

SEMESTER III
GENERIC ENGLISH/ L2

Name of the Degree Program: BA
Total Credits for the Program: 03
Teaching hours per week: 04

Title of the Course: GENERIC ENGLISH - L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	42/46

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 and make them able to become content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations like - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

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. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

BA III SEMESTER		42/46hrs	60 marks
UNIT - 1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		23 Hrs	40 marks
READING SKILLS	PLAY/VISUAL TEXTS		
Play	<i>Lithuania</i> by Rupert Brooke s	15 hrs	30 marks
LISTENING SKILLS Audio version of the speeches	UNIT II PERSUASIVE SPEECHES (Any Five)	8 hrs	10 marks
1.	<p>“Quit India” speech delivered by Mahatma Gandhi on August 8, 1942, when he addressed the A.I.C.C. at Mumbai.</p> <p>https://youtu.be/QXajHuEKYCg</p>		
2.	<p>“Crisis of Civilization” speech by Rabindranath Tagore at Shanti Niketan in April 1941 was his last speech. Tagore had been unwell for some time, yet his words were very moving.</p> <p>https://www.youtube.com/watch?v=56dW rRCJwgE</p>		
3.	<p>Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17, 1946</p> <p>https://www.youtube.com/watch?v=2VFm 0Uo63Ry</p>		
4.	<p>I have A dream by martin Luther King Jr. 1963</p> <p>https://www.youtube.com/watch?v=smEqnnklfYs</p>		
5.	<p>“Give me blood and I will give you freedom” speech by Subhas Chandra Bose became historical and inspired the youth of India at large.</p> <p>https://youtu.be/5hcEZxDYtvc</p>		

PRODUCTIVE SKILLS: (SPEAKING AND WRITING SKILLS)		23 hrs	20 marks
SPEAKING SKILLS	PRESENTATION SKILLS	5 hrs	
	Types - <ul style="list-style-type: none"> • Informative/Instructional Presentation • Persuasive Presentation • Demonstrative Presentation • Letters of Inquiry • Letters of complaint 		5 marks
WRITING SKILLS	INTRODUCTION TO WRITING AND TYPES OF WRITING		
	<ul style="list-style-type: none"> • Descriptive/narrative Writing • Reflective Writing • Advertisement writing – commercial writing • Product manual 	6 hrs	5 marks

BSc III SEMESTER		42/46hrs	60 marks
UNIT - 1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		23 Hrs	40 marks
READING SKILLS	PLAY/VISUAL TEXTS		
Play	Refund by Fritz Karinthy	15 hrs	30 marks
LISTENING SKILLS Audio version of the speeches	UNIT II PERSUASIVE SPEECHES (Any Five)	8 hrs	10 marks

1.	Swami Vivekananda's speech at the World Parliament of Religions in Chicago, in which he introduced Hinduism to North America, became historical.		
2.	"Freedom is my birth right" speech by Bal Gangadhar Tilak , when he came out of prison after serving a sentence of six years, revives the spirit of nationalism.		
3.	Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17, 1946 https://www.youtube.com/watch?v=2VFm0Uo63Ry		
4.	The speech by Kiran Bedi , India's first woman IPS officer on visionary leadership. https://youtu.be/IqYqMhVxTsY		
5.	The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management Link: https://youtu.be/mMqJztCWbqA		

UNIT – III

PRODUCTIVE SKILLS: (SPEAKING AND WRITING SKILLS)		23 hrs	20 marks
SPEAKING SKILLS	PRESENTATION SKILLS	5 hrs	
	Types - <ul style="list-style-type: none"> • Informative/Instructional Presentation • Persuasive Presentation • Demonstrative Presentation • Letters of Inquiry • Letters of complaint 		5 marks
WRITING SKILLS	INTRODUCTION TO WRITING AND TYPES OF WRITING		
	<ul style="list-style-type: none"> • Descriptive/narrative Writing • Reflective Writing • Advertisement writing – commercial writing • Product manual 	6 hrs	5 marks

BCom III SEMESTER	42/46hrs	60 marks	
UNIT - 1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS	23 Hrs	40 marks	
READING SKILLS	PLAY/VISUAL TEXTS		
Play	Progress – by St. John Irvine	15 hrs	30 marks
UNIT II LISTENING SKILLS Audio version of the speeches	PERSUASIVE SPEECHES (Any Five) <ol style="list-style-type: none"> 1. My Vision for India- APJ Abdul Kalam 2. Dandi march Speech by MK Gandhiji 3. Give me Blood and I will give You Freedom- Subhas Chandra Bose 4. Crisis of Civilisation- Rabindranath Tagore 5. Blood, Trail, and Sweat- Winston Churchill 	8 hrs	10 marks

UNIT – III

PRODUCTIVE SKILLS: (SPEAKING AND WRITING SKILLS)		23 hrs	20 marks
SPEAKING SKILLS	PRESENTATION SKILLS	5 hrs	
	<ul style="list-style-type: none"> • Informative/Instructional Presentation • Persuasive Presentation • Demonstrative Presentation • Letters of Inquiry • Letters of complaint 		5 marks
WRITING SKILLS	INTRODUCTION TO WRITING AND TYPES OF WRITING		
	<ul style="list-style-type: none"> • Descriptive/narrative Writing • Reflective Writing • Advertisement writing – commercial writing • Product manual 	6 hrs	5 marks

For III Sem. Arts, Science, Commerce and BBA

Internal Assessment

(For 40 Marks)

Type of Assessment	Weightage in Marks
1. First Internal Test	10
2. Second Internal Test	10
3. Class test/Oral test/Assignments	10
4. Attendance	05
5. Seminar	05
Total	40

QUESTION PAPER PATTERN OF III SEM AECC L-2 ENGLISH

(For 60 marks)

UNIT I

Q-1 – Annotations (Any 2 out of 3)

2x5=10

Q-2- Answer in about 2 to 3 pages each

1x10= 10

(Any 1 out of 2)

UNIT II

Q-3- Answer in 3 to 4 sentences each (5 out of 7)

5x2=10

Q-4- Write short notes in about a page each (2 out of 3)

2x5=10

UNIT III

Q-5- Answer in about a page (1 out of 2)

1x5=05

Q-6- Answer in about a page (1 out of 2)

1x5=05

Q-7- Answer in about a page (1 out of 2)

1x5=05

Q-8 - Answer in about a page (1 out of 2)

1x5=05

THE III SEMESTER BA (HONS.) ENGLISH LITERATURE PROGRAM 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	Type of Course	Theory/ Practical	Credits	Instruction hours per week	Total No. of Lectures /Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
05	DSCC	Theory	03	03	45hrs	2 1/2hrs	40	60	100

COURSE OUTCOMES

After completion of course, students will be able to:

- 1) Learn the important trends and movements in the 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

COURSE 5 TITLE - BRITISH LITERATURE UP TO 1800 PAPER 1 FROM CHAUCER TO THE AGE OF TRANSITION	Total Hrs: 45
UNIT I HISTORY OF ENGLISH LITERATURE (UP TO 1800)	15hrs
The Social Context of Medieval English Literature, Renaissance, Elizabethan Poetry, Elizabethan Drama, Metaphysical Poetry, Restoration Drama, 18 th Century Prose, Development of Novel in 18 th Century, Neoclassical and Transitional Poetry	
UNIT II MAJOR AUTHORS AND WORKS	15hrs

Geoffrey Chaucer, Francis Bacon, Ben Jonson, John Milton, John Dryden, Alexander Pope, Dr. Samuel Johnson, William Shakespeare, Oliver	
Goldsmith, John Bunyan, AphraBehn, Margaret Cavendish, Elizabeth Cary, Anne Finch, Amelia Lanyer, Fanny Burney, Elizabeth Carter etc. <i>King Lear, As You Like It, Volpone, Paradise Lost, Absalom and Achitophel, Rape of the Lock, Pamela, Letters of Elizabeth Carter</i> etc.	
UNIT III REPRESENTATIVE TEXTS	15hrs
<p>Sonnet (Any two)</p> <ul style="list-style-type: none"> • Sonnet 18 <i>Shall I Compare Thee to a Summer's Day</i> – William Shakespeare • <i>On His Blindness</i> - John Milton <p>Lyric (Any two)</p> <ul style="list-style-type: none"> • <i>Lover's Infiniteness</i> - John Donne • <i>A Poison Tree</i> - William Blake <p>Essays : any 2</p> <ul style="list-style-type: none"> • <i>Of Love</i> - Francis Bacon • <i>Man in Black</i> – Oliver Goldsmith <p>Play (Any One from the prescribed period)</p> <ul style="list-style-type: none"> • <i>Doctor Faustus</i> – Christopher Marlowe 	

Teaching material

Note: Teachers should explore the web/online resources to access the various concepts and illustrative examples.

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.

ASSESSMENT

A. FORMATIVE ASSESSMENT – 40 marks

B. SUMMATIVE ASSESSMENT – 60 Marks

TOTAL - 100 Marks

A.FORMATIVE ASSESSMENT – 40 marks	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
Total	40

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

- The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.
- Designing, developing, and completing seminars should provide a platform for encouraging students' critical thinking and cross-disciplinary connections.
- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

B. SUMMATIVE ASSESSMENT – 60 Marks

GENERAL PATTERN OF THEORY QUESTION PAPER

Time: 2 ½ Hours

Total: 60 Marks

UNIT- I

Q.1. Write Short notes (2 out of 3)

2x5=10

Q 2. Write in about 2 pages (1 out of 2)

1x10=10

UNIT- II

Q 3. Write Short Notes (2 out of 3)

2x5=10

UNIT III

Q 4. Annotate the following (2 out of 3)

2x5=10

(Set on sonnets and Lyrics)

Q 5. Answer in about 1 ½ pages (1 out of 2) (on essays)

1x6=6

Q6. Write Short Note (1 out of 2)

1x6=6

Q 7. Essay type question

1x8=8

(Note: Q no 6 and 7 should be set on the play)

**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

Cour se	Type of Course	Theory / Practical	Credits	Instruction hours per Week	Total No. of Lectures/Hou rs / Semester	Duratio n of Exam	Formative Assessmen t Marks	Summativ e Assessme nt Marks	Total Mar k s
06	DSCC	Theory	03	03	45hrs	21/2hrs	40	60	100

COURSE OUTCOME

After completion of course, 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 the knowledge of Indian writers and literature in general
- 4) Appreciate the translated text

COURSE 6 TITLE - INDIAN LITERATURE IN TRANSLATION PAPER 2	Total Hrs: 45
UNIT I INTRODUCTION TO TRANSLATION STUDIES	15hrs
Introduction to Translation Studies in India References: <ul style="list-style-type: none"> • <i>Translation as Discovery</i> - Sujit Mukherjee • <i>Indian Literature in English Translation</i> - G. N. Devy 	
UNIT II REPRESENTATIVE TEXTS (ANY 6-8 TRANSLATED POEMS)	15hrs
Vachanas of Basavanna – No. 59 <i>Cripple me Father</i> , No. 97 <i>The Master in the House</i> Vachanas of Akkamahadevi: “Would a Circling Surface Vulture” and “Don’t despise Me” (From Speaking of Siva) Kanakadasa: <i>Do Not Quarrel over Caste</i> (Translation by Dr. S. G. Vaidya) <i>Songs of Sheriff</i> : “O Brothers see ths Temple’s Glory” (Translation by Dr. S. G. Vaidya)	

UNIT-III REPRESENTATIVE TEXTS (Any one Novel or Play and four Short Stories)	15hrs	Tea chi ng mat eria l <i>Not e: Tea che rs sho uld expl ore the web /onl ine</i>
Novels <ul style="list-style-type: none"> • <i>Breaking Ties</i> - Sara Abubaker (Kannada) Short Stories <ul style="list-style-type: none"> • <i>The Silent Rattle</i> - Dr.BasuBevinagidad • <i>The Weed</i> - Amrita Pritam • <i>A Tale of 1947</i> - Sadat Hasan Manto • <i>The Curd Seller</i> – Masti 		

resources to access the various concepts and illustrative examples

Books Recommended and Suggested Reading

1. SujitMukharjee. *Translation as Discovery*
2. Sharma T. R. S. (Ed). *Ancient Indian Literature: An Anthology*, (Vols 2: Classical Sanskrit, Prakrit, Apabhramsa), New Delhi: SahityaAkademi, 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

ASSESSMENT**A. FORMATIVE ASSESSMENT – 40 marks****B. SUMMATIVE ASSESSMENT – 60 Marks****TOTAL - 100 Marks**

B.FORMATIVE ASSESSMENT – 40 marks	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
Total	40

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

- The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.
- Designing, developing, and completing seminars should provide a platform for encouraging students' critical thinking and cross-disciplinary connections.
- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

B. SUMMATIVE ASSESSMENT – 60 Marks
GENERAL PATTERN OF THEORY QUESTION PAPER

Time: 2 ½ Hours

Total: 60 Marks

UNIT 1

Q 1. Write in about 2 pages (1 out of 2) 1x10=10

UNIT II

Q 2. Annotations (2 out of 3) 2x5=10

Q 3. Write in about 2 pages (1 out of 2) 1x10=10

Q 4. Write a short note (1 out of 2) 1x6=6

Q 5. Essay type question 1x8=8

Q 6. Write short notes (2 out of 3) 2x4=8

Q 7. Essay type Question (1 out of 2) 1X8 = 8

**THE IV SEMESTER HAS TWO 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	Type of Course	Theory / Practical	Credits	Instruction hours per week	Total No. of Lectures/Hour s / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
07	DSCC	Theory	03	03	45 hrs	21/2hrs	40	60	100

COURSE OUTCOMES

After completion of course, students will be able to:

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

COURSE 7 TITLE - BRITISH LITERATURE (19TH AND 20TH CENTURY) (PART 2)	Total Hrs: 45
UNIT- I	15 hrs
Romantic Poetry, Victorian Poetry, Pre-Raphaelite Poetry, Oxford Movement, Victorian Novel, 19 th century Prose, Modern Poetry, War Poetry, Oxford Poets, Modern Novel, Modern Drama, Problem Plays, Irish Theatre Movement, Modern Prose.	
UNIT-II REPRESENTATIVE WRITERS, WORKS, TRENDS (ANY 20)	15hrs
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 etc.	
<i>David Copperfield, The Mayor of Casterbridge, Unto This Last</i> etc.	
UNIT-III REPRESENTATIVE TEXTS	15hrs
Four Poems <ul style="list-style-type: none"> • <i>Ode on Grecian Urn</i> - John Keats • <i>Dover Beach</i> - Arnold • <i>Journey of the Magi</i> - T. S. Eliot • <i>Second Coming</i> - W. B. Yeats Four Essays <ul style="list-style-type: none"> • <i>Unto this Last</i> (a selected part) - John Ruskin • <i>Enslaved by Civilization</i> - D. H. Lawrence • <i>On Letter Writing</i> - A. G. Gardiner • <i>With the Photographer</i> - Stephen Leacock Any One Novel <ul style="list-style-type: none"> • <i>Silas Marner</i> - George Eliot 	

Teaching material!

Note: Teachers could explore the web/online resources to access the various concepts and illustrative examples

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, 2014.

ASSESSMENT

A. FORMATIVE ASSESSMENT – 40 marks

B. SUMMATIVE ASSESSMENT – 60 Marks

TOTAL - 100 Marks

C.FORMATIVE ASSESSMENT – 40 marks	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
Total	40

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

- The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.
- Designing, developing, and completing seminars should provide a platform for encouraging students' critical thinking and cross-disciplinary connections.
- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

B. SUMMATIVE ASSESSMENT – 60 Marks
GENERAL PATTERN OF THEORY QUESTION PAPER

Time: 2 ½ Hours

Total: 60 Marks

UNIT 1

Q 1. Write short notes (3 out of 5) 3x4=12

UNIT II

Q 2. Write short notes (3 out of 5) 3x4=12

Q 3. Annotations (2 out of 3) 2x4=8

Q 4. Write a short note (1 out of 2) 1x4=4

Q 5. Write answers in about 2 pages (2 out of 4) 2x6=12

Q 6. Write short note (1 out of 2) 1x4=4

Q 7. Essay type Question (1 out of 2) 1X8 = 8

**THE IV SEMESTER HAS TWO COURSES (COURSE 7 & 8) FOR 06 CREDITS:
EACH COURSE HAS 03 CREDITS. BOTH THE COURSES ARE COMPULSORY**

**COURSE -8
GENDER STUDIES (PART 1)**

Cour se	Type of Course	Theory / Practical	Credits	Instructi on hours per week	Total No. of Lectures/Hours / Semester	Duratio n of Exam	Formative Assessment Marks	Summati ve Assessme nt Marks	Total Mark s
08	DSCC	Theory	03	03	45hrs	21/2hrs	40	60	100

COURSE OUTCOMES

After completion of the course, 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

COURSE 8: GENDER STUDIES (PART 1)	Total Hrs: 45
UNIT-I INTRODUCTION TO GENDER STUDIES	15hrs
<p>Concepts and trends: Sex and Gender, Femininity, Body, Feminist Politics, Patriarchy, Masculinity, Discrimination, Gynocentrism, Dichotomy, Third Gender, Masculinity, Queer Studies etc.</p> <p>Any Two Essays</p> <ul style="list-style-type: none"> • <i>What is patriarchy? /Understanding Gender</i> - Kamala Bhasin • <i>Men-Women Comparison</i> – TarabaiShindhe 	
UNIT-II REPRESENTATIVE WRITERS	15hrs
<p>Any Four Short Stories of Representative Writers</p> <ul style="list-style-type: none"> • <i>The Quilt</i> – IsmatChughtai • <i>Open It</i> –Sadat HasanManto • <i>Draupadi</i> – Mahasweta Devi • <i>The Third Woman</i> – AmrithaPritham 	
UNIT-III REPRESENTATIVE TEXTS	15hrs
<p><i>Nine Indian Women Poets: An Anthology</i> - Eunice D'Souza (Four Poems)</p> <ul style="list-style-type: none"> • <i>The Prisons We Broke</i> - Baby Kamble <p>Film Text/Documentary</p> <p><i>Water</i> – Deepa Mehta (Film)</p>	

Teaching material

Note: Teachers should explore the web/online resources to access the various concepts and illustrative examples

Books Recommended and Suggested Reading

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

Connel, R. W. *Masculinities*. University of California Press, 1995

ASSESSMENT

A. FORMATIVE ASSESSMENT – 40 marks

B. SUMMATIVE ASSESSMENT – 60 Marks

TOTAL - 100 Marks

D.FORMATIVE ASSESSMENT – 40 marks	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
Total	40

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

- The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.
- Designing, developing, and completing seminars should provide a platform for encouraging students' critical thinking and cross-disciplinary connections.
- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

B. SUMMATIVE ASSESSMENT – 60 Marks
GENERAL PATTERN OF THEORY QUESTION PAPER

Time: 2 ½ Hours

Total: 60 Marks

UNIT 1 GENDER STUDIES

Q 1. Write short notes 2x5=10

UNIT 2 SHORT STORIES

Q 2. Write short notes on any 2 out of 4 2x5=10

Q 3. Write answer in about 2 pages (1 out of 2) 1x10=10

UNIT 3

A. Poems

Q 4. Annotations (2 out of 3) 2x5=10

B. Autobiography

Q 5. Write answer in about 2 pages (1 out of 2) 1x10=10

C. Film Text

Q 6. Write short notes (2 out of 3) 2x5=10

ENGLISH OPEN ELECTIVE – III SEMESTER
SPEAKING AND LISTENING SKILLS
[Teaching Hours: Lecture 3Hours -Credit 3]

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

Note: Summative Assessment of these papers will be the same as generic papers

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, Summarizing 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 15x2 =30 Marks
2. Four Short Notes on all sections 2x 5 = 10 Marks
3. One Question on Presentation of Speeches 1x10 = 10 Marks
4. One Essay Type Question 1x10= 10 Marks

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. JayashreeMohanraj, *Speak Well*, Black Swan

ENGLISH OPEN ELECTIVE –IV SEMESTER
TRANSLATION THEORY AND PRACTICE
[Teaching Hours: Lecture 3 Hours -Credit 3]

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

Note: Summative Assessment of these papers will be the same as generic papers

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 theory 2x5=10
4. Translation of short passages 2x5=10
5. Translation passage from English to Kannada
(One out of Two) 1X10=10
6. Translation passage from Kannada to English
(one out of two)

Davangere University (ENGAECC - 4)
Board of Studies in English
Curriculum Framework for English on Multi- Disciplinary Programme
(From Academic Year: 2022-23)
SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE
ENGLISH LANGUAGE (L-2) (Paper -4)
For Under graduate programmes offered in Faculty of Arts (BA,BSW.....)
IV SEMESTER ENGLISH -4(3 Credits: 4 Teaching hours per week):
100 marks
(IA-40 ESE-60)

Unit – I: Reading Skills.	Teaching Hrs
Novel: <i>Gulliver's Travels</i> – Jonathan Swift (Land of Lilliputs)	11/12
Unit – II: Listening Skills.	
A. Poems 1. 'Have I seen full many a glorious mornings' - William Shakespear e 2. 'Lead Kindly Light' – John Henry Newman	10/11
B. TED Talks 1. Well Educated Mind- Shashi Tharoor 2. How Every Child Can Thrive by Five- Molly Wright	
Unit – III: Speaking Skills. 1. Group Discussion 2. Public speaking	10/11
Unit – IV: Writing Skills:	11/12
A. Technical Writing i. Travel writing ii. Scientific writing	
B. E- Correspondence and content writing skill i. Email writing ii. Casual and professional writing a. Apology Letters a. Appreciation Letters b. Congratulation Letters	
C. Social Media Content Writing Skills: i. Blog Writing ii. Writing on Quora iii. Writing on Instagram	

Davangere University (ENGAECC - 4)
Board of Studies in English
Curriculum Framework for English on Multi- Disciplinary Programme
(From Academic Year: 2022-23)
SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE
ENGLISH LANGUAGE (L-2) (Paper -4)
For Under graduate programmes offered in Faculty of Science (BSc,BCA,BHSc..)
IV SEMESTER ENGLISH -4 (3 Credits: 4 Teaching hours per week):
100 marks
(IA-40 ESE-60)

Unit – I: Reading Skills.

Teaching Hrs

Novel: *The Old man and The Sea* – Ernest Hemingway 11/12

Unit – II: Listening Skills.

A Poems

10/11

1. When in Disgrace (sonnet no. 29) - William Shakespeare
2. Strange Meeting - Wilfred Owen

B TED Talks

1. Graduation Speech at University –Barak Obama
2. Indian Girls Code – Aditi Prasad

Unit – III: Speaking Skills.

10/11

1. Group Discussion
2. Public speaking

Unit – IV: Writing Skills:

11/12

1. Technical Writing
 - i. Travel writing
 - ii. Scientific writing
2. E- Correspondence and content writing skill
 - i. Email writing
 - ii. Casual and professional writing
 - a) Apology Letters
 - b) Appreciation Letters
 - c) Congratulation Letters
3. Social Media Content Writing Skills:
 - i. Blog Writing
 - ii. Writing on Quora
 - iii. Writing on Instagram

Board of Studies in English

Curriculum Framework for English on Multi- Disciplinary Programme

(From Academic Year: 2022-23)

SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE

ENGLISH LANGUAGE (L-2) (Paper -4)

For Under graduate programmes offered in Faculty of Commerce (B Com, BBA.)

IV SEMESTER ENGLISH -4 (3 Credits: 4 Teaching hours per week):

100 marks

(IA-40 ESE-60)

Unit – I: Reading Skills.

Teaching Hrs

Novel: *The Financial Expert* – R K Narayan

11/12

Unit – II: Listening Skills.

A Poems

10/11

1. Death Be Not Proud - John Donne
2. Ulysses–Lord Tennyson

B TED Talks

1. Nobel Peace Prize Talk – Malala Yousafzai
2. Women Empowerment in India –Madhavi Shankar

Unit – III: Speaking Skills.

10/11

1. Group Discussion
2. Public speaking

Unit – IV: Writing Skills:

11/12

1. Technical Writing
 - i. Travel writing
 - ii. Scientific writing
2. E- Correspondence and content writing skill
 - i. Email writing
 - ii. Casual and professional writing
 - a) Apology Letters
 - b) Appreciation Letters
 - c) Congratulation Letters
3. Social Media Content Writing Skills:
 - i. Blog Writing
 - ii. Writing on Quora
 - iii. Writing on Instagram

For III Sem. Arts, Science, Commerce and BBA

Internal Assessment

(For 40 Marks)

Type of Assessment	Weightage in Marks
1. First Internal Test	10
2. Second Internal Test	10
3. Class test/Oral test/Assignments	10
4. Attendance	05
5. Seminar	<u>05</u>
Total	40

QUESTION PAPER PATTERN OF III SEM AECC L-2 ENGLISH

(For 60 marks)

UNIT I

Q-1 – Annotations (Any 2 out of 3)

2x5=10

**Q-2- Answer in about 2 to 3 pages each
(Any 1 out of 2)**

1x10= 10

UNIT II

Q-3- Answer in 3 to 4 sentences each (5 out of 7)

5x2=10

Q-4- Write short notes in about a page each (2 out of 3)

2x5=10

UNIT III

Q-5- Answer in about a page (1 out of 2)

1x5=05

Q-6- Answer in about a page (1 out of 2)

1x5=05

Q-7- Answer in about a page (1 out of 2)

1x5=05

Q-8 - Answer in about a page (1 out of 2)

1x5=05

Department of English Studies
Curriculum for B.A. English Programme

Name of the Degree Program: B.A. English

Discipline Core: English

Total Credits for the

Program:172 Starting year of

Implementation: 2021-22Program Outcomes

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

(Refer to literature on outcome-based education (OBE) for details on Program Outcomes)

1. Provide a comprehensive foundation in literary studies and linguistic competencies.
2. Introduce multiple areas of writings in English language and translations in English.
3. Connect liberal arts Humanities and Social Sciences through a multidimensional curriculum.
4. Develop the students' ability to read, process, think critically and independently.
5. Explore texts and contexts of writings and readings, from varied spaces.
6. Establish a multidisciplinary approach towards higher studies and research.
7. Develop in students an inclusive outlook and responsible citizenship, inculcate ethical thinking and a sense of social commitment.
8. Provide training to students in multiple areas of employment – conventional and new.
9. Train students in professional skills relevant to career opportunities.
10. Prepare students for the technologically advanced world, its challenges and opportunities.
11. To enable practical and experiential learning.

General Proposed Learning Outcomes for the Bachelor of Arts English Program

At the end of the BA program, the learners 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. Will be enriched by familiarity with other literatures and more importantly with Indian writers their ethos and tradition of writing and discourse
3. Would have honed their skills of remembering, understanding, applying, analyzing evaluation and creating literature
4. Would be able to write with clarity, creativity and persuasiveness.
5. Most importantly, learners would develop and demonstrate an awareness of the significance of literature and literary forms and the debates of culture they generate as values.
6. Be equipped with advanced literary, linguistic skills.
7. 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 cultural spaces.
11. Possess Reading and writing skills catering to academic and other professional discipline 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 use of English in the current technological climate.
15. Have hands-on work experience.

Curriculum Structure for V and VI Semester BA English

Articulation Matrix

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

Matrixes are provided for the following Six Options–

A1 – with Two Core Subjects without practicals.

For example, “A” & “B” in the first two years, and choosing one of them as Major in the 3rd Year

A2 - with one of the Core Subjects as Major (Say “A”) from the 1st or 2nd year of the programme, and the other two subjects (“B” & “C”) as Minors (for subjects without practicals).

A3 – I - with Two Core subjects without practicals (Say “A” & “B”) in the first three years.

A3 – II - with Two Major Subjects without practicals.

A4 – I - with Two Core Subjects (one without practical “A” and the other with practical, “B”) in the first two years, and choosing subject “A” as Major in the 3rd year

A4 – II - with Two Core Subjects (one without practicals “A” and the other with practicals, “B”) in the first 3 years