

**UNIVERSITY OF DELHI**  
**DEPARTMENT OF ENGLISH**  
**COURSE NAME: B.A.(H) ENGLISH**

**(SEMESTER -I)**

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



University of Delhi

Course name: B.A.(H) English

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite	Contents of the course and reference is in
			Lecture	Tutorial	Practical		
Introduction to Literary Studies	DSC-01	4	3	1	0	Class XII pass	Annexure I
European Classical Literature	DSC-02	4	3	1	0	Class XII pass	Annexure II
Indian Classical Literature	DSC-03	4	3	1	0	Class XII pass	Annexure III

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**UNIVERSITY OF DELHI**  
**DEPARTMENT OF ENGLISH**  
**COURSE NAME: B.A.(H) ENGLISH**

**(SEMESTER -ODD)**

based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



University of Delhi

Course name: B.A.(H) ENGLISH

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite	Contents of the course and reference is in
			Lecture	Tutorial	Practical		
Language and Culture	GE-01	4	3	1	0	Class XII pass	Annexure IV
Genre Fiction	GE-02	4	3	1	0	Class XII pass	Annexure V
Dystopian Writings	GE-03	4	3	1	0	Class XII pass	Annexure VI
Literature & Human Rights	GE-04	4	3	1	0	Class XII pass	Annexure VII
Readings on Indian Diversities and Literary Movements	GE-05	4	3	1	0	Class XII pass	Annexure VIII
Indian English Literatures	GE-06	4	3	1	0	Class XII pass	Annexure IX
Research Methodology	GE-07	4	3	1	0	Class XII pass	Annexure X

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**STRUCTURE OF DISCIPLINE SPECIFIC CORE PAPERS**

**SEMESTER 1:**

DSC 1: Introduction to Literary Studies

DSC 2: European Classical Literature

DSC 3: Indian Classical Literature

**DETAILS OF DISCIPLINE SPECIFIC CORE PAPERS:**

**DSC 1: Introduction to Literary Studies**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

**Course objective:**

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

**Course outcome:**

- By the end of this course, it is hoped that a basic sense of literature as a discipline of thought and application will be inculcated among students.

**Course Content:**

**UNIT I: Reading the Novel**

1. Jane Austen: *Pride and Prejudice*

2. Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105

3. Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

**UNIT II: Reading Poetry**

4. John Milton: 'On His Blindness'

5. William Wordsworth: 'Composed Upon Westminster Bridge'

6. Emily Dickinson: '341 After Great Pain'

7. Rabindranath Tagore: 'Where the Mind is Without Fear'

8. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5<sup>th</sup> edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

**UNIT III: Reading Drama**

9. Mahesh Dattani: *Tara*

10. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)

11. Tanvir, Habib. *It Must Flow: A Life in Theatre*

<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>

12. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

**SUGGESTED READINGS:**

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.

2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.

3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2<sup>nd</sup> edn. 2005.

4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

**Course objective:**

- To offer students a basic understanding of the mode of thought and understanding in classical Europe and contextualize the western classical texts within literary studies in a scholarly manner.

**Course outcome:**

- By the end of this course, students will gain an understanding of the classical, that is valuable in itself and as a frame of reference for subsequent periods of literary studies.

**Course Content:**

**UNIT I:**

1. Homer: *The Odyssey*

**UNIT II:**

2. Aristotle: *Poetics*

3. Sophocles: *Antigone*

**UNIT III:**

4. Aristophanes: *Lysistrata*

**SUGGESTED READINGS:**

1. Plato, 'Book X', *The Republic*. tr. Desmond Lee, London: Penguin, 2007.

2. Horace, 'Ars Poetica', *Horace: Satires, Epistles and Ars Poetica*. tr. H. Rushton Fairclough, Cambridge Mass.: Harvard University Press, 2005.

**DSC 3: Indian Classical Literature**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

**Course objective:**

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

**Course outcome:**

- Students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

**Course Content:**

**UNIT I:**

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

- a) ‘The Dicing’ and ‘Sequel to Dicing’, Book 2, Sabha Parva Section XLVI-LXXII
- b) ‘The Temptation of Karna’, Book 5, Udyog Parva, Section CXL-CXLVI.
- c) ‘Krishna’s Peace Proposal’, Book 5, Udyog Parva, Section LXXXIX-CXXXI

**UNIT II:**

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

**UNIT III:**

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

**SUGGESTED READINGS:**

1. Bharata Muni. Selections from *Natyasastra*. (i) Chapter 6, ‘The Sentiments’; (ii) Chapter 20, ‘Ten Kinds of Play’; (iii) Chapter 35, ‘Characteristics of the Jester’, trans. Manomohan Ghosh, Calcutta: Asiatic Society of Bengal, 1951. pp105-17; 355-74; 548-50
2. Osho. Selections from *Krishna: The Man and His Philosophy*. (i) Krishna is Complete and Whole (ii) Draupadi: A Rare Woman (iii) Action, Inaction and Non-Action (iv) Rituals, Fire and Knowledge, Delhi: Jaico Publishing House, 1991.

3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. New Delhi: D.K. Printworld Pvt. Ltd., 2005. pp 1-31

4. Gerow, Edwin, et al. 'Indian Poetics', *The Literatures of India: An Introduction*. ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. pp 115-143

5. Venkatachalapathy, R. 'Introduction', *Love Stands Alone: Selections from Tamil Sangam Poetry*. Delhi: Penguin Classics, 2013. pp XIII-XLI; 25; 45; 70; 186

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**STRUCTURE OF GENERIC ELECTIVE PAPERS**

**ODD SEMESTERS**

GE 1. Language and Culture

GE 2. Genre Fiction

GE 3. Dystopian Writings

GE 4. Literature & Human Rights

GE 5. Readings on Indian Diversities and Literary Movements

GE 6. Indian English Literatures

GE 7. Research Methodology

**DETAILS OF GENERIC ELECTIVE PAPERS**

**ODD SEMESTERS**

**GE 1: Language and Culture**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

**Course Objectives:**

- To familiarize students with the basic approaches to the study of language
- To impart a socio- cultural perspective to the study of English in the Indian context

**Learning Outcomes:**

- This course will enable students to analyze both the socio-cultural and formal aspects of language in general and English in particular.
- Students will be able to understand the shifting and evolving dynamics of the link between language and culture in India.

**Course Content:**



## **UNIT I-Language**

1. Connor-Linton, Jeffrey, and Fasold, Ralph. 'Introduction', *An Introduction to Language and Linguistics*. United States: Cambridge University Press, 2006.
2. Fromkin, Victoria, Robert Rodman, and Nina Hyams. 'Part 1', *An Introduction to the Study of Language*. Boston, MA: Cengage, 2017.
3. Wardaugh, Ronald. Chapters 2 and 3, *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
4. Rodriques, M V. Chapters 2 and 6, *Perspectives of Communication and Communicative Competence*. India: Concept Pub, 2000.

## **UNIT II- English Language in India and Multilingualism**

5. Jayendran, Nishevita, et al. Chapters 3, 5 and 6, *Language Education: Teaching English in India*. India: Taylor & Francis, 2021.
6. Mukherjee, Joybrato. 'The development of the English language in India', *The Routledge Handbook of World Englishes*. ed. A. Kirkpatrick, London and New York: Routledge, Taylor & Francis Group, 2000. pp 167-180
7. Bhatia, Tej K. 'The Multilingual Mind, Optimization Theory and Hinglish', *Chutnefying English: The Phenomenon of Hinglish*. India. ed. Rita Kothari & Rupert Snell, Penguin Books, 2011.

## **UNIT III: Language and Society**

8. Wardaugh, Ronald. 'Gender', *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
9. Soden, Satori, et al. Chapter 5, 6, 8, 9, *Language, Society and Power: An Introduction*. Taylor & Francis, 2010.
10. Wilson, James C. and Cynthia Lewiecki-Wilson. 'Disability, Rhetoric, and the Body': *Embodied Rhetorics: Disability in Language and Culture*. United States: Southern Illinois University Press, 2001.

## **Suggested Readings:**

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

2. Bailey, R. W. and J. L. Robinson, ed. *Varieties of present-day English*. New York: Macmillan, 1973.
3. Fishman, J.A. *Sociolinguistics: A Brief Introduction*. Mass: Newbury House Rowley, 1971.
4. Gupta R. S. and K. S. Agarwal, *Studies in Indian Sociolinguistics*. New Delhi: Creative Books, 1996.
5. ‘Notes on the History of the Study of the Indian Society and Culture’, *Structure and Change in Indian Society*, ed. Milton Singer and Bernard S Cohn. Chicago: Aldine Press, 1968.
6. ‘Towards a Definition of Culture’, *India and World Culture*. New Delhi: Sahitya Academy, 1986.
7. ‘Culture and Ideology’, *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India*. London and New York: Longman, 1995.
8. Crystal, David. *The Stories of English*. UK: Penguin Books Limited, 2005.
9. Krishnaswamy, N., and Krishnaswamy, Lalitha. *The Story of English in India*. India: Foundation Books, 2006.
10. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995.
11. Mesthrie, Rajend, and Bhatt, Rakesh M. *World Englishes: The Study of New Linguistic Varieties*. United Kingdom: Cambridge University Press, 2008.
12. Marckwardt, Albert H. “English as a Second Language and English as a Foreign Language.” *PMLA*, vol. 78, no. 2, 1963, pp 25–28.
13. Kramschin, Claire. *The Routledge Handbook of Language and Culture*. United Kingdom, Taylor & Francis, 2014.

## **GE 2: Genre Fiction**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

### **Course Objectives:**

- To understand how the evolving genre of fiction engages with contemporary social and cultural realities

- To understand the strategies of narrative and themes this specific genre of fiction uses

**Learning Outcomes:**

- This course will enable students to efficiently undertake textual analysis within the specific rubric of genre fiction
- Students will be informed about the aspects of fictionality while engaging with popular culture

**Course Content:**

**UNIT I:**

1. Arthur Conan Doyle: *The Sign of Four*

**UNIT II:**

2. Kashigo Ishiguro: *Never Let Me Go*

**UNIT III:**

3. Ibn-e-Safi: *House of Fear*
4. Madulika Liddle: *Crimson City*

**SUGGESTED READINGS:**

1. H. Thomas Milhorn: *Writing Genre Fiction: A Guide to the Craft* (2006)
2. Beth Driscoll, Kim Wilkins, Lisa Fletcher: *Genre Worlds: Popular Fiction and Twenty-First-Century* (2022)
3. Joyce G. Saricks: *The Readers' Advisory Guide to Genre Fiction* (2009)
4. Jeremy Rosen: 'Literary Fiction and the Genres of Genre Fiction' Posted 8<sup>th</sup> July, 2018.

<https://post45.org/2018/08/literary-fiction-and-the-genres-of-genre-fiction/>

**GE 3: Dystopian Writings**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

**Course Objectives:**

- To familiarize students with the evolution of the literary trends/movements under Dystopian writings
- To analyse texts and identify the distinctions across prominent milieus and regions

### **Learning Outcomes:**

- This course will enable students to understand what constitutes the genre of Dystopian Writings.
- This course will enable students to discern the shifting dynamics of reality and representation.

### **Course Content:**

#### **UNIT I:**

1. Mary Shelley: *The Last Man*

#### **UNIT II:**

2. H.G. Wells: *The Time Machine*

#### **UNIT III:**

3. Malcolm Bradbury: *Fahrenheit 451*

### **SUGGESTED READINGS:**

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

**GE 4: Literature & Human Rights**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

**Course Objectives:**

- To consider the relationship between literature and human rights
- To indicate investments in human rights within literary texts

**Learning Outcomes:**

- This course will provide understanding of the relevance of human rights in everyday contexts.
- Students will be able to appreciate the importance of human rights in literary and theoretical terms.

**Course Content:**

**UNIT I:**

1. George Orwell: *1984*(1949)

**UNIT II:**

2. Harper Lee: *To Kill a Mockingbird* (1960)

**UNIT III:**

3. *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.

(i) ‘In the Prison of Repose’—Paulo Coelho

(ii) ‘Amnesty’—Nadine Gordimer

(iii) ‘ABC Antidote’—Ishmael Beah

4. Maya Angelou: ‘I Know Why the Caged Bird Sings’[poem]

5. June Millicent Jordan: ‘Poem About My Rights’

**SUGGESTED READINGS:**

1. *The Universal Declaration of Human Rights*

[https://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)

2. Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
3. Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.
4. Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.
5. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.
6. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.
7. Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.

### **GE 5: Readings on Indian Diversities and Literary Movements**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

#### **Course Objectives:**

- To introduce the social and cultural history of India which were conducive to the development of art and literature
- To inculcate new ways to interpret, understand and read representations of diversity

#### **Learning Outcomes:**

- This course will help students read non-verbal social and cultural history.
- Students will be encouraged to be open to the diverse modes of thought.

#### **Course Content:**

##### **UNIT I:**

- Overview
- Linguistic Plurality within Sufi and Bhatia Tradition

##### **UNIT II:**

- Language Politics: Hindi and Urdu

- Tribal Verse
- Dalit Voices

### **UNIT III**

- Writing in English
- Woman Speak: Examples from Kannada and Bangla
- Literary Cultures: Gujarati and Sindhi

#### **Essential Reading:**

1. Kumar, Sukrita Paul et al. (eds.). *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India*. New Delhi: Macmillan, 2005.

## **GE 6: Indian English Literatures**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

#### **Course Objectives:**

- To introduce literary texts from a range of regional, cultural, social, and political locations within India
- To inculcate an in-depth understanding of some of the major issues shaping this literary production

#### **Course Outcomes:**

- This course will help students to comprehend regional differences in the issues discussed and in socio-cultural contexts.
- Students will be enabled to analyze the use of the English language by non-native speakers and writers.

#### **Course Content:**

### **UNIT I**

1. Vikram Seth: *A Suitable Boy*

### **UNIT II**

2. Shashi Deshpande: 'The Intrusion'

3. Salman Rushdie: 'The Courter'
4. Rohinton Mistry: 'Swimming Lessons'
5. Vikram Chandra: 'Dharma'

### **UNIT III**

6. Kamala Das: (i) 'An Introduction' (ii) 'My Grandmother's House'
7. Nissim Ezekiel: (i) 'Night of the Scorpion' (ii) 'Goodbye Party for Miss Pushpa TS'
8. Arun Kolatkar: (i) 'The Bus'
9. Mamang Dai, 'The Sorrow of Women'

### **Suggested Readings:**

1. Burton, Antoinette. *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*. Oxford UP, 2003.
2. Zecchini, Laetitia. *Arun Kolatkar & Literary Modernism in India: Moving Lines*. USA: Bloomsbury Academic, 2014.
3. Nerlekar, Anjali. *Bombay Modern: Arun Kolatkar and Bilingual Literary Culture*. Speaking Tiger, 2017.
4. Anjaria, Ulka. *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form*. Cambridge UP, 2012.
5. Parashkevova, Vassilena. *Salman Rushdie's Cities: Reconfigurational Politics and the Contemporary Urban Imagination*. Bloomsbury, 2012.

### **GE 7: Research Methodology (To be offered in Semester 6 and 7)**

**Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)**

### **Course Objectives:**

- To offer practical training in academic writing
- To introduce the basics of research methodology

### **Learning Outcomes:**



- This course will help students acquire in-depth and practical knowledge regarding academic reading and writing.
- It will enable students to write a research paper as part of project work.

### **Course Content:**

#### **UNIT I:**

1. Introduction to Practical Criticism
2. Conceptualizing and Drafting of a Research Proposal

#### **UNIT II:**

3. Style Manuals: Notes, References and Bibliography/Annotated Bibliography

#### **UNIT III:**

4. Workshop on Topic Development
5. Workshop on Research Proposal

**Project Work:** Writing a Research Paper (2000 to 2,500 words)

**Practical:** During classes, the workshop mode of teaching is to be favoured for units which indicate the same. In the tutorials, individual guidance is to be given to each student.

#### **ESSENTIAL READINGS:**

1. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage, 2017.
2. Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd edn. New York: CUP, 1998.
3. Dev, Anjana N (ed.). *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.
4. Richards, I. A. *Practical Criticism: A Study of Literary Judgement*. New York: Harcourt Brace, 1929.
5. Bailey, Stephen. *The Essentials of Academic Writing for International Students*. London: Routledge, 2015.
6. Orwell, George. *Politics and the English Language*. United Kingdom: Sahara Publisher Books, 1946.

## **SUGGESTED READINGS:**

1. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.
2. Kumar, Ranjit, *Research Methodology: A Step by Step Guide for Beginners*. New Delhi: Sage, 2014.
3. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi:OUP, 2016.
4. Griffin, Gabrielle, ed. *Research Methods for English Studies*. 2<sup>nd</sup> edn. New Delhi: Rawat Publications. 2016 (Indian Reprint)

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