

**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**

*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*

For Semester II

Structure of B. A. Honours English under LOCF

CORE COURSE

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NOTE:

The syllabi of BA/BCom Programme (Core Language), Generic Electives(GE) and Ability Enhancement Credit Course (AECC) of Semester II are the same as that of Semester I and have already been notified by the University

I. B. A. HONOURS ENGLISH UNDER LOCF

CORE COURSE: SEMESTER II

PAPER 3

INDIAN WRITING IN ENGLISH

Course Statement

Over the past two centuries and especially after the 1980s Indian writing in English has emerged as a major contribution to Indian—and 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.

Course Objectives

This course aims to

- introduce students to Indian English Literature and its major movements and figures through the selected literary texts across genres;
- enable the students to place these texts within the discourse of post-coloniality 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

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

Novel

Amitav Ghosh, *The Shadow Lines* (1988/1997, New Delhi: Oxford University Press)

Unit 2

Novel

Anita Desai, *In Custody* (1984/2012, New Delhi: Random House India)

Unit 3

Poems

- a) Kamala Das, 'My Grandmother's House'
- b) Nissim Ezekiel, 'Enterprise'
- c) Robin Ngangom, 'A Poem for My Mother'
- d) Meena Kandasamy, 'Touch'

Drama

Mahesh Dattani, *Tara*

Unit 4

Short Stories

- a) R. K. Narayan, 'A Horse and Two Goats'
- b) Salman Rushdie, 'The Free Radio'
- c) Rohinton Mistry, 'Swimming Lessons'
- d) Shashi Deshpande, 'The Intrusion'

Unit 5

Readings

- Raja Rao, 'Foreword', to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
- B.R. Ambedkar, "Annihilation of Caste" in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) pp. 36-80
- Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
- Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd ed., 2005) pp. 1–10.

Essential Reading

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

Teaching Plan

Paper 3: Indian Writing in English

Week 1 -- Introduction to Paper 3: Indian Writing in English

Week 2 – Unit 1 -- Novel: Amitav Ghosh, *The Shadow Lines*

Week 3 – Ghosh (contd)

Week 4 – Unit 2 -- Novel: Anita Desai, *In Custody*

Week 5 – Desai (contd)

Week 6 – Unit 3 -- Poems

Week 7 – Poems (contd)

Week 8– Unit 3 -- Drama: Dattani *Tara*

Week 9 – Dattani (contd)

Week 10 – Unit 4 -- Short Stories

Week 11 – Short Stories (contd)

Week 12- Unit 5 – Readings:

(a) Rao ‘Foreword’ to *Kanthapura*

(b) Ambedkar “Annihilation of Caste”

Week 13 – Readings (contd):

(c) Mukherjee, ‘Divided by a Common Language’

(d) Bruce King, ‘Introduction’

Week 14 -- Concluding lectures exam issues etc.

Keywords

Postcolonial writing

Nationalism

Tradition

Modernity

Native imagery

PAPER 4

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Course Statement

This paper is the first Core British literature paper out of a cluster of six, and initiates the student into the earliest writings in England from medieval literature through the Renaissance. The first unit of the paper on British literature begins with Chaucer's 'General Prologue', which is taught in Middle English. It introduces students to *Canterbury Tales* and helps them recognize its narrative complexity and structure. The second unit on the Renaissance poetry explores the form and innovation in content in the Elizabethan sonnet tradition and the metaphysical poetry underlining a critical engagement with the Petrarchan tradition. The two plays, Marlowe's *Dr. Faustus* as a tragedy on Renaissance man and *Twelfth Night* as a Shakespearean comedy enable a focus on drama as a significant genre in the Renaissance. The prose readings establish the European context for the Renaissance and offer readings crucial to understanding the sociocultural and religious aspects of the age.

Course Objectives

This course aims to

- introduce students to the tradition of English Literature from the Medieval till the Renaissance;
- explores the key writers and texts within their historical and intellectual contexts;
- offer a perspective on the history of ideas including that of disability and its varied meanings within this period.

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

Week 5 – Poetry:

(a) Wyatt, (i) ‘Whoso List to Hunt’, (ii) ‘They Flee from Me’

(b). Spenser, (i) Sonnet LVII ‘Sweet warrior’; (ii) Sonnet LXXV ‘One day I wrote her name’

Week 6 – a) Whitney, ‘I. W. To Her Unconstant Lover’

b) Donne, i) Sunne Rising; ii) Valediction: Forbidding Mourning

Week 7 – Introduction to Renaissance Drama: Forms and Debates

Week 8 – Marlowe *Dr. Faustus*

Week 9 – Marlowe (Contd)

Week 10 -Shakespeare, *Twelfth Night*

Week 11 – Shakespeare (contd)

Week 12 – Readings:

(a) Mirandola, excerpts from the *Oration on the Dignity of Man*

(b) Erasmus, *In Praise of Folly*

Week 13 – Readings:

(c) Machiavelli, *The Prince*, Chaps. 15, 16, 18, and 25

(d) John Calvin, ‘Predestination and Free Will’

Week 14 – Montaigne, ‘Of a Monstrous Child; Conclusions and Questions

Discipline English (BA Programme): Semester II

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

DSC 1B

Selections from *Modern Indian Literature* (Orient Longman, 2007) as follows:

1. Short stories: 6 stories

Premchand, *The Holy Panchayat*

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

Basheer, *The Cardsharpers' Daughter*

Sadat Hasan Manto, *Toba Tek Singh*

Ambai, *Squirrel*

IshmatChughtai, *Lihaf*

2. Poems: 10 poems

Jibanananda Das, (i) 'Windy Night', (ii) 'I Shall Return'

Muktibodh, (i) 'The Void', (ii) 'So Very Far'

Nissim Ezekiel, (i) 'Enterprise', (ii) 'Goodbye Party for Miss Pushpa'

Jayanta Mahapatra, (i) 'Hunger', (ii) 'Dhuli', (iii) 'Grandfather'

Sri Sri, 'Forward March'

Keywords: Short Story in the Indian Context, Modern Indian Poetry

Teaching Plan:

Week 1: Introduction to the short story genre with especial references to Indian writers in the syllabus

Week 2: Premchand

Week 3: R.K. Narayan

Week 4: Basheer

Week 5: Manto

Week 6: Ambai

Week 7: Chughtai

Week 8: Introducing poetry

Week 9: Jibanananda Das

Week 10: Muktibodh

Week 11: Ezekiel

Week 12: Mahapatra

Week 13: Sri Sri

Week 14: Discussions on poems/Questions etc

Essential Readings

Note: This is a literature-based programme, and students will be examined on all the prescribed readings in various sections of the syllabus. Therefore, all those texts are to be considered essential reading.

Suggested Readings

These prescribed texts are meant to be read in the context of their particular times of composition. The key words at the end of each paper indicate the issues and motifs that may interest the student to read about a particular writer or her time. Therefore no suggested readings have been offered, so that these papers do not become burdensome for students opting for English under the BA Programme.

Examination Scheme for Discipline English (B. A. Programme) under CBCS

RTC $3 \times 10 = 30$ marks

Long Questions $3 \times 15 = 45$ marks

Each question will have internal choice. All texts in a paper will be examined.