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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 V

S. No.	Category	Paper	Course Code	SUBJECT	PERIODS			Evaluation Scheme		Subject Total	Credit
					L	T	P	CA	EE		
V SEMESTER											
1	DSC	29	BAEN 501	Literary Criticism	4	0	0	30	70	100	4
2	DSC	30	BAEN 502	British Literature: The Early 20th Century	4	0	0	30	70	100	4
3	DSE	31	BAEN 513	Modern Indian Writings in English Translation	4	0	0	30	70	100	4
			BAEN 514	Literature of the Indian Diaspora							
			BAEN 515	British Literature: Post World War II							
4	DSE	32	BAEN 516	Nineteenth Century European Realism	4	0	0	30	70	100	4
			BAEN 517	Women's Writing							
			BAEN 518	Science fiction and Detective Literature							
5	PROJECT-II	33	BAEN551	Literary Editing and Publishing	0	0	4	15	35	50	2
6	LAB-VIII	34	BAEN552	Applied Research Writing	0	0	4	15	35	50	2
7	LAB-IX	35	BAEN553	Academic Presentation Skills	0	0	4	15	35	50	2
TOTAL					16	0	12	165	385	550	22

BAEN501: LITERARY CRITICISM

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 major literary critical traditions from classical to modern periods.
2. To familiarize students with the writings of influential literary critics.
3. To develop understanding of key concepts in literary criticism.
4. To examine the evolution of critical thought across literary periods.
5. To enhance analytical and interpretative skills through critical texts.
6. To encourage the application of critical theories to literary works.

Unit	Topics	No. of Lectures
I	Classical Criticism <ul style="list-style-type: none"> • Plato: <i>The Republic</i> (Book X – Theory of Mimesis) • Aristotle: <i>Poetics</i> (Mimesis, Catharsis, Tragedy) 	12
II	Renaissance and Neoclassical Criticism <ul style="list-style-type: none"> • Philip Sidney: <i>An Apology for Poetry</i> • John Dryden: <i>An Essay of Dramatic Poesy</i> 	12
III	Romantic Criticism <ul style="list-style-type: none"> • William Wordsworth: <i>Preface to Lyrical Ballads</i> • Samuel Taylor Coleridge: <i>Biographia Literaria</i> (Selected Chapters) 	12
IV	Victorian Criticism: Matthew Arnold: <i>The Study of Poetry</i>	12
V	Modern Criticism <ul style="list-style-type: none"> • T. S. Eliot: <i>Tradition and the Individual Talent</i> • I. A. Richards: <i>Principles of Literary Criticism</i> (Selected Concepts) 	12

Suggested Topics and Background Prose Readings for Class Presentations Topics

Major trends in literary criticism from classical to modern times; the role of the critic in literary interpretation; formalist, feminist, Marxist, and postcolonial approaches to literature; literary criticism and cultural studies; contemporary developments in critical theory.

Readings

1. Wimsatt, W. K. and Cleanth Brooks. *Literary Criticism: A Short History*. Oxford & IBH.
2. Abrams, M. H. *A Glossary of Literary Terms*. Cengage Learning.
3. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press.
4. Eagleton, Terry. *Literary Theory: An Introduction*. Blackwell Publishing.

Course Outcomes

CO1	Explain major concepts and schools of literary criticism.
CO2	Identify the contributions of significant literary critics.
CO3	Analyze literary texts using critical approaches.
CO4	Compare different critical perspectives and methodologies.
CO5	Evaluate literary works through theoretical frameworks.
CO6	Demonstrate critical thinking in literary analysis and interpretation.

BAEN502: : BRITISH LITERATURE: THE EARLY 20TH 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 introduce major literary works of early twentieth-century Britain.
2. To familiarize students with the characteristics of Modernism.
3. To examine innovations in modern fiction and poetry.
4. To explore social and cultural issues reflected in the texts.
5. To develop critical appreciation of modern literary techniques.
6. To enhance analytical reading and interpretative skills.

Unit	Topics	No. of Lectures
I	D. H. Lawrence: <i>Sons and Lovers</i>	12
II	Virginia Woolf: <i>Mrs Dalloway</i>	12
III	James Joyce: <i>A Portrait of the Artist as a Young Man</i>	12
IV	W. B. Yeats: Selected Poems: ‘The Second Coming’, ‘Sailing to Byzantium’	12
V	T. S. Eliot: <i>The Waste Land</i>	12

Suggested Topics and Background Prose Readings for Class Presentations Topics

Modernism, Post-modernism and non-European Cultures
 The Women’s Movement in the Early 20th Century
 Psychoanalysis and the Stream of Consciousness
 The Uses of Myth
 The Avant Garde

Readings

1. Sigmund Freud, ‘Theory of Dreams’, ‘Oedipus Complex’, and ‘The Structure of the Unconscious’, in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63
2. T.S. Eliot, ‘Tradition and the Individual Talent’, in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
3. Raymond Williams, ‘Introduction’, in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

Course Outcomes

CO1	Identify key features of Modernist literature.
CO2	Explain major themes in prescribed literary texts.
CO3	Analyze modern narrative and poetic techniques.
CO4	Interpret literary texts in their historical context.
CO5	Evaluate the contributions of major modern writers.
C06	Demonstrate critical understanding of twentieth-century British literature.

**BAEN513: MODERN INDIAN WRITINGS IN ENGLISH
TRANSLATION**

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 major works of modern Indian literature in translation.
2. To familiarize students with diverse Indian literary traditions.
3. To examine the role of translation in literary transmission.
4. To explore issues of caste, gender, and identity in Indian literature.
5. To develop critical appreciation of translated texts.
6. To enhance analytical and interpretative skills.

Unit	Topics	No. of Lectures
I	Short Stories <ul style="list-style-type: none"> • Premchand ‘The Shroud’, (tr. M. Assaduddin) • Gurdial Singh ‘A Season of No Return’, (tr. Rana Nayar) • Fakir Mohan Senapati ‘Rebati’, in Oriya Stories, ed. Vidya Das, (tr. Kishori Charan Das) 	15
II	Poetry <ul style="list-style-type: none"> • Rabindra Nath Tagore (i) ‘Light, Oh Where is the Light?’, (tr. William Radice) (ii) ‘When My Play was with thee’, (tr. William Radice) • G.M. Muktibodh ‘The Void’, (tr. Vinay Dharwadker) and ‘So Very Far’, (tr. Tr. Vishnu Khare and Adil Jussawala). • Amrita Pritam ‘I Say Unto Waris Shah’, (tr. N.S. Tasneem) 	15
III	Dharamveer Bharati ‘Andha Yug’, (tr. Alok Bhalla)	15
IV	O. V. Vijayan ‘The Legends of Khasak’, (tr. O.V Vijiyan)	15

Suggested Topics and Background Prose Readings for Class Presentations Topics

The Aesthetics of Translation Linguistic Regions and Languages Modernity in Indian Literature Caste, Gender and Resistance Questions of Form in 20th Century Indian Literature.

Readings

1. Namwar Singh, ‘Decolonising the Indian Mind’, tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).
2. B.R. Ambedkar, *Annihilation of Caste* in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
3. Sujit Mukherjee, ‘A Link Literature for India’, in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.
4. G.N. Devy, ‘Introduction’, from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient BlackSwan, 2009) pp. 1–5.

Course Outcomes

CO1	Identify major trends in modern Indian literature.
CO2	Explain the significance of translation in Indian literary studies.
CO3	Analyze themes and techniques in translated texts.
CO4	Interpret literary representations of social and cultural realities.
CO5	Evaluate the contribution of regional literatures to Indian writing.
CO6	Demonstrate critical understanding of translated literary works.

BAEN514: LITERATURE OF THE INDIAN DIASPORA

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 major texts of the Indian diaspora. 2. To familiarize students with concepts of diaspora and hybridity. 3. To examine issues of migration, identity, and belonging. 4. To explore cultural negotiations in diasporic literature. 5. To develop critical understanding of transnational experiences. 6. To enhance analytical reading skills. 		
Unit	Topics	No. of Lectures
I	M. G. Vassanji <i>The Book of Secrets</i> (Penguin, India)	15
II	Rohinton Mistry <i>A Fine Balance</i> (Alfred A Knopf)	15
III	Meera Syal <i>Anita and Me</i> (Harper Collins)	15
IV	Jhumpa Lahiri <i>The Namesake</i> (Houghton Mifflin Harcourt)	15
Suggested Topics and Background Prose Readings for Class Presentations Topics		
The Diaspora Nostalgia New Medium Alienation		
Readings		
1. "Introduction: The diasporic imaginary" in Mishra, V. (2008). <i>Literature of the Indian diaspora</i> . London: Routledge		
2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). <i>Diaspora & hybridity</i> . London: Sage Publications.		
3. "The New Empire within Britain," in Rushdie, S. (1991). <i>Imaginary Homelands</i> . London: Granta Books.		
Course Outcomes		
CO1	Define key concepts related to diaspora studies.	
CO2	Identify major themes in diasporic literature.	
CO3	Analyze representations of migration and cultural identity.	
CO4	Interpret experiences of displacement and belonging.	
CO5	Evaluate the contribution of diasporic writers to literature.	
CO6	Demonstrate critical engagement with diasporic texts.	

BAEN515: BRITISH LITERATURE: POST WORLD WAR II

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 major post-war British literary texts. 2. To familiarize students with postmodern literary trends. 3. To examine changing social and cultural realities in Britain. 4. To explore experimental forms and narrative techniques. 5. To develop critical appreciation of contemporary literature. 6. To strengthen analytical and interpretative abilities. 		
Unit	Topics	No. of Lectures
I	John Fowles <i>The French Lieutenant's Woman</i>	15
II	Jeanette Winterson <i>Sexing the Cherry</i>	15
III	Hanif Kureishi <i>My Beautiful Laundrette</i>	15
IV	Phillip Larkin 'Whitsun Weddings' 'Church Going' Ted Hughes 'Hawk Roosting' 'Crow's Fall' Seamus Heaney 'Digging' 'Casualty' Carol Anne Duffy 'Text' 'Stealing'	15
<i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i>		
Postmodernism in British Literature Britishness after 1960s Intertextuality and Experimentation Literature and Counterculture		
<i>Readings</i>		
1. Alan Sinfield, 'Literature and Cultural Production', in <i>Literature, Politics, and Culture in Postwar Britain</i> (Berkeley and Los Angeles: University of California Press, 1989) pp. 23–38.		
2. Seamus Heaney, 'The Redress of Poetry', in <i>The Redress of Poetry</i> (London: Faber, 1995) pp. 1–16.		
3. Patricia Waugh, 'Culture and Change: 1960-1990', in <i>The Harvest of The Sixties: English Literature And Its Background, 1960-1990</i> (Oxford: OUP, 1997).		
Course Outcomes		
CO1	Identify key features of post-war British literature.	
CO2	Explain major themes in prescribed texts.	
CO3	Analyze postmodern literary techniques.	
CO4	Interpret literary responses to social change.	
CO5	Evaluate the contributions of post-war British writers.	
C06	Demonstrate critical understanding of contemporary British literature.	

BAEN516: NINETEENTH CENTURY EUROPEAN REALISM

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 major realist novels of nineteenth-century Europe. 2. To familiarize students with the principles of literary realism. 3. To examine the relationship between literature and society. 4. To explore social, political, and ethical concerns in realist fiction. 5. To develop critical appreciation of realist narrative techniques. 6. To enhance analytical reading skills. 		
Unit	Topics	No. of Lectures
I	Ivan Turgenev <i>Fathers and Sons</i> , tr. Peter Carson (London: Penguin, 2009).	15
II	Fyodor Dostoyvesky <i>Crime and Punishment</i> , tr. Jessie Coulson London: Norton, 1989).	15
III	Honore de Balzac <i>Old Goriot</i> , tr. M.A. Crawford (London: Penguin, 2003).	15
IV	Gustave Flaubert <i>Madame Bovary</i> , tr. Geoffrey Wall (London: Penguin, 2002).	15
Suggested Topics and Background Prose Readings for Class Presentations Topics		
History, Realism and the Novel Form Ethics and the Novel The Novel and its Readership in the 19th Century Politics and the Russian Novel: Slavophiles and Westernizers		
Readings		
1. Leo Tolstoy, 'Man as a creature of history in <i>War and Peace</i> ', ed. Richard Ellmann et. al., <i>The Modern Tradition</i> , (Oxford: OUP, 1965) pp. 246–54.		
2. Honore de Balzac, 'Society as Historical Organism', from Preface to <i>The Human Comedy</i> , in <i>The Modern Tradition</i> , ed. Ellmann et. al (Oxford: OUP, 1965) pp. 265– 67.		
3. Gustav Flaubert, 'Heroic honesty', Letter on <i>Madame Bovary</i> , in <i>The Modern Tradition</i> , ed. Richard Ellmann et. al. (Oxford: OUP, 1965) pp. 242–3.		
4. George Lukacs, 'Balzac and Stendhal', in <i>Studies in European Realism</i> (London, Merlin Press, 1972) pp. 65–85.		
Course Outcomes		
CO1	Define the characteristics of literary realism.	
CO2	Identify major themes in European realist fiction.	
CO3	Analyze realist narrative techniques and characterization.	
CO4	Interpret literary representations of social realities.	
CO5	Evaluate the contribution of realism to the novel form.	
C06	Demonstrate critical understanding of nineteenth-century European literature.	

BAEN517: WOMEN'S WRITING

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 major texts in women's writing. 2. To familiarize students with feminist literary perspectives. 3. To examine representations of gender and identity. 4. To explore women's experiences across social and cultural contexts. 5. To develop critical awareness of gender issues in literature. 6. To enhance analytical and interpretative skills. 		
Unit	Topics	No. of Lectures
I	Emily Dickinson 'I cannot live with you' 'I'm wife; I've finished that' Sylvia Plath 'Daddy' 'Lady Lazarus' Eunice De Souza 'Advice to Women' 'Bequest'	12
II	Alice Walker <i>The Color Purple</i>	12
III	Charlotte Perkins Gilman 'The Yellow Wallpaper' Katherine Mansfield 'Bliss' Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)	12
IV	Mary Wollstonecraft <i>A Vindication of the Rights of Woman</i> (New York: Norton, 1988) chap. 1, pp. 11–19;	12
V	Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in <i>Pandita Ramabai Through Her Own Words: Selected Works</i> , tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.	12
Suggested Topics and Background Prose Readings for Class Presentations Topics		
The Confessional Mode in Women's Writing Sexual Politics Race, Caste and Gender Social Reform and Women's Rights		
Readings		
1. Virginia Woolf, <i>A Room of One's Own</i> (New York: Harcourt, 1957) chaps. 1 and 6.		
2. Simone de Beauvoir, 'Introduction', in <i>The Second Sex</i> , tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.		
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in <i>Recasting Women: Essays in Colonial History</i> (New Delhi: Kali for Women, 1989) pp. 1–25.		
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in <i>Contemporary Postcolonial Theory: A Reader</i> , ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.		
Course Outcomes		
CO1	Identify major themes in women's writing.	
CO2	Explain key concepts in feminist literary criticism.	
CO3	Analyze literary representations of gender and power.	
CO4	Interpret texts within their social and historical contexts.	
CO5	Evaluate the contribution of women writers to literature.	
CO6	Demonstrate critical understanding of feminist perspectives.	

BAEN518: SCIENCE FICTION AND DETECTIVE LITERATURE

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 major works of science fiction and detective literature. 2. To familiarize students with the conventions of both genres. 3. To examine narrative structures and genre-specific techniques. 4. To explore representations of crime, mystery, and technology. 5. To develop critical appreciation of popular literary forms. 6. To enhance analytical and interpretative skills. 		
Unit	Topics	No. of Lectures
I	Wilkie Collins <i>The Woman in White</i>	15
II	Arthur Conan Doyle <i>The Hound of the Baskervilles</i>	15
III	Raymond Chandler <i>The Big Sleep</i>	15
IV	Issac Asimov <i>The Last Question</i>	15
Suggested Topics and Background Prose Readings for Class Presentations Topics		
Crime across the Media Constructions of Criminal Identity Cultural Stereotypes in Crime Fiction Crime Fiction and Cultural Nostalgia Crime Fiction and Ethics Crime and Censorship		
Readings		
1. J. Edmund Wilson, ‘Who Cares Who Killed Roger Ackroyd?’, <i>The New Yorker</i> , 20 June 1945.		
2. George Orwell, <i>Raffles and Miss Blandish</i> , available at: < www.george-orwell.org/Raffles_and_Miss_Blandish/0.html >		
3. W.H. Auden, <i>The Guilty Vicarage</i> , available at: < harpers.org/archive/1948/05/the-guilty-vicarage/ >		
4. Raymond Chandler, ‘The Simple Art of Murder’, <i>Atlantic Monthly</i> , Dec. 1944, available at: < http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html >		
Course Outcomes		
CO1	Identify key characteristics of science fiction and detective fiction.	
CO2	Explain major themes and conventions of the genres.	
CO3	Analyze narrative techniques employed in prescribed texts.	
CO4	Interpret literary representations of crime and scientific imagination.	
CO5	Evaluate the cultural significance of genre fiction.	
CO6	Demonstrate critical understanding of popular literary traditions.	

BAEN551: LITERARY EDITING AND PUBLISHING

Teaching Scheme Practical: 4 hrs./ week Credit : 2		Examination Scheme Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
Course Objectives:		
<ol style="list-style-type: none"> 1. To introduce the fundamentals of literary editing and publishing. 2. To develop proofreading and editing skills. 3. To familiarize students with publication processes and practices. 4. To train students in content organization and presentation. 5. To enhance practical skills in magazine production. 6. To encourage professional and ethical editorial practices. 		
Unit	Topics	No. of Lectures
I	Editing and Proofreading <ul style="list-style-type: none"> • Basics of editing: clarity, coherence, and style • Proofreading for grammar, spelling, and punctuation Ethical editing and maintaining author voice 	10
II	Compilation and Design <ul style="list-style-type: none"> • Selection and finalization of content • Structuring sections of the magazine • Writing editorial note, titles, and captions • Basics of layout and formatting 	10
III	Publishing and Presentation <ul style="list-style-type: none"> • Preparing final manuscript for print/digital format • Introduction to publishing platforms (print/online) • Presentation and circulation of the magazine 	10
<i>Practical</i>		
<ol style="list-style-type: none"> 1. Students will edit, compile, and design the magazine 2. Final output: published literary magazine (print/digital) 		
Course Outcomes		
CO1	Apply editing and proofreading techniques effectively.	
CO2	Identify and correct language and formatting errors.	
CO3	Organize and compile content for publication.	
CO4	Prepare manuscripts for print and digital platforms.	
CO5	Demonstrate skills in literary magazine production.	
CO6	Apply ethical principles in editorial practice.	

BAEN552: APPLIED RESEARCH WRITING

Teaching Scheme Practical: 4 hrs./ week Credit : 2		Examination Scheme Internal Assessment: 15 End Semester Examination: 35 Total Marks: 35
Course Objectives: <ol style="list-style-type: none"> 1. To introduce the fundamentals of academic research writing. 2. To develop skills in formulating research topics and objectives. 3. To familiarize students with citation and documentation practices. 4. To promote academic integrity and ethical writing. 5. To develop competence in academic argumentation. 6. To enhance research and writing skills. 		
Unit	Topics	No. of Lectures
I	Research Writing Basics: Selection of research topic, Framing research objectives and questions, Academic style and structure	10
II	Research Documentation: Citation and referencing (MLA format), Bibliography and works cited, Avoiding plagiarism	10
III	Academic Writing Practice: Abstract writing, Review of literature, Paragraph and argument development	10
<i>Practical</i>		
Submission of a Research Writing File containing research exercises and short research paper followed by Viva Voce.		
Course Outcomes		
CO1	Formulate research topics and research questions effectively.	
CO2	Apply MLA style citation and referencing accurately.	
CO3	Prepare abstracts and literature reviews.	
CO4	Develop coherent academic arguments in writing.	
CO5	Avoid plagiarism through proper documentation practices.	
C06	Produce structured academic research papers.	

BAEN553: ACADEMIC PRESENTATION SKILLS

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 fundamentals of academic presentations.*
2. *To develop effective verbal and non-verbal communication skills.*
3. *To familiarize students with presentation planning and organization.*
4. *To train students in the use of visual presentation tools.*
5. *To enhance seminar and conference presentation skills.*
6. *To build confidence in academic communication.*

Unit	Topics	No. of Lectures
I	Fundamentals of Academic Presentation: Structure of academic presentation, Verbal and non-verbal communication, Audience interaction techniques	10
II	Presentation Preparation: Organizing presentation content, Preparation of presentation outline, Use of visual aids and PPT	10
III	Research Presentation Skills: Seminar and conference presentation, Dissertation presentation techniques, Time management during presentation	10

Practical

Seminar Presentation with PPT and Presentation Record File followed by Viva Voce.

Course Outcomes

CO1	Organize and deliver effective academic presentations.
CO2	Apply verbal and non-verbal communication techniques appropriately.
CO3	Prepare structured presentation outlines and visual aids.
CO4	Demonstrate effective audience engagement strategies.
CO5	Manage presentation time efficiently.
CO6	Present academic content confidently and professionally.

SEMESTER VI

S. No.	Category	Paper	Course Code	SUBJECT	PERIODS			Evaluation Scheme		Subject Total	Credit
					L	T	P	CA	EE		
VI SEMESTER											
1	DSC	36	BAEN 601	Modern European Drama	4	0	0	30	70	100	4
2	DSC	37	BAEN 602	Research Methodology	4	0	0	30	70	100	4
3	DSE	38	BAEN 613	Literature and Cinema	4	0	0	30	70	100	4
			BAEN 614	World Literature							
			BAEN 615	Partition Literature							
4	DSE	39	BAEN 616	Postcolonial Literature	4	0	0	30	70	100	4
			BAEN 617	Travel writing							
			BAEN 618	Autobiography							
5	PROJEC T-III	40	BAEN651	Dissertation	0	2	4	30	70	100	4
6	LAB-X	41	BAEN652	Research Proposal Writing	0	0	4	15	35	50	2
TOTAL					16	2	8	170	380	550	22

BAEN601: MODERN EUROPEAN DRAMA

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 major trends in modern European drama. 2. To familiarize students with significant modern dramatists and their works. 3. To examine dramatic responses to social and political issues. 4. To explore realism, epic theatre, and absurd drama. 5. To develop critical appreciation of modern dramatic techniques. 6. To enhance analytical and interpretative skills through dramatic texts. 		
Unit	Topics	No. of Lectures
I	Henrik Ibsen <i>Ghosts</i>	15
II	Bertolt Brecht <i>The Good Woman of Szechuan</i>	15
III	Samuel Beckett <i>Waiting for Godot</i>	15
IV	Henrik Ibsen <i>A Doll's House</i>	15
Suggested Topics and Background Prose Readings for Class Presentations Topics		
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		
Readings		
1. Constantin Stanislavski, <i>An Actor Prepares</i> , 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.		
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in <i>Brecht on Theatre: The Development of an Aesthetic</i> , ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.		
3. George Steiner, 'On Modern Tragedy', in <i>The Death of Tragedy</i> (London: Faber, 1995) pp. 303–24.		
Course Outcomes		
CO1	Identify major movements in modern European drama.	
CO2	Explain the distinctive features of modern dramatic forms.	
CO3	Analyze themes and techniques in prescribed plays.	
CO4	Interpret dramatic texts within their socio-cultural contexts.	
CO5	Evaluate the contributions of major European playwrights.	
C06	Demonstrate critical understanding of modern drama.	

BAEN602: RESEARCH METHODOLOGY

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 major trends in modern European drama. 2. To familiarize students with significant modern dramatists and their works. 3. To examine dramatic responses to social and political issues. 4. To explore realism, epic theatre, and absurd drama. 5. To develop critical appreciation of modern dramatic techniques. 6. To enhance analytical and interpretative skills through dramatic texts. 		
Unit	Topics	No. of Lectures
I	Fundamentals of Research: Meaning and Purpose of Research, Research in English Studies, Types of Research in Humanities, Research Ethics and Plagiarism	15
II	Research Problem and Sources: Selection of Topic and Research Problem, Research Questions and Objectives, Primary and Secondary Sources, Review of Literature	15
III	Research Methods and Tools: Methods of Literary Research- Textual Analysis, Historical and Comparative Approaches, Bibliographical and Research Tools, Use of Online Academic Databases	15
IV	Academic Writing and Documentation: Structure of Research Paper / Project, Quotation, Paraphrasing, and Note-Taking, Documentation Style: MLA (latest edition), Bibliography, Editing, and Presentation.	15
Suggested Topics and Background Prose Readings for Class Presentations Topics		
Practical Criticism and Close Reading, Formulating Research Questions and Hypotheses, Writing a Research Proposal, Review of Literature, Methods of Literary Research, Major Approaches to Literary Criticism, Structure and Style of a Term Paper, Documentation, Citations, and Bibliography (MLA Style), Plagiarism and Academic Integrity		
Readings		
1. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, <i>The Craft of Research</i> (Chicago: University of Chicago Press).		
2. Umberto Eco, <i>How to Write a Thesis</i> (Cambridge, MA: MIT Press).		
3. <i>MLA Handbook</i> (9th ed., New York: Modern Language Association).		
4. Peter Barry, <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> (Manchester: Manchester University Press).		
Course Outcomes		
CO1	Identify major movements in modern European drama.	
CO2	Explain the distinctive features of modern dramatic forms.	
CO3	Analyze themes and techniques in prescribed plays.	
CO4	Interpret dramatic texts within their socio-cultural contexts.	
CO5	Evaluate the contributions of major European playwrights.	
CO6	Demonstrate critical understanding of modern drama.	

BAEN613: LITERATURE AND CINEMA

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 relationship between literature and cinema.
2. To familiarize students with theories of film adaptation.
3. To examine cinematic interpretations of literary texts.
4. To explore narrative techniques in literature and film.
5. To develop critical understanding of adaptation studies.
6. To enhance analytical viewing and reading skills.

Unit	Topics	No. of Lectures
I	James Monaco, 'The language of film: signs and syntax', in <i>How To Read a Film: The World of Movies, Media & Multimedia</i> (New York: OUP, 2009) chap. 3, pp. 170– 249.	15
II	William Shakespeare, <i>Romeo and Juliet</i> , and its adaptations: <i>Romeo & Juliet</i> (1968; dir. Franco Zeffirelli, Paramount); and <i>Romeo + Juliet</i> (1996; dir. Baz Luhrmann, 20th Century Fox).	15
III	Bapsi Sidhwa, <i>Ice Candy Man</i> and its adaptation <i>Earth</i> (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.); and Amrita Pritam, <i>Pinjar: The Skeleton and Other Stories</i> , tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: <i>Pinjar</i> (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).	15
IV	Ian Fleming, <i>From Russia with Love</i> , and its adaptation: <i>From Russia with Love</i> (1963; dir. Terence Young, Eon Productions).	15

Suggested Topics and Background Prose Readings for Class Presentations Topics

Theories of Adaptation Transformation and Transposition Hollywood and 'Bollywood' The 'Two Ways of Seeing' Adaptation as Interpretation

Readings

1. Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).
2. Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.
3. Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.
4. Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).

Course Outcomes

CO1	Explain key concepts in literature and cinema studies.
CO2	Analyze literary texts and their film adaptations.
CO3	Compare narrative techniques across literary and cinematic forms.
CO4	Interpret adaptations as creative re-readings of texts.
CO5	Evaluate the effectiveness of cinematic adaptations.
CO6	Demonstrate critical understanding of adaptation theory.

BAEN614: WORLD LITERATURES

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 students to representative works of world literature.
2. To familiarize students with diverse literary traditions and cultures.
3. To examine global themes across literary texts.
4. To explore issues of identity, migration, and cultural exchange.
5. To develop comparative literary perspectives.
6. To enhance cross-cultural understanding through literature.

Unit	Topics	No. of Lectures
I	V.S. Naipaul, <i>Bend in the River</i> (London: Picador, 1979).	8
II	Marie Clements, <i>The Unnatural and Accidental Women</i> , in <i>Staging Coyote's Dream: An Anthology of First Nations</i> , ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)	8
III	Antoine De Saint-Exupery, <i>The Little Prince</i> (New Delhi: Pigeon Books, 2008) Julio Cortazar, 'Blow-Up', in <i>Blow-Up and other Stories</i> (New York: Pantheon, 1985).	8
IV	Judith Wright, 'Bora Ring', in <i>Collected Poems</i> (Sydney: Angus & Robertson, 2002) p. 8. Gabriel Okara, 'The Mystic Drum', in <i>An Anthology of Commonwealth Poetry</i> , ed.	8
V	C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132–3.	7
VI	Kishwar Naheed, 'The Grass is Really like me', in <i>We the Sinful Women</i> (New Delhi: Rupa, 1994) p. 41.	7
VII	Shu Ting, 'Assembly Line', in <i>A Splintered Mirror: Chinese Poetry From the Democracy Movement</i> , tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991).	7
VIII	Jean Arasanayagam, 'Two Dead Soldiers', in <i>Fussilade</i> (New Delhi: Indialog, 2003) pp. 89–90.	7

Suggested Topics and Background Prose Readings for Class Presentations Topics

The Idea of World Literature Memory, Displacement and Diaspora Hybridity, Race and Culture Adult Reception of Children's Literature Literary Translation and the Circulation of Literary Texts Aesthetics and Politics in Poetry

Readings

1. Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix–xviii, 1–64.
2. David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1–64, 65–85.
3. Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol.1 (2000), pp. 54–68.

4. Theo D’haen et. al., eds., ‘Introduction’, in *World Literature: A Reader* (London: Routledge, 2012).

Course Outcomes

CO1	Identify major themes in world literature.
CO2	Explain literary texts within their cultural contexts.
CO3	Analyze diverse literary traditions and forms.
CO4	Interpret issues of identity and cultural interaction.
CO5	Compare literary works from different regions.
CO6	Demonstrate global perspectives in literary analysis.

BAEN615: PARTITION 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 introduce major literary representations of Partition.
2. To examine the historical and cultural impact of Partition.
3. To explore themes of displacement, trauma, and identity.
4. To familiarize students with diverse Partition narratives.
5. To develop critical understanding of memory and history.
6. To enhance analytical engagement with Partition literature.

Unit	Topics	No. of Lectures
I	Intizar Husain, <i>Basti</i> , tr. Frances W. Pritchett (New Delhi: Rupa, 1995).	8
II	Dibyendu Palit, 'Alam's Own House', tr. Sarika Chaudhuri, <i>Bengal Partition Stories: An Unclosed Chapter</i> , ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.	8
III	Manik Bandhopadhyaya, 'The Final Solution', tr. Rani Ray, <i>Mapmaking: Partition Stories from Two Bengals</i> , ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.	8
IV	Sa'adat Hasan Manto, 'Toba Tek Singh', in <i>Black Margins: Manto</i> , tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.	8
V	Lalithambika Antharajanam, 'A Leaf in the Storm', tr. K. Narayana Chandran, in <i>Stories about the Partition of India</i> ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45.	7
VI	Faiz Ahmad Faiz, 'For Your Lanes, My Country', in <i>In English: Faiz Ahmad Faiz, A Renowned Urdu Poet</i> , tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.	7
VII	Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in <i>Modern Indian Literature</i> (New Delhi: OUP, 2004) pp. 8–13.	7
VIII	Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in <i>Translating Partition</i> , ed. Tarun Saint et. al. (New Delhi: Katha, 2001) p. x.	7

Suggested Topics and Background Prose Readings for Class Presentations Topics

Colonialism, Nationalism, and the Partition Communalism and Violence Homelessness and Exile Women in the Partition

Readings

1. Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
2. Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).

4. Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.

Course Outcomes

CO1	Explain the historical context of Partition literature.
CO2	Identify major themes in Partition narratives.
CO3	Analyze representations of trauma and displacement.
CO4	Interpret literary responses to communal conflict.
CO5	Evaluate the role of memory in Partition writings.
CO6	Demonstrate critical understanding of Partition experiences.

BAEN616: POSTCOLONIAL 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 major texts of postcolonial literature. 2. To familiarize students with postcolonial theories and concepts. 3. To examine issues of colonialism, identity, and resistance. 4. To explore cultural and linguistic representations in postcolonial texts. 5. To develop critical awareness of postcolonial perspectives. 6. To enhance analytical and interpretative skills. 			
Unit	Topics		No. of Lectures
I	Chinua Achebe <i>Things Fall Apart</i>		15
II	Gabriel Garcia Marquez <i>Chronicle of a Death Foretold</i>		15
III	Bessie Head 'The Collector of Treasures', Grace Ogot 'The Green Leaves'		15
IV	Pablo Neruda 'Tonight I can Write' 'The Way Spain Was' Derek Walcott 'A Far Cry from Africa', Mamang Dai 'Small Towns and the River' 'The Voice of the Mountain'		15
Suggested Topics and Background Prose Readings for Class Presentations Topics			
De-colonization, Globalization and Literature Literature and Identity Politics Writing for the New World Audience Region, Race, and Gender Postcolonial Literatures and Questions of Form			
Readings			
1. Franz Fanon, 'The Negro and Language', in <i>Black Skin, White Masks</i> , tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.			
2. Ngugi wa Thiong'o, 'The Language of African Literature', in <i>Decolonising the Mind</i> (London: James Curry, 1986) chap. 1, sections 4–6.			
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in <i>Gabriel Garcia Marquez: New Readings</i> , ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).			
Course Outcomes			
CO1	Explain key concepts in postcolonial studies.		
CO2	Identify major themes in postcolonial literature.		
CO3	Analyze representations of colonial and postcolonial experiences.		
CO4	Interpret issues of identity, race, and culture in literary texts.		
CO5	Evaluate the contribution of postcolonial writers.		
CO6	Demonstrate critical understanding of postcolonial discourses.		

BAEN617: TRAVEL WRITING

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 genre of travel writing. 2. To familiarize students with major travel narratives. 3. To examine representations of self and other in travel texts. 4. To explore the relationship between travel, culture, and identity. 5. To develop critical appreciation of travel literature. 6. To enhance analytical and interpretative skills. 		
Unit	Topics	No. of Lectures
I	Ibn Batuta: ‘The Court of Muhammad bin Tughlaq’, Khuswant Singh’s <i>City Improbable: Writings on Delhi</i> , Penguin Publisher Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in <i>India by Al Biruni</i> , edited by Qeyamuddin Ahmad, National Book Trust of India	15
II	Mark Twain: <i>The Innocent Abroad</i> (Chapter VII , VIII and IX) (Wordsworth Classic Edition) Ernesto Che Guevara: <i>The Motorcycle Diaries: A Journey around South America</i> (the Expert, Home land for victor, The city of viceroys), Harper Perennial	15
III	William Dalrymple: <i>City of Dijnn</i> (Prologue, Chapters I and II) Penguin Books Rahul Sankrityayan: <i>From Volga to Ganga</i> (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing	15
IV	Nahid Gandhi: <i>Alternative Realities: Love in the Lives of Muslim Women</i> , Chapter ‘Love, War and Widow’, Westland, 2013 Elisabeth Bumiller: <i>May You be the Mother of a Hundred Sons: a Journey among the Women of India</i> , Chapters 2 and 3, pp.24-74 (New York: Penguin Books, 1991)	15
<i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i>		
Travel Writing and Ethnography Gender and Travel Globalization and Travel Travel and Religion Orientalism and Travel		
<i>Readings</i>		
1. Susan Bassnett, ‘Travel Writing and Gender’, in <i>Cambridge Companion to Travel Writing</i> , ed. Peter Hulme and Tim Young (Cambridge: CUP,2002) pp, 225-241		
2. Tabish Khair, ‘An Interview with William Dalrymple and Pankaj Mishra’ in <i>Postcolonial Travel Writings: Critical Explorations</i> , ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011), 173-184		
3. Casey Balton, ‘Narrating Self and Other: A Historical View’, in <i>Travel Writing: The Self and The Other</i> (Routledge, 2012), pp.1-29		
4. Sachidananda Mohanty, ‘Introduction: Beyond the Imperial Eyes’ in <i>Travel Writing and Empire</i> (New Delhi: Katha, 2004) pp. ix –xx.		
Course Outcomes		

CO1	Identify key characteristics of travel writing.
CO2	Explain major themes in travel narratives.
CO3	Analyze representations of culture and identity in travel texts.
CO4	Interpret travel writing within historical and social contexts.
CO5	Evaluate the literary and cultural significance of travel narratives.
CO6	Demonstrate critical understanding of the travel writing genre.

BAEN618: AUTOBIOGRAPHY

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 autobiography as a literary genre. 2. To familiarize students with major autobiographical texts. 3. To examine the relationship between self, memory, and identity. 4. To explore autobiography as a form of personal and social expression. 5. To develop critical understanding of life writing. 6. To enhance analytical and interpretative skills. 		
Unit	Topics	No. of Lectures
I	Jean-Jacques Rousseau's <i>Confessions</i> , Part One, Book One, pp. 5-43, Translated by Angela Scholar (New York: Oxford University Press, 2000).	10
II	Benjamin Franklin's <i>Autobiography</i> , pp.5-63, Edited by W. Macdonald (London: J.M. Dent and Sons, 1960).	10
III	M. K. Gandhi's <i>Autobiography or the Story of My Experiments with Truth</i> , Part I Chapters II to IX, pp. 5-26 (Ahmedabad: Navajivan Trust, 1993). Annie Besant's <i>Autobiography</i> , Chapter VII, Atheism As I Knew and Taught It, pp. 141-175 (London: T. Fisher Unwin, 1917).	10
IV	Binodini Dasi's <i>My Story and Life as an Actress</i> , pp. 61-83 (New Delhi: Kali for Women, 1998).	10
V	Revathi's <i>Truth About Me: A Hijra Life Story</i> , Chapters One to Four, pp. 1-37 (New Delhi: Penguin Books, 2010.)	10
VI	Richard Wright's <i>Black Boy</i> , Chapter 1, pp. 9-44 (United Kingdom: Picador, 1968). Sharankumar Limbale's <i>The Outcaste</i> , Translated by Santosh Bhoomkar, pp. 1-39 (New Delhi: Oxford University Press, 2003)	10
<i>Suggested Topics and Background Prose Readings for Class Presentations Topics</i>		
Self and society Role of memory in writing autobiography, Autobiography as resistance Autobiography as rewriting history		
<i>Readings</i>		
1. James Olney, 'A Theory of Autobiography' in <i>Metaphors of Self: the meaning of autobiography</i> (Princeton: Princeton University Press, 1972) pp. 3-50.		
2. Laura Marcus, 'The Law of Genre' in <i>Auto/biographical Discourses</i> (Manchester: Manchester University Press, 1994) pp. 229-72.		
3. Linda Anderson, 'Introduction' in <i>Autobiography</i> (London: Routledge, 2001) pp.1-17.		
4. Mary G. Mason, 'The Other Voice: Autobiographies of women Writers' in <i>Life/Lines: Theorizing Women's Autobiography</i> , Edited by Bella Brodzki and Celeste Schenck (Ithaca: Cornell University Press, 1988) pp. 19-44.		
Course Outcomes		

CO1	Explain the characteristics of autobiographical writing.
CO2	Identify major themes in autobiographical texts.
CO3	Analyze representations of self and identity.
CO4	Interpret the role of memory in life narratives.
CO5	Evaluate autobiography as a mode of self-expression and resistance.
C06	Demonstrate critical understanding of life-writing traditions.

BAEN651: DISSERTATION

Teaching Scheme Tutorial: 2 hrs./week Practical: 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 develop independent research skills in literary studies. 2. To train students in planning and conducting research projects. 3. To enhance skills in academic writing and documentation. 4. To promote critical inquiry and scholarly investigation. 5. To provide experience in dissertation preparation and presentation. 6. To encourage ethical and systematic research practices. 			
Unit	Topics		Practical+Tutorial
I	Topic Selection and Proposal: Selection of topic (author/text/theme), Framing title and objectives, Submission of brief proposal/synopsis		20
II	Research and Drafting: Collection of material (primary/secondary sources), Organization of chapters, Drafting the dissertation		20
III	Final Submission and Presentation: Compilation and formatting of dissertation, Submission of final project, Viva voce/presentation		20
Practical			
<ul style="list-style-type: none"> • Submission of a dissertation (approx. 8,000–10,000 words) • Based on literary texts/themes • Viva voce based on the project 			
Readings			
1. Kothari, C. R. <i>Research Methodology: Methods and Techniques</i> . New Age International Publishers.			
2. MLA Handbook. <i>MLA Handbook for Writers of Research Papers</i> . Modern Language Association.			
3. Gibaldi, Joseph. <i>MLA Handbook for Writers of Research Papers</i> . Modern Language Association.			
4. Kumar, Ranjit. <i>Research Methodology: A Step-by-Step Guide for Beginners</i> . Sage Publications.			
Course Outcomes			
CO1	Select and define a suitable research topic.		
CO2	Conduct independent literary research using appropriate sources.		
CO3	Apply research methods and documentation styles effectively.		
CO4	Organize and present research findings systematically.		
CO5	Produce a well-structured dissertation.		
C06	Demonstrate competence in academic research and presentation.		

BAEN652: RESEARCH PROPOSAL WRITING

Teaching Scheme Practical: 4 hrs./ week Credit : 2		Examination Scheme Internal Assessment: 15 End Semester Examination: 35 Total Marks: 50
Course Objectives:		
<ol style="list-style-type: none"> 1. To introduce the principles of research proposal writing. 2. To develop skills in identifying research problems. 3. To train students in framing research objectives and questions. 4. To familiarize students with research design and methodology. 5. To develop competence in academic documentation practices. 6. To enhance proposal writing and presentation skills. 		
Unit	Topics	No. of Lectures
I	Introduction to Research Proposal: Meaning and significance of research proposal, Selection of research topic, Identification of research problem	10
II	Structure of Research Proposal: Research objectives and questions, Hypothesis and methodology, Chapter planning and synopsis writing	10
III	Research Documentation: Citation and referencing (MLA format), Bibliography and documentation style, Avoiding plagiarism	10
<i>Practical</i>		
Submission and Presentation of a Research Proposal File followed by Viva Voce.		
<i>Readings</i>		
1. Kothari, C. R. <i>Research Methodology: Methods and Techniques</i> . New Age International Publishers.		
2. Kumar, Ranjit. <i>Research Methodology: A Step-by-Step Guide for Beginners</i> . Sage Publications.		
3. Turabian, Kate L. <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i> . University of Chicago Press.		
4. MLA Handbook. <i>MLA Handbook</i> . Modern Language Association.		
Course Outcomes		
CO1	Identify and define a viable research problem.	
CO2	Formulate research objectives and research questions.	
CO3	Prepare a structured and coherent research proposal.	
CO4	Apply appropriate research methodology in proposal design.	
CO5	Use MLA documentation style accurately.	
CO6	Present and defend a research proposal effectively.	