



HSNC University, Mumbai

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

4th August 2023

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Respected Sir / Madam,

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

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

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

With warm regards.

Yours faithfully,

Dr. Bhagwan Balani
Registrar (Ag)

HSNC UNIVERSITY, MUMBAI

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Office of the Hon'ble Vice-Chancellor, HSNC University
Office of the Registrar, HSNC University, Mumbai,



HSNC University Mumbai

(2023-2024)

Ordinances and Regulations

With Respect to

Choice Based Credit System (CBCS)

For the Programmes Under

The Faculty of Humanities

Bachelor of Arts (B. A)

Curriculum – First Year

Undergraduate Programmes

Semester-I and Semester -II

2023-2024

Syllabus for F.Y.B.A in English Literature

Programme: B.A.

Course: English Literature (Major/Minor) (Elective Paper)

Literary Genres

(with effect from the academic year 2023-2024)

1. Syllabus as per Choice Based Credit System:

i) Name of the Programme: B.A.

ii) Course Code:

iii) Course Title: **Literary Genres – I (SEMESTER I)**

Literary Genres – II (SEMESTER II)

iv) Type of Course: **Major/Minor (Elective Course)**

v) Semester-wise Course Content: copy of syllabus enclosed

vi) References and Additional References: enclosed in the Syllabus

vii) Credit Structure: Total Credits: 08

Credits per Semester: 04

viii) One Credit = 15 Classroom Teaching hours

viii) No. of lectures per Unit: 20

ix) No. of lectures per week: 04 Lectures

x) Lecture Duration – 60 Minutes

2. Scheme of Examination:

i) **Total Marks: 100**

ii) Summative Assessment:

Semester-end Exam: 60 marks

Duration: 2 hours

Question Paper Pattern: 4 Questions of 15 marks each

iii) Formative Assessment: 40 marks

Preamble:

The Literary Genres course is envisaged to provide the student with an introduction to literary studies and provide a foundation for close and critical textual analysis. The students would be exposed to the various literary forms and genres and would learn to analyse and appreciate literary as well as non-literary texts. The subject is also a study of not only how language is used in literature but also of the:

- (a) intimate connection between language and culture;
- (b) the significance of language in formulating, spreading, and continuing ideas;
- (c) the subject engages with processes of creativity and appreciation.

This course is designed primarily to understand what literature is, what is enjoyable to read, and profitable to learn and what remains eternal in literature, no matter which age it belongs to.

The course is divided into two semesters: Semester I would enable students to understand and appreciate the prescribed genres of literature such as novels and short stories and Semester II would introduce them to the genres of drama and poetry.

Learning Objectives:

The main objectives of the course are:

- To acquaint learners with the characteristics of various literary genres
- To develop in learners, analytical skills and critical thinking through close reading of literary texts
- To cultivate appreciation of language as an artistic medium
- To train learners in the various forms, elements and style that shape literary works
- To enable students to understand that literature is an expression of human values within a historical and social context

Learning Outcomes:

On successful completion of the course, learners are expected:

- To be thoroughly acquainted with the characteristics of various literary genres
- To have developed analytical skills and critical thinking abilities
- To have imbibed the ability to appreciate language as an artistic medium and to understand the importance of forms, elements and style in literature
- To appreciate human values through literature

DETAILED SYLLABUS

Semester I

Literary Genres – I (Short Story and Novel)

(4 Credits)

60 lectures.

UNIT 1A:

- A) Elements of a Short Story
- B) Genres in Short Stories : Fable, Parable, Drabble, Vignette, Anecdote

UNIT 1B:

- A) Rise of the Novel
- B) Forms of the Novel: Picaresque, Bildungsroman, Gothic, Epistolary

UNIT II: Short Stories:

- 1) O Henry : *The Cop and the Anthem*
- 2) Anton Chekhov : *The Bet*
- 3) Katherine Mansfield: *Garden Party*
- 4) Susan Glaspell: *A Jury of her Peers*
- 5) Guy de Maupassant : *Mother Sauvage*
- 6) Saadat Hasan Manto : *Toba Tek Singh*

UNIT III: Novel:

- A) *Frankenstein* (1818) Mary Shelley
- OR**
- B) *Catcher in the Rye* (1951) J.D Salinger
- OR**
- C) *To kill a Mockingbird* (1960) Harper Lee

Suggested topics for Formative Assessment:

- 1) Critical analysis of other Novels or Short Stories of authors prescribed in the Syllabus
- 2) Analysis of features of a Novel or short story not prescribed in the syllabus
- 3) Any other topic relevant to the syllabus.

Semester II

Literary Genres - II (Poetry and Drama)

(4 Credits)

60 lectures

UNIT I: Literary Terms (20 Lectures)

A) Poetry: Epic, Sonnet, Ballad, Ode, Elegy, Haiku

B) Drama: Tragedy, Comedy, Epic Theatre, Theatre of Anger, Theatre of Absurd

UNIT II: Poetry (20 Lectures)

1) Nissim Ezekiel- "Night of the Scorpion"

2) Robert Frost- "Mending Wall"

3) Wordsworth- "We are Seven"

4) Keats- "To Autumn"

5) Elizabeth Barrett Browning- Sonnet 43 "How Do I Love Thee"

6) Walt Whitman – "O Captain! My Captain!"

UNIT III: Drama (20 Lectures)

Henrik Ibsen- *A Doll's House* (1879)

OR

Bernard Shaw- *Pygmalion* (1912)

OR

Anton Chekov- *The Seagull* (1895)

Suggested Topics for Formative Assessment:

1. Other poetic and dramatic terms not covered in the syllabus
2. Critical appreciation of other poems and plays of poets/dramatists prescribed in the syllabus
3. Critical appreciation of a poem and/or play not prescribed in the syllabus
4. Any other topic relevant to the course taught

Internal Assessment: (for both semesters) (40 marks per semester)

Any two of the following methods of assessment may be undertaken:

1. Class Test
2. Online Exam
3. Assignment/Project
4. Presentation

Summative Assessment

QUESTION PAPER PATTERN

Semester I (Sem-end Exam)

Literary Genres - I

Duration: 2 hours

Marks: 60

- Q.1 Short Notes (3 out of 5) [Unit I] (15 marks)
- Q.2 Essay Type Question (1 out of 2) [Unit II] (15 marks)
- Q.3 Essay Type Question (1 out of 2) [Unit III] (15 marks)
- Q.4A) Short Notes (1 out of 2) [Unit II] (7 1/2 marks)
- Q.4B) Short Notes (1 out of 2) [Unit III] (7 1/2 marks)

Semester II (Sem-end Exam)

Literary Genres - II

Duration: 2 hours

Marks: 60

- Q.1 Short Notes (3 out of 5) [Unit I] (15 marks)
- Q.2 Essay Type Question (1 out of 2) [Unit II] (15 marks)
- Q.3 Essay Type Question (1 out of 2) [Unit III] (15 marks)
- Q.4A) Short Notes (1 out of 2) [Unit II] (7 1/2 marks)
- Q.4B) Short Notes (1 out of 2) [Unit III] (7 1/2 marks)

Reference Books

- Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
- Albert, E. *History of English Literature*, India, Oxford University Press, 2009.
- Athenian Society. *Drama: It's History*, England, Nabu Press, 2012.
- Auger, Peter. *The Anthem Glossary of Literary Terms and Theory*, India, Anthem Press, 2011.
- Bennett, Andrew and Nicholas Royle. *Introduction to Literature Criticism and Theory*. Great Britain: Pearson Education Limited, 2004.
- Brooks, Cleanth and Warren, Robert Penn. *Understanding Fiction*, Prentice Hall.
- Buckley, Jerome H. *Season of Youth: The Bildungsroman from Dickens to Golding*, Harvard University Press, 1974.
- Chakrabarti, Piyas. *Anthem Dictionary of Literary Terms and Theory*. Delhi: Anthem Press, 2006.
- Edmond Gore and Alexander Holmes. *What is Poetry?* England, Nabu Press, 2010.

- Egan, Michael, ed. *Ibsen: The Critical Heritage*. Boston: Routledge and K. Paul, 1972.
- Ford, Boris. *The Pelican Guide to English Literature, Volume I to X*, 1960.
- Forster, E M. *Aspects of the Novel*, (1954) London: Rosetta Books, 2002.
- Fowler, Roger. (Ed.). *A Dictionary of Modern Critical Terms*. (Rev.Ed.) London: Routledge & Kegan Paul, 1987.
- Gibson Arthur. *What is Literature*, Peter Lang Pub Inc., 2007.
- Hudson, W.H. *An Outline History of English Literature*, India, G K Publishers Pvt. Ltd .2011
- *An Introduction to the Study of English Literature*, Maple Press Pvt. Ltd. 2012.
- Jacobs, Alan. *The Pleasures of Reading in an Age of Distraction*, Oxford United Press, 2011.
- Laser, Marvin and Norman Fruman,eds. *Studies in J.D.Salinger: Reviews, Essays and Critiques of "The Catcher in the Rye" and Other Fiction*. Odyssey Press, 1963.
- Lee, Harper. *To Kill a Mockingbird*. Grand Central Publishing. 1988.
- Matz, Jesse. *The Modern Novel: A Short Introduction*. Blackwell, 2004.
- McFarlane, J., ed. *The Cambridge Companion to Ibsen*. New York: Cambridge University Press, 1994
- McKeon, Michael. *Theory of the Novel: A Historical Approach*. John Hopkins University Press, 2000.
- Prasad, B. *Background of the Study of English Literature*, Chennai, Macmillan, 1999.
- Rees, R.J. *English Literature: An Introduction to Foreign Readers*, New Delhi: Macmillan, 1982.
- Salinger, J.D. *The Catcher in Rye*. Penguin UK; Open Market edition, 2010.
- Schor, Esther. *The Cambridge Companion to Mary Shelley*. Cambridge University Press, 2003.
- Shelley, Mary. *Frankenstein*. Imprint Books; Critical edition. 2018.
- Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. University of California, 1957.
- Weigand, H. J. *The Modern Ibsen: A Reconsideration*. Salem, New Hampshire: Ayer, 1984
- Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Hampshire: Palgrave, Macmillan, 2004.
- <https://nptel.ac.in/courses/109107198>
- https://www.youtube.com/watch?v=-e1_TnnHBgk&t=26s
- <https://www.youtube.com/watch?v=isLTBngagKQ>

<https://www.youtube.com/watch?v=th4W-5npDj8>

<https://www.youtube.com/watch?v=Ii3enZxJS-s>

<https://www.youtube.com/watch?v=GaDyUHRnnaE>



HSNC University Mumbai

(2023-2024)

Ordinances and Regulations

With Respect to

Choice Based Credit System (CBCS)

For the Programmes Under

The Faculty of Humanities, Commerce & Science

Curriculum – First Year

Undergraduate Programmes

Semester-I and Semester -II

2023-2024

Syllabus for F.Y.B.A / F.Y.B.COM / F.Y.B.Sc/ Self-Financed

Courses

Programme: B.A / B.COM / B.Sc/ Self-Financed Courses

Course: Ability Enhancement Course (AEC) (Core Paper)

Communication Skills of English

(with effect from the academic year 2023-2024)

1. Syllabus as per Choice Based Credit System:

- i) Name of the Programme: B.A. / B.COM / B.SC / Self-Financed courses
- ii) Course Code:
- iii) Course Title: **Communication Skills in English – I (SEMESTER I)**
Communication Skills in English – II (SEMESTER II)
- iv) Type of Course: **Ability Enhancement Course (AEC) (Core Course)**
- v) Semester-wise Course Content: copy of syllabus enclosed
- vi) References and Additional References: enclosed in the Syllabus
- vii) Credit Structure: Total Credits in a year: 04 **Credits per Semester: 02**
- viii) One Credit = 15 Classroom Teaching hours
- viii) No. of lectures per Unit: 05
- ix) **No. of lectures per week: 01 lecture + 01 tutorial***
- x) Lecture Duration – 60 Minutes

2. Scheme of Examination:

- i) **Total Marks: 50**
- ii) Sem-end Exam: 30 marks Duration: 1 hour Pattern: 3 Questions of 10 marks each
- iii) Internal Assessment: 20 marks

* The number of students in each tutorial batch shall be 25 students. The last batch in a division may however have 20 students.

Preamble:

The Communication Skills in English syllabus is an attempt to enhance language proficiency of the learners by providing adequate exposure to listening, speaking, reading, and writing skills. It takes an integrated approach to the appropriate use of language in different situations and for different purposes.

An attempt has been made to introduce topics that emphasize the development of writing skills and encourage effective communication of thoughts, ideas and expressions. The syllabus will contribute to the intellectual, personal, and vocational development of the students in an orderly manner. The course seeks to help students excel in the efficient and effective use of communication skills across different situations. Overall, the course will make the learners employable with enhanced hard and soft skills.

These topics will be explored through debates, group discussions, speeches; students will also learn accurate use of language for effective oral and written communication. Students will learn to create texts that are coherent, cohesive, balanced, convincing, and interesting.

The course is divided into two semesters: Semester - I will primarily focus on reading skills and writing skills in the form of Written Correspondence and Essays, and Interpretation of data. Semester II introduces students to advanced writing skills in the form of Reports and Creative Writing. The students through this course will navigate the digital information landscape and gain critical skills of email writing, report writing, and creative writing. The concepts discussed throughout the year can be applied to the study of other subjects as well.

The syllabus is made for interactive learning using tutorials and learner-centred methods such as worksheets and role play. Upon completing this course, the learners will be able to communicate effectively in various styles and registers.

Learning Objectives:

The main objectives of the course are:

- To strengthen language proficiency by providing adequate exposure to reading, speaking, listening and writing skills
- To complete various communication tasks effectively
- To develop a comprehensive understanding of the oral aspects of communication
- To develop skills in communication like writing letters, emails, essays and reports
- To enhance the range of lexical resources of the learners through a variety of exercises

Learning Outcomes:

On successful completion of the course learners are expected -

- To become proficient in reading, writing, speaking and listening skills
- To efficiently perform various communication tasks
- To be competent in the various aspects of oral communication
- To be able to write letters, emails, essays and reports effectively
- To broaden their language proficiency and the range of their lexical resources

DETAILED SYLLABUS

Semester I

Communication Skills in English - I

(2 Credits)

15 lectures + 15 tutorials

UNIT I: Letters (5 lectures)

1. Job Application Letter with Resume
2. Statement of Purpose
3. Letters to the Editor
4. Sales/Promotion Letters

UNIT II: Data Interpretation (5 lectures)

Students will learn to read and interpret maps, pie charts, tables, line and bar graphs, and flow charts and express the same in a paragraph form.

(Note: Other important forms of visual communication may also be introduced to students. However, they will be tested only on the above forms in the examination.)

UNIT III: Essay (5 lectures)

1. Reflective
2. Analytical
3. Persuasive/Argumentative

Semester II

Communication Skills in English - II

(2 Credits)

15 lectures + 15 tutorials

UNIT I: Emails (5 lectures)

1. Enquiry
2. Invitation
3. Thank You
4. Permission

UNIT II: Report Writing (5 lectures)

1. Eyewitness Report
2. Activity Report
3. Newspaper Report

UNIT III: Creative Writing (5 lectures)

1. Story Writing
2. Dialogue Writing
3. Blog Writing

Suggested Topics for Tutorials: (for both semesters)

1. Fundamentals of Grammar
2. Vocabulary Building and Language Games
3. Editing Sentences and longer passages
4. Summarization
5. Stress Marking
6. Phonology
7. Reading Skills
8. Listening Skills
9. Speaking Skills and Pronunciation
10. Debates / Speeches
11. Book / Film Reviews

Formative Assessment: (for both semesters) (20 marks per semester)

Any one of the following methods of assessment may be undertaken:

1. Class Test
2. Online Exam
3. Assignment/Project
4. Presentation

Summative Assessment:**QUESTION PAPER PATTERN****Semester I (Sem-end Exam)****Communication Skills in English - I**

Duration: 1 hour

Marks: 30

- Q.1 Letters (1 out of 2) [Unit I] (10 marks)
- Q.2 Data Interpretation (150 words) [Unit II] (10 marks)
(Students will present a summary of the visual data given)
- Q.3 Essay (1 out of 2) (200-250 words) [Unit III] (10 marks)

Semester II (Sem-end Exam)**Communication Skills in English - II**

Duration: 1 hour

Marks: 30

- Q.1 Emails (1 out of 2) [Unit I] (10 marks)
- Q.2 Reports (1 out of 2) [Unit II] (10 marks)
- Q.3 Creative Writing (1 out of 2) (200-250 words) [Unit III] (10 marks)

Reference Books

- Bansal, R.K. and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* New Delhi: Orient Black Swan, 4th edn, 2013).
- Bellare, Nirmala. *Reading Strategies. Vols. 1 and 2.* New Delhi. Oxford University Press, 1998.
- Bhasker, W. W. S & Prabhu, N. S.: *English through Reading, Vols. 1 and 2.* Macmillan, 1975.
- Brown, Ralph: *Making Business Writing Happen: A Simple and Effective Guide to Writing Well.* Sydney: Allen and Unwin, 2004.
- Dev, Anjana Neira (2009). *Creative Writing: A Beginner's Manual.* Pearson, Delhi, 2009.
- Doff, Adrian and Christopher Jones. *Language in Use (Intermediate and Upper Intermediate).* Cambridge: CUP, 2004.
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- Eastwood, John. (2005) *Oxford Practice Grammar.* Oxford, OUP
- Freeman, Sarah. *Written Communication.* New Delhi: Orient Longman, 1977.
- Glendinning, Eric H. and Beverley Holmstrom. *Second edition. Study Reading: A Course in Reading Skills for Academic Purposes.* Cambridge: CUP, 2004
- Grellet, F. *Developing Reading Skills,* Cambridge: Cambridge University Press, 1981.
- Hamp-Lyons, Liz and Ben Heasley. *Second edition. Study Writing: A Course in Writing Skills for Academic Purposes.* Cambridge: CUP, 2006
- Jakeman, Vanessa and Clare McDowell. *Cambridge Practice Test for IELTS 1.* Cambridge: CUP, 1996.
- Maley, Alan and Alan Duff. *Second Edition. Drama Techniques in Language Learning* Cambridge: CUP, 1983.
- Mohan Krishna & Banerji, Meera: *Developing Communication Skills.* New Delhi: Macmillan India, 1990.
- Mohan Krishna & Singh, N. P. *Speaking English Effectively.* New Delhi: Macmillan India, 1995.
- Morley, David. *The Cambridge Introduction to Creative Writing.* Cambridge, New York, 2007.
- Narayanaswami, V. R. *Organised Writing, Book 2.* New Delhi: Orient Longman.
- Reading & Thinking in English, Four volumes* The British Council Oxford University Press, 1979-1981.

Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.

Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall of India Pvt. Ltd., New Delhi.

Sasikumar, V., Kiranmai Dutt and Geetha Rajeevan. *A Course in Listening and Speaking I & II*. New Delhi: Foundation Books, Cambridge House, 2006.

Savage, Alice, et al. *Effective Academic Writing*. Oxford: OUP, 2005.

Wallace, Michael. *Study Skills*. Cambridge: CUP, 2004.

Widdowson, H. G.: *English in Focus. English for Social Sciences*. Oxford University Press

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Webliography:

1. <http://www.onestopenglish.com>
 2. www.britishcouncil.org/learning-learn-english.htm
 3. <http://www.teachingenglish.org.uk>
 4. <http://www.usingenglish.com/>
 5. Technical writing PDF (David McMurrey)
 6. <http://www.bbc.co.uk/>
 7. <http://www.pearsoned.co.uk/AboutUs/ELT/>
 8. <http://www.howisay.com/>
 9. <http://www.thefreedictionary.com/>
-



HSNC University Mumbai

(2023-2024)

Submitted as

Vocational Course

By BoS English, Faculty of Humanities

For the Programmes Under

The Faculty of Arts

Curriculum – First Year

Undergraduate Programmes

Semester-I and Semester -II

2023-2024

Vocational Course: Critical Reading and Academic Writing

(corresponding to Major/Minor English Literature Elective)

(With effect from the academic year 2023-2024)

1. **Syllabus as per Choice Based Credit System:**

- i. Name of the Programme: B.A.
- ii. Course Code:
- iii. Course Title: **Critical Reading and Academic Writing -I (Semester I)**

Critical Reading and Academic Writing - II (Semester II)

- iv. Type of Course: **Vocational Course**
- v. Semester –wise Course Content : Copy of syllabus enclosed
- vi. References and Additional References : enclosed in the syllabus
- vii. Credit structure: Total credits in a year : 02 **Credit per semester: 01**
- viii. One credit= 15 hours
- ix. No. of lectures per week: 01
- x. Lecture duration – 1 hour

2. Scheme of Examination:

- i. Total marks: 25
- ii. Mode of assessment: Formative Assessment: Project

Preamble: The course in Critical Reading and Academic Writing introduces intermediate readers to strategies of close reading and develops opinions on the content they are reading. The course also aims to enable learners to differentiate academic writing from other forms of writing. It proposes to focus on conventions of structure, tone and style that are specific to formal and objective writing targeted for a specific audience. Classroom sessions are based on curated required readings which involve pre-reading activities, techniques of skimming, scanning and in-depth reading and completion of a quiz/ exercise at the end of each session. Sessions on academic writing will cover strategies to organize academic essays, identifying voice, editing and proof-reading written work. The course intends to be foundational in handling advanced reading and writing requirements at the undergraduate level.

Learning Objectives:

The course aims:

- To make the learner identify mechanics of advanced reading and writing skills
- To develop the skills of close critical analysis of reading segments through class discussions and group work
- To outline parameters of academic writing.

Learning Outcomes

At the completion of the course the learners are expected:

- To become competent in the English language so as to identify stylistic variations in a variety of texts
- To confidently present critical analysis of reading segments as an outcome of class discussions and group work
- To demonstrate a formal academic writing style in written assignments.

DETAILED SYLLABUS

Semester I

Critical Reading and Academic Writing - I

(1 credit)

15 lectures

Unit I: Skimming and Scanning techniques

Unit II: Structure of an academic essay

Semester II

Critical Reading and Academic Writing - II

(1 credit)

15 lectures

Unit I: In-depth reading and note-taking for focused reading

Unit II: Editing academic writing

Required Reading: (for both Semesters)

1. *Now Read On – A Course in Multicultural reading*. Edited by John McRae and Malachi Edwin Vethamani (1999)
2. *Academic Writing. A Handbook for International Students*. Stephen Bailey (2018)

Formative Assessment

Semester-I: Students will submit an academic essay using techniques taught in the course.

Semester-II: Students will submit an outline based on a close reading of a literary text.

Reading List

Bailey, Stephen. *Academic Writing. A Handbook for International Students*, 2018.

Durant, Alan et al. *Ways of Reading: Advanced Reading Skills for Students of English Literature*. Routledge 4th edition, 2012.

McRae, John and Malachi Edwin Vethamani (eds.) *Now Read On – A Course in Multicultural reading*. Routledge, 1999.

Strunk Jr, William. *The Elements of Style Workbook*. Tip Top Education, 2018.



HSNC University Mumbai

Ordinances and Regulations

With Respect to

Choice Based Credit System
(CBCS)

For the Programmes Under

The Faculty of Humanities

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

Bachelor of Arts (B. A.)

Curriculum – Second Year Undergraduate Programmes

Semester-III and Semester -IV

(with effect from the academic year 2024-2025)



HSNC University, Mumbai

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

4th August 2023

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Respected Sir / Madam,

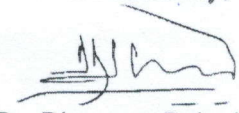
By the direction of the Hon'ble Vice-Chancellor, I am pleased to inform you that you have been nominated on the Board of Studies in **English** under the Faculty of Humanities of the HSNC University, Mumbai, for a period of five years. I am therefore to request you kindly to form yourselves into the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

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

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

With warm regards.

Yours faithfully,


Dr. Bhagwan Balani
Registrar (Ag)

HSNC UNIVERSITY, MUMBAI

A State Cluster University

D. M. Harish Building, 47, Dr. R. G. Thadani Marg, Worli, Mumbai 400 018

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Copy for information to :
PA to Vice-Chancellor, HSNC University, Mumbai,
Office of the Hon'ble Vice-Chancellor, HSNC University
Office of the Registrar, HSNC University, Mumbai,

Bachelor of Arts – Second Year

S.Y.B.A

Elective Programme: B.A.

Course: English Literature - Paper II

(MAJOR)

Paper: Indian Literature in English

Preamble

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

Course Level Objectives:

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

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

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

Course Level Learning Outcomes:

On successful completion of the course, learners are expected –

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

Second Year (Semester III & IV) Scheme of Teaching

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

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

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

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

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

Semester III

Indian Literature in English – I (Poetry and Drama)

(4 Credits)

60 lectures

UNIT 1: Background **(20 lectures)**

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

UNIT II: Poetry **(20 Lectures)**

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

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

UNIT III: Drama (20 Lectures)

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

OR

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

Formative Assessment

Suggested Topics for Formative Assessment:

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

Pattern of Formative Assessment: (40 marks)

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

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

SLE Presentation: (15 marks)

Summative Assessment

QUESTION PAPER PATTERN SEMESTER III (SEM-END EXAM)

Duration: 2 hours

Marks: 60

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

Semester IV

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

(4 Credits)

60 lectures

UNIT I: Background : (20 Lectures)

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

UNIT II: Short Stories: (20 lectures)

- 1) Rabindranath Tagore: "Kabuliwala"

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

UNIT III: Novel: (20 lectures)

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

OR

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

Formative Assessment

Suggested Topics for Formative Assessment:

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

Pattern of Formative Assessment: (40 marks)

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

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

SLE Presentation: (15 marks)

Summative Assessment

QUESTION PAPER PATTERN SEMESTER IV (SEM-END EXAM)

Duration: 2 hours

Marks: 60

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

References:

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

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- Gandhi, Leela. 1998. *Postcolonial Theory: A Critical Introduction*. New Delhi : Oxford University Press.
- Gopal, Priyamvada. 2009. *The Indian English Novel: Nation, History, and Narration*. Oxford University Press.
- Iyengar, Srinivasa. 1985. *Indian Writing in English*, 5th ed. New Delhi: Sterling Publishers.
- Jain, Jasbir. 2002. *Gender and Narrative*. New Delhi: Rawat Publications.
- Jain, Jasbir. 2004. *Dislocations and Multiculturalism*. Jaipur: Rawat Publications.
- Jain, Jasbir and Singh, Veena. 2004. *Contesting Postcolonialisms*. 2nd edition. Jaipur: Rawat Publications.
- Jain, Jasbir. 2006. *Beyond Postcolonialism: Dreams and Realities of a Nation*. Jaipur: Rawat Publications.
- Jain, Jasbir. 2007. *Reading Partition/Living Partition*. Jaipur: Rawat Publications.
- Joshi, Priya. 2003. *In Another Country: Colonialism, Culture and the English Novel in India*. New Delhi: Oxford University Press.
- Joshil K. Abraham & Judith Misrahi-Barak (ed.s). 2018. *Dalit Literatures in India*. Second Edition, Routledge: New York.
- King, Bruce. 2005. *Modern Indian Poetry in English*. OIP Revised edition.
- Mehrotra, A. K. 2003. *A History of Indian Literature in English*. Hurst & Co., London.
- Mukherjee, Tutun (Ed.) 2005. *Girish Karnad's Plays: Performance And Critical Perspectives*. Delhi: Pencraft.
- Pandey, Manoj. 2007. *The Plays Of Girish Karnad And Tradition*. Delhi: Adhyayan Publishers
- Singh, Krishna. "Aravind Adiga's *The White Tiger*: The Voice of Underclass—a Postcolonial Dialectic." *Journal of Literature, Culture and Media Studies* 1.2 (2009): 98-112.
- Tiwari Shubha. 2005. *Indian Fiction in English Translation – Chapt 4: Comments on Amrita Pritam's Magnum Opus: The Skeleton* (Jagdev Singh), by Atlantic Publishers & Distributors, Page 28-35
- Verma, B. 2006. *Amrita Pritam: Life as Literature*. New Delhi: Prestige.

Online Resources

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



HSNC University Mumbai

Ordinances and Regulations

With Respect to

Choice Based Credit System
(CBCS)

For the Programmes Under

The Faculty of Humanities

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

Bachelor of Arts (B. A.)

Curriculum – Second Year Undergraduate Programmes

Semester-III and Semester -IV

(with effect from the academic year 2024-2025)

Bachelor of Arts – Second Year

S.Y.B.A

Elective Programme: B.A.

Course: English Literature - Paper III

(MAJOR/MINOR)

Paper: 20th Century American Literature

Preamble

The course 20th century American Literature addresses significant artistic developments that were an outcome of changing political, philosophical and social concerns within United States.

Semester III explores in its background study the impact of modernist movement that sought innovation and was inspired by urban life, technological progress and industrial growth. It emerged as major cultural influence in the first half of the twentieth century and marked significant stylistic innovation in verse and prose. These aspects will be examined in relation to shifts in the fields of music, design, visual arts and architecture. The effect of the two World Wars, the Roaring

Twenties, the Great Depression and concerns of race and gender politics dominate this period. The selection of texts for verse articulates the experimentation in poetry and break from the formulaic patterns of the nineteenth century. The first half of the twentieth century was also marked by significant experimentation in the genre of fiction writing and veers towards themes of loss, exile and isolation. The representative novels demonstrate the break from realist novels of the previous century and demonstrate the disruption of linear flow of narrative and subversion of conventional expectations of plot and character.

Semester IV examines the significant cultural shifts within United States post 1960s, driven by the civil rights movement, feminist movement and changes in the national immigration laws. It introduces multicultural American Literature. The Black Arts Movement marks the emergence of a new Black aesthetic grounded in the tenets of Black nationalism. The selected plays resonate the artistic engagement with ideologies of Black identity, political beliefs and African American Culture. The emergence of multiethnic literatures in United States was a significant development that was an outcome of shifts in immigration policies. The syllabus presents a representative selection of short stories that focus on racial, ethnic and religious identities.

Course Level Objectives:

- Identify significant historical and cultural events in American history in shaping literary perspectives in the twentieth century
- Highlight significant themes and trends in genres in 20th century American literature
- Examine the aesthetic principles that shape literary genres of the period and their intersectionality with related artistic fields
- Explore national and transnational contexts of multiethnic literature in United States
- Research independently related fields of study for term end essays and projects.

Course Level Learning Outcomes:

- Critically read, analyse and interpret works by representative American writers
- Identify various literary techniques, methods and perspectives
- Articulate ways in which American Literature reflects historical and cultural experiences
- Engaging with multiethnic literature as distinct field of study
- Demonstrate ability to write analytical essays by the end of the semester.

Second Year (Semester III & IV) Scheme of Teaching

| Sr. No. | Subject Code | Subject Title | Subject Unit Title | Lectures | Total No. of Lectures | Credits | Total Marks |
|---------|--------------|--|--------------------|----------|-----------------------|---------|-------------|
| 1. | | English Literature – III Sem III: 20th Century American Literature –I (Background, Poetry and Novel) | Unit I | 20 | 60 | 4 | 100 |
| | | | Unit II | 20 | | | |
| | | | Unit III | 20 | | | |

| | | | | | | | |
|----|--|--|----------|-----------|-----------|----------|------------|
| 2. | | English Literature – III Sem IV: 20th Century American Literature – II (Background, Short Stories and Drama) | Unit I | 20 | 60 | 4 | 100 |
| | | | Unit II | 20 | | | |
| | | | Unit III | 20 | | | |

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

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

Detailed Syllabus S.Y.B.A English (MAJOR/MINOR) English Literature - III

Semester III

20th Century American Literature -I

(4 Credits)

60 lectures

UNIT I: Background (20 lectures)

- Modernism in American Culture and Literature 1915-1950
- Lost Generation writers
- The Jazz Age
- Influence of the blues in literature and culture
- Imagist movement in poetry

UNIT II: Poetry (20 Lectures)

- Claude Mackay -*America*
- Robert Frost -*The Death of the Hired Man*
- William Carlos Williams -*The Forgotten City*
- Wallace Stevens -*The Plain Sense of Things*
- H.D. –*Evening*
- Elizabeth Bishop – *Questions of Travel*
- Marianne Moore -*The Mind is an Enchanting Thing*
- John Berryman – *From Job*

UNIT III: Novel (20 Lectures)

F. Scott Fitzgerald: *The Great Gatsby*

OR

John Steinbeck: *Of Mice and Men*

Formative Assessment

Suggested Topics for Formative Assessment:

- 1) Critical appreciation of other poems/novels of poets/novelists prescribed in the syllabus.
- 2) Critical appreciation of a poem and/or novel not prescribed in the syllabus.
- 3) Any other topic relevant to the course taught

Pattern of Formative Assessment: (40 marks)

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

1. Class Test
2. Online Exam
3. Assignment/Project

SLE Presentation: (15 marks)

Summative Assessment

QUESTION PAPER PATTERN SEMESTER III (SEM-END EXAM)

Duration: 2 hours **Marks:** 60

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

Semester IV

20th Century American Literature -II

(4 Credits)

60 lectures

UNIT I: Background (20 lectures)

- Black Arts Movement
- Impact of Immigration Act of 1965 on opening immigration to the US
- Rise of multi-ethnic literatures in United States and themes of double consciousness, hybridity, model minority, and assimilation in Asian American and Arab American Literature
- Native American Writing
- Hispanic Writing

UNIT II: Short Stories: (20 lectures)

Short stories from multi-ethnic literatures of US

- Saul Bellow-*Looking for Mr. Green*
- Leslie Marmon Silko -*The Man to send Rain Clouds*
- Jhumpa Lahiri - *A Temporary Matter*

- Gish Jen - *The White Umbrella*
- Gary Soto - *The Jacket*
- Mohja Kahf - *Manar of Hama*

UNIT III: Drama (20 Lectures)

Amiri Baraka: *Dutchman*

OR

Lorraine Hansberry: *Raisin in the Sun*

Formative Assessment

Suggested Topics for Formative Assessment:

- 1) Critical analysis of other Short Stories of multi-ethnic authors prescribed in the syllabus
- 2) Analysis of features of a play by other playwrights from the Black Arts Movement not prescribed in the syllabus
- 3) Any other topic relevant to the course taught

Pattern of Formative Assessment: (40 marks)

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

1. Class Test
 2. Online Exam
 3. Assignment/Project
- SLE Presentation: (15 marks)

Summative Assessment

QUESTION PAPER PATTERN SEMESTER IV (SEM-END EXAM)

Duration: 2 hours **Marks:** 60

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

Reading Resources

Beach, Christopher. *The Cambridge Introduction to Twentieth Century American Poetry*. Cambridge University Press, 2003.

Grice, Helena, et al. *Beginning Ethnic American Literatures*. Manchester: Manchester University Press, 2001.

Hill, Errol and James Hatch. *A History of African American Drama*. Cambridge University Press, 2003

Kaldas, Pauline and Khaled Mattawa. *Dinarzad's Children. An Anthology of Contemporary Arab American Fiction*. University of Arkansas Press, 2009

Kanellos, Nicolas. *Hispanic Literature of the United States, A Comprehensive Reference*. ABC-CLIO, 2003.

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- Wagner- Martin, Linda. *The Routledge Introduction to American Modernism*. Routledge, 2016.
- Wiget, Andrew. *Handbook of Native American Literature*. Taylor & Francis, 2013

Online Resources:

- Introduction to American Literature Pre-Reading Thoughts IRSC Online
<https://www.youtube.com/watch?v=rVWd0niL418&t=56s>
 - Literary Movements in American Literature. Learning Language Arts
[Literary Movements in American Literature: Timeline of Literary Periods in American Literature \(youtube.com\)](#)
 - Twentieth Century American Drama. NTPEL-NOC IITM
[Introduction - Twentieth Century American Drama \(youtube.com\)](#)
 - The American Novel since 1945: Yale Courses
[Introductions \(youtube.com\)](#)
 - Ethnic Literature and the American Dream. UCSB Interdisciplinary Humanities Center
[Swati Rana: Race Characters: Ethnic Literature and the Figure of the American Dream \(youtube.com\)](#)
-



HSNC University Mumbai

Ordinances and Regulations

With Respect to

Choice Based Credit System
(CBCS)

For the Programmes Under

The Faculty of Humanities

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

Bachelor of Arts (B. A.)

For the Course

Skill Enhancement Course (SEC)

Business Communication

Curriculum – Second Year Undergraduate Programmes

Semester-III and Semester -IV

(with effect from the academic year 2024-2025)

Bachelor of Arts – Second Year

S.Y.B.A

Elective Programme: B.A.

Course: Skill Enhancement Course (SEC)

Paper: Business Communication

Preamble

Communication has gained significant importance in all aspects of life. Spoken as well as written communication is an essential life skill which has enormous power if used and delivered effectively. In today's world, mastering the skills of Communication necessary in the Business world is the key to success. Since effective communication skills act as an aid for understanding and delivering knowledge in any subject, it is therefore mandatory to introduce a course in Business Communication to the Second Year Bachelors of Arts students. The syllabus offers a combination of theories as well as practical aspects of the subject. It has been carefully designed

as a Skill Enhancement Course (SEC), to ensure that the various components of listening, speaking, writing & presentation skills have been elaborated upon. The course will enable students to learn the essential communication skills and will prepare them to be job-ready. The course equips the learners with the necessary know-how of official correspondence, digital methods of interface, dynamics of group communication and communication involved for special purposes.

Course Level Objectives:

- To develop knowledge of the overall communication processes as well as be sensitized towards the finer nuances of business communication.
- To develop effective listening skills in order to enhance critical listening competency
- To develop effective writing skills in order to enable students to write with precision, and also to develop understanding towards writing for special purposes.
- To develop confidence in the use of and knowledge of Business English and Business Communication in students of the Arts stream.
- To effectively make use of the various communication technologies in this digital era

Course Level Learning Outcomes:

After successful completion of the course the students should be able to:

- develop a comprehensive understanding of the theoretical and practical aspects of business communication
- develop both basic and advanced skills in business communication from writing business letters to business reports
- demonstrate through their speech and writing, appropriate business communication
- communicate at different levels of social and receptive domains
- perform appropriate roles of business personnel in different locations including learning negotiation, persuasion and problem-solving skills
- develop sensitivity towards human relationships and imbibe critical thinking abilities

Second Year (Semester III & IV) Scheme of Teaching

| Sr. No. | Subject Code | Subject Title | Subject Unit Title | Lectures | Total No. of Lectures | Credits | Total Marks |
|---------|--------------|-------------------------------|--------------------|-----------|-----------------------|----------|-------------|
| 1. | | Business Communication | Unit I | 15 | 45 | 3 | 75 |
| | | | Unit II | 15 | | | |
| | | | Unit III | 15 | | | |

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

| Sr. No. | Subject Code | Subject Title | <u>Lectures per week</u> (Lecture of 60 min) – 3 | | | | | Evaluation Scheme | Total Marks |
|---------|--------------|-------------------------------|---|---|---|---|---------|-----------------------------|------------------|
| | | | Units | L | T | P | Credits | | |
| 1. | | Business Communication | 3 | 3 | - | - | 3 | Internals Theory | 25 50 |

**Detailed Syllabus
S.Y.B.A (SEC)
Business Communication**

Semester III

Business Communication - I

(3 credits)

Total Lectures: 45

UNIT I: Fundamentals of Communication (15 lectures)

- 1. The Concept of Communication** - Meaning and Definition, Process, Feedback
- 2. Channels of Communication** - Formal and Informal
- 3. Methods of Communication** – Verbal, Non-Verbal and Technology-Enabled Communication (Effective Presentation Skills)
- 4. Barriers to Communication** - Physical, Semantic/Language, Socio-Cultural and Psychological Barriers, Ways of overcoming these Barriers
- 5. Listening** - Barriers to Listening, Ways to Listen
- 6. Etiquette in Formal Communication** – Etiquette at the workplace, Etiquette while communicating via internet, phone and social media

UNIT II: Written Communication in Organizations (15 lectures)

- Components of formal letters
- Job Application Letter and Résumé
- Letter of Acceptance of Job Offer
- Letter of Resignation
- Letter of Appreciation

UNIT III: Revising and Editing Written Communication (15 lectures)

- Elements of effective writing style
- Revising written communication for conciseness, clarity, courtesy, completeness, You-attitude
- Improving writing to incorporate active voice, removing bias, obsolete usage, colloquialism and jargon

Formative Assessment: (25 marks)

Any one of the following methods of assessment may be undertaken:

1. Class Test
2. Online Exam
3. Assignment/Project
4. Presentation

Note: Guidelines for Internal Assessment will be as per University norms.

Summative Assessment

QUESTION PAPER PATTERN SEMESTER III (SEM-END EXAM)

Duration: 2 hours

Marks: 50

Q. 1. Short Notes (four out of six) (Unit I) (20 marks)

Q. 2. Job Application Letter and Résumé (Unit II) (10 marks)

Q. 3. Letters (two out of three) (Unit II) (10 marks)

Q. 4. Editing Sentences (Unit III) (10 marks)

Semester IV

Business Communication - II

(3 credits)

Total Lectures: 45

UNIT I: Group Communication (15 lectures)

1. Group Discussions – Process of GD, Skills tested in GD

2. Interviews -, Preparing for an Interview, Types of Interviews – Selection, Appraisal, Grievance, Exit, Online

3. Soft Skills – Emotional Intelligence, Conflict Management, Teamwork, Problem-Solving

4. Meetings - Types of Meetings, Role of the Chairperson and Participants, Drafting of Notice, Agenda and Resolutions

5. Committees & Conferences - Types of Committees, Meaning of Conference, Organizing a Conference, Modern Methods of Conducting Conferences - Skype & Webinar

6. Public Relations - Meaning and Functions of Public Relations (PR), External and Internal Measures of Promoting PR, Crisis Management

UNIT II: Routine Business Correspondence (15 lectures)

- Letters of Inquiry
- Letters of Complaints, Claims, Adjustments
- Consumer Grievance Redressal Letters
- Sales Letter

UNIT III: Business Writing -Planning and Organization (15 lectures)

- Parts of a Business Report
- Feasibility Reports
- Investigative Reports

Formative Assessment: (25 marks)

Any one of the following methods of assessment may be undertaken:

1. Class Test
2. Online Exam
3. Assignment/Project
4. Presentation

Note: Guidelines for Internal Assessment will be as per University norms.

Summative Assessment

QUESTION PAPER PATTERN SEMESTER III (SEM-END EXAM)

Duration: 2 hours

Marks: 50

Q. 1. Short Notes (four out of six) (Unit I) (20 marks)

Q. 2. Notice, Agenda, Resolution (10 marks)

Q. 3. Letters (two out of three) (Unit II) (10 marks)

Q. 4. Report (one out of two) (Unit III) (10 marks)

Reading Resources

Almonte, Richard. *A Practical Guide to Soft Skill Communication Psychology and Ethics for your Professional Life*. Taylor & Francis, 2021.

Bacon, Terry and David Pugh. *Powerful Proposals, How to give your business the winning edge*. AMACOM, 2005.

Booher, Dianna. *E-Writing: 21st-Century Tools for Effective Communication*. Gallery Books, 2001.

Bovee, Courtland, John Thill and Roshan Lal Raina. *Business Communication Today*. 15th edition Pearson, 2021.

Comfort, Jeremy. *Business Reports in English*. Cambridge University Press, 1985

Hartley, Peter and Clive Bruckmann. *Business Communication* Routledge; 1st edition (2001)

Osborn, Anna and James Schofield. *Collins English for Business Writing*. Goyal Publishers, 2021.

Additional References:

Effective Listening Skills by Kratz, Abby Robinson, Irwin Professional Publishing, Toronto, 1995

Body Language by Allan Pease, Sudha Publications, Delhi, 1998

Essentials of Business Writing by Guffey Mary Ellen, South-Western College Publishing, Ohio 2000

Business Communication Strategies by Monippally, Matthukutty, M., Tata McGraw Hill, New Delhi, 2001

Basic Business Communication: Skills for Empowering the Internet Generation by Raymond V. Lesikar and Marie E. Flatley, 9th Edition, Tata McGraw Hill, New Delhi, 2002

Business Communication by Meenakshi Raman and Prakash Singh, Oxford University Press, 2007

Effective Business Communication by Herta A. Murphy, Herbert W. Hildebrandt, Jane P. Thomas, McGraw Hill, 2008

Business Communication: Making Connections in a Digital World by Raymond V. Lesikar, 13th Edition, McGraw Hill Education, 2009

Non-Verbal Communication: Studies and Applications by Moore, Ninja-Jo, Oxford University Press, New York, 2010

Business Communication by D. Chaturvedi and Mukesh Chaturvedi, Third Edition, Pearson, 2013

Ethics in Management by S.A. Sherlekar, Himalaya Publication, New Delhi, 2016

Business Ethics by Pearson, 8th Edition, Pearson Education, 2018

Modern Business Correspondence by Garlside, L.E., McDonald and Evans Ltd., Plymouth 1980

Effective Communication Made Simple by Eyre, E.C., Rupa and Co., Calcutta 1985

Excellence in Public Relations and Communication Management edited by James E. Grunig, Lawrence Eribaum Associates Hillsdale, NJ 1992

Making Meetings Work by Barkar, Alan, Sterling Publications Pvt. Ltd., New Delhi 1993

How to Interview and be Interviewed by Brown, Michele and GylesBrandreth, Sheldon Press, London 1994

The Right Way to Conduct Meetings, Conferences and Discussions by H.M. Taylor and A.G. Mears, Elliot Right Way Books 1994

The Essence of Effective Communication by Ludlow, Ron, Prentice, New Delhi 1995

Communication in Organisation by Fisher Dalmar, Jaico Publishing House, Delhi 1999

Effective Academic Writing by Savage, Alice.Oxford:OUP2005

Business Communication by Ramesh Tiwari, Pointer Publication, Jaipur 2006

Business Communication II by Muktha M. Jacob, Chippy S. Bobby, Shefali Naranje, Himalaya Publishing House 2008

"What Is Public Relations?" by Roos, Dave, SAGE. New York 2014

The Art of the Interview by James Storey, Create Space Publishing 2016

Online Resources:

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| https://nptel.ac.in/courses/110/105/110105052/ (Unit 1:1.2) |
| https://nptel.ac.in/courses/109/104/109104107/ (Unit 1:1.2) |
| https://onlinecourses.swayam2.ac.in/cec20_mg32/preview (Unit 1: 1.4) |
| https://nptel.ac.in/courses/109/106/109106094/ (Unit-3: 3.4) (week 5) |
| https://nptel.ac.in/courses/109/105/109105144/ (week 7&8) (Unit 1:1.1) |
| https://nptel.ac.in/content/storage2/courses/109104030/Module8/Lecture25.pdf ((Unit 1:1.1) |
| https://www.youtube.com/watch?v=Ed7S4r7hrDY (1:1.1) |