**BHARATHIDASAN UNIVERSITY TIRUCHIRAPPALLI-620024**

**B.A., ENGLISH**

**CHOICE BASED CREDIT SYSTEM– LEARNING OUTCOMES BASED CURRICULUM FRAME WORK(CBCS-LOCF)**

**(Applicable to the candidates admitted from the academic year 2026-2027 onwards)**

| Sem. | Part | Courses | Title | Credits | Exam. Hours | Int Marks | Ext Marks | Maximum Marks Total |
|---|---|---|---|---|---|---|---|---|
| | I | Language Course - 1 (Tamil*/Other Languages +#) | | 3 | 3 | 25 | 75 | 100 |
| | II | English Course-I | | 3 | 3 | 25 | 75 | 100 |
| | III | Core Course–I(CC) | Prose | 5 | 3 | 25 | 75 | 100 |
| | | Core Course-II(CC) | World Short Stories | 5 | 3 | 25 | 75 | 100 |
| | | First Allied Course-I(AC) | Social History of England | 4 | 3 | 25 | 75 | 100 |
| | IV | Value Education | Value Education | 2 | 3 | 25 | 75 | 100 |
| | | **Total** | | **22** | | | | **600** |
| **II** | I | LanguageCourse-1I (Tamil$/Other Languages+#) | | 3 | 3 | 25 | 75 | 100 |
| | II | English Course-II | | 3 | 3 | 25 | 75 | 100 |
| | **III** | Core Course–III(CC) | Poetry I | 5 | 3 | 25 | 75 | 100 |
| | | Core Course-IV(CC) | Fiction | 5 | 3 | 25 | 75 | 100 |
| | | First Allied Course-II(AC) | Literary Forms | 4 | 3 | 25 | 75 | 100 |
| | IV | Environmental Studies | Environmental Studies | 2 | 3 | 25 | 75 | 100 |
| | | | **Total** | **22** | | | | **600** |

**SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMMES**
**ARTS/COMMERCE/MANAGEMENT**

| Sl. No. | Part | Types of the Courses | No. of Courses | No. of Credits | Marks |
|---|---|---|---|---|---|
| 1. | I | Language Courses | 4 | 12 | 400 |
| 2. | II | English Courses | 4 | 12 | 400 |
| 3. | III | Core Courses | 15 | 75 | 1500 |
| 4. | | Allied Courses - I & II | 4 | 16 | 400 |
| 5. | | Major Based Elective Courses | 2 | 6 | 200 |
| 6. | | Project | 1 | 7 | 100 |
| 7. | IV | Non Major Elective Courses | 2 | 4 | 200 |
| 8. | | Soft Skills Development | 1 | 2 | 100 |
| 9. | | Value Education | 1 | 2 | 100 |
| 10. | | Environmental Science | 1 | 2 | 100 |
| 11. | V | Gender Studies | 1 | 2 | 100 |
| | | **Total** | **36** | **140** | **3600** |

**PROGRAMME OBJECTIVES:**

- To create literary sensibility among the students for appreciation and enlightenment of the artistic and innovative aspects of English Language and literature.
- To instill ethical values and develop human concerns among the students by exposing them to various English literary texts.
- To enrich the students with literary analysis and linguistic competence.
- To enable to students critically analyze the cultural texts from different historical periods and genre and augment the existing stock of literary texts through research.
- To provide students with the critical faculties necessary in an academic environment, on the job,and in an increasingly complex, interdependent world.
- To enable the students perform better social adoptability and create original literature in atleast one genre.

**PROGRAMME OUTCOMES:**

- Demonstrate a broad understanding of literature in English and translation and appreciate the historical significance in the creation and interpretation of literary works.
- Engage questions of justice, values, spirituality, and meaning raised by literary texts.
- Read, closely analyze, interpret, and produce texts in a variety of forms and genres.
- Draw from different critical perspectives and appreciate how differences in theoretical frameworks can produce multiple readings of a literary text.
- Conduct scholarly inquiry to produce literary research.
- Write and speak effectively for specific audiences and purposes in university, public, and professional life.

## PROGRAMME SPECIFIC OUTCOMES:

- Expertise the LSRW ability of the English language and its divergent forms such as prose, poetry, drama, and fiction.
- Increase the professional competency of exegesis linguistically, historically, and culturally.
- Assimilate the contextual, critical, and theoretical interpretation of any piece of literature.
- Apprehend and analyse various customs of ethics and cultural sensibilities in heterogeneous cultures through literary texts.
- Augment the employability skills mandatory in the spheres of teaching, translation, documentation, creative writing, media, and explication, etc.
- Enable the students to employ the theoretical and practical knowledge of the global language in industries or institutes for better performance.

**First Year** **CORE COURSE-I** **Semester-I**

**PROSE**

**(Theory)**

**OBJECTIVES:**

- To acquaint the students with lives and works of great writers of prose.
- To instigate a sense of aesthetic beauty and love of aspiration.
- To provide some moral lesson through the essays.

**UNIT–I:**

Francis Bacon :Of Studies
:Of Friendship

**UNIT–II:**

Joseph Addison :Sir Roger at the Play
Oliver Goldsmith :The Man in Black

**UNIT–III:**

Charles Lamb :In the Praise of Chimney Sweepers
William Hazlitt :On Going a Journey

**UNIT–IV:**

E.MForster :A Note on English Character
Robert Lynd :The Pleasures of Ignorance

**UNIT–V:**

A.G.Gardiner :On the Rule of the Road
Virginia Woolf :Professions for Women

**UNIT-VI CURRENT CONTOURS(For Continuous Internal Assessment Only):**

Significance of language in the elements of prose such as character, theme, and style–Give a critical analysis of a passage of prose from English literature–Becoming aware of moral values through the stories from the prescribed prose pieces.

**REFERENCE:**

1.Damrosch,David.*TheLongmanAnthologyofBritishLiterature*.Longman,2003.

**COURSEOUTCOMES:**

**After completion of the course, the students will be able to realize the following outcomes:**

- To develop a knowledge about different genres of prose.
- To get an idea about the development of prose through the ages.
- To expose the students to Early English Literature and its transition.
- To understand the linguistic changes that took place during this period.
- To provide knowledge about the socio-cultural and historical development of this period.

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**First Year** **CORE COURSE-II** **Semester-I**

**WORLD SHORT STORIES**

**(Theory)**

**OBJECTIVES:**

COURSE OBJECTIVES

- To explore the sequences in a story by knowing its themes, strategies and techniques employed by the writers and create an insight of various cultures of the world.
- To identify the characters and convey moral, ethical and cultural values.
- To enhance vocabulary knowledge by learning new words and phrases.

**UNIT–I — BRITISH**

**H. H. Munro (Saki):** *The Open Window*

**Somerset Maugham:** *The Verger*

**UNIT–II — INDIAN**

**Rabindranath Tagore:** *Subha*

**Lakshmi Kannan:** *Muniyakka*

**UNIT–III — RUSSIAN**

**Anton Chekhov:** *A Work of Art*

**Leo Tolstoy:** *How Much Land Does a Man Need?*

**UNIT–IV — AMERICAN**

**Kate Chopin:** *The Story of an Hour*

**O. Henry:** *The Last Leaf*

**UNIT–V — NEW ZEALAND & AUSTRALIAN**

**Katherine Mansfield:** *A Cup of Tea*

**Tim Winton:** *Neighbours*

**UNIT–VI — CURRENT CONTOURS**

(For Continuous Internal Assessment Only)

Significance of reading various classical and modern stories of various countries and writers. Reading/Writing/Express a short story in own words and making a short video of a short story.

## BOOKS FOR REFERENCE


1. Joseph, A. and Subramanian. *Memorable Tales.* Pogo Publishing House, 2013.
2. *Popular Short Stories.* Edited by Board of Directors. Oxford University Press, 2006.
3. Kannan, Lakshmi. *India Gate and Other Stories.* Disha Books, 1993.


## COURSE OUTCOMES

**After completion of the course, the students will be able to realize the following outcomes:**

- Analyze the style of writing and examine the story, plot and themes.
- Classify the different types of characters in real-life situations.
- Understand the meanings of difficult words/phrases.
- Write or narrate a story creatively in own words.
- Recall and relate stories from different parts of the world.
- Explain and apply the values and understand that virtues always excel over vices.
- Empower to think creatively and discover the inner talent to be short story writers.

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**First Year** **FIRST ALLIED COURSE-I** **Semester-I**

## SOCIAL HISTORY OF ENGLAND

**(Theory)**

**OBJECTIVES:**

- To help learners understand the social and literary history of England from the Middle Ages to the 20th 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

**UNIT–VI — CURRENT CONTOURS**

**(For Continuous Internal Assessment Only):**

Map Reading – Post-World War England – Birth of Commonwealth – UK: Current Scenario – Economy and E-commerce.

**BOOKS FOR REFERENCE:**


1. Trevelyan, G. M. *English Social History.* Books Way, 2014.
2. Xavier, A. G. *An Introduction to the Social History of England.* S. V. Printers and Publishers, 2009.
3. Ward, A. C. *Twentieth Century Literature (1900–1960).* ELBS, 1965.
4. Bedarida, Francois. *A Social History of England (1851–1990).* Routledge, 1991.

**COURSE OUTCOMES:**

**After completion of the course, the students will be able to realize the following outcomes:**

- Acquire knowledge of the course of British social history.
- Realize the major trends which have shaped English society.
- Identify the key themes which encapsulate each period.
- Relate the socio-historical background to literature.
- Understand the impact of historical events on writers of each age.
- Explore the contemporary social history of England.

**First Year** **CORE COURSE-III** **Semester-II**

**POETRY-I**
**(Theory)**

**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:** *Epithalamion*

**William Shakespeare:** *Sonnet 116*

**UNIT–II:**

**John Donne:** *Death Be Not Proud*

**Andrew Marvell:** *The Garden*

**UNIT–III:**

**John Milton:** *Lycidas*

**UNIT–IV:**

**John Dryden:** *To the Memory of Mr. Oldham*

**Alexander Pope:** *Essay on Man*

**UNIT–V:**

**Oliver Goldsmith:** *The Village Preacher*

**William Blake:** *The Tyger*

**UNIT–VI — CURRENT CONTOURS**

**(For Continuous Internal Assessment Only):**

Significance of poetry – Structure of a poem – Rhyming lines, metre, rhythm and system of repetition, landscape of poem – Amplification, reflection and engagement with other national and international works – the diverse themes and poetic forms such as Haiku, Tanka, Free

Verse, etc. – Demonstrate a crafty integration of words into ideas and vistas – Illuminates a reflection on matters of national and global issues.

**BOOKS FOR REFERENCE:**


1. *Fifteen Poets.* Oxford University Press, New Delhi, 1941.
2. Khan, M. Q. and Kumar Das, Bijoy, ed. *Treasury of Poems: An Anthology of Poems in English.* Oxford University Press, New Delhi, 2011.
3. Sharma, R. S. and Misra, L., ed. *Anthology of English Poems: From Shakespeare to Keats.* Oxford University Press, New Delhi, 2001.


**COURSE OUTCOMES:**

**After completion of the course, the students will be able to realize the following outcomes:**

- Identify the essential elements of poetry.
- Appreciate the tone and theme, sound devices, metre, rhythm and rhyme scheme.
- Explain the figures of speech used in the poems.
- Understand the different types of poetry.
- Analyze myths and biblical references of the poem.
- Examine the contemporary life of England as portrayed.

**First year** **CORE COURSE-IV** **Semester-II**

**FICTION**

**(Theory)**

**OBJECTIVES:**

- To introduce fiction as a literary genre.
- To familiarize learners with various techniques of fiction.
- To enable the learners to understand fiction as a tool for enhancing reading skills.
- To orient the learners towards understanding the chronological development of fiction.
- To motivate the learners to write screenplay for the prescribed fiction.

**UNIT–I:**

**Samuel Richardson:** *Pamela*

**UNIT–II:**

**Charles Dickens:** *Great Expectations*

**UNIT–III:**

**Joseph Conrad:** *Heart of Darkness*

**UNIT–IV:**

**Virginia Woolf:** *Mrs. Dalloway*

**UNIT–V:**

**Aldous Huxley:** *Brave New World*

**UNIT–VI — CURRENT CONTOURS**

**(For Continuous Internal Assessment Only):**

Taking up fiction reading as an individual and group activity – Comparing the prescribed fiction with the works of regional writers – updating their knowledge on the contemporary novelists – watching the movie adaptation of prescribed fiction.

**BOOKS FOR REFERENCE:**


1. Logan, Melville Peter. *The Encyclopedia of Novel.*
2. Richardson, Samuel. *Pamela: Or, Virtue Rewarded.* Penguin Classics, 1980.
3. Conrad, Joseph. *Heart of Darkness.* Fingerprint! Publishing, 2018.
4. Woolf, Virginia. *Mrs. Dalloway.* Maple Press, 2018.
5. Huxley, Aldous. *Brave New World.* RHUK, 2004.

**COURSE OUTCOMES:**

**After completion of the course, the students will be able to realize the following outcomes:**

- Understand fiction as a literary genre.
- Gain a grip over skimming and scanning methods of reading.
- Develop the various methods of storytelling.
- Transform fiction into modern screenplay.
- Familiarize themselves with contemporary popular fiction.
- Appreciate theme, characterization and setting of the novel.

**First year** **FIRST ALLIED COURSE-II** **Semester-II**

## LITERARY FORMS
**(Theory)**

**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

Ballad – Epic and Mock Epic – Dramatic Monologue – Limerick – Lyric – Ode – Elegy – Pastoral Elegy – Sonnet

### UNIT–II: POETRY

Rhyme – Metre – Stanza Form – Types of Verse – Figures of Speech – Imagery – Simile and Metaphor – Personification – Onomatopoeia – Alliteration – Apostrophe – Hyperbole – Oxymoron – Allegory – Allusion – Irony and Metonymy

### UNIT–III: DRAMA

The Origin and Growth of Drama in England – Tragedy and Comedy – Dramatic Design – Romantic Tragedy and Romantic Comedy – Tragicomedy – Chronicle Plays – Masque and Antimasque – Comedy of Humours – Comedy of Manners – Genteel Comedy – Sentimental Comedy – Farce – Melodrama – Expressionist Drama – Absurd Drama – One-Act Play

### UNIT–IV: NON-FICTION

Biography – Autobiography – Essay – Aphoristic, Personal, Critical, Periodical

### UNIT–V: FICTION

Short Story – Picaresque Novel – Historical, Sentimental and Gothic Novel – Science Fiction – Detective – Social and Proletarian – Stream-of-Consciousness Novel

### UNIT–VI: CURRENT CONTOURS

*(For Continuous Internal Assessment Only)*

Haiku and other modern forms of poetry – Drama and fiction in the postmodern era – Memoir and life narrative – Cyberliterature – Ecoliterature

**BOOKS FOR REFERENCE**


1. Abrams, M. H. *A Glossary of Literary Terms*. Harcourt Brace Jovanovich College Publishers, 2015.
2. Prasad, B. *A Background to the Study of English Literature*. Trinity Press Pub., 1999.
3. Ashok, Padmaja. *A Companion to Literary Forms*. Orient Blackswan, 2015.
4. Rees, R. J. *English Literature: An Introduction for Foreign Readers*. Macmillan, 1973.
5. NTC's *Dictionary of Literary Terms*. McGraw-Hill, 1992.
6. Baldick, Chris. *Oxford Dictionary of Literary Terms*. OUP, 2015.


**COURSE OUTCOMES**

After completion of the course, the students will be able to realize the following outcomes:

- Identify a wide variety of forms, styles and genres in English literature.
- Understand the significance of these forms in determining the meaning of texts.
- Have access to elementary literary vocabulary.
- Possess the basic skills required for the reading and understanding of literature.
- Acquire the ability to appreciate literature through analytical and responsive reading.
- Observe present trends in literary writings.