

आंध्रप्रदेश केंद्रीय विश्वविद्यालय  
**CENTRAL UNIVERSITY OF ANDHRA PRADESH**  
**Ananthapuramu**

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



**vidya dadati vinayam**  
(Education gives humility)

**BA (Honours) English**



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



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**Important Information to the Students**

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

**Marks for the Attendance will be considered as follows:**

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

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

**Semester-End Examination**

Maximum Marks: 60

Time: 3 Hours

**Dissertation/ Project Report**

Dissertation Evaluation: 80 Marks

Viva Voce: 20 Marks



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**BA (Honours) English**

The BA (Honours) English programme offers a dynamic exploration of the English language and literature, exposing the student to various authors, genres, theories, and cultural contexts. The curriculum has an Indian Knowledge System component. Through rigorous study and scholarly writing, the student develops 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 the student to engage meaningfully with diverse perspectives and contribute positively to the world of literature. 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 the English language and literature, the programme equips the student with practical skills for diverse career paths. With specialised courses in language studies and introductory courses in translation studies, the student gains valuable insights into the intricacies of communication and linguistic analysis. Furthermore, the programme strongly emphasises enhancing communication skills, ensuring that the graduate is well-prepared to excel in a variety of professional settings, whether in academia or publishing and the media.

**Programme Objectives:**

- to enable the student to understand the significance of literary works in their social, cultural, and ideological contexts and holistically acquire mastery of the discipline
- to help the student explore the diversity of languages and literatures throughout the history of the world
- to guide the student to appreciate the hermeneutic engagement of creative writings/texts with gender, race, region, and identity across various contexts, thereby promoting their critical thinking and cultural awareness.
- to facilitate the student's cultivation of deep admiration for the influential role of literature

and language, encouraging continuous engagement with literary works and the exploration of varied perspectives and voices

- to help the student enhance their effective communication abilities to connect empathetically with diverse audiences, fostering understanding and empathy in personal interactions
- to train the student in innovative problem-solving approaches to tackle complex challenges encountered in academic, professional, and societal domains, contributing positively to a diverse and interconnected global community

### **Programme Outcomes:**

The successful completion of the BA (Honours) English programme will enable the student 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 academic, professional, and societal challenges, 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 can choose the prescribed number of courses from any other discipline (Undergraduate Programme) as their Minor. For example, a student majoring in English may minor in Psychology.

# 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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**BA (Honours) English**

**Semester-wise and Course-wise Credits**

Semester	Major	Minor	Inter-Disciplinary Elective (IDE/MDC)	AEC	SEC	VAC	SIP/CSP	Dissertation	Total Credits
<b>I</b>	CC 1 (4) CC 2 (4)	Minor 1 (4)	IDE 1 (3)	AEC 1 (2)	SEC 1 (3)	VAC 1 (2)	--	--	22
<b>II</b>	CC 3 (4) CC 4 (4)	Minor 2 (4)	IDE 2 (3)	AEC 2 (2)	SEC 2 (3)	VAC 2 (2)	--	--	22
<b>III</b>	CC 5 (4) CC 6 (4) CC 7 (4)	Minor 3 (4)	IDE 3 (3)	AEC 3 (2)	SEC 3 (4)	--	--	--	25
<b>IV</b>	CC 8 (4) CC 9 (4) CC 10 (4)	Minor 4 (4)	--	AEC 4 (4)	--	VAC 3 (2)	SIP (2)	--	24
<b>V</b>	CC 11 (4) CC 12 (4) CC 13 (4)	Minor 5 (4) Minor 6 (4)	--	--	--	--	CSP (2)	--	22
<b>VI</b>	CC 14 (4) CC 15 (4)	Minor 7 (4) Minor 8 (4)	--	--	--	--	--	Dissertation - I (4)	20
<b>VII</b>	CC 16 (4) CC 17 (4) CC 18 (4) CC 19 (4)	Minor 9 (4)	--	--	--	--	--	--	20
<b>VIII</b>	CC 20 (4) CC 21 (4)	--	--	--	--	--	--	Dissertation - II (12)	20
<b>Total</b>	84	36	9	10	10	6	4	16	<b>175</b>
<b>Percentage</b>	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 BA (Honours) English**  
**Programme Structure as per UGC Credit Framework**

Sl. No.	Course Code	Title of the Course	Credits	Contact Hours		
				L	T	P
Semester I						
1	BEL101	CC: Introduction to 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/MDC: MOOCs*	3	3	0	0
5	BEL113	AEC: Online	2	2	0	0
6	BEL114	SEC: Modern English Grammar and Pronunciation	3	3	0	0
7	BEL115	VAC: Indian Knowledge System (MOOCs)	2	2	0	0
8		Language Lab*	0	-	-	-
Total			22	19	3	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	3	0	0
7	BEL215	VAC: Ecology and Environment	2	2	0	0
8		Language Lab*	0	-	-	-
Total			22	19	3	0
Semester III						
1	BEL301	CC: Eighteenth-Century British Literature	4	3	1	0
2	BEL302	CC: Nineteenth-Century British Literature	4	3	1	0
3	BEL303	CC: Translation Studies	4	3	1	0
4	BEL311	Minor: The Short Story (for other students)	4	3	1	0
5	BEL312	IDE/MDC: MOOCs*	3	3	0	0
6	BEL313	AEC: Online	2	2	0	0
7	BEL314	SEC: IT Skills and Artificial Intelligence	4	2	0	2
8		Language Lab*	0	-	-	-
Total			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: English 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: The 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	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	138	30	7

**L:** Lecture  
**T:** Tutorial  
**P:** Practical

**CC:** Core Course

**IDE:** Inter-Disciplinary Elective

**AECC:** Ability Enhancement Compulsory Course

**SEC:** Skill Enhancement Course

**VAC:** Value-Added Course

\* **MOOCs:** Massive Open Online Courses

**1#:** LaTeX

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

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

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



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**Credit Distribution**

<b>Semester</b>	<b>Total Credits</b>	<b>Cumulative Credit at the end of the Semester</b>
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 Requirement for the Award of the Degree of  
BA (Honours) English as per UGC Guidelines**

<b>S. No.</b>	<b>Broad Category of Course</b>	<b>Minimum Credit Requirement</b>	
		<b>3-year UG</b>	<b>4-Year UG</b>
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
	<b>Total</b>	<b>120</b>	<b>160</b>

## **Semester-wise Detailed Syllabus**

## Semester I

Course Code: <b>BEL101</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Introduction to Literary Forms</b>
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### Course Objectives:

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

### Learning Outcomes:

By the end of the course, the student

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

### Course Design

#### Unit- I Introduction

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 Nonfictional Prose

Essay: Narrative, Descriptive, Argumentative, Expository, Analytical

Biography and Autobiography

Autobiography and Memoir

Novel and the Short Story

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

### **Suggested Readings**

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

### **References**

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

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<p>Course Code: <b>BEL102</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Evolution of the English Language</b></p>
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### Course Objectives:

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

### Learning Outcomes:

By the end of the course, the student

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

### Course Design

#### Unit- I

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*

Barbara Strang: *A History of English*

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



Hana Videen: *The Wordhord: Daily Life in Old English*  
H.C. Wyld: *The Growth of English: An Elementary Account*

### References

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

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<p>Course Code: <b>BEL111</b>  Course Type: <b>Minor</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Evolution of the English Language</b></p>
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### Course Objectives:

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

### Learning Outcomes:

By the end of the course, the student

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

### Course Design

#### Unit- I

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*

Barbara Strang: *A History of English*

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

Hana Videen: *The Wordhord: Daily Life in Old English*  
H.C. Wyld: *The Growth of English: An Elementary Account*

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

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<p>Course Code: <b>BEL112</b>  Course Type: <b>IDE/ MDC</b>  Credits: <b>3</b></p>	<p>Course Title  <b>IDE/MDC</b></p>
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### Online Learning Resources of MHRD

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

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/Write\\_up\\_online\\_learning\\_resources.pdf](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: <b>BEL113</b>  Course Type: <b>AEC</b>  Credits: <b>2</b></p>	<p><b>MOOCs/Online</b></p>
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### Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs)

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/Write\\_up\\_online\\_learning\\_resources.pdf](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: <b>BEL114</b>  Course Type: <b>SEC</b>  Credits: <b>3</b></p>	<p>Course Title  <b>Modern English Grammar and Pronunciation</b></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 familiarise 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

### Suggested Readings

Alan Cruttenden: *Gimson's Pronunciation of English*

John Wells: *Longman Pronunciation Dictionary*

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

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

### References

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

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

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

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

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

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

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

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

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<p>Course Code: <b>BEL115</b>  Course Type: <b>VAC</b>  Credits: <b>2</b></p>	<p>Course Title  <b>Indian Knowledge System</b>  <b>(MOOCs)</b></p>
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### Online Learning Resources of MHRD

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

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/Write\\_up\\_online\\_learning\\_resources.pdf](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: <b>BEL201</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Fourteenth to Sixteenth Century British Literature</b>
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### Course Objectives:

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

### Learning Outcomes:

By the end of the course, the student

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

### Course Design

#### Poetry

##### 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 Gover: *Confessio Amantis*

### References

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

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Course Code: <b>BEL202</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Seventeenth-Century British Literature</b>
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### Course Objectives:

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

### Learning Outcomes:

By the end of the course, the student

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

### Course Design

#### Poetry

##### Unit- I

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

##### Unit- II

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

##### Unit- III Drama

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

##### Unit- IV Non- Fictional Prose

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

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

### Suggested Readings

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

### References

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

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<p>Course Code: <b>BEL211</b>  Course Type: <b>Minor</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Literary Forms</b></p>
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### Course Objectives:

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

### Learning Outcomes:

By the end of the course, the student

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

### Course Design

#### Unit- I Introduction

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 Nonfictional Prose

Essay: Narrative, Descriptive, Argumentative,

Expository, Analytical

Biography and Autobiography

Autobiography and Memoir

Novel and the Short Story

Parts of a Novel: Plot, Character, Setting, Point of View

Types of Novels: Picaresque, Historical, Psychological,  
Abenteuerroman, Bildungsroman, Künstlerroman, Epistolary etc.  
The Short Story

### **Suggested Readings**

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

### **References**

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

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<p>Course Code: <b>BEL212</b>  Course Type: <b>IDE/ MDC</b>  Credits: <b>3</b></p>	<p>Course Title  <b>IDE/ MDC</b></p>
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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](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: <b>BEL213</b>  Course Type: <b>AEC</b>  Credits: <b>2</b></p>	<p>Course Title  <b>Understanding Disabilities</b>  <b>(offline/online)</b></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>

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<p>Course Code: <b>BEL214</b>  Course Type: <b>SEC</b>  Credits: <b>3</b></p>	<p>Course Title  <b>Academic Writing</b></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 devices 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 voice while reviewing others' works

### **Learning Outcomes:**

By the end of the course, the student

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

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

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

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

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

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

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

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## Semester III

Course Code: <b>BEL301</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Eighteenth-Century British Literature</b>
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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 student in gaining knowledge of the rise of the English novel
- to introduce the student to the major writers of the eighteenth century

### Learning Outcomes:

By the end of the course, the student

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

### Course Design

#### Unit- I Poetry

Alexander Pope  
Thomas Parnell  
William Cowper

Ode on Solitude  
A Hymn for Morning  
The Negro's Complaint

#### Unit- II Drama

William Congreve  
Richard Sheridan

The Way of the World  
The School for Scandal

#### Unit- III Fiction

Samuel Richardson  
Daniel Defoe

Pamela or Virtue Rewarded  
Moll Flanders

#### Unit- IV Prose

Joseph Addison  
Richard Steele  
Oliver Goldsmith

Mischiefs of Party Spirit  
Twenty-four Hours in London  
A City Night-Piece

### Suggested Readings

Jonathan Swift: *Gulliver's Travels*

Henry Fielding: *Tom Jones*

Oliver Goldsmith: *The Vicar of Wakefield*

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

## References

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

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<p>Course Code: <b>BEL302</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Nineteenth-Century British Literature</b></p>
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### Course Objectives:

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

### 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

John Keats  
Alfred Lord Tennyson

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

##### Unit- II

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

#### Non- Fictional 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.

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

- to introduce to the student the field of Translation Studies and its historical development and key issues
- to familiarise the student with central concepts and theories in translation
- to develop in the student a comprehensive understanding of the translation 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 translated novel/short story of their choice to understand the issues mentioned above)

#### Unit- III Theories of Translation

Early Transitional Theories

Scientific bent in Translation

Post-structuralist and Post-colonial 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**

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

### **References**

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

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Course Code: <b>BEL311</b> Course Type: <b>Minor</b> Credits: <b>4</b>	Course Title <b>The Short Story</b>
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### Course Objectives:

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

### Learning Outcomes:

By the end of the course, the student

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

### Course Design

#### Unit- I British

Somerset Maugham  
Arthur Conan Doyle  
Rudyard Kipling

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

#### Unit- II American

Edgar Allen Poe  
William Saroyan  
O Henry

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

#### Unit- III Indian

Ruskin Bond  
Manohar Malgonkar  
Keki N Daruwalla

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

#### Unit- IV World

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 and Wimal Dissanayake. U.K.: Penguin Books, 2001.
- The Penguin Book of the British Short Story: 2: From P.G. Wodehouse to Zadie Smith*. Ed. by Philip Hensher. U.K.: Penguin Books Limited, 2015.

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

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

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/Write\\_up\\_online\\_learning\\_resources.pdf](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: <b>BEL313</b> Course Type: <b>AEC</b> Credits: <b>2</b>	<b>MOOCs/ Online</b>
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### Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs)

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/Write\\_up\\_online\\_learning\\_resources.pdf](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: <b>BEL314</b> Course Type: <b>SEC</b> Credits: <b>4</b>	Course Title <b>IT Skills and AI</b>
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**Common Compulsory Course for all UG Programmes  
offered by the Dept. of Computer Science**

**Course Objectives:**

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

**Learning Outcomes:**

After completion of the course, student will be able to

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

**Course Design**

**Unit- I**

**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, 2<sup>nd</sup> Edition, 2019.  
S. Russell and P. Norvig. *Artificial Intelligence: A Modern Approach*. Prentice Hall, 4<sup>th</sup> Edition 2022.  
M. Tim Jones. *Artificial Intelligence: A Systems Approach (Computer Science)* Jones and Bartlett Publishers, Inc.; 1<sup>st</sup> Edition, 2008.

#### **References**

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

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## Semester IV

Course Code: <b>BEL401</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Twentieth-Century British Literature</b>
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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 help the student 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 deal 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 our world view.
- 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	In Memory of W.B. Yeats Consider This and in Our Time
Louis MacNeice	The Truisms Conversation

#### Unit- II Drama

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

#### Unit- III Fiction

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

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

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

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

### Learning Outcomes:

By the end of the course, the student

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

### Course Design

#### Unit- I Poetry

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

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

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<p>Course Code: <b>BEL403</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Fourth-World Literature</b></p>
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### Course Objectives:

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

### Learning Outcomes:

By the end of the course, the student

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

### Course Design

#### Unit- I Poetry

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

#### Unit- II Fiction

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

#### Unit- III Non-fiction

Jyotirao Phoole	Gulamgiri
David Unaipon	Legendary Tales of the Australian Aborigines

#### Unit-IV Autobiography

Momadaya	Way to Rainy Mountain
Om Prakash Valmiki	Joothan

### Suggested Readings

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

### References

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

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

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Course Code: <b>BEL411</b> Course Type: <b>Minor</b> Credits: <b>4</b>	Course Title <b>English Poetry</b>
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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 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 historical and socio-cultural factors in British society.
- will have acquainted themselves with prominent English poets and their major works.
- will have developed the ability to analyse and appreciate English poetry of different periods.

### Course Design

#### Unit- I: 15<sup>th</sup> and 16<sup>th</sup> Centuries

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

#### Unit- II: 17<sup>th</sup> and early 18<sup>th</sup> Centuries

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

#### Unit- III: 18<sup>th</sup> and 19<sup>th</sup> Centuries

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

#### **Unit- IV: 20<sup>th</sup> 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.

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Course Code: <b>BEL412</b> Course Type: <b>AEC</b> No. of Credits: <b>4</b>	Course Title <b>Building Mathematical Ability and Financial Literacy</b>
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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.

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Course Code: <b>BEL413</b> Course Type: <b>VAC</b> Credits: <b>2</b>	Course Title <b>Climate Change</b>
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### Course Objectives:

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

### Learning Outcomes:

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

### Course Design

#### Unit- I

##### Introduction

- 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.

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

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

## Semester V

Course Code: <b>BEL501</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Introduction to Cultural Studies</b>
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### Course Objectives:

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

### Learning Outcomes:

By the end of the course, the student

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

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

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

Movie

Mirch Masala

##### Ethnicity

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

### **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 et al. Treichler. Oxfordshire: Routledge, 1992.

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

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

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

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

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

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

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

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<p>Course Code: <b>MEL502</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Tribal Studies</b></p>
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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.

### 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

Haldhar Nag

Toppo Sultan Singh

Mamang Dai

The Dance of the Santals

The Earth's Lament

Ode to the Monsoon

Voices of the Adivasis

The Voice of the Mountain

Munibar Kujur

Joy Harjo

Jimmy Santiago Baca

Echoes of Tradition

I am the Land

In the City of Shuffling Feet

#### Unit- II Drama

Swadesh Deepak

Urmila Pawar

Tomson Highway

Chakravyuh

Whose Story is This?

The Rez Sisters

#### Unit- III Fiction

##### Novels

Vasava Manoj

The Book of Guardian: The Fur

Trapper's Daughter

Subir Ghosh  
Easterine Kire:

The Elephant Catchers  
Sky is My Father: A Naga Village Remembered

### 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.

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<p>Course Code: <b>BEL503</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Research Methodology</b></p>
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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 them 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 have understood the scope and significance of academic writing/ research writing.
- will be able to demonstrate an understanding of the different stages of research writing.
- will be able to apply different kinds of methodologies in their research.

## 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.*

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

#### **References**

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

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

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

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

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

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Course Code: <b>BEL511</b> Course Type: <b>Minor</b> Credits: <b>4</b>	Course Title <b>The Novel</b>
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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 and fictional techniques
- to guide the student in analysing and evaluating the 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, and their themes and techniques.
- will be able to examine and analyse an English novel.

### Course Design

#### Unit- I

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

#### Unit- II

Sir Walter Scott	Ivanhoe
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	Mayor of Casterbridge

#### Unit- IV

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

### Suggested Readings

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

## References

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

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Course Code: <b>BEL512</b> Course Type: <b>Minor</b> Credits: <b>4</b>	Course Title <b>The Autobiography</b>
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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 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  
A P J Abdul Kalam

My Days  
The Wings of Fire

#### Unit- II

Rabindranath Tagore  
A Revathi

My Reminiscences  
The Truth About Me

#### Unit- III

Helen Keller  
Anne Frank

My Life  
The Diary of a Young Girl

#### Unit- IV

Nelson Mandela  
Maya Angelou

Long Walk to Freedom  
I Know Why the Caged Bird Sings

### Suggested Readings

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

## References

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

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

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

## Semester VI

Course Code: <b>BEL601</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Gender Studies</b>
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### Course Objectives:

- to introduce the student to the terms *gender, patriarchy, hegemony, marginalisation*
- to familiarise the student with stereotypes that are part of the 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 have understood the connotations of certain terms in gender studies.
- will have understood why and how certain roles are assigned to women in an androcentric setup.
- will have learned about 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 et al. 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 and Victoria Robinson. London: Bloomsbury Publishing, 2020.  
Ruthven, K. K. *Feminist Literary Studies: An Introduction*. Cambridge: Cambridge University Press, 1990.

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<p>Course Code: <b>BEL602</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Introduction to Performance Studies</b></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 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 the main theories of performance, including those proposed by Richard Schechner, Dwight Conquer Good, Bertolt Brecht, Augusto Boal, Bharata, 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

Bharata- 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)

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.

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

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

### Learning Outcomes:

By the end of the course, the student

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

### Course Design

#### Unit- I Poetry

A.K. Ramanujan  
Suniti Namjoshi

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

Vijay Seshadri

Chitra Banerjee Divakaruni

#### Unit- II Non- Fictional Prose

Nirad C. Chaudhuri  
Amitav Ghosh

The Continent of Circe  
The Great Derangement

#### Unit- III Novel

Raja Rao  
Firdaus Kanga  
Meena Alexander

The Cat and Shakespeare  
Trying to Grow  
Nampally Road

#### Unit- IV Short Story

Anita Desai  
Rohinton Mistry

Bharati Mukherjee  
Jhumpa Lahiri

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

## **Suggested Readings**

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

Gaiutra Bahadur *Coolie Woman: The Odyssey of Indenture*

Kiran Desai: *The Inheritance of Loss*

Vikram Seth: *The Golden Gate*

## **References**

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

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

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

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

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

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

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

### Learning Outcomes:

By the end of the course, the student

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

### Course Design

#### Unit- I Language of Cinema

Fundamentals of Film Narrative, Film as a

Text- Alice Guy: The Life of Christ

Adaptations: Films Based on Literature

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

#### Unit- II Transitional Cinema

Mookies to talkies, Growth of Parallel Cinema/ offbeat cinema

Satyajit Ray: Pather Panchali, Mrinal Sen: Mrigayaa, Govind

Nihalani: Artha Satya

Authorship

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

Wes Anderson, Steven Spielberg, James Cameron

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

Gemini, R.K. Studios

#### Unit- III Genre in Hollywood Cinema

Definitions of Genre, Taxonomies of Genre,

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

#### **Unit- IV Popular Cinema in India**

Indian Popular Cinema in the Pre-Independence Era

Themes: Historical, Mythological, Folk and Patriotic

Raja Harischandra, Bhaktha Prahlada, Alam Ara

Indian Popular Cinema in the Post-Independence Era

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

Tamil: Nayakan

Telugu: Maya Bazar, Sankarabharanam

Malayalam: Chemmeen

Note: Film for the class presentations

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

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

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

#### **Suggested Readings**

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

Marshall McLuhan: *The Medium is the Message*

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

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

#### **References**

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

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

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

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

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

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

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

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

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

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

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



## Semester VII

Course Code: <b>BEL701</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Literature and Cinema</b>
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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 correspond or diverge
- to help the student 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 have understood the relation between literature and cinema.
- will be able to comprehend the challenges and issues that confront the adaptation process.
- will have acquired 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)

Ruth Prabhar Jhabvala

Heat and Dust (dir. James Ivory, 1983)

Harper Lee

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

Margaret Mitchell

Gone with the Wind (dir. Victor Fleming, 1939)

Jules Verne

Around the World in Eighty Days (dir. Michael Anderson, 1956)

R.K. Narayan

The Guide (dir. Vijay Anand)

Bapsi Sidhwa

Cracking India (Adaptation: Earth, (dir. Deepa Mehta, 1998)

### Suggested Readings

Helen Keller: *Three Days to See* Jeannette

Walls: *The Glass Castle*

Tara Westover: *Educated*

Cheryl Strayed: *Wild*

### 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 and 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. India: 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.

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<p>Course Code: <b>BEL702</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Life Narratives</b></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 progresses
- 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 be able to demonstrate how the great thinkers' mind evolves with time.
- 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  
Richard Attenborough

The Man Who Knew Infinity: A Life of the Genius Ramanujan  
Gandhi (Movie)

#### Unit- II

A Revathi  
Helen Keller  
Nalini Jamila

A Truth about Me: A Hijra Life Story  
My Life  
Autobiography of a Sex Worker

#### Unit- III

B R Ambedkar  
A P J Abdul Kalam

Waiting for Visa  
Wings of Fire

#### Unit- IV

Nelson Mandela  
Maya Angelou

Long Walk to Freedom  
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.

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<p>Course Code: <b>BEL703</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Literary Criticism</b></p>
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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	Natyashastra (Chapter on Rasa)
Anandavardhana	Dhvani
Kuntaka	Vakrokti

#### 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
Cleanth Brooks	The Language of Paradox
Carl Jung	The Psychology of the Unconscious

### Suggested Readings

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

## References

*A Rasa Reader: Classical Indian Aesthetics*. Ed. by Sheldon Pollock. Columbia: Columbia University Press, 2016.

*English Critical Texts: 16th Century to 20th Century*. Ed. by D. J. Enright and Ernst de Chickera. Oxford: Oxford University Press, 1971.

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

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

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

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<p>Course Code: <b>BEL704</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Folk Studies in India</b></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 lives of different races and tribes
- to help the student in understanding the hidden/underlying message in a folk text

### Learning Outcomes:

By the end of the course, the student

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

### Course Design

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

#### Unit- I Poetry

R Parthasarathy  
Sanatana Tanty  
Sonnet Mondal

Sitakant Mahapatra  
Leela Prasad

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

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

#### Unit- II Drama

Rabindranath Tagore  
Girish Karnad  
Dharamvir Bharti  
Ilango Adigal

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

#### Unit- III Fiction

Amitav Ghosh  
O.V. Vijayan  
Habib Tanvir

The Hungry Tide  
The Legends of Khasak  
Charandas Chor

#### Unit- IV Prose

A.K. Ramanujan  
Panchatantra Tale  
Ruskin Bond

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

### Suggested Readings

Angeline Boulley: *Firekeeper's Daughter*

*BA (Honours) English*

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

### References

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

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<p>Course Code: <b>BEL711</b>  Course Type: <b>Minor</b>  No. of Credits: <b>4</b></p>	<p>Course Title  <b>European Literature</b></p>
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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 the 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
Rainer Maria Rilke	The Sonnets to Orpheus No. X
	The First Elegy (Duino Elegies)

#### Unit- II Drama

Euripides	Medea
Aristophanes	The Clouds
Bertolt Brecht	Mother Courage

#### Unit- III Novel

Franz Kafka	The Trial
Maxim Gorky	Mother
F M Dostoyevsky	Crime and Punishment

#### Unit- IV Short Story

Leo Tolstoy	How Much Land Does a Man Need?
Guy de Maupassant	Vendetta
Anton Chekhov	The Lady with the Dog
	The Bet

### Suggested Readings

Lord Byron: *Don Juan*  
China Miéville: *The Last Days of New Paris*

Italo Calvino: *If on a Winter's Night a Traveler*  
Ursula K. Le Guin: *The Lathe of Heaven*

### References

- An Anthology of European Neo-Latin Literature*. Ed. by Daniel Hadas et al. London: Bloomsbury Publishing, 2020.
- Cohen, Walter. *A History of European Literature: The West and the World from Antiquity to the Present*. Oxford: Oxford University Press, 2017.
- Curtius, Ernst Robert. *European Literature and the Latin Middle Ages*. New Jersey: Princeton University Press, 2013.
- Orientations: An Anthology of European Travel Writing on Europe*. Ed. by Wendy Bracewell. Budapest: Central European University Press, 2009.
- The Bloomsbury Group: A Collection of Memoirs and Commentary*. Ed. by S.P. Rosenbaum. Canada: University of Toronto Press, 1995.
- The Oxford Handbook of Contemporary British and Irish Poetry. Ed. by Peter Robinson. Oxford: Oxford University Press, 2013.

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## Semester VIII

Course Code: <b>BEL801</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Latin American Literature</b>
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### Course Objectives:

- to introduce the student to major literary works from Latin America
- to help the student analyse and interpret texts within their cultural, historical, and thematic contexts
- to guide the student in exploring 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 the major literary works from Latin America
- will have enhanced their skill to analyse and interpret texts within their cultural, historical, and thematic contexts.
- will have explored the thematic concerns, stylistic innovations, and narrative techniques of Latin-American writers.

### 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)

Julia de Burgos (Puerto Rico)

Octavio Paz (Mexico)

Alejandra Pizarnik (Argentina)

Walking Around

Tonight I Can Write the Saddest Lines

To Julia de Burgos

Sunstone

The Awakening

Salvation

#### Unit- II Novel

Gabriel García Márquez (Colombia)

Julio Cortázar (Argentina)

Mario Vargas Llosa (Peru)

Isabel Allende (Chile)

Juan Rulfo (Mexico)

One Hundred Years of Solitude

Hopscotch

The Feast of the Goat

The House of the Spirits

Pedro Páramo

### Unit-III Drama

Ariel Dorfman (Chile)  
Federico García Lorca (Argentina/Spain)  
Nilo Cruz (Cuba)

Death and the Maiden  
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*. Ed. by Philip Swanson. Oxfordshire: Routledge, 2016.
- The Postmodernism Debate in Latin America*. Ed. by John Beverley et al. 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.

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

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

### Learning Outcomes:

By the end of the course, the student

- will have understood the various social, cultural, and historical phenomena that contributed to the growth of American literature.
- will have familiarised themselves with multiple cultures and voices of America.
- 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 <sup>th</sup> 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 ( <i>The Education of Henry Adams</i> )

### Suggested Readings

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

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

### References

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

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

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



आंध्रप्रदेश केंद्रीय विश्वविद्यालय  
**CENTRAL UNIVERSITY OF ANDHRA PRADESH**  
**Ananthapuramu**

**Courses offered by the Dept. of English under English Minor**

Sl. No	Course Code	Course Titles	Total Credits	L	T	P
<b>Semester I</b>						
1	BEL111	Evolution of the English Language	4	3	1	0
<b>Semester II</b>						
2	BEL211	Literary Forms	4	3	1	0
<b>Semester III</b>						
3	BEL311	The Short Story	4	3	1	0
<b>Semester IV</b>						
4	BEL411	English Poetry	4	3	1	0
<b>Semester V</b>						
5	BEL511	The Novel	4	3	1	0
6	BEL512	The Autobiography	4	3	1	0
<b>Semester VI</b>						
7	BEL611	Literature of the Indian Diaspora	4	3	1	0
8	BEL612	Film Studies	4	3	1	0
<b>Semester VII</b>						
9	BEL711	European Literature	4	3	1	0
<b>Total Minor Courses: 9</b>			<b>36</b>	<b>27</b>	<b>9</b>	<b>0</b>