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Four-Year Undergraduate Programme (FYUG) as per

National Education Policy-2020

**CHOICE BASED CREDIT SYSTEM
(CBCS)**

B.A.(English)



DEPARTMENT OF ENGLISH

GURUKULA KANGRI

(DEEMED TO BE UNIVERSITY)

HARIDWAR

(Deemed to be university u/s 3 of UGC Act 1956)

2022

DSC/ DSE/G E	Subject Code	Subject Title	Period Per Week			Evaluation Scheme			ESE	Subject Total
			L	T	P	Credit	CT	TA		
B.A. I Year										
Semester – I										
DSC-1	BEL C-101	Intro to Literary Forms and Periods	6		-	6	20	10	70	100
MIL	BEG C-101/201	English/MIL 1	6		-	6	20	10	70	100
Semester – II										
DSC-2	BEL C-201	English Poetry I	6		-	6	20	10	70	100
MIL	BEG C-101/201	English/MIL 1	6		-	6	20	10	70	100
Total						24				400
B.A. II Year										
Semester – III										
DSC-3	BEL C-301	English Drama	6		-	6	20	10	70	100
MIL	BEG C-301/401	English/MIL 2	6		-	6	20	10	70	100
SEC-1	BEL S-301	English Language Teaching	4		-	4	20	10	70	100
Semester – IV										
DSC-4	BEL C-401	English Novel	6		-	6	20	10	70	100
MIL	BEG C-301/401	English/MIL 2	6		-	6	20	10	70	100
SEC-2	BEL S-401	Soft Skills	4		-	4	20	10	70	100
Total						32				600
B.A. III Year										
Semester – V										
DSE-1	BEL E-501/BEL E-502/ BEL E-503	Indian Writing in English I/ OR American Literature/OR Introduction to Literary Theory/	6	-	-	6	20	10	70	100
			-							
SEC-3	BEL S-501	Creative Writing	4		-	4	20	10	70	100
GE-1	-	Any subjects from another department	6		-	6	20	10	70	100
Semester – VI										
DSE-2	BEL E-601/ BEL E-602	Indian Classical Literature OR Language and Linguistics	6	-	-	6	20	10	70	100
			-							
SEC-4	BEL S-601	Media and Communication Skills	4		-	4	20	10	70	100
GE-2		Any subject from another department	6		-	6	20	10	70	100
Total						32				600
B.A. IV Year										
Semester-VII										
DSC-5	BEL C-701	Academic Writing and Composition	6		-	6	20	10	70	100
DSC-6	BEL C-702	Research Methodology	6		-	6	20	10	70	100

DSE 3	BEL E-701/ BEL E-702/ BEL E-703/ BEL E-704/ BEL E-705/ BEL E-706	Advanced English Grammar/Phonetics and Phonology/Modern European Drama/Postcolonial Literatures/ Indian Writing in English II/Indian Popular Literature in English/	6		-	6	20	10	70	100
DSC 7	BEL C-703	Survey and Field work/ Research Project/ Dissertation			-	6	20	10	70	100
SEC 7		Management Paradigms in Bhagvad Gita	2			2	20	10	70	100
Total						26				500

Semester-VIII										
DSE- 4	BEL E-801/ BEL E-802/ BEL E-803	Language Policy and Planning/19 th Century Novel/ Modern Indian Writings in English Translation	6		-	6	20	10	70	100
DSE- 5	BEL E-804/ BEL E-805/ BEL E-806	Semantics/Shakespearean Drama/Partition Literature	6		-	6	20	10	70	100
DSE-6	BEL E-807/ BEL E-808/ BEL E-809	Sociolinguistics/20 th Century English Novel/Literature of the Indian Diaspora	6		-	6	20	10	70	100
DSC 8	BEL C-801	Research Project/ Dissertation			-	6	20	10	70	100
SEC 8		Ramcharitramanas	2			2	20	10	70	100
			Total			26				600
			G TOTAL							
<p>L = Lecture T = Tutorial S= Skill G= Generic P = Practical SP+ Student presentation/Seminars, C= Core , CT = Cumulative Test TA = Teacher Assessment, ESE = End Semester Examination DSC= Discipline Specific Core / DSE= Discipline Specific Elective / GE= General Elective / SEC= Skill Enhancement Course</p>										
<p>NOTE: The program is structured in a semester mode with multiple exit options with Certificate, Diploma and Basic Bachelor Degree at the completion of first, second and third years, respectively. The student who completes the four years Undergraduate Program, either in one stretch or through multiple exits and re-entries would get a Bachelor's degree with Honours.</p>										

ENGLISH (MIL) I (BEG C-101/201)

Course Outcomes

After completion of this course, student will be able to:

- Analyse grammatical sentence structures
- Write in a coherent and cohesive manner
- Read material with a purpose
- Understand the main idea of written content
- Pronounce English sounds in a proper manner

Unit I

English Grammar

Simple Sentences

Articles: Definite and Indefinite Articles

Nouns

Singular and Plural

Unit II

Writing Skills

Introduction to writing a Paragraph: Concept of Topic Sentences, Supporting Sentences and Conclusion

Concept of a Thesis Statement: Designing and Creating a Thesis Statement

Introduction to Essay Writing: Various types of Essays, Cause Effect Essays, Comparison and Contrast Essays.

Unit III

Phonetics and Spoken English

Speech Mechanisms and Speech Organs

Introduction to Vowels and Consonants

Identifying Speech Sounds in Words

Unit IV

Reading Skills

Introduction to Reading Skills: Identifying the main idea of the passage

Strategies of Reading: Skimming and Scanning

Reading Specific Passages: Descriptive and Argument Passages

Suggested Readings

Aarts. *New Oxford English Grammar*. Corby, Oxford University Press,

2010. Bakshi, Raj. *A Course in English Grammar*. 2010. Orient

Blackswan.

Collins, Peter, and Carmella Hollo. *English Grammar: An Introduction*. Basingstoke,

Hampshire, Palgrave Macmillan, 2017.

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Madras,

Macmillan Indian, 1981.

Godfrey, Jeanne. *Academic Writing*. Basingstoke, Macmillan Education/Palgrave, 2015.

Greenbaum, Sidney, and E S C Weiner. *The Oxford Reference Grammar*. Oxford, Oxford

University

Press, 2000.

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

Noida, Pearson India Education Services, , Cop, 2016.

J Sethi, and P V Dhamija. *A Course in Phonetics and Spoken English*. New Delhi, Prentice-

Hall Of India, 2002.

Oshima, Alice, and Ann Hogue. *Writing Academic English, Fourth Edition, Answer Key*. Pearson Longman.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*, Cambridge University Press, Cambridge, 2018.

Swales, John M, and Christine B Feak. *Academic Writing for Graduate Students:*

Essential Tasks and Skills. Ann Arbor, The University of Michigan Press, 2012.

Introduction to Literary Forms and Periods (DSC 1) (BEL C-101)

Course Outcomes

- Understanding the basic terminology and elements of various genres of literature such as poetry, drama, novel and short story.
- Analysing the underlying meaning of a given work of literature by using various literary elements.
- Identifying the various literary movements and periods.
- Identifying the distinctive features of each literary movement and period.

Forms

Reading a Novel- Definition and Types, Picaresque, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic Novel, Detective Novel, Science Fiction, Metafiction, Utopia/Dystopia, Mythological Fiction, Campus Fiction, Popular Fiction Elements of Drama- Plot, Settings, Characterisation, Themes, Narrative Technique

Poetry- Forms of Poetry- Definition and Main Features, Sonnet, Elegy, Ode, Epic, Ballad, Lyric, Allegory, Stanza Forms, Heroic Couplet, Blank Verse, Poetic Devices- Structure, Tone, Theme, Rhythm, Rhyme Scheme, Meter, Figures of Speech

Drama- Definition and Types, Tragedy, Comedy, Tragi-Comedy, Expressionist Drama, Poetic Drama, Closet Drama, Problem Play, Theatre of Absurd, Elements of Drama- Authorial Inclusion, Cacophony, Circumlocution, Conflict, Epilogue, Epitaph, Euphemism, Euphony, Malapropism, Unity of Time, Place and Action, Setting, Stage Direction, Theme

Short Story- Elements of Story- Plot, Characterisation, Narrative Technique, Themes

Periods

Renaissance and Reformation

Neoclassical Period

Romanticism

Victorian Period

Modernism and Postmodernism

References

- Blamires, Harry. *A Short History of English Literature*. 2nd ed., Routledge, 1984.
- Carter, Ronald, and John MacRae. *The Routledge History of English Literature in English: Britain and Ireland*. Routledge, 1997.
- Daiches, David. *History of English Literature*. Vol. I, II, III. , Allied Publishers, 1979.
- Evans, Ifor. *A Short History of English Literature*. Penguin Books, 1976.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Clarendon Press, 1994.

Paper - ENGLISH (MIL) II (BEG C-301/401)

After completing this course, the student will be able to:

- Understand advanced concepts in English Grammar
- Write logical arguments
- Write coherent and cohesive essays
- Understand the concept of syllables, accent and intonation

Unit I

Grammar

Adjectives

Adverbs

Tenses: Simple Present Tense, Present Progressive, Present Perfect, Simple Past Tense, Past Perfect, Past Progressive

Prepositions

Unit II

Writing

Argument Essays: Introduction to Argument Essays,

Logical Division of Ideas: Coherence, Cohesion, Writing in a Logical Manner

Letter Writing: Formal and Informal Letters

Report Writing: Official Reports, Journalistic Reports.

Unit III

Phonetics

Detailed Study of Production of Vowels and

Consonants Syllables

Accent and Intonation: Forms and Functions of Intonation

Phonetic Transcription: Transcription of Monosyllabic Words

Unit IV

Reading Skills

Locating and Matching Information in
a Passage Discursive Passages

References

Aarts. *New Oxford English Grammar*. Corby, Oxford University Press,

2010. Bakshi, Raj. *A Course in English Grammar*. 2010. Orient

Blackswan.

Collins, Peter, and Carmella Hollo. *English Grammar: An Introduction*. Basingstoke, Hampshire, Palgrave Macmillan, 2017.

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Madras, Macmillan Indian, 1981.

Godfrey, Jeanne. *Academic Writing*. Basingstoke, Macmillan Education/Palgrave, 2015.

Greenbaum, Sidney, and E S C Weiner. *The Oxford Reference Grammar*. Oxford, Oxford University Press, 2000.

Greenbaum, Sidney, and Randolph Quirk. *A Student's Grammar of the English Language*. Noida, Pearson India Education Services, Cop, 2016.

J Sethi, and P V Dhamija. *A Course in Phonetics and Spoken English*. New Delhi, Prentice-Hall Of India, 2002.

Oshima, Alice, and Ann Hogue. *Writing Academic English, Fourth Edition, Answer Key*. Pearson Longman.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*, Cambridge University Press, Cambridge, 2018.

Swales, John M, and Christine B Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills*. Ann Arbor, The University of Michigan Press, 2012.

English Poetry I (DSC 2) (BEL C-201)

Course Outcomes

At the end of the course the student will be able to:

- Identify and discuss the major trends and features of poetry during different periods

- Demonstrate an understanding of the influence of social, political and historical developments on the poetry of these periods.
- Illustrate skill in being able to analyze poetry by recognizing poetic features and employing poetic terms in the analysis.
- Display close reading of poems in the context of literary conventions and history.
- Recognize, explain and apply various rhetorical modes in writing.

Unit I

Geoffrey Chaucer *Prologue to Canterbury Tales*

Unit II

John Donne 'The Sunne
Rising' Andrew Marvel 'To
his coy mistress'

Unit III

John Milton *Paradise Lost: Book 1*

Unit IV

Thomas Gray 'Elegy Written in a Country Churchyard'

References

- Corns, Thomas N, editor. *The Cambridge Companion to English Poetry, Donne to Marvell*. Cambridge University Press, 2006.
- Danielson, Dennis, editor. *The Cambridge Companion to Milton*. Cambridge University Press, 2006.
- Grazia, Margreta De, and Stanley Wells, editors. *The New Cambridge Companion to Shakespeare*. Cambridge University Press, 2011.
- Hadfield, Andrew, editor. *The Cambridge Companion to Spenser*. Cambridge University Press, 2006.
- Rawson, Claude, editor. *The Cambridge Companion to English Poets*. Cambridge University Press, 2011.
- Rogers, Pat, editor. *The Cambridge Companion to Alexander Pope*. Cambridge University Press, 2008.

- Scanlon, Larry, editor. *The Cambridge Companion to Medieval English Literature 1100–1500*. Cambridge University Press, 2009.
- Schwartz, Louis, editor. *The Cambridge Companion to Paradise Lost*. Cambridge University Press, 2014.

English Drama (DSC 3) (BEL C-301)

After completion of this course student will be able to:

- Understand the historical developments that led to development of dramas
- Analyse the language used in dramas
- Respond positively to passages given from dramas

Unit I

William Shakespeare *Macbeth*

Unit II

John Webster *The Duchess of Malfi*

Unit III

William Congreve *Way of the World*

Unit IV

G.B. Shaw *Candida*

References

- Ali, Aamir. *A Basic Introduction to Shakespeare*. Oxford University Press, 1989.
- Bloom, Harold. *Christopher Marlowe*. Chelsea House, 1986
- Brown, John Russell. *Marlowe. Tamburlaine the Great Edward the Second and the Jew of Malta: A Casebook*. Palgrave Macmillan, 1982.
- Cheney, Patrick, editor. *The Cambridge Companion to Christopher Marlowe*. Cambridge University Press, 2006.
- Clemen, Wolfgang. *Shakespeare's Dramatic Art: Collected Essays*. Routledge, 2005.
- Fisk, Deborah Payne, editor. *The Cambridge Companion to English Restoration Theatre*. Cambridge University Press, 2006.

- Grazia, Margreta De, and Stanley Wells, editors. *The New Cambridge Companion to Shakespeare*. Cambridge University Press, 2011.
- Harp, Richard, and Stanley Stewart, editors. *The Cambridge Companion to Ben Jonson*. Cambridge University Press, 2006.
- Hoenselaars, Ton, editor. *The Cambridge Companion to Shakespeare and Contemporary Dramatists*. Cambridge University Press, 2012.
- Holdsworth, Roger Victor. *Jonson: Everyman in His Humour and The Alchemist: A Casebook*. Palgrave Macmillan, 1978
- O'Quinn, Daniel. *The Cambridge Companion to British Theatre, 1730–1830*. Edited by Jane Moody, Cambridge University Press, 2009.
- McEachern, Claire. *The Cambridge Companion to Shakespearean Tragedy*. Cambridge University Press, 2013.
- Smith, Emma, and Garrett Sullivan, editors. *The Cambridge Companion to English Renaissance Tragedy*. Cambridge University Press, 2010.
- Hulle, Dirk Van, editor. *The New Cambridge Companion to Samuel Beckett*. Cambridge University Press, 2015.
- Innes, Christopher, editor. *The Cambridge Companion to George Bernard Shaw*. Cambridge University Press, 2006.
- Levenson, Michael, editor. *The Cambridge Companion to Modernism*. The Cambridge University Press, 2011.
- Lewis, Pericles. *The Cambridge Introduction to Modernism*. Cambridge University Press, 2015.
- McDonald, Ronan. *The Cambridge Introduction to Samuel Beckett*. Cambridge University Press, 2012.
- Raby, Peter, editor. *The Cambridge Companion to Oscar Wilde*. Cambridge University Press, 2006.
- Raby, Peter, editor. *The Cambridge Companion to Harold Pinter*. Cambridge University Press, 2009.
- Scott, Michael, editor. *Casebook Series- Harold Pinter: The Birthday Party, The Caretaker and The Homecoming*. Palgrave Macmillan, 1986.
- Taylor, John Russell, editor. *Casebook Series- John Osborne: Look Back in Anger*. Palgrave Macmillan, 1991.

English Novel (DSC 4) (BEL C-401)

Course Outcomes

- After the completion of the course, the students will be able to:
-
- Trace the origin and growth of novel in England.
- Understand the various prevailing forces and factors such as social, political, economic and intellectual that led to the rise of novel in England.
- Comprehend the various forms of novel and related literary terms vis-à-vis the selected texts for in-depth analysis.
- Introduce students to representative novels of the 18th century and early 19th century

Unit I

Daniel Defoe *Robinson Crusoe*

Unit II

Henry Fielding *Joseph Andrews*

Unit III

Jonathan Swift *Gulliver's Travels* (Books III and IV)

Unit IV

Jane Austen *Pride and Prejudice*

References

Eagleton, Terry. *The English Novel: An Introduction*. Oxford: Blackwell Publishing, 2005.

Richetti, John J. *The Cambridge Companion to 'Robinson Crusoe'*. Signapore, 2018.

Lockwood, Thomas, and Ronald Paulson (Eds.). *Henry Fielding: The Critical Heritage*.

London: Routledge, 2013.

Bloom, Harold. *Jonathan Swift's Gulliver's Travels*. New York: Bloom's Literary Criticism, 2009.

Harish Trivedi (Ed.). *Jane Austen: An Anthology of Recent Criticism*. Delhi: Pencraft

International, 1996.

Indian Writing in English I (BEL E-501)

Course Outcomes

After the completion of this course, the students will be able to:

- Introduce students to the background of Indian Writing in English.
- Make the students comprehend the various historical and ideological factors that led to the emergence of Indian Writing in English.
- Understand the major movements and literary figures of Indian Writing in English till Independence through the selected literary texts.
- Enable the students to appreciate the unique Indian sensibility foregrounded through the selected literary texts.

Unit I

Henry Louis Vivian Derozio 'The Orphan Girl'

Sarojini Naidu 'The Bird of Time',
'Palaquin Bearers'

Rabindranath Tagor 'Gitanjali'

Unit-II

R.K. Narayan-*Swami and Friends*

Unit-III

Mulk Raj Anand *Untouchable*

Unit IV

Raja Rao *Kanthapura*

References

- Chakravarty, Joya. *Indian Writing in English: Perspectives*. Atlantic, 2003

- Dwivedi, Suresh Chandra. *Perspectives on Nissim Ezekiel*. K.M Agencies, 1989.
- King, Bruce. *Critical Essays on Indian Writing in English*. O.U.P., 1968
- Naik, M. K. *Dimensions of Indian English in Literature*. Sterling, 1984.
- Parthasarathy, R. *Ten Twentieth-Century Indian Poets*. Oxford University Press, 1975.
- Patel, Gieve. *How Do You Withstand Body*. Clearing House 1976

Suggested Topics and Background Prose Readings for Class Presentations

Indian English

Indian English Literature and its Readership Themes and Contexts of the Indian English Novel

The Aesthetics of Indian English Poetry

References

- Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
- K. R. S. Iyengar, *Indian Writing in English*. New Delhi: Sterling, 1985.
- A. K. Mehrotra ed., *An Illustrated History of Indian Literature in English*. New Delhi: Permanent Black, 2003.
-
- Meenakshi Mukherjee, *Twice Born Fiction*. New Delhi: Heinemann, 1971.
-
- Meenakshi Mukherjee, *The Perishable Empire: Essays on Indian Writing in English*. New Delhi: Oxford University Press, 2000.

American Literature (BEL E-502)

After completion of this course, the student will be able to:

- Understand the historical developments which led to the rise of American literature
-
- Appreciate the themes present in American novels.
-
- Write critical responses to questions about American literature
-
- Critically analyse the language used in American literature

Unit I

Ernest Hemmingway- *A Farewell to Arms*

Unit II

Toni Morrison *Beloved*

Unit III

Tennessee Williams- 'The Glass Menagerie'

Unit IV

Walt Whitman Selections from *Leaves of Grass*: Song of
Myself Part I 'O Captain, My Captain' '

Robert Frost-

'Mending Wall',

'Stopping in Woods

Suggested Topics

American Dream, Social Realism, Folklore, American Novel

References

- Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
- Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
- Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
- Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

- Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.
- Dutta, Nadana and Pramod K. Nayar. *American Literature*. Orient BlackSwan, 2016.
- Fitzgerald, F. Scott. *The Great Gatsby*. Penguin, 2000.
- Gray, Richard. *A Brief History of American Literature*. Wiley-Blackwell, 2011.
- King, Martin Luther. "I Have a Dream by Martin Luther King, Jr; August 28, 1963." *The Avalon Project*, Yale Law School, avalon.law.yale.edu/20th_century/mlk01.asp. Accessed 25 June 2019.
- Lee, Harper. *To Kill a Mockingbird*. Random House, 2015.
- Sen, Krishna and Ashok Sengupta. *A Short History of American Literature*. Orient BlackSwan, 2018.
- Trent, William Peterfield, et al. *The Cambridge History of American Literature*. Bibliolife, 2010.
- Twain, Mark. *The Adventures of Huckleberry Finn*. Penguin, 2003.
- Dutta, Nadana and Pramod K. Nayar. *American Literature*. Orient BlackSwan, 2016.
- Gray, Richard. *A Brief History of American Literature*. Wiley-Blackwell, 2011.
- Sen, Krishna and Ashok Sengupta. *A Short History of American Literature*. Orient BlackSwan, 2018.
- Trent, William Peterfield, et al. *The Cambridge History of American Literature*. Bibliolife, 2010.

Introduction to Literary Theory (BEL E 503)

Course Outcomes

After completion of this course, the student will be able to:

- enhance knowledge about the constructed ideas of the literary material, and a refined sense of theory
- develop an ability to look beyond the obvious and rewrite and reconstruct texts
- inquire into the nature and functions of literature and literary theory

Unit I

New Criticism and Formalism

Unit II

Structuralism

Unit III

Post-Structuralism and Deconstruction

Unit IV

Feminism

Unit V

Postcolonialism

Suggested Topics

East and West, Orientalism, 20th Century Theories, Postmodernism

References

- Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
- Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

Indian Classical Literature (BEL E-601)

Course Outcomes

After the completion of this course, the student will be able to:

- Study significant sections of Vyasa's Mahabharata in order to determine conceptualisation and representation of class, caste, gender, and disability in the context of the epic battle over rights and righteousness.
- Study Sanskrit drama, a Nataka, and a Prakarna, to appreciate its debts to Natyashastra in their formal aspects.
- Explore the central concerns of Sanskrit drama in relation to notions of the ideal ruler, lover, friend, and spouse; the voices of the poor and the marginalised, the position of women in different

social strata, the subversive use of humour, and the performative aspects of Sanskrit theatre.

- Introduce students to selections elucidating Sanskrit poetics; the Rasa theory from Natyashastra, to help students appreciate the inter-connections between theory and practice in theatre; a representation of disability in theatre, examined through the portrayal of Vidushaka.

Unit I

Vyasa, selections from *The Mahabharata*, from *The Mahabharata of Krishna-Dwaipayana Vyasa*, trans. K. M. Ganguli (Delhi: Munshiram Manoharlal Publishers, 2012).

- ‘The Dicing’ and ‘Sequel to Dicing’, Book 2, Sabha Parva, Section XLVI-LXXII
- ‘The Temptation of Karna’, Book 5, Udyog Parva, Section CXL-CXLVI.
- ‘Dhritrashtra and Gandhari’s Wrath’, Book 11, Section XI-XV.

Unit II

Kalidasa *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).

Unit III

Sudraka *Mrcchakatika*, tr. M.R. Kale (New Delhi: Motilal Banarasidas, 1962).

Unit-IV

Bhasa *Karnabharam* or *The Anguish of Karna* Thirteen Plays of Bhasa, tr. A.C. Woolner and Lakshman Swarup (Delhi: Motilal Banarasidas, 1985)

References

- Selections from *Natyasastra*, (i) Chapter 6, ‘The Sentiments’; (ii) Chapter 20, ‘Ten Kinds of Play’; trans. Manomohan Ghosh (Calcutta: Asiatic Society of Bengal, 1951) pp.105-17; 355-74.

- Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
- J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
- Edwin Gerow et al, 'Indian Poetics' in *The Literatures of India: An Introduction*, ed. Edward C. Dimock et al, Chicago: University of Chicago Press, 1974. Pp 115-143

Language and Linguistics (DSE 6) (BEL E 602)

Course Outcome

- After completion of this course, the student will be able to:
- understand the basic knowledge of Linguistics
- learn various aspects of language study and its applications
- understand the basics of pronunciation and articulation, thereby to improve communication skills

Unit I

Introduction to Syntax

Unit II

Concepts in Morphology

Unit III

Various issues in Semantics

Introduction to Sociolinguistics

Unit V

Introduction to Language Policy and Planning

References

Baker, Anne. *Linguistics*. Malden, Ma, Wiley-Blackwell, 2012.

Culicover, Peter W. *Syntax*. New York, N.Y., Academic Press, 1982.

Hurford, James R. *Semantics*. Cambridge, Cambridge University Press, 1994.

Wardhaugh, Ronald, and Janet M Fuller. *An Introduction to Sociolinguistics*. West Sussex, England, John Wiley & Sons, 2015.

Spolsky, Bernard. *The Cambridge Handbook of Language Policy*. Cambridge; New York, Cambridge University Press

Academic Writing and Composition (BEL C-701)

Course Outcomes

After completion of this course, the student will be able to:

- Write in a coherent and cohesive manner
-
- Analyse texts, understand them and chalk out the main idea
-
- Develop main ideas and supporting sentences and examples to write research essays
-
- Understand the concept of Thesis Statement

Unit I

Concept of Thesis Statement (Topic Sentence)

From Paragraphs to Papers

Unit II

How to Frame Arguments

Unit III

Concept of Cause-Effect Writings

Unit IV

How to read Research Papers in Social Sciences and Humanities

Unit V

Writing Review of Literature

References

Curzan, Anne, et al. *Academic English*. Harlow, England, Pearson, 2018.

Godfrey, Jeanne. *Academic Writing*. Basingstoke, Macmillan

Education/Palgrave, 2015. Jordan, R R. *Academic Writing Course*. Harlow, Longman, 2006.

Oshima, Alice, and Ann Hogue. *Writing Academic English*. 4th ed., White Plains, N.Y., Pearson Longman, 2006.

Oshima, Alice, et al. *Longman Academic Writing Series. Level 3, Paragraphs to Essays*. White Plains, NY, Pearson Education, 2017.

Research Methodology (BEL C-702)

Course Outcomes

At the end of the course the student will be able to:

- Demonstrate knowledge of Practical Criticism and be able it in writing a term paper.
- Display the ability to choose methods appropriate to research aims and objectives.
- Enable students to attain the knowledge of writing papers that construct logical and informed arguments.
- Exhibit skills in Qualitative and Quantitative Data Analysis and Presentation.
- Illustrate the ability to apply appropriate MLA style of referencing and citation details

Unit I

Practical Criticism and Writing a Term paper

Unit II

Different methods of Research

Unit III

The Mechanics of Writing a Research Paper

Unit IV

Qualitative and Quantitative Methods

Unit V

Referencing and Citation

References

Baker, Lynda. *Research Methods*. Baltimore, Md, Johns Hopkins University Press, 2016.

Berg, Bruce L, and Howard Lune. *Qualitative Research Methods for the Social Sciences*. Boston, Pearson, 2018.

Bryman, Alan. *Social Research Methods*. 4th ed., Oxford, Oxford University Press, 2012. Mcburney, Donald, and Theresa L White. *Research Methods*. Belmont, Ca, Wadsworth Cengage Learning, 2013.

(Language and Linguistics Group)

Advanced English Grammar (BEL E-701)

Course Outcomes

After completion of this course, the student will be able to:

- Identify and analyse different types of sentence structures
- Analyse and identify different clauses present in sentence structures
- Design tree diagrams to analyse sentence structures
- Understand the concept of different types of tenses

Unit I

Simple Sentences: Subject Predicate, Forms and Functions, Basic Structure of Simple Sentences, Various Transitive and Intransitive and Linking Verbs.

Unit II

Nouns and Articles: Countable, Uncountable and Proper Nouns, Genitives, Articles, Application and Uses of Articles.

Noun Phrases: Introduction to Noun Phrases, Parts of a Noun Phrase, Modifiers of Noun Heads

Unit III

Verb Phrases: Introduction to Verb Phrases, Structure of the Verb Phrase, Finite and Non-Finite Verb Phrases, Modifiers of the Verb

Adjectives and Adverbs: Concept of Adjectives, Concept of Adverbs, Adverbials

Unit IV

Tenses and Modal Auxiliaries: Tenses, Modal Verbs

Complex Sentences I: Concept of Complex Sentences, Subordinate and Superordinate Clauses, Structure of Subordinate Clause, Functions of Subordinate Clause.

Complex Sentences II: Adjectival Clauses, Appositive Clauses, Adverbial Clauses, Analysis of Complex Sentences

References

- Baker, Anne. *Linguistics*. Malden, Ma, Wiley-Blackwell, 2012.

- Culicover, Peter W. *Syntax*. New York, N.Y., Academic Press, 1982.

Semantics (BEL E-804)

References

After completion of this course, the student will be able to:

- Analyse language from the point of view of its meaning
- Understand how meaning is shaped by cultural and sociological contexts
- Understand speech acts

Unit I

Introduction to Semantics

Basics of Semantics

Sentences, Utterances and Propositions

Reference and Sense- Introduction

Unit II

Concept of Reference

Referencing, Expressions, Predicates

Universe of Discourse related to Predicates and Referring

Expressions, Deixis, Definiteness

Word and Things

Unit III

Concept of Sense

Sense Properties and Stereotypes

Sense Relations I

Sense Relations II

Unit IV

Logic

Introduction to Logic

Notation for Simple Propositions

Connectives 'And' & 'Or'

Advanced Connectives

References

Hurford, James R. *Semantics*. Cambridge, Cambridge University Press, 1994.

Sociolinguistics (BEL E-807)

Course Outcomes

After completion of the course, the students will be able to:

- Understand the concept of varieties and dialects.
- Apply Sociolinguistics theories to analyse various linguistic situations in society
- Develop the ability to understand and analyse empirical studies in the field of Sociolinguistics
- Analyse the usage of language in different social and cultural contexts

Unit I

Varieties of Language- I

Concept of Dialects-

Regional, Social Styles,

Registers and Beliefs

Pidgins and Creoles

Unit II

Codes

Bilingualism and

Multilingualism

Diglossia

Code-Switching

Unit III

Variation in Language- II

Concept of Linguistic Variables

Linguistics and Social Variation

Gender based Variation

Unit IV

Case Studies

Early Studies in New York, Norwich and Reading

Studies on Diglossia, Triglossia and Polyglossia carried out in Paraguay, Tanzania and Singapore Studies on Diglossia carried out in India

References

Wardhaugh, Ronald, and Janet M Fuller. *An Introduction to Sociolinguistics*. West Sussex, England, John Wiley & Sons, 2015.

Language Policy and Planning (DSE 8) (BEL E-801)

Course Outcomes

After completion of this course, the student will be able to:

- Understand the various language policies existing around the world
- Understand the way language policies are planned and developed
- Apply the concepts learnt to analyse real world problems
- Analyse the ways in which language policies affect lives of common people

Unit I

Introduction to Language Policy

Languages Practices, Ideologies
and Beliefs Concept of Language
Policy and its Domains

Unit II

Language Policy and the English Language

The Spread of English all over the
World Language Policy of the United
States of America

Unit III

Monolingual Nation States

Concept of Monolingualism
Monolingual Polities and emergence of
Multilingualism Monolingual Polities and
Linguistic Minorities

Unit IV

Language Policy and Planning in India

Emergence and Spread of English during the
Colonial Period Language Policy during the British
Raj
Emergence of a Language Policy in
Independent India Three Language Formula

References

Spolsky, Bernard. *The Cambridge Handbook of Language Policy*. Cambridge; New York, Cambridge University Press

Phonetics and Phonology (BEL E-702)

Course Outcomes

After completion of this course, the student will be able to:

- Understand the structures of sounds and sound systems
- Analyse the relationship of sounds with sentence structures, words etc.
- Analyse and understand phonological data

Unit I

Speech Production

Human Anatomy of Speech Production

Speech Organs

Articulation

Unit II

Vowel

Vowels and their symbols

English Short and Long Vowels

Diphthongs

Unit III

Consonants

Role of Larynx in Production of Consonants

Respiration and Voicing

English Plosives

Nasals and Consonants

Unit IV

Fricatives and Affricates

Production of Fricatives and Affricates

Fricatives in English

Affricates in English

Unit V

Stress Accent and Intonation

Concept of Syllable in English

Stress in Simple and Complex Words

Intonation and Accent

References

Baker, Anne. *Linguistics*. Malden, Ma, Wiley-Blackwell, 2012.

Western Literature Group

Modern European Drama BEL E-703

Course Outcomes

After completion of this course student will be able to:

- Demonstrate thorough knowledge in the field of Modern Drama.
- Be Familiar with different types of theatre.
- Broaden their knowledge in new patterns of Drama.
- Differentiate between Elizabethan Drama and Modern Drama

Unit I

Henrik Ibsen *Ghosts*

Unit II

Bertolt Brecht *The Good Woman of Szechuan*

Unit III

Eugene Ionesco- *Rhinoceres*

Unit IV

Harold Pinter- *Birthday Party*

Suggested Topics and Background Prose Readings for Class Presentations

Politics, Social Change and the
Stage Text and Performance

European Drama: Realism and Beyond

Tragedy and Heroism in Modern European

Drama The Theatre of the Absurd

References

- Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8,9, pp. 121–5, 137–46.
- Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
- George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.
- Barr, Shepherd. *Modern Drama: A Very Short Introduction*. Oxford University Press, 2016.
- Brecht, Bertolt, and John Willett. *Brecht on Theatre: The Development of an Aesthetic*. Bloomsbury, 2015.
- Camus, Albert. *The Myth of Sisyphus*. Penguin, 2005.
- Curran, A. "Brecht's Criticisms of Aristotle's Aesthetics of Tragedy." *Journal of Aesthetics and Art Criticism*, vol. 59, no. 2, pp. 167–184.
- Ellmann, Richard. *The Modern Tradition: Backgrounds of Modern Literature*. Oxford Univ. Pr., 1980.
- Esslin, Martin. *The Theatre of the Absurd*. Vintage, 2001.
- Gale, Maggie B., et al. *The Routledge Drama Anthology: from Modernism to Contemporary Performance*. Routledge, 2016.
- O'connor, John, and J. L. Styan. "Modern Drama in Theory and Practice, Volume III: Expressionism and Epic Theatre." *Theatre Journal*, vol. 35, no. 2, 1983, pp. 267-268, doi:10.2307/3207165.
- Pal, Swati. *Modern European Drama: Ibsen to Beckett*. Pencraft International, 2016.

Postcolonial Literatures BEL E-704

Course Outcomes

After completion of this course student will be able to:

- Have understanding of literature, Nation and tradition.
- Know how a literary text explicitly or allegorically represents various aspects of colonial oppression.
- Question how does a text reveal identity.
- Trace the history of Post -colonial global movements and its textual representation

Unit I

Chinua Achebe *Things Fall Apart*

Unit II

Nadine Gordimer- *My Son 's Story*

Unit III

Pablo Neruda 'Tonight I can
Write' 'The Way Spain Was'

Unit IV

Derek Walcott 'A Far Cry
from Africa' 'Names'

References

- Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
- Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
- Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).
- Barry, Peter. *Beginning Theory - An Introduction to Literary and Cultural Theory*. Viva Books, 2018.

- Booth, Howard J, editor. *The Cambridge Companion to Rudyard Kipling*. Cambridge University Press, 2011.
- Gandhi, Leela. *Postcolonial Theory – A Critical Introduction*. Columbia University Press, 2019.
- Irele, F. Abiola, editor. *The Cambridge Companion to the African Novel*. Cambridge University Press, 2010.
- Jenni, Ramone. *Postcolonial Theories*. Palgrave Macmillan, 2011.
- Lazarus, Neil, editor. *The Cambridge Companion to Postcolonial Literary Studies*. Cambridge University Press, 2006.
- Nayar, Pramod K. *Postcolonial Literature: An Introduction*. Pearson Education India, 2008.
- McLeod, John. *Beginning Postcolonialism* . Viva Books, 2011.
- Quayson, Ato, editor. *The Cambridge Companion to the Postcolonial Novel*. Cambridge University Press, 2015.
- Ramazani, Jahan, editor. *The Cambridge Companion to Postcolonial Poetry*. Cambridge University Press, 2017.

Shakespearean Drama BEL E-805

Course Outcomes

After completion of this course student will be able to:

- Be acquainted with Greek impact on English tragedy.
- Learn about the origin and development of British drama.
- Show familiarity with Major literary works by British writers in the field of drama.
- Differentiate between Comedy and Tragedy.

Unit-I

King Lear

Unit-II

Hamlet

Unit-III

As You Like It

Unit-IV

Twelfth Night

References

- Majorie Garber, Shakespeare After All. New York: Anchor, 2005.
- A.C. Bradley, Shakespearean Tragedy. New Delhi: Atlantic Publishers, 2021.
- Alexander Leggatt, The Cambridge Companion to Shakespearean Comedy. Cambridge University Press, 2001.
- Claire McEachern, The Cambridge Companion to Shakespearean Tragedy. Cambridge University Press, 2013.

19th Century Novel BEL E-802

Course Outcomes

After completion of this course student will be able to:

- Know about the development of the British Novel.
- Have the knowledge of Social Background of Britain during the Victorian Age.
- Gather and estimate the contribution of Women novelist in Victorian Age.
- Study and interpret the aspects of novel.

Unit I

Social Problem Novels

Background of Social Problems in the Victorian Age

Charles Dickens- *Hard Times*

Unit II

Representation of Women in Victorian Novels

Treatment of Women in Victorian Society

Charlotte Bronte- *Jane Eyre*

Unit III

Fatalism Vs Progress during the Victorian Age

Thomas Hardy- *The Mayor of Casterbridge*

Unit IV

Bildungsroman Novel

George Eliot- *The Mill on the Floss*

References

Hardy, Barbara. *The Novels of George Eliot: A Study in Form*. London: The Athlone Press, 1959.

Glen, Heather (Ed.). *New Casebooks: Jane Eyre*. London: Palgrave Macmillan, 1997.

Wolfreys, Julian (Ed.). *New Casebooks: The Mayor of Casterbridge*. London: Palgrave MacMillan, 2000.

Price, Martin (Ed.). *Dickens: A Collection of Critical Essays*. New Jersey: Prentice Hall, 1967.

20th Century English Novel BEL E-808

Course Outcomes

After completion of this course student will be able to:

- Know the complexities of the literary text.
- Reflect upon the British stand towards Indians before independence.
- Think about non- fixity of meaning of a creative work.
- Learn about psychological novel and Stream of consciousness technique

Unit-I

Joseph Conrad *Heart of Darkness*

Unit-II

E.M. Forster *A Passage to India*

Unit-III

D.H. Lawrence *Sons and Lovers*

Unit-IV

Virginia Woolf *Mrs. Dalloway*

References

Moore, Gene M. (Ed.). *Joseph Conrad's Heart of Darkness: A Casebook*. London: Oxford University Press, 2004.

Beer, John (Ed.). *A Passage to India: Essays in Interpretation*. London: Palgrave Macmillan, 1985.

Shahane, Vasant A. (Ed.). *Focus on Forster's "A Passage to India": Indian Essays in Criticism*. Bombay: Orient Longman, 1975.

Rylance, Rick (Ed.). *New Casebooks: Sons and Lovers*. London: Macmillan, 1996.

Worthen, John. *D. H. Lawrence: A Literary Life*. London: Macmillan, 1989.

Humm, Maggie. *The Edinburgh Companion to Virginia Woolf and the Arts*. Edinburgh: Edinburgh University Press, 2010.

Indian English Literature Group

Indian Writing in English-II BEL E-705

Course Outcomes

After completion of this course, the student will be able to:

- Understand the major movements and literary figures of Indian Writing in English post-Independence through the selected literary texts across genres.
- Enable the students to interpret the selected texts in the light of various issues and processes such as colonialism, neo-colonialism, nationalism and globalization.
- Study and appreciate the multiple Indian subjectivities that emerge from these selected texts.
- Place Indian Writing in English within the corpus of Indian Literature and understand the evolution of Indian culture from traditional

Unit I

R.K. Narayan *The Guide*

Unit II

Anita Desai *In Custody*

Unit III

Kamla Das *'My Grandmother's House'*

Nissim Ezekiel *'Goodbye Party for Miss Pushpa T.S.'*

A.K. Ramanujan *'Self-Portrait'*

Unit IV

Mahesh Dattani *Tara*

References

- Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire*

- (New Delhi: OUP, 2000) pp.187–203.
- Bruce King, ‘Introduction’, in *Modern Indian Poetry in English* (New Delhi: OUP, 2ndedition, 2005) pp. 1–10.
- K. R. S. Iyengar, *Indian Writing in English*. New Delhi: Sterling, 1985.
- A. K. Mehrotra ed., *An Illustrated History of Indian Literature in English*. New Delhi:Permanent Black, 2003.
- Meenakshi Mukherjee, *Twice Born Fiction*. New Delhi: Heinemann, 1971.

Indian Popular Literature in English BEL E-706

Course Outcomes

After completion of this course, the student will be able to:

- Introduce the idea of 'Indian Popular Literature' to students and stress its importance within modern culture and literature.
- Enable students to trace the emergence of genre fiction and bestsellers and study the socio-economic and cultural conditions among others that led to its rise in India.
- Familiarize students with certain nuances pertaining to culture, and the basis of differentiation between high and low culture in popular perception and reception.
- Aid the students in understanding the very essence of what constitutes the canonical and non-canonical, and literary and non-literary fiction

Unit I

Chetan Bhagat - *Five Point Someone*

Unit II

Ruskin Bond – *Blue Umbrella*

Unit III

Amish Tripathi - *Sita: Warrior of Mithila*

Unit IV

Durgabai Vyam and Subhash Vyam *Bhimayana: Experiences of Untouchability/*

Autobiographical Notes on Ambedkar

Suggested Topics

Coming of Age

The Canonical and
the PopularCaste,

Gender and Identity

Ethics and Education in Children's

Literature Sense and Nonsense

The Graphic Novel

References

- Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor
- J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.

Modern Indian Writing in English Translation BEL E-803

Course Outcomes

After completion of this course, the student will be able to:

- Introduce students to the strength and significance of Indian writing in languages other than English.
- Enable the students to appreciate the contributions of modern Indian writing, particularly in Hindi, through their translations into English.
- Familiarize students with nuances pertaining to translation vis-à-vis writings in Hindi and their translations into English.
- Address the question of authenticity and appreciate the richness and diversity of Indian sensibility that is foregrounded through these texts.

Unit I

Premchand - *Godaan : The Gift of a Cow*

Unit II

Shrilal Shukla - *Rag Darbari*

Unit III

Dharamvir Bharati - *Andha Yug*

Unit IV

Mohan Rakesh- *The Half Way House (Aadhe Adhure)*

Suggested Topics

The Aesthetics of Translation

Modernity in Indian Literature Caste, Gender and Resistance Questions of Form

in 20th Century Indian Literature

References

- Rabindranath Tagore, 'Nationalism in India', in *Nationalism* (Delhi:PenguinBooks, 2009) pp. 63-83.

- Namvar Singh, 'Decolonizing the Indian Mind', *Indian Literature* Vol. 35No. 5(151) (Sept.-Oct. 1992) pp. 145-56.
- Aparna Dharwadker, 'Modern Indian Theatre', in *Routledge Handbook ofAsianTheatre*, ed. Siyuan Liu (London: Routledge 2016) pp. 243-67.
- Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad:Orient Longman, 1994) pp. 34-45.

Partition Literature BEL E-806

Course Outcomes

After the completion of this course, the student will be able to:

- Introduce students to literary representations of the Partition of India in 1947.
- Provide a comprehensive view of the literary responses to one of the subcontinent's most tumultuous events of geographical division and displacement informed by trauma and violence.
- Enable the students to understand some pertinent issues and topics related to the partition of India in 1947, that is, colonialism, British rule in India, nationalism, communalism, violence, homelessness, exile and migration, and rehabilitation.
- Familiarize students with the impact of partition on varied geopolitical spaces.

Unit I

Amrita Pritam – *Pinjar*

Unit II

Bhisham Sahni – *Tamas*

Unit III

Khushwant Singh - *Train to Pakistan*

Unit IV

Chaman Nahal – *Azadi*

Suggested Topics

Colonialism, Nationalism and Partition

Communalism and Violence

Homelessness and Exile

Women and Partition

References

- Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
- Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
- Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.

Literature of the Indian Diaspora BEL E-809

Course Outcomes

After completion of this course, the student will be able to:

- Introduce students to the Indian diasporic writing in English, focusing on the intrinsic link between literature and diaspora.
- Inculcate in students the ability to understand the various practices and processes of diaspora, that is, appreciation of cross-cultural living, global intersectionality, culminating in assimilation and acculturation.
- Enable the students to understand some pertinent issues and topics related to the Indian Diasporic Literature, that is, identity, nostalgia, homeland, rootlessness, displacement, negotiation, multiculturalism and assimilation.
- Familiarize students with the writings of diverse authors of Indian origin and focus on unique Indian experiences demonstrated and explicated through their writing

Unit I

V.S. Naipaul- *A House for Mr Biswas*

Unit II

Rohinton Mistry- *A Fine Balance*

Unit III

Jhumpa Lahiri- *The Namesake*

Unit IV

Arvind Adiga- *The White Tiger*

Suggested Topics

The Diaspora

Nostalgia

New Medium

Alienation

References

- “Introduction: The diasporic imaginary” in Mishra, V. (2008). *Literature of the Indiandiaspora*. London: Routledge
- “Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005).
 - *Diaspora & hybridity*. London: Sage Publications.
- “The New Empire within Britain,” in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

SKILL ENHANCEMENT COURSES

English Language Teaching BEL S-301

Course Outcomes

After completion of this course, the student will be able to:

- Understand the structures of English Language & write with clarity at all levels.
- Identify and select appropriate methods for teaching English Language and Literature.
- Discover and utilize suitable materials for English Language teaching.
- Assess language skills by adopting suitable set of criteria.

Unit I

Knowing the Learner

Unit II

Structures of English Language

Unit III

Methods of teaching English Language and Literature

Unit IV

Materials for Language Teaching

Unit V

Assessing Language Skills

Using Technology in Language Teaching

References

- Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).
- Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).
- Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).
- *Business English* (New Delhi: Pearson, 2008).

- R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics*
- (New Delhi: Orient BlackSwan, 4th edn, 2013).
- Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

Soft Skills BEL S-401

Course Outcomes

After completion of this course, the student will be able to:

- Understand the meaning and significance of soft- skills.
- Develop interpersonal skills for co- operating towards team work.
- Illustrate and develop strong and steady emotional intelligence.
- Attain and enhance excellent problem solving skills.

Unit I

Teamwork

Unit II

Emotional Intelligence

Unit III

Adaptability and Leadership

Unit IV

Problem Solving

References

- *English and Soft Skills*. S.P. Dhanavel. Orient BlackSwan 2013
- *English for Students of Commerce: Precis, Composition, Essays, Poems* eds. Kaushik, et al.

Creative Writing BEL S-501

Course Outcomes

After completion of this course, the student will be able to:

- Understand the importance of reading as a part of the creative writer's development.
- Attain inspiration and idea from critical reading.
- Develop skills related to creative writing, editing and publishing through print media.
- Apply advance creative skills in writing for media.

Unit I

What is Creative Writing Unit

Unit II

The Art and Craft
of Writing Modes
of creative Writing

Unit III

Writing for the Media

Unit IV

Preparing for Publication

References

Creative writing: A Beginner's Manual by Anjana Neira DevandOthers, Published by Pearson, Delhi, 2009.

Media and Communication Skills BEL S-401

Course Outcomes

After completion of this course, the student will be able to:

- Identify and discuss concepts related to different forms of Mass Communication.
- Understand the types and ethics of advertisement & be able to design advertisement and storyboards.
- Create written and materials for T.V., Radio & Newspapers.
- Identify the types & Impacts of Social & Cyber Media on society.

Unit I

Introduction to Mass Communication

Mass Communication and Globalisation

Forms of Mass Communication

Unit II

Advertisements

Types of Advertisements

Advertising Ethics

How to create Advertisement/ Storyboards

Unit III

Media Writing

Scriptwriting for TV and Radio

News Reports and Editorials

Editing for Print and Online Media

Unit IV

Introduction to Cyber Media and Social Media

Types of Social Media

The Impact of Social Media

Introduction to Cyber Media

RAMCHARITRAMANAS**Credits- 2 (SEC)-8th Semester****Unit I**

Balkand- Narad oh praPsang, Abhiman, Doha No- 123, 128, 132, 136

Ayodhyakand- Duties of- (husband, brother, wife) – Doha No- 60, 61, 62, 63

Unit II

Ayodhyakand- Nature Worship, Concept of a mother, Concept of fame- Doha No- 101, 102, 164, 206, 207, 211

Unit III

Aranyakand- Maarich Vimarsh- Duvidha Nivaran, Krodha Parinam Pashyatap- Doha No- 24, 25, 26, 28

Unit IV

Sundarkand- Sense of Duty, Doha No- 1, 2, 3, 4, 6, 8, 17, 19, 22, 35, 36, 37, 38, 39

Unit V

Lankakand and Uttarkand- Ram ka Sahodar Prem, Sant Assant Lakshan- Doha No- 60, 61, (Lankakand) Doha No- 36, 37, 38, 39, 40, 48

SKILL ENHANCEMENT COURSE
Management Paradigms in Bhagvat Gita
Credits- 2- 7th Semester

Unit I

2nd Adhyay- Stith Prajna Purush ka Swaroop- Shloka No 13, 14, 21, 31, 33, 37, 38, 40, 45, 54, 62

Unit II

3th and 4th Adhyay- Karm ka Adarsh Roop avum Mahima- Shloka No- 7, 8, 9, 13, 15, 16, 19, 23, 25

Unit III

5th Adhyay- Gyani ki Parikalpana

Unit IV

6th Adhyay- Indriyon par Niyantaran- Shloka No- 37, 38, 40, 45

Unit V

18th Adhyay- Satvik Gun- Shloka No- 45, 46, 49, 50