

University of Mysore  
**Undergraduate Courses – CBCS**  
2018-19  
**ENGLISH**

Contents:

**Syllabus; Distribution of Teaching Hours; C1 and C2 Assessment Methods; and Question Paper Pattern for C3**  
**of**

- a) Language English – AECC
- b) Communicative English – SEC-1
- c) Optional English – DSC and DSE
- d) GE-1 and GE-2

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## **English Syllabus for Undergraduate Courses of the University of Mysore**

**CBCS: 2018-19**

### **Language English**

AECC – Ability Enhancement Compulsory Courses

#### **Language English for Faculty of Arts and Faculty of Science**

<b>Semester</b>	<b>Course</b>	<b>Title of the Paper</b>	<b>L-T-P</b>	<b>Credits</b>
I	Eng-1	Language English I for Faculty of Arts and Faculty of Science	2-1-0	3
II	Eng-2	Language English II for Faculty of Arts and Faculty of Science	2-1-0	3
III	Eng-3	<i>Untouchable</i> and Language Component	2-1-0	3
IV	Eng-4	<i>Julius Caesar</i> and Language Component	2-1-0	3

AECC – Ability Enhancement Compulsory Courses

#### **Language English for Faculty of Commerce and Faculty of Business Administration**

<b>Semester</b>	<b>Course</b>	<b>Title of the Paper</b>	<b>L-T-P</b>	<b>Credits</b>
I	Eng-1	Language English I for Faculty of Commerce and Faculty of Business Administration	2-1-0	3
II	Eng-2	Language English II for Faculty of Commerce and Faculty of Business Administration	2-1-0	3
III	Eng-3	<i>The Financial Expert</i> and Language Component	2-1-0	3
IV	Eng-4	Business Correspondence, <i>Refund</i> and Language Component	2-1-0	3

## **SEC and GE offered by the Department of English**

**SEC – Skill Enhancement Course**

**Communicative Skills for Faculty of Arts**

<b>Semester</b>	<b>Course</b>	<b>Title of the Paper</b>	<b>L-T-P</b>	<b>Credits</b>
III	SEC-1	Communicative Skills	1-1-0	2

**GE – Generic Elective**

**Course for students of an unrelated discipline/subject**

<b>Semester</b>	<b>Course</b>	<b>Title of the Paper</b>	<b>L-T-P</b>	<b>Credits</b>
V	GE-1	Appreciating Short Stories	2-0-0	2
VI	GE-2	Appreciating Novellas	2-0-0	2

## **DSC and DSE – Optional English: Faculty of Arts**

### **DSC – Discipline Specific Course**

<b>Semester</b>	<b>Course</b>	<b>Title of the Paper</b>	<b>L-T-P</b>	<b>Credits</b>
I	DSC-A	Introduction to Literature	6-0-0	6
II	DSC-B	Indian Writing in English	6-0-0	6
III	DSC-C	Elizabethan Theatre	6-0-0	6
IV	DSC-D	Victorian Fiction	6-0-0	6

### **DSE – Discipline Specific Elective**

(Choice between i and ii in both V and VI Semesters)

<b>Semester</b>	<b>Course</b>	<b>Title of the Paper</b>	<b>L-T-P</b>	<b>Credits</b>
V	DSE-A	i. Twentieth Century British and American Literatures	6-0-0	6
		<b>OR</b> ii. Literary Criticism and Practical Criticism	6-0-0	
VI	DSE-B	i. New Literatures in English	6-0-0	6
		<b>OR</b> ii. Postcolonial Critical Essays	6-0-0	

**Language English Syllabus – CBCS**  
**From the Academic Year 2018-19**  
**For Undergraduate Programs Offered in Faculty of Arts and Faculty of Science**

**I Semester: Eng-1** (3 Credits; 2 Lecture hours and 1 Tutorial hour per week)

**Introduction:** The Paper introduces some of the most delightful and instructive poems and prose pieces in English to the students beginning their undergraduate course. The literary texts in the Paper provide powerful contexts to understand human situations in our world and show how they are expressed in English language. The five units of the Language Component, taught in the Tutorial hour for which the class is divided into two equal batches, strengthen the student's English vocabulary and understanding of English sentence structure. C1 and C2 components, which consist of Test and Assignment, ensure that the students are learning well and prepare them for C3, the semester exam; the one-mark, five-marks and ten-marks questions in the examination are designed to evaluate language comprehension and textual understanding.

**Poetry** (1 Lecture Hour per Week):

1. The Oxford Clerk – Geoffrey Chaucer
2. Shall I Compare Thee – William Shakespeare
3. Sparkles from the Wheel – Walt Whitman
4. Where the Mind is without Fear – Rabindranath Tagore
5. The Tiger and the Deer – Sri Aurobindo

**Prose** (1 Lecture Hour per Week):

1. Toba Tek Singh – Saadat Hasan Manto
2. The Clay Mother-in-law: A South Indian Folktale (Collected by A. K. Ramanujan)
3. On the Way to Goregaon – B. R. Ambedkar

**Language Component** (1 Tutorial Hour per Week):

1. Homophones (Words often confused)
2. Articles
3. Verbs in relation to tense, person and number of the subject
4. Prepositions (of place, time, position)
5. Reading Comprehension (of an unseen passage)

**C1** -Test/Assignment = 10 Marks

**C2** – Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

**Question Paper Pattern for C3:**

- A. 10 comprehension questions out of 15 from poetry and prose to be answered in a word, phrase or sentence (10x1= 10 marks)
- B. 2 annotations out of 4 from poems (2x5=10 marks)
- C. 2 essay type questions out of 4 from poems (2x10=20 marks)
- D. 2 essay type question out of 3 from prose (2x10=20 marks)
- E. Language Component: (5x4 = 20 marks)

**II Semester: Eng-2** (3 Credits; 2 Lecture hours and 1 Tutorial hour per week)

**Introduction:** The students who are now familiar with the two important forms of literature – poetry and prose – explore more in these forms, which come with a slightly higher level of difficulty in this Paper. The literary pieces here deal with life in its varied hues

most tellingly. The Language Component addresses the importance of achieving clarity in speaking and writing. C1, C2 and C3 goals are the same as in the previous semester.

**Poetry** (1 Lecture Hour per Week):

1. On His Blindness – John Milton
2. Sower – Victor Hugo (Translated by Toru Dutt)
3. Once upon a Time – Gabriel Okara
4. I am not that Woman – Kishwar Naheed
5. Remembrance – Mamang Dai

**Prose** (1 Lecture Hour per Week):

1. Pepe – Maxim Gorky
2. My Greatest Olympic Prize – Jesse Owens
3. Letters from *The Diary of a Young Girl* – Anne Frank

**Language Component** (1 Tutorial Hour per Week):

1. Punctuation (capitalization, comma, period, question mark, exclamation mark, quotation marks and apostrophe)
2. Framing Questions (with wh-words & yes/no questions)
3. Use of Negatives
4. Linkers (Conjunctions)
5. Reading Comprehension (of an unseen passage)

**C1** -Test/Assignment = 10 Marks

**C2** – Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

**Question Paper Pattern for C3:**

- A. 10 comprehension questions out of 15 from poetry and prose to be answered in a word, phrase or sentence (10x1= 10 marks)
- B. 2 annotations out of 4 from poems (2x5=10 marks)
- C. 2 essay type questions out of 4 from poems (2x10=20 marks)
- D. 2 essay type question out of 3 from prose (2x10=20 marks)
- E. Language Component: (5x4 = 20 marks)

**III Semester: Eng-3** (3 Credits; 2 Lecture hours and 1 Tutorial hour per week)

***Untouchable* and Language Component**

Introduction: In this semester an unabridged Indian novel written in English is taught in the class – the novel form contains a long narrative and reveals the workings of a plot. In addition to presenting the Indian milieu, the prescribed novel brings to the fore the struggles and successes of people, their flaws and their resourcefulness. The language component teaches words to describe people and their actions, places and situations; trains students to find appropriate words and to write meaningful sentences and paragraphs. Comprehension questions, short notes and essay type questions in the examination test the level of understanding and the ability for expression.

**Novel** (2 Lecture Hours per Week):

*Untouchable* – Mulk Raj Anand

**Language Component** (1 Tutorial Hour per Week):

1. Identification of Adverbs
2. One-word Substitutes (based on the text)
3. Construction of Sentences (with each of the given words)
4. Active and Passive Voice
5. Reading Comprehension (of an unseen passage)

**C1** -Test/Assignment = 10 Marks

**C2** – Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

**Question Paper Pattern for C3:**

- A. 10 comprehension questions out of 15 from the novel to be answered in a word, phrase or sentence (10x1= 10 marks)
- B. 4 short notes out of 8 on minor characters/incidents from the novel (4x5=20 marks)
- C. 3 essay type questions out of 5 from the novel (3x10=30 marks)
- D. Language Component: (5x4 = 20 marks)

**IV Semester: Eng-4** (3 Credits; 2 Lecture hours and 1 Tutorial hour per week)

**Julius Caesar and Language Component**

Introduction: In this final paper of their Language English, the students are introduced to a full-length play by William Shakespeare. The play unlocks the complex emotions, breathtaking actions and intriguing situations. The students experience the effect of dialogue, the brilliance of imagery and the magnificence of poetry. The Language Component here emphasizes on the transactional aspect of English language, in its spoken as well as written form. Comprehension questions, annotations and essay type questions in the examination test the level of understanding and the ability for expression.

**Play** (2 Lecture Hours per Week):

*Julius Caesar* – William Shakespeare

**Language Component** (1 Tutorial Hour per Week):

1. Identification of Adjectives
2. Job Application Letter with CV
3. Correction of Sentences (verbs, articles, prepositions, adjectives, adverbs, redundancy)
4. Direct and Indirect Speech
5. Reading Comprehension (of an unseen passage)

**C1** -Test/Assignment = 10 Marks

**C2** – Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

**Question Paper Pattern for C3:**

- A. 10 comprehension questions out of 15 from the play to be answered in a word, phrase or sentence (10x1= 10 marks)
- B. 4 annotations out of 8 from the play (4x5=20 marks)
- C. 3 essay type questions out of 5 from the play (3x10=30 marks)
- D. Language Component: (5x4 = 20 marks)

**I Semester: Eng-1** (3 Credits; 2 Lecture hours and 1 Tutorial hour per week)

**Introduction:** The Paper introduces some of the most delightful and instructive poems and prose pieces in English to the students beginning their undergraduate course. The literary texts in the Paper provide powerful contexts to understand human situations in our world and show how they are expressed in English language. The five units of the Language Component, taught in the Tutorial hour for which the class is divided into two equal batches, strengthen the student's English vocabulary and understanding of English sentence structure. C1 and C2 components, which consist of Test and Assignment, ensure that the students are learning well and prepare them for C3, the semester exam; the one-mark, five-marks and ten-marks questions in the examination are designed to evaluate language comprehension and textual understanding.

**Poetry** (1 Lecture Hour per Week):

1. Polonius' Advice to His Son – William Shakespeare
2. Death Be Not Proud – John Donne
3. Barter – Sara Teasdale
4. Partition – W. H. Auden
5. Ajamil and the Tigers – Arun Kolatkar

**Prose** (1 Lecture Hour per Week):

1. The Fir Tree – Hans Christian Anderson
2. The Romance of a Busy Broker – O. Henry
3. Water: The Elixir of Life – C. V. Raman

**Language Component** (1 Tutorial Hour per Week):

1. Homophones (Words often confused)
2. Articles
3. Verbs in relation to tense, person and number of the subject
4. Prepositions (of place, time, position)
5. Reading Comprehension (of an unseen passage)

**C1** -Test/Assignment = 10 Marks

**C2** – Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

**Question Paper Pattern for C3:**

- A. 10 comprehension questions out of 15 from poetry and prose to be answered in a word, phrase or sentence (10x1= 10 marks)
- B. 2 annotations out of 4 from poems (2x5=10 marks)
- C. 2 essay type questions out of 4 from poems (2x10=20 marks)
- D. 2 essay type question out of 3 from prose (2x10=20 marks)
- E. Language Component: (5x4 = 20 marks)

**II Semester: Eng-2** (3 Credits; 2 Lecture hours and 1 Tutorial hour per week)

**Introduction:** The students who are now familiar with the two important forms of literature – poetry and prose – explore more in these forms, which come with a slightly higher level of difficulty in this Paper. The literary pieces here deal with life in its varied hues most tellingly. The Language Component addresses the importance of achieving clarity in speaking and writing. C1, C2 and C3 goals are the same as in the previous semester.



**Poetry** (1 Lecture Hour per Week):

1. Ulysses – Alfred Lord Tennyson
2. If – Rudyard Kipling
3. Questions from a Worker Who Reads – Bertolt Brecht
4. You Start Dying Slowly – Pablo Neruda
5. We are the TSB Banking Directors – Darryl Ashton

**Prose** (1 Lecture Hour per Week):

1. A Deed of Bravery – Jim Corbett
2. Light is Like Water – Gabriel Garcia Marquez
3. A Lesson My Father Taught Me – A P J Abdul Kalam

**Language Component** (1 Tutorial Hour per Week):

1. Punctuation (capitalization, comma, period, question mark, exclamation mark, quotation marks and apostrophe)
2. Framing Questions (with wh-words & yes/no questions)
3. Use of Negatives
4. Linkers (Conjunctions)
5. Reading Comprehension (of an unseen passage)

**C1** -Test/Assignment = 10 Marks

**C2** – Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

**Question Paper Pattern for C3:**

- A. 10 comprehension questions out of 15 from poetry and prose to be answered in a word, phrase or sentence (10x1= 10 marks)
- B. 2 annotations out of 4 from poems (2x5=10 marks)
- C. 2 essay type questions out of 4 from poems (2x10=20 marks)
- D. 2 essay type question out of 3 from prose (2x10=20 marks)
- E. Language Component: (5x4 = 20 marks)

**III Semester: Eng-3** (3 Credits; 2 Lecture hours and 1 Tutorial hour per week)

***The Financial Expert* and Language Component**

Introduction: In this semester an unabridged Indian novel written in English is taught in the class – the novel form contains a long narrative and reveals the workings of a plot. In addition to presenting the Indian milieu, the prescribed novel brings to the fore the struggles and successes of people, their flaws and their resourcefulness. The language component teaches words to describe people and their actions, places and situations; trains students to find appropriate words and to write meaningful sentences and paragraphs. Comprehension questions, short notes and essay type questions in the examination test the level of understanding and the ability for expression.

**Novel** (2 Lecture Hours per Week):

*The Financial Expert* – R. K. Narayan

**Language Component** (1 Tutorial Hour per Week):

1. Identification of Adverbs
2. One-word Substitutes (based on the text)
3. Construction of Sentences (with each of the given words)
4. Active and Passive Voice

## 5. Reading Comprehension (of an unseen passage)

**C1** -Test/Assignment = 10 Marks

**C2** – Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

### Question Paper Pattern for C3:

- A. 10 comprehension questions out of 15 from the novel to be answered in a word, phrase or sentence (10x1= 10 marks)
- B. 4 short notes out of 8 on minor characters/incidents from the novel (4x5=20 marks)
- C. 3 essay type questions out of 5 from the novel (3x10=30 marks)
- D. Language Component: (5x4 = 20 marks)

## IV Semester: Eng-4: (3 Credits; 2 Lecture hours and 1 Tutorial hour per week)

### Business Correspondence, *Refund* and Language Component

Introduction: Customized for the students of these streams, the Paper explains the nature of Business Correspondence and teaches writing various kinds of business letters. The one-act play conveys effectiveness of the dialogue. The Language Component here emphasizes on the transactional aspect of English language, in its spoken as well as written form. The semester examination tests the student's business letter-writing ability, grasp of the play and language skills.

#### Business Correspondence (1 Lecture Hour per Week):

1. Enquiry and Reply Letter
2. Offers and Quotations
3. Orders and Execution Letters / Cancellation Letters
4. Complaints and Settlements
5. Request for Loans / Overdrafts and Suitable Replies

#### One-Act Play (1 Lecture Hour per Week):

*Refund* – Fritz Karinthy

#### Language Component (1 Tutorial Hour per Week):

1. Identification of Adjectives
2. Job Application Letter with CV
3. Correction of Sentences (verbs, articles, prepositions, adjectives, adverbs, redundancy)
4. Direct and Indirect Speech
5. Reading Comprehension (of an unseen passage)

**C1** -Test/Assignment = 10 Marks

**C2** – Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

### Question Paper Pattern for C3:

- A. Business Correspondence: Three 10 marks (5+5 type) questions out of Five (3x10 = 30 marks)
- B. One-Act Play:
  - i. Two 10 marks questions out of Three (2x10 = 20 marks)
  - ii. Two 5 marks short notes out of Three (2 x5 = 10 marks)
- C. Language Component: (5x4 = 20 marks)

**SEC-1. Communicative Skills** (2 Credits; 1 Lecture Hour and 1 Tutorial Hour)

**Objective:** The undergraduate students have to cope with the challenges of life as well as profession, as soon as they get their degree. It is an advantage for them to learn English language for specific use in their future life and career. Appropriate language skills will empower them to achieve their academic and professional goals. It will also improve their social relationships. Hence, this paper is designed to train students in basic communication skills, speaking and writing.

1. Greetings (formal and informal), Introducing self and others (formal and informal) and closing a conversation. (Use of pronouns: I am, He is, You are, is/are, this-these and possessive pronouns-my/mine/your/his/her/our/its, etc.)
2. Making enquiries, requests, asking questions (Wh and yes/no) At least 6 situations: at a hotel, medical shop, railway station, bookshop, bank and college office. (Use of primary and modal auxiliary verbs: be, have, can you please, will you please, can I, if I may, may I, shall we, etc.)
3. Giving direction/instructions/information
  - a) Giving directions: (Use of prepositions – in the corner, near, next to, between, opposite to, behind, beyond, along, past, across, down, up, towards, etc.)
  - b) Giving instructions: direct and indirect. (D: 'This road is closed' IND: 'Could you please close the door?' 'May I have your attention please'- etc. Being polite, using helping verbs).  
Giving instruction for: preparing coffee/tea, preparing a word file/PPT (use of verbs, linkers)
  - c) Giving information: ('Library will be open up to 5 pm', 'The bonus will be given next month', etc. Use of passive voice)
4. Telephone conversation: Etiquette, common phrases for beginning and closing conversation etc.
5. Academic writing skills: Interpreting and analyzing graphs, tables, diagrams, maps, family/organisation tree, etc. (adjectives-use of degrees of comparison, percentage, relationship, correlation)
6. Role play: Dialogue writing for different situations.
  - a) Fixing an appointment (with doctor, with Bank Manager, with a friend for going to a movie, with a colleague, etc.)
  - b) Inviting someone to a programme/function (inviting, accepting, declining words)
7. Group Discussion, Public Speaking (short speeches) and Facing an Interview (leadership qualities, positive attitude, etc.)
8. Short descriptions of people and places (Expressing facts and opinion, use of adjectives)
9. Translation: (English to Kannada) or  
Film/book review (for non-Kannada students)
10. Short Reports/narration of an incident/event/ news (use of past/present tense)

**Books for Reference:**

1. Sabina Ostrowska. *Unlock: Reading and Writing Skills (1)*. CUP: Delhi, 2015 (for component 5, 8).
2. *Nelson English Work Book 1-6*. Foundation Books, 2006 (for basic syntax patterns).
3. Francis Peter. S. J. *Soft Skills and Professional Communication*. Tata McGraw-Hill, 2012 (for component 7).
4. P. Kiranmai Dutt and Geetha Rajeevan. *Basic Communication Skills*. CUP: Foundation Books, 2007 (for components 2, 3, 4).
5. Jack C. Richards. *New Interchange: Intro*. CUP: New Delhi, 2000. (for components 1, 2, 3).
6. *Everyday English*. Hyderabad: The ICFAI Univ, 2004 (for component 7).
7. Adrian Doff & Christopher Jones, eds. *Language in Use: Students' Self-study Work Book- Beginners, Intermediate and Higher Intermediate*. UK: CUP, 2016 (for components 6, 7, 8, 10).
8. Ruth Gairns & Stuart Redman. *Oxford Word Skills: Basic*. Oxford: OUP, 2012 (for components 1, 2, 3, 6, 7, 8).
9. Michael McCarthy & Felicity O'Dell. *English Vocabulary in Use: Advanced*. Delhi: CUP, 2006 Rpt. (for components 3, 4, 6).
10. Michael Black & Wendy Sharp. *Objective IELTS: Intermediate – Self Study Student's Book*. UK: CUP, 2006 (for components 5, 7, 8, 10).
11. Vanessa Jakeman & Clare McDowell. *Insight into IELTS*. UK: CUP, 2007 (for components (5, 8, 10)).

**C1** – Test/Assignment = 05 Marks

**C2** – Assignment/Test = 05 Marks

**C3** - Examination = 40 Marks

**Total** = 50 Marks

**Question Paper Pattern for C3:**

- A. Eight questions out of Ten: 8x5= 40 Marks

## Generic Elective

### **V Semester – GE-1: Appreciating Short Stories (2 Credits; 2 Lecture hours per week)**

Outline of the course: Designed for students who are from disciplines other than English, this set of six short stories create mirth and provoke thought in the class. Three of the stories are from the West and three from the Indian subcontinent. They serve as beautiful windows to the world, broadening our horizon. They also open our hearts and minds. The master storytellers delight the readers in their act of storytelling.

1. The Death of a Government Clerk – Anton Chekov
2. Gimpel the Fool – Isaac Bashevis Singer
3. The Year My Grandmother Was Supposed to Die – Mordecai Richler
4. The Blue Light – Vaikom Muhammad Basheer
5. Salt – Mahasweta Devi
6. Monk (Dervish) – Qurratulain Hyder

**C1** -Test/Assignment = 05 Marks

**C2** – Assignment/Test = 05 Marks

**C3** - Examination = 40 Marks

**Total** = 50 Marks

#### **Question Paper Pattern for C3:**

- A. Four essay type questions out of Six from Short Stories: 4x10 = 40 Marks

### **VI Semester – GE-2: Appreciating Novellas (2 Credits; 2 Lecture hours per week)**

Outline of the course: The two novellas or short novels are by two great writers of the world: the Russian Nikolai Gogol and the American Mark Twain. *The Overcoat* is moving and *The Man That Corrupted Hadleyburg* is hilarious. The characters haunt and tease. The novellas stay with us for a long time, most probably forever.

1. *The Overcoat* – Nikolai Gogol
2. *The Man That Corrupted Hadleyburg* – Mark Twain

**C1** -Test/Assignment = 05 Marks

**C2** – Assignment/Test = 05 Marks

**C3** - Examination = 40 Marks

**Total** = 50 Marks

#### **Question Paper Pattern for C3:**

- A. Two essay type questions out of Three from *The Overcoat*: 2x10 = 20 Marks
- B. Two essay type questions out of Three from *The Man That Corrupted Hadleyburg*: 2x10 = 20 Marks

**Optional English Syllabus – CBCS**  
**From the Academic Year 2018-19**  
**For Bachelor of Arts Program**

**I Semester – DSC-A: Introduction to Literature** (6 Credits; 6 Lecture hours per week)

**Overview:** The Paper introduces to the students who have opted to study English as one of their major subjects a few literary gems from various parts of the globe. The selections are aimed at initiating students for a systematic study of literature. They read the poems, essays and short stories alongside the succinct meanings of 20 literary terms chosen from *A Glossary of Literary Terms* by M. H. Abrams. C1 and C2 for 20 marks in every semester is part of the continuous evaluation process and helps students in knowing their texts and preparing for the exam better. The semester exam C3 for 80 marks tests the student's progress in the semester from multiple perspectives.

**Poetry** (Two hours):

1. Let me not to the marriage of true minds – William Shakespeare
2. The Canonization – John Donne
3. Lycidas – John Milton
4. A Poison Tree – William Blake
5. She dwelt among the untrodden ways – William Wordsworth
6. Ode to Autumn – John Keats
7. My Last Duchess – Robert Browning
8. The Ballad of East and West – Rudyard Kipling

**Prose** (Two hours):

1. Of Studies – Francis Bacon
2. Beau Tibbs at Home – Oliver Goldsmith
3. On Going a Journey – William Hazlitt
4. The Storyteller – H. H. Munro (Saki)
5. The Necklace – Guy de Maupassant
6. Grief – Anton Chekov

**Literary Terms** from *A Glossary of Literary Terms* – M. H. Abrams (Two hours):

sonnet, dramatic monologue, elegy, ode, ballad, epic, fable, allegory, simile, metaphor, personification, hyperbole, understatement, pun, soliloquy, chorus, comic relief, touchstone, bildungsroman, picaresque.

**C1** -Test/Assignment = 10 Marks

**C2** – Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

**Question Paper Pattern for C3:**

- A. Four annotations out of Six from Poetry: 4x5 =20 Marks
- B. Two essay type questions out of Four from Poetry: 2x10 = 20 Marks
- C. Two essay type questions out of Four from Prose: 2x10 = 20 Marks
- D. Ten define-with-example-questions out of Fifteen from *Glossary* 10x2 = 20 Marks

**II Semester – DSC-B: Indian Writing in English** (6 Credits; 6 Lecture hours per week)

**Overview:** This paper introduces the students to one of the most thriving species in world literature today: Indian Writing in English. Poems spanning two generations of poets in English from India, a social play set in the contemporary India and a collection of short stories from the often neglected but important region Northeast are on platter. The familiar milieus and the bold approaches by the authors make this paper all the more exciting. The students need to annotate from poems and answer critical questions on all three forms.

Poetry (Two hours):

1. Poet, Lover, Birdwatcher – Nissim Ezekiel
2. A Summer Poem – Jayanta Mahapatra
3. The Bus – Arun Kolatkar
4. Wife – Polanki Ramamurthy
5. On Killing a Tree – Gieve Patel
6. Round and Round – Vikram Seth
7. Stammer – K Satchidanandan
8. I Dream of an English (Mulligatawny Dreams) – Meena Kandasamy

Play (Two hours):

*Final Solutions* – Mahesh Dattani

Collection of Short Stories (Two hours):

*Next Door* – Jahn timer Barua

**C1** -Test/Assignment = 10 Marks

**C2** – Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

**Question Paper Pattern for C3:**

- A. Four annotations out of Six from Poetry: 4x5 =20 Marks
- B. Two essay type questions out of Four from Poetry: 2x10 = 20 Marks
- C. Two essay type questions out of Four from Play: 2x10 = 20 Marks
- D. Two essay type questions out of Four from Short Stories: 2x10 = 20 Marks

**III Semester – DSC-C: Elizabethan Theatre** (6 Credits; 6 Lecture hours per week)

Overview: In this semester, the focus is on both a very important era and a very important form of literature. The Paper offers three masterpieces of Elizabethan Drama: a tragedy by Marlowe, a tragicomedy by Shakespeare and a comedy by Jonson. As they follow the action in the plays, the students grasp the dominant ideas of the Renaissance / Elizabethan era and the significant aspects of the plays. The students learn in this semester to annotate from plays and write argumentative essays.

*Doctor Faustus* – Christopher Marlowe (Two hours)

*The Tempest* – William Shakespeare (Two hours)

*Every Man in His Humour* – Ben Jonson (Two hours)

**C1** -Test/Assignment = 10 Marks

**C2** – Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

**Question Paper Pattern for C3:**

- A. Four annotations out of Eight from Three plays 4x5 = 20 Marks
- B. Two essay type questions out of Three from *Doctor Faustus* 2x10 = 20 Marks
- C. Two essay type questions out of Three from *The Tempest* 2x10 = 20 Marks
- D. Two essay type questions out of Three from *Every Man in His Humour* 2x10 = 20 Marks

#### IV Semester – DSC-D: Victorian Fiction (6 Credits; 6 Lecture hours per week)

Overview: The students move on to another significant age and study a new form of literature: the Victorian age and the novel form. The three novels in this semester define the mores of the time. The novelists engage the question of morality, the industrial revolution, and the agrarian crisis philosophically within the confines of the literary form. The students learn in this semester to write short notes on incidents/events/characters from the novel and to write argumentative essays on the critical issues raised in the works.

*Silas Marner* – George Eliot (Two hours)

*Hard Times* – Charles Dickens (Two hours)

*The Return of the Native* – Thomas Hardy (Two hours)

**C1** -Test/Assignment = 10 Marks

**C2** – Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

#### **Question Paper Pattern for C3:**

- A. Four short notes out of Eight from Three novels: 4x5 = 20 Marks
- B. Two essay type questions out of Three from *Silas Marner*: 2x10 = 20 Marks
- C. Two essay type questions out of Three from *Hard Times*: 2x10 = 20 Marks
- D. Two essay type questions out of Three from *The Return of the Native*: 2x10 = 20 Marks

#### **V Semester – DSE-A: (Choice between i and ii)**

- i. Twentieth Century British and American Literatures (6 Credits; 6 Lecture hours per week)

Overview: As the students are now in the final year of their course, the focus shifts to the Modern era. This Elective Paper is on twentieth century British and American literatures. The poems, the play, and the novel reflect the political and cultural churnings of the 20<sup>th</sup> century in the West. The writers develop new ways of expression to absorb the crises of the times such as war, alienation, displacement, discrimination, loneliness. The students studying this Paper develop skills to annotate memorable lines from the poems and write with clarity about complex issues raised in the texts.

#### Poetry (Two hours):

- 1. The Darkling Thrush – Thomas Hardy
- 2. Pied Beauty – G. M. Hopkins
- 3. The Strange Meeting – Wilfred Owen
- 4. The Second Coming – W. B. Yeats
- 5. The Love Song of J. Alfred Prufrock – T. S. Eliot
- 6. Mending Wall – Robert Frost
- 7. Poetry – Marianne Moore
- 8. Mirror – Sylvia Plath

#### Play (Two hours):

*All My Sons* – Arthur Miller

#### Novel (Two hours):

*The Rainbow* – D. H. Lawrence

**C1** -Test/Assignment = 10 Marks  
**C2** – Assignment/Test = 10 Marks  
**C3** - Examination = 80 Marks  
**Total** = 100 Marks

**Question Paper Pattern for C3:**

- A. Four annotations out of Six from Poetry: 4x5 =20 Marks
- B. Two essay type questions out of Four from Poetry: 2x10 = 20 Marks
- C. Two essay type questions out of Four from Play: 2x10 = 20 Marks
- D. Two essay type questions out of Four from Novel: 2x10 = 20 Marks

ii. Literary Criticism and Practical Criticism (6 Credits; 6 Lecture hours per week)

Overview: One of the challenging forms of literature is literary criticism. Many believe it can only survive on creative writing and hence it is a parasitic form of writing. But it is not so simple as that. While literary criticism needs creative literature to come into life, it in turn gives a new life to literature, as illustrated by literary historians. It is in full display in this Paper. The literary criticism essays on drama, poetry, novel and practical criticism enlighten us, to say the least. In addition, there are a couple of critical essays by important thinkers of the modern times. The questions in the exam will test the student's understanding of the points of view of the critics. The practical criticism component will assess the independent ability of the student to approach a poem critically.

Literary Criticism Unit I (Two hours):

- 1. Preface to Shakespeare – Samuel Johnson
- 2. Preface to *The Lyrical Ballads* – William Wordsworth
- 3. A Study of Poetry – Matthew Arnold
- 4. Four Kinds of Meaning (from *Practical Criticism*) – I. A. Richards

Literary Criticism Unit II (Two hours):

- 1. English Poetry and the Modern World – F R Leavis and M B Kinch
- 2. Tradition and Individual Talent – T. S. Eliot
- 3. Why the Novel Matters – D. H. Lawrence
- 4. Modern Fiction – Virginia Woolf

Practical Criticism (Two hours):

Two unseen poems

**C1** -Test/Assignment = 10 Marks  
**C2** – Assignment/Test = 10 Marks  
**C3** - Examination = 80 Marks  
**Total** = 100 Marks

**Question Paper Pattern for C3:**

- A. Three essay type questions out of Four from Unit I: 3x10 = 30 Marks
- B. Three essay type questions out of Four from Unit II: 3x10 = 30 Mark
- C. Two analyses of Two unseen poems: 2x10 =20 Marks



**VI Semester – DSE-B: (Choice between i and ii)**

i. New Literatures in English (6 Credits; 6 Lecture hours per week)

Overview: This Elective Paper introduces students to literature that has emerged from the postcolonial Australia, Canada, Africa, the Caribbean Islands and Singapore. The mix truly reflects the myriad situations in both individual and political spheres. The poems, the play and the novel often speak about the trauma during the transition from one point of natural/cultural/political history to another. The students studying this Paper develop skills to annotate unforgettable lines from the poems and write cogently about the thought-provoking multi-layered problems that surface in the texts.

Poetry (Two hours):

1. The Shark – E J Pratt
2. Indian Reservation: Caughnawaga – A M Klein
3. Australia – A D Hope
4. Tracks Wind Back – Jeanine Leane
5. Refugee Mother and Child – Chinua Achebe
6. Africa – David Diop
7. Sour Grapes – Derek Walcott
8. Ulysses by the Merlion – Edwin Thamboo

Play (Two hours):

*The Lion and the Jewel* – Wole Soyinka

Novel (Two hours):

*The Edible Woman* – Margaret Atwood

**C1** -Test/Assignment = 10 Marks

**C2** -Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

**Question Paper Pattern for C3:**

- A. Four annotations out of Six from Poetry: 4x5 =20 Marks
- B. Two essay type questions out of Four from Poetry: 2x10 = 20 Marks
- C. Two essay type questions out of Four from Play: 2x10 = 20 Marks
- D. Two essay type questions out of Four from Novel: 2x10 = 20 Marks

ii. Postcolonial Critical Essays (6 Credits; 6 Lecture hours per week)

Overview: This special Paper consists a distinct set of ten critical essays from the postcolonial standpoint. While some of the essays here introduce burning issues and key concepts of postcolonialism, some others delve deep into specific aspects of it. Many of the groundbreaking essays in the Paper are by renowned thinkers, theorists and writers. The students who study this Paper gain a multi-dimensional perspective of the postcolonial world and become well-versed in the in the critical vocabulary of postcolonial studies.

Unit I (Three Hours):

1. "On National Cultures" from *The Wretched of the Earth* – Frantz Fanon (Source: *Literature in The Modern World: Critical Essays and Documents* Edited by Dennis Walder)
2. "Colonialist Criticism" from *Hopes and Impediments: Selected Essays* – Chinua Achebe (Source: *Literature in The Modern World: Critical Essays and Documents* Edited by Dennis Walder)
3. "On the Abolition of English Department" – Ngugi Wa'Thiong'o (Source: *The Post-Colonial Studies Reader* Edited by Bill Ashcroft, Gareth Griffiths and Helen Tiffin)
4. "Caribbean Literature and its Criteria" from *The Colonial Encounter: Language* – Edward Kamau Brathwaite
5. "Negritude: A Humanism of the Twentieth Century" – Leopold Sedar Senghor (Source: *Perspectives on Africa: A Reader in Culture, History and Representation* Edited by Roy Richard Grinker, Stephen C Lubkemann and Christopher B Steiner)

Unit II (Three Hours):

1. "Introduction" to *The Empire Writes Back* – Bill Ashcroft, Gareth Griffiths and Helen Tiffin
2. "Of Mimicry and Man: Ambivalence of Colonial Discourse" – Homi Bhabha (Source: JSTOR. Stable URL: <http://www.jstor.org/stable/778467>)
3. "Commonwealth Literature Does Not Exist" from *Imaginary Homelands* – Salman Rushdie
4. "The Discourse of the Orient" – Edward Said (Source: *Literature in The Modern World: Critical Essays and Documents* Edited by Dennis Walder)
5. "Writing from the Margin" from *Writing from the Margin and Other Essays* – Shashi Deshpande

**C1** -Test/Assignment = 10 Marks

**C2** - Assignment/Test = 10 Marks

**C3** - Examination = 80 Marks

**Total** = 100 Marks

**Question Paper Pattern for C3:**

- A. Four essay type questions out of Five from Unit I: 4x10 = 40 Marks
- B. Four essay type questions out of Five from Unit II: 4x10 = 40 Marks

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.

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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



**TRANSLATED**

Vishvavidyanilaykaryasoudha  
Crawford Hall, Mysuru – 570 005

No. AC6/152/NEP/2020-21

Dated: 26-10-2021

**Notification**

Sub: - Syllabus and Examination Pattern of B.A English with effective from the Academic year 2021-22 as per NEP-2020.

- Ref:- 1. Decision of Board of Studies in of English (UG) meeting held on 29-09-2021.  
2. Decision of the Faculty of Arts Meeting held on 13-10-2021.  
3. Decision of the Academic Council meeting held on 22-10-2021.

The Board of Studies in English (UG) which met on 29-09-2021 has recommended & approved the syllabus and pattern of Examination of English Programme with effective from the Academic year 2021-22 as per NEP 2020

The Faculty of Arts and Academic Council at their meetings held on 13-10-2021 and 22-10-2021 respectively has also approved the above said proposal and it is hereby notified.


The syllabus and Examination pattern is annexed herewith and the contents may be downloaded from the University Website i.e., [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in).

Deputy Registrar (Academic)

Draft Approved by the Registrar

To:

1. All the Principal of affiliated Colleges running English, Graduate programme of University of Mysore, Mysuru.
2. The Registrar (Evaluation), University of Mysore, Mysuru.
3. The Chairman, BOS/DOS, English in, Manasagangothri, Mysuru.
4. The Dean, Faculty of Arts, DOS in English, MGM.
5. The Director, - Distance Education Programme, Moulya Bhavan, Manasagangothri, Mysuru.

  
**PRINCIPAL**  
**TERESIAN COLLEGE**  
**MYSURU-570 011**

6. The Director, PMEB, Manasagangothri, Mysore.
7. Director, College Development Council, Manasagangothri, Mysore.
8. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
9. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
10. Office Copy.

8.



# **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
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## 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	ENGDSC11	Post Colonial Studies(4)	ENGDSE04 Caribbean Literature (DSE)(3)	
		A12	ENGDSC12	Introduction to the History of Language(4)	ENGDSE05 Rhetorical Studies: An Introduction(DSE) (3)	
		B2	ENGDSC22	World Literatures in English & in Translation(4) (Minor)	ENGDSE06 Technical writing (Vocational) (3)	
4	VII	A13	ENGDSC13	Dalit Writing(4)	ENGDSE07 Indian Aesthetics/Poetics(DSE) (3)	
		A14	ENGDSC14	Cultural Studies(4)	ENGDSE08 Modern Indian Drama and Theatre(DSE) (3)	
		A15	ENGDSC15	Children's Literature(3)	ENGDSE09 Content writing (DSE) (3)	
					ENGDSE10 Research Methodology	
	VIII	A16	ENGDSC16	European Literature in English & in Translation(4)	ENGDSE11 Creative writing(DSE) (3)	
		A 17	ENGDSC17	ELT(4)	ENGDSE12 Popular literature(DSE) (3)	
		A 18	ENGDSC18	Literary Theory(3)	ENGDSE13 Science Fiction(DSE) (3)	
					ENGDSE14 Travel Writing(3)	
					ENGDSE15 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, Iain. 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**

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>

## 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)

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#### 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)

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#### 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 |

