

# Report of the Subject Expert Committee for Model Curriculum Framework

## English

on

## Multi-Disciplinary Program as per NEP-2020

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**Prof. Lingaraja Gandhi**

Vice-Chancellor, Bengaluru City University, Bengaluru

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Smt. Nivedita	Department of English, G.F.G.C. Davangere
Dr. Thandava Gowda T.N.	Department of English, BCU, Bengaluru – Member Convener

*“We want that education by which **character is formed; Strength of Mind increased and intellect expanded...** the education by which one can stand on one’s own feet”*

*Swami Vivekananda*



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## 1. PREFACE

It is a moment of pride and a historic opportunity for the English teaching academic community of Karnataka to proactively and creatively engage in the task of implementation of NEP-2020, and Karnataka State Higher Education Council (KSHEC). The committee acknowledges its gratitude to the Government of Karnataka for providing opportunity to be part of this historic movement in preparing a model curriculum framework for English (both Generic English, and English as Major/Minor Discipline (English Literature (Basic/Hons. Degree Course)).

The committee acknowledges with gratitude the Government of Karnataka and Karnataka State Higher Education Council (KSHEC) for the opportunity provided to design a curriculum framework for English for the implementation of NEP -2020. The path-breaking policy is a transformational education system designed to meet the 21<sup>st</sup> century educational aspirations and needs. Built on the five aspirational goals: ACCESS, EQUITY, QUALITY, ACCOUNTABILITY AND AFFORDABILITY, NEP-2020, it is designed to make education multi-disciplinary, holistic. relevant to society, culture, tradition, economy, employability, among other goals. ICT based education system envisages to reach out to all sections of the society and to all sectors of economy with enhanced employability skills and critical thinking.

The Committee met online and off-line and deliberated on the suitable curriculum framework as well as the appropriate syllabi based on the broader general framework provided by Prof. B. Thimme Gowda, Vice Chairman, Karnataka State Higher Education Council and Former Vice Chancellor, Bangalore University, Bengaluru & the First Vice Chancellor, Karnataka State RDPR University, Gadag, and provided in the report on **Languages and Linguistics** Committee chaired by D. B. Naik, Vice-Chancellor, Karnataka Janapada University, Gotagodi.

While the curriculum framework for other streams such as Social Sciences, Commerce and Management, Sciences, Education is applicable to language courses where a language course is chosen as Major /Minor Discipline (English Literature) Hons. The study of language (L1, L2) as general (Generic English) mandatory subject in all streams, the framework is different as it is applicable only for the first Four Semesters (two years). The Committee has made efforts to provide modules both for general language studies (L1, L2) and language as a Major/ Major Discipline Specific Study. The report of the committee is by no means inclusive and complete.



Further, the curriculum structure and the syllabi provided here is only indicative and suggestive. The BoS' of the universities concerned have the freedom to choose the texts aligned with NEP aspirations and course outcomes.

It was indeed a challenging task for the Committee to keep itself updated as the revised model structure keep posted till the last minute. The committee has made its sincere attempts to coordinate and to collate the inputs of each of the members of the subject Expert committee as well as Chairpersons and Members of the BoS of different Universities across the State.

The Committee has expressed its appreciation for continuation of language learning (L1, L2) for Four Semesters (Two years) of the four- year Undergraduate / five- year Integrated Master Degree Programme. It has also expressed the view that the language learning be given special recognition in technical and professional education too. Also, the due emphasis be provided for local/regional literature and culture (available in English or in English translation) while prescribing language syllabi. Needless to re-iterate the global significance of English language both as means of communication and connect as well as a carrier of global culture.

On a personal note, I acknowledge with gratitude, the cooperation and support extended by the members of the subject expert committee in this exercise of preparing model curriculum framework in English as per NEP-2020.

**Prof. Lingaraja Gandhi**  
Chairman Subject Expert Committee  
in English & Vice-Chancellor  
Bengaluru City University, Bengaluru

## **2. NEP – 2020: an Introduction**

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

The twin objectives of language as medium of communication and as a career of culture and values need to be embedded in the four years multidisciplinary undergraduate programs. The language and the study of language and linguistics are central to the educational eco system. The importance of language as medium of communication – personal, social, official, professional, business and commerce need to be emphasized for lucid and concise expression. The communication skills are vital in the creation and dissemination of all domains of knowledge, and to connect all disciplines.

Teaching and learning of Receptive and Productive skills - Listening, Speaking, Reading and Writing (LSEW) are to be effectively taught and studied in the two years language study of the four year under graduate multidisciplinary program. The phonological, syntactical and semantical aspects of the language are to be imparted in the curriculum framework.

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

The features finding a mention in this report are complimentary to the ones mentioned in the Proposed Curriculum Framework by Task Force Subcommittee on Curriculum Reform in Higher Education. Thus, the features mentioned in their report naturally applies to this report as well.

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

Alternatively, a student may continue with the same two

subjects/disciplines for two more semesters, i.e., until the sixth semester. In such a case, the student is required to choose one of those subjects/disciplines as Major in the seventh semester. In the seventh and eighth semesters the student will study the subject/discipline in depth involving himself or herself in research in the chosen field of study. With enough credits earned, the student will be awarded with honours in that subject/discipline. He or she may earn honours in the Minor subject/discipline that he or she has studied for six semesters by repeating seventh and eighth semesters in the Minor subject/discipline. Students gain deep disciplinary knowledge through theory and practical experiences in their area of specialization (Major). They gain a reasonable understanding of the area of additional study (Minor) that they choose.

Students can choose subject/discipline combinations across streams. One of the disciplines can also be a Vocational course or Teacher Education.

Students shall be given options to choose courses from a basket of courses that the institution is capable of offering. There shall be no rigidity of combination of subjects.

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

One Major subject/discipline along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including Extracurricular Activities.

One Major and one Minor subject/discipline along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational

courses including Extracurricular Activities

Two Major subject/disciplines along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses, including Extracurricular Activities (subject to fulfilling the requirements as stated in 3.i and 3.ii)

One Major subject/discipline and one Vocational course along with Languages, Generic Electives, Ability Enhancement and Skill Development and courses including Extracurricular Activities.

One Major Discipline and One Education Discipline along with Languages, Generic Electives, Ability Enhancement and Skill Development Courses including Extracurricular Activities.

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

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

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

**Components of Curriculum for multidisciplinary Four-year Undergraduate Programme/ Five-year Integrated Master's Degree Programme (with references to the Language Disciplines only)**

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

Major Discipline Elective Courses (DSE): Elective Course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/subject/domain or which nurtures the candidate's proficiency/skill. Elective courses offered under the main discipline are referred to as Discipline Specific Electives. These courses provide more depth within the discipline itself

or within a component of the discipline and provide advanced knowledge and expertise in an area of the discipline. The elective courses may be of interdisciplinary nature. The institutions have freedom to have their own courses based on their expertise, specialization, requirements, scope and need. However, the committee has come up with a list of DSE courses in the subjects of social science. The list may be considered as guidance to institutions.

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

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

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

Project work/Dissertation/Internship/Entrepreneurship: Project work is considered as a special course involving application of knowledge in solving/analyzing/exploring a real-life situation/difficult problem/data analysis. Project Work has the intention to provide research competencies at undergraduate level. It enables to acquire special/advanced knowledge through supplement/support study to a project work. Candidates shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/project report. Internship/Entrepreneurship shall be an integral part

of the curriculum. In the proposed framework for social sciences, a student may take up project work in the eighth semester to receive an honours degree. A student willing to take up master's programmes may take up project work in the tenth semester of Five-year Integrated Master's Degree Programme.

### **Proposed Curriculum Framework for Multidisciplinary Four-year Undergraduate Programme/ Five-year Integrated Master's Degree Programme (with references to the Language subjects/disciplines only)**

The details of Suggestive Curricular and Credits Structures and the Proposed Choice Based Credit System (CBCS) Schemes for all the Alternate Options of the multidisciplinary Four- year Undergraduate Honours Programme/Five-year Integrated Master's Degree Programme are given in Tables 1A, 1B, 1C and 1D. These are suggestive in nature. Each university has complete freedom to suggest their own courses/papers, except for the core courses, based on their expertise, specialization, requirements, scope and need. The core courses are to be taught uniformly across all universities with minimum deviation as these aim to cover the basics that a student is expected to imbibe in a discipline.

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

The choice based credit system (CBCS) is followed in the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme. CBCS offers opportunities and avenues to learn core subjects and to explore additional avenues of learning beyond the core subjects for holistic development of an individual.

As per the choice based credit system, each course shall carry a certain number of credits. In the proposed framework, the credits shall be based on the number of instructional hours per week, one credit per hour of instruction in



theory and 1 credit for 2 hours of practical or project work or internship per week (except for languages for which 4 hours of teaching per week make 3 credits). All courses that include Language, Ability Enhancement, Core and Elective courses in Major and Minor Specialization, Research based learning, Project/Practical/Internships are assigned credits. Based on these, an average of around 22- 24 credits per semester, a total of 176-192 credits per Undergraduate Honours Degree Programme and 224-240 credits per Master's Degree Programme are assigned.

### **Implementation**

The Choice Based Credit System (CBCS) shall be followed in all the universities/institutions and the stakeholders follow common minimum curriculum and syllabi of the core papers.

The universities are allowed to design their own syllabi for the elective papers. The universities may further add to the list of elective papers they want to offer as per the need, expertise and the facilities that are locally available.

Number of core papers for all universities must be same for both UG and PG courses to enable credits transfer and mobility.

Universities may have common curriculum for AEC papers. There may be one paper each at least in the first four semesters viz. (i) English/Communication, (ii) Environmental Science, (iii) Indian Constitution, (iv) Computer Fundamentals (v) Human Rights, etc. Universities may offer SEC from a common pool of papers listed by GEC/NHERC or they may offer some papers on their own.

An Undergraduate Degree with Honours in a discipline may be awarded if a student completes: a) 11/14 Core Courses of 6/4 credits each in that discipline; b) a minimum of 3 courses under the category of Discipline Specific Electives of 4 credits each; c) 2 Generic Electives of 4 credits each; d) 9 Minor Discipline (for Major with Minor option as mentioned in 4.ii) and a minimum 1 Vocational Course of 4 credits each; e) 8 Language Courses of 3 credits each, f) 4 Ability Enhancement

Courses (AEC) of 2 credits each; g) a minimum of 4 Skill Enhancement Courses (SEC) of 2 credits each; and h) 2 Extracurricular Activities (ECA) of 2 credits each, ensuring that the total credits earned is not less than 176.

Wherever a university requires that an applicant for a particular Master's/Technical/Professional course must have studied a specific discipline at the undergraduate level, it is suggested that obtaining 76 credits in the concerned discipline at the undergraduate level may be deemed sufficient to satisfy such a requirement for admission to the Master's/Technical/Professional programme.

A student may earn credits by successfully completing courses online through Massive Open Online Courses platforms such as SWAYAM, Coursera, edX, etc. with his/her university's consent. Credits thus earned may be included to fulfill the minimum number of credits he/she must earn.

Universities may establish Cluster Institutions/Cluster Colleges that offer classes to students from different nearby institutions (including Affiliated and Constituent Colleges) who have opted for the same course/s.

In addition, universities and institutions may set up infrastructure to allow students access content digitally (video recordings of classes, etc.). Courses may be delivered entirely through such digital content. Universities and institutions may consider credits earned by participating in or accessing such digital content and include them in fulfilling the minimum number of credits he/she must earn.

**3. The following revised (on 12<sup>th</sup> September 2021) Curriculum Structure by KSHEC is a preferred option for English as a major/minor discipline. The curriculum framework and syllabi for English (Literature) Basic/Hons. is designed accordingly.**

## IIB. Model Program Structures for the Under-Graduate Programs in Universities and Colleges in Karnataka

### Bachelor of Arts (Basic/ Hons.) in subjects without practical with one major and one minor

Sem.	Discipline Core (Credits) (L+T+P)	Discipline Elective(DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)	Skill Enhancement Courses (SEC)			Total Credits
				Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	Discipline A1(3), A2(3) Discipline B1(3), B2(3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)	SEC-1: Digital Fluency (2) (1+0+2)	Physical Education For fitness(1)(0+0+2)	Health & Wellness (1) (0+0+2)	25
II	Discipline A3(3), A4(3) Discipline B3(3), B4(3)	OE-2 (3)	L1-2(3), L2-2 (3) (4 hrs each)	Environmental Studies (2)	Physical Education - Yoga(1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate (50 credits)							
III	Discipline A5(3), A6(3) Discipline B5(3), B6(3)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)		SEC-2:Artificial Intelligence (2)(1+0+2)	Physical Education- Sports (1) (0+0+2)	25
IV	Discipline A7(3), A8(3) Discipline B7(3), B8(3)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each)	Constitution of India (2)		Physical Education - Games (1) (0+0+2)	25
Exit option with Diploma (100 credits) OR Choose any one of the core subjects as Major and the other as Minor							
V	Discipline A 9(4) Discipline A10(4) Discipline B 9(4)	Discipline A, E-1(3) Vocational-1 (3)			SEC-3: SEC such as Cyber Security (2) (1+0+2)		20
VI	Discipline A11(4) Discipline A12(4) Discipline B10(4)	Discipline A, E-2(3) Vocational-2 (3) Internship (2)			SEC-4: Societal Communication (2)		22
Exit option with Bachelor of Arts, B.A. Basic Degree (142 credits)							
VII	Discipline A-13(4) Discipline A-14(4) Discipline A-15(4)	Discipline A, E-3 (3) Vocational-3(3) Res. Methodology (3)					21
VIII	Discipline A-16(3) Discipline A-17(3) Discipline A-18(3)	Discipline A, E-4 (3) Vocational-4 (3) Research Project (6)*					21
Award of Bachelor of Arts Honours, B.A. (Hons.) degree in a discipline etc. (184 credits)							

In lieu of the research project, two additional elective papers/internship may be offered

**II.B. Model Program Structures for the Under-Graduate Programs in Universities and Colleges in Karnataka**

**Example: Bachelor of Arts (Basic/ Hons.) in subjects without practical with Economics as major and History as minor**

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)	Skill based (Credits) (L+T+P)	Skill Enhancement Courses (SEC)		Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)	
I	History C1(3), C2(3) Economics C1(3), C2(3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)	SEC-1: Digital Fluency (2) (1+0+2)	Physical Education for fitness(1)(0+0+2)	Health & Wellness (1) (0+0+2)	25
II	History C3(3), C4(3) Economics C3(3), C4(3)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Environmental Studies (2)	Physical Education - Yoga(1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate (48 credits)							
III	History C5(3), C6(3) Economics C5(3), C6(3)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)	SEC-2: Artificial Intelligence (2) (1+0+2)	Physical Education- Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1)(0+0+2)	25
IV	History C7(3), C8(3) Economics C7(3), C8(3)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each)	Constitution of India (2)	Physical Education -Games (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1)(0+0+2)	25
Exit option with Diploma in Arts (100 credits) OR Choose any one of the core subjects as Major and the other as Minor							
V	History C 9(4) Economics C9(4) Economics C10(4)	Economics E-1 (3) Vocational-1 (3)		SEC-3: SEC such as Cyber Security (2) (1+0+2)			20
VI	History C10(4) Economics C11(4) Economics C12(4)	Economics E-2 (3) Vocational-2 (3) Internship (2)		SEC-4: Societal Communication (2)			22
Exit option with Bachelor of Arts, B.A. Degree in History and Economics (142 credits) or continue studies with the Major							
VII	Economics C13(4) Economics C14(4) Economics C15(4)	Economics E-3 (3) Vocational-3 (3) Res.Methodology (3)					21
VIII	Economics C16(3) Economics C17(3) Economics C18(3)	Economics E-4 (3) Vocational-4 (3) Research Project (6)*					21
Award of Bachelor of Arts Honours Degree, B.A. (Hons.) Degree in Economics (184 credits)							

**In lieu of the research project, two additional elective papers/internship may be offered**

**4 (a) MODEL PROGRAM STRUCTURE AND  
SYLLABUS FOR ENGLISH (L2)/ GENERIC  
ENGLISH**

**Name of the Degree Program  
BA/BSc/BCom/BBA/BCA and other faculties**

**Credits – 3  
Workload 4 hours (3+1)**

## **Preamble**

National Education Policy 2020 aims at quality in Higher Education enabling students with personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society.

As a medium of communication, learning language gains significance. National Education Policy 2020 emphasizes language study and promotion of languages through translation and interpretation. It aims at equipping students with knowledge, skills, values, leadership qualities and initiating them for lifelong learning.

In this connection, Curriculum, Pedagogy and Assessment form the foundation of quality learning. Relevant curriculum, engaging pedagogy, continuous formative assessments and adequate student support result in productive learning.

The curriculum has to align with the latest knowledge requirements and shall meet specified learning outcomes.

High-quality pedagogy is necessary to successfully impart the curricular material to support students; pedagogical practices determine the learning experiences that are provided to students– thus directly influencing learning outcomes.

The assessment methods shall be scientific and will test the application of knowledge.

Efforts are being made in providing a holistic approach towards value-based language learning which equips the learner with receptive as well as productive skills.

The study of language as L2 (choice between English, Sanskrit, Hindi and Urdu) is a general mandatory subject in all streams. The framework is different as it is applicable only for the first Four Semesters (two years). The Committee has made efforts to provide modules for English (L2).

### **Choice-based Credit System (CBCS) Structure**

The choice-based credit system (CBCS) is followed in the multidisciplinary Four-year Undergraduate Programme/ Five-year Integrated Master's Degree Programme. CBCS offers opportunities and avenues to learn core subjects and to explore additional avenues of learning beyond the core subjects for holistic development of an individual. As per the choice-based credit system, each course shall carry a certain number of credits. In the proposed framework, the credits shall be based on the number of instructional hours per week, one credit per hour of instruction in theory and 1 credit for 2 hours of practical or project work or internship per week (except for languages for which 4 hours of teaching per week make 3 credits). All courses that include Language, Ability Enhancement, Core and Elective courses in Major and Minor Specialization, Research-based learning, Project/Practical/Internships are assigned credits. Based on these, an average of around 22- 24 credits per semester, a total of 176-192 credits per Undergraduate Honours Degree Programme and 224-240 credits per Master's Degree Programme are assigned.

### **I & II Semester Under-graduate English Language Syllabus**

#### **Aims**

- a. To enable the student to communicate effectively and appropriately.
- b. To use English effectively for the purpose of study across the curriculum.
- c. To develop interest in the appreciation of Literature.
- d. To develop and integrate the use of the four language skills i.e. Listening, Speaking, Reading and Writing.

#### **Course Objectives**

##### **Ability Enhancement in the Four-fold Objectives of Language**

- (i) Semantic-related to understanding,
- (ii) Phonetic-deals with sound, spelling, pronunciation
- (iii) Graphic-related to writing, and
- (iv) Phonetic-cum-Graphic-deals with reading.

#### **Course Outcomes**

At the end of the course, the students will be well-versed both in oral and written communication as they study Grammar and its usage and the literary texts with a diverse collection of stories and poems, narratives, including translations which address different themes

and core issues of today's world. The selections sensitize students to issues of contemporary relevance and develop critical and creative thinking.

### **Delivery of Curriculum – Structure**

- Receptive Skills
- Productive Skills
- Attitudinal Impressions
- Creative Expressions

The topics mentioned in the structure are suggestive. The BOS has the autonomy to select the type of exercises which are listed under the skills mentioned.

Generic English **aims** at twin objectives of

- (a) Language as a medium of communication.
- (b) Language as a carrier of culture and values.

These objectives need to be embedded in the four-year multidisciplinary undergraduate programs through Workbook and Course book which would form two parts of the prescribed text for the Semester I and Semester II under-graduate students.

### **PART I – WORKBOOK**

This comprises of exercises in grammar which aim at strengthening the linguistic skills of the students enabling them to use language confidently as a medium of communication for personal, social, official, professional, business purpose with eloquent and concise expression. The four basic skills in any language are Listening, Speaking, Reading and Writing Skills. In the course of learning a language, the learner begins learning the language by receptive understanding of the nuances of the language. Reading and Listening are the receptive skills. After the receptive skills, the learner proceeds to productive skills – using language productively. Speaking Skills and Writing Skills are categorised as productive skills.

- Receptive Skills
- Productive Skills

#### **Receptive Skills**

##### **(a) Reading Skills**

This consists of literal and critical understanding skills, vocabulary development, and reading competence.

Genres of reading:

**Academic reading**– Reading of textbooks, thesis, essays, papers, references material, editorials and so on.

**Job-related reading** – Reading of memos, applications, schedule, letters or emails, reports and so on.

**Personal reading** – Reading of newspapers, magazines, invitations, novels, short stories, etc. The teacher encourages Oral reading and Silent reading, expounding on its benefits. The Workbook would comprise exercises on reading methods to equip the students with the Reading skills:



- Intensive Reading
- Extensive Reading
- Skimming
- Scanning

### **Intensive Reading**

Intensive reading involves learners reading in detail with specific learning aims and tasks. Exercises such as reading paragraphs to find a suitable title, reading paragraphs to find synonyms etc., could be selected.

### **Extensive Reading**

In the extensive reading activity, the teacher provides the students with reading material to read without any assistance. Short stories, novellas, short plays and fables will be provided to the students which will help them build vocabulary and structure and gather general understanding from its content.

**Skimming** means reading a text quickly to get the main ideas.

**Scanning** is a useful reading method to find a specific piece of information.

### **Pedagogy**

The strategies of reading can be taught to the students with the aid of Comprehension passages. The exercises given to nurture Reading Skills should also train the students in:

- Non-verbal Reading Comprehension
- Reading different types of texts
- Sentence Comprehension
- Digital Reading
- Browsing
- Non-Visual Desktop Assistance (NVDA)
- E-Reading Resources

### **(b) Listening Skills**

The aptitude to accurately receive and interpret messages during a process of communication is known as listening.

Active Listening involves Attentive Listening and Reflective Listening. The students must know the types of listening as well as the barriers for accurate listening.

- **Discriminative Listening**
- **Comprehensive Listening**
- **Informational Listening**
- **Critical Listening**
- **Biased Listening**
- **Sympathetic Listening**
- **Empathetic Listening**

## PEDAGOGY

Listening skills can be taught by using ICT tools and web-based learning in Language Lab. Students can be given listening practice by making them listen to pre-recorded audios, songs, interviews, conversations, narratives, news and other listening activities.

### **Productive Skills**

- a) Speaking Skills
- b) Writing Skills

#### **(a) Speaking Skills**

To speak implies conveying information, informally or formally. Language experts have divided Speaking skills development classroom activity into four distinctive types:

- i) Drills or Linguistically-Structured Activities eg. repetitions
- ii) Performance Activities eg. Role plays and others
- iii) Participation Activities eg. Discussions and so on
- iv) Observation Activities eg. Writing summaries, etc.

List of the topics that can be chosen to teach Speaking Skills is given below:

- Introducing oneself and others
- Asking for and giving information
- Offering and responding to offers
- Requesting and responding to requests
- Congratulating people on their success
- Expressing condolences
- Asking questions and responding politely
- Apologizing and forgiving
- Giving instructions
- Seeking and giving permission
- Expressing opinions (likes and dislikes)
- Agreeing and disagreeing
- Demanding explanations
- Asking for and giving advice and suggestions
- Expressing sympathy

- Sending messages
- Greeting and Leave Taking
- Telephonic conversation

**Pedagogy:** Along with the use of print media, ICT tools should be used to make students learn basic conversation. Classroom activities such as pick and speak, extempore, dialogues, debates, discussion, role plays should be practiced to involve the learners in learning speaking skills.

### **(b) Writing Skills**

Developing Writing Skills require practice writing involving six fundamentals of effective writing such as focus and coherence, organization and structure, development of ideas, voice, word choice, and conventions.

List of the topics that can be chosen to teach Writing Skills is given below:

- Paragraph Writing
- Letter Writing (formal and informal)
- Essay Writing
- Story Writing
- Summarizing
- Précis Writing
- Note Making
- Unseen Passages
- Report Writing
- News Writing
- Speech Writing

### **Pedagogy**

Along with the use of print media, ICT tools should be used to make the students learn the writing skills. Teachers should motivate the students to write by involving them in activities like writing sentences using appositives, writing paragraphs using verb forms, phrases, idioms, writing stories based on the given clues, writing paragraphs on imaginary incidents and other such activities which make the students to write in the class and the write-ups could be edited by the peers.

## Part – II – Course Book

### I. Attitudinal Impressions

#### Prose Text

The second part of the textbook 'Course book' would consist of 6 – 7 lessons, and themes and genres selected from the below-mentioned may be introduced.

FOR COURSE BOOK		
SUGGESTED THEMES		SUGGESTED GENRES
Service	Disaster Risk Management	Sonnet
Gratitude	Sexuality, HIV and AIDS Education	Short Story
Innovation	Child Protection	Autobiography
Leadership	Heritage Studies	Biography
Trust	Human Rights	Speech
Friendship	Collaboration	Letters/Diary entries
Writings of Specially-abled	Environmental Issues	Ballad
Poverty	Financial literacy	Ode
Child Labour	Dalit Writings	Travelogues
Women Empowerment	Tolerance	Fable
Inclusiveness	Love	Book/Film reviews
Acceptance	Patriotism	Graphic Narratives
Science and Society	Gender Issues	Monologues
Tribal Writings	Trans Gender	Articles – Newspaper/Magazine
Kindness	Discrimination	Memoirs
Poverty	Humour	One Act Plays

### II. Creative Expressions

#### Translations – Part – 1

- (i) Transformation of Simple Sentences
- (ii) Transformation of Interrogative Sentences
- (iii) Transformation of Declarative Sentences
- (iv) Transformation of Exclamatory Sentences
- (v) Transformation of Imperative Sentences
- (vi) Translation of the given sentence from English to Kannada.
- (vii) Translation of the given sentence from Kannada to English

## ASSESSMENT

### Mode of Evaluation and Distribution of Marks

- Each 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 70 Marks.
- In each course, for each semester, there shall be Internal Marks for 30.

### FIRST SEMESTER MARKS ALLOTMENT

Sl. No.	Criteria	Marks
1	Internal Assessment	30
2	End Semester Exam	70

Sl. No.	Topics	Marks
1	Receptive Skills	20
2	Productive Skills	20
3	Attitudinal Impressions	20
4	Creative Expressions	10

### SECOND SEMESTER MARKS ALLOTMENT

Sl. No.	Criteria	Marks
1	Internal Assessment	30
2	End Semester Exam	70

Sl. No.	Topics	Marks
1	Receptive Skills	20
2	Productive Skills	20
3	Attitudinal Impressions	20
4	Creative Expressions	10

## 4 (b) MODEL SYLLABUS FOR I & II SEMESTER ENGLISH (L2)/ GENERIC ENGLISH

### Course Objectives for I and II Semester

The course helps the students to

1. Hone the LSRW (Listening, Speaking, Reading, Writing) skills
2. Appreciate literary art
3. Get equipped with knowledge of literary devices and genres
4. Be endowed with creativity to express one's experiences
5. Get introduced to digital learning tools
6. Sensitize oneself with social concerns
7. Develop their ability as critical readers and writers.
8. Increase their reading speed, presentations skills and their analytical skills.

### Course Outcomes for I and II Semester

By the end of the program the students will

1. Acquire the LSRW (Listening, Speaking, Reading, Writing) skills.
2. Learn to appreciate literary art.
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. Be aware of their social responsibilities.
7. Students will develop their ability as critical readers and writers.
8. Students will increase their reading speed, will be able to give presentations and will increase their analytical skills.

#### Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
Acquire the LSRW (Listening, Speaking, Reading, Writing skills).												
Learn to appreciate literary art.												
Obtain the knowledge of literary devices and genres.												

Acquire the skills of creativity to express one's experiences.													
Know how to use digital learning tools.													
Be aware of their social responsibilities.													
Students will develop their ability as critical readers and writers.													
Students will increase their reading speed, will be able to give presentations and will increase their analytical skills.													

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome.

**MODEL SYLLABUS:  
Semester - I**

	<b>56/60 Hrs</b>
<b>PART 1 Work book</b>	
<b>Unit –1 Receptive Skills: Reading Skills and Listening Skills</b>	<b>15 Hrs</b>
<b>Chapter 1:</b> Comprehension Passages	3hrs
<b>Chapter 2:</b> Referencing Skill, Brochure, Advertisements and Picture reading	3hrs
<b>Chapter 3:</b> Data Interpretation	3hrs
<b>Chapter 4:</b> Listening vs. hearing	1hr
<b>Chapter 5:</b> Non-verbal and Verbal signs of active listening	2hrs
<b>Chapter 6:</b> Listening Activities - listening to pre-recorded audios on interviews and conversations.	3hrs
<b>Unit – 2 Productive Skills: Speaking Skills and Writing Skills</b>	<b>15Hrs</b>
<b>Chapter 7:</b> Introducing oneself, Introducing others, Requests, Offering help Congratulating, Enquiries and Seeking permission.	4hrs
<b>Chapter 8:</b> Giving instructions to do a task and to use a device, Giving Directions	4hrs
<b>Chapter 9:</b> Concord, Question Forms, Question Tags.	3hrs
<b>Chapter 10:</b> Use of Derivatives, Linkers.	4hrs
<b>PART 2 Course book</b>	
<b>Unit – 3 Impressions and Expressions</b>	<b>17Hrs</b>
<b>Chapter 11:</b> Theme: Beauty Genre: Sonnet	3hrs
<b>Chapter 12:</b> Theme: Gender Genre: Short Story	3hrs
<b>Chapter 13:</b> Theme: Science Genre: Article	2hrs
<b>Chapter 14:</b> Theme: Business Genre: Autobiography	2hrs
<b>Chapter 15:</b> Theme: Education Genre: Travelogue	2hrs
<b>Chapter 16:</b> Theme: Love Genre: Narrative	3hrs
<b>Chapter 17:</b> Theme: Nature Genre: Letter	2hrs
<b>Chapter 18:</b> Translations – Kannada to English – Simple sentence English to Kannada Interrogative sentence Exclamatory Sentence Imperative sentence	<b>8hrs</b>



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

### Semester I

Course Title: <b>Introduction to Literature</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 70

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

#### Course Outcomes (COs):

At the end of the course the student should be able to:

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

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

#### Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome.

**BA English (Hons.)**

**Semester 1**

**Title of the Course:**

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

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

<b>Content of Course 1</b>	<b>39/42 Hrs</b>
<b>Unit –1: Introduction to Literature</b>	13/14
<b>Chapter No. 1</b> What is literature? -Defining Literature -Why study Literature?	
<b>Chapter No. 2</b> Literature and Society-Literature and Life	
<b>Chapter No. 3</b> Literature and Science – canon - elements of literature	
<b>Unit - 2 : II. Literary Forms</b>	13/14
<b>Chapter No. 4. Poetry:</b> Lyric, Sonnet, Ballad, Epic, Elegy, Mock-Epic	
<b>Chapter No. 5. Drama:</b> Comedy, Tragedy, Tragic-comedy, One-act-play	
<b>Chapter No. 6. Prose:</b> Novel, Novella, Short Story, Essay, Biography, autobiography	
<b>Unit – 3: Literary Terms and Figurative language</b>	13/14
<b>Chapter No. 7</b> Couplet, Heroic Couplet, Allegory, Alliteration, Assonance, Refrain, aside, monologue, soliloquy, meta-fiction, plot, character, setting, narrative technique.	
<b>Chapter No. 8.</b> farce, simile, metaphor, personification, hyperbole, satire, prologue, epilogue, Art for Art's sake, Expressionism, Metre and Metrical Devices, Narratology, Romanticism, Canon.	
<b>Chapter No. 9.</b> Simile, metaphor, personification, hyperbole, onomatopoeia, euphemism, irony, oxymoron, synecdoche, understatement paradox, allusion	

- Text Books:** 1. Glossary Literary Terms by M H Abrams  
 2. Hudson, William Henry; *An Introduction to the Study of Literature New Delhi Atlantic 2007*

**References**

1. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. OUP, 2001.
2. Bate, Jonathan. *English Literature: A Very Short Introduction*. OUP.
3. 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.  
 Gopal, Priyamvada. *The Indian English Novel; Nation History, and Narration*.
6. Hudson, William Henry. *An Introduction to the Study of Literature. New Delhi Atlantic, 2007*.
7. Mehrotra, Arvind, Ed; *An Illustrated History of Indian Literature in English*. Orient Blackswan, 2005
8. Ousby, Iain, Ed; *The Cambridge Guide to Literature in English*, Cambridge University Press. 1983
9. The McGraw-Hill. *Introduction to Literature*

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

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
First Internal Test	10
Second Internal Test	10
Class Test/Oral Test	10
<b>Total</b>	<b>30</b>

**Semester 1**

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

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

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

**Text Books :**

1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
2. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984.

**References**

1. Deshmane, Chetan, ed. Muses India: Essays on English-Language Writers from Mahomet to Rushdie. Jefferson, NC, and London: McFarland & Co., 2013.
2. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984.
3. Makarand Paranjape (Ed) *Indian Poetry in English*, Madras: Macmillan, 1993
4. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.

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

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

Narasimhiah C D ed *Makers of Indian English Literature*, Delhi Pencraft International 2000

Radhakrishnan, N. *Indo Anglian Fiction: Major Trends and Themes*. Madras: Emerald.1984

Rao, Krishna. *The Indo-Anglian Novels and the Changing Tradition*. Mysore: Rao and Raghavan, 1973.

### Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Class Test/Oral Test	10
<b>Total</b>	<b>30</b>

### Semester 2

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

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

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

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

### Text Books

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

### References:

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

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

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
First Internal Test	10
Second Internal Test	10
Class Test/Oral Test	10
<b>Total</b>	<b>30</b>

## Semester 2

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

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

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

## **8 OPEN ELECTIVE: MODEL SYLLABUS**

**English – Open Elective -1**

### **FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS**

**70 marks paper for 3 hours duration and 30 marks for Internal Assessment**

**60 hrs Syllabus for 3 Credits**

**Teaching Hours: 3 Hours per Week**

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

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

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

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

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

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



### **Mode of Examination:**

**Theory Examination: 100 Marks (70 Marks Sem-end+30 Marks Internal)**

### **Question Paper Pattern**

1. Very Short Answer Questions on all sections	15x2 =30 Marks
2. Four Short Notes on all sections	4x 5 = 20 Marks
3. Cloze Test	10x1=10 Marks
4. Short Questions on dialogue and expansion of an idea	2x5 = 10 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

## English – Open Elective -2

### SPOKEN ENGLISH FOR CORPORATE JOBS

70 marks paper for 3 hours duration and 30 marks for Internal Assessment

60 hrs Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

#### Course and Skill Outcome:

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

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

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

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

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

#### Suggested Readings:

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

#### Question Paper Pattern:

- |                                |         |
|--------------------------------|---------|
| 1. Very short answer questions | 10x3=30 |
| 2. Short notes on all sections | 4x5=20  |
| 3. Essay type questions        | 3x10=30 |

**English Open Elective -3**  
**SPEAKING AND LISTENING SKILLS**  
**[Teaching Hours: Lecture 3Hours -Credit 3]**

(70 marks paper of Three Hours+ 30 Marks for Internal Assessment)

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

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

**2. Section II: Speaking Skills**

Formal and Informal Speeches

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

**3. Section III: Listening Skills**

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

**4. Section IV: Presentation Skills**

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

**Question Paper Pattern**

- |  |                 |
|--|-----------------|
| 1. Very Short Answer Questions on all sections | 15x2 =30 Marks  |
| 2. Four Short Notes on all sections            | 4x 5 = 20 Marks |
| 3. One Question on Presentation of Speeches    | 1x10 = 10 Marks |
| 4. One Essay Type Question                     | 1x10= 10 Marks  |

**5. Suggested Reading:**

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

**English Open Elective -4**  
**TRANSLATION THEORY AND PRACTICE**  
**[Teaching Hours: Lecture 3 Hours -Credit 3]**

(70 arks paper of Three Hours+ 30 Marks for Internal Assessment)

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**Course and Skill Outcome**

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

**Syllabus**

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

**Question Paper Pattern**

1. Essay type questions on Translation Meaning, Definitions and methods and problems and challenges 1x10=10
2. Problems of Translation 1x10=10
3. Short type questions on translation translation theory 2x5=10
4. Translation of short passages 4x5=20
5. Translation passage from English to Kannada  
(One out of Two) 1X10=10
6. Translation passage from Kannada to English  
(one out of two) 1X10=10

## 9. MODEL SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

### English-1

70 marks paper for 3 hours duration and 30 marks for Internal Assessment

60 hrs Syllabus for 3 Credits

Teaching Hours: 4 Hours per Week

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#### Course and Skill Outcome

1. This paper aims at introducing English poetry and prose to develop reading skills
2. It teaching them the basics of English grammar.

**Text Book: Shalmala: An Anthology of Poetry and Prose.** Ed; Board of Editors, OUP, Bengaluru

#### I. Prose

- |                       |                 |
|-----------------------|-----------------|
| 1. Of Studies         | - Francis Bacon |
| 2. The Fortune Teller | - Karel Capek   |
| 3. The Accompanist    | - Anita Desai   |

#### II. Poetry

- |                          |                       |
|--------------------------|-----------------------|
| 1. Seven Ages of Man     | - William Shakespeare |
| 2. Death the Leveller    | - James Shirley       |
| 3. Night of the Scorpion | - Nissim Ezekiel      |

#### I Grammar and Composition

1. Parts of Speech with special emphasis on Articles and Prepositions

**(Focus may be on the following prepositions: On, in, of, off, for, into, with, beside, besides, under, over, by, from, to, at, across, since, between, among, above, up, after, before, through)**

2. Tenses (with focus on the use of simple present tense and simple past tense)
3. Words used in different parts of speech
4. Functional vocabulary (synonyms and antonyms – see Annexure-1)

**Suggested Reading: R. P. Singh's *Functional Skills in Language and Literature*, OUP**

**Question Paper Pattern (You can also see Annexure 3) 70 Marks**

- |  |           |
|--|-----------|
| 1. Objective type Questions                          | 7×1=7     |
| 2. Reference to context<br>(two out of four)         | 2×4 =8    |
| 3. Essay type Question on Prose<br>(one out of two)  | 1×10=10   |
| 4. Essay type Question on Poetry<br>(one out of two) | 1×10=10   |
| 5. A) Use of Articles                                | 4 x 1 = 4 |
| B) Use of Prepositions                               | 4 x 1 = 4 |
| 6. Use of Verbs (tenses)                             | 7×1=7     |
| 7. Words used in different Parts of Speech           | 5×2 =10   |
| 8. Functional Vocabulary (synonyms and antonyms)     | 10×1=10   |

**English-1 (AECC)**  
**70 marks paper for 3 hours duration and 30 marks for Internal Assessment**  
**60 hrs Syllabus for 3 Credits**  
**Teaching Hours:4 Hours per Week**

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**Course and Skill Outcome**

1. This paper aims at introducing English poetry and prose to develop reading skills
2. It teaching them the basics of English grammar.

**Text Book: Life and Learning**, ed Board of Editors, Orient Blackswan, Hyderabad

**I Prose**

1. The Eyes are not Here - Ruskin Bond
2. The Kabuliwalah - Rabindranath Tagore
3. From Decolonizing the Mind - Ngugi wa Thiongo'O

**II Poetry**

1. Sonnet 130 - William Shakespeare
2. Mending Wall - Robert Frost
3. Good Bye Party to Miss Pushpa T. S. - Nissim Ezekiel

**III Grammar and Composition**

1. Parts of Speech with special emphasis on Articles and Prepositions  
(Focus may be on the following prepositions: On, in, of, off, for, into, with, beside, besides, under, over, by, from, to, at, across, since, between, among, above, up, after, before, through)
2. Tenses (with focus on use of simple present tense and past tense)
3. Words used in different parts of Speech
4. Functional vocabulary (synonyms and antonyms: see Annexure-1))

**Suggested Reading: R. P. Singh's *Functional Skills in Language and Literature*, OUP**  
**Question Paper Pattern** **70 Marks**

- |  |             |
|--|-------------|
| 1. Objective type Questions                          | 7×1=7       |
| 2. Reference to context<br>(two out of four)         | 2x4 =8      |
| 3. Essay type Question on Prose<br>(one out of two)  | 1×10=10     |
| 4. Essay type Question on Poetry<br>(one out of two) | 1x10=10     |
| 5. A) Use of Articles                                | (4 x 1 = 4) |
| B) Use of Prepositions                               | (4 x 1 = 4) |
| 6. Use of Verbs (tenses)                             | 7x1=7       |
| 7. Words used in different Parts of Speech           | 5x2 =10     |
| 8. Functional Vocabulary (synonyms and antonyms)     | 10x1=10     |

**English-1 (AECC)**  
**70 marks paper for 3 hours duration and 30 marks for Internal Assessment**  
**60 hrs Syllabus for 3 Credits**  
**Teaching Hours:4 Hours per Week**

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**Course and Skill Outcome**

1. This paper aims at introducing English poetry and prose to develop reading skills
2. It teaching them the basics of English grammar.

**Text Book: Timeless Wisdom**, Board of Editors, Orient Blackswan, Hyderabad

**I. Prose**

- |                                  |                  |
|----------------------------------|------------------|
| 1. Playing the English Gentleman | - Mahatma Gandhi |
| 2. Let's Go Home                 | - Kewlin Sio     |
| 3. Marriage is a Private Affair  | - Chinua Achebe  |

**II . Poetry**

- |                       |                   |
|-----------------------|-------------------|
| 1. River              | - A. K. Ramanujan |
| 2. The Road not Taken | - Robert Frost    |
| 3. If                 | - Rudyard Kipling |

**III Grammar and Composition**

1. Parts of Speech with special emphasis on Prepositions and Articles  
(Focus may be on the following prepositions: On, in, of, off, for, into, with, beside, besides, under, over, by, from, to, at, across, since, between, among, above, up, after, before, through)
2. Tenses (with focus on use of simple present tense and past tense)
3. Words used in different parts of speech
4. Functional vocabulary (synonyms and antonyms: see Annexure-1))

**Reference Book: R. P. Singh's Functional Skills in Language and Literature, OUP**  
**Question Paper Pattern** **70 Marks**

- |  |             |
|--|-------------|
| 1. Objective type Questions                          | 7×1=7       |
| 2. Reference to context<br>(two out of four)         | 2×4 =8      |
| 3. Essay type Question on Prose<br>(one out of two)  | 1×10=10     |
| 4. Essay type Question on Poetry<br>(one out of two) | 1x10=10     |
| 5. A) Use of Articles                                | (4 x 1 = 4) |
| B) Use of Prepositions                               | (4 x 1 = 4) |
| 6. Use of Verbs (tenses)                             | 7x1=7       |
| 7. Words used in different Parts of Speech           | 5x2 =10     |
| 8. Functional Vocabulary (synonyms and antonyms)     | 10x1=10     |



## English-2 (AECC)

70 marks paper for 3 hours duration and 30 marks for Internal Assessment

60 hrs Syllabus for 3 Credits

Teaching Hours: 4 Hours per Week

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### Course and Skill Outcome

1. This paper aims at introducing English poetry and prose to develop reading and comprehension skills.
2. It teaches them the basics of communicative English.

**Text Book: Shalmala: An Anthology of Poetry and Prose.** Ed; Board of Editors, OUP, Bengaluru

### I Prose

- |                                 |                  |
|---------------------------------|------------------|
| 1. The Nightingale and the Rose | -Oscar Wilde     |
| 2. The Canker of Untruth        | - Mahatma Gandhi |
| 3. The Silver Lining            | - Chaman Nahal   |

### II Poetry

- |                           |                    |
|---------------------------|--------------------|
| 1. To India my Nativeland | - Henry Derozio    |
| 2. Village School Master  | - Oliver Goldsmith |
| 3. The Tiger              | - William Blake    |

### III Grammar and Composition

Correction of Errors, Combining sentences with appropriate conjunctions

Use of adverbs and adjectives, Dialogue Writing: Common situations

Short speeches for welcoming, introducing, proposing vote of thanks and Teachers Day, Gandhi Jayanti, Independence Day and Republic Day etc.

One-word substitution (See Annexure-2)

**Suggested Reading: R. P. Singh's *Functional Skills in Language and Literature*, OUP**

### Question Paper Pattern

**70 Marks**

- |   |           |
|---|-----------|
| 1. Objective type Questions                                   | 7×1=7     |
| 2. Essay type question on prose<br>(one out of two)           | 10        |
| 3. Essay type question on poetry<br>(one out of two)          | 10        |
| 4. Short notes on Prose & Poetry<br>(two out of four)         | 2×4=8     |
| 5. Correction of errors                                       | 5×1=5     |
| 6. a. Combining sentences with appropriate conjunctions (5×1) | 10        |
| b. Use of proper adverbs and adjectives                       | ( 5×1)    |
| 7. A) Dialogue Writing  | (1×5 = 5) |
| B) Short speeches   | (1×5 = 5) |
| 8. A) One word substitution                                   | (5×1 = 5) |
| B) Collocations   | (5×1= 5)  |

**English-2 (AECC)**  
**70 marks paper for 3 hours duration and 30 marks for Internal Assessment**  
**60 hrs Syllabus for 3 Credits**  
**Teaching Hours: 4 Hours per Week**

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**Course and Skill Outcome**

1. This paper aims at introducing English poetry and prose to develop reading and comprehension skills.
2. It teaches them the basics of communicative English.
- 3.

**Text Book Life and Learning**, ed Board of Editors, Orient Blackswan, Hyderabad

**I Prose**

- |                           |                     |
|---------------------------|---------------------|
| 1. On Shaking Hands       | - A. G. Gardiner    |
| 2. The Diamond Necklace   | - Guy de Maupassant |
| 3. My Brother, My Brother | - Norah Burke       |

**II Poetry**

- |                               |                   |
|-------------------------------|-------------------|
| 1. A Noiseless Patient Spider | - Walt Whitman    |
| 2. La Belle Dame Sans Merci   | - John Keats      |
| 3. The Last of the Princes    | - A. K. Ramanujan |

**III Grammar and Composition**

Correction of Errors

Combining sentences with appropriate conjunctions

Use of adverbs and adjectives

Dialogue Writing: Common situations

Short speeches for welcoming, introducing, proposing vote of thanks and Independence Day and Republic Day

Resume writing

**Suggested Reading: R. P. Singh's *Functional Skills in Language and Literature*, OUP**

**Question Paper Pattern**

**70 Marks**

- |  |                        |       |
|--|------------------------|-------|
| 1. Objective type Questions  |                        | 7×1=7 |
| 2. Essay type question on prose<br>(one out of two)  |                        | 10    |
| 3. Essay type question on poetry<br>(one out of two)   |                        | 10    |
| 4. Short notes on Prose & Poetry<br>(two out of four)  |                        | 2×4=8 |
| 5. Correction of errors  |                        | 5×1=5 |
| 6. a. Combining sentences with appropriate conjunctions<br>b. Use of proper adverbs and adjectives | (5×1)<br>( 5×1)        | 10    |
| 7. A) Dialogue Writing<br>B) Short speeches  | (1×5 = 5)<br>(1×5 = 5) | 10    |
| 8. A) One word substitution<br>B) Collocations   | (5×1 = 5)<br>(5×1 = 5) | 10    |

## English-2 (AECC)

70 marks paper for 3 hours duration and 30 marks for Internal Assessment

60 hrs Syllabus for 3 Credits

Teaching Hours: 4 Hours per Week

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### Course and Skill Outcome

1. This paper aims at introducing English poetry and prose to develop reading and comprehension skills.
2. It teaches them the basics of communicative English.

**Text Book: Timeless Wisdom**, Board of Editors, Orient Blackswan, Hyderabad

### I. Prose

1. Sparrows - K. A. Abbas
2. An Astrologer's Day - R. K. Narayan
3. The Function of Education - J. Krishnamurti

### II . Poetry

1. The World is Too Much With Us - William Wordsworth
2. Prayer Before God - Louis MacNeice
3. Gandhi - Niranjana Mohanty

### III Grammar and Composition

Correction of Errors, Combining sentences with appropriate conjunctions

Use of adverbs and adjectives, Dialogue Writing: Common situations

Short speeches for welcoming, introducing, proposing vote of thanks and Independence Day and Republic Day

One word substitution (See Annexure-2), Collocations (See Annexure-2)

**Suggested Reading: R. P. Singh's Functional Skills in Language and Literature, OUP**

### Question Paper Pattern

70Marks

- |   |  |       |
|---|--|-------|
| 1. Objective type Questions                                   |  | 7×1=7 |
| 2. Essay type question on prose<br>(one out of two)           |  | 10    |
| 3. Essay type question on poetry<br>(one out of two)          |  | 10    |
| 4. Short notes on Prose & Poetry<br>(two out of four)         |  | 2×4=8 |
| 5. Correction of errors                                       |  | 5×1=5 |
| 6. a. Combining sentences with appropriate conjunctions (5×1) |  | 10    |
| b. Use of proper adverbs and adjectives (5×1)                 |  |       |
| 7. A) Dialogue Writing (1×5 = 5)                              |  | 10    |
| B) Short speeches (1×5 = 5)                                   |  |       |
| 8. A) One word substitution (5×1 = 5)                         |  | 10    |
| B) Collocations (5×1 = 5)                                     |  |       |

## 10. APPENDIX: PROPOSED LIST OF DISCIPLINE SPECIFIC ELECTIVE COURSES (DSEs) FOR ENGLISH (HON) UNDER NEP (2020)

### List of Other Electives Discussed in the Committee

**Note: Core papers mentioned in the table above should be followed across the state to ensure credit transfer**

1. Comparative Literature
2. Immigrant/Diaspora Studies
3. European Classics
4. American Literature
5. Afro American Studies
6. Crime Fiction
7. Science Fiction
8. Climate fiction
9. Graphic Novels
10. Partition Narratives
11. Caribbean Literature
12. Australian Literature
13. Children's Literature
14. Latin-American Literature
15. American Asian Studies/Literature
16. Film Studies
17. Modern European Drama
18. Popular literature
19. American Poetry & Poetics
20. The True Blank of Eye: Reading Visuals
21. Drama on Page and Stage
22. Rhetorical Studies : An Introduction
23. A well Lighted place : A Look at Short Stories
24. Travel Writing
25. Black Aesthetics
26. Dalit Aesthetics
27. Common wealth / New literature
28. Indian Aesthetics/Poetics
29. Modern Indian Drama and Theatre
30. Subaltern Studies
31. World Literature
32. Life Narratives
33. Digital Humanities
34. Medical Humanities
35. English for Employment
36. English for the Workplace/space
37. English for social composition
38. Creative writing
39. Content writing
40. Technical writing
41. Medical transcriptionist