



**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)

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

<b>Chapter 17: Three Great Hearts Resolve a Problem – Abdul Kalam</b>	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)

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

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

Mangalore University  
Department of English

**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)

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

<b>Chapter 17: Relations between Men and Women- Raja Ram Mohan Roy</b>	4 hrs
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Mangalore University  
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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)

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

<b>Chapter 16:</b> The Death of a Government Clerk-Anton Chekhov	4hrs
<b>Chapter 17:</b> Ignorance isn't Bliss-Tabish Khair	4hrs
<b>Chapter 18:</b> Bonds of Friendship-Craig Burkholder	4hrs
<b>Chapter 19:</b> A Corpse in the Well-Shankar Ramachandra Kharat	4hrs
<b>Chapter 20:</b> 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)

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

Mangalore University  
Department of English

**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)

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

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Department of English

**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)

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

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

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**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)

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

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



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Department of English

**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)

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

<b>Chapter 17:</b> Dover Beach	Matthew Arnold	3 hrs
<b>Chapter 18</b> 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)

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

<b>Chapter 18:</b> Voluntary Poverty M.K. Gandhi	4 hrs
<b>Chapter 19:</b> Stopping by Woods on a Snowy Evening Robert Frost	3 hrs
<b>Chapter 20:</b> The Punishment in Kindergarten Kamala Das	3 hrs
<b>Chapter 20:</b> 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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**DEPARTMENT OF ENGLISH**

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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.

Mangalore University  
**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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## **MANGALORE UNIVERSITY**

### **DEPARTMENT OF ENGLISH**

**( AS PER NEP 2020)**

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

Mangalore University  
**Department of English**

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

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

**SEMESTER I COURSE –I -DSC- PAPER A1**

**TITLE OF THE COURSE -- Introduction to Literature**

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

<b>CONTENT OF THE COURSE</b>		<b>39/42hrs</b>
<b>UNIT-I: Introduction to Literature</b>		<b>13/14</b>
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.	
<b>UNIT II: Literary Forms</b>		<b>13/14</b>
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	

<b>UNIT III: Literary Terms &amp; Figurative Language</b>		<b>13/14</b>
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.
7. Mehrotra, Arvind, Ed; *An Illustrated History of Indian Literature in English*. Orient Blackswan, 2005
8. Ousby, Iain. Ed; *The Cambridge Guide to Literature in English*, Cambridge University Press. 1983
9. The McGraw-Hill. *Introduction to Literature*
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*.

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**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**

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

<b>CONTENT OF THE COURSE</b>		<b>39/42hrs</b>
<b>Unit –I History of Indian English Literature</b>		<b>10/11</b>
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.	
<b>Unit – II - Pre-Independence Fiction</b>		<b>16/17</b>
Chapter No. 4	<i>Raj Mohan's Wife</i> - Bankim Chandra Chatterjee:	
Chapter No. 5	<i>Saguna</i> -- Krupabai Sathianadhan	
<b>Unit – III- Indian English Poetry, Short stories and Essays</b>		<b>13/14</b>
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	<b>Select Stories</b> 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	<b>Select Essays</b> 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*

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**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**

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

<b>CONTENT OF THE COURSE</b>		<b>Hours</b>
<b>Unit –1</b>	<b>Introduction to Phonetics and Linguistics</b>	13/14
Chapter No. 1	Language- its nature, definitions, characteristic features	
Chapter No. 2	Linguistics – Definitions, Scope	
Chapter No. 3	Branches of Linguistics	
<b>Unit - 2 Phonetics and Phonology:</b>		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	
<b>Unit – 3 Morphology, Syntax, Semantics and Lexicon</b>		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.

Fromkin, V. Rodman, R., Nina Hyams. *An Introduction to Language*, Wadsworth, Cengage Learning, 2007.

Rocca, I., and W. Johnson. *A Course in Phonology*. Oxford: Blackwell, 1999.

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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**

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

<b>CONTENT OF THE COURSE</b>		<b>39/42Hrs</b>
<b>Unit-I Indian English Literature (Post Independence Period)</b>		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	
<b>Unit – 2 Introducing writers of the Post-independence era:</b>		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	
<b>Unit –3 - Unit - 3</b> 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.
- Devy, G.N. *An Another Tongue: Essays on Indian English Literature*, Madras: Macmillan India Ltd. 1995.
- 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
- Mukherji, Meenakshi . *The Twice Born Fiction*. New Delhi: Heinemann, 1971. Vishwanathan, G. *Masks of Conquest: Literary Study and British Rule in India*. New Delhi: OUP. 1989

**Pattern of assessment for Courses in Semester I and Semester II is as follows:**

**ASSESSMENT BREAK-UP (60 +40 =100)**

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

**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**

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**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)

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

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

**2. Section II: Speaking Skills**

Formal and Informal Speeches

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

**3. Section III: Listening Skills**

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

**4. Section IV: Presentation Skills**

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

**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)

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**Course and Skill Outcome**

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

**Syllabus**

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

**Question Paper Pattern**

- |  |         |
|--|---------|
| 1. Essaytype 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<br>(One out of two)                                 | 1X10=10 |
| 6. Translation passage from Kannada to English<br>(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**

<b>Title of the Course: GENERIC ENGLISH - L2</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>04</b>	<b>50</b>

**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 positions 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/ BHRD/BSW/BVA and other courses  
Under the Faculty of Arts**

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

<b>III SEMESTER</b>		<b>50hrs</b>	<b>60 marks</b>
<b>UNIT-1</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>25 Hrs</b>	<b>30 marks</b>
<b>READING SKILLS</b>	<b>PLAY</b> For written examination only	17 hrs	30 marks
	<i>She Stoops to Conquer</i> - Oliver Goldsmith		
<b>LISTENING SKILLS</b> (Audio version of the speeches to be emphasized)	<b>PERSUASIVE SPEECHES</b> (Any Five) For internal assessment only	8 hrs	15 marks for IA

	<ol style="list-style-type: none"> <li>1. <b>Swami Vivekananda's</b> speech at the World Parliament of Religions in Chicago.</li> <li>2. The speech by <b>Narayana Murthy</b> at Lal Bahadur Shastri Institute of Management.</li> <li>3. <b>Rahul Dravid's</b> speech at BITS Pilani, Goa.</li> <li>4. <b>Martin Luther King's</b> I Have a Dream Speech, 1963.</li> <li>5. <b>Severn Suzuki-</b> Speech at the UN Conference on Environment and Development.</li> <li>6. <b>Dalai Lama's</b> Nobel Peace Prize accepting speech.</li> <li>7. <b>Emma Watson's</b> speech- Gender Equality is your issue too.</li> <li>8. <b>Charlie Chaplin's</b> final speech from <i>The Great Dictator</i>.</li> <li>9. <b>Malala Yousufzai</b> - Nobel Peace Prize Speech</li> <li>10. <b>Steve Jobs</b> - Commencement Address</li> <li>11. <b>Muniba Mazari</b>, The inspiring "Iron Lady of Pakistan"</li> <li>12. <b>Nick Vujicic</b> - How to stop a bully</li> <li>13. The speech by <b>Kiran Bedi</b>, India's first woman IPS officer on visionary leadership.</li> <li>14. <b>Mother Teresa's</b> acceptance speech - Nobel Prize</li> </ol>		
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<b>PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS</b>		<b>25 hrs</b>	<b>30 marks</b>
<b>SPEAKING SKILLS</b>	<b>PRESENTATION SKILLS</b> For internal assessment only	4 hrs	15 marks for IA
	<b>Types:</b> <ul style="list-style-type: none"> <li>• Informative/Instructive Presentation</li> <li>• Persuasive Presentation</li> <li>• Decision Making Presentation</li> <li>• Demonstrative Presentation</li> </ul>		
<b>WRITING SKILLS</b>	<b>INTRODUCTION TO WRITING AND TYPES OF WRITING</b> For written examination	7 hrs	10 marks
	<b>Introduction to Writing - Types of Writing</b> <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Narrative Writing</li> <li>• Reflective Writing</li> <li>• Persuasive/Argumentative Writing</li> <li>• Comparative Writing</li> <li>• Cause and Effect Writing</li> </ul>		
	<b>CORRESPONDENCE</b> For written examination	8 hrs	10 marks
	<ul style="list-style-type: none"> <li>• Letters of Enquiry and Order Letters,</li> <li>• Letters of Complaint and Replies to Letters of Complaint,</li> <li>• Application for a Job and CV.</li> </ul>		
	<b>COMMERCIAL WRITING</b> For written examination Any <b>two</b> can be taught	6 hrs	10 marks

	<ul style="list-style-type: none"><li>• Advertisement Writing</li><li>• Product Manual</li><li>• Poster/Brochure Writing</li></ul>		
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Mangalore University  
Department of English

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

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

<b>III SEMESTER</b>		<b>50hrs</b>	<b>60 marks</b>
<b>UNIT-1</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>25 Hrs</b>	<b>30 marks</b>
<b>READING SKILLS</b>	<b>PLAY</b> For written examination only	17 hrs	30 marks
	<i>Waiting for Godot- Samuel Beckett</i>		
<b>LISTENING SKILLS</b> (Audio version of the speeches to be emphasized)	<b>PERSUASIVE SPEECHES</b> (Any Five) For internal assessment only	8 hrs	15 marks for IA

	<ol style="list-style-type: none"><li>1. <b>Swami Vivekananda's</b> speech at the World Parliament of Religions in Chicago.</li><li>2. The speech by <b>Narayana Murthy</b> at Lal Bahadur Shastri Institute of Management.</li><li>3. <b>Rahul Dravid's</b> speech at BITS Pilani, Goa.</li><li>4. <b>Martin Luther King's I Have a Dream Speech</b>, 1963.</li><li>5. <b>Severn Suzuki</b>- Speech at the UN Conference on Environment and Development.</li><li>6. <b>Dalai Lama's</b> Nobel Peace Prize accepting speech.</li><li>7. <b>Emma Watson's</b> speech- Gender Equality is your issue too.</li><li>8. <b>Charlie Chaplin's</b> final speech from <i>The Great Dictator</i>.</li><li>9. <b>Malala Yousufzai</b> - Nobel Peace Prize Speech</li><li>10. <b>Steve Jobs</b> - Commencement Address</li><li>11. <b>Muniba Mazari</b>, The inspiring "Iron Lady of Pakistan"</li><li>12. <b>Nick Vujicic</b> - How to stop a bully</li><li>13. The speech by <b>Kiran Bedi</b>, India's first woman IPS officer on visionary leadership.</li><li>14. <b>Mother Teresa's</b> acceptance speech - Nobel Prize</li></ol>	
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<b>UNIT-2</b>			
<b>PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS</b>		<b>25 hrs</b>	<b>30 marks</b>
<b>SPEAKING SKILLS</b>	<b>PRESENTATION SKILLS</b> For internal assessment only	4 hrs	15 marks for IA
	<b>Types:</b> <ul style="list-style-type: none"> <li>• Informative/Instructive Presentation</li> <li>• Persuasive Presentation</li> <li>• Decision Making Presentation</li> <li>• Demonstrative Presentation</li> </ul>		
<b>WRITING SKILLS</b>	<b>INTRODUCTION TO WRITING AND TYPES OF WRITING</b> For written examination	7 hrs	10 marks
	<b>Introduction to Writing - Types of Writing</b> <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Narrative Writing</li> <li>• Reflective Writing</li> <li>• Persuasive/Argumentative Writing</li> <li>• Comparative Writing</li> <li>• Cause and Effect Writing</li> </ul>		
	<b>CORRESPONDENCE</b> For written examination	8 hrs	10 marks
	<ul style="list-style-type: none"> <li>• Letters of Enquiry and Order Letters,</li> <li>• Letters of Complaint and Replies to Letters of Complaint,</li> <li>• Application for a Job and CV.</li> </ul>		
	<b>COMMERCIAL WRITING</b> For written examination Any <b>two</b> can be taught	6 hrs	10 marks



	<ul style="list-style-type: none"><li>• Advertisement Writing</li><li>• Product Manual</li><li>• Poster/Brochure Writing</li></ul>		
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Mangalore University  
Department of English

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

**Syllabus for III Semester B.Com/ B.Com (E-Com)**

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

<b>III SEMESTER</b>		<b>50hrs</b>	<b>60 marks</b>
<b>UNIT-1</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>25 Hrs</b>	<b>30 marks</b>
<b>READING SKILLS</b>	<b>PLAY</b> For written examination only	17 hrs	30 marks
	<i>Hayavadhana</i> -Girish Karnad		
<b>LISTENING SKILLS</b> (Audio version of the speeches to be emphasized)	<b>PERSUASIVE SPEECHES</b> (Any Five) For internal assessment only	8 hrs	15 marks for IA

	<ol style="list-style-type: none"><li>1. <b>Swami Vivekananda's</b> speech at the World Parliament of Religions in Chicago.</li><li>2. The speech by <b>Narayana Murthy</b> at Lal Bahadur Shastri Institute of Management.</li><li>3. <b>Rahul Dravid's</b> speech at BITS Pilani, Goa.</li><li>4. <b>Martin Luther King's</b> I Have a Dream Speech, 1963.</li><li>5. <b>Severn Suzuki</b>- Speech at the UN Conference on Environment and Development.</li><li>6. <b>Dalai Lama's</b> Nobel Peace Prize accepting speech.</li><li>7. <b>Emma Watson's</b> speech- Gender Equality is your issue too.</li><li>8. <b>Charlie Chaplin's</b> final speech from <i>The Great Dictator</i>.</li><li>9. <b>Malala Yousufzai</b> - Nobel Peace Prize Speech</li><li>10. <b>Steve Jobs</b> - Commencement Address</li><li>11. <b>Muniba Mazari</b>, The inspiring "Iron Lady of Pakistan"</li><li>12. <b>Nick Vujicic</b> - How to stop a bully</li><li>13. The speech by <b>Kiran Bedi</b>, India's first woman IPS officer on</li></ol>		
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	<p>visionary leadership.</p> <p><b>14.Mother Teresa's</b> acceptance speech - Nobel Prize</p>		
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<b>UNIT-2</b>			
<b>PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS</b>		<b>25 hrs</b>	<b>30 marks</b>
<b>SPEAKING SKILLS</b>	<b>PRESENTATION SKILLS</b> For internal assessment only	4 hrs	15 marks for IA
	<p><b>Types:</b></p> <ul style="list-style-type: none"> <li>• Informative/Instructive Presentation</li> <li>• Persuasive Presentation</li> <li>• Decision Making Presentation</li> <li>• Demonstrative Presentation</li> </ul>		
<b>WRITING SKILLS</b>	<b>INTRODUCTION TO WRITING AND TYPES OF WRITING</b> For written examination	7 hrs	10 marks
	<p><b>Introduction to Writing -</b> <b>Types of Writing</b></p> <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Narrative Writing</li> <li>• Reflective Writing</li> <li>• Persuasive/Argumentative Writing</li> <li>• Comparative Writing</li> <li>• Cause and Effect Writing</li> </ul>		

	<b>CORRESPONDENCE</b> For written examination	8 hrs	10 marks
	<ul style="list-style-type: none"> <li>• Letters of Enquiry and Order Letters,</li> <li>• Letters of Complaint and Replies to Letters of Complaint,</li> <li>• Application for a Job and CV.</li> </ul>		
	<b>COMMERCIAL WRITING</b> For written examination Any <b>two</b> can be taught	6 hrs	10 marks
	<ul style="list-style-type: none"> <li>• Advertisement Writing</li> <li>• Product Manual</li> <li>• Poster/Brochure Writing</li> </ul>		

Mangalore University  
Department of English

**ABILITY ENHANCEMENT COMPULSORY COURSE,  
LANGUAGE (AECC)-L2-GENERIC ENGLISH  
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**Syllabus for III Semester B.B.A/B.H.M**

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

<b>III SEMESTER</b>		<b>50hrs</b>	<b>60 marks</b>
<b>UNIT-1</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>25 Hrs</b>	<b>30 marks</b>
<b>READING SKILLS</b>	<b>PLAY</b> For written examination only	17 hrs	30 marks
	<i>A Doll's House</i> -Henrik Ibsen		
<b>LISTENING SKILLS</b> (Audio version of the speeches to be emphasized)	<b>PERSUASIVE SPEECHES</b> (Any Five) For internal assessment only	8 hrs	15 marks for IA

	<ol style="list-style-type: none"> <li>1. <b>Swami Vivekananda's</b> speech at the World Parliament of Religions in Chicago.</li> <li>2. The speech by <b>Narayana Murthy</b> at Lal Bahadur Shastri Institute of Management.</li> <li>3. <b>Rahul Dravid's</b> speech at BITS Pilani, Goa.</li> <li>4. <b>Martin Luther King's</b> I Have a Dream Speech, 1963.</li> <li>5. <b>Severn Suzuki-</b> Speech at the UN Conference on Environment and Development.</li> <li>6. <b>Dalai Lama's</b> Nobel Peace Prize accepting speech.</li> <li>7. <b>Emma Watson's</b> speech- Gender Equality is your issue too.</li> <li>8. <b>Charlie Chaplin's</b> final speech from <i>The Great Dictator</i>.</li> <li>9. <b>Malala Yousufzai -</b> Nobel Peace Prize Speech</li> <li>10. <b>Steve Jobs -</b> Commencement Address</li> <li>11. <b>Muniba Mazari,</b> The inspiring "Iron Lady of Pakistan"</li> <li>12. <b>Nick Vujicic -</b> How to stop a bully</li> </ol>		
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	<p><b>13.</b>The speech by <b>Kiran Bedi</b>, India's first woman IPS officer on visionary leadership.</p> <p><b>14.</b><b>Mother Teresa's</b> acceptance speech - Nobel Prize</p>		
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<b>UNIT-2</b>			
<b>PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS</b>		<b>25 hrs</b>	<b>30 marks</b>
<b>SPEAKING SKILLS</b>	<b>PRESENTATION SKILLS</b> For internal assessment only	4 hrs	15 marks for IA
	<p><b>Types:</b></p> <ul style="list-style-type: none"> <li>• Informative/Instructive Presentation</li> <li>• Persuasive Presentation</li> <li>• Decision Making Presentation</li> <li>• Demonstrative Presentation</li> </ul>		
<b>WRITING SKILLS</b>	<b>INTRODUCTION TO WRITING AND TYPES OF WRITING</b> For written examination	7 hrs	10 marks
	<p><b>Introduction to Writing - Types of Writing</b></p> <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Narrative Writing</li> <li>• Reflective Writing</li> <li>• Persuasive/Argumentative Writing</li> <li>• Comparative Writing</li> <li>• Cause and Effect Writing</li> </ul>		



	<b>CORRESPONDENCE</b> For written examination	8 hrs	10 marks
	<ul style="list-style-type: none"> <li>• Letters of Enquiry and Order Letters,</li> <li>• Letters of Complaint and Replies to Letters of Complaint,</li> <li>• Application for a Job and CV.</li> </ul>		
	<b>COMMERCIAL WRITING</b> For written examination Any <b>two</b> can be taught	6 hrs	10 marks
	<ul style="list-style-type: none"> <li>• Advertisement Writing</li> <li>• Product Manual</li> <li>• Poster/Brochure Writing</li> </ul>		

Mangalore University  
Department of English

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

**Syllabus for III Semester B.C.A**

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

<b>III SEMESTER</b>		<b>50hrs</b>	<b>60 marks</b>
<b>UNIT-1</b>			
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>25 Hrs</b>	<b>30 marks</b>
<b>READING SKILLS</b>	<b>PLAY</b> For written examination only	17 hrs	30 marks
	<i>Tara-</i> Mahesh Dattani		
<b>LISTENING SKILLS</b> (Audio version of the speeches to be emphasized)	<b>PERSUASIVE SPEECHES</b> (Any Five) For internal assessment only	8 hrs	15 marks for IA

	<ol style="list-style-type: none"><li>1. <b>Swami Vivekananda's</b> speech at the World Parliament of Religions in Chicago.</li><li>2. The speech by <b>Narayana Murthy</b> at Lal Bahadur Shastri Institute of Management.</li><li>3. <b>Rahul Dravid's</b> speech at BITS Pilani, Goa.</li><li>4. <b>Martin Luther King's I Have a Dream Speech</b>, 1963.</li><li>5. <b>Severn Suzuki</b>- Speech at the UN Conference on Environment and Development.</li><li>6. <b>Dalai Lama's</b> Nobel Peace Prize accepting speech.</li><li>7. <b>Emma Watson's</b> speech- Gender Equality is your issue too.</li><li>8. <b>Charlie Chaplin's</b> final speech from <i>The Great Dictator</i>.</li><li>9. <b>Malala Yousufzai</b> - Nobel Peace Prize Speech</li><li>10. <b>Steve Jobs</b> - Commencement Address</li><li>11. <b>Muniba Mazari</b>, The inspiring "Iron Lady of Pakistan"</li><li>12. <b>Nick Vujicic</b> - How to stop a bully</li><li>13. The speech by <b>Kiran Bedi</b>, India's first woman IPS officer on visionary leadership.</li><li>14. <b>Mother Teresa's</b> acceptance speech - Nobel Prize</li></ol>		
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<b>UNIT-2</b>			
<b>PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS</b>		<b>25 hrs</b>	<b>30 marks</b>
<b>SPEAKING SKILLS</b>	<b>PRESENTATION SKILLS</b> For internal assessment only	4 hrs	15 marks for IA
	<b>Types:</b> <ul style="list-style-type: none"> <li>• Informative/Instructive Presentation</li> <li>• Persuasive Presentation</li> <li>• Decision Making Presentation</li> <li>• Demonstrative Presentation</li> </ul>		
<b>WRITING SKILLS</b>	<b>INTRODUCTION TO WRITING AND TYPES OF WRITING</b> For written examination	7 hrs	10 marks
	<b>Introduction to Writing - Types of Writing</b> <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Narrative Writing</li> <li>• Reflective Writing</li> <li>• Persuasive/Argumentative Writing</li> <li>• Comparative Writing</li> <li>• Cause and Effect Writing</li> </ul>		
	<b>CORRESPONDENCE</b> For written examination	8 hrs	10 marks
	<ul style="list-style-type: none"> <li>• Letters of Enquiry and Order Letters,</li> <li>• Letters of Complaint and Replies to Letters of Complaint,</li> <li>• Application for a Job and CV.</li> </ul>		
	<b>COMMERCIAL WRITING</b> For written examination Any <b>two</b> can be taught	6 hrs	10 marks

	<ul style="list-style-type: none"> <li>• Advertisement Writing</li> <li>• Product Manual</li> <li>• Poster/Brochure Writing</li> </ul>		
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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/](http://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.
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12. Murphy, Raymond. *Grammar in Use*. CUP, 2019. 5<sup>th</sup> 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**

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Presentation Skills	15
Persuasive speeches- Speaking and listening skills	15
<b>Total</b>	<b>40</b>

## 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.

<b>Reading Skills</b>	<ul style="list-style-type: none"> <li>✓ Reading Visual texts stimulates the imagination of the students resulting in impactful comprehension.</li> <li>✓ The text could be used to teach the processes of understanding like ‘Interpreting’, ‘Exemplifying’, ‘Classifying’, ‘Summarizing’, ‘Inferring’, ‘Comparing’ and ‘Explaining’.</li> </ul>
<b>Listening Skills</b>	<ul style="list-style-type: none"> <li>✓ Listening to the speeches of great personalities will teach voice modulation and expressive articulation.</li> <li>✓ 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.</li> </ul>
<b>Speaking Skills</b>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> </ul>
<b>Writing Skills</b>	<ul style="list-style-type: none"> <li>✓ Writing skill increases career opportunities and increases productivity. The ability to write with brevity and clarity can be acquired by practice.</li> <li>✓ Writing exercises can be taken from play or graphic narrative prescribed under Reading Skill.</li> <li>✓ 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.</li> <li>✓ Students can be given assignments on blog writing, product manual, posters and brochures.</li> </ul>



**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**

<b>TITLE OF THE COURSE:GENERIC ENGLISH- L2</b>		
<b>Number of Theory Credits</b>	<b>Number of hours per week</b>	<b>Number of lecture hours/semester</b>
<b>03</b>	<b>04</b>	<b>50</b>

**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  
(As per NEP 2020)**

**Syllabus for IV Semester BA/ BHRD/BSW  
BVA and other courses  
Under the Faculty of Arts**

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

<b>IV SEMESTER</b>		<b>50 Hrs</b>	<b>60 marks</b>
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>25 hrs</b>	
<b>Chapter 1: READING SKILLS</b>	<b>LIFE WRITING OR NOVELLA/NOVEL</b> For written examination	20 hrs	30 marks
	<i>Dweepa</i> - Na D' Souza		
<b>Chapter 2: LISTENING SKILLS</b>	<b>LISTENING AND DECODING</b> <b>Listen to and understand two Ted Talks</b> For internal assessment	3 hrs	05 marks for IA
	<ol style="list-style-type: none"> <li>1. How a 13 year old changed 'Impossible' to 'I'm Possible' - <b>Sparsh Shah</b></li> <li>2. 7 Ways to Make a Conversation with Anyone - <b>Malavika Varadan</b></li> <li>3. The Secrets of Learning a New Language- <b>Lydia Machova</b></li> <li>4. The Skill of Self Confidence- <b>Dr Ivan Joseph</b></li> <li>5. Where Joy Hides and How to Find it - <b>Ingrid Fetell Lee</b></li> <li>6. Why you should be a climate activist? -</li> </ol>		

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

For written examination			
	<ul style="list-style-type: none"> <li>• E-mail - Casual and professional</li> <li>• Apology Letters, Congratulation/Appreciation Letters,</li> <li>• Leave Letters,</li> </ul>	5 hrs	10 marks
	<p><b>Social Media Content Writing skills (Any 3)</b></p> <ul style="list-style-type: none"> <li>• Blog writing</li> <li>• Podcast writing</li> <li>• Writing on Twitter</li> <li>• Writing on Facebook</li> <li>• Writing on Quora</li> <li>• Writing On Instagram</li> </ul>	8 hrs	10 marks

Mangalore University  
Department of English

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

**Syllabus for IV 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 August 24-25, 2022, BOS (UG)

Effective for batches commencing from 2021 onwards

<b>IV SEMESTER</b>		<b>50 Hrs</b>	<b>60 marks</b>
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>25 hrs</b>	
<b>Chapter 1: READING SKILLS</b>	<b>LIFE WRITING OR NOVELLA/NOVEL</b> For written examination	20 hrs	30 marks
	<i>Akkarmashi : The Outcaste</i> - Sharankumar Limbale		
<b>Chapter 2: LISTENING SKILLS</b>	<b>LISTENING AND DECODING</b> <b>Listen to and understand two Ted Talks</b> For internal assessment	3 hrs	05 marks for IA
	<ol style="list-style-type: none"> <li>1. How a 13 year old changed 'Impossible' to 'I'm Possible' - <b>Sparsh Shah</b></li> <li>2. 7 Ways to Make a Conversation with Anyone - <b>Malavika Varadan</b></li> <li>3. The Secrets of Learning a New Language- <b>Lydia Machova</b></li> <li>4. The Skill of Self Confidence- <b>Dr Ivan Joseph</b></li> <li>5. Where Joy Hides and How to Find it - <b>Ingrid Fetell Lee</b></li> </ol>		

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



<b>E-correspondence and Content Writing Skills</b>			
For written examination			
	<ul style="list-style-type: none"> <li>• E-mail - Casual and professional</li> <li>• Apology Letters, Congratulation/Appreciation Letters,</li> <li>• Leave Letters,</li> </ul>	5 hrs	10 marks
	<b>Social Media Content Writing skills (Any 3)</b> <ul style="list-style-type: none"> <li>• Blog writing</li> <li>• Podcast writing</li> <li>• Writing on Twitter</li> <li>• Writing on Facebook</li> <li>• Writing on Quora</li> <li>• Writing On Instagram</li> </ul>	8 hrs	10 marks

Mangalore University  
Department of English

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

**Syllabus for IV Semester B.Com/ B.Com (E-Com)**

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

<b>IV SEMESTER</b>		<b>50 Hrs</b>	<b>60 marks</b>
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>25 hrs</b>	
<b>Chapter 1: READING SKILLS</b>	<b>LIFE WRITING OR NOVELLA/NOVEL</b> For written examination	20 hrs	30 marks
	<i>Animal Farm</i> - George Orwell		
<b>Chapter 2: LISTENING SKILLS</b>	<b>LISTENING AND DECODING</b> <b>Listen to and understand two Ted Talks</b> For internal assessment	3 hrs	05 marks for IA
	<ol style="list-style-type: none"> <li>1. How a 13 year old changed 'Impossible' to 'I'm Possible' - <b>Sparsh Shah</b></li> <li>2. 7 Ways to Make a Conversation with Anyone - <b>Malavika Varadan</b></li> <li>3. The Secrets of Learning a New Language- <b>Lydia Machova</b></li> <li>4. The Skill of Self Confidence- <b>Dr Ivan Joseph</b></li> <li>5. Where Joy Hides and How to Find it - <b>Ingrid Fetell Lee</b></li> <li>6. Why you should be a climate</li> </ol>		

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

For written examination			
	<ul style="list-style-type: none"> <li>• E-mail - Casual and professional</li> <li>• Apology Letters, Congratulation/Appreciation Letters,</li> <li>• Leave Letters,</li> </ul>	5 hrs	10 marks
	<p><b>Social Media Content Writing skills (Any 3)</b></p> <ul style="list-style-type: none"> <li>• Blog writing</li> <li>• Podcast writing</li> <li>• Writing on Twitter</li> <li>• Writing on Facebook</li> <li>• Writing on Quora</li> <li>• Writing On Instagram</li> </ul>	8 hrs	10 marks

Mangalore University  
Department of English

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

**Syllabus for IV Semester B.B.A/B.H.M**

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

Effective for batches commencing from 2021 onwards

<b>IV SEMESTER</b>		<b>50 Hrs</b>	<b>60 marks</b>
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>25 hrs</b>	
<b>Chapter 1: READING SKILLS</b>	<b>LIFE WRITING OR NOVELLA/NOVEL</b> For written examination	20 hrs	30 marks
	<i>Ghachar Ghochar</i> - Vivek Shanbhag		
<b>Chapter 2: LISTENING SKILLS</b>	<b>LISTENING AND DECODING</b> <b>Listen to and understand two Ted Talks</b> For internal assessment	3 hrs	05 marks for IA
	<ol style="list-style-type: none"> <li>1. How a 13 year old changed 'Impossible' to 'I'm Possible' - <b>Sparsh Shah</b></li> <li>2. 7 Ways to Make a Conversation with Anyone - <b>Malavika Varadan</b></li> <li>3. The Secrets of Learning a New Language- <b>Lydia Machova</b></li> <li>4. The Skill of Self Confidence- <b>Dr Ivan Joseph</b></li> <li>5. Where Joy Hides and How to Find it - <b>Ingrid Fetell Lee</b></li> <li>6. Why you should be a climate activist? - <b>Luisa Neubauer</b></li> <li>7. Save the World by Changing the</li> </ol>		

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

	<ul style="list-style-type: none"> <li>• Apology Letters, Congratulation/Appreciation Letters,</li> <li>• Leave Letters,</li> </ul>	hrs	marks
	<p><b>Social Media Content Writing skills (Any 3)</b></p> <ul style="list-style-type: none"> <li>• Blog writing</li> <li>• Podcast writing</li> <li>• Writing on Twitter</li> <li>• Writing on Facebook</li> <li>• Writing on Quora</li> <li>• Writing On Instagram</li> </ul>	8 hrs	10 marks

Mangalore University  
Department of English

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

**Syllabus for IV Semester B.C.A**

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

<b>IV SEMESTER</b>		<b>50 Hrs</b>	<b>60 marks</b>
<b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>		<b>25 hrs</b>	
<b>Chapter 1: READING SKILLS</b>	<b>LIFE WRITING OR NOVELLA/NOVEL</b> For written examination	20 hrs	30 marks
	<i>Breaking Ties</i> - Sara Abubakar		
<b>Chapter 2: LISTENING SKILLS</b>	<b>LISTENING AND DECODING</b> <b>Listen to and understand two Ted Talks</b> For internal assessment	3 hrs	05 marks for IA
	<ol style="list-style-type: none"> <li>1. How a 13 year old changed 'Impossible' to 'I'm Possible' - <b>Sparsh Shah</b></li> <li>2. 7 Ways to Make a Conversation with Anyone - <b>Malavika Varadan</b></li> <li>3. The Secrets of Learning a New Language- <b>Lydia Machova</b></li> <li>4. The Skill of Self Confidence- <b>Dr Ivan Joseph</b></li> <li>5. Where Joy Hides and How to Find it - <b>Ingrid Fetell Lee</b></li> </ol>		



	<p>6. Why you should be a climate activist? -<b>Luisa Neubauer</b></p> <p>7. Save the World by Changing the Rules- <b>Greta Thunberg</b></p> <p>8. Women should rethink their inheritance - <b>Leila Seth</b></p> <p>9. Power of Perspective- <b>Preethi Sreenivasan</b></p> <p>10.How SHE became an IAS officer <b>Surabhi Gautam</b></p>		
<b>Listening Skills</b>	<p><b>Listen to and understand selected poems (2poems)</b></p> <p><u>For internal assessment</u></p>	2 hrs	05 marks for IA
	<p>1. The Road Not Taken - Robert Frost</p> <p>2.Refugee Blues – W. H. Auden</p> <p>3. Still I Rise - Maya Angelou</p> <p>4. If-Rudyard Kipling</p> <p>5. O Captain! My Captain - Walt Whitman</p> <p>6. A Psalm of Life - H W Longfellow</p> <p>7. The Duck and the Kangaroo - Edward Lear</p> <p>8. On Seeing a White Flag across a by road - Kamala Wijeratne</p> <p>9.Our Strange Lingo - Lord Cromer</p> <p>10. Money Madness- D H Lawrence</p> <p>11. Telephone Conversation - Wole Soyinka</p> <p>12. Soap - Nissim Ezekiel</p> <p>13.Once Upon a Time - Gabriel Okara</p>		
<b>PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS</b>		<b>25 hrs</b>	
<b>Chapter – 3 SPEAKING SKILLS</b>	<p><b>Group Discussion</b></p> <p><b>Public Speaking</b></p> <p>For Internal assessment</p>	4 hrs	10 Marks for IA 10 Marks for IA
<b>WRITING SKILLS</b>	<p><b>TECHNICALWRITING</b></p> <p>For written examination</p>	8 hrs	10 marks
	<ul style="list-style-type: none"> <li>• Scientific Writing</li> <li>• Copywriting</li> <li>• Travel Writing</li> <li>• Article Writing</li> </ul>		

<b>E-correspondence and Content Writing Skills</b>			
For written examination			
	<ul style="list-style-type: none"> <li>• E-mail - Casual and professional</li> <li>• Apology Letters, Congratulation/Appreciation Letters,</li> <li>• Leave Letters,</li> </ul>	5 hrs	10 marks
	<b>Social Media Content Writing skills (Any 3)</b> <ul style="list-style-type: none"> <li>• Blog writing</li> <li>• Podcast writing</li> <li>• Writing on Twitter</li> <li>• Writing on Facebook</li> <li>• Writing on Quora</li> <li>• Writing On Instagram</li> </ul>	8 hrs	10 marks

## 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/](http://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. 5<sup>th</sup> Edition.
14. 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.

**C. FORMATIVE ASSESSMENT - 40 marks**

**D. SUMMATIVE ASSESSMENT - 60 marks**

**TOTAL - 100 marks**

### A. FORMATIVE ASSESSMENT – 40 marks

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Internal Test	10
Group Discussion	10
Public Speaking	10
Listening and decoding-Ted Talks	5
Listening and understanding-Poems	5
<b>Total</b>	<b>40</b>

## 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**

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 articulate.

<p><b>Reading Skills</b></p>	<ul style="list-style-type: none"> <li>✓ Reading a Life-writing/novella/novel will help students to practice skimming, scanning, analyzing and interpreting skills.</li> <li>✓ Reading the text will also help students to develop vocabulary building, clarity in comprehension and decoding of written language and texts.</li> <li>✓ Reading aloud will improve pronunciation of the reader.</li> </ul>
<p><b>Listening Skills</b></p>	<ul style="list-style-type: none"> <li>✓ Listening to the presentations will train the students in attentive listening and reflective reading which contribute towards strengthening of language skills.</li> <li>✓ 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.</li> </ul>
<p><b>Writing Skills</b></p>	<ul style="list-style-type: none"> <li>✓ Writing skill involves grammar, punctuation, spelling, vocabulary, clarity, brevity, revising.</li> <li>✓ Report writing, social media writing and Email writing enhance the skills needed in professional sphere.</li> <li>✓ 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.</li> <li>✓ Dialogues in the life writing/novella/novel can be used</li> </ul>

	<p>to teach transformation of sentences from direct to indirect speech, to write narrative paragraphs and such other language skills.</p> <ul style="list-style-type: none"> <li>✓ 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.</li> </ul>
<b>Speaking Skills</b>	<ul style="list-style-type: none"> <li>✓ Presentation Skills refine communicative ability.</li> <li>✓ 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.</li> <li>✓ Impactful use of non-verbal language can be taught through visuals.</li> <li>✓ Life writing/novella/novel has to be used to provide loud reading practice.</li> <li>✓ 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.</li> <li>✓ Students can be asked for short presentations based on the life writing/novella/novel for effective and confident communication skills.</li> </ul>





**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)-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**

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

**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)  
Effective for batches commencing from 2021 onwards

**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**

### **DEPARTMENT OF ENGLISH (ASPERNEP 2020)**

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

**Effective for batches commencing from 2021 onwards**

Mangalore University

**Department of English**

### **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, evaluating 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	2.30 hrs	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.

<b>Course 5</b> <b>British Literature upto 1800</b> <b>Paper 1</b> <b>From Chaucer to the Age of Transition</b>	<b>Total Hrs: 45</b>
<b>Unit-I : History of English Literature (Upto 1800)</b>	<b>10hrs</b>
The Social Context of Medieval English Literature, Renaissance, Elizabethan Poetry, Elizabethan Drama, Metaphysical Poetry, Restoration Drama, 18 <sup>th</sup> Century Prose, Development of the Novel in the 18 <sup>th</sup> Century. Neo-classical age and Transitional Poetry	

<b>Unit-II :Major Authors and Works</b>	<b>10hrs</b>
<p><b>Authors:</b> Geoffrey Chaucer, Francis Bacon, Ben Jonson, John Milton, John Dryden, Alexander Pope, Dr. Samuel Johnson, William Shakespeare, Oliver Goldsmith, John Bunyan, Aphra Behn, Margaret Cavendish, Elizabeth Cary, Anne Finch, Amelia Lanyer, Fanny Burney, Elizabeth Carter etc.</p> <p><b>Works:</b> <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>	
<b>Unit-III :Representative Texts</b>	<b>25hrs</b>
<p><b>Poems</b></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><b>Essays</b></p> <p><i>Of Love</i> – Francis Bacon</p> <p><i>Sir Roger at Church</i> – Joseph Addison</p> <p><b>Play</b></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. Jim Daems, *The Norton Anthology to British Literature Vol I and Vol II. Seventeenth Century Literature and Culture*. Continuum, 2006

5. Andrew Galloway, *Medieval Literature and Culture*. Continuum, 2006.
6. Stephen Greenblatt, et al. Editors. *The Norton Anthology of English Literature* (Ninth Edition) Volumes A, B, C. W.W Norton & Company, 2012.
7. Lisa Hopkins 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	2.30 hrs	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;"><b>Course 6</b> <b>Title-Indian Literature in Translation</b> <b>Paper 2</b></p>	<p style="text-align: center;"><b>Total Hrs:</b> <b>45</b></p>
<p style="text-align: center;"><b>Unit-I: Introduction to Translation Studies</b></p>	<p style="text-align: center;"><b>15hrs</b></p>
<p>Sujit Mukherjee- Translation as Discovery</p> <p>G. N. Devy- Indian Literature in English Translation</p>	
<p style="text-align: center;"><b>Unit-II: Representative Texts</b></p>	<p style="text-align: center;"><b>15 hrs</b></p>
<p>K Satchidanandan -“Stammer”</p> <p>Mudnakudu Chinnaswamy- “ Sandals and I” (From <i>Steel Nibs are Sprouting</i>)</p> <p>Vachanas of Basavanna - No.97 The Master in the house, (From <i>Speaking of Siva</i>)</p> <p>Devara Dasimayya-133 If they see breasts, (From <i>Speaking of Siva</i>)</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 ( From <i>Steel Nibs are Sprouting</i>)</p>	
<p><b>Unit-III: Representative Texts (any one novel or play and four short stories)</b></p>	<p style="text-align: center;"><b>15hrs</b></p>
<p>Play: ‘Silence! the Court is in Session’- Vijay Tendulkar</p> <p><b>OR</b></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>	

Mahasweta Devi - Shishu ( From *Women Writing in India*)



## **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), *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

### 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
<b>Course 07</b>	DSCC	Theory	03	03	45 hrs	2.30 hrs	40	60	100

Course 7

**Title -British Literature (19<sup>th</sup> and 20<sup>th</sup> 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. Able to 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.

<b>Course 7</b>	<b>Total Hrs: 45</b>
<b>Title- British Literature (19<sup>th</sup> and 20<sup>th</sup> Century) (Part 2)</b>	
<b>Unit-I :</b>	<b>15 hrs</b>
Romantic Poetry, Victorian Poetry, Victorian Novel, 19 <sup>th</sup> century Prose, Irish Theatre Movement, Modern Drama, Modern Novel, Modern Prose	
<b>Unit-II :Representative Writers, works, trends</b>	<b>15 hrs</b>
William Wordsworth, Samuel Coleridge, Jane Austen, Charles Lamb, William Hazlitt, Walter Scott, Alfred Tennyson, Matthew Arnold, John Ruskin, Thomas Carlyle, Cardinal Newman, Thomas Hardy, Charles Dickens, T. S. Eliot, W. B. Yeats, W.H. Auden. G.B. Shaw, Virginia Woolf, D. H. Lawrence, Graham	

Green, Somerset Maugham, J. M. Synge, John Galsworthy etc.	
<b>Unit-III : Representative Texts</b>	<b>15 hrs</b>
<p><b>Poems</b></p> <p>Daffodils-William Wordsworth, Ode to Autumn- John Keats, My Last Duchess-Robert Browning. God’s Grandeur-Gerard Manley Hopkins, Journey of the Magi-T S Eliot. Easter 1916-W B Yeats, The Unknown Citizen-W H Auden My last Duchess- Robert Browning-</p> <p><b>Essays</b></p> <p><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><b>Novel:</b> Charles Dickens - <i>Great Expectations</i></p> <p>OR</p> <p><b>Drama:</b> 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)



**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
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<b>Course - 08</b>	DSCC	Theor y	03	03	45 hrs	2.30 hrs	40	60	100
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### **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 critical thinking with regard to issues related to gender and sexuality.

<b>Syllabus- Course 3: Gender Studies (part 1)</b>	<b>Total Hrs: 45</b>
<p><b>Concepts:</b> 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><b>Any two essays</b></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>	<b>15 hrs</b>
<b>Unit-II : Film texts and autobiographies</b>	<b>15 hrs</b>
<p>Movie text- Naanu Avanalla Avalu</p> <p>OR</p> <p>Kumbalangi Nights</p> <p>Revathi - Autobiography: <i>The Truth About Me</i> (chapters 6-11)</p> <p>Ashok Row Kaviraj- Autobiography: <i>The Contract of Silence</i> (From <i>Yaarana: Gay Writing From South Asia</i>)</p>	
<b>Unit-III : Short Stories and Poems</b>	<b>15 hrs</b>
<p><b>Short stories:</b></p> <p>Vasudhendra- Anagha</p>	

Urmila Pawar - A Childhood Tale	
Mahashwetha Devi - Bayen	
Veena Shanteshwar - Her Independence	
<b>Poems:</b>	
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.

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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



**MANGALOREUNIVERSITY**

**DEPARTMENT OF ENGLISH**

**(AS PER NEP 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: Lecture 3 Hours-Credit3]**

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

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

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

**2. Section II: Speaking Skills**

Formal and Informal Speeches

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

**3. Section III: Listening Skills**

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

#### 4. Section IV: Presentation Skills

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

#### Question Paper Pattern

- |  |                |
|--|----------------|
| 1. Very Short Answer Questions on all sections | 15x2 =30 Marks |
| 2. Four Short Notes on all sections            | 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)

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**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



**V Semester BA (Basic/Hons)**  
**English Optional**  
**NEP 2020 (Effective for 2021 Batch onwards)**

**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 hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

<b>Content of Course A9: Literary Criticism</b>	<b>60 Hrs</b>
<b>Unit - 1 Introduction to Criticism</b>	15
<i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> - Peter Barry Theory before ‘theory’- Liberal Humanism Structuralism Post-structuralism and Deconstruction	
<b>Unit - 2 Classical Criticism</b>	15
<i>Poetics</i> - Aristotle’s Concept of Tragedy <i>Book X of Republic</i> -Plato on Poetry	
<b>Unit – 3 Romantic Criticism</b>	15
<i>Biographia Literaria</i> - Coleridge’s Theory of Imagination and Fancy <i>Preface to the Lyrical Ballads</i> – William Wordsworth	
<b>Unit – 4 Modern Criticism</b>	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, Group discussion

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

**V Semester BA (Basic/Hons)**  
**English Optional**  
**NEP 2020 (Effective for 2021 Batch onwards)**  
**Course - A11**  
**Title of the Course: Subaltern Studies**

<b>Content of the Course A11: Subaltern Studies</b>	
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 hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

<b>Content of Course A11: Subaltern Studies</b>		<b>60 Hrs</b>
<b>Unit –1</b>	<b>Introduction</b>	15
<i>The Imaginary Institution of India- Chapter 5-“The Imaginary Institution of India”-Sudipta Kaviraj</i> <i>On Some Aspects of the Historiography of Colonial India – Ranajit Guha</i> <i>“ Dalits as Political Minority” in The Caste Question - Anupama Rao</i>		
<b>Unit – 2</b>	<b>Short Stories</b>	15
<i>Tar Comes- Devanooru Mahadeva</i> <i>Woh- Rasheed Jahan</i> <i>Guddi and Aasu- Maya Sharma</i>		
<b>Unit – 3</b>	<b>Film Text</b>	15
<i>Fandry- Nagraj Manjule</i> <i>Aligarh-Hansal Mehta</i> <i>Court-Chaitanya Tamhane</i>		
<b>Unit – 4</b>	<b>Novel</b>	15
<i>Uchalya- Laxman Gaikwad</i> <i>Karukku- Bama</i>		

## 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, Group discussion

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

**V Semester BA (Basic/Hons) Examination**  
**English Optional**  
**NEP 2020 (Effective for 2021 Batch onwards)**  
**Course: A 12**  
**Title of the Course: Life Narratives**

Course	A12
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 hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

<b>Content of Course A12 - Life Narratives</b>		<b>60 Hrs</b>
<b>Unit –1</b>	<b>Introduction to Life Narratives</b>	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> - Linda Anderson</p>		
<b>Unit – 2</b>	<b>Autobiography-The Early Phase</b>	15
<p><i>Confessions Book I</i>- Jean Jacques Rousseau  <i>Grace Abounding to the Chief of Sinners</i>- “A Brief Relation of the Exceeding Mercy of God in Christ, to his Poor Servant John Bunyan” (Section I of the book)- John Bunyan  <i>Confessions</i>- book 2- Saint Augustine</p>		
<b>Unit – 3</b>	<b>Gendering Life Narratives</b>	15
<p><i>The Autobiography of a Sex-worker</i>- Nalini Jameela  <i>Aamar Jiban</i>- Rassundari Devi</p>		
<b>Unit – 4</b>	<b>Life Narratives from the Margins</b>	15
<p><i>I Know Why the Caged Bird Sings</i>-Maya Angelou  <i>Government Brahmana</i>- Aravind Malagatti  <i>Red Lipstick: The Men in my life</i>- Laxmi Narayan Tripathi</p>		

## 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 Writing 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, Group discussion

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

**VI Semester BA (Basic/Hons)**  
**English Optional**  
**NEP 2020 (2020-21 Batch onwards)**

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 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

<b>Content of Course A13: Postcolonial Studies</b>		<b>60 Hrs</b>
<b>Unit - 1</b>	<b>Introduction to Postcolonial Studies</b>	15
	<p><i>Post-Colonial Studies: The Key concepts</i> Bill Ashcroft, Gareth Griffiths &amp; Helen Tiffin</p> <ol style="list-style-type: none"> <li>1. Aboriginal, Anti-colonialism, Centre/Margin (Periphery)</li> <li>2. Colonialism, Discourse, Hegemony</li> <li>3. Hybridity, Imperialism, Orientalism, Orient/Occident</li> <li>4. Nation/Nationalism, Post Colonialism/Postcolonialism, Postcolonial reading,</li> <li>5. Race, Slave/Slavery, Subaltern.</li> </ol>	
<b>Unit - 2</b>	<b>Essays on Postcolonial Studies</b>	15
	<p>“The Language of African Literature” in <i>Decolonizing the Mind</i> – Ngugi Wa Thiong’o</p> <p>“<i>Orientalism</i> “Introduction” - Edward Said</p> <p><i>The Empire Writes Back</i> “Introduction”– Bill Ashcroft, Gareth Griffiths and Helen Tiffin</p>	
<b>Unit – 3</b>	<b>Postcolonial Texts and Talks</b>	15
	<p><i>The Danger of a Single Story</i> – Chimamanda Adichie (TED Talk, Transcript)</p> <p>Source: <a href="https://www.hohschools.org/cms/lib/NY01913703/Centricity/Domai">https://www.hohschools.org/cms/lib/NY01913703/Centricity/Domai</a></p>	

<a href="n/817/English%2012%20Summer%20Reading%20-%202018.pdf">n/817/English%2012%20Summer%20Reading%20-%202018.pdf</a>		
‘Tizzic’ (Poem)- Edward Brathwaite “Let them Call it Jazz” (Short Story)– Jean Rhys		
<b>Unit – 4</b>	<b>Fiction</b>	15
<i>Things Fall Apart</i> - Chinua Achebe		

### 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*, WW Norton 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, Group discussion

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



**VI Semester BA (Basic/Hons)**  
**English Optional**  
**NEP 2020 (2020-21 Batch onwards)**  
**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	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total	100

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

### **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

Das, Sisir Kumar and Sukanta Chaudhuri (eds.). *Selected Writings on Literature and 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, Group discussion

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

**VI Semester BA (Basic/Hons)**  
**English Optional**  
**NEP 2020 ( 2020-21 Batch onwards)**  
**Course - A16**  
**Title of the Course: Women's Writing**

<b>Course A16: Women's Writing</b>	
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	2 hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

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

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

## 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-literarycriticism\\_gill-plain-andsus.pdf](https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literarycriticism_gill-plain-andsus.pdf)

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

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

## **PROJECT**

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

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

1. Film Review
2. Book Review
3. Interviewing author/ translator and submitting it in written form.
4. Gathering local folk stories or proverbs, translating and compiling them and submitting it in written form.
5. Interviewing subaltern groups of people/ communities and submitting it in written form.
6. Writing a regional history from a postcolonial perspective. For example: History of the novel in Dakshina Kannada, History of the regional writers of DK, History of the cultural practices of DK, etc.

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- 30 marks

V Semester BA (Basic/Hons) Examination  
English Optional  
NEP 2020 (2020-21 Batch onwards)  
**Course - A 9**  
**Literary Criticism**

**Time: 2 Hours**

**Max Marks: 60**

Instruction: Answer questions from all sections

**Section A – Introduction to Criticism**

- I. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on ‘Theory before ‘theory’ – Liberal Humanism
  2. Question on ‘Structuralism’
  3. Question on ‘Post-structuralism or Deconstruction’.

**Section B – Classical Criticism**

- II. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on Aristotle’s ‘Concept of Tragedy’
  2. Question on Plato on Poetry *Book X of Republic*

**Section C – Romantic Criticism**

- III. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on Coleridge’s ‘Theory of Imagination and Fancy’
  2. Question on *Preface to Lyrical Ballads* – William Wordsworth

**Section D – Literary Criticism**

- IV. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on Sigmund Freud – ‘Creative Writing and Day dreams’
  2. Question on ‘Four kinds of writing’ – I A Richards
  3. Question on F R Leavis- *The Great Tradition*-Introduction

V Semester BA (Basic/Hons) Examination  
English Optional  
NEP 2020 ( 2020-21 Batch onwards)  
**Course - A 11**  
**Subaltern Studies**

**Time: 2 Hours**

**Max Marks: 60**

Instruction: Answer questions from all sections

**Section A – Introduction**

- I. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on “The Imaginary Institution of India”- Sudipta Kaviraj
  2. Question on “On Some Aspects of Historiography of Colonial India” – Ranajit Guha
  3. Question on, “Dalits as Political Minority” in *The Caste Question*- Anupama Rao

**Section B – Short stories**

- II. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on “Tar Comes” – Devanooru Mahadeva
  2. Question on “Who” – Rasheed Jahan
  3. Question on “Guddi and Aasu” – Maya Sharma

**Section C – Film Text**

- III. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on *Fandry* – Nagraj Manjule
  2. Question on *Aligarh* – Hansal Mehta
  3. Question on *Court* – Chaitanya Tamhane

**Section D – Novel**

- IV. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on *Uchalya* – Laxman Gaikwad
  2. Question on *Karukku* – Bama



V Semester BA (Basic/Hons) Examination  
English Optional  
NEP 2020 (2020-21 Batch onwards)  
**Course - A 12**  
**Life Narratives**

**Time: 2 Hours**

**Max Marks: 60**

Instruction: Answer questions from all sections

**Section A – Introduction to Life Narratives**

- I. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on “Life Narrative: Definitions and Distinctions” - Sidonie Smith and Julia Watson
  2. Question on “Introduction” of *Autobiography* - Linda Anderson

**Section B – Autobiography – the Early Phase**

- II. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on *Confessions Book I*- Rousseau
  2. Question on *Grace Abounding* “A Brief Relation of the Exceeding Mercy of God in Christ, to his Poor Servant”- John Bunyan -Part 1
  3. Question on *Confessions* –Book 2- Saint Augustine

**Section C – Gendering Life Narratives**

- III. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on *The Autobiography of a Sex Worker* – Nalini Jameela
  2. Question on *Amar Jiban* – Rassundari Devi

**Section D – Life Narratives from the Margins**

- IV. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on I Know why the Caged Bird Sings – Maya Angelou
  2. Question on Government Brahmana – Aravinda Malagatti
  3. Question on Red Lipstick: The Men in my Life - Laxmi

VI Semester BA (Basic/Hons) Examination  
English Optional  
NEP 2020 (2020-21 Batch onwards)  
**Course - A 13**  
**Postcolonial Studies**

**Time: 2 Hours**  
**Marks: 60**

**Max**

Instruction: Answer questions from all sections

**Section A – Introduction to Postcolonial Studies**

- I. Answer any **THREE** of the following in about **100 words each:** **3x5=15**
1. Question on any **one** of the following concepts - Aboriginal, Anti-colonialism, Centre/Margin (Periphery)
  2. Question on any **one** of the following concepts - Colonialism, Discourse, Hegemony,
  3. Question on any **one** of the following concepts - Hybridity, Imperialism, Orientalism - Orient, Occident,
  4. Question on any **one** of the following concepts - Nation/Nationalism, Post Colonialism/Postcolonialism, Postcolonial reading,
  5. Question on any **one** of the following concepts - Race, Slave/Slavery, Subaltern.

**Section B – Essays on Postcolonial Studies**

- II. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on “The Language of African Literature” in *Decolonizing the Mind* – Ngugi Wa Thiong’o
  2. Question on “Introduction” -*Orientalism*- Edward Said
  3. Question on “Introduction” - *The Empire Writes Back* – Bill Ashcroft, Gareth Griffiths and Helen Tiffin

**Section C – Postcolonial texts and talks**

- III. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on *The Danger of a Single Story* – Chimamanda Adichie (TED Talk, Transcript)
  2. Question on ‘Tizzic’- Edward Brathwaite
  3. Question on “Let them Call it Jazz” – Jean Rhys

### Section D – Fiction

IV. Answer any **ONE** of the following in about **300 words:** **1x15=15**

1. Question on *Things Fall Apart* – Chinua Achebe
2. Question on *Things Fall Apart* – Chinua Achebe

VI Semester BA (Basic/Hons) Examination  
English Optional  
NEP 2020 (2020-21 Batch onwards)  
**Course A - 15**  
**World Literature in Translation**

**Time: 2 Hours**

**Max**

**Marks: 60**

Instruction: Answer questions from all sections

### Section A – Introduction to World Literature

I. Answer any **ONE** of the following in about **300 words:** **1x15=15**

1. Question on *What is World Literature?* “Introduction”- David Damrosch
2. Question on *Conjectures on World Literature*. New Left Review, Franco Moretti

### Section B – Novel

II. Answer any **ONE** of the following in about **300 words:** **1x15=15**

1. Question on *Notes from Underground*
2. Question on *Norwegian Wood*

### Section C – Short Stories

III. Answer any **ONE** of the following in about **300 words:** **1x15=15**

1. Question on “The Diamond Necklace” - Guy de Maupassant
2. Question on “The War” - Luigi Pirandello
3. Question on “The Blue Light” – Vaikom Muhammad Basheer
4. Question on “Crossing the Ravi” - Gulzar

### Section D – Plays

IV. Answer any **ONE** of the following in about **300 words:** **1x15=15**

3. Question on *A Doll's House* – Henrik Ibsen
4. Question on *The Good Woman of Setzuan*– Bertolt Brecht

VI Semester BA (Basic/Hons) Examination  
English Optional  
NEP 2020 (2020-21 Batch onwards)  
**Course - A 16**  
**Women's Writings**

**Time: 2Hours**  
**Marks: 60**

**Max**

Instruction: Answer questions from all sections

**Section A – Minority Women's Writings**

- I. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on Mukta Sarvagod- *Writing Gender Writing Caste*- Sharmila Rege
  2. Question on “*Avatarika*” Radhika Santwanam ( P 1-12)- Muddupalani
  3. Question on *Mother - Forest: The Unfinished Story of C K Janu*
  4. Question on “ Will I ever be Free?” Sophie, from *Facing the Mirror: Lesbian Writing from India*

**Section B – Poems**

- II. Answer any **ONE** of the following in about **300 words:** **1x15=15**
1. Question on “She” - Lakshmi Kannan
  2. Question on “Women Like Me” - Maram Al-Massri
  3. Question on “A Letter” – Amrita Pritam
  4. Question on “Flying Inside Your Own Body” - Margaret Atwood
  5. Question on “You Can confiscate”- Akkamahadevi

**Section C – Feminist Writings**

III. Answer any **ONE** of the following in about **300 words:** **1x15=15**

1. Question on *A Room of One's Own*- Virginia Woolf
2. Question on *In Search of our Mothers' Gardens* – Alice Walker

**Section D – Feminist retellings of Myths and fables**

IV. Answer any **ONE** of the following in about **300 words:** **1x15=15**

1. Question on “An Afternoon with Shakuntala”- Vaidehi
2. Question on “The Shroud- Penelopiad”- Margret Atwood
3. Question on “The Monkey and the Crocodiles” - Suniti Namjoshi

**PROJECT- 50 Marks**

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

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

7. Film Review
8. Book Review
9. Interviewing author/ translator and submitting it in written form.
10. Gathering local folk stories or proverbs, translating and compiling them and submitting it in written form.
11. Interviewing subaltern groups of people/ communities and submitting it in written form.
12. Writing a regional history from a postcolonial perspective. For example: History of the novel in Dakshina Kannada, History of the regional writers of DK, History of the cultural practices of DK, etc.

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- 30 marks

