

1. PREFACE

It is a moment of pride and a historic opportunity for the English teaching academic community of Karnataka and Karnataka State Higher Education Council (KSHEC) to engage in the task of implementation Model curriculum proactively and creatively. The committee acknowledges its gratitude to the Government of Karnataka for providing opportunity to be part of this historic movement in preparing a Model Curriculum Framework for English (both Generic English, and English as Major/Minor Discipline (English Literature Degree Course)).

The committee acknowledges with gratitude the Government of Karnataka and Karnataka State Higher Education Council (KSHEC), Principal Secretary, Department of Higher Education, GoK for the opportunity provided to design a curriculum framework for English for the implementation of Model Curriculum Framework. The path-breaking policy is a transformational education system designed to meet the 21st century educational aspirations and needs. Built on the five aspirational goals: ACCESS, EQUITY, QUALITY, ACCOUNTABILITY AND AFFORDABILITY, is designed to make education multi-disciplinary, holistic, relevant to society, culture, tradition, economy and employability, among other goals. ICT-based education system envisages to reach out to all sections of the society and to all sectors of economy with enhanced employability skills and critical thinking.

The Committee met online and offline and deliberated on the suitable curriculum framework as well as the appropriate syllabi based on the broader general framework provided by Prof. B. Thimme Gowda, Vice Chairman, Karnataka State Higher Education Council and Former Vice Chancellor, Bangalore University, Bengaluru & the First Vice Chancellor, Karnataka State RDPR University, Gadag, and provided in the report on **Languages and Linguistics** Committee chaired by D. B. Naik, Vice-Chancellor, Karnataka Janapada University, Gotagodi.

The curriculum framework for other streams such as Social Sciences, Commerce and Management, Sciences, Education is applicable to language courses where a language course is chosen as Major/Minor Discipline. The study of language (L1, L2) as general (Generic English) is a mandatory subject in all streams; the framework is different as it is applicable only for the first Four Semesters (two years). The Committee has made efforts to provide modules both for general language studies (L1, L2) and language as a Major/Minor Discipline Specific Study. The report of the committee is by no means inclusive and complete.

Further, the curriculum structure and the syllabi provided here is only indicative and suggestive. The BoS of the concerned universities have the freedom to choose the texts aligned with aspirations and course outcomes.

It was indeed a challenging task for the Committee to keep itself updated as the revised model structure kept getting posted till the last minute. The committee has made its sincere attempts to coordinate and collate the inputs of each of the members of the subject Expert committee as well as Chairpersons and Members of the BoS of different Universities across the State.

The Committee has expressed its appreciation for continuation of language learning (L1, L2) for Four Semesters (Two years) of the four-year Undergraduate/five-year Integrated Master Degree Program. It has also expressed the view that the language learning should be given special recognition in technical and professional education too. Also, due emphasis should be provided for local/regional literature and culture (available in English or in English translation) while prescribing language syllabi. Needless to re-iterate the global significance of English language both as means of communication and connection as well as a carrier of global culture.

On a personal note, I acknowledge with gratitude, the cooperation and support extended by the members of the subject expert committee in this exercise of preparing model curriculum framework in English.

Prof. Lingaraja Gandhi
Chairman Subject Expert Committee in
English & Vice-Chancellor Bengaluru
City University, Bengaluru

Model Program Structures for the Under-Graduate Programs in Universities and Colleges in Karnataka

Bachelor of Arts in subjects

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	Discipline A1(3), A2(3) Discipline B1(3), B2(3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)		SEC-1: Digital Fluency (2) (1+0+2)	Physical Education For fitness (1)(0+0+2)	Health & Wellness (1) (0+0+2)	25
II	Discipline A3(3), A4(3) Discipline B3(3), B4(3)	OE-2 (3)	L1-2(3), L2-2 (3) (4 hrs each)	Environmental Studies (2)		Physical Education - Yoga (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
III	Discipline A5(3), A6(3) Discipline B5(3), B6(3)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)		SEC-2: Artificial Intelligence (2)(1+0+2)	Physical Education- Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1)(0+0+2)	25
IV	Discipline A7(3), A8(3) Discipline B7(3), B8(3)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each)	Constitution of India (2)		Physical Education - Games (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1)(0+0+2)	25

V	Discipline A 9(4) Discipline A10(4) Discipline B 9(4)	Discipline A, E-1(3) Vocational-1 (3)			SEC-3: SEC such as Cyber Security (2) (1+0+2)			20
V I	Discipline A11(4) Discipline A12(4) Discipline B10(4)	Discipline A, E-2(3) Vocational-2 (3) Internship (2)			SEC-4: Societal Communication (2)			22

Model Program Structures for the Under-Graduate Programs in Universities and Colleges in Karnataka

Bachelor of Arts in subjects

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	History C1(3), C2(3) Economics C1(3), C2(3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)		SEC-1: Digital Fluency (2) (1+0+2)	Physical Education for fitness (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	History C3(3), C4(3) Economics C3(3), C4(3)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Environmental Studies (2)		Physical Education - Yoga (1) (0+0+2)	NCC/NSS/R &R(S&G)/ Cultural (1) (0+0+2)	25
III	History C5(3), C6(3) Economics C5(3), C6(3)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)		SEC-2: Artificial Intelligence (2) (1+0+2)	Physical Education- Sports (1) (0+0+2)	NCC/NSS/R &R(S&G) / Cultural (1)(0+0+2)	25
IV	History C7(3), C8(3) Economics C7(3), C8(3)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each)	Constitution of India (2)		Physical Education -Games (1) (0+0+2)	NCC/NSS/R &R(S&G) / Cultural (1)(0+0+2)	25
V	History C 9(4) Economics C 9(4) Economics	Economics E-1 (3) Vocational-1 (3)			SEC-3: SEC such as Cyber Security (2) (1+0+2)			20

	C10(4)							
VI	History C10(4) Economics C11(4) Economics C12(4)	Economics E-2 (3) Vocational-2 (3) Internship (2)			SEC-4: Societal Communication (2)			22

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

I & II Semester

Generic English/L2, DSCC – B.A.

English Literature, DSCC – B.A.

Communicative English and Open Electives

I & II Semester Under-graduate English (L2)/Generic Syllabus

Aims

- a. To enable the student to communicate effectively and appropriately.
- b. To use English effectively for the purpose of study across the curriculum.
- c. To develop interest in the appreciation of Literature.
- d. To develop and integrate the use of the four language skills i.e. Listening, Speaking, Reading and Writing.

Course Objectives

Ability Enhancement in the Four-fold Objectives of Language

- (i) Semantic-related to understanding,
- (ii) Phonetic-deals with sound, spelling, pronunciation
- (iii) Graphic-related to writing, and
- (iv) Phonetic-cum-Graphic-deals with reading.

Course Outcomes

At the end of the course, the students will be well-versed both in oral and written communication as they study Grammar and its usage and the literary texts with a diverse collection of stories and poems, narratives, including translations which address different themes and core issues of today's world. The selections sensitize students to issues of contemporary relevance and develop critical and creative thinking.

Delivery of Curriculum – Structure

- Receptive Skills
- Productive Skills
- Attitudinal Impressions
- Creative Expressions

The topics mentioned in the structure are suggestive. The BoS has the autonomy to select the type of exercises which are listed under the skills mentioned.

Generic English **aims** at twin objectives of

- (a) Language as a medium of communication.
- (b) Language as a carrier of culture and values.

These objectives need to be embedded in the four-year multidisciplinary undergraduate programs through Workbook and Course book which would form two parts of the prescribed text for the Semester I and Semester II under-graduate students.

PART I – WORKBOOK

This comprises of exercises in grammar which aim at strengthening the linguistic skills of the students enabling them to use language confidently as a medium of communication for personal, social, official, professional, business purpose with eloquent and concise expression. The four basic skills in any language are Listening, Speaking, Reading and Writing Skills. In the course of learning a language, the learner begins learning the language by receptive understanding of the nuances of the language. Reading and Listening are the receptive skills. After the receptive skills, the learner proceeds to productive skills – using language productively. Speaking Skills and Writing Skills are categorised as productive skills.

- Receptive Skills
- Productive Skills

Receptive Skills

(a) Reading Skills

This consists of literal and critical understanding skills, vocabulary development, and reading competence.

Genres of reading:

Academic reading– Reading of textbooks, thesis, essays, papers, references material, editorials and so on.

Job-related reading – Reading of memos, applications, schedule, letters or emails, reports and so on.

Personal reading – Reading of newspapers, magazines, invitations, novels, short stories, etc. The teacher encourages Oral reading and Silent reading, expounding on its benefits. The Workbook would comprise exercises on reading methods to equip the students with the Reading skills:

- Intensive Reading
- Extensive Reading
- Skimming
- Scanning

Intensive Reading

Intensive reading involves learners reading in detail with specific learning aims and tasks. Exercises such as reading paragraphs to find a suitable title, reading paragraphs to find synonyms etc., could be selected.

Extensive Reading

In the extensive reading activity, the teacher provides the students with reading material to read without any assistance. Short stories, novellas, short plays and fables will be provided to the students which will help them build vocabulary and structure and gather general understanding from its content.

Skimming means reading a text quickly to get the main ideas.

Scanning is a useful reading method to find a specific piece of information.

Pedagogy

The strategies of reading can be taught to the students with the aid of Comprehension passages. The exercises given to nurture Reading Skills should also train the students in:

- Non-verbal Reading Comprehension
- Reading different types of texts
- Sentence Comprehension
- Digital Reading
- Browsing
- Non-Visual Desktop Assistance (NVDA)
- E-Reading Resources

(b) Listening Skills

The aptitude to accurately receive and interpret messages during a process of communication is known as listening. Active Listening involves Attentive Listening and Reflective Listening. The students must know the types of listening as well as the barriers for accurate listening.

- Discriminative Listening
- Comprehensive Listening
- Informational Listening
- Critical Listening
- Biased Listening
- Sympathetic Listening
- Empathetic Listening

PEDAGOGY

Listening skills can be taught by using ICT tools and web-based learning in Language Lab. Students can be given listening practice by making them listen to pre-recorded audios, songs, interviews, conversations, narratives, news and other listening activities.

Productive Skills

- a) Speaking Skills
- b) Writing Skills

(a) Speaking Skills

To speak implies conveying information, informally or formally. Language experts have divided Speaking skills development classroom activity into four distinctive types:

- i) Drills or Linguistically-structured Activities eg. repetitions
- ii) Performance Activities eg. Role plays and others
- iii) Participation Activities eg. Discussions and so on
- iv) Observation Activities eg. Writing summaries, etc.

List of the topics that can be chosen to teach Speaking Skills is given below:

- Introducing oneself and others
- Asking for and giving information
- Offering and responding to offers
- Requesting and responding to requests
- Congratulating people on their success
- Expressing condolences
- Asking questions and responding politely
- Apologizing and forgiving
- Giving instructions
- Seeking and giving permission
- Expressing opinions (likes and dislikes)
- Agreeing and disagreeing
- Demanding explanations
- Asking for and giving advice and suggestions
- Expressing sympathy

- Sending messages
- Greeting and Leave Taking
- Telephonic conversation

Pedagogy: Along with the use of print media, ICT tools should be used to make students learn basic conversation. Classroom activities such as pick and speak, extempore, dialogues, debates, discussion, role plays should be practiced to involve the learners in learning speaking skills.

(b) Writing Skills

Developing Writing Skills require practice writing involving six fundamentals of effective writing such as focus and coherence, organization and structure, development of ideas, voice, word choice, and conventions.

List of the topics that can be chosen to teach Writing Skills is given below:

- Paragraph Writing
- Letter Writing (formal and informal)
- Essay Writing
- Story Writing
- Summarizing
- Précis Writing
- Note Making
- Unseen Passages
- Report Writing
- News Writing
- Speech Writing

Pedagogy

Along with the use of print media, ICT tools should be used to make the students learn the writing skills. Teachers should motivate the students to write by involving them in activities like writing sentences using appositives, writing paragraphs using verb forms, phrases, idioms, writing stories based on the given clues, writing paragraphs on imaginary incidents and other such activities which make the students to write in the class and the write-ups could be edited by peers.

Part – II – Course Book

I. Attitudinal Impressions

Prose Text

The second part of the textbook ‘Course book’ would consist of 6-7 lessons, and themes and genres selected from the below-mentioned may be introduced.

FOR COURSE BOOK		
SUGGESTED THEMES		SUGGESTED GENRES
Service	Disaster Risk Management	Sonnet
Gratitude	Sexuality, HIV and AIDS Education	Short Story
Innovation	Child Protection	Autobiography
Leadership	Heritage Studies	Biography
Trust	Human Rights	Speech
Friendship	Collaboration	Letters/Diary entries
Writings of Specially-abled	Environmental Issues	Ballad
Poverty	Financial literacy	Ode
Child Labour	Dalit Writings	Travelogues
Women Empowerment	Tolerance	Fable
Inclusiveness	Love	Book/Film reviews
Acceptance	Patriotism	Graphic Narratives
Science and Society	Gender Issues	Monologues
Tribal Writings	Trans Gender	Articles – Newspaper/Magazine
Kindness	Discrimination	Memoirs
Poverty	Humour	One Act Plays

II. Creative Expressions

Translations – Part – 1

- (i) Transformation of Simple Sentences
- (ii) Transformation of Interrogative Sentences
- (iii) Transformation of Declarative Sentences
- (iv) Transformation of Exclamatory Sentences
- (v) Transformation of Imperative Sentences
- (vi) Translation of the given sentence from English to Kannada.
- (vii) Translation of the given sentence from Kannada to English

ASSESSMENT

Mode of Evaluation and Distribution of Marks

- Each 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 70 Marks.
- In each course, for each semester, there shall be Internal Marks for 30.

FIRST SEMESTER MARKS ALLOTMENT

Sl. No.	Criteria	Marks
1	Internal Assessment	40
2	End Semester Exam	60

Sl. No.	Topics	Marks
1	Receptive Skills	20
2	Productive Skills	20
3	Attitudinal Impressions	10
4	Creative Expressions	10

SECOND SEMESTER MARKS ALLOTMENT

Sl. No.	Criteria	Marks
1	Internal Assessment	40
2	End Semester Exam	60

Sl. No.	Topics	Marks
1	Receptive Skills	20
2	Productive Skills	20
3	Attitudinal Impressions	10
4	Creative Expressions	10

4(b) MODEL SYLLABUS
CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM
BA/BSC/BCOM/BBA/BCA AND OTHER FACULTIES
GENERIC ENGLISH -L2
SEMESTER I

Starting year of implementation: 2021-22

Discipline/Subject: GENERIC ENGLISH -L2

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

Total Credits for the Program: 03

Teaching hours per week: 4

TITLE OF THE COURSE: GENERIC ENGLISH – L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	50/56

Course Objectives for I and II Semester

The course helps the students to

1. Hone the LSRW (Listening, Speaking, Reading, Writing) skills
2. Appreciate literary art
3. Get equipped with knowledge of literary devices and genres
4. Be endowed with creativity to express one's experiences
5. Get introduced to digital learning tools
6. Sensitize oneself with social concerns
7. Develop their ability as critical readers and writers.
8. Increase their reading speed, presentations skills and their analytical skills.

Course Outcomes for I and II Semester

By the end of the program the students will

1. Acquire the LSRW (Listening, Speaking, Reading, Writing) skills.
2. Learn to appreciate literary art.
3. Obtain the knowledge of literary devices and genres.
4. Acquire the skills of creativity to express one's experiences.
5. Know how to use digital learning tools.
6. Be aware of their social responsibilities.
7. Students will develop their ability as critical readers and writers.
8. Students will increase their reading speed, will be able to give presentations and will increase their analytical skills.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
Acquire the LSRW (Listening, Speaking, Reading, Writing skills).												
Learn to appreciate literary art.												
Obtain the knowledge of literary devices and genres.												
Acquire the skills of creativity to express one's experiences.												
Know how to use digital learning tools.												
Be aware of their social responsibilities.												
Students will develop their ability as critical readers and writers.												
Students will increase their reading speed, will be able to give presentations and will increase their analytical skills.												

Course Articulation Matrix relates course outcomes of the course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome.

MODEL SYLLABUS
Semester - I

	56/60 Hrs
PART 1 Workbook	
Unit –1 Receptive Skills: Reading Skills and Listening Skills	15 Hrs
Chapter 1: Comprehension Passages	3hrs
Chapter 2: Referencing Skill, Brochure, Advertisements and Picture reading	3hrs
Chapter 3: Data Interpretation	3hrs
Chapter 4: Listening vs. hearing	1hr
Chapter 5: Non-verbal and Verbal signs of active listening	2hrs
Chapter 6: Listening Activities - listening to pre-recorded audios on interviews and conversations.	3hrs
Unit – 2 Productive Skills: Speaking Skills and Writing Skills	15Hrs
Chapter 7: Introducing oneself, Introducing others, Requests, Offering help Congratulating, Enquiries and Seeking permission.	4hrs
Chapter 8: Giving instructions to do a task and to use a device, Giving Directions	4hrs
Chapter 9: Concord, Question Forms, Question Tags.	3hrs
Chapter 10: Use of Derivatives, Linkers.	4hrs
PART 2 Course book	
Unit – 3 Impressions and Expressions	17Hrs
Chapter 11: Theme: Beauty Genre: Sonnet	3hrs
Chapter 12: Theme: Gender Genre: Short Story	3hrs
Chapter 13: Theme: Science Genre: Article	2hrs
Chapter 14: Theme: Business Genre: Autobiography	2hrs
Chapter 15: Theme: Education Genre: Travelogue	2hrs
Chapter 16: Theme: Love Genre: Narrative	3hrs
Chapter 17: Theme: Nature Genre: Letter	2hrs
Chapter 18: Translations – Kannada to English – Simple sentence English to Kannada Interrogative sentence Exclamatory Sentence Imperative sentence	8hrs

MODEL SYLLABUS Semester-II

	56/60hrs
Part 1	
Work books	
Unit –1	Receptive Skills: Reading Skills and Listening Skills
15Hrs	
Chapter 1: Reading passage to give a Title	2hrs
Chapter 2: Reading for Vocabulary building – synonyms, homonyms, homophones, suffixes, prefixes, collocations, often confused words.	3hrs
Chapter 3: Reading passages on Specific fields for Vocabulary building.	5hrs
Chapter 4: Barriers for effective listening	1hr
Chapter 5: Types of Listening	1hr
Chapter 6: Techniques to improve listening skills.	1hr
Chapter 7: Listening Activities - listening to pre-recorded audios, movies and other listening activities.	2hrs
Unit – 2	Productive Skills: Speaking Skills and Writing Skills
15 Hrs	
Chapter 8: Reported Speech	3hrs
Chapter 9: Dialogue writing	2hrs
Chapter 10: Verbal Communication and Non-verbal communication	2hrs
Chapter 11: Summarizing	2hr
Chapter 12: Speech Writing	2hrs
Chapter 13: Essay Writing	4hrs
Part 2	
Course book	
Unit – 3 Impressions and Expressions	
16Hrs	
Chapter 11: Theme: Patriotism Genre: Speech	3hrs
Chapter 12: Theme: Special Ability Genre: Life writings (Excerpt)	2hrs
Chapter 13: Theme: Environmental Issues Genre: Interview	3hrs
Chapter 14: Theme: Discrimination Genre: Diary Entries	2hrs
Chapter 15: Theme: Freedom Genre: Lyrics	2hrs
Chapter 16: Theme: Service Genre: Graphic Narratives	2hrs
Chapter 17: Theme: Women Empowerment Genre: Monologues	2hrs

<p>Chapter 18: Translations – Kannada to English – English to Kannada</p> <p>Short Paragraphs based on themes with a message on nation, freedom fighters, and achievers. 15 short paragraphs with 5 – 6 sentences may be given in the textbook as model paragraphs.</p> <p>(a) Paragraph Translations from Kannada to English (b) Paragraph Translations from English to Kannada</p>	10hrs
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Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Class Test/Oral Test/Assignments/Surveys/Interviews (Any Two)	20
Total	40

PEDAGOGY

Along with the traditional lecture method, for effective English learning and teaching, learner-centered classroom techniques and tools suggested below may to be used by the teacher.

Reading Skills	<p>The strategies of reading can be taught to the students with the aid of Comprehension passages.</p> <p>The exercises given to nurture Reading Skills should also train the students in:</p> <ul style="list-style-type: none">• Non-verbal Reading Comprehension• Reading different types of texts• Sentence Comprehension• Digital Reading• Browsing• Non-Visual Desktop Assistance (NVDA)• e-Reading Resources
Listening Skills	<p>Listening skills can be taught by using ICT tools and web-based learning in Language Lab.</p> <p>Students can be given listening practice by making them listen to pre-recorded audios, songs, interviews, conversations, narratives, news and other listening activities.</p>
Speaking Skills	<p>Along with the use of print media, ICT tools should be used to make students learn basic conversation.</p> <p>Classroom activities such as pick-an-speak, extempore, dialogues, debates, discussions, role plays should be practiced to involve the learners in speaking skills.</p>
Writing Skills	<p>Along with the use of print media, ICT tools should be used to make the students learn the writing skills.</p> <p>Teacher should motivate the students to write by involving them in activities like writing sentences using appositives, writing paragraphs using verb forms, phrases, idioms, writing stories based on the given clues, writing paragraphs on imaginary incidents and other such activities in the classroom and the write-ups could be edited by the peers.</p>

Text Books: Textbooks prescribed by BoS.

Sample Textbooks

- General English Textbook *INSIGHTS – I* for I Semester B.Com./ BBA/BHM and other courses coming under Faculty of Commerce, Bengaluru Central University, Bengaluru.
- General English Textbook *IMPRINTS– I* for I Semester B.SC. Students of Bengaluru Central University, Bengaluru.
- General English Textbook *RESONANCE– I* for I Semester BA Students of Bengaluru Central University, Bengaluru.
- General English Textbook *PERCEPTIONS – I* for I Semester B.Com./ BBA/BHM and other courses coming under Faculty of Commerce, Bangalore University, Bangalore.
- General English Textbook *INTIMATIONS* for I Semester Degree Students of Karnataka State Women’s University, Bijapur.
- General English Textbook *ACHIEVE* for I Semester B.A/B.Sc./BFA/BVA Degree Students of Tumkur University, Tumkur.
- General English Textbook *KALEIDOSCOPE* for I Semester B.A. Degree Students of Mangalore University, Mangalore.
- General English Textbook *ARTICULATION* for I Semester B. Com. Degree Students of Mangalore University, Mangalore.
- General English Textbook *TREASURE TROVE* for I Semester B.Sc. Degree Students of Mangalore University, Mangalore.
- General English Textbook *SPECTRUM* for I Semester B.B.A. Degree Students of Mangalore University, Mangalore.
- General English Textbook *SHALMALA* for I Semester B.A. Degree Students of Karnataka University, Dharwad.
- General English Textbook *LIFE AND LEARNING* for I Semester B.Com. Degree Students of Karnataka University, Dharwad
- General English Textbook *TIMELESS WISDOM* for I Semester B.Sc. Degree Students of Karnataka University, Dharwad
- General English Textbook *PERCEPTION* for I Semester B.Sc. Degree Students of Akkamahadevi Women’s University, Vijayapura.
- General English Textbook *PERSUATION* for I Semester B.A. Degree Students of Akkamahadevi Women’s University, Vijayapura.
- General English Textbook *HORIZON* for I Semester B. Com. Degree Students of

Akkamahadevi Women's University, Vijayapura.

References

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- Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. *A Comprehensive Grammar of the English Language General Grammar*. Longman.
- https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers.
- Herring, Peter. *Complete English Grammar Rules*. Create space Independent Pub, California, 2016.
- Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. *English Skills for Academic Purposes*. Macmillan Education. London, 2017.

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

Starting year of implementation: 2021-22

Discipline/Subject: *Discipline Specific Core Course (DSCC)*

Name of the Degree Program: B.A. ENGLISH LITERATURE

Total Credits for the Program: 172

Teaching hours per week: 03 + 03

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
01	DSCC	Theory	03+03	03	45hrs	2 1/2hrs	40	60	100

PROGRAM OBJECTIVES

Provide a comprehensive foundation in literary studies and linguistic competencies: -

1. Introduce multiple areas of writings in English language and translations in English.
2. Connect liberal arts Humanities and Social Sciences through a multidimensional curriculum.
3. Develop the students' ability to read, process, think critically and independently.
4. Explore texts and contexts of writings and readings, from varied spaces.
5. Establish a multidisciplinary approach towards higher studies and research.
6. Develop in students an inclusive outlook and responsible citizenship, inculcate ethical thinking and a sense of social commitment.
7. Provide training to students in multiple areas of employment – conventional and new.
8. Train students in professional skills relevant to career opportunities.
9. Prepare students for the technologically advanced world, its challenges and opportunities.
10. To enable practical and experiential learning.

PROGRAM OUTCOMES

At the end of the BA program, the learners 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 evaluation and creating literature
4. Be able to write with clarity, creativity and persuasiveness.
5. Sensitized of the significance of literature and literary forms and the debates of culture that generate values.
6. Equipped with advanced literary, linguistic skills.
7. Competent in the use of English from/for a variety of domains.
8. Able to have a spirit of inquiry and critical thinking.
9. Able to articulate thoughts and generate/understand multiple interpretations.
10. To locate and contextualize texts across theoretical orientations cultural spaces.
11. Enabled with reading and writing skills catering to academic and other professional discipline 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 at use of English in the current technological climate.
15. Enabled to have hands-on work experience.

ASSESSMENT

A. FORMATIVE ASSESSMENT – 40 marks

B. SUMMATIVE ASSESSMENT – 60 Marks

TOTAL - 100 Marks

A. FORMATIVE ASSESSMENT – 40 marks	
Internal Test	10
Assignment	10
Presentation – (Seminar/ Webinar)	10
Survey/Interview/ Report/Internship/ Short Story/ Play/Any Experiential Learning Activity	10
Total	40

B. SUMMATIVE ASSESSMENT – 60 Marks

PROGRAM ARTICULATION MATRIX

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

Semester	Title /Name of the course	Program outcomes that the course addresses (not morethan3 per course)	Pre-requisite course(s)	Pedagogy##	Assessment\$
1	Introduction to Literature	<ol style="list-style-type: none"> 1. Correctly define commonly used literary terms and concepts and use those terms and concepts to discussand analyze works of literature. 2. Identify structural elements of works of poetry, fiction, and drama, and analyze how those elements help create specific meanings and effects. 3. Compare works of literature in terms of theme, structure, and use of literary devices 	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 marks Summative Assessment
2	Indian Writing in English: Part- I	<ol style="list-style-type: none"> 1. Speak, explain and critically understand IWE 2. Identify the historical trajectories of various genres ofIWE 3. Critically engage with IWE from various historical and social positions. 	Not necessary	Lectures, Seminars, Group discussion, table work	40 marks Formative Assessment 60 marks Summative Assessment
3	Introduction to Phonetics and Linguistics	<ol style="list-style-type: none"> 1. Identify and understand the basic concepts of language, linguistics and phonetics 2. Comprehend and be able to use the various structuresand parts of a language 3. Understand and put into practice the various functions of language 	Not necessary	Lectures, Seminars, Group discussion, table work	40 marksFormative Assessment 60 marks Summative Assessment

4	Indian Writing in English: Part-II Post-Independence Period	1. Identify the evolution in Indian writing in English Understand, speak and write about the writers and writings of the post-independence period in India.	Not necessary	Lectures, Seminars, Group discussion, Table work	40 marks Formative Assessment 60 marks Summative Assessment
5.	British Literature up to 1800	1. Distinguish the poets, playwrights and novelists of different periods 2. Appreciate some representative texts of the prescribed period	Not necessary	Lectures, Seminars, Group discussion, Table work	40 marks Formative Assessment 60 marks Summative Assessment
6.	Indian Literature in Translation	1. Comprehend the scope of translation in the modern age 2. Have the knowledge of Indian writers and literature in general 3. Appreciate the translated text	Not necessary	Lectures, Seminars, Group discussion, Table work	40 marks Formative Assessment 60 marks Summative Assessment
7.	British Literature (19th and 20th Century)	1. Distinguish the poets, playwrights and novelists of different periods 2. Appreciate some representative texts of the prescribed period	Not necessary	Lectures, Seminars, Group discussion, Table work	40 marks Formative Assessment 60 marks Summative Assessment
8.	Gender Studies	1. Learn the basics of patriarchy, sex and gender and gynocentrism 2. Understand the significance of Gender as a discourse 3. Appreciate literature by women writers	Not necessary	Lectures, Seminars, Group discussion, Table work	40 marks Formative Assessment 60 marks Summative Assessment

Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/ problem or project-based learning/ case studies/self-study like seminar, term paper or MOOC.

\$ Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e., assessment for learning).

6. SYLLABUS STRUCTURE (DSC/ DSE/ OE/ AECC): FOR B.A. IN ENGLISH LITERATURE

Year	Sem	Paper	Paper Code	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Language (Credit)
1	I	A1	ENGDSC01	Introduction to literature (3)	ENGOEL01 Functional English (OE)(3)	ENGAECC1 (3) 4 hrs.
		A2	ENGDSC02	Indian Writing in English Part- I (Pre independence) (3)		
	II	A3	ENGDSC03	Introduction to Phonetics & Linguistics (3)	ENGOEL02 Objective English (OE)/English for Employment (OE) (3)	ENGAECC2 (3) 4 hrs.
		A4	ENGDSC04	Indian Writing in English Part – II (Post-Independence) (3)		
2	III	A5	ENGDSC05	British Literature – up to 1800(3)	ENGOEL03 English and Soft Skills (OE) (3)	ENGAECC3 (3) 4 hrs.
		A6	ENGDSC06	Indian Writing in Translation (3)		
	IV	A7	ENGDSC07	British Literature – 1800 & after (3)	ENGOEL04 English for Corporate Communication (OE) (3)	ENGAECC4 (3) 4 hrs.
		A8	ENGDSC08	Gender Studies (3)		
3	V	A9	ENGDSC09	Literary Criticism (4)	ENGDSE01 Comparative Literature (DSE) (3)	
		A10	ENGDSC10	Translation Studies (4)	ENGDSE02 American Literature (DSE) (3)	
		B1	ENGDSC21	Subaltern Studies (4) (Minor)	ENGDSE03 English & Soft skills (Vocational)(3)	

	VI	A11	ENGDSC11	Post-Colonial Studies (4)	ENGDSE04 Caribbean Literature (DSE) (3)	
		A12	ENGDSC12	Introduction to the History of Language (4)	ENGDSE05 Rhetorical Studies: An Introduction (DSE) (3)	
		B2	ENGDSC22	World Literatures in English & in Translation (4) (Minor)	ENGDSE06 Technical writing (Vocational) (3)	

7. MODEL SYLLABUS FOR I & II SEMESTER B.A. ENGLISH LITERATURE

Semester I

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
01	DSCC	Theory	03+03	03+03	45 hrs	2 1/2hrs	40	60	100

Course Pre-requisite(s): *Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course.*

COURSE OUTCOMES (COs)

After completion of the course the student should be able to

1. Correctly define commonly used literary terms and concepts and use those terms and concepts to discuss and analyze works of literature.
2. Identify structural elements of works of poetry, fiction, and drama, and analyze how those elements help create specific meanings and effects.
3. Compare works of literature in terms of theme, structure, and use of literary devices
4. Students will gain an understanding of the development of literature
5. To appreciate literary form and structure in shaping a text's meaning

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome.

B.A. English Literature

Semester I

Title of the Course: Introduction to Literature

Course 1: Introduction to Literature		Course 2: Indian Writing in English Part 1	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
03	39 or 42	03	39 or 42

SEMESTER I: INTRODUCTION TO LITERATURE (DSCC Paper I)

Content of Course 1	39/42 Hrs
UNIT –1: INTRODUCTION TO LITERATURE	13/14
Chapter No. 1 What is literature? -Defining Literature -Why study Literature? Chapter No. 2 Literature and Society-Literature and Life Chapter No. 3 Literature and Science – canon - elements of literature	
UNIT - 2: II. LITERARY FORMS	13/14
Chapter No. 4. Poetry: Lyric, Sonnet, Ballad, Epic, Elegy, Mock-Epic Chapter No. 5. Drama: Comedy, Tragedy, Tragic-comedy, One-act-play Chapter No. 6. Prose: Novel, Novella, Short Story, Essay, Biography, autobiography	
UNIT – 3: LITERARY TERMS AND FIGURATIVE LANGUAGE	13/14
Chapter No. 7 Couplet, Heroic Couplet, Allegory, Alliteration, Assonance, Refrain, Aside, Monologue, Soliloquy, Meta-Fiction, Plot, Character, Setting, Narrative Technique. Chapter No. 8. Farce, Simile, Metaphor, Personification, Hyperbole, Prologue, Epilogue, Art for Art’s Sake, Expressionism, Metre and Metrical Devices, Narratology, Romanticism, Canon, Satire Chapter No. 9. Simile, Metaphor, Personification, Hyperbole, Euphemism, Irony, Oxymoron, Synecdoche, Understatement Paradox, Allusion, Onomatopoeia	

- Text Books:** 1. *Glossary Literary Terms* by M H Abrams
 2. Hudson, William Henry; *An Introduction to the Study of Literature*. Atlantic, 2007

References

1. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. OUP, 2001.
2. Bate, Jonathan. *English Literature: A Very Short Introduction*. OUP.
3. Benett, 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.
6. Gopal, Priyamvada. *The Indian English Novel; Nation History, and Narration*.
7. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi Atlantic, 2007.
8. Mehrotra, Arvind, Ed; *An Illustrated History of Indian Literature in English*. Orient Blackswan, 2005
9. Ousby, Iain, Ed; *The Cambridge Guide to Literature in English*, Cambridge University Press. 1983
10. The McGraw-Hill. *Introduction to Literature*

Pedagogy: Lectures, Seminar, Role play, Group discussion

FORMATIVE ASSESSMENT	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Role plays, Assignment, Survey/ Field Visit/ Report/Short Story/any Experiential Learning Activity (Any Two)	20
Total	40

Semester 1

Title of the Course: Indian Writing in English Part I (DSCC Paper II)

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
03	39 or 42	03	39 or 42

TITLE		39/42 Hrs
INDIAN WRITING IN ENGLISH PART I		
Unit –1	History of Indian English Literature (Pre Independence-Period)	13/14
<p>Chapter No. 1 The Nature and Scope of Indian English Literature; charges against Indian English Literature (Reference: M. K.Naik, A History of Indian English Literature (Chapters 1 and 6), New Delhi: Sahitya Akademi, 1980)</p> <p>Chapter No. 2 Pre-Independence Indian English Poetry, Prose, Drama and Novel</p> <p>Chapter No. 3 Introducing authors/texts 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</p>		
Unit – 2	Pre independence fiction	13/14
<p>Chapter No. 4. - Selections from– <i>Untouchable</i> by Mulk Raj Anand</p> <p>Chapter No. 5. <i>Kanthapura</i> by Raja Rao</p> <p>Chapter No. 6. <i>Krupabai Sathianadhan</i> by Raja R K Narayan</p>		
Unit – 3	Indian English Poetry, Short Stories and Essays	13/14
<p>Chapter No. 7 Select Poems</p> <ol style="list-style-type: none"> 1. <i>Our Casuarina Tree</i> by Toru Dutt, 2. <i>Coromandel Fishers</i> by Sarojini Naidu, 3. <i>To India – My Native Land</i> by Henry Derozio <p>Chapter No. 8. Select Stories</p> <ol style="list-style-type: none"> 1. <i>Barber’s Trade Union</i> by Mulk Raj Anand 2. <i>My Lord the Baby</i> by Rabindranath Tagore 3. <i>A Horse and Two Goats</i> by R. K. Narayan <p>Chapter No. 9. Select Essays</p> <ol style="list-style-type: none"> 1. <i>The Great Sentinel</i> by M. K. Gandhi 2. <i>Chicago Address</i> by Swami Vivekanand 3. <i>A Childhood Journey to Koregaon</i> by B. R. Ambedkar 		

Suggested Text Books

1. Naik, M. K. *A History of Indian English Literature*. Delhi: Sahitya Akademi, 1992.
2. Iyenger, K R S. *Indian Writing in English*. New Delhi. Sterling Publisher, 1984.

References

1. Deshmane, Chetan, ed. *Muses India: Essays on English-Language Writers from Mahomet to Rushdie. Jefferson, NC, and London: McFarland & Co., 2013.*
2. Iyenger, K R S. *Indian Writing in English*. New Delhi. Sterling Publisher, 1984.
3. Makarand Paranjape (Ed) *Indian Poetry in English*, Madras: Macmillan, 1993
4. Naik, M. K. *A History of Indian English Literature*. Delhi: Sahitya Akademi, 1992.

(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.

Narasimhiah C D ed *Makers of Indian English Literature*, Delhi Pencraft International 2000

Radhakrishnan, N. *Indo Anglian Fiction: Major Trends and Themes*. Madras: Emerald.1984

Rao, Krishna. *The Indo-Anglian Novels and the Changing Tradition*. Mysore: Rao and Raghavan, 1973.

FORMATIVE ASSESSMENT	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Role plays, Assignment, Survey/ Field Visit/ Report/Short Story/any Experiential Learning Activity (Any Two)	20
Total	40

SEMESTER II

Course 3 INTRODUCTION TO PHONETICS AND LINGUISTICS		Course 4 INDIAN WRITING IN ENGLISH PART-2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
03	39 or 42	03	39 or 42

COURSE 3 INTRODUCTION TO PHONETICS AND LINGUISTICS (PAPER I)

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

Text Books

1. Cruse, Alan. *Meaning in Language*. (Oxford: Oxford University Press, 2000).
2. Fromkin, V. (ed.) 2000. *Linguistics: An Introduction to Linguistics*. Cambridge: Blackwell.
3. Rocca, I., and W. Johnson. *A Course in Phonology*. (Oxford: Blackwell, 1994).

References

- Aronoff, M., and Kirsten Fudeman. *What is Morphology*. (Oxford: Blackwell, 2010).
- Booij, G E. *The Grammar of Words: An Introduction to Linguistic Morphology*. (Oxford: OUP, 2007).
- Catford, J. C. *A Practical Introduction to Phonetics*. (Oxford: Oxford University Press, 1988).
- Culicover, P. W. *Principles and Parameters: An Introduction to Syntactic Theory*. (Oxford: Oxford University Press, 2000).
- Cruse, Alan. *Meaning in Language*. (Oxford: Oxford University Press, 2000).
- Fromkin, V. (ed.) 2000. *Linguistics: An Introduction to Linguistics*. Cambridge: Blackwell.
- Kenstowicz, M. 1994. *Phonology in Generative Grammar*. Cambridge: Blackwell.
- Goldsmith, J. (ed). *Phonological Theory: The Essential Readings*. (Cambridge: Blackwell, 1999).
- Radford, A. et al. 1999. *Linguistics: An Introduction*. Cambridge: Cambridge University Press.
- Radford, A. *Transformational Grammar*. (Cambridge: Cambridge University Press, 1988).
- Rocca, I., and W. Johnson. *A Course in Phonology*. (Oxford: Blackwell, 1994).
- Saeed, John I. *Semantics* (2nd ed). (Oxford: Basil Blackwell, 2003) 1.

Pedagogy: Lectures, Seminar, Role play, Group discussion

FORMATIVE ASSESSMENT	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Role plays, Assignment, Survey/ Field Visit/ Report/Short Story/any Experiential Learning Activity (Any Two)	20
Total	40

COURSE 4
INDIAN WRITING IN ENGLISH PART-2 (PAPER II)

Content of Course 4	39/42 Hrs
Unit –1 History of Indian English Literature	13/14
<p>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</p>	
Unit – 2 Introducing writers of the post-independence era	13/14
<p>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, T P Kailasam, Girish Karnad, Chapter No. 5. Anita Desai, Manju Kapur, Arvind Adiga, Chitra Banerjee Divakaruni, Namitha Gokhale. Chapter No. 6. Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar etc</p>	
Unit - 3 Illustrative Texts	13/14
<p>Chapter No. 7 Poetry</p> <ol style="list-style-type: none"> 1. <i>Don't Call Me Indo-Anglian</i> by Syed Amanuddin 2. <i>An Introduction</i> by Kamala Das 3. <i>Small Scale Reflections on a GreatHouse</i> by A. K. Ramanujan 4. <i>Good bye Party to Miss Pushpa T S</i> by Nissim Ezekiel <p>Chapter No. 8. Novel <i>Train to Pakistan</i> by Kushwant Singh</p> <p>Chapter No. 9. A Short Play <i>Seven Steps Around the Fire (StagePlay)</i> by Mahesh Dattani</p>	

Text Books

1. Naik, M. K. *A History of Indian English Literature*. Delhi: Sahitya Akademi, 1992.
2. Iyenger, K R S. *Indian Writing in English*. New Delhi. Sterling Publisher, 1984.
3. Kushwant Singh's *Train to Pakistan*
4. A short Play: Mahesh Dattani's *Seven Steps Around the Fire (Stage Play)*

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*, New : Oxford University Press, 2002.
- Jain, Jasbir. *Beyond Postcolonialism: Dreams and Realities of a Nation*, Jaipur: Rawat Publications, 2006.
- Makarand Paranjape (Ed) *Indian Poetry in English*, Madras: Macmillan, 1993
- (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 Role in India*. New

Pedagogy: Lectures, Seminar, Role play, Group discussion

FORMATIVE ASSESSMENT	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Role plays, Assignment, Survey/ Field Visit/ Report/Short Story/any Experiential Learning Activity (Any Two)	20
Total	40

MODEL II A CURRICULUM STRUCTURE FOR THE UNDER GRADUATE DEGREE PROGRAM IN SUBJECTS WITH PRACTICAL, WITH ONE MAJOR AND ONE MINOR

DSCC: B.A. COMMUNICATIVE ENGLISH

Program Articulation Matrix

Semester	Title /Name of the course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy	Assessment
1	A1 Basics of Communication and Functional Grammar (4+2)	1. Identify and understand the different parts of speech in English. 2. Talk about the past, present and future using suitable expressions and structures. 3. Communicate effectively in different social situations.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC	60+40 Theory 30+20 Practicals
2	A2 Phonetics and LSRW Skills (4+2)	1. Hone pronunciation and able to speak fluently and. with confidence 2. Speak with the right intonation and stress. 3. Write effectively and vocabulary is enhanced.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC	60+40 Theory 30+20 Practicals
3	A3 Introduction to Mass Communication	1. Will be acquainted with the history of the media.		Lecture, Presentation, Seminar, Practical sessions,	60+40 Theory 30+20 Practicals

	and Writing for Media I: Print, Radio (4+2)	2. Will be familiar with the basics of writing for print media, identify different kinds of writing and produce a journal. 3. Will identify, write, record, produce and edit different formats of radio programs.		Assignments, Visit to Press and Radio Station, Group Discussion, MOOC	
4	A4 Introduction to Mass Communication and Writing for Media II: Creative Writing and New Media (4+2)	1. Will be familiar with the new trends in media. 2. Will know the use and nuances of writing for social media. 3. Will be acquainted with the principles of creative writing, including form, technique, and style and will be able to write /create short stories, brochures, write book reviews and travelogues.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	60+40 Theory 30+20 Practicals
5.	A 5 Advertising (3+2) A6 Content Writing and Technical Writing (3+2)	1. Acquainted with how communication is used to influence and persuade consumers. 2. Enabled to create ads for different media. 3. Ability to write effective business/professional communication and develop and make effective presentations. 4. Knowledge of industry standards,		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, Visit to an Ad Agency, MOOC	60+40 Theory 30+20 Practicals 60+40 Theory 30+20 Practicals

		<p>processes, and concepts related to technical writing.</p> <p>5. Enhance their content writing skills.</p> <p>6. Write a simple user manual and write content for corporate /Business communication.</p>			
6.	<p>A7 Television and Film Making (3+2)</p> <p>A8 EDP (3+2)</p>	<p>1. History of cinema - from silent to talkies and an understanding of various film forms.</p> <p>2. Analyse films and make short films/documentaries.</p> <p>3. Knowledge of the opportunities and constraints for new business ideas.</p> <p>4. Write a business plan.</p> <p>5. Identify the elements of entrepreneurial ventures and understand the legal and financial conditions for starting a business venture.</p>		<p>Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, visit to a film shooting site and a visit to a small-scale industry, MOOC</p>	<p>60+40 Theory 30+20 Practicals</p> <p>60+40 Theory 30+20 Practicals</p>
Exit with Bachelor of Arts					
7.	<p>A9 Popular Culture (3+2)</p>	<p>1. Introduce students to the history of popular culture and emergence of mass culture.</p> <p>2. Role of mass media technology in shaping notions of self, identity, society, community.</p> <p>3. Will be able to describe/analyse/critique</p>		<p>Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC</p>	<p>60+40 Theory 30+20 Practicals</p>

		popular culture artifacts.			
	A10 English Language Teaching (3+2) A11 Internship (3)	4. On the job training experience. 5. Able to develop academic literacy, further studies and research. 6. Will develop skills to be critical thinkers, readers and writers.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, MOOC	60+40 Theory 30+20 Practicals 60+40 Theory
8.	A12 Translation Studies (3+2) A13 Communication for Development (3) A14 Dissertation (3)	1. Know a few translation theories. 2. Understand the skills required to become a translator and what is meant by translation competence and be able to translate. 3. Be able to recognize and explain the concept and importance of development. 4. Be able to describe the use of different media in development communication. 5. Understand the role, reach and efficiency of traditional media and efficiency of new media for development campaigns.		Lecture, Presentation, Seminar, Practical sessions, Assignments, Group Discussion, Field Visit, MOOC	60+40 Theory 30+20 Practicals 60+40 Theory 60+40 Theory

**9. MODEL SYLLABUS
FOR THE UNDERGRADUATE DEGREE PROGRAM
SEMESTER I
DISCIPLINE SPECIFIC CORE COURSE (DSCC)
BA COMMUNICATIVE ENGLISH**

Starting year of implementation: 2021-22

Discipline/Subject: *Discipline Specific Core Course (DSCC)*

Name of the Degree Program: BA COMMUNICATIVE ENGLISH

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

Teaching hours per week: 04+04 (Practical)

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

COURSE OUTCOMES

1. Identify and understand the different parts of speech in English.
2. English competence is developed in students.
3. Ability to identify and correct common grammatical errors.
4. Frame appropriate sentences.
5. Identify errors in the use of tenses. Create an awareness of errors in subject-verb agreement.
6. Talk about the past, present and future using suitable expressions and structures.
7. Communicate effectively in different social situations.

COURSE: SEMESTER I	
TITLE: BASICS OF COMMUNICATION AND FUNCTIONAL GRAMMAR	52/56Hrs
Unit – 1	13/14
Module 1 Parts of Speech Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions, Interjections Articles (Every component to be done in detail) Module 2 Verbs Auxiliary- Modals- Finite- Non-finite Module 3 Tenses	
Unit – 2	13/14
Module 4 Sentences Parts of a sentence- Kinds of sentences- Contextual usage of these sentences- Phrases and Clauses- Simple, Compound and Complex sentences Jumbled sentences- Jumbled paragraphs Module 5 Concord Rules of Subject Verb Agreement Module 6 Common Errors by Non- Native Speakers	
Unit – 3	13/14
Module 7 Active and Passive Voice Direct and Indirect Speech Module 8 Question Forms- Wh-, Yes/No, Question Tags Module 9 Punctuation	

Unit – 4	13/14
<p>Module 10 Introduction to Communication Definition – meaning – communication process -importance of communication - seven Cs of communication</p> <p>Module 11 Types of Communication Formal and Informal – Verbal and Non-verbal - Oral and Written Communication-Visual Communication- Body language - Sign Language -Para Language, Intrapersonal and Interpersonal Communication- Barriers to Communication - Sender-centric – Receiver Centric-Socio-Cultural barriers- Information overload - Overcoming Communication barriers.</p> <p>Module 12 Situational Communication</p> <ul style="list-style-type: none"> • Greeting and Introduction • Enquiry • Seeking/Granting/Refusing Permission • Asking and Giving Directions • Accepting and Declining Invitations • Making/Responding to Complaints • Congratulating • Sympathising • Persuasion 	

Text Books:

Kumar Suresh E. and P. Sree Hari, *Communicative English*. Orient Black Swan. Murphy Raymond. *Intermediate English Grammar*. Cambridge University Press. **References:** Thomson A.J., A.V. Martinet *A Practical English Grammar*, Oxford University Press F.T. Woods. *A Remedial English Grammar*.
Hewings, Martin. *Advanced Grammar in Use*. Cambridge University Press.
Swan Michael. *Basic English Usage*. OUP.
PD Chaturvedi and Mukesh Chaturvedi. *Business Communication*. Pearson. Sanjay Kumar, Pushpa Lata. *Communication Skills*.
Greene, O John. *Essentials of Communication Skill and Skill Enhancement*.
Penny Ur. *Grammar Practice Activities*.
Swan Michael. *Oxford Pocket Basic English Use*. OUP
Eastwood John. *Oxford Practice Grammar*. Oxford University Press.
Swan Michael. *Practical English Usage*. OUP
Sreedharan Josh. *The Four Skills for Communication*. Foundation Books.
Carnegie Dale. *The Quick and Easy Way to Effective Speaking*. Pocket Books, New York.

Pedagogy: Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks, MOOC

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Presentation/Seminar	10
Assignment	10
Test and Attendance	20
Total	40

Practical Component:

Record

Adlib/Role Play

Identifying errors from an audio clip

Editing a passage with grammatical and spelling errors

10.MODEL SYLLABUS
CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAM
SEMESTER II
DISCIPLINE SPECIFIC CORE COURSE(DSCC)
BA COMMUNICATIVE ENGLISH

Starting year of implementation: 2021-22

Discipline/Subject: Discipline Specific Core Course (DSCC)

Name of the Degree Program: BA COMMUNICATIVE ENGLISH

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

Teaching hours per week: 04+04 (Practical)

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

COURSE: SEMESTER II		
TITLE: PHONETICS AND LSRW SKILLS		52/56Hrs
UNIT - I		13/14
Module 1	<ul style="list-style-type: none"> Introduction What is Phonetics? Production of Speech Sounds Air-stream mechanism Organs of Speech Articulatory System 	
Module 2	<ul style="list-style-type: none"> Classification of Speech Sounds Consonants Vowels –Pure Vowels and Diphthongs 	
Module 3	<ul style="list-style-type: none"> Minimal Pairs 	
Module 4	<ul style="list-style-type: none"> Syllable Syllable Structure Composition of the syllable Consonant Cluster 	
UNIT – 2		13/14
Module 5	<ul style="list-style-type: none"> Stress Word accent/stress Sentence stress Intonation 	
Module 6	<ul style="list-style-type: none"> Native language influence on English Transcription- Remedial phonetics - Error analysis - Accent neutralization - Practice session 	
Module 7	<ul style="list-style-type: none"> Listening Skills 	

UNIT – 3	13/14
Module 9 Reading Comprehension – Skimming and scanning, Identifying main ideas, Drawing inferences Module 10 Paragraph Writing Composition: Reflective, Descriptive, Narrative and Argumentative Module 11 Summarizing Expansion Writing Dialogue Writing	
UNIT – 4	13/14
Module 12 Profile Writing and Resume Module 13 E mail Module 14 Vocabulary Synonyms Antonyms Homonyms Homophones Commonly used Foreign Words in English Idioms and Phrases Collocation	

Text Books

Dutt Kirmani, Geetha Rajeevan and CLN Prakash *A Course in Communication*. Foundation Books, 2006.
 T. Balasubhranian *A Textbook of English Phonetics for Indian Students*. Macmillan Publishers India Limited, 2013.

References

Daniel Jones. *An Outline of English Phonetics*. Cambridge University Press, 2006
 J.D. Connor *Better English Pronunciation*. Cambridge University Press
 Brieger Nick. Collins *Business Skills and Communication*. Cobuild, 2011.
 Patil, Valke, Thorat & Merchant. *English for Practical Purposes*. Macmillan, 2016.
 Roach Peter. *English Phonetics and Phonology*. Cambridge University Press, 2001.
 Jones, Daniel. *English Pronouncing Dictionary*. Cambridge University Press;
 17th edition (8 June 2006).

Hewings Martin. *English Pronunciation in Use*. Cambridge University Press.

English Vocabulary in Use- Felicity Odel

Marks Jonathan. *IELTS Advantage Speaking and Listening Skills*.

Merriam-Webster's Vocabulary Builder

Hewings Martin. *Pronunciation Practice Activities*. Cambridge University Press

Pedagogy: Lecture, Presentation, Seminar, Practical sessions, Assignments, Ted Talks
MOOC

FORMATIVE ASSESSMENT	
Assessment Occasion/ type	Weightage in Marks
Presentation/Seminar	10
Assignment	10
Test and Attendance	10
Experiential Learning Activity	10
Total	40

Practical Component

Practical Record

Listening Comprehension

Transcription

Reading Comprehension

11. OPEN ELECTIVE: MODEL SYLLABUS

English – Open Elective -1

FUNCTIONAL ENGLISH GRAMMAR AND STUDY SKILLS

60 marks paper for 2 1/2 hours duration and 40 marks for Internal

Assessment for Summative Assessment Syllabus for 3 Credits

Teaching Hours: 3 Hours per Week

Section I: Functional English Grammar

- a. Grammar of Spoken and Written English
- b. Basic Sentence Patterns in English – Analysis of Sentence Patterns (SVO, SV, SVOC, SVOA, SVOA/C)
- c. Functions of Various Types of Phrases: Noun Phrases, Verb Phrases, Adjective Phrases, Adverbial Phrases, Prepositional Phrases
- d. Functions of Clauses: Noun Clause, Adjective Clause and Adverbial Clause and Prepositional Clauses
- e. 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

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. Four Short Notes on 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

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

12.ENGLISH – OPEN ELECTIVE -2
SPOKEN ENGLISH FOR CORPORATE JOBS
40 marks for Internal Assessment 60 for Summative Assessment
3 Credits Teaching Hours: 3 Hours per Week

Course and Skill Outcome

1. This paper teaches them 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 Specialties, 4. Consultation and Solution of Problems 5. Accepting Praises and Criticism, Apologizing

Section II: Fluency and Etiquettes 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. Etiquettes in Cross-cultural Communication

Suggested Readings:

1. Vilanilam J V. *More effective communication*. Sage Publication Pvt Ltd.
2. Rai & Raj. *Effective Documentation & Presentation*. Himalaya Publishing house, Mumbai
3. Pillai R S N & Bhagawati. *Commercial Correspondence & Office Management.*, S Chand & Co.
4. Ruben Ray. *Communication Today*. Himalaya Publishing House, Mumbai.
5. Lesikar & Pettit. *Business Communications*. AITBS Publishers, Delhi
6. Bahl Sushil. *Business Communication Today* Response Books, Sage Publication, N. Delhi.
7. Ludlow & Panton. *The Essence of Effective Communication*. PHI, N. Delhi.
8. Bhende & Thankur. *Business Communication*. Pradhan Himalaya Publishing House – Mumbai.
9. N Krishnaswamy, LalithaKrishnaswamy and others. *Mastering Communication Skills and Soft Skills*. Bloomsbury, New Delhi, 2015.
10. Krishna Mohan and Banarji. *Developing Communication Skills*, Macmillan India Limited, 2000.

Question Paper Pattern:

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

