SCHOOL OF LIBERAL ARTS
DEPARTMENT OF English
BACHELOR OF ARTS
ENGLISH (HONOURS)
(Semester based Course) CBCS
Rules, Regulations and Course Contents
Effective from
Academic year 2017-2020 onwards

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COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME

The B.A. (Hons.) course in English has been redesigned with the objective of making the entire programme more comprehensive and interdisciplinary in its approach so as to provide wide array of knowledge.

This programme integrates teaching of other relevant sociological, political, historical, psychological and administrative concerns to enhance skill based and broader understanding of the social world we live in and to prepare them with a more pragmatic approach to deal with varied demands and challenges of occupational and social settings. It also prepares the students for higher order courses in a better way.

With this perspective, Subsidiary papers have been introduced in the first two years to facilitate the understanding of any two optional papers from sisterly disciplines that the student chooses to opt for. These papers provide a general overview to more specific and relevant concepts pertaining to that discipline.

Apart from this, few Common papers are also taught such as General English-I & II, Environmental Studies- I & II, Business Communication--I & II, Fundamentals of Computers-I & II, Human Rights: Theory & Practice, and Gender & Women studies in India that all the students taking various Honours courses in the School of Liberal Arts.

The papers included in the curriculum will be based on Choice based credit system.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in
evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. **Core Course**: A course which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course**: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate’s proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

The University also offers discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 **Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course**: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AECC). “AECC”
courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

The B.A. English (Hons.) is divided into three parts as under. Each part will consist of two semesters.

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**YEAR I - SEMESTER I**

**BEL -101 HISTORY OF ENGLISH LITERATURE**

**Objective:** Aim of this paper is to let students know about the origin of English literature till 1798. This will also provide them a study of the writers and their writings in different ages of the time.

**Unit-I: History of English Literature from 14th Century to Romantic Age including-**

a) The Renaissance  
b) Enlightenment Age  
c) Romantic Age  
d) Victorian Age  
e) Modern Age

**Unit-II: Poetry**

1. Geoffrey Chaucer                     Prologue to the Canterbury Tales

2. Shakespeare                                     Venus and Adonis

**Unit III: Prose**

1. Thomas More                Utopia (Book 1st)  
2. Milton                           Areopagitica  
3. Jonathan Swift              Gulliver’s Travels

**Unit-IV: Drama**

1. Shakespeare                 Twelfth Night  
2. Dryden                      All for Love
Suggested Topics for Class Presentations

Renaissance Humanism

The Stage, Court and City

Religious and Political Thought

The Writer in Society

Suggested Readings:

1. English Literature: Its History and Significance by William J.Long (Indian edition)
2. The Concise Cambridge History of English Literature by George Sampson
5. History of English Literature, Vol.1 by W.R.Goodman
BEL-102  INTRODUCTION TO LINGUISTICS

Objective: The objective of the course is to establish foundations in the major areas on phonetics and spoken English (articulatory and acoustic phonetics, segmental and non-linear phonology, and the phonetics-phonology interface). Develop an understanding of the various sounds used in English (RP). Develop descriptive and analytical techniques essential to the analysis of sounds, including experimental methods in phonetics, phonemic analysis, constituency and tonal phonology. Consider in a rigorous way what goes into an explanation in phonetics and phonology, Aware the students about the transcription of words for clear pronunciation, Acquire the students a proper intonation and rhythm.

Unit-I:

Phonetics: An Introduction, Organ of Speech, Production of Speech Sound, Vowel and consonant, the description and classification of Speech sounds: The description and classification of consonants and Vowels

Unit-II:

Phonology: An Introduction, What is phonology, Phonology vs. Phonetics, International Phonetic Alphabets, Concept of Phoneme and Allophone, Phonemic Transcription

Unit-III:

Syllables: Introduction, Syllabic Consonants, Consonant clusters, Onset, Nucleus, and Coda, Tree diagram representation of syllables in words, Tree diagram representation of syllables in sentences

Unit-IV:

Stress: Paralanguage, Pitch, Rhythm: Stress-timed Rhythm, Intonation: Falling Tone, Rising Tone, Falling-Rising Tone, Tonic Syllable, Transcription of related Sentences

Suggested Readings:


**Objective:** The objectives of environmental education are to increase public awareness about environmental issues, explore possible solutions, and to lay the foundations for a fully informed and active participation of individual in the protection of environment and the prudent and rational use of natural resources.

**Unit 1: Introduction to Environmental Studies**

- Definition, Concept, Importance of environment, components of environment atmosphere, hydrosphere, lithosphere and biosphere.
- Scope and importance; Concept of sustainability and sustainable development.
- Environmental Education and Awareness.

**Unit 2: Ecosystems**

- Ecosystem, Structure and function of ecosystem; Energy flow in an ecosystem: food chain, food web and ecological succession
- Major Ecosystems: Desert ecosystem, Forest ecosystem, Grassland ecosystem, Aquatic ecosystem (Pond, Lake, stream, rivers, oceans)

**Unit 3: Natural Resources: Renewable and Non-renewable Resources**

- Land Resources and land degradation, soil erosion and desertification, deforestation: Causes and impacts due to mining, dam building on environment.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

**Unit 4: Biodiversity and Conservation**

- Levels of biological diversity: genetic, species and ecosystem diversity; Biogeography zones of India; Biodiversity patterns and global biodiversity hot Spots.
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
• Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and informational value

Suggested Readings:


Objective: The course focuses on detailed reading of selected texts and tries to trace the development of British literature from 1340 to 1660. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this period.

Unit-I:

Historical background to the literature from 1340 to 1660

Chaucer: Pardoner’s Tale

Unit-II:

Shakespeare: Sonnet 130 (My Mistress’ Eyes are Nothing Like the Sun)

John Milton: The Paradise Lost (Line 1-26),

John Donne: Valediction Forbidding Mourning

Andrew Marvell: To His Coy

Unit-III:

Bacon: Of Studies,

Of Great Place

Shakespeare: As You Like It

Unit-IV:

Shakespeare: Macbeth
Suggested Reading:


Objective: The objective of the basic studies is that the student acquires an understanding of speech as the medium of linguistic communication and of phonetics as a discipline that investigates this medium, and that the student learns the basic skills required to do phonetic research. The aim of phonology is to discover the principles that govern the way sounds are organized in languages and to explain the variations that occur. We begin by analyzing an individual language to determine which sound units are used and which patterns they form—the language's sound system.

Unit-I:

Complex articulation: secondary articulation, articulation; syllable; supra segmental length, stress, tone, intonation and juncture; phonetic transcription: International Phonetic Alphabet (IPA).

Unit-II:

Sound waves—simple and complex, periodic and aperiodic; harmonics; frequency and fundamental frequency, amplitude, duration; resonance, filters, spectrum, spectrogram; formants, transition, burst; voice onset time; aspiration; noise spectra; cues for speech sounds: vowel (monophthong and diphthong), semivowel, stop, fricative, nasal, lateral, glide, places of articulation of consonants.

Unit-III:

Phonetics vs. phonology; concept of phoneme, phone and allophone; principles of phonemic analysis—phonetic similarity, contrastive distribution, complementary distribution, free variation, pattern congruity; notions of biuniqueness, neutralization and archiphoneme.

Unit-IV:

Linear and non-linear approaches: levels of phonological representation; phonological rules; distinctive features (major class, manner, place, etc.); abstractness controversy; rule ordering and types of rule ordering, markedness; principles of lexical phonology; principles of optimality theory.
Suggested Readings:

Objective: It is to aim at the development of environmentally literate citizens who have the skills and knowledge and inclinations to make well informed choices concerning the environment, and who exercise the rights and responsibilities of the members of a community. It contributes to an understanding and appreciation of the environment and conservation of resources for future.

Unit 1: Environmental Pollution

- Environmental pollution: types, causes, effects and controls; Air, water, soil, chemical and noise pollution.
- Solid waste management: Control measures of urban and industrial waste, Solid waste management: Control measures of urban and industrial waste.
- 

Unit 2: Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; International agreements; Montreal and Kyoto protocols and conservation on Biological Diversity (CBD). The Chemical Weapons Convention (CWC).
- Nature reserves, tribal population and rights, and human, wildlife conflicts in Indian context
- 

Unit 3: Human Communities and the Environment

- Environmental movements: Chipko, Silent valley, Environmental ethics: Role of Indian and other religions and cultures in environmental conservation, Environmental communication and public awareness.

**Unit 4: Field work**

- Visit to an area to document environmental assets; river/forest/flora/fauna, etc.
- Visit to a local polluted site – Urban/Rural/Industrial/Agricultural.
- Study of simple ecosystems-pond, river, Delhi Ridge, etc.,

**Suggested Readings:**

Objective: The Course focuses on detailed reading of selected texts and tries to trace the development of British literature from 1660-1798. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this period.

Unit-I:

Alexander Pope: Rape of the Lock (Canto 1)

Blake: Tyger,

Lamb,

Thomas Grey: Elegy Written in Country Churchyard

Unit-II:

Addison: Sir Roger at Church

Richard Steele: Spectator Club,

Dr Johnson: Letter to Chesterfield

Unit-III:

Henry Fielding: Joseph Andrews

Jane Austen: Pride and Prejudice

Unit-IV:
Oliver Goldsmith: She Stoop to Conque

Suggested Readings:

1. Andrew Sanders: The Short Oxford History of English Literature


**Objective:** The overall purpose of the paper is to impart students with knowledge of Classical age of Literature. The student will learn about the selected writes of Classical Literature era.

**Unit-I:**

Introduction to Classical Literature.

**Unit-II:**

Kalidasa Abhijnana Shakuntalam.

**Unit-III:**


**Unit-IV:**

Homer: odyssey

**Suggested Readings:**


Objective: The overall aims of the course are to enable the learner to communicate effectively and appropriately in real life situation and to use English effectively for study purpose across the curriculum. Learners will be able to develop interest in and appreciation of Literature. They develop and integrate the use of the four language skills i.e. Reading, Listening, speaking and Writing. It will help revision and reinforce structure already learnt.

Unit -I: Grammar in Practice

- Vocabulary
- Punctuation
- Diary Writing
- Report Writing

Unit- II: Writing skills

- Précis writing
- Paragraph Writing
- Notices and Circulars

Unit –III: Reading and Speaking Skills

- Stress and Intonation
- Stress-What and How
- Intonation-What and How

Unit – IV: Short Stories

- “The Child” Premchand
• “The Gift of the Magi” O.Henry

**Suggested Reading:-**

1. W.S. Allen, A Remedial English Grammar

2. W.S. Allen, Living English Structure

3. N. Krishaswamy, Modern English

4. H. K. Kaul, The Craft of Writing

5. Darothy M. Guinn Daniel Marder, A Spectrum of Rhetoric

Objective: The course focuses on detailed reading of selected texts and tries to trace the development of British literature from 1798 to 1890. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this period.

Unit-I:

Wordsworth: Tintern Abbey,

Lucy

Keats: Ode to Nightingale

P B Shelley: Ode to West Wind

Unit-II:

Tennyson: Break- Break- Break

Browning: My Last Duchess

Matthew Arnold: Dover Beach

Unit-III:

Charles Lamb: Dream Children

William Hazlitt: The Fight

Unit-IV:

Charles Dickens: Great Expectation

Thomas Hardy: The Woodlanders
Suggested Readings:


2. M.H. Abrams: A Glossary of Literary Terms


BEL -402 AMERICAN LITERATURE

Objective: This course aims to provide a brief introduction to the literature of America. This course introduces students to the discovery of America by Europeans and the consequent near annihilation of the native population. It provides a brief history of the development of the institution of slavery as a part of the British Empire, the emergence of the spirit of independence amongst the population, the war of independence and the subsequent declaration of independence. The ironical beginnings of a nation that proclaimed itself as independent on a truth well known that all men are created equal would be dwelled upon, contrasting it with the continuance of slavery. Unique American concepts like the American Dream, The New World, Free Nation, Melting Pot, Hope, Expectations, etc. would be discussed. The American effort to define itself in opposition to the Old World is an underlying theme in these texts. The angst to forge a new national identity and the thrill of anticipating encounter with the unchartered frontiers is all evident in the texts prescribed for this course.

Unit-I:

Tennessee Williams: The Glass Menagerie

Unit-II:

Toni Morrison: Beloved

Unit-III:

Edgar Allan Poe: The Purloined Letter
F. Scott Fitzgerald: The Crack-up
William Faulkner: Dry September

Unit-IV:

Anne Bradstreet The Prologue
Walt Whitman Selections from Leaves of Grass: ‘O Captain, My Captain’
Suggested Topics for Class Presentations

1. The American Dream
2. Social Realism and the American Novel
3. Folklore and the American Novel
Objective: This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favourable outside the firm environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication. Many of the assignments are to be keyboarded.

Unit-I: Introduction to professional Communication

- Definition of Communication
- Types of communication
- Channels of communication
- Barriers to communication
- General and Technical Communication

Unit-II: Formal and Informal Mails

- Formal & Informal Mails
- Types of Formal & Informal Mails
- Letter writing practice

Unit-III: Routine Business Correspondence & Presentation Skills

- Circulars, Memorandums, Notices, Agenda & Minutes
- Define Presentation
- Purpose of Presentation
- Audience and Locale
• Kinesics

• Paralinguistic

**Unit-IV: Speaking abilities enhancement & Resume Writing**

• Group Discussion

• Objectives and Types of GD

• Participation in GD

• What is a Resume

• Types of Resumes

• Writing of resumes

**Suggested Readings:**

1. Language in Thought and Action, S. I. Hayakawa

2. English 2600, 3200 and 3600, Joseph C. Blumenthal

3. A Message in the Bottle, Walker Percy

4. How to Find Your Own Voice, Peter Porosky
Objective: The course focuses on detailed reading of selected texts and tries to trace the development of British literature from 1890. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this period.

Unit-I:

W B Yeats: Second Coming,

Sailing to Byzantium,

T S, Eliot: Love Song of J Alfred Prufrock,

Unit-II:

Wilfred Owen: Strange Meeting,

W H Auden: In Memory of W B Yeats

Unit-III:

G B Shaw: Arms and the Man

John Osborne: Look Back In Anger

Unit-IV:

Virginia Woolf: Mrs. Dalloway
Suggested Readings:

1. Andrew Sanders: The Short Oxford History of English Literature


Objective: This paper will make students knowledgeable about Famous Indian writers and their excellence in the field of English writing. The course envelopes modern genre of Indian literature, that aims to make students knowledgeable about various trends of Indian literature.

Unit-I:

• R.K. Narayan :Swami and Friends

Unit-II:

• Anita Desai In Custody

Unit-III:

• H.L.V. Derozio ‘The Orphan Girl’
• Kamala Das ‘My Grandmother’s House’
• Nissim Ezekiel ‘Enterprise’ ‘The Night of the Scorpion’

Unit-IV:

• Mulk Raj Anand ‘Two Lady Rams’
• Salman Rushdie ‘The Free Radio’
• Shashi Despande ‘The Intrusion’

Suggested Topics for Class Presentations

Indian English Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel

The Aesthetics of Indian English Poetry

Modernism in Indian English Literature
Suggested Readings:


BEL -503: AMERICAN LITERATURE

Objective: This paper aims to provide students with knowledge of modern American Literature and the acknowledged writes of American Literature. Students will learn about various forms of literary trends in America.

Unit-I:
  • Tennessee Williams: The Glass Menagerie

Unit-II:
  • Toni Morrison Beloved

Unit-III:
  • Edgar Allan Poe ‘The Purloined Letter’ F. Scott Fitzgerald ‘The Crack-up’ William Faulkner ‘Dry September’

Unit-IV:
  • Anne Bradstreet ‘The Prologue’
  • Walt Whitman Selections from Leaves of Grass: ‘O Captain, My Captain’ ‘Passage to India’ (lines 1–68)
  • Alexie Sherman Alexie ‘Crow Testament’ ‘Evolution’

Suggested Topics for Class Presentations

The American Dream

Social Realism and the American Novel

Folklore and the American Novel

Black Women’s Writings

Questions of Form in American Poetry
Suggested Readings:


B.A. (All Dept.)--Semester-Vth

RESEARCH METHODOLOGY

Programme: B.A. (All Dept.)
Semester-V
Course code: All Dept.
Course Name: RESEARCH METHODOLOGY

Credits: 4

Total Marks: 100

Course objectives: To educate students with the process and the methods of quantitative and qualitative social research traditions.

Unit 1: Introduction to Scientific Social Research

1.1. Definition and Nature of Social Research

1.2. The Goals and Purpose of Social Research.

1.3. Paradigms of Research.

1.4. Ethics in Research.

Unit 2: Testing & Sampling

2.1. Probability & Non probability sampling methods.

2.2. Characteristics of a test – standardization, reliability, validity, norms.
2.3. Principles of Good Research.

Unit 3: Methods of Data Collection

3.1. Case study, Interview & Focus group discussion.

3.2. Observation, Questionnaire, Experiment, Survey & Field Research.

3.3. Use of Secondary Data.

Unit 4: Problem, Hypothesis & Research Traditions

4.1. Formulating a problem & developing a testable research question.

4.2. Research hypothesis.

4.3. Comparing Quantitative & Qualitative.

4.4. Steps in a Research.

Suggested Readings:

1. Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
4. Blalock, Hubert M. (1979), Social Statistics. New York:


BACBCS-501: HUMAN RIGHTS: THEORY AND PRACTICE

Objectives: To familiarize the students to the concept, perspective and various dimensions of human rights in international and domestic context with a contemporary perspective, to enable them to become enlightened citizens in a globalized world.

Unit-I: Introduction

- Concept of Human Rights
- Universal Declaration of Human Rights
- ICCPR, ICESR & the Bill of Rights
- Classification of Rights

Unit-II: Human Rights Treaty Bodies

- Explanation of human rights treaty bodies.
- The functioning of human rights treaty bodies.
- How to access and work with the human rights treaty bodies
- Universal Human Rights Index

Unit-III: Human Rights in India

- Fundamental Duties
- Judicial Activism
- Rule of Law

Unit-IV: Contemporary Perspectives

- An Overview of the Criminal Justice System
- Public Interest Litigation
• Role of the National Human Rights Commission

• Role of National Commission of Women

Suggested Readings-


2. Rajinder Sachar – Human Rights, Perspectives & Challenges, New Delhi, Gyan Publishing


YEAR III- SEMESTER VI

BEL - 601: COMPARATIVE LITERATURE

Objective:

Unit-I:

- Basheer Badr selections
- 2 ) Ghalib selections

Unit-II:

- Sadaata Hassan Manto: Select stories

Unit-III:

- U. R. Ananthmurthy Samskara

Unit-IV:

- Ismat Chugtai: Short Stories

Suggested Readings:

2. The Idea of Comparative Literature in India – Amiya Dev
5. Steven Totosy de Zepetnek Realism and Reality – Meenakshi Mukherjee
6. Early Novels in India – Meenakshi Mukherjee
7. A History of Indian Literature 1800 – 1910 Western Impact: Indian Response – Sisir Kumar Das
Objective: This paper is designed to make students knowledgeable about popular and acknowledged literary works of the world. It will make students to learn and analyse various works from all the literary spheres and genres.

Unit-I:

- Lewis Carroll Through the Looking Glass

Unit-II:

- Agatha Christie The Murder of Roger Ackroyd

Unit-II:

- Shyam Selvadurai Funny Boy

Unit-IV:

- Durgabai Vyam and Subhash Vyam Bhimayana: Experiences of Untouchability/ Autobiographical Notes on Ambedkar (For the Visually Challenged students)

Suggested Topics for Class Presentations

Coming of Age

The Canonical and the Popular Caste,

Gender and Identity

Ethics and Education in Children’s Literature

Sense and Nonsense

The Graphic Novel
**Suggested Readings:**


**BEL -603 FILM ADAPTATION**

**Objective:** This paper is designed to make understand the language of films. This will make introduce students to the issues and practices of cinematic adaptations and make them understand the process and the effect of adapting a piece of literary work into a movie.

**Unit-I:**


**Unit-II:**


**Unit-III:**


**Unit-IV:**


**Suggested Topics for Class Presentations**

Theories of Adaptation  Transformation and Transposition

Hollywood and ‘Bollywood’

The ‘Two Ways of Seeing’

Adaptation as Interpretation
Suggested Readings:


BEL -604: PROJECT

**Objective:** The paper aims to develop reasoning skills among students that will allow us to solve problem successfully and in a stipulated time frame. It is an unique approach to develop their critical thinking. The students are encouraged to become not just passive learners and note-takers, but rather critical thinkers.

A Synopsis of the Project Report should be submitted to the Board of Studies of the School of Liberal Arts. The Board, after deliberation, will suggest changes and modifications. The synopsis should include the following –

1. Title of Project Report
2. Introduction
3. Problems of Research
4. Objectives of Research
5. Tentative Chapter Division
6. Suggested readings

**Source Material and References**

Presenting your own ideas in a Project is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper in an APA style. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and
should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Project for more than one course.

**Length and Format**

Length is not important; 40 to 60 pages of 1.5 spaced texts is a good target. The title, author, course, and date should be typed onto a cover sheet. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

**Marks/Grading**

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Project more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Project look and sound professional.

**Evaluation of Project Work**

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1. Institution
   - Quality
   - Depth & Breadth of analysis,
   - Coverage,
   - Scope and content
   - Project fulfilment
   - Data collection ability in the field (if any)
   - Scope of Implementation.

   Marks-60

2. Board of Examiners

   Viva-voce Examination Marks-40, Total 100.
BACBS-601: GENDER AND WOMEN STUDIES IN INDIA

Objectives: To introduce the basic concepts of gender & women studies and to understand gender as an element of social, political, economic and legal structures as well as individual identities, critically interrogating understandings of gender divisions as natural or socially constructed.

Unit-I: Concept of Gender Studies

- Gender Studies - Concept, Nature, Scope and Relevance, Evolution of Gender Studies, Gender sensitization
- Gender Studies/ Women’s Studies

Unit-II: Basic Concepts in Gender Studies

- Sex and Gender – Gender roles
- Patriarchy, Socialization-Gendering

Unit-III: Underlying Philosophy of Gender Studies

- Feminisms Perspectives
- Meaning and History of Feminism
- Feminist Theories – Liberal, Radical, Marxist, Socialist approaches.

Unit-IV: Gender Inequality and its Impacts

- Concept of Gender Inequality – in Family, Education, Culture, Religion and Health.
- Gender based violence- Foeticide, infanticide, domestic violence.
- Commodification of women’s bodies – Representation of women in media.
Suggested Readings:

6. The Polity Reader in Gender Studies; Polity Press, Black well Publishers Ltd., Cambridge, 2002
7. A Companion to Gender Studies, Essed, Philomena et .al (Ed), Blackwell Publishing, USA, 2005