

**Model Curriculum Structure and Syllabus for
the Undergraduate Degree Program**

III & IV Semester

Generic English/L2, DSCC – B.A. (Basic/Hons.)

English Literature, DSCC – B.A. (Basic/Hons.)

Communicative English and Open Electives

1.MODEL SYLLABUS

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

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

Total Credits for the Program: 03

Teaching hour per week: 04

Title of the Course: GENERIC ENGLISH - L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	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		50/56hrs	60 marks
UNIT - 1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		23 Hrs	40 marks
READING SKILLS	PLAY/VISUAL TEXTS		30 marks
	<ul style="list-style-type: none"> • SHORT PLAY <li style="text-align: center;">OR • GRAPHIC NARRATIVE <p>*Graphic novels combine text and pictures equally in order to convey a narrative.</p> <p>Eg. <i>The People of the Indus</i> by Nikhil Gulati with Dr. Jonathan Mark Kenoyer</p> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • READING DIGITAL ADVERTISEMENTS, DIGITAL MEDIA, DIGITAL CARTOONS AND SUCH OTHERS 	15 hrs	
LISTENING SKILLS Audio version of the speeches to be emphasised	PERSUASIVE SPEECHES (Any Five)	8 hrs	10 marks
	<p>“Quit India” speech delivered by Mahatma Gandhi on August 8, 1942, when he addressed the A.I.C.C. at Mumbai.</p> <p>https://youtu.be/QXajHuEKYCg</p>		
	<p>“Crisis of Civilization” speech by Rabindranath Tagore at Shanti Niketan in April 1941 was his last speech. Tagore had been unwell for some time, yet his words were very moving.</p> <p>https://www.youtube.com/watch?v=56dWrRCJwgE</p>		
	<p>Swami Vivekananda’s speech at the World Parliament of Religions in Chicago, in which he introduced Hinduism to North America, became historical.</p>		
	<p>https://www.youtube.com/watch?v=nbkRGhNbYZE</p>		
	<p>“<i>Give me blood and I will give you freedom</i>” speech by Subhas Chandra Bose became historical and inspired the youth of India at large. He also formed</p>		

	Ajad Hind Army to fight for freedom. https://youtu.be/5hcEZxDYtvc		
	Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17,1946 https://www.youtube.com/watch?v=2VFm0Uo63rY		
	The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management Link: https://youtu.be/mMqJztCWbqA		
	“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. Link: https://youtu.be/neKaXXXKtHE?t=30		
	“Freedom is my birth right” speech by Bal Gangadhar Tilak , when he came out of prison after serving a sentence of six years, revives the spirit of nationalism.		
	Martin Luther King’s ‘I Have a Dream’ Speech, 1963 https://www.youtube.com/watch?v=smEqnklfYs		
	The speech by Kiran Bedi , India’s first woman IPS officer on visionary leadership. https://youtu.be/IqYqMhVxTsY		
UNIT – 2			
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		23 hrs	20 marks
SPEAKING SKILLS	PRESENTATION SKILLS	5 hrs	
	Types - <ul style="list-style-type: none"> • Informative/Instructional Presentation • Persuasive Presentation • Decision Making Presentation • Demonstrative Presentation 		5 marks
WRITING SKILLS	INTRODUCTION TO WRITING AND TYPES OF WRITING		
	Introduction to Writing Types of Writing <ul style="list-style-type: none"> • Descriptive Writing • Narrative Writing 	6 hrs	5 marks

	<ul style="list-style-type: none"> • Reflective Writing • Persuasive/Argumentative Writing • Comparative Writing • Cause and Effect Writing 		
	BUSINESS CORRESPONDENCE		
	Letters of Enquiry, Order Letters, Letters of Complaint, Reply to Letter of Complaint, Promotion Letters, Sales Letters	6 hrs	5 marks
	COMMERCIAL WRITING	6 hrs	5 marks
	<ul style="list-style-type: none"> • Advertisement Writing • Product Manual • Poster/Brochure Writing 		
FORMATIVE ASSESSMENT		4 hrs	
FORMATIVE ASSESSMENT ACTIVITIES	Discussion / Guidance for Experiential Learning under Formative Assessment		

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 in Marks
Internal Test	10
Presentation – (seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews/ /Case Study/ Project/ Internship Note: <ul style="list-style-type: none">• 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

UNIT – 1

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

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

UNIT – 2

PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS

- | | | |
|-------|--|-------|
| V. | Answer in about a page (1 question out of 2) | 1x5=5 |
| VI. | Answer in about a page (1 question out of 3) | 1x5=5 |
| VII. | Answer in about a page (1 question out of 3) | 1x5=5 |
| VIII. | Answer in about a page (1 question out of 3) | 1x5=5 |

BLOOM'S TAXONOMY ASSESSMENT

In 1956, American educational psychologist Benjamin Samuel Bloom created a system for explaining the progression of steps for learning. His book, "Taxonomy of Educational Objectives: The Classification of Educational Goals" speaks of categorizing reasoning skills based on the critical thinking and creative writing. This work known as Bloom's Taxonomy, was revised slightly in 2001.

Bloom's taxonomy has three separate domains of educational activities

- Cognitive
- Psychomotor
- Affective

These domains are also referred to by the acronym KSA, as follows:

- K = Knowledge (cognitive)
- S = Skills (psychomotor)
- A = Attitudes (affective)

The objective is that all students should acquire new *knowledge*, *skills*, and *attitudes* about a given subject by the end of the course.

In Bloom's Taxonomy, there are six levels of skills:

The lowest level of challenge for learners and teachers is at the bottom of the taxonomy, and the most challenging level is at the top.

Lower Order Thinking (LOT) exists towards the bottom of the pyramid and involves remembering basic facts.

Higher Order Thinking (HOT) exists towards the top of the pyramid and requires applying knowledge, such as the ability to hypothesize and theorize.

These 6 levels can be used to structure the learning objectives, lessons, and assessments. Questions can be framed based on the verbs mentioned below:

Knowledge: Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote, State, Match, Recognize, Select, Examine, Locate, Recite, Enumerate, Record, List, Quote, Label.

Understand: Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite, Discuss, Distinguish, Delineate, Extend, Predict, Indicate, Translate, Inquire, Associate, Explore, Convert.

Apply: Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer, Show, Demonstrate, Involve, Dramatize, Produce, Report, Act, Respond, Administer, Actuate, Prepare, Manipulate.

Analyze: Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart, Problem-Solve, Differentiate, Deduce, Conclude, Devise, Subdivide, Calculate, Order, Adapt.

Evaluate: Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe, Revise, Refine, Grade, Argue, Support, Evolve, Decide, Re-design, Pivot.

Create: Design, Write, Modify, Role-Play, Develop, Rewrite, Collaborate, Pivot, Modify, Invent, Formulate, Invent, Imagine.

PEDAGOGY

Student centric teaching aims at helping the students to understand that listening, speaking, reading and writing are not just the language skills but they are life skills too. The course will also equip the student with job skills to become content writers, interpreters, translators, transcribers and also the course will facilitate preparation for competitive examinations such as UPSC/ KPSC/ IBPS/ SSC/ RAILWAYS/ TOEFL/ IELTS and such others.

Graphic novel – a narrative text uses language to recreate experience. Graphic novels combine text and pictures equally in order to convey a narrative.

Digital advertising promotes business, products, and services to generate brand awareness, sales, and more through digital, like Google, Facebook, YouTube, and such other social media.

Reading Skills	Reading Visual texts stimulates the imagination of the students resulting in impactful comprehension. The text could be used to teach the processes of understanding like ‘Interpreting’, ‘Exemplifying’, ‘Classifying’, ‘Summarizing’, ‘Inferring’, ‘Comparing’, and ‘Explaining’.
Listening Skills	Listening to the speeches of great personalities will teach voice modulation and expressive articulation. Students could be made to listen and reproduce the speech in an impactful manner. The students can be made to deliver speech on any topic of their choice as classroom activity.
Speaking Skills	Team leaders, marketing professionals, Sales people, financial and healthcare executives, human resources professionals, government staff, and other managerial people are expected to be good communicators. Presentations will help the students in effective information delivery. Games like <i>PowerPoint Karaoke</i> can be played where participants take turns presenting slide decks that they've never seen before. This would increase the confidence of the students to provide effective presentations.
Writing Skills	Writing skill increases career opportunities and increases productivity. The ability to write with brevity and clarity can be acquired by practice. Writing exercises can be taken from play or graphic narrative prescribed under Reading Skill. Commercial writing which involves Advertisement writing is a marketing communication that aims to promote or provide information about a product, idea or service. Advertisements are usually communicated through mass media such as newspapers, magazines, radio, televisions, social media, and blog. Students can be given assignments on blog writing, product manual, posters and brochures.

Suggested Graphic Narratives

1. *Ambedkar: India's Crusader for Human Rights* by Kieron Moore (Author), Sachin Nagar (Illustrator)
2. *Persepolis* by Marjane Satrap
3. *Legends of Halahala* by Appupen
4. *Forest of Forgotten Fears* by Maithili and the Minotaur

Suggested Short Plays

1. *The Monkey's Paw* by W.W. Jacob
2. *All my Sons* by Arthur Miller
3. *Siri Sampige* by Chandrashekar Kambar
4. *The Open Window* by H.H. Munro

References

- Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
- Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., www.gordontraining.com/free-workplace-articles/active-listening/, Extract from 1957 article
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- Peck, John and Martin Coyle. *Write It Right – Secrets of Effective Writing (Palgrave Study Skills)*, Palgrave Macmillan, 2005, 2012.
- Stannard Allen William . *Living English Structure*. Longman, London, 1974.
- Wood, Frederick.T. *A Remedial English Grammar for Foreign Students*. Macmillan Education, India, 1990.
- Stanford Gene. *Better Writing: From Paragraph to Essay*. Harcourt College Pub, California, 1980.
- Chaturvedi PD and Mukesh Chaturvedi. *Business Communication, Concepts, Cases and Applications*. Pearson, 2011.
- Dev, Anjana Neira, Anuradha Marwah & Swati Pal. *Creative writing - A Beginners Manual*. Pearson.2008
- Murphy, Raymond. *Grammar in Use*. CUP, 2019. 5th Edition.
- Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP,1998, 2013.

2. MODEL SYLLABUS
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

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

Total Credits for the Program: 03

Teaching hours per week: 4

TITLE OF THE COURSE: GENERIC ENGLISH – L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/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		50/56hrs	60 marks
UNIT - 1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		23 hrs	
Chapter 1: READING SKILLS	LIFE WRITING OR NOVELLA/NOVEL	18 hrs	30 marks
Chapter 2: LISTENING SKILLS	LISTENING AND DECODING	5 hrs	10 marks
	Listen to and understand selected poems (2 poems)	3 hrs	
	Listen to and understand TED Talks 2 talks (15-20 mins) (Based on Environment, Health, Life Skills and such others)	2 hrs	
UNIT - 2			
PRODUCTIVE SKILLS SPEAKING SKILLS AND WRITING SKILLS		23 hrs	
Chapter – 3 SPEAKING SKILLS	(Any 2)	4 hrs	5 marks
	• <i>Pechakucha</i> Presentation		
	• Group Discussion		
	• Public Speaking		
	* <i>PechaKucha</i> is a presentation format that requires a speaker to deliver twenty seconds of commentary per slide for twenty automatically advancing slides. <i>PechaKucha</i> , which means “the sound of conversation” or “chit-chat” in Japanese, is a popular social event and a novel way for companies and educators to help employees and students sharpen public speaking skills and promote connectivity. The total presentation time for a <i>PechaKucha</i> presentation is six minutes and forty seconds.		
WRITING SKILLS	TECHNICAL WRITING (Any 4)		5 marks
	• Scientific Writing • Copy writing • Business Writing • Travel Writing	8 hrs	

	• Article Writing		
E-correspondence and Content Writing Skills			
	• E-mail Casual and Professional (Any 3)	5 hrs	5 marks
	Apology Letters, Appreciation Letters, Congratulation Letters, Termination letter, Promotion letter and such others		
	• Social Media Content Writing skills (Any 3)	6hrs	5 marks
	Blog writing, Podcast writing, Writing on Twitter, Writing on Facebook, Writing on Quora, Writing on Instagram		
FORMATIVE ASSESSMENT ACTIVITIES		4hrs	
Discussion /Guidance for Experiential Learning under Formative Assessment			

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

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Presentation – (seminar/webinar)	10
Experiential Learning (Any 2 Activities) <ul style="list-style-type: none">• Creative Writing• Report on any Mega event• Surveys• Interviews• Case Study• Project• Internship	20
Note: <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.	
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

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

UNIT – 1

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

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

UNIT – 2

PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS

- | | | |
|-------|--|-------|
| XIII. | Answer in about a page (1 question out of 2) | 1x5=5 |
| XIV. | Answer in about a page (1 question out of 3) | 1x5=5 |
| XV. | Answer in about a page (1 question out of 3) | 1x5=5 |
| XVI. | Answer in about a page (1 question out of 3) | 1x5=5 |

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In 1956, American educational psychologist Benjamin Samuel Bloom created a system for explaining the progression of steps for learning. His book, "Taxonomy of Educational Objectives: The Classification of Educational Goals" speaks of categorizing reasoning skills based on the critical thinking and creative writing. This work known as Bloom's Taxonomy, was revised slightly in 2001.

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These 6 levels can be used to structure the learning objectives, lessons, and assessments. Questions can be framed based on the verbs mentioned below:

Knowledge: Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote, State, Match, Recognize, Select, Examine, Locate, Recite, Enumerate, Record, List, Quote, Label.

Understand: Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract,

Paraphrase, Cite, Discuss, Distinguish, Delineate, Extend, Predict, Indicate, Translate, Inquire, Associate, Explore, Convert.

Apply: Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer, Show, Demonstrate, Involve, Dramatize, Produce, Report, Act, Respond, Administer, Actuate, Prepare, Manipulate.

Analyze: Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart, Problem-Solve, Differentiate, Deduce, Conclude, Devise, Subdivide, Calculate, Order, Adapt.

Evaluate: Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe, Revise, Refine, Grade, Argue, Support, Evolve, Decide, Re-design, Pivot.

Create: Design, Write, Modify, Role-Play, Develop, Rewrite, Collaborate, Pivot, Modify, Invent, Formulate, Invent, Imagine.

PEDAGOGY

Learner oriented teaching aims at helping the students to understand that listening, speaking, reading and writing are not just the language skills but they are life skills too.

Life-writing includes biography, autobiography, memoirs, letters, diaries, journals, anthropological data, oral testimony, eye-witness accounts, biopics, plays and musical performances, obituaries, scandal sheets, and gossip columns, blogs, and social media such as Tweets and Instagram stories. This would encourage our students to become transcendent creative writers by expressing life's experiences.

Novella or Novel – is a narrative text which uses language to recreate experiences. This can be used to teach students how to outline their experiences into meaningful narratives. Theme, plot, structure, characterisation, dialogues, contexts and narratives help the students to be articulate.

Reading Skills	<p>Reading a Life-writing/novella/novel will help students to practice skimming, scanning, analyzing and interpreting skills.</p> <p>Reading the text will also help students to develop vocabulary building, clarity in comprehension, and decoding of written language and texts.</p> <p>Reading aloud will improve pronunciation of the reader.</p>
Listening Skills	<p>Listening to the presentations will train the students in attentive listening and reflective reading which contribute towards strengthening of language skills.</p> <p>Role plays based on the life writings novella/novel, video-audio clippings of the life writings novella/novel or similar situation-based videos played in the classroom will help the students to listen to the proper pronunciation of the words, modulation of voice, intonation and effective delivery of speech.</p>
Writing Skills	<p>Writing skill involves grammar, punctuation, spelling, vocabulary, clarity, brevity, revising.</p> <p>Report writing, social media writing and Email writing enhance the skills needed in professional sphere.</p> <p>Students should be made to write essays, short answers and analytical descriptive answers based on the life writings novella/novel prescribed.</p> <p>Life writing/novella/novel could be used for dialogue writing, summarizing, note taking, note making, paraphrasing and vocabulary building.</p> <p>Dialogues in the life writing/novella/novel can be used to teach transformation of sentences from direct to indirect speech, to write narrative paragraphs and such other language skills.</p> <p>Life writing/novella/novel can also be used for story writing, character analysis, recreating the context from different perspectives to build critical thinking and creative writing.</p>

Speaking Skills	<p>Presentation Skills refine communicative ability. Using effective and influential slides for visual communication, use of effective language in verbal communication and building good rapport with the audience through interpersonal communication play a vital role in presentations.</p> <p>Impactful use of non-verbal language can be taught through visuals. Life writing/novella/novel has to be used to provide loud reading practice.</p> <p>Role plays, dialogue delivery, oral narration of the situations by the students, vocabulary games and oral presentation of the themes in the novella should be done to enhance the speaking skills of the students. Students can be asked for short presentations based on the life writing/novella/novel for effective and confident communication skills.</p>
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Suggested Novels/ Novellas

1. *Animal Farm* by George Orwell
2. *Carvalo* by Poornachandra Tejaswi
3. *The Guide* by RK Narayan
4. *Kiragoorina Gayyaligalu* by Poornachandra Tejaswi
5. *Untouchable* by Mulraj Anand
6. *The English Teacher* by RK Narayan
7. *Nombu* by Fakir Muhammed Katpadi
8. *The Financial Expert* by RK Narayan
9. *Rudali* by Mahashweta Devi
10. *Malgudi Days* by R.K. Narayan
11. *Indira Bai* by Gulvadi Venkat Rao translated by Vanamala Viswanatha and Shivaram Padikkal.
12. *Dwipa* by Na D Souza

Suggested Life writings

1. *The Story of My Experiments with Truth* by Mahatma Gandhi
2. *Wings of Fire: An Autobiography* by Dr. A. P. J. Abdul Kalam with Arun Tiwari
3. *The Diary of a Young Girl* by Anne Frank
4. *Steve Jobs* by Walter Isaacson
5. *Karukku* by Bama, Translator: Lakshmi Holmstrom
6. *A Shot at History: My Obsessive Journey to Olympic Gold* by Abhinav Bindra
7. *Unbreakable* by Mary Kom
8. *The Race of My Life* by Milkha Singh

References

Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.

Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., www.gordontraining.com/free-workplace-articles/active-listening/, Extract from 1957 article

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- Stannard Allen William . *Living English Structure*. Longman, London, 1974.
- Wood, Frederick.T. *A Remedial English Grammar for Foreign Students*. Macmillan Education, India, 1990.
- Stanford Gene. *Better Writing: From Paragraph to Essay*. Harcourt College Pub, California, 1980.
- Chaturvedi PD and Mukesh Chaturvedi. *Business Communication, Concepts, Cases and Applications*. Pearson, 2011.
- Dev, Anjana Neira, Anuradha Marwah & Swati Pal. *Creative writing - A Beginners Manual*. Pearson.2008
- Murphy, Raymond. *Grammar in Use*. CUP, 2019. 5th Edition.
- Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP,1998, 2013.

3.MODEL SYLLABUS
CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM
SEMESTER III
DISCIPLINE SPECIFIC CORE COURSE(DSCC)
B.A. (HONS.) ENGLISH LITERATURE

Starting year of implementation: 2022-23

Discipline/Subject: Discipline Specific Core Course (DSCC)

Name of the Degree Program: B.A. (HONS.) English Literature

Total Credits for the Program: 03

Teaching hours per week: 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

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

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

THE III SEMESTER BA (HONS.) ENGLISH LITERATURE PROGRAM HAS TWO DSCC COURSES (COURSE 5 & 6) FOR 06 CREDITS: EACH COURSE HAS 03 CREDITS. BOTH THE COURSES ARE COMPULSORY.

**COURSE – 5
TITLE - BRITISH LITERATURE UP TO 1800
PAPER 1
FROM CHAUCER TO THE AGE OF TRANSITION**

Course	Type of Course	Theory/ Practical	Credits	Instruction hours per week	Total No. of Lectures /Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
05	DSCC	Theory	03	03	45hrs	2 1/2hrs	40	60	100

COURSE OUTCOMES

After completion of course, students will be able to:

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

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

<p>Goldsmith, John Bunyan, Aphra Behn, Margaret Cavendish, Elizabeth Cary, Anne Finch, Amelia Lanyer, Fanny Burney, Elizabeth Carter etc.</p> <p><i>King Lear, As You Like It, Volpone, Paradise Lost, Absalom and Achitophel, Rape of the Lock, Pamela, Letters of Elizabeth Carter etc.</i></p>	
<p>UNIT III</p> <p>REPRESENTATIVE TEXTS</p>	<p>15hrs</p>
<p>Sonnet (Any two)</p> <ul style="list-style-type: none"> • Sonnet 18 <i>Shall I Compare Thee to a Summer's Day</i> - William Shakespeare • <i>On His Blindness</i> - John Milton <p>Lyric (Any two)</p> <ul style="list-style-type: none"> • <i>Lover's Infiniteness</i> - John Donne • <i>A Poison Tree</i> - William Blake <p>Essay (Any two)</p> <ul style="list-style-type: none"> • <i>Of Love</i> - Francis Bacon • <i>Sir Roger at Church</i> - Joseph Addison • <i>Voyage to Lilliput</i> - Jonathan Swift • <i>Man in Black</i> – Oliver Goldsmith <p>Play (Any One from the prescribed period)</p> <ul style="list-style-type: none"> • <i>The Merchant of Venice</i> – William Shakespeare • <i>Doctor Faustus</i> – Christopher Marlowe • <i>The Alchemist</i> - Ben Jonson • <i>All for Love</i> – John Dryden • <i>Way of the World</i> – William Congreve • <i>School for Scandal</i> – Richard Brinsley Sheridan • <i>She Stoops to Conquer</i> – Oliver Goldsmith 	

Teaching material

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

Books Recommended and Suggested Reading

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

ASSESSMENT

A. FORMATIVE ASSESSMENT – 40 marks

B. SUMMATIVE ASSESSMENT – 60 Marks

TOTAL - 100 Marks

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

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

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

B. SUMMATIVE ASSESSMENT – 60 Marks

GENERAL PATTERN OF THEORY QUESTION PAPER

Time: 2 ½ Hours

Total: 60 Marks

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 number of hours prescribed.

**THE III SEMESTER HAS TWO COURSES (COURSE 5 & 6) FOR 06 CREDITS:
EACH COURSE HAS 03 CREDITS. BOTH THE COURSES ARE COMPULSORY.**

**COURSE – 6
TITLE - INDIAN LITERATURE IN TRANSLATION
PAPER 2**

Course	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
06	DSCC	Theory	03	03	45hrs	21/2hrs	40	60	100

COURSE OUTCOME

After completion of course, students will be able to:

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

COURSE 6 TITLE - INDIAN LITERATURE IN TRANSLATION PAPER 2	Total Hrs: 45
UNIT I INTRODUCTION TO TRANSLATION STUDIES	15hrs
Introduction to Translation Studies in India References: <ul style="list-style-type: none"> • <i>Translation as Discovery</i> - Sujit Mukherjee • <i>Indian Literature in English Translation</i> - G. N. Devy 	
UNIT II REPRESENTATIVE TEXTS (ANY 6-8 TRANSLATED POEMS)	15hrs
Vachanas of Basavanna – No. 59 <i>Cripple me Father</i> , No. 97 <i>The Master in the House</i> Vachanas of Akkamahadevi: 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)	
UNIT-III REPRESENTATIVE TEXTS (Any one Novel or Play and four Short Stories)	15hrs

Novels

- *Godan* - Prem Chand
- *Breaking Ties* - Sara Abubaker (Kannada)
- *Chemmeen* - T. S. Pillai

Plays

- *Abhijnana Shakuntala* - Kalidas
- *Andha Yug* - Dharamavir Bharati
- *Evam Indrajit* - Badal Sircar
- *Listen Janamejaya* - Adya Rangacharya
- *Silence! the Court is in Session* - Vijay Tendulkar

Short Stories

- *The Silent Rattle* - Dr. Basu Bevinagidad
- *The Weed* - Amrita Pritam
- *A Tale of 1947* - Sadat Hasan Manto
- *The Curd Seller* - 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

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

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

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

B. SUMMATIVE ASSESSMENT – 60 Marks

GENERAL PATTERN OF THEORY QUESTION PAPER

Time: 2 ½ Hours

Total: 60 Marks

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 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 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

5. MODEL SYLLABUS
CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM
SEMESTER III
DISCIPLINE SPECIFIC CORE COURSE(DSCC)
B.A. (HONS.) COMMUNICATIVE ENGLISH

Starting year of implementation: 2022-23

Discipline/Subject: Discipline Specific Core Course (DSCC)

Name of the Degree Program: BA (HONS.) COMMUNICATIVE ENGLISH

Total Credits for the Program: 04+02(Practical)

Teaching hours per week: 04+04 (Practical)

Sem	Type of Course	Theory/ Practical	Instruction Hr/Week	Total Hours of Syllabus/ Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
III	DSCC A3	Theory	4	56	2 1/2 Hours	40	60	100	4
		Practical	4	48	2 Hours	25	25	50	2
IV	DSCCA4	Theory	4	56	2 ½ Hours	40	60	100	4
		Practical	4	48	2 Hours	25	25	50	2

OBJECTIVES

1. To acquaint students about the background and evolution of Print Media and Radio.
2. To enhance the knowledge about the role of newspapers and radio in society.
3. To help students have a clear idea about the functioning of a newspaper organization, familiarize with the characteristics of print media content and the basics of writing for print media.
4. To understand the aspects of news writing, feature writing and profile writing.
5. To learn to frame questions and compile information before interviewing a person.
6. To know the different formats of radio programmes and understand the conventions of scriptwriting for different radio genres.
7. To apply theoretical and practical skills in print and radio.

COURSE OUTCOMES

After completion of the course, the student will be

1. Acquainted with the history of print media and radio.
2. Familiar with the role of newspapers and radio in society.
3. Able to have knowledge about the functioning of a newspaper organization.
4. Familiar with the different kinds of writing in print media and also conversant in writing features, news reports and scripting for radio programmes.
5. Conversant with framing questions and interviewing.
6. Able to create and develop different radio scripts using appropriate skills.
7. Able to bring out a newsletter and produce a radio programme

Number of Theory Credits	Number of lecture hours/ semester	Number of practical Credits	Number of practical hours/ Semester
04	52 or 56	02	48

A3 TITLE: INTRODUCTION TO MASS COMMUNICATION AND WRITING FOR MEDIA: PRINT AND RADIO	52/56Hrs
UNIT – 1	13/14
Features of Mass Communication and Effects of Mass Media Introduction to Print Media Origin and growth of Newspapers in India Structure of a Newspaper organization News Agencies Major Newspapers, Magazines, Tabloid News Report a. Types of News Writing b. Writing Reports	
UNIT – 2	13/14
Headline a. Kinds of Headlines b. Writing Headlines for news reports	

<p>Features</p> <p>a. Kinds of features</p> <p>b. Writing features</p> <p>c. Writing Profiles</p> <p>Interviews</p> <p>a. Types of Interviews</p> <p>b. Framing questions for an Interview</p> <p>Letters to the Editor</p>	
UNIT – 3	13/14
<p>Introduction to Radio as a Medium of Communication</p> <p>A brief history of Radio in India</p> <p>Types of Radio Programmes</p> <p>Impact of radio on society</p> <p>Radio Jingles</p> <p>Principles of Writing for Radio</p>	
UNIT – 4	13/14
<p>Writing for Radio</p> <p>Public Service announcements</p> <p>RJ Script</p> <p>Radio Feature</p> <p>Radio Play</p>	

Practical Component

A) Students will have to bring out a newsletter in groups of 4-5 members. The components to be included are news report, feature, interview, profile, editorial, entertainment (quiz, puzzle etc.)

B) Students will have to produce a radio programme in groups of 4-5 members. The components to be included are: feature/ drama, R Jing and public service announcement.

(This is for Internal Assessment)

***** Students have to do a minimum of 3 weeks internship during the semester break, in either a Print media organization or a Radio station and present a report in the 4th Semester.**

Suggested Reading

Ahmad Shahzad. *Art of Modern Journalism*. Anmol publication

Mencher Melvin. *Basic News Writing*. Universal Bookstall

Chantler Paul and Stewart Peter. *Basic Radio Journalism*, Focal Press

P.C. Chatterjee. *Broadcasting in India*. Sage Publications

Harcup Tony. *Journalism: Principles and Practice*. Sage Publications

Paxson Peyton. *Mass Communication and Media Studies an Introduction*

Kumar J Keval. *Mass Communication in India*. Jayco publishing house

Srivastava Kim. *News Reporting and Editing*. Kim Sterling Publishers Press

Srivastava KM. *Radio and Television*. Sterling Publications.

Stein ML and Petrina F Susan. *The News writers Handbook an Introduction to Journalism*. Surjit publication.

Nick Caramella, Elizabeth Lee and Vincent Miller. *Understanding Digital Culture.*, Sage Publications

Cambridge English for the Media. Cambridge University

Esta de Fossard . *Writing and Producing Radio Dramas*. Sage publications

Raman Usha. *Writing for the Media*. OUP, 2015

ASSESSMENT
Weightage for Assessments

Type of Course	Formative Assessment / IA		Summative Assessment
Theory	40		60
Practical	25		25

Formative Assessment for Practical	
Assessment Occasion/ type	Weightage in Marks
Radio Program	10
Test and Attendance	10
Record	05
Total	25

Formative Assessment for Theory	
Assessment Occasion/ type	Weightage in Marks
Radio Program	20
Test and Attendance	20
Total	40

Summative Assessment
Question Paper Pattern

Time 2 ½ Hours

Max. Marks: 60

Section A

1. Answer any five of the following questions in one or two sentences each: (5X2=10)
(From Unit 1 and 3, 7 questions to be given)

Section B

- | | |
|--|----|
| 1. Provide Headlines for the following News reports/ features:
(Newspaper clipping to be given) | 5 |
| 2. Writing a news report in about 150- 200 words.
(Information to be given) | 10 |
| 3. Interview
(Framing questions) | 5 |
| 4. Feature writing in about 200-250 words
(Topic to be given) | 10 |
| 5. Writing an R J script
(Theme/ topic to be given) | 5 |
| 6. Writing a Radio play
(Topic/Pointers to be given) | 10 |
| 7. Writing a Public Service Announcement in 50-75 words | 5 |

PEDAGOGY

The syllabus for this semester is to give students an understanding of what constitutes mass communication, know the importance of mass communication in our daily lives, focusing on print media and radio.

The course will not only educate them about mass communication but also enable the students to write different formats of writing for print and radio.

The course will equip the students with job skills to work in the communication department in organisations, corporate communication sector, newspaper organisations and radio stations. The practical components will give them a hands-on experience of writing, designing and production of both print and radio.

Newspapers have to be used in the classroom, where students will learn, identify and analyse the different formats of writing.

Students have to be made to listen to radio and have to identify the aspects that go into the making of different genres.

They can be made to interview people in the campus, student achievers etc and report about the events in the college, write features about the activities in the college or about anything that interests them.

Students can be made to air campus, local, national and international news of during the lunch break if there is a facility for this.

Students can be taken to a newspaper organisation, newspaper printing press, and radio station. Assignments, classroom activities that involve communication for a large number of people can be done.

6. MODEL SYLLABUS
CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM
SEMESTER IV
DISCIPLINE SPECIFIC CORE COURSE(DSCC)
B.A. (HONS.) COMMUNICATIVE ENGLISH

Starting year of implementation: 2022-23

Discipline/Subject: Discipline Specific Core Course (DSCC)

Name of the Degree Program: BA (HONS.) COMMUNICATIVE ENGLISH

Total Credits for the Program: 04+02(Practical)

Teaching hours per week: 04+04 (Practical)

Sem	Type of Course	Theory/ Practical	Instruction Hr/Week	Total Hours of Syllabus/ Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
III	DSCC A3	Theory	4	56	2 1/2 Hours	40	60	100	4
		Practical	4	48	2 Hours	25	25	50	2
IV	DSCCA4	Theory	4	56	2 ½ Hours	40	60	100	4
		Practical	4	48	2 Hours	25	25	50	2

OBJECTIVES

1. To familiarize students with the new trends in media and develop a critical approach to the use and misuse of new media.
2. To enable students to communicate to diverse audiences on different social media platforms.
3. To prepare students for a wide range of writing-related careers.
4. To develop hands on experience and understanding of the current trends in media production and consumption.
5. To develop short story writing skills and the ability to identify and use narrative tenses when writing.
6. To create and foster the impulse to write short stories, drama, poems and profiles and also develop their critical thinking skills and develop emotional and imaginative expression through writing.
7. To develop aptitude, confidence and the ability to write independently.

**7.ENGLISH OPEN ELECTIVE -3
SPEAKING AND LISTENING SKILLS**

[Teaching Hours: Lecture 3Hours -Credit 3]

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

1. Section I: Introduction to Phonetics

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

2. Section II: Speaking Skills

Formal and Informal Speeches

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

3. Section III: Listening Skills

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

4. Section IV: Presentation Skills

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

Question Paper Pattern

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

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

8. ENGLISH OPEN ELECTIVE -4
TRANSLATION THEORY AND PRACTICE
[Teaching Hours: Lecture 3 Hours -Credit 3]

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

Course and Skill Outcome

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

Syllabus

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

Question Paper Pattern

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

9. 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 should be followed across the state to ensure credit transfer

Sl. No.	Titles of the Courses	Sl. No.	Titles of the Courses
1	Comparative Literature	24	Drama on Page and Stage
2	Immigrant/Diaspora Studies	25	European Classics
3	American Literature	26	Travel Writing
4	Afro American Studies	27	Black Aesthetics
5	Crime Fiction	28	Dalit Aesthetics
6	Science Fiction	29	Dictionary and Study skills
7	Climate fiction	30	Indian Aesthetics/Poetics
8	Graphic Novels	31	English & Soft skills
9	Partition Narratives	32	Subaltern Studies
10	Caribbean Literature	33	World Literature
11	Australian Literature	34	Life Narratives
12	Children's Literature	35	Digital Humanities
13	Latin-American Literature	36	Medical Humanities
14	American Asian Studies/Literature	37	English for Employment
15	Film Studies	38	English for the Workplace
16	Modern European Drama	39	English for social composition
17	Popular literature	40	Creative writing
18	American Poetry & Poetics	41	Content writing
19	Script Writing	42	Technical writing
20	Academic Skills	43	English & Soft skills
21	Rhetorical Studies: An Introduction	44	English & Effective Communication
22	A Well-Lighted Place: A Look at Short Stories	45	Modern Indian Drama and Theatre
23	The True Blank of Eye: Reading Visuals	46	Common wealth / New Literature

10. PROPOSED LIST OF OPEN ELECTIVES

Open Elective (OE) Refers to Elective Papers in a Non-Core subject across all Disciplines.

Sl. No.	Titles of the Electives	Sl. No.	Titles of the Electives
1	English for Competitive Examination	20	English for Diplomacy
2	Literature and Feminism	21	English for Hotel and Tourist Industry
3	English for Technical Communication	22	Functional English Grammar and Study Skills
4	Gender and Literature	23	Spoken English for Corporate Jobs
5	English for social media	24	Spoken English for Global Communication
6	Gender and Visual Media	25	Translation Theory and Practice
7	Creative Writing	26	Indian Writing in English
8	Literature and Cinematic Adaptions/ Literature and Cinema	27	Introduction to Shakespeare
9	English for Tourism	28	Contemporary Cultural Debates in India
10	Aviation English	29	Creative Writing
11	English for Agricultural Science	30	Content Writing
12	English for specific purposes	31	Script writing
13	EAP - English for Academic Purposes	32	Between Land and Sea: Introduction to Translation
14	EOP- English for Occupational / Vocational Purposes (medical, hotel, pharmaceutical, etc.,)	33	Reading Right: A Course on Reading Comprehension
15	English for Front Office Management	34	Writing Passage: A Course on Composition
16	Theatre and Literary Implications	35	Royale with Cheese: Literature & Cinema
17	English for Event Management	36	Functional English
18	English for Infotainment	37	A Course in Translation
19	English for Call Centres	38	Film Studies

11. PROPOSED LIST OF SKILL BASED ENHANCEMENT COURSES (SEC)

Skill & Value Based and Vocational Courses

SKILL BASED

1. English for Employment
2. English for the Workplace/space
3. English for social composition
4. Creative writing
5. Content writing
6. Technical writing
7. Medical transcriptionist
8. English & Soft skills
9. English & effective communication
10. Academic Skills
11. Dictionary and Study skills
12. Appreciating literature
13. Script writing

VALUE BASED

1. Word Wise: Ethics through Literature
2. In-words: Self- awareness through Literature

Subject Expert Committee for English

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Prof. Lingaraja Gandhi

Vice-Chancellor, Bengaluru City University, Bengaluru

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