



SYLLABUS FOR B.A. ENGLISH (2022)

SCHOOL OF HUMANITIES

B.A. (Hons.) in English

Credit Definition

Type	Duration (in Hour)	Credit
Lecture (L)	1	1
Tutorial (T)		
Practical (P)		

Total Credit

Year	Semester	hrs./Week	Credit
1 st	1 st	27	27
	2 nd	27	27
2 nd	3 rd	27	27
	4 th	27	27
3 rd	5 th	24	24
	6 th	18	18
Total			150

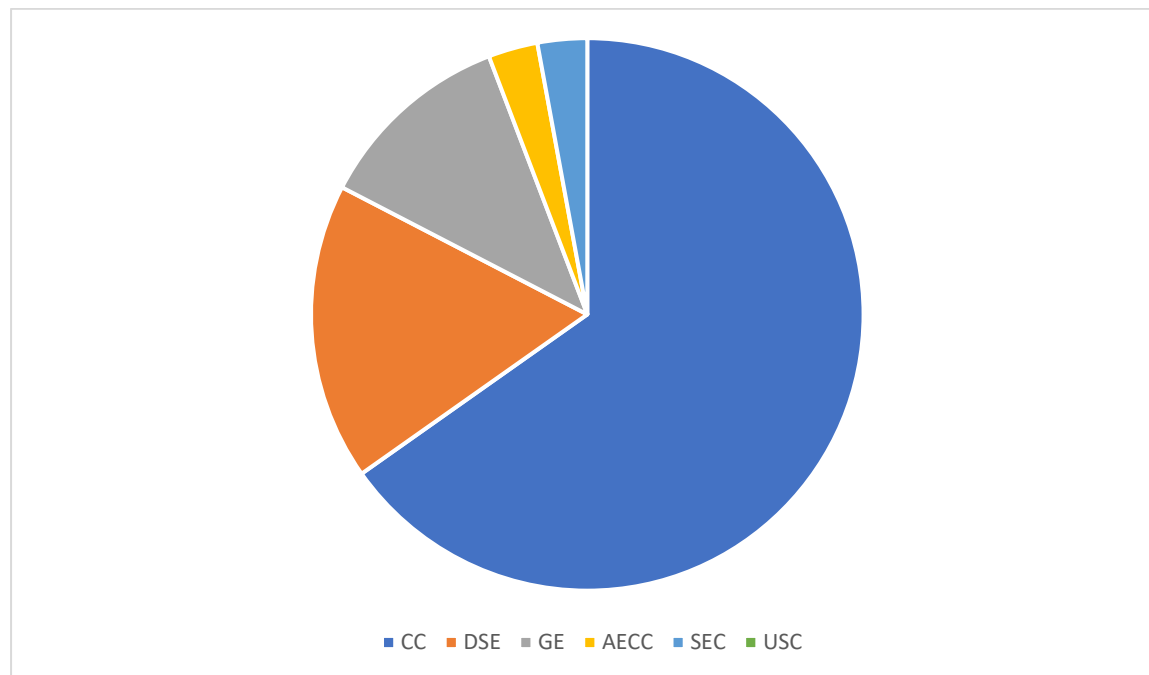
Category Codification with Credit Break up

Definition of Category	Code	No	Credit
Core Course	CC	15	90
Discipline Specific Elective	DSE	4	24
Generic Elective	GE	4	16
Ability Enhancement Compulsory Course	AECC	4	8
Skill Enhancement Course	SEC	4	4
University Specified Course	USC	4	8
Total			150



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Category-wise Credit Distribution





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Subject Code

Place value	1	2	3	4	5	6	7	8	9	10
Code	Course Category	Department Code		Program Code		Semester (for semester scheme)/ Year (for annual scheme)		Subject Type (Theory/Practical/Sessional/Project/Internship)	Subject Serial Number	



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<u>SEMESTER</u>	<u>COURSE CATEGORY</u>	<u>COURSE NAME</u>	<u>CREDIT DISTRIBUTION</u>
I	CC-I	HISTORY OF ENGLISH LITERATURE I [MIDDLE AGES TO MILTON]	6
	CC-II	HISTORY OF ENGLISH LITERATURE II [DRYDEN TO MODERN AGE]	6
	CC-III	RHETORIC, PROSODY AND LITERARY TERMS	6
	DSE-I	SCIENCE FICTION AND DETECTIVE FICTION	6
	AECC-I	COMMUNICATIVE ENGLISH I	2
	SEC-I	MENTORED SEMINAR I [READING LITERARY TEXTS]	1
			TOTAL CREDIT - 27
II	CC-IV	BRITISH LITERATURE [14TH TO 17TH CENTURY]	6
	CC-V	17TH AND 18TH CENTURY ENGLISH LITERATURE	6
	DSE-II	MODERN INDIAN WRITING IN ENGLISH TRANSLATION	6
	GE-I	CRITICAL THINKING AND WRITING	4
	AECC-II	COMMUNICATIVE ENGLISH II	2
	SEC-II	MENTORED SEMINAR II	1
	USC-I	FOREIGN LANGUAGE I	2
			TOTAL CREDIT – 27
III	CC-VI	BRITISH ROMANTIC LITERATURE	6
	CC-VII	HIGH VICTORIAN LITERATURE	6
	DSE-III	PARTITION LITERATURE OF THE SUBCONTINENT	6
	GE-II	TEXT AND PERFORMANCE	4
	AECC-III	EVS I	2
	SEC-III	MENTORED SEMINAR III	1
	USC-II	FOREIGN LANGUAGE II	2
			TOTAL CREDIT - 27



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IV	CC-VIII	LATE VICTORIAN LITERATURE	6
	CC-IX	BRITISH MODERN LITERATURE	6
	DSE-IV	POST WORLD WAR-II BRITISH LITERATURE	6
	GE-III	LANGUAGE, LITERATURE AND CULTURE	4
	AECC-IV	EVS II	2
	SEC-IV	MENTORED SEMINAR IV	1
	USC-III	FOREIGN LANGUAGE III	2
			TOTAL CREDIT – 27
V	CC-X	EUROPEAN CLASSICAL LITERATURE	6
	CC-XI	INDIAN CLASSICAL LITERATURE	6
	CC-XII	AMERICAN LITERATURE	6
	GE-IV	GENDER AND HUMAN RIGHTS	4
	USC-IV	FOREIGN LANGUAGE IV	2
			TOTAL CREDIT – 24
VI	CC-XIII	MODERN EUROPEAN LITERATURE	6
	CC-XIV	POSTCOLONIAL LITERATURE	6
	CC-XV	POPULAR LITERATURE	6
			TOTAL CREDIT – 18
TOTAL CREDIT ACROSS SIX SEMESTERS – 150			



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SEMESTER	COURSE	TEXT	COURSE OBJECTIVE	COURSE OUTCOME
I	CC-I (HISTORY OF ENGLISH LITERATURE I: MIDDLE AGES TO MILTON)	Prescribed Text: <i>A History of English Literature</i> - Michael Alexander - Palgrave Foundations Recommended Reading: <i>English Literature in Context</i> - Paul Poplawski - Cambridge Publishers	This course is intended to give an overview of the history of English literature from the Medieval to the Renaissance Period. Literary developments of each period is analysed with reference to major social, intellectual and cultural events/ trends.	After taking this course, students are expected to gain a broad understanding of two of the major literary periods of England.
	CC-II (HISTORY OF ENGLISH LITERATURE II: DRYDEN TO MODERN AGE)	Prescribed Text: <i>A History of English Literature</i> - Michael Alexander - Palgrave Foundations Recommended Reading: <i>English Literature in Context</i> - Paul Poplawski - Cambridge Publishers	This course is intended to provide through knowledge of important texts from the Renaissance periods, and will provide an overall knowledge of the major trends and developments in English literature from the 17th to the 18th centuries.	After the completion this course students will be familiarised with the crucial literary aspects of drama and poetry of English literature published between 17th and 20th centuries.
	CC-III (RHETORIC, PROSODY AND LITERARY TERMS)	Prescribed Text: <i>A Glossary of Literary Terms</i> - M.H. Abrams - Cengage Learning Prescribed Text: <i>Rhetoric and Prosody</i> - Bose and Sterling - Chuckervetty and Chatterjee Publishers	Students reading English literature are required to be familiar with the technical devices employed by the greatest writers. Technical knowledge in the field includes understanding of scansion, rhyming patterns	By learning how to scan, to identify various figures of speech in use and to understand the major literary terms, the student will be enabled to appreciate literature on her/ his own.



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			and rhetorical usages. This course is intended to cover just such a field.	
	DSE-I (SCIENCE FICTION AND DETECTIVE FICTION)	1. Unit 1: Edgar Allan Poe – “The Purloined Letter”	This course will familiarise students with the genres of science fiction and detective fiction. It will cover the definition of these genres, their emergence, and a involve a close reading of certain important texts.	After completing this course, students will be equipped to appreciate the conventions of, and the major themes explored in, these genres.
		2. Unit 2: Robert Louis Stevenson – <i>Strange Case of Dr. Jekyll and Mr. Hyde</i>		
		3. Unit 3: Arthur Conan Doyle – <i>The Hound of the Baskervilles</i>		
		4. Unit 4: Edward Morgan Forster – “The Machine Stops”		
	AECC-I (COMMUNICATIVE ENGLISH I)	1. Unit 1: Basics of the Theory of Communication Types and modes of Communication Understanding What are the barriers to Communication Knowledge about Intra-personal, Inter-personal and Group Communication	This course will be orientational in nature. It will incorporate some elements of remedial learning to help those with prior exposure to only a strictly ESL (English as a Second Language) background. The course will seek to familiarize students	After completing this course, students should be more confident about using English with greater ease and confidence.



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		<p>2. Unit 2: Development of Listening and Speaking Skills Appreciating Effective Communication/ Miscommunication Usage of Dialogue</p>	<p>with the communicative aspects of the basic varieties of English language in use today. It will be directed toward the honing of students' general abilities in the usage of the English Language today.</p>	
		<p>3. Unit 3: Writing Skills Basic Grammar Letter Writing</p>		
		<p>4. Unit 4: Training in Reading and Comprehension How to Summarise a text Effective Paraphrase Precis writing</p> <p>Recommended Reading: <i>Business Communication</i> – Asha Kaul – PHI Learning Recommended Reading: <i>Business Communication</i> – Meenakshi Raman – Oxford University Press</p>		



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	SEC-I (MENTORED SEMINAR I)	In this course, every student has to prepare a presentation during the semester under the guidance of a faculty of the department who will mentor the student's work. The students will be taught how to prepare a presentation and how to deliver it during a seminar. It will teach them how to effectively answer questions during Q/A sessions	In this course students would learn the rudiments of research and write a short academic paper.	By learning to write a paper/ presentation on their own, students will learn how to do basic research and embody their learning in the form of a written text. This will be practice for future employment and higher education requisites.
II	CC-4 (BRITISH LITERATURE: 14TH TO 17TH CENTURY)	<ol style="list-style-type: none"> Unit 1: Francis Bacon – “Of Studies”, “Of Empire”, “Of Revenge”, “Of Truth” (Any two) Unit 2: Edmund Spenser – <i>Amoretti</i>: LXVII, LXXV Philip Sidney – <i>Astrophel and Stella</i>: I, XX William Shakespeare – <i>Shakespeare's Sonnets</i>: 73, 130 Unit 3: Christopher Marlowe: <i>Edward II</i>/ Ben Jonson – <i>Volpone</i> Unit 4: William Shakespeare – <i>Macbeth</i>/ <i>Twelfth Night</i> 	This course is intended to provide through knowledge of important texts from the Medieval and Renaissance periods.	After the completion this course students will be familiarised with the crucial literary aspects of drama and poetry of English literature published between 14th and 17th centuries.



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		<p>5. Unit 5: John Donne – “The Sunne Rising”, “The Good Morrow”</p> <p>Andrew Marvell – “To His Coy Mistress”</p>		
	CC-V (17TH & 18TH CENTURY ENGLISH LITERATURE)	<p>1. Unit 1: John Milton – <i>Paradise Lost</i> (Book I)</p> <p>2. Unit 2: Aphra Behn – <i>Oroonoko</i>/ Addison and Steele: <i>The Spectator</i> (Excerpts)</p> <p>3. Unit 3: Alexander Pope – <i>The Rape of the Lock</i> (Cantos I, II and III)</p> <p>4. Unit 4: R.B. Sheridan – <i>The School for Scandal</i></p> <p>5. Unit 5: Thomas Gray – “Elegy Written in a Country Churchyard”</p>	This course focuses attention on some of the important works and writers of the 17th and 18th century English literature. It covers the genres of epic, mock-epic, prose fiction and drama.	After completing this course students will understand the socio-cultural and literary milieu through a study of the major themes explored in the canonical works of the age.
	DSE-II (MODERN INDIAN WRITING IN ENGLISH TRANSLATION)	<p>1. Unit 1: Rabindranath Tagore – <i>Gitanjali</i> (Selections)</p> <p>2. Unit 2: Bibhutibhushan Bandyopadhyay – <i>Pather Panchali</i> (The Song of the Road)</p>	Indian writing in the <i>bhasha</i> languages forms a considerable corpus of past and contemporary literature. Presently, much of this rich output is available in	By reading and gaining information about literature written in the indigenous Indian languages, students may better contextualize the English literature they learn



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		3. Unit 3: Munshi Premchand – “The Shroud”	English translations. This course has been designed to acquaint students of literature with a sampling of regional Indian writing.	about. Reading literature from the various Indian states can contribute to increased information and knowledge and serve to promote national integration.
		4. Unit 4: Girish Karnad – <i>Tughlaq</i> / Vijay Tendulkar – <i>Silence! The Court is in Session</i>		
	GE-I (CRITICAL THINKING AND WRITING)	1. Unit 1: What is critical thinking? Concept of “ethos”, “pathos” and “logos” What is an argument? How are arguments made through various media?	Students from disciplines other than English literature may require enhancement of their critical thinking and expressive faculties. This course has been designed to provide such inputs to non-literature students. It will help takers of this course to develop their reading, thinking and argumentative skills.	Students who complete this course will engage with literary texts and come to appreciate how arguments can be framed and put to use in effective communicational contexts.
		2. Unit 2: J.M. Synge – <i>Riders to the Sea</i>		
		3. Unit 3: George Orwell – <i>Animal Farm</i>		
	AECC-II: (COMMUNICATIVE ENGLISH II)	1. Unit 1: Speaking Skills, Group Discussion, Interview, Public Speaking	This course intends to acquaint the students with the communicative aspects of the English language in use today. The course hones their Listening, Speaking, Reading and Writing skills and makes them industry	After taking this course, students will be more ready to face the stiff job market with the necessary communicative skills in hand.
		2. Unit 2: Reading and Understanding Comprehension, Close Reading Analysis and Interpretation		



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		<p>3. Unit 3: Writing Skills, Advanced Grammar, Report Writing, Making Notes</p> <p>Recommended Reading: <i>Business Communication</i> – Asha Kaul – PHI Learning</p> <p>Recommended Reading: <i>Business Communication</i> – Meenakshi Raman – Oxford University Press</p>	ready.	
	SEC-II (MENTORED SEMINAR II)	<p>In this course, every student has to prepare a presentation during the semester under the guidance of a faculty of the department who will mentor the student's work. The students will be taught how to prepare a presentation and how to deliver it during a seminar. It will teach them how to effectively answer questions during Q/A sessions</p>	<p>In this course, every student has to prepare a presentation during the first semester under the guidance of a faculty of the department who will mentor the student's work. The students will be taught how to prepare a presentation and how to deliver it during a seminar. It will teach them how to effectively answer questions during Q/A sessions.</p>	<p>By learning to write a paper/ presentation on their own, students will learn how to do basic research and embody their learning in the form of a written text. This will be practice for future employment and higher education requisites.</p>
	USC-I (FOREIGN LANGUAGE I)		<p>The learning of an International Language by a student has manifold benefits. Knowledge of a foreign language not only</p>	<p>Students are offered six International languages – viz. Chinese (Mandarin), French, German, Italian, Japanese and Spanish. By</p>



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			enhances cognitive skills, but also enlarges employment opportunities. In today's environment of globalization, Indian students are finding higher education and job opportunities in a number of European and Asian nations. In many cases, a prerequisite for a student wishing to go abroad is a knowledge of the language of the country. The objective of the Foreign Language courses in this University is to open up new doors of opportunity for students.	studying any one of these languages, they gain competence and confidence equally as becoming capable of appreciating the nuances of the cultures of peoples of other nations.
III	CC-VI (BRITISH ROMANTIC LITERATURE)	1. Unit 1: William Blake – “The Lamb”, “The Tyger” William Wordsworth – “Tintern Abbey” S.T. Coleridge – “Kubla Khan”	The course will familiarise students with important works of the Romantic period. These works will be studied in the larger context of the dominant concerns of the age.	Students will get to attain first-hand knowledge of some of the canonical texts and authors of the period.
		2. Unit 2: Lord Byron – “She Walks in Beauty”		



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		<p>P.B. Shelley – “Ode to the West Wind” John Keats – “To Autumn”, “Ode to a Nightingale”</p>		
		3. Unit 3: Mary Shelley – <i>Frankenstein</i>		
		4. Unit 4: Jane Austen – <i>Pride and Prejudice</i>		
		5. Unit 5: Charles Lamb – “Dream Children”, “The Superannuated Man” Thomas De Quincey – “On the Knocking at the Gate in Macbeth” William Hazlitt – <i>Table-Talk</i> (Excerpts)		
	CC-VII (EARLY VICTORIAN LITERATURE)	<p>1. Unit 1: Alfred Lord Tennyson – “Ulysses”, “The Lotos-Eaters” Robert Browning – “My Last Duchess”, “Porphyria’s Lover” Mathew Arnold – “Dover Beach”</p>	The course will take a close look at the major poets, novelists and prose writers of the first half of the 19th century through a close reading of some of their important texts.	After completing this course students will be able to understand the transition from the Romantic to the Victorian age. They will be familiarized with literary sub-genres and forms like the ‘dramatic monologue’ etc.
		2. Unit 2: Charlotte Bronte – <i>Jane Eyre</i>		



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		<p>3. Unit 3: Emily Bronte – <i>Wuthering Heights</i></p> <p>4. Unit 4: Carlyle – “Hero as Poet”/ “Hero as Man of Letters”</p> <p>5. Unit 5: Unit 5: J.S. Mill – <i>The Subjection of Women</i> (Excerpts) John Ruskin – <i>Seven Lamps on Architecture</i> (Excerpts)</p>		
	DSE-III (PARTITION LITERATURE OF THE SUBCONTINENT)	<p>1. Unit 1: Saadat Hasan Manto – “Toba Tek Singh” Ismat Chughtai – “Lihaaf”</p> <p>2. Unit 2: Khushwant Singh – <i>Train to Pakistan</i></p> <p>3. Unit 3: Bapsi Sidhwa – <i>The Ice-Candy Man</i></p> <p>4. Unit 4: Manju Kapur – <i>Difficult Daughters</i></p>	This course intends to teach the students about the partition literature of the nation in both English and the vernacular (translated) that captures the agony of the pivotal incident in the history of the subcontinent and the associated mechanics of identity formation.	After taking this course, students are expected to assimilate such concepts.
	GE-II (TEXT AND PERFORMANCE)	<p>1. Unit 1: Richard Schechner – “What is Performance Studies?”</p> <p>2. Unit 2: Umberto Eco – “Semiotics of Theatrical Performance”</p>	To encourage students to locate Performance and Performativity beyond the arenas of ritualistic performances and to provide an introduction to the	This course will make the students aware of the tenets of performance studies with a greater insight and finesse.



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		3. Unit 3: R.W. Connell & James W. Messerschmidt – “Hegemonic Masculinity: Rethinking the Concept”	history of performance and to different aspects of performative history.	
	AECC-III (EVS I)			
	SEC-III (MENTORED SEMINAR III)	In this course, every student has to prepare a presentation during the first semester under the guidance of a faculty of the department who will mentor the student’s work. The students will be taught how to prepare a presentation and how to deliver it during a seminar. It will teach them how to effectively answer questions during Q/A sessions	Students put their knowledge acquired in the Research Methodology course to practical use. They will write a short literary review on a specific topic given to them.	By learning to write a paper/ presentation on their own, students will learn how to do basic research and embody their learning in the form of a written text. This will be practice for future employment and higher education requisites.
	USC-II (FOREIGN LANGUAGE)		The learning of an International Language by a student has manifold benefits. Knowledge of a foreign language not only enhances cognitive skills, but also enlarges employment opportunities. In today’s environment of globalization, Indian students are finding higher	Students are offered six International languages – viz. Chinese (Mandarin), French, German, Italian, Japanese and Spanish. By studying any one of these languages, they gain competence and confidence equally as becoming capable of appreciating the nuances of the cultures of peoples of



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			education and job opportunities in a number of European and Asian nations. In many cases, a prerequisite for a student wishing to go abroad is a knowledge of the language of the country. The objective of the Foreign Language courses in this University is to open up new doors of opportunity for students.	other nations.
IV	CC-VIII (LATE VICTORIAN LITERATURE)	1. Unit 1: D.G. Rossetti – “The Blessed Damozel” Christina Rossetti – <i>Goblin Market</i> G.M. Hopkins – “The Windhover”, “Pied Beauty”	The late 19th century witnessed a change in the tone and tenor of literary productions. What came to the fore was newer perceptions of female identity, new artistic tendencies and an anticipation of Modernism. The literature of this time needs to be studied by students in order to appreciate shifts in literary sensibility. This course will attempt to initiate such an understanding in the minds	By reading the poetry, fiction and drama of the closing decades of the 19th century, students will be familiarized with the literature that was written during this era.
		2. Unit 2: Charles Dickens – <i>Hard Times</i>		
		3. Unit 3: George Eliot – <i>Middlemarch</i>		
		4. Unit 4: Thomas Hardy – <i>The Return of the Native</i>		
		5. Unit 5: Oscar Wilde – <i>The Importance of Being Earnest</i>		



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		of students.	
	CC-IX (MODERN BRITISH LITERATURE)	<ol style="list-style-type: none">1. Unit 1: W.B. Yeats – “Sailing to Byzantium”, “Byzantium”, “The Lover Tells of the Rose in His Heart” T.S. Eliot – “The Love Song of J. Alfred Prufrock” W.H. Auden – “Musee de Beaux Arts”2. Unit 2: Rupert Brooke – “England, my England” Wilfred Owen – “Strange Meeting”, “Dulce et Decorum est”/ “Spring Offensive” Siegfried Sassoon – “Dreamers”3. Unit 3: James Joyce – “Araby” H.E. Bates – “The Ox”4. Unit 4: G.B. Shaw – <i>Candida</i>5. Unit 5: D.H. Lawrence – <i>Sons and Lovers</i>/ Virginia Woolf – <i>To the Lighthouse</i>	<p>This course will cover the transition from late Victorian to the early Modern Period. It will train the student in understanding the major cultural and literary shifts that were ushered in by the Modernist movement.</p> <p>Students will attain a comprehensive understanding of early 20th century literature through a focused study of landmark literary texts.</p>



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DSE-IV (POST WORLD WAR II BRITISH LITERATURE)	1. Unit 1: John Osborne – <i>Look Back in Anger</i>	With the decay of the British imperialist empire in the middle of the 20th century, the literature written in the British Isles changed in nature, tone and character. Nevertheless, significant literature was produced, and this course will introduce students to the new developments in the literary environment of the late 20th century.	From the reflective poetry of Dylan Thomas to the demotic verses of Philip Larkin, the absurdism of Harold Pinter to the experimentations of John Fowles – this course will acquaint students with late 20th century English literature.
	2. Unit 2: Harold Pinter: <i>The Birthday Party</i>		
	3. Unit 3: John Fowles: <i>The French Lieutenant's Woman</i>		
	4. Unit 4: Dylan Thomas – “Do not go gentle into that good night” Seamus Heaney – “Digging” Philip Larkin – “Church Going” Ted Hughes – “The Thought Fox”		
GE-III (LANGUAGE, LITERATURE & CULTURE)	1. Unit 1: Pierre Bourdieu – “The Forms of Capital” in <i>The Sociology of Economic Life</i>	The objective of this course is to inculcate in students a wider awareness of the operations of language, literature and culture.	The texts prescribed for study are intended to make the student more aware of linguistic, literary and cultural modalities.
	2. Unit 2: Amitav Ghosh – <i>The Shadow Lines</i>		
	3. Unit 3: Sachin Kundalkar – <i>Cobalt Blue</i>		



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	AECC-IV (EVS II)			
	SEC-IV (MENTORED SEMINAR IV)	In this course, every student has to prepare a presentation during the fourth semester under the guidance of a faculty of the department who will mentor the student's work. The students will be taught how to prepare a presentation and how to deliver it during a seminar. It will teach them how to effectively answer questions during Q/A sessions	Students will write a short academic paper under the guidance of assigned faculty mentors.	By learning to write a paper/ presentation on their own, students will learn how to do basic research and embody their learning in the form of a written text. This will be practice for future employment and higher education requisites.
	USC-III (FOREIGN LANGUAGE)		The learning of an International Language by a student has manifold benefits. Knowledge of a foreign language not only enhances cognitive skills, but also enlarges employment opportunities. In today's environment of globalization, Indian students are finding higher education and job opportunities in a number of European and Asian nations. In many cases, a prerequisite for a student	Students are offered six International languages – viz. Chinese (Mandarin), French, German, Italian, Japanese and Spanish. By studying any one of these languages, they gain competence and confidence equally as becoming capable of appreciating the nuances of the cultures of peoples of other nations.



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			wishing to go abroad is a knowledge of the language of the country. The objective of the Foreign Language courses in this University is to open up new doors of opportunity for students.	
V	CC-X (EUROPEAN CLASSICAL LITERATURE)	1. Unit 1: Homer – <i>The Iliad</i> (Selections)	This course is intended to give an idea about the earliest of literature produced in the western classical era with an emphasis on world view and genre.	After the completion of this course, students will be able to attain a critical perspective on classical European literature.
		2. Unit 2: Sophocles – <i>Oedipus, the King</i>		
		3. Unit 3: Plautus – <i>Pot of Gold</i> / Terence – <i>Eunuch</i>		
		4. Unit 4: Ovid – <i>Metamorphoses</i>		
		5. Unit 5: Aeschylus – <i>Agamemnon</i>		
	CC-XI (INDIAN CLASSICAL LITERATURE)	1. Unit 1: Kalidasa – <i>Abhijnana Shakuntalam</i>	To familiarize students with some important text-elements in Indian Classical literature.	Students will be familiarized with the glorious tradition of our nation's ancient literary output. The taking of this course will balance the Eurocentric centrality of much literary study today.
		2. Unit 2: Sudraka – <i>Mrichhakatika</i>		
		3. Unit 3: Vyasa – <i>Natyasastra</i> (Excerpts)		
		4. Unit 4: Kautilya – <i>Arthashastra</i> (Excerpts)		
		5. Unit 5: Vishakadatta – <i>Mudrarakshasa</i>		



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	CC-XII (AMERICAN LITERATURE)	1. Unit 1: Walt Whitman – “Crossing Brooklyn Ferry” R.W. Emerson – “Uriel” E.A. Poe – “The Raven” Robert Frost – “Mending Wall” Allen Ginsberg – “A Supermarket in California” Sylvia Plath – “Daddy”	This course intends to give an idea about the literature produced outside the mother nation with its emphasis on regionalism and the unique geopolitical status that it enjoyed that is reflected in the literature of the nation.	After taking this course, students are expected to appreciate the uniqueness and the variety of American literature that was composed by various multi-ethnic authors.
		2. Unit 2: Mark Twain – <i>The Adventures of Huckleberry Finn</i> / Herman Melville – <i>Moby Dick</i>		
		3. Unit 3: P.G. Wodehouse – “Jeeves in the Springtime” O’ Henry – “The Last Leaf”		
		4. Unit 4: Ernest Hemingway – <i>The Old Man and the Sea</i>		
		5. Unit 5: Tennessee Williams – <i>The Glass Menagerie</i> / Arthur Miller – <i>Death of a Salesman</i>		
	GE-IV (GENDER & HUMAN RIGHTS)	1. Unit 1: Friedrich Engels – “The Monogamous Family” in <i>The Origin of the Family, Private Property and the State</i>	Responding to the growing contemporary interest in ethics, subjectivity and the politics of the body, this	Gender sensitivity being a key element in the contemporary world, this course will enlighten



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		2. Unit 2: Adrienne Rich – “Compulsory Heterosexuality and Lesbian Existence”	course will try to encourage an interrogation of the body as constructed out of markers of identity. The course will also investigate how rights may be violated with the valorisation of the normative.	students about the concept and the practice of gendering in our society. Intended to make the student a more sensitive and aware human being, this course will endeavour to stimulate a more humane society.
		3. Unit 3: Gayle Rubin – “The Traffic in Women: Notes on the Political Economy of Sex”		
	USC-IV (FOREIGN LANGUAGE IV)		The learning of an International Language by a student has manifold benefits. Knowledge of a foreign language not only enhances cognitive skills, but also enlarges employment opportunities. In today’s environment of globalization, Indian students are finding higher education and job opportunities in a number of European and Asian nations. In many cases, a prerequisite for a student wishing to go abroad is a knowledge of the language of the country. The objective of the Foreign Language courses in this	Students are offered six International languages – viz. Chinese (Mandarin), French, German, Italian, Japanese and Spanish. By studying any one of these languages, they gain competence and confidence equally as becoming capable of appreciating the nuances of the cultures of peoples of other nations.



SYLLABUS FOR B.A. ENGLISH (2022)

			University is to open up new doors of opportunity for students.	
VI	CC-XIII (MODERN EUROPEAN LITERATURE)	1. Unit 1: Henrik Ibsen – <i>A Doll's House</i>	The course focuses on Modern European drama with an emphasis on realism, naturalism and Absurd.	After the completion of this course, students will be able to attain a critical perspective the literary conventions and movements that are central to Modern European literature.
		2. Unit 2: Anton Chekhov – <i>The Cherry Orchard</i>		
		3. Unit 3: Franz Kafka – <i>The Metamorphosis</i>		
		4. Unit 4: Bertolt Brecht – <i>Life of Galileo</i>		
		5. Unit 5: Albert Camus – <i>The Outsider</i> / Jean Paul Sartre – <i>The Flies</i>		
	CC-XIV (POSTCOLONIAL LITERATURE)	1. Unit 1: Chinua Achebe – <i>Things Fall Apart</i>	This course intends to acquaint the students with the postcolonial literatures of the erstwhile colonies of Great Britain and the subsequent strategy of 'Writing Back'.	After taking this course, students are expected to understand postcolonial literatures produced outside the mother nation.
		2. Unit 2: Wole Soyinka – <i>A Dance of the Forests</i>		
		3. Unit 3: Mahasweta Devi – "Draupadi"		
		4. Unit 4: Michael Ondaatje – <i>The English Patient</i>		
		5. Unit 5: Pablo Neruda – "Tonight I can Write the Saddest Lines" Derek Walcott – "A Far Cry from Africa"		



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		David Malouf – “Revolving Days”		
	CC-XV (POPULAR LITERATURE)	1. Unit 1: Lewis Carroll – <i>Through the Looking Glass</i>	The course helps students to critically analyze what makes ‘popular literature’ popular by studying a range of sub-genres (children’s literature, crime fiction, coming-of-age tale, graphic novel) within it over a time-span of more than a century and including both British and South Asian writers.	To make students more ‘informed’ readers not only of ‘serious’ literature but also of a category that is generally considered to be outside the pale of critical enquiry.
		2. Unit 2: Agatha Christie – <i>The Murder of Roger Ackroyd</i>		
		3. Unit 3: Badal Sircar – <i>Evam Indrajit</i>		
		4. Unit 4: Shyam Selvadurai – <i>Funny Boy</i>		
		5. Unit 5: Amruta Patil – <i>Kari</i>		