

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE, UJIRE-574240**

**(Autonomous)**

**(Re-Accredited by NAAC at 'A' Grade with CGPA 3.61 out of 4)**



# **DEPARTMENT OF ENGLISH**

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

**(CHOICE BASED CREDIT SYSTEM SEMESTER  
SCHEME)  
2019-20 ONWARDS**

**Approved by the BOS meeting held on 14<sup>th</sup> June 2019  
Approved by the Academic Council meeting, held on 10-10-2019**



## ENGLISH AS A DISCIPLINE

### Preamble

The Department of English as an integral part of the college undertakes to complement the institutional initiatives for the all round development of the learners in academic, intellectual, cultural, social, emotional, aesthetic, moral and practical skill sets and competencies. The faculty of English focuses on instilling among the undergraduate students an insatiable curiosity, boundless creativity, a passion for life-long learning. The Department is poised to harness the abundant strengths of the learners to forge a bold future. The twin components in the syllabi- the linguistic skills and the literary skills shall be useful to learners to find suitable placements. Through the Core Courses, Elective Courses, Compulsory Foundation Courses, Additional English Courses, Certificate Courses and Literary *Association* activities, the Department is providing the educational opportunity to all the learners for an enhanced, deeper, expanded, exceptionally distinct experience. The **school adoption** and **alumni engagement** do highlight the focused and concerted efforts of the Department. The vision of the department is **Learners' Empowerment Through Linguistic, Literary and Ethical Competencies**.

### Core Courses:

The duration of the core courses is three years comprising of two semesters every year. These Hard Core Courses are designed in view of the advanced studies in the discipline of literature and future employment opportunities. The learners are not only be introduced to literary studies but also empowered to undertake self study of language and literature. The Core Courses include courses on English literature of various periods, courses on literary criticism, and course on Indian writing in English. The semester pattern with continuous internal assessment in the ratio of 120:30 marks (Semester end exam and internal assessment) is followed



**Elective Courses:**

The Elective Courses are Intra-disciplinary in nature, studied across first three semesters as Supportive to the discipline of study in terms of the expanded scope, exposure for an allied domain or discipline. Besides these three courses, an exclusive inter-disciplinary

course has been designed for students across streams for higher level of skill. This interdisciplinary course shall ensure the proficiency and competency among learners. These Open Elective Courses do not carry strictly the pattern of the core and compulsory foundation courses in terms of weight. These courses earn one credit each per semester while core courses earn 3 credits and the compulsory courses earn two credits. These courses shall have compulsory semester end exam for 40 marks and 10 marks internal assessment (for class tests, assignments, seminars, Quizzes, project works, presentations, group discussions and other additional enriching academic inputs)

**Compulsory Foundation Courses:**

The duration of the Foundation Courses is two years consisting of two semesters each in an academic year. These courses are designed to complement the core courses and to reinforce the linguistic and soft skills as well besides ensuring the aesthetic sensibility through the selected literary texts. Semester Pattern with Continuous Internal Assessment in the ratio of 80:20 (Semester end exam and internal assessment) is followed. The courses have compulsory semester end exams for 3 hours of 80 marks and internal assessment - 20 marks for class tests, assignments, seminars, Quizzes, project works, presentations, group discussions and other additional enriching academic inputs.

**Additional English Courses:**

These Courses are offered to Foreign, NRI, Anglo Indian and other students who have not studied any one of the languages offered at Pre University Course. Semester Pattern with continuous Internal Assessment in the ratio of 80:20 (Semester end exam and internal



assessment) is followed. The courses have compulsory semester end exams for 3 hours of 80 marks and internal assessment - 20 marks for class tests, assignments, seminars, Quizzes, project works, presentations, group discussions and other additional enriching academic inputs.

**Certificate Courses:** These short term courses are offered to students across disciplines for developing the skills and competencies.

**Credits and hours of teaching per Course:**

**Core courses** shall have 6 hours (one Course each in a semester) per week in the first two years and in the third year 5 hours of two courses amounting to total 24 credits(Sem 1-6:  $3+3+3+3+3+3=12+3+3+3+3+3=24$ )

**Elective courses** shall have two hours each in the first four semesters amounting to total 4 credits (one credit per semester).

**Compulsory Foundation Courses - English Language Courses and Additional English Language Courses** shall have 4 hours per week in the first two years amounting to 8 credits.

**Eligibility:**

- Pass in PUC

**Programme - specific objectives:**

- Honing linguistic, literary, leadership and management skills for fostering global competencies through student-centric programmes.
- Facilitating opportunities for self -assessment through peer-group interactions
- Providing innovative learning practices for holistic approach to language and literature.
- Adopting ICT in teaching, learning, evaluation and administration
- Contributing to knowledge generation through research.



## **Programme specific outcomes:**

(1)

### **Core Courses: English Optional (Core Subject)**

#### **Programme Specific Outcomes:**

- PSO1: Express themselves effectively in a variety of forms. (Specialised Knowledge)
- PSO2: Identify the salient features of literary texts belonging to British, American, Indian and African literatures. (Specialised Knowledge)
- PSO3: Use knowledge of literary traditions in interpretation of literature. (Communication Fluency/Applied Learning)
- PSO4: Demonstrate knowledge of the historical and cultural diversity of the English language. (Specialised Knowledge)
- PSO5: Possess an awareness of alternatively defined traditions and/or genres, such as women's literature, postcolonial literature, world literature.
- PSO6: Understand texts in their cultural and historical contexts.
- PSO7: Demonstrate judicious use of secondary material and appropriate documentation
- PSO8: Demonstrate awareness of different critical approaches.
- PSO9: Perform competent close readings of texts.
- PSO10: Develop working knowledge of the principal works, authors, genres, and periods of British literatures.

(2)

### **Elective Courses**

#### **Programme Specific Objectives:**

- Providing an Expanded Scope
- Enabling to a New Discipline
- Supportive to the Discipline of Study
- Nurturing Students' Proficiency and skill



**Programme Specific Outcomes:**

- PO1: Demonstrate deeper knowledge in tasks like translations
- PO2: Undertake part time or full time jobs in script writing
- PO3: Show scholarly approach to literary study
- PO4: Write and Speak in English without grammatical errors.

(3)

**Foundation Courses- English (Language)****Programme Specific Outcomes:**

- PSO1: Demonstrate speaking, listening, reading, and writing skills in the English language consistently
- PSO2: Demonstrate an accurate understanding of linguistic concepts related to the English language, including the fundamentals of phonetics, semantics, and morphology and syntax, as well as basic pragmatic and sociolinguistic aspects.
- PSO3: Demonstrate awareness of key similarities and differences between the cultural practices and perspectives and those of English language groups and the ability to express divergent cultural viewpoints clearly and accurately in speech and writing.
- PSO4: Articulate knowledge in different professional contexts through English language.
- PSO5: Analyze and interpret authentic texts and other cultural products in clearly organised and coherent presentations both in speech and writing in ways that reflect informed understanding of relevant contextual factors, including socio-historical influences and cultural traditions, perspectives, and behavioral patterns.
- PSO6: Integrate English language proficiencies, intercultural competencies, technology skills, and critical modes of thinking and expression to effectively perform tasks typical of today's globalised work environment, including professional communications, translation, and project collaboration



**LIST OF COURSES: (Core Courses, Open Elective Courses, Compulsory Foundation Courses, Additional English Courses and Certificate Courses)**

SL. NO.	SEMESTER	CODE NO. OF THE PAPER	TITLE OF THE PAPER
		<b>CORE COURSES</b>	<b>BA</b>
1.	I	BAENC121	Elizabethan Period, 16th Century English Literature
2.	II	BAENC171	Puritan – Restoration and Augustan Age/ 17th and 18 <sup>th</sup> Century English Literature
3.	III	BAENC221	Romantic & Victorian Age – 19 <sup>th</sup> Century English Literature
4.	IV	BAENC271	Twentieth Century English Literature
5.	V	BAENC321	Modern Fiction
6.	V	BAENC322	Indian Writing in English
7.	VI	BAENC371	The New Literatures
8.	VI	BAENC372	Literary Criticism
		<b>OPEN ELECTIVES COURSES</b>	
9.	I	BASENCE132	Translation(Providing an expanded scope)
10.	I	BASENCE182	Technical Writing(Enabling to a new discipline)
11.	III	BASENCE232	Reading Poetry(Supportive to the Discipline of Study)
12.	IV	<b>BA/BSc/BCom/BBA/BCA</b> ENOE282	An Intensive Course in English Grammar- interdisciplinary(Nurturing Students Proficiency and skill)



		<b>COMPULSORY FOUNDATION COURSES</b>	<b>BA, BSc, BCom, BBA, BCA</b>
13.	1	BA/BSc/BCom/BBA/BCA ENL131	Communicative English – I
14.	11	BA/BSc/BCom/BBA/BCA ENL181	Communicative English – II
15.	111	BA/BSc/BCom/BBA/BCA ENL231	Communicative English – III
16.	IV	BA/BSc/BCom/BBA/BCA ENL281	Communicative English – IV
		<b>ADDITIONAL ENGLISH</b>	<b>BA, BSc, BCom, BBA, BCA (For Foreign Students only)</b>
17.	1	AEL131	Additional English-1
18.	11	AEL181	Additional English-11
19.	111	AEL231	Additional English-111
20.	IV	AEL281	Additional English-IV
		<b>CERTIFICATE COURSES</b>	<b>Optional</b>
21		CC1	Language Skills in Communicative English
22		CC2	A Certificate Course in Literary Translations
23		CC3	Basic Communication Skills
24		CC4	A Basic Course in Grammar
25		CC5	A Basic Course in Grammar - Part II
26		CC6	Advance Course in Communication skills and Media Awareness





27		CC7	A Course on Communication through Correspondence
28		CC8	A Basic Course in Language Games
29		CC9	A Basic Course in English Phonetics
30		CC10	A Basic Course in Dictionary Uses
31		CC11	A Basic Course in Literary Translations
32		CC12	A Basic Course in Film
33		CC13	A Basic Course in E Content Development Appreciation
34		CC14	A Basic Course in Script Writing 93



## PROGRAMME STRUCTURE

### English Core Courses: BA

**Table-1**

Semester	No. of Papers	Hours per week	Credits Allotted	Total Credits	Internal Assessment	End Semester Exam	
1	1	6	3	3	30	120	
11	1	6	3	3	30	120	
111	1	6	3	3	30	120	
1V	1	6	3	3	30	120	
V	1X2	5X2	3X2	6	30+30	120	
V1	1X3	5X2	3X2	6	30+30	120	

- **English Elective Courses**

**Table-2**

Semester	No. of Papers	Hours per week	Credits Allotted	Total Credits	Internal Assessment	End Semester Exam	
1	1	2	1	1	10	40	
11	1	2	1	1	10	40	
111	1	2	1	1	10	40	
1V	1	2	1	1	10	40	

- **Compulsory Foundation Courses - English Language:**  
**BA/BSc/BCom/BCA/BBA**



**Table-3**

<b>Semester</b>	<b>No. of Papers</b>	<b>Hours per week</b>	<b>Credits Allotted</b>	<b>Total Credits</b>	<b>Internal Assessment</b>	<b>End Semester Exam</b>	
1	1	4	2	2	20	80	
11	1	4	2	2	20	80	
111	1	4	2	2	20	80	
1V	1	4	2	2	20	80	

- **Additional English Courses: For Foreign, NRI, Anglo Indian and other Indian students**

**Table-4**

<b>Semester</b>	<b>No. of Papers</b>	<b>Hours per week</b>	<b>Credits Allotted</b>	<b>Total Credits</b>	<b>Internal Assessment</b>	<b>End Semester Exam</b>	
1	1	4	2	2	20	80	
11	1	4	2	2	20	80	
111	1	4	2	2	20	80	
1V	1	4	2	2	20	80	

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**English Core Course-1**  
**I SEMESTER BA**  
**Teaching Hours: 6 periods/ week (72hrs/Sem)**  
**TITLE: ELIZABETHAN PERIOD, 16<sup>TH</sup> CENTURY ENGLISH**  
**LITERATURE**  
**Code No.: BAENC121**

**Objectives:**

- ❖ To familiarize the students with 16<sup>th</sup> Century English Literature.
- ❖ To give knowledge about the social, historical and literary background of the time.
- ❖ To facilitate the study of the growth of different forms of literature like Sonnet, Essay, Drama etc.

**Outcomes:**

- CO1: Show the knowledge of formation of English nation and the Renaissance and Reformation movements in England and English literature
- CO2: Identify the influence of Greek and Italian Culture and Literature on English Language and Literature
- CO3: Reflect the primary knowledge of Anglo Saxon period and literature and especially Chaucerian poetry.
- CO4: Interpret the texts in terms of the development of literature in the Renaissance period.
- CO5: Write and speak academically on the Shakespearean poetry, plays and the contribution of poets like Spenser, Sidney also on the development of prose literature, especially the genre of essay in English.



## Detailed Syllabus

### UNIT- I Background Literature

16 hrs

1. Renaissance and Reformation Movement
2. Development Sonnets- Wyatt and Surrey
3. Elizabethan Poetry- Sidney and Spencer
4. Elizabethan Dramatists – University wits
5. Ben Jonson – Comedy of Humours
6. Bacon- Essayist – Shakespeare as Sonneteer
7. Early English plays – Mystery, Miracle, Morality, Interludes

### UNIT- II Poetry:

16hrs

#### Shakespeare's Sonnets:

1. Shall I Compare Thee.....
2. Let Me Not To The Marriage Of True Minds.
3. When Forty Winters Shall Besiege
4. When In The Chronicles Of Wasted Time
5. Who Will Believe In My Verse
6. When To The Sessions Of Sweet Silent Thought

### UNIT- III :Drama

28hrs

#### William Shakespeare:

Julius Caesar

### UNIT- IV: Essays

12hrs

#### Francis Bacon:

1. Of Studies
2. Of Truth
3. Of Marriage
4. Of Death



**Reading books:**

Albert, Edward. **History of English Literature**. New Delhi: Oxford University Press, 2010.

Trivedi, RD. **A Compendious History of English Literature**. Noida: Vikas Publishing House, 2012.

Shakespeare, William. **Shakespeare's Sonnets**. New Delhi: Simon & Schuster, 2004.

Bacon, Francis. **The Essays**. New Delhi: Penguin Classics, 1999.

Shakespeare, William. **Julius Caesar**. New Delhi: Maple Press, 2010.

Ricks, Christopher. ed. **Metaphysical Poetry**. New Delhi: Penguin Classics, 2006.

Sheridan, R B. **The School for Scandal**. New Delhi: Peacock Books, 2007

Bond, Donald F. **Critical Essays from the Spectator by Joseph Addison**: With Four Essays by Richard Steele. New Delhi: Oxford University Press, 2002.

**Reference Books:**

Evans, Ifor. **A Short History of English Literature**. London: Penguin Books, 1999

Sampson, George. **Cambridge History of English Literature**. New Delhi: CUP, 2010



**1 Sem BA – English Core Course**  
**BAENC121: PAPER I – ELIZABETHAN PERIOD/ 16<sup>TH</sup> CENTURY**  
**ENGLISH LITERATURE**

**Time: 3 Hrs.**

**Marks: 120**

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**UNIT-I-BACKGROUND**

**I. Answer two of the following in about 100 words each: 10x2=20**

1. Write a note on reformation movement.
2. Write a note on the development of sonnets
3. Write a note on the Elizabethan poetry
4. Write a note on Bacon as an essayist
5. Write a note on the Early English plays-mystery, miracle, morality, interludes.

**UNIT-II-POETRY**

**II.A. Answer one of the following in about 200 words: 15x1=15**

1. Illustrate the physical and spiritual beauty narrated in the Sonnet 17.
2. The Sonnet 18 – ‘Shall I Compare Thee To A Summer’s Day’ is all about immortalizing the beauty. Narrate.
3. What is and what isn’t true love according to the poet?

**B. Write a short note on any two of the following in about 100 words each: 10x2=20**

1. Comment on the idea of ‘thy blood warm when thou feels it cold’.
2. What are the sad accounts made in the sonnet 30- ‘when to the sessions of sweet silent thought?’
3. What are the “descriptions of the fairest wights” made in the Sonnet 106?



### **UNIT-III- DRAMA**

**III. A. Answer any Two of the following in about 200 words each: 15x2=30**

1. Whom do you consider as the hero in Julius Caesar? Give reasons for your answer.
2. Write a note on Shakespeare's treatment of the mob.
3. Give reasons for the failure of the conspirators

**B. Write a short note on ONE of the following about 80-100 words: 10x1=10**

1. Sketch the character of Cassius
2. Contrast the characters of Calpurnia and Portia
3. Comment on the opening scene of the play Julius Caesar.

### **UNIT-IV-ESSAY**

**IV. A. Write an essay on one of the following in about 200 words 15x1=15**

1. What are the various aspects of truth mentioned by Bacon?
2. Explore the relationship between the husband and wife indicated in the essay 'Of Marriage'.
3. What are the different uses of study according to Bacon?

**B. Write a short note on one of the following in a paragraph of 100 words: 10x1=10**

1. Why doesn't Bacon consider death an enemy to the human beings?
2. When should a man marry according to Bacon?
3. What are the medicinal uses of study?

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**English Core Course-2**  
**II SEMESTER BA**  
**Teaching Hours: 6 Periods/ week (72hrs/sem)**  
**TITLE: PURITAN – RESTORATION AND AUGUSTAN AGE /**  
**17<sup>TH</sup> AND 18<sup>TH</sup> CENTURY ENGLISH LITERATURE**  
**Code No: BAENC171**

**Objectives:**

- ❖ To familiarize the students with 17<sup>th</sup> and 18<sup>th</sup> Century Political, Social and Literary Temperament.
- ❖ To teach the influence of above factors on Literature.
- ❖ To familiarize with different schools of Poetry, Drama, Essay and other minor Aspects of the period.
- ❖ To make the students examine representative works and the Writers of the period.

**Outcomes:**

- CO1: Reflect the understanding of the post – Shakespearean/Renaissance development in English Literature.
- CO2: Show thorough knowledge of the ideas chronologically corresponding to ages/periods.
- CO3: Identify and interpret the new literary genres and their growth.
- CO4: Use the understanding of the political, religious movements like Puritanism and its impact while interpreting the texts
- CO5: Speak about the nature of Restoration/ Commonwealth/Augustan age in English
- CO6: Use appropriately the literary terms and concepts in the interpretation literary works of the period

**Detailed Syllabus**

**UNIT-I**

**Background Literature and literary concepts:**

14 hrs

1. Metaphysical poetry.
2. Neo- classical period



3. Growth of English essay- Spectator essays- Addison & Steele
4. 18<sup>th</sup> Century – Rise of English novel.

**Concepts:**

Wit, Conceit, Paradox, Satire, Mock Epic, Comedy, Plot, Realism and Naturalism.

**UNIT-II Poetry**

**John Donne:**

18hrs

Good Marrow

Valediction: Forbidding Mourning

**Andrew Marvel:**

To His Coy Mistress

**George Herbert:**

The Collar

To Daffodils

**Abraham Cowley:**

Beauty

**Alexander Pope:**

Belinda's Dressing Table

**Oliver Goldsmith:**

Village School Master

**John Milton:**

On Shakespeare

How Sooth Hath Time...

**UNIT: III Drama**

25 hrs

**R.B. Sheridan:** School for Scandal

**UNIT IV – Prose**

15 hrs

Spectator Essays: Steele's Spectator Club- Addison's Roger at Church, Lady's Head dress, Roger at Home



**Reading books:**

Evans, Ifor. *A Short History of English Literature*. London: Penguin Books, 1999

Trivedi, RD. *A Compendious History of English Literature*. Noida: Vikas Publishing House, 2012

Ricks, Christopher. ed. *Metaphysical Poetry*. New Delhi: Penguin Classics, 2006.

Sheridan, R B. *The School for Scandal*. New Delhi: Peacock Books, 2007

**Reference Books:**

Sanders, Andrew. *The Short Oxford History of English Literature*. Noida: OUP, 1994

Sampson, George. *Cambridge History of English Literature*. New Delhi: CUP, 2010

Albert, Edward. *History of English Literature*. New Delhi: Oxford University Press, 2010.



II Semester BA English Core Course

Paper – II

**BAENC171: PURITAN-RESTORATION AND AUGUSTAN AGE/  
17<sup>TH</sup> AND 18<sup>TH</sup> CENTURY ENGLISH LITERATURE**

Time: 3 Hrs.

Marks: 120

**UNIT-I- BACKGROUND AND CONCEPTS**

**I. A. Answer any TWO of the following in about 80 words each. 2x10=20**

1. What are the characteristics of Metaphysical poetry?
2. What is Puritanism? Explain.
3. Write a note on Restoration Comedy of Manners
4. Write an essay on the rise of 18<sup>th</sup> century Novel.

**B. Write a short note on any TWO of the following in a paragraph each: 2x5=10**

1. Wit
2. Satire
3. Comedy
4. Plot

**UNIT-II-POETRY**

**II. Answer any ONE of the following in about 200 words each. 1x15=15**

1. Consider John Donne and George Herbert as Metaphysical poets from your study of Metaphysical poetry.
2. How does Alexander Pope portray the dressing room of Belinda?
3. Examine John Donne's 'Good Morrow' as a love poem.

**III. Write a short note on any TWO of the following in about 80 words each: 2x10=20**

1. Examine the images and Comparisons Marvel uses in his poem 'To His Coy Mistress'
2. How does Robert Herrick bring out the temporariness of life through 'Daffodils'?



3. How does Abraham Cowley depict beauty in his poem 'Beauty'?
4. What picture of the village school master do you gather from reading the poem 'The Village School Master'?
5. Analyze George Herbert's 'The Collar' as a religious poem.

### **UNIT-III-DRAMA**

**IV. Answer any TWO of the following in about 200 words each. 2x15=30**

1. Analyze **The School For Scandal** as one of the representative plays of the Restoration School of Drama.
2. How does Sheridan picture Teazle family?
3. Consider **School for scandal** as a social comedy representing London Society.
4. Portray the character of Lady Sneerwell.
5. Comment on the Auction Scene

**V. Write a short note on ONE of the following in about 80 words each 1x10=10**

1. Mr. Snake
2. Screen Scene
3. Mrs. Candour

### **UNIT-IV-PROSE-ESSAYS**

**V. Answer the following in about 200 words. 1x15=15**

1. What are Addison's views on Ladies Head Dress  
OR
2. Describe the members of the Spectator Club  
OR
3. Write short note on the following
  - a. Portray the character of Roger de Coverley
  - b. What does Addison say about the Monk's attack of the Ladies head dress of the 14<sup>th</sup> Century?



**English Core Course - 3**

**III SEMESTER BA**

**Teaching Hours:** 6 Periods/ week (72hrs/sem)

**TITLE: ROMANTIC & VICTORIAN AGE- 19<sup>th</sup> CENTURY ENGLISH  
LITERATURE**

**Code No:** BAENC221

**Objectives:**

- ❖ To familiarize the students with 19<sup>th</sup> Century Political, Social and Literary temperament.
- ❖ To facilitate the study the influence of above factors on Literature
- ❖ To familiarize the students with different schools of poetry, novel, essay, and other minor genres of literature.
- ❖ To make the students examine representative works and the writers of the period.
- ❖ To orient students towards the study of different movements of the period.

**Outcomes:**

CO1: Show familiarity with the political, social and literary background of the 19<sup>th</sup> Century.

CO2: Distinguish the Romantic Literature from the previous literatures.

CO3: Show understanding about the importance of fictional and non fictional literature of the time.

CO4: Comprehend and use the concepts of Romantic Imagination and Poetic Diction used by the Romantic writers.

CO5: Analyze the socio economic and literary aspects of Victorian Literature

**Detailed Syllabus**

**UNIT – I**

Background Literature and literary concepts:

15hrs

1. Romantic Movement
2. Women Novelists.



3. Pre-Raphaelite & Oxford Movements
4. Victorian Fiction.
5. Victorian poetry

**Literary concepts:**

Poetic Diction, Imagination, Odes, Dramatic Monologues, Ballads and Lyric.

**UNIT- II Poetry**

25 hrs

**Blake:**

1. Tyger      2. Chimney Sweeper

**Wordsworth:**

1. Resolution and Independence, 2. Lucy Poems (5)

**S.T. Coleridge:**

1. Kubla Khan

**P.B. Shelley:**

1. Ode to the West Wind

**John Keats:**

1. Ode on Grecian Urn

**Lord Byron:**

Isles of Greece

**Tennyson:**

1. Crossing the Bar, 2. Ulysses

**Browning:**

My Last Duchess

**Arnold:**

Dover Beach

**UNIT– III Novel**

24 hrs

**Thomas Hardy:** Tess of the D'Urbervilles



## **UNIT- IV Essay**

08 hrs

### **William Hazlitt:**

1. On Ignorance of Learned
2. On Going A Journey

### **Charles Lamb:**

1. Superannuated Man.

### **Reading books:**

Wordsworth, Jonathan. ed. **The Penguin Book of Romantic Poetry**. New Delhi: Penguin Classics, 2006.

Negri, Paul. ed. **English Victorian Poetry: An Anthology**. London: Dover Publications, 1998.

Abrams, M H. **A Glossary of Literary Terms**. New Delhi: Cengage Learning, 2014.

Daiches, David. **A Critical History of English Literature: Volume III**. London: Supernova Publishers, 2011.

Cook, Jon. ed. **William Hazlitt: Selected Writings**. New Delhi: Oxford University Press, 1991.

Lamb, Charles. **Essays of Elia and Eliana**. London: G Bell and Sons, 1913.

Hardy, Thomas. **Tess of the D'urbervilles**. New Delhi: Oxford University Press, 2009.

### **Reference Books:**

Albert, Edward. **History of English Literature**. New Delhi: Oxford University Press, 2010.

Trivedi, RD. **A Compendious History of English Literature**. Noida: Vikas Publishing House, 2012.

Flink, Kay. ed. **The Cambridge History of Victorian Literature**. New Delhi: Cambridge University Press, 2014.

Davies, Marion Lynne. Ed. **The Bloomsbury Guide to English Literature**. London: Macmillan, 1992.





III Semester BA - English Core Course-3

Paper – III

**BAENC221: ROMANTIC & VICTORIAN AGE- 19<sup>th</sup> CENTURY  
ENGLISH LITERATURE**

Time: 3 Hrs.

Marks: 120

**UNIT-I-BACKGROUND**

**I. A. Answer any ONE of the following in about 100 words each: 10x1=10**

1. What are Coleridge's contributions to Romantic Period?
2. Write a note on women novelists of Romantic Period.
3. Summarize Carlyle's works.
4. Consider Browning as a poet of Dramatic Monologue.

**B. Write short Notes on any TWO of the following literary devices in about 80 words each. 5x2=10**

1. Ballads
2. Imagination
3. Odes
4. Poetic Diction

**UNIT-II-POETRY**

**II. A. Write an essay on ONE of the following in about 200 words. 15x1=15**

1. How does Keats exhibit art and beauty in the poem 'Ode on Grecian Urn'?
2. What is Mathew Arnold's concern in the poem 'Dover Beach'?
3. Is Ulysses afraid of death? Justify your answer.
4. How does Wordsworth present 'Lucy' in his poems?

**B. Write Short Notes on any THREE of the following in 100 words each: 10x3=30**

1. Portray the character of Telemachus.
2. Kubla Khan's 'pleasure dome'
3. Appreciate the poem 'Slumber did my spirit seal'.
4. How is West Wind 'destroyer' and 'preserver' of life?
5. How does 'Ode on Grecian Urn' bring out Keat's philosophy of life?



### **UNIT-III- NOVEL**

**III. Answer any Two of the following in about 300 words each: 20x2=40**

1. Discuss the character of Tess. To what extent is she a helpless victim? When is she strong and when is she weak?
2. Why did contemporary critics think that the novel 'Tess of the d' Urbervilles' was immoral?
3. Discuss the character of Alec. Is he the villain of the novel? Does he really love Tess? In what ways he exemplify the novel's critique of the upper class?
4. Hardy points out various social problems in this novel. Does he offer any solutions?
5. What is the role of fate in the Tess of the d' Urbervilles? What does Hardy mean by "Fate"? To what extent does Tess's tragedy hinge on improbable coincidence.

### **UNIT-IV-ESSAY**

**IV. Answer the following in about 200 words. 15x1=15**

4. How does Hazlitt justify the solitude during Journey?

OR

5. Comment on Lamb's picture of Superannuated man.

OR

6. Write short notes on the following

- a. Hazlitt's views on knowledge and learning
- b. Retired life gives scope to live a free and a fair life.

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**English Core Course-4**

**IV SEMESTER BA**

**Teaching Hours:** 6 Periods/ week (72hrs/sem)

**TITLE: TWENTIETH CENTURY ENGLISH LITERATURE**

**Code No:** BAENC271

**Objectives:**

- ❖ To familiarize the students with the 20<sup>th</sup> century literature and the general literary terms
- ❖ To make the students to read and appreciate 20<sup>th</sup> century English Literature.
- ❖ To make the students know the representative writers and the genesis of their works.
- ❖ To expose students with the various aspects of the 20<sup>th</sup> century literary works.
- ❖ To study the influence of science and technology on modern literature.

**Outcomes:**

CO1: Show their acquaintance with the 20th century literature that has an unprecedented influence of social political, economic and scientific development.

CO2: Express the knowledge in writing as well as speaking about the improvisations made on the existing literary genre during the 20th century in terms of style and theme.

CO3: Appreciate the modern sensibilities such as modernity represented in various literary texts.

CO4: Assess the growth of English Literature from the Renaissance to the 20th Century.

CO5: Distinguish between Literature in English and the British English Literature.

**Detailed Syllabus**

**UNIT I – Background and Literary Concepts:**

10hrs

1. Major Trends in 20<sup>th</sup> Century Literature
2. Modernist Poetry
3. Absurd Theatre



### **Literary Concepts:**

Free Verse, Irony, Character, Modernism, Absurdity, Sound Devices in Poetry, Myth, Imagery, Elegy, Allegory, and Symbolism.

### **UNIT – II Poetry**

25 hrs

#### **1. W.B. Yeats:**

- a. Prayer for My Daughter
- b. The Second coming
- c. Sailing to Byzantium

#### **2. T.S Eliot:**

- a. Journey of the Magi
- b. Love Song of J. Alfred Prufrock

#### **3. W.H. Auden:**

- a. In Memory of W.B. Yeats
- b. An Unknown Citizen

#### **4. Dylan Thomas:**

- a. Do Not Go Gentle Into That Night
- b. The Force that through the Green Fuse Drives the Flower
- c. Death of a Girl.

#### **6. Hopkins:**

God's Grandeur

#### **7. Philip Larkin:**

Church going

#### **8. Wilfred Owen:**

Strange Meeting

#### **9. Sylvia Plath:**

Daddy

### **UNIT- III Drama**

25 hrs

George Barnard Shaw: **Arms and The Man**



**Reading books:**

- Abrams, M H. **A Glossary of Literary Terms**. New Delhi: Cengage Learning, 2014.
- Tew, Philip.ed. **The Modernism Handbook**. New Delhi: Bloomsbury Publishing India Private Limited, 2009.
- Daiches, David. **A Critical History of English Literature: Volume IV**. London: Supernova Publishers, 2011.
- Ward, A C. **Twentieth Century Literature**. New Delhi: Shubhi Publications, 2015
- Tuma, Keith. **Anthology of Twentieth-Century British and Irish Poetry**. New Delhi: Oxford University Press, 2001.

**Reference Books:**

- Albert, Edward. **History of English Literature**. New Delhi: Oxford University Press, 2010.
- Trivedi, R D. **A Compendious History of English Literature**. Noida: Vikas Publishing House, 2012.
- Davies, Marion Lynne,ed. **The Bloomsbury Guide to English Literature**. London: Macmillan, 1992.
- Evans, Ifor. **A Short History of English Literature**. London: Penguin Books, 1999
- Sanders, Andrew. **The Short Oxford History of English Literature**. Noida: OUP, 1994



**IV Semester BA - English Core Course-4**

**Model Question Paper**

**BAENC271: Paper – IV**

**TWENTIETH CENTURY ENGLISH LITERATURE**

**Time: 3 Hrs.**

**Marks: 120**

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**UNIT I – BACKGROUND**

**I. A. Write a note on TWO of the following in about 100 words: 2x10=20**

1. Write a note on the Absurd theatre.
2. How did the modern poetry reflect Modernism?
3. What are the major movements of modern English literature?
4. Assess the contributions of George Bernard Shaw as a British Dramatist.

**B. Write short notes on any TWO of the following in 80 words: 2x05=10**

1. Absurdity
2. Modernism
3. Elegy
4. Character

**UNIT II – POETRY**

**II. Answer any FIVE of the following in about 150 words each: 5x10=50**

1. How is imagery used in the poem 'A Prayer for My Daughter'?
2. Comment on the purpose and achievements in sailing the poem 'Sailing to Byzantium'.
3. Examine 'The Love Song of J Alfred Prufrock' as a satire on the modern man.
4. How is the poem 'The Unknown Citizen' a satire on individuality and freedom?
5. Discuss the central theme of the poem 'Church Going'.
6. Write a review on Sylvia Plath's 'Daddy' as a 'feminist' poem.



### **UNIT III- DRAMA**

**III. Answer any TWO of the following in about 250 words each: 2x15=30**

1. Why do Raina and Catherine feel embarrassed at the return of the Swiss Officer and how do they save their faces?
2. How are moralist values expressed in the play **Arms and the Man**?
3. Describe the scene of 'Higher Love' between Raina and Sergius and the flirtation of Sergius and Louka.

**IV. Answer any ONE of the following in about 80 words: 1x10=10**

1. The chocolate cream soldier
2. Army mobilisation, war and peace in the play Arms and the Man
3. Importance of Petkoff's coat

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**English Core Course-5**

**V Semester BA**

**Teaching Hours:** 5 Periods/ week (60hrs/sem)

**TITLE: MODERN FICTION -PAPER V**

**Code No:** BAENC321

**Objectives:**

- ❖ To train students in the study of major trends in Modern Fiction.
- ❖ To facilitate students in their study of Psycho-analytical school of novels–Stream of Consciousness school, science fiction, etc

**Outcomes:**

CO1: Identify the dystopian fiction and interpret the text appropriately

CO2: Analyze texts in the post colonial period

CO3: Use the literary terms and concepts in written or oral communications

CO4: Express better sensibilities in different social situations

**Detailed Syllabus**

**UNIT-I: Literary Concepts**

Stream of Consciousness, Colonialism, Post-colonialism, Utopia, Dystopia, Science Fiction and Ideology 07 hrs

**UNIT- II:**

D.H. Lawrence – **The Rainbow** 18 hrs

**UNIT-III:**

Chinua Achebe- **Things Fall Apart** 15 hrs

**UNIT- IV:**

George Orwell- **1984.** 20 hrs





**Reading books:**

Abrams, M H. A **Glossary of Literary Terms**. New Delhi: Cengage Learning, 2014.

Achebe, Chinua. **Things Fall Apart**. London: Penguin Books, 1958.

Orwell, George. 1984. Pigeon Books India: New Delhi, 2018, rpt.

Albert, Edward. **History of English Literature**. New Delhi: Oxford University Press, 2010.

**Reference Books:**

Trivedi, RD. A **Compendious History of English Literature**. Noida:Vikas Publishing House, 2012.

Rehman, Adibur. **George Orwell- A Humanistic Perspective**. New Delhi: Atlantic Publishers, 2002.

Das, Satyabrata. **George Orwell-The Man Who Saw Tomorrow**. New Delhi: Atlantic Publishers, 1996.



**V Semester BA - English Core Course**  
**Paper – V**  
**BAENC321: MODERN FICTION**

**Time: 3 Hrs.**

**Marks: 120**

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**UNIT-I-Background**

**I. Answer any TWO of the following in about 150 words: 10x2=20**

1. Explain the literary concept Dystopia.
2. What is 'Stream of Consciousness'?
3. Write a note on Science Fiction.
4. Colonialism is a relationship between an indigenous majority and minority of foreign invader Discuss the statement with reference to **Things Fall Apart**.

**UNIT-II-Rainbow**

**II. Answer any TWO of the following in about 250 words 15x2=30**

1. Examine **Rainbow** as a psychological novel.
2. How does DH Lawrence bring out man- woman relationship in **Rainbow**?
3. Why is Ursula Brangwen referred as 'modern woman'?
4. Trace the autobiographical elements in the novel **Rainbow**

**UNIT-III-Things Fall Apart**

**III. Answer any TWO of the following in about 250 words: 15x2=30**

1. Do you consider the downfall of Okonkwo is the downfall of Igbo Community?  
Justify your answer.
2. Discuss the Cultural conflict in **Things Fall Apart**
3. How is **Things Fall Apart** a story of struggle between new faith and traditional faith in Umoufia?
4. Write a note about how **Things Fall Apart** structured?



#### **UNIT-IV- Nineteen Eighty Four**

**IV. Answer any Two of the following in about 250 words each: 15x2=30**

1. Analyze **Nineteen Eighty Four** as a critique of totalitarianism
2. What does Winston Smith's defeat in **Nineteen Eighty Four** suggest?
3. Love, Family, Friendship and all human relations mean different in Oceania.

Elaborate the statement with reference to **Nineteen Eighty Four**

4. Explain Winston-Julia relationship in **Nineteen Eighty Four**

**V. Write short note on any TWO of the following 5x2=10**

1. Ikemefuna
2. Yam Festival
3. Two Minute Hate
4. Winston Smith's Diary

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**English Core Course- 6**

**V Semester BA**

**Teaching Hours:** 5 Periods/ week (60hrs/sem)

**TITLE: INDIAN WRITING IN ENGLISH PAPER-VI**

**Code No:** BAENC322

**Objectives:**

- ❖ To give a brief idea about all the genres of Indian Writing in English
- ❖ To make the students read Indian authors in English.
- ❖ To introduce students to the translations in English.

**Outcomes:**

CO1: Identify the Indian writers, poets, essayists, playwrights from their writings.

CO2: Trace the history of Indian English Literature, its origin and development

CO3: Demonstrate a thorough knowledge of the reformation movement in India and the role played by Rammohan Roy, Derozio, Brahmo Samaj, Rama Krishna Paramahansa, Vivekananda.

CO4: Analyze Dattani's play **Final Solutions** in view of conflict of communal issues in the backdrop of IndiaPakistan partition.

CO5: Critically interpret Indian Women literature- poems of Kamala Das, Nissim Ezekiel, Tagore and the novel **Binding Vine**

**Detailed Syllabus**

**UNIT- I Background and critical concepts**

**10hrs**

K. R. Srinivas Iyengar: **Indian Writing in English**

1. The Beginnings: Ram Mohan Roy, Introduction and the Renaissance  
(Chapter: II & III)
2. Novel: Themes, Background, types (Pages- 314-330)
3. The Concept of Indian Literature- V.K. Gokak (Chapters 15, 16, 17)  
Munshiram, Manoharlal Pub Pvt Ltd, New Delhi, 1979



## **UNIT – II – Poetry**

**15hrs**

K.S. Ramamurthy Ed: **Twenty five Indian Poets in English** (Macmillan) 1995

1. Rabindranath Tagore
  - a. From Gitanjali
  - b. From the Kabir poems
2. Nissim Ezekiel
  - a. Goodbye party to Miss Pushpa T.S
  - b. Bird Watcher and poet
3. Kamaladas
  - a. An Introduction
  - b. The Old playhouse
4. A.K. Ramanujan
  - a. Still another view of Grace
  - b. Small Scale Reflections.....
5. K.N. Daruwalla
  - a. From the Epileptic
  - b. Death of a Bird

## **UNIT - III- Novel**

**20hrs**

Shashi Deshpande: **Binding Wine**

## **UNIT - IV –Drama**

**15 hrs**

Mahesh Dattani: **Final Solutions**

### **Reading Books:**

Naik , M K. **A History of Indian English literature** .New Delhi ;Sahitya academy Publisher, 1982.

Iyengar , Srinivasa K R . **Indian writing in English**. New Delhi: Sterling publisher , 1985.



Parthasarati.R.ed. **Ten Twentieth Century Indian Poets** . New York : Oxford university press, 1976 , rpt 2002.

Deshpande , Shashi. **The Binding Vine** : New Delhi ; Penguin books , 1992 .

Dattani, Mahesh. **Final Solutions** . New Delhi : Penguin books , 2005

**Reference Books:**

Choudhuri ,Asha Kuthali. **Mahesh Dattani An Introduction** . New Delhi:Foundation pvt. ltd, 2005.

Das, Kamala. **My Story**. New Delhi : Sterling publisher, 1977

Singh , Kushwant. **Train To Pakistan**. Chatto & Windus, 1956



V Semester BA - English Core Course

Paper – VI

**BAENC322 : INDIAN WRITING IN ENGLISH**

**Time: 3 Hrs.**

**Marks: 120**

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**UNIT I –Background**

**I. A. Answer any Two of the following in about 200 words each: 2x10=20**

1. Analyze the contribution of Michal Madhusudan Datt as a writer.
2. Write a note on Ramakrishna Paramahamsa.
3. Describe the impact of English education and culture in India.
4. Comment on the foreign influence on Indian poets

**B. Answer One of the following in about 100 words: 1x5=5**

1. What are the main features of Modern literature according to V.K Gokak?
2. What are the objectives of Colonialism?
3. What are the three ways of explaining ‘modernity’?

**UNIT-II –Poetry**

**II. A. Answer any two of the following in about 400 words each: 2x20=40**

1. Comment on Ezekiel’s “Good bye party for miss Puspha T.S”
2. Analyze how Kamala Das Portrays the suffering and humiliation of a woman from your reading of her poems
3. Bring out the character of epileptic woman as portrayed in the poem from the ‘Epileptic’
4. How are ‘Sin and Sex’ treated in the poem ‘Still another view of Grace’

**B. Write short notes on any One of the following in about 100 words: 1x5=5**

1. How does Nissim Ezekiel treat Lover, Poet and Bird watcher equally’?
2. How for the poem ‘An Introduction’ depict the identity crisis of the poet Kamala Das



3. Examine the character of the narrator in the poem 'Death of a bird'?

### **UNIT-III Fiction**

**III.A. Answer any One of the following in about 400 words: 1x20=20**

1. Write a note on male characters in the novel 'The Binding Vine'.
2. Compare and contrast the relationship of Urmila-Kishore and Vanna Harish
3. How relevant is the title **The Binding Vine** considering the themes explored within the novel?
4. Describe the significance of the place Ranidurg in Urmila's life.

**B. Write a short note on any one of the following in about 100 words 1x5=5**

1. Bhaskar
2. Mira
3. Role of Baiajji and Aju

### **UNIT-IV-Drama**

**IV. Answer any One of the following in about 400 words: 1x20=20**

1. Attempt a critical analysis of Aruna
2. In what way does Ramnik Gandhi typify the secular, humane and rational Indian? Discuss.
3. **Final solutions** by Mahesh Dattani is a play which is welded into the history of the partition of 1947. Elucidate.
4. How relevant is the title of the themes that are explored within it?

**B. Write a short note on One of the following in about 100 words: 1x5=5**

1. Communal Violence as depicted in the play **Final Solutions**
2. The technical novelty brought in by Mahesh Dattani in **Final Solutions**
3. The politicization of religion.

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**English Core Course- 7**

**VI Semester BA**

**Teaching Hours:** 5 Periods/ week (60hrs/sem)

**TITLE: THE NEW LITERATURES PAPER-VII**

**Code No:** BAENC371

**Objectives:**

- ❖ To introduce the students to the new Literatures
- ❖ To facilitate the learners to examine different genres of new literature.
- ❖ To orient students to study the representative writers of World Literature.

**Outcomes:**

CO1: Read and interpret independently foreign literatures.

CO2: Analyze African Political system of the time/ post world war condition in Japan in the plays and novels of Africa and other colonized countries

CO3: Demonstrate the deep insight into Old and New order which affected Gabriel Okara.

CO4: Assess and appreciate the poems of Afro American/ Iranian poets.

CO5: Contextualize the texts in the cultural, literary and historical background/ movements of various countries.

**Detailed Syllabus**

**UNIT-I. Poetry-**

16 hrs

**1. Gabriel Okara**

- 1 Once Upon a Time,
- 2 The Call of the River...

**2. Mina Assadi**

- 1 A Ring to Me is a Bondage.
- 2 Enough Waiting: No! Now is the Time to Do Battle



### **3. Margaret Atwood**

1 A Sad Child

2 Is Not

### **4. Maya Angelou**

1 Poor Girl

2 Phenomenal Woman

3 I know Why The Caged Bird Sings

### **5. Dennis Brutus**

1 Night Song: City

2 Robben Island Sequence

## **UNIT-II. Drama**

18 hrs

**Wole Soyinka**

**Kongi's Harvest**

## **UNIT-III. Fiction**

18 hrs

**Kazu Ishigiro**

**An Artist of the Floating World**

## **UNIT-IV. Short Stories**

08 hrs

**Sadat Hasan Manto's**

1 Toba Tek Singh

2 Khol Do or Odour or Cold Meat

**OV Vijayan's-**

1 On the Beach

2 An Offering of Love/The Foetus/The Warts/ After the Hanging.



**Reading books:**

Atwood, Margaret. **Selected Poems**. 1965 – 1975. Houghton: Mifflin, 1987.

Okara, Gabriel. **Collected Poems (African Poetry Book)**. University of Nebraska Press, 2016.

Angelou, Maya. **The Complete Collected Poems of Maya Angelou**. Random House: 1994.

Ishiguro, Kazuo. **An Artist of the Floating World**. London: Faber and Faber publication ; 1986, rpt. 2013.

Soyinka, Wole. **Kongi's Harvest**. London: Oxford University Press, 1965.

Vijayan, O V. **After the Hanging and Other Stories**.

**Reference Books:**

Barry, Peter. **Beginning Theory—An Introduction to Literary Theory and Cultural Theory**. New Delhi: Viva Books, 2015

Wole, Soyinka. **Myth, Literature and the African World (Canto)**. Cambridge University Press: 1990.



**VI Semester BA- English Core Course**

**Paper – VII**

**BAENC371: The New Literatures**

**Time: 3 Hrs.**

**Marks: 120**

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**UNIT-I- POETRY**

**I. Answer any TWO of the following in about 250 words each.**

**15x2=30**

1. How does Gabriel Okara satirize the modern influences on African Society in ‘Once upon a time’?
2. How does Mina Assadi express the desire for independence in ‘To Me A Ring In A Bondage’?
3. What picture of the innocent child do you get in the poem, ‘A Sad Child’?
4. How does Maya Angelou bring out the physical ugliness and the inner beauty of the phenomenal woman?

**II. Write a note on any ONE of the following in about 150 words:**

**10x1=10**

1. ‘The Call of the River’ as a Nature poem.
2. Portrayal of Love in ‘Is/Not’

**UNIT-II-DRAMA**

**III. Answer ONE of the following in about 250 words.**

**20x1=20**

1. How does Wole Soyinka depict the African nationalism in the play, **Kongi’s Harvest**?
2. Analyze the women characters in **Kongi’s Harvest**.
3. Sketch the character of Oba Danlola



**IV. Write a short note on any ONE of the following in about 100 words. 10x1=10**

1. Character of Dende
2. Saruni
3. Aweri Fraternity

**UNIT-III-FICTION**

**V. Answer any ONE of the following in about 250 words. 20x1=20**

1. **An Artist Of The Floating World** is a picture of Post –Second World War Japan. Analyze.
2. Compare and contrast the character of Setsuko and Noriko.
3. Analyze the importance of Pleasure District.

**VI. Write a short note on any ONE of the following in about**

**100 words each:**

**10x1=10**

1. Mrs. Kawakami
2. Matsuda
3. Sasaki

**UNIT- IV-SHORT STORIES**

**VII. Answer any TWO of the following in about 100 words. 5x2=10**

1. Describe the character of Toba Tek Singh.
2. Comment on the element of pathos in the story “After the Hanging”.
3. Analyse how non human beings in O.V. Vijayan’s stories acquire a greater dimension than human beings.
4. How far are Manto’s stories realistic study of suffering partition of India.

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**English Core Course- 8**

**VI Semester BA**

**Teaching Hours: 5 Periods/Week (60 hours)**

**TITLE: LITERARY CRITICISM PAPER - VIII**

**Code No: BAENC372**

**Objectives:**

- ❖ To help the students to trace to the history of literary criticism
- ❖ To familiarize the students to literary criticism, literary concepts and different approaches to literature.

**Outcomes:**

CO1: Express the familiarity to literary criticism

CO2: Analyze literary texts from different perspectives

CO3: Demonstrate expertise in reading literary texts closely

CO4: Apply the terms, concepts, literary devices while appreciating texts.

**Detailed Syllabus**

**UNIT-I-Essays:**

15 hrs

1. William Wordsworth

**Preface to Lyrical Ballads**

2. Matthew Arnold

**The Study of poetry**

**UNIT-II- Theories and concepts:**

15 hrs

1. Structuralism, Post- structuralism and Feminism

2. Paradox, Soliloquy, Ambiguity and Pathos.



### **UNIT-III-Essays:**

15 hrs

1. T.S Eliot

Tradition and Individual Talent

2. FR Leavis

Literature and Society

### **UNIT-IV - Practical Criticism:**

15 hrs

(A minimum 6 units representing all genres are to be given from **Literature A Close Study** by Burns and McNamara) (30 marks each for each unit)

#### **Units prescribed for the study are:**

Chapter 1 **The Nun's Tale,**

Chapter 2 **Othello**

Chapter 3 **The Flea,**

Chapter 4 **Emma**

Chapter 5 **The Adventures Of Huckleberry Finn,**

Chapter 6 **Kubla Khan**

Chapter 7 **The Love Song of J Alfred Prufrock**

Chapter 8 **Nineteen Eighty Four,**

Chapter 9 **Woman to Man**

Chapter 10 **The Club**

#### **Reading books:**

Abrams, M H. **A Glossary of Literary Terms.** New Delhi: Cengage Learning, 2014.

Albert, Edward. **History of English Literature.** New Delhi: Oxford University Press, 2010.

Bennett, Andrew. **An Introduction to Literature, Criticism and Theory.** New Delhi: Longman Publishers, 2009.



Barry, Peter. **Beginning Theory**. New Delhi: Viva Books, 2013.

Wisker, Alastair. **T.S. Eliot: A Beginner's Guide**. London: Hodder & Stoughton, 2001.

Burns, C.J, McNamara. **Literature: A Close Study**. New Delhi: Palgrave Macmillan, 2000.

**Reference Books:**

Trivedi, RD. **A Compendious History of English Literature**. Noida: Vikas Publishing House, 2012.

Barry, Peter. **Beginning Theory – An Introduction to Literary Theory and Cultural Theory**. New Delhi: Viva Books, 2015





**VI Semester BA - English Core Course**  
**Paper – VIII**  
**BAENC372: LITERARY CRITICISM**

**Time: 3 Hrs.**

**Marks: 120**

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**UNIT-I**

**I. Answer the following in about 250 words each:**

**15x2=30**

1. Discuss the function of poetry as elucidated by Arnold?

OR

Bring out the major ideas of Matthew Arnold's in the essay 'The study of Poetry'.

2. Briefly discuss Wordsworth's views on Nature and function of a Poet.

OR

Bring out the importance of the Preface to the Lyrical Ballad's

**UNIT-II**

**II. Answer any Two of the following in about 200 words.**

**10x3=30**

1. Discuss briefly post-structuralism.

2. Bring out the main elements in feminist criticism

3. Write a note on 'Soliloquy'

4. Analyse the implications of the theory of deconstruction to semantics

**UNIT-III**

**III. Answer the following in about 250 words each.**

**15x2=30**

1. Elaborate the relationship between Tradition and The Individual Talent as explained in T.S. Eliot's essay 'Tradition and Individual Talent'.



OR

- What are T.S. Eliot's views on the theory of depersonalization?
2. Write an essay on the F.R Leavis's contribution to Literary Criticism.

OR

Discuss the place and role of Wordsworth in Romantic criticism

#### **UNIT- IV**

- V. Read any Two of the following excerpts and answer questions set on them:**

**15x2=30**

(Three passages from the **Close Study** should be given)

1. (Desdemona (asleep) in her bed. Enter Othello with a light)

Othello:

It is the cause, it is the cause, my soul!

Let me not name it to you, you chaste stars!

It is the cause. Yet I'll not shed her blood,

Nor scar that whiter skin of hers than snow,

And smooth as monumental alabaster.

Yet she must die, else she'll betray more men.

Put out the light, and then put out the light.

If I quench thee, thou flaming minister,

I can again thy former light restore,

Should I repeat me; but once I put out thy light,

Thou cunning'st pattern of excellent nature,

I know not where is that Promethean heat

That can thy light relume.

When I have plucked the rose,



I cannot give it vital growth again;  
 It needs must wither. I'll smell thee on the tree.  
 [He Kisses her]  
 O balmy breath, that dost almost persuade  
 Justice to break her sword! One more, one more!  
 Be thus when thou art dead, and I will kill thee,  
 And love thee after one more, and that's the last!  
 So sweet was ne'er so fatal. I must weep,  
 But they are cruel tears. This sorrow's heavenly;  
 It Strikes where it doth love (she wakes)

1. Bring out the effectiveness of the repetition of "It is the cause" 3
2. Explain the tone in "yet she must die" 3
3. What is the purpose of metaphor in 'flaming minister'? 3
4. What is the significance of phrase, 'put out they light'. 2
5. When Othello uses the word justice he is actually referring to himself. Why does Othello do this? 2
6. What is the tone in the last lines? 2

2. Make but this flea, and marke in this,  
 How little that which thou deny'st me is;  
 Mee it sucked first, and now sucks thee,  
 And in this flea, our two bloods mingled bee;  
 Confess it, this cannot be said  
 A sinne, or shame, or losse of maidenhead,  
 Yet this enjoys before it wooe,  
 And pamper'd swells with one blood made of two,  
 And this, alas, is more than wee would doe  
 Oh stay, three lives in one flea spare,  
 Where wee almost, nay more than maryed are:



This flea is you and I, and this  
 Our marriage bed, and marriage temple is;  
 Though parents grudge, and you, w'are met.  
 And cloystered in their living walls of Jet.

- |  |   |
|--|---|
| 1. Comment on the first two lines of the poem? | 3 |
| 2. Comment on the choice of the word 'sucked'  | 3 |
| 3. Explain the metaphor in line (13)           | 3 |
| 4. Describe the image of flea.                 | 3 |
| 5. What is the tone of the last two lines?     | 3 |

3. In Xanadu did Kubla Khan A stately pleasure dome decree:

Where Alph, the sacred river, ran  
 Through caverns measureless to man  
 Down to a sunless sea  
 So twice five miles of fertile ground  
 With walls and towers were girdled round;  
 And there were gardens bright with sinuous rills,  
 Where blossomed many an incense-bearing tree:  
 And here were forests ancient-as the hills,  
 Enfolding sunny spots of greenery.  
 But oh! That deep romantic chasm which slanted  
 Down the green hill athwart a Cedarn cover!  
 A savage place! as holy and enchanted  
 As e'er beneath a waning moon was haunted  
 By woman wailing for her demon-lover!  
 And from this chasm, with ceaseless turmoil seething,



As if this earth in fast thick pants were breathing.

1. What is described in the first three lines? 3
2. What is Xanadu? How is it described? 3
3. Comment on the rhythm in lines 6-11 3
4. Note Coleridge's word-choice in the case of "girdled" and 'enfolding'. What effect do these words have? 3
5. Elaborate the effectiveness of the river 'Alph' in the fourth line. 3

~~~~~\*\*\*\*\*~~~~~



## English Open Elective Courses

### Open Elective courses

1. BASENCE132: Translation (Providing an Expanded Scope) - Semester- 1
2. BASENCE182: Technical Writing ( Enabling to a New Discipline)- Semester-2
3. BASENCE232: Reading Poetry ( Supportive to the Discipline of Study)-Semester- 3
4. BA/BSc/BCom/BBA/BCASENCE282: A Course in English Grammar (Nurturing Students' Proficiency and skill) -Semester-4

### **BASENCE132: Translation (Providing an Expanded Scope) - Semester- 1**

**Duration: 24 hrs =75% practical+25% theory**

**Marks: 50 (40 end semester exam+10 marks for internal assessment)**

**Credits: 1**

#### **Objective:**

- ❖ To train the learners with a theoretical foundation and other significant paraphernalia for translation
- ❖ To give a practical training in translation
- ❖ To develop the linguistic skills required for translations
- ❖ To give information regarding the scope for literary translation

#### **Outcome:**

- ❖ Translate a literary text from Kannada to English and vice a versa
- ❖ Demonstrate linguistic and literary sensitivity while translating the texts
- ❖ Apply the skill and principles in translation
- ❖ Undertake a job of translation

#### **Detailed Syllabus:**

1. What is translation? Basic theories
2. Scope of translation
3. Fundamentals of translation- Tools, linguistic aspects, orientations, Principles, Types.
4. Practical



**Special Note:** The above syllabus is meant for students who have studied Kannada/ Sanskrit/ Hindi and English in Pre university course. Other students can also opt the course provided that they have proficiency in both Kannada and English.

**Day wise Lesson Plan:**

| Day | Topics                                                                                                                   | Activities                                                                                                                            |
|-----|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Introduction about the course. What is translation?<br>Theories, Scope of translation                                    | Lecture cum discussion                                                                                                                |
| 2   | Tools of translation, linguistic aspects. Of<br>translation: Language skills- vocabulary- technical<br>and non technical | Lecture cum discussion                                                                                                                |
| 3   | Language skills- sentences, paragraphs                                                                                   | Lecture cum discussion                                                                                                                |
| 4   | Translation orientations, Principles, and types                                                                          | Lecture cum discussion                                                                                                                |
| 5   | Theoretical background                                                                                                   | Lecture cum discussion                                                                                                                |
| 6   | Practice *                                                                                                               | News, a memo, a letter,<br>instructions, a paragraph, an<br>appeal, a pamphlet, a<br>brochure, an invitation, a<br>reminder- one each |
| 7   | Practice *                                                                                                               | News, a memo, a letter,<br>instructions, a paragraph, an<br>appeal, a pamphlet, a<br>brochure, an invitation, a<br>reminder- one each |



|           |           |                                                                                                                            |
|-----------|-----------|----------------------------------------------------------------------------------------------------------------------------|
| <b>8</b>  | Practice* | News, a memo, a letter, instructions, a paragraph, an appeal, a pamphlet, a brochure, an invitation, a reminder - one each |
| <b>9</b>  | Practice* | News, a memo, a letter, instructions, a paragraph, an appeal, a pamphlet, a brochure, an invitation, a reminder- one each  |
| <b>10</b> | Practice* | News, a memo, a letter, instructions, a paragraph, an appeal, a pamphlet, a brochure, an invitation, a reminder- one each  |
| <b>11</b> | Practice* | News, a memo, a letter, instructions, a paragraph, an appeal, a pamphlet, a brochure, an invitation, a reminder- one each  |
| <b>12</b> | Practice* | News, a memo, a letter, instructions, a paragraph, an appeal, a pamphlet, a brochure, an invitation, a reminder- one each  |





|    |                                      |                                                                                                                           |
|----|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 13 | Practice*                            | News, a memo, a letter, instructions, a paragraph, an appeal, a pamphlet, a brochure, an invitation, a reminder- one each |
| 14 | Review and assessment <sup>+</sup>   |                                                                                                                           |
| 15 | Review and assessment <sup>+</sup>   |                                                                                                                           |
| 16 | Review and assessment <sup>+</sup>   |                                                                                                                           |
| 17 | Review and assessment <sup>+</sup>   |                                                                                                                           |
| 18 | Instructions, selection of the story |                                                                                                                           |
| 19 | Practice*                            | A story of 10 pages                                                                                                       |
| 20 | Practice*                            | Same                                                                                                                      |
| 21 | Practice*                            | Same                                                                                                                      |
| 22 | Practice*                            | Same                                                                                                                      |
| 23 | Practice*                            | Same                                                                                                                      |
| 24 | Assessment                           | All translations                                                                                                          |

\*Class room activities

<sup>+</sup> Evaluation of the students class works

### Evaluation:

**Comprehensive Internal Assessment:** The translations of the students are valued. The weight of the translations - 8 translations (5 marks each for first 8 translations and 10



marks one hour test for Internal test). The marks will be awarded out of 10 as internal assessment. Regularity, quality of the translations, and improvements during the course shall be the criteria for awarding marks

**End Semester Exam:** 40 marks end semester exam will be conducted

**Question Paper Pattern:**

**Duration of exam: 2hrs**

**Total Marks: 40**



**1. Translate any two of the following: 10x2=30**

News

A memo

A letter

Instructions

A paragraph

An appeal

A pamphlet

A brochure

An invitation

A reminder

**2. Translate any one of the following: 20**

One hundred words stories to be given

**References:**

1 Brown, Geoffrey Samuelsson. **A Practical Guide to Translators.**

2 Venuti, Lawrence. **The Translation Studies Reader**

3 Munday, Jeremy, **Introducing Translation Studies: Theories and Applications**

4 Steiner, George. **After Babel: Aspects of Language and Translation**

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## **ENCE182: Technical Writing (Enabling to a New Discipline)- Semester-2**

**Duration: 25 hrs = 75%practical+25%theoretical**

**Marks: 50 (40 semester end exam+10 marks for internal assessment)**

**Credits: 1**

### **Objective:**

- ❖ To provide actual opportunities for developing writing skills.
- ❖ To encourage creativity in writing.
- ❖ To orient learners towards Content Development.
- ❖ To exposé learners to different skills at work places.

### **Outcome:**

- ❖ Demonstrate the reviewing skills.
- ❖ Undertake professional writings - Formal, informal, expository, descriptive, narrative, argumentative and persuasive.
- ❖ Apply the skill and knowledge in content development
- ❖ Differentiate the usage of vocabulary in different context
- ❖ Cope and work in different working environments

### **Detailed Syllabus**

#### **I. Introduction and Scope- (1)**

Specific words/ phrases to be used in different contexts.

#### **II. Content Development for website- (5) (Theory-1, Practicals-4)**

Homepage

Special Highlights/Uniqueness

Administration-Details and Addresses

Vision and Mission

Gallery (Photo/Video Section)

(Students will be sent to different organizations and NGOs for practical experience).

#### **III. Content Development of Prospectus (4)**



Description of Institutions/Managements (Objectives, Vision, Mission, History of Institution, How it works, Courses offered, Fees structure, Contacts etc ;)

III. Practical- Assessment (3)

V. Brochure/Template/Pamphlet/Appeals etc ; (4)

About Business Fest/Symposium/Conference/Seminars

VI. Review Writing and Protocols (Formats) (4)

Reviewing books, Enterprises, Ventures

Mastering ceremony, Minutes writing

VII. Préparation of Invitations (4)

Annual Day/Fest/Symposium/Wedding (Formal/Informal)

**Day wise Lesson Plan:**

| Days | Topics                                                                                                                                                                    | Activity                                                                           |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 1    | Introduction and Scope                                                                                                                                                    | Lecture                                                                            |
| 2    | Specific words/phrases to be used in different context                                                                                                                    | Discussions                                                                        |
| 3    | Content Development for website: Homepage<br>Special Highlights/Uniqueness<br>Administration-Details and Addresses<br>Vision and Mission<br>Gallery (Photo/Video Section) | Students will be sent to different organizations and NGOs for practical experience |
| 4    | Home page                                                                                                                                                                 | Students will be sent to different organizations and NGOs for practical experience |
| 5    | Vision and mission                                                                                                                                                        | Practical                                                                          |
| 6    |                                                                                                                                                                           |                                                                                    |



| <b>Days</b> | <b>Topics</b>                                                                                                                                                                                     | <b>Activity</b> |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 7           | Content Development of Prospectus<br>Description of Institutions/Managements (Objectives, Vision, Mission, History of Institution, How it works, Courses offered, Fees structure, Contacts etc ;) | Practical       |
| 8           | Practical                                                                                                                                                                                         | Practical       |
| 9           | Practical                                                                                                                                                                                         | Practical       |
| 10          | Practical                                                                                                                                                                                         | Practical       |
| 11          | Brochure/Template/Pamphlet/<br>appeal etc ; (4)<br>About Business<br>Fest/Symposium/Conference/Seminars                                                                                           | Practical       |
| 12          |                                                                                                                                                                                                   | Practical       |
| 13          |                                                                                                                                                                                                   | Practical       |
| 14          |                                                                                                                                                                                                   | Practical       |
| 15          |                                                                                                                                                                                                   | Practical       |
| 16          | Review Writing and Protocols (Formats) (4)<br>Reviewing books, Enterprises, Ventures<br>Mastering ceremony, Minutes writing                                                                       | Practical       |
| 17          |                                                                                                                                                                                                   | Practical       |
| 18          |                                                                                                                                                                                                   | Practical       |
| 19          |                                                                                                                                                                                                   | Practical       |



|    |                                                                                      |           |
|----|--------------------------------------------------------------------------------------|-----------|
| 20 | Preparing Invitations (4)<br>Annual Day/Fest/Symposium/Wedding<br>( Formal/Informal) | Practical |
| 21 |                                                                                      | Practical |
| 22 |                                                                                      | Practical |
| 23 |                                                                                      | Practical |
| 24 |                                                                                      | Practical |

**Evaluation:**

**Comprehensive Internal Assessment:** 4 Assignments of 10 marks each and one hour test for 10 marks. Internal assessment is awarded out of 10 based on assignments and test performance.

**Semester End Exam:** 40 marks semester end exam will be conducted

**Question Paper Pattern:**

**Duration of exam: 2hrs**

**Total Marks: 40**

**A. Answer any two of the following as instructed: 10x2= 20**

1. Prepare a wedding invitation
2. Prepare a short brochure of the Sdm kalavaibhava
3. Prepare a home page for a newly started software company

**B. Answer any One of the following: 20x1= 20**

1. Prepare a webpage for the organization you are working with
2. Write minutes of a meeting conducted recently on account of college day



**References:**

1 Seger, Linda. **Making a Good Script Great**

2 Grieco, Anthony; Moreno, O Mario. **The Pocket Screen writing Guide**. The Writers Store.

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**BASENCE232: Reading Poetry ( Supportive to the Discipline of Study)-Semester- 3**

**Duration: 25 hrs = 75%practical+25%theoretical**

**Marks:50 (40 semester end exam+10 marks for internal assessment)**

**Credits: 1**

**Objectives :**

- ❖ To introduce the learners to different forms of poetry in English
- ❖ To make the learners aware of the literary devices used in English Poetry
- ❖ To familiarize academic appreciation of English Poetry among the learners

**Outcomes:**

- ❖ Identify different types of poetry in English
- ❖ Recognize figures of speech and poetic expressions
- ❖ Undertake scansion of poetic lines and analyze the rhyme scheme
- ❖ Recognize the themes and summarize the poem.

**Methodology**

- ❖ Classroom discursive methods using worksheets
- ❖ Using of various tools of practical criticism of English Literature
- ❖ Referential and inferential works
- ❖ Assignments and Project works for independent learning





## Detailed Syllabus

1. What is poetry? Poetic language and prose language ; Structures
2. Poetic Techniques: Figures of speech- simile, metaphors, personification, Apostrophé, metonymy, hyperbole, Allusion; Sound Devices- Rhyme, Alliteration, Assonance, Metre, Blank Verse; Tone; Irony; word choice- meanings: connotation and denotation
3. Forms of poetry: Sonnets, Ballads, Dramatic Monologues, Metaphysical Poetry, Odes, Elegies, Epic, Romantic Poetry, Modern Poetry, Free Verse

## Day wise Lesson Plan:

| Day | Topics                                                       | Activity                                                                                                      |
|-----|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1   | Introduction to poetic Language [Free Verse- Lyrics- Rhymes] | To understand how poetic expressions are different from prose statements and grammatically complete sentences |
| 2   | Poetic formation [Free Verse]                                | To observe the differences between ‘lines’ and ‘stanzas’ from ‘sentences’ and ‘paragraphs’                    |
| 3   | Understanding the syllables                                  | To scan the lines of a metrical composition                                                                   |
| 4   | Observing Meter                                              | To familiarize different types of meters in poetic lines                                                      |
| 5   | What’s Rhyme?                                                | To identify the end and interim rhymes                                                                        |
| 6   | Lines and Sentences                                          | To understand the poetic license and poetic diction used in various poetic forms                              |
| 7   | Stanzas                                                      | To familiarize various types of stanzas written and understand the enjambment.                                |
| 8   | Sonnets                                                      | To familiarize the learners with lines, rhyme scheme, meter, stanza divisions in a sonnet                     |



|    |                     |                                                                                                        |
|----|---------------------|--------------------------------------------------------------------------------------------------------|
| 9  | Sonnets             | To attempt a thematic apperception of the logical poetic composition                                   |
| 10 | Odes                | To observe the structural aspects of the odes                                                          |
| 11 | Odes                | To attempt a thematic apperception and understand the literariness of odes                             |
| 12 | Elegies             | To examine the structural aspects of elegies                                                           |
| 13 | Elegies             | To frame thematic apperception and understand the literariness of the given elegies                    |
| 14 | Dramatic Monologues | Monologues to observe the structural aspects of a Dramatic Monologue                                   |
| 15 | Dramatic Monologues | Monologues to form thematic apperception and understand the poetic devices used in Dramatic Monologues |
| 16 | Ballads             | To make a note of the structural aspects of ballad                                                     |
| 17 | Ballads             | To form thematic apperception and understand the poetic devices used in ballads                        |
| 18 | Romantic            | Poetry to identify the structural aspects of Romantic Poetry                                           |
| 19 | Romantic Poetry     | To form thematic apperception and understand the poetic devices used in Romantic Poetry                |
| 20 | Metaphysical Poetry | To analyze the structural aspects of Metaphysical Poetry                                               |
| 21 | Metaphysical Poetry | To form thematic apperception and understand the poetic devices used in Metaphysical Poetry            |
| 22 | Modern Poetry       | To understand the structural aspects of Modern Poetry                                                  |



|    |       |                                                                               |
|----|-------|-------------------------------------------------------------------------------|
| 23 | Epics | To examine the structural aspects of Epic Poetry                              |
| 24 | Epics | To form thematic apperception and understand the poetic devices used in Epics |

**Note:** The texts of these poems need not be studied completely. Important selections may be sufficient. It is left to the instructor to choose the texts convenient to them to meet the learning objectives and achieve the learning outcome.

#### **Evaluation:**

Final valuation of the participants' performance will be made at two levels

**Comprehensive Internal Assessment (10marks):** Classroom and home assignments. 4 minimum assignments and one hour objective type test are given  $4 \times 10 = 40 + 10$  marks for one hour test. Internal assessment will be based on the quality of assignments and performance in the test.

**Semester end exam: 40 marks**

**Model Question Paper for the final Examination**

**Maximum marks: 40**

**Time :2 hours**

#### **Unit I - Structural Understanding**

**Answer the following:  $5 \times 4 = 20$**

1. Identify the rhyme scheme in the following stanza (Providing a sonnet on which questions are set). Questions relating to rhyme scheme, meter, imagery, stanza, sound devices, literary devices) totally 6 questions to be given for four to be answered)



## **Unit II - Thematic Understanding**

**Answer the following: 5x4=20**

**(Answers should be around 100 words)**

- 1 Identify the context of the poem and explain it
2. Identify the theme of the following stanza and make a critical appreciation.
3. Identify the type of the following poem and explain the major ideas explained in it.
4. How do the form and the content meet in the following poem?
5. Compare and contrast the theme in the following two poems.

### **References:**

1. Abrams, M H. **Glossary of Literary Terms**. 7<sup>th</sup> Ed. Cornell University Press: 1999.
2. Burns and McNamara. **Literature a Close Study**. McMillan: Australia, 1983.
3. Baldick. Chris. **Oxford Concise Dictionary of Literary Terms**. OUP: Oxford, 2001
4. Ramachandra, C N., Achar, Radha. Ed. **Five Centuries of Poetry**. McMillan India Ltd: New Delhi, 1985



**Suggested Reading:.**

1. Brooks, Cleanth. **The Will Wrought Urn**. Dobson Books: London, 1960.
2. Fry, Stephen. **The Ode Less Travelled: Unlock the Poet Within**. Hutchinson: London, 2005.
3. Hurley, Michael D & O' Neill, Michael. **The Cambridge Introduction to Poetic Form**. CU P: New York, 2012.
4. Lennard, John. **The Poetry Handbook**. OUP: Oxford, 2005

**SBA/BSc/BCom/BBA/BCAENCE282: A Course in English Grammar (Nurturing Students Proficiency and skill) -Semester-4****Duration: 24 hrs =75%practicals+25% theory****Marks: 50 (40 semester end exam+10 marks for internal assessment)****Credits: 1****Objectives:**

- ❖ To impart a basic knowledge of the fundamentals of English grammar.
- ❖ To enable the students to use grammatically correct English.
- ❖ To make them understand the major errors in usage and to rectify them.

**Outcomes:**

- ❖ Reflect accurate knowledge of English grammar.
- ❖ Use the language in an efficient way with proper grammar.
- ❖ Identify errors and avoid common errors in day to day usage.

**Detailed Syllabus:**

1. Parts of speech: Nouns, Number, Pronouns, Adjectives, Articles, Verbs, Tenses, Adverbs, Prepositions, Auxiliaries, Conjunctions, Interjections
2. Word formations: suffixes, Prefixes, compound words.
3. Subject Verb Agreement
4. Sentence Structures: Basics, Types.



### Day wise Lesson Plan:

| Days | Topics                                             | Activities                                                  |
|------|----------------------------------------------------|-------------------------------------------------------------|
| 1    | <b>Nouns:</b> Classes, Gender, Number and Case     | Identifying different types of nouns in a newspaper article |
| 2    | Adjectives                                         | Identifying adjectives in a newspaper article               |
| 3    | Comparison of adjectives                           | Language game on adjectives                                 |
| 4    | Articles                                           | Rearranging jumbled words                                   |
| 5    | Pronouns: Personal, reflexive and emphatic.        | Identifying different types of pronouns in a story          |
| 6    | Pronouns: Demonstrative, indefinite, interrogative | Identifying different types of pronouns in a story          |
| 7    | Pronouns: distributive and reciprocal, relative    | Identifying different types of pronouns in a story          |
| 8    | Verbs: Active and Passive                          | Identifying different voices of verbs in an audio clip      |
| 9    | Verbs: Tense 1                                     | Writing activity                                            |
| 10   | Verbs: Tense 2                                     | Writing activity                                            |
| 11   | Adverb                                             | Identifying adverbs in an audio clip                        |
| 12   | Prepositions 1                                     | Fill in the blanks                                          |
| 13   | Prepositions 2                                     | Fill in the blanks                                          |
| 14   | Conjunctions 1                                     | Fill in the blanks                                          |
| 15   | Conjunctions 2                                     | Fill in the blanks                                          |
| 16   | Interjections                                      | Writing dialogues                                           |



|    |                                                  |                                                          |
|----|--------------------------------------------------|----------------------------------------------------------|
| 17 | Subject-Verb Agreement 1                         | Error Identification                                     |
| 18 | Subject-Verb Agreement 2                         | Error Identification                                     |
| 19 | Subject-Verb Agreement 3                         | Error Identification                                     |
| 20 | Auxiliaries: Modals 1                            | Match the Following                                      |
| 21 | Auxiliaries: Modals 2                            | Match the Following                                      |
| 22 | Sentences: Subject and Predicate                 | Identifying subject and predicate in a newspaper article |
| 23 | Clauses                                          | Identifying clauses in a newspaper article               |
| 24 | Types of Sentences: Simple, Compound and Complex | Writing activity                                         |

**Evaluation:**

**Comprehensive Internal Assessment:** 4 Assignments of 10 marks each and one hour objective type test for 10 marks. Internal assessment is awarded out of 10 based on assignments and test performance.

**Semester End Exam:** 40 marks semester end exam will be conducted

**Question Paper Pattern:**

**Duration of exam: 2hrs**

**Total Marks: 40**

**1. Spotting errors in a paragraph: 10x2= 20**

- a. News paper report ,
- b. a paragraph having error



**2. Filling in the blanks with appropriate words: 1x10=10**

Two paragraphs of hundred words

**3. Rearranging the jumbled words of sentences: 1x10=10**

Ten sentences for rearrangement with punctuation marks and word order

**References:**

1. Cambridge Grammar of English –Ronald Carter, Michael McCarthy
  2. Contemporary English Grammar Structures and Composition –David Greene
  3. Intermediate English Grammar –Raymond Murphy
- 

**I SEMESTER BA/ BSc/ BCom/BBA/BCA Language Foundation course  
BA/BSc/BCom/BBA/BCA ENL131: COMMUNICATIVE ENGLISH – I**

**Total No of Hours: 48**

**Total marks: 80**

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**Objectives:**

- ❖ To enable the learners to develop language skills with language tools such as vocabulary, sentence pattern, subject verb agreement, verb forms etc.
- ❖ To enable the learners read and comprehend in English for their right perception and better understanding of inter-personal relationship especially at the family level.
- ❖ To enable the learners to use reference books- Dictionaries, Grammar Books, Thesaurus, etc.
- ❖ To make the students learn the skills like presentation, interaction, soft skills, and management skills at different levels.

**Outcomes:**

CO1: Narrate an experience with descriptive detail.

CO2: Elicit information and value the views of others.

CO3: Make academic or professional presentations in front of public

CO4: Demonstrate the skills of using Dictionaries, references and other materials in public discourses





## **Detailed Syllabus**

### **UNIT – I**

#### **Reading Skills:**

- Critical Appreciation
  1. Family,
  2. Environment.

### **UNIT – II**

#### **Speaking Skills:**

- Pronunciation: (Vowels and Consonants and Diphthongs)
- Grammar- vocabulary and sentence patterns

### **UNIT – III**

#### **Writing and Listening Skills:**

- Discussion skills: leading and participating.
- Active listening skills
- Asking and answering questions
- Requests and explanations
- Persuasion and Negotiation
- Expressing opinions
- Giving and getting advice/ Instructions

### **UNIT – IV**

(Only for II Internal Online Exam)



### **Presentation Skills:**

1. Fairy Tales and Modern Stories
2. Rite of Spring
3. I Know Why the Caged Bird Sings
4. Enigma
5. The Muse of History

### **Reading Books:**

Murphy, Raymond. **Intermediate English Grammar**. New Delhi: CUP, 2006.

McRae, John and Boardman, Roy. **Reading Between the Lines**. New Delhi: CUP, 2010  
rpt -Selections-

S, Sujatha. **Patterns of Contemporary Prose**. New Delhi: CUP, 2006

### **Reference Books:**

Lawrence, D. H. **Sons and Lovers**. New York : BCA, 1992

Dickens, Charles. **Hard Times for These Times**. Intr. William W. Watt. New York:  
Holt, Rinehart & Winston, 1958.

Tolstoy, Leo. **Anna Karenina . The bitterness of Ecstasy** Boston: Twayne publishers  
1990.



Documentary film, **Yann Arthus Bertrand**.[https://en.m.wikipedia.org/wiki/Home-\(2009-film\)](https://en.m.wikipedia.org/wiki/Home-(2009-film))

Youtube video. **Cat Stevens** : <https://www.youtube.com/watch?vzjcqvns0fqm>.

Lorenz , Konrad. **Civilized Man's eight deadly Sins**. Harcourt Brace Jovanovich ,1974.

Fabio Guaglione ,Fabio Resinaro. Mine: The the Safran company 2016.

Youtube Video. Winston Churchill's speech to house of commons June 4 ,1940 .

Eliot , George. **Middlemarch**. Signet:2004.

Green, David. **Contemporary English grammar structures and composition** .

Macmillan publishers India public ltd ;1971 ,rpt,2010.

Greenbaum ,Sidney. **Oxford English Grammar**. Oxford university press:1996.

Murphy, Raymond. **Intermediate English grammar**. Cambridge university publication: 2006.



**I Semester BA/ BSc/ BCom/BBA/BCA**

**BA/BSc/BCom/BBA/BCAENL131 – Communicative English – I**

**Time: 3 hrs**

**Max. Marks: 80**

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**Instructions:**

- Read all instructions before answering the questions
- Length of the answers depends on the questions- therefore follow instructions strictly
- Answer questions carefully- weight is given to the appropriateness of the answers, errorless language, and logical argumentation in the descriptive answers
- Write question numbers legibly on the margin

**UNIT - I**

**I. A. Answer the following questions in one or two sentences as required: 5 x 2 = 10**

1. What is the 'Same old story' that the son tries to explain?
2. What were the occasions that Mr. Morel Sang?
3. How does Dickens compare the eyes of Mr. Gradgrind?
4. What is the complaint of Albert's mother regarding his attending the party?
5. How is the destruction of tropical forest related to indigenous people?

**B. Answer any TWO of the following in a paragraph of around**

**100 words each:**

**2x5=10**

1. Describe the character of Mr. Morel.
2. Compare the character of Mothers that Arnold Wesker and Harold Pinter pictured.
3. How does the poem 'The Poplar Field' bring out the Nature?
4. How does Konrad Lorenz criticize the destruction of environment?



## UNIT – II

**Q.II. A. Transcribe the following English words into IPA script:**

**5x1 = 5**

Hat, Come, English, Tension, General

**B. Transcribe the following IPA scripts into English words:**

**5 x 1 = 5**

**Q.III. Rearrange the following jumbled words into grammatically meaningful**

**sentences. (Use appropriate punctuation marks)**

**1 x 5= 5**

1. 3.61/SDM College/awarded/has been/NAAC/grade points/out of 4/by
2. come/why/not/did/yesterday/you
3. please/make/could/free/yourself/you/tomorrow
4. digital/are/era/students/the/today/in
5. announced/the/of/government/holidays/to/KSRTC/strike/on/employees'/ account/  
two days/for

## UNIT – III

**Q. IV. Read the following passage and answer the questions given below it.**

What is sixteen and three multiplied?’ asked the teacher. The boy blinked. The teacher persisted, and the boy promptly answered, ‘Twenty four’, with as it seemed to the teacher, a wicked smile on his lips. The boy evidently was trying to fool him and was going contrary on purpose. He had corrected this error repeatedly, and now the boy persisted in saying, ‘Twenty four’. How this fellow could be made to obtain fifty in the class test, go up by double promotion to the first form, as his parents fondly hoped? At the mention of ‘Twenty four’ the teacher felt all his blood rushing to his head. He controlled himself, and asked again, ‘How much?’ as a last chance. When the boy said the same thing obstinately, he felt as if his finger was releasing the trigger: he reached across the table, and delivered a wholesome slap on the youngster’s cheek. The boy gazed at him for a moment and then



burst into tears. The teacher now regained his normal vision, felt appalled by his own action, and begged frantically, 'don't cry, little fellow, you mustn't – 'I will tell them' sobbed the boy. 'oh, no, no, no' appealed the teacher. He looked about cautiously. Fortunately this nursery was at a little distance from the main building.

'I'll tell my mother', said the boy. According to the parents, the boy was a little angel, all dimples, smiles, and sweetness – only wings lacking. He was their only child, they had abundant affection and ample money. They build up a nursery, bought him expensive toys, fitted up miniature furniture sets, gave him a small pedal motor car to go about in all over the garden. They filled up his cupboard with all kinds of sweets and biscuits, and left to his

good sense to devour them moderately. They believed a great deal in leaving things that way.

1. What answer did the boy give to the teacher's question and how many times? 02
2. Why did the teacher slap on the cheek of the boy? 02
3. What did the parents expect of their child? 02
4. What do you think is the realization of teacher after he slapped the boy? 02
5. Do the parents show abundant affection on the boy? Give two reasons to your answer. 02

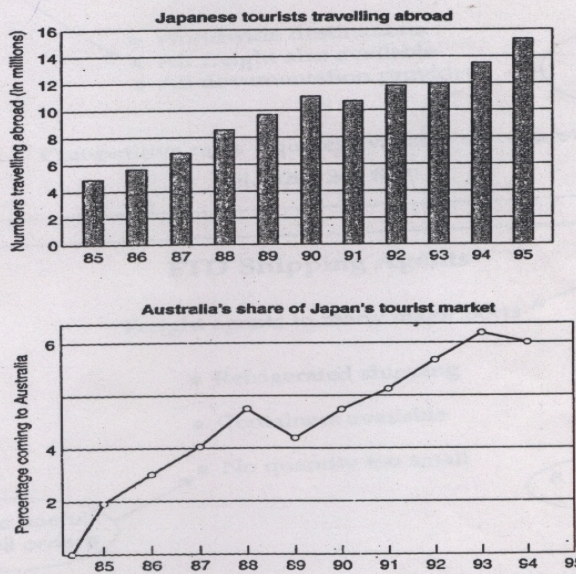
**V. Read the outline given below and develop a story in about 100 words based on it:**

Finally Raju got down from the bus near a crowded market place. It was an important day in his life. Incidents of home came to his mind. They did not discourage him. He had studied hard and his future depended on his examination result that was announced today morning. He rushed to the college and went near exam result display board.

**Q. VII. Study the diagram given below and describe each in 100 words: 2 x 5 = 10**



You should write at least 150 words.



**Q. VII. Expand the following proverbs/quotation/news paper headline in around**

**100 words each:**

**2 x 5 = 10**

1. Make the hay while sun shines
2. Prevention is better than cure
3. 'Cab-Bus Collusion: Five Die'

**Q.VIII. Refute one of the following statements in 100 words:**

**1 x 5 = 5**

1. All that glitters is gold
2. Hard work never pays

**Q. IX. Read one of the below given situations and write five instructions:**

**1 x 5 = 5**

1. You are the traffic police in the city market
2. You are the announcer in the central railway station
3. You are an organizer of a music competition

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**II SEMESTER BA/ BSc/ BCom/BBA/BCA Language Foundation course**  
**BA/BSc/BCom/BBA/ BCAENL181 : COMMUNICATIVE ENGLISH – II**

**Total No of Hours: 48**

**Total marks: 80**

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**Objectives:**

- ❖ To equip the learners with language skills such as vocabulary, sentence pattern, subject verb agreement, verb forms etc.
- ❖ To enable the learners read and comprehend in English for their right perception and better understanding of inter-personal relationship especially at the family level.
- ❖ To enable the learners to use reference books- Dictionaries, Grammar Books, Thesaurus, etc.
- ❖ To make the students use the skills like presentation, interaction, soft skills, and management skills at different levels.

**Outcomes:**

CO1: Identify various narrative techniques such as expository, descriptive and narrative literary texts.

CO2: Use formal, informal, expository, descriptive, narrative, argumentative and persuasive modes of communication

CO3: Use skills such as Skimming and scanning in reading comprehension

CO4: Review a literary text, a situation, a work and articulate the observation

**Detailed Syllabus**

**UNIT – I**

**Reading Skills:**

**Critical Appreciation:**

1. War
2. Women





## **UNIT – II**

### **Writing Skills:**

- Creative writing
- Composition - on current themes, social issues, environment, art and culture.
- Comprehension.
- Paragraph writing.
- Presentation skills- speech/ppt

## **UNIT – III**

### **Formal Writing Skills:**

- Letters of inquiry/complaints/orders, requests and also letters to the editor.
- Writing a job application and preparing a CV.
- Report writing.

## **UNIT – IV**

(Only for II Internal Online Exam)

### **Presentation Skills:**

1. Language of African Literature,
2. Survival,
3. Two Ways to Belong in America
4. Women Writing the Nation,
5. The Imam and I.



**Reading Books:**

McRae, John and Boardman, Roy. **Reading Between the Lines**. New Delhi: CUP, 2010 rpt.

Murphy, Raymond. **Intermediate English Grammar**. New Delhi: CUP, 2006.

S, Sujatha. **Patterns of Contemporary Prose**. New Delhi: CUP, 2006



### Reference Books:

- Lawrence , D. H. **Sons and lovers**. New York : BCA, 1992
- Dickens , Charles. **Hard Times for These Times**. Intr. William W. Watt. New York: Holt, Rinehart & Winston ,1958.
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- Documentary film, Yann Arthus Bertrand.[https://en.m.wikipedia.org/wiki/Home-\(2009-film\)](https://en.m.wikipedia.org/wiki/Home-(2009-film))
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- Green, David. Contemporary English grammar structures and composition : Macmillan publishers India public ltd ;1971 ,rpt,2010.
- Greenbaum ,Sidney. Oxford English grammar. Oxford university press:1996.

### Evaluation

- |                        |                                             |
|------------------------|---------------------------------------------|
| • Creative Writing-10  | Writing with a purpose (CV, Application)-10 |
| • Paragraph Writing-5  | Report Writing-10                           |
| • Textual Knowledge-20 | Comprehension-10                            |
| • Letter writing-10    | Power Point Presentation-5                  |



## II Semester BA/ BSc/ B.Com/BBA/BCA

### BA/BSc/BCom/BBA/ BCAENL181 – Communicative English – II

Time: 3 hrs

Max. Marks: 80

#### Instructions:

- Read all instructions before answering the questions.
- Length of the answers depends on the questions; therefore follow instructions strictly.
- Answer the questions carefully; weight is given to the appropriateness of the answers, errorless language, and logical argumentation in the descriptive answers.
- Write question numbers legibly on the margin.

#### UNIT-I

##### I. Read any TWO of the following passages selected from the section War and

Woman and answer the questions set below:

2x5=10

1. Apart from Sudan, there was little else on offer. Reuters abounded that the CIA were hiring mercenaries for training anti-Communist Meos in Cambodia, and that some Persian Gulf sheikhs were getting fed up with their dependence on British military advisers and were looking for mercenaries who would be entirely their own dependents. The story was that there were jobs going for men prepared to fight for the sheikhs in the hinterland, or take charge of palace security. Shannon doubted all of these stories; for one thing he would trust the CIA like a hole in the head, and the Arabs were not much better when it came to making up their minds. Outside the Gulf, Cambodia and Sudan, there was little scope, and no good wars. In fact he foresaw in the offing a very nasty outbreak of peace.

- |                                                                           |   |
|---------------------------------------------------------------------------|---|
| a. Where is this extract taken from?                                      | 1 |
| b. How are mercenaries useful?                                            | 2 |
| c. Why does the author foresee a very nasty outbreak of peace at the end? | 2 |



2. But I do think it is their husbands' faults

If wives do fall: say that they slack their duties

And pour our treasures into foreign laps;

Or else break out in peevish jealousies,

Throwing restraint upon us; or say they strike us,

Or scant our former having in despite;

Why, we have galls; and though we have some grace,

Yet have we some revenge. Let husbands know

Their wives have sense like them: they see and smell

And have their palates both for sweet and sour,

As husbands have. What is it that they do

When they change us for others? Is it sport?

- a. Synonym for the word 'fall' in the second line could be \_\_\_\_\_ 1
- b. What is the argument placed in the first 6 lines? 2
- c. What is the tone of the speaker and how is it proved with the words expressed? 2

3. THE BILL, due for its second reading in the House of Lords later this month, recognizes the equality between man and wife by ending her right to maintenance after breakdown of marriage. Men will still be required to provide some sort of support to their offspring but, after a short interval

- a. Identify the source of the text  
1
- b. What is House of Lords?  
2
- c. What equality between the man and wife discussed in the text?  
2

**II. Answer any TWO of the following questions in about 100 words: 2x5=10**

- a. What aspect of war is discussed in the extract of Shakespeare's Henry V?
- b. How fair is the position of Dorothea in Middlemarch? Discuss the theme from the section you studied



- c. How are wars depicted in cartoons of Asterix and the Chieftain's Shield?
- d. Actions speak better than words. What kind of man and woman perspectives are given in *Dead As They Come* by Ian McEwan?

## UNIT-II

### III. Read the following drama extracts and answer the questions given below: 2x5=10

1. BOB: Eureka ! I love Capitalism! I'm Bob. And I've finally finished the plans for a prototype of my new invention. It will help all human kind! And it will make me rich! It's called a Whats-it! I need to start mass producing it immediately. Hmm. What I need is a manufacturer! [*A MANUFACTURER wearing a three piece suit and LABORER wearing overalls enter arm in arm.*] Hey! You're a manufacturer! [*Approaching.*] Can you manufacture this!?

MANUFACTURER: [*Looking at Whats-it.*] What? Hmm. Depends. I don't know.

Do I know you?

BOB: No.

[AMORICA: Brechtian Anti-Capitalist Theatre by Nick Zagone]

a. What is Capitalism?

1

b. What is anti-capitalism?

2

c. What could you make out about Bob by the above dialogues?

2

2. COMETAS: Goats, from a shepherd who stands here, from Lacon, keep away: Sibyrta owns him; and he stole my goatskin yesterday.

LACON: Hi! lambs! avoid yon fountain. Have ye not eyes to see

Cometas, him who filched a pipe but two days back from me?

COMETAS: Sibyrta's bondsman own a pipe? whence gotst thou that, and how? Tootling through straws with Corydon mayhap's beneath thee now?

LACON: 'Twas Lycon's gift, your highness. But pray, Cometas, say,



What is that skin wherewith thou saidst that Lacon walked away?

Why, thy lord's self had ne'er a skin whereon his limbs to lay.

[THE BATTLE OF THE BARDS: a play in one-act by Theocritus]

a. What is the relationship between Comets and Lacon? How is it revealed?

2

b. What was Lycon's gift?

1

c. Who are bards and on what aspect the bards are on a battle here?

2

**IV. Read the following narrative/speech/news & give the gist of it in 30 words:**

**1x10=10**

1. Here, provide a narrative/speech/news of nearly 100 words. The text must have great scope for one word substitution, synthesis of sentences and paraphrasing.

**V. Write TWO paragraphs on ONE of the following topics in 100 words:**

**1x5=5**

- a. Farmers and Soldiers are the nation builders
- b. India is secular: Not exactly.
- c. Make in India is marketing India.

**VI. Prepare minimum FIVE slides for a presentation on any one of the topics:**

**1x5=5**

- a. You are the team leader of a company. You are going to make a presentation regarding the performance of your team in a meeting to the top officials.
- b. Water needs to be managed carefully. You are the Science Teacher of a school and you need to bring awareness among the students about the topic. Use slogans, charts and illustrations and prepare five slides.



### UNIT-III

#### VII. A. Write a news paper report on any one of the event given below in about 100

words:

1x10=10

1. ISRO has launched a PSLV recently placing 10 international satellites successfully into their orbit. Quote the opinions of PM and the director of ISRO while reporting to a newspaper
2. Political as well as social unrest is seen in J&K recently. Addressing the problem PM asks security forces in J&K to exercise 'restraint' Report the event from a press statement made by the PM's office.

#### B. Write a letter as per instructions given below:

1x5=5

Imagine, you completed your graduation and wish to pursue your higher education. You realise that SDM College Ujire offers MA programme in English. Write a letter to the Principal seeking information regarding the course. Inform your background and enquire the details regarding the course and facilities available in the campus.

#### C. Write a letter to the editor on any one of the problems given below:

1x5=5

- a. The road to your place is in a deplorable condition. Draw the attention of the public servants and political representatives with a letter to the editor of a local newspaper  
Lack of competent and qualified staff in schools is the need of the day. In reality, the schools in India are missing this element badly. The school nearby your house is not an exception to it. Considering the situation write a letter to the editor of a newspaper

#### VIII. Respond to the following notification with an application and a CV: 1x10=10

*Sanjeevini agricultural Products Pvt Ltd*

**WANTED**

**Area Supervisor - Belthangady**

Qualification - Any graduation

Salary - Negotiable

Apply to the Chief Manager

on or before 15 June 2017





**III SEMESTER BA/ BSc/ BCom/BBA/BCA Language Foundation course**  
**BA/BSc/BCom/BBA/ BCA ENL231 : COMMUNICATIVE ENGLISH – III**

**Total No of Hours: 48**

**Total marks: 80**

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**Objectives:**

- ❖ To enable the learners to develop language skills with language tools such as vocabulary, sentence pattern, subject verb agreement, verb forms etc.
- ❖ To enable the learners read and comprehend in English for their right perception and better understanding of inter-personal relationship especially at the family level.
- ❖ To enable the learners to use reference books- Dictionaries, Grammar Books, Thesaurus, etc.
- ❖ To make the students realize the skills like presentation, interaction, soft skills, and management skills at different levels.

**Outcomes:**

CO1: Critically assess ideas in Seen and Unseen passages.

CO2: Interpret details and express ideas coherently.

CO3: Analyze characteristics of the language like tones, pronunciation etc.

CO4: Decode divergent attitude of different individuals and analyze texts

**Detailed Syllabus**

**UNIT-1**

**Reading Skills**

**Critical Appreciation:**

1. Authority
2. Indifference
3. Rebellion



## UNIT – II

### Speaking Skills

- Communication i.e. telephonic conversation, Speech i.e. Condolence, Vote of thanks, Welcome, Introduction, Farewell, Chairman's Speech, Inaugural etc.
- Conversational speech can be taught to students by giving them practice in a conversational class. In this class the students should be encouraged to shed their inhibitions and restraints and, speak out spontaneously.

## UNIT – III

### Writing Skills

- Précis Writing
- Project Proposal Writing
- Conducting interviews of VIPs
- Reviews
- Notices/Agenda/Minutes of a meeting.
- Translation

## UNIT – IV

(Only for II Internal Online Exam)

### Reading Skills

1. On the Need for a Quiet College
2. A Matter of Taste
3. The Sun in winter
4. The Ministry's visiting Day
5. An Alternate Career

### Reading Books:

McRae, John and Boardman, Roy. **Reading Between the Lines**. New Delhi: CUP, 2010, rpt.

S Sujatha. **Models of Living Prose**. New Delhi: CUP, 2008

Murphy, Raymond. **Intermediate English Grammar**. New Delhi: CUP, 2006.



### Reference Books:

American fantasy adventure film <https://youtu.be/KZiYYflms-w> (1951)

Crick, Bernard. **Introduction to Nineteen Eighty-four**. Oxford: Clarendon Press, 1984

Heller, Joseph. **Catch22**. Winage books: London, 1994

Isherwood, Christopher. **Down there on a visit**. Vintage: London, 2012

Orwell, George. **Animal Farm**. General press: London, (Secker and Warburg), 1945

Animal Farm <https://youtu.be/cGzRfOOw1qu> (1999)

Bradford, John. **Paradise Lost: Introduction**. Cambridge University Press: New Delhi, 1992

Bate, Walter Jackson. **Coleridge**. New York: Macmillan, 1968

Pettigrew, John, "Tennyson's 'Ulysses': a reconciliation of opposites". *Victorian Poetry*. 1:27-45, 1963.



### III Semester BA/ BSc/ BCom./BBA/BCA

#### BA/BSc/BCom/BBA/ BCAENL231 – Communicative English – III

Time: 3 hrs

Max. Marks: 80

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#### Instructions:

- Read all instructions before answering the questions
- Length of the answers depends on the questions- therefore follow instructions strictly
- Answer questions carefully- weight is given to the appropriateness of the answers errorless language and logical argumentation in the descriptive answers
- Write question numbers legibly on the margin

#### Unit-I

#### I. Answers the following questions in two or three sentences each as required:

5x2=10

1. What impression do you have of the King and Queen?
2. What are the thought police?
3. What impression does the passage give you of Colonel Cathcart?
4. Who is 'that odious man? Who is he?
5. What do you think the 'miraculous birth' might be?

#### II. Answer any two of the following in hundred words each:

2x5=10

1. In the passage from Alice in Wonderland, there is a great deal of word play which satirises the kind of authority which is so often a part of real-life formal situations- court hearings, in this case. Identify some examples and discuss what you think Lewis Carroll's attitude to authority might be.
2. Why does ex-P.F.C Wintergreen change his behavior towards Yossarian? What can Yossarian do about it?
3. Dr Fisch says, 'violence is never alarming- what is alarming is lack of violence'. What do you think he means by this?



## UNIT-II

**III. Write the dialogue of the interview you have conducted a renowned musician of your place.** **1x5=5**

**IV. Write a review of the recently published book by a young writer. You can use the details of the book given below:** **1x5=5**

## UNIT-III

**V. Read the following passage and frame five questions to get the answers given below it:** **5x2=10**

People moan about poverty as a great evil and it seems to be an accepted belief that if people only had plenty of money they would be happy and useful and get more out of life. As a rule, there is more genuine satisfaction in life and more obtain from life in the humble cottages of poor men than in the palaces of the rich. I always pity the sons and daughters of the rich men who are attended by servants, and have governesses at a later age. At the same time, I am glad to think that they do not know what they have missed.

It is because I know how sweet and happy the poor home of honest poverty is, how free from perplexing care and from social envious jealousies- how loving and united its members are in the common interest of supporting the family- that I sympathize with the rich boy and congratulate the poor man's son. It is for these reasons that from the ranks of the poor so many strong, eminent, self-reliant men have always sprung and always must spring. If you will read the list of the 'immortals who were not born to die', you will find that most of them had been poor.

1. People consider poverty as a curse and social evil.
2. A poor man remains more happy and content in life than a rich man.
3. Rich people always depend upon servants and, therefore have no independent outlook.
4. The rich men have to face petty cares and jealousies but the poor man are free.
5. Most of the great men have born in poor families.

**VI. Write précis of the following paragraph:** **1x10=10**

It is easy to say, 'Enlarge your vocabulary; first, that you may enter upon the privileges of



a cultivated women; and secondly, that you may be able to tell the truth easily and accurately. But it is another and more difficult matter to prescribe the mean by which this is to be done. Every girl must to a large degree, work out her own method. The reading of the best books and conversation with cultivated folk are both helps to the free use of words. The dictionary is the best friend for your task. Never allow a strange word to pass unchallenged. Usually, it is wise to look it up at the moment. If that is impossible, it must be written firmly on the memory and traced at the first opportunity. It is good to encourage in yourself the habit of dawdling a little over the dictionary. It is the only place where dawdling reaps a harvest. To learn two new words in a day- thoroughly to learn them so that their use will not have a foreign accent- is to insure a large vocabulary before you reach middle age.

**VII. Write a project proposal**

**1x10=10**

Prepare a project proposal regarding a star-up project of a local food product. Highlight the project details like the name, specialty, target group, financial implications-prices, investments, permissions sought, and clearance from the authority.

**VIII. Imagine that you are the committee chairman to coordinate the new scheme of the organization.**

**2x5=10**

- i. Write a memo to the members to attend the meeting
- ii. Write the minutes of the meeting.

OR

Write a review of the following:

Title-Village Fair

Author-Raja Swamy

Pen name-Rasu

Genre-Novelette, Theme-Superstitions

Narrative style-Third person narration

Setting-Southern Karnataka, Speciality-Humour

**IX. Translate the following passage in Kannada into English:**

**1x10=10**

OR

**Draft a speech you are going to deliver on the occasion of the inaugural programme of Amateur Athletic Meet.**



**IV SEMESTER BA/ BSc/ BCom/BBA/BCA Language Foundation course**  
**BA/BSc/BCom/BBA/ BCAENL281 : COMMUNICATIVE ENGLISH – IV**

**Total No of Hours: 48**

**Total marks: 80**

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**Objectives:**

- ❖ To enable the learners to develop language skills with language tools such as vocabulary, sentence pattern, subject verb agreement, verb forms etc.
- ❖ To enable the learners read and comprehend in English for their right perception and better understanding of inter-personal relationship especially at the family level.
- ❖ To enable the learners to use reference books- Dictionaries, Grammar Books, Thesaurus, etc.
- ❖ To make the students realize the skills like presentation, interaction, soft skills, and management skills at different levels.

**Outcomes:**

CO1: Critically interpret literary texts.

CO2: Demonstrate the reading skills with improved accent, style of presentation, intonation, and emphasis.

CO3: Write effectively correspondence letters.

CO4: Show language felicity with oral communication

**Detailed Syllabus**

**UNIT – I**

**Critical Appreciation:**

1. Ideals
2. Ambitions
3. Meaning



## UNIT – II

### Comprehension Skills:

- Comprehension passage: Framing questions for given answers.
- Correction of common errors.

## UNIT – III

### Writing Skills:

- Writing for newspapers.
- Composition; Essay Writing; personal / informal writing as reflected in Journal entries and narration of personal experiences
- Telephonic Conversation
- Writing/Preparing Advertisements

## UNIT – IV

(Only for II internal On-line exam)

### Speaking Skills:

1. The Frogs
2. A Fable for Tomorrow
3. The Reluctant Python
4. The Woman I Love is a Planet
5. God's Own Country.

### Reading Books:

McRae, John and Boardman, Roy. **Reading Between the Lines**. New Delhi: CUP, 2010, rpt.

S Sujatha. **Models of Living Prose**. New Delhi: CUP, 2008

Murphy, Raymond. **Intermediate English Grammar**. New Delhi: CUP, 2006.





### Reference Books:

- American fantasy adventure film <https://youtu.be/KZiYYflms-w> (1951)
- Crick, Bernard. **Introduction to Nineteen Eighty-four**. Oxford: Clarendon Press, 1984
- Heller, Joseph. **Catch22**. Winage books: London, 1994
- Isherwood, Christopher. **Down there on a visit**. Vintage: London, 2012
- Orwell, George. **Animal farm**. General press: London, (Secker and Warburg), 1945
- Animal Farm <https://youtu.be/cGzRfOOw1qu> (1999)
- Bradford, John, **Paradise Lost: Introduction**, Cambridge University Press: New Delhi, 1992
- Bate, Walter Jackson. **Coleridge**. New York: Macmillan, 1968
- Pettigrew, John, "Tennyson's 'Ulysses': a reconciliation of opposites". *Victorian Poetry*. 1:27-45, 1963.



#### IV Semester BA/ BSc/ BCom/BBA/BCA

#### BA/BSc/BCom/BBA/ BCAENL281 – Communicative English – IV

Time: 3 hrs

Max. Marks: 80

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#### Instructions:

- Read all instructions before answering the questions
- Length of the answers depends on the questions- therefore follow instructions strictly
- Answer questions carefully- weight is given to the appropriateness of the answers, errorless language, and logical argumentation in the descriptive answers
- Write question numbers legibly on the margin

#### UNIT I

#### I. Answer the following questions in one or two sentences as required: 5X2=10

1. What is the expectation of ,Satan and his followers in Hell?
2. Why Satan rebel against god?
3. What words recall Ulysses' fame?
4. Who is telling the story in Charles Dickens' Bleak House?
5. What is servitude according to John Milton?

#### II. Answer any TWO of the following in a paragraph of around 100 words each:

2x5=10

1. Why did the animal revolt?
2. Describe the narrator's attitude to the Jullybys?
3. How are Ulysses and Telemachus contrasted in the poem 'Ulysses'?

#### UNIT II

#### III. A. Read the following passage and frame questions for the answers given below the passage: 5X2=10

The Western Ghats are also known as Sahyadri Hills. They are well known for their rich and unique assemblage of flora and fauna (plants and animals). Twenty five Biodiversity hot spots are identified in the world of Western Ghats are one among them.



The Western Ghats extend from satpura range in the north. They go south past Goa, through Karnataka and into Kerala and Tamil Nadu and end at Kanyakumari Then they embrace the Indian Ocean. The range is called as Sahyadri in northern Maharashtra and SahyaParvatam in Kerala. The Biligiri ranges southwest of Mysore in Karnataka, meet the servarayan range and Tirumala farther east, linking the Western Ghats to the Eastern Ghats. In the south the range is known as NilagiriMalai in Tamilnadu.

The northern portion of the narrow coastal ain between the Western Ghats and the Arabian Sea is known as Konkan Coast or Konkan. The central portion is called Kanara and the southern portion is called Malabar region. The foothill region east of Ghats in Maharashtra in east known as Desh. The eastern foothills of central Karnataka state are known as Malnadu. The Biligirirangan hills lie at the compliance of western and Eastern Ghats. WAPCO region under Western Ghats covers twelve administrative district of Kerala State. Western Ghats are home to thousands of animal's species including at least 325 globally threatened species

#### **Answers**

- a. For their rich and unique assemblage of flora and fauna.
- b. Twenty
- c. Goa / Karnataka/ Kerala/ Tamilnadu / Maharashtra
- d. At Kanyakumari
- e. The Arabian Sea



**IV. Identify errors in the following sentences and make necessary corrections.**

**2x5=10**

- a. While going on the tour, the family met with a accident.
- b. The bird flies across the field when it was heard a big booming sound.
- c. Neither the husband nor the wife are aware of the presence of a thieves in the house.
- d. All is equal but some people is more equal.
- e. He said, “She don’t go, therefore my children goes”.



### UNIT III

**V. Write on any one of the following topics a newspaper article in**

**150 words:**

**1x10=10**

- a) Yoga and Nature Cure
- b) Village school master – Big achiever

**VI. Write an essay on any one of the following topics in about 150 words: 1x10=10**

- a) The role of education in nation building.
- b) Swaccha Bharath

**VII. Write a telephonic conversation of about a page. Use the context given. 1X10=10**

You are Mr. Ravi and you are talking to a tele-marketing customer service executive. Find out the details about the iron you want to buy. Write a dialogue between you and customer service executive.

**VIII. Prepare an advertisement on a new product your company is launching shortly: 1x10=10**

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**I SEMESTER BA/BSc/BCom/BCA/BBA**  
**(For students from other states and countries)**  
**TITLE: ADDITIONAL ENGLISH COURSE- I**  
**Teaching Hours: 4 periods/week (48 hours /semester)**  
**Code No: ALE 131**

**Objective:**

- ❖ To initiate new thinking among the learners.
- ❖ To introduce new ideas, topical issues and new styles of writing.

**Outcomes:**

- CO1: Demonstrate a critical awareness of specific phases of life like love and marriage.
- CO2: Develop the reading and comprehending skills
- CO3: Reflect the enhanced writing skills of students by various specific tasks
- CO4: Show a better cultural and social awareness.

**UNIT-I**

**Reading Skills:**

20 hrs

1. Is love an Art?
2. Love v/s Arranged : Pyar Kiya to Darna kya
3. The Lover
4. I Only Came to Use the Phone
5. On Marriage

**UNIT-II**

**Listening Skills:**

10 hrs

1. 'Falling' in love .... Failing in Love
2. Sonnet CXXX



### **UNIT-III**

#### **Writing Skills:**

15 hrs

1. Grammar – Voice, Usage, Articles, Prepositions, Tenses
2. Slogans and Captions

### **UNIT-IV**

#### **Comprehension Skills.**

03 hrs

1. Reading an Unseen passage and answering the questions set on it.

#### **Reading books:**

Nayar, Nandini .**Footprints1 An anthology of prose, poetry and fiction.** Cambridge University press:2008

#### **Reference books:**

Greenblatt , Stephen.**The Norton Anthology of English Literature** Vol. B. New York, NY: W.W.Norton and Company,Inc.pp 1370- 76:2012

Green, David. **Contemporary English Grammar Structures and composition:** Macmillan Publishers India Ltd: 1971, rpt, 2010

Murphy, Raymond. **Intermediate English Grammar.** Cambridge University Publication; 2006

Ramazani, Jahan, Richard Ellman, and Robert Clair. **The Norton Anthology of Modern and Contemporary Poetry.** 3<sup>rd</sup> ed. Vol. 1. London: Norton, 2003.pp. 100

Drama/Disaster Film, Fleming Victor. <https://youtu.be/KRC4e3pElpl> Titanic-1997

Drama/Romance Flim, Curtiz Michael. <https://youtu.be/KoGhRrpglTY> Casablanca



**Additional English**  
**AEL 131 I Semester BA/BCom/BSc/BCA/BBA**  
**Model Question Paper**  
**Paper – I**

**Time: 3 Hrs**

**Max. Marks: 80**

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**UNIT I**

**I. A. Answer the following questions in one or two sentences each: 5x2=10**

1. How men prepare themselves to be loved by someone?
2. What are the two basic factors made Shoba de's father's married life successful?
3. "If I try to tell her"- What do you think the speaker will tell the girl in the poem "Poor Girl".
4. What do you think Jacobs means when she says any children she had would have to follow the condition of their mother"?
5. Why did Maria de la luz Cervantes go to Zaragoza? What happened to her on the way back?

**B. Answer any five of the following questions in a paragraph of about 100 words each: 5x6=30**

1. What are the necessary steps in learning any art?
2. What are the factors that have led to the vulgarization of love marriages?
3. Why did Jacobs plead with her lover not to come back for her?
4. Describe the bus that finally stopped for Maria?
5. Why does a "nuptial society" end? How long does it last?
6. What are the things that the speaker does not wish to discuss in the poem "The Winner takes it all".
7. How is the 'new' arranged marriage different from the old one?





**C. Answer any one of the following question given below**

**1x10=10**

1. How did Maria finally get a chance to use the telephone? What happened as a result of the call that she made?
2. How the process of finding the right person to love changed over the years?

**UNIT II**

**II. Do as directed:**

**A. Identify the errors in the following sentences and correct them.**

**1x11=11**

1. There is several groups in my school
2. She was born late in a eighteenth century

**B. Fill in the blanks with suitable articles**

1. \_\_\_\_\_ man at the left-baggage counter paid \_\_\_\_\_ fee of eighty cents
2. \_\_\_\_\_ old man helped me today. \_\_\_\_\_ man who helped me asked me to help others

**C. Fill in the blanks with the suitable prepositions.**

1. She fell \_\_\_\_\_ the well
2. The suitcase fell \_\_\_\_\_ the floor.
3. The ship sailed \_\_\_\_\_ the ocean
4. The old school tie the still has enormous power \_\_\_\_\_ such companies
5. I didn't leaves the office \_\_\_\_\_ eight O' clock last light

**D. Write two slogans to the following report**

**2x2=4**

You have been asked to create attention grabbing captions to advertise 'Taj Mahal' on a tourist Website.



### UNIT III

**III. A. Choose the word from the given alternative that has nearest meaning to the underlined word. 2x1=2**

1. She was not asked to sing, dance or produce a culinary miracle for the Guests'. Benefit!
  - a. Something very silly
  - b. Concerned with cooking
  - c. A false appearance
  - d. discouraging
2. A shower of oaths and imprecations followed
  - a. curses
  - b. request
  - c. reclaim
  - d. orders

**B. Choose the word from the given alternative that has an opposable meaning of the underlined word. 3X1=3**

1. She found her husband in a meditative mood
  - a. To thoroughly mix
  - b. Meditation
  - c. To contemplate
  - d. None of the above
2. My, intuition, the essence of the mastery of any art.
  - a. The ability to know something instinctively
  - b. Asleep
  - c. Alert
  - d. Awake
3. The rented house is very expensive
  - a. Costly
  - b. Modest
  - c. Spacious
  - d. inexpensive



## UNIT IV

### IV. A. Read the passage and answer the following question given below.

Again and again I revolved in my mind how all this would end. There is no hope. Dr. Flint had an iron will and was determined to keep me and to conquer me. My lover was an intelligent and religious man. Even if he could have obtained permission to marry me while I was a slave, the marriage would give him no power to protect me from my master. It would have made him miserable to witness the insult I should have been subjected to and then if we had children, I knew they must “Follow the condition of the mother”. What a terrible blight that would be on the heart of a free, intelligent father! For his sake I felt I ought not to link his fate with my own unhappy destiny.

1. Give synonym for the word blight 1
  - a. lurking
  - b. Imprecations
  - c. Falkative
  - d. Something that will come in the way of growth and prosperity.
2. Frame sentences using the given words 2
  - a. Coyness
  - b. Viable
3. What do you think Jacobs means when she says and children she had would have to “Follow the condition of the mother”? 2

### B. Answer any one of the following in a paragraph of about 100 words: 1x5=5

1. What are the various things that a winner takes? Do you think he takes it away from someone in the poem ‘winner takes it all’?
2. “you have got another love” –what does this tell about the man being discusses in the Poem “Poor Girl”

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### Question Paper Pattern

| Unit | Type of Question                                                                                                                                | Marks |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| I    | 1.Short answer questions ( Five compulsory questions)                                                                                           | 10    |
|      | 2.Paragraph answer questions (Five questions to be answered out of seven questions)                                                             | 30    |
|      |                                                                                                                                                 | 10    |
|      | 3.Long answer question 1 out of 2 questions                                                                                                     |       |
| II   | 1.Annotation from poetry                                                                                                                        | 05    |
|      | 2.Paragraph answer questions 1 out of 2 questions                                                                                               | 05    |
| III  | 1.Correction of errors in areas like voice, usage, articles, prepositions, tenses                                                               | 10    |
|      | 2.Writing slogans / Captions                                                                                                                    | 05    |
| IV   | Comprehension<br>(Areas for testing the unseen passage – synonyms, antonyms, meanings, collocation and using words as nouns, verbs, adjectives) | 05    |



**II SEMESTER BA/BSc/BCom/BCA/BBA**  
**(For students from other states and countries)**  
**TITLE: ADDITIONAL ENGLISH COURSE II**  
**Teaching Hours: 4 periods/week (48 hours/Semester)**  
**Code No: ALE 181**

**Objectives:**

- ❖ To help the learner to systematically proceed towards matured writing and facilitate in his writing tasks.
- ❖ To help the learners to elaborate ideas to communicate experiences, view points, and message for producing desired effects.

**Outcomes:**

- CO1: Demonstrate a critical awareness of education and travel
- CO2: Develop the reading and comprehending skills
- CO3: Show higher level of writing skills.
- CO4: Show a better cultural and social awareness.

**UNIT-I**

**Reading Skills:**

20 hrs

1. In Sahyadri Hills : A Lesson of Humility
2. The story of My Sanskrit
3. The Exercise Book
4. Tourists are Coming
5. Stories in Stone

**UNIT-II**

**Listening Skills:**

15 hrs

1. My Young Son Asks Me.
2. Arithmetic



3. Abraham Lincoln's Letter
4. A Poem
5. Africa
6. America
7. Chicago

### **UNIT-III**

#### **Writing Skills:**

10 hrs

1. Grammar – Voice, usage, articles.
2. Preposition, tenses.
3. Expansion of slogans / Captions.

### **UNIT-IV**

#### **Comprehension Skills.**

03 hrs

1. Reading an Unseen passage and answering the questions set on it.

#### **Reading books:**

Nayar, Nandini . **Footprints1 An anthology of prose, poetry and fiction.** Cambridge University press: 2008

#### **Reference books:**

George, T.J.S. **Biography of M.S Subbulakshmi,b.** 1916, exponent of Carnatic music: Harper Collins Publishers India; 2007

Greenblatt , Stephen.**The Norton Anthology of English Literature** Vol. B. New York, NY: W.W.Norton and Company,Inc.pp 1370- 76:2012

Green, David. **Contemporary English Grammar Structures and composition.** Macmillan Publishers India Ltd: 1971, rpt, 2010



**Additional English**  
**AEL 181 II Semester BA/BCom/BSc/BCA/BBA**  
**Model Question Paper**  
**Paper – II**

**Time: 3 Hrs**

**Max. Marks: 80**

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**Unit I**

**I. A. Answer the following in a sentence or a word each: 2x5=10**

1. What are the problems faced by the students of Sahyadri hills?
2. What was the major disaster in the lesson ‘The Exercise Book’?
3. What is the truth about bullies in the poem ‘Abraham Lincoln’s letter to His Son’s Teacher’?
4. What does ‘The Gold of her promise’ mean?
5. What is Mrs. Candour’s complaint about her maid?

**B. Answer any Five of the following questions in a paragraph each: 6x5=30**

1. What were the stories that Amitav Ghosh heard at Angkor Wat? What was the significance of those Stories?
2. What were the things that Sudha Murthy found impressive about the School and its students in the Sahyadri Hill?
3. What are Sandburg’s reasons for his pride in his city in the poem ‘Chicago’?
4. Why did Powde write to the minister Jagjiram Ram?
5. ‘What kind of things did Uma write in her exercise book?’
6. How did Kong Sarith manage to escape death?
7. Describe the School Sudha Murthy visit in the lesson “Sahyadri Hills, A lesson of Humility”?

**Unit II**

**II. Answer the following questions:**

1. “ She kills her bright future  
And rapes for a Sou



Then entraps her Children

With legends untrue”

- a. ‘She’ refers to \_\_\_\_\_ 1x1=1
- b. Who are her ‘Children’? 1x1=1
- c. How does the country herself kill her bright future? 1x2=2
- d. The Word ‘Sou’ refers to \_\_\_\_\_ 1x1=1
  1. Children
  2. A coin worth a small amount, formerly used in France
  3. Important character in the play.
  4. Something that is ordinary

2. “Teach him close his ears to a

Howling mob...

And to stand and fight

If he thinks he’s right

Treat him gently,

But do not cuddle him

Because only the test of fire

Makes fine steel.

- a. Him refers to \_\_\_\_\_ 1
- b. Who is the speaker? 1
- c. Howling mob refers to \_\_\_\_\_ 1
- d. Why does he warn the teacher against “Cuddling”? 2

### UNIT III

**III. Answer any two of the following in a paragraph each: 2x5=10**

1. “Her proud declarations are leaves on the wind”. What does this mean with reference to America?
2. What were the problems faced by the students? What did Sudha Murthy do to ease their problems?





3. What are the different and unexpected places where images of Angkor Wat are found in Cambodia?

**IV. A). Do as Directed**

**1x10=10**

**a. Fill in the blanks with suitable Articles**

Sangeetha is looking for \_\_\_\_\_ job.

1. Please bring \_\_\_\_\_ Killogram of Apples
2. Helping others is \_\_\_\_\_ tradition in the family. \_\_\_\_\_ tradition has kept alive to this day.

**b. Correct the errors of the following sentences.**

1. There is several groups in my School.
2. There are a traditional way of doing things

**c. Fill in the blanks with suitable Prepositions.**

1. He is naughtiest child \_\_\_\_\_ the class
2. It has been raining \_\_\_\_\_ three hours.

**d. Do as directed.**

1. The wind carried the seeds  
(Change in to passive voice)
2. A book was being written by him. (Change into active voice)

**B) Prepare two eyecatchy slogans to advertise a Marriage Counsellor's Bureau.**

**2<sup>1</sup>/<sub>2</sub> x2=5**

**Unit IV**

**V. Read the following passage and answer the questions:**

Almost everyone in the world drinks tea, people pour boiling water on small mounds of dark coloured leaves to infuse the drink that has been popular for centuries. They drink it 'heat' or with mint, lemon or jasmine. We drink it with milk and sugar.

No one knows when tea was discovered, or how it came to be such a popular drink. The beverage is generally accepted to have originated in China hundreds of years ago. Records going back to the 4<sup>th</sup> century A.D. refer to tea. By the 8<sup>th</sup> century A.D. most



Chinese were drinking tea both because they liked it as a beverage and for its medicinal value. Tea was so popular that one of the most distinguished poets of Tang dynasty, a man called Lu yu, even wrote a holy scripture about it. It was called Ch'a Ching, which translated, means tea scripture.

Over the years the habit of drinking tea spread around the world as explores and travelers went to China. Gradually, as the world's trade routes developed and more supplies were imported the price of tea went down and, by the middle of the 18<sup>th</sup> century, it had become the popular family drink. It is trying to oust its great rival, Coffee, which had arrived earlier. The growing popularity of tea changed its 'social status'. 'Tea become all the rage and people gather and enjoy a 'cuffa' and a chat.

- |                                                          |   |
|----------------------------------------------------------|---|
| a. Who wrote a holy scripture about tea?                 | 1 |
| b. How did tea drinking spread all over the world?       | 2 |
| c. In what different ways this beverage can be consumed? | 2 |

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### Question Paper Pattern

| Unit | Type of question   | Marks  |
|------|--|--------|
| I    | 1. Short answer questions  | 2x5=10 |
|      | 2. Paragraph type questions (7 to be given to answer 5)                    | 6x5=30 |
| II   | 1. Annotations –(Two out three)  | 2x5=10 |
|      | Paragraph types questions (two out of three)                               | 2x5=10 |
| III  | 1. Grammar – identification of errors and corrections –                    | 10     |
|      | Voice, usage, articles, prepositions tenses                                | 05     |
|      | 2. Expansion of proverbs/sayings   |        |
| IV   | Comprehension (One mark five questions on the theme of the unseen passage) | 05     |



**III SEMESTER BA/BSc/BCom/BCA/BBA**  
**(For students from other states and countries)**  
**TITLE: ADDITIONAL ENGLISH COURSE III**  
**Teaching Hours: 4 periods/week (48 hours/semester)**  
**Code No: ALE 231**

**Objectives:**

- ❖ To enable the learners to use language for different discourses in different socio linguistic contents
- ❖ To facilitate the learners to develop the necessary language skills.

**Outcomes:**

CO1: Identify new variety of Indian and foreign texts

CO2: Show improved reading and comprehending skills

CO3: Perform better through the enhanced the writing skills

CO4: Conduct himself in a dignified manner because of his better cultural and social awareness

**UNIT I**

**Reading Skills:**

20 hrs

1. A Ghost story
2. Bhutto
3. The adventures of the speckled Bond

**UNIT II**

**Listening Skills:**

15 hrs

1. On Humility and Freedom
2. A Whisper of Aids.
3. An Inconvenient Truth



### UNIT III

#### Writing Skills:

10 hrs

Developing a story using the outline- Two outlines to be given – One to write

### UNIT IV

#### Speaking Skills:

03 hrs

Writing a speech Two questions to write one

#### Reading Book:

Nayar, Nandini. **Foot prints III-An Anthology of Prose and Fiction**. New Delhi: CUP, 2010.

#### Reference books:

George, T.J.S. **Biography of M.S Subbulakshmi**, b. 1916, exponent of Carnatic music: Harper Collins Publishers India; 2007

Greenblatt, Stephen. **The Norton Anthology of English Literature Vol. B**. New York, NY: W.W.Norton and Company, Inc. pp 1370- 76:2012

Green, David. **Contemporary English Grammar Structures and composition**. Macmillan Publishers India Ltd: 1971, rpt, 2010



**Additional English**  
**AEL 231 III Semester BA/BCom/BSc/BCA/BBA**  
**Model Question Paper**  
**Paper – III**

**Time: 3 Hrs**

**Max. Marks: 80**

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**Unit I**

**I. A. Answer the following questions in one or two sentences each: 2x5=10**

1. Where had Naveen first witnessed Akrur Babu's talent?
2. What is the brutal reality of AIDS?
3. What does Chaplin want soldiers to do?
4. When does Waston decide to publish 'The Adventures of the specked Band'?
5. What does the phrase 'specked bank' refer to in the story 'The Adventures of the speckled band'?

**B. Answer any five of the following questions in a paragraph of 100 words each:**

**6x5=30**

1. What were the happenings that kept writer awake in the night?
2. What are the basic rules of Ventriloquism?
3. How did Bhuto change after Akrur Babu's visit to Naveen?
4. What are Mary Fisher's reasons for referring to AIDS as a 'present danger'?
5. Why does Mary Fisher say that, "If you believe that you are safe, you are at risk"?
6. What according to Chaplin, are the essential qualities of human beings?
7. What necessary qualities should human beings possess for a peaceful life in the lesson 'On Humanity and Freedom'?

**UNIT II**

**I. Answer any two of the following in about 200 words 10x2=20**

1. What according to Mary Fisher, is the 'shroud of Silence'? How has this affected the issue of AIDS?
2. What was the 'unwelcome verdict' that Al Gore read about himself? How did he react to it?
3. What, according to Chaplin, is the role of science in establishing peace in the world?



### UNIT III

#### II. Read the outline given below and develop a story.

1x10=10

One night a young girl, Lily foster, is left alone for the night in her country house, while her parents drove out to town for a party. She made herself something to eat and sat down at Kitchen table. Turning on the radio to her favorite station, she was surprised to hear news that declaring that an avenged murderer was out. It advertised that people secure all windows and doors as safety precaution. The young girl locked the front door and closed windows and climbed upstairs to her bedroom and slid under the big warm blanket on her bed. A short while later she awoke to the sound of outside her room...

It was a dark and stormy night I was alone in my home. I thought and I had heard the front door open slowly....

### UNIT IV

#### III. Draft a speech:

1x10=10

1. Draft a speech you are going to deliver on the occasion of the inaugural programme of Athletic Meet.

Draft a speech you are going to deliver on the occasion of Annual day celebration

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**Additional English**  
**III Semester**  
**Course – III**  
**Question Paper Pattern**

| Unit | Type of question                                                              | Marks     |
|------|-------------------------------------------------------------------------------|-----------|
| I    | 1. Short Answer questions                                                     | 2 x 5 =10 |
|      | 2. Paragraph type questions (4 out 5 questions)                               | 4 x 5 =20 |
| II   | 1. Short Answer questions                                                     | 2 x 5 =10 |
|      | 2. Paragraph type question (4 out 5 questions)                                | 2 x 5 =20 |
| III  | Developing a story using the outline- Two outlines to be given – One to write | 10        |
| IV   | Writing a speech<br>Two questions to write one                                | 10        |





**IV SEMESTER BA/BSc/BCom/BCA/BBA**  
**(For students from other states and countries)**  
**TITLE: ADDITIONAL ENGLISH COURSE - IV**  
**Teaching Hours: 4 periods/week (48 hours/Semester)**  
**Code No: ALE 281**

**Objectives:**

- ❖ To enable the learners to use language for different discourses in different socio linguistic contents
- ❖ To facilitate the learners to develop the necessary language skills.

**Outcomes:**

- CO1: Demonstrate a critical understanding of society, science and environment.
- CO2: Apply the ideas appropriately through his enhanced reading and comprehending skills of variety of texts.
- CO3: Show the improved writing skills in writing as well as oral communications.
- CO4: Strive to develop better cultural and social conditions.

**UNIT I**

**Reading Skills:** 20 hrs

1. The Boor
2. The Paradox of Our Times
3. An Executive's Dilemma

**UNIT II**

**Listening Skills:** 20 hrs

1. The Doctor in the 21<sup>st</sup> Century
2. How to be a Doctor?
3. Water: The Elixir of Life



### **UNIT III**

#### **Speaking Skills:**

04 hrs

Writing dialogues on a given situation.

### **UNIT IV**

#### **Writing Skills:**

04 hrs

Writing an essay on any of the given topics.

#### **Reading Books:**

Nayar, Nandini. Foot prints IV- An Anthology of Prose, Poetry and Fiction. New Delhi: CUP, 2011.

#### **Reference books:**

George, T.J.S. Biography of M.S Subbulakshmi, b. 1916, exponent of Carnatic music: Harper Collins Publishers India; 2007

Greenblatt, Stephen. The Norton Anthology of English Literature Vol. B. New York, NY: W.W.Norton and Company, Inc. pp 1370- 76:2012

Green, David. Contemporary English Grammar Structures and composition: Macmillan Publishers India Ltd: 1971, rpt, 2010



**Additional English**  
**AEL 281 IV Semester BA/BCom/BSc/BCA/BBA**  
**Model Question Paper**  
**Paper – IV**

**Time: 3 Hrs**

**Max. Marks: 80**

**UNIT-I**

**I. A. Read any TWO of the following passages and answer the questions given below them: 2x5=10**

1. “you shall see, Nicolas, how well I can love and forgive .....My love will only fade away when I do, when my poor heart stops bearing. Aren’t you ashamed of yourself? I am such a good little woman, such loyal wife, I’ve shut myself up and I’ll remain faithful to you all my life.

- |                                                    |   |
|----------------------------------------------------|---|
| 1. Who is Nicolas?                                 | 1 |
| 2. What does the speaker mean by ‘when I do’? Why? | 2 |
| 3. Explain ‘Aren’t you ashamed of yourself’.       | 2 |

2. You must decide! ..... I come from a good family, I’m an honest man, I’ve an income of ten thousand roubles a year..... I can put a bullet through a half penny tossed in the air  
.....

- |                                            |   |
|--------------------------------------------|---|
| 1. Who is ‘you’? What should be ‘decided’? | 2 |
| 2. How does the Speaker describe himself?  | 2 |
| 3. What does the last sentence mean?       | 1 |

3. We have multiplied our possessions, but reduced our values.

We talk too much, love too seldom, and hate too often

We have learnt how to make a living but not life.

We have added years to life, but not life to years.

We’ve been all the ways to the moons and back.

But have trouble crossing the street to meet.....



1. What does Speaker mean by 'possessions'? What is it contrasted with? 2
2. What does the Speaker expect by saying 'learnt how to make a living, but not life'? 1
3. What does the Speaker say in the last line? 2

**B. Answer any FOUR of the following in a paragraph of 60-70 words: 4x5=20**

1. How does Looka try to convince his mistress about her re-marriage?
2. How does Smirnov unravel the pretensions of Popova about her love?
3. What are the paradoxes of our life according to the Dalai Lama?
4. What are the conflicts that the executive faces in the modern days?
5. How does Anton Chekov use comic elements in the play?

## UNIT-II

**II. A. Answer the following questions in a phrase or sentence as required: 5x2=10**

1. What was the expectation of P.K. Sethi when he entered Medical School?
2. Who wrote 'Arogya Niketan' and why should all medical students read it?
3. How does Stephen Leacock make fun of the Mood of doctors?
4. Why does C.V. Raman insist on the urgency of planting trees?
5. How does Stephen Leacock differentiate the changes in the medical field in the present with the example of epilepsy?

**B. Answer any FOUR of the following in a paragraph of 60-70 words each: 4x5=20**

1. How does P.K. Sethi uphold the traditional healing of India? Explain with example.
2. What are the views of P.K. Sethi on the commercialization of Medicine?
3. How to prevent soil erosion according to C.V. Roman?
4. "And yet isn't it funny?" says Leacock. Explain.
5. What are the ideas of the writer on the rain fed tanks found in South India?



### UNIT-III

**III. Write a dialogue on ONE of the following situations in about 10-15 sentences:**

**1x10=10**

1. You want to open a savings bank account in the State Bank of India branch in your city. Develop a conversation on this situation.
2. You want to get an admission to MBA Course in University. You want complete information. Write a dialogue on this context regarding your interaction with the Superintendent of the dept.

### UNIT-IV

**IV. Write an essay on ONE of the following in about 250 words.**

**1x10=10**

1. Digital India - Boon or bane?
2. Politics and Youth
3. Global Warming and Future.

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**Additional English**  
**IV Semester**  
**Course – IV**  
**Question Paper Pattern**

| Units | Type of question  | Marks    |
|-------|---|----------|
| I     | 1. Annotations -2 to write                                      | 5+5=10   |
|       | 2. Paragraph type questions (4 out of 5)                        | 4 x 5=20 |
| II    | 1. Short answer questions (Five compulsory questions)           | 2x5 =10  |
|       | 2. Paragraph type questions (4 out of 5)                        | 4x5=20   |
| III   | Dialogue writing<br>(Two contexts to be given to choose one)    | 10       |
| IV    | Essay Writing<br>(Three Topics to be given – To choose any one) | 10       |



## ENGLISH CERTIFICATE COURSES

Code No: ECC1

Title: Language Skills in Communicative English

Duration: 40 hrs

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### Objectives:

- ❖ To develop students' ability to use English language accurately, appropriately and fluently in different communicative situations
- ❖ To strengthen the receptive and productive skills of the communicative language such as listening, reading speaking and writing.

### Outcomes:

- ❖ Comprehend the oral communications
- ❖ Demonstrate confidence in using English language in real life situations

### Syllabus

Entry Level Assessment 02 Hours

Introduction to the Course 01 Hour

**UNIT I – Listening Skills** 05 Hours

- Introduction to English Sounds
- Understanding the tone and intonation

**UNIT II – Speaking Skills** 10 Hours

- Understanding telephonic communication
- Handling calls
- Leaving a message
- Making a request
- Asking for and giving information
- Giving instructions



### **UNIT III – Reading Skills**

10 Hours

- Skimming
- Scanning
- Reading between the lines
- Making notes

### **UNIT IV - Writing Skills**

10 Hours

- Prose Writing
- Format based writing

### **Exit Level Test and Evaluation**

02 Hours

### **Teaching Methods**

- Interactive classroom activities
- Self study and peer study method
- Exposure to the language lab

### **Assessment Criteria**

- A written test [objective type] at the end of the course
- Personal interview





## Certification

- The results of the successful candidates shall be classified in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted.

| % Marks          | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha sign grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |

## Feedback

- Written feedback shall be collected from the participants
- Oral feedbacks shall be collected timely by the resource persons

## Reference

Wright, Andrew, Betteridge, David, Buckby, Michael, **Games for language learning**, CUP, Cambridge, 2006. pt.

Rinvoluceri, Mario **Grammar Games: Cognitive, Affective and Drama Activities for EFL Students**, CUP, Cambridge 1985. pt.

Davis, Paul Rinvoluceri, Mario, **More Grammar Games: Cognitive, Affective and Movement Activities for EFL Students**. CUP. Cambridge 1995. pt.

\*\*\*\*\*



**Code No: ECC2**

**Title: A Certificate Course in Literary Translations**

**Duration: 40Hours**

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**Objectives:**

- ❖ Providing a basic training in translation
- ❖ Focusing the learners on the cultural and linguistic specificities of source and target language
- ❖ providing maximum exposure on the translated texts

**Outcomes:**

- ❖ Learners are expected to translate a literary text from Kannada to English and vice a versa
- ❖ Learners develop cultural linguistic and literary sensitivity while translating the texts

**Syllabus:**

| Sl No | Topic  | Duration        |
|-------|--|-----------------|
| 1     | Introduction to the course   | 1 Hour          |
| 2     | Awareness about the source language                                    | 5 Hours         |
| 3     | Awareness about the target language                                    | 5 Hours         |
| 4     | Translation at the level of vocabulary                                 | 5 Hours         |
| 5     | Translation at the level of usages and expressions                     | 5 Hours         |
| 6     | Grammaticality in literary translation                                 | 5 Hours         |
| 7     | Identifying the tone of the speaker and finding cultural specificities | 3 Hours         |
| 8     | Context specific translation   | 5 Hours         |
| 9     | Machine Translation  | 4 Hours         |
| 10    | Test and Evaluation  | 2 Hours         |
| 11    | <b>Total</b>   | <b>40 Hours</b> |



**Teaching Methods:**

- Classroom discussion method
- Library reference

**Assessment criterion:** Written test

**Certification:**

- The results of the successful candidates shall be classified in terms of grades. An Eight point grading system which is based on the actual absolute marks scored and

| %<br>Marks             | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha<br>sign<br>grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |

alpha-sign grade as described below shall be adopted

**Feedback:**

Written feedback shall be collected from the participants

Oral feedbacks shall be collected timely by the resource persons

**Reference**

Modules prepared by the Department

**Detailed Plan for the Certificate Programme**

| Day | Activity   |
|-----|--|
| 1   | Introduction   |
| 2   | Awareness about the source Language                                    |
| 3   | Linguistics of the Source Language                                     |
| 4   | Culture of the Source Language   |
| 5   | Vocabulary/Diction of the Source Language                              |
| 6   | Grammar of the Source Language   |
| 7   | Awareness about the target language                                    |
| 8   | Linguistic Awareness   |
| 9   | Cultural Awareness   |
| 10  | Vocabulary/Diction   |
| 11  | Grammar  |
| 12  | Translation at the level of vocabulary                                 |
| 13  | Naming Words/ Nouns  |
| 14  | Action Words /Verbs  |
| 15  | Adjectives   |
| 16  | Adverbs  |
| 17  | Translation at the level of usages and expressions                     |
| 18  | Collocations   |
| 19  | Idiomatic expressions  |
| 20  | Phrasal verbs  |
| 21  | Figurative uses  |
| 22  | Grammaticality in literary translation                                 |
| 23  | Simple sentence structures   |
| 24  | Compound Sentences   |
| 25  | Complex Sentences  |
| 26  | Degrees of Comparisons   |
| 27  | Identifying the tone of the speaker and finding cultural specificities |
| 28  | Finding the gist and expressing it in another language                 |



|    |   |
|----|---|
| 29 | Expanding and elaborating the idea in target language |
| 30 | Context specific translation                          |
| 31 | Translating a paragraph [Prose]                       |
| 32 | Translating a stanza [Poem]                           |
| 33 | Translating a write-up/Notice                         |
| 34 | Translating a short story                             |
| 35 | Machine Translation                                   |
| 36 | Machine Translation: Internet tools for translation   |
| 37 | Machine Translation: Google Translator                |
| 38 | Machine Translation: Post Translation Editing         |
| 39 | Test and Evaluation                                   |
| 40 | Test and Evaluation                                   |



**Code No: ECC3**

**Title: Basic Communication Skills (Phase I)**

**Duration: 16 hours**

---

**Objectives :**

- ❖ To develop students' ability to use English language accurately, appropriately and fluently
- ❖ To sensitize the students to some grammatical errors

**Outcomes:**

- ❖ The learners should be able to express themselves in spoken and written English
- ❖ The learners should perceive the texts available spoken and written mode

**Syllabus**

**Unit I – Communication Skills**

**5 Hours**

- Understanding Communication
- Greeting and introducing
- Making requests
- Asking and giving permission
- Offering help
- Giving instructions and directions

**Unit II – Telephone Skills**

**5 Hours**

- Understanding telephone communication
- Handling calls
- Leaving a message
- Making a request
- Asking for and giving information
- Giving instructions



### Unit III – Remedial Grammar

5 Hours

- Subject, Verb Agreement
- Tenses
- ‘Do’ forms
- Active and Passive Voice
- Using negatives
- Prepositions
- Vocabulary

### Testing and Evaluation

1 hour

### Teaching Methods

- Interactive classroom activities
- Self study and peer study method
- Exposure to the language lab

### Assessment Criteria

- A written test [objective type] at the end of the course
- Personal interview–

### Certification

- The results of the successful candidates shall be classified in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted.

| % Marks          | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha sign grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |



### **Feedback**

- Written feedback shall be collected from the participants
- Oral feedbacks shall be collected timely by the resource persons

### **Reference**

P. Kiramai Dutt & Geetha Rajeevan **Basic Communication Skills** Foundation Books:  
2006 Price Rs. 75/=





**Code No: ECC4**

**Title: A Basic Course in Grammar - Part I**

**Duration: 16 Hours**

---

**Objectives:**

- ❖ To introduce the learners to various parts of speech
- ❖ To use the vocabulary in context

**Outcomes:**

- ❖ Identification of the parts of speech
- ❖ Appropriate use of them in spoken and written English

**Syllabus**

|   |                |
|---|----------------|
| <b>Unit I – Naming words</b>  | <b>3 Hours</b> |
| <ul style="list-style-type: none"><li>• Noun / Pronoun /</li></ul>  |                |
| <b>Unit II - Action words</b>   | <b>3 Hours</b> |
| <ul style="list-style-type: none"><li>• Verb / tense</li></ul>  |                |
| <b>Unit III - Qualifiers, modifiers and articles</b>  | <b>3 Hours</b> |
| <ul style="list-style-type: none"><li>• Adjectives</li><li>• Adverbs</li><li>• Definite and indefinite articles</li></ul> |                |
| <b>Unit IV – Conjunctions</b>   | <b>3 Hours</b> |
| <ul style="list-style-type: none"><li>• Linkers</li><li>• Cohesive devices</li><li>• Collocations</li></ul>               |                |
| <b>Unit V – Other parts of speech</b>   | <b>3 Hours</b> |
| <ul style="list-style-type: none"><li>• Preposition</li><li>• Interjection</li></ul>                                      |                |



## Testing and Evaluation

1 hour

### Teaching methods

- Interactive classroom activities

### Assessment criterion

- Written test

### Certification

- The results of the successful candidates shall be classified in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted

| % Marks          | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha sign grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |

### Feedback

- Written feedback shall be collected from the participants
- Oral feedbacks shall be collected timely by the resource persons

### Reference

Thomson A.J. and Martinet A.V. **A Practical English Grammar**. OUP: 1999. Price Rs. 110/=



**Code No: ECC5**

**Title: A Basic Course in Grammar - Part II**

**Duration: 16 hours**

---

**Objectives:**

- ❖ To introduce the learners to the sentence patterns
- ❖ To make the learners to use the sentences appropriately while building a context.

**Outcomes:**

- ❖ Articulate their ideas in English in grammatically complete sentences
- ❖ Show awareness of the grammaticality of the sentences in contexts.

**Syllabus**

|   |                 |
|---|-----------------|
| <b>Unit I</b>   | <b>05 Hours</b> |
| <ul style="list-style-type: none"><li>• Sentences</li><li>• Simple Compound and complex</li><li>• Clauses and phrases</li><li>• Idiomatic and figurative expressions</li><li>• Cohesive devices</li></ul> |                 |
| <b>Unit II</b>  | <b>05 Hours</b> |
| <ul style="list-style-type: none"><li>• Error identification</li></ul>  |                 |
| <b>Unit III</b>   | <b>05 Hours</b> |
| <ul style="list-style-type: none"><li>• Writing paragraphs and writing dialogues</li><li>• Letter writing and business communication</li></ul>  |                 |
| <b>Test and evaluation</b>  | <b>01 Hour</b>  |
| <b>Teaching Methods</b>   |                 |
| <ul style="list-style-type: none"><li>• Interactive classroom activities</li></ul>  |                 |
| <b>Assessment criterion</b>   |                 |
| <ul style="list-style-type: none"><li>• Written test</li></ul>  |                 |



### Certification

- The results of the successful candidates shall be classified in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted

| % Marks          | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha sign grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |

### Feedback

- Written feedback shall be collected from the participants
- Oral feedbacks shall be collected timely by the resource persons

### Reference

How to Speak and Write better, Readers' Digest



**Code No: ECC6**

**Title: Advance Course in Communication skills and Media Awareness**

**Duration: 16hrs**

---

**Objectives:**

- ❖ To introduce the learners to the mass media of communication

**Outcome:**

- ❖ Show familiarity with the mass media of communication both in print as well as audio/video

**Syllabus**

**Unit I: Introduction to the print media 05 Hours**

- Local, National and international news papers
- Writing for the print media – newspaper reporting and editing
- Letter to the editor

**Unit II: Introduction to radio 05 Hours**

- Local [community ], National, regional and international
- Writing script to the radio news and reporting

**Unit III: Introduction to TV, Internet & MultiMedia of mass communication**

**05 Hours**

- T V
- Internet

**Testing and Evaluation**

**01 Hour**

**Teaching Methods**

- Interactive classroom activities
- Exposure to the mass media of communication
- Visit to the studio and recording processes



### Assessment Criterion

- Written test

### Certification

- The results of the successful candidates shall be classified in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted

| % Marks          | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha sign grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |

### Feedback

- Written feedback shall be collected from the participants
- Oral feedbacks shall be collected timely by the resource persons

### Reference

Study materials prepared by the department



**Code No: ECC7**

**Title: A Course on Communication through Correspondence**

**Duration: 16 hrs**

---

**Objectives:**

- ❖ To expose the learners to learning in correspondence
- ❖ To undertake the learner – communication through correspondence

**Outcomes:**

- ❖ Use the latest formats for correspondence
- ❖ Express themselves to the point, precisely, in the context.

**Syllabus**

**Unit I: letter writing formats 05 Hours**

- Formal
- Informal

**Unit II Official communications 05 Hours**

- letters of complaints
- letters of requests
- e mail communication

**Unit III Responses 05 Hours**

- letters in response to the advertisements for job vacancies
- Writing notices and advertisements and responding to them

**Testing and Evaluation 1 Hour**

**Teaching Methods**

- Introduction to the correspondences in real life.
- Field visits
- Interactive classroom sessions

**Assessment Criterion**

- Written test for 50 marks



### Certification

- The results of the successful candidates shall be classified in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted

| % Marks          | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha sign grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |

### Feedback

- Written feedback shall be collected from the participants
- Oral feedbacks shall be collected timely by the resource persons

### Reference

Study materials prepared by the department





**Code No: ECC8**  
**Title: A Basic Course in Language Games**  
**Duration: 16 hrs**

---

**Objectives:**

- ❖ To make language learning funny and interesting

**Outcomes:**

- ❖ Use the foreign language in different contexts

**Syllabus**

**Unit I: games – learning letters of the alphabet** **3 Hours**

- introduction to the letters of alphabet – vowels and consonants
- crossword and other puzzles
- creating images using the letters of alphabet
- letter challenge game

**Unit II: games - learning vocabulary** **3 Hours**

- king game synonym and antonym game
- rhyme and reason game
- change a letter game

**Unit III: games – learning idioms and phrases** **3 Hours**

- introduction to idioms and idiomatic expressions
- make a meaning
- change a word and make it meaningful
- guess the phrase/idiom

**Unit IV: games - parts of speech** **3 Hours**

- use the adjectives to the names
- phrasal verbs
- use of conjunctions
- vocabulary tennis
- what is a good word



**Unit V: sentences and compositions and grammaticality****3 Hours**

- Word challenge game
- Just a minute
- Ship wreck

**Teaching Methods**

- Interactive classroom activities
- Board and classroom language games inside and outside the classroom

**Assessment Criterion**

- Written test for 50 marks

**Certification**

The results of the successful candidates shall be classified in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted

| % Marks          | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha sign grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |

**Feedback**

- Written feedback shall be collected from the participants
- Oral feedbacks shall be collected timely by the resource persons

**Reference**

- Study materials prepared by the department



**Code No: ECC9**

**Title: A Basic Course in English Phonetics**

**Duration: 16 hrs**

---

**Objectives:**

- ❖ To introduce the learners to IPA Script
- ❖ To understand pronunciation in a context

**Outcomes:**

- ❖ Do the phonetic transcriptions
- ❖ Understand communication and use of phonetics
- ❖ Understand the communication through technology - telephone

**Syllabus**

**Unit I: pronunciation and neutralisation of Accent**

**5 Hours**

- Vowels
- Consonants
- Diphthongs
- Stress
- Intonation

**Unit II: Communicative Skills**

**5 Hours**

- Understanding Communication
- Greeting and introducing
- Making requests
- Asking and giving permission
- Offering help
- Giving instructions and directions



### Unit III – Telephone Skills

5 Hours

- Understanding telephone communication
- Handling calls
- Leaving a message
- Making a request
- Asking for and giving information
- Giving instructions

#### Teaching Methods

- Interactive classroom activities

#### Assessment Criterion

- Written test

#### Certification

- The results of the successful candidates shall be classified in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted

| % Marks          | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha sign grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |

#### Feedback

- Written feedback shall be collected from the participants
- Oral feedbacks shall be collected timely by the resource persons

#### Reference

- Sasikumar V, Dutt P Kiranmai, Rajeevan Geetha: 'A Course in listening and speaking' – foundation CUP 2007



**Code No: ECC10**

**Title: A Basic Course in Dictionary Uses**

**Duration: 16 hrs**

---

**Objectives:**

- ❖ Introduction to various types of dictionaries and their optimum uses

**Outcomes:**

- ❖ Use the dictionaries optimally

**Syllabus**

- |   |         |
|---|---------|
| • Library orientation for dictionaries            | 1 Hour  |
| • Dictionaries, their types and features          | 2 Hours |
| • Use of Dictionary for meaning                   | 2 Hours |
| • Use of Dictionary for synonyms and antonyms     | 2 Hours |
| • Use of Dictionary for etymological purposes     | 2 Hours |
| • Use of Dictionary for illustrations             | 2 Hours |
| • Use of Dictionary for grammaticality and usages | 2 Hours |
| • Use of Digital Dictionaries                     | 2 Hours |

**Teaching methods**

- Interactive classroom activities
- Use of Language Lab
- Library orientation

**Assessment criterion**

- Written test



### Certification

- The results of the successful candidates shall be classified in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted

| % Marks          | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha sign grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |

- 

### Feedback

- Written feedback shall be collected from the participants
- Oral feedbacks shall be collected timely by the resource persons



**Code No: ECC11**

**Title: A Basic Course in Literary Translations**

**Duration: 16 hrs**

---

**Objectives:**

- ❖ Providing academic value addition to the practice of translation
- ❖ Focusing the learners on the cultural and linguistic specificities
- ❖ Providing information regarding the scope in literary translation

**Outcomes:**

- ❖ Translate a literary text from Kannada to English vice a versa
- ❖ Demonstrate linguistic and literary sensitivity while translating the texts

**Syllabus**

- Introduction to the course 1 Hour
- Translation at the level of vocabulary 3 Hours
  - Naming words
  - Action words
  - Modifier [Adjectives and Adverbs]
- Translation at the level of usages and expressions 2 Hours
  - Figurative uses of language
  - Idiomatic expressions
- Grammaticality in literary translation 2 Hours
  - Simple, compound and complex sentence
  - Affirmative, negative, interrogatory and exclamatory sentences
- Identifying the tone of the speaker and finding cultural specificities 2 Hours
  - Sketching the characters, global comprehension and note on the historicity of the texts



- Context specific translation 5 Hours
  - Translation of a news, story, letter etc
- Testing and evaluation 1 Hour

### Teaching Methods

- Classroom discussion method
- Library reference

### Assessment criterion

- Written test

### Certification

- The results of the successful candidates shall be classified in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted

| % Marks          | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha sign grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |

### Feedback

- Written feedback shall be collected from the participants
- Oral feedbacks shall be collected timely by the resource persons

### Reference

Modules prepared by the department





**Code No: ECC12**

**Title: A Basic Course in Film Appreciation**

**Duration: 16 hrs**

---

**Objectives:**

- ❖ To appreciate a film critically
- ❖ To understand the elements of a film
- ❖ To make out the academic inferences of a film

**Outcomes:**

- ❖ Appreciate a film critically. [ If a film is good or bad, they need to reason out, why it is so]
- ❖ Note the elements of the films that constitutes the film making
- ❖ Draw inferences at the academic level after watching a film

**Syllabus**

- Introduction to the films – History of the films and subjective observations by the participants. 1 Hour
- Abstract literary texts Vs concrete visual productions 2 Hours
- Story, script, shooting script and Screenplay 3 Hours
- Characters and character development 3 Hours
  - Round characters and flat characters
  - Protagonists and supporting roles
- Camera, Editing and visual effects 2 Hours
- Dialogues, Music and Audio effects 2 Hours
- Animation and the new genre 1 Hour
- Film magazines, awards and film makers 1 Hour
- Test and evaluation 1 Hour



### Teaching Methods

- Classroom teaching and discussion
- Watching films and group discussion
- Writing reviews on the films watched

### Assessment Criterion

- Writing a review after watching a film.

### Certification

- The results of the successful candidates shall be classified in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted

| % Marks          | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha sign grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |

### Feedback

- Written feedback shall be collected from the participants
- Oral feedbacks shall be collected timely by the resource persons

### Reference

Modules prepared by the department



**Code No: ECC13**

**Title: A Basic Course in E Content Development**

**Duration: 16 hrs**

---

**Objectives:**

- ❖ Introducing the learners to the Computer Assisted Subject and Language Learning
- ❖ Developing the skills of content development using computer technology

**Outcomes:**

- ❖ Develop CAL Packages
- ❖ Develop E Content

**Syllabus**

- |   |         |
|---|---------|
| • Introduction to Computer Assisted Learning [ CAL]                                   | 1 Hour  |
| • Understanding the composition of e content development                              | 2 Hours |
| • Identifying the topics, developing Scripts for content development                  | 2 Hours |
| • Converting the scripts into a shooting script                                       | 2 Hours |
| • Developing PowerPoint presentations   | 2 Hours |
| • Collecting and recording the visuals  | 3 Hours |
| • Developing the audio files  | 1 Hour  |
| • Visual editing and rendering  | 1 Hour  |
| • Developing webpages and editing the contents on the webpage and publish the content | 1 Hour  |
| • Test and evaluation   | 1 Hour  |

**Teaching Methods**

- Classroom teaching
- Lab practical

**Assessment Criterion**

- Lab practical test



### Certification

- The results of the successful candidates shall be classified in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted

| % Marks          | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha sign grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |

### Feedback

- Written feedback shall be collected from the participants
- Oral feedbacks shall be collected timely by the resource persons

### Reference

Modules prepared by the department

Websites of CEC-UGC and EMMRCs



**Code No: ECC14**

**Title: A Basic Course in Script Writing**

**Duration: 16 hrs**

---

**Objectives:**

- ❖ To orient the learners to the importance of writing a script in developing the academic and commercial content
- ❖ To provide them hand on experience in script writing

**Outcomes:**

- ❖ Write a script based on a concept for different purposes such as films, newspapers, presentations etc.
- ❖ Edit a script available and customise them according to the genre specified

**Syllabus**

- |   |         |
|---|---------|
| • Introduction  | 1 Hour  |
| • Identifying the text and the context  | 1 Hour  |
| • Editing the script  |         |
| • Choice of diction   | 3 Hours |
| • One word substitutions  |         |
| • Synonyms and antonyms   |         |
| • Idiomatic expressions   |         |
| • Grammaticality in script writing  | 3 Hours |
| • Synthesise of the sentences   |         |
| • Cohesive devices  |         |
| • Précis writing  |         |
| • Scripts for newspaper   | 2 Hours |
| • Scripts for PowerPoint presentation   | 2 Hours |
| • Scripts for a scene of a film   | 2 Hours |
| • Scripts for academic sessions such as classroom teaching, conducting activities, evaluating the students etc. | 1 Hour  |



- Testing and Evaluation

1 Hour

### Teaching Methods

- Classroom teaching
- Practical sessions

### Assessment Criterion

- Written test

### Certification

- The results of the successful candidates shall be classified in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted

| % Marks          | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 35-39 | <35 |
|------------------|--------|-------|-------|-------|-------|-------|-------|-----|
| Alpha sign grade | A++    | A+    | A     | B+    | B     | C+    | C     | U   |

### Feedback

- Written feedback shall be collected from the participants
- Oral feedbacks shall be collected timely by the resource persons

### Reference

Modules prepared by the department



The BOS in English approved the draft syllabus for courses such as Core Courses, Open Elective Courses, Compulsory Foundation Courses, Additional English Courses and Certificate Courses for implementation from 2019-20 academic year in the meeting held on 12<sup>th</sup> June 2019 .

#### **BOS Members**

| <b>Sl. No.</b> | <b>Name</b>            | <b>Designation</b> | <b>Signature</b> |
|----------------|------------------------|--------------------|------------------|
| <b>1</b>       | Mr. Shankaranarayana K | Chairman           |                  |
| <b>2</b>       | Prof. Preetha Bhandary | University nominee |                  |
| <b>3</b>       | Dr. Malini Achar       | Member             |                  |
| <b>4</b>       | Prof. Shobhana N       | Member             |                  |
| <b>5</b>       | Dr. Shakeera Jabeen    | Member             |                  |
| <b>6</b>       | Mrs. Arathi            | Member             |                  |
| <b>7</b>       | Prof. GR Bhat          | Member             |                  |
| <b>8</b>       | Mr. Sooryanarayan Bhat | Member             |                  |
| <b>9</b>       | Mrs. Pavithra J        | Member             |                  |
| <b>10</b>      | Mrs. Rakshitha J       | Member             |                  |
| <b>11</b>      | Mrs Shubharani         | Member             |                  |
| <b>12</b>      | Mr. Shafwan            | Member             |                  |

