



DEPARTMENT OF ENGLISH

Syllabus of
**Bachelor's Degree in
ENGLISH**
**(Science/Arts/Commerce/Computer Applications/
Business Administration)**

**CHOICE BASED CREDIT SYSTEM
SEMESTER SCHEME
UNDER NEW EDUCATION POLICY 2020
2021-22 ONWARDS**

**BOS meeting on 18-08-2023
Academic Council meeting on 02-09-2023**

PREAMBLE

NEP- 2020 emphasizes on the revival and promotion of ancient Indian languages, tradition, culture, and alludes to the world's ancient universities and Multi-Disciplinary education system prevalent in Takshashila, Nalanda, Vikramasheela, etc. In a multilingual and pluralistic society like India the study of languages and communication is vital for the legacy of learning, societal harmony and culture, and for economic progress. NEP- 2020 emphasizes language study and promotion of languages through translation and interpretation. **National Education Policy- 2020** aims at equipping students with knowledge, skills, values, leadership qualities and initiates them for lifelong learning. It is in tune with the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for sustainable development, adopted by India in 2015, which seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.

National Education Policy 2020 aims at quality in Higher Education enabling students with personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. In this connection, Curriculum, Pedagogy and Assessment form the foundation of quality learning. Relevant curriculum, engaging pedagogy, continuous formative assessments and adequate student support result in productive learning. The curriculum has to align with the latest knowledge requirements and shall meet specific learning outcomes. High-quality pedagogy is necessary to successfully impart the curricular material to support students; pedagogical practices determine the learning experiences that are provided to students– thus directly influencing learning outcomes. The assessment methods shall be scientific and will test the application of knowledge.

Efforts are being made in providing a holistic approach towards study of Regional, National, British as well as other non-British literature in English and value-based language learning which will equip the learners with receptive as well as productive skills. The study of language as L2 (choice among English, Sanskrit, Hindi) is a general mandatory subject in all streams. The framework is different as it is applicable only for the first Four Semesters (two years). The Department has made efforts to provide modules for English (L2) in befitting mode.

The twin objectives of language as a medium of communication and as a carrier of culture and values need to be embedded in the four years of multidisciplinary undergraduate programs. Language and literature, language and linguistics are central to the educational ecosystem. The importance of

language as medium of communication – personal, social, official, professional, business and commerce needs to be emphasized for lucid and concise expression. Communication skills are vital in the creation and dissemination of all domains of knowledge, and to connect all disciplines.

Teaching and learning of receptive and productive skills - Listening, Speaking, Reading and Writing (LSRW) are to be effectively taught and studied in the two years language study of the four year undergraduate multidisciplinary program. The phonological, syntactic and semantic aspects of the language are to be imparted in the curriculum framework.

The socio-cultural aspects of the language also need to be emphasized while learning about language through the works of literature such as prose, poetry and drama. Learning a language is learning about cultures, traditions and values. If the language disappears the culture also disappears. Hence, in this context it is very important that the languages are preserved, revived and promoted. Therefore, the study of languages irrespective of all streams/major/minor disciplines is crucial for the educational ethos.

The features mentioned in this proposed curriculum are complementary to the ones mentioned in the **Proposed Curriculum Framework** by the Task Force Sub- committee on Curriculum Reform in Higher Education. Thus, the features mentioned in the report naturally apply to this proposal as well.

Whereas a student opts for a single Major with Minors and goes on to complete under-graduation, he or she is required to choose two disciplines / subjects with equal priority in the first four semesters. At the completion of four semesters the students may choose a new subject/discipline for study in place of any one of the subjects/disciplines he or she has studied until then. In such a case, the subject/discipline the student has opted out (after studying it for four semesters) and the new subject/discipline that replaces it, both shall be considered the student's Minors. Naturally, the subject/disciplines that have been studied throughout six or more semesters shall be his or her Major. If a student opts to change one of the subjects/disciplines in the fifth semester, the subject/discipline that the student opts out cannot be his Major, unless and until he or she earns enough credits in that subject/discipline. Alternatively, a student may continue with the same two Subjects / Disciplines For Two More Semesters, i.e., until the sixth semester. In Such a case, the student is required to choose one of those subjects/disciplines as Major in the seventh and eighth semesters. In the seventh and eighth semesters the student will study the subject/discipline with more focus on specialized or emerging areas involving research in the chosen field of study with enough credits.

Earned, the student will be awarded with honours in that subject/discipline. He or she may earn honours in the Minor subject/discipline that he or she has studied for six semesters by repeating seventh and eighth semesters in the Minor subject/discipline. Students gain comprehensive and productive disciplinary knowledge through theory and practical experiences in their area of specialization (Major). They Gain a Reasonable Understanding Of The area of additional study (Minor) that they choose.

Students can choose a subject/discipline combination across the streams. One of the disciplines can also be a Vocational course or Teacher Education. Students shall be given options to choose courses from a basket of courses that the institution is capable of offering. There shall be no rigidity of combination of subjects.

The programmes are flexible enough to allow liberty to students in designing them according to their requirements. Students may choose a single Major, one Major with a Minor, and one Major with one Minors/ two majors. Teacher Education or Vocational courses may be included in place of Minor/s. The SDM College has made provision for Two Major subjects/disciplines along with Languages, Generic Electives, and Ability Enhancement, Skill Development and Vocational courses, including Extracurricular Activities.

Progressive Certificate, Diploma, Bachelor Degree or Bachelor Degree with Honours Provided at the End of Each Year of Exit of the Four-year Undergraduate Programme/ Five-year Integrated Master's Degree Programme.

Exit with	Credits Required
Certificate at the Successful Completion of the First Year (Two Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	44 – 48
A Diploma at the Successful Completion of the Second Year (Four Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	88 – 96

Basic Bachelor Degree at the Successful Completion of the Third Year (Six Semesters) of the multidisciplinary Four- year Undergraduate Programme/Five-year Integrated Master's Degree Programme	132 – 144
Bachelor Degree with Honours in a Discipline at the Successful Completion of the Fourth Years (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	176 – 192
Master's Degree in a Discipline at the Successful Completion of the Fifth Years (Ten Semesters) of the Five- year Integrated Master's Degree Programme	224- 240

Components of Curriculum for multidisciplinary Four-year Undergraduate Programme (with references to the Language Disciplines only)

Major Discipline Core Courses (DSC):

A Major discipline is the field in which a student focuses during the course of his/her degree. A course in a discipline, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. The core courses aim to cover the basics and advanced knowledge that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen. As the courses under this category are to be taught uniformly across all universities with minimum deviation in the proposed framework for social sciences, core courses are predominantly set with reference to the LOCF/CBCS documents available in the website of UGC. This ensures that institutions follow a minimum common curriculum so that each institution adheres to a common minimum standard that makes credit transfer and mobility of students easier.

Major Discipline Open Elective Courses (DSE):

Open Elective Course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/subject/domain or which nurtures the candidate's proficiency/skill. Elective courses offered under the main discipline are referred to as Discipline Specific Open Electives. These courses provide more depth within the discipline itself or within a component of the discipline and provide advanced knowledge and expertise in the area of the discipline. The elective courses may be of interdisciplinary nature. The institutions are provided with the freedom to design their own courses based on their expertise, specialization, requirements, scope and need. However, the committee has come up with a list of DSE courses in the subjects of social science.

Major/Minor Discipline Courses (MDC):

A Major/Minor Discipline is a secondary specialization that one may choose to pursue in addition to a Major Discipline. They may be related areas of studies or two distinct areas of studies which are not closely interrelated. The candidates can choose other major/minor disciplines from the streams of Social Sciences, Humanities or any other available discipline.

Generic Elective Courses (GEC):

Generic Elective Courses are courses chosen from an unrelated discipline/subject, with an intention to seek exposure beyond the discipline/s of choice. The purpose of these is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective Courses.

Note: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Electives. **Project work/Dissertation/Internship/Entrepreneurship:** Project work is considered as a special course involving application of knowledge in solving/analyzing/exploring a real-life situation/difficult problem/data analysis. Project Work has the intention to provide research competencies at undergraduate level. It enables students to acquire special/advanced knowledge through supplement/support study and project work. Candidates shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/project report. Internship/Entrepreneurship shall be an integral part of the curriculum. In the proposed framework for social sciences, a student may take up project work in the eighth semester to receive an honors degree. A student willing to take up master's programmes may take up project work in the tenth semester of Five-year Integrated Master's Degree Programme. Proposed Curriculum Framework for Multidisciplinary Four-year Undergraduate Programme/ Five-year Integrated Master's Degree Programme (with references to the Language subjects/disciplines only) The details of Suggestive Curricular and Credits Structures and the Proposed Choice Based Credit System (CBCS) Schemes for all the Alternate Options of the multidisciplinary Four- year Undergraduate Honours Programme/Five-year Integrated Master's Degree Programme are are being designed phase wise in Tables 1A, 1B, 1C and 1D. These are suggestive in nature. Each university has complete freedom to suggest their own courses/papers, except for the core courses, based on their expertise, specialization, requirements, scope and need. The core courses are to be taught uniformly across all universities with minimum deviation as these aim to cover the basics that a student is expected to imbibe in a discipline.

Choice Based Credit System (CBCS) Structure:

The choice based credit system (CBCS) is followed in the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme. CBCS offers opportunities and avenues to learn core subjects and to explore additional avenues of

learning beyond the core subjects for holistic development of an individual. As per the choice based credit system, each course shall carry a certain number of credits. In the proposed framework, the credits shall be based on the number of instructional hours per week, one credit per hour of instruction in 10 theory and 1 credit for 2 hours of practical or project work or internship per week (except for languages for which 4 hours of teaching per week make 3 credits).

All courses that include Language/ Ability Enhancement, Skill Development, Core and Elective courses in Major and Minor Specialization, Research based learning, Project/Practical/Internships carrying assigned credits. Based on these, an average of around 22- 24 credits per semester, a total of 176-192 credits per Undergraduate Honours Degree Programme and 224-240 credits per Master's Degree Programme are assigned. Implementation The Choice Based Credit System (CBCS) shall be followed in the institution and the stakeholders follow common minimum curriculum and syllabi of the core papers. The college/Department has designed its own syllabi for the elective papers under the broad guidelines offered by the Parent University. The Department may further add to the list of elective papers as per the need in future based on the expertise and the facilities. Number of core papers is the same for all UG courses to enable credit transfer and mobility, except in standalone programmes.

Model Programme Structure for Bachelor of Arts (Basic) Programme (2Majors subjects without practical)

Sem.	Discipline	Discipline	Ability Enhancement		Skill Enhancement			Total
	Core	Elective(D	Compulsory Courses		Courses (SEC)			Credits
	(DSC) (Credits) (L+T+P)	SE) / Open Elective	(AECC), Languages (Credits) (L+T+P)		Skill based (Credits) (L+T+ P)	Value based (Credits) (L+T+P)		
		(OE)						
		(Credits)						
		(L+T+P)						
I	DSC A1(3),	OE-1 (3)	L1-1(3),		SEC-1	Yoga	Health &	25
	A2(3)		L2-1(3)		Digital	(1)	Wellness (1)	
					Fluenc y			
			(4 hrs		(2)(1+0+2)	(0+0+2)	(0+0+2)	
			each)					
II	DSC A3(3),	OE-2 (3)	L1-2(3),	Environ mental Studies (2)		port s (1)	NCC/NSS/R	25
	A4(3)		L2-2(3)				&R(S&G)/	
			(4 hrs each)			(0+0+2)	Cultural (1) (0+0+2)	
III	DSC A5(3)	OE-3 (3)	L-(3)					
	A6 (3)		4hrs					
IV	DSC A7(3)	OE-4(3)	L- (3)					
	A8(3)		4hrs					
V	DSC A9(4)							
	A10 (4)							
	A11(4)							
VI	A12(4)							
	A13(4)							
	A14(4)							

Name of the Degree Program: B.A. in English

(Basic) Discipline Core: English (Hons.)

Total Credits for the Programme: 172

Starting year of implementation: 2021- 22

PROGRAMME OUTCOMES:

At the end of the B.A in English (Hons) programme, the learners would:

1. Be able to demonstrate a broad knowledge of major and minor writers, texts and contexts defining issues of canonical and non-canonical literature
2. Be enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Have honed their skills of remembering, understanding, applying, analyzing, and evaluating literature
4. Be able to write with clarity, creativity and persuasiveness
5. Develop and demonstrate an awareness of the significance of literature and literary forms
6. Be equipped with advanced literary and linguistic skills
7. Have competency in the use of English from /for a variety of domains
8. Have a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate /understand multiple interpretations
10. Locate and contextualize texts across theoretical orientations and cultural spaces
11. Possess reading and writing skills catering to academic and other professional disciplines
viz. print and electronic media, advertising, content writing etc.
12. Imbibe a multi-disciplinary approach in higher education and research
13. Be skilled in multiple domains and careers
14. Become adept at the use of English in the current technological climate
15. Have hands-on work experience.

CURRICULUM STRUCTURE

SEM	DSC	Core Papers
Sem-1	OECT 101	Introduction to Literature
	OECT 102	Indian Writing in English - Part -I
Sem-2	OECT 151	Introduction to Phonetics and Linguistics
	OECT 152	Indian Writing in English – Part -II
Sem-3	OECT 201	British Literature up to 1800- from Chaucer to the Age of Transition
	OECT 202	Indian Literature in Translation
Sem-4	OECT 251	British Literature (19 th and 20 th Century)- Part - II
	OECT 252	Gender Studies – Part -I
Sem-5	OECT 301	Literary Criticism
	OECT 302	Subaltern Studies
	OECT 303	Life Narratives
Sem-6	OECT 351	Post-colonial Studies
	OECT 352	World Literature in Translation
	OECT 353	Women’s Writing
	PROJECT	PROJECT

OPEN ELECTIVES FOR 1 ST TO 4 TH SEMESTERS	
Semester	Title of the courses
First Semester	Functional English Grammar and Study Skills
Second Semester	Spoken English for Corporate Jobs
Third Semester	Speaking and Listening Skills
Fourth Semester	Translation Theory and Practice

ABILITY ENHANCEMENT COMPULSORY COURSE FOR 1ST TO 4TH SEMESTERS	
Semester	Title of the courses
First Semester	Generic English – I
Second Semester	Generic English - II
Third Semester	Generic English - III
Fourth Semester	Generic English - IV

AECC – LANGUAGE -1ST TO 4TH SEMESTERS	
Semester	Title of the courses
First Semester	Additional English – LI
Second Semester	Additional English – LII
Third Semester	Additional English – LIII
Fourth Semester	Additional English – L IV

COURSE PATTERN AND SCHEMES

● ENGLISH CORE COURSES: BA (DSC) Table-1

Semester	No. of Papers/ Code No.	Hours per week	Credits Allotted	Total Credits	Internal Assessment	End Semester Exam
1	2 OECT 101 OECT 102	OECT 101 - 3 OECT 102 - 3	3 3	OECT 101- 3 OECT 102 - 3	40	60
11	2 OECT 151 OECT 152	OECT 151 - 3 OECT 152 - 3	3 3	OECT 151- 3 OECT 152 - 3	40	60
III	2 OECT 201 OECT 202	OECT 201 – 3 OECT 202 – 3	3	OECT 201– 3	40	60
			3	OECT 202- 3	40	60
IV	2 OECT 251 OECT 252	OECT 251 – 3 OECT 252 – 3	3	OECT 251– 3	40	60
			3	OECT 252- 3	40	60
V	3 OECT 301 OECT 302 OECT 303	OECT 301-4	4	12	40	60
		OECT 302-4	4		40	60
		OECT 303-4	4		60	60
V1	3 OECT 351 OECT 352 OECT 353	OECT 351-4	4	12	40	60
		OECT 352-4	4		40	60
		OECT 353-4	4		60	60

● **ENGLISH ELECTIVE COURSES**

Table-2

Semester	No. of Papers	Hours per week	Credits Allotted	Total Credits	Internal Assessment	End Semester Exam
1	1	3	3	3	40	60
11	1	3	3	3	40	60
III	1	3	3	3	40	60
IV	1	3	3	3	40	60

ABILITY ENHANCEMENT COMPULSORY COURSES – LANGUAGE (AECC)

● **L2 GENERIC ENGLISH**

Table-3

Semester	No. of Papers	Hours per week	Credits Allotted	Total Credits	Internal Assessment	End Semester Exam
1	1	4	3	3	40	60
11	1	4	3	3	40	60
III	1	4	3	3	40	60
IV	1	4	3	3	40	60

● **ADDITIONAL ENGLISH COURSES: FOR FOREIGN, NRI, ANGLO INDIAN AND OTHER INDIAN STUDENTS**

Table-4

Semester	No. of Papers	Hours per week	Credits Allotted	Total Credits	Internal Assessment	End Semester Exam
1	1	4	3	3	40	60
11	1	4	3	3	40	60
III	1	4	3	3	40	60
IV	1	4	3	3	40	60

SYLLABUS FOR I SEMESTER B.A. IN ENGLISH

SEMESTER I - COURSE –I -DSC- PAPER A1
TITLE OF THE COURSE - INTRODUCTION TO LITERATURE
- OECT 101

Course Title-- INTRODUCTION TO LITERATURE	
Total Contact Hours: 39/42	Course Credits: 3
FormativeAssessmentMarks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

Course Objectives:

- To teach the Importance of the study of Literature
- To demonstrate the relationship of Literature and Life
- To train students about the Literary forms
- To train and explore literary devices and terms.
- To give exposure to a few significant literary texts

Course Outcomes:

A learner after undergoing training in this course of study will be able to

- Understand the importance of the study of literature.
- Observe and connect literature with real life
- Identify and interpret different literary genres.
- Use language creatively and figuratively
- Use reference materials and interpret the texts appropriately

CONTENT OF THE COURSE		39/42hrs
UNIT-I: Introduction to Literature		13/14
Chapter-1	Defining Literature- Why study Literature? Elements of literature	
Chapter-2	<i>What is literature?</i> Literature and Society, Literature and Life	
Chapter-3	Canon – <i>What is literature?</i> Essay by Terry Eagleton.	
UNIT II: Literary Forms		13/14
Chapter-4	Genres of Poetry: (Lyric, Sonnet, Ballad, Epic, Elegy, Mock Epic) <i>Do not stand at my grave and weep</i> – Mary Elizabeth Frye <i>Shall I Compare thee?</i> – William Shakespeare <i>A Boy Named Sue</i> - Johnny Cash <i>Syntax</i> - Carol Ann Duffy	
Chapter-5	Genres of Drama: Tragedy, Comedy, Tragi-comedy, Five Act play, Three Act Play, One-Act Play	
Chapter-6	Genres of Prose: Novel, Novella, Short story, Essay, Biography, Autobiography	

UNIT III: Literary Terms & Figurative Language (Self-Study Component)		13/14
Chapter-7	Blank Verse, Rhythm, Meter, Couplet, Dramatic Monologue	
Chapter-8	Farce, Satire, Prologue, Epilogue, Irony Monologue, Aside, Soliloquy, Plot, Character, Setting, Chorus	
Chapter-9	Simile, Metaphor, Personification, Hyperbole, Allusion, Idiom, Pun, Onomatopoeia, Alliteration, Assonance, Synecdoche, Apostrophe	

REFERENCES:

1. Baldick, Chris. The Oxford Dictionary of Literary Terms. OUP, 2001.
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5. Eagleton, Robert. Doing English; A Guide for Literature Students. Routledge, 2000.
6. Gopal, Priyamvada. The Indian English Novel; Nation History, and Narration.
6. Hudson, William Henry. An Introduction to the Study of Literature. New Delhi Atlantic, 2007.
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10. Glossary Literary Terms by M H Abrams
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12. Reese, R.J. English Literature: An Introduction for Foreign Readers.

SYLLABUS FOR I SEMESTER B.A. IN ENGLISH

SEMESTER I - COURSE –II -DSC PAPER A2

TITLE OF THE COURSE: INDIAN WRITING IN ENGLISH PART- I – OECT 102

Course Title- Indian Writing in English Part-I (Pre -Independence)	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

Course Objectives:

- To give exposure to the great treasure of Indian writings in English.
- To highlight the importance of the freedom movement of India and its reflection in Indian writings.
- To familiarize with Pre- Independent Indian Society/ Social Life through literary works.
- To familiarize with early development in different literary genres.

Course Outcome:

A learner after undergoing training in this course of study will be able to

- Trace the origin and development of Indian English Literature.
- To explore the reflections of Indian freedom movements in literatures produced during this period
- Learn about the literary achievements of Pre - Independent days.
- Identify the poets, novelists, social thinkers, freedom fighters, religious leaders and their works in the Pre - Independent Days.
- Identify the different genres emerged during this period

CONTENT OF THE COURSE		39/42hrs
Unit –I: History of Indian English Literature		10/11
Chapter-1	The Nature and Scope of Indian English Literature: Debate/charges against Indian English Literature (Reference: M.K.Naik, <i>A History of Indian English Literature</i> , New Delhi, SahityaAkademi. 1980)	
Chapter-2	Pre-independence Indian English Poetry, Prose, Drama and Novel	
Chapter-3	Introducing authors from the pre- independence era - Raja Ram Mohan Roy, Toru Dutt, Aurobindo, Swami Vivekananda, Bankim Chandra Chattopadhyay, Mahatma Gandhi, Dr B. R. Ambedkar, Rabindranath Tagore, Sarojini Naidu, Henry Derozio, Dean Mahomet, KrupabaiSatthianadhan, Sarojini Naidu, Cornelia Sorabji. (Self-Study Component)	
Unit – II - Pre-Independence Fiction		16/17
Chapter- 4	<i>RajMohan'sWife</i> -Bankim ChandraChatterjee	
Chapter-5	<i>Saguna</i> - Krupabai Satthianadhan	
Unit – III- Indian English Poetry, Short stories and Essays		13/14

Chapter-6	Select Poems: Toru Dutt- <i>Love Came to Flora Asking for a Flower</i> Sarojini Naidu- <i>Song of a Dream</i> Henry Derozio- <i>To India-My Native Land</i>	
Chapter-7	Select Stories: Begum Rokeya Hossain- <i>Sultana's Dream</i> Mulk Raj Anand - <i>The Barber's Trade</i> Union- Rabindranath Tagore- <i>Kabuliwala</i>	
Chapter-8	Select Essays: M.K. Gandhi - 'The Great Sentinel' Swami Vivekananda- 'Chicago Address' B.R. Ambedkar- 'A Childhood Journey to Koregaon'	

REFERENCES:

1. Deshmane, Chetan, ed. *Muses India: Essays on English-Language Writers from Mahometto Rushdie*. Jefferson, NC, and London: McFarland & Co., 2013.
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SYLLABUS FOR II SEMESTER B.A. IN ENGLISH
SEMESTER II COURSE –III -DSC PAPER A3
TITLE OF THE COURSE: INTRODUCTION TO PHONETICS AND
LINGUISTICS - OECT 151

Course Title-- Introduction to Phonetics and Linguistics	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

Course Objectives:

- To teach Indian students the aspects of linguistics and phonetics
- Scientific study of speech mechanism and pronunciation
- Study of morphology, semantics and its nature.
- Study branches of linguistics.

Course Outcome:

A learner after undergoing training in this course of study will be able to

- Demonstrate the knowledge of linguistics and its branches.
- Study proper pronunciation and stress patterns.
- Achieve neutral accent while using English
- Distinguish the correct and wrong ways of pronunciation.

CONTENT OF THE COURSE		Hours
Unit –1	Introduction to Phonetics and Linguistics (Self-Study Component)	13/14
Chapter-1	Language- its nature, definitions, characteristic features	
Chapter-2	Linguistics – Definitions, Scope	
Chapter-3	Branches of Linguistics	
Unit - 2 Phonetics and Phonology:		13/14
Chapter-4	Speech Mechanism, Organs of Speech,	
Chapter-5	Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants	
Chapter-6	Transcription of words, Word stress, Phonemics-phone, allophone- phoneme	
Unit – 3 Morphology, Syntax, Semantics and Lexicon		13/14
Chapter-7	Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words, Allomorph – morpheme	
Chapter-8	Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses	
Chapter-9	Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes	

REFERENCES:

1. Sethi, J. Dhamija, P.V. *A Course in Phonetics and Spoken English*, Prentice-Hall of India Pvt Ltd, New Delhi, 2005.
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SYLLABUS FOR II SEMESTER B.A. IN ENGLISH

SEMESTER II COURSE –IV -DSC- PAPER A4

TITLE OF THE COURSE: INDIAN WRITING IN ENGLISH –PART II OECT 151

Course Title-- Indian Writing in English –Part II (Post-Independence)	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

Course Objectives:

- To introduce Post-Independent Indian writings to the students.
- To study social and political influence through Indian literary works.
- To teach about great Indian poets, novelists, essayists and dramatists of the Post-Independent period.

Course Outcome:

A learner after undergoing training in this course of study will be able to

- Familiarize with diversity in Indian writing
- Gain knowledge of achievement of Indian writers in English language.
- Learn about technical/ structural achievements of Indian writers in the English language.
- Learn about the writers who dealt with relevant Issues.

CONTENT OF THE COURSE		39/42Hrs
Unit-I Indian English Literature (Post Independence Period)		13/14
Chapter-1	Post-Independence (1947-1980) Indian English Poetry, Prose,	
Chapter-2	Post-Independence (1947-1980) Indian English drama and Novel	
Chapter-3	Post-1980s Indian English literature	
Unit – 2 Introducing writers of the Post-Independence era: (Self-Study Component)		6/7

Chapter-4	Kamala Das, Shashi Deshpande, Chaman Nahal, Manohar Malgoankar, Amitav Ghosh, K. A. Abbas, Vikram Seth, Arundathi Roy, Arun Joshi, G B Desani, Girish Karnad, Anita Desai, Manju Kapur, Aravind Adiga, Chitra Banerjee Divakaruni, Namita Gokhale, Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Suniti Namjoshi, Arun Kolatkar, Attia Hosain, Andaleeb Wajid, Ranjit Hoskote	
Unit –3 - Unit - 3 Illustrative Texts		20/21
Chapter-5	Syed Amanuddin - Don't Call Me Indo-Anglian Kamala Das- An Introduction A. K. Ramanujan, Small Scale Reflections on a Great House Nissim Ezekiel - Goodbye Party to Miss Pushpa T S Kushwant Singh's <i>Train to Pakistan</i> Mahesh Dattani's <i>Seven Steps Around the Fire</i>	

REFERENCES:

1. Ansani, Shyam M. *New Dimensions of Indian English Novels*, Delhi: Doaba House, 1987
2. Devy, G. N. *After Amnesia: Tradition and Changes in Indian Literary Criticism*. Hyderabad: Orient Longman and Sangam Books, 1992.
3. Devy, G.N. *An Another Tongue: Essays on Indian English Literature*, Madras: Macmillan India Ltd. 1995.
4. Gandhi, Leela. *Post-Colonialism*. Oxford University Press, 2002.
5. Jain, Jasbir. *Beyond Postcolonialism: Dreams and Realities of a Nation*. Jaipur: Rawat Publications, 2006.
6. M. K. Naik (Ed) *The Indian English Short Story: A Representative Anthology*, New Delhi: Arnold-Heinemann, 1984.
7. Mukherji, Meenakshi. *The Twice Born Fiction*. New Delhi: Heinemann, 1971.
8. Vishwanathan, G. *Masks of Conquest: Literary Study and British Rule in India*. New Delhi: OUP. 1989

SYLLABUS FOR III SEMESTER B.A. IN ENGLISH
SEMESTER III COURSE –V -DSC- PAPER A5
TITLE OF THE COURSE -BRITISH LITERATURE UP TO 1800 -
FROM CHAUCER TO THE AGE OF TRANSITION- PAPER 5 (OECT201)

Course Title -BRITISH LITERATURE UP TO 1800 - FROM CHAUCER TO THE AGE OF TRANSITION - PAPER 5	
Total Contact Hours:39/42	Course Credits: 3
FormativeAssessmentMarks:40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

Course Objectives:

- To teach the Importance of the study of Literature
- To demonstrate the relationship of Literature and Life
- To train students about the Literary forms
- To train and explore Literary Devices and Terms
- To give exposure to a few significant Literary Texts

Course Outcomes

1. The course will equip learners to gain an introductory knowledge of texts, trends and movements in British Literature, and society up until 1800.
2. The course will enable students to answer the NET and KSET examinations.
3. Students will learn to identify and read canonical texts of English Literature
4. Students will be able to distinguish between different genres, poets, playwrights, and novelists of English Literature up until 1800.
5. Students will have an insight into the intersections of contexts and texts.

CONTENT OF THE COURSE	39/42 Hrs
Unit-I: History of English Literature (Up to 1800)	8hrs
The Social Context of Medieval English Literature, Renaissance, Elizabethan Poetry, Elizabethan Drama, Metaphysical Poetry, Restoration Drama, 18 th Century Prose, Development of the Novel in the 18 th Century. Neo-classical age and Transitional Poetry	
Unit-II: Major Authors and Works	8hrs
<p>Authors: Ben Jonson, Alexander Pope, Dr. Samuel Johnson, John Bunyan, Aphra Behn, Margaret Cavendish, Elizabeth Cary, Anne Finch, Amelia Lanyer, Fanny Burney, Elizabeth Carter etc.</p> <p>Works: <i>Volpone</i>, <i>Paradise Lost</i>, <i>Absalom and Achitophel</i>, <i>Rape of the Lock</i>, <i>Pamela</i>, <i>Letters of Elizabeth Carter</i> etc.</p>	
Unit-III: Representative Texts	25hrs
<p>Poems</p> <p>Geoffrey Chaucer - Prologue to the Canterbury Tales - Knight, Wife of Bath, Monk, Pardoner</p> <p>William Shakespeare - My mistress's eyes are nothing like the sun,</p> <p>John Donne - Sunne Rising,</p> <p>John Milton - On His Blindness</p> <p>William Blake - A Poison Tree</p> <p>Samuel Taylor Coleridge - Kubla Khan</p> <p>Essays</p> <p><i>Of Love</i> – Francis Bacon</p> <p><i>Sir Roger at Church</i> – Joseph Addison</p> <p>Play</p> <p>William Shakespeare- 'As You Like it'</p>	

Books Recommended and Suggested Reading:

1. Andrew Sanders, *English Literature*, OUP, 2005
2. Edward Albert, *History of English Literature*, OUP, 2014
3. M. H. Abrams, *A Glossary of Literary Terms*, Cengage Publishers, New Delhi.
4. Jim Daems, *The Norton Anthology to British Literature Vol I and Vol II. Seventeenth Century Literature and Culture*. Continuum, 2006
5. Andrew Galloway, *Medieval Literature and Culture*. Continuum, 2006.
6. Stephen Greenblatt, Et al. Editors. *The Norton Anthology of English Literature* (Ninth Edition) Volumes A, B, C. W.W Norton & Company, 2012.
7. Lisa Hopkins and Matthew Steggle. *Renaissance Literature and Culture*. Continuum, 2006.

SYLLABUS FOR III SEMESTER B.A. IN ENGLISH

SEMESTER III COURSE –VI -DSC- PAPER A6

TITLE OF THE COURSE- INDIAN LITERATURE IN TRANSLATION PAPER - 6 - OECT202

Course Title -INDIAN LITERATURE IN TRANSLATION- PAPER-6	
Total Contact Hours:39/42	Course Credits: 3
FormativeAssessmentMarks:40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

Course Specific Outcomes:

After completion of the course:

1. The students will be able to appreciate the history of Indian Writing in Translation.
2. The students will get an insight into how texts are embedded in their socio/ historic contexts.
3. The students will become aware of the variety of languages in India and the many writers and writings in these languages.
4. The students will become aware of the great need for translation in India and some of them may be inspired to become future translators of texts from their respective mother-tongue into English or other Indian languages.
5. The students will learn to distinguish between translations and appreciate the work being done in translating texts in India
6. The students will learn the value of knowing and learning more than one language.

Course Objectives:

1. To study the technical aspects of Translation.
2. To know the language variation/ variety in Translation.
3. To study the challenges of a translator.
4. To be familiar with the translations of texts of Indian languages like Kannada, Urdu, Telugu, Bengali etc.
5. To study major texts- Drama, Novel and short stories in Translation.

CONTENT OF THE COURSE	42 Hrs
Unit-I: Introduction to Translation Studies	14hrs
Sujit Mukherjee- Translation as Discovery G. N. Devy- Indian Literature in English Translation	
Unit-II: Representative Texts	14 hrs
K Satchidanandan - “Stammer” Mudnakudu Chinnaswamy- “Sandals and I” (From <i>Steel Nibs are Sprouting</i>) Vachanas of Basavanna - No.97 The Master in the house, (From <i>Speaking of Siva</i>) Devara Dasimayya-133 If they see breasts, (From <i>Speaking of Siva</i>) Vachanas of Akkamahadevi: No 124 You cannot confiscate (From <i>Speaking of Siva</i>) Amir Khusrau- Ghazal 249- Yearning for you (In the Bazaar of Love) Challapalli Swaroopa Rani - Water (From <i>Steel Nibs are Sprouting</i>)	
Unit-III: Representative Texts (any one novel or play and four short stories)	15hrs
Play: ‘Silence! the Court is in Session’- Vijay Tendulkar Short Stories: AmritaPritam - Stench of Kerosene Sadat Hasan Manto - Toba Tek Singh Mahasweta Devi - Shishu (From <i>Women Writing in India</i>)	

Books recommended and Suggested Reading

1. Sujit Mukherjee: *Translation as Discovery*
2. *Modern Indian Writing in Translation*, Ed Dhananjay Kapse, 2016
3. Kumar, Sukrita Paul (Ed), Diversity, *Linguistic Plurality and Literary Traditions in India*, New Delhi: Macmillan, 2005
4. Tharu, Susie and K, Satyanarayana, Editors. *Steel Nibs are Sprouting*. OUP. 2013
5. Tharu, Susie and K Lalitha, Eds. *Women Writing in India: 600 BC to the Present-Volume II: The Twentieth Century*.OUP. 1993
6. Ramanujan, A K, *Speaking of Siva*. Penguin Classics

SYLLABUS FOR IV SEMESTER B.A. IN ENGLISH

SEMESTER IV COURSE –VII -DSC- PAPER A7

TITLE OF THE COURSE- BRITISH LITERATURE (19th and 20th Century)

(Part 2) PAPER 7 (OECT251)

Course Title -British Literature (19th and 20th Century) (Part 2) - PAPER-7	
Total Contact Hours:39/42	Course Credits: 3
FormativeAssessmentMarks:40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

Course Outcome:

After completion of the course students will be:

1. Familiar with the important trends and movements in British literature from the Victorian Era to the Twentieth Century.
2. Able to answer NET and KSET examinations.
3. Familiar with a range of literary genres and artistic movements.
4. Familiar with modern critical tools and conceptual categories for reading literary texts.
5. Be able to locate texts in their socio-historic context.

Course Objectives:

1. To study the major literary movements of the 19th and 20th century.
2. To be familiar with social and political ambitions of the 19th century.
3. To study major theatrical movements in England/ English.
4. To familiarize with major concepts, poets, novelists and dramatists of the 19th and 20th century.

CONTENT OF THE COURSE	Total Hrs.: 42
Unit-I:	14 hrs.
Romantic Poetry, Victorian Poetry, Victorian Novel, 19 th century Prose, Irish Theatre Movement, Modern Drama, Modern Novel, Modern Prose	
Unit-II: Representative Writers, works, trends	14 hrs.
Samuel Coleridge, Jane Austen, Charles Lamb, William Hazlitt, Walter Scott, Alfred Tennyson, Matthew Arnold, John Ruskin, Thomas Carlyle, Cardinal Newman, Thomas Hardy, G.B. Shaw, Virginia Woolf, Graham Green, Somerset Maugham, J. M. Synge, John Galsworthy etc.	
Unit-III: Representative Texts	15 hrs
Poems: Daffodils-William Wordsworth, Ode to Autumn- John Keats, My Last Duchess-Robert Browning. God's Grandeur-Gerard Manley Hopkins, Journey of the Magi-T S Eliot. Easter 1916-W B Yeats, The Unknown Citizen-W H Auden Essays: <i>Enslaved by Civilization</i> - D. H. Lawrence <i>With the Photographer</i> – Stephen Leacock Novel: Charles Dickens - <i>Great Expectations</i>	

Books recommended and Suggested Reading

1. Andrew Sanders, *English Literature*, OUP, 2005
2. Edward Albert, *History of English Literature*, OUP, 2014
3. M. H. Abrahams, *A Glossary of Literary Terms*, Signage Publishers, New Delhi.
4. Carter Ronald and John McRae: *The Routledge History of Literature in English (Britain and Ireland)*, third edition. New York: Routledge (2017)

SYLLABUS FOR IV SEMESTER B.A. IN ENGLISH
SEMESTER IV COURSE –VIII -DSC- PAPER A8
TITLE OF THE COURSE- GENDER STUDIES (PART I) - PAPER 8 -
OECT252

Course Title -British Literature (19th and 20th Century) (Part 2) - PAPER 8	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks:40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

Course Outcomes:

By the end of the course students will:

1. Be familiar with key concepts in Gender Studies.
2. Be exposed to texts that discuss issues regarding gender and which have not traditionally been included in the canon of Literary texts.
3. Understand the ways in which gender and sex are socially constructed.
4. Develop critical thinking with regards to issues related to gender and sexuality.

Course Objectives:

1. To understand concepts in Gender Studies/ Issues related to modern period.
2. To familiarize with Feminist ideas/ movement.
3. To study LGBT related issues and psychological aspects.
4. To study movies produced on LGBT issues.
5. To familiarize with poems and stories presenting Gender issues.

Syllabus- Course 8: Gender Studies (part 1)	39/42 Hrs
<p>Concepts: Patriarchy, Gender, Sexuality, The sex gender system. The heterosexual matrix, Femininities, transgender and transsexual, Queer Studies. Gender and caste.</p> <p>Any two essays:</p> <p>Niveditha Menon-<i>Seeing like a Feminist</i>, Chapter titled– The Body The Theatre, and Gender Struggle in Early Modern England” R W Connell: “The History of Masculinity” in <i>The Masculinities Reader</i> (pp</p>	14 hrs

266-287)	
Unit-II: Film texts and autobiographies	14 hrs
Movie text- Naanu Avanalla Avalu Revathi - Autobiography: <i>The Truth About Me</i> (chapters 6-11)	
Unit-III: Short Stories and Poems	15 hrs
Short stories: Vasudhendra- Anagha Urmila Pawar - A Childhood Tale Mahashwetha Devi - Bayen Veena Shanteshwar - Her Independence Poems: Vijaya Dabbe - Advice to Gentlewomen Raja Rao - Bread and Breakfast Hoshang Merchant - Scent of Love	

Books recommended and suggested Reading:

1. Geetha. V. *Gender*. Stree.2002.
2. Butler Judith. *Gender Trouble*. Routledge. 1990.
3. Foucault, Michel. *The History of Sexuality: An Introduction*. Volume I. Pantheon Books. 1978.
4. Revathi A. *The Truth about Me: A Hijra Life Story*. Penguin. 2010.
5. Menon, Niveditha. *Seeing Like a Feminist*. Penguin.2012
6. Stryker, Susan and Stephen Whittle. *The Transgender Studies Reader*. Routledge. 2013.

SYLLABUS FOR IV SEMESTER B.A. IN ENGLISH
SEMESTER V COURSE –IX -DSC- PAPER A

B. A. English- Semester V

Course – A9: LITERARY CRITICISM -OECT- 301

Course : A9	Type of Course : DSC
Theory/ Practical : Theory	Credits : 4
Instruction hours per week : 4	Total No. of Lectures/Hours : 60 Semester
Duration of Exam : 2 hours	Formative Assessment : 40 Marks
Summative Assessment : 60 Marks	Total Marks : 100

Course objectives:

1. Imparting knowledge of growth of literary criticism.
2. Acquiring ideas of development of literary theory.
3. Knowledge of classical schools of criticism.
4. Development of romantic Criticism.
5. Modern schools of literary criticism.

Course outcomes:

By the end of the course, the learners

1. Acquisition of knowledge of major branches of literature.
2. Familiarity with the contribution of Greek scholars.
3. Knowledge of British literary critical thoughts.
4. Familiarizing with the modern thoughts and critics

Content of Course A9: Literary Criticism		60 Hrs
Unit - 1	Introduction to Criticism	15
<i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> - Peter Barry Theory before ‘theory’- Liberal Humanism Structuralism Post-structuralism and Deconstruction		
Unit - 2	Classical Criticism	15
<i>Poetics</i> - Aristotle’s Concept of Tragedy <i>Book X of Republic</i> -Plato on Poetry		
Unit – 3	Romantic Criticism	15
<i>Biographia Literaria</i> - Coleridge’s Theory of Imagination and Fancy <i>Preface to the Lyrical Ballads</i> – William Wordsworth		
Unit – 4	Modern Criticism	15
<i>Creative Writers and Day Dreaming</i> - Sigmund Freud <i>Four of Kinds of Meaning</i> – I A Richards <i>The Great Tradition</i> - “Introduction” - F R Leavis		

Suggested Reading

- Adams, Hazard. *Critical Theory Since Plato*. New York, Harcourt Brace Jovanovich, 1971.
- Abrams, M. H. *A Glossary of Literary Terms*. (8th Edition) New Delhi: Akash Press, 2007.
- Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2001.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008.
- Drabble, Margaret and Stringer, Jenny. *The Concise Oxford Companion to English Literature*. Oxford: Oxford University Press, 2007.
- Fowler, Roger. Ed. *A Dictionary of Modern Critical Terms*. Rev. ed. London: Routledge & Kegan Paul, 1987.
- Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.
- Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to Advanced Application*. Boston: Houghton, 2001.
- Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic, 2007.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. New York: Oxford University Press, 1997.

Pedagogy: Lectures, Seminar, Role play, Group discussion

SYLLABUS FOR IV SEMESTER B.A. IN ENGLISH

SEMESTER V COURSE –X -DSC- PAPER A10

Title of the Course: SUBALTERN STUDIES - OECT- 302)

Course :	A10	Type of Course :	DSC
Theory/ Practical :	Theory	Credits :	4
Instruction hours per week :	4	Total No. of Lectures/Hours :	60
		Semester	
Duration of Exam :	2 hours	Formative Assessment :	40
		Marks	
Summative Assessment :	60	Total Marks :	100
Marks			

Course Objectives:

1. To introduce the concepts of Subaltern Studies in Literature.
2. To read literary Subaltern Literature.
3. To understand the context and background of the texts.
4. To explore the literary texts and examine them critically.

Course Outcomes:

By the end of the course, the learners

1. Understand the concepts in Subaltern Studies.
2. Identify a few literary texts like essays, plays and novels representing the field.
3. Comprehend the background to Subaltern Literature.
4. Attempt a critical and analytical reading of the texts.

Content of Course A11: Subaltern Studies		60 Hrs
Unit –1	Introduction	15
<i>The Imaginary Institution of India-</i> Sudipta Kaviraj <i>On Some Aspects of Historiography of Colonial India –</i> Ranajit Guha <i>“Dalits as Political Minority” in The Caste Question -</i> Anupama Rao		
Unit – 2	Short Stories	15
<i>Shishu–</i> Mahasweta Devi <i>Tar Comes-</i> Devanooru Mahadeva <i>Woh-</i> Rasheed Jahan <i>Guddi and Aasu-</i> Maya Sharma		
Unit – 3	Film Text	15
<i>Faandry-</i> Nagraj Manjule <i>Aligarh-</i> Hansal Mehta <i>Court-</i> Chaitanya Tamhane		
Unit – 4	Novel	15
<i>Uchalya-</i> Laxman Gaikwad <i>Karukku-</i> Bama		

Suggested Reading

- Guha, Ranajit (ed.). *A Subaltern Studies Reader*. Oxford University Press, Delhi, 2000. Guha, Ranajit (ed.). *Subaltern Studies: Writings on South Asian History and Society*. OUP, New Delhi, 1982.
- Cary Nelson and Lawrence Grossberg (eds.). *Marxism and the Interpretation of Culture*. University of Illinois Press, 1987.
- Vinayak Chaturvedi (ed.). *Mapping Subaltern Studies and the Postcolonial*. Verso, London, 2000.
- Chakrabarty, Dipesh. “Subaltern Studies in Retrospect and Reminiscence,” *South Asia: Journal of South Asian Studies*, vol. 38, no. 1, 2015.

- Chibber, Vivek. *Postcolonial Theory and the Specter of Capital*. Verso Books, 2014. Guha, Ranajit., and Gayatri Chakravorty. Spivak. *Selected Subaltern Studies*. Oxford University Press, 1988.
- Kaviraj, Sudipta. *The Imaginary Institution of India*. Columbia University Press, 2010.
- Ludden, David E. *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalisation of South Asia*. Permanent Black, 2001.
- Rao, Anupama. *The Caste Question: Dalits and the Politics of Modern India*. University of California Press, 2009.
- Spivak, Gayatri Chakravorty. *Can the Subaltern Speak? Reflections on the History of an Idea*, 1988.
- Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Harvard UP, 1999.

Pedagogy: Lectures, Seminar, Role play, Group discussion

SYLLABUS FOR IV SEMESTER B.A. IN ENGLISH
SEMESTER V COURSE –XI -DSC- PAPER A11
Title of the Course: LIFE NARRATIVES - OECT- 303

Course : A11	Type of Course : DSC
Theory/ Practical : Theory	Credits : 4
Instruction hours per week : 4	Total No. of Lectures/Hours : 60 Semester
Duration of Exam : 2 hours	Formative Assessment : 40 Marks
Summative Assessment : 60 Marks	Total Marks : 100

Course Objectives:

1. To Introduce Life Narrative as a Literary Genre.
2. To explore autobiographical writings.
3. To examine Memoirs and Diaries as literary works.
4. To study Biographies and Biopics as a creative expression.

Course Outcomes:

By the end of the course, the learners are

1. Introduced to various types of Life Narratives.
2. Understand the subjective, personal accounts through autobiographies.
3. Able to technically analyse the Memoirs and Diaries as literary works.
4. Understand Biographies and Biopics as creative writings.

Content of Course A11 - Life Narratives		60 Hrs
Unit –1	Introduction to Life Narratives	15
“Life Narrative: Definitions and Distinctions” In <i>Reading Autobiography: A guide for Interpreting Life Narratives</i> -Sidonie Smith and Julia Watson “Introduction”, <i>Autobiography</i> - Linda Anderson		
Unit – 2	Autobiography-The Early Phase	15
<i>Confessions Book I</i> - Rousseau – <i>A Brief Relation of the Exceeding Mercy of God in Christ, to his Poor Servant</i> - John Bunyan <i>Confessions</i> - book 2- St. Augustine		
Unit – 3	Gendering Life Narratives	15
<i>The Autobiography of a Sex worker</i> - Nalini Jameela <i>Amar Jiban</i> - Rassundari Devi		
Unit – 4	Life Narratives from the Margins	15
“I know why the Caged Bird Sings”-Maya Angelou “Government Brahmana”- Aravind Malagatti “Red Lipstick: The Men in my life”- Laxmi		

Suggested Reading

- Anderson, Linda. *Autobiography*. Routledge, London, 2011.
- Anderson, Linda. *Women and Autobiography in the Twentieth Century: Remembered Futures*. Prentice hall, Harvester Wheatsheaf, London,1997.
- Andrews, William L, and Douglas Taylor. *Richard Wright's Black Boy (American Hunger): A Casebook*. Oxford University Press, New York, 2003.
- Baggerman et al (eds.). *Controlling Time and Shaping the Self: Developments in Autobiographical Writing since the Sixteenth Century*. Brill, Leiden, 2011.
- Lejeune, Philippe. *On Autobiography*. U of Minnesota P, Minneapolis,1988.
- Lionett, Françoise. *Autobiographical Voices: Race, Gender, Self-Portraiture*. Cornell

UP, Ithaca, 1991.

- Smith, Sidonie A. & Julia Watson, eds. *Reading Autobiography: A Guide for Interpreting Life Narratives*. U of Minnesota P, Minneapolis, 2001.
- Weintraub, Karl J. *The Value of the Individual: Self and Circumstance in Autobiography*. Chicago UP, Chicago, 1982.

Pedagogy: Lectures, Seminar, Role play, Group discussion

SYLLABUS FOR IV SEMESTER B.A. IN ENGLISH
SEMESTER VI COURSE –XII -DSC- PAPER A12

Title of the Course: POSTCOLONIAL STUDIES - OECT- 351

Course : A12	Type of Course : DSC
Theory/ Practical : Theory	Credits : 4
Instruction hours per week : 4	Total No. of Lectures/Hours : 60 Semester
Duration of Exam : 2 hours	Formative Assessment : 40 Marks
Summative Assessment : 60 Marks	Total Marks : 100

Course Objectives:

1. To familiarise critical concepts in Postcolonial Studies in Literature.
2. To explore the history and background of Postcolonial Studies through Essays.
3. To understand Postcolonial perspectives through Speeches, Short Stories and Poetry.
4. To analyse Postcolonial elements in Novels and long nonfictional narratives.

Course Outcomes:

By the end of the course, the learners

1. Familiar with key concepts in Postcolonial Studies in Literature.
2. Understand the background to the Postcolonial Studies.
3. Examine, analyse, and critically study the literary and non-literary texts.
4. Evaluate the long fictional narrative with particular reference to Postcolonialism.

Content of Course A12: Postcolonial Studies		60 Hrs
Unit - 1	Introduction to Postcolonial Studies	15
<p><i>Post-Colonial Studies: The Key concepts</i> Bill Ashcroft, Gareth Griffiths & Helen Tiffin</p> <ol style="list-style-type: none"> 1. Aboriginal, Anti-colonialism, Centre/Margin (Periphery) 2. Colonialism, Discourse, Hegemony 3. Hybridity, Imperialism, Orientalism, Orient/Occident 4. Nation/Nationalism, Post Colonialism/Postcolonialism, Postcolonial reading, 5. Race, Slave/Slavery, Subaltern. 		
Unit - 2	Essays on Postcolonial Studies	15
<p>“The Language of African Literature” in <i>Decolonizing the Mind</i> – Ngugi Wa Thiong’o</p> <p>“<i>Introduction to Orientalism</i>”- Edward Said</p> <p><i>Introduction to The Empire Writes Back</i> – Bill Ashcroft, Gareth Griffiths and Helen Tiffin</p>		
Unit – 3	Postcolonial Texts and Talks	15
<p><i>The Danger of a Single Story</i> – Chimamanda Adichie (TED Talk, Transcript)</p> <p>Source: https://www.hohschools.org/cms/lib/NY01913703/Centricity/Domain/817/English%2012%20Summer%20Reading%20-%202018.pdf</p> <p><i>Tizzic</i>- Edward Brathwaite</p> <p><i>Let them Call it Jazz</i> – Jean Rhys</p>		
Unit – 4	Fiction	15
<i>Things Fall Apart</i> - Chinua Achebe		

Suggested Reading

- Ashcroft, Bill, Gareth Griffith, Helen Tiffin. *The Empire Writes Back*. Taylor & Francis: 1989.
- Barry, Peter. *Beginning theory: An introduction to literary and cultural theory*. MUP, Manchester, 2017.
- Wa Thiong'o, Ngugi *Decolonizing the Mind*. James Curry.1981.
- Said, Edward. *Orientalism*. Vintage Books: 1979. Said, Edward. *Orientalism*. Vintage Books: 1979.
- Vincent B.,et al., *The Norton Anthology of Theory and Criticism*, WW Norton and Company, London, 2018.
- Young, Robert J.C. *Postcolonialism a Very Short Introduction*. Oxford University Press: 2020.
- Huggan, Graham (Ed.). *The Oxford Handbook of Postcolonial Studies*. Oxford University Press: 2013.

Pedagogy: Lectures. Seminar, Role play, Group discussion

SYLLABUS FOR IV SEMESTER B.A. IN ENGLISH

SEMESTER VI COURSE –XIII -DSC- PAPER A13

Title of the Course: World Literature in Translation -OECT- 352

Course : A13	Type of Course : DSC
Theory/ Practical : Theory	Credits : 4
Instruction hours per week : 4	Total No. of Lectures/Hours : 60
	Semester
Duration of Exam : 2 hours	Formative Assessment : 40
	Marks
Summative Assessment : 60	Total Marks : 100
Marks	

Course Objectives:

1. To understand concepts and acquaint with major works.
2. To read selected novels in English Translation.
3. To read short stories in English Translation.
4. To read plays in English Translation.

Course Outcomes:

By the end of the course, the learners

1. Understand concepts and acquaint with major works.
2. Critically examine novels in English Translation.
3. Explore the best poetries of the world in English Translation.
4. Study the elements of theatre and drama in English Translation.

Content of Course A13: World Literature in Translation	60 Hrs
Unit –1 Introduction to World Literature	15
<i>What is World Literature? "Introduction"- David Damrosch</i> <i>Conjectures on World Literature. New Left Review, Franco Moretti</i>	
Unit – 2 Novel	15
<i>Notes From Underground-</i> Fyodor Dostoevsky <i>Norwegian Wood-</i> Haruki Murakami	
Unit – 3 Short Stories	15
<i>The Diamond Necklace -</i> Guy de Maupassant <i>The War -</i> Luigi Pirandello <i>The Blue Light-</i> Vaikom Muhammahd Basheer <i>Crossing the Ravi-</i> Gulzar	
Unit – 4 Plays	15
<i>The Good Woman of Setzuan–</i> Bertolt Brecht <i>A Doll's House-</i> Henrik Ibsen	

Suggested Reading

- Damrosch, David. *What is World Literature*. Princeton University Press: 2003.
- Franco Moretti *Conjectures on World Literature*. New Left Review.
- Richardson William Lee and Jesse M Owen. *Literature of the World: An Introductory Study*.
- Sagwan Press, New York, 2018.
- D'haen Theo. *The Routledge Concise History of World Literature*. Routledge, India, 2011.
- D'haen Theo, et al. *World Literature: A Reader*. Routledge, India, 2012
- Das, Sisir Kumar and Sukanta Chaudhuri (eds.). *Selected Writings on Literature and Language: Rabindranath Tagore*. Das Gupta & Co. Pvt. Ltd., Kolkata, 2001.
- D'haen Theo, et al., editors. *World Literature: A Reader*. Princeton University Press, Routledge, India, 2012.

Pedagogy: Lectures, Seminar, Role play, Group discussion

SYLLABUS FOR IV SEMESTER B.A. IN ENGLISH

SEMESTER VI COURSE –XIV -DSC- PAPER A14

Title of the Course: WOMEN’S WRITING - OECT- 353

Course : A14	Type of Course : DSC
Theory/ Practical : Theory	Credits : 4
Instruction hours per week : 4	Total No. of Lectures/Hours : 60
	Semester
Duration of Exam : 2 hours	Formative Assessment : 40
	Marks
Summative Assessment : 60	Total Marks : 100
Marks	

Course Objectives:

1. To introduce Women’s writing in the world with a historical perspective.
2. To observe the poetry written by female authors around the world.
3. To study the major short stories written by women authors.
4. To explore the long fictional narratives by the women authors.

Course Outcomes:

By the end of the course, the learners.

1. Introduced to Women’s Writing in the world with a historical perspective.
2. Make a note of the poetic expressions by women authors.
3. Study some of the major short stories written by women around the world.
4. Examine critical novels written by women.

Content of Course A14 - Women's Writing		60 Hrs
Unit –1	Minority Women's Writing	15
1. Mukta Sarvagod- Writing Gender Writing Caste- Sharmila Rege 2. “Avatarika” Radhika Santwanam (P 1-12)- Muddupalani 3. Mother -Forest: The Unfinished Story of C K Janu 4. “Will I ever be Free?” Sophie, from <i>Facing the Mirror: Lesbian Writing from India</i>		
Unit – 2	Poems	15
1. <i>She</i> - Lakshmi Kannan 2. <i>Women Like Me</i> - Maram Al-Massri 3. <i>A Letter</i> – Amrita Pritam 4. <i>Flying Inside Your Own Body</i> - Margaret Atwood 5. <i>You Can confiscate</i> - Akkamahadevi		
Unit – 3	Feminist writings	15
1. <i>A Room of her own</i> - Virginia Woolf 2. <i>In Search of our Mothers' Gardens</i> – Alice Walker		
Unit – 4	Feminist retellings of Myths and fables	15
1. <i>An Afternoon with Shakuntala</i> - Vaidehi 2. <i>The Shroud- Penelopiad</i> - Margret Atwood 3. <i>The Monkey and the Crocodiles</i> - Suniti Namjoshi		

Suggested Reading

- Lalita K, Susie J. Tharu, editors. *Women Writing in India: 600 B.C. to the early twentieth century*. Feminist Press, New York, 1991.
- Woolf Virginia. *A Room of One's Own*. Hogarth Press, London, 1929.
- Simone de Beauvoir. *The Second Sex*. Penguin Random House, New York, 1972.
- Gilbert Sandra M and Susan Guber, editors. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press, New Heaven Conn. and London, 2000.
- Elaine Showalter, *A Literature of Their Own*. Princeton University Press, U.S.A., 1999.
- Plain Gill and Susan Sellers, editors. *A History of Feminist Literary Criticism*. Cambridge University Press. 2007.
- Rege Sharmila, *Writing Caste/ Writing Gender*, Kali for Women: 2006.
- Essay to be read: Helen Carr, “A History of Women’s Writing” and Mary Eagleton, “Literary Representations of Women”
- https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literarycriticism_gill-plain-and-sus.pdf

Pedagogy: Lectures, Seminar, Role play, Group discussion

PROJECT

In view of Internship in the VI Semester it was decided that students should be given a project. Project will be conducted under the guidance of the teachers in the Department and will be allotted two hours per week.

Project must be on any one of the following areas and can be selected by the student.

1. Film Reviews
2. Book Reviews
3. Interviewing authors/ translators
4. Gathering local folk stories or proverbs, translating and compiling them
5. Interviewing subaltern groups of people/ communities
6. Regional history from a postcolonial perspective

The project should be submitted at the end of the semester. It should comprise of 20-25 typed sheets / 12 font size /Times New Roman/double spaced.

If possible, the student can get his/ her project published.

The project should be spiral bound.

The project will be evaluated as follows:

1. Viva voce of ten minutes - 20 marks
2. Written Submission- 80 marks

**B.A IN ENGLISH: SYLLABUS FOR DISCIPLINE ELECTIVE (DSE) /
OPEN ELECTIVES (OE)**

OPEN ELECTIVE: SYLLABUS

English – Open Elective -1

FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS OEOE 103

60 marks paper for 3 hours duration and 40 marks for Internal

Assessment 60 hrs Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

Course Objectives:

This paper teaches:

- Basic English Grammar structure
- Acquisition of writing skills
- Techniques of reading and comprehension
- Other Skills such as academic, business and personal communication

Course Outcomes:

A learner after undergoing training in this course of study will be able to

- Communicate with basic knowledge of English grammar and structure.
- Use basic skills in writing for various purposes like academic, business and personal communiqué.
- Demonstrate skills in drafting, editing and classifying materials.
- To read using sub skills appropriately.

Section I: Functional English Grammar

1. Grammar of Spoken and Written English
2. Basic Sentence Patterns in English – Analysis of Sentence Patterns (SVO, SV, SVOC, SVOA, SVOA/C)
3. Functions of Various Types of Phrases: Noun Phrases, Verb Phrases, Adjective Phrases, Adverbial Phrases, Prepositional Phrases
4. Functions of Clauses: Noun Clause, Adjective Clause and Adverbial Clause and Prepositional Clauses

5. Verbs– Tenses and Aspects, Modal Verbs, Functions and Uses

Section II: Writing Skills

1. Writing as a Skill–Its Importance, Mechanism of Writing, Words and Sentences, Paragraph as a Unit of Structuring the Whole Text, Analysis of Paragraph
2. Functional Uses of Writing: Personal, Academic and Business
3. Writing Process: Planning a Text, Finding Materials, Drafting, Revising, Editing, Finalising Draft
4. Models of Writing: Expansion of Ideas, Dialogue Writing, Drafting an Email

Section III: Reading Skills

1. Meaning and Process of Reading
2. Strategies and methods to Improve Reading Skill
3. Sub-skills of Reading: Skimming, Scanning, Extensive Reading, Intensive Reading

Suggested Reading:

1. Geoffrey Leech and Svartvik. *Communicative Grammar of English*, Pearson
1. Geoffrey Leech. *English Grammar for Today*, Palgrave
2. Prasad P. *The Functional Aspects of Communicative Skills*.
3. Leena Sen. *Communication Skills*, Princeton Hall
4. Vandana Singh. *The Written Word*, OU

English – Open Elective -2
SPOKEN ENGLISH FOR CORPORATE JOBS - OEOE 151

60 marks paper for 3 hours duration and 40 marks for

Internal Assessment 60 hrs. Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

Course Objectives:

This paper teaches

- Students the skills required in front desk management.
- Business English.
- Students the language differences and cross-cultural communication.

Course Outcome:

A learner after undergoing training in this course of study will be able to

- Qualify for corporate communication.
- Use English in/for different contexts.
- Host/Compere events and manage the programmes.

Section I: English for Front Desk Management 1. Greetings, Welcome 2. Dealing with Complaints, Giving Instructions or Directions 3. Giving Information: About Various Facilities, Distance, Area, Local Specialties, 4. Consultation and Solution of Problems 5. Accepting Praises and Criticism, Apologizing

Section II: Fluency and Etiquette:

1. Polite sentences and Words
2. Use of Persuading Words
3. Intonation and Voice Modulation
4. Developing Vocabulary

Section III: Business Speeches:

1. Principles of Effective Speech and Presentations
2. Speeches: Introduction, Vote of Thanks, Occasional Speech, Theme Speech
3. Use of Audio- Visual Aids in Presentations

Section IV: Cross-Cultural Communication:

1. Dealing with Language Differences
2. Probing Questions to get information
3. Etiquette in Cross-cultural Communication

Suggested Readings:

1. *More effective communication* – J V Vilanilam, Sage Publication PvtLtd.
2. *Effective Documentation & Presentation* – Rai & Raj Himalaya Publishing house – Mumbai
3. *Commercial Correspondence & Office Management* – R S N Pillai & Bhagawati, S Chand & Co.
4. *Communication Today* – Ray Rubeen, Himalaya Publishing House –Mumbai.
5. *Business Communication* – Lesikar& Pettit – AITBS – PublishersDelhi
6. *Business Communication Today* – SushilBahl – Response Books, SagePublication, N. Delhi.
7. *The Essence of Effective Communication* – Ludlow & Panton PHI, N.Delhi.
8. *Business Communication-* Pradhan Bhende & Thankur Himalaya Publishing House – Mumbai.
9. *Mastering Communication Skills and Soft Skills* – N Krishnaswamy, Lalitha
Krishnaswamy and others – Bloomsbury, New Delhi,2015
10. *Developing Communication Skills* – Krishna Mohan and Banerji.

English Open Elective -3
SPEAKING AND LISTENING SKILLS – OEEOE 203
(60 marks paper of Three Hours + 40 Marks for Internal Assessment)
[Teaching Hours: Lecture 3 Hours -Credit 3]

Course Objectives: This paper teaches:

- The basics of phonetics
- The different skills/techniques to neutralize the accents especially of regional influence in English pronunciation
- Techniques of acquiring speaking, listening and presentation skills
- The art of public speaking in different situations

Course Outcome:

A learner after undergoing training in this course of study will be able to

- Identify phonetic symbols and read IPA script
- Pronounce English words properly
- Host/Compere events and manage the programmes.
- Listen to others and give appropriate responses in different occasions especially in places of jobs

1. Section I: Introduction to Phonetics

Speech Organs: Speech Mechanism – Classification of English Sounds, Description of English Vowels and Consonants, Consonant Clusters, IPA Symbols and Transcription (words, sentence and short paragraphs); The Syllable Structure, Stress and Intonation-Their Patterns of Stress and Intonation in English Sentences and words (Transcription of short dialogues); Rules for Pronunciation

2. Section II: Speaking Skills

Formal and Informal Speeches

Language Functions: Greetings, Making Requests, Persuading, Complaining, Apologizing, asking for and Giving Permission, Instruction and Directions, Agreeing and Disagreeing, seeking for/ Giving Advice and Inviting. (Practical orientations)

3. Section III: Listening Skills

1. Definition of Listening; Listening versus Hearing, Process of Listening, Problems the Students Face in Listening; Sub- skills of Listening
2. What is Good Listening?
3. Barriers to Listening
4. Strategies of Listening
5. Listening Activities: Listening to News Broadcast, Telecast and News Bulletins

4. Section IV: Presentation Skills

1. Definition, Meaning and Goals of Presentation
2. Some Useful Expressions while Making Presentations – Opening Remarks, Stating Purposes, Giving an Outline, Giving Preliminary Information and Starting with a Context, Emphasizing Important Points, Drawing Attention to Visuals, Making Recommendation, Keeping Audience Involved, Summarising and Concluding, Inviting Questions.
3. Presentation in Practice - Making Welcome Speech, Introducing Guests to Audience, Making Farewell Speech, Proposing Vote of Thanks
(Practicals, Self-learning components)

Suggested Reading:

1. Kenneth and Anderson and Tony Lynch. *Study Speaking*, OUP
2. Sethy J. Et. Al., *Practice Course in English Pronunciation*, PrincetonHall
3. Prasad P. *Communication Skills*
4. Balasubramanian. *A Course in Phonetics for Indian Students*, MacMillan
5. JayashreeMohanraj, *Speak Well*, Black Swan

English Open Elective -4
TRANSLATION THEORY AND PRACTICE - OEOE251
[Teaching Hours: Lecture 3 Hours -Credit 3]
(60 marks paper of Three Hours + 40 Marks
for Internal Assessment)

Course Objectives: This paper teaches:

- Basic theories and need of translations
- English language through literature.
- Communication skills and the techniques of translations, issues and challenges of translations.
- The linguistic and cultural aspects associated with translations

Course Outcomes:

A learner after undergoing training in this course of study will be able to

- Translate a literary text from Kannada to English and vice versa
- Demonstrate linguistic and literary sensitivity while translating the texts.
- Apply the skills and principles in translations of news, legal documents, and other non-literary texts.
- Undertake a translator's job.

Syllabus:

1. Translation- Meaning, methods, purposes and significance of translations
2. Source Language and Target Language. Problems and challenges of Translation- linguistic as well as cultural challenges
3. Types of translations- Intra lingual, Interlingual and Inter semiotic
4. Translations as a separate genre poetry and prose, technical translation
5. Scope of Translations- Translations needed in the job market, translations of legal documents, Translations of literary texts
6. Orientations and governing principles in translations
7. Translation in Practice (Practice five passages from Kannada to English and Five passages from English to Kannada)- practical.

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)-L1 - GENERIC ENGLISH I - ENGL 101**

(As per NEP 2020)

Syllabus for I Semester BA/ BCom/BSc/BBA/BCA

(Approved on 20th November, 2021 BOS (UG),

Effective for batches commencing from 2021 onwards)

Course Objectives:

- To enable the learners to develop language skills with language tools like vocabulary, comprehension passages, sentences patterns.
- To teach referencing skills.
- To acquire LSRW – Listening, Speaking, Reading, Writing – Skills.
- To learn to use digital tools
- To learn to improve receptive and productive skills in language learning.
- To improve analytical skills
- To develop appreciation of literary pieces.
- To know about a variety of literary works.

Course Outcomes:

By the end of the Course the students will be able to:

- Use the LSRW (Listening, Speaking, Reading, Writing) skills
- Read and appreciate literary works with higher level of critical thinking
- Identify basic literary devices and genres while reading literature
- Demonstrate creativity and the skills of expression
- Use digital learning tools effectively
- Undertake social responsibilities

Part 1 -Work Book	Total:56/60 hours. 3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Comprehension passage, classification and process analysis	3hrs

Chapter 2: Referencing Skill, Brochure, Advertisements and Picture reading	3hrs
Chapter 3: Data Interpretation	3hrs
Chapter 4: Listening v/s. hearing	1hr
Chapter 5: Non-verbal and Verbal signs of active listening	2hrs
Chapter 6: Listening Activities - listening to pre-recorded interviews and conversations, simulated activities by students in groups	3hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	15 hours
Chapter 7: Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission.	4hrs
Chapter 8: Giving instructions to do a task and to use a device, Giving Directions	4hrs
Chapter 9: Concord, Question Forms, Question Tags.	3hrs
Chapter 10: Use of Derivatives, Linkers.	4hrs
Part 2 – Course Book – <i>Reflections -I(An Anthology of Prose, Poetry, Drama and Fiction)</i> by Bhaskaran Nair, Geetha Rajeevan, G. Radhakrishna Pillai,, Foundation Books	28 hours
Chapter 1- Theme (Health and Diet): <i>A Little bit of What You Fancy-</i> Desmond Morris	3hrs
Chapter 2- Theme (Marriage and faithfulness): <i>The Avenger-</i> Anton Chekov	3hrs
Chapter 3- Theme (Work is Worship): <i>Leave This Chanting and Singing-</i> Rabindranath Tagore	2hrs
Chapter 4- (Social Behavior/Manner) : <i>To Know When to Say 'It's None of Your Business' -</i> Mark McCormack	3hrs
Chapter 5- Gandhi's Assassination) : <i>The Second Crucifixion-</i> Larry Collins and Dominique Lapierre	3 hrs.
Chapter 6 - Theme (Optimism): <i>Next, Please-</i> Philip Larkin	2 hrs.
Chapter 7- Theme (Generosity and Humbleness): <i>The Model Millionaire-</i> Oscar Wilde	3 hrs.
Chapter 8 - Theme (Life's Images): <i>Mirror-</i> Sylvia Plath	2hrs

Chapter 9- Theme (Values of Education): <i>Refund-</i> Fritz Karinthy	7hrs
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**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)-L2 - GENERIC ENGLISH II - ENGL 151
(As per NEP2020)**

**Syllabus for II Semester BA/ BCom/BSc/BBA/BCA
(Approved on 20th November, 2021 (UG),
Effective for batches commencing from 2021 onwards)**

Course Objectives:

- To enable the learners to appreciate passages, their themes etc.
- To improve vocabulary, use of synonyms, antonyms.
- To improve primary skills like listening.
- To learn and enable them to use creative writing, reported speech, verbal and non-verbal communication.
- To enable narration and dialogue writing.
- To learn to use literary devices, appreciating stories, prose and essays.

Course Outcomes:

By the end of the Course the students will be able to:

- Use the LSRW (Listening, Speaking, Reading, Writing) skills
- Appreciate literature
- Identify literary devices and genres while reading literature
- Demonstrate creativity and the skills of expression
- Use digital learning tools effectively
- Undertake social responsibilities
- Develop the ability to read and write critically

PART I-WORK BOOK	Total:56/60 hours. 3 Credits and 4 hours of teaching per week.
UNIT I: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Read the passage and identify the theme.	3hrs
Chapter 2: Read to improve vocabulary: synonyms, antonyms, prefixes, suffixes, and collocations.	3hrs
Chapter 3: Listening as a primary skill.	3hrs
Chapter 4: Listen/read and repeat, listen/read and narrate, listen/read and analyze a poem/ other genre of writing.	3hrs
Chapter 5: Vocabulary building.	3hrs
UNIT II: Productive Skills: Speaking and Writing Skills	17 hours
Chapter6: Reported speech.	3hrs
Chapter7: Dialogue writing.	2hrs
Chapter8: Verbal and non-verbal communication.	3hrs
Chapter9: Creative writing.	3hrs
Chapter10: Essay writing.	3hrs
Chapter11: Writing a speech.	3hrs
Part 2 – Course Book – <i>Reflections -I(An Anthology of Prose, Poetry, Drama and Fiction)</i> by Bhaskaran Nair, Geetha Rajeevan, G. Radhakrishna Pillai Foundation Books.	28hours
Chapter 1 - Theme (Humanity): <i>Two Gentlemen of Verona-</i> A.J Cronin	3hrs
Chapter 2- Theme (Nature Vs Human creations): <i>The Town by the Sea-</i> Amitav Ghosh	3hrs
Chapter 3 - Theme (Human Sorrows): <i>The Affliction of Margaret-</i> William Wordsworth	3hrs
Chapter 4 - Theme (Humour/ Fun): <i>Uncle Podger Hangs a Picture-</i> Jerome K Jerome	3hrs

Chapter 5 - Theme (Rationalism): <i>How to Escape from Intellectual Rubbish-</i> Bertrand Russell	4hrs
Chapter 6 - Theme (Theatre Vs Human Life): <i>All the World's a Stage-</i> William Shakespeare	2hrs
Chapter 7 - Theme (Magic and Realism): <i>The Conjuror's Revenge-</i> Stephen Leacock	2hrs
Chapter 8 - Theme (Temporariness of Life): <i>Gather Ye Buds While Ye May-</i> Robert Herrick	1hr
Chapter 9 - Theme (Aftermath of War): <i>The Boy Comes Home-</i> A.A Milne	7hrs

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)-L3 - GENERIC ENGLISH III - ENGL 201
Syllabus for III Semester BA/ BCom/BSc/BBA/BCA (ENGL201)**

Course Objectives:

- To enable the learners, develop language skills with language tools like vocabulary, comprehension of passages, sentence patterns
- To reach referencing skills
- To acquire LSRW – Listening, Speaking, Reading, Writing
- To learn to use digital tools
- To learn to improve respective and productive skills in language learning
- To improve analytical skills
- To develop appreciation of literary pieces
- To know about a variety of literary works.

Course Outcomes:

- By the end of the Course the students will be able to
1. Use the LSRW (Listening, Speaking, Reading, Writing) skills
 2. Appreciate literature
 3. Identify literary devices and genres while reading literature
 4. Demonstrate creativity and the skills of expression
 5. Use digital learning tools effectively
 6. Undertake social responsibilities
 7. Develop the ability to read and write critically

III SEMESTER		50hrs	60 marks
UNIT-1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 Hrs	30 marks
READING SKILLS	PLAY For written examination only	17 hrs	30 marks

	<i>She Stoops to Conquer</i> - Oliver Goldsmith		
LISTENING SKILLS (Audio version of the speeches to be emphasized)	PERSUASIVE SPEECHES For internal assessment/test only	8 hrs	15 marks for IA
	<ol style="list-style-type: none"> 1. The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management. 2. Martin Luther King's, I Have a Dream Speech, 1963. 3. Severn Suzuki- Speech at the UN Conference on Environment and Development. 4. Dalai Lama's Nobel Peace Prize accepting speech. 5. Emma Watson's speech- Gender Equality is your issue too. 6. Charlie Chaplin's final speech from <i>The Great Dictator</i>. 7. Malala Yousufzai - Nobel Peace Prize Speech 8. Muniba Mazari, The inspiring "Iron Lady of Pakistan" 9. Nick Vujicic - How to stop a bully 10. The speech by Kiran Bedi, India's first woman IPS officer on visionary leadership. 		

UNIT-2

PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	30 mark s
SPEAKING SKILLS	PRESENTATION SKILLS For internal assessment only	4 hrs	15 marks for IA
	Types: <ul style="list-style-type: none"> ● Informative/Instructive Presentation ● Persuasive Presentation ● Decision Making Presentation ● Demonstrative Presentation 		
WRITING SKILLS	INTRODUCTION TO WRITING AND TYPES OF WRITING For written examination	7 hrs	10 marks
	Introduction to Writing - Types of Writing <ul style="list-style-type: none"> ● Descriptive Writing ● Narrative Writing ● Reflective Writing ● Persuasive/Argumentative Writing ● Comparative Writing ● Cause and Effect Writing 		
	CORRESPONDENCE For written examination	8 hrs	10 marks
	<ul style="list-style-type: none"> ● Letters of Enquiry and Order Letters, ● Letters of Complaint and Replies to Letters of Complaint, ● Application for a Job and CV. 		
	COMMERCIAL WRITING	6	10

	For written examination Any two can be taught	hrs	marks
	<ul style="list-style-type: none"> ● Advertisement Writing ● Product Manual ● Poster/Brochure Writing 		

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)-L4 - GENERIC ENGLISH IV - ENGL 251**

Syllabus for IV Semester BA/ BCom/BSc/BBA/BCA (ENGL251)

COURSE OBJECTIVES:

- 1) To enhance the students' creative, interpretative and critical thinking
- 2) To equip the students to communicate confidently and effectively
- 3) To prepare the students for facing interviews and train them for working efficiently in different professional contexts
- 4) To build the persuasive and creative social media writing skills of the students
- 5) To develop the students' analytical and evaluative skills
- 6) To train students to identify and understand regional and global contexts and ethical frameworks in texts and narratives
- 7) To develop the students' ability for self-expression

COURSE OUTCOMES

By the end of the course the students will have

- 1) Enhanced their creative, interpretative and critical thinking
- 2) Developed the ability to communicate confidently and effectively
- 3) Obtained persuasive and creative social media writing skills
- 4) Developed analytical and evaluative skills
- 5) Learnt to identify and understand the different social contexts and ethical frameworks presented through texts
- 6) Developed the ability to articulate their views with clarity and confidence
- 7) Developed the skills which would enable them to function efficiently and professionally in careers that require a proficiency in English like content writing, journalism, advertising etc.

IV SEMESTER		50 hrs	60 marks
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 hrs	
Chapter 1: READING SKILLS	LIFE WRITING OR NOVELLA/NOVEL For written examination	20 hrs	30 marks
	<i>Animal Farm</i> –George Orwell		
Listening Skills	Listen to and understand the poems <u>For internal assessment and test only</u>	5 hrs	10 marks for IA
	1. The Road Not Taken - Robert Frost 2. Refugee Blues – W. H. Auden 3. Still I Rise - Maya Angelou 4. If-Rudyard Kipling 5. O Captain! My Captain - Walt Whitman 6. A Psalm of Life - H W Longfellow 7. The Duck and the Kangaroo - Edward Lear 8. On Seeing a White Flag across a by road - Kamala Wijeratne 9. Our Strange Lingo - Lord Cromer 10. Money Madness- D H Lawrence 11. Telephone Conversation - Wole Soyinka 12. Soap - Nissim Ezekiel 13. Once Upon a Time - Gabriel Okara		
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	
Chapter – 3 SPEAKING SKILLS	Group Discussion Public Speaking For Internal assessment	4hrs	10 Marks for IA
WRITING SKILLS	TECHNICAL WRITING For written examination	8hrs	10 marks
	<ul style="list-style-type: none"> Scientific Writing Copywriting 		

	<ul style="list-style-type: none"> • Travel Writing • Article Writing 		
E-correspondence and Content Writing Skills For written examination			
	<ul style="list-style-type: none"> • E-mail - Casual and professional • Apology Letters, Congratulation/Appreciation Letters, • Leave Letters, 	5 hrs	10 marks
	Social Media Content Writing skills (Any 3) <ul style="list-style-type: none"> • Blog writing • Podcast writing • Writing on Twitter • Writing on Facebook • Writing on Quora • Writing On Instagram 	8 hrs	10 marks

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC) – L1**

ADDITIONAL ENGLISH - AEAL 101

Syllabus for I Semester L1 Additional English for BA/ BCom/BSc/BBA/BCA

Course Objectives:

- This Course aims at introducing English poetry and prose to develop reading skills
- It teaches the basics of English grammar and writing skills.
- This course is offered to foreign, NRI, Anglo Indians and other students who have not studied any one of the languages offered at pre university courses in the state.

Course Outcome:

By the end of the Course the students will be able to:

- Identify varieties of texts from different regions/ countries.
- Develop better competitive skills.
- Use grammatically correct English and write appropriately
- Develop fluency with a higher level of Vocabulary.

POETRY

1. *Sonnet 29* - William Shakespeare
2. *Childhood* - Markus Natten
3. *Grandfather's Holiday* – Rabindranath Tagore

PROSE

1. *The Imp and the Crust* - Leo Tolstoy
2. *Sweets for Angels* - RK Narayan
3. *Great Expectations* - Chapter I - Charles Dickens
4. *On Habits* - AG Gardiner
5. *Window View* - Robert Lynd

GRAMMAR AND COMPOSITION

A. Correction of Errors (Articles, Verbs, Tenses, Prepositions, Voice)

B. Language and Content

Unseen Passage

Vocabulary Exercises based on the passage

C. Slogan Writing and Caption Writing

Course Book: ***SPECTRUM-I***

**ABILITY ENHANCEMENT COMPULSORY
COURSE, LANGUAGE (AECC) – L1
ADDITIONAL ENGLISH - AEAL 151**

Syllabus for II Semester L1 Additional English for BA/ BCom/BSc/BBA/BCA

Course Objectives:

- This Course aims at introducing English poetry and prose to develop reading skills
- It teaches advanced English grammar and writing skills.
- This course is offered to foreign, NRI, Anglo Indians and other students who have not studied any of the languages offered at pre university courses in the state.

Course Outcome:

By the end of the Course the students will be able to:

- Read poetry of different periods and changing ideas
- Read translated prose works from regional languages like Kannada.
- Understand the serious writings related to nature and environment.
- Demonstrate the acquired knowledge of grammatical aspects, use of prefixes, suffixes and synonyms and also use of idioms and phrases.

POETRY

1. *The Human Seasons* - John Keats
2. *If* - Rudyard Kipling
3. *Just Keep Quiet and Nobody Will Notice* - Ogden Nash

PROSE

1. *The Door* -P Lankesh
2. *The Tell Tale Heart* - Edgar Allan Poe
3. *The Dead Man Who Wore Pyjamas* -Paulo Coelho
4. *On Travel by Train* -J.B.Priestley
5. *The Obligations to Endure* - Rachel Carson

GRAMMAR AND COMPOSITION

1. Framing sentences using idioms
2. Degrees of comparison
3. Hyponym and Superordinates
4. Prefix and Suffix
5. Synonyms

A. Drafting

Brochure Drafting

Leaflet

B. Drafting Invitations

Course Book: ***SPECTRUM – I***

**ABILITY ENHANCEMENT COMPULSORY COURSE
LANGUAGE (AECC)-L1 ADDITIONAL ENGLISH - AEAL 201**

Syllabus for III Semester L1

Additional English for BA/BSC/BCOM/BCA/BBA

Course Outcomes:

1. This Course aims at introducing English poetry, drama and prose to develop reading skills.
2. It teaches communicative and writing skill Mangalore University.

POETRY

1. Let's Unite - Syed Saud
2. When it Rains in Dharamsala -Tenzin Tsundue
3. Yashodhara's Lament - Ranjini Obeyesekere

PROSE

1. Wilshire Bus- Hisaye Yamamoto
2. On the Other Side of War-Elizabeth Gordon
3. Malala's Nobel Award Acceptance Speech- Malala Yousafzai

ONE ACT PLAY

6. Chitra - Rabindranath Tagore

LANGUAGE COMPONENT

1. Giving Instructions
2. Information Transfer

TEXT BOOK: CONFLUENCE III

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)–L1 ADDITIONAL ENGLISH - AEAL 251**

Syllabus for IV Semester L1

Additional English for BA/BSC/BCOM/BCA/BBA Application Courses

Effective for batches commencing from 2021 onwards

POETRY:

1. The Earth is our Friend- Yasus Afari
2. Once Upon a Time- Gabriel Imomotimi Okara
3. A Day off- Lucy Maud Montgomery

PROSE:

1. The Lost Tribes of the Amazon- Joshua Hammer
2. The Garden Party-Katherine Mansfield
3. The Rabbit Proof Fence-Doris Pilkington Garimara

SHORT STORIES:

1. Ruskin Bond
2. Vaidehi
3. Oscar Wilde

GRAMMAR AND COMPOSITION:

1. Giving Directions
2. Story Outline

Title of the Text Book: CONFLUENCE - IV

PEDAGOGY

Teaching literature in classrooms develops the students' ability to appreciate and enjoy a wide range of literary or creative texts and other related cultural forms.

The five genres of literature that the students should be familiar with are Poetry, Drama, Prose, Non-fiction, and Media.

The aim should be to develop their capacity for critical thinking, creativity, self-expression, personal growth, empathy and cultural understanding, to visualize the impressions created by different literary pieces and to enhance their awareness of the relationship between literature and society.

Poetry is often considered the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry today is usually written down, but is still sometimes performed. Poems are heavy in imagery and metaphor, and are often made up of fragments and phrases rather than complete, grammatically correct sentences.

Drama is a unique tool to explore and express human feelings. Drama is an essential form of behaviour in all cultures; it is a fundamental human activity. Ancient Greeks were masters in writing and enacting drama on the stage. Any text meant to be performed rather than read can be considered. In layman's terms, dramas are usually called plays.

Prose is a form of language that exhibits a grammatical structure and a natural flow of speech, rather than a rhythmic structure as in traditional poetry. The common unit of prose is purely grammatical, such as a sentence or paragraph. The most typical varieties of prose are novels and short stories, while other types include letters, diaries, journals, and non-fiction.

Non-fiction includes histories, textbooks, travel books, newspapers, self-help books, and literary criticism. Most of what students practice writing in the classroom is the non-fiction essay, from factual to personal to persuasive. Non-fiction is often used to support and expand students' understanding of fiction texts.

Media plays a significant role in keeping the students updated about the various events around the world. Media includes television, radio, newspapers, internet, social media sites and various relevant sites and blogs. The main purpose of media is to disseminate the information and knowledge. This categorization was created to encompass the many new and important kinds of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programs. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade.

THE PEDAGOGY SHOULD AIM AT:

- Broadening the students' horizons by giving them a knowledge of the classics of literature
- Improving their cultural awareness
- Enhancing their creativity and literary imagination and developing their appreciation of literature
- Defining the psychological stress and attitude of the mind
- Demarcating the historical truths of life
- Enjoying the philosophy of life

BLOOM'S TAXONOMY ASSESSMENT

In 1956, American educational psychologist Benjamin Samuel Bloom created a system for explaining the progression of steps for learning. His book, "Taxonomy of Educational Objectives: The Classification of Educational Goals" speaks of categorizing reasoning skills based on the critical thinking and creative writing. This work known as Bloom's Taxonomy, was revised slightly in 2001.

Bloom's taxonomy has three separate domains of educational activities

- Cognitive
- Psychomotor
- Affective

These domains are also referred to by the acronym KSA, as follows:

- K = Knowledge(cognitive)
- S = Skills(psychomotor)
- A = Attitudes(affective)

The objective is that all students should acquire new *knowledge, skills, and attitudes* about a given subject by the end of the course.

In Bloom's Taxonomy, there are six levels of skills:

The lowest level of challenge for learners and teachers is at the bottom of the taxonomy, and the most challenging level is at the top.

Lower Order Thinking (LOT) exists towards the bottom of the pyramid and involves remembering basic facts.

Higher Order Thinking (HOT) exists towards the top of the pyramid and requires applying knowledge, such as the ability to hypothesize and theorize.

These 6 levels can be used to structure the learning objectives, lessons, and assessments. Questions can be framed based on the verbs mentioned below:

Knowledge: Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote, State, Match, Recognize, Select, Examine, Locate, Recite, Enumerate, Record, List, Quote, Label.

Understand: Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite, Discuss, Distinguish, Delineate, Extend, Predict, Indicate, Translate, Inquire, Associate, Explore, Convert.

Apply: Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer, Show, Demonstrate, Involve, Dramatize, Produce, Report, Act, Respond, Administer, Actuate, Prepare, Manipulate.

Analyze: Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart, Problem-Solve, Differentiate, Deduce, Conclude, Devise, Subdivide, Calculate, Order, Adapt.

Evaluate: Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe, Revise, Refine, Grade, Argue, Support, Evolve, Decide, Re-design, Pivot.

Create: Design, Write, Modify, Role-Play, Develop, Rewrite, Collaborate, Pivot, Modify, Invent, Formulate, Invent, Imagine.

PEDAGOGY

Learner oriented teaching aims at helping the students to understand that listening, speaking, reading and writing are not just the language skills but they are life skills too.

Life-writing includes biography, autobiography, memoirs, letters, diaries, journals, anthropological data, oral testimony, eye-witness accounts, biopics, plays and musical performances, obituaries, scandal sheets, and gossip columns, blogs, and social media such as Tweets and Instagram stories. This would encourage our students to become transcendent creative writers by expressing life's experiences.

Novella or Novel – is a narrative text which uses language to recreate experiences. This can be used to teach students how to outline their experiences into meaningful narratives. Theme, plot, structure, characterization, dialogues, contexts and narratives help the students to be articulative.

Reading Skills	<ul style="list-style-type: none"> ✓ Reading a Life-writing/novella/novel will help students to practice skimming, scanning, analyzing and interpreting skills. ✓ Reading the text will also help students to develop vocabulary building, clarity in comprehension and decoding of written language and texts. ✓ Reading aloud will improve pronunciation of the reader.
Listening Skills	<ul style="list-style-type: none"> ✓ Listening to the presentations will train the students in attentive listening and reflective reading which contribute towards strengthening of language skills. ✓ Role plays based on the life writings novella/novel, video-audio clippings of the life writings/novella/novel or similar situation-based videos played in the classroom will help the students to listen to the proper pronunciation of the words, modulation of voice, intonation and effective delivery of speech.
Writing Skills	<ul style="list-style-type: none"> ✓ Writing skill involves grammar, punctuation, spelling, vocabulary, clarity, brevity, revising. ✓ Report writing, social media writing and Email writing enhance the skills needed in professional sphere. ✓ Students should be made to write essays, short answers and analytical descriptive answers based on the life writings novella/novel prescribed. Life writing/novella/novel could be used for dialogue writing, summarizing, note taking, paraphrasing and vocabulary building. ✓ Dialogues in the life writing/novella/novel can be used to teach transformation of sentences from direct to indirect speech, to write narrative paragraphs and such other language skills. ✓ Life writing/novella/novel can also be used for story writing, character analysis, recreating the context from different perspectives to build critical thinking and creative writing.
Speaking Skills	<ul style="list-style-type: none"> ✓ Presentation Skills refine communicative ability.

	<ul style="list-style-type: none"> ✓ Using effective and influential slides for visual communication, use of effective language in verbal communication and building good rapport with the audience through interpersonal communication play a vital role in presentations. ✓ Impactful use of non-verbal language can be taught through visuals. ✓ Life writing/novella/novel must be used to provide loud reading practice. ✓ Role plays, dialogue delivery, oral narration of the situations by the students, vocabulary games and oral presentation of the themes in the novella should be done to enhance the speaking skills of the students. ✓ Students can be asked for short presentations based on the life writing/novella/novel for effective and confident communication skills.
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Question Paper Pattern for B.A in English (Hons)
FIRST SEMESTER-COURSE I
DSC – Paper A1 -Introduction to Literature

Time:3hours

Max.Marks:60

Instructions: Answer all the questions

Section A-Introduction to Literature

1. Answer **any two** of the following in about 300wordseach: **(2X10 =20)**

(Three questions from Introduction to Literature)

Section B-Literary Forms

II. Answer **any four** of the following in about 100wordseach **(4x05=20)**

Two questions from Poetry

Two questions from Drama

Two questions from Prose

Section C- Literary Terms and Figurative Language

III. Answer **any ten** of the following **(10X2=20)**

(Fifteen questions in all)

**Question pattern for B.A in English (Hons) FIRST
SEMESTER -COURSE II
DSC -PAPER A2 -Indian Writing in English Part I**

Time:3hours

Max.Marks:60

Instruction: Answer all the questions

Section A

History of Indian English Literature (Pre-Independence Period)

I. Write short notes on any four of the following in about 100wordseach. (4x5=20)

1. (Six Questions from Unit I)

Section B

Pre-Independence Fiction

II. Answer any one of the following in about300 words. (1x10=10)

One question from each novel

SECTION C

Indian English Poetry, Short Stories and Essays

III. Answer any three of the following in about 300words each (3x10=30)

1. Two questions from poetry
2. Two questions from short stories
3. Two questions from essays

Question pattern for B.A in English (Hons)
SECOND SEMESTER-COURSE III
DSC – PAPER A3 -Introduction to Phonetics and Linguistics

Time:3hours

Max.Marks:60

Instruction: Answer all the questions

- I.** Answer the following questions in about one or two sentences. **(05X01=05)**
1. (Seven questions will be given from Chapter1)
- II.** Answer any one of the following questions in about 200 words.
(Four questions will be given from chapter 1,2,4&5) **(01X05=05)**
- III.** Write the phonetic symbol and three-term-label for the initial and final phoneme in the following words. **(10X01=10)**
- IV.** From the words given below identify the ones that have a CCVCC structure. **(05X01=05)**
- V.** From the jumbled group of words identify the words that contain similar consonant/vowel phoneme. **(05X01=05)**
- VI.** Indicate the syllable division in the following words. **(05X01=05)**
- VII.** Identify the syllable stress in the following words. **(05X01=05)**
- VIII.** Give the plural forms of the following nouns and next to each word state whether the plural marker is pronounced /s/, /z/or/iz/. **(05X01=05)**
- IX.** Give the past tense marker of the following verbs and next to each word indicate if the past tense marker is pronounced /t/, /d/or/id/. **(05X01=05)**
- X.** From the passage given before identify words containing/ending/beginning the following phonetic sounds. **(05X01=05)**
- XI.** Write a complete phonetic transcription for the passage given below. **(05X01=05)**

Question pattern for B.A in English (Hons)
SECOND SEMESTER- COURSE IV
DSC – PAPER A4 -Indian Writing in English –Part II

Time:3hours

Max.Marks:60

Instruction: Answer all the questions

Section A

Indian English Literature (Post Independence Period)

- I.** Answer any two of the following in about 300 words each **(2x10=20)**
(Four Questions from Unit I not excluding any chapter)

Section B

Introducing writers of the Post-Independence era

- II.** Write short notes on any **two of** the following in about 100words each **(2x5 =10)**
(Four questions from unit II)

Section C

Illustrative Texts

- III.** Answer any three of the following in about 300words each **(3x10=30)**
(Six questions from Unit III not excluding any writer)

Question pattern for B.A in English
SEMESTER V AND VI

Question paper pattern is the same throughout two semesters.

Question Paper Model

UNIT: 1

Answer any one of the following in 300 words.

15x1= 15

- a.**
- b.**
- c.**

UNIT: 2

Answer any one of the following in 300 words.

15x1= 15

- a.**
- b.**
- c.**

UNIT: 3

Answer any one of the following in 300 words.

15x1= 15

- a.**
- b.**
- c.**

UNIT: 4

Answer any one of the following in 300 words.

15x1= 15

- a.**
- b.**
- c.**

OPEN ELECTIVE: SYLLABUS

English – Open Elective -1

FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS

Mode of Examination:

Theory Examination: 100 Marks (60 Marks Sem-end+40 Marks Internal)

Question Paper Pattern

- | | |
|---|----------------|
| 1. Very Short Answer Questions on All sections | 15x2 =30 Marks |
| 2. One Short Notes from all sections | 1x 5 = 05Marks |
| 3. Close Test | 10x1= 10 Marks |
| 4. Short Questions on dialogue and expansion of an idea | 1x5 = 05Marks |
| 5. One Essay Type Question | 1x10= 10 Marks |

Mode of Examination:

Theory Examination: 100 Marks (60 Marks Sem-end+40 Marks Internal)

Question Paper Pattern

- | | |
|---|----------------|
| 6. Very Short Answer Questions on All sections | 15x2 =30 Marks |
| 7. One Short Notes from all sections | 1x 5 = 05Marks |
| 8. Close Test | 10x1= 10 Marks |
| 9. Short Questions on dialogue and expansion of an idea | 1x5 = 05Marks |
| 10. One Essay Type Question | 1x10= 10 Marks |

English – Open Elective -2

SPOKEN ENGLISH FOR CORPORATE JOBS

60 marks paper for 3 hours duration and 40 marks for Internal

Assessment 60 hrs. Syllabus for 3 Credits

Question Paper Pattern:

- | | |
|--------------------------------|---------|
| 1. Very short answer questions | 10x2=20 |
| 2. Short notes on all sections | 4x5=20 |
| 3. Essay type questions | 2x10=20 |

English Open Elective -3

SPEAKING AND LISTENING SKILLS

(60 marks paper of Three Hours + 40 Marks for Internal Assessment)

Question Paper Pattern

- | | |
|--|-----------------|
| 2. Very Short Answer Questions on all sections | 15x2 =30 Marks |
| 3. Two Short Notes on all sections | 2x 5 = 10Marks |
| 4. One Question on Presentation of Speeches | 1x10 = 10Marks |
| 5. One Essay Type Question | 1x10 = 10 Marks |

English Open Elective -4
TRANSLATION THEORY AND
PRACTICE

(60 marks paper of Three Hours + 40 Marks for Internal Assessment)

Question Paper Pattern

- | | |
|--|---------|
| 1. Essay type questions on Translation- Meaning, Definitions and methods and problems and challenges | 1x10=10 |
| 2. Problems of Translation | 1x10=10 |
| 3. Short type questions on translation, translation theory | 2x5=10 |
| 4. Translation of short passages | 2x5=10 |
| 5. Translation of a passage from English to Kannada
(One out of two) | 1X10=10 |
| 6. Translation passage from Kannada to English
(One out of two) | 1X10=10 |

GENERIC ENGLISH – L2

Question Paper Pattern B.A./BSc/BCom/BBA/BCA I and II Semester

Time :3hrs

Marks:60

SECTION-A

(Course Book - 20 marks)

(Questions to be set on both prose and poetry)

- | | |
|---|---------|
| I. Answer in about 100 words (2 questions out of 4) | 2X5=10 |
| II. Answer in about 300 words (1 out of 3) | 1X10=10 |

SECTION- B

(Grammar and Composition- 40 marks)

Question Paper Pattern

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC) – L1 ADDITIONAL ENGLISH
for BA/ BCom/BSc/BBA/BCA**

Time: 3Hrs

Marks:60

SECTION-A

(Course Book - 40 marks)

- | | |
|--|------------|
| A. Answer any 4 questions in about 100 words each (out of six) | 4 x 5 = 20 |
| B. Answer any 2 questions in about 300 words each (out of Three) | 2 x 10=20 |

SECTION- B

Grammar and Communication Component

20 marks

II SEMESTER BA. /B.Sc./B.Com./B.B.A./B.C.A/B.Sc.

ADDITIONAL ENGLISH (MODEL QUESTION PAPER)

2hours

60 Marks

SECTION A

I A. Answer any FOUR questions of the following in hundred words each:

(5 x 4 = 20)

1. The narrator of the story 'Tell Tale Heart' claims he is not mad. What evidence do we have to prove that he is mad?
2. What were the shocking elements associated with the death of the man in pajamas?
3. How significantly are humans responsible for altering the environment?
4. Who are the less annoying travellers? How do they annoy their fellow travellers?
5. What is the difference between autumn and Winter of Human Seasons as portrayed in the poem 'Human Seasons'?
6. What are the challenges that the poet Rudyard Kipling wants the reader to deal with in his poem 'If'?
7. List out the incidents from the poem 'Just Keep Quiet and Nobody Will Notice' which makes apologizing very ridiculous.

B Answer any TWO questions in about 300 words each: (10 x 2 = 20)

1. Sometimes truth flashes to me in my madness. Substantiate this statement with reference to P. Lankesh in the story 'The Door'
2. How appropriate is the title 'Tell Tale Heart'? Elucidate.
3. Do you think the advice given by the poet in the poem 'If' is relevant today?

SECTION B

I. A) Frame sentences of your using the following idioms (2 x 1 = 2)

- a. Cock and bull Story
- b. Cry over spilt milk

II. Use the appropriate degree of comparison (2 x 1 = 2)

(Better, best, more intelligent, most intelligent)

- a. Suma sings_____
- b. Rahul is_____than Mukul.

**III. Write the Hyponym for the super-ordinate and super-ordinate for the hyponyms
(2 x 1 = 2)**

- a. Stationery
- b. Screw Driver, Hammer

IV. Write the appropriate prefix and suffix to complete the sentences (2 x 1 = 2)

- a. The Lion was given a tranquilizer shot to make it___conscious.
- b. Since he is diabetic he drinks sugar___tea.

V. Use synonyms of the underlined words to fill in the blanks; select an appropriate word from the ones given below. (2 x 1 = 2)

(accord, consent, adept, expert)

- a. The Principal accepted the invitation. She sent her agreement letter through mail.
- b. It is difficult to get skilled workers these days. We need someone who is adept in his field.

1. Design a brochure for the intercollegiate Cultural Festival to be organized by your college. 5Marks

OR

2. Imagine you are a member of an organization campaigning Swatch Bharath Abhiyan. Design a leaflet to 'Keep the city clean'

3. Dr. Girish Raman is addressing the students of your college on Advantages / disadvantages of GST. Draft an Invitation. 5marks

OR

4. Chief Minister has accepted to inaugurate the sports meet of your college. Draft an invitation.

Sri Dharmasthala Manjunatheshwara College, Autonomous, Ujire

Department of English

II Sem General English

Max. Marks: 60

Duration: 2 Hours

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Section A

Q I Answer any TWO of the following in about 100 words each. 2X5=10

- 1.How does Robert Herrick bring out the temporariness of life in his poem 'Gather ye Rosebuds-----' ?
2. What are the various works that the two brothers did in the story 'Two Gentlemen of Verona' ?
- 3.How does Amitav Gosh accompany the Director on the island?
- 4.How does uncle Podger prepare for hanging the picture?

QII Answer any ONE of the following in about 300 words. 1X10=10

- 1.What are the various stages Shakespeare describes in human life?
- 2.Describe the humour and fun in the story ' Uncle Podger hangs a Picture '.
- 3.How does Wordsworth describe the affliction of Margaret?

Section B

Q III Read the following passage and answer as directed.

English has a number of really useful, current idioms and phrases that feature items of clothes. We'll start by looking at idioms with the word 'hat'. People sometimes describe their role or responsibilities in a situation by saying they are wearing their teacher's/journalist's/lawyer's, etc. hat: Of course, I was wearing my lawyer's hat at the meeting. With my parent's hat on, I might have said something different. If you say you take your hat off to someone, or tip your hat to someone, you mean you admire and respect them, usually because they do something difficult: I take my hat off to teachers – teaching is such a demanding job. I tip my hat to anyone prepared to take on the big companies. If you do something at the drop of a hat, you do it immediately, without any hesitation: If we needed help, she'd be round here at the drop of a hat. Someone who throws or tosses their hat into the ring announces that they are going to compete, especially in an election: In all, 15 candidates have thrown their hat into the ring to run for the presidency.

- 1. Identify a synonym for a word/expression from the passage.** **3X1=3**
- a. a group of words established by usage as having a meaning not deducible from those of the individual words
 - b. Praise
 - c. Straightaway

- 2. Identify an antonym for a word/expression from the passage.** **2X1=2**
- a. Incompetent
 - b. Exceptionally

- 3. Complete the following sentence by using the appropriate forms of the words in the bracket.** **3X1=3**
- a. They start _____ [watch] the film after the lunch break.
 - b. When the war between Ukraine and Russia broke out, the government of India had to take a decision _____ [immediate] to save the citizens.
 - c. He has announced that he is running for the _____. [president]

- 4. Complete the following sentence by using the appropriate forms of the words in the bracket.** **2X1=2**
- a. The monument was still _____ [complete] ten years after his death.
 - b. The college will never tolerate such _____ [responsible] behaviour of the students in the campus.

Q IV: Rewrite the following in the reported speech. **5m**

I talked to Ramesh and Mahesh. I asked, "Would money motivate you to work harder?"
Ramesh said, "No, it wouldn't." I asked, "Why not?" Ramesh said, "I work to please myself. That's my reward." Then I asked Mahesh, "Would money motivate you to work harder?"
Mahesh said, "Yes, it would."

Q V A. Write a dialogue on any ONE of the following contexts. **5m**

- a. You are a customer in a shop to purchase a few vegetables. Negotiate the price and purchase the best vegetables for a weeklong requirement of your family.
- b. You wish to open a new savings bank account in a nationalised bank. Talk to the customer care executive over a telephonic conversation regarding the requirements to open the account before going to the bank.

B. Explain the following story outline in a paragraph. **5m**

King- lost in the forest- asks for help - demon offers help - demands something in return - king agrees - wants to marry the princess - king denies - demon warns - king agrees -demon becomes a princess - They marry - live happily.

C. You are invited as a chief guest of the Independence Day Celebration of your school.

Make a speech for the occasion.

5m

Q VI Write an essay on one of the following in about 300 words:

10m

- 1. Importance of Language Classes in the Undergraduate Programmes.**
- 2. Terrorism and World Peace**

Model Question Paper for B.A in English (Hons)
SECOND SEMESTER-COURSE III
DSC – PAPER A3 -Introduction to Phonetics and Linguistics
Time: 3hr **Marks:60**

I Answer any FIVE of the following questions in about one or two sentences. 5x1=5

1. What is Language?
2. What does IPA stand for?
3. Give a definition for linguistics.
4. Name any two components of linguistics.
5. In IPA how many vowel sounds are there?
6. How many consonant sounds are there in English language?
7. How many diphthongs are there in English language?
8. How many monophthongs are there in English language?

II Answer any ONE of the following questions in about 200 words. (01X05=05)

1. What are the branches of linguistics?
2. Write a note on the importance of language.
3. What are the characteristic features of language?
4. Explain speech mechanism.

III. Write the phonetic symbol and three-term-label for the initial and final phoneme in the following words. 10x1=10

1. 'p' in the word "spy".
2. 'b' in the word "box".
3. 'th' in the word "thief".
4. 'th' in the word "then".
5. 't' in the word "bat".
6. 'd' in the word "door".
7. 'ch' in the word "check".
8. 'j' in the word "jam".
9. 'c' in the word "cat".
10. 'g' in the word "game".
11. 'm' in the word "sum".
12. 'n' in the word "nut".
13. 'ng' in the word "fling".

14. 'y' in the word "yellow".

15. 'l' in the word "bowl".

IV From the words given below identify the ones that have a CCVCC structure. 5x1=5

drank, chap, brag, grand, brat, plank, grin, crank, smug, grip, slump, spend, spent, clan, snug

V From the jumbled group of words identify the words that contain similar vowel in the beginning. 5x1=5

Eject, elect, ectoderm, echo, eclipse, embed, east, impolite, earth, earning, each, emergence, insect, escape, either

VI. Indicate the syllable division in the following words. 5x1=5

1. Mispronounce 2. Possibility 3. Captain 4. Relationship 5. Engage 6. Ambition 7. Remember 8. Ancestors 9. Appointment 10. About

VII Identify the syllable stress in the following words. (05X01=05)

Advertise 2. Advertisement 3. Examine 4. Examinee 5. Inferior 6. Inferiority 7. Photograph 8. Photographer 9. Photographic 10. Politics

VIII Give the plural forms of the following nouns and next to each word state whether the plural marker is pronounced /s/, /z/ or /iz/. (05X01=05)

Flower, baby, mango, book, watch, eye, boy, shop, bus, collage, wage, news

IX Give the past tense marker of the following verbs and next to each word indicate if the past tense marker is pronounced /t/, /d/ or /id/. (05X01=05)

Spend, kiss, dance, direct, edit, end, approach, sweep, smile, need, play

X From the passage given below identify words containing/ending/beginning the following phonetic sounds. (05X01=05)

/t/ /ei/ /s/ /j/ /k/

Power foods are foods that provide rich levels of nutrients like fibre, potassium and minerals. With people becoming increasingly health conscious today, a lot of fitness trainers encourage their clients to include these foods in their daily diet to increase muscle development. There are various ways of incorporating power foods in your daily

diet. Of course, the key to enjoying power foods is proper preparation of these foods, the use of season-fresh foods, and identifying your choice of flavor among power foods.

XI Write a complete phonetic transcription for the passage given below. (05X01=05)

Power foods are foods that provide rich levels of nutrients like fibre, potassium and minerals. With people becoming increasingly health conscious today, a lot of fitness trainers encourage their clients to include these foods in their daily diet to increase muscle development. There are various ways of incorporating power foods in your daily diet. Of course, the key to enjoying power foods is proper preparation of these foods, the use of season-fresh foods, and identifying your choice of flavor among power foods.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Model Question Paper
III Semester
DSC – Paper A5 – British Literature
Up to 1800 (Chaucer to the Age of Transition)

Unit – I

QI.A. Answer the following in about 250 words. 1×10=10

1. Summarise the Renaissance movement

OR

2. Analyse the characteristics of Restoration Drama.

B. Write a short note on the following in about 100 words. 1×5=5

1. Christopher Marlowe

OR

2. Transitional Poetry.

Unit – II

QII.A. Answer the following in about 250 words. 1×10=10

1. Ben Johnson's plays

OR

2. Dryden's Absalom and Achitophel.

B. Write a Short note in about 100 words. 1×5=5

1. The Rape of the Lock

OR

2. Fanny Burney.

Unit – III

QIII. A. Answer three of the following in about 200 words each. 3×10=30

1. Analyse the character of wife of Bath.

Or

Examine the theme of Donne's sun Rising.

2. What are the views of Bacon on Love?

Or

Consider Coleridge's Kubla Khan as a romantic poem.

3. Discuss 'As You Like It' as a Pastoral comedy.

Or

Examine the character of Rosalind.

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TITLE OF THE COURSE: Indian Writing in English Part I

Course Title- Indian Writing in English Part I (Pre -Independence)	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

Course Objectives:

- To give exposure to the great treasure of Indian writings in English.
- To highlight the importance of the freedom movement of India and its reflection in Indian writings.
- To familiarize with Pre- Independent Indian Society/ Social Life through literary works.
- To familiarize with early development in different literary genres.

Course Outcome:

A learner after undergoing training in this course of study will be able to

- Trace the origin and development of Indian English Literature.
- To explore the reflections of Indian freedom movements in literatures produced during this period
- Learn about the literary achievements of Pre- Independent days.
- Identify the poets, novelists, social thinkers, freedom fighters, religious leaders and their works in the pre Independent Days.
- Identify the different genres emerged during this period

CONTENT OF THE COURSE		39/42hrs
Unit –I History of Indian English Literature		10/11
Chapter 1	The Nature and Scope of Indian English Literature: Debate/charges against Indian English Literature (Reference: M.K.Naik, <i>A History of Indian English Literature</i> , New Delhi, SahityaAkademi. 1980)	
Chapter 2	Pre-independence Indian English Poetry, Prose, Drama and Novel	
Chapter 3	Introducing authors from the pre- independence era - Raja Ram Mohan Roy, Toru Dutt, Aurobindo, Swami Vivekananda, Bankim Chandra Chattopadhyay, Mahatma Gandhi, Dr B. R. Ambedkar, Rabindranath Tagore, Sarojini Naidu, Henry Derozio, Dean Mahomet, KrupabaiSatthianadhan, Sarojini Naidu, Cornelia Sorabji. (Self-Study Component)	
Unit – II - Pre-Independence Fiction		16/17
Chapter 4	<i>RajMohan'sWife</i> - Bankim	
Chapter 5	ChandraChatterjee: <i>Saguna</i> -- Krupabai Satthianadhan	
Unit – III- Indian English Poetry, Short stories and Essays		13/14

Chapter 6	Select Poems Toru Dutt- <i>Love Came to Flora Asking for a Flower</i> Sarojini Naidu- <i>Song of a Dream</i> Henry Derozio- <i>To India-My Native Land</i>	
Chapter 7	Select Stories Begum RokeyaHossain- <i>Sultana's Dream</i> Mulk Raj Anand - <i>The Barber's Trade Union</i> - Rabindranath Tagore- <i>Kabuliwala</i>	

Chapter 8	Select Essays 1.M.K. Gandhi-‘The Great Sentinel’ Swami Vivekananda- ‘Chicago Address’ B.R. Ambedkar- ‘A Childhood Journey to Koregaon’	
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REFERENCES:

1. Deshmane, Chetan, ed. *Muses India: Essays on English-Language Writers from Mahometto Rushdie*. Jefferson, NC, and London: McFarland & Co., 2013.
2. Iyenger, K R S. *Indian Writing in English*. New Delhi. Sterling Publisher, 1984.
3. Naik, M.K. *A History of Indian English Literature*. Delhi: Sahitya Akademi, 1992.
4. M. K. Naik (Ed) *The Indian English Short Story: A Representative Anthology*, New Delhi: Arnold-Heinemann, 1984
5. Mukherji, Minakshi. *The Twice Born Fiction*. New Delhi: Heinemann, 1971.
6. Narasimhiah C D ed *Makers of Indian English Literature*, Delhi Pencraft International. 2000
7. Radhakrishnan, N. *Indo Anglian Fiction: Major Trends and Themes*. Madras: Emerald. 1984
8. Rao, Krishna. *The Indo-Anglian Novels and the Changing Tradition*. Mysore: Rao and Raghavan, 1973.
9. Pollock, Sheldon. *Literary Cultures in History: Introduction*

**SYLLABUS FOR II SEMESTER B.A. IN ENGLISH
(BASIC/ HONS.)**

SEMESTER II COURSE –III -DSC PAPER A3

TITLE OF THE COURSE: Introduction to Phonetics and Linguistics

Course Title-- Introduction to Phonetics and Linguistics	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

Course Objectives:

- To teach Indian students the aspects of linguistics and phonetics
- Scientific study of speech mechanism and pronunciation
- Study of morphology, semantics and its nature.
- Study branches of linguistics.

Course Outcome:

A learner after undergoing training in this course of study will be able to

- Demonstrate the knowledge of linguistics and its branches.
- Study proper pronunciation and stress patterns.
- Achieve neutral accent while using English
- Distinguish the correct and wrong ways of pronunciation.

CONTENT OF THE COURSE		Hours
Unit –1	Introduction to Phonetics and Linguistics (Self-Study Component)	13/14
Chapter 1	Language- its nature, definitions, characteristic features	
Chapter 2	Linguistics – Definitions, Scope	
Chapter 3	Branches of Linguistics	
Unit - 2 Phonetics and Phonology:		13/14
Chapter 4	Speech Mechanism, Organs of Speech,	
Chapter 5	Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants	
Chapter 6.	Transcription of words, Word stress, Phonemics- phone, allophone- phoneme	
Unit – 3 Morphology, Syntax, Semantics and Lexicon		13/14
Chapter 7	Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words, Allomorph – morpheme	
Chapter 8	Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses	
Chapter 9	Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes	

REFERENCES:

1. Sethi,J. Dhamija.P.V. *A Course in Phonetics and Spoken English*, Prentice-Hall of India Pvt Ltd, New Delhi ,2005.
2. Balasubramanian.T. *A Textbook of English Phonetics for Indian Students*, Macmillan Publishers India LTD. 2010.
3. Yule, George. *The Study of Language*, Cambridge, Cambridge University Press,2010.
4. Aitchison, Jean. *Linguistics*, Hodder& Stoughton Ltd, London,2003. Cruse, Alan. *Meaning in Language*. Oxford: Oxford University Press, 2000.
5. Fromkin, V. Rodman, R ,NinaHyams. *An Introduction toLanguage*, Wadsworth, Cengage Learning,2007.
6. Rocca, I., and W. Johnson. *A Course in Phonology*. Oxford: Blackwell, 1999.

**SYLLABUS FOR II SEMESTER B.A. IN ENGLISH
(BASIC/ HONS.)**

SEMESTER II COURSE –IV -DSC- PAPER A4

TITLE OF THE COURSE: Indian Writing in English –Part II

Course Title-- Indian Writing in English –Part II (Post-Independence)	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

Course Objectives:

- To introduce Post-Independent Indian writings to the students.
- To study social and political influence through Indian literary works.
- To teach about great Indian poets, novelists, essayists and dramatists of the Post-Independent period.

Course Outcome:

A learner after undergoing training in this course of study will be able to

- Familiarize with diversity in Indian writing
- Gain knowledge of achievement of Indian writers in English language.
- Learn about technical/ structural achievements of Indian writers in the English language.
- Learn about the writers who dealt with relevant Issues.

CONTENT OF THE COURSE		39/42Hrs
Unit-I Indian English Literature (Post Independence Period)		13/14
Chapter 1	Post-Independence (1947-1980) Indian English Poetry, Prose,	
Chapter 2	Post-Independence (1947-1980) Indian English drama and Novel	
Chapter 3	Post-1980s Indian English literature	
Unit – 2 Introducing writers of the Post-independence era: (Self-Study Component)		6/7
Chapter 4	Kamala Das, ShashiDeshpande, ChamanNahal, Manohar Malgoankar, AmitavGhosh, K. A. Abbas, Vikram Seth, Arundathi Roy, Arun Joshi, G B Desani, GirishKarnad, Anita Desai, ManjuKapur, Aravind Adiga, Chitra Banerjee Divakaruni, Namita Gokhale, Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, JeetThayil, Suniti Namjoshi, ArunKolatkar, AttiaHosain, Andaleeb Wajid, RanjitHoskote	
Unit –3 - Unit - 3 Illustrative Texts		20/21
Chapter 5	Syed Amanuddin - Don't Call Me Indo-Anglian Kamala Das- An Introduction A. K. Ramanujan, Small Scale Reflections on a GreatHouse Nissim Ezekiel - Goodbye Party to Miss Pushpa T S Kushwant Singh's <i>Train To Pakistan</i> Mahesh Dattani's <i>Seven Steps Around the Fire</i>	

REFERENCES:

1. Ansani, Shyam M. *New Dimensions of Indian English Novels*, Delhi: Doaba House, 1987
2. Devy, G. N. *After Amnesia: Tradition and Changes in Indian Literary Criticism*. Hyderabad: Orient Longman and Sangam Books, 1992.
3. Devy, G.N. *An Another Tongue: Essays on Indian English Literature*, Madras: Macmillan India Ltd. 1995.
4. Gandhi, Leela. *Post-Colonialism*. Oxford University Press, 2002.
5. Jain, Jasbir. *Beyond Postcolonialism: Dreams and Realities of a Nation*. Jaipur: Rawat Publications, 2006.
6. M. K. Naik (Ed) *The Indian English Short Story: A Representative Anthology*, New Delhi: Arnold-Heinemann, 1984.
7. Mukherji, Meenakshi. *The Twice Born Fiction*. New Delhi: Heinemann, 1971.
8. Vishwanathan, G. *Masks of Conquest: Literary Study and British Rule in India*. New Delhi: OUP. 1989

Question Paper Pattern for B.A in English (Hons) FIRST SEMESTER-COURSE I

DSC – Paper A1 -Introduction to Literature

Time:3hours

Max.Marks:60

Instructions: Answer all the questions

Section A-Introduction to Literature

I. Answer any two of the following in about 300wordseach: (2X10 =20)

(Three questions from Introduction to Literature)

Section B-Literary Forms

II. Answer any four of the following in about 100wordseach (4x05=20)

Two questions from Poetry Two questions from Drama Two questions from Prose

Section E- Literary Terms and Figurative Language

III. Answer any ten of the following (10X2=20)

(Fifteen questions in all)

Question pattern for B.A in English (Hons) FIRST SEMESTER -COURSE II
DSC -PAPER A2 -Indian Writing in English Part I

Time:3hours

Max.Marks:60

Instruction: Answer all the questions

Section A

History of Indian English Literature (Pre-Independence Period)

I. Write short notes on **any four of the following in about 100wordseach. (4x5=20)**

1. (Six Questions from Unit I)

Section B

Pre-Independence Fiction

II. Answer **any one of the following in about300 words. (1x10=10) One question from each novel**

SECTION C

Indian English Poetry, Short Stories and Essays

III. Answer **any three of the following in about 300words each (3x10=30)**

1. Two questions from poetry
2. Two questions from short stories
3. Two questions from essays

Question pattern for B.A in English (Hons)
SECOND SEMESTER-COURSE III
DSC – PAPER A3 -Introduction to Phonetics and Linguistics

Time:3hours

Max.Marks:60

Instruction: Answer all the questions

- I.** Answer the following questions in about one or two sentences. **(05X01=05)**
1. (Seven questions will be given from Chapter1)
- II.** Answer any one of the following questions in about200 words. **(01X05=05)**
(Four questions will be given from chapter 1,2,4&5)
- III.** Write the phonetic symbol and three-term-label for the initial and final phoneme in the following words. **(10X01=10)**
- IV.** From the words given below identify the ones that have a CCVCC structure. **(05X01=05)**
- V.** From the jumbled group of words identify the words that contain similar consonant/vowel phoneme. **(05X01=05)**
- VI.** Indicate the syllable division in the following words. **(05X01=05)**
- VII.** Identify the syllable stress in the following words. **(05X01=05)**
- VIII.** Give the plural forms of the following nouns and next to each word state whether the plural marker is pronounced /s/, /z/or/iz/. **(05X01=05)**
- IX.** Give the past tense marker of the following verbs and next to each word indicate if the past tense marker is pronounced /t/, /d/or/id/. **(05X01=05)**
- X.** From the passage given before identify words containing/ending/beginning the following phonetic sounds. **(05X01=05)**
- XI.** Write a complete phonetic transcription for the passage given below. **(05X01=05)**

Question pattern for B.A in English (Hons)
SECOND SEMESTER- COURSE IV
DSC – PAPER A4 -Indian Writing in English –Part II

Time:3hours

Max.Marks:60

Instruction: Answer all the questions

Section A

Indian English Literature (Post Independence Period)

- I.** Answer any two of the following in about 300wordseach **(2x10=20)**
(Four Questions from Unit I not excluding any chapter)

Section B

Introducing writers of the Post-Independence era

- II.** Write short notes on any **two** of the following in about 100wordseach **(2x5 =10)**
(Four questions from unit II)

Section C

Illustrative Texts

- III.** Answer any three of the following in about 300wordseach **(3x10=30)**

(Six questions from Unit III not excluding any writer)

B.A IN ENGLISH: SYLLABUS FOR DISCIPLINE ELECTIVE (DSE) /

OPEN ELECTIVES (OE) 1, 2, 3, & 4.

OPEN ELECTIVE: SYLLABUS

English – Open Elective -1

FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS

60 marks paper for 3 hours duration and 40 marks for Internal Assessment 60 hrs

Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

Course Objectives: This paper teaches :

- Basic English Grammar structure
- Acquisition of writing skills
- Techniques of reading and comprehension
- Other Skills such as academic, business and personal communication

Course Outcomes:

A learner after undergoing training in this course of study will be able to

- Communicate with basic knowledge of English grammar and structure.
- Use basic skills in writing for various purposes like academic, business and personal communiqué.
- Demonstrate skills in drafting, editing and classifying materials.
- To read using sub skills appropriately.

Section I: Functional English Grammar

1. Grammar of Spoken and Written English
2. Basic Sentence Patterns in English – Analysis of Sentence Patterns (SVO, SV,SVOC, SVOA,SVOA/C)
3. Functions of Various Types of Phrases: Noun Phrases, Verb Phrases, Adjective Phrases, Adverbial Phrases, Prepositional Phrases
4. Functions of Clauses: Noun Clause, Adjective Clause and Adverbial Clause and Prepositional Clauses
5. Verbs– Tenses And Aspects, ModalVerbs, Functions and Uses

Section II: Writing Skills

1. Writing as a Skill—Its Importance, Mechanism of Writing, Words and Sentences, Paragraph as a Unit of Structuring the Whole Text, Analysis of Paragraph
2. Functional Uses of Writing: Personal, Academic and Business
3. Writing Process: Planning a Text, Finding Materials, Drafting, Revising, Editing, Finalising Draft
4. Models of Writing: Expansion of Ideas, Dialogue Writing, Drafting an Email

Section III: Reading Skills

1. Meaning and Process of Reading
2. Strategies and methods to Improve Reading Skill
3. Sub-skills of Reading: Skimming, Scanning, Extensive Reading, Intensive Reading

Suggested Reading:

1. Geoffrey Leech and Svartvik. *Communicative Grammar of English*, Pearson
2. Geoffrey Leech. *English Grammar for Today*, Palgrave
3. Prasad P. *The Functional Aspects of Communicative Skills*.
4. Leena Sen. *Communication Skills*, Princeton Hall
5. Vandana Singh. *The Written Word*, OUP

Mode of Examination:

Theory Examination: 100 Marks (60 Marks Sem-end+40 Marks Internal)

Question Paper Pattern

1. Very Short Answer Questions on All sections 15x2 =30 Marks
2. One Short Notes from all sections 1x 5 = 05Marks
3. ClozeTest 10x1= 10 Marks
4. Short Questions on dialogue and expansion of an idea 1x5 = 05Marks
5. One EssayTypeQuestion 1x10= 10 Marks

Mode of Examination:

Theory Examination: 100 Marks (60 Marks Sem-end+40 Marks Internal)

Question Paper Pattern

6. Very Short Answer Questions on All sections 15x2 =30 Marks
7. One Short Notes from all sections 1x 5 =05Marks
8. ClozeTest 10x1= 10 Marks
9. Short Questions on dialogue and expansion of an idea 1x5 = 05Marks
10. One EssayTypeQuestion 1x10= 10 Marks

English – Open Elective -2

SPOKEN ENGLISH FOR CORPORATE JOBS

60 marks paper for 3 hours duration and 40 marks for Internal Assessment 60 hrs

Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

Course Objectives: This paper teaches:

- Students the skills required in front desk management.
- Business English.
- Students the language differences and cross cultural communication.

Course Outcome:

A learner after undergoing training in this course of study will be able to

- Qualify for corporate communication.
- Use English in/for different contexts.
- Host/Compere events and manage the programmes.

Section I: English for Front Desk Management 1. Greetings, Welcome 2. Dealing with Complaints, Giving Instructions or Directions 3. Giving Information: About Various Facilities, Distance, Area, Local Specialties, 4. Consultation and Solution of Problems 5. Accepting Praises and Criticism, Apologizing

Section II: Fluency and Etiquette 1. Polite sentences and Words 2. Use of Persuading Words 3.

Intonation and Voice Modulation 4. Developing Vocabulary

Section III: Business Speeches: Principles of Effective Speech and Presentations 2. Speeches: Introduction, Vote of Thanks, Occasional Speech, Theme Speech 3. Use of Audio- Visual Aids in Presentations

Section IV: Cross-Cultural Communication 1. Dealing with Language Differences 2. Probing Questions to get information 3. Etiquette in Cross-cultural Communication

Suggested Readings:

1. *More effective communication* – J V Vilanilam, Sage Publication PvtLtd.
2. *Effective Documentation & Presentation* – Rai & Raj Himalaya Publishing house
Mumbai
3. *Commercial Correspondence & Office Management* – R S N Pillai & Bhagawati, S
Chand & Co.
4. *Communication Today* – Ray Rubeen, Himalaya Publishing House –Mumbai.
5. *Business Communication* – Lesikar& Pettit – AITBS – PublishersDelhi
6. *Business Communication Today* – SushilBahl – Response Books, SagePublication,
N. Delhi.
7. *The Essence of Effective Communication* – Ludlow & Panton PHI, N.Delhi.
8. *Business Communication-* PradhanBhende & Thankur Himalaya PublishingHouse-
Mumbai.
9. *Mastering Communication Skills and Soft Skills* – N Krishnaswamy, Lalitha
Krishnaswamy and others – Bloomsbury, New Delhi,2015
10. *Developing Communication Skills* – Krishna Mohan andBanerji.

Question Paper Pattern:

1. Very short answer questions 10x2=20
2. Short notes on all sections 4x5=20
3. Essay type questions 2x10=20

English Open Elective -3
SPEAKING AND LISTENING SKILLS
(60 marks paper of Three Hours + 40 Marks for Internal Assessment)
[Teaching Hours: Lecture 3 Hours -Credit 3]

Course Objectives: This paper teaches:

- The basics of phonetics
- The different skills/techniques to neutralize the accents especially of regional influence in English pronunciation
- Techniques of acquiring speaking, listening and presentation skills
- The art of public speaking in different situations

Course Outcome:

A learner after undergoing training in this course of study will be able to

- Identify phonetic symbols and read IPA script
- Pronounce English words properly
- Host/Compere events and manage the programmes.
- Listen to others and give appropriate responses in different occasions especially in places of jobs

1. Section I: Introduction toPhonetics

Speech Organs: Speech Mechanism – Classification of English Sounds, Description of English Vowels and Consonants, Consonant Clusters, IPA Symbols and Transcription (words,sentence and short paragraphs);TheSyllableStructure,StressandIntonation-Their Patterns of Stress and Intonation in English Sentences and words (Transcription of short dialogues); Rules forPronunciation.

2. Section II: SpeakingSkills

Formal and Informal Speeches

Language Functions: Greetings, Making Requests, Persuading, Complaining, Apologizing, Asking for and Giving Permission, Instruction and Directions, Agreeing and Disagreeing, Seeking for/ Giving Advice and Inviting.(Practical orientations).

3. Section III: Listening Skills

1. Definition of Listening; Listening versus Hearing, Process of Listening, Problems the Students Face in Listening; Sub-skills of Listening
2. What is Good Listening?
3. Barriers to Listening
4. Strategies of Listening
5. Listening Activities: Listening to News Broadcast, Telecast and News Bulletins

4. Section IV: Presentation Skills

1. Definition, Meaning and Goals of Presentation
2. Some Useful Expressions while Making Presentations – Opening Remarks, Stating Purposes, Giving an Outline, Giving Preliminary Information and Starting with a Context, Emphasizing Important Points, Drawing Attention to Visuals, Making Recommendation, Keeping Audience Involved, Summarising and Concluding, Inviting Questions.
3. Presentation in Practice - Making Welcome Speech, Introducing Guests to Audience, Making Farewell Speech, Proposing Vote of Thanks (Practicals, Self learning components)

Suggested Reading:

1. Kenneth and Anderson and Tony Lynch. *Study Speaking*, OUP
2. Sethy J. Et. Al., *Practice Course in English Pronunciation*, Princeton Hall
3. Prasad P. *Communication Skills*
4. Balasubramanian. *A Course in Phonetics for Indian Students*, MacMillan
5. Jayashree Mohanraj, *Speak Well*, Black Swan

Question Paper Pattern

- | | |
|--|-----------------|
| 2. Very Short Answer Questions on all sections | 15x2 = 30 Marks |
| 3. Two Short Notes on all sections | 2x 5 = 10 Marks |
| 4. One Question on Presentation of Speeches | 1x10 = 10 Marks |
| 5. One Essay Type Question | 1x10 = 10 Marks |

English Open Elective -4
TRANSLATION THEORY AND PRACTICE
[Teaching Hours: Lecture 3 Hours -Credit 3]
(60 marks paper of Three Hours + 40 Marks for Internal Assessment)

Course Objectives: This paper teaches:

- Basic theories and need of translations
- English language through literature.
- Communication skills and the techniques of translations, issues and challenges of translations.
- The linguistic and cultural aspects associated with translations

Course Outcomes:

A learner after undergoing training in this course of study will be able to

- Translate a literary text from Kannada to English and vice versa
- Demonstrate linguistic and literary sensitivity while translating the texts.
- Apply the skills and principles in translations of news, legal documents, and other non literary texts.
- Undertake a translator's job.

Syllabus

1. Translation- Meaning, methods, purposes and significance of translations
2. Source Language and Target Language. Problems and challenges of Translation- linguistic as well as cultural challenges
3. Types of translations- Intra lingual, Interlingual and Inter semiotic
4. Translations as a separate genre poetry and prose, Technical translation
5. Scope of Translations- Translations needed in the job market, translations of legal documents, Translations of literary texts
6. Orientations and governing principles in translations
7. Translation in Practice (Practice five passages from Kannada to English and Five passages from English to Kannada)- practicals

Question Paper Pattern

1. Essay type questions on Translation- Meaning, Definitions and methods and problems
and challenges 1x10=10
2. Problems of Translation 1x10=10
3. Short type questions on translation,translation theory 2x5=10
4. Translation of short passages 2x5=10
5. Translation of a passage from English to Kannada
(One out of two) 1X10=10
6. Translation passage from Kannada toEnglish
(One out of two) 1X10=10

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)-L2 - GENERIC ENGLISH
(As per NEP 2020)**

**Syllabus for I Semester BA/ BCom/BSc/BBA/BCA (Approved on 20th November,
2021 BOS (UG),
effective for batches commencing from 2021 onwards)**

Course Objectives:

- To enable the learners to develop language skills with language tools like vocabulary, comprehension passages, sentences patterns.
- To teach referencing skills.
- To acquire LSRW – Listening, Speaking, Reading, Writing – Skills.
- To learn to use digital tools
- To learn to improve receptive and productive skills in language learning.
- To improve analytical skills
- To develop appreciation of literary pieces.
- To know about a variety of literary works.

Course Outcomes:

By the end of the Course the students will be able to:

- Use the LSRW (Listening, Speaking, Reading, Writing)skills
- Read and appreciate literary works with higher level of critical thinking
- Identify basic literary devices and genres while reading literature
- Demonstrate creativity and the skills of expression
- Use digital learning tools effectively
- Undertake social responsibilities

Part 1 -Work Book	Total:56/60 hours. 3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Comprehension passage, classification and process analysis	3hrs
Chapter 2: Referencing Skill, Brochure, Advertisements and Picture reading	3hrs
Chapter 3: Data Interpretation	3hrs
Chapter 4: Listening v/s. hearing	1hr
Chapter 5: Non-verbal and Verbal signs of active listening	2hrs
Chapter 6: Listening Activities - listening to pre-recorded interviews and conversations, simulated activities by students in groups	3hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	15 hours
Chapter 7: Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission.	4hrs
Chapter 8: Giving instructions to do a task and to use a device, Giving Directions	4hrs
Chapter 9: Concord, Question Forms, Question Tags.	3hrs
Chapter 10: Use of Derivatives, Linkers.	4hrs

Part 2 – Course Book – <i>Reflections -1(An Anthology of Prose, Poetry, Drama and Fiction)</i>by Bhaskaran Nair, GeethaRajeevan, G. Radhakrishna Pillai Foundation Books	28 hours
Chapter 1- Theme (Health and Diet): <i>A Little bit of What You Fancy</i>- Desmond Morris	3hrs
Chapter 2- Theme (Marriage and faithfulness): <i>The Avenger</i>- Anton Chekov	3hrs
Chapter 3- Theme (Work is Worship): <i>Leave This Chanting and Singing</i>- Rabindranath Tagore	2hrs
Chapter 4- (Social Behavior/Manner) : <i>To Know When to Say ‘It’s None of Your Business’</i> - Mark McCormack	3hrs
Chapter 5- Gandhi’s Assassination) : <i>The Second Crucifixion</i>- Larry Collins and Dominique Lapierre	3 hrs.
Chapter 6 - Theme (Optimism): <i>Next, Please</i>- Philip Larkin	2 hrs.
Chapter 7- Theme (Generosity and Humbleness): <i>The Model Millionaire</i>- Oscar Wilde	3 hrs.
Chapter 8 - Theme (Life’s Images): <i>Mirror</i>- Sylvia Plath	2hrs
Chapter 9- Theme (Values of Education): <i>Refund</i>- Fritz Karinthy	7hrs

ABILITY

**ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)-
L2 - GENERIC ENGLISH (As per NEP2020)
Syllabus for II Semester BA/ BCom/BSc/BBA/BCA
(Approved on 20th November, 2021 (UG),
effective for batches commencing from 2021 onwards)**

Course Objectives:

- To enable the learners to appreciate passages, their themes etc.
- To improve vocabulary, use of synonyms, antonyms.
- To improve primary skills like listening.
- To learn and enable them to use creative writing, reported speech, verbal and non-verbal communication.
- To enable narration and dialogue writing.
- To learn to use literary devices, appreciating stories, prose and essays.

Course Outcomes:

By the end of the Course the students will be able to:

- Use the LSRW (Listening, Speaking, Reading, Writing) skills
- Appreciate literature
- Identify literary devices and genres while reading literature
- Demonstrate creativity and the skills of expression
- Use digital learning tools effectively
- Undertake social responsibilities
- Develop the ability to read and write critically

PART I-WORK BOOK	Total: 56/60 hours. 3 Credits and 4 hours of teaching per week.
UNIT I: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Read the passage and identify the theme.	3hrs
Chapter 2: Read to improve vocabulary: synonyms,	

antonyms, prefixes, suffixes and collocations.	3hrs
Chapter 3: Listening as a primary skill.	3hrs
Chapter 4: Listen/read and repeat, listen/read and narrate, listen/read and analyze a poem/other genres of writing.	3hrs
Chapter 5: Vocabulary building.	3hrs
UNIT II: Productive Skills: Speaking and Writing Skills	17 hours
Chapter6: Reported speech.	3hrs
Chapter7: Dialogue writing.	2hrs
Chapter8: Verbal and non-verbal communication.	3hrs
Chapter9: Creative writing.	3hrs
Chapter10: Essay writing.	3hrs
Chapter11: Writing a speech.	3hrs
Part 2 – Course Book – <i>Reflections -1(An Anthology of Prose, Poetry, Drama and Fiction)</i>by Bhaskaran Nair, GeethaRajeevan, G. Radhakrishna Pillai, Foundation Books.	28hours
Chapter 1 - Theme (Humanity): <i>Two Gentlemen of Verona</i> - A.J Cronin	3hrs
Chapter 2- Theme (Nature Vs Human creations): <i>The Town by the Sea</i> - Amitav Ghosh	3hrs
Chapter 3 - Theme (Human Sorrows): <i>The Affliction of Margaret</i> - William Wordsworth	3hrs
Chapter 4 - Theme (Humour/ Fun): <i>Uncle Podger Hangs a Picture</i> - Jerome K Jerome	3hrs
Chapter 5 - Theme (Rationalism): <i>How to Escape from Intellectual Rubbish</i> - Bertrand Russell	4hrs
Chapter 6 - Theme (Theatre Vs Human Life): <i>All the World's a Stage</i> - William Shakespeare	2hrs

Chapter 7 - Theme (Magic and Realism): <i>The Conjuror's Revenge</i> - Stephen Leacock	2hrs
Chapter 8 - Teme (Temporariness of Life): <i>Gather Ye Buds While Ye May</i> - Robert Herrick	1hr
Chapter 9 - Theme (Aftermath of War) : <i>The Boy Comes Home</i> - A.A Milne	7hrs

Question Paper Pattern B.A./BSc/BCom/BBA/BC A I and II Semester

Time :3hrs

Marks:60

SECTION-A

(Course Book - 20 marks)

(Questions to be set on both prose and poetry)

I. Answer in about 100 words (2 questions out of 4)

2X5=10

II. Answer in about 300 words (1 out of 3)

1X10=10

SECTION- B

(Grammar and Composition- 40 marks)

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC) – L1 ADDITIONAL ENGLISH**

Syllabus for I Semester L1

Additional English for BA/ BCom/BSc/BBA/BCA

Course Objectives:

- This Course aims at introducing English poetry and prose to develop reading skills
- It teaches the basics of English grammar and writing skills.
- This course is offered to foreign, NRI, Anglo Indians and other students who have not studied any one of the languages offered at pre university courses in the state.

Course Outcome:

By the end of the Course the students will be able to:

- Identify varieties of texts from different regions/ countries.
- Develop better competitive skills.
- Use grammatically correct English and write appropriately
- Develop fluency with a higher level of Vocabulary.

POETRY

1. *Sonnet 29* - William Shakespeare
2. *Childhood* - Markus Natten
3. *Grandfather's Holiday* -- Rabindranath Tagore

PROSE

1. *The Imp and the Crust* - Leo Tolstoy
2. *Sweets for Angels* - RK Narayan
3. *Great Expectations* - Chapter I - Charles Dickens
4. *On Habits* - AG Gardiner
5. *Window View* - Robert Lynd

GRAMMAR AND COMPOSITION

- A. Correction of Errors (Articles, Verbs, Tenses, Prepositions, Voice)
- B. Language and Content
Unseen Passage
Vocabulary Exercises based on the passage
- C. Slogan Writing and Caption Writing
Course Book: ***SPECTRUM-I***

ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE (AECC) – L1

ADDITIONAL ENGLISH, Syllabus for II Semester L1

Additional English for BA/ BCom/BSc/BBA/BCA

Course Objectives:

- This Course aims at introducing English poetry and prose to develop reading skills
- It teaches advanced English grammar and writing skills.
- This course is offered to foreign, NRI, Anglo Indians and other students who have not studied any of the languages offered at pre university courses in the state.

Course Outcome: By the end of the Course the students will be able to:

- Read poetry of different periods and changing ideas
- Read translated prose works from regional languages like Kannada.
- Understand the serious writings related to nature and environment.
- Demonstrate the acquired knowledge of grammatical aspects, use of prefixes, suffixes and synonyms and also use of idioms and phrases.

POETRY

1. *The Human Seasons* - John Keats
2. *If* - Rudyard Kipling
3. *Just Keep Quiet and Nobody Will Notice* - Ogden Nash

PROSE

1. *The Door* - P Lankesh
2. *The Tell Tale Heart* - Edgar Allan Poe
3. *The Dead Man Who Wore Pyjamas* - Paulo Coelho
4. *On Travel by Train* - J.B. Priestley
5. *The Obligations to Endure* - Rachel Carson

GRAMMAR AND COMPOSITION

1. Framing sentences using idioms
 2. Degrees of comparison
 3. Hyponym and Superordinates
 4. Prefix and Suffix
 5. Synonyms
- A. Drafting Brochure, Drafting Leaflet
- B. Drafting Invitations

Course Book: ***SPECTRUM – I***