

Parishkar College of Global Excellence (Autonomous)



Scheme of Examination, Course Structure & Syllabus As Per the UGC Guidelines



Choice Based Credit System (CBCS)

For

B.A. English (Honours)

Head of Department (English)

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Faculty Members

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Introduction:

I. Choice Based Credit System (CBCS)

The **Choice Based Credit System (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. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on a student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

II. Programme Objectives (POs)

The syllabus of **BA English (Honours) programme** is designed to enhance a variety of literary, analytical, research, and theoretical skills among postgraduate students. The core, electives, and open electives courses in the syllabus are created to encourage students to think deeply and to reflect on what they have learned across the spatio-temporal, the socio-cultural and the economic-political transitions from ancient times to the present. It also aims to advance the domain of literary studies through an inter-disciplinary pedagogical framework.

III. Programme Specific Outcomes (PSOs)

By the end of the **BA English (Honours) programme** students they will have an in-depth understanding of how the literary underpins culture, politics and society transnationally. They will be able to apply proper research methods pertinent to English studies and related fields. In addition, they will also develop the ability to formulate research questions and write research papers and engage in critical writings.

Choice Based Credit System
B.A. (Honours) English Syllabus

	Core Course (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Discipline Specific Elective DSE (4)	Generic Elective GE (2)
	Credits (6)	Credits (2)	Credits (2)	Credits (6)	Credits (6)
I.	Indian Writing in English	English Communication Skills	Introductory Computer Skills/GIA*(1)		
	Women's Writing				
II.	British Poetry & Drama (14 th to 17 th c.)		Mathematical & Computational Thinking/GIA*(2)	Literature of the Indian Diaspora	Academic Writing in English
	American Literature				
III.	British Poetry & Drama (17 th to 18 th c.)		Professional & Leadership and Management Skills/GIA*(3)	Literature & Cinema	Contemporary India: Women and Empowerment
	Popular Literature				
IV.	British Poetry & Drama (18 th c.)		Creative Writing/GIA*(4)		Language & Linguistics
	British Romantic Literature				
	Indian Classical Literature				
V.	British Literature (19 th c.)			Literary Theory	
	Post-colonial Literature				
	European Classical Lit.				
VI.	British Lit. (Early 20 th c.)	Environmental Science		Literary Criticism	Media and Communication Skills
	Modern European Drama				

*GIA: General Interdisciplinary Awareness

B.A. Honours English
Semester I (i): Indian Writing in English

Credits: 06

Hours: 90

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of Colonialism/ post colonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Course Content

Unit I: Poetry and Drama

H.L.V. Derozio: 'Freedom to the Slave'

Kamala Das: 'An Introduction', 'My Grandmother's House'

Nissim Ezekiel: 'Enterprise', 'The Night of the Scorpion'

Robin S. Nangom: 'A Poem for Mother'

Girish Karnad: *Yayati*

Rabindranath Tagore: *Chitra*

Unit II: Short Stories

Rohinton Mistry: 'Swimming Lesson'

Shashi Deshpande: 'The Intrusion'

Rajinder Singh Bedi: 'Lajwanti'

A.K. Ramanujan: 'A Flowering Tree'

Rabindranath Tagore: 'Postmaster'

Unit III: Novels

Mulkraj Anand: *Untouchables*

Munshi Premchand: *Godan*

Unit IV: Essays

Mulkraj Anand: 'The source of Protest in my Novels'

Vandana Shiva: 'Homeless in the Global Village' (*Ecofeminism* Chapter 7)

Swami Vivekananda: *Chicago Addresses*

Sudhir Kakar: 'Culture and Psychoanalysis: A Personal Journey'

(*Culture and Psyche* Chapter 2)

Suggested Topics and Background Prose Readings for Class Presentations

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

Suggested Readings

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
2. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
3. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
4. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

Semester I (ii): Women's Writing

Credits: 06

Hours: 90

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- recognize the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- to understand the complexity of social and biological constructions of manhood and womanhood
- to examine the relationship of women to work and production

Course Content

Unit I: Poetry and Drama

Emily Dickinson: 'I cannot live with you', 'I'm wife; I've finished that'

Eunice De Souza: 'Advice to Women', 'Bequest'

Intiaz Dharker: 'Purdah' (I and II)

Lorraine Hansberry: *A Raisin in the Sun*

Unit II: Short Stories

Charlotte Perkins Gilman: 'The Yellow Wallpaper'

Katherine Mansfield: 'Bliss'

Mahashweta Devi: 'Draupadi'

Alice Munro: 'Boys and Girls'

Anita Desai: 'A Devoted Son'

Unit III: Novels

Alice Walker: *The Color Purple*

Emilie Bronte: *Wuthering Heights*

Unit IV: Essays

Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.

Elaine Showalter: 'Towards a Feminist Poetics'

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.

Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.

Suggested Topics and Background Prose Readings for Class Presentations

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.

B.A. Honours English

Semester II (i): British Poetry and Drama: 14th to 17th Centuries

Credits: 06

Hours: 90

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Course Content

Unit I: Poetry I

Geoffrey Chaucer: *The Wife of Bath's Prologue*

Edmund Spenser: Selections from *Amoretti*:

Sonnet LXVII 'Like as a huntsman'

Sonnet LVII 'Sweet warrior'

Unit II: Poetry II

William Shakespeare: 'Let me not to the marriage of true minds' (sonnet 116)

'When my love swears that she is made of truth' (Sonnet 138)

Unit III: Poetry III

John Donne: 'The Sunne Rising', 'Valediction: forbidding mourning'

John Milton: 'On his Blindness', 'On his 23rd Birthday'

Unit IV: Drama

Christopher Marlowe *Dr. Faustus*

William Shakespeare *Macbeth*

As You Like It

Suggested Topics and Background Prose Readings for Class Presentations

Renaissance Humanism, The Stage, Court and City

Religious and Political Thought, Ideas of Love and Marriage

The Writer in Society

Suggested Readings

1. Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
2. John Calvin, ‘Predestination and Free Will’, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
3. Baldassare Castiglione, ‘Longing for Beauty’ and ‘Invocation of Love’, in Book 4 of *The Courtier*, ‘Love and Beauty’, tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
4. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: BobbsMerrill, 1970) pp. 13–18.

B.A. Honours English
Semester II (ii): American Literature

Credits: 06

Hours: 90

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres

Course Content

Unit I: Poetry and Drama

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'

Robert Frost 'Once by the Pacific', 'Mending Wall'

Tennessee Williams: *The Glass Menagerie*

Unit II: Short Stories

Edgar Allan Poe 'The Purloined Letter'

F. Scott Fitzgerald 'The Crack-up'

William Faulkner 'Dry September'

Unit III: Fiction

Nathaniel Hawthorne: *The Scarlet Letter*

Toni Morrison: *Beloved*

Unit IV: Non-Fiction

Henry James: 'Art of Fiction'

Maya Angelou: *I know why the caged Bird Sings*

Suggested Topics and Background Prose Readings for Class Presentations

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 Crèvecoeur, '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).

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SEMESTER I

English Communication Skills (AECC)

Credits: 02

Hours: 30

Unit I

- a) Essential English Vocabulary of day-to-day life (around 1500 words)
- b) Parts of the speech (noun, pronoun, adjective, adverb etc.)
- c) Types of the sentences (affirmative, negative, interrogative- Y/N, Wh.)
- d) Auxiliary Verbs (use of is, are, am, do, does, did, has, have, had, has been, had been, will etc.)
- e) Modals (use of may, might, can, could, would, should, must etc.) [Invitation, request, gratitude, asking for information, seeking permission etc.]
- f) Articles (use of a, an, the)
- g) Preposition (use of in, into, at, over, above etc.)
- h) Some special constructions such as- feel like going to, had better, used to, as if, be, get, let etc.

Unit II

A) Conversational Skills

- a) Greeting and Self-introduction b) Daily routine c) My family d) My village/city
- e) My school/College f) My hobbies g) My favourites etc.

B) Speaking Skills

- a) Group Discussion b) Public Speaking

C) Learning through Audio-Visual Aids

- a) Storytelling and Listening b) Reading Aloud c) Mock Interviews
- d) Listening to English news and speeches e) Watching English songs and movies with subtitles

D) Translation from Hindi to English and vice versa

- a) Words b) Sentences

Unit III

Writing Skills

- a) Application Writing b) Letter Writing c) Report Writing
- d) E-mail Writing (formal and informal) d) Resume Writing

Unit IV

Introduction to Communication

- a) Types of Communication (Verbal and Nonverbal)
- b) Modes of Communication
- c) Personal, Social and Business Communication
- d) Intra-personal, Inter-personal and Group Communication
- e) Barriers and Strategies of Communication

Suggested Readings

Michael Swan: *Practical English Usage* (Oxford)

Dr Manoj Kumar Garg: *English Communication: Theory and Practice* (Scholar Tech)

Raymond Murphy: *English Grammar in Use* (Cambridge)

J.K. Gangal: *A Practical Course in Spoken English* (Prentice Hall)

Thomson and Martinet: *A Practical English Grammar* (Oxford)

Norman Lewis: *Word Power Made Easy* (Penguin)

B.A. Honours English
Semester II (DS Elective)
(Literature of the Indian Diaspora)

Credits: 06

Hours: 90

1. M. G. Vassanji *The Book of Secrets* (Penguin, India)
2. Rohinton Mistry *A Fine Balance* (Alfred A Knopf)
3. Amitav Ghosh *The Hungry Tide* (Harper Collins)
4. Jhumpa Lahiri *The Namesake* (Houghton Mifflin Harcourt)

Suggested Topics and Background Prose Readings for Class Presentations

The Diaspora

Nostalgia

New Medium

Alienation

Suggested Reading

1. "Introduction: The diasporic imaginary" in Mishra, V. (2008). *Literature of the Indian Diaspora*. London: Routledge
2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
3. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books

B.A. Honours English
Semester II (Generic Elective)
(Academic Writing and Composition)

Credits: 06

Hours: 90

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

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 Black Swan, 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 Academic Writing* (New York: Norton, 2009).