

B. A. Honours in English (CBCS) (Old)
Complete Course Structure

Semesters	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
I	C-1: Indian Classical Literature	English Communication			GE-1: Language and Linguistics
	C-2 European Classical Literature				
III	C-5 American Literature		SEC-1: English Language Teaching		GE-3: Academic Writing & Composition
	C-6 Popular Literature				
	C-7 British Poetry & Drama: 17 th and 18 th Centuries				
V	C-11 Women's Writing			DSE-1: Literary Theory	
	C-12: British Literature: The Early 20 th Century			DSE-2: Literary Criticism	

Abbreviation Terms:

AECC=Ability Enhancement Compulsory Course

C=Core

DSC=Discipline Specific Core Course

DSE=Discipline Specific Elective

ENG=English

GE=Generic Elective

H=Honours

SEC=Skill Enhancement Course

Summary:

Semester-I

ENG-101H, C-1: Indian Classical Literature

ENG-102H, C-2: European Classical Literature

ENG103H, GE- 1: Language and Linguistics

ENG-104H, AECC-1: English Communication

Semester-III

ENG-301H, C-5: American Literature

ENG-302H, C- 6: Popular Literature
ENG-303H, C-7: British Poetry and Drama: 17th and 18th Centuries
ENG-304H, SEC 1: English Language Teaching
ENG-305H, GE-3: Academic Writing and Composition

Semester-V

ENG-501H, C- 11: Women's Writing
ENG-502H, C-12: British Literature: The Early 20th Century
ENG-503H, DSE-1: Literary Theory
ENG-504H, DSE-2: Literary Criticism

Detailed Syllabi (Old)

B. A. Honours in English (CBCS)

Semester I

C-1: Indian Classical Literature

Credit 6=5+1 (L+T)

(Sections: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)

1. Kalidasa: *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
2. Vyasa: 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A. B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.
3. Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).

Suggested Topics and Background of 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

Suggested Readings:

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

C-2: European Classical Literature

Credit 6=5+1 (L+T)

(Sections: 1+2+3+4+5= Credits: 1½ +1½ +1+1+1)

1. Homer. *The Iliad*, Bk I, tr. E.V. Rieu (Harmondsworth: Penguin, 1985).
2. Sophocles. *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).
3. Plautus. *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
4. Ovid. *Selections from Metamorphoses* 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).

Suggested Topics and Background of 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

Suggested Readings:

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

ENG-103H, GE- 1: Language and Linguistics

Credit: 6= 5+1 (L+T)

Unit-1

Language and Linguistics: Introduction

General History of the origin of language; language and meaning; definition and scope of linguistics.

Unit-2

Phonology: Phonological Structure of the English Language; Articulation of vowels, consonants, semi-vowels; organs of speech; phonetic and phonemic transcription

Unit-3

Morphology: Definition, relation with phonetics, the morphology of plural and past forms in English,

Unit-4

Sociolinguistics: Dialect, sociolect, idiolect, registers, langue and parole, pidgin and creole,

Unit-5

Syntax: Immediate Constituent Analysis, structuralism, deep structure,

Suggested Readings:

Abercombie, D. *Elements of General Phonetics*, Edinburg University Press

Abrams, M.H. *A Glossary of Literary Terms*. Fort Worth: Harcourt Brace College Pub., 1993 (Any edition)

Balasubamian. *A Textbook of English Phonetics for Indian Students*, Chennai: Macmillan, 1981

Crystal, David. *Linguistics*. Pelican, 1971.

Lyons, John. *Language and Linguistics: An Introduction*, Cambridge: CUP, 1981.

Romaine, Suzanne. *Language in Society: An Introduction to Sociolinguistics*, New Delhi: OUP, 1994.

Sinha, Manindranath. *A Manual of Rhetoric and Prosody*. Bareilly: Prakash Book Depot

Semester -III**C-5: American Literature**

Credit: 6=5+1 (L+T)

(Units: 1+2+3= Credits: 2+2+2)

Unit 1:

1. Tennessee Williams: *The Glass Menagerie*

2. Toni Morrison: *Beloved*

Unit 2:

3. Edgar Allan Poe: 'The Purloined Letter'

4. F. Scott Fitzgerald: 'The Crack-up'

Unit 3:

6. Anne Bradstreet 'The Prologue'

7. Walt Whitman Selections from *Leaves of Grass*: ‘O Captain, My Captain’, ‘Passage to India’ (lines 1–68)

Suggested Topics and Background of 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

Suggested Readings:

1. Hector St John Crevecoeur, ‘What is an American’, (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
3. Henry David Thoreau, ‘Battle of the Ants’ excerpt from ‘Brute Neighbours’, in *Walden* (Oxford: OUP, 1997) chap. 12.
4. Ralph Waldo Emerson, ‘Self Reliance’, in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
5. Toni Morrison, ‘Romancing the Shadow’, in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

C- 6: Popular Literature

Credit: 6= 5+1 (L+T)

(Sections: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)

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

Suggested Topics and Background of 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

Suggested Readings:

1. ChelvaKanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.
2. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
3. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
4. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*,

C- 7: British Poetry and Drama: 17th and 18th Centuries

Credit: 6=5+1 (L+T)

(Sections: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)

1. John Milton: *Paradise Lost* Book 1
2. John Webster: *The Duchess of Malfi*
4. Alexander Pope: *The Rape of the Lock*

Suggested Topics and Background of 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

Suggested Readings:

1. The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
4. John Dryden, ‘A Discourse Concerning the Origin and Progress of Satire’, in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

SEC-1: English Language Teaching

Credit: 4= 3+1 (L+T)

Unit 1. (Credit-1)

Knowing the Learner 10 marks

Unit 2. (Credit-1)

Structures of English Language 10 marks

Unit 3. (Credit-1)

Methods of teaching English Language and Literature 10 marks

Unit 4.(Credit-1/2)

a) Materials for Language Teaching 10 marks

b) Assessing Language Skills

unit 5. (Credit-1/2)

Using Technology in Language Teaching 10 marks

Suggested Readings:

1. Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP,

1996).

2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).

3. Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).

4. *Business English* (New Delhi: Pearson, 2008).

5. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).

6. Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

GE- 3: Academic Writing and Composition

Credit: 6= 5+1 (L+T)

(UNIT 1 + UNIT 2+ UNIT 3+ UNIT 4 + UNIT 5+ UNIT 6 = 15+15+15+20+20+15= 100)

Unit 1. Introduction to the Writing Process

Unit 2. Introduction to the Conventions of Academic Writing

Unit 3. Writing in one's own words: Summarizing and Paraphrasing

Unit 4. Critical Thinking: Syntheses, Analyses, and Evaluation

Unit 5. Structuring an Argument: Introduction, Interjection, and Conclusion

Suggested Readings:

1. Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).

2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).

3. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).

4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in*

Semester -V

C- 11: Women's Writing

Credit: 6= 5+1 (L+T)

(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)(Poetry + Essay= 25+25=50 marks)

Poetry

1. Emily Dickinson: 'I cannot live with you', 'I'm wife; I've finished that',
2. Sylvia Plath: 'Daddy', 'Lady Lazarus',
3. Eunice De Souza 'Advice to Women', 'Bequest'
4. Alice Walker: *The Color Purple*

Essay

6. Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
7. Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.
8. Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.

Suggested Topics and Background of 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

Suggested Readings:

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

C-12: British Literature: The Early 20th Century

Credit: 6= 5+1(L+T)

(Genres: Fiction + Poetry= Credits: 3+3)

Fiction:

50 marks

1. Joseph Conrad: *Heart of Darkness*
2. D.H. Lawrence: *Sons and Lovers*

Poetry:

50 marks

4. W.B. Yeats: 'The Second Coming', 'No Second Troy'
'Sailing to Byzantium'
5. T.S. Eliot 'The Love Song of J. Alfred Prufrock', 'Sweeney among the Nightingales'

Suggested Topics and Background of 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

Suggested Readings:

1. Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
2. T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
3. Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

DSE-1: Literary Theory

Credits: 6=5+1 (L+T)

(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)

Unit 1. Marxism

- a. Antonio Gramsci: 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.
- b. Louis Althusser: 'Ideology and Ideological State Apparatuses', in *Lenin and Philosophy and Other Essays* (New Delhi: Aakar Books, 2006) pp. 85–126.

Unit 2. Feminism

- a. Elaine Showalter: 'Twenty Years on: A *Literature of Their Own* Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.

Unit 3. Poststructuralism

- a. Jacques Derrida: 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108–23.

Suggested Background of Prose Readings and Topics for Class Presentations

Topics

The East and the West

Questions of Alterity

Power, Language, and Representation

The State and Culture

Suggested Readings:

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

DSE-2: Literary Criticism

Credit: 5+1 (L+T)

William Wordsworth: Preface to the *Lyrical Ballads* (1802)

S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV

Virginia Woolf: Modern Fiction

T.S. Eliot: "Tradition and the Individual Talent" 1919,

I.A. Richards: *Principles of Literary Criticism* Chapters 1,2 and 34.
London 1924 and *Practical Criticism*. London, 1929

Suggested Topics and Background of 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

1. C.S. Lewis: Introduction in *An Experiment in Criticism*, Cambridge University Press 1992
2. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971
3. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University 1963
4. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996
