



# **DEPARTMENT OF ENGLISH**

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

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

**Approved by the BOS meeting on 20<sup>th</sup> November, 2021**  
**Approved by the Academic Council meeting on 10-12-2021**



## PREAMBLE

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

National Education Policy 2020 aims at quality in Higher Education enabling students with personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. In this connection, Curriculum, Pedagogy and Assessment form the foundation of quality learning. Relevant curriculum, engaging pedagogy, continuous formative assessments and adequate student support result in productive learning.

The curriculum has to align with the latest knowledge requirements and shall meet specific learning outcomes. High-quality pedagogy is necessary to successfully impart the curricular material to support students; pedagogical practices determine the learning experiences that are provided to students– thus directly influencing learning outcomes. The assessment methods shall be scientific and will test the application of knowledge.

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

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



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

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

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

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

Whereas a student opts for a single Major with Minors and goes on to complete undergraduate, he or she is required to choose two disciplines / subjects with equal priority in the first four semesters. At the completion of four semesters the students may choose a new subject/discipline for study in place of any one of the subjects/disciplines he or she has studied until then. In such a case, the subject/discipline the student has opted out (after studying it for four semesters) and the new subject/discipline that replaces it, both shall be considered the student's Minors. Naturally, the subject/disciplines that have been studied throughout six or more semesters shall be his or her Major. If a student opts to change one of the subjects/disciplines in the fifth semester, the subject/discipline that the student opts out cannot be his Major, unless and until he or she earns enough credits in that subject/discipline.

Alternatively, a student may continue with the same two Subjects/ Disciplines For Two More Semesters, i.e., until the sixth semester. In Such a case, the student is required to choose one of those subjects/disciplines as Major in the seventh and eighth semesters. In the seventh and eighth semesters the student will study the subject/discipline with more focus on specialized or emerging areas involving research in the chosen field of study. With enough credits



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

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

The programmes are flexible enough to allow liberty to students in designing them according to their requirements. Students may choose a single Major, one Major with a Minor, and one Major with one Minors/ two majors. Teacher Education or Vocational courses may be included in place of Minor/s.

The SDM College has made provision for Two Major subjects/disciplines along with Languages, Generic Electives, and Ability Enhancement, Skill Development and Vocational courses, including Extracurricular Activities

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

<b>Exit with</b>	<b>Credits Required</b>
Certificate at the Successful Completion of the First Year (Two Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	44 - 48
A Diploma at the Successful Completion of the Second Year (Four Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	88 - 96
Basic Bachelor Degree at the Successful Completion of the Third Year (Six Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme	132 - 144



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

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

**Major Discipline Core Courses (DSC):**

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

**Major Discipline Open Elective Courses (DSE):**

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



**Major/Minor Discipline Courses (MDC):**

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

**Generic Elective Courses (GEC):**

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

**Note:** A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Electives.

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



**Choice Based Credit System (CBCS) Structure:**

The choice based credit system (CBCS) is followed in the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme. CBCS offers opportunities and avenues to learn core subjects and to explore additional avenues of learning beyond the core subjects for holistic development of an individual. As per the choice based credit system, each course shall carry a certain number of credits. In the proposed framework, the credits shall be based on the number of instructional hours per week, one credit per hour of instruction in 10 theory and 1 credit for 2 hours of practical or project work or internship per week (except for languages for which 4 hours of teaching per week make 3 credits).

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



**Model Programme Structure for Bachelor of Arts (Basic/Hons.) Programme**  
**(2Majors subjects without practical)**

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective(D SE) / Open Elective  (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	DSC A1(3), A2(3)	OE-1 (3)	L1-1(3), L2-1(3)  (4 hrs each)		SEC-1 Digital Fluency  (2)(1+0+2)	Yoga (1)  (0+0+2)	Health & Wellness (1)  (0+0+2)	25
II	DSC A3(3), A4(3)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrseach)	Environ mental Studies (2)		Sports (1)  (0+0+2)	NCC/NSS/R  &R(S&G)/ Cultural (1) (0+0+2)	25





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

**Discipline Core: English (Hons.)**

**Total Credits for the Programme: 172 Starting year of implementation:**

2021- 22

### **Programme Outcomes**

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

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



12. Imbibe a multi-disciplinary approach in higher education and research
13. Be skilled in multiple domains and careers
14. Become adept at the use of English in the current technological climate
15. Have hands-on work experience.



## Structure

- English Core Courses: BA (DSC)**

**Table-1**

Semester	No. of Papers	Hours per week	Credits Allotted	Total Credits	Internal Assessment	End Semester Exam
<b>1</b>	<b>2</b>					<b>60</b>
	<b>A1</b>	<b>A1- 3</b>	<b>3</b>	<b>A1- 3</b>	<b>40</b>	
	<b>A2</b>	<b>A2 - 3</b>	<b>3</b>	<b>A2 - 3</b>		
<b>11</b>	<b>2</b>	<b>A1- 3</b>	<b>3</b>	<b>A1- 3</b>	<b>40</b>	<b>60</b>
	<b>A1</b>	<b>A2 - 3</b>	<b>3</b>	<b>A2 - 3</b>		
	<b>A2</b>					

- English Elective Courses**

**Table-2**

Semester	No. of Papers	Hours per week	Credits Allotted	Total Credits	Internal Assessment	End Semester Exam
<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>40</b>	<b>60</b>
<b>11</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>40</b>	<b>60</b>
<b>111</b>						
<b>1V</b>						



- Ability Enhancement Compulsory Courses – Language (AECC)
  - L2 GENERIC ENGLISH

Table-3

Semester	No. of Papers	Hours per week	Credits Allotted	Total Credits	Internal Assessment	End Semester Exam
1	1	4	3	3	40	60
11	1	4	3	3	40	60
111						
1V						

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

Table-4

Semester	No. of Papers	Hours per week	Credits Allotted	Total Credits	Internal Assessment	End Semester Exam
1	1	4	3	3	40	60
11	1	4	3	3	40	60
111						
1V						



**Syllabus- Course Wise****SYLLABUS FOR I SEMESTER B.A. IN ENGLISH****(BASIC/ HONS.)****SEMESTER - I COURSE –I -DSC- PAPER A1****TITLE OF THE COURSE -- Introduction to Literature**

<b>Course Title-- Introduction to Literature</b>	
<b>Total Contact Hours:39/42</b>	<b>Course Credits: 3</b>
<b>FormativeAssessmentMarks:40</b>	<b>Internal Assessment</b>
<b>Summative Assessment Marks: 60</b>	<b>Duration of ESA/Exam: 3 hours</b>

**Course Objectives:**

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

**Course Outcomes:****A learner after undergoing training in this course of study will be able to**

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

<b>CONTENT OF THE COURSE</b>		<b>39/42hrs</b>
<b>UNIT-I: Introduction to Literature</b>		<b>13/14</b>
Chapter 1	Defining Literature- Why study Literature?	
Chapter.2	Elements of literature. <i>What is literature?</i>	
Chapter 3	Literature and Society, Literature and Life, Canon – <i>What is literature?</i> Essay by Terry Eagleton.	
<b>UNIT II: Literary Forms</b>		<b>13/14</b>



Chapter 4	Genres of Poetry: (Lyric, Sonnet, Ballad, Epic, Elegy, Mock Epic) <i>Do not stand at my grave and weep</i> –Mary Elizabeth Frye <i>Shall I Compare thee?</i> – William Shakespeare <i>A Boy Named Sue</i> - Johnny Cash <i>Syntax</i> - Carol Ann Duffy	
Chapter 5	Genres of Drama: Tragedy, Comedy, Tragi-comedy, Five Act play, Three Act Play, One-Act Play	
Chapter 6	Genres of Prose: Novel, Novella, Short story, Essay, Biography, Autobiography	

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



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9. The McGraw-Hill. Introduction toLiterature
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**SYLLABUS FOR I SEMESTER B.A. IN ENGLISH****(BASIC/ HONS.)****SEMESTER I COURSE –II -DSC PAPER A2****TITLE OF THE COURSE: Indian Writing in English Part I**

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

**Course****Objectives:**

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

**Course Outcome:****A learner after undergoing training in this course of study will be able to**

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





<b>CONTENT OF THE COURSE</b>		<b>39/42hrs</b>
<b>Unit –I History of Indian English Literature</b>		<b>10/11</b>
Chapter 1	The Nature and Scope of Indian English Literature: Debate/charges against Indian English Literature (Reference: M.K.Naik, <i>A History of Indian English Literature</i> , New Delhi, SahityaAkademi. 1980)	
Chapter 2	Pre-independence Indian English Poetry, Prose, Drama and Novel	
Chapter 3	Introducing authors from the pre- independence era - Raja Ram Mohan Roy, Toru Dutt, Aurobindo, Swami Vivekananda, Bankim Chandra Chattopadhyay, Mahatma Gandhi, Dr B. R. Ambedkar, Rabindranath Tagore, Sarojini Naidu, Henry Derozio, Dean Mahomet, KrupabaiSatthianadhan, Sarojini Naidu, Cornelia Sorabji. <b>(Self-Study Component)</b>	
<b>Unit – II - Pre-Independence Fiction</b>		<b>16/17</b>
Chapter 4	<i>RajMohan'sWife</i> - Bankim ChandraChatterjee:	
Chapter 5	<i>Saguna</i> -- Krupabai Satthianadhan	
<b>Unit – III- Indian English Poetry, Short stories and Essays</b>		<b>13/14</b>
Chapter 6	Select Poems Toru Dutt- <i>Love Came to Flora Asking for a Flower</i> Sarojini Naidu- <i>Song of a Dream</i> Henry Derozio- <i>To India-My Native Land</i>	
Chapter 7	<b>Select Stories</b> Begum RokeyaHossain- <i>Sultana's Dream</i> Mulk Raj Anand - <i>The Barber's Trade Union</i> - Rabindranath Tagore- <i>Kabuliwala</i>	
Chapter 8	<b>Select Essays</b> 1.M.K. Gandhi-'The Great Sentinel' Swami Vivekananda- 'Chicago Address' B.R. Ambedkar- 'A Childhood Journey to Koregaon'	



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3. Naik, M.K. *A History of Indian English Literature*. Delhi: Sahitya Akademi, 1992.
4. M. K. Naik (Ed) *The Indian English Short Story: A Representative Anthology*, New Delhi: Arnold-Heinemann, 1984
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8. Rao, Krishna. *The Indo-Anglian Novels and the Changing Tradition*. Mysore: Rao and Raghavan, 1973.
9. Pollock, Sheldon. *Literary Cultures in History: Introduction*



Department of English

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

**SEMESTER II**  
**COURSE –III -DSC PAPER A3**  
**TITLE OF THE COURSE: Introduction to Phonetics and Linguistics**

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

**Course**

**Objectives:**

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

**Course Outcome:**

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

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

<b>CONTENT OF THE COURSE</b>		<b>Hours</b>
<b>Unit –1</b>	<b>Introduction to Phonetics and Linguistics</b> <b>(Self-Study Component)</b>	13/14
Chapter 1	Language- its nature, definitions, characteristic features	
Chapter 2	Linguistics – Definitions, Scope	
Chapter 3	Branches of Linguistics	
<b>Unit - 2 Phonetics and Phonology:</b>		13/14
Chapter 4	Speech Mechanism, Organs of Speech,	
Chapter 5	Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants	



Chapter 6.	Transcription of words, Word stress, Phonemics-phone, allophone- phoneme	
<b>Unit – 3 Morphology, Syntax, Semantics and Lexicon</b>		13/14
Chapter 7	Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words, Allomorph – morpheme	
Chapter 8	Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses	
Chapter 9	Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes	



**REFERENCES:**

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

**SEMESTER II**

**COURSE –IV -DSC- PAPER A4**

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

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

**Course**

**Objectives:**

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

**Course Outcome:**

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

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



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



**REFERENCES:**

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





**Question Paper Pattern for B.A in English (Hons)**

**FIRST SEMESTER-COURSE I**

**DSC – Paper A1 -Introduction to Literature**

**Time:3hours**

**Max.Marks:60**

**Instructions: Answer all the questions**

**Section A-Introduction to Literature**

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

(Three questions from Introduction to Literature)

**Section B-Literary Forms**

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

Two questions from Poetry

Two questions from Drama

Two questions from Prose

**Section E- Literary Terms and Figurative Language**

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

(Fifteen questions in all)



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

**Time:3hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

**Section A**

**History of Indian English Literature (Pre-Independence Period)**

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

1. (Six Questions from Unit I)

**Section B**

**Pre-Independence Fiction**

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

**One question from each novel**

**SECTION C**

**Indian English Poetry, Short Stories and Essays**

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

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



**Question pattern for B.A in English (Hons)**

**SECOND SEMESTER-COURSE III**

**DSC – PAPER A3 -Introduction to Phonetics and Linguistics**

**Time:3hours**

**Max.Marks:60**

**Instruction: Answer all the questions**

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



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

**Time:3hours**

**Max.Marks:60**

Instruction: Answer all the questions

Section A

**Indian English Literature (Post Independence Period)**

**I. Answer any two of the following in about 300wordseach (2x10=20)**

(Four Questions from Unit I not excluding any chapter)

Section B

**Introducing writers of the Post-Independence era**

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

(Four questions from unit II)

Section C

**Illustrative Texts**

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

(Six questions from Unit III not excluding any writer)



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

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

**OPEN ELECTIVE: SYLLABUS**

**English – Open Elective -1**

**FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS**

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

**Credits**

**Teaching Hours: 3 Hours per Week**

**Course Objectives:** This paper teaches :

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

**Course Outcomes:**

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

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

**Section I: Functional English Grammar**

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



## Section II: Writing Skills

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

## Section III: Reading Skills

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

## Suggested Reading:

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



**Mode of Examination:**

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

**Question Paper Pattern**

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

**Mode of Examination:**

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

**Question Paper Pattern**

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



**English – Open Elective -2**

**SPOKEN ENGLISH FOR CORPORATE JOBS**

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

**Assessment 60 hrs Syllabus for 3 Credits**

**Teaching Hours: 3 Hours per Week**

**Course Objectives: This paper teaches:**

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

**Course**

**Outcome:**

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

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

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

**Section II:** Fluency and Etiquette 1. Polite sentences and Words 2. Use of Persuading Words 3. Intonation and Voice Modulation 4. Developing Vocabulary

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

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





**Suggested Readings:**

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

**Question Paper Pattern:**

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



**English Open Elective -3**

**SPEAKING AND LISTENING SKILLS**

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

**[Teaching Hours: Lecture 3 Hours -Credit 3]**

**Course Objectives: This paper teaches:**

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

**Course Outcome:**

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

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

**1. Section I: Introduction toPhonetics**

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

**2. Section II: SpeakingSkills**

Formal and Informal Speeches

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

**3. Section III: Listening Skills**

1. Definition of Listening; Listening versus Hearing, Process of Listening, Problems the Students Face in Listening; Sub-skills ofListening



2. What is Good Listening?
3. Barriers to Listening
4. Strategies of Listening
5. Listening Activities: Listening to News Broadcast, Telecast and News Bulletins

#### 4. Section IV: Presentation Skills

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

#### Suggested Reading:

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

#### Question Paper Pattern

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



**English Open Elective -4 TRANSLATION THEORY AND PRACTICE**

**[Teaching Hours: Lecture 3 Hours -Credit 3]**

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

**Course Objectives: This paper teaches:**

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

**Course Outcomes:**

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

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

**Syllabus**

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



**Question Paper Pattern**

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



**ABILITY ENHANCEMENT COMPULSORY COURSE,  
LANGUAGE (AECC)-L2 - GENERIC ENGLISH**

**(As per NEP 2020)**

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

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

**Course Objectives:**

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

**Course Outcomes:**

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

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



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



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





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

**Course Objectives:**

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



**Course Outcomes:**

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

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

<b>PART I-WORK BOOK</b>	<b>Total: 56/60hours. 3 Credits and 4 hours of teaching per week.</b>
<b>UNIT I: Receptive Skills: Reading Skills and Listening Skills</b>	<b>15 hours</b>
<b>Chapter 1:</b> Read the passage and identify the theme.	3hrs
<b>Chapter 2:</b> Read to improve vocabulary: synonyms, antonyms, prefixes, suffixes and collocations.	3hrs
<b>Chapter 3:</b> Listening as a primary skill.	3hrs
<b>Chapter 4:</b> Listen/read and repeat, listen/read and narrate, listen/read and analyze a poem/other genres of writing.	3hrs
<b>Chapter 5:</b> Vocabulary building.	3hrs
<b>UNIT II: Productive Skills: Speaking and Writing Skills</b>	<b>17 hours</b>



<b>Chapter6:</b> Reported speech.	3hrs
<b>Chapter7:</b> Dialogue writing.	2hrs
<b>Chapter8:</b> Verbal and non-verbal communication.	3hrs
<b>Chapter9:</b> Creative writing.	3hrs
<b>Chapter10:</b> Essay writing.	3hrs
<b>Chapter11:</b> Writing a speech.	3hrs
<b>Part 2 – Course Book – Reflections -1(An Anthology of Prose, Poetry, Drama and Fiction)by Bhaskaran Nair, GeethaRajeevan, G. Radhakrishna Pillai</b> <b>Foundation Books.</b>	<b>28hours</b>
<b>Chapter 1 - Theme (Humanity):</b> <i>Two Gentlemen of Verona-</i> A.J Cronin	3hrs
<b>Chapter 2- Theme (Nature Vs Human creations):</b> <i>The Town by the Sea-</i> Amitav Ghosh	3hrs
<b>Chapter 3 - Theme (Human Sorrows):</b> <i>The Affliction of Margaret-</i> William Wordsworth	3hrs
<b>Chapter 4 - Theme (Humour/ Fun):</b> <i>Uncle Podger Hangs a Picture-</i> Jerome K Jerome	3hrs
<b>Chapter 5 - Theme (Rationalism):</b> <i>How to Escape from Intellectual Rubbish-</i> Bertrand Russell	4hrs
<b>Chapter 6 - Theme (Theatre Vs Human Life):</b> <i>All the World's a Stage-</i> William Shakespeare	2hrs
<b>Chapter 7 - Theme (Magic and Realism):</b> <i>The Conjuror's Revenge-</i> Stephen Leacock	2hrs
<b>Chapter 8 - Teme (Temporariness of Life):</b> <i>Gather Ye Buds While Ye May-</i> Robert Herrick	1hr
<b>Chapter 9 - Theme (Aftermath of War) :</b> <i>The Boy Comes Home-</i> A.A Milne	7hrs



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

**Time :3hrs**

**Marks:60**

**SECTION-A**  
**(Course Book - 20 marks)**

(Questions to be set on both prose and poetry)

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

2X5=10

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

1X10=10

**SECTION- B**

(Grammar and Composition- 40 marks)



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

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

**Course Objectives:**

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

**Course Outcome:**

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

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

**POETRY**

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

**PROSE**

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



**GRAMMAR AND COMPOSITION**

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

B. Language and Content

Unseen Passage

Vocabulary Exercises based on the passage

C. Slogan Writing and Caption Writing

Course Book: *SPECTRUM-I*



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

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

**Course Objectives:**

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

**Course Outcome:**

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

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

**POETRY**

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

**PROSE**

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

**GRAMMAR AND COMPOSITION**

1. Framing sentences using idioms
2. Degrees of comparison
3. Hyponym and Superordinates



4. Prefix and Suffix

5. Synonyms

A. Drafting

Brochure

Drafting Leaflet

B. Drafting Invitations

Course Book: *SPECTRUM – I*





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

**Time: 3Hrs**

**Marks:60**

**SECTION-A**  
**(Course Book - 40 marks)**

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

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

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