

# Department of English

## BA (Hons.) English

### Category I

[UG Programme for Bachelor in English (Honours) degree in three years]

#### DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : Introduction to Literary Studies

#### 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Introduction to Literary Studies	4	3	1	0	Passed Class XII with English	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

#### SYLLABUS OF DSC-1

##### UNIT – I (20 Hours)

##### UNIT I: Reading the Novel

1. Jane Austen: *Pride and Prejudice*
2. Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105

3. Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

## **UNIT – II (20 Hours)**

### **UNIT II: Reading Poetry**

1. John Milton: 'On His Blindness'
2. William Wordsworth: 'Composed Upon Westminster Bridge'
3. Emily Dickinson: '341 After Great Pain'
4. Rabindranath Tagore: 'Where the Mind is Without Fear'
5. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

## **UNIT – III (20 Hours)**

### **UNIT III: Reading Drama**

1. Mahesh Dattani: *Tara*
2. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)
3. Tanvir, Habib. *It Must Flow: A Life in Theatre*  
<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>
4. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): European Classical Literature

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 2- European Classical Literature	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives:

The Learning Objectives of this course are as follows:

- To offer students a basic understanding of the mode of thought and understanding in classical Europe and contextualize the western classical texts within literary studies in a scholarly manner.

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain an understanding of the classical, that is valuable in itself and as a frame of reference for subsequent periods of literary studies

## SYLLABUS OF DSC- 2

### UNIT – I (20 Hours)

1. Homer: *The Odyssey*

### UNIT – II (20 Hours)

1. Aristotle: *Poetics*
2. Sophocles: *Antigone*

### UNIT – III (20 Hours)

1. Aristophanes: *Lysistrata*

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

**Suggestive readings** (if any):

1. Plato, 'Book X', *The Republic*. tr. Desmond Lee, London: Penguin, 2007.
2. Horace, 'Ars Poetica', *Horace: Satires, Epistles and Ars Poetica*. tr. H. Rushton Fairclough, Cambridge Mass.: Harvard University Press, 2005.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): Indian Classical Literature

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Classical Literature	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of Indian classical literary tradition.
- To introduce students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

## SYLLABUS OF DSC-3

### UNIT – I (20 Hours)

1. Vyasa. Selections from *The Mahabharata*, from *The Mahabharata of Krishna-Dwaipayana Vyasa*, trans. K. M. Ganguli (Delhi: Munshiram Manoharlal Publishers, 2012).

- a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII
- b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.
- c) 'Krishna's Peace Proposal', Book 5, Udyog Parva, Section LXXXIX-CXXXI

### UNIT – II (20 Hours)

1. Kalidasa. *Abhijnanasakuntalam*, trans. Chandra Rajan, in *Kalidasa: The Loom of Time*. Penguin Classics, 1989, reprint 2000.

### UNIT – III (20 Hours)

1. Ilango Atikal. 'The Book of Vanci', *Cilappatikaram*. trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Bharata Muni. Selections from *Natyasastra*. (i) Chapter 6, 'The Sentiments'; (ii) Chapter 20, 'Ten Kinds of Play'; (iii) Chapter 35, 'Characteristics of the Jester', trans. Manomohan Ghosh, Calcutta: Asiatic Society of Bengal, 1951. pp105-17; 355-74; 548-50
2. Osho. Selections from *Krishna: The Man and His Philosophy*. (i) Krishna is Complete and Whole (ii) Draupadi: A Rare Woman (iii) Action, Inaction and Non-Action (iv) Rituals, Fire and Knowledge, Delhi: Jaico Publishing House, 1991.
3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. New Delhi: D.K. Printworld Pvt. Ltd., 2005. pp 1-31
4. Gerow, Edwin, et al. 'Indian Poetics', *The Literatures of India: An Introduction*. ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. pp 115-143
5. Venkatachalapathy, R. 'Introduction', *Love Stands Alone: Selections from Tamil Sangam Poetry*. Delhi: Penguin Classics, 2013. pp XIII-XLI; 25; 45; 70; 186

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## BA (PROG) WITH ENGLISH AS MAJOR

### Category II

(Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(Major) as one of the Core Disciplines)

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Introduction to Literary Studies

#### 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Introduction to Literary Studies	4	3	1	0	Passed Class XII with English	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

#### SYLLABUS OF DSC-1

##### UNIT – I (20 Hours)

##### UNIT I: Reading the Novel

- Jane Austen: *Pride and Prejudice*
- Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105
- Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

## **UNIT – II (20 Hours)**

### **UNIT II: Reading Poetry**

1. John Milton: 'On His Blindness'
2. William Wordsworth: 'Composed Upon Westminster Bridge'
3. Emily Dickinson: '341 After Great Pain'
4. Rabindranath Tagore: 'Where the Mind is Without Fear'
5. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

## **UNIT – III (20 Hours)**

### **UNIT III: Reading Drama**

1. Mahesh Dattani: *Tara*
2. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)
3. Tanvir, Habib. *It Must Flow: A Life in Theatre*  
<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>
4. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



## DISCIPLINE SPECIFIC CORE COURSE –(DSC-2): Indian Classical Literature

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Classical Literature	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of Indian classical literary tradition.
- To introduce students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

### SYLLABUS OF DSC-3

#### UNIT – I (20 Hours)

1. Vyasa. Selections from *The Mahabharata*, from *The Mahabharata of Krishna-Dwaipayana Vyasa*, trans. K. M. Ganguli (Delhi: Munshiram Manoharlal Publishers, 2012).

- a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII
- b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.
- c) 'Krishna's Peace Proposal', Book 5, Udyog Parva, Section LXXXIX-CXXXI

#### UNIT – II ((20 Hours)

1. Kalidasa. *Abhijnanasakuntalam*, trans. Chandra Rajan, in *Kalidasa: The Loom of Time*. Penguin Classics, 1989, reprint 2000.

### UNIT – III (20 Hours)

1. Ilango Atikal. 'The Book of Vanci', *Cilappatikaram*. trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Bharata Muni. Selections from *Natyasastra*. (i) Chapter 6, 'The Sentiments'; (ii) Chapter 20, 'Ten Kinds of Play'; (iii) Chapter 35, 'Characteristics of the Jester', trans. Manomohan Ghosh, Calcutta: Asiatic Society of Bengal, 1951. pp105-17; 355-74; 548-50
2. Osho. Selections from *Krishna: The Man and His Philosophy*. (i) Krishna is Complete and Whole (ii) Draupadi: A Rare Woman (iii) Action, Inaction and Non-Action (iv) Rituals, Fire and Knowledge, Delhi: Jaico Publishing House, 1991.
3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. New Delhi: D.K. Printworld Pvt. Ltd., 2005. pp 1-31
4. Gerow, Edwin, et al. 'Indian Poetics', *The Literatures of India: An Introduction*. ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. pp 115-143
5. Venkatachalapathy, R. 'Introduction', *Love Stands Alone: Selections from Tamil Sangam Poetry*. Delhi: Penguin Classics, 2013. pp XIII-XLI; 25; 45; 70; 186

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## BA (PROG.) WITH ENGLISH AS NON-MAJOR

### Category III

Discipline Specific Courses for Undergraduate Programme of study with ENGLISH (minor) as one of the Core Disciplines

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Introduction to Literary Studies

#### 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Introduction to Literary Studies	4	3	1	0	Passed Class XII with English	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

#### SYLLABUS OF DSC-1

##### UNIT – I (20 Hours)

##### UNIT I: Reading the Novel

1. Jane Austen: *Pride and Prejudice*
2. Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105
3. Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

## **UNIT – II ((20 Hours)**

### **UNIT II: Reading Poetry**

1. John Milton: 'On His Blindness'
2. William Wordsworth: 'Composed Upon Westminster Bridge'
3. Emily Dickinson: '341 After Great Pain'
4. Rabindranath Tagore: 'Where the Mind is Without Fear'
5. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

## **UNIT – III (20 Hours)**

### **UNIT III: Reading Drama**

1. Mahesh Dattani: *Tara*
2. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)
3. Tanvir, Habib. *It Must Flow: A Life in Theatre*  
<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>
4. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## **BA (Hons) JOURNALISM**

### **Category I**

[UG Programme for Bachelor in Journalism(Honours) degree in three years]

#### **DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – :**

#### **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 (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Introduction to Journalism	4	3	0	1	Passed Class XII with English	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To understand what it takes to be a competent reporter and the problems that journalists face in the media industry.
- To equip students to work as a cub-reporter in any news media organisation.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the nature of news and the process of news transmission to the readers.
- Students will be able to write news stories and comprehend the role of the press in a democratic society.

#### **SYLLABUS OF DSC-1**

##### **UNIT – I (20 Hours)**

##### **UNIT I: Understanding News**

- Meaning and definition of Journalism
- Ingredients of news
- News: meaning, definition, nature
- The news process: from the event to the reader (how news is carried from event to reader)
- Hard news vs. Soft news
- Basic components of a news story
- Attribution, on-record, off-the record, embargo,
- Verification, balance, fairness, brevity, dateline, credit line and byline.
- Criteria for news worthiness, principles of news selection

#### **UNIT – II ((20 Hours)**

##### **UNIT II: Historical Perspective and News Writing Skills**

- Yellow journalism
- Penny press, tabloid press
- Language of news- Robert Gunning: Principles of clear writing
- Rudolf Flesch formula- skills to write news
- Organizing a news story, 5W's and 1H, Inverted pyramid
- Use of archives, sources of news, use of internet

#### **UNIT – III (20 Hours)**

##### **Unit III: Different mediums-a comparison**

- Language and principles of writing on different media platforms
- Basic differences between print, electronic and online journalism
- Citizen Journalism

**Practical component (if any)** - Writing stories in the inverted pyramid format, identifying the news values in news stories of different newspapers, identifying the 5W's and 1 H in news stories, writing soft-news stories.

##### **Essential/recommended readings-**

1. Bruce D. Itule and Douglas A. Anderson. *News writing and reporting for today's media*. McGraw Hill Publication, 2000.

2. George Rodmann. *Mass Media in a Changing World*. McGraw Hill Publication, 2007.
3. Carole Flemming and Emma Hemmingway. *An Introduction to Journalism*. Vistaar Publications, 2006.
4. Richard Keeble. *The Newspaper's Handbook*. Routledge Publication, 2006.

### **Suggestive readings-**

1. M.L. Stein, Susan Paterno & R. Christopher Burnett. *News writer's Handbook: An Introduction to Journalism*. Blackwell Publishing, 2006.
2. Michael Ryan and James W. Tankard. *Writing For Print And Digital Media*. Mcgraw-Hill College, 2004.
3. Helmut Kipphan. *Handbook of Print Media*. Springer, 2001.
4. Paranjoy Guha Thakurta. *Media Ethics: Truth, Fairness and Objectivity*. Oxford University Press, 2011.
5. Vincent F. Filak. *Dynamics of News Reporting and Writing Foundational Skills for a Digital Age*. Sage Publications, Inc, 2021.
6. Robert Gunning. *Techniques of Clear Writing*. McGraw Hill Higher Education, 1968.
7. W. Richard Whitaker & Janet E. Ramsey & Ronald D. Smith. *Media Writing: Print, Broadcast, and Public Relations*. Routledge, 2019.
8. Wynford Hicks, Adams Sally, Harriett Gilbert, Tim Holmes, Jane Bentley. *Writing for Journalists*. Routledge, London, 2016.
9. John Hohenberg. *The professional journalist: a guide to the practices and principles of the news media*. Holt, Rinehart and Winston, New York, 1973.
10. M. V. Kamath. *The Journalists Handbook*. Vikas Publishing, New Delhi, 2009.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Introduction to Media and Communication

### CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-2 Introduction to Media and Communication	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate a deep understanding of the role and influence of the media in an individual's life. It will help the student to critically perceive the effects of the media use.
- To hone the communication skills.
- To help identify media's communicative potential through everyday examples such as mobile phone, television shows and other media use.
- To think retrospectively of media use and its effects through live and vibrant examples from everyday experience.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the important aspects of communication to help them get their messages across to public, essential in all sectors of media.
- Students will be enabled to work in any sector/media organisation as a content writer/communication consultant.

### SYLLABUS OF DSC- 2

#### UNIT – I ((20 Hours)

##### UNIT I: Communication and Mass Communication

- Media and Everyday life



- Forms of Communication, Levels of Communication
- Mass Communication and its Process
- Normative Theories of the Press
- Media and the Public Sphere
- Four Models of Communication: transmission models, ritual or expressive models, publicity model, reception model

#### **UNIT – II ((20 Hours)**

##### **UNIT II: Mass Communication and Effects Paradigm**

- Direct Effects; Mass Society Theory, Propaganda
- Limited Effects; Individual Difference Theory, Personal Influence Theory
- Digital influencers in the contemporary world

#### **UNIT – III (20 Hours)**

##### **UNIT III: Cultural Effects and the Emergence of an Alternative Paradigm**

- Cultural Effects: Agenda Setting
- Spiral of Silence, Cultivation Analysis
- Critique of the effects paradigm and emergence of alternative paradigm

#### **Practical component (if any) - NIL**

#### **Essential/recommended readings-**

1. Michael Ruffner and Michael Burgoon. *Interpersonal Communication*. New York, Holt, Rinehart and Winston, 1981. 21-34; 59-72
2. John Fiske. *Introduction to Communication Studies*. Routledge 1982. pp 138
3. Dennis Mc Quail. *Mass Communication Theory*. London, Sage, 2000. pp 111; 41-54; 121-133(fourth Edition)
4. Baran and Davis. *Mass Communication Theory*. Indian Edition, South West Coengate Learning, 2006. pp 42-64; 7184; 148-153; 236-298
5. Kevin Williams. *Understanding Media Theory*. 2003. pp 168-188

#### **Suggestive readings (if any)-**

1. Robin Jeffrey. *Cell Phone Nation: How Mobile Phones have Revolutionized Business, Politics and Ordinary Life in India*. New Delhi: Hachette, 2013.
2. Ravi Sundaram. 'The Art of Rumour in the Age of Digital Reproduction', *The Hindu*. Posted 19 August, 2012, Updated 16 November 2021  
<https://www.thehindu.com/news/national//article60457070.ece>

3. Maya Ranganathan. 'Commercial FM radio takes over Indian cities', *Indian Media In A Globalised World*. ed. Ranganathan, Maya, and Usha M. Rodrigues, SAGE Publications India, 2010.
4. Sreya Mitra (2012) 'The show of the millennium': screening the big-money quiz show and the Bollywood superstar, *South Asian History and Culture*, 3:4. 20 Sep 2012. pp 566-582  
DOI: 10.1080/19472498.2012.720071
5. Little John, Stephen, W and Foss, Karen, A. *Encyclopedia of Communication Theory*. Sage Publications, Inc. 2009.
6. Narula, Uma. *Communication Models*. Atlantic Publishers and Distributors (P) Ltd., New Delhi. 2022.
7. Neumann, Elisabeth Noelle. *Spiral of Silence: Public Opinion--Our Social Skin*. University of Chicago Press; 2nd edition. 1993.
8. Perse, Elizabeth M. and Lambe, Jennifer. *Media Effects and Society*. Routledge. 2016.
9. Watson, James. *Media Communication: An Introduction to Theory and Process*. Palgrave Macmillan. 2003.
10. Endo, Kaoru, Kurihara, Santoshi and Kamihigashi, Takashi (eds.) *Reconstruction of the Public Sphere in the Socially Mediated Age*. Springer, Singapore. 2017.
11. Shohini Ghosh, "Inner and Outer Worlds of Emergent Television Cultures," in *No Limits: Media Studies from India*, Ed. Ravi Sundaram. New Delhi: Oxford (2013).

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of the Media

### 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-3 History of the Media	4	3	0	1	Passed Class XII with English	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To help students attain familiarity with the historical evolution of the media.
- To contextualize the developments of the media and its role through political and economic changes across the world.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to assist any organisation in writing historical aspects in an efficient manner.
- students will also get an opportunity to work as a researcher and place key developments in media technologies across history.

### SYLLABUS OF DSC-3

#### UNIT – I (20 Hours)

##### UNIT I: History of Print Media

- Print revolution and telegraph
- Yellow Journalism, Evolution of Press in United States and Great Britain
- History of the Press in India: Colonial Period, National Freedom Movement
- Gandhi and Ambedkar as Journalists and Communicators
- Emergency and Post Emergency Era

#### UNIT – II (20 Hours)

##### UNIT II: Beginnings of Sound Media

- The coming of Gramophone
- Early history of Radio in India
- Evolution of AIR Programming
- Patterns of State Control; the Demand for Autonomy
- FM: Radio Privatization

### **UNIT – III (20 Hours)**

#### **UNIT III: Visual Media**

- The early years of Photography and Cinema
- The coming of Television and the State's Development Agenda
- Commercialization of Programming (1980s)
- Invasion from the Skies: The coming of transnational television (1990s)
- Formation of Prasar Bharati

#### **Practical component (if any) –**

A comparative study of a Community Radio project and any of AIR's Local Radio stations. Projects such as case studies of radio programmes, tracing the transformation of certain traditional musical genres like devotional music, ghazals and folk songs with the advent of cassette technology, presentations on the importance of archiving and archives of films, newspapers, music and photographs as well as projects on digital archives of sound and visual media.

#### **Essential/recommended readings-**

1. Briggs, A and Burke, P. *Social History of Media: From Gutenberg to the Internet*. Polity Press, 2010. Chapter 2 and Chapter 5
  2. Jeffrey, Robin. *India's News Paper Revolution: Capitalism, Politics and the Indian Language Press*. New Delhi: Oxford, 2003.
  3. David Page and William Crawley. *Satellites Over South Asia*. Sage, 2001. Chapter 2, chapter 8 and Chapter 9
  4. Erik Barnouw and Krishnaswamy. "Beginnings," & "Three Get Started", *Indian Film*. New York: Oxford University press, 192nd Edition, 1980
- [Early communication system in India \(part - I\) - YouTube](https://www.youtube.com/watch?v:9WocwNyyo8g)  
<https://www.youtube.com/watch?v:9WocwNyyo8g>

#### **Suggestive readings-**

1. Jeffrey, Robin. "Communications and capitalism in India, 1750–2010." *South Asia: Journal of South Asian Studies* 25, no. 2 (2002): 61-75.

2. V. Ratnamala, *Ambedkar and media*, 2012  
[http://roundtableindia.co.in/index.php?option=com\\_content&view:article&id:4992:ambedkar-and-media&catid:119:feature&Itemid:132](http://roundtableindia.co.in/index.php?option=com_content&view:article&id:4992:ambedkar-and-media&catid:119:feature&Itemid:132)
3. Manuel, Peter. *Cassette Culture*. Chicago: University of Chicago Press, 1993, Pages 1- 32
4. *Satellite Television: An Impact on Social Participation*, Sabharwal, Tarjeet, ISBN 978-81-8457-064-9, Kanishka Publishers, 2008
5. Chatterjee, P.C, *Broadcasting in India page* (New Delhi, Sage, 1991) pp 39-57
6. Neurath P. "Radio Farm Forum as a Tool of Change in Indian Villages," *Economic Development of Cultural Change*, vol 10, No. 3 (pp 275-283), 1962
7. Das, Biswajit, "Mediating Modernity: Colonial Discourse and Radio Broadcasting in India", *Communication Processes Vol 1: Media and Mediation*, B. Bel, B. Das, J. Brower, Vibhodh Parthasarathi, G. Poitevin (Ed.) (Sage 2005)
8. Parthasarathi, Vibhodh, "Constructing a New Media Market: Merchandising the Talking Machine", *Communication Processes Vol 1: Media and Mediation*, B. Bel, B. Das, J. Brower, Vibhodh Parthasarathi, G. Poitevin (Ed.), Sage 2005
9. Thirumal, P., and C. Lalrozami. *Modern Mizoram: History, Culture, Poetics*. Taylor & Francis, 2018. Chapter 1
10. Francis Robinson. "Technology and Religious change: Islam and the impact of Print", *Modern Asian Studies*. Vol 27, No. 1 (Feb 1993) pp. 229-251.
11. *Seminar* Issue October 1997, Indian Language Press
12. Neyazi, Taberez Ahmed, and Akio Tanabe. "Introduction: democratic transformation and the vernacular public arena in India", *Democratic Transformation and the Vernacular Public Arena in India*, pp. 17-40. Routledge, 2014.
13. Maya Ranganathan, "The Pan Tamil rhetoric in regional media", *Indian Media In A Globalised World*. ed. Ranganathan, Maya, and Usha M. Rodrigues, SAGE Publications India, 2010. pp 83-105
14. G.N.S Raghavan, *Early years of PTI, PTI story: Origin and Growth of Indian Press* (Bombay, Press Trust of India, 1987. pp 92-119
15. Melissa Butcher. *Transnational Television, Cultural Identity and Change*. New Delhi, Sage, 2003. 49-77
16. Cappon, Rene, J. *The Associated Press Guide to News Writing*, 4th Edition. Peterson's; 4th edition, 2019.
17. Sheridan, Lynette Burns. *Understanding Journalism*. SAGE Publications Ltd; Second edition, 2012.
18. Rudin, Richard and Ibbotson, Trevor. *Introduction to Journalism: Essential techniques and background knowledge*. Routledge, 1st Edition, 2002.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## Common Pool of Generic Electives (GE) Courses offered by the Department of English

### 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			
GE-1 Language and Culture	4	3	1	0	Passed Class XII	NIL	English

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic approaches to the study of language.
- To impart a socio-cultural perspective to the study of English in the Indian context.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyze both the socio-cultural and formal aspects of language in general and English in particular.
- Students will be able to understand the shifting and evolving dynamics of the link between language and culture in India.

### SYLLABUS OF GE-1

#### UNIT – I (20 Hours)

##### UNIT I-Language

1. Connor-Linton, Jeffrey, and Fasold, Ralph. 'Introduction', *An Introduction to Language and Linguistics*. United States: Cambridge University Press, 2006.
2. Fromkin, Victoria, Robert Rodman, and Nina Hyams. 'Part 1', *An Introduction to the Study of Language*. Boston, MA: Cengage, 2017.
3. Wardaugh, Ronald. Chapters 2 and 3, *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.

4. Rodriques, M V. Chapters 2 and 6, *Perspectives of Communication and Communicative Competence*. India: Concept Pub, 2000.

### **UNIT – II (20 Hours)**

#### **UNIT II- English Language in India and Multilingualism**

1. Jayendran, Nishevita, et al. Chapters 3, 5 and 6, *Language Education: Teaching English in India*. India: Taylor & Francis, 2021.
2. Mukherjee, Joybrato. 'The development of the English language in India', *The Routledge Handbook of World Englishes*. ed. A. Kirkpatrick, London and New York: Routledge, Taylor & Francis Group, 2000. pp 167-180
3. Bhatia, Tej K. 'The Multilingual Mind, Optimization Theory and Hinglish', *Chutnefying English: The Phenomenon of Hinglish. India*. ed. Rita Kothari & Rupert Snell, Penguin Books, 2011.

### **UNIT – III (20 Hours)**

#### **UNIT III: Language and Society**

1. Wardaugh, Ronald. 'Gender', *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
2. Soden, Satori, et al. Chapter 5, 6, 8, 9, *Language, Society and Power: An Introduction*. Taylor & Francis, 2010.
3. Wilson, James C. and Cynthia Lewiecki-Wilson. 'Disability, Rhetoric, and the Body': *Embodied Rhetorics: Disability in Language and Culture*. United States: Southern Illinois University Press, 2001.

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Fowler, Roger. *The Linguistics of Literature*. London: Routledge and Kegan Paul Ltd, 1971.
2. Bailey, R. W. and J. L. Robinson, ed. *Varieties of present-day English*. New York: Macmillan, 1973.
3. Fishman, J.A. *Sociolinguistics: A Brief Introduction*. Mass: Newbury House Rowley, 1971.
4. Gupta R. S. and K. S. Agarwal, *Studies in Indian Sociolinguistics*. New Delhi: Creative Books, 1996.
5. 'Notes on the History of the Study of the Indian Society and Culture', *Structure and Change in Indian Society*, ed. Milton Singer and Bernard S Cohn. Chicago: Aldine Press, 1968.
6. 'Towards a Definition of Culture', *India and World Culture*. New Delhi: Sahitya Academy, 1986.

7. 'Culture and Ideology', *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India*. London and New York: Longman, 1995.
8. Crystal, David. *The Stories of English*. UK: Penguin Books Limited, 2005.
9. Krishnaswamy, N., and Krishnaswamy, Lalitha. *The Story of English in India*. India: Foundation Books, 2006.
10. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995.
11. Mesthrie, Rajend, and Bhatt, Rakesh M. *World Englishes: The Study of New Linguistic Varieties*. United Kingdom: Cambridge University Press, 2008.
12. Marckwardt, Albert H. "English as a Second Language and English as a Foreign Language." *PMLA*, vol. 78, no. 2, 1963, pp 25–28.
13. Kramschin, Claire. *The Routledge Handbook of Language and Culture*. United Kingdom, Taylor & Francis, 2014.

### GENERIC ELECTIVES (GE-2: Genre Fiction)

#### 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
		Lecture	Tutorial	Practical/ Practice		
<b>Genre Fiction</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand how the evolving genre of fiction engages with contemporary social and cultural realities.
- To understand the strategies of narrative and themes this specific genre of fiction uses.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to efficiently undertake textual analysis within the specific rubric of genre fiction.
- Students will gain knowledge of the aspects of fictionality while engaging with popular culture.

### SYLLABUS OF GE-2

#### **UNIT – I (20 Hours)**



1. Arthur Conan Doyle: *The Sign of Four*

### UNIT – II (20 Hours)

1. Kashigo Ishiguro: *Never Let Me Go*

### UNIT – III (20 Hours)

1. Ibn-e-Safi: *House of Fear*

2. Madulika Liddle: *Crimson City*

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

### Suggestive 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/>

## GENERIC ELECTIVES (GE-3): Dystopian Writings

### 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
		Lecture	Tutorial	Practical/ Practice		
GE-3: Dystopian Writings	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the evolution of the literary trends/movements under Dystopian writings.
- To analyse texts and identify the distinctions across prominent milieus and regions.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand what constitutes the genre of Dystopian Writings.
- students will be able to discern the shifting dynamics of reality and representation.

### SYLLABUS OF GE-3

#### UNIT – I (20 Hours)

1. Mary Shelley: *The Last Man*

#### UNIT – II (20 Hours)

1. H.G. Wells: *The Time Machine*

#### UNIT – III (20 Hours)

1. Malcolm Bradbury: *Fahrenheit 451*

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

#### Suggestive readings:

1. Stock, Adam. *Modern Dystopian Fiction and Political Thought: Narratives of World Politics*. United Kingdom: Taylor & Francis, 2018.
2. Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. Maldives: McGill-Queen's University Press, 2001.
3. Basu, Balaka, et al. (ed.) *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. United States: Taylor & Francis, 2013.
4. Isomaa, Saija, et al. (ed.) *New Perspectives on Dystopian Fiction in Literature and Other Media*. United Kingdom: Cambridge Scholars Publishing, 2020.
5. Anthony, Ashley G., et al. (ed.) *Worlds Gone Awry: Essays on Dystopian Fiction*. United States: Incorporated Publishers, 2018.

### GENERIC ELECTIVES (GE-4) Literature & Human Rights

#### 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
		Lecture	Tutorial	Practical/ Practice		
GE-4 Literature & Human Rights	4	3	1	0	Passed Class XII	NIL

## Learning Objectives

The Learning Objectives of this course are as follows:

- To consider the relationship between literature and human rights.
- To indicate investments in human rights within literary texts.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the relevance of human rights in everyday contexts.
- Students will be able to appreciate the importance of human rights in literary and theoretical terms.

## SYLLABUS OF GE-4

### UNIT – I (20 Hours)

1. George Orwell: *1984*(1949)

### UNIT – II (20 Hours)

1. Harper Lee: *To Kill a Mockingbird* (1960)

### UNIT – III (20 Hours)

1. *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
  - (i) 'In the Prison of Repose'—Paulo Coelho
  - (ii) 'Amnesty'—Nadine Gordimer
  - (iii) 'ABC Antidote'—Ishmael Beah
2. Maya Angelou: 'I Know Why the Caged Bird Sings' [poem]
3. June Millicent Jordan: 'Poem About My Rights'

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. The Universal Declaration of Human Rights  
[https://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)

2. Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
3. Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.
4. Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.
5. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.
6. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.
7. Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.

### GENERIC ELECTIVES (GE-5) Readings on Indian Diversities and Literary Movements

#### 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
		Lecture	Tutorial	Practical/ Practice		
GE-5 Readings on Indian Diversities and Literary Movements	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the social and cultural history of India which were conducive to the development of art and literature
- To inculcate new ways to interpret, understand and read representations of diversity.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read non-verbal social and cultural history.
- Students will be encouraged to be open to the diverse modes of thought.

## SYLLABUS OF GE-5

### UNIT – I (20 Hours)

1. Overview
2. Linguistic Plurality within Sufi and Bhatia Tradition

### UNIT – II (20 Hours)

1. Language Politics: Hindi and Urdu
2. Tribal Verse
3. Dalit Voices

### UNIT – III (20 Hours)

1. Writing in English
2. Woman Speak: Examples from Kannada and Bangla
3. Literary Cultures: Gujarati and Sindhi

**Practical component (if any) - NIL**

#### Essential/recommended readings:

1. Kumar, Sukrita Paul et al. (eds.). *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India*. New Delhi: Macmillan, 2005.

**Suggestive readings- NIL**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## GENERIC ELECTIVES (GE-6) Indian English Literatures

### 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
		Lecture	Tutorial	Practical/ Practice		
GE-6 Indian English Literatures	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce literary texts from a range of regional, cultural, social, and political locations within India.
- To inculcate an in-depth understanding of some of the major issues shaping this literary production.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend regional differences in the issues discussed and in socio-cultural contexts.
- Students will be able to analyze the use of the English language by non-native speakers and writers.

### SYLLABUS OF GE-6

#### UNIT – I (20 Hours)

1. Vikram Seth: *A Suitable Boy*

#### UNIT – II (20 Hours)

1. Shashi Deshpande: 'The Intrusion'
2. Salman Rushdie: 'The Courter'
3. Rohinton Mistry: 'Swimming Lessons'
4. Vikram Chandra: 'Dharma'

#### UNIT – III (20 Hours)

1. Kamala Das: (i) 'An Introduction' (ii) 'My Grandmother's House'
2. Nissim Ezekiel: (i) 'Night of the Scorpion' (ii) 'Goodbye Party for Miss Pushpa TS'
3. Arun Kolatkar: (i) 'The Bus'
4. Mamang Dai, 'The Sorrow of Women'

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Burton, Antoinette. *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*. Oxford UP, 2003.
2. Zecchini, Laetitia. *Arun Kolatkar & Literary Modernism in India: Moving Lines*. USA: Bloomsbury Academic, 2014.
3. Nerlekar, Anjali. *Bombay Modern: Arun Kolatkar and Bilingual Literary Culture*. Speaking Tiger, 2017.

4. Anjaria, Ulka. *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form*. Cambridge UP, 2012.
5. Parashkevova, Vassilena. *Salman Rushdie's Cities: Reconfigurational Politics and the Contemporary Urban Imagination*. Bloomsbury, 2012.

**Generic Electives Language Courses offered by the Department of English  
(GE Language 1) English Language through Literature-I**

**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
		Lecture	Tutorial	Practical/ Practice		
English Language Through Literature-I	4	3	1	0	Passed Class XII	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To develop in students the ability and confidence to process, understand and examine different kinds of texts-verbal and written-that they encounter in everyday life.
- To enable students to identify and understand social contexts and ethical frameworks in the texts they encounter.
- To encourage suitable research—to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- To learn skilled comprehension; listening/reading; skimming; summarizing; précis writing; paraphrasing; note making
- To identify key topics/arguments/ideas
- To accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs
- To enable students to write in expository argumentative and descriptive modes
- To help students identify and use the characteristic features of various writing forms: letters; programmes reports/press-releases; newspaper; feature articles; fiction and nonfiction
- To enable students to choose between expository, argumentative, descriptive and narrative writing styles to assemble their own writing



## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate confident expression.
- Students will be able to articulate their own views confidently as their language skills sufficiently empower them to converse, research and collate information from various textual sources—verbal or written.

## SYLLABUS OF GE LANGUAGE-1-

### UNIT – I (20 Hours)

**UNIT 1:** Understanding Everyday Texts.

1. Edwards, Adrian 'Forced displacement worldwide at its highest in decades' *UNHCRorg* UNHCR

<http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#> Accessed 1st June, 2022

2. Jadhav, Radheshyam 'Groom wanted: Trader peon...anyone but a farmer' *Times News Network*. 1st Jan, 2018

<https://timesofindia.indiatimes.com/city/chandigarh/groom-wanted-trader-peon-anyone-but-a-farmer/articleshow/62321832.cms> Accessed 1st June, 2022

3. Knapton, Sarah 'Selfitis' -- the obsessive need to post selfies-- is a genuine mental disorder say psychologists' *The Telegraph*. 15th December 2017

<https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/> Accessed 1st June 2022

4. '13 letters every parent every child should read on Children's Day' *The Indian Express*. 10th November 2014

<http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/> Accessed 1st June 2022

### UNIT – II (20 Hours)

**UNIT 2:** Understanding Drama

5. Lakshmi, CS. (i) 'Ambai' (ii) 'Crossing the River', *Staging Resistance: Plays by Women in Translation*. Ed. Tutun Mukherjee, Oxford: Oxford University Press, 2005.

### UNIT – III (20 Hours)

**UNIT 3:** Understanding Poetry

6. Angelou, Maya. 'Caged Bird', *The Complete Collected Poems of Maya Angelou*. New York: Random House Inc, 1994.

7. Ezekiel, Nissim. 'Goodbye Party for Miss Pushpa TS', *Collected Poems*. New Delhi: Oxford University Press, 2005.

8. Okara, Gabriel. 'Once Upon a Time', *Gabriel Okara: Collected Poems*. Nebraska: University of Nebraska, 2016.

9. Lawrence, DH. 'Last Lesson of the Afternoon', *The Complete Poems of DH Lawrence*. Hertfordshire: Wordsworth Editions, 1994.

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

**Suggestive readings- NIL**

## GENERIC ELECTIVES LANGUAGE COURSES (GE Language 2) Digital Communication-I

### 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
		Lecture	Tutorial	Practical/ Practice		
Digital Communication-I	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To hone skills for online communication and provide interpersonal skills required in the digital world.
- To effectively present themselves in personal and professional capacities using online mediums.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.

## SYLLABUS OF GE LANGUAGE-2

### UNIT – I (20 Hours)

#### UNIT I: Constructing a Self

1. Creating a personal/professional profile for social media. (Facebook, LinkedIn etc.)
2. Striking up formal, informal conversations (register, tone, vocabulary)
3. Social Media etiquette

### UNIT – II (20 Hours)

#### UNIT II: Expressing the Self

1. Blogs, Facebook posts (expressing likes and dislikes)
2. Formal and informal correspondence (emails, making announcements on social groups: expressing/ declining interests, making requests, sharing information)

3. Acknowledging and negotiating opinions

**UNIT – III (20 Hours)**

**UNIT III: Expressing Visually**

1. Introducing oneself in a vlog (how to create a narrative: biography, autobiography)
2. Striking a rapport/connecting with viewers/audience (colloquial language, discourse markers)
3. Moderating content (integrating narrative with visuals/images)

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

**Suggestive readings- NIL**

## GENERIC ELECTIVES LANGUAGE COURSES (GE Language 3) English Fluency-I

### 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
		Lecture	Tutorial	Practical/ Practice		
English Fluency-I	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions.
- To read and understand information on topical matters and explain the advantages and disadvantages of a situation.
- To write formal letters, personal notes, blogs, reports and texts on familiar matters.
- To comprehend and analyse texts in English.
- To organise and write paragraphs and short essays in a variety of rhetorical styles.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to effectively communicate in their everyday contexts.
- Students will be equipped with skills that will help them interact with people around their personal, institutional and social spaces.

## SYLLABUS OF GE LANGUAGE-3-

### UNIT – I (20 Hours)

UNIT I: In the domestic sphere

1. Diary

2. Modifiers, Prepositions, Conjunctions
3. Write a diary entry and convert it into a blog post
4. Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

**Readings:**

1. Morgan, Esther. 'The Lost Word', *New Writing*. ed. Penelope Lively and George Szirtes, Picador India, 2001.
2. Sharma, Natasha. *Squiggle Gets Stuck: All About Muddled Sentences*. India: Penguin Books Limited, 2016.

**UNIT – II (20 Hours)**

**UNIT II:** In the University

1. Introducing oneself -- Note-making
  2. Pronunciation Intonation – Nouns, Verbs, Articles
  3. Blog writing
- A. Introduce yourselves as individuals and as groups -- group discussion exercise Take notes on your fellow students' introductions.
- B. Introduce characters from the text you are reading via posters

**Readings:**

1. Ghose, Premola. *Tales of Historic Delhi*. Zubaan, 2011.

**UNIT – III (20 Hours)**

**UNIT III:** In public places

1. CV Job applications
  2. Tenses and concord
- A. Write the CV of a fictional character
- B. Write the perfect job application for your dream job

**Readings:**

1. Chakrabarti, Narendranath. 'Amalkanti', *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadkar and A.K. Ramanujan, India: Oxford University Press, 1994.
2. Anand, S., et al. *Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar*. India: Navayana Pub, 2011. pp 60-71

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

**Suggestive readings: NIL**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## GENERIC ELECTIVES LANGUAGE COURSES (GE Language 4) Developing English Language Skills-I

### 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
		Lecture	Tutorial	Practical/ Practice		
Developing English Language Skills-I	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these.
- To introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions.
- To introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English.
- To acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read and write in English with confidence.
- The course will help in increasing their proficiency in English, increase their vocabulary and improve their comprehension of syntactical structures

### SYLLABUS OF GE LANGUAGE-4-

#### UNIT – I (20 Hours)

#### UNIT 1: Reading & Vocabulary–I

1. Strategies for language learning;
2. various ways of reading;
3. understanding different text types like newspaper articles, poems, stories, etc. through a variety of textual tasks such as reading aloud, sentence completion, true/false activities, re-ordering jumbled sentences, supplying alternative titles, short comprehension questions, etc.

**Readings:**

1. A Foundation English Course for Undergraduates: Book II. Delhi: University of Delhi, 1992. pp 8–10, 47–49
2. Developing Language Skills I. Delhi: Manohar, 1997. pp 61–69
3. English at the Workplace. Delhi: Macmillan, 2006. pp 1–3, 16–20
4. Everyday English. Delhi: Pearson, 2005. pp 21–31
5. Everyday English 2. Delhi: Foundation Books, 2006. pp 95 – 100

**UNIT – II (20 Hours)**

**UNIT 2: Writing & Grammar–I**

1. Understanding the structure of written texts by identifying topic sentences and supporting details.
2. summarizing passages.
3. expanding ideas, subjects and topics.
4. the steps involved in the process of good writing.
5. Revising key topics in grammar: subject - verb agreement, tenses, articles, prepositions.

**Readings:**

1. A Foundation English Course for Undergraduates: Book III. Delhi: University of Delhi, 1993. pp 119–125
2. Developing Language Skills I. Delhi: Manohar, 1997. pp 186–195, 209–216
3. Developing Language Skills 2, Delhi: Doaba House, 1995. pp 76–88
4. English at the Workplace. Delhi: Macmillan, 2006. pp 38–42
5. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 29–30

**UNIT – III (20 Hours)**

**UNIT 3: Speaking & Listening–I**

1. Learning to use language according to situation: the difference between formal and informal;
2. ways of socializing and showing politeness;
3. expressions used for greetings and asking after, introducing oneself and others, thanking, wishing well, apologizing and excusing, asking for and giving information, making offers and requests and giving orders.



**Readings:**

1. Developing Language Skills I. Delhi: Manohar, 1997. pp 1–26
2. English at the Workplace. Delhi: Macmillan, 2006. pp 10–13
3. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 5–8, 14–18.

**Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

**Suggestive readings-** NIL

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.