



ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020-21

ದಿನಾಂಕ: 13-10-2022

ಅಧಿಸೂಚನೆ

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

- ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 30-09-2022 ರಂದು ಜರುಗಿದ ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ
ಶಿಫಾರಸ್ಸು.
2. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆಯ ದಿನಾಂಕ: 13-10-2022

ದಿನಾಂಕ: 30-09-2022 ರಂದು ಜರುಗಿದ ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿಯು (ಸ್ನಾತಕ) ಬಿ.ಎ.
ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ 3 ಮತ್ತು 4 ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳ ಪಠ್ಯಕ್ರಮಗಳನ್ನು NEP-2020
ಅನುಸಾರ ಸಿದ್ಧಪಡಿಸಿ, ಜಾರಿಗೊಳಿಸಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತಾರೆ.

ವಿದ್ಯಾರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕ ಹಿತದೃಷ್ಟಿಯಿಂದ ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್‌ನ
ಅನುಮೋದನೆಯನ್ನು ಕಾಯ್ದಿರಿಸಿ ಈ ಅಧಿಸೂಚನೆ ಪ್ರಕಟಿಸಲಾಗಿದೆ.

ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ (ಸ್ನಾತಕ) ವಿಷಯದ ಪಠ್ಯಕ್ರಮಗಳನ್ನು www.uni-mysore.ac.in ನಿಂದ
ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರಿಂದ ಕರಡು ಅನುಮೋದಿಸಲ್ಪಟ್ಟಿದೆ.

13/10
ಉಪಕುಲಸಚಿವರು(ಶೈಕ್ಷಣಿಕ)
ಸಹ ಕುಲಸಚಿವರು. (ಶೈಕ್ಷಣಿಕ)
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಮೈಸೂರು-570005

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಸ್ನಾತಕ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ- ಅಗತ್ಯ
ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಅಧ್ಯಕ್ಷರು, ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ, ಮೌಲ್ಯಭವನ ಕಟ್ಟಡ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
6. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಇ.ಬಿ., ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
7. ನಿರ್ದೇಶಕರು. ಐ.ಸಿ.ಡಿ/ಐಕ್ಯೂಎಸಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು- ಇವರಿಗೆ ಮೈಸೂರು
ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.

University of Mysore

Board of Studies in English (UG)

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

SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

English Language (L 2)

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

LANGUAGE ENGLISH SYLLABUS - CBCS

From the Academic Year 2022-23

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

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

SEMESTER III

Starting year of implementation : 2022-23

Discipline/Subject : GENERIC ENGLISH - L2

Name of the Degree Programme : BA/BSc/

Total Credits for the Programme : 03

Teaching hours per week : 04

Title of the Course: Generic English - L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	56

Course Objectives

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyse, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities

6. To enable employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations

Course Outcomes

At the end of the course the students will have

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

III Semester		56 Hours	60 Marks
Unit-1			
Receptive Skills	Reading and Listening Skills		
Reading Skills	Play		
	<i>Othello</i> by Shakespeare	26 Hours	30 Marks
Listening Skills	Persuasive Speeches	5 Hours	10 Marks
1-Swami Vivekananda's speech at the World Parliament of Religions in Chicago, in which he introduced Hinduism to North America, which became historical.			
2- "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. https://www.youtube.com/wat			
3-"Quit India" speech delivered by Mahatma Gandhi on August 8, 1942, addressed the A.I.C.C. at Mumbai. https://youtu.be/QXajHuEKY			
4-Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17,1946 https://www.youtube.com/wat			
5-Martin Luther King's 'I Have a Dream' Speech, 1963 https://www.youtube.com/wat			

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

Assessment		
A	Formative Assessment	40 Marks
B	Summative Assessment	60 marks
	Total	100 Marks

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

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

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands on experience and contribute towards language skill building must be organized.
- Survey: A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- Interviews: An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- A case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- Project-based learning (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
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University of Mysore

Board of Studies in English (UG)

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

SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

English Language (L 2)

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

LANGUAGE ENGLISH SYLLABUS - CBCS

From the Academic Year 2022-23

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

For Undergraduate Programme offered in Faculty of Commerce and Business Administration

SEMESTER III

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

Title of the Course: Generic English - L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	56

Course Objectives

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyse, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities

6. To enable employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations

Course Outcomes

At the end of the course the students will have

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

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

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

Assessment		
A	Formative Assessment	40 Marks
B	Summative Assessment	60 marks
	Total	100 Marks

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

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

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
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SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

English Language (L 2)

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

LANGUAGE ENGLISH SYLLABUS - CBCS

From the Academic Year 2022-23

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

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

SEMESTER IV

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

Title of the Course: Generic English - L2		
Number of Theory Credits	Number of hours per week	Number of lecture hours/semester
03	04	56

Course Objectives

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyse, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities

6. To enable employability in emerging sectors such as - content writers, interpreters, translators, transcriber
7. To facilitate preparation for competitive examinations

Course Outcomes

At the end of the course the students will have

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
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4. Ability to critically analyze, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Been facilitated in employability in emerging sectors such as - content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations

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

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

Assessment		
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SYLLABUS FOR ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

English Language (L 2)

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

LANGUAGE ENGLISH SYLLABUS - CBCS

From the Academic Year 2022-23

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

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

SEMESTER IV

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

Title of the Course: Generic English - L2		
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IV Semester		56 Hours	60 Marks
Unit-1			
Receptive Skills: Reading and Listening Skills			
Reading Skills	Novel		
	<i>The Man-Eater of Malgudi- R K Narayan</i>	23 Hours	30 Marks
Listening Skills	Listening and Decoding		
Listen to and understand the following Poems:			
<ol style="list-style-type: none"> 1. Darkling Thrush- Thomas Hardy 2. Good-Bye Party for Pushpa T S -Nissim Ezekiel 3. Snake- D. H. Lawrence 4. The Learned Astronomer – Walt Whitman 		5 Hours	10 Marks

Unit-2			
Productive Skills: Speaking and Writing Skills			
Speaking Skills			
Speaking Skills	<ul style="list-style-type: none"> • Group Discussion • Public Speaking 	5 Hours	5 Marks
Writing Skills	Technical Skills		
	Copy writing Business Writing Travel Writing Article Writing	8 Hours	5 Marks
E-correspondence and Content Writing Skills			
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Social Media Content Writing skills	<ul style="list-style-type: none"> • Blog writing • Podcast writing • Writing on Instagram 	6 Hours	5 hours
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Curriculum Structure for The Undergraduate Degree Programmeme

Semester III

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

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

PROGRAMME SPECIFIC OUTCOMES (PSO):

On completion of the 03/04 year Degree in Optional English, students will be:

1. Exposed to and demonstrate a broad knowledge of major and minor writers, texts and contexts and defining issues of canonical and non-canonical literature
2. Enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Honing their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Able to write with clarity, creativity and persuasiveness
5. Developing and demonstrating their awareness of the significance of literature and literary forms and the debates of culture they generate as values
6. Equipped with advanced literary, linguistic skills
7. Able to develop Competency in the use of English from/for a variety of domains
8. Able to inculcate a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate/understand multiple interpretations
10. Able to locate and contextualize texts across theoretical orientations and cultural paces
11. Possessing Reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc.
12. Imbibing a multi-disciplinary approach in higher education and research

13. Skilled in multiple domains and careers
14. Adept in using English in the current technological climate
15. Having hands-on work experience

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

COURSE – 5

TITLE - British Literature up to 1800-Paper 1

From Chaucer to the Age of Transition

Course	05
Type of Course	DSCC
Theory/ Practical	Theory
Credits	3
Instruction hours per week	3
Total No. of Lectures/Hours Semester	45
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

COURSE OUTCOME (CO)

After completion of course, students will be able to:

1. Learn the important trends and Movements in British literature of the prescribed period

2. Identify and understand the canonical literature of England
3. Distinguish the poets, playwrights and novelists of different periods
4. Appreciate some representative texts of the prescribed period

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

<p>Lyric</p> <ul style="list-style-type: none"> • Lover’s Infiniteness - John Donne • A Poison Tree - William Blake <p>Essay</p> <ul style="list-style-type: none"> • Of Love - Francis Bacon • Man in Black – Oliver Goldsmith <p>Play</p> <ul style="list-style-type: none"> • Doctor Faustus – Christopher Marlowe 	

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.

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

COURSE – 6

TITLE - INDIAN LITERATURE IN TRANSLATION

PAPER 2

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

COURSE OUTCOME (CO)

After completion of Course 6, students will be able to:

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

COURSE 6	Total hours: 45
TITLE - INDIAN LITERATURE IN TRANSLATION -PAPER 2	
UNIT I INTRODUCTION TO TRANSLATION STUDIES	
Introduction to Translation Studies in India : • Translation as Discovery - Sujit Mukherjee • Indian Literature in English Translation - G. N. Devy	15 Hours
UNIT II REPRESENTATIVE TEXTS	
Vachanas of Basavanna;No. 59 Cripple me Father, No. 97 The Master in the House Vachanas of Akkamahadevi: No. 26 and 73 (From Speaking of Siva) Kanakadasa: Do Not Quarrel over Caste (Translation by Dr. S. G. Vaidya) Songs of Sheriff (Translation by Dr. S. G. Vaidya)	15 Hours
UNIT III REPRESENTATIVE TEXTS	
Novel: • Chemmeen - T. S. Pillai Short Stories: • The Silent Rattle - Dr. Basu Bevinagidad • The Weed - Amrita Pritam • A Tale of 1947 - Sadat Hasan Manto • The Curd Seller - Masti	15 hours

Books recommended and Suggested Reading

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

Curriculum Structure for The Undergraduate Degree Programmeme

Semester IV

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

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

PROGRAMME SPECIFIC OUTCOMES (PSO):

On completion of the 03/04 year Degree in Optional English, students will be:

1. Exposed to and demonstrate a broad knowledge of major and minor writers, texts and contexts and defining issues of canonical and non-canonical literature
2. Enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Honing their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Able to write with clarity, creativity and persuasiveness
5. Developing and demonstrating their awareness of the significance of literature and literary forms and the debates of culture they generate as values
6. Equipped with advanced literary, linguistic skills
7. Able to develop Competency in the use of English from/for a variety of domains
8. Able to inculcate a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate/understand multiple interpretations
10. Able to locate and contextualize texts across theoretical orientations and cultural paces
11. Possessing Reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc.
12. Imbibing a multi-disciplinary approach in higher education and research

13. Skilled in multiple domains and careers
14. Adept in using English in the current technological climate
15. Having hands-on work experience

The IV Semester BA (English) Programme has two DSCC Courses (Course 7 & 8) for 06 credits: Each Course has 03 credits. Both the Courses are compulsory.

COURSE – 7

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

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

COURSE OUTCOME (CO)

Students will be able to:

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

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

Books recommended and Suggested Reading

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

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

COURSE – 8

TITLE - GENDER STUDIES (PART 1)

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

COURSE OUTCOME (CO)

The students will be able to:

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

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

(Books Recommended and Suggested Reading)

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

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

PEDAGOGY

Teaching literature in classrooms develops the students' ability to appreciate and enjoy a wide range of literary or creative texts and other related cultural forms.

The five genres of literature that the students should be familiar with are Poetry, Drama, Prose, Non-fiction, and Media.

The aim should be to develop their capacity for critical thinking, creativity, self-expression, personal growth, empathy and cultural understanding, to visualize the impressions created by different literary pieces and to enhance their awareness of the relationship between literature and society.

Poetry is often considered the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry today is usually written down, but is still sometimes performed. Poems are heavy in imagery and metaphor, and are often made up of fragments and phrases rather than complete, grammatically correct sentences.

Drama is a unique tool to explore and express human feelings. Drama is an essential form of behaviour in all cultures; it is a fundamental human activity. Ancient Greeks were masters in writing and enacting drama on the stage. Any text meant to be performed rather than read can be considered. In layman's terms, dramas are usually called plays.

Prose is a form of language that exhibits a grammatical structure and a natural flow of speech, rather than a rhythmic structure as in traditional poetry. The common unit of prose is purely grammatical, such as a sentence or paragraph. The most typical varieties of prose are novels and short stories, while other types include letters, diaries, journals, and non-fiction.

Non-fiction includes histories, textbooks, travel books, newspapers, self-help books, and literary criticism. Most of what students practice writing in the classroom is the non-fiction essay, from factual to personal to persuasive. Non-fiction is often used to support and expand students' understanding of fiction texts.

Media plays a significant role in keeping the students updated about the various events around the world. Media includes television, radio, newspapers, internet, social media sites and various relevant sites and blogs. The main purpose of media is to disseminate the information and knowledge. This categorization was created to encompass the many new and important kinds

of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programmes. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade.

The pedagogy should aim at:

- Broadening the students' horizons by giving them a knowledge of the classics of literature
- Improving their cultural awareness
- Enhancing their creativity and literary imagination and developing their appreciation of literature
- Defining the psychological stress and attitude of the mind
- Demarcating the historical truths of life
- Enjoying the philosophy of life