

**Syllabus and Scheme of Examination for B.A (English) Honours Programme**  
**Under Choice based credit system**  
**Structure of B.A.(ENGLISH) Honours Programme under CBCS**  
Course Code: **BH-ENG**

**Programme Outcomes (PO) of Bachelor of Arts (General) CBCS Programmes/Courses in the Institute of Integrated and Honours Studies, Kurukshetra University, Kurukshetra**

PO 1: Demonstrate a detailed knowledge and understanding of selected fields of study in core disciplines in the humanities, social sciences and languages;

PO 2: Apply critical and analytical skills and methods to the identification and resolution of problems within complex changing social contexts.

PO 3: Demonstrate a general understanding of the concepts and principles of selected areas of study outside core disciplines of the humanities, social sciences and languages;

PO 4: Apply an independent approach to knowledge that uses rigorous methods of inquiry and appropriate theories;

PO 5: Articulate the relationship between diverse forms of knowledge and the social, historical and cultural contexts that produced them;

PO 6: Communicate effectively and show ability to read, write, listen to and speak in a chosen language/s with fluency;

PO 7: Act as informed and critically discerning participants within the community of scholars, as citizens and in the work force;

PO 8: Work with independence, self-reflection and creativity to meet goals and challenges in the workplace and personal life.

**Programme Specific Outcomes (PSOs)**

After successful completion of the programme of BA Honours in English the student will be able to:

1. Cultivate and develop physical, intellectual, emotional, aesthetic, ethical and spiritual values to meet global competency.
2. Recognize the significance of their social and professional responsibilities as citizens with integrity
3. Have command over the four basic communicative skills.
4. Utilize different critical approaches and demonstrate them in the prescribed texts.

**Syllabus and Scheme of Examination for B.A (English) Honours Programme BTM,BCA**  
**B.Sc., Under Choice based credit system**  
**Structure of B.A.(ENGLISH) Honours Programme under CBCS**  
Course Code: **BH-ENG**

Semester	Core course (14) Credits (6)	Ability enhancement compulsory course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Discipline Specific Course DSE (6)	Generic Elective (6)
I	CC-1 CC-2	((English/ MIL communication)/Environment al Science)			GE-1
II	CC-3 CC-4	(English/ MIL communication)/Environment al Study)			GE-2
III	CC-5 CC-6 CC-7		SEC-1 Computer Science LEVEL- 1/Personality Development/MO OC*		GE-3
IV	CC-8 CC-9 CC-10		SEC-2 Computer Science LEVEL- 1/Personality Development/Sub ject/MOOC*		GE-4
V	CC-11 CC-12			DSE-1 DSE-2	GE-5
VI	CC-13 CC-14			DSE-3 DSE-4	GE-6

AECC will be offered according to the time table adjustments in the institute.

\*MOOC Course from Swayam portal

\*\* SEC can be offered in 3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup> semester according to the time table adjustments in the institute.

GE Course can be English/Hindi/subject other than Discipline offered by the institute depending upon the availability of faculty/ Infrastructure in the Institute.

General instructions:

1. One credit equivalent to 1 hour of teaching/2 hours of Practical work
2. Teaching workload will be calculated on the basis of teaching contact hours of the course
3. One credit (theory /Practical) equivalent to 25 marks

<b>Course</b>	<b>Number of courses</b>	<b>Credits Teaching/week</b>	<b>Tutorials/week</b>	<b>Total credits</b>	<b>Marks</b>
<b>Core courses</b>	<b>14</b>	<b>14 x5=70</b>	<b>14x1=14</b>	<b>84</b>	<b>14x150=2100</b>
<b>AECC</b>	<b>2</b>	<b>2x2=4</b>		<b>4</b>	<b>2X50=100</b>
<b>SEC</b>	<b>2</b>	<b>2x2=4</b>		<b>4</b>	<b>2X50=100</b>
<b>DSE</b>	<b>4</b>	<b>4X5=20</b>	<b>4X1=4</b>	<b>24</b>	<b>4X150=600</b>
<b>GE</b>	<b>6</b>	<b>6X5=30</b>	<b>6X1=6</b>	<b>36</b>	<b>6X150=900</b>
<b>Total</b>	<b>28</b>	<b>138</b>	<b>24</b>	<b>152</b>	<b>3800</b>

## Syllabus and Scheme of Examination B.A. ENGLISH (Hons.)

### Session 2020-21 in phased manner

Course Code	Semester	Courses	Paper No.	Credits	Teaching Hours (Per Week)	Maximum Marks			Duration Of Exam (Hours)
						Internal Assessment	End-Semester Examination (Theory)	Total	
BH-ENG 101	Semester-I	Indian Classical Literature	I	6	6	30	120	150	3
BH-ENG 102	Semester-I	European Classical Literature	II	6	6	30	120	150	3
AECC 100	Semester-I	English Communication	III	2	2	10	40	50	2
BH-ENG 103	Semester-I	Media and Communication Skills (Generic Elective)	IV	6	6	30	120	150	3
BH-ENG 201	Semester-II	Indian Writing in English	V	6	6	30	120	150	3
BH-ENG 202	Semester-II	British Poetry and Drama (14 <sup>th</sup> to 17 <sup>th</sup> centuries)	VI	6	6	30	120	150	3
ENV 200	Semester II	Environmental Science	VII	2	2	10	40	50	2
BH-ENG 203	Semester-II	Academic Writing and Composition	VIII	6	6	30	120	150	3
BH-ENG 301	Semester-III	American Literature	IX	6	6	30	120	150	3
BH-ENG 302	Semester-III	Popular Literature	X	6	6	30	120	150	3
BH-ENG 303	Semester-III	British Poetry and Drama (17 <sup>th</sup> and 18 <sup>th</sup> Centuries)	XI	6	6	30	120	150	3
PD 100	Semester III	Personality Development	XII	2	2	10	40	50	2
BH-ENG 304	Semester-III	Language and Linguistics	XIII	6	6	30	120	150	3
BH-ENG 401	Semester-IV	British Literature: 18 <sup>th</sup> Century	XIV	6	6	30	120	150	3

BH-ENG 402	Semester-IV	British Romantic Literature	XV	6	6	30	120	150	3
BH-ENG 403	Semester-IV	British Literature (19 <sup>th</sup> Century)	XVI	6	6	30	120	150	3
CS 400	Semester IV	Computer Science Level I	XVII	2	2	10	40	50	2
BH-ENG 404	Semester-IV	Contemporary India: Women and Empowerment	XVIII	6	6	30	120	150	3
BH-ENG 501	Semester-V	Women's Writing	XIX	6	6	30	120	150	3
BH-ENG 502	Semester-V	British Literature: The Early 20 <sup>th</sup> Century	XX	6	6	30	120	150	3
BH-ENG 503	Semester-V	Literary Criticism	XXI	6	6	30	120	150	3
BH-ENG504	Semester-V	Partition Literature	XXII	6	6	30	120	150	3
BH-ENG505	Semester-V	Literature and Cinema	XXIII	6	6	30	120	150	3
BH-ENG 601	Semester-VI	Modern European Drama	XXIV	6	6	30	120	150	3
BH-ENG 602	Semester-VI	Post-Colonial Literature	XXV	6	6	30	120	150	3
BH-ENG 603	Semester-VI	Modern Indian Writing in English Translation	XXVI	6	6	30	120	150	3
BH-ENG 604	Semester-VI	Literary Theory	XXVII	6	6	30	120	150	3
BH-ENG605	Semester-VI	Text and Performance	XXVIII	6	6	30	120	150	3
				<b>152</b>				<b>3800</b>	

**B.A. (Hons.) ENGLISH (Core Course)**

**FIRST SEMESTER**

**Paper I: Indian Classical Literature**

**Code: BH-ENG101**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory: 120**

**Time: 3 Hours**

**Course Outcomes:**

1. The students will be acquainted with India's rich literary legacy.
2. They will be familiarized with great classical writers of India.
3. They will understand the essence of great epics of India.
4. They will get an exposure to know great composite culture through translated works.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

**Unit-I:**

Kalidasa: *AbhijnanaShakuntalam*, tr. Chandra Rajan, in Kalidasa: *The Loom of Time* (New Delhi: Penguin, 1989).

**Unit-II**

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.

### Unit-III:

Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass)

### Unit-IV

Ilango Adigal: 'The Book of Banchi', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

### 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

### 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 Moksha', 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.

**B.A. (Hons.) ENGLISH (Core Course)**

**FIRST SEMESTER**

**Paper II: European Classical Literature**

**Course Code: BH-ENG102**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

- 1.They will be able to learn about western classical literature.
2. They will be able to understand the origin of drama.
- 3.They will be able to have knowledge of Greek mythology.
4. They will be able to learn ancient Greco-Roman comedy.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

- 1.The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I            Homer:            *Odyssey*, tr. E.V. Rieu (Harmondsworth: Penguin,1985).

Unit-II            Sophocles:        *Oedipus the King*, tr. Robert Fagles in Sophocles: The Three  
Theban Plays (Harmondsworth: Penguin, 1984).

Unit-III           Plautus:           *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin).



Unit-IV Ovid: Selections from *Metamorphoses* ‘Bacchus’, (Book III), ‘Pyramus and Thisbe’ (Book IV), ‘Philomela’ (Book VI), tr. Mary M. Innes (Harmondsworth Penguin, 1975).

**Suggested Topics and Background Prose Readings for Class Presentations/Assignments.**

The Epic

Comedy and Tragedy in Classical Drama

Catharsis and Mimesis

Satire

**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).

**B.A. (Hons.) ENGLISH (Ability Enhancement Compulsory Course)**

**FIRST SEMESTER**

**Paper III: English Communication**

**Session 2020-21**

**Credit: 2**  
**SEMESTER 1 AECC 100**

**Theory: 40**  
**Internal Assessment: 10**  
**Max. Marks: 50**  
**Time: 2 Hrs**

**Ability Enhancement Compulsory Course - English Communication Course Objectives**

The paper is designed to enhance proficiency in English language. It seeks to develop the basics of English language through different modules. Each unit will enable and capacitate the learner to have the communication competence which is required in the present-day world. The basic knowledge of communication in English will enable the learners to share and enliven ideas, experiences and know-how ubiquitous in the world.

**Course Outcomes:**

1. The students will learn the rhetoric of presentation.
2. They will learn to comment and respond to correspondence.
3. They will learn the basics of grammar and composition.
4. They will be acquainted with verbal and non-verbal communication.

**English Communication**

**UNIT – I Listening and Speaking Skills**

1. Listening Skills (Active-Passive, Accent)
2. Speaking Skills (Stress, Intonation, Assertion, Rhetorical questions)
3. Oral Presentation, Debates, Elocution and Extempore

**UNIT – II Writing Skills**

1. Report writing
2. Paragraph writing
3. Letter writing

**UNIT – III Technical and Modern Communication**

1. Resume writing
2. Email
3. Blogs and Comments on Social Media

**UNIT- IV Grammar**

1. Common errors in the use of English  
(Noun, Pronoun, Adjective, Adverb, Conjunction)
2. Correct use of verbs and Articles

3. Vocabulary: Homonyms, Homophones, Pair of words

**Ability Enhancement Compulsory Course - English Communication**

**Text Prescribed: English Language (To be edited)**

**Workload: 1 hours for teaching theory/text and 1 hour for composition / grammar  
for group of 20 (Twenty) students.**

**Scheme of Examination:**

**Note: All questions are compulsory.**

- |       |  |    |
|-------|--|----|
| Q. 1. | The paper setter will set two question from Unit II. The student shall attempt one out of the given two. | 10 |
| Q. 2  | This question shall be based on unit III. The student shall attempt one question out of two.             | 10 |
| Q. 3  | There will be 25 grammatical items based on unit IV. The student shall attempt any 20 items.             | 20 |

**Note: Internal Assessment: The student shall be required to make a presentation/PPT based on unit I.**

**B.A. (Hons.) ENGLISH (Generic Elective)**

**FIRST SEMESTER**

**Paper IV: Media and Communication Skills**

**Course Code: BH-ENG103**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. Students will be introduced to the concept of Communication.
2. Will be able to understand the role and impact of advertisements.
3. Will be able to draft scripts for electronic media.
4. Will be able to understand the impact of media on the society.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

**Unit-I Introduction to Mass Communication**

- (i) Mass Communication and Globalization
- (ii) 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.

## **Unit-II                      Advertisement**

- (i) Types of advertisements
- (ii) Advertising ethics
- (iii) 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

## **Unit-III                      Media Writing**

- (i) Scriptwriting for TV and Radio
- (ii) Writing News Reports and Editorials
- (iii) 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

## **Unit-IV                      Introduction to Cyber Media and Social Media**

- (i) Types of Social Media
- (ii) The Impact of Social Media
- (iii) Introduction to Cyber Media

**B.A. (Hons.) ENGLISH (Core Course)**

**SECOND SEMESTER**

**Paper V: Indian Writing in English**

**Course Code: BH-ENG201**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. Students will be introduced to great writers of India.
2. They will be able to understand the currents of Colonial and Post-Colonial India.
3. Will be able to appreciate the rich literary tradition of Writing in India.
4. They will get to know the importance of Humanism in literature.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I            R.K. Narayan:     *The Guide*

Unit-II           Anita Desai:     *In Custody*

Unit-III          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'

Unit-IV      Mulk Raj Anand:      'Two Lady Rams'  
                  Salman Rushdie:      'The Free Radio'  
                  Rohinton Mistry:      'Swimming Lesson'  
                  Shashi Deshpande:      'The Intrusion'

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

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**

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.

**B.A. (Hons.) ENGLISH (Core Course)**

## SECOND SEMESTER

## Paper VI: British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries

**Course Code: BH-ENG202**

**Credits:6****Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. Students will be introduced to great English Poets.
2. Will be able to understand the impact of Renaissance on Literature.
3. Will be acquainted with Shakespearean tragedy.
4. Will be able to understand and appreciate romantic comedy.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I	Geoffrey Chaucer:	‘The Wife of Bath’ from ‘Prologue’
	Edmund Spenser:	Selections from Amoretti: Sonnet LXVII ‘Like as a huntsman...’ Sonnet LVII ‘Sweet warrior...’ Sonnet LXXV ‘One day I wrote her name...’

Unit-II Christopher Marlowe: *Doctor Faustus*



Unit-III William Shakespeare: *Macbeth*

Unit-IV 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

The Writer in Society

### **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. (Hons.) ENGLISH (Ability Enhancement Compulsory Course)**

**SECOND SEMESTER**

**Paper VII: Environment Study**

**Syllabus to be prepared by the Faculty of Science**

**B.A. (Hons.) ENGLISH (Generic Elective)**

**SECOND SEMESTER**

**Paper VIII: Academic Writing and Composition**

**Course Code: BH-ENG203**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will be able to learn academic writing.
2. They will be able to edit documents.
3. They will be able to learn use of critical thinking while writing any document.
4. They will be able to paraphrase and summarize

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

**Unit-I** Introduction to the Writing Process

**Unit-II** Introduction to the Conventions of Academic Writing

**Unit-III** Writing in one's own words: Summarizing and Paraphrasing

## **Unit-IV**

### **Critical Thinking: Syntheses, Analyses, and Evaluation**

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

**B.A. (Hons.) ENGLISH (Core Course)**

**THIRD SEMESTER**

**Paper IX: American Literature**

**Course Code: BH-ENG301**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will be familiarized with American history and culture.
2. They will be able to understand social structure of American society.
3. They will be able to understand American concept of Liberty, fraternity and equality.
4. They will be able to learn various aspects of American literature.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I: Tennessee Williams: *The Glass Menagerie*

Unit-II Toni Morrison: *Beloved*

Unit-III: Edgar Allan Poe: 'The Purloined Letter'

F. Scott Fitzgerald: 'The Crack-up'

Leslie Marman Silko: "The Man to Send the Rain Clouds"

Unit-IV Walt Whitman: 'O Captain My Captain', 'One's Self I Sing',

‘Passage to India’

Robert Frost:

‘The Road Not Taken’, ‘Stopping by Woods on a Snowy Evening’, ‘Birches’

### **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

### **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.

**B.A. (Hons.) ENGLISH (Core Course)**

**THIRD SEMESTER**

**Paper X: Popular Literature**

**Course Code: BH-ENG302**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will be able to understand the representative literary and cultural texts.
2. They will understand the historical, geographical and cultural contexts.
3. They will be able to learn to compare and contrast different cultures.
4. They will learn about the life writing.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I: Lewis Carroll: *Through the Looking Glass*

Unit-II Agatha Christie: *The Murder of Roger Ackroyd*

Unit-III: ShyamSelvadurai: *Funny Boy*

Unit-IV DurgabaiVyam and Subhash VyamBhimayana:

*Experiences of Untouchability: Autobiographical Notes on Ambedkar*

## **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**

1. ChelvaKananayakam, '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*, vol. 45, 1978, pp. 542–61.



## **Paper XI: British Poetry and Drama: 17<sup>th</sup> and 18<sup>th</sup> Centuries (Core Course)**

**Course Code: BH-ENG303**  
**Credits:6**

**Max. Marks: 150**  
**Internal Assessment: 30**  
**Theory : 120**  
**Time: 3 Hours**

### **Course Outcomes:**

1. They will be able to learn about the various aspects of satire.
2. They will be familiarized with the decline of British drama in 17<sup>th</sup> century.
3. They will understand the background of Christianity.
4. They will be familiarized with first British woman writer.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

### **Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I:	John Milton:	<i>Paradise Lost- Book 1</i>
Unit-II	John Webster:	<i>The Duchess of Malfi</i>
Unit-III:	Aphra Behn:	<i>The Rover</i>
Unit-IV	Alexander Pope:	<i>The Rape of the Lock</i>

### **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**

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.

**B.A. (Hons.) ENGLISH (Skill Enhancement Course)**

**THIRD SEMESTER**

**Paper XII: Personality Development Semester III**

Credit: 2

M. M. 50

Course Code: PD 100

Theory 40

Assessment 10

Time: 2Hrs

**Course Outcomes:**

1. The students will learn the basics of personality.
2. They will learn the qualities of mentorship.
3. They will understand the importance of etiquettes in profession.
4. They will be acquainted with the parameters of verbal and non-verbal discussion.

**UNIT – I**

1. Definition and basics of personality
2. Body Language and Para Language
3. Self-introduction

**UNIT – II**

1. Listening skills
2. Barriers to listening
3. Overcoming the barriers

**UNIT – III**

1. Introduction to leadership
2. Group Dynamics/ Discussion
3. Qualities of Leadership

**UNIT – IV**

1. Public speaking/ Group discussions/ Voice modulation
2. Etiquettes related to professional competence
3. Grooming basics

**Personality Development**

**Scheme of Examination**

**Semester III**

**Paper-XII**

Credits 2

M. M. 50

Theory 40

Assessment 10

Paper Duration 2 Hours.

**Workload: 1 hours for teaching theory/text and 1 hour for composition / Practical for a group of 20 (Twenty) students.**

**Scheme of Examination:**

**Note: All questions are compulsory.**

**Each question carries 10 marks.**

- 1 The paper setter will set eight questions from Unit I to IV.  
(two from each unit)
- 2 The student shall attempt four questions in all choosing one from each unit.

**B.A. (Hons.) ENGLISH (Generic Elective)**

**THIRD SEMESTER**

**Paper XIII: Language and Linguistics**

**Course Code: BH-ENG304**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will be able to learn various ways of effective communication.
2. They will be familiarized with the historical background of language.
3. They will be able to understand the contrastive relationships of speech sounds.
4. They will be able to learn the structure of language.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

**Unit-I**

Language: language and communication; language varieties: standard and non- standard language; language change.

Masthrie, Rajend and Rakesh M Bhatt. 2008. *World Englishes: The study of new linguistic varieties*. Cambridge: Cambridge University Press.

**Unit-II**

Structuralism: De Saussure, Ferdinand. 1966. *Course in general linguistics*. New York: McGraw Hill Introduction: Chapter 3.

**Unit-III**

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 York: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7.

**Unit-IV**

Syntax and semantics: categories and constituents phrase structure; maxims of conversation.

Akmajian, A., R. A. Demers and R, M Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd ed. (Cambridge, Mass, MIT Press, 1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6.

**B.A. (Hons.) ENGLISH (Core Course)**  
**FOURTH SEMESTER**  
**Paper XIV: British Literature: 18<sup>th</sup> Century**

**Course Code: BH-ENG401**  
**Credits:6**

**Max. Marks: 150**  
**Internal Assessment: 30**  
**Theory : 120**  
**Time: 3 Hours**

**Course Outcomes:**

1. The students will be familiarized with the comedy of manners of 17<sup>th</sup> century.
2. They will learn the use of Irony and satire.
3. They will be able to understand English poetry and drama.
4. They will be familiarized with the rise of novel.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I:	William Congreve:	<i>The Way of the World</i>
Unit-II	Jonathan Swift:	<i>Gulliver's Travels</i> (Books III and IV)
Unit-III:	Samuel Johnson:	'London'
	Thomas Gray:	'Elegy Written in a Country Churchyard'
Unit-IV	Henry Fielding:	<i>Joseph Andrews</i>

## **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**

1. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
2. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
3. Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.



**B.A. (Hons.) ENGLISH (Core Course)**

**FOURTH SEMESTER**

**Paper XV: British Romantic Literature**

**Course Code: BH-ENG402**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will be familiarized with romantic literature.
2. They will be familiarized with the various aspects of nature.
3. They will be able to learn the scientific temperament of 19<sup>th</sup> Century.
4. They will understand the effect of Industrial revolution of man.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I: 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'

Unit-II William Wordsworth: 'Tintern Abbey', 'Ode: Intimations of Immortality'  
Samuel Taylor Coleridge: 'Kubla Khan', 'Dejection: An Ode'

Unit-III: 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'

Unit-IV 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**

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
4. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

**B.A. (Hons.) ENGLISH (Core Course)**

**FOURTH SEMESTER**

**Paper XVI: British Literature: 19<sup>th</sup> Century**

**Course Code: BH-ENG403**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will learn how science and religion go together.
2. They will be able to understand the development of novels as genre.
3. They will be familiarized with the optimism.
4. They will be familiarized with dramatic monologue.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I: Jane Austen: *Pride and Prejudice*

Unit-II Charlotte Bronte: *Jane Eyre*

Unit-III: Charles Dickens: *Hard Times*

Unit-IV Alfred Tennyson: 'The Lady of Shalott', 'Ulysses', 'The Defence of Lucknow'

Robert Browning: 'My Last Duchess', 'The Last Ride Together', 'Fra Lippo Lippi'

### **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**

1. Karl Marx and Friedrich Engels, ‘Mode of Production: The Basis of Social Life’, ‘The Social Nature of Consciousness’, and ‘Classes and Ideology’, in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
2. Charles Darwin, ‘Natural Selection and Sexual Selection’, in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
3. John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

**B.A. (Hons.) ENGLISH (Skill Enhancement Course)**

**FOURTH SEMESTER**

**Paper XVII: Computer Science Level-1**

**Syllabus to be prepared by Computer Science Dept.**

**B.A. (Hons.) ENGLISH (Generic Elective)**

**FOURTH SEMESTER**

**Paper XVIII: Contemporary India: Women and Empowerment**

**Course Code: BH-ENG404**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will be familiarized with the role of women in freedom movement.
2. They will learn about the laws legislated to protect the rights of the women.
3. They will be able to learn the status of women in pre-independence and independence India.
4. They will learn about the Indian Women writers.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

**Unit-I** Social Construction of Gender (Masculinity and Femininity) Patriarchy

**Unit-II** History of Women's Movements in India (Pre-independence, postindependence)

Women, Nationalism, Partition Women and Political Participation.

**Unit-III** Baby Kamble: *The Prisons We Broke*

**Unit-IV** Manju Kapur: *Difficult Daughters*

**B.A. (Hons.) ENGLISH (Core Course)**

**FIFTH SEMESTER**

**Paper XIX: Women's Writing**

**Course Code: BH-ENG501**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will understand the confessional poetry.
2. They will learn inequality to women.
3. They will learn rights of women and patriarchy.
4. They will learn about the contribution of feminism towards the empowerment of women.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I:	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'
Unit-II	Alice Walker:	<i>The Color Purple</i>
Unit-III:	Charlotte Perkins Gilman:	'The Yellow Wallpaper'
	Katherine Mansfield:	'Bliss'

Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002).

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

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

### **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. (Hons.) ENGLISH (Core Course)**

**FIFTH SEMESTER**

**Paper XX: British Literature: The Early 20<sup>th</sup> Century**

**Course Code: BH-ENG502**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will be familiarized with the autobiographical elements in Literature.
2. They will understand modernism.
3. They will be able to understand the psychological aspects in Literature.
4. They will be able to understand the human relationships in modern age.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I: Joseph Conrad: *Heart of Darkness*

Unit-II D.H. Lawrence: *Sons and Lovers*

Unit-III: Virginia Woolf: *Mrs Dalloway*

Unit-IV 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**

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.

**B.A. (Hons.) ENGLISH (Discipline Centric Elective)**

**FIFTH SEMESTER**

**Paper XXI: Literary Criticism**

**Course Code: BH-ENG503**  
**Credits:6**

**Max. Marks: 150**  
**Internal Assessment: 30**  
**Theory : 120**  
**Time: 3 Hours**

**Course Outcomes:**

1. They will understand the role of criticism in understanding Literature.
2. They will be familiarized with the two different ages.
3. They will understand the function of criticism.
4. They will be familiarized with the growth and development of Literary criticism.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I: Philip Sidney: *The Defense of Poesy*

Unit-II William Wordsworth: Preface to *Lyrical Ballads* (1802)

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

Unit-IV Matthew Arnold: 'The Function of Criticism at the Present Time', 'The Study of Poetry'

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

Summarising and Critiquing

Point of View

Reading and Interpreting

Plot and Setting

### **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.
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.

**B.A. (Hons.) ENGLISH (Discipline Centric Elective)**

**FIFTH SEMESTER**

**Paper XXII: Partition Literature**

**Course Code: BH-ENG504**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will be able to learn the impact of partition on sub-continental communities.
2. They will be able to learn human relationship in the partition Literature.
3. They will develop a strong understanding of the complex politics that led to the partition.
4. Students will develop an understanding of how “history” informs Literature.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I: Intizar Husain: *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa).

Unit-II Khushwant Singh: *Train to Pakistan*

Unit-III: a) Dibyendu Palit: ‘Alam's Own House’, tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453– 72.

b) ManikBandyopadhyay: ‘The Final Solution’, tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.

- c) Sa'adat Hasan Manto: 'Toba Tek Singh', in *Black Margins*: Manto, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.
- d) Lalithambika Antharajanam: 'A Leaf in the Storm', tr. K. Narayana Chandran, in *Stories about the Partition of India* ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45.

#### Unit-IV

- a) Faiz Ahmad Faiz: 'For Your Lanes, My Country', in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.
- b) Jibananda Das: 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in *Modern Indian Literature* (New Delhi: OUP, 2004) pp. 8–13.
- c) Gulzar: 'Toba Tek Singh', tr. Anisur Rahman, in *Translating Partition*, ed. Tarun Saint et. al. (New Delhi: Katha, 2001) p. x.

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

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

### **Readings**

1. Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
2. Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
4. Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.

### **Films**

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

Khamosh Paani: Silent Waters (dir. Sabiha Sumar, 2003).

Subarnarekha (dir. Ritwik Ghatak, 1965)

**B.A. (Hons.) ENGLISH (Generic Elective)**

**FIFTH SEMESTER**

**Paper XXIII: Literature and Cinema**

**Course Code: BH-ENG505**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. The students will be acquainted the language of literature and films.
2. They will be able to understand the adaptations of literary works into films.
3. They will learn to understand the cultural diversities through films.
4. They will be able to develop critical understanding of an adaptation into films.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

**Unit I**

James Monaco: 'The language of film: signs and syntax', in *How To Read a Film: The World of Movies, Media & Multimedia*

**Unit II**

William Shakespeare, *Romeo and Juliet* and its adaptations

**Unit III**

Bapsi Sidhwa, *Ice Candy Man* and its adaptation *Earth*.

## Unit IV

Ian Fleming, *From Russia with Love*, and its adaptation: *From Russia with Love*

### Suggested Topics and Background Prose Readings for Class Presentation Topics

Theories of Adaptation Transformation and Transposition Hollywood and 'Bollywood'

The 'Two Ways of Seeing' Adaptation as Interpretation

### Readings

1. Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).
2. Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.
3. Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.
4. Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).

Other films that may be used for class presentations:

1. William Shakespeare, *Comedy of Errors*, *Macbeth*, and *Othello* and their adaptations: *Angeer*(dir. Gulzar, 1982), *Maqbool* (dir. Vishal Bhardwaj, 2003), *Omkara*(dir. Vishal Bhardwaj, 2006) respectively.
2. Jane Austen, *Pride and Prejudice* and its adaptations: BBC TV mini-series (1995), Joe Wright (2005) and Gurinder Chadha's *Bride and Prejudice* (2004).
3. *Rudaali*(dir. Kalpana Lajmi, 1993) and *Gangoror* 'Behind the Bodice' (dir. Italo Spinelli, 2010).
4. Ruskin Bond, *Juno*(dir. ShyamBenegal, 1979), *The Blue Umbrella* (dir. Vishal Bhardwaj, 2005), and *SaatKhoonMaaf*(dir. Vishal Bhardwaj, 2011).
5. E.M. Forster, *Passage to India* and its adaptation dir. David Lean (1984).

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:

1. Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge Companion to Literature on Screen* (Cambridge: Cambridge University Press, 2007).
2. John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).
3. Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).
4. J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).
5. B. Mcfarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

**B.A. (Hons.) ENGLISH (Core Course)**

**SIXTH SEMESTER**

**Paper XXIV: Modern European Drama**

**Course Code: BH-ENG601**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. The students will be familiarized with the social drama.
2. They will be able to learn about the epic theatre.
3. They will be able to learn about the theatre of the Absurb.
4. They will understand the concept of Existentialism.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I:	Henrik Ibsen:	<i>Ghosts</i>
Unit-II	Bertolt Brecht:	<i>The Good Woman of Szechuan</i>
Unit-III:	Samuel Beckett:	<i>Waiting for Godot</i>
Unit-IV	Eugene Ionesco:	<i>Rhinoceros</i>

## **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**

1. Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

**B.A. (Hons.) ENGLISH (Core Course)**

**SIXTH SEMESTER**

**Paper XXV: Post-Colonial Literature**

**Course Code: BH-ENG602**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will be able to develop a detailed knowledge and understanding of the histories, politics and theoretical concepts deployed by the term Post Colonialism.
2. They will be able to learn different approaches to culture, nationalism, multiculturalism.
3. How to think critically about the contents of exploration and colonialism in relation to postcolonial societies.
4. Understand the gender and race in the context of Post-colonial societies.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I:	Chinua Achebe:	<i>Things Fall Apart</i>
Unit-II	Gabriel Garcia Marquez:	<i>Chronicle of a Death Foretold</i>
Unit-III:	Bessie Head:	‘The Collector of Treasures’
	Ama Ata Aidoo:	‘The Girl who can’
	Grace Ogot:	‘The Green Leaves’

Unit-IV	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**

1. Franz Fanon, ‘The Negro and Language’, in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngugi waThiong’o, ‘The Language of African Literature’, in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

**B.A. (Hons.) ENGLISH (Discipline Centric Elective)**

**SIXTH SEMESTER**

**Paper XXVI: Modern Indian Writing in English Translation**

**Course Code: BH-ENG603**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will be able to understand the concept of modernity in Indian writing in English.
2. They will be able to understand the struggle of people to survive in modern India.
3. They will be able to understand the social and political history of 20<sup>th</sup> Century India.
4. They will understand the economic disparity on human relationship.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

Unit-I: Premchand: 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).

Ismat Chughtai: 'The Quilt', in *Lifting the Veil: Selected Writings of Ismat Chughtai*, tr. M. Assaduddin (New Delhi: Penguin Books, 2009).

Gurdial Singh: 'A Season of No Return in Earthy Tones', tr. Rana Nayar (Delhi: Fiction House, 2002).

- Fakir Mohan Senapati: 'Rebati', in Oriya Stories, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).
- Unit-II Rabindra Nath Tagore: 'Light, Oh Where is the Light?' and 'When My Play was with thee', in Gitanjali: A New Translation with an Introduction by William Radice (New Delhi: Penguin India, 2011).
- G.M. Muktibodh: 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (Tr. Vishnu Khare and Adil Jussawala), in The Oxford Anthology of Modern Indian Poetry, ed. Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).
- Amrita Pritam: 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems, ed. K.M. George, vol. 3 (Delhi: Sahitya Academy, 1992).
- Thangjam Ibopishak Singh: 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans', tr. Robin S. Ngangom, in The Anthology of Contemporary Poetry from the Northeast (NEHU: Shillong, 2003).
- Unit-III: Dharamveer Bharati: *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009)
- Unit-IV G. Kalyan Rao: *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient BlackSwan, 2010).

### **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**

1. Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, Indian Literature, no. 151 (Sept./Oct. 1992).
2. B.R. Ambedkar, Annihilation of Caste in Dr. Babasaheb Ambedkar: Writings and Speeches, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.

3. Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.
4. G.N. Devy, 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient BlackSwan, 2009) pp. 1–5.



**B.A. (Hons.) ENGLISH (Discipline Centric Elective)**

**SIXTH SEMESTER**

**Paper XXVII: Literary Theory**

**Course Code: BH-ENG604**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will be able to identify, analyze, and described the critical ideas values and themes that appear in Literary and cultural texts.
2. They will be able to interpret Literature by applying the theories.
3. They will be able to understand relationship between the Literature and society.
4. They will understand the emerging ideas with the help of theories.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

1. The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

**Unit-I: 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-II            **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.
- b. Luce Irigaray: 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107–10.

## Unit-III:        **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.
- b. Michel Foucault: 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.

## Unit-IV        **Postcolonial Studies**

- a. Mahatma Gandhi: 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.
- b. Edward Said: 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.
- c. Aijaz Ahmad: 'Indian Literature': Notes towards the Definition of a Category', in *In Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243–285.

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

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

## **Readings**

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

**B.A. (Hons.) ENGLISH (Generic Elective)**

**SIXTH SEMESTER**

**Paper XXVIII: Text and Performance**

**Course Code: BH-ENG605**

**Credits:6**

**Max. Marks: 150**

**Internal Assessment: 30**

**Theory : 120**

**Time: 3 Hours**

**Course Outcomes:**

1. They will be familiarized with the performing arts.
2. they will be able to understand the various theories of Drama.
3. They will be able to Learn Literature through theatre.
4. They will be familiarized with the different types of theatres.

**Note:** (To be printed in the question paper)

1. The students are required to attempt five questions in all.
2. Question No.1 is compulsory.
3. Attempt one question from each of the 4 Units.
4. All questions carry equal marks.

**Note for Paper-Setters:**

- 1.The paper-setter will set 9 questions in all.
2. Besides question No.1, which is compulsory, a candidate shall attempt 4 questions selecting one question each from the four units, attempting five questions in all.
3. Question No. 1 shall have four short answer type questions evenly spread over all the four units. The student shall attempt all the four questions in about 150 words each.

**Unit-I Introduction**

- (i) Introduction to theories of Performance
- (ii) Historical overview of Western and Indian theatre
- (iii) 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

## **Unit-II        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

## **Unit-III        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

## **Unit-IV        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.