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
CONTENTS:

1. Syllabus
2. Pattern of Testing
3. Transcript
4. Annual Scheme
Annexure – I
Approved in BoS (UG)
Meeting on 02.07.2018

Department of English

B.A. with English

Undergraduate YEARLY Programme

Syllabus
(Effective from the Academic Session 2018-19)

First Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Paper Code</th>
<th>Course Name &amp; Syllabus</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>ENG CE 101</td>
<td>English-I Core English (Compulsory) for B.A. and B.Com.</td>
<td>6</td>
</tr>
</tbody>
</table>

UNIT-I

i. “Ozymandias”
ii. “Blow Blow thou Winter Wind”
iii. “Good Morrow”
iv. “The Man he Killed”
v. “Lines Written in Early Spring”


UNIT-II

i. "The Parrot in the Cage"
ii. "Dinner for the Boss"
iii. "The Reddening Tree"
iv. "At the Himalayas"
v. "The Value of Silence"

**UNIT-III**

**Applied Grammar:**

The use of Articles, Prepositions, Verb Forms, Phrasal Verbs and Comprehension

(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.)

**Classroom Activity:**

- Reading, Speaking and Listening Exercises
- Conversation
- Etiquettes: Personality Development

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<table>
<thead>
<tr>
<th>I</th>
<th>ENG DSC 102/ ENG HONS GE 101</th>
<th>DSC-1A English Literature-1 (Essays, Stories and Poems)</th>
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<tbody>
<tr>
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<td>(Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects)</td>
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</tbody>
</table>

**Detailed Study:**

**UNIT-I**

i. “Deliverance” by Premchand
ii. “Joothan” by Omprakash Valmiki
iii. “Kallu” by Ismat Chughtai
iv. “Bosom Friend” by Hira Bansode

**UNIT-II**

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

**UNIT-III**

i. “Blackout” by Roger Mais
ii. “Telephone Conversation” by Wole Soyinka
iii. “Harlem” by Langston Hughes
iv. “Still I Rise” by Maya Angelou

**Non-Detailed Study:**

**UNIT-IV**

i. “Conscientious Objector” by Edna St. Vincent Millay
ii. “General, Your Tank is a Powerful Vehicle” by Bertolt Brecht
<table>
<thead>
<tr>
<th>UNIT</th>
<th>Selections</th>
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</thead>
</table>
| III. | “The Dog of Tetwal” by Sa’adat Hasan Manto  
| iv.  | “A Chronicle of the Peacocks” by Intizar Husain |
| UNIT-V | 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 |


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<thead>
<tr>
<th>I</th>
<th>ENG DSC 103/ENG HONS GE 102</th>
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</thead>
</table>
| DSC-1B | **English Literature-2 (Poems, Short-Stories and Essays)**<br><br>**Core Course** for students who choose English as Discipline and **Generic Elective (Interdisciplinary)** for Honours Students of other subjects<br><br>**Detailed Study:**<br><br>UNIT-I Linguistic Plurality within Sufi and Bhakti Traditions:<br> i. Excerpts from "The Mad Lover" by Sisir Kumar Das  
| ii. | “Kafi 7” by Bulla Shah  
| iii. | “Vachana” by Mahadeviyakka  
| iv.  | “Baul Song” (Anonymous) |

UNIT-II Language Politics: Hindi and Urdu:<br> i. Excerpts from "Introduction: A Conspectus" in *A House Divided* by Amrit Rai  
| ii. | “Ghazal” by Amir Khusrau  
| iii. | “Lajwanti” by Rajinder Singh Bedi  
| iv.  | “Hindi” by Raghuveer Sahai |

UNIT-III Tribal Verse:<br> i. Excerpts from "Introduction” to *Painted Words: An Anthology of Tribal Verse* by G. N. Devy  
| ii. | *Songs of Birth and Death*  
| “A Munda Song”  
| “A Kondh Song”  
| iii. | “Adi Song for the Recovery of Lost Health” |

UNIT-IV Dalit Voices:<br> i. Excerpts from “Dalit Sahitya: The Historical Background” by Eleanor Zelliott
Non-Detailed Study:

UNIT-V Writing in English:
   i. "Mother Tongue" by Padma Sachdev
   ii. “Excerpts from Kanthapura” by Raja Rao

UNIT-VI Woman Speak: Examples from Kannada and Bangla:
   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

UNIT-VII Literary Cultures: Gujarati and Sindhi:
   i. Excerpts from “At the Crossroads of Indic and Iranian Civilizations’ ” by Ali S. Asani

Units I-VII are from Cultural Diversity, Linguistic Plurality and Literary Traditions in India by Sukrita Paul Kumar, et.al. Macmillan India, 2005.

UNIT-VIII Nationalism:
   i. “Nationalism in West”
   ii. “Nationalism in India”

UNIT-IX Aspects of Civilization:
   i. “What is True Civilization” (52-54)
   ii. “Civilization” (30-32)

1 ENG AECC 104 AECC-2 Writing Skills
   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
Classroom Activity:
Speaking Skills, Listening Skills,
Mock Interview, Speech Making
Project Work

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.

Recommended Reading:

Suggested Readings:
**Second Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Paper Code</th>
<th>Course Name &amp; Syllabus</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>II</td>
<td>ENG CE 201</td>
<td>English-2 Core English (Compulsory) for B.A &amp; B.Com.</td>
<td>6</td>
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</tbody>
</table>

**UNIT-I Essays**

i. “The Power of Prayer” by A. P. J. Abdul Kalam
ii. “Vivekananda: The Great Journey to the West” by Romain Rolland
iii. “More Than 100 Million Women are Missing” by Amartya Sen
iv. “On the Ignorance of the Learned” (Excerpts by William Hazlitt)
v. “Simply Living” (Excerpts by Ruskin Bond).

(Nos. ‘i’ to ‘v’ are from *Reflections from the East and the West* by Pankaj K. Singh and Girija Sharma. Orient Blackswan)

vi. “Towards Creating a Poverty-Free World” by Muhammad Yunus
(From *Gleanings from Home & Abroad*. Orient Blackswan)

(From *Insights: A Course in English Literature and Language* by K Elango. Orient Blackswan.)

**UNIT-II Poetry.**

i. “A Psalm of Life” by Henry Wadsworth Longfellow
ii. “Animals” by Walt Whitman
iii. “When I am Dead My Dearest” by Christina Rossetti
iv. “If” by Rudyard Kipling
v. “The Lake Isle of Innisfree” by W.B. Yeats
vi. “The Olive Tree” by Mark O’Conner
vii. “Refugee Mother and Child” by Chinua Achebe

(From *Ripples on the Sands of Time* by Pankaj K. Singh and Girija Sharma. OUP.)

**UNIT-III: Applied Grammar**

1. One Word Substitution (5 Expressions)
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)
3. Transformation (i) Interchange of Degree (5 Sentences in all)
4. Homonyms, Homographs and Homophones (5 words) (Students will be required to use the given words in sentences so as to illustrate their meaning).

<table>
<thead>
<tr>
<th>II</th>
<th>ENG DSC 202/ ENG HONS GE 203</th>
<th>DSC- 1C British Literature (Play and Novel) (Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects) Detailed Study: Drama - William Shakespeare: <em>The Merchant of Venice</em> Non-Detailed Study: Novel - Charles Dickens: <em>Oliver Twist</em></th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>II</th>
<th>ENG AEEC/SEC 204</th>
<th>AECC/SEC - 1: Creative Writing, Book and Media Reviews</th>
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<tbody>
<tr>
<td></td>
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<td>UNIT-I Literary Forms:</td>
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<tr>
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<td>- Poetry: Lyric, Sonnet, Epic, Ode, Ballad</td>
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<td>- Drama: Tragedy and Comedy</td>
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<td>- Fiction: Short Story and Novel</td>
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<td>- Prose: Essay, Periodical, Article (Newspaper Article and Blog)</td>
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<td>UNIT-II Literary Terms:</td>
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<tr>
<td></td>
<td></td>
<td>- Plot, Characterization,</td>
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<td>- Dialogue, Monologue, Soliloquy, Aside,</td>
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<td>- Narrator, Persona, Irony, Metaphor, Simile,</td>
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<td>- Metonymy, Alliteration, Rhyme, Onomatopoeia,</td>
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<td>- Oxymoron, Point of View and Theme</td>
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<td>UNIT-III Reading Literature: Creativity and Imagination:</td>
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<tr>
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<td>- &quot;Gift of the Magi&quot; by O’Henry</td>
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<td>- &quot;Daffodils&quot; by William Wordsworth</td>
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<td>- The Dark Room by R. K. Narayan</td>
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<td>UNIT-IV Media Reviews:</td>
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<td>- Book, Film and TV Programme Reviews</td>
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<td>Recommended Readings:</td>
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<table>
<thead>
<tr>
<th>II</th>
<th>ENG AEEC/SEC 205</th>
<th>AECC/SEC-2 Translation Studies and Principles of Translation (Basic Concepts and Readings)</th>
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<tbody>
<tr>
<td></td>
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<td>UNIT-I Introduction to Translation:</td>
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<tr>
<td></td>
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<td>1. Definition of Translation—Translating from source language to target language</td>
</tr>
</tbody>
</table>
2. Purpose of Translation—Translation as a literary, cultural, and knowledge bridge, self-other interaction

UNIT-II
Approaches to Translation:
1. Domestication: Readability in the target language
2. Foreignisation: Faithfulness to the source language text

UNIT-III
Methods of Translation:
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 Epistles" – (1680) by John Dryden

UNIT-IV
Problems of Translation:
1. Cultural Gap
2. Untranslatability
3. Translation as appropriation of indigenous languages by English

UNIT-V
Translation in India:
1. Definitions:
   Anuvad, Bhashantar, Roopantar
2. Key Terms:
   Rasa, Dhvani, Auchitya
3. Reading Translation: Cultural Difference, Contexts and Language
   (a) Shubhangi Bhadbhade, “Garden of Spice” ("Mehakti Phulwari")
   (b) Jaiwanti Dimri, “The Inner Eye” (“Antardrishti”)
   (Both the stories are from Rekha Sharma, ed. Translation: Theory and Practice. Authorspress, 2015.)
## UNIT-VI

### Translation:
1. Translating a literary/non-literary passage from Hindi into English and English into Hindi (about 100 words)

### Classroom Activity:
- Inter-medial Translation: Word-Film-Painting
- Film: *The Blue Umbrella* based on Ruskin Bond’s eponymous story

### Suggested Readings:
# Third Year

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<thead>
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<th>Year</th>
<th>Paper Code</th>
<th>Course Name &amp; Syllabus</th>
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<tr>
<td>III</td>
<td>ENG AEEC/SEC 301</td>
<td>AEEC/SEC-3 Technical Writing</td>
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<td>UNIT-I</td>
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<td>Language Skills: Tenses, Voice, Narration and Punctuation</td>
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<td>UNIT-II</td>
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<td>Technical Writing: Definition and Preparation of Manual, Memorandum, Agenda, Minutes of a Meeting, and Powerpoint Presentation</td>
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<td>UNIT-III</td>
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<td>Writing Skills: Basic Research Methodology:</td>
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<td>Project Report</td>
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<td>a) Format</td>
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<td>• Margins</td>
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<td>• Headings</td>
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<td>• Indentation</td>
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<td>• Type Face and Fonts</td>
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<td>• Common Abbreviations</td>
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<td>b) Organisation</td>
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<td>• Preparation of the Basic Plan - Ideas and Background Research</td>
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<td>• Outline with Headings and Sub-headings</td>
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<td>• Writing, Reading and Re-writing</td>
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<td>c) Contents</td>
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<td>• Cover and Title Page</td>
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<td>• Table of Contents</td>
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<td></td>
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<td>• Preface/Acknowledgement</td>
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<td>• Abstract/Summary</td>
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<td>• Heading and Sub-headings</td>
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<td>• Findings</td>
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<td>• Conclusion</td>
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<td>• Recommendations</td>
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<td>• Works Consulted and Cited</td>
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</table>
### UNIT-IV  
**Data Analysis**

(a) (i) Qualitative Interpretation  
(ii) Quantitative Interpretation  
(b) Reading and Interpreting Data:  
(i) Bar Graphs  
(ii) Pie Charts  

**Classroom Activity:**  
Writing a Project Report

**Recommended Style:**  

**Suggested Readings:**

<table>
<thead>
<tr>
<th>III</th>
<th>ENG AEEC/ SEC 302</th>
<th>AEEC/SEC-4 Business Communication</th>
<th>4</th>
</tr>
</thead>
</table>
|     | **UNIT-1**  
Introducing Business Communication:  
- Basic Forms of Communication  
- Communication Models and Processes: Linear, Transitional and Interactive  
- Effective Communication  
- Principles of Effective Communication  
|     | **UNIT-II**  
Corporate Communication:  
- Formal and Informal Communication: Grapevine  
- Barriers and Gateways to Communication  
- Practices in Business Communication  
  - Group Discussion  
  - Mock Interview  
  - Seminars  
  - Individual and Group Presentations  
|     | **UNIT-III**  
Writing Skills and Modern Communication:  
- Business Letters and Memo Format |
• Good News and Bad News Letters
• Sales Letter
• Selection Letter
• Fax, E-mail - Formal and Informal
• Video Conferencing

UNIT-IV Non-Verbal Aspects of Communication:
• Body Language
• Kinesics
• Proxemics
• Para Language

Classroom Activity:
• 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

Recommended Readings:

Suggested Readings:
A) Listening Skills:
- Comprehending
- Retaining
- Responding
- Barriers to Listening
- Overcoming Barriers to Listening

B) Teamwork:
Teamwork involves building relationships and working with other people using a number of important skills and habits:
- 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

C) Emotional Intelligence:
Characteristics of Emotional Intelligence:
- Self-Awareness
- Self-Regulation
- Motivation
- Empathy
- Social and Cultural Sensitivity

Ways to Improve Emotional Intelligence:
- 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
D) **Adaptability:**
- See the big picture
- Don’t be afraid to improvise
- Question the status quo
- There’s no “I” in Adaptability
- Change your Routine

E) **Problem Solving:**
Four basic steps in solving a Problem:
- Defining the Problem
- Generating Alternatives
- Evaluating and Selecting Alternatives
- Implementing Solutions

F) **Interview Skills:**
- Preparation
- Self-evaluation-SWOT
- Punctuality
- First Impressions: Professional Dressing, Body Language and Non-verbal Cues
- Listening and Speaking
- Etiquette and Courtesy

**Classroom Activity:**

a. Reading Visual Texts
   1) Graphics/Cartoons: Reading and Analysis (with Special Reference to India)
   2) Understanding/Interpreting Indian Films

b. Group Discussions

**Recommended Reading:**

**Suggested Readings:**
<table>
<thead>
<tr>
<th>III</th>
<th>ENG DSE 304</th>
<th>DSE-1B Academic Writing and Composition</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Types of Academic Writing:</strong></td>
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<tr>
<td></td>
<td>• Descriptive</td>
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<td>• Analytical</td>
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<td>• Persuasive</td>
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<td>• Critical</td>
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<td>2.</td>
<td><strong>Features and Conventions of Academic Writing:</strong></td>
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<td></td>
<td>(a) Clear, Concise, Objective, Accurate Writing</td>
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<td>(b) Grammar: Subject-Verb Agreement, Punctuation, Use of Apostrophe, Common Abbreviations</td>
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<td>(c) Common Errors: Colloquialisms, Jargon, Clichés, Contraction, Repetition, Emotive Language, Spelling and Grammatical Errors</td>
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<td>3.</td>
<td><strong>Process of Academic Writing:</strong></td>
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<tr>
<td></td>
<td>• Pre-Drafting – Research and Brainstorm</td>
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<td></td>
<td>• Drafting – Headings, Sub-headings and Development of the Idea</td>
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<td>• Revising – Making Changes, Correcting and Rewriting</td>
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<td>• Editing – Removing Errors, Proof Readings, Polishing</td>
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<td>4.</td>
<td><strong>Critical Thinking:</strong></td>
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<td>• Analysis</td>
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<td>• Evaluation</td>
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<td>• Synthesis</td>
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<td>5.</td>
<td><strong>Paragraph Writing:</strong></td>
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<td>• Topic Sentence, Elaborative Sentences – Supporting/ Explaining/ Describing/ Discussing/ Concluding Sentence, Transitional Words and Phrases</td>
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</tbody>
</table>
Classroom Activity:
1. Riddles and Problem Solving Exercises
2. Brainstorming
3. Writing an Abstract
4. Precis Writing

Recommended Reading:

Suggested Readings:

<table>
<thead>
<tr>
<th>III</th>
<th>ENG GE 305</th>
<th>GE-1 Literature from Himachal</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Textbook under Preparation by the Department of English, Himachal Pradesh University.</td>
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<table>
<thead>
<tr>
<th>III</th>
<th>ENG GE 306</th>
<th>GE-2 Contemporary India: Women and Empowerment</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Key Concepts: Sex and Gender, Socialization, Discrimination - Gendered and Sexual, Stereotyping, Feminism, Patriarchy, Femininities and Masculinities, Transgenders.</td>
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<td></td>
<td>6. Gogu Shyamala. “Raw Wound.” <em>Father Maybe an Elephant and Mother Only a Small Basket, But...”</em></td>
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</table>
Classroom Activity:

1. Group Discussions and Presentations on:
   (i) Kinkari Devi
   (ii) Women Farmers in India
   (iii) Chipko Movement
   (iv) Women’s Role in Traditional and Organic Farming

Suggested Readings:


Films:

*Kunku* (1937) (Marathi)
*Mahanagar* (1963)
*Pratighat* (1987)
*Mirch Masala* (1987)
*Bandit Queen* (1994)
*Hari Bhari* (2000)
*Lajja* (2001)
*English Vinglish* (2012)
*The World before Her* (2012)
*Queen* (2014)
*Pink* (2016)
*Raazi* (2018)

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.
Annexure – III
Approved in BoS (UG)
Meeting on 02-07-2018

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):
   \[5 \times 2 = 10 \text{ Marks} [6.5 \times 2 = 13]\]

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):
   \[5 \times 2 = 10 \text{ Marks} [6.5 \times 2 = 13]\]
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=10 Marks [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.
   
   \[3 \times 5 = 15 \text{ Marks} [3 \times 5 = 15]\]

2. Five Short Answer Questions (100-150 words) out of the given eight to be attempted.
   
   \[5 \times 5 = 25 \text{ Marks} [8 \times 5 = 40]\]

3. Three Long Answer Questions (250-300) out of the given five, to be set from Unit III & IV only.
   
   \[10 \times 3 = 30 \text{ Marks} [15 \times 3 = 45]\]
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.
   \[2 \times 5 = 10 \text{ Marks} \quad [3 \times 5 = 15]\]

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).
   \[5 \times 2 = 10 \text{ Marks} \quad [8 \times 2 = 16]\]

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.
   \[5 \times 3 = 15 \text{ Marks} \quad [8 \times 3 = 24]\]

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.
   \[10 \times 2 = 20 \text{ Marks} \quad [12.5 \times 2 = 25]\]

5. Translate a short passage from Hindi to English and from English to Hindi.
   \[7.5 \times 2 = 15 \text{ Marks} \quad [10 \times 2 = 20]\]
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]
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]

1. **Ten** very Short Answer Questions (10-20 words) out of the given **fifteen** to be attempted.
   \[1 \times 10 = 10 \text{ Marks} \quad [1 \times 10 = 10]\]

2. **Four** Short Answer Questions (100-150 words) out of the given **eight (2 from each Unit)** to be attempted.
   \[5 \times 4 = 20 \text{ Marks} \quad [7.5 \times 4 = 30]\]

3. **Four** Long Answer Questions (300-350 words) out of the given **six (at least 1 from each Unit)** to be attempted.
   \[10 \times 4 = 40 \text{ Marks} \quad [15 \times 4 = 60]\]
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.
   \[1 \times 15 = 15 \text{ Marks} [2 \times 15 = 30]\]

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.
   \[10 \times 3 = 30 \text{ Marks} [12 \times 3 = 36]\]

3. Paragraph Writing Question: Up to **three** questions to be set, out of which students will attempt **one** question in about 200-250 words.
   \[10 \times 1 = 10 \text{ Marks} [14 \times 1 = 14]\]

4. Essay Type Question: Up to **two** questions be set out of which students are to attempt any **one** in about 350-400 words.
   \[15 \times 1 = 15 \text{ Marks} [1 \times 20 = 20]\]
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Course Code</th>
<th>Course Type</th>
<th>Course Title</th>
<th>Credits</th>
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Credits 44

Cumulative credits = 132
## Annual Scheme

### B.A. with English YEARLY Programme

*Effective from the Academic Session 2018-19*

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<th>Ability Enhancement Compulsory Courses (2)</th>
<th>Ability Enhancement Compulsory Courses/Skill Enhancement Courses (4)</th>
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<td>4 Credits each =8</td>
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</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>V</th>
<th>ENGL 501</th>
<th>Contemporary India: Women and Empowerment (Generic Elective-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Course Code for Honours Students is ENGL 305 H)</td>
<td>2. “The Creation of Patriarchy.” <em>The Creation of Patriarchy</em> by Gerda Lerner</td>
</tr>
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<td></td>
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<td>6. Gogu Shaymala. “Raw Wound.” <em>Father Maybe an Elephant and Mother Only a Small Basket, But...</em></td>
</tr>
</tbody>
</table>
Classroom Activity

1. Group Discussions and Presentations on:
   (i) Kinkari Devi
   (ii) Women Farmers in India
   (iii) Chipko Movement
   (iv) Women’s Role in Traditional and Organic Farming

Suggested Readings:

- Saugata Bhaduri and Indrani Mukherjee, Springer, ed. *Transcultural Negotiations of Gender*.

Films:

*Kunku* (1937) (Marathi)
*Mahanagar* (1963)
*Pratighat* (1987)
*Mirch Masala* (1987)
*Bandit Queen* (1994)
*Hari Bhari* (2000)
*Lajja* (2001)
*English Vinglish* (2012)
*The World before Her* (2012)
*Queen* (2014)
*Pink* (2016)
*Raazi* (2018)
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<thead>
<tr>
<th>V</th>
<th>ENGL 502</th>
<th>DSE–1A Soft Skills</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>A) Listening Skills:</td>
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<td>• Comprehending</td>
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<td>• Retaining</td>
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<td>• Responding</td>
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<td>• Barriers to Listening</td>
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<td></td>
<td>• Overcoming Barriers to Listening</td>
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<td></td>
<td></td>
<td>B) Teamwork:</td>
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<td></td>
<td>Teamwork involves building relationships and working with other people using a number of important skills and habits:</td>
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<td></td>
<td></td>
<td>• Working Cooperatively</td>
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<td>• Contributing to groups with ideas, suggestions, and effort</td>
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<td></td>
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<td>• Communication (both giving and receiving)</td>
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<tr>
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<td>• Sense of Responsibility</td>
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<td></td>
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<td>• Healthy respect for different opinions, customs, and individual preferences</td>
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<td></td>
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<td>• Ability to participate in group decision-making</td>
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<td>C) Emotional Intelligence:</td>
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<td>Characteristics of Emotional Intelligence:</td>
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<td>• Self-Awareness</td>
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<td>• Self-Regulation</td>
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<td>• Motivation</td>
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<td>• Empathy</td>
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<td>• Social and Cultural Sensitivity</td>
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<td>Ways to Improve Emotional Intelligence</td>
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<td></td>
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<td>• Observe how you react to people</td>
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<td>• Look at your work environment</td>
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<td>• Do a self-evaluation</td>
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<td>• Examine how you react to stressful situations</td>
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<td>• Take responsibility for your actions</td>
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<td>• Examine how your actions affect others</td>
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<td>D) Adaptability:</td>
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<td>• See the big picture.</td>
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<td>• Don’t be afraid to improvise.</td>
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<td>• Question the status quo</td>
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</tbody>
</table>
• There’s no “I” in Adaptability
• Change your Routine

E) **Problem Solving:**
Four basic steps in solving a problem:
• Defining the Problem.
• Generating Alternatives.
• Evaluating and Selecting Alternatives.
• Implementing Solutions.

F) **Interview Skills:**
- Preparation
- Self-evaluation-SWOT
- Punctuality
- First Impressions: Professional Dressing, Body Language and Non-verbal Cues
- Listening and Speaking
- Etiquette and Courtesy

**Classroom Activity:**
a. Reading Visual Texts
   1) Graphics/Cartoons: Reading and Analysis (with Special Reference to India)
   2) Understanding / Interpreting Indian Films
b. Group Discussions

**Recommended Reading:**

**Suggested Readings:**

<table>
<thead>
<tr>
<th>V</th>
<th>ENGL 503</th>
<th>AEEC-3: Technical Writing</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>UNIT-I</strong></td>
<td></td>
<td><strong>Language Skills:</strong> Tenses, Voice, Narration and Punctuation</td>
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<tr>
<td><strong>UNIT-II</strong></td>
<td></td>
<td><strong>Technical Writing:</strong> Definition and Preparation of Manual, Memorandum, Agenda, Minutes of a Meeting, and Powerpoint Presentation</td>
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<tr>
<td><strong>UNIT-III</strong></td>
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<td><strong>Writing Skills:</strong> Basic Research Methodology: Project Report</td>
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<td><strong>Project Report</strong></td>
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<td>a) Format</td>
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<td>• Headings</td>
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<td>• Indentation</td>
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<td>• Pagination</td>
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<td>• Type Face and Fonts</td>
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<td>• Common Abbreviations</td>
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<td>b) Organisation</td>
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<td>• Preparation of the Basic Plan - Ideas and Background Research</td>
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<td>• Outline with Headings and Sub-headings</td>
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<td>• Writing, Reading and Re-writing</td>
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<td>c) Contents</td>
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<td>• Cover and Title Page</td>
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UNIT-IV
Data Analysis
(a) (i) Qualitative Interpretation
(ii) Quantitative Interpretation
(b) Reading and Interpreting Data:
(i) Bar Graphs
(ii) Pie Charts
Classroom Activity:
Writing a Project Report
Recommended Style:
MLA Handbook. 8th Edition
Suggested Readings:

VI ENGL 601 (Course Code for Honours Students is ENGL 405H) GE-2
Generic Elective
Language, Literature and Culture
1. Understanding India
(a) Modern Literature:
   • “Think India: A Rainbow of Contradictions” by Vinay Rai
(b) Bhakti Literature:
   • “You Have Put Up A Show”
   • “How Can I Live by” Namdev


<table>
<thead>
<tr>
<th>VI</th>
<th>ENGL 602</th>
<th>DSE-1B</th>
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<tbody>
<tr>
<td>Academic Writing and Composition</td>
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<td>(Already passed in the Board of Studies as Generic Elective-I) (ENGL-104 H)</td>
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</tbody>
</table>

1. **Types of Academic Writing:**
   - Descriptive
   - Analytical
   - Persuasive
   - Critical

2. **Features and Conventions of Academic Writing:**
   (a) Clear, Concise, Objective, Accurate
   (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

---

2. **Representing Partition in Literature**
   (a) Home and The Individual:
   - “Sleepwalkers” by Joginder Paul
   (b) Migration And Identity
   - “Proprietor” by Nabaneeta Dev Sen

3. **The Dalit Movement**
   - “Dalit Literature: An Insight”
   - *Joothan* by Om Prakash Valmiki (Non Detailed Study)

4. **From Other Margins**
   (a) North East Literature:
   - “An Obscure Place” by Mamang Dai
   - “There are no Shangri Las Left” by Sanjay Hazarika
   (b) Tribal Literature:
   (c) “The Tale of Lord Kobariya” (Trans.) by Nila Shah.

*All the literary pieces are from Language Through Literature (D.U.). Primus Books.*
3. **Process of Academic Writing:**
   - 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

4. **Critical Thinking:**
   - Analysis
   - Evaluation
   - Synthesis

5. **Paragraph Writing:**
   - Topic Sentence, Elaborative Sentences – Supporting / Explaining / Describing / Discussing / Concluding Sentence, Transitional Words and Phrases

**Classroom Activity:**
1. Riddles and Problem Solving Exercises
2. Brainstorming
3. Writing an Abstract

**Recommended Reading:**

**Suggested Readings:**
VI | ENGL 603 | AEEC-4 | 4
---|---|---|---
**Business Communication**

**UNIT-I Introducing Business Communication:**
- Basic Forms of Communication
- Communication Models and Processes: Linear, Transitional and Interactive
- Effective Communication
- Principles of Effective Communication

**UNIT-II Corporate Communication:**
- Formal and Informal Communication: Grapevine
- Barriers and Gateways to Communication
- Practices in Business Communication
  - Group Discussion
  - Mock Interview
  - Seminars
  - Individual and Group Presentations

**UNIT-III Writing Skills and Modern Communication:**
- Business Letters and Memo Format
- Good News and Bad News Letters
- Sales Letter
- Selection Letter
- Fax, E-mail–Formal and Informal
- Video Conferencing

**UNIT-IV Non-Verbal Aspects of Communication:**
- Body Language
- Kinesics
- Proxemis
- Para Language

**Classroom Activity:**
- 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

**Recommended Readings:**


**Suggested Readings:**


**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.
   \[1 \times 10 = 10\text{ Marks }[1 \times 10 = 10]\]

2. Six Short Answer Questions (100-150 words) out of the given twelve to be attempted.
   \[5 \times 6 = 30\text{ Marks }[8 \times 6 = 48]\]

3. Three Long Answer Questions (300-350 words) out of the given six to be attempted.
   \[10 \times 3 = 30\text{ Marks} \]
   \[14 \times 3 = 42\]
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.
   \[1 \times 10 = 10 \text{ Marks} \quad [1.5 \times 10 = 15]\]

2. **Two** questions out of the given **four** to be attempted.
   \[6 \times 2 = 12 \text{ Marks} \quad [8 \times 2 = 16]\]

3. **Five** Short Answer Questions (100 – 150 words) out of the given **eight** to be attempted.
   \[6 \times 5 = 30 \text{ Marks} \quad [9 \times 5 = 45]\]

4. **Two** Long Answer Questions (250 words) out of the given **four** to be attempted.
   \[6 \times 3 = 18 \text{ Marks} \quad [8 \times 3 = 24]\]
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.  
   \[1 \times 10 = 10 \text{ Marks} \ [1 \times 10 = 10]\]

2. Four Short Answer Questions (100-150 words) out of the given eight (2 from each Unit) to be attempted.  
   \[5 \times 4 = 20 \text{ Marks} \ [7.5 \times 4 = 30]\]

3. Four Long Answer Questions (300-350 words) out of the given six (at least 1 from each Unit) to be attempted.  
   \[10 \times 4 = 40 \text{ Marks} \ [15 \times 4 = 60]\]
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.  
   \[1 \times 10 = 10 \text{ Marks} \]  
   \[1 \times 10 = 10 \]

2. Six Short Answer Questions (100-150 words) to be attempted out of the given twelve questions.  
   \[5 \times 6 = 30 \text{ Marks} \]  
   \[8 \times 6 = 48 \]

3. Three Long Answer Questions (300-350 words) to be attempted out of the given six questions.  
   \[10 \times 3 = 30 \text{ Marks} \]  
   \[14 \times 3 = 42 \]
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.
   \[1 \times 15 = 15 \text{ Marks} \quad [2 \times 15 = 30]\]

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.
   \[10 \times 3 = 30 \text{ Marks} \quad [12 \times 3 = 36]\]

3. Paragraph Writing Question: Up to three questions to be set, out of which students will attempt one question in about 200-250 words.
   \[10 \times 1 = 10 \text{ Marks} \quad [14 \times 1 = 14]\]

4. Essay Type Question: Up to two questions be set out of which students are to attempt any one in about 350-400 words.
   \[15 \times 1 = 15 \text{ Marks} \quad [1 \times 20 = 20]\]
B.A. English Honours

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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2. Pattern of Testing
3. Transcript
4. Annual Scheme
Department of English

BA English Hons.

Undergraduate YEARLY Programme

Syllabus

(Effective from the Academic Session 2018-2019)

First Year

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<th>Paper Code</th>
<th>Paper Name &amp; Syllabus</th>
<th>Credits</th>
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<tbody>
<tr>
<td>I</td>
<td>ENG HONS 101</td>
<td>C-1 Indian Classical Literature</td>
<td>6</td>
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</tbody>
</table>

**Detailed Study:**


**Non-Detailed Study:**


**Suggested Topics and Background Prose Readings for Class Presentations:**

**Topics:**

- The Indian Epic Tradition: Themes and Recensions
- Classical Indian Drama: Theory and Practice
- Alankara and Rasa
- Dharma and the Heroic

**Suggested Readings:**


<table>
<thead>
<tr>
<th>I</th>
<th>ENG HONS 102</th>
<th>C-2 European Classical Literature</th>
<th>6</th>
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<td><strong>Detailed Study:</strong></td>
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<td><strong>Non-Detailed Study:</strong></td>
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<td><strong>Suggested Topics and Background Prose Readings for Class Presentations:</strong></td>
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<td><strong>Topics:</strong></td>
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<td>• The Epic</td>
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<td>• Comedy and Tragedy in Classical Drama</td>
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<td>• The Athenian City State</td>
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<td>• Catharsis and Mimesis</td>
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<td>• Satire</td>
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<td>Literary Cultures in Augustan Rome</td>
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<td><strong>Suggested Readings:</strong></td>
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</table>
I ENG HONS 103 C-3 Indian Writing in English

Detailed Study:


ii Poetry

(a) Kamala Das. “Introduction”

(b) Nissim Ezekiel. “The Night of the Scorpion”/“Poet, Lover and Bird Watcher.”

(c) K. Satchidanandan.” Gandhi and Poetry” (10-11).

(d) Bulleh Shah. “Strange are the Times” (93).

(e) Arun Kamble. “Which Language Should I Shape” (3).


Non-Detailed Study:

i “The Thakur’s Well” by Premchand.

ii *The Fire and Rain (Play)* by Girish Karnad.


Suggested Topics and Background Prose Readings for Class Presentations:

Topics:

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature

Suggested Readings:


<table>
<thead>
<tr>
<th></th>
<th>ENG HONS 104</th>
<th>C-4 British Poetry and Drama: 14\textsuperscript{th} to 17\textsuperscript{th} Centuries</th>
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<tbody>
<tr>
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<td>Detailed Study:</td>
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<tr>
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<td>i Geoffrey Chaucer. Stanzas of The Wife of</td>
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<td>Bath/Pardoner/Doctor/Lawyer from \textit{The Prologue to}</td>
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<td>\textit{the Canterbury Tales}.</td>
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<td>Non-Detailed Study:</td>
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<td>i Christopher Marlowe. \textit{Doctor Faustus}</td>
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<td>Suggested Topics and Background Prose Readings for Class Presentations:</td>
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<td>Topics:</td>
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<td>• Renaissance Humanism</td>
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<td>• The Stage, Court and City</td>
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<td>• Religious and Political Thought</td>
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<td>• Ideas of Love and Marriage</td>
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<td>• The Writer in Society</td>
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<td>Suggested Readings:</td>
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<td>AECC</td>
<td>AECC-1 Environment Studies</td>
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<td>I</td>
<td>ENG AECC 104</td>
<td>AECC-2 Writing Skills:</td>
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<td></td>
<td></td>
<td>i. Diary Writing</td>
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<td>ii. Paragraph Writing</td>
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<td>iii. Summary/ Note-making</td>
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<td>iv. Formal and Informal Letter Writing</td>
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<td>v. CV/Resume Writing</td>
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<td>vi. Report Writing</td>
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<td>vii. Interview/Feature Article</td>
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<td>viii. Notice Writing</td>
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<td><strong>Classroom Activity:</strong></td>
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<td>Speaking Skills, Listening Skills, Mock Interview, Speech Making</td>
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<td>Project Work</td>
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<td><strong>Suggested Projects:</strong></td>
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<td><strong>Recommended Reading:</strong></td>
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<td>I</td>
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<td>DSC-1B/ GE Course of any other subject.</td>
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### Second Year

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<tbody>
<tr>
<td>II</td>
<td>ENG HONS 201</td>
<td>C-5: American Literature</td>
<td>6</td>
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</tbody>
</table>

**Detailed Study:**

i. Arthur Miller: *All My Sons*


iii. William Faulkner: “Dry September”

iv. Anne Bradstreet: “The Prologue”

v. Walt Whitman: Selections from *Leaves of Grass*:
   “O Captain, My Captain”, “Passage to India” (Lines 1-68)

**Non-Detailed Study:**

i. Tennessee Williams: *The Glass Menagerie*

ii. Toni Morrison: *Beloved*

**Suggested Topics and Background Prose Readings for Class Presentations:**

**Topics:**

- The American Dream
- Social Realism and the American Novel
- Folklore and the American Novel
- Black Women’s Writings
- Questions of Form in American Poetry

**Suggested Readings:**


II  ENG HONS 202  |  C-6: Popular Literature  |  6

**Detailed Study:**
- i Lewis Carroll. *Through the Looking Glass.*
- ii Shyam Selvadurai. *Funny Boy.*

**Non-Detailed Study:**

**Suggested Topics and Background Prose Readings for Class Presentations:**

**Topics:**
- Coming of Age
- The Canonical and the Popular
- Caste, Gender and Identity
- Ethics and Education in Children’s Literature
- Sense and Nonsense
- The Graphic Novel

**Suggested Readings:**


<table>
<thead>
<tr>
<th>II</th>
<th>ENG HONS 203</th>
<th>C-7: British Poetry and Drama: 17th and 18th Centuries</th>
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<td><strong>Detailed Study:</strong></td>
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<td>i. John Milton: <em>Paradise Lost: Book I</em></td>
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<td>ii. John Webster: <em>The Duchess of Malfi</em></td>
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<td><strong>Non-Detailed Study:</strong></td>
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<td>i. Aphra Behn: <em>The Rover</em></td>
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<td>ii. Alexander Pope: <em>The Rape of the Lock</em></td>
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<td><strong>Suggested Topics and Background Prose Readings for Class Presentations:</strong></td>
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<td><strong>Topics:</strong></td>
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<td>• Religious and Secular Thought in the 17th Century</td>
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<td>• The Stage, the State and the Market</td>
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<td>• The Mock-epic and Satire</td>
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<td>• Women in the 17th Century</td>
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<td>• The Comedy of Manners</td>
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<td><strong>Suggested Readings:</strong></td>
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<th>II</th>
<th>ENG HONS 204</th>
<th>C-8: British Literature: 18th Century</th>
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<td><strong>Detailed Study:</strong></td>
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<td>i Jonathan Swift: <em>Gulliver’s Travels</em> (Books III and IV)</td>
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<td>ii Richard B. Sheridan: <em>The School for Scandal</em></td>
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<td><strong>Non-Detailed Study:</strong></td>
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<td>i William Congreve: <em>The Way of the World</em></td>
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<td>ii Samuel Johnson: “London”</td>
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</tbody>
</table>
**Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman**

**Suggested Topics and Background Prose Readings for Class Presentations:**

**Topics:**
- The Enlightenment and Neoclassicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press

**Suggested Readings:**


---

### II ENG HONS 205 C-9: British Romantic Literature

**Detailed Study:**

1. William Blake:
   - “The Lamb”
   - “The Chimney Sweeper” (from *The Songs of Innocence* and *The Songs of Experience*)
   - “The Tyger” (*The Songs of Experience*)
   - ‘Introduction’ to *The Songs of Innocence*

2. Robert Burns:
   - “A Bard’s Epitaph”
   - “Scots Wha Hae”

3. William Wordsworth:
   - “Tintern Abbey”
4. Samuel Taylor Coleridge:
   i. “Kubla Khan”
   ii. “Dejection: An Ode”

5. Lord George Gordon Noel Byron:

6. P. B. Shelley:
   i. “Ode to the West Wind”
   ii. “Ozymandias”
   iii. “Hymn to Intellectual Beauty”

7. John Keats:
   i. “Ode to a Nightingale”
   ii. “To Autumn”
   iii. “On First Looking into Chapman’s Homer”

**Non-Detailed Study:**

1. Mary Shelley: *Frankenstein*

**Suggested Topics and Background Prose Readings for Class Presentations:**

**Topics:**
- Reason and Imagination
- Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

**Suggested Readings:**


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<tr>
<td>II</td>
<td>ENG HONS 206</td>
<td>C-10: British Literature: 19th Century</td>
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<td>Detailed Study:</td>
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<td>1. Jane Austen: <em>Pride and Prejudice</em></td>
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<td>2. Alfred Tennyson:</td>
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<td>i “The Lady of Shalott”</td>
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<td>ii “Ulysses”</td>
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<td>3. Robert Browning:</td>
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<td>i “My Last Duchess”</td>
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<td>ii “The Last Ride Together”</td>
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<td>4. Christina Rossetti:</td>
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<td>i The Goblin Market’</td>
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<td>Non-Detailed Study:</td>
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<td></td>
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<td>i Charlotte Bronte: <em>Jane Eyre</em></td>
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<td>ii Charles Dickens: <em>Hard Times</em></td>
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<td>Suggested Topics and Background Prose Readings for Class Presentations:</td>
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<td>• Utilitarianism</td>
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<td>• The 19th Century Novel</td>
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<td>• Marriage and Sexuality</td>
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<td>• Faith and Doubt</td>
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<td>• The Dramatic Monologue</td>
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<td>Suggested Readings:</td>
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</table>
### II ENG AEEC/SEC 204

AEEC/SEC - 1: Creative Writing: Book and Media Reviews

**UNIT-I Literary Forms:**
- Poetry: Lyric, Sonnet, Epic, Ode, Ballad
- Drama: Tragedy and Comedy
- Fiction: Short Story and Novel
- Prose: Essay, Periodical, Article (Newspaper Article and Blog)

**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

**UNIT-III Reading Literature: Creativity and Imagination:**
- "Gift of the Magi" by O'Henry
- "Daffodils" by William Wordsworth
- *The Dark Room* by R. K. Narayan

**UNIT-IV Media Reviews:** Book, Film and T.V. Programme Reviews

**Recommended Readings:**

### II ENG AEEC/SEC 205

AEEC/SEC-2 Translation Studies and Principles of Translation (Basic Concepts and Readings)

**UNIT-I Introduction to Translation:**
1. Definition of Translation—Translating from source language to target language
2. Purpose of Translation—Translation as a literary, cultural, and knowledge bridge, self-other interaction

**UNIT-II Approaches to Translation:**
1. Domestication: Readability in the target language
2. Foreignisation: Faithfulness to the source language text
### UNIT-III

**Methods of Translation:**

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 *Epistles*" — (1680) by John Dryden

### UNIT-IV

**Problems of Translation:**

1. Cultural Gap
2. Untranslatability
3. Translation as appropriation of indigenous languages by English

### UNIT-V

**Translation in India:**

1. Definitions: *Anuvad, Bhashantar, Roopantar*
2. Key Terms: *Rasa, Dhwani, Auchitya*
3. Reading Translation: Cultural Difference, Contexts and Language
   - (a) Shubhangi Bhadbhade, “Garden of Spice” (“Mehakti Phulwari”)
   - (b) Jaiwanti Dimri, “The Inner Eye” (“Antardrishti”)

(Both the stories are from Rekha Sharma, ed. *Translation: Theory and Practice.* Delhi: Authorspress, 2015)

### UNIT-VI

**Translation:**

- Translating a literary/non-literary passage from Hindi into English and English into Hindi (about 100 words)

**Classroom Activity:**

Inter-medial Translation: Word-Film-Painting

- Film: *The Blue Umbrella* based on Ruskin Bond’s eponymous story
Suggested Readings:

| II | GE-3 | DSC-1C/GE Course of any other subject.
| II | GE-4 | DSC-1D/GE Course of any other subject. |
Third Year

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<td>III</td>
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<td><strong>Detailed Study:</strong></td>
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<td>1. Emily Dickinson:</td>
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<tr>
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<td>i  “I Cannot Live with You”</td>
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<td>ii “I’m Wife; I’ve finished That”</td>
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<td>2. Sylvia Plath:</td>
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<td>i  “Daddy”</td>
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<td>ii “Lady Lazarus”</td>
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<td>3. Eunice De Souza:</td>
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<td>i  “Advice to Women”</td>
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<td>ii “Bequest”</td>
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<td>4. Katherine Mansfield:</td>
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<td>i  “Bliss”</td>
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<td>5. Mahashweta Devi:</td>
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<td>6. Rassundari Debi:</td>
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<td><strong>Non-Detailed Study:</strong></td>
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<td>1. Alice Walker: The Color Purple</td>
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<td>2. Charlotte Perkins Gilman:</td>
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<td>i  “The Yellow Wallpaper”</td>
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<td>3. Mary Wollstonecraft:</td>
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<td><strong>Suggested Topics and Background Prose Readings for Class Presentations:</strong></td>
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<td>• The Confessional Mode in Women's Writing</td>
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<td>• Sexual Politics</td>
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• Race, Caste and Gender
• Social Reform and Women’s Rights

**Suggested Readings:**


**III ENG HONS 302**

**C-12: British Literature: The Early 20th Century**

**Detailed Study:**

1. Joseph Conrad: *Heart of Darkness*

2. W.B. Yeats:
   i  “Leda and the Swan”
   ii  “The Second Coming”
   iii  “No Second Troy”
   iv  “Sailing to Byzantium”


**Non-Detailed Study:**

1. D.H. Lawrence: *Sons and Lovers*

2. Virginia Woolf: *Mrs. Dalloway*


**Suggested Topics and Background Prose Readings for Class Presentations:**

**Topics:**

• Modernism, Post-modernism and Non-European Cultures
Suggested Readings:

III  ENG HONS  303  C-13: Modern European Drama  6

Detailed Study:
1. Bertolt Brecht: *Mother Courage*
2. G.B. Shaw: *Arms and the Man*

Non-Detailed Study:
1. Samuel Beckett: *Waiting for Godot*
2. Eugene Ionesco: *Rhinoceros*

Suggested Topics and Background Prose Readings for Class Presentations:

Topics:
- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd

Suggested Readings:
<table>
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<th>III</th>
<th>ENG HONS 304</th>
<th>C-14: Postcolonial Literatures</th>
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<td><strong>Non-Detailed Study:</strong></td>
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<td>1. Chinua Achebe: <em>Things Fall Apart</em></td>
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<td>2. Gabriel Garcia Marquez: <em>No One Writes to the Colonel</em></td>
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|     |             | 3. Derek Walcott: 
|     |             |   i   “A Far Cry from Africa” 
|     |             |   ii “Names” |
|     |             | 4. Sarveshowar Dayal Saxena: 
|     |             |   i “Dust” 
|     |             | **Suggested Topics and Background Prose Readings for Class Presentations:** |
|     |             | **Topics:** |
|     |             | • De-colonization, Globalization and Literature |
|     |             | • Literature and Identity Politics |
|     |             | • Writing for the New World Audience |
|     |             | • Region, Race, and Gender |
|     |             | • Postcolonial Literatures and Questions of Form |
Suggested Readings:


III  ENG HONS 305  DSE-1 Modern Indian Writing in English  6

Detailed Study:

Translation:


**Non-Detailed Study:**


**Suggested Topics and Background Prose Readings for Class Presentations:**

**Topics:**


- Modernity in Indian Literature
- Caste, Gender and Resistance
- Questions of Form in 20th Century Indian Literature

**Suggested Readings:**


### III ENG HONS 306

**DSE-2 Literature of the Indian Diaspora**

#### Detailed Study:


#### Non-Detailed Study:


#### Suggested Topics and Background Prose Readings for Class Presentations:

**Topics:**

- The Diaspora: Hybridity, Muticulturalism, Identity, Nostalgia, Alienation

#### Suggested Readings:


### III ENG HONS 307

**DSE-3 Partition Literature**

#### Detailed Study:


**Non-Detailed Study:**


**Suggested Topics and Readings for Class Presentation:**

**Topics:**
- Colonialism, Nationalism, and the Partition
- Communalism and Violence
- Homelessness and Exile
- Women in the Partition

**Background Readings:**


<table>
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<tr>
<th>III</th>
<th>ENG HONS 308</th>
<th>DSE-4 Autobiography</th>
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**Detailed Study:**


25
Non-Detailed Study:

Suggested Topics and Background Prose Readings for Class Presentations:
Topics:
- Self and Society
- Role of Memory in Writing Autobiography
- Autobiography as Resistance
- Autobiography as Rewriting History

Suggested Readings:

OPTIONAL DISSERTATION OR PROJECT WORK MAY BE UNDERTAKEN IN PLACE OF ONE ELECTIVE PAPER (6 CREDITS) IN THE THIRD YEAR.
NOTE:

1. The students of B.A. English Hons. will study DSC-1A; DSC-1B; DSC-1C; DSC-1D of any other subject in lieu of GE-1; GE-2; GE-3; and GE-4.

2. The students of B.A. Honours (other than English) will study the following courses (of B.A. with English) as Generic Elective (GE) Courses:

   i. ENG HONS GE 101 English Literature -1 (Essays, Stories and Poems)
   ii. ENG HONS GE 102 English Literature -2 (Poems, Short-Stories and Essays)
   iii. ENG HONS GE 203 British Literature (Play and Novel)
   iv. ENG HONS GE 204 Literary Cross Currents

   (These four courses are common with B.A. English (DSC) Discipline Specific Courses)
Pattern of Testing

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

For Core Courses

For Internal Assessment (30 Marks)

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations 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 Semester Examinations: 70 Marks

Three Hours

All questions are compulsory:

1. Reference to the context: Two references to be attempted out of the given six taken from the Detailed Section.

   2x10= 20 Marks

2. Short answers: Four short answers to be attempted out of the given eight questions taken from the Detailed and Non-Detailed Sections.

   4x5=20 Marks

3. Long answers: Two long answers to be attempted out of the given four questions taken from Detailed and Non-Detailed Sections.

   2x15=30 Marks
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]
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]
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.
   
   \[
   2 \times 5 = 10 \text{ Marks} \quad [3 \times 5 = 15]
   \]

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).
   
   \[
   5 \times 2 = 10 \text{ Marks} \quad [8 \times 2 = 16]
   \]

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.
   
   \[
   5 \times 3 = 15 \text{ Marks} \quad [8 \times 3 = 24]
   \]

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.
   
   \[
   10 \times 2 = 20 \text{ Marks} \quad [12.5 \times 2 = 25]
   \]

5. Translate a short passage from Hindi to English and from English to Hindi.
   
   \[
   7.5 \times 2 = 15 \text{ Marks} \quad [10 \times 2 = 20]\n   \]
**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]
**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.
   
   \[2 \times 5 = 10 \text{ Marks} \quad [4 \times 5 = 20]\]

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.

   \[1 \times 5 = 5 \text{ Marks} \quad [2 \times 5 = 10]\]

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.

   \[10 \times 3 = 30 \text{ Marks} \quad [14 \times 3 = 42]\]

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.

   \[12.5 \times 2 = 25 \text{ Marks} \quad [14 \times 2 = 28]\]
B.A. English Hons

Undergraduate YEARLY Programme

Transcripts

First Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course</th>
<th>Course Type</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ENG HONS 101</td>
<td>C-1</td>
<td>Core Course</td>
<td>Indian Classical Literature</td>
<td>6</td>
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<tr>
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<td>ENG HONS 103</td>
<td>C-3</td>
<td>Core Course</td>
<td>Indian Writing in English</td>
<td>6</td>
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<tr>
<td>I</td>
<td>ENG HONS 104</td>
<td>C-4</td>
<td>Core Course</td>
<td>British Poetry and Drama: 14th to 17th Centuries</td>
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<tr>
<td>I</td>
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<td>AECC-1</td>
<td>Ability Enhancement Compulsory Course</td>
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<td>I</td>
<td>GE 2</td>
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| Total Credits | 44 |
### Second Year

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<tr>
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<td>II</td>
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<td>C-8</td>
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<td>II</td>
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<td>British Romantic Literature</td>
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# Third Year

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<td>British Literature: The Early 20th Century</td>
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<tbody>
<tr>
<td>Cumulative Credits</td>
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**Annual Scheme**  
**B.A. English Hons. YEARLY Programme**  
(Effective from the Academic Session 2018-19)

<table>
<thead>
<tr>
<th>Year</th>
<th>Core Courses (14)</th>
<th>Ability Enhancement Compulsory Courses (2)</th>
<th>Ability Enhancement Compulsory Courses/Skill Enhancement Courses (2)</th>
<th>Discipline Specific Electives (4)</th>
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<td>AECC-1 Env. Studies AECC-2 Hindi/Eng/Skt (one out of three)</td>
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<td>AECC/SEC-1 AECC/SEC-2</td>
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<td>GE-3 GE-4</td>
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<td>4 Credits each =8</td>
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<td>6 Credits each =24</td>
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<td>Cumulative Total</td>
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</table>
B.A. English Honours

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
Annexure – VIII
Approved in BoS (UG)
Meeting on 02.07.2018

B.A. English Honours

Undergraduate SEMESTER Programme

Syllabus

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Paper Code</th>
<th>Paper Name and Syllabus</th>
<th>Credits</th>
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<tbody>
<tr>
<td>V</td>
<td>ENGL 501 H</td>
<td>C-11: Women’s Writing</td>
<td>6</td>
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<td>Detailed Study:</td>
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<tr>
<td></td>
<td></td>
<td>1. Emily Dickinson:</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>i “I Cannot Live with You”</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>ii “I’m Wife; I’ve finished That”</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2. Sylvia Plath:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>i “Daddy”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii “Lady Lazarus”</td>
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<td></td>
<td>3. Eunice De Souza:</td>
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<tr>
<td></td>
<td></td>
<td>i “Advice to Women”</td>
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</tr>
<tr>
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<td>ii “Bequest”</td>
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<td></td>
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<td>4. Katherine Mansfield:</td>
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<tr>
<td></td>
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<td>i “Bliss”</td>
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<td>5. Mahashweta Devi:</td>
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<td>6. Rassundari Debi:</td>
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</tbody>
</table>
Non-Detailed Study:

1. Alice Walker: *The Color Purple*
2. Charlotte Perkins Gilman:
   i. “The Yellow Wallpaper”

Suggested Topics and Background Prose Readings for Class Presentations:

**Topics:**
- The Confessional Mode in Women's Writing
- Sexual Politics
- Race, Caste and Gender
- Social Reform and Women’s Rights

**Suggested Readings:**


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<table>
<thead>
<tr>
<th>V</th>
<th>ENGL 502 H</th>
</tr>
</thead>
</table>

**C-12: British Literature: The Early 20th Century**

**Detailed Study:**

1. Joseph Conrad: *Heart of Darkness*
2. W.B. Yeats:
   i. “Leda and the Swan”
   ii. “The Second Coming”
   iii. “No Second Troy”
   iv. “Sailing to Byzantium”
### Non-Detailed Study:

1. D.H. Lawrence: *Sons and Lovers*
2. Virginia Woolf: *Mrs. Dalloway*

### Suggested Topics and Background Prose Readings for Class Presentations:

**Topics:**
- Modernism, Post-modernism and Non-European Cultures
- The Women’s Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- The Uses of Myth
- The Avant Garde

**Suggested Readings:**


### DSE-1 Modern Indian Writing in English

**Detailed Study:**

**Translation:**


**Non-Detailed Study:**


**Suggested Topics and Background Prose Readings for Class Presentations:**

**Topics:**


- Modernity in Indian Literature

- Caste, Gender and Resistance

- Questions of Form in 20th Century Indian Literature.

**Suggested Readings:**

<table>
<thead>
<tr>
<th></th>
<th>ENGL 504 H</th>
<th>DSE-II Literature of the Indian Diaspora</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td><strong>Non-Detailed Study:</strong></td>
<td></td>
</tr>
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<td></td>
<td><strong>Suggested Topics and Background Prose Readings for Class Presentations:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Topics:</strong></td>
<td></td>
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<tr>
<td></td>
<td>• The Diaspora: Hybridity, Multiculturalism, Identity, Nostalgia, Alienation</td>
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<td><strong>Suggested Reading:</strong></td>
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<td>Paper Name and Syllabus</td>
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<tr>
<td>VI</td>
<td>ENGL 601 H</td>
<td>C-13: Modern European Drama</td>
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<tr>
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<td><strong>Detailed Study:</strong></td>
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</tbody>
</table>
|          |            | 1. Bertolt Brecht: *Mother Courage*  
|          |            | 2. G.B. Shaw: *Arms and the Man*  |
|          |            | **Non-Detailed Study:**   |         |
|          |            | 1. Samuel Beckett: *Waiting for Godot*  
|          |            | 2. Eugene Ionesco: *Rhinoceros*  |

**Suggested Topics and Background Prose Readings for Class Presentations:**

**Topics:**
- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd

**Suggested Readings:**

<table>
<thead>
<tr>
<th>ENGL 602 H</th>
<th>C-14: Postcolonial Literatures</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Detailed Study:</strong></td>
</tr>
</tbody>
</table>

**Non-Detailed Study:**

1. Chinua Achebe: *Things Fall Apart*
2. Gabriel Garcia Marquez: *No One Writes to the Colonel*
3. Derek Walcott:
   i. “A Far Cry from Africa”
   ii. “Names”
4. Sarveshowar Dayal Saxena:
   i. "Dust"
   ii. "Now I Will Not Let the Sun Set" (160-163).


**Suggested Topics and Background Prose Readings for Class Presentations:**

**Topics:**
- De-colonization, Globalization and Literature
- Literature and Identity Politics
- Writing for the New World Audience
- Region, Race, and Gender
- Postcolonial Literatures and Questions of Form

**Suggested Readings:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</table>
| **ENGL 603 H** | **DSE-III Partition Literature**
| **Suggested Topics and Readings for Class Presentation:** | **Topics:**  
|   | • Colonialism, Nationalism, and the Partition  
|   | • Communalism and Violence  
|   | • Homelessness and Exile  
|   | • Women in the Partition
<table>
<thead>
<tr>
<th>Background Readings and Screenings:</th>
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<table>
<thead>
<tr>
<th>ENGL 604 H</th>
<th>DSE-IV Autobiography</th>
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<tbody>
<tr>
<td><strong>Detailed Study:</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Non-Detailed Study:** |

**Suggested Topics and Background Prose Readings for class Presentations:**

**Topics:**
- Self and Society
- Role of Memory in Writing Autobiography
- Autobiography as Resistance
- Autobiography as Rewriting History

**Suggested Readings:**


**NOTE:** OPTIONAL DISSERTATION OR PROJECT WORK MAY BE UNDERTAKEN IN PLACE OF ONE DISCIPLINE SPECIFIC ELECTIVE PAPER (6 CREDITS) IN 6TH SEMESTER.
Pattern of Testing

V & VI Semester

B.A. English Hons. SEMESTER Programme
(Effective from the Academic Session 2018-19)

For Core Courses

For Internal Assessment

Internal Assessment is to be awarded on the basis of classroom attendance, unit/class tests, assignments and presentations 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 Semester Examinations: 70 Marks

All questions are compulsory:

1. Reference to the context: Two references to be attempted out of the given six taken from the Detailed Section.

   \[2 \times 10 = 20\text{ Marks}\]

2. Short answers: Four short answers to be attempted out of the given eight questions taken from the Detailed and Non-Detailed Sections.

   \[4 \times 5 = 20\text{ Marks}\]

3. Long answers: Two long answers to be attempted out of the given four questions taken from Detailed and Non-Detailed Sections.

   \[2 \times 15 = 30\text{ Marks}\]
For Discipline Specific Electives (Hons.)

For Internal Assessment (30 Marks)

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

- Attendance: 5 Marks
- Assignment/Presentation etc.: 10 Marks (5+5)
- Mid Term Test: 15 Marks

For End Semester Examinations: 70 Marks Three Hours

1. **Four** Comprehension Questions will be set, out of which **two** questions will have to be attempted. Each Comprehension Passage will be followed by 5 questions.

   
   
   
   

   
   
   

   5x2=10 Marks [7.5x2=15]

2. **Eight** Short Answer Questions will be set from the four Units (2 from each Unit) out of which students will be required to answer **five** questions (at least 1 from each Unit) in 100-150 words.

   
   
   
   

   
   
   

   6x5=30 Marks [8x5=40]

3. **Five** Long Answer Questions will be set from the five Units (at least 1 from each Unit) out of which **three** questions will have to be attempted in about 300 words each.

   
   
   
   

   
   
   

   10x3=30 Marks [15x3=45]