

**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 Learning Outcomes-based Curriculum Framework for Undergraduate
Education**

SEMESTER 1

**Core, Ability Enhancement Course Compulsory (AECC), B.A/B.Com Program, B.A.
English Discipline and Generic Electives (GE)**

*Syllabus applicable for students seeking admission to the
BA Honours English, BA/BCom/BSc Programme and BA(H)/BCom(H)/BSc(H) under LOCF
w.e.f. the academic year 2019-20*

SEMESTER I		
CORE COURSE	CORE 1	Indian Classical Literature
	CORE 2	European Classical Literature
ABILITY ENHANCEMENT COURSE COMPULSORY(AECC)	AECC1	AECC English
GENERIC ELECTIVE (GE) COURSE	GE 1	Academic Writing and Composition
	GE 2	Media and Communication Skills
	GE 3	Text and Performance: Indian Performance Theories and Practices
	GE 4	Language and Linguistics
	GE 5	Readings on Indian Diversities and Literary Movements
	GE 6	Contemporary India: Women and Empowerment
	GE 7	Language, Literature and Culture
	GE 8	Comic Books and Graphic Novels
	GE 9	Cinematic Adaptations of Literary Texts
	GE 10	Indian English Literatures
	GE 11	Bestsellers and Genre Fiction
	GE 12	Culture and Theory
	GE 13	Marginalities in Indian Writing
	GE 14	The Individual and Society
	GE 15	Text and Performance: Western Performance Theories and Practices
	GE 16	Literature and the Contemporary World

Structure of B. A. Honours English under LOCF

CORE COURSE

Paper Titles	Page
Sem I	
1. Indian Classical Literature	5
2. European Classical Literature	8

GENERIC ELECTIVE (GE) COURSE

(Any four for Honours students (Semesters 1,2,3,4) and any two for B.A/B.Com Programme students(Semesters 5,6))

Paper Titles	Page
1. Academic Writing and Composition	11
2. Media and Communication Skills	13
3. Text and Performance: Indian Performance Theories and Practices	16
4. Language and Linguistics	19
5. Readings on Indian Diversities and Literary Movements	21
6. Contemporary India: Women and Empowerment	23
7. Language, Literature and Culture	27
8. Comic Books and Graphic Novels	30
9. Cinematic Adaptations of Literary Texts	33
10. Indian English Literatures	35
11. Bestsellers and Genre Fiction	37
12. Culture and Theory	39
13. Marginalities in Indian Writing	41
14. The Individual and Society	45
15. Text and Performance: Western Performance Theories and Practices	47
16. Literature and the Contemporary World	50

AECC

Paper Title: AECC English

52-56

Unit 1: Introduction

Unit 2: Language of Communication

Unit 3: Speaking Skills

Unit 4: Reading and Understanding

Unit 5: Writing Skills

**B. A. & B. COM. PROGRAMME
(CORE ENGLISH LANGUAGE)**

57-74

Note for Visually Impaired Students

For visually impaired students to be able to take some of these papers, a number of supplementary readings are offered. These are to be read/discussed in connection with the texts in the classroom, so as to create a sustainable and diverse model of inclusive pedagogy. For visually impaired students, this set of readings will also be treated as primary, and may be examined as such. The supplementary readings may be used as theorizations or frameworks for understanding the course.

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

I. B. A. HONOURS ENGLISH UNDER LOCF

CORE COURSE

PAPER 1 INDIAN CLASSICAL LITERATURE Semester 1

Course Statement

The paper introduces students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil. A key feature is the study of the poetics in the epics of both languages, including their literary traditions and their representations of a pluralist society in terms of linguistic, religious, and generic diversity. The paper lays a foundation in Indian poetics, theories of representation, aesthetics, aspects of Indian theatre, and traditions of story-telling and narrative structures. Optional papers on Indian literature in subsequent semesters will reinforce the centrality of this paper in providing an understanding of key concepts related to the form and content of Indian literatures.

Course Objectives

The course aims to

- study significant sections of Vyasa's Mahabharata in order to determine conceptualisation and representation of class, caste, gender, and disability in the context of the epic battle over rights and righteousness;
- examine selections from Ilango's *Cilapattikaram* to understand the interplay of Tamil poetics and the lifestyle of communities, negotiating ideas related to love, justice, war, governance, and conduct in private and public domains;
- study Sanskrit drama, a Nataka, and a Prakarna, to appreciate its debts to Natyashastra in their formal aspects;
- explore the central concerns of Sanskrit drama in relation to notions of the ideal ruler, lover, friend, and spouse; the presence of Buddhist edicts, the voices of the poor and the marginalised, the position of women in different social strata, the subversive use of humour, and the performative aspects of Sanskrit theatre;
- introduce students to selections elucidating Tamil and Sanskrit poetics (Unit 5); a critical overview of the theorisation of Akam, Puram, and Thinai in Tolkappiyam, juxtaposed to lyrics from Sangam poetry; the Rasa theory from Natyashastra, to help students appreciate the inter-connections between theory and practice in theatre; a representation of disability in theatre, examined through the portrayal of Vidushaka

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups, initiating discussion topics, participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Vyasa, selections from *The Mahabharata*, from *The Mahabharata of Krishna-Dwaipayana Vyasa*, trans. K. M. Ganguli (Delhi: MunshiramManoharlal 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) 'Dhritrashtra and Gandhari's Wrath', Book 11, Section XI-XV.

Unit 2

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

Unit 3

Sudraka, *The Mrichchhakatika of Sudraka*, trans. M. R. Kale (Delhi: Motilal Banarsidas Publishers, 1924, reprint 2013).

Unit 4

IlangoAtikal, *The Cilappatikaram*, Cantos 1, 2, 7, 18, 19, 20, 21, 22, 24, 26, 30, trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

Unit 5

- Selections from *Natyashastra*, (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) pp.105-17; 355-74; 548-50.
- IrawatiKarve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
- R. Venkatachalapathy, 'Introduction', in *Love Stands Alone: Selections from Tamil Sangam Poetry* (Delhi: Penguin Classics, 2013) pp. XIII-XLI, 25, 45, 70, 186.
- Edwin Gerow et al, 'Indian Poetics' in *The Literatures of India: An Introduction*, ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. Pp 115-143

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

Teaching Plan

Paper 1: Indian Classical Literature

Week1 – Introduction to Indian Classical Literature

Week 2 – Unit 1 – The Mahabharata: The Dicing

Week 3 – The Mahabharata (contd): The Temptation of Karna; Dhritrashtra and Gandhari's wrath

Week 4 – Unit 5 --*Natyashastra*, prescribed sections

Week 5 – Unit 2 -- Kalidasa, *Abhijnasakuntalam*

Week 6 – Kalidasa (contd)

Week7 – Unit 3 -- Sudraka, *Mrichchakatika*

Week 8 – Sudraka (contd)

Week 9 – Unit 5 -- Venkatachalapathy, 'Introduction', in *Love Stands Alone: Selections from Tamil Sangam Poetry*

Week 10 – Unit 4 -- Introduction to Atikal, *Cilappatikaram*, Cantos1, 2, 7, 18, 19

Week11 – Atikal (contd), Cantos 20, 21, 22, 24, 26, 30

Week12 – Unit 5 – Gerow, 'Indian Poetics' IrawatiKarve, 'Draupadi'

Week 13 – Sanskrit plays revisited; critical discussion on the prescribed plays

Week 14 – Indian epics revisited; critical discussion on Mahabharata and *Cilappatikaram*

Keywords

Indian Epics

Natyashastra

Akam Puram

Rasa

PAPER 2
EUROPEAN CLASSICAL LITERATURE
Semester 1

Course Statement

This course provides a humanist foundation to English studies, to be considered essential reading. It enables an exploration of classical Greek, Roman, and Hebrew literature in English translation, tracing its impact and influence on English literature from the period of the Renaissance to the Modern. The paper offers a wide-ranging perspective on the aesthetic, philosophical, and social concerns of classical literature. It introduces students to multiple genres and forms, including the epic, tragedy, comedy, the lyric, and the dialogue. Selections from the Old and New Testament of The Bible provide the context to literary styles and ideas governing Western literature's interface with the community and its spiritual needs.

Course Objectives

This course aims to

- explore the historical, cultural, and philosophical origins of tragedy and comedy;
- engage with both genres in their distinctive form, style, and characterization, including their representation of human aspirations, foibles, grandeur, and vulnerability;
- examine representations of disability in mythology through the reading of selections from Ovid
- examine the Book of Job from the Old Testament of The Bible for its literary style, including its debate over tragic fate and human suffering, and to locate its enduring influence over subsequent humanist writings;
- juxtapose the Old Testament to ideas of compassion and surrender to God's will as outlined in the selection from the New Testament;
- study the history of ideas pertaining to the human-social-divine interface in theorisations on form, narrative, social organization, and aesthetics in the writings of Plato, Aristotle, and Horace; and
- study gendered explorations of human relations in classical literature in multiple genres, and to examine a woman writer's standpoint on love, war and the primacy of the gendered self.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups, initiating discussion topics, participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Homer, *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985).

Unit 2

Sophocles, 'Oedipus Rex', trans. Robert Fagles, in *The Three Theban Plays*, revised reprint (Penguin Classics, 1984).

Unit 3

- a) Plautus, *The Brothers Menaechmus*, trans. E. R. Walting (Penguin Classics, 1965).
- b) Ovid Selections from *Metamorphoses* 'Bacchus', (Book III), 'Tieresias' (Book III) 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).

Unit 4

- a) 'The Book of Job', The Holy Bible, The New International Version (Zondervan, 2011).
- b) Selection from 'The Gospel According to St. Matthew', Chapter 5, Verses 1-48

Unit 5

- Plato, (ii) 'Theory of Art'; both in *Republic*, Book 10 (Penguin Classics, 2007) pp. 240-48; 335-53.

- Aristotle, Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
- Sappho, (i) ‘On the Throne of Many Hues, Immortal Aphrodite’; (ii) ‘Some Say an Army of Horsemen’, from *Lyrics 1*, trans. Diane J. Rayor and Andre Lardinois, in *A New Translation of Complete Works*, (2014).
- Horace ‘Ars Poetica’, trans. H. Rushton Fairclough (Harvard University Press, 1929). Pp 451-73

Essential reading

Note: This is a literature-based course, and therefore, all these texts are to be considered essential reading.

Teaching Plan

Paper 2: European Classical Literature

Week 1 – Introduction to European Classical Literature; Unit 1 -- Homer, *The Iliad*

Week 2 – Homer (contd)

Week 3 – Unit 2 -- Sophocles, *Oedipus Rex*

Week 4 – Sophocles (contd)

Week 5 – Unit 3 -- Discussions: Old Comedy, Roman Comedy; Plautus, *Brothers Menaechmus*

Week 6 – Plautus (contd)

Week 7 – Unit 3 -- Ovid, prescribed selections

Week 8 – Unit 5 -- Horace, ‘Ars Poetica’

Week 9 – Unit 5 -- Sappho, prescribed selections

Week 10 – Unit 5 -- Plato, prescribed selections

Week 11 – Unit 4 -- The Bible, *Book of Job*

Week 12 – *Book of Job* (contd)

Week 13 – Unit 4 -- The Bible, *The Gospel according to Matthew*, prescribed sections

Week 14 – Critical discussion of texts, discussion of question paper, examination related queries from students, revision.

Keywords

Epic

Tragedy

Comedy

Satire

Lyric

Myth

Dialogue

Bible

Poetics

War

Heroism

GENERIC ELECTIVE COURSE

PAPER G1: ACADEMIC WRITING AND COMPOSITION

Course Objectives

This course is designed to help undergraduate students develop and research composition, argument, and writing skills that will enable them to improve their written abilities for higher studies and academic endeavours.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Introduction to the Writing Process

Unit 2

Introduction to the Conventions of Academic Writing

Unit 3

Writing in one's own words: Summarizing and Paraphrasing

Unit 4

Critical Thinking: Syntheses Analyses and Evaluation

Unit 5

Structuring an Argument: Introduction Interjection and Conclusion

Unit 6

Citing Resources Editing Book and Media Review

Essential Readings

Dev, Anjana Neira. *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.

Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*.

Teaching Plan

Week 1 - Unit 1 -- Introduction to the writing process

Week 2 - Unit 2 – Introduction to the conventions of academic writing

Week 3 - Unit 3 -- Writing in one's own words: summarizing and paraphrasing

Week 4 - Unit 3 Contd

Week 5 - Unit 4 -- Critical thinking: syntheses analyses and evaluation

Week 6 - Unit 4 Contd

Week 7 - Unit 4 Contd

Week 8 - Unit 4 Contd

Week 9 - Unit 5 -- Structuring an argument: introduction interjection and Conclusion

Week 10 - Unit 5 Contd

Week 11 - Unit 5 Contd

Week 12 - Unit 6- Citing resources editing book and media review

Week 13 - Unit 6 Contd

Week 14 - Concluding lectures exam issues etc

Keywords

Formal and informal writing

Writing process

Summary

Paraphrase

Note making

Editing

Citation

Plagiarism

Bibliography

PAPER G2: MEDIA AND COMMUNICATION SKILLS

Course Objectives

This is an introductory course in the role of media today – India and globally. It will equip students with the basic theories on various aspects of media and impart training in basic writing skills required in the profession.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Introduction to Mass Communication

- a) Mass Communication and Globalization
- b) 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.

Unit 2

Advertisement

- a) Types of advertisements
- b) Advertising ethics
- c) 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

Unit 3

Media Writing

- a) Scriptwriting for TV and Radio
- b) Writing News Reports and Editorials
- c) 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

Unit 4

Introduction to Cyber Media and Social Media

- a) Types of Social Media
- b) The Impact of Social Media
- c) Introduction to Cyber Media

Essential Reading

Kumar, Keval J. *Mass Communication in India*. Jaico Publications, 1994.

Suggested Readings

Media and Mass Communication:

Joseph, M. K. *Outline of Editing*. New Delhi: Anmol Publications, 2002.

Kamath, M. V. *Professional Journalism*. New Delhi: Vikas Publishing House, 1980.

Macquail, Denis. *Mass Communication*. New Delhi: Om Books, 2000.

Saxena, Ambrish. *Fundamentals of Reporting and Editing*. New Delhi: Kanishka Publishers, 2007.

Television Journalism:

Boyd, Andrew. *Broadcast Journalism: Techniques of Radio and Television News* 2000 Burlington: Focal Press 6 edition, 2009.

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

Cushion, Stephen. *Television Journalism*. Sage Publications, 2012.

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

Teaching plan

Week 1: Introduction to mass communication and media

Week 2: Unit 1 – Mass Communication and globalization

Week 3: Unit 1 contd -- Forms of mass communication

Week 4: Unit 2 – Forms of advertisement

Week 5: Unit 2 – contd

Week 6: Unit 2 – contd

Week 7: Unit 3 – Media writing

Week 8: Unit 3 – Media writing contd

Week 9: Unit 3 – Media writing contd

Week 10: Unit 3 – Media writing contd

Week 11: Unit 4 – Introduction to cyber media

Week 12: Unit 4 – Introduction to cyber media contd

Week 13: Class presentations

Week 14: Concluding lectures and exam preparations

Keywords

Mass media

Globalisation

Development journalism

Print

Audio-visual

Advertising

Social media

Writing skills

PAPER G3: TEXT AND PERFORMANCE: INDIAN PERFORMANCE
THEORIES AND PRACTICES

Course Objectives

This course on Text and Performance combines Indian theories of dramaturgy along with a practical understanding of the stage. These range from the classical theories of *Rasa* to the more modern ones that emerged in the twentieth century. It will acquaint the students with the rise of modern theatre in the pre- and post-independence period in India, while also familiarising them with folk theatrical traditions.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Introduction

- Introduction to theories of Performance in India: Classical to Contemporary Colonial to Resistant Endorsement of existing structures to Radicalising our world
- Historical overview of Indian theatre from the ancient to the modern

Topics for Student Presentations

- a) Perspectives on theatre and performance
- b) Historical development of theatrical forms
- c) Folk traditions
- d) Indian Theatre Movements
- e) Post-independence Indian theatre

Unit 2

Popular Theatrical Forms and Practices

- Nautanki, Jatra, Tamasha, Bhramyamaan Theatre, Street Theatre, Campus Theatre

Topics for Student Presentations:

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

Unit 3

Theories of Drama

- Bharata

Topics for Student Presentations:

- a) Acting short solo/group performances followed by discussion and analysis with application of theoretical perspectives
- b) *Rasa* theory

Unit 4

Theatrical Production

- Direction production stage props costume lighting backstage support

Topics for Student Presentations:

All aspects of production and performance recording archiving interviewing performers and data collection

Course Outcomes

- A performance of minimum thirty minutes using any one form of drama studied in this course
- Interview at least one theatre practitioner who has worked with Indian theatrical forms

Suggested Readings

Devy, G.N. *Painted Words: An Anthology of Tribal Literature*. Vadodra: Purva Prakash, 2012.

Dutt, Utpal. *On Theatre*. New Delhi: Seagull, 2009.

Ghosh, Arjun. *A History of the Jan Natya Manch: Plays for the People*. New Delhi: Sage India, 2012.

Ghosh, Manomohan, trans. *The Natyashastra*. Bharata. Vol. Calcutta: The Royal Asiatic society of Bengal, 1950.

Gopal, Priyamvada. *Literary Radicalism in India*. India: Routledge, 2018.

Lal, Ananda, ed. *Theatres of India: A Concise Companion*. New Delhi: OUP, 2009.

People's Art in the Twentieth Century: Theory and Practice. Jana Natya Manch. New Delhi: Navchetan Printers. 2000.
Pollock, Sheldon. *A Rasa Reader: Classical Indian Aesthetics.* Ranikhet: Permanent Black, 2017.
Rangacharya, Adya, trans. *The Natyashastra.* Bharata Muni. New Delhi: Munshiram Manoharlal, 2010.
Sircar, Badal. *On Theatre.* Calcutta: Seagull, 1999.
Vatsyayan, Kapila. *Bharata: The Natyashastra.* New Delhi: Sahitya Akademi, 2005.

Teaching Plan

Week 1 – Introduction to the GE course on Text and Performance: Indian Performance Theories and Practices
Week 2 – Unit 1 Introduction
Week 3 – Unit 1 contd
Week 4 – Unit 2 --Popular Theatrical Forms and Practices
Week 5 – Unit 2 contd
Week 6 – Unit 2 contd
Week 7 – Unit 3-- Theories of Drama
Week 8 – Unit 3 contd
Week 9 – Unit 4 --Theatrical Production
Week 10 -- Unit 4 contd
Week 11 – Unit 5 -- Field work: Interviewing a theatre practitioner
Week 12 – Unit 5 -- Working towards a Performance
Week 13 – Unit 5 contd
Week 14 – Concluding lectures exam issues etc

Keywords

Bharata
Rasa
Jatra
Nautanki
Tamasha
Street theatre
Campus theatre
Direction
Production
Stage props
Costume
Lighting
Backstage support

PAPER G4: LANGUAGE AND LINGUISTICS

Course Objectives

The course introduces students to, and familiarises them with, the basic concepts of language and linguistic theories.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Language: language and communication, language varieties, standard and non-standard language, language change.

Rajend Mesthrie and Rakesh M. Bhatt, *World Englishes: The study of new linguistic varieties* (Cambridge: Cambridge University Press, 2008).

Unit 2

Structuralism

Ferdinand de Saussure, *Course in general linguistics*. Introduction: Chapter 3 (New York: McGraw Hill, 1966).

Unit 3

Phonology and Morphology

A. Akmajian, R. Demers and R. M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd edn.

V. Fromkin and R. Rodman, *An Introduction to Language*, Chapters 3 6 and 7, 2nd ed. (New York: Holt Rinehart and Winston, 1974)

Unit 4

Syntax and semantics: categories and constituents phrase structure maxims of conversation

A. Akmajian, R. Demers and R. M. Harnish, *Linguistics: An Introduction to Language and Communication*, Chapter 5 and 6, 2nd edn. (Cambridge Mass: MIT Press, 1984; Indian edition Prentice Hall, 1991)

Essential Reading

Note: Students will be examined on all the prescribed readings in Units 1 through 4. Therefore, all those texts are to be considered essential reading.

Teaching plan

Week 1 – Unit 1 -- Introduction to linguistics
Week 2 – Unit 1 contd
Week 3 – Unit 1 contd
Week 4 – Unit 2
Week 5 – Unit 2 contd
Week 6 – Unit 2 contd
Week 7 – Unit 3
Week 8 – Unit 3 contd
Week 9 – Unit 3 contd
Week 10 – Unit 4
Week 11 – Unit 4 contd
Week 12 – Unit 4 contd
Week 13 – Final summing up
Week 14 – Discussions and exam preparations, etc.

Keywords

Language
Communication
Linguistics
Structuralism
Morphology
Semantics

PAPER G5: READINGS ON INDIAN DIVERSITIES AND LITERARY MOVEMENTS

Course Objectives

This course seeks to equip students with an overview of the development of literatures in India and its wide linguistic diversity. Students will study authors and movements from different regions and time periods.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Prescribed text:

Sucrets Paul Kumar et al. eds, *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India* (New Delhi: Macmillan, 2005; Editorial Board: Department of English, University of Delhi).

Unit 1

This unit is compulsory

Any 6 of remaining 7 Chapters to be covered in the classroom

Overview

Unit 2

Linguistic Plurality within Sufi and Bhatia Tradition

Unit 3

Language Politics: Hindi and Urdu

Unit 4

Tribal Verse

Unit 5

Dalit Voices

Unit 6

Writing in English

Unit 7

Woman Speak: Examples from Kannada and Bangle

Unit 8

Literary Cultures: Gujarati and Sindhi

Essential Reading

Kumar, Sukrita Paul et al. eds. *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India*. New Delhi: Macmillan, 2005; Editorial Board: Department of English, University of Delhi.

Teaching plan

Week 1 – Unit 1 -- Overview

Week 2 – Unit 1contd

Week 3 – Unit 2 -- Linguistic Plurality within Sufi and Bhakti Tradition

Week 4 – Unit 2contd

Week 5 – Unit 3 -- Language Politics: Hindi and Urdu

Week 6 – Unit 3contd

Week 7 – Unit 4 -- Tribal Verse

Week 8 -- Unit 4 contd

Week 9 – Unit 5 -- Dalit Voices

Week 10 -- Unit 6 -- Writing in English

Week 11 – Unit 6 contd

Week 12 -- Unit 7 -- Woman speak: Examples from Kannada and Bangla/ Unit 8:

Literary Cultures: Gujarati and Sindhi

Week 13 – Selected Unit: contd

Week 14 – Concluding lectures discussion on exam pattern etc

Assessment methods

Unit 1 is compulsory. Any 6 of remaining 7 units to be covered in the classroom.

Assessment is through projects, assignments, group discussions and tutorial work.

Class tests may also form a basis for assessment.

At the end, the end semester exam will take place.

Keywords

Cultural diversity

Indian languages

Sufi and Bhakti movements

Oral literature

Indian literary traditions

Tribal literature

Indian literatures

Indian literature in English

Indian literature in translation

PAPER G6: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

Course Objectives

This course engages with contemporary representations of women femininities, gender-parity and power. The course aims to help students from non-English literature backgrounds to develop a robust understanding of how discourses of gender underlie and shape our very lives, experiences, emotions and choices. The course exposes students to a broad range of literary and textual materials from various historical periods and contexts, so that they are able to examine the socially-constructed nature of gendering. Through the analysis of literary texts humanities and social sciences scholarship students will develop a nuanced understanding of how to perceive, read, understand, interpret and intervene ethically in debates on the subject.

The course will help students

- read, understand and examine closely narratives that seek to represent women, femininities and, by extension, gendering itself;
- understand how gender norms intersect with other norms, such as those of caste, race, religion and community to create further specific forms of privilege and oppression;
- identify how gendered practices influence and shape knowledge production and circulation of such knowledges, including legal, sociological, and scientific discourses;
- participate in challenging gendered practices that reinforce discrimination; and
- Create a portfolio of analytical work (interpretations and readings of literary and social-sciences texts) and analyses of fictional and non-fictional narratives that students encounter in their lived worlds.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

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

Readings

Baby Kamble, 'Our Wretched Lives', *Women Writing in India: 600 BC to the early twentieth century*, eds Susie Tharu and K Lalitha (Delhi: OUP, 1997) pp. 307-11.
Rassundari Devi, From *Amar Jiban*, in *Women Writing in India: 600 BC to the early twentieth century*, eds Susie Tharu and K Lalitha (Delhi: OUP, 1997) pp. 190-202.
Rokeya Shekhawat Hossain, 'Sultana's Dream', in *Women Writing in India: 600 BC to the early twentieth century*, eds Susie Tharu and K Lalitha (Delhi: OUP, 1997) pp. 340-51.
V Geetha, *Patriarchy*, Theorizing Gender Series (Kolkata: Stree, 2007) pp. 3-61.

Unit 2

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 ART, parenting, abortion, and other rights over own body

Readings

Mahaweta Devi, 'Bayen', *Five Plays*, trans. Samik Bandyopadhyaya (Calcutta: Seagull, 2009).
Mary John, 'Feminism Poverty and the Emergent Social Order', in *Handbook of Gender*, ed. Raka Ray (Delhi: Oxford University Press, 2012).
Leela Kasturi, 'Report of the Sub-Committee Women's Role in Planned Economy National Planning Committee (1947)', in *Feminism in India*, ed. Maitrayee Chaudhuri (Delhi: Zed, 2005) pp. 136-55.
Vandana Shiva, *Staying Alive: Women Ecology and Development*, Chapters 2&4 (Delhi: Kali for Women, 1989).
M. M. Vinodini, 'The Parable of the Lost Daughter', in *The Exercise of Freedom*, eds K. Satyanarayana and Susie Tharu (Delhi: Navayana, 2013) pp 164-77.

Unit 3

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

Readings

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

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

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

Urvashi Butalia, Chapter 2 'Blood', in *The Other Side of Silence: Voices from the Partition of India* (Delhi: Penguin Books, 1998)

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

Unit 4

Women, the Law, the State

- Constitutional remedies and rights against gender-based violence
- The history of constitutional protections for women (Hindu Code Bill, right to property, personal laws)
- State interventions and feminist engagements with the law
- IPC sections relevant to rape protection, of the 'modesty' of women, obscenity
- The concept of 'woman' in these frameworks

Readings

Janaki Nair, 'The Foundations of Modern Legal Structures in India', in *Handbook of Gender*, ed Raka Ray (Delhi: OUP, 2012).

Flavia Agnes, 'Conjugal Property, Morality and Maintenance', in *Handbook of Gender*, ed Raka Ray (Delhi: OUP, 2012).

Workshop: 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 Reading

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 4. Therefore, all those texts are to be considered essential reading. In addition to those texts, the following is also essential reading:

Indian Literature: An Introduction. Delhi: University of Delhi, 2005.

Teaching plan

Week 1: Unit 1 -- Concepts
Week 2: Unit 1 contd
Week 3: Unit 1 contd
Week 4: Unit 2 -- Intersections
Week 5: Unit 2 contd
Week 6: Unit 2 contd
Week 7: Unit 2 contd
Week 8: Unit 3 -- Histories
Week 9: Unit 3 contd
Week 10: Unit 3 contd
Week 11: Unit 3 contd
Week 12: Unit 4 -- Women the Law the State
Week 13: Unit 4contd
Week 14: Unit 4contd

Keywords

Gender
History
Law
Caste
Femininities
Masculinities
Heteronormativity
Patriarchy
Feminism
Gender-based violence
Casteism
Women's movements

PAPER G7: LANGUAGE, LITERATURE AND CULTURE

Course Objectives

This course is designed to introduce the students to the basic concepts of language, its characteristics, its structure and how it functions. The course further aims to familiarise the students with how language is influenced by the socio-political-economic-cultural realities of society. It also acquaints students with the relation between language and literature.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Language

A -- Language and Communication

- What is Language?
- The Definition of Language
- The Characteristics of Human language
- Why Does Language Matter?

B -- How Language Functions

- a. Speaker – Listener – Message
- b. Phonology Morphology Syntax and Semantics
(only terms and definitions will be asked)
- Phonemes, phonetic transcription and phonology
- Morphemes: free and bound morphemes
- Simple complex compound words

- Inflectional/ derivational morphology
- The process of word formation
- Basic notions of syntactic constituents and phrase structure
- Clauses and sentences

C -- Language and Society

- Language and Class Language and
- Gender Language and Ethnicity
- Language and Identity
- Language Variation
 - a. Dialect Idiolect Slang Pidgin Creole Jargon
 - b. Standard and Non-Standard Language
 - c. Bilingualism Multilingualism
 - d. Code-mixing Code-switching

Readings

Roger Fowler, ed., *Essay on Style and Language* (London: Routledge and Kegan Paul Ltd, 1966).

Roger Fowler, *The Linguistics of Literature* (London: Routledge and Kegan Paul Ltd, 1971)

H. G. Widdowson, *Stylistics and the Teaching of Literature* (London: Longman, 1979).

R. W. Bailey and J. L. Robinson, eds, *Varieties of present-day English* (New York: Macmillan 1973).

J. A. Fishman, *Sociolinguistics: A Brief Introduction* (Mass: Newbury House Rowley, 1971).

R. S. Gupta and K. S. Agarwal, *Studies in Indian Sociolinguistics* (New Delhi: Creative Books, 1996).

R. A. Hudson, *Sociolinguistics* (Cambridge: Cambridge University Press, 1980).

Geoffrey Leech and Michael Short, *Style in Fiction* (London: Longman, 1981).

Unit 2

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.

Prescribed text: *Indian Literature: An Introduction* (Delhi: University of Delhi, 2005).

Different Phases of Indian literatures: Ancient, Medieval, and Modern

Chapter 1: Veda Vyasa, *The Mahabharata*: The Ekalavya Episode

Chapter 2: Sudraka, *Mrichchhakatika*: The Making of a Breach

Chapter 3: Ilanko Atikal, *Cilappatikaram*: The Book of Mathurai

Chapter 4: Mirabai, 'I Know Only Krsna'

Chapter 5: Amir Abul Hasan Khusrau, 'Separation'

Chapter 6: Asadullah Khan Ghalib, 'Desires Come by the Thousands'

- Chapter 7: Faiz Ahmad Faiz, 'Do Not Ask'
- Chapter 8: Subramania Bharati, 'The Palla Song'
- Chapter 9: Rabindranath Tagore, 'The Cabuliwallah'
- Chapter 10: Shrilal Shukla, 'Raag Darbari'
- Chapter 11: Ismat Chughtai, 'Touch-Me-Not'
- Chapter 12: Amrita Pritam, 'To Waris Shah'
- Chapter 13: MastiVenkatesha Iyengar, 'Venkatashami's Love Affair'
- Chapter 14: Indira Goswami, 'The Journey'
- Chapter 15: Omprakash Valmiki, 'Joothan'
- Chapter 16: Shrikant Mahapatra, Folk Songs

Further Reading

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

Unit 3

Culture and Society in Contemporary India

(i) The Idea of Culture

(ii) Culture and the Media

- a) 'Notes on the History of the Study of the Indian Society and Culture', in *Structure and Change in Indian Society*, ed. Milton Singer and Bernard S Cohn (Chicago: Aldine Press 1968)
- b) 'Towards a Definition of Culture', in *India and World Culture* (New Delhi: Sahitya Academy, 1986).
- c) 'Culture and Ideology', in *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India* (London and New York: Longman, 1995).
- d) *Communications and Culture*, ed. M. R. Dua (Delhi: Galgotia Publishing Co, 1997).
- e) *Journalism: Changing Society Emerging Trends* (Delhi: Authorspeak, 2003).

Essential Readings

Note: This is a literature-based course, and students will be examined on the prescribed readings in all 3 units. Therefore, those texts are to be considered essential reading.

Teaching plan

- Week 1: Overview and introduction
- Week 2: Unit 1 – Language
- Week 3: Unit 1 contd
- Week 4: Unit 1 contd
- Week 5: Unit 2 – Literature – Chapters 1 and 2
- Week 6: Unit 2 contd – Chapters 3 and 4
- Week 7: Unit 2 contd – Chapters 5 and 6
- Week 8: Unit 2 contd -- Chapters 7 and 8

Week 9: Unit 2 contd -- Chapters 9 and 10
Week 10: Unit 2 contd – Chapters 11 and 12
Week 11: Unit 2 contd – Chapters 13 and 14
Week 12: Unit 2 contd – Chapters 15 and 16
Week 13: Unit 3 -- Culture
Week 14: Culture and concluding lectures

Keywords

Language
Indian literature
Literary diversity
Language varieties
Culture
Literature and culture
Culture and practice
Globalisation

PAPER G8: COMIC BOOKS AND GRAPHIC NOVELS

Course Objectives

The graphic narrative in long form is today a prominent and popular mode in visual cultures, its accessibility making it often the first entry point to the world of literature for many young people. As a form, it has been omnivorous in providing representation to both dominant hegemonic values as well as subversive ones. The best examples of the form work through the interconnection of art and text, the intersection of drawing coloured and blank spaces proportion and pithy dialogue

This course aims to

- introduce graphic narrative to students of non-literary studies backgrounds;
- provide a toolkit for them to acquire visual literacy and thus to equip them to better understand popular public cultures;
- examine how major graphic narratives comment on contemporary culture history and mythology;
- provide visual literacy tools through examining visual arts, as extending translating and providing a new textual vocabulary to narrative, including fictional and non-fictional narrative;
- provide exposure to major genres within the field, such as that of the mass-circulation 'comic' book, the fictionalized autobiography/memoir biographical texts, and that of fiction;
- provide tools for the exploration of form and genre that are sensitive to nuances of race, gender, caste, ethnicity, ableism and sexuality; and
- enable students from backgrounds in subjects other than English literary studies to broaden their skill-sets in textual interpretation, reading, and writing about texts.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering	Class tests

		techniques	
--	--	------------	--

Course Contents

Unit 1

George Remi, *The Adventures of Tintin: Red Rackham's Treasure* (UK: Egmont, 2013 [1943])

Rene Goscinny and Albert Uderzo, *Asterix and Cleopatra* (Delhi: Hachette, 2015 [1963])

Supplementary Reading for Visually Impaired Students

*Ariel Dorfman and Armand Mattelart. 'From the Noble Savage to the Third World', *How to Read Donald Duck: Imperialist Ideology in the Disney Comic*, [1971], OR Books, 2018, pp. 59-80.

Unit 2

Marjane Satrapi, *Persepolis* (London: Vintage, 2008 [2003])

Supplementary Reading for Visually Impaired Students

*Hillary L. Chute. 'Graphic Narrative as Witness: Marjane Satrapi and the Texture of Retracing', *Graphic Women: Life Narrative and Contemporary Comics*, Columbia UP: 2010, pp. 135-74.

Unit 3

Amruta Patil, *Kari* (Delhi: Harper Collins, 2008)

Supplementary Reading for Visually Impaired Students

*P. Coogan, 'The Definition of the Superhero, in *Superhero: The Secret Origin of a Genre*, Austin: Monkey Brain Books, 2006, pp. 30-60.

Unit 4

Srividya Natarajan and AparajitaNinan, *A Gardener in the Wasteland* (Delhi: Navayana, 2016)

Supplementary Reading for Visually Impaired Students

*Pramod K. Nayar, 'Drawing on Other Histories', *The Indian Graphic Novel: Nation, History and Critique*, Routledge, 2016. pp. 109-54.

*Note for Visually Impaired Students

To support visually impaired students who might wish to take up this paper a number of supplementary readings are offered. These are to be read/discussed in connection with the Graphic Narrative texts in the classroom so as to create a sustainable and diverse model of inclusive pedagogy. For visually impaired students, this set of readings will also be treated as primary and are to be examined (in connection with the primary Graphic Narrative texts). The supplementary readings may be used as theorizations or frameworks for understanding the primary Graphic Narrative texts. In addition, non-classroom means of learning such as

museum visits, the use of assistive technologies like 3-D printing, and the use of sound through recordings, podcasts and the like may be employed as infrastructure and workloads allow.

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

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 4. Therefore, all those texts are to be considered essential reading. For Visually Impaired students, the prescribed supplementary readings will also be treated as essential readings.

Teaching Plan

- Week 1: Unit 1 --*The Adventures of Tintin: Red Rackham's Treasure*;
*Dorfman et al, 'From the Noble Savage to the Third World' (Supplementary Reading for VI Students).
- Week 2: Unit 1 contd – *The Adventures of Tintin: Red Rackham's Treasure*
- Week 3: Unit 1 contd --*Asterix and Cleopatra*
- Week 4: Unit 1 contd --*Asterix and Cleopatra*
- Week 5: Unit 2 –*Persepolis*;
*Chute, 'Graphic Narrative as Witness' (Supplementary Reading for VI Students)
- Week 6: Unit 2 contd --*Persepolis*
- Week 7: Unit 2 contd --*Persepolis*
- Week 8: Unit 2 contd --*Persepolis* to be completed; begin Unit 3 --*Kari*
- Week 9: Unit 3 – *Kari*;
*P. Coogan, 'The Definition of the Superhero' (Supplementary Reading for VI Students)
- Week 10: Unit 3 contd --*Kari*
- Week 11: Unit 3 contd-- *Kari* to be completed; begin Unit 4 --*A Gardener in the Wasteland*
- Week 12: Unit4 -- *A Gardener in the Wasteland*;
*Nayar, 'Drawing on Other Histories' (Supplementary Reading for VI Students)
- Week 13: Unit4 contd -- *A Gardener in the Wasteland*
- Week 14: Unit4 contd --*A Gardener in the Wasteland*

Keywords

Visual literacy
Popular public cultures
Visual arts
Narrative
Interpretation and reading

PAPER G9: CINEMATIC ADAPTATIONS OF LITERARY TEXTS

Course Objectives

This paper will equip students from non-English studies backgrounds to explore the language of cinema, through their study of a canonical literary text. The study of global film adaptations of Shakespeare's *Othello* will focalize this paper's examination of theories of adaptation, transformation and transposition.

- Students will engage with the relationship between text and film and examine the contexts of film production in global film industries, including Hollywood and Bollywood
- As an elective English studies paper, the core focus is textual study and interpretative work, wherein the student gains skills in studying Shakespeare as much as in the language of film via appreciation of its specific features as a medium.
- The paper will focus on reception and critical work and history through the comparative framework, to examine the different contexts of production of the play and the films.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

The Language of Cinema

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.

Stam Robert, 'Beyond Fidelity: The Dialogues of Adaptation', in James Naremore, ed., *Film Adaptation* (New Brunswick, NJ: Rutgers University Press, 2000) pp. 54-76.

Unit 2

Shakespeare, *Othello* (play)

Unit 3

Othello (movie, dir. Stuart Burge, 1965)

Unit 4

Othello (movie, dir. Oliver Parker, 1995)

Unit 5

Omkara (movie, dir. Vishal Bhardwaj, 2006)

Essential Readings and Films

Note: This is a course on cinema and literature, and students will be examined on all the prescribed readings and films in Units 1 through 5. Therefore, all that material is to be considered essential.

Suggested Films

Pinjar (dir. Chandra Prakash Dwivedi, 2003) - Hindi

Ghare Baire (dir. Satyajit Ray, 1984) - Bangla

Kaliyattam (dir. Jayaraaj, 1997) - Malayalam

Teaching Plan

Week 1 -- Unit 1 -- The Language of Cinema

a) James Monaco, 'The Language of Film: Signs and Syntax'

b) Stam Robert, 'Beyond Fidelity: The Dialogues of Adaptation'

Week 2 – Unit 1 contd

Week 3 – Unit 1 contd

Week 4 – Unit 2 -- *Othello* (Shakespeare)

Week 5 – Unit 2 contd

Week 6 – Unit 3 -- *Othello* (1965 dir. Stuart Burger)

Week 7 – Unit 3 contd

Week 8 – Unit 3 contd

Week 9 – Unit 4 -- *Othello* (1995 dir. Oliver Parker)

Week 10 – Unit 4 contd

Week 11 – Unit 4 contd

Week 12 – Unit 5 -- *Omkara* (2006 dir. Vishal Bhardwaj)

Week 13 – Unit 5 contd

Week 14 – Unit 5 contd

Keywords

Literature

Cinema

Text

Language

Adaptation

Transformation

Transposition

PAPER G10: INDIAN ENGLISH LITERATURES

Course Objectives

Over the past two centuries, especially after the 1980s, Indian writing in English has emerged as a major contribution to Indian as well as global literary production. A close analysis of some of the major works of Indian writing in English is crucial in any exploration of modern Indian subjectivities, histories and politics.

This course aims to

- introduce students to Indian English literature and its oeuvre through the selected literary texts across genres;
- enable the students to place these texts within the discourse of postcoloniality and understand Indian literary productions in English in relation to the hegemonic processes of colonialism, neo-colonialism, nationalism and globalization; and
- allow the students to situate this corpus within its various historical and ideological contexts and approach the study of Indian writing in English from the perspectives of multiple Indian subjectivities.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

R. K. Narayan, *Swami and Friends*

Unit 2

Firdaus Kanga, *Trying to Grow*

Unit 3

Mahesh Dattani, *Tara*

Unit 4

Shashi Deshpande, 'The Intrusion'
Salman Rushdie, 'The Courter'
Rohinton Mistry, 'Swimming Lessons'
Vikram Chandra, 'Dharma'

Unit 5

Kamala Das, 'An Introduction', 'My Grandmother's House'
Nissim Ezekiel, 'Night of the Scorpion', 'Goodbye Party for Miss Pushpa TS'
Arun Kolatkar, 'The Bus', 'A Low Temple'
Vikram Seth, 'The Crocodile and the Monkey'
Mamang Dai, 'The Sorrow of Women'

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 5. Therefore, all those texts are to be considered essential reading.

Teaching Plan

Week 1: Introduction to the Paper: Indian Writing in English
Week 2: Unit 1 – Narayan, *Swami and Friends*
Week 3: Unit 1 contd
Week 4: Unit 1 contd
Week 5: Unit 2 – Kanga, *Trying to Grow*
Week 6: Unit 2 contd
Week 7: Unit 2 contd
Week 8: Unit 3 – Dattani, *Tara*
Week 9: Unit 3 contd
Week 10: Unit 4 – Deshpande, 'The Intrusion'; Rushdie, 'The Courter'
Week 11: Unit 4 – Mistry, 'Swimming Lessons'; Chandra, 'Dharma'
Week 12: Unit 5 – Das, 'An Introduction', 'My Grandmother's House'; Ezekiel 'Night of the Scorpion', 'Goodbye Party for Miss Pushpa TS'
Week 13: Unit 5 – Kolatkar, 'The Bus', 'A Low Temple'; Seth, 'The Crocodile and the Monkey'; Dai, 'The Sorrow of Women'
Week 14: Concluding lectures and course queries

Keywords

Indian novel
Imagery in Indian poetry
Diaspora
Self and society

PAPER G11: BESTSELLERS AND GENRE FICTION

Course Objectives

The paper engages with issues surrounding the category termed ‘popular literature’. Questions about the roles of readership, bestsellers, and the role of mass-market publication are explored. Various genres, such as writing for children and young adults, detective fiction, and modern mythology, which are considered popular, are included here.

The paper aims to

- promote an understanding of popular literature as a socially relevant and pleasurable form of writing, which engages with contemporary issues;
- encourage students to question the categories of ‘high’ and ‘low’ literature and issues concerning ‘popular culture’; and
- explore the social and cultural relevance of popular texts and bestsellers, as products of their time and age, mirroring the aspirations and anxieties of the society and class of their readership.

Facilitating the Achievement of Course Learning Outcomes

Sl. No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Ruskin Bond, *The Blue Umbrella*

Unit 2

Amish, *The Immortals of Meluha*

Unit 3

Alexander McCall Smith, *The No. 1 Ladies Detective Agency*

Unit 4

John Green, *Paper Towns*

Essential Reading

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 4. Therefore, all those texts are to be considered essential reading.

Teaching Plan

Week 1 – Unit 1 -- Introduction and Bond, *The Blue Umbrella*

Week 2 – Unit 1 contd

Week 3 – Unit 1 contd

Week 4 – Unit 2 – Amish, *The Immortals of Meluha*

Week 5 – Unit 2 contd

Week 6 – Unit 2 contd

Week 7 – Unit 2 contd

Week 8 -- Unit 3 – Smith, *The No. 1 Ladies Detective Agency*

Week 9 – Unit 3 contd

Week 10 -- Unit 3 contd

Week 11 – Unit 4 – Green, *Paper Towns*

Week 12 -- Unit 4 contd

Week 13 – Unit 4 contd

Week 14 – Concluding lectures discussion on exam pattern etc

Keywords

Popular fiction

Literary cultures

Genre fiction

Mass media

High and low literature

Literature and marketing

PAPER G12: CULTURE AND THEORY

Course Objectives

This course presents key theories seminal to the development of culture in the twentieth century. It combines a theoretical base with its practical application to literature. It focuses on the construction of culture in society and its application to the simplest aspects of life. The literary texts have been selected carefully to comprehend the connections between culture, literature and life.

Facilitating the Achievement of Course Learning Outcomes

Sl No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Antonio Gramsci, 'The Formation of the Intellectuals', and 'Hegemony (Civil Society) and the Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart 1971).

Short Story

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

Unit 2

Roland Barthes, 'Novels and Children', 'Toys', 'Plastic', in *Culture* (London: Vintage, 2009).

Short Story

Thomas Mann, 'Gladius Dei', in *Little Herr Friedmann and Other Stories* (Harmondsworth: Penguin, 1961).

Unit 3

Edward Said, 'The Scope of Orientalism', in *Orientalism* (Harmondsworth: Penguin, 1977) pp. 31-73.

Short Story

Lu Xun, 'My Old Home', *Selected Works*, Vol. 1 (Beijing: Foreign Languages Press, 1980).

Unit 4

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

Short Story

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

Unit 5

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

Short Story

Katherine Mansfield, 'The Voyage', in *The Penguin Book of Short Stories*, ed. Christopher Dolley (Harmondsworth: Penguin, rpt 1970)

Essential Reading

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 5. Therefore, all those texts are to be considered essential reading.

Teaching Plan

Week 1 – Introduction to GE, Paper 11: Culture and Theory

Week 2 – Unit 1 – Gramsci

Week 3 – Unit 1 contd -- Gramsci

Week 4 – Unit – 1 contd -- Chekov

Week 5 – Unit 2 – Barthes

Week 6 – Unit 2 contd – Mann, 'Gladius Dei'

Week 7 – Unit 3 -- Edward Said

Week 8 – Unit 3 contd – Said; Xun 'My Old Home

Week 9 – Unit 3 contd -- Xun

Week 10 -- Unit 4 – de Beauvoir

Week 11 – Unit 4 contd – Sartre, 'Intimacy'

Week 12 – Unit 5 -- Foucault

Week 13 – Unit 5 contd – Mansfield, 'The Voyage'

Week 14 – Concluding lectures exam issues etc.

Keywords

Intellectuals

Hegemony

Culture

Orientalism

Author

Social conditioning

Feminist movement

PAPER G13: MARGINALITIES IN INDIAN WRITING

Course Objectives

Since the twentieth century, literary texts from varied contexts in India have opened up new discursive spaces, from within which the idea of the normative is problematized. Positions of marginality, whether geographical, caste, gender, disability, or tribal, offer the need to interrogate the idea of the normative as well as constitutions of the canon. Though this engagement has been part of literary academic analysis, it has just begun making its foray into the syllabus of English departments of Indian universities. This paper hopes to introduce undergraduate students to perspectives within Indian writing that acquaint them with both experiences of marginalization, as well as the examination of modes of literary stylistics that offer a variation from conventional practice.

This paper intends to

- make undergraduate students approach literature through the lens of varied identity positions and evolve in them a fresh critical perspective for reading literary representations;
- enable them to explore various forms of literary representations of marginalisation as well as writing from outside what is the generally familiar terrain of Indian writing in schools;
- make them aware of the different ways in which literary narratives are shaped, especially since some of the texts draw on traditions of the oral mythic folk and the form of life-narrative as stylistics;
- make them understand how literature is used also to negotiate and interrogate this hegemony; and
- evolve an alternative conception of corporeal and subjective difference.

Facilitating the Achievement of Course Learning Outcomes

Sl No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Caste

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

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

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

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

Unit 2

Disability

Rabindranath Tagore, 'Subha', *Rabindranath Tagore: The Ruined Nest and Other Stories*, trans. Mohammad A Quayum (Kuala Lumpur: Silverfish, 2014) pp. 43-50.

Malini Chib, 'Why Do You Want to Do BA', *One Little Finger* (New Delhi: Sage, 2011) pp. 49-82.

Raghuvir Sahay, 'The Handicapped Caught in a Camera', trans. Harish Trivedi, *Chicago Review* 38: 1/2 (1992) pp. 146-7.

Girish Karnad, *Broken Images. Collected Plays: Volume II* (New Delhi: Oxford University Press, 2005) pp. 261-84.

Unit 3

Tribe

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

Janil Kumar Brahma, 'Orge', *Modern Bodo Short Stories*, trans. Joykanta Sarma (Delhi: Sahitya Akademi, 2003) pp. 1-9.

D. K. Sangma, 'Song on Inauguration of a House', trans. Caroline Marak, *Garó Literature* (Delhi: Sahitya Akademi, 2002) pp. 72-73.

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

Unit 4

Gender

Living Smile Vidya, 'Accept me!' in *I Am Vidya: A Transgender's Journey* (New Delhi: Rupa, 2013) pp. 69-79.

Rashid Jahan, 'Woh', trans. M. T. Khan, in *Women Writing in India 600 BC to the Present Vol 2* Susie Tharu and K Lalita. eds (New York: The Feminist Press, 1993) pp. 119-22.

Ismat Chughtai, 'Lihaf', trans. M. Assadudin, *Manushi*, Vol. 110, pp. 36-40.

Hoshang Merchant, 'Poems for Vivan', in *Same Sex Love in India: Readings from Literature and History*, Ruth Vanita and Saleem Kidwai, eds (New York: Palgrave, 2001) pp. 349-51.

Unit 5

Region

Cherrie L Chhangte, 'What Does an Indian Look Like', ed, Tilottoma Misra, *The*

Oxford Anthology of Writings from North-East India: Poetry and Essays(New Delhi: Oxford UP, 2011) p. 49.

Indira Goswami, 'The Offspring', trans. Indira Goswami, *Inner Line: The Zubaan Book of Stories by Indian Women*, ed. Urvashi Butalia (New Delhi: Zubaan, 2006) pp. 104-20.

Shahnaz Bashir, 'The Transistor', *Scattered Souls*(New Delhi: Harper Collins, 2017).

Stanzin Lhaskyabs, 'Mumbai to Ladakh', *Himalayan Melodies: A Poetic Expression of Love, Faith and Spirituality* (Amazon Kindle, 2016. Web. Kindle Location 1239-1297).

Essential Readings

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 5. Therefore, all those texts are to be considered essential reading.

Teaching Plan

Week 1: Introduction to the paper through an understanding of marginality in Indian literary representations and voices from positions of marginality and the political impetus of such writing

Week 2: Introduction contd

Week 3: Unit 1 -- Caste: Ambedkar, *Annihilation of Caste*; Bama 'Ch1' *Sangati*

Week 4: 1 contd – Ajay, 'Yes Sir'; Aruna, 'A Dalit Woman in the Land of Goddesses'

Week 5: Unit2 -- Disability: Tagore, 'Subha'; Chib, 'Why Do You Want to Do BA'

Week 6: Unit 2 contd -- Sahay, 'The Handicapped Caught in a Camera'; Karnad, *Broken Images*

Week 7: Unit3 --Tribe: Sonawane, 'Literature and Adivasi Culture'; Kumar, 'Orge'

Week 8: Unit 3 contd – Sangma, 'Song on Inauguration of a House'; Khare, 'Raja Pantha'

Week 9: Unit 4: Gender: Vidya, 'Accept me!'; Jahan, 'Woh'

Week 10: Unit 4 contd – Chughtai, 'Lihaf'; Merchant, 'Poems for Vivan'

Week 11: Unit5 --Region: Bashir, 'The Transistor'; Chhangte, 'What does an Indian Look like'

Week 12: Unit 5 contd – Lhaskyabs, 'Mumbai to Ladakh'; Goswami, 'The Offspring'

Week 13: (a) Engagement with the varied positions within the course and a consideration of literary representations of the same; and (b) What close reading offers to both an understanding of narrative and the socio-political worlds from which texts emerge

Week 14: Concluding lectures and course queries

Keywords

Lived experience

Hegemony

Voice

Normative

Oppression

Self-assertion

PAPER G14: *THE INDIVIDUAL AND SOCIETY*

Course Objective

This anthology introduces students to the various issues that face society today – caste, class, race, gender violence, and globalization. It serves as an effective entry point to an understanding of these areas that students will encounter in their higher studies and daily lives, and aims to provide them with a holistic understanding of these issues and their complexities.

Facilitating the Achievement of Course Learning Outcomes

Sl No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Prescribed text:

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

Unit 1

Caste and Class

Chapters 1, 2, 3, 4, 5, 6

Unit 2

Gender

Chapters 8, 9, 10, 12, 13, 15

Unit 3

Race

Chapters 16, 17, 18, 19

Unit 4

Violence and War

Chapters 22, 23, 25, 26

Unit 5

Living in a Globalized World

Chapters 29, 31, 32, 34

Essential Reading

Note: This is a text-based course, and students will be examined on all the prescribed readings in Units 1 through 5. The text, *The Individual and Society*, is therefore to be considered essential reading.

Teaching Plan

Week 1 – Unit 1-- Caste/Class

Week 2 – Unit 1contd

Week 3 – Unit 1 contd

Week 4 – Unit 2 -- Gender

Week 5 – Unit 2contd

Week 6 – Unit 2contd

Week 7 – Unit 2contd

Week 8 – Unit 3 -- Race

Week 9 – Unit 3contd

Week 10 – Unit 4 -- Violence and War

Week 11 – Unit 4contd

Week 12 – Unit 5 -- Living in a Globalized World

Week 13 – Unit 5contd

Week 14 – Concluding lectures, discussion on exam pattern, etc.

Keywords

Individual

Society

Caste

Class

Gender

Race

Violence

Globalisation

PAPER G15: TEXT AND PERFORMANCE: WESTERN PERFORMANCE
THEORIES AND PRACTICES

Course Objectives

This course combines modern Western theatrical concepts along with the praxis of performance. It will familiarise students with the seminal Western theories of performance in the twentieth century and their visualisation on stage. The course will focus on a historical understanding of the different types of theatrical spaces along with their bearing on performance. A practice based course, it will focus on techniques such as voice modulation and body movement. A designated unit towards production will help students understand the different aspects involved in theatrical production.

Facilitating the Achievement of Course Learning Outcomes

Sl No	Course Learning Outcome	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Introduction

- Introduction to western theories of performance; classical to contemporary
- Endorsement of existing structures to radicalising our world
- Historical overview of western theatre

Topics for Student Presentations:

- a) Perspectives on theatre and performance
- b) Historical development of theatrical forms
- c) Popular traditions

Unit 2

Theatrical Forms and Practices

- a) Performative spaces: eg., proscenium 'in the round' amphitheatre open-air and thrust stage; their impact on meanings of performance
- b) Performance components: voice modulation and body movement

Topics for Student Presentations:

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

Unit 3

Theories of Drama

Theories and demonstrations of acting: Stanislavsky, Brecht, Boal

Topic for Student Presentations:

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

Unit 4

Theatrical Production

- a) Direction production stage props costume lighting backstage support
- b) Recording/archiving performance/case study of production/performance/impact of media on performance processes

Topic for Student Presentations:

All aspects of production and performance: recording, archiving, interviewing performers, and data collection

Unit 5

Final practical assignment

- a) A performance of minimum thirty minutes using any one form of drama studied in this course
- b) Interview at least one theatre practitioner who has worked with western theatrical forms

Suggested Readings

- Brecht, Bertolt. *Brecht on Theatre: The Development of an Aesthetic*. Trans. John Willet. London: Methuen, 1978.
- Boal, Augusto. *Theatre of the Oppressed*. London: Pluto Press, 1979.
- Brook, Peter. *The empty space: A book about the theatre: Deadly, holy, rough, immediate*. New York: Simon and Schuster, 1996. *The Empty Space*. New York: Touchstone, 1996.
- Fo, Dario. *The Tricks of the Trade*. London: Taylor & Francis, 1991.
- People's Art in the Twentieth Century: Theory and Practice*. Jana Natya Manch. New Delhi: Navchetan Printers. 2000.
- Shelley, Steven Louis. *A Practical Guide to Stage Lighting*. Oxford: Elsevier, 2009.
- Stanislavski, Konstantin. *An Actor Prepares*. London: Taylor & Francis, 1989.
- Stanislavski, Konstantin. *Building A Character*. London: Bloomsbury, 2013.
- Williams, Raymond. *Drama From Ibsen to Brecht*. Harmondsworth: Penguin, 1983.

Teaching Plan

- Week 1 – Introduction to Paper G15
- Week 2 – Unit 1 -- Introduction
- Week 3 – Unit 1 contd
- Week 4 – Unit2 --Popular Theatrical Forms and Practices
- Week 5 – Unit 2 contd
- Week 6 – Unit 2 contd
- Week 7 – Unit 3 --Theories of Drama
- Week 8 – Unit 3 contd
- Week 9 – Unit 4 --Theatrical Production
- Week 10 -- Unit 4 contd
- Week 11 – Unit 5 -- Field work: Interviewing a theatre practitioner
- Week 12 – Unit 5 contd -- Working towards a Performance
- Week 13 – Unit 5 contd -- Working towards a Performance
- Week 14 – Concluding lectures exam issues, etc.

Keywords

Performance
Performativity
Performance spaces
Stanislavsky
Brecht
Boal
Voice modulation and body movement
Direction
Production
Stage props
Costume
Lighting
Backstage support

PAPER G16: LITERATURE AND THE CONTEMPORARY WORLD

Course Objectives

This course seeks to introduce students to various genres of contemporary literature, through works that are familiar and have established themselves in the popular parlance. These texts will be studied from various prisms – class, gender, race, etc., and will equip students with an understanding of the linkages between literature history and society in our times.

Facilitating the Achievement of Course Learning Outcomes

Sl No	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Contents

Unit 1

Isabel Allende, *The House of the Spirits* (Everyman's Library, 2005)

Unit 2

Khaled Hossaini, *The Kite Runner* (Bloomsbury, 2013)

Unit 3

Wole Soyinka, *A Dance of the Forests* (Three Crowns, 1963)

Unit 4

Short stories

- Julio Cortaza, 'The Sky Wide Open', *The Oxford Book of Latin America*, ed. Roberto Gonzalez Echevarria (OUP, 1997).
- Chimamanda Ngozi Adichie, 'The American Embassy', *The Thing Around Your Neck* (Harper Collins, 2009)
- Tenzin Tsundue, 'Kora', *Kora: Stories and Poems* (New Delhi, 2002)

Poems

- a) Nazim Hikmet, 'Ninth Anniversary', *Poems of Nazim Hikmet*, trans. Randy Blasing and MutluKonuk (New York: Persea Books, 2002)
- b) Maya Angelou, 'On the Pulse of Morning', *The Complete Collected Poems of Maya Angelou* (Random House Publishing Group, 1994)
- c) Yasmine Gooneratne, 'Big Match 1983', *The Arnold Anthology of Post- Colonial Literatures in English*, ed. John Thieme (USA: Oxford University Press, 2000)

Essential Reading

Note: This is a literature-based course, and students will be examined on all the prescribed readings in Units 1 through 4. Therefore, all those texts are to be considered essential reading.

Teaching Plan

- Week 1: Introductory lectures on the interdisciplinary nature of literature its intersections with history and politics in the contemporary world
- Week 2: Unit 1 – Allende, *The House of the Spirits* -- analysis of the context and text
- Week 3: Unit 1 contd
- Week 4: Unit 1 contd
- Week 5: Unit 2 – Hossaini, *The Kite Runner* -- historical background and textual analysis
- Week 6: Unit 2 contd
- Week 7: Unit 2 contd
- Week 8: Unit 3 – Soyinka, *A Dance of the Forests*
- Week 9: Unit 3 contd
- Week 10: Unit 3 contd
- Week 11: Unit 4 -- Introduction to the short story: Cortaza, 'The Sky Wide Open'; Adichie, 'The American Embassy'
- Week 12: Unit 4 contd – Tsundue, 'Kora'; introduction to poetry; Hikmet, 'Ninth Anniversary'
- Week 13: Unit 4 contd – Angelou, 'On the Pulse of Morning'; Gooneratne 'Big Match 1983'
- Week 14: Concluding lectures on genre, the category of 'world literature', globalization, and conflict – gender, class, race, and nationhood

Keywords

Art
Genre
History
Politics
Globalisation
Race
Class
Gender

Examination Scheme for the Generic Elective Course

Part A

Students will be required to answer **3 questions of 10 marks** each, covering the theoretical aspects of the syllabus. A paper-specific array of choices will be provided.

3 x 10 = 30 marks

Part B

Students will be required to answer **3 out of 6 application-based questions of 15 marks each.**

3 x 15 = 45 marks

TOTAL MARKS: 75

AECC

AECC ENGLISH

Course Objectives

Effective communication is an essential skill for success in any sphere of activity, from leadership responsibilities, teamwork, interviews, presentations, and inter-personal relations. This is a skill that needs to be taught in a systematic manner so that students imbibe the fundamentals of communication. The art of persuasive speaking and writing depends crucially on clarity of thought and contextual understanding expressed through appropriate vocabulary.

The ability to think critically is crucial for a good communicator and involves an understanding of the communicative process. Therefore, we need to study every stage of this process systematically in order to be much more effective at communicating successfully -- in interviews, public speaking, letter writing, report writing, presentations, and inter-personal debates and conversations.

Learning Outcomes

- Students will master the art of persuasive speech and writing.
- Students will master the art of listening, reading, and analyzing. Students will spend the bulk of their time in class in practical exercises of reading and writing.
- Students will develop critical thinking skills.
- They will be introduced to established principles of academic reading and writing.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Course Content

Unit 1

Introduction

Theory of communication, types and modes of communication (Introductions to all five sections)

Unit 2

Language of Communication

Verbal and non-verbal, spoken and written

Personal communication

Social communication

Business communication

Barriers and Strategies

Intra-personal Communication

Inter-personal Communication

Group communication

Unit 3

Speaking Skills

Monologue

Dialogue

Group Discussion

Effective Communication

Mis-Communication

Interview

Public Speech

Unit 4

Reading and Understanding

Close Reading

Comprehension

Summary

Paraphrasing

Analysis

Interpretation

Translation from Indian languages to English and vice versa

Literary/Knowledge, Texts

Unit 5

Writing Skills

Documenting
Report writing
Making notes
Letter writing

Suggested Teaching Plan

Week 1

1. Introduction:

Week 2 and 3

2. Language of Communication

Verbal and non-verbal, spoken and written
Personal communication
Social communication
Business communication
Barriers and Strategies
Intra-personal Communication
Inter-personal Communication
Group communication

Week 4, 5 and 6

3. Speaking Skills

Monologue
Dialogue
Group Discussion
Effective Communication
Mis-Communication
Public Speech

Week 7, 8 and 9

4. Reading and Understanding

Close Reading
Comprehension
Summary
Paraphrasing
Analysis
Interpretation

Translation from Indian languages to English and vice versa
Literary/Knowledge, Texts

Week 10-13

5. Writing Skills

Documenting
Report writing
Making notes
Letter writing

Week 14

Revision and clarifying concepts

Keywords

Critical reading
Comprehension
Summary
Paraphrase
Translation
Context
Argumentation
Perspective
Reception
Audience
Evaluation
Synthesis
Verbal communication
Non-verbal communication
Personal communication
Social communication
Barriers to communication
Intra-personal communication
Inter-personal communication
Group discussion
Miscommunication
Public speech
Literary knowledge
Writing skills
Documentation
Report writing
Note taking
Letter writing

B. A. & B. COM. PROGRAMME

CORE ENGLISH LANGUAGE

General Course Statement

1. The course will retain streaming. The structure of three graded levels of English language learning is required in a diverse central university like Delhi University to address the differential learning levels of students and achieve the desired competence.

2. **The existing English A, B, and C will be renamed as English Language through Literature, English Fluency and English Proficiency respectively. This will remove any discriminatory, hierarchical attributes in the existing nomenclature and refocus the pedagogic exercise on the respective objectives of the three streams in an academically thorough and non-hierarchical way.**

As 98% of the BA & B.Com Programme students have done English in class 12, **streaming will be now based on their Class XII marks in English.** There will be three streams:

1. 80% and above: **ENGLISH LANGUAGE THROUGH LITERATURE**
 2. 60% and above up to 80%: **ENGLISH FLUENCY**
 3. Less than 60%: **ENGLISH PROFICIENCY**
- We have retained the present Delhi University Rule of streaming students who have done English up to Class X and Class VIII to ENGLISH FLUENCY and ENGLISH PROFICIENCY respectively to take care of the 2% who may not have done English up to Class XII
 - We have provided a 10% relaxation in Class XII English marks while streaming for students who have studied English Elective in class XII

The detailed syllabus with suggested readings, teaching plans, testing/evaluation pattern and learning outcomes for two semesters under CBCS is as follows:

ENGLISH LANGUAGE THROUGH LITERATURE I & II ENGLISH FLUENCY I & II ENGLISH PROFICIENCY I & II

A -- ENGLISH LANGUAGE THROUGH LITERATURE

Course Objectives

This course aims to

- develop in students the ability and confidence to process understand and examine different kinds of texts - verbal and written - that they encounter in everyday life

- enable students to identify and understand social contexts and ethical frameworks in the texts they encounter
- encourage suitable research; to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- teach skilled comprehension; listening/reading; skimming; summarising; précis writing; paraphrasing; note making
- identify key topics/arguments/ideas
- accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs
- enable students to write in expository argumentative and descriptive modes
- help students identify and use the characteristic features of various writing forms: letters programmes reports/press-releases; newspaper hard news; feature articles; fiction and nonfiction
- enable students to choose between expository argumentative descriptive and narrative writing styles to assemble their own writing
- inculcate confident expression: to enable students to articulate their own views confidently because their language skills sufficiently empower them to converse research and collate information from various textual sources be these verbal or written.

COURSE CONTENT FOR SEMESTERS I / II

Unit 1

Understanding Everyday Texts

This unit aims to help students understand that we are surrounded by texts So thinking about texts reading writing and comprehension are necessary life skills not merely language skills

Reading: Texts may include reportage open letters campaigns social reports etc Students will practice skimming scanning analysing interpreting

Writing: Descriptive passage making notes drafting points creating a program sheet paragraphs outlines drafts etc

Speaking: Make short presentations 2-3 minutes long showcasing their understanding of any topical issues

Listening and responding to short presentations

Grammar/Vocabulary: Tenses -- verb tenses and the ability to use them in a variety of contexts

Suggested Readings:

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

[UNHCR.orgUNHCRhttp://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#](http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html) Accessed 1 June 2018

Jadhav, Radheshyam 'Groom wanted: Trader peon...anyone but a farmer' *Times News Network* 1 Jan 2018 <https://timesofindiaindiatimes.com/city/chandigarh/groom-wanted-trader-peonanyone-but-a-farmer/articleshow/62321832.cms> Accessed 1 June 2018

Knapton, Sarah 'Selfitis' -- the obsessive need to post selfies-- is a genuine mental disorder say psychologists' *The Telegraph* 15 December 2017 <https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/> Accessed 1 June 2018

'13 letters every parent every child should read on Children's Day' *The Indian Express* 10 November 2014 <http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/> Accessed 1 June 2018

Unit 2

Understanding Drama

This unit focuses on dramatic texts centre human communication; the focus will be to see how speech is connected to character and situation

Reading one-act/short plays to identify different elements of drama characterization/ conflict/ plot etc

Writing: Rewriting dialogue for a character; writing an alternative playscript for a scene with stage directions; practicing expository writing; writing analytical pieces about the plays

Speaking: Learning to use one's voice and body to perform/enact a character

Listening: Watching plays live or recorded; studying why actors perform the way they do

Grammar/Vocabulary: Observing and learning the use of the first person/second person/third person address

Suggested Readings:

Lakshmi CS 'Ambai' 'Crossing the River' *Staging Resistance: Plays by Women in Translation* edited by Tutun Mukherjee Oxford: Oxford University Press 2005

Unit 3

Understanding Poetry

Poetic texts centre the use of language in clear and striking ways: students will learn how poetic language can help them attain brevity clarity depth and complexity in verbal and written expression

Reading poetry to identify tone imagery rhythm rhyme and use of tropes

Writing and reviewing poems with particular emphasis on formal elements; paraphrase and analysing poems to produce argumentative interpretations of poems

Speaking: reading poetry out loud as in poetry slam in order to listen to tone emphasis etc

Listening to others' poetry and preparing responses

Grammar/Vocabulary: Modifiers Synonyms Antonyms Homophones Simile Metaphor

Suggested Readings:

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

Ezekiel Nissim 'Goodbye Party For Miss Pushpa TS' *Collected Poems* New Delhi: Oxford University Press 2005

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

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

Unit 4

Understanding Fiction

Narrative texts use language to recreate experience: students will learn how to order their experiences into meaningful narratives

Reading a short story to identify themes, plot, structure, characterisation and narrative voice

Rewriting the story from another perspective to redevelop plot and characters

Speaking discussing the formal elements of a piece of fiction of their choice

Listening to audio clips of writers reading their work/work read aloud to study how fiction uses literary devices and also rhythm pauses punctuation etc

Grammar/Vocabulary: Imperatives Conditional Clauses Transitions

Suggested Readings:

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

[http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-
elephant-by-e-santhosh-kumar/](http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-
elephant-by-e-santhosh-kumar/) Accessed 1 June 2018

Mistry Rohinton 'The Ghost of Firozsha Baag' *Tales from FirozshaBagh* McClelland & Stewart 1992

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

Unit 5

Creating Your Own Voice

This unit helps students understand that the creation of a unique personal voice is possible through an understanding of the mechanics of language. This section will study how different

audiences lead us to modify what we wish to say so that our thoughts become accessible and communication is successful

Reading: Texts may include columns opinion and editorial pieces from newspapers magazines social media online news and e-zines

Writing: Examine the process of writing: drafting editing and revising; respond to what you are reading in the form of a personal essay preliminary forms can include social posts or blogs structured as brief personal essays

Speaking about thematically similar content to different audiences to help students understand how the listener affects form and content

Listening: Students' presentations can supply the core listening task; listen to texts on similar themes addressed to different audiences film clips from feature and documentary films; songs on the same theme

Grammar/Vocabulary: Register tone word choice

Suggested Readings:

<https://www.wired.com/story/wikipedias-fate-shows-how-the-web-endangers-knowledge/> Accessed 18 July 2019

Khanna Twinkle 'Lesson from Frida: Backbone can win over broken spine' in 'Mrs. Funnybones' *The Times of India* 16 September 2018
<https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-over-broken-spine/> Accessed 13 June 2018

TESTING AND EVALUATION

Internal Assessment: Of 20 marks 10 marks will be allocated for assessment of reading and writing assignments and 10 marks for assessment of speaking and listening test.

Semester I/II Final Examination 75 marks

Reading and Writing skills:

- Unseen comprehension passage 650 words to test reading comprehension critical thinking and vocabulary skills 15 marks
- Questions related to the suggested literary texts: to test awareness of literary form and context through comprehension testing 2 x 15 = 30 marks
- Questions testing composition skills: descriptive passage; personal essay; paraphrasing poem; re-writing story-ending etc. 2 x 10 = 20 marks

Grammar: Different grammar topics to be tested via exercises of editing/rewriting a given passage 10 marks

Teaching Plan

Week 1 – Introduction; Unit 1 --Understanding Everyday Texts

Week 2 – Unit 1 contd

Week 3 – Unit 1 contd

Week 4 – Unit 2 -- Understanding Drama

Week 5 – Unit 2 contd

Week 6 – Unit 2 contd

Week 7 – Unit 3 -- Understanding Poetry

Week 8 – Unit 3contd

Week 9 – Unit 4 -- Understanding Fiction

Week 10 –Unit 4 contd

Week 11 –Unit 4 contd

Week 12 – Unit 5 -- Creating Your Own Voice

Week 13 – Unit 5 contd

Week 14 – Unit 5 contd and summing up

General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Keywords

Language through literature

Verbal and written texts

Social and ethical frameworks

Listening and reading comprehension

Argumentative descriptive and narrative writing styles
Confident self-expression

B -- ENGLISH FLUENCY

Course Objectives

This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts. The course aims to equip them with skills that will help them interact with people around their personal, institutional, and social spaces. The course will help students to

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

COURSE CONTENTS FOR SEMESTERS I / II

Unit 1

In the University

Introducing oneself -- Note-making

Pronunciation Intonation – Nouns, Verbs, Articles

- Introduce yourselves as individuals and as groups -- group discussion exercise. Take notes on your fellow students' introductions
- Introduce characters from the text you are reading via posters

Suggested Readings:

Tales of Historic Delhi by Premola Ghose Zubaan. 2011

Unit 2

In the domestic sphere

Diary/ Blog writing

Modifiers, Prepositions, Conjunctions

- Write a diary entry and convert it into a blog post
- Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

Suggested Readings:

'The Lost Word' by Esther Morgan From *New Writing*, ed. Penelope Lively and George Szirtes, Picador India, New Delhi, 2001.

Squiggle Gets Stuck: All About Muddled Sentences: Natasha Sharma. Puffin Young Zubaan. 2016.

Unit 3

In public places

CV Job applications

Tenses and concord

- Write the CV of a fictional character
- Write the perfect job application for your dream job

Suggested Readings:

'Amalkanti' by Nirendranath Chakrabarti From Oxford Anthology of Modern Indian Poetry, ed. Vinay Dharwadkar and A.K. Ramanujan, OUP, New Delhi, 1994, pp 52-3.

Extract from *Bhimayana* Srividya Natarajan and S. Anand. Navayana Publications. pp 60-71.

Unit 4

In the State

Research -- Filing an FIR, making an RTI request, submitting a consumer complaint

Active & Passive voice; idioms

- Find out what the procedure is for making a complaint about trees being cut in your neighbourhood
- Draft a formal letter requesting information about the disbursal of funds collected by a residents' welfare association

Suggested Readings:

Where the Wild Things Are by Maurice Sendak Random House UK, 2000.

rtionline.gov.in/index.php

consumerhelpline.gov.in/consumer-rights.php

www.jaagore.com/know-your-police/procedure-of-filing-fir

www.consumercomplaints.in/municipal-corporation-of-delhi-b100274

Unit 5

Interface with Technology

Book/film reviews

Punctuation

- Write a review of a text you have read in class

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

Suggested Readings:

Priya's Shakti: Ram Devineni, Lina Srivastava and Dan Goldman. Rattapallax, 2014.
www.priyashakticom/priyas_shakti/

Kennedy, Elizabeth. "Breakdown and Review of 'Where the Wild Things Are'." ThoughtCo, Jul. 3, 2019, thoughtco.com/where-the-wild-things-are-maurice-sendak-626391.

Teaching Plan

- Week 1 – Introduction & Unit 1 -- In the University
- Week 2 – Unit 1 contd
- Week 3 – Unit 2 --In the domestic sphere
- Week 4 – Unit 2 contd
- Week 5 – Unit 2 contd
- Week 6 – Unit 3 --In public places
- Week 7 – Unit 3 contd
- Week 8 – Unit 3 contd
- Week 9 – Unit 4 --In the State
- Week 10 – Unit 4 contd
- Week 11 – Unit 4 contd
- Week 12 – Unit 5 --Interface with Technology
- Week 13 – Unit 5 contd
- Week 14 – Unit 5 contd& Summing Up

General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Keywords

Effective communication
Listening
Speaking
Reading and writing
Communicative tasks and activities
Familiar contexts
Professional contexts
Social contexts

Evaluation:

Internal assessment (25 marks)
Reading & Writing assignment(10 marks)
Oral listening & speaking test(10 marks)
Attendance: 5 marks

FINAL EXAM 75 marks

Semester I/II

Book or film review(15 marks)
Comprehension passage(15 marks)
RTI request or FIR(10 marks)
Dialogue or Interview(10 marks)
Diary or blog post(10 marks)
Proofreading/Punctuation passage(5 marks)
Note-making(5 marks)
Facebook or Twitter post(5 marks)

General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments

Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests
---	--	-------------

Keywords

Effective communication

Listening

Speaking

Reading

Writing

Communicative tasks and activities

Familiar context

Personal communication

Professional communication

Social communication

C ENGLISH PROFICIENCY

Course Objectives

The English Proficiency course is intended for students who have had inadequate exposure to English and hence exhibit a very low level of proficiency in the language – difficulty in comprehending simple texts, limited vocabulary, a poor grasp of basic syntactical structures, and an inability to speak or write the language with confidence. The course that is spread over two semesters aims to redress these issues and aims to

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

COURSE CONTENTS FOR SEMESTER I / II

Unit 1

Reading and Comprehension - I

Note: The unit names are indicative only and identify core language areas that are targeted through the course. The learning of various language skills needs to happen in an integrated fashion. It is therefore imperative that for every unit learners should work through the whole range of tasks in the prescribed readings irrespective of the title of the unit.

- Short and simple passages from the prescribed books
- These texts are to be used to enhance reading and comprehension skills of learners through various textual tasks such as reading aloud, sentence completion, true / false activities, re-ordering jumbled sentences, identifying central ideas, supplying alternative titles, attempting short comprehension questions, etc.
- Learners are encouraged to exploit the recommended books beyond the prescribed sections
- The end-semester examination will include the testing of the comprehension of an unseen passage of an equivalent level

Suggested Readings:

A Foundation English Course for Undergraduates: Reader I, Delhi: Oxford University Press, 1991, pp. 1 - 36 Units 1 - 6

Everyday English Delhi: Pearson, 2005, pp. 1 - 15 Units 1 - 3 & 21 - 31 Units 5 - 6

Unit 2

Learning about words

Students cultivate the habit of using a dictionary to learn about words - their spelling, pronunciation, meaning, grammatical forms, usage, etc. Students are introduced to word associations, the relationships between words – synonyms, antonyms, homonyms, homophones. They learn the use of prefixes and suffixes; commonly confused words; phrasal verbs and idioms

The specific reading prescribed for this unit is to be used in conjunction with the vocabulary sections in the other recommended course texts, where activities like matching, sorting, and fill-in-the-blanks are used to engage the learners with words.

As a semester-long project the learners could be required to prepare 'mini-dictionaries' of their own, consisting of unfamiliar words they come across on a daily basis

Suggested Readings:

Everyday English Delhi: Pearson, 2005, pp. 36 - 43 Unit 8

Unit 3

Basic Grammar Rules - I

Subject-verb agreement; tenses; modals; articles; prepositions; conjunctions

The prescribed reading for this unit is to be supplemented by the grammar tasks contained in the other recommended course books to provide intensive practice to learners

Suggested Readings:

Developing Language Skills I, Delhi: Manohar, 1997, pp. 186 - 195 & 206 - 209 Units 2 3 & 5 of the 'Grammar' section

Unit 4

Writing Skills - I

This section will introduce students to the structure of a paragraph; they will write a short guided composition of up to 100 words. These skill is to be practised through activities such as supplying topic sentences to given paragraphs, completing given paragraphs, expressing given facts or information from tables and expressing it in paragraphs, re-ordering jumbled sentences, and then re-writing them as connected paragraphs, using suitable linking devices etc

Relevant sections from the other recommended course books are to be used for this purpose in addition to the prescribed reading for this section

Suggested Readings:

Everyday English, Delhi: Pearson, 2005, pp. 21 - 31 Units 5 - 6

A Foundation English Course for Undergraduates: Workbook I, Delhi: Oxford University Press, 1919, pp. 1 - 31 Units I - V

Unit 5

Conversing - I

Students will learn to listen to the sounds of English; the essentials of English pronunciation; conversational formulae used for greetings. After introducing themselves and others, students will learn correct modes of thanking, wishing well, apologizing, excusing oneself, asking for and giving information, making offers and requests, and giving orders.

In addition to the prescribed reading for this unit, the 'Speaking' sections at the end of the first five units of the *Everyday English* text should be used

Suggested Readings:

Developing Language Skills I, Delhi: Manohar, 1997, pp. 8 - 26 Units 1 - 5 of 'Oral Communication: Speech Patterns'

Teaching Plan

Teaching Learning Process

Since language skills can only be learnt and mastered through the teaching-learning process, instruction needs to be learner-centric. The class time is to be taken up with hands-on activities by learners, involving reading aloud / silently, speaking, listening, and writing. Peer and group work should be used extensively. The teacher is to act as a facilitator, setting up and overseeing learner tasks and providing stimulus, encouragement, and corrective inputs as and when necessary. The teacher is also expected to source additional related material and activities pitched at an appropriate level of difficulty, to plug in gaps in the prescribed readings as well as to extend the knowledge of the learners and to hone their skills.

Teaching Plan for Semester I / II

Week 1 – Introduction; *A Foundation English Course for Undergraduates: Reader I*, pp. 1 – 15 Units 1 - 3

Week 2 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 1 – 14 Unit I

Week 3 – *A Foundation English Course for Undergraduates: Reader I*, pp. 17 – 33 Units 4 – 6

Week 4 – *Developing Language Skills I*, pp. 186 – 189 Unit 2 of 'Grammar'; *Everyday English*, pp. 1-9 Units 1 – 2

Week 5 – *Everyday English*, pp. 10 - 15 36 - 43 Units 3 & 8

Week 6 – *English at the Workplace II*, pp. 10 - 13 Unit 3; *Developing Language Skills I*, pp. 1 – 13 Units 1 & 2 of 'Oral Communication: Speech Patterns'

Week 7 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 15 – 20 Unit II; *Everyday English*, pp. 21 - 27 Unit 5

Week 8 – *Everyday English*, pp. 28 - 31 Unit 6; *Developing Language Skills I*, pp. 18 – 21 Unit 4 of 'Oral Communication: Speech Patterns'

Week 9 – *Developing Language Skills I*, pp. 189 – 195 Unit 3 of 'Grammar'

Week 10 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 21 – 22 Unit III; *Developing Language Skills I*, pp. 14 – 18 Unit 3 of 'Oral Communication: Speech Patterns'

Week 11 – *Developing Language Skills I*, pp. 21 - 26 Unit 5 of 'Oral Communication: Speech Patterns'

Week 12 – *Developing Language Skills I*, pp. 206 – 208 Unit 5 of 'Grammar'

Week 13 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 23 – 27 Unit IV

Week 14 - *A Foundation English Course for Undergraduates: Workbook I*, pp. 28 – 31 Unit V

General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Note: The entire course is practical in nature. The prescribed readings are rich in tasks and activities that aim at developing essential language skills. Working their way through these tasks will give the learners hands-on practice in the use of these skills.

References

A Foundation English Course for Undergraduates: Reader I, Delhi: Oxford University Press, 1991

A Foundation English Course for Undergraduates: Workbook I, Delhi: Oxford University Press, 1991

Everyday English, Delhi: Pearson, 2005

Developing Language Skills I, Delhi: Manohar, 1997

Additional Resources:

English at the Workplace, Delhi: Macmillan, 2006

Assessment Methods

Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used

extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills, dictionary work, etc. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course – reading comprehension, vocabulary, grammar, composition, and oral communication. The proposed weightage for these sections in the end-semester exam is as follows:

- Reading Comprehension - 25 marks
- Vocabulary - 15 marks
- Grammar - 15 marks
- Written composition - 10 marks
- Oral communication - 10 marks

Keywords

English proficiency

Reading

Writing

Speaking

Listening

Pronunciation

Comprehension

Vocabulary

Syntax

Grammar

Composition

Conversation

Discipline English (BA Programme) under CBCS

Course Statement

The English Discipline-centric papers are designed to give students a broad yet deep understanding of English Literatures, both through canonical and translated literary texts and anthologies. It draws on current issues and ideas to familiarize students of writings in the West and in the Asian subcontinent. Different genres are introduced to give the students knowledge of cultural motifs and ideologies that would help in their understanding of the world. Starting with the 'Individual and Society' anthology that introduces them to significant contemporary issues like Caste and Globalization, the papers move on to texts from the European Renaissance, Victorian and Modern poetry and ends with some optional papers that a student may choose out of his/her interest. They include a paper on Modern Drama, Children's Literature, Postcolonial Literature and Popular Literature.

Course Objectives

- * The course offers the BA Programme student an opportunity to study three years of English Discipline papers that enable them to go for further studies in English if they so desire
- * The course attributes to the students a working knowledge of how to read literary texts and enables them to use such knowledge to enhance and augment their professional job opportunities
- * The course introduces students to contemporary literary ideas and issues in an increasingly complex world
- *The course allows the student a familiarity with literary texts through different genres and time periods

Course Contents

Semester 1

DSC 1A

Selections from *Individual and Society: Essays, Stories and Poems*, (Pearson/Longman, 2005) with the selected chapters as follows: 28 chapters

1. From the section on **Caste/Class**: Chapters 2, 3, 4, 5, 6
2. From the section on **Gender**: Chapters 7, 8, 10, 12, 13, 14, 15
3. From the section on **Race**: Chapters 16, 17, 18, 19
4. From the section on **Violence and War**: Chapters 22, 23, 24, 25, 26, 27, 28
5. From the section on **Globalization**: 29, 31, 32, 33, 34.

Keywords: Caste, Class, Gender, Race, Violence and War, Globalization

Teaching Plan:

Weeks 1-3: Caste/Class chapters

Weeks 4-7: Gender

Weeks 8-9: Race

Weeks 9-12: War and Violence

Weeks 13-14: Globalization