

**Appendix-14**  
**Resolution No. 38 {38-1 [38-1-1(7)]}**

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**DEPARTMENT OF ENGLISH**  
**SEMESTER-II**

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## Department of English

### COURSES OFFERED BY DEPARTMENT OF ENGLISH

#### Category I

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

#### DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) – : 14<sup>th</sup> to 17<sup>th</sup> Century English Poetry

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

## **SYLLABUS OF DSC-4**

### **UNIT – I (14 weeks-1 hour/week)**

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

### **UNIT – II (14 weeks-1 hour/week)**

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

### **UNIT – III (14 weeks-1 hour/week)**

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

### **Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

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

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

## DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): 16<sup>th</sup> & 17<sup>th</sup> Century English Drama

### Credit distribution, Eligibility and Prerequisites of the Course

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

### Learning Objectives:

The Learning Objectives of this course are as follows:

- To define the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To recognise theatre as a space of continual experimentation and change.

### Learning outcomes:

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF DSC- 5

#### UNIT – I (14 weeks-1 hour/week)

1. Christopher Marlowe: *Doctor Faustus*

#### UNIT – II (14 weeks-1 hour/week)

2. William Shakespeare: *Macbeth*

#### UNIT – III (14 weeks-1 hour/week)

3. Aphra Behn: *The Rover*

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

**Suggestive readings** (if any):

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.
2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.
3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.
4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

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

#### DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): 18<sup>th</sup> Century Literature

#### Credit distribution, Eligibility and Prerequisites of the Course

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

## **SYLLABUS OF DSC-6**

### **UNIT – I (14 weeks-1 hour/week)**

1. Alexander Pope: *Rape of the Lock*

### **UNIT – II (14 weeks-1 hour/week)**

2. Jonathan Swift: *Gulliver's Travels*

### **UNIT – III (14 weeks-1 hour/week)**

3. Oliver Goldsmith: *The Vicar of Wakefield*

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

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

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

### Category II

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

#### DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): 16<sup>th</sup> & 17<sup>th</sup> Century English Drama

#### Credit distribution, Eligibility and Prerequisites of the Course

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

#### Learning Objectives:

The Learning Objectives of this course are as follows:

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

#### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to demonstrate how drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

#### SYLLABUS OF DSC- 5

### UNIT – I (14 weeks-1 hour/week)

1. Christopher Marlowe: *Doctor Faustus*

### UNIT – II (14 weeks-1 hour/week)

2. William Shakespeare: *Macbeth*

### UNIT – III (14 weeks-1 hour/week)

3. Aphra Behn: *The Rover*

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

**Suggestive readings** (if any):

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.
2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.
3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.
4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

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

## DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): 18<sup>th</sup> Century Literature

### Credit distribution, Eligibility and Prerequisites of the Course

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

### Learning Objectives



The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF DSC-6

#### UNIT – I (14 weeks-1 hour/week)

1. Alexander Pope: *Rape of the Lock*

#### UNIT – II (14 weeks-1 hour/week)

2. Jonathan Swift: *Gulliver's Travels*

#### UNIT – III (14 weeks-1 hour/week)

3. Oliver Goldsmith: *The Vicar of Wakefield*

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

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

4. Hobsbawm, Eric. *The Age of Revolution: Europe 1789-1848*. London: Wiedenfeld and Nicholson, 1962.

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

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

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

### Category III

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

#### **DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): 16<sup>th</sup> & 17<sup>th</sup> Century English Drama**

#### **Credit distribution, Eligibility and Prerequisites of the Course**

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

#### **Learning Objectives:**

The Learning Objectives of this course are as follows:

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

#### **Learning outcomes:**

The Learning Outcomes of this course are as follows:

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

## **SYLLABUS OF DSC- 5**

### **UNIT – I (14 weeks-1 hour/week)**

1. Christopher Marlowe: *Doctor Faustus*

### **UNIT – II (14 weeks-1 hour/week)**

2. William Shakespeare: *Macbeth*

### **UNIT – III (14 weeks-1 hour/week)**

3. Aphra Behn: *The Rover*

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

**Suggestive readings** (if any):

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.
2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.
3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.
4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### 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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
GE-7 Marginalities in Indian Writing	4	3	1	0	Passed Class XII	NIL	English

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To train the students to recognise the need for a multi-genre approach to writings from the marginalities.
- To outline and discuss an understanding of alternative aesthetics.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

#### SYLLABUS OF GE-7

##### UNIT – I (14 weeks-1 hour/week)

##### UNIT I-Caste

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

2. Bama, 'Chapter 1', *Sangati*. trans. Lakshmi Holmstrom, New Delhi: Oxford University Press, 2005. pp 3-14
3. Navaria, Ajay. 'Yes Sir', *Unclaimed Terrain*. trans. Laura Brueck, New Delhi: Navayana, 2013. pp 45-64
4. Gogulamanda, Aruna. 'A Dalit Woman in the Land of Goddesses', *First Post*, Posted 13 August 2017.

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

## **UNIT – II (14 weeks-1 hour/week)**

### **UNIT II-Disability**

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

## **UNIT – III (14 weeks-1 hour/week)**

### **UNIT III-Tribe**

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

### **Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Basu, Sudeep and Asmita Bhattacharyya (ed.). *Marginalities in India: Themes and Perspectives*. Singapore: Springer, 2017.

2. Kumar, Parmod (ed.). *Literature and Marginality: Emerging Perspectives in Dalit Literature*. Germany: Lap Lambert Academic Publishing GmbH KG, 2013.

3. Addlakha, Renu (ed.). *Disability Studies in India: Global Discourses, Local Realities*. India: Taylor & Francis, 2020.

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

### GENERIC ELECTIVES (GE-8) INDIAN CLASSICAL LITERATURE

#### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-8 Indian Classical Literature	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To outline for students a foundational understanding of Indian classical literary tradition.
- To help students recognise the rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to interpret 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 (14 weeks-1 hour/week)

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

- a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII
- b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.

c) 'Krishna's Peace Proposal', Book 5, Udyog Parva, Section LXXXIX-CXXXI

**UNIT – II (14 weeks-1 hour/week)**

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

**UNIT – III (14 weeks-1 hour/week)**

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

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

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

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

**GENERIC ELECTIVES (GE-9) TWENTIETH CENTURY DRAMA**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
GE-9 TWENTIETH CENTURY DRAMA	4	3	1	0	Passed Class XII	NIL	English

## Learning Objectives

The Learning Objectives of this course are as follows:

- To recognise and describe drama of the 20th century with a focus on region and milieu.
- To discuss and define the various evolving sub genres of drama in the 20<sup>th</sup> Century.

## Learning outcomes

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF GE- 9

### UNIT – I (14 weeks-1 hour/week)

1. Bernard Shaw: *Saint Joan*

### UNIT – II (14 weeks-1 hour/week)

2. Arthur Miller: *Death of a Salesman*

### UNIT – III (14 weeks-1 hour/week)

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

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

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

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



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

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
GE-10 Cinematic Adaptations of Literary Texts	4	3	1	0	Passed Class XII	NIL	English

### Learning Objectives

The Learning Objectives of this course are as follows:

- To outline the aspects of cinema studies and adaptation studies
- To discuss the relationship between literature and cinema

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to interpret the visual grammar across genres of film.
- This course will equip students to illustrate how cinema deals with issues of literariness, translation and adaptation.

### SYLLABUS OF GE- 10

#### UNIT – I (14 weeks-1 hour/week)

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

#### UNIT – II (14 weeks-1 hour/week)

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

#### UNIT – III (14 weeks-1 hour/week)

5. Mario Puzo: *The Godfather*

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

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. Stam, Robert, et al. (ed.) *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Taiwan: Wiley, 2005.
2. Cartmell, Deborah. (ed.) *A Companion to Literature, Film, and Adaptation*. United Kingdom: Wiley, 2014.
3. Monaco, James. 'The language of film: signs and syntax', *How to Read a Film: The World of Movies, Media & Multimedia*. New York: OUP, 2009. pp 170– 249
4. Hutcheon, Linda. 'On the Art of Adaptation', *Daedalus*. vol. 133, 2004.
5. Leitch, Thomas. 'Adaptation Studies at Crossroads', *Adaptation*. vol. 1, no. 1, 2008. pp 63–77
6. Trivedi, Poonam. 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

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

#### GENERIC ELECTIVES (GE-11) TRAVEL WRITINGS

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
GE-11 Travel Writings	4	3	1	0	Passed Class XII	NIL	English

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To initiate students into the field of travel writings and recognise its features
- To discuss and describe the diversity of the field

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to interpret and illustrate what constitutes the genre of travel writings.
- Students will be able to imagine and compose narratives pertaining to the generic specifics of travel writings.

## SYLLABUS OF GE- 11

### UNIT – I (14 weeks-1 hour/week)

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

### UNIT – II (14 weeks-1 hour/week)

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

### UNIT – III (14 weeks-1 hour/week)

3. Ved Mehta: *Walking the Indian Streets*

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

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

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

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

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
GE-12 Contemporary India: Women and Empowerment	4	3	1	0	Passed Class XII	NIL	English

### Learning Objectives

The Learning Objectives of this course are as follows:

- To outline and define the basic theories about gender, be it feminism, queer studies or masculinity studies.
- To identify literary texts that prioritise issues of gender in India.

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF GE- 12

#### UNIT – I (14 weeks-1 hour/week)

##### UNIT I: Concepts

- Sex and Gender -- social construction of gender; socialisation into gender
- Femininities and masculinities -- normative gender privilege; heteronormativity
- Patriarchy -- history of the efforts to undo feminism

##### ESSENTIAL READINGS:

1. Kamble, Baby. 'Our Wretched Lives', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 307-311
2. Rassundari Devi, Excerpts from *Amar Jiban*, *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 190-202

3. Begum Rokeya Shekhawat Hossain, 'Sultana's Dream', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 340-351

4. Geetha, V. *Patriarchy*. Kolkata: Stree, 2007. pp 3-61

## **UNIT – II (14 weeks-1 hour/week)**

### **UNIT II: Intersections**

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

### **ESSENTIAL READINGS:**

5. Devi, Mahasweta. 'Bayen', *Five Plays*. trans. Samik Bandyopadhyay, Calcutta: Seagull, 2009.

6. John, Mary. 'Feminism Poverty and the Emergent Social Order', *Handbook of Gender*. ed. Raka Ray, Delhi: Oxford University Press, 2012.

7. Kasturi, Leela. 'Report of the Sub-Committee Women's Role in Planned Economy National Planning Committee (1947)', *Feminism in India*. ed. Maitrayee Chaudhuri, Delhi: Zed, 2005. pp 136-155

8. Shiva, Vandana. Chapters 2 & 4, *Staying Alive: Women Ecology and Development*. Delhi: Kali for Women, 1989.

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

## **UNIT – III (14 weeks-1 hour/week)**

### **UNIT III: Histories**

- The women's question pre-Independence -- sati-reform, widow remarriage, debates around age of consent
- Women in the Independence movement, Partition
- Post-Independence campaigns -- against sexual harassment and rape, dowry, violence, debates around the Uniform Civil Code

- Public sphere participation of women -- in politics, in the workplace, in the economy, creating educational inclusion

### ESSENTIAL READINGS:

10. Kumar, Radha. Chapters 2; 3; 7; 8; 11, *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800—1990*. Delhi: Zubaan, 1993.
11. Sangari, Kumkum. 'Politics of Diversity: Religious Communities and Multiple Patriarchies', *Economic and Political Weekly*. Vol. 3052, 1995.
12. Sarkar, Tanika. 'Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife', *Economic and Political Weekly*. Vol. 2836, April, 1993.
13. Moon, Meenakshi and Urmila Pawar. Chapters 1; 5; 6, *We also made history: Women in the Ambedkarite Movement*. Delhi: Zubaan, 2008.

### Practical component (if any) –

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

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

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

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

### GENERIC ELECTIVES (GE-13) CULTURE & THEORY

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title &	Credits	Credit distribution of the course	Eligibility criteria	Pre-requisite	Department offering the
		21			

Code		Lecture	Tutorial	Practical/ Practice		of the course	course
GE-13 Culture & Theory	4	3	1	0	Passed Class XII	NIL	English

### Learning Objectives

The Learning Objectives of this course are as follows:

- To outline and describe the basic theories which the students might fruitfully deploy when engaging with problems related to culture.
- To identify and discuss critical texts that deal with the central problems in the analysis of modern culture.

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF GE- 13

#### UNIT – I (14 weeks-1 hour/week)

1. Hall, Stuart. 'Cultural Identity and Diaspora,' *Identity: Community, Culture, Difference*. Ed. J. Rutherford, London: Lawrence and Wishart, 1990.

2. Chekhov, Anton. 'The Bride', *Selected Works*. Moscow: Progress P, 1973.

#### UNIT – II (14 weeks-1 hour/week)

3. Beauvoir, Simone de. 'Introduction', *The Second Sex*. London: Vintage 1997. pp 13-29

4. Sartre, Jean Paul. 'Intimacy', *The Wall*. trans. Alexander Lloyd Wisconsin, Hal Leonard Corp, 1995.

#### UNIT – III (14 weeks-1 hour/week)

5. Foucault, Michel. 'What is an Author?', *Modern Criticism and Theory: A Reader*. ed. David Lodge with Nigel Wood, New Delhi: Pearson, 2007. pp 192-205

6. Mansfield, Katherine. 'The Voyage', *The Penguin Book of Short Stories*. ed. Christopher Dolley, Harmondsworth: Penguin, 1970.

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

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

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

**GENERIC ELECTIVES (GE-14) LIFE AND LITERATURE**

**Credit distribution, Eligibility and Pre-requisites of the Course**

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to illustrate the ways in which different cultural modes of aesthetic function.
- Students will be able to assess and validate the relationship between life, art and literature.

**SYLLABUS OF GE-14**



**UNIT – I (14 weeks-1 hour/week)**

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

**UNIT – II (14 weeks-1 hour/week)**

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

**UNIT – III (14 weeks-1 hour/week)**

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

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

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

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

3. Richard Bach: *Jonathan Livingston Seagull*. 1970

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

**GENERIC ELECTIVES (GE-15) INDIVIDUAL AND SOCIETY**
**Credit distribution, Eligibility and Pre-requisites of 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-15 Individual and Society	4	3	1	0	Passed Class XII	NIL	English

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To outline the ways in which individual and society engage with each other across socio political and geopolitical contexts

- To identify the texts and discuss the 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 demonstrate an ability to evaluate the continuing significance of identity-construction and aesthetic representation.
- Students will be able to assess and justify the ways in which different modes of narratives reconfigure the relationships between individual and society.

### SYLLABUS OF GE- 15

#### UNIT – I (14 weeks-1 hour/week)

##### 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 (14 weeks-1 hour/week)

##### 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 (14 weeks-1 hour/week)

##### 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. Bêteille, André. *Caste, Class, and Power*. University of California Press, 1969.
2. Sharma, Kanhaiya Lal (ed.). *Caste and Class in India*. India, Rawat Publications, 1994.
3. Malešević, Siniša. *The Sociology of War and Violence*. United Kingdom: Cambridge University Press, 2010.

4. Karatzogianni, Athina (ed.). *Violence and War in Culture and the Media: Five Disciplinary Lenses*. United Kingdom: Taylor & Francis, 2013.
5. Held, David (ed.). *A Globalizing World? Culture, Economics, Politics*. United Kingdom: Routledge, 2000.
6. Yoshida, David, et al. *Living in a Globalized World*. Canada: Oxford University Press, 2007.

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

## GENERIC ELECTIVES (GE) LANGUAGE COURSES

**Note:** GE Language courses, as approved in the AC meeting of 3rd August, 2022 for Semester I, will also run in Semester II, as these courses are offered in the flip mode.

Their titles are:

- (GE Language 1) English Language Through Literature-I
- (GE Language 2) Digital Communication-I
- (GE Language 3) English Fluency-I
- (GE Language 4) Developing English Language Skills-I