



ଓଡ଼ିଶା ରାଜ୍ୟ ମୁକ୍ତ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ସମ୍ବଲପୁର, ଓଡ଼ିଶା
Odisha State Open University, Sambalpur, Odisha
Established by an Act of Government of Odisha.

Bachelor of Arts (Honours) in English (BAEG)

SYLLABUS

(Effective from Academic Session 2022-23)

**UNDER
CHOICE BASED CREDIT SYSTEM**

Course Structure

| Semester-I | | |
|---------------------|---|----------------|
| Course Code | Course Title | Credits |
| AECC-01 | Environmental Studies & Disaster Management | 4 |
| BEG-01 | British Poetry and Drama; 14 th to 17 th Centuries | 6 |
| BEG-02 | British Poetry and Dram; 17 th and 18 th Century | 6 |
| GEEG-01 | Academic Writing and Composition | 6 |
| AECC (EV-I) | Ethics and Values (Unit-I: Gender Issues and Ethical Dimensions) | 1 |
| Semester-II | | |
| AECC-02 | MIL English | 4 |
| BEG- 03 | British Prose: 18 th Century | 6 |
| BEG- 04 | Indian Writing in English | 6 |
| GEEG- 02 | Gender and Human Rights | 6 |
| AECC (EV-II) | Ethics and Values (Unit-II: Nature and Scope of Ethics and Values) | 1 |
| Semester-III | | |
| BEG- 05 | British Romantic Literature | 6 |
| BEG- 06 | British Literature: 19 th Century | 6 |
| BEG -07 | British Literature: Early 20 th Century | 6 |
| GEEG- 03 | Nature, Culture, India | 6 |
| SEC - 01 | English Communication | 4 |
| AECC (EV-III) | Ethics and Values (Unit-III: Issues of Drug, Tobacco Addiction and Alcoholism) | 1 |
| Semester-IV | | |
| BEG- 08 | American Literature | 6 |
| BEG- 09 | European Classical Literature | 6 |
| BEG- 10 | Women's Writing | 6 |
| GEEG-04 | Language and Linguistics | 6 |
| SEC- 02 | Data analysis and Computer application | 4 |
| AECC (EV-IV) | Ethics and Values (Unit-IV: Ethical Values for Students) | 1 |
| Semester-V | | |
| BEG- 11 | Modern European Drama | 6 |
| BEG- 12 | Indian Classical Literature | 6 |
| DSE-EG-01 | Literary Theory | 6 |
| DSE-EG-02 | World Literature | 6 |
| AECC (EV-V) | Ethics and Values (Unit-V: Vulnerable section of society: Human Dignity and Ethical Issues) | 1 |
| Semester-VI | | |
| BEG-13 | Postcolonial Literatures | 6 |
| BEG-14 | Popular Literature | 6 |
| DSE-EG-03 | Partition Literature | 6 |
| DSE-EG-04 | Writing of Mass Media | 6 |
| OR | | |
| DSE-EG-04P | Dissertation | 6 |
| AECC (EV-VI) | Ethics and Values (Unit-VI: Environmental & Techno Ethic) | 1 |

SEMESTER-I

Course Code: AECC-01
Title: Environmental Studies

| Block-1: The Environment | |
|--|---|
| Unit-1 | The Environment |
| Unit-2 | Ecosystem and Biogeochemical Cycle |
| Unit-3 | Environmental Pollution |
| Unit-4 | Environmental Laws |
| Block-2: Climate Change and Sustainable Development | |
| Unit-5 | Population Ecology |
| Unit-6 | Population Growth and Controls |
| Unit-7 | Climate Change |
| Unit-8 | Sustainable Development |
| Block-3: Disaster Management | |
| Unit-9 | Disaster Management |
| Unit-10 | Vulnerability Assessment and Risk Analysis |
| Unit-11 | Institutional Framework |
| Unit-12 | Preparedness Measures and Survival Skills |
| Block-4: Public Health Management | |
| Unit-13 | Communicable/Non-communicable diseases and Dynamics of Diseases Transmission |
| Unit-14 | Brief Idea on Epidemics &; Pandemic and its prevention |
| Unit-15 | Life Style management |
| Unit-16 | Role of Different Sector in Managing Health Disaster |

Course Code: BEG- 01
Course Title: British Poetry and Drama: 14th to 17th Centuries

Course Objective: To acquaint the students with the history of English Poetry and Drama. To make the students aware about the nascence of the Literatures from 14th to 17th Century

| Block-1: Historical Overview | |
|---|---|
| Unit-1 | Age of Chaucer |
| Unit-2 | The Renaissance |
| Unit-3 | Christopher Marlowe |
| Unit-4 | Other Elizabethan playwrights |
| Block-2: Geoffrey Chaucer | |
| Unit-5 | Chaucer's Poetry |
| Unit-6 | An introduction to the Canterbury Tales |
| Unit-7 | Prologue to the Canterbury Tales |
| Unit-8 | The Pardoner's Tale |
| Block-3: Poems written during 14th to 17th Century | |
| Unit-9 | Amoretti |
| Unit-10 | That time of the year |
| Unit-11 | Song to Celia |
| Unit-12 | The Sunne Rising |
| Block-4: Shakespeare | |
| Unit-13 | Background study |
| Unit-14 | Discussion on Ethics |
| Unit-15 | Characterization and analysis |
| Unit-16 | Discussion on characters |

Learning Outcomes: At the end of the course, students should be able to:

- Understand the importance of the time frame
- Get a brief introduction to a major part of the history of Literature
- Understand the writing styles and diction of the then writers

References:

- The Pelican Guide to English Literature. Ed. Boris Ford. Vol 1
- The Age of Chaucer English Literature in Context. Paul Poplawski. Cambridge UP, 2008
- Routledge History of Literature in English. Ronald Carter & John Mc Rae. London: Routledge, 1997
- Shakespeare for Beginners by Brandon Toropov
- English Literature by Jonathan Bate (Ch. 7 “Shakespeare and the Dramatic Literature”)

Course Code: BEG- 02
Course Title: British Poetry and Dram; 17th and 18th Century

Objective: To acquaint the students with the history of English Poetry and Drama. To make the students aware about the nascence of the Literatures from 17th to 18th Century

| Block-1: Literatures of the 17th Century- 1 | |
|--|---|
| Unit-1 | Introduction |
| Unit-2 | Major works |
| Unit-3 | Themes |
| Unit-4 | Famous writers |
| Block-2: Literatures of the 17th Century- 2 | |
| Unit-5 | Milton's "Lycidas" |
| Unit-6 | Andrew Marvell's: "To his coy Mistress" |
| Unit-7 | Alexander Pope's "Ode on Solitude" |
| Unit-8 | Aphra Behn's "I led my Sylvia to a grove" |
| Block-3: Literatures of the 18th Century- 1 (Volpone) | |
| Unit-9 | Introduction |
| Unit-10 | Themes |
| Unit-11 | Characters |
| Unit-12 | Critical Appreciation |
| Block-4: Literatures of the 18th Century- 2 (All for Love) | |
| Unit-13 | Introduction |
| Unit-14 | Themes |
| Unit-15 | Characters |
| Unit-16 | Critical Appreciation |

Learning Outcome: After completing this course, the students will be able to:

- Understand the importance of the time frame
- Get a brief introduction to a major part of the history of Literature
- Understand the writing styles and diction of the then writers

References:

- Routledge History of Literature in English. Ronald Carter & John Mc Rae. London: Routledge, 1997
- Black, Joseph (Ed). : The Broadview Anthology of British Literature Concise Edition, Vol. A. Broadview Press, London, 2007.
- Corns, T N(ed.) The Cambridge Companion to English Poetry. Cambridge: University Press, 1973
- Ford, Boris ed. The Pelican Guide to English Literature. Vol 3. From Donne to Marvell in. Harmondsworth: Penguin Books, 1976.
- Parry, G.: The Seventeenth Century: The Intellectual and Cultural Context of English Literature. Harlow: Longman, 1989.
- Sherwood, T. G: Fulfilling the Circle: A Study of John Donne's Thought, Toronto, Toronto Press, 1984.

Course Code: GEEG- 01
Course Title: Academic Writing and Composition

Objective: This paper seeks to train the students in the basic writing skills required for writing competently in the academic context.

| | |
|---|--|
| Block-1: Introduction to the Writing Process: with a focus on Academic Writing | |
| Unit-1 | Introduction to writing process: with a focus of academic writing |
| Unit-2 | Writing In One's Own Words: Summarizing And Paraphrasing |
| Unit-3 | Critical Thinking: Synthesis, Analysis And Evaluation |
| Unit-4 | Citing Resources: Editing, Book And Media Review |
| Block-2: Writing in one's own words: Summarizing and Paraphrasing | |
| Unit-5 | Introduction |
| Unit-6 | The Technique Of Summarising |
| Unit-7 | Some More Techniques Of Summarizing |
| Unit-8 | Writing A Summary From A Particular Point Of View |
| Block-3: Critical Thinking: Synthesis, Analysis, and valuation | |
| Unit-9 | Introduction |
| Unit-10 | Critical Thinking |
| Unit-11 | Analysis: How to analyse a book? |
| Unit-12 | Evaluation |
| Block-4: Citing Resources: Editing, Book and Media Review | |
| Unit-13 | Introduction; Citing Resources |
| Unit-14 | General tips, short quotations and long quotations |
| Unit-15 | Ellipsis |
| Unit-16 | Reviewing The Concept Of Advertising From The Print Media Perspectives |

Learning outcome: After completing this course the students will be able to:

- i. Understand Models of entrepreneurship and business development
- ii. Understand the key resources required to develop an existing business such as ideas and finance, launch a new venture, or initiate a business enterprise
- iii. Understand the central role of opportunity recognition and marketing to business development
- iv. Understand the creation of business sustainability

References:

- Liz Hamp-Lyons and Ben Heasley, Study Writing: A Course in Writing Skills for Academic Purposes (Cambridge UP, 2006)
- Ilona Leki, Academic Writing: Exploring Processes and Strategies. New York: CUP, 2nd edn, 1998
 - Stanley Fish, How to Write a Sentence and How to Read One. Harpar Perennial. 2011.
 - Literature and the art of Communication, Cambridge University Press
 - Gerald Graff and Cathy Birkenstein, They Say/I Say: The Moves That Matter in Academic Writing. New York: Norton, 2009

SEMESTER-II

Course Code: AECC-02

Course Title: MIL English

Objectives: The paper is focused upon developing one fundamental skills of Language learning; reading which needs a thorough rethink and revision. In order to build a strong base for acquisition of the communication skills, suitable reading content is selected from diverse areas in prose form. This would boost the learner's competence in expressive and comprehension skills. The well-researched language exercises in the form of usage, vocabulary and grammar is the other area that should attract the teacher and learner to work out for giving decent shape to the mastery of English language.

| | |
|-----------------|---|
| Block-01 | Indian English Short Stories to Develop Comprehensive reading and writing skills |
| Unit-1 | Jim Corbett-The Fight between Leopards |
| Unit-2 | Dash Benhur- The Bicycle |
| Unit-3 | Dinanath Pathy- George V High School |
| Unit-4 | Alexander Baron- The Man who knew too much |
| Block-02 | Indian English Proses to Develop Comprehensive Reading and Writing Skills |
| Unit-5 | Mahatma Gandhi- The way to Equal Distribution |
| Unit-6 | S Radhakrishnan- A Call to Youth |
| Unit-7 | C V Raman-Water- The Elixir of Life |
| Unit-8 | Harold Nicolson- An Educated Person |
| Block-03 | Comprehension Passage and Answering Questions |
| Unit-9 | English Passage and exercises |
| Unit-10 | Summarization |
| Unit-11 | Précis writing |
| Unit-12 | Answering questions |
| Block-04 | Language Exercises-Test of Vocabulary, Usage and Grammar |
| Unit-13 | Nouns and pronouns |
| Unit-14 | Prepositions |
| Unit-15 | Verbs |
| Unit-16 | Tenses |

Learning Outcome: After studying this course, the students will be able:

- To be familiar with the complete course outline/Course Objectives/Learning
- Outcomes/ Evaluation Pattern & Assignments
- To participate in an online learning environment successfully by developing the implication-based understanding of Paraphrasing, deciphering instructions, interpreting guidelines, discussion boards & Referencing Styles.
- To demonstrate his/her ability to write error free while making an optimum use of correct Business Vocabulary & Grammar.
- To distinguish among various levels of organizational communication and communication barriers while developing an understanding of Communication as a process in an organization.
- To draft effective business correspondence with brevity and clarity.
- To stimulate their Critical thinking by designing and developing clean and lucid writing skills.
- To demonstrate his verbal and non-verbal communication ability through presentations.

Course Code: BEG- 03
Course Title: British Prose: 18th Century

Objective: The Introduction of the paper is to acquaint the students with a remarkable, newly evolved form of literature: the essay. The period is also known for its shift of emphasis from reason to emotion.

| | |
|----------------|--|
| Block-1 | Historical overview |
| Unit-1 | Restoration |
| Unit-2 | Glorious Revolution |
| Unit-3 | Neo-Classicism |
| Unit-4 | Enlightenment |
| Block-2 | Mary Wollstonecraft |
| Unit-5 | The Rights and Involved Duties of Mankind Considered |
| Unit-6 | The motive of the paper |
| Unit-7 | Themes and conjectures |
| Unit-8 | Analysis of the idea |
| Block-3 | Joseph Addison: Essays |
| Unit-9 | Friendship |
| Unit-10 | Good Nature |
| Unit-11 | Six Papers on wit |
| Unit-12 | Other essays |
| Block-4 | Samuel Johnson |
| Unit-13 | Introduction to Samuel Johnson |
| Unit-14 | His life, time and works |
| Unit-15 | Narratives of Travellers Considered |
| Unit-16 | Obstructions of Learning |

Learning Outcome: After studying this course, the students will be able:

- To apply the knowledge of the mechanics of supply and demand to explain working of markets Describe how changes in demand and supply affect markets
- Understand the choices made by a rational consumer
- Explain relationships between production and costs
- Define key characteristics and consequences of different forms of markets

References:

- Routledge History of Literature in English. Ronald Carter & John Mc Rae. London: Routledge, 1997
- Norton Anthology of English Literature. Vol 2 (Head notes on the periods and authors featured in the paper)
- English Literature by Jonathan Bate (Ch. 4 “The Study of English”)
- Pelican Guide to English Literature. Ed. Boris Ford. Vol 4. From Dryden to Johnson O.M. Myres, “Introduction” to The Coverley Papers

Course Code: BEG- 04
Course Title: Indian Writing in English

Objective: Indian writing in English has been the fastest growing branch of Indian literature in the last one hundred years. It has produced a rich and vibrant body of writing spanning all genres. As a ‘twice born’ form of writing, it partakes of both the indigenous and the foreign perspectives and has an inherent tendency to be postcolonial. This paper seeks to introduce the students to the field through a selection of representative poems, novel and play.

| | |
|----------------|--|
| Block-1 | Historical overview |
| Unit-1 | Indian writing in English |
| Unit-2 | key points of which are East India Company’s arrival in India |
| Unit-3 | Macaulay’s 1835 Minutes of Education, India’s first war of independence |
| Unit-4 | Establishment of colleges to promote Western education and the evolution of Indian writing in English in 20th century. |
| Block-2 | Indian English Poetry |
| Unit-5 | Sarojini Naidu “The Bangle Sellers” |
| Unit-6 | A.K.Ramanujan “Obituary”, |
| Unit-7 | Jayanta Mahapatra “Grandfather”, |
| Unit-8 | Nissim Ezekiel “Night of the Scorpion” |
| Block-3 | R.K Narayan |
| Unit-9 | “The Guide” |
| Unit-10 | Introduction |
| Unit-11 | Characters |
| Unit-12 | Analysis |
| Block-4 | Mahesh Dattani |
| Unit-13 | “Final Solutions” |
| Unit-14 | Introduction |
| Unit-15 | Characters |
| Unit-16 | Analysis |

References:

- Mehrotra, Arvind Krishna. Concise History of Indian Literature in English, Permanent Black, 2010.
- K. Srinivas Ayenger. A History of Indian Writing in English
- M.K. Naik. History of Indian Writing in English
- Vinay Dharwadker. “The Historical Formation of Indian English Literature” in Sheldon Pollock (ed) Literary Cultures in History
- Modern Indian Drama: Issues and Interventions (ed) Lakshmi Subramanyam

Course Code: GEEG- 02
Course Title: Gender and Human Rights

Objectives: This paper seeks to familiarize the students with issues of inequality, and oppression of caste, race and gender.

| Block-1: Unit I and II of Gender Sensitivity (UNESCO Module 5) | |
|--|--|
| Unit-1 | Introduction |
| Unit-2 | What is Gender Sensitivity |
| Unit-3 | Roles and responsibilities mentioned in the Module |
| Unit-4 | Primary duties |

| Block-2: “Castes in India”: Dr Babasaheb Ambedkar | |
|--|----------------------------------|
| Unit-5 | Introduction |
| Unit-6 | History of Castes in India |
| Unit-7 | Significance of Caste demolition |
| Unit-8 | Related Laws |

| Block-3: We Should All Be Feminists by Chimamanda Ngozi Adichie. | |
|---|----------------------------------|
| Unit-9 | Introduction |
| Unit-10 | Who is Chimamanda Ngozi Adichie? |
| Unit-11 | Significance of the essay |
| Unit-12 | Glossary |

| Block-4: Sultana’s Dream (a novella): Rokeya Sakhawat Hossain | |
|--|-------------------------|
| Unit-13 | Introduction |
| Unit-14 | Who is Rokeya Sakhawat? |
| Unit-15 | Significance |
| Unit-16 | Glossary |

References:

- Babasaheb Ambedkar, Writings and Speeches, Vol 1, Compiled by Vasant Moon. Ambedkar Foundation, 2014.
- Chimamanda Ngozi Adichie- We Should All Be Feminists. London: Fourth Estate, 2014.
- Rokeya Sakhawat Hossain - Sultana’s Dream. Penguin Modern Classics, 2005. UNESCO- Gender Sensitivity, Zambia, 2000. http://www.unesco.org/education/mebam/module_5.pdf

SEMESTER-III

Course Code: BEG- 05

Course Title: British Romantic Literature

Objective: The paper seeks to acquaint the students with the works of women writers from different cultures and nations in various genres. Further, it seeks to make them critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.

| Block-1: Historical overview | |
|--|---|
| Unit-1 | The period otherwise known as The Romantic Revival; |
| Unit-2 | The Age of Revolution |
| Unit-3 | French Revolution of 1789 |
| Unit-4 | Romanticism vs Classicism |
| Block-2: Poems by Blake and Gray | |
| Unit-5 | Elegy Written in a Country Churchyard, |
| Unit-6 | Analysis |
| Unit-7 | A Poison Tree” and “Chimney Sweeper |
| Unit-8 | Analysis |
| Block-3: Poems by the most prominent Romantic poets | |
| Unit-9 | William Wordsworth’s Tintern Abbey |
| Unit-10 | S. T. Coleridge: “Kubla Khan,” |
| Unit-11 | John Keats: “Ode to a Nightingale,” |
| Unit-12 | P. B. Shelley: “Ode to the West Wind,” |
| Block-4: William Wordsworth’s Preface to the 2nd edition of <i>Lyrical Ballads</i> | |
| Unit-13 | About the Preface |
| Unit-14 | About the writer |
| Unit-15 | Other works of Wordsworth |
| Unit-16 | Analysis |

References:

Paul Poplawski, English Literature in Context, “The Romantic Period”

- Routledge History of Literature in English. Ronald Carter & John Mc Rae. London: Routledge, 1997
- Norton Anthology of English Literature. Vol 2 (Head notes on the periods and authors featured in the paper)
- Pelican Guide to English Literature. Vol 5. From Blake to Byron. Ed. Boris Ford
- Maurice Bowra, The Romantic Imagination • English Literature. Jonathan Bate (Ch. 5 “Periods and Movements”)

Course Code: BEG- 06
Course Title: British Literature: 19th Century

Objective: This paper seeks to introduce the students to the exploits of the 19th century British Literature in prose, especially fiction and cultural criticism. It also includes samples of Victorian poetry.

| Block-1: Historical overview | |
|---|---|
| Unit-1 | The 19th century British literature: Romantic Movement |
| Unit-2 | Major socio-political developments |
| Unit-3 | Industrialization and technological advancements |
| Unit-4 | Mobilization of people from the rural to the urban centres. |
| Block-2: 19th Century Poetry | |
| Unit-5 | Tennyson; “Break, Break, Break” |
| Unit-6 | Robert Browning, “My Last Duchess” |
| Unit-7 | Criticism: Matthew Arnold |
| Unit-8 | The Study of Poetry |
| Block-3: Jane Austen’s ‘Pride and Prejudice’ | |
| Unit-9 | Introduction |
| Unit-10 | Analysis |
| Unit-11 | Themes |
| Unit-12 | Characters |
| Block-4: Charles Dickens ‘Hard Times’ | |
| Unit-13 | Introduction |
| Unit-14 | Analysis |
| Unit-15 | Themes |
| Unit-16 | Characters |

Reference:

English Literature in Context. Paul Poplawski. Cambridge UP, 2008

- Routledge History of Literature in English. Ronald Carter & John Mc Rae. London: Routledge, 1997
- Norton Anthology of English Literature. Vol 2 (Head notes on the periods and authors featured in the paper)
- English Literature. Jonathan Bate (Ch. 4 “The Study of English”, Ch. 5 “Periods and Movements”)
- Terry Eagleton, The English Novel

Course Code: BEG- 07
British Literature: Early 20th Century

Objective: The paper aims at acquainting the students with the literature of Britain in the early 20th century, focusing on the modernist canon in poetry, novel, and literary criticism.

| Block-1: Historical overview | |
|---|--|
| Unit-1 | Developments in society and economy |
| Unit-2 | First World War and the resultant change |
| Unit-3 | Ways of knowing and perceiving |
| Unit-4 | Freud's theory of the unconscious |
| Block-2: Poetry of the age | |
| Unit-5 | T.S. Eliot "Love Song of J. Alfred Prufrock", |
| Unit-6 | Yeats: "Second Coming", |
| Unit-7 | Wilfred Owen: "Strange Meeting" |
| Unit-8 | Criticism: T.S. Eliot: "Tradition and the Individual Talent" |
| Block-3: Virginia Woolf's <i>Mrs. Dalloway</i> | |
| Unit-9 | Introduction |
| Unit-10 | Themes |
| Unit-11 | Character |
| Unit-12 | Glossary |
| Block-4: J.M. Synge's '<i>Ryders to the Sea</i>' | |
| Unit-13 | Introduction |
| Unit-14 | Themes |
| Unit-15 | Character |
| Unit-16 | Glossary |

References:

- Routledge History of Literature in English. Ronald Carter & John Mc Rae. London: Routledge, 1997
- English Literature. Jonathan Bate (Ch. 5 "Periods and Movements")
 - Modernism. Critical Idiom. By Peter Faulkner
 - Modernism. New Critical Idiom. By Peter Childs

Course Code: GEEG- 03
Course Title: Nature, Culture, India

Objective: This paper seeks to introduce students across disciplines to basic ideas about Indian cultural ethos mediated through literature.

| | | |
|----------------|--|---|
| Block-1 | | ‘My Experiments With Truth’-M.K. Gandhi (Ch. I to Ch. XIV) |
| Unit-1 | Introduction | |
| Unit-2 | Topics to ponder | |
| Unit-3 | Truths and it’s identities | |
| Unit-4 | Analysis | |
| Block-2 | | ‘Secularism and Its Discontents’- Amartya Sen (The Argumentative Indian) |
| Unit-5 | Introduction | |
| Unit-6 | Topics to ponder | |
| Unit-7 | Indian and Indianism | |
| Unit-8 | Analysis | |
| Block-3 | | “Nationalism in India”- Rabindranath Tagore (from Nationalism) |
| Unit-9 | About the writer | |
| Unit-10 | India as a nation and its various features | |
| Unit-11 | Nationalism | |
| Unit-12 | Nation and its identities | |
| Block-4 | | “The Renaissance in India”- Sri Aurobindo |
| Unit-13 | About the writer | |
| Unit-14 | Meaning of Renaissance | |
| Unit-15 | Renaissance in India v/s Renaissance in the West | |
| Unit-16 | In-depth analysis | |

Learning Outcomes:

After going through this course, the learners will be able to:

- i) Understand the history of Indian Literature.
- ii) Analyse various aspects of Indian Culture and the society.
- iii) Understand the various concepts and ideologies of the Secular India.

References:

- A.L. Basham, Wonder that was India
- D.D. Kosambi, Culture and Civilization of Ancient India in Historical Outline
 - Romila Thapar, Time as a Metaphor in Human History
 - Pawan K. Verma, The Great Indian Middleclass

| Block-1: Introduction to Communication | |
|---|--|
| Unit-1 | What is communication? |
| Unit-2 | Types of communication (Horizontal, Vertical, Interpersonal, Grapevine) |
| Unit-3 | Uses of Communication, Inter-cultural communication, Communication today |
| Unit-4 | Distinct features of Indianisation, alternative texts of language learning, global English and English in the print and electronic media in India. |
| Block-2: The Four Skills and Prospect of New Material in Language Learning | |
| Unit-5 | Listening-Passive and active, Speaking effective, intelligibility and clarity |
| Unit-6 | Methods and techniques of reading such as skimming, scanning and searching for information; Reading to understand the literal, metaphorical and suggested meaning of a passage, |
| Unit-7 | Identifying the tone (admiring, accusatory, ironical, sympathetic, evasive, indecisive, ambiguous, neutral etc.) of the writer and view-points. |
| Unit-8 | Cohesive and Coherent writing |
| Block-3: Grammatical and Composition Skills | |
| Unit-9 | Doing exercises like filling in the blanks, correcting errors, choosing correct forms out of alternative choices, joining clauses, rewriting sentences as directed, and replacing indicated sections with single words / opposites / synonyms |
| Unit-10 | Choosing to use correct punctuation marks, getting to understand and use formal and informal styles, learning to understand the usages of officialise, sexism, racism, jargon. |
| Unit-11 | Learning to understand information structure of the sentence such as topic-focus relationship; strategies of thematization, postponement, emphasis, structural compression (deletion of redundant parts, nominalization, cleft and pseudo-cleft sentences, elliptical structures etc.) |
| Unit-12 | Logical Connectors between sentences, Methods of developing a paragraph, structure of an essay and methods of developing an essay |
| Block-4: Exercises in Written Communication | |
| Unit-13 | Précis writing |
| Unit-14 | Note-taking skills and Writing Reports |
| Unit-15 | Guidelines and essentials of official correspondence for making enquiries, complaints and replies |
| Unit-16 | Making representations; writing letters of application for jobs; writing CV, writing letters to the editor and social appeals in the form of letters/pamphlets. |

Reference Books:

- Ways of Reading: Advanced reading Skills for Students of English Literature. Martin Montgomery et al. London: Routledge, 2007.
- Applying Communication Theory for Professional Life: A Practical Introduction. Dainton and Zellely
- Literature and the art of Communication, Cambridge University Press.
- Vistas and Visions. Orient Black Swan (writing and grammar exercises at the end of lessons are recommended) From Remapping An Anthology for Degree Classes, ('Writing Skills'), Orient Black Swan.
- Indian English through Newspapers (Chapter 4,5 and 6), Concept, New Delhi,2008.
- Contemporary Communicative English, S Chand
- Technical Communication: A Reader Centred Approach. P.V. Anderson. Wadsworth, Cengage.

Learning Outcomes:

After going through this, the learners will be able to:

- Understand Communication
- Analyse the various aspects of Communication and its features.
- Analyse the barriers of Communication and understand how to overcome.
- Analyse basic Communication and grammatical skills.

SEMESTER-IV

Course Code: BEG- 08
Course Title: American Literature

Objective: This is a survey paper providing an overview of canonical authors from American Literature in the established genres.

| Block-1: Historical Overview | |
|-------------------------------------|---|
| Unit-1 | Genesis and evolution |
| Unit-2 | Defining myths of American Literature |
| Unit-3 | City on a hill, the frontier spirit |
| Unit-4 | American Dream, manifest destiny, epluribusunum |

| Block-2: American poems | |
|--------------------------------|--|
| Unit-5 | Walt Whitman: “Out of the Cradle Endlessly Rocking”, |
| Unit-6 | Robert Frost: “Stopping by the Woods in a Snowy Evening” |
| Unit-7 | Emily Dickinson: “Because I could not stop for death” |
| Unit-8 | Maya Angelou: “I Know Why the Caged Birds Sing” |

| Block-3: Arthur Miller: The Death of a Salesman | |
|--|----------------------------|
| Unit-9 | Introduction to the writer |
| Unit-10 | Analysis |
| Unit-11 | Characters |
| Unit-12 | Themes |

| Block-4: Ernest Hemingway: A Farewell to Arms | |
|--|----------------------------|
| Unit-13 | Introduction to the writer |
| Unit-14 | Analysis |
| Unit-15 | Characters |
| Unit-16 | Themes |

References:

- Pelican Guide to English Literature. Vol. 9. American Literature. Ed. Boris Ford
- Highlights of American Literature. Dr. Carl Bode (USIS)
 - A Short History of American Literature, Krishna Sen and Ashok Sengupta. Orient BlackSwan, 2017
 - The Story of American Literature. By Ludwig Lewisohn
 - Norton Anthology of American Literature. (Head notes on authors and periods to be read)

Course Code: BEG- 09
Course Title: European Classical Literature

Objective: This paper seeks to introduce the students to European Classical literature, commonly considered to have begun in the 8th century BC in ancient Greece and continued until the decline of the Roman Empire in the 5th century AD. The paper seeks to acquaint the students with the founding texts of the European canon.

| Block-1: Historical overview | |
|-------------------------------------|---|
| Unit-1 | Classical Antiquity |
| Unit-2 | Ancient Greece, the rise and decline of the Roman Empire; |
| Unit-3 | Geographical space: cultural history of the Greco-Roman |
| Unit-4 | World centred on the Mediterranean Sea |

| Block-2: Homer's Odyssey (Epic Poetry) | |
|---|--------------------------------|
| Unit-5 | What is Epic Poetry |
| Unit-6 | Characteristics of Epic Poetry |
| Unit-7 | Who is Homer |
| Unit-8 | Analysis of the poem |

| Block-3: Sophocles: Oedipus the King (Tragedy) | |
|---|----------------------------|
| Unit-9 | What is Tragedy? |
| Unit-10 | Characteristics of Tragedy |
| Unit-11 | Catharsis |
| Unit-12 | Analysis of the poem |

| Block-4: Aristotle's Poetics | |
|-------------------------------------|------------------------------|
| Unit-13 | Who is Aristotle? |
| Unit-14 | Why is Aristotle famous for/ |
| Unit-15 | What is Poetics? |
| Unit-16 | Analysis of Poetics |

References:

H.D.F. Kitto, Form and Meaning in Greek Drama

- H.D.F. Kitto, The Greeks
- Eric Auerbach, Mimesis: The Representation of Reality in Western Literature
- Gilbert Murray, A History of Ancient Greek Literature, Andesite Press, 2017.
- Classicism: A Very Short Introduction OUP

Course Code: BEG- 10
Course Title: Women's Writing

Objective: The paper seeks to acquaint the students with the works of women writers from different cultures and nations in various genres. Further, it seeks to make them critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.

| Block-1: Historical overview | |
|-------------------------------------|---|
| Unit-1 | Rise of Feminism |
| Unit-2 | Feminism and its impact |
| Unit-3 | Feminism of the East v/s Feminism of the West |
| Unit-4 | Analysis of Feminism |

| Block-2: Charlotte Bronte's 'Jane Eyre' | |
|--|----------------------------|
| Unit-5 | Introduction to the writer |
| Unit-6 | Analysis |
| Unit-7 | Character |
| Unit-8 | Themes |

| Block-3: Poems by famous women's writers | |
|---|---|
| Unit-9 | Kamala Das, 'An Introduction', 'The Sunshine Cat' |
| Unit-10 | Sylvia Plath, 'Mirror', 'Barren Woman' |
| Unit-11 | Eunice de Souza, 'Women in Dutch Painting', 'Remember Medusa' |
| Unit-12 | Shanta Acharya, 'Homecoming', 'Shringara' |

| Block-4: Ashapura Devi's 'The Distant Window' | |
|--|-----------------------|
| Unit-13 | Who is Ashapura Devi? |
| Unit-14 | Themes of the novel |
| Unit-15 | Characters |
| Unit-16 | Analysis |

References:

- Toril Moi, Sexual/Textual Politics
- Elaine Showalter, A Literature of Their Own
 - Sandra Gilbert and Susan Gubar, The Mad Woman in the Attic
 - The Distant Window, Prachi Prakashan, Tr. Anima Bose, 1997
 - Helen Carr, 'A History of Women's Writing' in A History of Feminist Literary Criticism by Gill Plain and Susan Sellers
 - Mary Eagleton, 'Literary Representations of Women' in A History of Feminist Literary Criticism by Gill Plain and Susan Sellers

Course Code: GEEG-04
Course Title: Language and Linguistics

OBJECTIVES: This paper aims to offer the students some fundamental knowledge in Linguistics and English Language Teaching (ELT). It also seeks to acquaint the students with the variety of English that people come in contact with in contemporary times with a special emphasis on Asia and in particular, India.

UNIT 1:

Language: What is Language, Linguistics, Branches and Scope, Applied Linguistics Global Englishes: Who Speaks English today? Standard Language and Language Standards, Language Variation, Postcolonial English, Pidgin and Creole, English in Asia and Europe.

UNIT 2:

Phonology and Morphology

UNIT 3:

Syntax

UNIT 4:

Semantics

References:

Introductory book on Linguistics and Phonetics by R L Varshney

- Global Englishes: A Resource Book for Students, Jennifer Jenkins, 3rd Edn, Special Indian Edition, Routledge, 2016
- An Introduction to Language and Communication,
- A R Parhi, 'Localising the Alien: Newspaper English and the Indian Classroom', English Studies in India, Springer, 2018.
- Adrian Akmajian, R. A. Demers, Ann K Farmer and R. M. Harnish, Prentice Hall of India, 2012 • David Crystal, Linguistics
- Braj B Kachru, the Indianization of English (OUP)
- David Crystal, English as a World Language

Learning Outcomes:

After going through this unit, the learners will be able to:

- Understand the study of language and its usage.
- Analyse the various facets of Linguistics and its use in the professional world.
- Understand the minute details that makes or breaks a language.

Unravel the mechanisms of tone, stress, vowels, consonants and syllables.

SEMESTER-V

Course Code: BEG- 11

Course Title: Modern European Drama

Objective: This paper seeks to introduce the students to postcolonial literature —a body of literature that responds to European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. The paper aims to provide the students with the opportunity to think through the layered response – compliance, resistance, mimicry, subversion – that is involved in the production of post-independence literature

| Block-1: Historical overview | |
|-------------------------------------|---------------------------------------|
| Unit-1 | Post colonialism: Elleke Boehmer |
| Unit-2 | The ‘Post’ in Postcolonial |
| Unit-3 | Movements and theories against Empire |
| Unit-4 | Leading Postcolonial Thinkers |

| Block-2: Henrik Ibsen’s ‘Ghosts’ | |
|---|------------------|
| Unit-5 | About the writer |
| Unit-6 | Themes |
| Unit-7 | Analysis |
| Unit-8 | Characters |

| Block-3: Eugene Ionesco’s ‘Chairs’ | |
|---|------------------|
| Unit-9 | About the writer |
| Unit-10 | Themes |
| Unit-11 | Analysis |
| Unit-12 | Characters |

| Block-4: Bertolt Brecht’s ‘Life of Galileo’ | |
|--|------------------|
| Unit-13 | About the writer |
| Unit-14 | Themes |
| Unit-15 | Analysis |
| Unit-16 | Characters |

Learning outcome: At the end of the course the students will be able to:-

- Understand the ideals of Modern Literature
- Know the ideas and theories related to European Literature
- Understand the Modern theories related to Modern Literature.

Course Code: BEG- 12
Course Title: Indian Classical Literature

Objective: To acquaint students with the construction of mathematical models for managerial decision situations and to use computer software packages to obtain a solution wherever applicable. The emphasis is on understanding the concepts, formulation and interpretation.

| | | |
|----------------|--|---|
| Block-1 | | Introduction to the history and genesis of Indian Classical Literature |
| Unit-1 | | History |
| Unit-2 | | Classification |
| Unit-3 | | What is Classical Literature? |
| Unit-4 | | Classicists in India |
| Block-2 | | Sanskrit Drama –1 |
| Unit-5 | | Kalidasa, Abhijnanasakuntalam, |
| Unit-6 | | Act IV, |
| Unit-7 | | Analysis |
| Unit-8 | | Themes and Characters |
| Block-3 | | Sanskrit Drama-2 |
| Unit-9 | | Mrcchakatika by Sudraka |
| Unit-10 | | Act- 1 |
| Unit-11 | | Analysis |
| Unit-12 | | Themes and Characters |
| Block-4 | | Aesthetics and Maxims |
| Unit-13 | | Bharata's Natyasastra |
| Unit-14 | | What is Natyasastra |
| Unit-15 | | Analysis |
| Unit-16 | | Classifications |

Learning outcome: At the end of the course the students will be able to: -

- Identify, formulate and solve Linear Programming Problems graphically, mathematically and by using excel solver.
- Solve optimization problems like transportation and assignment problem mathematically and by using excel solver
- Develop critical thinking and use PERT and CPM techniques to improve decision making.
- Identify different types of decision-making environments and choose the appropriate decision-making approaches for each.

Reference:

Kalidasa. Critical Edition. Sahitya Akademi • Bharata's Natyashastra. English Translation by M.M. Ghosh. Vol 1. 2nd edition. Asiatic Society, Kolkata, 1950. Ch. 6 "Sentiments". Pp. 158-95 • J.A.B. Van Buitenen, "Dharma and Moksa" in Roy W. Perrett. Ed. Indian Philosophy. Vol 5, Theory of Value: A Collection of Readings. New York: Garland, 2000. Pp. 33-40 • Vinay Dharwadkar, "Orientalism and the Study of Indian Literature", Orientalism and the Postcolonial Predicament: Perspectives on South Asia. Ed. Carol A. Breckenridge and Peter Van der Veer. New Delhi: OUP, 1994. Pp. 158-95 • Haldhar Panda, Universals of Poetics

Course Code: DSE-EG-01
Course Title: Literary Theory

Objective: This paper seeks to expose the students to the basic premises and issues of major theoretical approaches to literary texts.

| Block-1: New Criticism | |
|------------------------------------|---|
| Unit-1 | “Language of Paradox” by Cleanth Brooks |
| Unit-2 | Who is Cleanth Brooks? |
| Unit-3 | Analysis |
| Unit-4 | Glossary |
| Block-2: Marxist Criticism | |
| Unit-5 | Terry Eagleton: “Literature and Ideology” from Marxism and Literary Criticism |
| Unit-6 | Who is Terry Eagleton? |
| Unit-7 | Analysis |
| Unit-8 | Glossary |
| Block-3: Feminist Criticism | |
| Unit-9 | Second Sex, Vol 1 Introduction “Facts and Myths” |
| Unit-10 | What is Feminist Criticism? |
| Unit-11 | Who are the famous Feminist Critics? |
| Unit-12 | Glossary |
| Block-4: Structuralism | |
| Unit-13 | What is Structuralism? |
| Unit-14 | History of Structuralism |
| Unit-15 | Ferdinand De’ Saussure |
| Unit-16 | “The Nature of Linguistic Sign” by Saussure |

Learning outcome: At the end of the course the students will be able to:-

- i. Demonstrate basic understanding Language and its designs.
- ii. Demonstrate basic understanding on Syntax and Structuralism.
- iii. Understand Pronunciation and ways of stresses.

Reference:

- Peter Barry, Beginning Theory
- Terry Eagleton, Literary Theory
- David Lodge, ed. Twentieth Century Criticism
- David Lodge, ed. Modern Criticism and Theory: A Reader
- Jonathan Culler, “In Pursuit of Signs”
- Tony Bennett, Formalism and Marxism (New Accents)

Course Code: DSE-EG-02
Course Title: World Literature

Objective: This paper proposes to introduce the students to the study of world literature through a representative selection of texts from around the world. The idea is to read beyond the classic European canon by including defining literary texts from other major regions/countries—except the United States of America—written in languages other than English, but made available to the readers in English translation.

| Block-1: European Literature | |
|--|---|
| Unit-1 | Albert Camus: The Outsider |
| Unit-2 | Themes |
| Unit-3 | Characters |
| Unit-4 | Analysis |
| Block-2: Caribbean Literature | |
| Unit-5 | V S Naipaul: A Bend in the River |
| Unit-6 | Themes |
| Unit-7 | Characters |
| Unit-8 | Analysis |
| Block-3: Canadian Short Fiction | |
| Unit-9 | Alice Munroe: “The Bear Came Over the Mountain”, |
| Unit-10 | Alice Munroe: “Face” |
| Unit-11 | Analysis |
| Unit-12 | Glossary |
| Block-4: Latin American Poetry | |
| Unit-13 | Pablo Neruda :“Tonight I can Write” |
| Unit-14 | Pablo Neruda: “Every day you play” |
| Unit-15 | Octavio Paz: “Between going and staying the day wavers” |
| Unit-16 | Octavio Paz: “Motion” |

Web Resources:

- Alice Munro’s short Stories <http://www.newyorker.com/magazine/2013/10/21/the-bearcame-over-the-mountain-2>, <http://www.newyorker.com/magazine/2008/09/08/face>
- Poems of Octavio Paz http://www.poetrysoup.com/famous/poems/best/octavio_paz

Reference Books: • Weltliteratur: John Wolfgang von Goethe in Essays on Art and Literature Goethe : The Collected Works Vol.3 • Rabindranath Tagore “World Literature”: Selected Writings On Literature and Language: Rabindranath Tagore Ed. Sisir Kumar Das and Sukanta Chaudhuri • Goethe’s “World Literature Paradigm and Contemporary Cultural Globalization” by John Pizer “Something Will Happen to You Who Read”: Adrienne Rich, Eavan Boland’ by Victor Luftig .JSTOR iv. Comparative Literature University of Oregon. • “WLT and the Essay” World Literature Today Vol. 74, No. 3, 2000. JSTOR Irish University Review, Vol.23 Spring 1, Spring-Summer. • What is world Literature? (Introduction) David Damrosch <http://press.princeton.edu/chapters/i7545.html> • Tagore’s comparative world literature https://www.academia.edu/4630860/Rabindranath_Tagores_Comparative_World_Literature

SEMESTER-VI
Course Code: BEG- 13
Title: Postcolonial Literatures

Objective: This paper seeks to introduce the students to postcolonial literature —a body of literature that responds to European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. The paper aims to provide the students with the opportunity to think through the layered response – compliance, resistance, mimicry, subversion – that is involved in the production of post-independence literature

| Block-1: History and Introduction | |
|--|--|
| Unit-1 | Postcolonialism: Elleke Boehmer |
| Unit-2 | The post in Postcolonial, |
| Unit-3 | Movements and theories against Empire |
| Unit-4 | Leading Postcolonial Thinkers (Frantz Fanon, Edward Said, Gayatri Spivak, Homi) |
| Block-2: Raja Rao's 'Kanthapura' | |
| Unit-5 | About the writer |
| Unit-6 | Themes |
| Unit-7 | Character analysis |
| Unit-8 | Glossary |
| Block-3: Jean Rhys | |
| Unit-9 | About the writer |
| Unit-10 | Themes |
| Unit-11 | Character analysis |
| Unit-12 | Glossary |
| Block-4: Athol Fugard | |
| Unit-13 | About the writer |
| Unit-14 | Themes |
| Unit-15 | Character analysis |
| Unit-16 | Glossary |

Learning outcome: At the end of the course the students will be able to:-

- i. Know Postcolonialism and its features and effects.
- ii. Understand the evaluation and analysis done by Postcolonial thinkers.
- iii. Analyse the Postcolonial thinkers like Fanon, Spivak and Homi Bhabha.

Reference:

- Chinua Achebe: “English and the African Writer” (Available online)
- Ngugi wa Thiong’o: “The Quest for Relevance” from Decolonizing the Mind: The Politics of Language in African Literature
 - Leela Gandhi, Postcolonial Theory: An Introduction. OUP, 1998.
 - Bill Ashcroft, Gareth Griffin, Helen Tiffin, The Empire Writes Back: Theory and Practice of Post-Colonial Literature. • Edward Said. Orientalism.

Course Code: BEG-14
Course Title: Popular Literature

Objective: This paper seeks to introduce the students to genres such as children’s literature, detective fiction and campus fiction, which have a “mass” appeal, and can help us gain a better understanding of the popular and folk roots of literature.

| Block-1: Introduction to the concept | |
|---|--|
| Unit-1 | What is popular literature? |
| Unit-2 | Debate between popular and high cultures (‘highbrow’ v/s ‘low brow’) |
| Unit-3 | What is Genre fiction? |
| Unit-4 | Debate between genre fiction and literary fiction |

| Block-2: Children’s Literature | |
|---------------------------------------|-----------------------------------|
| Unit-5 | Lewis Caroll: Alice in Wonderland |
| Unit-6 | Themes |
| Unit-7 | Feminism |
| Unit-8 | Analysis |

| Block-3: Detective Fiction | |
|-----------------------------------|---|
| Unit-9 | Arthur Conan Doyle: The Hound of the Baskervilles |
| Unit-10 | Themes |
| Unit-11 | Analysis |
| Unit-12 | Glossary |

| Block-4: Campus Fiction | |
|--------------------------------|-----------------------------------|
| Unit-13 | Chetan Bhagat: Five Point Someone |
| Unit-14 | Themes |
| Unit-15 | Characters |
| Unit-16 | Glossary |

Reference:

Leslie Fiedler, “Towards a Definition of Popular Literature” in Super Culture: American Popular Culture and Europe. Ed. C.W.E. Bigsby. pp. 29-38 • Leo Lowenthal, Literature, Popular Culture and Society • Felicity Hughes, “Children’s Literature: Theory and Practice” in English Literary History. Vol. 45, 1978. pp. 542-61. • Raymond Chandler, “The Simple Art of Murder”, Atlantic Monthly. Dec. 1944 (available at • Popular Fiction: Essays in Literature and History by Peter Humm, Paul Stigant, Peter Widdowson • Sumathi Ramaswamy, “Introduction”, in Beyond Appearances?: Visual Practices and Ideologies in Modern India. Pp.xiii-xxix

Course Code: DSE-EG-03
Course Title: Partition Literature

Objective: This paper seeks to expose the students to some significant writings on Indian partition, which brought untold miseries to those who lost lives and homes. The issues of loss, trauma, communalism etc. are explored by the texts.

| Block-1: Defining Partition Literature | |
|---|---|
| Unit-1 | Ritu Menon and Kamla Bhasin, 'Introduction' from Borders and Boundaries |
| Unit-2 | Introduction to the writers |
| Unit-3 | Analysis |
| Unit-4 | Glossary |
| Block-2: Poems | |
| Unit-5 | Auden "Partition", |
| Unit-6 | Agha Shahid Ali, "Learning Urdu" |
| Unit-7 | "The Dawn of Freedom" Faiz Ahmad Faiz |
| Unit-8 | Other poems of the era |
| Block-3: Bapsi Sidhwa | |
| Unit-9 | Ice- candy Man |
| Unit-10 | Analysis |
| Unit-11 | Summary |
| Unit-12 | Characters |
| Block-4: More related works | |
| Unit-13 | Sadat Hassan Manto, "Toba Tek Singh" (from Mottled Dawn, Penguin India) |
| Unit-14 | Rajinder Singh Bedi, "Lajwanti"(Trans. Khushwant Singh) |
| Unit-15 | Lalithambika Antharajanam, "A Leaf in the Storm" |
| Unit-16 | In-depth analysis of the aforementioned |

Reference:

Sukrita P. Kumar, "Narrating Partition" (Delhi: Indialog, 2004) • Urvashi Butalia, "The Other Side of Silence: Voices from the Partition of India" (Delhi: Kali for Women, 2000) • Sigmund Freud, "Mourning and Melancholia" in The Complete Psychological Works of Sigmund Freud, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041-53.

Course Code: DSE-EG-04
Course Title: Writing for Mass Media

| Block-1: Introduction | |
|----------------------------------|--|
| Unit-1 | History of English in India |
| Unit-2 | Brief history of Journalism in English in India |
| Unit-3 | Status of English in India |
| Unit-4 | Indian writers of English and their treatment of the English language a non-native variety |
| Block-2: Print Media | |
| Unit-5 | Writing for the Print Media |
| Unit-6 | News Stories |
| Unit-7 | Features |
| Unit-8 | Editorials |
| Block-3: Electronic Media | |
| Unit-9 | Writing for the Electronic Media |
| Unit-10 | Advertisement caption writing and tag lines |
| Unit-11 | Difference between Print and Electronic Media |
| Unit-12 | Glossary |
| Block-4: Internet | |
| Unit-13 | Email |
| Unit-14 | Blogging |
| Unit-15 | Social networking |
| Unit-16 | Internet Journalism |

Reference:

Rangaswamy Parthasarathy, Journalism in India: From the earliest times to the present day, Sterling. • S V Parasher, Indian English: Functions and Form, Bahri Publications. • Stephen McLaren, Easy Writer • A R Parhi, Indian English through Newspapers, Concept Publications. • G L Labru, Indian Newspaper English, B R Publishing House. • Vinod Dubey, Newspaper English in India, Bahri Publications. • Kachru, Braj: from Indianization of English • Dutta and Parhi, 'Prospect of Electronic Media as Curriculum in Non-Native Contexts', I-Manager's Journal on English Language Teaching. (2014) • Aijaz Ahmed: 'Disciplinary English: Third-Worldism and Literature'. • Narasimhaih; C.D. (ed.):Awakened Consciousness: Studies in Commonwealth Literature, New Delhi: Sterling. • Omkar N. Koul: English in India: Theoretical and Applied Issues. New Delhi: Creative Publishers.