



RANI CHANNAMMA UNIVERSITY, BELAGAVI

PROGRAM /COURSE STRUCTURE AND SYLLABUS
as per the Choice Based Credit System (CBCS)
designed in accordance with
Learning Outcomes - Based Curriculum Framework (LOCF)
of National Education Policy (NEP) 2020
for Undergraduate Program in
ENGLISH
(BA/B.Sc/B.Com/BSW/BBA/BCA and other faculties)

w.e.f.

Academic Year 2021-22 and onwards

Board of Studies: English (UG)

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04	Dr. M. M. Hurali Department of English, KLE's B. K. College, Chikkodi.	Subject Expert
05	Dr. S. B. Biradar Department of English, SVM College, Ilkal.	Subject Expert

Terminology Used

DSC - Discipline Specific Core

DSE - Discipline Specific Elective

OE – Open Elective

AECC – Ability Enhancement Compulsory Course

AEC – Ability Enhancement Course

SEC - Skill Enhancement Course

L – Lecturing

T – Tutorial

P – Practical

IA – Internal Assessment

SEE – Sem End Exam

CIE – Continuous Internal Evaluation

SB – Skilled Based

VB – Value Based

PREAMBLE

National Education Policy 2020 aims at equipping students with knowledge, skills, values, leadership qualities and initiates them for lifelong learning. It is in tune with the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015, which seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. And also National Education Policy aims at quality in Higher Education enabling students with personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society.

As a medium of communication, learning language gains significance. National Education Policy 2020 emphasizes language study and promotion of languages through translation and interpretation. The twin objectives of language as medium of communication and as career of culture and values need to be embedded in the four years multidisciplinary undergraduate programs. The language and the study of language and linguistics are central to the educational eco system. The importance of language as medium of communication – personal, social, official, professional, business and commerce need to be emphasized for lucid and concise expression. The communication skills are vital in the creation and dissemination of all domains of knowledge, and to connect all disciplines. Teaching and learning of Receptive and Productive skills - Listening, Speaking, Reading and Writing (LSRW) are to be effectively taught and studied in the two years language study of the four year under graduate multidisciplinary program. The phonological, syntactical and semantic aspects of the language are to be imparted in the curriculum framework.

In this connection, Curriculum, Pedagogy and Assessment form the foundation of quality learning. Relevant curriculum, engaging pedagogy, continuous formative assessments and adequate student support result in productive learning. The curriculum has to align with the latest knowledge requirements and shall meet specified learning outcomes. High-quality pedagogy is necessary to successfully impart the curricular material to support students; pedagogical practices determine the learning experiences that are provided to students– thus directly influencing learning outcomes.

The assessment methods shall be scientific and will test the application of knowledge. Efforts are being made in providing a holistic approach towards value-based language learning which equips the learner with receptive as well as productive skills.

PROGRAM OUTCOMES

By the end of the program the students will be able to:

1. Communicate effectively and appropriately.
2. Use English effectively for the purpose of study across the curriculum.
3. Develop interest in the appreciation of Literature.
4. Acquaint with communication skills.
5. Inculcate life skills and human values
6. Think creatively and critically
7. Expand emotional intelligence

The curriculum tries to align with the latest knowledge requirements. It also tries to meet specified learning outcomes. High-quality pedagogy is necessary to successfully impart the curricular material to support students. The teachers of English need to develop technological skills to impart quality education. Pedagogy involves Lecture (L) + Tutorial (T) model. Generally, the subjects without practical involve L+T model wherever necessary. The pedagogical practices determine the learning experiences and their outcomes that are provided to students– thus directly influencing learning outcomes. The assessment methods shall be scientific and will test the application of knowledge. At the end of the course, the students will be well-versed both in oral and written communication. They study cutting edge issues related to language and literature in all the respective courses prescribed by the expert committee. The wide range of topics and components help students to gain the learning outcomes effectively. The entire course structure tries to fulfill the needs of NEP 2020 having contemporary relevance and develop critical and creative thinking. Course outcomes promote a holistic approach towards value-based language learning which equips the learner with receptive as well as productive skills

PROGRAM STRUCTURE

Inputs for the Revisions to be made in the UG Curriculum - Prepared and circulated by Dr Ashok A D'Souza, Chairman, 'NEP 2020 Implementation Committee', RCUB on 16.10.2021.

Appendix A

A1. Model Programme Structure for Bachelor of Arts (Basic/Hons.) Programme with Economics as Major and History as Minor (subjects without practical)

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)	Yoga (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)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate (with the completion of courses equivalent to a minimum of 48 credits)								
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 or some other SEC (2) (1+0+2)	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)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G) Cultural (1) (0+0+2)	25
Exit option with Diploma in Arts (with the completion of courses equal to a minimum of 96 credits) OR continue studies with Major and Minor								
V	History C9(4) Economics C9(4) Economics C10(4)	Economics E-1 (3) Vocational-1 (3)			SEC-3: Cyber Security or some other SEC (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G) Cultural (1) (0+0+2)	22
VI	History C10(4) Economics C11(4) Economics C12(4)	Economics E-2 (3) Vocational-2 (3) Internship (2)			SEC-4: Societal Communication (2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G) Cultural (1) (0+0+2)	24
Exit option with Bachelor of Arts Degree, B.A. (with the completion of courses equal to a minimum of 140 credits) or continue studies with the Major								
VII	Economics C13(4) Economics C14(4) Economics C15(4)	Economics E-3 (3) Vocational-3 (3) Res. Methodology (3)						21
VIII	Economics C16(3) Economics C17(3) Economics C18(3)	Economics E-4 (3) Vocational-4 (3) Research Project (6)*						21
Award of Bachelor of Arts Degree with Honours, B.A. (Hons.) in Economics (with the completion of courses equal to a minimum of 180 credits)								

*In lieu of the research Project, two additional elective papers/ Internship may be offered.

A2. Model Programme Structure for Bachelor of Arts (Basic/Hons.) Programme with both Economics and History as Majors subjects without practical, in the 3rd year of the Programme

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)	Yoga (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)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate (with the completion of courses equal to a minimum of 48 credits)								
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: AI or some other SEC (2) (1+0+2)	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)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Diploma in Arts (with the completion of courses equal to a minimum of 96 credits) OR continue studies with both the subjects as Majors								
V	History C9(4), C10(4) Economics C9(4), Economics C10(4)	Vocational-1 (3)			SEC-3: Cyber Security or some other SEC(2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	23
VI	History C11(4), C12(4) Economics C11(4), Economics C12(4)	Vocational-2 (3) Internship (2)			SEC-4: Societal Communication (2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit with Bachelor of Arts Degree, B.A. in History and Economics (with the completion of courses equal to a minimum of 140 credits) or continue studies								
VII	History C13(4) History C14(4) History C15(4)	History E-1 (3) Vocational-3 (3) Res. Methodology (3)						21
VIII	History C16(3) History C17(3) History C18(3)	History E-2 (3) Vocational-4 (3) Research Project (6)*						21
Award of Bachelor of Arts Degree with Honours, B.A. (Hons.) in History (with the completion of courses equal to a minimum of 180 credits)								

*In lieu of the research Project, two additional elective papers/ Internship may be offered.

A3. Model Programme Structure for Bachelor of Arts (Basic/Hons.) Programme with Economics as Major (subject without practical) and Physics as Minor (subject with practical) in the 3rd year of the Programme

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	Economics C1(3), C2(3) Physics C1(4+2)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)		SEC-1: Digital Fluency (2) (1+0+2)	Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	Economics C3(3), C4(3) Physics C2(4+2)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Environmental Studies (2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate (with the completion of courses equal to a minimum of 48 credits)								
III	Economics C5(3), C6(3) Physics C 3(4+2)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)		SEC-2: AI or some other SEC (2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
IV	Economics C7(3), C8(3) Physics C4(4+2)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each)	Constitution of India (2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Diploma in Arts (with the completion of courses equal to a minimum of 96 credits) OR continue studies with major and minor								
V	Economics C9(4), Economics C10(4) Physics C 5(3+2),	Economics, E-1 (3) Vocational-1 (3)			SEC-3: Cyber Security or some other SEC(2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	23
VI	Economics C11(4), Economics C12(4) Physics C 6(3+2),	Economics, E-2 (3) Vocational-2 (3) Internship (2)			SEC-4: Professional Communication (2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Bachelor of Arts, B.A Basic Degree (with the completion of courses equal to a minimum of 140 credits) or continue studies with the Major								
VII	Economics C13(4) Economics C14(4) Economics C15(4)	Economics, E-3 (3) Vocational-3 (3) Res. Methodology (3)						21
VIII	Economics C16(3) Economics C17(3) Economics C18(3)	Economics, E-4 (3) Vocational-4 (3) Research Project (6)*						21
Award of Bachelor of Arts Degree with Honours, B.A. (Hons), in Economics (with the completion of courses equal to a minimum of 180 credits)								

*In lieu of the research Project, two additional elective papers/ Internship may be offered.

B3. Model Programme Structure for Bachelor of Science (Basic/Hons.) Programme with Physics as Major (subject with practical) and English as Minor (subject without practical), in the 3rd year of the programme

Sem.	Discipline Core (DSC) (Credits)	Discipline Elective (DSE) / Open Elective (OE) (Credits)	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	Physics C1(4+2) English C1(3), C2(3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)		SEC-1: Digital Fluency (2) (1+0+2)	Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	Physics C2(4+2) English C 3(3), C4(3)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Environmental Studies (2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate (with the completion of courses equal to a minimum of 48 credits)								
III	Physics C3(4+2) English C5(3), C6(3)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)		SEC-2: AI or some other SEC(2)(1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
IV	Physics C4(4+2) English C 7(3), C8(3)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each)	Constitution of India (2)		Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Diploma in Science (with the completion of courses equal to a minimum of 96 credits) or continue studies with Physics as Major								
V	Physics C5(3+2), Physics C6(3+2) English C9(4)	Physics, E-1 (3) Vocational-1 (3)			SEC-3: Cyber Security or some other SEC(2) (1+0+2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	24
VI	Physics C7(3+2), Physics C8(3+2) English C10(4)	Vocational-2 (3) Internship (2)			SEC-4: Professional Communication (2)	Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	23
Exit option with Bachelor of Science Degree, B. Sc. (with the completion of courses equal to a minimum of 140 credits) or continue studies								
VII	Physics C9(3+2), Physics C10(3+2) Physics C11(3)	Physics, E-2 (3) Physics, E-3 (3) Res. Methodology (3)						22
VIII	Physics C12(3), Physics C13(3), Physics C14(3)	Physics, E-4 (3) Physics, E-5 (3) Research Project (6)*						21
Award of Bachelor of Science Degree with Honours, B.Sc. (Hons) in Physics (with the completion of courses equal to a minimum of 180 credits)								

*In lieu of the research Project, two additional elective papers/ Internship may be offered.

COURSE STRUCTURE

SEMESTER – I							
Sl. No.	Course Code	Title of the Course	Teaching Hrs/Week (L+T+P)	Credits	Marks		Total
					SEE	CIE	
1	ENGDSKA1	Introduction to Literature	3+0+0	3	60	40	100
2	ENGDSKA2	Indian Writing in English Part- I	3+0+0	3	60	40	100
3	ENG0E01	Functional English, Grammar and Study Skills	3+0+0	3	60	40	100
4	BAENG AEC L2-1	Generic English – I	4+0+0	3	60	40	100
5	BSCENG AEC L2-1	Generic English – I	4+0+0	3	60	40	100
6	BCOMENG AEC L2-1	Generic English – I	4+0+0	3	60	40	100

SEMESTER – II							
Sl. No.	Course Code	Title of the Course	Teaching Hrs/Week (L+T+P)	Credits	Marks		Total
					SEE	CIE	
1	ENGDSKA3	Introduction to Phonetics and Linguistics	3+0+0	3	60	40	100
2	ENGDSKA4	Indian Writing in English Part – II (Post-Independence)	3+0+0	3	60	40	100
3	ENG0E02	Critical Thinking	3+0+0	3	60	40	100
4	BAENG AEC L2-2	Generic English – II	4+0+0	3	60	40	100
5	BSCENG AEC L2-2	Generic English – II	4+0+0	3	60	40	100
6	BCOMENG AEC L2-2	Generic English – II	4+0+0	3	60	40	100

PEDAGOGY:

Effective learning requires appropriate curriculum, an apt pedagogy, continuous formative assessment and adequate student support. The intention is to contextualize curriculum through meaningful pedagogical practices, which determine learning experiences directly influencing learning outcomes. Active, cooperative, collaborative and experiential learning pedagogies are some of the examples. Use

of technology in creating learning environment that connects learners with content, peers and instructors all through the learning process respecting the pace of learners is need of the hour.

- a) Classroom processes must encourage rigorous thinking, reading and writing, debate, discussion, peer learning and self-learning.
- b) The emphasis is on critical thinking and challenge to current subject orthodoxy and develop innovative solutions. Curricular content must be presented in ways that invite questioning and not as a body of ready knowledge to be assimilated or reproduced. Faculty should be facilitators of questioning and not authorities on knowledge.
- c) Classroom pedagogy should focus on the ‘how’ of things i.e. the application of theory and ideas. All courses including social sciences and humanities should design projects and practical to enable students get relevant hands-on experiences.
- d) Learning must be situated in the Indian context to ensure that there is no sense of alienation from their context, country and culture.
- e) Classroom processes must address issues of inclusion and diversity since students are likely to be from diverse cultural, linguistic, socio-economic and intellectual backgrounds.
- f) Cooperative and peer-supported activities must be part of empowering students to take charge of their own learning.
- g) Faculty will have the freedom to identify and use the pedagogical approach that is best suited to a particular course and student. Pedagogies like PBL (Problem / Project Based Learning), Service Learning be brought into practice as part of curriculum. Experiential learning in the form of internship with a specified number of credits is to be made mandatory.

PROGRAM ARTICULATION MATRIX

This matrix lists only for 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.

SEM	Name of the Course: DSC	Program outcomes that the course addresses (not more than 3 per course)	Pre Requisite	Pedagogy	Assessment
	Introduction to Literature ENGDS1A1	1.able to define, discuss and analyze literary terms and concepts of literature and its works 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	NA	Lectures Seminars Group Discussions Brain Storming	40 marks FA 60 Marks SA

I	Indian Writing in English Part 1 ENGDS CA2	1. trace and understand the development of Indian English Literature 2. Compare works of literature in terms of theme, structure, and use of literary devices 3. develop critical thinking on the works and authors	NA	Lectures Seminars Group Discussions Brain Storming	40 marks FA 60 Marks SA
II	Introduction to Phonetics and Linguistics ENGDS CA3	1. Acquire the knowledge of Phonetics and its concepts 2. Gain an understanding of Linguistics and its concepts 3.	NA	Lectures Seminars Group Discussions Brain Storming	40 marks FA 60 Marks SA
	Indian Writing in English Part II Post Independent Period ENGDS CA4	1. trace and understand the development of Indian English Literature 2. Compare works of literature in terms of theme, structure, and use of literary devices 3. develop critical thinking on the works and authors	NA	Lectures Seminars Group Discussions Brain Storming	40 marks FA 60 Marks SA

CONTINUOUS FORMATIVE EVALUATION/ INTERNAL ASSESSMENT:

Total marks for each course shall be based on continuous assessments and semester-end examinations. As per the decision taken at the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40 : 60 for IA and Semester End theory examinations respectively and 50 : 50 for IA and Semester End practical examinations respectively, in all the Universities, their Affiliated and Autonomous Colleges.

Total Marks for each course = 100%

Continuous assessment (C1) = 20% marks

Continuous assessment (C2) = 20% marks

Semester End Examination (C3) = 60% marks.

EVALUATION PROCESS OF IA MARKS SHALL BE AS FOLLOWS:

a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the

course/s and within 45 working days of semester program.

b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.

c) During the 17th – 19th week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.

d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.

e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.

f) The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under.

Activities	C1	C2	Total Marks
Session Test	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks		10%
Case study /Assignment / Field work / Project work etc.		10% Marks	10%
Total	20% marks	20% marks	40%

- For practical course of full credits, Seminar shall not be compulsory. In its place, marks shall be awarded for Practical Record Maintenance. (the ratio is 50%: 50%)

- Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

COURSE ARTICULATION MATRIX

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE 1	OE 2	SEC SB	SEC VB
Disciplinary Knowledge	✓	✓					✓	✓	✓	✓
Communication Skills	✓	✓					✓	✓	✓	✓
Critical Thinking	✓	✓					✓	✓	✓	✓
Problem Solving	✓	✓					✓	✓	✓	✓
Analytical Reasoning	✓	✓					✓	✓	✓	✓
Cooperation and Team Work	✓	✓					✓	✓	✓	✓
Reflective Thinking	✓	✓					✓	✓	✓	✓
Self-motivated Learning	✓	✓					✓	✓		
Diversity Management and Inclusive Approach	✓	✓					✓	✓	✓	
Moral and Ethical Awareness/Reasoning	✓	✓					✓	✓	✓	
Lifelong Learning	✓	✓					✓	✓	✓	✓

COURSE WISE STRUCTURE

Semester I

Bachelor of Arts (Basic/Hons) Programme/ Bachelor of Performing Arts Programme/ Bachelor of Social Works, B.S.W.
(Subjects without practical/One subject without practical and one subject with practical)

Year	2021	Course Code: BAENGAECL2-1 Course Title: Generic English - I	Credits	3
Sem.	I		Hours	4
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60		
Course Outcomes	At the end of the course the student should be able to: 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Learn to appreciate literary texts. 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. Develop critical thinking skills. 8. Develop gender sensitivity 9. Increase reading speed, analytical skills and develop presentation skills. 10. Become employable with requisite professional skills, ethics and values			
Unit No.	Course Content		Suggested Pedagogy	60 Hours
Unit I	1. Spoken English and Broken English - G. B. Shaw 2. The Curd Seller – Masti Venkatesh Iyengar 3. The Night Train at Deoli – Ruskin Bond		Lectures Tutorials Group Discussion	15 hrs
Unit II	1. Where the Mind is without Fear - Rabindranath Tagore 2. True Love - William Shakespeare 3. Don’t Quit - Edgar Albert Guest		Lectures Tutorials Group Discussion	9 hrs
Unit III	Introducing One self, Introducing others, Requests, Offering help, Congratulating, Enquiries, Seeking permission Giving instructions to do a task,		Lectures Tutorials Group Discussion Role Play	16 hrs

Unit IV	1. Word class (Nouns, Adjectives, Verbs, and Adverbs) 2. Use of Articles 3. Use of Prepositions (Place, Time, Position) 4. Asking Yes/No Questions, 5. Asking Wh. Questions 6. Using Indirect Questions for Polite English 7. Asking Tag Questions: for affirmation 8. Asking Negative Questions: for Confirmation.	Lectures Tutorials Group Discussion	20 hrs
Recommended Learning Resources			
Print Resources	1. Vijay F Nagannawar and S. B. Biradar ed. New Horizon, Textbook prescribed for B. A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021. 2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 3. Dr. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman. 5. Herring, Peter. Complete English Grammar Rules. Create space Independent Pub, California, 2016. 6. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017		
Digital Resources	http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers . https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/		

Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10x01=10
II.	01 essay type question out of 2 from Unit I	01x10=10
III.	01 essay type question out of 2 from Unit II	01x10=10
IV.	02 questions out of 4: from Unit III	02x05=10
V.	04 Language Activity out of 6: from Unit IV	04x05=20
Total		60

Semester II

Bachelor of Arts (Basic/Hons) Programme/ Bachelor of Performing Arts Programme/ Bachelor of Social Works, B.S.W.
(Subjects without practical/One subject without practical and one subject with practical)

Year	2021	Course Code: BAENGAECL2-2		Credits	3
Sem.	II	Course Title: Generic English – II		Hours	4
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	At the end of the course the student should be able to: 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Learn to appreciate literary texts. 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. Develop critical thinking skills. 8. Develop gender sensitivity 9. Increase reading speed, analytical skills and develop presentation skills. 10. Become employable with requisite professional skills, ethics and values				
Unit No.	Course Content		Suggested Pedagogy	60 Hours	
Unit I	1. The Challenge of Everest – H. P. S. Ahluwalia 2. Zero Budget Natural Farming - Shibu 3. Milka Singh: The Flying Sikh – Sonia Sanwalka		Lectures Tutorials Group Discussion	15 hrs	
Unit II	1. Still I Rise - Maya Angelou 2. The Quality of Mercy – William Shakespeare 3. Good-bye Party for Miss Pushpa T.S. – Nissim Ezekiel		Lectures Tutorials Group Discussion	9 hrs	
Unit III	1. Reading passage to give a Title 2. Reading for Vocabulary building – synonyms, homonyms, homophones, suffixes, prefixes, collocations, often confused words. 3. Reading passages on Specific fields for Vocabulary building. 4. Barriers for effective listening 1hr Chapter		Lectures Tutorials Group Discussion Role Play	16 hrs	

	5. Types of Listening 6. Techniques to improve listening skills. 7. Listening Activities - listening to pre-recorded audios & movies.		
Unit IV	1. Reported Speech 2. Dialogue writing 3. Verbal Communication and Non-verbal communication 4. Summarizing 5. Speech Writing 6. Essay Writing 7. Translation Kannada into English and English into Kannada 8. Short Paragraphs based on themes with a message on nation, freedom fighters, and achievers. 15 short paragraphs with 5 – 6 sentences as model paragraphs. (a) Paragraph Translations from Kannada to English (b) Paragraph Translations from English to Kannada	Lectures Tutorials Group Discussion	20 hrs
Recommended Learning Resources			
Print Resources	1. Vijay F Nagannawar and S. B. Biradar ed. New Horizon, Textbook prescribed for B. A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021. 2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 3. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman. 5. Herring, Peter. Complete English Grammar Rules. Create space Independent Pub, California, 2016. 6. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017 7. Geoffrey Leech and Svartik. Communicative Grammar of English, Pearson 8. Geoffrey Leech. English Grammar for Today, Palgrave 9. Prasad P. The Functional Aspects of Communicative Skills.		
Digital Resources	http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers . https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/		

Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10x01=10
II.	01 essay type question out of 2 from Unit I	01x10=10
III.	01 essay type question out of 2 from Unit II	01x10=10
IV.	02 questions out of 4: from Unit III	02x05=10
V.	04 Language Activity out of 6: from Unit IV	04x05=20
Total		60

Semester I

Bachelor of Science (Basic/Hons) Programme/ Bachelor of Home Science Programme/ Degree in Fashion and Apparel Design/ Interior Design and Decoration/ Bachelor of Science in Clinical Nutrition (Basic/Hons.) with Clinical Nutrition / Bachelor of Computer Applications (Basic/Hons.) with Computer Applications .
(Both Subjects with practical/One subject without practical and one subject with practical)

Year	2021	Course Code: BSCENGAECL2-1		Credits	3
Sem.	I	Course Title: Generic English – I		Hours	4
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	At the end of the course the student should be able to: 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Learn to appreciate literary texts. 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. Develop critical thinking skills. 8. Develop gender sensitivity 9. Increase reading speed, analytical skills and develop presentation skills. 10. Become employable with requisite professional skills, ethics and values				
Unit No.	Course Content			Suggested Pedagogy	60 Hours
Unit I	1. Water the Elixir of life – C. V. Raman 2. Spoken English and Broken English - G. B. Shaw 3. Tiger in the Tunnel - Ruskin Bond			Lectures Tutorials Group Discussion	15 hrs
Unit II	1. Vachana 820 (Speaking of Shiva) by A. K. Ramanujan 2. To India My Native Land – Henry Derozio 3. The Road not Taken by Robert Frost			Lectures Tutorials Group Discussion	9 hrs
Unit III	Introducing One self, Introducing others, Requests, Offering help, Congratulating, Enquiries, Seeking permission Giving instructions to do a			Lectures Tutorials	16 hrs

	task,	Group Discussion Role Play	
Unit IV	1. Word class (Nouns, Adjectives, Verbs, and Adverbs) 2. Use of Articles 3. Use of Prepositions (Place, Time, Position) 4. Asking Yes/No Questions, 5. Asking Wh Questions 6. Using Indirect Questions for Polite English 7. Asking Tag Questions: for affirmation 8. Asking Negative Questions: for Confirmation.	Lectures Tutorials Group Discussion	20 hrs
Recommended Learning Resources			
Print Resources	1. Vijay F Nagannawar and S. B. Biradar ed. New Horizon, Textbook prescribed for B. A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021. 2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 3. Dr. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman. 5. Herring, Peter. Complete English Grammar Rules. Create space Independent Pub, California, 2016. 6. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017		
Digital Resources	http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers . https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/ .		

Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10x01=10
II.	01 essay type question out of 2 from Unit I	01x10=10
III.	01 essay type question out of 2 from Unit II	01x10=10
IV.	02 questions out of 4: from Unit III	02x05=10
V.	04 Language Activity out of 6: from Unit IV	04x05=20
Total		60

Semester II

Bachelor of Science (Basic/Hons) Programme/ Bachelor of Home Science Programme/ Degree in Fashion and Apparel Design/ Interior Design and Decoration/ Bachelor of Science in Clinical Nutrition (Basic/Hons.) with Clinical Nutrition / Bachelor of Computer Applications (Basic/Hons.) with Computer Applications .

(Both Subjects with practical/One subject without practical and one subject with practical)

Year	2021	Course Code: BSCENGAECL2-2		Credits	3
Sem.	II	Course Title: Generic English – II		Hours	4
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	At the end of the course the student should be able to: 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Learn to appreciate literary texts. 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. Develop critical thinking skills. 8. Develop gender sensitivity 9. Increase reading speed, analytical skills and develop presentation skills. 10. Become employable with requisite professional skills, ethics and values				
Unit No.	Course Content		Suggested Pedagogy	60 Hours	
Unit I	1 Zero Budget Natural Farming by Shibu 2. Milka Singh: The Flying Sikh – Sonia Sanwalka 3. On Saying Please - A. G. Gardinar		Lectures Tutorials Group Discussion	15 hrs	
Unit II	1. A Prayer for My Daughter – W. B. Yeats 2. Still I Rise - Maya Angelou 3. How did you Die? - Edmund Vance Cooke		Lectures Tutorials Group Discussion	9 hrs	
Unit III	1. Reading passage to give a Title 2. Reading for Vocabulary building – synonyms, homonyms, homophones, suffixes, prefixes, collocations, often confused words.		Lectures Tutorials Group Discussion	16 hrs	

	3. Reading passages on Specific fields for Vocabulary building. 4. Barriers for effective listening 1hr Chapter 5. Types of Listening 6. Techniques to improve listening skills. 7. Listening Activities - listening to pre-recorded audios & movies	Role Play	
Unit IV	1. Reported Speech 2. Dialogue writing 3. Verbal Communication and Non-verbal communication 4. Summarizing 5. Speech Writing 6. Essay Writing 7. Translation Kannada into English and English into Kannada 8. Short Paragraphs based on themes with a message on nation, freedom fighters, and achievers. 15 short paragraphs with 5 – 6 sentences as model paragraphs. (a) Paragraph Translations from Kannada to English (b) Paragraph Translations from English to Kannada	Lectures Tutorials Group Discussion	20 hrs
Recommended Learning Resources			
Print Resources	1. Vijay F Nagannawar and S. B. Biradar ed. New Horizon, Textbook prescribed for B. A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021. 2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 3. Dr. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman. 5. Herring, Peter. Complete English Grammar Rules. Create space Independent Pub, California, 2016. 6. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017 7. Geoffrey Leech and Svartik. Communicative Grammar of English, Pearson 8. Geoffrey Leech. English Grammar for Today, Palgrave 9. Prasad P. The Functional Aspects of Communicative Skills. 10. Leena Sen. Communication Skills, Princeton Hall 5. Vandana Singh. The Written Word, OUP		

Digital Resources	http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers . https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/
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Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10x01=10
II.	1 essay type question out of 2 from Unit I	01x10=10
III.	01 essay type question out of 2 from Unit II	01x10=10
IV.	02 questions out of 4: from Unit III	02x05=10
V.	04 Language Activity out of 6: from Unit IV	04x05=20
Total		60

Semester I

Bachelor of Business Administration, B.B.A. (Basic/Hons.) / Bachelor of Commerce, B.Com.(Basic/Hons.) with Business Administration /Commerce as Programme Core

Bachelor of Hotel Management with Hotel Management as Programme Core Subject with Practical

Year	2021	Course Code: BCOMENGAECL2-1		Credits	3
Sem.	I	Course Title: Generic English – I		Hours	4
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	At the end of the course the student should be able to: 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Learn to appreciate literary texts. 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. Develop critical thinking skills. 8. Develop gender sensitivity 9. Increase reading speed, analytical skills and develop presentation skills. 10. Become employable with requisite professional skills, ethics and values				
Unit No.	Course Content		Suggested Pedagogy	60 Hours	
Unit I	1. Ritesh Agarwal – Karan 2. My Lost Doller – Stephen Leacock 3. How Economic Growth has Become Anti-Life - Vandana Shiva		Lectures Tutorials Group Discussion	15 hrs	
Unit II	1. Vachana 820 (Speaking of Shiva) by A. K. Ramanujan 2. Punishment in Kindergarten - Kamala Das 3. On Killing a Tree - Gieve Patel		Lectures Tutorials Group Discussion	9 hrs	
Unit III	Introducing One self, Introducing others, Requests, Offering help, Congratulating, Enquiries, Seeking permission Giving instructions to do a task,		Lectures Tutorials Group Discussion Role Play	16 hrs	

Unit IV	1. Word class (Nouns, Adjectives, Verbs, and Adverbs) 2. Use of Articles 3. Use of Prepositions (Place, Time, Position) 4. Asking Yes/No Questions, 5. Asking Wh Questions 6. Using Indirect Questions for Polite English 7. Asking Tag Questions: for affirmation 8. Asking Negative Questions: for Confirmation.	Lectures Tutorials Group Discussion	20 hrs
Recommended Learning Resources			
Print Resources	1. Vijay F Nagannawar and S. B. Biradar ed. New Horizon, Textbook prescribed for B. A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021. 2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 3. Dr. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021. 4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman. 5. Herring, Peter. Complete English Grammar Rules. Create space Independent Pub, California, 2016. 6. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017		
Digital Resources	http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers . https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/ .		

Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10x01=10
II.	01 essay type question out of 2 from Unit I	01x10=10
III.	01 essay type question out of 2 from Unit II	01x10=10
IV.	02 questions out of 4: from Unit III	02x05=10
V.	04 Language Activity out of 6: from Unit IV	04x05=20
Total		60

Semester II

Bachelor of Business Administration, B.B.A. (Basic/Hons.) / Bachelor of Commerce, B.Com.(Basic/Hons.) with Business Administration /Commerce as Programme Core
Bachelor of Hotel Management with Hotel Management as Programme Core Subject with Practical

Year	2021	Course Code: BCOMENGAECL2-2		Credits	3
Sem.	I	Course Title: Generic English – II		Hours	
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	At the end of the course the student should be able to: 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Learn to appreciate literary texts. 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. Develop the critical thinking skills. 8. Develop gender sensitivity 9. Increase reading speed, analytical skills and develop presentation skills. 10. Become employable with requisite professional skills, ethics and values				
Unit No.	Course Content		Suggested Pedagogy	60 Hours	
Unit I	1 A Room 10X8 – K. S. Duggal 2. Spoken English and Broken English – G. B. Shaw 3. A Heart Breaking Recount of Dr. APJ Abdul Kalam’s Last Moments - Srijan Pal Singh		Lectures Tutorials Group Discussion	15 hrs	
Unit II	1. The Diameter of the Bomb - Yehuda Amichai 2. I Am Not That Woman - Kishwar Naheed 3. Freedom - Jayanta Mahapatra		Lectures Tutorials Group Discussion	9 hrs	
Unit III	1. Reading passage to give a Title 2. Reading for Vocabulary building – synonyms, homonyms,		Lectures Tutorials	16 hrs	

	<p>homophones, suffixes, prefixes, collocations, often confused words.</p> <p>3. Reading passages on Specific fields for Vocabulary building.</p> <p>4. Barriers for effective listening 1hr Chapter</p> <p>5. Types of Listening</p> <p>6. Techniques to improve listening skills.</p> <p>7. Listening Activities - listening to pre-recorded audios & movies</p>	<p>Group Discussion</p> <p>Role Play</p>	
Unit IV	<p>1. Reported Speech</p> <p>2. Dialogue writing</p> <p>3. Verbal Communication and Non-verbal communication</p> <p>4. Summarizing</p> <p>5. Speech Writing</p> <p>6. Essay Writing</p> <p>7. Translation Kannada into English and English into Kannada</p> <p>8. Short Paragraphs based on themes with a message on nation, freedom fighters, and achievers. 15 short paragraphs with 5 – 6 sentences as model paragraphs.</p> <p>(a) Paragraph Translations from Kannada to English</p> <p>(b) Paragraph Translations from English to Kannada</p>	<p>Lectures</p> <p>Tutorials</p> <p>Group Discussion</p>	20 hrs
Recommended Learning Resources			
Print Resources	<p>1. Vijay F Nagannawar and S. B. Biradar ed. New Horizon, Textbook prescribed for B. A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021.</p> <p>2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021.</p> <p>3. Dr. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021.</p> <p>4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman.</p> <p>5. Herring, Peter. Complete English Grammar Rules. Create space Independent Pub, California, 2016.</p> <p>6. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017</p> <p>7. Geoffrey Leech and Svartik. Communicative Grammar of English, Pearson</p> <p>8. Geoffrey Leech. English Grammar for Today, Palgrave</p> <p>9. Prasad P. The Functional Aspects of Communicative Skills.</p>		

Digital Resources	http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers . https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/
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Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10x01=10
II.	01 essay type question out of 2 from Unit I	01x10=10
III.	01 essay type question out of 2 from Unit II	01x10=10
IV.	02 questions out of 4: from Unit III	02x05=10
V.	04 Language Activity out of 6: from Unit IV	04x05=20
Total		60

OPEN ELECTIVE 1

Year	2021	Course Code: ENGOE01		Credits	3
Sem.	I	Course Title: Functional English, Grammar and Study Skills		Hours	3
Course Pre-requisites, if any			NA		
Formative Assessment Marks: 40			Summative Assessment Marks: 60		
Course Outcomes		At the end of the course the student should be able to: 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Acquire the skills of creativity to express one’s experiences. 3. Develop the critical thinking skills. 4. Become employable with requisite professional skills and values			
Unit No.		Course Content	Suggested Pedagogy		60 Hours
Unit I		Functional English Grammar 1. Grammar of Spoken and Written English 2. Basic Sentence Patterns in English – Analysis of Sentence Patterns (SVO, SV, SVOC, SVOA, SVOA/C) 3. Functions of Various Types of Phrases: Noun Phrases, Verb Phrases, Adjective Phrases, Adverbial Phrases, Prepositional Phrases 4. Functions of Clauses: Noun Clause, Adjective Clause and Adverbial Clause and Prepositional Clauses 5. Verbs – Tense and Aspects, Modal Verbs, Functions and Uses	Lectures Tutorials Group Discussion		20 hrs
Unit 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	Lectures Tutorials Group Discussion		20 hrs
Unit III		1. Meaning and Process of Reading	Lectures		20 hrs

	2. Strategies and methods to Improve Reading Skill 3. Sub-skills of Reading: Skimming, Scanning, Extensive Reading, Intensive Reading	Tutorials Group Discussion Role Play	
Recommended Learning Resources			
Print Resources	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		
Digital Resources	http://orelt.col.org/module/unit/4-grammar-improving-composition-skills https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers . https://www.efluniversity.ac.in/EnglishPro.php https://www.britishcouncil.in/ .		

Question Paper Pattern

1. Very Short Answer Questions on all sections	10x2 = 20 Marks
2. Four Short Notes on all sections	4x5 = 20 Marks
3. Close Test	10x1 = 10 Marks
4. Short notes(Questions on dialogue and expansion of an idea)	2x5 = 10 Marks
Total:	60

OPEN ELECTIVE 2

Year	2021	Course Code: ENG0E02		Credits	3
Sem.	II	Course Title: Critical Thinking		Hours	3
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	At the end of the course the student should be able to: 1. Understand issues about the nature and techniques of critical thought 2. View as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. 3.Explore multiple perspectives, placing established facts,theories, and practices in tension with alternatives to see how could be otherwise. 3.Translate what is learned into strategies, materials, and interventions for use in own educational and professional settings				
Unit No.	Course Content		Suggested Pedagogy	60 Hours	
Unit I	Introduction to Critical Thinking 1. Definition and nature of critical thinking 2. Why critical thinking is important? 3. Benjamin Bloom’s thinking skills and thinking triangle 4. Higher order thinking skills		Lectures Tutorials Group Discussion	20 hrs	
Unit II	1. Reading with a critical eye 2.The Enquiry cycle 3. Argument and nature of argument 4. Elements of Argument, flawed argument, Process of argument, evaluate an argument and Taking notes critically		Lectures Tutorials Group Discussion	20 hrs	
Unit III	1. Writing with a critical voice 2. Structuring devices in writing 3.Link and signpost 4. A process for getting critical thinking into your writing, critical thinking and etiquette and thinking for yourself		Lectures Tutorials Group Discussion Role Play	20 hrs	
Recommended Learning Resources					
Print	1. Bloom, B.S. (ed.) (1956) Taxonomy of Educational Objectives. Handbook 1, Cognitive Domain, London, Longman.				

Resources	<p>2. Booth, W., Colomb, G.G., Williams, J.M. (1995) 'Making good arguments: an overview', in The Craft of Research, The University of Chicago Press, London.</p> <p>3. Furedi, F. (1998) Culture of Fear: Risk-taking and the Morality of Low Expectation, London, Cassell. NSPCC (2006)</p> <p>4. Smith, B. and Goldblatt, D. (2004) 'Whose health is it anyway?' in Hinchliffe, S. and Woodward, K., The Natural and the Social: Uncertainty, Risk, Change (2nd edn) Rutledge/The Open University, Milton Keynes.</p> <p>5. Toulmin, S. (1958) The Uses of Argument, Cambridge University Press, Cambridge.</p>
Digital Resources	<p>https://www.researchgate.net/publication/301286584_With_Good_Reason_A_Guide_to_Critical_Thinking</p> <p>http://www.ergen.gr/images/Smart_Thinking_Skills.pdf</p> <p>https://www.criticalthinking.org/data/pages/55/e003d59eabfff337e0d0dbdec054ab0951352cf133f63.pdf</p>

Question Paper Pattern

1. Short Answer Questions on all sections	10x2 = 20 Marks
2. Short Notes on all sections	4x5 = 20 Marks
3. Short notes	4x5 = 20 Marks
Total:	60

Semester I BA (Basic/Honours) (Paper I)

Year	2021	Course Code: ENGDSCA1		Credits	3
Sem.	I	Course Title: Introduction to Literature		Hours	3
Course Pre-requisites, if any		PU 2 nd year/10+2/			
Total Contact Hours:		42 hrs			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	At the end of the course the student should be able to: 1. designed to help learners understand the objectives of studying BA (Honours) in English, that is, to analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations. 2. Correctly define commonly used literary terms and concepts and use those terms and concepts to discuss and analyze works of literature. 3. Identify structural elements of works of poetry, fiction, and drama, and analyze how those elements help create specific meanings and effects. 4. Compare works of literature in terms of theme, structure, and use of literary devices 5. Gain an understanding of the concepts of literature 6. Appreciate literary form and structure in shaping a text’s meaning				
Unit No.	Course Content		Suggested Pedagogy		42 Hours
Unit I	Introduction to Literature What is Literature? Literature and society Literature and Culture Literature and Science		Lectures Seminars Group Discussion		14 hrs
Unit II	Literary Forms Poetry: Lyric, Sonnet, Ballad, Epic, Elegy, Mock-Epic Drama: Comedy, Tragedy, Tragic-comedy, One-act-play Prose: Novel, Novella, Short Story, Essay, Biography, autobiography		Lectures Seminars Group Discussion		14 hrs
Unit III	Literary Terms Couplet, Heroic Couplet, Allegory, Alliteration, Assonance, Refrain, Aside, Monologue, Soliloquy, Meta-Fiction, Plot, Character, Setting,		Lectures Seminars Group Discussion		14 hrs

	Narrative Technique, Farce, Simile, Metaphor, Personification, Hyperbole, Satire, Prologue, Epilogue, Expressionism, Metre and Metrical Devices, Narratology, Canon, Onomatopoeia, Euphemism, Irony, Oxymoron, Synecdoche, Understatement Paradox, Allusion		
Recommended Learning Resources			
Print Resources	References <ol style="list-style-type: none"> 1. Glossary Literary Terms by M H Abrams 2. Hudson, William Henry; An Introduction to the Study of Literature New Delhi Atlantic 2007 3. Baldick, Chris. The Oxford Dictionary of Literary Terms. OUP, 2001. 2. Bate, Jonathan. English Literature: A Very Short Introduction. OUP. 4. Benett, Andrew. An Introduction to Literature, Criticism and Theory. Routledge. 5. Eagleton, Terry. How to Read Literature. Yale University Press. 6. Eaglestone, Robert. Doing English; A Guide for Literature Students. Routledge, 2000. 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 		

Question Paper Pattern

I.	Ten Objective questions on Unit I	05x01=05
II	Essay type question on Unit I (1 out of 2)	01x10=10
III.	Short Notes on Unit I (2 out of 1)	05X01=05
IV.	Short notes on Unit II (4out of 6)	04x05=20
V.	Two marks questions on Unit III (10 out of 12)	02x10=20
Total		60

Semester I BA (Basic/Honours) (Paper II)

Year	2021	Course Code: ENGDSCA2		Credits	3
Sem.	I	Course Title: Indian Writing in English - I		Hours	3
Course Pre-requisites, if any		PU 2 nd year/10+2			
Total Contact Hours:		42 hrs			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes	At the end of the course the student should be able to: 1. designed to help learners understand the objectives of studying BA (Honours) in English, that is, to analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations. 2. trace and understand the development of Indian English Literature 3. Compare works of literature in terms of theme, structure, and use of literary devices 4. appreciate literary form and structure in shaping a text’s meaning				
Unit No.	Course Content			Suggested Pedagogy	42 Hours
Unit I	1. The Nature and Scope of Indian English Literature 2. Pre-Independence Indian English Poetry, Prose, Drama and Novel 3. Introducing authors/texts from the pre-independence era - Raja Ram Mohan Roy, Toru Dutt, Aurobindo, Swami Vivekananda, Mahatma Gandhi, Dr B R Ambedkar, Rabindranath Tagore, Sarojini Naidu Henry Derozio, Dean Mahomet			Lectures Seminars Group Discussion	14 hrs
Unit II	Pre independence fiction: 1. Development of Indian English Fiction 2. Raja Rao’s Kanthapura			Lectures Seminars Group Discussion	14 hrs
Unit III	Indian English Poetry, Short Stories and Essays Select Poems: 1. Toru Dutt - Our Casuarina Tree 2. A. K. Ramanujan – River Select Stories 1. Rabindranath Tagore - My Lord the Baby 2. R. K. Narayan, - A Horse and Two Goats			Lectures Seminars Group Discussion	14 hrs

	Select Essays 1. M. K. Gandhi -The Great Sentinel 2. Swami Vivekanand - Chicago Address		
Recommended Learning Resources			
Print Resources	References 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. Deshmane, Chetan, ed. Muses India: Essays on English-Language Writers from Mahomet to Rushdie. Jefferson, NC, and London: McFarland & Co., 2013. 4. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984. 5. Makarand Paranjape (Ed) Indian Poetry in English, Madras: Macmillan, 1993 6. Mukherji, Minakshi . The Twice Born Fiction. New Delhi: Heinemann, 1971. 7. Narasimhiah C D ed Makers of Indian English Literature, Delhi Pencraft International 2000 8. Radhakrishnan, N. Indo Anglian Fiction: Major Trends and Themes. Madras: Emerald.1984 9. Rao, Krishna. The Indo-Anglian Novels and the Changing Tradition. Mysore: Rao and Raghavan, 1973.		

Question Paper Pattern

I.	Ten Objective questions on Unit I and II	10x01=10
II.	Essay type question on Unit I (1 out of 2)	01x10=10
III.	Essay type question on Unit II (1 out of 2)	01x10=10
IV.	Short notes on Unit I and II (2out of 4)	02x05=10
V.	Essay type question on Unit III (1 out of 2)	01x10=10
VI.	Short notes on Unit III (2out of 4)	02x05=10
Total		60

Semester II BA (Basic/Honours) (Paper I)

Year	2021	Course Code: ENGDS CA3 Course Title: Introduction to Phonetics and Linguistics		Credits	3
Sem.	II			Hours	3
Course Pre-requisites, if any		PU 2 nd year/10+2/			
Total Contact Hours:		42 hrs			
Formative Assessment Marks: 30		Summative Assessment Marks: 60			
Course Outcomes		At the end of the course the student should be able to: 1. Acquire the knowledge of Phonetics and its concepts 2. Gain an understanding of Linguistics and its concepts			
Unit No.	Course Content		Suggested Pedagogy	42 Hours	
Unit I	Introduction to Linguistics 1.Language- its nature, definitions, characteristic features 2 Linguistics – Definitions, Scope 3 Branches of Linguistics		Lectures Seminars Group Discussion	14 hrs	
Unit II	Phonetics and Phonology 1. Speech Mechanism, Organs of Speech, 2. Production of Speech Sounds, Classification of Speech Sounds vowels and consonants, Transcription of words, Word stress, Phonemics-phone, allophone, phoneme		Lectures Seminars Group Discussion	14 hrs	
Unit III	Morphology, Syntax and Semantics and Lexicon 1. Morphology - Morph-word classes: lexical categories, functional categories, the morphological properties of English verbs and building words. Allomorph – morpheme 2. Syntax - Types of Sentences – basic terminology; categories & functions, functions of clauses 3. Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes		Lectures Seminars Group Discussion	14 hrs	
Recommended Learning Resources					
Print	References				

Resources	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). 4. Aronoff, M., and Kirsten Fudeman. What is Morphology. (Oxford: Blackwell, 2010). 5. Booij, G E. The Grammr of Words: An Introduction to Linguistic Morphology. (Oxford: OUP, 2007). 6. Catford, J. C. A Practical Introduction to Phonetics. (Oxford: Oxford University Press, 1988). 7. Culicover, P. W. Principles and Parameters: An Introduction to Syntactic Theory. (Oxford: Oxford University Press, 1999). 8. Kenstowicz, M. 1994. Phonology in Generative Grammar. Cambridge: Blackwell. 9. Goldsmith, J. (ed). Phonological Theory: The Essential Readings. (Cambridge: Blackwell, 1999). 10. Rocca, I., and W. Johnson. A Course in Phonology. (Oxford: Blackwell, 1994). 11. Saeed, John I. Semantics (2nd ed). (Oxford: Basil Blackwel, 2003)
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Question Paper Pattern

I.	Ten Objective questions on Unit I & Unit II	10x01=10
II.	Essay type question on Unit I (1 out of 2)	01x10=10
III.	Short notes on Unit II (2out of 4)	02x05=10
IV.	Transcription of words	10x01=10
V.	Word stress	10x01=10
VI.	Short notes on Unit III (2out of 4)	02x05=10
Total		60

Semester II BA (Basic/Honours) (Paper II)

Year	2021	Course Code: ENGDSCA4		Credits	3
Sem.	II	Course Title: Indian Writing in English – II		Hours	3
Course Pre-requisites, if any		PU 2 nd year/10+2/			
Total Contact Hours:		42 hrs			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
Course Outcomes		At the end of the course the student should be able to: 1. trace and understand the development of Indian English Literature 2. Compare works of literature in terms of theme, structure, and use of literary devices 3. develop critical thinking on the works and authors			
Unit No.		Course Content	Suggested Pedagogy		42 Hours
Unit I		History of Indian English Literature 1. Post-Independence (1947-1980) Indian English Poetry, Prose, 2. Post-Independence (1947-1980) Indian English drama and Novel 3. Post-1980s Indian English literature	Lectures Seminars Group Discussion		14 hrs
Unit II		Introducing writers of the post independence era 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, Anita Desai, Manju Kapur, Arvind Adiga, Chitra Banerjee Divakaruni, Namitha Gokhale. Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar etc	Lectures Seminars Group Discussion		14 hrs
Unit III		Illustrative Texts Poetry 1. Syed Amanuddin - Don’t Call Me Indo-Anglian 2. Kamala Das - An Introduction 3. A. K. Ramanujan - Small Scale Reflections on a Great House 4. Nissim Ezekiel - Good Bye Party to Miss Pushpa T S	Lectures Seminars Group Discussion		14 hrs

	Novel Kushwant Singh's Train To Pakistan Short Play Mahesh Dattani's Seven Steps Around the Fire (Stage Play)		
Recommended Learning Resources			
Print Resources	References 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: 5. Ansani, Shyam M. New Dimensions of Indian English Novels, Delhi: Doaba House, 1987 6. Devy, G. N. After Amnesia: Tradition and Changes in Indian Literary Criticism. Hyderabad: Orient Longman 1992. 7. Devy, G.N. An Another Tongue: Essays on Indian English Literature, Madras: Macmillan India Ltd. 1995. 8. Gandhi, Leela. Post-Colonialism, New : Oxford University Press, 2002. 9. Jain, Jasbir. Beyond Postcolonialism: Dreams and Realities of a Nation, Jaipur: Rawat Publications, 2006. 10. Makarand Paranjape (Ed) Indian Poetry in English, Madras: Macmillan, 1993 11. Mukherji, Meenakshi . The Twice Born Fiction. New Delhi: Heinemann, 1971. 12. Vishwanathan, G. Masks of Conquest: Literary Study and British Role in India.		

Question Paper Pattern

I.	Ten Objective questions on Unit I	10x01=10
II.	Essay type question on Unit I (1 out of 2)	01x10=10
III.	Acquaintances (4 out of 6)	04x05=20
IV.	Essay type question on Unit III (1 out of 2)	01x10=10
V.	Short notes on Unit III (2 out of 4)	02x05=10
Total		60

Board of Studies: English (UG)

01	Prof. Vijay Nagannawar Department of Studies in English, Rani Chanamma University, Belagavi.	Chairman
02	Smt. Asha Kattimani Department of English, JSS College, Gokak.	Member
03	Smt. Vijayalakshmi Tirlapur Department of English, Maratha Mandal College, Belagavi.	Member
04	Dr. M. M. Hurali Department of English, KLE's B. K. College, Chikodi.	Subject Expert
05	Dr. S. B. Biradar Department of English, SVM College, Ilkal.	Subject Expert



RANI CHANNAMMA UNIVERSITY, BELAGAVI

BA/ BSW/BACCJ Programmes

(Basic/Hons.)

SYLLABUS

3rd and 4th Semester

Subject: Generic English (AECC)

[w.e.f. 2022-23]

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

(As per NEP – 2020)

Board of Studies: English (UG)

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

Terminology Used

DSC - Discipline Specific Core

DSE - Discipline Specific Elective

OE – Open Elective

AECC – Ability Enhancement Compulsory Course

AEC – Ability Enhancement Course

SEC - Skill Enhancement Course

L – Lecturing

T – Tutorial

P – Practical

IA – Internal Assessment

SEE – Sem End Exam

CIE – Continuous Internal Evaluation

SB – Skilled Based

VB – Value Based

RANI CHANNAMMA UNIVERSITY, BELAGAVI

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

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

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

(Basic/Hons.)

Semester – 3

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

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-03	AECC	Theory	03	04	60 hrs	2hrs	40	60	100

Course Objectives

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

Course Outcomes

At the end of the course the students will have :

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

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

Essay writing

b. Business Correspondence

Letter of Enquiry

Letter of Complaint

Job Application and Resume Writing

a. Commercial Writing

Advertisement Writing

Product Manual

Poster/Brochure Writing

BA/B.S.W/BACCJ

(Basic/Hons.)

Semester – IV

Subject: Generic English Ability Enhancement Compulsory Course (AECC)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-04	AECC	Theory	03	04	60 hrs	2hrs	40	60	100

COURSE OBJECTIVES

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

COURSE OUTCOMES

By the end of the course the students will have:

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

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

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

Suggested Reading/ References

1. Garg Manoj Kumar. English Communication -Theory and Practice -Ability Enhancement Compulsory Course. Cengage, 2019.
2. Rogers, C., Farson, R. E. Active Listening. Gordon Training Inc., www.gordontraining.com/free-workplace-articles/active-listening/, Extract from 1957 article
3. Leech, Geoffrey and Jan Svartvik. A Communicative Grammar of English. Routledge, 2016.
4. Yadugiri, M A. Making Sense of English - A Textbook of Sounds, Words and Grammar, Viva Books, 2020.
5. Yadugiri, M A. The Pronunciation of English - Principles and Practice. Viva Books, 2018.
6. Peck, John and Martin Coyle. Write It Right – Secrets of Effective Writing (Palgrave Study Skills), Palgrave Macmillan, 2005, 2012.
7. Stannard Allen William . Living English Structure. Longman, London, 1974
8. Wood, Frederick. A Remedial English Grammar for Foreign Students. Macmillan Education, India, 1990.
9. Stanford Gene. Better Writing: From Paragraph to Essay. Harcourt College Pub, California, 1980.
10. Chaturvedi PD and Mukesh Chaturvedi. Business Communication, Concepts, Cases and Applications. Pearson, 2011.
11. Dev, Anjana Neira, Anuradha Marwah & Swati Pal. Creative writing - A Beginners Manual. Pearson.2008
12. Murphy, Raymond. Grammar in Use. CUP, 2019. 5 th Edition.
13. Seely, John. Oxford Guide to Effective Writing and Speaking OUP,1998

ASSESSMENT

Mode of Evaluation and Distribution of Marks

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

TOTAL - 100 Marks

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

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

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

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

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

Time: 2 ½ Hours

Max.Marks:60

Instruction: Answer all the questions

UNIT – 1

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

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

UNIT – 2

PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS

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



RANI CHANNAMMA UNIVERSITY, BELAGAVI

BCom/BBA Programmes

(Basic/Hons.)

SYLLABUS

3rd and 4th Semester

Subject: Generic English (AECC)

[w.e.f. 2022-23]

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

(As per NEP – 2020)

RANI CHANNAMMA UNIVERSITY, BELAGAVI

BCom/BBA Programmes (Basic/Hons.)

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

BCom/BBA Programmes

(Basic/Hons.)

Semester – III

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

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-03	AECC	Theory	03	04	60 hrs	2hrs	40	60	100

Course Objectives

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

Course Outcomes

At the end of the course the students will have :

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

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

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

BCom/BBA Programmes

(Basic/Hons.)

Semester – IV

Subject: Generic English Ability Enhancement Compulsory Course (AECC)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-04	AECC	Theory	03	04	60 hrs	2hrs	40	60	100

COURSE OBJECTIVES

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

COURSE OUTCOMES

By the end of the course the students will have:

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

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

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

Suggested Reading/ References

14. Garg Manoj Kumar. English Communication -Theory and Practice -Ability Enhancement Compulsory Course. Cengage, 2019.
15. Rogers, C., Farson, R. E. Active Listening. Gordon Training Inc., www.gordontraining.com/free-workplace-articles/active-listening/, Extract from 1957 article
16. Leech, Geoffrey and Jan Svartvik. A Communicative Grammar of English. Routledge, 2016.
17. Yadugiri, M A. Making Sense of English - A Textbook of Sounds, Words and Grammar, Viva Books, 2020.
18. Yadugiri, M A. The Pronunciation of English - Principles and Practice. Viva Books, 2018.
19. Peck, John and Martin Coyle. Write It Right – Secrets of Effective Writing (Palgrave Study Skills), Palgrave Macmillan, 2005, 2012.
20. Stannard Allen William . Living English Structure. Longman, London, 1974
21. Wood, Frederick. A Remedial English Grammar for Foreign Students. Macmillan Education, India, 1990.
22. Stanford Gene. Better Writing: From Paragraph to Essay. Harcourt College Pub, California, 1980.
23. Chaturvedi PD and Mukesh Chaturvedi. Business Communication, Concepts, Cases and Applications. Pearson, 2011.
24. Dev, Anjana Neira, Anuradha Marwah & Swati Pal. Creative writing - A Beginners Manual. Pearson.2008
25. Murphy, Raymond. Grammar in Use. CUP, 2019. 5 th Edition.
26. Seely, John. Oxford Guide to Effective Writing and Speaking OUP,1998

ASSESSMENT

Mode of Evaluation and Distribution of Marks

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

TOTAL - 100 Marks

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

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

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

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

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

Time: 2 ½ Hours

Max.Marks:60

Instruction: Answer all the questions

UNIT – 1

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

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

UNIT – 2

PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS

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



RANI CHANNAMMA UNIVERSITY, BELAGAVI

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

(Basic/Hons.)

SYLLABUS

3rd and 4th Semester

Subject: Generic English

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

(w.e.f. 2022-23)

(As per NEP – 2020)

RANI CHANNAMMA UNIVERSITY, BELAGAVI

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

Programmes(Basic/Hons.)

Sem	Type of Course	Theory/ Practical	Instruction hour per week	Total hours of Syllabus / Sem	Duration of Exam	Formative Assessme nt Marks	Summat ive Assess ment Marks	Total Marks	Credits
I	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
II	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
III	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
IV	AECC	Theory	04 hrs	60	02 hrs	40	60	100	03
	Details of the other Semesters will be given later								

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

(Basic/Hons.)

Semester – 3

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

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-03	AECC	Theory	03	04	60 hrs	2hrs	40	60	100

Course Objectives

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

Course Outcomes

At the end of the course the students will have :

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

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

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

2.Types of Writing

Descriptive Writing

Reflective Writing

Essay writing

3.Business Correspondence

Letter of Enquiry

Letter of Complaint

Job Application and Resume Writing

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

Advertisement Writing

Product Manual

Poster/Brochure Writing

6hrs**5marks**

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

Semester – IV

Subject: Generic English Ability Enhancement Compulsory Course (AECC)

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-04	AECC	Theory	03	04	50/56hrs	2hrs	40	60	100

COURSE OBJECTIVES

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

COURSE OUTCOMES

By the end of the course the students will have:

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

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

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

Suggested Reading/ References

27. Garg Manoj Kumar. English Communication -Theory and Practice -Ability Enhancement Compulsory Course. Cengage, 2019.
28. Rogers, C., Farson, R. E. Active Listening. Gordon Training Inc., www.gordontraining.com/free-workplace-articles/active-listening/, Extract from 1957 article
29. Leech, Geoffrey and Jan Svartvik. A Communicative Grammar of English. Routledge, 2016.
30. Yadugiri, M A. Making Sense of English - A Textbook of Sounds, Words and Grammar, Viva Books, 2020.
31. Yadugiri, M A. The Pronunciation of English - Principles and Practice. Viva Books, 2018.
32. Peck, John and Martin Coyle. Write It Right – Secrets of Effective Writing (Palgrave Study Skills), Palgrave Macmillan, 2005, 2012.
33. Stannard Allen William . Living English Structure. Longman, London, 1974
34. Wood, Frederick. A Remedial English Grammar for Foreign Students. Macmillan Education, India, 1990.
35. Stanford Gene. Better Writing: From Paragraph to Essay. Harcourt College Pub, California, 1980.
36. Chaturvedi PD and Mukesh Chaturvedi. Business Communication, Concepts, Cases and Applications. Pearson, 2011.
37. Dev, Anjana Neira, Anuradha Marwah & Swati Pal. Creative writing - A Beginners Manual. Pearson.2008
38. Murphy, Raymond. Grammar in Use. CUP, 2019. 5 th Edition.
39. Seely, John. Oxford Guide to Effective Writing and Speaking OUP,1998.

ASSESSMENT

Mode of Evaluation and Distribution of Marks

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

TOTAL - 100 Marks

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

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

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

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

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

Time: 2 ½ Hours

Max.Marks:60

Instruction: Answer all the questions

UNIT – 1

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

IX I. Answer in one or two sentences (5 questions out of 7) 5x2=10

X II. Answer in about a page. (2 questions out of 3) 2x5=10

XI III. Answer in about 2 – 3 pages (1 question out of 2) 1x10=10

XII IV. Answer in about a page. (2 questions out of 3) 2x5=10

UNIT – 2

PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS

IX V. Answer in about a page (1 question out of 2) 1x5=5

X VI. Answer in about a page (1 question out of 3) 1x5=5

XI VII. Answer in about a page (1 question out of 3) 1x5=5

XII VIII. Answer in about a page (1 question out of 3) 1x5=5



RANI CHANNAMMA UNIVERSITY, BELAGAVI

BA

(Basic/Hons.)

English Literature(DSCC)

SYLLABUS

3rd and 4th Semester

(w.e.f. 2022-23)

(As per NEP – 2020)

DISCIPLINE SPECIFIC CORE COURSE (DSCC)

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

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

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

Title of the Programme BA (Hon) English Literature

PROGRAM SPECIFIC OUTCOMES :

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

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

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

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

COURSE – 5

TITLE - British Literature from Beginning to 1800

PAPER 1

(FROM CHAUCER TO THE AGE OF TRANSITION)

Cours e	Type of Cours e	Theory / Practica l	Credit s	Instructio n hours per week	Total No. of Lectures/Ho urs /Semester	Dura t ion of Exa m	Formativ e Assessme nt Marks	Summat ive Assessm ent Marks	Tota l Mar ks
05	DSCC	Theory	03	03	45hrs	2 1/2 hrs	40	60	100

COURSE OUTCOME:

After completion of course, students will be able to:

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

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

<p>UNIT III</p> <p>REPRESENTATIVE TEXTS</p>	15hrs
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Sonnet s

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

Lyrics

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

Essays

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

Play

- **Julius Caesar- William Shakespeare:**

Teaching material

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

Books recommended and Suggested Reading

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

COURSE – 6
INDIAN LITERATURE IN TRANSLATION

PAPER-2

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

COURSE OUTCOME :

After completion of course, students will be able to:

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

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

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

Teaching material

Note: Teachers could explore the web/online resources to access the various concepts and illustrativeexamples

Books Recommended and Suggested Reading

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

BA IV Sem (Hon)

THE COURSE BA (ENGLISH) IN IV SEMESTER HAS TWO COURSES (COURSE 7 & 8) FOR 06 CREDITS: EACH COURSE HAS 03 CREDITS. BOTH THE COURSES ARE COMPULSORY.

COURSE -7

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

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

COURSE OUTCOME

After completion of course, students will be able to:

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

COURSE 7	Total Hrs: 45
TITLE - BRITISH LITERATURE (19TH AND 20TH CENTURY) (PART 2)	
UNIT- I	15 hrs
Romantic Poetry, Victorian Poetry, Pre-Raphaelite Poetry, Oxford Movement, Victorian Novel, 19 th century Prose, Modern Poetry, War Poetry, Oxford Poets , Modern Novel, Modern Drama, Modern Prose.	
UNIT-II	15hrs
REPRESENTATIVE WRITERS, WORKS, TRENDS (ANY 20)	

<p>William Wordsworth, Jane Austen, Charles Lamb, William Hazlitt, Walter Scott, Alfred Tennyson, Matthew Arnold, John Ruskin, Thomas Carlyle, Bronte Sisters, Thomas Hardy, George Eliot, Charles Dickens, T. S. Eliot, W.B. Yeats, G. B. Shaw, Virginia Woolf, D. H. Lawrence, H G Wells, Somerset Maugham, John Galsworthy</p> <p>(Brief introduction to authors and their major works should be given)</p>	
<p style="text-align: center;">UNIT-III REPRESENTATIVE TEXTS</p> <p>Poems: John Keats : Ode on a Gracian Urn Matthew Arnold : Dover Beach W.H. Auden- The Unknown Citizen W B Yeats : Sailing to Byzantium</p> <p>Four Essays: Hazlitt : Going on a Journey George Orwell- How the Poor Die E V Lucas : Bores Stephen Leacock: On Further Progress in Specialization</p> <p>Novel: <i>Heart of Darkness</i> – Joseph Conrad</p>	15hrs

THE COURSE BA (ENGLISH) IN IV SEMESTER HAS TWO COURSES (COURSE 7 & 8) FOR 06 CREDITS:EACH COURSE HAS 03 CREDITS. BOTH THE COURSES ARE COMPULSORY

COURSE - 8
GENDER STUDIES

Cour se	Type of Course	Theory / Practic al	Credit s	Instruction hour per week	Total No. of Lectures/Ho urs / Semester	Durati on of Exam	Formati ve Assessm ent Marks	Summ ative Asses sment Marks	Tota l Mar ks
08	DSCC	Theory	03	03	45hrs	2 1/2hrs	40	60	100

COURSE OUTCOME :

After completion of course, students will be able to:

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

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

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

Teaching material

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

Books Recommended and Suggested Reading

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

Teaching material

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

Books recommended and Suggested Reading

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

ASSESSMENT

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

FORMATIVE ASSESSMENT – 40 marks

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

GENERAL PATTERN OF THEORY QUESTION COURSE FOR DSCC

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

Part-A

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

Part-B

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

Part-C

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

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

ENGLISH OPEN ELECTIVE -3SPEAKING AND LISTENING SKILLS

[Teaching Hours: Lecture 3Hours -Credit 3]

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

1. Section I: Introduction to Phonetics

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

2. Section II: Speaking Skills

Formal and Informal Speeches

Language Functions: Greetings, Making Requests, Persuading, Complaining, Apologizing, Asking for and Giving Permission, Instruction and Directions.

3. Section III: Listening Skills

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

4. Section IV: Presentation Skills

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

Question Paper Pattern

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

5. Suggested Reading:

1. Kenneth and Anderson and Tony Lynch. *Study Speaking*, OUP
2. Sethy J. Et. Al., *Practice Course in English Pronunciation*, Princeton Hall
3. Prasad P. *Communication Skills*
4. Balasubrahmanya. *A Course in Phonetics for Indian Students*, MacMillan
5. Jayashree Mohanraj, *Speak Well*, Black Swan

ENGLISH OPEN ELECTIVE -4

TRANSLATION THEORY AND PRACTICE

[Teaching Hours: Lecture 3 Hours -Credit 3]

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

Course and Skill Outcome

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

Syllabus

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

Question Paper Pattern

- | | |
|--|---------|
| 1. Essay type questions on Translation Meaning, Definitions and methods and problems andchallenges | 1x10=10 |
| 2. Problems of Translation | 1x10=10 |
| 3. Short type questions on translation theory | 2x5=10 |
| 4. Translation of short passages | 2x5=10 |
| 5. Translation passage from English to Kannada
(One out of Two) | 1X10=10 |
| 6. Translation passage from Kannada to English
(one out of two) | 1X10=10 |



RANI CHANNAMMA UNIVERSITY, BELAGAVI

**Curriculum for Under Graduate Programme in
English-V and VI Semesters**

(SYLLABUS)

BA

ENGLISH

5th and 6th Semester

[w.e.f. 2023-24]

Members of Board of Studies (UG)

01	Dr. Nagaratna V. Parande Professor and Chairperson Department of Studies in English Rani Chanamma University, Belagavi.	Chairperson
02	Shri. S. B. Khot Associate Professor Department of English MES Arts & Commerce College, Mudalagi.	Member
03	Shri. M. A. Biradar Associate Professor Department of English MGVC Degree College Muddebihal.	Member
04	Dr. P.B. Teggihalli Associate Professor Department of English CSB Arts, SMRP Science & GLR Commerce College, Ramdurg.	Member (Co- opt)

Terminology Used in the Curriculum

DSC	- Discipline Specific Core
DSE	- Discipline Specific Elective
OE	- Open Elective
AECC - Ability Enhancement Compulsory Course	
AEC	- Ability Enhancement Course
SEC	- Skill Enhancement Course
L	- Lecturing
T	- Tutorial
P	- Practical
IA	- Internal Assessment
SEE	- Semester End Exam
CIE	- Continuous Internal Evaluation
SB	- Skill Based
VB	- Value Based

Rani Channamma University, Belagavi

B.A. in English

Effective from 2023-24

Sem	Type of Course	Theory/ Practical	Course Title	Instruction /hour/ week	Total Hours/ Sem	Duration of Exam	Marks			Credits
							Form- ative	Summ- ative	Total	
V	DSC-A9	Theory	Literary Criticism	04 hours	60	2 hours	40	60	100	04
	DSC-A10	Theory	Life Narrative	04 hours	60	2 hours	40	60	100	04
	DSC-A11	Theory	American Literature	04 hours	60	2 hours	40	60	100	04
	SEC- 4	Theory & Practical	Employability Skills	02L+1P hours	30L+15P	1 hour	20	30	50	03
Total										15
VI	DSC-A12	Theory	Post-Colonial Studies	04 hours	60	2 hours	40	60	100	04
	DSC-A13	Theory	Introduction to the History of English Language	04 hours	60	2 hours	40	60	100	04
	DSC-A14	Theory	Women's Writing	04 hours	60	2 hours	40	60	100	04
	Project/ Internship	Project/ Internship	Project/ Internship	4-6 contact hours	90 contact hours					02
Total										14

A1–Curriculum and Content Chart for V and VI Semester B.A. English

Semester	Semester	Title/Name of the course	Assessment
V	DSC-A9	Literary Criticism	60S+40 F
	DSC-A10	Life Narratives	60S+40 F
	DSC-A11	American Literature	60S+40 F
	SEC 4	Employability Skills	30S+20 F
VI	DSC-A12	Post-Colonial Studies	60S+40 F
	DSC-A13	Introduction to the History of English Language	60S+40 F
	DSC-A14	Women’s Writing	60S+40 F
	Project/Internship	Project Internship	30S+20F 0S+50F

B.A. English Programme

Name of the Degree Program: B.A. English

Discipline Core: English

Program Outcomes

By the end of the programme the students will be able to

- Develop a comprehensive foundation in literary studies and linguistic competencies.
- To study variety of translations to extend the knowledge and accumulate the literary experience
- Connect art and life through the study of Humanities with its Multi-dimensional development
- Develop their ability to read closely the texts and contexts and, think critically to connect literature with life and culture.
- Develop curiosity and interest towards higher studies and research in literature and humanities
- Develop ethical values and moral responsibility and social commitment by reading varieties of texts
- Provide scope for employability and entrepreneur skills as part of career opportunities.
- Provide practical and experiential learning through classroom activities, field study and projects
- Encourage for the contemporary and comparative study of literature.
- Study colonial, post-colonial literature, life narratives, bio-pictures of the universal life and culture
- Respect subaltern class

Learning Outcomes for the Bachelor of Arts English Programme

By the end of the program, the students will be

- Exposed to demonstrate a broad knowledge of litterateurs and their texts
- Enriched in Comparative study of literature and developed the familiarity with the world literature such as Indian, American, African writers, and their ethos
- Enriched their soft skills, employability skills, entrepreneur skills and prepared for job market
- Developed critical analysis of the texts and their relevance at the present context
- Able to develop language ability, creativity by means of multiple experience they gain from the study of humanities
- Developed an awareness about the major forms of literature and new trends and developments from the colonial and postcolonial study of literature such as life narratives, memoirs, biographies and bio-pictures etc
- Equipped with literary and linguistic skills such as aesthetics, rhetorical skills and presentation skills
- Able to articulate and inculcate knowledge through colonial and post-colonial developments through comparative literature
- Able to locate and contextualize texts across theoretical orientations and cultural spaces.
- Developed research culture in literature and humanities and ability to connect life with art.

B.A. English
Semester V
Discipline Specific Course (DSC)
Course– A9
Title of the Course–Literary Criticism

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

Content of the Course A9: Literary Criticism		60 Hours
Unit-1	Introduction to Criticism	15
What is criticism? Meaning, Definitions, Functions, Methods of Criticism Show your acquaintance with following critics- Philip Sydney, John Dryden, Alexander Pope, Samuel Johnson, P B Shelley, D.H Lawrence, F. R Leavis, I. A Richards.		
Unit-2	Classical Criticism	15
<ul style="list-style-type: none"> • Plato's concept of mimesis, • Aristotle's Concept of Tragedy • Longinus' Concept of Sublime 		
Unit-3	Romantic Criticism	15
<ul style="list-style-type: none"> • Coleridge's Theory of Imagination • Preface to the Lyrical Ballads – William Wordsworth • Concept of Style in Literature 		
Unit-4	Modern Criticism	15
<ul style="list-style-type: none"> • Touchstone Method- Mathew Arnold • Tradition and Individual Talent – T. S Eliot • Four Kinds of Meaning – I. A Richards * Tension in Poetry -Allen Tate 		

Suggested Reading:

1. N. Krishnaswamy and others, *Contemporary Literary Theory* –, Delhi, Macmillan, 2003.
2. Biradar S.B. *Literary Criticism and Theory*.
3. Adams, Hazard. *Critical Theory Since Plato*. New York, Harcourt Brace Jovanovich, 1971.
4. Abrams, M.H. *A Glossary of Literary Terms*. (8th Edition) New Delhi Akash Press, 2007
5. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2001.
6. Barry, Peter *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008.
7. Fowler, Roger. Ed. *A Dictionary of Modern Critical Terms*. Rev.ed. London: Routledge & Kegan Paul, 1987.
8. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.
9. Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to Advanced Application*. Boston: Houghton, 2001.
10. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic, 2007.

Pedagogy: Lectures, Seminar, Roleplay, Group Discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Assessment Tests (2)	20
Assignment	05
Class Activity	05
Seminar	10
Total	40

BA English
Semester V
Discipline Specific Course (DSC)
Course: A10
Title of the Course: Life Narratives

Course	A10
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A 10 –Life Narratives		60 Hours
Unit –1	Introduction to Life Narratives	15
What are Life Narratives? –Genres of Life Writings– “Introduction” from <i>The New Critical Idiom: Autobiography</i> - Linda Anderson		
Unit–2	Autobiography	15
<i>Unbreakable</i> -M C Mary Kom		
Unit–3	Memoirs & Diaries	15
<ul style="list-style-type: none"> • <i>Memoirs of my Working Life</i> (Chapter6)–Sir M. Vishveshwarayya • <i>My Boyhood Days</i> – Rabindranath Tagore 		
Unit–4	Biography & Biopics	15
<ul style="list-style-type: none"> • <i>The Desert Flower</i> – Waris Dirie • <i>Bhaag Milkha Bhaag</i> - directed by Rakesh Mehra 		

Suggested Reading:

1. Anderson, Linda. *Autobiography*. Rout ledge, London, 2011.
2. Anderson, Linda. *Women and Autobiography in the Twentieth Century: Remembered Futures*. Prentice hall, Harvester Wheat sheaf, London, 1997.
3. Andrews, William L, and Douglas Taylor. *Richard Wright's Black Boy (American Hunger): A*

Casebook. Oxford University Press, New York, 2003.

4. Baggerman et al (eds.). *Controlling Time and Shaping the Self Developments in Autobiographical Writing since the Sixteenth Century*. Brill, Leiden, 2011.
5. Lejeune, Philippe. *On Autobiography* of Minnesota P, Minneapolis, 1988.
6. Lionett, Françoise. *Autobiographical Voices: Race, Gender, Self-Portraiture*. Cornell UP, Ithaca, 1991.
7. Smith, Sidonie A. & Julia Watson, eds. *Reading Autobiography: A Guide for Interpreting Life Narratives*. U of Minnesota P, Minneapolis, 2001.
8. Weintraub, Karl J. *The Value of the Individual: Self and Circumstance in Autobiography*. Chicago UP, Chicago, 1982.

Pedagogy: Lectures, Seminar, Roleplay, Group discussion, Watching Movie.

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Assessment Tests (2)	20
Assignment	05
Class Activity	05
Seminar	10
Total	40

B.A. English
Semester V
Discipline Specific Course (DSC)
Course: A-11
Discipline Specific Course (DSC)
Title of the Course: American Literature

DSC A-11: American Literature	
Course	A-11
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total	100

Content of Course A-11: American Literature		60 Hours
Unit –1	A Brief History of American Literature	15
Trends, Movements and Dominant themes in American literature – Melting Pot, Salad Bowl, Frontier Puritanism, American dream, American Transcendentalism, Individualism,		
Unit - 2	Introduction to major American writers	15
Hawthorne, Melville, Henry David Thoreau, Mark Twain, Hemmingway, Emily Dickinson, Walt Whitman, Robert Frost, Sylvia Plath, Toni Morrison, Alice Walker. Dominant themes in American literature - Puritanism, American dream, American Transcendentalism, individualism, frontier, manifest destiny		
Unit–3	Poems	15
1. “O Captain! My Captain!” –Walt Whitman 2. “My Life had Stood”– Emily Dickinson 3. “A Loaded Gun” -Emily Dickinson 4. “Because I could not stop for Death”-Emily Dickinson 5. “The Road Not Taken”- Robert Frost 6. “Mending Wall”-Robert Frost 7. “Theme for English B” -Langston Hughes 8. “Mad Girl’s Love Song”–Sylvia Plath		
Unit–4	Fiction	15
<i>Old Man and the Sea</i> - Ernest Hemingway		

Suggested Reading:

1. Hassan, Ihab. *Contemporary American Literature, 1945-1972: An Introduction*. Ungar, New York, 1973.
2. Henderson, Stephen, ed. *Understanding the New Black Poetry*. William Morrow, New York, 1973.
3. Hoffman, Danielle. *Harvard Guide to Contemporary Writing*. Harvard University Press, Cambridge, 1979.
4. Kiernan, Robert F. *American Writing Since 1945: A Critical Survey*. Frederick, Ungar, New York, 1983.
5. Lawrence, Shaffer. *History of American Literature and Drama*. New Sarup, Delhi, 2000.
6. Lewis, Allan. *American Plays and Playwrights of the Contemporary Theatre*. Rev. Ed. Crown, New York, 1970.
7. Moore, Harry T., ed. *Contemporary American Novelists*. Southern Illinois University Press, Carbondale, 1964.
8. Pattee, Fred Lewis. *The Development of the American Short Story: An Historical Survey*. Bible and Tannen, New York, 1975.

Pedagogy: Lectures, Seminar, Role play, Group discussion.

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Assessment Tests (2)	20
Assignment	05
Class Activity	05
Seminar	10
Total	40

B.A. English
Semester V
Skills Enhancement Course (SEC)
Course: SEC 4
Title of the Course: Employability Skills

SEC-4: Employability Skills	
Course	SEC-4
Type of Course	SEC
Theory/Practical	Theory and Practical
Credits	3
Instruction hours per week	3
Total No. of Lectures/Hours Semester	30 L + 15P
Duration of Exam	1 Hour
Formative Assessment Marks	20
Summative Assessment Marks	30
Total	50

Content of Course SEC-4: Employability Skills		30 L+ 15 P Hours
Unit –1	Employability	10+5
	<ul style="list-style-type: none"> What is employability? The significance of the Employability skills Measures to improve the students' employability skills Entrepreneurial skills. 	
Unit II	Communication Skills	10 +5
	<ul style="list-style-type: none"> Communication and Types of Communication Barriers to Effective Communication Communication cycle and Importance of Feedback Interpersonal Skills 	
Unit–III	Soft skills	10+5
	<ul style="list-style-type: none"> What are soft skills? Body Language Emotional Intelligence Life Skills 	

Suggested Reading:

1. *Building Soft Skills for Employability*-Tran Le Huu Nghia
2. *Employability Skills* –I Dr. S. K. Singh
3. *Enhance Your Employability* –Dr. Frederick Sidney Correa and Frederick Savio Correa
4. *Effective Communication Skills* –Robert King
5. *Soft Skills and Employability Skills* - Cambridge Sabina Pillai and Agna Fernandez
6. *Employability Skills* -NSQF
7. *Employability Skills* –Oxbridge

8. *Employability Skills* - Shilpi Dixit and Nisha Yadav
9. *Employability Skills* - NCERT
10. *Enhancing Employability –Soft Skills* –Shalini Verma
11. *Brilliant Employability Skills* –Frances Trought
12. *A Textbook of Employability Skills*- JKP Publications.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Viva	10
Assignment	05
Seminar/ Class Activity	05
Total	20

B.A. English
Semester VI
Discipline Specific Course (DSC)
Course–A12
Title of the Course: Postcolonial Studies

Course	A12
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A12: Postcolonial Studies		60 Hou rs
Unit-1	Introduction to Post colonial Studies	15
Key concepts: Colonialism, Anti-colonialism, Decolonization, Discourse, Neo-colonialism, Hegemony, Hybridity, Imperialism, Orientalism, Post-colonialism. Text: Minutes of Education – Macaulay		
Unit-2	Essays on Postcolonial Studies	15
1. “The Beginnings of English Literary Study” in British India - Gauri Vishwanathan 2. “On National Cultures” in The Wretched of the Earth - Frantz Fanon (Source: Literature in The Modern World: Critical Essays and Documents Edited by Dennis Walder) 3. Introduction to The Empire Writes Back – Bill Ashcroft, Gareth Griffiths and Helen Tiffin		
Unit-3	Postcolonial Texts and Talks	15
“The Danger of a Single Story”–Chimamanda Adichie (TED Talk, Transcript) Source: https://www.hohschools.org/cms/lib/NY01913703/Centricity/Domain/817/English%2012%20Summer%20Reading%20-%202018.pdf		
“The Gentlemen of Jungle ”- Jomo Kenyatta “Caste Out” (poem)-Meena Kandaswamy		
Unit-4 Fiction		15
<i>Things Fall Apart</i> - Chinua Achebe		

Suggested Reading

1. Abrams M H, and Harpham. *A Glossary of Literary Terms*. Engage Learning, New Delhi, 2014.
2. Barry, Peter. *Beginning theory: An introduction to literary and cultural theory*. MUP, Manchester, 2017.
3. Vincent B., et al. *The Norton Anthology of Theory and Criticism*, WW Norton and Company, London, 2018.

Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion /type	Weightage in Marks
Internal Assessment Tests (2)	20
Assignment	05
Class Activity	05
Seminar/ Project	10
Total	40

B.A. English
Semester VI
Discipline Specific Course (DSC)
Course–A13

Title of the Course: Introduction to the History of the English Language

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

Content of CourseA13: Introduction to the History of the English Language	60 Hours
Unit-1 Origin and Development of the English Language	15
Language Families Indo-European Family of Languages English as part of Germanic Family Landmarks in the development of the English Language	
Unit-2 Influences on the English Language	15
Latin Influence: Words such as Medium, Equivalent, Index, Genius, Scribe, Church, Memento, Ego, Complex, Legitimate, Vacuum, Minimum, Status, Fungus, Species Greek Influence: Words such as Graph, Phone, Character, Chorus, Academy, Bible, Harmony, Ecstasy, Nymph, Tragedy, Tyrant, Theatre, Irony, Alphabet, Drama, Elegy, Pathos, Epic, Theory, Museum, Hyphen, Dogma, Psychology, Neurology. French Influence: Words such as Court, Chancellor, Warden, Guardian, Guarantee, Warrant, Prior, Baptist, Cardinal, Castel, Chapel, Grace, Service, Ballet, Champagne, Naive, Soup, Penchant, Profile, Restaurant, Menu, Chef, Baton. Other Influences Scandinavia: Fellow, Wrong, Urge, Outlaw, Snare, Hit, Take, Root, They, Their, Them, Skill, Wing, Ugly, Sky, Weak, Loan, Both, Bleak, Same, Husband, ill.	

India: Nirvana, Swastika, Karma, Ahimsa, Sahib, Nawab, Mongoose, Bungalow, Vishnu, Bangle, Shampoo, Khushi, Khaki. Arab: Algebra, Cipher, Zenith, Saffron, Admiral, Cotton, Amber, Assassin, Magazine, Fakir, Imam, Madrasah, Harem, Gazelle.	
Unit–3 Makers of the English Language	15
Bible Translators, William Shakespeare, John Milton, Dr Johnson	
Unit–4 Language Development	15
Development of Spelling and Pronunciation; Development of English Dictionaries; Standard English; English as World Language; Varieties of English; Influence of Radio and Television on the usage of English language; Influence of cinema on the English language; Influence of social media on the English language, Mobile SMS Language.	

Suggested Reading

1. Wrenn C. L. *The English Language*. Vikas Publishing, India, 2022.
2. Baugh A.C. *A History of English Language*. Routledge, India, 2012.
3. Emerson and Oliver Farrar. *An Outline History of the English Language*. Mac Millan, New York, 1906.
4. Crystal David. *English as a Global Language*. Cambridge University Press, New York, 1997.

Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Assessment Tests (2)	20
Assignment	05
Class Activity	05
Seminar/ Project	10
Total	40

B.A. English
Semester VI
Discipline Specific Course (DSC)
Course-A 14
Title of the Course: Women's Writing

Course A 14: Women's Writing	
Course	A14
Type of Course	DSC
Theory/Practical	Theory
Credits	4
Instruction hours per week	4
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A14- Women's Writing		60 Hours
Unit –1	Introduction to Women's Writing	15
<ul style="list-style-type: none"> ● <i>Women Writing in India: 600B.C.to the early twentieth century</i> (Introduction) – Susie Tharu and K Lalitha - Eds ● <i>A Room of One's Own</i> (Chapter–1)-Virginia Woolf 		
Unit–2	Poems	15
<ul style="list-style-type: none"> ● “She” - Lakshmi Kannan ● “Palanquin Bearers” - Sarojini Naidu ● “Women Like Me”- Maram Al-Massri ● “Still, I Rise” – Maya Angelou ● “Flying Inside Your Own Body” - Margaret Atwood 		
Unit–3	Short Stories	15
<ul style="list-style-type: none"> ● “Two Words”–Isabel Allende ● “A Cup of Tea” –Catherine Mansfield ● “Jungle Major”–Temsula Ao 		
Unit–4	Novel	15
<i>Nampally Road</i> – Meena Alexander		

Suggested Reading:

1. Lalita K and Susie J. Tharu, editors. *Women Writing in India: 600B.C. to the early twentieth century*. Feminist Press, New York, 1991.
2. Woolf Virginia. *A Room of One's Own*. Hogarth Press, London, 1929.
3. Simone de Beauvoir. *The Second Sex*. Penguin Random House, New York, 1972.
4. Gilbert Sandra M and Susan Guber, editors. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press, New Heaven Conn. and London, 2000.
5. Elaine Showalter, *A Literature of Their Own*. Princeton University Press, U.S.A., 1999.
6. Plain Gill and Susan Sellers, editors. *A History of Feminist Literary Criticism*. Cambridge University Press. 2007.
7. Essay to be read: Helen Carr, “A History of Women’s Writing” and Mary Eagleton, “Literary Representations of Women”

https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literarycriticism_gill-plain-andsus.pdf

Pedagogy: Lectures, Seminar, Roleplay, Group discussion

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Assessment Tests (2)	20
Assignment	05
Class Activity	05
Seminar	10
Total	40

Internship

(For Graduate Programme as per UGC & AICTE)

Course title	Internship Discipline specific
No of contact hours	90
No credits	2
Method of evaluation	Presentations/Report submission/Activity etc.,

- ❖ Internship shall be Discipline Specific of 90 hours (2 credits) with a duration 4-6 weeks.
- ❖ Internship may be full-time/part-time (full-time during semester holidays and part-time in the academic session)
- ❖ Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours.
- ❖ The student should submit the final internship report (90 hours of Internship) to the mentor for completion of the internship.
- ❖ The detailed guidelines and formats should be followed as prescribed in UGC and AICTE guidelines.
- ❖ **Internship Process:**
Students have to visit local schools or corporate offices or Media offices to understand the use of English language.
- ❖ **Expected Activities:**
Teaching in schools (Primary school or High School) for 15 to 20 days
Or
Apprentice work experience in Front Desk Office for 15 to 20 days
Or
Work in Media Houses (newspaper, TV etc.) for 15 to 20 days

Formative Assessment (Internship)	
Assessment Occasion/ type	Marks
Field Visit + Report Submission	20
Evaluation of the Report	10
Presentation	10
Viva-voce	10
Total	50

Project

The project work aims to deepen the students' understanding of language and literature. Through this project, they will have the opportunity to analyze, interpret, and engage with various literary texts. This project will require research, critical thinking, and creativity, and it will serve as a platform for students to showcase their insights and skills. It aims to develop valuable skills in literary analysis, research, and presentation.

Students will be encouraged to undertake a project work in disciplines related to literature of contemporary interest and English Language.

Suggested Areas:

1. Postcolonial Literature
 2. Cultural Studies
 3. Translation Studies
 4. Folklore
 5. Performing Arts
 6. Gender Studies
 7. Dalit and Subaltern Discourses
 8. Media Studies
 9. Indian Literature in English Translation
 10. English Language
- The distribution of marks: The Project Work will be for 50 marks of which 30 will be for dissertation and 20 for viva-voce.
 - Students need to work under the guidance of teachers and submit the dissertation consisting of 30-50 pages two weeks prior to the summative exam.

UG Programme: 2023-24

GENERAL PATTERN OF THEORY QUESTION PAPER FOR DSC

(60 marks for semester end Examination with 2 hours duration)

Part-A

1. Objective type questions (covering all the four units) 10X1=10 marks

Part-B

2. Short notes 2 out of 4 (on all units) 2X5=10 marks

Part-C

3. Essay type questions (on all units) 4X10=40 marks

Total: 60 Marks

QUESTION PAPER PATTERN FOR SEC (THEORY)

(30 marks for semester end Examination with 1 hour duration)

Part-A

1. Short Answer Questions (Any 5) 5X2= 10 marks

Part-B

2. Short Notes (Any 2) 2X5=10 marks

Part-C

3. Essay type Questions (Any 1) 1X10= 10 marks

(Minimum 1 question from each unit)

Total: 30 Marks