

**Bachelor of Arts in English**  
**(B.A. English)**

**Programme Project Report (PPR) &**  
**Detailed Syllabus**

**Semester Pattern**  
**From Calender Year 2020 onwards**



**TAMILNADU OPEN UNIVERSITY**  
**577, Anna Salai, Saidapet,**  
**Chennai – 600**

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**School of Humanities**

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## **B.A English**

### **Programme Project Report (PPR)**

#### **Programme's Mission and Objectives:**

Bachelor of Arts (English) Programme provides open access to all those, who are interested to learn about English Language and Literature. The main objective of this 3 year UG Programme is to help the learners get a general exposure to the world literatures through the Self-Learning Materials and multi-media contents prepared by the internal and the external experts in English Language and Literature for promoting employment opportunities to the learners.

#### **Relevance of the Programme with HEI's Mission and Vision:**

Literature is known as the mirror of the life, because it exposes the society vividly. This Programme is offered to promote the learners to understand the life and culture of the English and other nations through their writings. This will also democratise the opportunities for those who are aspiring for B.A English. Further, this Programme helps the learner to attempt for Post-Graduation.

#### **Nature of prospective target group of Learners:**

Interested learners, who passed in Higher Secondary Education, can join the Bachelor of Arts (English). It also caters the needs of the learners from diverse regions and social strata in Tamil Nadu and also those who have not adequate opportunities for regular/ formal education in the Higher Educational Institutions.

## **Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence:**

This Programme is appropriate for all the aspirants to Graduation, including in-service and pre-service teachers/ employees, who have already done 12<sup>th</sup> / D.TED to become graduate teacher in English and to get promotion. It shall enhance the language skills of the learners for sharpening their language proficiency and for honing employment opportunities in teaching, journalism, media, content writing, ITES, translation, law, administrative fields, etc.

### **Instructional Design:**

B.A English is a three year Bachelor Degree Programme and it has six semesters. The curriculum of this Programme has been developed with a view to inculcating English language and literature among the learners of distance education.

The Programme is mainly transacted through the recognised Learner Support Centres (LSCs) which are functioning in the Arts and Science colleges in Tamil Nadu that run the Programme in regular mode.

The teachers of the Department of English at the University and the respective LSC will become the Academic Counsellors to deliver the Programme.

As per the UGC (ODL) Regulations 2017, the credit is assigned to each course.

The Self-Learning Materials are provided to the learners, in addition to e-content, if required.

### **Procedure for admissions, curriculum transaction and evaluation:**

Candidates should have passed in Higher Secondary Examinations (10+2 pattern) conducted by the Board of Secondary Examinations, Government of Tamilnadu or any other examinations (10+3 pattern) accepted by the Syndicate, as equivalent.

The Programme fee for three years is Rs. 6,600/- excluding the registration and other charges.

Admissions will be done by the University through its Regional Centres within Tamilnadu. The approved LSCs will conduct the academic counselling classes and the evaluation will consist of Continuous Interanl Assessment through spot assignment and the External Assessment through Term End Examinations.

### **Financial Assistance:**

While the scholarship is provided for SC/ST learners, the tuition fee is waived for differently abled learners, as per the norms of the Government of Tamil Nadu.

### **Policy of Programme delivery:**

The Academic Calendar for the Programme will be made available for the learners to track down the chronological events/ happenings. Subsequently, the Academic Counselling schedule will be uploaded in the TNOU website and the same will be also sent to the learners through SMS.

### **Evaluation System:**

Evaluation is made for mainting quality in distance education. While the Term End Examinations will be conducted at the approved Examination Centres, the learners will be permitted to write the assignments with the help of books/materials for each course. The approved Examiners will evaluate the assignments and the asnswer scripts of TTE.

*Continuos Internal Assessment (CIA): Assignment*

A learner has to submit one assignment for two credits. If a course is of 6 credits, a learner has to submit 3 assignments. Total marks for each assignment is 30. An average of total assignment will be taken into account for awarding marks in CIA.

Part-A	One out of Three Questions in 1000 Words	1x30=30 Marks
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*Question Pattern for Term End Examination:*

Time: 3 hours

Maximum : 70 Marks

Part- A	Three out of Five questions in 100 words. Equal distribution shall be given for all the Blocks [For each Question: 3 Marks]	3 x 3 = 9 Marks
Part- B	Three out of Five questions in 200 words. Equal distribution shall be given for all the Blocks [For each Question: 7 Marks]	3 x 7 = 21 Marks
Part- C	Four out of Seven questions in 500 words. Equal distribution shall be given for all the Blocks [For each Question: 10 Marks]	4x10=40 Marks
<b>Total</b>		<b>70 Marks</b>

*Passing Minimum:*

A candidate shall be declared to have passed in the examination, if he/she secures not less than 25 Marks in the TEE in each course and overall 40 Marks in both the CIA and TEE taken together.

Continous Internal Assessment (CIA)		Term End Examinations		Overall Aggregated Marks (CIA+TEE)	
Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark
13	30	25	70	40	100

### **Classification of Successful Candidate:**

Candidates, who pass in all the courses of B.A English and secure 60% and above in aggregate of marks shall be placed in First Class. Those who secure above 50% but below 60% in aggregate shall be placed in Second Class.

### **Requirement of Laboratory and Library Resources:**

There is a University library in the Headquarters that has about 2082 volumes for English Language and Literature. This apart, the University is coordinating the Tamil Nadu Digital Library scheme, through which the learner can access the libraries of the state Universities through online. As regards the Lab, the Foreign Language Laboratory is functioning within the School of Humanities. In addition, as this Programme is being delivered through the approved LearnerSupport Centres (LSC) by Tamil Nadu Open University, the learner can also utilise the library resources available at the respective LSCs.



### **Cost estimate of the Programme and the provisions:**

<b>S.No.</b>	<b>Details</b>	<b>Amount in Rs.</b>
1	Programme development and launching cost (Expenditure)	- 12,75,800
2	Programme Fee charged for 3 years per student (Income)	6,600
3	Examination Fee charged for 3 years (Income) per student	2125
4	Examination expenses per student for 2 years per student (Expenditure)	- 3,600

### **Quality Assurance Mechanism and Programme Outcomes:**

The Quality of the Bachelor Degree Programme in English is ensured in line with the guidelines of the UGC/DEB. The Curriculum of this Programme in English was approved by the Board of Studies (18.06.2020), Academic Council (29.06.2020) of the University. As a part of Quality assurance the curriculum of the Programme will be updated/ revised once in three years. Initiatives are taken to obtain feedback from the learners and the Academic Counsellors for improving the quality of the curriculum and the SLMs.

#### **Programme Outcomes**

- Learners shall be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
- Learners shall be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.

- Learners shall be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
- Learners shall be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
- Learners shall be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.
- Learners shall be able to understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.

**B.A. ENGLISH PPR**  
**SEMESTER PATTERN**

Course	Course Code	Course Title	Category	Evaluation		Credits
				CIA+TEE	Total	
<b>I Year - Semester I</b>						
Language	BFTMS-11	Tamil / other languages	CC	30+70	100	4
Language	BFEGS-11	Foundation English-1 (Literature and Grammar)	CC	30+70	100	4
Core I	BEGS-11	British Literature-I	CC	30+70	100	5
Core II	BEGS-12	British Literature-II	CC	30+70	100	5
Allied I	BEGSA-11	Social History of England	DSE	30+70	100	4
<b>I Year - Semester II</b>						
Language	BFTMS-21	Tamil / other languages	CC	30+70	100	4
Language	BFEGS-21	Foundation English-II (Literature and Use of English)	CC	30+70	100	4
Core III	BEGS-21	Indian Writing in English	CC	30+70	100	5
Core IV	BEGS-22	Advanced English Grammar	CC	30+70	100	5
Allied II	BEGSA-21	History of English Literature	DSE	30+70	100	4
<b>II Year - Semester III</b>						
Language	BFTMS-31	Tamil / other languages	CC	30+70	100	4
Language	BFEGS-31	Foundation English-III (Soft Skills)	AECC	30+70	100	4
Core V	BEGS-31	American Literature	CC	30+70	100	5
Core VI	BEGS-32	Introduction to	CC	30+70	100	5

		English Language and Linguistics				
Elective	BEGSE-01	Life Writings	DSE	30+70	100	2
Elective		<b>Learner 's Choice - CBCS</b>	GE	30+70	100	2
<b>II Year - Semester IV</b>						
Language	BFTMS-41	Tamil / other languages	CC	30+70	100	4
Language	BFECS-41	Foundation in English	AECC	30+70	100	4
Core VII	BEGS-41	Indian Literature in English Translation	CC	30+70	100	5
Core VIII	BEGS-42	Women's Writing in English	CC	30+70	100	5
Elective	BEGSE-02	Film Appreciation	SEC	30+70	100	2
	CCE	Environmental Studies	AECC	30+70	100	2
<b>III Year - Semester V</b>						
Core IX	BEGS-51	Post Colonial Literatures in English	CC	30+70	100	5
Core X	BEGS-52	Introduction to Literary Criticism and Theories	CC	30+70	100	5
Core XI	BEGS-53	Shakespeare	CC	30+70	100	5
Core XII	BEGS-54	Children's Literature	CC	30+70	100	5
Elective Course	BEGSE-51	Mass Communication and Journalism	DSE	30+70	100	4
Elective	BSYS-EL 52	<b>Learner 's Choice - CBCS</b>	GE	30+70	100	2
<b>III Year - Semester VI</b>						
Core XIII	BEGS-61	Life Writings	CC	30+70	100	5
Core XIV	BEGS-62	Indian Classical Literature	CC	30+70	100	5
Core XV	BEGS-63	Eco-Literature	CC	30+70	100	5

Core XVI	BEGS-64	Film Appreciation	CC	30+70	100	5
Elective Course	BEGSE-61	Introduction to Comparative Literature	SEC	30+70	100	4
			Total		3300	138

*Continuous Internal Assessment- (CIA) Term End Examination - (TEE)*

*Tentative Minimum requirements*

*CC – Core Courses (minimum 14 in the major discipline)*

*DSE – Discipline Specific Elective (4)*

*SEC- Skill Enhancement Courses (2)*

*GE – Generic Electives (2) (for other major learners)*

*AEC- Ability Enhancement Courses (2)*

**Non Major Electives by the Department of English**

The Department of English offers the following Courses as Non-Major Elective for the learners of other disciplines:

SI.No.	Title of the Course	Credit	Max. Marks		Total
			CA	TEE	
1	Life Writings	2	30	70	100
2	Film Appreciation	2	30	70	100

## SEMESTER-I

**Course Title : Foundation in English-I (Literature and Grammar)**

**Course Code : BFEGS-11**

**Course Credit : 4**

### COURSE OBJECTIVES

**CO1:** Describe to the learners the history of England.

**CO2:** Cultivate the creativity among the learners

**CO3:** Develop the reading skills of the learners

**CO4:** Enhance the vocabulary of the learners

**CO5:** Critically analyse the literary texts

### COURSE SYLLABUS

#### **Block-1 Brief History of England**

Tudor England- Stuart England -Restoration England -Revolutions -Eighteenth Century-19<sup>th</sup> Century Education- 20<sup>th</sup> Century

#### **Block 2 Literary Texts**

R.K. Narayan- *An Astrologer's Day* and Sarojini Naidu - *Bangle Sellers*

#### **Block-3 Reading Comprehension**

Definition of Comprehension- Types of Comprehension- Reading Materials- Vocabulary- Critical Reading- Effective Reading- Exercises

#### **Block -4 Functional Grammars and Vocabulary**

Parts of Speech- Tenses-Articles -Prepositions and Linkers -Punctuation-Common Mistakes -Polite Expression-Affixes

#### **Block-5 Language Skills**

Reading Skills: SQ3R Technique -Writing Skills -Dictionary Use

## **References:**

1. Narayan R.K. *Short Story Collections*.
2. Sarojini Naidu. *Bangle Sellers*
3. Sinha C.A. Reading Comprehension. Prabhat Prakashan.
4. Xavier A.G. *An Introduction to the Social History of England*. Viswanathan S. Printers, Chennai. 2009.

## **Web Resources:**

1. <https://www.digimat.in/nptel/courses/video/109106124/L01.html>
2. <https://www.digimat.in/nptel/courses/video/109106138/L46.html>
3. <https://www.coursera.org/lecture/multimodal-literacies/9-2-learning-to-read-reading-for-meaning-HdG3O>
4. <https://nptel.ac.in/courses/109/107/109107172/>

## **COURSE OUTCOMES**

- Interpret the history of England detailly
- Define reading comprehension
- Use the words correctly
- Write in flawless English
- Analyse R.K. Narayan's *An Astrologer's Day* and Sarojini Naidu's *Bangle Sellers*

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**Course Title** : **British Literature-I (From 15<sup>th</sup> to 18<sup>th</sup> Century)**  
**Course Code** : **BEGS-11**  
**Course Credit** : **5 Credits**

### **COURSE OBJECTIVES:**

**CO1:** Examine the changes and developments that influenced British Literature

**CO2:** Discuss the historical movements that influenced the transformation of the literary tastes and standards through a reading of prose

**CO3:** Analyze the poetic texts with context to the trends in the period.

**CO4:** Discuss the literary trends of the Renaissance, Reformation, and Restoration age

**CO5:** Assess the literary devices, style and techniques used in the different genres during this period

### **COURSE SYLLABUS**

#### **Block 1 Introduction to the British Literature**

Age of Renaissance- Age of Reformation- Age of Restoration

#### **Block 2 Prose**

Francis Bacon: *Of Truth* and *Of Studies*- Joseph Addison: *Sir Roger at the Theatre* - Charles Lamb: *Dissertation upon Roast Pig*- Thomas Carlyle: *The Hero as Poet* -John Ruskin: *Sesame and Lilies*

#### **Block 3 Poetry**

Edmund Spenser: *Prothalamian*- Geoffrey Chaucer-: *A General Prologue to the Canterbury Tales*- John Donne: *The Sun Rising*- John Milton- *Lycidas*- William Wordsworth: *Michael*- P.B. Shelley: *Ode to the West Wind*

#### **Block 4 Fiction**



Jonathan Swift: *Gulliver's Travels (Book I)*-Henry Fielding: *Joseph Andrews*- Daniel Defoe: *Robinson Crusoe*- Charles Dickens: *Hard Times*

## **Block 5     Drama**

Christopher Marlowe: *Dr. Faustus*- John Dryden: *All for Love*- William Congreve: *The Way of the World*- Richard B Sheridan: *The School for Scandal*- Oliver Goldsmith: *She Stoops to Conquer*

### **References:**

1. Compton-Rickett. *A History of English Literature*. India: UBS Publishers, 2015.
2. Lahiri & Ganguli. *Bacon Francis Essays*. India: Lakshmi Narian Agarwal, 2017.
3. [Lamb](#), Charles. *A Dissertation Upon Roast Pig & Other Essays*. Penguin Publisher, 2011.
4. Carlyle, Thomas. *The Hero as Poet*. United States: Kessinger Publishing, 2010.
5. Ruskin, John. *Sesame and Lilies*. Ingram short title, 2008.
6. Spenser, Edmund. *Epithalamion and Prothalamion*. India: Rama Brothers, 2007.
7. S. Sen. *General Prologue to the Canterbury Tales*. India: Unique Publishers, 2019.
8. Swift, Jonathan. *Gulliver's Travels: I. a Voyage to Lilliput*. Palala Press, 2015
9. Fielding, Henry. *Joseph Andrews*. Peacock, 2010.
10. Defoe, Daniel. *Robinson Crusoe*. India: Maple Press, 2012.
11. Dickens, Charles. *Hard Time*. India: Prakash Book Depot, 2018.
12. Marlowe, Christopher. *Dr. Faustus*. Digireads, 2005.
13. Dryden, John, *All for Love*. India: Bloomsbury, 2014.
14. Congreve, William. *The Way of the World*. India: Peacock Books, 2020.
15. B Sheridan, Richard. *The School for Scandal*. India: Bloomsbury, 2015.
16. Goldsmith, Oliver. *She Stoops to Conquer*. India: Peacock Books, 2019.

### **Web Resources:**

1. <http://public-library.uk/ebooks/27/66.pdf>
2. <https://www.poetryfoundation.org/poems/44129/the-sun-rising>
3. <https://www.bartleby.com/41/372.html>
4. <https://poets.org/poem/ode-west-wind>

## **COURSE OUTCOMES:**

- Describe the tradition of English literature from the 15<sup>th</sup> to 18<sup>th</sup> Century
- Identify the key elements of Renaissance, Reformation, and Restoration
- Evaluate prose, poetry, novel and drama based on the historical context
- Analyze the main characteristic of the Renaissance, Reformation, and Restoration literature
- Apply the literary devices, style and techniques used in the different genres during this period

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**Course Title : British Literature-II (19<sup>th</sup> and 20<sup>th</sup> Century)**  
**Course Code : BEGS-12**  
**Course Credit : 5 Credits**

### **COURSE OBJECTIVES:**

CO1: Describe, remember and appreciate English literary texts of the 19<sup>th</sup> and 20<sup>th</sup> century

CO2: Discuss the historical movements that influenced the transformation of the literary tastes and standards during this period

CO3: Assess the the national changes and developments that influenced British Literature.

CO4: Examine the literary background of the texts belonging to the 19<sup>th</sup> and 20<sup>th</sup> century

CO5: Identify the emerging genres of the period and investigate the reasons behind the features of this period.

### **COURSE SYLLABUS**

#### **Block 1 Introduction to the British Literature after 18<sup>th</sup> Century**

Age of 19<sup>th</sup> Century-Age of 20<sup>th</sup> Century

#### **Block 2 Prose**

G.K. Chesterton: *On running after one's Hat*- A.G. Gardiner: *On Superstitions*-  
Aldous Huxley: *Work and Leisure*- L.P. Hartley: *A Penny for thoughts*- E.M. Foster:  
*What I Believe* and *Two Cheers of Democracy*

#### **Block 3 Poetry**

Robert Browning: *My Last Duchess*-T.S. Eliot: *Journey of the Magi* - W.H. Auden:  
*The Unknown Citizen*- W.B. Yeats: *Easter 1916*- Philip Larkin: *Whitsun Weddings*-  
Ted Hughes: *Hawk Roosting*

## **Block 4     Fiction**

Jane Austen: *Emma*- H.G. Wells: *The Invisible Man*- Graham Greene: *Heart of the Matter*

## **Block 5     Drama**

Sir George Bernard Shaw: *Pygmalion* -Samuel Beckett: *Waiting for Godot*- John Osborne :*Look Back in Anger*

### **References**

1. Albert, Edward. *History of English Literature*. India: Oxford University Press, 2017.
2. E.M. Forster. *What I Believe, and Other Essays*. Kent: G W Foote & Co Ltd, 1999.
3. Gale, Cengage Learning. *A Study Guide for T. S. Eliot's "Journey of the Magi"*. Gale, Study Guides, 2017.
4. Austen, Jane. *Emma*. India: Fingerprint, 2014.
5. H.G. Wells. *The Invisible Man*. India: Fingerprint, 2017.
6. Greene, Graham. *Heart of the Matter*. Vintage Classics, 2019.
7. G B Shaw. *Pygmalion*. Maple Press, 2014.
8. Beckett, Samuel. *Waiting for Godot*. London: Faber, 2010.
9. Osborne, John. *Look Back in Anger*. Pearson Education, 2011.

### **Web Resources:**

1. [http://essays.quotidiana.org/chesterton/running\\_after\\_ones\\_hat/](http://essays.quotidiana.org/chesterton/running_after_ones_hat/)
2. [www.forgottenbooks.com](http://www.forgottenbooks.com) > download > Essay on Super...
3. <http://www.goldenbough.org/course/workandleisure.pdf>
4. <http://spichtinger.net/otexts/believe.html>
5. <https://poets.org/poem/my-last-duchess>
6. <https://www.poetryfoundation.org/poems/48411/the-whitsun-weddings>
7. <https://allpoetry.com/Hawk-Roosting>

### **COURSE OUTCOMES:**

- Identify and analyze the socio-economic-political contexts that inform the literature of the period.
- Explain and analyse 19th and 20th-century literary texts from across major genres.

- Trace the developmental history of English Literature from the 19th and 20th centuries.
- Demonstrate familiarity with major literary works by British writers in the field of Prose, Fiction, Drama and Poetry.
- Examine the prescribes texts with literary sensibility and respond emotionally

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**Course Title** : **Social History of England**  
**Course Code** : **BEGSA-11**  
**Course Credit** : **4 Credits**

### **COURSE OBJECTIVES:**

CO1: Describe the social and literary history of England from the Middle Ages to the 20th century.

CO2: Assess the relation between socio-political, socio-religious events and literary works.

CO3: Provide the learners with a basic knowledge of the political and social history of England with reference to important incidents and movements in English history

CO4: Analyse the causes and effects of the major events affecting the course of England's social history.

CO5: Outline the course of the social history of England

### **COURSE SYLLABUS**

<b>Block -1</b>	<b>Background of England</b>
<b>Block -2</b>	<b>Renaissance and its Impact on England</b>
<b>Block-3</b>	<b>Reformation - causes and effects</b>
<b>Block-4</b>	<b>Restoration</b>
<b>Block -5</b>	<b>Movements</b>

### **References**

1. [A.G. Xavier](#). *An Introduction to the Social History of England*. India: Viswanathan, S., Printers & Publishers Pvt Ltd, 2009.
2. Cheyney, Edward Pots. *An Introduction to the Industrial and Social History of England*. Biblio Life, 2007.
3. Ashok, Padmaja. *The Social History of England*. New Delhi: The Orient Blackswan, 2018.

## **COURSE OUTCOMES:**

Evaluate the impact of socio-religious and socio-political event in shaping English literature.

Identify the facts and events in the social history of England.

Comprehend the important social issues covered in the syllabus.

Classify the events in a chronological order and associate the historical influence on the literary works.

Assess the significant events by making connections and drawing contrasts of the various trends. within the periods and over long arcs of time.

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## SEMESTER-II

**Course Title : Foundation in English-II (Literature and Use of English)**

**Course Code : BFEGS-21**

**Course Credit : 4**

### **COURSE OBJECTIVES**

**CO1:** Cultivate the creativity among the learners

**CO2:** Improve the reading skills of the learners

**CO3:** Enhance the vocabulary of the learners

**CO4:** Develop pronunciation skills

**CO5:** Use of the internet for developing language skills

### **COURSE SYLLABUS**

#### **Block-1 Literary Texts**

Rabindranath Tagore's *Sacrifice* and John Donne's *The Sun Rising*

#### **Block- 2 Reading Comprehension**

Reading passages-Preparing a glossary from passage- reading the meaning-respond to questions

#### **Block- 3 Vocabulary and Grammar**

Synonyms and Antonyms- Homophones-Making of Nouns-Making of Adjectives-Compound Words-Phrases and Idioms-Words often confused-Spelling- Tenses

#### **Block-4 Pronunciation and Spoken English**

Importance of English-Pronunciation: An Exposition-Speech Sounds-Sounds and Spelling: The Relationship-Attributes of Good Speech-Dialogue Situations/Situational Dialogues



## **Block-5 The Internet English**

Email-Chat Groups-Virtual Words-The Web-Commentary

### **References:**

1. *Balasubramanian T. English Phonetics for Indian Students - A Workbook.* 2016.
2. Daniel Jones. *Cambridge English Pronouncing Dictionary.* Cambridge University Press, 2011.
3. Tagore, Rabindranath. *Sacrifice and Other Plays.* Niyogi Books, 2012.

### **Web Resources:**

1. <https://www.poetryfoundation.org/podcasts/75363/the-sun-rising>
2. <https://nptel.ac.in/courses/109/103/109103135/>
3. <https://nptel.ac.in/content/storage2/courses/109106085/downloads/03-%20Phonetics%20and%20Phonology-%20week%203.pdf>
4. <https://nptel.ac.in/courses/109/106/109106085/>
5. <https://nptel.ac.in/courses/109/107/109107172/>

## **COURSE OUTCOMES**

- Critically evaluate the literary texts
- Read the passages effectively
- Speak in good accent
- Communicate through online
- Develop internet skills

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**Course Title : Indian Writing in English**  
**Course Code : BEGS-21**  
**Course Credit : 5 Credits**

### **COURSE OBJECTIVES:**

- **CO1:** Recognize the rich Indian literary tradition written in English
- **CO2:** Discover the Indian attitude of life through a reading of the texts, and develop a comprehensive view of literature in general.
- **CO3:** Review different genres of Indian writing in English.
- **CO4:** Inculcate literary sensibility and emotional response to the literary texts and create a sense of appreciation of the literary text.
- **CO5:** Enhance literary and linguistic competence of learners through the reading of prescribed texts.

### **COURSE SYLLABUS**

#### **Block 1 Introduction to Indian Writing in English**

History of Indian Writing in English- Concepts of Indian Writing in English

#### **Block 2 Pre-Independence Writing**

M.K. Gandhi- Jawaharlal Nehru- B.R. Ambedkar -Sri Aurobindo- Khuswant Singh – *Train to Pakistan*- Bapsi Sidhwa – *Ice Candy Man*- Sujatha Bhatt- Salman Rushdie- *Midnight's Children*

#### **Block-4 Women's Writing**

Shashi Deshpande- *That Long Silence* - Arundhati Roy - *The God of Small Things*-  
Bharti Mukherjee- *Desirable Daughters*

## **Block-5      Diaspora Writing**

V.S.Naipaul - *A House for Mr. Biswas*- Amitav Ghosh- *The Shadow Lines*- Jhumpa Lahiri- *The Namesake*

### **References:**

1. Iyengar, K.R. Srinivasa. *Indian writing in English*. New Delhi: Sterling Publishers, 2011.
2. Jaina C. Sanga. *South Asian literature in English- An Encyclopaedia*. United States: Greenwood Press, 2004.
3. [K. A. Agrawal](#). *Indian Writing in English: A Critical Study*. New Delhi: Atlantic Publishers & Distributors 2018.
4. Naik M K. *History of Indian English Literature*. New Delhi: Sahitya Akademi, 2009.
5. S. K. Mohanty. *Indian Women Writers in English*. 2012.
6. Jain, Jasbir. *Writers of the India Diaspora*. India: Rawat, 2005.
7. **Singh, Khuswant. *Train to Pakistan*. Grove Press, 1994.**
8. Roy, Arundhati. *The God of Small Things*. India: Random House, 2008.
9. **Deshpande, Shashi. *That Long Silence*. Virago, 1988.**
10. Mukherjee, Bharti. *Desirable Daughters*. Hachette Books, 2003.
11. V.S.Naipaul. *A House for Mr. Biswas*. Vintage, 2001.
12. **Rushdie, Salman. *Midnight's Children*. Everyman's Library, 1995.**
13. Lahiri, Jhumpa. *The Namesake*. Houghton Mifflin and Company, 1993.

### **COURSE LEARNING OUTCOMES:**

- Explore the predominant socio- cultural issues dealt in influential works of this literature and find solutions by analysing the strategies writers have employed
- Outline the evolution of Indian Writing in English from the colonial period to the present
- Evaluate the impact of Indian culture, history, politics and religion in shaping its literature

- Recognize the rich cultural diversity found in the literary works
- Analyze the important trends in Indian Literature in English and appreciate the changing Indian literary trends in English.

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**Course Title : Advanced English Grammar**

**Course Code : BEGS-22**

**Course Credit : 5 Credits**

### **COURSE OBJECTIVES:**

**CO1:** Discuss the usage of different grammatical items

**CO2:** Use language without grammatical errors.

**CO3:** Infer meaning from the given context

**CO4:** Practice writing effective paragraphs and essays.

**CO5:** Illustrate the relationship between proper grammatical structures and clear meaning.

### **COURSE SYLLABUS**

#### **Block 1 Types of sentences**

Interrogatives-Declaratives-Exclamatory and Imperative

#### **Block 2 Parts of speech and Agreement**

Voice-Tense

#### **Block 3 Modals and Auxiliaries and Question Tags**

Modal Verbs-Auxiliary Verbs- Question Tags

#### **Block 4 Direct and Indirect speech**

Direct Speech-Indirect speech

#### **Block 5 Language Usage**

Common Errors-Modern English Usage

### **References**

1. Hewings. *Advanced English Grammar with Answers*. Cambridge University Press, 1999.
2. Murphy, Raymond. *Intermediate English Grammar*, Cambridge University Press, 1999.

3. Greenbaum, Sidney. *The Oxford English Grammar*. Oxford University Press, 1996.
4. Rao, N.D.V. Prasada. *Wren & Martin High School English Grammar and Composition Book*. India: S Chand Publishing 2017.
5. Aarts, Bas. *Oxford Modern English Grammar*. OUP Oxford, 2011.

### **Web Resources:**

1. <https://www.bbc.co.uk/learningenglish/advanced-grammar-guide>
2. <https://www.englishpage.com/grammar/>
3. <https://www.learngrammar.net/english-grammar>
4. <https://www.edudose.com/english/direct-and-indirect-speech-questions-answers/>

### **COURSE OUTCOMES:**

- Demonstrate comfort in speaking and writing in English without errors
- Convey ideas in English using simple and acceptable English orally and in writing
- Remember the use of suitable tenses in appropriate places
- Find grammatical errors in speech and writing
- Write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper without grammatical errors.

\*\*\*

**Course Title** : **History of English Literature**  
**Course Code** : **BEGSA-21**  
**Course Credit** : **4 Credits**

### **COURSE OBJECTIVES:**

**CO1:** Trace the developmental history of English Literature from the Old English Period to the 19th century.

**CO2:** Analyse and appreciate select works from the History of English literature.

**CO3:** provide the learners to know about knowledge of different aspects of English literature.

**CO4:** major literary works by British writers in the field of Fiction, Drama and Poetry.

**CO5:** Discuss the historical movements that influenced the transformation of literary tastes and standards.

### **COURSE SYLLABUS**

#### **Block 1The Renaissance Period (1350 – 1660)**

An Introduction to Bible Translation – Tyndale and Coverdale-The University Wits-Elizabethan and Jacobean drama-Comedy of Humours

#### **Block-2The Late Seventeenth and the Eighteenth Centuries (1660 - 1800)**

Comedy of Manners-Neo-Classicism-Sentimental and Anti-sentimental comedies-Pre-Romantics

#### **Block-3 The Romantic Age (1798 - 1832):**

Prose-Poetry-Novel

#### **Block 4 The Victorian Age (1832 - 1901):**

Pre-Raphaelite Movement-Victorian Writers

#### **Block-5 The Modern Age (Post 1901)**

## Imagist Poetry

### **References**

1. Albert, Edward. *History of English Literature*. India: Oxford University Press, 2017.
2. Compton-Rickett. *A History of English Literature*. India: UBS Publishers, 2015.
3. Carter, Ronald. *The Routledge History of Literature in English*. United Kingdom: Taylor and Francis, 2016.
4. J Long, William. *English Literature*. India: Rupa Publications, 2015
5. Daiches, David. *A Critical History of English Literature*. West Bengal: Supernova Publishers, 2011.

### **COURSE OUTCOMES:**

- Appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers and writers.
- Value literature, language, and imagination and develop a passion for literature and language.
- Cultivate the capacity to judge the aesthetic and ethical value of literary texts– and articulate the standards behind their judgments.
- Describe major religious, political, and social movements from the 14th to 19th centuries and their influence on literature.
- Explain various interpretative techniques to approach literary texts of varied genres.

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## **SEMESTER-III**

**Course Title : Foundation in English-III (Soft Skills)**

**Course Code : BFEGS-31**

**Course Credit : 4**

### **COURSE OBJECTIVES:**

**CO1:** Provide a focused training on soft skills for better job prospects

**CO2:** Bring a transformation in interpersonal and societal living guided by value laden principles.

**CO3:** Develop a range of skills to successfully attend a job interview and prepare a comprehensive CV.

**CO4:** Discuss the various concepts of communication skills required for a successful life and career.

**CO5:** Explore and analyze personal attributes to enhance an individual's interactions and career prospects

### **COURSE SYLLABUS**

#### **Block-1 Introduction to Soft Skills**

Soft Skills: An Introduction – Definition and Significance of Soft Skills; Process, Importance and Measurement of Soft Skill Development- Self-Discovery: Discovering the Self; Setting Goals; Beliefs, Values, Attitude, Virtue. 3. Positivity and Motivation: Developing Positive Thinking and Attitude; Driving out Negativity; Meaning and Theories of Motivation; Enhancing Motivation Levels.

#### **Block-2 Body Language & Etiquettes**

Non-Verbal Communication: Importance and Elements; Body Language- Social and Business.

### **Block-3 Group Discussion& Interview Skills**

Interviewer and Interviewee - in-depth perspectives- Before, During and After the Interview- Tips for Success- Meaning, Types and Models, Group and Ethical Decision-Making, Problems and Dilemmas in application of these skills

### **Block-4 Preparation of Curriculum Vitae' (CV)**

Definition of CV and its purposes- CV versus Resume- Rules- Covering Letter

### **Block-5 Emotional Intelligence Skills**

Meaning, History, Features, Components, Intrapersonal and Management Excellence; Strategies to enhance Emotional Intelligence

### **References:**

1. Dhanavel S.P. *English and Soft Skills*. Orient Blackswan India, 2010.
2. Ghosh B.N. (Ed.) *Managing Soft Skills for Personality Development*. McGraw Hill India, 2012.

### **Web Resources:**

1. [https://onlinecourses.nptel.ac.in/noc19\\_hs33/preview](https://onlinecourses.nptel.ac.in/noc19_hs33/preview)
2. <https://nptel.ac.in/courses/109/107/109107121/>

### **COURSE OUTCOMES:**

- Approach life positively and communicate with clarity
- Transfer the skills learnt for concrete outcomes and increased productivity in the workplace
- Use emotional intelligence in daily life
- Develop people skills and life skills to live a good life

- Practice employability skills such as communication, teamwork, work-life balance, continuous learning

\*\*\*

**Course Title** : **American Literature**  
**Course Code** : **BEGS-31**  
**Course Credit** : **5 Credits**

### **COURSE OBJECTIVES:**

**CO1:** Identify various distinct characters, thematic concern, genres and trends in American literature throughout its history

**CO2:** Examine the literary works of American Literature as expression of values within social, political, and cultural context.

**CO3:** Demonstrate comprehensive understanding of texts in the field of American literature

**CO4:** Discover the uniqueness of the American dramatic tradition.

**CO5:** Appreciate the artistry of the representative American writers and their significant works

### **COURSE SYLLABUS**

#### **Block-1 Introduction to American Literature**

Background- Movements

#### **Block-2 Prose**

R.W. Emerson - *The American Scholar*- H.D Thoreau - *Walden; Or, Life in the Woods*

#### **Block-3 Poetry**

Edgar Allan Poe-*Raven*-Robert Frost-*After Apple Picking*-*Mending Wall*-Emily Dickinson-*Because I could not stop for death* -Ralph Waldo Emerson -*Brahma*

#### **Block-4 Fiction**

Mark Twain-*Adventures of Tom Sawyer*-William Faulkner- *The Sound and the Fury*

#### **Block-5 Drama**

Tennessee Williams- *A Street Car named Desire*-Eugene O'Neil-*The Hairy Ape*- Sam Sheperd-*Curse of the starving class*

## **References**

1. Post Halleck, Reuben. *History of American Literature*. India: Notion Press, 2019.
2. James D. Hart & [Phillip Leininger](#) . *The Oxford Companion to American Literature*. Oxford University Press, 2018.
3. Twain, Mark. *Adventures of Tom Sawyer*. India: Fingerprint Publishing, 2015.
4. Faulkner, William. *The Sound and the Fury*. RHUK, 1995.
5. Williams, Tennessee. *A Street Car named Desire*. UK: Penguin, 2009.
6. Eugene O'Neil. *The Hairy Ape*. India: Surjeet Publications, 2018.
7. Shepard, Sam. *Sam Shepard: Seven Plays: Buried Child, Curse of the Starving Class, The Tooth of Crime, La Turista, Tongues, Savage Love, True West*. Dial Press Trade Paperback, 1984.

## **Web Resources:**

1. <https://www.poetryfoundation.org/poems/48860/the-raven>
2. <https://www.poetryfoundation.org/poems/44259/after-apple-picking>
3. <https://poets.org/poem/mending-wall>
4. <https://poemanalysis.com/ralph-waldo-emerson/brahma/>
5. <http://digitalemerson.wsulibs.wsu.edu/exhibits/show/text/the-american-scholar>
6. <https://www.gutenberg.org/files/205/205-h/205-h.htm>
7. <https://www.poetryfoundation.org/articles/69390/the-philosophy-of-composition>

## **COURSE OUTCOMES:**

- Describe major American writers and their writings
- Illustrate the major literary movements in America

- Enhance their literary sensibility by being exposed to the American writers of various eras.
- Analyze and discuss works of American literature from a range of genres
- Produce a mix- of creative, critical, and/or reflective works about American literature

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**Course Title : Introduction to English Language and Linguistics**  
**Course Code : BEGS-32**  
**Course Credit : 5 Credits**

### **COURSE OBJECTIVES:**

CO1: Introduce various branches of Linguistics

CO2: Analyse language at the level of sound organization

CO3: Discuss the components of languages.

CO4: Describe the form and content of language.

CO5: Trace the descent of the English language from its parent language

### **COURSE SYLLABUS**

#### **Block 1 History of English Language**

The Descent of English Language, Old English, Middle English and Growth of Vocabulary, The Renaissance and After and Evolution of Standard English

#### **Block 2 Languages and its Variation**

What is Language? (Spoken and Written language, Sounds of language, Word meaning and Varieties of language.)

#### **Block 3 Sound Pattern of English Language**

Phonetics and Phonology (Vowels and Consonants with special reference to English, Vowels and Consonants in words, Phonetic Transcriptions and Word Accent and Rhythm)

#### **Block 4 Levels of Linguistic Analysis**

Morphology and word meaning, Syntax, Semantics and Pragmatics and Discourse Analysis

#### **Block 5 Speech**

Intonation, stress, Accent and Rhythm,

## **References:**

1. Wood F.T. *An Outline History of the English Language*. India: Laxmi Publications, 2014.
2. Albert C. Baugh & Thomas Cable. *A History of the English Language*. Routledge, 1993.
3. Balasubramanian. *Textbook of English Phonetics for Indian Students*. India: Laxmi Publication, 2017.
4. Noam Chomsky & Morris Halle. *The Sound Pattern of English*. New York: Harper & Row Publishers, 1968.
5. Abraham, Werner. *Modality in Syntax, Semantics and Pragmatics*. Cambridge University Press, 2020.

## **Web Resources:**

1. <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-language/>
2. <http://languagesindanger.eu/book-of-knowledge/the-sounds-of-language/>
3. <http://cse.iitkgp.ac.in/~sudeshna/courses/NLP19/Lec3-intro2-18-July-19.pdf>

## **COURSE OUTCOMES:**

- Explore mechanism of speech, pronunciation of sounds and consonants, and vowels.
- Analyse the process of beginning and growth of English language
- Recognize the structure and various parts of the language
- Examine the existence of language in the form of different dialects based on a set of established factors
- Identify the various functions a language performs and the roles assigned to it.

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## SEMESTER-IV

**Course Title : Foundation in English-IV (Writing Skills)**

**Course Code : BFEGS-41**

**Course Credit : 4**

### **COURSE OBJECTIVES:**

**CO1:** Train the learners to write using a wide range of formats

**CO2:** Discuss and practice different steps of writing

**CO3:** Develop creativity in writing

**CO4:** Evaluate and convert one's thoughts and feelings into meaningful passages

**CO5:** Practice note-taking, gathering information, drafting, free-writing, revising, proofreading, and editing when engaged in writing.

### **COURSE SYLLABUS**

#### **BLOCK-01 Basic Writing Skills**

Learn the basic paragraph structure: main idea, supporting sentences, use of examples, conclusion- Use basic sentence structures to write a paragraph; use cohesive devices to connect sentences in a paragraph; use transitional devices for cohesion and for contrast paragraph internally and between paragraphs (The above structures and devices to be consciously used in all writing tasks)- Understand and use text structures in paragraphs: sequencing, comparing and contrasting, relating cause and effect, problems and problem solving.

#### **BLOCK-02 Informal and Formal Communication**

Write informal letters, applications, and official letters of request and denial- Write official e-mails, memos and notices.

### **BLOCK-03 Note-Making and Summarising**

Prepare notes from reading texts- Take notes from spoken texts-Summarize key ideas and information in organized points developed from the notes prepared.

### **BLOCK-04 Study Skills (Information Transfer, Reference Skills)**

Use charts, tables, other graphics and multimedia, as appropriate for the written texts; present summary to a group.

### **Block- 05 Technical Editing**

Technical Editing – The Big Picture- Working Collaboratively- Organization: The Architecture of Information- Visual Design and Font Selection- Editing Methods – Then and Now- The Power of Grammar, Punctuation and Spelling- Basic Copyediting- proofreading -Ethical and Legal Issues.

### **References:**

1. Graham King. *Collins Improve your writing skills*
2. Norman Coe and Robin Rycroft. *Writing Skills A Problem Solving Approach*. CUP.
3. Robyn Najar and Lesley Riley. *Developing Academic Writing Skills*. Macmillan Publications.
4. Scheraga, Mona. *Practical English Writing Skills: A Complete Guide to Writing in English*

### **Web Resources:**

1. <https://nptel.ac.in/courses/109/107/109107172/>
2. <https://nptel.ac.in/courses/109/104/109104031/>
3. [https://onlinecourses.swayam2.ac.in/cec20\\_ma04/preview](https://onlinecourses.swayam2.ac.in/cec20_ma04/preview)

### **COURSE OUTCOMES:**

- Use language to meet a wide range of writing demands
- Use appropriate words and punctuation in writing
- Compare different genres of writing and construct paragraphs
- Analyse written texts, tables/ pictures

- Evaluate the coherence and and cohesion of written text and edit it for better clarity

\*\*\*

**Course Title : Indian Literature in English Translation**  
**Course Code : BEGS-41**  
**Course Credit : 5 Credits**

### **COURSE OBJECTIVES:**

**CO1:** Acquaint the learners with theories of Translation.

**CO2:** Discuss the techniques involved in translation.

**CO3:** Practice translation of prose passages from English to Tamil and vice versa.

**CO4:** Evaluate and find ways and means of solving problems of translation.

**CO5:** Assess and apply theoretical concepts to improve practical translation performance.

### **COURSE SYLLABUS**

**Block-1 Basic concepts of Translation of Indian Literature in English**

**Block-2 Prose**

Sundara Ramaswamy (Tamil)

Puthumaipithan (Tamil)

Vaikom Mohammed Basheer (Malayalam)

Ismat Chughtai (Urdu)

Munshi Premchand (Hindi)

Dilip Chitre (Marathi)

Mahashweta Devi (Bengali) etc....

**Block- 3 Poetry**

Tevakulattar, Kurunthokai (Tamil)

Kapilar, Akanaanooru (Tamil)

Thirukural (Tamil)

Gitanjali - Rabindranath Tagore (Bengali)

Rubaiiyats – Mirza Arif (Urdu)

#### **Block-4 Drama**

Badal Sircar - Life of Bagala

GirishKarnad - Hayavadana

Vijay Tendulkar- Silence! the Court is in Session

Mahesh Dattani- Final Solutions

Mahashweta Devi- Mother of 1084

#### **Block-5 Fiction**

Bhama (Tamil), - Sangati

Imayam (Tamil) - Beasts of Burden

Thakizhi (Malayalam) - Chemmeen

M.T Vasudeva Nair- The Demon Seed

#### **References:**

1. Kumar Das, Bijay. *A Handbook of Translation Studies*. India: Atlantic Publishers and Distributors, 2019.
2. Bassnett, Susan. *Translation Studies*. Routledge, 2013.
3. Kesigan, Puliur. *Kurunthogai*. India: Sri Senbaga Pathippagam, 2017.
4. Traditional. *Agananooru*. India: Saran Books, 2020.
5. [V.Padmanabhan](#) .*Thirukkural with English Explanation*. India: Manimekalai Prasurem, 2014.
6. Tagore, Rabindranath. *Gitanjali*. India: Maple Press, 2012
7. Tendulkar, Vijay. *Five Plays: Kamala, Silence! the Court is in Session, Sakharam Binder, The Vultures, Encounter*. Oxford University Press, 1997.
8. Girish, Karnad. *Three Plays: Naga-Mandala, Hayavadana, Tughlaq*. Oxford University Press, 1997.
9. Devi, Mahasweta. *Five Plays*. India: Seagull Books, 1999.
10. Dattani, Mahesh. *Collected Plays*. India: Penguin, 2000.

11. Sircar, Badal. *Two Plays: Indian History Made Easy, Life of Bagala*. Oxford University Press, 2009.
12. Bama. *Sangati*: oxford press, 2008.
13. Imayam. *Beasts of Burden*. India: Niyogi Books Pvt. Ltd, 2019.
14. Thakizhi. *Chemmeen*. India: Harper Perennial, 2011.
15. M.T Vasudeva Nair. *The Demon Seed: and other writings*. India: Penguin, 2000.

### **Web Resources:**

1. <https://peoplepill.com/people/sundara-ramasami/>
2. <https://sites.google.com/site/rsrshares/home/05>
3. <http://www.keralaculture.org/basheer/714>
4. <https://thewire.in/books/remembering-ismat-chughtai-urdus-wicked-woman>
5. <http://premchand.co.in/>
6. <https://www.poetryinternational.org/pi/poem/13527/auto/0/0/Dilip-Chitre/THEY-TELL-ME-YOUR-COLOUR-IS-BLUE/en/tile>
7. <https://www.parabaas.com/translation/database/authors/texts/mahasweta.html>

### **COURSE OUTCOMES:**

- Communicate ideas and arguments orally and in writing.
- Appreciate literary classics written and translated from different parts of the world.
- Understand the technique and basics of translation and use them.
- Identify the problems in translation and evaluate its effects on translation
- Practice translation of literary texts as a creative exercise

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**Course Title** : **Women's Writing in English**  
**Course Code** : **BEGS-42**  
**Course Credit** : **5 Credits**

### **COURSE OBJECTIVES:**

**CO1:** Examine and appreciate works of select women's writers in English.

**CO2:** Discuss the developments, themes, and narrative strategies of English- Language feminist fiction.

**CO3:** Sensitise the learners about the problems women face in the patriarchal cultural milieu.

**CO4:** Employ literature to analyse issues and questions relating to women's experience and empowerment.

**CO5:** Develop empathy towards women's position.

### **COURSE SYLLABUS**

#### **Block 1 Feministic Theories**

Introduction to Understanding Patriarchy, The Waves of Feminism and other important concepts and terms.

#### **Block 2 Prose**

Stuart Mill- *On Liberty*--Mary Wollstonecraft- *A Vindication of the Rights of Woman*- Sojourner Truth- *Ain't I A Woman?*-Virginia Woolf- *A Room of One's Own*-Simon De Beauvoir- *The Second Sex*- Elaine Showalter-*Toward a Feminist Poetics*-Vandana Shiva- *Sacred Seed*-Alice Walker- *Beauty: When the Other Dancer is the Self*- Charlotte Perkins Gilman - *Why Women Do Not Reform Their Dress*.

#### **Block-3 Poetry**

Marianne Moore- *Silence*-Adrienne Rich- *Tonight No Poetry Will Serve*-Sylvia Plath- *Ariel*-Maya Angelou- *Phenomenal Woman*- Margaret Atwood- *The Immigrants*-Rita Dove- *Adolescence-II*-Judith Wright- *The Old Prison*-Kamala Das- *An Introduction-Mamta Kalia- Tribute to Papa*.

## **Block-4 Drama**

Lorraine Hansberry- *A Raisin in the Sun*-Susan Glaspell- *Alison's House*-Jane Harrison- *Stolen*-Mahashweta Devi- *Water* .

## **Block 5 Fiction**

Alice Walker- *The Color Purple*-Toni Morrison- *The Bluest Eye*-Margaret Atwood-*The Handmaid's Tale*-Amy Tan- *The Joy Luck Club*-Kate Grenville- *The Secret River*-Taslina Nasrin- *Lajja*- Shashi Deshpande- *Dark Holds No Terrors*-Arundhati Roy-*The Ministry of Utmost Happiness*.

## **References:**

1. Barry, Peter. *Beginning Theory*. Manchester: Manchester University Press, 2009.
2. Dr. Sanjay Sen & Kushal Pegu. *Feminism: Theory and Practice*. India: Mahaveer Publications, 2019.
3. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Dover Publications, 1996.
4. Woolf, Virginia. *A Room of One's Own*. Maple Press, 2018.
5. De Beauvoir, Simone. *The Second Sex*. Vintage Digital, 2015.
6. Shiva, Vandana. *Sacred Seed*. The Golden Sufi Center, 2014.
7. Hansberry, Lorraine. *A Raisin in the Sun*. Vintage, 2004.
8. Glaspell, Susan. *Susan Glaspell: The Complete Plays*. [United States](#): McFarland & Company, 2010.
9. Devi, Mahasweta. *Five Plays*. India: Seagull Books, 1999.
10. Walker, Alice. *The Color Purple: A Novel*. Penguin Books, 2019.
11. Morrison, Toni. *The Bluest Eye*. Vintage, 2007.
12. Atwood, Margaret. *The Handmaid's Tale*. US. Houghton Mifflin Harcourt, 2017.
13. Tan, Amy. *The Joy Luck Club*. Penguin, 2006.
14. Grenville, Kate. *The Secret River*. US: Canongate, 2006.
15. Nasrin, Taslima. *Lajja*. India: Penguin, 2014.
16. Deshpande, Shashi. *Dark Holds No Terrors*. India: Penguin, 2003.
17. Roy, Arundhati. *The Ministry of Utmost Happiness*. India: Penguin, 2008.



18.Harrison, Jane. *Stolen*. Currency Press, 2007.

### **Web Resources:**

1. <https://plato.stanford.edu/entries/mill/>
2. <https://www.history.com/topics/black-history/sojourner-truth>
3. <https://blog.dilipbarad.com/2013/12/elaine-showalter-towards-feminist.html>
4. <https://public.wsu.edu/~hughesc/alice-walker.htm>
5. [http://essays.quotidiana.org/gilman/why\\_women\\_do\\_not\\_reform](http://essays.quotidiana.org/gilman/why_women_do_not_reform)
6. <https://poets.org/poem/silence-2>
7. <https://www.thenation.com/article/archive/five-poems-adrienne-rich/>
8. <https://www.poetryfoundation.org/poets/sylvia-plath>
9. <https://www.familyfriendpoems.com/poem/phenomenal-woman-by-maya-angelou>
10. <https://poetryarchive.org/poet/margaret-atwood/>
11. <https://www.poetryfoundation.org/poems/43356/adolescence-ii>
12. <https://www.poemhunter.com/poem/the-old-prison/>
13. <https://www.poemhunter.com/poem/an-introduction-2/>
14. <https://www.cse.iitk.ac.in/users/amit/books/kalia-1970-tribute-to-papa.html>
15. <https://socialsciences.mcmaster.ca/econ/ugcm/3ll3/mill/liberty.pdf>
16. <https://www.nps.gov/articles/sojourner-truth.htm>

### **COURSE OUTCOMES:**

- Trace the historical development of women's writing.
- Assess the status of women in society and find solutions to the problems they face through a reading of the prescribed texts.
- Analyse how and on what grounds women's writings can be considered as a separate genre.
- Differentiate between sex and gender and how the latter is a social construct.
- Recognize the importance of gender specificity in literature.

## SEMESTER-V

**Course Title** : **Post Colonial Literatures in English**  
**Course Code** : **BEGS-51**  
**Course Credit** : **5 Credits**

### COURSE OBJECTIVES:

**CO1:** Acquaint the students with theories of post-colonialism.

**CO2:** Introduce the students to the literary works of the major postcolonial writers and theorists.

**CO3:** Show familiarity with major literary works by Post Colonial writers in the field of Fiction, Drama, and Poetry.

**CO4:** Introduce the literature of the marginalized and the subaltern.

**CO5:** Get acquainted with the richness of Postcolonial literature through representative works of poets, essayists, and novelists.

### COURSE SYLLABUS

#### Block-1 Introduction to the Post-colonial Literature

Post Colonial Writings- Various National Literatures

#### Block-2 African Literature

Poetry: Derek Walcott, Wole Soyinka

Prose: NgugiwaThiong'o *Quest for Relevance, in Decolonising the Mind*

Chinua Achebe *"Colonialist Criticism" or "Where Angels Fear to Tread" or "The African Writer and the English Language"*

Drama: Athol Frugard: *SizweBanzi is Dead*, Wole Soyinka: *Dance of the Forest*

Fiction: Achebe, Chinua, *Things Fall Apart*. Ngũgĩ wa Thiong'o—*Petals of Blood*

Adichie, Chimamanda Ngozi. *Purple Hibiscus*.

Habila, Helon. *Oil on Water*. New York: Norton, 2010.

Ba, Mariama. *So Long a Letter*, London, Heinemann, 1981.

### **Block-3 Australian and New Zealand Literature**

Poetry: Kenneth Slessor, Judith Wright, Kath Walker, Ali Cobby Eckermann, **Konai Helu Thaman, Banjo Patterson, Les Murray**

Prose (Aboriginal Life narratives)

Huggins, Jackie. Auntie Rita (1994)

Pryor, Boori Monty and Meme McDonald. Maybe Tomorrow (1998)

Ken Goodwin: The Nature of A Australian Literature

Drama: Ned Kelly – Douglas Stuart

Fiction- White, Patrick. The Tree of Man (1955)

Carey, Peter. True History of the Kelly Gang (2003)

Harrison, Jane. Becoming Kirrali Lewis (2016)

### **Block-4 Canadian Literature**

Poetry 'The Bear on the Delhi Road' by Earle Birney

'Elegy for a Grandfather' by A1 Purdy

. 'Envoi' by Eli Mandel

'Coyote Sees the Prime Minister' by Thomas King

'The Green Rain' by Dorothy Livesay

Prose: Li, Peter S. "The Multiculturalism Debate," in Peter S. Li (Ed.), Race and Ethnic Relations in Canada, Oxford et al.: Oxford University Press, 1999, 148-156.

Drama George Ryga: Ecstasy of Rita Joe

Fiction Sinclair Ross: As for Me and My House

Margaret Laurence: Stone Angel

Beatrice Culleton: April Raintree

Joy Kogawa: Obasan

## **Block-5 Carribean, South Pacific and Indian Writing in English**

Poetry Coolie Odyssey by David Dabydeen, Koker by Rooplall Monar, A Leaf in His Ear by Mahadai Das

### **William Alfred Nu'utupu Giles (Pacific Poet) –“Prescribed Fire”**

Prose *Coolie Woman: The Odyssey of Indenture* by Gaiutra Bahadur (Carribean)

Drama Derek Walcott: Dream on Monkey Mountain

Fiction Miguel Street- V.S.Naipaul

Leaves of the Banyan Tree – Albert Wendt

### **References**

1. Mcleod, John. *Beginning Postcolonialism*. Manchester: Manchester University Press, 2000.
2. Magill, Frank N. . *Masterpieces of World Literature*. Collins Reference, 1991.
3. Walcott, Derek. *Selected Poems*. New York: Farrar, Straus and Giroux Publisher, 2007.
4. Wole Soyinka. *Idanre and Other Poems*. New York: Hill and Wang Publisher, 1987.
5. Thiong'o, Ngugiwa. *Decolonising the mind: the politics of language in African literature*. Nairobi: East African Publisher, 2004.
6. C.L Innes. *Chinua Achebe*. UK: Cambridge University Press, 1992.
7. Frugard, Athol. *Sizwe Banzi is Dead*. Paris: S. French Publisher, 1999.
8. Soyinka, Wole. *Dance of the Forest*. Oxford University Press, 1963.
9. Achebe, Chinua. *Things Fall Apart*. UK: Penguin, 2001.
10. Thiong'o, Ngũgĩ wa. *Petals of Blood*. India: Penguin Classics. 2005.
11. Ngozi Adichie, Chimamanda. *Purple Hibiscus*. New York: Algonquin Books Publisher, 2012.
12. Habila, Helon. *Oil on Water*. New York: Norton, 2010.
13. Ba, Mariama. *So Long a Letter*, London, Heinemann, 1981.
14. Slessor, Kenneth. *Kenneth Slessor Selected*. Australia: Angus & Robertson publication, 2014.

15. Wright, Judith. *Collected Poems*. Australia: HarperCollins Publishers, 2016.
16. Walker, Kath. *The dawn is at hand: selected poems*. New York: Marion Boyars, 1992.
17. Eckermann, Ali Cobby. *Inside My Mother*. Australia: Giramondo Publishing Company, 2015.
18. Thaman, Konai Helu. *Songs Of Love: new and selected poems*. Mana Publications, 1999.
19. Patterson, Banjo. *Poems of "Banjo" Patterson*. United States Weldon, 1991.
20. Murray, Les. *New Selected Poems*. New York: Farrar, Straus and Giroux, 2015.
21. Huggins, Jackie. *Auntie Rita*. Aboriginal Studies Press, 1994.
22. Pryor, Boori Monty and Meme Mc Donald. *Maybe Tomorrow*. Allen & Unwin, 2010.
23. Goodwin, Ken. *The Nature of A Australian Literature*. London: Palgrave, 1988.
24. Kelly, Ned. *Douglas Stuart*. Penguin Books, 1958.
25. White, Patrick. *The Tree of Man*. US: Viking Press, 1955.
26. Carey, Peter. *True History of the Kelly Gang*. Australia: University of Queensland Press, 2000.
27. Harrison, Jane. *Becoming Kirrali Lewis*. Australia: Magabala Books, 2016.
28. Birney, Earle. *The Bear on the Delhi Road*. UK: Chatto and Windus, 1973.
29. Mandel, Eli. *From Room to Room*. Canada: Wilfrid Laurier University Press, 2011.
30. Gruber, Eva. *Thomas King: Works and Impact*. New York: Camden House, 2012.
31. Livesay, Dorothy. *The Self-Completing Tree*. Vancouver: Beach Holme, 1999.
32. Li, Peter S. "The Multiculturalism Debate," in Peter S. Li (Ed.), *Race and Ethnic Relations in Canada*, Oxford et al.: Oxford University Press, 1999, 148-156.
33. Ryga, George. *Ecstasy of Rita Joe*. Canada: Talon books, 2016.
34. Ross, Sinclair. *As for Me and My House*. Canada: McClelland & Stewart, 2008.
35. Laurence, Margaret. *Stone Angel*. Canada: McClelland & Stewart, 2010.
36. Culleton, Beatrice. *April Raintree*. Winnipeg, MB: Peguis Publishers, 1992.

- 37.Kogawa, Joy. *Obasan*. Canada, Penuin, 2006.
- 38.Dabydeen, David. *Coolie Odyssey*. Hansib, 2006.
- 39.Monar, Ripoll. *Koker*. U K: Peepal Tree Press, 1987.
- 40.Das, Mahadai. *A Leaf in His Ear*. UK: Peepal Tree Press, 2010.
- 41.GaiutraBahadur. *Coolie Woman: The Odyssey of Indenture*. United Kingdom: C. Hurst& Co. 2013.
- 42.Walcot, Derek. *Dream on Monkey Mountain*. New York: Farrar, Straus and Giroux, 2014.
- 43.V.S.Naipaul. *Miguel Street*. South Africa: Heinemann Educational Publisher, 2000.
- 44.Wendt, Albert. *Leaves of the Banyan Tree*. Honolulu: University of Hawaii Press, 1994.

### **COURSE OUTCOMES:**

- Explain aspects of subjectivity, race, class, and feminism as they inhere in the postcolonial space.
- Describe and evaluate the postcolonial theory.
- Illustrate how a literary text, explicitly or allegorically; represents various aspects of colonial oppression.
- Enumerate represent subaltern voices through their own writings.
- Discuss, and analyse colonial and postcolonial texts.

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**Course Title** : **Introduction to Literary Criticism and Theories**  
**Course Code** : **BEGS-52**  
**Course Credit** : **5 Credits**

### **COURSE OBJECTIVES:**

**CO1:** Introduce the origin and development of Literary Criticism.

**CO2:** Explain various literary theories propounded by leading writers of different ages.

**CO3:** Acquaint learners with the knowledge of the history of literary criticism, its various trends, and schools.

**CO4:** Develop the critical sensibilities of the students.

**CO5:** Apply literary theory to texts in order to enrich their understanding and appreciation of literature.

### **COURSE SYLLABUS**

#### **Block-1 Introduction to Literary Criticism**

#### **Block- 2 Ancient Criticism**

Aristotle (Poetics), Philip Sidney (Apologie for Poetry), Samuel Johnson (Preface to Shakespeare) and T. S. Eliot (Essay on Metaphysical poets).

#### **Bclok-3 Literary Theories**

Structuralism (Gerard Genett & Jonathan Culler) and Deconstruction (Wolfgang Iser & Jacques Derrida)

#### **Bclok-4**

Marxism (Louis Althusser & Antonio Gramsci) and New Historicism (Stephen Greenblat)

#### **Bclok-5**

Post-Colonialism (Gouri Vishwanathan & GayathriCharavarthi Spivak) and Feminism (Kate Millet & Elaine Showalter)

## **References:**

1. R.W. Maslen. *An Apology for Poetry (or the Defence of Poesy)*: Sir Philip Sidney. United Kingdom: Manchester University Press, 2002.
2. P.S. Sastri, *Preface to Shakespeare - Samuel Johnson*. India: Lakshmi Narain Agarwal, 2019.
3. Barry, Peter. *Beginning Theory*. Manchester: Manchester University Press, 2009
4. Waugh, Patricia. *Literary Theory and Criticism*. New Delhi: Oxford University Press, 2006.
5. Abrams, M. H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Boston: Wadsworth Cengage Learning, 2012.
6. Bressler, Charles, E. *Literary Criticism: An Introduction to Theory and Practice*. Chennai: Pearson, 2011.
7. Hopkins. Johns. *Guide to Literary Theory and Criticism*. Baltimore: Johns Hopkins University Press. 2005.
8. R.S. Malik and Jagdish Batra. *A New Approach to Literary Theory and Criticism*. New Delhi: Atlantic Publishers and Distributors Pvt Ltd, 2014.
9. Aristotle. *Poetics*. Andesite Press, 2015.

## **Web Resources:**

1. <https://www.gutenberg.org/files/1974/1974-h/1974-h.htm>
2. <https://www.usask.ca/english/prufrock/meta.htm>

## **COURSE OUTCOMES:**

- Analyse the history of literary criticism and various literary theories.
- Apply various literary theories in interpreting a specific text.
- Attempt close reading of the text.
- Develop new perspectives for performing Literary Research
- Evaluates and synthesizes literary criticism in a balanced and fruitful way to look at life and society from different perspectives.

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**Course Title : Shakespeare**  
**Course Code : BEGS-53**  
**Course Credit : 5 Credits**

### **COURSE OBJECTIVES:**

**CO1:** Explain to the students the greatness of Shakespeare as a master craftsman in the genre.

**CO2:** Discuss select plays of Shakespeare.

**CO3:** Introduce major themes in selected works

**CO4:** Illustrate the characterization, dramatic and poetic techniques in Shakespearean plays

**CO5:** Analyse Shakespearean characters from plays

### **COURSE SYLLABUS**

#### **Block-1 Life and Works of Shakespeare**

Shakespeare's Life-Works-Theatre

#### **Block- 2 Comedy Plays**

As you like it- Measure for Measure

#### **Block-3 Tragedy Plays**

King Lear-Julius Caesar-Othello

#### **Block- 4 Historical Plays**

Richard I-King Henry IV

#### **Block-5 Shakespearean Criticism**

## **References**

1. Albert, Edward. *History of English Literature*. India: Oxford University Press, 2017.
2. Hinton, Peter. *William Shakespeare: an overview of his life, times, and work*. Canada: NAC English Theatre company educational publication, 2008.
3. Shakespeare, Williams. *As you like it*. India: Fingerprint Publishing, 2018.
4. Shakespeare, Williams. *Measure for Measure*. Penguin Black Classics; UK ed. edition 2015.
5. Shakespeare, Williams, *King Lear*. India: Maple Press; First edition. 2014.
6. Shakespeare, Williams. *Julius Caesar*. India: Maple Press, 2012.
7. Shakespeare, Williams. *Othello*. India: Fingerprint Publishing, 2019.
8. Shakespeare, Williams. *King Hendry IV*. New York: Harper Press, 2011.
9. Gale. *Criticism of William Shakespeare's Plays and Poetry, from the First Published Appraisals to Current Evaluations*. Blackbirch Press, 2020.

## **Web Resources:**

1. <https://shakespeare.folger.edu/>
2. <https://www.historic-uk.com/HistoryUK/HistoryofEngland/William-Shakespeare/>

## **COURSE OUTCOMES:**

- Enlist the literary techniques employed by Shakespeare in his plays.
- Illustrate the beauty of Shakespeare's language and his contribution to English literature and language.
- Explain the socio-politico, cultural and historical contexts of the works of Shakespeare.
- Analyze the development of various themes of the plays.
- Assess the plots and characters of the plays of Shakespeare.

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**COURSE TITLE : Children's Literature**

**COURSE CODE : BEGS-54**

**COURSE CREDIT : 5**

### **COURSE OBJECTIVE**

**CO1:** Introduce the children literature to the learners

**CO2:** Discuss the major writers and works of Children literature

**CO3:** Enable the learners to know about the plot of children literature

**CO4:** Discuss the storytelling techniques

**CO5:** Explain various forms of children literature

### **COURSE SYLLABUS**

#### **Block-1 Trends and Techniques**

#### **Block-2- Fairy Tales and their Permutations.**

Aesop's fables "Cinderella" ,"Sleeping Beauty", "Beauty and the Beast" -Animal Fables -Rudyard Kipling: *Just So Stories* - E.B.White: *Charlotte's Web* - Maurice Sendak: Various Texts  
Panchathantra

#### **Block-3: Poetry**

Tennyson's "The Brook" -Rudyard Kipling's "If"-Felicia Hermann's "Casablanca"  
Toi Derricote's "A Place in the Country"

#### **Block-4 Legends and Fantasy**

Early Texts to Twentieth Century Fantasies-Robin Hood, Frankenstein, J.K Rowling  
*Harry Potter and the Sorceress Stone*

## **Block-5Fiction**

Lewis Carroll - *Alice in Wonderland* and *Through the Looking Glass*

Louise May Alcott's *Little Women* - Ruskin Bond's *The Blue Umbrella*

### **References:**

1. M. O. Grenby, *Children's Literature*. Edinburgh: Edinburgh University Press, 2008
2. Kipling, Rudyard. *Just So Stories*. Create Space Independent Publishing Platform, 2013
3. E.B. White. *Charlotte's Web*. HarperCollins, 2012
4. Sendak, Maurice. *Chicken Soup with Rice: A Book of Months*. HarperCollins, 2018
5. Roger Lancelyn Green and John Boyne. *The Adventures of Robin Hood*. Puffin Books, 2010
6. Shelley, Mary. *Frankenstein*. Dover Publications, 1994
7. J. K. Rowling. *Harry Potter*. Arthur A. Levine Books, 2009
8. Carroll, Lewis. *Alice in Wonderland*. Create Space Independent, 2014
9. Carroll, Lewis. *Through the Looking Glass*. Sea Wolf Press, 18, 2019
10. May Alcott, Louise. *Little Women*. TAB Books, 1958
11. Bond, Ruskin. *The Blue Umbrella*. India: Rupa Publications, 2014

### **Web sources:**

<https://www.planetebook.com/free-ebooks/aesops-fables.pdf>

<https://www.poemhunter.com/poem/the-brook-2/>

<https://www.poetryfoundation.org/poems/46473/if--->

<http://www.dreamagic.com/poetry/numpoems.html>

<https://poets.org/poem/place-country>

### **COURSE OUTCOMES:**

- Define the children's literature
- Analyze the main characteristic features of the Children literature
- Examine various cultural and societal value/beliefs systems impact the field of children's literature
- Identify the variety of resources within the field of children's literature in comprehending the text.
- Describe the world of recent children's literature and its genres
- Classify fiction and nonfiction; the real and the virtual world

**Course Title** : **Mass Communication and Journalism**  
**Course Code** : **BEGSE-51**  
**Course Credit** : **4 Credits**

### **COURSE OBJECTIVES:**

**CO1:** Introduce the students to the growth and development of Mass Communication and Journalism.

**CO2:** Introduce learners to different types of communication.

**CO3:** Expose learners to various aspects of journalism.

**CO4:** Stimulate their interest for higher studies and careers.

**CO5:** Expose learners to the functions of mass media and mass culture and popular culture.

### **COURSE SYLLABUS**

#### **Block-1 Introduction to Journalism**

Short History of Journalism in India-Ethics of Journalism-Basic concepts and types of Communication-Nature of media, Mass communication in India

#### **Block 2 The Press**

Freedom of Press and Threats to Press Freedom-The Government and the Press-Press Laws: Defamation, Libel, Contempt of Court, Slander, Copyright Laws, Press Regulation Act, Press Registration Act, Law of Privileges

#### **Block-3 Reporting News**

Unit-8 Role of the Reporter and the Editor-Types of News Reports – Straight, Interpretive, Investigative, Scoop, Sting-Headlines - Editorial, Feature Writing, Personal Column, Reviews, Interviews and Press Conferences-Reporting – News Values, Human Interest, Story Angle, Obituaries

#### **Block-4      Layouts, Advertising and News Agencies**

Make-up of a newspaper - Editing, Proof-Reading-Photographic Journalism, Cartoons, News Agencies, Press Council of India-Advertisements – Types and Social Responsibility

#### **Block 5 Electronic and New Media**

Electronic Media- Radio, Television-Emergence of New Age Media-Definition & Conceptualization of New Media, Future of New Media-Ethics and Social Responsibilities of New Media

#### **References:**

1. Aggarwal, Virbala. *Handbook of Journalism and Mass Communication*. Neha Publishers & Distributors Neha Publishers & Distributors, 2012.
2. Hasan, Seema. *Mass Communication: Principles and Concepts*. India: CBS Publishers and Distributors; 2 edition, 2020.
3. Kumar, Keval J. *Mass Communication in India*. India: Jaico Publishing House; Fourth edition, 1994.
4. D.S. Mehta, *Mass Communication and Journalism in India*. India: Allied Publisher, 2014.
5. Aggarwal, Vir Bala. *Handbook of Journalism and Mass Communication*. India: Ashok Kumar Publication, 2002.

#### **Web Resources:**

1. <https://www.scribd.com/doc/23737772/Introduction-to-Journalism>
2. <https://www.americanforeignrelations.com/O-W/The-Press-The-press-s-many-roles.html>
3. <https://www.copyrightuser.org/understand/exceptions/news-reporting/>
4. <https://www.skillmaker.edu.au/what-is-electronic-media/>
5. <https://sabramedia.com/blog/how-to-layout-ads-on-your-news-site>

#### **COURSE OUTCOMES:**

- Develop the professional ability to communicate information clearly and effectively in all kinds of environments and contexts.
- Demonstrate practical skills of various types of media writing, reviews, reports, programmes, and discussions.
- Demonstrate their familiarity with the new media, its techniques, practices of social media, and hypermedia.

- Identify avenues for a career in print and electronic media.
- Apply the media skills in recent trends.

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## SEMESTER-VI

**Course Title** : **Life Writings**  
**Course Code** : **BEGS-61**  
**Course Credit** : **5 Credits**

### **COURSE OBJECTIVES:**

**CO1:** Develop the creative writing skills latent in the students.

**CO2:** Introduce the students to the growth and development of autobiography and travel writing.

**CO3:** Discuss different types of fiction.

**CO4:** Introduce the students to the literary works of the major autobiography and biography writers.

**CO5:** Encourage the students to write Biography and Autobiography

### **COURSE SYLLABUS**

**Block 1** Introduction to Life Writings

**Block-2** Autobiography

M.K. Gandhi- The Story of my experiments with truth

Nelson Mandela- *Long Walk to Freedom*

APJ Abdul Kalam- The Wings of Fire

**Block-3** Biography-Mother Teresa-C.N. Annadurai

**Block-4** Travel writing

**Block-5** Creative Nonfiction, Narrative Nonfiction

### **References**

- 1.Lee, Hermione. *Biography: A Very Short Introduction*. United Kingdom: Oxford University Press, 2009.



2. Marcus, Laura. *Autobiography: A Very Short Introduction*. United Kingdom: Oxford University Press, 2018.
3. M.K. Gandhi, *The Story of my experiments with truth*. India: Amazing Reads, 2019.
4. Mandela, Nelson. *Long Walk to Freedom*. Abacus publication, 1995.
5. A. P. J. Abdul Kalam & Arun Tiwari. *Wings of Fire*. India: Sangam Books, 1999
6. Kathryn Spink, *Mother Teresa: An Authorized Biography Paperback*. California: Harper One Publication, 2016.
7. R. Kannan. *Anna: Life And Times Of C.N. Annadurai*. India: Penguin, 2010.
8. Youngs, Tim. *Travel Writing: A Very Short Introduction*. United Kingdom: Oxford University Press, 2020.

### **Web Resources:**

1. <https://oxlifewriting.wordpress.com/what-is-life-writing/>
2. <http://bobbrooke.com/WritersCorner/whatistravelwriting.htm>
3. <https://www.masterclass.com/articles/understanding-narrative-nonfiction>
4. <https://www.creativenonfiction.org/online-reading/what-creative-nonfiction>

### **COURSE OUTCOMES:**

- Explain the origin and development of Travel Writing, Autobiography, and biography.
- Explain and analyze how life writing provides alternatives to existing ways of writing history.
- Demonstrate a familiarity with kinds of writing which seek to represent and make sense of the experiences of the individual.
- Critically evaluate Autobiography, Biography, and Travel Writing.

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**Course Title** : **Indian Classical Literature**  
**Course Code** : **BEGS-62**  
**Course Credit** : **5 Credits**

### **COURSE OBJECTIVES:**

**CO1:** Acquaint the students to the rich cultural and literary heritage of the native literature.

**CO2:** Inculcate in the students a flair to enjoy and appreciate native literature.

**CO3:** Make the students aware of the literature written in Regional languages in India.

**CO4:** Introduce students to different genres of Indian writing in English.

**CO5:** Enable them link Indian literature with the literature of the world.

### **COURSE SYLLABUS**

#### **Block-1 Fundamentals of Indian classical Literature and Indian Epic traditions**

Growth and origin of earliest literary sources- Continuity of literary traditions in ancient India- an overview of poetic tradition and major literary writers and texts  
Excerpts from *The Mahabharata*

#### **Block 2 Kalidasa**

Excerpts from *Abhijnana Shakuntalam*

#### **Block 3 Rasa**

Excerpts from *The Natyasastra*

**Block 4** Ilango Adigal  
Excerpts from *Cilappatikaram*

#### **Block 5 Chanakya**

The Arthashastra

## **References:**

1. Vyasa 'The Dicing' and 'The Sequel to Dicing, 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in The Mahabharata: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.
2. Kalidasa Abhijnana Shakuntalam, tr. Chandra Rajan, in Kalidasa: The Loom of Time (New Delhi: Penguin, 1989).
3. Bharata, Natyashastra, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
4. Ilango Adigal 'The Book of Banci', in Cilappatikaram: The Tale of an Anklet, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

## **Web Resources:**

1. [https://csboa.com/eBooks/Arthashastra\\_of\\_Chanakya\\_-\\_English.pdf](https://csboa.com/eBooks/Arthashastra_of_Chanakya_-_English.pdf)

## **COURSE OUTCOMES:**

- Explain the background history of Indian classical literature.
- Discuss the nature of Indian classical literature and its attributes.
- Analyse, and appreciate various texts with comparative perspectives.
- Examine the prescribed texts with literary sensibility and respond emotionally
- Evaluate the impact of Indian culture, history, politics and religion in shaping its literature

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**Course Title** : **Eco-Literature**  
**Course Code** : **BEGS-63**  
**Course Credit** : **5 Credits**

### **COURSE OBJECTIVES:**

**CO1:** Create Environmental Consciousness through a study of Literature.

**CO2:** To introduce the students to the literary works of the major Eco critic writers.

**CO3:** Analyzing the assigned literary texts which have themes in ecological ethics

**CO4:** Teach environmental importance.

**CO5:** Trace the disparate impacts of climate change across race, gender, class, and geography

### **COURSE SYLLABUS**

#### **Block-1 Introduction to Eco-Literature**

Eco-criticism - Definition Scope and importance of Eco criticism- Introducing concepts of Indian eco criticism –Tinai - significance- eco regions

#### **Block-2 Bioregionalism and Eco feminism (Greg Gaard)**

Community, Region, Home-Letter to President Pierce, 1855 -Chief Seattle (Norton Reader)-Selected tale from Flowering Tree - A.K Ramanujan (Eco feminism)--6 Ecology-Deep Ecology Basic Principles-Biocentric Equality- Naess and George Sessions- Self-Realization: The World is too much with us (Wordsworth)

#### **Block-3 Environment and Literature Symbiosis, Mutation, Parasitism Biodiversity**

Wordsworth, 'Nutting' -Dylan Thomas –'The sap that through the green fuse runs'  
-The Hungry Tide - AmitavGhosh (Man and the Environment)-

#### **Block-4 Indian Ecocriticism (Tinai- Kurinchi, Neidal, MullaiMarutam and Palai)**

What She Said - Kapilar, Akananooru 318 A,k.Ramanujan-What Her Girl Friend Said, the Lover within Earshot, Behind a Fence- Uloccanar. Narrinai 63

#### **Block-5 Oikopoetics - Oikos, Integrative, Hierarchic Anarchic Oikos**

'The Fly' - D.H. Lawrence and 'Snake'

#### **References:**

1. K. Nayar, Pramod. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. India: Pearson Publication, 2009.
2. Garrard, Greg. *Ecocriticism*. New York: Routledge, 2011.
3. Patil, Sangita. *Ecofeminism and the Indian Novel*. New York: Routledge, 2020.
4. A.K. Ramanujan. *A Flowering Tree and Other Oral Tales from India*. United States: University of California Press, 1997.
5. Wordsworth, William. *Lyrical Ballads: 1798 and 1802*. OUP Oxford, 2013.
6. Thomas, Dylan. *18 Poems*. London: Fortune Press, 1934.
7. Ghosh, Amitav. *The Hungry Tide*. UK: Harper Collins Publication, 2011.
8. Bryson, J. Scott. *Ecopoetry: a critical introduction*. United States: University of Utah Press, 2002.
9. D.H. Lawrence, *Snake and Other Poems*. New York: Dover Publications, 2003.
10. D. H. Lawrence, *Love Among the Haystacks and Other Stories*. Cambridge University Press, 2001.

#### **Web Resources:**

1. [https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/ecocriticism.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/ecocriticism.html)
2. <https://www.slideshare.net/sreeragam899/tinai-concept>

3. <https://www.alexrovira.com/en/sensaciones/articulo/carta-del-jefe-indio-seattle>
4. [http://www.self.gutenberg.org/articles/Sangam\\_landscape](http://www.self.gutenberg.org/articles/Sangam_landscape)
5. <https://www.tamilliterature.in/2018/04/07/sangam-poetry-translations-k-ramanujan/>
6. <https://www.poetrynook.com/poem/what-her-girl-friend-said-lover-within-earshot-behind-fence>
7. <http://www.angelfire.com/nd/nirmaldasan/oikos.html>

### **COURSE OUTCOMES:**

- students understand different types of environmental crises and pollution and how to rectify them
- Develop critical awareness about sustainability practices.
- Explore environmental issues via historical narratives.
- Understand the Structure and Function of an Ecosystem.
- Become knowledgeable in the basics of ecology, and how the ecological crisis affects every one of us in the 21st century.

**COURSE TITLE: Film Appreciation**

**COURSE CODE: BEGS-64**

**COURSE CREDIT: 5**

**COURSE OBJECTIVES:**

**CO1:** Explain the growth and development of India Cinema and World Cinema

**CO2:** Identify and use key concepts, models and tools in film criticism.

**CO3:** Critically explore how a film is a dynamic, multi-faceted medium, and how a work is created and received from a cultural, ideological and theoretical perspective.

**CO4:** Illustrate the different techniques of film.

**CO5:** Enable the students to review the cinema

**COURSE SYLLABUS**

**Block-1**

Feature Films and Short Films, Documentaries, Parallel cinema - Introduction to Indian Cinema; History of Indian Cinema – Dadasaheb Phalkey, Bombay Talkies, Mythological sets

**Block-2**

Theme, Story and Screenplay; Characteristics, Semiotics- Cinematic Terms; Cinematography and Editing - Time and Space, Narrative, Shot, Set and Design, Lighting, Sound/Music

**Block-3**

World Cinema

**Block-4**

The Concept of Film Form: genre / sub-genre (narrative film , avant-garde film, film noir, documentary), Themes tropes - cue - suspense - themes - functions - motif - parallelism - development - unity / disunity -Film Narrative: Title - Story - Plot - narration (Restricted and omniscient) - duration - motivation - motif- parallelism -

character traits - cause and effects – exposition - climax - point of view

## **Block-5**

### **Components of a Film Review**

Plot-Genre-Role of actors-Background information-condensed synopsis-argument/analysis- evaluation-recommendation-opinion.

### **References:**

1. Jim Piper. *The Film Appreciation Book: The Film Course You Always Wanted to Take*. Allworth, 2014.
2. Geoffrey Nowell-Smith. *The Oxford History of World Cinema*. Oxford University Press, 1996
3. Nowell-Smith, Geoffrey. *The History of Cinema A Very Short Introduction*. Oxford University Press, 2017
4. David Bordwell and Kristin Thompson. *Film Art An Introduction*. [McGraw-Hill](#), 2004
5. Eisenstein, Sergei. *Film Form Essays in Film Theory*. [Houghton Mifflin Harcourt](#), 2014
6. Bordwell, David. *Narration in the Fiction Film*. [University of Wisconsin Press](#), 1985

### **Web sources**

1. <https://www.britannica.com/art/history-of-the-motion-picture>
2. [https://shodhganga.inflibnet.ac.in/bitstream/10603/97432/3/th-1824\\_ch2.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/97432/3/th-1824_ch2.pdf)

### **COURSE OUTCOMES:**

- Explain the concepts of social responsibility and civic knowledge within the framework of the medium of narrative film



- Enumerate the way that content, form, and contexts work together to create meaning in film
- Identify and use key concepts, models and tools in film criticism
- Write a film review, criticism, and appreciation
- Analyze film through written response.

**Course Title** : **Introduction to Comparative Literature**  
**Course Code** : **BEGSE-61**  
**Course Credit** : **4 Credits**

### **COURSE OBJECTIVES:**

**CO1:** Explain Growth and development of the comparative literature.

**CO2:** Introduce the techniques involved in comparative literature

**CO3:** Analyse the methods of comparative literature.

**CO4:** Know the key concepts of comparative literature and Frames of Comparison.

**CO5:** Encourage students to compare two difference types of text.

### **COURSE SYLLABUS**

#### **Block-1**

Definition, Scope and Method, Literary Historiography.

#### **Block-2**

The Theory of Genres- Oral and Written, Ancient, Medieval and Modern

#### **Block-3**

Motifs, Myths and Archetypes; Retelling

#### **Block-4**

Frames of Comparison: Prose, Poetry, Fiction

#### **Block-5**

Frames of Comparison: Literature and Other Arts and Media

### **References:**

1. Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Wiley Blackwell, 1993.

2. César Domínguez, Haun Saussy, Darío. *Introducing Comparative Literature: New Trends and Applications*. Oxon: Routledge, 2015.
3. Hutchinson, Ben. *Comparative Literature: A Very Short Introduction*. UK: Oxford University Press, 2018.
4. Jost, François. *Introduction to comparative literature*. UK: Pegasus, 1974.
5. Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. UK: Indiana University Press, 1974.
6. Steven Tötösy de Zepetnek. *Comparative Literature: Theory, Method, Application*. Atlanta: Amsterdam, 1998.
7. Ursula K Heise. *Futures of Comparative Literature*. New York: Routledge, 2017.

### **Web Resources:**

1. <https://www.nms.org/getmedia/c1a16d4a-5ebc-4d19-af0d-0a04b1399a88/Myths,-Legends,-and-Archetypes.pdf.aspx>
2. <https://www.sparknotes.com/lit/mythology/motifs>
3. <https://www.masterclass.com/articles/what-is-prose-learn-about-the-differences-between-prose-and-poetry-with-examples#what-is-prose>
4. <https://www.britannica.com/topic/oral-tradition>

### **COURSE OUTCOMES:**

- Read closely, critically, and deeply in at least two different languages.
- Compare two different languages.
- Analyze and interpret literary texts through close, comparative reading
- Explain the theories of comparative literature.
- Discuss a literary text in its biographical, historical, aesthetic, and philosophical contexts.

## Mapping of Curriculum for B.A., English (Semester)

Sl. No	Programme Outcomes	BFEGS -11	BEGS -11	BEGS-12	BEGSA-11	BFEGS - 21	BEGS -21	BEGS-22	BEGSA-21	BFEGS -31	BEGS -31	BEGS-32	BFEGS -41	BEGS -41	BEGS-42	BEGS-51	BEGS-52	BEGS-53	BEGS-54	BEGSE-51	BEGS-61	BEGS-62	BEGS-63	BEGS-64	BEGSE-61	
1	Relating literary movements to social situations		✓	✓	✓		✓	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Systematic knowledge of the field		✓	✓	✓		✓	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Literary genres and stylistic variations													✓	✓	✓	✓				✓					
4	Evaluation of literary texts																✓								✓	
5	Critical aptitude and reflexive Thinking																✓									
6	Respect for human and other species										✓			✓	✓				✓		✓	✓				
7	Awareness of location Career options on completion of graduate programme	✓				✓				✓			✓													
8	Awareness of the linguistic- cultural richness of India															✓										
9	Application of skills in literary communication to life and society	✓				✓				✓			✓													
10	Digital skills and social outreach									✓											✓				✓	
11	Local	✓				✓		✓	✓	✓		✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓
12	National	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Regional	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	International	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

