

## Department of Languages

Periyar Nagar, Vallam, Thanjavur - 613403  
Tamil Nadu, India. Phone: +91 - 4362 - 264600  
Fax: +91- 4362 – 264660,  
Email: headeng@pmu.edu Web: www. pmu.edu



**PERIYAR  
MANIAMMAI**  
INSTITUTE OF SCIENCE & TECHNOLOGY  
(Deemed to be University)  
Established Under Sec. 3 of UGC Act, 1956 - NAAC Accredited  
think • innovate • transform

# I B.A ENGLISH 2023 - REGULATION

<b>COURSE CODE</b>	<b>XEN103</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>SS</b>	<b>H</b>	<b>C</b>
<b>COURSENAME</b>	<b>INTRODCTION TO LITERATURE</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>
<b>C:P:A- 3:0:0</b>							
<b>COURSE OUTCOMES:</b> <b>After the completion of course, the learners will be able to get comprehensive skills like:</b>		<b>Domain</b>		<b>Level</b>			
CO1	Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	Cognitive		Understand			
CO2	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	Cognitive		Apply			
CO3	Explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	Cognitive		Understand			
CO4	Use library resources to research and develop arguments about literary works.	Cognitive		Understand			
CO5	Work skillfully within a team, respect co workers, delegate work and contribute to a group project.	Cognitive		Understand			
<b>SYLLABUS</b>						<b>HOURS</b>	
<b>UNIT-I</b>						<b>8+3+0=11</b>	
Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad. Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.							
<b>UNIT-II</b>						<b>12+3+0=15</b>	
Michael Drayton - The Parting. William Shakespeare - Sonnet 18, Sonnet 116. John Milton - When I Consider How My Light is Spent, William Wordsworth- Daffodils. John Keats - Ode to Nightingale. Thomas Gray - Elegy Written in a Country Churchyard. Robert Frost - Mending Wall							
<b>UNIT-III</b>						<b>5+3+0=8</b>	
J.M. Barrie - The Admirable Crichton. Lady Gregory - The Rising of the Moon							
<b>UNIT-IV</b>						<b>10+3+0=13</b>	
Manohar Malgonkar - Spy in Amber. Don Quixote - Tilting at the Windmills. Katherine Mansfield - Bliss and other stories.							
<b>UNIT - V</b>						<b>10+3+0=13</b>	
Saki - The Open Window Emmy Laybourne – Sweet Jerome K. Jerome - excerpt from -Three Men in a Boat – Packing							
<b>L= 45 / T=15</b>				<b>Total Hours</b>		<b>60</b>	
<b>Tutorial Activities</b>							
1) Reading and understanding incomplete texts 2) Summarize a piece of prose or poetry							

3) Communication Practice 4) Role play	
<b>Textbooks</b>  Kennedy,X.J. Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing.Pearson, 2016. Adamson,H.D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019. Felicity Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis,2020.	

<b>COURSE CODE</b>	<b>XEN104</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>SS</b>	<b>H</b>	<b>C</b>
<b>COURSENAME</b>	<b>INDIAN WRITING IN ENGLISH</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>4</b>
<b>C:P:A- 3:0:0</b>							
<b>COURSE OUTCOMES:</b> <b>After the completion of course, the learners will be able to get comprehensive skills like:</b>		<b>Domain</b>		<b>Level</b>			
CO1	<i>Appreciate</i> the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	Cognitive		Understand			
CO2	<i>Analyze</i> Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism	Cognitive		Apply			
CO3	<i>Understand</i> the role of English as a medium for	Cognitive		Understand			
CO4	<i>Analyze</i> political awakening and the use of English in India for creative writing	Cognitive		Understand			
CO5	<i>Analyze</i> how the sociological, historical, cultural and political context impacted the texts selected for study	Cognitive		Understand			
<b>SYLLABUS</b>						<b>HOURS</b>	
<b>UNIT-I</b>						<b>7+3+0=8</b>	
Winning of Friends (Panchathantra)-Hanchi, Brother's Day Ruskin Bond - Handful of Nuts, Night Train to Deoli K.A. Abbas – Sparrows							
<b>UNIT-II</b>						<b>8+3+0=9</b>	
Rabindranath Tagore - Khabhuliwala. Pearl S Buck - excerpt from My Several Worlds- India through a Traveler's Eye. Ruskin Bond - School Days Inspection Episode-Examination-Science, Humanities and Religion							
<b>UNIT-III</b>						<b>7+3+0=9</b>	
Poetry- Toru Dutt - The Lotus Sri Aurobindo - The Tiger and the Deer							
<b>UNIT-IV</b>						<b>11+3+0=14</b>	

Sarojini Naidu- The Village Song A.K. Ramanujam - Still Another View of Grace Shiv K Kumar - Indian Women Mirza Ghalib - It is not Love, it is Madness	
<b>UNIT - V</b>	12+3+0=15
Rabindranath Tagore - Mukhthadhara. Harindranath Chattopadhyay - The Window/Sentry's Lantern. Nissim Ezeikel - Nalini: A Comedy in Three Acts Joginder Paul - Sleepwalkers.	
<b>L= 45 / T=15</b>	<b>Total Hours</b>
	<b>60</b>
<b>Tutorial Activities</b> 1) Reading and understanding incomplete texts 2) Summarize a piece of prose or poetry 3) Communication Practice 4) Role play	
Textbooks: Subhendu, Mund. The Making of Indian English Literature, Taylor & Francis Ltd., 2021. Felicity, Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis, 2020.	

<b>COURSE CODE</b>	<b>XEN105</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>SS</b>	<b>H</b>	<b>C</b>
<b>COURSENAME</b>	<b>SOCIAL HISTORY OF ENGLAND</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>4</b>
<b>C:P:A- 3:0:0</b>							
<b>COURSE OUTCOMES:</b> <b>After the completion of course, the learners will be able to get :</b>		<b>Domain</b>		<b>Level</b>			
CO1	<i>Emphasis</i> on various movements, genres and writers that are held to be the representatives of their times.	Cognitive		Understand			
CO2	<i>Evaluate</i> the way socio-cultural and historical phenomena influence the literary production of a particular period	Cognitive		Apply			
CO3	<i>Familiarize</i> themselves with the socio-cultural ambience and the discursive frameworks of various ages	Cognitive		Understand			
CO4	<i>Develop</i> a nuanced appreciation of the literary stalwarts of those times.	Cognitive		Understand			
CO5	<i>Understanding</i> on the growth of the English language under the influence of various other languages including Latin and French.	Cognitive		Understand			
<b>SYLLABUS</b>							<b>HOURS</b>
<b>UNIT-I</b>							<b>9+3+0=12</b>
The Renaissance and its Impact on England, The Reformation - causes and effects							
<b>UNIT-II</b>							<b>9+3+0=12</b>
The Commonwealth of Nations, Restoration, Coffee-houses and their Social Relevance							
<b>UNIT-III</b>							<b>9+3+0=12</b>
Impact of the Industrial, Agrarian and the French Revolutions on the English society, Humanitarian Movements in England							
<b>UNIT-IV</b>							<b>9+3+0=12</b>
The Reform Bills and the Spread of Education- Social impact of the two World Wars, the Labour Movement, the Welfare State							
<b>UNIT - V</b>							<b>9+3+0=12</b>
The Cold War (1945-1991)- The Falkland War (1982)-The Gulf War (1990).							
<b>L= 45 / T=15</b>				<b>Total Hours</b>		<b>60</b>	
<b>Tutorial Activity</b>							
<b>Textbooks</b> Keith ,Wrightson,Ed. A Social History of England, 1500- 1750, NortonPress. 2018 Rosemar ,Horrox, A social History of England, 1200-1500,Cambridge University Press. <b>June2012.</b> <i>Briggs, Asa, A social history of England :1921- : Free Download, Borrow, and Streaming : Internet Archive</i>							

<b>COURSE CODE</b>	<b>XEN203</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>SS</b>	<b>H</b>	<b>C</b>
<b>COURSE NAME</b>	<b>BRITISH LITERATURE-I</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>4</b>
<b>C:P:A- 3:0:0</b>							
<b>COURSE OUTCOMES:</b> <b>After the completion of course, the learners will be able to get :</b>		<b>Domain</b>		<b>Level</b>			
CO1	<i>Review</i> important works of prominent British writers	Cognitive		Understanding			
CO2	<i>Discuss</i> social issues of the time through select works of British Literature	Cognitive		Understanding			
CO3	<i>Identify</i> the writer's life and background in order to understand their purpose for writing	Cognitive		Understanding			
CO4	<i>Interpret</i> various literary texts in British Literature	Cognitive		Applying			
CO5	<i>Relate</i> between the characters and their roles; the reader and the context	Cognitive		Applying			
						<b>HOURS</b>	
<b>UNIT-I</b>							<b>9+3+0=12</b>
Francis Bacon - Of Truth, Of Adversity Oliver Goldsmith - A City Night- Piece Joseph Addison and Sir Richard Steele - The Spectator Club, On Gratitude, On Giving Advice.							
<b>UNIT-II</b>							<b>9+3+0=12</b>
Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper John Keats - Endymion Bk-I							
<b>UNIT-III</b>							<b>9+3+0=12</b>
P.B.Shelly - Arethusa, Hymn to Intellectual Beauty. William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks In Beauty John Milton - Paradise Lost Bk 4.							
<b>UNIT-IV</b>							<b>9+3+0=12</b>
Christopher Marlowe - Dr. Faustus Francis Beaumont and John Fletcher – Philaster Oliver Goldsmith - She Stoops to Conquer							
<b>UNIT - V</b>							<b>9+3+0=12</b>
Mary Shelly - Captain Walton's Conclusion-Frankenstein Jonathan Swift - Voyage to Lilliput/Houyhnhnms-Gulliver's Travels Charles Dickens - Recalled to Life- A Tale of Two Cities							
<b>L= 45 / T= 15</b>				<b>Total Hours</b>		<b>60</b>	
<b>Tutorial Activities</b>							
1) Reading and understanding the text 2) Summarize a piece of prose or poetry 3) Dialogue Practice							

4) Role play of the Fictional Characters	
<p><b>Reference Book:</b>  Dawson, Ashley. The Routledge Concise History of Twentieth-Century British Literature. Routledge, 2012.</p> <p><b>Text Books:</b></p> <p>Bacon, Francis. The Essays of Francis Bacon. 1936, ci.nii.ac.jp/ncid/BA26418003.  Addison, Joseph. Sir Roger De Coverley and the Spectator's Club by Richard Steele and Joseph Addison. Hardpress Publishing, 2012.  Goldsmith, Oliver. The Citizen of the World. 1820.  Blake, William. Songs of Innocence, and Songs of Experience. 1866, ci.nii.ac.jp/ncid/BB19724492.  Keats, John. Endymion, a Poetic Romance. 1818.  Woodberry, George E. Select Poems of Percy Bysshe Shelley (Classic Reprint). Forgotten Books, 2018.  Wordsworth, William, and Thomas B. Mosher. Intimations of Immortality: An Ode. Franklin Classics Trade Press, 2018.  Goldsmith, Oliver. She Stoops to Conquer. Courier Corporation, 1991.  Shelley, Mary Wollstonecraft. FRANKENSTEIN OR, THE MODERN PROMETHEUS: Popular Books by MARY WOLLSTONECRAFT (GODWIN) SHELLEY: All Times Bestseller Demanding Books. BEYOND BOOKS HUB, 2021.</p>	

<b>COURSE CODE</b>	<b>XEN204</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>SS</b>	<b>H</b>	<b>C</b>
<b>COURSENAME</b>	<b>AMERICAN LITERATURE-I</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>
<b>C:P:A- 3:0:0</b>							
<b>COURSE OUTCOMES:</b> <b>After the completion of course, the learners will be able to get :</b>		<b>Domain</b>		<b>Level</b>			
CO1	<i>Understand</i> the famous Poems in American Literature	Cognitive		Understanding			
CO2	<i>Associate</i> the popular poems how they teach didactic elements	Cognitive		Understanding			
CO3	<i>Classify</i> the Powerful orations of American Orators and their Principles	Cognitive		Analyze			
CO4	<i>Assess</i> about prominent writers and famous works in American Literature	Cognitive		Evaluate			
CO5	<i>Recommend</i> various authors and their works that reflects on life	Cognitive		Evaluate			
<b>SYLLABUS</b>						<b>HOURS</b>	
<b>UNIT-I</b>						<b>9+3+0=12</b>	
E.M.Foster- The Prologue- Passage to India (Lines 1-68) Walt Whitman- O Captain, My Captain!							
<b>UNIT-II</b>						<b>9+3+0=12</b>	
Sherman Alexie- Crow Testament Evolution Edgar Allan Poe – The Raven Emily Dickinson – Because I Could not Stop for Death							
<b>UNIT-III</b>						<b>9+3+0=12</b>	
Edgar Allan Poe- The Philosophy of composition Martin Luther King Jr. – I have a Dream Abraham Lincoln- Gettysburg Address							
<b>UNIT-IV</b>						<b>9+3+0=12</b>	
Tennessee Williams- The Glass Menagerie Eugene O' Neil- Emperor Jones							
<b>UNIT - V</b>						<b>9+3+0=12</b>	
Harriet Beecher Stowe-Uncle Tom's Cabin Herman Melville- Billy Budd Washington Irving- The Legend of the Sleepy Hollow Rip Van Winkle Leslie Marmon Silko- Ceremony							
<b>L= 45 / T= 15</b>				<b>Total Hours</b>		<b>60</b>	
<b>Tutorial Activities</b>							
1) Reading and understanding the text 2) Summarize a piece of prose or poetry 3) Dialogue Practice							

4) Role play of the Fictional Characters	
<p><b>Textbooks</b></p> <p>Levine, Roberts.,etal. The NortonAnthology to American Literature. W.W.Norton &amp; Company,2022</p> <p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Dickinson, Emily and Johanna Brownwell. Emily Dickinson Poems.Chartwell Books, 2013.</li> <li>2. Gould, Jean.American Women Poets: Pioneers of Modern Poetry. DODD, Mead, 1980.</li> <li>3. Poe, Edgar Allen, etal. Poetry for young people: Edgar Allen Poe. Sterling Publishing Company, 1995.</li> <li>4. Kallen, Stuart.A and Teny Boles. The Gettysburg address. Abdo&amp;Daughters, 1994.</li> </ol>	

<b>COURSE CODE</b>	<b>XEN205</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>SS</b>	<b>H</b>	<b>C</b>
<b>COURSENAME</b>	<b>HISTORY OF ENGLISH LITERATURE</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>4</b>
<b>C:P:A- 3:0:0</b>							
<b>COURSE OUTCOMES:</b>		<b>Domain</b>		<b>Level</b>			
<b>After the completion of course, the learners will be able to get :</b>							
CO1	Understand the history of English literature, while laying special emphasis on various Literary movements, genres and writers that are heldto be the representatives of their times.	Cognitive		Understand			
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	Cognitive		Apply			
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	Cognitive		Understand			
CO4	Develop a nuanced appreciation of the literarystalwarts of those times.	Cognitive		Understand			
CO5	Gain in-depth understanding on the growth of the English language.	Cognitive		Understand			
<b>SYLLABUS</b>						<b>HOURS</b>	
<b>UNIT-I</b>						<b>9+3+0=12</b>	
History of British Literature must include British Poetry, Prose, Drama and Fiction, covering representative writers down the ages like given below							
<b>UNIT-II</b>						<b>9+3+0=12</b>	

	The Renaissance Period (1350 – 1660): An Introduction to Bible Translation - Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean drama, Comedy of Humours	
<b>UNIT-III</b>		<b>9+3+0=12</b>
	The Late Seventeenth and the Eighteenth Centuries (1660 - 1800): Comedy of Manners, Neo-Classicism, Sentimental and Anti-sentimental comedies, Pre- Romantics	
<b>UNIT-IV</b>		<b>9+3+0=12</b>
	Well made play (Drama of Ideas - Shaw and Ibsen),Existential Drama, Comedy of menace, Kitchen-sink drama, Problem Play, Didactic Drama(Propaganda play), One-act play	
<b>UNIT – V</b>		<b>9+3+0=12</b>
	The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers - Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats	
	<b>L= 45 / T= 15</b>	<b>Total Hours</b>
		<b>60</b>
<b>Tutorial Activities</b>		
<ol style="list-style-type: none"> <li>1) Reading and understanding incomplete texts</li> <li>2) Summarize a works of the writer</li> <li>3) Summarize a period of time line</li> <li>4) Role play</li> </ol>		
<b>Textbooks</b>		
<p>Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.</p> <p>Parker, P. (ed.). The Reader’s Companion to Twentieth-Century Writing(London: Helicon, 1995). Stringer, J. (ed.).</p> <p>The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford UniversityPress, 1996). Another well-edited and balanced reference book</p>		