



HSNC University Mumbai

(2021-2022)

Ordinances and Regulations

With Respect to

Choice Based Credit System

(CBCS)

For the Programmes Under

The Faculty of Humanities

For the Course

Bachelor of Arts (B. A.)

Curriculum – Second Year Undergraduate Programmes

Semester-III and Semester -IV

2021-2022



HSNC University, Mumbai

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Section D

Bachelor of Arts

S.Y.B.A. in English (Ancillary)

Elective Program: B.A.

**Course: Indian Literature in English
Paper II**

Part 1 - 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 competitions, many of our students aspire to 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 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 redolent in Indian English Writing.

1. Course Objectives: The main objectives of the course are:

1. To introduce learners to the literary concepts and aesthetics of Indian Literature in English
2. To acquaint learners to the pluralistic dimensions of Indian Literature in English
3. To help them experience the different genres of Indian Literature in English as well as acquaint them with different writers in Indian English.
4. To help learners understand the socio-cultural and political issues prevailing in India and the world, across different ages.

2. Process adopted for Curriculum Designing:

A syllabus design committee, with representatives of various stakeholders was constituted. Multiple meetings were held on an online platform. The draft copy of the syllabus was sent to the committee members through email. After discussion and deliberations with the members, personally and via mail, the changes in the syllabus were incorporated. This included theory and a 20% self-learning component.

3. Salient features, how it has been made more relevant:

English Ancillary Elective course involves a theoretical and self-learning component. The course has three units and a 20% self-learning component. Internal (formative assessment) and external (summative assessment) examination is in the ratio of 40:60.

The current course is designed to enhance the knowledge of the subject. While designing the syllabus, care has been taken to select texts in second year that span across Indian writing in English as well as Indian writing in translation, thus enhancing the students' knowledge about the rich literature that exists across different regions of the nation.

All topics given for self-study or assigned as part of Internal Assessment, are set with an objective to enable students to understand and appreciate the prescribed genres of literature such as Essays, Novels and Short Stories in Semester III and Essay, Drama and Poetry in Semester IV.

Under the Self Learning component comparative study of other poems of the given poets has been included. Students can even attempt comparative study of different genres like a novel/play and the film or dramatic adaptation of the same.

The course would give students the option to develop skills in areas which have direct relevance to employability such as teacher/educator, researcher, literary critic, content writer and editor.

4. Learning Outcomes:

On successful completion of the course, learners are expected -

- To understand and perceive the nuances of Indian writing in English
- To recognise the cultural context and diversity of India and its people
- To develop sensitivity towards fellow human being, nature and imbibe the spirit of inclusivity

5. Input from stakeholders:

Modifications were suggested by the industry and academia experts to make the syllabus contemporary and relevant and to provide learners an opportunity for comparative and parallel study. These suggestions have been incorporated in the syllabus

Part 2 - The Scheme of Teaching and Examination

Semester – III

Sr. No.	Choice Based Credit System	Subjects		Subject Code	Remarks
1	BA- English	SYBA- English (Optional) Elective Indian literature in English Paper II (Semester III and IV)	Theory	UA IND- 201a	

Second year Semester-III & IV-Internal and External Assessment Details

Sr. No.	Subject Code	Subject Title	Lectures Per Week (Lecture of 50 min)				Credits	Evaluation Scheme					Total Marks		
			Units	S.L.*	L	T		P	SLE	TA	CT	Proj.		SEE	PE
1	UA IND-201a	Indian Literature in English Semester III - (Essay, Novel & Short Story)	3	20 %	4	0	0	3	10	05	15	10	60	0	100
2	UA IND-202b	Indian Literature in English Semester IV – (Essay, Poetry and Drama)	3	20%	4	0	0	3	10	05	15	10	60	0	100
Total Credits							06			Total Marks				200	

*A few lectures to be taken for CONTINUOUS self-learning evaluation

V

L: Lecture, T: Tutorials, P: Practical, Ct-Core Theory, CP-Core Practical, CT-Class Test, TA-Teacher Assessment, SLE : Self Learning Evaluation, Proj.- Project/Assignment, PE : Practical Evaluation, SEE: Semester end examination

- Lecture Duration – 50 Minutes
- One Credit = 15 Classroom teaching hours

Part 3: Detailed Scheme of Theory

S. Y. B. A. in English (Optional)

Course: Indian Literature in English

Semester - III - Units – Topics – Teaching Lectures

Curriculum Topics along with Self-Learning topics -

Theory	UA IND- 201a	Semester Three: Indian Literature in English - (Essay, Novel & Short Stories)
		Credits: 03 (Total Lectures: 45)

Unit –I	Essays (Indian Non-Fiction in English) Meenakshi Mukherjee: “The Anxiety of Indianness” from <i>The Perishable Empire: Essays on Indian Writing in English</i> . ii. Urvashi Butalia: “Memory” from <i>The Other Side of Silence: Voices from the Partition of India</i> iii. K. Satchidanandan: “That Third Space: Interrogating the Diasporic Paradigm” from <i>Indian Literature</i> , Vol 45, No.3 (203) (May-June 2001) iv. Jasbir Jain: “Prologue” from <i>beyond postcolonialism: dreams and realities of a nation</i> .	15 Lectures
Unit - II	Novel i. Arvind Adiga: <i>The White Tiger</i> (New York: Free Press, 2008. Print.) OR ii. Saradindu Bandyopadhyay: <i>The Quills of the Porcupine</i> - a novella from <i>The Menagerie and Other Byomkesh Bakshi Mysteries</i> . Translated from the Bengali by Sreejata Guha. Penguin. OR iii. Amrita Pritam: <i>Pinjar</i> and other stories (<i>The Skeleton and The Man</i>)	15 Lectures

	(Translated by Khushwant Singh) New Delhi : Tara Press, 2009. Print.	
Unit- III	<p>Short Stories:</p> <p>i. Bhisham Sahani : "Pali" (from Translating Partition. Katha, New Delhi, 2001)</p> <p>ii. Vilas Sarang : "A Revolt of the Gods" (from Fair Tree of the Void. Penguin Books (India) Ltd. New Delhi, 1990.</p> <p>iii. Githa Hariharan : "The Remains of the Feast" (from https://newint.org)</p> <p>iv. Shashi Deshpande : "The Awakening" (from Collected Stories, Vol. 1, Penguin Books India Pvt. Ltd. New Delhi, 2003.</p>	15 lectures

20% Self-Learning Segment

Topics	
	<p>Other Short Stories of:</p> <ul style="list-style-type: none"> ● Githa Hariharan OR ● Shashi Deshpande OR ● Bhisham Sahani OR ● Vilas Sarang <p>OR</p> <p>Comparative study of novels/novella and their Film adaptations</p> <p>OR</p> <p>Literature pertaining to historical events; other essays of the prescribed authors.</p>

Online Resources

https://youtu.be/BOYBcDbWRW8 (Indian
https://www.youtube.com/watch?v=cvBNzvVIZlc
https://www.youtube.com/watch?v=tpibUVAbCDU
https://www.youtube.com/watch?v=hAxfmbthlxw
https://www.youtube.com/watch?v=w8LLmZ09HRg

Third Semester		
Internal Evaluation of 40 Marks		
Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	15 Marks
2	One assignment based on curriculum (to be assessed by the teacher Concerned	10 Marks
3	Self-Learning Evaluation	10 Marks
4	Active participation in routine class instructional deliveries	05 Marks

Project & Assignments for Internal Evaluation

- **Review of Short Stories/Novels**
- **Film adaptations**
- **Any other written assignment**

Evaluation Pattern:	Third Semester-End Examination of 60 Marks	Duration : 2 Hours
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Question 1	Essay on Unit 1 (one out of three) (a-Essay or b-Essay or c-Essay) :	15 Marks
Question 2	Essay on Unit 2 (one out of two):	15 Marks
Question 3	Essay on Unit 3 (one out of two):	15 Marks
Question 4	Short Notes on Unit 1, 2 & 3(Three out of six): (Two short notes each from Unit 1, 2 and 3) 02 short notes to be selected from each Unit. i.e. Unit- 1, II & III)	15 Marks

Theory	UA IND- 202b	Semester Four Indian Literature in English – (Essay, Poetry & Drama) Credits: 03 (Total Lectures: 45)

Unit -I	Essays (Indian Non-Fiction in English) i. Makarand Paranjape: Introductory essay to Indian Poetry in English. 1993. Madras: Macmillan India Press. ii. Arjun Dangle: “Dalit Literature: Past, Present and Future” from Poisoned Bread. 1992. Hyderabad: Orient Longman Ltd. iii. Vijay Tendulkar: “Characterization and Structure: Two Essentials for a Playwright” from Collected Plays in Translation. 2003. New Delhi: OUP. iv. Rajeswari Sunder Rajan: “English Literary Studies, Women’s Studies and Feminism in India”. Source: Economic and Political Weekly, Vol 43. No. 43 (Oct. 25-31, 2008).	15 Lectures
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Unit - II	Poetry: i. Jayanta Mahapatra : ‘Hunger’ and ‘Freedom’ ii. Keki Daruwalla : ‘Map-Maker’ and ‘A Take-Off on a Passing Remark’ iii. Meena Kandasamy : ‘Ekalavyan’ and ‘The Flight of Birds’ iv. Dilip Chitre : ‘Father Returning Home’ and ‘Ode to Bombay’	15 Lectures
Unit- III	Play :	15 lectures
	<p>Virish Karnad: <i>Tughlaq</i> (OUP, 1996)</p> <p style="text-align: center;">OR</p> <p>Mohan Rakesh : <i>Halfway House</i> (Adhe-Adhure) translated by Bindu Batra, Ed. Basu, Dilip K. (Worldview Publications, New Delhi: 1999)</p> <p style="text-align: center;">OR</p> <p>Mahesh Dattani: <i>Bravely Fought the Queen</i> (Penguin India, 2006)</p>	

20% Self-Learning Segment

Topics	
	<ul style="list-style-type: none"> ● Viewing the Actual play in theatre or YouTube or other channels <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ● Links of other poems by the Poets prescribed

Online Resources

	https://www.youtube.com/watch?v=jCFVA4uqVcs
	https://www.youtube.com/watch?v=u1-ekBseASw
	https://www.youtube.com/watch?v=7kYwnqGB48E
	https://www.youtube.com/watch?v=UHC1Clrg1w
	https://www.youtube.com/watch?v=NKjvBv_ndl8
	https://www.youtube.com/watch?v=A-vFqNWYmm0

	Fourth Semester	
	Internal Evaluation of 40 Marks	

Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	15 Marks
2	One assignment based on curriculum (to be assessed by the concerned teacher)	10 Marks
3	Self-Learning Evaluation	10 Marks
4	Active participation in routine class instructional deliveries	05 Marks

Project & Assignments for Internal Evaluation

- **Radio Play/**
- **Shadow Puppetry/**
- **Any written project**

EvaluationPattern:	Fourth Semester End Examination of 60 Marks	Duration: 2 Hours
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Question 1	Essay on Unit 1 (one out of three) (a-Essay or b-Essay or c- Essay)	15 Marks
Question 2	Essay on Unit 2 (one out of two):	15 Marks
Question 3	Essay on Unit 3 (one out of two):	15Marks
Question 4	Short Notes on Unit 2 & 3(Three out of six): (Two short notes each from Units 1, 2 and 3)	15 Marks

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