



MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

SYLLABI FOR UNDERGRADUATE DEGREE PROGRAMMES

(AS PER NEP 2020)

(Approved on OCTOBER 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)



MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

(AS PER NEP 2020)

(Approved on OCTOBER 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

**ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE
(AECC) - L2 - GENERIC ENGLISH**

Course Outcomes:

By the end of the programme the students will

1. Acquire the LSRW (Listening, Speaking, Reading, Writing) skills
2. Learn to appreciate literature
3. Obtain the knowledge of literary devices and genres
4. Acquire creativity and the skills of expression
5. Know how to use digital learning tools
6. Be aware of social responsibilities
7. Develop the ability to read and write critically
8. Increase the reading speed
9. Enhance the analytical skills.

Mangalore University
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE
(AECC) - L2 - GENERIC ENGLISH (As per NEP 2020)**

Syllabus for I Semester BA/ BHRD/BSW and other courses

Under the Faculty of Arts

(Approved on October 22,, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

Part 1 -Work Book	Total:56/60 hours. 3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Comprehension passage, classification and process analysis	3hrs
Chapter 2: Referencing Skill, Brochure, Advertisements and Picture reading	3hrs
Chapter 3: Data Interpretation	3hrs
Chapter 4: Listening vs. hearing	1hr
Chapter 5: Non-verbal and Verbal signs of active listening	2hrs
Chapter 6: Listening Activities - listening to pre-recorded Interviews and conversations.	3hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	15 hours
Chapter 7: Introducing oneself, Introducing others, Requests, Offering help, Congratulating, Enquiries and Seeking permission.	4hrs
Chapter 8: Giving instructions to do a task and to use a device, Giving Directions	4hrs
Chapter 9: Concord, Question Forms, Question Tags.	3hrs
Chapter 10: Use of Derivatives, Linkers.	4hrs
Part 2 – Course Book – ILLUMINATIONS -1 Prasaranga, Bangalore University Press.	28 hours
Chapter 11: Don't Look into the Vanity Bag -Vaidehi	4hrs
Chapter 12: A Few Words on the Soul- Wislava Szymborska	4hrs
Chapter 13: The Axe-R.K.Narayan	4hrs
Chapter 14: Our Teacher- Masti Venkatesha Iyengar	4hrs
Chapter 15: After Twenty Years -O.Henry	4 hrs.
Chapter 16: The Day My World Changed- Malala Yusuf	4 hrs.

Chapter 17: Three Great Hearts Resolve a Problem – Abdul Kalam	4 hrs.
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Mangalore University
Department of English

ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE
(AECC) - L2 - GENERIC ENGLISH (As per NEP 2020)
Syllabus for II Semester BA/ BHRD/BSW and other courses

under the Faculty of Arts

(Approved on October 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

PART I-WORK BOOK	Total: 56/60 hours. 3 Credits and 4 hours of teaching per week.
UNIT I: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Read the passage and identify the theme.	3hrs
Chapter 2: Read to improve vocabulary: synonyms, antonyms, prefixes, suffixes and collocations.	3hrs
Chapter 3: Listening as a primary skill.	3hrs
Chapter 4: Listen and repeat, listen and narrate, listen and analyze a poem.	3hrs
Chapter 5: Vocabulary building.	3hrs
UNIT II: Productive Skills: Speaking and Writing Skills	17 hours
Chapter6: Reported speech.	3hrs
Chapter7: Dialogue writing.	2hrs
Chapter8: Verbal and non-verbal communication.	3hrs
Chapter9: Creative writing.	3hrs
Chapter10: Essay writing.	3hrs
Chapter11: Writing a speech.	3hrs
Part 2 – Course Book – <i>ILLUMINATIONS -II</i> Prasaranga, Bangalore University Press.	28hours
Chapter12: Of Mothers, Among Other Things- A.K Ramanujan.	4hrs
Chapter13: The Worm - Nissim Ezekiel.	4hrs
Chapter14: The Boy Who Broke the Bank - Ruskin Bond.	4hrs
Chapter15: Two Friends - Guy De Maupassant.	4hrs
Chapter16: The All Seeing Blind - Abid Surti.	4hrs

Chapter 17: On the Crisis of Civilization – Rabindranath Tagore	4hrs
Chapter 18: Kailash Satyarthi’s Nobel Prize Acceptance Speech	4hrs

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ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE

(AECC) - L2 - GENERIC ENGLISH (As per NEP 2020)

Syllabus for I Semester B.SC/B.SC (FND)/B.SC (HS)/B.SC (CS)/

B.SC(FD)/B.SC(GD)/B.SC(LD)/B.SC(IDD)/B.SC(AVE)/B.SC(C)/B.SC(FT) and other courses

under the Faculty of Science

(Approved on October 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

PART I-WORK BOOK	Total: 56/60 hours. 3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	16 hours
Chapter 1: Comprehension passage, classification and process analysis	4 hrs.
Chapter 2: Referencing Skill, Brochure, Advertisements and Picture reading	3hrs
Chapter 3: Data Interpretation	3hrs
Chapter 4: Listening vs. hearing	1hr
Chapter 5: Non-verbal and Verbal signs of active listening	2hrs
Chapter 6: Listening Activities - listening to pre-recorded Interviews and conversations.	3hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	16 hours
Chapter 7: Introducing oneself, Introducing others, Requests, Offering help Congratulating, Enquiries and Seeking permission.	4hrs
Chapter 8: Giving instructions to do a task and to use a device, giving directions	4hrs
Chapter 9: Concord, Question Forms, Question Tags.	4hrs
Chapter 10: Use of Derivatives, Linkers.	4hrs
Part 2 – Course Book – CONFLATIONS -1 Prasaranga, Bangalore University Press.	28 hours
Chapter 11: I Shall Go Back in the New Year- Nilim Kumar	4hrs
Chapter 12: Sonnet (My Father)-Yehuda Amichai	4hrs
Chapter 13: The Wolf- Farooq Sarwar	4hrs
Chapter 14: Leaving- M.G.Vassanji	4hrs
Chapter 15: Real Food -Chimamanda Ngozi Adichie	4 hrs
Chapter 16: Wings of fire- Dr A.P.J, Abdul Kalam	4 hrs

Chapter 17: Relations between Men and Women- Raja Ram Mohan Roy	4 hrs
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ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE

(AECC) - L2 - GENERIC ENGLISH (As per NEP 2020)

Syllabus for II Semester B.SC/B.SC (FND)/B.SC (HS)/B.SC (CS)/
B.SC(FD)/B.SC(GD)/B.SC(LD)/B.SC(IDD)/B.SC(AVE)/B.SC(C)/B.SC(FT)/ and other courses
under the Faculty of Science

(Approved on October 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

PART I-WORK BOOK	Total: 56/60 hours. 3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	16 hours
Chapter 1: Reading a passage to give a title	2hrs
Chapter 2: Reading for vocabulary building –synonyms, antonyms, homophones, homonyms, suffixes, prefixes, collocations, words often confused .	3hrs
Chapter 3: Reading passages on specific fields for vocabulary building.	5hrs
Chapter 4: Barriers for effective listening	2hr
Chapter 5: Types of Listening	1hr
Chapter 6: Techniques to improve listening skills.	1hr
Chapter 7: Listening to pre-recorded audios, movies and other listening activities.	2hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	16 hours
Chapter8: Reported Speech	3hrs
Chapter9: Dialogue writing	2hrs
Chapter 10: Verbal Communication and Non-verbal communication	2hrs
Chapter 11: Summarizing	2hr
Chapter 12: Speech Writing	3hrs
Chapter13: Essay Writing	4hrs
Part 2 – Course Book – CONFLATIONS -II Prasaranga, Bangalore University Press.	28 hours
Chapter 14: Earth Never dies- Niyi Osundare	4hrs
Chapter 15: The Adventure of the Three Students – Sir Arthur Conan Doyle	4hrs

Chapter 16: The Death of a Government Clerk-Anton Chekhov	4hrs
Chapter 17: Ignorance isn't Bliss-Tabish Khair	4hrs
Chapter 18: Bonds of Friendship-Craig Burkholder	4hrs
Chapter 19: A Corpse in the Well-Shankar Ramachandra Kharat	4hrs
Chapter 20: The Refugee - Pearl.S..Buck	4hrs

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**ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE
(AECC) - L2 - GENERIC ENGLISH (As per NEP 2020)**

Syllabus for I Semester for B.Com/ B.Com (E-Com)

(Approved on October 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

PART I-WORK BOOK	Total: 56/60 hours. 3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Skimming and Scanning, travelogue reading	3hrs
Chapter 2: Academic reading, Reference materials, editorials and Brochures	3hrs
Chapter 3: Job-Oriented reading – Applications, Emails, Memos	3hrs
Chapter 4: Listening Skills, Active and Passive listening	1hr
Chapter 5: Listening to Job Interviews and Conversations	2hrs
Chapter 6: Comprehensive Listening	3hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	15 hours
Chapter 7: Performance Activity, Role play, Extempore, Group Discussion	3hrs
Chapter 8: Introducing Oneself, Giving Information, Giving Instructions	3hrs
Chapter 9: Writing Skills Sentence, Phrases, Clauses	3hrs
Chapter 10: Paragraph writing, verb forms, tenses, subject- verb agreement, Idioms and Phrases	3hrs
Chapter 11: Speech Writing	3hrs
Part 2 – Course Book – <i>PERCEPTIONS -1</i> Prasaranga, Bangalore University Press.	28 hours
Chapter 12: The Last Leaf – O.Henry	4hrs
Chapter 13: All Creatures Great & Small -Ruskin Bond	4hrs
Chapter 14: Heart of the Tree -Henry Bunner	4hrs
Chapter 15: Daughter - Lata Jagtiani	4hrs
Chapter 16: The Ploughman -Khalil Gibran	4hrs
Chapter 17: My Teacher -Helen Keller	4hrs
Chapter 18: A Conversation with a Reader -Hilaire Belloc	4hrs

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ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE

(AECC) - L2 - GENERIC ENGLISH (As per NEP 2020)

Syllabus for II Semester for B.Com/ B.Com (E-Com)

(Approved on October 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

Part 1 Work Book	Total: 56/60 hours. 3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	16 hours
Chapter 1: Caption Writing, Identifying a title for the passage	3hrs
Chapter 2: Vocabulary Building –Derivatives, Synonyms, Homonyms, Collocations	4hrs
Chapter 3: Identifying the meaning from Paragraphs	3hrs
Chapter 4: Listening Skills, Barriers to listening	1hr
Chapter 5: Listening Principles	2hrs
Chapter 6: Comprehensive Listening – Select Passages	3hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	16 hours
Chapter 7: Types of Communication	2hrs
Chapter 8: Active /Passive Voice	3hrs
Chapter 9: Reported Speech	3hrs
Chapter 10: Dialogue Writing	3hrs
Chapter 11: News Writing	3hrs
Chapter 12: Essay Writing	2hrs
Part 2 – Course Book – <i>PERCEPTIONS -II</i> Prasaranga, Bangalore University Press.	28 hours
Chapter 13: Money – Muppala Ranganayakamma	4hrs
Chapter 14: The Toys Of Peace - H.H.Munro (SAKI)	4hrs
Chapter 15: Alone -Sheila Nayampalli Barua	4hrs
Chapter 15: Cartooning - R.K.Laxman	4hrs
Chapter 16: Homeless in the ‘Global Village’ – Vandana Shiva	4hrs
Chapter 17: Caged Bird - Maya Angelou	4hrs
Chapter 18: Wall -D.S.Dadhakar	4hrs

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**ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE
(AECC) - L2 - GENERIC ENGLISH (As per NEP 2020)**

Syllabus for I Semester for B.B.A

(Approved on October 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

PART I-WORK BOOK	Total: 56/60 hours. 3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	15 hours
Chapter 1: Skimming and Scanning, travelogue reading	3hrs
Chapter 2: Academic Reading, Reference materials, editorials and Brochures	3hrs
Chapter 3: Job-Oriented reading – Applications, Emails, Memos	3hrs
Chapter 4: Listening Skills, Active and Passive listening	1hr
Chapter 5: Listening to Job interviews and Conversations	2hrs
Chapter 6: Comprehensive Listening	3hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	15 hours
Chapter 7: Performance Activity, Role play, Extempore, Group Discussion	3hrs
Chapter 8: Introducing Oneself, Giving Information, Giving Instructions	3hrs
Chapter 9: Writing Skills Sentence, Phrases, Clauses	3hrs
Chapter 10: Paragraph Writing- verb forms, tenses, subject- verb Agreement, Idioms and Phrases	3hrs
Chapter 11: Speech Writing	3hrs
Part 2 – Course Book – SPECTRUM-1 MANGALORE UNIVERSITY	28 hours
Chapter 12: Toasted English –R.K.Narayan	4hrs
Chapter 13: The Need for Excellence Narayana Murthy	4hrs
Chapter 14: How I became a Public Speaker G.B. Shaw	4hrs
Chapter 15: Shooting an Elephant George Orwell	4hrs
Chapter 16: The Social Cost of Economic Globalization Vandana Shiva	4hrs

Chapter 17: Money Madness	D.H. Lawrence	2 hrs
Chapter 18: How Do I Love Thee? Browning	Elizabeth Barrett	3 hrs
Chapter 19: The Soul's Prayer	Sarojini Naidu	3 hrs

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Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE
(AECC) - L2 - GENERIC ENGLISH (As per NEP 2020)**

Syllabus for II Semester for B.B.A

(Approved on October 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

PART I-WORK BOOK	Total: 56/60 hours. 3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	16 hours
Chapter 1: Reading a passage to give a title	2hrs
Chapter 2: Reading for vocabulary building –synonyms, antonyms, homophones, homonyms, suffixes, prefixes, collocations, words often confused .	3hrs
Chapter 3: Reading passages on specific fields for vocabulary building.	5hrs
Chapter 4: Barriers for effective listening	2hr
Chapter 5: Types of Listening	1hr
Chapter 6: Techniques to improve listening skills.	1hr
Chapter 7: Listening to pre-recorded audios	2hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	16 hours
Chapter8: Reported Speech	3hrs
Chapter9: Dialogue writing	2hrs
Chapter 10: Verbal Communication and Non-verbal communication	2hrs
Chapter 11: Summarizing	2hr
Chapter 12: Speech Writing	3hrs
Chapter13: Essay Writing	4hrs
Part 2 – Course Book – SPECTRUM-II MANGALORE UNIVERSITY	28 hours
Chapter 14: Corporate Giant : Indra Nooyi	4hrs
Chapter 15: Tune into the Voice of the Deprived: Aruna Roy	4hrs
Chapter 16: Work Brings Solace: A. P. J. Abdul Kalam	4hrs
Chapter 17: The Worship of the Wealthy: G.K. Chesterton	4hrs

Chapter 18: In Praise of Mistakes: Robert Lynd	4hrs
Chapter 19: Silver: Walter de la Mare	2 hrs
Chapter 20: Breezy April: Rabindranath Tagore	3hrs
Chapter 21: Soldier: Rupert Brooke	3hrs

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**ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE
(AECC) - L2 - GENERIC ENGLISH (As per NEP 2020)**

Syllabus for I Semester B.C.A

(Approved on October 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

PART I-WORK BOOK	Total:56/60 hours. 3 Credits and 4 hours of teaching per week.
Unit 1: Receptive Skills: Reading Skills and Listening Skills	16 hours
Chapter 1: Comprehension passage, classification and process analysis	4 hrs.
Chapter 2: Referencing Skill, Brochure, Advertisements and Picture reading	3hrs
Chapter 3: Data Interpretation	3hrs
Chapter 4: Listening vs. hearing	1hr
Chapter 5: Non-verbal and Verbal signs of active listening	2hrs
Chapter 6: Listening Activities - listening to pre-recorded Interviews and conversations.	3hrs
Unit 2: Productive Skills: Speaking Skills and Writing Skills	16 hours
Chapter 7: Introducing oneself, Introducing others, Requests, Offering help Congratulating, Enquiries and Seeking permission.	4hrs
Chapter 8: Giving instructions to do a task and to use a device, giving directions	4hrs
Chapter 9: Concord, Question Forms, Question Tags.	4hrs
Chapter 10: Use of Derivatives, Linkers.	4hrs
Part 2 – Course Book – <i>Treasure Trove I</i> Mangalore University	28 hours
Chapter 11: Letter to A Teacher The School of Barbiana	4hrs
Chapter 12: The Conjuror's Revenge Stephen Leacock	4hrs
Chapter 13: I Have A Dream Martin Luther King Jr.	4hrs
Chapter 14: The Eyes are Not Here Ruskin Bond	4hrs
Chapter 15: A Wrong Man in Workers' Paradise Rabindranath Tagore	4 hrs
Chapter 16: Ode to Autumn John Keats	3 hrs

Chapter 17: Dover Beach	Matthew Arnold	3 hrs
Chapter 18 Still I Rise	Maya Angelou	2 hrs

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ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE

(AECC) - L2 - GENERIC ENGLISH (As per NEP 2020)

Syllabus for II Semester B.C.A

(Approved on October 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

PART I-WORK BOOK	Total: 56/60 hours. 3 Credits and 4 hours of teaching per week.	
Unit 1: Receptive Skills: Reading Skills and Listening Skills	16 hours	
Chapter 1: Reading a passage to give a title	2hrs	
Chapter 2: Reading for vocabulary building –synonyms, antonyms, homophones, homonyms, suffixes, prefixes, collocations, words often confused .	3hrs	
Chapter 3: Reading passages on specific fields for vocabulary building.	5hrs	
Chapter 4: Barriers for effective listening	2hr	
Chapter 5: Types of Listening	1hr	
Chapter 6: Techniques to improve listening skills.	1hr	
Chapter 7: Listening to pre-recorded audios, movies and other listening activities.	2hrs	
Unit 2: Productive Skills: Speaking Skills and Writing Skills	16 hours	
Chapter8: Reported Speech	3hrs	
Chapter9: Dialogue writing	2hrs	
Chapter 10: Verbal Communication and Non-verbal communication	2hrs	
Chapter 11: Summarizing	2hr	
Chapter 12: Speech Writing	3hrs	
Chapter13: Essay Writing	4hrs	
Part 2 – Course Book – <i>Treasure Trove II Mangalore University</i>	28 hours	
Chapter 14: Knowledge and Wisdom	Bertrand Russel	4hrs
Chapter 15: Go Kiss the World Doyle	SubrotoBagchi	4hrs
Chapter 16: A Cup of Tea Mansfield	Katherine	4hrs
Chapter 17: Professions for Women	Virginia Woolf	4 hrs

Chapter 18: Voluntary Poverty M.K. Gandhi	4 hrs
Chapter 19: Stopping by Woods on a Snowy Evening Robert Frost	3 hrs
Chapter 20: The Punishment in Kindergarten Kamala Das	3 hrs
Chapter 20: Song 36 from <i>Gitanjali</i> Tagore Rabindranath	2 hrs

**Question Paper Pattern
B.A./BSc/BCom/BBA/BCA
I and II Semester**

Time : 3 hrs

Marks :60

**SECTION-A
(Course Book - 20 marks)**

(Questions to be set on both prose and poetry)

- | | |
|---|---------|
| I. Answer in about 100 words (2 questions out of 4) | 2X5=10 |
| II. Answer in about 300 words (1 out of 3) | 1X10=10 |

SECTION- B

(Grammar and Composition- 40 marks)



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**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC) – L1 ADDITIONAL ENGLISH**

Course Outcomes:

1. This Course aims at introducing English poetry and prose to develop reading skills
2. It teaches the basics of English grammar and writing skills.

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Department of English

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**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC) – L1 ADDITIONAL ENGLISH**

**Syllabus for I Semester L1 Additional English for Arts/Science/Commerce and Business
Administration /Computer Application Courses**

POETRY

1. Sonnet 29 - William Shakespeare
2. Childhood -Markus Natten
3. Grandfather's Holiday --Rabindranath Tagore

PROSE

1. The Imp and the Crust-Leo Tolstoy
2. Sweets for Angels-R.K Narayan
3. Great Expectations- Chapter I -Charles Dickens
4. On Habits -AG Gardiner
5. Window View - Robert Lynd

Grammar and Composition.

- A. Correction of Errors (Articles, Verbs, Tenses, Prepositions, Voice)
- B. Language in Content
Unseen Passage
Vocabulary Exercises based on the passage
- C. Slogan Writing and Caption Writing

Course Book: *SPECTRUM – I*

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**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC) – L1 ADDITIONAL ENGLISH**

**Syllabus for II Semester L1 Additional English for Arts/Science/Commerce and Business
Administration /Computer Application Courses**

POETRY

1. The Human Seasons - John Keats
2. If -Rudyard Kipling
3. Just Keep Quiet and Nobody Will Notice - Ogden Nash

PROSE

1. The Door -P Lankesh
2. The Tell Tale Heart - Edgar Allan Poe
3. The Dead Man Who Wore Pyjamas -Paulo Coelho
4. On Travel by Train -J.B. Priestley
5. The Obligations to Endure - Rachel Carson

Grammar and Composition.

- i. Framing sentences using idioms
 - ii. Degrees of comparison
 - iii. Hyponym and Super ordinates
 - iv. Prefix and Suffix
 - v. Synonyms
- A.** Drafting Brochure
Drafting Leaflet
- B.** Drafting Invitations

Course Book: *SPECTRUM – II*

Question Paper Pattern

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC) – L1 ADDITIONAL ENGLISH**
for Arts/Science/Commerce / Computer Application and Business
Administration Courses

Time : 3Hrs

Marks :60

SECTION-A
(Course Book - 40 marks)

- A. Answer any 4 questions in about 100 words each (out of six) $4 \times 5 = 20$
B. Answer any 2 questions in about 300 words each (out of Three) $2 \times 10 = 20$

SECTION- B

Grammar and Communication Component

20 marks



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DISCIPLINE CORE (DSC) - B.A. IN ENGLISH (BASIC/ HONS.)/ MAJOR/ MINOR DISCIPLINES PROGRAMME

Name of the Degree Program: B.A. in English (Basic/Hons.)

Discipline Core: English (Hons.)

Total Credits for the Programme: 172 Starting

year of implementation: 2021- 22,,

Programme Outcomes:

At the end of the B.A in English (Hons) programme, the learners would:

1. Be able to demonstrate a broad knowledge of major and minor writers, texts and contexts defining issues of canonical and non-canonical literature
2. Be enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Have honed their skills of remembering, understanding, applying, analyzing, and evaluating literature
4. Be able to write with clarity, creativity and persuasiveness
5. Develop and demonstrate an awareness of the significance of literature and literary forms
6. Be equipped with advanced literary and linguistic skills
7. Have competency in the use of English from /for a variety of domains
8. Have a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate /understand multiple interpretations
10. Locate and contextualize texts across theoretical orientations and cultural spaces
11. Possess reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc.
12. Imbibe a multi-disciplinary approach in higher education and research
13. Be skilled in multiple domains and careers
14. Become adept at the use of English in the current technological climate
15. Have hands-on work experience.

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Department of English

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**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC) – L1 ADDITIONAL ENGLISH**

**SYLLABUS FOR I SEMESTER B.A. IN ENGLISH
(BASIC/ HONS.)**

SEMESTER I COURSE –I -DSC- PAPER A1

TITLE OF THE COURSE -- Introduction to Literature

Course Title-- Introduction to Literature	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

CONTENT OF THE COURSE		39/42hrs
UNIT-I: Introduction to Literature		13/14
Chapter No. 1	Defining Literature- Why study Literature? Elements of literature. <i>What is literature?</i>	
Chapter No.2	Literature and Society, Literature and Life, Canon – <i>What is literature?</i>	
Chapter No.3	Essay by Terry Eagleton.	
UNIT II: Literary Forms		13/14
Chapter 4	Poetry: (Lyric, Sonnet, Ballad, Epic, Elegy, Mock Epic) <i>Do not stand at my grave and weep</i> –Mary Elizabeth Frye <i>Shall I Compare thee?</i> - William Shakespeare <i>A Boy Named Sue</i> - Johnny Cash <i>Syntax</i> - Carol Ann Duffy	
Chapter 5	Drama: Tragedy, Comedy, Tragi-comedy One-Act Play	
Chapter 6	Prose: Novel, Novella, Short story, Essay, Biography, Autobiography	

UNIT III: Literary Terms &Figurative Language		13/14
Chapter No. 7	Blank Verse, Rhythm, Meter, Couplet, Dramatic Monologue	
Chapter 8	Farce, Satire, Prologue, Epilogue, Irony Monologue, Aside, Soliloquy, Plot, Character, Setting, Chorus	
Chapter 9	Simile, Metaphor, Personification, Hyperbole, Allusion, Idiom, Pun, Onomatopoeia, Alliteration, Assonance, Synecdoche, Apostrophe	

References

1. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. OUP, 2001.
2. Bate, Jonathan. *English Literature: A Very Short Introduction*. OUP.
3. Bennett, Andrew. *An Introduction to Literature, Criticism and Theory*. Routledge.
4. Eagleton, Terry. *How to Read Literature*. Yale University Press.
5. Eaglestone, Robert. *Doing English; A Guide for Literature Students*. Routledge, 2000.
- Gopal, Priyamvada. *The Indian English Novel; Nation History, and Narration*.
6. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi Atlantic, 2007.
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8. Ousby, Iain. Ed; *The Cambridge Guide to Literature in English*, Cambridge University Press. 1983
9. The McGraw-Hill. *Introduction to Literature*
10. Glossary Literary Terms by M H Abrams
11. Hudson, William Henry; *An Introduction to the Study of Literature New Delhi Atlantic 2007*
12. Reese, R.J. *English Literature: An Introduction for Foreign Readers*.

Mangalore University
Department of English

(Approved on October 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

**SYLLABUS FOR I SEMESTER B.A. IN ENGLISH
(BASIC/ HONS.)**

**SEMESTER I COURSE –II -DSC PAPER A2
TITLE OF THE COURSE: Indian Writing in English Part I**

Course Title- Indian Writing in English Part I (Pre -Independence)	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

CONTENT OF THE COURSE		39/42hrs
Unit –I History of Indian English Literature		10/11
Chapter No. 1	The Nature and Scope of Indian English Literature: Debate/charges against Indian English Literature (Reference: M.K.Naik, <i>A History of Indian English Literature</i> , New Delhi, Sahitya Akademi. 1980)	
Chapter No. 2	Pre-independence Indian English Poetry, Prose, Drama and Novel	
Chapter No. 3	Introducing authors from the pre- independence era - Raja Ram Mohan Roy, Toru Dutt, Aurobindo, Swami Vivekananda, Bankim Chandra Chattopadhyay, Mahatma Gandhi, Dr B. R. Ambedkar, Rabindranath Tagore, Sarojini Naidu, Henry Derozio, Dean Mahomet, Krupabai Sathianadhan, Sarojini Naidu, Cornelia Sorabji.	
Unit – II - Pre-Independence Fiction		16/17
Chapter No. 4	<i>Raj Mohan's Wife</i> - Bankim Chandra Chatterjee:	
Chapter No. 5	<i>Saguna</i> -- Krupabai Sathianadhan	
Unit – III- Indian English Poetry, Short stories and Essays		13/14
Chapter No. 6	Select Poems Toru Dutt- <i>Love Came to Flora Asking for a Flower</i> Sarojini Naidu- <i>Song of a Dream</i> Henry Derozio- <i>To India-My Native Land</i>	

References

1. Deshmane, Chetan, ed. *Muses India: Essays on English-Language Writers from Mahometto*

Chapter No. 7	Select Stories Begum Rokeya Hossain - <i>Sultana's Dream</i> Mulk Raj Anand - <i>The Barber's Trade Union</i> - Rabindranath Tagore- <i>Kabuliwala</i>	
Chapter No. 8	Select Essays I.M.K. Gandhi- 'The Great Sentinel' Swami Vivekananda- 'Chicago Address' B.R. Ambedkar- 'A Childhood Journey to Koregaon'	

Rushdie. Jefferson, NC, and London: McFarland & Co., 2013.

2. Iyenger, K R S. *Indian Writing in English*. New Delhi. Sterling Publisher, 1984.
3. Naik, M. K. *A History of Indian English Literature*. Delhi: Sahitya Akademi, 1992.
4. M. K. Naik (Ed) *The Indian English Short Story: A Representative Anthology*, New Delhi: Arnold-Heinemann, 1984
5. Mukherji, Minakshi . *The Twice Born Fiction*. New Delhi: Heinemann, 1971.
6. Narasimhiah C D ed *Makers of Indian English Literature*, Delhi Pencraft International. 2000
7. Radhakrishnan, N. *Indo Anglian Fiction: Major Trends and Themes*. Madras: Emerald.1984
8. Rao, Krishna. *The Indo-Anglian Novels and the Changing Tradition*. Mysore: Rao and Raghavan, 1973.
9. Pollock, Sheldon. *Literary Cultures in History: Introduction*

Mangalore University
Department of English

(Approved on October 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

**SYLLABUS FOR II SEMESTER B.A. IN ENGLISH
(BASIC/ HONS.)**

**SEMESTER II COURSE –III -DSC PAPER A3
TITLE OF THE COURSE: Introduction to Phonetics and Linguistics**

Course Title-- Introduction to Phonetics and Linguistics	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

CONTENT OF THE COURSE		Hours
Unit –1	Introduction to Phonetics and Linguistics	13/14
Chapter No. 1	Language- its nature, definitions, characteristic features	
Chapter No. 2	Linguistics – Definitions, Scope	
Chapter No. 3	Branches of Linguistics	
Unit - 2 Phonetics and Phonology:		13/14
Chapter No. 4	Speech Mechanism, Organs of Speech,	
Chapter No.5	Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants	
Chapter No. 6.	Transcription of words, Word stress, Phonemics-phone, allophone- phoneme	
Unit – 3 Morphology, Syntax, Semantics and Lexicon		13/14
Chapter No. 7	Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words, Allomorph – morpheme	
Chapter No. 8.	Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses	
Chapter No. 9.	Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes	

REFERENCES

- Sethi, J. Dhamija, P.V. *A Course in Phonetics and Spoken English*, Prentice-Hall of India Pvt Ltd, New Delhi, 2005.
- Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*, Macmillan Publishers India LT. 2010.
- Yule, George. *The Study of Language*, Cambridge, Cambridge University Press, 2010.
- Aitchison, Jean. *Linguistics*, Hodder & Stoughton Ltd, London, 2003.
- Cruse, Alan. *Meaning in Language*. Oxford: Oxford University Press, 2000.
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Mangalore University
Department of English

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**SYLLABUS FOR II SEMESTER B.A. IN ENGLISH
(BASIC/ HONS.)**

**SEMESTER II COURSE –IV -DSC- PAPER A4
TITLE OF THE COURSE: Indian Writing in English –Part II**

Course Title-- Indian Writing in English –Part II (Post-Independence)	
Total Contact Hours:39/42	Course Credits: 3
Formative Assessment Marks: 40	Internal Assessment
Summative Assessment Marks: 60	Duration of ESA/Exam: 3 hours

CONTENT OF THE COURSE		39/42Hrs
Unit-I Indian English Literature (Post Independence Period)		13/14
Chapter No.1	Post-Independence (1947-1980) Indian English Poetry, Prose,	
Chapter No. 2	Post-Independence (1947-1980) Indian English drama and Novel	
Chapter No. 3	Post-1980s Indian English literature	
Unit – 2 Introducing writers of the Post-independence era:		6/7

Chapter No. 4	Kamala Das, Shashi Deshpande, Chaman Nahal, Manohar Malgoankar, Amitav Ghosh, K. A. Abbas, Vikram Seth, Arundathi Roy, Arun Joshi, G B Desani, Girish Karnad, Anita Desai, Manju Kapur, Arvind Adiga, Chitra Banerjee Divakaruni, Namitha Gokhale, Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar, Attia Hosain, Andaleeb Wajid, Ranjit Hoskote	
Unit –3 - Unit - 3 Illustrative Texts		20/21
Chapter No. 5	Syed Amanuddin - Don't Call Me Indo-Anglian Kamala Das- An Introduction A. K. Ramanujan, Small Scale Reflections on a GreatHouse Nissim Ezekiel's- Good bye Party to Miss Pushpa T S Kushwant Singh's <i>Train To Pakistan</i> Mahesh Dattani's <i>Seven Steps Around the Fire</i>	

References:

- Ansani, Shyam M. *New Dimensions of Indian English Novels*, Delhi: Doaba House, 1987
- Devy, G. N. *After Amnesia: Tradition and Changes in Indian Literary Criticism*. Hyderabad: Orient Longman and Sangam Books, 1992.
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- Gandhi, Leela. *Post-Colonialism*. Oxford University Press, 2002.
- Jain, Jasbir. *Beyond Postcolonialism: Dreams and Realities of a Nation*. Jaipur: Rawat Publications, 2006.
- M. K. Naik (Ed) *The Indian English Short Story: A Representative Anthology*, New Delhi: Arnold-Heinemann, 1984
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Pattern of assessment for Courses in Semester I and Semester II is as follows:

ASSESSMENT BREAK-UP (60 +40 =100)

SUMMATIVE ASSESSMENT (Semester Exam)	Theory	60 marks
FORMATIVE ASSESSMENT (Internal Assessment)	First Internal Assessment Test	15 marks
	Second Internal Assessment Test	15 marks
	Class test/Oral test	10 marks
	Total Internal Assessment Marks	40 marks
	Total marks	100 marks

**MANGALORE UNIVERSITY UG
ENGLISH (AS PER NEP-2020)**

**Question pattern for B.A in English (Hons) FIRST
SEMESTER-COURSE I
DSC – Paper A1 -Introduction to Literature**

Time: 3 hours

Max.Marks:60

Instructions: Answer all the questions

Section A-Introduction to Literature

1. Answer **any two** of the following in about 300 words each: **(2X10 =20)**

(Three questions from Introduction to Literature)

Section B-Literary Forms

II. Answer **any four** of the following in about 100 words each **(4x05=20)**

Two questions from Poetry

Two questions from Drama

Two questions from Prose

Section E- Literary Terms and Figurative Language

III. Answer **any ten** of the following **(10X2=20)**

(Fifteen questions in all)

**MANGALORE UNIVERSITY UG
ENGLISH (AS PER NEP-2020)**

Question pattern for B.A in English (Hons) FIRST

**SEMESTER -COURSE II
DSC -PAPER A2 -Indian Writing in English Part I**

Time: 3 hours

Max.Marks:60

Instruction: Answer all the questions

Section A

History of Indian English Literature (Pre-Independence Period)

I. Write short notes on any four of the following in about 100 words each. (4x5=20)

(Six Questions from Unit I)

Section B

Pre-Independence Fiction

II. Answer any one of the following in about 300 words. (1x10=10)

One question from each novel

SECTION C

Indian English Poetry, Short Stories and Essays

III. Answer any three of the following in about 300 words each (3x10=30)

Two questions from poetry

Two questions from short stories

Two questions from essays

**MANGALORE UNIVERSITY UG ENGLISH
(AS PER NEP-2020)**

Question pattern for B.A in English (Hons)

**SECOND SEMESTER-COURSE III
DSC – PAPER A3 -Introduction to Phonetics and Linguistics**

Time:3 hours

Max.Marks:60

Instruction: Answer all the questions

- I.** Answer the following questions in about one or two sentences. **(05X01=05)**
(Seven questions will be given from Chapter 1)
- II.** Answer any one of the following questions in about 200 words. **(01X05=05)**
(Four questions will be given from chapter 1,2,4&5)
- III.** Write the phonetic symbol and three-term-label for the initial and final phoneme in the following words. **(10X01=10)**
- IV.** From the words given below identify the ones that have a CCVCC structure. **(05X01=05)**
- V.** From the jumbled group of words identify the words that contain similar consonant/vowel phoneme. **(05X01=05)**
- VI.** Indicate the syllable division in the following words. **(05X01=05)**
- VII.** Identify the syllable stress in the following words. **(05X01=05)**
- VIII.** Give the plural forms of the following nouns and next to each word state whether the plural marker is pronounced /s/, /z/ or /iz/. **(05X01=05)**
- IX.** Give the past tense marker of the following verbs and next to each word indicate if the past tense marker is pronounced /t/, /d/ or /id/. **(05X01=05)**
- X.** From the passage given before identify words containing/ending/beginning the following phonetic sounds. **(05X01=05)**
- XI** Write a complete phonetic transcription for the passage given below. **(05X01=05)**

**MANGALORE UNIVERSITY UG
ENGLISH (AS PER NEP-2020)**

Question pattern for B.A in English (Hons)

**SECOND SEMESTER- COURSE IV
DSC – PAPER A4 -Indian Writing in English –Part II**

Time:3 hours

Max.Marks:60

Instruction: Answer all the questions Section

A

**Indian English Literature (Post
Independence Period)**

I. Answer any two of the following in about 300 words each (2x10=20)

(Four Questions from Unit I not excluding any chapter)

Section B

Introducing writers of the post independence era

II. Write short notes on any **two** of the following in about 100 words each (2x5=10)

(Four questions from unit II)

Section C

Illustrative Texts

III. Answer any three of the following in about 300 words each (3x10=30)

(Six questions from Unit III not excluding any writer)



MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

(AS PER NEP 2020)

(Approved on OCTOBER 22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

**B.A IN ENGLISH: SYLLABUS FOR
DISCIPLINE ELECTIVE (DSE) / OPEN ELECTIVES (OE) 1, 2, 3, & 4.**

OPEN ELECTIVE: SYLLABUS

English – Open Elective -1

FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS

60 marks paper for 3 hours duration and 40 marks for Internal Assessment

60 hrs Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

Section I: Functional English Grammar

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

Section II: Writing Skills

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

4. Models of Writing: Expansion of Ideas, Dialogue Writing, Drafting an Email

Section III: Reading Skills

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

Suggested Reading:

1. Geoffrey Leech and Svartik. *Communicative Grammar of English*, Pearson
2. Geoffrey Leech. *English Grammar for Today*, Palgrave
3. Prasad P. *The Functional Aspects of Communicative Skills*.
4. Leena Sen. *Communication Skills*, Princeton Hall
5. Vandana Singh. *The Written Word*, OUP

Mode of Examination:**Theory Examination: 100 Marks (60 Marks Sem-end+40 Marks Internal)****Question Paper Pattern**

- | | |
|---|-----------------|
| 1. Very Short Answer Questions on all sections | 15x2 =30 Marks |
| 2. One Short Notes from all sections | 1x 5 = 05 Marks |
| 3. Cloze Test | 10x1= 10 Marks |
| 4. Short Questions on dialogue and expansion of an idea | 1x5 = 05 Marks |
| 5. One Essay Type Question | 1x10= 10 Marks |

Mode of Examination:**Theory Examination: 100 Marks (60 Marks Sem-end+40 Marks Internal)****Question Paper Pattern**

- | | |
|---|-----------------|
| 6. Very Short Answer Questions on all sections | 15x2 =30 Marks |
| 7. One Short Notes from all sections | 1x 5 = 05 Marks |
| 8. Cloze Test | 10x1= 10 Marks |
| 9. Short Questions on dialogue and expansion of an idea | 1x5 = 05 Marks |
| 10. One Essay Type Question | 1x10= 10 Marks |

English – Open Elective -2
SPOKEN ENGLISH FOR CORPORATE JOBS

60 marks paper for 3 hours duration and 40 marks for Internal Assessment
60 hrs Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

Course and Skill Outcome:

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

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

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

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

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

Suggested Readings:

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

Question Paper Pattern:

- | | |
|--------------------------------|---------|
| 1. Very short answer questions | 10x2=20 |
| 2. Short notes on all sections | 4x5=20 |
| 3. Essay type questions | 2x10=20 |

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

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

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

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. Balasubramanian. *A Course in Phonetics for Indian Students*, MacMillan
5. Jayashree Mohanraj, *Speak Well*, Black Swan

Question Paper Pattern

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

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

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

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 |



MANGALOREUNIVERSITY

DEPARTMENT OF ENGLISH

SYLLABI FOR UNDERGRADUATE DEGREE PROGRAMMES

(AS PER NEP 2020)

Approved on August 24-25, 2022, BOS (UG)

Effective for batches commencing from 2021 onwards



**MANGALORE UNIVERSITY
DEPARTMENT OF ENGLISH**

(AS PER NEP 2020)

**Approved on August 24-25, 2022, BOS (UG)
Effective for batches commencing from 2021 onwards
ABILITY ENHANCEMENT COMPULSORY COURSE
LANGUAGE (AECC)-L2-GENERIC ENGLISH**

**BA/BAHRD/BSW/BVA/BHA/BSC/BCOM/BCA/BBA and all other UG
programmes offered by Mangalore University**

SEMESTER III

**Total Credits for the Program : 03
Year of implementation : 2022-23
Teaching hours 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

Course Objectives

1. To enhance LSRW(Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentations skills

4. To develop the ability to critically analyze, interpret and appreciate literary texts
5. To inculcate an openness to, and appreciation of social, cultural, religious and ethnic diversities
6. To train students for new and emerging professional positions like – content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations like:
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. Been equipped with interpersonal communicative skills
3. Augmented their presentation and analytical skills
4. Developed an ability to critically analyse, interpret and appreciate literary texts
5. Developed an openness to, and appreciation of social, cultural, religious and ethnic diversities
6. Developed the skills required for employability in emerging professional sectors such as – content writers, interpreters, translators, transcribers
7. Acquired language skills for successfully facing competitive examinations like:
UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

Mangalore University
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)-L2-GENERIC ENGLISH
(As per NEP 2020)**

**Syllabus for III Semester BA/BAHRD/BSW/BVA/BHA/BSC/BCOM/BCA/ BBA
and all other programmes offered by Mangalore University**

Approved on August 24-25, 2022, BOS (UG)
Effective for batches commencing from 2021 onwards

III SEMESTER		50hrs	60 marks
UNIT-1			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 Hrs	30 marks
READING SKILLS	PLAY/VISUALTEXTS (for written examination)		30 marks
	PLAY <i>A Doll's House</i> - Henrik Ibsen (BBA) <i>Tara</i> - Mahesh Dattani (BCA) <i>Hayavadhana</i> - Girish Karnad (B Com) <i>Waiting for Godot</i> - Samuel Beckett (BSc) <i>She Stoops to Conquer</i> - Oliver Goldsmith (BA)	17 hrs	
LISTENING SKILLS (Audio version of the	PERSUASIVESPEECHES (Any Five)	8 hrs	10 marks

speeches to be emphasized)	<u>For internal assessment only</u>		for IA
	<ol style="list-style-type: none"> 1. Swami Vivekananda speech at the World Parliament of Religions in Chicago. 2. The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management. 3. Rahul Dravid's inspiring speech at Bits Pilani, Goa. 4. Martin Luther King's I Have a Dream Speech, 1963. 5. Severn Suzuki- Speech at the UN Conference on Environment and Development. 6. Dalai Lama's Nobel Peace Prize accepting speech. 7. Emma Watson - Gender Equality is your issue too. 8. Charlie Chaplin's final speech from <i>The Great Dictator</i>. 9. Malala Yousufzai - Nobel Peace Prize Speech 10. Steve Jobs - Commencement Address 11. Muniba Mazari, the Iron Lady of Pakistan 12. Nick Vujicic - How to stop a bully? 13. The speech by Kiran Bedi, India's first woman IPS officer on visionary leadership. 14. Mother Teresa's acceptance speech - Nobel Prize 		

PRODUCTIVESKILLS: SPEAKING AND WRITING SKILLS		25 hrs	30 marks
SPEAKING SKILLS	PRESENTATIONSKILLS <u>For internal assessment only</u>	4 hrs	10 marks for IA
	Types: <ul style="list-style-type: none"> • Informative/Instructive Presentation • Persuasive Presentation • Decision Making Presentation • Demonstrative Presentation 		
WRITING SKILLS	INTRODUCTION TO WRITING AND TYPES OF WRITING <u>For written examination</u>	7 hrs	10 marks
	Introduction to Writing - Types of Writing <ul style="list-style-type: none"> • Descriptive Writing • Narrative Writing • Reflective Writing • Persuasive/Argumentative Writing • Comparative Writing • Cause and Effect Writing 		
	CORRESPONDENCE (For written examination)	8 hrs	10 marks
	<ul style="list-style-type: none"> • Letters of Enquiry and Order Letters, • Letters of Complaint and Reply to Letter of Complaint, • Application for a Job and CV. 		
	COMMERCIALWRITING (For written examination) Any two can be taught	6 hrs	10 marks

	<ul style="list-style-type: none"> • Advertisement Writing • Product Manual • Poster/Brochure Writing 		
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References:

1. Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
2. Rogers, C., Farson, R. E. *Active Listening*. Gordon Training. Inc., www.gordontraining.com/free-workplace-articles/active-listening/, Extract from 1957 article.
3. Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Routledge, 2016.
4. Yadugiri, M A. *Making Sense of English - A Textbook of Sounds, Words and Grammar*, Viva Books, 2005, 2020.
5. Yadugiri, M A. *The Pronunciation of English - Principles and Practice*. Viva Books, 2013, 2017.
6. Peck, John and Martin Coyle. *Write It Right – Secrets of Effective Writing (Palgrave Study Skills)*, Palgrave Macmillan, 2005,2012.
7. Stannard, Allen William . *Living English Structure*. Longman, London, 1974.
8. Wood, Frederick.T. *A Remedial English Grammar for Foreign Students*. Macmillan Education, India, 1990.
9. Stanford Gene. *Better Writing: From Paragraph to Essay*. Harcourt College Pub, California, 1980.
10. Chaturvedi P D and Mukesh Chaturvedi. *Business Communication, Concepts, Cases and Applications*. Pearson, 2011.
11. Dev, Anjana Neira, Anuradha Marwah& Swati Pal. *Creative writing - A Beginners Manual*. Pearson.2008
12. Murphy, Raymond. *Grammar in Use*. CUP, 2019. 5th Edition.
13. Seely, John. *Oxford Guide to Effective Writing and Speaking*. OUP, 1998, 2013.

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.
- In each semester, there shall be Internal Evaluation for 40 Marks.

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 Skills	15
Experiential Learning (Any 2 Activities) Persuasive speeches and listening skills	15
Total	40

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	<ul style="list-style-type: none">✓ 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	<ul style="list-style-type: none">✓ 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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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.



**MANGALORE UNIVERSITY
DEPARTMENT OF ENGLISH**

(AS PER NEP 2020)

**Approved on August 24-25, 2022 BOS (UG)
Effective for batches commencing from 2021 onwards**

**ABILITY ENHANCEMENT COMPULSORY COURSE
LANGUAGE (AECC) - L2 - GENERIC ENGLISH**

**Syllabus for BA/BAHRD/BSW/BVA/BHA/BSC/BCOM/BCA/ BBA and all other UG
programmes offered by Mangalore University**

SEMESTER IV

**Total Credits for the Program : 03
Starting year of implementation : 2022-23
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

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 the students for facing interviews and train them for working efficiently in different professional contexts
- 4) To build the persuasive and creative social media writing skills of the students
- 5) To develop the students' 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 develop the students' ability for self-expression

COURSE OUTCOMES

By the end of the course the students will have:

- 1) Enhanced their creative, interpretative and critical thinking
- 2) Developed the ability 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 the different social contexts and ethical frameworks presented through texts
- 6) Developed the ability to articulate their views with clarity and confidence
- 7) Developed the skills which would enable them to function efficiently and professionally in careers that require a proficiency in English like content writing, journalism, advertising etc.

Mangalore University
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE
(AECC)L2-GENERIC ENGLISH
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IV SEMESTER		50 Hrs	60 marks
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		25 hrs	
Chapter 1: READING SKILLS	LIFE WRITING OR NOVELLA/NOVEL (for written examination)	20 hrs	30 marks
	<i>Dweepa</i> - Na D' Souza (BA) <i>Akkarmashi : The Outcaste</i> - Sharankumar Limbale (BSC) <i>Animal Farm</i> - George Orwell (B Com) <i>Breaking Ties</i> - Sara Abubakar (BCA) <i>Ghachar Ghochar</i> - Vivek Shanbhag (BBA)		
Chapter 2: LISTENING SKILLS	LISTENING AND DECODING Listen to and understand two Ted Talks <u>For internal assessment only</u>	3 hrs	05 marks for IA
	<ol style="list-style-type: none"> 1. How a 13 year old changed 'Impossible' to 'I'm Possible' - Sparsh Shah 2. 7 Ways to Make a Conversation with Anyone - Malavika Varadan 3. The Secrets of Learning a New Language- Lydia Machova 4. The Skill of Self Confidence- Dr Ivan Joseph 5. Where Joy Hides and How to Find it - Ingrid Fetell Lee 6. Why you should be a climate activist? - Luisa Neubauer 7. Save the World by Changing the Rules- 		

	Greta Thunberg 8. Women should rethink their inheritance - Leila Seth 9. Power of Perspective- Preethi Sreenivasan 10. How SHE became an IAS officer Surabhi Gautam		
Listening Skills	Listen to and understand selected poems (2poems) <u>For internal assessment only</u>	2 hrs	05 marks for IA
	1. Road Not Taken - Robert Frost 2. Refugee Blues - Auden 3. Still I Rise - Maya Angelou 4. If-Kipling 5. O Captain! My Captain - Walt Whitman 6. A Psalm of Life - H W Longfellow 7. The Duck and the Kangaroo - Edward Lear 8. On Seeing a White Flag across a Byroad - Kamala Wijeratne 9. Our Strange Lingo - Lord Cromer 10. Money Madness- D H Lawrence 11. Telephone Conversation - Wole Soyinka 12. Soap - Nissim Ezekiel 13. Once upon a Time - Gabriel Okara		
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		25 hrs	
Chapter – 3 SPEAKING SKILLS	Group Discussion Public Speaking (For Internal assessment only)	4 hrs	10 Marks for IA 10 Marks for IA
WRITING SKILLS	TECHNICAL WRITING For the written exam only	8 hrs	10 marks
	<ul style="list-style-type: none"> • Scientific Writing • Copywriting • Travel Writing • Article Writing 		
E-correspondence and Content Writing Skills (For written exam)			
	<ul style="list-style-type: none"> • E-mail - Casual and professional • Apology Letters, Congratulation/Appreciation Letters, • Leave Letters, 	5 hrs	10 marks

	Social Media Content Writing skills (Any 3) <ul style="list-style-type: none">• Blog writing• Podcast writing• Writing on Twitter• Writing on Facebook• Writing on Quora• Writing On Instagram	8 hrs	10 marks
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ASSESSMENT

Mode of Evaluation and Distribution of Marks

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- Each semester there shall be Internal Evaluation for 40 marks.

A. FORMATIVE ASSESSMENT	–	40 Marks
B. SUMMATIVE ASSESSMENT	–	60 Marks
Total	–	100 Marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Speaking - Group Discussion	10
Public Speaking	10
Experiential Learning (Any 2 Activities)	5
Listening to poems Ted Talks	5
Total	40

BLOOM'S TAXONOMY ASSESSMENT

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

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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, characterization, dialogues, contexts and narratives help the students to be articulative.

Reading Skills	<ul style="list-style-type: none">✓ Reading a Life-writing/novella/novel will help students to practice skimming, scanning, analyzing and interpreting skills.✓ Reading the text will also help students to develop vocabulary building, clarity in comprehension and decoding of written language and texts.✓ Reading aloud will improve pronunciation of the reader.
Listening Skills	<ul style="list-style-type: none">✓ Listening to the presentations will train the students in attentive listening and reflective reading which contribute towards strengthening of language skills.

	<ul style="list-style-type: none"> ✓ 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.
Writing Skills	<ul style="list-style-type: none"> ✓ Writing skill involves grammar, punctuation, spelling, vocabulary, clarity, brevity, revising. ✓ Report writing, social media writing and Email writing enhance the skills needed in professional sphere. ✓ Students should be made to write essays, short answers and analytical descriptive answers based on the life writings novella/novel prescribed. Life writing/novella/novel could be used for dialogue writing, summarizing, note taking, paraphrasing and vocabulary building. ✓ 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. ✓ 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.
Speaking Skills	<ul style="list-style-type: none"> ✓ 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. ✓ Impactful use of non-verbal language can be taught through visuals. ✓ Life writing/novella/novel has to be used to provide loud reading practice. ✓ 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.

References:

1. Garg, Manoj Kumar. English Communication -Theory and Practice -Ability Enhancement Compulsory Course. Cengage, 2019.
2. Rogers, C., Farson, R. E. Active Listening. Gordon Training.
3. Inc., www.gordontraining.com/free-workplace-articles/active-listening/, Extract from 1957 article
4. Leech, Geoffrey and Jan Svartvik. A Communicative Grammar of English. Routledge, 2016.
5. Yadugiri, M A. Making Sense of English - A Textbook of Sounds, Words and Grammar, Viva Books, 2005, 2020.
6. Yadugiri, M. A. The Pronunciation of English - Principles and Practice. Viva Books, 2013, 2017.
7. Peck, John and Martin Coyle. Write It Right – Secrets of Effective Writing (Palgrave Study Skills), Palgrave Macmillan, 2005, 2012.
8. Stannard, Allen William . Living English Structure. Longman, London, 1974.
9. Wood, Frederick.T. A Remedial English Grammar for Foreign Students. Macmillan Education, India, 1990.
10. Stanford Gene. Better Writing: From Paragraph to Essay. Harcourt College Pub, California, 1980.
11. Chaturvedi, P.D and Mukesh Chaturvedi. Business Communication, Concepts, Cases and Applications. Pearson, 2011.
12. Dev, Anjana Neira, Anuradha Marwah& Swati Pal. Creative writing - A Beginners Manual. Pearson.2008
13. Murphy, Raymond. Grammar in Use. CUP, 2019. 5th Edition.
14. Seely, John. Oxford Guide to Effective Writing and Speaking. OUP,1998, 2013.



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**ABILITY ENHANCEMENT COMPULSORY COURSE
LANGUAGE (AECC)-L1 ADDITIONAL ENGLISH**

Course Outcomes:

1. This Course aims at introducing English poetry, drama and prose to develop reading skills
2. It teaches communicative and writing skills.

Mangalore University
Department of English

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**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)–L1 ADDITIONAL ENGLISH**

**Syllabus for III Semester L1 Additional English for Arts/Science/Commerce and
Business Administration/Computer Application Courses**

POETRY

1. Let's Unite - Syed Saud
2. When it rains in Dharamsala -Tenzin Tsundue
3. Yashodhara's Lament - Ranjini Obeyesekere

PROSE

1. Wilshire Bus- Hisaye Yamamoto
2. On the Other Side of War-Elizabeth Gordon
3. Malala's Nobel Award Acceptance Speech- Malala Yousafzai

ONE ACT PLAY

Chitra - Rabindranath Tagore

LANGUAGE COMPONENT

1. Giving Instructions
2. Information Transfer

TEXT BOOK: CONFLUENCE III

Mangalore University
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE,
LANGUAGE (AECC)–L1ADDITIONALENGLISH**

**Syllabus for IV Semester L1 Additional English for Arts/Science/Commerce and Business
Administration/Computer Application Courses**

Approved on August 24-25, 2022 BOS (UG)
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POETRY

1. The Earth is our Friend- Yasus Afari
2. Once Upon a Time- Gabriel Imomotimi Okara
3. A Day off- Lucy Maud Montgomery

PROSE

1. The Lost Tribes of the Amazon- Joshua Hammer
2. The Garden Party-Katherine Mansfield
3. The Rabbit Proof Fence-Doris Pilkington Garimara

Grammar and Composition.

1. Giving Directions
2. Story Outline

Title of the Text Book: **CONFLUENCE - IV**



MANGALOREUNIVERSITY

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DISCIPLINE CORE (DSC) - B.A. IN ENGLISH (BASIC/ HONS.)/ MAJOR/ MINOR DISCIPLINES PROGRAMME

Name of the Degree Program: B.A. in English (Basic/Hons.) Discipline Core: English (Hons.)
Year of implementation: 2022-23

Programme Specific Outcomes (PSO)

On completion of the 03/04 years Degree in English students will have achieved the following:

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. Would have honed their skills of remembering, understanding, applying, analyzing, evaluation and creating literature
4. Able to write with clarity, creativity and persuasiveness.
5. Most importantly, learners would develop and demonstrate an awareness of the significance of literature and literary forms and the debates of culture they generate and the values they reaffirm.
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. Possess Reading and writing skills catering to academic and other professional

discipline viz. print and electronic media, advertising, content writing etc.

12. Imbibe a multi-disciplinary approach in higher education and research.
13. Skilled in multiple domains and careers.
14. Become adept at use of English in the current technological climate.
15. Have hands-on work experience

B.A. Semester – III

Subject: English Discipline Specific Core Course (DSCC)

The III semester BA (English) programme has two DSCC courses (Course I & II) for 06 credits: Each course has 03 credits. Both the courses are compulsory.

Course No - 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

1. The course will equip learners to gain an introductory knowledge of texts, trends and movements in British Literature, and society up until 1800.
2. The course will enable students to answer the NET and KSET examinations.
3. Students will learn to identify and read canonical texts of English Literature
4. Students will be able to distinguish between different genres, poets, playwrights and novelists of English Literature up until 1800.
5. Students will have an insight into the intersections of contexts and texts.

Course 5 British Literature upto 1800 Paper 1 From Chaucer to the Age of Transition	Total Hrs: 45
Unit-I : History of English Literature (Upto 1800)	10hrs
The Social Context of Medieval English Literature, Renaissance, Elizabethan Poetry, Elizabethan Drama, Metaphysical Poetry, Restoration Drama, 18 th Century Prose, Development of the Novel in the 18 th Century. Neo-classical age and Transitional Poetry	
Unit-II :Major Authors and Works	10hrs
Authors: Geoffrey Chaucer, Francis Bacon, Ben Jonson, John Milton, John Dryden, Alexander Pope, Dr. Samuel Johnson, William Shakespeare, Oliver Goldsmith, John	

<p>Bunyan, Aphra Behn, Margaret Cavendish, Elizabeth Cary, Anne Finch, Amelia Lanyer, Fanny Burney, Elizabeth Carter etc.</p> <p>Works: <i>King Lear, As You Like It, Volpone, Paradise Lost, Absalom and Achitophel, Rape of the Lock, Pamela, Letters of Elizabeth Carter</i> etc.</p>	
<p>Unit-III :Representative Texts</p>	<p>25hrs</p>
<p>Poems</p> <p>Geoffrey Chaucer - Prologue to the Canterbury Tales - Knight, wife of Bath, Monk, Pardoner</p> <p>William Shakespeare - My Mistress's eyes are nothing like the sun,</p> <p>John Donne - Sunne Rising,</p> <p>John Milton - On His Blindness</p> <p>William Blake - A Poison Tree</p> <p>Samuel Taylor Coleridge - Kubla Khan</p> <p>Essays</p> <p><i>Of Love</i> – Francis Bacon</p> <p><i>Sir Roger at Church</i> – Joseph Addison</p> <p>Play</p> <p>William Shakespeare- As you like it</p>	

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 Norton Anthology to British Literature Vol I and Vol II Daems, Jim. *Seventeenth Century Literature and Culture*. Continuum, 2006
5. Galloway, Andrew. *Medieval Literature and Culture*. Continuum, 2006.
6. Greenblatt, Stephen. Et al. Editors. *The Norton Anthology of English Literature (Ninth Edition) Volumes A, B, C*. W.W Norton & Company, 2012.
7. Hopkins, Lisa and Matthew Steggle. *Renaissance Literature and Culture*. Continuum, 2006.

Course No-6
TITLE - INDIAN LITERATURE IN TRANSLATION
PAPER 2

Course No.	Type of Course	Theory /Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-06	DSCC	Theory	03	03	45hrs	2hrs	40	60	100

Course Specific Outcomes: CO

After completion of the course:

1. The students will be able to appreciate the history of Indian Writing in Translation.
2. The students will get an insight into how texts are embedded in their socio/ historic contexts.
3. The Students will become aware of the variety of languages in India and the many writers and writings in these languages.
4. The students will become aware of the great need for translation in India and some of them may be inspired to become future translators of texts from their respective mother-tongue into English or other Indian languages.
5. The students will learn to distinguish between translations and appreciate the work being done in translating texts in India
6. The students will learn the value of knowing and learning more than one language.

<p style="text-align: center;">Course 6 Title-Indian Literature in Translation Paper 2</p>	<p style="text-align: center;">Total Hrs: 45</p>
<p style="text-align: center;">Unit-I: Introduction to Translation Studies</p>	<p style="text-align: center;">15hrs</p>
<p>Introduction to Translation Studies in India</p> <p>Sujit Mukherjee- Translation as Discovery</p> <p>G. N. Devy- Indian Literature in English Translation</p>	
<p style="text-align: center;">Unit-II: Representative Texts</p>	<p style="text-align: center;">15 hrs</p>
<p>K Satchidanandan -“Stammer”</p> <p>Mudnakudu Chinnaswamy- “ Sandals and I” (From <i>Steel Nibs are Sprouting</i>)</p> <p>Vacanas of Basavanna - No.97 The Master in the house, (From <i>Speaking of Siva</i>)</p> <p>Devara Dasimayya-133 If they see breasts,</p> <p>Vacanas of Akkamahadevi: No 124 You cannot confiscate (From <i>Speaking of Siva</i>)</p> <p>Amir Khusrau- Ghazal 249- Yearning for you (In the Bazaar of Love)</p> <p>Challapalli Swaroopa Rani - Water (<i>From Steel Nibs are Sprouting</i>)</p>	
<p>Unit-III: Representative Texts (any one novel or play and four short stories)</p>	<p style="text-align: center;">15hrs</p>
<p>Play: ‘Silence! the Court is in Session’- Vijay Tendulkar</p> <p>OR</p> <p>Novel: <i>Softly Dies a Lake</i>- Akkineni Kutumbarao</p> <p>Short Stories:</p> <p>AmritaPritam - Stench of Kerosene</p> <p>Sadat Hasan Manto - Toba Tek Singh</p> <p>Saroj Pathak - Saugandh (From <i>Women Writing in India</i>)</p> <p>Mahasweta Devi - Shishu (<i>From Women Writing in India</i>)</p>	

Books recommended and Suggested Reading

1. Sujit Mukherjee: *Translation as Discovery*
2. Modern Indian Writing in Translation, Ed Dhananjay Kapse, 2016
3. Kumar, Sukrita Paul (Ed), Cultural Diversity, Linguistic Plurality and Literary Traditions in India, New Delhi: Macmillan, 2005
4. Tharu, Susie and K, Satyanarayana, Editors. *Steel Nibs are Sprouting*. OUP. 2013
5. Tharu, Susie and K Lalitha, Eds. *Women Writing in India: 600 BC to the Present-Volume II: The Twentieth Century*. OUP. 1993
6. Ramanujan, A K, *Speaking of Siva*. Penguin Classics

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

B.A. Semester –IV

Subject: English

Discipline Specific Core Course (DSCC)

The course BA (English) in IV semester has two courses (Course 7&8) for 06 credits: Each course has 03 credits. Both the courses are compulsory.

Course -7

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course 07	DSCC	Theory	03	03	45 hrs	2hrs	40	60	100

Course 7

Title -British Literature (19th and 20th Century) (Part 2)

Course Outcome (CO)

After completion of the course students will be:

1. Familiar with the important trends and movements in British literature from the Victorian Era to the twentieth Century.
2. Answer NET and KSET examinations.
3. Familiar with a range of literary genres and artistic movements.
4. Familiar with modern critical tools and conceptual categories for reading literary texts.
5. Be able to locate texts in their socio-historic context.

Course 7	Total Hrs: 45
Title- British Literature(19th and 20th Century) (Part 2)	
Unit-I :	15 hrs
Romantic Poetry, Victorian Poetry, Victorian Novel, 19 th century Prose, Irish Theatre Movement, Modern Drama, Modern Novel, Modern Prose	
Unit-II :Representative Writers, works, trends	15 hrs
William Wordsworth, Samuel Coleridge, Jane Austen, Charles Lamb, William Hazlitt, Walter Scott, Alfred Tennyson, Matthew Arnold,	

<p>John Ruskin, Thomas Carlyle, Cardinal Newman, Thomas Hardy, Charles Dickens, T. S. Eliot, W. B. Yeats, W.H. Auden. G.B. Shaw, Virginia Woolf, D. H. Lawrence, Graham Green, Somerset Maugham, J. M. Synge, John Galsworthy etc.</p>	
<p>Unit-III : Representative Texts</p>	<p>15 hrs</p>
<p>Poems</p> <p>Daffodils-William Wordsworth, Ode to Autumn- John Keats, My Last Duchess-Robert Browning. Gods Grandeur-Gerard Manley Hopkins, Journey of the Magi-T S Eliot. Easter 1916-W B Yeats, Unknown Citizen-W H Auden My last Duchess- Robert Browning-</p> <p>Essays</p> <p><i>Unto this Last</i> (a selected part) – John Ruskin <i>Enslaved by Civilization</i> - D. H. Lawrence <i>On Letter Writing</i> - A. G. Gardiner <i>With the Photographer</i> – Stephen Leacock</p> <p>Novel: Charles Dickens - <i>Great Expectations</i></p> <p>OR</p> <p>Drama: G B Shaw - <i>Pygmalion</i></p>	

Books recommended and Suggested Reading

1. Andrew Sanders, *English Literature*, OUP, 2005
2. Edward Albert, *History of English Literature*, OUP, 2014
3. M. H. Abrahams, *A Glossary of Literary Terms*, Signage Publishers, New Delhi.
4. Carter Ronald and John McRae: *The Routledge History of Literature in English (Britain and Ireland)*, third edition. New York: Routledge (2017)

ASSESSMENT

B.A. Semester – IV

Subject: English Discipline Specific Core Course (DSCC)

Course - 8 GENDER STUDIES (PART I)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course - 08	DSCC	Theory	03	03	45 hrs	2hrs	40	60	100

Course Outcomes (CO)

By the end of the course students will:

1. Be familiar with key concepts in Gender Studies.
2. Be exposed to texts that discuss issues regarding gender and which have not traditionally been included in the canon of Literary texts.
3. Understand the ways in which gender and sex are socially constructed.
4. Develop a critical thinking with regard to issues related to gender and sexuality.

Syllabus- Course 3: Gender Studies (part 1)	Total Hrs: 45
<p>Concepts: Patriarchy, Gender, Sex, Sexuality, The sex gender system. The heterosexual matrix, Masculinities, Femininities, transgender and transsexual, Queer Studies. Gender as performance. Gender and caste.</p> <p>Any two essays</p> <p>Niveditha Menon-<i>Seeing like a Feminist</i>, Chapter titled – The Body</p> <p>Jean E. Howard – “Crossdressing, The Theatre, and Gender Struggle in Early Modern England”</p> <p>R W Connell: “The History of Masculinity” in <i>The Masculinities Reader</i>(pp 266-287)</p>	15 hrs

Unit-II : Film texts and autobiographies	15 hrs
Movie text- Naanu Avanalla Avalu/Kumbalangi Nights Revathi - Autobiography: <i>The Truth About Me</i> (Excerpt) Ashok Row Kaviraj- Autobiography: The Contract of Silence	
Unit-III : Short Stories and Poems	15 hrs
Short stories: Vasudhendra- Anagha Urmila Pawar - A Childhood Tale Mahashwetha Devi - Bayen Veena Shanteshwar - Her Independence Poems: Vijaya Dabbe - Advice to Gentlewomen Raja Rao - Bread and Breakfast Hoshang Merchant - Scent of Love	

Books recommended and suggested Reading

1. Geetha. V. *Gender*. Stree.2002.
2. Butler Judith. *Gender Trouble*. Routledge. 1990.
3. Foucault, Michel. *The History of Sexuality: An Introduction*. Volume I. Pantheon Books. 1978.
4. Revathi A. *The Truth about Me: A Hijra Life Story*. Penguin. 2010.
5. Menon, Niveditha. *Seeing Like a Feminist*. Penguin.2012
6. Stryker, Susan and Stephen Whittle. *The Transgender Studies Reader*. Routledge. 2013.

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.

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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.

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- Broadening the students' horizons by giving them a knowledge of the classics of literature
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**MANGALOREUNIVERSITY
DEPARTMENT OF ENGLISH**

(ASPERNEP 2020)

(Approved on OCTOBER22, 2021 BOS (UG), effective for batches commencing from 2021 onwards)

**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	DSCC A4	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			

<p>News Agencies</p> <p>Major Newspapers, Magazines, Tabloid</p> <p>News Report</p> <p>a. Types of News Writing b. Writing Reports</p>	
UNIT – 2	13/14
<p>Headline</p> <p>a. Kinds of Headlines b. Writing Headlines for news reports</p> <p>Features</p> <p>a. Kinds of features b. Writing features c. Writing Profiles</p> <p>Interviews</p> <p>a. Types of Interviews 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 RJ Script</p> <p>Radio Feature 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

1. Ahmad Shahzad. *Art of Modern Journalism*. Anmol publication Mencher Melvin. *Basic News Writing*. Universal Bookstall
2. Chantler, Paul and Stewart Peter. *Basic Radio Journalism*, Focal Press
3. P.C. Chatterjee. *Broadcasting in India*. Sage Publications
4. Harcup Tony. *Journalism: Principles and Practice*. Sage Publications Paxson Peyton. *Mass Communication and Media Studies an Introduction*
5. Kumar J Keval. *Mass Communication in India*. Jayco publishing house
6. Srivastava K. M. *News Reporting and Editing*. Kim Sterling Publishers Press
7. Srivastava KM. *Radio and Television*. Sterling Publications.
8. Stein ML and Petrina F Susan. *The News writers Handbook an Introduction to Journalism*. Surjit publication.
9. Nick Caramella, Elizabeth Lee and Vincent Miller. *Understanding Digital Culture.*, Sage Publications
10. *Cambridge English for the Media*. Cambridge University
11. Esta de Fossard. *Writing and Producing Radio Dramas*. Sage publications
12. 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 2½ 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- 200words.
(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 RJ 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 organizations, corporate communication sector, newspaper organizations 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. MODELSYLLABUS
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 news 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.

COURSE OUTCOMES

After completion of the course, the student will be

1. Will know the trends in media and have a cognizance of the positive and negative aspects of new media.
2. Will be able to communicate their ideas and opinions and views on social media/ new media platforms.
3. Will be prepared to take up jobs related to writing.
4. Will be exposed to current trends in media production and consumption.
5. Will be able to use the principles of creative writing, including form, technique, and style.
6. Will have the acumen to discuss and analyse a short story, understand and appreciate poetry and drama, will be able write a few verses and a short drama.
7. Will have developed the aptitude, confidence and skill to write on their own.

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

A4 TITLE: CREATIVE WRITING AND NEW MEDIA	52/56Hrs
UNIT – 1	13/14
Brief History and Evolution of the Internet Internet as a medium of communication New Media terminologies: websites and portals; cyber space, cyber culture, cyber journalism, digital divide, blogs, vlog, webisodes, podcasts, search engines, search engine optimization, hits and page views Social Media and Society Social Media Platforms Podcast Blogs Creating profiles for social media Social media marketing	

UNIT – 2	13/14
Meaning and Significance of Creative Writing Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms Short story a) Genres- Science fiction, adventure, horror, romance etc. b) Theme c) Plot d) Character e) Point of view f) setting g) Tone Book Review Diary Writing	
UNIT – 3	13/14
Persuasive Writing a) Brochures b) Handouts c) Pamphlets Writing Speeches Travel Writing	
UNIT – 4	13/14
Poetry a) Diction b) Theme c) Imagery d) Figures of Speech e) Structure and form Drama a) Theme b) Character c) Plot d) Form e) Dialogue Writing Proof Reading and Editing	

Practical Component

a) Students in groups of 4-5 will have to bring out an anthology of their own with: poems, short stories, travelogues, book review and market/ promote the same on social media.

b) Produce a podcast and air it on social media. **(This is for Internal Assessment)**

Suggested Reading

SAM Richards. *500 Writing prompts for Fiction, Journaling, Blogging and Creative Writing*

Youngs Tim. *Cambridge Introduction to Travel Writing*

Dev Neira Anjana, Marwah Anuradha & Pearson Pal Swathi. *Creative Writing A Beginners Manual*

Seely John. *Oxford Guide to Effective Writing and Speaking*. OUP

Style Guide: Viva Books Private Limited

Marley David. *The Cambridge Introduction to Creative Writing*.CUP

Perlman Alan. *Writing Great Speeches: Professional Techniques You Can Use* (Part of the Essence of Public Speaking Series): Alan Perlman

Raphalson Joel, Roman Kenneth. *Writing that Works*

<https://castos.com/podcast->

<script/https://live365.com/blog/how-to-write-a-podcast->

<script/>

<https://timesofindia.indiatimes.com/podcasts/the-times-of-india->

<podcasthttps://podcasts.apple.com/us/podcast/an-uplifting->

<mosaic/id1504847224?i=1000553542323>

ASSESSMENT

Weightage for Assessments

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

FORMATIVE ASSESSMENT FOR THEORY	
Assessment Occasion/ type	Weightage in Marks
Report on the Internship done after the III Semester	20
Test and Attendance	20
Total	40

FORMATIVE ASSESSMENT FOR PRACTICAL	
Assessment Occasion/ type	Weightage in Marks
Podcast	10
Test and Attendance	10
Record	05
Total	25

SUMMATIVE ASSESSMENT
QUESTION PAPER PATTERN

Time: 2½ 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, 7 questions to be given)

2. Answer any one of the following in about 100-150 words: (1x5=5)

(From Unit 1, 3 questions to be given)

Section B

- | | |
|--|-----------|
| 3. Book Review. | 5 |
| 4. Diary Writing/Entry. | 5 |
| 5. Designing a brochure/pamphlet | 10 |
| 6. Speech | 5 |
| 7. Travel Writing.
(Pointers to be given/ destination to be given) | 10 |
| 8. Writing a one act play. | 5 |
| 9. Proof reading/Editing
(Passage to be given) | 5 |

PEDAGOGY

The syllabus for fourth semester is to give the students an understanding of the importance of social media in the present times and about the different kinds of creative writing.

Social media is ubiquitous and is an important part of modern society.

The focus here should be to educate students that social media is not just for entertainment but also for the development and progress of an individual and society.

Podcasts should be played in the classroom.

The misnomer that creative writing is an innate skill should be erased by encouraging and making them write.

The course will prepare the students with job skills that will help them find to jobs in organisations associated with: social media social media marketing, content writing, copy writing, social media influencers, publishing houses etc.

The practical components will focus on writing different genres of creative writing and write and use podcasts, one of the most popular medium of communication today.

Students should be encouraged to use social media for constructive purposes, talked about the benefits of different platforms, read different postings on social media and analyse the same. They should be motivated to post about current issues on social media.

A reading club can be formed, where they read different genres of writing and share what has been written by them.

Assignments, classroom activities that focus on social media for development communication can be done.

Students should be encouraged to write for the college magazines and other publishing houses that encourage amateur writers.



MANGALOREUNIVERSITY

DEPARTMENT OF ENGLISH

(ASPERNEP 2020)

**(Approved on August 24-25, 2021 BOS (UG))
Effective for batches commencing from 2021 onwards**

Mangalore University
Department of English

**English Open Elective - 3
SPEAKING AND LISTENING SKILLS
[Teaching Hours: Lecture3Hours-Credit3]**

(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.

- 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 = 10Marks |
| 3. One Question on Presentation of Speeches | 1x10 = 10Marks |
| 4. One Essay Type Question | 1x10= 10Marks |

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. Balasubramanian. *A Course in Phonetics for Indian Students*, MacMillan
5. Jayashree Mohanraj, *SpeakWell*, BlackSwan

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

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

Course and Skill Outcome

1. This paper aims at teaching the students the theory and techniques of translation.
2. It teaches them Translation 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

**B.A. English Semester
V Course – A9
Title of the Course – Literary Criticism**

Course	A9
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 ½ hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A9: Literary Criticism		60 Hrs
Unit-1	Introduction to Criticism	15
	<i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> - Peter Barry Theory before 'theory' - Liberal Humanism Structuralism Post-structuralism and Deconstruction	
Unit-2	Classical Criticism	15
	<i>Poetics</i> - Aristotle's Concept of Tragedy <i>Book X of Republic</i> - Plato on Poetry	
Unit-3	Romantic Criticism	15
	<i>Biographia Literaria</i> - Coleridge's Theory of Imagination and Fancy <i>Preface to the Lyrical Ballads</i> - William Wordsworth	
Unit-4	Modern Criticism	15
	<i>Creative Writers and Day Dreaming</i> - Sigmund Freud <i>Four of Kinds of Meaning</i> - I A Richards <i>The Great Tradition</i> - "Introduction" - F R Leavis	

Suggested Reading

Adams, Hazard. *Critical Theory Since Plato*. New York, Harcourt Brace Jovanovich, 1971.

Abrams, M.H. *A Glossary of Literary Terms*. (8th Edition) New Delhi: Akash Press, 2007.

Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2001.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008.

Drabble, Margaret and Stringer, Jenny. *The Concise Oxford Companion to English Literature*. Oxford: Oxford University Press, 2007.

Fowler, Roger. Ed. *A Dictionary of Modern Critical Terms*. Rev. ed. London: Routledge & Kegan Paul, 1987.

Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.

Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to Advanced Application*. Boston: Houghton, 2001.

Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic, 2007.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. New York: Oxford University Press, 1997.

Pedagogy: Lectures, Seminar, Roleplay, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
First Internal Test	10
Assignment	10
Class Activity	10
Project/Seminar	10
Total	40

**B.A. English Semester
V Course-A11
Title of the Course: Subaltern Studies**

Content of the Course A11: Subaltern Studies	
Course	A11
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 ½ hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A11: Subaltern Studies		60 Hrs
Unit-1	Introduction	15
<i>The Imaginary Institution of India</i> - Sudipta Kaviraj <i>On Some Aspects of Historiography of Colonial India</i> - Ranajit Guha <i>"Dalits as Political Minority"</i> in <i>The Caste Question</i> - Anupama Rao		
Unit-2	Short Stories	15
<i>Shishu</i> - Mahasweta Devi <i>Tar Comes</i> - Devanooru Mahadeva <i>Woh</i> - Rasheed Jahan <i>Guddi and Aasu</i> - Maya Sharma		
Unit-3	Film Text	15
Faandry- Nagraj Manjule Aligarh- Hansal Mehta Court- Chaitanya Tamhane		
Unit-4	Novel	15

Uchalya- Laxman Gaikwad

Karukku- Bama

Suggested Reading

- Guha, Ranajit (ed.). *A Subaltern Studies Reader*. Oxford University Press, Delhi, 2000. Guha, Ranajit (ed.). *Subaltern Studies: Writings on South Asian History and Society*. OUP, New Delhi, 1982.
- Cary Nelson and Lawrence Grossberg (eds.). *Marxism and the Interpretation of Culture*. University of Illinois Press, 1987.
- Vinayak Chaturvedi (ed.). *Mapping Subaltern Studies and the Postcolonial*. Verso, London, 2000.
- Chakrabarty, Dipesh. "Subaltern Studies in Retrospect and Reminiscence," *South Asia: Journal of South Asian Studies*, vol. 38, no. 1, 2015.
- Chibber, Vivek. *Postcolonial Theory and the Specter of Capital*. Verso Books, 2014. Guha, Ranajit., and Gayatri Chakravorty. Spivak. *Selected Subaltern Studies*. Oxford University Press, 1988.
- Kaviraj, Sudipta. *The Imaginary Institution of India*. Columbia University Press, 2010.
- Ludden, David E. *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalisation of South Asia*. Permanent Black, 2001.
- Rao, Anupama. *The Caste Question: Dalits and the Politics of Modern India*. University of California Press, 2009.
- Spivak, Gayatri Chakravorty. *Can the Subaltern Speak? Reflections on the History of an Idea*, 1988.
- Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Harvard UP, 1999.

Pedagogy: Lectures, Seminar, Roleplay, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
First Internal Test	10
Assignment	10
Class Activity	10
Project/Seminar	10
Total	40

**BA
EnglishSem
ester
VCourse:A1
2**

TitleoftheCourse:LifeNarratives

Course	A12
Typeof Course	DSC
Theory/Practical	Theory
Credits	4
Instructionhoursperweek	4
TotalNo.ofLectures/HoursSemester	60
DurationofExam	2½ hours
FormativeAssessmentMarks	40
SummativeAssessmentMarks	60
TotalMarks	100

ContentofCourseA12-LifeNarratives		60 Hrs
Unit-1	IntroductiontoLifeNarratives	15
<p>“Life Narrative: Definitions and Distinctions” In <i>Reading Autobiography: A guide for Interpreting Life Narratives</i>-Sidonie Smith and Julia Watson “Introduction”, <i>Autobiography</i> -LindaAnderson</p>		
Unit-2	Autobiography-The Early Phase	15
<p><i>Confessions Book I</i>- Rousseau – <i>A Brief Relation of the Exceeding Mercy of God in Christ, to his Poor Servant</i>- John Bunyan <i>Confessions</i>- book 2-St. Augustine</p>		
Unit-3	Gendering Life Narratives	15
<p><i>The Autobiography of a Sex worker</i>- Nalini Jameela <i>Amar Jiban</i>- Rassundari Devi</p>		
Unit-4	Life Narratives from the Margins	15

<p>“I know why the Caged Bird Sings”-Maya Angelou “Government Brahmana”- Aravind Malagatti “Red Lipstick: The Men in my life”- Laxmi</p>	
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Suggested Reading

Anderson, Linda. *Autobiography*. Routledge, London, 2011.

Anderson, Linda. *Women and Autobiography in the Twentieth Century: Remembered Futures*. Prentice Hall, Harvester Wheatsheaf, London, 1997.

Andrews, William L., and Douglas Taylor. *Richard Wright's Black Boy (American Hunger): A Casebook*. Oxford University Press, New York, 2003.

Baggerman et al. (eds.). *Controlling Time and Shaping the Self: Developments in Autobiographical Writings since the Sixteenth Century*. Brill, Leiden, 2011.

Lejeune, Philippe. *On Autobiography*. U of Minnesota P, Minneapolis, 1988.

Lionett, Françoise. *Autobiographical Voices: Race, Gender, Self-Portraiture*. Cornell UP, Ithaca, 1991.

Smith, Sidonie A. & Julia Watson, eds. *Reading Autobiography: A Guide for Interpreting Life Narratives*. U of Minnesota P, Minneapolis, 2001.

Weintraub, Karl J. *The Value of the Individual: Self and Circumstance in Autobiography*. Chicago UP, Chicago, 1982.

Pedagogy: Lectures, Seminar, Roleplay, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Class Test/Oral Test	10
Project/Seminar	10
Total	40

B. A.
English Semester
VI Course–
A13

Title of the Course: Postcolonial Studies

Course	A13
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 1/2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A13: Postcolonial Studies		60 Hrs
Unit-1	Introduction to Postcolonial Studies	15
<p><i>Post-Colonial Studies: The Key concepts</i> Bill Ashcroft, Gareth Griffiths & Helen Tiffin</p> <ol style="list-style-type: none"> 1. Aboriginal, Anti-colonialism, Centre/Margin (Periphery) 2. Colonialism, Discourse, Hegemony 3. Hybridity, Imperialism, Orientalism, Orient/Occident 4. Nation/Nationalism, Post Colonialism/Postcolonialism, Postcolonial reading, 5. Race, Slave/Slavery, Subaltern. 		
Unit-2	Essay on Postcolonial Studies	15
<p>“The Language of African Literature” in <i>Decolonizing the Mind</i>– Ngugi Wa Thiong’o <i>Introduction to Orientalism</i>– Edward Said <i>Introduction to The Empire Writes Back</i>– Bill Ashcroft, Gareth Griffiths and Helen Tiffin</p>		

Unit-3	PostcolonialTextsandTalks	15
<i>TheDanger ofa SingleStory</i> – ChimamandaAdichie (TEDTalk,Transcript) Source: https://www.hohschools.org/cms/lib/NY01913703/Centricity/Domai		

n/817/English%2012%20Summer%20Reading%20-%202018.pdf		
<i>Tizzic</i> -Edward Brathwaite <i>Let them Call it Jazz</i> –Jean Rhys		
Unit– 4	Fiction	15
<i>Things Fall Apart</i> - ChinuaAchebe		

Suggested Reading

Ashcroft, Bill, Gareth Griffith, Helen Tiffin. *The Empire Writes Back*. Taylor & Francis: 1989.

Barry, Peter. *Beginning theory: An introduction to literary and cultural theory*. MUP, Manchester, 2017.

Wa Thiong'o, Ngugi *Decolonizing the Mind*. James Curry. 1981.

Said, Edward. *Orientalism*. Vintage Books: 1979. Said, Edward. *Orientalism*. Vintage Books: 1979.

Vincent B., et al., *The Norton Anthology of Theory and Criticism*, WWNorton and Company, London, 2018.

Young, Robert J.C. *Postcolonialism a Very Short Introduction*. Oxford University Press: 2020.

Huggan, Graham (Ed.). *The Oxford Handbook of Postcolonial Studies*. Oxford University Press: 2013.

Pedagogy: Lectures, Seminar, Roleplay, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
First Internal Test	10
Assignment	10
Class Activity	10
Project/Seminar	10
Total	40

B. A.
English Semester
VI Course-
A15

Title of the Course: World Literature in Translation

Course	A15
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60 Hours
Duration of Exam	2½ Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total	100

Content of Course A15: World Literature in Translation	60 Hrs
Unit-1 Introduction to World Literature	15
<i>What is World Literature? "Introduction"- David Damrosch</i> <i>Conjectures on World Literature. New Left Review, Franco Moretti</i>	
Unit-2 Novel	15
<i>Notes From Underground- Fyodor Dostoevsky</i> <i>Norwegian Wood- Haruki Murakami</i>	
Unit-3 Short Stories	15
<i>The Diamond Necklace- Guy de Maupassant</i> <i>The War- Luigi Pirandello</i> <i>The Blue Light- Vaikom Muhammahd Basheer</i> <i>Crossing the Ravi- Gulzar</i>	
Unit-4 Plays	15

<p><i>The Good Woman of Setzuan</i>–Bertolt Brecht <i>A Doll's House</i>-Henrik Ibsen</p>	
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Suggested Reading

Damrosch, David. *What is World Literature*. Princeton University Press: 2003.

Franco Moretti *Conjectures on World Literature*. New Left Review.

Richardson William Lee and Jesse M Owen. *Literature of the World: An Introductory Study*.

Sagwan Press, New York, 2018.

D'haen Theo. *The Routledge Concise History of World Literature*. Routledge, India, 2011. D'haen Theo, et al. *World Literature: A Reader*. Routledge, India, 2012

eo, et al. *World Literature: A Reader*. Routledge, India, 2012

Das, Sisir Kumar and Sukanta Chaudhuri (eds.). *Selected Writings on Literature and Language: Rabindranath Tagore*. Das Gupta & Co. Pvt. Ltd., Kolkata, 2001.

Language: Rabindranath Tagore. Das Gupta & Co. Pvt. Ltd., Kolkata, 2001.

D'haen Theo, et al., editors. *World Literature: A Reader*. Princeton University Press, Routledge, India, 2012

Pedagogy: Lectures, Seminar, Roleplay, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
First Internal Test	10
Assignment	10
Class Activity	10
Project/Seminar	10
Total	40

**B.A.
English Semester
VI Course-
A16**

Title of the Course: Women's Writing

Course A16: Women's Writing	
Course	A16
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2½ hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A16- Women's Writing	60 Hrs
Unit-1 Minority Women's Writing	15
1. Mukta Sarvagod- Writing Gender Writing Caste- Sharmila Rege 2. "Avatarika" Radhika Santwanam (P 1-12)- Muddupalani 3. Mother -Forest: The Unfinished Story of C K Janu 4. " Will I ever be Free?" Sophie, from <i>Facing the Mirror: Lesbian Writing from India</i>	
Unit-2 Poems	15
1. <i>She</i> -Lakshmi Kannan 2. <i>Women Like Me</i> -Maram Al-Massri 3. <i>A Letter</i> -Amrita Pritam 4. <i>Flying Inside Your Own Body</i> - Margaret Atwood 5. <i>You Can Confiscate</i> -Akkamahadevi	
Unit-3 Feminist writings	15
1. <i>A Room of her own</i> - Virginia Woolf 2. <i>In Search of our Mothers' Gardens</i> -Alice Walker	

Unit-4	Feminist retellings of Myths and fables	15
<ol style="list-style-type: none"> 1. <i>An Afternoon with Shakuntala</i>- Vaidehi 2. <i>The Shroud- Penelopiad</i>- Margret Atwood 3. <i>The Monkey and the Crocodiles</i>- Suniti Namjoshi 		

Suggested Reading

- Lalita K, Susie J. Tharu, editors. *Women Writing in India: 600 B. C. to the early twentieth century*. Feminist Press, New York, 1991.
- Woolf Virginia. *A Room of One's Own*. Hogarth Press, London, 1929.
- Simone de Beauvoir. *The Second Sex*. Penguin Random House, New York, 1972.
- Gilbert Sandra M and Susan Guber, editors. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press, New Heaven Conn. and London, 2000.
- Elaine Showalter, *A Literature of Their Own*. Princeton University Press, U.S.A., 1999.
- Plain Gill and Susan Sellers, editors. *A History of Feminist Literary Criticism*. Cambridge University Press. 2007.
- Rege Sharmila, *Writing Caste/Writing Gender*, Kali for Women: 2006.
- Essay to be read: Helen Carr, "A History of Women's Writing" and Mary Eagleton, "Literary Representations of Women"
https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literary-criticism_gill-plain-and-sus.pdf

Pedagogy: Lectures, Seminar, Roleplay, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Class Test/Oral Test	10
Project/Seminar	10
Total	40

PROJECT

In lieu of Internship in the VI Semester it was decided that students should be given a project. Project will be conducted under the guidance of the teachers in the Department and will be allotted two hours per week.

Project must be on any one of the following areas and can be selected by the student.

1. Film Reviews
2. Book Reviews
3. Interviewing authors/ translators
4. Gathering local folk stories or proverbs, translating and compiling them
5. Interviewing subaltern groups of people/ communities
6. Regional history from a postcolonial perspective

The project should be submitted at the end of the semester. It should comprise of 20-25 typed sheets / 12 font size /Times New Roman/double spaced.

If possible, the student can get his/ her project published.

The project should be spiral bound.

The project will be evaluated as follows

Viva voce of ten minutes-20 marks

Written Submission-80 marks