

University of Mysore

Board of Studies in English (UG)

Curriculum Framework for English on Multi-Disciplinary Programme as per NEP-2020

SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

English Language (L 2)

Choice Based Credit System Semester Scheme with Multiple Entry and Exit Options

LANGUAGE ENGLISH SYLLABUS - CBCS

From the Academic Year 2022-23

(For students admitted to the First Semester in 2021-22)

For Undergraduate Programme offered in Faculty of Arts and Faculty of Science

SEMESTER III

Starting year of implementation	: 2022-23
Discipline/Subject	: GENERIC ENGLISH - L2
Name of the Degree Programme	: BA/BSc/BCA
Total Credits for the Programme	: 03
Teaching hours per week	: 04

Title of the Course: <b>Generic English - L2</b>		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	56

### Course Objectives

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyse, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities

6. To enable employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations

## Course Outcomes

### At the end of the course the students will have

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Been facilitated in employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations

III Semester		56 Hours	60 Marks
Unit-1			
<b>Receptive Skills</b>	Reading and Listening Skills		
<b>Reading Skills</b>	<b>Play</b>		
	<i>Othello</i> by Shakespeare	26 Hours	30 Marks
<b>Listening Skills</b>	<b>Persuasive Speeches</b>	5 Hours	10 Marks
1-Swami Vivekananda's speech at the World Parliament of Religions in Chicago, in which he introduced Hinduism to North America.			
2- "Crisis in Civilization" speech by Rabindranath Tagore at Shanti Niketan in April 1941 was his last speech.			
3-"Quit India" speech delivered by Mahatma Gandhi on August 8, 1942, addressed to the A.I.C.C. at Mumbai.			
4-Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17,1946			
5-Martin Luther King's 'I Have a Dream' Speech, 1963			

<b>Unit-2</b>			
<b>Productive Skills: Speaking and Writing Skills</b>			
<b>Speaking Skills</b>	<b>Presentation Skills</b>		
	Types - <ul style="list-style-type: none"> <li>• Informative/Instructional Presentation</li> <li>• Persuasive Presentation</li> <li>• Decision Making Presentation</li> <li>• Demonstrative Presentation</li> </ul>	5 Hours	5 Marks
<b>Writing Skills</b>	<b>Introduction to Writing and Types of Writing</b>		
	Introduction to Writing Types of Writing <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Narrative Writing</li> <li>• Reflective Writing</li> <li>• Persuasive/Argumentative Writing</li> <li>• Comparative Writing</li> <li>• Cause and Effect Writing</li> </ul>	5 Hours	5 Marks
	<b>Business Correspondence</b>		
	Letters of Enquiry, Order Letters, Letters of Complaint, Reply to Letter of Complaint, Promotion Letters, Sales Letters	6 Hours	5 Marks
	<b>Commercial Writing</b>		
	<ul style="list-style-type: none"> <li>• Advertisement Writing (Newspaper/ Magazine)</li> <li>• Product Manual</li> <li>• Poster/Brochure Writing</li> </ul>	5 Hours	5 Marks
<b>Formative Assessment Activities</b>	<b>Formative Assessment</b> First Internal Test Second Internal Test First Class Test/Oral Test/ Assignments/ Surveys/ Interviews Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	4 Hours	4 Hours

<b>Assessment</b>		
A	Formative Assessment	40 Marks
B	Summative Assessment	60 marks

	Total	<b>100 Marks</b>
<b>Formative Assessment</b>		40 Marks
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
First Internal Test		10
Second Internal Test		10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews		10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews		10
Total		40

**The formative assessment should involve the following activities to provide real life experience for the students where practical learning take place.**

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.
- Survey: A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- Interviews: An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- A case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- Project-based learning (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- Internship provides hands on experience in the chosen field for the students.  
Internships bridge the gap between the campus and corporate.

University of Mysore

Board of Studies in English (UG)

Curriculum Framework for English on Multi-Disciplinary Programme as per NEP-2020

SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

English Language (L 2)

Choice Based Credit System Semester Scheme with Multiple Entry and Exit Options

LANGUAGE ENGLISH SYLLABUS - CBCS

From the Academic Year 2022-23

(For students admitted to the First Semester in 2021-22)

For Undergraduate Programme offered in Faculty of Commerce and Business Administration

SEMESTER III

Starting year of implementation : 2022-23

Discipline/Subject : GENERIC ENGLISH - L2

Name of the Degree Programme : BCom/BBA

Total Credits for the Programme : 03

Teaching hours per week : 04

Title of the Course: <b>Generic English - L2</b>		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	56

### Course Objectives

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyse, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities

6. To enable employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations

### Course Outcomes

#### At the end of the course the students will have

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Been facilitated in employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations

III Semester		56 Hours	60 Marks
Unit-1			
<b>Receptive Skills</b>	Reading and Listening Skills		
<b>Reading Skills</b>	<b>Play</b>		
	<i>Macbeth</i> by Shakespeare	26 Hours	30 Marks
<b>Listening Skills</b>	<b>Persuasive Speeches</b>	5 Hours	10 Marks
1-Swami Vivekananda's speech at the World Parliament of Religions in Chicago, in which he introduced Hinduism to North America.			
2- "Crisis in Civilization" speech by Rabindranath Tagore at Shanti Niketan in April 1941.			
3-"Quit India" speech delivered by Mahatma Gandhi on August 8, 1942, addressed to the A.I.C.C. at Mumbai.			
4-Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17,1946			
5-Martin Luther King's 'I Have a Dream' Speech, 1963			

Unit-2
--------

<b>Productive Skills: Speaking and Writing Skills</b>			
<b>Speaking Skills</b>	<b>Presentation Skills</b>		
	Types - <ul style="list-style-type: none"> <li>• Informative/Instructional Presentation</li> <li>• Persuasive Presentation</li> <li>• Decision Making Presentation</li> <li>• Demonstrative Presentation</li> </ul>	5 Hours	5 Marks
<b>Writing Skills</b>	<b>Introduction to Writing and Types of Writing</b>		
	Introduction to Writing Types of Writing <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Narrative Writing</li> <li>• Reflective Writing</li> <li>• Persuasive/Argumentative Writing</li> <li>• Comparative Writing</li> <li>• Cause and Effect Writing</li> </ul>	5 Hours	5 Marks
	<b>Business Correspondence</b>		
	Letters of Enquiry, Order Letters, Letters of Complaint, Reply to Letter of Complaint, Promotion Letters, Sales Letters	6 Hours	5 Marks
	<b>Commercial Writing</b>		
	<ul style="list-style-type: none"> <li>• Advertisement Writing (Newspaper/ Magazines)</li> <li>• Product Manual</li> <li>• Poster/Brochure Writing</li> </ul>	5 Hours	5 Marks
<b>Formative Assessment Activities</b>	<b>Formative Assessment</b> First Internal Test Second Internal Test First Class Test/Oral Test/ Assignments/ Surveys/ Interviews Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	4 Hours	4 Hours

<b>Assessment</b>		
A	Formative Assessment	40 Marks
B	Summative Assessment	60 marks
	Total	<b>100 Marks</b>

<b>Formative Assessment</b>	40 Marks
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
First Internal Test	10
Second Internal Test	10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
Total	40

**The formative assessment should involve the following activities to provide real life experience for the students where practical learning take place.**

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.
- Survey: A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- Interviews: An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- A case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- Project-based learning (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- Internship provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate.



University of Mysore

Board of Studies in English (UG)

Curriculum Framework for English on Multi-Disciplinary Programme as per NEP-2020

SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

English Language (L 2)

Choice Based Credit System Semester Scheme with Multiple Entry and Exit Options

LANGUAGE ENGLISH SYLLABUS - CBCS

From the Academic Year 2022-23

(For students admitted to the First Semester in 2021-22)

For Undergraduate Programme offered in Faculty of Arts and Faculty of Science

### **SEMESTER IV**

Starting year of implementation	: 2022-23
Discipline/Subject	: GENERIC ENGLISH - L2
Name of the Degree Programme	: BA/BSc/BCA
Total Credits for the Programme	: 03
Teaching hours per week	: 04

Title of the Course: <b>Generic English - L2</b>		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	56

### **Course Objectives**

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyse, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities

6. To enable employability in emerging sectors such as - content writers, interpreters, translators, transcriber
7. To facilitate preparation for competitive examinations

## Course Outcomes

### At the end of the course the students will have

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Been facilitated in employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations

IV Semester		56 Hours	60 Marks
Unit-1			
<b>Receptive Skills: Reading and Listening Skills</b>			
<b>Reading Skills</b>	<b>Novel</b>		
	<i>Talkative Man</i> by R K Narayan	23 Hours	30 Marks
<b>Listening Skills</b>	<b>Listening and Decoding</b>		
<b>Listen to and understand the following Poems:</b> <ol style="list-style-type: none"> <li>1. Darkling Thrush- Thomas Hardy</li> <li>2. Good-Bye Party for Pushpa T S -Nissim Ezekiel</li> <li>3. Snake- D H Lawrence</li> <li>4. The Learned Astronomer – Walt Whitman</li> </ol>		5 Hours	10 Marks

<b>Unit-2</b>			
<b>Productive Skills: Speaking and Writing Skills</b>			
<b>Speaking Skills</b>			
Speaking Skills	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Public Speaking</li> </ul>	5 Hours	5 Marks
<b>Writing Skills</b>	<b>Technical Skills</b>		
	Copy writing (Pamphlets/ Press Releases) Business Writing ( Meeting Notice and Agenda) Travel Writing Article Writing	8 Hours	5 Marks
<b>E-correspondence and Content Writing Skills</b>			
<b>E-mail- Casual and Professional</b>	Apology Letters, Appreciation Letters Congratulation Letters	5 Hours	5 Marks
<b>Social Media Content Writing skills</b>	<ul style="list-style-type: none"> <li>• Blog writing</li> <li>• Podcast writing</li> <li>• Writing on Instagram</li> </ul>	6 Hours	5 hours
<b>Formative Assessment Activities</b>	<b>Formative Assessment</b> First Internal Test Second Internal Test First Class Test/Oral Test/ Assignments/ Surveys/ Interviews Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	4 Hours	4 Hours

<b>Assessment</b>		
A	Formative Assessment	40 Marks
B	Summative Assessment	60 marks
	Total	<b>100 Marks</b>
<b>Formative Assessment</b>		40 Marks
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
First Internal Test		10
Second Internal Test		10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews		10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews		10

Total	40
-------	----

**The formative assessment should involve the following activities to provide real life experience for the students where practical learning take place.**

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.
- Survey: A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- Interviews: An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- A case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- Project-based learning (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- Internship provides hands on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate.
-

University of Mysore

Board of Studies in English (UG)

Curriculum Framework for English on Multi-Disciplinary Programme as per NEP-2020

SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

English Language (L 2)

Choice Based Credit System Semester Scheme with Multiple Entry and Exit Options

LANGUAGE ENGLISH SYLLABUS - CBCS

From the Academic Year 2022-23

(For students admitted to the First Semester in 2021-22)

For Undergraduate Programme offered in Faculty of Commerce and Faculty of Business  
Administration

### **SEMESTER IV**

Starting year of implementation : 2022-23

Discipline/Subject : GENERIC ENGLISH - L2

Name of the Degree Programme : BCom/BBA

Total Credits for the Programme : 03

Teaching hours per week : 04

Title of the Course: <b>Generic English - L2</b>		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	56

#### **Course Objectives**

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyse, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities

6. To enable employability in emerging sectors such as - content writers, interpreters, translators, transcriber
7. To facilitate preparation for competitive examinations

## Course Outcomes

### At the end of the course the students will have

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Been facilitated in employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations

IV Semester		56 Hours	60 Marks
Unit-1			
<b>Receptive Skills: Reading and Listening Skills</b>			
<b>Reading Skills</b>	<b>Novel</b>		
	<i>The Man-Eater of Malgudi- R K Narayan</i>	23 Hours	30 Marks
<b>Listening Skills</b>	<b>Listening and Decoding</b>		
<b>Listen to and understand the following Poems:</b> <ol style="list-style-type: none"> <li>1. Darkling Thrush- Thomas Hardy</li> <li>2. Good-Bye Party for Pushpa T S -Nissim Ezekiel</li> <li>3. Snake- D. H. Lawrence</li> <li>4. The Learned Astronomer – Walt Whitman</li> </ol>		5 Hours	10 Marks

Unit-2		
<b>Productive Skills: Speaking and Writing Skills</b>		

<b>Speaking Skills</b>			
Speaking Skills	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Public Speaking</li> </ul>	5 Hours	5 Marks
<b>Writing Skills</b>	<b>Technical Skills</b>		
	Copy writing (Pamphlets/ Press Releases) Business Writing (Meeting Notice and Agenda) Travel Writing Article Writing	8 Hours	5 Marks
<b>E-correspondence and Content Writing Skills</b>			
<b>E-mail-Casual and Professional</b>	Apology Letters, Appreciation Letters Congratulation Letters	5 Hours	5 Marks
<b>Social Media Content Writing skills</b>	<ul style="list-style-type: none"> <li>• Blog writing</li> <li>• Podcast writing</li> <li>• Writing on Instagram</li> </ul>	6 Hours	5 hours
<b>Formative Assessment Activities</b>	<b>Formative Assessment</b> First Internal Test Second Internal Test First Class Test/Oral Test/ Assignments/ Surveys/ Interviews Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	4 Hours	4 Hours

<b>Assessment</b>		
A	Formative Assessment	40 Marks
B	Summative Assessment	60 marks
	Total	<b>100 Marks</b>
<b>Formative Assessment</b>		40 Marks
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
First Internal Test		10
Second Internal Test		10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews		10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews		10
Total		40

**The formative assessment should involve the following activities to provide real life experience for the students where practical learning take place.**

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.
- Survey: A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- Interviews: An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- A case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- Project-based learning (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- Internship provides hands on experience in the chosen field for the students.  
Internships bridge the gap between the campus and corporate.



# Curriculum Structure for The Undergraduate Degree Programme

## Semester III

### DISCIPLINE SPECIFIC CORE COURSE(DSCC) BA (HONS.) ENGLISH

Starting year of implementation	: 2022-23
Discipline/Subject	: Discipline Specific Course (DSC)
Name of the Degree Programme	: BA (HONS.) English
Total Credits for the Programme	: 3
Teaching hours per week	: 4

### PROGRAMME SPECIFIC OUTCOMES (PSO):

On completion of the 03/04 year Degree in Optional English, students will be:

1. Exposed to and demonstrate a broad knowledge of major and minor writers, texts and contexts and defining issues of canonical and non-canonical literature
2. Enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Honing their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Able to write with clarity, creativity and persuasiveness
5. Developing and demonstrating their awareness of the significance of literature and literary forms and the debates of culture they generate as values
6. Equipped with advanced literary, linguistic skills
7. Able to develop Competency in the use of English from/for a variety of domains
8. Able to inculcate a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate/understand multiple interpretations
10. Able to locate and contextualize texts across theoretical orientations and cultural paces
11. Possessing Reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc.
12. Imbibing a multi-disciplinary approach in higher education and research

13. Skilled in multiple domains and careers
14. Adept in using English in the current technological climate
15. Having hands-on work experience

The III semester BA (English) Programme has two DSCC Courses (Course 5 & 6) for 06 credits: Each Course has 03 credits. Both the Courses are compulsory.

### **COURSE – 5**

TITLE - British Literature up to 1800-Paper 1

From Chaucer to the Age of Transition

Course	05
Type of Course	DSCC
Theory/ Practical	Theory
Credits	3
Instruction hours per week	3
Total No. of Lectures/Hours Semester	45
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

### **COURSE OUTCOME (CO)**

After completion of course, students will be able to:

1. Learn the important trends and Movements in British literature of the prescribed period

2. Identify and understand the canonical literature of England
3. Distinguish the poets, playwrights and novelists of different periods
4. Appreciate some representative texts of the prescribed period

<p style="text-align: center;"><b>COURSE 5</b></p> <p style="text-align: center;">TITLE - BRITISH LITERATURE UP TO 1800</p> <p style="text-align: center;">PAPER 1</p> <p style="text-align: center;">FROM CHAUCER TO THE AGE OF TRANSITION</p>	Total hours: 45
<p style="text-align: center;">UNIT I</p> <p style="text-align: center;">HISTORY OF ENGLISH LITERATURE (UP TO 1800)</p>	
<p>The Social Context of Medieval English Literature, Renaissance, Elizabethan Poetry, Elizabethan Drama, Metaphysical Poetry, Restoration Drama, 18th Century Prose, Development of Novel in 18th Century, Neo-classical and Transitional Poetry</p>	15 Hours
<p style="text-align: center;">UNIT II</p> <p style="text-align: center;">MAJOR AUTHORS AND WORKS</p>	
<p>Geoffrey Chaucer, Francis Bacon, Ben Jonson, John Milton, John Dryden, Alexander Pope, Dr. Samuel Johnson, William Shakespeare, Oliver Goldsmith, John Bunyan, Aphra Behn, Margaret Cavendish, Elizabeth Cary, Anne Finch, Amelia Lanyer, Fanny Burney, Elizabeth Carter.</p> <p><i>King Lear, As You Like It, Volpone, Paradise Lost, Absalom and Achitophel, Rape of the Lock, Camilla, Letters of Elizabeth Carter</i></p>	15 Hours
<p style="text-align: center;">UNIT III</p> <p style="text-align: center;">REPRESENTATIVE TEXTS</p>	
<p><b>Sonnet</b></p> <ul style="list-style-type: none"> <li>• Sonnet 18 Shall I Compare Thee to a Summer's Day - William Shakespeare</li> <li>• On His Blindness - John Milton</li> <li>•</li> </ul> <p><b>Lyric</b></p> <ul style="list-style-type: none"> <li>• Lover's Infiniteness - John Donne</li> <li>• A Poison Tree - William Blake</li> </ul>	15 hours

<b>Essay</b> <ul style="list-style-type: none"> <li>• Of Love - Francis Bacon</li> <li>• Man in Black – Oliver Goldsmith</li> </ul> <b>Play</b> <ul style="list-style-type: none"> <li>• Doctor Faustus – Christopher Marlowe</li> </ul>	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

### **Books recommended and Suggested Reading**

1. Andrew Sanders, English Literature, OUP, 2005
2. Edward Albert, History of English Literature, OUP, 2014
3. M. H. Abrams, A Glossary of Literary Terms, Cengage Publishers, New Delhi.
- 4.

The III Semester has two Courses (Course 5 & 6) for 06 credits: Each Course has 03 credits. Both the courses are compulsory.

### **COURSE – 6**

#### **TITLE - INDIAN LITERATURE IN TRANSLATION**

#### **PAPER 2**

Course	06
Type of Course	DSCC
Theory/ Practical	Theory
Credits	3
Instruction hours per week	3
Total No. of Lectures/Hours Semester	45
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

## COURSE OUTCOME (CO)

After completion of Course 6, students will be able to:

1. Understand the meaning and methods of translation
2. Comprehend the scope of translation in the modern age
3. Have knowledge of Indian writers and literature in general
4. Appreciate the translated text

<b>COURSE 6</b>	Total hours: 45
<b>TITLE - INDIAN LITERATURE IN TRANSLATION -PAPER 2</b>	
<b>UNIT I</b>	
<b>INTRODUCTION TO TRANSLATION STUDIES</b>	
Introduction to Translation Studies in India : <ul style="list-style-type: none"> <li>• Translation as Discovery - Sujit Mukherjee</li> <li>• Indian Literature in English Translation - G. N. Devy</li> </ul>	15 Hours
<b>UNIT II</b>	
<b>REPRESENTATIVE TEXTS</b>	
Vachanas of Basavanna; No. 59 Cripple me Father, No. 97 The Master in the House Vachanas of Akkamahadevi: No. 26 and 73 (From Speaking of Siva) Kanakadasa: Do Not Quarrel over Caste (Translation by Dr. S. G. Vaidya) Songs of Sheriff (Translation by Dr. S. G. Vaidya)	15 Hours
<b>UNIT III</b>	
<b>REPRESENTATIVE TEXTS</b>	
<b>Novel:</b> <ul style="list-style-type: none"> <li>• Chemmeen - T. S. Pillai</li> </ul> <b>Short Stories:</b> <ul style="list-style-type: none"> <li>• The Silent Rattle - Dr. Basu Bevinagidad</li> <li>• The Weed - Amrita Pritam</li> <li>• A Tale of 1947 - Sadat Hasan Manto</li> <li>• The Curd Seller - Masti</li> </ul>	15 hours

### Books recommended and Suggested Reading

1. Sujit Mukharjee. Translation as Discovery
2. Sharma T. R. S. (Ed). Ancient Indian Literature: An Anthology, (Vols 2: Classical Sanskrit, Prakrit, Apabhramsa), New Delhi: Sahitya Akademi, 2000
3. Kumar, Sukrita Paul (Ed). Cultural Diversity, Linguistic Plurality and Literary Traditions in India. New Delhi: Macmillan, 2005
4. Dev, Anjana et al (Ed) Indian Literature. New Delhi: Pearson, 2000

## Curriculum Structure for The Undergraduate Degree Programme

### Semester IV

#### DISCIPLINE SPECIFIC CORE COURSE(DSCC) BA (HONS.) ENGLISH

Starting year of implementation	: 2022-23
Discipline/Subject	: Discipline Specific Course (DSC)
Name of the Degree Programme	: BA (HONS.) English
Total Credits for the Programme	: 3
Teaching hours per week	: 4

#### PROGRAMME SPECIFIC OUTCOMES (PSO):

On completion of the 03/04 year Degree in Optional English, students will be:

1. Exposed to and demonstrate a broad knowledge of major and minor writers, texts and contexts and defining issues of canonical and non-canonical literature
2. Enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Honing their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Able to write with clarity, creativity and persuasiveness
5. Developing and demonstrating their awareness of the significance of literature and literary forms and the debates of culture they generate as values
6. Equipped with advanced literary, linguistic skills

7. Able to develop Competency in the use of English from/for a variety of domains
8. Able to inculcate a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate/understand multiple interpretations
10. Able to locate and contextualize texts across theoretical orientations and cultural paces
11. Possessing Reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc.
12. Imbibing a multi-disciplinary approach in higher education and research
13. Skilled in multiple domains and careers
14. Adept in using English in the current technological climate
15. Having hands-on work experience

The IV Semester BA (English) Programme has two DSCC Courses (Course 7 & 8) for 06 credits: Each Course has 03 credits. Both the Courses are compulsory.

### **COURSE – 7**

#### **TITLE - BRITISH LITERATURE (19TH AND 20TH CENTURY) (PART 2)**

Course	07
Type of Course	DSCC
Theory/ Practical	Theory
Credits	3
Instruction hours per week	3
Total No. of Lectures/Hours Semester	45
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

## COURSE OUTCOME (CO)

Students will be able to:

1. Learn the important trends and movements in t British literature of the prescribed period
2. Identify and understand the canonical literature of England
3. Distinguish the poets, playwrights and novelists of different periods
4. Appreciate some representative texts of the prescribed period

<b>COURSE 7</b>	
<b>TITLE - BRITISH LITERATURE (19TH AND 20TH CENTURY) (PART 2)</b>	Total hours: 45
<b>UNIT I</b>	
Romantic Poetry, Victorian Poetry, Pre-Raphaelite Poetry, Oxford Movement, Victorian Novel, 19th century Prose, Modern Poetry, War Poetry, Oxford Poets, Modern Novel, Modern Drama, Problem Plays, Irish Theatre Movement, Modern Prose	15 Hours
<b>UNIT II</b> <b>REPRESENTATIVE WRITERS, WORKS, TRENDS</b>	
William Wordsworth, Jane Austen, Charles Lamb, William Hazlitt, Walter Scott, Alfred Tennyson, Matthew Arnold, John Ruskin, Thomas Carlyle, Cardinal Newman, Thomas Hardy, Charles Dickens, T. S. Eliot, W.B. Yeats, W. H. Auden. G. B. Shaw, Virginia Woolf, D. H. Lawrence, Graham Green, Somerset Maugham, J. M. Synge, John Galsworthy .	15 Hours
<b>UNIT III</b> <b>REPRESENTATIVE TEXTS</b>	
<b>Poems</b> <ul style="list-style-type: none"> <li>• <i>Dover Beach</i> - Arnold</li> <li>• <i>Ode on a Grecian Urn</i> - John Keats</li> <li>• <i>Journey of the Magi</i> - T. S. Eliot</li> <li>• <i>Second Coming</i> - W. B. Yeats</li> </ul> <b>Essays</b> <ul style="list-style-type: none"> <li>• Unto this Last (Veins of Wealth ) - John Ruskin</li> </ul>	15 hours



<ul style="list-style-type: none"> <li>• Enslaved by Civilization - D. H. Lawrence</li> <li>• On Letter Writing - A. G. Gardiner</li> <li>• With the Photographer - Stephen Leacock</li> </ul> <p><b>Novel</b></p> <ul style="list-style-type: none"> <li>• <i>Heart of Darkness</i> - Joseph Conrad</li> </ul>	

### **Books recommended and Suggested Reading**

5. Andrew Sanders, English Literature, OUP, 2005
6. Edward Albert, History of English Literature, OUP, 2014
7. M. H. Abrams, A Glossary of Literary Terms, Cengage Publishers, New Delhi.

The IV Semester has two Courses (Course 5 & 6) for 06 credits: Each Course has 03 credits. Both the Courses are compulsory.

### **COURSE – 8**

#### **TITLE - GENDER STUDIES (PART 1)**

Course	08
Type of Course	DSCC
Theory/ Practical	Theory
Credits	3
Instruction hours per week	3
Total No. of Lectures/Hours Semester	45
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

#### **COURSE OUTCOME (CO)**

The students will be able to:

1. Understand the concept of gender studies
2. Learn the basics of patriarchy, sex and gender and gynocentrism
3. Understand the significance of Gender as a discourse
4. Appreciate literature by women writers

<b>COURSE 8</b>	Total hours: 45
TITLE - GENDER STUDIES (PART 1)	
UNIT I INTRODUCTION TO GENDER STUDIES	
<p>Concepts and trends: Sex and Gender, Femininity, Body, Feminist Politics, Patriarchy, Masculinity, Discrimination, Gynocentrism, Dichotomy, Third Gender, Masculinity, Queer Studies etc.</p> <p>Essays</p> <ul style="list-style-type: none"> <li>• Toward Feminist Poetics - Elaine Showalter</li> <li>• What is patriarchy? /Understanding Gender - Kamala Bhasin</li> </ul>	15 Hours
UNIT II Representative Writers	
<ul style="list-style-type: none"> <li>• Stench of Kerosine -Amrita Pritam</li> <li>• Draupadi by Mahashweta Devi</li> <li>• The Shadow-Shashi Deshpande</li> <li>• Gulabi Talkies – Vaidehi</li> </ul>	15 Hours
UNIT III REPRESENTATIVE TEXTS	
<p>Nine Indian Women Poets: An Anthology - Eunice D’Souza (Four Poems)</p> <ol style="list-style-type: none"> <li>1. <i>Meeting Poets</i>-Eunice D’Souza</li> <li>2. <i>My Grandmother’s House</i>-Kamala Das</li> <li>3. <i>Blessing</i>-Imtiaz Dharkar</li> <li>4. <i>To a Daughter on Rakshabandhan</i> -Smita Agarwal</li> </ol> <p><b>Novel</b></p> <p>The Prison We Broke - Baby Kamble</p>	15 hours

(Books Recommended and Suggested Reading)

Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. Routledge, 1990

Connell, R. W. Masculinities. University of California Press, 1995

## **PEDAGOGY**

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

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

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

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

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

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

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

Media plays a significant role in keeping the students updated about the various events around the world. Media includes television, radio, newspapers, internet, social media sites and various relevant sites and blogs. The main purpose of media is to disseminate the information and knowledge. This categorization was created to encompass the many new and important kinds

of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programmes. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade.

**The pedagogy should aim at:**

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

**CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM  
BA/BSC/BCOM/BBA/BCA/BVA/BTTM other Allied Courses**

**OPEN ELECTIVE COURSES**

**Programme Articulation Matrix:**

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc.

Elective courses may be listed separately

Semester	Title /Name of the course	Program outcomes that the course addresses (not more than 3 per course)	Prerequisite course(s)	Pedagogy	Assessment
Open Elective 1	<b>OE I: Functional English Grammar and Study Skills</b>		Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative
Open Elective 2	<b>Spoken English for Corporate Jobs</b>	This course teaches them the skills in the front desk management.  It introduces them to business English.  Speaking Skills	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative
Open Elective 3	<b>Spoken English for Global Communication</b>	The learner will have knowledge of pronunciation skills, standard accent useful for international communication  English Variants	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative
		Listening ability			

Open Elective 4	<b>Translation Theory and Practice</b>	Will have knowledge of fundamentals of translations  Will have Translation from English to Kannada and Kannada to English Translation Skills	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative
-----------------	----------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------	---------------	--------------------------------------------------	-----------------------------------------------------

- Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/ problem or project-based learning/ case studies/self-study like seminar, term course or MOOC
- Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e., assessment for learning).

#### ASSESSMENT

Formative Assessment / IA	Summative Assessment
40 marks	60 marks

FORMATIVE ASSESSMENT	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Assignment/Class Work	10
Project/Seminar	10
Total	40

**CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM**

**BA/BSC/BCOM/BBA/BCA  
OPEN ELECTIVE COURSE – 3  
SEMESTER III**

**Starting year of implementation: 2022-23**

**Discipline/Subject: Open Elective Course – 3**

**Name of the Degree Program: BA/BSc/BCom/BBA/BCA**

**Total Credits for the Program: 03**

**Teaching hours per week: 3**

<b>TITLE OF THE COURSE: OPEN ELECTIVE COURSE – 4</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>03</b>	<b>40/45</b>

<b>COURSE TITLE</b> <b>SPOKEN ENGLISH FOR GLOBAL COMMUNICATION</b>	<b>40/45Hrs</b>
<b>UNIT –1</b> <b>INTRODUCTION TO PHONETICS</b>	<b>15</b>
<b>Chapter No. 1.</b> Speech Organs: Speech Mechanism – Classification of English Sounds, Description of English Vowels and Consonants, IPA Symbols and Transcription (words, sentence and short paragraphs); <b>Chapter No. 2.</b> The Syllable Structure, Stress and Intonation - Their Patterns of Stress and Intonation in English Sentences and words; Rules for Pronunciation <b>Chapter No. 3.</b> English varieties, Indian English, Neutral Accent and International communication	
<b>UNIT - 2</b> <b>LEND ME YOUR EARS</b>	<b>10</b>



<p><b>Chapter No.4.</b> Definition of Listening; Listening versus Hearing, Process of Listening, Problems the Students Face in Listening; Sub-skills of Listening What is Good Listening? Barriers to Listening</p> <p>Strategies of Listening</p> <p>Listening Activities: Listening to News Broadcast, Telecast and News Bulletins (Formative Assessment)</p>	
<p style="text-align: center;"><b>UNIT – 3</b> <b>PRESENTATION SKILLS</b></p>	15
<p><b>Chapter No -5.</b> Definition, Meaning and Goals of Presentation</p> <p><b>Chapter No 6.</b> 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.</p> <p><b>Chapter No-7</b> Presentation in Practice - Making Welcome Speech, Introducing Guests to Audience, Making Farewell Speech, Proposing Vote of Thanks (Summative Assessment)</p>	

### 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. *The Functional Aspects of Communication Skills*. S.K. Kataria & Sons.
4. Balasubrahmanya. *A Course in Phonetics for Indian Students*, MacMillan.
5. Jayashree Mohanraj, *Speak Well*, Black Swan.

### ASSESSMENT

**A. FORMATIVE ASSESSMENT – 40 marks**      **B. SUMMATIVE ASSESSMENT – 60 Marks**

<b>A. FORMATIVE ASSESSMENT – 40 marks</b>	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10

Group Discussion/Extempore/and other such activities	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the activities which provide real life experience for the students where practical learning take place.

The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.

**CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE  
PROGRAMME  
BA/BSC/BCOM/BBA/BCA  
OPEN ELECTIVE COURSE – 4  
SEMESTER IV**

**Starting year of implementation: 2022-23**

**Discipline/Subject: Open Elective Course – 4**

**Name of the Degree Program: BA/BSc/BCom/BBA/BCA**

**Total Credits for the Program: 03**

**Teaching hours per week: 3**

<b>TITLE OF THE COURSE: TRANSLATION THEORY AND PRACTICE</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>03</b>	<b>40/45</b>

<b>COURSE TITLE</b> <b>TRANSLATION THEORY AND PRACTICE</b>	<b>45Hrs</b>
<b>UNIT –1</b> <b>TRANSLATION: AN INTRODUCTION</b>	<b>15</b>
<b>Chapter 1.</b> Translation- Meaning, Significance and methods. <b>Chapter 2.</b> Problems and Challenges of Translation <b>Chapter 3.</b> Source Language and Target Language	
<b>UNIT – 2</b> <b>TRANSLATING POETRY AND PROSE</b>	<b>15</b>
<b>Chapter 4.</b> Translating poetry and prose, Technical translation,	

<p style="text-align: center;"><b>UNIT 3</b></p> <p style="text-align: center;"><b>TRANSLATION IN PRACTICE</b></p> <p style="text-align: center;"><b>(ENGLISH TO KANNADA AND KANNADA TO ENGLISH)</b></p>	15
<p><b>Chapter 5.</b> Translation in Practice (Practice five passages from Kannada to English and Five passages from English to Kannada)</p>	

### ASSESSMENT

**A. FORMATIVE ASSESSMENT – 40 marks    B. SUMMATIVE ASSESSMENT – 60 Marks**

<b>B. FORMATIVE ASSESSMENT – 40 marks</b>	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Translation of Short stories or poems (Any 2)	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the activities which provide real life experience for the students where practical learning take place.

The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.

ದೂರವಾಣಿ ಸಂಖ್ಯೆ : 2419677/2419361  
ಫ್ಯಾಕ್ಸ್ : 0821-2419363/2419301

e-mail : registrar@uni-mysore.ac.in  
www.uni-mysore.ac.in

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ  
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020-21

ದಿನಾಂಕ: 26-10-2021

### ಅಧಿಸೂಚನೆ

ವಿಷಯ:- ಬಿಎ-ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ಅನುಸಾರ 2021-22 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 29-09-2021 ರಂದು ಜರುಗಿದ ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.  
2. ದಿನಾಂಕ: 13-10-2021 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.  
3. ದಿನಾಂಕ: 22-10-2021 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡಾವಳಿ.

\*\*\*\*\*

ದಿನಾಂಕ: 29-09-2021ರಂದು ಜರುಗಿದ ಉಲ್ಲೇಖ (1)ರ ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಬಿ.ಎ. ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ರ ಅನುಸಾರ ರೂಪಿಸಿ 2021-22 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತದೆ.

ಉಲ್ಲೇಖಿತ (2 & 3) ರ ದಿನಾಂಕ 13-10-2021 ಮತ್ತು 22-10-2021 ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳು ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ ಹೊರಡಿಸಲಾಗಿದೆ.

ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಪಠ್ಯಕ್ರಮಗಳು ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನಗಳನ್ನು [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in) ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು  
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಮೈಸೂರು.

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ- ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಅಧ್ಯಕ್ಷರು, ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ವಿಭಾಗ/ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ, ಮೌಲ್ಯಭವನ ಕಟ್ಟಡ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.



6. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಇ.ಬಿ., ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
7. ನಿರ್ದೇಶಕರು. ಐ.ಸಿ.ಡಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು- ಇವರಿಗೆ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.
8. ಕುಲಪತಿಗಳು/ ವಿಶೇಷ ಅಧಿಕಾರಿಗಳು/ ಆಪ್ತ ಸಹಾಯಕರು/ ಕುಲಸಚಿವರು/ ಉಪಕುಲಸಚಿವರು/ ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಆಡಳಿತ ವಿಭಾಗ/ಸಾಮಾನ್ಯ/ಪಿಡಿಐ/ಪ್ರಾಧಿಕಾರ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಪ್ರಾಧಿಕಾರ/ಪಿಡಿಐ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
9. ಕಾರ್ಯನಿರ್ವಾಹಕರು, ಆಡಳಿತಶಾಖೆಯ, AC2(S)/ AC-3/ AC-7(a)/ AC-9, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.- ಈ ಸಂಬಂಧ ಮುಂದಿನ ಕ್ರಮವಹಿಸುವಂತೆ ತಿಳಿಸಲಾಗಿದೆ.
10. ರಕ್ಷಾ ಕಡತಕ್ಕೆ.

SVN

# University of Mysore

## Board of Studies in English (UG)

### Curriculum Framework for English on Multi-Disciplinary Programme as per NEP-2020

#### SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

### English Language (L 2)

Choice Based Credit System Semester Scheme with Multiple Entry and Exit Options

#### LANGUAGE ENGLISH SYLLABUS - CBCS

From the Academic Year 2021-22

(For students admitted to the First Semester in 2021-22)

For Undergraduate Programmes offered in Faculty of Arts and Faculty of Science under National Education Policy-2020

I SEMESTER: ENGLISH-1 (3 Credits: 4 Lecture hours per week)

### A. Course Book

#### POETRY :

1. When in Disgrace – William Shakespeare
2. Fidelity – William Wordsworth
3. Refugee Blues – W. H. Auden
4. The Cold Within – James Patrick Kinney
5. Freedom – Rabindranath Tagore
6. The Man He Killed – Thomas Hardy
7. The Quiet Life – Alexander Pope
8. The Pulley – George Herbert

#### PROSE :

1. What is Science? – George Orwell
2. With the Photographer- Stephen Leacock
3. Fool's Paradise- Isaac Bashevis Singer
4. Prospects of Democracy in India- Dr. B. R. Ambedkar

### B. Work Book

#### LANGUAGE COMPONENT AND LITERARY ACTIVITY

1. Punctuation
2. Articles
3. Prepositions
4. Verb in relation to Tense, Person and Number of the Subject (Subject- Verb Agreement/ Concord)

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
First Internal Test	10
Second Internal Test	10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
<b>Total</b>	<b>40</b>

Term End Examination = 60 Marks

Total = 100 Marks

### Question paper pattern:

Objective type Questions 8x1=8

Reference to context 3x4 =12 (3 out of 6 Poetry)

Essay type Questions on Prose 2x5=10 (2 out of 4)

Essay type Questions on Poetry 2x5=10 (2 out of 4)

Grammar and composition

Punctuation 1x5=5

Articles 1x5=5

Prepositions 1x5=5

Verb in relation to Tense, Person and Number of the Subject

(Subject- Verb Agreement/ Concord) 1x5=5

## II SEMESTER: ENGLISH-2 (3 Credits: 4 Lecture hours per week)

### A. Course Book

#### **POETRY:**

1. How Do I Love Thee? (Sonnet 43)- Elizabeth Barrett Browning
2. Thou Art Indeed Just, Lord – Gerard Manley Hopkins
3. The Laboratory - Robert Browning
4. No Men are Foreign - James Kirkup
5. The Caged Bird – Maya Angelou
6. The Bread of the People – Bertolt Brecht
7. Bankers are like Anybody Else - Ogden Nash
8. Stammer- Satchidananda

#### **PROSE :**

1. A Devoted Son – Anita Desai
2. Social Responsibilities of a Scientist- Bertrand Russell
3. The Story of an Hour- Kate Chopin
4. Pandit Jasraj- Captain Gopinath

### B. Work Book

#### **LANGUAGE COMPONENT AND LITERARY ACTIVITY**

1. Adjectives



2. Adverbs
3. Linkers (Conjunctions)
4. Words Often Confused (**Text based**)

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
First Internal Test	10
Second Internal Test	10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
<b>Total</b>	<b>40</b>

Term End Examination = 60 Marks

Total = 100 Marks

### Question paper pattern :

Objective type Questions 8x1=8

Reference to context 3x4 =12 (3 out of 6 Poetry )

Essay type Questions on Prose 2x5=10 (2 out of 4)

Essay type Questions on Poetry 2x5=10 (2 out of 4)

Grammar and composition

Adjectives 1x5=5

Adverbs 1x5=5

Linkers (Conjunctions) 1x5=5

Words Often Confused (text based) 1x5=5

### **LANGUAGE ENGLISH SYLLABUS - CBCS**

From the Academic Year 2021-22

(For students admitted to the First Semester in 2021-22)

**For Undergraduate Programmes offered in Faculty of Commerce and Faculty of Business Administration under National Education Policy-2020**

**I SEMESTER: ENGLISH-1** (3 Credits: 4 Lecture hours)

### **A. Course Book**

**POETRY:**

1. When Forty Winters Shall Besiege Thy Brow (Sonnet 2) – William Shakespeare
2. The World is Too Much with Us– William Wordsworth
3. A Wagon of Shoes – Avrom Sutzkever
4. Nine Gold Medals- David Roth
5. False Religion- Rabindranath Tagore

6. Avarice – George Herbert
7. O, My Luve's like a Red, Red Rose- Robert Burns
8. On Killing a Tree – Gieve Patel

**PROSE:**

1. The Miser – George Orwell
2. The Storyteller – Saki
3. Going Green – Ramchandra Guha
4. The Position of Women in Hinduism and Buddhism- Dr. B. R. Ambedkar

## **B. Work Book**

**LANGUAGE COMPONENT AND LITERARY ACTIVITY:**

1. Punctuation
2. Articles
3. Prepositions
4. Verb in relation to Tense, Person and Number of the Subject (Subject- Verb Agreement/ Concord)

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
First Internal Test	10
Second Internal Test	10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
<b>Total</b>	<b>40</b>

Term End Examination = 60 Marks  
Total = 100 Marks

### **Question paper pattern:**

Objective type Questions 8x1=8

Reference to context 3x4 =12 (3 out of 6 poetry )

Essay type Questions on Prose 2x5=10 (2 out of 4)

Essay type Questions on Poetry 2x5=10 (2 out of 4)

Grammar and composition

Punctuation 1x5=5

Articles 1x5=5

Prepositions 1x5=5

Verb in relation to Tense, Person and Number of the Subject  
(Subject- Verb Agreement/ Concord) 1x5=5

## **II SEMESTER: ENGLISH-2** (3 Credits: 4 Lecture hours per week)

### **A. Course Book**

#### **POETRY :**

1. Death, Be Not Proud – John Donne
2. My Last Duchess- Robert Browning
3. Ozymandias – P. B. Shelley
4. Unknown Citizen- W. H. Auden
5. I, Too – Langston Hughes
6. Mirror- Sylvia Plath
7. Mending Wall – Robert Frost
8. Ulysses by the Merlion – Edwin Thamboo

#### **PROSE :**

1. Self-Portrait (Rashtrapati) – Jawaharlal Nehru
2. The Night Train at Deoli – Ruskin Bond
3. On the Rule of the Road- A. G. Gardiner
4. After Twenty Years – O. Henry

### **B. Work Book**

#### **LANGUAGE COMPONENT AND LITERARY ACTIVITY :**

1. Adjectives
2. Adverbs
3. Linkers (Conjunctions)
4. Words Often Confused

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
First Internal Test	10
Second Internal Test	10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
<b>Total</b>	<b>40</b>

Term End Examination = 60 Marks

Total = 100 Marks

#### **Question paper pattern :**

Objective type Questions 8x1=8

Reference to context 3x4 =12 (3 out of 6 poetry )

Essay type Questions on Prose 2x5=10 (2 out of 4)

Essay type Questions on Poetry 2x5=10 (2 out of 4)

Grammar and composition

Adjectives	1x5=5
Adverbs	1x5=5
Linkers (Conjunctions)	1x5=5
Words Often Confused (Text based)	1x5=5

## **CURRICULUM FOR B.A. IN ENGLISH (BASIC/ HONS.)/ MAJOR/ MINOR DISCIPLINES PROGRAMME**

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

Discipline Core: English (Hons.)

Total Credits for the Programme: 172

Starting year of implementation: 2021-22

### **Assessment:**

Weightage for assessments (in percentage)

<b>Type of Course</b>	<b>Formative Assessment / IA</b>	<b>Summative Assessment</b>
<b>Theory</b>	<b>40</b>	<b>60</b>
<b>Practical</b>		
<b>Projects</b>	<b>70</b>	<b>30</b>
<b>Experiential Learning (Internships etc.)</b>	<b>50</b>	<b>50</b>

**Programme Articulation Matrix:**

Semester	Title /Name of the course	Programme outcomes that the course addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy##	Assessment \$
1	<b>Introduction to Literature</b>	<ol style="list-style-type: none"> <li>1. Correctly define commonly used literary terms and concepts and use those terms and concepts to discuss and analyze works of literature.</li> <li>2. Identify structural elements of works of poetry, fiction, and drama, and analyze how those elements help create specific meanings and effects.</li> <li>3. Compare works of literature in terms of theme, structure, and use of literary devices</li> </ol>	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative
2	Indian Writing in English: Part- I	<ol style="list-style-type: none"> <li>1. Speak, explain and critically understand IWE</li> <li>2. Identify the historical trajectories of various genres of IWE</li> <li>3. Critically engage with IWE from various historical and social positions.</li> </ol>	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative
3	Introduction to Phonetics and Linguistics	<ol style="list-style-type: none"> <li>1. Identify and understand the basic concepts of language, linguistics and phonetics</li> <li>2. Comprehend and be able to use the various structures and parts of a language</li> <li>3. Understand and put into practice the various functions of language</li> </ol>	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative

4	Indian Writing in English: Part-II  Post-Independence Period	1. Identify the evolution in Indian writing in English 2. Understand, speak and write about the writers and writings of the post-independence period in India.	Not necessary	Lectures, Seminars, Group discussion, Table work	40 marks Formative Assessment 60 Summative
---	--------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------	--------------------------------------------------	--------------------------------------------------

## Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/ problem or project-based learning/ case studies/self-study like seminar, term paper or MOOC.

\$ Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e., assessment for learning)

**SYLLABUS STRUCTURE (DSC/ DSE/ OE/ AECC): FOR B.A. IN ENGLISH (BASIC/ HONS.)  
UNDER NEP IIB STRUCTURE WITHOUT PRACTICALS**

Year	Sem	Paper	Paper Code	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement compulsory Courses (AECC),Language (Credit)
1	I	A1	ENGDSC01	Introduction to literature (3)	ENGOEL01 Functional English (OE)(3)	ENGAECC1 (3) 4 hrs
		A2	ENGDSC02	Indian Writing in English Part- I (Pre independence) (3)		
	II	A3	ENGDSC03	Introduction to Phonetics & Linguistics(3)	ENGOEL02 Objective English (OE)/English for Employment (OE) (3)	ENGAECC2 (3) 4 hrs
		A4	ENGDSC04	Indian Writing in English Part – II (Post-Independence) (3)		
2	III	A5	ENGDSC05	British Literature – upto 1800(3)	ENGOEL03 English and Soft Skills (OE)(3)	ENGAECC3 (3) 4 hrs
		A6	ENGDSC06	Indian Writing in Translation(3)		
	IV	A7	ENGDSC07	British Literature – 1800 & after(3)	ENGOEL04 English for Corporate Communication (OE) (3)	ENGAECC4 (3) 4 hrs
		A8	ENGDSC08	Gender Studies(3)		
3	V	A9	ENGDSC09	Literary Criticism (4)	ENGDSE01 Comparative Literature (DSE) (3)	
		A10	ENGDSC10	Translation Studies (4)	ENGDSE02 American Literature (DSE) (3)	
		B1	ENGDSC21	Subaltern Studies(4) (Minor)	ENGDSE03 English & Soft skills (Vocational)(3))	



	VI	A11	ENG DSC11	Post Colonial Studies(4)	ENG DSE04 Caribbean Literature (DSE)(3)	
		A12	ENG DSC12	Introduction to the History of Language(4)	ENG DSE05 Rhetorical Studies: An Introduction(DSE) (3)	
		B2	ENG DSC22	World Literatures in English & in Translation(4) (Minor)	ENG DSE06 Technical writing (Vocational) (3)	
4	VII	A13	ENG DSC13	Dalit Writing(4)	ENG DSE07 Indian Aesthetics/Poetics(DSE) (3)	
		A14	ENG DSC14	Cultural Studies(4)	ENG DSE08 Modern Indian Drama and Theatre(DSE) (3)	
		A15	ENG DSC15	Children's Literature(3)	ENG DSE09 Content writing (DSE) (3)	
					ENG DSE10 Research Methodology	
	VIII	A16	ENG DSC16	European Literature in English & in Translation(4)	ENG DSE11 Creative writing(DSE) (3)	
		A 17	ENG DSC17	ELT(4)	ENG DSE12 Popular literature(DSE) (3)	
		A 18	ENG DSC18	Literary Theory(3)	ENG DSE13 Science Fiction(DSE) (3)	
					ENG DSE14 Travel Writing(3)	
					ENG DSE15 Research Project (6)*	

\*In lieu of Research Project, the student has to choose two DSE from the given list

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

## Semester I

Course Title: <b>Introduction to Literature</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):** Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course.

BA English (Hons.)

Semester 1

Title of the Course:

Course 1: Introduction to Literature		Course 2: Indian Writing in English Part 1	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
<b>3</b>	<b>39 or 42</b>	<b>3</b>	<b>39 or 42</b>

### Semester I : Introduction to Literature (DSCC Paper I)

Content of Course 1	39/42 Hrs
<b>Unit –1: Introduction to Literature</b>	13/14
<b>Chapter No. 1</b> What is literature? -Defining Literature -Why study Literature?	
<b>Chapter No. 2</b> Literature and Society-Literature and Life	
<b>Chapter No. 3</b> Literature and Science – canon - elements of literature	
<b>Unit - 2 : II. Literary Forms</b>	13/14
<b>Chapter No. 4. Poetry:</b> Lyric, Sonnet, Ballad, Epic, Elegy, Mock-Epic	
<b>Chapter No. 5. Drama:</b> Comedy, Tragedy, Tragic-comedy, One-act-play	
<b>Chapter No. 6. Prose:</b> Novel, Novella, Short Story, Essay, Biography, autobiography	
<b>Unit – 3: Literary Terms and Figurative language</b>	13/14

<b>Chapter No. 7</b> Couplet, Heroic Couplet, Allegory, Alliteration, Assonance, Refrain, aside, monologue, soliloquy, meta-fiction, plot, character, setting, narrative technique.  <b>Chapter No. 8.</b> farce, simile, metaphor, personification, hyperbole, satire, prologue, epilogue, Art for Art's sake, Expressionism, Metre and Metrical Devices, Narratology, Romanticism, Canon.  <b>Chapter No. 9.</b> Simile, metaphor, personification, hyperbole, onomatopoeia, euphemism, irony, oxymoron, synecdoche, understatement paradox, allusion	

**Text Books: 1.** Glossary Literary Terms by M H Abrams

2. Hudson, William Henry; *An Introduction to the Study of Literature New Delhi Atlantic 2007*

### **References**

1. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. OUP, 2001.
2. Bate, Jonathan. *English Literature: A Very Short Introduction*. OUP.
3. Bennett, Andrew. *An Introduction to Literature, Criticism and Theory*. Routledge.
4. Eagleton, Terry. *How to Read Literature*. Yale University Press.
5. Eaglestone, Robert. *Doing English; A Guide for Literature Students*. Routledge, 2000.
6. Gopal, Priyamvada. *The Indian English Novel; Nation History, and Narration*.
7. Hudson, William Henry. *An Introduction to the Study of Literature. New Delhi Atlantic, 2007*.
8. Mehrotra, Arvind, Ed; *An Illustrated History of Indian Literature in English*. Orient Blackswan, 2005
9. Ousby, laih. Ed; *The Cambridge Guide to Literature in English*, Cambridge University Press. 1983
9. The McGraw-Hill. *Introduction to Literature*

**Pedagogy: Lectures, Seminar, Role play, Group discussion**

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
First Internal Test	10
Second Internal Test	10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
<b>Total</b>	<b>40</b>

## Semester 1

**Title of the Course: Indian Writing in English Part I (DSCC Paper II)**

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
<b>3</b>	<b>39 or 42</b>	<b>3</b>	<b>39 or 42</b>

Content of Course 2	39/42 Hrs
<b>Unit –1 History of Indian English Literature (Pre Independence Period)</b>	13/14
<b>Chapter No. 1</b> The Nature and Scope of Indian English Literature; charges against Indian English Literature (Reference: M. K.Naik, A History of Indian English Literature (Chapters 1 and 6), New Delhi: Sahitya Akademi, 1980)  <b>Chapter No. 2</b> Pre-Independence Indian English Poetry, Prose, Drama and Novel <b>Chapter No. 3</b> Introducing authors/texts 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	
<b>Unit – 2 Pre independence fiction</b>	13/14
<b>Chapter No. 4. - Selections from Mulk Raj Anand – Untouchable</b> <b>Chapter No. 5. Raja Rao’s Kanthapura ,</b>  <b>Chapter No. 6. Raja R K Narayan, Krupabai Satthianadhan</b>	
<b>Unit – 3 Indian English Poetry, Short Stories and Essays</b>	13/14
<b>Chapter No. 7 Select Poems</b> 1. Toru Dutt, Our Casuarina Tree 2. Sarojini Naidu, Coromandel Fishers 3. Henry Derozio – To India – My Native Land <b>Chapter No. 8. Select Stories</b> 1. Mulk Raj Anand, - Barber’s Trade Union 2. Rabindranath Tagore - My Lord the Baby 3. R. K. Narayan, - A Horse and Two Goats <b>Chapter No. 9. Select Essays</b> 1. M. K. Gandhi -The Great Sentinel 2. Swami Vivekanand - ‘Chicago Address’ 3. B. R. Ambedkar - A Childhood Journey to Koregaon	

### Text Books :

1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.

2. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984.

## References

1. Deshmane, Chetan, ed. Muses India: Essays on English-Language Writers from Mahomet to Rushdie. Jefferson, NC, and London: McFarland & Co., 2013.
2. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984.
3. Makarand Paranjape (Ed) *Indian Poetry in English*, Madras: Macmillan, 1993
4. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
5. (M. K. Naik (Ed) *The Indian English Short Story: A Representative Anthology*, New Delhi: Arnold-Heinemann, 1984)
6. Mukherji, Minakshi . The Twice Born Fiction. New Delhi: Heinemann, 1971.  
Narasimhiah C D ed *Makers of Indian English Literature*, Delhi Pencraft International 2000
7. Radhakrishnan, N. Indo Anglian Fiction: Major Trends and Themes. Madras: Emerald. 1984
8. Rao, Krishna. The Indo-Anglian Novels and the Changing Tradition. Mysore: Rao and Raghavan, 1973.

## Pedagogy

### Semester 2

Course 3: Introduction to Phonetics and Linguistics		Course 4: Indian Writing in English Part-2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

### Semester II: Introduction to Phonetics and Linguistics ( Paper I)

Content of Course 3	Hrs
<b>Unit –1 Introduction to Phonetics and Linguistics</b>	13/14
<b>Chapter No. 1</b> Language- its nature, definitions, characteristic features	
<b>Chapter No. 2</b> Linguistics – Definitions, Scope	
<b>Chapter No. 3</b> Branches of Linguistics	
<b>Unit - 2</b> Phonetics and Phonology:	13/14
<b>Chapter No. 4.</b> Speech Mechanism, Organs of Speech,	
<b>Chapter No.5.</b> Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants,	
<b>Chapter No. 6.</b> Transcription of words, Word stress, Phonemics-phone, allophone-phoneme	

<b>Unit – 3 Morphology, Syntax and Semantics and Lexicon</b>	13/14
<b>Chapter No. 7</b> Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words. Allomorph – morpheme	
<b>Chapter No. 8.</b> Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses	
<b>Chapter No. 9.</b> Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes	

### Text Books

1. Cruse, Alan. Meaning in Language. (Oxford: Oxford University Press, 2000).
2. Fromkin, V. (ed.) 2000. Linguistics: An Introduction to Linguistics. Cambridge: Blackwell.
3. Rocca, I., and W. Johnson. A Course in Phonology. (Oxford: Blackwell, 1994).

### References:

- Aronoff, M., and Kirsten Fudeman. What is Morphology. (Oxford: Blackwell, 2010).
- Booij, G E. The Grammr of Words: An Introduction to Linguistic Morphology. (Oxford: OUP, 2007).
- Catford, J. C. A Practical Introduction to Phonetics. (Oxford: Oxford University Press, 1988).
- Culicover, P. W. Principles and Parameters: An Introduction to Syntactic Theory. (Oxford: Oxford University Press, 2000).
- Cruse, Alan. Meaning in Language. (Oxford: Oxford University Press, 2000).
- Fromkin, V. (ed.) 2000. Linguistics: An Introduction to Linguistics. Cambridge: Blackwell.
- Kenstowicz, M. 1994. Phonology in Generative Grammar. Cambridge: Blackwell.
- Goldsmith, J. (ed). Phonological Theory: The Essential Readings. (Cambridge: Blackwell, 1999).
- Radford, A. et al. 1999. Linguistics: An Introduction. Cambridge: Cambridge University Press.
- Radford, A. Transformational Grammar. (Cambridge: Cambridge University Press, 1988).
- Rocca, I., and W. Johnson. A Course in Phonology. (Oxford: Blackwell, 1994).
- Saeed, John I. Semantics (2nd ed). (Oxford: Basil Blackwel, 2003)l.

**Pedagogy: Lectures, Seminar, Role play, Group discussion**

## Semester 2

Course 3: Introduction to Phonetics and Linguistics		Course 4: Indian Writing in English Part-2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

### Semester II: Indian Writing in English Part-2 (Paper II)

Content of Course 4	39/42 Hrs
<b>Unit –1 History of Indian English Literature</b>	13/14
<b>Chapter No. 1</b> Post-Independence (1947-1980) Indian English Poetry, Prose, <b>Chapter No. 2</b> Post-Independence (1947-1980) Indian English drama and Novel <b>Chapter No. 3</b> Post-1980s Indian English literature	
<b>Unit – 2</b> Introducing writers of the post independence era:	13/14
<b>Chapter No. 4.</b> Kamala Das, Shashi Deshpande, Chaman Nahal, Manohar Malgoankar, Amitav Ghosh, K. A. Abbas, Vikram Seth, Arundathi Roy, Arun Joshi, G B Desani, T P Kailasam, Girish Karnad, <b>Chapter No. 5.</b> Anita Desai, Manju Kapur, Arvind Adiga, Chitra Banerjee Divakaruni, Namitha Gokhale. <b>Chapter No. 6.</b> Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar etc	
<b>Unit - 3</b> Illustrative Texts	13/14
<b>Chapter No. 7 Poetry-</b> 1. Syed Amanuddin - Don't Call Me Indo-Anglian 2. Kamala Das- An Introduction 3. A. K. Ramanujan, Small Scale Reflections on a Great House 4. Nissim Ezekiel's Good bye Party to Miss Pushpa T S <b>Chapter No. 8. Novel</b> - Kushwant Singh's <i>Train To Pakistan</i> <b>Chapter No. 9.</b> A short Play: Mahesh Dattani's <i>Seven Steps Around the Fire</i> (Stage Play)	

## Text Books

1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
2. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984.
3. Kushwant Singh's *Train To Pakistan*
4. A short Play: Mahesh Dattani's *Seven Steps Around the Fire (Stage Play)*

## References:

Ansani, Shyam M. New Dimensions of Indian English Novels, Delhi: Doaba House, 1987

Devy, G. N. After Amnesia: Tradition and Changes in Indian Literary Criticism. Hyderabad: Orient Longman and Sangam Books, 1992.

Devy, G.N. An Another Tongue: Essays on Indian English Literature, Madras: Macmillan India Ltd. 1995.

Gandhi, Leela. Post-Colonialism, New : Oxford University Press, 2002.

Jain, Jasbir. Beyond Postcolonialism: Dreams and Realities of a Nation, Jaipur: Rawat Publications, 2006.

Makarand Paranjape (Ed) *Indian Poetry in English*, Madras: Macmillan, 1993

(M. K. Naik (Ed) *The Indian English Short Story: A Representative Anthology*, New Delhi: Arnold-Heinemann, 1984)

Mukherji, Meenakshi . The Twice Born Fiction. New Delhi: Heinemann, 1971.

Vishwanathan, G. Masks of Conquest: Literary Study and British Role in India. New

## Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
<b>Total</b>	<b>40</b>



# **OPEN ELECTIVE: MODEL 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**

### **Section I: Functional English Grammar**

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

### **Section II: Writing Skills**

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

### **Section III: Reading Skills**

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

### **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          | 10x2 =20 Marks  |
| 2. Four Short Notes on all sections                     | 4x 5 = 20 Marks |
| 3. Short Questions on dialogue and expansion of an idea | 2x5 = 10 Marks  |
| 4. One Essay Type Question                              | 1x10= 10 Marks  |

### **Suggested Reading:**

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

## 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 and Skill Outcome:

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

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

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

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

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

#### Suggested Readings:

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

#### Question Paper Pattern:

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

## English Open Elective -3

### SPEAKING AND LISTENING SKILLS

[Teaching Hours: Lecture 3Hours -Credit 3]

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

---

#### 1. Section I: Introduction to Phonetics

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

#### 2. Section II: Speaking Skills

Formal and Informal Speeches

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

#### 3. Section III: Listening Skills

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

#### 4. Section IV: Presentation Skills

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

#### Question Paper Pattern

- |                                                |                 |
|------------------------------------------------|-----------------|
| 1. Very Short Answer Questions on all sections | 10x2 =20 Marks  |
| 2. Four Short Notes on all sections            | 4x 5 = 20 Marks |
| 3. One Question on Presentation of Speeches    | 1x10 = 10 Marks |
| 4. One Essay Type Question                     | 1x10= 10 Marks  |

**5. 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. Balasubrahmanya. *A Course in Phonetics for Indian Students*, MacMillan
5. Jayashree Mohanraj, *Speak Well*, Black Swan

## 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 and Skill Outcome

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

#### Syllabus

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

#### Question Paper Pattern

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

