

MINUTES OF THE MEETING OF THE BOARD OF STUDIES IN
ENGLISH

A meeting of the Board of Studies (University Campus) in the subject English was held on 28 May, 2025 at 10:30 a.m. in the Department of English, Chaudhary Charan Singh University, Meerut for finalizing the syllabus of B.A. (Hons.) English 2nd and 3rd years. The following members of the committee were present in the meeting:

1. Dean, Faculty of Arts, Chaudhary Charan Singh University, Meerut
2. Prof. Ravindra Kumar, Head, Department of English, Chaudhary Charan Singh University, Meerut (Convener-I)
3. Dr. Poonam Sharma, Ginni Devi Modi College, Modinagar, Ghaziabad (Convener-2)
4. Prof. S.K. Sharma, Professor (Retd.), Department of English, Gurukul Kangri University, Haridwar (Subject Expert)
5. Prof. Parmod Kumar, School of Humanities, Tagore Bhawan, Indira Gandhi National Open University, New Delhi (Subject Expert)

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28/05/25

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Programme/ Class:

B. A. (Hons.)

Year:

SECOND

Semester:

THIRD

Subject:

ENGLISH

Paper Code:

Paper Title:

European Classical Literature

Outcomes: Teaching European classical literature can yield numerous outcomes that enrich students' understanding of literature, culture, history, and human experience. Here are some key outcomes:

1. **Literary Appreciation:** Students develop an appreciation for the literary achievements of European classical literature, including epic poems, dramas, philosophical dialogues, and prose narratives. They explore the works of influential authors such as Homer, Virgil, Dante, Shakespeare, Cervantes, and Goethe, recognizing their enduring significance and cultural impact.
2. **Critical Thinking Skills:** Teaching European classical literature encourages students to think critically about texts, analysing themes, characters, symbolism, and narrative techniques. They learn to evaluate literary works within their historical and cultural contexts, engage with different interpretations, and articulate their own insights and perspectives.
3. **Language and Translation Skills:** Students may engage with texts in their original languages or in translation, developing language proficiency and translation skills in languages such as Ancient Greek, Latin, Italian, Spanish, French, German, and English. They gain an appreciation for the nuances of language and the challenges of translating literary works across linguistic and cultural boundaries.
4. **Cultural Heritage and Identity:** European classical literature forms a foundational part of Western cultural heritage and identity, shaping collective memories, values, and identities across generations. Studying these texts allows students to reflect on their own cultural heritage and identity, as well as the broader cultural legacy of Europe within a global context.
5. **Interdisciplinary Connections:** European classical literature intersects with other disciplines such as history, philosophy, art, religion, and politics, providing opportunities for interdisciplinary exploration and connections. Students gain a holistic understanding of the cultural, intellectual, and artistic currents that have shaped European civilization.
6. **Cultural Literacy and Global Citizenship:** Studying European classical literature enhances students' cultural literacy and global citizenship by exposing them to diverse cultural perspectives, historical experiences, and literary traditions.

Credits: 04

Paper: **CORE COMPULSORY**

Max. Marks: **Internal – 25**

External - 75

12/11

Unit	Topic	No. of Lectures
I	Ovid – Metamorphoses- First 10 Stories	15
II	Homer – The Iliad-Book I	15
III	Aristophanes - Lysistrata	10
IV	Aeschylus - Agamemnon	10
V	Plautus – The Pot of Gold	10

Suggested Readings:

- C. M. Bowra – ‘Sophoclean Tragedy’, Oxford Clarendon Press, 1944
- P. W. Harsh – ‘A Handbook of Classical Drama’, Stanford University Press, 1945
- Albin Lesky – ‘Greek Tragedy’, Ernest Benn Ltd., 1966
- Sophocles – ‘Three Tragedies’, translated & Edited by H.D.F. Kitto, Oxford Paperbacks, Oxford University Press, 1970
- Edith Hamilton – ‘Mythology’, Mentor book from New American Library, 1942

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Programme/ Class:

B. A. (Hons.)

Year:

SECOND

Semester:

THIRD

Subject:

ENGLISH

Paper Code:

Paper Title:

Romantic and Victorian Poetry

Outcomes: Teaching Romantic and Victorian poetry can lead to numerous outcomes that deepen students' understanding of literary history, cultural movements, and poetic expression. Here are some key outcomes:

1. **Exploration of Themes:** Students explore recurring themes and motifs in Romantic and Victorian poetry, such as nature, imagination, individualism, the sublime, love, mortality, social justice, industrialization, and the role of the artist in society. They analyze how these themes are treated and transformed by different poets, reflecting the diversity of poetic voices and perspectives within these periods.
2. **Poetic Forms and Techniques:** Students examine the poetic forms, structures, and techniques employed by Romantic and Victorian poets, including the sonnet, ballad, ode, elegy, and dramatic monologue. They analyze the use of imagery, symbolism, meter, rhyme, and other literary devices, gaining insight into the craft of poetry and the aesthetic principles of these periods.
3. **Engagement with Nature and the Sublime:** Romantic poetry often celebrates the beauty and power of nature, while Victorian poetry grapples with the tensions between industrialization and the natural world. Students explore how poets from these periods represent nature, the sublime, and the human relationship with the natural environment, fostering ecological awareness and appreciation for the natural world.
4. **Social and Political Commentary:** Victorian poetry often engages with pressing social and political issues of the time, such as poverty, inequality, labor rights, women's rights, imperialism, and religious skepticism. Students analyze how poets address these issues, critique societal norms, and advocate for social reform, deepening their understanding of Victorian society and politics.
5. **Personal Reflection and Empathy:** Romantic and Victorian poetry often explores themes of human emotion, experience, and identity, inviting readers to reflect on their own lives and empathize with the joys and sorrows of others. Students engage with poetry as a means of personal reflection, emotional expression, and empathetic connection, deepening their capacity for self-awareness and compassion.

Credits: 04

Paper: CORE COMPULSORY

Max. Marks: Internal – 25

External - 75

R.h

Unit	Topic	No. of Lectures
I	William Wordsworth – 'To Milton', 'Composed Upon Westminster Bridge September 3, 1802', 'An Evening Walk' 'Daffodils'	13
II	P. B. Shelley – 'Ode to the West Wind', 'The Indian Serenade', 'One Word is too Often Profaned' John Keats – 'Bright Star', 'The Eve of St. Agnes', 'On First Looking into Chapman's Homer'	15
III	Alfred Tennyson – 'The Lady of Shalott', 'The Charge of the Light Brigade' Robert Browning – 'Porphyria's Lover', 'Caliban Upon Setebos'	12
IV	Matthew Arnold – 'Resignation', 'Dover Beach'	10
V	Christina Rossetti – 'Goblin Market'	10

Suggested Readings:

- C. M. Bowra, 'Romantic Imagination', Oxford Paperbacks (1 March 1963)
- Matthew Bevis, 'The Oxford Handbook of Victorian Poetry', Publisher: OUP Oxford; Reprint edition (10 December 2015)
- The Norton Anthology of English Literature, 'The Romantic Period', Second ed., Norton Press
- Mill, John Stuart. "The Subjection of Women." *The Norton Anthology of English Literature*, edited by Stephen Greenblatt, 8th ed., vol. 2, W. W. Norton & Company, 2006, pp. 1061–1069.
- Darwin, Charles. "Natural Selection and Sexual Selection." *The Descent of Man. The Norton Anthology of English Literature*, edited by Stephen Greenblatt, 8th ed., vol. 2, W. W. Norton & Company, 2006, pp. 1545–1549.
- Keats, John. "Letter to George and Thomas Keats, 21 December 1817" and "Letter to Richard Woodhouse, 27 October 1818." *Romantic Prose and Poetry*, edited by Harold Bloom and Lionel Trilling, Oxford UP, 1973, pp. 766–768, 777–778.

12.4

Programme/ Class:

B. A. (Hons.)

Year:

SECOND

Semester:

THIRD

Subject:

ENGLISH

Paper Code:

Paper Title:

Popular Literature

Outcomes: Teaching popular literature can lead to various outcomes that enrich students' understanding of contemporary culture, literary trends, and societal values. Here are some key outcomes:

1. **Cultural Relevance:** Studying popular literature exposes students to texts that are widely consumed and enjoyed by contemporary audiences, reflecting current cultural trends, values, and concerns. It helps students connect literature to their own lived experiences and cultural contexts, fostering a sense of relevance and engagement.
2. **Literary Appreciation:** Students learn to appreciate the artistic merits and storytelling techniques employed in popular literature, including genres such as science fiction, fantasy, romance, mystery, thriller, and young adult fiction. They analyze narrative structures, character development, and stylistic choices, recognizing the creativity and craftsmanship inherent in popular texts.
3. **Audience Awareness:** Students gain insight into the preferences, tastes, and expectations of different audience demographics, such as age groups, gender identities, and cultural backgrounds. They learn how popular literature caters to diverse audience needs and desires, shaping and reflecting popular culture in the process.
4. **Genre Study:** Teaching popular literature allows students to explore the conventions, tropes, and themes characteristic of various literary genres. They learn about the conventions of genres such as romance, horror, dystopian fiction, and detective fiction, as well as hybrid genres and subgenres that blend elements from multiple traditions.
5. **Media Literacy:** Studying popular literature expands students' media literacy skills by encouraging them to critically evaluate the ways in which literature intersects with other forms of media, such as film, television, video games, and digital media. They learn to analyze adaptations, intertextual references, and transmedia storytelling strategies, deepening their understanding of narrative convergence and convergence culture.

Credits: **04**

Paper: **CORE COMPULSORY**

Max. Marks: **Internal – 25**

External - 75

● **Suggested Readings:**

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Unit	Topic	No. of Lectures
I	Popular Literature: Concepts and Approaches	
II	Felicity Hughes – Children's Literature: Theory or Practice	15
III	J. K. Rowling – Harry Potter and the Philosopher's Stone	15
IV	Agatha Christie - The Murder of Roger Ackroyd	10
V	Durgabai Vyam and Subhash Vyam – Bhimayana: Experiences of Untouchability	10

Suggested Readings:

- B. R. Ambedkar, 'Waiting for a Visa', in Dr. Babasaheb Ambedkar: Writings and Speeches, Vol. 12, edited by Vasant Moon (Bombay: Education Department, Government of Maharashtra, 1993), Part I, pp. 661-691.
- Tzvetan Todorov, 'The typology of Detective Fiction', Cambridge University Press: 28 May 2006
- Darko Suvin, 'On teaching SF critically', Semantic Scholar, 1988
- J.R.R. Tolkien, 'On Fairy- Stories', HarperCollins, 2008 - Literary Collections

R.h

Minor Generic Elective Course- III

Programme: B. A. (Hons.)	Year: Second	Semester: Third
Subject: English		
Course Code:	Course Title: Living Traditions of Theatre	Theory

Course Objectives: By the end of this course, students will be able to:

1. Understand the fundamental concepts of theatre, including its origin, significance, and essential components.
2. Identify and differentiate between various dramatic forms and styles.
3. Explore and appreciate regional folk theatre traditions in India like Ramlila, Nautanki, and Tamasha, and analyse their socio-cultural functions.
4. Critically examine classical and modern Indian theatre texts in terms of structure, theme, performance, and relevance.
5. Develop analytical and creative skills through active engagement with theatrical texts, performances, and classroom discussions, enhancing their ability to interpret and present drama both as literature and as performance art.

Credits: 4	MNGEC-III
Max. Marks: 25+75	Min. Pass Marks

Total No. of Lectures-Tutorials-Practical: L-T-P 4-0-0

UNIT	TOPICS	NO. OF LECTURES
I	Origin and Dramatic Forms of Indian Theatre	12
II	Yakshgana	12
III	Ramlila, Nautanki, Tamasha	12
IV	Pandwani	12
V	Habib Tanvir's <i>Charandas Chor</i> (1975) Translated by Anjum Katyal	12

Teaching Learning Process: Class discussions/demonstrations, Power point presentations, Class activities/assignments, etc.

Suggested Readings

- Bharucha, Rustom. *Theatre and the World: Performance and the Politics of Culture*. Routledge, 1993.
- Bhatia, Nandi. *Acts of Authority/Acts of Resistance: Theatre and Politics in Colonial and Postcolonial India*. University of Michigan Press, 2004.
- Ghosh, Arjun. *A History of the Jana Natya Manch: Plays for the People*. Sage Publications, 2012.
- Hornbrook, David. *Education and Dramatic Art*. Routledge, 1998.
- <https://dialog.puchd.ac.in/wp-content/uploads/2022/01/20.-Damned-City-Dumb-King-English-Translation-of-Bhartendu-Harishchandras-Andher-Nagri-Chaupat-Raja.pdf>

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- Richmond, Farley P., Darius L. Swann, and Phillip B. Zarrilli, editors. *Indian Theatre: Traditions of Performance*. University of Hawaii Press, 1990.
- Tanvir, Habib. *Charandas Chor: A Play in Hindi with English Translation*. Translated by Anjum Katyal, Seagull Books, 2006.

12.6

Skill Enhancement Course- III

Programme: B. A. (Hons.)	Year: Second	Semester: Third
Subject: English		
Course Code:	Course Title: Technical Writing	Theory

Course Objectives: By the end of this course, students will be able to:

1. Understand the definition, scope, and characteristics of technical writing and differentiate it from literary writing.
2. Acquire the ability to write various forms of condensed writing, such as summaries, abstracts, and précis.
3. Develop the skills to create structured and effective reports, understanding their objectives, characteristics, importance, and types.
4. Familiarize themselves with business correspondence, including its purpose, structure, and different forms such as letters, emails, and memos.
5. Learn to write and format official documents like notices, agendas, and minutes of meetings used in organizational settings.

Credits: 2	SEC-III
Max. Marks: 40+60	Min. Pass Marks

Total No. of Lectures-Tutorials-Practical: L-T-P 2-0-0

UNIT	TOPICS	NO. OF LECTURES
I	Introduction: Definition, scope, significance Characteristics, Difference between Technical and Literary writing	6
II	Forms of Condensation: Summary, Abstract, Precis Writing	6
III	Reports: Objectives, Characteristics, Importance and Types	6
IV	Business Correspondence: Purpose, Structure and Types	6
V	Notice, Agenda, Minutes of the Meeting	6

Teaching Learning Process: Class discussions/demonstrations, Power point presentations, Class activities/assignments, etc.

Suggested Readings

- Anderson, Paul V. *Technical Communication: A Reader-Centered Approach*. 8th ed., Cengage Learning, 2013.
- Day, Robert A., and Barbara Gastel. *How to Write and Publish a Scientific Paper*. 8th ed., Cambridge UP, 2016.
- Gerson, Sharon J., and Steven M. Gerson. *Technical Communication: Process and Product*. 8th ed., Pearson, 2017.
- Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. 3rd ed., Oxford UP, 2015.
- Rizvi, Ashraf M. *Effective Technical Communication*. Tata McGraw-Hill, 2005.

12.17

- Sehgal, M. K., and Vandana Khetarpal. *Business Communication*. Excel Books, 2011.
- Sharma, R. C., and Krishna Mohan. *Business Correspondence and Report Writing: A Practical Approach to Business and Technical Communication*. 4th ed., Tata McGraw-Hill, 2012.

R.C.

ABILITY ENHANCEMENT COURSE (AEC)

Programme/Class	Year	Semester
B. A. (Hons.)	Second	Third

Subject: English

Paper Title: Human Values through Folktales

Course Objectives

1. To explore the rich tradition of Indian folktales and understand how they reflect the values, beliefs, and culture of Indian society.
2. To examine how folktales have influenced the shaping of moral and social behaviour, especially in rural and traditional communities.
3. To understand the roles of characters, symbols, and storytelling techniques used in Indian folktales and their impact on listeners and readers.
4. To analyze the ways in which folktales promote community values, gender roles, justice, and ethical thinking.
5. To encourage creative and critical thinking by allowing students to interpret and retell folktales in modern contexts.
6. To highlight the importance of oral storytelling traditions in preserving cultural identity and transmitting wisdom across generations.

Paper: Ability Enhancement Course – 3

Credits: 02

Internal: 25 Marks

External: 75 Marks

Unit	Topic	Lectures
I	Folk Tales: Origin and Concepts	06
II	Jataka Tales: <i>Mahakapi Jataka</i>	06
III	Panchtantra: <i>The Lion and the Mouse</i>	06
IV	Hitopadesha: <i>The Tortoise and the Geese</i>	06
V	Tenali Raman: <i>Tenali Raman and the Brinjal Curry</i>	06

Suggested Readings

- Dorson, R. M., editor. *Folklore and Folklife: An Introduction*. University of Chicago Press, 1972.
- Dundes, Alan, editor. *The Study of Folklore*. Prentice-Hall, 1965.
- Leach, Maria, editor. *The Standard Dictionary of Folklore, Mythology and Legend*. Funk & Wagnalls, 1949.
- Handoo, Jawaharlal. *Folklore: An Introduction*. Central Institute of Indian Languages, 1989.

12.4

- Datta, Birendranath, et al., editors. *Handbook of Folklore Material of North-East India*. Anundoram Borooah Institute of Language, Art and Culture, 1995.
- Sarma, N. C. *Loka Sanskriti*. Assam Prakashan Parishad, 1984.

12.6

Programme/ Class:

B. A. (HONS.)

Year:

SECOND

Semester:

FOURTH

Subject:

ENGLISH

Paper Code:

Paper Title:

Women's Writings

Outcomes: Teaching women's writings can have several outcomes:

1. **Empowerment:** Exposure to literature written by women can empower female students by providing them with role models, perspectives, and narratives that reflect their experiences and struggles. This can boost their self-esteem and confidence.
2. **Representation:** It ensures that the voices and experiences of women are represented in academic curricula, promoting diversity and inclusivity in education.
3. **Critical Thinking:** Studying women's writings encourages critical thinking and analysis of gender dynamics, societal norms, and power structures. Students learn to interrogate and challenge existing narratives and stereotypes.
4. **Expanded Horizons:** It broadens students' understanding of literature and history by introducing them to texts and authors they may not have encountered otherwise. This expands their cultural knowledge and appreciation.
5. **Historical Context:** Women's writings often provide valuable insights into historical periods and social movements from a different perspective, enriching students' understanding of history and society.
6. **Intersectionality:** Teaching women's writings can facilitate discussions about intersectionality, examining how gender intersects with other aspects of identity such as race, class, sexuality, and ability.
7. **Social Awareness:** It fosters empathy and social awareness by exposing students to diverse experiences, struggles, and triumphs of women across different cultures and time periods.
8. **Inspiration for Social Change:** Women's writings often address social and political issues, inspiring students to become agents of change and advocates for gender equality and social justice.

Credits: 04

Paper: CORE COMPULSORY

Max. Marks: Internal – 25

External - 75

12/11

Unit	Topic	No. of Lectures
I	Emily Dickinson – ‘I Felt a Funeral in my Brain’, Eunice De Souza – ‘Advice to Women’, ‘Bequest’ Phillis Wheatley - ‘On Being Brought from Africa to America’, ‘On Imagination’	13
II	Begum Rokeya Sahkawat Hossain - Sultana’s Dream	15
III	Rama Mehta – Inside the Haveli	12
IV	Virginia Woolf - ‘Shakespeare’s Sister’	10
V	Mary Wollstonecraft – A Vindication of the Rights of Woman (Chapter 1)	10

Suggested Readings:

- Virginia Woolf, ‘A Room of One’s Own’, (New York: Harcourt, 1957) chaps. 1 and 6.
- Elaine Showalter, Introduction to ‘A Literature of Their Own: British Women Novelists from Bronte to Lessing’ (1977), Little, Brown Book Group (7 May 2009)
- Simone De Beauvoir, Introduction in ‘The Second Sex’, Vintage (4 November 2010)
- Meenakshi Malhotra, ‘Representing Self, Critiquing Society: Selected Lifewritings by Women’, Worldview Publications (1 January 2016)

12.4/

Programme/ Class:

B. A. (HONS.)

Year:

SECOND

Semester:

FOURTH

Subject:

ENGLISH

Paper Code:

Paper Title:

British Literature: The Early 20th Century

Outcomes: Teaching British literature from the early 20th century can have several significant outcomes:

1. **Cultural Understanding:** Students gain insight into the cultural, social, and historical contexts of early 20th-century Britain. They explore the impact of events such as World War I, the rise of modernism, changing societal norms, and the decline of the British Empire.
2. **Literary Analysis Skills:** Studying works from this period helps students develop critical thinking and analytical skills. They analyze complex narratives, themes, symbols, and literary techniques employed by prominent authors of the time.
3. **Exploration of Modernism:** The early 20th century marked the height of modernist literature in Britain, characterized by experimentation with form, language, and perspective. Teaching this period exposes students to groundbreaking works that challenged traditional literary conventions.
4. **Cultural and Social Critique:** Many British authors of the early 20th century used their works to critique society, politics, and culture. Teaching these texts encourages students to engage critically with issues such as class disparities, gender roles, colonialism, and the impact of technological advancements.
5. **Influence on Contemporary Literature:** Many literary movements and techniques pioneered in early 20th-century British literature continue to influence contemporary writers. Studying these works helps students understand the evolution of literary traditions and their relevance to modern literature.
6. **Cultural Heritage:** British literature from this period represents an essential part of the cultural heritage of the English-speaking world. Teaching these texts fosters an appreciation for literary classics and their enduring impact on literature and society.

Credits: **04**

Paper: **CORE COMPULSORY**

Max. Marks: **Internal – 25**

External - 75

R.L.

Unit	Topic	No. of Lectures
I	Virginia Woolf- Mrs Dalloway	13
II	Joseph Conrad – Heart of Darkness	15
III	Samuel Beckett – Waiting for Godot	12
IV	W. B. Yeats – ‘Leda and the Swan’, ‘Sailing to Byzantium’, ‘Byzantium’, ‘The Second Coming’	10
V	T. S. Eliot – The Love Song of J. Alfred Prufrock	10

Suggested Readings:

- Chinua Achebe, ‘Racism in Heart of Darkness’, The Massachusetts Review, Volume 57, Number 1, Spring 2016, pp. 14-27 (Article)
- Edward Said, ‘Orientalism’, Vintage; 1st Vintage Books ed edition (12 October 1979)
- Albert Camus, ‘The Myth of Sisyphus’, Vintage; Translation edition (6 November 2018)
- Heaney, Seamus. ‘The Redress of Poetry’, The Redress of Poetry. London: Faber, 1995. pp 1–16
- Waugh, Patricia. ‘Culture and Change: 1960-1990’, The Harvest of The Sixties: English Literature and Its Background, 1960-1990. Oxford: OUP, 1997.
- Williams, Raymond. ‘Introduction’, The English Novel from Dickens to Lawrence. London: Hogarth Press, 1984. pp 9–27

12.6

Programme/ Class:

B. A. (HONS.)

Year:

SECOND

Semester:

FOURTH

Subject:

ENGLISH

Paper Code:

Paper Title:

Translation Studies

Outcomes: Teaching translation studies can lead to several important outcomes:

1. **Understanding of Language and Culture:** Students develop a deeper understanding of both the source and target languages, as well as the cultures associated with them. They learn to navigate linguistic and cultural nuances, which is essential for effective translation.
2. **Enhanced Language Skills:** Engaging with translation studies improves students' proficiency in both their native language and the language(s) they are translating into. They become more attuned to grammar, vocabulary, syntax, and idiomatic expressions in both languages.
3. **Critical Thinking and Analysis:** Translation involves making numerous decisions about meaning, tone, and style. Students learn to critically analyze texts, considering factors such as context, audience, and intention, which strengthens their critical thinking skills.
4. **Cultural Sensitivity:** Through the process of translation, students become more culturally sensitive and aware. They learn to recognize and navigate cultural differences, avoiding mistranslations or misinterpretations that can arise from cultural misunderstandings.
5. **Interdisciplinary Understanding:** Translation studies draw from various disciplines, including linguistics, literature, cultural studies, and communication. Students gain an interdisciplinary perspective, enriching their understanding of language and culture from multiple angles.
6. **Appreciation for Diversity:** Translation exposes students to a wide range of texts from different cultures, genres, and historical periods. This fosters an appreciation for linguistic and cultural diversity, promoting tolerance and empathy.
7. **Literary and Textual Analysis:** Translating literary texts involves careful analysis of literary devices, themes, and stylistic elements. Students develop a deeper appreciation for literature and learn to convey the artistic qualities of texts in translation.

Credits: 04

Paper: CORE COMPULSORY

Max. Marks: Internal – 25

External - 75

12/4

Unit	Topic	No. of Lectures
I	Introduction to Translation Studies	12
II	Amrita Pritam – <i>Pinjar</i>	12
III	Dharmveer Bharati - Andha Yug	12
IV	Rabindra Nath Tagore – <i>The Post Office</i>	12
V	Vijay Tendulkar - <i>Ghashiram Kotwal</i>	12

Suggested Readings:

- Mona Baker, 'In Other Words: A Coursebook on Translation'. London and New York: Routledge, 2011. (Useful exercises for practical translation and training)
- Bassnett, Susan. Translation Studies. 4th edn. London and New York: Routledge, 2014.
- Susan Bassnett and Harish Trivedi eds., 'Postcolonial Translation: Theory and Practice'. London and New York: Routledge, 1999. Routledge Encyclopedia of Translation Studies. London and New York: Routledge, 2001.
- Bijay Kumar Das, 'A Handbook of Translation Studies', Atlantic Publishers and Distributors (P) Ltd; Third Revised and Enlarged edition (1 April 2023); Atlantic Publishers and Distributors (P) Ltd

12.4

Minor Generic Elective (MNGE)		
Program	Year	Semester
B. A. (Hons.)	Second	Fourth

Subject: English

Course Title: Literature and Cinema

Course objectives:

1. Understand cinema's role in shaping and reflecting society.
2. Analyze how films portray social issues like gender, class, and politics.
3. Build critical thinking and media literacy through film analysis.

Credits: 4

Max. Marks: 100

Internal: 25

External: 75

Course Structure:

Unit	Topic	Number of Lectures
Unit 1	Introduction to Indian Cinema	12
Unit 2	Devdaas (1955, Bimal Roy)	12
Unit 3	The Guide (1965, Vijay Anand)	12
Unit 4	Haider (2014, Vishal Bhardwaj)	12
Unit 5	Tumbbad (2018, Rahi Anil Barve)	12

Suggested Readings:

1. Bose, Mihir. Bollywood: A History. Roli Books, 2006.
2. Gulzar, Govind Nihalani, and Saibal Chatterjee, editors. Encyclopaedia of Hindi Cinema. Popular Prakashan, 2003.
3. Jain, Madhu. Cinema: Images and Issues. Vikas Publishing House, 1995.
4. Juluri, Vamsee. Bollywood Nation: India through Its Cinema. Penguin Books India, 2013.
5. Khan, Ali, and Ali Nobil Ahmad. Cinema and Society: Film and Social Change in Pakistan. Oxford University Press, 2016.
6. Manschot, Johan, and Marijke de Vos. Behind the Scenes of Hindi Cinema: A Visual Journey Through the Heart of Bollywood. KIT Publishers, 2005.
7. Mishra, Vijay. Bollywood Cinema: Temples of Desire. Routledge, 2002.
8. Nandy, Ashis, editor. The Secret Politics of Our Desires: Innocence, Culpability and Indian Popular Cinema. Oxford University Press, 1998.
9. Vasudevan, Ravi S. The Melodramatic Public: Film Form and Spectatorship in Indian Cinema. Permanent Black, 2010.
10. Gokulsing, K. Moti, and Wimal Dissanayake. Indian Popular Cinema: A Narrative of Cultural Change. Trentham Books, 2004.

12/4

Skill Enhancement Course (SEC)

Program	Year	Semester
B. A. (Hons.)	Second	Fourth

Subject: English

Course Title: Literary Analysis

Course Objectives:

1. Introduce students to the basic principles of literary analysis and critical reading.
2. Develop the ability to interpret and respond analytically to various literary forms.
3. Enhance students' writing skills through structured analytical responses to literature.

Credits: 2

Max. Marks: 100

Internal: 40

External: 60

Course Structure:

Unit	Topic	Number of Lectures
Unit 1	Introduction to Literary Analysis • What is literary analysis? • Elements of literature (theme, tone, symbolism, etc.)	6
Unit 2	Reading Poetry • "The Road Not Taken" by Robert Frost • "The Times They Are A-Changing" by Bob Dylan (lyrics as literature)	6
Unit 3	Reading Essays • "Men Explain Things to Me" by Rebecca Solnit (abridged/excerpt)	6
Unit 4	Reading Short Fiction • "The Card Sharper's Daughter" by Vikram Chandra	6
Unit 5	Reading Autobiography • Waiting for a Visa by Dr. B. R. Ambedkar	6

Suggested Readings:

1. Abrams, M.H., and Geoffrey Galt Harpham. A Glossary of Literary Terms. Cengage Learning, 2015.
2. Basheer, Vaikom Muhammad. The World-Renowned Nose. Translated by V. Abdulla, Orient BlackSwan, 2008.
3. Chandra, Vikram. Love and Longing in Bombay. Back Bay Books, 1997.
4. Dylan, Bob. Lyrics: 1962–2012. Simon & Schuster, 2016.
5. Eagleton, Terry. How to Read Literature. Yale University Press, 2013.

12.4

6. Forster, E.M. Aspects of the Novel. Harcourt, 1956.
7. Frost, Robert. The Road Not Taken and Other Poems. Dover Publications, 1993.
8. Griffith, Kelley. Writing Essays About Literature: A Guide and Style Sheet. Cengage Learning, 2010.
9. Solnit, Rebecca. Men Explain Things to Me. Haymarket Books, 2014.
10. Tyson, Lois. Critical Theory Today: A User-Friendly Guide. Routledge, 2014.

R.7

ABILITY ENHANCEMENT COURSE (AEC)

Programme/Class	Year	Semester
B. A. (Hons.)	Second	Fourth

Subject: English

Paper Title: Understanding Autobiographies

Course Objectives

1. To help students understand how individuals tell their life stories and reflect on their experiences.
2. To introduce students to important social, political, and cultural events in India through the personal accounts of Indian writers.
3. To highlight the diversity of voices in India across gender, caste, region, and religion and how these shape different life journeys.
4. To encourage students to think critically about identity, memory, and truth in autobiographical writing.
5. To improve students' reading and writing skills through the analysis of rich and expressive autobiographical texts.
6. To show how personal life stories can inspire change, build empathy, and teach life lessons.

Paper: Ability Enhancement Course – 4

Credits: 02

Internal: 25 Marks

External: 75 Marks

Unit	Topic	Lectures
I	Introduction to Autobiography	06
II	APJ Abdul Kalaam- Wings of Fire	06
III	Mahatma Gandhi: <i>My Experiments with Truth</i>	06
IV	Maya Angelou: I Know Why the Caged Bird Sings	06
V	Saheed Bhagat Singh: Why I Am Atheist?	06

Suggested Readings

Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. Oxford UP, 2000.

Lal, Malashri, and Sukrita Paul Kumar, editors. *Interpreting Homes in South Asian Literature*. Pearson Longman, 2007.

Choudhury, Bibhash. *English Social and Cultural History: An Introductory Guide and Glossary*. PHI Learning, 2010.

12.4

- Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling Publishers, 1985.
- Gandhi, Mohandas Karamchand. *The Story of My Experiments with Truth*. Translated by Mahadev Desai, Penguin Books, 2007.
- Kalam, A. P. J. Abdul. *Wings of Fire: An Autobiography*. With Arun Tiwari, Universities Press, 1999.
- Kom, Mary. *Unbreakable: An Autobiography*. With Dina Serto, HarperSport, 2013.
- Narayan, R. K. *My Days: A Memoir*. Indian Thought Publications, 1974.
- Anderson, Linda. *Autobiography*. Routledge, 2011.
- Olney, James. *Metaphors of Self: The Meaning of Autobiography*. Princeton UP, 1972.
- Nayar, Pramod K. *Indian English Literature, 1980–2000: A Critical Survey*. Pencraft International, 2006.
- Das, Veena Noble. *Women's Autobiography in India: Theory and Practice*. Manohar Publishers, 2012.
- Pandey, Sudhakar. *Perspectives on Indian Autobiographies in English*. Prestige Books, 2005.
- Rajan, Rajeshwari Sunder. *The Lie of the Land: English Literary Studies in India*. Oxford UP, 1992.

12.4

Programme/ Class:

B. A. (HONS.)

Year:

THIRD

Semester:

FIFTH

Subject:

ENGLISH

Paper Code:

Paper Title:

Postcolonial Literature

Outcomes: Teaching postcolonial literature can lead to several important outcomes:

1. **Critical Understanding of Colonial History:** Students gain insight into the legacies of colonialism and imperialism, including their impacts on culture, identity, politics, and economics. They learn to critically examine historical narratives and power dynamics between colonizers and colonized peoples.
2. **Exploration of Identity and Hybridity:** Postcolonial literature often explores themes of identity, hybridity, and cultural displacement. Students engage with characters and narratives that navigate complex intersections of race, ethnicity, nationality, and belonging, fostering empathy and understanding.
3. **Decolonizing Perspectives:** Postcolonial literature challenges dominant Eurocentric perspectives and offers alternative narratives from marginalized voices. Teaching these texts encourages students to question colonialist ideologies and broaden their understanding of global literature and history.
4. **Critique of Power Structures:** Postcolonial literature critiques systems of power and oppression, including colonialism, neocolonialism, racism, and patriarchy. Students analyze how these structures shape individual lives and communities, fostering critical awareness and social consciousness.
5. **Language and Representation:** Postcolonial literature often incorporates multilingualism, code-switching, and linguistic experimentation.
6. **Interrogation of Eurocentrism:** Postcolonial literature interrogates Eurocentric notions of civilization, progress, and modernity. Students examine how Western ideologies have shaped global hierarchies and marginalized non-Western cultures, challenging Eurocentric worldviews and promoting cultural pluralism.
7. **Empowerment and Resistance:** Postcolonial literature celebrates acts of resistance, resilience, and cultural revival in the face of colonial oppression. Students engage with narratives of empowerment and agency, inspiring them to confront injustices and advocate for social change in their own contexts.

Credits: 06

Paper: CORE COMPULSORY

Max. Marks: Internal – 25

External - 75

12.5

Unit	Topic	No. of Lectures
I	Introduction to Postcolonialism	18
II	<i>Orientalism</i> (Introduction)– Edward Said	18
III	<i>The Collector of Treasures</i> - Bessie Head	18
IV	<i>Telephone Conversation</i> – Wole Soyinka <i>The Voice of the Mountain, Gone</i> - Mamang Dai	18
V	<i>Nationalism in the West</i> – R. N. Tagore	18

Suggested Readings:

- Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
- Ngugi Wa Thiong'o, 'The Language of African Literature', Chapter 1, Sections 4-6, in *Decolonising the Mind*
- Gayatri Spivak, 'Can the Subaltern speak?', Walther Konig, Verlag (8 July 2021), Verlag Publications Pvt. Ltd.
- Young, Robert J.C. "Colonialism and the Politics of Postcolonial Critique." *Postcolonialism: An Historical Introduction*, Blackwell Publishing, 2001, pp. 1–11.

12.4

Programme/ Class:

B. A. (HONS.)

Year:

THIRD

Semester:

FIFTH

Subject:

ENGLISH

Paper Code:

Paper Title:

Literary Theory

Outcomes: Teaching literary terms and theories can lead to several valuable outcomes:

1. **Enhanced Reading Comprehension:** Students develop a deeper understanding of literary texts by learning to identify and analyze various literary elements and techniques such as symbolism, metaphor, imagery, and foreshadowing. This enhances their ability to comprehend and interpret complex literary works.
2. **Critical Thinking Skills:** Studying literary terms and theories encourages students to think critically about literature. They learn to analyze texts from multiple perspectives, consider the author's intent, and evaluate the effectiveness of literary devices and techniques.
3. **Appreciation for Literary Craftsmanship:** Studying literary terms and theories highlights the craftsmanship involved in writing and analyzing literature. Students develop an appreciation for the skillful use of language, structure, and form by authors, deepening their appreciation for the artistry of literature.
4. **Interdisciplinary Connections:** Literary terms and theories draw connections to other disciplines such as psychology, sociology, philosophy, and linguistics. Students explore how literature reflects and interacts with broader intellectual and cultural currents, fostering interdisciplinary understanding.
5. **Awareness of Literary Traditions:** Studying literary terms and theories introduces students to different literary traditions, movements, and genres. They learn to recognize common characteristics and themes within these traditions, contributing to their broader literary knowledge.
6. **Preparation for Advanced Studies:** Proficiency in literary terms and theories is essential for students pursuing further studies in literature, language arts, or related fields. It provides a solid foundation for advanced coursework and research in literary analysis and criticism.

Credits: **06**

Paper: **CORE COMPULSORY**

Max. Marks: **Internal – 25**

External - 75

12.1/

Unit	Topic	No. of Lectures
I	Introduction to Literary Theory	18
II	Rasa Theory	18
III	Formalism	18
IV	Feminism	18
V	Structuralism, Poststructuralism, Deconstruction	18

Suggested Readings:

- M. H. Abrams, 'A Glossary of Literary Terms', Cengage India Private Limited; 11th edition (1 February 2015); Cengage Learning India Private Limited
- Promod K. Nayar, 'Contemporary Literary and Cultural Theory - From Structuralism to Ecocriticism', Pearson; 1st edition (16 September 2009), Pearson Publications Pvt. Ltd.
- Peter Barry, 'Beginning Theory: An Introduction to Literary and Cultural Theory', Viva Books (1 January 2018), Viva Publications Pvt. Ltd.
- Bharata Muni, 'Natya Shastra', Indian Mind (1 January 2023), Indian Mind Publications, Pvt. Ltd.

12/

Major Discipline Specific Elective Course

Programme/ Class:

Year:

Semester:

B. A. (HONS.)

THIRD

FIFTH

Subject:

ENGLISH

Paper Code:

Paper Title:

American Literature

Outcomes: Teaching American literature serves several objectives:

1. **Cultural Understanding:** Studying American literature provides students with insights into the cultural, historical, and social contexts of the United States. It helps them understand the development of American identity, values, and beliefs over time.
2. **Exploration of Identity:** American literature often explores themes related to identity, including race, ethnicity, gender, class, and nationality. Studying these texts encourages students to examine their own identities and consider the complexities of American identity.
3. **Historical Perspectives:** Many works of American literature are situated within specific historical periods and reflect the social, political, and cultural issues of their time. Teaching American literature allows students to explore historical events and movements through literature, providing them with a deeper understanding of history.
4. **Cultural Diversity:** American literature encompasses a wide range of voices, including those of indigenous peoples, immigrants, minorities, and marginalized groups. Teaching American literature promotes diversity and inclusivity by introducing students to a variety of perspectives and experiences.
5. **Critical Engagement with Society:** American literature often addresses social issues and critiques aspects of American society, such as inequality, injustice, and the American Dream. Studying these texts encourages students to engage critically with society and consider ways to effect positive change.
6. **Appreciation for Literary Tradition:** American literature has a rich literary tradition that includes works by influential authors such as Mark Twain, Emily Dickinson, Langston Hughes, and Toni Morrison. Teaching American literature helps students appreciate this tradition and understand its significance in the broader literary landscape.
7. **Cultural Legacy and Influence:** American literature has had a significant impact on global literature and culture. Teaching American literature allows students to explore its influence on literature, film, art, music, and popular culture worldwide.

Credits: 04

Paper: MJDSEC

Max. Marks: Internal – 25

External - 75

12.1/

Unit	Topic	No. of Lectures
I	Nathaniel Hawthorne- The Scarlet Letter	12
II	Ralph Waldo Emerson – Self Reliance Henry David Thoreau – Civil Disobedience	12
III	Walt Whitman – ‘O Captain, My Captain’, ‘This Dust Was Once the Man’, ‘There was a Child Went Forth Everyday’	12
IV	The Glass Menagerie – Tennessee Williams	12
V	Dry September – William Faulkner	12

Suggested Readings:

- Audre Lorde, ‘The Transformation of Silence into Language and Action’ in *Sister Outsider*, Random House: New York, 1984. pp. 40-44
- Crevecoeur, Hector St John. Letter III: ‘What is an American’, *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. pp 66–105
- Emerson, Ralph Waldo. ‘Self-Reliance’, *The Selected Writings of Ralph Waldo Emerson*. ed. Brooks Atkinson, New York: The Modern library, 1964.
- Baym, Nina, et al., editors. *The Norton Anthology of American Literature*. Vol. C, 8th ed., W.W. Norton & Company, 2012.

12.6

Minor Generic Elective Course- V

Programme: B.A.	Year: Third	Semester: Fifth
Subject: English		
Course Code:	Course Title: Writing for Media: Radio and Television	Theory

Course Objectives: By the end of this course, students will be able to:

1. Understand the historical evolution, characteristics, and societal impact of radio and television as mass communication media.
2. Identify and differentiate various formats and genres of radio and television programs.
3. Develop competence in writing scripts for diverse formats such as interviews, documentaries, and drama across both media.
4. Apply essential technical and aesthetic production skills relevant to scripting for radio and television.
5. Critically analyse and adapt content for specific audiences, platforms, and purposes within the framework of ethical and professional standards.

Credits: 4	MNGEC-V
Max. Marks: 25+75	Min. Pass Marks

Total No. of Lectures-Tutorials-Practical: L-T-P 4-0-0

UNIT	TOPICS	NO. OF LECTURES
I	Introduction to Writing for Radio and Television	12
II	Writing for Radio: Linearity, Brevity, Conversational Tone	12
III	Writing for News: Radio Drama, Educational Programmes	12
IV	Writing for Television: Visual Writing Techniques	12
V	Writing Scripts for Television Serials and News	12

Teaching Learning Process: Class discussions/demonstrations, Power point presentations, Class activities/assignments, etc.

Suggested Readings

- Boyd, Andrew, et al. *Broadcast Journalism: Techniques of Radio and Television News*. 7th ed., Routledge, 2008.
- Fleming, Carole. *The Radio Handbook*. 3rd ed., Routledge, 2009.
- McLeish, Robert. *Radio Production*. 6th ed., Routledge, 2005.
- Millerson, Gerald, and Jim Owens. *Television Production*. 15th ed., Focal Press, 2012.
- Puri, Shantanu. *Writing for the Media*. Oxford University Press, 2012.

12/

- White, Ted. *Broadcast News: Writing, Reporting, and Producing*. 5th ed., Focal Press, 2005.
- Zettl, Herbert. *Television Production Handbook*. 12th ed., Cengage Learning, 2014.

12.4/

Programme/ Class:

B. A. (HONS.)

Year:

THIRD

Semester:

SIXTH

Subject:

ENGLISH

Paper Code:

Paper Title:

Modern European Drama

Outcomes: Teaching modern European drama can lead to several significant outcomes:

1. **Exploration of Modernity:** Modern European drama reflects the complexities of modernity, including urbanization, industrialization, technological advancements, and shifting social norms. Students engage with plays that grapple with the challenges and contradictions of the modern era.
2. **Representation of Identity:** European drama often explores themes of identity, including national identity, gender identity, and individual identity. Students examine how playwrights depict characters' struggles with identity and belonging in a rapidly changing world.
3. **Exposure to Theatrical Innovation:** Modern European drama is characterized by experimentation with form, style, and theatrical techniques. Students explore avant-garde movements such as Expressionism, Surrealism, and Absurdism, gaining appreciation for innovative approaches to theatre.
4. **Cultural Exchange and Influence:** European drama has had a significant influence on theatre traditions worldwide. Teaching modern European drama exposes students to plays that have shaped global theatrical movements and contributed to the exchange of ideas across cultures.
5. **Critical Engagement with Society:** Many modern European plays offer social commentary and critique contemporary society, politics, and culture. Students analyze how playwrights use drama to address pressing social issues and advocate for change.
6. **Performance Skills and Appreciation:** Studying modern European drama can enhance students' performance skills and appreciation for theater as an art form. They gain insights into the theatrical elements of staging, acting, and directing, deepening their understanding of the collaborative nature of theater production.

Credits: 06

Paper: **CORE COMPULSORY**

Max. Marks: **Internal – 25**

External - 75

12/

Unit	Topic	No. of Lectures
I	Introduction to Modern European Drama	18
II	Henrik Ibsen - Ghosts	18
III	Bertolt Brecht – Mother Courage and Her Children	18
IV	Eugene Ionesco – Rhinoceros	18
V	Dario Fo - Can't Pay, Won't Pay, trans. Lino Pertile (London: Methuen, 1987)	18

Suggested Readings:

- Bertolt Brecht, (i) 'The Street Scene';(ii) 'Theatre for Pleasure or Theatre for Instruction'; (iii) 'Dramatic Theatre vs Epic Theatre', in Brecht on Theatre: The Development of an Aesthetic, ed. John Willet (London: Methuen, 1992) pp. 121-28; 68-76; chart, p. 31.
- Eugene Ionesco, (i) 'Still About Avant-Garde Theatre' (ii) 'Remarks on my Theatre and on the Remarks of Others', in Notes And Counter Notes: Writings on the Theatre, trans. Donald Watson (New York: Grove Press, 1964) pp. 53-58; 59-82; (iii) Selection from Present Past, Past Present, trans. Helen R. Lane (USA: De Capo Press, 1998) pp. 77-82.
- Dario Fo's, 'Nobel Lecture' (Stockholm: The Nobel Foundation, 1997).
- Konstantin Stanislavski, 'Faith and the Sense of Truth', sections 1, 2, 7, 8, 9, Chapter 8, in An Actor Prepares (Penguin) pp. 121-5, 137-46.
- Add some critical reading text

12.5

Programme/ Class:

B. A. (HONS.)

Year:

THIRD

Semester:

SIXTH

Subject:

ENGLISH

Paper Code:

Paper Title:

Partition Literature

Outcomes: Teaching partition literature, which encompasses works that reflect the partition of British India in 1947, can lead to several important outcomes:

1. **Historical Understanding:** Students gain insight into the historical events surrounding the partition of British India and its impact on the region's inhabitants. They learn about the political, social, and cultural factors that led to partition and its aftermath.
2. **Exploration of Identity and Belonging:** Partition literature often explores themes of identity, belonging, and displacement. Students examine how partition reshaped identities based on religion, ethnicity, language, and nationality, prompting critical reflections on the complexities of identity formation.
3. **Interrogation of Nationalism and Communalism:** Partition literature critiques nationalist ideologies and communal tensions that contributed to the violence and divisions of partition. Students analyze how literature reflects the complexities of communal relations, nationalism, and religious identity in the context of partition.
4. **Memory and Trauma Studies:** Teaching partition literature contributes to the field of memory studies and trauma studies. Students explore how literature serves as a medium for remembering and processing traumatic events, shedding light on the long-lasting psychological and social impacts of partition.
5. **Transnational Perspectives:** Partition literature reflects transnational experiences and connections shaped by migration, diaspora, and globalization. Students examine how literature transcends national borders and engages with themes of displacement, belonging, and memory across diverse geographical and cultural contexts.
6. **Interdisciplinary Inquiry:** Studying partition literature encourages interdisciplinary inquiry, drawing connections between literature, history, politics, sociology, anthropology, and postcolonial studies.
7. **Promotion of Peace and Reconciliation:** Partition literature can inspire discussions about peacebuilding, reconciliation, and cross-border dialogue. By exploring narratives that humanize the "other" and challenge stereotypes, students are encouraged to reflect on the importance of empathy, dialogue, and understanding in overcoming historical divisions.

Credits: 06

Paper: CORE COMPULSORY

Max. Marks: Internal – 25

External - 75

12.6

Unit	Topic	No. of Lectures
I	Introduction to Partition Literature	18
II	Bhishma Shahni – Tamas	18
III	Amitav Ghosh – The Shadow Lines	18
IV	Manto – ‘Toba Tek Singh’ (Urdu, Pakistan), trans. Harish Trivedi, in Modern Indian Literature (Department of English Delhi University) pp. 105-114.	18
V	<i>The Bus Stopped</i> – Tabish Kabir	18

Suggested Readings:

- Ashis Nandy, ‘The Invisible Holocaust and the Journey as an Exodus’, in A Very Popular Exile (Delhi OUP, 2007) pp. 98-139.
- Ritu Menon and Kamla Bhasin, ‘Introduction’, in Borders and Boundaries (Delhi: Kali for Women, 1998).
- Fikr Taunsvi, ‘The Sixth River’ (Urdu, ‘Chhata Dariya’), trans. Maaz Bin Bilal, in Looking Back: The 1947 Partition of India, 70 Years On, eds. Rakhshanda Jalil, Tarun Saint and Debjani Sengupta (Delhi: Orient BlackSwan, 2017) pp. 148-61.
- Khan, Yasmin. ‘Leprous Daybreak’ and ‘Bitter Legacies’, The Great Partition: The Making of India and Pakistan. Delhi: Penguin Random House, 2007. pp 143-185
- Schendel, Willem van. ‘Partition Studies’, The Bengal Borderland: Beyond State and Nation in South Asia. London: Anthem Press, 2005. pp 24-38

12.5

Major Discipline Specific Elective Course

Programme/ Class:

Year:

Semester:

B. A. (HONS.)

THIRD

SIXTH

Subject:

ENGLISH

Paper Code:

Paper Title:

Disability Studies

Outcomes: Teaching literature and disability can lead to several important outcomes:

1. **Empathy and Understanding:** Studying literature that portrays characters with disabilities fosters empathy and understanding among students. They gain insight into the experiences, challenges, and triumphs of individuals living with disabilities, promoting a more inclusive and compassionate society.
2. **Critical Analysis Skills:** Engaging with literature and disability encourages students to analyze texts from multiple perspectives. They learn to interrogate themes, characters, and narratives related to disability, developing critical thinking skills and literary analysis techniques.
3. **Identity and Intersectionality:** Literature and disability often intersect with other aspects of identity, such as race, gender, sexuality, and class. Students explore how multiple identities intersect and shape the experiences of characters with disabilities, promoting an understanding of intersectionality.
4. **Advocacy and Social Justice:** Teaching literature and disability can inspire students to become advocates for disability rights and social justice. They learn about historical and contemporary struggles for disability rights and inclusion, empowering them to challenge ableism and advocate for equality and accessibility.
5. **Representation in Media and Arts:** Studying literature and disability encourages students to critically evaluate representations of disability in other forms of media and art. They learn to analyze how disability is depicted in film, television, visual arts, and popular culture, promoting media literacy and awareness.
6. **Personal Reflection and Connection:** Literature and disability can prompt students to reflect on their own experiences, attitudes, and assumptions about disability. They may identify with characters who experience disability or recognize their own biases and privileges, fostering self-awareness and personal growth.
7. **Professional and Ethical Considerations:** For students pursuing careers in fields such as education, healthcare, social work, or advocacy, studying literature and disability provides valuable insights into ethical considerations and professional practices related to working with individuals with disabilities.

Credits: 04

Paper: MJDSEC

Max. Marks: Internal – 25

External - 75

12.5

Unit	Topic	No. of Lectures
I	Introduction to Disability Studies	12
II	Frida Kahlo - The Diary of Frida Kahlo: An Intimate Self-Portrait (Introduction and Trans., Carlos Fuentes. New York: Abrams, 1995/2005) pp. 234-35, 242-44, 251-52, 255-57	12
III	Rabindranath Tagore - 'Subha' (Trans. Mohammad A. Quayum) in Rabindranath Tagore: The Ruined Nest and Other Stories. (Kuala Lumpur: Silverfish, 2014) pp. 43-50	12
IV	Girish Karnad - Broken Images', in Collected Plays. Vol. II. (New Delhi: Oxford University Press, 2005) pp. 261-87.	12
V	Raghuvir Sahay - The Handicapped Caught in a Camera', trans. Harish Trivedi, Chicago Review, Vol. 38: 1/2 (1992) pp. 146-7.	12

Suggested Reading:

- Lennard J. Davis, 'Constructing Normalcy', in Enforcing Normalcy: Disability, Deafness, and the Body (London and New York: Verso, 1995) pp. 23-49.
- Anand, Shilpa. 'Historicizing Disability in India: Questions of Subject and Method', Disability Studies in India: Global Discourses, Local Realities. ed. Renu Addlakha, New York: Routledge. pp 35-60
- Das, Veena and Renu Addlakha, 'Disability and Domestic Citizenship: Voice, Gender, and the Making of the Subject', Public Culture. Vol. 13:3, 2001. pp 511-531
- Couser, Thomas. 'Signifying Selves: Disability and Life Writing', The Cambridge Companion on Literature and Disability. eds Clare Barker and Stuart Murray, New York: Cambridge University Press, 2017. pp 199-211
- Quayson, Ato. 'A Typology of Disability Representation', Aesthetic Nervousness: Disability and the Crisis of Representation. Columbia: Columbia University Press, 2007. pp 32-53

2.6

Minor Generic Elective Course- VI

Programme: B.A.	Year: Third	Semester: Sixth
Subject: English		
Course Code:	Course Title: English in Daily Life	Theory

Course Objectives: By the end of this course, students will be able to:

6. Communicate effectively in everyday social and professional contexts using appropriate verbal and non-verbal English.
7. Initiate, sustain, and conclude conversations in English with fluency and cultural appropriateness.
8. Apply functional vocabulary and expressions relevant to daily scenarios such as shopping, travel, social gatherings, and workplace communication.
9. Interpret and respond to information from media and entertainment sources using critical thinking.
10. Express opinions and participate meaningfully in discussions on contemporary social and cultural issues.

Credits: 4	MNGEC-VI
Max. Marks: 25+75	Min. Pass Marks

Total No. of Lectures-Tutorials-Practical: L-T-P 4-0-0

UNIT	TOPICS	NO. OF LECTURES
I	Introduction: Importance of English in Daily Life, Role of English in Multilingual India	12
II	Greetings and Goodbye: Initiating and Ending Conversations, Social Small Talk, Expressing Feelings and Emotions, Non-verbal Communication and Body Language	12
III	The World around Us: Talking about Family, Friends, and Daily Routines, Managing Money-related Conversations	12
IV	Media and Entertainment: Discussing News and Current Affairs, Describing Professions and Workplaces	12
V	Major Issues: Debating Social Injustice, Make Peace Not War, Exploring Educational Reforms	12

Teaching Learning Process: Class discussions/demonstrations, Power point presentations, Class activities/assignments, etc.

Suggested Readings

- Crystal, David. *English as a Global Language*. 2nd ed., Cambridge University Press, 2003.

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- Gangal, J.K. *A Practical Course in Spoken English*. PHI Learning, 2012.
- Hancock, Mark. *English Pronunciation in Use: Intermediate*. Cambridge University Press, 2003.
- Jones, Leo. *Functions of English: Communication Practice in Everyday Situations*. Cambridge University Press, 1981.
- McCarthy, Michael, and Felicity O'Dell. *English Vocabulary in Use: Upper-Intermediate*. 3rd ed., Cambridge University Press, 2017.
- Mohan, Krishna, and Meera Banerji. *Developing Communication Skills*. Macmillan, 2000.
- Rizvi, Ashraf. M. *Effective Technical Communication*. Tata McGraw-Hill, 2005.

12.5