

आंध्रप्रदेश केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF ANDHRA PRADESH
Ananthapuramu

Undergraduate Programme Structure
as per the UGC Credit Framework (NEP 2020)



vidya dadati vinayam
(Education gives humility)

BA (Honours) English



Structure and Syllabus
(With Effect from the 2024- 2028 Batch)



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CONTENTS

S. No.	Particulars	Page No.
1	Important Information to the Students	1
2	Introduction to the Programme	3
3	Semester-wise and Course-wise Credits	6
4	Programme Structure (English Major)	7
5	Minors available to BA (Hons.) English students	10-12
6	BA Programme Structure (English Minor)	13
7	Credit Distribution	14
8	Semester I	16-25
9	Semester II	26-35
10	Semester III	36-46
11	Semester IV	47-56
12	Semester V	57-67
13	Semester VI	68-73
14	Semester VII	74-80
15	Semester VIII	81-85
16	BA English Minor (Courses Offered to Students of Other UG Programmes)	86-101



आंध्रप्रदेश केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF ANDHRA PRADESH
Ananthapuramu

Important Information to the Students

1. Programme: BA (Honours) English
2. Eligibility: +2 level of education (Intermediate/ CBSE/ ICSE/ HSC or equivalent in Science/Arts/Commerce/other streams)
3. The minimum duration for completing the Undergraduate Programme is eight semesters (four academic years) or as per the amendments made by the regulatory bodies from time to time.
4. A student should attend at least 75% of the classes, seminars, and practicals in each course of study.
5. All the courses in the programme carry a Continuous Internal Assessment (CIA) component for a maximum of 40 marks and a Semester-End Examination (SEE) for a maximum of 60 marks. The minimum pass mark for a course is 40%.
6. Students are given 3 Continuous Internal Assessment (CIA) tests in each course every semester, from which the best 2 performances are considered for calculate the marks in CIA. The academic unit maintains a record of continuous assessment. The 3 internal tests are conducted for a maximum of 15 Marks each; out of the 3 tests, the scores of the best 2 tests are considered for 30 marks. Out of the remaining 10 marks, 5 marks are awarded for assignments, class presentations, and class participation of the students and the remaining 5 marks are awarded for punctuality and student attendance.
7. A student should pass separately in both the CIA and the SEE, i.e., a student should secure a minimum of 16 (40% of 40) out of 40 marks in the CIA and a minimum of 24 (40% of 60) out of 60 marks in the Semester-End Examination.

Marks for the Attendance will be calculated as follows:

S. No	Attendance (%)	Marks
1	95% or more	5
2	90-94%	4
3	85-89%	3
4	80-84%	2
5	75-79%	1

8. A student failing to secure the minimum pass marks in the CIA is not allowed to take the semester-end examination of that course. S/he must redo the course by attending special classes for that course and get a pass percentage in the internal tests to become eligible to take the semester-end examination.
9. A student failing a course due to lack of attendance should redo the course.
10. Re-evaluation applies only to the theory papers and does not apply to the other components such as dissertations.
11. An on-campus elective course is offered only if a minimum of ten students or 40% of the students registered, whichever is higher, exercise their option for that course.
12. Assessment Pattern: 40% internal (formative) evaluation [two best out of three tests (for a maximum of 15 marks each = 30 marks); and seminar /assignments/ attendance (10 marks)] and 60% summative evaluation [Semester-End Examination].

Semester-End Examination

Maximum Marks: 60

Time: 3 Hours

Dissertation/ Project Report

Dissertation Evaluation: 80 Marks

Viva Voce: 20 Marks



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BA (Honours) English

The BA (Honours) English programme offers an engaging and holistic study of English literature, language, and communication, designed to prepare students for a wide range of academic and professional pathways. Rooted in a strong foundation of literary analysis, critical theory, and cultural contexts — including a dedicated focus on Indian Knowledge Systems — the curriculum exposes students to a rich tapestry of global and Indian authors, genres, and discourses.

Through carefully designed courses in literature and language studies, the programme sharpens students' abilities to read critically, write persuasively, and communicate effectively across diverse contexts. A robust component of communication skills training and introductory courses in translation studies further empower students to navigate and contribute to today's dynamic media, corporate, and cultural landscapes.

Beyond preparing students for advanced studies in English literature and language, the programme equips them with transferable skills highly valued in fields such as business, law, journalism, publishing, teaching, creative industries, and content development. Students gain practical experience in research, scholarly writing, public speaking, and linguistic analysis, fostering the confidence and competence needed for both academia and the professional world.

To support each student's unique academic and career aspirations, the programme offers the flexibility to pursue Minor Programmes in Political Science, Economics, Psychology, or Computer Science and Artificial Intelligence — powerful combinations that open pathways to interdisciplinary careers and further studies in social sciences, humanities, technology, and beyond. By nurturing intellectual curiosity, critical thinking, and effective communication, the BA (Honours) English programme empowers graduates to engage with diverse perspectives, address contemporary challenges, and contribute meaningfully as informed citizens and professionals in an increasingly interconnected world.

Programme Objectives:

- to enable the students to understand the significance of literary works in their social, cultural, and ideological contexts and holistically acquire mastery of the discipline;
- to help the students explore the diversity of languages and literatures throughout the history of the world;
- to guide the students to appreciate the hermeneutic engagement of creative writings/texts with gender, race, region, and identity across various contexts, thereby promoting their critical thinking and cultural awareness;
- to facilitate the student's cultivation of deep admiration for the influential role of literature and language, encouraging continuous engagement with literary works and the exploration of varied perspectives and voices;
- to help the student enhance their effective communication abilities in different professional contexts to connect empathetically with diverse audiences, fostering understanding and empathy in personal interactions; and
- to train the student in innovative problem-solving approaches to tackle complex challenges encountered in academic, professional, and societal domains, contributing positively to a diverse and interconnected global community.

Programme Outcomes:

The successful completion of the BA (Honours) English programme will enable the students to:

- demonstrate a nuanced understanding of literary works within their socio-cultural contexts, applying critical analytical skills to interpret and evaluate texts effectively;
- exhibit proficiency in written and oral communication, with the ability to articulate complex ideas and engage meaningfully with diverse audiences in variety of contexts;
- apply research methodologies and academic conventions to undertake scholarly investigations, producing well-structured written assignments and presentations;
- engage in interdisciplinary discourse, drawing connections between literature and various fields of study to enrich understanding and foster intellectual curiosity;
- demonstrate cultural competence and empathy in personal interactions, appreciating diverse perspectives and fostering inclusive dialogue within local and global communities;
- employ innovative problem-solving strategies to address complex academic, professional, and societal challenges, integrating interdisciplinary perspectives to propose effective solutions; and
- utilize technology and digital resources effectively for research, communication, and presentation purposes, adapting to evolving technological landscapes in English studies.

Programme Structure

- The BA (Hons) English programme is based on the UGC Credit Framework (NEP 2020).
- **Major and Minor:** The programme consists of two parts – Major (English) and Minor (based on the student's choice)
- **Major:** A Major is the student's main specialization. For example, a student who joins the BA (Hons) English programme does an English Major.
- **Minor:** A Minor is a secondary discipline that the student pursues in addition to their Major. It is the student's secondary specialization. A Minor enables the student to explore other areas of study and build alternative areas of interest. The student can do a Minor in any area designated as a Minor. In other words, the student can choose the prescribed number of courses from any other discipline (Undergraduate Programme) as their Minor. For example, a student majoring in English may minor in Psychology.

Minors available to BA (Hons.) English students and BA English Minor offered to students from other Programmes are also presented in this document.

Types of Courses

The following types of courses are offered under CBCS:

CC (Core Course): A Core Course is a compulsory course. The student does 21 such courses over the eight semesters of the BA programme.

AEC (Ability Enhancement Course): The student does four AECs – one in Semester I [Modern Indian Language (other than English) – I (online /offline)]; one in Semester II [Understanding Disabilities]; one in Semester III [Modern Indian Language (other than English) – II (MOOCs/offline)]; and one in Semester IV (Building Mathematical Ability).

IDE (Interdisciplinary Elective): The student does three introductory-level courses relating to a discipline of their choice in Semesters I, II, and III. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. These courses are done online (MOOCs*).

SEC (Skill Enhancement Course): The student does three SECs – one in Semester I [Modern English Grammar and Pronunciation]; one in Semester II [Academic Writing]; and one in Semester III [IT Skills and Artificial Intelligence].

VAC (Value-Added Course): The student does three VACs – one in Semester I [IKS (Indian Knowledge System): MOOCs]; one in Semester II [Ecology and Environment]; and one in Semester IV [Climate Change].

***MOOCs (Massive Open Online Courses):** MOOCs are online learning courses accessed through the internet. The student is encouraged to pursue online courses through the Swayam platform wherever recommended.



(Study Webs of Active Learning for Young Aspiring Minds)

<https://swayam.gov.in/>



आंध्रप्रदेश केंद्रीय विश्वविद्यालय
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BA (Honours) English

Semester-wise and Course-wise Credits

Semester	Major	Minor	Inter-Disciplinary Elective (IDE/MDC)	AEC	SEC	VAC	SIP/CSP	Dissertation	Total Credits
I	CC1(4) CC2(4)	Minor1(4)	IDE1 (3)	AEC1 (2)	SEC1 (3)	VAC1 (2)	--	--	22
II	CC3(4) CC4(4)	Minor2(4)	IDE2 (3)	AEC2 (2)	SEC2 (3)	VAC2 (2)	--	--	22
III	CC5(4) CC6(4) CC7(4)	Minor3(4)	IDE3 (3)	AEC3 (2)	SEC3 (4)	--	--	--	25
IV	CC8(4) CC9(4) CC10(4)	Minor4(4)	--	AEC4 (4)	--	VAC3 (2)	SIP (2)	--	24
V	CC11(4) CC12(4) CC13(4) CC14(4)	Minor5(4)	--	--	--	--	CSP (2)	--	22
VI	CC15(4) CC16(4)	Minor6(4)	--	--	--	--	--	Dissertation - I (4)	20
VII	CC17(4) CC18(4) CC19(4)	Minor7(4) Minor8(4)	--	--	--	--	--	--	20
VIII	CC20(4) CC21(4)	--	--	--	--	--	--	Dissertation - II (12)	20
Total	84	32	9	10	10	6	4	16	176
Percentage	47.42	20.57	5.14	3.42	5.71	3.42	2.28	9.14	100

CC: Core Course; **IDE/MDC:** Inter-Disciplinary Elective/ Multi-Disciplinary Course; **AEC:** Ability Enhancement Course; **SEC:** Skill Enhancement Course; **VAC:** Value Added Course; **SIP:** Summer Internship Project; **CSP:** Community Service Project

आंध्रप्रदेश केंद्रीय विश्वविद्यालय
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Ananthapuramu

**Four Year BA (Honours) English
Programme Structure (English Major)
As per UGC Credit Framework**

Sl. No.	Course Code	Title of the Course	Credits	Contact Hours		
				L	T	P
Semester I						
1	BEL101	CC: Introduction to Literature	4	3	0	
2	BEL102	CC: Study of the English Language	4	3	0	
3	BEL111	Minor: 1	4	3	0	
4	BEL112	IDE/MDC: MOOCs*	3	3	0	
5	BEL113	AEC: Online	2	2	0	
6	BEL114	SEC: Modern English Grammar and Pronunciation	3	3	0	
7	BEL115	VAC: Indian Knowledge System (MOOCs)	2	2	0	
8		Language Lab*	0	-	-	
Total			22	19	0	
Semester II						
1	BEL201	CC: Fourteenth to Sixteenth-Century British Literature	4	3	1	0
2	BEL202	CC: Seventeenth-Century British Literature	4	3	1	0
3	BEL211	Minor: 2	4	3	1	0
4	BEL212	IDE: MOOCs*	3	3	0	0
5	BEL213	AEC: Understanding Disabilities (online/offline)	2	2	0	0
6	BEL214	SEC: Academic Writing	3	3	0	0
7	BEL215	VAC: Ecology and Environment	2	2	0	0
8		Language Lab*	0	-	-	-
Total			22	19	3	0
Semester III						
1	BEL301	CC: Eighteenth-Century British Literature	4	3	1	0
2	BEL302	CC: Language and Society	4	3	1	0
3	BEL303	CC: Communication Studies	4	3	1	0
4	BEL311	Minor: 3	4	3	1	0
5	BEL312	IDE/MDC: MOOCs*	2	2	0	0
6	BEL313	AEC: Online	2	2	0	0
7	BEL314	SEC: IT Skills and Artificial Intelligence	4	2	0	2
8		Language Lab*	0	-	-	-
Total			24	18	4	2

Semester IV						
1	BEL401	CC: Nineteenth-Century British Literature	4	3	1	0
2	BEL402	CC: Translation Studies	4	3	1	0
3	BEL403	CC: Digital and Social Media Communication	4	3	1	0
4	BEL411	Minor: 4	4	3	1	0
5	BEL412	AEC: Building Mathematical Ability and Financial Literacy	4	3	1	0
6	BEL413	VAC: Climate Change: MOOCs*	2	2	0	0
7	BEL414	SIP: Summer Internship Project	2	0	0	2
8		Language Lab*	0	-	-	-
Total			24	17	5	2
Semester V						
1	BEL501	CC: Twentieth-Century British Literature	4	3	1	0
2	BEL502	CC: Fourth World Literature	4	3	1	0
3	BEL503	CC: Research Methodology	4	3	0	1#
4	BEL511	CC: Mass Media Communication	4	3	1	0
5	BEL512	Minor: 5	4	3	1	0
6	BEL513	CSP: Community Service Project	2	0	0	2
7		Language Lab*	0	-	-	-
Total			22	15	4	3
Semester VI						
1	BEL601	CC: Indian Writing in English	4	3	1	0
2	BEL602	CC: Corporate Communications and Public Relations	4	3	1	0
3	BEL603	IDE/MDC:MOOCs*	4	4	0	0
4	BEL612	Minor: 6	4	3	1	0
5	BEL613	Dissertation-I	4	4	0	0
6		Language Lab*	0	-	-	-
Total			20	16	3	0
Semester VII						
1	BEL701	CC: Introduction to Cultural Studies	4	3	1	0
2	BEL702	CC: Literary Criticism	4	3	1	0
3	BEL703	CC: Political and Policy Communication	4	3	1	0
4	BEL704	E/MDC:MOOCs*	2	2	0	0
5	BEL711	Minor: 7	4	3	1	0
6	BEL712	Minor: 8	4	3	1	0
7		Language Lab*	0	-	-	-
Total			22	17	5	0
Semester VIII						
1	BEL801	CC: American Literature	4	3	1	0
2	BEL802	CC: Folk Studies in India	4	3	1	0
3	BEL811	Dissertation-II	12	12	0	0
Total			20	18	2	0
Total Credits			176	140	30	7

L: Lecture
T: Tutorial
P: Practical

CC: Core Course

IDE: Inter-Disciplinary Elective

AECC: Ability Enhancement Compulsory Course

SEC: Skill Enhancement Course

VAC: Value-Added Course

* **MOOCs:** Massive Open Online Courses

1#: LaTeX

*In addition to taking the courses mentioned above, the student attends one Language Lab Session a week every semester. These non-credit practice sessions help the student hone their communication skills.

Summer Internship Project (SIP) is compulsory and is completed during the summer vacation.

Note: MOOCs are chosen by the student based on the available courses offered on the SWAYAM platform.



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Ananthapuramu

Minors available to BA (Hons.) English students
Option1: Computer Science and Artificial Intelligence (CS & AI)

Sl. No.	Course Code	Title of the Course	Credits	Contact Hours		
				L	T	P
Semester I						
1	BEL111	Fundamentals of AI and Applications	4	3	1	0
Semester II						
2	BEL211	Introduction to Machine Learning	4	3	1	0
Semester III						
3	BEL311	Introduction to Deep Learning	4	3	1	0
Semester IV						
4	BEL411	Natural Language Processing	4	3	1	0
Semester V						
5	BEL512	Ethics and Social Implications of Artificial Intelligence	4	3	1	0
Semester VI						
6 A	BEL612	Data Analysis and Visualization	4	3	1	0
Semester VII						
7 P o l i	BEL711	Minor Electives 1 a. Introduction to Reinforcement Learning b. Speech Recognition Systems c. Information Retrieval	4	3	1	0
8 t i c a l	BEL712	Minor Electives 2 a. Computational Intelligence b. Fundamentals of Generative AI c. Introduction to Robotics d. AI in Clinical Information Systems	4	3	1	0
Total			32	24	8	0

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Option 2: BA Political Science

Sl. No.	Course Code	Title of the Course	Credits	Contact Hours		
				L	T	P
Semester I						
1	BEL111	Basic Concepts in Political Science	4	3	1	0
Semester II						
2	BEL211	Understanding Political Thought	4	3	1	0
Semester III						
3	BEL311	Indian Polity	4	3	1	0
Semester IV						
4	BEL411	Political Institutions in India	4	3	1	0
Semester V						
5	BEL512	Global Politics	4	3	1	0
Semester VI						
6	BEL612	India and the World	4	3	1	0
Semester VII						
7	BEL711	Indian Administration	4	3	1	0
8	BEL712	Governance and Public Policy in India	4	3	1	0
Total			32	24	8	0

Option 3: BA Economics

Sl. No.	Course Code	Title of the Course	Credits	Contact Hours		
				L	T	P
Semester I						
1	BEL111	Basics of Microeconomics	4	3	1	0
Semester II						
2	BEL211	Basics of Macroeconomics	4	3	1	0
Semester III						
3	BEL311	Principles of Public Finance	4	3	1	0
Semester IV						
4	BEL411	Economics of Social Sectors	4	3	1	0
Semester V						
5	BEL512	Indian Economic Development	4	3	1	0
Semester VI						
6	BEL612	Agricultural Finance & Marketing	4	3	1	0
Semester VII						
7	BEL711	Entrepreneurial Skill Development	4	3	1	0
8	BEL712	Gender Economics (Online/Offline)	4	3	1	0
Total			32	24	8	0

Option 4: BA Psychology

Sl. No.	Course Code	Title of the Course	Credits	Contact Hours		
				L	T	P
Semester I						
1	BEL111	Foundations of Psychology	4	3	1	0
Semester II						
2	BEL211	Psychology and Its Applications	4	3	1	0
Semester III						
3	BEL311	Psychology of Social Behaviour	4	3	1	0
Semester IV						
4	BEL411	Development over the Life Span	4	3	1	0
Semester V						
5	BEL512	Understanding Psychological Disorders	4	3	1	0
Semester VI						
6	BEL612	Guidance and Counselling	4	3	1	0
Semester VII						
7	BEL711	Foundations of Personality	4	3	1	0
8	BEL712	Psychology of Disability	4	3	1	0
Total			32	24	8	0

Programme Structure (English Minor)

Sl. No.	Course Code	Title of the Course	Credits	Contact Hours		
				L	T	P
Semester I						
1	BEL111	Evolution of the English Language	4	3	1	0
Semester II						
2	BEL211	Literary Forms	4	3	1	0
Semester III						
3	BEL311	The Short Story	4	3	1	0
Semester IV						
4	BEL411	English Poetry	4	3	1	0
Semester V						
5	BEL512	The Autobiography	4	3	1	0
Semester VI						
6	BEL612	Film Studies	4	3	1	0
Semester VII						
7	BEL711	European Literature	4	3	1	0
8	BEL712	Literature of the Indian Diaspora	4	3	1	0
Total			32	24	8	0



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Credit Distribution

Semester	Total Credits	Cumulative Credit at the end of the Semester
Semester I	22	22
Semester II	22	44
Semester III	24	68
Semester IV	24	92
Semester V	22	114
Semester VI	20	134
Semester VII	22	156
Semester VIII	20	176

**Minimum Credit Requirement for the Award of the Degree of
BA (Honours) English as per UGC Guidelines**

S. No.	Broad Category of Course	Minimum Credit Requirement	
		3-year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	09	9
4	Ability Enhancement Courses (AEC)	08	08
5	Skill Enhancement Courses(SEC)	09	09
6	Value Added Courses common for all UG	06-08	06-08
7	Summer Internship	02-04	02-04
8	Research Project / Dissertation	4	12
	Total	120	160

Semester-wise Detailed Syllabus

Semester I

Course Code: BEL101 Course Type: Core Course Credits: 4 (60 Hours)	Course Title: Introduction to Literature
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Course Objectives:

This course aims to:

- Understand the major genres and forms of literature, including poetry, drama, fiction, and nonfiction;
- Analyze literary texts using fundamental literary terms and critical approaches;
- Explore the historical, cultural, and philosophical contexts of representative literary works; and
- Develop critical reading, thinking, and writing skills through close reading and literary analysis.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Identify and describe key literary genres and their characteristics;
- Interpret and analyze literary texts using appropriate literary terminology;
- Demonstrate awareness of how literature reflects and shapes cultural and historical contexts; and
- Write coherent, well-supported analytical essays that engage with literary texts and secondary sources.

Course Design:

Unit I: Introduction to Literature:

15 Hours

Definitions and Functions of Literature: a form of imaginative and artistic expression; the mirror of life and reflection of human experience; a medium to express emotion, thought, culture, and identity; definitions by key thinkers and critics (Hudson, Wordsworth, Aristotle); Aesthetic, moral, and intellectual functions of Literature; Literature and sympathetic insight/empathetic response.

Elements of Literature: Figurative language, form and content; style, structure, and artistic unity; themes; imagery and symbolism; Tone, Sound and Rhythm.

Historical Periods of Literature: The Classical Period; The Medieval Period; The Renaissance; The Neoclassical / Enlightenment Era; The Romantic Period; The Victorian Period; Modernism; Postmodernism and Contemporary Literature.

Forms of Literature: Fiction and non-fiction; poetry and its types; drama (identification by number of acts); Novel and Short Story

Unit II: Introduction to Poetry:

15 Hours

Definitions and Functions of Poetry: Form of imaginative expression; the use of heightened language and rhythm; poetry as a vehicle for emotion, thought, and cultural identity; definitions by key poets and critics; the aesthetic, emotional, and intellectual impact of poetry; poetry and the evocation of empathy and imagination.

Historical Development of Poetry: Early oral and classical poetry; medieval and renaissance lyric poetry; neoclassical and enlightenment poetic forms; romanticism and the rise of individual expression; victorian and modernist poetic experimentation; postmodern and contemporary poetry; global perspectives in poetry.

Elements of Poetry: Figurative language (metaphor, simile, personification etc.); sound devices (rhyme, alliteration, assonance, consonance); rhythm and meter (iambic, trochaic, free verse); form and structure (stanzas, lines, rhyme schemes); imagery and symbolism; tone and mood; voice and speaker.

Types of Poetry: Lyric poetry; narrative poetry (epic, ballad); dramatic poetry (monologue, dialogue); sonnet, ode, elegy, haiku, free verse.

Unit III: Introduction to Drama:

15 Hours

Definitions and Functions of Drama: Script and performance; the fusion of dialogue, action, and spectacle; as a reflection of human nature and society; definitions by key dramatists and critics; the emotional and intellectual impact of drama.

Historical Development of Drama: Greek tragedy and comedy to Roman adaptations; medieval mystery and morality plays; renaissance innovations and Elizabethan drama; neoclassical drama; restoration comedy of manners; modern and postmodern experimentation in form and content.

Elements of Drama and Dramatic Devices: The essentials of dramatic structure- plot (exposition, climax, and resolution of conflict), character, dialogue, setting, and spectacle; classical unities of time, action and place; soliloquy and aside; and the chorus as a narrative and moral commentator.

Types of Drama: Tragedy, comedy, tragicomedy, farce, melodrama, a problem play; characteristics and purposes of each type; evolution from classical to modern forms.

Unit IV: Prose Fiction and Nonfiction:

15 Hours

Definitions and Functions of Prose: Ordinary form of language; a vehicle for storytelling, argument, reflection, and documentation; definitions by literary scholars and stylists; prose and its role in exploring reality, imagination, identity, and truth.

Elements of Prose: Narrative voice and point of view; plot and structure; character and characterization; setting and atmosphere; style and tone; themes and symbolism; logical flow and coherence in nonfiction; use of facts, arguments, and personal reflection.

Historical Development of Prose: Origins in classical philosophical and rhetorical writings; rise of the essay and prose fiction in the Renaissance; the development of the novel in the 18th

century; 19th century realism and narrative complexity; 20th century modernist and postmodernist innovations.

Forms of Fictional and Nonfictional Prose:

- **Fiction:** Novel, short story, novella, allegory, fable.
- **Nonfictional Prose:** Essay (formal and personal), biography, autobiography, memoir, travel writing, speech, journalistic writing.

Suggested Readings:

W H Hudson: An Introduction to the Study of Literature

G S Fraser: Meter, Rhythm, and Free Verse

Clifford Leech: Tragedy

Ian Watt: Rise of the Novel

Moelwyn Merchant: Comedy

Course Code: BEL102 Course Type: Core Course Credits: 4 (60 Hours)	Course Title: Study of the English Language
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Course Objectives:

This course aims to:

- Introduce the fundamental concepts, scope, and methods of linguistic inquiry;
- Familiarize students with the structural components of language, including sound, word, and sentence systems;
- Explore the relationship between language, cognition, culture, and society; and
- Develop awareness of the relevance of linguistics to interdisciplinary fields such as education, literature, and technology.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Explain and use core linguistic concepts across phonetics, phonology, morphology, syntax, semantics, and pragmatics;
- Analyze the structure and function of English and other languages using linguistic tools;
- Demonstrate understanding of language variation, change, and typology in historical and social contexts; and
- Apply linguistic knowledge to real-world domains such as language teaching, digital communication, and critical analysis of texts.

Course Design:

Unit I: Foundations of Language Studies

15 Hours

Nature of Human Language: Properties of human language; speech vs. writing; functions of language.

Scope of Linguistics: What is linguistics? Core branches: phonetics, phonology, morphology, syntax, semantics, pragmatics.

Language Types and Families: Common features of all languages; classification and language families; Indo-European languages and English

Language and Cognition: language and thinking; language acquisition- first and second language; brain and language; language disorders.

Unit II: Sound Systems of Language:

15 Hours

Phonetics: The study of speech sounds; organs of speech; vowel and consonant classification in English; phonetic transcription; place and manner of articulation.

Phonology: The organization of sounds; phoneme and allophone; minimal pairs and contrastive distribution.

Suprasegmentals: Stress: word and sentence stress; intonation and pitch patterns; rhythm and connected speech.

Phonological Processes and Variation: Accents and pronunciation varieties; sound change over time; regional varieties of English; received pronunciation.

Unit III: Word and Sentence Structure

15 Hours

Morphology: Morphemes: free and bound; inflection vs. derivation; word formation: compounding, blending.

Syntax: Basic sentence patterns and clause types; phrase structures; ambiguity.

Grammar and Sentence Formation: What is grammar? Basic sentence structure of English; subject verb agreement

Grammaticality and Acceptability: Grammatical vs. acceptable usage; prescriptive vs. descriptive rules; stylistic vs. structural grammaticality

Unit IV: Meaning, Use, and Language Change:

15 Hours

Semantics: lexical relations: synonymy, antonymy, hyponymy, polysemy, homonymy; semantic roles: agent, patient, theme, etc.

Pragmatics: Speech act theory (Austin & Searle); politeness theory (Brown & Levinson).

Language Variation and Change: Language change: phonological, lexical, semantic, syntactic; causes of change

Applied Linguistics and Interdisciplinary Links: Linguistics in language teaching; linguistics and artificial intelligence (natural language processing).

Suggested Readings:

- Aitchison, Jean. Aitchison's Linguistics. New York: The McGraw-Hill Companies, Inc.,
- 2010. Aitchison, Jean. Language Change: Progress or Decay? Cambridge: Cambridge University Press, 2013.
- Genetti, Carol. How Languages Work: An Introduction to Language and Linguistics. Cambridge: Cambridge University Press, 2014.
- Fromkin, Victoria, Rodman, Robert, and Hyams, Nina. *An Introduction to Language*
- Yule, George. *The Study of Language*
- Akmajian, Adrian et al. *Linguistics: An Introduction to Language and Communication*
- Crystal, David. *The Cambridge Encyclopedia of Language*
- Verma, S. K. & Krishnaswamy, N. *Modern Linguistics: An Introduction*
- Lyons, John. *Language and Linguistics: An Introduction*
- Roach, Peter. *English Phonetics and Phonology*
- Radford, Andrew. *Syntax: A Minimalist Introduction*

Course Code: BEL112 Course Type: IDE/ MDC Credits: 3 (45 Hours)	Course Title: IDE/MDC
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Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs) – carrying a total of at least 3 credits – on English Language or Literature.

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_online_learning_resources.pdf

Swayam
(Study Webs of Active Learning for Young Aspiring Minds)

<https://swayam.gov.in/>

Course Code: BEL113 Course Type: AEC Credits: 2 (30 Hours)	Course Title: MOOCs/Online
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Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs)

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_online_learning_resources.pdf

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

<https://swayam.gov.in/>

Course Code: BEL114 Course Type: SEC Credits: 3 (45 Hours)	Course Title Modern English Grammar and Pronunciation
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Course Objectives:

- to equip the students with the skills to use words appropriately
- to help the students develop insights into the structure of the English language
- to familiarize the students with the pronunciation of English

Learning Outcomes:

By the end of the course, the student

- will have learnt to use contextually appropriate words.
- will have acquired basic knowledge of modern English grammar and usage.
- will have become familiar with English speech sounds and the basic aspects of word accent and intonation.

Course Design:

Unit- I **10 Hours**

Some Major Concepts and Categories
Verbs and Auxiliaries
The Semantics of the Verb Phrase

Unit- II **12 Hours**

Word Formation
Derivation
Conversion
Compounding
Blending
Analogy
Abbreviation (Clipping, Acronyms, Initialisms)
Phrasal Verbs
Collocation
Using the Dictionary: The Five S Approach
Nouns and Determiners
The Simple Sentence

Unit- III **12 Hours**

The Speech Mechanism
English Vowels
English Consonants

Unit- IV **11 Hours**

Word Accent
Phonological Environment: Weak Forms, Assimilation, Elision
Intonation

Suggested Readings

Alan Cruttenden: *Gimson's Pronunciation of English*

John Wells: *Longman Pronunciation Dictionary*

M.J. Müller, N. Rutter, and B. Bryan Gick: *Phonology for Communication Disorders*

L. Colantoni, J. Steele, and P.R. Escudero Neyra: *Second Language Speech: Theory and Practice*

References

Cambridge *International Dictionary of Phrasal Verbs*. Cambridge: CUP, 1997.

Greenbaum, Sidney, and Randolph Quirk. *A Student's Grammar of the English Language*.

Harlow: Longman, 1990. (Chapters 2,3,4,5, and 10)

Jones, Daniel. *English Pronouncing Dictionary* (Latest Edition)

Leech, Geoffrey, and Jan Svartvik. *A Communicative Grammar of English*. 3rd Ed., Harlow:

Pearson, 2002.

Sethi, J., and P.V. Dhamija. *A Course in Phonetics and Spoken English*. 2nd Ed., India: Prentice-Hall, 1999.

Swan, Michael. *Practical English Usage*. 3rd Ed., Oxford: OUP, 2005.

Yule, George. *The Study of Language*. 4th Ed., Cambridge: Cambridge University Press, 2010. (Chapter 5)

Course Code: BEL115 Course Type: VAC Credits: 2 (30 Hours)	Course Title Indian Knowledge System (MOOCs)
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Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs) on the Indian Knowledge System carrying a total of at least 2 credits.

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_online_learning_resources.pdf

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

<https://swayam.gov.in/>

Semester II

Course Code: BEL201 Course Type: Core Course Credits: 4 (60 Hours)	Course Title Fourteenth to Sixteenth Century British Literature
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Course Objectives:

- to introduce the students to the major literary movements, genres, and representative works of fourteenth to sixteenth-century English literature;
- to provide students with a historical and cultural understanding of the three centuries; and
- to help the students acquire knowledge of the thematic concerns and stylistic features prevalent in the three centuries

Learning Outcomes:

By the end of the course, the students

- will be able to identify the key literary works, authors, and genres of the 14th, 15th and 16th centuries in English literature.
- will have acquired knowledge of the primary texts within their historical, cultural, and literary contexts.
- will be able to analyse thematic elements and stylistic features in representative works from the fourteenth to the sixteenth century.

Course Design Poetry

15 Hours

Unit- I

William Langland	Piers Plowman
Anonymous	Sir Gawain and the Green Knight
Geoffrey Chaucer	The Nun's Priest's Tale

Unit- II

15 Hours

Stephen Hawes	The Pastime of Pleasure
Edmund Spenser	The Faerie Queene (Passages from Book- I)
Philip Sidney	Desire, though thou my old companion art

Drama

15 Hours

Unit- III John Still

& William Stevenson	Gammer Gurton's Needle
Thomas Norton &	
Thomas Sackville	Gorboduc
Christopher Marlowe	The Jew of Malta

Prose

15 Hours

Unit- IV

John Wycliffe	The Brut Chronicle
Sir Thomas Malory	Le Morte d'Arthur
Sir Thomas More	Utopia

Suggested Readings

Julian of Norwich: *Revelation of Divine Love*
Margery Kempe: *The Book of Margery Kempe*
John Webster: *The Duchess of Malfi*
John Gover: *Confessio Amantis*

References

Cheney, Patrick. *Reading Sixteenth-Century Poetry*. New Jersey: Wiley, 2011.
Davenport, William Anthony. *Fifteenth-century English Drama: The Early Moral Plays and their Literary Relations*. Suffolk: D.S. Brewer, 1982.
Gray, Douglas. *Later Medieval English Literature*. Oxford: Oxford University Press, 2008.
Gray, Douglas. *The Long Fifteenth Century: Essays for Douglas Gray*. Ed. by Helen Cooper and Sally Mapstone, Oxford: Clarendon Press, 1997.
Poetry from Chaucer to Spenser: Based on "Chaucer to Spenser: An Anthology of Writings in English 1375 – 1575." Ed. by Derek Pearsall and Duncan Wu. New Jersey: Wiley, 2002.
The Cambridge Companion to Medieval English Literature 1100-1500. Ed. by Larry Scanlon. Cambridge: Cambridge University Press, 2009.
The Norton Anthology of English Literature: Volume A – The Middle Ages. Ed. by Stephen Greenblatt, New York: WW Norton & Company, 2018.
The Norton Anthology of English Literature: Volume B – The Sixteenth Century/ The Early Seventeenth Century. Ed. by Stephen Greenblatt, New York: WW Norton & Company, 2018.
The Oxford Handbook of Medieval Literature in English. Ed. by Elaine Treharne and Greg Walker, Oxford: Oxford University Press, 2010.
The Oxford Handbook of Tudor Literature: 1485-1603. Ed. by Mike Pincobe and Cathy Shrank, Oxford: Oxford University Press, 2009.
Turner, Marion. *Chaucer: A European Life*. U.S.A.: Princeton University Press, 2019.
Waller, Gary Fredric. *English Poetry of the Sixteenth Century*. U.K.: Longman, 1986.

Course Code: BEL202 Course Type: Core Course Credits: 4 (60 Hours)	Course Title Seventeenth-Century British Literature
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Course Objectives:

- to help the students acquire knowledge of the major literary works of the seventeenth century;
- to provide the students with a historical and cultural understanding of the century; and
- to develop among student the understanding of the thematic concerns and stylistic features prevalent in the century

Learning Outcomes:

By the end of the course, the students

- will have acquired knowledge of literary works of the seventeenth century;
- will have understood the social, political, and intellectual influences that shaped seventeenth- century British literature; and
- will be able to demonstrate the thematic concerns and stylistic features prevalent in seventeenth-century literature and the use of literary devices such as metaphysical conceit.

Course Design

Poetry 15 Hours

Unit- I

John Donne	Death, be not proud
	The Flea
John Milton	Light
	On His Blindness
Andrew Marvell	Eyes and Tears
John Dryden	A Song for St. Cecilia's Day, 1687

Unit- II 15 Hours

William Shakespeare	When I consider everything that grows Shall I compare thee to a summer's day?
Robert Herrick	Cherry Ripe
Richard Lovelace	To Althea, from Prison
Thomas Carew	A Song: Ask me no more where Jove Bestows

Unit- III Drama 15 Hours

Philip Massinger	The Duke of Milan
William Shakespeare	Hamlet
Ben Jonson	The Alchemist

Unit- IV Non- Fictional Prose 15 Hours

Thomas Hobbes	Of Liberty and Necessity (from <i>Questions Concerning Liberty, Necessity, and Chance</i>)
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Thomas Fuller
Francis Bacon

Historical Applications (*from Good Thoughts in Bad Times*)
Of Truth
Of Revenge

Suggested Readings

John Bunyan: *The Pilgrim's Progress*
Aphra Ben: *Rover*
Samuel Pepys: *The Diary of Samuel Pepys*
Richard Lovelace: *The Scholars*

References

- Altieri, Joanne. *The Theatre of Praise: The Panegyric Tradition in Seventeenth-Century English Drama*. New Jersey: University of Delaware Press, 1986.
- Gosse, Edmund. *Seventeenth Century Studies*. Cambridge: Scholarly Press, 1970.
- McColley, Diane Kelsey. *Poetry and Music in Seventeenth-century England*. Cambridge: Cambridge University Press, 1997.
- Metaphysical Lyrics and Poems of the Seventeenth Century: Donne to Butler*. Ed. By Alastair Fowler and Sir Herbert John Clifford Grierson, Oxford: Oxford University Press, 1995.
- Parry, Graham. *The Seventeenth Century: The Intellectual and Cultural Context of English Literature, 1603-1700*. United Kingdom: Longman, 1989.
- Pooley, Roger. *English Prose of the Seventeenth Century, 1590-1700*. United Kingdom: Longman, 1992.
- Seventeenth-century British Poetry, 1603-1660: Authoritative Texts, Criticism*. Ed. by Gregory Chaplin and John Peter Rumrich, New York: W.W. Norton, 2006.
- The Cambridge Companion to English Poetry: Donne to Marvell*. Ed. by Thomas N. Corns, Cambridge: Cambridge University Press, 2008.
- The Norton Anthology of English Literature: Volume C - The Seventeenth Century/ The Restoration and the Eighteenth Century*. Ed. by Stephen Greenblatt, New York: W. W. Norton & Company, 2018.
- The Oxford Handbook of Seventeenth-Century Prose and Verse*. Ed by Andrews Sanders, Oxford: Oxford University Press, 2017.

Course Code: BEL212 Course Type: IDE/ MOOCs Credits: 3	Course Title IDE/ MOOCs
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Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs) carrying a total of at least three credits in English Language or Literature.

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_online_learning_resources.pdf

Swayam
(Study Webs of Active Learning for Young Aspiring Minds)

<https://swayam.gov.in/>

Course Code: BEL213 Course Type: AEC Credits: 2 (30 Hours)	Course Title Understanding Disabilities (offline/online)
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Course Objectives:

- To introduce the concept of disability, causes, and measures to handle disabilities
- To disseminate the spirit of Acts and policies in dealing with disabilities

Learning Outcomes:

- Appreciate and accept the uniqueness of persons with disabilities and recognize their significance in society.
- Demonstrate the ability to empathize with fellow students and others with disability through knowledge about the related Acts.

Course Design

Unit I Introduction

15 Hours

- Disabilities: Definitions and Classifications
- Types and Causes of Disabilities: Physical, Sensory (visual, hearing), Cognitive and Intellectual, Developmental (autism, Down syndrome) and Mental Health.
- Impact of Disabilities: Individual experiences, Family dynamics and Care giving, Social isolation and Stigma, Employment and Economic disparities.

Unit II Accessibility and Inclusion

15 Hours

- Accessibility in the Built Environment and Assistive Technologies
- Disability Rights and the UN Convention on the Rights of Persons with Disabilities (CRPD)
- The Rights of Persons with Disabilities (RPwD) Act, 2016.
- National Education Policy 2020 (NEP 2020)

Suggested Readings

Dell Orto, A. E., & Power, P. W. (2007). The psychological & social impact of illness and disability. Springer.

Hilton, A., & Ringlaben, R. (1998). Best and Promising Practices in Developmental Disabilities. Austin, TX: PRO-ED.

National Education Policy 2020, Government of India, Ministry of Education.

Panda, K. C. (1999). Education of exceptional children. Vikas Publishing House, New Delhi.

Schwean, V. L., & Saklofske, D. H. (Eds.). (1999). Handbook of psychosocial characteristics of exceptional children. Springer Science & Business Media.

The Rights of Persons with Disabilities (RPwD) Act, 2016.

References

Ghai, A. (2018). Disability in South Asia: knowledge and experience. Sage.

Hegarty, S., & Alur, M. (Eds.). (2002). Education & children with special needs: From segregation to inclusion. Sage.

Madhavan, T., Kalyan, M., Naidu, S., Peshawaria, R., & Narayan, J. (1989). Mental retardation manual for psychologists. Secunderabad: National Institute for the Mentally Handicapped.

World Health Organization. Disability. <https://www.who.int/health-topics/disability>

Course Code: BEL214 Course Type: SEC Credits: 3 (45 Hours)	Course Title Academic Writing
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Course Objectives:

- to help the students build their argument in their academic writing;
- to enable the students to acquire the ability to use both descriptive and critical rhetorical devices in their academic writing; and
- to enhance the ability of the students to legitimately borrow ideas from other scholars with appropriate discipline-specific citation practices and articulate their voice while reviewing others' works.

Learning Outcomes:

By the end of the course, the students

- will have acquired the ability to use descriptive and critical rhetorical devices in their academic writing;
- will have enhanced their ability to integrate material from various sources; and
- will be able to develop their argument in their academic writing.

Course Design

Unit- I Rhetorical Functions in Academic Writing

15 Hours

Introduction
Defining Terms and Ideas
Describing
Comparing and Contrasting
Classifying
Explaining Causes and Effects

Moving from Description to Analysis

Description vs Analysis
Analysis vs Synthesis
Process of Analyzing Information
Strategies of Organizing Information

Developing Arguments

Unit- II Developing Paragraphs in Academic Writing

15 Hours

Elements of an Academic Paragraph: MEAL
Main idea (Lead in)
Evidence
Analysis
Lead out
Functions of Topic Stage
Functions of Body Stage

Unit- III: Information Structure

15 Hours

Theme – Rheme/Given – New/Topic – Comment

Elements that Constitute Themes

Information Packaging Patterns

Linear Theme

Zigzag Theme

Multiple Themes

Source Use

Evaluating Different Sources

Source Use Strategies

Paraphrasing

Summarising

Direct Quoting

Functions of Citation

Use of Reporting Verbs

Finding One's Voice

References

Gillett, A. et al. *Inside Track: Successful Academic Writing*. Essex: Pearson Education Limited, 2009.

Murray and Geraldine Hughes. *Writing up Your University Assignments and Research Projects: A Practical Handbook*. New York: Open University Press, 2008.

Swales, J. M., and C. B. Feak. *Academic Writing for Graduate Students: A Course for Non-native Speakers of English*. Ann Arbor: University of Michigan Press, 1994.

Yakhontova, T. *English Academic Writing for Students and Researchers*. Lviv: PAIS, 2003.

Wallwork. *English for Academic Research: Writing Exercises*. New York: Springer, 2013.

Course Code: BEL215 Course Type: VAC Credits: 2 (30 Hours)	Course Title Ecology and Environment
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Course Objectives:

- To introduce the multidisciplinary nature of the environment and its constituents.
- To sensitize on environment-related issues and their conservation.

Learning Outcomes:

- Gain insights into various environmental initiatives and related legislations.
- Disseminate about the significance of environment management and conservation.

Course Design

Unit- I: Ecology and Ecosystem

15 Hours

- Environment
- Biosphere
- Ecology
- Ecosystem
- Biodiversity: Hot Spots, Causes and Effects of Loss of Biodiversity
- Biodiversity Conservation and Species-Based Conservation Programmes (Project Tiger, Project Elephant, Project Snow Leopard and others)

Unit- II: Pollution, Degradation and Conservation

15 Hours

- Meaning and Types of Pollution (Land, Air and Water Pollution)
- Land Degradation, Desertification and Sustainable Land Management (SLM)
- Environmental Governance: Institutional Bodies, Legislations and Conventions (National and International)

Suggested Readings

Bhargava.; Olson, Keith; Rajaram, V.; Tiede, Lynn (2019). Ecology and Environment. Chapman and Hall/CRC.

Anubha Kaushik (2010). Basics of Environment and Ecology. New Age International Ltd.

References

Vesilind, P. A., Peirce, J. J., & Weiner, R. F. (2013). Environmental pollution and control. Elsevier.

Alberts, R. C., Retief, F. P., Cilliers, D. P., Roos, C., & Hauptfleisch, M. (2021). Environmental impact assessment (EIA) effectiveness in protected areas. Impact Assessment and Project Appraisal, 39(4), 290–303.

Semester III

Course Code: BEL301 Course Type: Core Course Credits: 4 (60 Hours)	Course Title Eighteenth-Century British Literature
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Course Objectives:

- to help the students acquire knowledge of the major socio-political, cultural, and literary trends of the eighteenth century;
- to guide the student in gaining knowledge of the rise of the English novel; and
- to introduce the student to the major writers of the eighteenth century.

Learning Outcomes:

By the end of the course, the students

- will have understood key socio-political, cultural, and literary developments of the eighteenth century;
- will have gained knowledge of the causes of the rise of the English novel; and
- will acquire knowledge of prominent eighteenth-century writers and their achievements.

Course Design

Unit- I Poetry		15 Hours
Alexander Pope	Ode on Solitude	
Thomas Parnell	A Hymn for Morning	
William Cowper	The Negro's Complaint	
Unit- II Drama		15 Hours
William Congreve	The Way of the World	
Richard Sheridan	The School for Scandal	
Unit- III Fiction		15 Hours
Samuel Richardson	Pamela or Virtue Rewarded	
Daniel Defoe	Moll Flanders	
Unit- IV Prose		15 Hours
Joseph Addison	Mischiefs of Party Spirit	
Richard Steele	Twenty-four Hours in London	
Oliver Goldsmith	A City Night-Piece	

Suggested Readings

Jonathan Swift: *Gulliver's Travels*

Henry Fielding: *Tom Jones*

Oliver Goldsmith: *The Vicar of Wakefield*

References

- A Companion to the Eighteenth-Century English Novel and Culture*. Ed. by Catherine Ingrassia and Paula R. Backscheider. New Jersey: Wiley, 2009.
- Albert, Edward. *History of English Literature*. Oxford: OUP. 2017.
- Baines, Paul, et al. *The Wiley-Blackwell Encyclopedia of Eighteenth-Century Writers and Writing 1660 - 1789*. New Jersey: Wiley, 2011.
- Bezrucka, Yvonne. *The Invention of Northern Aesthetics in 18th-century English Literature*. Cambridge: Cambridge Scholars Publishing, 2017.
- Daiches, David. *A Critical History of English Literature*. New Delhi: Supernova Publishers. 2019.
- Henke, Christoph. *Common Sense in Early 18th-Century British Literature and Culture: Ethics, Aesthetics, and Politics, 1680–1750*. Berlin: De Gruyter, 2014.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford: Oxford University Press, 1944.
- Steeves, Harrison R.. *Before Jane Austen: The Shaping of the English Novel in the Eighteenth Century*. Oxfordshire: Routledge, 2022.
- The Eighteenth-Century English Novel*. Ed. by Harold Bloom. New York: Chelsea House, 2009.
- The Eighteenth Century*. Ed. by Pat Rogers. London: Methuen, 1978.

Course Code: BEL302 Course Type: Core Course Credits: 4 (60 Hours)	Course Title: Language and Society
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Course Objectives:

This course aims to:

- Understand the relationship between language and society, including how language shapes and is shaped by social structures;
- Explore linguistic variation based on region, class, ethnicity, gender, and context;
- Examine how language influences identity, power, and cultural representation; and
- Apply sociolinguistic concepts to real-world contexts of education, media, and policy-making.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Explain key concepts and theories in sociolinguistics;
- Analyze patterns of language variation and change across different social groups and contexts;
- Evaluate how language functions as a tool of inclusion, exclusion, and identity construction; and
- Apply sociolinguistic insights to cultural, educational, and policy-related issues.

Course Design:

Unit I: Introduction to Language in Society:

15 Hours

Language and Society: Definition and scope of sociolinguistics; language vs. dialect; speech communities; linguistic competence vs. performance.

Language Variation and Change: Regional variation (accents, dialects); social variation (sociolects); historical linguistics and language change; code-switching and diglossia.

Language and Identity: Language and personal/social identity; multilingualism and language choice; language, ethnicity, and nationalism.

Attitudes Towards Language: Language prejudice and stereotypes; standard vs. non-standard varieties; prescriptivism vs. descriptivism.

Unit II: Social Dimensions of Language Use:

15 Hours

Language and Gender: Gendered communication styles; power and politeness; representation of gender in language; feminist linguistics.

Language and Class: Social stratification and speech; Bernstein's codes; Labov's studies on prestige and variation; linguistic capital.

Language and Power: Language as a tool of control; discourse and ideology; institutional language; critical discourse analysis.

Language and Education: Medium of instruction debates; language policy in education; linguistic disadvantage and access; bilingual/multilingual education.

Unit III: Language in Cultural and Global Contexts:

15 Hours

Language and Culture: Language as a cultural resource; the Sapir-Whorf Hypothesis; language and worldview; cultural metaphors and idioms.

Language Contact and Change: Pidgins and creoles; borrowing, code-mixing, and hybridization; endangered languages, language death, and revitalization; globalization and language shift.

English as a Global Language: Rise of English globally; varieties of English (World Englishes); linguistic imperialism; nativization and localization.

Language, Media, and Technology: Language in digital communication; memes, emojis, and internet slang; representation of dialects and speech in media.

Unit IV: Applications and Emerging Trends:

15 Hours

Linguistic Human Rights and Language Policy: Language rights and minority languages; official language policies; multilingual governance and planning.

Language and Migration: Language use in diasporic communities; heritage languages; assimilation vs. preservation.

Sociolinguistic Research Methods: Fieldwork and participant observation; interviews and surveys; ethics in sociolinguistic research.

Contemporary Issues in Sociolinguistics: Artificial intelligence and language; inclusive language debates; language and social justice movements.

Suggested Readings:

- Wardhaugh, Ronald & Fuller, Janet: *An Introduction to Sociolinguistics*
- Holmes, Janet: *Sociolinguistics*
- Trudgill, Peter: *Sociolinguistics: An Introduction to Language and Society*
- Mesthrie, Rajend et al.: *Introducing Sociolinguistics*
- Cameron, Deborah: *Verbal Hygiene*
- Romaine, Suzanne: *Language in Society*
- Coupland, Nikolas & Jaworski, Adam (Eds.): *The Sociolinguistics Reader*
- Fishman, Joshua A.: *Language and Ethnicity in Minority Sociolinguistic Perspective*

Course Code: BEL303 Course Type: Core Course Credits: 4 (60 Hours)	Course Title: Introduction to Communication Studies
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Course Objectives:

This course aims to:

- Understand the nature, function, and significance of human communication with special focus on interpersonal contexts;
- Explore the interdisciplinary foundations of communication studies and its relevance in cultural and societal contexts;
- Analyze various forms and processes of communication using theoretical and practical approaches; and
- Develop competence in interpersonal, group, and organizational communication through critical reflection and application.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Identify key concepts, models, and theories of communication;
- Analyze communication processes across personal, social, and cultural domains;
- Evaluate how meaning is created and shaped through verbal, non-verbal, and mediated forms;
- Demonstrate improved interpersonal and group communication competence in academic and professional contexts.

Course Design:

Unit I: Introduction to Communication: 15

Hours

The Nature and Scope of Communication: What is communication?; functions of communication: Informing, persuading, expressing emotions, building relationships, decision-making;

Principles of Effective Communication: Clarity, coherence, conciseness, correctness, and courtesy; importance of audience awareness; role of active listening and appropriate tone.

Barriers to Effective Communication: Physical, psychological, language-related, cultural, and technological barriers

Process of Communication: sender, message, medium, receiver, feedback, noise; Importance of feedback and context in shaping meaning.

Unit II: Types, Forms, and Media of Communication: 15

Hours

Types of Communication:

- Based on participants: intrapersonal, interpersonal, group, public, mass

- Based on medium: face-to-face, written, digital, mediated.

Forms and Structures: Verbal and non-verbal communication; codes, gestures, proxemics, paralanguage; cultural variation in non-verbal expression.

Medium and Message: Media strengths and limitations; Message design and transmission across platforms.

Technology and Communication: The impact of digital technologies on communication practices; synchronous vs. asynchronous communication; social media as a communication environment; digital literacy and its role in effective communication.

Unit III: Persuasive Communication:

15 Hours

Basics of Persuasion: What is persuasion and why it matters; key elements: speaker, message, audience, purpose; everyday persuasion: advertising, social media, conversations

Classical Rhetoric and Modern Use: Introduction to Aristotle's ethos (credibility), pathos (emotion), and logos (logic); rhetorical devices and techniques; persuasion in speeches, campaigns, and media

Visual Persuasion: How visuals influence perception and belief; role of colour, layout, and design in persuasive messages; analysing advertisements, posters, and social media visuals.

Narratives and Persuasion: Power of storytelling: using stories to persuade and connect; how narrative shapes understanding; case studies: political speeches, brand messages, news headlines

Unit IV: Communication in Professional Life:

15 Hours

Developing Communication Skills: What makes communication effective at work; key skills: clarity, empathy, confidence, and appropriateness.

Working in Teams and Organizations: Communication in group settings: roles and responsibilities; leadership and teamwork through communication.

Communication in Conflict and Negotiation: What is conflict? Why conflicts happen in the workplace; role of communication in resolving conflicts; basic negotiation skills

Intercultural Communication: understanding cultural values; high-context vs. low-context communication; effective intercultural communication in global settings.

Suggested Readings:

- Fiske, John: *Introduction to Communication Studies*
- Berger, Arthur Asa: *Media and Communication Research Methods*
- McQuail, Denis: *McQuail's Mass Communication Theory*
- Hall, Stuart: *Encoding/Decoding in the Television Discourse*
- Littlejohn, Stephen & Foss, Karen: *Theories of Human Communication*
- Raymond Williams: *Culture and Society*

- Aristotle: *Rhetoric*
- Geert Hofstede, Gert Jan Hofstede, Michael Minkov, *Cultures and Organizations: Software for the Mind*, Third Edition

Course Code: BEL312 Course Type: IDE/ MDC Credits: 3	Course Title IDE/ MDC
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Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs) carrying a total of at least 3 credits in English Language or Literature.

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Wri-te_up-online_learning_resources.pdf

Swayam
(Study Webs of Active Learning for Young Aspiring Minds)

<https://swayam.gov.in/>

Course Code: BEL313 Course Type: AEC Credits: 2	AEC Online
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Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs)
https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_online_learning_resources.pdf

Swayam
(Study Webs of Active Learning for Young Aspiring Minds)

<https://swayam.gov.in/>

Course Code: BEL314 Course Type: SEC Credits: 4 (60 Hours)	Course Title IT Skills and AI
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**Common Compulsory Course for all UG Programmes
offered by the Dept. of Computer Science**

Course Objectives:

- To understand and explain the fundamental concepts and applications of artificial intelligence
- To apply problem-solving and critical-thinking skills effectively

Learning Outcomes:

After completion of the course, student will be able to

- Demonstrate proficiency in basic computer skills for everyday use.
- Create and format documents using word processing software.
- Solve practical problems in various domains.

Course Design Unit- I:

15 Hours

Knowing Computer

Components of Computer System- Input / Output Devices- CPU- Memory Devices

Concepts of Hardware and Software

Applications of Computer

Concept of Computing- Data and Information – Number Conversions

Understanding Word Processing

Opening and Closing of Documents

Text Creation and Manipulation

Formatting of Text- Spell Check, Language Setting and Thesaurus; Printing of Word Document

Table Handling.

Unit- II

15 Hours

Artificial Intelligence:

AI Problems

Foundation of AI and History of AI Intelligent Agents

Agents and Environments

Unit- III

15 Hours

Searching Strategies:

Uniformed Search Strategies

Heuristic Search Algorithms

Problem Reduction

Game Playing- Problem in Game Playing
Alpha-Beta Pruning-Evaluation Functions.

Unit- IV

15 Hours

Expert Systems

Structure & Problem Areas

Success Factors

Types of Expert Systems

Suggested Readings

- Reema Thereja. *Fundamentals of Computers*. Oxford University Press, 2nd Edition, 2019.
S. Russell and P. Norvig. *Artificial Intelligence: A Modern Approach*. Prentice Hall, 4th Edition 2022.
M. Tim Jones. *Artificial Intelligence: A Systems Approach (Computer Science)* Jones and Bartlett Publishers, Inc.; 1st Edition, 2008.

References

- V. Rajaraman. *Fundamentals of Computers*. PHI Learning, 2014.
E. Balaguru Swamy. *Fundamentals of Computers*. McGraw Hill Education, 2009
Lavika Goel. *Artificial Intelligence: Concept and Applications*. Willy, 2021.
Nils J. Nilsson. *The Quest for Artificial Intelligence*. Cambridge University Press, 2009.

Semester IV

Course Code: BEL401 Course Type: Core Course Credits: 4 (60 Hours)	Course Title: Nineteenth-Century British Literature
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Course Objectives:

- to introduce to the students the various socio-cultural and economic developments of the period and their impact on literature;
- to familiarize the student with the decline of drama and the rising popularity of the novel; and
- to provide the student with the major differences between the Romantic and the Victorian Periods.

Learning Outcomes:

By the end of the course, the students

- will know the literature of the Romantic Age and Victorian Age;
- will have understood the influence of the nineteenth century's social, economic, and cultural factors; and
- will have acquainted themselves with the causes of the rise of the English novel.

Course Design

Unit- I: Poetry

15 Hours

William Wordsworth
P.B. Shelley

John Keats
Alfred Lord Tennyson

Michael
Ozymandias
Stanzas Written in Dejection Near Naples
Human Seasons, Ode on a Grecian Urn
The Brook
In Memoriam A.H.H.

Unit- II: Poetry

15 Hours

Robert Browning
Matthew Arnold
D.G. Rossetti
Elizabeth Barrett Browning

Andrea del Sarto
The Forsaken Merman
The Blessed Damozel
A Musical Instrument

Unit- III: Fiction

15 Hours

R.L. Stevenson
Charles Dickens
Thomas Hardy

Dr. Jekyll and Mr. Hyde
Hard Times
The Mayor of Casterbridge

Unit- IV: Non- Fictional Prose

15 Hours

Thomas Carlyle
Charles Lamb

Hero As Poet
Dissertation upon a Roast Pig
Modern Gallantry

Suggested Readings

Charlotte Bronte: *Jane Eyre*
Emily Bronte: *Wuthering Heights*
Joseph Conrad: *The Heart of Darkness*
George Eliot: *The Mill on the Floss*

References

Bowra, Cecil Maurice. *The Romantic Imagination*. United Kingdom: Oxford University Press, 1961.
Chesterton, Gilbert Keith. *The Victorian Age in Literature*. Oxford: Oxford University Press, 1966.
Hough, Graham. *The Romantic Poets*. London: Taylor & Francis, 2018.
Kettle, Arnold. *An Introduction to the English Novel*. United Kingdom: Harper, 1960.
McLean, Thomas. *The Other East and Nineteenth-Century British Literature: Imagining Poland and the Russian Empire*. London: Palgrave Macmillan, 2012.
The Oxford Handbook of the Victorian Novel. Ed. by Lisa Rodensky. Oxford: OUP Oxford, 2013.
The Routledge Handbook to Nineteenth-century British Periodicals and Newspapers. Ed. by Alexis Easley, Andrew King, John S. Morton. Oxfordshire: Routledge, 2016.

Course Code: BEL402 Course Type: Core Course Credits: 4 (60 Hours)	Course Title Translation Studies
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Course Objectives:

- to introduce to the students the field of Translation Studies and its historical development and key issues;
- to familiarise the students with central concepts and theories in translation; and
- to develop in the students a comprehensive understanding of the translation theories

Learning Outcomes:

By the end of the course, the students

- will be able to demonstrate an understanding of the historical evolution of Translation Studies, both in Western and Indian contexts;
- will be able to apply theoretical concepts to practical translation tasks, including rewriting, transcreation, and inter-semiotic translation; and
- will demonstrate a nuanced understanding of the key translational theories, concepts, and approaches.

Course Design

Unit- I Introduction

12 Hours

History of Translation: The Western and the Indian
Issues and Strategies in the Early Phase

Unit- II Central Issues in Translation

16 Hours

Functions of Translation

Equivalence and Shifts

Translatability of Languages

(The student selects a translated novel/short story of their choice to understand the issues mentioned above)

Unit- III Theories of Translation

12 Hours

Early Transitional Theories Scientific bent in Translation

Post-structuralist and Post-colonial Theories

Unit- IV Categories of Translation

20 Hours

Translating within a Language System Rewriting and Transcreation

Inter-semiotic translation

Translation of a Text into a Film:

Mario Puzo: *The Godfather*

E.M. Forster: *A Passage to India*

Robert Bloch: *Psycho*
Agatha Christie: *Murder on the Orient Express*

Suggested Readings

Rebecca Tipton: *The Routledge Guide to Teaching Ethics in Translation and Interpreting Education*
Linda Pillière and Özlem Berk Albachten: *The Routledge Handbook of Intralingual Translation*
Sandra L. Halverson and Álvaro Marín García: *Contesting Epistemologies in Cognitive Translation and Interpreting Studies*
Bo Wang and Yuanyi Ma: *Key Themes and New Directions in Systemic Functional Translation Studies*

References

Baker, Mona. *In Other Words: A Coursebook on Translation*. Oxfordshire: Routledge, 2018.
Bassnett, Susan. *Translation Studies*. London: Routledge, 1991.
Hatim, Basil, and Jeremy Munday. *Translation: An Advanced Resource Book*. Oxfordshire: Routledge, 2004.
The Translation Studies Reader. Ed. by Venuti, Lawrence. Oxfordshire: Routledge, 2012.

Course Code: BEL403 Course Type: Core Course Credits: 4 (60 Hours)	Course Title: Digital and Social Media Communication
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Course Objectives:

This course aims to:

- Understand the evolution, impact, and ecosystem of digital and social media communication;
- Analyze digital platforms and their influence on public discourse, identity, and relationships;
- Apply principles of effective content creation, engagement, and digital storytelling across media platforms; and
- Develop critical thinking and practical skills for ethical, strategic, and data-informed communication in digital environments.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Identify key concepts, tools, and theories related to digital and social media communication;
- Critically evaluate the roles of algorithms, platforms, and users in shaping communication processes;
- Design and implement digital content strategies for different platforms and audiences; and
- Demonstrate ethical, creative, and analytical competence in using social media professionally and personally.

Course Design:

Unit I: Foundations of Digital Communication:

15 Hours

Digital Communication Ecosystem: Evolution from traditional to digital media; convergence culture; characteristics of digital media (interactivity, hypertextuality, participatory nature); networked publics.

Understanding Platforms and Audiences: Social media typologies (Facebook, Instagram, TikTok, X, LinkedIn, etc.); participatory culture and user-generated content.

Theories of Digital Media: Uses and gratifications; network society; technological determinism vs. social shaping; the filter bubble and algorithmic communication.

Ethics and Responsibility in the Digital Age: Digital privacy, surveillance, trolling, cancel culture; responsibility in content sharing; fact-checking and misinformation; platform regulation debates.

Unit II: Digital Communication Skills and Strategies:

15 Hours

Content Creation and Curation: Writing for the web; visual storytelling and multimedia production; reels, stories, blogs, vlogs; content calendars and trends; hashtags.

Social Media Management: Setting communication goals; platform-specific strategies; scheduling, analytics, and audience engagement; social listening and community building.

Digital Storytelling and Campaigns: Story structures for digital formats; creating compelling narratives; case studies of viral campaigns; emotional design and persuasive appeals.

Influencer and Brand Communication: Role of influencers and micro-influencers; building a personal or organizational brand; collaboration, sponsorship, and authenticity in influencer marketing.

Unit III: Critical Perspectives and Digital Cultures:

15 Hours

Digital Identity and Self-Presentation: Online personas, digital footprints; performativity and identity curation; anonymity and visibility; the psychology of likes and shares.

Memes, Virality, and Popular Culture: Anatomy of a meme; cultural and political functions of memes; virality factors; digital humor, resistance.

Online Communities and Discourse: Fan cultures, forums; norms, governance, and toxicity; activism and mobilization (e.g., hashtag movements, digital protests).

Algorithmic Culture and Platform Power: Understanding algorithms and engagement metrics; filter bubbles, echo chambers; content moderation; power asymmetries in the digital economy.

Communicating Effectively in Digital Spaces: expressing clearly and respectfully online; understanding tone, politeness, and disagreement in digital conversations; handling criticism, participating in trending topics, and avoiding miscommunication

Unit IV: Applied Digital Communication and Analysis:

15 Hours

Digital Campaign Planning and Execution: Planning a social media campaign: goal setting, audience targeting, content planning; real-world campaign design as a course project.

Analytics and Performance Metrics: Reach; Impressions; Engagement; Click-Through Rate (CTR); Conversion.

Crisis and Reputation Management Online: Managing digital backlash and PR crises; speed, tone, and transparency in response; case studies of brand crises and recoveries.

Future of Digital Communication: Trends: AI, AR/VR, the Metaverse, Web3; the role of automation, bots, and generative media; ethical and professional preparedness for evolving tech.

Suggested Readings:

- Burton, G. (2010). *Media and Society: Critical Perspectives*. New York; Mc Graw-Hill Publication.
- Jenkins, Henry, Ford, Sam & Green, Joshua: *Spreadable Media*
- Castells, Manuel: *The Rise of the Network Society*
- Baym, Nancy: *Personal Connections in the Digital Age*
- Van Dijck, José: *The Culture of Connectivity*
- Berger, Jonah: *Contagious: Why Things Catch On*
- Papacharissi, Zizi: *A Private Sphere: Democracy in a Digital Age*
- Lovink, Geert: *Social Media Abyss: Critical Internet Cultures and the Force of Negation*
- Lipschultz, J.H. (2020). *Social Media Communication Concepts, Practices, Data, Law and Ethics*. Routledge.

Course Code: BEL412 Course Type: AEC No. of Credits: 4 (60 Hours)	Course Title Building Mathematical Ability and Financial Literacy
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**(This is the Common Compulsory Course
offered by the Department of Mathematics)**

Course Objectives:

- Introduce fundamental mathematics and finance concepts to undergraduates
- Develop proficiency in mathematical operations, logical reasoning, and financial instrument understanding

Learning Outcomes:

- Apply fundamental mathematical concepts and logical reasoning to problem-solving.
- Demonstrate competency in handling financial instruments and analyzing data for informed decision-making.

Course Design

Unit I: Mathematics Fundamentals 15 Hours

Basic set theory - Permutations and combinations

Introduction to mathematical logic: propositions - truth values - logical connectives – tautology – contradiction - logical equivalences - conditional statements.

Unit- II: Financial Mathematics 15 Hours

Cost price - selling price - profit, and loss - Simple interest -

compound interest (reducing balance and flat rate) - Introduction to stocks and shares -

Housing loans – insurance - equated monthly instalments (EMI) calculation -

Basic income tax calculations.

Unit- III: Statistical Analysis 15 Hours

Sources of data: primary and secondary -

Types of data and graphical representation Measures of central tendency:

mean – median - mode - Measures of dispersion: range variance - standard deviation -

coefficient of variation - Bivariate data analysis: scatter plot, correlation coefficient, imple linear regression.

Unit- IV: Financial Literacy 15 Hours

Definition and functions of money - Role of banks - credit creation,

and usage of debit and credit cards - Functions of central banks -

with a focus on the Reserve Bank of India Monetary policy tools: bank rate policy -

cash reserve ratio - open market operations, statutory liquidity ratio- repo rate -

reverse repo rate - selective credit control.

Suggested Reading

J. Medhi. *Statistical Methods: An Introductory Text*. Wiley Eastern Ltd. (latest edition).
Building Mathematical Ability. Foundation Course. University of Delhi, S. Chand Publications.
M.K. Lewis and P.D. *Monetary Economics*. Oxford University Press: New York, 2000.

References

C. Rangarajan. *Indian Economy: Essays in Money and Finance*. 1999.
B. Brahmaiah and P. Subbarao. *Financial Futures and Options*. Himalaya Publishing House, Mumbai, 1998.

Course Code: BEL413 Course Type: VAC Credits: 2 (30 Hours)	Course Title Climate Change
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Course Objectives:

- To understand the causes and impacts of climate change.
- To orient on climate change management and best practices in achieving sustainable development at local, regional and global level.

Learning Outcomes:

- Sensitivity towards climate change and its adverse effects.
- Appreciate the efforts of the world community towards climate change management.

Course Design

Unit- I Introduction

15 Hours

- Climate Change: Causes and Impacts
- Green House Gases
- Global Warming
- Ecological and Carbon Footprint

Unit- II

Climate Change Management and Environment

15 Hours

- Climate Change: Summits, Conferences and Organizations
- Environment Schemes and Environmental Mission in India
- Environmental Impact Assessment (EIA)
- Sustainable Development and Best Practices

Suggested Readings

Wei-Yin Chen, Toshio Suzuki, Maximilian Lackner (eds.) (2017). Handbook of climate change mitigation and adaptation. Springer International Publishing.

References

East-West Centre. (2021). Global Climate Change: Causes and Indicators. In Climate Change: in the Commonwealth of the Northern Mariana Islands (pp. 11–13). East-West Centre.
Gillespie, A. (2006). I. Basics. In Climate Change, Ozone Depletion and Air Pollution (pp. 1-17). Brill Nijhoff.

Course Code: BEL414 Course Type: SIP Credits: 2	Course Title Summer Internship Project (SIP)
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The students do a twenty-one-day internship at any institution/ organization recognized by the University during the fourth- fifth-semester summer vacation. This internship carries two credits and is for a maximum of one hundred marks, out of which eighty are for the internship report and twenty for the presentation on the report.

The student does twenty hours of Community Service, prepares a report on their activity and submits it to the Department. The report carries 80 marks and the presentation 20 marks.

Semester V

Course Code: BEL501 Course Type: Core Course Credits: 4	Course Title Twentieth-Century British Literature
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Course Objectives:

- to help the students understand the complexity of life in the twentieth century, particularly after the two World wars;
- to help the students understand the socio-political, economic and cultural upheavals that made a significant impact on the literature of the times; and
- to introduce to the students a variety of writers who deal with diverse and profound dimensions of life.

Learning Outcomes:

By the end of the course, the students

- will know about the various changes in English society due to the two world wars.
- will have understood why and how the literature of the twentieth century transformed our world view.
- will be able to examine and assess the works of major writers of the age.

Course Design

Unit- I Poetry

15 Hours

T.S. Eliot	The Love Song of J. Alfred Prufrock
	Journey of the Magi
W.B. Yeats	An Irish Airman Foresees His Death
W.H. Auden	In Memory of W.B. Yeats
	Consider This and in Our Time
Louis MacNeice	The Truisms Conversation

Unit- II Drama

15 Hours

John Galsworthy	Justice
J.M. Synge	Riders to the Sea
G.B. Shaw	Androcles and the Lion

Unit- III Fiction

15 Hours

W Somerset Maugham	Cakes and Ale
George Orwell	Animal Farm
Margaret Drabble	The Waterfall

Unit- IV Non-fiction

15 Hours

Bertrand Russell	The Conquest of Happiness
Winston Churchill	Blood, Sweat, Tears and Toil

Suggested Readings

Virginia Woolf: *Mrs Dalloway*

D. H. Lawrence: *Sons and Lovers*

James Joyce: *Portrait of the Artist as a Young Man*

F Scott Fitzgerald: *The Great Gatsby*

References

Blamires, Harry, et al. *A Guide to Twentieth-Century Literature in English*. Oxfordshire: Routledge, 2020.

History of English Literature. Ed. by Edward Albert. Oxford: Oxford University Press, 1979. Mair, George Herbert. *English Literature: Modern*. London: FB&C Limited, 2016.

Poplawski, Paul. *English Literature in Context*. Cambridge: Cambridge University Press, 2008.

The Cambridge History of Twentieth-Century English Literature. Ed. by Laura Marcus and Peter Nicholls. Cambridge: Cambridge University Press, 2004.

The Cambridge Companion to the Twentieth-Century English Novel. Ed. by Robert L. Caserio. Cambridge: Cambridge University Press, 2009.

The Oxford Companion to English Literature. Ed. by Dinah Birch. Oxford: OUP Oxford, 2009.

Course Code: BEL502 Course Type: Core Course Credits: 4	Course Title Fourth-World Literature
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Course Objectives:

- to introduce the student to the concept of Fourth-World Literature
- to guide the student in gaining insights into the literature of the natives of a region
- to help the student examine the subtle power structures and resistance modes of the marginalised classes

Learning Outcomes:

By the end of the course, the student

- will have clearly understood what Fourth-World literature means.
- will have gained knowledge of the preoccupations of the dialectics of the marginalised people.
- will have been acquainted with the why and the how of resistance from the under-privileged and the oppressed.

Course Design

Unit- I Poetry

Rahul Gade	An Educated Dalit
Kath Walker	We are Going
Sherman Alexie	Evolution

Unit- II Fiction

Perumal Murugan	Pyre
Tony Birch	The White Girl
Diane Glancy	Pushing the Bear

Unit- III Non-fiction

Jyotirao Phoole	Gulamgiri
David Unaipon	Legendary Tales of the Australian Aborigines

Unit-IV Autobiography

Momaday	Way to Rainy Mountain
Om Prakash Valmiki	Joothan

Suggested Readings

Narendra Jadav: *Outcaste*
Gordon Brotherston: *Book of the Fourth World*
Lousise Marmon Silko: *Ceremony*
Wole Soyinka: *The Lion and the Jewel*

References

Fourth World Literature: Discourses on Adivasi, Dalit, Tribal and Marginalized. Ed. by Sarup Paul Malhotra. India: Sarup Book Publishers (P) Limited, 2021.
Goetzfridt, Nicholas J.. *Indigenous literature of Oceania: A Survey of Criticism and*

- Interpretation*. London: Bloomsbury Academic, 1995.
- Komuraiah, A., and Ramesh Babu, Adi. *Fourth World Literature: Trauma of Dalits*. India: Manglam Publications, 2022.
- Manuel, George, and Michael Posluns. *The Fourth World: An Indian Reality*. Minnesota: University of Minnesota Press, 2019.
- Reed, A. W., and Roger Hart. *Aboriginal Stories: With Word List English-aboriginal, Aboriginal-English*. London: Reed New Holland, 2000.
- Shoemaker, Adam. *Black Words, White Page: Aboriginal Literature 1929-1988*. Australia: ANU E Press, 2004.
- Wiget, Andrew. *Handbook of Native American Literature*. New York: Garland, 1996.

Course Code: BEL503 Course Type: Core Course Credits: 4 (60 Hours)	Course Title Research Methodology
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Course objectives:

- to guide the students in making a distinction between informal communication and academic writing/ research writing;
- to make the students aware of different stages of research writing and to acquaint them with the different kinds of research methodologies; and
- to enable the students to analyse and review various research papers

Learning Outcomes:

By the end of the course, the student

- will have understood the scope and significance of academic writing/ research writing;
- will be able to demonstrate an understanding of the different stages of research writing; and
- will be able to apply different kinds of methodologies in their research.

Course Design

Unit- I

Academic Writing: Features and Considerations

15 Hours

Paraphrasing

The elements of effective paraphrasing

Techniques for paraphrasing

Note-making methods

Summarizing

What makes a good summary?

Stages of summarizing

Direct Quoting

MLA Handbook (latest edition)

Unit- II Types of Essays

15 Hours

Descriptive

Compare and contrast

Cause and effect

Classification

Analytical

Argumentative

Unit- III Introduction to Research and methodology of research

15 Hours

Research and its importance

Discourse analysis and conversation analysis

Unit- IV Research Writing Skills

15 Hours

Different types of research methods and methodologies Formulating the outline of the dissertation and research paper

Understanding the important factors in dissertation writing and research paper writing Importance of literature review

Finding research gap

Chapterization

Suggested Readings

Lia Litosseliti: *Research Methods in Linguistics*

Gabriele Griffin: *The Cambridge Handbook of Research Methodology in Language and Linguistics Research Methods for English Studies.*

Tomi Arianto and Ambale Ginn: *Literary and Linguistic Research Methods*

References

Aguinis, Herman. *Research Methodology: Best Practices for Rigorous, Credible, and Impactful Research.* London: SAGE Publications, 2023.

Chandra, Vinod, and Anand Hareendran. *Research Methodology by Pearson 1st Edition.* U.K.: Pearson Education India, 2017.

Devi, P.S.. *Research Methodology: A Handbook for Beginners.* California: N.p., Notion Press, 2017.

Goddard, Wayne, and Stuart Melville. *Research Methodology: An Introduction.* South Africa: Juta, 2004.

Kothari, C. R.. *Research Methodology: Methods and Techniques.* Delhi: New Age International (P) Limited, 2004.

Course Code: BEL511 Course Type: Core Course Credits: 4 (60 Hours)	Course Title: Mass Media Communication
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Course Objectives:

This course aims to:

- Understand the structure, functions, and influence of mass media in contemporary society;
- Critically engage with media messages and production across print, broadcast, and digital platforms;
- Develop analytical and practical skills in news writing, reporting, media literacy, and message framing; and
- Explore the ethical, political, and cultural dimensions of mass media communication in global and local contexts.

Learning Outcomes:

- Upon successful completion of this course, students will be able to:
- Identify key concepts, forms, and institutions of mass media communication;
- Analyze media texts through lenses of ideology, narrative, and representation;
- Create basic media content for print, broadcast, and digital platforms; and
- Demonstrate media literacy and critical awareness of how mass media shape public opinion and culture.

Course Design:

Unit I: Understanding Mass Media:

15 Hours

Introduction to Mass Media: Definitions and types: print, radio, television, cinema, digital; mass vs. interpersonal communication; features and functions of mass communication.

Media Institutions and Audiences: Ownership models: public, private, corporate, community; media conglomerates and cross-media ownership; audience as passive vs. active (reception studies, uses and gratifications).

Mass Communication Theories: Hypodermic needle/ magic bullet theory, agenda-setting, cultivation theory, Spiral of Silence; framing, gatekeeping, and media effects.

Ethics and Law in Mass Media: Press freedom, censorship, defamation, right to information; role of media councils and regulatory bodies; ethical dilemmas in journalism and advertising.

Unit II: Print and Broadcast Media Practices:

15 Hours

News Writing and Journalism Basics: Inverted pyramid structure; writing headlines, leads, and short reports; role of language, tone, and bias in reporting.

Editing and Layout Design (Print): Basics of copy editing and proofing; understanding layout and design for newspapers/magazines; use of headlines, subheads, columns, images.

Radio and Audio Production: Scripting for radio shows, podcasts, and announcements; basic voice training; recording and editing.

Television and Visual Storytelling: TV news bulletins and video reporting; visual grammar:

shots, sequences, transitions; scripting for visual mediums; working with storyboards.

Unit III: Media Texts, Representation, and Society:

15 Hours

Representation in Media: Stereotypes, gender roles, caste/class/race in media; language and power in media discourse; analyzing identity and ideology in films and news.

Popular Culture and Media: Cinema, TV serials, OTT platforms as cultural texts; fandoms, celebrity culture, and media consumption; case studies from Bollywood and global media.

Media Narratives and Framing: How media frames events, people, and ideologies; narrative techniques in fiction and nonfiction; analysis of political speeches, documentaries, and news reports.

Media Literacy and Fake News: Identifying misinformation, propaganda, clickbait; fact-checking tools; psychological effects of sensationalism; practicing critical consumption of media.

Unit IV: Media Production and Contemporary Trends:

15 Hours

Designing a Media Product: Group project: conceptualizing and producing a short newspaper, video report, podcast, or blog; understanding editorial workflow and deadlines.

Advertising and Public Relations: Basics of copywriting; ad formats and appeals; brand communication; writing press releases; crisis communication and media planning.

Digital and Convergent Media: How traditional media adapt to digital: e-papers, YouTube news, cross-platform storytelling; mobile journalism (MoJo); participatory media and user-generated content.

Global and Indian Media Landscapes: Comparative study of Indian and global media industries; role of media in democracy and development; media activism and citizen journalism; case studies.

Suggested Readings:

- McQuail, Denis: *McQuail's Mass Communication Theory*
- Baran, Stanley J., & Davis, Dennis K.: *Mass Communication Theory: Foundations, Ferment, and Future*
- Briggs, Asa & Burke, Peter: *A Social History of the Media*
- Mencher, Melvin: *News Reporting and Writing*
- Silverstone, Roger: *Why Study the Media?*
- Parthasarathy, Rangaswamy: *Journalism in India*
- Herman, Edward S., & Chomsky, Noam: *Manufacturing Consent*
- Stuart Hall: *Representation: Cultural Representations and Signifying Practices*

Course Code: MEL513 Course Type: CSP Credits: 2	Course Title Community Service Project
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In the V Semester of the Programme, the student undertakes a community service project lasting at least twenty hours. This project aims to allow students to apply their knowledge in real-world contexts, encouraging them to contribute positively to society and gain insights into community needs. Engaging in community service offers numerous benefits to the student that help them enhance their personality, enrich their real-world experience, and acquire habits that positively impact society.

The student does twenty hours of Community Service, prepares a report on their activity and submits it to the Department. The report carries 80 marks and the presentation 20 marks.

Semester VI

Course Code: MEL601 Course Type: Core Course Credits: 4 (60 Hours)	Course Title Indian Writing in English
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Course Objectives:

- to provide the student with an in-depth understanding of the Indian socio- cultural milieu
- to introduce the student to the themes of Indian Writing in English
- to help the student understand the techniques used by Indian authors

Learning Outcomes:

By the end of the course, the student

- will be able to analyse and evaluate poetry, drama, prose, and non-fiction works by prominent Indian writers.
- will be able to interpret the major themes in the Indian literary works.
- will have acquired knowledge of techniques used by Indian authors.

Course Design

Unit- I Poetry 15 Hours

Sarojini Naidu	The Bangle Sellers
	In the Baazars of Hyderabad
Nissim Ezekiel	Goodbye Party for Miss Pushpa TS
	The Professor
Arun Kolatkar	An Old Woman
	The Blue Horse
Jayant Mahapatra	Grass
	Lost

Unit- II Drama 15 Hours

Girish Karnad	Broken Images
Mahesh Dattani	Dance Like a Man
Manjula Padmanabhan	Worshipping False Gods

Unit- III Novels 15 Hours

Mulk Raj Anand	Coolie
Anita Desai	Cry, the Peacock

Unit- IV Non-Fiction 15 Hours

Kamala Das	My Story
Pankaj Mishra	Butter Chicken in Ludhiana
Ruskin Bond	The Lamp is Lit

Suggested Readings

Shashi Tharoor: *The Great Indian Novel*
 Vikram Seth: *A Suitable Boy*
 Khushwant Singh: *A Train to Pakistan*
 Rohinton Mistry: *A Fine Balance*

References

- Indian English Literature*. Ed. by Basavaraj S. Naikar. India: Atlantic Publishers & Distributors, 2007.
- Indian Literature: A Critical Casebook*. Ed. by R.K. Dhawan. India: Macmillan India Ltd., 2000.
- Indian Writing in English: A Critical Study*. Ed. by K.A. Agrawal. India: Atlantic, 2003.
- Indian Writing in English*. Ed. by Rama Kundu. India: Atlantic, 2003.
- Kumar, Gajendra. *Indian English Literature: A New Perspective*. India: Sarup, 2001.
- Naik, M.K. *A History of Indian English Literature*. India: Sahitya Akademi, 2015.
- Rajendra Prasad, VVN. *Five Indian Novelists: Rajan, Raja Rao, Narayan, Arun Joshi, Anita Desai*. New Delhi: Prestige, 1990.
- Iyengar, K.R. Srinivasa. *Indian Writing in English*. New Delhi: Sterling Publishers, 1987.
- The Penguin Anthology of Contemporary Indian Literature*. Ed. by Amit Chaudhuri. U.K.: Penguin Books, 2019.

Course Code: BEL602 Course Type: Core Course Credits: 4 (60 Hours)	Course Title: Corporate Communications and Public Relations
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Course Objectives:

This course aims to:

- Understand the role, structure, and function of corporate communication and public relations (PR) in organizations;
- Develop practical skills in crafting messages, managing image, and building relationships with stakeholders;
- Analyze case studies in corporate reputation, crisis communication, and PR campaigns; and
- Apply communication strategies in organizational, media, and public-facing scenarios with ethical and cultural sensitivity.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Explain key concepts and functions of corporate communication and public relations;
- Create written and visual communication materials tailored to corporate and public contexts;
- Design communication strategies for internal and external stakeholders; and
- Demonstrate ethical decision-making and professionalism in corporate communication scenarios.

Course Design:

Unit I: Foundations of Corporate Communication:

15 Hours

Introduction to Corporate Communication: Definitions and scope; internal vs. external communication; functions and types: media relations, investor relations, employee communication, CSR.

Organizational Communication Structures: Communication flow in organizations: upward, downward, lateral; formal vs. informal networks; internal communication tools (memos, newsletters, intranets).

Corporate Identity and Branding: Elements of corporate identity; image, culture, and reputation; visual branding: logo, design, color, tone; building and maintaining brand voice.

Ethics and Professionalism in Corporate Communication: Transparency, accountability, and ethical dilemmas; legal considerations (IPR, confidentiality); role of ethics in leadership and brand trust.

Unit II: Public Relations in Practice:

15 Hours

Principles and Models of PR: Definitions and history; Grunig and Hunt's four models; PR vs. advertising vs. marketing; strategic vs. tactical PR.

Writing for Public Relations: Press releases, media kits, speeches, newsletters; audience adaptation; writing for impact: clarity, brevity, persuasion.

Media Relations and Event Management: Building and managing media contacts; organizing press conferences and corporate events; pitching stories; handling interviews.

PR Tools and Channels: Print, broadcast, and digital PR; social media and influencer PR; visual storytelling; monitoring and evaluation tools.

Unit III: Strategic Communication and Stakeholder Engagement: 15 Hours

Stakeholder Mapping and Communication: Identifying and prioritizing stakeholders; communication mapping; tailoring messages for investors, customers, employees, media.

Corporate Social Responsibility (CSR) and Advocacy: CSR as strategic communication; sustainability reporting and communication; storytelling for social impact; advocacy campaigns.

Crisis Communication and Reputation Management: Types of crises: operational, reputational, external; crisis response strategies; case studies: success and failure in brand crises.

Internal Communication and Employee Engagement: Motivation, morale, and loyalty; change communication; leadership communication; tools for employee feedback and recognition.

Unit IV: Campaign Planning and Contemporary Trends: 15 Hours

Planning a Corporate/PR Campaign: Steps: research, objectives, audience, message, tools, budget, timeline, evaluation; project-based assignment: designing a PR or corporate campaign.

Integrated Marketing Communication: Aligning PR with marketing, advertising, and branding; media mix strategy; cross-platform coherence and consistency.

Digital Public Relations: Online reputation management (ORM); real-time engagement; social media dashboards; influencers and content marketing.

Global PR and Intercultural Communication: Communicating across cultures; localization and glocalization; managing global image and brand values; international case studies

Suggested Readings:

- Argenti, Paul A.: *Corporate Communication*
- Wilcox, Dennis L. & Cameron, Glen T.: *Public Relations: Strategies and Tactics*
- Cornelissen, Joep: *Corporate Communication: A Guide to Theory and Practice*
- Heath, Robert L. (Ed.): *Handbook of Public Relations*
- Jaishri Jethwaney & N. N. Sarkar: *Public Relations Management*
- Seitel, Fraser P.: *The Practice of Public Relations*
- Gregory, Anne: *Planning and Managing Public Relations Campaigns*
- Fawkes, Johanna: *Public Relations Ethics and Professionalism*

Course Code: BEL603 Course Type: IDE/ MDC Credits: 4	Course Title IDE/ MDC
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Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs) carrying a total of at least three credits in English Language or Literature.

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_online_learning_resources.pdf

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

<https://swayam.gov.in/>

Course Code: BEL613 Course Type: Dissertation Credits: 4	Course Title Dissertation- I
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The BA (Hons.) in English Programme encourages the student to become a researcher and helps them pursue higher research programmes. In the sixth semester, the student submits a dissertation on a topic from an area of their interest – either the language stream or the literature stream. The Dissertation carries four credits. The student follows the latest edition of the MLA Handbook.

Dissertation evaluation is for a maximum of 80 and Viva Voce for 20 Marks.

Semester VII

Course Code: BEL701 Course Type: Core Course Credits: 4 (60 Hours)	Course Title Introduction to Cultural Studies
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Course Objectives:

- to familiarise the students with key terms in cultural studies;
- to introduce the student to the critical approaches and debates in cultural studies; and
- to demonstrate the practicality of cultural studies in India to new situations and changing contexts

Learning Outcomes:

By the end of the course, the student

- will have a working knowledge of the key terms and concepts in cultural studies;
- will be able to perceive cultures in their whole complexity as systems; and
- will be able to assess and evaluate the contemporary debates in the study of culture.

Course Design

I Introduction to Cultural Studies

12 Hours

Definitions and Scope of Cultural Studies

Origins: Birmingham School and Stuart Hall

Culture as a Site of Struggle: High vs. Popular Culture

Key Concepts: Representation, Ideology, Discourse

Antonio Gramsci: Hegemony

Althusser: Ideological State Apparatus

Michel Foucault: Discourse and Power

Unit- II

18 Hours

Class

Class as a social construct, Class consciousness in India, Class struggle, Proletariat and Bourgeois, Class and its changing facets in India in the twentieth century

Mulk Raj Anand Untouchable

Movie The White Tiger

Language

Role of language in culture, Kinship between culture and language, Mutual influence

Changing cultural paradigms and corresponding changes in linguistic patterns

Anurag Mathur The Inscrutable Americans

Movie English Vinglish

Unit- III Culture Shock

15 Hours

Clash between two cultures, Native and alien, Disorientation, Problems of acculturation and assimilation

Bharati Mukherjee Jasmine

Movie Holy Smoke

Unit- IV Gender and Ethnicity

15 Hours

Gender

Concept of gender, Patriarchy and gender discrimination, Gender roles, Changing roles in India

Sara Suleri

Woman Skin Deep: Feminism and the Postcolonial Condition

Critical Inquiry, Vol.18, No.2, 1992.

Movie

Mirch Masala

Ethnicity

Ethnicity, Role of ethnic groups in the development of culture, Parsis in India,

Contribution of Parsis to Indian culture

Cyrus Mistry

Chronicle of a Corpse Bearer

Movie

Pestonjee

Suggested Readings

Raymond Williams: *Culture and Society*

Lila Abu-Lughod: *Remaking Women: Feminism and Modernity in the Middle east*

Theodore Adorno and Max Horkheimer: *The Culture Industry: Enlightenment as Mass Deception*

Arjun Appadurai: *Modernity at Large: The Cultural Dimensions of Globalization*

Stuart Hall, "*Cultural Studies and Its Theoretical Legacies*"

Chris Barker, *Cultural Studies: Theory and Practice (Introductory Chapter)*

References

Cultural Studies. Ed. by Cary Nelson et al. Treichler. Oxfordshire:Routledge, 1992.

Barker, Chris. *Cultural Studies: Theory and Practice*. London: SAGE Publications, 2003.

Gray, Ann. *Research practice for Cultural Studies: Ethnographic Methods and Lived Cultures*. London: SAGE Publications, 2003.

Lewis, Jeff. *Cultural Studies: The Basics*. London: SAGE Publications, 2008.

Mikula, Maja. *Key Concepts in Cultural Studies*. London: Palgrave Macmillan, 2008.

Longhurst, Brian. *Introducing Cultural Studies*. U.K.: Pearson/Longman, 2008.

Nayar, Pramod K. *An Introduction to Cultural Studies*. Delhi: Viva Books, 2008.

Rai, Rumina, and Kishwar Panna. *Introduction to Culture Studies*. India: Himalaya Publishing House, 2010.

Course Code: BEL702 Course Type: Core Course Credits: 4 (60 Hours)	Course Title Literary Criticism
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Course Objectives:

- to introduce to the students the texts that laid the foundations of western and Indian literary and critical theories;
- examine the relevance and significance of texts in their respective historical contexts; and
- encourage the learners to examine the text prescribed and understand literary traditions and specific concepts.

Learning Outcomes:

By the end of the course, the students

- will be able to gather some knowledge of seminal texts that formed the basis of both western and Indian literary and critical traditions;
- will be able to read and interpret the texts prescribed; and
- will have developed the critical acumen to study and understand the critical traditions from ancient to modern times.

Course Design

Unit- I		15 Hours
Bharata	Natyashastra (Chapter on Rasa)	
Anandavardhana	Dhvani	
Kuntaka	Vakrokti	
Unit- II		15 Hours
Aristotle	Views on Tragedy (from Poetics)	
Longinus	On the Sublime	
Unit- III		15 Hours
Samuel Johnson	Preface to Shakespeare	
Matthew Arnold	The Study of Poetry	
T.S. Eliot	Tradition and the Individual Talent	
Unit- IV		15 Hours
Hippolyte Taine	Literature as Social Product: Formula of Race, Milieu and Moment	
Cleanth Brooks	The Language of Paradox	
Carl Jung	The Psychology of the Unconscious	

Suggested Readings

Harold Bloom: *The Western Canon*
Terry Eagleton: *Literary Theory: An Introduction*
Sandra Gilbert and Susan Gubar: *The Madwoman in the Attic*
Roland Barthes: *Mythologies*

References

- A Rasa Reader: Classical Indian Aesthetics*. Ed. by Sheldon Pollock. Columbia: Columbia University Press, 2016.
- English Critical Texts: 16th Century to 20th Century*. Ed. by D. J. Enright and Ernst de Chickera. Oxford: Oxford University Press, 1971.
- Five Approaches of Literary Criticism: An Arrangement of Contemporary Critical Essays*. Ed. by Wilbur Stewart Scott. Ohio: Collier Books, 1962.
- Goulimari, Pelagia. *Literary Criticism and Theory: From Plato to Postcolonialism*. Oxfordshire: Routledge, 2015.
- Indian Aesthetics: An Introduction*. Ed. by V.S. Seturaman. India: Macmillan, 1992.

Course Code: BEL703 Course Type: Core Course Credits: 4	Course Title: Political and Policy Communication
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Course Objectives:

This course aims to:

- Understand the core principles, practices, and history of political and policy communication;
- Examine how political actors, institutions, and citizens engage through media and rhetoric;
- Analyze communication strategies in elections, governance, advocacy, and policy framing; and
- Build foundational skills in speechwriting, campaign messaging, policy analysis, and digital advocacy.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Identify and explain key concepts in political and policy communication;
- Analyze political rhetoric, campaign strategies, and policy discourse;
- Create communication materials such as political speeches, manifestos, and policy briefs; and
- Demonstrate critical understanding of media influence on public opinion and democratic processes.

Course Design:

Unit I: Foundations of Political Communication

15 Hours

Introduction to Political Communication: Definitions, scope, and significance; political communication vs. civic and governmental communication; key actors: politicians, media, public, parties.

Media and Democracy: Media and public opinion formation; political journalism; media bias and agenda-setting; the fourth estate and watchdog function.

Political Rhetoric and Persuasion: Classical and modern rhetoric; rhetorical devices in speeches and debates; populism, nationalism, and political branding.

Ethics and Transparency in Political Communication: Ethical challenges in campaigning and governance; transparency, propaganda, fake news; communication codes in public office and policy-making.

Unit II: Election Campaigns and Political Messaging:

15 Hours

Designing a Political Campaign: Campaign structure and strategy: message, slogan, symbol, timing; targeting voters; on-ground vs. digital outreach; case studies (Indian general elections, state elections, or U.S. presidential elections).

Speechwriting and Public Address: speech structure and language; emotional appeal, storytelling, call to action; writing and delivering short campaign speeches.

Political Debates and Dialogues: Framing, rebuttal, and argumentation techniques; televised debates and their influence; analysis of landmark debates and controversies.

Political Advertising and Image Management: Political branding and PR; slogans, jingles, posters; managing candidate image and public perception; political scandals and image repair.

Unit III: Policy Communication and Public Discourse:

15 Hours

Introduction to Public Policy and Governance: What is policy? From problem identification to implementation; key actors: government, NGOs, media, public; understanding policy cycles.

Writing for Policy: Briefs and Statements: Writing effective policy briefs, summaries, memos; targeting bureaucrats, journalists, stakeholders; language of clarity, precision, neutrality.

Framing Policy in Public Discourse: Media framing of policies (e.g., climate, education, economy); ideological framing and its impact; how language shapes policy understanding.

Advocacy and Civil Society Communication: NGO campaigns, citizen petitions, and lobby communication; storytelling for change; building connections and engaging decision-makers.

Unit IV: Contemporary Trends and Global Contexts:

15 Hours

Digital Political Communication: Social media in elections and activism; microtargeting and data politics; influencers and political YouTubers.

Political Satire, Memes, and Public Opinion: Humor as resistance and commentary; memes, cartoons, parody videos; their rhetorical power and limits; examples from Indian and global contexts.

Global Political Communication: International diplomacy and strategic communication; multilateral institutions (UN, WHO); nation branding and soft power; public diplomacy.

Crisis and Conflict Communication: Communication during political crises, protests, wars; framing of riots, insurgencies, revolutions; communication strategies in conflict resolution.

Suggested Readings:

- McNair, Brian: *An Introduction to Political Communication*
- Lakoff, George: *Don't Think of an Elephant! Know Your Values and Frame the Debate*
- Graber, Doris A.: *Mass Media and American Politics*
- Scammell, Margaret: *Consumer Democracy: The Marketing of Politics*
- Thussu, Daya Kishan: *News as Entertainment: The Rise of Global Infotainment*
- Edelman, Murray: *Constructing the Political Spectacle*
- Chomsky, Noam: *Media Control: The Spectacular Achievements of Propaganda*
- Iyengar, Shanto: *Media Politics: A Citizen's Guide*

Course Code: BEL704 Course Type: IDE/ MDC Credits: 2	Course Title IDE/ MDC
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Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs) carrying a total of at least three credits in English Language or Literature.

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_online_learning_resources.pdf

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

<https://swayam.gov.in/>

SEMESTER VIII

Course Code: BEL801 Course Type: Core Course Credits: 4 (60 Hours)	Course Title American Literature
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Course Objectives:

- to help the students understand the historical backdrop of American literature;
- to introduce the students to diverse ethnic cultures at the core of American literature; and
- to introduce the students to prominent American writers and important literary texts in American literature.

Learning Outcomes:

By the end of the course, the studenta

- will have understood the various social, cultural, and historical phenomena that contributed to the growth of American literature;
- will have familiarised themselves with multiple cultures and voices of America; and
- will be acquainted with some of the classics in American literature.

Course Design

Unit- I Poetry

15 Hours

Robert Frost	Fire and Ice
Walt Whitman	Voice of the Rain
Emily Dickinson	Success Is Counted Sweetest
Sylvia Plath	Mirror
William Carlo Williams	4 th of July
Wallace Stevens	The Man with the Blue Guitar

Unit- II Drama

15 Hours

Eugene O' Neill	Mourning Becomes Electra
Tennessee Williams	The Glass Menagerie
Edward Albee	Who is Afraid of Virginia Woolf?

Unit- III Fiction

15 Hours

Mark Twain	The Prince and the Pauper
Herman Melville	Moby Dick
Alice Walker	The Color Purple

Unit- IV Prose

15 Hours

R.W. Emerson	Self-Reliance
Henry Adams	The Dynamo and the Virgin (<i>The Education of Henry Adams</i>)

Suggested Readings

Toni Morrison: *Beloved*
J.D. Salinger: *The Catcher in the Rye*

Ralph Ellison: *Invisible Man*
Kurt Vonnegut: *Slaughterhouse-Five*

References

- American Literature from the 1850s to 1945*. Ed. by Adam Augustyn. London: Britannica Educational Pub., 2010.
- Gray, Richard. *A History of American Literature*. New Jersey: Wiley, 2011.
- Hart, James D., and Leininger, Phillip. *The Oxford Companion to American Literature*. USA: Oxford University Press, 1995.
- Halleck, Reuben Post. *History of American Literature*. Illinois: Creative Media Partners, LLC, 2015.
- Hoffman, Daniel, and Leo Braudy. *Harvard Guide to Contemporary American Writing*. London: Belknap Press of Harvard University Press, 1979.
- Massa, Ann. *American Literature in Context: 1900-1930*. USA: Taylor & Francis, 2016.
- Wagner-Martin, Linda. *A History of American Literature: 1950 to the Present*. New Jersey: Wiley, 2015.

Course Code: BEL802 Course Type: Core Course Credits: 4	Course Title Folk Studies in India
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Course Objectives:

- to introduce the student to the rich and diverse folk literatures of India
- to familiarise the student with the lives of different races and tribes
- to help the student in understanding the hidden/underlying message in a folk text

Learning Outcomes:

By the end of the course, the student

- will have familiarised themselves with the diverse folk literatures of India.
- will have gained knowledge of the customs, traditions, and conventions of different races and tribes.
- will be able to grasp the message/moral of a folk

Course Design

Background: Genre Theory, Performance Theory, Collective Memory, Orality and Literacy, Transnational Folklore

Unit- I Poetry

R Parthasarathy
Sanatana Tanty
Sonnet Mondal

Sitakant Mahapatra
Leela Prasad

V. N. Rao (translated excerpts from Telugu Ramayana)

The Wild Girls of Madurai (Selections)
Bihi Songs (Selections)
Nightmares of the Lettered City
(Selections)
Purchase of Meriah
Seeta's Power
Lakshmana's Laugh
(Women's Old Song)

Unit- II Drama

Rabindranath Tagore
Girish Karnad
Dharamvir Bharti
Ilango Adigal

The Red Oleanders
Nagamandala
Andha Yug
The Tale of an Anklet: An Epic of
South India (translated by R Parthasarathy)

Unit- III Fiction

Amitav Ghosh
O.V. Vijayan
Habib Tanvir

The Hungry Tide
The Legends of Khasak
Charandas Chor

Unit- IV Prose

A.K. Ramanujan
Panchatantra Tale
Ruskin Bond

The Flowering Tree (short story)
The Blue Jackal
The Witch

Suggested Readings

Angeline Boulley: *Firekeeper's Daughter*

Amos Tutuola: *The Palm-Wine*
Drinkard Washington Irving: *The*
Legend of Sleepy Hollow Aditi D E: *A*
Twist in the Tale

References

Ramanna, Kyatanahalli. *In Quest of Folk Literature*. Mysore: University of Mysore, 2010. Bendix, Regina. *In Search of Authenticity: The Formation of Folklore Studies*. U.S.A.: University of Wisconsin Press, 2009.
Folklore Studies: Local and Global. Ed. by M. Mani Meitei and Rajinder Kumar Dhawan. India: Prestige Books International, 2020.
Indian Folk Literature: Origin, Growth and Modern Appeal. Ed. by Sandeep Pathak and Suman Bala. India: Prestige Books International, 2020.
Kumar, Manoj. *Exploring Folk Literature*. India: Yking Books, 2016.

Course Code: BEL811 Course Type: Dissertation Credits: 12	Course Title Dissertation- II
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In the eighth semester, the student submits a dissertation on a topic from an area of interest – either the language stream or the literature stream. The Dissertation carries twelve credits. The student follows the latest edition of the MLA Handbook.

Dissertation evaluation is for a maximum of 80 Marks, and Viva Voce for 20 Marks.

BA English Minor
(Courses Offered to Students of Other UG Programmes)

Course Code: BEL111 Course Type: Minor Credits: 4	Course Title Evolution of the English Language
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Course Objectives:

- to familiarise the student with the salient features of Old English, Middle English, and Modern English
- to help the student acquire the knowledge of the major phonetical, orthographical and phonological changes that took place in the English language
- to make the student comprehend the diverse contributions to English language

Learning Outcomes:

By the end of the course, the student

- will be able to describe the changes in the language from Old English to Modern English.
- will be able to explain the various processes of word-formation in English.
- will have knowledge of the major foreign influences on English.

Course Design

Unit- I **15 Hours**

Origin of Language
The Indo-European Family
The Birth of English
The Major Periods: Old English, Middle English, Modern English

Unit- II Phonology **15 Hours**

Grimm's Law
Front Mutation
The Great Vowel Shift

Unit- III Foreign Influences **15 Hours**

Latin
Scandinavian
French
Indian

Unit- IV **15 Hours**

Word Formation
Semantic Change
British English and American English

Suggested Readings

Melvyn Bragg: *The Adventure of English: The Biography of a Language*
David Crystal: *The Stories of English*
Barbara Strang: *A History of English*
Bill Bryson: *The Mother Tongue: English and How It Got That Way*
Hana Videen: *The Wordhord: Daily Life in Old English*
H.C. Wyld: *The Growth of English: An Elementary Account*

References

Crystal, David. *The Cambridge Encyclopaedia of the English Language*. Cambridge:Cambridge University Press, 2003.
Baugh, Albert C., and Thomas Cable. *A History of the English Language*. Oxfordshire:Oxfordshire: Routledge, 2012.
Fulk, R.D.. *A Comparative Grammar of the Early Germanic Languages*. Amsterdam: JohnBenjamins Publishing Company, 2018, pp. 61-66.
History of the English Language: Syntax. Ed. by Elly Van Gelderen, Oxfordshire:Routledge, 2014.
Klöver, Carolin. *Evolution of the English Language*. Germany: GRIN Verlag, 2002.
Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge: CambridgeUniversity Press, 2010.
Shay, Scott. *The History of English: A Linguistic Introduction*. U.K.: Pearson, 2014.
Williams, Joseph M.. *Origins of the English Language: A Social and Linguistic History*. India: Free Press, 1975.
Wolfe, Patricia M.. *Linguistic Change and the Great Vowel Shift in English*. California:University of California Press, 2020.
Wood, F.T. *An Outline History of the English Language*. India: Macmillan, 2000.

Course Code: BEL211 Course Type: Minor 2 Credits: 4 (60 Hours)	Course Title Literary Forms
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Course Objectives:

- to introduce the student to the fundamental concepts and structures of various literary forms
- to help the student acquire knowledge of the different literary forms- poetry, non- fictional prose, drama, and fiction
- to guide the student in analysing the literary style of a text

Learning Outcomes:

By the end of the course, the student

- will be able to identify various literary genres, including poetry, non-fictional prose, drama, and fiction.
- will be able to describe poetry's defining elements and forms, such as lyrics, elegies, odes, ballads, sonnets, epics, and dramatic monologues.
- will have acquainted themselves with various literary styles.

Course Design

Unit- I Introduction

15 Hours

Major Literary Genres: Poetry, Drama, Fiction, Non-Fictional Prose

Unit- II Poetry

15 Hours

Forms of Poetry – Lyric, Elegy, Ode, Ballad, Sonnet, Epic, Dramatic Monologue, Limerick, Haiku

Types of Verse: Heroic Couplet, Blank Verse, Octosyllabic Couplet, Rhyme Royal, Terza Rima, Ottava Rima

Figures of Speech: Simile, Metaphor, Personification, Alliteration, Hyperbole, Metonymy, Synecdoche, Irony, Oxymoron, Paradox, Pun, Anaphora, Epistrophe, Euphemism, Chiasmus, Transferred Epithet, Onomatopoeia, Anadiplosis, Asyndeton, Bathos, Zeugma, Litotes, Periphrasis, Anastrophe, Apostrophe
Metre: Iambic, Dactylic, Spondaic, Pyrrhic, Anapaestic

Unit- III Drama

15 Hours

Salient Features of

Drama Types of

Drama

Classical Unities: Unities of Time, Place, and Action

Dramatic Devices: Soliloquy, Aside, Chorus, Prologue and Epilogue

Unit- IV Prose: Fiction and Nonfictional Prose

15 Hours

Essay: Narrative, Descriptive,

Argumentative, Expository,

BA (Honours) English

Analytical
 Biography and
 Autobiography
 Autobiography
 and Memoir Novel
 and the Short
 Story
 Parts of a Novel: Plot, Character, Setting, Point of View
 Types of Novels: Picaresque, Historical, Psychological,
 Abenteuerroman, Bildungsroman, Künstlerroman, Epistolary etc.
 The Short Story

Suggested Readings

G S Fraser: *Meter, Rhythm and Free Verse*
 Clifford Leech: *Tragedy*
 Ian Watt: *Rise of the Novel*
 Moelwyn Merchant: *Comedy*

References

Abrams, M.H., and Geoffrey Harpham. *A Glossary of Literary Terms*. 11th Ed. Boston: Cengage Learning, 2014.
 Ashok, Padmaja. *A Companion to Literary Forms*. Hyderabad: Orient Blackswan, 2015.
 Forster, Edward Morgan. *Aspects of the Novel*. U.K.: Penguin, 2000.
 Fowler, Alastair. *Kinds of Literature: An Introduction to the Theory of Genres and Modes*. Oxford: Clarendon Press, 1985.
 Hurley, Michael D., and O'Neill, Michael. *Poetic Form: An Introduction*. Cambridge: Cambridge University Press, 2012.
 Ker, William Paton. *Form and Style in Poetry: Lectures and Notes*. Ed. by Raymond Wilson Chambers. Britain: Russell & Russell, 1966.
 Klarer, Mario. *An Introduction to Literary Studies*. Oxfordshire: Routledge, 2023.
 Singh, RN. *Introduction to Movements, Ages and Literary Forms*. India: Vishwavidyalaya Prakashan, 2004.
 Upham, Alfred Horatio. *The Typical Forms of English Literature: An Introduction to the Historical and Critical Study of English Literature for College Classes*. Illinois: Creative Media Partners, LLC, 2022.
 Wood, James. *How Fiction Works*. New York: Farrar, Strauss and Giroux, 2009.

Course Code: BEL311 Course Type: Minor 3 Credits: 4 (60 Hours)	Course Title The Short Story
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Course Objectives:

- to introduce the students to the genre of short story
- to help the students understand the distinction between the two forms of fiction – novel and short story
- to introduce the students to some well-known short story writers from around the world

Learning Outcomes:

By the end of the course, the students

- will have learned the form and structure of a short story.
- will have understood the distinction between the two forms of fiction – novel and short story.
- will have acquainted themselves with major short story writers in world literature.

Course Design

Unit I: British

Somerset Maugham
Arthur Conan Doyle
Rudyard Kipling

The Ant and the Grasshopper
A Case of Identity
The Man Who Would Be King

15 Hours

Unit- II American

Edgar Allen Poe
William Saroyan
O Henry

The Fall of the House of Usher
The Shepherd's Daughter
The Last Leaf

15 Hours

Unit- III Indian

Ruskin Bond
Manohar Malgonkar
Keki N Daruwalla

The Thief's Story
Lemon Yellow and Fig
How the Quit India Movement Came to Alipore

15 Hours

Unit- IV World

Chinua Achebe
Margaret Laurence
Oliver Senior

Marriage is a Private Affair
The Stone Angel
The Pain Tree

15 Hours

Suggested Readings

Janice Pariat: *Boats on Land*
Washington Irving: *Rip Van Winkle*
Chimamanda Ngozi Adichie: *The Thing around Your Neck*
John Burnside: *Slut's Hair*

References

Anthology of the American Short Story. Ed. by James Nagel. Boston: Houghton Mifflin, 2008.

Let's Go Home, and Other Stories: An Anthology of Indian Short Stories in English. Ed. by Meenakshi Mukherjee. U.K.: Orient Longman, 1975.

Naik, M.K. *A History of Indian English Literature*. India: Sahitya Akademi, 2015.

The Penguin Book of Modern Indian Short Stories. Ed. by Stephen Alter and Wimal Dissanayake. U.K.: Penguin Books, 2001.

The Penguin Book of the British Short Story: 2: From P.G. Wodehouse to Zadie Smith. Ed. by Philip Hensher. U.K.: Penguin Books Limited, 2015.

Course Code: BEL411 Course Type: Minor 4 Credits: 4 (60 Hours)	Course Title English Poetry
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Course Objectives:

- to familiarise the students with the social, cultural and political developments which influenced English poetry in different periods
- to introduce to the students major English poets
- to help the students in gaining knowledge of the thematic preoccupations and techniques of major English poets

Learning Outcomes:

By the end of the course, the students

- will have understood how English poetry was influenced by various historical and socio-cultural factors in British society.
- will have acquainted themselves with prominent English poets and their major works.
- will have developed the ability to analyse and appreciate English poetry of different periods.

Course Design

Unit- I: 15th and 16th Centuries

15 Hours

Geoffrey Chaucer	The Knight's Tale
	The Nun's Priest's Tale
John Donne	The Sun Rising
	The Ecstasy
Edmund Spenser	Happy ye leaves when as those lilly hands
William Shakespeare	What's in the brain that ink may character
	Let me not to the marriage of true minds

Unit- II: 17th and early 18th Centuries

15 Hours

Alexander Pope	Elegy to the Memory of an Unfortunate Lady
John Milton	On His Blindness
John Dryden	Marriage a-la-Mode
Oliver Goldsmith	The Deserted Village
Thomas Parnell	A Night Piece on Death

Unit- III: 18th and 19th Centuries

15 Hours

William Wordsworth	The Solitary Reaper
	Simon Lee: The Old Huntsman
William Blake	Tyger
	The Little Black Boy
John Keats	Ode to Autumn
	Human Seasons
P.B. Shelley	Ode to Cloud
	Ozymandius
Alfred Lord Tennyson	The Brook

Unit- IV: 20th Century**15 Hours**

T.S. Eliot	Preludes Hippopotamus
W.H Auden	The Unknown Citizen The Quarry
W.B. Yeats	The Lake Isle of Innisfree Sailing to Byzantium
J.C. Ransom	The Piazza Piece
Rupert Brooke	Heaven, The Dead

Suggested Readings

Philip Sydney: *Astrophil and Stella*
Samuel Johnson: *The Vanity of Human Wishes*
Robert Browning: *Prophyria's Lover*
Anne Sexton: *The Starry Night*

References

Lennard, John. *The Poetry Handbook: A Guide to Reading Poetry for Pleasure and Practical Criticism*. Oxford: Oxford University Press, 2005.
The Best Poems of the English Language: From Chaucer Through Robert Frost. Ed. by Bloom Harold. London: Harper Perennial, 2007.
The New Princeton Encyclopedia of Poetry and Poetics. Ed. by Alex Preminger and T. V. F. Brogan. New Jersey: Princeton University Press, 1993.
The Norton Anthology of English Literature. Ed. by M.H. Abrams and Stephen Greenblatt. Illinois: W.W. Norton & Company, 2018.
Vendler, Helen. *Poems, Poets, Poetry: An Introduction and Anthology*. U.S.A: Bedford/St. Martin's, 2010.

Course Code: BEL511 Course Type: Minor Credits: 4 (60 Hours)	Course Title The Novel
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Course Objectives:

- to familiarise the students with the conditions leading to the birth of the English novel
- to introduce to the students major English novelists, their thematic preoccupations and fictional techniques
- to guide the students in analysing and evaluating the major English novels

Learning Outcomes:

By the end of the course, the students

- will have understood the factors responsible for the genesis of the English novel.
- will have familiarised themselves with major English novelists, and their themes and techniques.
- will be able to examine and analyse an English novel.

Course Design

Unit- I 15 Hours

Ann Radcliffe	The Mysteries of Udolpho
Daniel Defoe	Robinson Crusoe
Henry Fielding	Joseph Andrews

Unit- II 15 Hours

Sir Walter Scott	Ivanhoe
Jane Auston	Mansfield Park
Frederick Marryat	Children of the New Forest

Unit- III 15 Hours

Charles Dickens	Oliver Twist
Charlotte Bronte	Jane Eyre
George Eliot	Middlemarch
Thomas Hardy	Mayor of Casterbridge

Unit- IV 15 Hours

Virginia Woolf	Mrs Dalloway
William Golding	The Lord of the Flies
Graham Greene	The Power and the Glory
E.M. Forster	Howards End

Suggested Readings

Joseph Conrad: *The Heart of Darkness*
George Orwell: *1984*
Emily Brontë: *Wuthering Heights*
Oscar Wilde: *The Picture of Dorian Gray*

References

- Kastan, David Scott. *The Oxford Encyclopaedia of British Literature: 5-Volume Set.*, USA: Oxford University Press, 2006.
- Kemp, Sandra, et al. *Edwardian fiction: An Oxford Companion*. Oxford: Oxford University Press, 1997.
- Novel Definitions: An Anthology of Commentary on the Novel, 1688-1815*. Ed. by Cheryl L. Nixon. Peterborough: Broadview Press, 2008.
- Price, Leah. *The Anthology and the Rise of the Novel: From Richardson to George Eliot*. Cambridge: Cambridge University Press, 2003.
- The Oxford Handbook of the Eighteenth-Century Novel*. Ed. by J.A. Downie. Oxford: OUP Oxford, 2016.
- The Oxford Handbook of the Victorian Novel*. Ed. by Lisa Rodensky. Oxford: OUP, 2013.
- The Oxford History of the Novel in English: Volume 3: The Nineteenth-Century Novel 1820-1880*. Ed. by Jenny Bourne Taylor et al. Oxford: OUP, 2012.

Course Code: BEL611 Course Type: Minor Credits: 4 (60 Hours)	Course Title The Autobiography
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Course Objectives:

- to introduce the students to the genre of autobiography and its significance in portraying personal experiences and historical contexts
- to help the student acquire knowledge of diverse autobiographical narratives that explore themes of identity, self-discovery, and social commentary
- to guide the students in examining autobiographies that reflect the struggle for freedom, justice, and human rights

Learning Outcomes:

By the end of the course, the students

- will have acquired the knowledge of the autobiographical texts to understand the authors' perspectives on their lives.
- will be able to analyse the influence of personal experiences, cultural backgrounds, and social factors on the authors' motivations for writing their autobiographies.
- will demonstrate an understanding of the themes of identity formation, cultural heritage, and social norms depicted in autobiographical narratives.

Course Design

Unit-I		15 Hours
R K Narayan	My Days	
A P J Abdul Kalam	The Wings of Fire	
Unit- II		15 Hours
Rabindranath Tagore	My Reminiscences	
A Revathi	The Truth About Me	
Unit- III		15 Hours
Helen Keller	My Life	
Anne Frank	The Diary of a Young Girl	
Unit- IV		15 Hours
Nelson Mandela	Long Walk to Freedom	
Maya Angelou	I Know Why the Caged Bird Sings	

Suggested Readings

Benjamin Franklin: *Autobiography Of Benjamin Franklin And The Antigone*
Agatha Christie: *An Autobiography*
Malcolm X: *The Autobiography of Malcolm X*
Mahatma Gandhi: *The Story of My Experiments with Truth*

References

- Eakin, Paul John. *Writing Life Writing: Narrative, History, Autobiography*. Oxfordshire: Routledge, 2020.
- Pascal, Roy. *Design and Truth in Autobiography*. London: Taylor & Francis Group, 2017.
- Sinha, R.C.P. *The Indian Autobiographies in English*. India: S. Chand, 1978.
- The Cambridge Companion to Autobiography*. Ed. by Emily O. Wittman and Maria DiBattista. Cambridge: Cambridge University Press, 2014.

Course Code: BEL711 Course Type: Minor No. of Credits: 4 (60 Hours)	Course Title European Literature
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Course Objectives:

- to provide to the students the significant works by European authors.
- to introduce to the students the genres of poetry, drama, prose and non-fiction of European literature
- to help the students acquire the ability to interpret selected works within the historical and cultural framework of European literature

Learning Outcomes:

By the end of the course, the students

- will be able to interpret prominent prose works by European authors, discerning their thematic depth and narrative techniques.
- will demonstrate an understanding of the socio-political and cultural contexts shaping European literature during different epochs.
- will understand the impact of European prose works on the literary landscape and their relevance to contemporary discourse.

Course Design:

Unit- I Poetry		15 Hours
Homer	The Iliad (Canto – I)	
Virgil	The Aeneid	
Rainer Maria Rilke	The Sonnets to Orpheus No. X	
	The First Elegy (Duino Elegies)	
Unit- II Drama		15 Hours
Euripides	Medea	
Aristophanes	The Clouds	
Bertolt Brecht	Mother Courage	
Unit- III Novel		15 Hours
Franz Kafka	The Trial	
Maxim Gorky	Mother	
F M Dostoyevsky	Crime and Punishment	
Unit- IV Short Story		15 Hours
Leo Tolstoy	How Much Land Does a Man Need?	
Guy de Maupassant	Vendetta	
Anton Chekhov	The Lady with the Dog	
	The Bet	

Suggested Readings

Lord Byron: *Don Juan*

China Miéville: *The Last Days of New Paris*

Italo Calvino: *If on a Winter's Night a Traveler*

Ursula K. Le Guin: *The Lathe of Heaven*

References

An Anthology of European Neo-Latin Literature. Ed. by Daniel Hadas et al. London: Bloomsbury Publishing, 2020.

Cohen, Walter. *A History of European Literature: The West and the World from Antiquity to the Present*. Oxford: Oxford University Press, 2017.

Curtius, Ernst Robert. *European Literature and the Latin Middle Ages*. New Jersey: Princeton University Press, 2013.

Orientations: An Anthology of European Travel Writing on Europe. Ed. by Wendy Bracewell. Budapest: Central European University Press, 2009.

The Bloomsbury Group: A Collection of Memoirs and Commentary. Ed. by S.P. Rosenbaum. Canada: University of Toronto Press, 1995.

The Oxford Handbook of Contemporary British and Irish Poetry. Ed. by Peter Robinson. Oxford: Oxford University Press, 2013.

Course Code: BEL712 Course Type: Minor Credits: 4 (60 Hours)	Course Title Literature of the Indian Diaspora
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Course Objectives:

- to make the students understand “diaspora”
- to introduce the students to various Indian diasporic/expatriate writers
- to help the students in gaining knowledge of the issues that confront the diasporic Indian Writers

Learning Outcomes:

By the end of the course, the students

- will have understood what “diaspora” means and the issues associated with it
- will have gained acquaintance with the major Indian diasporic writers and their works.
- will have understood the consequences of migration and will be able to analyse issues like nostalgia, assimilation and acculturation

Course Design

Unit- I Poetry

15 Hours

A.K. Ramanujan
Suniti Namjoshi

Small Scale Reflections on a Great House
Grass Blade
Altitudes
Bright Copper Kettles
Indigo
Cutting the Sun

Vijay Seshadri

Chitra Banerjee Divakaruni

Unit- II Non- Fictional Prose

15 Hours

Nirad C. Chaudhuri
Amitav Ghosh

The Continent of Circe
The Great Derangement

Unit- III Novel

15 Hours

Raja Rao
Firdaus Kanga
Meena Alexander

The Cat and Shakespeare
Trying to Grow
Nampally Road

Unit- IV Short Story

15 Hours

Anita Desai
Rohinton Mistry

Circus Cat, Alley Cat
Auspicious Occasion
Swimming Lessons
The Middlemen
The Interpreter of Maladies

Bharati Mukherjee
Jhumpa Lahiri

Suggested Readings

Narayana Jayaram: *The Indian Diaspora: Dynamics of Migration*

Gaiutra Bahadur Coolie Woman: *The Odyssey of Indenture*

Kiran Desai: *The Inheritance of Loss*

Vikram Seth: *The Golden Gate*

References

English Literature: Voices of Indian Diaspora. Ed. by Malti Agarwal. India: Atlantic Publishers & Distributors, 2009.

Indian Diasporic Literature: Text, Context and Interpretation. Ed. by Shalini Dube. India: Shree Publishers & Distributors, 2009.

Kirpal, Viney. *The Third World Novel of Expatriation: A Study of Emigre Fiction by Indian, West African, and Caribbean Writers*. India: Sterling Publishers, 1989.

Kumar, V. L. V. N. Narendra. *Parsee Novel*. India: Prestige, 2002.

Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. Oxfordshire: Routledge, 2014.
