

**DEPARTMENT OF ENGLISH**  
**UNIVERSITY OF DELHI**  
**DELHI - 110007**



**Structure of BA Honours English**  
**English for BA/ BCom/BSc Programme**  
**and**  
**English for BA(H)/BCom(H)/BSc (H)**  
**under Choice Based Credit System (CBCS)**

*Syllabus applicable for students seeking admission to the*

*BA Honours English, BA/BCom/BSc Programme and  
BA(H)/BCom(H)/BSc(H) and under CBCS  
in the academic year 2015-18*

## Structure of B. A. Honours English under CBCS

### Core Course

Paper Titles	Page No
<b>Sem I</b>	
1. Indian Classical Literature	- 4
2. European Classical Literature	- 4
<b>Sem II</b>	
3. Indian Writing in English	- 5
4. British Poetry and Drama: 14th to 17th Centuries	- 6
<b>Sem III</b>	
5. American Literature	- 7
6. Popular Literature	- 8
7. British Poetry and Drama: 17th and 18th Centuries	- 8
<b>Sem IV</b>	
8. British Literature: 18th Century	- 9
9. British Romantic Literature	- 10
10. British Literature: 19th Century	- 11
<b>Sem V</b>	
11. Women's Writing	- 11
12. British Literature: The Early 20th Century	- 12
<b>Sem VI</b>	
13. Modern European Drama	- 13
14. Postcolonial Literatures	- 14

### Discipline Centric Elective (Any four)

Papers 1-6 will be offered in the 5th semester and Papers 7-13 will be offered in the 6th semester. Students will choose 2 in each semester from at least 4 to be offered by each college.

### Paper Titles

1. Modern Indian Writing in English Translation	- 15
2. Literature of the Indian Diaspora	- 16
3. British Literature: Post World War II	- 16
4. Nineteenth Century European Realism	- 17
5. Literary Criticism	- 18
6. Science fiction and Detective Literature	- 18
7. Literature and Cinema	- 19
8. World Literatures	- 20
9. Literary Theory	- 21
10. Partition Literature	- 22
11. Research Methodology	- 23
12. Travel writing	- 24
13. Autobiography	- 25

**Generic Elective (Any four)****Paper Titles**

1. Academic Writing and Composition	-	26
2. Media and Communication Skills	-	26
3. Text and Performance	-	28
4. Language and Linguistics	-	30
5. Contemporary India: Women and Empowerment	-	31
6. Language, Literature and Culture	-	32
7. Readings on Indian Diversities and Literary Movements*	-	34

\*This course has been added instead of Gender and Human Rights

**Ability Enhancement Course (Compulsory)****Paper Titles**

1. English/MIL Communication	-	35
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**Skill Enhancement Course (Any two)****Paper Titles**

1. English Language Teaching	-	37
2. Soft Skills	-	37
3. Translation Studies	-	38
4. Creative Writing	-	39
5. Business Communication	-	39
6. Technical Writing	-	40

## Detailed Syllabi

### I. B. A. Honours English under CBCS

#### Core Course

#### Paper 1: Indian Classical Literature

1. Kalidasa *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
2. Vyasa 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.
3. Sudraka *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).
4. Ilango Adigal 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

#### Suggested Topics and Background Prose Readings for Class Presentations Topics

The Indian Epic Tradition: Themes and Recensions  
 Classical Indian Drama: Theory and Practice  
 Alankara and Rasa  
 Dharma and the Heroic

#### Readings

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

#### Paper 2: European Classical Literature

1. Homer *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985).
2. Sophocles *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).
3. Plautus *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).

- Ovid *Selections from Metamorphoses* ‘Bacchus’, (Book III), ‘Pyramus and Thisbe’ (Book IV), ‘Philomela’ (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).  
Horace Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

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

#### **Readings**

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

### **Paper 3: Indian Writing in English**

- R.K. Narayan: *Swami and Friends*
- Anita Desai: *In Custody*
- H.L.V. Derozio: ‘Freedom to the Slave’  
‘The Orphan Girl’  
Kamala Das: ‘An Introduction’  
‘My Grandmother’s House’  
Nissim Ezekiel: ‘Enterprise’  
‘The Night of the Scorpion’  
Robin S. Ngangom: ‘The Strange Affair of Robin S. Ngangom’  
‘A Poem for Mother’
- Mulk Raj Anand: ‘Two Lady Rams’  
Salman Rushdie: ‘The Free Radio’  
Rohinton Mistry: ‘Swimming Lessons’  
Shashi Deshpande: ‘The Intrusion’

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

Indian English  
Indian English Literature and its Readership

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

### Readings

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

### Paper 4: British Poetry and Drama: 14th to 17th Centuries

1. Geoffrey Chaucer: *The Wife of Bath’s Prologue*  
 Edmund Spenser Selections from *Amoretti*:  
 Sonnet LXVII ‘Like as a huntsman...’  
 Sonnet LVII ‘Sweet warrior...’  
 Sonnet LXXV ‘One day I wrote her name...’  
 John Donne: ‘The Sunne Rising’  
 ‘Batter My Heart’  
 ‘A Valediction: ‘Forbidding Mourning’
2. Christopher Marlowe: *Doctor Faustus*
3. William Shakespeare: *Macbeth*
4. William Shakespeare: *Twelfth Night*

### Suggested Topics and Background Prose Readings for Class Presentations Topics

Renaissance Humanism  
 The Stage, Court and City  
 Religious and Political Thought  
 Ideas of Love and Marriage  
 The Writer in Society

### Readings

1. Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
2. John Calvin, ‘Predestination and Free Will’, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.

3. Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
4. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

### **Paper 5: American Literature**

1. Tennessee Williams: *The Glass Menagerie*
2. Toni Morrison *Beloved*
3. Edgar Allan Poe 'The Purloined Letter'  
F. Scott Fitzgerald 'The Crack-up'  
William Faulkner 'Dry September'
4. Anne Bradstreet 'The Prologue'  
Walt Whitman Selections from *Leaves of Grass*:  
'O Captain, My Captain'  
'Passage to India' (lines 1–68)  
Alexie Sherman Alexie 'Crow Testament'  
'Evolution'

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

The American Dream  
Social Realism and the American Novel  
Folklore and the American Novel  
Black Women's Writings  
Questions of Form in American Poetry

#### **Readings**

1. Hector St John Crèvecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
4. Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

## Paper 6: Popular Literature

1. Lewis Carroll *Through the Looking Glass*
2. Agatha Christie *The Murder of Roger Ackroyd*
3. Shyam Selvadurai *Funny Boy*
4. Durgabai Vyam and Subhash Vyam *Bhimayana: Experiences of Untouchability/ Autobiographical Notes on Ambedkar* (For the Visually Challenged students)

### Suggested Topics and Background Prose Readings for Class Presentations Topics

Coming of Age  
The Canonical and the Popular  
Caste, Gender and Identity  
Ethics and Education in Children's Literature  
Sense and Nonsense  
The Graphic Novel

### Readings

1. Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.
2. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
3. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
4. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.

## Paper 7: British Poetry and Drama: 17th and 18th Centuries

1. John Milton *Paradise Lost: Book 1*
2. John Webster *The Duchess of Malfi*
3. Aphra Behn *The Rover*
4. Alexander Pope *The Rape of the Lock*

### Suggested Topics and Background Prose Readings for Class Presentations Topics

Religious and Secular Thought in the 17th Century  
The Stage, the State and the Market  
The Mock-epic and Satire  
Women in the 17th Century  
The Comedy of Manners



## Readings

1. The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
4. John Dryden, ‘A Discourse Concerning the Origin and Progress of Satire’, in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

## Paper 8: British Literature: 18th Century

1. William Congreve *The Way of the World*
2. Jonathan Swift *Gulliver’s Travels* (Books III and IV)
3. Samuel Johnson ‘London’  
Thomas Gray ‘Elegy Written in a Country Churchyard’
4. Laurence Sterne *The Life and Opinions of Tristram Shandy, Gentleman*

## Suggested Topics and Background Prose Readings for Class Presentations Topics

The Enlightenment and Neoclassicism  
 Restoration Comedy  
 The Country and the City  
 The Novel and the Periodical Press

## Readings

1. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
2. Daniel Defoe, ‘The Complete English Tradesman’ (Letter XXII), ‘The Great Law of Subordination Considered’ (Letter IV), and ‘The Complete English Gentleman’, in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
3. Samuel Johnson, ‘Essay 156’, in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; ‘Pope’s Intellectual Character: Pope and Dryden Compared’, from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

## Paper 9: British Romantic Literature

1. William Blake 'The Lamb',  
 'The Chimney Sweeper' (from *Songs of Innocence* and *of Songs of Experience*)  
 'The Tyger' (*Songs of Experience*)  
 'Introduction' to *Songs of Innocence*  
 Robert Burns 'A Bard's Epitaph'  
 'Scots Wha Hae'
2. William Wordsworth 'Tintern Abbey'  
 'Ode: Intimations of Immortality'  
 Samuel Taylor Coleridge 'Kubla Khan'  
 'Dejection: An Ode'
3. Lord George Gordon  
 Noel Byron 'Childe Harold': canto III, verses 36–45  
 (lines 316–405); canto IV, verses 178–86  
 (lines 1594–674)  
 Percy Bysshe Shelley 'Ode to the West Wind'  
 'Ozymandias'  
 'Hymn to Intellectual Beauty'  
 John Keats 'Ode to a Nightingale'  
 'To Autumn'  
 'On First Looking into Chapman's Homer'
4. Mary Shelley *Frankenstein*

## Suggested Topics and Background Prose Readings for Class Presentations

### Topics

Reason and Imagination  
 Conceptions of Nature  
 Literature and Revolution  
 The Gothic  
 The Romantic Lyric

### 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. 766–68, 777–8.
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).  
 □. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

## Paper 10: British Literature: 19th Century

1. Jane Austen *Pride and Prejudice*
2. Charlotte Bronte *Jane Eyre*
3. Charles Dickens *Hard Times*
4. Alfred Tennyson 'The Lady of Shalott'  
'Ulysses'  
'The Defence of Lucknow'  
Robert Browning 'My Last Duchess'  
'The Last Ride Together'  
'Fra Lippo Lippi'  
Christina Rossetti 'The Goblin Market'

## Suggested Topics and Background Prose Readings for Class Presentations Topics

Utilitarianism  
The 19th Century Novel  
Marriage and Sexuality  
The Writer and Society  
Faith and Doubt  
The Dramatic Monologue

## Readings

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: Norton, 2006) pp. 1545–9.
3. John Stuart Mill, *The Subjection of Women in Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

## Paper 11: Women's Writing

1. Emily Dickinson 'I cannot live with you'  
'I'm wife; I've finished that'  
Sylvia Plath 'Daddy'  
'Lady Lazarus'  
Eunice De Souza 'Advice to Women'  
'Bequest'
2. Alice Walker *The Color Purple*

3. Charlotte Perkins Gilman 'The Yellow Wallpaper'  
Katherine Mansfield 'Bliss'  
Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
4. Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.  
Pandita Ramabai 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.  
Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 192–202

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

The Confessional Mode in Women's Writing  
Sexual Politics  
Race, Caste and Gender  
Social Reform and Women's Rights

#### **Readings**

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

### **Paper 12: British Literature: The Early 20th Century**

1. Joseph Conrad *Heart of Darkness*
2. D.H. Lawrence *Sons and Lovers*
3. Virginia Woolf *Mrs Dalloway*
4. W.B. Yeats 'Leda and the Swan'  
'The Second Coming'  
'No Second Troy'  
'Sailing to Byzantium'  
T.S. Eliot 'The Love Song of J. Alfred Prufrock'  
'Sweeney among the Nightingales'  
'The Hollow Men'

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

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

### **Readings**

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

## **Paper 13: Modern European Drama**

1. Henrik Ibsen *Ghosts*
2. Bertolt Brecht *The Good Woman of Szechuan*
3. Samuel Beckett *Waiting for Godot*
4. Eugene Ionesco *Rhinoceros*

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

Politics, Social Change and the Stage  
 Text and Performance  
 European Drama: Realism and Beyond  
 Tragedy and Heroism in Modern European Drama  
 The Theatre of the Absurd

### **Readings**

1. Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

## Paper 14: Postcolonial Literatures

1. Chinua Achebe *Things Fall Apart*
2. Gabriel Garcia Marquez *Chronicle of a Death Foretold*
3. Bessie Head 'The Collector of Treasures'  
Ama Ata Aidoo 'The Girl who can'  
Grace Ogot 'The Green Leaves'
4. Pablo Neruda 'Tonight I can write the saddest Lines'  
'The Way Spain Was'  
Derek Walcott 'A Far Cry from Africa'  
'Names'  
David Malouf 'Revolving Days'  
'Wild Lemons'  
Mamang Dai 'Small Towns and the River'  
'The Voice of the Mountain'

## Suggested Topics and Background Prose Readings for Class Presentations Topics

De-colonization, Globalization and Literature  
Literature and Identity Politics  
Writing for the New World Audience  
Region, Race, and Gender  
Postcolonial Literatures and Questions of Form

## Readings

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngũgĩ wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

## II. Discipline Centric Elective (Any Four)

### Detailed Syllabi

#### Paper 1: Modern Indian Writing in English Translation

1. Premchand 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).  
Ismat Chughtai 'The Quilt', in *Lifting the Veil: Selected Writings of Ismat Chughtai*, tr. M. Assaduddin (New Delhi: Penguin Books, 2009).  
Gurdial Singh 'A Season of No Return', in *Earthy Tones*, tr. Rana Nayar (Delhi: Fiction House, 2002).  
Fakir Mohan Senapati 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).
2. Rabindranath Tagore 'Light, Oh Where is the Light?' and 'When My Play was with thee', in *Gitanjali: A New Translation with an Introduction* by William Radice (New Delhi: Penguin India, 2011).  
G.M. Muktibodh 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*, ed. Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).  
Amrita Pritam 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992).  
Thangjam Ibopishak Singh 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans', tr. Robin S. Ngangom, in *The Anthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).
3. Dharamveer Bharati *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).
4. G. Kalyan Rao *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient Blackswan, 2010)

#### Suggested Topics and Background Prose Readings for Class Presentations

##### Topics

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

##### Readings

1. Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).

2. B.R. Ambedkar, *Annihilation of Caste* in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
3. Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.
4. G.N. Devy, 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient Blackswan, 2009) pp. 1–5.

## Paper 2: Literature of the Indian Diaspora

1. M. G. Vassanji *The Book of Secrets* (Penguin, India)
2. Rohinton Mistry *A Fine Balance* ( Alfred A Knopf)
3. Meera Syal *Anita and Me* (Harper Collins)
4. Jhumpa Lahiri *The Namesake* (Houghton Mifflin Harcourt)

## Suggested Topics and Background Prose Readings for Class Presentations

### Topics

The Diaspora  
Nostalgia  
New Medium  
Alienation

### Reading

1. "Introduction: The diasporic imaginary" in Mishra, V. (2008). *Literature of the Indian diaspora*. London: Routledge
2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
3. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

## Paper 3: British Literature: Post World War II

1. John Fowles *The French Lieutenant's Woman*
2. Jeanette Winterson *Sexing the Cherry*
3. Hanif Kureishi *My Beautiful Laundrette*
4. Phillip Larkin 'Whitsun Weddings'  
'Church Going'  
Ted Hughes 'Hawk Roosting'  
'Crow's Fall'  
Seamus Heaney 'Digging'  
'Casualty'  
Carol Anne Duffy 'Text'  
'Stealing'



## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

Postmodernism in British Literature  
 Britishness after 1960s  
 Intertextuality and Experimentation  
 Literature and Counterculture

### **Readings**

1. Alan Sinfield, 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain* (Berkeley and Los Angeles: University of California Press, 1989) pp. 23–38.
2. Seamus Heaney, 'The Redress of Poetry', in *The Redress of Poetry* (London: Faber, 1995) pp. 1–16.
3. Patricia Waugh, 'Culture and Change: 1960-1990', in *The Harvest of The Sixties: English Literature And Its Background, 1960-1990* (Oxford: OUP, 1997).

## **Paper 4: Nineteenth Century European Realism**

1. Ivan Turgenev *Fathers and Sons*, tr. Peter Carson (London: Penguin, 2009).
2. Fyodor Dostoyvesky *Crime and Punishment*, tr. Jessie Coulson (London: Norton, 1989).
3. Honore de Balzac *Old Goriot*, tr. M.A. Crawford (London: Penguin, 2003).
4. Gustave Flaubert *Madame Bovary*, tr. Geoffrey Wall (London: Penguin, 2002).

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

History, Realism and the Novel Form  
 Ethics and the Novel  
 The Novel and its Readership in the 19th Century  
 Politics and the Russian Novel: Slavophiles and Westernizers

### **Readings**

1. Leo Tolstoy, 'Man as a creature of history in *War and Peace*', ed. Richard Ellmann et. al., *The Modern Tradition*, (Oxford: OUP, 1965) pp. 246–54.
2. Honore de Balzac, 'Society as Historical Organism', from Preface to *The Human Comedy*, in *The Modern Tradition*, ed. Ellmann et. al (Oxford: OUP, 1965) pp. 265–67.
3. Gustav Flaubert, 'Heroic honesty', Letter on *Madame Bovary*, in *The Modern Tradition*, ed. Richard Ellmann et. al. (Oxford: OUP, 1965) pp. 242–3.
4. George Lukacs, 'Balzac and Stendhal', in *Studies in European Realism* (London, Merlin Press, 1972) pp. 65–85.

## Paper 5: Literary Criticism

1. William Wordsworth: Preface to *Lyrical Ballads* (1802)  
S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV
2. Virginia Woolf: “Modern Fiction”  
T.S. Eliot: “Tradition and the Individual Talent” 1919  
“The Function of Criticism” 1920
3. I.A. Richards: *Principles of Literary Criticism* Chapters 1,2 and 34.  
London 1924 and *Practical Criticism*. London, 1929
4. Cleanth Brooks: “The Heresy of Paraphrase”, and “The Language of Paradox” in *The Well-Wrought Urn: Studies in the Structure of Poetry* (1947)  
Maggie Humm: *Practising Feminist Criticism: An Introduction*. London 1995

## Suggested Topics and Background Prose Readings for Class Presentations Topics

Summarising and Critiquing  
Point of View  
Reading and Interpreting  
Media Criticism  
Plot and Setting  
Citing from Critics’ Interpretations

## Suggested Readings

1. C.S. Lewis: Introduction in *An Experiment in Criticism*, Cambridge University Press 1992
2. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971
3. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University 1963
4. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996

## Paper 6: Science Fiction and Detective Literature

1. Wilkie Collins *The Woman in White*
2. Arthur Conan Doyle *The Hound of the Baskervilles*
3. Raymond Chandler *The Big Sleep*
4. H.R.F. Keating *Inspector Ghote Goes by Train*

## Suggested Topics and Readings for Class Presentation Topics

Crime across the Media  
Constructions of Criminal Identity  
Cultural Stereotypes in Crime Fiction

Crime Fiction and Cultural Nostalgia  
 Crime Fiction and Ethics  
 Crime and Censorship

### Readings

1. J. Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945.
2. George Orwell, *Raffles and Miss Blandish*, available at: <[www.george-orwell.org/Raffles\\_and\\_Miss\\_Blandish/0.html](http://www.george-orwell.org/Raffles_and_Miss_Blandish/0.html)>
3. W.H. Auden, *The Guilty Vicarage*, available at: <[harpers.org/archive/1948/05/the-guilty-vicarage/](http://harpers.org/archive/1948/05/the-guilty-vicarage/)>
4. Raymond Chandler, 'The Simple Art of Murder', *Atlantic Monthly*, Dec. 1944, available at: <<http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html>>

### Paper 7: Literature and Cinema

1. James Monaco, 'The language of film: signs and syntax', in *How To Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) chap. 3, pp. 170–249.
2. William Shakespeare, *Romeo and Juliet*, and its adaptations: *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox).
3. Bapsi Sidhwa, *Ice Candy Man* and its adaptation *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.); and Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).
4. Ian Fleming, *From Russia with Love*, and its adaptation: *From Russia with Love* (1963; dir. Terence Young, Eon Productions).

### Suggested Topics and Background Prose Readings for Class Presentations

#### Topics

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

### Readings

1. Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).
2. Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.

3. Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.
4. Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).

**Other films that may be used for class presentations:**

1. William Shakespeare, *Comedy of Errors*, *Macbeth*, and *Othello* and their adaptations: *Angeer* (dir. Gulzar, 1982), *Maqbool* (dir. Vishal Bhardwaj, 2003), *Omkaara* (dir. Vishal Bhardwaj, 2006) respectively.
2. Jane Austen, *Pride and Prejudice* and its adaptations: BBC TV mini-series (1995), Joe Wright (2005) and Gurinder Chadha's *Bride and Prejudice* (2004).
3. *Rudaali* (dir. Kalpana Lajmi, 1993) and *Gangor* or 'Behind the Bodice' (dir. Italo Spinelli, 2010).
4. Ruskin Bond, *Junoona* (dir. Shyam Benegal, 1979), *The Blue Umbrella* (dir. Vishal Bhardwaj, 2005), and *Saat Khoon Maaf* (dir. Vishal Bhardwaj, 2011).
5. E.M. Forster, *A Passage to India* and its adaptation dir. David Lean (1984).

**Note:**

- a) For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation (Total: 12 hours)
- b) To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:
  1. Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge Companion to Literature on Screen* (Cambridge: Cambridge University Press, 2007).
  2. John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).
  3. Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).
  4. J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).
  5. B. Mcfarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

**Paper 8: World Literatures**

1. V.S. Naipaul, *A Bend in the River* (London: Picador, 1979).
2. Marie Clements, *The Unnatural and Accidental Women*, in *Staging Coyote's Dream: An Anthology of First Nations*, ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)
3. Antoine De Saint-Exupery, *The Little Prince* (New Delhi: Pigeon Books, 2008)  
Julio Cortazar, 'Blow-Up', in *Blow-Up and other Stories* (New York: Pantheon, 1985).
4. Judith Wright, 'Bora Ring', in *Collected Poems* (Sydney: Angus & Robertson, 2002) p. 8.  
Gabriel Okara, 'The Mystic Drum', in *An Anthology of Commonwealth Poetry*, ed. C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132-3.

Kishwar Naheed, 'The Grass is Really like me', in *We the Sinful Women* (New Delhi: Rupa, 1994) p. 41.

Shu Ting, 'Assembly Line', in *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991).

Jean Arasanayagam, 'Two Dead Soldiers', in *Fussilade* (New Delhi: Indialog, 2003) pp. 89–90.

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

The Idea of World Literature

Memory, Displacement and Diaspora

Hybridity, Race and Culture

Adult Reception of Children's Literature

Literary Translation and the Circulation of Literary Texts

Aesthetics and Politics in Poetry

### **Readings**

1. Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix–xviii, 1–64.
2. David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1–64, 65–85.
3. Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol.1 (2000), pp. 54–68.
4. Theo D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).

## **Paper 9: Literary Theory**

1. Marxism
  - a. Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.
  - b. Louis Althusser, 'Ideology and Ideological State Apparatuses', in *Lenin and Philosophy and Other Essays* (New Delhi: Aakar Books, 2006) pp. 85–126.
2. Feminism
  - b. Elaine Showalter, 'Twenty Years on: A Literature of Their Own Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.

- c. Luce Irigaray, 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107–10.
3. Poststructuralism
    - a. Jacques Derrida, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108–23.
    - b. Michel Foucault, 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.
  4. Postcolonial Studies
    - a. Mahatma Gandhi, 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.
    - b. Edward Said, 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.
    - c. Aijaz Ahmad, "'Indian Literature": Notes towards the Definition of a Category', in *In Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243–285.

### **Suggested Background Prose Readings and Topics for Class Presentations**

#### **Topics**

The East and the West  
 Questions of Alterity  
 Power, Language, and Representation  
 The State and Culture

#### **Readings**

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

### **Paper 10: Partition Literature**

1. Intizar Husain, *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).
2. Amitav Ghosh, *The Shadow Lines*.
3. a) Dibyendu Palit, 'Alam's Own House', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.  
 b) Manik Bandhopadhyaya, 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.  
 c) Sa'adat Hasan Manto, 'Toba Tek Singh', in *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.  
 d) Lalithambika Antharajanam, 'A Leaf in the Storm', tr. K. Narayana Chandran, in *Stories about the Partition of India* ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45.

4. a) Faiz Ahmad Faiz, 'For Your Lanes, My Country', in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.
- b) Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in *Modern Indian Literature* (New Delhi: OUP, 2004) pp. 8–13.
- c) Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in *Translating Partition*, ed. Tarun Saint et. al. (New Delhi: Katha, 2001) p. x.

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

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

#### **Background Readings and Screenings**

1. Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
2. Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
4. Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.

#### **Films**

*Garam Hawa* (dir. M.S. Sathyu, 1974).  
*Khamosh Paani: Silent Waters* (dir. Sabiha Sumar, 2003).  
*Subarnarekha* (dir. Ritwik Ghatak, 1965)

### **Paper 11: Research Methodology**

1. Practical Criticism and Writing a Term paper
2. Conceptualizing and Drafting Research Proposals
3. On Style Manuals
  - Notes, References, and Bibliography/ Annotated Bibliography
  - Workshop on Topic Development (4 Hours)
  - Workshop on Research Proposal (4 Hours)
  - Project Work: Write a Research Paper (2000-2500 words)

**Suggested Readings:**

*MLA Handbook*, Latest edition available

Ranjit Kumar. *A Step-by-Step Guide for Beginners*. New Delhi: Sage, 2005. K.E. Howell. *Introduction to the Philosophy of Methodology*. New Delhi: Sage, 2013.

Immanuel Kant. 'Critique of Aesthetic Judgment' in *Critique*. Translation & introduction, J.H. Bernard. Macmillan, 1914.

John, Dewey. *How we Think*. CreateSpace Independent Publishing Platform, 2011

George Watson. *The Literary Thesis*. Prentice Hall Press, 1970.

Constance Rooke. *The Clear Path: A Guide to Writing English Essays*. Nelson College Indigenous, 2004.

**Paper 12: Travel Writing**

1. Ibn Batuta: 'The Court of Muhammad bin Tughlaq', Khuswant Singh's *City Improbable: Writings on Delhi*, Penguin Publisher  
Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in *India by Al Biruni*, edited by Qeyamuddin Ahmad, National Book Trust of India
2. Mark Twain: *The Innocent Abroad* (Chapter VII , VIII and IX) (Wordsworth Classic Edition)  
Ernesto Che Guevara: *The Motorcycle Diaries: A Journey around South America* (the Expert, Home land for victor, The city of viceroys), Harper Perennial
3. William Dalrymple: *City of Dijnn* (Prologue, Chapters I and II) Penguin Books  
Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing
4. Nighat Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*, Chapter 'Love, War and Widow', Westland, 2013  
Elisabeth Bumiller: *May You be the Mother of a Hundred Sons: a Journey among the Women of India*, Chapters 2 and 3, pp.24-74 (New York: Penguin Books, 1991)

**Suggested Topics and Background Prose Readings for Class Presentations****Topics:**

Travel Writing and Ethnography

Gender and Travel

Globalization and Travel

Travel and Religion

Orientalism and Travel



## Readings

1. Susan Bassnett, 'Travel Writing and Gender', in *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' in *Postcolonial Travel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011), 173-184
3. Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and The Other* (Routledge, 2012), pp.1-29
4. Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.

## Paper 13: Autobiography

1. Jean-Jacques Rousseau's *Confessions*, Part One, Book One, pp. 5-43, Translated by Angela Scholar (New York: Oxford University Press, 2000). Benjamin Franklin's *Autobiography*, pp.5-63, Edited by W. Macdonald (London: J.M. Dent and Sons, 1960).
2. M. K. Gandhi's *An Autobiography or the Story of My Experiments with Truth*, Part I Chapters II to IX, pp. 5-26 (Ahmedabad: Navajivan Trust, 1993). Annie Besant's *Autobiography*, Chapter VII, Atheism As I Knew and Taught It, pp. 141- 175 (London: T. Fisher Unwin, 1917).
3. Binodini Dasi's *My Story and Life as an Actress*, pp. 61-83 (New Delhi: Kali for Women, 1998).  
A. Revathi's *Truth About Me: A Hijra Life Story*, Chapters One to Four, pp. 1-37 (New Delhi: Penguin Books, 2010.)
4. Richard Wright's *Black Boy*, Chapter 1, pp. 9-44 (United Kingdom: Picador, 1968). Sharankumar Limbale's *The Outcaste*, Translated by Santosh Bhoomkar, pp. 1-39 (New Delhi: Oxford University Press, 2003)

## Suggested Topics and Background Prose Readings for class Presentations

### Topics:

Self and society  
 Role of memory in writing autobiography  
 Autobiography as resistance  
 Autobiography as rewriting history

### Readings:

1. James Olney, 'A Theory of Autobiography' in *Metaphors of Self: the meaning of autobiography* (Princeton: Princeton University Press, 1972) pp. 3-50.
2. Laura Marcus, 'The Law of Genre' in *Auto/biographical Discourses* (Manchester: Manchester University Press, 1994) pp. 229-72.
3. Linda Anderson, 'Introduction' in *Autobiography* (London: Routledge, 2001) pp.1-17.

4. Mary G. Mason, 'The Other Voice: Autobiographies of women Writers' in *Life/Lines: Theorizing Women's Autobiography*, Edited by Bella Brodzki and Celeste Schenck (Ithaca: Cornell University Press, 1988) pp. 19-44.

### **III Generic Elective (Any Four)**

#### **Paper 1: Academic Writing and Composition**

1. Introduction to the Writing Process
2. Introduction to the Conventions of Academic Writing
3. Writing in One's Own Words: Summarizing and Paraphrasing
4. Critical Thinking: Syntheses, Analyses, and Evaluation
5. Structuring an Argument: Introduction, Interjection, and Conclusion
6. Citing Resources; Editing, Book and Media Review

#### **Suggested Readings**

1. Liz Hamp-Lyons and Ben Heasley, *Study Writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
3. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

#### **Paper 2: Media and Communication Skills**

##### **1. Introduction to Mass Communication**

1. Mass Communication and Globalization
2. Forms of Mass Communication

Topics for Student Presentations:

- a. Case studies on current issues Indian journalism
- b. Performing street plays
- c. Writing pamphlets and posters, etc.

##### **2. Advertisement**

1. Types of advertisements
2. Advertising ethics
3. How to create advertisements/storyboards

Topics for Student Presentations:

- a. Creating an advertisement/visualization
- b. Enacting an advertisement in a group
- c. Creating jingles and taglines

### 3. Media Writing

1. Scriptwriting for TV and Radio
2. Writing News Reports and Editorials
3. Editing for Print and Online Media

Topics for Student Presentations:

- a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
- b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
- c. Editing articles
- d. Writing an editorial on a topical subject

### 4. Introduction to Cyber Media and Social Media

1. Types of Social Media
2. The Impact of Social Media
3. Introduction to Cyber Media

### Suggested Readings:

#### Media and Mass Communication:

1. MV Kamath: *Professional Journalism*. New Delhi: Vikas Publishing House, 1980.
2. Denis Macquail: *Mass Communication*. New Delhi: Om Books, 2000.
3. Ambrish Saxena: *Fundamentals of Reporting and Editing*. New Delhi: Kanishka Publishers, 2007.
4. MK Joseph: *Outline of Editing*. New Delhi: Anmol Publications, 2002.
5. TJS George: *Editing – A Handbook for Journalists (IIMC)*
6. Harold Evans: *Essential English for Journalists, Editors and Writers*. UK: Random House, 2000.
7. Rajiv Batra, John G Myers, David A Aaker: *Advertising Management* (New Delhi, Pearson Education, 2007).
8. Em Griffin. *Communication – A First Look at Communication Theory*. Edition VIII, McGraw Hill, 2011.
9. Uma Narula. *Handbook of Communication Models, Perspectives, Strategies*. New Delhi: Atlantic Publishers, 2006.
10. Jan Servaes, ed. *Communication for Development and Social Change*. 2003. New Delhi: Sage India, 2007.
11. Larry Barker. *Communication*. Edition VIII. Boston: McGraw Hill, 2002; rpt. 2009.
12. Brent D. Ruben and Lea P. Stewart. *Communication and Human Behaviour*. Edition V Pearson, 2005.

#### Television Journalism:

- Andrew Boyd. *Broadcast Journalism: Techniques of Radio and Television News*. 2000. Burlington: Focal Press; 6 edition, 2009.
- Robert Thompson, Cindy Malone. *The Broadcast Journalism Handbook: A Television News Survival Guide*. Maryland: Rowman & Littlefield Publishers, 2004.

Mark W. Hall. *Broadcast Journalism: An Introduction to News Writing*. Hastings House, 1978.  
 Stephen Cushion. *Television Journalism*. Sage Publications, 2012.

### **Digital Media:**

Tony Feldman. *An Introduction to Digital Media*. Taylor & Francis, 2004.

Brian Carroll. *Writing for Digital Media*. Taylor & Francis, 2010.

Paul Messaris and Lee Humphreys, eds. *Digital Media: Transformations in Human Communications*. New York: Peter Lang Publishing, 2006.

Megan A. Winget, William Aspray. *Digital Media: Technological and Social Challenges of the Interactive World*. Lanham: Scarecrow Press, 2011.

## **Paper 3: Text and Performance**

### **1. Introduction**

1. Introduction to theories of Performance
2. Historical overview of Western and Indian theatre
3. Forms and Periods: Classical, Contemporary, Stylized, Naturalist

Topics for Student Presentations:

- a. Perspectives on theatre and performance
- b. Historical development of theatrical forms
- c. Folk traditions

### **2. Theatrical Forms and Practices**

1. Types of theatre, semiotics of performative spaces, e.g. proscenium ‘in the round’, amphitheatre, open-air, etc.
2. Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/characterization

Topics for Student Presentations:

- a. On the different types of performative space in practice
- b. Poetry reading, elocution, expressive gestures, and choreographed movement

### **3. Theories of Drama**

1. Theories and demonstrations of acting: Stanislavsky, Brecht
2. Bharata

Topics for Student Presentations:

- a. Acting short solo/ group performances followed by discussion and analysis with application of theoretical perspectives

### **4. Theatrical Production**

1. Direction, production, stage props, costume, lighting, backstage support.
2. Recording/archiving performance/case study of production/performance/impact of media on performance processes.

Topics for Student Presentations:

- a. All aspects of production and performance; recording, archiving, interviewing performers and data collection.

**5. Project Work:** Theatre Workshop leading to the production of a play

**Suggested Readings:**

Text and Performance: Introduction

Adya Rangacharya. *The Indian Theatre*. New Delhi: NBT, 1971.

Richard, Schechner. 'Drama, Script, Theatre and Performance' in *Performance Theory*. London and New York: Routledge, 2003.

Nemichandra Jain, *Tradition, Continuity and Change in Indian Theatre*, New Delhi: Vikas Publishing House, 1992.

V. Raghvan. 'Sanskrit Drama and Performance' in *Indian Drama and Retrospect*. Hope India Publication and Sangeet Natak Akademi.

Theatrical Forms and Practices

E. Alkazi, "The Training of The Actor", *Indian Drama and Retrospect*. Hope India Publication and Sangeet Natak Akademi, 2007

Peter Brook. *The Empty Space: A Book About the Theatre: Deadly, Holy, Rough, Immediate*. 1968. Touchstone, 1995.

Prasanna. *Indian Method in Acting*. Delhi: National School of Drama, 2013.

Theories of Drama

Walter Benjamin, 'What is Epic Theatre', *Understanding Brecht*. London and New York: Verso, 1973.

*The Stanislavski System: The Professional Training of an Actor*. 2nd rev. ed. Penguin, 1984.

Goverdhan Panchal. *The Theatres of Bharata and Some Aspects of Sanskrit Play-Production*. Delhi: Munshiram Manoharlal Publishers, 1996.

Theatrical Production

G.N. Dasgupta. *A Guide to Stage Lighting*. Delhi: Annapurna, 1986.

Robert Leach. *Theatre Studies: The Basics*. Routledge, 2015.

Aparna Bhargva Dhadwadkar. *Theatres after Independence*. New Delhi: OUP, 2006. 5

**Further Readings:**

- Nandi Bhatia, ed. *Modern Indian Theatre: A Reader*. New Delhi: Oxford University Press, 2009.
- Indian Drama in Retrospect*. Introduction by Jayant Kastuaar. New Delhi: Sangeet Naatak Akademi and Hope India Publications, 2007.
- Vasudha Dalmia. *Poetics, Plays and Performances: The Politics of Modern Indian Theatre*. New Delhi: OUP, 2009.
- Ananda Lal, ed. *The Oxford Companion to Indian Theatre*. New Delhi: OUP, 2004.
- Richmond, Farley, P., Darius L., Swann and Phillip B. Zarrilli, eds. *Indian Theatre: Traditions of Performance*. New Delhi: Motilal Banarsidass, 1993.
- Richard Schechner. *Performance Studies: An Introduction*. Oxon: Routledge, 2003.
- Bharat Gupt. *Dramatic Concepts: Greek and Indian, A Study of Poetics and Natyashashtra*. New Delhi: D.K. World, 1994.
- Andrew Sofer. *The Stage Life of Props*. USA: The University of Michigan Press, 2003.
- James R. Hamilton. *The Art of Theater*. Oxford: Blackwell, 2007.
- Indian Theatre*, January 2012, available at National School of Drama

**Paper 4: Language and Linguistics**

- 1 Language: language and communication; language varieties: standard and non-standard language; language change.  
Mesthrie, Rajend and Rakesh M Bhatt. 2008. *World Englishes: The study of new linguistic varieties*. Cambridge: Cambridge University Press.
- 2 Structuralism: De Saussure, Ferdinand. 1966. *Course in general linguistics*. New York: McGraw Hill  
Introduction: Chapter 3
- 3 Phonology and Morphology: Akmajian, A., R. A. Demers and R. M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2<sup>nd</sup> ed.  
Fromkin, V., and R. Rodman, *An Introduction to Language*, 2<sup>nd</sup> ed. (New York: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7
- 4 Syntax and semantics: categories and constituents phrase structure; maxims of conversation.  
Akmajian, A., R. A. Demers and R. M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2<sup>nd</sup> ed. (Cambridge, Mass.: MIT Press, 1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6.

**Paper 5: Contemporary India: Women and Empowerment**

1. Social Construction of Gender (Masculinity and Femininity)  
Patriarchy
2. History of Women's Movements in India (Pre-independence, post independence)  
Women, Nationalism, Partition  
Women and Political Participation
3. Women and Law  
Women and the Indian Constitution

Personal Laws(Customary practices on inheritance and Marriage)  
(Supplemented by workshop on legal awareness)

4. Women and Environment

State interventions, Domestic violence, Female foeticide, sexual harassment

Female Voices: *Sultana's Dream*. Rokeya Sakhawat Hossain, "Sultana's Dream" *Sultana's Dream and Padmarag: Two Feminist Utopias*, New Delhi: Penguin, 2005. (1-15)

Dalit Discourse: "Baby Kondiba Kamble: *Jinne Amuche*" pg.194-225 and "Vimal Dadasaheb More: *Teen Dagdachi Chul*" pg. 344-386 in *Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonios*, ed. Sharmila Rege, New Delhi: Zubaan Books, 2006.

**Suggested Readings:**

**Social Construction of Gender**

Ann Oakley. *Sex, Gender and Society*. London: Temple Smith, 1972.

Kamala Bhasin. *What is Patriarchy?* New Delhi: Kali for Women, 1993.

Kamala Bhasin. *Exploring Masculinity*, New Delhi: Women Unlimited, 2004.

V.Geetha. *Gender*. Calcutta: Stree, 2002.

Kate Millet. *Sexual Politics*. New York: Doubleday, 1970.

**History of Women's Movement in India**

Ray Raka. *Fields of Protest: Women's Movements in India*. New Delhi: Kali for Women. 2000.

Radha Kumar: *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India: 1800-1990*. New Delhi: Kali for Women. 2002.

**Women and Law**

Flavia Agnes, Sudhir Chandra, Monmayee Basu. *Women and Law in India: An Omnibus comprising Law and Gender Inequality, Enslaved Daughters, Hindu Women and Marriage Law*. New Delhi: OUP, 2004.

*The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bare Act*. New Delhi: Universal. 2014.

**Women and Environment**

Vandana Shiva. *Staying Alive: Women, Ecology, and Development*. New Delhi: Zed Books, 1988.

Bina Aggarwal."Who Sows Who Reaps? Women and Land Rights in India". *Journal of Peasant Studies* 15(4):531-581, 1998.

**Female Voices**

Urvashi Butalia: *The Other Side of Silence: Voices from the Partition of India*. New Delhi: Penguin, 1998.

**Dalit Discourse**

Sharmila Rege. *Against the Madness of Manu, B.R Ambedkar's Writings on Brahmanical Patriarchy*, New Delhi: Navayana, 2013.

## Paper 6: Language, Literature and Culture

### Course Objective:

Language and literature are as much a part of our environment as the physical, economic and political environment. This course aims at increasing the students' awareness of why language matters, multilinguality, features of Indian literature and trends in contemporary Indian culture, especially as they are reflected in the media.

### I. Language

- (i) Why language matters
- (ii) Functions of language
- (iii) Language and class, gender, ethnicity, identity
- (iv) Language variation: dialect, slang, standard and non-standard language
- (v) Bilingualism and multilingualism,

Fromkin, Victoria, David Blair and Peter Collins. 1999. *An Introduction to Language*. Harcourt Brace, Javanovich: NY. [Pages 362-370]

Crystal, David. 1997. *The Cambridge Encyclopaedia of Language*. Cambridge: CUP.

Holmes, Janet. 1992. *An Introduction to Sociolinguistics*. London and New York: Longman.

George Yule. 1996. *The Study of Language*. 2nd edition. CUP.

Poddar, A. 1969. *Language and Society in India*: Proceedings of a Seminar IAS: Shimla, pages 76-88, 136-143.

Khubchandani, L.M. 1983. *Plural Languages, Plural Cultures*. University of Hawaii Press. [Chapters 5 & 6]

Cummins J and M. Swain. 1986. *Bilingualism in Education*. Longman: London [Chapter 8]

### II. Indian Literature

This section of the course will involve a study of significant themes and forms of Indian literature through the ages with the help of prescribed texts.

- (i) The relation between language and literature: oral and written literature
- (ii) Salient features of ancient and medieval Indian literature
- (iii) Different Phases of Indian literatures

#### Prescribed Text:

Selections for detailed study from *Indian Literature: An Introduction/ Bhartiya Sahitya: ek Parichay*, edited by Anjana Dev, Sanam Khanna and Bajrang Bihari Tiwari (Delhi: Pearson, 2005: reprinted 2006).

Chapter 2: Veda Vyasa: The *Mahabharata*: The Ekalavya Episode

Chapter 3: Sudraka : *Mrichchhakatika*: The Making of a Breach

Chapter 4: Ilanko Atikal: *Cilappatikaram*: The Book of Mathurai

Chapter 7: Mirabai: I Know Only Krsna

Chapter 8: Amir Abul Hasan Khusrau: Separation



- Chapter 9: Asadullah Khan ‘Ghalib’: Desires Come by the Thousands  
 Chapter 11: Faiz Ahmad Faiz: Do Not Ask  
 Chapter 12: Subramania Bharati: The Palla Song  
 Chapter 14: Rabindranath Tagore: The Cabuliwallah  
 Chapter 16: Shrilal Shukla: Raag Darbari  
 Chapter 17: Ismat Chughtai: Touch-Me-Not  
 Chapter 19: Amrita Pritam: To Waris Shah  
 Chapter 20: Masti Venkatesha Iyengar: Venkatashami’s Love Affair  
 Chapter 22: Indira Goswami: The Journey  
 Chapter 24: Omprakash Valmiki: Joothan  
 Chapter 26. Shrikant Mahapatra: Folk Songs

\* The remaining units may be considered as suggested readings:

### **Further Reading:**

Sisir Kumar Das, ed. *A History of Indian Literature*. New Delhi: Sahitya Akademi, 1995.

### **III. Culture and Society in Contemporary India**

- (i) The Idea of Culture
- (ii) Culture and the Media

### **Suggested Readings:**

1. Williams, Raymond. (1983) *Keywords*. rev. ed., OUP.
2. During, Simon, ed. (1999) *The Cultural Studies-Readers*. London: Routledge.
3. Dines, G. & J. M. Humez, eds. (1995) *Gender, Race and Class in Media: A Text-Reader*. Thousand Oaks, CA: Sage.
4. Shapiro, Michael and Harold Schiffman (1981) *Language and Society in South Asia*, Delhi: Motilal Banarsidas.
5. Aurobindo, Sri. “Is India Civilised?” in *Foundations of Indian Culture*. Volume 20 [pages 1-13]
6. Gokak, V.K. 1986. “Towards a Definition of Culture” in *India and World Culture*. New Delhi: Sahitya Akademi. [pages 1-8]
7. Kumar, Keval J. *Mass Communication in India*. 3rd Edition. Mumbai: Jaico Publishing House, 2004.
8. Basham, A.L. *The Wonder that was India*. Delhi: Rupa, 1999, Chapter 9: 'Language and Literature'.
9. Karna, M.N. (March-Sept. 1999) 'Language, Region and National Identity', *Sociological Bulletin*, 48:1&2, pages 75-96

## Paper 7: Readings on Indian Diversities and Literary Movements

Sukrita Paul Kumar, et. al., eds., *Cultural Diversity, Linguistic Plurality and Literary Traditions in India*. New Delhi: Oxford University Press, 2015. Editorial Board: Department of English, University of Delhi

Unit 1: Overview

Unit 2: Linguistic Plurality within Sufi and Bhakti Tradition

Unit 3: Language Politics: Hindi and Urdu

Unit 4: Tribal Verse

Unit 5: Dalit Voices

Unit 6: Writing in English

Unit 7: Womanspeak: Examples from Kannada and Bangla

Unit 8: Literary Cultures: Gujarati and Sindhi

### Suggested Topics and Background Prose Readings for Class Presentations:

Multilingualism and Language Hierarchies

Oral Traditions

Dalit and Tribal Cultures

Sufi and Bhakti Traditions

Indian Writing in English

### Readings:

1. Jawaharlal Nehru, "The Variety and Unity of India" and 'The Epics, History, Tradition and Myth', *The Discovery of India*. Bombay: Asia Publishing House, 1961. Pg. 61-63, 99-106.
2. U.R. Ananthamurthy, "Tradition and Creativity", ed. A.J. Thomas, *Literature and Culture*. Calcutta: Papyrus, 2002.
3. Shashi Deshpande, "Where do we belong: Regional, National or International?" and "Why Am I a Feminist", in *Writing from the Margins and Other Essays*. New Delhi: Viking, 2003. Pg. 82-85.
4. Rustom Barucha, "Thinking through Culture: A Perspective for the Millennium", and Gopal Guru, "Dalits in Pursuit of Modernity", in *India: Another Millennium*, ed. Romila Thapar. New Delhi: Penguin, 2000. Pg. 66-84, 123-36.
5. Vinay Dharwadkar, "Orientalism and the Study of Indian Literature", in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer. New Delhi: OUP, 1994. Pg. 158-95.
6. Sheldon Pollock, ed., *Literary Cultures in History*. New Delhi: OUP, 2003. Pg. 1-36.

## 1V. Ability Enhancement Course Compulsory

### Paper 1: English/MIL Communication

**English Communication – A, B and C**

**Credits: 4**

#### **Preamble:**

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are:

Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc.

While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions.

The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

The Communicative Language Course in English is a **three-tiered** structure, addressing different levels of language learning acquired in school. The three streams **A**, **B** and **C** are offered to students who have studied English up to class XII, class X and class VIII respectively.

1. **Introduction:** Theory of Communication, Types and modes of Communication
2. **Language of Communication:**  
Verbal and Non-verbal  
(Spoken and Written)  
Personal, Social and Business

Barriers and Strategies

Intra-personal, Inter-personal and Group communication

**3. Speaking Skills:**

Monologue

Dialogue

Group Discussion

Effective Communication/ Mis- Communication

Interview

Public Speech

**4. Reading and Understanding**

Close Reading

Comprehension

Summary Paraphrasing

Analysis and Interpretation

Translation(from Indian language to English and vice-versa) Literary/Knowledge Texts

**5. Writing Skills**

Documenting

Report Writing

Making notes

Letter writing

**Recommended Readings\*:**

*Business English:* Editorial Board, Department of English, University of Delhi. Pearson, 2008.

\*Other available books relevant to the course may be consulted. These readings may be used for all the three streams, and pitched at different levels to address the three learning levels respectively.

## V. Skill Enhancement Course (Any Two) Credits: 4

### Paper 1: English Language Teaching

1. Knowing the Learner
2. Structures of English Language
3. Methods of teaching English Language and Literature
4. Materials for Language Teaching
5. Assessing Language Skills
6. Using Technology in Language Teaching

### Suggested Readings

1. Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).
2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).
3. Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).
4. *Business English* (New Delhi: Pearson, 2008).
5. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).
6. Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

### Paper 2: Soft Skills

Teamwork  
 Emotional Intelligence  
 Adaptability  
 Leadership  
 Problem solving

### Suggested Readings

1. S.P. Dhanavel. *English and Soft Skills*. Orient BlackSwan, 2013.
2. Dale Carnegie. *How to Win Friends and Influence People* (1936) Gallery Books.
3. Gopaldaswamy Ramesh & Mahadevan Ramesh. *The Ace of Soft Skills: Attitude, Communication and Etiquette for Success*. Pearson, 2010.

### Paper 3: Translation Studies

1. Introducing Translation: a brief history and significance of translation in a multi linguistic and multicultural society like India.
2. Exercises in different Types / modes of translation, such as:
  - a. Semantic / Literal translation
  - b. Free / sense/ literary translation
  - c. Functional / communicative translation
  - d. Technical / Official
  - e. Transcreation
  - f. Audio-visual translation
3.
  - a. Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example:  
Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.
  - b. Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.

**Practice:** Translation in Mass Communication / Advertising, subtitling, dubbing,

1. Exercises to comprehend ‘\_Equivalence in translation’: Structures (equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.  
Practice: Tasks of Translation in Business: Advertising
2. Discussions on issues of ‘\_Translation and Gender’ by attempting translation for media, films and advertisements from different languages.
3. Developing skills for Interpreting: understanding its dynamics and challenges.  
Interpreting: Simultaneous and Consecutive (practical application)

**Practice:** Using tools of technology for translation: machine / mobile translation, software for translating different kinds of texts with differing levels of complexity and for transliteration

#### Resources for Practice:

Dictionaries  
Encyclopedias  
Thesauri  
Glossaries  
Software of translation

#### Suggested Readings

1. Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001. (Useful exercises for practical translation and training)

2. ----- (Ed.) *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge, 2001. (Readable entries on concepts and terms) Sherry Simon, *Gender in translation: Cultural Identity and the Politics of Transmission*. New York: Routledge, 1996.
3. Catford, I.C. *A Linguistic Theory of Translation*. London: OUP, 1965. Frishberg, Nancy J. *Interpreting: An Introduction*. Registry of Interpreters, 1990.
4. Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
5. House, Juliana. *A Model for Translation Quality Assessment*. Tübingen: Gunter Narr, 1977.
6. Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
7. Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
8. Nida, E.A. and C.R. Taber. *The Theory and Practice of Translation*. Leiden: E.J. Brill, 1974.
9. Toury, Gideon. *Translation Across Cultures*. New Delhi : Bahri Publications Private Limited, 1987.
10. Trivedi, Poonam, Tasneem Shahnaaz & Shivika Mathur. *Translation and Interpreting*. Delhi: Primus Books. (forthcoming)

#### **Paper 4: Creative Writing**

- Unit 1. What is Creative Writing
- Unit 2. The Art and Craft of Writing
- Unit 3. Modes of creative Writing
- Unit 4. Writing for the Media
- Unit 5. Preparing for Publication

**Recommended book:** *Creative Writing: A Beginner's Manual* by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.

#### **Paper 5: Business Communication**

1. Introduction to the essentials of Business Communication: Theory and practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Writing reports on field work/visits to industries, business concerns etc. /business negotiations.
5. Summarizing annual report of companies
6. Writing minutes of meetings
7. E-correspondence
8. Spoken English for business communication  
(Viva for internal assessment)
9. Making oral presentations  
(Viva for internal assessment)

**Suggested Readings:**

1. Scot, O.; Contemporary *Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
3. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi

**Paper 6: Technical Writing**

1. Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
2. Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.
3. Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.

**Suggested Readings**

1. M. Frank. Writing as thinking: *A guided process approach*, Englewood Cliffs, Prentice Hall Regents.
2. L. Hamp-Lyons and B. Heasley: Study Writing; *A course in written English*. For academic and professional purposes, Cambridge Univ. Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik: *A comprehensive grammar of the English language*, Longman, London.
4. Daniel G. Riordan & Steven A. Panley: “*Technical Report Writing Today*” - Biztantra.

**Additional Reference Book:** Daniel G. Riordan, Steven E. Pauley, Biztantra: *Technical Report Writing Today*, 8th Edition (2004).

**Structure of Discipline English under CBCS**

**(only for those students who offer Discipline English as one of the core subjects in B.A. Programme)**

Semester 1: DSC 1A: Individual and Society

Semester 2: DSC 1B: Selections (poems, short stories) from *Modern Indian Literature & Living Literatures*.

Semester 3: DSC 1C: British Literature: Selections from *Living Literatures*.

Novel

Play

Semester 4: DSC 1D: Literary Cross Currents: Selections from *Living Literatures*

Novella

Play



## Detailed Syllabus

**DSC 1-A:** *The Individual and Society: Essays, Stories and Poems*. Pearson/ Longman, 2005.

**DSC 1-B:** Selections from *Modern Indian Literature: Poems and Short Stories*. ed. Dept. of English. Delhi: OUP, 1999.

Short Stories: Premchand, 'The Holy Panchayat'

R.K. Narayan, 'The M.C.C.'

Vaikom Muhammad Basheer, 'The Card-Sharper's Daughter'

Saadat Hasan Manto, 'Toba Tek Singh'

Ambai, 'Squirrel'

Ismat Chughtai, 'Lihaaf'

Selections from *Living Literatures: An Anthology of Prose and Poetry*. Editorial Board, Department of English, University of Delhi. Orient Longman, 2007.

Poems: The Victorian Age to the Twentieth Century: (twelve poems)

Story: Mahasweta Devi, 'The Hunt'

**DSC 1-C:** Charles Dickens: *Oliver Twist*

William Shakespeare: *The Merchant of Venice*

Selections from *Living Literatures: An Anthology of Prose and Poetry*. Editorial Board, Department of English, University of Delhi. Orient Longman, 2007.

Poems: The Renaissance (sonnets and love lyrics): six poems

**DSC 1-D:** Play: Vijay Tendulkar. *Silence! The Court is in Session*

Novella: Rohinton Mistry. *Such a Long Journey*

Selections from *Living Literatures: An Anthology of Prose and Poetry*. Editorial Board, Department of English, University of Delhi. Orient Longman, 2007.

Poems: The Eighteenth Century and the Romantic Age: seven poems

African Writing: Ngugi wa Thiong'o: (from) *Decolonizing the Mind*.

There was no syllabus earlier for the DSEs to be opted by the students. This has now been incorporated, as follows:

### 5<sup>th</sup> semester

#### DSE - 1 E

##### 1. Detective Literature

- a. Edgar Allen Poe: *Murders at Rue Morgue*
- b. Arthur Conan Doyle: *The Study in Scarlet*
- c. Agatha Christie: *A Murder is Announced*
- d. Sharadindu Bandopadhyaya: *The Menagerie*



**Suggested Reading:**

Raymond Chandler: *The Simple Art of Murder: An Essay* (1950) available at <http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html>

**2. Modern Drama**

- a. Girish Karnad: *Wedding Album*. New Delhi: Oxford, 2009.
- b. Mahesh Dattani: *Final Solutions. Collected Plays*. New Delhi: Penguin, 2000, pp159-236.
- c. Bertolt Brecht: *Mother Courage and Her Children*. Trans. Eric Bentley. New Delhi: OUP, 1983.
- d. Harold Pinter: *Birthday Party*. Bloomsbury: Faber and Faber, 1991.

**6<sup>th</sup> Semester-**  
**DSE –1 F**

**1: Children's Literature**

- a. Rudyard Kipling      *The Jungle Book*
- b. Roald Dahl            *Charlie and the Chocolate Factory*
- c. Satyajit Ray          *The Golden Fortress ('Sonar Kella')*
- d. Ruskin Bond          *Susannah's Seven Husbands*

**2: World literatures**

- a. NgugiwaThiongo      *Weep Not Child*
- b. Chinua Achebe        *Things Fall Apart*
- c. Marquez              Balthasar's Marvellous Afternoon
- Paz                    The Blue Bouquet
- d. Neruda                 Fable of the Mermaid and the Drunks;
- Ode to his clothes;
- Tonight I can write
- Walcott              Goats and Monkeys
- A Far Cry from Africa
- Names

**Core: English/ MIL – 1 & 2  
for BA Programme/ BCom Programme**

**Credits 6**

This course is to be taught in alternate semesters – I & III OR II & IV to **BA Programme and B.Com Programme** students.

**Learning Objectives**

The learning objectives of English Language Course for B.A./B.Com Programme (CBCS) are common to those of any language which focusses on proficiency in the skills of Listening, Speaking, Reading and Writing. The variation lies within the material used to address differential levels of acquired learning or targets of learning. The present course is tagged with source readings rather than prescriptive readings to allow for flexibility, useful in creating language learning tasks and activities for the projected outcomes. The cited texts open up a wide frame which may be adapted for teaching all four skills. An element of familiarity in terms of themes and contexts facilitates language learning in the class room with appropriate pedagogy. The teacher as facilitator would use warm up exercises to introduce different genres and themes. Variations of the materials/readings are encouraged to pre-empt dependency on guides, a trend which results from book-based rather than task-based examination. The course is offered at three levels, where applicable, till such time that it is required.

The Core Language Course in English is a **three-tiered** structure, addressing different levels of language learning acquired in school. The three streams **A, B** and **C** are offered to students who have studied English up to class XII, class X and class VIII **respectively**.

**Advanced English: Stream A**

(For those who have passed English in Class XII)

**Course objectives**

The course enhances the skills of reading, writing, speaking and listening.

It encourages recognition and awareness of different genres like the short story, poetry, feature articles, etc.

Topical and social themes form an integral part of the course

The course teaches the students speaking and listening skills in class and tests these skills for a constant monitoring of their proficiency

The course broadens the horizons of the text by project work which is flexible, and enhances the creativity of the student.

The course uses activities centred on translation for students, and gives them a composite view of multiculturalism.

By the end of the two-semester course the learner should have sufficient vocabulary to read and understand biographical sketches, narratives, write coherently, summarise and understand tape scripts/read-aloud, speak fluently and narrate at length with minimal errors in syntax.

**Semester I or II****Writing skills**

Diary entry  
 Paragraph writing  
 Summary/Note-making  
 Formal and informal letter writing  
 CV/ Resume writing  
 Book/ Film reviews

**Internal assessment**

Speaking skills, Listening/ Comprehension  
 Project work

**Suggested projects**

Sports writing, Poetry about women/ men, Poetry in translation, Telling a story,  
 Fantasy writing, Chat shows, The menace of dowry, A success story

**Recommended Readings:**

*Fluency in English* (Revised Ed.) Part I, Delhi: Orient Blackswan, 2015.  
*El Dorado: A Textbook of Communication Skills*, Orient Blackswan Private Limited, Hyderabad, 2014, Units 1 – 5.  
*Interchange*, Workbook III, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 1 - 8.  
*New Headway*, Intermediate Student's Book, 3rd Edition, Oxford University Press, 2012, Units 1-6.  
*Write to be Read: Reading, Reflecting & Writing*, Cambridge University Press, Delhi, First South Asian edition 2014, Units 1-4.

**Semester III or IV****Writing skills**

Interview  
 Feature article  
 Notice  
 Questionnaire/ Survey  
 Essay/Speech writing  
 Report writing  
 Dialogue writing

**Internal assessment**

Speaking skills, Listening/ comprehension  
 Project work

**Suggested projects**

Creative writing, Theatre Action Group (TAG)/ other theatre groups, *Billy Elliot*, Translating a poem, Arranged marriages, Interviewing a celebrity, Writing a newspaper article on a current topic

Today's youth and youth icons, Leadership and politics, Examination system and benefits of reform, The *Mahabharata*, Communalism, Gender discrimination, Social activism

**Recommended Readings**

*Fluency in English Part II*, Delhi: Oxford University Press, 2015.

*El Dorado: A Textbook of Communication Skills*, Orient Blackswan Private Limited, Hyderabad, 2014, Units 6-10.

*Interchange*, Workbook III, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 9 - 16.

*New Headway*, Intermediate Student's Book, 3rd Edition, Oxford University Press, 2012, Units 6-12.

*Write to be Read: Reading, Reflecting & Writing*, Cambridge University Press, Delhi, First South Asian edition 2014, Units 5-7

**Intermediate English: Stream B**

(For those who have passed English in Class X)

**Semester I or II**

The two semester course should enhance the reading skills demonstrated in simple comprehension passages of about six hundred words, write short paragraphs on familiar topics, understand lectures and presentations in English, speak about themselves, seek information in the context of real life situations.

**Course objectives:** To develop the following skills:

**Reading**

The ability to understand and assimilate the main ideas and specific details in a 400-500 word text of moderate difficulty

The ability to read a text at normal speed with correct pronunciation, intonation and pauses, and also with appropriate facial expression and gestures (especially in poetry and drama)

**Writing**

The ability to write a letter of request, complaint, apology, order, etc

The ability to write an application for a job with a covering letter

The ability to write an advertisement for selling/ buying an item

The ability to write a notice, poster, recipe, etc

**Listening**

The ability to comprehend the gist as well as details of a talk, lecture discussion, news item, announcement, etc

The ability to take notes

**Speaking**

The ability to pronounce words correctly and to speak with proper intonation

The ability to introduce one's self and others, socialise, make requests, seek permission and information, place an order, accept an invitation and give directions

**Recommended Readings**

*English at the Workplace* Part I. Delhi: Oxford University Press, 2015.

*Interchange: Workbook II*, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 1-8.

*New Headway*, Pre Intermediate Student's Book, 3rd Edition, Oxford University Press, 2010, Units 1-6.

*English Grammar: Just For You* (English-Hindi), Oxford University Press, Delhi, 2014, Units 1-9.

*Spoken English: A Foundation Course*, Part II, Orient Blackswan Private Limited, Hyderabad, 2014, Units 6 - 8.

**Semester III or IV**

Understanding the difference between formal and informal language

Framing questions and using contracted forms

The ability to write a paragraph on a given topic

The ability to write a short narrative or essay (up to 100 words)

**Recommended Readings:**

*English at the Workplace* Part II. Delhi: Oxford University Press, 2015.

*Interchange: Workbook II*, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 9-16.

*New Headway*, Pre Intermediate Student's Book, 3rd Edition, Oxford University Press, 2010, Units 7-12.

*English Grammar: Just For You* (English-Hindi), Oxford University Press, Delhi, 2014, Units 10-18.

*Spoken English: A Foundation Course* Part II, Orient Blackswan Private Limited, Hyderabad, 2014, Units 9 – 10.

**Basic English: Stream C**

(For those who have passed English in Class VIII, and all other categories, except those covered by A & B)

## Course objectives

The recommended readings help the students increase their proficiency in English by enhancing their resources to deal with communicative needs of everyday life at home, at work, and in social interaction. The material, methodology and language tasks create contexts for interaction and language use, so that learners acquire and sharpen their language skills as they process the text on their own.

The recommended grammar books provide rules, explanations and examples in easy, accessible language supported by pictorial representations (wherever possible) with practice exercises to help students internalise the rules.

The course covers all four language skills: listening, reading, writing and speaking.

At the end of the two semester course, learners should have internalised the basics of syntax to be able to describe, write a short paragraph of simple sentences with relatively accurate spellings, learn to dialogue with one another and read with correct pronunciation showing an enhanced level of confidence in using English though with support from L1.

## Semester I or II

Understanding syntax

Exposure to functional vocabulary

Sentence writing on given words

Reading aloud

## Recommended Readings

*Everyday English* Part I. Delhi: Pearson, 2005.

*Interchange: Workbook I*, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 1-8.

*New Headway, Beginner Student's Book*, 3rd Edition, Oxford University Press, 2011, Units 1-7.

*Real English: A Multi-Skill Language Course*, Course Book 8, Viva Education, New Delhi 2015, Units 1-9.

*Spoken English: A Foundation Course*, Part I, Second Edition, Orient BlackSwan Private Limited, Hyderabad, 2014, Units 1-3.

## Semester III or IV

Writing about self

Framing questions

Descriptive writing using adjectives

Understanding the usage of the article

Correcting sentences.

## Recommended Readings

*Everyday English* Part II. Delhi: Pearson, 2005.

*Interchange, Workbook I*, Fourth Edition, Cambridge University Press, Delhi, 2015, Units 9-16.

*New Headway*, Beginner Student's Book, 3rd Edition, Oxford University Press, 2011, Units 8-14.

*Real English: A Multi-Skill Language Course*, Course Book 8, Viva Education, New Delhi, 2015, Units 10-18.

*Spoken English: A Foundation Course*, Part I, Second Edition, Orient Blackswan Private Limited, Hyderabad, 2014, Units 4 – 5.

**Any other related Reading which has worked well in interactive pedagogy may be recommended and circulated through U.G.C., CBCS Committee**

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