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UNIVERSITY BAREILLY

**SCHEME OF INSTRUCTION AND
SYLLABI
OF
B.A. (HONORS) ENGLISH**

(Effective from the Academic Session 2026-27)

DEPARTMENT OF APPLIED SCIENCES & HUMANITIES

INVERTIS UNIVERSITY

Bareilly-Lucknow NH-24, Bareilly, U.P. (243123)

SEMESTER I

S. No.	Category	Paper	Course Code	SUBJECT	PERIODS			Evaluation Scheme		Subject Total	Credit
					L	T	P	CA	EE		
I SEMESTER											
1	DSC	1	BAEN101	Indian Classical Literature	4	0	0	30	70	100	4
2	DSC	2	BAEN 102	European Classical Literature	4	0	0	30	70	100	4
3	DSC	3	BAEN 103	History of English Literature	4	0	0	30	70	100	4
4	AECC-I	4	BAEN104	English/MIL Communication	2	0	0	15	35	50	2
5	GE-I	5	BAEN115	Academic Writing and Composition	4	0	0	30	70	100	4
			BAEN 116	Mass Communication Studies							
6	LAB-I	6	BAEN 151	Functional English	0	0	4	15	35	50	2
7	LAB-II	7	BAEN152	Applied Phonetics Lab	0	0	4	15	35	50	2
TOTAL					18	0	8	165	385	550	22

BAEN101: INDIAN CLASSICAL LITERATURE

Teaching Scheme Lectures: 4 hrs./ week Credit : 4		Examination Scheme Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
Course Objectives:		
<ol style="list-style-type: none"> 1. To introduce students to the literary, philosophical and cultural richness of ancient and classical Indian texts. 2. To analyse the narrative techniques, dramatic structures and thematic concerns in Kalidasa's <i>Abhijnana Shakuntalam</i>. 3. To examine the representation of dharma, power, gender and fate in the epic episodes from <i>The Mahabharata</i>. 4. To explore social realism and urban life in Sudraka's <i>Mrcchakatika</i> (<i>The Little Clay Cart</i>). 5. To interpret the poetic and moral dimensions of Ilango Adigal's <i>Cilappatikaram</i> with focus on justice and devotion. 6. To situate Indian classical literature within broader comparative frameworks of world literature. 		
Unit	Topics	No. of Lectures
I	Kalidasa <i>Abhijnana Shakuntalam</i> , tr. Chandra Rajan, in <i>Kalidasa: The Loom of Time</i> (New Delhi: Penguin, 1989).	15
II	Vyasa 'The Dicing' and 'The Sequel to Dicing', in <i>The Mahabharata</i> : tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.	15
III	Sudraka <i>Mrcchakatika</i> , tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962)	15
IV	Ilango Adigal 'The Book of Banci', in <i>Cilappatikaram: The Tale of an Anklet</i> , tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.	15
<i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i>		
The Indian Epic Tradition: Themes and Recensions Classical Indian Drama: Theory and Practice Alankara and Rasa Dharma and the Heroic		
<i>Readings</i>		
1. Bharata, <i>Natyashastra</i> , tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.		
2. Iravati Karve, 'Draupadi', in <i>Yuganta: The End of an Epoch</i> (Hyderabad: Disha, 1991) pp. 79–105.		
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., <i>Indian Philosophy, vol. V, Theory of Value: A Collection of Readings</i> (New York: Garland, 2000) pp. 33–40.		
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in <i>Orientalism and the Postcolonial Predicament: Perspectives on South Asia</i> , ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.		
Course Outcomes		
CO1	Identify key genres, conventions and historical contexts of Indian classical literary works.	
CO2	Critically analyse characters, plot structures and symbolic elements in <i>Shakuntalam</i> and <i>Mrcchakatika</i> .	
CO3	Evaluate the ethical and political dilemmas presented in the dicing episode of <i>The Mahabharata</i> .	

CO4	Demonstrate understanding of the narrative architecture and cultural values in Cilappatikaram.
CO5	Compare thematic treatments of love, loss, justice and social hierarchy across the prescribed texts.
C06	Articulate the relevance of Indian classical literature to contemporary literary and cultural studies.

BAEN102: EUROPEAN CLASSICAL LITERATURE

Teaching Scheme Lectures: 4 hrs./ week Credit : 4	Examination Scheme Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
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Course Objectives:

1. To provide a foundational understanding of Greek and Roman literary traditions and their historical contexts.
2. To analyse Sophocles' *Oedipus the King* as a tragedy of fate, irony and self-discovery.
3. To examine Roman comedy through Plautus' *Pot of Gold*, focusing on stock characters and humour.
4. To explore mythological narratives in Ovid's *Metamorphoses* with attention to transformation and power.
5. To develop skills in close reading and interpretation of classical texts in translation.
6. To trace the influence of European classical literature on later Western literary movements.

Unit	Topics	No. of Lectures
I	Introduction to Classical Literature (Greek and Roman)	15
II	Sophocles <i>Oedipus the King</i> , tr. Robert Fagles in <i>Sophocles: The Three Theban Plays</i> (Harmondsworth: Penguin, 1984).	15
III	Plautus <i>Pot of Gold</i> , tr. E.F. Watling (Harmondsworth: Penguin, 1965).	15
IV	Ovid <i>Selections from Metamorphoses</i> 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).	15

Suggested Topics and Background Prose Readings for Class Presentations Topics

The Epic Comedy and Tragedy in Classical Drama the Athenian City State Catharsis and Mimesis
 Satire Literary Cultures in Augustan Rome

Readings

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

Course Outcomes

CO1	Distinguish the major characteristics of Greek tragedy and Roman comedy.
CO2	Critically interpret the themes of fate, blindness and knowledge in <i>Oedipus the King</i> .
CO3	Analyse the use of dramatic irony, suspense and comic devices in Plautus' <i>Pot of Gold</i> .
CO4	Discuss Ovid's narrative techniques and the theme of metamorphosis in the selected myths.
CO5	Compare classical literary conventions across genres and authors.
C06	Connect classical motifs and archetypes to subsequent European literary works.

BAEN103: HISTORY OF ENGLISH LITERATURE

Teaching Scheme Lectures: 4hrs/ week Credit : 4	Examination Scheme Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
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Course Objectives:

1. To trace the chronological development of English literature from Anglo-Saxon to Postmodern periods.
2. To examine major literary movements, authors and works within their socio-political contexts.
3. To analyse the distinctive features of each period – from medieval drama to modernism and postmodernism.
4. To explore the contributions of key figures such as Chaucer, Shakespeare, Milton, Pope, Wordsworth, Eliot and Woolf.
5. To understand the impact of historical events (Renaissance, Reformation, French Revolution, World Wars) on literary production.
6. To enable critical comparison of poetic, dramatic and prose forms across ages.

Unit	Topics	No. of Lectures
I	The Anglo-Saxon literature, The Norman French period, The age of Chaucer	7
II	Middle English Period: The medieval drama; mystery plays, morality plays and the interludes,	7
III	The Renaissance- The early renaissance- beginning of the era: Age of Queen Elizabeth I, Contribution of Shakespeare to this age, The Puritan Age or Age of Milton: Milton as a poet and his contribution	7
IV	The Neoclassical Period- Beginning of Neoclassicism (Dryden's contribution, Glorious Revolution of 1688), The Augustan Age or the triumph of Neoclassicism (Age of Prose and Reason), The Augustan Age or the triumph of Neoclassicism (Pope and Heroic couplet, poetic diction and satire)	7
V	The Romantic Period: The triumph of Romanticism (social, economic, political, cultural conditions, Renaissance of wonder and influence of French Revolution on poets of the Age) ,The triumph of Romanticism (Elements of Medievalism, Escapism, supernaturalism and melancholy in poetry)	7
VI	The Victorian age (women novelists, pre-Raphaelite poetry, Oxford Movement)	7
VII	The Nineteenth Century (Reflection of changes in the English society due to Industrial Revolution in the nineteenth century novel), The Nineteenth Century (Feminist movement)	6
VIII	The Modern Period: Works written after the start of World War I. early 20th-century poetry (Eliot, Yeats), modernist fiction (Woolf, Joyce, Conrad), drama (Shaw, Beckett), and intellectual shifts driven by Freud, Einstein, and World Wars.	6
IX	The Postmodern Period: Introduction to Postmodernism: Definitions, Context, and Shift from Modernism.	6

Suggested Topics and Background Prose Readings for Class Presentations Topics

Humanism and the revival of classical philosophy; Elizabethan drama (Shakespeare, Marlowe) as a

reflection of political power; the Metaphysical poets (John Donne) and the blending of emotion and logic; the rise of Puritan prose (Milton, Bunyan).

Readings

1. Novels: Mrs. Dalloway (Woolf), A Passage to India (Forster), Heart of Darkness (Conrad).

2. Poetry: "The Love Song of J. Alfred Prufrock" (Eliot), "The Second Coming" (Yeats).

3. Prose: 1984 or Animal Farm (Orwell).

Course Outcomes

CO1	Identify and sequence the major periods and movements in English literary history.
CO2	Explain the characteristic themes, styles and forms of each period (e.g., Neoclassical satire, Romantic lyric, Modernist fragmentation).
CO3	Analyse representative texts from the syllabus in relation to their intellectual and historical contexts.
CO4	Evaluate the contributions of prescribed authors to the development of English literature.
CO5	Compare and contrast literary responses to similar themes (e.g., nature, self, society) across different ages.
CO6	Critically engage with period labels and theoretical shifts (e.g., Modernism to Postmodernism).

BAEN104: ENGLISH /MIL COMMUNICATION

Teaching Scheme Lectures: 2 hrs./ week Credit : 2	Examination Scheme Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
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Course Objectives:

1. To introduce theories, types and modes of human communication.
2. To develop verbal and non-verbal communication skills for personal, social and professional contexts.
3. To enhance speaking abilities including monologues, dialogues, group discussions and public speech.
4. To build reading competencies such as close reading, comprehension, paraphrasing and interpretation.
5. To strengthen writing skills including documentation, report writing, note-making and letter writing.
6. To enable translation between Indian languages and English for practical communication.

Unit	Topics	No. of Lectures
I	Introduction: Theory of Communication, Types and modes of Communication	7
II	Language of Communication: Verbal and Non-verbal (Spoken and Written) Personal, Social and Business Barriers and Strategies Intra-personal, Inter-personal and Group communication	7
III	Speaking Skills: Monologue Dialogue Group Discussion Effective Communication/ Mis-Communication, Interview Public Speech	8
IV	Reading and Understanding: Close Reading Comprehension Summary Paraphrasing Analysis and Interpretation Translation(from Indian language to English and vice-versa) Literary/Knowledge Texts	8

Suggested Topics and Background Prose Readings for Class Presentations Topics

Communication and its significance in everyday life; verbal and non-verbal communication; barriers to effective communication and strategies to overcome them; listening and speaking skills in interpersonal communication; communication in academic and professional contexts; group discussion, presentation, and public speaking skills; digital communication and netiquette; intercultural communication in a globalized world.

Readings

1. Fluency in English -Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.
4. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

Course Outcomes

CO1	Explain the fundamental concepts and barriers of communication.
CO2	Demonstrate effective interpersonal, intrapersonal and group communication strategies.
CO3	Deliver coherent and confident oral presentations, interviews and public speeches.
CO4	Comprehend, paraphrase and critically analyse a variety of literary and non-literary texts.

CO5	Produce well-structured professional documents such as reports, letters and notes.
C06	Translate simple texts between English and an Indian language with accuracy.

BAEN114: ACADEMIC WRITING AND COMPOSITION

Teaching Scheme Lectures: 4 hrs./ week Credit : 4		Examination Scheme Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
Course Objectives: <ol style="list-style-type: none"> 1. To introduce the stages of the writing process: planning, drafting, revising and editing. 2. To familiarise students with conventions of academic writing including tone, structure and style. 3. To develop skills in summarising and paraphrasing without plagiarism. 4. To cultivate critical thinking through synthesis, analysis and evaluation of sources. 5. To teach the structure of academic arguments – introduction, body, interjection and conclusion. 6. To provide hands-on practice in citing resources, editing, and writing book/media reviews. 		
Unit	Topics	No. of Lectures
I	Introduction to the Writing Process	10
II	Introduction to the Conventions of Academic Writing	10
III	Writing in one’s own words: Summarizing and Paraphrasing	10
IV	Critical Thinking: Syntheses, Analyses, and Evaluation	10
V	Structuring an Argument: Introduction, Interjection, and Conclusion	10
VI	Citing Resources; Editing, Book and Media Review	10
<i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i>		
Academic writing in higher education; characteristics of effective academic writing; the writing process and stages of composition; coherence, cohesion, and unity in academic discourse; academic integrity and plagiarism; referencing and citation practices; essay writing and its various forms; the role of digital tools in academic writing and research.		
<i>Readings</i>		
1. Liz Hamp-Lyons and Ben Heasley, <i>Study writing: A Course in Writing Skills for Academic Purposes</i> (Cambridge: CUP, 2006).		
2. Renu Gupta, <i>A Course in Academic Writing</i> (New Delhi: Orient BlackSwan, 2010).		
3. Ilona Leki, <i>Academic Writing: Exploring Processes and Strategies</i> (New York: CUP, 2nd edn, 1998).		
4. Gerald Graff and Cathy Birkenstein, <i>They Say/I Say: The Moves That Matter in Academic Writing</i> (New York: Norton, 2009).		
Course Outcomes		
CO1	Plan and execute a writing project using recursive stages of the writing process.	
CO2	Compose academic texts that adhere to appropriate conventions of style, citation and organisation.	
CO3	Summarise and paraphrase source material accurately while maintaining original meaning.	
CO4	Synthesise multiple sources and critically evaluate arguments in academic and media texts.	
CO5	Construct a logical, well-supported argument with effective introduction and conclusion.	
CO6	Produce a properly cited book or media review, and edit their own writing for clarity and correctness.	

BAEN115: MASS COMMUNICATION STUDIES

Teaching Scheme Lectures: 4hrs/ week Credit : 4		Examination Scheme Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
Course Objectives: <ol style="list-style-type: none"> 1. To introduce the concept, forms and global reach of mass communication. 2. To explore advertising types, ethics and techniques for creating advertisements/storyboards. 3. To develop skills in media writing: scripts for TV/radio, news reports, editorials and editing. 4. To provide hands-on experience through student presentations, street plays, pamphlets and jingles. 5. To analyse the role and impact of cyber media and social media in contemporary society. 6. To enable critical evaluation of Indian journalism and media practices. 		
Unit	Topics	No. of Lectures
I	Introduction to Mass Communication: Mass Communication and Globalization, Forms of Mass Communication	15
II	Advertisement: Types of advertisements, Advertising ethics, How to create advertisements/storyboards	15
III	Media Writing: Scriptwriting for TV and Radio, Writing News Reports and Editorials, Editing for Print and Online Media	15
IV	Introduction to Cyber Media and Social Media: Types of Social Media, The Impact of Social Media, Introduction to Cyber Media	15
<i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i>		
Mass communication and society; evolution of print, electronic, and digital media; media and public opinion; news, advertising, and public relations; media ethics and social responsibility; the role of mass media in democracy and development; globalization and new media technologies; social media and contemporary communication practices.		
<i>Readings</i>		
1. Baran, Stanley J. <i>Introduction to Mass Communication: Media Literacy and Culture</i> . McGraw-Hill Education.		
2. Kumar, Keval J. <i>Mass Communication in India</i> . Jaico Publishing House.		
3. McQuail, Denis. <i>McQuail's Mass Communication Theory</i> . Sage Publications.		
4. Vivian, John. <i>The Media of Mass Communication</i> . Pearson Education.		
Course Outcomes		
CO1	Explain the key theories and processes of mass communication in a globalised world.	
CO2	Design basic advertisements, storyboards, jingles and taglines following ethical guidelines.	
CO3	Write scripts for television, radio, news reports and editorials with appropriate structure.	
CO4	Edit content for print and online media, and produce a book/film/TV programme review.	
CO5	Analyse the social, political and cultural impact of social media and cyber media.	
CO6	Participate effectively in group presentations, street plays and pamphlet writing on current issues.	

BAEN151: FUNCTIONAL ENGLISH

Teaching Scheme Practical: 4 hrs./ week Credit : 2	Examination Scheme Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
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Course Objectives:

1. To develop everyday communication skills for greetings, introductions and common situations.
2. To reinforce functional grammar and expand vocabulary for daily and professional use.
3. To enable error correction in spoken and written English.
4. To build professional communication skills: telephone etiquette, email drafting and group interaction.
5. To provide practical exposure through role-plays, conversations and activity file preparation.
6. To assess oral proficiency through viva voce based on real-life scenarios.

Unit	Topics	Practical Hours
I	Everyday Communication: Introducing oneself and others, Greetings and social expressions, Conversations in everyday situations, Asking for and giving information	10
II	Functional Grammar & Vocabulary: Common sentence patterns in communication, Vocabulary for daily and professional use, Error correction in spoken and written English	10
III	Professional Communication: Telephone etiquette, Formal and informal conversations, Basic email and message drafting, Group interaction activities	10

Practical

Preparation and submission of a Functional English Activity File based on everyday and professional communication exercises followed by Viva Voce.

Readings

1. Green, David. *Contemporary English Grammar: Structures and Composition*. Macmillan India.
2. Murphy, Raymond. *Essential English Grammar*. Cambridge University Press.
3. Taylor, Grant. *English Conversation Practice*. Tata McGraw-Hill.
4. Eastwood, John. *Oxford Guide to Effective Writing and Speaking*. Oxford University Press.

Course Outcomes

CO1	Introduce themselves and others appropriately and use social expressions fluently.
CO2	Apply correct sentence patterns and avoid common grammatical errors in speech and writing.
CO3	Use suitable vocabulary for everyday and professional contexts with reasonable accuracy.
CO4	Demonstrate telephone etiquette, draft clear emails and participate in group interactions.
CO5	Engage in everyday conversations, asking and giving information confidently.
CO6	Compile a Functional English Activity File and respond effectively in a viva voce.

BAEN152: APPLIED PHONETICS LAB

Teaching Scheme Practical: 4 hrs./ week Credit : 2	Examination Scheme Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
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Course Objectives:

1. To introduce the speech mechanism and organs of articulation.
2. To teach the International Phonetic Alphabet (IPA) for vowels and consonants.
3. To improve pronunciation of common words through minimal pairs and sound distinction exercises.
4. To address silent letters and frequently mispronounced English words.
5. To develop awareness of word stress, sentence stress, rhythm and intonation patterns.
6. To provide practical transcription and pronunciation practice leading to an oral test.

Unit	Topics	Practical Hours
I	Introduction to Phonetics: Speech mechanism and organs of speech, Introduction to phonetic symbols (IPA), Vowel and consonant sounds	10
II	Pronunciation Practice: Pronunciation of common words, Minimal pairs and sound distinctions, Silent letters and commonly mispronounced words	10
III	Stress and Intonation: Word stress and sentence stress, Rhythm in spoken English, Intonation patterns in conversation	10

Practical

Preparation of a Phonetics Record File including transcription and pronunciation exercises followed by Oral Test/Viva Voce.

Readings

1. Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge University Press.
2. O'Connor, J. D. *Better English Pronunciation*. Cambridge University Press.
3. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan India.
4. Sethi, J., Dhamija, P. V., and Mohan, C. V. *A Course in Phonetics and Spoken English*. Prentice Hall India.

Course Outcomes

CO1	Identify the organs of speech and describe their role in sound production.
CO2	Recognise and transcribe English sounds using the IPA symbols.
CO3	Distinguish between minimal pairs and pronounce common words with correct articulation.
CO4	Avoid common pronunciation errors, including silent letters and misplaced stress.
CO5	Apply appropriate word stress, sentence stress and rhythm in spoken English.
CO6	Use rising, falling and other intonation patterns effectively in conversation, and pass an oral viva.

SEMESTER II

S. No.	Category	Paper	Course Code	SUBJECT	PERIODS			Evaluation Scheme		Subject Total	Credit
					L	T	P	CA	EE		
II SEMESTER											
1	DSC	8	BAEN201	Indian Writings in English	4	0	0	30	70	100	4
2	DSC	9	BAEN202	British Literature: 14 th and 15 th Centuries	4	0	0	30	70	100	4
3	DSC	10	BAEN203	British Literature: 16 th Century	4	0	0	30	70	100	4
4	AECC-II	11	BAEN204	Environmental Study	2	0	0	15	35	50	2
5	GE-II	12	BAEN215	Text and Performance	4	0	0	30	70	100	4
			BAEN216	English Language Teaching							
6	LAB-III	13	BAEN251	Content Writing	0	0	4	15	35	50	2
7	LAB-IV	14	BAEN252	Public Speaking	0	0	4	15	35	50	2
TOTAL					18	0	8	165	385	550	22

BAEN201: INDIAN WRITINGS IN ENGLISH

Teaching Scheme Lectures: 4 hrs./ week Credit : 4	Examination Scheme Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
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Course Objectives:

1. To introduce the evolution, themes and readership of Indian Writing in English.
2. To analyse R.K. Narayan's *Swami and Friends* as a novel of childhood, colonialism and small-town life.
3. To examine Anita Desai's *In Custody* for its exploration of language, nostalgia and the decay of Urdu poetry.
4. To interpret the poetic works of Derozio, Kamala Das, Nissim Ezekiel and Robin S. Ngangom in relation to identity, freedom and domesticity.
5. To critically read short stories by Mulk Raj Anand ('Two Lady Rams') and Salman Rushdie ('The Free Radio').
6. To situate Indian English literature within debates on language, modernism and readership using critical essays by Raja Rao, Rushdie, Mukherjee and King.

Unit	Topics	No. of Lectures
I	R.K. Narayan <i>Swami and Friends</i>	15
II	Anita Desai <i>In Custody</i>	15
III	H.L.V. Derozio 'Freedom to the Slave' 'The Orphan Girl' Kamala Das 'Introduction' 'My Grandmother's House' Nissim Ezekiel 'Enterprise' 'The Night of the Scorpion' Robin S. Ngangom The Strange Affair of Robin S. Ngangom 'A Poem for Mother'	15
IV	Mulk Raj Anand 'Two Lady Rams' Salman Rushdie 'The Free Radio'	15

Suggested Topics and Background Prose Readings for Class Presentations Topics

Indian English Indian English Literature and its Readership Themes and Contexts of the Indian English Novel The Aesthetics of Indian English Poetry Modernism in Indian English Literature.

Readings

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
2. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
3. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
4. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

Course Outcomes

CO1	Trace the historical and cultural contexts of Indian Writing in English from Derozio to Rushdie.
CO2	Critically analyse characterisation, narrative style and colonial/postcolonial themes in <i>Swami and Friends</i> .
CO3	Evaluate the representation of cultural decline and academic politics in Anita Desai's <i>In Custody</i> .

CO4	Interpret selected poems – Derozio’s ‘Freedom to the Slave’, Kamala Das’s ‘Introduction’, Ezekiel’s ‘The Night of the Scorpion’, Ngangom’s ‘A Poem for Mother’ – for their stylistic and thematic concerns.
CO5	Compare the treatment of gender, class and morality in ‘Two Lady Rams’ and ‘The Free Radio’.
C06	Engage with critical essays (Raja Rao’s Foreword, Rushdie’s ‘Commonwealth Literature does not exist’, Mukherjee’s ‘Divided by a Common Language’, King’s ‘Introduction’) to debate the position of Indian English literature.

BAEN202: BRITISH LITERATURE: 14TH AND 15TH CENTURIES

Teaching Scheme Lectures: 4hrs./ week Credit : 4		Examination Scheme Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
Course Objectives: 1. To provide historical and cultural background of the Middle English period. 2. To introduce Sir Thomas Malory's <i>Le Morte d'Arthur</i> as a cornerstone of Arthurian legend. 3. To analyse the ballad form through 'The Ballad of Sir Patrick Spens' and 'The Wife of Usher's Well'. 4. To critically read Geoffrey Chaucer's <i>The Prologue to The Canterbury Tales</i> for its social satire, characterisation and language. 5. To explore Renaissance humanism, religious thought and ideas of love using prescribed prose readings (Pico, Calvin, Castiglione, Sidney). 6. To examine the writer's role in late medieval society.		
Unit	Topics	No. of Lectures
I	Historical Background of Middle English Period	12
II	Sir Thomas Malory <i>Le Morte d'Arthur</i> (Introduction)	12
III	<i>Ballad of Sir Patrick Spens</i>	12
IV	Andrew Lang: <i>The Wife of Usher's Well</i>	12
V	Geoffrey Chaucer <i>The Prologue to The Canterbury Tales</i>	12
Suggested Topics and Background Prose Readings for Class Presentations Topics		
Renaissance Humanism The Stage, Court and City Religious and Political Thought Ideas of Love and Marriage The Writer in Society		
Readings		
1. Pico Della Mirandola, excerpts from the <i>Oration on the Dignity of Man</i> , in <i>The Portable Renaissance Reader</i> , ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.		
2. John Calvin, 'Predestination and Free Will', in <i>The Portable Renaissance Reader</i> , ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.		
3. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of <i>The Courtier</i> , 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.		
4. Philip Sidney, <i>An Apology for Poetry</i> , ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.		
Course Outcomes		
CO1	Describe the key historical, religious and literary features of 14th-15th century England.	
CO2	Analyse the themes of chivalry, betrayal and mortality in Malory's <i>Le Morte d'Arthur</i> (Introduction).	
CO3	Identify conventions of the medieval ballad and interpret supernatural/melancholic elements in 'Sir Patrick Spens' and 'The Wife of Usher's Well'.	
CO4	Critically evaluate Chaucer's use of estates satire, irony and pilgrimage frame in <i>The Prologue to The Canterbury Tales</i> .	

CO5	Connect excerpts from Pico della Mirandola's Oration, Calvin's 'Predestination', Castiglione's The Courtier, and Sidney's Apology for Poetry to literary themes of the period.
C06	Discuss the representation of love, marriage and courtly ideals in Middle English literature.

BAEN203: BRITISH LITERATURE: 16TH CENTURY

Teaching Scheme Lectures: 4 hrs./ week Credit : 4	Examination Scheme Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
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Course Objectives:

1. To analyse Edmund Spenser's *Amoretti* sonnets (LXVII, LVII, LXXV) in the Petrarchan tradition.
2. To examine Christopher Marlowe's *Doctor Faustus* as a Renaissance tragedy of ambition, damnation and knowledge.
3. To interpret William Shakespeare's Sonnet 116 as a definition of ideal, unchanging love.
4. To critically study Shakespeare's *As You Like It* as a romantic comedy of exile, gender and pastoral convention.
5. To explore the historical and literary contexts of 16th-century England using standard histories (Legouis & Cazamian, Edward Albert, William J. Long).
6. To compare Elizabethan poetic and dramatic forms across Spenser, Marlowe and Shakespeare.

Unit	Topics	No. of Lectures
I	Edmund Spenser Selections from <i>Amoretti</i> : Sonnet LXVII 'Like as a huntsman', Sonnet LVII 'Sweet warrior', Sonnet LXXV 'One day I wrote her name'	15
II	Christopher Marlowe <i>Doctor Faustus</i>	15
III	William Shakespeare Sonnet 116	15
IV	William Shakespeare <i>As You Like It</i>	15

Suggested Topics and Background Prose Readings for Class Presentations Topics

Renaissance Humanism and the revival of classical learning; the impact of the Reformation on English literature; the development of Elizabethan drama and theatre; Shakespeare and the representation of power, kingship, and human nature

Readings

1. Legouis & Cazamian – *History of English Literature*
2. Edward Albert – *History of English Literature*
3. William J. Long – *English Literature: Its History and Its Significance*

Course Outcomes

CO1	Identify the conventions of Elizabethan sonnet sequences and analyse Spenser's innovations in <i>Amoretti</i> .
CO2	Critically evaluate the moral and theological dimensions of <i>Doctor Faustus</i> , including the role of the Good and Evil Angels.
CO3	Analyse Shakespeare's Sonnet 116 for its metaphors, rhythm and philosophical claims about love.
CO4	Interpret the themes of pastoral disguise, court versus forest, and gender fluidity in <i>As You Like It</i> .
CO5	Situate prescribed texts within the literary history of the 16th century using Albert, Long and Legouis & Cazamian.
CO6	Compare tragic and comic modes, and poetic and dramatic techniques, across the works of Spenser, Marlowe and Shakespeare.

BAEN204: ENVIRONMENTAL STUDY

Teaching Scheme Lectures: 2 hrs. / week Credit : 2	Examination Scheme Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
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Course Objectives:

1. To introduce the multidisciplinary nature of environmental studies and the concept of sustainability.
2. To explain ecosystem structure, biodiversity, and India's status as a mega-diverse nation.
3. To analyse various types of pollution, climate change, and disaster management.
4. To examine urban environmental problems, conservation policies, and environmental legislation.
5. To explore population explosion, environmental ethics, and the role of IT in environmental health.
6. To understand corruption and ethics, including Swami Vivekananda's perspective.

Unit	Topics	No. of Lectures
I	Introduction to Environmental studies: Multidisciplinary nature, public awareness; Renewable and non-renewable resources; Sustainability and sustainable development; Introduction to natural resources, Conservation of natural resources and human role.	7
II	Ecosystem and Biodiversity: Ecological concepts, Concepts of ecosystems, Types of ecosystems, Food chains and food webs, Ecological pyramids. Biodiversity- Definition, Genetic, species and ecosystem diversity, India as mega diversity nation, Threats to biodiversity, Endangered species and endemic species of India, Conservation of biodiversity.	7
III	Environmental Issues: Pollution - Definition, causes, effect and control of air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution, electromagnetic pollution; Climate change and global warming; Solid waste management; Disaster management - floods, earthquake, cyclone and landslides.	7
IV	Social Issue and Environment: Urban problems related to energy and water conservation; Environmental Policies and Ethics - Environment protection Act, Wildlife protection Act, Forest Conservation Act; Population explosion; Environmental and human health; Role of information technology on environment and human health. Corruption - Definition and reasons, details of organization and agencies working against corruption, Role of individual against corruption, Ethics -Meaning, objectives of ethics, ethics and its relation to values, Indian ethics, Swami Vivekananda and ethics.	8

Suggested Topics and Background Prose Readings for Class Presentations Topics

Environmental conservation and sustainable development; biodiversity and ecosystem management; climate change and its global impact; environmental pollution and waste management; natural resources and their conservation; environmental ethics and ecological awareness; environmental movements in India; the role of individuals and communities in environmental protection.

Readings

1. Environmental Studies

2. Textbook of Environmental Studies for Undergraduate Courses

3. Environmental Studies: From Crisis to Cure

Course Outcomes

CO1	Explain renewable/non-renewable resources, sustainable development, and the human role in conservation.
CO2	Describe food chains, ecological pyramids, and the three levels of biodiversity (genetic, species, ecosystem).
CO3	Identify endangered and endemic species of India, and suggest conservation methods.
CO4	Analyse causes, effects and control measures for air, water, soil, noise, thermal and electromagnetic pollution.
CO5	Discuss key environmental laws (Environment Protection Act, Wildlife Protection Act, Forest Conservation Act) and disaster management for floods, earthquakes, cyclones and landslides.
CO6	Articulate ethical positions on environment, population, and corruption, including Vivekananda's views on ethics.

BAEN215: TEXT AND PERFORMANCE

Teaching Scheme Lectures: 4 hrs./ week Credit : 4	Examination Scheme Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
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Course Objectives:

1. To provide a historical overview of Western theatre (classical to contemporary) and Indian theatre.
2. To explore theatrical forms, performance spaces (proscenium, amphitheatre, in-the-round, open-air).
3. To develop skills in voice, speech, body movement, gestures and improvisation/characterisation.
4. To introduce acting theories of Stanislavsky, Brecht and Bharata.
5. To familiarise students with theatrical production elements: direction, props, costume, lighting, backstage.
6. To enable documentation, archiving and case-study analysis of performances.

Unit	Topics	No. of Lectures
I	Introduction: Historical overview of Western Theatre (Classical to Contemporary) and Indian theatre; Forms and Periods: Classical, Contemporary, Stylized, Naturalist	15
II	Theatrical Forms and Practices: Types of theatre, semiotics of performative spaces, e.g. proscenium 'in the round', amphitheatre, open-air, etc; Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/characterization	15
III	Theories of Drama: Theories and demonstrations of acting: Stanislavsky, Brecht; Bharata	15
IV	Theatrical Production: Direction, production, stage props, costume, lighting, backstage support; Recording/archiving performance/case study of production/performance/impact of media on performance processes.	15

Suggested Topics and Background Prose Readings for Class Presentations Topics

The relationship between text and performance; adaptation of literary texts for stage and screen; performance as interpretation; theatre and cultural representation; acting, audience, and performance space; oral traditions and performative practices; performance and identity; contemporary trends in theatre and performance studies.

Readings

1. Performance Studies: An Introduction
2. The Presentation of Self in Everyday Life
3. Theatre Studies: The Basics

Course Outcomes

CO1	Distinguish between classical, contemporary, stylized and naturalist theatre in both Western and Indian contexts.
CO2	Identify and describe different performative spaces and their semiotic effects.

CO3	Demonstrate basic floor exercises, expressive gestures, and choreographed movement for poetry reading/elocution.
CO4	Apply Stanislavsky's psychological realism, Brecht's alienation effect, and Bharata's Natya Shastra principles to short solo/group performances.
CO5	Participate in a theatrical production, handling aspects like direction, stage props, costume or lighting.
CO6	Record, archive and analyse a performance case study, including interviews with performers.

BAEN216: ENGLISH LANGUAGE TEACHING

Teaching Scheme Lectures: 4 hrs./ week Credit : 4	Examination Scheme Internal Assessment: 30 End Semester Examination: 70 Total Marks: 100
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Course Objectives:

1. To understand the learner's needs, motivation and learning styles in English language teaching.
2. To examine the structures of English language (grammar, syntax, phonology).
3. To critically evaluate methods of teaching English language and literature.
4. To develop skills in selecting and designing materials for language teaching.
5. To learn techniques for assessing language skills (listening, speaking, reading, writing).
6. To integrate technology in language teaching, including digital tools and online resources.

Unit	Topics	No. of Lectures
I	Knowing the Learner	10
II	Structures of English Language	10
III	Methods of teaching English Language and Literature	10
IV	Materials for Language Teaching	10
V	Assessing Language Skills	10
VI	Using Technology in Language Teaching	10

Suggested Topics and Background Prose Readings for Class Presentations Topics

History and development of English Language Teaching; major methods and approaches in language teaching; teaching of language skills and the role of technology in English language learning; challenges of English language teaching in multilingual classrooms.

Readings

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

Course Outcomes

CO1	Analyse learner characteristics and adapt teaching strategies accordingly.
CO2	Describe key English language structures and teach them at appropriate proficiency levels.
CO3	Compare and apply methods such as communicative language teaching, task-based learning, and literature-based instruction.
CO4	Design or adapt materials for specific teaching contexts (e.g., business English, spoken English).
CO5	Construct valid assessments for listening, speaking, reading and writing skills.
CO6	Use technology (e.g., language apps, corpora, online platforms) effectively in language teaching.

BAEN251: CONTENT WRITING

Teaching Scheme Practical: 4 hrs./ week Credit : 2	Examination Scheme Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
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Course Objectives:

1. To define the scope, types and common challenges of content writing.
2. To identify major skills and strategies for producing high-quality written content.
3. To teach different content writing formats and the stages of writing good content.
4. To introduce blogging, advertising integration, e-book formats and plagiarism detection.
5. To provide foundational knowledge of SEO (types, elements, strategies) for web content.
6. To develop content for e-commerce sites, product descriptions, social media sharing and career opportunities.

Unit	Topics	No. of Lectures
I	Meaning, definition and Scope of Content Writing, Types of Content Writing, Content Writing Topics, Problems Faced in Content Writing	6
II	Different Content Writing Formats, Major skills for Writing Quality Content, Strategies in producing High-quality Content, Different Stages of Writing a Good Content	6
III	Blogging and Types, Blogging and Advertising, E-book and its Different Formats, Plagiarism Detection	6
IV	Introduction to SEO, Types and Elements of SEO, SEO Developing Strategies, Steps to SEO the Web Content	6
V	Content Writing for E-commerce Sites, Steps involved in Writing E-commerce Product Description, Types of Content Marketing for E-commerce, Effective ways to Share Content in Social Media, Employment Opportunities	6

Practical

Submission of a Content Portfolio/File containing blogs, articles, and digital content samples followed by Viva Voce

Readings

1. Handley, Ann. *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content*. Wiley.
2. Miller, Rachel. *The Content Marketing Handbook*. Pearson Education.
3. Bly, Robert W. *The Copywriter's Handbook: A Step-by-Step Guide to Writing Copy That Sells*. Henry Holt and Company.

Course Outcomes

CO1	Differentiate between types of content writing (blogs, articles, web copy, e-books, product descriptions).
CO2	Apply the stages of writing (planning, drafting, editing, proofreading) to produce quality content.
CO3	Write a blog post, integrate advertising considerations, and detect plagiarism using tools.
CO4	Optimise web content using basic SEO strategies (keywords, meta tags, internal linking).
CO5	Create effective product descriptions for e-commerce and plan content marketing for social media.

C06	Compile a Content Portfolio/File containing blogs, articles and digital content samples, and defend it in a viva voce.
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BAEN252: PUBLIC SPEAKING

Teaching Scheme Practical: 4hrs. / week Credit : 2	Examination Scheme Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
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Course Objectives:

1. To teach the fundamentals of effective speaking, including voice modulation and body language.
2. To develop strategies for overcoming stage fear and building confidence.
3. To train in speech organisation, articulation, pronunciation and audience engagement.
4. To enhance seminar and presentation techniques for academic and professional settings.
5. To practice group discussion and extempore speaking skills.
6. To assess individual speech performance through a Presentation File and viva voce.

Unit	Topics	No. of Lectures
I	Fundamentals of Public Speaking: Basics of effective speaking, Voice modulation and body language, Overcoming stage fear	10
II	Speech Techniques: Speech organization, Articulation and pronunciation, Audience engagement techniques	10
III	Presentation Skills: Seminar and presentation techniques, Group discussion and interaction	10

Practical

Presentation File and Individual Speech Performance followed by Viva Voce.

Readings

1. Lucas, Stephen E. *The Art of Public Speaking*. McGraw-Hill Education.
2. Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*. Pocket Books.
3. Hamilton, Cheryl. *Essentials of Public Speaking*. Cengage Learning.
4. Verderber, Rudolph F., Kathleen S. Verderber, and Deanna D. Sellnow. *The Challenge of Effective Speaking*. Cengage Learning.

Course Outcomes

CO1	Demonstrate controlled voice modulation, appropriate body language and reduced stage fear.
CO2	Organise a speech with clear introduction, body and conclusion.
CO3	Articulate words clearly, pronounce commonly mispronounced terms, and engage an audience.
CO4	Deliver a seminar-style presentation using effective visual aids and structuring.
CO5	Participate confidently in group discussions and deliver an extempore speech on a given topic.
C06	Prepare a Presentation File documenting speech drafts and feedback, and perform a speech successfully in viva voce.