

B.A. with English
Undergraduate SEMESTER Programme
Syllabus

Semester V and VI
(Revised w.e.f. the Academic Session 2018-19)



Department of English
Himachal Pradesh University
NAAC Accredited 'A' Grade University
Summer Hill, Shimla - 171005

Department of English

BA with English

Undergraduate SEMESTER Programme

Syllabus

Semester V and VI

(Revised w.e.f. the Academic Session 2018-19)

V	ENGL 501 (Course Code for Honours Students is ENGL 305 H)	Contemporary India: Women and Empowerment (Generic Elective-1) <ol style="list-style-type: none">1. Key Concepts: Sex and Gender, Socialization, Discrimination-Gendered and Sexual, Stereotyping, Feminism, Patriarchy, Femininities and Masculinities, Transgenders.2. "The Creation of Patriarchy." <i>The Creation of Patriarchy</i> by Gerda Lerner3. "A Wife's Letter" Rabindra Nath Tagore. Trans. Prasenjit Gupta.4. "To Waris Shah" Amrita Pritam. Trans. by Amrita Pritam. <i>Selected Poems of Amrita Pritam</i>. A Dialogue Calcutta Publication. Ed. Pritish Nandy.5. Malavika Karlekar. "Domestic Violence." <i>Women' Studies in India</i>. Ed. Mary E. John.6. Gogu Shaymala. "Raw Wound." <i>Father Maybe an Elephant and Mother Only a Small Basket, But...</i>7. Rokeya Sakhawat Hossain: "Sultana's Dream" <i>Women Writing in India: 600 BC to the Present</i>. Vol. 1. New Delhi: OUP, 1995. Print.8. Shivani: "Dadi." ("Grandmother"). <i>Women Writing in India: 600 BC to the Present</i>. Vol. 2. New Delhi: OUP, 1995. Print.	6
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		<p>Classroom Activity:</p> <ol style="list-style-type: none"> 1. Group Discussions and Presentations on: <ol style="list-style-type: none"> (i) Kinkari Devi (ii) Chipko Movement (iii) Women Farmers in India (iv) Women’s Role in Traditional and Organic Farming (v) Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act (2013) <p>Suggested Readings:</p> <ul style="list-style-type: none"> • R.W. Connell. <i>Masculinities</i>. • Gerda Lerner. <i>The Creation of Patriarchy</i>. Oxford University Press. • Bina Aggarwal. <i>A Field of One’s Own: Gender and Land Rights in South Asia</i>. Cambridge University Press. • Jane Pilcher and Imelda Whelehan. <i>50 Key Concepts in Gender Studies</i>. Sage Publications. • Nivedita Menon. <i>Seeing Like a Feminist</i>. Zubaan, Penguin. • Raka Ray, ed. <i>Fields of Protest: Women’s Movements in India</i>. University of Minnesota Press. • Saugata Bhaduri and Indrani Mukherjee, Springer, ed. <i>Transcultural Negotiations of Gender</i>. • Sita Anantha Raman. <i>Women in India- A Social and Cultural History</i>. Vols I &II, ABC CLIO, LLC. • Vandana Shiva. <i>Staying Alive: Women, Ecology and Survival in India</i>. Kali for Women. • Geraldine Forbes. <i>Women in Modern India</i>. Cambridge University Press. <p>Films:</p> <p><i>Kunku</i> (1937) (Marathi) <i>Mahanagar</i> (1963) <i>Pratighat</i> (1987) <i>Mirch Masala</i> (1987) <i>Bandit Queen</i> (1994) <i>Hari Bhari</i> (2000) <i>Lajja</i> (2001) <i>Kovilpatti Veeralakshmi</i> (2003) <i>Matrubhoomi</i> (2003) <i>English Vinglish</i> (2012) <i>The World before Her</i> (2012) <i>Queen</i> (2014) <i>Pink</i> (2016) <i>Raazi</i> (2018)</p>	
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V	ENGL 502	<p>DSE–1A Soft Skills</p> <p>A) Listening Skills:</p> <ul style="list-style-type: none"> • Comprehending • Retaining • Responding • Barriers to Listening • Overcoming Barriers to Listening <p>B) Teamwork:</p> <p>Teamwork involves building relationships and working with other people using a number of important skills and habits:</p> <ul style="list-style-type: none"> • Working Cooperatively • Contributing to groups with ideas, suggestions, and effort • Communication (both giving and receiving) • Sense of Responsibility • Healthy respect for different opinions, customs, and individual preferences • Ability to participate in group decision-making <p>C) Emotional Intelligence:</p> <p>Characteristics of Emotional Intelligence:</p> <ul style="list-style-type: none"> • Self-Awareness • Self-Regulation • Motivation • Empathy • Social and Cultural Sensitivity <p>Ways to Improve Emotional Intelligence</p> <ul style="list-style-type: none"> • Observe how you react to people • Look at your work environment • Do a self-evaluation • Examine how you react to stressful situations • Take responsibility for your actions • Examine how your actions affect others <p>D) Adaptability:</p> <ul style="list-style-type: none"> • See the big picture. • Don't be afraid to improvise. • Question the status quo 	6
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		<ul style="list-style-type: none"> • There's no "I" in Adaptability • Change your Routine <p>E) Problem Solving: Four basic steps in solving a problem:</p> <ul style="list-style-type: none"> • Defining the Problem. • Generating Alternatives. • Evaluating and Selecting Alternatives. • Implementing Solutions. <p>F) Interview Skills:</p> <ul style="list-style-type: none"> • Preparation • Self-evaluation-SWOT • Punctuality • First Impressions: Professional Dressing, Body Language and Non-verbal Cues • Listening and Speaking • Etiquette and Courtesy <p>Classroom Activity:</p> <ol style="list-style-type: none"> a. Reading Visual Texts <ol style="list-style-type: none"> 1) Graphics/Caroons: Reading and Analysis (with Special Reference to India) 2) Understanding / Interpreting Indian Films b. Group Discussions <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Dhanavel, S. P. <i>English and Soft Skills</i>. Hyderabad: Orient Black Swan, 2013. Print. <p>Suggested Readings:</p> <ul style="list-style-type: none"> • Chakravarthi, T. Kalyana and T. Latha Chakravarthi. <i>Soft Skill for Managers</i>. First Edition. New Delhi: Wiley Publishing Ltd., 2015. Print. • James, Larry. <i>The First Book of Life Skills</i>. First Edition. Mumbai: Embassy Books, 2016. Print. • Maxwell, John C. <i>The 5 Levels of Leadership</i>. New York: Centre Street, A division of Hachette Book Group Inc., 2014. Print. • Mitra, Barun K. <i>Personality Development & Soft Skills</i>. First Edition. New Delhi: Oxford Publishers, 2011. Print. 	
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		<ul style="list-style-type: none"> • Verma, Shalini. <i>Development of Life Skills and Professional Practice</i>. First Edition; Noida. Vikas Publishing, 2014. Print. • Dwyer, Rachel. <i>Beyond the Boundaries of Bollywood: The Many Forms of Hindi Cinema</i>. New Delhi: Atlantic Publishers, 2011. • Dwyer, Rachel. <i>Picture Abhi Baki Hai: Bollywood as a Guide to Modern India</i>. New Delhi: Hachette, 2014. • Laxman, R. K. <i>Brushing up the Years: A Cartoonist's History of India, 1947</i>. New Delhi: Penguin India, 2008. • Devadawson, C. R. <i>Out of Line</i>. New Delhi: Orient Blackswan, 2014. 	
V	ENGL 503	<p>AEEC-3: Technical Writing</p> <p>UNIT-I Language Skills: Tenses, Voice, Narration and Punctuation</p> <p>UNIT-II Technical Writing: Definition and Preparation of Manual, Memorandum, Agenda, Minutes of a Meeting, and Powerpoint Presentation</p> <p>UNIT-III Writing Skills: Basic Research Methodology:</p> <p>Project Report</p> <p>a) Format</p> <ul style="list-style-type: none"> • Margins • Headings • Indentation • Pagination • Type Face and Fonts • Common Abbreviations <p>b) Organisation</p> <ul style="list-style-type: none"> • Preparation of the Basic Plan - Ideas and Background Research • Outline with Headings and Sub-headings • Writing, Reading and Re-writing <p>c) Contents</p> <ul style="list-style-type: none"> • Cover and Title Page 	4

		<ul style="list-style-type: none"> • Table of Contents • Preface/Acknowledgement • Abstract/Summary • Introduction • Heading and Sub-headings • Findings • Conclusion • Recommendations • Works Consulted and Cited <p>UNIT-IV</p> <p>Data Analysis</p> <p>(a) (i) Qualitative Interpretation (ii) Quantitative Interpretation</p> <p>(b) Reading and Interpreting Data: (i) Bar Graphs (ii) Pie Charts</p> <p>Classroom Activity: Writing a Project Report</p> <p>Recommended Style: <i>MLA Handbook</i>. 8th Edition</p> <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Raman & Sharma. <i>Fundamentals of Technical Communication</i>. New Delhi: OUP. 2. Mitra. <i>Effective Technical Communication</i>. New Delhi: OUP. 3. Raman & Sharma. <i>Technical Communication, 3rd edition</i>. New Delhi: OUP. 4. M. Frank. <i>Writing as Thinking: A Guided Process Approach</i>. Englewood Cliffs, Prentice Hall Regents. 	
VI	ENGL 601 (Course Code for Honours Students is ENGL 405H)	<p>GE-2</p> <p>Generic Elective</p> <p>Language, Literature and Culture</p> <p>1. Understanding India</p> <p>(a) Modern Literature:</p> <ul style="list-style-type: none"> • “Think India: A Rainbow of Contradictions” by Vinay Rai <p>(b) Bhakti Literature:</p> <ul style="list-style-type: none"> • “You Have Put Up A Show” • “How Can I Live by” Namdev 	6

		<ul style="list-style-type: none"> • “Listen, You Saints” by Kabir • “I Know Only Krishna” by Meerabai <p>2. Representing Partition in Literature</p> <p>(a) Home and The Individual:</p> <ul style="list-style-type: none"> • “ Sleepwalkers “by Joginder Paul <p>(b) Migration And Identity</p> <ul style="list-style-type: none"> • “Proprietor” by Nabaneeta Dev Sen <p>3. The Dalit Movement</p> <ul style="list-style-type: none"> • “Dalit Literature: An Insight” • <i>Joothan</i> by Om Prakash Valmiki (Non Detailed Study) <p>4. From Other Margins</p> <p>(a) North East Literature:</p> <ul style="list-style-type: none"> • “An Obscure Place” by Mamang Dai • “There are no Shangri Las Left” by Sanjay Hazarika <p>(b) Tribal Literature:</p> <p>(c) “The Tale of Lord Kobariya” (Trans.) by Nila Shah.</p> <p>All the literary pieces are from <i>Language Through Literature</i> (D.U.). Primus Books.</p>	
VI	ENGL 602	<p>DSE-1B</p> <p>Academic Writing and Composition</p> <p>(Already passed in the Board of Studies as Generic Elective-1) (ENGL-104 H)</p> <p>1. Types of Academic Writing:</p> <ul style="list-style-type: none"> • Descriptive • Analytical • Persuasive • Critical <p>2. Features and Conventions of Academic Writing:</p> <p>(a) Clear, Concise, Objective, Accurate</p> <p>(b) Grammar: Subject-Verb Agreement, Punctuation, Use of Apostrophe, Common Abbreviations</p> <p>(c) Common Errors: Colloquialisms, Jargon, Clichés, Contraction, Repetition, Emotive Language, Spelling and Grammatical Errors</p>	6

		<p>3. Process of Academic Writing:</p> <ul style="list-style-type: none"> • Pre-Drafting- Plan, Research and Brainstorm • Drafting – Headings, Sub-Headings and Development of the Idea • Revising – Making Changes, Correcting and Rewriting • Editing - Removing Errors, Proof Readings, Polishing <p>4. Critical Thinking:</p> <ul style="list-style-type: none"> • Analysis • Evaluation • Synthesis <p>5. Paragraph Writing:</p> <ul style="list-style-type: none"> • Topic Sentence, Elaborative Sentences – Supporting / Explaining / Describing / Discussing / Concluding Sentence, Transitional Words and Phrases <p>Classroom Activity:</p> <ol style="list-style-type: none"> 1. Riddles and Problem Solving Exercises 2. Brainstorming 3. Writing an Abstract <p>Recommended Reading:</p> <ol style="list-style-type: none"> 1. Renu Gupta. <i>A Course in Academic Writing</i>. New Delhi: Orient Black Swan, 2010. Print. <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Lin Ham-Lyons and Ben Heasley. <i>Study Writing: A Course in Writing Skills for Academic Purpose</i>. Cambridge: CUP, 2006. Print. 2. Iiona Leki. <i>Academic Writing: Exploring Processes and Strategies</i>. 2nd Edition. New York: CUP, 1998. Print. 3. Gerald Graff and Cathy Birkenstein. <i>They Say/I Say: The Moves That Matter in Academic Writing</i>. New York: Norton, 2009. Print. 	
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VI	ENGL 603	<p>AEEC-4</p> <p>Business Communication</p> <p>UNIT-I Introducing Business Communication:</p> <ul style="list-style-type: none"> • Basic Forms of Communication • Communication Models and Processes: Linear, Transitional and Interactive • Effective Communication • Principles of Effective Communication <p>UNIT-II Corporate Communication:</p> <ul style="list-style-type: none"> • Formal and Informal Communication: Grapevine • Barriers and Gateways to Communication • Practices in Business Communication <ul style="list-style-type: none"> - Group Discussion - Mock Interview - Seminars - Individual and Group Presentations <p>UNIT-III Writing Skills and Modern Communication:</p> <ul style="list-style-type: none"> • Business Letters and Memo Format • Good News and Bad News Letters • Sales Letter • Selection Letter • Fax, E-mail–Formal and Informal • Video Conferencing <p>UNIT-IV Non-Verbal Aspects of Communication:</p> <ul style="list-style-type: none"> • Body Language • Kinesics • Proxemics • Para Language <p>Classroom Activity:</p> <ul style="list-style-type: none"> • Office Etiquette – Personal Appearance, Grooming, Professional Appearance, Manners, Pleasantness, Punctuality, Listening, Preparation, Respect/Courtesy, Work Culture • Business Dining – Table Manners and Conventions 	4
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		<ul style="list-style-type: none"> • Managing Customer Care – Customer is King, Prompt Service, Courtesy • Making a Powerpoint Presentation <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. <i>Business Communication: Concepts, Cases and Applications.</i> P. D. Chaturvedi and Mukesh Chaturvedi. Pearson Edu. 2. <i>Business Communication.</i> Virender Kumar and Bodhraj. Kalyani Publication. 3. <i>Business Communication and Personality Development.</i> Sri Jinkushal and Budhi Singh. V.K. Publishers. 4. <i>Business Communication.</i> K.K. Sinha. Fourth Revised and Enlarged Edition. March 2012 ed. <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. <i>Business Communication.</i> Mukerjee, Hory Sankar. New Delhi: OUP. 2. <i>Business Communication.</i> 2nd ed. Raman, Meenakshi & Prakash Singh. New Delhi: OUP. 	
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OPTIONAL DISSERTATION OR PROJECT WORK MAY BE UNDERTAKEN IN PLACE OF ONE ELECTIVE PAPER (6 CREDITS) IN THE SIXTH SEMESTER.

NOTE: GENERIC ELECTIVE COURSES ARE INTERDISCIPLINARY AND ARE TO BE OFFERED TO THE STUDENTS OF OTHER DISCIPLINES WHO OPT TO STUDY GENERIC ELECTIVE ENGLISH COURSES.

Pattern of Testing

B.A. with English SEMESTER Programme

Semester V and VI Revised w.e.f. the Academic Session 2018-19

Generic Elective Courses

Internal Assessment: (30 marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation: 10 Marks

End Semester Examination: 70 Marks [100] (Three Hours)

1. **Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** to be attempted.
1x10=10 Marks [1x10=10]
2. **Six** Short Answer Questions (100-150 words) out of the given **twelve** to be attempted.
5x6=30 Marks [8x6=48]
3. **Three** Long Answer Questions (300-350 words) out of the given **six** to be attempted.
10x3=30 Marks
[14x3=42]

AEEC/SEC-3

[ENGL 503] Technical Writing

Internal Assessment: (30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation: 10 Marks

End Semester Examination: 70 Marks [100] (Three Hours)

1. **Ten** very Short Answer Questions out of the given **fifteen** to be attempted.
1x10=10 Marks [1.5x10=15]
2. **Two** questions out of the given **four** to be attempted.
6x2=12 Marks [8x2=16]
3. **Five** Short Answer Questions(100 – 150 words) out of the given **eight** to be attempted.
6x5=30 Marks [9x5=45]
4. **Two** Long Answer Questions (250 words) out of the given **four** to be attempted.
6x3=18 Marks [8x3=24]

AEEC/SEC-4
[ENGL 603]
Business Communication

Internal Assessment:

(30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation etc.: 10 Marks

End Semester Examination: 70 Marks [100]

(Three Hours)

1. **Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** to be attempted.
1x10=10 Marks [1x10=10]

2. **Four** Short Answer Questions (100-150 words) out of the given **eight (2 from each Unit)** to be attempted.
5x4=20 Marks [7.5x4=30]

3. **Four** Long Answer Questions (300-350 words) out of the given **six (at least 1 from each Unit)** to be attempted.
10x4=40 Marks [15x4=60]

Discipline Specific Elective Courses

DSE – 1A

[ENGL 502] Soft Skills

Internal Assessment: (30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation etc.: 10 Marks

End Semester Examination: 70 Marks [100] (Three Hours)

1. **Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** are to be attempted.
1x10=10 Marks [1x10=10]
2. **Six** Short Answer Questions (100-150 words) to be attempted out of the given **twelve** questions.
5x6=30 Marks [8x6=48]
3. **Three** Long Answer Questions (300-350 words) to be attempted out of the given **six** questions.
10x3=30 Marks [14x3=42]

DSE-1B
[ENGL 602]
Academic Writing and Composition

Internal Assessment: **(30 marks)**

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations based on comprehension and speaking skills of students. Students may be asked to read short passages, make extempore speeches and participate in group discussions (wherever possible).

- Attendance: 5 Marks
- Class Test (After completion of 40% syllabus): 5 Marks
- House Test (After completion of 75% syllabus): 10 Marks
- Assignment/Presentation: 10 Marks

End Semester Examination: 70 Marks [100] **(Three Hours)**

1. Objective Type Questions – Up to **fifteen** multiple choice questions.
1x15=15 Marks [2x15=30]
2. Short Answer Type Questions: Up to **six** questions be set, out of which students will answer **three** questions in about 250 words. Each question answered should be from a different area prescribed for study.
10x3=30 Marks [12x3=36]
3. Paragraph Writing Question: Up to **three** questions to be set, out of which students will attempt **one** question in about 200-250 words.
10x1=10 Marks [14x1=14]
4. Essay Type Question: Up to **two** questions be set out of which students are to attempt any **one** in about 350-400 words.
15x1=15Marks[1x20=20]