

आंध्रप्रदेश केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF ANDHRA PRADESH
Ananthapuramu

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



vidya dadati vinayam
(Education gives humility)

B.A. (Honours) in English



Structure and Syllabus

(With Effect from the 2024- 2028 Batch)



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Important Information to Students

1. Programme: B.A. (Honours) in English
2. Eligibility: With +2 level of education (Intermediate/ CBSE/ ICSE/ HSC or equivalent in Science/Arts/Commerce/other streams).
3. The minimum duration for completion of the undergraduate programme is eight semesters (four academic years) or as per 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. The student is given 3 Continuous Internal Assessment (CIA) tests per semester in each course from which the best 2 performances are considered for calculating the marks in CIA. The academic unit maintains a record of continuous assessment. The 3 internal tests are conducted for 15 Marks each; out of the best 2 tests, scores 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 16 (40% of 40) out of 40 marks in the CIA and 24 (40% of 60) out of 60 marks in the semester-end examination.

Marks for the Attendance will be considered 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 theory papers and shall not be entertained for other components such as dissertations.
11. An on-campus elective course is offered only if a minimum of ten students, or 40% of the students registered, whichever is higher, exercise their option for that course.
12. Assessment Pattern: 40% internal (formative) evaluation [two best out of three tests (for a maximum of 15 marks each = 30 marks); and seminar /assignments/ attendance (10 marks)] and 60% summative evaluation [semester-end examination].

Semester-End Examination

Maximum Marks: 60

Time: 3 Hours

Dissertation/ Project Report

Dissertation Evaluation: 80 Marks

Viva-Voce: 20 Marks



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B.A. (Honours) in English
Preamble

The B.A. (Honours) in English programme offers a dynamic exploration of language and literature, exposing students to various authors, genres, theories, and cultural contexts. The curriculum has an Indian Knowledge System component including a course on Indian Aesthetics. Through rigorous study and scholarly writing, students develop the skills to analyse and interpret literary and visual texts while gaining a deeper understanding of global sociocultural landscapes. By fostering critical thinking and effective communication, the programme empowers students to engage meaningfully with diverse perspectives and contribute positively to the world of literature and beyond. The programme also encourages an interest in research and builds productive skills such as teaching, content writing, linguistic skills for translations, etc.

In addition to the comprehensive exploration of language and literature, the programme equips students with practical skills for diverse career paths. With specialised courses in language studies and introductory courses in translation studies, students gain valuable insights into the intricacies of communication and linguistic analysis. Furthermore, the programme strongly emphasises enhancing communication skills, ensuring that graduates are well-prepared to excel in a variety of professional settings, whether in academia, publishing, media, and/or beyond.

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 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 critical thinking and cultural awareness.
- to facilitate students' cultivation of a 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 students enhance their effective communication abilities to connect empathetically with diverse audiences, fostering understanding and empathy in personal interactions
- to train them 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 B.A. (Honours) in English programme will enable 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.
- 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 challenges in academic, professional, and societal contexts, integrating interdisciplinary perspectives to propose effective solutions.
- 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 has the option to choose the prescribed number of courses from any other discipline (undergraduate programme) as their Minor. For example, a student majoring in English may choose to minor in Psychology.

Please visit the University website for the various Minors offered.

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/>



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B.A. (Honours) in English

Semester-wise and Course-wise Credits

Semester	Major	Minor	Inter-Disciplinary Elective (IDE)/MDC	AEC	SEC	VAC	SIP/CSP	Dissertation	Total Credits
I	CC 1 (4) CC 2 (4)	Minor 1 (4)	IDE 1 (3)	AEC 1 (2)	SEC 1 (3)	VAC 1 (2)	--	--	22
II	CC 3 (4) CC 4 (4)	Minor 2 (4)	IDE 2 (3)	AEC 2 (2)	SEC 2 (3)	VAC 2 (2)	--	--	22
III	CC 5 (4) CC 6 (4) CC 7 (4)	Minor 3 (4)	IDE 3 (3)	AEC 3 (2)	SEC 3 (4)	--	--	--	25
IV	CC 8 (4) CC 9 (4) CC 10 (4)	Minor 4 (4)	--	AEC 4 (4)	--	VAC 3 (2)	SIP (2)	--	24
V	CC 11 (4) CC 12 (4) CC 13 (4)	Minor 5 (4) Minor 6 (4)	--	--	--	--	CSP (2)	--	22
VI	CC 14 (4) CC 15 (4)	Minor 7 (4) Minor 8 (4)	--	--	--	--	--	Dissertation-I (4)	20
VI I	CC 16 (4) CC 17 (4) CC 18 (4) CC 19 (4)	Minor 9 (4)	--	--	--	--	--	--	20
VII I	CC 20 (4) CC 21 (4)	--	--	--	--	--	--	Dissertation-II (12)	20
Total	84	36	9	10	10	6	4	16	175
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

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Four Year B.A. (Honours) English
Programme Structure as per UGC Credit Framework

Sl. No.	Course Code	Title of the Course	Credit Points	Contact Hours		
				L	T	P
Semester I						
1	BEL101	CC: Introduction to Literary Forms	4	3	1	0
2	BEL102	CC: Evolution of the English Language	4	3	1	0
3	BEL111	Minor: Evolution of the English Language (for other students)	4	3	1	0
4	BEL112	IDE: MOOCs*	3	3	0	0
5	BEL113	AEC: Modern Indian Language (other than English)- I (online/ offline)	2	2	0	0
6	BEL114	SEC: Modern English Grammar and Pronunciation	3	2	1	0
7	BEL115	VAC: Indian Knowledge System (MOOCs)	2	1	1	0
8		Language Lab*	0	-	-	-
Total			22	17	5	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: Literary Forms (for other students)	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	2	1	0
7	BEL215	VAC: Ecology and Environment	2	2	0	0
8		Language Lab*	0	-	-	-
Total			22	18	4	0
Semester III						
1	BEL301	CC: Eighteenth-Century British Literature	4	3	1	0
2	BEL302	CC: Nineteenth-Century British Literature	4	3	1	0
3	BEL303	CC: Translation Studies	4	3	1	0
4	BEL311	Minor: Short Story (for other students)	4	3	1	0
5	BEL312	IDE: MOOCs*	3	3	0	0
6	BEL313	AEC: Modern Indian Language (other than English)- II (online/offline)	2	2	0	0
7	BEL314	SEC: IT Skills and AI	4	2	0	2
8		Language Lab*	0	-	-	-
Total			25	19	4	2

Semester IV						
1	BEL401	CC: Twentieth-Century British Literature	4	3	1	0
2	BEL402	CC: Indian Writing in English	4	3	1	0
3	BEL403	CC: Fourth-World Literature	4	3	1	0
4	BEL411	Minor: Poetry (for other students)	4	3	1	0
5	BEL412	AEC: Building Mathematical Ability and Financial Literacy	4	3	1	0
6	BEL413	VAC: Climate Change	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: Introduction to Cultural Studies	4	3	1	0
2	BEL502	CC: Tribal Studies	4	3	1	0
3	BEL503	CC: Research Methodology	4	3	0	1#
4	BEL511	Minor: The Novel (for other students)	4	3	1	0
5	BEL512	Minor: Autobiography (for other students)	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: Gender Studies	4	3	1	0
2	BEL602	CC: Introduction to Performance Studies	4	3	1	0
3	BEL611	Minor: Literature of the Indian Diaspora (for other students)	4	3	1	0
4	BEL612	Minor: Film Studies (for other students)	4	3	1	0
5	BEL613	Dissertation- I	4	4	0	0
6		Language Lab*	0	-	-	-
Total			20	16	4	0
Semester VII						
1	BEL701	CC: Literature and Cinema	4	3	1	0
2	BEL702	CC: Life Narratives	4	3	1	0
3	BEL703	CC: Literary Criticism and Theory	4	3	1	0
4	BEL704	CC: Folk Studies in India	4	3	1	0
5	BEL711	Minor: European Literature	4	3	1	0
6		Language Lab*	0	-	-	-
Total			20	15	5	0
Semester VIII						
1	BEL801	CC: Latin American Literature	4	3	1	0
2	BEL802	CC: American Literature	4	3	1	0
3	BEL811	Dissertation- II	12	12	0	0
Total			20	18	2	0
Total Credits			175	135	33	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 practice sessions help students hone their communication skills, and do not carry any credits.

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

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



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Credit Distribution

Semester	Total Credits	Cumulative Credit at the end of the Semester
Semester I	22	22
Semester II	22	44
Semester III	25	69
Semester IV	24	93
Semester V	22	115
Semester VI	20	135
Semester VII	20	155
Semester VIII	20	175

**Minimum Credit Requirements to Award Degree of
B.A. (Hons) 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

SYLLABUS

Semester I

Course Code: BEL101 Course Type: Core Course Credits: 4	Course Title Introduction to Literary Forms
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Course Objectives:

- to introduce the student to the fundamental concepts and structures of various literary forms
- to help the student acquire the knowledge of the different literary forms - poetry, prose, drama, and fiction
- to provide the student with a comprehensive understanding of the distinguishing features and characteristics

Learning Outcomes:

By the end of the course, the student

- will identify various literary genres, including poetry, 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 know to recognise the salient features of different literary forms.

Course Design

Unit- I Introduction

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

Unit- II Poetry

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

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 Nonfiction

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

The Short Story

Suggested Readings

G S Fraser: *Meter, Rhythm and Free Verse*

Clifford Leech: *Tragedy*

Ian Jack: *The Augustan Satire*

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.

Course Code: BEL102 Course Type: Core Course Credits: 4	Course Title Evolution of the English Language
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Course Objectives:

- to familiarise the student with the change in sound, grammar and literature of old English, middle English, and modern English
- to help the student acquire the knowledge of the major phonetical, orthographical and phonological changes that took place in the English language
- to make the student comprehend the diverse contributions to English vocabulary

Learning Outcomes:

By the end of the course, the student

- will be able to describe the changes in sound, grammar and literature of Old English, Middle English, and Modern English.
- will be able to explain the various processes of word-formation in English.
- will have knowledge of the important of changes in Phonology and Semantics.

Course Design

Unit- I

Origin of Language

The Indo-European Family

The Birth of English

The Major Periods: Old English, Middle English, Modern English

Unit- II Phonology

Grimm's Law

Front Mutation

The Great Vowel Shift

Unit- III Foreign Influences

Latin

Scandinavian

French

Indian

Unit- IV

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*

Bill Bryson: *The Mother Tongue: English and How It Got That Way*

Hana Videen: *The Wordhord: Daily Life in Old English*

References

- Crystal, David. *The Cambridge Encyclopaedia of the English Language*. Cambridge: Cambridge University Press, 2003.
- Crystal, David. *The Stories of English*. New York: Overlook Press, 2005.
- Baugh, Albert C., and Thomas Cable. *A History of the English Language*. Oxfordshire: Oxfordshire: Routledge, 2012.
- Fulk, R.D.. *A Comparative Grammar of the Early Germanic Languages*. Amsterdam: John Benjamins Publishing Company, 2018, pp. 61-66.
- History of the English Language: Syntax. Ed. by Elly Van Gelderen. Oxfordshire: Routledge, 2014.
- Klöver, Carolin. *Evolution of the English Language*. Germany: GRIN Verlag, 2002.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge: Cambridge University Press, 2010.
- Shay, Scott. *The History of English: A Linguistic Introduction*. U.K.: Pearson, 2014.
- Williams, Joseph M.. *Origins of the English Language, a Social and Linguistic History*. India: Free Press, 1975.
- Wolfe, Patricia M.. *Linguistic Change and the Great Vowel Shift in English*. California: University of California Press, 2020.
- Wood, F.T. *An Outline History of the English Language*. India: Macmillan, 2000.

Course Code: **BEL111**
Course Type: **Minor**
Credits: **4**

Course Title
**Evolution of the English
Language**

Course Objectives:

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

Learning Outcomes:

By the end of the course, the student

- will be able to describe the changes in sound, grammar and literature of Old English, Middle English, and Modern English.
- will be able to explain the various processes of word-formation in English.
- will have knowledge of the important of changes in Phonology and Semantics.

Course Design

Unit- I

Origin of Language

The Indo-European Family

The Birth of English

The Major Periods: Old English, Middle English, Modern English

Unit- II Phonology

Grimm's Law

Front Mutation

The Great Vowel Shift

Unit- III Foreign Influences

Latin

Scandinavia

nFrench

Indian

Unit- IV

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*

Bill Bryson: *The Mother Tongue: English and How It Got That Way*

Hana Videen: *The Wordhord: Daily Life in Old English*

References

- Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 2003.
- Crystal, David. *The Stories of English*. New York: Overlook Press, 2005.
- Baugh, Albert C., and Thomas Cable. *A History of the English Language*. Oxfordshire: Routledge, 2012.
- Fulk, R.D.. *A Comparative Grammar of the Early Germanic Languages*. Amsterdam: John Benjamins Publishing Company, 2018, pp. 61-66.
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- Klöver, Carolin. *Evolution of the English Language*. Germany: GRIN Verlag, 2002.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge: Cambridge University Press, 2010.
- Shay, Scott. *The History of English: A Linguistic Introduction*. U.K.: Pearson, 2014.
- Williams, Joseph M.. *Origins of the English Language, a Social and Linguistic History*. India: Free Press, 1975.
- Wolfe, Patricia M.. *Linguistic Change and the Great Vowel Shift in English*. California: University of California Press, 2020.
- Wood, F.T. *An Outline History of the English Language*. India: Macmillan Publishers India Limited, 2000.

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

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

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

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

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

Course Code: BEL113 Course Type: AEC Credits: 2	Course Title Modern Indian Language (Other than English)- I (online/ offline)
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Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs) on a Modern Indian Language– II (other than English) carrying a total of at least two credits.

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

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

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

<p>Course Code: BEL114 Course Type: SEC Credits: 3</p>	<p>Course Title Modern English Grammar and Pronunciation</p>
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Course Objectives:

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

Learning Outcomes:

By the end of the course, the student

- will have learned 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

Some Major Concepts and Categories

Verbs and Auxiliaries

The Semantics of the Verb Phrase

Unit- II

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

The Speech Mechanism

English Vowels

English Consonants

Unit- IV

Word Accent

Phonological Environment: Weak Forms, Assimilation, Elision Intonation

Suggested Readings

Alan Cruttenden: *Gimson's Pronunciation of English*

John Wells: *Longman Pronunciation Dictionary*

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

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

References

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

Greenbaum, Sidney, and Randolph Quirk. *A Student's Grammar of the English Language*.
Harlow: Longman, 1990. (Chapters 2,3,4,5, and 10)

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

Leech, Geoffrey, and Jan Svartvik. *A Communicative Grammar of English*. 3rd Ed., Harlow:
Pearson, 2002.

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

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

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

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

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

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

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

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

Semester II

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

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

Learning Outcomes:

By the end of the course, the student

- will be able to identify the key literary works, authors, and genres from 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 sixteenth century, such as the characterisation in Geoffrey Chaucer's 'The Nun's Priest's Tale

Course Design

Poetry

Unit- I

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

Unit- II

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

Unit- III

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

Prose

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 Gower: *Confessio Amantis*

References

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

Course Code: BEL202 Course Type: Core Course Credits: 4	Course Title Seventeenth-Century British Literature
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Course Objectives:

- to help the student acquire the knowledge of the major literary works of the seventeenth century: poetry, drama, prose, and non-fiction
- to provide the student with a historical and cultural understanding of the literary period covered in the course
- to develop student's understanding of the thematic concerns and stylistic features prevalent in the period

Learning Outcomes:

By the end of the course, the student

- will understand the major literary works of the seventeenth century: poetry, drama, prose, and non-fiction.
- will understand the social, political, and intellectual influences that shaped seventeenth-century literature.
- 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 conceits.

Course Design

Poetry

Unit- I

John Donne	Death, be not proud
John Milton	Light
John Dryden	A Song for St. Cecilia's Day, 1687

Unit- II

Robert Herrick	Cherry Ripe
Richard Lovelace	To Althea, from Prison
William Shakespeare	When I consider everything that grows Shall I compare thee to a summer's day?

Unit- III Drama

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

Unit- IV Prose

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

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

Suggested Readings

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

References

- Altieri, Joanne. *The Theatre of Praise: The Panegyric Tradition in Seventeenth-Century English Drama*. New Jersey: University of Delaware Press, 1986.
- Gosse, Edmund. *Seventeenth Century Studies*. Cambridge: Scholarly Press, 1970.
- McColley, Diane Kelsey. *Poetry and music in seventeenth-century England*. Cambridge: Cambridge University Press, 1997.
- Metaphysical Lyrics and Poems of the Seventeenth Century: Donne to Butler*. Ed. By Alastair Fowler and Sir Herbert John Clifford Grierson. Oxford: Oxford University Press, 1995.
- Parry, Graham. *The Seventeenth Century: The Intellectual and Cultural Context of English Literature, 1603-1700*. United Kingdom: Longman, 1989.
- Pooley, Roger. *English Prose of the Seventeenth Century, 1590-1700*. United Kingdom: Longman, 1992.
- Sanders, Andrew, Ed. *The Oxford Handbook of Seventeenth-Century Prose and Verse*. Oxford: Oxford University Press, 2017.
- 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.

Course Code: **BEL211**
Course Type: **Minor**
Credits: **4**

Course Title
Literary Forms

Course Objectives:

- to introduce student to the fundamental concepts and structures of various literary forms
- to help the student acquire the knowledge of the different literary forms - poetry, prose, drama, and fiction
- to provide the student with a comprehensive understanding of the distinguishing features and characteristics

Learning Outcomes:

By the end of the course, the student

- will identify various literary genres, including poetry, 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 the knowledge to recognise the salient features of different literary forms.

Course Design

Unit- I Introduction

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

Unit- II Poetry

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

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 Nonfiction

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

The Short Story

Suggested Readings

Gabriel Garcia Marquez: *One Hundred Years of Solitude*

Henrik Ibsen: *A Doll's House*

Edgar Allan Poe: *The Tell-Tale Heart*

Jorge Luis Borges: *The Garden of Forking Paths*

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.

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

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

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

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

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

<p>Course Code: BEL213 Course Type: AEC Credits: 2</p>	<p>Course Title Understanding Disabilities</p>
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Course Objectives:

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

Learning Outcomes:

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

Course Design

Unit I

Introduction

- 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

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

Suggested Readings

- Dell Orto, A. E., & Power, P. W. (2007). *The psychological & social impact of illness and disability*. Springer.
- Hilton, A., & Ringlaben, R. (1998). *Best and Promising Practices in Developmental Disabilities*. Austin, TX: PRO-ED.
- National Education Policy 2020, Government of India, Ministry of Education.
- Panda, K. C. (1999). *Education of exceptional children*. Vikas Publishing House, New Delhi.
- Schwean, V. L., & Saklofske, D. H. (Eds.). (1999). *Handbook of psychosocial characteristics of exceptional children*. Springer Science & Business Media.
- The Rights of Persons with Disabilities (RPwD) Act, 2016.

References

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

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

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

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

<p>Course Code: BEL214 Course Type: SEC Credits: 3</p>	<p>Course Title Academic Writing</p>
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Course Objectives:

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

Learning Outcomes:

By the end of the course the student

- will have acquired the ability to use both descriptive and critical rhetorical functions in their academic writing.
- will have enhanced their ability to integrate material from a range of sources.
- will be able to develop their argument in their academic writing.

Course Design

Unit- I

Rhetorical Functions in Academic Writing

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

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

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., Angela, H., and Mary Martala. *Inside Track: Successful Academic Writing*. Essex: Pearson Education Limited, 2009.
- Murray and Geraldine Hughes. *Writing up your University Assignments and Research Projects: A Practical Handbook*. New York: Open University Press, 2008.
- Swales, J. M., and C. B. Feak. *Academic Writing for Graduate Students: A Course for Non-native Speakers of English*. Ann Arbor: University of Michigan Press, 1994.
- Yakhontova, T. *English Academic Writing for Students and Researchers*. Lviv: PAIS, 2003.
- Wallwork. *English for Academic Research: Writing Exercises*. New York: Springer, 2013.

<p>Course Code: BEL215 Course Type: VAC Credits: 2</p>	<p>Course Title Ecology and Environment</p>
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Course Objectives:

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

Learning Outcomes:

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

Course Design

Unit- I

Ecology and Ecosystem

- 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

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

Suggested Readings

Bhargava.; Olson, Keith; Rajaram, V.; Tiede, Lynn (2019). Ecology and Environment. Chapman and Hall/CRC.
Anubha Kaushik (2010). Basics of Environment and Ecology. New Age International Ltd.

References

Vesilind, P. A., Peirce, J. J., & Weiner, R. F. (2013). Environmental pollution and control. Elsevier.
Alberts, R. C., Retief, F. P., Cilliers, D. P., Roos, C., & Hauptfleisch, M. (2021). Environmental impact assessment (EIA) effectiveness in protected areas. Impact Assessment and Project Appraisal, 39(4), 290–303.

Semester III

Course Code: BEL301 Course Type: Core Course Credits: 4	Course Title Eighteenth-Century British Literature
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Course Objectives:

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

Learning Outcomes:

By the end of the course, the student

- will understand how various socio-political, cultural and literary trends started and why.
- will be able to understand the causes of the rise of the English novel.
- will gain some knowledge of prominent eighteenth-century writers and their achievements.

Course Design

Unit- I Poetry

Alexander Pope	Ode on Solitude
Thomas Parnell	A Hymn for Morning
William Cowper	The Negro's Complaint

Unit- II Drama

William Congreve	The Way of the World
Richard Sheridan	The School for Scandal

Unit- III Fiction

Richardson	Pamela or Virtue Rewarded
Daniel Defoe	Moll Flanders

Unit- IV Prose

Addison	Mischiefs of Party Spirit
Steele	Twenty-four Hours in London
Oliver Goldsmith	A City Night Piece

Suggested Readings

Samuel Richardson: *Pamela*
Oliver Goldsmith: *The Vicar of Wakefield*

Jonathan Swift: *Gulliver's Travels*

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

References

A Companion to the Eighteenth-Century English Novel and Culture. Ed. by Catherine Ingrassia, Paula R. Backscheider. New Jersey: Wiley, 2009.

Albert, Edward. *History of English Literature*. Oxford: OUP, 2017.

Baines, Paul, et al. *The Wiley-Blackwell Encyclopedia of Eighteenth-Century Writers and Writing 1660 - 1789*. New Jersey: Wiley, 2011.

Bezrucka, Yvonne. *The Invention of Northern Aesthetics in 18th-century English Literature*. Cambridge: Cambridge Scholars Publishing, 2017.

Daiches, David. *A Critical History of English Literature*. New Delhi: Supernova Publishers, 2019.

Henke, Christoph. *Common Sense in Early 18th-Century British Literature and Culture: Ethics, Aesthetics, and Politics, 1680–1750*. Berlin: De Gruyter, 2014.

Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford: Oxford University Press, 1944.

Steeves, Harrison R.. *Before Jane Austen: The Shaping of the English Novel in the Eighteenth Century*. Oxfordshire: Routledge, 2022.

The Eighteenth-Century English Novel. Ed. by Harold Bloom. New York: Chelsea House, 2009.

The Eighteenth Century. Ed. by Pat Rogers. London: Methuen, 1978.

Course Code: **BEL302**
Course Type: **Core Course**
Credits: **4**

Course Title
**Nineteenth-Century British
Literature**

Course Objectives:

- to introduce the student to the various socio-cultural and economic developments of the period that has made an impact on the literature of the period
- to familiarise the student with the decline of drama and the rise of novels and the causes behind it
- to provide the necessary backdrop that helps in gaining some knowledge of the literature of the period

Learning Outcomes:

By the end of the course, the student

- 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.
- will have acquainted themselves with the causes of the rise of the English novel.

Course Design

Poetry

Unit- I

William Wordsworth
P.B. Shelley

Michael
Ozymandias
Stanzas Written in Dejection Near Naples
Human Seasons, Ode on a Grecian Urn
The Brook
Sometimes I hold it half a sin

Unit- II

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

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

Fiction

Unit- III

R.L. Stevenson
Charles Dickens
Thomas Hardy

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

Prose

Unit- IV

Thomas Carlyle
Charles Lamb

Hero As Poet
Dissertation upon a Roast Pig
Modern Gallantry

Suggested Readings

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

References

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

<p>Course Code: BEL303 Course Type: Core Course Credits: 4</p>	<p>Course Title Translation Studies</p>
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Course Objectives:

- to introduce to the student the field of Translational Studies and its historical development and key issues
- to familiarise the student with central concepts and theories in translation, including equivalence, translatability, and inter-semiotic translation
- to develop in the student a comprehensive understanding of the translational theories

Learning Outcomes:

By the end of the course, the student

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

Course Design

Unit- I Introduction

History of Translation: The Western and the Indian
Issues and Strategies in the early phase

Unit- II Central issues in Translation

Functions of translation

Equivalence and shifts

Translatability of languages

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

Unit- III Theories of Translation

Early transitional theories

Scientific bent in translation

Poststructuralist and Postcolonial theories

Unit- IV Categories of Translation

Translating within a language system

Rewriting and Transcreation

Inter-semiotic translation

Translation of a text into a

Film: Mario Puzo: *The Godfather*

E.M. Forster: *A Passage to India*
Robert Bloch: *Psycho*
Agatha Christie: *Murder on the Orient Express*

Suggested Readings

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

References

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

Course Code: BEL311 Course Type: Minor Credits: 4	Course Title Short Story
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Course Objectives:

- to introduce the student to the genre of short story
- to help the student in making a distinction between the two forms of fiction – novel and short story
- to introduce the student to some well-known short story writers from different countries

Learning Outcomes:

By the end of the course, the student

- will be able to gain some knowledge of the form and structure of a short story.
- will be able to distinguish between novel and short story in terms of canvas, length and structure.
- will have acquainted himself/herself with some celebrated short story writers in world literature.

Course Design

Unit- I British Short Story

Somerset Maugham

Arthur Conan Doyle

Rudyard Kipling

The Ant and the Grasshopper

A Case of Identity

The Man Who Would Be King

Unit- II American Short Story

Edgar Allen Poe

William Saroyan

O Henry

The Fall of the House of Usher

The Shepherd's Daughter

The Last Leaf

Unit- III Indian Short Story

Ruskin Bond

Manohar Malgonkar

Keki Daruwalla

The Thief's Story

Lemon Yellow and Fig

How the Quit India Movement Came to Alipore

Unit- IV Postcolonial Short Story

Chinua Achebe

Margaret Laurence

Oliver Senior

Marriage is a Private Affair

The Stone Angel

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. by Meenakshi Mukherjee. U.K.: Orient Longman, 1975.
- Naik, M.K. *A History of Indian English Literature*. India: Sahitya Akademi, 2015.
- The Penguin Book of Modern Indian Short Stories*. Ed. by Stephen Alter, Wimal Dissanayake. U.K.: Penguin Books, 2001.
- The Penguin Book of the British Short Story: 2: From P.G. Wodehouse to Zadie Smith*. Ed. by Philip Hensher. U.K.: Penguin Books Limited, 2015.

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

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

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

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

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

Course Code: BEL313 Course Type: AEC Credits: 2	Course Title Modern Indian Language (Other than English)-II (online/offline)
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Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs) on a Modern Indian Language– II (other than English) carrying a total of at least two credits.

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

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

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

<p>Course Code: BEL314 Course Type: SEC Credits: 4</p>	<p>Course Title IT Skills and AI</p>
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**Common Compulsory Course for all UG Programmes
offered by 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

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

Artificial Intelligence:

AI Problems

Foundation of AI and History of AI Intelligent Agents

Agents and Environments

Unit- III

Searching Strategies:

Uniformed Search Strategies

Heuristic Search Algorithms

Problem Reduction

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

Unit- IV

Expert Systems

Structure & Problem Areas

Success Factors

Types of Expert Systems

Suggested Readings

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

References

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

Semester IV

Course Code: BEL401 Course Type: Core Course Credits: 4	Course Title Twentieth-Century British Literature
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Course Objectives:

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

Learning Outcomes:

By the end of the course, the student

- 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 duress.
- will be able to examine and assess the works of major writers of the age.

Course Design

Unit- I Poetry

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	The Shield of Achilles
Louis MacNeice	The Truisms Conversation

Unit- II Drama

J.M. Synge	Riders to the Sea
G.B. Shaw	Androcles and the Lion
Harold Pinter	The Birthday Party

Unit- III Fiction

Graham Greene	The Power and the Glory
George Orwell	Animal Farm
E.M. Forster	A Passage to India

Unit- IV Non-fiction

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 (Classic Reprint)*. London: FB&C Limited, 2016.
Poplawski, Paul. *English Literature in Context*. Cambridge: Cambridge University Press, 2008.
The Cambridge History of Twentieth-Century English Literature. Ed. by Laura Marcus and Peter Nicholls. Cambridge: Cambridge University Press, 2004.
The Cambridge Companion to the Twentieth-Century English Novel. Ed. by Robert L. Caserio. Cambridge: Cambridge University Press, 2009.
The Oxford Companion to English Literature. Ed. by Dinah Birch. Oxford: OUP Oxford, 2009.

<p>Course Code: MEL402 Course Type: Core Course Credits: 4</p>	<p>Course Title Indian Writing in English</p>
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Course Objectives:

- to provide the student with an in-depth understanding of Indian Writing in English, encompassing poetry, drama, prose, and non-fiction genres
- to introduce the significant literary works by Indian authors, exploring their themes, styles, and cultural contexts
- to guide the student to understand the techniques such as allegory, symbolism, and socio-political commentary in the prescribed texts

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 themes of identity, social realism, post-colonialism and cultural nuances present in the literary texts studied.
- will demonstrate and understand the techniques such as allegory, symbolism, and socio-political commentary in the prescribed texts.

Course Design

Unit- I Poetry

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

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

Unit- III Novels

Mulk Raj Anand	Coolie
Anita Desai	Cry, the Peacock

Unit- IV Non-Fiction

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

- Aśvatthanārāyaṇa Reddi, G.. *Indian Writing in English and Its Audience*. India: Prakash Book Depot, 1979.
- 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.
- The Penguin Anthology of Contemporary Indian Literature*. Ed. by Amit Chaudhuri. U.K.: Penguin Books, 2019.

Course Code: BEL403 Course Type: Core Course Credits: 4	Course Title Fourth-World Literature
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Course Objectives:

- to introduce to the student the concept of Fourth World Literature
- to guide the student in gaining insights into the literature of the aboriginals and Dalits in India
- 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 be able to clearly understand what Fourth World literature means.
- will have gained some knowledge of the preoccupations of Aboriginals and Dalit dialectics.
- will be able to study and evaluate why and how resistance arises from the underprivileged and the oppressed.

Course Design

Unit- I Poetry

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

Unit- II Fiction

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

Unit- III Non-fiction

Jyotirao Phoole	Gulamgiri
David Unaipon	Legendary Tales of the Australian Aborigines

Unit-IV Autobiography

Momadaya	Way to Rainy Mountain
Om Prakash Valmiki	Joothan

Suggested Readings

Narendra Jadav: *Outcaste*
 Gordon Brotherston: *Book of the Fourth World*
 Louise 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 Posluns, Michael. *The Fourth World: An Indian Reality*. Minnesota: University of Minnesota Press, 2019.
- Reed, A. W., and Hart, Roger. *Aboriginal Stories: With Word List English-aboriginal, Aboriginal-English*. London: Reed New Holland, 2000.
- Shoemaker, Adam. *Black Words, White Page: Aboriginal Literature 1929-1988*. Australia: ANU E Press, 2004.
- Wiget, Andrew. *Handbook of Native American Literature*. New York: Garland, 1996.

<p>Course Code: BEL411 Course Type: Minor Credits: 4</p>	<p>Course Title Poetry</p>
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Course Objectives:

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

Learning Outcomes:

By the end of the course, the student

- will have understood how English poetry was influenced by various phenomena 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 & 16th Century

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

Unit- II 17th & early 18th Century

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

Unit- III 18th & 19th Century

William Wordsworth	The Solitary Reaper, Simon Lee
William Blake	Tiger, The Little Black Boy
John Keats	Ode to Autumn, Human Seasons
P.B. Shelley	Ode to Cloud, Ozymandius
A.L. Tennyson	<i>The Brook</i>

Unit- IV 20th Century

T.S. Eliot	Preludes, Hippopotamus
W.H Auden	The Unknown Citizen, The Quarry

W.B. Yeats	The Lake Isle of Innisfree
	Sailing to Byzantium
J.C. Ransom	The Piazza Piece
Rupert Brooke	Heaven, The Dead

Suggested Readings

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

References

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

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

Course Objectives:

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

Learning Outcomes:

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

Course Design

Unit I: Mathematics Fundamentals

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

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

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

Definition and functions of money - Role of banks - credit creation,
and usage of debit and credit cards - Functions of central banks -
with a focus on the Reserve Bank of India Monetary policy tools: bank rate policy -
cash reserve ratio - open market operations, statutory liquidity ratio- repo rate -
reverse repo rate - selective credit control.

Suggested Reading

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

References

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

Course Code: BEL413 Course Type: VAC Credits: 2	Course Title Climate Change
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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

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

Unit- II

Climate Change Management and Environment

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

Suggested Readings

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

References

East-West Centre. (2021). Global Climate Change: Causes and Indicators. In Climate Change: in the Commonwealth of the Northern Mariana Islands (pp. 11–13). East-West Centre.

Gillespie, A. (2006). I. Basics. In Climate Change, Ozone Depletion and Air Pollution (pp. 1-17). Brill Nijhoff.

Course Code: BEL414 Course Type: SIP Credits: 2	Course Title Summer Internship Project (SIP)
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The student does a twenty-one-day internship at any institution/ organization recognized by the University during the third- fourth-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 are for the presentation on the report.

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

Semester V

Course Code: BEL501 Course Type: Core Course Credits: 4	Course Title Introduction to Cultural Studies
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Course Objectives:

- to familiarise the student with key terms in cultural studies
- to introduce the student to critical approaches and debates in cultural studies
- to demonstrate the practicality of cultural studies in India to new situations and changing contexts which are relevant to one's everyday experience

Learning Outcomes:

By the end of the course, the student

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

Course Design

Unit- I 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

Unit- II 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

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

Bharati Mukherjee Jasmine
Movie Holy Smoke

Unit- IV Gender and Ethnicity

Gender

Concept of gender, Patriarchy and gender discrimination, Gender roles, Changing roles in India
Sara Suleri Woman Skin Deep: Feminism and the Postcolonial Condition

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

References

Cultural Studies. Ed. by Cary Nelson, Lawrence Grossberg, and Paula A. 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 Panna, Kishwar. *Introduction to Culture Studies*. India: Himalaya Publishing House, 2010.

Course Code: MEL502 Course Type: Core Course Credits: 4	Course Title Tribal Studies
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Course Objectives:

- to make the student understand tribal studies and its relationship with anthropology, sociology, history, and cultural studies
- to help the student acquire knowledge of the evolution, nature, and scope of Tribal literature in the Indian context
- to introduce the student to the religious, linguistic, and artistic aspects of tribal cultures, including rituals, rites of passage, dialects, and artistic expressions

Learning Outcomes:

By the end of the course, the student

- will be able to define tribal identity and indigenouness, considering the implications for social and political discourse.
- will be able to demonstrate an understanding of the evolution, nature, and scope of Tribal literature in the Indian context.
- will have acquired knowledge of religious, linguistic, and artistic aspects of tribal cultures, including rituals, rites of passage, dialects, and artistic expressions.

Course Design

Background

Tribal Studies: Nature, Scope and Evolution

Tribal Indigenous Entity, Family, Marriage and Kinship, Tribal Dialect/Language

Tribal Art and Aesthetics

Unit- I Poetry

Kamala Kumar Tudu

The Dance of the Santals

Songs of the Harvest

Haldhar Nag

The Earth's Lament

Ode to the Monsoon

Toppo Sultan Singh

Voices of the Adivasis

Munibar Kujur

Echoes of Tradition

Joy Harjo

I am the Land

Jimmy Santiago Baca

In the City of Shuffling Feet

Unit- II Drama

Swadesh Deepak

Chakravyuh

Urmila Pawar

Whose Story is This?

Tomson Highway

The Rez Sisters

Unit- III Fiction

Novels

Vasava Manoj

The Book of Guardian: The Fur

Subir Ghosh
N. Scott Momaday

Trapper's Daughter
The Elephant Catchers
House made of Dawn

Short Stories

Hansda Sowvendra Shekhar
Temsula Ao

The Adivasis will Not Dance
The Hunter and the Deer

Unit- IV Non-fiction

Mahasweta Devi
G N Devy
Colin Turnbull

Under the Shadows of the Mahua Tree
The Tribal Question in India (passages)
The Forest People

Suggested Readings

Rejina Marandi: *Becoming Me*
Mamang Dai: *The Black Hill*
Narayan: *Kocharethi: The Araya Woman*
Pankaj Sekhsaria: *Islands in Flux – the Andaman and Nicobar Story*

References

Das, Veena. *Critical Events: An Anthropological Perspective on Contemporary India*. Oxford: Oxford University Press, 1995.
Ghurye, G. S. *The Scheduled Tribes*. India: Popular Prakashan, 1963.
Guha, Ramachandra. *India After Gandhi: The History of the World's Largest Democracy*. U.K.: Picador, 2008.
Rao, Aparna. *The Tribal Imagination: Civilization and the Savage Mind*. U.S.A.: Duke University Press, 2016.
Srinivas, M. N. *Caste in Modern India and Other Essays*. India: Asia Publishing House, 1962.

Course Code: BEL503 Course Type: Core Course Credits: 4	Course Title Research Methodology
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Course objectives:

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

Learning Outcomes:

By the end of the course, the student

- will be able to understand the scope and significance of academic writing/ research writing.
- will demonstrate an understanding of the different stages of research writing.
- will be able to apply with the different kinds of research methodologies.

Course Design**Unit- I**

Academic Writing: Features and Considerations

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

Descriptive

Compare and contrast

Cause and effect

Classification

Analytical

Argumentative

Unit- III Introduction to Research and methodology of research

Research and its importance

Discourse analysis and conversation analysis

Unit- IV Research Writing Skills

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 (edited)

Tomi Arianto, S.S., M.A. Ambalegin, S.Pd., M.Pd.: *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 Hareendran, Anand. *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 Melville, Stuart. *Research Methodology: An Introduction*. South Africa: Juta, 2004.

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

Course Code: BEL511 Course Type: Minor Credits: 4	Course Title The Novel
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Course Objectives:

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

Learning Outcomes:

By the end of the course, the student

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

Course Design

Unit- I

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

Unit- II

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

Unit- III

Charles Dickens	Oliver Twist
Charlotte Bronte	Jane Eyre
George Eliot;	Middlemarch
Thomas Hardy	Far from the Madding Crowd

Unit- IV

Virginia Woolf	Mrs Dalloway
William Golding	The Lord of the Flies
Graham Greene	A Burnt-Out Case
E.M. Forster	Howard's End

Suggested Readings

William Golding: *Lord of the Flies*
 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, John Kucich, Patrick Parrinder. Oxford: OUP, 2012.

<p>Course Code: BEL512 Course Type: Minor Credits: 4</p>	<p>Course Title Autobiography</p>
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Course Objectives:

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

Learning Outcomes:

By the end of the course, the student

- 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

R K Narayan	My Days
A P J Abdul Kalam	The Wings of Fire

Unit- II

Rabindranath Tagore	My Reminiscences
A Revathi	The Truth About Me

Unit- III

Helen Keller	My Life
Anne Frank	The Diary of a Young Girl

Unit- IV

Nelson Mandela	Long Walk to Freedom
Maya Angelou	I Know Why the Caged Bird Sings

Suggested Readings

Agatha Christie: *An Autobiography*
Malcolm X: *The Autobiography of Malcolm X*
Anne Frank: *The Diary of a Young Girl*
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, Maria DiBattista. Cambridge: Cambridge University Press, 2014.

Course Code: MEL513 Course Type: CSP Credits: 2	Course Title Community Service Project
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In the V Semester of the Programme, the student undertakes a community service project lasting at least twenty-hours. This project aims to allow the student 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 his/her activity and submits to the Department. The report carries 80 marks and Presentation carries 20 marks.

Semester VI

Course Code: BEL601 Course Type: Core Course Credits: 4	Course Title Gender Studies
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Course Objectives:

- to introduce the student to the terms gender, patriarchy, hegemony, marginalization
- to familiarise the student with stereotypes which are part of prevailing culture
- to enable the student to understand how gender discrimination leads to protest and how this tendency is dealt with in literary works

Learning Outcomes:

By the end of the course, the student

- will be able to understand the connotations of certain terms in gender studies.
- will understand why and how certain roles are assigned to women in an androcentric setup.
- will be able to analyse the origin of feminine protest and its consequences by a study of select literary texts.

Course Design

Unit- I Poetry

Kamala Das	The Dance of the Eunuchs
Maya Angelou	Still I Rise
Ayesha Islam	Let us Fly Together
Arshia Sheikh	Gender Equality
Sylvia Plath	Lady Lazarus
Hollie Holden	Today I asked my body what she needed

Unit- II Drama

Henrik Ibsen	A Doll's House
Dina Mehta	Brides are Not for Burning
Caryl Churchill	Cloud 9

Unit- III Fiction

Bapsi Sidhwa	The Pakistani Bride
R.K. Narayan	The Dark Room
Flora Nwapa	Efuru
Amritha Pritham	Stench of Kerosene (a short story translated by Khushwant Singh)

Unit- IV Non-fiction

Judith Butler	"Women" as the subject of Feminism
Daphne Scholinski	The Last Time I Wore a Dress
Helene Cixous	The Laugh of Medusa

Suggested Readings

Margaret Atwood: *The Handmaid's Tale*
Maya Angelou: *I Know Why the Caged Bird Sings*
Alice Walker: *The Color Purple*
Thomas Hardy: *Tess of the d'Urbervilles*

References

- A Companion to Gender Studies*. Ed. by Audrey Kobayashi, David Theo Goldberg, and Philomena Essed. New Jersey: Wiley, 2009.
- Beauvoir, Simone de. *The Second Sex*. U.K.: Vintage, 1997.
- Companion to Women's and Gender Studies*. Ed. by Nancy A. Naples. New Jersey: Wiley, 2020.
- Exploring Gender Studies and Feminism Through Literature and Media*. Ed. by Gyanabati Khuraijam. Pennsylvania: IGI Global, 2022.
- Gender Studies: Theories, Issues and Concerns*. Ed. by Adrien Driver. New York: Willford Press, 2018.
- Introducing Gender and Women's Studies*. Ed. by Diane Richardson, Victoria Robinson. London: Bloomsbury Publishing, 2020.
- Ruthven, K. K.. *Feminist Literary Studies: An Introduction*. Cambridge: Cambridge University Press, 1990.

<p>Course Code: BEL602 Course Type: Core Course Credits: 4</p>	<p>Course Title Introduction to Performance Studies</p>
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Course Objectives:

- to make the student understand Performance Studies and its relationship with literature, theatre, and cultural studies
- to introduce the student to the diverse theories and approaches to performance, including classical, radical, and modern Western perspectives
- to help the student acquire the knowledge of the performative act, including space, light, costume, and set design, and their impact on meaning-making and audience reception

Learning Outcomes:

By the end of the course, the student

- will be able to define the concept of a text and its manifestation in performance, distinguishing between literature and performance as modes of expression.
- will be able to demonstrate an understanding of key theories of performance, including those proposed by Richard Schechner, Dwight Conquer good, Bertolt Brecht, Augusto Boal, Natyashastra, and Aristotle.
- will be able to identify different types of performance spaces and their implications for the creation and reception

Course Design

Unit- I Introduction

Text and Performance

Drama as Literature and Drama as Theatre

The uniqueness of the dramatic text: Literature and/or Performance?

The politics of the Dramatic text: endorsement status quo vs. subversion

Text- Guillermo Gomez Pena's Performance and Resistance: Subversive Tactics

Unit- II Theories of Performance

Performance Theory

Richard Schechner- Performance Theory: Exploring Ritual, Play, and Everyday Life

Dwight Conquer good- Performance Ethnography: Methodology and Contributions to Performance Studies

Radical Theories

Bertolt Brecht- Epic Theatre: Theory, Practice, and Political Activism

Augusto Boal- Theatre of the Oppressed: Empowering Communities through Participatory Theatre Practices

Classical Theories

Natyashastra: Ancient Indian Treatise on Performing Arts and Its Relevance in Contemporary Theatre

Aristotle- Poetics: Analyzing the Fundamentals of Drama and Its Impact on Western Theatrical Tradition

Unit- III The State, the Market and the History of Theatre

Under British rule (Viceroy Northbrook—censorship Neeldarpan Nabanna— Pre-Independence Indian Theatre)

Popular forms: Jatra, Tamasha, Nautanki, Burrakatha, Dastangoi and others

Modern Indian theatre in the post-independence period

Bourgeois Theatre and theatre of Change Feminist theatre

Street theatre Janam

Texts

Sangeet Natak Akademi: Evolution and Characteristics of Popular Indian Theatre Form

Rustom Bharucha: Trends and Influences (essay from The Evolution of Indian Theatre Since Independence)

Sudhanva Deshpande: Pioneering Street Theatre for Social Justice (The Jan Natya Manch (Janam))

Unit- IV Films for discussion

Citizen Kane directed by Orson Welles (1941)

Breathless directed by Jean-Luc Godard (1960)

Persona directed by Ingmar Bergman (1966)

The Godfather directed by Francis Ford Coppola (1972)

Blade Runner directed by Ridley Scott (1982)

Mulholland Drive directed by David Lynch (2001)

Pan's Labyrinth directed by Guillermo del Toro (2006)

Birdman or (The Unexpected Virtue of Ignorance) directed by Alejandro González Iñárritu (2014)

The Grand Budapest Hotel directed by Wes Anderson (2014)

Get Out directed by Jordan Peele (2017)

Suggested Readings

Rebecca Schneider: *Performing Remains: Art and War in Times of Theatrical Reenactment*

Erika Fischer-Lichte: *The Transformative Power of Performance: A New Aesthetics*

Antony Sher: *Year of the King: An Actor Diary and Sketchbook*

Richard Schechner: *Between Theater and Anthropology*

References

Auslander, Philip. *Liveness: Performance in a Mediatized Culture*. Oxfordshire: Routledge, 1999.

Carlson, Marvin. *Performance: A Critical Introduction*. Oxfordshire: Routledge, 2013.

Fischer-Lichte, Erika. *The Transformative Power of Performance: A New Aesthetics*. Oxfordshire: Routledge, 2008.

Phelan, Peggy. *Unmarked: The Politics of Performance*. Oxfordshire: Routledge, 1993.

Roach, Joseph. *Cities of the Dead: Circum-Atlantic Performance*. Columbia: Columbia University Press, 1996.

Schechner, Richard. *Performance Theory*. Oxfordshire: Routledge, 2003.

Taylor, Diana. *The Archive and the Repertoire: Performing Cultural Memory in the Americas*. U.S.A.: Duke University Press, 2003.

Turner, Victor. *From Ritual to Theatre: The Human Seriousness of Play*. New York: PAJ Publications, 1982.

<p>Course Code: BEL611 Course Type: Minor Credits: 4</p>	<p>Course Title Literature of the Indian Diaspora</p>
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Course Objectives:

- to help the student in looking closely into the relation between literature and cinema
- to guide the student in examining the various ways in which literature and cinema diverge as well as correspond
- to help the student to understand the complex and ambiguous relationship between literature and cinema and the dynamics of adaptation

Learning Outcomes:

By the end of the course, the student

- will be able to understand the relation between literature and cinema.
- will be able to comprehend the challenges and issues that confront the adaptation process.
- will have acquired some knowledge of the interdependence between literature and cinema.

Course Design

Unit- I

Literature and Cinema

Films inspired by and based on works of literature – examples

Satyajit Ray

Speaking on Films (excerpts)

Unit- II

A brief history of Indian Cinema: mookies to talkies

Chidananda Das Gupta

Seeing is Believing: Selected Writings on Cinema (excerpts)

Unit- III

Film Adaptation

Issues and Challenges in Adaptation

Linda Hutcheon

On the Art of Adaptation (from *Daedalus*, Vol.133, 2004)

Thomas Leitch

Adaptation Studies at Crossroads (from *Adaptation*, Vol.1, No.1, 2008, PP.63-77)

Unit- IV

Films for discussion

Ruskin Bond

Junoon (dir. Shyam Benegal, 1979)

E.M. Forster

Passage to India (dir. David Lean, 1984)

Harper Lee

To Kill a Mocking Bird (dir. Robert Mulligan, 1962)

Margaret Mitchell	Gone with the Wind (dir. Victor Fleming, 1939)
Mario Puzo	The Godfather (dir. Francis Ford Coppola, 1972)
R.K. Narayan	The Guide (dir. Vijay Anand)
Bapsi Sidhwa	Cracking India (Adaptation: Earth, (dir. Deepa Mehta, 1998)
Alice Walker	The Color Purple (dir. Steven Spielberg, 1985)

Suggested Readings

Timothy Clark Christa: *The Cambridge Introduction to Literature and the Environment*
 Albrecht-Crane and Dennis Cutchins: *Adaptation Studies: New Approaches* (edited)
 Pascal Nicklas and Oliver Lindner: *Adaptation and Cultural Appropriation: Literature, Film, and the Arts* (edited)
 Worldview Publications *Literature and Cinema* (edited)

References

Branigan, Edward. *Point of View in the Cinema: A Theory of Narration and Subjectivity in Classical Film*. Germany: Mouton, 1984.
 Miles, Peter, and Smith, Malcolm. *Cinema, Literature & Society: Elite and Mass Culture in Interwar Britain*. Oxfordshire: Routledge, 2013.
 Monaco, James. *How to Read a Film: The World of Movies, Media, and Multimedia: Language, History, Theory*. Oxford: Oxford University Press, 2000.
Literature and Cinema. Ed. by Itishri Sarangi and Prashant Mothe. Authors Press, 2016.
 Shklovskii, Viktor. *Literature and Cinematography*. Illinois: Dalkey Archive Press, 2008.
 Stam, Robert. *World Literature, Transnational Cinema, and Global Media: Towards a Transartistic Commons*. New York: Taylor & Francis, 2019.
 Ungureanu, Delia. *Time Regained: World Literature and Cinema*. London: Bloomsbury Academic, 2023.

<p>Course Code: BEL612 Course Type: Minor Credits: 4</p>	<p>Course Title Film Studies</p>
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Course Objectives:

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

Learning Outcomes:

By the end of the course, the student

- will have gained some knowledge of the birth and evolution of World Cinema.
- will have acquired a working 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 and Mrinal Sen: Mrigayaa

Govind Nihalani: Artha Satya

Authorship

Different kinds of directional style: Auteur style, Classical style, Experimental style

Wes Anderson, Steven Spielberg, James Cameron

Studio Era– movies made during the studio era when limited production houses controlled the film industry

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

Mughal-e-Azam, Do bigha Zameen, Dr. Kotnis Ki Amar Kahani, Sholay, Nayakan

Dilwale Dulhaniya Le Jayenge,

Note: Film for the class presentations

Psycho (Alfred Hitchcock), Goodbye Mr. Chips, Elephant Whisperers, Ben Hur/ The Ten Commandments, Seven Samurai, Avatar, Mother India, Sampurna 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 just released films, not exceeding 3000 words
- The Script may be for a film of a maximum 20 minutes duration
- Short film length may be 5 to 7 minutes

Suggested Readings

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

Marshall McLuhan: *The Medium is the Message*

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

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

References

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

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

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

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

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

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

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

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

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

Course Code: BEL613 Course Type: Dissertation Credits: 4	Course Title Dissertation- I
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The B.A. (Hons.) in English Programme encourages the student to become a researcher and thus helps them pursue higher research programmes. In the sixth semester, the student submits a dissertation to the University on a topic from an area of their interest – in 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 Marks and Viva-Voce for 20 Marks.

Semester VII

Course Code: BEL701 Course Type: Core Course Credits: 4	Course Title Literature and Cinema
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Course Objectives:

- to introduce the student to the representation of self-identity in literature from different nationalities and cultural backgrounds
- to help the student acquire knowledge of how authors explore themes such as self-discovery, identity formation, alienation, and belonging
- to enable the student to analyse how literature reflects and shapes individual and collective identities

Learning Outcomes:

By the end of the course, the student

- will demonstrate understanding the relationship between literature and self-identity across different cultural contexts.
- will be able to analyse and interpret literary texts regarding self-discovery, identity, and belonging themes.
- will have learned how literature reflects and critiques societal norms and values related to identity.

Course Design

Background

Introduction to Literature and the Self

Definition of self, Identity and self-identity, social, historical and cultural impact on self, writing the self, life writings, memoirs, autobiographies, and diaries.

Unit- I

James Joyce	A Portrait of the Artist as a Young Man
Arthur Koestler	Darkness at Noon
Chimamanda Ngozi Adichie	Americanah

Unit- II

Kafka	Metamorphosis
Hermann Hesse	Bildungsroman

Unit- III

Luigi Pirandello	Six Characters in Search of an Author
Fun Home: A Family Tragicomic	Alison Bechdel
Italo Svevo	Zeno's Conscience

Unit- IV

Richard Wright	The Native Sun
Sylvia Plath	The Bell Jar
Marjane Satrapi	Persepolis

Suggested Readings

Helen Keller: *Three Days to See*
Jeannette Walls: *The Glass Castle*
Tara Westover: *Educated*
Cheryl Strayed: *Wild*

References

Bruss, Elizabeth W. *Autobiographical Acts: The Changing Situation of a Literary Genre*. Maryland: Johns Hopkins University Press, 1976.
Eakin, Paul John. *Fictions in Autobiography: Studies in the Art of Self-Invention*. New Jersey: Princeton University Press, 1985.
Siddons, Anne M., and Peter S. Hawkins, editors. *Revelations of Self: American Women in Autobiography*. U.S.A.: University of Wisconsin Press, 1990.

<p>Course Code: BEL702 Course Type: Core Course Credits: 4</p>	<p>Course Title Life Narratives</p>
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Course Objectives:

- to introduce the student to great intellectuals/thinkers and their lives
- to help the student understand how the evolution of the mind of the intellectual/ thinker progressed
- to guide the student in analysing life narratives using parameters such as authenticity, objectivity, and loyalty

Learning Outcomes:

By the end of the course, the student

- will have gained access to the minds of great thinkers/intellectuals whose contributions made an impact on the world.
- will demonstrate and understand how the protagonist’s mind evolved with time.
- the student will be able to analyse life narratives and sum up the personality of the thinker/ intellectual, based on his understanding of the text.

Course Design

Unit- I

Robert Kanigel	The Man Who Knew Infinity: A Life of the Genius Ramanujan
Richard Attenborough	Gandhi (movie)

Unit- II

A Revathi	A Truth about Me: A Hijra Life Story
Helen Keller	My Life
Nalini Jamila	Autobiography of a Sex Worker

Unit- III

R K Narayan	My Days
B R Ambedkar	Waiting for Visa

Unit- IV

Nelson Mandela	Long Walk to Freedom
Maya Angelou	I Know Why the Caged Bird Sings

Suggested Readings

Alice Walker: *The Color Purple*
Trevor Noah: *Born a Crime*
Rebecca Skloot: *The Immortal Life of Henrietta*
Laura Hillenbrand: *Unbroken*

References

- Couser, G. Thomas. *Memoir: An Introduction*. Oxford: Oxford University Press, 2011.
- Eakin, Paul John. *How Our Lives Become Stories: Making Selves*. New York: Cornell University Press, 1999.
- Lejeune, Philippe. *On Autobiography*. Chicago: University of Minnesota Press, 1989.
- Rustin, Margaret E. *Narrative and Consciousness: Literature, Psychology, and the Brain*. Oxford: Oxford University Press, 2003.
- Smith, Sidonie, and Julia Watson. *Reading Autobiography: A Guide for Interpreting Life Narratives*. Chicago: University of Minnesota Press, 2010.

Course Code: BEL703 Course Type: Core Course Credits: 4	Course Title Literary Criticism and Theory
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Course Objectives:

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

Learning Outcomes:

By the end of the course, the student

- 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
- will have developed the critical acumen to study and understand the critical traditions from ancient to modern times.

Course Design

Unit- I

Bharata	Rasa
Anandavardhana	Dhwani
Mammata	Vakrokthi

Unit- II

Aristotle	Views on Tragedy (from Poetics)
Longinus	On the Sublime

Unit- III

Samuel Johnson	Preface to Shakespeare
Matthew Arnold	The Study of Poetry
T.S. Eliot	Tradition and the Individual Talent

Unit- IV

Hippolyte Taine	Literature as Social Product: Formula of Race, Milieu and Moment
Cleantb 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, Ernst de Chickera. Oxford: Oxford University Press, 1971.

Five Approaches of Literary Criticism: An Arrangement of Contemporary Critical Essays. Ed. by Wilbur Stewart Scott. Ohio: Collier Books, 1962.

Goulimari, Pelagia. *Literary Criticism and Theory: From Plato to Postcolonialism*. Oxfordshire: Routledge, 2015.

Indian Aesthetics: An Introduction. Ed. by V.S. Seturaman. India: Macmillan, 1992.

<p>Course Code: BEL704 Course Type: Core Course Credits: 4</p>	<p>Course Title Folk Studies in India</p>
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Course Objectives:

- to introduce the student to the rich and diverse folk literatures of India
- to familiarise the student with the way in which people of different races and tribes lived
- 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 himself/herself with the diverse folk literatures of India.
- will have gained some knowledge of the customs, traditions and conventions of different races and tribes.
- will be able to grasp the message/moral of the tale conveyed by the author, either directly or indirectly.

Course Design

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

Unit- I Poetry

R Parthasarathy
Sanatana Tanty
Sonnet Mondal

Sitakant Mahapatra
Leela Prasad

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

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

Unit- II Drama

Rabindranath Tagore
Girish Karnad
Dharamvir Bharti

Ilango Adigal
(translated by R Parthasarathy)

The Red Oleanders
Nagamandala
Andha Yug
The Tale of an Anklet: An Epic of
South India

Unit- III Fiction

Amitav Ghosh
O.V. Vijayan
Habib Tanvir

The Hungry Tide
The Legends of Khasak
Charandas Chor

Unit- IV

A.K. Ramanujan
Panchatantra Tale
Ruskin Bond

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

Suggested Readings

Angeline Boulley: *Firekeeper's Daughter*
Amos Tutuola: *The Palm-Wine Drinkard*
Washington Irving: *The Legend of Sleepy Hollow*
Aditi D E: *A Twist in the Tale*

References

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

Course Code: BEL711 Course Type: Minor No. of Credits: 4	Course Title European Literature
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Course Objectives:

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

Learning Outcomes:

By the end of the course, the student

- 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

Homer	The Iliad (Canto – I)
Virgil	The Aeneid
W H Auden	Sir, No Man's Enemy
	Our Hunting Fathers

Unit- II Drama

Euripides	Medea
Aristophanes	The Clouds
Samuel Beckett	Waiting for Godot

Unit- III Novel

Franz Kafka	The Trial
Emily Bronte	Jane Eyre
Aldous Huxley	Brave New World

Unit- IV Short Story

Leo Tolstoy	How Much Land Does a Man Need?
Guy de Maupassant	Vendetta
Arthur Conan Doyle	The Blue Carbuncle

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, Gesine Manuwald, and Lucy R. Nicholas. 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.

Semester VIII

Course Code: BEL801 Course Type: Core Course Credits: 4	Course Title Latin American Literature
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Course Objectives:

- to introduce students to major literary works from Latin America, across diverse genres
- to analyse and interpret texts within their cultural, historical, and thematic contexts
- to explore the thematic concerns, stylistic innovations, and narrative techniques employed by Latin American writers

Learning Outcomes:

By the end of the course, the student

- will have acquired knowledge of major literary works from Latin America, across diverse genres.
- will have enhanced the skill to analyse and interpret texts within their cultural, historical, and thematic contexts.
- will have explored the thematic concerns, stylistic innovations, and narrative techniques Latin-American writers employ.

Course Design

Background: Indigenous Representation in Latin American Literature, The Boom vs. Post-Boom Debate, Feminist Discourse in Latin American Literature, Postcolonialism and Latin American Literature, Globalization and Its Impact on Latin American Literary Production, Social Realism vs. Avant-Garde Experimentation

Unit- I Poetry

Pablo Neruda (Chile)

Walking Around

Tonight I can Write the Saddest Lines

Julia de Burgos (Puerto Rico)

To Julia de Burgos

Octavio Paz (Mexico)

Sunstone

Alejandra Pizarnik (Argentina)

The Awakening

Salvation

Unit- II Novel

Gabriel García Márquez (Colombia)

One Hundred Years of Solitude

Julio Cortázar (Argentina)

Hopscotch

Mario Vargas Llosa (Peru)

The Feast of the Goat

Isabel Allende (Chile)

The House of the Spirits

Juan Rulfo (Mexico)

Pedro Páramo

Unit-III Drama

Ariel Dorfman (Chile)

Bertolt Brecht (translated by José Mancusi)

Federico García Lorca (Argentina/Spain)

Nilo Cruz (Cuba)

Death and the Maiden

The Good Person of Szechwan

Blood Wedding

Anna in Tropics

Unit- IV Short Stories

Jorge Louis Borges (Argentina)

Juan Jose Arreola (Mexico)

Hernando Tellaz (Colombia)

Octavio Paz (Mexico)

The Aleph

The Hands

Just Lather, that's All

The Labyrinth of Solitude (Excerpts)

Suggested Readings

Adolfo Bioy Casares: *The Invention of Morel*

Pablo Neruda: *Twenty Love Poems and a Song of Despair*

Gabriel García Márquez: *The Autumn of the Patriarch*

Carlos Fuentes: *The Death of Artemio Cruz*

References

Adorno, Rolena. *Colonial Latin American Literature: A Very Short Introduction*. Oxford: Oxford University Press, 2011.

Arellano, Jeronimo. *Magical Realism and the History of the Emotions in Latin America*. Pennsylvania: Bucknell University Press, 2015.

Concise Encyclopaedia of Latin American Literature. Ed. by Variety Smith. U.S.A: Fitzroy Dearborn, 2000.

Handbook of Latin American Literature. Ed. by David William Foster. Oxfordshire: Routledge, 2015.

Landmarks in Modern Latin American Fiction (Routledge Revivals). ed. by Philip Swanson. Oxfordshire: Routledge, 2016.

The Postmodernism Debate in Latin America. Ed. by John Beverley, José Oviedo, Michael Aronna. U.S.A.: Duke University Press, 1995.

Torres-Rioseco, Arturo. *The Epic of Latin American Literature*. California: University of California Press, 1970.

Unruh, Vicky. *Latin American Vanguard: The Art of Contentious Encounters*. California: University of California Press, 1994.

Williams, Raymond L.. *The Columbia Guide to the Latin American Novel Since 1945*. Columbia: Columbia University Press, 2007.

<p>Course Code: BEL802 Course Type: Core Course Credits: 4</p>	<p>Course Title American Literature</p>
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Course Objectives:

- to help the student understand the historical backdrop of American literature and what the American dream means
- to introduce the student to diverse ethnic cultures which are at the core of American literature
- to introduce the students to prominent American writers and important literary texts in American literature

Learning Outcomes:

By the end of the course, the student

- will have understood what the American dream means and the various social, cultural, and historical phenomena that contributed to the growth of American literature.
- will have familiarised himself/herself with multiple cultures and voices of America.
- will be acquainted with some of the classics in American literature.

Course Design

Unit- I Poetry

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

Unit- II Drama

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

Unit- III Fiction

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

Unit- IV Prose

R.W. Emerson	Self-reliance
Henry Adams	The Dynamo and the Virgin (from The Education of Henry Adams)

Suggested Readings

Toni Morrison: *Beloved*
J.D. Salinger: *The Catcher in the Rye*
Ralph Ellison: *Invisible Man*
Kurt Vonnegut: *Slaughterhouse-Five*

References

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

Course Code: BEL811 Course Type: Dissertation Credits: 12	Course Title Dissertation- II
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The B.A. (Hons.) in English Programme encourages the student to become a researcher and thus helps them pursue higher research programmes. In the eighth semester, the student submits a dissertation to the University on a topic from an area of their interest – in 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.



आंध्रप्रदेश केंद्रीय विश्वविद्यालय
CENTRAL UNIVERSITY OF ANDHRA PRADESH
Ananthapuramu

Four Year B.A. (Honours) English Programme

**List of Minor Courses to be offered by the Dept. of English
to the other Department Students**

Sl. No	Course Code	Course Titles	Total Credits	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	Short Story	4	3	1	0
Semester IV						
4	BEL411	Poetry	4	3	1	0
Semester V						
5	BEL511	The Novel	4	3	1	0
6	BEL512	Autobiography	4	3	1	0
Semester VI						
7	BEL611	Literature of the Indian Diaspora	4	3	1	0
8	BEL612	Film Studies	4	3	1	0
Semester VII						
9	BEL711	European Literature	4	3	1	0
Total Minor Courses: 9			36	27	9	0