

# **B.A. ENGLISH**

**ACADEMIC YEAR (23-24)**

**BATCH (2022-2025)**

**LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

## **SYLLABUS**



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**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE  
(AUTONOMOUS)**

*(Affiliated to Bharathidasan University, Tiruchirappalli)*

**(Accredited by NAAC; An ISO 9001:2015 Certified Institution)**

**SUNDARAKKOTTAI, MANNARGUDI – 614 016**

**TAMIL NADU, INDIA.**

## PROGRAMME OUTCOMES FOR B.A., DEGREE

<b>PO No.</b>	<b>Program Outcomes</b> <i>(Upon completion of the B.A. Degree Programme, the Undergraduate will be able to)</i>
<b>PO-1*</b>	<b>Disciplinary knowledge:</b> demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate program of study in Bachelor of Arts.
<b>PO-2*</b>	<b>Critical thinking and Problem Solving:</b> think critically about the issues and identify, critically analyze and solve problems from the disciplines of concern, using appropriate tools and techniques and the knowledge, skills and attitudes acquired and extrapolate the same to real life situations.
<b>PO-3*</b>	<b>Digital literacy and Effective Communication:</b> use ICT in a variety of learning situations and speak, read, write and listen clearly in person and through electronic media in English and in one or more Indian languages, and make meaning of the world by connecting people, ideas, books, media and technology.
<b>PO-4*</b>	<b>Individual and Team Work:</b> effectively accomplish tasks individually as well as work effectively and respectfully as member or leader with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
<b>PO-5</b>	<b>Multicultural Competence and Social Interaction:</b> understand the values and beliefs of multiple cultures, global perspectives, engage and interact respectfully with diverse groups and elicit views of others, mediate disagreements and help reach conclusions in group settings.
<b>PO-6*</b>	<b>Ethical Awareness, Human values and Gender Issues:</b> embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work and understand the value of relationship between self and the community and aware of the various issues concerning women and society.
<b>PO-7</b>	<b>Environment and Sustainability:</b> understand the impacts of technology and business practices in societal and environmental contexts, and sustainable development.
<b>PO-8*</b>	<b>Self-directed and Lifelong learning:</b> acquire knowledge and skills, including learning "how to learn", that are necessary for participating in learning activities throughout life and to engage in independent and life-long learning in the broadest context of socio-technological changes.

**PROGRAMME SPECIFIC OUTCOME (PSO)**

<b>PSO. No.</b>	<b>Programme Specific Outcomes</b> <i>(Upon completion of the B.A. Degree Programme, the Undergraduate will be able to )</i>
<b>PSO-1</b>	Read and explain literary texts intently, paying attention to linguistic and stylistics variations and innovations, exploring themes in generic conventions and historical contexts.
<b>PSO-2</b>	Speak and write clearly in standard, academic English.
<b>PSO-3</b>	Read and explain any unfamiliar literary or non-literary texts.
<b>PSO-4</b>	Understand literary texts from different regions, respecting and transcending the differences.
<b>PSO-5</b>	Extract values inherited from literary texts.

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**B.A ENGLISH COURSE STRUCTURE UNDER CBCS  
(For the candidates admitted in the academic year 2022-2023)  
ELIGIBILITY: Those who have completed +2 examinations**

Sem	Part	Types of the Courses	Course Code	Title of the Courses	Ins. Hrs.	Credits	Exam. Hours	Marks		
								Int.	Ext.	Total
I	I	Language Course - I (Tamil*/Other Languages +#)	22LC101	Ikkala Ilakkiyam	6	3	3	25	75	100
	II	English Course-I	21ELC101	Language through Literature -I (Prose and Communication Skills)	6	3	3	25	75	100
	III	Core Course – I (CC)	22EN101	British Literature-I ( 15 <sup>th</sup> to 18 <sup>th</sup> Century)	6	5	3	25	75	100
		Core Course-II (CC)	22EN102	British Literature -II ( 18 <sup>th</sup> to 20 <sup>th</sup> Century)	6	5	3	25	75	100
		First Allied Course-I (AC)	22AEN101	Social History of England	4	3	3	25	75	100
	IV	Value Education	2UGVED	Value Education	2	2	3	25	75	100
		<b>Total</b>			<b>30</b>	<b>21</b>	--	--	--	700
II	I	Language Course - II (Tamil*/Other Languages +#)	22LC201	Idaikala Ilakkiyamum Puthinamum	6	3	3	25	75	100
	II	English Course-II	21ELC201	Language through Literature -II (Poetry and Communication Skills)	6	3	3	25	75	100
	III	Core Course – III (CC)	22EN203	Indian English Literature	6	5	3	25	75	100
		Core Course-IV (CC)	22EN204	Grammar and Usage	6	5	3	40	60	100
		First Allied Course-II (AC)	22AEN202	Literary Genres and Terms	4	3	3	25	75	100

	IV	Environmental Studies	22UGCES	Environmental Studies	2	2	3	25	75	100
	<b>Total</b>				<b>30</b>	<b>21</b>	--		--	600
III	I	Language Course - III(Tamil*/Other Languages +#)	22LC301	Kaapiyamum Nadagamum	6	3	3	25	75	100
	II	English Course-III	22ELC301	Language through Literature-III (Drama and Communication Skills)	6	3	3	25	75	100
	III	Core Course – V (CC)	23EN305	Diasporic Literature	6	5	3	25	75	100
		Core Course-VI (CC)	23EN306	Indian Literature in English Translation	6	5	3	25	75	100
		Second Allied Course-I (AC)	23AEN303	History of English Literature – I	4	3	3	25	75	100
IV	Non Major Elective Course-I (NME) Those who choose Tamil in Part-I can choose a non-major elective course offered by other departments. Those who do not choose Tamil in Part-I must choose either a) Basic Tamil if Tamil language was not studied in school level or b) Special Tamil if Tamil Language was studied upto 10 <sup>th</sup> & 12 <sup>th</sup> Std.			2	2	3	25	75	100	
	<b>Total</b>				<b>30</b>	<b>21</b>				600
IV	I	Language Course - IV	22LC401	Pandaya Ilakkiyam	6	3	3	25	75	100

	(Tamil*/Other Languages +#)									
II	English Course-IV	22ELC401	Language through Literature -IV (Short Stories and Communication Skills)	6	3	3	25	75	100	
III	Core Course – VII (CC)	23EN407	Introduction to Language & Linguistics	5	4	3	25	75	100	
	Core Course-VIII (CC)	23EN408	American Literature	5	4	3	25	75	100	
	Second Allied Course-II (AC)	23AEN404	History of English Literature – II	4	3	3	25	75	100	
IV	<p>Non Major Elective Course-II (NME)</p> <p>Those who choose Tamil in Part-I can choose a non-major elective course offered by other departments.</p> <p>Those who do not choose Tamil in Part-I must choose either</p> <p>a) Basic Tamil if Tamil language was not studied in school level or</p> <p>b) Special Tamil if Tamil Language was studied upto 10<sup>th</sup>&amp; 12<sup>th</sup> Std.</p>		-----	2	2	3	25	75	100	
IV	Skill Based Elective-I	---		2	2	3	25	75	100	

				<b>Total</b>	<b>30</b>	<b>21</b>	--	--	--	<b>700</b>
V	III	Core Course-IX (CC)	R23EN509	Post-Colonial Literature in English	5	5	3	25	75	100
		Core Course-X (CC)	R23EN510	Women's Writing in English	5	5	3	25	75	100
		Core Course-XI (CC)	R23EN511	Introduction to Literary Criticism	5	5	3	25	75	100
		Core Course-XII (CC)	R23EN512	Shakespeare	5	5	3	25	75	100
		Major Based Elective Course-I (MBE)	R23MBEEN1:1 / R23MBEEN1:2	Common Wealth Literature/Adventures in Literature	4	3	3	25	75	100
	IV	Skill Based Elective-II	R23SBEEN2	-----	2	2	3	25	75	100
		Skill Based Elective-III	R23SBEEN3	-----	2	2	3	25	75	100
		Soft Skills Development	23UGSDC	-----	2	2	3	25	75	100
		<b>Total</b>			<b>30</b>	<b>29</b>	--	--	--	<b>700</b>
	VI	III	Core Course- XIII (CC)	R23EN613	Children Literature	6	5	3	25	75
Core Course – XIV (CC)			R23EN614	English Language Teaching	6	5	3	25	75	100
Core Course-XV (CC)			R23EN615	Translation Theory & Practice	6	4	3	25	75	100
Major Based Elective Course-II (MBE)			R23MBEEN2/ R23MBEEN3	English for Competitive Examinations / Journalism	5	4	3	25	75	100
Core Project			R23ENPW	Project Work	6	5		25	75	100
V		Gender Studies	23UGGS	----	1	1	3	25	75	100
		Extension Activities	----	---	--	1	--	--	--	100
					<b>Total</b>	<b>30</b>	<b>25</b>	--	--	--
<b>Grand Total</b>					<b>180</b>	140	--	--	--	<b>3900</b>

**SUMMARY OF CURRICULUM STRUCTURE OF UG  
PROGRAMME – ARTS**

<b>Sl. No.</b>	<b>Part</b>	<b>Types of the Courses</b>	<b>No. of Courses</b>	<b>No. of Credits</b>	<b>Marks</b>
1.	I	Language Courses	4	12	400
2.	II	English Courses	4	12	400
3.	III	Core Courses	15	75	1500
4.		Allied Courses I & II	4	12	400
5.		Major Based Elective Courses	2	10	200
6.		Project	1	3	100
7.	IV	Non Major Elective Courses	2	4	200
8.		Skill Based Elective Courses	3	6	300
9.		Soft Skills Development	1	2	100
10.		Value Education	1	2	100
11.		Environmental Science	1	2	100
12.	V	Gender Studies	1	1	100
13.		Extension Activities	1	1	--
<b>Total</b>			<b>40</b>	<b>140</b>	<b>3900</b>



**NON MAJOR ELECTIVE (NME) OFFERED BY THE DEPARTMENT**

<b>Semester</b>	<b>Part</b>	<b>Nature of the Course</b>	<b>Course Code</b>	<b>Title of the Course</b>
III	IV	NME -I	23NMEEN31	Scenes from Shakespeare
IV	IV	NME -II	23NMEEN41	Short Stories

**SKILL BASED ELECTIVE (SBE) OFFERED BY THE DEPARTMENT  
(ENGLISH FOR COMMUNICATION)**

<b>Semester</b>	<b>Part</b>	<b>Nature of the Course</b>	<b>Course Code</b>	<b>Title of the Course</b>
IV	IV	SBE-I	23SBEEN1	Communicative English –I
V	IV	SBE-II	R23SBEEN2	Communicative English –II
V	IV	SBE-III	R23SBEEN3	Communicative English –III



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**DEPARTMENT OF ENGLISH**

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**B.A ENGLISH**

**SEMESTER: V -CC-IX POST COLONIAL LITERATURE IN ENGLISH**

**Ins.Hrs./Week:5**

**Course Credit: 5**

**Course Code:R23EN509**

**OBJECTIVES:**

- To get a critical introduction in the field of Post colonial literatures and theory
- To examine a diverse selection of Post Colonial literatures emanating from the former geographical centers of colonialism
- To introduce a cross section of writing in English from the colonized nations

**UNIT I**

**(14 Hours)**

**POETRY**

Allen Curnow : Time  
A.D.Hope : Australia  
Margaret Atwood : This is a Photograph of me  
Gabriel Okara : Once Upon a Time

**UNIT II**

**(15 Hours)**

**PROSE**

Ananda Coomaraswamy : The Dance of Shiva  
Chinua Achebe : The African Writers and the English Language

**UNIT III**

**(16 Hours)**

**SHORT STORIES**

Katherine Mansfield : Sun and Moon  
Salman Rushdie : The Courter

**UNIT IV**

**(15 Hours)**

**DRAMA**

Wole Soyinka : The Kongi's Harvest

**UNIT-V**

**(15 Hours)**

**FICTION**

Chinua Achebe : The Things Fall Apart

**Total Lecture hours: 75**

**COURSE OUTCOME**  
Students will be able to,

CO No.	Course Outcome	PSO's Addressed	Cognitive Level
CO – 1	Develop ability to handle Post Colonial discourse in writing and in the real world	PSO4, PSO5	U, E
CO-2	Demonstrate the ability to understand violence as a part of colonialism and de colonialism and act Accordingly	PSO3	U, Ap
CO-3	Develop strategies for re-writing of history and confirmation of identities.	PSO1	U,E
CO-4	Link the widening perspectives in theory in analysis of texts, real life data or actual crises.	PSO1	U, An
CO-5	Acquaint with the key concept of post colonial literary theory through the study of postcolonial texts.	PSO1, PSO5	U,E

**TEXT BOOK(S):**

1. Kentish Coomaraswamy Ananda. *The Dance of Shiva*. New York: Dover Publications, Inc, 1974.
2. Batra Shakti, Wole Soyinka's *Kongi's Harvest*, New Delhi: Surjeet Publications, 2015.
3. Bandele Biyi, Chinua Achebe's *The Things Fall Apart*, London, Penguin Publication 2001.
4. Dr. Syamala v. *Short stories for Effective Communication*, Anuchithra publications ed 2015.

**WEB SOURCES**

1. [https:// www.litcharts.com/lit/ civil-peace/ summary](https://www.litcharts.com/lit/civil-peace/summary)
2. [https://www.enotes.com/ homework-help/what-is-the- summary –of-australia-by-a-d-hope-2098918](https://www.enotes.com/homework-help/what-is-the-summary-of-australia-by-a-d-hope-2098918)

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**B.A ENGLISH**

**SEMESTER: V –CC-X WOMEN'S WRITING IN ENGLISH**

**Ins.Hrs./Week:5**

**Course Credit:5**

**Course Code:R23EN510**

**Objectives:**

- To give an insight to students about Women's writing from all over the world
- To make students acquire a sound knowledge in Gender Studies
- To understand women's literary history, women's studies and feminist criticism

**UNIT-I (Poetry)**

**(14Hours)**

- Kamala Das - An Introduction  
Sylvia Plath - Mirror  
Elizabeth Barret Browning - How do I Love Thee? Let me count the ways (Sonnet 43)

**UNIT-II (Prose)**

**(15Hours)**

- Elaine Showalter - Towards a Feminist Poetics  
Shashi Deshpande - Writings from Margins- Masks and Disguises

**UNIT-III (Short Story)**

**(17Hours)**

- Bharati Mukherjee - A Wife's Story  
Mahasweta Devi - Draupadi

**UNIT-IV (Drama)**

**(15Hours)**

- Ayan Rand - Night of January 16

**UNIT-V (Fiction)**

**(14Hours)**

- Toni Morrison - Beloved  
Arundhati Roy - The God of Small Things

**Total Lecture Hours: 75**

## COURSE OUTCOME

Students will be able to,

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Understand Women's Studies as an academic field of study, its major concepts, history, assumptions and theorists, and recognize its epistemological diversity and character	PSO1,PSO2	U,An
CO-2	Understand gender equality and women's rights in promoting social justice and human rights	PSO3,PSO4	R,U
CO-3	Conceive the Revolutionary changes occurred to women empowerment	PSO1,PSO2	An,Ap
CO-4	Specify the negative impact of female foeticide and women exploitation in the society	PSO3,PSO4	An,E
CO-5	Comprehend and appraise the role of women for the betterment society	PSO4,PSO5	C

## TEXT BOOKS:

1. Sage, Lorna, *The Cambridge Guide to Women's writing in English*. Cambridge University Press, 1999.

## REFERENCE BOOK(S)

1. Eagleton, Mary. ed. *Feminist Literary Theory: A Reader*. USA: Basil Blackwell, 1986.
2. Finke, Laurine A. *Feminist Theory, Women's Writing*. London: Cornell University Press, 1992.
3. Jung, Anees. *Breaking the Silence: Voices of Women them Around the World*, New Delhi: Penguin Book, 1995.
4. Showalter, Elaine. *A Literature of their Own*. London: Virago, 1978. Print.
5. Khandaelwal K.N Mahasweta Devi's *Draupadi*. Agra: Lakshmi Narain Agarwal Educational Publishers.
6. Khandaelwal K.N Arunthathi Roy's *The God of small Things*. Agra: Lakshmi Narain Agarwal Educational Publishers.
7. Educational Publishers.

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**B.A ENGLISH**

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**SEMESTER: V -CC-XI INTRODUCTION TO LITERARY CRITICISM**

**Ins.Hrs./Week:5**

**Course Credit: 5**

**Course Code:R23EN511**

**OBJECTIVES:**

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

**UNIT I**

**(14 Hours)**

**The Classical Age:**

Aristotle- Poetics (First Three Chapters)

**UNIT II**

**(15 Hours)**

**The Renaissance Period:**

Sir Philip Sidney- Apologie for Poetry

**UNIT III**

**(16 Hours)**

**The Neo-classical Age:**

Dr. Johnson- Preface to Shakespeare

**UNIT IV**

**(15 Hours)**

**The Romantic Period:**

William Wordsworth- Preface to Lyrical Ballads

**UNIT-V**

**(15 Hours)**

**The Modern Period:**

T. S Eliot- The Metaphysical Poets

I. A Richards- Four Kinds of Meaning

**Total Lecture hours: 75**

## COURSE OUTCOME

Students will be able to,

CO No.	Course Outcome	PSO's Addressed	Cognitive Level
CO - 1	Understand the relevant of classical criticism	PSO1, PSO2	U,E
CO-2	Identify, analyze, interpret and describe the critical ideas, values and themes	PSO5	An, Ap
CO-3	Trace the different types of criticism with concrete evidences	PSO4, PSO3	An, E
CO-4	Know the fundamental concepts and terms in romantic criticism	PSO1	U,E
CO-5	Demonstrate skills in understanding the modern literary piece	PSO3	U,E

### REFERENCE BOOK(S):

1. Dr. Tilak, Raghukul. *History and Principles of Literary Criticism*. New Delhi: Rama Brothers Educational Publishers,2013.
2. Dr. Tilak, Raghukul. *New Criticism and New Critics*. New Delhi: Rama Brothers Educational Publishers,2011.
3. Dr. Rajimwale, Sharad. *Contemporary Literary Criticism*. New Delhi: Rama Brothers Educational Publishers,2005.
4. Mongia, Padmini. *Contemporary Post – Colonial Theory*. New Delhi: Oxford University Press, 2010.
5. Sethuraman, V.S, *Ed Contemporary Criticism: An Anthology*. Chennai: Macmillan Publishers, 2010.
6. Prasad, B *An Introduction to English Criticism*. Chennai: Macmillan India Press, 2007.
7. Prasad, B. *An Introduction to English criticism*. Chennai: Macmillan, 1990
8. Ravindranathan, S. *A Handbook on Principles of Literary Criticism (From Plato to Post- modernism)*. Chennai: Emerald Publishers, 2006
9. Waugh, Patricia. *An Oxford Guide: Literary Theory and Criticism*. New Delhi: Oxford University Press, 2006

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**Ins.Hrs./Week:5**

**SEMESTER: V -CC-XII SHAKESPEARE**

**Course Credit: 5**

**Course Code:R23EN512**

**OBJECTIVES:**

- To introduce learners the dramatic and theatrical conventions of Shakespeare
- To make learners understand the characterization, dramatic and poetic techniques in Shakespearean plays
- To enhance learners' appreciation and enjoyment in select plays of Shakespeare

**UNIT I**

1. Poem- Quality of Mercy

**(15 Hours)**

2. Sonnet XXXV, LXXI

Shakespearean Theatre and Audience

Shakespearean Fools and Clowns

Shakespearean Women

Supernatural Elements in Shakespearean Plays

Shakespeare as a Sonneteer and a Narrative Poet

**UNIT II**

Henry IV Part I

**(15 Hours)**

**UNIT III**

As you like it

**(15 Hours)**

**UNIT IV**

Julius Caesar

**(15 Hours)**

**UNIT V**

Othello

**(15 Hours)**

**Total Lecture hours: 75**



## COURSE OUTCOME

Students will be able to,

CO No.	Course Outcome	PSO's Addressed	Cognitive Level
CO – 1	Read, enjoy and appreciate the poetry of Shakespeare	PSO1, PSO5	C,U
CO-2	Understand the working of the human minds and their numerous emotions from a study of Shakespeare's numerous characters	PSO1, PSO5	U, Ap
CO-3	Gain detail knowledge of Shakespeare's works and understand relevant dramatic genres	PSO1, PSO5	U, Ap
CO-4	Identify the features of Elizabethan theatre and globe theatre	PSO1, PSO5	R, S
CO-5	Identify and discuss the qualities of Shakespeare's earlier texts and his contribution to Literature and Culture	PSO1, PSO5	U, E

### REFERENCE BOOK(S):

1. Horwood, F.C. and R.E.C. Houghton. Ed. *The New Clarendon Shakespeare's Othello*. New Delhi: Oxford University Press, 1968.
2. Khandelwal, K.N. *William Shakespeare's As You Like It*. Agra: Lakshmi Narain Agarwal Educational Publishers.
3. Khandelwal, K.N. *William Shakespeare's Othello*. Agra: Lakshmi Narain Agarwal Educational Publishers.
4. Mathur, Lahiri. *William Shakespeare's Julius Caesar*. Agra: Lakshmi Narain Agarwal Publishers.
5. *Selected Poems*, New Delhi, Jainco Publishers.
6. Wilks, Robert. *William Shakespeare's Julius Caesar*. London: The Macmillan Press, 1986.
7. Khandelwal, K.N. *William Shakespeare's Henry IV Part I*. Agra: Lakshmi Narain Agarwal Educational Publishers.



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**SEMESTER: V-MBE-I COMMON WEALTH LITERATURE**

**Ins.Hrs./Week:4**

**Course Credit: 3**

**Course Code: R23MBEEN1:1**

**OBJECTIVES:**

- To introduce learners to the literatures of a few common wealth countries
- To enable learners to understand and appreciate various cultures and traditions
- To enable learners to understand the societal values of common wealth countries

**UNIT-I**

**(13 Hours)**

**(Poetry)**

Sir Charles G.D Roberts

: The Solitary Woodsman

Razia Khan

: My Daughter's Boy friend

Judith Wright

: Five Senses

**UNIT-II**

**(12 Hours)**

**(Poetry)**

Allen Curnow

: House and Land

E.J. Pratt

: The Dying Eagle

Derek Walcott

: A Far Cry from Africa

**UNIT-III**

**(Prose)**

**(11 Hours)**

Margaret Atwood

: Nature as Monster

From the Chapter 2 of survival: A Thematic Guide to Canadian Literature

**UNIT-IV**

**(Drama)**

**(12 Hours)**

Wole Soyinka

: Lion and the Jewel

**UNIT-V**

**(12 Hours)**

**(Fiction)**

Alan Paton

: Cry the Beloved Country

**Total Lecture hours:60**

## COURSE OUTCOME

Students will be able to,

CO No.	Course Outcome	PSO's Addressed	Cognitive Level
CO - 1	Appreciate all the literary works under common wealth literature	PSO2, PSO4	U, E
CO-2	Understand the global relevance ,significance and resonance	PSO3, PSO4	U, Ap
CO-3	List the major themes ,literary trends in common wealth countries	PSO3, PSO4	U, Ap
CO-4	Discuss the problem of language in creative writing	PSO2	C, E
CO-5	Analyze and evaluate the post-colonial aspects of the literary works of Common wealth Countries	PSO3, PSO4	An, E

### TEXT BOOK(S):

1. William Walsh, *Commonwealth Literature*. London: Oxford University Press,1973.
2. .Pandit.M.L , *New Commonwealth Writing*,London:PrestigeBooks,1996.

### REFERENCE BOOK(S):

1. Narasimhaiah, C.D.*An Anthology of Common wealth Poetry.India: Macmillan, 1990.*
2. Ray, K. *Studies in Commonwealth Literature*. United States: Oxford University Press,1973.
3. Soyinka, Wole. *Lion and the Jewel*. United Kingdom: Oxford University Press, 1965

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**Semester: V –MBE-I ADVENTURES IN LITERATURE**

**Ins.Hrs./Week:4**

**Course Credit: 3**

**Course Code: R23MBEEN1:2**

**OBJECTIVES:**

- To develop the students exciting experience through the stories like science fiction, fantasy and historical adventure
- To develop the students' imagination through Adventure Literature
- To ensure the students narrative thoughts and rare events in Adventurous novels

**UNIT I** **(12 hours)**  
Daniel Defoe-Robinson Crusoe

**UNIT II** **(12 hours)**  
Jules Verne – Around the World in 80 days

**UNIT III** **(12 hours)**  
Herman Melville – Moby Dick

**UNIT IV** **(12 hours)**  
Robert Louis Stevenson-Treasure Island

**UNIT V** **(12 hours)**  
Mark Twain-The Adventures of Tom Sawyer

**Total Lecture hours: 60**

## COURSE OUTCOME

Students will be able to,

CO No.	Course Outcome	PSO's Addressed	Cognitive Level
CO - 1	Develop the critical thinking about adventure reading material meant largely for entertainment	PSO1	U, E
CO-2	Know the critical thoughts about popular adventurous novels	PSO4	R, U
CO-3	Focus on the adventures of popular characters	PSO5	E,S
CO-4	Identify the ideas connected between the content and theme of the adventurous novels	PSO4	U,E
CO-5	Develop the remarkable experience in the spirit of adventures	PSO3	U, E

## TEXT BOOK

1.S.S Chhabra, Hermen Melville's Moby Dick . New Delhi, Surjeet Publications , 2009.

## REFERENCE BOOK(S):

1. Defoe, Daniel. *The Adventures of Robinson Crusoe*. New Delhi: BPI India, 2012.
2. Stevenson, Robert Louis. *Treasure Island*. Noida: New Kissan Offset Press, 2010.
3. Twain, Mark. *The Adventures of Tom Sawyer*. New Delhi: An Imprint of Om BookInternational, 2013.

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**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE  
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**B.A ENGLISH**

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**SEMESTER: V-SBE-II- COMMUNICATIVE ENGLISH -II**

**Ins.Hrs./Week:2**

**Course Credit: 2**

**Course Code:R23SBEEN2**

**OBJECTIVES:**

- To enable learners to write letters in clear and concise format
- To provide an overview of pre requisites to business communication
- To provide an outline to effective organizational communication

**UNIT I**

**(6 Hours)**

Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, Interjection

**UNIT II**

**(6 Hours)**

Words and Expressions: Abstract and Concrete words, Exaggeration, Tautology, Cliché, Slang, Jorgan, Commercials

**UNIT III**

**(6 Hours)**

Technical terms, Simplicity, Brevity, Clarity, Coherence, Courtesy, Common errors to be avoided

**UNIT IV**

**(6 Hours)**

Memos, Agenda, Minutes and Circulars

**UNIT V**

**(6 Hours)**

Structure of Letters, Formal and Informal letters

**Total Lecture Hours: 30**

## COURSE OUTCOME

Students will be able to,

CO No.	Course Outcome	PSO's Addressed	Cognitive Level
CO - 1	Identify and use parts of speech	PSO1, PSO2	U, E
CO-2	Develop their knowledge in vocabulary	PSO1, PSO2	C, U
CO-3	Develop the communication ability	PSO1, PSO2	C,U
CO-4	Analyse the critical thinking and clear writing skills	PSO1, PSO2	An, Ap
CO-5	Develop the Communication and interpersonal skills	PSO1, PSO2	C, E

### TEXT BOOK(S)

1. Madhusudan G. Sudarshan's Letter Writing for Occasions. Sudarshan Publisher and distributors, 2007

### REFERENCE BOOK(S):

1. Bhatnagar, R.P. Rajul Bhargava. *English for Competitive Examinations*, Chennai: Macmillan publishers, 2005.
2. Green, David, *Contemporary English Grammar structures and Composition*. Delhi: Macmillan Publishers, 2010
3. Gopalan, G ed. *General English for Competitive Examination*. Vijay Nicole, 2007

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**B.A ENGLISH**

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**SEMESTER: V-SBE-III- COMMUNICATIVE ENGLISH- III**

**Ins.Hrs./Week:2**

**Course Credit: 2**

**Course Code:R23SBEEN3**

**OBJECTIVES:**

- To understand the basics and different stages of BPO
- To apply Grammar for better business communication
- To comprehend and critically apply effective professional writing

<b>UNIT I</b>		<b>(6 Hours)</b>
	Spelling and Vocabulary	
<b>UNIT II</b>		<b>(6 Hours)</b>
	Phonetics	
<b>UNIT III</b>		<b>(6 Hours)</b>
	Accent and Intonation	
<b>UNIT IV</b>		<b>(6 Hours)</b>
	Commonly and Confused words (Homonyms & Homophones)	
<b>UNIT V</b>		<b>(6 Hours)</b>
	Error analysis	

**Total Lecture Hours: 30**



## COURSE OUTCOME

Students will be able to,

CO No.	Course Outcome	PSO's Addressed	Cognitive Level
CO - 1	Have in depth knowledge on the aspects related to BPO	PSO1, PSO2	U, E
CO-2	Enhance their Communication Skills	PSO1, PSO2	C, U
CO-3	Became aware of the various process in BPO	PSO1, PSO2	U, E
CO-4	Acquire necessary skills to manage various positions in BPO sectors	PSO1, PSO2	C, U
CO-5	Become effective in reading and understanding spelling and grammar	PSO1, PSO2	C, U

### REFERENCE BOOK(S):

1. Balasubramanian.T.A *Textbook of English Phonetics for Indian students*. Macmillan Publishers. India Limited 1981
2. Bhatnagar, R.P. Rajul Bhargava. *English for Competitive Examinations*, Chennai: Macmillan publishers, 2005.
3. Green, David, *Contemporary English Grammar structures and Composition*. Delhi: Macmillan Publishers, 2010.
4. Wren & Martin. *English Grammar and Composition*. New Delhi: S Chand 7 company Ltd, 2010.

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**PROGRAMMES**

**SOFT SKILLS DEVELOPMENT**

**Course Code: 23UGSDC**

**LEARNING OBJECTIVE**

Today's world is all about relationship, communication and presenting oneself, one's ideas and the company in the most positive and impactful way. This course intends to enable students to achieve excellence in both personal and professional life.

**UNIT I**

Know Thyself/ Understanding Self Introduction to Soft skills-Self-discovery-Developing positive attitude-Improving perceptions-Forming values

**UNIT II**

Interpersonal Skills/ Understanding Others Developing interpersonal relationship-Team building- group dynamics-Networking- Improved work relationship

**UNIT III**

Communication Skills / Communication with others Art of listening-Art of reading-Art of speaking-Art of writing-Art of writing e-mails-e mail etiquette

**UNIT IV**

Corporate Skills / Working with Others Developing body language-Practising etiquette and mannerism-Time management- Stress management

**UNIT V**

Selling self / Job Hunting Writing resume/cv-interview skills-Group discussion- Mock Interview-Mock GD – Goal setting - Career planning

**TEXT BOOKS:**

Meena.K and V.Ayothi (2013) A Book on Development of Soft Skills (Soft Skills : A Road Map to Success), P.R. Publishers & Distributors, No, B-20 & 21, V.M.M. Complex, Chatiram

Bus Stand, Tiruchirappalli - 620 002. (Phone No: 0431-2702824: Mobile No: 94433 70597, 98430 74472) Alex K. (2012) Soft Skills – Know Yourself & Know the World, S.Chand & Company LTD, Ram Nagar, New Delhi- 110 055. Mobile No : 94425 14814 (Dr.K.Alex)

**REFERENCE BOOKS:**

- (i) Developing the leader within you John c Maxwell
- (ii) Good to Great by *Jim Collins*
- (iii) The seven habits of highly effective people Stephen Covey
- (iv) Emotional Intelligence Daniel Goleman
- (v) You can win Shive Khera
- (vi) Principle centred leadership Stephen Covey



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**B.A ENGLISH**

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**SEMESTER: VI- CC-XIII CHILDREN LITERATURE**

**Ins.Hrs./Week:6**

**Course Credit: 5**

**Course Code:R23EN613**

**OBJECTIVES:**

- To utilize the oral and artistic skills in creating an interest in reading
- To identify the role of adventures in Children Literature
- Students will be enabled to read and write the different kinds of fables

**UNIT I** **(18 Hours)**

Aesop Fables: The Conceited Cat, The Dog and the Manger, The City Mouse and Village Mouse

**UNIT II** **(18 Hours)**

**Tales from the Arabian Nights:**

Ali Baba and the Forty Thieves, Aladdin and the Magic Lamp and The Story of the Helpful Barber

**UNIT III** **(18 Hours)**

**Fairy Tales:**

The MinPins- Roald Dahl, Jack and the Beanstalk-Joseph Jacobs, The Sleeping beauty- Charles Perrault

**UNIT IV** **(18 Hours)**

**Panchatantra Stories:**

The Faithful Mongoose, The Lion and the Woodcutter, The Swans and the Turtle

**UNIT V** **(18 Hours)**

J.K .Rowling – Harry Potter and the Philosopher's Stone

**Total Lecture hours: 90**

## COURSE OUTCOME

Students will be able to,

CO No.	Course Outcome	PSO's Addressed	Cognitive Level
CO – 1	Analyze the characters and supernatural Elements in Fairy Tales	PSO3, PSO4	An, Ap
CO-2	Evaluate various genres of Children Literature	PSO3, PSO4	U, E
CO-3	Evaluate the characters and settings in fairy tales	PSO3, PSO4, PSO5	U, E
CO-4	Develop creative writing skill in moral stories	PSO3, PSO4, PSO5	C, E
CO-5	Demonstrate and illustrate fables of their own by following the process involved	PSO2	E, U

### REFERENCE BOOK(S):

1. Aesop's Fables, Apple publishing Interanational (P) Ltd.
2. Beecher, H.W. *Enchanting Stories from Panchatantra*. Chennai: Apple Publishing, 2008.
3. *The Sleeping Beauty*. Akila Publications, Mumbai.
4. Turvey, John. *Tales from the Arabian nights*. New Delhi: Longman Classics, 1989.

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**B.A ENGLISH**

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**SEMESTER: VI –CC-XIV- ENGLISH LANGUAGE TEACHING**

**Ins.Hrs./Week:6**

**Course Credit: 5**

**Course Code:R23EN614**

**OBJECTIVES:**

- To expose learners the various approaches and methods, aspects and strategies of teaching English
- To help learners understand the essential components and concepts of language teaching
- Heighten the awareness of correct usage of English grammar in writing and speaking

**UNIT I**

**(18 Hours)**

Place of English in India – Issues Involved in the Teaching of English – English as Foreign Language, Second Language, and English for Specific Purposes

**UNIT II**

**(18 Hours)**

Approaches and Methods – Grammar Translation Method – Audio-lingual Method – Communicative Approach – Natural Approach – Content-based Instruction – Task-based Language Teaching

**UNIT III**

**(18 Hours)**

Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills-  
Types of Tests

**UNIT IV**

**(18 Hours)**

Testing -Types of Tests – Characteristics of a Good Test - Preparation of Model Exercises and Questions.

**UNIT V**

**(18 Hours)**

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

**Total Lecture hours:90**

## COURSE OUTCOME

Students will be able to,

CO No.	Course Outcome	PSO's Addressed	Cognitive Level
CO - 1	Measure the basic problem and parameters in teaching English	PSO2	U, E
CO-2	Give oral presentations and receive feedback on their performance	PSO1, PSO2	C,E
CO-3	Understand some basic concepts of language teaching and its methodologies	PSO1, PSO5	U, E
CO-4	Understand the total content and underlying meaning in the context	PSO5	U, E
CO-5	Read, comprehend and explain journals and articles in their academic discipline	PSO2, PSO5	C,An

### REFERENCE BOOK(S):

1. Baruah, T C. *The English Teacher's Handbook*. New Delhi: Sterling Publishers, 1991
2. Bright, John A., and G. P. McGregor. *Teaching English as a Second Language*. Longmans, 1970.
3. Richards, Jack C, and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge UP, 1986.
4. Varghese, Paul. *Teaching English as a Second Language*. New Delhi: Sterling Publishers, 1990.

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**B.A ENGLISH**

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**Semester: VI – CC-XV TRANSLATION: THEORY AND PRACTICE**

**Ins.Hrs./Week:6**

**Course Credit: 5**

**Course Code: R23EN615**

**OBJECTIVES:**

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

**UNIT I**

**(18 Hours)**

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

**UNIT II**

**(18 Hours)**

History of Translation Theory – Period Study – The Romans – Bible Translation – Early Theorists – The Renaissance – 17<sup>th</sup> Century and 18<sup>th</sup> Century – Romanticism – Victorians – 20<sup>th</sup> Century

**UNIT III**

**(18 Hours)**

Problems of Literary Translation – Structures – Translating Poetry – Translating Prose – translating Dramatic Texts

**UNIT IV**

**(18 Hours)**

Two chapters from G.U Pope's Translation of *Tirukkural*: "The Utterance of Pleasant Words" "Not Doing Evil"

**UNIT V**

**(18 Hours)**

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

**Total Lecture hours: 90**



## COURSE OUTCOME

Students will be able to,

CO No.	Course Outcome	PSO's Addressed	Cognitive Level
CO - 1	Understand the skills required to become a professional translator	PSO5	U, C
CO-2	Find appropriate ways of preserving meaning appropriate to use of each language	PSO2	U, E
CO-3	Evaluate personal language skills	PSO2	E, U
CO-4	Apply concepts of translation principles and methods	PSO5	An, Ap
CO-5	Demonstrate familiarity with keyconcepts, issues and theories of translation	PSO5	U,E

## TEXT BOOK

1. Bassnett, Susan. *Translation Studies*. London: Methuen, 1980.

## REFERENCE BOOK(S):

1. Catford, J C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. London: Oxford UP, 1965
2. Das, Bijay Kumar. *A Handbook of Translation Studies*. New Delhi: Atlantic Publishers, 2018.
3. Raval, Piyash. ed., *Translation Studies: Contemporary Perspectives on Postcolonial and subaltern Translations*. New Delhi: Viva Books, 2012.
4. Savory, Theodore H. *The Art of Translation*. Boston: The Writer, 1968.

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**B.A ENGLISH**

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**SEMESTER: VI – MBE-II-ENGLISH FOR COMPETITIVE EXAMINATIONS**

**Ins.Hrs./Week:5**

**Course Credit: 3**

**Course Code:R23MBEEN2:1**

**OBJECTIVES:**

- To instill confidence in learners and improve their language skills to face the challenges of a competitive examination
- To equip learners with adequate English language skills to achieve success in competitive examinations
- To equip the students knowledge in various communication skills to achieve success in competitive examinations

**UNIT I (16 Hours)**

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

**UNIT II (16 hours)**

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

**UNIT III (15 Hours)**

Error Correction

**UNIT IV (14 Hours)**

Letter Writing – Formal and Informal – Note-making

**UNIT V (14 Hours)**

Expansion of Proverbs – Writing Essays

**Total Lecture hours: 75**

## COURSE OUTCOME

Students will be able to,

CO No.	Course Outcome	PSO's Addressed	Cognitive Level
CO - 1	Use grammatical structures accurately	PSO5	U, E
CO-2	Use language as an effective tool of communication	PSO2	An, Ap
CO-3	Speak and write English correctly	PSO2	C, E
CO-4	Communicate effectively and appropriately	PSO2	U, E
CO-5	Write Competitive examinations	PSO1, PSO5	C, E

### TEXT BOOK:

1. Pillai, Radhakrishna. G. *English Grammar and Composition*. Emerald Publishers, 2002.

### REFERENCE BOOK(S):

1. Bhatnagar, R. P. *English for Competitive Examinations*. New Delhi: Laxmi Publishers India, 2009.
2. Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. India: Laxmi Publishers, 2000.
3. Prasad, Hari M, and Uma R. Sinha. *Objective English for Competitive Examination*. New Delhi: Tata McGraw-Hill Education Pvt. Ltd., 2005.

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**B.A ENGLISH**

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**SEMESTER: VI – MBE-II- JOURNALISM**

**Ins.Hrs./Week:5**

**Course Credit: 3 Course Code:R23MBEEN2:2**

**OBJECTIVES:**

- To initiate learners into the history of Journalism
- To expose learners the various aspects of Journalism
- To develop the students Communication skills in various aspects of Journalism

**UNIT I**

**(16 Hours)**

Definition of Journalism – Role of Journalism – Ethics – Press Laws – Press Council

**UNIT II**

News – Definition – Kinds – Elements – Source – News Agencies

**(15 Hours)**

**UNIT III**

**(14 Hours)**

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

**UNIT IV**

**(16 Hours)**

Editing – News Editor – Sub Editors , Anatomy of Editing.

**UNIT V**

**(14 Hours)**

Language of Journalism – Writing a News Story – Writing Opinion Pieces – Writing Leads, Headlines.

**Total Lecture hours: 75**

## COURSE OUTCOME

Students will be able to,

CO No.	Course Outcome	PSO's Addressed	Cognitive Level
CO - 1	Develop their knowledge in history of Journalism	PSO2, PSO5	C, E
CO-2	Know the concepts of journalism in various fields	PSO2, PSO5	U, Ap
CO-3	Analyze different kinds of features as a special kind of report	PSO3, PSO5	An, Ap
CO-4	Know the principles of editing and copy writing	PSO3, PSO5	U, An
CO-5	The ability to prepare content for news media outlets	PSO3, PSO5	U, E

### TEXT BOOK:

1. Mehta, D.S. *Mass Communication and Journalism in India*. New Delhi: Allied Publishers, 1979.

### REFERENCE BOOK(S):

1. J.Kumar, keval. *Mass Communication*. India: Jaico Publishing House, 1994,
2. Ahuja, B.N. *Audio Visual Journalism*. New Delhi: Surjeet Publications, 2011.
3. Parthasarthy, Rangaswami. *Basic Journalism*. Delhi: Macmillan Publishers, 1984.
4. Shrivastava, K. M. *News Reporting and Editing*. New Delhi: Sterling Publishers, 2003.

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BHARATHIDASAN UNIVERSITY, Tiruchirappalli – 24

## GENDER STUDIES

Course Code:23UGGS

### OBJECTIVES

- To make boys and girls aware of each other's strengths and Weakness.
- To develop sensitivity towards both genders in order to lead an ethically enriched life.
- To promote attitudinal change towards a gender balanced ambience and women empowerment.

### UNIT – I

**Concepts of Gender:** Sex – Gender – Biological Determinism – Patriarchy – Feminism – Gender Discrimination – Gender Division of labour – Gender Stereotyping – Gender Sensitivity Gender Equity– Equality – Gender Mainstreaming - Empowerment.

### UNIT – II

**Women's Studies vs Gender Studies :** UGC's Guidelines – VII to XI Plans – Gender Studies : Beijing Conference and CEDAW – Exclusiveness and Inclusiveness.

### UNIT – III

**Areas of Gender Discrimination :** Family – Sex Ratio – Literacy – Health – Governance – Religion Work Vs Employment – Market – Media – Politics – Law – Domestic Violence – Sexual Harassment – State Policies and Planning .

### UNIT – IV

**Women Development and Gender Empowerment :** Initiatives – International Women's Decade – International Women's Year – National Policy for Empowerment of Women – Women Empowerment Year 2001 – Mainstreaming Global Policies .

### UNIT – V

**Women's Movements and Safeguarding Mechanism :** In India National /State Commission for Women (NCW) – All Women Police Station – Family Court – Domestic Violence Act – Prevention of Sexual Harassment at Work Place Supreme Court Guidelines – Maternity Benefit Act – PNDT Act – Hindu Succession Act 2005 – Eve Teasing Prevention Act – Self Help Groups – 73<sup>rd</sup> and 74<sup>th</sup> Amendment for PRIS

## REFERENCES:

1. Agarwal Bina, Humphries Jane and Robeyns Ingrid(ed.,) Capabilities , Freedom , and Equality: Amartya Sen's Work from a Gender Perspective,New Delhi : Oxford University Press ,2006
2. Arya Sadhna Women ,Gender Equality and the State ,New Delhi :Deep &Deep Publication,2000
3. Bhasin Kamala , What is Patriarchy? : Gender Basics, New Delhi :Women Unlimited ,1993
4. Bhasin Kamala, Exploring Masculinity: Gender Basics ,New Delhi: WomenUnlimited 2004
5. Bhasin Kamala, Understanding Gender : Gender Basics , New Delhi : Women Unlimited2004
6. Bhattacharya Malini , Sexual Violence and Law ,Kolkata; WestBengala Commission forWomen ,2002
7. Chari Leelavathi ,Know Your Rights ,Madras; Tamilnadu Social WelfareBoard,1987
8. Kali for Women, 2003
9. Krishna Sumi, (ed.,),Livelihood and Gender : Equity inCommunity ResourceManagement, New Delhi : Sage Publication ,2004
10. Mishra .O.P, Law Relating to Women &Child ,Allahabad :Central LawAgency,2001
11. Misra Geetanjali, Chandiramani Radhika (ed.,) Sexuality , Genderand Rights: ExploringTheory and Practice in South and Southeast Asia, New Delhi : Sage Publication ,2005
12. Mohanty Manoranjan(ed.,) Class ,Caste ,Gender : Readings in Indian Government andPolitics – 5,New Delhi : Sage Publications ,2004.
13. Pernau Margrit, Ahmad Imtiaz, Reifeld Hermut (ed.,)Family andGender : ChangingValues in Germany and India ,New Delhi :Sage Publications,2003
14. Pludi.A Michele(ed.,) praeger Guide to the Psychology of Gender ,London : PraegerPublisher ,2004
15. Rajadurai. S.V,Geetha.V,Themes in Caste Gender and Religion, Tiruchirappalli :Bharathidasan University ,2007
16. Rao Anupama (ed.,) Gender &Caste : Issues in Contemporary Indian Feminism,New Delhi
17. Saha Chandana , Gender Equity and Gender Equality : Study of GirlChild in Rajasthan ,Jaipur: Rawat Publication ,2003.
18. Sexual Harassment at the Workplace – A Guide, New Delhi ;Sakshi,1999

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DEPARTMENT OF ENGLISH

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**B.A ENGLISH - QUESTION PAPER PATTERN**

Time :3 hrs

Max : 75Marks

**Section – A (10 x 2 = 20)**

**Answer all the questions**

**Answer in One or Two sentences each**

- 1.
2. Unit I
- 3.
4. Unit II
- 5.
6. Unit III
- 7.
8. Unit IV
- 9.
10. Unit V

**Section – B (5 x 5 = 25)**

**Answer all the questions**

**Each answer should not exceed 500 words**

11. a (or) Unit I  
b
12. a (or) Unit II  
b
13. a (or) Unit III  
b
14. a (or) Unit IV  
b
15. a (or) Unit V  
b

**Section – C (3 x 10 = 30)**

**Answer any THREE questions in 1200 words**

16. Unit I
17. Unit II
18. Unit III
19. Unit IV



