

**MAHARANI LAKSHMI AMMANI COLLEGE FOR
WOMEN
(AUTONOMOUS)**

Affiliated to Bengaluru City University (BCU)

**COURSE PATTERN,
SYLLABUS
AND
SCHEME OF EXAMINATION
GENERIC ENGLISH
BA/ B.COM/ B.SC/BBA/BCA/ B.COM A&F**

NEP (Semester Scheme)

Academic Year 2021-2022

DEPARTMENT OF ENGLISH

ABILITY ENHANCEMENT COMPULSORY COURSE

LANGUAGE (AECC) - L2

GENERIC English

BA/B.SC/BCA/B.Com/BBA/B.Com A&F

COURSE FRAMEWORK

(NEP- Semester System)

Total Credits:3

Total Marks:100

| Paper No. | Title of the paper | Type of paper | Hours/ week | Duration of Exam | IA | Exam | Total marks | Credits |
|---|---|---------------|-------------|------------------|----|------|-------------|----------|
| I SEMESTER (BA/ BCOM/ BBA/ BSC/ BCA / BCOM A&F) | | | | | | | | |
| L2-1 | GENERIC ENGLISH | LANGUAGE | 04 | 2 ½ Hrs | 40 | 60 | 100 | 3 |
| Total Marks and Total credits | | | | | | | 100 | 3 |
| Open Elective - 1 | Functional English Grammar and Study Skills | Open Elective | 03 | 2 ½ Hrs | 40 | 60 | 100 | 3 |
| Total Marks and Total credits | | | | | | | 100 | 3 |
| Open Elective - 2 | Critical Thinking and Creative Writing - I | Open Elective | 03 | 2 ½ Hrs | 40 | 60 | 100 | 3 |
| Total Marks and Total credits | | | | | | | 100 | 3 |
| II SEMESTER (BA/ BCOM/ BBA/ BSC/ BCA / BCOM A&F) | | | | | | | | |
| L2-2 | GENERIC ENGLISH | LANGUAGE | 04 | 2 ½ Hrs | 40 | 60 | 100 | 3 |
| Total Marks and Total credits | | | | | | | 100 | 3 |
| Open Elective - 1 | Spoken English for Corporate Jobs | Open Elective | 03 | 2 ½ Hrs | 40 | 60 | 100 | 3 |
| Total Marks and Total credits | | | | | | | 100 | 3 |
| Open Elective - 2 | Critical Thinking and Creative Writing - II | Open Elective | 03 | 2 ½ Hrs | 40 | 60 | 100 | 3 |
| Total Marks and Total credits | | | | | | | 100 | 3 |

| Paper No. | Title of the paper | Type of paper | Hours/ week | Duration of Exam | IA | Exam | Total marks | Credits |
|-----------|--------------------|---------------|-------------|------------------|----|------|-------------|---------|
|-----------|--------------------|---------------|-------------|------------------|----|------|-------------|---------|

| III SEMESTER (BA/ BCOM/ BBA/ BSC/ BCA / BCOM A&F) | | | | | | | | |
|--|--|----------------------|-----------|----------------|-----------|-----------|------------|----------|
| L2-1 | GENERIC ENGLISH | LANGUAGE | 04 | 2 ½ Hrs | 40 | 60 | 100 | 3 |
| Total Marks and Total credits | | | | | | | 100 | 3 |
| Open Elective - 1 | Speaking and listening skills | Open Elective | 03 | 2 ½ Hrs | 40 | 60 | 100 | 3 |
| Total Marks and Total credits | | | | | | | 100 | 3 |
| Open Elective - 2 | Critical Thinking and Creative Writing - Playwriting | Open Elective | 03 | 2 ½ Hrs | 40 | 60 | 100 | 3 |
| Total Marks and Total credits | | | | | | | 100 | 3 |
| IV SEMESTER (BA/ BCOM/ BBA/ BSC/ BCA / BCOM A&F) | | | | | | | | |
| L2-2 | GENERIC ENGLISH | LANGUAGE | 04 | 2 ½ Hrs | 40 | 60 | 100 | 3 |
| Total Marks and Total credits | | | | | | | 100 | 3 |
| Open Elective - 1 | Translation Theory and Practice | Open Elective | 03 | 2 ½ Hrs | 40 | 60 | 100 | 3 |
| Total Marks and Total credits | | | | | | | 100 | 3 |
| Open Elective - 2 | Critical Thinking and Creative Writing - Film Criticism | Open Elective | 03 | 2 ½ Hrs | 40 | 60 | 100 | 3 |
| Total Marks and | | | | | | | 100 | 3 |

Course Outcomes

By the end of the program the students will

1. Acquire the LSRW (Listening, Speaking, Reading, Writing) skills
2. Increase their reading speed
3. Obtain the knowledge of literary devices and genres
4. Acquire the skills of creativity to express one's experiences
5. Know how to use digital learning tools
6. Learn to appreciate literary art
7. Develop their ability as critical readers and writers
8. Be able to give presentations
9. Be aware of their social responsibilities
10. Increase their analytical skills.

SEMESTER I

Syllabus for I Semester B.A./B.S.W./ B.A.(Music) and other courses coming under Faculty of Arts

| | |
|---|--|
| Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH | |
| Total Contact Hours: 52/60 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Internal Assessment |
| Summative Assessment Marks: 60 | Duration of ESA/Exam: 2 ½ hours |

| | |
|---|-----------------------------|
| Part 1 -Work Book | Total:52 60 hrs. |
| Unit 1: Receptive Skills: Reading Skills and Listening Skills | 13 hrs. |
| Chapter 1: Comprehension passages (Skimming and Scanning) | 3hrs |
| Chapter 2: Picture reading, Caption Writing, Referencing Skills | 3hrs |
| Chapter 3: Data Interpretation – Bar Graph, Pie Chart, Tree Diagram | 3hrs |
| Chapter 4: Listening vs. Hearing, Types of listening | 2hrs |
| Chapter 5: Listening Activities (could be through reading aloud in class or prerecorded inputs) | 2hrs |
| Unit 2: Productive Skills: Speaking Skills and Writing Skills | 17 hrs. |
| Chapter 6: Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission. | 6hrs |
| Chapter 7: Giving instructions to do a task and to use a device Giving Direction | 4hrs |
| Chapter 8: Question Forms, Question Tags. | 2hrs |
| Chapter 9: Kinds of Sentences, Punctuation | 5hrs |
| Part 2 – Course Book | 22 hrs |
| Chapter 10: <i>Stopping by Wood on a snowy evening</i> - R. Frost | 3hrs |
| Chapter 11: <i>Nine Gold Medals</i> - David Roth | 3hrs |
| Chapter 12: <i>A White Heron</i> - Sarah Orne Jewett | 4hrs |

| | |
|---|------|
| Chapter 13: <i>Acceptance</i> - Bhaswar Mukherjee | 4hrs |
| Chapter 14: <i>Bholi</i> - K.A. Abbas | 4hrs |
| Chapter 15: <i>Swami Vivekananda's Speech Of 1893, Chicago</i> | 4hrs |

**Syllabus for I Semester B.Sc / BCA and other courses coming under the
 Faculty of Science**

| | |
|---|--|
| Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH | |
| Total Contact Hours: 52/60 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Internal Assessment |
| Summative Assessment Marks: 60 | Duration of ESA/Exam: 2 ½ hours |

| | |
|---|-----------------------|
| Part 1 -Work Book | Total:52/60hrs |
| Unit 1: Receptive Skills: Reading Skills and Listening Skills | 13 hrs. |
| Chapter 1: Comprehension passages (Skimming and Scanning) | 3hrs |
| Chapter 2: Picture reading, Caption Writing, Referencing Skills | 3hrs |
| Chapter 3: Data Interpretation – Bar Graph, Pie Chart, Tree Diagram | 3hrs |
| Chapter 4: Listening vs. Hearing, Types of listening | 2hrs |
| Chapter 5: Listening Activities (could be through reading aloud in class or prerecorded inputs) | 2hrs |
| Unit 2: Productive Skills: Speaking Skills and Writing Skills | 17 hrs. |
| Chapter 6: Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission. | 6hrs |
| Chapter 7: Giving instructions to do a task and to use a device Giving Direction | 4hrs |
| Chapter 8: Question Forms, Question Tags. | 2hrs |
| Chapter 9: Kinds of Sentences, Punctuation | 5hrs |
| Part 2 – Course Book | 22hrs |
| Chapter 10: <i>Stopping by Woods on a snowy evening</i> - R. Frost | 3hrs |
| Chapter 11: <i>If</i> - Rudyard Kipling | 3hrs |

| | |
|---|------|
| Chapter 12: Farewell Address at Chicago - Barack Obama | 4hrs |
| Chapter 13: Acceptance - Bhaswar Mukherjee | 4hrs |
| Chapter 14: Three great hearts resolved a problem- A.P.J Abdul kalam | 4hrs |
| Chapter 15: When Free Speech is Truly Free - Sundar Sarukkai | 4hrs |

Syllabus for I Semester B. Com / B.B.A and other courses coming under the Faculty of Commerce and Management

| | |
|--|--|
| Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH | |
| Total Contact Hours: 52/60 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Internal Assessment |
| Summative Assessment Marks: 60 | Duration of ESA/Exam: 2 ½ hours |

| | |
|---|-------------------------|
| Part 1 -Work Book | Total:52/60 hrs. |
| Unit 1: Receptive Skills: Reading Skills and Listening Skills | 13 hrs. |
| Chapter 1: Comprehension passages (Skimming and Scanning) | 3hrs |
| Chapter 2: Picture reading, Caption Writing, Referencing Skills | 3hrs |
| Chapter 3: Data Interpretation – Bar Graph, Pie Chart, Tree Diagram | 3hrs |
| Chapter 4: Listening vs. Hearing, Types of listening | 2hrs |
| Chapter 5: Listening Activities (could be through reading aloud in class or prerecorded inputs) | 2hrs |
| Unit 2: Productive Skills: Speaking Skills and Writing Skills | 17 hrs. |
| Chapter 6: Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission. | 6hrs |
| Chapter 7: Giving instructions to do a task and to use a device Giving Direction | 4hrs |
| Chapter 8: Question Forms, Question Tags. | 2hrs |
| Chapter 9: Kinds of Sentences, Punctuation | 5hrs |
| PART II -TEXTBOOK | 22 hrs |
| Chapter 10: Stopping by Woods on a snowy evening - R. Frost | 3hrs |

| | |
|--|-------|
| Chapter 11: <i>Bazaars of Hyderabad</i> - Sarojini Naidu | 3hrs |
| Chapter 12: <i>Marriage is a Private Affair</i> - Chinua Achebe | 4hrs |
| Chapter 13: <i>Acceptance</i> - Bhaswar Mukherjee | 4 hrs |
| Chapter 14: <i>The Bet</i> - Anton Chekhov | 4 hrs |
| Chapter 15: <i>The Golden Dream</i> - PoornaChandra Tejaswi | 4hrs |

Question Paper Pattern B.A./BSc/BCom

I Semester

Time: 2 ½ hrs

Marks :60

SECTION- A (WORKBOOK- 40 marks)

- I. Reading Comprehension: 5 marks**
- II. Data interpretation : 5 marks**
- III. Introducing oneself/ others : 4 marks (1 questions carrying four mark each)**
- IV. Request : 2 marks (2 questions carrying one mark each)**
- V. Offering help : 2marks (2 questions carrying one mark each)**
- VI. Congratulations : 2 marks (2 questions carrying one mark each)**
- VII. Enquiry : 2 marks (2 questions carrying one mark each)**
- VIII. Seeking permission : 2marks (2 questions carrying one mark each)**
- IX. Giving instructions to do a task/ device: 3 marks**
- X. Giving directions: 3 marks**
- XI. Question form: 3 marks (3 questions carrying one mark each)**
- XII. Question tags: 2 marks (2 questions carrying one mark each)**
- XIII. Change the sentences from one form to another: 3 marks (3 questions carrying one mark each)**
- XIV. Punctuation marks 2 marks (4 punctuations- ½ mark each)**

SECTION-B (COURSE BOOK - 20 marks)

(Questions to be set on both prose and poetry)

- XV. Answer in about 80 to 100 words /a page each (2 question out of 3) 2X5=10**
- XVI. Answer in about 2 pages (1 out of 3) 1X10=10**

SEMESTER II

COURSE OUTCOMES

By the end of the program the students will

11. Acquire the LSRW (Listening, Speaking, Reading, Writing) skills
12. Increase their reading speed
13. Obtain the knowledge of literary devices and genres
14. Acquire the skills of creativity to express one's experiences
15. Know how to use digital learning tools
16. Learn to appreciate literary art
17. Develop their ability as critical readers and writers
18. Be able to give presentations
19. Be aware of their social responsibilities
20. Increase their analytical skills.

Syllabus for II Semester B.A./B.S.W./ B.A.(Music) and other courses coming under Faculty of Arts

| | |
|--|--|
| Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH | |
| Total Contact Hours: 52/60 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Internal Assessment |
| Summative Assessment Marks: 60 | Duration of ESA/Exam: 2 ½ hours |

| | |
|------------------------|-----------------------|
| PART 1-WORKBOOK | Total:52/60hrs |
|------------------------|-----------------------|

| | |
|--|--------------|
| UNIT I: Receptive Skills: Reading Skills and Listening Skills | 16hrs |
| Chapter 1: Reading Skills – Types of Comprehension, Global, Factual and Inferential- Read the passage, Identify the theme and suggest a title | 5hrs |
| Chapter 2: Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonyms, homophones and collocations. | 6hrs |
| Chapter 3: Correction of Sentences | 3hrs |
| Chapter 4: Listening Activities - listening to pre-recorded audios on interviews and conversations. | 2hrs |
| UNIT II: Productive Skills: Speaking and Writing Skills | 15hrs |
| Chapter 5: Reported speech. | 4hrs |
| Chapter 6: Active / Passive voice | 2hrs |
| Chapter 7: Verbal, non-verbal and Visual Communication. | 2hrs |
| Chapter 8: Story writing – Outline expansion | 2hrs |
| Chapter 9: Dialogue writing. | 2hrs |
| Chapter 10: Public Speaking - Writing welcome speech, Introducing the guest, vote of thanks. | 3hrs |
| Part 2 – Course Book | 21hrs |
| Chapter 11: Psalm of life - H. W. Longfellow | 3hrs |
| Chapter 12: <i>Monkey's Paw</i> - W.W. Jacobs | 4hrs |
| Chapter 13: Lake Isle of Innisfree- W.B. Yeats | 3hrs |
| Chapter 14: <i>Mrs. Dutta Writes A Letter</i> - Chitra B. Divakaruni | 4hrs |
| Chapter 15: <i>The Cold Within</i> - James Patrick Kinney | 3hrs |
| Chapter 16: <i>The Fly</i> - Katherine Mansfield | 4hrs |

**Syllabus for II Semester B. Com / B.B.A and other courses under the
 Faculty of Commerce and Management**

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|--|--|
| Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH | |
| Total Contact Hours: 52/60 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Internal Assessment |
| Summative Assessment Marks: 60 | Duration of ESA/Exam: 2 ½ hours |

| | |
|------------------------|------------------------|
| PART 1-WORKBOOK | Total:52/60 hrs |
|------------------------|------------------------|

| | |
|--|--------------|
| UNIT I: Receptive Skills: Reading Skills and Listening Skills | 16hrs |
| Chapter 1: Reading Skills – Types of Comprehension, Global, Factual and Inferential- Read the passage, Identify the theme and suggest a title | 5hrs |
| Chapter 2: Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonyms, homophones and collocations. | 6hrs |
| Chapter 3: Correction of Sentences | 3hrs |
| Chapter 4: Listening Activities - listening to pre-recorded audios on interviews and conversations. | 2hrs |
| UNIT II: Productive Skills: Speaking and Writing Skills | 15hrs |
| Chapter 5: Reported speech. | 4hrs |
| Chapter 6: Active / Passive voice | 2hrs |
| Chapter 7: Verbal, non-verbal and Visual Communication. | 2hrs |
| Chapter 8: Story writing – Outline expansion | 2hrs |
| Chapter 9: Dialogue writing. | 2hrs |
| Chapter 10: Public Speaking - Writing welcome speech, Introducing the guest, vote of thanks. | 3hrs |
| Part 2 – Course Book | 21hrs |
| Chapter 11: Psalm of life - H. W. Longfellow | 3hrs |
| Chapter 12: <i>A Cut above</i> Meena Bindra | 4hrs |
| Chapter 13: <i>Shut Down the Shop</i> K. S. Nissar Ahmed | 4hrs |
| Chapter 14: <i>Charlie Chaplin Extract from Autobiography</i> | 3hrs |
| Chapter 15: <i>The Sunderbans</i> Susil Mandal | 3hrs |
| Chapter 16: <i>The Happy Prince</i> Oscar Wilde | 4hrs |

Syllabus for II Semester B.Sc / BCA and other courses under the Faculty of Science

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|--|--|
| Course Title-- ABILITY ENHANCEMENT COMPULSORY COURSE LANGUAGE (AECC) - L2 - GENERIC ENGLISH | |
| Total Contact Hours: 52/60 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Internal Assessment |
| Summative Assessment Marks: 60 | Duration of ESA/Exam: 2 ½ hours |

| PART 1-WORKBOOK | Total:52/6hrs |
|--|----------------------|
| UNIT I: Receptive Skills: Reading Skills and Listening Skills | 16hrs |
| Chapter 1: Reading Skills – Types of Comprehension, Global, Factual and Inferential- Read the passage, Identify the theme and suggest a title | 5hrs |
| Chapter 2: Vocabulary Building - Synonyms, antonyms, prefixes, suffixes, homonyms, homophones and collocations. | 6hrs |
| Chapter 3: Correction of Sentences | 3hrs |
| Chapter 4: Listening Activities - listening to pre-recorded audios on interviews and conversations. | 2hrs |
| UNIT II: Productive Skills: Speaking and Writing Skills | 15hrs |
| Chapter 5: Reported speech. | 4hrs |
| Chapter 6: Active / Passive voice | 2hrs |
| Chapter 7: Verbal, non-verbal and Visual Communication. | 2hrs |
| Chapter 8: Story writing – Outline expansion | 2hrs |
| Chapter 9: Dialogue writing. | 2hrs |
| Chapter 10: Public Speaking - Writing welcome speech, Introducing the guest, vote of thanks. | 3hrs |
| Part 2 – Course Book | 21hrs |
| Chapter 11: Psalm of life - H. W. Longfellow | 3hrs |
| Chapter 12: <i>Britain Does Owe Reparations</i> - Dr. Shashi Tharoor | 4hrs |
| Chapter 13: <i>Celebrity</i> - Brad Paisley | 4hrs |
| Chapter 14: <i>A Question of English</i> - Ramachandra Guha | 3hrs |
| Chapter 15: <i>I Know Why The Caged Bird Sings</i> - Maya Angelou | 3hrs |
| Chapter 16: <i>Shooting an Elephant</i> - George orwell | 3hrs |

Question Paper Pattern B.A./BSc/BCom

II Semester

Time: 2 ½ hrs

Marks :60

SECTION- A (WORKBOOK- 40 marks)

- I. Reading Comprehension: 5 marks**
- II. Synonyms :1 mark**
- III. Antonyms: 1 mark**
- IV. Prefixes : 1 mark**
- V. Suffixes : 1 mark**
- VI. Homonyms : 1 mark**
- VII. Homophones : 1 mark**
- VIII. Collocations :1 mark**
- IX. Correction of sentences: 3 marks**
- X. Reported speech: 4 marks**
- XI. Active / passive voice : 2 marks**
- XII. verbal , nonverbal and visual communication: 4 marks (4 questions carrying one mark each)**
- XIII. Outline expansion into a story (not less than one page): 5 marks**
- XIV. Dialogue writing : 4 marks**
- XV. Writing speech(not less than a page): 6 marks**

SECTION-B (COURSE BOOK - 20 marks)

(Questions to be set on both prose and poetry)

- XVI. Answer in about 80 to 100 words /a page each (2 question out of 3) 2X5=10**
- XVII. Answer in about 2 pages (1 out of 3) 1X10=10**

SEMESTER III

CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM

BA/BSC/BCOM/BBA/BCA

SEMESTER III- GENERIC ENGLISH-L2

Starting year of implementation: 2022-23

Discipline/Subject: GENERIC ENGLISH - L2

| Title of the Course: Generic English - L2 | | |
|---|-----------------------|-----------------------------------|
| Number of theory credits | No. of hours per week | No. of lecture hours per semester |
| 03 | 04 | 50/56 |

COURSE OBJECTIVES

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyse, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities
6. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations -
 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.

| III SEMESTER- BA | | 50/56 hrs | 60 marks |
|----------------------------|---|------------------|-----------------|
| UNIT - 1 | | | |
| | RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS | 23 hrs | 40 marks |
| 1. READING SKILLS | PLAY <ul style="list-style-type: none"> ● Where There is a Will- Mahesh Dattani | 15 hrs | 30 marks |
| 2. LISTENING SKILLS | PERSUASIVE AUDIO SPEECHES <ol style="list-style-type: none"> 1. "My Vision for India" by Dr. APJ Abdul Kalam is one of his best speeches at Indian Institute of Technology, Hyderabad, where he outlined his visions for India. https://youtu.be/neKaXXXXtHE?t=30 2. Martin Luther King's 'I Have a Dream' Speech, 1963 https://www.youtube.com/watch?v=smEqnklfYs 3. The speech by Kiran Bedi, India's first woman IPS officer on visionary leadership. https://youtu.be/IqYqMhVxTsY 4. Speech by Emma Watson on Gender Equality. https://youtu.be/nIwU-9ZTTJc 5. Severn Suzuki Speech at U.N. Conference on | 8 hrs | 10 marks |

| | | | |
|--|---|---------------|-----------------|
| | Environment and Development https://youtu.be/oJJGuIZVfLM | | |
| UNIT – 2 | | | |
| | PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS | 23 hrs | 20 marks |
| 3. SPEAKING SKILLS | PRESENTATION SKILLS <ul style="list-style-type: none"> • Types of Presentation • Exercise on Preparing Presentation | 5 hrs | 5 marks |
| 4. WRITING SKILLS | INTRODUCTION TO WRITING : <ul style="list-style-type: none"> • Types Of Writing • Exercise on descriptive, narrative and reflective | 6 hrs | 5 marks |
| | LANGUAGE FOR BUSINESS CORRESPONDENCE Letters of Enquiry, Order Letters, Letters of Complaint. | 6 hrs | 5 marks |
| | COMMERCIAL WRITING <ul style="list-style-type: none"> • Advertisement Writing • Poster/Brochure Writing | 6 hrs | 5 marks |
| FORMATIVE ASSESSMENT ACTIVITIES | FORMATIVE ASSESSMENT Discussion / Guidance for Experiential Learning under Formative Assessment | 4 hrs | |

| | | | |
|------------------------------|---|------------------|-----------------|
| III SEMESTER- BSC/BCA | | 50/56 hrs | 60 marks |
| UNIT - 1 | | | |
| | RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS | 23 hrs | 40 marks |
| 3. READING SKILLS | PLAY <ul style="list-style-type: none"> • <i>A Doll's House</i> - Henrik Ibsen | 15 hrs | 30 marks |
| 4. LISTENING SKILLS | PERSUASIVE AUDIO SPEECHES <ol style="list-style-type: none"> 1. Dr. Vandana Shiva on impact of Capitalism on Environment https://youtu.be/CP9JeNUQbfU 2. Severn Suzuki Speech at U.N. Conference on Environment and Development https://youtu.be/oJJGuIZVfLM 3. "My Vision for India" by Dr. APJ Abdul Kalam. https://youtu.be/neKaXXXXtHE?t=30 4. The speech by Kiran Bedi, India's first woman IPS officer on visionary leadership. https://youtu.be/IqYqMhVxTsY 5. Speech by Emma Watson on Gender Equality. https://youtu.be/nIwU-9ZTTJc | 8 hrs | 10 marks |
| UNIT - 2 | | | |
| | PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS | 23 hrs | 20 marks |

| | | | |
|--|---|--------------|----------------|
| 5. SPEAKING SKILLS | PRESENTATION SKILLS <ul style="list-style-type: none"> • Types of Presentation • Exercise on Preparing Presentation | 5 hrs | 5 marks |
| 6. WRITING SKILLS | INTRODUCTION TO WRITING : <ul style="list-style-type: none"> • Types Of Writing • Exercise on descriptive, narrative and reflective | 6 hrs | 5 marks |
| | LANGUAGE FOR BUSINESS CORRESPONDENCE Letters of Enquiry, Order Letters, Letters of Complaint. | 6 hrs | 5 marks |
| | COMMERCIAL WRITING <ul style="list-style-type: none"> • Advertisement Writing • Poster/Brochure Writing | 6 hrs | 5 marks |
| FORMATIVE ASSESSMENT ACTIVITIES | FORMATIVE ASSESSMENT Discussion / Guidance for Experiential Learning under Formative Assessment | 4 hrs | |

| | | | |
|-------------------------------|--|------------------|-----------------|
| III SEMESTER- BCOM/BBA | | 50/56 hrs | 60 marks |
| UNIT - 1 | | | |
| | RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS | 23 hrs | 40 marks |
| 5. READING SKILLS | PLAY <ul style="list-style-type: none"> • <i>Seven Steps Around the Fire- Mahesh Dattani</i> | 15 hrs | 30 marks |

| | | | |
|----------------------------|---|---------------|-----------------|
| 6. LISTENING SKILLS | PERSUASIVE AUDIO SPEECHES: <ol style="list-style-type: none"> 1. Free Speech By Rowan Atkinson https://www.youtube.com/watch?v=BiqDZIAZygU 2. The speech by Steve Jobs on achieving one's dreams https://www.youtube.com/watch?v=Tuw8hxrFBH8 3. "My Vision for India" by Dr. APJ Abdul Kalam is one of his best speeches at Indian Institute of Technology, Hyderabad, where he outlined his visions for India. https://youtu.be/neKaXXXXKtHE?t=30 4. Severn Suzuki Speech at U.N. Conference on Environment and Development https://youtu.be/oJJGuIZVfLM 5. Speech by Emma Watson on Gender Equality. https://youtu.be/nIwU-9ZTTJc | 8 hrs | 10 marks |
| UNIT – 2 | | | |
| | PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS | 23 hrs | 20 marks |
| 7. SPEAKING SKILLS | PRESENTATION SKILLS <ul style="list-style-type: none"> • Types of Presentation • Exercise on Preparing Presentation | 5 hrs | 5 marks |
| 8. WRITING SKILLS | INTRODUCTION TO WRITING : <ul style="list-style-type: none"> • Types Of Writing | 6 hrs | 5 marks |

| | | | |
|--|--|--------------|----------------|
| | <ul style="list-style-type: none"> Exercise on descriptive, narrative and reflective | | |
| | LANGUAGE FOR BUSINESS CORRESPONDENCE Letters of Enquiry, Order Letters, Letters of Complaint. | 6 hrs | 5 marks |
| | COMMERCIAL WRITING <ul style="list-style-type: none"> Advertisement Writing Poster/Brochure Writing | 6 hrs | 5 marks |
| FORMATIVE ASSESSMENT ACTIVITIES | FORMATIVE ASSESSMENT Discussion / Guidance for Experiential Learning under Formative Assessment | 4 hrs | |

ASSESSMENT

Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 marks.
- Each semester there shall be Internal Marks for 40.

A. FORMATIVE ASSESSMENT – 40 marks

B. SUMMATIVE ASSESSMENT – 60 Marks

TOTAL - 100 Marks

A. FORMATIVE ASSESSMENT – 40 marks

| Formative Assessment | |
|---------------------------|-----------|
| Assessment Occasion/ type | Weightage |
| Internal Test | 10 |

| | |
|--|-----------|
| Presentation – (seminar/webinar) | 10 |
| Experiential Learning (Any 2 Activities) Surveys/Interviews/ /Case Study/ Project/ Internship Note: • Proper documentation should be maintained and submitted for assessment. | 20 |
| 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.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.
- **Survey:** A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- **Interviews:** An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- **A case study** is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- **Project-based learning (PBL)** through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- **Internship** provides hands-on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate.

B. SUMMATIVE ASSESSMENT – 60 Marks

QUESTION PAPER PATTERN

for

BA/BSC/BCOM/BBA/BCA

III SEMESTER

GENERIC ENGLISH /L2

Time: 2 ½ Hours

Max.Marks:60

Instruction: Answer all the questions

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

PART-A (Play)

- | | | |
|------|---|---------|
| I. | Answer in one or two sentences (5 questions out of 7) | 5x2=10 |
| II. | Answer in about a page. (2 questions out of 3) | 2x5=10 |
| III. | Answer in about 2 – 3 pages (1 question out of 2) | 1x10=10 |

PART- B (Speeches)

- | | | |
|-----|--|--------|
| IV. | Answer in about one or two sentences. (5 questions on 5 speeches out of 7) | 5x2=10 |
|-----|--|--------|

PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS

PART- C

- | | | |
|-------|---|-------|
| V. | Answer in about a page (1 question on presentation) | 1x5=5 |
| VI. | Answer in about a page (1 question on paragraph writing) | 1x5=5 |
| VII. | Answer in about a page (1 question to improvise the Content of the letter) | 1x5=5 |
| VIII. | Answer any one of the following: (Choice between advertisement/ Brochure) | 1x5=5 |

FOURTH IV

CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE

PROGRAM BA/BSC/BCOM/BBA/BCA

SEMESTER IV-GENERIC ENGLISH -L2

Starting year of implementation: 2022-23

Discipline/Subject: GENERIC ENGLISH - L2

| Title of the Course: Generic English - L2 | | |
|---|-----------------------|-----------------------------------|
| Number of theory credits | No. of hours per week | No. of lecture hours per semester |
| 03 | 04 | 50/56 |

COURSE OBJECTIVES

- 1) To enhance the students' creative, interpretative and critical thinking
- 2) To equip the students to communicate confidently and effectively
- 3) To prepare for various interviews and professional contexts
- 4) To build persuasive and creative social media writing skills
- 5) To develop analytical and evaluative skills
- 6) To train students to identify and understand regional and global contexts and ethical frameworks in texts and narratives
- 7) To enable students for self-expression

COURSE OUTCOMES

By the end of the course the students will have

- 1) Acquired creative, interpretative and critical thinking
- 2) Skills to communicate confidently and effectively
- 3) Obtained persuasive and creative social media writing skills
- 4) Developed analytical and evaluative skills
- 5) Learnt to identify and understand social contexts and ethical frameworks in the texts
- 6) Ability to articulate their views with clarity and confidence
- 7) Eligibility to take up jobs such as content writing, journalism and such other jobs with proficiency in English

| IV SEMESTER-BA | | 50/56 hrs | 60 marks |
|------------------------------------|--|---|-----------------|
| UNIT - 1 | | | |
| | RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS | 23 hrs | 40 marks |
| Chapter 1: READING SKILLS | 1. The Room on the Roof - Ruskin Bond | 18 hrs | 30 marks |
| Chapter 2: LISTENING SKILLS | <p>LISTENING AND DECODING Listen to and understand selected poems</p> <p>2. A Dream within a Dream - Edgar Allen Poe https://youtu.be/5KmHWjzyVYw</p> <p>3. Still I Rise- Maya Angelou https://www.youtube.com/watch?v=qv_iM_GnJbOM</p> <p>Listen to and understand TED Talks: 2 talks (15-20 mins)</p> <p>Why I live a zero waste life Lauren Singer TEDxTeen https://www.youtube.com/watch?v=pF72px2R3 KZE</p> <p>Tim Urban: Inside the mind of a master procrastinator TED</p> | <p>3 hrs</p> <p>2 hrs</p> | 10 marks |

| | | | |
|--|---|---------------|------------------|
| | https://www.youtube.com/watch?v=arj7oStGLk U | | |
| | UNIT – 2 | | |
| | PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS | 23 hrs | 20 marks |
| Chapter – 3 SPEAKING SKILLS | <ul style="list-style-type: none"> • <i>Pechakucha</i> Presentation • Group Discussion | 6 hrs | 5 marks |
| Chapter – 4 WRITING SKILLS | CONTENT WRITING <ul style="list-style-type: none"> ❖ Nature and scope of content Writing ❖ Types of Content writing ❖ Practice exercise on <ul style="list-style-type: none"> • Copywriting • Travel Writing | 13 hrs | 5+5 marks |
| | E-CORRESPONDENCE (E-MAIL) Casual and Professional | 4 hrs | 5 marks |
| FORMATIVE ASSESSMENT ACTIVITIES | FORMATIVE ASSESSMENT <ul style="list-style-type: none"> • Academic Writing (Research article) | 4 hrs | |

| | | | |
|----------------------------|----------------------------------|------------------|-----------------|
| IV SEMESTER-BSC/BCA | | 50/56 hrs | 60 marks |
| UNIT - 1 | | | |
| | RECEPTIVE SKILLS: READING | 23 hrs | 40 marks |

| | | | |
|--|--|---------------|------------------|
| SKILLS | | | |
| Chapter – 4 WRITING SKILLS | CONTENT WRITING <ul style="list-style-type: none"> ❖ Nature and scope of content Writing ❖ Types of Content writing ❖ Practice exercise on <ul style="list-style-type: none"> • Copywriting • Travel Writing | 13 hrs | 5+5 marks |
| | E-CORRESPONDENCE (E-MAIL) Casual and Professional | 4 hrs | 5 marks |
| FORMATIVE ASSESSMENT ACTIVITIES | FORMATIVE ASSESSMENT <ul style="list-style-type: none"> • Academic Writing (Research article) | 4 hrs | |

| | | | |
|--|--|------------------|-----------------|
| IV SEMESTER-BCOM/BBA | | 50/56 hrs | 60 marks |
| UNIT - 1 | | | |
| | RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS | 23 hrs | 40 marks |
| Chapter 1: READING SKILLS | 1. Time Machine- H G Wells | 18 hrs | 30 marks |
| Chapter 2: LISTENING SKILLS | LISTENING AND DECODING Listen to and understand selected poems 2. The Cold Within - James Patrick Kinney | 3 hrs | 10 marks |

| | | | |
|--|--|---------------|------------------|
| | <p>https://www.youtube.com/watch?v=Zcl6suQH2ak</p> <p>3. I Dream of English- Meena Kandasamy</p> <p>https://youtu.be/VBKLJMzkcHI</p> <p>Listen to and understand TED Talks: 2 talks (15-20 mins)</p> <p>Tim Urban: Inside the mind of a master procrastinator TED</p> <p>https://www.youtube.com/watch?v=arj7oStGLkU</p> <p>Why You Think You're Ugly Melissa Butler TEDxDetroit</p> <p>https://www.youtube.com/watch?v=imCBztkgus</p> | 2 hrs | |
| | UNIT – 2 | | |
| | PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS | 23 hrs | 20 marks |
| Chapter – 3 SPEAKING SKILLS | <ul style="list-style-type: none"> ● <i>Pechakucha</i> Presentation ● Group Discussion | 6 hrs | 5 marks |
| Chapter – 4 WRITING SKILLS | CONTENT WRITING <ul style="list-style-type: none"> ❖ Nature and scope of content Writing ❖ Types of Content writing ❖ Practice exercise on | 13 hrs | 5+5 marks |

| | | | |
|--|---|--------------|----------------|
| | <ul style="list-style-type: none"> • Copywriting • Travel Writing | | |
| | E-CORRESPONDENCE (E-MAIL) Casual and Professional | 4 hrs | 5 marks |
| FORMATIVE ASSESSMENT ACTIVITIES | FORMATIVE ASSESSMENT <ul style="list-style-type: none"> • Academic Writing (Research article) | 4 hrs | |

ASSESSMENT

A. FORMATIVE ASSESSMENT – 40 Marks

B. SUMMATIVE ASSESSMENT – 60 Marks

Total – 100 Marks

A. FORMATIVE ASSESSMENT – 40 marks

| Formative Assessment | |
|----------------------------------|------------------|
| Assessment Occasion/ type | Weightage |
| Internal Test | 10 |
| Presentation – (seminar/webinar) | 10 |

| | |
|---|-----------|
| <p>Experiential Learning (Any 2 Activities)</p> <ul style="list-style-type: none"> •Creative Writing •Report on any Mega event •Surveys •Interviews •Case Study •Project •Internship <p>Note:</p> <ul style="list-style-type: none"> • Proper documentation should be maintained and submitted for assessment. • The activities taken up in the III Semester should not be repeated in the IV Semester. | 20 |
| 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.**
- **Activities which would provide hands on experience and contribute towards language skill building must be organized.**
- **Survey: A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.**
- **Interviews: An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.**
- **A case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.**

- **Project-based learning (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.**
- **Internship provides hands-on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate**

B. SUMMATIVE ASSESSMENT – 60 Marks

QUESTION PAPER PATTERN

for

BA/BSC/BCOM/BBA/BCA

IV SEMESTER

GENERIC ENGLISH /L2

Time: 2 ½ Hours

Max.Marks:60

Instruction: Answer all the questions

PART – A

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

NOVELLA

- | | |
|---|----------------|
| I. Answer in one or two sentences (5 questions out of 7) | 5x2=10 |
| II. Answer in about a page. (2 questions out of 3) | 2x5=10 |
| III. Answer in about 2 – 3 pages (1 question out of 2) | 1x10=10 |

POEM AND TED TALKS

- | | |
|---|---------------|
| IV. Answer in about a page. (2 questions out of 3) | 2x5=10 |
|---|---------------|

PART – B

PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS

- | | |
|---|--------------|
| V. Answer the following | 5x1=5 |
| VI. Create an advertising campaign for a specific product or service. | 1x5=5 |
| VII. Write a blog on a recent place that you have visited using the following hints- cuisine, accomodation, best time to visit, tourist spot, historical or cultural significance etc. | 1x5=5 |
| VIII. Draft an EMail | 1x5=5 |

**MAHARANI LAKSHMI AMMANI COLLEGE FOR
WOMEN
(AUTONOMOUS)**

Affiliated to Bengaluru City University (BCU)

**COURSE PATTERN,
SYLLABUS
AND
SCHEME OF EXAMINATION
OPEN ELECTIVE**

NEP (Semester Scheme)

Academic Year 2021-2022 onwards

Course Objectives for Open Elective

CO1- Students will recall key events and significant figures in the history and evolution of short stories and its structure.

CO2- Understand and identify the usage of literary devices, characters, narrative styles and the key message conveyed in short stories.

CO3- Apply their knowledge of various literary device, narrative styles, structure, themes, sensibilities, narrative perspective and literary techniques in the analysis of the selected short stories.

CO4- Analyze the efficacy of symbolism and imagery in conveying deeper meanings, the interplay of cultural and social issues, and critique the ethical and moral dilemmas depicted in selected short stories.

CO5- Write unique short stories that showcase their creativity and understanding of plot, character development, and thematic exploration.

SEMESTER I

OPEN ELECTIVES (OE) OPEN ELECTIVE: SYLLABUS

English – Open Elective -1

FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS

60 marks paper for 2 ½ hours duration and 40 marks for Internal Assessment

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
3. 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. Three Short Notes on all sections | 3x 5 = 15 Marks |
| 3. Cloze Test | 10x1= 10 Marks |
| 4. Short Questions on dialogue and expansion of an idea | 1x5 = 5 Marks |
| 5. 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

SEMESTER II

English – Open Elective -1

SPOKEN ENGLISH FOR CORPORATE JOBS

60 marks paper for 2 ½ hours duration and 40 marks for Internal Assessment

39/42 hrs Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

Course and Skill Outcome:

1. This paper teaches students the skills in 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 Specialties,
4. Consultation and Solution of Problems
5. Accepting Praises and Criticism, Apologizing

Section II: Fluency and Etiquette

1. Polite sentences and Words
2. Use of Persuading words

3. Intonation and Voice Modulation

4. Developing Vocabulary

Section III: Business Speeches

1. Principles of Effective Speech and Presentations

2. Speeches: Introduction, Vote of Thanks, Occasional Speech, Theme Speech

3. Use of AudioVisual Aids in Presentations

Section IV: Cross-Cultural Communication

1. Dealing with Language Differences

2. Probing Questions to get information

3. Etiquette in Cross-cultural Communication

Suggested Readings:

1. *More effective communication* – J V Vilanilam, Sage Publication 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 |

OPEN ELECTIVES (OE) OPEN ELECTIVE: SYLLABUS

English – Open Elective -II

Critical Thinking and Creative Writing - II

(Developing Poem Writing Skills)

60 marks paper for 2 ½ hours duration and 40 marks for Internal Assessment

Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

1. Unit-I. Poetry

A- History and Evolution of the Genre

B- Comparison to Indian Literature tracing the origin

Unit-II. Forms of Poetry

Unit-III. Literary Devices

Unit-IV Analysis of Poetry- On his Blindness

Strange Fits of Passion

To a Skylark

The Indian Upon God

Mending Wall

Question Paper pattern for paper II

- | | |
|---|--------|
| I. Answer any 5 of the following in 2 or 3 sentences. | 5x2=10 |
| II. Answer any 4 of the following in a page each. | 4x5=20 |

III. Answer any 2 of the following in about 2 pages each. 2x10=20

IV. Do as directed - 2 questions

(Based on any variety of exercises in Practical Session) 2x5=10

Total 60

Internal Assessment

1. Internal Assessment Test 10

2. Completion of Practice Session exercises 10

3. Debate/Group Discussion/Seminar/Role play 10

4. Power Point Presentation 10

Total 40

Paper Total = 100

SEMESTER III

ENGLISH OPEN ELECTIVE

CRITICAL THINKING AND CREATIVE WRITING (Play Writing)

[Teaching Hours: Lecture 3 Hours -Credit 3]

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

Unit I

Definition, History and Components of Drama

Unit II

Types of a play

Unit - III

Brief Introduction to Select Dramatists

Unit - IV

Theatre and Society

Question Paper pattern

- | | |
|---|---------|
| 1. Answer any 5 of the following in 2 or 3 sentences: | 5x2=10 |
| 2. Answer any 4 of the following in a page each: | 4x5=20 |
| 3. Answer any 2 of the following in about 2 pages each: | 2x10=20 |
| 4. Do as directed - 2 questions: | 2x5=10 |

(Based on any variety of exercises in Practical Session)

Internal Assessment

- | | |
|--|----|
| 1. Internal Assessment Test | 10 |
| 2. Completion of exercises | 10 |
| 3. Debate/Group Discussion/Seminar/Role play | 10 |
| 4. Power Point Presentation | 10 |

Total = 40

Paper Total = 100

2022 ONWARDS

SEMESTER I

OPEN ELECTIVES (OE) OPEN ELECTIVE: SYLLABUS

English – Open Elective

Critical Thinking and Creative Writing - I

(Developing Story Writing Skills)

60 marks paper for 2 ½ hours duration and 40 marks for Internal Assessment

Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

Unit I- Short Story - History and Evolution of the Genre

Unit II - Components of Short Story

Unit III - Literary Devices

Unit IV - Critical Analysis of Short Stories

1) The Luncheon -- William Somerset Maugham

2) Games at Twilight -- Anita Desai

3) The Broker -- Ram Swaroop

4) The War -- Louis Pirandello

5) Just Lather that's All -- Hernando Tellez

Unit V - Developing Short Story Writing Skills

Question Paper Pattern

- | | |
|---|---------|
| I. Answer any 5 of the following in 2 or 3 sentences. | 5x2=10 |
| II. Answer any 4 of the following in a page each. | 4x5=20 |
| III. Answer any 2 of the following in about 2 pages each. | 2x10=20 |
| IV. Do as directed - 2 questions (Based on any variety of exercises in Practical Session) | 2x5=10 |

Total 60

Internal Assessment

1. Internal Assessment Test - 10
2. Attendance and completion of Practice Session exercises 5+5 10
3. Debate/Group Discussion/Seminar/Role play - 10
4. PowerPoint Presentation - 10

Total 40 Paper

Total = 100

SEMESTER II

OPEN ELECTIVES (OE) OPEN ELECTIVE: SYLLABUS

English – Open Elective

Critical Thinking and Creative Writing - II

(Developing Poem Writing Skills)

60 marks paper for 2 ½ hours duration and 40 marks for Internal Assessment

Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

1. Unit-I. Poetry

A- History and Evolution of the Genre

B- Comparison to Indian Literature tracing the origin

Unit-II. Forms of Poetry

Unit-III. Literary Devices

Unit-IV Analysis of Poetry- On his Blindness

Strange Fits of Passion

To a Skylark

The Indian Upon God

Mending Wall

Question Paper pattern for paper II

- I. Answer any 5 of the following in 2 or 3 sentences. 5x2=10
- II. Answer any 4 of the following in a page each. 4x5=20
- III. Answer any 2 of the following in about 2 pages each. 2x10=20

IV. Do as directed - 2 questions

(Based on any variety of exercises in Practical Session) 2x5=10

Total **60**

Internal Assessment

- | | |
|--|----|
| 1. Internal Assessment Test | 10 |
| 2. Completion of Practice Session exercises | 10 |
| 3. Debate/Group Discussion/Seminar/Role play | 10 |
| 4. Power Point Presentation | 10 |

Total **40**

Paper Total = 100

SEMESTER III

ENGLISH OPEN ELECTIVE

CRITICAL THINKING AND CREATIVE WRITING (Play Writing)

[Teaching Hours: Lecture 3 Hours -Credit 3]

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

Unit I

Definition, History and Components of Drama

Unit II

Types of a play

Unit - III

Brief Introduction to Select Dramatists

Unit - IV

Theatre and Society

Question Paper pattern

- | | |
|---|----------------|
| 1. Answer any 5 of the following in 2 or 3 sentences: | 5x2=10 |
| 2. Answer any 4 of the following in a page each: | 4x5=20 |
| 3. Answer any 2 of the following in about 2 pages each: | 2x10=20 |
| 4. Do as directed - 2 questions: | 2x5=10 |
- (Based on any variety of exercises in Practical Session)**

Internal Assessment

- | | |
|--|----|
| 1. Internal Assessment Test | 10 |
| 2. Completion of exercises | 10 |
| 3. Debate/Group Discussion/Seminar/Role play | 10 |
| 4. Power Point Presentation | 10 |

Total = 40

Paper Total = 100

**MAHARANI LAKSHMI AMMANNI COLLEGE FOR
WOMEN
(AUTONOMOUS)**

Affiliated to Bengaluru City University (BCU)

**COURSE PATTERN,
SYLLABUS
AND
SCHEME OF EXAMINATION
OPTIONAL ENGLISH**

NEP (Semester Scheme)

Academic Year 2021-2022 onwards

SEMESTER I
CURRICULUM STRUCTURE FOR THE
UNDERGRADUATE DEGREE PROGRAM
DISCIPLINE SPECIFIC CORE COURSE(DSCC)
B.A. (BASIC/HONS.) ENGLISH LITERATURE

Starting year of implementation: 2022-23

Discipline/Subject: *Discipline Specific Core Course (DSCC)*

Name of the Degree Program: B.A. (BASIC/HONS.) *ENGLISH LITERATURE*

Total Credits for the Program: 172

Teaching hours per week: 03 + 03

PROGRAM OBJECTIVES

Provide a comprehensive foundation in literary studies and linguistic competencies: -

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

PROGRAM OUTCOMES

At the end of the BA (Hons) 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. Enriched by familiarity with other literatures and more importantly with Indian writers their ethos and tradition of writing and discourse
3. Refined in their skills of remembering, understanding, applying, analyzing evaluation and creating literature
4. Be able to write with clarity, creativity and persuasiveness.
5. Sensitized of the significance of literature and literary forms and the debates of culture that generate values.
6. Equipped with advanced literary, linguistic skills.
7. Competent in the use of English from/for a variety of domains.
8. Able to have a spirit of inquiry and critical thinking.
9. Able to articulate thoughts and generate/understand multiple interpretations.
10. To locate and contextualize texts across theoretical orientations and cultural spaces.
11. Enabled with reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc.
12. Empowered with a multi-disciplinary approach in higher education and research.
13. Skilled in multiple domains and careers.
14. Adept at use of English in the current technological climate.
15. Enabled to have hands-on work experience.

PROGRAM ARTICULATION MATRIX

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

| Semester | Title /Name of the course | Program outcomes that the course addresses (not morethan3 per course) | Pedagogy## | Assessment\$ |
|----------|---|--|--|--|
| 1 | Introduction to Literature | <ol style="list-style-type: none"> 1. Correctly define commonly used literary terms and concepts and use those terms and concepts to discuss and analyze works of literature. 2. Identify structural elements of works of poetry, fiction, and drama, and analyze how those elements help create specific meanings and effects. 3. Compare works of literature in terms of theme, structure, and use of literary devices. | Lectures, Seminars, Group discussion, table work | 40 marks Formative Assessment 60 marks Summative Assessment |
| 2 | Indian Writing in English: Part- I | <ol style="list-style-type: none"> 1. Speak, explain and critically understand IWE 2. Identify the historical trajectories of various genres of IWE 3. Critically engage with IWE from various historical and social positions. | Lectures, Seminars, Group discussion, table work | 40 marks Formative Assessment 60 marks Summative Assessment |
| 3 | Introduction Phonetics and Linguistics | <ol style="list-style-type: none"> 1. Identify and understand the basic concepts of language, linguistics and phonetics 2. Comprehend and be able to use the various structures and parts of a language 3. Understand and put into practice the various functions of language | Lectures, Seminars, Group discussion, table work | 40 marks Formative Assessment 60 marks Summative Assessment |
| 4 | Indian Writing in English: Part-II Post-Independence Period | <ol style="list-style-type: none"> 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. | Lectures, Seminars, Group discussion, table work | 40 marks Formative Assessment 60 marks Summative Assessment |
| 5 | British Literature up to 1800 | <ol style="list-style-type: none"> 1. Distinguish the poets, playwrights and novelists of different periods 2. Appreciate some representative texts of the prescribed period | Lectures, Seminar, Group discussion, Table work | 40 marks Formative Assessment 60 marks Summative Assessment |

| | | | | |
|---|---|--|---|--|
| 6 | Indian Literature in Translation | <ol style="list-style-type: none"> 1. Comprehend the scope of translation in the modern age 2. Have the knowledge of Indian writers and literature in general 3. Appreciate the translated text | Lectures, Seminar, Group discussion, Table work | 40 marks Formative Assessment 60 marks Summative Assessment |
| 7 | British Literature (19th and 20th Century) | <ol style="list-style-type: none"> 1. Distinguish the poets, playwrights and novelists of different periods 2. Appreciate some representative texts of the prescribed period | Lectures, Seminar, Group discussion, Table work | 40 marks Formative Assessment 60 marks Summative Assessment |
| 8 | Gender Studies | <ol style="list-style-type: none"> 1. Learn the basics of patriarchy, sex and gender and gynocentrism 2. Understand the significance of Gender as a discourse 3. Appreciate literature by women writers | Lectures, Seminar, Group discussion, Table work | 40 marks Formative Assessment 60 marks Summative Assessment |

Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhance better student engagement to be recommended for each course. The list includes active learning/ course projects/ problems 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 LITERATURE (BASIC/ HONS.) UNDER NEP II B 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 – up to 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 | ENGDSC11 | Subaltern Studies (4) (Minor) | ENGDSE03 English & Soft skills (Vocational)(3) | |
| | VI | A11 | ENGDSC1 1 | Post-Colonial Studies (4) | ENGDSE04 Caribbean Literature (DSE) (3) | |
| | | A12 | ENGDSC1 2 | Introduction to the History of Language (4) | ENGDSE05 Rhetorical Studies: An Introduction (DSE) (3) | |
| | | B2 | ENGDSC2 2 | World Literatures in English & in Translation (4) (Minor) | ENGDSE06 Technical writing (Vocational) (3) | |
| 4 | VII | A13 | ENGDSC1 3 | Dalit Writing (4) | ENGDSE07 Indian Aesthetics/Poetics (DSE) (3) | |
| | | A14 | ENGDSC1 4 | Cultural Studies (4) | ENGDSE08 Modern Indian Drama and Theatre (DSE) (3) | |
| | | A15 | ENGDSC1 5 | Children's Literature (3) | ENGDSE09 Content writing (DSE) (3) | |
| | VIII | A16 | ENGDSC1 6 | European Literature in English & in Translation (4) | ENGDSE11 Creative Writing (DSE) (3) | |
| | | A 17 | ENGDSC1 7 | ELT (4) | ENGDSE12 Popular Literature (DSE) (3) | |
| | | A 18 | ENGDSC1 8 | Literary Theory (3) | ENGDSE13 Science Fiction (DSE) (3) | |
| | | | | | ENGDSE14 Travel Writing (3) | |

| | | | | | | |
|--|--|--|--|--|-------------------------------------|--|
| | | | | | ENG DSE15 Research Project (6) * | |
|--|--|--|--|--|-------------------------------------|--|

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

B.A. (Basic/Hons.) English Literature Semester I

Title of the Course: Introduction to Literature

| 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 |
| 03 | 39 or 42 | 03 | 39 or 42 |

COURSE OUTCOMES (COs)

After completion of the course the student should be able to

1. Correctly define commonly used literary terms and concepts and use those terms and concepts to discuss and analyze works of literature.
2. Identify structural elements of works of poetry, fiction, and drama, and analyze how those elements help create specific meanings and effects.
3. Compare works of literature in terms of theme, structure, and use of literary devices
4. Students will gain an understanding of the development of literature
5. To appreciate literary form and structure in shaping a text's meaning.

SEMESTER I: INTRODUCTION TO LITERATURE (DSCC Paper I)

| Content of Course 1 | 39/42 Hrs |
|--|-----------|
| UNIT- 1: INTRODUCTION TO LITERATURE | 13/14 |
| Chapter No. 1. What is literature?-Brief history of English Literature: -Literature and Society-Literature and Life-Literature and Science - 'Introduction:What is literature?'-Terry Eagleton | |
| UNIT- 2: LITERARY FORMS | 13/14 |
| Chapter No. 2. Poetry: Lyric, Sonnet, Ballad, ode, Elegy, Epic, Mock-Epic Prose: Autobiography, Biography, Essay, Novel, Novella, Short Story. Drama: Comedy, Tragedy, One-act-play, Epic Theatre | |
| Chapter No. 3. Poetry: 1. The Cloud- P.B. Shelly 2. Sonnet No.132- William Shakespeare | |
| Chapter No. 4. The Verger- Somerset Maugham | |
| DeUNIT – 3: LITERARY TERMS AND FIGURATIVE LANGUAGE | 13/14 |

| | |
|--|--|
| <p>Chapter No. 5 Couplet, Heroic Couplet, Allegory, Assonance, Blank Verse, Refrain, Rhythm, Consonance, Irony, Metre, Rhetorical question, Refrain, Aside, Monologue, Soliloquy, Meta-Fiction, Plot, Character, Setting, Dramatic Monologue, Narrative Technique, Farce, Satire, Prologue, Epilogue, Art for Art's Sake, Expressionism, Narratology,</p> <p>Chapter No. 6. Neoclassicism, Metaphysical Conceits, Romanticism, Modernism, Postmodernism, Feminism,</p> <p>Chapter No. 7. Simile, Metaphor, Personification, Hyperbole, Onomatopoeia, alliteration, Idiom, Pun, Euphemism, Irony, Oxymoron, Synecdoche, Understatement, Paradox, Allusion.</p> | |
|--|--|

Text Books:

1. *Glossary Literary Terms* by M H Abrams
2. Hudson, William Henry; *An Introduction to the Study of Literature. 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. Benett, 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
10. The McGraw-Hill. *Introduction to Literature*

Pedagogy: Lectures, Seminar, Role play, Group discussions

| FORMATIVE ASSESSMENT | |
|--|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| First Internal Test | 10 |
| Second Internal Test | 10 |
| Role plays, Assignment, Survey/ Field Visit/ Report/Short Story/any Experiential Learning Activity (Any Two) | 20 |
| Total | 40 |

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 |
| 03 | 39 or 42 | 03 | 39 or 42 |

COURSE OUTCOMES (COs)

After completion of the course the student should be able to

1. Correctly define commonly used literary terms and concepts and use those terms and concepts to discuss and analyze works of literature.
2. Identify structural elements of works of poetry, fiction, and drama, and analyze how those elements help create specific meanings and effects.
3. Compare works of literature in terms of theme, structure, and use of literary devices
4. Students will gain an understanding of the development of literature
5. To appreciate literary form and structure in shaping a text's meaning

| TITLE | 39/42 Hrs |
|---|------------------|
| INDIAN WRITING IN ENGLISH PART I | |
| Unit –1 History of Indian English Literature (Pre Independence-Period) | 13/14 |
| Chapter No. 1 ‘The literary Landscape: 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) | |
| Unit:2 Authors of Pre-Independent India | 13/14 |
| Chapter No. 2 Literary Renaissance in pre-independent 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, krupabai Sathianandan, Cornelia Sorabji. | |
| Unit – 3 Pre Independence Indian English Literature | 13/14 |
| Chapter No. 3. Novel: <i>Financial Expert</i> – R.K Narayan Chapter No. 4. Poetry: 1. To A Buddha Seated on a Lotus by Sarojini Naidu 2. Love Came to Flora Asking for a Flower-by Toru Dutt 3. To India – My Native Land by Henry Derozio Chapter No. 5. Play: <i>Chitra</i> by Rabindranatha Tagore Chapter No. 6. Using Film in Education: 1. <i>Thaai Saheba</i> 2. <i>Lagaan</i> | |

Suggested 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, Meenakshi. *The Twice Born Fiction*. New Delhi: Heinemann, 1971.
 7. Narasimhiah C D ed *Makers of Indian English Literature*, Delhi Pencraft International 2000
 8. Radhakrishnan, N. *Indo Anglian Fiction: Major Trends and Themes*. Madras: Emerald.1984
 9. Rao, Krishna. *The Indo-Anglian Novels and the Changing Tradition*. Mysore: Rao and Raghavan, 1973

| FORMATIVE ASSESSMENT | |
|---|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| First Internal Test | 10 |
| Second Internal Test | 10 |
| Role plays, Assignment, Survey/ Field Visit/ Report/Short Story/any Experiential Learning Activity (Any Two) | 20 |
| Total | 40 |

**Discipline Specific Core Course- BA- ENGLISH
 Introduction to Literature**

**I Semester
 Question Paper Pattern**

Time: 3 hrs

Max Marks: 60

Instructions: Answer all the questions

Section A - Introduction to Literature

I. Answer any one of the following out of two 10 marks

Section B - Literary Forms

II. Answer any one of the following out of three 10 marks.

Section C - Poetry

III. Answer the following 10 marks

Section D - Short Story

IV. Answer the following 10 marks

Section E - Literary Terms and Figurative Language

V. A. Define any 5 of the following (out of 7) 5X2 =10

B. Write a short note on any one of the following (out of two) 5 marks

C. Write a short note on any one of the following (out of two) 5 marks

SEMESTER II

| Course 3 | | Course 4 | |
|--|----------------------------------|---|----------------------------------|
| INTRODUCTION TO PHONETICS AND LINGUISTICS | | INDIAN WRITING IN ENGLISH PART-2 | |
| Number of Theory Credits | Number of lecture hours/semester | Number of Theory Credits | Number of lecture hours/semester |
| 03 | 39 or 42 | 03 | 39 or 42 |

COURSE 3

INTRODUCTION TO PHONETICS AND LINGUISTICS (PAPER I)

| Content of Course 3 | Hrs |
|---|-------|
| Unit –1 Introduction to Phonetics and Linguistics | 13/14 |
| Chapter No. 1 Language- its nature, definitions, characteristic features Chapter No. 2 Linguistics – Definitions and Scope Chapter No. 3 Branches of Linguistics | |
| Unit - 2 Phonetics and Phonology | 13/14 |
| Chapter No. 4. Introduction Chapter No.5. Classification of Speech Sounds Chapter No. 6. The Syllable | |
| Unit – 3 Morphology, Syntax, Semantics and Lexicon | 13/14 |
| Chapter No. 7. Morphology Chapter No. 8. Syntax - Phrases, clauses and Types of Sentences Chapter No. 9. Semantics | |

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

1. Aronoff, M., and Kirsten Fudeman. *What is Morphology*. (Oxford: Blackwell, 2010). Booij, G E. *The Grammar of Words: An Introduction to Linguistic Morphology*. (Oxford: OUP, 2007). Catford, J. C. *A Practical Introduction to Phonetics*. (Oxford: Oxford University Press, 1988).
2. Culicover, P. W. *Principles and Parameters: An Introduction to Syntactic Theory*. (Oxford: Oxford University Press, 2000).
3. Fromkin, V. (ed.) 2000. *Linguistics: An Introduction to Linguistics*. Cambridge: Blackwell. Kenstowicz, M. 1994. *Phonology in Generative Grammar*. Cambridge: Blackwell.
4. 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).
5. Rocca, I., and W. Johnson. *A Course in Phonology*. (Oxford: Blackwell, 1994).
6. Saeed, John I. *Semantics* (2nd ed). (Oxford: Basil Blackwell, 2003)

Pedagogy: Lectures, Seminar, Role play, Group discussion

| FORMATIVE ASSESSMENT | |
|--|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| First Internal Test | 10 |
| Second Internal Test | 10 |
| Role plays, Assignment, Survey/ Field Visit/ Report/Short Story/any Experiential Learning Activity (Any Two) | 20 |
| Total | 40 |

Course 4
INDIAN WRITING IN ENGLISH PART-2

| Content of Course 4 | Hrs |
|---|------------|
| Unit -1 Indian English Literature Post Independence Period | 13/14 |
| Chapter No. 1. Autobiography: <i>The Race of My Life: An Autobiography-</i> Milkha Singh | |
| Unit - 2: Introducing writers of the post-independence era: | 6/7 |
| Chapter No. 2. Shashi Deshpande, Amitav Ghosh, Vikram Seth, Arundathi Roy, Girish Karnad, Anita Desai, Kiran Desai, Mahesh Dattani, Salman Rushdie, Ruskin Bond | |
| Unit – 3 Post Independent Indian English Poetry, Short Stories, Novels, Drama and Essays | 21/22 |
| Chapter No. 3. Poetry: 1. Mother- P. Lankesh 2. Words- Kamala Das 3. Extended Family- A K Ramanujan Poetry Chapter No. 4. Short Story: The Adivasi Will Not Dance- Hansda Sowvendra Shekhar Chapter No. 5. Drama: <i>Kanyadaan</i> -Vijay Tendulkar Chapter No. 6. Essay: <i>The Wings of Fire-</i> (excerpt) - A.P. J. Abdul Kalam Chapter No. 7. Film Review: Post-Independent Indian scenario | |

Rang De Basanti – Rakeysh Omprakash Mehra

Gulabi Talkies - Girish Kasaravalli

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 |
| Role plays, Assignment, Survey/ Field Visit/ Report/Short Story/any Experiential Learning Activity (Any Two) | 20 |
| Total | 40 |

SEMESTER III

THE III SEMESTER BA (HONS.) ENGLISH LITERATURE COURSE – 5

TITLE - BRITISH LITERATURE UP TO 1800 PAPER 1 FROM CHAUCER TO THE AGE OF TRANSITION

| Course | Type of Course | Theory/ Practical | Credits | Instructi on hours per week | Total No. of Lectures/ Hours/ Semester | Duratio n of Exam | Format ive Assessment Marks | Summa tive Assessment Marks | Total Mark s |
|--------|----------------|-------------------|---------|-----------------------------|--|-------------------|-----------------------------|-----------------------------|--------------|
| 05 | DSCC | THEORY | 03 | 03 | 45 | 2 ½ hrs | 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, Neo-classical 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, Aphra Behn, 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> <p>Sonnet 18 <i>Shall I Compare Thee to a Summer's Day</i> - William Shakespeare</p> <p><i>On His Blindness</i> - John Milton</p> <p>Lyric (Any two)</p> <p><i>Lover's Infiniteness</i> - John Donne</p> <p><i>A Poison Tree</i> - William Blake</p> <p>Essay (Any two)</p> <p><i>Of Love</i> - Francis Bacon</p> <p><i>Sir Roger at Church</i> - Joseph Addison</p> <p><i>Voyage to Lilliput</i> - Jonathan Swift</p> <p><i>Man in Black</i> – Oliver Goldsmith</p> <p>Play (Any One from the prescribed period)</p> <p><i>The Merchant of Venice</i> – William Shakespeare</p> <p><i>Doctor Faustus</i> – Christopher Marlowe</p> <p><i>The Alchemist</i> - Ben Jonson</p> <p><i>All for Love</i> – John Dryden</p> <p><i>Way of the World</i> – William Congreve</p> <p><i>School for Scandal</i> – Richard Brinsley Sheridan</p> <p><i>She Stoops to Conquer</i> – Oliver Goldsmith</p> | |

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 be involved 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
Marks

Total: 60

Part-A

1. Question number 01-06 carries 2 marks each. Answer any 5 questions: $5 \times 2 = 10$ marks

Part-B

2. Question number 07- 11 carries 5Marks each. Answer any 4 questions: $4 \times 5 = 20$ marks

Part-C

3. Question number 12-15 carries 10 Marks each. Answer any 3 questions: $3 \times 10 = 30$ marks

(Minimum 1 question from each unit and 10 marks question may have sub-questions for 7+3 or 6+4 or 5+5 if necessary)

Note: Proportionate weightage shall be given to each unit based on the number of hours prescribed

COURSE – 6
TITLE - INDIAN LITERATURE IN TRANSLATION PAPER 2

| Course | Type of Course | Theory/ Practical | Credits | Instructi on hours per week | Total No. of Lectures/ Hours/ Semester | Duratio n of Exam | Format ive Assessment Marks | Summa tive Assessment Marks | Total Mark s |
|--------|----------------|-------------------|---------|-----------------------------|--|-------------------|-----------------------------|-----------------------------|--------------|
| 06 | DSCC | THEORY | 03 | 03 | 45 | 2 ½ hrs | 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: No. 26 and 73 (From Speaking of Siva) Kanakadasa: <i>Do Not Quarrel over Caste</i> (Translation by Dr. S. G. Vaidya) <i>Songs of Sheriff</i> (Translation by Dr. S. G. Vaidya) | |

| <p align="center">UNIT-III REPRESENTATIVE TEXTS (Any one Novel or Play and four Short Stories)</p> | <p align="center">15hrs</p> |
|--|------------------------------------|
| <p>Novels</p> <ul style="list-style-type: none"> ● <i>Godan</i> - Prem Chand ● <i>Breaking Ties</i> - Sara Abubaker (Kannada) ● <i>Chemmeen</i> - T. S. Pillai <p>Plays</p> <ul style="list-style-type: none"> ● <i>Abhijnana Shakuntala</i> - Kalidas ● <i>Andha Yug</i> - Dharamavir Bharati ● <i>Evam Indrajit</i> - Badal Sircar ● <i>Listen Janamejaya</i> - Adya Rangacharya ● <i>Silence! the Court is in Session</i> - Vijay Tendulkar <p>Short Stories</p> <ul style="list-style-type: none"> ● <i>The Silent Rattle</i> - Dr. Basu Bevinagidad ● <i>The Weed</i> - Amrita Pritam ● <i>A Tale of 1947</i> - Sadat Hasan Manto ● <i>The Curd Seller</i> - Masti | |

Teaching material

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

Books Recommended and Suggested Reading

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

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 be involved 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

Part-A

1. Question number 01-06 carries 2 marks each. Answer any 5 questions: 5X2= 10 marks

Part-B

2. Question number 07- 11 carries 5Marks each. Answer any 4 questions: 4X5= 20 marks

Part-C

3. Question number 12-15 carries 10 Marks each. Answer any 3 questions: 3X10=30 marks

(Minimum 1 question from each unit and 10 marks question may have sub-questions for 7+3 or 6+4 or 5+5 if necessary)

Note: Proportionate weightage shall be given to each unit based on the number of hours prescribed.

PEDAGOGY

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

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

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

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

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

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

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

Media plays a significant role in keeping the students updated about the various events around the world. Media includes television, radio, newspapers, internet, social media sites

and various relevant sites and blogs. The main purpose of the media is to disseminate the information and knowledge. This categorization was created to encompass the many new and important kinds of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programs. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade.

THE PEDAGOGY SHOULD AIM AT

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

SEMESTER IV
DISCIPLINE SPECIFIC CORE COURSE(DSCC)
B.A. (HONS.) ENGLISH LITERATURE

Starting year of implementation: 2022-23

Discipline/Subject: Discipline Specific Course (DSC)

Name of the Degree Program: B.A. (HONS.) English Literature Total Credits for the Program: 03

Teaching hours per week: 03

| 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 |
|--------|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| 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 periods.

COURSE -7

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

| | |
|--|----------------------|
| 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>Heart of Darkness</i> - Joseph Conrad● <i>Of Human Bondage</i> - Somerset Maugham● <i>Silas Marner</i> - George Eliot● <i>The Mayor of Casterbridge</i> - Thomas Hardy● <i>To the Lighthouse</i> - Virginia Woolf | |
|--|--|

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

C. FORMATIVE ASSESSMENT – 40 marks

D. 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 be involved 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

Part-A

1. Question number 01-06 carries 2 marks each. Answer any 5 questions: 5X2= 10 marks

Part-B

2. Question number 07- 11 carries 5Marks each. Answer any 4 questions: 4X5= 20 marks

Part-C

3. Question number 12-15 carries 10 Marks each. Answer any 3 questions: 3X10=30 marks

(Minimum 1 question from each unit and 10 marks question may have sub-questions for 7+3 or 6+4 or 5+5 if necessary)

Note: Proportionate weightage shall be given to each unit based on the number of hours prescribed.

IV SEMESTER

COURSE -8 GENDER STUDIES (PART 1)

| 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 |
|-----------|----------------|--------------------|---------|----------------------------|--|------------------|----------------------------|----------------------------|-------------|
| 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 |
| Concepts and trends: Sex and Gender, Femininity, Body, Feminist Politics, Patriarchy, Masculinity, Discrimination, Gynocentrism, Dichotomy, Third Gender, Masculinity, Queer Studies etc. Any Two Essays <ul style="list-style-type: none"> ● <i>Sexual Politics</i> - Kate Millet ● <i>The Second Sex</i> - Simone De Beauvoir ● <i>Masculinities</i> – R. W. Connell ● <i>What is patriarchy? /Understanding Gender</i> - Kamala Bhasin ● <i>Gendering Caste</i> - Uma Chakravarthi ● <i>The Other Side of Silence</i> - Urvashi Butalia ● <i>Writing Caste, Writing Gender- Narrating Dalit Woman Testimonies</i> - Sharmila Rege ● <i>Men-Women Comparison</i> - Tarabai Shindhe ● <i>The Feminine Mystique</i> - Betty Frieden | |

| | |
|--|--------------|
| UNIT-II REPRESENTATIVE WRITERS | 15hrs |
| <p>Any Four Short Stories of Representative Writers</p> <ul style="list-style-type: none"> ● <i>The Quilt</i> - Ismat Chughtai ● <i>Open It</i> - Manto <p>Therigatha, Savithri Bai Phule, Krishna Sobti, Amrita Pritam, Mahashweta Devi, Sudha Murty, Sara Abubakar, Anupama Niranjana</p> | |
| UNIT-III REPRESENTATIVE TEXTS | 15hrs |
| <p><i>Nine Indian Women Poets: An Anthology</i> - Eunice D'Souza (Four Poems) Novel/play/autobiography/biography/sketches/Diaries/Memoirs/Speeches (Any One)</p> <p>Suggestive texts:</p> <ul style="list-style-type: none"> ● <i>My Education</i> - Kanitkar ● <i>The Prisons We Broke</i> - Baby Kamble <p>Film Text/Documentary</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

E. FORMATIVE ASSESSMENT – 40 marks

F. 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 be involved 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

Part-A

4. Question number 01-06 carries 2 marks each. Answer any 5 questions: 5X2= 10 marks

Part-B

5. Question number 07- 11 carries 5Marks each. Answer any 4 questions: 4X5= 20 marks

Part-C

6. Question number 12-15 carries 10 Marks each. Answer any 3 questions: 3X10=30 marks

(Minimum 1 question from each unit and 10 marks question may have sub-questions for 7+3 or 6+4 or 5+5 if necessary)

Note: Proportionate weightage shall be given to each unit based on the number of hours prescribed.

DEPARTMENT OF ENGLISH

ABILITY ENHANCEMENT COMPULSORY COURSE - LANGUAGE- (AECC) 2021-23

I SEMESTER GENERIC ENGLISH OBE - BCOM/BBA

Course Objectives for Generic English-BCOM/BBA

These course outcomes align with Bloom's Taxonomy levels and represent the cognitive skills and knowledge that students can expect to develop throughout the course. This course assists students to enhance their Receptive and Productive skills which comprises reading, listening, speaking and writing skills. It also consists of six literary pieces which enhance their literary sensibilities.

CO1- Students will recall and apply the techniques of receptive, productive skills and also identify and remember various themes, social context and characters in prescribed prose and poems.

CO2- Students will understand the rules and techniques of grammar which will help in developing conversations, analysing data from the graphs, framing questions, insert suitable question tags, identify and transform sentences and punctate. Also to understand the passage and answer the questions.

CO3- Students will apply the techniques of productive skills and will be able to give instructions, introduce oneself and others in formal and informal situations. Also identify and apply various themes introduced in the text, social relevance of the particular text and the nuances of the characters in prescribed prose and poems.

CO4- Students will analyse the form, techniques, literary devices, settings, global issues in the prescribed prose and poems.

CO5- Students will evaluate form and structure of prose and poems to justify the relevance and significance of literary texts in contemporary society and formulate well-supported arguments to defend their interpretations.

Syllabus for I Semester B. Com / B.B.A

| | |
|---|-------------------------|
| Part 1 -Work Book | Total:52/60 hrs. |
| Unit 1: Receptive Skills: Reading Skills and Listening Skills | 13 hrs. |
| Chapter 1: Comprehension passages (Skimming and Scanning) | 3hrs |
| Chapter 2: Picture reading, Caption Writing, Referencing Skills | 3hrs |
| Chapter 3: Data Interpretation – Bar Graph, Pie Chart, Tree Diagram | 3hrs |
| Chapter 4: Listening vs. Hearing, Types of listening | 2hrs |
| Chapter 5: Listening Activities (could be through reading aloud in class or prerecorded inputs) | 2hrs |
| Unit 2: Productive Skills: Speaking Skills and Writing Skills | 17 hrs. |
| Chapter 6: Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission. | 6hrs |
| Chapter 7: Giving instructions to do a task and to use a device Giving Direction | 4hrs |
| Chapter 8: Question Forms, Question Tags. | 2hrs |
| Chapter 9: Kinds of Sentences, Punctuation | 5hrs |
| PART II -TEXTBOOK | 22 hrs |
| Chapter 10: <i>Stopping by Woods on a snowy evening</i> - R. Frost | 3hrs |
| Chapter 11: <i>Bazaars of Hyderabad</i> - Sarojini Naidu | 3hrs |
| Chapter 12: <i>Marriage is a Private Affair</i> - Chinua Achebe | 4hrs |
| Chapter 13: <i>Acceptance</i> - Bhaswar Mukherjee | 4 hrs |
| Chapter 14: <i>The Bet</i> - Anton Chekhov | 4 hrs |
| Chapter 15: <i>The Golden Dream</i> - PoornaChandra Tejaswi | 4hrs |

DEPARTMENT OF ENGLISH

ABILITY ENHANCEMENT COMPULSORY COURSE - LANGUAGE- (AECC) 2021-23

I SEMESTER GENERIC ENGLISH OBE - BSC/BCA

Course Objectives for Generic English-B.SC/BCA

These course outcomes align with Bloom's Taxonomy levels and represent the cognitive skills and knowledge that students can expect to develop throughout the course. This course assists students to enhance their Receptive and Productive skills which comprises reading, listening, speaking and writing skills. It also consists of six literary pieces which enhance their literary sensibilities.

CO1- Students will recall and apply the techniques of receptive, productive skills and also identify and remember various themes, social context and characters in prescribed prose and poems.

CO2- Students will understand the rules and techniques of grammar which will help in developing conversations, analysing data from the graphs, framing questions, insert suitable question tags, identify and transform sentences and punctate. Also to understand the passage and answer the questions.

CO3- Students will apply the techniques of productive skills and will be able to give instructions, introduce oneself and others in formal and informal situations. Also identify and apply various themes introduced in the text, social relevance of the particular text and the nuances of the characters in prescribed prose and poems.

CO4- Students will analyse the form, techniques, literary devices, settings, global issues in the prescribed prose and poems.

CO5- Students will evaluate form and structure of prose and poems to justify the relevance and significance of literary texts in contemporary society and formulate well-supported arguments to defend their interpretations.

Syllabus for I Semester B.Sc / BCA

| | |
|---|-----------------------|
| Part 1 -Work Book | Total:52/60hrs |
| Unit 1: Receptive Skills: Reading Skills and Listening Skills | 13 hrs. |
| Chapter 1: Comprehension passages (Skimming and Scanning) | 3hrs |
| Chapter 2: Picture reading, Caption Writing, Referencing Skills | 3hrs |
| Chapter 3: Data Interpretation – Bar Graph, Pie Chart, Tree Diagram | 3hrs |
| Chapter 4: Listening vs. Hearing, Types of listening | 2hrs |
| Chapter 5: Listening Activities (could be through reading aloud in class or prerecorded inputs) | 2hrs |
| Unit 2: Productive Skills: Speaking Skills and Writing Skills | 17 hrs. |
| Chapter 6: Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission. | 6hrs |
| Chapter 7: Giving instructions to do a task and to use a device Giving Direction | 4hrs |
| Chapter 8: Question Forms, Question Tags. | 2hrs |
| Chapter 9: Kinds of Sentences, Punctuation | 5hrs |
| Part 2 – Course Book | 22hrs |
| Chapter 10: <i>Stopping by Woods on a snowy evening</i> - R. Frost | 3hrs |
| Chapter 11: <i>If</i> - Rudyard Kipling | 3hrs |
| Chapter 12: <i>Farewell Address at Chicago</i> - Barack Obama | 4hrs |
| Chapter 13: <i>Acceptance</i> - Bhaswar Mukherjee | 4hrs |
| Chapter 14: <i>Three great hearts resolved a problem-</i> <i>A.P.J Abdul kalam</i> | 4hrs |
| Chapter 15: <i>When Free Speech is Truly Free</i> - Sundar Sarukkai | 4hrs |

DEPARTMENT OF ENGLISH

ABILITY ENHANCEMENT COMPULSORY COURSE - LANGUAGE- (AECC) 2021-23

I SEMESTER GENERIC ENGLISH OBE - BA

Course Objectives for Generic English-B.A

These course outcomes align with Bloom's Taxonomy levels and represent the cognitive skills and knowledge that students can expect to develop throughout the course. This course assists students to enhance their Receptive and Productive skills which comprises reading, listening, speaking and writing skills. It also consists of six literary pieces which enhance their literary sensibilities.

CO1- Students will recall and apply the techniques of receptive, productive skills and also identify and remember various themes, social context and characters in prescribed prose and poems.

CO2- Students will understand the rules and techniques of grammar which will help in developing conversations, analysing data from the graphs, framing questions, insert suitable question tags, identify and transform sentences and punctate. Also to understand the passage and answer the questions.

CO3- Students will apply the techniques of productive skills and will be able to give instructions, introduce oneself and others in formal and informal situations. Also identify and apply various themes introduced in the text, social relevance of the particular text and the nuances of the characters in prescribed prose and poems.

CO4- Students will analyse the form, techniques, literary devices, settings, global issues in the prescribed prose and poems.

CO5- Students will evaluate form and structure of prose and poems to justify the relevance and significance of literary texts in contemporary society and formulate well-supported arguments to defend their interpretations.

Syllabus for I Semester B.A.

| | |
|---|-----------------------------|
| Part 1 -Work Book | Total:52 60 hrs. |
| Unit 1: Receptive Skills: Reading Skills and Listening Skills | 13 hrs. |
| Chapter 1: Comprehension passages (Skimming and Scanning) | 3hrs |
| Chapter 2: Picture reading, Caption Writing, Referencing Skills | 3hrs |
| Chapter 3: Data Interpretation – Bar Graph, Pie Chart, Tree Diagram | 3hrs |
| Chapter 4: Listening vs. Hearing, Types of listening | 2hrs |
| Chapter 5: Listening Activities (could be through reading aloud in class or prerecorded inputs) | 2hrs |
| Unit 2: Productive Skills: Speaking Skills and Writing Skills | 17 hrs. |
| Chapter 6: Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission. | 6hrs |
| Chapter 7: Giving instructions to do a task and to use a device Giving Direction | 4hrs |
| Chapter 8: Question Forms, Question Tags. | 2hrs |
| Chapter 9: Kinds of Sentences, Punctuation | 5hrs |
| Part 2 – Course Book | 22 hrs |
| Chapter 10: <i>Stopping by Wood on a snowy evening</i> - R. Frost | 3hrs |
| Chapter 11: <i>Nine Gold Medals</i> - David Roth | 3hrs |
| Chapter 12: <i>A White Heron</i> - Sarah Orne Jewett | 4hrs |
| Chapter 13: <i>Acceptance</i> - Bhaswar Mukherjee | 4hrs |
| Chapter 14: <i>Bholi</i> - K.A. Abbas | 4hrs |
| Chapter 15: <i>Swami Vivekananda's Speech Of 1893, Chicago</i> | 4hrs |

**I Semester BA/ B.Com/ B.Sc/ BCA/ B.Com A&F Examination
 (NEP 2020)- OBE
 ENC/ENA/ENS -101: GENERAL ENGLISH- IV**

Question paper pattern

| Q.No | I. Answer all the following questions: | CO,s | CL,s | MARKS: 1x10=10 |
|------------------|--|------|------|-------------------|
| 1 | (add suitable question tags) | 1 | | |
| 2 | (add suitable question tags) | 1 | | |
| 3 | (frame question to get the underlined word/s as the answer) | 1 | | |
| 4 | (frame question to get the underlined word/s as the answer) | 1 | | |
| 5 | (Identify the kind of sentences for the given statement.) | 1 | | |
| 6 | (Identify the kind of sentences for the given statement.) | 2 | | |
| 7 | (Identify the <u>two</u> punctuation errors and rewrite it with correct punctuation marks) | 2 | | |
| 8 | (Identify the <u>two</u> punctuation errors and rewrite it with correct punctuation marks) | 2 | | |
| 9 | Transform the following sentence as directed i) | 2 | | |
| 10 | Transform the following sentence as directed i) | 2 | | |
| SECTION B | | | | |
| | II. Illustrate any <u>FIVE</u> of the following situations in dialogue form: | | | 3X5=15 M |
| 11. | i) Request | 1 | | |

| | | | | |
|------------------|---|---|---|----------------------|
| 12. | i) Congratulations | 1 | | |
| 13. | i) Offering help | 1 | | |
| 14. | i) Enquiring | 1 | | |
| 15. | i) Seeking permission | 2 | | |
| 16. | i) Complementing | 2 | | |
| 17. | i). Give directions to reach point A to point B | 2 | | |
| SECTION C | | | | |
| | III. Answer any THREE of the following | | | 5x3=15M |
| 18. | Read the given passage and answer the following questions: | 2 | 1 | |
| 19. | The bar graph/ pie chart illustrates..... Analyze and interpret in not more than 250 words: | 2 | 4 | |
| 20. | Write a self introduction that you would make before an interviewer/ a teacher/ a friend/ the class/ the principal. | 3 | 3 | |
| 21. | Introducing others . | 3 | | |
| 22. | Write the instructions for the following: | 3 | | |
| SECTION D | | | | |
| | IV. Answer any TWO of the following | | | 10x2=20 M |
| 23. | Write/Justify /Elaborate/Examine/Explain/Differentiate/Evaluate /Analyze etc | 3 | | |

| | | | | |
|-----|--|---|--|--|
| 24. | Write/Justify /Elaborate/Examine/Explain/Differentiate/Evaluate /Analyze etc | 3 | | |
| 25. | Write/Justify /Elaborate/Examine/Explain/Differentiate/Evaluate /Analyze etc | 4 | | |
| 26. | Write/Justify /Elaborate/Examine/Explain/Differentiate/Evaluate /Analyze etc | 4 | | |

SECTION A

I. Do as directed (CL 1)

1x10=10

Frame questions so as to get the underlined word/s as the answer.

1. A
2. B
3. C

Add suitable question tags for the following sentences

4. A
5. b

Transform the given sentences

6. A
7. B
8. c

Punctuate the following sentences.

9. A
10. b

SECTION B

3 marks - 5/6 questions

II. Develop a conversation for any five of the given situation: (CL 2)

5X3=15

11. Request

12. Congratulations
13. Offering help
14. Enquiring
15. Seeking permission
16. Give directions to reach point A to point B

5 marks - 3/4 questions

III. Answer any three of the following:

3X5=15

17. Analyze the graph and write an interpretation in not more than 250 words (CL 4)
18. Draft a self-Introduction or Introducing others CL 4
19. Write a set of instructions to CL 3
20. Read the given passage and answer the following questions CL 3

10 marks - 2/3 questions

IV. Answer any two of the following questions in about two pages:

10X2=20

(Textbook book based - CL 5 and CL 6)

- 21.
- 22.
- 23.

DEPARTMENT OF ENGLISH

ABILITY ENHANCEMENT COMPULSORY COURSE - LANGUAGE- (AECC) 2021-23

OBE - Open Elective

Course Objectives for Open Elective

CO1- Students will recall key events and significant figures in the history and evolution of short stories and its structure.

CO2- Understand and identify the usage of literary devices, characters, narrative styles and the key message conveyed in short stories.

CO3- Apply their knowledge of various literary device, narrative styles, structure, themes, sensibilities, narrative perspective and literary techniques in the analysis of the selected short stories.

CO4- Analyze the efficacy of symbolism and imagery in conveying deeper meanings, the interplay of cultural and social issues, and critique the ethical and moral dilemmas depicted in selected short stories.

CO5- Write unique short stories that showcase their creativity and understanding of plot, character development, and thematic exploration.

| Open Elective Syllabus- Semester 1 |
|---|
| History and Evolution of Short Stories |
| Components of a Short Story |
| Literary Devices and Narrative Styles |
| Short Stories: Games at Twilight |
| The Luncheon |
| The Broker |
| War |
| Just Lather That's All |

OEC -101:Open Elective

Question paper pattern

| Q.No | I. Answer all the following questions: | CO,s | CL,s | MARKS: 1x10=10 |
|-------------|---|-------------|-------------|---------------------------|
| 1 | (From Chapter 1, Chapter 2, Chapter 3: History and Evolution of Short Stories Components of a short story and Literary Devices and Narrative Styles in the text) | 1 | | |
| 2 | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 1 | | |
| 3 | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 1 | | |
| 4 | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 1 | | |
| 5 | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 1 | | |
| 6 | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 2 | | |
| 7 | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 2 | | |
| 8 | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 2 | | |
| 9 | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 2 | | |

| | | | | |
|--------------------|---|---|---|----------|
| 10 | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 2 | | |
| SECTION - B | | | | |
| | II. Answer any FIVE of the following | | | 3X5=15 M |
| 11. | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 1 | | |
| 12. | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 1 | | |
| 13. | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 1 | | |
| 14. | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 1 | | |
| 15. | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 2 | | |
| 16. | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 2 | | |
| 17. | (From Chapter 2, Chapter 3: Components of a short story and Literary Devices and Narrative Styles in the text) | 2 | | |
| SECTION C | | | | |
| | III. Answer any THREE of the following | | | 5x3=15M |
| 18. | (From Chapter 1 and Chapter 9 - Three Questions from History and Evolution of Short stories and Two questions from Story Writing Exercises - Story Outline and Picture in the text) | 2 | 1 | |

| | | | | |
|------------------|---|---|---|----------------------|
| 19. | (From Chapter 1 and Chapter 9 - Three Questions from History and Evolution of Short stories and Two questions from Story Writing Exercises - Story Outline and Picture in the text) | 2 | 4 | |
| 20. | (From Chapter 1 and Chapter 9 - Three Questions from History and Evolution of Short stories and Two questions from Story Writing Exercises - Story Outline and Picture in the text) | 3 | 3 | |
| 21. | (From Chapter 1 and Chapter 9 - Three Questions from History and Evolution of Short stories and Two questions from Story Writing Exercises - Story Outline and Picture in the text) | 3 | | |
| 22. | (From Chapter 1 and Chapter 9 - Three Questions from History and Evolution of Short stories and Two questions from Story Writing Exercises - Story Outline and Picture in the text) | 3 | | |
| SECTION-D | | | | |
| | III. Answer any TWO of the following | | | 10x2=20 M |
| 23. | (From Chapter 4,5,6,7,8, I.e all the short stories in the text) | 3 | | |
| 24. | (From Chapter 4,5,6,7,8, I.e all the short stories in the text) | 3 | | |
| 25. | (From Chapter 4,5,6,7,8, I.e all the short stories in the text) | 4 | | |
| 26. | (From Chapter 4,5,6,7,8, I.e all the short stories in the text) | 4 | | |

DEPARTMENT OF ENGLISH

ABILITY ENHANCEMENT COMPULSORY COURSE - LANGUAGE- (AECC) 2023-24

I SEMESTER OBE - Optional English

Course Objectives for I Semester Optional English

Paper 1- Introduction to Literature

CO1- Recall and define the major literary movements, key literary terms and concepts.

CO2- Understand the historical development of literary ages, diverse literary forms, fundamental terminologies and relationship between literature, society and culture.

CO3-Apply their knowledge of literary history, forms, figurative language and techniques to critically analyze and interpret poems, essay and short story.

CO4-Analyze and evaluate the themes, styles, structure, form, tone, context and artistic qualities in texts.

CO5-Evaluate and synthesize diverse viewpoints and construct informed arguments and reflect on the evolving nature of literature through the analysis of different texts.

SEMESTER I: INTRODUCTION TO LITERATURE (DSCC Paper I)

| Content of Course 1 | 39/42 Hrs |
|---|-----------|
| UNIT- 1: INTRODUCTION TO LITERATURE | 13/14 |
| Chapter No. 1. What is literature?-Brief history of English Literature: -Literature and Society-Literature and Life-Literature and Science - 'Introduction:What is literature?'-Terry Eagleton | |
| UNIT- 2: LITERARY FORMS | 13/14 |
| Chapter No. 2. Poetry: Lyric, Sonnet, Ballad, ode, Elegy, Epic, Mock-Epic Prose: Autobiography,Biography, Essay, Novel, Novella, Short Story. Drama: Comedy, Tragedy, One-act-play, Epic Theatre | |
| Chapter No. 3. Poetry: 1. The Cloud- P.B. Shelly 2. Sonnet No.132- William Shakespeare | |
| Chapter No. 4. The Verger- Somerset Maugham | |
| UNIT – 3: LITERARY TERMS AND FIGURATIVE LANGUAGE | 13/14 |

| | |
|--|--|
| <p>Chapter No. 5 Couplet, Heroic Couplet, Allegory, Assonance, Blank Verse, Refrain, Rhythm, Consonance, Irony, Metre, Rhetorical question, Refrain, Aside, Monologue, Soliloquy, Meta-Fiction, Plot, Character, Setting, Dramatic Monologue, Narrative Technique, Farce, Satire, Prologue, Epilogue, Art for Art's Sake, Expressionism, Narratology,</p> <p>Chapter No. 6. Neoclassicism, Metaphysical Conceits, Romanticism, Modernism, Postmodernism, Feminism,</p> <p>Chapter No. 7. Simile, Metaphor, Personification, Hyperbole, Onomatopoeia, alliteration, Idiom, Pun, Euphemism, Irony, Oxymoron, Synecdoche, Understatement, Paradox, Allusion.</p> | |
|--|--|

Paper 2- Indian Writing in English

CO1- To identify different characters, key themes, plot and literary techniques in different texts.

CO2- Trace the literary scene of Pre-Independent India by examining different literary figures and texts, thereby comprehending the nature and scope of Indian English literature within this context.

CO3- Apply their understanding of the literary scene to critically examine the themes, literary techniques and interpret different texts.

CO4- Interpret and correlate themes, historical contexts, cultural elements, and societal dimensions to establish intricate relationships among diverse texts.

CO5- Examine diverse outlooks in pre-Independence Indian English literature and reflect upon the literary scene of the era through the analysis of different texts including films.

| | |
|---|-------------------------|
| <p>TITLE</p> <p>INDIAN WRITING IN ENGLISH</p> | <p>39/42 Hrs</p> |
|---|-------------------------|

| (PAPER 2) | |
|--|-------|
| PART I | |
| Unit –1 History of Indian English Literature (Pre Independence-Period) | 13/14 |
| Chapter No. 1 ‘The literary Landscape: 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) | |
| Unit:2 Authors of Pre-Independent India | 13/14 |
| Chapter No. 2 Literary Renaissance in pre-independent 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, krupabai Sathianandan, Cornelia Sorabji. | |
| Unit – 3 Pre Independence Indian English Literature | 13/14 |
| Chapter No. 3. Novel: <i>Financial Expert</i> – R.K Narayan | |
| Chapter No. 4. Poetry: 1. To A Buddha Seated on a Lotus by Sarojini Naidu 2. Love Came to Flora Asking for a Flower-by Toru Dutt 3. To India – My Native Land by Henry Derozio | |
| Chapter No. 5. Play: <i>Chitra</i> by Rabindranatha Tagore | |
| Chapter No. 6. Using Film in Education: 1. <i>Thaai Saheba</i> 2. <i>Lagaan</i> | |

OPE -101:Optional English

Question paper pattern

| Q.No | I. Answer all the following questions: | CO,s | CL,s | MARKS: 1x10=10 |
|--------------------|---|------|------|-------------------|
| 1 | (From Unit 3 - Chapter 6: From Neoclassicism to Allusion in the text) | 1 | | |
| 2 | (From Unit 3 - Chapter 6: From Neoclassicism to Allusion in the text) | 1 | | |
| 3 | (From Unit 3 - Chapter 6: From Neoclassicism to Allusion in the text) | 1 | | |
| 4 | (From Unit 3 - Chapter 6: From Neoclassicism to Allusion in the text) | 1 | | |
| 5 | (From Unit 3 - Chapter 6: From Neoclassicism to Allusion in the text) | 1 | | |
| 6 | (From Unit 3 - Chapter 6: From Neoclassicism to Allusion in the text) | 2 | | |
| 7 | (From Unit 3 - Chapter 6: From Neoclassicism to Allusion in the text) | 2 | | |
| 8 | (From Unit 3 - Chapter 6: From Neoclassicism to Allusion in the text) | 2 | | |
| 9 | (From Unit 3 - Chapter 6: From Neoclassicism to Allusion in the text) | 2 | | |
| 10 | (From Unit 3 - Chapter 6: From Neoclassicism to Allusion in the text) | 2 | | |
| SECTION - B | | | | |
| | II. Answer any FIVE of the following | | | 3X5=15 M |
| 11. | (From Unit 2 - Chapter 2 and Chapter 5 in text) | 1 | | |
| 12. | (From Unit 2 - Chapter 2 and Chapter 5 in text) | 1 | | |

| | | | | |
|------------------|---|---|---|----------------------|
| 13. | (From Unit 2 - Chapter 2 and Chapter 5 in text) | 1 | | |
| 14. | (From Unit 2 - Chapter 2 and Chapter 5 in text) | 1 | | |
| 15. | (From Unit 2 - Chapter 2 and Chapter 5 in text) | 2 | | |
| 16. | (From Unit 2 - Chapter 2 and Chapter 5 in text) | 2 | | |
| 17. | (From Unit 2 - Chapter 2 and Chapter 5 in text) | 2 | | |
| SECTION C | | | | |
| | III. Answer any THREE of the following | | | 5x3=15M |
| 18. | (From Unit 1 - Chapter 1 in the text) | 2 | 1 | |
| 19. | (From Unit 1 - Chapter 1 in the text) | 2 | 4 | |
| 20. | (From Unit 1 - Chapter 1 in the text) | 3 | 3 | |
| 21. | (From Unit 1 - Chapter 1 in the text) | 3 | | |
| 22. | (From Unit 1 - Chapter 1 in the text) | 3 | | |
| SECTION-D | | | | |
| | III. Answer any TWO of the following | | | 10x2=20 M |
| 23. | (From Unit 2 - Chapter 3 and Chapter 4 in the text) | 3 | | |
| 24. | (From Unit 2 - Chapter 3 and Chapter 4 in the text) | 3 | | |
| 25. | (From Unit 2 - Chapter 3 and Chapter 4 in the text) | 4 | | |
| 26. | (From Unit 2 - Chapter 3 and Chapter 4 in the text) | 4 | | |

