	Seasame and lilies
Thomas Carlyle	:	Hero as man of Letters

#### **Unit IV**

George Eliot	:	The Mill on the Floss
Dickens	:	Hard Times

#### **Unit V**

Oscar Wilde	:	A Woman of No Importance
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### **COURSE OUTCOMES**

At the end of the course, the students will be able to:

- 1) Equip their knowledge of The Victorian era.
- 2) Analyse the literary texts.
- 3) Know the difference styles of the writers.
- 4) Have a critical mind.
- 5) Learn the technics of poetry.

**Supplementary Readings**

- 1) Batho, Edith C, Bonamy Dobrée, and Guy Chapman. The Victorians and After, 1830-1914. London: Cresset, 1962.
- 2) Cecil, David. Early Victorian Novelists: Essays in Revaluation. London: Constable & Co., Ltd, 1934.
- 3) Colin Clarke. ed. D.H. Lawrence: The Rainbow and Women in Love. London: Macmillan, 1979.
- 4) Gassner, John. An Anthology. Introduction to the Drama. New York: Holt, Rinehart and Winston, 1963.
- 5) Gassner, John. An Anthology. Introduction to the Drama. New York: Holt, Rinehart and Winston, 1963.
- 6) Leavis, F R, and Q D. Leavis. Dickens, the Novelist. New York: Pantheon Books, 1971.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>2</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER: II CORE: VII</b>	<b>22PENG23: ECO LITERATURE</b>	<b>CREDITS: 4 HOURS: 6W</b>
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### **COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Enable the students to get acquainted with ecological issues.
- 2) Introduce them to eco literary theory so as to understand Eco literature.
- 3) Introduce the students, to Eco criticism, which is one of the most relevant critical theories of the post-modern era.
- 4) Trains them to approach social issues eco-critically.
- 5) Articulate a deeper understanding of topics, issues, and themes as expressed in environmental literature.

### **Unit I**

Introduction to Eco-Criticism – Definition, Scope and Importance of Eco-Criticism.

William Howarth	Some Principles of Eco-Criticism
William Rueckert	Literature & Ecology: An Experiment in Eco-Criticism
Jonathan Bates	A Language that is Evergreen

### **Unit II**

Rayson K Alex	Towards Green Education
Cheryll Glotfelty	Strong Green Thread
Nirmal Selvamony	Thinai – 1

### **Unit III**

William Wordsworth	“The Solitary Reaper”
Ted Hughes	“Thrushes”
Toru Dutt	“Our Casuarina Tree”
Robert Frost	“Birches”

### **Unit IV (Non-Fiction)**

Amitav Gosh	The Great Derangement
Thoreau	“Higher Laws” From Walden
Wangari Mathai	Nobel Lecture

### **Unit V**

Gita Mehta	A River Sutra
Thakazhi S Pillai	Chemmeen

**COURSE OUTCOMES**

At the end of the course, the students will be able to:

- 1) Acquire knowledge in Environmental literature.
- 2) Apply various approaches to the aesthetic and poetic judgement.
- 3) Obtain new views on culture, including writers, books and reviewing them as connected to environment.
- 4) Get acquainted with intra-textual and the extra-textual form of new methodological sequence.
- 5) Student becomes aware of the cultural ecological system.

**Supplementary Readings**

- 1) Romantic Ecology: Wordsworth and the Environmental Tradition. London: Routledge, 2013. Print Berg, Peter.
- 2) Alex, Rayson K., S. Susan Deborah and Sachindev P.S. ed. Culture and Media: Explorations in Ecocriticism.
- 3) Selvamony, Nirmal, Nirmaldasan and Rayson K. Alex. Essays in Ecocriticism. New Delhi: Sarup and Sons and OSLE-India, 2008. Print.
- 4) Selvamony, Nirmal and Nirmaldasan. Tinai I, II and III. Chennai: PASO, 2003. Print. The Cambridge Companion to Environmental Literature
- 5) Beginning Theory – Peter Barry Buell, Lawrence. The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture. Cambridge, MA and London, England: Harvard UP, 1995.
- 6) Williams, Raymond. The Country and the City. London: Chatto and Windus, 1973.
- 7) Clark, Thomas. The Cambridge Introduction to Literature and the Environment. Cambridge: Cambridge UP, 2011.
- 8) Glotfelty, C., & Fromm, H. The Eco-criticism reader: Landmarks in literary ecology. Athens: University of Georgia Press, 1996

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>3</b>			
<b>CO 3</b>			<b>2</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>2</b>

<b>SEMESTER: II</b> <b>CORE: VIII</b>	<b>22PENG24: FANTASY AND HORROR</b> <b>LITERATURE</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing the course, it is intended to:

- 1) Familiarise the students to the theories and practice of fantasy literature.
- 2) Enable the students to get acquainted with the various theories of fantasy literature.
- 3) Make the students comprehend the different concepts, approaches, and critical practices of fantasy literature.
- 4) Motivate the students to understand the importance of fantasy literary studies.

### **Unit-I**

- 1) Introduction - What is Fantasy Fiction?
- 2) Definitions and Genres of Fantasy
- 3) History of Fantasy Literature

### **Unit-II**

Kinds of Fantasy Fiction

- 1) Children's fantasy
- 2) Adult fantasy
- 3) Science fiction
- 4) Magical Realism

### **Unit-III**

- 1) Dracula - Bram Stoker
- 2) The Tell Tale Heart – Edgar Allen Poe
- 3) The Monkey's Paw – W. W. Jacobs

### **Unit-IV**

- 1) Hobbit – J R R Tolkien
- 2) The Lion, the Witch and the Wardrobe – C. S. Lewis
- 3) The Magician's Nephew - C. S. Lewis

### **Unit-V**

- 1) Harry Potter and the Philosopher's Stone – J K Rowling
- 2) The Dispossessed – Ursula K. Le. Guinn

### **COURSE OUTCOMES**

At the end of the course, the students will be able to:

- 1) Place representative works of science fiction and fantasy in a larger cultural, intellectual, and aesthetic context.
- 2) Analyse science fiction and fantasy themes, tropes, and modes of expression
- 3) Understand various fantasy literary theories.
- 4) Acquire knowledge about various fantasy genres.
- 5) Express in writing a sound knowledge of the development of science fiction and fantasy.

**Supplementary Readings**

- 1) *The Fantastic*- Tzvetan Todorov. Translated by Richard Howard.
- 2) *The Cambridge Companion to Fantasy*. Ed. Farah Mendlesohn
- 3) *The Cambridge Companion to Horror Literature*.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>2</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER: II</b> <b>CORE ELECTIVE: II</b>	<b>22PENGE25-1: ORAL NARRATIVES</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing the course, it is intended to:

- 1) Familiarize the genres of oral literature.
- 2) Enable them to find connection and continuities as well as to identify the disjuncture between oral and written texts viz. past and present.
- 3) Develop a sense of appreciation and the aesthetics.
- 4) Encourage the free and independent thought to any research orientation.
- 5) Develop the skills of interpretation, appreciation of literature as well as writing and presentation skills.

### **Unit I**

A general introduction to oral literature as a genre of literature.

Role of story tellers, musicians, griot, praise-singers, and oral historians in presenting the genealogies

Historical narratives and oral literature

Components of oral literature

Recent developments in the study of oral literature

Nature and scopes

Oral literature and society.

### **Unit II: Myth & Folklore**

From The Bhilli Mahabharat : By Bhagavodas Patel

Trans. By Ajay Dandiker

From The Kunkana Ramayana: By Dahyabhai Vadhu

Trans. By Jenni Rathod

From the Panchatantra : I Strategy - The Elephant and the Sparrow

(Discord among Friends)

II Strategy – Shandili and Sesame Seeds

(Gaining Friends)

III Strategy – The Tale of Two Friends (War and Peace)

IV Strategy – The Lion and Foolish Donkey (Loss of Gains)

V Strategy – The Miserly Father (Impudence)

### **Unit III: Legend**

Tejan Bal : Subhash Pawra Aruna Joshi

Mansinha and Salvan : Dahyabhai Vadhu

Trans. By Avneesh Bhatt

**Unit IV: Drama**

Budhan : A Play by Denotified Chharas  
 Tagore : Chitra

**Unit V: Short Forms of Oral Literature**

- 1) Proverbs with stories
- 2) Riddles
- 3) Popular Sayings
- 4) Chant, Slogans., Etc
- 5) Epithalamium, Lullaby

**COURSE OUTCOMES**

By the end of the course, the students shall be able to:

- 1) Identify the various genres of oral literature.
- 2) Know India's age old literary tradition and cultural traditions through their exposure to oral literature in tradition in English.
- 3) Oral literary text as a tool of cultural study will help students to challenge the differences in social traditions and scientific beliefs.
- 4) Learn various language patterns and dialogue forms of oral narratives.
- 5) Able to recognize and completed different variations regional languages and learn the narrative techniques employed by the story tellers, singers, genealogist etc.

**Supplementary Readings**

- 1) Devy, G.N.Ed. Painted Words: An Anthology of Tribal Literature. New Delhi: Penguin, 2002.
- 2) [https://rohitdhankar.files.wordpress.com/2016/01/reading-2\\_the-great-panchatantra-tales\\_complet.pdf](https://rohitdhankar.files.wordpress.com/2016/01/reading-2_the-great-panchatantra-tales_complet.pdf)

**OUTCOME MAPPING**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	2				
CO 2		3			
CO 3			3		
CO 4				2	
CO 5					3

<b>SEMESTER: II</b> <b>CORE ELECTIVE: II</b>	<b>22PENGE25-2: TRANSLATION THEORY AND PRACTICE</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Introduce the students to the different theories of translation.
- 2) Enable the students to understand the significance of translation studies in general.
- 3) Encourage the students to acknowledge the importance of translation in a multilingual country like India.
- 4) Familiarize them with the theories of translation and the current practices.
- 5) Inspire the students to critically evaluate and appreciate the translated genres.

#### **Unit I**

History of Translation, Problems of Period Study  
Types of Translation

#### **Unit II**

Meaning – Linguistic meaning  
Denotative meaning and Connotative meaning  
Equivalence in Translation

#### **Unit III**

Problems in Translation, Untranslatability  
Transference and Transcription

#### **Unit IV**

Translations

- 1) Scar – Translated by V. Kadambari
- 2) Thirukkural – Translated by V.V. S Aiyar, Chapters: 11- Gratitude, 16 - Patience
- 3) Short Stories
  - “Poisoned Bread” – Arjun Dangle
  - “Draupadi” – MahaswetaDevi
  - “The World is Yours” – Translated by Dr. A. Dakshinamurthy

#### **Unit V**

Translation Practice

A brief passage or short poem to be given for translation (English to Tamil, Tamil to English) and the problems in translation identified

### **COURSE OUTCOMES**

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

- 1) Understand the significance of translation work in literary field and acknowledge the various theories of translation studies.
- 2) Understand how literary translation can work as a medium for cultural exchange between countries.

- 3) Obtain skill to translate different genres and forms of literary works, applying the different theories.
- 4) Evaluate and appreciate translated literary works.
- 5) Obtain literary acumen in answering multiple choice questions for SET/NET and other competitive examinations.

### Supplementary Readings

- 1) Bassnett, Susan. *Translation Studies*, London: Routledge, 2002.
- 2) Catford, J.C. *A Linguistic Theory of Translation*. Delhi: OUP, 2000.
- 3) Das, Bijay Kumar. *A Handbook of Translation Studies*. 3<sup>rd</sup> Revised Ed. Delhi: Atlantic Publishers & Distributors, 2001.
- 4) Kuhiwazak, Piotr & Karin Littau. *A Companion to Translation Studies*. Hyderabad: Orient BlackSwan, 2011.
- 5) Nida, Eugene, *Towards a Science of Translating*. Leiden: Brill, 1964.  
Sawant, Sunil. *Translation Studies: Theories and Applications*. Delhi: Atlantic Publishers 2013.

### OUTCOME MAPPING

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	2				
CO 2		3			
CO 3			3		
CO 4				2	
CO 5					3

<b>SEMESTER: II</b> <b>CORE ELECTIVE: II</b>	<b>22PENGE25-3: WOMENS WRITING</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Introduce the learners to the major literary endeavors of women authors.
- 2) Initiate discussion on issues addressed in the works of women authors.
- 3) Know the recent developments, in terms of themes, and narrative techniques adapted by the women writers.
- 4) Enable them to analyze literary texts through the perspective of gender.
- 5) Know the central points of womanism and feminism.

#### **Unit I: Poetry**

Elizabeth Barrett Browning	:	“How Do I Love Thee?” (sonnet 43) “If Thou must Love Me” “The Cry of the Children”
Sylvia Plath	:	Lady Lazarus
Kamala das	:	The Old Play House
Maya Angelo	:	Phenomenal Women

#### **Unit II: Prose**

Arunthathi Roy	:	The Greater Common Good
Virginia Woolf	:	Sojourner Truth; Ain't I A Woman?

#### **UNIT III: Drama**

Caryl Churchill	:	Top Girls
Lorraine Hensberry	:	A Raisin in the Sun.

#### **UNIT IV: Novel**

Mahasweta Devi	:	Rudali
Rupa Bajwa	:	Sari Shop

#### **UNIT V: General**

- 1) Historical Overview and Major Themes in Women's Writing
- 2) Mary Woolstone Craft : The Vindication of the Rights of Women
- 3) Elain Showalter : Toward a Feminist Poetics

### **COURSE OUTCOMES**

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

- 1) Interpret literary works by women authors at an advanced level.
- 2) Compare how women authors have represented women in their writings and their relationship with male counterpart.
- 3) Know how women have been marginalized and denied a voice of their own in canonical literature.
- 4) Understand how women's writings reflect sociological issue.
- 5) Apprehend women author's commentary about societal norms.

**Supplementary Readings**

- 1) A Hand book of Critical Approaches to Literature, ed.WilfredI.Guerin.etal. Pages. 196-215.
- 2) An anthology of Literary Theory and Criticism, eds.R.Warkol and Diane. Price Henrdl.p.279-291.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>3</b>			
<b>CO 3</b>			<b>2</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>2</b>

<b>SEMESTER – II</b>	<b>2PHUMR27: HUMAN RIGHTS</b>	<b>CREDIT:2 HOURS:2/W</b>
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### **COURSE OBJECTIVES**

- 1) To understand the conceptual background of Human Rights.
- 2) To study international and regional norms and institutional mechanisms of Human Rights.
- 3) To know the international concern for Human Rights.
- 4) To explore the emerging issues in international human rights.
- 5) To study the Classification of Human Rights.

### **UNIT-I: CONCEPTUAL BACKGROUND OF HUMAN RIGHTS**

Meaning, Nature and Scope of Human Rights - Need for the Study of Human Rights - Philosophical and Historical foundations of Human Rights - Classification of Human Rights –Major Theories of Human rights.

### **UNIT-II: INTERNATIONAL HUMAN RIGHTS NORMS AND MECHANISMS**

UN Charter - Universal Declaration of Human Rights - International Covenant on Civil and Political Rights - International Covenant on Economic, Social and Cultural Rights - Other Major instruments on Human rights (Conventions on Racial Discrimination. Women and Child Rights. Torture, Apartheid and Refugees) -UN High Commissioner for Human Rights and its Sub-Commissions - Geneva Conventions and Protocols - UN High Commission for Refugees -Humanitarian Interventions of UN

### **UNIT-III: REGIONAL HUMAN RIGHTS STANDARDS AND MECHANISMS**

European Convention on the protection of Human Rights - European Commission on Human Rights -American Convention on Human Rights - American Commission and Court of Human Rights - African Charter on Human and People's Rights -African Commission and African Court for Human Rights- Universal Islamic Declaration of Human rights (1981)

### **UNIT-IV: ISSUES**

Violence against Women and Children - Refugees & Internally Displaced People's rights - Racism - Rights of Prisoners, Rights of Prisoners of War - Rights of Disabled, Aged, and Homeless Persons - Cyber Crimes and Human Rights - Euthanasia Debate- Bio-Technology and Human Rights (Human Cloning. Feticide and Medical Termination of Pregnancy, Surrogate Parenthood, Sale of Human Organs. Drugs and Technologies)

### **UNIT V: EMERGING DIMENSIONS**

Third Generation Human Rights: Right to Water, Food, Health, Clothing, Housing, and Sanitation- Right to Education – Right to Peace and Prosperity - Right to have Clean Environment.

**COURSE OUTCOMES**

At the end of the course, the student

- 1) will have knowledge about the conceptual background of Human Rights.
- 2) can apprise on International Human Rights norms and mechanisms.
- 3) can understand the emerging dimensions of Human Rights in international forum.
- 4) can explain about the Third Generation Human Rights
- 5) can discuss about Right to Clean Environment.

**Text Books**

- 1) M.P. Tandon. Anand. V.K. International Law and Human Rights. Haryana. Allahabad Law house, Allahabad, 2013.
- 2) N. Sanjauba. Human Rights in the New Millennium, New Delhi Manas Publications, 2011.
- 3) S.K. Kapoor. Human Rights under International Law and Indian Law. Allahabad: Central Law Agency. 2012,
- 4) Daniien Kings Lurge & Leena Avonius. Ed. Human Rights in Asia, London. Maemillan Publishers. 2016.

**Supplementary Readings**

- 1) Todd, Land Man, ed., Human Rights. London. Sage Publications. 2018.
- 2) G. Van Bueren, The International Law on the Rights of the child. Dordrecht: Martinus Nijhoff Publishers, 2011.
- 3) B.S. Waghmnre. ed. Human Rights. Problems and Prospects. Delhi. Lalinga Publications. 2011.

**OUT COME MAPPING**

CO/PO	PO				
	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	2
CO2	1	2	2	3	3
CO3	2	2	3	2	2
CO4	2	3	3	2	3
CO5	2	2	2	3	3

**\*1-Low \*2-Medium \*3-Strong**

<b>SEMESTER: III</b> <b>CORE COURSE: IX</b>	<b>22PENG31 - TWENTIETH CENTURY BRITISH LITERATURE</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By the introducing this course, it is intended to:

- 1) Familiarize the social and historical background of the period.
- 2) Understand the trends of the century
- 3) Help the learners know the texts that reflect the socio cultural interests
- 4) Understand the discourse of the century
- 5) Estimate the style of the writers of the century

#### **Unit I**

W.B. Yeats	“Sailing to Byzantium”
T.S. Eliot	“The Love Song of J. Alfred Prufrock”
W.H. Auden	“In Memory of W.B. Yeats”
Dylan Thomas	“Fern Hill”
A. E. Housman	“Loveliest of Trees”

#### **Unit II**

Wilfred Owen	“Strange Meeting”
Stephen Spender	“The Prisoners”
Philip Larkin	“Church Going”
Ted Hughes	“Relic”
Thomas Gunn	“On the Move”
Cecil Day Lewis	“The Poet”
Seamus Heaney	“Digging”

#### **Unit III**

T.S. Eliot	“Tradition and the Individual Talent”
Cleanth Brooks	“Irony as a Principle of Structure”

#### **Unit IV**

John Osborne	Look Back in Anger
Samuel Beckett	Waiting for Godot

#### **Unit V**

George Orwell	Animal Farm
James Joyce	Ulysses

**COURSE OUTCOMES**

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

- 1) Understand the features of the 20<sup>th</sup> Century British Literature.
- 2) Know the literary background of the Age.
- 3) Learn the techniques of the various writers.
- 4) Evaluate and appreciate literary works.
- 5) Obtain literary acumen in answering multiple choice questions for SET/NET exams.

**Supplementary Readings**

- 1) The Cambridge History of 20<sup>th</sup> English Literature ed: Lawa Marcus & Peter Nicholls, Cambridge University. Press 2013.
- 2) The Oxford Companion to Eng Lit ed. Margaret Drabble Oxford UP, 1998
- 3) Twentieth Century Eng Lit. Dr Eshajain Twentieth Century Literature.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>2</b>				
<b>CO 2</b>		<b>3</b>			
<b>CO 3</b>			<b>2</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER: III</b> <b>CORE COURSE: X</b>	<b>22PENG32: AMERICAN LITERATURE</b>	<b>CREDIT: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By the introducing this course, it is intended to:

- 1) Enable the students to have an overview of major authors who have contributed to the development of American literature.
- 2) Acquaint them with the social and political events that have influenced the writers.
- 3) Introduce the students to the literature of America.
- 4) Familiarize them with the important literary movements
- 5) Give them first-hand knowledge of the outstanding works and authors

#### **Unit I: Poetry**

Walt Whitman	When the Lilacs Last Bloom'd
Robert Frost	After Apple Picking
Allen Ginsberg	Howl
Emily Dickinson	Knows how to forget!
	Success is Counted Sweetest
Wallace Stevens	The Idea of Order at Key West
Langston Hughes	The Negro speaks of River out of work

#### **Unit II: Prose**

Ralph Waldo Emerson	Self-Reliance
Maya Angelou	I know why the Caged bird sings

#### **Unit III: Drama**

Tennessee Williams	Sweet Bird of Youth
Arthur Miller	All My Sons

#### **Unit IV: Short Stories**

O'Henry	The Gift of Magi
Kate Chopin	Regret
Edgar Allan Poe	The Purloined Letter
Langston Hughes	Thank You, M'am

#### **Unit V: Fiction**

Alice Walker	The Colour Purple
Richard Wright	The Native Son

**COURSE OUTCOMES**

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

- 1) Evaluate the contribution of various writers.
- 2) Face NET/SET and other competitive exams successfully.
- 3) Appreciate literary works.
- 4) Understand the global relevance of significance of American Literature.
- 5) Critically analyse the relevance of the works.

**Supplementary Readings**

- 1) Bugsbu, C.W.E. "A Critical Introduction to Twentieth Century American Drama". CUP, 1984.
- 2) Allen, Paul Gunn. "Studies in American Indian Literature". New York: Modern Language" Association. 1983.
- 3) Andrews, W., F. Foster, and T. Harris (eds.). "The Oxford Companion to African American Literature. Oxford, 1997.
- 4) Kim, H. Elaine. Asian American Literature: An Introduction to the Writings and Their Social Context. Pearson Longman, 2004.
- 5) Kranser, David (ed). A Companion to Twentieth Century American Drama, Blackwell Publishing, USA, 2005.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>3</b>			
<b>CO 3</b>			<b>2</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>2</b>

<b>SEMESTER: III</b> <b>CORE COURSE: XI</b>	<b>22PENG33: NEW LITERATURE IN ENGLISH</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By the introducing this course, it is intended to:

- 1) Familiarize the students to colonial as well as post-colonial writings.
- 2) Introduce the variety of New Literature in English.
- 3) Make the students aware of the double identity of both colonizer and colonized.
- 4) Introduce them to the post-colonial theories.
- 5) Promote understanding of the learners about different approaches to culture, nationalism, multi-culturalism, gender, and race in the context of post-colonial societies and literature.

#### **Unit I: Poetry**

R. Parthasarathy	:	Under Another Sky
A. K. Ramanujan	:	Obituary
A. J. M. Smith (Canada)	:	Like an old proud King in a Parable
Margaret Atwood	:	Agbor Dancer, Journey to the Interior
Edwin Thambu	:	The Exile

#### **Unit II: Poetry**

Wole Soyinka	:	Telephone Conversation To my first white Hairs
Judith Wright	:	Typiest in the Phonix Building
Cabriel Okara	:	The Mystic Drum
John Pepper Clark	:	The Casualities
Derek Walcotte	:	A Far Cry from Africa.

#### **Unit III: Prose**

Chinua Achebe	:	The Novelist as Teacher
Ananda Coomarasamy	:	The Dance of Shiva
Margaret Atwood	:	Survival (chapter-I)

#### **Unit IV: Drama**

Wole Soyinka	:	The Road
Ian Frasar	:	Bring Me Gandhi
Sharon Pallock	:	Bold Relations

#### **Unit V: Novel**

Romesh Gunasekara	:	Reef
Gurucharan Das	:	Larin Sahib
Patric White	:	Voss

**COURSE OUTCOMES**

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

- 1) Compare, discuss and explain inter-connection and functions of post-colonial literature.
- 2) Critically evaluate and appreciate the post-colonial literature.
- 3) Have independent thinking.
- 4) Know how race, class, gender, history and identity are presented in the literary texts.
- 5) Have an understanding of the relationship between Great Britain and nations that were colonized.

**Supplementary Readings**

- 1) Coomarasamy, Ananda, K. The Dance of Shiva: On Indian Art and Culture. New Delhi: Sagar Publications, 1991.
- 2) Narasimhaiah, C.D. An Anthology of Commonwealth Poetry. New Delhi: Trinity, 2015.
- 3) Thieme, John, The Arnold Anthology of post-colonial literatures in English. London: Oxford up, 2000.
- 4) Loomba, Ania. Colonialist/ Postcolonialism. New York: Routeledge, 2016.
- 5) Nayar, PramodK. Postcolonial Literature: An Introduction. Pearson, 2008.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>2</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER: III</b> <b>CORE COURSE: XII</b>	<b>22PENG34: RESEARCH METHODOLOGY</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By the introducing this course, it is intended to:

- 1) Help students to prepare a Dissertation of their own.
- 2) Prepare students for quality research in future.
- 3) Train students in using parenthetical documentation as recommended in the MLA Hand Book.
- 4) Help the learners know the Definitions, Variables and Research questions, etc.
- 5) Let the learner explore the Research Design, the difference between Quantitative and Qualitative Research.

- Unit- I** : Research and Writing  
Plagiarism and Academic Integrity
- Unit- II** : The Mechanics of Writing
- Unit- III** : The Format of the Research Paper Abbreviations
- Unit- IV** : Documentation: Preparing the list of Works Cited
- Unit- V** : Documentation: Citing Sources in the text

### **COURSE OUTCOMES**

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

- 1) Know the vivid Software and Paper format.
- 2) Learn the concept, definition and variable.
- 3) Know the experimental design of independent and dependence of variables
- 4) Understand the idea of Validity and Reality.
- 5) Master the collection of data and how to represent them.

### **Supplementary Readings**

- 1) Modern Language Assn. Of America, "*M.L.A Hand Book*", Macmillan. 8<sup>th</sup> edition.
- 2) Anderson, Durston& Poole, "*Thesis & Assignment Writing*", Easter Limited, New Delhi. 1970 rpt. 1985.
- 3) Parsons C J, "*Thesis & Project Work*", Unwin Brothers Ltd., Gresham Press. 1973. *Research Methodology* – C.R. Kothari.
- 4) Rajanna, Busangi, "*Fundamentals of Research*", American Studies Research Centre, 1983.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>2</b>

<b>SEMESTER: III</b> <b>CORE ELECTIVE: III (1)</b>	<b>22PENGE35-1: ENGLISH LANGUAGE</b> <b>TEACHING</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By the introducing this course, it is intended to:

- 1) Introduce the students to theories of language and language learning.
- 2) Enable them to know the implications in teaching and learning.
- 3) Introduce them to the principles of course designing.
- 4) Help the students to know the importance of testing and evaluation.
- 5) Familiarize the students with the prevailing methods of English language teaching.

#### **Unit I:**

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

#### **Unit II:**

Teaching of English as Second Language (TESL).  
English as Foreign Language (EFL).  
ELT Theories, Approaches and Methods.

#### **Unit III:**

Teaching of Vocabulary  
Teaching of Grammar  
Teaching of Poetry and Prose  
Aids in Teaching- visual, Audio, Audio Visual

#### **Unit IV:**

Teacher as a Facilitator or Mentor  
Classroom Management and Observation  
Peer Teaching and Group Teaching.

#### **Unit V:**

Common Errors and Remedial English  
Planning and Lesson Planning  
Study Skills and Reference Skills

### **COURSE OUTCOMES**

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

- 1) Know the origin of English Language.
- 2) Know the Theories, Approaches and Methods of English Language Teaching.
- 3) Know the different types of Language Teaching

- 4) Know the values of Testing.
- 5) Know to identify and rectify errors.

### Supplementary Readings

- 1) Krishnaswamy. N and LalithaKrishnaswamy. Methods of Teaching English. Chennai: Macmillan, 2013.
- 2) Jack C. Richards and Charles Lockhart. Reflective Teaching in Second Language Classrooms. Cambridge University Press, 1994.
- 3) Jack C. Richards and Theodore Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2010.
- 4) Mowla, Shaik. Techniques of Teaching English. New Delhi: Neelkamal, 2009.
- 5) Nagaraj, Geetha. English Language Teaching. Hyderabad: Longmans, 2004.
- 6) Aslam, Mohamed. Teaching of English. New Delhi: Foundation Books, 2003.

### OUTCOME MAPPING

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		3			
CO 3			2		
CO 4				2	
CO 5					3

<b>SEMESTER: III</b> <b>CORE ELECTIVE: III (2)</b>	<b>22PENGE35-2 - INDIAN CLASSICS IN TRANSLATION</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### COURSE OBJECTIVES

By introducing the course, it is intended to:

- 1) Enable the learners to realize how translations reflect cultural and aesthetic values.
- 2) Acquaint them with the uniqueness of regional literature.
- 3) Make them apply critical faculties and explore the works for aesthetic appreciation.
- 4) Make them comprehend the values of life in various philosophies and cultures.
- 5) Facilitate them acquire the potential to become academicians, critics, creative writers.

### Unit I: Poetry

Kaniyan Poongundran:	Purananooru (192) (Translated by A. K. Ramanujan)
Auvaiyar :	Purananooru 93 (Translated by George L Hart)
Kabirdas :	Hey Brother, Why do you want me to talk? I won't talk
Mirabai :	Life in the World Strange is the Path when you offer Love
Mirza Ghalib :	Heart it is, Not a Brick or Stone
Muhammed Iqbal :	The Himalayas

### Unit II: Poetry

Thiruvalluvar :	Chapter - 5 (Family Life) Chapter-79 (On Friendship) (From <b>Thirukkural</b> -V.V. S. Aiyar's Translation)
Ilango Adigal :	Vazhakuraikaathai (From <b>Silapathikaram</b> )

### Unit III: Prose

Kalki :	Ponniyin Selvan – Part I
Sri Aurobindo :	The True Meaning of Freedom

### Unit IV: Drama

Rabindranath Tagore:	Sacrifice
Girish Karnad :	Tughlaq

### Unit V: Fiction

Munshi Premchand : Godan  
Asokamitran : The Eighteenth Parallel

### COURSE OUTCOMES

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

- 1) Identify cultural similarities and differences among the different states.
- 2) Get motivated to read extensively similar works on their own.
- 3) Appreciate the rich literary tradition of the country.
- 4) Recognize the distinct quality of regional languages and the difficulties in carrying it out to the target language.
- 5) Write research articles on classical works and attempt to do translation.

### Supplementary Readings

- 1) Ramanujan A. K., *Poems of Love and War*, OUP India, 2006.
- 2) Standard Editions of Texts for Prose, Drama and Fiction.
- 3) IyengarSrinivasa K.V, *Sri Aurobindo: A Biography and a History*, Sri Aurobindo, International Centre of Education, Pondicherry, 1985.
- 4) Radha Krishnan S, *A Centenary Volume Rabindranath Tagore 1861-1961*, New Delhi,Sahitya Akademi,1992.
- 5) Rajan P.K, *Indian Literary Criticism in English: Critics, Texts, Issues*, Rawat Publications, NewDelhi, 2004.
- 6) Kabirdas [<https://allpoetry.com/poem/14327014-Hey-Brother-Why-Do-You-Want-Me-To-Talk-ByKabir>]  
[<https://www.poetryfoundation.org/poetrymagazine/poems/54394/i-wont-come>]
- 7) Mirabai [<https://allpoetry.com/Mirabai>] [<https://allpoetry.com/Life-In-The-World>]  
<https://allpoetry.com/Strange-Is-The-Path-When-You-Offer-Love>]

### OUTCOME MAPPING

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	2				
CO 2		3			
CO 3			3		
CO 4				2	
CO 5					3

<b>SEMESTER: III</b> <b>CORE ELECTIVE: III (3)</b>	<b>22PENG35-3: JOURNALISM AND MASS</b> <b>COMMUNICATION</b>	<b>CREDIT: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Enable the students to get to know the press, its history and other media.
- 2) Train the students for a profession in journalism and advertising.
- 3) Get the knowledge of Print Media.
- 4) Demonstrate an understanding of professional ethical principles.
- 5) Evaluate the importance of the mass media in the society.

#### **Unit I: History and Ideologies of Print Media**

The Press Council Act – 1978 News under Emergency

The Centenarian Newspapers in India Ethics of a Newspaper

#### **Unit II: Characteristics of a Newspaper**

Headlines - Interviews - Features - Letters to the Editor

Cartoons and Caricatures

#### **Unit III: Techniques of Writing for the Print Media**

Report Writing - The Role of an Editor - Qualities of an Interviewer – Book Review - Film Review

#### **Unit IV: History and Study of Films**

The Arrival of Talkies - Lumiere Brothers and the Evolution of Cinematography  
- Documentary and Short Films - National Film Festival.

#### **Unit V: Uses and Impact of Mass Media on Society**

Radio Journalism - Television Journalism - the Film Industry - the Web Media

### **COURSE OUTCOMES**

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

- 1) Understand the different phases of print and broadcast journalism in India.
- 2) Identify and define the advertising concepts and will review the advertising media.
- 3) Analyze the Indian advertising scenario and will distinguish between advertising and marketing.
- 4) Categorize different types of advertisements
- 5) Appraise and interpret the legal, ethical and social aspect of advertising.

**Supplementary Readings**

- 1) B. N. Ahuja, Theory & Practice of Journalism. New Delhi: Surjeet Publications, 2010.
- 2) Swapankr Mukherjee, A Text Book on Journalism.
- 3) VirbalaAggarwal ,Handbook of Journalism and Mass Communication.
- 4) D.S. Mehta. Mass Communication and Journalism in India. New Delhi.
- 5) Keval K. Kumar, Mass Communication in India Jaico Publishing House.
- 6) RengasamyParthasarathy, Basic Journalism, Macmillan publications.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>2</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER: III</b> <b>OPEN ELECTIVE: II (1)</b>	<b>22PENGO36-1: ENGLISH FOR BUSINESS</b> <b>CORRESPONDENCE</b>	<b>CREDITS: 3</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing the course, it is intended to

- 1) Equip students acquire skills in communication and also use electronic media for business communication.
- 2) Enable them to overcome their barriers in effective communication.
- 3) Familiarize them with varied forms of business correspondence.
- 4) Build up their vocabulary and enable them to construct error free sentences.
- 5) Make them draft a professional resume as required by the employers.

### **Unit I: Introduction**

Nature of Communication, Process of Communication, Types of Communication (Verbal & Non-Verbal), Importance of Communication, Different forms of Communication.

Barriers to communication - causes, Linguistic barriers, Psychological barriers, Interpersonal barriers, Cultural barriers, Physical barriers, Organisational barriers.

### **Unit II: Business Correspondence**

Letter writing, presentation, inviting quotations, sending quotations, placing orders, inviting tenders, sales letters, claim & adjustment letters and social correspondence, memorandum, interoffice memo, notices, agenda, minutes, job application letter, preparing the Resume.

### **Unit III: Report Writing**

Business reports-Types, Characteristics, Importance, Elements of structure, Process of writing, Order of writing, The Final Draft and Checklists for Reports.

### **Unit IV: Vocabulary**

Words often confused, Words often Misspelt, and Common Errors in English.

### **Unit V: Oral Presentation**

Importance and Characteristics of Presentation, Presentation Plan, Powerpoint Presentation, Visual Aids.

### **COURSE OUTCOMES**

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

- 1) Identify and understand Business Communication
- 2) Describe the role of cyber and business language in communication.
- 3) Use language to meet a wider range of writing demands in business context to suit a varied clientele.
- 4) Examine formal letters, resumes and formal reports.
- 5) Analyse the structure of memos, agenda and minutes.

**Supplementary Readings**

- 1) Aggarwal.S. A Modern Approach to Verbal and Non-Verbal Reasoning, S.Chandand Co.2010.
- 2) Bovee and Thill. Business Communication Essentials, 7<sup>th</sup> Edition, Pearson, 2015.
- 3) Locker and Kaczmarek. Business Communication:Building Critical Skills, 6<sup>th</sup> Edition, McGraw Hill, 2013.
- 4) Murphy, Raymond, Essential English Grammar, 2<sup>nd</sup> Edition, Cambridge University Press,1998.
- 5) Sehgal M. K., Vandhana Khetarpal. Business Communication, Excel Books, New Delhi, 2009.
- 6) Shirley Taylor. Communication for Business: A Practical Approach, 4<sup>th</sup> Edition, Pearson, Canada, 2005.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>2</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER: III</b> <b>OPEN ELECTIVE II (2)</b>	<b>22PENGE36-2: WORLD MYTHOLOGY</b>	<b>CREDITS: 3</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Help the student analyse specific myths or bodies of myths.
- 2) Make the student identify if a given myth stems from patriarchal culture or a matriarchal substratum.
- 3) Reflect a deeper understanding of their own beliefs.
- 4) Recognize when ethnocentric judgments are being made in a cross-cultural context.
- 5) Compare and contrast myths from different times and places.

### **Unit I Introduction**

Beginning of myth, Natural Phenomena as Myth, Myth and Legends.

### **Unit II Greek and Roman Mythology**

Hercules (Cleaning of Aegean Tables, Atlas and Hercules)  
 Ulysses & Cyclops, Ulysses & Circe, the story of Penelope.  
 The Story of Romulus and Remus  
 The Story of Dido, Queen of Carthage  
 The Story of Cupid & Psyche  
 The Story of Orpheus and Eurydice  
 The Story of Echo & Narcissus

### **Unit III Celtic Mythology**

Oisín in the Land of Forever Young

### **Unit IV Legends**

Arthurian Cycle (The Holy Grail)  
 Robin Hood Cycle

### **Unit V Hindu Mythology**

R. K. Narayanan                      Ramayana & Mahabharata  
 Sri Aurobindo's                      Savithri

### **COURSE OUTCOMES**

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

- 1) List the functions of types of myths, including nature myths, etiological myths, and charter myths, myths that attempt to re-establish a "creative era", and myths that derive from or explain rituals.
- 2) Within archetypes, to identify recurrent motifs, e.g., within stories of creation to recognize creation from a cosmic egg, from a confused watery mass (chaos), from an icy gap, or as the result of a divine word, idea or dream, etc., as recurrent motifs.
- 3) Recognize mythic allusions in art, literature, drama, and film.

- 4) Define key concepts in mythic stories that have sometimes arisen from and sometimes evolved into philosophies or world views (e.g., karma, dharma, yin, yang).
- 5) Myths are literature as fables, they provide literature with concepts and patterns, and they also provide literature with story, character, themes and pictures.

### Supplementary Readings

- 1) The Norton Reader – Ed by Linda H.Peterson, John C .Brereton:Chapter – Mythology Robert Graves (Pages 1150-1154)
- 2) Myth of the Hindus and Buddhists – Ananda K.Coomaraswamy and Sister Nivedita (Chapters III and VII only )
- 3) SowmyaRajendranMyths and Legends From Around the World
- 4) The Encyclopedia of World Mythology
- 5) Bulfinch’s Mythology
- 6) Myth and Me

### OUTCOME MAPPING

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1					
CO 2					
CO 3					
CO 4					
CO 5					

<b>SEMESTER: III</b>	<b>22PENGO36-3: ENGLISH FOR FRONT OFFICE</b>	<b>CREDITS: 3</b>
<b>OPEN ELECTIVE: II (3)</b>	<b>MANAGEMENT</b>	<b>HOURS: 5/W</b>

### **COURSE OBJECTIVES**

By introducing the course, it is intended to:

- 1) Expose the students to other important skills.
- 2) Equip the students with the skills to effectively communicate in English and official letter writing.
- 3) To enhance employability skills in students.
- 4) Train the students in interview skills and GD and prepare CV
- 5) Inculcate the skills in students which are requested for their career development.

#### **UNIT I:**

Introduction to management skills or soft skills.  
 Corporate skills  
 Negotiation skills  
 Time management

#### **UNIT II:**

Employability skills  
 Interview skills  
 Group Discussion  
 Preparation of C.V

#### **UNIT III:**

Comprehending Skills  
 Writing Speeches  
 Official letter writing

#### **UNIT IV:**

Social skills  
 Corporate etigue  
 Body language  
 Eye contact  
 Social etiquette

#### **UNIT V:**

Speaking skills  
 Telephonic skills  
 Conversational Skills  
 Presentation skills

**COURSE OUTCOMES**

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

- 1) Prepare a C.V. and face their interviews
- 2) Write official letters and converse in English with confidence
- 3) Adjust and adapt the negative to the workplace and will be sociable
- 4) Become self-confident individuals
- 5) Develop broad career plans, evaluate the employment market, and take part in various selection procedures adapted by the private employers.

**Supplementary Readings**

- 1) Hariharan, S.N.Sundararajan, S.P.Shanmugapriya. Soft-Skills. Chennai: Mjp.Publishers, 2010.
- 2) ChandanaKohli, A. Sender's Guide to Letters and Emails for all Occasions. New Delhi: Hachette, 2013.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>2</b>

<b>SEMESTER: IV</b> <b>CORE COURSE: XIII</b>	<b>22PENG41 - INDIAN LITERATURE IN ENGLISH</b>	<b>CREDITS: 4</b> <b>HOURS: 6/W</b>
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### **COURSE OBJECTIVES**

By introducing the course, it is intended to:

- 1) Enable the students to understand the evolution of Indian literature in English.
- 2) Expose them to regional literature translated in English.
- 3) Bring them awareness on social, political and cultural issues reflected in literary works.
- 4) Make them realize the moral and spiritual values of Indian society.
- 5) Familiarize them with historical movements and the cultural traits of Indian English Literature.

#### **Unit I: Poetry**

Kamala Das	: An Introduction
Gopal Honnlgere	: Of Crows
Nissim Ezekiel	: Enterprise
A. K. Ramanujan	: A River
Jayanta Mahapatra	: Thoughts of the Future
Keki N. Daruwalla	: Hawk
Arun Kolatkar	: The Bus

#### **Unit II: Short Stories**

Anita Desai	: A Devoted Son
Khushwant Singh	: The Mark of Vishnu
Mulk Raj Anand	: Lottery
Abbas	: Sparrows

#### **Unit III: Prose**

Swami Vivekananda	: Secret of Work
Jawaharlal Nehru	: The Glory has Departed
Ananda Coomarasamy	: What has India Contributed Human Welfare?
Arundhati Roy	: The End of Imagination

#### **Unit IV: Drama**

Badal Sarkar	: Evam Indrajit
Vijay Tendulkar	: Ghashiram Kotwal

#### **Unit V: Fiction**

R. K. Narayan	: The Man Eater of Malgudi
Rohinton Mistry	: A Fine Balance

**COURSE OUTCOMES**

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

- 1) Understand the socio-cultural aspects of Indian society.
- 2) Examine the Indianness among the varied works.
- 3) Peruse the values of spiritual refinement in human life.
- 4) Discuss the dream of a healthy society.
- 5) Analyse the contribution of women writers to Indian English Literature.

**Supplementary Readings**

- 1) C. D. Narasimhaiah, 2014, *An Anthology of Commonwealth Poetry*, Trinity Press, New Delhi.
- 2) <https://www.themathesontrust.org/papers/hinduism/cooma-whathasindia.pdf>.
- 3) IyengarSrinivasa K.R, 2012, *Indian writing in English*, Sterling Publishers, New Delhi.
- 4) Naik M. K, 2009, *A History of Indian English Literature*, SahityaAkademi, Indian.
- 5) Naik M. K, 2007, *Indian English Literature 1980-2000: A Critical Survey*, Pencraft International.
- 6) William Wash, 1990, *Indian Literature in English*, Longman, London.
- 7) Subhash Chandra Sarker, 1991, *Indian Literature and Culture*, B. R. Publishing Corporations, New Delhi.

**OUTCOME MAPPING**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	2				
CO 2		3			
CO 3			2		
CO 4				3	
CO 5					3

<b>SEMESTER: IV</b> <b>CORE COURSE: XIV</b>	<b>22PENG42: CONTEMPORARY LITERARY THEORIES</b>	<b>CREDITS: 4</b> <b>HOURS: 6/W</b>
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### **COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Reinforce the critical sensibility of students
- 2) Make students understand important critical theories.
- 3) Expose students to recent critical theories
- 4) Reinforce the student's literary competence
- 5) Help the students to critically interpret literary texts.

#### **Unit I**

Structuralism  
Post – Structuralism  
Deconstruction

#### **Unit II**

Modernism  
Post Modernism  
Psycho – analytic Criticism

#### **Unit III**

Gayathri Spivak – Can the Subaltern Speak?  
Stanley Fish – Is there a text in this Class?

#### **Unit IV**

C.G. Jung – Psychology and Literature  
Northrop Frye – Archetypes of Literature

#### **Unit V**

HomiK.Bhabha – The Location of Culture  
Elaine Showalter – Towards Feminist Poetics

### **COURSE OUTCOMES**

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

- 1) Understand the broad spectrum of thought that is covered by literary theory.
- 2) Examine the representative texts of the seminal literary critics.
- 3) Analyze the concepts of the historical perceptions over the centuries.
- 4) Explain important theories and arguments supporting them.
- 5) Apply different theories to the interpretation or analysis of works of literature.

**Supplementary Readings**

- 1) Barry, Peter. *Beginning Theory*. Manchester and New York: Manchester University. Press, 2002.
- 2) Krishnasamy. N. et al. *Contemporary Literary Theory*. Chennai: MacMillan, 2010.
- 3) Sethuraman, V.S. (Ed.). *Contemporary Criticism: An Anthology*, Vol. 1&2 Chennai: Macmillan.
- 4) Douglas, Arkins G & Marrow, Laura. *Contemporary Literary Theory* New York: Macmillan.
- 5) Ramaswami and Seturaman V.S. ed. - *The English Critical Tradition: An Anthology of English Literary Criticism: Vol. 1*. - Macmillan, 1986. Seturaman, ed. - *Indian Aesthetics: An Introduction*-New Delhi: Macmillan, 2005.
- 6) Lodge, David, ed. *Modern Criticism and Theory* - II edition, New Delhi: Pearson Education, 1998.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>2</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER: IV</b>	<b>22PENG43: ENGLISH LITERATURE FOR</b>	<b>CREDITS: 4</b>
<b>CORE COURSE: XV</b>	<b>COMPETITIVE EXAMINATIONS</b>	<b>HOURS: 6/W</b>

### **COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Help learners have a wide range of knowledge in literature.
- 2) Help learners prepare for UGC Eligibility tests for JRF and Assistant Professorship.
- 3) Keep a focus on every movement of literary device.
- 4) Enable the students to have an idea of the spirit of literature.
- 5) Obtain literary acumen in answering multiple choice questions for SET/NET.

#### **Unit – I**

Chaucer to Shakespeare  
Jacobean to Restoration

#### **Unit – II**

Romantic Period  
Victorian Period

#### **Unit – III**

Modern Period  
Contemporary Period

#### **Unit – IV**

American Literature  
New Literatures in English (Indian, Canadian, African, Australian)  
English Language Teaching  
Translation Studies

#### **Unit – V**

Classicism to New Criticism  
Contemporary Theory

### **COURSE OUTCOMES**

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

- 1) Appear for competitive examination.
- 2) Answer multiple choice questions
- 3) Gain knowledge of various writers and works.
- 4) Evaluate different genres.
- 5) Explore more works on their own.

**Supplementary Readings**

- 1) D, Benet E., and Samuel Rufus.NET. SET..GO... English.N.p., 2014.
- 2) Masih, K. Ivan. et.al. An Objective Approach to English Literature: For NET, JRF.
- 3) SLET and Pre-Ph.D. Registration Test. New Delhi: Atlantic Publishers, 2007.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>2</b>				
<b>CO 2</b>		<b>3</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>2</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER: IV</b> <b>CORE ELECTIVE – IV (1)</b>	<b>22PENGE45-1:COMPARATIVE LITERATURE</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing the course, it is intended to:

- 1) Introduce the students to the theories and practice of comparative literature
- 2) Enable the students to get acquainted with the various theories of comparative Literature.
- 3) Make the students comprehend the different concepts, approaches, and critical practices.
- 4) Motivate the students to understand the importance of comparative studies
- 5) Train the students to acquire comparative skill in the literary arena.

#### **Unit I**

Definition and Scope  
National, General, and World Literatures  
Schools of CL

#### **Unit II**

The Study of Influence and Analogy  
The Study of Reception

#### **Unit III**

Thematology

#### **Unit IV**

Genres  
Comparative Literature and Translation

#### **Unit V**

Literature and other Arts: Music, Theatre, and Dance  
Literature and other Disciplines: Psychology, Biography, History, Philosophy, Ecology, Physics, and Sociology

### **COURSE OUTCOMES**

At the end of the course, the students will be able to:

- 1) Understand the values of comparative studies in the current scenario
- 2) Comprehend the correspondence between national and world literatures
- 3) Understand various theories pertaining to the dissemination of literature
- 4) Acquire knowledge about various genres and the correspondence between literature and other disciplines
- 5) Obtain literary competence to answer MCQs of NET/SET Examinations and other competitive examinations

**Supplementary Readings**

- 1) Bassnett, Susan: Comparative Literature: A Critical Introduction. Oxford: Black Well, 1993.
- 2) Bhaduri, Saugata. Perspectives on Comparative Literature and Culture in the Age of Globalization. New Delhi: Anthem Press, 2010.
- 3) Koelb, Clayton and Susan Noakes. The Comparative Perspective on Literature: Approaches to Theory and Practice. New York: Cornell UP, 1988.
- 5) Weisstein, Ulrich. Comparative Literature and Literary Theory: Survey and Introduction. Bloomington: Indiana UP, 1974.
- 6) Wellek, Rene and Austin Warren. Theory of Literature. Harcourt: Brace and company. 1948.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>2</b>	
<b>CO 5</b>					<b>3</b>

<b>SEMESTER: IV CORE ELECTIVE – IV (2)</b>	<b>22PENGE45-2: MYTH AND LITERATURE</b>	<b>CREDITS: 4 HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing this course, it is intended to:

- 1) Understand the myths in literature.
- 2) Identify the elements of myth that stem from patriarchal cultures. Reflect with deeper understanding on their own beliefs.
- 3) Understand the ethnocentric judgments made in a cross-cultural context.
- 4) Compare and contrast myths from different times and places.
- 5) Help the student to have deeper understanding of their beliefs.

### **Unit I: Introduction**

Beginning of myth - Retelling/Restating of Myths - Natural Phenomena as Myth, Myth, Legends and folktale.

### **Unit II: Greek and Roman Mythology**

Homeric Cycle

The Chief Gods and Goddesses of the Greeks

Greek antecedents of Roman Mythology

### **Unit III: Celtic Mythology**

Oisín in the Land of Forever Young

### **Unit IV: Legends**

Arthurian Cycle (The Holy Grail)

Robin Hood Cycle

### **Unit V: Hindu Mythology**

R. K. Narayanan

Ramayana & Mahabharata

Sri Aravinda's

Savitri

Kalidasa

Megadoota (Extracts)

### **COURSE OUTCOMES**

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

- 1) Acquire knowledge in types of myths.
- 2) Obtain key concepts in mythic stories.
- 3) Appreciate myth literature with concepts and patterns.
- 4) Analyse specific myths or bodies of myths with regard to function.
- 5) Develop universal mythic patterns and character.

### **Supplementary Readings**

- 1) The Norton Reader – Ed by Linda H. Peterson, John C. Brereton: Chapter – Mythology
- 2) Robert Graves (Pages 1150-1154)
- 3) Myth of the Hindus and Buddhists – Anandak. Coomaraswamy and Sister Nivedita (Chapters III and VII only)

- 4) SowmyaRajendranMyths and Legends From Around the World
- 5) The Encyclopedia of World Mythology
- 6) Bulfinch's Mythology
- 7) Myth and Me.

#### **OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>2</b>			
<b>CO 3</b>			<b>3</b>		
<b>CO 4</b>				<b>3</b>	
<b>CO 5</b>					<b>2</b>

<b>SEMESTER: IV</b> <b>CORE ELECTIVE: IV (3)</b>	<b>22PENGE45-3: ORAL COMMUNICATION</b> <b>SKILLS ( PRACTICAL PAPER)</b>	<b>CREDITS: 4</b> <b>HOURS: 5/W</b>
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### **COURSE OBJECTIVES**

By introducing the course, it is intended to:

- 1) Develop an understanding of the process of oral communication.
- 2) Make the students communicate spontaneously with remarkable fluency and ease of expression.
- 3) Enable them speak with reduced anxiety by recognizing and using communication strategies.
- 4) Make them produce well-structured speech with connectors and cohesive devices.
- 5) Enrich their interpersonal skills.

#### **Unit I: Loud Reading & Recitation**

- 1) Reading minimal pairs, words, passages and conversations with proper stress, intonation, pause and stop.
- 2) Reciting a passage of about 20 lines.

#### **Unit II: Effective Listening**

- 1) Mark the word in the minimal pair.
- 2) Answering the questions after having listened to a recorded passage, story, news bulletin, and conversation.

#### **Unit III: Narration & Description**

- 1) Narrate a story / an incident.
- 2) Describing people, places, events or a picture.
- 3) Interpreting a Chart.

#### **Unit IV: Public Speaking**

- 1) Giving a welcome address or proposing a vote of thanks.
- 2) Giving a talk on the given topic.

#### **Unit V: Interpersonal Skills**

- 1) Ask and answer questions.
- 2) Attend a Mock Interview.
- 3) Role-Play/Group Discussion.

### **COURSE OUTCOMES**

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

- 1) Incorporate variations in pitch, tone, pace, pauses, to produce a fluent and enjoyable communication while reading aloud.
- 2) Develop and sharpen active listening skills.
- 3) Understand the different forms of oral communication.
- 4) Apply basic Oral communication skills in a real life setting.
- 5) Participate effectively in a range of collaborative discussions.

**Supplementary Readings**

- 1) Gangal J. K, A Practical Course in Spoken English, published by PHI.
- 2) Pillai Radhakrishnan. G, English for success, Emerald publishers, Chennai, 2006.
- 3) Sasikumar V, A Course in Listening and Speaking I & II, published by Foundation.
- 4) Taylor, Grant. English conversation practice, Tata Mc craw Publishing Company Ltd, New Delhi, 1990.

**OUTCOME MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>3</b>				
<b>CO 2</b>		<b>3</b>			
<b>CO 3</b>			<b>2</b>		
<b>CO 4</b>				<b>2</b>	
<b>CO 5</b>					<b>3</b>