

## **B. A. Hons English (CBCS)**

### **Core Courses**

#### **BA(H)ENGC-101**

#### **PAPER 1**

#### **INDIAN CLASSICAL LITERATURE**

##### **AIM**

- It aims to create awareness among the students of the rich and diverse literary cultures of ancient India.
- To introduce students to the major literary works of Indian classical dramatists.
- To enable the students to appreciate the Indian classical literature and to realize its value in practical aspects of life.
- To understand the didacticism and ethical value contained in Indian classical literature.

##### **Objectives**

1. By the end of course the students would have gained knowledge about the masterpieces in Indian classical literature.
2. Students would have motivated to make a comparative study of English literature and Indian classical literature.
3. Students would have understood the richness of Indian literature.

##### **Learning Outcomes**

Indian Classical Literature is a large repository of drama, poetry, and narratives that reflect classical Indian ethos. The works draw heavily on Indian myths and epics and give us a glimpse of India of yesteryears. The beliefs and value-system of the ancient Indians are encapsulated in these texts. Therefore, it becomes pertinent to study Classical Indian Literature, so as to understand and appreciate our rich cultural heritage.

#### **BA(H)ENGC-102**

#### **PAPER 2**

#### **EUROPEAN CLASSICAL LITERATURE**

##### **AIM**

- To introduce the students to historical background of the European Classical Literature.
- To acquaint the students with the origin of the European Canon.
- To acquaint the students with various literary terms and its implementation and significance in European writing.
- To make the students acquainted with the world-famous dramatists and their literary outputs.

## **Objectives**

- To provide a perception on the wider concepts of European history through literature would have been reached.
- To enable the students to relate to the historical past of the literary text and enable them to relate it to the present.
- To make the students appreciate the European classical literature along with the great dramatists and poets.

## **Learning Outcomes**

English Literature has its origins in Classical Greek and Roman Literatures. The canon consists of drama, poetry, epics, and elegies. These draw heavily on Greco-Roman mythology. In order to appreciate later works of English Literature, one has to be acquainted with European Classical Literature, including the various mythological references and allusions. This course aims to do just that and after having taken this course, the students will have a new appreciation for Western myths and narratives. •

## **BA(H)ENGC-301**

### **PAPER 5**

### **AMERICAN LITERATURE**

## **Course Objectives**

This course aims to

- acquaint students with the wide and varied literatures of America
- introduce students to the African American experience reflected in the diversity of literary texts
- familiarise students with narratives of slavery, political speeches delivered by Martin Luther King Jr. and Frederick Douglass, as well as the works of contemporary black woman writers.

## **Learning Outcomes**

- Understand the key tropes of mainstream America's self-perception, such as Virgin Land, the New World, Democracy, Manifest Destiny, the Melting-Pot, and Multiculturalism.
- identify texts carrying themes from the self-expression of the subaltern groups within American society in the mainstream's pursuit of the fabled American Dream.
- Develop an understanding of modern and contemporary American literature of the 20th century.

## **BA(H)ENGC-302**

## **PAPER 6**

### **POPULAR LITERATURE**

#### **Course objectives**

This course aims to

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

#### **Learning Outcomes**

- Understand the idea of ‘popular literature’ and its importance within modern culture.
- trace the emergence of a mass printing culture from the nineteenth century onwards,
- develop an understanding of genres such as Detective Fiction, Children’s Literature, Science Fiction and Graphic Fiction.

## **BA(H)ENGC-303**

### **PAPER 7**

#### **BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES**

##### **Semester 3**

#### **AIM**

- The paper explores the British Literature in the 17th Century with its varied genres, the historical ruptures and the intellectual debates of the time.
- Milton’s significant portrayal of Satan in Book 1 of Paradise Lost has influenced imaginative writing on the idea of evil thereafter.
- The prescribed poem of AphraBehn, Rover offers a an opportunity to discuss the paradox of Tory conservatism and the woman’s question in Restoration stage.
- Pope’s The Rape of the Lock extends the mock epic tradition to the early 18thC as a representative of the neoclassical aesthetics. The readings enable a wide philosophical and political understanding of the period.

#### **Course Objectives**

This course aims to

- help students explore poetry, drama and prose texts in a range of political, philosophical and cultural material from the end of the Renaissance through the English Civil War and Restoration in the seventeenth century.

- show a new interweaving of the sacred and the secular subjects of poetry 17th Cent.
- explore the newness of this century in Cavendish's bold exploration of natural philosophy or science as a domain for women.

### **Learning Outcomes**

Teaching and Learning Activity, Assessment Tasks

- Understanding concepts Interactive discussions in small groups, initiating discussion topics, participation in classes discussions
- Expressing concepts through writing How to think critically and write with clarity Writing assignments
- Demonstrating conceptual and textual understanding in tests and exams
- Discussing questions and answering techniques
- Class test

### **BA(H)ENGC-401**

#### **PAPER 8**

#### **BRITISH LITERATURE: 18TH CENTURY**

#### **Semester 4**

#### **AIM**

It is designed to represent a comprehensive study of texts both in the Augustan period and in the later eighteenth century, often called the age of sensibility.

- The first unit *The Way of the World* by William Congreve portrays the shift from the libertine sensibility to the culture of politeness at the turn of the century.
- The course includes the major canonical authors of the early eighteenth century—Swift and Johnson—with some of their representative texts, *Battle of the Books*, and Samuel Johnson's 'London'
- Thomas Gray 'Elegy Written in a Country Churchyard' and Laurence Sterne 'The Life and Opinions of Tristram Shandy, Gentleman' provide the understanding of Thomas Gray's *The Epitaph* which shows the way that we treat moral and social problems and help to alert us of another and how faulty our beliefs towards the juxtaposition between life and death are in our society.
- Writers who have received considerable recent scholarship like Daniel Defoe and Eliza Haywood.

#### **Course Objectives:**

The course aims to

- examine Congreve's *The Way of the World* as a Comedy of Manners.
- raise questions about satire as a mode, as well as look at questions of genre, through Swift's satiric narrative within the mode of fictional travel writing.
- show, through a critical examination of Johnson and Gray's poems a continued association with classical poetry, the continuities and contrasts from the age of satire

to age of sensibility.

- examine the eighteenth century as a great period for non-fictional forms of writing, drawing attention to the ways in which the periodical essay.
- understand Gray's writing style gives a tone of grief and the poem is filled with sorrow

### **Learning Outcomes**

Teaching and Learning Activity, Assessment Tasks

- Understanding concepts Interactive discussions in small groups, initiating discussion topics, participation in classes discussions
- Expressing concepts through writing How to think critically and write with clarity Writing assignments
- Demonstrating conceptual and textual understanding in tests and exams
- Discussing questions and answering techniques
- Class test

**BA(H)ENGC-402**

**PAPER 9**

**BRITISH ROMANTIC LITERATURE**

**SEMESTER 4**

### **AIM:**

This paper focuses on the Romantic period of English literature and covers a historical span of about dealing with both canonical and non-canonical writers of the period.

### **Course Objectives:**

This course aims to

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

**Learning Outcomes Teaching and Learning Activity Assessment Tasks**

- Reading, writing and initiating discussions, participation in discussions of topics related to the Romantic period.
- Expressing concepts through writing. How to think critically and write with clarity.
- Demonstrating conceptual and textual understanding in tests and exams.
- Discussing exam questions and answering techniques.
- Class tests

**BA(H)ENGC-403  
PAPER 10  
BRITISH LITERATURE: 19TH CENTURY  
SEMESTER 4**

**Aim:**

- This paper focuses on the Victorian period of English literature and covers a large historical span from 1814 to 1900.
- It deals with The 19th Century novels and short stories.
- It emphasizes on the women writers and leading British writers.
- It deals with the concepts of Utilitarianism, Marriage and Sexuality, Faith and Doubt
- Students will understand the notions of The Writer and Society The Dramatic Monologue.

**Course Objectives:**

This course aims to

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

**Learning Outcomes Teaching and Learning Activity Assessment Tasks**

- Understanding concepts of 19<sup>th</sup> cent novels
- Expressing concepts through writing and reading
- Demonstrating conceptual and textual understanding in tests and exams
- Discussing exam questions and answering techniques
- Class tests

## **BA(H)ENGC-501**

### **PAPER 11**

#### **WOMEN'S WRITING**

##### **Course Statement**

This paper focuses on writings by women, about women. Since women are always defined in relation to men in a structurally patriarchal society, women writing about their experiences and identities are almost always writing about their community, since they do not have the privilege to write about themselves as individuals inhabiting a certain position in society. This paper focuses on those stories, poems, plays, novels, autobiographies, and theoretical writings that most clearly articulate the struggle to define experiences, and challenge patriarchal constructs. The texts in this paper focus on gender and sexuality as related to women, their bodies, their desires, and their aspirations. However, women do not form a homogenous group and their oppressions and acts of resistance need to be understood in all their complexities. Therefore, the inter-sectionality of the position of womanhood with caste, class, race, disability, education, slavery, etc., need to be studied with attention to the socio-economic historical location.

##### **Course Objectives**

This course aims to

- help students understand the social construction of woman by patriarchy;
- examine feminism's concerns of equality with men;
- highlight the structural oppression of women;
- foreground resistance by women;
- discuss women's writing as an act of resistance and of grasping agency;
- facilitate an understanding of the body of woman and its lived experience; and
- help students engage with the heterogeneity of the oppression of women in different places, historically and socially.

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

- Interpret literary works by women at an advanced undergraduate level;
- Explain and participate in critical and theoretical debates surrounding women's writing at advanced undergraduate level;
- Explain cultural, intercultural and transhistorical concerns relating to women's writing;
- Locate and compile selections from primary and secondary sources relevant to women authors.

## **BA(H)ENGC-502**

### **PAPER 12**

#### **BRITISH LITERATURE: THE EARLY 20TH CENTURY**

##### **Course Statement**

This paper provides a broad view of 20th century British literature, both in terms of time and genre. The transition from 19th century literary and artistic methods and forms to the growth of modernism in England cannot be understood without referring to similar developments on the continent. The course is also designed to include critical perspectives on questions of war, the nature of art, and the relationship between individuals and the State in the 20th century. Finally, the course also addresses questions relating to peculiarly modern forms of subjectivity and selfhood without which our existence within the modern world cannot be understood or analysed.

### **Course objectives**

This course aims to

- develop an understanding among students of the various forms of critique of modernity that evolved in England (and Europe) in the course of the 20th century;
- help students comprehend the path-breaking and avant-garde forms of literary expression and their departures from earlier forms of representations;
- facilitate an understanding of the impact of the two world wars on literary expression and the various political/ideological positions of the European intelligentsia vis-à-vis the phenomenon; and
- create an awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century.

### **Learning Outcomes:**

- Have a sophisticated understanding of the relationship between literary texts and social structures;
- Know the cultural, political, stylistic protocols of modernism and its various literary movements;
- Can read texts closely and know how to read both formal and thematic aspects of texts as part of larger cultural and historical movements.

## **BA(H)ENGC-601**

### **PAPER 13**

#### **MODERN EUROPEAN DRAMA**

##### **Course Statement**

This is a genre-based and performance-oriented paper. It provides an overview of formative theatrical movements in Europe. The plays included focus on innovative performance trends that began at the end of the nineteenth century and evolved into diverse forms in the twentieth century. Some of these are naturalism, expressionism, epic theatre and the theatre of the absurd. The impact of these new directions radiated across the globe and gave a new impetus to drama in the twentieth century. A deep engagement of theatre with important social issues of the time was central to these developments. The course focuses on the work of significant European playwrights from the late nineteenth century to the late twentieth century; a span of almost a century has been covered. The lived lives of people had a direct bearing with their representation on stage. At the level of performance, the shift from the naturalistic set-up to the more flexible epic theatre can be observed through these texts. Courses on Modern European Drama have generally been marked by a lack of women's voices.

### **Course Objectives**

This course aims to



- provide students with an overview of how modernity was introduced in the twentieth century through drama;
- help students understand the dynamic relationship between actors and audience, and to observe the transition from passive spectatorship to a more active and vital participatory process visible in newer forms in the 1970s;
- examine Ibsen's *A Doll's House* as it focuses on issues related to women in patriarchal institutions such as marriage;
- look at ideas of alienation in epic theatre, through a study of Brecht's *The Good Person of Szechuan*, and to link those ideas to Brecht's prose works
- examine Ionesco's play *Rhinoceros* in the light of his prose writings, *Present Past*, *Past Present*.

**Learning Outcomes:**

- Recall the social, cultural and historical context that inform Modern European Drama;
- Compare and contrast the different ideological constructs that have shaped the modern European Drama;
- Define and analyse the various trends involved in the formation of Modern European Drama, like realism, naturalism, notions of fact and illusion, metatheatre, aesthetics of silence;
- Compare and analyse the different theatrical modes like epic theatre, absurd theatre, theatre of cruelty and poor theatre.

**BA(H)ENGC-602**

**PAPER 14**

**POSTCOLONIAL LITERATURES**

Course Statement

This paper critically engages with postcolonial studies and its surrounding debates and seeks to uncover silenced voices, while moving the majoritarian viewpoint to the margins. It therefore puts into question the ideas of centres and margins of cultural spaces, and definitions of mainstream and 'vernacular' discourses. Literatures from Africa, the Caribbean, Latin America, and the Indian sub-continent are included to address the relationship between history and literature through multiple points of enquiry.

**Course Objectives:**

The paper aims to

- Introduce the students to postcolonial theorisations and texts from hitherto colonized regions;
- demonstrate an awareness of the postcolonial situation through the reading of a wide variety of texts;
- familiarize students with of the variety of postcolonial literatures from Africa, Latin America and South Asia and to counter the stereotypes usually associated with assumptions regarding these literatures;
- inculcate adequate knowledge of the importance of gender, class, and caste issues in postcolonial literatures; and
- expose students to various genres of writing: the novel, drama, short stories, prose writings, critical essays and poetry.

**Learning Outcomes:**

- Think critically about these texts in relation to postcolonial theory;
- Situate these works in their larger cultural contexts;
- Develop interpretive skills of close reading;
- Compare and contrast ideas, representations, and strategies of political and cultural resistance with reference to the historical and social contexts;
- Offer nuanced interpretations, articulate coherent arguments, and develop research skills through your written essays;
- To evaluate how race, class, gender, history and identity are presented and problematised in the literary texts.

## **Department Electives**

### **Learning outcomes of Elective Papers**

#### **Modern Indian Writing in English Translation [BA(H)ENGE-1]:**

##### **Learning outcomes:**

It is often argued that the best Indian literature is to be found in the various Indian languages. This course offers a choice selection of significant modern Indian literary works, produced in regional languages, from writers ranging from Tagore to Salma in English translation. It offers in miniature a “salad bowl” (Ashis Nandy) of Indian literary works in translation that illustrate the complexities of Indian identities, and encourages students to probe concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation.

##### **Objectives of the Course:**

- To introduce the student to the polyphony of modern Indian writing in translation.
- To understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
- To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
- To explore images in literary productions that express the writers sense of their society.
- Wherever possible a comparative study of the original and the translated texts to see the process of negotiation that constructs, and is constructed in, the English language translation.
- To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.

#### **Literature of the Indian Diaspora [BA(H)ENGE-2]:**

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

Literature of the Indian Diaspora constitutes a major study of the literature and other cultural texts of the Indian diaspora and the present course will encourage the learners to know more about diaspora theory in general. The course will lead the students to explore a whole new world of the literature which delves deep into the life of those who leaves one’s native place in search of a better promised life.

##### **Objectives:**

- The course will offer a major study of the literature and other cultural texts of the Indian diaspora.
- It will help one in understanding the importance of one's cultural values which they crave for once they leave their land
- Will provide a comprehensive understanding of conflict, cross cultural communication, identity crisis etc...

### **Research Methodology [BA(H)ENGE-3]:**

#### **Learning Outcomes:**

At the end of the course students will have a clear cut understanding of the process of formal research and how it helps in developing not only a better world but also a better society. The course will equip the students with the formal training that is required to complete one's thesis, treatise, dissertation or research papers.

#### **Objectives:**

- Develop quantitative research questions and testable hypotheses.
- Design quantitative studies to answer simple quantitative research questions.
- Comprehend, apply and communicate in the language of research and statistics.
- Demonstrate professional integrity in planning, interpreting and reporting the results of quantitative studies.

### **Literary Theory [BA(H)ENGE-4]:**

Literary theory has changed the way we think about literature, language, identity, and society. Although theory might sometimes seem intimidating, it can be very accessible and exciting. This course aims to demystify literary theory, showing how it illuminates literary texts and enriches our understanding and enjoyment of literature.

#### **Objectives:**

- The course will inspire students to examine the kinds of questions that literary theories attempt to answer.
- The course will encourage learner to explore the relevance of literary theory in our day to day lives and how we are affected by these ideas on daily basis.
- It will bring change in the way one reads literature or understands language, identity, and society