

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)



आंध्रप्रदेश केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF ANDHRA PRADESH
Ananthapuramu

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



आंध्रप्रदेश केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF ANDHRA PRADESH
Ananthapuramu

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
CENTRAL UNIVERSITY OF ANDHRA PRADESH
Ananthapuramu

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
CENTRAL UNIVERSITY OF ANDHRA PRADESH
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: Human Rights and Duties | 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: Understanding Indian Economy | 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: Indian Literature in English Translation | 4 | 3 | 1 | 0 |
| 3 | BEL403 | CC: Film Studies | 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: Content Writing | 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: Literary Criticism | 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 Theory | 4 | 3 | 1 | 0 |
| 3 | BEL703 | CC: Corporate Communications and Public Relations | 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.



आंध्रप्रदेश केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF ANDHRA PRADESH
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 |

S

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 |



आंध्रप्रदेश केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF ANDHRA PRADESH
Ananthapuramu

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 |
|---|--|

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

| | |
|--|--------------------------------------|
| <p>Course Code: BEL102 Course Type: Core Course Credits: 4 (60 Hours)</p> | <p>Study of the English Language</p> |
|--|--------------------------------------|

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 |
|--|---------------------------------|

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/>

| | |
|--|---|
| <p>Course Code: BEL113 Course Type: AEC Credits: 2 (30 Hours)</p> | <p>Course Title: MOOCs/Online</p> |
|--|---|

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/>

| | |
|--|--|
| <p>Course Code: BEL114 Course Type: SEC Credits: 3 (45 Hours)</p> | <p>Course Title Modern English Grammar and Pronunciation</p> |
|--|--|

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)

| | |
|--|--|
| <p>Course Code: BEL115 Course Type: VAC Credits: 2 (30 Hours)</p> | <p>Course Title Indian Knowledge System (MOOCs)</p> |
|--|--|

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 |
|---|---|

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 |
| Geoffery 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 | Gammar 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 Pincombe 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 |
|--|---|

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>) |
|---------------|--|

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.

| | |
|--|--|
| <p>Course Code: BEL212 Course Type: IDE/ MOOCs Credits: 3</p> | <p>Course Title IDE/ MOOCs</p> |
|--|--|

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) |
|---|--|

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>

| | |
|--|--|
| <p>Course Code: BEL214 Course Type: SEC Credits: 3 (45 Hours)</p> | <p>Course Title Academic Writing</p> |
|--|--|

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.

| | |
|--|---|
| <p>Course Code: BEL215 Course Type: VAC Credits: 2 (30 Hours)</p> | <p>Course Title Ecology and Environment</p> |
|--|---|

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 |
|---|--|

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.

| | |
|--|---|
| <p>Course Code: BEL302</p> <p>Course Type: Core Course</p> <p>Credits: 4 (60 Hours)</p> | <p>Course Title:</p> <p>Language and Society</p> |
|--|---|

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*

| | |
|--|---|
| <p>Course Code: BEL303 Course Type: Core Course Credits: 4 (60 Hours)</p> | <p>Course Title: Introduction to Communication Studies</p> |
|--|---|

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

| | |
|--|--|
| <p>Course Code: BEL312 Course Type: IDE/ MDC Credits: 3</p> | <p>Course Title IDE/ MDC</p> |
|--|--|

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/>

| | |
|---|--------------------------|
| <p>Course Code: BEL313 Course Type: AEC Credits: 2</p> | <p>AEC Online</p> |
|---|--------------------------|

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 |
|---|---|

**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 |
|---|---|

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.

| | |
|--|--|
| <p>Course Code: BEL402 Course Type: Core Course Credits: 4 (60 Hours)</p> | <p>Course Title Indian Literature in English Translation</p> |
|--|--|

Course Objectives:

- To introduce students to the richness of Indian literature across languages, regions, and traditions through English translations.
- To contextualize literary texts within their historical, cultural, and philosophical frameworks- from devotional voices to nationalist and post-independence narratives.
- To critically examine the role of translation in shaping literary canons and enabling cross-cultural dialogues.
- To explore a diversity of genres (poetry, novel, drama) and appreciate their contribution to the formation of Indian literary and national identity.

Course Outcomes:

By the end of this course, students will be able to:

- Demonstrate an understanding of major Indian literary traditions from classical to modern periods through translated texts.
- Analyze texts for their thematic, aesthetic, and socio-political significance, with attention to issues of caste, gender, class, and nationalism.
- Critically evaluate the role of translation as a medium of literary transmission, preservation, and reinterpretation.
- Engage with Indian literature comparatively, connecting regional voices with broader national and global discourses.

Unit I: Bhakti, Sufi, and Devotional Voices in Translation

15 Minutes

- Sangam Poetry, *Love Stands Alone*, A.R. Venkatachalapathy, et al.
- Kabir, *Songs of Kabir* (tr. Arvind Krishna Mehrotra)
- Tukaram, *Tuka Says* (tr. Dilip Chitre)
- Bulleh Shah, *Selected Poems* (tr. Paul Smith)
- Rabindranath Tagore, *Gitanjali*

Unit II: Novels of the Independence Period (in Translation)

15 Minutes

- Bankim Chandra Chatterjee, *Anandamath* (tr. Julius Lipner)
- Premchand, *Godaan* (tr. Gordon Roadarmel)
- Thakazhi Sivasankara Pillai, *Chemmeen* (tr. Anita Nair / Narayan Menon)

Unit III: Post-Independence Voices in Translation**15 Minutes**

- Bhisham Sahni, *Tamas* (tr. Daisy Rockwell)
- U.R. Ananthamurthy, *Samskara* (tr. A.K. Ramanujan)
- Salma, *The Hour Past Midnight* (tr. Lakshmi Holmstrom)

Unit IV: Indian Drama in Translation**15 Minutes**

- Kalidasa, *The Abhijnanasakuntalam*
- Girish Karnad, *Tughlaq* (tr. Karnad himself)
- Vijay Tendulkar, *Ghashiram Kotwal* (tr. Neela Balla)

References:

- Sisir Kumar Das, *A History of Indian Literature* (3 Vols., Sahitya Akademi)
- Meenakshi Mukherjee, *The Twice Born Fiction: Themes and Techniques of the Indian Novel in*
- G.N. Devy, *After Amnesia: Tradition and Change in Indian Literary Criticism*
- A.K. Ramanujan, *The Collected Essays of A.K. Ramanujan* (ed. Vinay Dharwadker)
- Aparna Dharwadker, *Theatres of Independence: Drama, Theory, and Urban Performance in India Since 1947*

| | |
|--|---|
| <p>Course Code: BEL403 Course Type: Core Course Credits: 4 (60 Hours)</p> | <p>Course Title: Film Studies</p> |
|--|---|

Course Objectives:

- to make the student understand the genesis and evolution of cinema
- to guide the student in gaining insights into the history of Indian Cinema in the Pre- independence and Post-Independence period
- to help the student in writing film reviews/appreciation, writing academic papers on film studies, and making short films

Learning Outcomes:

By the end of the course, the student

- will have gained knowledge of the birth and evolution of world cinema.
- will have acquired knowledge of the history of Indian Cinema in the Pre- Independence and Post-Independence periods.
- will be able to write film reviews and academic papers on film studies and produce short films.

Course Design

Unit- I Language of Cinema

Fundamentals of Film

Narrative, Film as a Text-

Alice Guy: The Life of Christ

Adaptations: Films Based on

Literature

Three Idiots, Samskara, M.S. Dhoni: The Untold Story

Unit- II Transitional Cinema

Mookies to talkies, Growth of Parallel Cinema/ offbeat cinema Satyajit Ray: Pather Panchali, Mrinal Sen:

Mrigayaa, Govind

Nihalani: Artha

Satya Authorship

Different Kinds of Directional Styles: Auteur style, Classical style,

Experimental style Wes Anderson, Steven Spielberg, James Cameron

Studio Era: Warner Brothers, Disney Studios, Universal, MGM, AVM,

Gemini, R.K. Studios

Unit- III Genre in Hollywood Cinema

Definitions of Genre, Taxonomies of Genre,

Genre as Economic Strategy, Genre as Cognition, Rethinking Genre
Contribution of Akira Kurasova, Alfred Hitchcock, William Wyler, Richard Attenborough

Unit- IV Popular Cinema in India

Indian Popular Cinema in the Pre-Independence Era

Themes: Historical, Mythological, Folk and Patriotic

Raja Harischandra, Bhaktha Prahlada, Alam Ara

Indian Popular Cinema in the Post-Independence Era

Hindi: Mughal-e-Azam, Do bigha Zameen, Dr. Kotnis Ki Amar Kahani, and Sholay

Tamil: Nayakan

Telugu: Maya Bazar, Sankarabharanam

Malayalam: Chemmeen

Note: Film for the class presentations

Psycho (Alfred Hitchcock), Goodbye Mr. Chips, Elephant Whisperers, Ben Hur/ The Ten Commandments, Seven Samurai, Avatar, Mother India, Sampoorana Ramayanam (Telugu)

(The student submits a portfolio of four film reviews/ one academic paper/ one short film/ one film script (fiction or nonfiction))

- Film reviews must include both old and recent films, not exceeding 3000 words
- The Script may be for a film of a maximum 20 minutes duration
- Short film length may be 5 to 7 minutes

Suggested Readings

Henry Jenkins : *Spreadable Media: Creating Value and Meaning in a Networked Culture*

Marshall McLuhan: *The Medium is the Message*

Clive Meyer: *Critical Cinema: Beyond the Theory of Practice*

Dudley Andrew: *The Major Film Theories: An Introduction*

References

An Introduction to Film Studies. Ed. by Jill Nelmes. Oxfordshire: Routledge, 2003, pp. 152-69.

Bennet et al. *Film Studies: The Essential Resource*. Oxfordshire: Routledge, 2006.

Dix, Andrew. *Beginning Film Studies*. New Delhi: Viva, 2010, pp. 09-100

Lapsley, Robert and Michael Westlake. *Film Theory: An Introduction*. U.K.: Manchester University Press, 2006.

Mazumdar, Ranjani. *Bombay Cinema: An Archive of the City*. India: Permanent Black, 2010, p.p. 79-100.

Stam, Robert. *Film Theory: An Introduction*. New Jersey: Wiley– Blackwell, 1999.

Thomson et al. *Film History: An Introduction*. India: McGraw Hill, 2021.

Vasudevan, Ravi. *The Melodramatic Public*. India: Permanent Black, 2020, pp 303-33.

White, John and Freddie Gaffney. *A Level Film Studies: The Essential Introduction*. Oxfordshire: Routledge, 2020.

| | |
|--|---|
| Course Code: BEL412 Course Type: AEC No. of Credits: 4 (60 Hours) | Course Title Building Mathematical Ability and Financial Literacy |
|--|---|

**(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 |
|---|---------------------------------------|

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.

| | |
|---|---|
| <p>Course Code: BEL414 Course Type: SIP Credits: 2</p> | <p>Course Title Summer Internship Project (SIP)</p> |
|---|---|

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 |
|--|--|

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.

| | |
|---|---|
| <p>Course Code: BEL502 Course Type: Core Course Credits: 4</p> | <p>Course Title Fourth-World Literature</p> |
|---|---|

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

| | |
|--------------------|-----------------------|
| Momadaya | 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.

| | |
|--|--|
| <p>Course Code: BEL503 Course Type: Core Course Credits: 4 (60 Hours)</p> | <p>Course Title Research Methodology</p> |
|--|--|

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: Content Writing |
|---|---|

Content Writing

Objectives

- To introduce students to the principles, scope, and diverse forms of content writing across digital platforms.
- To develop students' ability to analyse audiences, tailor messages, and adopt an appropriate tone and brand voice.
- To train students in practical skills such as blog writing, social media content, SEO writing, copywriting, and business communication.
- To enhance students' proficiency in drafting, editing, and proofreading content with clarity, coherence, and persuasiveness.
- To prepare students for professional opportunities in media, marketing, journalism, and business through portfolio development and industry-oriented practices.

Learning Outcomes:

After completing this course, students will be able to:

- Demonstrate an understanding of the types, purposes, and applications of content writing in digital media.
- Analyse target audiences and create content tailored to specific platforms such as blogs, websites, and social media.
- Apply SEO strategies, keyword optimisation, and branding principles in digital content creation.
- Edit, proofread, and refine content to ensure correctness, clarity, engagement, and consistency with the brand voice.
- Build and present a professional portfolio showcasing a range of content writing samples for academic and industry context

Unit I: Introduction to Content Writing & Types

12 Hours

Meaning, definition and Scope of Content Writing, Types of Content Writing, Content Writing Topics, Different Content Writing, Developing content strategy, Major skills for Writing, Quality Content, Strategies in producing High-quality Content, Different Stages of writing, Good Content, Problems Faced in Content Writing, Diagnostic writing task, Audience profile worksheet, Draft blog post, Blog post due

Unit II: Basics of Blog & Social Media Writing

12 Hours

Basics of Blog Writing and Types of Blogging and Advertising, E-book and its Different Formats, Plagiarism Detection, subheadings and visuals, Choose a topic, Craft a catchy headline, Format for readability, Choose a blogging platform, Brainstorm blog topics, Pick a hosting platform, Understand persuasive writing style, Social media content and ad writing, Social media ethical & legal

considerations, social media for personal & professional branding, Writing for LinkedIn, Twitter, Facebook and Instagram, Find your audience on social media

Unit III: Writing for the Web, SEO & Brand Content 12 Hours

Web content writing, Writing catchy ad copy, Writing catchy headline and subtitles, Brand content draft, Learn newsletter writing, Learn to write landing page content, Newsletter planning, Introduction to SEO, Types and Elements of SEO, SEO Developing Strategies, Steps to SEO the Web Content, SEO Understand perfect niche for your website, Types of keyword, Keyword research, Keyword density, Competitive analysis, Understand backlinking

Unit IV: Copywriting, Editing, Proofreading & Language Style 12 Hours

Copywriting basics, Brainstorming, outlining, and drafting techniques, analysing texts, and identifying rhetorical situations, reading articles, and annotation exercises, Common errors, Audience tone, proofreading, Defining Terms and Ideas, building logical arguments, Paragraph and Draft Structure, Core Body, Clarity, Concise, Concreteness, Correctness, Completeness, Consideration, and Courtesy

Unit V: Business and Content Portfolio Development 12 Hours

Introduction to business writing, White paper writing, Press releases, Content Writing for E-commerce Sites, Steps involved in Writing E-commerce Product Description, Portfolio drafts, Types of Content Marketing for E-commerce, Effective ways to Share Content in Social Media, Content distribution and promotional strategies, Guest posting, WordPress development, Case study, Ghostwriting, Creating User Manual, Writing FAQs, Writing technical blogs, Employment Opportunities, Revision Strategies, Engaging the Reader, Promoting products or services, Final Presentations & Portfolio Submission

References

- Choudhary, R. (2010). Media Writing. New Delhi: Centrum Press.
- Howard, P. (1986). Perfect your Punctuation. Melbourne: Longman Cheshire.
- Sinha, P. K. (2006). Media Writing. Delhi: Indian Distributors.
- Whitaker, W. R., Ramsey, J. E., & Smith, R. D. (2012). Media writing: Print, Broadcast, and Public Relations. New York: Routledge
- Sealy, J. (2013). Writing for media. In Guide to effective writing and speaking. Oxford U Press.
- Vincent D. R. & Jordan F.(2018). Developing a Content Strategy Course and Interdisciplinary Skills: A Teaching Case.

| | |
|---|---|
| <p>Course Code: MEL513 Course Type: CSP Credits: 2</p> | <p>Course Title Community Service Project</p> |
|---|---|

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 |
|---|--|

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.

| | |
|--|--|
| <p>Course Code: BEL602 Course Type: Core Course Credits: 4 (60 Hours)</p> | <p>Course Title Literary Criticism</p> |
|--|--|

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.

| | |
|--|--|
| <p>Course Code: BEL603 Course Type: IDE/ MDC Credits: 4</p> | <p>Course Title IDE/ MDC</p> |
|--|--|

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/>

| | |
|--|---|
| <p>Course Code: BEL613 Course Type: Dissertation Credits: 4</p> | <p>Course Title Dissertation- I</p> |
|--|---|

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 |
|---|---|

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 | Course Title Literary Theory |
|--|--|

Course Objectives:

By the end of this course, students will be able to:

- Understand major schools of literary theory from classical to contemporary times.
- Critically apply theoretical concepts to literary texts.
- Recognise the socio-political contexts that shaped various critical traditions.
- Develop independent analytical and interpretative skills using theoretical frameworks.
- Compare Indian and Western approaches to literature and culture.

Learning Outcomes:

By the end of the course, students will be able to:

- Explain and critically analyse key concepts in literary theory (structuralism, feminism, postcolonialism, etc.).
- Apply theoretical frameworks to interpret and critique literary texts.
- Compare Indian and Western critical traditions.
- Demonstrate improved academic writing and argumentation using theory.
- Connect literary theories with broader cultural and political issues.

Course Design

Unit- I Foundations of Literary Theory

15 Hours

What is Literary Theory? Relation to Criticism and Literature

Classical Theory: Aristotle (*Poetics*), Plato (*Republic*: “Book X”)

Indian Aesthetics: Bharata’s *Natyashastra* (Rasa theory), Abhinavagupta

Romantic Theory (Wordsworth, Coleridge)

New Criticism (Close Reading, “The Intentional Fallacy,” “The Affective Fallacy”)

Russian Formalism (Shklovsky, Jakobson)

Unit- II Structuralism and Post-Structuralism

15 Hours

Ferdinand de Saussure: *Course in General Linguistics* (sign, signifier, signified)

Roland Barthes: “Death of the Author”

Jacques Derrida: Deconstruction (différance, logocentrism)

Michel Foucault: *What is an Author?*; Power/Discourse

Unit- III Political and Cultural Theories

15 Hours

Marxist Criticism (Karl Marx, Raymond Williams, Terry Eagleton)

Psychoanalysis (Freud, Lacan)

Feminist Theory (Simone de Beauvoir, Elaine Showalter, Judith Butler)

Postcolonial Criticism (Edward Said, Gayatri Spivak, Homi Bhabha)

Unit IV- Contemporary Approaches

15 Hours

Reader-Response Theory (Stanley Fish, Wolfgang Iser)
Cultural Studies (Stuart Hall)
Ecocriticism (Lawrence Buell, Vandana Shiva)
Digital Humanities & Literature

Suggested Readings

- Aristotle, *Poetics* (selections)
- Plato, *Republic* (Book X)
- G.N. Devy, *Indian Literary Criticism: Theory and Interpretation* (selections)
- W.K. Wimsatt & M.C. Beardsley, *The Intentional Fallacy*
- Viktor Shklovsky, “Art as Technique”
- Saussure, *Course in General Linguistics* (selections)
- Barthes, “Death of the Author”
- Derrida, *Of Grammatology* (excerpts)
- Foucault, *The Archaeology of Knowledge* (selections)
- Eagleton, *Literary Theory: An Introduction* (chapters 1 & 2)
- Simone de Beauvoir, *The Second Sex* (Introduction)
- Edward Said, *Orientalism* (Introduction)
- Gayatri Spivak, “Can the Subaltern Speak?”
- Wolfgang Iser, *The Act of Reading* (selections)
- Stuart Hall, “Cultural Studies and Its Theoretical Legacies”
- Lawrence Buell, *The Future of Environmental Criticism* (Introduction)

References

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 1989.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester University Press, 2017.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford University Press, 1997.

Devy, G. N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Orient Longman, 1992.

Eagleton, Terry. *Literary Theory: An Introduction*. Anniversary ed., University of Minnesota Press, 2008.

Selden, Raman, Peter Widdowson, and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. 5th ed., Pearson Longman, 2005.

Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford University Press, 2006.

| | |
|--|--|
| <p>Course Code: BEL703</p> <p>Course Type: Core Course</p> <p>Credits: 4 (60 Hours)</p> | <p>Course Title:</p> <p>Corporate Communications and Public Relations</p> |
|--|--|

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: BEL704 Course Type: IDE/ MDC Credits: 2 | Course Title IDE/ MDC |
|---|---------------------------------|

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 |
|---|--|

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.

| | |
|---|---|
| <p>Course Code: BEL802 Course Type: Core Course Credits: 4</p> | <p>Course Title Folk Studies in India</p> |
|---|---|

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)
Bihu 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.

| | |
|---|--|
| <p>Course Code: BEL811 Course Type: Dissertation Credits: 12</p> | <p>Course Title Dissertation- II</p> |
|---|--|

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 |
|--|--|

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: John Benjamins 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: Cambridge University 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.

| | |
|--|--|
| <p>Course Code: BEL211 Course Type: Minor 2 Credits: 4 (60 Hours)</p> | <p>Course Title Literary Forms</p> |
|--|--|

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.
Upam, 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 |
|---|--|

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 |
|---|---------------------------------------|

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 |
|---|----------------------------------|

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

Ann Radcliffe
Daniel Defoe
Henry Fielding

The Mysteries of Udolpho
Robinson Crusoe
Joseph Andrews

15 Hours

Unit- II

Sir Walter Scott
Jane Auston
Frederick Marryat

Ivanhoe
Mansfield Park
Children of the New Forest

15 Hours

Unit- III

Charles Dickens
Charlotte Bronte
George Eliot
Thomas Hardy

Oliver Twist
Jane Eyre
Middlemarch
Mayor of Casterbridge

15 Hours

Unit- IV

Virginia Woolf
William Golding
Graham Greene
E.M. Forster

Mrs Dalloway
The Lord of the Flies
The Power and the Glory
Howards End

15 Hours

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 |
|---|--|

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.

| | |
|---|---|
| <p>Course Code: BEL711 Course Type: Minor No. of Credits: 4 (60 Hours)</p> | <p>Course Title European Literature</p> |
|---|---|

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.

| | |
|--|--|
| <p>Course Code: BEL712 Course Type: Minor Credits: 4 (60 Hours)</p> | <p>Course Title Literature of the Indian Diaspora</p> |
|--|--|

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.
