

SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE (AUTONOMOUS)

UJIRE-574240

DEPARTMENT OF ENGLISH

SYLLABI FOR UNDERGRADUATE DEGREE PROGRAMMES

(AS PER NEP 2020)

**(Approved on 20th November, 2021 BOS (UG),
Effective for batches commencing from 2021 onwards)**

Index

Sl. No	Contents	Semester	Page Numbers
1	Preamble		
2	Programme Outcomes		
3	Structure		
4	Discipline Core-Introduction to Literature	Semester -I	1
2	Discipline Core- Indian Writing in English Part I	Semester -I	2
3	Discipline Core- Introduction to Phonetics and Linguistics	Semester -II	3
4	Discipline Core- Indian Writing in English – Part II	Semester -II	4
5	Discipline Open Elective- Functional English Grammar and Study Skills	Semester -I	5
6	Discipline Open Elective- Spoken English for Corporate Jobs	Semester -I	6
7	Discipline Open Elective- Speaking and Listening Skills	Semester -II	7
8	Discipline Open Elective- Translation Theory and Practice	Semester -II	8
9	Generic English-I	Semester -I	9
10	Generic English-11	Semester -I	10
13	Additional English-I	Semester -I	13
14	Additional English-II	Semester -II	14

Preamble

NEP- 2020 emphasis 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 Takshala, Nalanda, Vikramasheela, Etc. In a multi-lingual and pluralistic society like India the study of Languages and communication among of Languages 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 initiate 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.

The twin objectives of language as medium of communication and as a carrier of culture and values need to be embedded in the four years multidisciplinary undergraduate programs. The language and the study of language and linguistics are central to the educational eco system. The importance of language as medium of communication – personal, social, official, professional, business and commerce need to be emphasized for lucid and concise expression. The 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 (LSEW) are to be effectively taught and studied in the two years language study of the four year under graduate multidisciplinary

program. The phonological, syntactical and semantical 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 means is learning about culture, traditions and values. If the language disappears the culture 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 finding a mention in this report are complimentary to the ones mentioned in the Proposed Curriculum Framework by Task Force Subcommittee on Curriculum Reform in Higher Education. Thus, the features mentioned in their report naturally applies to this report as well.

Whereas a student opts for a single Major with Minor/s and goes on to complete under-graduation or above, 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 student 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 of (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/discipline that has been studied throughout for 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 of 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 semester. In the seventh and eighth semesters the student will study the subject/discipline in depth involving himself or herself in 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 deep 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 subject/discipline combinations across 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 two Minors. Teacher Education or Vocational courses may be included in place of Minor/s. Below listed are the various options students may choose from.

One Major subject/discipline along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including Extracurricular Activities.

One Major and one Minor subject/discipline along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational

courses including Extracurricular Activities

Two Major subject/disciplines along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses, including Extracurricular Activities (subject to fulfilling the requirements as stated in 3.i and 3.ii)

One Major subject/discipline and one Vocational course along with Languages, Generic Electives, Ability Enhancement and Skill Development and courses including Extracurricular Activities.

One Major Discipline and One Education Discipline along with Languages, Generic Electives, Ability Enhancement and Skill Development Courses including Extracurricular Activities.

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.

As a medium of communication, learning language gains significance. National Education Policy 2020 emphasizes language study and promotion of languages through translation and interpretation. It aims at equipping students with knowledge, skills, values, leadership qualities and initiating them for lifelong learning.

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 specified 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 value-based language learning which equips the learner with receptive as well as productive skills.

The study of language as L2 (choice between English, Sanskrit, Hindi and Urdu) 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).

Programme outcomes

Name of the Degree Program: B.A. in English (Basic/Hons.)

Discipline Core: English (Hons.)

Total Credits for the Programme: 172

Starting year of implementation: 2021- 22

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.

Syllabus- Course wise

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

SEMESTER I COURSE –I -DSC- PAPER A1

TITLE OF THE COURSE -- Introduction to Literature

Course Title-- Introduction to Literature	
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:

CONTENT OF THE COURSE		39/42hrs
UNIT-I: Introduction to Literature		13/14
Chapter No. 1 Chapter No.2 Chapter No.3	Defining Literature- Why study Literature? Elements of literature. <i>What is literature?</i> Literature and Society, Literature and Life, Canon – <i>What is literature?</i> Essay by Terry Eagleton.	
UNIT II: Literary Forms		13/14
Chapter 4	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	Drama: Tragedy, Comedy, Tragi-comedy One-Act Play	
Chapter 6	Prose: Novel, Novella, Short story, Essay, Biography, Autobiography	

UNIT III: Literary Terms &Figurative Language (Self Study Component)		13/14
Chapter No. 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.
2. Bate, Jonathan. *English Literature: A Very Short Introduction*. OUP.
3. Bennett, Andrew. *An Introduction to Literature, Criticism and Theory*. Routledge.
4. Eagleton, Terry. *How to Read Literature*. Yale University Press.
5. Eaglestone, Robert. *Doing English; A Guide for Literature Students*. Routledge, 2000.
- 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.
7. Mehrotra, Arvind, Ed; *An Illustrated History of Indian Literature in English*. Orient Blackswan, 2005
8. Ousby, lai. Ed; *The Cambridge Guide to Literature in English*, Cambridge University Press. 1983
9. The McGraw-Hill. *Introduction to Literature*
10. Glossary Literary Terms by M H Abrams
11. Hudson, William Henry; *An Introduction to the Study of Literature New Delhi Atlantic* 2007
12. Reese, R.J. *English Literature: An Introduction for Foreign Readers*.

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

**SEMESTER I COURSE –II -DSC PAPER A2
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 Outcomes:

CONTENT OF THE COURSE		39/42hrs
Unit –I History of Indian English Literature		10/11
Chapter No. 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, Sahitya Akademi. 1980) Pre-independence Indian English Poetry, Prose, Drama and Novel 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, Krupabai Saththianadhan, Sarojini Naidu, Cornelia Sorabji. (Self Study Component)	
Chapter No. 2		
Chapter No. 3		
Unit – II - Pre-Independence Fiction		16/17
Chapter No. 4	<i>Raj Mohan's Wife</i> - Bankim Chandra Chatterjee: <i>Saguna</i> -- Krupabai Saththianadhan	
Chapter No. 5		
Unit – III- Indian English Poetry, Short stories and Essays		13/14
Chapter No. 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 No. 7	Select Stories Begum Rokeya Hossain - <i>Sultana's Dream</i> Mulk Raj Anand - <i>The Barber's Trade Union</i> - Rabindranath Tagore- <i>Kabuliwala</i>	
Chapter No. 8	Select Essays I.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.
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 Outcomes:

CONTENT OF THE COURSE		Hours
Unit –1	Introduction to Phonetics and Linguistics (Self Study Component)	13/14
Chapter No. 1	Language- its nature, definitions, characteristic features	
Chapter No. 2	Linguistics – Definitions, Scope	
Chapter No. 3	Branches of Linguistics	
Unit - 2 Phonetics and Phonology:		13/14
Chapter No. 4	Speech Mechanism, Organs of Speech,	
Chapter No.5	Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants	
Chapter No. 6.	Transcription of words, Word stress, Phonemics-phone, allophone- phoneme	
Unit – 3 Morphology, Syntax, Semantics and Lexicon		13/14
Chapter No. 7	Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words, Allomorph – morpheme	
Chapter No. 8.	Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses	
Chapter No. 9.	Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes	

REFERENCES

- Sethi,J. Dhamija.P.V. *A Course in Phonetics and Spoken English*, Prentice-Hall of India Pvt Ltd, New Delhi ,2005.
- Balasubramanian.T. *A Textbook of English Phonetics for Indian Students*, Macmillan Publishers India LT. 2010.
- Yule, George. *The Study of Language*, Cambridge, Cambridge University Press,2010.

Aitchison, Jean. *Linguistics*, Hodder & Stoughton Ltd, London, 2003.

Cruse, Alan. *Meaning in Language*. Oxford: Oxford University Press, 2000.

Fromkin, V. , Rodman, R. , Nina Hyams. *An Introduction to Language*, Wadsworth, Cengage Learning, 2007.

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 Outcomes:

CONTENT OF THE COURSE		39/42Hrs
Unit-I Indian English Literature (Post Independence Period)		13/14
Chapter No.1	Post-Independence (1947-1980) Indian English Poetry, Prose,	
Chapter No. 2	Post-Independence (1947-1980) Indian English drama and Novel	
Chapter No. 3	Post-1980s Indian English literature	
Unit – 2 Introducing writers of the Post-independence era: (Self Study Component)		6/7

Chapter No. 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, Arvind Adiga, Chitra Banerjee Divakaruni, Namitha Gokhale, Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar, Attia Hosain, Andaleeb Wajid, Ranjit Hoskote	
Unit –3 - Unit - 3 Illustrative Texts		20/21
Chapter No. 5	Syed Amanuddin - Don't Call Me Indo-Anglian Kamala Das- An Introduction A. K. Ramanujan, Small Scale Reflections on a GreatHouse Nissim Ezekiel's- Good bye 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:

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

SYLLABUS FOR III SEMESTER B.A. IN ENGLISH (HONS.)

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
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. Works: <i>Volpone</i> , <i>Paradise Lost</i> , <i>Absalom and Achitophel</i> , <i>Rape</i>	

<i>of the Lock, Pamela, Letters of Elizabeth Carter etc.</i>	
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
(BASIC/ HONS.)**

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
(HONS.)**

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
<p>Poems:</p> <p>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</p> <p>Essays:</p> <p><i>Enslaved by Civilization</i> - D. H. Lawrence</p> <p><i>With the Photographer</i> – Stephen Leacock</p> <p>Novel: Charles Dickens - <i>Great Expectations</i></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. 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
(BASIC/ HONS.)**

SEMESTER IV COURSE –VIII -DSC- PAPER A8(OECT252)

TITLE OF THE COURSE- GENDER STUDIES (PART I) - PAPER 8

Course Title -British Literature (19th and 20th Century) (Part 2) - PAPER 8	
Total Contact Hours:39/42	Course Credits: 3
FormativeAssessmentMarks: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
Concepts: Patriarchy, Gender, Sexuality, The sex gender system. The heterosexual matrix, Femininities, transgender and transsexual, Queer Studies. Gender and caste. Any two essays: 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 266-287)	14 hrs
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.

**Question pattern for B.A in English (Hons) FIRST
SEMESTER-COURSE I
DSC – Paper A1 -Introduction to Literature**

Time: 3 hours

Max.Marks:60

Instructions: Answer all the questions

Section A-Introduction to Literature

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

(Three questions from Introduction to Literature)

Section B-Literary Forms

- II. Answer any four** of the following in about 100 words each (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: 3 hours

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 100 words each. (4x5=20)**

(Six Questions from Unit I)

Section B

Pre-Independence Fiction

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

Two questions from poetry

Two questions from short stories

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:3 hours

Max.Marks:60

Instruction: Answer all the questions

I. Answer the following questions in about one or two sentences.

(05X01=05) (Seven questions will be given from Chapter 1)

II. Answer any one of the following questions in about 200 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:3 hours

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 100 words each (2x5=10)

(Four questions from unit II)

Section C

Illustrative Texts

III. Answer any three of the following in about 300 words each (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 Outcomes:

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 – Tense 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
5. Sub-skills of Reading: Skimming, Scanning, Extensive Reading, Intensive Reading

Suggested Reading:

1. Geoffrey Leech and Svartik. *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 = 05 Marks |
| 3. Cloze Test | 10x1= 10 Marks |
| 4. Short Questions on dialogue and expansion of an idea | 1x5 = 05 Marks |
| 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 = 05 Marks |
| 8. Cloze Test | 10x1= 10 Marks |
| 9. Short Questions on dialogue and expansion of an idea | 1x5 = 05 Marks |
| 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

Teaching Hours: 3 Hours per Week

Course Outcomes:

1. This paper teaches students the skills in the front desk management.
2. It introduces them to business English.

Section I: English for Front Desk Management 1. Greeting, Welcoming 2. Dealing with Complaints, Giving Instructions or Directions 3. Giving Information: About Various Facilities, Distance, Area, Local Specialities, 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 Pvt Ltd.
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 – Publishers Delhi
6. *Business Communication Today* – Sushil Bahl – Response Books, Sage Publication, 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.

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
[Teaching Hours: Lecture 3Hours -Credit 3]

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

Course Outcomes:

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.

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

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

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|--|-----------------|
| 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 Outcomes:

Course and Skill Outcome

1. This paper aims at teaching the students English language through literature.
2. It teaches them communication skills.

Syllabus

1. Translation- Meaning, methods, problems and challenges of Translation, Source Language and Target Language. Translating poetry and prose, Technical translation,
2. Problems of Translation
3. Translation in Practice (Practice five passages from Kannada to English and Five passages from English to Kannada)

Question Paper Pattern

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|---|---------|
| 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 passage from English to Kannada
(One out of two) | 1X10=10 |
| 6. Translation passage from Kannada to English
(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 **on20th November, 2021** BOS (UG),
Effective for batches commencing from 2021 onwards)

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

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 vs. hearing	1hr
Chapter 5: Non-verbal and Verbal signs of active listening	2hrs
Chapter 6: Listening Activities - listening to pre-recorded Interviews and conversations.	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</i>(An Anthology of Prose, Poetry, Drama and Fiction)by Bhaskaran Nair, Geetha Rajeevan, G. Radhkrishna Pillai Foundation Books	28 hours
Chapter 1: A Little bit of What You Fancy- Desmond Moris	3hrs
Chapter 2: The Avenger- Anton Chekov	3hrs
Chapter 3: Leave This Chanting and Singing- Rabindranath Tagore	2hrs
Chapter 4: To Know When to Say ‘It’s None of Your Business’- Mark McCormack	3hrs
Chapter 5: The Second Crucifixion- Larry Collins and Dominique Lapierre	3 hrs.
Chapter 6: Next, Please- Philip Larkin	2 hrs.
Chapter 7: The Model Millionaire- Oscar Wilde	3 hrs.
Chapter 8: Mirror- Sylvia Plath	2hrs
Chapter 9: Refund- Fritz Karinthy	8hrs

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

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

(Approved on **20th November, 2021** (UG),
Effective for batches commencing from 2021 onwards)

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

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 and repeat, listen and narrate, listen and analyze a poem.	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. Radhkrishna Pillai Foundation Books.	28hours
Chapter 1: Two Gentlemen of Verona- A.J Cronin	3hrs
Chapter 2: The Town by the Sea- Amitav Ghosh	3hrs
Chapter 3: The Affliction of Margaret- William Wordsworth	3hrs
Chapter 4: Uncle Podger Hangs a Picture- Jerome K Jerome	3hrs
Chapter 5: How to Escape from Intellectual Rubbish- Bertrand Russell	4hrs
Chapter 6: All the World's a Stage- William Shakespeare	2hrs
Chapter 7: The Conjuror's Revenge- Stephen Leacock	2hrs
Chapter 8:Gather Ye Buds While Ye May- Robert Herrick	1hr
Chapter 9: the Boy Comes Home- A.A Milne	7hrs

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)-L3 - GENERIC ENGLISH III
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		60
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		50hrs	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"> The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management. Martin Luther King's, I Have a Dream Speech, 1963. Severn Suzuki- Speech at the UN Conference on Environment and Development. Dalai Lama's Nobel Peace Prize accepting speech. Emma Watson's speech- Gender Equality is your issue too. Charlie Chaplin's final speech from <i>The Great Dictator</i>. Malala Yousufzai - Nobel Peace Prize Speech Muniba Mazari, The inspiring "Iron Lady of Pakistan" Nick Vujicic - How to stop a bully The speech by Kiran Bedi, 		

	India's first woman IPS officer on visionary leadership.		
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UNIT-2			
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	30 marks
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. 		
	<p style="text-align: center;">COMMERCIAL WRITING</p> <p style="text-align: center;">For written examination</p> <p style="text-align: center;">Any two can be taught</p>	6 hrs	10 marks
	<ul style="list-style-type: none"> • Advertisement Writing • Product Manual • Poster/Brochure Writing 		

ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE

(AECC)-L4 - GENERIC ENGLISH IV

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:	LIFE WRITING OR NOVELLA/NOVEL	20 hrs	30 marks
READING SKILLS	For written examination		
	<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 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
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Question Paper Pattern
B.A./BSc/BCom/BBA/BCA
I and II Semester

Time : 3 hrs

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 Outcomes:

1. This Course aims at introducing English poetry and prose to develop reading skills
2. It teaches the basics of English grammar and writing skills.

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-R.K 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 in 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 Outcomes:

1. This Course aims at introducing English poetry and prose to develop reading skills
2. It teaches the basics of English grammar and writing skills.

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.

- i. Framing sentences using idioms
 - ii. Degrees of comparison
 - iii. Hyponym and Super ordinates
 - iv. Prefix and Suffix
 - v. Synonyms
-
- A.** Drafting
Brochure
Drafting Leaflet
 - B.** Drafting Invitations

Course Book: ***SPECTRUM – II***

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)**

- B. Answer any 4 questions in about 100 words each (out of six) $4 \times 5 = 20$
C. Answer any 2 questions in about 300 words each (out of Three) $2 \times 10 = 20$

SECTION- B**Grammar and Communication Component****20 marks**
