ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం आंध्रप्रदेश केंद्रीय विश्वविद्यालय

CENTRAL UNIVERSITY OF ANDHRA PRADESH
(Established by an act of Parliament in 2019)

SCHOOL OF LANGUAGES

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 2025-26)

CENTRAL UNIVERSITY OF ANDHRA PRADESH
Ananthapuramu

आंध्रप्रदेश केंद्रीय विश्वविद्यालय

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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

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/

CENTRAL UNIVERSITY OF ANDHRA PRADESH
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BA (Honours) English

Semester-wise and Course-wise Credits

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

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

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:
1. MOOCs are chosen by the student based on the availability of the courses offered on SWAYAM platform.
2. The Programme template and the title of the courses are tentative, any changes as required may be made.

CENTRAL UNIVERSITY OF ANDHRA PRADESH
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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

S		**Total**	**32**	**24**	**8**	**0**

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**

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

*****

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

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*

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Course Code: **BEL112**	Course Title:
Course Type: **IDE/ MDC**	**IDE/MDC**
Credits: **3 (45 Hours)**	

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.pd

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

https://swayam.gov.in/

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Course Code: **BEL113** Course Type: **AEC** Credits**: 2 (30 Hours)**	Course Title: **MOOCs/Online**

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.pd

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

https://swayam.gov.in/

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

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)

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Course Code: **BEL115** Course Type: **VAC** Credits: **2 (30 Hours)**	Course Title **Indian Knowledge System** **(MOOCs)**

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.pd

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

https://swayam.gov.in/

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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. E d. by Stephen Greenblatt, New York: WW Norton & Company, 2018.
The Norton Anthology of English Literature: Volume B – The Sixteenth Century/ The Early Seventeenth Century. Ed. by Stephen Greenblatt, New York: WW Norton & Company, 2018.
The Oxford Handbook of Medieval Literature in English. Ed. by Elaine Treharne and Greg Walker, Oxford: Oxford University Press, 2010.
The Oxford Handbook of Tudor Literature: 1485-1603. Ed. by Mike Pincobe and Cathy Shrank, Oxford: Oxford University Press, 2009.
Turner, Marion. *Chaucer: A European Life*. U.S.A.: Princeton University Press, 2019.
Waller, Gary Fredric. *English Poetry of the Sixteenth Century*. U.K.: Longman, 1986.

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Course Code: **BEL202**	Course Title
Course Type: **Core Course**	**Seventeenth-Century British**
Credits: **4 (60 Hours)**	**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 Questions Concerning Liberty, Necessity, and Chance*)

Thomas Fuller	Historical Applications (*from Good Thoughts in Bad Times*)
Francis Bacon	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.

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Course Code: **BEL212** Course Type: **IDE/ MOOCs** Credits: **3**	Course Title **IDE/ MOOCs**

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.pd

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

https://swayam.gov.in/

Course Code: **BEL213**	Course Title
Course Type: **AEC**	**Understanding Disabilities**
Credits: **2 (30 Hours)**	**(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

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

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

Functions of Conclusion

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 AcademicWriting.* Essex: Pearson Education Limited, 2009.
 Murray and Geraldine Hughes. *Writing up Your University Assignments and ResearchProjects: 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.

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

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.

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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*

Mary Wollstonecraft Shelley: *A Vindication of the Rights of Woman*

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.

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

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*

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

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

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Course Code: **BEL312** Course Type: **IDE/ MDC** Credits: **3**	Course Title **IDE/ MDC**

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/Write_up_

online_learning_resources.pdf

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

https://swayam.gov.in/

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Course Code: **BEL313** Course Type: **AEC** Credits: **2**	**AEC Online**

Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs)
https://www.education.gov.in/sites/upload_files/mhrd/files/upload_docu
ment/Write_up_
online_learning_resources.pdf

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

https://swayam.gov.in/

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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   **1 5 H o u r s**
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.

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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 t h e 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	Michael
P.B. Shelley	Ozymandias
	Stanzas Written in Dejection Near Naples
John Keats	Human Seasons, Ode on a Grecian Urn
Alfred Lord Tennyson	The Brook
	In Memoriam A.H.H.

Unit- II: Poetry   **15 Hours**

Robert Browning	Andrea del Sarto
Matthew Arnold	The Forsaken Merman
D.G. Rossetti	The Blessed Damozel
Elizabeth Barret Browning	A Musical Instrument

Unit- III: Fiction   **15 Hours**

R.L. Stevenson	Dr. Jekyll and Mr. Hyde
Charles Dickens	Hard Times
Thomas Hardy	The Mayor of Casterbridge

Unit- IV: Non- Fictional Prose   **15 Hours**

Thomas Carlyle	Hero As Poet
Charles Lamb	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.

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Course Code: **BEL402**	Course Title
Course Type: **Core Course**	**Indian Literature in English**
Credits: **4 (60 Hours)**	**Translation**

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*

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Course Code: **BEL403** Course Type: **Core Course** Credits: **4 (60 Hours)**	Course Title: **Film Studies**

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, Sankarabharanamu
    Malayalam: Chemmeen

Note: Film for the class presentations
 Psycho (Alfred Hitch cock), Goodbye Mr. Chipps, Elephant Whisperers, Ben Hur/ The Ten Commandments, Seven Samurai, Avatar, Mother India, Sampoorna 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: T*he Medium is the Massage*
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.
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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.

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Course Code: **BEL413**	Course Title
Course Type: **VAC** Credits: **2 (30 Hours)**	**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.

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Course Code: **BEL414** Course Type: **SIP** Credits: **2**	Course Title **Summer Internship Project (SIP)**

The students doe 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.

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

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

Learning Outcomes:

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

Course Design

Unit- I Poetry
Rahul Gade   An Educated Dalit
Kath Walker   We are Going
Sherman Alexie   Evolution

Unit- II Fiction
Perumal Murugan   Pyre
Tony Birch   The White Girl
Diane Glancy   Pushing the Bear

Unit- III Non-fiction
Jyotirao Phoole   Gulamgiri
David Unaipon   Legendary Tales of the Australian Aborigines

Unit-IV Autobiography
Momaday   Way to Rainy Mountain
Om Prakash Valmiki   Joothan

Suggested Readings

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

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

Interpretation. London: Bloomsbury Academic, 1995.

Komuraiah, A., and Ramesh Babu, Adi. *Fourth World Literature: Trauma of Dalits.* India: Manglam Publications, 2022.

Manuel, George, and Michael Posluns. *The Fourth World: An Indian Reality.* Minnesota: University of Minnesota Press, 2019.

Reed, A. W., and Roger Hart. *Aboriginal Stories: With Word List English-aboriginal, Aboriginal-English*. London: Reed New Holland, 2000.

Shoemaker, Adam. *Black Words, White Page: Aboriginal Literature 1929-1988.* Australia: ANU E Press, 2004.

Wiget, Andrew. *Handbook of Native American Literature*. New York: Garland, 1996.

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

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.

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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.

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Course Code: **MEL513** Course Type: **CSP** Credits: **2**	Course Title **Community Service Project**

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.

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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.

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Course Code: **BEL602** Course Type: **Core Course** Credits: **4 (60 Hours)**	Course Title **Literary Criticism**

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.

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Course Code: **BEL603** Course Type: **IDE/ MDC** Credits: **4**	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.pd

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

https://swayam.gov.in/

Course Code: **BEL613** Course Type: **Dissertation** Credits: **4**	Course Title **Dissertation- I**

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 studentd 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 studentd
- 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.

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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.

Course Code: **BEL703**	Course Title:
Course Type: **Core Course**	**Corporate Communications and**
Credits: **4 (60 Hours)**	**Public Relations**

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*

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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.pd

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	4th 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 (*The Education of Henry Adams*)

Suggested Readings

Toni Morrison: *Beloved*
J.D. Salinger: Th*e 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.

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

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 Parathasarathy	The Wild Girls of Madurai (Selections)
Sanatana Tanty	Bihu Songs (Selections)
Sonnet Mondal	Nightmares of the Lettered City (Selections)
Sitakant Mahapatra	Purchase of Meriah
Leela Prasad	Seeta's Power
V. N. Rao (translated excerpts from Telugu Ramayana)	Lakshmana's Laugh (Women's Old Song)

Unit- II Drama

Rabindranath Tagore	The Red Oleanders
Girish Karnad	Nagamandala
Dharamvir Bharti	Andha Yug
Ilango Adigal	The Tale of an Anklet: An Epic of South India (translated by R Parthasarathy)

Unit- III Fiction

Amitav Ghosh	The Hungry Tide
O.V. Vijayan	The Legends of Khasak
Habib Tanvir	Charandas Chor

Unit- IV Prose

A.K. Ramanujan	The Flowering Tree (short story)
Panchatantra Tale	The Blue Jackal
Ruskin Bond	The Witch

Suggested Readings

Angeline Boulley: *Firekeeper's Daughter*

Amos Tutuola: T*he 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.

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Course Code: **BEL811** Course Type: **Dissertation** Credits: **12**	Course Title **Dissertation- II**

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 andphonological 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 FamilyThe
Birth of English
The Major Periods: Old English, Middle English, Modern English

Unit- II Phonology   **15 Hours**

Grimm's Law
Front Mutation
The Great Vowel Shift

Unit- III Foreign Influences   **15 Hours**
Latin
Scandinavian
French
Indian

Unit- IV   **15 Hours**
Word Formation
Semantic Change
British English and American English

Suggested Readings

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

References
Crystal, David. *The Cambridge Encyclopaedia of the English Language*.
        Cambridge:Cambridge University Press, 2003.
Baugh, Albert C., and Thomas Cable. *A History of the English* Language.
            Oxfordshire:Oxfordshire: Routledge, 2012.
Fulk, R.D.. *A Comparative Grammar of the Early Germanic Languages*.
            Amsterdam: JohnBenjamins Publishing Company, 2018, pp. 61-66.

History of the English Language: Syntax. Ed. by Elly Van Gelderen,
            Oxfordshire:Routledge, 2014.
Klöver, Carolin. *Evolution of the English Language*. Germany: GRIN Verlag, 2002.
Roach, Peter. *English Phonetics and Phonology: A Practical Course*.
            Cambridge: CambridgeUniversity Press, 2010.
Shay, Scott. *The History of English: A Linguistic Introduction.* U.K.: Pearson,
2014.
Williams, Joseph M.. *Origins of the English Language: A Social and Linguistic
History*.
            India: Free Press, 1975.
Wolfe, Patricia M.. *Linguistic Change and the Great Vowel Shift in
            English*. California:University of California Press, 2020.
Wood, F.T. *An Outline History of the English Language*. India: Macmillan, 2000.

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

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,

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

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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   **15 Hours**
Somerset Maugham   The Ant and the Grasshopper
Arthur Conan Doyle   A Case of Identity
Rudyard Kipling   The Man Who Would Be King

Unit- II American   **15 Hours**
Edgar Allen Poe   The Fall of the House of Usher
William Saroyan   The Shepherd's Daughter
O Henry   The Last Leaf

Unit- III Indian   **15 Hours**
Ruskin Bond   The Thief's Story
Manohar Malgonkar   Lemon Yellow and Fig
Keki N Daruwalla   How the Quit India Movement Came to Alipore

Unit- IV World   **15 Hours**
Chinua Achebe   Marriage is a Private Affair
Margaret Laurence   The Stone Angel
Oliver Senior   The Pain Tree

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.
byMeenakshi 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.

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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.

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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   **15 Hours**

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

Unit- II   **15 Hours**

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

Unit- III   **15 Hours**

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

Unit- IV   **15 Hours**

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

Suggested Readings

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

References

Kastan, David Scott. *The Oxford Encyclopaedia of British Literature: 5-Volume Set.*, USA: Oxford University Press, 2006.

Kemp, Sandra, et al. *Edwardian fiction: An Oxford Companion*. Oxford: Oxford University Press, 1997.

Novel Definitions: An Anthology of Commentary on the Novel, 1688-1815. Ed. by Cheryl L. Nixon. Peterborough: Broadview Press, 2008.

Price, Leah. *The Anthology and the Rise of the Novel: From Richardson to George Eliot.* Cambridge: Cambridge University Press, 2003.

The Oxford Handbook of the Eighteenth-Century Novel. Ed. by J.A. Downie. Oxford: OUP Oxford, 2016.

The Oxford Handbook of the Victorian Novel. Ed. by Lisa Rodensky. Oxford: OUP, 2013.

The Oxford History of the Novel in English: Volume 3: The Nineteenth-Century Novel 1820-1880. Ed. by Jenny Bourne Taylor et al. Oxford: OUP, 2012.

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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 studenst 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.

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

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 andcultural 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.

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

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   Small Scale Reflections on a Great House
Suniti Namjoshi   Grass Blade
                                                   Altitudes
Vijay Seshadri   Bright Copper Kettles
Chitra Banerjee Divakaruni   Indigo
                                                   Cutting the Sun

Unit- II Non- Fictional Prose   **15 Hours**
Nirad C. Chaudhuri   The Continent of Circe
Amitav Ghosh   The Great Derangement

Unit- III Novel   **15 Hours**
Raja Rao   The Cat and Shakespeare
Firdaus Kanga   Trying to Grow
Meena Alexander   Nampally Road

Unit- IV Short Story   **15 Hours**
Anita Desai   Circus Cat, Alley Cat
Rohinton Mistry   Auspicious Occasion
                                                   Swimming Lessons
Bharati Mukherjee   The Middlemen
Jhumpa Lahiri   The Interpreter of Maladies

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.

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