

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ  
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ದಿನಾಂಕ: 16-11-2022

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020-21

ಮರು ಅಧಿಸೂಚನೆ

ವಿಷಯ:- 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿಗೆ NEP-2020 ಅನುಸಾರ 3 & 4 ನೇ ಸೆಮಿಸ್ಟರ್ ಬಿಎ-ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಪಠ್ಯಕ್ರಮವನ್ನು ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:-
1. ಇದೇ ಕಛೇರಿ ಅಧಿಸೂಚನೆ ಸಂಖ್ಯೆ: ಎಸಿ6/152/2020-21 ದಿನಾಂಕ 13-10-2022
  2. ದಿನಾಂಕ: 12-11-2022 ರಂದು ಜರುಗಿದ ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.

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ಉಲ್ಲೇಖ (1) ರ ಅಧಿಸೂಚನೆಯಲ್ಲಿ ದಿನಾಂಕ: 12-11-2022 ರಂದು ಜರುಗಿದ ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿಯು (ಸ್ನಾತಕ) ಬಿ.ಎ. ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ, ಕೆಲವು ಮಾರ್ಪಾಡು ಮಾಡಿ 3 & 4 ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳ ಪಠ್ಯಕ್ರಮಗಳನ್ನು NEP-2020 ಅನುಸಾರ ಸಿದ್ಧಪಡಿಸಿ, ಜಾರಿಗೊಳಿಸಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತಾರೆ.

ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿಯು ಮಾಡಿರುವ ಶಿಫಾರಸ್ಸಿನನ್ವಯ ಮರುಅಧಿಸೂಚನೆ ಪ್ರಕಟಿಸಲಾಗಿದೆ.

ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ (ಸ್ನಾತಕ) ವಿಷಯದ ಪಠ್ಯಕ್ರಮಗಳನ್ನು [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in) ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

**ಕುಲಸಚಿವರಿಂದ ಕರಡು ತುಂಬಿಸಬೇಡಿ.**

17/11  
ಉಪಕುಲಸಚಿವರು (ಶೈಕ್ಷಣಿಕ)  
ಉಪ ಕುಲಸಚಿವರು (ಶೈಕ್ಷಣಿಕ)  
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಮೈಸೂರು-570 005

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಸ್ನಾತಕ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ- ಆಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಅಧ್ಯಕ್ಷರು, ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ, ಮೌಲ್ಯಭವನ ಕಟ್ಟಡ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
6. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಇ.ಬಿ., ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
7. ನಿರ್ದೇಶಕರು, ಐ.ಸಿ.ಡಿ/ಐಕ್ಯೂಎಸಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು- ಇವರಿಗೆ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.
8. ಕುಲಪತಿಗಳು/ ವಿಶೇಷ ಅಧಿಕಾರಿಗಳು/ ಆಪ್ತ ಸಹಾಯಕರು/ ಕುಲಸಚಿವರು/ ಉಪಕುಲಸಚಿವರು/ ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಆಡಳಿತ ವಿಭಾಗ/ಸಾಮಾನ್ಯ/ಪಿಡಿಐ/ಪ್ರಾಧಿಕಾರ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಪ್ರಾಧಿಕಾರ/ಪಿಡಿಐ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
9. ಕಾರ್ಯನಿರ್ವಾಹಕರು, ಆಡಳಿತಶಾಖೆಯ, AC2(S)/ AC-3/ AC-7(a)/ AC-9, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.- ಈ ಸಂಬಂಧ ಮುಂದಿನ ಕ್ರಮವಹಿಸುವಂತೆ ತಿಳಿಸಲಾಗಿದೆ.

University of Mysore

Board of Studies in English (UG)

Curriculum Framework for English on Multi-Disciplinary Programme as per NEP-2020

SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

English Language (L 2)

Choice Based Credit System Semester Scheme with Multiple Entry and Exit Options

LANGUAGE ENGLISH SYLLABUS - CBCS

From the Academic Year 2022-23

(For students admitted to the First Semester in 2021-22)

For Undergraduate Programme offered in Faculty of Arts and Faculty of Science

**SEMESTER III**

Starting year of implementation : 2022-23  
Discipline/Subject : GENERIC ENGLISH - L2  
Name of the Degree Programme : BA/BSc/BCA  
Total Credits for the Programme : 03  
Teaching hours per week : 04

Title of the Course: <b>Generic English - L2</b>		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	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

### 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. Been facilitated in employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations

III Semester		56 Hours	60 Marks
<b>Unit-1</b>			
<b>Receptive Skills</b>	Reading and Listening Skills		
<b>Reading Skills</b>	<b>Play</b>		
	<i>Othello</i> by Shakespeare	26 Hours	30 Marks
<b>Listening Skills</b>	<b>Persuasive Speeches</b>	5 Hours	10 Marks
1-Swami Vivekananda's speech at the World Parliament of Religions in Chicago, in which he introduced Hinduism to North America.			
2- "Crisis in Civilization" speech by Rabindranath Tagore at Shanti Niketan in April 1941 was his last speech.			
3-"Quit India" speech delivered by Mahatma Gandhi on August 8, 1942, addressed to the A.I.C.C. at Mumbai.			
4-Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17,1946			
5-Martin Luther King's 'I Have a Dream' Speech, 1963			

<b>Unit-2</b>			
<b>Productive Skills: Speaking and Writing Skills</b>			
<b>Speaking Skills</b>	<b>Presentation Skills</b>		
	Types - <ul style="list-style-type: none"> <li>• Informative/Instructional Presentation</li> <li>• Persuasive Presentation</li> <li>• Decision Making Presentation</li> <li>• Demonstrative Presentation</li> </ul>	5 Hours	5 Marks
<b>Writing Skills</b>	<b>Introduction to Writing and Types of Writing</b>		
	Introduction to Writing Types of Writing <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Narrative Writing</li> <li>• Reflective Writing</li> <li>• Persuasive/Argumentative Writing</li> <li>• Comparative Writing</li> <li>• Cause and Effect Writing</li> </ul>	5 Hours	5 Marks
	<b>Business Correspondence</b>		
	Letters of Enquiry, Order Letters, Letters of Complaint, Reply to Letter of Complaint, Promotion Letters, Sales Letters	6 Hours	5 Marks
	<b>Commercial Writing</b>		
	<ul style="list-style-type: none"> <li>• Advertisement Writing (Newspaper/ Magazine)</li> <li>• Product Manual</li> <li>• Poster/Brochure Writing</li> </ul>	5 Hours	5 Marks
<b>Formative Assessment Activities</b>	<b>Formative Assessment</b> First Internal Test Second Internal Test First Class Test/Oral Test/ Assignments/ Surveys/ Interviews Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	4 Hours	4 Hours

<b>Assessment</b>		
A	Formative Assessment	40 Marks
B	Summative Assessment	60 marks

	Total	<b>100 Marks</b>
<b>Formative Assessment</b>		40 Marks
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
First Internal Test		10
Second Internal Test		10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews		10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews		10
Total		40

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

University of Mysore

Board of Studies in English (UG)

Curriculum Framework for English on Multi-Disciplinary Programme as per NEP-2020

SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

English Language (L 2)

Choice Based Credit System Semester Scheme with Multiple Entry and Exit Options

LANGUAGE ENGLISH SYLLABUS - CBCS

From the Academic Year 2022-23

(For students admitted to the First Semester in 2021-22)

For Undergraduate Programme offered in Faculty of Commerce and Business Administration

### SEMESTER III

Starting year of implementation	: 2022-23
Discipline/Subject	: GENERIC ENGLISH - L2
Name of the Degree Programme	: BCom/BBA
Total Credits for the Programme	: 03
Teaching hours per week	: 04

Title of the Course: <b>Generic English - L2</b>		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	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

### 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. Been facilitated in employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations

III Semester		56 Hours	60 Marks
<b>Unit-1</b>			
<b>Receptive Skills</b>	Reading and Listening Skills		
<b>Reading Skills</b>	Play		
	<i>Macbeth</i> by Shakespeare	26 Hours	30 Marks
<b>Listening Skills</b>	<b>Persuasive Speeches</b>	5 Hours	10 Marks
1-Swami Vivekananda's speech at the World Parliament of Religions in Chicago, in which he introduced Hinduism to North America.			
2- "Crisis in Civilization" speech by Rabindranath Tagore at Shanti Niketan in April 1941.			
3-"Quit India" speech delivered by Mahatma Gandhi on August 8, 1942, addressed to the A.I.C.C. at Mumbai.			
4-Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17,1946			
5-Martin Luther King's 'I Have a Dream' Speech, 1963			

<b>Unit-2</b>
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<b>Productive Skills: Speaking and Writing Skills</b>			
<b>Speaking Skills</b>	<b>Presentation Skills</b>		
	Types - <ul style="list-style-type: none"> <li>• Informative/Instructional Presentation</li> <li>• Persuasive Presentation</li> <li>• Decision Making Presentation</li> <li>• Demonstrative Presentation</li> </ul>	5 Hours	5 Marks
<b>Writing Skills</b>	<b>Introduction to Writing and Types of Writing</b>		
	Introduction to Writing Types of Writing <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Narrative Writing</li> <li>• Reflective Writing</li> <li>• Persuasive/Argumentative Writing</li> <li>• Comparative Writing</li> <li>• Cause and Effect Writing</li> </ul>	5 Hours	5 Marks
	<b>Business Correspondence</b>		
	Letters of Enquiry, Order Letters, Letters of Complaint, Reply to Letter of Complaint, Promotion Letters, Sales Letters	6 Hours	5 Marks
	<b>Commercial Writing</b>		
	<ul style="list-style-type: none"> <li>• Advertisement Writing (Newspaper/ Magazines)</li> <li>• Product Manual</li> <li>• Poster/Brochure Writing</li> </ul>	5 Hours	5 Marks
<b>Formative Assessment Activities</b>	<b>Formative Assessment</b> First Internal Test Second Internal Test First Class Test/Oral Test/ Assignments/ Surveys/ Interviews Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	4 Hours	4 Hours

<b>Assessment</b>		
A	Formative Assessment	40 Marks
B	Summative Assessment	60 marks
	Total	<b>100 Marks</b>



<b>Formative Assessment</b>	40 Marks
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
First Internal Test	10
Second Internal Test	10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	10
Total	40

**The formative assessment should involve the following activities to provide real life experience for the students where practical learning take 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.
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University of Mysore

Board of Studies in English (UG)

Curriculum Framework for English on Multi-Disciplinary Programme as per NEP-2020

SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

English Language (L 2)

Choice Based Credit System Semester Scheme with Multiple Entry and Exit Options

LANGUAGE ENGLISH SYLLABUS - CBCS

From the Academic Year 2022-23

(For students admitted to the First Semester in 2021-22)

For Undergraduate Programme offered in Faculty of Arts and Faculty of Science

### SEMESTER IV

Starting year of implementation	: 2022-23
Discipline/Subject	: GENERIC ENGLISH - L2
Name of the Degree Programme	: BA/BSc/BCA
Total Credits for the Programme	: 03
Teaching hours per week	: 04

Title of the Course: <b>Generic English - L2</b>		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	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, transcriber
7. To facilitate preparation for competitive examinations

### 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. Been facilitated in employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations

<b>IV Semester</b>		56 Hours	60 Marks
<b>Unit-1</b>			
<b>Receptive Skills: Reading and Listening Skills</b>			
<b>Reading Skills</b>	<b>Novel</b>		
	<i>Talkative Man</i> by R K Narayan	23 Hours	30 Marks
<b>Listening Skills</b>	<b>Listening and Decoding</b>		
<b>Listen to and understand the following Poems:</b>			
<ol style="list-style-type: none"> <li>1. Darkling Thrush- Thomas Hardy</li> <li>2. Good-Bye Party for Pushpa T S -Nissim Ezekiel</li> <li>3. Snake- D H Lawrence</li> <li>4. The Learned Astronomer – Walt Whitman</li> </ol>		5 Hours	10 Marks

<b>Unit-2</b>			
<b>Productive Skills: Speaking and Writing Skills</b>			
<b>Speaking Skills</b>			
Speaking Skills	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Public Speaking</li> </ul>	5 Hours	5 Marks
<b>Writing Skills</b>	<b>Technical Skills</b>		
	Copy writing (Pamphlets/ Press Releases) Business Writing ( Meeting Notice and Agenda) Travel Writing Article Writing	8 Hours	5 Marks
<b>E-correspondence and Content Writing Skills</b>			
<b>E-mail- Casual and Professional</b>	Apology Letters, Appreciation Letters Congratulation Letters	5 Hours	5 Marks
<b>Social Media Content Writing skills</b>	<ul style="list-style-type: none"> <li>• Blog writing</li> <li>• Podcast writing</li> <li>• Writing on Instagram</li> </ul>	6 Hours	5 hours
<b>Formative Assessment Activities</b>	<b>Formative Assessment</b> First Internal Test Second Internal Test First Class Test/Oral Test/ Assignments/ Surveys/ Interviews Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	4 Hours	4 Hours

<b>Assessment</b>		
A	Formative Assessment	40 Marks
B	Summative Assessment	60 marks
	Total	<b>100 Marks</b>
<b>Formative Assessment</b>		40 Marks
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
First Internal Test		10
Second Internal Test		10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews		10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews		10

Total	40
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**The formative assessment should involve the following activities to provide real life experience for the students where practical learning take place.**

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
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University of Mysore

Board of Studies in English (UG)

Curriculum Framework for English on Multi-Disciplinary Programme as per NEP-2020

SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

English Language (L 2)

Choice Based Credit System Semester Scheme with Multiple Entry and Exit Options

LANGUAGE ENGLISH SYLLABUS - CBCS

From the Academic Year 2022-23

(For students admitted to the First Semester in 2021-22)

For Undergraduate Programme offered in Faculty of Commerce and Faculty of Business  
Administration

### **SEMESTER IV**

Starting year of implementation : 2022-23  
Discipline/Subject : GENERIC ENGLISH - L2  
Name of the Degree Programme : BCom/BBA  
Total Credits for the Programme : 03  
Teaching hours per week : 04

Title of the Course: <b>Generic English - L2</b>		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	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, transcriber
7. To facilitate preparation for competitive examinations

### 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. Been facilitated in employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations

<b>IV Semester</b>		56 Hours	60 Marks
<b>Unit-1</b>			
<b>Receptive Skills: Reading and Listening Skills</b>			
<b>Reading Skills</b>	<b>Novel</b>		
	<i>The Man-Eater of Malgudi- R K Narayan</i>	23 Hours	30 Marks
<b>Listening Skills</b>	<b>Listening and Decoding</b>		
<b>Listen to and understand the following Poems:</b>			
<ol style="list-style-type: none"> <li>1. Darkling Thrush- Thomas Hardy</li> <li>2. Good-Bye Party for Pushpa T S -Nissim Ezekiel</li> <li>3. Snake- D. H. Lawrence</li> <li>4. The Learned Astronomer – Walt Whitman</li> </ol>		5 Hours	10 Marks

<b>Unit-2</b>		
<b>Productive Skills: Speaking and Writing Skills</b>		

<b>Speaking Skills</b>			
Speaking Skills	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Public Speaking</li> </ul>	5 Hours	5 Marks
<b>Writing Skills</b>	<b>Technical Skills</b>		
	Copy writing (Pamphlets/ Press Releases) Business Writing (Meeting Notice and Agenda) Travel Writing Article Writing	8 Hours	5 Marks
<b>E-correspondence and Content Writing Skills</b>			
<b>E-mail-Casual and Professional</b>	Apology Letters, Appreciation Letters Congratulation Letters	5 Hours	5 Marks
<b>Social Media Content Writing skills</b>	<ul style="list-style-type: none"> <li>• Blog writing</li> <li>• Podcast writing</li> <li>• Writing on Instagram</li> </ul>	6 Hours	5 hours
<b>Formative Assessment Activities</b>	<b>Formative Assessment</b> First Internal Test Second Internal Test First Class Test/Oral Test/ Assignments/ Surveys/ Interviews Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews	4 Hours	4 Hours

<b>Assessment</b>		
A	Formative Assessment	40 Marks
B	Summative Assessment	60 marks
	Total	<b>100 Marks</b>
<b>Formative Assessment</b>		40 Marks
<b>Assessment Occasion/ type</b>		<b>Weightage in Marks</b>
First Internal Test		10
Second Internal Test		10
First Class Test/Oral Test/ Assignments/ Surveys/ Interviews		10
Second Class Test/Oral Test/ Assignments/ Surveys/ Interviews		10
Total		40



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

# Curriculum Structure for The Undergraduate Degree Programme

## Semester III

### DISCIPLINE SPECIFIC CORE COURSE(DSCC) BA (HONS.) ENGLISH

Starting year of implementation	: 2022-23
Discipline/Subject	: Discipline Specific Course (DSC)
Name of the Degree Programme	: BA (HONS.) English
Total Credits for the Programme	: 3
Teaching hours per week	: 4

### PROGRAMME SPECIFIC OUTCOMES (PSO):

On completion of the 03/04 year 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 paces
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 (English) Programme 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	05
Type of Course	DSCC
Theory/ Practical	Theory
Credits	3
Instruction hours per week	3
Total No. of Lectures/Hours Semester	45
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

#### **COURSE OUTCOME (CO)**

After completion of course, students will be able to:

1. Learn the important trends and Movements in 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

<b>COURSE 5</b>	Total hours: 45
TITLE - BRITISH LITERATURE UP TO 1800 PAPER 1 FROM CHAUCER TO THE AGE OF TRANSITION	
UNIT I HISTORY OF ENGLISH LITERATURE (UP TO 1800)	
The Social Context of Medieval English Literature, Renaissance, Elizabethan Poetry, Elizabethan Drama, Metaphysical Poetry, Restoration Drama, 18th Century Prose, Development of Novel in 18th Century, Neo-classical and Transitional Poetry	15 Hours
UNIT II MAJOR AUTHORS AND WORKS	
Geoffrey Chaucer, Francis Bacon, Ben Jonson, John Milton, John Dryden, Alexander Pope, Dr. Samuel Johnson, William Shakespeare, Oliver Goldsmith, John Bunyan, Aphra Behn, Margaret Cavendish, Elizabeth Cary, Anne Finch, Amelia Lanyer, Fanny Burney, Elizabeth Carter. <i>King Lear, As You Like It, Volpone, Paradise Lost, Absalom and Achitophel, Rape of the Lock, Camilla, Letters of Elizabeth Carter</i>	15 Hours
UNIT III REPRESENTATIVE TEXTS	
<b>Sonnet</b> <ul style="list-style-type: none"> <li>• Sonnet 18 Shall I Compare Thee to a Summer's Day - William Shakespeare</li> <li>• On His Blindness - John Milton</li> <li>•</li> </ul> <b>Lyric</b> <ul style="list-style-type: none"> <li>• Lover's Infiniteness - John Donne</li> <li>• A Poison Tree - William Blake</li> </ul>	15 hours

<b>Essay</b> <ul style="list-style-type: none"> <li>• Of Love - Francis Bacon</li> <li>• Man in Black – Oliver Goldsmith</li> </ul> <b>Play</b> <ul style="list-style-type: none"> <li>• Doctor Faustus – Christopher Marlowe</li> </ul>	
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### **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.
- 4.

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	06
Type of Course	DSCC
Theory/ Practical	Theory
Credits	3
Instruction hours per week	3
Total No. of Lectures/Hours Semester	45
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

## COURSE OUTCOME (CO)

After completion of Course 6, 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 knowledge of Indian writers and literature in general
4. Appreciate the translated text

<b>COURSE 6</b>	Total hours: 45
TITLE - INDIAN LITERATURE IN TRANSLATION -PAPER 2	
UNIT I	
INTRODUCTION TO TRANSLATION STUDIES	
Introduction to Translation Studies in India :	15 Hours
<ul style="list-style-type: none"> <li>• Translation as Discovery - Sujit Mukherjee</li> <li>• Indian Literature in English Translation - G. N. Devy</li> </ul>	
UNIT II	
REPRESENTATIVE TEXTS	
Vachanas of Basavanna;No. 59 Cripple me Father, No. 97 The Master in the House Vachanas of Akkamahadevi: No. 26 and 73 (From Speaking of Siva) Kanakadasa: Do Not Quarrel over Caste (Translation by Dr. S. G. Vaidya) Songs of Sheriff (Translation by Dr. S. G. Vaidya)	15 Hours
UNIT III	
REPRESENTATIVE TEXTS	
<p><b>Novel:</b></p> <ul style="list-style-type: none"> <li>• Chemmeen - T. S. Pillai</li> </ul> <p><b>Short Stories:</b></p> <ul style="list-style-type: none"> <li>• The Silent Rattle - Dr. Basu Bevinagidad</li> <li>• The Weed - Amrita Pritam</li> <li>• A Tale of 1947 - Sadat Hasan Manto</li> <li>• The Curd Seller - Masti</li> </ul>	15 hours

## 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

## Curriculum Structure for The Undergraduate Degree Programmeme

### Semester IV

#### DISCIPLINE SPECIFIC CORE COURSE(DSCC) BA (HONS.) ENGLISH

Starting year of implementation	: 2022-23
Discipline/Subject	: Discipline Specific Course (DSC)
Name of the Degree Programme	: BA (HONS.) English
Total Credits for the Programme	: 3
Teaching hours per week	: 4

#### PROGRAMME SPECIFIC OUTCOMES (PSO):

On completion of the 03/04 year 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 paces
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 IV Semester BA (English) Programme has two DSCC Courses (Course 7 & 8) for 06 credits: Each Course has 03 credits. Both the Courses are compulsory.

### **COURSE – 7**

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

Course	07
Type of Course	DSCC
Theory/ Practical	Theory
Credits	3
Instruction hours per week	3
Total No. of Lectures/Hours Semester	45
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100



## COURSE OUTCOME (CO)

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

<b>COURSE 7</b>	
<b>TITLE - BRITISH LITERATURE (19TH AND 20TH CENTURY) (PART 2)</b>	Total hours: 45
<b>UNIT I</b>	
Romantic Poetry, Victorian Poetry, Pre-Raphaelite Poetry, Oxford Movement, Victorian Novel, 19th century Prose, Modern Poetry, War Poetry, Oxford Poets, Modern Novel, Modern Drama, Problem Plays, Irish Theatre Movement, Modern Prose	15 Hours
<b>UNIT II</b>	
<b>REPRESENTATIVE WRITERS, WORKS, TRENDS</b>	
William Wordsworth, Jane Austen, Charles Lamb, William Hazlitt, Walter Scott, Alfred Tennyson, Matthew Arnold, John Ruskin, Thomas Carlyle, Cardinal Newman, Thomas Hardy, Charles Dickens, T. S. Eliot, W.B. Yeats, W. H. Auden. G. B. Shaw, Virginia Woolf, D. H. Lawrence, Graham Green, Somerset Maugham, J. M. Synge, John Galsworthy .	15 Hours
<b>UNIT III</b>	
<b>REPRESENTATIVE TEXTS</b>	
<p><b>Poems</b></p> <ul style="list-style-type: none"> <li>• <i>Dover Beach</i> - Arnold</li> <li>• <i>Ode on a Grecian Urn</i> - John Keats</li> <li>• <i>Journey of the Magi</i> - T. S. Eliot</li> <li>• <i>Second Coming</i> - W. B. Yeats</li> </ul> <p><b>Essays</b></p> <ul style="list-style-type: none"> <li>• Unto this Last (Veins of Wealth ) - John Ruskin</li> </ul>	15 hours

<ul style="list-style-type: none"> <li>• Enslaved by Civilization - D. H. Lawrence</li> <li>• On Letter Writing - A. G. Gardiner</li> <li>• With the Photographer - Stephen Leacock</li> </ul> <p><b>Novel</b></p> <ul style="list-style-type: none"> <li>• <i>Heart of Darkness</i> - Joseph Conrad</li> </ul>	

**Books recommended and Suggested Reading**

5. Andrew Sanders, English Literature, OUP, 2005
6. Edward Albert, History of English Literature, OUP, 2014
7. M. H. Abrams, A Glossary of Literary Terms, Cengage Publishers, New Delhi.

The IV Semester has two Courses (Course 5 & 6) for 06 credits: Each Course has 03 credits. Both the Courses are compulsory.

### **COURSE – 8**

#### TITLE - GENDER STUDIES (PART 1)

Course	08
Type of Course	DSCC
Theory/ Practical	Theory
Credits	3
Instruction hours per week	3
Total No. of Lectures/Hours Semester	45
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

#### COURSE OUTCOME (CO)

The students will be able to:

1. Understand the concept of gender studies
2. Learn the basics of patriarchy, sex and gender and gynocentrism
3. Understand the significance of Gender as a discourse
4. Appreciate literature by women writers

<b>COURSE 8</b>	Total hours: 45
TITLE - GENDER STUDIES (PART 1)	
UNIT I INTRODUCTION TO GENDER STUDIES	
Concepts and trends: Sex and Gender, Femininity, Body, Feminist Politics, Patriarchy, Masculinity, Discrimination, Gynocentrism, Dichotomy, Third Gender, Masculinity, Queer Studies etc. Essays <ul style="list-style-type: none"> <li>• Toward Feminist Poetics - Elaine Showalter</li> <li>• What is patriarchy? /Understanding Gender - Kamala Bhasin</li> </ul>	15 Hours
UNIT II Representative Writers	
<ul style="list-style-type: none"> <li>• Stench of Kerosine -Amrita Pritam</li> <li>• Draupadi by Mahashweta Devi</li> <li>• The Shadow-Shashi Deshpande</li> <li>• Gulabi Talkies – Vaidehi</li> </ul>	15 Hours
UNIT III REPRESENTATIVE TEXTS	
Nine Indian Women Poets: An Anthology - Eunice D’Souza (Four Poems) <ol style="list-style-type: none"> <li>1. <i>Meeting Poets</i>-Eunice D’Souza</li> <li>2. <i>My Grandmother’s House</i>-Kamala Das</li> <li>3. <i>Blessing</i>-Imtiaz Dharkar</li> <li>4. <i>To a Daughter on Rakshabandhan</i> -Smita Agarwal</li> </ol> <b>Novel</b> <p style="text-align: center;">The Prison We Broke - Baby Kamble</p>	15 hours

(Books Recommended and Suggested Reading)

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

Connell, R. W. Masculinities. University of California Press, 1995

## **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 programmes. 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

**CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM  
BA/BSC/BCOM/BBA/BCA/BVA/BTTM other Allied Courses**

**OPEN ELECTIVE COURSES**

**Programme Articulation Matrix:**

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

Elective courses may be listed separately

Semester	Title /Name of the course	Program outcomes that the course addresses (not more than 3 per course)	Prerequisite course(s)	Pedagogy	Assessment
Open Elective 1	<b>OE I: Functional English Grammar and Study Skills</b>		Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative
Open Elective 2	<b>Spoken English for Corporate Jobs</b>	This course teaches them the skills in the front desk management.  It introduces them to business English.  Speaking Skills	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative
Open Elective 3	<b>Spoken English for Global Communication</b>	The learner will have knowledge of pronunciation skills, standard accent useful for international communication  English Variants	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative
		Listening ability			

Open Elective 4	<b>Translation Theory and Practice</b>	Will have knowledge of fundamentals of translations  Will have Translation from English to Kannada and Kannada to English Translation Skills	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 Summative
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- Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/ problem or project-based learning/ case studies/self-study like seminar, term course or MOOC
- Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e., assessment for learning).

#### ASSESSMENT

Formative Assessment / IA	Summative Assessment
40 marks	60 marks

<b>FORMATIVE ASSESSMENT</b>	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Assignment/Class Work	10
Project/Seminar	10
Total	40



**CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM**

**BA/BSC/BCOM/BBA/BCA  
OPEN ELECTIVE COURSE – 3  
SEMESTER III**

**Starting year of implementation: 2022-23**

**Discipline/Subject: Open Elective Course – 3**

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

**Total Credits for the Program: 03**

**Teaching hours per week: 3**

<b>TITLE OF THE COURSE: OPEN ELECTIVE COURSE – 4</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>03</b>	<b>40/45</b>

<b>COURSE TITLE</b>	<b>40/45Hrs</b>
<b>SPOKEN ENGLISH FOR GLOBAL COMMUNICATION</b>	
<b>UNIT –1</b> <b>INTRODUCTION TO PHONETICS</b>	15
<b>Chapter No. 1.</b> Speech Organs: Speech Mechanism – Classification of English Sounds, Description of English Vowels and Consonants, IPA Symbols and Transcription (words, sentence and short paragraphs); <b>Chapter No. 2.</b> The Syllable Structure, Stress and Intonation - Their Patterns of Stress and Intonation in English Sentences and words; Rules for Pronunciation <b>Chapter No. 3.</b> English varieties, Indian English, Neutral Accent and International communication	
<b>UNIT - 2</b> <b>LEND ME YOUR EARS</b>	10

<p><b>Chapter No.4.</b> Definition of Listening; Listening versus Hearing, Process of Listening, Problems the Students Face in Listening; Sub-skills of Listening What is Good Listening? Barriers to Listening</p> <p>Strategies of Listening</p> <p>Listening Activities: Listening to News Broadcast, Telecast and News Bulletins (Formative Assessment)</p>	
<p><b>UNIT – 3</b> <b>PRESENTATION SKILLS</b></p>	<p>15</p>
<p><b>Chapter No -5.</b> Definition, Meaning and Goals of Presentation</p> <p><b>Chapter No 6.</b> 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.</p> <p><b>Chapter No-7</b> Presentation in Practice - Making Welcome Speech, Introducing Guests to Audience, Making Farewell Speech, Proposing Vote of Thanks (Summative Assessment)</p>	

### 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. *The Functional Aspects of Communication Skills*. S.K. Kataria & Sons.
4. Balasubrahmanya. *A Course in Phonetics for Indian Students*, MacMillan.
5. Jayashree Mohanraj, *Speak Well*, Black Swan.

### ASSESSMENT

**A. FORMATIVE ASSESSMENT – 40 marks B. SUMMATIVE ASSESSMENT – 60**

**Marks**

**TOTAL - 100 Marks**

<b>A. FORMATIVE ASSESSMENT – 40 marks</b>	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10

Group Discussion/Extempore/and other such activities	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the activities which provide real life experience for the students where practical learning take place.

The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.

**CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE  
PROGRAMME  
BA/BSC/BCOM/BBA/BCA  
OPEN ELECTIVE COURSE – 4  
SEMESTER IV**

**Starting year of implementation: 2022-23**

**Discipline/Subject: Open Elective Course – 4**

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

**Total Credits for the Program: 03**

**Teaching hours per week: 3**

<b>TITLE OF THE COURSE: TRANSLATION THEORY AND PRACTICE</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>03</b>	<b>40/45</b>

<b>COURSE TITLE</b> <b>TRANSLATION THEORY AND PRACTICE</b>	<b>45Hrs</b>
<b>UNIT –1</b> <b>TRANSLATION: AN INTRODUCTION</b>	15
<b>Chapter 1.</b> Translation- Meaning, Significance and methods. <b>Chapter 2.</b> Problems and Challenges of Translation <b>Chapter 3.</b> Source Language and Target Language	
<b>UNIT – 2</b> <b>TRANSLATING POETRY AND PROSE</b>	15
<b>Chapter 4.</b> Translating poetry and prose, Technical translation,	

<b>UNIT 3</b>  <b>TRANSLATION IN PRACTICE</b>  <b>(ENGLISH TO KANNADA AND KANNADA TO ENGLISH)</b>	15
<b>Chapter 5.</b> Translation in Practice (Practice five passages from Kannada to English and Five passages from English to Kannada)	

### ASSESSMENT

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

<b>B. FORMATIVE ASSESSMENT – 40 marks</b>	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Translation of Short stories or poems (Any 2)	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the activities which provide real life experience for the students where practical learning take place.

The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.

Question Paper Pattern  
III Semester BA/BSc/BCA Language English (2022-23)  
(For students admitted to the First Semester in 2021-22)

Time: 2 hours

Marks : 60

**Unit – 1**

I. Answer four of the following: (5X4=20)  
(Othello – William Shakespeare - Characters / Scenes – 4 questions out of 6 to be answered)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

II. Answer one of the following: (1X10=10)  
(Othello – William Shakespeare - Characters / Scenes – 1 question out of 3 to be answered)

- 1.
- 2.
- 3.

III. Answer one of the following: (2X5=10)  
(Persuasive Speeches – 2 questions out of 4 to be answered)

- 1.
- 2.
- 3.
- 4.

**Unit – 2**

IV. Answer one of the following: (1X5=5)  
(Presentation Skills – 1 question out of 3 to be answered)

- 1.
- 2.
- 3.

V. a) Answer one of the following: (1X5=5)  
(Writing Skills – 1 question out of 3 to be answered – Introduction to Writing and Types of Writing)

- 1.
- 2.
- 3.

b) Answer one of the following: (1X5=5)  
(Business Correspondence - 1 question out of 3 to be answered)

- 1.
- 2.
- 3.

c) Answer one of the following: (1X5=5)  
(Commercial Writing- 1 question out of 3 to be answered)

- 1.
- 2.
- 3.

Question Paper Pattern  
III Semester BCom/BBA Language English (2022-23)  
(For students admitted to the First Semester in 2021-22)

Time: 2 hours

Marks : 60

**Unit – 1**

I. Answer four of the following: (5X4=20)  
(Macbeth – William Shakespeare - Characters / Scenes – 4 questions out of 6 to be answered)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

II. Answer one of the following: (1X10=10)  
(Macbeth – William Shakespeare - Characters / Scenes – 1 question out of 3 to be answered)

- 1.
- 2.
- 3.

III. Answer one of the following: (2X5=10)  
(Persuasive Speeches – 2 questions out of 4 to be answered)

- 1.
- 2.
- 3.
- 4.

**Unit – 2**

IV. Answer one of the following: (1X5=5)  
(Presentation Skills – 1 question out of 3 to be answered)

- 1.
- 2.
- 3.

V. a) Answer one of the following: (1X5=5)  
(Writing Skills – 1 question out of 3 to be answered – Introduction to Writing and Types of Writing)

- 1.
- 2.
- 3.

b) Answer one of the following: (1X5=5)  
(Business Correspondence - 1 question out of 3 to be answered)

- 1.
- 2.
- 3.

c) Answer one of the following: (1X5=5)  
(Commercial Writing- 1 question out of 3 to be answered)

- 1.
- 2.
- 3.

Question Paper Pattern  
IV Semester BA/BSc/BCA Language English (2022-23) (NEP)  
(For students admitted to the First Semester in 2021-22)

Time: 2 hours

Marks : 60

**Unit – 1**

I. Answer four of the following: (5X4=20)  
(Talkative Man by R.K. Narayan - Characters / Key Incidents - 4 questions out of 6 to be answered)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

II. Answer one of the following: (1X10=10)  
(Talkative Man by R.K. Narayan - Characters / Incidents – 1 question out 3 of to be answered)

- 1.
- 2.
- 3.

III. Answer one of the following: (2X5=10)  
(Poetry – 2 questions out of 4 to be answered - Poetry)

- 1.
- 2.
- 3.
- 4.

**Unit – 2**

IV. a) Answer one of the following: (1X5=5)  
(Speaking Skills – 1 question out of 2 to be answered)

- 1.
- 2.

b) Answer one of the following: (1X5=5)  
(Technical Skills – 1 question out of 4 to be answered)

- 1.
- 2.
- 3.
- 4.

V. a) Answer one of the following: (1X5=5)  
(E-mail – Casual and Professional – 1 question out of 3 to be answered)

- 1.
- 2.
- 3.

b) Answer one of the following: (1X5=5)  
(Social Media Content Writing Skills – 1 question out of 3 to be answered)

- 1.
- 2.
- 3.



Question Paper Pattern  
IV Semester BCom/BBA Language English (2022-23)  
(For students admitted to the First Semester in 2021-22)

Time: 2 hours

Marks : 60

**Unit – 1**

- I. Answer four of the following: (5X4=20)  
(The Man-Eater of Malgudi by R.K. Narayan - Characters / Key Incidents - 4 questions out of 6 to be answered)
- 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
- II. Answer one of the following: (1X10=10)  
(The Man-Eater of Malgudi by R.K. Narayan - Characters / Incidents – 1 question out 3 of to be answered)
- 1.
  - 2.
  - 3.
- III. Answer one of the following: (2X5=10)  
(Poetry – 2 questions out of 4 to be answered - Poetry)
- 1.
  - 2.
  - 3.
  - 4.

**Unit – 2**

- IV. a) Answer one of the following: (1X5=5)  
(Speaking Skills – 1 question out of 2 to be answered)
- 1.
  - 2.
- b) Answer one of the following: (1X5=5)  
(Technical Skills – 1 question out of 4 to be answered)
- 1.
  - 2.
  - 3.
  - 4.
- V. a) Answer one of the following: (1X5=5)  
(E-mail – Casual and Professional – 1 question out of 3 to be answered)
- 1.
  - 2.
  - 3.
- b) Answer one of the following: (1X5=5)  
(Social Media Content Writing Skills – 1 question out of 3 to be answered)
- 1.
  - 2.
  - 3.

Question Paper Pattern  
III Semester BA Optional English (Course – 5) (2022-23)  
(For students admitted to the First Semester in 2021-22)  
Title: British Literature upto 1800- Paper-I  
From Chaucer to the Age of Transition

Time: 2 hours

Marks : 60

**Unit – 1**

I. Answer two of the following: (2 questions out of 4 to be answered) (2X5=10)

- 1.
- 2.
- 3.
- 4.

II. Answer one of the following: (1 question out of 2 to be answered) (1X10=10)

- 1.
- 2.

**Unit – 2**

III. Answer two of the following: (2 questions out of 4 to be answered) (2X5=10)  
(Questions on the author/texts covered in Unit – 3 are to be excluded in Unit – 2)

- 1.
- 2.
- 3.
- 4.

IV. Answer one of the following: (1 question out of 2 to be answered) (1X10=10)

- 1.
- 2.

**Unit – 3**

V. a) Answer one of the following: (1 question out of 3 to be answered from Poetry) (1X5=5)

- 1.
- 2.
- 3.

b) Answer one of the following: (1 question out of 2 to be answered from Prose) (1X5=5)

- 1.
- 2.

c) Answer one of the following: (1 question out of 3 to be answered from the Drama - Dr. Faustus) (1X10=10)

- 1.
- 2.
- 3.

Question Paper Pattern  
III Semester BA Optional English (Course – 6) (2022-23)  
(For students admitted to the First Semester in 2021-22)  
Title: Indian Literature in Translation – Paper - 2

Time: 2 hours

Marks : 60

**Unit – 1**

I. Answer two of the following: (2 questions out of 4 to be answered) (2X5=10)

- 1.
- 2.
- 3.
- 4.

II. Answer one of the following: (1 question out of 2 to be answered) (1X10=10)

- 1.
- 2.

**Unit – 2**

III. Answer two of the following: (2 questions out of 4 to be answered) (2X5=10)

- 1.
- 2.
- 3.
- 4.

IV. Answer one of the following: (1 question out of 2 to be answered) (1X10=10)

- 1.
- 2.

**Unit – 3**

V. a) Answer one of the following: (1 question out of 3 to be answered from the Novel - Chemmeen) (1X10=10)

- 1.
- 2.
- 3.

b) Answer two of the following: (2 questions out of 4 to be answered from Short Stories) (2X5=10)

- 1.
- 2.
- 3.
- 4.

Question Paper Pattern  
IV Semester BA Optional English (Course – 7) (2022-23)  
(For students admitted to the First Semester in 2021-22)  
Title: British Literature (19<sup>th</sup> & 20<sup>th</sup> Century) Part-2

Time: 2 hours

Marks : 60

**Unit – 1**

I. Answer two of the following: (2 questions out of 4 to be answered) (2X5=10)

- 1.
- 2.
- 3.
- 4.

II. Answer one of the following: (1 question out of 2 to be answered) (1X10=10)

- 1.
- 2.

**Unit – 2**

III. Answer two of the following: (2 questions out of 4 to be answered) (2X5=10)

- 1.
- 2.
- 3.
- 4.

IV. Answer one of the following: (1 question out of 2 to be answered) (1X10=10)

- 1.
- 2.

**Unit – 3**

V. a) Answer one of the following: (1 question out of 3 to be answered from Poetry) (1X5=5)

- 1.
- 2.
- 3.

b) Answer one of the following: (1 question out of 3 to be answered from Essays) (1X5=5)

- 1.
- 2.
- 3.

c) Answer one of the following: (1 question out of 3 to be answered from the Novel –Heart of Darkness)  
(1X10=10)

- 1.
- 2.
- 3.

Question Paper Pattern  
IV Semester BA Optional English (Course – 8) (2022-23)  
(For students admitted to the First Semester in 2021-22)  
Title: Gender Studies Part-1

Time: 2 hours

Marks : 60

**Unit – 1**

I. Answer two of the following: (2 questions out of 4 to be answered) (2X5=10)

- 1.
- 2.
- 3.
- 4.

II. Answer one of the following: (1 question out of 2 to be answered) (1X10=10)

- 1.
- 2.

**Unit – 2**

III. Answer two of the following: (2 questions out of 4 to be answered) (2X5=10)

- 1.
- 2.
- 3.
- 4.

IV. Answer one of the following: (1 question out of 2 to be answered) (1X10=10)

- 1.
- 2.

**Unit – 3**

V. a) Answer two of the following: (2 questions out of 4 to be answered from Poetry) (2X5=10)

- 1.
- 2.
- 3.
- 4.

b) Answer one of the following: (1 question out of 3 to be answered from the Novel –The Prison We Broke) (1X10=10)

- 1.
- 2.
- 3.