

COMMON POOL OF GENERIC ELECTIVE (GE) COURSES FOR ODD SEMESTERS

NOTE: The Generic Electives for the ODD SEMESTERS already approved, will also run for Semester III students. These are:

GENERIC ELECTIVES (GE-1: Language and Culture)

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			
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 (15 weeks-1 hour/week)

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

UNIT – II (15 weeks-1 hour/week)

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 (15 weeks-1 hour/week)

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)

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
		Lecture	Tutorial	Practical/ Practice		
GE-2 Genre Fiction	4	3	1	0	Passed Class XII	Nil

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 (15 weeks-1 hour/week)

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

UNIT – II (15 weeks-1 hour/week)

1. Kashigo Ishiguro: *Never Let Me Go*

UNIT – III (15 weeks-1 hour/week)

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

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
		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 (15 weeks-1 hour/week)

1. Mary Shelley: *The Last Man*

UNIT – II (15 weeks-1 hour/week)

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

UNIT – III (15 weeks-1 hour/week)

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

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
		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 (15 weeks-1 hour/week)

1. George Orwell: *1984*(1949)

UNIT – II (15 weeks-1 hour/week)

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

UNIT – III (15 weeks-1 hour/week)

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
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

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
		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 (15 weeks-1 hour/week)

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

UNIT – II (15 weeks-1 hour/week)

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

UNIT – III (15 weeks-1 hour/week)

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

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
		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 (15 weeks-1 hour/week)

1. Vikram Seth: *A Suitable Boy*

UNIT – II (15 weeks-1 hour/week)

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

UNIT – III (15 weeks-1 hour/week)

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.

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

**Pool of General Electives (GE) Courses
Offered by Department of English for
EVEN SEMESTER**

Category-IV

GENERIC ELECTIVES (GE-7) MARGINALITIES IN INDIAN WRITING

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-8 Marginalities in Indian Writing	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To train the students in a multi-genre approach to writings from the marginalities.
- To move toward an understanding of alternative aesthetics.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the need for a renewed social and cultural consciousness.
- This course will aid students in the understanding of a movement toward a new kind of literary and social history based on emancipation.

SYLLABUS OF GE-8

UNIT – I (15 Hours)

Caste

1. Ambedkar, B. R. Chap. 4 (pp 233-236); Chap. 6 (pp 241-244) & Chap. 14 (pp 259-263), *Annihilation of Caste: The Annotated Critical Edition*. (New Delhi: Navayana Publications, 2015).

2. Bama, 'Chapter 1', *Sangati*. trans. Lakshmi Holmstrom, New Delhi: Oxford University Press, 2005. pp 3-14

3. Navaria, Ajay. 'Yes Sir', *Unclaimed Terrain*. trans. Laura Brueck, New Delhi: Navayana, 2013. pp 45-64

4. Gogulamanda, Aruna. 'A Dalit Woman in the Land of Goddesses', *First Post*, Posted 13 August 2017.

<https://www.firstpost.com/long-reads/a-dalit-woman-in-the-land-of-goddesses-3919861.html>

UNIT – II (15 Hours)

Disability

5. Chib, Malini. *One Little Finger*. New Delhi: Sage, 2011. pp 103-190

6. Sahay, Raghuvir. 'The Handicapped Caught in a Camera', *Chicago Review*. trans. Harish Trivedi, 38: 1/2,1992. pp 146-147

UNIT – III (15 Hours)

Tribe

7. Sonawane, Waharu. 'Literature and Adivasi Culture', *Lokayana Bulletin*. Special Issue on Tribal Identity, 10: 5/6, March-June 1994. pp 11-20

8. Brahma, Janil Kumar. 'Orge', *Modern Bodo Short Stories*. trans. Joykanta Sarma, Delhi: Sahitya Akademi, 2003. pp 1-9

9. Sangma, D. K. 'Song on Inauguration of a House', *Garo Literature*, trans. Caroline Marak, Delhi: Sahitya Akademi, 2002. pp 72-73

10. Khare, Randhir. 'Raja Pantha', *The Singing Bow: Poems of the Bhil*. Delhi: Harper Collins, 2001. pp 1-2

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Basu, Sudeep and Asmita Bhattacharyya (ed.). *Marginalities in India: Themes and Perspectives*. Singapore: Springer, 2017.

2. Kumar, Parmod (ed.). *Literature and Marginality: Emerging Perspectives in Dalit Literature*. Germany: Lap Lambert Academic Publishing GmbH KG, 2013.

3. Addlakha, Renu (ed.). *Disability Studies in India: Global Discourses, Local Realities*. India: Taylor & Francis, 2020.

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

GENERIC ELECTIVES (GE-8) 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		
GE-9 Indian Classical Literature	4	3	1	0	Passed Class XII with English from List A in CUET	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 GE-9

UNIT – I (15 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 (15 Hours)

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

UNIT – III (15 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.

GENERIC ELECTIVES (GE-9) TWENTIETH CENTURY DRAMA

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-10 TWENTIETH CENTURY DRAMA	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with drama of the 20th century with a focus on region and milieu.
- To enable an understanding of the various evolving sub genres of drama in the 20th Century.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify the generic differences contextualized by the socio-political interventions of the 20th Century.
- Students will learn of contemporary critical approaches to drama such as feminist, new historicist, etc.

SYLLABUS OF GE- 10

UNIT – I (15 Hours)

1. Bernard Shaw: *Saint Joan*

UNIT – II (15 Hours)

2. Arthur Miller: *Death of a Salesman*

UNIT – III (15 Hours)

3. Karnad, Girish. 'Broken Images', *Collected Plays: Volume II*. New Delhi: Oxford University Press, 2005. pp 261-284

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Stanislavsky, Constantin. 'Faith and the Sense of Truth', *An Actor Prepares*. United Kingdom: Bloomsbury Academic, 2013. pp 111-139
2. Steiner, George. 'On Modern Tragedy', *The Death of Tragedy*. London: Faber, 1995. pp 303–324
3. Worthen, W. B. *Print and the Poetics of Modern Drama*. United Kingdom: Cambridge University Press, 2005.

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

GENERIC ELECTIVES (GE-10) CINEMATIC ADAPTATIONS OF LITERARY TEXTS

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-11 Cinematic Adaptations of Literary Texts	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce aspects of cinema studies and adaptation studies
- To consider the relationship between literature and cinema

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to Students will acquire knowledge of visual grammar across genres of film.
- This course will help understand how cinema deals with issues of literariness, translation and adaptation.

SYLLABUS OF GE- 11

UNIT – I (15 Hours)

1. Shakespeare: *Othello*
2. *Othello*. dir. Oliver Parker, 1995.

UNIT – II (15 Hours)

3. E M Forster: *A Passage to India*
4. *A Passage to India*. dir. David Lean, 1984.

UNIT – III (15 Hours)

5. Mario Puzo: *The Godfather*

6. *The Godfather*. dir. by Francis Ford Coppola, 1972.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Stam, Robert, et al. (ed.) *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Taiwan: Wiley, 2005.

2. Cartmell, Deborah. (ed.) *A Companion to Literature, Film, and Adaptation*. United Kingdom: Wiley, 2014.

3. Monaco, James. 'The language of film: signs and syntax', *How to Read a Film: The World of Movies, Media & Multimedia*. New York: OUP, 2009. pp 170– 249

4. Hutcheon, Linda. 'On the Art of Adaptation', *Daedalus*. vol. 133, 2004.

5. Leitch, Thomas. 'Adaptation Studies at Crossroads', *Adaptation*. vol. 1, no. 1, 2008. pp 63–77

6. Trivedi, Poonam. 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

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

GENERIC ELECTIVES (GE-11) TRAVEL 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-12 Travel Writings	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of genre fiction
- To indicate the diversity of the field

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse the differences and similarities between detective and science fiction.
- Students will be able to appreciate generic specifics of travel writings.

SYLLABUS OF GE- 12

UNIT – I (15 Hours)

1. Vikram Seth: *From Heaven Lake: Travels through Sinkiang and Tibet*

UNIT – II (15 Hours)

2. Amitav Ghosh: *Dancing in Cambodia; At Large in Burma*

UNIT – III (15 Hours)

3. Ved Mehta: *Walking the Indian Streets*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Bassnett, Susan. 'Travel Writing and Gender', *Cambridge Companion to Travel Writing*. ed. Peter Hulme and Tim Young, Cambridge: CUP, 2002. pp 225-241
2. Khair, Tabish. '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. Balton, Casey. 'Narrating Self and Other: A Historical View', *Travel Writing: The Self and The Other*. Routledge, 2012. pp 1-29
4. Mohanty, Sachidananda. 'Introduction: Beyond the Imperial Eyes', *Travel Writing and Empire*. New Delhi: Katha, 2004. pp ix –xx.

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

GENERIC ELECTIVES (GE-12) CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

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-13 Contemporary India: Women and Empowerment	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic theories about gender, be it feminism, queer studies or masculinity studies.
- To introduce students to literary texts that prioritise issues of gender in India.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify and contextualize gender politics at work within a text and read social change through the lens of gender.
- Students will be able to use the knowledge of gender theory and its evolution in their everyday life.

SYLLABUS OF GE- 13

UNIT – I (15 Hours)

Concepts

- Sex and Gender -- social construction of gender; socialisation into gender
- Femininities and masculinities -- normative gender privilege; heteronormativity

- Patriarchy -- history of the efforts to undo feminism

ESSENTIAL READINGS:

1. Kamble, Baby. 'Our Wretched Lives', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 307-311
2. Rassundari Devi, Excerpts from *Amar Jiban*, *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 190-202
3. Begum Rokeya Shekhawat Hossain, 'Sultana's Dream', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 340-351
4. Geetha, V. *Patriarchy*. Kolkata: Stree, 2007. pp 3-61

UNIT – II (15 Hours)

Intersections

- Women and caste, religion, class, sexualities, race, disability
- Women and environment, technology, development
- Women and access to resources: employment, health, nutrition, education
- Women and reproductive work: singleness, marriage, motherhood, symbolical biological surrogacy and parenting, abortion, and other rights over own body

ESSENTIAL READINGS:

5. Devi, Mahasweta. 'Bayen', *Five Plays*. trans. Samik Bandyopadhyay, Calcutta: Seagull, 2009.
6. John, Mary. 'Feminism Poverty and the Emergent Social Order', *Handbook of Gender*. ed. Raka Ray, Delhi: Oxford University Press, 2012.
7. Kasturi, Leela. 'Report of the Sub-Committee Women's Role in Planned Economy National Planning Committee (1947)', *Feminism in India*. ed. Maitrayee Chaudhuri, Delhi: Zed, 2005. pp 136-155
8. Shiva, Vandana. Chapters 2 & 4, *Staying Alive: Women Ecology and Development*. Delhi: Kali for Women, 1989.

9. Vinodini, M.M. 'The Parable of the Lost Daughter', *The Exercise of Freedom*. eds. K. Satyanarayana and Susie Tharu, Delhi: Navayana, 2013. pp 164-77

UNIT – III (15 Hours)

Histories

- The women's question pre-Independence -- sati-reform, widow remarriage, debates around age of consent
- Women in the Independence movement, Partition
- Post-Independence campaigns -- against sexual harassment and rape, dowry, violence, debates around the Uniform Civil Code
- Public sphere participation of women -- in politics, in the workplace, in the economy, creating educational inclusion

ESSENTIAL READINGS:

10. Kumar, Radha. Chapters 2; 3; 7; 8; 11, *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800—1990*. Delhi: Zubaan, 1993.

11. Sangari, Kumkum. 'Politics of Diversity: Religious Communities and Multiple Patriarchies', *Economic and Political Weekly*. Vol. 3052, 1995.

12. Sarkar, Tanika. 'Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife', *Economic and Political Weekly*. Vol. 2836, April, 1993.

13. Moon, Meenakshi and Urmila Pawar. Chapters 1; 5; 6, *We also made history: Women in the Ambedkarite Movement*. Delhi: Zubaan, 2008.

Practical component (if any) –

Students to examine the bare text of 4 laws (as set out in the Gazette of India) followed by discussion and analysis -- laws against dowry (The Dowry Prohibition Act 1961), against sex determination (Pre-Conception & Pre-Natal Diagnostics Act 1994), against domestic violence (Protection of Women from Domestic Violence Act 2005), against sexual harassment at the workplace (The Sexual Harassment of Women at Workplace Prevention Prohibition and Redressal Act 2013).

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Nair, Janaki. 'The Foundations of Modern Legal Structures in India', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.
2. Agnes, Flavia. 'Conjuality, Property, Morality and Maintenance', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.
3. *Indian Literature: An Introduction*. Delhi: University of Delhi, 2005.

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

GENERIC ELECTIVES (GE-13) CULTURE & THEORY

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-14 Culture & Theory	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic theories which they might fruitfully deploy when engaging with problems related to culture.
- To introduce students to critical texts that deal with the central problems in the analysis of modern culture.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to deal with the methodological breakthroughs that enable them to decipher culture.
- Students will be introduced to the possibilities of semiotic analyses of culture as it moves across differing often non-linguistic media.

SYLLABUS OF GE- 14

UNIT – I (15 Hours)

1. Hall, Stuart. 'Cultural Identity and Diaspora,' *Identity: Community, Culture, Difference*. Ed. J. Rutherford, London: Lawrence and Wishart, 1990.
2. Chekhov, Anton. 'The Bride', *Selected Works*. Moscow: Progress P, 1973.

UNIT – II (15 Hours)

3. Beauvoir, Simone de. 'Introduction', *The Second Sex*. London: Vintage 1997. pp 13-29
4. Sartre, Jean Paul. 'Intimacy', *The Wall*. trans. Alexander Lloyd Wisconsin, Hal Leonard Corp, 1995.

UNIT – III (15 Hours)

5. Foucault, Michel. 'What is an Author?', *Modern Criticism and Theory: A Reader*. ed. David Lodge with Nigel Wood, New Delhi: Pearson, 2007. pp 192-205
6. Mansfield, Katherine. 'The Voyage', *The Penguin Book of Short Stories*. ed. Christopher Dolley, Harmondsworth: Penguin, 1970.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Smith, Philip, and Riley, Alexander. *Cultural Theory: An Introduction*. Germany: Wiley, 2011.
2. Archer, Margaret Scotford, and Archer, Margaret S. *Culture and Agency: The Place of Culture in Social Theory*. United Kingdom: Cambridge University Press, 1996.

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

GENERIC ELECTIVES (GE-14) LIFE AND LITERATURE

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-15 Life & Literature	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which art and literature is understood by engaging with aspects of form, taste and feeling.
- To analyze and understand the social and practical dimensions of aesthetics.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to appreciate of the ways in which different cultural modes of aesthetic function.
- Students will be able to critically study of life, art and literature in students.

SYLLABUS OF GE-15

UNIT – I (15 Hours)

1. Albom, Mich. *Tuesdays with Morrie*. Doubleday, 1997.

UNIT – II (15 Hours)

2. Bandyopadhyay, Bibhutibhushan. *Pather Panchali* (1929) trans. *The Song of the Road*. Penguin Modern Classics, 2019.

UNIT – III (15 Hours)

3. Murthy, Sudha. *Wise and Otherwise*. Penguin Random House, 2002.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Berne, Eric. *Games People Play: The Psychology of Human Relationships*. United States: Grove Press, 1964.
2. Kalam, A.P.J. Abdul. *My Journey: Transforming Dreams into Actions*. India: Rupa Publications India, 2013.
3. Richard Bach: *Jonathan Livingston Seagull*. 1970

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

GENERIC ELECTIVES (GE-15) INDIVIDUAL AND

SOCIETY Credit distribution, Eligibility and Pre-requisites of

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-16 Individual and Society	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which individual and society engage with each other across socio political and geopolitical contexts
- To analyze the texts and contexts that that enable such an engagement and continue to shape the world

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate an ability to evaluate the continuing significance of identity-construction and aesthetic representation.
- Students will be able to appreciate the way in which different modes of narratives reconfigure the relationships between individual and society.

SYLLABUS OF GE- 16

UNIT – I (15 Hours)

UNIT I: Caste and Class

1. Sood, Vinay, ed. Chapters 1-6, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

UNIT – II (15 Hours)

UNIT II: Violence and War

2. Sood, Vinay, ed. Chapters 21-26, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

UNIT – III (15 Hours)

UNIT III: Living in a Globalized World

3. Sood, Vinay, ed. Chapters 29-34. *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Béteille, André. *Caste, Class, and Power*. University of California Press, 1969.
2. Sharma, Kanhaiya Lal (ed.). *Caste and Class in India*. India, Rawat Publications, 1994.
3. Malešević, Siniša. *The Sociology of War and Violence*. United Kingdom: Cambridge University Press, 2010.
4. Karatzogianni, Athina (ed.). *Violence and War in Culture and the Media: Five Disciplinary Lenses*. United Kingdom: Taylor & Francis, 2013.
5. Held, David (ed.). *A Globalizing World? Culture, Economics, Politics*. United Kingdom: Routledge, 2000.
6. Yoshida, David, et al. *Living in a Globalized World*. Canada: Oxford University Press, 2007.

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

**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.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

NOTE: The Generic Electives for the EVEN SEMESTERS will also run for Semester IV students.

GENERIC ELECTIVES LANGUAGE COURSES for Semester III and IV (to be offered in flip mode)

Note: GE Language courses for Semester III, will also run in Semester IV, as these courses are offered in the flip mode.

Their titles are:

(GE Language 5) English Language Through Literature-II

(GE Language 6) Digital Communication-II

(GE Language 7) English Fluency-II

(GE Language 8) Developing English Language Skills-II

COMMON POOL OF GENERIC ELECTIVE (GE) LANGUAGE COURSES

GENERIC ELECTIVES LANGUAGE-5 (GE Language 5) English Language through Literature-II

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
		Lecture	Tutorial	Practical/ Practice		
GE Language 5- English Language Through Literature-II	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 5-

UNIT – I (15 weeks-1 hour/week)

UNIT 1: Understanding Fiction

1. Kumar E., Santhosh. 'Three Blind Men describe an Elephant', *Indian Review*.

<http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-elephant-by-e-santhosh-kumar/> Accessed 1st June 2022

2. Mistry, Rohinton. 'The Ghost of Firozsha Baag', *Tales from Firozsha Bagh*. McClelland & Stewart, 1992.

3. Joshi, Umashankar. 'The Last Dung Cake', *The Quilt from the Flea-market and Other Stories*. Delhi: National Book Trust, 2017.

UNIT – II (15 weeks-1 hour/week)

UNIT 2: Creating Your Own Voice

4. Powell, Tori B. 'Young people discuss how phones and social media create connection — and self-doubt: "Compared to them, I am a nobody"' *CBS News*. Posted 24th May 2022.

<https://www.cbsnews.com/news/mental-health-impacts-phones-social-media/>

5. Khanna, Twinkle. 'Lesson from Frida: Backbone can win over broken spine' in 'Mrs. Funnybones' *The Times of India*. 16th September 2018.

<https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-over-broken-spine/> Accessed 13th June 2022

UNIT – III (15 weeks-1 hour/week)

UNIT 3: Writing your own academic paper

6. Patel, Raj and Moore Jason. 'How the chicken nugget became the true symbol of our era' *The Guardian*, 8th May 2018

<https://www.theguardian.com/news/2018/may/08/how-the-chicken-nugget-became-the-true-symbol-of-our-era> Accessed 1st June 2022

7. Latest editions of the MLA and APA style sheets

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings- NIL

GENERIC ELECTIVES LANGUAGE-6 (GE Language 6) Digital Communication-II

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
		Lecture	Tutorial	Practical/ Practice		
GE Language 6- Digital Communication-II	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 6-

UNIT – I (15 weeks-1 hour/week)

UNIT I: Curating Persona

1. Maintaining profiles (continuity: coherence, cohesion)
2. Innovating content (introducing new ideas, opinions, and facts: style and correctness)

3. Content writing (briefs, press releases, podcast scripts: concise, cohesion, coherence, clarity)

UNIT – II (15 weeks-1 hour/week)

UNIT II: Making Institutional Profiles and networks

1. Writing about the institution (describing and assessing)

2. Building networks (compare, contrast, synthesize)

3. Updating Blogs and Vlogs (discourse markers)

UNIT – III (15 weeks-1 hour/week)

UNIT III: Online Interactions and Diversity

1. Etiquettes for online interactions (chats, meetings, video conferences).

2. Ethics towards inclusive and integrated participation (addressing gender, ethnicity, special abilities)

3. Drawing boundaries in communication (obscenities, hostility, addressing disrespectful comments and feedback: changing register and tone of communication)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings- NIL

GENERIC ELECTIVES LANGUAGE-7 (GE Language 7) English Fluency-II

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
		Lecture	Tutorial	Practical/ Practice		
GE Language 7- English Fluency-II	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 7-

UNIT – I (15 weeks-1 hour/week)

Unit 1: In the State

- Research -- Filing an FIR, making an RTI request, submitting a consumer complaint
- Active & Passive voice; idioms

A. Find out what the procedure is for making a complaint about trees being cut in your neighbourhood.

B. Draft a formal letter requesting information about the disbursement of funds collected by a residents' welfare association

Readings:

1. Sendak, Maurice. *Where the Wild Things Are*. UK: Random House, 2000.
2. <https://rtionline.gov.in/>
3. www.jaagore.com/know-your-police/procedure-of-filing-fir
4. www.consumercomplaints.in/municipal-corporation-of-delhi-b100274

UNIT – II (15 weeks-1 hour/week)

Unit 2: Interface with Technology

- Book/film reviews
- Punctuation

A. Write a review of a text you have read in class.

B. Record a collaborative spoken-word review of the latest film your group have all seen

Readings:

5. Kennedy, Elizabeth. "Breakdown and Review of 'Where the Wild Things Are'." *ThoughtCo*. Posted 3rd July, 2019.

<https://www.thoughtco.com/where-the-wild-things-are-maurice-sendak-626391>

Accessed 1st June, 2022

6. Brown, Dan. *Angels & Demons*. UK: Pocket Books, 2000.

7. *Angels & Demons*. dir. Ron Howard, 2009.

UNIT – III (15 weeks-1 hour/week)

Unit 3: Self-Representation

- Introducing oneself, giving and seeking information.
- Introduce characters from the texts you are reading.
- Creating a profile for social media.
- Creating a professional profile of oneself.
- Dialogue writing, Paragraph writing – Brainstorming, planning/outline rough drafts, editing.
- Intercultural Communication

Readings:

8. "To Jyotiba, From Savitribai Phule: These Aren't Love Letters, But Tell You What Love Is All About", *Scroll.In*. Posted 14th February, 2016.

<https://scroll.in/article/801848/to-jyotiba-from-savitribai-phule-these-arent-love-letters-but-tell-you-what-love-is-all-about> Accessed on 1st June 2022

9. Sharma, Natasha. *Squiggle Takes a Walk: All About Punctuation*. Penguin/Young Zubaan and Puffin, 2014.

10. Lorde, Audre. 'The Transformation of Silence into Language and Action', *Sister Outsider*. NY: Random House, 1984. pp 40-44

11. *Haroun and the Sea of Stories: Salman Rushdie*. New Delhi: Penguin Books, 1991. pp 15-23

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-8 (GE Language 8) Developing English
Language Skills-II**

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
		Lecture	Tutorial	Practical/ Practice		
GE Language 8- Developing English Language Skills-II	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 8-

UNIT – I (15 weeks-1 hour/week)

UNIT 1: Reading & Vocabulary–II

- Ways of expanding vocabulary;
- learning how to use a dictionary;
- understanding more text types such as argumentative and descriptive passages, poetry, character sketches, etc. through suitable activities based on selected texts

Readings:

1. *A Foundation English Course for Undergraduates: Book III*. Delhi: University of Delhi, 1993. pp 5–10, 27–29, 40–44, 81–83
2. *Developing Language Skills 2*. Delhi: Doaba House, 1995. pp 43–51
3. *Everyday English*. Delhi: Pearson, 2005. pp 36–43
4. *English at the Workplace II*. Delhi: Oxford University Press, 2007. pp 32–37, 46–48

UNIT – II (15 weeks-1 hour/week)

UNIT 2: Writing & Grammar–II

- Understanding what constitutes a piece of good writing;
- learning to describe objects and processes, narrate incidents and stories, and argue a point of view.
- framing of questions and negative sentences;
- modals and their uses.

Readings:

5. *A Foundation English Course for Undergraduates: Book II*. Delhi: University of Delhi, 1992. pp 115–130
6. *A Foundation English Course for Undergraduates: Book III*. Delhi: University of Delhi, 1993. pp 126–136
7. *Developing Language Skills I*. Delhi: Manohar, 1997. pp 183–186, 206–209
8. *Developing Language Skills 2*. Delhi: Doaba House, 1995. pp 112–116
9. *English at the Workplace II* (Delhi: Oxford University Press, 2007) pp 49 – 52.

UNIT – III (15 weeks-1 hour/week)

UNIT 3: Speaking & Listening–II

- Understanding the essentials of English pronunciation: word stress and rhythm in connected speech; speaking on the telephone;
- becoming a better listener;
- expressions used for getting and giving permission, agreeing and disagreeing, warning and persuading, inviting, suggesting, accepting and refusing, expressing likes and dislikes, regulating speech and ending a conversation.

Readings:

10. *Developing Language Skills I*. Delhi: Manohar, 1997. pp 26–45

11. *English at the Workplace*. Delhi: Macmillan, 2006. pp 52–57

12. *English at the Workplace II*. Delhi: Oxford University Press, 2007. pp 10–13, 20–24, 38–45

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.