

Department of English

BA (Hons.) English

Category I

[UG Programme for Bachelor in English (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : Introduction to Literary Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Introduction to Literary Studies	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

SYLLABUS OF DSC-1

UNIT – I (20 Hours)

UNIT I: Reading the Novel

- Jane Austen: *Pride and Prejudice*
- Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105

3. Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

UNIT – II (20 Hours)

UNIT II: Reading Poetry

1. John Milton: 'On His Blindness'
2. William Wordsworth: 'Composed Upon Westminster Bridge'
3. Emily Dickinson: '341 After Great Pain'
4. Rabindranath Tagore: 'Where the Mind is Without Fear'
5. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

UNIT – III (20 Hours)

UNIT III: Reading Drama

1. Mahesh Dattani: *Tara*
2. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)
3. Tanvir, Habib. *It Must Flow: A Life in Theatre*
<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>
4. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): European Classical Literature

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 2- European Classical Literature	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To offer students a basic understanding of the mode of thought and understanding in classical Europe and contextualize the western classical texts within literary studies in a scholarly manner.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain an understanding of the classical, that is valuable in itself and as a frame of reference for subsequent periods of literary studies

SYLLABUS OF DSC- 2

UNIT – I (20 Hours)

1. Homer: *The Odyssey*

UNIT – II (20 Hours)

1. Aristotle: *Poetics*
2. Sophocles: *Antigone*

UNIT – III (20 Hours)

1. Aristophanes: *Lysistrata*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings (if any):

1. Plato, 'Book X', *The Republic*. tr. Desmond Lee, London: Penguin, 2007.
2. Horace, 'Ars Poetica', *Horace: Satires, Epistles and Ars Poetica*. tr. H. Rushton Fairclough, Cambridge Mass.: Harvard University Press, 2005.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): Indian Classical Literature

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Classical Literature	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of Indian classical literary tradition.
- To introduce students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

SYLLABUS OF DSC-3

UNIT – I (20 Hours)

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

- a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII
- b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.
- c) 'Krishna's Peace Proposal', Book 5, Udyog Parva, Section LXXXIX-CXXXI

UNIT – II (20 Hours)

1. Kalidasa. *Abhijnanasakuntalam*, trans. Chandra Rajan, in *Kalidasa: The Loom of Time*. Penguin Classics, 1989, reprint 2000.

UNIT – III (20 Hours)

1. Ilango Atikal. 'The Book of Vanci', *Cilappatikaram*. trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Bharata Muni. Selections from *Natyasastra*. (i) Chapter 6, 'The Sentiments'; (ii) Chapter 20, 'Ten Kinds of Play'; (iii) Chapter 35, 'Characteristics of the Jester', trans. Manomohan Ghosh, Calcutta: Asiatic Society of Bengal, 1951. pp105-17; 355-74; 548-50
2. Osho. Selections from *Krishna: The Man and His Philosophy*. (i) Krishna is Complete and Whole (ii) Draupadi: A Rare Woman (iii) Action, Inaction and Non-Action (iv) Rituals, Fire and Knowledge, Delhi: Jaico Publishing House, 1991.
3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. New Delhi: D.K. Printworld Pvt. Ltd., 2005. pp 1-31
4. Gerow, Edwin, et al. 'Indian Poetics', *The Literatures of India: An Introduction*. ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. pp 115-143
5. Venkatachalapathy, R. 'Introduction', *Love Stands Alone: Selections from Tamil Sangam Poetry*. Delhi: Penguin Classics, 2013. pp XIII-XLI; 25; 45; 70; 186

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

BA (PROG) WITH ENGLISH AS MAJOR

Category II

**(Discipline Specific Courses for Undergraduate Programme of study with
ENGLISH(Major) as one of the Core Disciplines)**

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Introduction to Literary Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Introduction to Literary Studies	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

SYLLABUS OF DSC-1

UNIT – I (20 Hours)

UNIT I: Reading the Novel

1. Jane Austen: *Pride and Prejudice*
2. Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105
3. Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

UNIT – II (20 Hours)

UNIT II: Reading Poetry

1. John Milton: 'On His Blindness'
2. William Wordsworth: 'Composed Upon Westminster Bridge'
3. Emily Dickinson: '341 After Great Pain'
4. Rabindranath Tagore: 'Where the Mind is Without Fear'
5. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

UNIT – III (20 Hours)

UNIT III: Reading Drama

1. Mahesh Dattani: *Tara*
2. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)
3. Tanvir, Habib. *It Must Flow: A Life in Theatre*
<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>
4. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE –(DSC-2): Indian Classical Literature

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Classical Literature	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of Indian classical literary tradition.
- To introduce students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

SYLLABUS OF DSC-3

UNIT – I (20 Hours)

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

- a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII
- b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.
- c) 'Krishna's Peace Proposal', Book 5, Udyog Parva, Section LXXXIX-CXXXI

UNIT – II ((20 Hours)

1. Kalidasa. *Abhijnanasakuntalam*, trans. Chandra Rajan, in *Kalidasa: The Loom of Time*. Penguin Classics, 1989, reprint 2000.

UNIT – III (20 Hours)

1. Ilango Atikal. 'The Book of Vanci', *Cilappatikaram*. trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Bharata Muni. Selections from *Natyasastra*. (i) Chapter 6, 'The Sentiments'; (ii) Chapter 20, 'Ten Kinds of Play'; (iii) Chapter 35, 'Characteristics of the Jester', trans. Manomohan Ghosh, Calcutta: Asiatic Society of Bengal, 1951. pp105-17; 355-74; 548-50
2. Osho. Selections from *Krishna: The Man and His Philosophy*. (i) Krishna is Complete and Whole (ii) Draupadi: A Rare Woman (iii) Action, Inaction and Non-Action (iv) Rituals, Fire and Knowledge, Delhi: Jaico Publishing House, 1991.
3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. New Delhi: D.K. Printworld Pvt. Ltd., 2005. pp 1-31
4. Gerow, Edwin, et al. 'Indian Poetics', *The Literatures of India: An Introduction*. ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. pp 115-143
5. Venkatachalapathy, R. 'Introduction', *Love Stands Alone: Selections from Tamil Sangam Poetry*. Delhi: Penguin Classics, 2013. pp XIII-XLI; 25; 45; 70; 186

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BA (PROG.) WITH ENGLISH AS NON-MAJOR

Category III

Discipline Specific Courses for Undergraduate Programme of study with ENGLISH (minor) as one of the Core Disciplines

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Introduction to Literary Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Introduction to Literary Studies	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

SYLLABUS OF DSC-1

UNIT – I (20 Hours)

UNIT I: Reading the Novel

1. Jane Austen: *Pride and Prejudice*
2. Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105
3. Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

UNIT – II ((20 Hours)

UNIT II: Reading Poetry

1. John Milton: 'On His Blindness'
2. William Wordsworth: 'Composed Upon Westminster Bridge'
3. Emily Dickinson: '341 After Great Pain'
4. Rabindranath Tagore: 'Where the Mind is Without Fear'
5. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

UNIT – III (20 Hours)

UNIT III: Reading Drama

1. Mahesh Dattani: *Tara*
2. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)
3. Tanvir, Habib. *It Must Flow: A Life in Theatre*
<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>
4. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

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BA (Hons) JOURNALISM

Category I

[UG Programme for Bachelor in Journalism(Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – :

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Introduction to Journalism	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand what it takes to be a competent reporter and the problems that journalists face in the media industry.
- To equip students to work as a cub-reporter in any news media organisation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the nature of news and the process of news transmission to the readers.
- Students will be able to write news stories and comprehend the role of the press in a democratic society.

SYLLABUS OF DSC-1

UNIT – I (20 Hours)

UNIT I: Understanding News

- Meaning and definition of Journalism
- Ingredients of news
- News: meaning, definition, nature
- The news process: from the event to the reader (how news is carried from event to reader)
- Hard news vs. Soft news
- Basic components of a news story
- Attribution, on-record, off-the record, embargo,
- Verification, balance, fairness, brevity, dateline, credit line and byline.
- Criteria for news worthiness, principles of news selection

UNIT – II ((20 Hours)

UNIT II: Historical Perspective and News Writing Skills

- Yellow journalism
- Penny press, tabloid press
- Language of news- Robert Gunning: Principles of clear writing
- Rudolf Flesch formula- skills to write news
- Organizing a news story, 5W's and 1H, Inverted pyramid
- Use of archives, sources of news, use of internet

UNIT – III (20 Hours)

Unit III: Different mediums-a comparison

- Language and principles of writing on different media platforms
- Basic differences between print, electronic and online journalism
- Citizen Journalism

Practical component (if any) - Writing stories in the inverted pyramid format, identifying the news values in news stories of different newspapers, identifying the 5W's and 1 H in news stories, writing soft-news stories.

Essential/recommended readings-

1. Bruce D. Itule and Douglas A. Anderson. *News writing and reporting for today's media*. McGraw Hill Publication, 2000.

2. George Rodmann. *Mass Media in a Changing World*. McGraw Hill Publication, 2007.
3. Carole Flemming and Emma Hemmingway. *An Introduction to Journalism*. Vistaar Publications, 2006.
4. Richard Keeble. *The Newspaper's Handbook*. Routledge Publication, 2006.

Suggestive readings-

1. M.L. Stein, Susan Paterno & R. Christopher Burnett. *News writer's Handbook: An Introduction to Journalism*. Blackwell Publishing, 2006.
2. Michael Ryan and James W. Tankard. *Writing For Print And Digital Media*. Mcgraw-Hill College, 2004.
3. Helmut Kipphan. *Handbook of Print Media*. Springer, 2001.
4. Paranjoy Guha Thakurta. *Media Ethics: Truth, Fairness and Objectivity*. Oxford University Press, 2011.
5. Vincent F. Filak. *Dynamics of News Reporting and Writing Foundational Skills for a Digital Age*. Sage Publications, Inc, 2021.
6. Robert Gunning. *Techniques of Clear Writing*. McGraw Hill Higher Education, 1968.
7. W. Richard Whitaker & Janet E. Ramsey & Ronald D. Smith. *Media Writing: Print, Broadcast, and Public Relations*. Routledge, 2019.
8. Wynford Hicks, Adams Sally, Harriett Gilbert, Tim Holmes, Jane Bentley. *Writing for Journalists*. Routledge, London, 2016.
9. John Hohenberg. *The professional journalist: a guide to the practices and principles of the news media*. Holt, Rinehart and Winston, New York, 1973.
10. M. V. Kamath. *The Journalists Handbook*. Vikas Publishing, New Delhi, 2009.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Introduction to Media and Communication

CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-2 Introduction to Media and Communication	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate a deep understanding of the role and influence of the media in an individual's life. It will help the student to critically perceive the effects of the media use.
- To hone the communication skills.
- To help identify media's communicative potential through everyday examples such as mobile phone, television shows and other media use.
- To think retrospectively of media use and its effects through live and vibrant examples from everyday experience.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the important aspects of communication to help them get their messages across to public, essential in all sectors of media.
- Students will be enabled to work in any sector/media organisation as a content writer/communication consultant.

SYLLABUS OF DSC- 2

UNIT – I ((20 Hours)

UNIT I: Communication and Mass Communication

- Media and Everyday life

- Forms of Communication, Levels of Communication
- Mass Communication and its Process
- Normative Theories of the Press
- Media and the Public Sphere
- Four Models of Communication: transmission models, ritual or expressive models, publicity model, reception model

UNIT – II ((20 Hours)

UNIT II: Mass Communication and Effects Paradigm

- Direct Effects; Mass Society Theory, Propaganda
- Limited Effects; Individual Difference Theory, Personal Influence Theory
- Digital influencers in the contemporary world

UNIT – III (20 Hours)

UNIT III: Cultural Effects and the Emergence of an Alternative Paradigm

- Cultural Effects: Agenda Setting
- Spiral of Silence, Cultivation Analysis
- Critique of the effects paradigm and emergence of alternative paradigm

Practical component (if any) - NIL

Essential/recommended readings-

1. Michael Ruffner and Michael Burgoon. *Interpersonal Communication*. New York, Holt, Rinehart and Winston, 1981. 21-34; 59-72
2. John Fiske. *Introduction to Communication Studies*. Routledge 1982. pp 138
3. Dennis Mc Quail. *Mass Communication Theory*. London, Sage, 2000. pp 111; 41-54; 121-133(fourth Edition)
4. Baran and Davis. *Mass Communication Theory*. Indian Edition, South West Coengage Learning, 2006. pp 42-64; 7184; 148-153; 236-298
5. Kevin Williams. *Understanding Media Theory*. 2003. pp 168-188

Suggestive readings (if any)-

1. Robin Jeffrey. *Cell Phone Nation: How Mobile Phones have Revolutionized Business, Politics and Ordinary Life in India*. New Delhi: Hachette, 2013.
2. Ravi Sundaram. 'The Art of Rumour in the Age of Digital Reproduction', *The Hindu*. Posted 19 August, 2012, Updated 16 November 2021
<https://www.thehindu.com/news/national/article60457070.ece>

3. Maya Ranganathan. 'Commercial FM radio takes over Indian cities', *Indian Media In A Globalised World*. ed. Ranganathan, Maya, and Usha M. Rodrigues, SAGE Publications India, 2010.
4. Sreya Mitra (2012) 'The show of the millennium': screening the big-money quiz show and the Bollywood superstar, *South Asian History and Culture*, 3:4. 20 Sep 2012. pp 566-582
DOI: 10.1080/19472498.2012.720071
5. Little John, Stephen, W and Foss, Karen, A. *Encyclopedia of Communication Theory*. Sage Publications, Inc. 2009.
6. Narula, Uma. *Communication Models*. Atlantic Publishers and Distributors (P) Ltd., New Delhi. 2022.
7. Neumann, Elisabeth Noelle. *Spiral of Silence: Public Opinion--Our Social Skin*. University of Chicago Press; 2nd edition. 1993.
8. Perse, Elizabeth M. and Lambe, Jennifer. *Media Effects and Society*. Routledge. 2016.
9. Watson, James. *Media Communication: An Introduction to Theory and Process*. Palgrave Macmillan. 2003.
10. Endo, Kaoru, Kurihara, Santoshi and Kamihigashi, Takashi (eds.) *Reconstruction of the Public Sphere in the Socially Mediated Age*. Springer, Singapore. 2017.
11. Shohini Ghosh, "Inner and Outer Worlds of Emergent Television Cultures," in *No Limits: Media Studies from India*, Ed. Ravi Sundaram. New Delhi: Oxford (2013).

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of the Media

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-3 History of the Media	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To help students attain familiarity with the historical evolution of the media.
- To contextualize the developments of the media and its role through political and economic changes across the world.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to assist any organisation in writing historical aspects in an efficient manner.
- students will also get an opportunity to work as a researcher and place key developments in media technologies across history.

SYLLABUS OF DSC-3

UNIT – I (20 Hours)

UNIT I: History of Print Media

- Print revolution and telegraph
- Yellow Journalism, Evolution of Press in United States and Great Britain
- History of the Press in India: Colonial Period, National Freedom Movement
- Gandhi and Ambedkar as Journalists and Communicators
- Emergency and Post Emergency Era

UNIT – II (20 Hours)

UNIT II: Beginnings of Sound Media

- The coming of Gramophone
- Early history of Radio in India
- Evolution of AIR Programming
- Patterns of State Control; the Demand for Autonomy
- FM: Radio Privatization

UNIT – III (20 Hours)

UNIT III: Visual Media

- The early years of Photography and Cinema
- The coming of Television and the State's Development Agenda
- Commercialization of Programming (1980s)
- Invasion from the Skies: The coming of transnational television (1990s)
- Formation of Prasar Bharati

Practical component (if any) –

A comparative study of a Community Radio project and any of AIR's Local Radio stations. Projects such as case studies of radio programmes, tracing the transformation of certain traditional musical genres like devotional music, ghazals and folk songs with the advent of cassette technology, presentations on the importance of archiving and archives of films, newspapers, music and photographs as well as projects on digital archives of sound and visual media.

Essential/recommended readings-

1. Briggs, A and Burke, P. *Social History of Media: From Gutenberg to the Internet*. Polity Press, 2010. Chapter 2 and Chapter 5
 2. Jeffrey, Robin. *India's News Paper Revolution: Capitalism, Politics and the Indian Language Press*. New Delhi: Oxford, 2003.
 3. David Page and William Crawley. *Satellites Over South Asia*. Sage, 2001. Chapter 2, chapter 8 and Chapter 9
 4. Erik Barnouw and Krishnaswamy. "Beginnings," & "Three Get Started", *Indian Film*. New York: Oxford University press, 192nd Edition, 1980
- [Early communication system in India \(part - I\) - YouTube](https://www.youtube.com/watch?v:9WocwNyYo8g)
<https://www.youtube.com/watch?v:9WocwNyYo8g>

Suggestive readings-

1. Jeffrey, Robin. "Communications and capitalism in India, 1750–2010." *South Asia: Journal of South Asian Studies* 25, no. 2 (2002): 61-75.

2. V. Ratnamala, *Ambedkar and media*, 2012
http://roundtableindia.co.in/index.php?option=com_content&view:article&id:4992:ambedkar-and-media&catid:119:feature&Itemid:132
3. Manuel, Peter. *Cassette Culture*. Chicago: University of Chicago Press, 1993, Pages 1- 32
4. *Satellite Television: An Impact on Social Participation*, Sabharwal, Tarjeet, ISBN 978-81-8457-064-9, Kanishka Publishers, 2008
5. Chatterjee, P.C, *Broadcasting in India* page (New Delhi, Sage, 1991) pp 39-57
6. Neurath P. "Radio Farm Forum as a Tool of Change in Indian Villages," *Economic Development of Cultural Change*, vol 10, No. 3 (pp 275-283), 1962
7. Das, Biswajit, "Mediating Modernity: Colonial Discourse and Radio Broadcasting in India", *Communication Processes Vol 1: Media and Mediation*, B. Bel, B. Das, J. Brower, Vibhodh Parthasarathi, G. Poitevin (Ed.) (Sage 2005)
8. Parthasarathi, Vibhodh, "Constructing a New Media Market: Merchandising the Talking Machine", *Communication Processes Vol 1: Media and Mediation*, B. Bel, B. Das, J. Brower, Vibhodh Parthasarathi, G. Poitevin (Ed.), Sage 2005
9. Thirumal, P., and C. Lalrozami. *Modern Mizoram: History, Culture, Poetics*. Taylor & Francis, 2018. Chapter 1
10. Francis Robinson. "Technology and Religious change: Islam and the impact of Print", *Modern Asian Studies*. Vol 27, No. 1 (Feb 1993) pp. 229-251.
11. *Seminar* Issue October 1997, Indian Language Press
12. Neyazi, Taberezh Ahmed, and Akio Tanabe. "Introduction: democratic transformation and the vernacular public arena in India", *Democratic Transformation and the Vernacular Public Arena in India*, pp. 17-40. Routledge, 2014.
13. Maya Ranganathan, "The Pan Tamil rhetoric in regional media", *Indian Media In A Globalised World*. ed. Ranganathan, Maya, and Usha M. Rodrigues, SAGE Publications India, 2010. pp 83-105
14. G.N.S Raghavan, Early years of PTI, PTI story: Origin and Growth of Indian Press (Bombay, Press Trust of India, 1987. pp 92-119
15. Melissa Butcher. *Transnational Television, Cultural Identity and Change*. New Delhi, Sage, 2003. 49-77
16. Cappon, Rene, J. The Associated Press Guide to News Writing, 4th Edition. Peterson's; 4th edition, 2019.
17. Sheridan, Lynette Burns. *Understanding Journalism*. SAGE Publications Ltd; Second edition, 2012.
18. Rudin, Richard and Ibbotson, Trevor. *Introduction to Journalism: Essential techniques and background knowledge*. Routledge, 1st Edition, 2002.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Common Pool of Generic Electives (GE) Courses offered by the Department of English

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
GE-1 Language and Culture	4	3	1	0	Passed Class XII	NIL	English

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic approaches to the study of language.
- To impart a socio- cultural perspective to the study of English in the Indian context.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyze both the socio-cultural and formal aspects of language in general and English in particular.
- Students will be able to understand the shifting and evolving dynamics of the link between language and culture in India.

SYLLABUS OF GE-1

UNIT – I (20 Hours)

UNIT I-Language

1. Connor-Linton, Jeffrey, and Fasold, Ralph. 'Introduction', *An Introduction to Language and Linguistics*. United States: Cambridge University Press, 2006.
2. Fromkin, Victoria, Robert Rodman, and Nina Hyams. 'Part 1', *An Introduction to the Study of Language*. Boston, MA: Cengage, 2017.
3. Wardaugh, Ronald. Chapters 2 and 3, *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.

4. Rodriques, M V. Chapters 2 and 6, *Perspectives of Communication and Communicative Competence*. India: Concept Pub, 2000.

UNIT – II (20 Hours)

UNIT II- English Language in India and Multilingualism

1. Jayendran, Nishevita, et al. Chapters 3, 5 and 6, *Language Education: Teaching English in India*. India: Taylor & Francis, 2021.
2. Mukherjee, Joybrato. 'The development of the English language in India', *The Routledge Handbook of World Englishes*. ed. A. Kirkpatrick, London and New York: Routledge, Taylor & Francis Group, 2000. pp 167-180
3. Bhatia, Tej K. 'The Multilingual Mind, Optimization Theory and Hinglish', *Chutnefying English: The Phenomenon of Hinglish. India*. ed. Rita Kothari & Rupert Snell, Penguin Books, 2011.

UNIT – III (20 Hours)

UNIT III: Language and Society

1. Wardaugh, Ronald. 'Gender', *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
2. Soden, Satori, et al. Chapter 5, 6, 8, 9, *Language, Society and Power: An Introduction*. Taylor & Francis, 2010.
3. Wilson, James C. and Cynthia Lewiecki-Wilson. 'Disability, Rhetoric, and the Body': *Embodied Rhetorics: Disability in Language and Culture*. United States: Southern Illinois University Press, 2001.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Fowler, Roger. *The Linguistics of Literature*. London: Routledge and Kegan Paul Ltd, 1971.
2. Bailey, R. W. and J. L. Robinson, ed. *Varieties of present-day English*. New York: Macmillan, 1973.
3. Fishman, J.A. *Sociolinguistics: A Brief Introduction*. Mass: Newbury House Rowley, 1971.
4. Gupta R. S. and K. S. Agarwal, *Studies in Indian Sociolinguistics*. New Delhi: Creative Books, 1996.
5. 'Notes on the History of the Study of the Indian Society and Culture', *Structure and Change in Indian Society*, ed. Milton Singer and Bernard S Cohn. Chicago: Aldine Press, 1968.
6. 'Towards a Definition of Culture', *India and World Culture*. New Delhi: Sahitya Academy, 1986.

7. 'Culture and Ideology', *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India*. London and New York: Longman, 1995.
8. Crystal, David. *The Stories of English*. UK: Penguin Books Limited, 2005.
9. Krishnaswamy, N., and Krishnaswamy, Lalitha. *The Story of English in India*. India: Foundation Books, 2006.
10. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995.
11. Mesthrie, Rajend, and Bhatt, Rakesh M. *World Englishes: The Study of New Linguistic Varieties*. United Kingdom: Cambridge University Press, 2008.
12. Marckwardt, Albert H. "English as a Second Language and English as a Foreign Language." *PMLA*, vol. 78, no. 2, 1963, pp 25–28.
13. Kramschin, Claire. *The Routledge Handbook of Language and Culture*. United Kingdom, Taylor & Francis, 2014.

GENERIC ELECTIVES (GE-2: Genre Fiction)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Genre Fiction	4	3	1	0	Passed Class XII	

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand how the evolving genre of fiction engages with contemporary social and cultural realities.
- To understand the strategies of narrative and themes this specific genre of fiction uses.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to efficiently undertake textual analysis within the specific rubric of genre fiction.
- Students will gain knowledge of the aspects of fictionality while engaging with popular culture.

SYLLABUS OF GE-2

UNIT – I (20 Hours)

1. Arthur Conan Doyle: *The Sign of Four*

UNIT – II (20 Hours)

1. Kashigo Ishiguro: *Never Let Me Go*

UNIT – III (20 Hours)

1. Ibn-e-Safi: *House of Fear*

2. Madulika Liddle: *Crimson City*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. H. Thomas Milhorn: *Writing Genre Fiction: A Guide to the Craft* (2006)

2. Beth Driscoll, Kim Wilkins, Lisa Fletcher: *Genre Worlds: Popular Fiction and Twenty-First-Century* (2022)

3. Joyce G. Saricks: *The Readers' Advisory Guide to Genre Fiction* (2009)

4. Jeremy Rosen: 'Literary Fiction and the Genres of Genre Fiction' Posted 8th July, 2018.

<https://post45.org/2018/08/literary-fiction-and-the-genres-of-genre-fiction/>

GENERIC ELECTIVES (GE-3): Dystopian Writings

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-3: Dystopian Writings	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the evolution of the literary trends/movements under Dystopian writings.
- To analyse texts and identify the distinctions across prominent milieus and regions.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand what constitutes the genre of Dystopian Writings.
- students will be able to discern the shifting dynamics of reality and representation.

SYLLABUS OF GE-3

UNIT – I (20 Hours)

1. Mary Shelley: *The Last Man*

UNIT – II (20 Hours)

1. H.G. Wells: *The Time Machine*

UNIT – III (20 Hours)

1. Malcolm Bradbury: *Fahrenheit 451*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Stock, Adam. *Modern Dystopian Fiction and Political Thought: Narratives of World Politics*. United Kingdom: Taylor & Francis, 2018.
2. Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. Maldives: McGill-Queen's University Press, 2001.
3. Basu, Balaka, et al. (ed.) *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. United States: Taylor & Francis, 2013.
4. Isomaa, Saija, et al. (ed.) *New Perspectives on Dystopian Fiction in Literature and Other Media*. United Kingdom: Cambridge Scholars Publishing, 2020.
5. Anthony, Ashley G., et al. (ed.) *Worlds Gone Awry: Essays on Dystopian Fiction*. United States: Incorporated Publishers, 2018.

GENERIC ELECTIVES (GE-4) Literature & Human Rights

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-4 Literature & Human Rights	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To consider the relationship between literature and human rights.
- To indicate investments in human rights within literary texts.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the relevance of human rights in everyday contexts.
- Students will be able to appreciate the importance of human rights in literary and theoretical terms.

SYLLABUS OF GE-4

UNIT – I (20 Hours))

1. George Orwell: *1984*(1949)

UNIT – II (20 Hours)

1. Harper Lee: *To Kill a Mockingbird* (1960)

UNIT – III (20 Hours)

1. *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
 - (i) 'In the Prison of Repose'—Paulo Coelho
 - (ii) 'Amnesty'—Nadine Gordimer
 - (iii) 'ABC Antidote'—Ishmael Beah
2. Maya Angelou: 'I Know Why the Caged Bird Sings'[poem]
3. June Millicent Jordan: 'Poem About My Rights'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. The Universal Declaration of Human Rights
https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

2. Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
3. Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.
4. Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.
5. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.
6. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.
7. Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.

GENERIC ELECTIVES (GE-5) Readings on Indian Diversities and Literary Movements

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-5 Readings on Indian Diversities and Literary Movements	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the social and cultural history of India which were conducive to the development of art and literature
- To inculcate new ways to interpret, understand and read representations of diversity.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read non-verbal social and cultural history.
- Students will be encouraged to be open to the diverse modes of thought.

SYLLABUS OF GE-5

UNIT – I (20 Hours)

1. Overview
2. Linguistic Plurality within Sufi and Bhatia Tradition

UNIT – II (20 Hours)

1. Language Politics: Hindi and Urdu
2. Tribal Verse
3. Dalit Voices

UNIT – III (20 Hours)

1. Writing in English
2. Woman Speak: Examples from Kannada and Bangla
3. Literary Cultures: Gujarati and Sindhi

Practical component (if any) - NIL

Essential/recommended readings:

1. Kumar, Sukrita Paul et al. (eds.). *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India*. New Delhi: Macmillan, 2005.

Suggestive readings- NIL

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-6) Indian English Literatures

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-6 Indian English Literatures	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce literary texts from a range of regional, cultural, social, and political locations within India.
- To inculcate an in-depth understanding of some of the major issues shaping this literary production.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend regional differences in the issues discussed and in socio-cultural contexts.
- Students will be able to analyze the use of the English language by non-native speakers and writers.

SYLLABUS OF GE-6

UNIT – I (20 Hours)

1. Vikram Seth: *A Suitable Boy*

UNIT – II (20 Hours)

1. Shashi Deshpande: 'The Intrusion'
2. Salman Rushdie: 'The Courter'
3. Rohinton Mistry: 'Swimming Lessons'
4. Vikram Chandra: 'Dharma'

UNIT – III (20 Hours)

1. Kamala Das: (i) 'An Introduction' (ii) 'My Grandmother's House'
2. Nissim Ezekiel: (i) 'Night of the Scorpion' (ii) 'Goodbye Party for Miss Pushpa TS'
3. Arun Kolatkar: (i) 'The Bus'
4. Mamang Dai, 'The Sorrow of Women'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Burton, Antoinette. *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*. Oxford UP, 2003.
2. Zecchini, Laetitia. *Arun Kolatkar & Literary Modernism in India: Moving Lines*. USA: Bloomsbury Academic, 2014.
3. Nerlekar, Anjali. *Bombay Modern: Arun Kolatkar and Bilingual Literary Culture*. Speaking Tiger, 2017.

4. Anjaria, Ulka. *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form*. Cambridge UP, 2012.
5. Parashkevova, Vassilena. *Salman Rushdie's Cities: Reconfigurational Politics and the Contemporary Urban Imagination*. Bloomsbury, 2012.

**Generic Electives Language Courses offered by the Department of English
(GE Language 1) English Language through Literature-I**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
English Language Through Literature-I	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop in students the ability and confidence to process, understand and examine different kinds of texts-verbal and written-that they encounter in everyday life.
- To enable students to identify and understand social contexts and ethical frameworks in the texts they encounter.
- To encourage suitable research—to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- To learn skilled comprehension; listening/reading; skimming; summarizing; précis writing; paraphrasing; note making
- To identify key topics/arguments/ideas
- To accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs
- To enable students to write in expository argumentative and descriptive modes
- To help students identify and use the characteristic features of various writing forms: letters; programmes reports/press-releases; newspaper; feature articles; fiction and nonfiction
- To enable students to choose between expository, argumentative, descriptive and narrative writing styles to assemble their own writing

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate confident expression.
- Students will be able to articulate their own views confidently as their language skills sufficiently empower them to converse, research and collate information from various textual sources—verbal or written.

SYLLABUS OF GE LANGUAGE-1-

UNIT – I (20 Hours)

UNIT 1: Understanding Everyday Texts.

1. Edwards, Adrian 'Forced displacement worldwide at its highest in decades'

UNHCRorgUNHCR

<http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#> Accessed 1st June, 2022

2. Jadhav, Radheshyam 'Groom wanted: Trader peon...anyone but a farmer' *Times News Network*. 1st Jan, 2018

<https://timesofindia.indiatimes.com/city/chandigarh/groom-wanted-trader-peon-anyone-but-a-farmer/articleshow/62321832.cms> Accessed 1st June, 2022

3. Knapton, Sarah 'Selfitis' -- the obsessive need to post selfies-- is a genuine mental disorder say psychologists' *The Telegraph*. 15th December 2017

<https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/> Accessed 1st June 2022

4. '13 letters every parent every child should read on Children's Day' *The Indian Express*. 10th November 2014

<http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/> Accessed 1st June 2022

UNIT – II (20 Hours)

UNIT 2: Understanding Drama

5. Lakshmi, CS. (i) 'Ambai' (ii) 'Crossing the River', *Staging Resistance: Plays by Women in Translation*. Ed. Tutun Mukherjee, Oxford: Oxford University Press, 2005.

UNIT – III (20 Hours)

UNIT 3: Understanding Poetry

6. Angelou, Maya. 'Caged Bird', *The Complete Collected Poems of Maya Angelou*. New York: Random House Inc, 1994.

7. Ezekiel, Nissim. 'Goodbye Party for Miss Pushpa TS', *Collected Poems*. New Delhi: Oxford University Press, 2005.

8. Okara, Gabriel. 'Once Upon a Time', *Gabriel Okara: Collected Poems*. Nebraska: University of Nebraska, 2016.

9. Lawrence, DH. 'Last Lesson of the Afternoon', *The Complete Poems of DH Lawrence*. Hertfordshire: Wordsworth Editions, 1994.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings- NIL

GENERIC ELECTIVES LANGUAGE COURSES (GE Language 2) Digital Communication-I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Digital Communication-I	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To hone skills for online communication and provide interpersonal skills required in the digital world.
- To effectively present themselves in personal and professional capacities using online mediums.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.

SYLLABUS OF GE LANGUAGE-2

UNIT – I (20 Hours)

UNIT I: Constructing a Self

1. Creating a personal/professional profile for social media. (Facebook, LinkedIn etc.)
2. Striking up formal, informal conversations (register, tone, vocabulary)
3. Social Media etiquette

UNIT – II (20 Hours)

UNIT II: Expressing the Self

1. Blogs, Facebook posts (expressing likes and dislikes)
2. Formal and informal correspondence (emails, making announcements on social groups: expressing/ declining interests, making requests, sharing information)

3. Acknowledging and negotiating opinions

UNIT – III (20 Hours)

UNIT III: Expressing Visually

1. Introducing oneself in a vlog (how to create a narrative: biography, autobiography)
2. Striking a rapport/connecting with viewers/audience (colloquial language, discourse markers)
3. Moderating content (integrating narrative with visuals/images)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings- NIL

GENERIC ELECTIVES LANGUAGE COURSES (GE Language 3) English Fluency-I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
English Fluency-I	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions.
- To read and understand information on topical matters and explain the advantages and disadvantages of a situation.
- To write formal letters, personal notes, blogs, reports and texts on familiar matters.
- To comprehend and analyse texts in English.
- To organise and write paragraphs and short essays in a variety of rhetorical styles.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to effectively communicate in their everyday contexts.
- Students will be equipped with skills that will help them interact with people around their personal, institutional and social spaces.

SYLLABUS OF GE LANGUAGE-3-

UNIT – I (20 Hours)

UNIT I: In the domestic sphere

1. Diary

2. Modifiers, Prepositions, Conjunctions
3. Write a diary entry and convert it into a blog post
4. Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

Readings:

1. Morgan, Esther. 'The Lost Word', *New Writing*. ed. Penelope Lively and George Szirtes, Picador India, 2001.
2. Sharma, Natasha. *Squiggle Gets Stuck: All About Muddled Sentences*. India: Penguin Books Limited, 2016.

UNIT – II (20 Hours)

UNIT II: In the University

1. Introducing oneself -- Note-making
2. Pronunciation Intonation – Nouns, Verbs, Articles
3. Blog writing
- A. Introduce yourselves as individuals and as groups -- group discussion exercise Take notes on your fellow students' introductions.
- B. Introduce characters from the text you are reading via posters

Readings:

1. Ghose, Premola. *Tales of Historic Delhi*. Zubaan, 2011.

UNIT – III (20 Hours)

UNIT III: In public places

1. CV Job applications
2. Tenses and concord
- A. Write the CV of a fictional character
- B. Write the perfect job application for your dream job

Readings:

1. Chakrabarti, Narendranath. 'Amalkanti', *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadkar and A.K. Ramanujan, India: Oxford University Press, 1994.
2. Anand, S., et al. *Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar*. India: Navayana Pub, 2011. pp 60-71

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings: NIL

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES LANGUAGE COURSES (GE Language 4) Developing English Language Skills-I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Developing English Language Skills-I	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these.
- To introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions.
- To introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English.
- To acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read and write in English with confidence.
- The course will help in increasing their proficiency in English, increase their vocabulary and improve their comprehension of syntactical structures

SYLLABUS OF GE LANGUAGE-4-

UNIT – I (20 Hours)

UNIT 1: Reading & Vocabulary–I

1. Strategies for language learning;
2. various ways of reading;
3. understanding different text types like newspaper articles, poems, stories, etc. through a variety of textual tasks such as reading aloud, sentence completion, true/false activities, re-ordering jumbled sentences, supplying alternative titles, short comprehension questions, etc.

Readings:

1. A Foundation English Course for Undergraduates: Book II. Delhi: University of Delhi, 1992. pp 8–10, 47–49
2. Developing Language Skills I. Delhi: Manohar, 1997. pp 61–69
3. English at the Workplace. Delhi: Macmillan, 2006. pp 1–3, 16–20
4. Everyday English. Delhi: Pearson, 2005. pp 21–31
5. Everyday English 2. Delhi: Foundation Books, 2006. pp 95 – 100

UNIT – II (20 Hours)

UNIT 2: Writing & Grammar–I

1. Understanding the structure of written texts by identifying topic sentences and supporting details.
2. summarizing passages.
3. expanding ideas, subjects and topics.
4. the steps involved in the process of good writing.
5. Revising key topics in grammar: subject - verb agreement, tenses, articles, prepositions.

Readings:

1. A Foundation English Course for Undergraduates: Book III. Delhi: University of Delhi, 1993. pp 119–125
2. Developing Language Skills I. Delhi: Manohar, 1997. pp 186–195, 209–216
3. Developing Language Skills 2, Delhi: Doaba House, 1995. pp 76–88
4. English at the Workplace. Delhi: Macmillan, 2006. pp 38–42
5. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 29–30

UNIT – III (20 Hours)

UNIT 3: Speaking & Listening–I

1. Learning to use language according to situation: the difference between formal and informal;
2. ways of socializing and showing politeness;
3. expressions used for greetings and asking after, introducing oneself and others, thanking, wishing well, apologizing and excusing, asking for and giving information, making offers and requests and giving orders.

Readings:

1. Developing Language Skills I. Delhi: Manohar, 1997. pp 1–26
2. English at the Workplace. Delhi: Macmillan, 2006. pp 10–13
3. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 5–8, 14–18.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings- NIL

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DEPARTMENT OF ENGLISH
BA (Hons.) English
Category-I

DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) – : 14th to 17th Century English Poetry

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 4: 14 th to 17 th Century English Poetry	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the discipline of literary studies in English in a chronological manner, with specific reference to the social and cultural determinants of the period under review.
- To illustrate the ability of poetry to articulate the need for social and cultural reform.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop a basic sense of the tools and methods employed by the poetry of the period to analyse and change social and political hierarchies.
- Students will inculcate a foundational understanding of the distinctive ways in which poetry works.

SYLLABUS OF DSC-4

UNIT – I (15 Hours)

1. Geoffrey Chaucer: 'General Prologue' and 'Pardoner's Tale' from *Canterbury Tales*

UNIT – II (15 Hours)

2. Philip Sidney: 'Sonnet I'
3. Walter Raleigh: 'The Passionate Man's Pilgrimage'
4. John Donne, 'Sunne Rising,' 'The Canonization,' 'The Good Morrow'

UNIT – III (15 Hours)

5. John Milton: 'Book I', *Paradise Lost*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Philip Sidney, *An Apology for Poetry*. ed. Forrest G. Robinson, Indianapolis: Bobbs Merrill, 1970. pp 13–18
2. *The Holy Bible*, Genesis, Chap. 1–4, *The Gospel* according to St. Luke, Chap. 1–7 & 22–4.
3. Wimsatt, W. K. *The Verbal Icon*, 1954.
4. Hill, Christopher. *Milton and the English Revolution*. London: Faber and Faber, 1977.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): 16th & 17th Century English Drama

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5- 16 th & 17 th Century English Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To take forward the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To open up a sense of theatre as a space of continual experimentation and change.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop a basic sense of the way in which drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

SYLLABUS OF DSC- 5

UNIT – I (15 Hours)

1. Christopher Marlowe: *Doctor Faustus*

UNIT – II (15 Hours)

2. William Shakespeare: *Macbeth*

UNIT – III (15 Hours)

3. Aphra Behn: *The Rover*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings (if any):

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.
2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.

3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.
4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): 18th Century Literature

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
18 th Century Literature	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer a continuing sense of the evolution of literary studies in English, so that the quiet revolutions of the eighteenth century in England resonate with significance in contemporary times.
- To study the period under survey through a combination of genres to focus on movements of empire, capital and emancipation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the way in which the 'Age of Reason' shapes contemporary life.
- Students will be alerted to understanding the ways in which major lines of thought and action may have understated beginnings.

SYLLABUS OF DSC-6

UNIT – I (15 Hours)

1. Alexander Pope: *Rape of the Lock*

UNIT – II (15 Hours)

2. Jonathan Swift: *Gulliver's Travels*

UNIT – III (15 Hours)

3. Oliver Goldsmith: *The Vicar of Wakefield*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Butler, Marilyn. *Romantics, Rebels and Reactionaries: English Literature and Its Background, 1760-1830*. Oxford: Oxford University Press, 1981.
2. Habermas, Jurgen. *The Structural Transformation of the Public Sphere: An Inquiry into the Category of Bourgeois Society*. 1962. Cambridge, Mass: MIT, 1989.
3. Nussbaum, Martha. *The Cosmopolitan Tradition: A Noble but Flawed Ideal*. Cambridge, Mass: Harvard University Press, 2019.
4. Hobsbawm, Eric. *The Age of Revolution: Europe 1789-1848*. London: Wiedenfeld and Nicholson, 1962.
5. 'Pope's Intellectual Character: Pope and Dryden Compared', from 'The Life of Pope', *The Norton Anthology of English Literature, vol. 1*, ed. Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp 2693–2694, 2774–2777
6. Defoe, Daniel. 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), & 'The Complete English Gentleman', *Literature and Social Order in Eighteenth-Century England*. ed. Stephen Copley, London: Croom Helm, 1984.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

BA (Prog) with English as Major

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): 16th & 17th Century English Drama

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5- 16 th & 17 th Century English Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To take forward the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To open up a sense of theatre as a space of continual experimentation and change.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop a basic sense of the way in which drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

SYLLABUS OF DSC- 5

UNIT – I (15 Hours)

1. Christopher Marlowe: *Doctor Faustus*

UNIT – II (15 Hours)

2. William Shakespeare: *Macbeth*

UNIT – III (15 Hours)

3. Aphra Behn: *The Rover*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings (if any):

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.

2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.

3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.

4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): 18th Century Literature

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-6 18 th Century Literature	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer a continuing sense of the evolution of literary studies in English, so that the quiet revolutions of the eighteenth century in England resonate with significance in contemporary times.

- To study the period under survey through a combination of genres to focus on movements of empire, capital and emancipation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the way in which the 'Age of Reason' shapes contemporary life.
- Students will be alerted to understanding the ways in which major lines of thought and action may have understated beginnings.

SYLLABUS OF DSC-6

UNIT – I (15 Hours)

1. Alexander Pope: *Rape of the Lock*

UNIT – II (15 Hours)

2. Jonathan Swift: *Gulliver's Travels*

UNIT – III (15 Hours)

3. Oliver Goldsmith: *The Vicar of Wakefield*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Butler, Marilyn. *Romantics, Rebels and Reactionaries: English Literature and Its Background, 1760-1830*. Oxford: Oxford University Press, 1981.
2. Habermas, Jurgen. *The Structural Transformation of the Public Sphere: An Inquiry into the Category of Bourgeois Society*. 1962. Cambridge, Mass: MIT, 1989.
3. Nussbaum, Martha. *The Cosmopolitan Tradition: A Noble but Flawed Ideal*. Cambridge, Mass: Harvard University Press, 2019.
4. Hobsbawm, Eric. *The Age of Revolution: Europe 1789-1848*. London: Wiedenfeld and Nicholson, 1962.

5. 'Pope's Intellectual Character: Pope and Dryden Compared', from 'The Life of Pope', *The Norton Anthology of English Literature, vol. 1*, ed. Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp 2693–2694, 2774–2777

6. Defoe, Daniel. 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), & 'The Complete English Gentleman', *Literature and Social Order in Eighteenth-Century England*. ed. Stephen Copley, London: Croom Helm, 1984.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

BA (Prog.) with English as Minor

Category III

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): 16th & 17th Century English Drama

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5- 16 th & 17 th Century English Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To take forward the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To open up a sense of theatre as a space of continual experimentation and change.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- The course will facilitate a basic sense of the way in which drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

SYLLABUS OF DSC- 5

UNIT – I (15 Hours)

1. Christopher Marlowe: *Doctor Faustus*

UNIT – II (15 Hours)

2. William Shakespeare: *Macbeth*

UNIT – III (15 Hours)

3. Aphra Behn: *The Rover*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings (if any):

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.

2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.

3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.

4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Pool of General Electives (GE) Courses
Offered by Department of English for
EVEN SEMESTER**

Category-IV

GENERIC ELECTIVES (GE-7) MARGINALITIES IN INDIAN WRITING

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-8 Marginalities in Indian Writing	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To train the students in a multi-genre approach to writings from the marginalities.
- To move toward an understanding of alternative aesthetics.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the need for a renewed social and cultural consciousness.
- This course will aid students in the understanding of a movement toward a new kind of literary and social history based on emancipation.

SYLLABUS OF GE-8

UNIT – I (15 Hours)

Caste

1. Ambedkar, B. R. Chap. 4 (pp 233-236); Chap. 6 (pp 241-244) & Chap. 14 (pp 259-263), *Annihilation of Caste: The Annotated Critical Edition*. (New Delhi: Navayana Publications, 2015).

2. Bama, 'Chapter 1', *Sangati*. trans. Lakshmi Holmstrom, New Delhi: Oxford University Press, 2005. pp 3-14

3. Navaria, Ajay. 'Yes Sir', *Unclaimed Terrain*. trans. Laura Brueck, New Delhi: Navayana, 2013. pp 45-64

4. Gogulamanda, Aruna. 'A Dalit Woman in the Land of Goddesses', *First Post*, Posted 13 August 2017.

<https://www.firstpost.com/long-reads/a-dalit-woman-in-the-land-of-goddesses-3919861.html>

UNIT – II (15 Hours)

Disability

5. Chib, Malini. *One Little Finger*. New Delhi: Sage, 2011. pp 103-190
6. Sahay, Raghuvir. 'The Handicapped Caught in a Camera', *Chicago Review*. trans. Harish Trivedi, 38: 1/2, 1992. pp 146-147

UNIT – III (15 Hours)

Tribe

7. Sonawane, Waharu. 'Literature and Adivasi Culture', *Lokayana Bulletin*. Special Issue on Tribal Identity, 10: 5/6, March-June 1994. pp 11-20
8. Brahma, Janil Kumar. 'Orge', *Modern Bodo Short Stories*. trans. Joykanta Sarma, Delhi: Sahitya Akademi, 2003. pp 1-9
9. Sangma, D. K. 'Song on Inauguration of a House', *Garo Literature*, trans. Caroline Marak, Delhi: Sahitya Akademi, 2002. pp 72-73
10. Khare, Randhir. 'Raja Pantha', *The Singing Bow: Poems of the Bhil*. Delhi: Harper Collins, 2001. pp 1-2

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Basu, Sudeep and Asmita Bhattacharyya (ed.). *Marginalities in India: Themes and Perspectives*. Singapore: Springer, 2017.
2. Kumar, Parmod (ed.). *Literature and Marginality: Emerging Perspectives in Dalit Literature*. Germany: Lap Lambert Academic Publishing GmbH KG, 2013.
3. Addlakha, Renu (ed.). *Disability Studies in India: Global Discourses, Local Realities*. India: Taylor & Francis, 2020.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-8) INDIAN CLASSICAL LITERATURE

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-9 Indian Classical Literature	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of Indian classical literary tradition.
- To introduce students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

SYLLABUS OF GE-9

UNIT – I (15 Hours)

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

- a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII
- b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.
- c) 'Krishna's Peace Proposal', Book 5, Udyog Parva, Section LXXXIX-CXXXI

UNIT – II (15 Hours)

1. Kalidasa. *Abhijnanasakuntalam*, trans. Chandra Rajan, in *Kalidasa: The Loom of Time*. Penguin Classics, 1989, reprint 2000.

UNIT – III (15 Hours)

1. Ilango Atikal. 'The Book of Vanci', *Cilappatikaram*. trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Bharata Muni. Selections from *Natyasastra*. (i) Chapter 6, 'The Sentiments'; (ii) Chapter 20, 'Ten Kinds of Play'; (iii) Chapter 35, 'Characteristics of the Jester', trans. Manomohan Ghosh, Calcutta: Asiatic Society of Bengal, 1951. pp105-17; 355-74; 548-50
2. Osho. Selections from *Krishna: The Man and His Philosophy*. (i) Krishna is Complete and Whole (ii) Draupadi: A Rare Woman (iii) Action, Inaction and Non-Action (iv) Rituals, Fire and Knowledge, Delhi: Jaico Publishing House, 1991.
3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. New Delhi: D.K. Printworld Pvt. Ltd., 2005. pp 1-31
4. Gerow, Edwin, et al. 'Indian Poetics', *The Literatures of India: An Introduction*. ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. pp 115-143
5. Venkatachalapathy, R. 'Introduction', *Love Stands Alone: Selections from Tamil Sangam Poetry*. Delhi: Penguin Classics, 2013. pp XIII-XLI; 25; 45; 70; 186

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-9) TWENTIETH CENTURY DRAMA

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-10 TWENTIETH CENTURY DRAMA	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with drama of the 20th century with a focus on region and milieu.
- To enable an understanding of the various evolving sub genres of drama in the 20th Century.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify the generic differences contextualized by the socio-political interventions of the 20th Century.
- Students will learn of contemporary critical approaches to drama such as feminist, new historicist, etc.

SYLLABUS OF GE- 10

UNIT – I (15 Hours)

1. Bernard Shaw: *Saint Joan*

UNIT – II (15 Hours)

2. Arthur Miller: *Death of a Salesman*

UNIT – III (15 Hours)

3. Karnad, Girish. 'Broken Images', *Collected Plays: Volume II*. New Delhi: Oxford University Press, 2005. pp 261-284

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Stanislavsky, Constantin. 'Faith and the Sense of Truth', *An Actor Prepares*. United Kingdom: Bloomsbury Academic, 2013. pp 111-139
2. Steiner, George. 'On Modern Tragedy', *The Death of Tragedy*. London: Faber, 1995. pp 303–324
3. Worthen, W. B. *Print and the Poetics of Modern Drama*. United Kingdom: Cambridge University Press, 2005.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-10) CINEMATIC ADAPTATIONS OF LITERARY TEXTS

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-11 Cinematic Adaptations of Literary Texts	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce aspects of cinema studies and adaptation studies
- To consider the relationship between literature and cinema

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to Students will acquire knowledge of visual grammar across genres of film.
- This course will help understand how cinema deals with issues of literariness, translation and adaptation.

SYLLABUS OF GE- 11

UNIT – I (15 Hours)

1. Shakespeare: *Othello*
2. *Othello*. dir. Oliver Parker, 1995.

UNIT – II (15 Hours)

3. E M Forster: *A Passage to India*
4. *A Passage to India*. dir. David Lean, 1984.

UNIT – III (15 Hours)

5. Mario Puzo: *The Godfather*

6. *The Godfather*. dir. by Francis Ford Coppola, 1972.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Stam, Robert, et al. (ed.) *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Taiwan: Wiley, 2005.

2. Cartmell, Deborah. (ed.) *A Companion to Literature, Film, and Adaptation*. United Kingdom: Wiley, 2014.

3. Monaco, James. 'The language of film: signs and syntax', *How to Read a Film: The World of Movies, Media & Multimedia*. New York: OUP, 2009. pp 170– 249

4. Hutcheon, Linda. 'On the Art of Adaptation', *Daedalus*. vol. 133, 2004.

5. Leitch, Thomas. 'Adaptation Studies at Crossroads', *Adaptation*. vol. 1, no. 1, 2008. pp 63–77

6. Trivedi, Poonam. 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-11) TRAVEL WRITINGS

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-12 Travel Writings	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of genre fiction
- To indicate the diversity of the field

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse the differences and similarities between detective and science fiction.
- Students will be able to appreciate generic specifics of travel writings.

SYLLABUS OF GE- 12

UNIT – I (15 Hours)

1. Vikram Seth: *From Heaven Lake: Travels through Sinkiang and Tibet*

UNIT – II (15 Hours)

2. Amitav Ghosh: *Dancing in Cambodia; At Large in Burma*

UNIT – III (15 Hours)

3. Ved Mehta: *Walking the Indian Streets*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Bassnett, Susan. 'Travel Writing and Gender', *Cambridge Companion to Travel Writing*. ed. Peter Hulme and Tim Young, Cambridge: CUP, 2002. pp 225-241
2. Khair, Tabish. 'An Interview with William Dalrymple and Pankaj Mishra', *Postcolonial Travel Writings: Critical Explorations*. ed. Justin D Edwards and Rune Graulund, New York: Palgrave Macmillan, 2011. pp 173-184
3. Balton, Casey. 'Narrating Self and Other: A Historical View', *Travel Writing: The Self and The Other*. Routledge, 2012. pp 1-29
4. Mohanty, Sachidananda. 'Introduction: Beyond the Imperial Eyes', *Travel Writing and Empire*. New Delhi: Katha, 2004. pp ix –xx.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-12) CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-13 Contemporary India: Women and Empowerment	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic theories about gender, be it feminism, queer studies or masculinity studies.
- To introduce students to literary texts that prioritise issues of gender in India.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify and contextualize gender politics at work within a text and read social change through the lens of gender.
- Students will be able to use the knowledge of gender theory and its evolution in their everyday life.

SYLLABUS OF GE- 13

UNIT – I (15 Hours)

Concepts

- Sex and Gender -- social construction of gender; socialisation into gender
- Femininities and masculinities -- normative gender privilege; heteronormativity

- Patriarchy -- history of the efforts to undo feminism

ESSENTIAL READINGS:

1. Kamble, Baby. 'Our Wretched Lives', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 307-311
2. Rassundari Devi, Excerpts from *Amar Jiban*, *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 190-202
3. Begum Rokeya Shekhawat Hossain, 'Sultana's Dream', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 340-351
4. Geetha, V. *Patriarchy*. Kolkata: Stree, 2007. pp 3-61

UNIT – II (15 Hours)

Intersections

- Women and caste, religion, class, sexualities, race, disability
- Women and environment, technology, development
- Women and access to resources: employment, health, nutrition, education
- Women and reproductive work: singleness, marriage, motherhood, symbolical biological surrogacy and parenting, abortion, and other rights over own body

ESSENTIAL READINGS:

5. Devi, Mahasweta. 'Bayen', *Five Plays*. trans. Samik Bandyopadhyay, Calcutta: Seagull, 2009.
6. John, Mary. 'Feminism Poverty and the Emergent Social Order', *Handbook of Gender*. ed. Raka Ray, Delhi: Oxford University Press, 2012.
7. Kasturi, Leela. 'Report of the Sub-Committee Women's Role in Planned Economy National Planning Committee (1947)', *Feminism in India*. ed. Maitrayee Chaudhuri, Delhi: Zed, 2005. pp 136-155
8. Shiva, Vandana. Chapters 2 & 4, *Staying Alive: Women Ecology and Development*. Delhi: Kali for Women, 1989.

9. Vinodini, M.M. 'The Parable of the Lost Daughter', *The Exercise of Freedom*. eds. K. Satyanarayana and Susie Tharu, Delhi: Navayana, 2013. pp 164-77

UNIT – III (15 Hours)

Histories

- The women's question pre-Independence -- sati-reform, widow remarriage, debates around age of consent
- Women in the Independence movement, Partition
- Post-Independence campaigns -- against sexual harassment and rape, dowry, violence, debates around the Uniform Civil Code
- Public sphere participation of women -- in politics, in the workplace, in the economy, creating educational inclusion

ESSENTIAL READINGS:

10. Kumar, Radha. Chapters 2; 3; 7; 8; 11, *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800—1990*. Delhi: Zubaan, 1993.

11. Sangari, Kumkum. 'Politics of Diversity: Religious Communities and Multiple Patriarchies', *Economic and Political Weekly*. Vol. 3052, 1995.

12. Sarkar, Tanika. 'Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife', *Economic and Political Weekly*. Vol. 2836, April, 1993.

13. Moon, Meenakshi and Urmila Pawar. Chapters 1; 5; 6, *We also made history: Women in the Ambedkarite Movement*. Delhi: Zubaan, 2008.

Practical component (if any) –

Students to examine the bare text of 4 laws (as set out in the Gazette of India) followed by discussion and analysis -- laws against dowry (The Dowry Prohibition Act 1961), against sex determination (Pre-Conception & Pre-Natal Diagnostics Act 1994), against domestic violence (Protection of Women from Domestic Violence Act 2005), against sexual harassment at the workplace (The Sexual Harassment of Women at Workplace Prevention Prohibition and Redressal Act 2013).

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Nair, Janaki. 'The Foundations of Modern Legal Structures in India', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.
2. Agnes, Flavia. 'Conjuality, Property, Morality and Maintenance', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.
3. *Indian Literature: An Introduction*. Delhi: University of Delhi, 2005.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-13) CULTURE & THEORY

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-14 Culture & Theory	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic theories which they might fruitfully deploy when engaging with problems related to culture.
- To introduce students to critical texts that deal with the central problems in the analysis of modern culture.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to deal with the methodological breakthroughs that enable them to decipher culture.
- Students will be introduced to the possibilities of semiotic analyses of culture as it moves across differing often non-linguistic media.

SYLLABUS OF GE- 14

UNIT – I (15 Hours)

1. Hall, Stuart. 'Cultural Identity and Diaspora,' *Identity: Community, Culture, Difference*. Ed. J. Rutherford, London: Lawrence and Wishart, 1990.
2. Chekhov, Anton. 'The Bride', *Selected Works*. Moscow: Progress P, 1973.

UNIT – II (15 Hours)

3. Beauvoir, Simone de. 'Introduction', *The Second Sex*. London: Vintage 1997. pp 13-29
4. Sartre, Jean Paul. 'Intimacy', *The Wall*. trans. Alexander Lloyd Wisconsin, Hal Leonard Corp, 1995.

UNIT – III (15 Hours)

5. Foucault, Michel. 'What is an Author?', *Modern Criticism and Theory: A Reader*. ed. David Lodge with Nigel Wood, New Delhi: Pearson, 2007. pp 192-205
6. Mansfield, Katherine. 'The Voyage', *The Penguin Book of Short Stories*. ed. Christopher Dolley, Harmondsworth: Penguin, 1970.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Smith, Philip, and Riley, Alexander. *Cultural Theory: An Introduction*. Germany: Wiley, 2011.
2. Archer, Margaret Scotford, and Archer, Margaret S. *Culture and Agency: The Place of Culture in Social Theory*. United Kingdom: Cambridge University Press, 1996.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-14) LIFE AND LITERATURE

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-15 Life & Literature	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which art and literature is understood by engaging with aspects of form, taste and feeling.
- To analyze and understand the social and practical dimensions of aesthetics.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to appreciate of the ways in which different cultural modes of aesthetic function.
- Students will be able to critically study of life, art and literature in students.

SYLLABUS OF GE-15

UNIT – I (15 Hours)

1. Albom, Mich. *Tuesdays with Morrie*. Doubleday, 1997.

UNIT – II (15 Hours)

2. Bandyopadhyay, Bibhutibhushan. *Pather Panchali* (1929) trans. *The Song of the Road*. Penguin Modern Classics, 2019.

UNIT – III (15 Hours)

3. Murthy, Sudha. *Wise and Otherwise*. Penguin Random House, 2002.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Berne, Eric. *Games People Play: The Psychology of Human Relationships*. United States: Grove Press, 1964.
2. Kalam, A.P.J. Abdul. *My Journey: Transforming Dreams into Actions*. India: Rupa Publications India, 2013.
3. Richard Bach: *Jonathan Livingston Seagull*. 1970

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-15) INDIVIDUAL AND

SOCIETY Credit distribution, Eligibility and Pre-requisites of

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-16 Individual and Society	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which individual and society engage with each other across socio political and geopolitical contexts
- To analyze the texts and contexts that enable such an engagement and continue to shape the world

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate an ability to evaluate the continuing significance of identity-construction and aesthetic representation.
- Students will be able to appreciate the way in which different modes of narratives reconfigure the relationships between individual and society.

SYLLABUS OF GE- 16

UNIT – I (15 Hours)

UNIT I: Caste and Class

1. Sood, Vinay, ed. Chapters 1-6, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

UNIT – II (15 Hours)

UNIT II: Violence and War

2. Sood, Vinay, ed. Chapters 21-26, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

UNIT – III (15 Hours)

UNIT III: Living in a Globalized World

3. Sood, Vinay, ed. Chapters 29-34. *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Béteille, André. *Caste, Class, and Power*. University of California Press, 1969.
2. Sharma, Kanhaiya Lal (ed.). *Caste and Class in India*. India, Rawat Publications, 1994.
3. Malešević, Siniša. *The Sociology of War and Violence*. United Kingdom: Cambridge University Press, 2010.
4. Karatzogianni, Athina (ed.). *Violence and War in Culture and the Media: Five Disciplinary Lenses*. United Kingdom: Taylor & Francis, 2013.
5. Held, David (ed.). *A Globalizing World? Culture, Economics, Politics*. United Kingdom: Routledge, 2000.
6. Yoshida, David, et al. *Living in a Globalized World*. Canada: Oxford University Press, 2007.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Generic Electives Language Courses for Semester-II (to be offered in Flip Mode)

GE Language Courses, as approved for Semester-I, will also run in Semester-II, as these courses are offered in the Flip mode.

Their titles are as follows:

GE Language 1 - English Language Through Literature-I

GE Language 2 - Digital Communication-1

GE Language 3 - English Fluency -I

GE Language 4 - Developing English Language Skills-I

Department of English

Category I

BA(Hons.) English

DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – : Romantic Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 7: Romantic Literature	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender-mobility and social change.

SYLLABUS OF DSC-7

UNIT – I (15 weeks-1 hour/week)

1. William Blake: *Songs of Innocence and Experience*: (i) 'Lamb' (ii) 'Tiger' (iii) 'Chimney Sweeper' (Songs of Innocence) (iv) 'Chimney Sweeper' (Songs of Experience)

2. William Wordsworth: (i) 'Tintern Abbey' (ii) 'London'
3. Samuel Taylor Coleridge: (i) 'Kubla Khan' (ii) 'Dejection: An Ode'

UNIT – II (15 weeks-1 hour/week)

1. Percy Bysshe Shelley: (i) 'Ozymandias' (ii) 'Ode to the West Wind'
2. John Keats: (i) 'Ode to a Nightingale' (ii) 'Ode on a Grecian Urn' (iii) 'Ode to Autumn'

UNIT – III (15 weeks-1 hour/week)

1. Mary Shelley: *Frankenstein*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 766–768, 777–778
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
5. J.J. Rousseau, 'Discourse on the Origin of Inequality': Part One, *Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
6. Gilpin, William. 'On Picturesque Travel', *Three Essays: On Picturesque Beauty; On Picturesque Travel; and On Sketching Landscape: to which is Added a Poem, On Landscape Painting*. UK: R. Blamire, 1794.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8): Victorian Literature**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)****Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 8-Victorian Literature	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To offer students a fundamental understanding of how nineteenth-century developments in England around industrialization, colonization and gender-relations foreshadow later thinking on the subject.
- To offer students a basic sense of the deep-rooted nature of contemporary social and cultural challenges as having their origins in earlier times.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be kindled to the way in which a range of genres speak to the spirit of an era.

SYLLABUS OF DSC- 8**UNIT – I (15 weeks-1 hour/week)**

1. Charlotte Bronte: *Jane Eyre*
2. Alfred Tennyson: 'The Lady of Shalott'

UNIT – II (15 weeks-1 hour/week)

1. Charles Dickens: *Great Expectations*
2. Robert Browning: 'My Last Duchess'

UNIT – III (15 weeks-1 hour/week)

1. George Eliot: *The Mill on the Floss*
2. Elizabeth Barrett Browning: 'How Do I Love Thee? Let me Count the Ways'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings (if any):

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*. ed. Howard Selsam and Harry Martel, New York: International Publishers, 1963. pp 186–8, 190–1, 199–201
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*. 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Northon, 2006. pp 1545–9
3. John Stuart Mill, 'The Subjection of Women', *The Norton Anthology of English Literature*, 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Norton, 2006. pp 1061–9

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9): Literary Criticism

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 9: Literary Criticism	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the tenets of literary appreciation with specific reference to aesthetic evolution, genre and cultural production.
- To open up a cross-disciplinary sense of the field with specific reference to philosophy, aesthetics and historicism.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be communicated a basic sense of the evolution of literary criticism.
- Students will be encouraged towards comprehending how literary criticism enriches our understanding of how philosophical and material contexts shape literature.

SYLLABUS OF DSC-9

UNIT – I (15 weeks-1 hour/week)

1. David Hume, 'Of the Standard of Taste', from 'Four Dissertations', *The Norton Anthology of Theory and Criticism*, ed. Vincent Leitch, New York: W. W. Norton & Co., 2001. pp 486-99
2. Edmund Burke, Part 1: Section VII, Section XVIII; Part 2- Sections I- VIII; Part 3- Section XXVII, *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and the Beautiful*. ed. James T. Boulton, Oxford: Blackwell, 1987. pp 39-40, 51-52, 57-74, 124-25

UNIT – II (15 weeks-1 hour/week)

1. Virginia Woolf: 'Modern Fiction' (1919)

2. T.S. Eliot: 'Tradition and the Individual Talent' (1919)

UNIT – III (15 weeks-1 hour/week)

1. I.A. Richards: *Principles of Literary Criticism* (1926) Chapters 1 & 2.
2. Cleanth Brooks: *The Well-Wrought Urn: Studies in the Structure of Poetry* (1947) (i) 'The Heresy of Paraphrase' (ii) 'The Language of Paradox'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Kant, Immanuel Kant. 'Analytic of the Beautiful', trans. Paul Guyer, *The Critique of Judgment*. Cambridge: Cambridge University Press, 2000. pp 89-127
2. Schiller, Friedrich. 'Letter 2'; 'Letter 6', and 'Letter 9', trans. Reginald Snell, *Letters on the Aesthetic Education of Man*. UK: Dover Publications, 2004. pp 46-50, 69-83, 93-100
3. Hegel, G. W. F. (i) 'Work of Art as Product of Human Activity'; (ii) 'The Kantian Philosophy'; (iii) 'Imagination Genius and Inspiration', trans. T. M. Knox, in *Aesthetics: Lectures on Fine Art Vol. 1* (Oxford: Clarendon Press, 1988) pp 25-32, 56-61, 281-88.
4. Nietzsche, Friedrich. 'What is the Meaning of Ascetic Ideals', Book III, Sections 1–6, *On the Genealogy of Morals*. trans. Walter Kaufmann and John Hollingdale, New York: Vintage Books 1967. pp 1-6
5. Bakhtin, Mikhail. 'Forms of Time and of the Chronotope in the Novel', *The Dialogic Imagination: Four Essays*. trans. Caryl Emerson Michael Holquist, Texas:University of Texas Press, 1981. pp 84-110, 243-58

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category II

(Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(Major) as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE -5 (DSC-5) – : Romantic Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5: Romantic Literature	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender-mobility and social change.

SYLLABUS OF DSC-5

UNIT – I (15 weeks-1 hour/week)

1. William Blake: *Songs of Innocence and Experience*: (i) 'Lamb' (ii) 'Tiger' (iii) 'Chimney Sweeper'(Songs of Innocence) (iv) 'Chimney Sweeper'(Songs of Experience)
2. William Wordsworth: (i) 'Tintern Abbey' (ii) 'London'
3. Samuel Taylor Coleridge: (i) 'Kubla Khan' (ii) 'Dejection: An Ode'

UNIT – II (15 weeks-1 hour/week)

1. Percy Bysshe Shelley: (i) 'Ozymandias' (ii) 'Ode to the West Wind'
2. John Keats: (i) 'Ode to a Nightingale' (ii) 'Ode on a Grecian Urn' (iii) 'Ode to Autumn'

UNIT – III (15 weeks-1 hour/week)

1. Mary Shelley: *Frankenstein*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 766–768, 777–778
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
5. J.J. Rousseau, 'Discourse on the Origin of Inequality': Part One, *Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
6. Gilpin, William. 'On Picturesque Travel', *Three Essays: On Picturesque Beauty; On Picturesque Travel; and On Sketching Landscape: to which is Added a Poem, On Landscape Painting*. UK: R. Blamire, 1794.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 6 (DSC-6): Victorian Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 6: Victorian Literature	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To offer students a fundamental understanding of how nineteenth-century developments in England around industrialization, colonization and gender-relations foreshadow later thinking on the subject.
- To offer students a basic sense of the deep-rooted nature of contemporary social and cultural challenges as having their origins in earlier times.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be kindled to the way in which a range of genres speak to the spirit of an era.

SYLLABUS OF DSC- 6

UNIT – I (15 weeks-1 hour/week)

1. Charlotte Bronte: *Jane Eyre*
2. Alfred Tennyson: 'The Lady of Shalott'

UNIT – II (15 weeks-1 hour/week)

1. Charles Dickens: *Great Expectations*
2. Robert Browning: 'My Last Duchess'

UNIT – III (15 weeks-1 hour/week)

1. George Eliot: *The Mill on the Floss*
2. Elizabeth Barrett Browning: 'How Do I Love Thee? Let me Count the Ways'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings (if any):

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*. ed. Howard Selsam and Harry Martel, New York: International Publishers, 1963. pp 186–8, 190–1, 199–201
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*. 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Northon, 2006. pp 1545–9
3. John Stuart Mill, 'The Subjection of Women', *The Norton Anthology of English Literature*, 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Norton, 2006. pp 1061–9

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category III

Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(minor) as one of the Core Disciplines

DISCIPLINE SPECIFIC CORE COURSE -3 (DSC-3) – : Romantic Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 3: Romantic Literature	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender-mobility and social change.

SYLLABUS OF DSC-3

UNIT – I (15 weeks-1 hour/week)

1. William Blake: *Songs of Innocence and Experience*: (i) 'Lamb' (ii) 'Tiger' (iii) 'Chimney Sweeper' (Songs of Innocence) (iv) 'Chimney Sweeper' (Songs of Experience)
2. William Wordsworth: (i) 'Tintern Abbey' (ii) 'London'
3. Samuel Taylor Coleridge: (i) 'Kubla Khan' (ii) 'Dejection: An Ode'

UNIT – II (15 weeks-1 hour/week)

1. Percy Bysshe Shelley: (i) 'Ozymandias' (ii) 'Ode to the West Wind'
2. John Keats: (i) 'Ode to a Nightingale' (ii) 'Ode on a Grecian Urn' (iii) 'Ode to Autumn'

UNIT – III (15 weeks-1 hour/week)

1. Mary Shelley: *Frankenstein*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 766–768, 777–778
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
5. J.J. Rousseau, 'Discourse on the Origin of Inequality': Part One, *Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
6. Gilpin, William. 'On Picturesque Travel', *Three Essays: On Picturesque Beauty; On Picturesque Travel; and On Sketching Landscape: to which is Added a Poem, On Landscape Painting*. UK: R. Blamire, 1794.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER III

DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE-1): Literature and Cinema

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-1 Literature and Cinema	4	3	1	0	Passed Class XII	NIL	English

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic aspects of cinema studies.
- To consider the relationship between literature and cinema.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire knowledge of visual grammar across genres of film.
- Students will understand how cinema deals with issues of gender and sexuality.

SYLLABUS OF DSE-1

UNIT – I (15 weeks-1 hour/week)

UNIT I: Language of Cinema

- Mise en scène
- film vocabulary

- signs and syntax
- Origin of Cinema as a New Form of Art
- questioning the traditional functions of art
- analysing new art forms in the 20th century
- film as a new form of art
- silent cinema

1. Monaco, James. 'The Language of Film: Signs and Syntax', *How to Read a Film: The World of Movies Media and Multimedia*. New York: OUP 2009. pp 170-249

2. Walter Benjamin: *The Work of Art in the Age of Mechanical Reproduction* (1935)

3. *Modern Times*, dir. Charlie Chaplin, 1936.

FOR VISUALLY IMPAIRED STUDENTS:

3. Film script of *Modern Times*:

http://chaplin.bfi.org.uk/resources/bfi/filmog/film_thumb.php?fid=59441&resource=Script

UNIT – II (15 weeks-1 hour/week)

UNIT II: Cinematic adaptations of literary texts

- theory of adaptation
- the relationship between literature and films
- film as an adapted text

4. William Shakespeare: *Macbeth* (1623)

5. *Maqbool*, dir. Vishal Bhardwaj, 2003.

6. *Throne of Blood*, dir. Akira Kurosawa, 1957.

FOR VISUALLY IMPAIRED STUDENTS:

5. Film Script of *Maqbool*:

<https://www.filmcompanion.in/download-the-script-ofmaqbool/amp/>

6. Film script of *Throne of Blood*:

<https://transcripts.thedealr.net/script.php/throne-of-blood-1957-DAL>

UNIT – III (15 weeks-1 hour/week)

UNIT III: Gender and sexuality

- connection with literature
- the difference between sexuality in films and literary texts
- the gaze
- the body
- cinematography

7. Mulvey, Laura. 'Visual Pleasure and Narrative Cinema', *Film Theory and Criticism: Introductory Readings*. eds. Leo Braudy and Marshall Cohen, New York: Oxford UP 1999. pp 833-44

8. *Thelma and Louise*, dir. Ridley Scott, 1991.

9. *Margarita with a Straw*, dir. Shonali Bose, 2014.

FOR VISUALLY IMPAIRED STUDENTS:

8. Film Script for *Thelma and Louise*:

<https://www.imsdb.com/scripts/Thelma-&-Louise.html>

9. Film Script for *Margarita with a Straw*:

https://www.scripts.com/script/margarita%2C_with_a_straw_13368

NOTE: For visually impaired students to be able to take this paper, a number of supplementary readings are offered for Units 2 and 3. The cinematic texts in these units are to be supplemented by close reading of the respective film scripts.

For purposes of assessment/evaluation, a general advisory may be made to assist visually impaired students filter out areas they may not be able to address due to the nature of their disability and to focus on using supplementary texts to instead create other perspectives/forms of knowledge on the same texts.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Berger, John, et al. Chaps. 2 & 3, *Ways of Seeing*. United Kingdom: British Broadcasting Corporation and Penguin Books, 1972. pp 35-64

2. Bordwell, David. *Film Art: An Introduction*. New York: McGraw Hill, 1998.
3. Cartmell, Deborah(ed). *A Companion to Literature, Film and Adaptation*. Oxford: Wiley-Blackwell, 2012.
4. Costello, Tom. *International Guide to Literature on Film*. London: Bowker-Saur, 1994. Print.
5. Nichols, Bill(ed). *Movies and Methods: Vol. I: An Anthology*. Calcutta: Seagull Books, 1985.
6. Nichols, Bill(ed). *Movies and Methods: Vol. II: An Anthology*. Calcutta: Seagull Books, 1985.
7. Prasad, Madhava. 'The Absolutist Gaze: The Political Structure and the Cultural Form', in *Ideology of the Hindi Film: A Historical Construction* pp 48-82.
8. Roberge, Gaston. *The Subject of Cinema*. Calcutta: Seagull Books. 1990. Print.
9. Ross, Harris. *Film as Literature, Literature as Film: An Introduction and Bibliography of Film's relationship to Literature*. New York: Greenwood, 1987.
10. Stam Robert and Alessandra Raengo(ed). *A Companion to Literature and Film*, London: Blackwell, 2004. Print.

DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE-2): Literary Theory

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-2 Literary Theory	4	3	1	0	Passed Class XII	NIL	English

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the aspects of canonical literary theory
- To create a base for theoretical knowledge

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to discern relations between text, theory, and the world.
- This course will provide an understanding of complexities of theoretical positions.

SYLLABUS OF DSE-2

UNIT – I (15 weeks-1 hour/week)

1. Antonio Gramsci: (i) 'Formation of the Intellectuals' (ii) 'Hegemony and the Separation of Powers'

UNIT – II (15 weeks-1 hour/week)

1. Jacques Derrida: 'Structure, Sign and Play in the Discourse of Human Sciences'
2. Michel Foucault: 'Truth and Power'

UNIT – III (15 weeks-1 hour/week)

1. Luce Irigaray: (i) 'This Sex Which Is Not One' (ii) 'Commodities Amongst Themselves'
2. Judith Butler: 'Women as the Subject of Feminism'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Ahmad, Aijaz. 'Introduction'; Chapter 7: 'Indian Literature: Notes Towards the Definition of a Category'; Chapter 8: 'Three Worlds Theory: End of a Debate', *In Theory: Classes, Nations, Literatures*. London, New York: Verso, 2000.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 4th Edition, 2017.
3. Eagleton, Terry. 'Introduction'; Chapter 1; 'Conclusion', *Literary Theory: An Introduction*. Minneapolis: University of Minneapolis Press, 2008.

DISCIPLINE SPECIFIC ELECTIVE COURSE– 3 (DSE-3): Nineteenth Century European Realism

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-3 Nineteenth Century European Realism	4	3	1	0	Passed Class XII	NIL	English

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the classic writings of European realism in the Nineteenth Century.
- To enable an understanding of specifics of realism among students.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend different registers of European realism.
- This course will provide critical insights into ideas of the novel and its development.

SYLLABUS OF DSE-3

UNIT – I (15 weeks-1 hour/week)

1. Balzac, Honoré de. *Old Man Goriot* (1835). trans. Olivia Mc Cannon, UK: Penguin Classics, 2011.

UNIT – II (15 weeks-1 hour/week)

1. Flaubert, Gustave. *Madame Bovary* (1856). trans. Geoffrey Wall, UK: Penguin Classics, 2003.

UNIT – III (15 weeks-1 hour/week)

1. Dostoyevsky, Fyodor. *Crime and Punishment* (1866). trans. Oliver Ready, UK: Penguin Classics Deluxe, edition, 2014.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Balzac, Honoré de. 'Society as Historical Organism', from Preface to, 'The Human Comedy', *The Modern Tradition*, ed. Richard Ellmann et al, Oxford: OUP, 1965. pp 265-267

2. Belinsky, V. G. 'Letter to Gogol (1847)', *Selected Philosophical Works*. Moscow: Moscow Foreign Languages Publishing House, 1948. pp 506-07

3. Flaubert, Gustave. 'Heroic Honesty', *The Modern Tradition*. ed. Richard Ellmann et al, Oxford: OUP, 1965. pp 242-43.

4. Frank, Joseph. *Dostoevsky: A Writer in His Time*. United Kingdom: Princeton University Press, 2012. pp 472-508

5. Frank, Joseph. *Lectures on Dostoevsky*. United States: Princeton University Press, 2022.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVE (GE) COURSES FOR ODD SEMESTERS

NOTE: The Generic Electives for the ODD SEMESTERS already approved, will also run for Semester III students. These are:

GENERIC ELECTIVES (GE-1: Language and Culture)

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
GE-1 Language and Culture	4	3	1	0	Passed Class XII	NIL	English

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic approaches to the study of language.
- To impart a socio- cultural perspective to the study of English in the Indian context.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyze both the socio-cultural and formal aspects of language in general and English in particular.
- Students will be able to understand the shifting and evolving dynamics of the link between language and culture in India.

SYLLABUS OF GE-1

UNIT – I (15 weeks-1 hour/week)

UNIT I-Language

1. Connor-Linton, Jeffrey, and Fasold, Ralph. 'Introduction', *An Introduction to Language and Linguistics*. United States: Cambridge University Press, 2006.
2. Fromkin, Victoria, Robert Rodman, and Nina Hyams. 'Part 1', *An Introduction to the Study of Language*. Boston, MA: Cengage, 2017.
3. Wardaugh, Ronald. Chapters 2 and 3, *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
4. Rodriques, M V. Chapters 2 and 6, *Perspectives of Communication and Communicative Competence*. India: Concept Pub, 2000.

UNIT – II (15 weeks-1 hour/week)

UNIT II- English Language in India and Multilingualism

1. Jayendran, Nishevita, et al. Chapters 3, 5 and 6, *Language Education: Teaching English in India*. India: Taylor & Francis, 2021.
2. Mukherjee, Joybrato. 'The development of the English language in India', *The Routledge Handbook of World Englishes*. ed. A. Kirkpatrick, London and New York: Routledge, Taylor & Francis Group, 2000. pp 167-180
3. Bhatia, Tej K. 'The Multilingual Mind, Optimization Theory and Hinglish', *Chutnefying English: The Phenomenon of Hinglish. India*. ed. Rita Kothari & Rupert Snell, Penguin Books, 2011.

UNIT – III (15 weeks-1 hour/week)

UNIT III: Language and Society

1. Wardaugh, Ronald. 'Gender', *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
2. Soden, Satori, et al. Chapter 5, 6, 8, 9, *Language, Society and Power: An Introduction*. Taylor & Francis, 2010.
3. Wilson, James C. and Cynthia Lewiecki-Wilson. 'Disability, Rhetoric, and the Body': *Embodied Rhetorics: Disability in Language and Culture*. United States: Southern Illinois University Press, 2001.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Fowler, Roger. *The Linguistics of Literature*. London: Routledge and Kegan Paul Ltd, 1971.
2. Bailey, R. W. and J. L. Robinson, ed. *Varieties of present-day English*. New York: Macmillan, 1973.
3. Fishman, J.A. *Sociolinguistics: A Brief Introduction*. Mass: Newbury House Rowley, 1971.
4. Gupta R. S. and K. S. Agarwal, *Studies in Indian Sociolinguistics*. New Delhi: Creative Books, 1996.

5. 'Notes on the History of the Study of the Indian Society and Culture', *Structure and Change in Indian Society*, ed. Milton Singer and Bernard S Cohn. Chicago: Aldine Press, 1968.
6. 'Towards a Definition of Culture', *India and World Culture*. New Delhi: Sahitya Academy, 1986.
7. 'Culture and Ideology', *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India*. London and New York: Longman, 1995.
8. Crystal, David. *The Stories of English*. UK: Penguin Books Limited, 2005.
9. Krishnaswamy, N., and Krishnaswamy, Lalitha. *The Story of English in India*. India: Foundation Books, 2006.
10. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995.
11. Mesthrie, Rajend, and Bhatt, Rakesh M. *World Englishes: The Study of New Linguistic Varieties*. United Kingdom: Cambridge University Press, 2008.
12. Marckwardt, Albert H. "English as a Second Language and English as a Foreign Language." *PMLA*, vol. 78, no. 2, 1963, pp 25–28.
13. Kramschin, Claire. *The Routledge Handbook of Language and Culture*. United Kingdom, Taylor & Francis, 2014.

GENERIC ELECTIVES (GE-2: Genre Fiction)

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-2 Genre Fiction	4	3	1	0	Passed Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand how the evolving genre of fiction engages with contemporary social and cultural realities.
- To understand the strategies of narrative and themes this specific genre of fiction uses.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to efficiently undertake textual analysis within the specific rubric of genre fiction.
- Students will gain knowledge of the aspects of fictionality while engaging with popular culture.

SYLLABUS OF GE-2

UNIT – I (15 weeks-1 hour/week)

1. Arthur Conan Doyle: *The Sign of Four*

UNIT – II (15 weeks-1 hour/week)

1. Kashigo Ishiguro: *Never Let Me Go*

UNIT – III (15 weeks-1 hour/week)

1. Ibn-e-Safi: *House of Fear*
2. Madulika Liddle: *Crimson City*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. H. Thomas Milhorn: *Writing Genre Fiction: A Guide to the Craft* (2006)
2. Beth Driscoll, Kim Wilkins, Lisa Fletcher: *Genre Worlds: Popular Fiction and Twenty-First-Century* (2022)
3. Joyce G. Saricks: *The Readers' Advisory Guide to Genre Fiction* (2009)
4. Jeremy Rosen: 'Literary Fiction and the Genres of Genre Fiction' Posted 8th July, 2018.
<https://post45.org/2018/08/literary-fiction-and-the-genres-of-genre-fiction/>

GENERIC ELECTIVES (GE-3): Dystopian Writings

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-3: Dystopian Writings	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the evolution of the literary trends/movements under Dystopian writings.
- To analyse texts and identify the distinctions across prominent milieus and regions.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand what constitutes the genre of Dystopian Writings.
- students will be able to discern the shifting dynamics of reality and representation.

SYLLABUS OF GE-3

UNIT – I (15 weeks-1 hour/week)

1. Mary Shelley: *The Last Man*

UNIT – II (15 weeks-1 hour/week)

1. H.G. Wells: *The Time Machine*

UNIT – III (15 weeks-1 hour/week)

1. Malcolm Bradbury: *Fahrenheit 451*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Stock, Adam. *Modern Dystopian Fiction and Political Thought: Narratives of World Politics*. United Kingdom: Taylor & Francis, 2018.
2. Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. Maldives: McGill-Queen's University Press, 2001.
3. Basu, Balaka, et al. (ed.) *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. United States: Taylor & Francis, 2013.
4. Isomaa, Saija, et al. (ed.) *New Perspectives on Dystopian Fiction in Literature and Other Media*. United Kingdom: Cambridge Scholars Publishing, 2020.
5. Anthony, Ashley G., et al. (ed.) *Worlds Gone Awry: Essays on Dystopian Fiction*. United States: Incorporated Publishers, 2018.

GENERIC ELECTIVES (GE-4) Literature & Human Rights

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-4 Literature & Human Rights	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To consider the relationship between literature and human rights.
- To indicate investments in human rights within literary texts.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the relevance of human rights in everyday contexts.
- Students will be able to appreciate the importance of human rights in literary and theoretical terms.

SYLLABUS OF GE-4

UNIT – I (15 weeks-1 hour/week)

1. George Orwell: *1984*(1949)

UNIT – II (15 weeks-1 hour/week)

1. Harper Lee: *To Kill a Mockingbird* (1960)

UNIT – III (15 weeks-1 hour/week)

1. *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
 - (i) 'In the Prison of Repose'—Paulo Coelho
 - (ii) 'Amnesty'—Nadine Gordimer
 - (iii) 'ABC Antidote'—Ishmael Beah
2. Maya Angelou: 'I Know Why the Caged Bird Sings'[poem]

3. June Millicent Jordan: 'Poem About My Rights'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. The Universal Declaration of Human Rights
https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf
2. Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
3. Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.
4. Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.
5. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.
6. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.
7. Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.

GENERIC ELECTIVES (GE-5) Readings on Indian Diversities and Literary Movements

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-5 Readings on Indian Diversities and Literary Movements	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the social and cultural history of India which were conducive to the development of art and literature
- To inculcate new ways to interpret, understand and read representations of diversity.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read non-verbal social and cultural history.
- Students will be encouraged to be open to the diverse modes of thought.

SYLLABUS OF GE-5**UNIT – I (15 weeks-1 hour/week)**

1. Overview
2. Linguistic Plurality within Sufi and Bhatia Tradition

UNIT – II (15 weeks-1 hour/week)

1. Language Politics: Hindi and Urdu
2. Tribal Verse
3. Dalit Voices

UNIT – III (15 weeks-1 hour/week)

1. Writing in English
2. Woman Speak: Examples from Kannada and Bangla
3. Literary Cultures: Gujarati and Sindhi

Practical component (if any) - NIL

Essential/recommended readings:

1. Kumar, Sukrita Paul et al. (eds.). *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India*. New Delhi: Macmillan, 2005.

Suggestive readings- NIL

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-6) Indian English Literatures

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-6 Indian English Literatures	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce literary texts from a range of regional, cultural, social, and political locations within India.
- To inculcate an in-depth understanding of some of the major issues shaping this literary production.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend regional differences in the issues discussed and in socio-cultural contexts.
- Students will be able to analyze the use of the English language by non-native speakers and writers.

SYLLABUS OF GE-6

UNIT – I (15 weeks-1 hour/week)

1. Vikram Seth: *A Suitable Boy*

UNIT – II (15 weeks-1 hour/week)

1. Shashi Deshpande: 'The Intrusion'
2. Salman Rushdie: 'The Courter'
3. Rohinton Mistry: 'Swimming Lessons'
4. Vikram Chandra: 'Dharma'

UNIT – III (15 weeks-1 hour/week)

1. Kamala Das: (i) 'An Introduction' (ii) 'My Grandmother's House'

2. Nissim Ezekiel: (i) 'Night of the Scorpion' (ii) 'Goodbye Party for Miss Pushpa TS'
3. Arun Kolatkar: (i) 'The Bus'
4. Mamang Dai, 'The Sorrow of Women'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Burton, Antoinette. *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*. Oxford UP, 2003.
2. Zecchini, Laetitia. *Arun Kolatkar & Literary Modernism in India: Moving Lines*. USA: Bloomsbury Academic, 2014.
3. Nerlekar, Anjali. *Bombay Modern: Arun Kolatkar and Bilingual Literary Culture*. Speaking Tiger, 2017.
4. Anjaria, Ulka. *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form*. Cambridge UP, 2012.
5. Parashkevova, Vassilena. *Salman Rushdie's Cities: Reconfigurational Politics and the Contemporary Urban Imagination*. Bloomsbury, 2012.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVE (GE) LANGUAGE COURSES

GENERIC ELECTIVES LANGUAGE-5 (GE Language 5) English Language through Literature-II

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE Language 5- English Language Through Literature-II	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop in students the ability and confidence to process, understand and examine different kinds of texts-verbal and written-that they encounter in everyday life.
- To enable students to identify and understand social contexts and ethical frameworks in the texts they encounter.
- To encourage suitable research—to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- To learn skilled comprehension; listening/reading; skimming; summarizing; précis writing; paraphrasing; note making
- To identify key topics/arguments/ideas
- To accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs

- To enable students to write in expository argumentative and descriptive modes
- To help students identify and use the characteristic features of various writing forms: letters; programmes reports/press-releases; newspaper; feature articles; fiction and nonfiction
- To enable students to choose between expository, argumentative, descriptive and narrative writing styles to assemble their own writing

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate confident expression.
- Students will be able to articulate their own views confidently as their language skills sufficiently empower them to converse, research and collate information from various textual sources—verbal or written.

SYLLABUS OF GE LANGUAGE 5-

UNIT – I (15 weeks-1 hour/week)

UNIT 1: Understanding Fiction

1. Kumar E., Santhosh. 'Three Blind Men describe an Elephant', *Indian Review*.

<http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-elephant-by-e-santhosh-kumar/> Accessed 1st June 2022

2. Mistry, Rohinton. 'The Ghost of Firozsha Baag', *Tales from Firozsha Bagh*. McClelland & Stewart, 1992.

3. Joshi, Umashankar. 'The Last Dung Cake', *The Quilt from the Flea-market and Other Stories*. Delhi: National Book Trust, 2017.

UNIT – II (15 weeks-1 hour/week)

UNIT 2: Creating Your Own Voice

4. Powell, Tori B. 'Young people discuss how phones and social media create connection — and self-doubt: "Compared to them, I am a nobody"' *CBS News*. Posted 24th May 2022.

<https://www.cbsnews.com/news/mental-health-impacts-phones-social-media/>

5. Khanna, Twinkle. 'Lesson from Frida: Backbone can win over broken spine' in 'Mrs. Funnybones' *The Times of India*. 16th September 2018.

<https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-over-broken-spine/> Accessed 13th June 2022

UNIT – III (15 weeks-1 hour/week)

UNIT 3: Writing your own academic paper

6. Patel, Raj and Moore Jason. 'How the chicken nugget became the true symbol of our era' *The Guardian*, 8th May 2018

<https://www.theguardian.com/news/2018/may/08/how-the-chicken-nugget-became-the-true-symbol-of-our-era> Accessed 1st June 2022

7. Latest editions of the MLA and APA style sheets

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings- NIL

GENERIC ELECTIVES LANGUAGE-6 (GE Language 6) Digital Communication-II

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE Language 6-Digital Communication-II	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To hone skills for online communication and provide interpersonal skills required in the digital world.
- To effectively present themselves in personal and professional capacities using online mediums.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.

SYLLABUS OF GE LANGUAGE 6-

UNIT – I (15 weeks-1 hour/week)

UNIT I: Curating Persona

1. Maintaining profiles (continuity: coherence, cohesion)
2. Innovating content (introducing new ideas, opinions, and facts: style and correctness)

3. Content writing (briefs, press releases, podcast scripts: concise, cohesion, coherence, clarity)

UNIT – II (15 weeks-1 hour/week)

UNIT II: Making Institutional Profiles and networks

1. Writing about the institution (describing and assessing)
2. Building networks (compare, contrast, synthesize)
3. Updating Blogs and Vlogs (discourse markers)

UNIT – III (15 weeks-1 hour/week)

UNIT III: Online Interactions and Diversity

1. Etiquettes for online interactions (chats, meetings, video conferences).
2. Ethics towards inclusive and integrated participation (addressing gender, ethnicity, special abilities)
3. Drawing boundaries in communication (obscenities, hostility, addressing disrespectful comments and feedback: changing register and tone of communication)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings- NIL

GENERIC ELECTIVES LANGUAGE-7 (GE Language 7) English Fluency-II

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE Language 7- English Fluency-II	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions.
- To read and understand information on topical matters and explain the advantages and disadvantages of a situation.
- To write formal letters, personal notes, blogs, reports and texts on familiar matters.
- To comprehend and analyse texts in English.
- To organise and write paragraphs and short essays in a variety of rhetorical styles.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to effectively communicate in their everyday contexts.
- Students will be equipped with skills that will help them interact with people around their personal, institutional and social spaces.

SYLLABUS OF GE LANGUAGE 7-

UNIT – I (15 weeks-1 hour/week)

Unit 1: In the State

- Research -- Filing an FIR, making an RTI request, submitting a consumer complaint
- Active & Passive voice; idioms

A. Find out what the procedure is for making a complaint about trees being cut in your neighbourhood.

B. Draft a formal letter requesting information about the disbursal of funds collected by a residents' welfare association

Readings:

1. Sendak, Maurice. *Where the Wild Things Are*. UK: Random House, 2000.
2. <https://rtionline.gov.in/>
3. www.jaagore.com/know-your-police/procedure-of-filing-fir
4. www.consumercomplaints.in/municipal-corporation-of-delhi-b100274

UNIT – II (15 weeks-1 hour/week)

Unit 2: Interface with Technology

- Book/film reviews
- Punctuation

A. Write a review of a text you have read in class.

B. Record a collaborative spoken-word review of the latest film your group have all seen

Readings:

5. Kennedy, Elizabeth. "Breakdown and Review of 'Where the Wild Things Are'." *ThoughtCo*. Posted 3rd July, 2019.

<https://www.thoughtco.com/where-the-wild-things-are-maurice-sendak-626391>

Accessed 1st June, 2022

6. Brown, Dan. *Angels & Demons*. UK: Pocket Books, 2000.

7. *Angels & Demons*. dir. Ron Howard, 2009.

UNIT – III (15 weeks-1 hour/week)

Unit 3: Self-Representation

- Introducing oneself, giving and seeking information.
- Introduce characters from the texts you are reading.
- Creating a profile for social media.
- Creating a professional profile of oneself.
- Dialogue writing, Paragraph writing – Brainstorming, planning/outline rough drafts, editing.
- Intercultural Communication

Readings:

8. "To Jyotiba, From Savitribai Phule: These Aren't Love Letters, But Tell You What Love Is All About", *Scroll.In*. Posted 14th February, 2016.

<https://scroll.in/article/801848/to-jyotiba-from-savitribai-phule-these-arent-love-letters-but-tell-you-what-love-is-all-about> Accessed on 1st June 2022

9. Sharma, Natasha. *Squiggle Takes a Walk: All About Punctuation*. Penguin/Young Zubaan and Puffin, 2014.

10. Lorde, Audre. 'The Transformation of Silence into Language and Action', *Sister Outsider*. NY: Random House, 1984. pp 40-44

11. *Haroun and the Sea of Stories: Salman Rushdie*. New Delhi: Penguin Books, 1991. pp 15-23

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings: NIL

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**GENERIC ELECTIVES LANGUAGE-8 (GE Language 8) Developing English
Language Skills-II**

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE Language 8- Developing English Language Skills-II	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these.
- To introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions.
- To introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English.
- To acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read and write in English with confidence.
- The course will help in increasing their proficiency in English, increase their vocabulary and improve their comprehension of syntactical structures

SYLLABUS OF GE LANGUAGE 8-

UNIT – I (15 weeks-1 hour/week)

UNIT 1: Reading & Vocabulary–II

- Ways of expanding vocabulary;
- learning how to use a dictionary;
- understanding more text types such as argumentative and descriptive passages, poetry, character sketches, etc. through suitable activities based on selected texts

Readings:

1. *A Foundation English Course for Undergraduates*: Book III. Delhi: University of Delhi, 1993. pp 5–10, 27–29, 40–44, 81–83
2. *Developing Language Skills 2*. Delhi: Doaba House, 1995. pp 43–51
3. *Everyday English*. Delhi: Pearson, 2005. pp 36–43
4. *English at the Workplace II*. Delhi: Oxford University Press, 2007. pp 32–37, 46–48

UNIT – II (15 weeks-1 hour/week)

UNIT 2: Writing & Grammar–II

- Understanding what constitutes a piece of good writing;
- learning to describe objects and processes, narrate incidents and stories, and argue a point of view.
- framing of questions and negative sentences;
- modals and their uses.

Readings:

5. *A Foundation English Course for Undergraduates*: Book II. Delhi: University of Delhi, 1992. pp 115–130
6. *A Foundation English Course for Undergraduates*: Book III. Delhi: University of Delhi, 1993. pp 126–136
7. *Developing Language Skills I*. Delhi: Manohar, 1997. pp 183–186, 206–209
8. *Developing Language Skills 2*. Delhi: Doaba House, 1995. pp 112–116
9. *English at the Workplace II* (Delhi: Oxford University Press, 2007) pp 49 – 52.

UNIT – III (15 weeks-1 hour/week)

UNIT 3: Speaking & Listening–II

- Understanding the essentials of English pronunciation: word stress and rhythm in connected speech; speaking on the telephone;
- becoming a better listener;
- expressions used for getting and giving permission, agreeing and disagreeing, warning and persuading, inviting, suggesting, accepting and refusing, expressing likes and dislikes, regulating speech and ending a conversation.

Readings:

10. *Developing Language Skills I*. Delhi: Manohar, 1997. pp 26–45

11. *English at the Workplace*. Delhi: Macmillan, 2006. pp 52–57

12. *English at the Workplace II*. Delhi: Oxford University Press, 2007. pp 10–13, 20–24, 38–45

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings- NIL

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Department of English

Semester-IV

BA (Hons.) English

DISCIPLINE SPECIFIC CORE COURSE 10 - (DSC-10) – : AMERICAN LITERATURE

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 10: American Literature	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the literature of the United States with specific reference to the way it chronicles patterns of oppression and freedom in the lives of its peoples.
- To open up a range of possibilities in the way in which literature shapes and chronicles new frontiers and cultural groups.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to trace the powerful role played by literature in shaping the emergent United States.
- Students will be enlightened on how literature chronicles and shapes both different kinds of enslavement and possibilities of liberation.

SYLLABUS OF DSC- 10

UNIT – I (15 hours)

1. Toni Morrison: *Beloved*

UNIT – II (15 hours)

2. Kate Chopin: *The Awakening*
3. Herman Melville: 'Bartleby the scrivener'

UNIT – III (15 hours)

4. Walt Whitman: (i) 'O Captain, My Captain' (ii) 'Passage to India' (lines 1–68)
5. Alexie Sherman Alexie: (i) 'Crow Testament' (ii) 'Evolution'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Emerson, Ralph Waldo. 'Self-Reliance', *The Selected Writings of Ralph Waldo Emerson*. ed. Brooks Atkinson, New York: The Modern library, 1964.
2. Martin Luther King Jr, 'I have a dream', *African American Literature*. ed. Kieth Gilyard, Anissa Wardi, New York: Penguin, 2014. pp 1007-1011
3. Douglass, Frederick. Chaps. 1–7, *A Narrative of the life of Frederick Douglass*. Harmondsworth: Penguin, 1982. pp 47–87
4. Rich, Adrienne. 'When We Dead Awaken: Writing as Re-Vision', *College English*. Vol. 34, No. 1, Women, Writing and Teaching (Oct., 1972), pp. 18-30
5. Crevecoeur, Hector St John. Letter III: 'What is an American', *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. pp 66–105

DISCIPLINE SPECIFIC CORE COURSE 11- (DSC-11) : Indian Writing in English**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 11: Indian Writing in English	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the distinctively Indian qualities of literature in English, across a range of genres.
- To open up a sense of the Indian response to literary and political challenges in modern times.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain a basic sense of Indian writing in English as a viable means to understand the evolution of modern India.
- Students' imagination will be stimulated by an understanding of how Indian writing in English opens up the challenges and complexities of contemporary India.

SYLLABUS OF DSC- 11

UNIT – I (15 hours)

1. Anita Desai: *The Clear Light of the Day*

UNIT – II (15 hours)

2. H.L.V. Derozio: (i) 'Freedom to the Slave' (ii) 'The Orphan Girl'
3. Kamala Das: (i) 'Introduction' (ii) 'My Grandmother's House'
4. Sarojini Naidu: (i) 'An Indian Love Song', (ii) 'In Salutation to the Eternal Peace'
5. Robin S. Ngangom: (i) 'The Strange Affair of Robin S. Ngangom' (ii) 'A Poem for Mother'

UNIT – III (15 hours)

6. Salman Rushdie: 'The Free Radio'
7. Shashi Deshpande: 'The Intrusion'
8. Padmanabhan, Manjula. 'Stains', *Hot Death, Cold Soup: Twelve Short Stories*. New Delhi: Kali for Women/Zubaan, 1996.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

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

DISCIPLINE SPECIFIC CORE COURSE -12 (DSC-12) : Indian Writing in English Translation

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 12: Indian Writing in English Translation	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand and celebrate the diversity of linguistic and regional influences on the shaping of modern India.
- To open up a sense of the sophistication and fluidity of Indian thought and literature even when it speaks through the medium of translation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will gain knowledge of the richness of modern Indian writing.
- Students will be encouraged to understand how contemporary India owes its diversity to a range of literatures, cultures and regions.

SYLLABUS OF DSC-12

UNIT – I (15 hours)

1. Premchand 'The Shroud', *Penguin Book of Classic Urdu Stories*. ed. M. Assaduddin, New Delhi: Penguin/Viking, 2006.
2. Chughtai, Ismat. 'The Quilt', *Lifting the Veil: Selected Writings of Ismat Chughtai*. tr. M. Assaduddin. New Delhi: Penguin Books, 2009.
3. Senapati, Fakir Mohan. 'Rebati', *Oriya Stories*. ed. Vidya Das, tr. Kishori Charan Das, Delhi: Srishti Publishers, 2000.

UNIT – II (15 hours)

4. Bharati, Dharamveer. *Andha Yug*. tr. Alok Bhalla, New Delhi: OUP, 2009.
5. Tagore, Rabindranath. 'Light, Oh Where is the Light?' & 'When My Play was with thee', *Gitanjali: A New Translation with an Introduction*. trans. William Radice, New Delhi: Penguin India, 2011.
6. Muktibodh, G.M. 'The Void' (tr. Vinay Dharwadker) & 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadker and A.K. Ramanujam, New Delhi: OUP, 2000.

UNIT – III (15 hours)

7. Pritam, Amrita. 'I say unto Waris Shah' (tr. N.S. Tasneem), *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*. ed. K.M. George, vol. 3, Delhi: Sahitya Akademi, 1992.
8. Singh, Thangjam Ibopishak. 'Dali, Hussain, or Odour of Dream, Colour of Wind' & 'The Land of the Half-Humans', *The Anthology of Contemporary Poetry from the Northeast*. tr. Robin S. Ngangom, NEHU: Shillong, 2003.
9. Macwan, Joseph. *The Stepchild*. Trans. Rita Kothari, Oxford University Press, New Delhi, 2004.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Singh, Namwar. 'Decolonising the Indian Mind', *Indian Literature*, tr. Harish Trivedi, no. 151(Sept./Oct. 1992), 1992.
2. Ambedkar, B.R. Chaps. 4, 6, & 14, *Annihilation of Caste in Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1, Maharashtra: Education Department, Government of Maharashtra, 1979.
3. U.R. Ananthamurthy: 'Being a Writer in India'
4. Vinay Dharwadker: 'Some Contexts of Modern Indian Poetry'
5. Aparna Dharwadker, 'Modern Indian Theatre', *Routledge Handbook of Asian Theatre*. ed. Siyuan Liu, London: Routledge, 2016. pp 243-67

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category II

(Discipline Specific Courses for Undergraduate Programme of study with
ENGLISH(Major) as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE -11 (DSC-11) : Indian Writing in English

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 11: Indian Writing in English	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the distinctively Indian qualities of literature in English, across a range of genres.
- To open up a sense of the Indian response to literary and political challenges in modern times.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain a basic sense of Indian writing in English as a viable means to understand the evolution of modern India.

- Students' imagination will be stimulated by an understanding of how Indian writing in English opens up the challenges and complexities of contemporary India.

SYLLABUS OF DSC- 11

UNIT – I (15 hours)

1. Anita Desai: *The Clear Light of the Day*

UNIT – II (15 hours)

2. H.L.V. Derozio: (i) 'Freedom to the Slave' (ii) 'The Orphan Girl'
3. Kamala Das: (i) 'Introduction' (ii) 'My Grandmother's House'
4. Sarojini Naidu: (i) 'An Indian Love Song', (ii) 'In Salutation to the Eternal Peace'
5. Robin S. Ngangom: (i) 'The Strange Affair of Robin S. Ngangom' (ii) 'A Poem for Mother'

UNIT – III (15 hours)

6. Salman Rushdie: 'The Free Radio'
7. Shashi Deshpande: 'The Intrusion'
8. Padmanabhan, Manjula. 'Stains', *Hot Death, Cold Soup: Twelve Short Stories*. New Delhi: Kali for Women/Zubaan, 1996.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Rao, Raja. 'Foreword', *Kanthapura*. New Delhi: OUP, 1989. pp v–vi
2. Rushdie, Salman. 'Commonwealth Literature does not exist', *Imaginary Homelands*. London: Granta Books, 1991. pp 61–70

3. Mukherjee, Meenakshi. 'Divided by a Common Language', *The Perishable Empire*. New Delhi: OUP, 2000. pp 187–203

4. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn., 2005. pp 1–10

**DISCIPLINE SPECIFIC CORE COURSE 12- (DSC-12) : Indian Writing in English
Translation**

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 12: Indian Writing in English Translation	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand and celebrate the diversity of linguistic and regional influences on the shaping of modern India.
- To open up a sense of the sophistication and fluidity of Indian thought and literature even when it speaks through the medium of translation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will gain knowledge of the richness of modern Indian writing.

- Students will be encouraged to understand how contemporary India owes its diversity to a range of literatures, cultures and regions.

SYLLABUS OF DSC-12

UNIT – I (15 hours)

1. Premchand 'The Shroud', *Penguin Book of Classic Urdu Stories*. ed. M. Assaduddin, New Delhi: Penguin/Viking, 2006.
2. Chughtai, Ismat. 'The Quilt', *Lifting the Veil: Selected Writings of Ismat Chughtai*. tr. M. Assaduddin. New Delhi: Penguin Books, 2009.
3. Senapati, Fakir Mohan. 'Rebati', *Oriya Stories*. ed. Vidya Das, tr. Kishori Charan Das, Delhi: Srishti Publishers, 2000.

UNIT – II (15 hours)

4. Bharati, Dharamveer. *Andha Yug*. tr. Alok Bhalla, New Delhi: OUP, 2009.
5. Tagore, Rabindranath. 'Light, Oh Where is the Light?' & 'When My Play was with thee', *Gitanjali: A New Translation with an Introduction*. trans. William Radice, New Delhi: Penguin India, 2011.
6. Muktibodh, G.M. 'The Void' (tr. Vinay Dharwadker) & 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadker and A.K. Ramanujam, New Delhi: OUP, 2000.

UNIT – III (15 hours)

7. Pritam, Amrita. 'I say unto Waris Shah' (tr. N.S. Tasneem), *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*. ed. K.M. George, vol. 3, Delhi: Sahitya Akademi, 1992.
8. Singh, Thangjam Ibopishak. 'Dali, Hussain, or Odour of Dream, Colour of Wind' & 'The Land of the Half-Humans', *The Anthology of Contemporary Poetry from the Northeast*. tr. Robin S. Ngangom, NEHU: Shillong, 2003.
9. Macwan, Joseph. *The Stepchild*. Trans. Rita Kothari, Oxford University Press, New Delhi, 2004.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Singh, Namwar. 'Decolonising the Indian Mind', *Indian Literature*, tr. Harish Trivedi, no. 151(Sept./Oct. 1992), 1992.
2. Ambedkar, B.R. Chaps. 4, 6, & 14, *Annihilation of Caste in Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1, Maharashtra: Education Department, Government of Maharashtra, 1979.
3. U.R. Ananthamurthy: 'Being a Writer in India'
4. Vinay Dharwadker: 'Some Contexts of Modern Indian Poetry'
5. Aparna Dharwadker, 'Modern Indian Theatre', *Routledge Handbook of Asian Theatre*. ed. Siyuan Liu, London: Routledge, 2016. pp 243-67

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category III

Discipline Specific Courses for Undergraduate Programme of study with ENGLISH (minor) as one of the Core Disciplines

DISCIPLINE SPECIFIC CORE COURSE 11- (DSC-11): Indian Writing in English

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 11: Indian Writing in English	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the distinctively Indian qualities of literature in English, across a range of genres.
- To open up a sense of the Indian response to literary and political challenges in modern times.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain a basic sense of Indian writing in English as a viable means to understand the evolution of modern India.
- Students' imagination will be stimulated by an understanding of how Indian writing in English opens up the challenges and complexities of contemporary India.

SYLLABUS OF DSC- 11

UNIT – I (15 hours)

1. Anita Desai: *The Clear Light of the Day*

UNIT – II (15 hours)

2. H.L.V. Derozio: (i) 'Freedom to the Slave' (ii) 'The Orphan Girl'
3. Kamala Das: (i) 'Introduction' (ii) 'My Grandmother's House'
4. Sarojini Naidu: (i) 'An Indian Love Song', (ii) 'In Salutation to the Eternal Peace'
5. Robin S. Ngangom: (i) 'The Strange Affair of Robin S. Ngangom' (ii) 'A Poem for Mother'

UNIT – III (15 hours)

6. Salman Rushdie: 'The Free Radio'

7. Shashi Deshpande: 'The Intrusion'

8. Padmanabhan, Manjula. 'Stains', *Hot Death, Cold Soup: Twelve Short Stories*. New Delhi: Kali for Women/Zubaan, 1996.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Rao, Raja. 'Foreword', *Kanthapura*. New Delhi: OUP, 1989. pp v–vi

2. Rushdie, Salman. 'Commonwealth Literature does not exist', *Imaginary Homelands*. London: Granta Books, 1991. pp 61–70

3. Mukherjee, Meenakshi. 'Divided by a Common Language', *The Perishable Empire*. New Delhi: OUP, 2000. pp 187–203

4. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn., 2005. pp 1–10

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER III

DISCIPLINE SPECIFIC ELECTIVE COURSE 4–(DSE-4): Dystopian Writings

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-4: Dystopian Writings	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce a body of writings on dystopic themes
- To consider the range of literary representations in the field

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse literary representations in contemporary contexts.
- Students will be provided a literary and theoretical understanding of the ideas of dystopia.

SYLLABUS OF DSE-4

UNIT – I (15 hours)

1. Mary Shelley: *The Last Man*

UNIT – II (15 hours)

2. H.G. Wells: *The Time Machine*

UNIT – III (15 hours)

3. Malcolm Bradbury: *Fahrenheit 451*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Stock, Adam. *Modern Dystopian Fiction and Political Thought: Narratives of World Politics*. United Kingdom: Taylor & Francis, 2018.
2. Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. Maldives: McGill-Queen's University Press, 2001.
3. Basu, Balaka, et al. (ed.) *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. United States: Taylor & Francis, 2013.
4. Isomaa, Saija, et al. (ed.) *New Perspectives on Dystopian Fiction in Literature and Other Media*. United Kingdom: Cambridge Scholars Publishing, 2020.
5. Anthony, Ashley G., et al. (ed.) *Worlds Gone Awry: Essays on Dystopian Fiction*. United States: Incorporated Publishers, 2018.

DISCIPLINE SPECIFIC ELECTIVE COURSE 5 (DSE-5): Literature of the Indian Diaspora

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-5 Literature of the Indian Diaspora	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with select contemporary literature of the Indian diaspora.
- To highlight diversity of diasporic locations and writings.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire understanding of complex diasporic imaginations.
- Students will be able to comprehend the interrelations between home, homeland, diaspora, and migration.

SYLLABUS OF DSE-5:

UNIT – I (15 hours)

1. M. G. Vassanji: *The Book of Secrets*

UNIT – II (15 hours)

2. Vikram Seth: *The Golden Gate*

UNIT – III (15 hours)

3. Meera Syal: *Anita and Me*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Mishra, Vijay. *The Literature of the Indian Diaspora: Theorising the Diasporic Imaginary*. New York: Routledge, 2007.
2. Braziel, Jana Evans, et al. (ed.). *Theorizing Diaspora: A Reader*. Wiley, 2003.
3. Unnikrishnan, Deepak. *Temporary People*. New York: Restless Books, 2017.
4. Phillips, Caryl. 'Somewhere in England', *Crossing the River*. London: Random House, 1993.
5. Gilroy, Paul. 'The Black Atlantic as a Counterculture of Modernity', *The Black Atlantic: Modernity and Double Consciousness*. London: Verso, 1993.
6. Jayaram, N. (ed.). *The Indian Diaspora: Dynamics of Migration*. Vol.4, Sage: New Delhi, 2004.

DISCIPLINE SPECIFIC ELECTIVE COURSE 6 (DSE-6): Graphic Narratives

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-6 Graphic Narratives	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of graphic narratives.
- To sample a variety of graphic narratives from different locations and in varied styles.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be provided an understanding of the specific languages of graphic narratives.
- Students will be able to comprehend the relationship between text and visuality.

SYLLABUS OF DSE-6:

UNIT – I (15 hours)

1. Miller, Frank. *Batman: The Dark Knight Returns*. Delhi: Random House, 2016.

Supplementary Reading for Visually Impaired Students:

1. Feiffer, Jules. 'Introduction' and 'Afterword', *The Great Comic Book Heroes*. Bonanza Books, 1965.

<http://www.tcj.com/the-great-comic-book-heroes-intro-afterword-by-jules-feiffer/>

UNIT – II (15 hours)

2. Natarajan, Srividya and Aparajita Ninan. *A Gardener in the Wasteland*. Delhi: Navayana,

2016.

3. Kadam, Dilip and S. S. Rege. *Babasaheb Ambedkar: He Dared to Fight*. Vol. 611, Mumbai: Amar Chitra Katha, 1979.

Supplementary Reading for Visually Impaired Students

2. Nayar, Pramod K. 'Drawing on Other Histories.', *The Indian Graphic Novel: Nation, History and Critique*. Routledge, 2016. pp 109-154

UNIT – III (15 hours)

4. Patil, Amruta. *Kari*. Delhi: Harper Collins, 2008.

5. Satrapi, Marjane. *Persepolis: The Story of a Childhood*. London: Pantheon 2004.

Supplementary Reading for Visually Impaired Students

4. Robinson, Lillian S. 'Chronicles: Generations of Super Girls,' *Wonder Women: Feminisms and Superheroes*. Routledge, 2004. pp 65-94

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Chute, Hilary. 'Comics as Literature?: Reading Graphic Narrative,' *PMLA* 123 (2), pp 452-465

2. McCloud, Scott. *Understanding Comics: The Invisible Art*. USA: HarperCollins, 1993. pp 60-137

3. Mickwitz, Nina. *Documentary Comics: Graphic Truth-Telling in a Skeptical Age*. UK: Palgrave Macmillan, 2016. pp 1-28

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

NOTE: The Generic Electives for the EVEN SEMESTERS will also run for Semester IV students.

GENERIC ELECTIVES LANGUAGE COURSES for Semester III and IV (to be offered in flip mode)

Note: GE Language courses for Semester III, will also run in Semester IV, as these courses are offered in the flip mode.

Their titles are:

- (GE Language 5) English Language Through Literature-II
- (GE Language 6) Digital Communication-II
- (GE Language 7) English Fluency-II
- (GE Language 8) Developing English Language Skills-II

SEMESTER-V

Category I

BA (Hons.) English

DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13) : Twentieth Century Poetry & Drama

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 13: Twentieth Century Poetry & Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the twentieth century as a space of thought, with specific reference to its poetry and drama as significant tools of cultural analysis.
- To open up the way in which the poetry and drama of the period reconstitute readership/ spectatorship as agents of cultural change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the anxieties and influences of the age immediately preceding our own.

- Students will gain knowledge on how literature as a discipline continues to critique and alter its times.

SYLLABUS OF DSC 13-

UNIT – I (15 hours)

1. T.S. Eliot: (i) 'The Love Song of J. Alfred Prufrock' (ii) 'The Hollow Men'
2. W.B. Yeats: (i) 'Leda and the Swan' (ii) 'The Second Coming'

UNIT – II (15 hours)

3. Edith Sitwell: 'Still Falls the Rain'
4. Anne Michaels: 'Memoriam'
5. Phillip Larkin: (i) 'Whitsun Weddings' (ii) 'Church Going'
6. Ted Hughes: (i) 'Hawk Roosting' (ii) 'Crow's Fall'

UNIT – III (15 hours)

7. Samuel Beckett: *Waiting for Godot* (1952)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Sinfield, Alan. 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain*. Berkley and Los Angeles: University of California Press, 1989. pp 23–38
2. Heaney, Seamus. 'The Redress of Poetry', *The Redress of Poetry*. London: Faber, 1995. pp 1–16
3. Waugh, Patricia. 'Culture and Change: 1960-1990', *The Harvest of The Sixties: English Literature and Its Background, 1960-1990*. Oxford: OUP, 1997.
4. Williams, Raymond, 'Metropolitan Perceptions and the Emergence of Modernism', *Raymond Williams: The Politics of Modernism*. London: Verso, 1996. pp 37-48

DISCIPLINE SPECIFIC CORE COURSE 14- (DSC-14) : Twentieth Century Novel

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 14: Twentieth Century Novel	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the way in which the novel as an art form defines and alters the twentieth century.
- To open up the way in which the twentieth century novel is the most telling site of social critique and change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the instruments that the twentieth century novel uses to alter the period of its origin.
- Students will gain an understanding of how the novel as an art form can pick up the philosophical and political lines of inquiry of the period under survey.

SYLLABUS OF DSC-14

UNIT – I (15 hours)

1. Joseph Conrad: *Heart of Darkness* (1899)

UNIT – II (15 hours)

2. D.H. Lawrence: *Sons and Lovers* (1913)

UNIT – III (15 hours)

3. Virginia Woolf: *Mrs. Dalloway* (1925)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Woolf, Virginia. *ON BEING ILL*. Germany, Musaicum Books, 2017.
2. Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', *The Modern Tradition*. ed. Richard Ellman et. al. Oxford: OUP, 1965. pp 571, 578–80, 559–63
3. Williams, Raymond. 'Introduction', *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp 9–27
4. Lawrence, D.H. 'Morality and the Novel', *The Modern Tradition: Backgrounds of Modern Literature*. eds. Richard Ellmann and Charles Feidelson, Jr. Oxford University Press, 1965.

DISCIPLINE SPECIFIC CORE COURSE 15- (DSC-15) : Dalit Writings

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 15: Dalit Writings	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the way in which Dalit literature both chronicles a continuing history of oppression and functions as an invaluable instrument of cultural assertion.
- To open up a sense of the way in which intersectional marginalities find their voices in Dalit literature and seek social and human justice.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp the importance of Dalit literature as historical witness and as cultural catalyst.
- Students' imagination will be stimulated through an understanding of how the aesthetic of suffering may be used to bring about social and cultural redressal.

SYLLABUS OF DSC-15

UNIT – I (15 hours)

1. Valmiki, Om Prakash. *Joothan: A Dalit's Life*. trans. Arun Prabha Mukerjee, Kolkatta: Samya, 2003.

UNIT – II (15 hours)

2. Sivakami, P. *The Grip of Change, and author's notes*. trans. P. Sivakami, New Delhi: Orient Longman, 2016.

UNIT – III (15 hours)

3. Limbale, Sharankumar. 'White Paper', *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. ed. Arjun Dangle, Hyderabad: Orient Longman, 1992.

4. Parmar, Jayant. 'The last will of a Dalit poet', *Listen to the Flames: Texts and Readings from the Margins*. eds. Tapan Basu, Indranil Acharya, A. Mangai, New Delhi: Oxford University Press, 2017.

5. Navaria, Ajay. 'New Custom', *The Exercise of Freedom: An Introduction to Dalit Studies*. trans. Laura Brueck, eds. K. Sathyanarayana, Susie Tharu, New Delhi: Navayana Publishing, 2013.

6. Kumar, Sanjay. 'Black Ink', *Listen to the Flames: Texts and Readings from the Margins*. , trans. Raj Kumar, eds. Tapan Basu, Indranil Acharya, A. Mangai, New Delhi: Oxford University Press, 2017.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Limbale, Sharankumar. 'Dalit Literature and Aesthetics', *Towards an Aesthetic of Dalit Literature: History, Controversies & Considerations*. Orient Longman, 2004. pp 103-21

2. Gauthaman, Raj. 'Dalit Culture', *No Alphabet in Sight*. eds., K Satyanarayana and Susie Tharu, Penguin Books, 2011. pp 151-157

3. Rani, Challapalli Swaroopa: 'Caste Domination Male Domination' in *Steel Nibs are Sprouting*. eds. K Satyanarayana and Susie Tharu, Harper Collins, 2013. pp 704-709

4. Dirks, Nicholas B. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton, Princeton University Press, 2001.
5. Srinivas, M. N. *Caste in Modern India and Other Essays*. London, Asia Publishing House. 1970.
6. Bagul, Baburao. 'Dalit Literature is but Human Literature', *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. ed. Arjun Dangle, Hyderabad: Orient Longman, 1992. pp 271-289
7. Ahmad, Imtiaz. 'Can there be a Category called Dalit Muslims?' *Dalit Assertion in Society, Literature and History*. ed. Imtiaz Ahmad and Shashi Bhushan Upadhyaya, New Delhi: Orient BlackSwan, 2010. pp 243-258

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category II

(Discipline Specific Courses for Undergraduate Programme of study with
ENGLISH(Major) as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE 13- (DSC-13) : Twentieth Century Poetry & Drama

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 13: Twentieth Century Poetry & Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the twentieth century as a space of thought, with specific reference to its poetry and drama as significant tools of cultural analysis.
- To open up the way in which the poetry and drama of the period reconstitute readership/ spectatorship as agents of cultural change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the anxieties and influences of the age immediately preceding our own.

- Students will gain knowledge on how literature as a discipline continues to critique and alter its times.

SYLLABUS OF DSC 13-

UNIT – I (15 hours)

1. T.S. Eliot: (i) 'The Love Song of J. Alfred Prufrock' (ii) 'The Hollow Men'
2. W.B. Yeats: (i) 'Leda and the Swan' (ii) 'The Second Coming'

UNIT – II (15 hours)

3. Edith Sitwell: 'Still Falls the Rain'
4. Anne Michaels: 'Memoriam'
5. Phillip Larkin: (i) 'Whitsun Weddings' (ii) 'Church Going'
6. Ted Hughes: (i) 'Hawk Roosting' (ii) 'Crow's Fall'

UNIT – III (15 hours)

7. Samuel Beckett: *Waiting for Godot* (1952)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Sinfield, Alan. 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain*. Berkley and Los Angeles: University of California Press, 1989. pp 23–38
2. Heaney, Seamus. 'The Redress of Poetry', *The Redress of Poetry*. London: Faber, 1995. pp 1–16
3. Waugh, Patricia. 'Culture and Change: 1960-1990', *The Harvest of The Sixties: English Literature and Its Background, 1960-1990*. Oxford: OUP, 1997.
4. Williams, Raymond, 'Metropolitan Perceptions and the Emergence of Modernism', *Raymond Williams: The Politics of Modernism*. London: Verso, 1996. pp 37-48

DISCIPLINE SPECIFIC CORE COURSE 14- (DSC-14) : Twentieth Century Novel

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 14: Twentieth Century Novel	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the way in which the novel as an art form defines and alters the twentieth century.
- To open up the way in which the twentieth century novel is the most telling site of social critique and change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the instruments that the twentieth century novel uses to alter the period of its origin.
- Students will gain an understanding of how the novel as an art form can pick up the philosophical and political lines of inquiry of the period under survey.

SYLLABUS OF DSC-14

UNIT – I (15 hours)

1. Joseph Conrad: *Heart of Darkness* (1899)

UNIT – II (15 hours)

2. D.H. Lawrence: *Sons and Lovers* (1913)

UNIT – III (15 hours)

3. Virginia Woolf: *Mrs. Dalloway* (1925)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Woolf, Virginia. *ON BEING ILL*. Germany, Musaicum Books, 2017.
2. Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', *The Modern Tradition*. ed. Richard Ellman et. al. Oxford: OUP, 1965. pp 571, 578–80, 559–63
3. Williams, Raymond. 'Introduction', *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp 9–27
4. Lawrence, D.H. 'Morality and the Novel', *The Modern Tradition: Backgrounds of Modern Literature*. eds. Richard Ellmann and Charles Feidelson, Jr. Oxford University Press, 1965.

Category III

Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(minor) as one of the Core Disciplines

DISCIPLINE SPECIFIC CORE COURSE 14- (DSC-14) : Twentieth Century Novel

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 14: Twentieth Century Novel	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the way in which the novel as an art form defines and alters the twentieth century.
- To open up the way in which the twentieth century novel is the most telling site of social critique and change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the instruments that the twentieth century novel uses to alter the period of its origin.
- Students will gain an understanding of how the novel as an art form can pick up the philosophical and political lines of inquiry of the period under survey.

SYLLABUS OF DSC-14:

UNIT – I (15 hours)

1. Joseph Conrad: *Heart of Darkness* (1899)

UNIT – II (15 hours)

2. D.H. Lawrence: *Sons and Lovers* (1913)

UNIT – III (15 hours)

3. Virginia Woolf: *Mrs. Dalloway* (1925)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Woolf, Virginia. *ON BEING ILL*. Germany, Musaicum Books, 2017.
2. Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', *The Modern Tradition*. ed. Richard Ellman et. al. Oxford: OUP, 1965. pp 571, 578–80, 559–63
3. Williams, Raymond. 'Introduction', *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp 9–27
4. Lawrence, D.H. 'Morality and the Novel', *The Modern Tradition: Backgrounds of Modern Literature*. eds. Richard Ellmann and Charles Feidelson, Jr. Oxford University Press, 1965.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER V

DISCIPLINE SPECIFIC ELECTIVE COURSE-7 (DSE-7): Children's Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-7 Children's Literature	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the field of children's writing.
- To convey a sense of diversity within children's literature.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to appreciate the literary and theoretical complexity of children's writing.
- This course will enable a comprehension of children's literature across time and cultural spaces.

SYLLABUS OF DSE-7:

UNIT – I (15 hours)

1. Roald Dahl: *Fantastic Mr Fox*
2. Antoine de Saint-Exupéry: *The Little Prince*

UNIT – II (15 hours)

3. Roychowdhury, Upendra Kishore. *Goopy Gyne Bagha Byne*. New Delhi: Puffin Books, 2004. pp 3-27

4. Ray, Satyajit. *The Golden Fortress (Sonar Kella)*. trans. Gopa Majumdar, Penguin/Puffin, 2015.

UNIT – III (15 hours)

5. Anderson, M.T. *Feed*, Somerville: Candlewick Press, 2002.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Carpenter, Humphrey and Mari Prichard (Eds.). *The Oxford Companion to Children's Literature*. Oxford: Oxford University Press, 1984.

2. Egoff, Sheila, et al. (Eds.) *Only Connect: Readings on Children's Literature*, 3rd Edition. New York: Oxford University Press, 1996.

3. Hunt, Peter. *Criticism, Theory and Children's Literature*. Cambridge, Ma: Basil Blackwell, 1999.

4. Lehr, Susan. *The Child's Developing Sense of Theme: Responses to Literature*. New York: Teachers College Press, 1991.

5. Lukens, Rebecca J. *A Critical Handbook of Children's Literature*, 6th Edition. New York: Longman, 1999.

6. Lurie, Alison. *Don't Tell the Grown-Ups: Subversive Children's Literature*. Boston: Little, Brown, 1990.

7. Townsend, John Rowe. *Written for Children: An Outline of English Children's Literature*. 4th Edition. New York: Harper Collins, 1990.

8. Bang, Molly. 'Building the Emotional Content of Pictures', *Picture This: How Pictures Work*. San Francisco: Chronicle Books, 2018. pp 1-50

9. Nodelman, Perry. 'Defining Children's Literature', *The Hidden Adult: Defining Children's Literature*, Baltimore: John Hopkins University Press, 2008. pp 133-137

DISCIPLINE SPECIFIC ELECTIVE COURSE 8--(DSE-8): Indian Partition Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-8 Indian Partition Literature	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the subject of Partition Literature in India.
- To sensitize students to complex narratives of Partition.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend the relationship between literary representations and memories of the Partition.
- Students will acquire in-depth knowledge of literary and theoretical insights into Partition.

SYLLABUS OF DSE-8:

UNIT – I (15 hours)

1. Butalia, Urvashi. 'Beginnings', *The Other Side of Silence: Voices from the Partition of India*. India: Penguin books, 1998.

2. Nandy, Ashish. 'The Invisible Holocaust and the Journey as an Exodus', *A Very Popular Exile*. Delhi: OUP, 2007.

UNIT – II (15 hours)

3. Manṭo, Sa'ādat Ḥasan. 'Toba Tek Singh', *Manto: Selected Short Stories: Including 'Toba Tek Singh' and 'The Dog of Tithwal'*. India, Random House India, 2012.
4. Chander, Krishan. 'Peshawar Express', *Stories About the Partition of India*. trans. Jai Ratan, ed. Alok Bhalla, Vol. 3, Delhi: Indus, 1994. pp 205-215
5. Waliullah, Syed. 'The Tale of a Tulsi Plant', *Mapmaking: Partition Stories from Two Bengals*, trans. Rani Ray, ed. Debjani Sengupta, Amaryllyis: 2011. pp 101-114
6. Kothari, Rita. (ed.) Selections from *Unbordered Memories: Sindhi Stories of Partition*. New Delhi: Penguin Books, 2009.

UNIT – III (15 hours)

7. Gangopadhyay, Sunil. *Arjun*. trans. Chitrita Bannerjee, Penguin, 1987.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Bhasin, Kamla and Ritu Menon. 'Introduction', *Borders and Boundaries*. Delhi: Kali for Women, 1998.
2. Pandey, Gyanendra. 'The Three Partitions of 1947', *Remembering Partition: Violence, Nationalism and History in India*. Cambridge: Cambridge UP, 2001. pp 21-44
3. Schendel, Willem van. 'Partition Studies', *The Bengal Borderland: Beyond State and Nation in South Asia*. London: Anthem Press, 2005. pp 24-38
5. Khan, Yasmin. 'Leprous Daybreak' and 'Bitter Legacies', *The Great Partition: The Making of India and Pakistan*. Delhi: Penguin Random House, 2007. pp 143-185

DISCIPLINE SPECIFIC ELECTIVE COURSE 9—(DSE-9): Literature and Human Rights

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-9 Literature and Human Rights	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To consider the relationship between literature and human rights.
- To indicate investments in human rights within literary texts.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to realise the relevance of human rights in everyday contexts.
- Students will be able to appreciate the importance of human rights in literary and theoretical terms.

SYLLABUS OF DSE-9

UNIT – I (15 hours)

1. George Orwell: *1984*(1949)

UNIT – II (15 hours)

2. Harper Lee: *To Kill a Mockingbird* (1960)

UNIT – III (15 hours)

3. *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.

(i) 'In the Prison of Repose' —Paulo Coelho

(ii) 'Amnesty' —Nadine Gordimer

(iii) 'ABC Antidote' — Ishmael Beah

4. Maya Angelou: 'I Know Why the Caged Bird Sings'[poem]

5. June Millicent Jordan: 'Poem About My Rights'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. *The Universal Declaration of Human Rights*

https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

2. Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.

3. Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.

4. Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.

5. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.

6. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.

7. Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

NOTE: The Generic Electives for the ODD SEMESTERS will also run for Semester V students.

SEMESTER -VI

BA (Hons.) English

DISCIPLINE SPECIFIC CORE COURSE 16- (DSC-16) : Modern European Drama

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 16: Modern European Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To analyse the way in which nineteenth and twentieth-century theatre in Europe thinks through political and cultural hierarchies of power, enslavement and liberation.
- To open up a sense of the way in which European drama articulates questions of continuing relevance in the contemporary world such as the individual and the state, the position of women, and issues of dominance.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the way theatre serves as a means of social and cultural investigation and change.

- Students will learn how drama as a genre alters our sense of both the individual and society.

SYLLABUS OF DSC-16:

UNIT – I (15 hours)

1. Henrik Ibsen: *Ghosts* (1881)

UNIT – II (15 hours)

2. Bertolt Brecht: *Mother Courage and Her Children* (1939)

UNIT – III (15 hours)

3. Eugene Ionesco: *Rhinoceros* (1959)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Camus, Albert. (i) 'Absurdity and Suicide' (ii) 'The Myth of Sisyphus', *The Myth of Sisyphus*. trans. Justin O'Brien, London: Vintage, 1991. pp 13-17; 79-82
2. Stanislavsky, Constantin. 'Faith and the Sense of Truth', *An Actor Prepares*. United Kingdom: Bloomsbury Academic, 2013. pp 111-139
3. Brecht, Bertolt. 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', *Brecht on Theatre: The Development of an Aesthetic*. ed. and tr. John Willet, London: Methuen, 1992. pp 68–76, 121–128
4. Steiner, George. 'On Modern Tragedy', *The Death of Tragedy*. London: Faber, 1995. pp 303–24

DISCIPLINE SPECIFIC CORE COURSE 17- (DSC-17): Literature and Disability

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 17: Literature and Disability	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To challenge and reconstitute our sense of what constitutes ‘the normal’ as a category of thought and action.
- To build a critically compassionate consciousness on the subjects of individual and social identity-construction under conditions of disability.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the theory and field of Disability Studies with specific reference to its articulation through literature.

- This course will encourage students to think of a revolutionised debate on the subject of self/ social-alienation and self/social-restoration under the challenge of disability.

SYLLABUS OF DSC-17:

UNIT – I (15 hours)

1. Firdaus Kanga: *Trying to Grow* (1991)

UNIT – II (15 hours)

2. Georgina Kleege: *Sight Unseen* (1999)

UNIT – III (15 hours)

3. Anne Finger. "Helen and Frida" *The Kenyon Review*, Summer, 1994, New Series, 16.3, 1994. pp 1-7
4. Mukhopadhyay, Tito Rajarshi. 'Poem 1' and 'Poem 4', *The Mind Tree: A Miraculous Child Breaks the Silence of Autism*. Arcade Publishing, 2003.
5. Barclay, Hayleigh. 'Happy Birth-day'. *Disability Horizons*. Posted 14th May, 2018
<https://disabilityhorizons.com/2018/05/disability-short-stories-series-happy-birth-day/>

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Linton, Simi. 'Disability Studies/Not Disability Studies', *Disability & Society*, Vol. 13.4, 1998. pp 525-40
2. Davis, Lennard J. 'Constructing Normalcy', *Enforcing Normalcy: Disability, Deafness, and the Body*. London and New York: Verso, 1995. pp 23–49
3. Quayson, Ato. 'A Typology of Disability Representation', *Aesthetic Nervousness: Disability and the Crisis of Representation*. Columbia: Columbia University Press, 2007. pp 32–53

4. Couser, Thomas. 'Signifying Selves: Disability and Life Writing', *The Cambridge Companion on Literature and Disability*. eds Clare Barker and Stuart Murray, New York: Cambridge University Press, 2017. pp 199–211
5. Anand, Shilpaa. 'Historicizing Disability in India: Questions of Subject and Method', *Disability Studies in India: Global Discourses, Local Realities*. ed. Renu Addlakha, New York: Routledge. pp 35–60
6. Das, Veena and Renu Addlakha, 'Disability and Domestic Citizenship: Voice, Gender, and the Making of the Subject', *Public Culture*. Vol. 13:3, 2001. pp 511-531

DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Women Writings

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Women Writings	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the ways in which critical categories such as ethnicity, caste and class find their articulation in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

SYLLABUS OF DSC-18:

UNIT – I (15 hours)

1. Alice Walker: *The Color Purple*

UNIT – II (15 hours)

2. Charlotte Perkins Gilman: 'The Yellow Wallpaper'
3. Begum Rokheya: 'Sultana's Dream'
4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women's Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

UNIT – III (15 hours)

5. Emily Dickinson: (i) 'I cannot live with you' (ii) 'I'm wife; I've finished that'
6. Sylvia Plath: (i) 'Lady Lazarus' (ii) 'Daddy'
7. Eunice De Souza- (i) 'Advice to Women' (ii) 'Bequest'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.

3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179
6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category II

(Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(Major) as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE 17- (DSC-17) : Literature and Disability

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 17: Literature and Disability	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To challenge and reconstitute our sense of what constitutes 'the normal' as a category of thought and action.
- To build a critically compassionate consciousness on the subjects of individual and social identity-construction under conditions of disability.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the theory and field of Disability Studies with specific reference to its articulation through literature.
- This course will encourage students to think of a revolutionised debate on the subject of self/ social-alienation and self/social-restoration under the challenge of disability.

SYLLABUS OF DSC-17:

UNIT – I (15 hours)

1. Firdaus Kanga: *Trying to Grow* (1991)

UNIT – II (15 hours)

2. Georgina Kleege: *Sight Unseen* (1999)

UNIT – III (15 hours)

3. Anne Finger. "Helen and Frida" *The Kenyon Review*, Summer, 1994, New Series, 16.3, 1994. pp 1-7
4. Mukhopadhyay, Tito Rajarshi. 'Poem 1' and 'Poem 4', *The Mind Tree: A Miraculous Child Breaks the Silence of Autism*. Arcade Publishing, 2003.
5. Barclay, Hayleigh. 'Happy Birth-day'. *Disability Horizons*. Posted 14th May, 2018

<https://disabilityhorizons.com/2018/05/disability-short-stories-series-happy-birthday/>

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Linton, Simi. 'Disability Studies/Not Disability Studies', *Disability & Society*, Vol. 13.4, 1998. pp 525-40
2. Davis, Lennard J. 'Constructing Normalcy', *Enforcing Normalcy: Disability, Deafness, and the Body*. London and New York: Verso, 1995. pp 23–49
3. Quayson, Ato. 'A Typology of Disability Representation', *Aesthetic Nervousness: Disability and the Crisis of Representation*. Columbia: Columbia University Press, 2007. pp 32–53
4. Couser, Thomas. 'Signifying Selves: Disability and Life Writing', *The Cambridge Companion on Literature and Disability*. eds Clare Barker and Stuart Murray, New York: Cambridge University Press, 2017. pp 199–211
5. Anand, Shilpaa. 'Historicizing Disability in India: Questions of Subject and Method', *Disability Studies in India: Global Discourses, Local Realities*. ed. Renu Addlakha, New York: Routledge. pp 35–60
6. Das, Veena and Renu Addlakha, 'Disability and Domestic Citizenship: Voice, Gender, and the Making of the Subject', *Public Culture*. Vol. 13:3, 2001. pp 511-531

DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Women Writings

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Women Writings	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the ways in which critical categories such as ethnicity, caste and class find their articulation in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

SYLLABUS OF DSC-18:

UNIT – I (15 hours)

1. Alice Walker: *The Color Purple*

UNIT – II (15 hours)

2. Charlotte Perkins Gilman: 'The Yellow Wallpaper'
3. Begum Rokheya: 'Sultana's Dream'
4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women's Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

UNIT – III (15 hours)

5. Emily Dickinson: (i) 'I cannot live with you' (ii) 'I'm wife; I've finished that'
6. Sylvia Plath: (i) 'Lady Lazarus' (ii) 'Daddy'
7. Eunice De Souza- (i) 'Advice to Women' (ii) 'Bequest'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.
3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179

6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category III

Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(minor) as one of the Core Disciplines

DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Women Writings

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Women Writings	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the ways in which critical categories such as ethnicity, caste and class find their articulation in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

SYLLABUS OF DSC-18:

UNIT – I (15 hours)

1. Alice Walker: *The Color Purple*

UNIT – II (15 hours)

2. Charlotte Perkins Gilman: 'The Yellow Wallpaper'
3. Begum Rokheya: 'Sultana's Dream'
4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women's Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

UNIT – III (15 hours)

5. Emily Dickinson: (i) 'I cannot live with you' (ii) 'I'm wife; I've finished that'
6. Sylvia Plath: (i) 'Lady Lazarus' (ii) 'Daddy'
7. Eunice De Souza- (i) 'Advice to Women' (ii) 'Bequest'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.
3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179
6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER VI

DISCIPLINE SPECIFIC ELECTIVE COURSE 10–(DSE-10): World Literatures

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-10 World Literatures	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of World Literatures.
- To indicate diversity of literary representations in the field

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will gain a critical knowledge about the categorization of 'World Literature'.
- Students will gain an understanding of the complexity of theoretical and literary representations in the field.

SYLLABUS OF DSE-10:

UNIT – I (15 hours)

1. Abdulrazak Gurnah: *By the Sea* (2001)

UNIT – II (15 hours)

2. Pablo Neruda: 'Fable of the Mermaid and the Drunks'
3. Walcott: 'Names'
4. Nazari Qabbani: 'Beirut, The Mistress of the World'
5. Meena Alexander: 'Shook Silver'

UNIT – III (15 hours)

6. Marquez: 'Balthasar's Marvellous Afternoon'
7. Paz: 'The Blue Bouquet'
8. Ngugi wa Thiong'o. "Introduction: Towards the Universal Language of Struggle" & "The Language of African Literature". *Decolonising the Mind*, London: James Currey, 1986. pp 1-33

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Damrosch, David. 'Goethe Coins a Phrase', *What is World Literature?*. Princeton UP, 2003. pp 1-36
2. Cheah, Pheng. 'The New World Literature: Literary Studies Discovers Globalization', *What is a World?: On Postcolonial Literature as World Literature*. Duke University Press, 2015. pp 23-45
3. Moretti, Franco. 'Conjectures on World Literature', *NLR* 1, Jan-Feb. 2000. pp 54- 68
4. Chaudhari, Rosinka. 'Viśvasāhitya: Rabindranath Tagore's Idea of World Literature', *The Cambridge History of World Literature*. ed. Debjani Ganguly, Cambridge UP, 2021. pp 261-278.

5. Mufti, Aamir. 'Global English and Its Others', *Forget English! Orientalism and World Literatures*. Harvard UP, 2016. pp 146-202

DISCIPLINE SPECIFIC ELECTIVE COURSE 11–(DSE-11): Speculative Fiction & Detective Fiction

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-11 Speculative Fiction & Detective Fiction	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to types of detective and speculative fiction.
- To look at generic characteristics of the literature.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse world writings as reflections on contemporary realities.
- Students will be able to appreciate the vitality and diversity of detective and speculative fictions.

SYLLABUS OF DSE-11:

UNIT – I (15 hours)

1. Doyle, Arthur Conan. *The Hound of the Baskervilles: Another Adventure of Sherlock Holmes*. United States: Grosset & Dunlap, 1902.

UNIT – II (15 hours)

2. Atwood, Margaret Eleanor. *The Handmaid's Tale*. Demco Media, 1985.

UNIT – III (15 hours)

3. Crichton, Michael and Kidd, Chip. *Jurassic Park*. New York: Knopf, 1990.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Heinlein, Robert A. 'On the Writing of Speculative Fiction'

https://staging.paulrosejr.com/wp-content/uploads/2016/12/on_the_writing_of_speculative_ficiton.pdf

2. Hayles, Katherine N. 'Towards Embodied Virtuality', *How We Became Posthuman: Virtual Bodies in Cybernetics Literature and Informatics*. Chicago: University of Chicago Press, 1999. pp 1-24

3. Haraway, Donna. 'A Cyborg Manifesto: Science Technology and Socialist-Feminism in the Late Twentieth Century', *Simians Cyborgs and Women: The Reinvention of Nature*. New York: Routledge, 1991. pp 149-181.

4. Rzepka, Charles J. 'Introduction: What is Crime Fiction?', *Companion to Crime Fiction, Blackwell Companions to Literature and Culture*. eds Charles J. Rzepka and Lee Horsley, Oxford: Wiley and Blackwell, 2010. pp 1-9

5. Palmer, Joy. 'Tracing Bodies: Gender Genre and Forensic Detective Fiction', *South Central Review* Vol. 18 No. 3/4, Whose Body: Recognizing Feminist Mystery and Detective Fiction, Autumn-Winter 2001. pp 54-71

DISCIPLINE SPECIFIC ELECTIVE COURSE 12–(DSE-12): British Literature Post World War II

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-12 British Literature Post World War II	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with a specific body of British writings post World War II.
- To highlight diverse voices in literary representations.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to think critically about the complexities of a multicultural Post-war decolonized Britain.
- Students will be provided knowledge about the manner in which British writings change after World War II.

SYLLABUS OF DSE-12:

UNIT – I (15 hours)

1. John Fowles: *The French Lieutenant's Woman*

UNIT – II (15 hours)

2. Jeanette Winterson: *Sexing the Cherry*

UNIT – III (15 hours)

3. Hanif Kureshi: *My Beautiful Launderette*

4. Seamus Heaney: (i) 'Digging', (ii) 'Casualty'

5. Carol Anne Duffy: (i) 'Text', (ii) 'Stealing'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Sinfield, Alan. 'Literature and Cultural Production', *Literature, Politics, and Culture in Postwar Britain*. Berkley and Los Angeles: University of California Press, 1989. pp 23–38

2. Heaney, Seamus. 'The Redress of Poetry', *The Redress of Poetry*. London: Faber, 1995. pp 1–16

3. Waugh, Patricia. 'Culture and Change: 1960-1990', *The Harvest of The Sixties: English Literature And Its Background, 1960-1990*. Oxford: OUP, 1997.

DISCIPLINE SPECIFIC ELECTIVE COURSE –(DSE-13): Research Methodology

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-13 Research Methodology	4	3	0	1	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students practical training in academic writing.
- To introduce the basics of academic research.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire in-depth and practical knowledge regarding academic reading and writing.
- Students will gain proficiency in writing research papers as part of project work.

SYLLABUS OF DSE-13:

UNIT – I (15 hours)

1. Introduction to Practical Criticism
2. Conceptualizing and Drafting of a Research Proposal

UNIT – II (15 hours)

3. Style Manuals: Notes, References and Bibliography/Annotated Bibliography

UNIT – III (15 hours)

4. Workshop on Topic Development
5. Workshop on Research Proposal

Note: During classes, the workshop mode of teaching is to be favoured for units which indicate the same. In the tutorials, individual guidance is to be given to each student.

Practical component: (30 hours)

Writing a Research Paper (2000 to 2,500 words)

Essential/recommended readings:

1. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage, 2017.
2. Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd edn. New York: CUP, 1998.
3. Dev, Anjana N (ed.). *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.
4. Richards, I. A. *Practical Criticism: A Study of Literary Judgement*. New York: Harcourt Brace, 1929.
5. Bailey, Stephen. *The Essentials of Academic Writing for International Students*. London: Routledge, 2015.
6. Orwell, George. *Politics and the English Language*. United Kingdom: Sahara Publisher Books, 1946.

Suggestive Readings:

1. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.
2. Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners*. New Delhi: Sage, 2014.
3. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi: OUP, 2016.
4. Griffin, Gabrielle, ed. *Research Methods for English Studies*. 2nd edn. New Delhi: Rawat Publications. 2016 (Indian Reprint)

Common Pool of Generic Elective (GE) Courses for EVEN Semesters

NOTE: The Generic Electives for the EVEN SEMESTERS will also run for Semester VI students.

UNIVERSITY OF DELHI
UNDERGRADUATE PROGRAMMES OF
STUDY STRUCTURE, COURSES & SYLLABI OF
SEMESTER -VII & VIII



Arijana Sharma

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Department of English

COURSES OFFERED BY DEPARTMENT OF ENGLISH SEMESTER VII

DISCIPLINE SPECIFIC CORE COURSE- (DSC-17): Indian Popular Literature

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisites of the Course	Department offering the course
		Lectur e	Tutoria l	Practical/ Practice			
DSC-17 Indian Popular Literature	4	3	1	0	Passed Class XII	NIL	English

Learning Objectives

- To analyze stylistic features of popular Indian literary genres—Bildungsroman, Detective Fiction, Science Fiction, and Graphic Fiction.
- To study the cultural and historical significance of Indian texts within the broader field of popular culture.

Learning Outcomes

By studying this course, students will be able to:

- Examine how popular culture constructs meaning, influences readership, and negotiates its position within literary and cultural hierarchies.

AS

- Develop an understanding of the value of the 'popular' as a category of thought.

UNIT I: Bildungsroman (15 weeks-1 hour/week)

R. K. Narayan: *The Guide*, Penguin Classics, 1958, pp. 262.

UNIT II: Detective Fiction (15 weeks-1 hour/week)

Satyajit Ray, "The Golden Fortress," and "The Royal Bengal Mystery," *The Complete Adventures of Feluda*, Vol I, Penguin Books, 2015, pp. 172-229; 352-401.

UNIT III: Science Fiction (15 weeks-1 hour/week)

Manjula Padmanabhan, *Harvest*, Hachette India, 2017, pp. 122.

Unit IV: Graphic Fiction (15 weeks-1 hour/week)

Amruta Patil: *Adi Parva: Churning of the Ocean*, Harper Collins, 2018, pp. 276.

Kisari Mohan Ganguly, translated, *The Mahabharata of Krishna-Dwaipayana Vyasa: Translated into English Prose*. Vol. 1, Adi Parva, Sections XIII-LVIII, Munshiram Manoharlal Publishers, 2000.

Suggested Readings

1. Theodor Adorno, 'Culture Industry: Reconsidered,' *The Culture Industry --- selected essays on mass culture*, edited with an introduction by J M Bernstein, London, Routledge, 1991, 98-106.
2. Stuart Hall, 'Cultural studies: two paradigms,' *Media Culture Society* 1980, 2-57.
3. Christopher Pinney, 'What pictures want now: rural consumers of images, 1980-2000,' *Photos of the Gods: The Printed Image and Political Struggle in India*. New Delhi: OUP 2004, 181-200.
4. Jaques Derrida. "Law of Genre," *Signature Derrida*, University of Chicago Press, 2013.
5. Simon J. Evnine. "'But Is It Science Fiction?': Science Fiction and a Theory of Genre," *Midwest Studies In Philosophy*, XXXIX (2015).
6. Bodhisattva Chattopadhyay, Aakriti Mandhwani, Anwesha Maity, edited., *Indian Genre Fiction: Pasts and Future Histories*. Routledge, 2019.

As

Common Pool of Discipline Specific Elective (DSE) Courses for Semester VII

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-13): Research Methodology

No. of hours- 60 (Theory- 60 hrs.+Tutorials-00 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibilit y criteria	Pre-requ isite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-13 Research Methodology	4	3	0	1	Passed Class XII	NIL	English

Learning Objectives

- To introduce students to the fundamentals of academic reading and writing and facilitate an engagement with the skills required at each stage of research that could be applied in creating a research proposal
- To enable students to reflect on the paradigm shifts within literary criticism and to examine the possibilities of interdisciplinarity while examining the texts that they work with

Learning Outcomes

By the end of this course, students shall be able to:

- Analyze literary texts by integrating various research paradigms and academic reading techniques and demonstrate an understanding of research methodologies which will culminate in the selection of a topic for research.
- Manage essential skills for academic inquiry at the undergraduate level, formulate well-structured research proposals, compile bibliographies or/and annotated bibliographies, and integrate the stylesheet guidelines in their writing.

SYLLABUS OF DSE-13

UNIT– I: Types of Research Methods in English Studies (15 weeks)

1. Methods (Qualitative and Quantitative) and Problems of English Studies
2. Approaches and Comparison of Methods
3. Critical Theory and English Studies
4. Indian Concepts of Research: Pramana, Pratyaksh, Anumana, Upmana, Shabda, Arthapatti, Anupalabdhi

UNIT– II: Conducting Research and Writing Papers (15 weeks)

1. Finding a Topic – Analysis, Textual, Critical, or Application based
2. Raising Research Questions
3. Writing Research Papers

UNIT– III: Academic Writing and Ethics (15 weeks)

1. Finalizing Research Papers for publication
2. Citation Methods and bibliography
3. Ethics in Researching and Publishing

UNIT– IV: Submission of research article (15 weeks)

Each student will be required to submit a research article of 2500-3000 words in consultation with the assigned teacher.

Suggested Readings:

1. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage, 2017.
2. Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd edn. New York: CUP, 1998.
3. Dev, Anjana N(ed.). *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.
4. Richards, I.A. *Practical Criticism: A Study of Literary Judgement*. New York: HarcourtBrace, 1929.
5. Bailey, Stephen. *The Essentials of Academic Writing for International Students*. London: Routledge, 2015.
6. Orwell, George. *Politics and the English Language*. United Kingdom: Sahara Publisher Books, 1946.

7. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.
8. Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage, 2014.
9. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi: OUP, 2016.
10. Griffin, Gabrielle, ed. *Research Methods for English Studies*. 2nd edn. New Delhi: Rawat Publications. 2016 (Indian Reprint)
11. Chatterjee Satischandra. *The Nyaya Theory of Knowledge* Book 1 from Pg-1-110 Calcutta: University of Calcutta, 1939.

AS

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-14): Latin American Literature

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-14 Latin American Literature	4	3	1	0	Passed Class XII	NIL	English

This paper is aligned with Sustainability Development Goals 2030: #10 – Reduced Inequalities and #16 – Peace, Justice and Strong Institutions

Learning Objectives

- To introduce students to the field of Latin American Studies in terms of form, narratology and historicity derived from a non-Eurocentric understanding of the world and to indicate lineages of thought in common with colonization and its legacy in India.
- To indicate the richness of Latin American writings and their use of indigenous traditions.

Learning Outcomes

By the end of this course, students shall be able to:

- Understand and analyze the complex realities mediated by Latin American writers and deepen their understanding of the effects of colonization across the world.
- Appreciate the literary techniques and contextual significance of literary writings in Latin America.

SYLLABUS OF DSE-14

UNIT – I (15 weeks-1 hour/week)

García Márquez, Gabriel. *Chronicle of a Death Foretold*. United Kingdom, Knopf Doubleday Publishing Group, 2014.

UNIT – II (15 weeks-1 hour/week)

Juan Rulfo, "Luvina", *The Penguin Book of Latin American Short Stories*. ed. Thomas Colchie, United Kingdom: Penguin, 1993.

Gabriela Mistral: (i) "The Story Teller" (ii) "Ballerina"

Jose Marti: (i) "A Sincere Am I" (ii) "Once I was Sailing for Fun"

UNIT – III (15 weeks-1 hour/week)

Galeano, Eduardo. *Lust for Gold, Lust for Silver*. 1973. Translated by Cedric Belfrage. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. Monthly Review Press, 1997, pp. 11–58

Partnoy, Alicia. *The Little School: Tales of Disappearance and Survival*. San Francisco: Midnight, editions Cleis Press, 1986. pp 77-95

UNIT – IV (15 weeks-1 hour/week)

Borges, Jorge Luis. "Garden of Forking Paths," from *Labyrinths*. United Kingdom, Penguin, 1970.

Octavio Paz: "As One Listens to Rain," "Spaces," "Between Going and Staying."

Suggested Readings:

1. García Márquez, Gabriel. *The solitude of Latin America: Nobel lecture*. United States: Targ Editions, 1984.
2. Fernández Retamar, Roberto. *Caliban and Other Essays*. United States: University of Minnesota Press, 1989.
3. Galeano, Eduardo. *Open veins of Latin America*. United Kingdom: Monthly Review Press, 1997. Pp 1-31
4. Carpentier, Alejo. 'On the Marvelous Real in America', *Magical Realism: Theory History and Community*. eds Lois P. Zamora and Wendy B. Faris, United Kingdom: Duke University Press, 1995. pp. 75-88.
5. de Las Casas, Bartolomé. *The devastation of the Indies: a brief account*. United Kingdom: Johns Hopkins University Press, 1992.

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-15)
Contemporary South Asian Literature

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE- 15 Contemporary South Asian Literature	4	3	1	0	Passed Class XII	NIL	English

This paper is aligned with Sustainability Development Goals 2030: #5 – Gender Equality, 10 – Reduced Inequality and #13 – Climate Action

Learning Objectives

- To examine how contemporary South Asian literature reflects and shapes societal understandings of gender roles, identities, and power dynamics through selected novels, so as to contextualise Indian models in a richer way.
- To develop critical reading skills by analyzing literary texts through a gendered lens, applying feminist and postcolonial theories to explore the relationship between literature and gender in a specific spatial and historical context.

Learning Outcomes

By the end of this course:

- Students will be able to analyze representations of gender in South Asian literature, applying intersectional frameworks to explore their connections with class, ethnicity, and religion, and add this to their knowledge of the Indian scenario.
- Students will be able to articulate well-supported interpretations of literary texts, engaging with scholarly debates on gender and literature in South Asia.

SYLLABUS OF DSE-15

UNIT – I (15 weeks-1 hour/week)

Shyam Selvadurai: *Cinnamon Gardens*. Penguin India. 2001.

UNIT – II (15 weeks-1 hour/week)

Kiran Desai: *Hullabaloo in the Guava Orchard*. Faber. 2012.

UNIT – III (15 weeks-1 hour/week)

Manjushree Thapa: *The Tilled Earth*. Aleph. 2012.

UNIT – IV (15 weeks-1 hour/week)

Easterine Kire, *Sky is My Father: A Naga Village Remembered*, Speaking Tiger, 2018.

Suggested Readings:

1. Sinha, Mrinalini. 'A Global Perspective on Gender: What's South Asia Got to Do with It?', *South Asian Feminisms: Contemporary Interventions*. ed. Ania Loomba and Ritty A. Lukose, Durham and London: Duke University Press, 2012. pp 356-374
2. Ratnasinha, Ruvani. 'Writing and reading Sri Lanka: Shifting politics of cultural translation, consumption, and the implied reader,' *Journal of Commonwealth Literature*. Vol. 48, 2013. pp 27-39
3. Pun, Min. 'The Canons of Nepali Fiction in English,' *Tribhuvan University Journal*. vol 31, no. 1 and 2, June/December, 2017. pp 63-74
4. Kamla Bhasin. *Understanding Gender*. New Delhi: Kali for Women. 2000.
5. Tilottoma Misra, "Introduction" from *The Oxford Anthology of Writings from North-East India: Poetry and essays*. India, Oxford University Press, 2011.

AB

DISCIPLINE SPECIFIC ELECTIVE COURSE— (DSE-16): Twentieth Century European Fiction

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-16 Twentieth Century European Fiction	4	3	1	0	Passed Class XII	NIL	English

This paper is aligned with Sustainability Development Goals 2030: #5 – Gender Equality, , 10 – Reduced Inequality and #16 – Peace, Justice and Strong Institutions

Learning Objectives

- To introduce students to key literary movements of 20th century European fiction—such as modernism, existentialism, and postmodernism—through texts that exemplify diverse narrative styles and thematic concerns.
- To develop critical reading and analytical skills by interpreting literary texts, exploring narrative techniques, and engaging with key discussions on authorship, identity, and historical context in 20th-century European fiction.

Learning Outcomes

At the end of this course:

- Students will develop an understanding of European literary imaginings by exploring key themes, styles, and movements in 20th-century fiction.
- Students will enhance their analytical skills by engaging with the specific narrative techniques and cultural contexts of European writings.

SYLLABUS OF DSE-16

UNIT – I (15 weeks-1 hour/week)

Italo Calvino: *If on a Winter's Night a Traveller* (1979)

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UNIT – II (15 weeks-1 hour/week)

Franz Kafka: *Metamorphosis* (1915)

Isaac Babel: "The Story of My Dovecote"

UNIT – III (15 weeks-1 hour/week)

Camus, Albert. *The Stranger* (1961)

Natalia Ginzburg. "The Mother"

UNIT – IV (15 weeks-1 hour/week)

Jose Saramago. *Blindness*. Vintage Classics, 2013.

Suggested Readings:

1. Calvino, Italo, et al. *Italo Calvino: A Journey Toward Postmodernism*. United States: University Press of Florida, 1999.
2. Blanchot, Maurice. 'Reading Kafka', *The Work of Fire*. trans. Charlotte Mendel, California: Stanford University Press, 1995. pp 1-11
3. Kundera, Milan. 'The Depreciated Legacy of Cervantes', *The Art of the Novel*. trans. David Belos, UK: Penguin, 2004. pp 3-20
4. Judt, Tony. 'The past is another country: myth and memory in post-war Europe', *Memory and Power in Post-War Europe: Studies in the Presence of the Past*. United Kingdom: Cambridge University Press, 2002. pp 157-183
5. Bauman, Zygmunt. 'Dream of Purity', *Postmodernity and Its Discontents*. United Kingdom: NYU Press, 1997.
6. Dubravka Ugrešić: "The Writer in Exile"
https://cudzoziemki.weebly.com/uploads/2/6/3/4/26347577/dubravka_ugresic_writer_in_exile.pdf

AS

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-17) INDIA AND THE WORLD

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-17 India and the World	4	3	1	0	Passed Class XII	NIL	English

This paper is aligned with Sustainability Development Goals 2030: #17 International collaboration and partnership

Learning Objectives

- To examine the impact of Indian heritage, literary traditions, and artistic styles on global narratives and cultures.
- To explore connections between India's cultural heritage and transnational influences, thereby enhancing understanding of India's role in the international arts and literature.

Learning Outcomes

By the end of the course students will be able to:

- have a substantial understanding and a nuanced appreciation of the interconnectedness of cultures and India's pivotal role in enriching the world's literary and cultural fabric.
- learn in detail about India's literary and cultural heritage and its intellectual connections across centuries.

SYLLABUS OF DSE-17

Unit 1: (15 Weeks- 1 hour/week)

Charles Wilkin. *The Bhāgvat-gēētā: Or, Dialogues of Krēṣhṇā and Ārjōṇ; in Eighteen Lectures with Notes*. United Kingdom, C. Nourse, 1785.

Unit 2: (15 weeks-1 hour/week)

William Jones: "The Third Anniversary Discourse" (delivered 2 February 1786, by the President at the Asiatic Society of Bengal).

Edwin Arnold: *The Light of Asia or The Great Renunciation* (1879), Zinc Read, 2023.

Unit 3: (15 weeks-1 hour/week)

Swami Vivekanand: "Address at the Parliament of Religions" (1893) (From *Penguin Swami Vivekanand Reader*, edited by Makarand Paranjape, Penguin 2004)

Rabindranath Tagore: *Greater India*, (1921), Rupa Publications, 2003.

"Vishva Sahitya" (From *Rabindranath Tagore in the 21st Century Theoretical Renewals*, Springer 2015)

Unit 4: (15 weeks-1 hour/week)

Meena Alexander: "Water Crossing", "Acqua Alta", "Crossing the Indian Ocean"

Sugata Bose: "Expatriate Patriots: Anticolonial Imagination and Action", "A Different Universalism? Oceanic Voyages of Poet as Pilgrim", *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*, Harvard University Press, 2006.

Suggested Readings:

Michael J. Franklin. 'Orientalist Jones': *Sir William Jones, Poet, Lawyer, and Linguist, 1746- 1794*, Oxford University Press, 2011.

Claude Markovits. *India and the World: A History of Connections*, C. 1750-2000, Cambridge University Press, 2021.

Edward A. Alpers. *The Indian Ocean in World History*. Oxford University Press, 2014.

Martín Gurvich. *Living Traditions in Indian Art. Museum of Sacred Art*, 2010.

Supriya Choudhri, "Singular Universals: Rabindranath Tagore on World Literature and Literature in the World", S. Datta and S. Dasgupta (eds.) *Tagore: The World as His Nest*, Jadavpur University Press, 2016.

AB

Common Pool of Generic Elective (GE) Courses for ODD Semesters

NOTE: The Generic Electives for the ODD SEMESTERS will also run for Semester VII students.



Department of English

COURSES OFFERED BY DEPARTMENT OF ENGLISH

SEMESTER VIII

DISCIPLINE SPECIFIC CORE COURSE- (DSC-20): Postcolonial Literature

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibilit y criteria	Pre-requ isite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSC-20 Postcolonial Literature	4	3	1	0	Passed Class XII	NIL	English

This paper is aligned with Sustainability Development Goals 2030: #5 – Gender Equality, 10 – Reduced Inequality and #16 – Peace, Justice and Strong Institutions

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with a foundational understanding of the continuing danger of pressures of colonization and of the need to resist these through a study of post-coloniality.
- To open up a sense of pan-national resistance through a study of emergent literatures in English from a range of former colonies and their shared experience of dispossession.

Learning outcomes

By studying this course

- Students will be able to instill a basic sense of how postcolonialism signals new affiliations among emergent nation-states by reflecting upon the erasure of ancient, connected histories erased through colonialism.
- Students will develop an understanding of how both colonialism and postcolonialism are transitional categories of thought that shape our contemporary world in ways that are still nascent.

SYLLABUS OF DSC-20

UNIT – I (15 weeks-1 hour/week)

Chinua Achebe: *Things Fall Apart*. Penguin. 1994.

UNIT – II (15 weeks-1 hour/week)

Bessie Head. “The Collector of Treasures”, *The Collector of Treasures and Other Botswana Village Tales*. Spain: Longman Publishing Group, 1992.

Ama Ata Aidoo. “The Girl Who Can”, *The Girl Who Can and Other Stories*. UK: Pearson Education, 2002.

Grace Ogot. “The Green Leaves”, *Land without Thunder*. Kenya: East African Publishing House, 1968.

UNIT – III (15 weeks-1 hour/week)

Adil Jussawalla: (i) “Colour Problems in the Family” (ii) “The Man and the Poet”

Derek Walcott: (i) “A Far Cry from Africa” (ii) “Names”

Mamang Dai: (i) “Small Towns and the River” (ii) “The Voice of the Mountain”

Unit IV (15 Weeks 1hour/week)

Amitav Ghosh. *Sea of Poppies*. Penguin India. 2011.

Suggested readings:

1. Fanon, Franz. “The Negro and Language”, *Black Skin, White Masks*. tr. Charles Lam Markmann, London: Pluto Press, 2008. pp 8–27
2. Thiong'o, Ngugi wa. “The Language of African Literature”, *Decolonising the Mind*. London: James Curry, 1986. sections 4–6.
3. Marquez, Gabriel Garcia. “The Nobel Prize Acceptance Speech”, *Gabriel Garcia Marquez: New Readings*. ed. Bernard McGuirk and Richard Cardwell, Cambridge: Cambridge University Press, 1987.

4. Said, Edward. "Introduction", "The Scope of Orientalism",
Orientalism. Harmondsworth: Penguin, 1978.
5. Young, Robert. "Colonialism and the Politics of Postcolonial Critique",
Postcolonialism: An Historical Introduction. Blackwell Publishing, 2001. pp 1-11

Common Pool of Discipline Specific Elective (DSE) Courses for Semester VIII

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-18) TRAVEL WRITINGS

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-18 Travel Writings	4	3	1	0	Passed Class XII	NIL	English

This paper is aligned with Sustainability Development Goals 2030: #13 Climate Action

Learning Objectives:

- To introduce students to travel writing, its historical development, key characteristics, and diverse forms
- To develop critical reading and analytical skills by evaluating travel narratives, their rhetorical strategies, and their cultural, historical and literary significance.

Learning Outcomes:

At the end of this course

- Students will be able to analyze the conventions of travel writing, examining how they shape perceptions of place, culture, and identity and histories.
- Students will critically engage with travel writing's ethical implications, its role in cultural representation, and its broader literary and social impact.



SYLLABUS OF DSE-18

UNIT – I (15 weeks-1 hour/week)

Vikram Seth: *From Heaven Lake: Travels through Sinkiang and Tibet*. Penguin Books. 2016.

UNIT – II (15 weeks-1 hour/week)

Paul Theroux. *The Great Railway Bazaar*. Penguin UK. 2008.

UNIT – III (15 weeks-1 hour/week)

Ved Mehta: *Walking the Indian Streets*. Legare Street Press. 2022.

UNIT – IV (15 weeks-1 hour/week)

Eric Newby. *Slowly Down the Ganges*. United Kingdom, HarperCollins Publishers Limited, 2011.

Suggested Readings:

1. Susan Bassnett. "Travel Writing and Gender", *Cambridge Companion to Travel Writing*. ed. Peter Hulme and Tim Young, Cambridge: CUP, 2002. pp 225-241
2. Tabish Khair. "An Interview with William Dalrymple and Pankaj Mishra", *Postcolonial Travel Writings: Critical Explorations*. ed. Justin D Edwards and Rune Graulund, New York: Palgrave Macmillan, 2011. pp 173-184
3. Casey Balton. "Narrating Self and Other: A Historical View", *Travel Writing: The Self and The Other*. Routledge, 2012. pp 1-29
4. Sachidananda Mohanty. "Introduction: Beyond the Imperial Eyes", *Travel Writing and Empire*. New Delhi: Katha, 2004. pp ix –xx.

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-19) GENRE FICTION

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-19 Genre Fiction	4	3	1	0	Passed Class XII	NIL	English

This paper is aligned with Sustainability Development Goals 2030: #13 Climate Action, # 5 Gender Equality

Learning Objectives

- To introduce students to genre fiction, its defining characteristics, conventions, and subgenres, so that they develop an understanding of the depth of cultural conversation.
- To develop critical reading and analytical skills by examining how genre influences narrative structure, character development, and thematic concerns.

Learning Outcomes

At the end of this course:

- Students will be able to analyze the key conventions of different genres, understanding how they shape reader expectations and literary interpretation, and also develop an understanding of the complexity of popular culture.
- Students will critically engage with genre fiction's cultural significance, its relation to literary trends, and its engagement with historical and cultural representations.

SYLLABUS OF DSE-19

UNIT – I (15 weeks-1 hour/week)

Arthur Conan Doyle: *The Sign of Four*. Penguin UK. 2014.

UNIT – II (15 weeks-1 hour/week)

Kashigo Ishiguro: *Never Let Me Go*. Thorndike. 2005.

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UNIT – III (15 weeks-1 hour/week)

Rajat Chaudhuri. *The Butterfly Effect*. India, Niyogi Books, 2018.

Unit IV (15 Weeks – 1 Hour/week)

Margaret Atwood. *The Year of the Flood* (2009)

Suggested readings:

1. H. Thomas Milhorn: *Writing Genre Fiction: A Guide to the Craft* (2006)
2. Beth Driscoll, Kim Wilkins, Lisa Fletcher: *Genre Worlds: Popular Fiction and Twenty-First-Century* (2022)
3. Joyce G. Saricks: *The Readers' Advisory Guide to Genre Fiction* (2009)
4. Jeremy Rosen: 'Literary Fiction and the Genres of Genre Fiction' Posted 8th July, 2018.

<https://post45.org /2018/08/literar y-fiction-and-the-genres-of-genre-fiction/>

AB

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-20) AFRICAN LITERATURE

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-20 African Literature	4	3	1	0	Passed Class XII	NIL	English

Learning Objectives

- To introduce students to African literature's diverse forms, styles, and thematic concerns through a range of texts based on ideas of indigeneity, folk lore, and orality.
- To develop students' critical and analytical skills for interpreting African literary texts within historical, cultural, and postcolonial contexts that demonstrate the retrieval of lost histories and traditions.

Learning Outcomes

By the end of this course

- Students will be able analyze key themes, motifs, and literary techniques in African literature, exploring its engagement with identity, colonialism, and social change.
- Students will become aware of histories of cultural erasure and political misrepresentation that shape African literary texts, using textual evidence and critical perspectives to support their arguments.

SYLLABUS OF DSE-20

UNIT – I (15 weeks-1 hour/week)

Nwapa Flora: *Efuru*. Bloomsbury. 2023.

UNIT – II (15 weeks-1 hour/week)

Wole Soyinka. "A Dance of the Forests", *Collected Plays: Vol 1*. OUP, 1997.

HS

UNIT – III (15 weeks-1 hour/week)

Nadine Gordimer. "Jump", *Jump and Other Stories*, UK: Bloomsbury Publishing, 2012.

Gabriel Okara. "Once upon a time", *Collected Poems African Poetry Book Series*. ed. Brenda Marie Osbey, University of Nebraska Press 2016.

Otok P Bitek. "Song of Lawino", *Anthology of African Literature*. ed. Anthonia C. Kalu, New Delhi: Viva Books, 2012. pp 739-51

Unit IV (15 weeks-1 hour/week)

Mandela, Nelson. 'Part 4: The Struggle is My Life' and 'Part 7: Riviona', "The Birth of a Freedom Fighter," *Long Walk to Freedom*. London: Abacus, 1995. pp 153-64 and pp 319-22

Nelson Mandela. "Zenani and Zindzi Mandela (23.06.69)," "To Nolasapho Irene Mkwazi (29.09.69)" and "To K. D Matanzima (19.05.86)" From *Prison Letters: Nelson Mandela*, edited by Sahr Venter, Liveright, 2019.

Suggested Readings:

1. Mphahlele, Ezekiel and Es'kia Mphahlele. 'The African Personality' and 'What Price Negritude?', *The African Image*. NY: Praeger, 1962. pp 19-24 and 31-39
2. Achebe, Chinua. 'The African Writer and the English Language', *Morning yet on Creation Day*. London: Heinemann, 1975.
3. Adichie, Chimamanda. *We Should All Be Feminists*. New York: Vintage, 2014.

AS

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-21) INTRODUCTION TO DIGITAL HUMANITIES

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-21 Introduction to Digital Humanities	4	3	0	1	Passed Class XII	NIL	English

This paper is aligned with Sustainability Development Goals 2030: #8 Decent Work and Economic Growth, # 10 – Reduced Inequality and #16 – Peace, Justice and Strong Institutions

Learning Objectives

The course aims at;

1. Developing familiarity with theoretical and applied aspects of Digital Humanities.
2. Enhancing competence in digital research practices.

Learning Outcomes

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

1. Understand the diverse approaches to digital humanities critically and apply their knowledge of digital tools and methods.
2. Prepare digital portfolios and develop research projects by utilizing available digital tools and resources.

SYLLABUS OF DSE-21

Unit I: Introducing Digital Humanities (15 weeks-1 hour/week)

1. Overview of the field of Digital Humanities: Definitions; origin, growth and development; approaches to digital humanities.
2. Key concepts in Digital Humanities: Digitisation, Archiving, Metadata, Platformization, Blogging, Electronics Literature, Digital Storytelling, Digital Pedagogy.

3. Digital Humanities and English Studies in India.

Unit II: Digital Humanities and Literary Studies (15 weeks-1 hour/week)

4. Mathew G. Kirschenbaum, "What is Digital Humanities and What's it Doing in English Departments?" *ADE Bulletin*, No. 150, 2010.

5. Franco Moretti, "Network Theory and Plot Analysis," from, *Distant Reading*, Verso, 2013.

6. Marilyn Deegan, "English Research Methods and the Digital Humanities," in Gabrielle Griffin, ed. *Research Methods in English Studies*, Edinburgh University Press, 2013.

Unit III: E Literature (15 weeks-1 hour/week)

7. Shelley Jackson *Patchwork Girl, Or, A Modern Monster: A Graveyard, a Journal, a Quilt, a Story & Broken Accents*. United States, Eastgate Systems, 2014.

Unit IV: Application: Projects and Practical Work (15 weeks-1 hour/week)

8. Creation of digital archives of Indian cultural heritage

9. Text Analysis of Indian knowledge Texts

10. Storytelling with digital tools

Suggested Readings:

Johanna Drucker. *The Digital Humanities Coursebook: An Introduction to Digital Methods for Research and Scholarship*. Abingdon & New York: Routledge, 2021.

Eileen Gardiner and Ronald G Musto. *The Digital Humanities: A Primer for Students and Scholars*. New York: Cambridge University Press, 2015.

Adam Hammond. *Literature in the Digital Age: An Introduction*. Cambridge University Press; 2016.

Nidhi Kalra and Maya Dodd. *Exploring Digital Humanities in India: Pedagogies, Practices, and Institutional Possibilities*. Delhi: Routledge India, 2020.

Roy Rosenzweig and Dan Cohen. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Pennsylvania: University of Pennsylvania Press, 2005.

Jeffrey Schnapp. *Digital Humanities*. Cambridge: MIT Press, 2021

Clair Warwick, Melissa Terras, and Julianne Nyhan, eds. *Digital humanities in practice*. Facet Publishing, 2012

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