

COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR ODD SEMESTERS

DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE-1): Literature and Cinema

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

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|--------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-1 Literature and Cinema | 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 aspects of cinema 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 acquire knowledge of visual grammar across genres of film.
- Students will understand how cinema deals with issues of gender and sexuality.

SYLLABUS OF DSE-1

UNIT – I (15 weeks-1 hour/week)

UNIT I: Language of Cinema

- Mise en scène
- film vocabulary
- signs and syntax

- Origin of Cinema as a New Form of Art
- questioning the traditional functions of art
- analysing new art forms in the 20th century
- film as a new form of art
- silent cinema

1. Monaco, James. 'The Language of Film: Signs and Syntax', *How to Read a Film: The World of Movies Media and Multimedia*. New York: OUP 2009. pp 170-249

2. Walter Benjamin: *The Work of Art in the Age of Mechanical Reproduction* (1935)

3. *Modern Times*, dir. Charlie Chaplin, 1936.

FOR VISUALLY IMPAIRED STUDENTS:

3. Film script of *Modern Times*:

http://chaplin.bfi.org.uk/resources/bfi/filmog/film_thumb.php?fid=59441&resource=Script

UNIT – II (15 weeks-1 hour/week)

UNIT II: Cinematic adaptations of literary texts

- theory of adaptation
- the relationship between literature and films
- film as an adapted text

4. William Shakespeare: *Macbeth* (1623)

5. *Maqbool*, dir. Vishal Bhardwaj, 2003.

6. *Throne of Blood*, dir. Akira Kurosawa, 1957.

FOR VISUALLY IMPAIRED STUDENTS:

5. Film Script of *Maqbool*:

<https://www.filmcompanion.in/download-the-script-ofmaqbool/amp/>

6. Film script of *Throne of Blood*:

<https://transcripts.thedealr.net/script.php/throne-of-blood-1957-DAL>

UNIT – III (15 weeks-1 hour/week)

UNIT III: Gender and sexuality

- connection with literature
- the difference between sexuality in films and literary texts
- the gaze
- the body
- cinematography

7. Mulvey, Laura. 'Visual Pleasure and Narrative Cinema', *Film Theory and Criticism: Introductory Readings*. eds. Leo Braudy and Marshall Cohen, New York: Oxford UP 1999. pp 833-44

8. *Thelma and Louise*, dir. Ridley Scott, 1991.

9. *Margarita with a Straw*, dir. Shonali Bose, 2014.

FOR VISUALLY IMPAIRED STUDENTS:

8. Film Script for *Thelma and Louise*:

<https://www.imsdb.com/scripts/Thelma-&-Louise.html>

9. Film Script for *Margarita with a Straw*:

[https://www.scripts.com/script/margarita%2C with a straw 13368](https://www.scripts.com/script/margarita%2C%20with%20a%20straw%2013368)

NOTE: For visually impaired students to be able to take this paper, a number of supplementary readings are offered for Units 2 and 3. The cinematic texts in these units are to be supplemented by close reading of the respective film scripts.

For purposes of assessment/evaluation, a general advisory may be made to assist visually impaired students filter out areas they may not be able to address due to the nature of their disability and to focus on using supplementary texts to instead create other perspectives/forms of knowledge on the same texts.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Berger, John, et al. Chaps. 2 & 3, *Ways of Seeing*. United Kingdom: British Broadcasting Corporation and Penguin Books, 1972. pp 35-64
2. Bordwell, David. *Film Art: An Introduction*. New York: McGraw Hill, 1998.
3. Cartmell, Deborah(ed). *A Companion to Literature, Film and Adaptation*. Oxford: Wiley-Blackwell, 2012.
4. Costello, Tom. *International Guide to Literature on Film*. London: Bowker-Saur, 1994. Print.
5. Nichols, Bill(ed). *Movies and Methods: Vol. I: An Anthology*. Calcutta: Seagull Books, 1985.
6. Nichols, Bill(ed). *Movies and Methods: Vol. II: An Anthology*. Calcutta: Seagull Books, 1985.
7. Prasad, Madhava. 'The Absolutist Gaze: The Political Structure and the Cultural Form', in *Ideology of the Hindi Film: A Historical Construction* pp 48-82.
8. Roberge, Gaston. *The Subject of Cinema*. Calcutta: Seagull Books. 1990. Print.
9. Ross, Harris. *Film as Literature, Literature as Film: An Introduction and Bibliography of Film's relationship to Literature*. New York: Greenwood, 1987.
10. Stam Robert and Alessandra Raengo(ed). *A Companion to Literature and Film*, London: Blackwell, 2004. Print.

DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE-2): Literary Theory

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

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|--------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-2 Literary Theory | 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 aspects of canonical literary theory
- To create a base for theoretical knowledge

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to discern relations between text, theory, and the world.
- This course will provide an understanding of complexities of theoretical positions.

SYLLABUS OF DSE-1

UNIT – I (15 weeks-1 hour/week)

1. Antonio Gramsci: (i) 'Formation of the Intellectuals' (ii) 'Hegemony and the Separation of Powers'

UNIT – II (15 weeks-1 hour/week)

1. Jacques Derrida: 'Structure, Sign and Play in the Discourse of Human Sciences'
2. Michel Foucault: 'Truth and Power'

UNIT – III (15 weeks-1 hour/week)

1. Luce Irigaray: (i) 'This Sex Which Is Not One' (ii) 'Commodities Amongst Themselves'
2. Judith Butler: 'Women as the Subject of Feminism'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Ahmad, Aijaz. 'Introduction'; Chapter 7: 'Indian Literature: Notes Towards the Definition of a Category'; Chapter 8: 'Three Worlds Theory: End of a Debate', *In Theory: Classes, Nations, Literatures*. London, New York: Verso, 2000.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 4th Edition, 2017.
3. Eagleton, Terry. 'Introduction'; Chapter 1; 'Conclusion', *Literary Theory: An Introduction*. Minneapolis: University of Minneapolis Press, 2008.

DISCIPLINE SPECIFIC ELECTIVE COURSE– 3 (DSE-3): Nineteenth Century European Realism

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

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-3 Nineteenth Century European Realism | 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 classic writings of European realism in the Nineteenth Century.
- To enable an understanding of specifics of realism among students.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend different registers of European realism.
- This course will provide critical insights into ideas of the novel and its development.

SYLLABUS OF DSE-3

UNIT – I (15 weeks-1 hour/week)

1. Balzac, Honoré de. *Old Man Goriot* (1835). trans. Olivia Mc Cannon, UK: Penguin Classics, 2011.

UNIT – II (15 weeks-1 hour/week)

1. Flaubert, Gustave. *Madame Bovary* (1856). trans. Geoffrey Wall, UK: Penguin Classics, 2003.

UNIT – III (15 weeks-1 hour/week)

1. Dostoyevsky, Fyodor. *Crime and Punishment* (1866). trans. Oliver Ready, UK: Penguin Classics Deluxe, edition, 2014.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Balzac, Honoré de. 'Society as Historical Organism', from Preface to, 'The Human Comedy', *The Modern Tradition*, ed. Richard Ellmann et al, Oxford: OUP, 1965. pp 265-267

2. Belinsky, V. G. 'Letter to Gogol (1847)', *Selected Philosophical Works*. Moscow: Moscow Foreign Languages Publishing House, 1948. pp 506-07

3. Flaubert, Gustave. 'Heroic Honesty', *The Modern Tradition*. ed. Richard Ellmann et al, Oxford: OUP, 1965. pp 242-43.
4. Frank, Joseph. *Dostoevsky: A Writer in His Time*. United Kingdom: Princeton University Press, 2012. pp 472-508
5. Frank, Joseph. *Lectures on Dostoevsky*. United States: Princeton University Press, 2022.

DISCIPLINE SPECIFIC ELECTIVE COURSE– 4 (DSE-4): Interrogating Queerness

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

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to transnational, transcultural representations of queer writings.
- To impart an inquisitiveness among them of ways in which queer literature questions normative realities.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to think of queer literature within global, transcultural contexts.
- Students will gain knowledge of the embeddedness of queerness in the literary canon.

SYLLABUS OF DSE-4

UNIT – I (15 weeks-1 hour/week)

1. Sappho. (i) 'Hymn to Aphrodite' (ii) 'I Have Not Had One Word from Her' (iii) 'He seems an equal of the gods', *If not Winter: Fragments of Sappho*, ed. and trans. Anne Carson, USA: Little Brown, 2003.

2. Nuwas, Abu. 'On a Boy Called Ali', *Classical Arabic Literature*. trans. Geert Jan Van Gelder, New York University Press, 2013. pp 38-39

UNIT – II (15 weeks-1 hour/week)

1. Namjoshi, Suniti. *The Mothers of Maya Diip*. UK: The Women's Press, 1989.

2. Hussein, Madho Lal. 'Kafis': 2; 3; 5; 10; 13, *Verses of a Lowly Fakir*. trans. Naveed Alam, India: Penguin Books Limited, 2016.

UNIT – III (15 weeks-1 hour/week)

1. James Baldwin: *Giovanni's Room*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Anzaldua, Gloria. ' Gestures of the Body', *Light in the Dark/Luz en lo Oscuro: Rewriting Identity Spirituality Reality*. trans. & ed. Ana Louise Keating, USA: Duke UP, 2015. pp 1-9

2. Butler, Judith. 'Critically Queer', *GLQ* 1:1, 1993. pp 17-32

3. Foucault, Michel. 'The Deployment of Sexuality: Method', *The History of Sexuality Vol. 1*. trans. Robert Hurley, NY: Pantheon, 1978. pp 92-103

4. Halberstam, Judith. *Female Masculinity*. USA: Duke UP, 1998. pp 1-44

5. Lorde, Audre. 'The Uses of the Erotic: The Erotic as Power', *Sister/Outsider*. CA: Crossing Press, 1984. pp 53-59

DISCIPLINE SPECIFIC ELECTIVE COURSE– 5 (DSE-5): Literature of the Indian Diaspora

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

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|--|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-5 Literature of the Indian Diaspora | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to select contemporary literature of the Indian diaspora.
- To highlight diversity of diasporic locations and writings

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend the interrelations between home, homeland, diaspora, and migration.
- Students will acquire understanding of complex diasporic imaginations.

SYLLABUS OF DSE-5**UNIT – I (15 weeks-1 hour/week)**

1. M. G. Vassanji: *The Book of Secrets*

UNIT – II (15 weeks-1 hour/week)

2. Vikram Seth: *The Golden Gate*

UNIT – III (15 weeks-1 hour/week)

1. Meera Syal: *Anita and Me*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Mishra, Vijay. *The Literature of the Indian Diaspora: Theorising the Diasporic Imaginary*. New York: Routledge, 2007.
2. Braziel, Jana Evans, et al. (ed.). *Theorizing Diaspora: A Reader*. Wiley, 2003.
3. Unnikrishnan, Deepak. *Temporary People*. New York: Restless Books, 2017.
4. Phillips, Caryl. 'Somewhere in England', *Crossing the River*. London: Random House, 1993.
5. Gilroy, Paul. 'The Black Atlantic as a Counterculture of Modernity', *The Black Atlantic: Modernity and Double Consciousness*. London: Verso, 1993.
6. Jayaram, N. (ed.). *The Indian Diaspora: Dynamics of Migration*. Vol.4, Sage: New Delhi, 2004.

DISCIPLINE SPECIFIC ELECTIVE COURSE– 6 (DSE-6): Research Methodology

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

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|----------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-6 Research Methodology | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer practical training in academic writing.

- To introduce the basics of research and its methods.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire in-depth and practical knowledge regarding academic reading and writing.
- This course will enable students to write a research paper as part of project work.

SYLLABUS OF DSE-6

UNIT – I (15 weeks-1 hour/week)

1. Introduction to Practical Criticism
2. Conceptualizing and Drafting of a Research Proposal

UNIT – II (15 weeks-1 hour/week)

1. Style Manuals: Notes, References and Bibliography/Annotated Bibliography

UNIT – III (15 weeks-1 hour/week)

1. Workshop on Topic Development
2. Workshop on Research Proposal

Practical component (if any) –

- Writing a Research Paper (2000 to 2,500 words)

Essential/recommended readings

1. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage, 2017.
2. Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd edn. New York: CUP, 1998.
3. Dev, Anjana N (ed.). *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.
4. Richards, I. A. *Practical Criticism: A Study of Literary Judgement*. New York: Harcourt Brace, 1929.
5. Bailey, Stephen. *The Essentials of Academic Writing for International Students*. London: Routledge, 2015.
6. Orwell, George. *Politics and the English Language*. United Kingdom: Sahara Publisher Books, 1946.

Suggestive readings-

1. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.
2. Kumar, Ranjit, *Research Methodology: A Step by Step Guide for Beginners*. New Delhi: Sage, 2014.
3. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi: OUP, 2016.
4. Griffin, Gabrielle, ed. *Research Methods for English Studies*. 2nd edn. New Delhi: Rawat Publications. 2016 (Indian Reprint)

DISCIPLINE SPECIFIC ELECTIVE COURSE– 7 (DSE-7): Graphic Narratives

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

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|-----------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-7 Graphic Narratives | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of graphic narratives.
- To sample a variety of graphic narratives from different locations and in varied styles.

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 specific languages of graphic narratives.
- Students will be able to comprehend the relationship between text and visuality.

SYLLABUS OF DSE-7

UNIT – I (15 weeks-1 hour/week)

1. Miller, Frank. *Batman: The Dark Knight Returns*. Delhi: Random House, 2016.

Supplementary Reading for Visually Impaired Students:

1. Feiffer, Jules. 'Introduction' and 'Afterword', *The Great Comic Book Heroes*. Bonanza Books, 1965.

<http://www.tcj.com/the-great-comic-book-heroes-intro-afterword-by-jules-feiffer/>

UNIT – II (15 weeks-1 hour/week)

2. Natarajan, Srividya and Aparajita Ninan. *A Gardener in the Wasteland*. Delhi: Navayana,

2016.

3. Kadam, Dilip and S. S. Rege. *Babasaheb Ambedkar: He Dared to Fight*. Vol. 611, Mumbai: Amar Chitra Katha, 1979.

Supplementary Reading for Visually Impaired Students

2. Nayar, Pramod K. 'Drawing on Other Histories.', *The Indian Graphic Novel: Nation, History and Critique*. Routledge, 2016. pp 109-154

UNIT – III (15 weeks-1 hour/week)

4. Patil, Amruta. *Kari*. Delhi: Harper Collins, 2008.

5. Satrapi, Marjane. *Persepolis: The Story of a Childhood*. London: Pantheon 2004.

Supplementary Reading for Visually Impaired Students

4. Robinson, Lillian S. 'Chronicles: Generations of Super Girls,' *Wonder Women: Feminisms and Superheroes*. Routledge, 2004. pp 65-94

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Chute, Hilary. 'Comics as Literature? : Reading Graphic Narrative,' *PMLA* 123 (2), pp 452-465

2. McCloud, Scott. *Understanding Comics: The Invisible Art*. USA: HarperCollins, 1993. pp 60-137
3. Mickwitz, Nina. *Documentary Comics: Graphic Truth-Telling in a Skeptical Age*. UK: Palgrave Macmillan, 2016. pp 1-28

DISCIPLINE SPECIFIC ELECTIVE COURSE– 8 (DSE-8): Children’s Literature

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

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|-----------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-8 Children’s Literature | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with an outline the field of children’s writing.
- To convey a sense of diversity within children’s literature.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to appreciate the literary and theoretical complexity of children’s writing.
- This course will enable a comprehension of children’s literature across time and cultural spaces.

SYLLABUS OF DSE-8

UNIT – I (15 weeks-1 hour/week)

1. Roald Dahl: *Fantastic Mr Fox*
2. Antoine de Saint-Exupéry: *The Little Prince*

UNIT – II (15 weeks-1 hour/week)

1. Roychowdhury, Upendra Kishore. *Goopy Gyne Bagha Byne*. New Delhi: Puffin Books, 2004. pp 3-27
2. Ray, Satyajit. *The Golden Fortress (Sonar Kella)*. trans. Gopa Majumdar, Penguin/Puffin, 2015.

UNIT – III (15 weeks-1 hour/week)

1. Anderson, M.T. *Feed*, Somerville: Candlewick Press, 2002.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Carpenter, Humphrey and Mari Prichard (Eds.). *The Oxford Companion to Children's Literature*. Oxford: Oxford University Press, 1984.
2. Egoff, Sheila, et al. (Eds.) *Only Connect: Readings on Children's Literature*, 3rd Edition. New York: Oxford University Press, 1996.
3. Hunt, Peter. *Criticism, Theory and Children's Literature*. Cambridge, Ma: Basil Blackwell, 1999.
4. Lehr, Susan. *The Child's Developing Sense of Theme: Responses to Literature*. New York: Teachers College Press, 1991.
5. Lukens, Rebecca J. *A Critical Handbook of Children's Literature*, 6th Edition. New York: Longman, 1999.
6. Lurie, Alison. *Don't Tell the Grown-Ups: Subversive Children's Literature*. Boston: Little, Brown, 1990.
7. Townsend, John Rowe. *Written for Children: An Outline of English Children's Literature*. 4th Edition. New York: Harper Collins, 1990.
8. Bang, Molly. 'Building the Emotional Content of Pictures', *Picture This: How Pictures Work*. San Francisco: Chronicle Books, 2018. pp 1-50

9. Nodelman, Perry. 'Defining Children's Literature', *The Hidden Adult: Defining Children's Literature*, Baltimore: John Hopkins University Press, 2008. pp 133-137

DISCIPLINE SPECIFIC ELECTIVE COURSE– 9 (DSE-9): Indian Partition Literature

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

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|--|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-9 Indian Partition Literature | 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 understanding of Partition Literature in India.
- To sensitize students to complex narratives of Partition

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire in-depth knowledge of literary and theoretical insights into Partition.
- Students will be able to comprehend the relationship between literary representations and memories of the Partition.

SYLLABUS OF DSE-9

UNIT – I (15 weeks-1 hour/week)

1. Butalia, Urvashi. 'Beginnings', *The Other Side of Silence: Voices from the Partition of India*. India: Penguin books, 1998.

2. Nandy, Ashish. 'The Invisible Holocaust and the Journey as an Exodus', *A Very Popular Exile*. Delhi: OUP, 2007.

UNIT – II (15 weeks-1 hour/week)

1. Manṭo, Sa'ādāt Ḥasan. 'Toba Tek Singh', *Manto: Selected Short Stories: Including 'Toba Tek Singh' and 'The Dog of Tithwal'*. India, Random House India, 2012.

2. Chander, Krishan. 'Peshawar Express', *Stories About the Partition of India*. trans. Jai Ratan, ed. Alok Bhalla, Vol. 3, Delhi: Indus, 1994. pp 205-215

3. Waliullah, Syed. 'The Tale of a Tulsi Plant', *Mapmaking: Partition Stories from Two Bengals*, trans. Rani Ray, ed. Debjani Sengupta, Amaryllis: 2011. pp 101-114

4. Kothari, Rita. (ed.) Selections from *Unbordered Memories: Sindhi Stories of Partition*. New Delhi: Penguin Books, 2009.

UNIT – III (15 weeks-1 hour/week)

1. Gangopadhyay, Sunil. *Arjun*. trans. Chitrita Bannerjee, Penguin, 1987.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Bhasin, Kamla and Ritu Menon. 'Introduction', *Borders and Boundaries*. Delhi: Kali for Women, 1998.

2. Pandey, Gyanendra. 'The Three Partitions of 1947', *Remembering Partition: Violence, Nationalism and History in India*. Cambridge: Cambridge UP, 2001. pp 21-44

3. Schendel, Willem van. 'Partition Studies', *The Bengal Borderland: Beyond State and Nation in South Asia*. London: Anthem Press, 2005. pp 24-38

5. Khan, Yasmin. 'Leoprous Daybreak' and 'Bitter Legacies', *The Great Partition: The Making of India and Pakistan*. Delhi: Penguin Random House, 2007. pp 143-185

DISCIPLINE SPECIFIC ELECTIVE COURSE– 10 (DSE-10): World 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 | Department offering the course |
|-----------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|--------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-10 World Literatures | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of World Literatures.
- To indicate diversity of literary representations in the field.

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 complexity of theoretical and literary representations in the field.
- Students will gain a critical knowledge about the categorization of 'World Literature'.

SYLLABUS OF DSE-10

UNIT – I (15 weeks-1 hour/week)

1. Abdulrazak Gurnah: *By the Sea* (2001)

UNIT – II (15 weeks-1 hour/week)

1. Pablo Neruda: 'Fable of the Mermaid and the Drunks'
2. Walcott: 'Names'
3. Nazar Qabbani: 'Beirut, The Mistress of the World'

4. Meena Alexander: 'Shook Silver'

UNIT – III (15 weeks-1 hour/week)

1. Marquez: 'Balthasar's Marvellous Afternoon'

2. Paz: 'The Blue Bouquet'

3. Ngugi wa Thiong'o. "Introduction: Towards the Universal Language of Struggle" & "The Language of African Literature". *Decolonising the Mind*, London: James Currey, 1986. pp 1-33

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Damrosch, David. 'Goethe Coins a Phrase', *What is World Literature?*. Princeton UP, 2003. pp 1-36

2. Cheah, Pheng. 'The New World Literature: Literary Studies Discovers Globalization', *What is a World?: On Postcolonial Literature as World Literature*. Duke University Press, 2015. pp 23-45

3. Moretti, Franco. 'Conjectures on World Literature', *NLR* 1, Jan-Feb. 2000. pp 54- 68

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