Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF ENGLISH

UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)

SYLLABUS OF COURSES TO BE OFFERED
Core Courses, Elective Courses & Ability Enhancement Courses

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat
Preamble

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

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.
CHOICE BASED CREDIT SYSTEM (CBCS):
The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. **Core Course**: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course**: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate’s proficiency/skill is called an Elective Course.
   2.1 **Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
   2.2 **Dissertation/Project**: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
   2.3 **Generic Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

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

3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course**: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
   3.1 **AE Compulsory Course (AECC)**: Environmental Science, English Communication/MIL Communication.
   3.2 **AE Elective Course (AEEC)**: These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.
Details of courses under B.A (Honors), B.Com (Honors) & B.Sc. (Honors)

<table>
<thead>
<tr>
<th>Course</th>
<th>*Credits</th>
<th>Theory + Practical</th>
<th>Theory + Tutorial</th>
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### I. Core Course

(14 Papers)  
14X4= 56  
14X5=70  
Core Course Practical / Tutorial*  
(14 Papers)  
14X2=28  
14X1=14

### II. Elective Course

(8 Papers)

A.1. Discipline Specific Elective  
4X4=16  
4X5=20  
(4 Papers)

A.2. Discipline Specific Elective  
Practical / Tutorial*  
4 X 2=8  
4X1=4  
(4 Papers)

B.1. Generic Elective / Interdisciplinary  
4X4=16  
4X5=20  
(4 Papers)

B.2. Generic Elective  
Practical / Tutorial*  
4 X 2=8  
4X1=4  
(4 Papers)

- Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester

### III. Ability Enhancement Courses

1. Ability Enhancement Compulsory

(2 Papers of 2 credit each)  
2 X 2=4  
2 X 2=4  
Environmental Science  
English/MIL Communication

2. Ability Enhancement Elective (Skill Based)

(Minimum 2)  
2 X 2=4  
2 X 2=4  
(2 Papers of 2 credit each)

<table>
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<tr>
<th>Total credit</th>
<th>140</th>
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Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS related courses on its own.

* wherever there is a practical there will be no tutorial and vice-versa
Structure of B. A. Honours English under CBCS

Core Course

Paper Titles

1. Indian Classical Literature
2. European Classical Literature
3. Indian Writing in English
4. British Poetry and Drama: 14th to 17th Centuries
5. American Literature
6. Popular Literature
7. British Poetry and Drama: 17th and 18th Centuries
8. British Literature: 18th Century
9. British Romantic Literature
10. British Literature: 19th Century
11. Women’s Writing
12. British Literature: The Early 20th Century
13. Modern European Drama
14. Postcolonial Literatures

Discipline Centric Elective (Any four)

Paper Titles

1. Modern Indian Writing in English Translation
2. Literature of the Indian Diaspora
3. British Literature: Post World War II
4. Nineteenth Century European Realism
5. Literary Theory
6. Literary Criticism
7. Science fiction and Detective Literature
8. Literature and Cinema
9. World Literatures
10. Partition Literature
11. Research Methodology
12. Travel writing
13. Autobiography
Generic Elective (Any four)

Paper Titles

1. Academic Writing and Composition
2. Media and Communication Skills
3. Text and Performance
4. Language and Linguistics
5. Contemporary India: Women and Empowerment
6. Gender and Human Rights*
7. Language, Literature and Culture

*Syllabus not received

Ability Enhancement Course (Compulsory)

Paper Titles

1. Environmental Study*
2. English/MIL Communication

*Syllabi not received

Ability Enhancement Elective Course (Any two)

Paper Titles

1. Film Studies *
2. English Language Teaching
3. Soft Skills
4. Translation Studies
5. Creative Writing
6. Business Communication
7. Technical Writing

*Syllabus not received
Detailed Syllabi

I. B. A. Honours English under CBCS

Core Course

Paper 1: Indian Classical Literature


Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Indian Epic Tradition: Themes and Recensions
- Classical Indian Drama: Theory and Practice
- Alankara and Rasa
- Dharma and the Heroic

Readings

Paper 2: European Classical Literature


Suggested Topics and Background Prose Readings for Class Presentations

Topics
The Epic
Comedy and Tragedy in Classical Drama
The Athenian City State
Catharsis and Mimesis
Satire
Literary Cultures in Augustan Rome

Readings


Paper 3: Indian Writing in English

1. R.K. Narayan *Swami and Friends*
2. Anita Desai *In Custody*
3. H.L.V. Derozio ‘Freedom to the Slave’
   ‘The Orphan Girl’
   Kamala Das ‘Introduction’
   ‘My Grandmother’s House’
   Nissim Ezekiel ‘Enterprise’
   ‘The Night of the Scorpion’
   Robin S. Ngangom The Strange Affair of Robin S. Ngangom’
   ‘A Poem for Mother’
4. Mulk Raj Anand ‘Two Lady Rams’
   Salman Rushdie ‘The Free Radio’
   Rohinton Mistry ‘Swimming Lesson’
   Shashi Despande ‘The Intrusion’

**Suggested Topics and Background Prose Readings for Class Presentations**

**Topics**

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature

**Readings**


**Paper 4: British Poetry and Drama: 14th to 17th Centuries**

1. Geoffrey Chaucer *The Wife of Bath’s Prologue*
   Edmund Spenser Selections from *Amoretti:*
   Sonnet LXVII ‘Like as a huntsman...’
   Sonnet LVII ‘Sweet warrior...’
   Sonnet LXXV ‘One day I wrote her name...’
   John Donne ‘The Sunne Rising’
   ‘Batter My Heart’
   ‘Valediction: forbidding mourning’
2. Christopher Marlowe *Doctor Faustus*
3. William Shakespeare *Macbeth*
4. William Shakespeare *Twelfth Night*
Suggested Topics and Background Prose Readings for Class Presentations

Topics

Renaissance Humanism
The Stage, Court and City
Religious and Political Thought
Ideas of Love and Marriage
The Writer in Society

Readings


Paper 5: American Literature

1. Tennessee Williams: *The Glass Menagerie*
2. Toni Morrison *Beloved*
3. Edgar Allan Poe ‘The Purloined Letter’
   F. Scott Fitzgerald ‘The Crack-up’
   William Faulkner ‘Dry September’
4. Anne Bradstreet ‘The Prologue’
   Walt Whitman Selections from *Leaves of Grass*:
   ‘O Captain, My Captain’
   ‘Passage to India’ (lines 1–68)
   Alexie Sherman Alexie ‘Crow Testament’
   ‘Evolution’

Suggested Topics and Background Prose Readings for Class Presentations

Topics

The American Dream
Social Realism and the American Novel
Folklore and the American Novel
Black Women’s Writings
Questions of Form in American Poetry

Readings


Paper 6: Popular Literature

1. Lewis Carroll Through the Looking Glass
2. Agatha Christie The Murder of Roger Ackroyd
3. Shyam Selvadurai Funny Boy
4. Durgabai Vyam and Subhash Vyam Bhimayana: Experiences of Untouchability/ Autobiographical Notes on Ambedkar (For the Visually Challenged students)

Suggested Topics and Background Prose Readings for Class Presentations

Topics

Coming of Age
The Canonical and the Popular
Caste, Gender and Identity
Ethics and Education in Children’s Literature
Sense and Nonsense
The Graphic Novel

Readings


Paper 7: British Poetry and Drama: 17th and 18th Centuries
1. John Milton Paradise Lost: Book 1
2. John Webster The Duchess of Malfi
3. Aphra Behn The Rover
4. Alexander Pope The Rape of the Lock

Suggested Topics and Background Prose Readings for Class Presentations

Topics
Religious and Secular Thought in the 17th Century
The Stage, the State and the Market
The Mock-epic and Satire
Women in the 17th Century
The Comedy of Manners

Readings

Paper 8: British Literature: 18th Century
1. William Congreve The Way of the World
2. Jonathan Swift Gulliver’s Travels (Books III and IV)
3. Samuel Johnson ‘London’
Thomas Gray ‘Elegy Written in a Country Churchyard’
4. Laurence Sterne The Life and Opinions of Tristram Shandy, Gentleman

Suggested Topics and Background Prose Readings for Class Presentations

Topics
The Enlightenment and Neoclassicism
Restoration Comedy
The Country and the City
The Novel and the Periodical Press

Readings


Paper 9: British Romantic Literature

1. William Blake ‘The Lamb’, ‘The Chimney Sweeper’ (from The Songs of Innocence and The Songs of Experience)
   ‘The Tyger’ (The Songs of Experience)
   'Introduction' to The Songs of Innocence
   Robert Burns ‘A Bard’s Epitaph’
   ‘Scots Wha Hae’
2. William Wordsworth ‘Tintern Abbey’
   ‘Ode: Intimations of Immortality’
   Samuel Taylor Coleridge ‘Kubla Khan’
   ‘Dejection: An Ode’
3. Lord George Gordon
   Noel Byron ‘Childe Harold’: canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674)
Percy Bysshe Shelley ‘Ode to the West Wind’
‘Ozymandias’
‘Hymn to Intellectual Beauty’
John Keats ‘Ode to a Nightingale’
‘To Autumn’
‘On First Looking into Chapman’s Homer’
4. Mary Shelley Frankenstein

Suggested Topics and Background Prose Readings for Class Presentations

Topics
Reason and Imagination
Conceptions of Nature
Literature and Revolution
The Gothic
The Romantic Lyric

Readings


Paper 10: British Literature: 19th Century

1. Jane Austen Pride and Prejudice
2. Charlotte Bronte Jane Eyre
3. Charles Dickens Hard Times
4. Alfred Tennyson ‘The Lady of Shalott’
   ‘Ulysses’
   ‘The Defence of Lucknow’
   Robert Browning ‘My Last Duchess’
   ‘The Last Ride Together’
   ‘Fra Lippo Lippi’
   Christina Rossetti ‘The Goblin Market’
Suggested Topics and Background Prose Readings for Class Presentations

Topics

Utilitarianism
The 19th Century Novel
Marriage and Sexuality
The Writer and Society
Faith and Doubt
The Dramatic Monologue

Readings


Paper 11: Women’s Writing

1. Emily Dickinson ‘I cannot live with you’
   ‘I’m wife; I’ve finished that’
Sylvia Plath ‘Daddy’
‘Lady Lazarus’
Eunice De Souza ‘Advice to Women’
‘Bequest’
2. Alice Walker The Color Purple
3. Charlotte Perkins Gilman ‘The Yellow Wallpaper’
   Katherine Mansfield ‘Bliss’

Suggested Topics and Background Prose Readings for Class Presentations

Topics

The Confessional Mode in Women’s Writing
Sexual Politics
Race, Caste and Gender
Social Reform and Women’s Rights

Readings


Paper 12: British Literature: The Early 20th Century

1. Joseph Conrad *Heart of Darkness*
2. D.H. Lawrence *Sons and Lovers*
3. Virginia Woolf *Mrs Dalloway*
4. W.B. Yeats ‘Leda and the Swan’
   ‘The Second Coming’
   ‘No Second Troy’
   ‘Sailing to Byzantium’
   T.S. Eliot ‘The Love Song of J. Alfred Prufrock’
   ‘Sweeney among the Nightingales’
   ‘The Hollow Men’

Suggested Topics and Background Prose Readings for Class Presentations

Topics

Modernism, Post-modernism and non-European Cultures
The Women’s Movement in the Early 20th Century
Psychoanalysis and the Stream of Consciousness
The Uses of Myth
The Avant Garde

Readings


Paper 13: Modern European Drama

1. Henrik Ibsen *Ghosts*
2. Bertolt Brecht *The Good Woman of Szechuan*
3. Samuel Beckett *Waiting for Godot*
4. Eugene Ionesco *Rhinoceros*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

Politics, Social Change and the Stage
Text and Performance
European Drama: Realism and Beyond
Tragedy and Heroism in Modern European Drama
The Theatre of the Absurd

Readings

Paper 14: Postcolonial Literatures

1. Chinua Achebe *Things Fall Apart*
2. Gabriel Garcia Marquez *Chronicle of a Death Foretold*
3. Bessie Head ‘The Collector of Treasures’
   Ama Ata Aidoo ‘The Girl who can’
   Grace Ogot ‘The Green Leaves’
4. Pablo Neruda ‘Tonight I can Write’
   ‘The Way Spain Was’
   Derek Walcott ‘A Far Cry from Africa’
   ‘Names’
   David Malouf ‘Revolving Days’
   ‘Wild Lemons’
   Mamang Dai ‘Small Towns and the River’
   ‘The Voice of the Mountain’

Suggested Topics and Background Prose Readings for Class Presentations

Topics

De-colonization, Globalization and Literature
Literature and Identity Politics
Writing for the New World Audience
Region, Race, and Gender
Postcolonial Literatures and Questions of Form

Readings

II. Discipline Centric Elective (Any Four)

Detailed Syllabi

Paper 1: Modern Indian Writing in English Translation


Suggested Topics and Background Prose Readings for Class Presentations

Topics

The Aesthetics of Translation
Linguistic Regions and Languages
Modernity in Indian Literature
Caste, Gender and Resistance
Questions of Form in 20th Century Indian Literature.
Readings


Paper 2: Literature of the Indian Diaspora

1. M. G. Vassanji  *The Book of Secrets* (Penguin, India)
2. Rohinton Mistry  *A Fine Balance* (Alfred A Knopf)
3. Meera Syal  *Anita and Me* (Harper Collins)

Suggested Topics and Background Prose Readings for Class Presentations

Topics
The Diaspora
Nostalgia
New Medium
Alienation

Reading

Paper 3: British Literature: Post World War II

1. John Fowles *The French Lieutenant’s Woman*
2. Jeanette Winterson *Sexing the Cherry*
3. Hanif Kureshi *My Beautiful Laundrette*
4. Phillip Larkin ‘Whitsun Weddings’
   ‘Church Going’
   Ted Hughes ‘Hawk Roosting’
   ‘Crow’s Fall’
   Seamus Heaney ‘Digging’
   ‘Casualty’
   Carol Anne Duffy ‘Text’
   ‘Stealing’

Suggested Topics and Background Prose Readings for Class Presentations

Topics

Postmodernism in British Literature
Britishness after 1960s
Intertextuality and Experimentation
Literature and Counterculture

Readings


Paper 4: Nineteenth Century European Realism

Suggested Topics and Background Prose Readings for Class Presentations

Topics

History, Realism and the Novel Form
Ethics and the Novel
The Novel and its Readership in the 19th Century
Politics and the Russian Novel: Slavophiles and Westernizers

Readings


Paper 5: Literary Theory

1. Marxism

2. Feminism
3. Poststructuralism  

4. Postcolonial Studies  

Suggested Background Prose Readings and Topics for Class Presentations

Topics

- The East and the West
- Questions of Alterity
- Power, Language, and Representation
- The State and Culture

Readings


Paper 6: Literary Criticism

1. William Wordsworth: Preface to the *Lyrical Ballads* (1802)  
   S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV  
2. Virginia Woolf: Modern Fiction  
   T.S. Eliot: “Tradition and the Individual Talent” 1919  
   “The Function of Criticism” 1920  
3. I.A. Richards: *Principles of Literary Criticism* Chapters 1,2 and 34.  
   London 1924 and *Practical Criticism*. London, 1929  
Suggested Topics and Background Prose Readings for Class Presentations

Topics

Summarising and Critiquing
Point of View
Reading and Interpreting
Media Criticism
Plot and Setting
Citing from Critics’ Interpretations

Suggested Readings

4. Taylor and Francis Eds. An Introduction to Literature, Criticism and Theory, Routledge, 1996

Paper 7: Science Fiction and Detective Literature

1. Wilkie Collins The Woman in White
2. Arthur Conan Doyle The Hound of the Baskervilles
3. Raymond Chandler The Big Sleep
4. H.R.F. Keating Inspector Ghote Goes by Train

Suggested Topics and Readings for Class Presentation

Topics

Crime across the Media
Constructions of Criminal Identity
Cultural Stereotypes in Crime Fiction
Crime Fiction and Cultural Nostalgia
Crime Fiction and Ethics
Crime and Censorship
Readings

2. George Orwell, *Raffles and Miss Blandish*, available at: <www.george-orwell.org/Raffles_and_Miss_Blandish/0.html>

Paper 8: Literature and Cinema


Suggested Topics and Background Prose Readings for Class Presentations

Topics

Theories of Adaptation
Transformation and Transposition
Hollywood and ‘Bollywood’
The ‘Two Ways of Seeing’
Adaptation as Interpretation

Readings


**Other films that may be used for class presentations:**


**Note:**

a) For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation (Total: 12 hours)

b) To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:


**Paper 9: World Literatures**


**Suggested Topics and Background Prose Readings for Class Presentations**

**Topics**

- The Idea of World Literature
- Memory, Displacement and Diaspora
- Hybridity, Race and Culture
- Adult Reception of Children’s Literature
- Literary Translation and the Circulation of Literary Texts
- Aesthetics and Politics in Poetry

**Readings**


**Paper 10: Partition Literature**


Suggested Topics and Readings for Class Presentation

Topics

Colonialism, Nationalism, and the Partition
Communalism and Violence
Homelessness and Exile
Women in the Partition

Background Readings and Screenings


Films

*Garam Hawa* (dir. M.S. Sathyu, 1974).


*Subarnarekha* (dir. Ritwik Ghatak, 1965)
Paper 11: Research Methodology

1. Practical Criticism and Writing a Term paper
2. Conceptualizing and Drafting Research Proposals
3. On Style Manuals
4. Notes, References, and Bibliography

Paper 12: Travel Writing

1. Ibn Batuta: ‘The Court of Muhammad bin Tughlaq’, Khuswant Singh’s City Improbable: Writings on Delhi, Penguin Publisher
   Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in India by Al Biruni, edited by Qeyamuddin Ahmad, National Book Trust of India
   Rahul Sankrityayan: From Volga to Ganga (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing

Suggested Topics and Background Prose Readings for Class Presentations

Topics:

Travel Writing and Ethnography
Gender and Travel
Globalization and Travel
Travel and Religion
Orientalism and Travel
Readings


Paper 13: Autobiography


Suggested Topics and Background Prose Readings for class Presentations

Topics:

Self and society
Role of memory in writing autobiography
Autobiography as resistance
Autobiography as rewriting history
Readings:

III Generic Elective (Any Four)

Paper 1: Academic Writing and Composition
(Any four)

1. Introduction to the Writing Process
2. Introduction to the Conventions of Academic Writing
3. Writing in one’s own words: Summarizing and Paraphrasing
4. Critical Thinking: Syntheses, Analyses, and Evaluation
5. Structuring an Argument: Introduction, Interjection, and Conclusion
6. Citing Resources; Editing, Book and Media Review

Suggested Readings


Paper 2: Media and Communication Skills

1. Introduction to Mass Communication
   1. Mass Communication and Globalization
   2. Forms of Mass Communication

Topics for Student Presentations:
   a. Case studies on current issues Indian journalism
   b. Performing street plays
   c. Writing pamphlets and posters, etc.

2. Advertisement
   1. Types of advertisements
   2. Advertising ethics
   3. How to create advertisements/storyboards

Topics for Student Presentations:
   a. Creating an advertisement/visualization
   b. Enacting an advertisement in a group
   c. Creating jingles and taglines
3. Media Writing
   1. Scriptwriting for TV and Radio
   2. Writing News Reports and Editorials
   3. Editing for Print and Online Media

Topics for Student Presentations:
   a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
   b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
   c. Editing articles
   d. Writing an editorial on a topical subject

4. Introduction to Cyber Media and Social Media
   1. Types of Social Media
   2. The Impact of Social Media
   3. Introduction to Cyber Media

Paper 3: Text and Performance

1. Introduction
   1. Introduction to theories of Performance
   2. Historical overview of Western and Indian theatre
   3. Forms and Periods: Classical, Contemporary, Stylized, Naturalist

Topics for Student Presentations:
   a. Perspectives on theatre and performance
   b. Historical development of theatrical forms
   c. Folk traditions

2. Theatrical Forms and Practices
   1. Types of theatre, semiotics of performative spaces, e.g. proscenium 'in the round', amphitheatre, open-air, etc.
   2. Voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/characterization

Topics for Student Presentations:
   a. On the different types of performative space in practice
   b. Poetry reading, elocution, expressive gestures, and choreographed movement
3. Theories of Drama
   1. Theories and demonstrations of acting: Stanislavsky, Brecht
   2. Bharata

Topics for Student Presentations:
   a. Acting short solo/ group performances followed by discussion and analysis with
      application of theoretical perspectives

4. Theatrical Production
   1. Direction, production, stage props, costume, lighting, backstage support.
   2. Recording/archiving performance/case study of production/performance/impact of
      media on performance processes.

Topics for Student Presentations:
   a. All aspects of production and performance; recording, archiving, interviewing
      performers and data collection.

Paper 4: Language and Linguistics

1. Language: language and communication; language varieties: standard and
   non-standard language; language change.
   linguistic varieties*. Cambridge: Cambridge University Press.


3. Phonology and Morphology: Akmajian, A., R. A. Demers and R. M. Harnish,
   *Linguistics: An Introduction to Language and Communication*, 2nd ed.
   Fromkin, V., and R. Rodman, *An Introduction to Language*, 2nd ed. (New Yourk:
   Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7

4. Syntax and semantics: categories and constituents phrase structure; maxims of
   conversation.
   Language and Communication*, 2nd ed. (Cambridge, Mass.; MIT Press, 1984; Indian
Paper 5: Contemporary India: Women and Empowerment

1. Social Construction of Gender (Masculinity and Femininity)
   Patriarchy
2. History of Women's Movements in India (Pre-independence, post independence)
   Women, Nationalism, Partition
   Women and Political Participation
3. Women and Law
   Women and the Indian Constitution
   Personal Laws (Customary practices on inheritance and Marriage)
   (Supplemented by workshop on legal awareness)
4. Women and Environment
   State interventions, Domestic violence, Female foeticide, sexual harassment
   Female Voices: Sultana’s Dream
   Dalit Discourse: * Details awaited

Paper 6: Gender and Human Rights

Syllabi not received

Paper 7: Language, Literature and Culture

An anthology of writings on diversities in India

Editorial Board: Department of English, University of Delhi
1V. Ability Enhancement Course
Compulsory

Paper 1: Environmental Study

Syllabi not received

Paper 2: English/MIL Communication

English Communication Credits: 2

Preamble:

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are:

Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc.

While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions.

The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.
1. **Introduction**: Theory of Communication, Types and modes of Communication
2. **Language of Communication**:
   Verbal and Non-verbal
   (Spoken and Written)
   Personal, Social and Business
   Barriers and Strategies
   Intra-personal, Inter-personal and Group communication
3. **Speaking Skills**:
   Monologue
   Dialogue
   Group Discussion
   Effective Communication/ Mis- Communication
   Interview
   Public Speech
4. **Reading and Understanding**
   Close Reading
   Comprehension
   Summary Paraphrasing
   Analysis and Interpretation
   Translation(from Indian language to English and vice-versa) Literary/Knowledge Texts
5. **Writing Skills**
   Documenting
   Report Writing
   Making notes
   Letter writing

**Recommended Readings:**

4. *Language through Literature* (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas
V. Ability Enhancement Elective Course (Any Two)

**Paper 1: Film Studies**

Syllabi not received

**Paper 2: English Language Teaching (Any four)**

1. Knowing the Learner
2. Structures of English Language
3. Methods of teaching English Language and Literature
4. Materials for Language Teaching
5. Assessing Language Skills
6. Using Technology in Language Teaching

**Suggested Readings**


**Paper 3: Soft Skills**

- Teamwork
- Emotional Intelligence
- Adaptability
- Leadership
- Problem solving
**Suggested Readings**


**Paper 4: Translation Studies (Any four)**

1. Introducing Translation: a brief history and significance of translation in a multilingual and multicultural society like India.
2. Exercises in different Types / modes of translation, such as:
   a. Semantic / Literal translation
   b. Free / sense/ literary translation
   c. Functional / communicative translation
   d. Technical / Official
   e. Transcreation
   f. Audio-visual translation
3. a. Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example:
   - Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.
   b. Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.

**Practice**: Translation in Mass Communication / Advertising, subtitling, dubbing,
1. Exercises to comprehend ‘Equivalence in translation’: Structures (equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.
   Practice: Tasks of Translation in Business: Advertising
2. Discussions on issues of ‘Translation and Gender’ by attempting translation for media, films and advertisements from different languages.
3. Developing skills for Interpreting: understanding its dynamics and challenges.
   Interpreting: Simultaneous and Consecutive (practical application)

**Practice**: Using tools of technology for translation: machine / mobile translation, software for translating different kinds of texts with differing levels of complexity and for transliteration
Resources for Practice:

Dictionaries
Encyclopedias
Thesauri
Glossaries
Software of translation

Suggested Readings


Paper 5: Creative Writing

Unit 1. What is Creative Writing
Unit 2. The Art and Craft of Writing
Unit 3. Modes of creative Writing
Unit 4. Writing for the Media
Unit 5. Preparing for Publication

Paper 6: Business Communication (Any four)

1. Introduction to the essentials of Business Communication: Theory and practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Writing reports on field work/visits to industries, business concerns etc. /business negotiations.
5. Summarizing annual report of companies
6. Writing minutes of meetings
7. E-correspondence
8. Spoken English for business communication
   (Viva for internal assessment)
9. Making oral presentations
   (Viva for internal assessment)

Suggested Readings:


Paper 7: Technical Writing

1. Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
2. Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository, argumentative writing.
3. Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.

SUGGESTED READINGS

2. L. Hamp-Lyons and B. Heasely: Study Writing; *A course in written English*. For academic and professional purposes, Cambridge Univ. Press.

**Additional Reference Books**