

TUMKUR UNIVERSITY

UG English Curriculum (NEP-2020)

Third and Fourth Semester Generic English

The Board of Studies in English (UG)

Dr. SHIVALINGA SWAMY H. K.

Chairperson

Professor and Dean (Arts)
Department of Studies and Research in English
Tumkur University, Tumakuru.

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6. Dr. YOGANAND RAO

St. Joseph's Evening College, Bengaluru.

7. DODDA DURUGAPPA

Assistant Professor
Government First Grade College, Tumakuru

UG English Curriculum (NEP-2020)
 (Effective from the academic year 2022- 23 and onwards)

SEMESTER-III

Programme	Paper	Title of the Paper	Credits	Teaching hours per week	Mode of Evaluation and weightage of Marks			Duration of Examination (In Hours)
				Theory/ Practical	Formative	Summative	Total	
BA/BSc and all Faculty of Arts	AECC	Nuggets of Wisdom- III Julius Caesar and Grammar	3	4	40	60	100	2
B.Com	AECC	Educate, Agitate, Organise-III Macbeth and Grammar	3	4	40	60	100	2
BBA	AECC	Read and Lead- III Othello and Grammar	3	4	40	60	100	2
BCA	AECC	Literary Bytes- III Hamlet and Grammar	3	4	40	60	100	2
BA Discipline Specific Core Courses	DSCC05	British Literature up to 1800 (Part 1) (From Chaucer to Age of Transition)	3	3	40	60	100	2
	DSCC06	Indian Literature in English Translation (Paper 2)	3	3	40	60	100	2

UG English Curriculum (NEP-2020)

(The academic year 2022– 23 and onwards)

SEMESTER- IV

Programme	Paper	Title of the Paper	Credits	Teaching hours per week	Mode of Evaluation and weightage of Marks			Duration of Examination (Hours)
				Theory/ Practical	Formative	Summative	Total	
BA/BSc and all Faculty of Arts	AECC	Nuggets of Wisdom- IV <i>Raja Rao's kanthapura and Listening and Writing skills</i>	3	4	40	60	100	2
B.Com	AECC	Educate, Agitate, Organise-IV <i>MahashwethaDevi's Rudali, and Listening and Writing skills</i>	3	4	40	60	100	2
BBA	AECC	Read and Lead- III <i>RL Stevenson's Treasure Iland by and Listening and Writing skills</i>	3	4	40	60	100	2
BCA	AECC	Literary Bytes- III <i>Agatha Christie's Murder on the Orient Express and Listening and Writing skills</i>	3	4	40	60	100	2
BA Discipline Specific Core Courses	DSCC07	British Literature (19th and 20th Century) (Part 2)	3	3	40	60	100	2
	DSCC08	Gender Studies (Part 1)	3	3	40	60	100	2



Tumkur University
Department of English

ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE (AECC)

L2 - GENERIC ENGLISH (As per NEP 2020)

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 Learning Outcomes

At the end of the course the students will have

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
2. Equipped 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.

Tumkur University

Department of English

ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE (AECC)

L2 - GENERIC ENGLISH (As per NEP 2020)

Nuggets of Wisdom-III

Third Semester BSc/BA/BSW/BFA/BVA/BVOOC/Kannada Pandith etc

Total Contact hours: 50/56

Course Credits: 03

Teaching hours: 4 hours per week

Formative Assessment Marks: 40

Summative Assessment Marks: 60

Duration of ESA/Exam: 02 hrs

PART-ONE

Receptive Skills: Reading and Listening Skills

Unit-I READING SKILLS: William Shakespeare-Julius Caesar (20 hrs.-30 Marks)

Unit-II LISTENING SKILLS-Speeches by great Personalities (6 hrs-10 Marks)

(Will be tested only for Internal Assessment and will not be tested in the final examination)

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. 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. 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](https://youtu.be/neKaXXXKtHE?t=30)

5. The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management

<https://youtu.be/mMqJztCWbqA>

PART-TWO

Productive Skills: Speaking and Writing Skills

Unit-III: Presentation Skills

(4 hrs. -5 marks)

(Will be tested only for Internal Assessment and will not be tested in the final examination)

1. Informative/Instructional Presentation
2. Persuasive Presentation
3. Decision Making Presentation
4. Demonstrative Presentation

Unit-IV: Writing Skills

(7 hrs. - 5 marks)

1. Descriptive Writing
2. Narrative Writing
3. Reflective Writing
4. Persuasive/Argumentative Writing
5. Comparative Writing
6. Cause and Effects of Writing

Unit-V: Business Correspondence

(8 hrs. -5 marks)

1. Letters of Enquiry
2. Letters of Order
3. Letters of Complaint, Reply to Letter of Complaint
4. Promotion Letters
5. Sales Letters

Unit-VI: Commercial Writing

(6 hrs-5 marks)

(Will be tested only for Internal Assessment and will not be tested in the final examination)

1. Advertisement Writing
2. Product Manual
3. Poster/Brochure Writing

Tumkur University

Department of English

Educate, Agitate, Organise-III

Third semester B.Com

ABILITY ENHANCEMENT COMPULSORY COURSE, (AECC)

Total Contact hours: 50/56

Course Credits: 03

Teaching hours: 4 hours per week

Formative Assessment Marks: 40

Summative Assessment Marks: 60

Duration of ESA/Exam: 02 hrs

PART-ONE

Receptive Skills: Reading and Listening Skills (26 hrs. /40 Marks)

Unit-I READING SKILLS: William Shakespeare, Macbeth (20 hrs.-30 Marks)

Unit-II LISTENING SKILLS- Speeches by great Personalities (6 hrs-10 Marks)

(Will be tested only for Internal Assessment and will not be tested in the final examination)

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>

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<https://www.youtube.com/watch?v=nbkRGhNbYZE>

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4. 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](https://youtu.be/neKaXXXKtHE?t=30)

5. The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management

<https://youtu.be/mMqJztCWbqA>

PART-TWO

Productive Skills: Speaking and Writing Skills (25 hrs.-20 Marks)

Unit-III: Presentation Skills (4 hrs. -5 marks)

(Will be tested only for Internal Assessment and will not be tested in the final examination)

1. Informative/Instructional Presentation
2. Persuasive Presentation
3. Decision Making Presentation
4. Demonstrative Presentation

Unit-IV: Writing Skills- (7 hrs. - 5 marks)

1. Descriptive Writing
2. Narrative Writing
3. Reflective Writing
4. Persuasive/Argumentative Writing
5. Comparative Writing
6. Cause and Effects of Writing

Unit-V: Business Correspondence (8 hrs. -5 marks)

1. Letters of Enquiry
2. Letters of Order
3. Letters of Complaint, Reply to Letter of Complaint
4. Promotion Letters
5. Sales Letters

Unit-VI: Commercial Writing (6 hrs-5 marks)

(Will be tested only for Internal Assessment and will not be tested in the final examination)

1. Advertisement Writing
2. Product Manual
3. Poster/Brochure Writing

Note: 4 hours for Formative Assessment Activities – Discussion or guidance under experiential learning/Project.

References

1. William Shakespeare *Plays Penguin Edition*
2. Shakespeare, William. *The Complete Works of William Shakespeare*. Wilco Publishing House, 2011.
3. *The Complete Works of William Shakespeare*. Ed. Peter Alexander. London, 1951.
4. *Shakespearean Tragedies*, London: oxford edition, 2000..
5. Donaldson, Peter S. *Shakespearean Films / Shakespeare on Directors: Media and Popular Culture*. Unwin Hyman, 1990
6. Garg Manoj Kumar. *English Communication -Theory and Practice -Ability Enhancement Compulsory Course*. Cengage, 2019.
7. Rogers, C., Farson, R. E. *Active Listening*. Gordon Training Inc.,
www.gordontraining.com/free-workplace-articles/active-listening/, Extract from 1957 article .
8. Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Routledge, 2016.
9. Yadugiri, M A. *Making Sense of English - A Textbook of Sounds, Words and Grammar*, Viva Books, 2020.
10. Yadugiri, M A. *The Pronunciation of English - Principles and Practice*. Viva Books, 2018.
11. Peck, John and Martin Coyle. *Write It Right: A Handbook for Students*. United Kingdom, 2007.
12. Stannard Allen William . *Living English Structure*. Longman, London, 1974.
13. Wood, Fedrick.T. *A Remedial English Grammar for Foreign Students*. Macmillan Education, India, 1990.
14. Stanford Gene. *Better Writing: From Paragraph to Essay*. Harcourt College Pub, California, 1980.
15. Chaturvedi PD and Mukesh Chaturvedi. *Business Communication, Concepts, Cases and Applications*. Pearson, 2011.
16. Dev, Anjana Neira, Anuradha Marwah & Swati Pal. *Creative writing - A Beginners Manual*. Pearson.2008
17. Murphy, Raymond. *Grammar in Use*. CUP, 2019. 5th Edition
18. DavidOgilvy (Edt) 2000.Ogilvy on advertising, LondonPrionBooks Ltd.
19. MeenaPondey,(Edt)1989.FoundationofAdvertisingTheoryandPractice,Bombay Himalaya Publishinghouse.
20. LarryPercy(Edt).2002.StrategicAdvertisementManagement.EuropePrenticeHallISBN PublicRelationsinAsiaPacific:CommunicatingEffectivelyAcrossCulturesbyMaryM. Devereux, AnnePeirson-Smith
21. *IntroducingPublicRelations:Theory andPracticebyKeithButterick*

Tumkur University

Department of English

ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE (AECC)

L2 - GENERIC ENGLISH (As per NEP 2020)

Read and Lead-III

Third Semester BBA

Total Contact hours: 50/56

Course Credits: 03

Teaching hours: 4 hours per week

Formative Assessment Marks: 40

Summative Assessment Marks: 60

Duration of ESA/Exam: 02 hrs

PART-ONE

Receptive Skills: Reading and Listening Skills

Unit-I READING SKILLS: *William Shakespeare-Othello* (20 hrs.-30 Marks)

Unit-II LISTENING SKILLS-Speeches by great Personalities (6 hrs-10 Marks)

(Will be tested only for Internal Assessment and will not be tested in the final examination)

6. “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>

7. 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>

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10. The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management

<https://youtu.be/mMqJztCWbqA>

PART-TWO

Productive Skills: Speaking and Writing Skills

Unit-III: Presentation Skills

(4 hrs. -5 marks)

(Will be tested only for Internal Assessment and will not be tested in the final examination)

5. Informative/Instructional Presentation
6. Persuasive Presentation
7. Decision Making Presentation
8. Demonstrative Presentation

Unit-IV: Writing Skills

(7 hrs. - 5 marks)

7. Descriptive Writing
8. Narrative Writing
9. Reflective Writing
10. Persuasive/Argumentative Writing
11. Comparative Writing
12. Cause and Effects of Writing

Unit-V: Business Correspondence

(8 hrs. -5 marks)

6. Letters of Enquiry
7. Letters of Order
8. Letters of Complaint, Reply to Letter of Complaint
9. Promotion Letters
10. Sales Letters

Unit-VI: Commercial Writing

(6 hrs-5 marks)

(Will be tested only for Internal Assessment and will not be tested in the final examination)

4. Advertisement Writing
5. Product Manual
6. Poster/Brochure Writing

Tumkur University

Department of English

ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE (AECC)

L2 - GENERIC ENGLISH (As per NEP 2020)

Literary Bytes-III

Third Semester BCA

Total Contact hours: 50/56

Course Credits: 03

Teaching hours: 4 hours per week

Formative Assessment Marks: 40

Summative Assessment Marks: 60

Duration of ESA/Exam: 02 hrs

PART-ONE

Receptive Skills: Reading and Listening Skills

Unit-I READING SKILLS: William Shakespeare-*Hamlet* (20 hrs.-30 Marks)

Unit-II LISTENING SKILLS-Speeches by great Personalities (6 hrs-10 Marks)

(Will be tested only for Internal Assessment and will not be tested in the final examination)

11. “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>

12. 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>

13. Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17, 1946

<https://www.youtube.com/watch?v=2VFm0Uo63rY>

14. 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](https://youtu.be/neKaXXXKtHE?t=30)

15. The speech by Narayana Murthy at Lal Bahadur Shastri Institute of Management

<https://youtu.be/mMqJztCWbqA>

PART-TWO

Productive Skills: Speaking and Writing Skills

Unit-III: Presentation Skills

(4 hrs. -5 marks)

(Will be tested only for Internal Assessment and will not be tested in the final examination)

1. Informative/Instructional Presentation
2. Persuasive Presentation
3. Decision Making Presentation
4. Demonstrative Presentation

Unit-IV: Writing Skills

(7 hrs. - 5 marks)

1. Descriptive Writing
2. Narrative Writing
3. Reflective Writing
4. Persuasive/Argumentative Writing
5. Comparative Writing
6. Cause and Effects of Writing

Unit-V: Business Correspondence

(8 hrs. -5 marks)

1. Letters of Enquiry
2. Letters of Order
3. Letters of Complaint, Reply to Letter of Complaint
4. Promotion Letters
5. Sales Letters

Unit-VI: Commercial Writing

(6 hrs-5 marks)

(Will be tested only for Internal Assessment and will not be tested in the final examination)

1. Advertisement Writing
2. Product Manual
3. Poster/Brochure Writing

3 and 4 semester UG English Curriculum effective from 2022-23 onwards

Discipline Specific Core Courses (DSCC)

Semester-III

ENGDSC05: British Literature [From Chaucer Up to 1800]

ENGDSC02: Indian Writing in English - Part I

III Semester British Literature [From Chaucer Up to 1800]

Course No.3 (Course-I): Title of the Course (Course-I): **British Literature up to 1800 (Part 1)**
(From Chaucer to Age of Transition)

Unit 1

13 hours

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

(Suggested reference text: Long, William J. *English Literature: Its History and Significance For the Life of the English Speaking World* (Originally published under the title: *English Literature: Its History and Significance*). Relevant chapters or parts of chapters may be used)

(Note: Relevant sections from the book, alternately any book on history of English Literature may be referred to. Also internet sources may be consulted)

Unit 2

17 hours

1. G Chaucer – Wife of Bath (*from The Prologue to The Canterbury Tales*)
2. W Shakespeare - Sonnet 18 and 65
3. J Milton – Opening Lines of Book 1 from Paradise Lost (Lines 1 – 26)
4. J Donne – Sunne Rising
5. G Herbert – The Pulley
6. Amelia Langer – To the Doubtful Reader
7. A Pope – A little Knowledge is a dangerous thing
8. W Blake- A Poison Tree
9. F Bacon – Of Love (Prose)
10. Goldsmith – Man in Black (Prose)

Unit 3

15 hours

1. William Shakespeare – *Julius Caesar*
OR
2. Christopher Marlow – *Dr Faustus*

(Note: Colleges can choose to teach any one of the two. Questions will be set on both in the Semester-end exam)

Course No.3 (Course-I): Title of the Course (Course-I):

Indian Literature in English Translation (Paper 2)

Course Outcome (CO):

1. Will be able to understand the purpose of translation
2. Will be able to understand the scope of translation in the modern age
3. Will have the knowledge of Regional Indian writers and their literature in general
4. Will be able to appreciate the translated text.

Syllabus Course 6: Title- Indian Literature in Translation (Paper 2)	Total Hrs: 45
Unit-I : Introduction to ILET	10 hrs
Sujit Mukherjee's <i>Translation as Discovery</i> G. N. Devy's „ <i>Indian Literature in English Translation</i> ’	
Unit-II : Representative Texts -Translated poems	15 hrs
1. Vachanas of Basavanna – N0. 59 Cripple me Father, No. 97 TheMaster in the House 2. Vachanas of Akkamahadevi : No. 26 and 73 (From Speaking ofSiva) 3. Kanakadas : Do Not Quarrel over Caste (Translation by Dr S GVaidya) 4. Songs of Sheriff : (Translation by Dr S G Vaidya) 5. Kalki by Kuvempu 6. Hindi Sumithra Nandan Panth 7. Telugu	
Unit-III : Representative Texts	20 hrs

3 and 4 semester UG English Curriculum effective from 2022-23 onwards

Play	R Tagore Muktha Dhara	
Short Stories:		
1) Dr Basu Bevinagidad's <i>The Silent Rattle</i>		
2) Amrita Pritam's ' <i>The Weed</i> '		
3) Sadat Hasan Manto's „A Tale of 1947“		
4) Lalithambika Antharjanam's The Goddess of Revenge		
[Translated from Malayalam : Pratikaara Devatha]		

Teaching methodology / material

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

Books recommended and suggested Reading

1. Sujit Mukharjee : Translation as Discovery
2. Sharma T. R. S. (Ed). Ancient Indian Literature: An Anthology, (Vols 2 : Classical Sanskrit, Prakrit, Apabhramsa), New Delhi: Sahitya Akademi, 2000
3. Kumar, Sukrita Paul (Ed), Cultural Diversity, Linguistic Plurality and Literary Traditions in India, New Delhi: Macmillan, 2005
4. Dev, Anjana et al (Ed) Indian Literature, New Delhi: Pearson, 200

Details of Formative assessment (IA) (C1+C2) – 40 marks

- ❖ The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.
- ❖ The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- ❖ Activities which would provide hands on experience and contribute towards language skill building must be organized.
- ❖ **Project-based learning** (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections

General Instructions:

Read the following instructions carefully before writing Home Assignments/Project and follow them.

- 1) Formative assessment is an integral and compulsory part of the Programme and there is separate passing for internal assessment.
- 2) Progress of Home Assignments/Projects will be assessed by the teacher regularly which helps students even in preparation for End Semester Examination.
- 3) Students are required to work on course material from the beginning of the semester itself.
- 4) For projects/Assignments students should explore the main Ideas/themes in each Chapter and discuss with your teacher and try to explain them with real life experience/situation around you.
- 5) Submit Assignment/Project book before the scheduled time.
- 6) **Finally, Formative Assessment Marks will be awarded on the basis of duly completed Project/home assignments, written Test and Oral Test (Presentation)**

FORMATIVE ASSESSMENT (C1+C2) – 40 marks

C1	Internal Test (Written test)	10
C2	1) Presentation (Test speaking skills) Presentation on Assignment/Project based Learning (seminar/webinar)	10
	Experiential Learning : 2) Creative home assignments/Projects (Topics/Themes will be given on Prescribed Syllabus) Note: Students are required to work on Project/home assignments from the beginning of the semester and teacher should track the progress regularly and encourage them to acquire LSRW skills.	20
	Total Marks	40

Model Question Paper Pattern

MODEL QUESTION PAPER for *Third Semester* BA/BSC/BCOM/BBA/BCA etc

Time: 2 hours

Max. Marks: 60

PART – 1 (Shakespeare's prescribed Play)

I. Answer in about a page.(Characters and Short note (4 out of 6) 4x5=20

- 1) Describe in detail Macbeth's experience when he goes to kill Duncan?
- 2) What is the tragic flaw in the character of Macbeth?
- 3) Briefly comment on Shakespeare's use of soliloquy in Macbeth
- 4) What contrast do you notice between Macbeth and Lady Macbeth in their crime?
- 5) Critically analyse the dramatic significance of the banquet scene in Macbeth.
- 6) Write a critical note on the role of the supernatural in Macbeth.

II. Answer in about 2 – 3 pages (2 question out of 3)

2x10=20

- 7) Explain the view that Macbeth was caught between the 'irrational and the rational'.
- 8) 'Macbeth himself is as humane in his reflections as he is inhumane in his acts'
elucidate with textual reference.
- 9)

PART – 2 Writing Skills (Unit-IV and V)

- | | |
|--|--------|
| 10) Unit-IV (1 question out of 2) | 2x5=10 |
| 11) Unit-V-Letters (2 question out of 4) | 2x5=10 |

MODEL QUESTION PAPER for *Third Semester* BCOM/BBA/BCA etc

Time: 2 hours

Max. Marks: 60

PART – 1 (Shakespeare's Julius Caesar)

I. Answer in about a page.(Characters and Short note (4 out of 6) 4x5=20

- 1) Describe in detail Macbeth's experience when he goes to kill Duncan?
- 2) What is the tragic flaw in the character of Macbeth?
- 3) Briefly comment on Shakespeare's use of soliloquy in Macbeth
- 4) What contrast do you notice between Macbeth and Lady Macbeth in their crime?
- 5) Critically analyse the dramatic significance of the banquet scene in Macbeth.
- 6) Write a critical note on the role of the supernatural in Macbeth.

II. Answer in about 2 – 3 pages (2 question out of 3) 2x10=20

- 7) Explain the view that Macbeth was caught between the 'irrational and the rational'.
- 8) "Macbeth himself is as humane in his reflections as he is inhumane in his acts"
elucidate with textual reference.
- 9) If you are in a place of Macbeth

3 and 4 semester UG English Curriculum effective from 2022-23 onwards

FOURTH SEMSETER



Department of English(UG)

ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE (AECC)

L2 - GENERIC ENGLISH (As per NEP 2020)

Semester -IV

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

3 and 4 semester UG English Curriculum effective from 2022-23 onwards

Tumkur University

Department of English

ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE (AECC)

NUGGETS OF WISDOM-IV

Fourth Semester BSc/BA/BSW/BFA/BVA/BVOOC/ KannadaPandith etc.

Total Contact hours: 50/56

Course Credits: 03

Teaching hours: 4 hours per week

Formative Assessment Marks: 40

Summative Assessment Marks: 60

Duration of ESA/Exam: 02 hrs

PART-A: Receptive Skills: Reading and Listening

Unit- I: READING SKILLS: *Novel*: Raja Rao's kanthapura (20 hrs -40 marks)

Unit- II: LISTENING SKILLS: Listening and Decoding

(Will be tested only for Internal Assessment and will not be tested in the final examination)

1. Listening to poems

(3 hrs-5 Marks)

- a) *Ulysses* by Alfred, Lord Tennyson https://youtu.be/7i7_docCkFc
- b) *IF* by Rudyard Kipling <https://youtu.be/6SfPf-OavY>

2. Listening to and understand Two TED Talks (2 hrs-5 Marks)

- a) **Health:** How to end stress, unhappiness and anxiety to live in a beautiful state | Preetha ji | TEDxKC <https://youtu.be/TqxxCYnAxo8>
- b) **Life Skills:** Life Skills before Life Slips | | Kamalneet Singh | TEDxCVS https://youtu.be/CKbt_ioSERg

PART-B: Productive Skills: Speaking and Writing Skills

Unit-III: SPEAKING SKILLS- (For Internal assessment only) (4 hrs-5 Marks)

- 1. Group Discussion-
- 2. Public Speaking

3 and 4 semester UG English Curriculum effective from 2022-23 onwards

Unit-IV: WRITING SKILLS: Technical Writing- (8 hrs-5 Marks)

1. Copy writing
2. Business Writing
3. Travel Writing
4. Writing Article

**Unit-V: E-Correspondence- Drafting an e-mail: Casual and Professional
(5 hrs-5 marks)**

1. Apology Letters
2. Appreciation Letters
3. Congratulation Letters

Unit-VI: Content Writing: Social Media (8 hrs-5 marks)

1. Writing Blogs
2. Writing on Facebook

Tumkur University

Department of English

ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE (AECC)

Educate, Agitate, Organise-IV (GENERIC ENGLISH- L2)

Fourth Semester BCom

Total Contact hours: 50/56

Course Credits: 03

Teaching hours: 4 hours per week

Formative Assessment Marks: 40

Summative Assessment Marks: 60

Duration of ESA/Exam: 02 hrs

PART-A: Receptive Skills: Reading and Listening

Unit- I: READING SKILLS: MahashwethaDevi's Rudali (20 hrs -40marks)

Unit- II: LISTENING SKILLS: Listening and Decoding

(Will be tested only for Internal Assessment and will not be tested in the final examination)

1. Listening to poems

(3 hrs-5 Marks)

a) *Ulysses* by Alfred, Lord Tennyson https://youtu.be/7i7_docCkFc

b) IF by Rudyard Kipling <https://youtu.be/6SfPf-OavY>

2. Listening to TED Talks

(2 hrs-5 Marks)

c) **Health:** How to end stress, unhappiness and anxiety to live in a beautiful state | Preetha ji | TEDxKC <https://youtu.be/TqxxCYnAxo8>

d) **Life Skills:** Life Skills before Life Slips | Kamalneet Singh | TEDxCVS https://youtu.be/CKbt_ioSERg

PART-B: Productive Skills: Speaking and Writing Skills

Unit-III: SPEAKING SKILLS-

(4 hrs-5 Marks)

1. Group Discussion- General Objectives of Group discussion-Participation in group discussion- Practical-Mock Group discussion.

2. Public Speeches-

3 and 4 semester UG English Curriculum effective from 2022-23 onwards

Unit-IV: WRITING SKILLS: Technical Writing- (8 hrs-5 Marks)

- a. Copy writing
- b. Business Writing
- c. Travel Writing
- d. Writing Article

**Unit-V: E-Correspondence- Drafting an e-mail: Casual and Professional
(5 hrs-5 marks)**

- a. Apology Letters
- b. Appreciation Letters
- c. Congratulation Letters,

Unit-VI: Content Writing: Social Media (8 hrs-5 marks)

- a. Writing Blogs
- b. Writing on Facebook

Tumkur University

Department of English

ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE (AECC)

Educate, Agitate, Organise-IV (GENERIC ENGLISH- L2)

Fourth Semester BBA

Total Contact hours: 50/56

Course Credits: 03

Teaching hours: 4 hours per week

Formative Assessment Marks: 40

Summative Assessment Marks: 60

Duration of ESA/Exam: 02 hrs

PART-A: Receptive Skills: Reading and Listening

Unit- I: READING SKILLS: RL Stevenson's Treasure Island (20 hrs -40marks)

Unit- II: LISTENING SKILLS: Listening and Decoding

(Will be tested only for Internal Assessment and will not be tested in the final examination)

a. Listening to poems (3 hrs-5 Marks)

- i. *Ulysses* by Alfred, Lord Tennyson https://youtu.be/7i7_docCkFc
- ii. IF by Rudyard Kipling <https://youtu.be/6SfPf-OavY>

b. Listening to TED Talks (2 hrs-5 Marks)

1. **Health:** How to end stress, unhappiness and anxiety to live in a beautiful state | Preetha ji | TEDxKC
<https://youtu.be/TqxxCYnAxo8>
2. **Life Skills:** Life Skills before Life Slips || Kamalneet Singh |
TEDxCVS https://youtu.be/CKbt_ioSERg

PART-B: Productive Skills: Speaking and Writing Skills

Unit-III: SPEAKING SKILLS- (4 hrs-5 Marks)

1. **Group Discussion-** General Objectives of Group discussion-Participation in group discussion- Practical-Mock Group discussion.
2. **Public Speeches-**

3 and 4 semester UG English Curriculum effective from 2022-23 onwards

Unit-IV: WRITING SKILLS: Technical Writing- (8 hrs-5 Marks)

- a. Copy writing
- b. Business Writing
- c. Travel Writing
- d. Writing Article

**Unit-V: E-Correspondence- Drafting an e-mail: Casual and Professional
(5 hrs-5 marks)**

- a. Apology Letters
- b. Appreciation Letters
- c. Congratulation Letters,

Unit-VI: Content Writing: Social Media (8 hrs-5 marks)

- a. Writing Blogs
- b. Writing on Facebook

Tumkur University

Department of English

ABILITY ENHANCEMENT COMPULSORY COURSE, LANGUAGE (AECC)

Educate, Agitate, Organise-IV (GENERIC ENGLISH- L2)

Fourth Semester BCA

Total Contact hours: 50/56

Course Credits: 03

Teaching hours: 4 hours per week

Formative Assessment Marks: 40

Summative Assessment Marks: 60

Duration of ESA/Exam: 02 hrs

PART-A: Receptive Skills: Reading and Listening

Unit- I: READING SKILLS: Agatha Christie's Murder on the Orient Express (20 hrs -40marks)

Unit- II: LISTENING SKILLS: Listening and Decoding

(Will be tested only for Internal Assessment and will not be tested in the final examination)

c. Listening to poems (3 hrs-5 Marks)

i. *Ulysses* by Alfred, Lord Tennyson https://youtu.be/7i7_docCkFc

ii. IF by Rudyard Kipling <https://youtu.be/6SfPf-OavY>

d. Listening to TED Talks (2 hrs-5 Marks)

1. **Health:** How to end stress, unhappiness and anxiety to live in a beautiful state | Preetha ji | TEDxKC <https://youtu.be/TqxxCYnAxo8>

2. **Life Skills:** Life Skills before Life Slips || Kamalmeet Singh |

TEDxCVS https://youtu.be/CKbt_ioSERg

PART-B: Productive Skills: Speaking and Writing Skills

Unit-III: SPEAKING SKILLS- (4 hrs-5 Marks)

- Group Discussion-** General Objectives of Group discussion- Participation in group discussion- Practical-Mock Group discussion.
- Public Speeches-**

Unit-IV: WRITING SKILLS: Technical Writing- (8 hrs-5 Marks)

- a. Copy writing
- b. Business Writing
- c. Travel Writing
- d. Writing Article

**Unit-V: E-Correspondence- Drafting an e-mail: Casual and Professional
(5 hrs-5 marks)**

- a. Apology Letters
- b. Appreciation Letters
- c. Congratulation Letters,

Unit-VI: Content Writing: Social Media (8 hrs-5 marks)

- a. Writing Blogs
- b. Writing on Facebook

Details of Formative assessment (IA) (C1+C2) – 40 marks

- ❖ The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.
- ❖ The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- ❖ Activities which would provide hands on experience and contribute towards language skill building must be organized.
- ❖ **Project-based learning** (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections

General Instructions:

Read the following instructions carefully before writing Home Assignments/Project and follow them.

- d. Formative assessment is an integral and compulsory part of the Programme and there is separate passing for internal assessment.
- e. Progress of Home Assignments/Projects will be assessed by the teacher regularly which helps students even in preparation for End Semester Examination.
- f. Students are required to work on course material from the beginning of the semester itself.
- g. For projects/Assignments students should explore the main Ideas/themes in each Chapter and discuss with your teacher and try to explain them with real life experience/situation around you.
- h. Submit Assignment/Project book before the scheduled time.
- i. **Finally, Formative Assessment Marks will be awarded on the basis of duly completed Project/home assignments, written Test and Oral Test (Presentation)**

FORMATIVE ASSESSMENT (C1+C2) – 40 marks

C1	Internal Test (Written test)	10
C2	1) Presentation (Test speaking skills) Presentation on Listening Skills (seminar/webinar)	10
	Experiential Learning : 2) Creative home assignments/Projects (Topics/Themes will be given on Prescribed Syllabus) Note: Students are required to work on Project/home assignments from the beginning of the semester and teacher should track the progress regularly and encourage them to acquire LSRW skills.	20
	Total Marks	40

DISCIPLINE SPECIFIC CORE COURSES (OECC)

I

British Literature- Part 2 (19th and 20th Century)

Gender Studies – Part 1

IV Semester British Literature

Course No. 4 : Title of the Course :

British Literature-Part-2 (19th and 20th Century)

Unit 1

13 hours

Poetry of the Romantics (Suggested Reference text: Nayar, Pramod K. *A Short History of English Literature*. Foundation Books, 2015, pp 210 – 231) Victorian Poetry & Victorian Novel, Pre Raphaelite Poetry (Nayar pp 261 – 277, 280 – 290, . Modern Poetry & Novel, War Poets (Nayar pp 314 – 375)

(Note: Relevant sections from the book, alternately any book on history of English Literature may be referred to. Also internet sources may be consulted)

Unit 2 : Poetry , Prose & Short Story

17 hours

Wordsworth: Composed Upon Westminster Bridge, 1802

J Keats: Ode on a Grecian Urn

M Arnold: Dover Beach

W B Yeats: Second Coming

T S Eliot: Journey of the Magi

Prose: D H Lawrence – Enslaved by Civilisation (Essay)

S Leacock – With the Photographer (Essay)

J Joyce- Araby (Short Story)

Unit 3 – Novel

15 hours

T Hardy: *The Mayor of the Casterbridge*

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*, Signage Publishers, New Delhi.

Syllabus – Course 8: Gender Studies – Part 1 **Total Hours: 45**

Unit 1: Introduction to Gender Studies

15 Hours

Chapter 1. **Basic Concepts:** Body, Essentialism, Gender, Patriarchy, Masculinity, Dichotomy, Sexuality, Stereotype, Socialisation, Power.

Chapter 2. History [Extract from Part 2 History -Chapter 1, Simone de Beauvoir's **The SecondSex**]

Chapter 3. Theory of Sexual Politics [Extract from Kate Millet: **Sexual Politics**]

Chapter 4. Caste and Gender in Contemporary India [Extract from Uma Chakravathi's Gendering Caste]

Chapter 5. The Science of Masculinity [Extract from Part 1 - Knowledge and its Problems of RW Connell's **Masculinities**]

Note: Chapter 1. **Basic Concepts:** All basic concepts should be compulsorily taught/discussed. Out of the remaining 4 texts [Chapter 2,3,4,5] *any three texts may be chosen* for discussion. However, questions will be set on all the texts/ chapters in the Examination.

Unit 2: Representative Writers

15 Hours

Chapter 6. K. Saraswathi Amma's *Marriages are made in Heaven*

Chapter 7. Anupama Niranjana's *The incident – And after*

Chapter 8. Mahashwetha Devi's *Giribala*

Chapter 9. Abburi Chaya Devi's *Srimathi - Udyogini*

Unit 3: Representative Texts

15 Hours

Chapter 10. From **Nine Indian Women Poets-** An Anthology, Ed. Eunice de Souza

1. Tara Patel: *Woman*

2. Smitha Agarwal: *A Grass Widow's Prayer*

3 and 4 semester UG English Curriculum effective from 2022-23 onwards

3. Imtiaz Dharker: *Namesake*
4. Mamtha Kalia: *After Eight years of Marriage*

Chapter 11. **The Prison We Broke** by Baby Kamble

Chapter 12. Film Text: Mahesh Dattani's **Dance Like a man**

Note: Chapter 10. Four Poems from *Nine Indian Women Poets- An Anthology*, Ed. Eunicede Souza should be compulsorily taught/discussed. Out of the remaining 2 texts [Chapter 11 and 12] **any one text may be chosen** for discussion. However, questions will be set on all the texts/ chapters in the Examination.

Reference/Bibliography

Unit 1

Chapter 1. All the Basic Concepts can be referred to in *50 Key concepts in Gender Studies*, Jane Pilcher and Imelda Whelehan, Sage Publications, New Delhi 2004

Chapter 2. Simone de Beauvoir's *The Second Sex*, Extract- Part 2 History -Chapter 1, Vintage Books Edition, year 2011 [Page 96 - 100]

Chapter 3. Kate Millet: *Sexual Politics*, Extract- Part 2 of Theory of Sexual Politics I Ideological, II Biological, III Sociological, University of Illinois Press, Urbana and Chicago, Year 2000 [Page 23-36]

Chapter 4. Uma Chakravarti's *Gendering Caste through a feminist lens*, Extract- Caste and Gender in Contemporary India, Sage Publications, New Delhi, 2018 [Page: 130- 140]

Chapter 5. R W Connell's *Masculinities*, Extract- Part 1 Knowledge and its Problems, The Science of Masculinity, University of California Press, Los Angeles, 2005 [Page 3-8]

Unit II

Chapter 6. K. Saraswathi Amma's *Marriages are made in Heaven*, Translated by Celine Mathew, Extract- Women writing in India Volume-II The Twentieth Century, Ed. Susie Tharu and K. Lalitha, Oxford University Press, 2010 [Page 165- 170]

3 and 4 semester UG English Curriculum effective from 2022-23 onwards

Chapter 7. Anupama Niranjana's *The incident – And after*, Translated by Seemanthini Niranjana, Extract- Women writing in India Volume-II The Twentieth Century, Ed. Susie Tharu and K. Lalitha, Oxford University Press, 2010 [Page 384-392]

Chapter 8. Mahashwetha Devi's *Giribala*, Translated by Kalpana Bardhan in Women, Otcastes, Peasants and Rebels: A selection of Bengali short stories, University of California Press, 1990 [Page 272-290]

Chapter 9. Abburi Chaya Devi's *Srimathi - Udyogini* , Translated by S Rayaprolu, Extract- Women writing in India Volume-II The Twentieth Century, Ed. Susie Tharu and K. Lalitha, Oxford University Press, 2010 [Page 369-379]

Unit III

Chapter 10. Tara Patel: *Woman*, From Nine Indian Women Poets- An Anthology, Ed. Eunice deSouza, Oxford University Press, 1997 [Page 90]

Smitha Agarwal: *A Grass Widow's Prayer*, From Nine Indian Women Poets- AnAnthology, Ed. Eunice de Souza, Oxford University Press, 1997 [Page 65-66]

Imtiaz Dharker: *Namesake*, From Nine Indian Women Poets- An Anthology, Ed. Eunicede Souza, Oxford University Press, 1997 [Page 55-56]

Mamtha Kalia: *After Eight years of Marriage*, Nine Indian Women Poets- An Anthology,Ed. Eunice de Souza, Oxford University Press, 1997 [Page 25-26]

Chapter 11. *The Prison We Broke* by Baby Kamble, Translated from Marathi by Maya Pandit, Orient Blackswan Pvt Ltd, Hyderabad, 2017.

Chapter 12. Mahesh Dattani's *Dance like a Man*, Penguin India Random House, 2006.

The film can be accessed on JioCinema.com

Course proposer

Dr.Devanand

Associate Professor, GFGC, Koratagere

Common Guidelines (IA) for all Courses

Details of Formative assessment (IA) (C1+C2) – 40 marks

- ❖ The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.
- ❖ The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- ❖ Activities which would provide hands on experience and contribute towards language skill building must be organized.
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General Instructions:

Read the following instructions carefully before writing Home Assignments/Project and follow them.

- 1) Formative assessment is an integral and compulsory part of the Programme and there is separate passing for internal assessment.
- 2) Progress of Home Assignments/Projects will be assessed by the teacher regularly which helps students even in preparation for End Semester Examination.
- 3) Students are required to work on course material from the beginning of the semester itself.
- 4) For projects/Assignments students should explore the main Ideas/themes in each Chapter and discuss with your teacher and explain them with real life experience/situation around you.
- 5) Submit Assignment/Project book before the scheduled time.
- 6) **Finally, Formative Assessment Marks will be awarded on the basis of duly completed Project/home assignments, written Test and Oral Test (Presentation)**

3 and 4 semester UG English Curriculum effective from 2022-23 onwards

FORMATIVE ASSESSMENT (C1+C2) – 40 Marks		
C1	Internal Test (Written test)	10
C2	3) Presentation (Test speaking skills) Presentation on Assignment/Project based Learning (seminar/webinar)	10
	Experiential Learning : 4) Creative home assignments/Projects (Topics/Themes should be on Prescribed Syllabus) Note: Students are required to work on Project/home assignment from the beginning of the semester and teacher should track the progress regularly and encourage them to acquire LSRW skills.	20
	Total Marks	40

3 and 4 semester UG English Curriculum effective from 2022-23 onwards

Department of English

Open Elective Courses (OEC) for Second Year

- 1) Listening and Speaking Skills**
- 2) Let's Play English**
- 3) Introduction to Translation Practice**
- 4) English through World Literature**

ENGLISH OPEN ELECTIVE

Title: LISTENING and SPEAKING SKILLS

[Teaching Hours: Lecture 3 hours

-Credit 3]

SEE: 60 marks

Internal Assessment-40 Marks

1. Section I: Listening Skills

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

2. Section II: Introduction to Phonetics

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

3. Section III: Speaking Skills

Formal and Informal Speeches

Language Functions: Greetings, Making Requests, Persuading, Complaining,

Apologizing, Asking for and Giving Permission, Instruction and Directions, Agreeing and

Disagreeing, Seeking for/ Giving Advice and Inviting.

4. Section IV: Presentation Skills

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

Suggested Reading:

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

Course Proposer

DODDADURUGAPPA
Assistant Professor Government

Title: English through World Literature

Credit: 03

Number of hours: 45

Assessment: 40 Marks Formative and 60 Marks Summative

Pedagogy: Lectures, Video/Audio lectures, GD, Seminars

Objectives: Learning English is a vital academic requirement. Under NEP 2020, learners have an excellent opportunity to pursue language skills. One of the factors for the circulation of world literature in the wider world beyond their country of origin is due to *the translation of those masterpieces into English*. Each of these prescribed literary works, that represent various cultures, civilizations, languages, literary genres and ages, contribute towards a prefatory understanding of, and appreciation for, literature and also facilitate English language skills among the learners. This course encourages the learners to explore different literatures through English.

Course Outcome: Beside learning the essential skills of language, the learners here through English will learn the cultural norms, politico- historical significance and the social conditions of different ages.

Sl No.	Topic	No. of Hours
1	<i>Introduction: What is World Literature?</i> David Damrosch	05
2	<i>The Mahabharata of Vyasa</i> – English Translation by K M Ganguli Extract of Book 2 Sabha Parva - Section XLVII and XLVIII [<i>Dyuta Parva</i>]	06
3	Homer's <i>The Iliad</i> [Extract] Book 1 Lines 1 to 37	05
4	Goethe's <i>Prometheus</i>	05
5	Arabian Nights – <i>The Tale of The Three Apples</i>	05

6	Mashua Boshu's <i>Haiku Autumn 19861 From 181 to 185</i>	04
7	Anton Chekhov's <i>The Bet</i>	05
8	Chinua Achebe's <i>Dead Man's Path</i>	05
9	Salman Rushdie's <i>Good Advice is rarer than Rubies</i> from East, West Stories	05

Bibliography

1. *What is World Literature?* [Extract: *Introduction: Goethe Coins a phrase*] By David Damroch, Published by Princeton University Press, 41 William Street, Princeton, New Jersey.
2. The Mahabharata of Vyasa – English Translated by K M Ganguli [Extract - Book 2 Sabha Parva - Section XLVII and XLVIII [Dyuta Parva] This can be accessed online:

[The Mahabharata of Krishna-Dwaipayana \(radha.name\)](#)

3. Homer's The Iliad [Extract] Book 1 Lines 1 to 37 Translated by Ian Johnston Malaspina University-College Nanaimo, BC Canada Richer Resources Publications Arlington, Virginia [Page 7-8]
4. Goethe's Prometheus, Translated by Edgar Alfred Bowring, can be accessed: [Goethe : Complete Poems of Goethe, full-text; Goethe's poetry, at everypoet.com](#)

Another link is also useful [Goethe "Prometheus" \(thechainedmuse.com\)](#)

5. Arabian Nights – The Tale of the Three Apples Translated by Sir Richard F. Burton Published by Indiana Publishing House, 2008 [Page 201-210]
6. Mashua Boshu's Haiku Autumn 19861 From 81 to 185 - Translated by David Landis Barnhill, STATE UNIVERSITY OF NEW YORK PRESS 2004, [Page 54-55]
7. Anton Chekhov's *The Bet* can be accessed online- Anton Chekhov's Short Stories Volume IV available on Nalanda Digital Library, REC, Calicut, India.
8. Chinua Achebe's *Dead Man's Path* can be accessed on [Dead Mens Path.pdf \(sabanciuniv.edu\)](#)
9. Salman Rushdie's *Good Advice is rarer than Rubies* from East, West Stories

Published by Vintage Books, a division of Random House, Inc., New York, and
simultaneously in Canada by Random House of Canada Limited, Toronto

Course Coordinator: Dr. R Devanand

Open Elective Paper

for III Semester English

Introduction to Translation Practice

Preamble:

The Open elective paper in *Introduction to Translation Practice* intends to impart the key concepts of theoretical and practical forms, methods and modes of translation to groom an amateur's attempts into those of a professional enthusiast.

Objective:

- To gain the basic knowledge of its main theories, and paradigms.
- To acquire a solid understanding of the requirements of a translator.
- Comprehend the role of a translator as an intercultural mediator according to the functional focus of the study of translation.
- To encourage the learners in practice to perform as translators in multiple areas of translation such as literary, academic and social media, legal and administrative systems, commerce and corporate world.
- Formulate the identification of recurring problems in translation and the best approach to solve them as quickly and ethically as possible.
- To attain fluency in translation processes, professional conduct as a translator, the understanding of continual applied learning, and the creation of target texts.

Learning Outcome

At the end of the course the student will be able to:

- Apply the skills of translation in very day communication in the fields of business, Journalism tourism and mass communication
- Translate simple literary passages in English into Kannada and From Kannada into English, for academic and non-academic purposes.
- Translate for various professional endeavors and human resource in general.

Course Content:

Part A - Theory

(10 sessions)

(10 marks)

Translation history in India (within Indian languages and from English)

Theories of Translation (basic)

Role of a translator

Different types of translation literal, adaptation, free, abridged, back translation etc

Part B - Problems of Translation

(15 sessions)

(20 Marks)

Equivalence,

cultural words,

Geographical constraints,

word formation,

ambiguity,

rhyme and meter in poetry,

word order and syntax,

Idioms and collocations,

connotative and denotative meanings,

jargons, slangs and registers,

Translation in literature, legal, administration, journalism, technical, tourism, science, interpretation, academic, print media advertisements etc.

Part C- Translation in Media

(10 sessions)

(10 marks)

Translation for TV Commercials,

Subtitling,

voice-over,

dubbing

Part D - Practical translation

(15 Sessions)

(20 marks)

English into Kannada texts (two types out of three)

5 X 2=10

Kannada into English texts (two types out of three)

5 X 2=10

Assessment

Assessment will be made on the basis of continuous evaluation. Total marks for assessment, including internal and external assessments, is one hundred (100). The summative examination towards the end of semester will account for 60% of the total marks and the internal assessment for the remaining 40%. The range of grades and their corresponding scores will be the same as that of other courses with a hundred (100) as their total marks.

A project work (of an entire short story/ essay/ or a long poem) for the internal assessment to be given.

Support:

A detailed hand book for guiding the teachers and students in PDF form is intended to be brought out, with extensive samples from all the various genres mentioned in the syllabus.

Bibliography:

Catford, J.C. 1978. *A Linguistic Theory of Translation*. London: Oxford University Press.
Newmark, P. 1988. *A Textbook of Translation*. New York: Prentice Hall.
Nida, Eugene A. 1964. *Toward a science of translating*. Leiden: E. J. Brill.
Nida, E. A. & Taber. 1982. *The Theory and Practice of Translation*. Leiden: E. J. Brill.
Steiner, George. *After Babel: Aspects of Language and Translation*. OUP, 1975

Dr. Udaya Ravi S V

Associate Professor of English

Model Question paper

OEP

Introduction to Translation Practice

Time : 2 hours

Marks: 60

Part A- Theory

1. Answer the following in a word or phrase : 5X 2 = 10

- a. Which is the first officially recognized translation in Indian languages?
- b. Mention any two theory of translation.
- c. What is word for word translation?
- d. What is code-mixing?
- e. How is an adaptation different from translation?

Part B - Problems of Translation

2. Answer any two of the following 5 X2 =10

- a. What is dynamic equivalence? Explain with an example.
- b. Explain how ambiguity can be a problem of translation.
- c. Illustrate with an example how the word order of SL and TL changes
- d. How do the different types of word formations come in handy during translation?

3. Find Kannada equivalents for these idioms 5 X2 =10

- a. Carry coals to New-Castle
- b. In alphabetical order
- c. Achilles" heel
- d. First come first served
- e. Cry in the wilderness

Part C - Translation in Media

4. Write short notes on any two of the following. 5 x 2=10

- a. How is dubbing different from voice over?
- b. What is Lip-sync with reference to translation?

- c. What precautions are to be taken while translating the sub-titles for a film?

Part D - Practical Translation

5. Translate any two of the following passages into Kannada

5 X2= 10

- a. Every religion, Swamy Vivekananda said, helps us to reach the divine. He says, „I do not simply say I tolerate religions. That is an insult to God. I accept all religions. I worship all religions. Every religion which helps us to reach God and to realize this nature is something which is very dear to me. I am not prepared to reject any of them. So he criticized the word „Toleration“ which we employ, and said, we have to appreciate, we have to accept, we have to take for granted all these religions which helps us to reach the supreme. They belong to one community of spirit. They belong to one fraternity., to one fellowship. It is that kind of religion he asked us to practise.
- b. The bylaws of the company state that the annual shareholders' meeting for the election of directors be held at such time each year as the board of directors determines. But not later than the fourth Wednesday in July. In 2001. the meeting was held on July 10 18th. At the discretion of the board, in 2002 the meeting was held on March 20th. The issue in this case is whether the bylaws provide that no election of directors for the ensuing year can be held unless a full year has passed since the previous annual election meeting.
- c. Lung (pulmonary) complications. Sometimes, pulmonary complications arise due to lack of deep breathing and coughing exercises within 48 hours of surgery. They may also result from pneumonia or from inhaling food, water, or blood, into the airways. Symptoms may include wheezing, chest pain, fever, and cough (among others).

6. Translate any two of the following passages into Kannada

5 X2= 10

- a.
- ಶಸ್ತ್ರ ಚಿಕಿತ್ಸೆಯ ನಂತರದ ನೋವನ್ನು ತೀವ್ರ ನೋವು ಮತ್ತು ದೀರ್ಘಕಾಲದ ನೋವೆಂದು ವಿಭಾಗ ಮಾಡಬಹುದು. ತೀವ್ರ ನೋವು ಶಸ್ತ್ರ ಚಿಕಿತ್ಸೆಯಾದ ಕೂಡಲೆ ಅನುಭವಕ್ಕೆ ಬರುತ್ತದೆ (ಏಳು ದಿನಗಳವರೆಗೆ). ಹಾಗೂ ಮೂರು ತಿಂಗಳಿಗಿಂತಲೂ ಹೆಚ್ಚು ಕಾಲ ಉಳಿಯುವ ನೋವನ್ನು ದೀರ್ಘಕಾಲದ ನೋವು ಎಂದು ಪರಿಗಣಿಸಲಾಗುತ್ತದೆ. ತೀವ್ರ ನೋವು ಮತ್ತು ದೀರ್ಘಕಾಲದ ನೋವು ಚರ್ಮದಿಂದ, ಆಳವಾದ ದೈಹಿಕವಾಗಿ, ಹಾಗೂ ಒಳಾಂಗಗಳ ರಚನೆಯಿಂದಾಗಿ ಕಾಣಿಸಿಕೊಳ್ಳಬಹುದು.

b.

ಕ್ಯಾರೆಟ್, ಆಲೂಗಡ್ಡೆ, ಹುರುಳಿಕಾಯಿ, ಚೆನ್ನಾಗಿ ಕತ್ತರಿಸಿ, ಸುಲಿದಿಟ್ಟ ಬಟಾಣಿಯೊಂದಿಗೆ ಕುಕರ್ ನಲ್ಲಿ ಬೇಯಿಸಿಕೊಳ್ಳಿ. ಎರಡು ಚಮಚಿ ಹುರಿಗಡಲೆ, ಒಂದು ಚಮಚಿ ಗಸಗಸೆ, ಎರಡು ಹಸಿರು ಮೆಣಸಿನಕಾಯಿ, ಒಂದು ಇಂಚು ಚಕ್ಕೆ, ನಾಲ್ಕೈದು ಲವಂಗ ಒಂದು ಏಲಕ್ಕಿ ಮತ್ತು ಕೊತ್ತಂಬರಿ ಸೊಪ್ಪು ಇವಿಷ್ಟನ್ನು ಮಿಕ್ಸಿಗೆ ಹಾಕಿ ರುಬ್ಬಿಕೊಳ್ಳಿ. ಒಂದು ಬಾಣಲೆಯಲ್ಲಿ ಸಾಸಿವೆ, ಉದ್ದಿನ ಬೇಳೆ ಕರಿಬೇವಿನ ಒಗ್ಗರಣೆ ಮಾಡಿ. ಸಾಸಿವೆ ಸಿಡಿದ ಕೂಡಲೆ ಕತ್ತರಿಸಿದ ಈರುಳ್ಳಿ ಹಾಕಿ, ಈರುಳ್ಳಿ ಮೆತ್ತಗಾದ ಮೇಲೆ ಟೊಮೇಟೋ ಹಾಕಿ ಹುರಿಯಿರಿ. ಬೇಯಿಸಿದ ತರಕಾರಿಯನ್ನು ಇದಕ್ಕೆ ಹಾಕಿ ರುಬ್ಬಿಕೊಂಡ ಮಸಾಲೆಯನ್ನು ಸೇರಿಸಿ.

ಅಗತ್ಯ ಯುದ್ಧ ಪೀಡಿತ ಯುಕ್ರೇನ್ ನಲ್ಲಿ ತ್ರಿಶಂಕು ಸ್ಥಿತಿಗೆ ಸಿಲುಕಿರುವ ವಿದ್ಯಾರ್ಥಿಗಳು ಸೇರಿದಂತೆ ಸುಮಾರು ೧೬ ಸಾವಿರ ಭಾರತೀಯರನ್ನು ಸುರಕ್ಷಿತವಾಗಿ ತವರಿಗೆ ಕರೆತರಲು ಭಾರತ ಸರ್ಕಾರ ಸಮರೋಪಾದಿಯಲ್ಲಿ ಪ್ರಯತ್ನಗಳನ್ನು ಮುಂದುವರಿಸಿದೆ. ಸಾಧ್ಯವಾದ ಎಲ್ಲ ಮಾರ್ಗಗಳ ಮೂಲಕ ಆದಷ್ಟು ಶೀಘ್ರವಾಗಿ ಭಾರತೀಯರ ಸ್ಥಳಾಂತರಕ್ಕೆ ಕ್ರಮ ಕೈಗೊಂಡಿದೆ. ಯುಕ್ರೇನ್ ವಾಯುಮಾರ್ಗ ಸಂಚಾರಕ್ಕೆ ಮುಕ್ತವಾಗುತ್ತಲೇ ವಿಶೇಷ ವಿಮಾನಗಳ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಕರೆತರಲು ಯೋಜನೆ ರೂಪಿಸಿದೆ.

Dr. Udaya Ravi S V

Associate Professor of English

LET'S PLAY ENGLISH

Preamble:

English, a tough nut to crack, has always been a *bête noire* for the rural masses of India. Even the students in the urban set up do not relish English much in a class room. Many efforts have been made so far to make English learning a more pleasurable experience. This syllabus has been set, being inspired by Georgi Lazanov's Suggestopedia, where he speaks about accelerated learning in a friendly and free environment. It intends to prove that real learning takes place only when the atmosphere is informal, congenial, and friendly. The best way to learn anything, is to not know one is learning. This is a part of recreational linguistics, a branch of applied linguistics.

Objective:

Who does not like games, puzzles and jokes? This paper ventures to introduce games puzzles and jokes in the curriculum, which has long been ignored despite its potential.

The course begins with introduction of word games at three different planes. One, by using just paper and pen, the second variety is by using a board game., and finally, using downloadable apps into the smart phones and playing word games like word scape, word stacks, wordle etc... this will be a part of the internal assessment.

By the end of the course the course, the student will possess

- An improved vocabulary, better knowledge of spellings
- Sharp wits with good idiomatic usages
- A fair awareness of Syntactic and stylistic aspects of language

- An awareness that English is not just a medium of communication but a source of entertainment too.

Specifications:

The course contents are divided into three groups. Games played with just a paper and a pen, games that require a device like a board (Scrabble) and apps that can be downloaded into their cell phones and played.

The learning outcome is also in three phases. Some games enrich the students at the lexical level, while other games teach him idioms and phrases, while the third part which includes cryptography, puzzles and jokes that help the student learn stylistic aspects of the language.

Course Content:

Part One: word level

A. Pen and paper word games: (15 sessions) 20 marks

Word building,

Allowing students to construct as many words as possible from the spelling of a big word. Bigger the word they form more credits.

word search,

searching for words in a grid of letters from the list given in the inventory

Hangman,

Guessing the word by spelling letter by letter. Can be done on black board to the entire class or there is a app in the play store too.

crossword,

solving crossword puzzle with clues give across and down, can use Deccan Herald daily cross word or can download from net, or prepare our own.

what's a good word,

and guessing the intended word by the three clues given

doublets.

Starting with a word and ending up with the desired word by changing one letter each time. This was invented by Lewis Carrol

Anagrams

A word or phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once.

B. Part Two: Sentence level**(15 sessions)****20 marks*****Rebus puzzle***

Based on the visual clue in a box, guessing a very well known phrase/ idiom

Ambiguity

Sentence has two meanings overt and hidden. Student needs to explain both the meanings.

Collocations

Words that go with one another are to be paired. Or furnished (oxymorons included)

C. Part Three: literary level:**(15 sessions)****20 marks*****Jokes***

list of Jokes generated by the grammatical errors :

SV Concord, wrong antecedent, indefinite pronoun, apostrophe for possessive and contractions, ditransitive verbs, ellipsis, etc..

Brain teasers

Learning English through Riddles and Puzzles

Cryptography ;

The skill of substituting suitable letters to form meaningful words in a sentence. This is a cypher exercise requiring the knowledge of spellings, logic and common sense.

D. Part four : For internal assessment:

In addition to all the above games and activities :

Word games by downloaded apps on cell phone

Word scape

Word stacks

Wordle

Scrabble with real board and tiles

Bulls and cows work out on black board

Assessment

Assessment will be made on the basis of continuous evaluation. Total marks for assessment, including internal and external assessments, is one hundred (100). The summative examination towards the end of semester will account for 60% of the total marks and the internal assessment for the remaining 40%. The range of grades and their corresponding scores will be the same as that of other courses with a hundred (100) as their total marks.

Some games like the smartphone app games, and scrabble will be used for internal assessments only, as written exam can not be set on such games.

Support:

A comprehensive book will be brought out for the teachers and students saving the trouble to search for appropriate jokes to teach grammar. It explains the method of playing the games and ample examples will be provided for each category mentioned above.

Bibliography

Games Of The Hangman, :Victor O'reilly Berkley Books, New York

Word Games, Riddles and Logic Tests: Tax Your Brain and Boost Your English.

Details of Formative assessment (IA) (C1+C2) – 40 marks

- ❖ The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.
- ❖ The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- ❖ Activities which would provide hands on experience and contribute towards language skill building must be organized.
- ❖ **Project-based learning** (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections

General Instructions:

Read the following instructions carefully before writing Home Assignments/Project and follow them.

- 1) Formative assessment is an integral and compulsory part of the Programme and there is separate passing for internal assessment.
- 2) Progress of Home Assignments/Projects will be assessed by the teacher regularly which helps students even in preparation for End Semester Examination.
- 3) Students are required to work on course material from the beginning of the semester itself.
- 4) For projects/Assignments students should explore the main Ideas/themes in each Chapter and discuss with your teacher and try to explain them with real life experience/situation around you.
- 5) Submit Assignment/Project book before the scheduled time.
- 6) **Finally, Formative Assessment Marks will be awarded on the basis of duly completed Project/home assignments, written Test and Oral Test (Presentation)**

FORMATIVE ASSESSMENT (C1+C2) – 40 marks

C1	Internal Test (Written test)	10
C2	1) Presentation (Test speaking skills) Presentation on Listening Skills (seminar/webinar)	10
	Experiential Learning : 2) Creative home assignments/Projects (Topics/Themes will be given on Prescribed Syllabus) Note: Students are required to work on Project/home assignments from the beginning of the semester and teacher should track the progress regularly and encourage them to acquire LSRW skills.	20
	Total Marks	40

