



HSNC University Mumbai

Ordinances and Regulations

With Respect to

Choice Based Credit System
(CBCS)

For the Programmes Under

The Faculty of Humanities

For the Course under the **New Education Policy (NEP)**

Bachelor of Arts (B. A.)

Curriculum – Second Year Undergraduate Programmes

Semester-III and Semester -IV

(with effect from the academic year 2024-2025)



HSNC University, Mumbai

No. HSNCU/BOS-English/August/665 of 2023

4th August 2023

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Respected Sir / Madam,

By the direction of the Hon'ble Vice-Chancellor, I am pleased to inform you that you have been nominated on the Board of Studies in **English** under the Faculty of Humanities of the HSNC University, Mumbai, for a period of five years. I am therefore to request you kindly to form yourselves into the Board of Studies in **English** and also request you kindly to fulfill all the duties. Your appointment shall be governed by HSNC University Notification असाधारण क्रं. ३९१, dated 30th October 2019.

I am to request you kindly to convey your acceptance and confirmation at the earliest.

Looking forward to your active participation in the deliberations at the meetings of the Board of Studies in English, as and when held.

With warm regards.

Yours faithfully,

Dr. Bhagwan Balani
Registrar (Ag)

HSNC UNIVERSITY, MUMBAI

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Office of the Registrar, HSNC University, Mumbai,

Bachelor of Arts – Second Year

S.Y.B.A

Elective Programme: B.A.

Course: English Literature - Paper II

(MAJOR)

Paper: Indian Literature in English

Preamble

Indian English Literature is a body of work by writers in India who write in the English language and whose native or co-native language could be one of the numerous languages of India. The proposed curriculum has been designed with a view to augment the pre-existing syllabus and make it more multidisciplinary and multilingual, to cater to the needs of contemporary society and to the nation in present day context. In the times of globalization and increasing competition, many of our students seek jobs in multilingual regions in India and abroad for which they have to be equipped with the capability of understanding the context of the works in translation as well as gain an expertise in Indian Literature in English through translation. Keeping in mind this multilingual scenario, the present syllabus includes writers from various languages of India whose works are available in the translated forms in English. No language is great or small and the medium of English serves as a link language to help regional literature of India reach out to the wider world. Besides this, the literature of the regional languages of India is historically and culturally rich, vast and insightful and this paper seeks to expose students to a small portion of this affluent and diverse literature. The paper also opens up the debate about the colonial and postcolonial writings and the influence of the colonizer's language on Indian writers. Through the different genres of this kind of literature, the paper seeks to create an understanding about the cultural and social values that help a student navigate life's conflicts and issues. This paper aims to introduce the student to the literary concepts, aesthetics of writing and creativity that is prevalent in Indian English Writing.

Course Level Objectives:

At the end of the course, each student of the course should be able to:-

1. demonstrate a coherent and systematic knowledge and understanding of the literary and theoretical developments in the field of English Studies in India

2. demonstrate the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use
3. demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation
4. understand the socio-cultural and political issues prevailing in India and the world, across different ages
5. understand the pluralistic dimensions of Indian literature in English and become acquainted with different writers from different parts of the country
6. Apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans.

Course Level Learning Outcomes:

On successful completion of the course, learners are expected –

1. To demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English, from colonial times till the present
2. To display an ability to read, understand and write critically about Indian Literature in English
3. To critically engage with Indian literary texts written in English in terms of colonialism/ postcolonialism, regionalism, and nationalism
4. To critically appreciate the creative use of the English language in Indian Writing in English
5. To approach Indian Literature in English from multiple positions based on social locations such as caste, class, gender, religion, region, etc.
6. To develop an awareness of the linguistic and cultural richness of India through the study of Indian literature in translation.

Second Year (Semester III & IV) Scheme of Teaching

Sr. No.	Subject Code	Subject Title	Subject Unit Title	Lectures	Total No. of Lectures	Credits	Total Marks
1.		English Literature – II Sem III: Indian Literature in English – I (Background, Poetry and Drama)	Unit I	20	60	4	100
			Unit II	20			
			Unit III	20			

2.		English Literature – II Sem IV: Indian Literature in English – II (Background, Short Stories and Novel)	Unit I	20	60	4	100
			Unit II	20			
			Unit III	20			

Second Year (Semester III & IV) Internal and External Assessment Details

Sr. No.	Subject Code	Subject Title	Lectures Per Week (Lecture of 60 min) – 4					Evaluation Scheme	Total Marks
			Units	L	T	P	Credits		
1.		English Literature - II	3	4	-	-	4	Internals Theory	40 60

Detailed Syllabus S.Y.B.A English (MAJOR) English Literature – II

Semester III

Indian Literature in English – I (Poetry and Drama)

(4 Credits)

60 lectures

UNIT 1: Background (20 lectures)

- Beginnings of writing in English in India
- Socio-political-cultural background in pre and post-independent India
- Salient points of Macaulay’s Minutes on Education
- Evolution of Indian English Prose: pre-independence, post-independence, contemporary scene, some significant prose writers
- Evolution of Indian English Poetry: pre-independence, post-independence, contemporary scene, some significant poets
- Evolution of Indian English Drama: pre-independence, post-independence, contemporary scene, some significant dramatists

UNIT II: Poetry (20 Lectures)

- 1) Henry Derozio: “To My Native Land”
- 2) Toru Dutt: “Our Casuarina Tree”
- 3) A. K. Ramanujam: “A River”
- 4) Arun Kolatkar: “The Bus” from *Jejuri*
- 5) Adil Jussawala: “Sea Breeze, Bombay”
- 6) Kamala Das: “An Introduction”
- 7) Agha Shahid Ali: “Postcard from Kashmir”
- 8) Keki Daruwala: “Migrations”

- 9) Dilip Chitre: “The House of My Childhood”
10) Meena Kandasamy: “Apologies for Living On”

UNIT III: Drama (20 Lectures)

A) Vijay Tendulkar : *Silence! The Court is in Session* (OUP 2017, revised edition)

OR

B) Girish Karnad : *Tughlaq* (OUP 1996)

Formative Assessment

Suggested Topics for Formative Assessment:

- 1) Critical appreciation of other poems/plays of poets/dramatists prescribed in the syllabus
- 2) Critical appreciation of a poem and/or play not prescribed in the syllabus
- 3) Any other topic relevant to the course taught

Pattern of Formative Assessment: (40 marks)

Any one of the following methods of assessment may be undertaken: (25 marks)

- 1) Class Test
- 2) Online Exam
- 3) Assignment/Project

SLE Presentation: (15 marks)

Summative Assessment

QUESTION PAPER PATTERN SEMESTER III (SEM-END EXAM)

Duration: 2 hours

Marks: 60

- Q.1 Essay Type Question (1 out of 2) [Unit I] (15 marks)
Q.2 Essay Type Question (1 out of 2) [Unit II] (15 marks)
Q.3 Essay Type Question (1 out of 2) [Unit III] (15 marks)
Q.4A) Short Notes (1 out of 2) [Unit II] (7 1/2 marks)
Q.4B) Short Notes (1 out of 2) [Unit III] (7 1/2 marks)

Semester IV

Indian Literature in English – II (Short Story and Novel)

(4 Credits)

60 lectures

UNIT I: Background : (20 Lectures)

- Partition Literature
- Evolution of Indian English Novel: pre-independence, post-independence, contemporary scene, some significant novelists
- Evolution of Indian English short story: pre-independence, post-independence, contemporary scene, some significant short story writers
- Brief Overview of Diasporic Literature
- Dalit Literature
- Concept of Nativism

UNIT II: Short Stories: (20 lectures)

- 1) Rabindranath Tagore: “Kabuliwala”

- 2) Premchand: "Idgah" (Translated by Khushwant Singh)
- 3) Ismat Chughtai: The Wedding Shroud (Translated by Tahira Naqvi and Syeda S Hameed)
- 4) P. L. Deshpande: "Namu, the Dhobi" (Translated by M.V. Rajadhyaksha)
- 5) Ruskin Bond: "The Tunnel"
- 6) Anita Desai: "Games at Twilight"

UNIT III: Novel: (20 lectures)

A) Bama : *Karukku* (Blades) (Translated by Lakshmi Holmstrom) (Madurai : Ideas, 1992)

OR

B) Amrita Pritam: *Pinjar* (The Skeleton and The Man) (Translated by Khushwant Singh) (New Delhi : Tara Press, 2009)

Formative Assessment

Suggested Topics for Formative Assessment:

- 1) Critical analysis of other novels or short stories of authors prescribed in the syllabus
- 2) Analysis of features of a novel or short story not prescribed in the syllabus
- 3) Any other topic relevant to the course taught

Pattern of Formative Assessment: (40 marks)

Any one of the following methods of assessment may be undertaken: (25 marks)

- 1) Class Test
- 2) Online Exam
- 3) Assignment/Project

SLE Presentation: (15 marks)

Summative Assessment

QUESTION PAPER PATTERN SEMESTER IV (SEM-END EXAM)

Duration: 2 hours

Marks: 60

- Q.1 Essay Type Question (1 out of 2) [Unit I] (15 marks)
 Q.2 Essay Type Question (1 out of 2) [Unit II] (15 marks)
 Q.3 Essay Type Question (1 out of 2) [Unit III] (15 marks)
 Q.4A) Short Notes (1 out of 2) [Unit II] (7 1/2 marks)
 Q.4B) Short Notes (1 out of 2) [Unit III] (7 1/2 marks)

References:

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- Agarwal, Beena. 2012. *Contemporary Indian English Drama: Canons and Commitments*. Jaipur: Aadi Publications.
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<http://www.museindia.com/regularcontent.asp?issid=32&id=2049>

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- Mehrotra, A. K. 2003. *A History of Indian Literature in English*. Hurst & Co., London.
- Mukherjee, Tutun (Ed.) 2005. *Girish Karnad's Plays: Performance And Critical Perspectives*. Delhi: Pencraft.
- Pandey, Manoj. 2007. *The Plays Of Girish Karnad And Tradition*. Delhi: Adhyayan Publishers
- Singh, Krishna. "Aravind Adiga's *The White Tiger*: The Voice of Underclass—a Postcolonial Dialectic." *Journal of Literature, Culture and Media Studies* 1.2 (2009): 98-112.
- Tiwari Shubha. 2005. *Indian Fiction in English Translation – Chapt 4: Comments on Amrita Pritam's Magnum Opus: The Skeleton* (Jagdev Singh), by Atlantic Publishers & Distributors, Page 28-35
- Verma, B. 2006. *Amrita Pritam: Life as Literature*. New Delhi: Prestige.

Online Resources

https://youtu.be/B0YBcDbWRW8 (Indian
https://www.youtube.com/watch?v=cvBNzvVIZlc
https://www.youtube.com/watch?v=tpibUVAxCDU
https://wcln.ca/_LOR/course_files/EN11/Forums/Games_Twilight.pdf
https://www.youtube.com/watch?v=u1-ekBseASw
https://www.youtube.com/watch?v=7kYwnqGB48E
https://www.youtube.com/watch?v=UHC1Clrlg1w
https://www.youtube.com/watch?v=NKjvBv_ndL8
https://www.youtube.com/watch?v=A-vFqNWYmm0
