



**Avinashilingam Institute for Home Science and Higher Education for Women**  
(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)  
Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category I by UGC  
Coimbatore - 641 043, Tamil Nadu, India

**Department of English**  
**B. A. English**

**Programme Outcomes**

**1. Disciplinary Knowledge:**

Ability to read, understand, appreciate, analyze, and use different theoretical frameworks and to read texts closely, paying attention to themes, generic conventions, historical contexts.

**2. Communication Skills:**

Ability to listen, speak, read and write clearly in standard, academic English and to use critical concepts and categories with clarity.

**3. Critical Thinking, Problem Solving and Analytical Reasoning:**

Ability to read and analyze extant scholarship and to place texts in historical contexts and also read them in terms of generic conventions and literary history; and to transfer literary critical skills to read other cultural texts and to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments and to create a framework.

**4. Research-Related Skills and Digital Literacy:**

Ability to problematize; to formulate hypothesis and research questions and to identify and consult relevant sources to find answers and to write a research paper and to use digital sources and read them critically for presentations

**5. Teamwork and Time Management:**

Ability to participate constructively in class discussions and group work and to meet deadline

**6. Scientific Reasoning and Reflective Thinking:**

Ability to analyse texts, evaluating ideas and literary strategies, to formulate logical and persuasive arguments and to locate oneself and see the influence of location—regional, national, global – on critical thinking and reading.

**7. Self-Directing Learning:**

Ability to work independently in terms of reading literary and critical texts and to carry out personal research, postulate questions and search for answers.

**8. Multicultural Competence:**

Ability to engage with and understand literature from various nations and reasons and languages, and to respect and transcend differences.

**9. Moral and Ethical Values:**

Ability to interrogate one's own ethical values, and to be aware of ethical issues and to read values inherited in literary texts and criticism *vis a vis*, the environment, religion and spirituality, as also structures of power.

*A. Vijayaraj*

### 10. Leadership Readiness and Life-long Learning:

Ability to lead group discussions, to formulate questions for the class in literary and social texts, and to retain and build on critical reading skills

#### Programme Specific Outcomes:

- Develop a better knowledge of English language and literature to comprehend different cultures and cultural sensibilities around the world.
- Identify, analyse, interpret and describe the critical ideas, values and themes that appear in literary and cultural texts and understand the way those ideas, values and themes inform and impact culture and society.
- Develop language skills and thereby able to meet the challenges and demands of the contemporary society.

#### Scheme of Instruction & Examination (For students admitted from 2023-2024 & onwards)

Part	Subject code	Name of Paper/Component	Hours of Instruction / Week	Scheme of Examination				
				Duration of Exam	CIA	CE	Total	Credit
<b>First Semester</b>								
I	23BLT001/ 23BLH001/ 23BLF001	பொதுத்தமிழ் தாள் I - இக்கால இலக்கியம் Prose and Non- Detailed Texts/ French I	2	3	50	50	100	2
II	23BAEEC1	Ability Enhancement Compulsory Course - I English for Communication	4	3	50	50	100	4
	<b>Generic Elective</b>							
		<b>Generic Elective (GE - I)</b>	5+1/4+4	3	50	50	100	6
<b>Discipline Specific Core Courses</b>								
III	23BENC01	Indian Writing in English	5+1	3	50	50	100	6
	23BENC02	British Poetry and Drama: 14 <sup>th</sup> to 17 <sup>th</sup> Centuries	5+1	3	50	50	100	6
IV	23BVBNC1/ 23BVBNS1/ 23BVBSP1	Skill Enhancement Course Value Based Course Elective I NCC/NSS/Sports	3/2	2	60	40	100	4/1/1
IV	<b>Professional Aptitude Course</b>							
	23BENPA1	Vocabulary Enrichment I	4	-	100	-	100	Remarks
		Library	1	-	-	-	-	-
		Games - Practical	1	-	-	-	-	-
<b>Total</b>								<b>28/25</b>
<b>Second Semester</b>								
I	23BLT002/ 23BLH002/ 23BLF002	பொதுத்தமிழ் தாள் II - அற இலக்கியம் Grammar, Translation and General Essay/ French II	2	3	50	50	100	2
II	23BAEES1	Ability Enhancement Compulsory Course - II Environmental Studies	4	3	50	50	100	4
	<b>Generic Elective (GE-II)</b>							
	23BENGE2A/ 23BENGE2B/ 23BENGE2C/ 23BENGE2D	Introduction to Literature/ British Literature/ Modern Indian Literature/ New Literatures in English	(5Th+1Tu)	3	50	50	100	6
<b>Discipline Specific Core Course</b>								
III	23BENC03	American Literature	5+1	3	50	50	100	6
	23BENC04	Popular Literature	5+1	3	50	50	100	6

IV	23BVBNC2/ 23BVBNS2/ 23BVBSP2	<b>Skill Enhancement Course</b> Value Based Course Elective I NCC/NSS/Sports	3/2	2	60	40	100	4/1/1
IV	<b>Professional Aptitude Course</b>							
	23BENPA2	Vocabulary Enrichment II	4	-	100	-	100	Remarks
		Library	1	-	-	-	-	-
		Games - Practical	1	-	-	-	-	-
							<b>Total</b>	<b>28/25</b>
<b>Third Semester</b>								
I	23BLT003 23BLH003/ 23BLF003	பொதுத்தமிழ் தாள் III - சமய இலக்கியம் Ancient and Modern Poetry / French III	2	3	50	50	100	2
II	<b>Generic Elective</b>							
	<b>Generic Elective III (GE-III)</b>		5+1/4+4	3	50	50	100	6
III	<b>Discipline Specific Core Course</b>							
	23BENC05	British Poetry and Drama: 17 <sup>th</sup> and 18 <sup>th</sup> Centuries	5+1	3	50	50	100	6
	23BENC06	British Literature: 18 <sup>th</sup> Century	5+1	3	50	50	100	6
IV	<b>Skill Enhancement Courses</b>							
	23BSBCS1	<b>Skill Based Compulsory Course - I</b> Communication Skills	4P	3	50	50	100	2
		<b>Skill Based Elective Course II</b>	4P	3	50	50	100	2
	23BVBNC3/ 23BVBNS3/ 23BVBSP3	<b>Value Based Course Elective I</b> NCC/NSS/Sports	3/2	2	60	40	100	4/1/1
		<b>Value Based Course Elective II</b>	2	-	100	-	100	2
							<b>Total</b>	<b>30/27</b>
<b>Fourth Semester</b>								
I	23BLT004 23BLH004/ 23BLF004	பொதுத்தமிழ் தாள் IV - சங்க இலக்கியம் / Introduction to Functional Hindi and Journalism / French IV	2	3	50	50	100	2
II	<b>Generic Elective</b>							
	<b>Generic Elective IV</b>		5+1/4+4	3	50	50	100	6
III	<b>Discipline Specific Core Course</b>							
	23BENC07	British Romantic Literature	5+1	3	50	50	100	6
	23BENC08	British Literature: 19 <sup>th</sup> Century	5+1	3	50	50	100	6
IV	<b>Skill Enhancement Courses</b>							
	23BSBSS1	<b>Skill Based Compulsory Course - III</b> Soft Skills	4P	3	50	50	100	2
		<b>Skill Based Elective Course IV</b>	4P	3	50	50	100	2
	23BVBNC4/ 23BVBNS4/ 23BVBSP4	<b>Value Based Course Elective I</b> NCC/NSS/Sports	3/2	2	60	40	100	4/1/1
		<b>Value Based Course Elective III</b>	2	-	100	-	100	2
<b>Internship (during summer vacation) - 3 weeks</b>								
							<b>Total</b>	<b>30/27</b>

Part	Subject code	Name of Paper/Component	Hours of Instruction / Week	Scheme of Examination				
				Duration of Exam	CIA	CE	Total	Credit
		<b>Fifth Semester</b>						
III	<b>Discipline Specific Core Course</b>							
	23BENC09	Women's Writing	5+1	3	50	50	100	6
	23BENC10	British Literature: The Early 20 <sup>th</sup> Century	5+1	3	50	50	100	6
	<b>Discipline Specific Elective Course</b>							
	23BENDE1 – 23BENDE2	Discipline Specific Elective Course (DSE-I)	5+1	3	50	50	100	6
23BENDE3-23BENDE4	Discipline Specific Elective Course (DSE-II)	5+1	3	50	50	100	6	
<b>Skill Enhancement Courses</b>								
IV	23BVBNC5/ 23BVBNS5/ 23BVBSP5	Value Based Course Elective I NCC/NSS/Sports	3/2	2	60	40	100	4/1/1
IV	<b>Professional Aptitude Course</b>							
	23BENPA3	Creative Writing	5	-	100	-	100	Remarks
		Library	1	-	-	-	-	-
							<b>Total</b>	<b>28/25</b>
		<b>Sixth Semester</b>						
III	<b>Discipline Specific Core Course</b>							
	23BENC11	Modern European Drama	5+1	3	50	50	100	6
	23BENC12	Postcolonial Literatures	5+1	3	50	50	100	6
	<b>Discipline Specific Elective Course</b>							
	23BENDE5-23BENDE7	Discipline Specific Elective Course (DSE-III)	5+1	3	50	50	100	6
23BENDE8	Discipline Specific Elective Course (DSE-IV) Internship	-	-	100	-	100	6	
<b>Skill Enhancement Courses</b>								
IV	23BVBNC6/ 23BVBNS6/ 23BVBSP6	Value Based Course Elective I NCC/NSS/Sports	3/2	2	60	40	100	4/1/1
IV	<b>Professional Aptitude Course</b>							
	23BENPA4	Journalism - Print Media	5	-	100	-	100	Remarks
	23BENPA5	Children's Literature	6	-	100	-	100	Remarks
		Library	1	-	-	-	-	-
							<b>Total</b>	<b>28/25</b>
							<b>Overall Total</b>	<b>172/154</b>

➤ **Ability Enhancement Compulsory Courses**

- English for Communication
- Environmental Studies

### Value Based Courses – Elective I

Value Based Courses – Elective I	Subject Code	Semester	No. of Credits
NCC/ NSS Sports	23BVBNC1-06	1-6	24 credits
	23BVBNS1-06		6 credits
	23BVBSP1-06		6 credits

### Value Based Courses – Elective II and III offered by the Department – NIL

\* **Discipline Specific Elective Courses** should be related to their own core which may be from SWAYAM MOOCs / NPTEL also

- All the courses have 6 credits with 4 hours of theory and 4 hours of practicals or 5 hours of theory and 1 hour of Tutorials.

S.No	DSE Courses	Semester	Hours of Instruction	Credits
			Theory + Practical / Theory + Tutorial	
1	23BENDE1 Modern Indian Writing in English Translation	5	5+1	6
2	23BENDE2 Literature of the Indian Diaspora			
3	23BENDE3 British Literature: Post World War II			
4	23BENDE4 Science Fiction and Detective Literature			
5	23BENDE5 Travel Writing			
6	23BENDE6 World Literatures	6	5+1	6
7	23BENDE7 Research Methodology			
8	23BENDE8 Project / Internship	6	During summer vacation	

### \*Generic Elective Courses offered for other disciplines/departments

- A Core Course offered in a Discipline/Subject may be offered as a Generic Elective for other departments.

S.No	Generic Elective Courses	Semester	Hours of Instruction	Credits
			Theory + Practical / Theory + Tutorial	
1.	23BENGE1 Foundational Literature of Indian Civilisation	1	5+1	6
2.	23BENGE2A Introduction to Literature	2	5+1	6
3.	23BENGE2B British Literature			
4.	23BENGE2C Modern Indian Literature			
5.	23BENGE2D New Literatures in English			
6.	23BENGE3 Short Story	3	5+1	6
7.	23BENGE4 Media and Communication Skills	4	5+1	6

## Professional Aptitude

S. No	Professional Aptitude	Semester	Hours of Instruction	Credits
			Theory + Practical / Theory + Tutorial	
1.	23BENPA1 Vocabulary Enrichment I	1	4	Remarks
2.	23BENPA2 Vocabulary Enrichment II	2	4	Remarks
3.	23BENPA3 Creative Writing	5	5	Remarks
4.	23BENPA4 Journalism – Print Media	6	5	Remarks
5.	23BENPA5 Children’s Literature	6	6	Remarks

### Total credits to earn the degree

1. Part I components – 8 Credits (Languages)
2. Part II components – 32 Credits (Ability Enhancement Compulsory Courses – 8 Credits, and Generic Elective Courses– 24 Credits)
3. Part III components – 96 Credits (Discipline Specific Core Courses – 72 Credits and Discipline Specific Elective Courses - 24 Credits)
4. Part IV components - Skill Enhancement Courses – 36/18 Credits (Skill Based Courses – 8, Value Based Courses Elective I (NCC/NSS/Sports) –24/6/6, Value Based Courses Elective II & III – 4)
5. **Minimum One Course should be from SWAYAM MOOCs/ NPTEL.**

**Total Credits to earn the degree – 172/154**

# One to 4 Courses may be from SWAYAM MOOCs/ NPTEL for Credit Transfer in DSE, Generic Elective &/ or Skill Enhancement Courses.

## Indian Writing in English

Semester I

Hours of Instruction/Week: 5+1

23BENC01

No. of Credits: 6

### Objectives

1. To provide an overview of the various phases of the evolution of Indian Writing in English from colonial times till the present.
2. To create awareness among the students of the rich and diverse literacy cultures of India based on historical and social locations.
3. To enable the students to appreciate the Indian Literature and to critically appreciate the creative use of English language in IWE.

### Unit 1 Poetry

Robin S. Ngangom, 'The Strange Affair of Robin S. Ngangom',  
'A Poem for Mother'  
Eunice de Souza, 'De Souza Prabhu'

15

### Unit 2 Poetry

H.L.V. Derozio 'Freedom to the Slave'  
'The Orphan Girl'  
'To India – My Native Land'  
Kamala Das "My Grandmother's House"  
Nissim Ezekiel, 'Goodbye Party to Miss Pushpa TS'

15

### Unit 3 Drama

Mahesh Dattani – *Tara*

20

### Unit 4 Short Fiction

Mulk Raj Anand 'Two Lady Rams'  
Rohinton Mistry 'Swimming Lessons'  
Shashi Deshpande 'The Intrusion'

20

### Unit 5 Novels

R.K. Narayan *Swami and Friends*  
Amitav Ghosh *Shadow Lines*

20

**Total Hrs: 90**

### Course Outcomes

- Analyze the evolution of IWE
- Appreciate the historical trajectory of various genres of IWE from colonial times till the present
- Approach IWE from multiple positions based on historical and social locations
- Critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- Critically appreciate the creative use of the English language in IWE

### **Text Books:**

1. "A Poem for Mother." Poetry at Sangam, 24 Nov. 2022, <http://poetry.sangamhouse.org/2018/09/a%C2%A0poem%C2%A0for-mother-by-robin-s-ngangom/>
2. Anand, Mulk Raj. "Two Lady Rams"  
<http://sapatgramcollegeonline.co.in/attendance/classnotes/files/1589599551.pdf> "An Introduction." Poem Hunter, 24 Nov. 2022, <https://www.poemhunter.com/poem/an-introduction-2/>
3. Dattani, Mahesh. Tara. Surjeet Publications, 2018.
4. Deshpande, Shashi, *Intrusion and Other Stories*. Penguin India, 2000.
5. "De Souza Prabhu." Poetry Nook, 24 Nov. 2022, <https://www.poetrynook.com/poem/de-souza-prabhu>  
"Freedom to the Slave." Poemotopia, 24 Nov. 2022, <https://poemotopia.com/derozio/freedom-to-the-slave/>
6. Ghosh, Amitav. *The Shadow Lines*. 1st Mariner Books ed, Houghton Mifflin, 2005.
7. "Goodbye Party to Miss Pushpa T. S." All Poetry, 24 Nov. 2022, <https://allpoetry.com/poem/14330576-Goodbye-Party-For-Miss-Pushpa-T.S.-by-Nissim-Ezekiel>
8. Mistry, Rohinton. *Swimming Lessons and Other Stories from Firozsha Baag*. 1st Vintage International ed, Vintage International, 1997.
9. Narayan, R. K. *Swami and Friends*. Indian ed., 32. reprint, Indian Thought Publ, 2003.
10. "The Orphan Girl." Poemotopia, 24 Nov. 2022, <https://poemotopia.com/derozio/the-orphan-girl/>
11. "The Strange Affair of Robin'S. Ngangom." Guiding Literature, 24 Nov. 2022, <https://guidingliterature.com/the-strange-affair-of-robin-s-ngangom-by-robin-s-ngangom/>
12. "To India – My Native Land." All Poetry, 24 Nov. 2022, <https://allpoetry.com/poem/8601269-To-My-Native-Land-by-Henry-Louis-Vivian-Derozio>

### **Reference Books:**

1. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.
2. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
3. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
4. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.



**23BENC01 – Indian Writing in English**

<b>Course Outcomes</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>
<b>CO1</b> Analyze the evolution of IWE	M	L	M	L	M	M	M	M	M	M	M	M	L
<b>CO2</b> Appreciate the historical trajectory of various genres of IWE from colonial times till the present	M	L	M	L	M	M	M	M	M	M	M	M	L
<b>CO3</b> Approach IWE from multiple positions based on historical and social locations	M	L	M	M	M	M	M	M	M	M	M	M	L
<b>CO4</b> Critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism	M	L	M	M	M	M	M	H	M	M	M	M	L
<b>CO5</b> Critically appreciate the creative use of the English language in IWE	L	H	L	M	M	M	M	M	L	M	L	L	M

## British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries

Semester I  
23BENC02

Hours of Instruction/Week: 5+1  
No. of Credits: 6

### Objectives

1. To identify major characteristics of British Poetry and Drama from 14<sup>th</sup> to 17<sup>th</sup> Centuries
2. To examine the key themes in various texts and appreciate the plot, context and genre.
3. To analyze the text, literary forms and techniques.

<b>Unit 1 Poetry</b>	<b>20</b>
Geoffrey Chaucer - <i>The Wife of Bath's Prologue</i>	
Edmund Spenser- Selections from <i>Amoretti</i> :	
Sonnet LXVII 'Like as a huntsman. '	
Sonnet LVII 'Sweet warrior.. '	
Sonnet LXXV 'One day I wrote her name...'	
<b>Unit 2 Poetry</b>	<b>15</b>
John Donne	
'The Sunne Rising',	
'Batter My Heart'	
'Valediction: Forbidding Mourning'	
<b>Unit 3 Drama</b>	<b>15</b>
Christopher Marlowe <i>Doctor Faustus</i>	
<b>Unit 4 Drama</b>	<b>20</b>
William Shakespeare <i>Macbeth</i>	
<b>Unit 5 Drama</b>	<b>20</b>
William Shakespeare <i>Twelfth Night</i>	
<b>Total Hrs:</b>	<b>90</b>

### Course Outcomes

- Understand the tradition of English literature from 14th to 17th centuries
- Develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- Appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time
- Explore the key writers and texts within their historical and intellectual context

### Text Books:

1. Donne, John. "The Sun Rising", *Poetry Foundation*.  
<https://www.poetryfoundation.org/poems/44129/the-sun-rising>. 24 Nov. 2022.
2. ---. "Holy Sonnets: Batter My Heart, three person'd God", *Poetry Foundation*.  
<https://www.poetryfoundation.org/poems/44106/holy-sonnets-batter-my-heart-three-person-d-god>. 24 Nov. 2022.
3. ---. "A Valediction: Forbidding Mourning", <https://www.poetryfoundation.org/poems/44131/a-valediction-forbidding-mourning>. 24 Nov. 2022.
4. Marlowe, Christopher. *The Tragical History of Doctor Faustus*.  
<https://www.gutenberg.org/files/779/779-h/779-h.htm>. 24 Nov. 2022.

5. Shakespeare, William. *Macbeth*. <http://shakespeare.mit.edu/macbeth/full.html>. 24 Nov. 2022.
6. ---. *Twelfth Night*. Folger Shakespeare Library. [https://shakespeare.folger.edu/downloads/pdf/twelfth-night\\_PDF\\_FolgerShakespeare.pdf](https://shakespeare.folger.edu/downloads/pdf/twelfth-night_PDF_FolgerShakespeare.pdf). 24 Nov.2022.
7. Spenser, Edmund. "Amoretti LXVII: Like as a Huntsman", *Poetry Foundation*. <https://www.poetryfoundation.org/poems/45186/amoretti-lxvii-like-as-a-huntsman>. 24 Nov. 2022
8. ---. "Amoretti, Sonnet 57 by Edmund Spenser", *The Fresh Reads*. <https://www.thefreshreads.com/amoretti-sonnet-57/>. 24 Nov. 2022
9. ---. "Amoretti LXXV: One Day I Wrote her name", *Poetry Foundation*. <https://www.poetryfoundation.org/poems/45189/amoretti-lxxv-one-day-i-wrote-her-name>. 24 Nov. 2022.
10. The Wife of Bath's Prologue, "Harvard's Geoffrey Chaucer Website." *Harvard University*. <http://www.librarius.com/canttran/wifetale/wifetale001-034.htm>. 24 Nov.2022

### Reference Books:

1. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324– 8, 330–5.
2. John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books,1953) pp. 704–11.
3. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.
4. Pico Della Mirandola, excerpts from the Oration on the *Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martic McLaughlin, New York: Penguin Books, 1953, pp. 476-9.

23BENC02 – British Poetry and Drama: 14 <sup>th</sup> to 17 <sup>th</sup> Centuries													
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1 Understand the tradition of English literature from 14 <sup>th</sup> to 17 <sup>th</sup> centuries	M	L	L	L	M	L	M	M	M	M	M	M	L
CO2 Develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested	H	L	M	M	M	L	M	M	M	M	M	M	L
CO3 Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts	H	L	M	M	M	M	M	M	M	M	M	M	L
CO4 Appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time	H	L	M	M	M	M	M	M	H	M	M	M	M
CO5 Explore the key writers and texts within their historical and intellectual context	M	L	M	M	M	L	L	M	M	M	M	M	L

## Professional Aptitude Course

### Vocabulary Enrichment I

Semester I  
23BENPA1

Hours of Instruction/Week: 4  
No. of Credits: Remarks

#### Objectives

1. To acquire knowledge of vocabulary
2. To gain knowledge of contextual use of vocabulary
3. To recognize challenging words and understand their meaning

Unit 1 I am	12
Unit 2 My Home	12
Unit 3 Friends	12
Unit 4 Relatives	12
Unit 5 Comprehensive Passages	12
<b>Course Outcomes</b>	<b>Total Hrs. 60</b>

- Attain enhanced vocabulary
- Understand the importance of writing in academics
- Identify language connected to everyday vocabulary
- Gain appropriate expressions to enhance vocabulary
- Develop language skills through vocabulary

#### Text Book:

Joy, John Love J. *Let's Communicate 1*. New Delhi: Laxmi Publications Pvt. Ltd., Trinity Press. 2017.  
pp. 10-143.

#### Reference Books:

1. Bhasker, W.W.S and N.S. Prabhu. *English through Reading 1*. New Delhi: Laxmi Publications Pvt. Ltd., Trinity Press. 2017.
2. ---, *English through Reading 2*. New Delhi: Laxmi Publications Pvt. Ltd., Trinity Press. 2016.

**23BENPA1- Vocabulary Enrichment I**

<b>Course Outcomes</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>
<b>CO1</b> Attain enhanced vocabulary	H	H	M	L	M	M	M	M	M	H	H	H	H
<b>CO2</b> Understand the importance of writing in academics	H	H	M	L	M	M	M	M	M	H	H	H	H
<b>CO3</b> Identify language connected to everyday vocabulary	H	H	M	M	M	M	M	M	M	H	H	H	H
<b>CO4</b> Gain appropriate expressions to enhance vocabulary	H	H	M	M	M	M	M	H	M	H	H	M	H
<b>CO5</b> Develop language skills through vocabulary	H	H	M	M	M	M	M	M	L	H	H	H	H

## American Literature

Semester II  
23BENC03

Hours of Instruction/Week: 5+1  
No. of Credits: 6

### Objectives

1. To introduce students to the major literary movements in America, literary works, and writers through selected texts
2. To understand the historical, social, and political background of American literature
3. To identify and appreciate the diversity of American literature events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions

### Unit 1 Poetry

Walt Whitman – “O Captain, My Captain”  
Robert Frost – “Mending Wall”  
Langston Hughes – “The Negro Speaks of Rivers”  
Alexie Sherman Alexie – “Crow Testament”

15

### Unit 2 Personal Narrative

Maya Angelou – Selections from *I Know Why the Caged Bird Sings*  
(Chaps 15 and 16)  
William Faulkner – “Dry September”

20

### Unit 3 Drama

Tennessee Williams – *The Glass Menagerie*

15

### Unit 4 Short Fiction

Edgar Allan Poe – *The Purloined Letter*  
Booker T Washington – Selection from *Up from Slavery* (Chap. 1 and 2)

20

### Unit 5 Fiction

Toni Morrison – *The Bluest Eye*

20

**Total Hrs: 90**

### Course Outcomes

- Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present
- Critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- Critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- Explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- Relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience

### Text Books:

1. Angelou, Maya, and Jacqueline Kehl. “I Know Why the Caged Bird Sings”. Pearson, 2008.

2. "Crow Testament". *Poem Hunter*, 24 Nov. 2022, <https://www.poemhunter.com/poem/crow-testament/>
3. Faulkner, William. *A Rose for Emily and Other Poems*. Random House, 2012.
4. "Mending Wall." Poetry Foundation, 24 Nov. 2022, <https://www.poetryfoundation.org/poems/44266/mending-wall>
5. Morrison, Toni. *The Bluest Eye*. 1st Vintage International ed, Vintage International, 2007.
6. "O Captain, My Captain." The Walt Whitman Archive, 24 Nov. 2022, <https://whitmanarchive.org/published/LG/1867/poems/214>
7. Poe, Edgar Allan. *The Purloined Letter*. University of Virginia Library, 199AD.
8. "The Negro Speaks of Rivers." Poetry Foundation, 24 Nov. 2022, <https://www.poetryfoundation.org/poems/44428/the-negro-speaks-of-rivers>
9. Washington, Booker T. *Up from Slavery*. Millennium Publications, 2015.
10. Whitman, Walt. "Song of Myself". Dover Publications, 2001.
11. Williams, Tennessee. *The Glass Menagerie*. Reset ed., 14. print, New Directions Publ. Corp, 1970.

#### Reference Books:

1. Crevecoeur, Hector St John. 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Douglass, Frederick. *A Narrative of the Life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Hoffman, Daniel (Ed.), *Harvard Guide to Contemporary American Writing*. Harvard University press, 1979.
4. Parsania, G T. *American Novelists*. Mark Publishers: 2010.
5. Thoreau, Henry David. 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.

**23BENC03 – American Literature**

<b>Course Outcomes</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b> Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)	H	L	M	M	M	M	L	H	M	M	H	H	L
<b>CO2</b> Critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities	H	L	H	H	M	M	M	M	H	M	H	H	L
<b>CO3</b> Critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities	H	L	M	M	L	M	M	H	M	M	M	H	L
<b>CO4</b> Explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres	H	L	M	M	L	M	M	H	H	M	M	M	L
<b>CO5</b> Relate the African American experience in America (both ante-bellum and post- bellum) to issues of exclusion in societies relevant to their learning experience	M	L	M	M	L	M	M	H	H	M	M	H	L



## Popular Literature

Semester II

Hours of Instruction/Week: 5+1

23BENC04

No. of Credits: 6

### Objectives

1. To familiarize the students with the emergence of popular fiction
2. To explore the characteristics of canonical and non-canonical literatures and various methods of literary analysis
3. To enable the students to relate and understand popular literature and its relevance to the society

### Unit 1 Children's Literature

15

Lewis Carroll – *Through the Looking Glass*

Sukumar Ray – Two Poems: “The Sons of Ramgaroo”, and “Khichudi”

### Unit 2 Detective Fiction

20

Agatha Christie – *The Murder of Roger Ackroyd*

### Unit 3 Romance/Chick Lit

20

Daphne du Maurier – *Rebecca*

### Unit 4 Graphic Fiction

15

Vishwajyoti Ghosh – *This Side That Side: Restorying Partition*

### Unit 5 Science Fiction

20

Isaac Asimov – *Nightfall*

Total Hrs: 90

### Course Outcomes

- Trace the early history of print culture in England and the emergence of genre fiction and best sellers
- Engage with debates on high and low culture, canonical and non-canonical literature
- Articulate the characteristics of various genres of non-literary fiction
- Demonstrate how popular literature belongs to its time
- Use various methods of literary analysis to interpret popular literature

### Text Books:

1. Asimov, Isaac, and Robert Silverberg. *Nightfall*. Bantam ed, Bantam Books, 1991.
2. Carroll, Lewis. *Alice's Adventures in Wonderland and through the Looking Glass*: By Lewis Carroll. Choice Pub., 1989.
3. Christie, Agatha. *The Murder of Roger Ackroyd*. Harper Collins. 2015.
4. Du Maurier, Daphne, and Sally Beauman. *Rebecca*. Virago, 2015.
5. Ghosh, Vishwajyoti, editor. *This Side, That Side: Restorying Partition: Graphic Narratives from Pakistan, India, Bangladesh*. Yoda Press, 2013.
6. “Khichudi.” *Poem Hunter*, 24 Nov. 2022, <https://www.poemhunter.com/poem/khichuri/>
7. “The Sons of Ramgaroo” and “Khichudi” *Poem Hunter*, 24 Nov. 2022, <https://www.poemhunter.com/poem/the-sons-of-ramgaroo/>

### Reference Books:

1. Fiedler, Leslie. 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby.
2. Hughes, Felicity. 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978.
3. Pawling, Christopher. 'Popular Fiction: Ideology or Utopia?' in *Popular Fiction and Social Change*, ed. Christopher Pawling.
4. Radway, Janice. 'The Institutional Matrix, Publishing Romantic Fiction', in *Reading the Romance: Women, Patriarchy, and Popular Literature*.
5. Suvin, Darco. 'On Teaching SF Critically', in *Positions and Presuppositions in Science Fiction*.
6. Todorov, Tzvetan. 'The Typology of Detective Fiction', in *The Poetics of Prose*. Trans. Richard Howard, Cornell University Press, 1977.
7. Wilson, Edmund. 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945.  
Hillary Chute, "Comics as Literature? Reading Graphic Narrative", *PMLA* 123(2).

23BENC04 – Popular Literature													
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1 Trace the early history of print culture in England and the emergence of genre fiction and best sellers	H	L	L	L	M	L	M	M	L	M	M	L	L
CO2 Engage with debates on high and low culture, canonical and non-canonical literature	H	L	M	M	M	M	M	M	M	M	M	M	L
CO3 Articulate the characteristics of various genres of non-literary fiction	H	L	L	L	M	L	M	L	L	M	M	L	L
CO4 Demonstrate how popular literature belongs to its time	M	L	M	M	M	M	M	M	M	M	M	M	L
CO5 Use various methods of literary analysis to interpret popular literature	M	L	M	M	M	M	M	M	M	M	M	M	L

**Professional Aptitude Course  
Vocabulary Enrichment II**

**Semester II  
23BENPA2**

**Hours of Instruction/Week: 4  
No. of Credits: Remarks**

**Objectives**

1. To understand the aim and purpose of diverse use of vocabulary
2. To develop the students' competency in vocabulary
3. To practice relevant situation specific vocabulary for enhanced communication skills

<b>Unit 1</b> Education	<b>12</b>
<b>Unit 2</b> Entertainment	<b>12</b>
<b>Unit 3</b> Career	<b>12</b>
<b>Unit 4</b> Society	<b>12</b>
<b>Unit 5</b> Presentation Skills	<b>12</b>
	<b>Total Hrs. 60</b>

**Course Outcomes**

- Attain proficiency in use of vocabulary
- Gain competency in communication through vocabulary building
- Attain enhanced vocabulary and improved language skills
- Gain knowledge of content specific vocabulary
- Use everyday language with improved communication skills

**Text Book:**

Joy, John Love J. *Let's Communicate 2*. New Delhi: Laxmi Publications Pvt. Ltd., Trinity Press. 2015.  
pp. 10-145

**Reference Book:**

Juneja, Almas and Vaseem Qureshi. *Active English*. New Delhi: Macmillan Publishers India Ltd., 2012.

**23BENPA2- Vocabulary Enrichment II**

<b>Course Outcomes</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>
<b>CO1</b> Attain proficiency in use of vocabulary	H	H	M	M	H	M	M	M	M	H	H	H	H
<b>CO2</b> Gain competency in communication through vocabulary building	H	H	M	M	H	M	M	M	M	H	H	H	H
<b>CO3</b> Attain enhanced vocabulary and improved language skills	H	H	M	M	H	M	M	M	M	H	H	H	H
<b>CO4</b> Gain knowledge of content specific vocabulary	H	H	M	M	H	M	M	H	M	H	H	M	H
<b>CO5</b> Use everyday language with improved communication skills	H	H	L	M	H	M	M	M	L	H	H	H	H

## British Poetry and Drama: 17<sup>th</sup> and 18<sup>th</sup> Centuries

Semester III

Hours of Instruction/Week: 5+1

23BENC05

No. of Credits: 6

### Objectives

1. To equip the students to understand the key characteristics of British Poetry and Drama
2. To acquaint the students with the British socio-intellectual and cultural thoughts of the 17<sup>th</sup> and 18<sup>th</sup> centuries
3. To enable the students to critically examine and interpret the texts and appreciate the literary techniques

<b>Unit 1: Poetry</b> John Milton <i>Paradise Lost: Book 1</i>	20
<b>Unit 2: Drama</b> John Webster <i>The Duchess of Malfi</i>	15
<b>Unit 3: Drama</b> Aphra Behn <i>The Rover</i>	15
<b>Unit 4: Poetry</b> Alexander Pope <i>The Rape of the Lock</i>	20
<b>Unit 5: Poetry</b> Dryden- "Song for St. Cecilia's Day" Andrew Marvel – "To His Coy Mistress"	20

**Total Hrs: 90**

### Course Outcomes

- Identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual, and cultural thoughts of the 17<sup>th</sup> and 18<sup>th</sup> centuries
- Examine critically key themes in representative texts of the period, including sin, transgression, love, pride, revenge, sexuality, human follies, among others
- Show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- Analyze literary devices forms and techniques in order to appreciate and interpret the texts

### Text Books:

1. Behn, Aphra. 'The Works of Aphra Behn, Volume I'. *Project Gutenberg*, <https://www.gutenberg.org/ebooks/21339>. Accessed 18 Apr. 2023.
2. Dryden, John. 'A Song for St. Cecilia's Day, 1687 by John Dryden'. *Poetry Foundation*, <https://www.poetryfoundation.org/poems/44185/a-song-for-st-ceciliass-day-1687>. Accessed 18 Apr. 2023.
3. Marvell, Andrew. 'To His Coy Mistress'. *Poetry Foundation*, <https://www.poetryfoundation.org/poems/44688/to-his-coy-mistress>. Accessed 18 Apr. 2023.
4. Milton, John. *Paradise Lost*. 1992. *Project Gutenberg*, <https://www.gutenberg.org/ebooks/26>.

5. Pope, Alexander. 'The Rape of the Lock, and Other Poems'. *Project Gutenberg*, <https://www.gutenberg.org/ebooks/9800>. Accessed 18 Apr. 2023.
6. Webster, John. *The Duchess of Malfi*. 2000. *Project Gutenberg*, <https://www.gutenberg.org/ebooks/2232>.

### Reference Books:

1. John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps.1–7 and 22–4.
4. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

23BENC05 – British Poetry and Drama: 17 <sup>th</sup> and 18 <sup>th</sup> Centuries													
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1 Identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry	H	H	M	L	M	H	H	H	H	H	H	H	H
CO2 Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17 <sup>th</sup> and 18 <sup>th</sup> centuries	H	H	M	L	M	H	H	H	H	H	H	H	M
CO3 Examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others	H	H	H	H	L	H	H	H	H	H	H	H	H
CO4 Show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama	H	H	H	H	L	H	H	H	H	L	H	H	H
CO5 Analyze literary devices forms and techniques in order to appreciate and interpret the texts	H	H	H	H	L	H	H	H	H	L	H	H	H

## British Literature: 18<sup>th</sup> Century

Semester III

Hours of Instruction/Week: 5+1

23BENC06

No. of Credits: 6

### Objectives

1. To acquaint students with the development of Restoration Literature and Neo- Classical period
2. To appreciate the key ideas and various literary forms
3. To analyse the form and function of satire in the 18<sup>th</sup> Century

### Unit 1: Poetry

Thomas Gray 'Elegy Written in a Country Churchyard'

15

### Unit 2: Essays

Addison and Steele – "Essays from Coverley Papers" (Select Essays)

20

1. "The Spectator"
2. "Character of Will Wimble"
3. "Sir Roger at Church"
4. "Sir Roger at the Theatre"
5. "A Hunting Scene with Sir Roger"

### Unit 3: Novel

Jonathan Swift *Gulliver's Travels* (Books III and IV)

20

### Unit 4: Novel

Laurence Sterne *The Life and Opinions of Tristram Shandy, Gentleman*

20

### Unit 5: Drama

William Congreve *The Way of the World*

15

**Total Hrs: 90**

### Course Outcomes

- Explain and analyze the rise of the critical mind
- Trace the development of Restoration Comedy and anti-sentimental drama
- Examine and analyze the form and function of satire in the eighteenth century
- Appreciate and analyze the formal variations of Classicism
- Map the relationship between the formal and the political in the literature of the neo- classical period

### Text Books:

1. Addison, Joseph, and Richard Steele. 'The Spectator'. *Project Gutenberg*, 1 Mar. 1711, <https://www.gutenberg.org/files/48026/48026-h/48026-h.htm>
- 2.---. 'Sir Roger at Church'. *Rutgers University*, 9 July 1711, <http://www2.scc.rutgers.edu/spectator/text/july1711/no112.html>.
- 3.---. 'Sir Roger at the Theatre'. *Public Library UK*, <http://public-library.uk/ebooks/27/66.pdf>.
4. Addison, Joseph, and Richard Steele. 'A Hunting Scene with Sir Roger'. *Literature Worms*, 21 Jan. 2022, <https://www.literatureworms.com/2012/06/joseph-addison-hunting-scene-with-sir.html>.

5. Congreve, William. 'The Way of the World'. *Project Gutenberg*, <https://www.gutenberg.org/files/1292/1292-h/1292-h.html>.
6. Gray, Thomas. 'Elegy Written in a Country Churchyard'. *The Poetry Foundation*, <https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard>
7. Swift, Jonathan. *Gulliver's Travels*. Paperbackausgabe, Penguin Books, 1994. <https://www.amazon.in/Gullivers-Travels-Part-Class-CBSE/dp/9350330717>
8. *The Project Gutenberg EBook of The Life and Opinions of Tristram Shandy, Gentleman*, by Laurence Sterne. <https://www.gutenberg.org/files/1079/1079-h/1079-h.htm>. Accessed 18 Apr. 2023.

### Reference Books:

1. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
2. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
3. *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.
4. Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7.

23BENC06 – British Literature: 18 <sup>th</sup> Century													
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1 Explain and analyze the rise of the critical mind	H	H	H	H	H	H	H	H	H	H	H	H	H
CO2 Trace the development of Restoration Comedy and anti-sentimental drama	H	H	M	M	L	H	H	H	H	M	H	H	M
CO3 Examine and analyze the form and function of satire in the eighteenth century	H	H	H	H	L	H	H	H	H	M	H	H	H
CO4 Appreciate and analyze the formal variations of Classicism	H	H	H	H	M	H	H	H	H	M	H	H	M
CO5 Map the relationship between the formal and the political in the literature of the neo-classical period	H	H	H	H	M	H	H	H	H	H	H	H	M



## British Romantic Literature

Semester IV  
23BENC07

Hours of Instruction/Week: 5+1  
No. of Credits: 6

### Objectives

1. To understand the social, philosophical, and intellectual background of Romantic Period.
2. To appreciate Romanticism, theme, language, style and elements of prosody.
3. To analyse the sensibilities of British Romantic Period

<b>Unit 1: Poetry</b>	<b>20</b>
William Blake 'The Lamb', 'The Chimney Sweeper' (from <i>The Songs of Innocence</i> and <i>The Songs of Experience</i> ) 'The Tyger' ( <i>The Songs of Experience</i> ) Robert Burns 'A Bard's Epitaph'	
<b>Unit 2: Poetry</b>	<b>15</b>
William Wordsworth 'Tintern Abbey' 'Ode: Intimations of Immortality'	
<b>Unit 3: Poetry</b>	<b>20</b>
Samuel Taylor Coleridge 'Kubla Khan' 'Dejection: An Ode'	
<b>Unit 4: Poetry</b>	<b>15</b>
Percy Bysshe Shelley 'Ode to the West Wind' 'Ozymandias' Hymn to Intellectual Beauty' John Keats 'Ode to a Nightingale' 'To Autumn'	
<b>Unit 5: Fiction</b>	<b>20</b>
Mary Shelley <i>Frankenstein</i>	

**Total Hrs: 90**

### Course Outcomes

- Understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- Analyze and understand the main characteristics of Romanticism
- Appreciate the canonical and representative poems and prose of the writers of the Romantic period
- Develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody
- Appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity

### Text Books:

1. Blake, William. 'The Chimney Sweeper: A Little Black Thing among the Snow by William Blake'. *Poetry Foundation*, <https://www.poetryfoundation.org/poems/43653/the-chimney-sweeper-a-little-black-thing-among-the-snow>. Accessed 19 Apr. 2023.
2. ---. 'The Lamb'. *Poetry Foundation*, <https://www.poetryfoundation.org/poems/43670/the-lamb-56d222765a3e1>. Accessed 19 Apr. 2023.
3. ---. 'The Tyger'. *Poetry Foundation*, <https://www.poetryfoundation.org/poems/43687/the-tyger>. Accessed 19 Apr. 2023.
4. Burns, Robert. 'A Bard's Epitaph'. *Poetry Foundation*, <https://allpoetry.com/A-Bard's-Epitaph>. Accessed 19 Apr. 2023.
5. Coleridge, Samuel Taylor. 'Dejection: An Ode'. *Poetry Foundation*, 18 Apr. 2023, <https://www.poetryfoundation.org/poems/43973/dejection-an-ode>. Accessed 19 Apr. 2023.
6. ---. 'Kubla Khan'. *Poetry Foundation*, 17 Apr. 2023, <https://www.poetryfoundation.org/poems/43991/kubla-khan>. Accessed 19 Apr. 2023.
7. Keats, John. 'Ode to a Nightingale'. *Poetry Foundation*, 17 Apr. 2023, <https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale>. Accessed 19 Apr. 2023.
8. ---. 'To Autumn'. *Poetry Foundation*, <https://www.poetryfoundation.org/poems/44484/to-autumn>. Accessed 19 Apr. 2023.
9. Shelley, Mary Wollstonecraft. 'Frankenstein'. *Project Gutenberg*, <https://www.gutenberg.org/files/84/84-h/84-h.htm>. Accessed 19 Apr. 2023.
10. Shelley, Percy Bysshe. 'Ozymandias'. *Poetry Foundation*, <https://www.poetryfoundation.org/poems/46565/ozymandias>. Accessed 19 Apr. 2023.
11. ---. 'Hymn to Intellectual Beauty'. *Poetry Foundation*, <https://www.poetryfoundation.org/poems/45123/hymn-to-intellectual-beauty>. Accessed 19 Apr. 2023.
12. ---. 'Ode to the West Wind'. *Poetry Foundation*, <https://www.poetryfoundation.org/poems/45134/ode-to-the-west-wind>. Accessed 19 Apr. 2023.
13. Wordsworth, William. 'Ode: Intimations of Immortality from Recollections of Early Childhood'. *Poetry Foundation*, 17 Apr. 2023, <https://www.poetryfoundation.org/poems/45536/ode-intimations-of-immortality-from-recollections-of-early-childhood>. Accessed 19 Apr. 2023.
14. ---. 'Tintern Abbey'. *Poetry Foundation*, 13 July 1798, <https://www.poetryfoundation.org/poems/45527/lines-composed-a-few-miles-above-tintern-abbey-on-revisiting-the-banks-of-the-wye-during-a-tour-july-13-1798>. Accessed 19 Apr. 2023.

**Reference Books:**

1. Coleridge, Samuel Taylor. *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.
2. Keats, John. ‘Letter to George and Thomas Keats, 21 December 1817’, and ‘Letter to Richard Woodhouse, 27 October 1818’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
3. Rousseau, Jean-Jacques. ‘Preface’ to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
4. Wordsworth, William. ‘Preface to Lyrical Ballads’, in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.

23BENC07 – British Romantic Literature													
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
<b>CO1</b> Understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences	H	H	H	M	M	H	H	H	H	M	H	H	H
<b>CO2</b> Analyze and understand the main characteristics of Romanticism	H	H	H	M	L	H	M	H	H	H	H	H	H
<b>CO3</b> Appreciate the canonical and representative poems and prose of the writers of the Romantic period	H	H	H	M	L	H	H	H	H	H	H	H	H
<b>CO4</b> Develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody	H	H	H	H	L	H	H	H	H	H	H	H	H
<b>CO5</b> Appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity	H	H	H	H	H	H	H	H	H	H	H	H	H

## British Literature: 19<sup>th</sup> Century

Semester IV

Hours of Instruction/Week: 5+1

23BENC08

No. of Credits: 6

### Objectives

1. To acquaint the students with the historical and socio-economic transitions in various genres.
2. To comprehend the conflict between individual and society in the genres of the period.
3. To examine the cultural and political scenarios reflected in the literary text.

<b>Unit 1: Poetry</b>	<b>15</b>
Alfred Tennyson 'The Lady of Shalott' 'Ulysses'	
<b>Unit 2: Poetry</b>	<b>15</b>
Robert Browning 'The Last Ride Together' 'Fra Lippo Lippi' Christina Rossetti 'The Goblin Market'	
<b>Unit 3: Fiction</b>	<b>20</b>
Jane Austen <i>Pride and Prejudice</i>	
<b>Unit 4: Fiction</b>	<b>20</b>
Charlotte Bronte <i>Jane Eyre</i>	
<b>Unit 5: Fiction</b>	<b>20</b>
Charles Dickens <i>Hard Times</i>	

**Total Hrs: 90**

### Course Outcomes

- Identify and analyze the socio-economic-political contexts that inform the literature of the period
- Comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- Understand the conflict between self and society in different literary genres of the period
- Link the rise of the novel to the expansion of Colonialism and Capitalism
- Understand the transition from Romantic to Victorian in literature and culture

### Text Books:

1. Austen, Jane. 'Pride and Prejudice'. *Project Gutenberg*, <https://www.gutenberg.org/files/1342/1342-h/1342-h.htm>. Accessed 19 Apr. 2023.
2. Brontë, Charlotte. 'Jane Eyre, An Autobiography'. *Project Gutenberg*, <https://www.gutenberg.org/files/1260/1260-h/1260-h.htm>. Accessed 19 Apr. 2023.
3. Browning, Robert. 'Fra Lippo Lippi'. *Poetry Foundation*, <https://www.poetryfoundation.org/poems/43755/fra-lippo-lippi>. Accessed 19 Apr. 2023.

4. ---. 'The Last Ride Together'. *Bartleby*, 22 Aug. 2022, <https://www.bartleby.com/lit-hub/hc/english-poetry-iii/665-the-last-ride-together>. Accessed 19 Apr. 2023.
5. Dickens, Charles. 'Hard Times'. *Project Gutenberg*, <https://www.gutenberg.org/files/786/786-h/786-h.htm>. Accessed 19 Apr. 2023.
6. Lord Tennyson, Alfred. 'The Lady of Shalott'. *Poetry Foundation*, 1832, <https://www.poetryfoundation.org/poems/45359/the-lady-of-shalott-1832>. Accessed 18 Apr. 2023.
7. ---. 'Ulysses'. *Poetry Foundation*, <https://www.poetryfoundation.org/poems/45392/ulysses>. Accessed 19 Apr. 2023.
8. Rossetti, Christina. 'Goblin Market'. *Poetry Foundation*, <https://www.poetryfoundation.org/poems/44996/goblin-market>. Accessed 18 Apr. 2023.

#### Reference Books:

1. Darwin, Charles. 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
2. Marx, Karl. and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
3. Mill, John Stuart. *The Subjection of Women in Norton Anthology of English Literature*, 8th ed, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

**23BENC08 – British Literature: 19<sup>th</sup> Century**

<b>Course Outcomes</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>
<b>CO1</b> Identify and analyze the socio-economic-political contexts that inform the literature of the period	H	H	H	H	L	M	H	H	H	H	H	H	H
<b>CO2</b> Comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres	H	H	M	M	L	M	H	H	H	L	H	H	H
<b>CO3</b> Understand the conflict between self and society in different literary genres of the period	H	H	H	H	M	H	H	H	H	M	H	H	H
<b>CO4</b> Link the rise of the novel to the expansion of Colonialism and Capitalism	H	M	H	H	L	H	M	H	H	L	H	H	H
<b>CO5</b> Understand the transition from Romantic to Victorian in literature and culture	H	H	H	M	L	M	M	H	H	L	H	H	H

## Women's Writing

Semester V  
23BENC09

Hours of Instruction/Week: 5+1  
No. of Credits: 6

### Objectives

1. To understand the feminine experience and gender specificity
2. To analyse the social discrimination and social change reflected in the literary texts
3. To examine the socio-cultural-economic contexts in defining women

<b>Unit 1: Poetry</b>	15
Emily Dickinson 'I cannot live with you', 'I'm "wife"- I've finished that'	
Sylvia Plath 'Daddy', 'Lady Lazarus'	
Eunice De Souza 'Advice to Women', 'Bequest'	
<b>Unit 2: Essay</b>	15
Mary Wollstonecraft <i>A Vindication of the Rights of Women</i> - chap. 1, pp. 11-19; chap. 2, pp. 19-38.	
<b>Unit 3: Autobiography</b>	20
Ramabai Ranade. 'A Testimony of our Inexhaustible Treasures' in <i>Pandita Ramabai through her Own Words: Selected Works</i> , tr Meera Kosambi Rassundari Devi Excerpts from <i>Amar Jiban</i> in Susie Tharu and K. Lalita, Eds. <i>Women's Writing in India</i> , vol.1 pp.191-2.	
<b>Unit 4: Fiction</b>	20
Alice Walker <i>The Color Purple</i>	
<b>Unit 5: Short Story</b>	20
Katherine Mansfield 'Bliss'	
Mahasweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak	

Total Hrs: 90

### Course Outcomes

- Recognise the importance of gender specificity in literature
- Understand and appreciate the representation of feminine experience in literature
- Explain the difference between the feminine and the feminist as opposed to the female
- Examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- Link the status of women to social discrimination and social change

### Text Books:

1. Debi, Rassundari. *Excerpts from Amar Jiban* . <https://pdfcoffee.com/amar-jiban-pdf-free.html>. 1876. Accessed 19 Apr. 2023.
2. De Souza, Eunice. 'Advice to Women'. *Poetry Nook*, <https://www.poetrynook.com/poem/advice-women>. Accessed 19 Apr. 2023.
3. ---. 'Bequest'. *Poetry Nook*, <https://www.poetrynook.com/poem/bequest>. Accessed 19 Apr. 2023.
4. Devi, Mahasweta. 'Draupadi'. *PDF Drive*, [https://archive.org/details/draupadi\\_202005](https://archive.org/details/draupadi_202005). Accessed 19 Apr. 2023.
5. Dickinson, Emily. 'I'm "Wife"—I've Finished That'. *Hello Poetry*, <https://hellopoetry.com/poem/2991/im-wifeive-finished-that/>. Accessed 19 Apr. 2023.
6. ---. "I cannot live with you", Poets.org, <https://poets.org/poem/i-cannot-live-you-640>. Accessed 19 Apr. 2023.

7. Kosambi, Meera. *Pandita Ramabai through her Own Words: Selected Works*. <https://www.proquest.com/docview/233598707>. Accessed 19 Apr. 2023.
8. Mansfield, Katherine. *Bliss, and Other Stories*. *Project Gutenberg*, <https://www.gutenberg.org/files/44385/44385-h/44385-h.html>. Accessed 19 Apr. 2023.
9. Plath, Sylvia. 'Daddy'. *Poetry Foundation*, 18 Apr. 2023, <https://www.poetryfoundation.org/poems/48999/daddy-56d22aafa45b2>. Accessed 19 Apr. 2023.
- 10.---. 'Lady Lazarus'. *Poetry Foundation*, 18 Apr. 2023, <https://www.poetryfoundation.org/poems/49000/lady-lazarus>. Accessed 19 Apr. 2023.
11. Walker, Alice. *The Color Purple*. *Internet Archive*, <http://archive.org/details/the-color-purple-alice-walker>. Accessed 19 Apr. 2023.
12. Wollstonecraft, Mary. *Vindication of the Rights of Women*. <https://core.ac.uk/download/pdf/36679668.pdf>.

**Reference Books:**

1. Beauvoir, Simone de. 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany Chevallier (London: Vintage, 2010) pp. 3–18.
2. Mohanty, Chandra Talapade. 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.
3. Sangari, Kumkum and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Woolf, Virginia *A Room of One's Own* New York: Harcourt, 1957 chaps.1 and 6.

23BENC09 – Women's Writing													
Course Outcomes	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
CO1 Recognise the importance of gender specificity in literature	M	L	M	M	L	M	M	M	M	M	M	M	L
CO2 Understand and appreciate the representation of feminine experience in literature	M	L	M	M	L	M	M	M	M	M	M	M	L
CO3 Explain the difference between the feminine and the feminist as opposed to the female	M	M	M	M	L	M	M	M	M	M	M	M	M
CO4 Examine and appreciate the role played by socio-cultural-economic contexts in defining woman	M	M	M	H	M	M	M	H	H	M	M	H	L
CO5 Link the status of women to social discrimination and social change	M	L	M	M	M	M	M	M	M	M	M	H	M



## British Literature: The Early 20<sup>th</sup> Century

Semester V  
23BENC10

Hours of Instruction/Week: 5+1  
No. of Credits: 6

### Objectives

1. To understand the evolution of modernism in the early twentieth century
2. To appreciate the various concepts of modernism
3. To analyze different genres and use of modernist techniques evident in the literary works of the period.

### Unit 1: Poetry

W.B. Yeats 'Leda and the Swan'  
'The Second Coming'  
'Sailing to Byzantium'

15

### Unit 2: Poetry

T.S. Eliot 'The Love Song of J. Alfred Prufrock'  
'Sweeney among the Nightingales'  
'The Hollow Men'

15

### Unit 3: Fiction

Joseph Conrad *Heart of Darkness*

20

### Unit 4: Fiction

D.H. Lawrence *The Virgin and the Gypsy*

20

### Unit 5: Fiction

Virginia Woolf *Mrs. Dalloway*

20

**Total Hrs: 90**

### Course Outcomes

- Trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- Link and distinguish between modernity and modernism
- Explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- Identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- Trace the history of the self and subjectivity in literature in the light of colonial consciousness

### Text Books:

1. Conrad, Joseph. *Heart of Darkness*. Project Gutenberg, <https://www.gutenberg.org/files/219/219-h/219-h.htm>. Accessed 19 Apr. 2023.
2. Eliot, T. S. 'Sweeney among the Nightingales'. *Poetry Foundation*, 18 Apr. 2023, <https://www.poetryfoundation.org/poems/52564/sweeney-among-the-nightingales>. Accessed 19 Apr. 2023.
3. ---. 'The Hollow Men'. *All Poetry*, <https://allpoetry.com/T-S-Eliot>. Accessed 19 Apr. 2023.
4. ---. 'The Love Song of J. Alfred Prufrock'. *Poetry Foundation*, 18 Apr. 2023, <https://www.poetryfoundation.org/poetrymagazine/poems/44212/the-love-song-of-j-alfred-prufrock>. Accessed 19 Apr. 2023.
5. Lawrence, D. H. *The Virgin and the Gypsy*. Project Gutenberg, <http://gutenberg.net.au/ebooks03/0301101h.html>. Accessed 19 Apr. 2023.

6. Virginia, Woolf. *Mrs Dalloway*. Project Gutenberg, Nov. 2002, <http://gutenberg.net.au/ebooks02/0200991h.html>. Accessed 19 Apr. 2023.
7. Yeats, W. B. 'Leda and the Swan'. *Poetry Foundation*, 19 Apr. 2023, <https://www.poetryfoundation.org/poems/43292/leda-and-the-swan>. Accessed 19 Apr. 2023.
8. ---. 'Sailing to Byzantium'. *Poetry Foundation*, 19 Apr. 2023, <https://www.poetryfoundation.org/poems/43291/sailing-to-byzantium>. Accessed 19 Apr. 2023.
9. ---. 'The Second Coming'. *Poetry Foundation*, 18 Apr. 2023, <https://www.poetryfoundation.org/poems/43290/the-second-coming>. Accessed 19 Apr. 2023.

**Reference Books:**

1. Eliot, T.S. 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8<sup>th</sup> edn, vol.2, ed. Stephen Greenblatt (New York: Norton, 2006) pp.2319–25.
2. Freud, Sigmund 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
3. Williams, Raymond. 'Introduction' in *The English Novel from Dickens to Lawrence* London: Hogarth Press, 1984 pp.9–27.

23BENC10 – British Literature: The Early 20 <sup>th</sup> Century														
Course Outcomes	P O	P O	P O	P O	P O	P O	P O	P O	P O	P O	P O	P S O	P S O	P S O
	1	2	3	4	5	6	7	8	9	0	1	2	3	
CO1 Trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe	M	L	M	M	L	M	M	L	M	M	L	M	L	
CO2 Link and distinguish between modernity and modernism	M	M	M	M	L	M	M	L	M	M	L	M	M	
CO3 Explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism	M	M	M	H	L	M	M	L	M	M	L	M	M	
CO4 Identify and analyze the use and modernist technique in different genres in early twentieth century British literature	H	M	M	M	L	M	M	L	M	M	L	M	M	
CO5 Trace the history of the self and subjectivity in literature in the light of colonial consciousness	M	M	M	M	L	M	M	L	M	M	M	M	L	

**Department of English**  
**Professional Aptitude Course**  
**Creative Writing**

**Semester V**  
**23BENPA3**

**Hours of Instruction/Week: 5**  
**No. of Credits: Remarks**

**Objectives**

1. To understand the difference between academic and creative form of writing
2. To know different aspects of language used in creative writing
3. To appreciate different forms of literature and develop the ability to write creatively

<b>Unit 1</b>	What is Creative Writing?	<b>15</b>
<b>Unit 2</b>	The Art and Craft of Writing	<b>15</b>
<b>Unit 3</b>	Modes of Creative Writing	<b>15</b>
<b>Unit 4</b>	Writing for the Media	<b>15</b>
<b>Unit 5</b>	Preparing for Publication	<b>15</b>

**Total Hrs: 75**

**Course Outcomes**

- Recognize creativity in writing and discern the difference between academic/noncreative and creative writing
- Develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers
- Develop a comprehensive understanding of writing fiction, poetry, drama, and newspaper articles
- To acquire knowledge to distinguish and create subgenres of poetry, fiction and drama
- To learn the process of writing for publication and develop to edit and proofread the content

**Text Books:**

1. Bell, Julia, and Paul Magrs. *The Creative Writing Course Book: Forty Authors Share Advice and Exercises for Poetry and Prose*. Macmillan, 2001. Open WorldCat, <https://www.pdfdrive.com/the-creative-writing-coursebook-forty-authors-share-advice-andexercises-for-fiction-and-poetry-e196754902.html>.
2. Friedman, Jane. *Publishing 101: A First-Time Author's Guide to Getting Published, Marketing and Promoting Your Book, and Building a Successful Career*. Edited by Mark F. Griffin, MBA for Writers, 2015. 71
3. Penn, Joanna. *Successful Self-Publishing: How to Self-Publish and Market Your Book in Ebook, Print and Audio Book Formats*. Third print edition, Curl Up Press, 2022.
4. Raman, Usha. *Writing for the Media*. 2009, <https://india.oup.com/product/writing-for-the-media-9780195699388>.
5. Saknussem, Kris. *A Guide to Creative Writing and the Imagination*. Routledge & CRC Press, <https://www.routledge.com/A-Guide-to-Creative-Writing-and-theImagination/Saknussem/p/book/9780367691738>. Accessed 21 Apr. 2023.

6. Wilbers, Stephen. *Mastering the Craft of Writing: How to Write with Clarity, Emphasis, & Style*. First edition, Writer's Digest Books, 2014. Library of Congress ISBN. [https://books.google.co.in/books/about/Mastering\\_the\\_Craft\\_of\\_Writing.html?id=rLVPEAAAQBAJ&redir\\_esc=y](https://books.google.co.in/books/about/Mastering_the_Craft_of_Writing.html?id=rLVPEAAAQBAJ&redir_esc=y).

**Reference Books:**

1. Dev, Anjana. *Creative Writing: A Beginner's Manual*. Pearson, Delhi, 2009.
2. Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge, New York, 2007.

23BENPA3–CreativeWriting													
Course Outcomes	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 1 0	PS O 1	PS O 2	PS O 3
CO1 Recognize creativity in writing and discern the difference between academic/non-creative and creative writing	H	H	H	H	M	H	H	M	M	M	H	H	H
CO2 Develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers	H	H	M	L	M	M	M	M	M	M	H	H	H
CO3 Develop a comprehensive understanding of techniques of writing fiction, poetry, drama and newspaper articles	H	H	H	H	M	H	M	M	M	M	H	H	H
CO4 To acquire knowledge to distinguish and create subgenres of poetry, fiction and drama	H	H	H	M	M	M	M	M	M	M	H	H	H
CO5 To learn the process of writing for publication and develop the ability to edit and proofread the content	H	H	H	H	M	H	H	H	M	M	H	H	H

## Modern European Drama

Semester VI  
23BENC11

Hours of Instruction/Week: 5 +1  
No. of Credits: 6

### Objectives

1. To understand the key concepts of theatre and shaping of modernity
2. To identify innovations in theatre and its role in shaping modernity
3. To analyze the socio-intellectual history of Modern European drama

Unit 1	Henrik Ibsen <i>A Doll's House</i>	18
Unit 2	Bertolt Brecht <i>The Good Woman of Setzuan</i>	18
Unit 3	Samuel Beckett <i>Waiting for Godot</i>	18
Unit 4	Eugene Ionesco <i>Rhinoceros</i>	18
Unit 5	Jean Genet <i>The Balcony</i>	18

Total Hrs: 90

### Course Outcomes

- Understand the role of theatre and drama in the introduction and shaping of modernity
- Understand and engage with concepts like realism, naturalism, symbolism, expressionism, the avant garde, the epic theatre, the theatre of the absurd
- Understand how meaning is created in theatre
- Be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century
- Understand the social and intellectual background of the modern European drama

### Text Books:

1. Beckett, Samuel. *Waiting for Godot*. 1900, <http://archive.org/details/waitingforgodot0000beck>.
2. Brecht, Bertolt. *The Good Woman of Setzuan*. New York, Grove Press, 1966. *Internet Archive*, <http://archive.org/details/goodwomanofsetzu00brecrih>.
3. Genet, Jean. *The Balcony: A Play in Nine Scenes*. New York: Grove, 1966. *Internet Archive*, <http://archive.org/details/balconyplayinnin0000gene>.
4. Ibsen, Henrik. *A Doll's House*. Project Gutenberg, 6 Oct. 2022, <https://www.gutenberg.org/files/2542/2542-h/2542-h.htm>.
5. Ionesco, Eugène. *Rhinoceros: A Play in Three Acts*. New York, S. French, 1960. *Internet Archive*, <http://archive.org/details/rhinocerosplayin00ione>.

### Reference Books:

1. Brecht, Bertolt. 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet London: Methuen, 1992 pp. 68-76, 121-8.
2. Stanislavski, Constantin. 'Faith and the Sense of Truth', *An Actor Prepares*, tr. Elizabeth Reynolds Hapgood Harmondsworth: Penguin, 1967 sections 1,2,7,8,9, pp. 121-5, 137-46.
3. Steiner, George. 'On Modern Tragedy' *The Death of Tragedy*. London: Faber, 1995 pp. 303-24

**23BENC11 – Modern European Drama**

<b>Course Outcomes</b>	<b>P O 1</b>	<b>P O 2</b>	<b>P O 3</b>	<b>P O 4</b>	<b>P O 5</b>	<b>P O 6</b>	<b>P O 7</b>	<b>P O 8</b>	<b>P O 9</b>	<b>P O 10</b>	<b>P S O 1</b>	<b>P S O 2</b>	<b>P S O 3</b>
<b>CO1</b> Understand the role of theatre and drama in the introduction and shaping of modernity	M	M	M	M	L	M	M	M	M	M	M	M	M
<b>CO2</b> Understand and engage with concepts like realism, naturalism, symbolism, expressionism, the avantgarde, the epic theatre, the theatre of the absurd	M	M	M	M	L	M	M	M	M	M	M	M	M
<b>CO3</b> Understand how meaning is created in theatre	M	H	M	M	L	M	M	M	M	M	M	M	H
<b>CO4</b> Be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century	M	H	M	M	M	M	M	M	M	M	M	M	H
<b>CO5</b> Understand the social and intellectual background of the modern European drama	M	M	M	M	M	M	M	M	M	M	M	M	M

## Postcolonial Literatures

Semester VI  
23BENC12

Hours of Instruction/Week: 5 +1  
No. of Credits: 6

### Objectives

1. To understand colonialism and postcolonialism
2. To examine the scope of postcolonial literature in India and other parts of the world
3. To critically analyse the issues of racism and imperialism through the postcolonial literary text

<b>Unit 1: Poetry</b>	15
Derek Walcott 'A Far Cry from Africa'	
Okot p' Bitek 'Modern Cooking'	
David Malouf 'Revolving Days', 'Wild Lemons'	
<b>Unit 2: Poetry</b>	15
Mamang Dai 'Small Towns and the River', 'The Voice of the Mountain'	
Pablo Neruda 'Tonight I can Write', 'The Way Spain Was'	
<b>Unit 3: Short Fiction</b>	20
Ama Ata Aidoo 'The Girl who Can'	
Bessie Head 'The Collector of Treasures'	
Grace Ogot 'The Green Leaves'	
<b>Unit 4: Fiction</b>	20
Chinua Achebe <i>Things Fall Apart</i>	
<b>Unit 5: Fiction</b>	20
V S Naipaul <i>In a Free State</i>	
<b>Total Hrs: 90</b>	

### Course Outcomes

- Understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- Understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- Analyse a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- Appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- Critically engage with issues of racism and imperialism during and after colonial occupation

### Text Books:

1. Achebe, Chinua. *Things Fall Apart*. 1st Anchor Books ed, Anchor Books, 1994. Library of Congress ISBN, <https://www.pdfdrive.com/chinua-achebe-things-fall-apart-e55363801.html>.

2. Aidoo, Ama Ata. *The Girl Who Can and Other Stories*. Heinemann, 2002. Google Books, [https://books.google.co.in/books?id=slvD0sBCUTEK&printsec=copyright&redir\\_esc=y#v=onepage&q&f=false](https://books.google.co.in/books?id=slvD0sBCUTEK&printsec=copyright&redir_esc=y#v=onepage&q&f=false).
3. Dai, Mamang. 'Small Towns and the River'. [https://www.poetryinternational.com/poets/poems/poems/poem/103-17012\\_SMALL-TOWNS-AND-THE-RIVER](https://www.poetryinternational.com/poets/poems/poems/poem/103-17012_SMALL-TOWNS-AND-THE-RIVER). Accessed 20 Apr. 2023.
4. Gupta, Sudip Das. 'The Voice of the Mountain by Mamang Dai'. *Poem Analysis*, 17 Nov.2020, <https://poemanalysis.com/mamang-dai/the-voice-of-the-mountain/>.
5. Head, Bessie. *The Collector of Treasures and Other Botswana Village Tales*. Heinemann, 1992. Google Books, [https://www.google.co.in/books/edition/The\\_Collector\\_of\\_Treasures/Tzk2CGY0INoC?hl=en](https://www.google.co.in/books/edition/The_Collector_of_Treasures/Tzk2CGY0INoC?hl=en)
6. Hur, Ben. 'Bigger Than Ben Hur: Tuesday Poem: "Revolving Days" by David Malouf'. BiggerThan Ben Hur, 27 Dec. 2016, <https://aotearoasunrise.blogspot.com/2016/>.
7. Malouf, David. 'Wild Lemons'. Poem Hunter, 26 July 2017, <https://www.poemhunter.com/poem/wildlemons/>. Accessed 20 Apr. 2023.
8. Naipaul, V. S. *In a Free State*. 1st edition, Knopf, 1971. *Internet Archive*, <http://archive.org/details/infreestate00vsna>.
9. Neruda, Pablo. 'Tonight I Can Write'. [https://allpoetry.com/Tonight-I-Can-Write-\(The-Saddest-Lines\)](https://allpoetry.com/Tonight-I-Can-Write-(The-Saddest-Lines)). Accessed 20 Apr. 2023.
- 10.---. *What Spain was Like*. <https://egyankosh.ac.in/bitstream/123456789/87247/1/Unit-2.pdf>
- 11.Ogot, Grace. 'The Green Leaves'. Shorts online, 4 Oct. 2022, <https://xpressenglish.com/ourstories/green-leaves/>.
- 12.Walcott, Derek. 'A Far Cry from Africa' *Poets*. 'Academy of American Poets'. <https://poets.org/poem/far-cry-africa>. Accessed 20 Apr. 2023.

### Reference Books:

1. Fanon, Franz. 'The Negro and Language' *Black Skin, White Masks*, tr. Charles Lam Markmann London: Pluto Press, 2008 pp. 8–27.
2. wa Thiong'o, Ngugi. 'The Language of African Literature' *Decolonising the Mind*. London: James Curry, 1986. chap.1, sections 4–6.



**23BENC12 – Postcolonial Literatures**

<b>Course Outcomes</b>	<b>P O 1</b>	<b>P O 2</b>	<b>P O 3</b>	<b>P O 4</b>	<b>P O 5</b>	<b>P O 6</b>	<b>P O 7</b>	<b>P O 8</b>	<b>P O 9</b>	<b>P O 10</b>	<b>P S O 1</b>	<b>P S O 2</b>	<b>P S O 3</b>
<b>CO1</b> Understand the social- historical-political-economic contextsof colonialism and postcolonialism in India and other countries affected by colonial rule	M	L	M	M	L	M	M	M	M	M	M	M	L
<b>CO2</b> Understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation	M	L	M	M	L	M	M	M	M	M	M	M	L
<b>CO3</b> See through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy, and habitat of specific groups of people affected by it	M	M	M	M	L	M	M	M	M	M	M	M	M
<b>CO4</b> Appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations	M	M	M	M	L	M	M	M	M	M	M	M	M
<b>CO5</b> Critically engage with issues of racism and imperialism during and after colonial occupation	M	M	M	M	L	M	M	M	M	M	M	M	M

**Department of English**  
**Professional Aptitude Course**  
**Journalism - Print Media**

**Semester VI**  
**23BENPA4**

**Hours of Instruction/Week: 5**  
**No. of Credits: Remarks**

**Objectives**

1. To produce competent professionals in print media
2. To equip students with language skills of an editor
3. To learn advertisement techniques and types

**Unit 1: Journalism**

**20**

Definition, Nature and Scope of Journalism – Qualifications, Duties and Responsibilities of Journalists – Journalism as a Profession – Media and Society. Characteristics of Mass Media: Newspaper, Magazine, Radio, TV, Cinema, Folk Media.  
**Reporting and Writing for Print Media**  
 News Definition, Different types of News, Sources of News, Structure of News - 5Ws and 1H, Inverted Pyramid Pattern, Kinds of Reporting, Editorial Writing – Types of Editorials – Column Writing – Writing Creative Middles – Language as a Tool of Writing

**Unit 2: Writing and Editing News**

**10**

Newsman's Language; Sentences and their Structure; Tense in News writing; Nouns, Adjectives, Subject and Verb agreement; Punctuations; Paraphrasing. Editing Process-Checking Facts, Correcting language, Rewriting Leads, Condensing Stories.

**Unit 3: Computer Editing**

**20**

Techniques of Headline Writing – News and Feature Headlines – Types and Functions of Headlines. Editorials – Function, Principles, Types; Letters to the Editor, Newspaper Design and Layout – Design of Inside Pages; Forms of Design, Latest Trends of Layout; Picture Editing and Caption Writing; Comparative Study of Newspaper Makeup, Computer Page Makeup; Principle & Techniques of Page Makeup.

**Unit 4: Journalistic Writing**

**15**

Characteristics and Types – News, Features, Articles, Editorials, Columns, Letters to the Editors & Review. Specialization in Journalism – Business Journalism - Magazine Journalism – Film Journalism – Community Journalism – Tabloid Journalism, Online Journalism.

**Unit 5: Code of Ethics for Media**

**10**

Introduction to Recent Trends in Mass Media  
**Advertising**  
 Evolution of Advertising  
 Various phases of Advertising  
 Advertising Copy

**Total Hrs: 75**

### Course Outcomes

- To understand the role and influence of print media in society
- To acquire English language skills for writing various types of reports
- To acquire proof reading and editing skills
- Writing successful advertisements
- To understand the ethics of print media

### Text Books:

1. Carroll, Brian. *Writing and Editing for Digital Media*. 4th edition, Routledge, 2020. Library of Congress <https://www.routledge.com/Writing-and-Editing-for-DigitalMedia/Carroll/p/book/9781032114682>.
2. Curran, James, and David Hesmondhalgh. *Media and Society*. Bloomsbury Academic, 2019. *Google Books*, [https://books.google.co.in/books/about/Media\\_and\\_Society.html?id=m7AtQEACAAJ&redir\\_esc=y](https://books.google.co.in/books/about/Media_and_Society.html?id=m7AtQEACAAJ&redir_esc=y).
3. "Editing for the Digital Age". *Online Resources*. <https://study.sagepub.com/lieb>. Accessed 21 Apr.2023.
4. Huang, Tom, and Steve Myers. *Best Newspaper Writing 2008-2009*. Edition: American Society of Newspaper Editors Award Winners and Finalists. Poynter Institute for Media Studies ; CQ Press, 2009. Open WorldCat, <https://us.sagepub.com/en-us/nam/best-newspaper-writing/book236445>.
5. McQuail, Denis. *Journalism and Society*. SAGE Publications, Inc., 2013, pp. 1–26. *SAGE Knowledge*, <https://doi.org/10.4135/9781526435798>.
6. O'Shaughnessy, Michael, and Jane Stadler. *Media & Society*. Oxford University Press, 2008. *Google Books*, [https://books.google.co.in/books/about/Media\\_Society.html?id=noAiAQAAMAAJ&source=kp\\_book\\_description&redir\\_esc=y](https://books.google.co.in/books/about/Media_Society.html?id=noAiAQAAMAAJ&source=kp_book_description&redir_esc=y).
7. René Jacques Cappon. *The Associated Press Guide to News Writing*, 4th Edition. Peterson's ,2019. *Google Books*, [https://books.google.co.in/books/about/The\\_Associated\\_Press\\_Guide\\_to\\_News\\_Writi.html?id=A30DwgEACAAJ&source=kp\\_book\\_description&redir\\_esc=y](https://books.google.co.in/books/about/The_Associated_Press_Guide_to_News_Writi.html?id=A30DwgEACAAJ&source=kp_book_description&redir_esc=y).
8. Sharma, Sewak Ram. *Guidelines for Writing Reporting and Editing* . D.P.S. Publishing House, 2010.
9. Tungate, Mark. *Adland: A Global History of Advertising*. Kogan Page Publishers, 2007. *Google Books*, [https://books.google.co.in/books/about/Adland.html?id=yzNacuCWL8UC&redir\\_esc=y](https://books.google.co.in/books/about/Adland.html?id=yzNacuCWL8UC&redir_esc=y).

### Reference Books:

1. Bhatt, S. C. *Indian Press since 1955*. New Delhi, Publication Division. 1999.
2. Challa, Ramakrishna. *Historical Perspective of Press Freedom in India*. Visakhapatnam: Andhra University of Press and Publications, 2002.
3. Hargreaves, Ian. *Journalism: A Very Short Introduction*. London, Sage, 2005.
4. Murthy, Nadig Krishna. *Indian Journalism*. Mysore: Mysore University, 1966.
5. Parthasarathi,R. *Modern Journalism in India*. New Delhi: Sterling Publishers, 1991.
6. Wilmshurst, John. *Fundamentals of Advertising*. London: Heinemann, 1985.
7. Wright, John S. and Mertes, J. *Advertising's Role in Society*. St. Paul, Minn: West, 1976.
8. Shrivastava, K. M. *News Reporting and Editing*. New Delhi: Sterling Publishers Pvt. Ltd, 2003.

23BENPA4 – Journalism - Print Media													
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1 To understand the role and influence of print media in society	M	H	H	H	M	M	M	H	H	M	H	H	H
CO2 To acquire English language skills for writing various types of reports	H	H	M	M	M	M	M	H	H	M	H	H	H
CO3 To acquire proof reading and editing skills	H	H	H	M	M	H	M	M	H	M	H	H	H
CO4 Writing successful advertisements	H	H	H	H	M	H	M	H	H	M	H	H	H
CO5 To understand the ethics of print media	H	H	H	M	M	H	M	H	H	M	H	H	H

**Department of English  
Professional Aptitude Course  
Children's Literature**

**Semester VI**

**Hours of Instruction/Week: 6**

**23BENPA5**

**No. of Credits: Remarks**

**Objectives**

1. To know about history, origin and value of Children's Literature
2. Analysing the different genres in Children's Literature
3. To understand the themes, concepts and didactic values in Children's Literature

<b>Unit 1 Introduction to Children's Literature</b> History and Origin Significance of Children's Literature Major Writers, works and themes	<b>18</b>
<b>Unit 2 Poetry</b> Hilaire Belloc "Matilda" Rabindranath Tagore "Paper Boat"	<b>18</b>
<b>Unit 3 Fairy Tales</b> Joseph Jacobs "Jack and the Bean Stalk"	<b>18</b>
<b>Unit 4 Short Stories</b> Hans Christian Anderson "The Old Oak Tree's Last Dream"	<b>18</b>
<b>Unit 5 Fiction</b> Roald Dahl <i>Charlie and the Chocolate Factory</i>	<b>18</b>

**Total Hrs: 90**

**Course Outcomes**

- Acquire knowledge about Children's Literature and its importance
- Appreciation of the different genres of Children's Literature
- Gain knowledge on the themes and concepts of Children's Literature
- Know about major writers and their works
- Learning virtues and vices from the stories

**Text Books:**

1. Anderson, Hans Christian. 'The Old Oak Tree's Last Dream (A Christmas Tale)'. *Project Gutenberg*, <https://gutenberg.ca/ebooks/andersen-olldoak/andersen-olldoak-00-h.html>. Accessed 18 Apr. 2023.

*A. Vijayaraj*

2. Belloc, Hilaire. 'Poetry By Heart'. *Poetry By Heart*, <https://www.poetrybyheart.org.uk/poems/matilda>. Accessed 18 Apr. 2023.
3. Dahl, Roald. 'Charlie and the Chocolate Factory'. *PDF Drive*, <http://www.pdfdrive.com/charlie-and-the-chocolate-factory-e156875447.html>. Accessed 18 Apr. 2023.
4. Joseph, Jacobs. 'Jack and the Beanstalk'. *Fairytales.Com*, <https://fairytalez.com/jack-and-the-beanstalk/>. Accessed 18 Apr. 2023.
5. Tagore, Rabindranath. 'Paper Boats'. *Poetry By Heart*, <https://www.poetrybyheart.org.uk/poems/paper-boats>. Accessed 18 Apr. 2023. *Collected Poems and Plays of Rabindranath Tagore*. Macmillan, 2001, p. 95-6.

**Reference Books:**

1. Carpenter, Humphrey, and Mari Prichard. *The Oxford Companion to Children's Literature*. Oxford University Press, 1984. Library of Congress ISBN, <https://archive.org/details/oxfordcompanion00hump>.
2. Cullinan, Bernice E. *Literature and the Child*. 2nd ed., Harcourt Brace Jovanovich, 1989.
3. Huck, Charlotte S, Susan Helper, and Janet Hickman. *Children's Literature in the Elementary School*. 4th ed., 1987.
4. Luebering, J E, editor. *The 100 Most Influential Writers of All Time*. Britannica Educational Publishing, 2010. Rajimwale, Sharad, and Kalpana Purohit, editors. *Literature for Children: A Reader*. Sarup Book Publishers Pvt. Ltd., 2011.
5. Lukens, Rebecca J. *A Critical Handbook of Children's Literature*. 8th ed, Pearson Allyn and Bacon, 2007. Library of Congress ISBN, [https://archive.org/details/isbn\\_0321003624](https://archive.org/details/isbn_0321003624).
6. Nodelman, Perry. *The Pleasures of Children's Literature*. 2nd ed, Longman, 1996. Library of Congress ISBN, [https://archive.org/details/pleasuresofchild0000node\\_d6b2](https://archive.org/details/pleasuresofchild0000node_d6b2).