

B.A. with English
Undergraduate YEARLY Programme
Syllabus
(Effective from the Academic Session 2018-19)



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

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B.A. with English
Undergraduate YEARLY Programme
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First Year

Year	Paper Code	Course Name & Syllabus	Credits
I	ENG CE 101	<p style="text-align: center;">English-1 Core English (Compulsory) for B.A. and B.Com.</p> <p>UNIT-I</p> <p>i. "Ozymandias" ii. "Blow Blow thou Winter Wind" iii. "Good Morrow" iv. "The Man he Killed" v. "Lines Written in Early Spring"</p> <p style="text-align: center;">Poems from <i>The Blossoming Mind</i>. Ed. V. K. Khanna and Meenakshi F. Paul. New Delhi: Macmillan.</p> <p>UNIT-II</p> <p>i. "The Parrot in the Cage" ii. "Dinner for the Boss" iii. "The Reddening Tree" iv. "At the Himalayas" v. "The Value of Silence"</p> <p style="text-align: center;">Stories and Essays from <i>Life Unfolded</i>. Ed. V. K. Khanna and Meenakshi F. Paul. New Delhi: Oxford University Press.</p>	6

		<p>UNIT-III</p> <p>Applied Grammar:</p> <p>The use of Articles, Prepositions, Verb Forms, Phrasal Verbs and Comprehension</p> <p>(The literary pieces incorporated in the course are to be used as tools to teach language through literature with emphasis on reading, listening, comprehension, summarizing, inference and discussion.)</p> <p>Classroom Activity:</p> <ul style="list-style-type: none"> • Reading, Speaking and Listening Exercises • Conversation • Etiquettes: Personality Development 	
I	<p>ENG DSC 102/</p> <p>ENG HONS GE 101</p>	<p>DSC-1A English Literature-1 (Essays, Stories and Poems)</p> <p>(Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects)</p> <p><u>Detailed Study:</u></p> <p>UNIT-I</p> <ol style="list-style-type: none"> i. “Deliverance” by Premchand ii. “Joothan” by Omprakash Valmiki iii. “Kallu” by Ismat Chughtai iv. “Bosom Friend” by Hira Bansode <p>UNIT-II</p> <ol style="list-style-type: none"> i. “Girl” by Jamaica Kincaid ii. “A Prayer for my Daughter” by W. B. Yeats iii. “Yellow Fish” by Ambai iv. “Reincarnation of Captain Cook” by Margaret Atwood <p>UNIT-III</p> <ol style="list-style-type: none"> i. “Blackout” by Roger Mais ii. “Telephone Conversation” by Wole Soyinka iii. “Harlem” by Langston Hughes iv. “Still I Rise” by Maya Angelou <p><u>Non-Detailed Study:</u></p> <p>UNIT-IV</p> <ol style="list-style-type: none"> i. “Conscientious Objector” by Edna St. Vincent Millay ii. “General, Your Tank is a Powerful Vehicle” by Bertolt Brecht 	6

		<p>iii. "The Dog of Tetwal" by Sa'adat Hasan Manto iv. "A Chronicle of the Peacocks" by Intizar Husain</p> <p>UNIT-V</p> <p>i. "Toys" by Roland Barthes ii. "Indian Movie, New Jersey" by Chitra Banerjee Divakaruni iii. "At the Lahore Karhai" by Imtiaz Dharker iv. "The Brand Expands" by Naomi Klein</p> <p>Selections from Vinod Sood, et al, eds. <i>The Individual and Society: Essays, Stories and Poems</i>. Delhi: Pearson, 2005.</p>	
I	ENG DSC 103/ ENG HONS GE 102	<p>DSC-1B English Literature-2 (Poems, Short-Stories and Essays) (Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects)</p> <p><u>Detailed Study:</u></p> <p>UNIT-I Linguistic Plurality within Sufi and Bhakti Traditions:</p> <p>i. Excerpts from "The Mad Lover" by Sisir Kumar Das ii. "Kafi 7" by Bulla Shah iii. "Vachana" by Mahadeviyakka iv. "Baul Song" (Anonymous)</p> <p>UNIT-II Language Politics: Hindi and Urdu:</p> <p>i. Excerpts from "Introduction: A Conspectus" in <i>A House Divided</i> by Amrit Rai ii. "Ghazal" by Amir Khusrau iii. "Lajwanti" by Rajinder Singh Bedi iv. "Hindi" by Raghuveer Sahai</p> <p>UNIT-III Tribal Verse:</p> <p>i. Excerpts from "Introduction" to <i>Painted Words: An Anthology of Tribal Verse</i> by G. N. Devy ii. <i>Songs of Birth and Death</i> "A Munda Song" "A Kondh Song" iii. "Adi Song for the Recovery of Lost Health"</p> <p>UNIT-IV Dalit Voices:</p> <p>i. Excerpts from "Dalit Sahitya: The Historical Background" by Eleanor Zelliot</p>	6

		<p>ii. "Habit" by F.M. Shinde "An Untitled Poem" by N.T. Rajkumar "Excerpts from <i>Karukku</i>" by Bama</p> <p><u>Non-Detailed Study:</u></p> <p>UNIT-V Writing in English:</p> <p>i. "Mother Tongue" by Padma Sachdev ii. "Excerpts from <i>Kanthapura</i>" by Raja Rao</p> <p>UNIT-VI Woman Speak: Examples from Kannada and Bangla:</p> <p>i. Excerpts from "A Flowering Tree: A Woman's Tale" by A. K. Ramanujan ii. Excerpts from "A Woman's Retelling of the Rama Tale" by Nabaneeta Deb Sen</p> <p>UNIT-VII Literary Cultures: Gujarati and Sindhi:</p> <p>i. Excerpts from "At the Crossroads of Indic and Iranian Civilizations' " by Ali S. Asani</p> <p>Units I-VII are from <i>Cultural Diversity, Linguistic Plurality and Literary Traditions in India</i> by Sukrita Paul Kumar, et.al. Macmillan India, 2005.</p> <p>UNIT-VIII Nationalism:</p> <p>i. "Nationalism in West" ii. "Nationalism in India"</p> <p>From <i>Nationalism</i> by Rabindranath Tagore. Macmillan, 1995.</p> <p>UNIT-IX Aspects of Civilization:</p> <p>i. "What is True Civilization" (52-54) ii. "Civilization" (30-32) From <i>Hind Swaraj</i> by M. K. Gandhi. Navjeevan Publishing House, 2006.</p>	
I	ENG AECC 104	<p>AECC-2 Writing Skills</p> <p>i. Diary Writing ii. Paragraph Writing iii. Summary/Note-making iv. Formal and Informal Letter Writing v. CV/ Resume Writing vi. Report Writing vii. Interview/Feature Article viii. Notice Writing</p>	4

		<p>Classroom Activity: Speaking Skills, Listening Skills, Mock Interview, Speech Making Project Work</p> <p>Suggested Projects: Sports Writing, Poetry about Women/Men, Poetry in Translation, Translating a Poem, Telling a Story, Fantasy Writing, Chat Shows, The Menace of Dowry, A Success Story, Creative Writing, Theatre Groups, Interviewing a Celebrity, Writing a Newspaper Article on a Current Topic, Today's Youth and Youth Icons, Leadership and Politics, Examination System and Benefits of Reform, the Epics, Communalism, Gender Discrimination, Social Activism.</p> <p>Recommended Reading:</p> <ol style="list-style-type: none"> 1. <i>English Communication Skills: AECC under CBCS, HPU.</i> Meenakshi F. Paul and Madhumita Chakraborty. Macmillan, 2017. <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. <i>Fluency in English.</i> Part I. Macmillan, 2005. 2. <i>Fluency in English.</i> Part II. OUP, 2006. Unit 1-15. 3. <i>El Dorado: A Textbook of Communication Skills.</i> Orient Blackswan, 2014. Units 1-5. 4. <i>Interchange.</i> Workbook III. Fourth Edition. Cambridge University Press, 2015. Units 1-8. 5. <i>New Headway.</i> Intermediate Student's Book. 3rd Edition. Oxford University Press, 2012. Units 1-6. 6. <i>Write to be Read: Reading, Reflecting & Writing.</i> First South Asian edition. Cambridge University Press, 2014. Units 1-4. 7. <i>Business English.</i> Pearson, 2008. Units 4-6. 	
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Second Year

Year	Paper Code	Course Name & Syllabus	Credits
II	ENG CE 201	<p style="text-align: center;">English-2 Core English (Compulsory) for B.A & B.Com.</p> <p>UNIT-I Essays</p> <p>i. “The Power of Prayer” by A. P. J. Abdul Kalam</p> <p>ii. “Vivekananda: The Great Journey to the West” by Romain Rolland</p> <p>iii. “More Than 100 Million Women are Missing” by Amartya Sen</p> <p>iv. “On the Ignorance of the Learned” (Excerpts by William Hazlitt)</p> <p>v. “Simply Living” (Excerpts by Ruskin Bond).</p> <p>(Nos. ‘i’ to ‘v’ are from <i>Reflections from the East and the West</i> by Pankaj K. Singh and Girija Sharma. Orient Blackswan)</p> <p>vi. “Towards Creating a Poverty-Free World” by Muhammad Yunus (From <i>Gleanings from Home & Abroad</i>. Orient Blackswan)</p> <p>vii. “Climatic Change and Human Strategy” by E.K. Federov. (From <i>Insights: A Course in English Literature and Language</i> by K Elango. Orient Blackswan.)</p> <p>UNIT-II Poetry.</p> <p>i. “A Psalm of Life” by Henry Wadsworth Longfellow</p> <p>ii “Animals” by Walt Whitman</p> <p>iii “When I am Dead My Dearest” by Christina Rossetti</p> <p>iv. “If” by Rudyard Kipling</p> <p>v. “The Lake Isle of Innisfree” by W.B. Yeats</p> <p>vi. “The Olive Tree” by Mark O’ Conner</p> <p>vii. “Refugee Mother and Child” by Chinua Achebe (From <i>Ripples on the Sands of Time</i> by Pankaj K. Singh and Girija Sharma. OUP.)</p> <p>UNIT-III: Applied Grammar</p> <p>1. One Word Substitution (5 Expressions)</p> <p>2. Words Used as Nouns and Verbs (5 words) (Students will be required to use the given words in sentences both as nouns and verbs)</p>	6

		<p>3. Transformation (i) Interchange of Degree (5 Sentences in all)</p> <p>4. Homonyms, Homographs and Homophones (5 words) (Students will be required to use the given words in sentences so as to illustrate their meaning).</p>	
II	<p>ENG DSC 202/</p> <p>ENG HONS GE 203</p>	<p>DSC- 1C</p> <p>British Literature (Play and Novel) (Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects)</p> <p><u>Detailed Study:</u></p> <p>Drama - William Shakespeare: <i>The Merchant of Venice</i></p> <p><u>Non-Detailed Study:</u></p> <p>Novel - Charles Dickens: <i>Oliver Twist</i></p>	6
II	<p>ENG DSC 203/</p> <p>ENG HONS GE 204</p>	<p>DSC-1D</p> <p>Literary Cross Currents (Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects)</p> <p><u>Detailed Study:</u></p> <p>1. UNIT-I</p> <p>Poems:</p> <ol style="list-style-type: none"> 1. Jibanananda Das: “Before Dying”, “Windy Night”, “I Shall Return to this Bengal” 2. Sri Sri. “Forward March”, “From ‘Some People Laugh, Some People Cry’” 3. G.M. Muktibodh: “ The Void”, “So Very Far” 4. Nissim Ezekiel: “Enterprise”, “Night of the Scorpion”, “Goodbye Party for Miss Pushpa T.S.” 5. Jayanta Mahapatra: “Hunger”, “Dhaulti”, “Grandfather”, “A Country” <p>Short-Stories:</p> <ol style="list-style-type: none"> 1 Prem Chand, “The Holy Panchayat” 2. Vaikom Muhammad Basheer, “The Card-Sharpers Daughter” 3. Saadat Hasan Manto, “Toba Tek Singh” 4. Ambai, “Squirrel” 5. Ismat Chughtai, “The Sacred Duty” <p>(From <i>Modern Indian Literature</i>, ed. Dept. of English, University of Delhi, OUP).</p>	6

		<p><u>Non-Detailed Study:</u></p> <p>UNIT II Autobiography: Omprakash Balmiki: <i>Joothan</i> (Trans. By Arun Prabha Mukherjee).</p> <p>UNIT-III Play: Vijay Tendulkar: <i>Silence, The Court is in Session</i></p>	
II	ENG AEEC/ SEC 204	<p>AEEC/SEC - 1: Creative Writing, Book and Media Reviews</p> <p>UNIT-I Literary Forms:</p> <ul style="list-style-type: none"> • Poetry: Lyric, Sonnet, Epic, Ode, Ballad • Drama: Tragedy and Comedy • Fiction: Short Story and Novel • Prose: Essay, Periodical, Article (Newspaper Article and Blog) <p>UNIT-II Literary Terms: Plot, Characterization, Dialogue, Monologue, Soliloquy, Aside, Narrator, Persona, Irony, Metaphor, Simile, Metonymy, Alliteration, Rhyme, Onomatopoeia, Oxymoron, Point of View and Theme</p> <p>UNIT-III Reading Literature: Creativity and Imagination:</p> <ul style="list-style-type: none"> • "Gift of the Magi" by O' Henry • "Daffodils" by William Wordsworth • <i>The Dark Room</i> by R. K. Narayan <p>UNIT-IV Media Reviews: Book, Film and TV Programme Reviews</p> <p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. M. H. Abrams. <i>A Glossary of Literary Terms</i>. 2. Anjana Neira Dev, et al. <i>Creative Writing: A Beginner's Manual</i>. Delhi: Pearson, 2009. Print. 	4
II	ENG AEEC/ SEC 205	<p>AEEC/SEC-2 Translation Studies and Principles of Translation (Basic Concepts and Readings)</p> <p>UNIT-I</p> <p>Introduction to Translation:</p> <ol style="list-style-type: none"> 1. Definition of Translation—Translating from source language to target language 	4

		<p>2. Purpose of Translation—Translation as a literary, cultural, and knowledge bridge, self-other interaction</p> <p>UNIT-II</p> <p>Approaches to Translation:</p> <ol style="list-style-type: none"> 1. Domestication: Readability in the target language 2. Foreignisation: Faithfulness to the source language text <p>UNIT-III</p> <p>Methods of Translation:</p> <ol style="list-style-type: none"> 1. Meta-phrase—sense translation based on difference 2. Paraphrase—word-to-word translation based on equivalence 3. Imitation—regulated transformation 4. Interpretation and Adaptation 5. Reading: "Preface to Ovid's <i>Epistles</i>" – (1680) by John Dryden <p>UNIT-IV</p> <p>Problems of Translation:</p> <ol style="list-style-type: none"> 1. Cultural Gap 2. Untranslatability 3. Translation as appropriation of indigenous languages by English 4. Reading: "Translation of Poetry" by Sri Aurobindo. <i>Letters on Poetry, Literature and Art.</i> <p>UNIT-V</p> <p>Translation in India:</p> <ol style="list-style-type: none"> 1. Definitions: <i>Anuvad, Bhashantar, Roopantar</i> 2. Key Terms: <i>Rasa, Dhvani, Auchitya</i> 3. Reading Translation: Cultural Difference, Contexts and Language <ol style="list-style-type: none"> (a) Shubhangi Bhadbhade, "Garden of Spice" ("Mehakti Phulwari") (b) Jaiwanti Dimri, "The Inner Eye" ("Antardrishti") <p>(Both the stories are from Rekha Sharma, ed. <i>Translation: Theory and Practice</i>. Authorspress, 2015.)</p> 	
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		<p>UNIT-VI</p> <p>Translation:</p> <ol style="list-style-type: none"> 1. Translating a literary/non-literary passage from Hindi into English and English into Hindi (about 100 words) <p>Classroom Activity:</p> <ul style="list-style-type: none"> • Inter-medial Translation: Word-Film-Painting • Film: <i>The Blue Umbrella</i> based on Ruskin Bond's eponymous story <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Jeremy Munday. <i>Introducing Translation Studies: Theories and Application</i>. Routledge-2012. 2. Peter Newmark. <i>A Text Book of Translation</i>. Prentke Hall International. 1988. 3. Eugene Nida. <i>The Theory and Practice of Translation</i>. Brill Archive. 1982. 4. M. Baker, ed. <i>Routledge Encyclopedia of Translation Studies</i>, Routledge, 1998. 5. S. S. Barlingay. <i>A Modern Introduction to Indian Aesthetic Theory</i>. DK Printworld, 2007. 6. Susan Bassnett. <i>Translation Studies</i>, Routledge, 2002 ed. 7. Susan Bassnett and Harish Trivedi, eds. <i>Post-colonial Translation: Theory and Practice</i>. Routledge, 1999. 8. Rekha Sharma, ed. <i>Translation: Theory and Practice</i>. Delhi: Authorspress, 2015. 9. Paul St-Pierre and Prafulla C. Kar, eds. <i>Reflection, Refraction, Transformation</i>. Pencraft, 2005. 10. L. Venuti, ed. <i>The Translation Studies Reader</i>. Routledge, 2000. 	
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Third Year

Year	Paper Code	Course Name & Syllabus	Credits
III	ENG AEEC/ SEC 301	<p>AEEC/SEC-3 Technical Writing</p> <p>UNIT-I</p> <p>Language Skills: Tenses, Voice, Narration and Punctuation</p> <p>UNIT-II</p> <p>Technical Writing: Definition and Preparation of Manual, Memorandum, Agenda, Minutes of a Meeting, and Powerpoint Presentation</p> <p>UNIT-III</p> <p>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 • Table of Contents • Preface/Acknowledgement • Abstract/Summary • Introduction • Heading and Sub-headings • Findings • Conclusion • Recommendations • Works Consulted and Cited 	4

		<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, 8th Edition.</i></p> <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. <i>Fundamentals of Technical Communication.</i> Meenakshi Raman & Sangeeta Sharma. OUP, 2014. 2. <i>Effective Technical Communication.</i> Barun K. Mitra. OUP, 2006. 3. <i>Technical Communication: Principles and Practice.</i> 3rd edition Meenakshi Raman & Sangeeta Sharma. OUP, 2015. 4. <i>Writing as Thinking: A Guided Process Approach.</i> Marcella Frank. Prentice Hall, 1990. 	
III	ENG AEEC/ SEC 302	<p>AEEC/SEC-4 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 	4

		<ul style="list-style-type: none"> • 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 • 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. <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. <i>Business Communication and Personality Development.</i> Sri Jinkushal and Budhi Singh. V.K. Publishers. 2. <i>Business Communication.</i> K.K. Sinha. Fourth Revised and Enlarged Edition. Taxmann, 2012. 3. <i>Business Communication.</i> Hory Sankar Mukerjee. OUP, 2016. 4. <i>Business Communication.</i> 2nd ed. Meenakshi Raman & Prakash Singh. OUP, 2012. 	
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III	ENG DSE 303	<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 	6
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	<p>D) Adaptability:</p> <ul style="list-style-type: none"> • See the big picture • Don't be afraid to improvise • Question the status quo • There's no "I" in Adaptability • Change your Routine <p>E) Problem Solving:</p> <p>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> <p>a. Reading Visual Texts</p> <ol style="list-style-type: none"> 1) Graphics/Caroons: Reading and Analysis (with Special Reference to India) 2) Understanding/Interpreting Indian Films <p>b. Group Discussions</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> • <i>English and Soft Skills</i>. S. P. Dhanavel. Orient Blackswan, 2013. <p>Suggested Readings:</p> <ul style="list-style-type: none"> • <i>Soft Skill for Managers</i>. T. Kalyana Chakravarthi and T. Latha Chakravarthi. First Edition. Wiley Publishing, 2015. • <i>The First Book of Life Skills</i>. Larry James. First Edition. Embassy Books, 2016. • <i>The 5 Levels of Leadership</i>. John C. Maxwell. Centre Street, A division of Hachette Book Group Inc., 2014. • <i>Personality Development & Soft Skills</i>. Barun K. Mitra. First Edition. Oxford Publishers, 2011. 	
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		<ul style="list-style-type: none"> • <i>Development of Life Skills and Professional Practice</i>. Shalini Verma. First Edition. Vikas Publishing, 2014. • <i>Beyond the Boundaries of Bollywood: The Many Forms of Hindi Cinema</i>. Rachel Dwyer. Atlantic Publishers, 2011. • <i>Abhi Baki Hai: Bollywood as a Guide to Modern India</i>. Rachel Dwyer. Picture Hatchette, 2014. • <i>Brushing up the Years: A Cartoonist's History of India, 1947</i>. R. K. Laxman. Penguin India, 2008. • <i>Out of Line</i>. C. R. Devadawson. Orient Blackswan, 2014. 	
III	ENG DSE 304	<p>DSE-1B Academic Writing and Composition</p> <ol style="list-style-type: none"> 1. Types of Academic Writing: <ul style="list-style-type: none"> • Descriptive • Analytical • Persuasive • Critical 2. Features and Conventions of Academic Writing: <ol style="list-style-type: none"> (a) Clear, Concise, Objective, Accurate Writing (b) Grammar: Subject-Verb Agreement, Punctuation, Use of Apostrophe, Common Abbreviations (c) Common Errors: Colloquialisms, Jargon, Clichés, Contraction, Repetition, Emotive Language, Spelling and Grammatical Errors 3. Process of Academic Writing: <ul style="list-style-type: none"> • Pre-Drafting – Research and Brainstorm • Drafting – Headings, Sub-headings and Development of the Idea • Revising – Making Changes, Correcting and Rewriting • Editing – Removing Errors, Proof Readings, Polishing 4. Critical Thinking: <ul style="list-style-type: none"> • Analysis • Evaluation • Synthesis 5. Paragraph Writing: <ul style="list-style-type: none"> • Topic Sentence, Elaborative Sentences – Supporting/ Explaining/ Describing/ Discussing/ Concluding Sentence, Transitional Words and Phrases 	6

		<p>Classroom Activity:</p> <ol style="list-style-type: none"> 1. Riddles and Problem Solving Exercises 2. Brainstorming 3. Writing an Abstract 4. Precis Writing <p>Recommended Reading:</p> <ol style="list-style-type: none"> 1. Renu Gupta. <i>A Course in Academic Writing</i>. New Delhi: Orient Blackswan, 2010. <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. 2. Iona Leki. <i>Academic Writing: Exploring Processes and Strategies</i>. 2nd Edition. CUP, 1998. 3. Gerald Graff and Cathy Birkenstein. <i>They Say/I Say: The Moves That Matter in Academic Writing</i>. Norton, 2009. 	
III	ENG GE 305	<p>GE-1 Literature from Himachal</p> <p>Textbook under Preparation by the Department of English, Himachal Pradesh University.</p>	
III	ENG GE 306	<p>GE-2 Contemporary India: Women and Empowerment</p> <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 Lerner. 3. "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 Shyamala. "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

	<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) Women Farmers in India (iii) Chipko Movement (iv) Women's Role in Traditional and Organic Farming <p>Suggested Readings:</p> <ul style="list-style-type: none"> • <i>Masculinities</i>. R.W. Connell. Polity 2005. • <i>The Creation of Patriarchy</i>. Gerda Lerner. OUP, 1987. • <i>A Field of One's Own: Gender and Land Rights in South Asia</i>. Bina Aggarwal. CUP, 1994. • <i>50 Key Concepts in Gender Studies</i>. Jane Pilcher and Imelda Whelehan. Sage Publications, 2004. • <i>Seeing Like a Feminist</i>. Nivedita Menon. Zubaan, Penguin, 2012. • <i>Fields of Protest: Women's Movements in India</i>. Raka Ray, ed. University of Minnesota Press. • <i>Transcultural Negotiations of Gender</i>. Saugata Bhaduri and Indrani Mukherjee, Springer, ed., 2015. • <i>Women in India- A Social and Cultural History</i>. Vols I & II, ABC CLIO, LLC. Sita Anantha Raman. • <i>Staying Alive: Women, Ecology and Survival in India</i>. Kali for Women. Vandana Shiva, 1995. • <i>Women in Modern India</i>. Geraldine Forbes. CUP, 2004. <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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OPTIONAL DISSERTATION OR PROJECT WORK MAY BE UNDERTAKEN IN PLACE OF ONE ELECTIVE PAPER (6 CREDITS) IN THE THIRD YEAR.

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 YEARLY Programme **(Effective from the Academic Session 2018-19)**

The marks for Regular students will be out of 70 and for ICDEOL students will be out of 100. The marks for Regular and ICDEOL students will be specified separately in the question papers for clarity in the evaluation process. The Pattern of Testing for B.A. with English from the session 2018-2019 is as follows:

First Year

Core Compulsory Course

[ENG CE 101]

English-1 Core English (Compulsory)
B.A. & B.Com.

For 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 |

For End Term Examination: 70 Marks [100]

(Three Hours)

1. Very Short Answer Type questions based on the prescribed texts (Up to **Four** questions, each comprising of 5 sub questions, may be set out of which students are to attempt **Two** questions selecting at least one from poetry, stories and essays respectively):

5x2= 10 Marks [6.5x2=13]

2. Short Answer Type questions (To be answered in about 150-200 words). Up to **Four** questions may be set out of which students are to attempt **Two** questions selecting at least one from poetry, stories and essays respectively):

5x2= 10 Marks [6.5x2=13]

3. Long Answer Type Questions (300-350 words. Up to **Three** questions may be set out of which students will answer any **Two**):

10x2= 20 Marks [12x2= 24 Marks]

4. Fill in the blanks:

- i) Articles
- ii) Prepositions
- iii) Verb forms
- iv) Phrasal verbs

1x20= 20 Marks [1.5x20=30]

5. Comprehension question from the given unseen passage followed by **Five** questions to test the student's comprehension and analytic abilities including the ability to draw inferences.

2x5= 10 Marks [4x5=20]

Discipline Specific Courses

DSC -1A
[ENG DSC 102/ENG HONS GE 101]
English Literature -1 (Essays, Stories and Poems)
And
DSC -1B
[ENG DSC 103/ ENG HONS GE 102]
English Literature- 2 (Poems, Short Stories and Essays)

For 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

For End Term Examination: 70 Marks [100]

(Three Hours)

- 1 **Three** Reference to the Context Passages may be set with internal choice from Unit –I, II and III (Detailed Study) to test students comprehension and analytic abilities including the ability to draw inferences.

7x3= 21 Marks [11x3=33]
2. Short Answer Type Questions (Up to **five** questions may be set out of which a student will attempt any **three** in about 200 words):

8x3= 24 Marks [13x3=39]
3. Long Answer Type Questions (Up to **four** questions may be set out of which a student will attempt any **two** in about 350 words):

12.5x2= 25 Marks [14x2=28]

Ability Enhancement Compulsory Course

AECC -2

[ENG AECC 104]

Writing Skills

B.A., B.Com. B.Sc. and Hons.

For 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 the 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

For End Term Examination:70 Marks[100]

(Three Hours)

1. Notice 6 Marks [09]
2. Letter Writing 10 Marks [15]
3. Resume Writing 10 Marks [15]
4. Diary Writing 6 Marks [07]
5. Paragraph Writing (80-100 words) 6 Marks [10]
6. Report Writing 10 Marks [12]
7. Summary or Note Making 10 Marks [12]
8. Feature Article or Interview (200 words) 12 Marks [20]

Second Year

Core Compulsory Course

[ENG CE 201]
English-2 Core English (Compulsory)
B.A. & B.Com.

For 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

For End Term Examination: 70 Marks [100]

(Three Hours)

1. **Two** Comprehension Questions will be set. **One** Question (**with internal choice**) will be from **Unit I (Essays) & the other (with internal choice)** will be from **Unit II (Poetry)**. Each Comprehension Passage will be followed by **5** questions.

5x2=10Marks [10x2=20]

2. **Six** Short Answer Questions will be set from **Units I & II (3 from each Unit)** out of which students will be required to answer **four** questions (**2 from each Unit**) in 100-150 words.

5x4=20 Marks [8x4=32]

3. **Four** Long Answer Questions will be set from **Units I & II (2 from each Unit)** out of which **two** questions (**1 from each Unit**) will have to be attempted in about 300 words.

10x2=20 Marks [14x2=28]

4. Do as directed (**Unit III-Applied Grammar**)

- (i) One Word Substitution (**Any five** out of the given **seven** expressions)
- (ii) Words used as Nouns and Verbs (**Any five** out of the given **seven** words)
- (iii) Transformation (**Any five** out the five given **seven** sentences)
- (iv) Homonyms/Homographs/Homophones (**Any five** out of the given **seven** word pairs)

5x4=20 Marks [5x4=20]

Discipline Specific Courses

DSC- 1C
[ENG DSC 202/ENG HONS GE 203]
British Literature (Play and Novel)
And
DSC -1D
[ENG DSC 203/ENG HONS GE 204]
Literary Cross Currents

For Internal Assessment **(30 Marks)**

Internal Assessment to be conducted 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

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

1. Reference to Context: **Four** passages be set (Detailed Study only) out of which **two** are to be attempted to test the student's comprehension and analytic abilities including the ability to draw inferences.
2x5= 10 Marks [4x5= 20]
2. Comprehension Questions: **Two** passages be set followed by five questions to test the student's comprehension and analytic abilities including the ability to draw inferences. A student will attempt any **one** part.
1x5= 5 Marks [2x5=10]
3. Short Answer Type Questions: Up to **five** questions may be set out of which a student will attempt any **three** in about 200 words.
10x3=30 Marks [14x3=42]
4. Long Answer Type Questions: Up to **four** questions may be set out of which a student will attempt any **two** in about 350 words.
12.5x2= 25 Marks [14x2=28]

Ability Enhancement Elective Courses/Skill Enhancement Courses

AEEC/SEC-1

**[ENG AEEC/SEC 204]
Creative Writing, Book and Media Reviews**

For 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 |

For End Term Examination: 70 Marks [100]

(Three Hours)

1. **Five** very Short Answer Questions out of the given **eight** to be attempted.

3x5=15 Marks [3x5=15]

2. **Five** Short Answer Questions (100-150 words) out of the given **eight** to be attempted.

5x5=25 Marks [8x5=40]

3. **Three** Long Answer Questions (250-300) out of the given **five**, to be set from **Unit III & IV** only.

10x3=30 Marks [15x3=45]

AEEC/SEC-2

[ENG AEEC/SEC 205]

Translation Studies and Principles of Translation

For 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

For End Term Examination: 70 Marks [100]

(Three Hours)

1. Objective Type Questions – Up to **seven** questions be set out of which students are to attempt **five** questions.
2x5=10 Marks [3x5=15]
2. Comprehension Questions based on prescribed translated literary texts (up to **four** questions be set, out of which students are to attempt **two** questions, selecting at least one from each genre (short story and poetry).
5x2=10 Marks [8x2=16]
3. Short Answer Type Questions (To be answered in about 150-200 words). Up to **six** questions be set out of which students are to attempt **three** questions.
5x3=15 Marks [8x3=24]
4. Long Answer Type Questions (To be answered in about 300-350 words) Up to **three** questions be set out of which students are to attempt **two** questions.
10x2=20 Marks [12.5x2=25]
5. Translate a short passage from Hindi to English and from English to Hindi.
7.5x2=15Marks [10x2=20]

Third Year

Ability Enhancement Elective Courses /Skill Enhancement Courses

AEEC/SEC-3

[ENG AEEC/SEC 301]

Technical Writing

For 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

For End Term 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

[ENG AEEC/SEC 302] Business Communication

For 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

For End Term 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

[ENG DSE 303] Soft Skills

For 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

For End Term 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

[ENG DSE 304] 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

For End Term 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]

Generic Elective Courses

Generic Elective-1

[ENG GE 305]

Literature from Himachal

(Textbook under Preparation by Department of English, H. P U.)

Generic Elective -2

[ENG GE 306]

Contemporary India: Women and Empowerment

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

For End Term 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]

B.A. with English
Undergraduate YEARLY Programme

Transcripts

First Year

Year	Course	Course Code	Course Type	Course Title	Credits
I	English -1	ENG CE 101	Core	English -1 Core English (Compulsory)	6
I	Hindi – 1		Core		6
I	DSC-1A	ENG DSC 102/ ENG HONS GE 101	Core/ GE-1 for Honours	DSC-1A English Literature-1 Essays, Stories and Poems	6
I	DSC-1B	ENG DSC 103/ ENG HONS GE 102	Core/ GE-2 for Honours	DSC-1B English Literature-2 Poems, Short Stories and Essays	6
I	DSC-2A		Core		6
I	DSC-2B		Core		6
I	Ability Enhancement Compulsory Course AECC	AECC-1	Core Compulsory	AECC-1 Environment Studies	4
I	Ability Enhancement Compulsory Course AECC	ENG AECC 104	Core Compulsory	AECC-2 Writing Skills	4
				Credits	44

Second Year

Year	Course	Course Code	Course Type	Course Title	Credits
II	English-2	ENG CE 201	Core	English-2 Core English (Compulsory)	6
II	Hindi-2		Core		6
II	DSC-1C	ENG DSC 202/ ENG HONS GE 203	Core/ GE-3 for Honours	DSC-1C British Literature: (Play and Novel)	6
II	DSC -1D	ENG DSC 203/ ENG HONS GE 204	Core/ GE-4 for Honours	DSC- 1D Literary Cross Currents	6
II	DSC- 2C		Core		6
II	DSC-2D		Core		6
II	AEEC/SEC-1	ENG AEEC/SEC 204	Ability Enhancement Elective Course/Skill Enhancement Course	AEEC/SEC- 1 Creative Writing, Book and Media Reviews	4
II	AEEC/SEC-2	ENG AEEC/SEC- 205	Ability Enhancement Elective Course /Skill Enhancement Course	AEEC/SEC-2 Translation Studies and Principles of Translation	4
				Credits	44

Third Year

Year	Course	Course Code	Course Type	Course Title	Credits
III	AEEC/ SEC -3	ENG AEEC/ SEC 301	Ability Enhancement Elective Course /Skill Enhancement Course	AEEC/SEC-3 Technical Writing	4
III	AEEC/ SEC -4	ENG AEEC/ SEC 302	Ability Enhancement Elective Course /Skill Enhancement Course	AEEC/SEC-4 Business Communication	4
III	DSE -1A	ENG DSE 303	Discipline Specific Elective	DSE-1A Soft Skills	6
III	DSE -1B	ENG DSE 304	Discipline Specific Elective	DSE-1B Academic Writing and Composition	6
III	DSE- 2A		Discipline Specific Elective		6
III	DSE-2B		Discipline Specific Elective		6
III	GE-1	ENG GE 305	Generic Elective	GE-1 Literature from Himachal	6
III	GE-2	ENG GE 306	Generic Elective	GE-2 Contemporary India: Women and Empowerment	6
				Credits	44

Cumulative credits = 132

Annual Scheme

B.A. with English YEARLY Programme

(Effective from the Academic Session 2018-19)

Year	Core Courses (12)	Ability Enhancement Compulsory Courses (2)	Ability Enhancement Compulsory Courses/Skill Enhancement Courses (4)	Discipline Specific Electives (4)	Generic Electives (2)	Total Credits
I	Eng-1 Hindi/Skt-1 DSC-1A DSC-1B DSC-2A DSC-2B 6 Credits each =36	AECC-1 Env. Studies AECC-2 Hindi/Eng/Skt (one out of three) 4 Credits each =8	--	--	--	44
II	Eng-2 Hindi/Skt-2 DSC-1C DSC-1D DSC-2C DSC-2D 6 Credits each =36	--	AECC/SEC-1 AECC/SEC-2 4 Credits each =8	--	--	44
III		--	AECC/SEC-3 AECC/SEC-4 4 Credits each =8	DSE-1A DSE-1B DSE-2A DSE-2B 6 Credits each =24	GE-1 GE-2 6 Credits each =12	44
Cumulative Total						132

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's 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) Women Farmers in India (iii) Chipko Movement (iv) Women's Role in Traditional and Organic Farming <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

For End Term 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

[ENG AEEC/SEC 301]

Technical Writing

For 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

For End Term 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

[ENG AEEC/SEC 302] Business Communication

For 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

For End Term 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

[ENG DSE 303] Soft Skills

For 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

For End Term 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

[ENG DSE 304]

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

For End Term 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]