



दिल्ली विश्वविद्यालय University of Delhi

परिषद् शाखा - II, कमरा नं: 211, नया प्रशासनिक खंड, दिल्ली विश्वविद्यालय, दिल्ली-110007, दूरभाष: 011-27001156/54
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CNC-II/093/1/Misc./2026/54

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NOTIFICATION

Sub: Amendment to Ordinance V

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The following Generic Electives offered by the Department of English based on UGCF 2022, have been revised and are notified for the information of all concerned as under:

- (i) GE 1: Language and Culture
- (ii) GE 2: Genre Fiction
- (iii) GE 3: Dystopian Writings
- (iv) GE 4: Literature & Human Rights
- (v) GE 5: Readings on Indian Diversities and Literary Movements
- (vi) GE 6: Indian English Literatures
- (vii) GE 7: Marginalities in Indian Writings
- (viii) GE 8: Indian Classical Literature
- (ix) GE 9: Twentieth Century Drama
- (x) GE 10: Cinematic Adaptation of Literary Texts
- (xi) GE 11: Travel Writings
- (xii) GE 12: Contemporary India : Women and Empowerment
- (xiii) GE 13: Culture & Theory
- (xiv) GE 14: Life and Literature

The revised syllabi are at Annexure-1

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REGISTRAR

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:

- 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 Ralph Fasold. "Introduction", *An Introduction to Language and Linguistics*. Cambridge University Press, 2006.
2. Fromkin, Victoria, Robert Rodman, and Nina Hyams. "Part I", *An Introduction to the Study of Language*. Cengage, 2017.
3. Wardaugh, Ronald. Chapters 2 and 3, *An Introduction to Sociolinguistics*. Blackwell, 2006.
4. Rodrigues, M. V. Chapters 2 and 6, *Perspectives of Communication and Communicative Competence*. 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*. Taylor & Francis, 2021.
2. Mukherjee, Joybrato. "The development of the English language in India", *The Routledge Handbook of World Englishes*. ed. A. Kirkpatrick. 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*. 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*. Southern Illinois University Press, 2001.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggested readings:

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

5. Cohn, Bernard S. "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. Aldine Press, 1968.
6. Gokak, Vinayak Krishna. "Towards a Definition of Culture", *India and World Culture*. Sahitya Akademi, 1986.
7. Panikkar, K.N. "Culture and Ideology", *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India*. Longman, 1995.
8. Crystal, David. *The Stories of English*. Penguin Books Limited, 2005.
9. Krishnaswamy, N., and Krishnaswamy, Lalitha. *The Story of English in India*. Foundation Books, 2006.
10. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge University Press, 1995.
11. Mesthrie, Rajend, and Rakesh M. Bhatt. *World Englishes: The Study of New Linguistic Varieties*. 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*. 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:

- 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)**

Arthur Conan Doyle: *The Sign of Four*. Penguin, 2001.

UNIT- II (15 weeks-1 hour/week)

Kashigo Ishiguro: *Never Let Me Go*. Knopf Canada, 2005.

UNIT- III (15 weeks-1 hour/week)

Ibn-e-Safi: *House of Fear*. Penguin Random House India, 2009.

Madulika Liddle: *Crimson City*. Hachette India, 2015.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggested readings:

1. Milhorn, H. Thomas . *Writing Genre Fiction: A Guide to the Craft*. Universal Publishers, 2006.
2. Beth Driscoll, Kim Wilkins, Lisa Fletcher: *Genre Worlds: Popular Fiction and Twenty-First-Century*. University of Massachusetts Press, 2022.
3. Saricks, Joyce G. *The Readers' Advisory Guide to Genre Fiction*. ALA Editions, 2009.
4. Rosen, Jeremy. "Literary Fiction and the Genres of Genre Fiction" 8th July, 2018.
[https:// post45.org/2018/08/1literary-fiction-and-the-genres-of-gen re-fiction/](https://post45.org/2018/08/1literary-fiction-and-the-genres-of-gen-re-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:

- 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)

Mary Shelley: *The Last Man*. Broadview Press, 1996.

UNIT- II (15 weeks-1 hour/week)

H.G. Wells: *The Time Machine*. Simon and Schuster, 2011.

UNIT- III (15 weeks-1 hour/week)

Malcolm Bradbury: *Fahrenheit 451*. Simon and Schuster, 2012.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggested readings:

1. Stock, Adam. *Modern Dystopian Fiction and Political Thought: Narratives of World Politics*. Taylor & Francis, 2018.
2. Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. McGill-Queen's University Press, 2001.
3. Basu, Balaka, et al. (ed.) *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. Taylor & Francis, 2013.
4. Isomaa, Saija, et al. (ed.) *New Perspectives on Dystopian Fiction in Literature and Other Media*. Cambridge Scholars Publishing, 2020.
5. Anthony, Ashley G., et al. (ed.) *Worlds Gone Awry: Essays on Dystopian Fiction*. 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	4	3	1	0	Passed	NIL
Literature & Human Rights					Class XII	

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:

- 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)**

George Orwell: *1984*. Pan Macmillan, 2021.

UNIT- II (15 weeks-1 hour/week)

Harper Lee: *To Kill a Mockingbird*. Arrow, 2010.

UNIT- III (15 weeks-1 hour/week)

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

Maya Angelou: "I Know Why the Caged Bird Sings"

June Millicent Jordan: "Poem About My Rights"

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggested 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*. University of California Press, 1987.
5. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. Eerdmans Publishing Company, 2001.
6. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. Harvard University Press, 1999.
7. Griffin, James. *On Human Rights*. 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:

- 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 Bhakti 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*. Macmillan, 2005.

Suggested 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:

- 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*. Phoenix, 1994.

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

Suggested 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*. 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.

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-7 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:

- 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-7**UNIT- I (15Hours)****Caste**

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*. Navayana Publications, 2015.

Bama, "Chapter 1", *Sangati*. trans. Lakshmi Holmstrom. Oxford University Press, 2005, pp. 3-14.

Navaria, Ajay. "Yes Sir", *Unclaimed Terrain*. trans. Laura Brueck. Navayana, 2013, pp. 45-64.

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

Chib, Malini. *One Little Finger*. Sage, 2011, pp. 103-190.

Sahay, Raghuvir. "The Handicapped Caught in a Camera", *Chicago Review*, trans. Harish Trivedi, 38: 1/2, 1992, pp. 146-147.

UNIT- 111 (15 Hours)

Tribe

Sonawane, Waharu. "Literature and Adivasi Culture", *Lokayana Bulletin*, Special Issue on Tribal Identity, 10: 5/6, March-June 1994, pp. 11-20.

Brahma, Janil Kumar. "Orge", *Modern Bodo Short Stories*, trans. Joykanta Sarma. Sahitya Akademi, 2003. Pp. 1-9.

Sangma, D. K. "Song on Inauguration of a House", *Garo Literature*, trans. Caroline Marak. Sahitya Akademi, 2002, Pp. 72-73.

Khare, Randhir. "Raja Pantha", *The Singing Bow: Poems of the Bhil*. Harper Collins, 2001, pp. 1-2.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggested readings:

1. Basu, Sudeep and Asmita Bhattacharyya (ed.). *Marginalities in India: Themes and Perspectives*. Springer, 2017.
2. Kumar, Parmod (ed.). *Literature and Marginality: Emerging Perspectives in Dalit Literature*. Lap Lambert Academic Publishing GmbH KG, 2013.
3. Addlakha, Renu (ed.). *Disability Studies in India: Global Discourses, Local Realities*. 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 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		
GE-8 Indian Classical Literature	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives:

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

Learning Outcomes:

- 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-8

UNIT: I (15 Hours)

1. Vyasa. Selections from *The Mahabharata*. Translated by K.M. Ganguli, in *The Mahabharata of Krishna-Dwaipayana Vyasa*, 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*. Translated by Chandra Rajan, in *Kalidasa: The Loom of Time*, Penguin Classics, 1989.

UNIT: III (15 Hours)

1. Ilanko Atikal. "The Book of Vanci". *Cilappatikaram*, translated by R. Parthasarathy, Penguin India, 2004.

Practical component (if any): NIL

Essential/recommended readings: as listed in the units

Suggested readings:

1. Bharata Muni. Selections from *Nāṭyashāstra*. (i) Chapter 6, 'The Sentiments'; (ii) Chapter 20, 'Ten Kinds of Play'; (iii) Chapter 35, 'Characteristics of the Jester'. Translated by Manomohan Ghosh, Asiatic Society of Bengal, 1951, pp. 105-17; 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, Jaico Publishing House, 1991.
3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. D.K. Printworld Pvt. Ltd., 2005, pp. 1-31.
4. Gerow, Edwin, et al. "Indian Poetics". *The Literatures of India: An Introduction*, edited by Edward. C. Dimock et al, University of Chicago Press, 1974, pp. 115-143.
5. Venkatachalapathy, R. "Introduction". *Love Stands Alone: Selections from Tamil Sangam Poetry*, 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-9 TWENTIETH CENTURY DRAMA	4	3	1	0	Passed Class XII	NIL

Learning Objectives:

- To familiarise students with the 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:

- Students will be able to identify the generic differences contextualised 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- 9**UNIT: I (15 Hours)**

1. Shaw, George Bernard. *Saint Joan*. Penguin Books, 2001.

UNIT: II (15 Hours)

1. Miller, Arthur. *Death of a Salesman*. Penguin Books, 1998.

UNIT: III (15 Hours)

1. Karnad, Girish. "Broken Images". *Collected Plays: Volume II*, Oxford UP, 2005, pp. 261-284.

Practical component (if any): NIL

Essential/recommended readings: as listed in the units

Suggested Readings:

1. Stanislavsky, Konstantin. "Faith and the Sense of Truth". *An Actor Prepares*, Bloomsbury Academic, 2013, pp. 111-139.
2. Steiner, George. "On Modern Tragedy". *The Death of Tragedy*, Faber, 1995, pp. 303-324.
3. Worthen, Bruce W. *Print and the Poetics of Modern Drama*. Cambridge UP, 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-10 Cinematic Adaptations of Literary Texts	4	3	1	0	Passed Class XII	NIL

Learning Objectives:

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

Learning Outcomes:

- Students will be able to 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- 10

UNIT: I (15 Hours)

1. Shakespeare, William. *Othello*. Edited by Barbara A. Mowat and Paul Werstine, Simon & Schuster, 2009.
2. *Othello*. Directed by Oliver Parker, performances by Laurence Fishburne, Kenneth Branagh, and Irene Jacob, Columbia Pictures, 1995.

UNIT: II (15 Hours)

1. Forster, E. M. *A Passage to India*. Penguin Books, 2005.
2. *A Passage to India*. Directed by David Lean, Columbia Pictures, 1984.

UNIT- III (15 Hours)

1. Puzo, Mario. *The Godfather*. G.P. Putnam's Sons, 2019.
2. *The Godfather*. Directed by Francis Ford Coppola, Paramount Pictures, 1972.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggested Readings:

1. Stam, Robert, and Alessandra Raengo. *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Wiley 2005.
2. Cartmell, Deborah, editor. *A Companion to Literature, Film, and Adaptation*. Wiley, 2014.
3. Monaco, James. "The language of film: signs and syntax". *How to Read a Film: The World of Movies, Media & Beyond*, Oxford UP, 2009, pp. 170-249.
4. Hutcheon, Linda. "On the Art of Adaptation" *Daedalus*. vol. 133, 2004, pp. 108-111.
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, pp. 148-158.

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-11 Travel Writings	4	3	1	0	Passed Class XII	NIL

Learning Objectives:

- To introduce students to the field of travel writing
- To indicate the diversity of the field

Learning Outcomes:

- Students will be able to analyse the differences and similarities between genres
- Students will be able to appreciate generic specifics of travel writings.

SYLLABUS OF GE- 11

UNIT: I (15 Hours)

1. Seth, Vikram. *From Heaven Lake: Travels Through Sinkiang and Tibet*. Penguin Books, 1990.

UNIT: II (15 Hours)

1. Ghosh, Amitav. *Dancing in Cambodia, At Large in Burma*. Ravi Dayal, 1998.

UNIT: III (15 Hours)

1. Mehta, Ved. *Walking the Indian Streets*. Franklin Classics, 2018.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggested readings:

1. Bassnett, Susan. "Travel Writing and Gender". *Cambridge Companion to Travel Writing*, edited by Peter Hulme and Tim Young, Cambridge UP, 2002, pp. 225-241.

2. Khair, Tabish. "An Interview with William Dalrymple and Pankaj Mishra". *Postcolonial Travel Writings: Critical Explorations*, Edited by Justin D Edwards and Rune Graulund, 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*, 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-12 Contemporary India: Women and Empowerment	4	3	1	0	Passed Class XII	NIL

Learning Objectives:

- To familiarise 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:

- Students will be able to identify and contextualise 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- 12

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*, edited by Susie Tharu and K Lalitha, Oxford UP, 1997, pp. 307-311.
2. Devi, Rassundari. "From *Amor Jiban*". *Women Writing in India: 600 BC to the Early Twentieth Century*, edited by Susie Tharu and K Lalitha, Oxford UP, 1997, pp. 190-202.
3. Hossain, Rokeya Sakhawat. "Sultana's Dream". *Women Writing in India: 600 BC to the Early Twentieth Century*, edited by Susie Tharu and K Lalitha, Oxford UP, 1997, pp. 340-351.
4. Geetha, V. *Patriarchy*. Stree, 2007, pp. 3-61.

UNIT: II (15 Hours)

Intersections

- Women and caste, religion, class, sexualities, race, and 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:

1. Devi, Mahasweta. "Bayen". *Five Plays*, translated by Samik Bandyopadhyay, Seagull Books, 2009.
2. John, Mary. "Feminism Poverty and the Emergent Social Order". *Handbook of Gender*, edited by Raka Ray, Oxford UP, 2012.
3. Kasturi, Leela. "Report of the Sub-Committee Women's Role in Planned Economy National Planning Committee (1947)". *Feminism in India*, edited by Maitrayee Chaudhuri, Zed, 2005, pp. 136-155.
4. Shiva, Vandana. *Staying Alive: Women Ecology and Development*. Kali for Women, 1989. Ch. 2, "Science, Nature and Gender", pp. 14-37; Ch. 4, "Women in the Forest", pp. 55-95.

5. Vinodini, M.M. "The Parable of the Lost Daughter". *The Exercise of Freedom*, edited by K. Satyanarayana and Susie Tharu, 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:

1. Kumar, Radha. *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990*. Zubaan, 1993. Chs. 2, 3, 7, 8, and 11, pp. 7-52, 115-142, 172-181.
2. Sangari, Kumkum. "Politics of Diversity: Religious Communities and Multiple Patriarchies". *Economic and Political Weekly*, Vol. 3052, 1995.
3. Sarkar, Tanika. "Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife". *Economic and Political Weekly*, Vol. 2836, April, 1993.
4. Moon, Meenakshi and Urmila Pawar. *We Also Made History: Women in the Ambedkarite Movement*. Translated by Wandana Sonalkar, Zubaan, 2008. Chs. 1, 5 and 6, pp. 38-42, 78-101.

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

Suggested readings:

1. Nair, Janaki. "The Foundations of Modern Legal Structures in India". *Handbook of Gender*, edited by Raka Ray, Oxford UP, 2012.
2. Agnes, Flavia. "Conjugality, Property, Morality and Maintenance". *Handbook of Gender*, edited by Raka Ray, Oxford UP, 2012.
3. *Indian Literature: An Introduction*. 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-13 Culture & Theory	4	3	1	0	Passed Class XII	NIL

Learning Objectives:

- To familiarise 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:

- 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- 13

UNIT: I (15 Hours)

1. Hall, Stuart. "Cultural Identity and Diaspora". *Identity: Community, Culture, Difference*, Edited by J. Rutherford, Lawrence and Wishart, 1990.
2. Chekhov, Anton. "The Bride". *Selected Works*, Progress Publishers, 1973.

UNIT: II (15 Hours)

1. Beauvoir, Simone de. "Introduction". *The Second Sex*, Vintage Books 1997, pp. 13-29.
2. Sartre, Jean-Paul. "Intimacy". *The Wall*, translated by Lloyd Alexander, New Directions Publishing, 1988.

UNIT: III (15 Hours)

1. Foucault, Michel. "What is an Author?". *Modern Criticism and Theory: A Reader*, edited by David Lodge and Nigel Wood, Pearson, 2007, pp. 192-205.
2. Mansfield, Katherine. "The Voyage". *The Penguin Book of Short Stories*, edited by Christopher Dolley, Penguin Books, 1970.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggested readings:

1. Smith, Philip, and Riley Alexander. *Cultural Theory: An Introduction*. Wiley, 2011.
2. Archer, Margaret S. *Culture and Agency: The Place of Culture in Social Theory*. Cambridge U P, 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-14 Life & Literature	4	3	1	0	Passed Class XII	NIL

Learning Objectives:

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

Learning Outcomes:

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

SYLLABUS OF GE-14**UNIT: I (15 Hours)**

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

UNIT: II (15 Hours)

1. Bandyopadhyay, Bibhutibhushan. *Pather Panchali: The Song of the Road*. Translated by Rimi, Penguin Modern Classics, 2019.

UNIT: III (15 Hours)

1. Murty, Sudha. *Wise and Otherwise: A Salute to Life*. Penguin Random House, 2002.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggested readings:

1. Berne, Eric. *Games People Play: The Psychology of Human Relationships*. Grove Press, 1964.

2. Kalam, A.P.J. Abdul. *My Journey: Transforming Dreams into Actions*. Rupa Publications India, 2013.

3. Bach, Richard. *Jonathan Livingston Seagull: A Story*. HarperCollins, 2005.

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

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-15 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- 15

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. Beteille, 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.

