

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF

STUDY STRUCTURE, COURSES & SYLLABI OF

SEMESTER -VII & VIII



Anjana Sharma



Department of English

COURSES OFFERED BY DEPARTMENT OF ENGLISH SEMESTER VII

DISCIPLINE SPECIFIC CORE COURSE- (DSC-19): Indian Popular Literature

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisites of the Course | Department offering the course |
|-------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|------------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSC-19 Indian Popular Literature | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

Learning Objectives

- To analyze stylistic features of popular Indian literary genres— that include Fantasy Detective Fiction, Science Fiction, and Graphic Fiction.
- To study the cultural and historical significance of Indian texts within the broader field of popular culture.

Learning Outcomes

By studying this course, students will be able to:

- Examine how popular culture constructs meaning, influences readership, and negotiates its position within literary and cultural hierarchies.

- Develop an understanding of the value of the 'popular' as a category of thought.

UNIT I: (15 weeks-1 hour/week)

Devakinandan Khatri, *Chandrakanta*, Indian Puffin, 2008.

UNIT II: (15 weeks-1 hour/week)

Vandana Singh, *The Woman Who Thought She Was a Planet and Other Stories*, Penguin, 2008.

UNIT III: (15 weeks-1 hour/week)

Satyajit Ray, "Joy Baba Felunath," *The Complete Adventures of Feluda*, Vol I, Penguin Books, 2015, pp. 451-507

Sardindu Bandopadhyaya, "The Menagerie" from *The Menagerie and Other Byomkesh Mysteries*. Penguin Books India, 2022, pp. 8-151.

Unit IV: (15 weeks-1 hour/week)

Durgabhai Vyam and Subhash Vyam, *Bhimayana*, Narayana, 2011.

Kajri Jain, "More than Meets the Eye: The circulation of Images and embodiment of value," Samathi Ramaswamy (ed), *Beyond Appearances: Visual Practices and Ideologies in Modern India*, New Delhi: Sage, 33-70.

Sandra B Freitag, "The realm of the visual: Agency and modern civil society," Sumathi Ramaswamy (ed), *Beyond Appearances: Visual Practices and Ideologies in Modern India*, New Delhi: Sage, 365-398.

Suggested Readings

1. Theodor Adorno, 'Culture Industry: Reconsidered,' *The Culture Industry --- selected essays on mass culture*, edited with an introduction by J M Bernstein, London, Routledge, 1991, 98-106.
2. Stuart Hall, 'Cultural studies: two paradigms,' *Media Culture Society* 1980, 2-57.
3. Jaques Derrida. "Law of Genre," *Signature Derrida*, University of Chicago Press, 2013.
4. Simon J. Evnine. "'But Is It Science Fiction?': Science Fiction and a Theory of Genre," *Midwest Studies In Philosophy*, XXXIX (2015).
5. Bodhisattva Chattopadhyay, Aakriti Mandhwani, Anwesha Maity, edited., *Indian Genre Fiction: Pasts and Future Histories*. Routledge, 2019.

Common Pool of Discipline Specific Elective (DSE) Courses for Semester VII

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-13): Research Methodology

No. of hours- 60 (Theory- 60 hrs.+Tutorials-00 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibilit y criteria | Pre-requ isite of the course | Department offering the course |
|-----------------------------------|---------|--------------------------------------|----------|------------------------|--------------------------|---------------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-13 Research Methodology | 4 | 3 | 0 | 1 | Passed Class XII | NIL | English |

Learning Objectives

- To introduce students to the fundamentals of academic reading and writing and facilitate an engagement with the skills required at each stage of research that could be applied in creating a research proposal
- To enable students to reflect on the paradigm shifts within literary criticism and to examine the possibilities of interdisciplinarity while examining the texts that they work with

Learning Outcomes

By the end of this course, students shall be able to:

- Analyze literary texts by integrating various research paradigms and academic reading techniques and demonstrate an understanding of research methodologies which will culminate in the selection of a topic for research.

- Manage essential skills for academic inquiry at the undergraduate level, formulate well-structured research proposals, compile bibliographies or/and annotated bibliographies, and integrate the stylesheet guidelines in their writing.

SYLLABUS OF DSE-13

UNIT– I: Types of Research Methods in English Studies (15 weeks)

1. Methods (Qualitative and Quantitative) and Problems of English Studies
2. Approaches and Comparison of Methods
3. Critical Theory and English Studies
4. Indian Concepts of Research: Pramana, Pratyaksh, Anumana, Upmana, Shabda, Arthapatti, Anupalabdhi

UNIT– II: Conducting Research and Writing Papers (15 weeks)

1. Finding a Topic – Analysis, Textual, Critical, or Application based
2. Raising Research Questions
3. Writing Research Papers

UNIT– III: Academic Writing and Ethics (15 weeks)

1. Finalizing Research Papers for publication
2. Citation Methods and bibliography
3. Ethics in Researching and Publishing

UNIT– IV: Submission of research article (15 weeks)

Each student will be required to submit a research article of 2500-3000 words in consultation with the assigned teacher.

Suggested Readings:

1. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage, 2017.
2. Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd edn. New York: CUP, 1998.
3. Dev, Anjana N(ed.). *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.

4. Richards, I.A. *Practical Criticism: A Study of Literary Judgement*. New York: HarcourtBrace, 1929.
5. Bailey, Stephen. *The Essentials of Academic Writing for International Students*. London: Routledge, 2015.
6. Orwell, George. *Politics and the English Language*. United Kingdom: Sahara Publisher Books, 1946.
7. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.
8. Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage, 2014.
9. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi: OUP, 2016.
10. Griffin, Gabrielle, ed. *Research Methods for English Studies*. 2nd edn. New Delhi: Rawat Publications. 2016 (Indian Reprint)
11. Chatterjee Satischandra. *The Nyaya Theory of Knowledge* Book 1 from Pg-1-110 Calcutta: University of Calcutta, 1939.

DISCIPLINE SPECIFIC ELECTIVE COURSE– (DSE-14): Latin American Literature

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|-------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-14 Latin American Literature | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

This paper is aligned with Sustainability Development Goals 2030: #10 – Reduced Inequalities and #16 – Peace, Justice and Strong Institutions

Learning Objectives

- To introduce students to the field of Latin American Studies in terms of form, narratology and historicity derived from a non-Eurocentric understanding of the world and to indicate lineages of thought in common with colonization and its legacy in India.
- To indicate the richness of Latin American writings and their use of indigenous traditions.

Learning Outcomes

By the end of this course, students shall be able to:

- Understand and analyze the complex realities mediated by Latin American writers and deepen their understanding of the effects of colonization across the world.
- Appreciate the literary techniques and contextual significance of literary writings in Latin America.

SYLLABUS OF DSE-14**UNIT – I (15 weeks-1 hour/week)**

García Márquez, Gabriel. *Chronicle of a Death Foretold*. United Kingdom, Knopf Doubleday Publishing Group, 2014.

UNIT – II (15 weeks-1 hour/week)

Juan Rulfo, "Luvina", *The Penguin Book of Latin American Short Stories*. ed. Thomas Colchie, United Kingdom: Penguin, 1993.

Gabriela Mistral: (i) "The Story Teller" (ii) "Ballerina"

Jose Marti: (i) "A Sincere Am I" (ii) "Once I was Sailing for Fun"

UNIT – III (15 weeks-1 hour/week)

Galeano, Eduardo. *Lust for Gold, Lust for Silver*. 1973. Translated by Cedric Belfrage. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. Monthly Review Press, 1997, pp. 11–58

Partnoy, Alicia. *The Little School: Tales of Disappearance and Survival*. San Francisco: Midnight, editions Cleis Press, 1986. pp 77-95

UNIT – IV (15 weeks-1 hour/week)

Borges, Jorge Luis. "Garden of Forking Paths," from *Labyrinths*. United Kingdom, Penguin, 1970.

Octavio Paz: "As One Listens to Rain," "Spaces," "Between Going and Staying."

Suggested Readings:

1. García Márquez, Gabriel. *The solitude of Latin America: Nobel lecture*. United States: Targ Editions, 1984.
2. Fernández Retamar, Roberto. *Caliban and Other Essays*. United States: University of Minnesota Press, 1989.
3. Galeano, Eduardo. *Open veins of Latin America*. United Kingdom: Monthly Review Press, 1997. Pp 1-31
4. Carpentier, Alejo. 'On the Marvelous Real in America', *Magical Realism: Theory History and Community*. eds Lois P. Zamora and Wendy B. Faris, United Kingdom: Duke University Press, 1995. pp. 75-88.
5. de Las Casas, Bartolomé. *The devastation of the Indies: a brief account*. United Kingdom: Johns Hopkins University Press, 1992.

AS

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-15)
Contemporary South Asian Literature

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|------------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE- 15 Contemporary South Asian Literature | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

This paper is aligned with Sustainability Development Goals 2030: #5 – Gender Equality, 10 – Reduced Inequality and #13 – Climate Action

Learning Objectives

- To examine how contemporary South Asian literature reflects and shapes societal understandings of gender roles, identities, and power dynamics through selected novels, so as to contextualise Indian models in a richer way.
- To develop critical reading skills by analyzing literary texts through a gendered lens, applying feminist and postcolonial theories to explore the relationship between literature and gender in a specific spatial and historical context.

Learning Outcomes

By the end of this course:

- Students will be able to analyze representations of gender in South Asian literature, applying intersectional frameworks to explore their connections with class, ethnicity, and religion, and add this to their knowledge of the Indian scenario.
- Students will be able to articulate well-supported interpretations of literary texts, engaging with scholarly debates on gender and literature in South Asia.

AS

SYLLABUS OF DSE-15

UNIT – I (15 weeks-1 hour/week)

Shyam Selvadurai: *Cinnamon Gardens*. Penguin India. 2001.

UNIT – II (15 weeks-1 hour/week)

Kiran Desai: *Hullabaloo in the Guava Orchard*. Faber. 2012.

UNIT – III (15 weeks-1 hour/week)

Manjushree Thapa: *The Tilled Earth*. Aleph. 2012.

UNIT – IV (15 weeks-1 hour/week)

Easterine Kire, *Sky is My Father: A Naga Village Remembered*, Speaking Tiger, 2018.

Suggested Readings:

1. Sinha, Mrinalini. 'A Global Perspective on Gender: What's South Asia Got to Do with It?', *South Asian Feminisms: Contemporary Interventions*. ed. Ania Loomba and Ritty A. Lukose, Durham and London: Duke University Press, 2012. pp 356-374
2. Ratnasinha, Ruvani. 'Writing and reading Sri Lanka: Shifting politics of cultural translation, consumption, and the implied reader,' *Journal of Commonwealth Literature*. Vol. 48, 2013. pp 27-39
3. Pun, Min. 'The Canons of Nepali Fiction in English,' *Tribhuvan University Journal*. vol 31, no. 1 and 2, June/December, 2017. pp 63-74
4. Kamla Bhasin. *Understanding Gender*. New Delhi: Kali for Women. 2000.
5. Tilottoma Misra, "Introduction" from *The Oxford Anthology of Writings from North-East India: Poetry and essays*. India, Oxford University Press, 2011.

AS

DISCIPLINE SPECIFIC ELECTIVE COURSE– (DSE-16): Twentieth Century European Fiction

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|----------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-16 Twentieth Century European Fiction | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

This paper is aligned with Sustainability Development Goals 2030: #5 – Gender Equality, , 10 – Reduced Inequality and #16 – Peace, Justice and Strong Institutions

Learning Objectives

- To introduce students to key literary movements of 20th century European fiction—such as modernism, existentialism, and postmodernism—through texts that exemplify diverse narrative styles and thematic concerns.
- To develop critical reading and analytical skills by interpreting literary texts, exploring narrative techniques, and engaging with key discussions on authorship, identity, and historical context in 20th-century European fiction.

Learning Outcomes

At the end of this course:

- Students will develop an understanding of European literary imaginings by exploring key themes, styles, and movements in 20th-century fiction.
- Students will enhance their analytical skills by engaging with the specific narrative techniques and cultural contexts of European writings.

SYLLABUS OF DSE-16

UNIT – I (15 weeks-1 hour/week)

Italo Calvino: *If on a Winter's Night a Traveller* (1979)

As

UNIT – II (15 weeks-1 hour/week)

Franz Kafka: *Metamorphosis* (1915)

Isaac Babel: "The Story of My Dovecote"

UNIT – III (15 weeks-1 hour/week)

Camus, Albert. *The Stranger* (1961)

Natalia Ginzburg. "The Mother"

UNIT – IV (15 weeks-1 hour/week)

Jose Saramago. *Blindness*. Vintage Classics, 2013.

Suggested Readings:

1. Calvino, Italo, et al. *Italo Calvino: A Journey Toward Postmodernism*. United States: University Press of Florida, 1999.
2. Blanchot, Maurice. 'Reading Kafka', *The Work of Fire*. trans. Charlotte Mendel, California: Stanford University Press, 1995. pp 1-11
3. Kundera, Milan. 'The Depreciated Legacy of Cervantes', *The Art of the Novel*. trans. David Belos, UK: Penguin, 2004. pp 3-20
4. Judt, Tony. 'The past is another country: myth and memory in post-war Europe', *Memory and Power in Post-War Europe: Studies in the Presence of the Past*. United Kingdom: Cambridge University Press, 2002. pp 157-183
5. Bauman, Zygmunt. 'Dream of Purity', *Postmodernity and Its Discontents*. United Kingdom: NYU Press, 1997.
6. Dubravka Ugrešić: "The Writer in Exile"
https://cudzoziemki.weebly.com/uploads/2/6/3/4/26347577/dubravka_ugresic_writer_in_exile.pdf

As

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-17) INDIA AND THE WORLD

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|-------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-17 India and the World | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

This paper is aligned with Sustainability Development Goals 2030: #17 International collaboration and partnership

Learning Objectives

- To examine the impact of Indian heritage, literary traditions, and artistic styles on global narratives and cultures.
- To explore connections between India's cultural heritage and transnational influences, thereby enhancing understanding of India's role in the international arts and literature.

Learning Outcomes

By the end of the course students will be able to:

- have a substantial understanding and a nuanced appreciation of the interconnectedness of cultures and India's pivotal role in enriching the world's literary and cultural fabric.
- learn in detail about India's literary and cultural heritage and its intellectual connections across centuries.

AS

SYLLABUS OF DSE-17

Unit 1: (15 Weeks- 1 hour/week)

Charles Wilkin. *The Bhāgavat-gēētā: Or, Dialogues of Krēṣhṇā and Ārjōṇ; in Eighteen Lectures with Notes*. United Kingdom, C. Nourse, 1785.

Unit 2: (15 weeks-1 hour/week)

William Jones: "The Third Anniversary Discourse" (delivered 2 February 1786, by the President at the Asiatic Society of Bengal).

Edwin Arnold: *The Light of Asia or The Great Renunciation* (1879), Zinc Read, 2023.

Unit 3: (15 weeks-1 hour/week)

Swami Vivekanand: "Address at the Parliament of Religions" (1893) (From *Penguin Swami Vivekanand Reader*, edited by Makarand Paranjape, Penguin 2004)

Rabindranath Tagore: *Greater India*, (1921), Rupa Publications, 2003.

"Vishva Sahitya" (From *Rabindranath Tagore in the 21st Century Theoretical Renewals*, Springer 2015)

Unit 4: (15 weeks-1 hour/week)

Meena Alexander: "Water Crossing", "Acqua Alta", "Crossing the Indian Ocean"

Sugata Bose: "Expatriate Patriots: Anticolonial Imagination and Action", "A Different Universalism? Oceanic Voyages of Poet as Pilgrim", *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*, Harvard University Press, 2006.

Suggested Readings:

Michael J. Franklin. 'Orientalist Jones': *Sir William Jones, Poet, Lawyer, and Linguist, 1746- 1794*, Oxford University Press, 2011.

Claude Markovits. *India and the World: A History of Connections*, C. 1750-2000, Cambridge University Press, 2021.

Edward A. Alpers. *The Indian Ocean in World History*. Oxford University Press, 2014.

Martín Gurvich. *Living Traditions in Indian Art. Museum of Sacred Art*, 2010.

Supriya Choudhri, "Singular Universals: Rabindranath Tagore on World Literature and Literature in the World", S. Datta and S. Dasgupta (eds.) *Tagore: The World as His Nest*, Jadavpur University Press, 2016.

Common Pool of Generic Elective (GE) Courses for ODD Semesters

NOTE: The Generic Electives for the ODD SEMESTERS will also run for Semester VII students.

AS



Department of English

COURSES OFFERED BY DEPARTMENT OF ENGLISH SEMESTER VIII

DISCIPLINE SPECIFIC CORE COURSE– (DSC-20): Postcolonial Literature

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibilit y criteria | Pre-requ isite of the course | Department offering the course |
|--------------------------------------|---------|--------------------------------------|----------|------------------------|--------------------------|---------------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSC-20 Postcolonial Literature | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

This paper is aligned with Sustainability Development Goals 2030: #5 – Gender Equality, 10 – Reduced Inequality and #16 – Peace, Justice and Strong Institutions

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with a foundational understanding of the continuing danger of pressures of colonization and of the need to resist these through a study of post-coloniality.
- To open up a sense of pan-national resistance through a study of emergent literatures in English from a range of former colonies and their shared experience of dispossession.

AS

Learning outcomes

By studying this course

- Students will be able to instill a basic sense of how postcolonialism signals new affiliations among emergent nation-states by reflecting upon the erasure of ancient, connected histories erased through colonialism.
- Students will develop an understanding of how both colonialism and postcolonialism are transitional categories of thought that shape our contemporary world in ways that are still nascent.

SYLLABUS OF DSC-20

UNIT – I (15 weeks-1 hour/week)

Chinua Achebe: *Things Fall Apart*. Penguin. 1994.

UNIT – II (15 weeks-1 hour/week)

Bessie Head. "The Collector of Treasures", *The Collector of Treasures and Other Botswana Village Tales*. Spain: Longman Publishing Group, 1992.

Ama Ata Aidoo. "The Girl Who Can", *The Girl Who Can and Other Stories*. UK: Pearson Education, 2002.

Grace Ogot. "The Green Leaves", *Land without Thunder*. Kenya: East African Publishing House, 1968.

UNIT – III (15 weeks-1 hour/week)

Adil Jussawalla: (i) "Colour Problems in the Family" (ii) "The Man and the Poet"

Derek Walcott: (i) "A Far Cry from Africa" (ii) "Names"

Mamang Dai: (i) "Small Towns and the River" (ii) "The Voice of the Mountain"

Unit IV (15 Weeks 1hour/week)

Amitav Ghosh. *Sea of Poppies*. Penguin India. 2011.

Suggested readings:

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

4. Said, Edward. "Introduction", "The Scope of Orientalism",
Orientalism. Harmondsworth: Penguin, 1978.
5. Young, Robert. "Colonialism and the Politics of Postcolonial Critique",
Postcolonialism: An Historical Introduction. Blackwell Publishing, 2001. pp 1-11

AS

Common Pool of Discipline Specific Elective (DSE) Courses for Semester VIII

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-18) TRAVEL WRITINGS

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-18 Travel Writings | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

This paper is aligned with Sustainability Development Goals 2030: #13 Climate Action

Learning Objectives:

- To introduce students to travel writing, its historical development, key characteristics, and diverse forms
- To develop critical reading and analytical skills by evaluating travel narratives, their rhetorical strategies, and their cultural, historical and literary significance.

Learning Outcomes:

At the end of this course

- Students will be able to analyze the conventions of travel writing, examining how they shape perceptions of place, culture, and identity and histories.
- Students will critically engage with travel writing's ethical implications, its role in cultural representation, and its broader literary and social impact.

SYLLABUS OF DSE-18

UNIT – I (15 weeks-1 hour/week)

Dervla Murphy. *On a Shoestring to Coorg: An Experience of Southern India*. Speaking Tiger, 2018.

UNIT – II (15 weeks-1 hour/week)

Paul Theroux. *The Great Railway Bazaar*. Penguin UK. 2008.

UNIT – III (15 weeks-1 hour/week)

Ved Mehta. *Walking the Indian Streets*. Legare Street Press. 2022.

UNIT – IV (15 weeks-1 hour/week)

Eric Newby. *Slowly Down the Ganges*. United Kingdom, HarperCollins Publishers Limited, 2011.

Suggested Readings:

1. Susan Bassnett. "Travel Writing and Gender", *Cambridge Companion to Travel Writing*. ed. Peter Hulme and Tim Young, Cambridge: CUP, 2002. pp 225-241
2. Tabish Khair. "An Interview with William Dalrymple and Pankaj Mishra", *Postcolonial Travel Writings: Critical Explorations*. ed. Justin D Edwards and Rune Graulund, New York: Palgrave Macmillan, 2011. pp 173-184
3. Casey Balton. "Narrating Self and Other: A Historical View", *Travel Writing: The Self and The Other*. Routledge, 2012. pp 1-29
4. Sachidananda Mohanty. "Introduction: Beyond the Imperial Eyes", *Travel Writing and Empire*. New Delhi: Katha, 2004. pp ix –xx.

AS

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-19) GENRE FICTION

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|-------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-19 Genre Fiction | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

This paper is aligned with Sustainability Development Goals 2030: #13 Climate Action, # 5 Gender Equality

Learning Objectives

- To introduce students to genre fiction, its defining characteristics, conventions, and subgenres, so that they develop an understanding of the depth of cultural conversation.
- To develop critical reading and analytical skills by examining how genre influences narrative structure, character development, and thematic concerns.

Learning Outcomes

At the end of this course:

- Students will be able to analyze the key conventions of different genres, understanding how they shape reader expectations and literary interpretation, and also develop an understanding of the complexity of popular culture.
- Students will critically engage with genre fiction's cultural significance, its relation to literary trends, and its engagement with historical and cultural representations.

SYLLABUS OF DSE-19

UNIT – I (15 weeks-1 hour/week)

Arthur Conan Doyle: *The Sign of Four*. Penguin UK. 2014.

UNIT – II (15 weeks-1 hour/week)

Kashigo Ishiguro: *Never Let Me Go*. Thorndike. 2005.

AS

UNIT – III (15 weeks-1 hour/week)

Rajat Chaudhuri. *The Butterfly Effect*. India, Niyogi Books, 2018.

Unit IV (15 Weeks – 1 Hour/week)

Issac Asimov. *The Foundation*. HarperCollins, 2016.s

Suggested readings:

1. H. Thomas Milhorn: *Writing Genre Fiction: A Guide to the Craft* (2006)
2. Beth Driscoll, Kim Wilkins, Lisa Fletcher: *Genre Worlds: Popular Fiction and Twenty-First-Century* (2022)
3. Joyce G. Saricks: *The Readers' Advisory Guide to Genre Fiction* (2009)
4. Jeremy Rosen: 'Literary Fiction and the Genres of Genre Fiction' Posted 8th July, 2018.

<https://post45.org/2018/08/literary-fiction-and-the-genres-of-genre-fiction/>

AS

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-20) AFRICAN LITERATURE

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-20 African Literature | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

Learning Objectives

- To introduce students to African literature's diverse forms, styles, and thematic concerns through a range of texts based on ideas of indigeneity, folk lore, and orality.
- To develop students' critical and analytical skills for interpreting African literary texts within historical, cultural, and postcolonial contexts that demonstrate the retrieval of lost histories and traditions.

Learning Outcomes

By the end of this course

- Students will be able analyze key themes, motifs, and literary techniques in African literature, exploring its engagement with identity, colonialism, and social change.
- Students will become aware of histories of cultural erasure and political misrepresentation that shape African literary texts, using textual evidence and critical perspectives to support their arguments.

SYLLABUS OF DSE-20

UNIT – I (15 weeks-1 hour/week)

Nwapa Flora: *Efuru*. Bloomsbury. 2023.

UNIT – II (15 weeks-1 hour/week)

Wole Soyinka. "A Dance of the Forests", *Collected Plays: Vol 1*. OUP, 1997.

UNIT – III (15 weeks-1 hour/week)

Nadine Gordimer. "Jump", *Jump and Other Stories*, UK: Bloomsbury Publishing, 2012.

Gabriel Okara. "Once upon a time", *Collected Poems African Poetry Book Series*. ed. Brenda Marie Osbey, University of Nebraska Press 2016.

Otok P Bitek. "Song of Lawino", *Anthology of African Literature*. ed. Anthonia C. Kalu, New Delhi: Viva Books, 2012. pp 739-51

Unit IV (15 weeks-1 hour/week)

Mandela, Nelson. 'Part 4: The Struggle is My Life' and 'Part 7: Riviona', "The Birth of a Freedom Fighter," *Long Walk to Freedom*. London: Abacus, 1995. pp 153-64 and pp 319-22

Nelson Mandela. "Zenani and Zindzi Mandela (23.06.69)," "To Nolasapho Irene Mkwazi (29.09.69)" and "To K. D Matanzima (19.05.86)" From *Prison Letters: Nelson Mandela*, edited by Sakhum Venter, Liveright, 2019.

Suggested Readings:

1. Mphahlele, Ezekiel and Es'kia Mphahlele. 'The African Personality' and 'What Price Negritude?', *The African Image*. NY: Praeger, 1962. pp 19-24 and 31-39
2. Achebe, Chinua. 'The African Writer and the English Language', *Morning yet on Creation Day*. London: Heinemann, 1975.
3. Adichie, Chimamanda. *We Should All Be Feminists*. New York: Vintage, 2014.

AS

DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-21) INTRODUCTION TO DIGITAL HUMANITIES

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|----------------------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-21 Introduction to Digital Humanities | 4 | 3 | 0 | 1 | Passed Class XII | NIL | English |

This paper is aligned with Sustainability Development Goals 2030: #8 Decent Work and Economic Growth, # 10 – Reduced Inequality and #16 – Peace, Justice and Strong Institutions

Learning Objectives

The course aims at;

1. Developing familiarity with theoretical and applied aspects of Digital Humanities.
2. Enhancing competence in digital research practices.

Learning Outcomes

After the completion of the course, the students will be able to;

1. Understand the diverse approaches to digital humanities critically and apply their knowledge of digital tools and methods.
2. Prepare digital portfolios and develop research projects by utilizing available digital tools and resources.

SYLLABUS OF DSE-21

Unit I: Introducing Digital Humanities (15 weeks-1 hour/week)

1. Overview of the field of Digital Humanities: Definitions; origin, growth and development; approaches to digital humanities.
2. Key concepts in Digital Humanities: Digitisation, Archiving, Metadata, Platformization, Blogging, Electronics Literature, Digital Storytelling, Digital Pedagogy.

3. Digital Humanities and English Studies in India.

Unit II: Digital Humanities and Literary Studies (15 weeks-1 hour/week)

4. Mathew G. Kirschenbaum, "What is Digital Humanities and What's it Doing in English Departments?" *ADE Bulletin*, No. 150, 2010.

5. Franco Moretti, "Network Theory and Plot Analysis," from, *Distant Reading*, Verso, 2013.

6. Marilyn Deegan, "English Research Methods and the Digital Humanities," in Gabrielle Griffin, ed. *Research Methods in English Studies*, Edinburgh University Press, 2013.

Unit III: E Literature (15 weeks-1 hour/week)

7. Shelley Jackson *Patchwork Girl, Or, A Modern Monster: A Graveyard, a Journal, a Quilt, a Story & Broken Accents*. United States, Eastgate Systems, 2014.

Unit IV: Application: Projects and Practical Work (15 weeks-1 hour/week)

8. Creation of digital archives of Indian cultural heritage

9. Text Analysis of Indian knowledge Texts

10. Storytelling with digital tools

Suggested Readings:

Johanna Drucker. *The Digital Humanities Coursebook: An Introduction to Digital Methods for Research and Scholarship*. Abingdon & New York: Routledge, 2021.

Eileen Gardiner and Ronald G Musto. *The Digital Humanities: A Primer for Students and Scholars*. New York: Cambridge University Press, 2015.

Adam Hammond. *Literature in the Digital Age: An Introduction*. Cambridge University Press; 2016.

Nidhi Kalra and Maya Dodd. *Exploring Digital Humanities in India: Pedagogies, Practices, and Institutional Possibilities*. Delhi: Routledge India, 2020.

Roy Rosenzweig and Dan Cohen. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Pennsylvania: University of Pennsylvania Press, 2005.

Jeffrey Schnapp. *Digital Humanities*. Cambridge: MIT Press, 2021

Clair Warwick, Melissa Terras, and Julianne Nyhan, eds. *Digital humanities in practice*. Facet Publishing, 2012

Arijana Sharma