

**DEPARTMENT OF ENGLISH AND OTHER
EUROPEAN LANGUAGES
DR. HARISINGH GOUR VISHWAVIDYALAYA,
SAGAR
(A CENTRAL UNIVERSITY)**



**B. A. (ENGLISH)
SYLLABUS**

2020-2021

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of the country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters. CBCS (Choice Based Credit System) is one such reform initiated by the University Grants Commission.

Dr. Harisingh Gour Vishwavidyalaya adopted CBCS and has devised the curricula with the aim of making education learner-centric, laying greater emphasis in-depth learning adopting a holistic approach.

Introduction to the Scheme

Under the **Comprehensive Choice Based Credit System** the syllabus is divided into **Core, Elective and Skill based courses** to provide an opportunity to the students to choose from a variety of courses offered by the Discipline / Subject of study or from other Disciplines.

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: The Elective courses offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Enhancement Courses/Foundation Course:

The Ability Enhancement (AE) Courses may be of two kinds:

AE Compulsory Course (AECC) and AE Elective Course (AEEC).

AECC” courses are the courses based upon the content that leads to Knowledge enhancement. They are ((i) **Environmental Science**, (ii) **English/MIL Communication**. **They are mandatory for all disciplines.**

AEEC courses are value-based and/or skill-based and are aimed at providing hand-on-training, competencies, skills, etc.

3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Course (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation/difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Objectives of the BA Programmes

The specific objectives of the BA Programme in English Literature are to develop in the student the ability to demonstrate the following outcomes:

1.	Disciplinary Knowledge of English Literature and Literary Studies
2.	Communication Skills
3.	Critical Thinking
4.	Analytical Reasoning
5.	Problem Solving
6.	Research-Related Skills
7.	Self-Directing Learning
8.	Multicultural Competence
9.	Values: Moral and Ethical, Literary and Human

All programmes of Study shall be in general adherence to the minimum eligibility conditions,

duration, credit requirements and other conditions of minimum standards as prescribed by the UGC/National Regulatory Bodies/ Professional Councils.

All offered Courses are of defined credits.

Total credit for Under-Graduate Programme inclusive of Core Courses, Discipline Specific Elective Courses, SEC, Generic/ Open Elective Courses, FC is- 120

Teaching comprises of three components: Lectures (L), Tutorial (T), and Practical (P, wherever applicable).

Scheme of Examination

All programmes of Studies of the University follow the Semester system, and examination and evaluation of students is through Comprehensive Continuous Assessment (CCA).

The Semester Examination shall comprise of the following Components:

- | | |
|-------------------------------------|------------|
| 1. Mid Term Examination: | 20% |
| 2. Internal assessment: | 20% |
| 3. End Semester Examination: | 60% |

The End Semester Examination shall be of three hours and shall comprise of the following sections:

Section A: (Compulsory) 10 Objective-Type questions of 1 Mark each.

Section B:(With Internal Choice) Four Questions to be answered out of Six,
each question will be of 5 marks

Section C: (With Internal Choice) Three Questions to be answered out of FIVE.
Each question of 10 marks

BA PROGRAMME
Duration of Course: 6 Semesters (03 Years)

Sem.	CORE COURSE	CORE COURSE DISCIPLINE –I (ENGLISH LITERATURE)	Ability Enhancement Compulsory Course FOUNDATION COURSE	Skill Enhancement Course	Discipline Specific Elective	Generic Elective
I	EEL– LN - 111 English I (06 Credits)	EEL -CC-111 European Classical Literature (06 Credits)	ENG-FC– 111 English Communication (02 Credits)			
II	EEL – LN- 211 English II (06 Credits)	EEL -CC-211 Indian Classical Literature (06 Credits)	EEL- FC–211 English Communication (02 Credits)			
III	EEL-LN- 311 English II (06 Credits)	EEL -CC-311 British Literature: 14 th to 18 th Century (06 Credits)		EEL-SEC- 311 English Language Teaching (02 Credits)		
IV	EEL-LN- 411 English II (06 Credits)	EEL CC-411 British Literature: 19th and early 20th Century (06 Credits)		EEL-SEC- 411 Soft Skills (02 Credits)		
V				EEL-SEC- 511 Translation Studies (02 Credits)	EEL-DSE -511 Literary Criticism EEL-DSE -512 World Literatures EEL-DSE- 513 Travel Writing EEL-DSE -514 Literature of the Indian Diaspora (06 Credits)	EEL-GE – 511 Academic Writing and Composition (06 Credits) EEL-GE – 511 Text and Performance (06 Credits)
VI				EEL-SEC- 611 Business Communication (02 Credits)	EEL-DSE -611 Literary Theory EEL-DSE - 612 Literature and Cinema EEL-DSE - 613 Partition Literature EEL-DSE -614 Research Methodology (06 Credits)	EEL-GE – 611 Language and Linguistics (06 Credits) EEL-GE – 612 Contemporary India: Women and Empowerment (06 Credits)

B.A. (English Literature)
First Semester
Core Course
EEL - CC-111
European Classical Literature

L	T	P	C
5	1	0	6

Course Objective:

This course provides a humanist foundation to English studies. It enables an exploration of classical Latin, Greek and Roman literature in English translation, tracing its impact and influence on English literature. 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.

Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- engage with classical literary traditions of Europe from the beginning till the 5th Century AD
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- appreciate classical literature of Europe and pursue their interests in it
- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- develop ability to pursue research in the field of classics
- develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

UNITS	Course Content	Course Learning Outcomes
I	Homer: <i>The Iliad</i>, (Book I) tr. E.V. Rieu (Harmondsworth: Penguin, 1985)	Will develop an understanding of the natural epic poetry, become familiar with the events and characters of <i>The Iliad</i> which is a foundation book of western literature and examine the effects of war on individuals and gain insights into the weakness and strengths of human heart.

II	Sophocles: <i>Oedipus, the King</i> , tr. Robert Fagles in <i>Sophocles: The Three Theban Plays</i> (Harmondsworth: Penguin, 1984)	Read and analyze the complex work of literature in its historical and cultural context, including interpreting symbol and metaphor, and understand the elements of a Greek play and then identify them from Shakespeare to even modern classics.
III	Plautus: <i>Pot of Gold</i> , tr. E.F. Watling (Harmondsworth: Penguin, 1965)	Analyse the important issues in <i>Pot of Gold</i> and the perspectives of contemporary critics towards them and understand the composition of Roman society and examine it with respect to changes in the social practices of the times.
IV	Ovid: <i>Selections from Metamorphoses</i> ‘Bacchus’, (Book III), ‘Pyramus and Thisbe’ (Book IV), ‘Philomela’ (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975). Horace: <i>Satires I: 4</i> , in <i>Horace: Satires and Epistles and Persius: Satires</i> , tr. Niall Rudd (Harmondsworth: Penguin, 2005)	To develop critical thinking in interpreting Ovid’s myths of transformations in their cultural context and study the diverse approaches to metamorphic myths in literature, art and philosophy. Students will also be able to understand and analyse <i>Satire and Epistles</i> and the influence of Epicurean Philosophy and Ethics.
V	Virgil: <i>The Aeneids</i> , (Book I) tr. William Morris (Ulan Press, 2012)	Develop critical understanding of the importance and implications of ancient epic within its historical context and analyse variety of voices and themes contained within the epic.

B.A. /B.Com (First Semester)

Language Course

EEL - LN-111

English -I

L	T	P	C
5	1	0	6

Objectives:

- Ability to understand language through literature,
- Develop ability of close reading,
- Understand the socio-political conditions of the age,
- Develop an understanding of the social prejudices prevalent in the society.

Learning Outcomes:

- Analyse the subtle nuances of language,
- Develop skills for critical analysis and interpreting the texts in broader socio-cultural contexts,
- Gain knowledge to cultivate an unbiased perception of values.

Unit	Course Content	Course/Learning Outcomes: After completion of the unit the students will be able to
I	Caste/Class • Premchand: 'Deliverance' • Omprakash Valmiki: 'Joothan'	• develop a better understanding of the hegemony of practicing caste and find a more suitable approach for a more humanitarian world • improve the skills of interpreting the texts in their socio-cultural context
II	Gender • Rabindranath Tagore: 'The Exercise Book' • Ambai: 'Yello Fish'	• understand the fabric of the society based on gender-oriented parameters • explore different dimensions of female sensitivity
III	Race • Wole Soyinka: 'Telephone Conversation' • Langston Hughes: 'Harlem'	• gain familiarity with the Black consciousness and history of century-old 'Apartheid' and racial segregation • enhance skills to analyze different literary devices in the poems

IV	Living in a Globalized World • Roland Barthes: 'Toys' • Imtiaz Dharkar: 'At the Lahore Karhai'	• explore the changing dimensions of a globalized world • associate its different terrains with their own socio-cultural experience and understand the need of cultural amalgamation
V	Writing Skills • Diary Writing • Paragraph Writing • Summary/note-making • Formal and Informal letter writing • CV/Resume Writing • Book/Film Reviews	• to compose the official letters and develop the skills to frame technical and academic writing

**B.A. /B. Com /B.Sc.
(First Semester)
Ability Enhancement Compulsory Course
EEL - FC-111
English Communication**

L T P C
2 0 0 2

Course Objective:

Foundation Course, English, is designed to develop communicative skills in the students. Due emphasis has been laid on all the four skills – reading, writing, speaking and listening.

Learning outcome:

Student will have developed all the four skills necessary for language learning and develop sufficient competence to communicate both in verbal as well as written form effectively.

Unit	Course Content	Learning Outcome
I	Sir Harisingh Gour: Introduction to his Life and Works Poetry: ‘The Path of Glory’ from <i>Random Rhymes</i> ; ‘Stepping Westward’, ‘On the Tomb of Tamerlane’, from <i>Stepping Westward and Other Poems</i> Prose: ‘The Pleasure of Life’, Democracy and Communism’, ‘The Use and Abuse of Marriage, from <i>Facts and Fancies</i> ,	Develop reading and listening skills through rapid reading of text.
II	Introduction to the Theory of Communication, Types and modes of Communication Language of Communication: Verbal and Non - Verbal (Spoken and Written) Personal, social and Business, Barriers and Strategies, Intra-Personal, Inter-Personal and Group Communication.	Will understand the basics of communication.
III	Speaking Skills: Monologue, Dialogue, Group Discussion, effective Communication/ Mis- Communication, Interview, Public Speech.	All learners to be an effective speaker.
IV	Reading and Understanding: Close Reading, Comprehension, Summary Paraphrasing, Analysis and Interpretation, Translation (from Indian Language to English and Vice Versa) Literary /Knowledge Texts.	Enable learners to read and comprehend different forms of writing.
V	Writing Skills Documenting, Report Writing, Making Notes, Letter Writing.	Develops learners’ ability to write and express different ideas, views and information.

B.A. (English Literature)
Second Semester
Core Course
EEL - CC-211
Indian Classical Literature

L	T	P	C
5	1	0	6

Course Objective:

The paper introduces students to 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.

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- understand, analyze and appreciate various texts with comparative perspectives

UNITS	Course Content	Course Learning Outcomes
UNIT-I	Kalidasa: <i>Abhijnana Shakuntalam</i> , tr. Chandra Rajan, in <i>Kalidasa: The Loom of Time</i> (New Delhi: Penguin, 1989)	Gain an understanding of Sanskrit drama and poetic style of <i>Kalidasa</i> and analyse social conditions, human values, environmental protection, soulmate and knowledge of the play with its aesthetic appeal.
UNIT-II	Vyasa: <i>The Dicing</i> and ‘The Sequel to Dicing, ‘The Book of the Assembly Hall’,	Gain a perspective on the ancient Indian epic <i>The Mahabharata</i> along with its

	‘The Temptation of Karna’, Book V ‘The Book of Effort’, in <i>The Mahabharata</i> : tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69	reception over the centuries and evaluate the text with certain elements pertaining to the form and structure of the epic.
UNIT-III	Sudraka: <i>Mrcchakatika</i> , tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962)	Explore the questions and issues relate to <i>Sudraka</i> ’s famous play and it will offer a valuable insight into the complexities of present time with respect to the problems depicted in the play and the creative-aesthetic experiments its writer made while developing his scope.
UNIT-IV	Ilango Adigal ‘The Book of Banci’, in <i>Cilappatikaram: The Tale of an Anklet</i> , tr. R. Parthasarathy (Delhi: Penguin, 2004) Book III	Gain an understanding of the classical literary tradition from the south as the epic under consideration is an epic belonging to the <i>Sangam</i> Period and trace the growth and development of <i>Sangam</i> literature and then locate the epic <i>Cilappatikaram</i> .
UNIT-V	Bhavabhuti , ‘ <i>The Uttaramcharita</i> ’ tr. M. R. Kale, (New Delhi: Motilal Banarasidass, 2016)	Develop appreciation of advanced poetics and linguistic aspects of Sanskrit literature and gain comprehensive understanding of all the seven acts of <i>Uttaramcharita</i> .

B.A. (English Literature)
Second Semester
Language Course
EEL – LN-211
English-II

L T P C
5 1 0 6

Objectives:

- Ability to understand the nationalist sentiment and Indian sensibility expressed in Indian English Literature
- Ability to analyze the texts contextually
- Ability to gain knowledge about the multi-ethnic and multi-communal society in India
- Ability to master the skills of presenting one's own views about different institutions of the society to the global audience

Course/Learning Outcomes:

- Gain proficiency in understanding the social and literary movements and their interrelatedness
- developing acceptance for the diverse cultural and religious practices
- developing the ability to think critically

UNIT	COURSE CONTENT	LEARNING OUTCOME
I	Short Stories • Premchand: 'The Holy Panchayat' • R.K. Narayan: 'The M.C.C.' • Vaikom Muhammad Basheer: 'The Card-Sharpers Daughter'	• understand the increasing national movements of the contemporary society • realize the attempts of the colonized country to create an independent identity • understand the style and thematic characteristics of the first generation of Indian writers writing in English

II	Short Stories • Saadat Hasan Manto: ‘Toba Tek Singh’ • Ambai: ‘Squirrel’ • Ismat Chughtai: ‘Lihaaf’/ ‘The Sacred Duty’	• understand the insanity prevailed in the time of partition • learn the history of the subcontinent to achieve a broad perspective of its literary movements • explore the women writers’ journey to establish a different literary practice to bring forth the sensitive issues of the identity and sexuality of the women
III	Play • Vijay Tendulkar: <i>Silence, The Court Is in Session</i>	• gain familiarity with the features of the writing of the Marathi playwright • explore the prejudice of the society against the free-spirited, independent women • analyze the text in the light of growing feminist and progressive movements in literature
IV	Novella • Rohinton Mistry: <i>Such a Long Journey</i>	• gain knowledge about the minority community in India • understand their socio-cultural position in the society • explore their perspective of surviving in a majority-dominated society
V	Writing Skills • Interview • Feature article • Notice • Questionnaire/ survey • Essay/speech writing • Report writing • Dialogue writing	• to gain competence in technical writing • to express their views and opinions more confidently • to be able to communicate in the work place more efficiently

B.A. (English Literature)
Core Course
Third Semester
EEL – CC-311
British Literature: 14th to 18th Century

L	T	P	C
5	1	0	6

Objectives:

- Ability to decode the texts and unfold their cultural practices
- Ability to engage with relevant scholarly works in order to develop one's critical thinking and present her views coherently
- Ability to speak and write standard, academic English
- Ability to interpret the texts from various literary perspectives
- Ability to transfer literary critical skills to read other cultural texts

Learning Outcomes:

- Capability to apply literary devices to interpret the texts
- Decoding the literary and cultural symbols
- Blending the literary and cultural aesthetics

Unit	Course Content	Course/Learning Outcomes: After completion of the unit the students will be able to
I	Geoffrey Chaucer: The Wife of Bath's Prologue Edmund Spenser: Selections from Amoretti: Sonnet LXVII 'Like As a Hutsman Sonnet LVII 'Sweet Warrior Sonnet LXXV 'One Day I Wrote Her Name' Johne Donne: 'The Sunne Rising' 'Batter my Heart' 'Valediction: Forbidding Mourning'	• learn to appreciate the expressive use of language as a fundamental and sustaining human activity • understand the social functions of the writers and their aesthetics

II	William Shakespeare: <i>Macbeth</i>	• how to read and critically appreciate the text; analyze the characters' psychology and understand the socio-political condition of the Shakespearean Age
III	John Milton: <i>Paradise Lost</i> : Book I	• analyze the literary devices and rhyming schemes; find the Christian ethos; compare with the epics written in several other countries including India
IV	Alexander Pope: <i>The Rape of the Lock</i>	• explore the usage of rhetorical figures, rhyming schemes and the satire of social practices; find the pattern of life-style of the contemporary upper-class people
V	Jonathan Swift: <i>Gulliver's Travels</i> (Book III & IV)	• develop understanding of the individual perspective of the writer and his presentation of the society; explore the trend of sea voyages

B.A. (English Literature)
Third Semester
Language Course
EEL – LN-311
English-I

L T P C
5 1 0 6

Objectives:

- Ability to understand language through literature,
- Develop ability of close reading,
- Understand the socio-political conditions of the age,
- Develop an understanding of the social prejudices prevalent in the society.

Learning Outcomes:

- Analyse the subtle nuances of language,
- Develop skills for critical analysis and interpreting the texts in broader socio-cultural contexts,
- Gain knowledge to cultivate an unbiased perception of values

Course Content:

Unit	Course Content	Course/Learning Outcomes: After completion of the unit the students will be able to
I	Caste/Class • Premchand: 'Deliverance' • Omprakash Valmiki: 'Joothan'	• develop a better understanding of the hegemony of practicing caste and find a more suitable approach for a more humanitarian world • improve the skills of interpreting the texts in their socio-cultural context
II	Gender • Rabindranath Tagore: 'The Exercise Book' • Ambai: 'Yello Fish'	• understand the fabric of the society based on gender-oriented parameters • explore different dimensions of female sensitivity
III	Race • Wole Soyinka: 'Telephone Conversation' • Langston Hughes: 'Harlem'	• gain familiarity with the Black consciousness and history of century-old 'Apartheid' and racial segregation • enhance skills to analyze different literary devices in the poems

IV	Living in a Globalized World • Roland Barthes: 'Toys' • Imtiaz Dharkar: 'At the Lahore Karhai'	• explore the changing dimensions of a globalized world • associate its different terrains with their own socio-cultural experience and understand the need of cultural amalgamation
V	Writing Skills • Diary Writing • Paragraph Writing • Summary/note making • Formal and Informal letter writing • CV/Resume Writing • Book/Film Reviews	• to compose the official letters and develop the skills to frame technical and academic writing

B.A. (English Literature)
Third Semester
Skill Enhancement Course
EEL – SEC-311
English Language Teaching

L	T	P	C
2	0	0	2

Objectives:

- Ability to develop learner-oriented approach for teaching English Language
- Removing the fear of the students of a foreign language and making them acquainted with the fundamental structures of it.
- Making the students competent to express their ideas and opinions in English so that they can reach the global audience
- Making language learning systematic and entertaining

Course/Learning Outcomes:

- Ability to speak, read and write in English efficiently
- Ability to develop a good communication skill across the world
- Ability to understand the socio-political ideologies behind the structure of the language
- Ability to use the language creatively
- Ability to access the global platform to present her views

Unit	Course Content	Course/Learning Outcomes: After completion of the unit the students will be able to
I	Knowing the Learner	• become efficient in training English Language to others and understand the need to gain familiarity with the learner's background to develop a more suitable approach for teaching or training the language
II	Method of Teaching English Language and Literature	• understand the meaning and application of different methods and approaches in English Language teaching and opt for the most suitable one to enhance their proficiency

III	Materials for Language Teaching	• have a clearer picture of the language if various materials are used to teach the language • gain proficiency in learning the concepts of the language and develop a systematic structure of it
IV	Assessing Language Skills	• have an understanding of the key concepts in language assessment • evaluate language assessment practices • apply principles of test design, analysis and evaluation
V	Using Technology in Language Teaching	• transform themselves from passive recipient to active learners • have a flexible learning environment • learn to increase their perfection level of pronunciation and speaking skills

B.A. (English Literature)
Fourth Semester
Core Course
EEL – CC-411
British Literature: 19th and early 20th Century

L T P C
5 1 0 6

Objectives:

- Ability to analyze the cultural interpretations of the texts
- Ability to bring forth the critical perception of the texts and analyze the possible meaning of images, symbols, and allusions
- Ability to compare the texts those written by the other writers in the same period
- Ability to find out the dominant ideology in the texts

Course/Learning Outcomes:

- Ability to trace the contemporary trends in the literary texts
- Ability to interpret the psychology of the characters of the texts
- Ability to analyze the literary texts with critical theories
- Become familiar with the nineteenth and twentieth century in Britain and draw a comparative study with the features of same age in the Indian subcontinent

Unit	Course Content	Course/Learning Outcomes: After completion of the unit the students will be able to
Unit I	Alfred Tennyson • ‘The Lady of Shalott’ • ‘Ulysses’ • ‘The Defence of Lucknow’ Robert Browning • ‘My Last Duchess’ • ‘The Last Ride Together’ • ‘Fra Lippo Lippi’ • Christina Rossetti ‘The Goblin Market’	• understand the theme and perception of the two most representative poets of the nineteenth century Britain • analyze the use of rhetorical speeches and prosody • gain familiarity with the social background of the era
Unit II	W.B. Yeats • ‘Leda and the Swan’ • ‘The Second Coming’ • ‘Among School Children’ • ‘Sailing to Byzantium’	• appreciate the text critically; analyze the socio-political movements, influencing the texts • understand the poets’ perspective of the happenings around them

	T.S. Eliot • ‘The Love Song of J. Alfred Prufrock’ • ‘Ash Wednesday’ • ‘The Hollow Men’	• explore the hints of cultural and religious assimilation
Unit III -	Charlotte Bronte • Jane Eyre	• analyze the particularities of the female protagonist • understand the social position of a woman writer in the Victorian age • understand the way of presenting the ethos of the era through the characters
Unit IV -	Charles Dickens • Hard Times	• be familiar with the realistic depiction of the working class in the nineteenth c. Britain • understand the harsh economic condition of the deprived class in a class-conscious society • Dickens’ own socio-political position
Unit V -	Joseph Conrad • Heart of Darkness D.H. Lawrence • Sons and Lovers	• develop understanding of the process of early imperialism • understand the biographical influence of the authors in their texts

B.A. (English Literature)
Fourth Semester
Language Course
EEL – LN-411
English-I I

L T P C
5 1 0 6

Objectives:

- Ability to understand the nationalist sentiment and Indian sensibility expressed in Indian English Literature
- Ability to analyze the texts contextually and find the large, diverse perspectives of the Indians
- Ability to gain knowledge about the multi-ethnic and multi-communal society in India
- Ability to master the skills of presenting one's own views about different institutions of the society to the global audience

Course/Learning Outcomes:

- gaining proficiency in understanding the social and literary movements and their interrelatedness
- developing acceptance for the diverse cultural and religious practices
- developing the skills to think critically and find the gaps in the hegemony of the society
- Interpreting the texts with different approaches

Unit	Course Content	Course/Learning Outcomes: After completion of the unit the students will be able to
I	Short Stories • Premchand: 'The Holy Panchayat' • R.K. Narayan: 'The M.C.C.' • Vaikom Muhammad Basheer: 'The Card-Sharper's Daughter'	• understand the increasing national movements of the contemporary society • realize the attempts of the colonized country to create an independent identity • understand the style and thematic characteristics of the first generation of Indian writers writing in English

II	Short Stories • Saadat Hasan Manto: ‘Toba Tek Singh’ • Ambai: ‘Squirrel’ • Ismat Chughtai: ‘Lihaaf’/ ‘The Sacred Duty’	• understand the insanity prevailed in the time of partition • learn the history of the subcontinent to achieve a broad perspective of its literary movements • explore the women writers’ journey to establish a different literary practice to bring forth the sensitive issues of the identity and sexuality of the women
III	Play • Vijay Tendulkar: <i>Silence, The Court Is in Session</i>	• gain familiarity with the features of the writing of the Marathi playwright • explore the prejudice of the society against the free-spirited, independent women • analyze the text in the light of growing feminist and progressive movements in literature
IV	Novella • Rohinton Mistry: <i>Such a Long Journey</i>	• gain knowledge about the minority community in India • understand their socio-cultural position in the society • explore their perspective of surviving in a majority-dominated society
V	Writing Skills • Interview • Feature article • Notice • Questionnaire/ survey • Essay/speech writing • Report writing • Dialogue writing	• to gain competence in technical writing • to express their views and opinions more confidently • to be able to communicate in the work place more efficiently

B.A. (English Literature)
Fourth Semester
Skill Enhancement Course
EEL – SEC-411
Soft Skills

L	T	P	C
2	0	0	2

Objectives:

- Ability to provide a stronger leadership
- Making the students come out of their comfort zone and take risks
- Making the students more competent and confident in their workplace
- Training the students to become more sociable

Learning Outcomes:

- Ability to deal with the task more confidently
- Ability to cope up with almost all the situations
- Ability to become emotionally healthy
- Ability to create a good work environment

Unit	Course Content	Course/Learning Outcomes: After completion of the unit the students will be able to
I	Teamwork	• develop skills to connect with people across different strata of the society to achieve a targeted goal
II	Emotional Intelligence	• learn to control the excessive emotions in the work place and understand the difficulties faced by others • learn to be sympathetic to the peers' sufferings and create a healthy bond with them
III	Adaptability	• learn to feel comfortable and concentrate on the work even in an unfavourable situation • learn to take challenges and complete the target

IV	Leadership	• increase capacity of assessing the strength and weakness of the team to achieve a goal • prioritize all the members and not some chosen ones • connect with people and take the lead
V	Problem Solving	• identify problems and potential barriers to projects and tasks • learn to take quick and appropriate decisions • prioritize the interest of the institution and the mission

B.A. (English Literature)
Fifth Semester
Discipline-Specific Elective Course
EEL –DSE-511
Literary Criticism

L T P C
5 1 0 6

Course Objective:

To receive an understanding of how to analyse a text from multifarious perspectives.

To enable the students to be able to understand a work by broadening their cognitive abilities towards summarising, interpreting and exploring the value of a work.

To be able to express shifts in sensibility that make it possible to reevaluate text and perspectives of authors.

Demolishes the old and the faulty and opens out new vistas and avenues. He discards the artificial and restricted forms of approved 18th century poetry.

Unit	Course Content	Course/ Learning Outcomes: After completion of unit student will be able to
Unit 1	William Wordsworth: Preface to the Lyrical Ballads (1802) S.T. Coleridge: Biographia Literaria. Chapters IV, XIII and XIV	1. To be able to move out of the understanding of the literary critics who come before Wordsworth and Coleridge and estimate their contribution to the development of literary criticism. 2. To draw an estimate as to how Wordsworth and Coleridge have philosophised literature and essentialised the value of reading literature.
Unit 2	UNIT II- Virginia Woolf: Modern Fiction	1.To understand how Modern fiction breaks from the manner and method of writing Victorian novel. 2. To understand how to trace the progress of the

		novel on the basis of philosophical evaluation.
Unit 3	Matthew Arnold, "Function of Criticism at the Present Time", 'Study of Poetry' in Essays in Criticism, OUP, T.S. Eliot: "Tradition and the Individual Talent" 1919 "The Function of Criticism" 1920	1.To understand Arnoldian definition of a critic and criticism. 2. To understand and be able to interpret Eliot's views on poetry in relation to literary tradition, and also the intrinsic relationship between the poet and his work.
Unit 4	I.A. Richards: Principles of Literary Criticism Chapters 1,2 and 34. London 1924 and Practical Criticism. London, 1929 Cleanth Brooks: "The Heresy of Paraphrase", and "The Language of Paradox" in The Well-Wrought Urn: Studies in the Structure of Poetry (1947) Maggie Humm: Practising Feminist Criticism: An Introduction. London 1995	To understand Richards' iconoclastic view of theory. To trace how Richard diminishes all pre-existing schools as inadequate and develops a new form of interpretation.

B. A.
Fifth Semester
Skill Enhancement Course
EEL-SEC -511
Translation Studies

L T P C
2 0 0 2

Course Objective:

Unit	Course Content	Learning Outcome
I	Introducing Translation: a brief history and significance of translation in a multi linguistic and multicultural society like India.	
II	Exercises in different Types / modes of translation, such as: a. Semantic / Literal translation b. Free / sense/ literary translation c. Functional / communicative translation d. Technical / Official e. Transcreation f. Audio-visual translation	
III	Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching	
IV	Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.	
V	Practice: Translation in Mass Communication / Advertising, subtitling, dubbing, 1. Exercises to comprehend ‘Equivalence in translation’: Structures (equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.	

	Practice: Tasks of Translation in Business: Advertising 2. Discussions on issues of Translation and Gender by attempting translation for media, films and advertisements from different languages. 3. Developing skills for Interpreting: understanding its dynamics and challenges. Interpreting: Simultaneous and Consecutive (practical application) Practice: Using tools of technology for translation: machine / mobile translation, software for translating different kinds of texts with differing levels of complexity and for transliteration	
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B.A. (English Literature)
Fifth Semester
Generic Elective
EEL –GE-511
Academic Writing and Composition

L T P C
5 1 0 6

Course Objective:

To be able to think and write and express one's thoughts and views in a proper written format.

To enable oneself to be able to reciprocate one's ideologies in a form that can be understandable by all.

To understand the contemporary conventions related to academic writing in the present literary set up.

Unit	Course Content	After completion of course student will be able to:
I	Introduction to the Conventions of Academic Writing	Understanding and being acquainted with the rules and norms that exist about academic discourses.
II	Writing in one's own words: Summarizing and Paraphrasing	To be able to write a summary of a story, given article. Paragraph etc. Also, to be able to paraphrase a concise thought into an explanatory paragraph.
III	Critical Thinking: Syntheses, Analyses, and Evaluation	To be able to critically analyse, understand and explain statements and paragraphs, sentences or other explanatory matters.
IV	Structuring an Argument: Introduction, Interjection, and Conclusion	To be able to form and further formulate an argument. To learn how to begin an argument, develop the argument and come to a probable conclusion.
V	Citing Resources; Editing, Book and Media Review	To learn citation, editing, book and how to write a review.

B.A. (English Literature)
Fifth Semester
Discipline Specific Elective Course
EEL – DSE-512
World Literatures

L T P C
5 1 0 6

Course Objectives:

To understand the impact and connectivity that world literature has on human culture and sociological thought.

World literature is also a historical reflection of the evolution of world culture. In order to realise the eminence of this impactful evolution, World Literature needs to be studied and be thoroughly acquainted by students.

To understand that World literature is a statement of demands or a critique of the society. The ecological, sociological and economic cause of authors is understood while studying world literature.

Unit	Course Content	Course/ Learning Outcomes: After completion of unit student will be able to:
I	V. S. Naipaul, <i>Bend in the River</i> (London: Picador, 1979).	1. To understand ideas of displacement and dispossession and how they are connected to literature. 2. To acquaint students to themes of exile, political and individual corruption.
II	Marie Clements, <i>The Unnatural and Accidental Women</i> , in <i>Staging Coyote's Dream: An Anthology of First Nations</i> , ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)	1. To understand concepts of colonialism, aboriginal stereotypes and suppression of women.

		2. To realise the connectivity between racism and violence and their negative influence amongst us.
III	1. Antoine De Saint-Exupery, <i>The Little Prince</i> (New Delhi: Pigeon Books, 2008) 2. Julio Cortazar, 'Blow-Up', in <i>Blow-Up and other Stories</i> (New York: Pantheon, 1985).	1. To understand concepts of stereotypes and prejudices and their influence in the development of characters and plot.
IV	Judith Wright, 'Bora Ring', in <i>Collected Poems</i> (Sydney: Angus & Robertson, 2002) p. 8. Gabriel Okara, 'The Mystic Drum', in <i>An Anthology of Commonwealth Poetry</i>, ed. C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132–3. Kishwar Naheed, 'The Grass is Really like me', in <i>We the Sinful Women</i> (New Delhi: Rupa, 1994) p. 41.	1. To acquaint students with the ideas of indigenous ideas and cultures and their eminence in understanding world literature. 2. To understand concepts of myth and mysticism and their inevitable presence in folklore. 3. To understand motifs of art, culture and tradition.
V	Shu Ting, 'Assembly Line', in <i>A Splintered Mirror: Chinese Poetry From the Democracy Movement</i>, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991). Jean Arasanayagam, 'Two Dead Soldiers', in <i>Fussilade</i> (New Delhi: Indialog, 2003) pp. 89–90.	1. To understand concepts of identity, political and social deplorability. 2. To understand ideas of social exclusion, displacement and the idea of social ostracization.

B.A. (English Literature)
Fifth Semester
Generic Elective
EEL –GE-512
Text and Performance

L T P C
5 1 0 6

Course Objectives:

To acquaint students with the basics of the art of performance.
To be able to explain the other factors that are related to performativity-culture, religion, etc.
To study the history of Performance and how it has travelled down through the years.
To acquaint students with the contemporary situation of Performativity.

Unit	Course Content	After completion of course student is expected to:
Unit 1	1. Introduction to theories of Performance 2. Historical overview of Western and Indian theatre 3. Forms and Periods: Classical, Contemporary, Stylized, Naturalist Topics for Student Presentations: a. Perspectives on theatre and performance b. Historical development of theatrical forms c. Folk traditions	1. To be able to inculcate the idea of performance both in theory and practice. 2. To have an understanding of the different kinds of performance in the history of performance. 3. To understand about the multiple facets present in the various kinds of performance.
Unit 2	UNIT II- Theatrical Forms and Practices: 1. Types of theatre, semiotics of performative spaces, e.g. proscenium 'in the round', amphitheatre, open-air, etc. 2. Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/characterization Topics for Student Presentations:	1. To be able to understand the concept of performance that can be permeated through physicality and orality. 2. To inculcate ideas of performance by applying a practical approach.

	a. On the different types of performative space in practice b. Poetry reading, elocution, expressive gestures, and choreographed movement	
Unit 3	Western Theories of Drama Theories and demonstrations of acting: Stanislavsky, Brecht	By bringing into extensive consideration the theory of these two propounders-students need to understand the extensiveness and inevitability of interpreting the art of performance through these theories.
Unit 4	Indian Theories of Drama Bharata Topics for Student Presentations: Acting short solo/ group performances followed by discussion and analysis with application of theoretical perspectives	By coming to terms with the theories propounded by Bharata, this unit shall focus on the understanding of performance put forward keeping in mind the Indian sensibility and ethos. By presenting, the students shall be able to not only understand in theory but also in practice, the applicability of the theories.
Unit 5	Theatrical Production: 1. Direction, production, stage props, costume, lighting, backstage support. 2. Recording/archiving performance/case study of production/performance/impact of media on performance processes. Topics for Student Presentations: a. All aspects of production and performance; recording, archiving, interviewing performers and data collection.	In this unit, students bring into application all concepts and ideas that they have used and learnt in theory.

B.A. (English Literature)
Fifth Semester
Discipline Specific Elective Course
EEL – DSE-513
Travel Writing

L T P C
5 1 0 6

General Objectives of the paper:

1. The paper explores the ways in which travel writing has been an indispensable part of English literature, both in terms of its contribution to its richness as well as an avenue for human's development.
2. The inevitable presence of travel in human history and its ability to shape human growth, development and literary course.

<u>Unit</u>	<u>Course Content</u>	<u>Course/ Learning Outcomes: After completion of unit student will be able to:</u>
Unit 1	Ibn Batuta: The Court of Muhammad Bin Tughlaq Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in India by Al Biruni, edited by Qeyamuddin Ahmad, National Book Trust of India Khushwant Singh's City Improbable: Writings on Delhi, Penguin Publisher	1. To estimate how important travelogues have been vital chronicles of historical and sociological tendencies of the country.
Unit 2	Mark Twain: The Innocent Abroad (Chapter VII, VIII and IX) (Wordsworth Classic Edition)	1. To be able to understand how the history of a city can be developed through the records that have been made available

	Ernesto Che Guevara: The Motorcycle Diaries: A Journey around South America (the Expert, Home land for victor, The city of viceroys), Harper Perennial	by refugees, invaders and displaced individuals of the society. 2. To estimate the multifariousness that exists in the chronicles of a city-how irregular literary pieces can actually produce substantial travel literature.
Unit 3	Rahul Sankrityayan: From Volga to Ganga (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing	1. To make students understand the various transitions that have been taking place in the society. 2. To understand the movement that civilisation takes while it grows and transitions over the years.
Unit 4	Nahid Gandhi: Alternative Realities: Love in the Lives of Muslim Women, Chapter 'Love, War and Widow', Westland, 2013	Understand the basic concepts of travelogue, memoir and how issues of gender and feminisation can be portrayed through it deftly.
Unit 5	Elisabeth Bumiller: May You be the mother of a Hundred Sons: a journey among the Women of India, Chapters 2 and 3, pp.24-74 (New York: Penguin Books,	1. Understand the mannerisms and tendencies of the social environment of the country through the eyes of women as portrayed by a travelogue. 2. To develop the idea that travelogues are a prominent working history of cities, people, movements, etc.

B.A. (English Literature)
Fifth Semester
Discipline Specific Elective Course
EEL – DSE-514
Literature of the Indian Diaspora

L T P C
5 1 0 6

Course Objectives:

To understand the basic definitions and concepts of Human Diaspora.

To understand the salient features of the Indian Diaspora.

To understand the constant evolutions and transformations that take within the Indian Diasporic literary sensibility.

To understand that the Indian literary sentiment cannot be understood without understanding concepts of multilingualism, multiculturalism, etc.

<u>Unit</u>	<u>Course Content</u>	<u>Course Objective: After completion of course, student will be able to:</u>
Unit 1	M. G. Vassanji: The Book of Secrets (Penguin, India)	1. To understand how diasporic sensibility can be developed by the intermingling of gender and culture. 2. To understand concepts of power and hegemony and their interplay in the society.
Unit 2	Rohinton Mistry: A Fine Balance	To understand how socio-political movements can have the ability to influence the cultural and literary understanding of a text.
Unit 3	Meera Syal: Anita and Me (Harper Collins)	To understand concepts of immigration, race, aboriginality, etc. and their connection to the Indian literary sensibility.
Unit 4	Jhumpa Lahiri: The Namesake	To understand concepts of alienation and cultural ostracization. To examine the struggle, anxiety and bias required to chronicle the nuances of immigrant psychology and behaviour.
Unit 5	Bharati Mukherjee: Wife	To be introduced to concepts of feminism, individuality and gender sensitivity in Diasporic literature.

B.A. (English Literature)
Sixth Semester
Discipline Specific Elective Course
EEL – DSE-611
Literary Theory

L T P C
5 1 0 6

Course Objectives:

To be able to understand the political and social conditions described in works of literature, and to use literature to critique society from a certain political standpoint.

To be able to understand the connectivity that literature has with the society and its implication in the socio-political fabric.

To be able to read and understand a text and interpret it behind the lines.

Unit	Course content	After completion student will be able to:
Unit 1	Marxism: a. Antonio Gramsci, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in Selections from the Prison Notebooks, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6. b. Louis Althusser, 'Ideology and Ideological State Apparatuses', in Lenin and Philosophy and Other Essays (New Delhi: Aakar Books, 2006) pp. 85–126. 15 Lectures+ 03 Tutorials	1. To acquaint students with ideas like hegemony, power. Conflict etc. 2. To be able to understand the mannerism and set up of the society and its description according to the Marxist parameters.

Unit 2	Feminism: a. Elaine Showalter, 'Twenty Years on: A Literature of Their Own Revisited', in A Literature of Their Own: British Women Novelists from Bronte to Lessing (1977) b. b. Luce Irigaray, 'When the Goods Get Together' (from This Sex Which is Not One), in New French Feminisms, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107–10.	1. To be able to develop a critical methodology which shall help to identify with the idea of 'feminine' in texts. 2. To be able to re-evaluate literature and the world in which the feminine ideology is located.
Unit 3	Structuralism: a. Saussure, 'The object of study' in Modern criticism and Theory, ed. Thomas lodge b. Roland Barthes, Elements of Semiology, trs. Annette Lavers, Colin Smith, published by Hill and Wang	1. To be able to understand the human knowledge system with respect to other knowledge systems. 2. To understand the culture system and its functioning. 3. To understand the idea of knowledge as explained by Barthe and Saussure.
Unit 4	Poststructuralism a. Jacques Derrida, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in Modern Criticism and Theory: A Reader, ed. David Lodge (London: Longman, 1988) pp. 108–23. b. Michel Foucault, 'Truth and Power', in Power and Knowledge, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.	To understand the Derridean concept of structure and sign. 2. To understand Foucault's idea of knowledge and power and their connectivity.
Unit 5	-Postcolonial Studies a. Mahatma Gandhi, 'Passive Resistance' and 'Education', in Hind Swaraj and	To be able to make an analysis of various discourses at the intersection of race, gender and diaspora, among others.

	Other Writings, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106. b. Edward Said, ‘The Scope of Orientalism’ in Orientalism (Harmondsworth: Penguin, 1978) pp. 29–110. c. Aijaz Ahmad, “‘Indian Literature’: Notes towards the Definition of a Category’, in In Theory: Classes, Nations, Literatures (London: Verso, 1992) pp. 243–285.	2. To understand how this genre grows to become an analysis of various discourses at the intersection of race, gender and diaspora, among others.
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B.A. (English Literature)
Sixth Semester
Generic Elective
EEL-GE -611
Language and Linguistics

L T P C
5 1 0 6

Course Objectives:

To be able to acquaint oneself with the basics of language.

To understand language as a medium and as a source of communication.

To understand about the different varieties, present in language.

To come to terms with the different theories associated with language.

Unit	Course Content	After completion of course student will be able to:
I	Language: language and communication; language varieties: standard and non-standard language; language change.	1. To understand the concepts of communication that help to build language. 2. To be able to understand changes in language that take place with change in society.
II	Structuralism: De Saussure, Ferdinand. 1966. Course in general linguistics. New York: McGraw Hill Introduction:	To understand the basics of structuralist theory and its nuances.
III	Phonology	To understand basics of phonetics.
IV	Morphology	To understand the connectivity between words and their interconnectivity with meanings.
V	Syntax and semantics: categories and constituents phrase structure; maxims of conversation.	To be able to understand the basics of syntax and how it is used extensively in sentences, paragraphs and statements.

B.A. (English Literature)
Sixth Semester
Discipline Specific Elective Course
EEL – DSE-612
Literature and Cinema

L T P C
5 1 0 6

Course Objectives:

1. The course prepares students to participate in a world increasingly shaped by moving pictures.
2. Through courses that offer a foundation for understanding cinema-and its relation to culture, history, technology and aesthetics.
3. Film Studies teaches students to create and analyze moving images, to produce research, and to make art.
4. Students in the program develop knowledge and skills in filmmaking and cinema studies, critical thinking, persuasive and creative writing; research and analysis; business and budgeting; visual design; computer use; and oral presentation.

Unit	Course content	After completion student will be able to:
I	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.	Monaco once again looks at film from many vantage points, as both art and craft, sensibility and science, tradition and technology. The paper explains this idea. 2. Talks about the connectivity of digitalisation and media.
II	William Shakespeare, Romeo and Juliet, and its adaptations: Romeo & Juliet (1968; dir. Franco Zeffirelli, Paramount); and Romeo + Juliet (1996; dir. Baz Luhrmann, 20th Century Fox).	To understand the details of Shakespeare's theatrical expertise and its minute subtleties while being represented on screen. 2. To be able to compare and form an understanding of Shakespeare's themes, plot and the society through visual representation.

III	Ice Candy Man and its adaptation Earth (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.); and Amrita Pritam, Pinjar: The Skeleton and Other Stories, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: Pinjar (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).	To understand the socio-political condition of the society through the stories. 2. To come to terms with issues like oppression, subjugation and ostracization and the suppression of women in cinema.
IV	Ian Fleming, From Russia with Love, and its adaptation: From Russia with Love (1963; dir. Terence Young, Eon Productions).	1. Interprets cinema and social deplorability in conditions of war. 2. Uses the background of war to develop ideas related to society and people in general.
V	UNIT V - E.M. Forster, Passage to India and its adaptation dir. David Lean (1984).	1. To gauge an in-depth description of British life in India. 2. Understand the subtleties of colonial imperialism portrayed in the text.

B.A. (English Literature)
Sixth Semester
Generic Elective
EEL-GE -612
Contemporary India: Women and Empowerment

L T P C
5 1 0 6

Course Objectives:

1. To introduce students to ideas of gender in the society.
2. To introduce ideas related to masculinism and feminist amongst students.
3. To understand ideas related to the social understanding of gender.
4. To trace the growth of the movement that led to the development of the movements of Gender awakening in India.

Unit	Course Content	After completion of the course student will be able to:
I	Social Construction of Gender (Masculinity and Femininity, Patriarchy) History of Women Movements in India (Pre-independence, post-independence)	Introduce basic concepts related to feminism, patriarchy and the historical movement of Feminism in India.
II	Women, Nationalism, Partition Women and Political Participation	Introduction to basic ideas of nationality and its relation to women in India. Also, to be able to develop an idea of Feminism related to the political structure of the country.
III	Women and Law Women and the Indian Constitution Personal Laws (Customary practices on inheritance and Marriage) (Supplemented by workshop on legal awareness)	To be able to understand the law structure of the nation and the functioning of the state. To be able to understand the position of women with respect to the law governing bodies in our nation. The practical workshops will also help them to have a first-hand

		experience of the manner in which law functions in our country.
IV	Women and Environment State interventions, Domestic violence, Female foeticide, sexual harassment Female Voices: Sultana's Dream	To be able to understand the interconnectedness between the physical and social environment and women in the society.
V	Dalit Discourse	Introduce students to salient features of Dalit Aesthetics and sensibility.

B.A. (English Literature)
Sixth Semester
Discipline Specific Elective Course
EEL – DSE-613
Partition Literature

L T P C
5 1 0 6

Course Objectives:

1. To come to terms with a nuanced description of Partition.
2. To understand that Partition is an amalgamation of history, conflict studies, border studies, and politics.
3. To understand the multi-layered dynamics of the Partition of India, not only the political but also its metaphoric and symbolic relevance and ramifications that are remembered and revisited from multiple angles in Partition literature.

Unit	Course Content	After completion student will be able to:
I	Intizar Husain, Basti, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).	1. To understand concepts of pluralism and human multi-faceted Ness of the society. 2. To understand concepts of displacement and uprootedness.
II	Amitav Ghosh, The Shadow Lines.	1. To come across themes of memory, storytelling and reality throughout the plot of the text. 2. To understand ideas of freedom and identity present in the novel.

III	(a) Dibyendu Palit, 'Alam's Own House', tr. Sarika Chaudhuri, Bengal Partition Stories: An Unclosed Chapter, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72. b) Manik Bandhopadhyaya, 'The Final Solution', tr. Rani Ray, Mapmaking: Partition Stories from Two Bengals, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39. c) Sa'adat Hasan Manto, 'Toba Tek Singh', in Black Margins: Manto, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20. d) Lalithambika Antharajanam, 'A Leaf in the Storm', tr. K. Narayana Chandran, in Stories about the Partition of India ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45.	1. To come across themes of sanity, insanity, normal and the abnormal as portrayed popularly in the Partition narratives. 2. To come to terms with how Partition has affected regions in particular and India as a whole.
IV	Faiz Ahmad Faiz, 'For Your Lanes, My Country', in In English: Faiz Ahmad Faiz, A Renowned Urdu Poet, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.	1. Understanding the idea of a nation, nationality according to the prevalent ideologies of the existing social standards. 2. Understand ideas of social criticism and rational ways of depicting love for the nation through literature.
V	Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in Modern Indian Literature (New Delhi: OUP, 2004) pp. 8–13. Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in Translating Partition, ed. Tarun Saint et. al. (New Delhi: Katha, 2001) p. x.	1. Understanding concept of national and social crisis. 2. To understand the idea of poetic desire. 2. To understand the idea of a nation and the patriotic sentiment.

B.A. (English Literature)
Sixth Semester
Discipline Specific Elective Course
EEL – DSE-614
Research Methodology

L T P C
5 1 0 6

Course Objective:

1. Students will realise how to write a research paper.
2. Students will understand how to strike a balance between proper content and language required to form a paper according to research standards.
3. To understand the proper methodology to work and function effectively as per research environment.

Unit	Course Content	After completion of course student will be able to:
I	Practical Criticism and Writing a Term paper	To understand how to write a paper and how to use criticism in a practical approachable method.
II	Conceptualizing and Drafting Research Proposals	1. Understanding how a research paper is written 2. Preparing a format and methodology to present a research objective forward.
III	On Style Manuals	Understanding how research-oriented texts are created with respect to the latest academic manuals available.
IV	Meaning, Fundamentals of Research Types: Theoretical, Comparative, Interpretative	Understanding what is research, the idea of formulating research and how research is generated through academic discourse.
V	Notes, References, and Bibliography	Understanding the fundamentals of research writing.

