



**RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**BA/ BSW/BACCJ Programmes**

**(Basic/Hons.)**

**SYLLABUS**

**3<sup>rd</sup> and 4<sup>th</sup> Semester**

**Subject: Generic English (AECC)**

**[w.e.f. 2022-23]**

**ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)**

**(As per NEP - 2020)**

### **Board of Studies: English (UG)**

01	Dr. Nagaratna V. Parande Chairperson, Department of Studies in English, Rani Chanamma University, Belagavi.	Chairperson
02	Shri. S.B.Khot Department of English, MES Arts and Commerce College, Mudalgi	Member
03	Dr. Ashalata Kulakarni Department of English, SKES's Govindram Seksheria Science College, Tilakawadi Belagavi	Member

#### Terminology Used

DSC - Discipline Specific Core

DSE - Discipline Specific Elective

OE – Open Elective

AECC – Ability Enhancement Compulsory Course

AEC – Ability Enhancement Course

SEC - Skill Enhancement Course

L – Lecturing

T – Tutorial

P – Practical

IA – Internal Assessment

SEE – Sem End Exam

CIE – Continuous Internal Evaluation

SB – Skilled Based

VB – Value Based

**RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**B.A./ B.S.W/BACCJ Degree Programmes  
(Basic/Hons.)**

Sem	Type of Course	Theory/ Practical	Instruction hour per week	Total hours of Syllabus / Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
I	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
II	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
III	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
IV	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
	<b>Details of the other Semesters will be given later</b>								

# B.A/ B.S.W/BACCJ Programmes

## (Basic/Hons.)

### Semester – 3

#### Subject: Generic English-3 Ability Enhancement Compulsory Course (AECC)

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-03	AECC	Theory	03	04	60 hrs	2hrs	40	60	100

#### Course Objectives

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyze, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities
6. To enable employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations  
UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

#### Course Outcomes

At the end of the course the students will have :

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations -  
UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

Syllabus- AECC 3:	50/56hrs	Total marks: 60
<b>Unit –1</b> <b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>	<b>23hrs</b>	<b>40 marks</b>
<b>Text: Dear Departed – Stanley Houghton</b>	<b>15 hours</b>	<b>30 marks</b>
<b>Unit – 2: Listening Skills- Persuasive Speeches (Audio version of the speeches to be emphasised )</b>	<b>8hrs</b>	<b>10marks</b>
<p><b>Listening to Famous Speeches</b></p> <p>1. “Crisis of Civilization” speech by Rabindranath Tagore at Shanti Niketan in April 1941 was his last speech. Tagore had been unwell for some time, yet his words were very moving.  <a href="https://www.youtube.com/watch?v=56dWrRCJwgE">https://www.youtube.com/watch?v=56dWrRCJwgE</a></p> <p>2. Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17,1946  <a href="https://www.youtube.com/watch?v=2VFm0Uo63rY">https://www.youtube.com/watch?v=2VFm0Uo63rY</a></p> <p>3. “My Vision for India” by Dr. APJ Abdul Kalam is one of his best speeches at Indian Institute of Technology, Hyderabad, where he outlined his visions for India.  <b>Link:</b>  <a href="https://youtu.be/neKaXXXXtHE?t=30">https://youtu.be/neKaXXXXtHE?t=30</a></p> <p>4. Martin Luther King’s ‘I Have a Dream’ Speech, 1963  <a href="https://www.youtube.com/watch?v=smEqnklfYs">https://www.youtube.com/watch?v=smEqnklfYs</a></p> <p>5.The speech by <b>Kiran Bedi</b>, India’s first woman IPS officer on visionary leadership.  <a href="https://youtu.be/IqYqMhVxTsY">https://youtu.be/IqYqMhVxTsY</a></p>		
<b>UNIT II</b>	<b>23 hrs</b>	<b>20 marks</b>
<b>PRESENTATION SKILLS</b>	<b>5hrs</b>	<b>5marks</b>
Organization of the Speech Use of Charts and diagrams Audio visual aids Body Language		
<b>WRITING SKILLS</b>	<b>18hrs</b>	<b>15 marks</b>
<b>Introduction to Writing and Types of Writing</b>		
<p><b>a. Introduction to Writing</b></p> <p><b>Types of Writing</b></p> <p>Descriptive Writing</p> <p>Reflective Writing</p>		

Essay writing

**b. Business Correspondence**

Letter of Enquiry

Letter of Complaint

Job Application and Resume Writing

**a. Commercial Writing**

Advertisement Writing

Product Manual

Poster/Brochure Writing

# BA/B.S.W/BACCJ

## (Basic/Hons.)

Semester – IV

### Subject: Generic English Ability Enhancement Compulsory Course (AECC)

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-04	AECC	Theory	03	04	60 hrs	2hrs	40	60	100

#### COURSE OBJECTIVES

1. To enhance the students' creative, interpretative and critical thinking
2. To equip the students to communicate confidently and effectively
3. To prepare for various interviews and professional contexts
4. To build persuasive and creative social media writing skills
5. To develop analytical and evaluative skills
6. To train students to identify and understand regional and global contexts and ethical frameworks in texts and narratives
7. To enable students for self-expression

#### COURSE OUTCOMES

By the end of the course the students will have:

1. Acquired creative, interpretative and critical thinking
2. Skills to communicate confidently and effectively
3. Obtained persuasive and creative social media writing skills
4. Developed analytical and evaluative skills
5. Learnt to identify and understand social contexts and ethical frameworks in the texts
6. Ability to articulate their views with clarity and confidence
7. Eligibility to take up jobs such as content writing, journalism and such other jobs with proficiency in English

Syllabus- AECC- 4	Total Hrs:56	60 marks
<b>Unit –I</b>	<b>23 hrs</b>	<b>40 marks</b>
Animal Farm- George Orwell	<b>18hrs</b>	<b>30 marks</b>
<b>Unit – II: Listening, Decoding and Speaking Skills</b>	<b>5hrs</b>	<b>10 marks</b>
Listening to Poems( any best rendering on you tube or any channel)	<b>2hrs</b>	
1. "Invictus" - William Ernest Henley		

2." Workers' God"- Kunj Bihari Das		
TED Talks	<b>3hrs</b>	
<b>1. A Well Educated Mind - Shashi Tharoor</b> <a href="https://youtu.be/kcW4ABcY3zI">https://youtu.be/kcW4ABcY3zI</a> 2. Becoming a Better Teacher - <a href="https://youtu.be/fdZkmbY0HB0">https://youtu.be/fdZkmbY0HB0</a> 3. The Forgotten Gender- Deepika Bhardwaj <a href="https://youtu.be/1_2gl7lz25E">https://youtu.be/1_2gl7lz25E</a>		
<b>UNIT-2</b> <b>PRODUCTIVE SKILLS</b> <b>SPEAKING SKILLS AND WRITING SKILLS</b>	<b>23hrs</b>	
Pecha kucha Presentation* Group Discussion Interview Skills (* <i>PechaKucha</i> is a presentation format that requires a speaker to deliver twenty seconds of commentary per slide for twenty automatically advancing slides. <i>PechaKucha</i> , which means “the sound of conversation” or “chit-chat” in Japanese, is a popular social event and a novel way for companies and educators to help employees and students sharpen public speaking skills and promote connectivity. The total presentation time for a <i>PechaKucha</i> presentation is six minutes and forty seconds. )	<b>4hrs</b>	<b>5marks</b>
<b>WRITING SKILLS</b>		
<b>1. Technical Writing (any 4)</b> Travel Writing Artistic Writing Precis Writing, Copy writing Article Writing	<b>8hrs</b>	<b>5marks</b>
<b>2. Email Writing (any 3)</b> <b>Casual and Professional</b> – Appreciation, Congratulations, Promotion Letter, Leave letter	<b>5hrs</b>	<b>5 marks</b>
<b>3. Social Media</b> Blog Writing, Podcast, Writing on face book, Twitter, Quora, Instagram	<b>6hrs</b>	<b>5 marks</b>



### Suggested Reading/ 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.
4. Yadugiri, M A. Making Sense of English - A Textbook of Sounds, Words and Grammar, Viva Books, 2020.
5. Yadugiri, M A. The Pronunciation of English - Principles and Practice. Viva Books, 2018.
6. Peck, John and Martin Coyle. Write It Right – Secrets of Effective Writing (Palgrave Study Skills), Palgrave Macmillan, 2005, 2012.
7. Stannard Allen William . Living English Structure. Longman, London, 1974
8. Wood, Frederick. A Remedial English Grammar for Foreign Students. Macmillan Education, India, 1990.
9. Stanford Gene. Better Writing: From Paragraph to Essay. Harcourt College Pub, California, 1980.
10. Chaturvedi PD and Mukesh Chaturvedi. Business Communication, Concepts, Cases and Applications. Pearson, 2011.
11. Dev, Anjana Neira, Anuradha Marwah & Swati Pal. Creative writing - A Beginners Manual. Pearson.2008
12. Murphy, Raymond. Grammar in Use. CUP, 2019. 5 th Edition.
13. Seely, John. Oxford Guide to Effective Writing and Speaking OUP,1998

### ASSESSMENT

#### Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 marks.
- Each semester there shall be Internal Marks for 40.
- **A. FORMATIVE ASSESSMENT – 40 marks**
- **B. SUMMATIVE ASSESSMENT – 60 Marks**

#### TOTAL - 100 Marks

- **A. FORMATIVE ASSESSMENT – 40 marks**

#### Details of Formative assessment (IA) for AECC: 40% **weightage** for total marks

Type of Assessment	Weightage	Duration
Written test	10	1 hr
Seminar/Webinar	10	1 hr
Experiential Learning (Any two activities) Creative Writing/Case study /	20	

Assignment / Field work / Interviews/ Project work/ Internship/Report on any Mega event		
Total	40	

**SUMMATIVE ASSESSMENT – 60 Marks**  
**QUESTION PAPER PATTERN**  
**for**  
**BA/BSW/CCJ**  
**III & IV SEMESTER**  
**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

Max.Marks:60

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

- I I. Answer in one or two sentences (5 questions out of 7) 5x2=10
- II II. Answer in about a page. (2 questions out of 3) 2x5=10
- III III. Answer in about 2 – 3 pages (1 question out of 2) 1x10=10
- IV IV. Answer in about a page. (2 questions out of 3) 2x5=10

**UNIT – 2**

**PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

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



**RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**BCom/BBA Programmes**

**(Basic/Hons.)**

**SYLLABUS**

**3<sup>rd</sup> and 4<sup>th</sup> Semester**

**Subject: Generic English (AECC)**

**[w.e.f. 2022-23]**

**ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)**

**(As per NEP – 2020)**

**RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**BCom/BBA Programmes (Basic/Hons.)**

Sem	Type of Course	Theory/ Practical	Instruction hour per week	Total hours of Syllabus / Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
I	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
II	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
III	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
IV	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
	<b>Details of the other Semesters will be given later</b>								

# BCom/BBA Programmes

## (Basic/Hons.)

### Semester – III

#### Subject: Generic English-3 Ability Enhancement Compulsory Course (AECC)

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-03	AECC	Theory	03	04	60 hrs	2hrs	40	60	100

#### Course Objectives

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyse, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities
6. To enable employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

#### Course Outcomes

At the end of the course the students will have :

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

Syllabus- AECC 3:	50/56hrs	Total Hrs: 60
<b>Unit –1</b> <b>RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS</b>	23hrs	40 marks
	15 hours	30 marks

<b>Text: Chandalika – Rabindranath Tagore</b>		
<b>Unit – 2: Listening Skills- Persuasive Speeches (Audio version of the speeches to be emphasised )</b>	<b>8hrs</b>	<b>10marks</b>
<p><b>Listening to Famous Speeches</b></p> <p>1. “Quit India” speech delivered by Mahatma Gandhi on August 8, 1942, when he addressed the A.I.C.C. at Mumbai.  <a href="https://youtu.be/QXajHuEKYCg">https://youtu.be/QXajHuEKYCg</a></p> <p>2. Swami Vivekananda’s speech at the World Parliament of Religions in Chicago, in which he introduced Hinduism to North America, became historical.  <a href="https://www.youtube.com/watch?v=nbkRGhNbYZE">https://www.youtube.com/watch?v=nbkRGhNbYZE</a></p> <p>3. Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17,1946  <a href="https://www.youtube.com/watch?v=2VFm0Uo63rY">https://www.youtube.com/watch?v=2VFm0Uo63rY</a></p> <p>4. Martin Luther King’s ‘I Have a Dream’ Speech, 1963  <a href="https://www.youtube.com/watch?v=smEqnnklfYs">https://www.youtube.com/watch?v=smEqnnklfYs</a></p> <p>5. The speech by Kiran Bedi, India’s first woman IPS officer on visionary leadership.  <a href="https://youtu.be/IqYqMhVxTsY">https://youtu.be/IqYqMhVxTsY</a></p>		
<b>UNIT II</b>	<b>23 hrs</b>	<b>20 marks</b>
<b>Presentation Skills</b>	<b>5hrs</b>	<b>5marks</b>
<p>Organization of the Speech</p> <p>Use of Charts and diagrams</p> <p>Audio visual aids</p> <p>Body Language</p>		
<b>WRITING SKILLS</b>	<b>18hrs</b>	<b>15 marks</b>
<b>Introduction to Writing and Types of Writing</b>		
<p><b>b. Introduction to Writing</b></p> <p><b>Types of Writing</b></p> <p>Descriptive Writing</p> <p>Reflective Writing</p> <p>Essay writing</p> <p><b>c. Business Correspondence</b></p> <p>Letter of Enquiry</p> <p>Letter of Complaint</p> <p>Job Application and Resume Writing</p> <p><b>d. Commercial Writing</b></p> <p>Advertisement Writing Product Manual</p> <p>Poster/Brochure Writing</p>		

# BCom/BBA Programmes

## (Basic/Hons.)

### Semester – IV

#### Subject: Generic English Ability Enhancement Compulsory Course (AECC)

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-04	AECC	Theory	03	04	60 hrs	2hrs	40	60	100

#### COURSE OBJECTIVES

8. To enhance the students' creative, interpretative and critical thinking
9. To equip the students to communicate confidently and effectively
10. To prepare for various interviews and professional contexts
11. To build persuasive and creative social media writing skills
12. To develop analytical and evaluative skills
13. To train students to identify and understand regional and global contexts and ethical frameworks in texts and narratives
14. To enable students for self-expression

#### COURSE OUTCOMES

By the end of the course the students will have:

8. Acquired creative, interpretative and critical thinking
9. Skills to communicate confidently and effectively
10. Obtained persuasive and creative social media writing skills
11. Developed analytical and evaluative skills
12. Learnt to identify and understand social contexts and ethical frameworks in the texts
13. Ability to articulate their views with clarity and confidence
14. Eligibility to take up jobs such as content writing, journalism and such other jobs with proficiency in English

Syllabus- AECC- 4	Total Hrs:56	60 marks
<b>Unit –I</b>	<b>23 hrs</b>	<b>40 marks</b>
<i>Wings of Fire – Abdul Kalam</i>	<b>18hrs</b>	<b>30 marks</b>
<b>Unit – II: Listening, Decoding and Speaking Skills</b>	<b>5hrs</b>	<b>10hrs</b>
Listening to Poems ( any best rendering on you tube or any channel) 1. "Invictus"- William Ernest Henley	<b>2hrs</b>	



2. "My Last Duchess"- Robert Browning		
<b>TED Talks</b> 1. "The green house in a box" ,empowering farmers in India <a href="https://www.ted.com/talks/sathya_raghu_mokkapati_the_greenhouse_in_a_box_empowering_farmers_in_india">https://www.ted.com/talks/sathya_raghu_mokkapati_the_greenhouse_in_a_box_empowering_farmers_in_india</a> 2. I am a female Indian and I stand for equality <a href="https://www.ted.com/talks/sai_shivani_devata_i_am_a_female_indian_and_i_stand_for_equality?utm_source=whatsapp&amp;utm_medium=social&amp;utm_campaign=tedspread">https://www.ted.com/talks/sai_shivani_devata_i_am_a_female_indian_and_i_stand_for_equality?utm_source=whatsapp&amp;utm_medium=social&amp;utm_campaign=tedspread</a> 3. A Well Educated Mind - Shashi Tharoor <a href="https://youtu.be/kcW4ABcY3zI">https://youtu.be/kcW4ABcY3zI</a>  '''	<b>3hrs</b>	
<b>UNIT-2</b> <b>PRODUCTIVE SKILLS</b> <b>SPEAKING SKILLS AND WRITING SKILLS</b>	<b>23hrs</b>	
<b>Pecha kucha</b> Presentation* Group Discussion Interview Skills (* <i>PechaKucha</i> is a presentation format that requires a speaker to deliver twenty seconds of commentary per slide for twenty automatically advancing slides. <i>PechaKucha</i> , which means "the sound of conversation" or "chit-chat" in Japanese, is a popular social event and a way for companies and educators to help employees and students sharpen public speaking skills and promote connectivity. The total presentation time for a <i>PechaKucha</i> presentation is six minutes and forty seconds. )	<b>4hrs</b>	<b>5marks</b>
<b>WRITING SKILLS</b>		
<b>4. Technical Writing (any 4)</b> Travel Writing Business Writing Precis Writing, Copy writing Article Writing	<b>8hrs</b>	<b>5marks</b>
<b>5. Email Writing (any 3)</b> <b>Casual and Professional</b> – Appreciation, Congratulations, Promotion Letter, Leave letter	<b>5hrs</b>	<b>5 marks</b>
<b>6. Social Media</b> Blog Writing, Podcast, Writing on face book, Twitter, Quora, Instagram	<b>6hrs</b>	<b>5 marks</b>

### Suggested Reading/ References

14. Garg Manoj Kumar. English Communication -Theory and Practice -Ability Enhancement Compulsory Course. Cengage, 2019.
15. 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
16. Leech, Geoffrey and Jan Svartvik. A Communicative Grammar of English. Routledge, 2016.
17. Yadugiri, M A. Making Sense of English - A Textbook of Sounds, Words and Grammar, Viva Books, 2020.
18. Yadugiri, M A. The Pronunciation of English - Principles and Practice. Viva Books, 2018.
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20. Stannard Allen William . Living English Structure. Longman, London, 1974
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22. Stanford Gene. Better Writing: From Paragraph to Essay. Harcourt College Pub, California, 1980.
23. Chaturvedi PD and Mukesh Chaturvedi. Business Communication, Concepts, Cases and Applications. Pearson, 2011.
24. Dev, Anjana Neira, Anuradha Marwah & Swati Pal. Creative writing - A Beginners Manual. Pearson.2008
25. Murphy, Raymond. Grammar in Use. CUP, 2019. 5 th Edition.
26. Seely, John. Oxford Guide to Effective Writing and Speaking OUP,1998

### ASSESSMENT

#### Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 marks.
- Each semester there shall be Internal Marks for 40.
- **A. FORMATIVE ASSESSMENT – 40 marks**
- **B. SUMMATIVE ASSESSMENT – 60 Marks**

#### TOTAL - 100 Marks

- **A. FORMATIVE ASSESSMENT – 40 marks**

#### Details of Formative assessment (IA) for AECC: 40% weight age for total marks

Type of Assessment	Weightage	Duration
Written test	10	1 hr
Seminar/Webinar	10	1 hr
Experiential Learning ( Any two	20	

activities) Creative Writing/Case study / Assignment / Field work / Interviews/ Project work/ Internship/Report on any Mega event		
Total	40	

**SUMMATIVE ASSESSMENT – 60 Marks**  
**QUESTION PAPER PATTERN**  
**for**  
**B Com /BBA**  
**III & IV SEMESTER**  
**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

Max.Marks:60

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

- V I. Answer in one or two sentences (5 questions out of 7) 5x2=10
- VI II. Answer in about a page. (2 questions out of 3) 2x5=10
- VII III. Answer in about 2 – 3 pages (1 question out of 2) 1x10=10
- VIII IV. Answer in about a page. (2 questions out of 3) 2x5=10

**UNIT – 2**

**PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

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



**RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**B.Sc./ B.C.A./B.Sc. C.C.J. Programmes**

**(Basic/Hons.)**

**SYLLABUS**

**3<sup>rd</sup> and 4<sup>th</sup> Semester**

**Subject: Generic English**

**ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)**

**(w.e.f. 2022-23)**

**(As per NEP - 2020)**

**RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**B.Sc./ B.C.A./B.Sc. C.C.J. Programmes**

**Programmes(Basic/Hons.)**

Sem	Type of Course	Theory/ Practical	Instruction hour per week	Total hours of Syllabus / Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
I	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
II	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
III	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
IV	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
	<b>Details of the other Semesters will be given later</b>								

# B.Sc./ B.C.A./B.Sc. C.C.J. Programmes

## (Basic/Hons.)

Semester – 3

### Subject: Generic English-3 Ability Enhancement Compulsory Course (AECC)

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-03	AECC	Theory	03	04	60 hrs	2hrs	40	60	100

#### Course Objectives

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyse, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities
6. To enable employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

#### Course Outcomes

At the end of the course the students will have :

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyse, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations - UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

Syllabus- AECC 3:	50/56hrs	Total marks: 60
Unit –1 RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS	23hrs	40 marks
	15 hours	30 marks

<b>Text: – <i>Fire and Rain</i> – Girish Karnad</b>		
<b>Unit – 2: Listening Skills- Persuasive Speeches (Audio version of the speeches to be emphasized )</b>	<b>8hrs</b>	<b>10marks</b>
<b>Listening to Famous Speeches</b> <b>1 “Crisis of Civilization”</b> speech by <b>Rabindranath Tagore</b> at Shanti Niketan in April 1941 was his last speech. Tagore had been unwell for some time, yet his words were very moving. <a href="https://www.youtube.com/watch?v=56dWrRCJwgE">https://www.youtube.com/watch?v=56dWrRCJwgE</a>  <b>2.</b> Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17,1946 <a href="https://www.youtube.com/watch?v=2VFm0Uo63rY">https://www.youtube.com/watch?v=2VFm0Uo63rY</a>  <b>3.</b> The speech by <b>Narayana Murthy</b> at Lal Bahadur Shastri Institute of Management Link: <a href="https://youtu.be/mMqJztCWbqA">https://youtu.be/mMqJztCWbqA</a>  <b>4.</b> Martin Luther King’s ‘I Have a Dream’ Speech, 1963 <a href="https://www.youtube.com/watch?v=smEqnnklfYs">https://www.youtube.com/watch?v=smEqnnklfYs</a>  <b>5.</b> The speech by <b>Kiran Bedi</b> , India’s first woman IPS officer on visionary leadership. <a href="https://youtu.be/IqYqMhVxTsY">https://youtu.be/IqYqMhVxTsY</a>		
<b>UNIT II</b>	<b>23 hrs</b>	<b>20 marks</b>
<b>Presentation Skills</b>	<b>5hrs</b>	<b>5marks</b>
1. Organization of the Speech Use of Charts and diagrams Audio visual aids Body Language		
<b>WRITING SKILLS</b>	<b>18hrs</b>	<b>15 marks</b>
<b>Introduction to Writing and Types of Writing</b>	<b>6hrs</b>	<b>5marks</b>



**2.Types of Writing**

Descriptive Writing

Reflective Writing

Essay writing

**3.Business Correspondence**

Letter of Enquiry

Letter of Complaint

Job Application and Resume Writing

**6hrs****5marks****4.Commercial Writing**

Advertisement Writing

Product Manual

Poster/Brochure Writing

**6hrs****5marks**

# B.Sc./ B.C.A./B.Sc. C.C.J. Programmes

## Semester – IV

### Subject: Generic English Ability Enhancement Compulsory Course (AECC)

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-04	AECC	Theory	03	04	50/56hrs	2hrs	40	60	100

#### COURSE OBJECTIVES

15. To enhance the students' creative, interpretative and critical thinking
16. To equip the students to communicate confidently and effectively
17. To prepare for various interviews and professional contexts
18. To build persuasive and creative social media writing skills
19. To develop analytical and evaluative skills
20. To train students to identify and understand regional and global contexts and ethical frameworks in texts and narratives
21. To enable students for self-expression

#### COURSE OUTCOMES

By the end of the course the students will have:

15. Acquired creative, interpretative and critical thinking
16. Skills to communicate confidently and effectively
17. Obtained persuasive and creative social media writing skills
18. Developed analytical and evaluative skills
19. Learnt to identify and understand social contexts and ethical frameworks in the texts
20. Ability to articulate their views with clarity and confidence
21. Eligibility to take up jobs such as content writing, journalism and such other jobs with proficiency in English

Syllabus- AECC- 4	Total Hrs: 56	60 marks
<b>Unit –I</b>	<b>23 hrs</b>	<b>40 marks</b>
<b>Text: Carvalho-</b> K P Purnachandra Tejasvi	<b>18hrs</b>	<b>30 marks</b>
<b>Unit – II: Listening, Decoding and Speaking Skills</b>	<b>5hrs</b>	<b>10hrs</b>
Listening to Poems( any best rendering on you tube or any channel) 1. "Invictus"- William Ernest Henley	<b>2hrs</b>	

2. "On Killing a Tree" – Gieve Patel		
<b>TED Talks</b> 1. A Well Educated Mind - Shashi Taroor <a href="https://youtu.be/kcW4ABcY3zI">https://youtu.be/kcW4ABcY3zI</a> 2. India's Environmental Crisis, Unspoken and Unheard <a href="https://www.ted.com/talks/vimlendu_jha_india_s_environmental_crisis_unspoken_and_unheard?utm_source=whatsapp&amp;utm_medium=social&amp;utm_campaign=tedsread">https://www.ted.com/talks/vimlendu_jha_india_s_environmental_crisis_unspoken_and_unheard?utm_source=whatsapp&amp;utm_medium=social&amp;utm_campaign=tedsread</a> 3. Gender equality and empower all women – Shalini Rajanish <a href="https://www.ted.com/talks/dr_shalini_rajneesh_ias_gender_equality_and_empower_all_women_and_girls_un_sdg_goal_5?utm_source=whatsapp&amp;utm_medium=social&amp;utm_campaign=tedspread">https://www.ted.com/talks/dr_shalini_rajneesh_ias_gender_equality_and_empower_all_women_and_girls_un_sdg_goal_5?utm_source=whatsapp&amp;utm_medium=social&amp;utm_campaign=tedspread</a>	<b>3hrs</b>	
<b>UNIT-2</b> <b>PRODUCTIVE SKILLS</b> <b>SPEAKING SKILLS AND WRITING SKILLS</b>	<b>23hrs</b>	
<b>1. Pecha kucha Presentation*</b> Group Discussion Interview Skills (* <i>PechaKucha</i> is a presentation format that requires a speaker to deliver twenty seconds of commentary per slide for twenty automatically advancing slides. <i>PechaKucha</i> , which means "the sound of conversation" or "chit-chat" in Japanese, is a popular social event and a novel way for companies and educators to help employees and students sharpen public speaking skills and promote connectivity. The total presentation time for a <i>PechaKucha</i> presentation is six minutes and forty seconds. )	<b>4hrs</b>	<b>5marks</b>
<b>WRITING SKILLS</b>		
<b>2. Technical Writing (any 4)</b> Travel Writing Scientific Writing Précis Writing, Copy writing Article Writing	<b>8hrs</b>	<b>5marks</b>
<b>3. Email Writing (any 3)</b> <b>Casual and Professional</b> – Appreciation, Congratulations, Promotion Letter, Leave letter	<b>5hrs</b>	<b>5 marks</b>
<b>4. Social Media</b> Blog Writing, Podcast, Writing on face book, Twitter, Quora, Instagram	<b>6hrs</b>	<b>5 marks</b>

### Suggested Reading/ References

27. Garg Manoj Kumar. English Communication -Theory and Practice -Ability Enhancement Compulsory Course. Cengage, 2019.
28. 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
29. Leech, Geoffrey and Jan Svartvik. A Communicative Grammar of English. Routledge, 2016.
30. Yadugiri, M A. Making Sense of English - A Textbook of Sounds, Words and Grammar, Viva Books, 2020.
31. Yadugiri, M A. The Pronunciation of English - Principles and Practice. Viva Books, 2018.
32. Peck, John and Martin Coyle. Write It Right – Secrets of Effective Writing (Palgrave Study Skills), Palgrave Macmillan, 2005, 2012.
33. Stannard Allen William . Living English Structure. Longman, London, 1974
34. Wood, Frederick. A Remedial English Grammar for Foreign Students. Macmillan Education, India, 1990.
35. Stanford Gene. Better Writing: From Paragraph to Essay. Harcourt College Pub, California, 1980.
36. Chaturvedi PD and Mukesh Chaturvedi. Business Communication, Concepts, Cases and Applications. Pearson, 2011.
37. Dev, Anjana Neira, Anuradha Marwah & Swati Pal. Creative writing - A Beginners Manual. Pearson.2008
38. Murphy, Raymond. Grammar in Use. CUP, 2019. 5 th Edition.
39. Seely, John. Oxford Guide to Effective Writing and Speaking OUP,1998.

### ASSESSMENT

#### Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be semester-end written examination for all the courses conducted by the Examination Division of the University for 60 marks.
- Each semester there shall be Internal Marks for 40.
- **A. FORMATIVE ASSESSMENT – 40 marks**
- **B. SUMMATIVE ASSESSMENT – 60 Marks**

#### TOTAL - 100 Marks

- **A. FORMATIVE ASSESSMENT – 40 marks**

#### Details of Formative assessment (IA) for AECC: 40% weight age for total marks

Type of Assessment	Weightage	Duration
Written test	10	1 hr
Seminar/Webinar	10	1 hr
Experiential Learning (Any two activities)	20	

Creative Writing/Case study / Assignment / Field work / Interviews/ Project work/ Internship/Report on any Mega event		
Total	40	

**SUMMATIVE ASSESSMENT – 60 Marks**  
**QUESTION PAPER PATTERN**  
**for**  
**BSc/BCA/BSc CCJ**  
**III & IV SEMESTER**  
**GENERIC ENGLISH /L2**

**Time: 2 ½ Hours**

Max.Marks:60

**Instruction: Answer all the questions**

**UNIT – 1**

**RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS**

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

**UNIT – 2**

**PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS**

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



**RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**BA**

**(Basic/Hons.)**

**English Literature(DSCC)**

**SYLLABUS**

**3<sup>rd</sup> and 4<sup>th</sup> Semester**

**(w.e.f. 2022-23)**

**(As per NEP – 2020)**

**DISCIPLINE SPECIFIC CORE COURSE (DSCC)**

**Rani Channamma University, Belagavi**  
Under Graduate Program in English for B.A. (Hons.)  
(w.e.f. from 2022-23)

Sem	Type of Course	Theory/ Practical	Instruction hour per week	Total hours of Syllabus / Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
III	DSCC 5	Theory	03 hrs	45	021/2 hrs	40	60	100	03
	DSCC 6	Theory	03 hrs	45	021/2 hrs	40	60	100	03
	OEC-3	Theory	03 hrs	45	021/2 hrs	40	60	100	03
IV	DSCC 7	Theory	03 hrs	45	021/2 hrs	40	60	100	03
	DSCC 8	Theory	03 hrs	45	021/2 hrs	40	60	100	03
	OEC-4	Theory	03 hrs	45	021/2 hrs	40	60	100	03
<b>Details of the other Semesters will be given later</b>									

**\* Student can opt digital fluency as SEC or the SEC of his/ her any one DSCC selected**

**Title of the Programme BA (Hon) English Literature**

**PROGRAM SPECIFIC OUTCOMES :**

At the end of the BA (Hons) English Literature programme, students will be:

1. Exposed to and demonstrate a broad knowledge of major and minor writers, texts and contexts and defining issues of canonical and non-canonical literature
2. Enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Refined in their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Able to write with clarity, creativity and persuasiveness
5. Developing and demonstrating their awareness of the significance of literature and



- literary forms and the debates of culture they generate as values
6. Equipped with advanced literary, linguistic skills
  7. Competent in the use of English from/for a variety of domains
  8. Able to inculcate a spirit of inquiry and critical thinking
  9. Able to articulate thoughts and generate/understand multiple interpretations
  10. Able to locate and contextualize texts across theoretical orientations and cultural spaces
  11. Enabled Reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc.
  12. Empowered with a multi-disciplinary approach in higher education and research
  13. Skilled in multiple domains and careers
  14. Adept in using English in the current technological climate.
  15. Enabled to have hands-on work experience.

**The III semester BA (English) program has two DSCC courses (Course 5 & 6) for 06 credits: Each course has 03 credits. Both the courses are compulsory.**

### COURSE – 5

#### **TITLE - British Literature from Beginning to 1800**

#### **PAPER 1**

#### **(FROM CHAUCER TO THE AGE OF TRANSITION)**

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

#### **COURSE OUTCOME:**

After completion of course, students will be able to:

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

<b>COURSE 5</b>	<b>Total Hrs: 45</b>
<b>TITLE - British Literature from Beginning to 1800</b>  <b>Paper -I</b>  <b>(FROM CHAUCER TO THE AGE OF TRANSITION)</b>	
<b>UNIT I</b>	<b>15hrs</b>
<b>HISTORY OF ENGLISH LITERATURE (UP TO 1800)</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 Novel in 18 <sup>th</sup> Century, Neo-classical and Transitional Poetry	
<b>UNIT II</b>	<b>15hrs</b>
<b>MAJOR AUTHORS AND WORKS</b>	
Geoffrey Chaucer, Francis Bacon, William Shakespeare, Ben Jonson, John Milton, John Dryden, Alexander Pope, Dr. Samuel Johnson, Oliver Goldsmith, John Bunyan, Aphra Behn, Margaret Cavendish, Elizabeth Cary, Anne Finch, Amelia Lanyer, Fanny Burney, Elizabeth Carter etc.  (Brief introduction to authors and their major works should be given)	

<b>UNIT III</b>	<b>15hrs</b>
<b>REPRESENTATIVE TEXTS</b>	

### **Sonnet s**

- Sonnet 18 “Shall I Compare Thee to a Summer’s Day” - William Shakespeare
- “On His Blindness” - John Milton

### **Lyrics**

- “Sun Rising” - John Donne
- “A Poison Tree” - William Blake

### **Essays**

- “Of Studies” - Francis Bacon
- “Will wimble” – Joseph Addison

### **Play**

- **Julius Caesar- William Shakespeare:**

### **Teaching material**

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

### **Books recommended and Suggested Reading**

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

**COURSE – 6**  
**INDIAN LITERATURE IN TRANSLATION**

**PAPER-2**

Course	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>06</b>	DSCC	Theory	03	03	45hrs	2 1/2hrs	40	60	100

**COURSE OUTCOME :**

After completion of course, students will be able to:

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

<b>COURSE 6</b>	<b>Total Hrs: 45</b>
<b>TITLE - INDIAN LITERATURE IN TRANSLATION</b>	
<b>UNIT I</b>	<b>15hrs</b>
<b>INTRODUCTION TO TRANSLATION STUDIES</b>	
Introduction to Translation Studies in India References: <ul style="list-style-type: none"> <li>• <i>Translation as Discovery</i> - Sujit Mukherjee</li> <li>• <i>Indian Literature in English Translation</i> - G. N. Devy</li> </ul>	
<b>UNIT II</b>	<b>15hrs</b>
<b>REPRESENTATIVE TEXTS</b>	

<p>Vachanas of Basavanna – No. 59 <i>Cripple me Father</i>, No. 161. <i>Before the Gray Reaches Cheek</i></p> <p>Vachanas of Devar Dasimayya-No.123. <i>Bodied One Will Hunger.</i></p> <p>Vachanas of Akkamahadevi-No. 199 <i>For Hunger</i></p> <p>Vachanas of Allama Prabhu- No.556. <i>If It Rains Fire</i> (from <i>Speaking of Shiva</i> Tr. A.K. Ramanujan)</p> <p>Kanakadasa: <i>Do Not Quarrel over Caste</i> (Tr. Dr. S. G. Vaidya)</p> <p><i>Songs of Sheriff</i>: <i>O Brothers, See This Temple's Glory</i> (Tr. Dr. S. G. Vaidya)</p>	
<p><b>UNIT-III</b></p> <p><b>REPRESENTATIVE TEXTS</b></p>	<p><b>15hrs</b></p>
<ul style="list-style-type: none"> <li>• <b>Play</b></li> <li style="padding-left: 20px;"><i>Abijnan Shakuntala</i>-Kalidas</li> </ul>	
<p><b>Short Stories:</b></p> <ul style="list-style-type: none"> <li>• The Silent Rattle- Basu Bevingidad</li> <li>• The Poisoned Bread- Baburao Bagul, Tr.Ramesh Dnyate</li> <li>• <b>The</b> Broker- Ram Swaroop Kisan, Tr. Shyam Mathur</li> <li>• <b>The</b> Weed – Amrita Pritam, Tr. Raj Gill</li> </ul>	

**Teaching material**

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

**Books Recommended and Suggested Reading**

1. Sujit Mukharjee. *Translation as Discovery*
2. Sharma T. R. S. (Ed). *Ancient Indian Literature: An Anthology*, (Vols 2: Classical Sanskrit, Prakrit, Apabhramsa), New Delhi: Sahitya Akademi, 2000
3. Kumar, Sukrita Paul (Ed). *Cultural Diversity, Linguistic Plurality and Literary Traditions in India*. New Delhi: Macmillan, 2005
4. Dev, Anjana et al (Ed) *Indian Literature*. New Delhi: Pearson, 2000

**BA IV Sem (Hon)**

**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***

**TITLE - BRITISH LITERATURE (19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY) (PART 2)**

Course	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>07</b>	DSCC	Theory	03	03	45 hrs	2 1/2hrs	40	60	100

***COURSE OUTCOME***

After completion of course, students will be able to:

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

<b>COURSE 7</b>	<b>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, Pre-Raphaelite Poetry, Oxford Movement, Victorian Novel, 19 <sup>th</sup> century Prose, Modern Poetry, War Poetry, Oxford Poets, Modern Novel, Modern Drama, Modern Prose.	
<b>UNIT-II</b>	<b>15hrs</b>
<b>REPRESENTATIVE WRITERS, WORKS, TRENDS (ANY 20)</b>	

William Wordsworth, Jane Austen, Charles Lamb, William Hazlitt, Walter Scott, Alfred Tennyson, Matthew Arnold, John Ruskin, Thomas Carlyle, Bronte Sisters, Thomas Hardy, George Eliot, Charles Dickens, T. S. Eliot, W.B. Yeats, G. B. Shaw, Virginia Woolf, D. H. Lawrence, H G Wells, Somerset Maugham, John Galsworthy

(Brief introduction to authors and their major works should be given)

15hrs

**UNIT-III  
REPRESENTATIVE TEXTS**

**Poems:**

John Keats : Ode on a Gracian Urn

Matthew Arnold : Dover Beach

W.H. Auden- The Unknown Citizen

W B Yeats : Sailing to Byzantium

**Four Essays:**

Hazlitt : Going on a Journey

George Orwell- How the Poor Die

E V Lucas : Bores

Stephen Leacock: On Further Progress in Specialization

**Novel:**

*Heart of Darkness* – Joseph Conrad

**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 - 8  
GENDER STUDIES**

Course	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>08</b>	DSCC	Theory	03	03	45hrs	2 1/2hrs	40	60	100

**COURSE OUTCOME :**

After completion of course, students will be able to:

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

<b>COURSE 8: GENDER STUDIES (PART 1)</b>	<b>Total Hrs: 45</b>
<b>UNIT-I INTRODUCTION TO GENDER STUDIES</b>	<b>15hrs</b>
Concepts and trends: Sex and Gender, Femininity, Body, Feminist Politics, Patriarchy, Masculinity, Discrimination, Gynocentrism, Dichotomy, Third Gender, Masculinity, Queer Studies etc.	
Any Two Essays <ul style="list-style-type: none"> <li>• <i>What is patriarchy? /Understanding Gender</i> - Kamala Bhasin</li> <li>• 'Towards Feminist Politics' - Elaine Showalter</li> </ul>	
<b>UNIT-II REPRESENTATIVE WRITERS</b>	<b>15hrs</b>
<b>Any Four Short Stories of Representative Writers</b> <ul style="list-style-type: none"> <li>• 'Three Thousand Stitches' – Sudha Murthy</li> <li>• 'Stone Women' – Shashi Deshpande</li> <li>• 'Gajar Halwa' – Geetha Hariharan</li> <li>• 'The Bonsai Life'- Abburi Chayadevi, Tr.Alladi Uma and M.Shridhar</li> </ul>	



<b>UNIT-III</b> <b>REPRESENTATIVE TEXTS</b>	<b>15hrs</b>
<p><b>Text:</b> <i>Nine Indian Women Poets</i>, Ed. Eunice De Souza</p> <ol style="list-style-type: none"> <li>1. “ Tribute to Papa” –Mamta Kalia</li> <li>2. “ The Peacock”- Sujata Bhatt</li> <li>3. “Request”- Tara Patel</li> <li>4. “ Purdah 1”- Imtiaz Dharker</li> </ol> <p><i>Film as Text:</i></p> <p style="text-align: center;"><b>Gulabi Talkies - Vaidehi</b></p>	

**Teaching material**

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

**Books Recommended and Suggested Reading**

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*.  
Routledge, 1990. Connel, R. W. *Masculinities*. University of California Press,  
1995.

**Teaching material**

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

**Books recommended and Suggested Reading**

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

**ASSESSMENT**

- **FORMATIVE ASSESSMENT – 40 marks**
- **SUMMATIVE ASSESSMENT – 60 Marks**  
**TOTAL - 100 Marks**

**FORMATIVE ASSESSMENT – 40 marks**

Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
<b>Total</b>	<b>40</b>

**GENERAL PATTERN OF THEORY QUESTION COURSE FOR DSCC**

**(60 marks for semester end Examination with 2 1/2 hrs duration)**

***Part-A***

1. Question number 1-06 carries 2 marks each. Answer any 05 questions : 10 marks

***Part-B***

2. Question number 07- 11 carries 05 marks each. Answer any 04 questions : 20 marks

***Part-C***

3. Question number 12-15 carries 10 marks each. Answer any 03 questions 30 marks  
(Minimum 1 question from each unit and 10 marks question may have subquestions for 7+3 or 6+4 or 5+5 if necessary)

**Note: Proportionate weight age shall be given to each unit based on number of hours prescribed.**

## ENGLISH OPEN ELECTIVE -3SPEAKING AND LISTENING SKILLS

[Teaching Hours: Lecture 3Hours -Credit 3]

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

### 1. Section I: Introduction to Phonetics

Speech Organs: Speech Mechanism – Classification of English Sounds, Description of English Vowels and Consonants, , IPA Symbols and Transcription (words); Stress and Intonation - Their Patterns of Stress and Intonation in English Sentences and words (Transcription of short dialogues);

### 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.

### 3. Section III: Listening Skills

1. What is Good Listening?
2. Types of Listening
3. Barriers to Listening

### 4. Section IV: Presentation Skills

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

#### Question Paper Pattern

1. Very Short Answer Questions on all sections 15x2 =30 Marks
  2. Four Short Notes on all sections 2x 5 = 10 Marks
  3. One Question on Presentation of Speeches 1x10 = 10 Marks
  4. One Essay Type Question 1x10= 10 Marks
5. Suggested Reading:
1. Kenneth and Anderson and Tony Lynch. *Study Speaking*, OUP
  2. Sethy J. Et. Al., *Practice Course in English Pronunciation*, Princeton Hall
  3. Prasad P. *Communication Skills*
  4. Balasubrahmanya. *A Course in Phonetics for Indian Students*, MacMillan
  5. Jayashree Mohanraj, *Speak Well*, Black Swan

## ENGLISH OPEN ELECTIVE -4

### TRANSLATION THEORY AND PRACTICE

[Teaching Hours: Lecture 3 Hours -Credit 3]

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

#### Course and Skill Outcome

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

#### Syllabus

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

#### Question Paper Pattern

1. Essay type questions on Translation Meaning, Definitions and methods and problems andchallenges 1x10=10
2. Problems of Translation 1x10=10
3. Short type questions on 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