# BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI 620 024

## B.A English Syllabus under CBCS

(Applicable to the candidates admitted from the academic year 2016 -2017 onwards)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Part</th>
<th>Course</th>
<th>Ins. Hrs</th>
<th>Credit</th>
<th>Exam Hours</th>
<th>Marks Total</th>
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<tbody>
<tr>
<td>I</td>
<td>I</td>
<td>Language Course – I (LC) – Tamil*/Other Languages ++#</td>
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</tbody>
</table>
|     | IV   | Non Major Elective I – for those who studied Tamil under Part I  
a) Basic Tamil for other language students  
b) Special Tamil for those who studied Tamil up to 10th +2 but opt for other languages in degree programme  
c) Presentation Skills | 2 | 2 | 3 | 25 | 100 |
|     | Total|         | 30 | 21 | 600 |  |
|   | I | Language Course – IV (LC)  
Tamil*/Other Languages +# | 6 | 3 | 3 | 25 | 75 | 100 |
|   | II | English Language Course – IV (ELC)  
Short Stories for Effective  
Communication | 6 | 3 | 3 | 25 | 75 | 100 |
|   | III | Core Course – VII (CC) – Drama | 5 | 5 | 3 | 25 | 75 | 100 |
|   |   | Core Course - VIII (CC)-  
Introduction to Language and Linguistics | 5 | 5 | 3 | 25 | 75 | 100 |
|   |   | Allied Course – IV (AC)  
History of English Literature II | 4 | 3 | 3 | 25 | 75 | 100 |
|   | IV | Non Major Elective II – for those who studied Tamil under Part I  
a) Basic Tamil for other language students  
b) Special Tamil for those who studied Tamil upto 10th +2 but opt for other languages in degree programme  
c) Functional Skills | 2 | 2 | 3 | 25 | 75 | 100 |
|   | V | Skill-based Elective I | 2 | 2 | 3 | 25 | 75 | 100 |
|   |   | **Total** | 30 | 23 | - | - | - | - |
|   | V | Core Course – IX (CC)  
Shakespeare | 5 | 5 | 3 | 25 | 75 | 100 |
|   |   | Core Course – X (CC)  
Principles of Literary Criticism | 5 | 5 | 3 | 25 | 75 | 100 |
|   |   | Core Course – XI (CC)  
American Literature | 5 | 5 | 3 | 25 | 75 | 100 |
|   |   | Core Course – XII (CC)  
Indian Culture and Literature | 5 | 5 | 3 | 25 | 75 | 100 |
|   |   | Major-based Elective – I  
Translation : Theory and Practice | 4 | 3 | 3 | 25 | 75 | 100 |
|   | IV | Skill-based Elective – II | 2 | 2 | 3 | 25 | 75 | 100 |
|   | IV | Skill-based Elective – III | 2 | 2 | 3 | 25 | 75 | 100 |
|   | IV | Soft Skills Development | 2 | 2 | 3 | 25 | 75 | 100 |
|   |   | **Total** | 30 | 29 | - | - | - | - |
|   | VI | Core Course – X III (CC)  
Indian Writing in English | 6 | 5 | 3 | 25 | 75 | 100 |
|   |   | Core Course – XIV (CC)  
Commonwealth Literature | 6 | 5 | 3 | 25 | 75 | 100 |
|   |   | Core Course – XV (CC)  
English Language Teaching | 6 | 5 | 3 | 25 | 75 | 100 |
|   |   | Major-based Elective II  
Journalism | 5 | 4 | 3 | 25 | 75 | 100 |
|   |   | Major-based Elective III  
English for Competitive Examinations | 6 | 4 | 3 | 25 | 75 | 100 |
<p>|   | V | Extension Activities | 1 | 1 | - | - | - | - |
|   | V | Gender Studies | 1 | 1 | 3 | 25 | 75 | 100 |
|   |   | <strong>Total</strong> | 30 | 25 | - | - | - | - |
|   |   | <strong>Grand Total</strong> | 180 | 140 | - | - | - | - | 3900 |</p>
<table>
<thead>
<tr>
<th>No. of Courses</th>
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<tr>
<td>Language Part – I</td>
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<td>English Part –II</td>
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<tr>
<td>Core Paper</td>
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<td>Soft Skill Development</td>
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<tr>
<td>Gender Studies</td>
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<tr>
<td>Extension Activities</td>
</tr>
</tbody>
</table>

* for those who studied Tamil up to 10 +2 (Regular Stream)

+ Syllabus for other Languages should be on par with Tamil at degree level

# those who studied Tamil up to 10 +2 but opt for other languages at degree level under Part I should study special Tamil under Part IV

** Extension Activities shall be outside instruction hours

Non Major Elective I & II – for those who studied Tamil under Part I

a) Basic Tamil I & II for other language students
b) Special Tamil I & II for those who studied Tamil up to 10th or +2 but opt for other languages in degree programmes

Note:

1. Theory: Internal - 25 marks External - 75 marks

2. Separate passing minimum is prescribed for Internal and External

   a) The passing minimum for CIA shall be 40% of 25 marks (i.e. 10 marks)
   b) The passing minimum for University Examinations shall be 40% of 75 marks (i.e. 30 marks)
CORE COURSE I
PROSE

Objectives:
To introduce learners to the evolution of English prose from the Elizabethans to the 20th century
To expose learners to various styles of prose writers
To train learners to imitate and improve their style of writing

Unit – I
Francis Bacon : “Of Studies”
John Milton : “Books”

Unit – II
Joseph Addison : “Periodical Essays”
Richard Steele : “The Spectator Club”

Unit – III
William Hazlitt : “On Going a Journey”
Charles Lamb : “Dream-Children; A Reverie”

Unit – IV
R. L Stevenson : “An Apology for Idlers”
Robert Lynd : “The Pleasures of Ignorance”

Unit – V
A.G. Gardiner : “On the Rule of the Road”
E.V. Lucas : “On Finding Things”

Textbook:
CORE COURSE II
SHORT STORIES

Objectives:
To expose learners to short story writing over the centuries
To provide learners an insight into different cultures
To help learners appreciate different themes, strategies and techniques employed by the writers

Unit – I (British)
Saki : “Alice and the Liberal Party”
Somerset Maugham : “The Verger”

Unit – II (Indian)
Rabindranath Tagore : “The Postmaster”
Lakshmi Kannan : “Muniyakka”

Unit – III (Russian)
Anton Chekhov : “The Bet”
Leo Tolstoy : “The Candle”

Unit – IV (American)
Nathaniel Hawthorne : “The Snow-Image”
Edgar Allan Poe : “The Purloined Letter”

Unit – V (New Zealand & African)
Katherine Mansfield : “An Ideal Family”
Chinua Achebe : “The Sacrificial Eggs”

Books for Reference:
Joseph A., and Balasubramanian M, eds. Memorable Tales. Trichy: PoGo Publishing House, 2013. (This collection has 7 out of 10 short stories)
ALLIED COURSE 1
SOCIAL HISTORY OF ENGLAND

Objectives:
To help learners understand the social and literary history of England from the Middle Ages to the 20\textsuperscript{th} century
To make learners aware of the relation between socio-political and socio-religious events and literary works

Unit – I
Medieval and Tudor England – Renaissance, Reformation

Unit – II
The Civil War and the Restoration England

Unit – III
The Age of Queen Anne

Unit – IV
The Victorian Age

Unit – V
Twentieth Century

Book for Reference:
CORE COURSE III
POETRY I

Objectives:
To introduce learners to the changing trends in English poetry from the Age of Renaissance to Johnson
To help learners analyse and appreciate poetry critically

Unit – I
Edmund Spenser : Amoretti LXXV – “One Day I Wrote Her Name”
William Shakespeare : Sonnet 18

Unit – II
John Donne : “Go and Catch the Falling Star”
Andrew Marvel : “A Dialogue between the Soul and Body”

Unit – III
John Milton : “Lycidas”

Unit – IV
John Dryden : “A Song of St. Cecilia’s Day”
Alexander Pope : “Ode on Solitude”

Unit – V
Oliver Goldsmith : “The Village Preacher”
William Blake : “The Lamp”
Objectives:
To make learners understand different forms of novel from the Age of Tennyson to the 20th century
To enable learners to identify diverse fictional themes and techniques
To help learners improve their creative and imaginative faculties through the novels of major British writers

Unit – I
Charles Dickens : David Copperfield

Unit– II
R.L. Stevenson : Treasure Island

Unit– III
Joseph Conrad : Heart of Darkness

Unit – IV
Virginia Woolf : To the Light House

Unit – V
Aldous Huxley : Brave New World
ALLIED COURSE II

LITERARY FORMS

Objectives:
To initiate learners into the study of various literary forms
To enable learners to understand the literary terms while analyzing and interpreting the works of literature

Unit– I: Poetry

Unit– II: Poetry
Rhyme – Metre – Stanza Form – Types of Verse – Figures of Speech

Unit – III: Drama

Unit– IV: Non-Fiction

Unit – V: Fiction

Books for Reference:
CORE COURSE V

POETRY II

Objectives:
To enable learners to comprehend the salient features of various types of poetry from the Romantics up to T.S. Eliot
To make learners sharpen their poetic sensibility and stylistic skills

Unit – I
William Wordsworth: “The Solitary Reaper”
S. T Coleridge: “Dejection: An Ode”

Unit – II
John Keats: “Ode to Nightingale”
P. B Shelley: “Ozymandias”

Unit – III
Robert Browning: “Andrea del Sarto”
Alfred Tennyson: “Break, Break, Break”

Unit – IV
W. B. Yeats: “Sailing to Byzantium”
Philip Larkin: “Ambulances”

Unit – V
T. S. Eliot: “Marina”
Ted Hughes: “Hawk Roosting”
CORE COURSE VI

ONE-ACT PLAYS

Objectives:
To help learners understand the salient features of one-act plays
To make learners comprehend and appreciate various cultures and varieties of presentation in the representative texts
To expose learners to the sociological and psychological dimensions of characterization

Unit – I (British)
J. M. Synge : “Riders to the Sea”

Unit – II (Russian)
Anton Chekov : “The Swan Song”

Unit – III (American)
Tennessee Williams : “Lord Byron’s Love Letter”

Unit – IV (Indian)
Asif Currimbhoy : “The Refugee”

Unit – V (African)
Erisa Kironde : “The Trick”

Books for Reference:
Objectives:
To help learners aware of the literary history of the texts from the Age of Chaucer to Dryden
To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events

Unit– I
Chapters II & III : The Age of Chaucer

Unit– II
Chapters IV & V : Development of Drama

Unit – III
Chapters VI, VII & VIII : The Age of Shakespeare

Unit – IV
Chapters IX & X : The Age of Milton

Unit – V
Chapters XI & XII : The Age of Dryden

Textbook:

NON MAJOR ELECTIVE I

PRESENTATION SKILLS

Prescribed Book: Presentation Skills for the Upwardly Mobile by ROZ Townsend, Emerald Publishers, Chennai

Internal: 25 marks

10 marks for Reading Skills

10 marks for Speaking

5 marks for Presentation
Objectives:
To introduce learners to the emergence of English Drama from the Elizabethans to the 20th century
To make learners understand the features of tragedy, comedy of humours, anti-sentimental comedy, drama of ideas and absurd play

Unit – I
Christopher Marlowe : Dr. Faustus

Unit – II
Ben Jonson : The Alchemist

Unit – III
Oliver Goldsmith : She Stoops to Conquer

Unit – IV
G. B Shaw : Pygmalion

Unit – V
Samuel Beckett : Waiting for Godot
CORE COURSE VIII
INTRODUCTION TO LANGUAGE AND LINGUISTICS

Objectives:

To introduce learners to the history of English language and concepts in phonetics and linguistics
To make learners aware of the form and content of language
To enable learners to know the scientific systems of the language

Unit – I
The Origins and the Development of Language

Unit – II
The Organs of Speech – Classification of Speech Sounds

Unit – III
Phonology – Morphology

Unit – IV
Syntax – Semantics

Unit – V
Language, Society and Culture

Textbook:


Book for Reference:

AILLED COURSE IV

HISTORY OF ENGLISH LITERATURE II

Objectives:
To expose learners to the historical background of the literary texts from the Age of Pope to the Present Age
To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events

Unit – I
Chapters XIII & XIV : The Age of Pope

Unit – II
Chapters XV to XVII : The Age of Johnson

Unit – III
Chapters XVIII to XXI : The Age of Wordsworth

Unit – IV
Chapters XXII to XXIV : The Age of Tennyson

Unit – V
Chapters XXV & XXVI : The Age of Hardy and the Present Age

Textbook:
NON MAJOR ELECTIVE II

FUNCTIONAL SKILLS

Prescribed books:

1. Functional Grammar, Spoken and Written Communication in English by Bikram K. Das
2. Functional English by Dr. B. Shyamala Rao
OBJECTIVES:
To introduce learners to the dramatic and theatrical conventions of Shakespeare
To make learners understand the characterization, dramatic and poetic techniques in Shakespearean plays
To enhance learners’ appreciation and enjoyment of select plays of Shakespeare

Unit – I
_A Midsummer Night’s Dream_

Unit – II
_Julius Ceasar_

Unit – III
_King Lear_

Unit – IV
_Twelfth Night_

Unit – V
Shakespearean Theatre and Audience
Shakespearean Fools and Clowns
Shakespearean Women
Supernatural Elements in Shakespearean Plays
Shakespearean Soliloquies
Shakespeare as a Sonneteer and a Narrative Poet
CORE COURSE X

PRINCIPLES OF LITERARY CRITICISM

Objectives:

- To acquaint learners with the knowledge of history of literary criticism, its various trends and schools
- To help learners apply literary theory to texts in order to enrich their understanding and appreciation of literature
- To make learners understand Wilbur Scott’s five approaches to literature

Unit – I
Literary Theory – Literary History – Literary Criticism

Unit – II
Classical Criticism:
Plato – Aristotle – Horace – Quintilian – Longinus

Unit – III
Orientation of Critical Theories:

Unit – IV
Five Approaches:
Moralistic Approach
Psychological Approach

Unit – V
Archetypal Approach
Sociological Approach
Formalistic Approach

Textbook:
CORE COURSE XI

AMERICAN LITERATURE

Objectives:
To introduce learners to important aspects in various genres of American literature
To help learners get acquainted with the richness of American literature through representative works of poets, essayists and novelists

Unit – I: Poetry
Walt Whitman : “I Hear America Singing”
Emily Dickinson : “A Bird Came Down the Walk”

Unit – II: Poetry
Robert Frost : “Mending Wall”
Sylvia Plath : “Lady Lazarus”

Unit – III: Prose
Martin Luther King : “I Have a Dream”
Ralph Waldo Emerson : “The American Scholar”

Unit – IV: Drama
Arthur Miller : Death of a Salesman

Unit – V: Fiction
Nathaniel Hawthorne : The Scarlet Letter
CORE COURSE XII
INDIAN CULTURE AND LITERATURE

Objectives:

To make learners understand the rich literary heritage of India
To appreciate the underlying unity among the diverse languages and literatures of India
To recognize the important contribution of India to world literature

Unit – I: Poetry
Kalidasa : “Look to This Day”
K.J. Saunders : “Karma” (Selection from Buddhist Verse)

Unit – II: Poetry
Dr.T. N. Ramachandran : “Tiruyirattaimanimaalai” (Selection from Translation on Kaaraikkaal Ammaiyaar)
Prof.K. G. Seshadri : “Fear We Not” (Selection from Translation on Bharathi)

Unit – III: Prose
S. Radhakrishnan : “Character Is Destiny”
M.K. Gandhi : “Faith on Its Trial”

Unit – IV: Drama
T.P. Kailasam : “The Burden”
D.G. Mukerji : “The Judgment of Indra”

Unit – V: Fiction
Indira Goswami : “The Journey”
Bama : Karukku

Reference:
Ramachandran, T. N., trans. The Hymns of Kaaraikkaal Ammaiyaar. Dharmapuram:
International Institute of Savia Siddhanta Research, 1993.

http://tpkailasam.blogspot.in/2008/07/burden.html
http://www.gutenberg.org/files/36984/36984-h/36984-h.htm#THE_JUDGMENT_OF_INdra
Major Based Elective I

TRANSLATION: THEORY AND PRACTICE

Objectives:

To familiarize learners with the history and theory of translation
To introduce learners to the techniques involved in translation
To make learners translate prose passages from English to Tamil and vice versa

Unit – I
Translation – Definition, Types, Principles – Decoding and Recoding – Problems of Equivalence – Untranslatability

Unit – II

Unit – III

Unit – IV
Two chapters from G.U Pope’s Translation of Tirukkural:
“The Utterance of Pleasant Words”
“Not Doing Evil”

Unit – V
Translation Practice: Translating Proverbs and Prose from English to Tamil and vice versa

Books for Reference:
CORE COURSE XIII
INDIAN WRITING IN ENGLISH

Objectives:
To make learners aware of the history and the growth of Indian Writing in English
To introduce learners to the rich literary tradition in Indian Writing in English
To enable learners to appreciate the changing trends in Indian literature in English
from pre to post-Independence era

Unit– I: Poetry
Henry Derozio : “The Harp of India”
Sarojini Naidu : “Love and Death”

Unit– II: Poetry
Nissim Ezekiel : “Poet, Lover, Birdwatcher”
A. K. Ramanujan : “Of Mothers, Among Other Things”

Unit – III: Prose
M. K. Gandhi : “Playing the English Gentleman” (Chapter 15 from The Story of My Experiments with Truth)

Unit– IV: Drama
Girish Karnad : Nagamandala

Unit– V: Fiction
Mulk Raj Anand : Coolie
CORE COURSE XIV
COMMONWEALTH LITERATURE

Objectives:

To introduce learners to the literatures of a few commonwealth countries
To enable learners to understand and appreciate various cultures, traditions and mores

Unit – I: Poetry
Sir Charles G.D Roberts : “The Solitary Woodsman”
Razia Khan       : “My Daughter’s Boyfriend”

Unit – II: Poetry
Allen Curnow     : “House and Land”
E.J Pratt       : “The Dying Eagle”

Unit – III: Prose
Margaret Atwood    : “Nature as a Monster” from Chapter 2 of *Survival: A Thematic Guide to Canadian Literature*

Unit – IV: Drama
Wole Soyinka      : *The Road*

Unit – V: Fiction
Chinua Achebe    : *Things Fall Apart*

Book for Reference:
CORE COURSE XV

ENGLISH LANGUAGE TEACHING

Objectives:
To expose learners to various approaches and methods, aspects and strategies of teaching English
To help learners understand the essential components and concepts of language teaching

Unit – I

Unit – II

Unit – III
Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills

Unit – IV
Testing – Types of Tests – Characteristics of a Good Test – Preparation of Model Exercises and Questions

Unit – V
Use of Audio-Visual Aids – Television and Language Lab in Teaching English

Books for Reference:
Major-Based Elective II

JOURNALISM

Objectives:
To initiate learners into the history of journalism
To expose learners to various aspects of journalism

Unit – I

Unit–II

Unit– III
Reporting – Qualities of Reporters – Beats – Kinds of Reporting with Special Reference to Court, Crime, Election, Sport – Investigative Reporting

Unit – IV
Editing – News Editor – Sub Editors – Anatomy of Editing.

Unit – V

Books for Reference:
Major-Based Elective III

ENGLISH FOR COMPETITIVE EXAMINATIONS

Objectives:

To instil confidence in learners and improve their language skills to face the challenges of a competitive examination
To equip learners with adequate English language skills to achieve success in competitive examinations

Unit – I
Basics in English Grammar and Usage: Articles, Prepositions, Tenses, Concord, Question Tag

Unit – II
Homophones – Homonyms – Phrases and Idioms – One-word Substitution – Reading Comprehension

Unit – III
Error Correction

Unit – IV
Letter Writing – Formal and Informal – Note-making

Unit – V
Expansion of Proverbs – Writing Essays

Textbook:


Books for Reference:

