



## **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

4<sup>th</sup> 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 क्रं. ३९१, dated 30<sup>th</sup> 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

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# **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.		<b>English Literature – II Sem III: Indian Literature in English – I (Background, Poetry and Drama)</b>	Unit I	<b>20</b>	<b>60</b>	<b>4</b>	<b>100</b>
			Unit II	<b>20</b>			
			Unit III	<b>20</b>			

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

## 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.		<b>English Literature - II</b>	3	4	-	-	4	<b>Internals Theory</b>	<b>40 60</b>

### 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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- Bhattacharya, Gargi. "(De) Constructing an Aesthetics of Indian Writing in English". Muse India, Issue 70 (Nov-Dec 2016)  
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- Gandhi, Leela. 1998. *Postcolonial Theory: A Critical Introduction*. New Delhi : Oxford University Press.
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- 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.
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- Jain, Jasbir. 2006. *Beyond Postcolonialism: Dreams and Realities of a Nation*. Jaipur: Rawat Publications.
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- 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

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



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# **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: 20<sup>th</sup> Century American Literature**

## **Preamble**

The course 20<sup>th</sup> 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 20<sup>th</sup> 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.		<b>English Literature – III Sem III: 20<sup>th</sup> Century American Literature –I (Background, Poetry and Novel)</b>	Unit I	<b>20</b>	<b>60</b>	<b>4</b>	<b>100</b>
			Unit II	<b>20</b>			
			Unit III	<b>20</b>			

2.		<b>English Literature – III Sem IV: 20<sup>th</sup> Century American Literature – II (Background, Short Stories and Drama)</b>	Unit I	<b>20</b>	<b>60</b>	<b>4</b>	<b>100</b>
			Unit II	<b>20</b>			
			Unit III	<b>20</b>			

### **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.		<b>English Literature - III</b>	3	4	-	-	4	<b>Internals Theory</b>	<b>40 60</b>

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

#### **Semester III**

#### **20<sup>th</sup> 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**

### **20<sup>th</sup> 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**

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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

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- Totten, Gary(ed) *A Companion to Multiethnic Literature of the United States*. Wiley-Blackwell, 2023.
- 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 \(youtube.com\)](#)
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## **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.		<b>Business Communication</b>	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	Lectures per week (Lecture of 60 min) – 3					Evaluation Scheme	Total Marks
			Units	L	T	P	Credits		
1.		<b>Business Communication</b>	3	3	-	-	3	<b>Internals Theory</b>	<b>25 50</b>

**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*. 15<sup>th</sup> 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, 9<sup>th</sup> 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, 13<sup>th</sup> 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, 8<sup>th</sup> 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 Erlbaum 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 Gyles Brandreth, 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: OUP 2005

*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:**

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