

# **B.A. Hons. English**

## **Core Papers**

### **CBCS LOCF**

#### **Semester I**

##### **Paper 1: Indian Classical Literature**

###### **Course Statement:**

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

###### **Course Objectives:**

The course aims to

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

##### **Paper 2: European Classical Literature**

###### **Course Statement:**

This course provides a humanist foundation to English studies, to be considered essential reading. It enables an exploration of classical Greek, Roman, and Hebrew literature in English translation, tracing its impact and influence on English literature from the period of the Renaissance to the Modern. The paper offers a wide-ranging perspective on the aesthetic,

philosophical, and social concerns of classical literature. It introduces students to multiple genres and forms, including the epic, tragedy, comedy, the lyric, and the dialogue. Selections from the Old and New Testament of The Bible provide the context to literary styles and ideas governing Western literature's interface with the community and its spiritual needs.

Course Objectives:

This course aims to

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

## **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.

### **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.

### **Semester III**

#### **Paper 5: American Literature**

Course Statement:

This course offers students an opportunity to study the American literary tradition as a tradition which is distinct from, and almost a foil to, the traditions which had developed in European countries, especially in England. A selection of texts for this course therefore highlights some of the key tropes of mainstream America's self-perception, such as Virgin Land, the New World, Democracy, Manifest Destiny, the Melting-Pot, and Multiculturalism. At the same time there are specifically identified texts that draw the attention of students to cultural motifs which have been erased, brutally suppressed or marginalized (the neglected and obscured themes from the self-expression of the subaltern groups within American society) in the mainstream's pursuit of the fabled American Dream. A careful selection of writings by Native Americans, African Americans, as well as texts by women and other sexual minorities of different social denominations seek to reveal the dark underside of America's progress to modernity and its gradual emergence as the most powerful nation of the world.

Course Objectives:

The course aims to acquaint students with the wide and varied literatures of America: literature written by writers of European, particularly English, descent reflecting the complex nature of the society that emerged after the whites settled in America in the 17th century; include Utopian narrative transcendentalism and the pre- and post- Civil War literature of the 19th century introduce students to the African American experience both ante-bellum and post-bellum reflected in the diversity of literary texts, from narratives of slavery, political speeches delivered by Martin Luther King Jr. and Frederick Douglass, as well as the works of contemporary black woman writers familiarize students with native American literature which voices the angst of a people who were almost entirely wiped out by forced European settlements; and include modern and contemporary American literature of the 20th century.

#### **Paper 6: Popular Literature**

#### Course Statement:

The paper will trace the emergence of a mass printing culture from the nineteenth century onwards, and the rise of genres such as Literature for Children, Detective Fiction, Science Fiction, and Graphic Fiction. The course introduces students to the idea of 'popular literature' and stresses its importance within modern culture. It familiarises students with the debate between 'high' and 'low' culture, and the tension between what is studied as 'canonical' texts and other texts. Students will also engage with issues concerning print culture, bestsellers, and popular literature in other media.

#### Course Objectives:

This course aims to

- enable students to trace the rise of print culture in England, and the emergence of genre fiction and bestsellers;
- familiarize students with debates about culture, and the delineation of high and low culture; and
- help them engage with debates about the canonical and non-canonical, and hence investigate the category of literary and non-literary fiction.

### **Paper 7: British Poetry and Drama: 17th and 18th Centuries**

#### Course Statement:

The paper explores the British Literature in the 17th Century with its varied genres, the historical ruptures and the intellectual debates of the time. It begins with Shakespeare's tragedy *Macbeth*, exploring the issues of succession and individualism pertinent to the Jacobean age. Milton's significant portrayal of Satan in Book 1 of *Paradise Lost* has influenced imaginative writing on the idea of evil thereafter. Aemilia Lanyer was the first secular woman poet to be published professionally. The prescribed poem offers a perspective on Eve on the fall of Man. Aphra Behn, currently one of the most popularly studied writers of the Restoration, offers an opportunity to discuss the paradox of Tory conservatism and the woman's question in Restoration stage. Pope's *The Rape of the Lock* extends the mock epic tradition to the early 18thC as a representative of the neoclassical aesthetics. The readings enable a wide philosophical and political understanding of the period.

#### Course Objectives:

This course aims to

- help students explore poetry, drama and prose texts in a range of political, philosophical and cultural material from the end of the Renaissance through the English Civil War and Restoration in the seventeenth century;
- examine the turmoil about succession and questions on monarchy as they lead up to the civil war, both in drama like Shakespeare and Behn as well as in the poetry of Milton;
- show a new interweaving of the sacred and the secular subjects of poetry 17th C;
- study Bacon's essay on deformity through the lens of disability and its definitions, linked back to Montaigne in the earlier paper;
- analyse Cartesian dualism that provides a basis for reading ideas of body and mind in the period and after;
- explore Hobbes's views on materialism and the equality of men, as they are interestingly juxtaposed with his argument for a strong state and his view of man as selfish by nature;
- show how Winstanley's writing, on the other hand, brings together Christianity and communality in an argument for equality after the civil war; and

- explore the newness of this century in Cavendish's bold exploration of natural philosophy or science as a domain for women

## Semester IV

### Paper 8: British Literature: 18th Century

#### Course Statement:

This is a survey course covering a variety of genres in eighteenth-century England, including both canonical and new writings within a history of ideas. It is designed to represent a comprehensive study of texts both in the Augustan period and in the later eighteenth century, often called the age of sensibility. The first unit *The Way of the World* by William Congreve portrays the shift from the libertine sensibility to the culture of politeness at the turn of the century. The course includes the major canonical authors of the early eighteenth century— Swift and Johnson—with some of their representative texts, as well as writers who have received considerable recent scholarship like Daniel Defoe and Eliza Haywood. The latter half of the century is marked by the emerging genre of the novel and Fielding's first novel *Joseph Andrews* included here, is considered by many to be one of the earliest English novels. The paper includes non-fictional genres that were dominant in the age like the periodical essay and the public letter. The intellectual context includes Locke's treatise on empiricism and William Hay's observations on deformity. An excerpt from one of the earliest slave autobiographies at the end of the century helps to contextualize Britain in a global world and the debates on the abolition of the slave trade.

#### Course Objectives:

The course aims to

- examine Congreve's *The Way of the World* as a Comedy of Manners.
- raise questions about satire as a mode, as well as look at questions of genre, through Swift's satiric narrative within the mode of fictional travel writing;
- show, through a critical examination of Johnson and Gray's poems a continued association with classical poetry, the continuities and contrasts from the age of satire to age of sensibility;
- study Fielding's *Joseph Andrews* providing a brilliant example of the amalgamation of previous genres which made the new genre of the novel, and to look at his indebtedness to Richardson despite the overt satire on *Pamela*;
- examine the eighteenth century as a great period for non-fictional forms of writing, drawing attention to the ways in which the periodical essay, for instance, sought to be like philosophy, just as Locke's treatise sought to be like a popular essay, thus pointing out the play with genre in these texts; and
- encourage an extended discussion on the meanings of disability in the early modern period through the Enlightenment, through William Hay's piece on deformity, a response to Bacon.

### Paper 9: British Romantic Literature

#### Course Statement:

This paper focuses on the Romantic period of English literature and covers a historical span of about 40 years (1789-1830). Individual units deal with both canonical and non-canonical writers of the period.

Course Objectives:

This course aims to

- introduce students to the Romantic period in English literature, a period of lasting importance, since it serves as a critical link between the Enlightenment and Modernist literature;
- offer a selection of canonical poems and prose that constitute the core texts of the Romantic period;
- introduce marginal voices that were historically excluded from the canon of British Romantic writers; and
- provide an introduction to important French and German philosophers who influence the British Romantic writers.

### **Paper 10: British Literature: 19th Century**

Course Statement:

This paper focuses on the Victorian period of English literature and covers a large historical span from 1814 to 1900. Individual units deal with important examples of the novel form, with one unit on Victorian poetry.

Course Objectives:

This course aims to

- introduce students to the Victorian Age in English literature through a selection of novels and poems that exemplify some of the central formal and thematic concerns of the period;
- focus on three novels, a major genre of the nineteenth century, so as to show both the formal development of the genre as well as its diverse transactions with the major socio-historic developments of the period; and
- introduce the students, through the readings in Unit 5, to the main intellectual currents of the period.

**CBCS**

**Semester V**

**Paper 11: Women's Writing**

**Paper 12: British Literature: The Early Twentieth Century**

**DCE: British Literature: Post World War II**

**DCE: Literary Criticism**

**DCE: Nineteenth Century European Realism**

**DCE: Modern Indian Writing in English Translation**

**Semester VI**

**Paper 13: Modern European Drama**

## **Paper 14: Postcolonial Literatures**

### **DCE: Partition Literature**

### **DCE: Autobiography**

### **DCE: Literary Theory**

## **Skill Enhancement Courses (SEC)**

### **CBCS LOCF (Semester III and IV)**

#### **SEC: Introduction to Creative Writing for Media**

##### **Course Objectives:**

This course introduces students to the concepts of ‘creativity’ in general and ‘creative writing’ in particular. This paper focuses especially on writing for the media, ranging from newspapers and magazines to emerging new media forms. After being given a foundation in the theoretical aspects of writing for the media, real life examples will provide practical exposure. This course will encourage students to be active readers and writers, who will engage with contemporary issues in a well informed manner. This course will be of interest to those students who wish to pursue creative writing, especially those who wish to work in the media.

##### **Learning Outcomes:**

This course aims to

- introduce students to the idea that creativity is a complex and varied phenomenon that has an important relationship with social change;
- familiarize students with ideas about language varieties and the nuances of language usage;
- introduce students to the language and types of media writing across forms and genres; and
- encourage students to revise their work critically and inculcate the skills of proofreading.

#### **SEC: Translation Studies**

##### **Course Objectives:**

In a multicultural country like India, translation is necessary for better governance and for greater sensitivity to other cultural groups. As the world shrinks further due to increased communication, translation is required for smooth flow of knowledge and information. The course will sensitise students to the processes involved in translation. Students will be familiarised with various methods, strategies and theories of translation. Further they will learn to recognise a translated text as a product of its cultural, social, political and historical contexts.

##### **Learning Outcomes:**

Through the study of this course the student will develop the ability to

- sensitively translate literary and non-literary texts including official and technical documents from one language to another;

- interpret from one language to another;
- examine what is translated and why;
- discern the difference in language systems through the practice of translation;
- understand the processes involved in translation in mass media, especially news reporting, advertising and films;
- engage with the demands of subtitling and dubbing;
- compare translations;
- evaluate and assess translated texts; and
- edit translated texts.

### **SEC: Modes of Creative Writing - Poetry, Fiction and Drama**

#### Course Objectives:

This course introduces students to Creative Writing in the three fundamental modes – poetry, fiction (short story and novel), and drama (including scripts and screenplays). The students will be introduced to the main tropes and figures of speech that distinguish the creative from other forms of writing. The students will be able to see language as not just a means of communication but as something that can be played with and used for the expression of the whole range of human emotion and experiences. Within each literary mode, the students will study conventional as well as contemporary expressions. This course will interest those who wish to engage with the discipline of creative writing in its varied manifestations.

#### Learning Outcomes:

Through this course, students will

- be introduced to a variety of tropes and figures of speech, and sensitised to the texture of literary language;
- understand the importance of reading with a view to unlocking the writers' craft;
- be introduced to various forms of poetry, fiction and drama and the wide range of possible genres within them;
- be made aware of the range of career opportunities that exist within the field of creative writing as well as within the realm of theatre and performance;and
- be encouraged to revise their work critically and inculcate the skills of editing and preparing their work for publication.

### **CBCS (Semester V and VI)**

#### **SEC: Creative Writing**

#### **SEC: Translation Studies**

### **Generic Elective Courses**

#### **CBCS LOCF (Semester I, II, III and IV)**

#### **GEC: Readings on Indian Diversities and Literary Movements**

##### Course Objectives:

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

### **GEC: The Individual and Society**

Course Objective:

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

### **GEC: Text and Performance: Western Performance Theories and Practice**

Course Objectives:

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

### **GEC: Contemporary India: Women and Empowerment**

Course Objectives:

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

The course will help students

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

### **CBCS (Semester V and VI)**

#### **GEC: Language, Literature and Culture**

## **GEC: Media and Communication Skills**

### **Ability Enhancement Compulsory Course**

#### **English**

##### Course Objectives:

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

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

##### Learning Outcomes:

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

## **B.A. and B.Com. Programme Core English Language**

### **CBCS LOCF**

#### General Course Statement:

- The course will retain streaming. The structure of three graded levels of English language learning is required in a diverse central university like Delhi University to address the differential learning levels of students and achieve the desired competence.
- The existing English A, B, and C will be renamed as English Language through Literature, English Fluency and English Proficiency respectively. This will remove any discriminatory, hierarchical attributes in the existing nomenclature and refocus the pedagogic exercise on the respective objectives of the three streams in an academically thorough and non-hierarchical way.

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

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

#### **Semesters I/II**

##### **English Language through Literature I**

###### Course Objectives:

This course aims to

- develop in students the ability and confidence to process understand and examine different kinds of texts - verbal and written - that they encounter in everyday life
- enable students to identify and understand social contexts and ethical frameworks in the texts they encounter
- encourage suitable research; to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- teach skilled comprehension; listening/reading; skimming; summarising; précis writing; paraphrasing; note making
- identify key topics/arguments/ideas
- accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs

- enable students to write in expository argumentative and descriptive modes
- help students identify and use the characteristic features of various writing forms: letters programmes reports/press-releases; newspaper hard news; feature articles; fiction and nonfiction
- enable students to choose between expository argumentative descriptive and narrative writing styles to assemble their own writing
- inculcate confident expression: to enable students to articulate their own views confidently because their language skills sufficiently empower them to converse research and collate information from various textual sources be these verbal or written.

### **English Fluency I**

Course Objectives:

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

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

### **English Proficiency I**

Course Objectives:

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

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

### **Semesters III/IV**

General Course Statement

1. The course will retain streaming. The structure of three graded levels of English language learning is required in a diverse central university like Delhi University to address the differential learning levels of students and achieve the desired competence.
2. The existing English A, B, and C will be renamed as English Language through Literature, English Fluency and English Proficiency respectively. This will remove any discriminatory, hierarchical attributes in the existing nomenclature and refocus the pedagogic exercise on the respective objectives of the three streams in an academically thorough and non-hierarchical way.
3. The existing criteria for streaming was discussed thoroughly in the context of the almost complete collapse of English B and English C classes across colleges. This structural collapse has led to severely compromised language acquisition opportunities for BA & BCom students. At present 98% of BA & BCom programme applicants are from boards where English is offered as a subject in class XII. Currently in Delhi University, a student with minimum pass marks in English in Class XII will do the same English course as a student scoring above 90%. Such guaranteed variance in competences and standards in the classroom is a huge pedagogic challenge that stalls the aim of achieving any tangible proficiency in the language over two semesters.

In order to address this reality, which was further aggravated by the reduction in the language teaching span in CBCS to two semesters, the committee concluded that it is imperative to have additional streaming criteria (NOT eligibility or admission criteria) to benefit the students in the classroom and in their careers. A hugely participative student feedback survey was conducted online. Thousands of BA & BCom Delhi University students responded to the detailed questionnaire and helped us to our conclusions.

Based on these findings and the consensus in our meetings the BA/BCom Programme Cluster Subcommittee proposes the following:

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

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

This proposal is the most academically sound non-hierarchical and inclusive one we could arrive at that successfully addresses the pedagogical and learning imperatives in English language teaching.

The revised syllabus proposed here is in sync with the CBCS outline. Additionally, this syllabus works out the specifics of language learning required to enable the students of Delhi University in the process of language acquisition and proficiency, as it integrates critical thinking, reading, writing, and speaking capabilities, without compartmentalising any one or two as the expected focus or outcome of language study. For this purpose, a compiled list of suggested readings collated by the Department of English Delhi University can be finalised .

## **English Language through Literature II**

### Course Objectives:

This course aims to

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

### **English Fluency II**

Course Objectives:

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

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

### **English Proficiency II**

Course Objectives:

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

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

## **Discipline English (BA Programme)**

### **CBCS LOCF (Semester I, II, III and IV)**

#### 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

### **CBCS (Semester V and VI)**

#### **DSE: Detective Literature**

#### **DSE: World Literatures**

### **M.A. English**

#### **Semester I**

#### **Core: Life, Literature and Culture I Medieval Literature**

Course Objectives:

1. To explain how Medieval modes of thought give way to the rise of early modernity.
2. To understand the early developments of modes of representation.

Course Learning Outcomes:

1. An understanding of what constitutes Medievalism will have been established.
2. The foundations of representation and genre will also have been established.

### **Core: Life, Literature and Culture II Early Modern World**

Course Objectives:

- This course will familiarise students with the Early Modern World, earlier called the Renaissance, through poetry, fiction and philosophy.
- The individual gained centrality in this age but the optimism in human potential was tempered by scepticism and anxiety due the challenge posed to religious beliefs.

Course Learning Outcomes:

1. Familiarise students with literary texts and intellectual debates of 16th and 17th century Europe:
2. Discuss religious faith vs scepticism, rise of science, burgeoning imperialism.

### **Elective: Classical to Pre-modern Literatures**

Course Objectives:

1. To introduce the students to ideas of classicism across languages and regions.
2. To open the argument to include the pre-modern world.

Course Learning Outcomes:

1. Students will have gained theoretical knowledge of different definitions of antiquity
2. Students will have gained a sense of how antiquity moves through to the pre-modern

### **Elective: Poetry I**

Course Objectives:

1. To uncover the radical potential of poetry.
2. To lay the foundations of genre based study embedded in historical context.

Course Learning Outcomes:

1. A foundational level of fluency with the basics of poetry will have been achieved.
2. A basic understanding of strategies of poetic organisation will have been laid down.

### **Elective: Politics, Literature and Philosophy**

Course Objectives:

1. To amalgamate the three strands politics, literature and philosophy.
2. To understand the principles of interdisciplinary study with regard to the three disciplines mentioned in the title.

Course Learning Outcomes:

1. The students will have achieved a basic understanding of the common principles underlined these three disciplines
2. A basic understanding of the intermingling of the philosophies of literature and politics will have been established.

## **Semester II**

### **Core: Life, Literature and Culture III 16th and 17th Century Drama**

#### Course Objectives:

1. This course will familiarise students with drama of the 16th and 17th centuries with a focus on the plays of Shakespeare.
2. Both comedy and tragedy will be taught along with a Jacobean play by Jonson.

#### Course Learning Outcomes:

1. The students will learn about the differences between the Renaissance and Jacobean drama as well as the generic differences between the tragedy and the comedy.
2. The main features of Shakespearean drama will also be taught: liberty from the unities, philosophical complexity, realistic characterisation
3. The student will be exposed to the main contemporary critical approaches to Shakespeare: feminist, new historicist, presentist etc.

### **Core: Criticism and Theory I**

#### Course Objectives:

1. To develop students' understanding about the principles of Indian as well as Western European philosophy and aesthetic theory.
2. To trace the evolution of these principals from the Classical to the Romantic and Modern periods.

#### Course Learning Outcomes:

1. To build on students' understanding about the principals of Indian and Western European philosophy and aesthetic theory.

### **Elective: Introduction to the Study of Language**

#### Course Objectives:

1. To familiarise the students to the approaches to the study of language and
2. To impart to the students a linguistic perspective to the study of English.

#### Course Learning Outcomes:

1. After the successful completion of the course, a student should be able to understand and, to an extent, analyse both the social and formal aspects of language in general and English in particular.

### **Elective: Poetry II**

#### Course Objectives:

1. This course, like Poetry I, is organised by genre and takes forward some of the arguments and possibilities of poetry and poetics outlined in the earlier course.
2. The idea is not to study poetry purely in terms of periods but also in terms of styles, stylistics, and performance. The critical/theoretical readings enhance, contextualize, and complicate some of the arguments and themes of the course.

#### Course Learning Outcomes:

1. Students will gain a critical appreciation of varied genres of poetry and their contexts building upon skills and insights they acquired in Poetry I.
2. They will get a sense that poetry is not only written text but also the spoken word and has oral as well as aural possibilities.

### **Elective: Fiction**

Course Objectives:

1. To understand how fiction records and alters social and cultural realities
2. To understand the strategies of narrative, theme and image that fiction uses to take forward this task

Course Learning Outcomes

1. To train the student in methods of textual analysis
2. To sensitise students to the capacity of fiction to bring about social and cultural change

**Semester III**

**Core: Life, Literature and Culture IV The Long Eighteenth Century**

Course Objectives:

1. This course engages with the history of ideas and their figuration in multiple genres. It encompasses the didacticism of Johnson's England, the Continental philosophy of Rousseau and closes with canonical and non canonical texts from British Romanticism.
2. To understand the formation of intellectual debate during this period

Course Learning Outcomes:

1. This course will train students to examine and interpret the long eighteenth century and its multiple revolutions through a transnational and cross-cultural perspective.
2. Students will be trained to understand the continuities between the eighteenth century and high modernity.

**Core: Life, Literature and Culture V The Long Nineteenth Century Marks**

Course Objectives:

1. The course will educate students about some key factors --nation/ colony, community, class, gender and race--which went into the making of the 20th century, the —modern world as we know it.
2. Through a choice of representative texts, the course will map the cultural crosscurrents of this momentous era in world history, recording its important developments through the prisms of nation/ colony, community, class, gender and race.

Course Learning Outcomes

1. The students should be able to analyze the period which witnessed England's emergence as a full-fledged industrial capitalist nation, the first in the world to become so.
2. This will enable the students to familiarize with England's its self-consolidation as an imperial power with the setting up of a significant number of colonies in Asia and in Africa.

**Elective: Postcolonial Literatures and Theory**

Course Objectives:

1. Students will get a critical introduction to the fascinating yet highly contested field of postcolonial literatures and theory.
2. Students will examine a diverse selection of postcolonial literatures emanating from some of the major former geographical centres of colonialism: South Asia, Africa and the Caribbean.

Course Learning Outcome:

1. Students will have learnt about a wide range of topics, including: the migration of people during and in the aftermath of the colonial encounter; trans-Atlantic slavery, the apartheid regime and its aftermath, and the Algerian struggle for liberation.
2. Students will also be able to think about diverse forms of anti-colonial resistance; the power and limits of anti-colonial nationalisms; the exclusions of nationalist discourse; the gendering of nations, and the patriarchal construction of women as emblems of the nation.

### **Elective: Research Methodology**

Course Objectives:

1. To familiarize students with the basic concepts of research on the post-graduate level before heading towards higher dimensions of research.
2. To enable students to understand various paradigms of research, its tools, ethics and challenges related to English studies and related fields and develop creative and academic skills in them.

Course Learning Outcomes

By the end of this course, the students should be able to:

1. apply proper research methods pertinent to English studies and related fields
2. formulate their own research questions and write research papers.

### **Elective: Gender Studies**

Course Objectives:

1. This course will familiarise students with theorising about gender, be it feminism, queer studies or masculinity studies.
2. This course will introduce students to literary texts that prioritise issues of gender, both in India and the West.

Course Learning Outcomes

1. The student's knowledge of gender theory, its evolution from feminism to queer theory, and masculinity studies will be strengthened.
2. The student will be taught to interpret a text and read social change through the lens of gender.

### **Semester IV**

#### **Core: Life, Literature and Culture VI The Long Twentieth Century**

Course Objectives:

1. To familiarise the students with the literary trends/movements that evolved in the course of the 20th Century
2. To enable the students to analyse texts and identify the generic distinctions across prominent milieus and regions

Course Learning Outcomes

1. An understanding of what constitutes twentieth century will have been established.
2. The foundations of representation and genre will also have been established.

#### **Core: Post-Independence Indian Literature**

Course Objectives:

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

### **Elective: Dissertation**

Course Objectives:

1. To familiarise the students with the literary trends/movements that evolved in the course of the 20th Century.
2. To enable the students to analyse texts and identify the generic distinctions across prominent milieus and regions.

Course Learning Outcomes:

1. An understanding of what constitutes twentieth century will have been established.
2. The foundations of representation and genre will also have been established.

### **Elective: Religion and Literature**

Course Objectives:

To familiarise the students with the literary trends/movements that evolved in the course of the 20th Century

To enable the students to analyse texts and identify the generic distinctions across prominent milieus and regions

Course Learning Outcomes

An understanding of what constitutes twentieth century will have been established.

The foundations of representation and genre will also have been established.

### **Open Elective: Violence and Memory Studies**

Course Objectives:

This course offers an introduction to the ways in which violence is represented, remembered, and memorialized across varied contexts. The trajectory of the course ranges from the Holocaust to the Partitions in South Asia to Israel/Palestine. While each of these events' can be seen as singular the readings will highlight continuities and disjunctions within and amongst the larger structures of violence and war. The literary and critical readings deal with themes such as trauma, exile, the idea of the refugee, borders, and the nation-state.

Course Learning Outcomes:

Students will acquire a sense of the ways in which violence is represented and remembered in specific contexts and across times. And they will gain insights into the theoretical as well as social aspects of violent events' and how they are commemorated.