



National Education Policy 2020

1st and 2nd Semester Undergraduate English Curriculum

The Board of Studies in English (UG)

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Semester-I

Objective: Understanding, exploration and ability to solve well defined problems

Course code	Title of the Paper	Marks			Teaching hours/week			Credits	Duration of exams
		IA	SEE	Total	Lecture	Tutorial	Practical		
Generic English Courses (L2)									
ENGL01	Word Wonders	40	60	100	4	-	-	3	2
ENGL02	Effervesense	40	60	100	4	-	-	3	2
Discipline Core Courses									
ENGDSC01	Introduction to Literature	40	60	100	3	-	-	3	2
ENGDSC02	Indian Wring in English- Part I	40	60	100	3	-	-	3	2
Open Elective Courses									
ENGOEC01	Peep into Pixels: An Introduction to Reading Visuals	40	60	100	3	-	-	3	2
ENGOEC02	English for Competitive Exams	40	60	100	3	-	-	3	
Skill-based Skill Enhancement Courses									
ENGSEC01	English Made Easy	20	30	50	2	-	-	2	1
ENGSEC02	Building Bridges : Introducing Translation	20	30	50	2	-	-	2	1

Semester-II

Objective: Understanding, exploration and ability to solve well defined problems

Course code	Title of the Paper	Marks			Teaching hours/week			Credits	Duration of exams
		IA	SEE	Total	Lecture	Tutorial	Practical		
Generic English Courses (L2)									
ENGL01	Lit Lamp	40	60	100	4	-	-	3	2
ENGL02	Perceive and Ponder	40	60	100	4	-	-	3	2
Discipline Core Courses									
ENGDSC01	Introduction to Literature	40	60	100	3	-	-	3	2
ENGDSC02	Indian Wring in English- Part II	40	60	100	3	-	-	3	2
Open Elective Courses									
ENGOEC01	The Only Shake-scene in a Countrie: Introduction to Shakespeare	40	60	100	3	-	-	3	2
ENGOEC02	English for Corporate Jobs	40	60	100	3	-	-	3	2



Courses for Semester-I

Generic English Language Courses (L2)

Course Code – ENGL01

Word Wonders

Generic English Course (L2) for non-subject specific programmes offered by the Discipline of English Studies under NEP 2020 for I semester students of Tumkur University



Board of Studies in English (UG)

Tumkur University, Tumakuru

Overview

Word Wonders (Course Code – ENGL01) is a three-credit course (three teaching and one tutorial sessions per week) that will be offered in a minimum of fifty-two sessions to students of non-subject specific programmes that opt for English as one of their languages of study (L2) in the first semester. The course considers language as a medium for both mundane communication and evolved thought. Even as it is designed to help students with English language skills, it hopes to help them add nuances to their responses to the contemporary world as well. Likewise, the course intends to impart values for a productive life through its texts.

Texts included in the course have been selected for their potential for nudging students into thoughtful action. Even the ones that are apparently less purposeful also are certain to appeal to a majority of students through their shared cultural contexts alone.

Objectives

Objectives of the course include but not limited to:

1. Enhancing language abilities
 2. Helping students engage with the world around qualitatively
 3. Improving cultural, contextual and aesthetic sensitivity
- N. Encouraging students to be curious and critical

Specifications

The course contents are divided into two parts. **Part 1**, titled **Course Book**, is based on texts of varied length. It consists of ten individual texts of diverse genres, styles and interests. Thirty sessions are devoted to discussing Part 1.

Part 2 is titled **Work Book** and focuses solely on enriching skills. A minimum of twenty-two sessions are devoted to teaching Part 2.

It is further divided into **A. Receptive Skills** and **B. Productive Skills**. The part on receptive skills aims to improve students' interpretative skills primarily of the written word and visual text. It consists of two texts that are delivered over eleven sessions. The part on productive skills intends to help students with improving their speaking and writing. This part includes eight groups of topics, delivered over eleven sessions again, that enrich students' grammatical competence.

Course Content

Part 1: Course Book (30 sessions)

1. "Shyness" from the chapter "Lost in the City" in Memoirs by Pablo Neruda (2 sessions)
2. "Veerappan Conducts Jungle Interviews" from Birds, Beasts and Bandits – 14 Days with Veerappan by Krupakar and Senani (translated by S R Ramakrishna) (4 sessions)
3. "Outsourcing the Storytelling Grandmom" from Culture – 50 Insights from Mythology by Devadutt Pattanaik (2 sessions)
4. Excerpt from "The Fingerprints from History"/Introduction to The Language of the Genes by Steve Jones (3 sessions)
5. "Interval" by Jayanth Kaikini from No Presents Please: Mumbai Stories (translated by Tejaswini Niranjana) (5 sessions)
6. "The Amateur Scientist" from Surely You're Joking, Mr Feynman! By Richard P. Feynman (3 sessions)
7. Mahatma Gandhi's Letter to Every Englishman Living in India (Second Letter) (3 Sessions)
8. "Girl" by Jamaica Kincaid (2 sessions)
9. "A Modest Proposal" by Kushanava Choudhury (3 sessions)
10. Photo Essay – "Untold Stories of Change, Loss and Hope along the Margins of Bengaluru's Lakes" by Marthe Derkzen, Arati Kumar-Rao & Anoop Bhaskar (3 sessions)

Part 2: Work Book (22 Sessions)

A. Receptive Skills: Reading (11 sessions)

11. Reading Comprehension – “The Jungle Prince of Delhi” in The New York Times (9 Sessions)
12. Interpreting Visual Ads (2 sessions)
 - a. Savannah Music Festival poster by Brian Stauffer and Editorial Illustration – An Olympic Catastrophe – by Eiko Ojala for The New York Times (1 Session)
 - b. Break by JWT for Nestle Kitkat and Mouth by Voskhod for Jeternel (1 session)

B. Productive Skills: Speaking & Writing (11 sessions)

13. Introducing Oneself and Others (1 session)
14. Requests and Offering Help (1 session)
15. Enquiries and Seeking Permission (1 session)
16. Offering Instructions and Giving Directions (2 sessions)
17. Concord (2 sessions)
18. Question Forms (1 session)
19. Question Tags (1 session)
20. Derivatives: Suffixes and Prefixes (2 sessions)

Table 01 showing distribution of sessions across different parts of the course content

No.	Topic	Distribution of Sessions
1	Part 1: Course Book	30
2	Part 2: Work Book	
	A Receptive skills	11
	B Productive skills	11
	Subtotal of Part 2	22
	Grand Total (Part 1 + Part 2)	52

References & Resources

Print Texts

1. Feynman, Richard Phillips. "The Amateur Scientist." Surely You're Joking, Mr. Feynman!, 2021, pp. 81–87.
2. Gandhi, M K. "The Second Letter" (to Every Englishman Living in India), Famous Letters of Mahatma Gandhi. Ed. R L Khipple, The Indian Printing Works, 1947, pp. 33-38.
3. Jones, Steve. "The Fingerprints of History." The Language of the Genes: Biology, History and the Evolutionary Future, UK ed., Flamingo, 1994, pp. 1–18.
4. Kaikini, Jayant, (trans. Tejaswini Niranjana). "Interval." No Presents Please: Mumbai Stories, HarperPerennial, 2017, pp. na.
5. Krupakar & Senani (trans S N Ramakrishna). "Veerappan Conducts Jungle Interviews." Birds, Beasts and Bandits: 14 Days with Veerappan, Penguin, 2011, pp. 15–28.
6. Neruda, Pablo (trans. Hardie St. Martin). "Lost in the City". Memoirs. Penguin, 1977, pp. 29-54.
7. Pattanaik, Devdutt. "Outsourcing the Storytelling Grandmom." Culture: 50 Insights from Mythology, 1st ed., Element, 2018, pp. 82–84.

Online Texts

1. Barry, Ellen. "The Jungle Prince of Delhi." The New York Times [New York], 22 Nov. 2019, www.nytimes.com/2019/11/22/world/asia/the-jungle-prince-of-delhi.html.
2. Bell, Nick, Russell Ramsey, & Howard Wilmott. "Break". JWT for Nestle KitKat. Apr. 2008. https://www.adsoftheworld.com/media/print/nestle_kit_kat_break
3. Choudhury, Kushanava. "A Modest Proposal." The Caravan, 1 Feb. 2018, <https://caravanmagazine.in/perspectives/a-modest-proposal-smog-delhi-poor-children-citizens-satire>.
4. Derkzen, Marthe. "Untold Stories of Change, Loss and Hope along the Margins of Bengaluru's Lakes." USA, New York, 16 Dec. 2015, <https://www.thenatureofcities.com/2015/12/16/untold-stories-of-change-loss-and-hope-along-the-margins-of-bengalurus-lakes/>.
5. Gubaydullin, Andrey. "Mouth". Voskhod for Jeternel, Aug. 2009. https://www.adsoftheworld.com/media/print/jeternel_mouth.
6. Kincaid, Jamaica. "Girl." The New Yorker, 19 June 1978, www.newyorker.com/magazine/1978/06/26/girl.

7. Ojala, Eiko. "An Olympic Catastrophe." USA, New York, 3 July 2013
<https://trendland.com/editorial-illustrations-eiko-ojala/nyxx2016-07-03sr001bs-4ce1/>.
8. Stauffer, Brian. Poster for Savannah Music Festival. Apr. 2013.
<https://www.canva.com/learn/25-ways-to-design-an-awesome-poster-and-create-a-buzz-for-your-next-event/>.

References for Work Book Texts

1. Herring, Peter. Complete English Grammar Rules. Create Space Independent Pub, California, 2016.
2. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017
3. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman.

Online Resources

1. <http://orelt.col.org/module/unit/4-grammar-improving-composition-skills>
2. https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers.

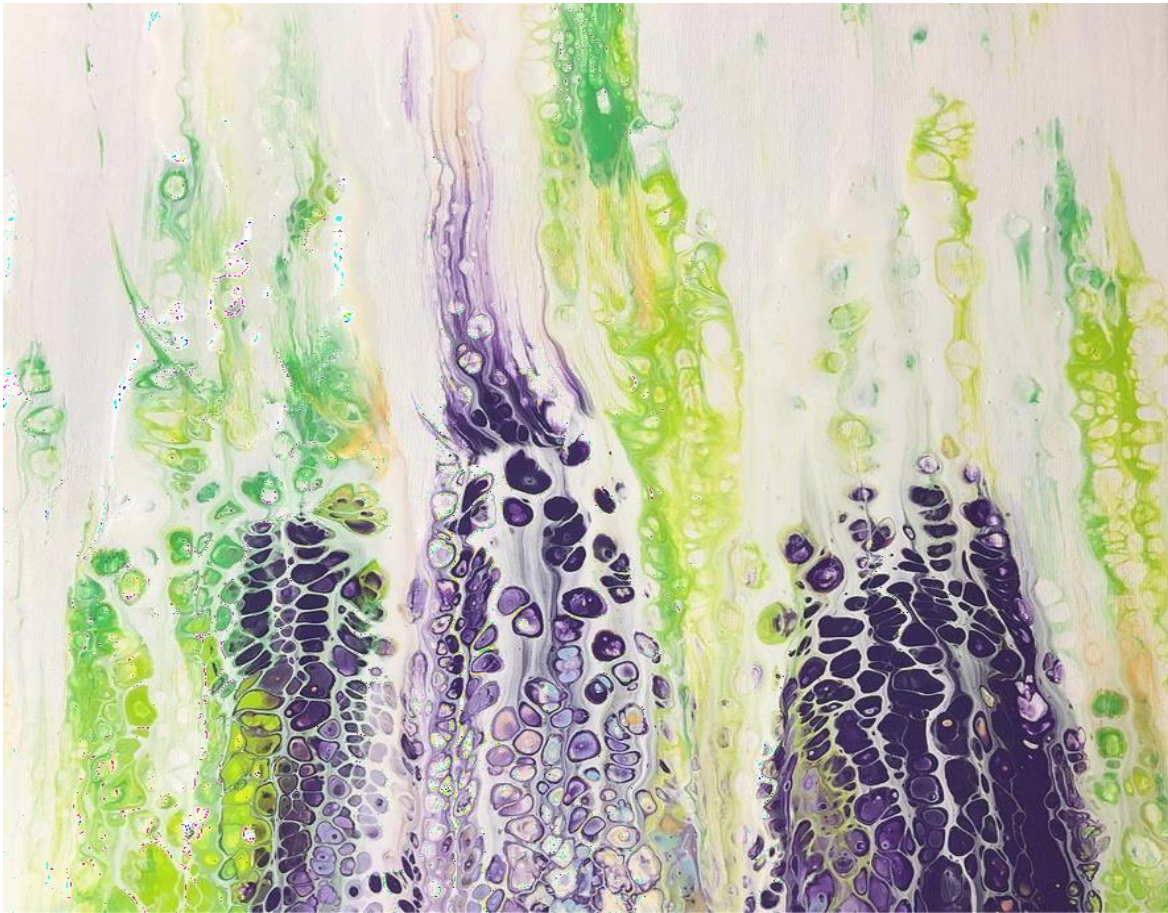
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Course Code – ENGL02

Effervesense

Generic English Course (L2) for subject specific programmes offered by the Discipline of English Studies under NEP 2020 for I semester students of Tumkur University

(For B.Com, BBA, BCA, BSW, BVA, etc.)



Board of Studies in English (UG)

Tumkur University, Tumakuru

Overview

Effervesense (Course Code – ENGL02) is a three-credit course (three teaching and one tutorial sessions per week) that will be offered in a minimum of fifty-two sessions to students of subject specific programmes such as Bcom, BBA, BCA, BSW, BVA that opt for English as one of their languages of study (L2) in the first semester. The course considers language as a medium for both mundane communication and evolved thought. Even as it is designed to help students with English language skills, it hopes to help them add nuances to their responses to the contemporary world as well. Likewise, the course intends to impart values for a productive life through its texts.

Texts included in the course have been selected for their potential for nudging students into thoughtful action. Even the ones that are apparently less purposeful also are certain to appeal to a majority of students through their shared cultural contexts alone.

Objectives

The course helps the students to

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

Specifications

The course contents are divided into two parts. **Part 1**, titled **Course Book**, is based on texts of varied length. It consists of ten individual texts of diverse genres, styles and interests. Thirty sessions are devoted to discussing Part 1.

Part 2 is titled **Work Book** and focuses solely on enriching skills. A minimum of twenty-two sessions are devoted to teaching Part 2. It is further divided into **A. Receptive Skills** and **B. Productive Skills**. The part on receptive skills aims to improve students' interpretative skills primarily of the written word and visual texts. It consists of two texts that are delivered over eleven sessions. The part on productive skills intends to help students with improving their speaking and writing. This part includes eight groups of topics, delivered over eleven sessions again, that enrich students' grammatical competence.

Course Content

Part 1: Course Book (30 sessions)

1. "The Story of an Hour" Kate Chopin (3 sessions)
2. Farewell letter from 'Che' Guevara to Fidel Castro (2 Sessions)
3. "The Four Facebooks" by Nolen Gertz (4 sessions)
4. "A Truck Full of Chrysanthemums" by Jayanth Kaikini from No Presents Please: Mumbai Stories (translated by Tejaswini Niranjana) (3 sessions)
5. "The Habit Cure" in The Power of Habit by Charles Duhigg (3 sessions)
6. "A Modest Proposal" by Kushanava Choudhury (3 sessions)
7. "There is No Such Country" from Tuva or Bust! By Ralph Leighton (3 sessions)
8. "You've Got to Find What You Love" Commencement Address by Steve Jobs at Stanford University (3 sessions)
9. Photo Essay – "Untold Stories of Change, Loss and Hope along the Margins of Bengaluru's Lakes" by Marthe Derkzen, Arati Kumar-Rao & Anoop Bhaskar (3 sessions)
10. Where The Wild Things Are by Maurice Sendak (3 sessions)

Part 2: Work Book (22 Sessions)

A. Receptive Skills: Reading (11 sessions)

11. Reading Comprehension – “Shootout at Padi” in Veerappan: Chasing the Brigand by K Vijay Kumar (9 Sessions)
12. Interpreting Visual Ads (2 sessions)
 - a. Savannah Music Festival poster by Brian Stauffer and Editorial Illustration – An Olympic Catastrophe – by Eiko Ojala for The New York Times (1 Session)
 - b. Break by JWT for Nestle Kitkat and Mouth by Voskhod for Jeternel (1 session)

B. Productive Skills: Speaking & Writing (11 sessions)

13. Introducing Oneself and Others (1 session)
14. Requests and Offering Help (1 session)
15. Enquiries and Seeking Permission (1 session)
16. Offering Instructions and Giving Directions (2 sessions)
17. Concord (2 sessions)
18. Question Forms (1 session)
19. Question Tags (1 session)
20. Derivatives: Suffixes and Prefixes (2 sessions)

Table 01 showing distribution of sessions across different parts of the course content

No.	Topic	Distribution of Sessions
1	Part 1: Course Book	30
2	Part 2: Work Book	
A	Receptive skills	11
B	Productive skills	11
	Subtotal of Part 2	22
	Grand Total (Part 1 + Part 2)	52



References & Resources

Print Texts

1. Duhigg, Charles. "The Habit Cure". The Power of Habit. Random House, 2012, pp. na.
2. Kaikini, Jayant, (trans. Tejaswini Niranjana). "A Truck Full of Chrysanthemums." No Presents Please: Mumbai Stories, Harper Perennial, 2017, pp. na.
3. Kumar, Vijay K. "Shootout at Padi". Veerappan: Chasing the Brigand. Rupa, 2017, pp. 231-42.
4. Leighton, Ralph. "There is No Such Country". Tuva or Bust!. Norton, 2000, pp. 13-7.
5. Sendak, Maurice. Where The Wild Things Are. Special Edition, 1 Jan 1967.

Online Texts

1. Bell, Nick, Russell Ramsey, & Howard Wilmott. "Break". JWT for Nestle KitKat. Apr. 2008. https://www.adsoftheworld.com/media/print/nestle_kit_kat_break
2. Choudhury, Kushanava. "A Modest Proposal." The Caravan, 1 Feb. 2018, <https://caravanmagazine.in/perspectives/a-modest-proposal-smog-delhi-poor-children-citizens-satire>.
3. Derkzen, Marthe. "Untold Stories of Change, Loss and Hope along the Margins of Bengaluru's Lakes." USA, New York, 16 Dec. 2015, <https://www.thenatureofcities.com/2015/12/16/untold-stories-of-change-loss-and-hope-along-the-margins-of-bengalurus-lakes/>.
4. Gertz, Nolen. "The Four Facebooks." The New Atlantis, www.thenewatlantis.com/publications/the-four-facebooks.
5. Gubaydullin, Andrey. "Mouth". Voskhod for Jeternel, Aug. 2009. https://www.adsoftheworld.com/media/print/jeternel_mouth.
6. Guevara, Ernesto Che. "Farewell Letter from Che to Fidel Castro." Marxists.Org, www.marxists.org/archive/guevara/1965/04/01.htm.
7. Kaikini, Jayant. "First Read—From 'No Presents Please.'" Words Without Borders, www.wordswithoutborders.org/dispatches/article/first-read-from-no-presents-please-jayant-kaikini-tejaswini-niranjana.
8. Ojala, Eiko. "An Olympic Catastrophe." USA, New York, 3 July 2013 <https://trendland.com/editorial-illustrations-eiko-ojala/nyxx2016-07-03sr001bs-4ce1/>.
9. Stanford University. "Text of Steve Jobs' Commencement Address (2005)." Stanford News, 12 June 2017, <https://news.stanford.edu/2005/06/14/jobs-061505/>.
10. "Steve Jobs' 2005 Stanford Commencement Address." YouTube, uploaded by Stanford, 8 Mar. 2008, www.youtube.com/watch?v=UF8uR6Z6KLc.



11. Stauffer, Brian. Poster for Savannah Music Festival. Apr. 2013.
<https://www.canva.com/learn/25-ways-to-design-an-awesome-poster-and-create-a-buzz-for-your-next-event/>.
12. "The Story of an Hour". Virginia Commonwealth University,
<https://archive.vcu.edu/english/engweb/webtexts/hour/index.html>.

References for Work Book Texts

1. Herring, Peter. Complete English Grammar Rules. Create Space Independent Pub, California, 2016.
2. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017
3. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman.

Online Resources

1. <http://orelt.col.org/module/unit/4-grammar-improving-composition-skills>
2. https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers.

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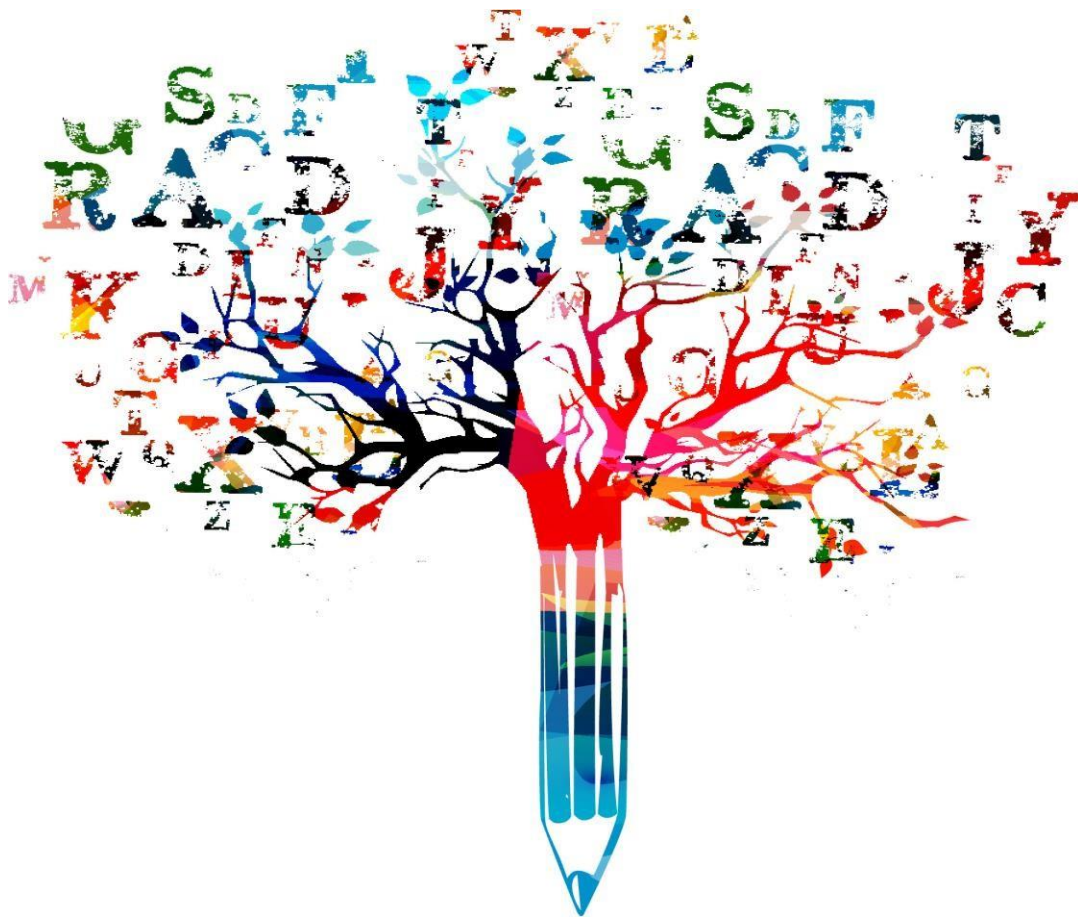
Semester-I

Discipline Core Courses (Optional English

Course Code – ENGDSC01

Introduction to Literature

Discipline Core Course for Honours programme in English offered by the Discipline of English Studies under NEP 2020 for I semester students of Tumkur University (Adopted from the Report of the Subject Expert Committee for Model Curriculum Framework)



Board of Studies in English (UG)

Course Details

ENGDSC01: Introduction to Literature	
Number of Theory Credits	No. of Sessions
3	42

Course Content

Units and Content	No. of Sessions
Unit 1: Introduction to Literature	14
Chapter 1: What is Literature? – Defining Literature – Why study Literature?	
Chapter 2: Literature and Society – Literature and Life	
Chapter 3: Literature and Science – canon – elements of literature	
Unit 2: Literary Forms	14
Chapter 4: Poetry: Lyric, Sonnet, Ballad, Epic, Elegy, Mock-Epic	
Chapter 5: Drama: Comedy, Tragedy, Tragic-comedy, One-act-play	
Chapter 6: Prose: Novel, Novella, Short Story, Essay, Biography, Autobiography	
Unit 3: Literary Terms and Figurative Language	14
Chapter 7: Couplet, Heroic Couplet, Allegory, Alliteration, Assonance, Refrain, Aside, Monologue, Soliloquy, Meta-fiction, Plot, Character, Setting, Narrative technique	
Chapter 8: Farce, Simile, Metaphor, Personification, Hyperbole, Satire, Prologue, Epilogue, Art for Art's sake, Expressionism, Meter and Metrical Devices, Narratology, Romanticism, Canon	
Chapter 9: Simile, Metaphor, Personification, Hyperbole, Onomatopoeia, Euphemism, Irony, Oxymoron, Synecdoche, Understatement, Paradox, Allusion	

Pedagogy

Lectures, Seminar, Role play, Group discussion, etc.

References & Resources

Text Books:

1. Glossary Literary Terms by M H Abrams
2. Hudson, William Henry, An Introduction to the Study of Literature. New Delhi, Atlantic 2007.

References:

1. Baldick, Chris. The Oxford Dictionary of Literary Terms. OUP, 2001.
2. Bate, Jonathan. English Literature: A Very Short Introduction. OUP.
3. Benett, Andrew. An Introduction to Literature, Criticism and Theory. Routledge.
4. Eagleton, Terry. How to Read Literature. Yale University Press.
5. Eaglestone, Robert. Doing English; A Guide for Literature Students. Routledge, 2000. Gopal, Priyamvada. The Indian English Novel; Nation History, and Narration.
6. Hudson, William Henry. An Introduction to the Study of Literature. New Delhi Atlantic, 2007.
7. Mehrotra, Arvind, Ed; An Illustrated History of Indian Literature in English. Orient Blackswan, 2005.
8. Ousby, Ilaih. Ed; The Cambridge Guide to Literature in English, Cambridge University Press. 1983
9. The McGraw-Hill. Introduction to Literature



Course Code – ENGDSC02

Indian Writing in English – Part I

Discipline Core Course for Honours programme in English offered by the Discipline of English Studies under NEP 2020 for I semester students of Tumkur University (Adopted from the Report of the Subject Expert Committee for Model Curriculum Framework)



Board of Studies in English (UG)

Tumkur University, Tumakuru

Course Details

ENGDC02: Indian Writing in English – Part I	
Number of Theory Credits	No. of Sessions
3	42

Course Content

Units and Content	No. of Sessions
Unit 1: History of Indian English Literature (Pre-Independence Period)	14
Chapter 1: The Nature and Scope of Indian English Literature; Charges against Indian English Literature (Reference: M. K. Naik, A History of Indian English Literature (Chapters 1 and 6), New Delhi: Sahitya Akademi, 1980)	
Chapter 2: Pre-Independence Indian English Poetry, Prose, Drama and Novel	
Chapter 3: Introducing authors/texts from the pre-independence era – Raja Ram Mohan Roy, Toru Dutt, Aurobindo, Swami Vivekananda, Bankim Chandra Chattopadhyay, Mahatma Gandhi, Dr B R Ambedkar, Rabindranath Tagore, Sarojini Naidu Henry Derozio, Dean Mahomet	
Unit 2: Pre independence Fiction	14
Chapter 4: Selections from Untouchable by Mulk Raj Anand – From Penguin Books Publication Beginning of the novel Page 1 to 8 (How Bakha's day begins) Page 38 to 47 (Touching episode) Page 52 to 54 (Temple episode)	4
Chapter 5: Selections from Raja Rao's Kanthapura From Oxford University press publication 1989 Chapter 1 – Introduction to the small village Kanthapura (Page 1 to 13) The Freedom Struggle in Kanthapura (Page 164 to 186)	4

Chapter 6: Selections from R K Narayan's The Guide Indian Thoughts Publication 2009 Chapter 1- (Raju in the ruined temple – Page 5 to 22) Chapter 5 – (How Raju turns out to be a tourist guide and meets Rosie – Page 55 to 68) Chapter 11 – (Raju becomes a martyr – Page 234 to 247)	6
Extra Reading: Krupabai Sathianadhan Saguna: A Story of Native Christian Life	
Unit 3: Indian English Poetry, Short Stories and Essays	14
Chapter 7: Poetry A. Toru Dutt, Our Casuarina Tree B. Sarojini Naidu, Coromandel Fishers C. Henry Derozio – To India – My Native Land	
Chapter 8: Stories A. Mulk Raj Anand – "Barber's Trade Union" B. Rabindranath Tagore – "My Lord the Baby" C. R. K. Narayan – "A Horse and Two Goats"	
Chapter 9: Essays A. M. K. Gandhi – "The Great Sentinel" B. Swami Vivekanand – "Chicago Address" C. B. R. Ambedkar – "A Childhood Journey to Koregaon"	

References & Resources

Text Books

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

References

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

5. (M. K. Naik (Ed) The Indian English Short Story: A Representative Anthology, New Delhi: Arnold-Heinemann, 1984)
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.

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Open Elective Courses

Semester- I



Course Code – ENGOEC01

Peep into Pixels: An Introduction to Reading Visuals

Open Elective offered by the Discipline of English Studies under NEP 2020 for Semester One

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Board of Studies in English, Tumkur University, Tumakuru

**See better, Lear, and let me still remain
The true blank of thine eye.**

- Kent, *King Lear* (Act I, Scene i)

Overview

Peep into Pixels: An Introduction to Reading Visuals (Course Code – ENGOEC01) is a three-credit Open Elective course that will be offered in forty-five teaching sessions to students of any discipline. The course introduces to students the world of visuals as an academic subject. It includes discussions on photographs, posters, print ads, paintings and written texts related to each of these in its contents. The scope of this course is limited to static images/visuals.

The course is introductory and is designed to act no more than a curtain-raiser. The focus of this course is to enable students to describe, analyze and interpret visual artwork intelligently and insightfully. This is a course primarily in reading and is not necessarily intended to help students produce or design works of art. Since the course is offered as an open elective it is light on theories of reading and encourages free ranging responses.

Objectives

1. To enable students to appreciate creative visuals
2. To enable students to develop an inquiry into creative visuals
3. To help students respond to creative visuals by applying their imagination, analytical skills and critical thinking
4. To nudge students towards combining instinctual responses with contextual information while interpreting visuals

Specifications

The course contents are divided into two parts.

Part 1, titled **Introductory Reading**, which attempts to incorporate written prose texts that offer an understanding of visual texts. It consists of six individual prose pieces including excerpts from chapters as well as complete chapters in books on visuals. Fifteen out of the total forty-five sessions are devoted to discussing Part 1.

Part 2 is titled **Reading Visuals** and is divided further into three parts: A. **Paintings**, B. **Photographs** and C. **Posters & Ads**. Some items in Part B: Photographs include short written

explanatory material with them. In Part 2, twelve sessions are dedicated to discussing **A. Paintings**, ten sessions to **B. Photographs** and eight sessions to **C. Posters & Ads**.

Course Content & Resources

Part 1: Introductory Reading (15 Sessions)

1. Chapter 1 (page 7 to 33), Ways of Seeing, John Berger, BBC & Penguin Books 1977
2. Chapter 7 (page 129 to 154), Ways of Seeing John Berger, BBC & Penguin Books 1977
3. Excerpts from Chapter 1: "In Plato's Cave" from On Photography Susan Sontag, Rosetta Books, 2005.
4. "What is a Designer?" (3 pages) in Chapter 2: Designers and Stylists, Design As Art, Bruno Munari, Trans. Patrick Creagh, Penguin Modern Classics 2008
5. Chapter 4: "Graphic Design" (9 pages) Design As Art, Bruno Munari, Trans. Patrick Creagh, Penguin Modern Classics, 2008.
6. "The Environmental Impacts of Consumer Advertising." Adfree Cities, 21 May 2021, adfreecities.org.uk/resources/environmental-impacts-consumerism-advertising.

Part 2: Reading Visuals (30 Sessions)

A. Paintings (12 Sessions)

1. Ships on a Stormy Sea by Willem van de Velde the Younger (1672)
https://upload.wikimedia.org/wikipedia/commons/d/d2/Willem_van_de_Velde_the_Younger%2C_Ships_on_a_Stormy_Sea_%28c._1672%29.jpg
2. Dutch Boats in a Gale ("The Bridgewater Sea Piece") by Joseph Mallord William Turner (1801) https://commons.wikimedia.org/wiki/File:Joseph_Mallord_William_Turner_-_Dutch_Boats_in_a_Gale_-_WGA23163.jpg
3. Woman with a Parasol/Madame Monet and Her Son/ The Stroll by Claude Monet (1875)
https://en.wikipedia.org/wiki/Woman_with_a_Parasol_%E2%80%93_Madame_Monet_and_Her_Son#/media/File:Claude_Monet_-_Woman_with_a_Parasol_-_Madame_Monet_and_Her_Son_-_Google_Art_Project.jpg
4. A Bar at the Folies-Bergère by Édouard Manet (1882)
[https://en.wikipedia.org/wiki/A_Bar_at_the_Folies-Berg%C3%A8re#/media/File:Un_bar_aux_Folies-Berg%C3%A8re_d'E._Manet_\(Fondation_Vuitton,_Paris\)_%2833539037428%29.jpg](https://en.wikipedia.org/wiki/A_Bar_at_the_Folies-Berg%C3%A8re#/media/File:Un_bar_aux_Folies-Berg%C3%A8re_d'E._Manet_(Fondation_Vuitton,_Paris)_%2833539037428%29.jpg)
5. Christina's World by Andrew Wyeth (1948)
<https://www.moma.org/collection/works/78455>

6. Bharat Mata by Abanindranath Tagore (1905)
[https://en.wikipedia.org/wiki/Bharat_Mata_\(painting\)#/media/File:Bharat_Mata_by_Abanindranath_Tagore.jpg](https://en.wikipedia.org/wiki/Bharat_Mata_(painting)#/media/File:Bharat_Mata_by_Abanindranath_Tagore.jpg)
7. Bride's Toilet by Amrita Sher-Gil (1937) <https://www.artworkonly.com/indian-paintings/brides-toilet-by-amrita-sher-gil-famous-indian-art-handmade-oil-painting-on-canvas>
8. Days of glory by Satish-Gujral (1952)
<https://uddariart.wordpress.com/2008/08/02/days-of-glory-by-satish-gujral/>

B. Photographs (10 Sessions)

1. Behind the Gare Saint-Lazare by Henri Cartier-Bresson, 1932
https://en.wikipedia.org/wiki/Behind_the_Gare_Saint-Lazare#/media/File:Henri_Cartier-Bresson_-_Behind_the_Gare_Saint-Lazare,_1932.jpg
2. The Moonrise, Hernandez, New Mexico by Ansel Adams, 1941
<https://www.moma.org/collection/works/53904>
3. D-Day, Robert Capa, 1944 <https://www.magnumphotos.com/shop/collections/estate-stamped/omaha-beach-during-the-d-day-landings-normandy-france-june-6th-1944/>
 - a. "Robert Capa and Omaha Beach." Imperial War Museums,
www.iwm.org.uk/history/robert-capa-and-omaha-beach
4. Gandhi and the Spinning Wheel by Margaret Bourke-White 1946
<https://www.artic.edu/artworks/5514/mahatma-gandhi-spinning>
 - a. "Gandhi and His Spinning Wheel: The Story Behind a Famous Photo." LIFE, 2 Nov. 2020, www.life.com/people/gandhi-and-his-spinning-wheel-the-story-behind-an-iconic-photo
5. Alfred Krupp by Arnold Newman, 1963 <https://www.artsy.net/artwork/arnold-newman-alfred-krupp-essen-germany>
6. Gary Winogrand's Central Park Zoo, New York, 1967
<https://www.metmuseum.org/art/collection/search/262314>
 - a. Papageorge, Tod. "About a Photograph: New York, 1967, by Garry Winogrand." Open Edition Journals, 30 Dec. 2014,
<https://journals.openedition.org/transatlantica/7084>
7. Delhi-Mumbai Train, by Raghu Rai, 1982
<https://photographieduvoyage.wordpress.com/2014/12/16/raghu-rai/>
8. Mother and Child during Monsoon by Steve McCurry, 1993
<https://www.artnet.com/auctions/artists/steve-mccurry/mother-and-child-at-car-window-bombay-india-2>
9. 99 Cent, Andreas Gursky, 1999 <https://www.thebroad.org/art/andreas-gursky/99-cent>
10. The Situation Room, Pete Souza, 2011
https://en.wikipedia.org/wiki/File:Obama_and_Biden_wait_updates_on_bin_Laden.jpg



- a. Johnson, Ken. "The Power of the Situation Room Photograph." The New York Times, 6 Feb. 2013,
www.nytimes.com/2011/05/08/weekinreview/08johnson.html

C. Posters & Ads (8 Sessions)

1. D&AD Campaign, (single) 95 Percent: The Advertising Academy, October 2006 ("95 Percent: The Advertising Academy: D&AD." Ads of the World, 7 Aug. 2007)
https://www.adsoftheworld.com/media/print/95_percent_the_advertising_academy_dad
2. The Identity of Young Chennai, JWT for The Times of India, April 2009
https://www.adsoftheworld.com/media/print/the_times_of_india_the_identity_of_young_chennai
3. Keys, Google, June 2009 https://www.adsoftheworld.com/media/print/google_keys
4. World Cup Poster, Edel Rodriguez 2010
<https://www.commarts.com/project/17374/world-cup-poster>
5. Bike, BBDO for ThaiHealth, September 2010
https://www.adsoftheworld.com/media/print/thaihealth_bike
6. Drive Carefully (Set of three – Stairs, Swing, & Pool, DDB for Volkswagen, April 2016
https://www.adsoftheworld.com/media/print/volkswagen_stairs
https://www.adsoftheworld.com/media/print/volkswagen_swing
https://www.adsoftheworld.com/media/print/volkswagen_pool_0
7. Untitled Poster by Gulia De Benedetti Poster Competition for Holocaust Martyrs' and Heroes' Remembrance Day in Israel, 2016 https://www.yadvashem.org/events/06-april-2016.html#additional_pictures
8. Chimpanic, (single) Havas Hong Kong for Jane Goodall Institute 2021
<https://www.dandad.org/awards/professional/2021/234143/chimpanic/>
9. McDonald's Snow Billboard in Sweden, McDonald's Corporation, Agency NA, Date NA
<https://www.brandsynario.com/mcdonalds-snow-billboard-in-sweden/>

Table 01 showing distribution of texts, sessions and credits across Parts 1 & 2 of the course

No.	Topic	No. of texts	No. of sessions	No. of credits
1	Part 1: Introductory Reading	6	15	1
2	Part 2: Reading Visuals			
A	Paintings	8	12	
B	Photographs	10	10	
C	Posters & Ads	9	8	
Sub Total (Part 2)		27	30	2
Grand Total (Part 1 + Part 2)		33	45	3

Assessment

Assessment will be made on the basis of continuous evaluation. Question papers of both formative and summative assessment must test the skills of the students in interpreting visuals and their understanding of the visuals discussed in the course. Questions that assess students' understanding of the texts discussed are to be asked. In addition, a compulsory question for reasonably high marks (say 10) on a visual text not encompassed in the course content and not discussed during the course is to be included in the end-of-semester examination. This compulsory question must carry a visual which students will attempt to appreciate or interpret.

Course Code – ENGOEC02

English for Competitive Examinations

Open Elective Offered by the Discipline of English Studies under NEP

2020 for Semester One

(Adopted from course proposals made by teachers of Tumkur University)

Overview

English for Competitive Examination (Course Code – ENGOEC02) is a three-credit open elective course offered to the students of any discipline in semester one. The course intends to provide a comprehensive training to students in preparing for the compulsory English papers in various competitive examinations.

Objectives & Course Outcome

- The course aims to equip students with English language skills required for English paper in competitive exams.
- At the completion of this course students will be able to demonstrate enhanced skills in and knowledge of English.

Syllabus Structure

Name of the Course: English for Competitive Exams (3 credits)			
Units	Topics	Hours	Total Hours
1.	Reading comprehension	4	44
	Essay writing	4	
	Precis writing	2	
	Cloze Test	2	
2	Tenses	3	
	Subject Verb Agreement	3	
	One word substitution	2	
	Spotting errors	2	
3	Mental ability	2	
	Assertion and Reason	3	

	Coding and Decoding	2	
4	Articles	2	
	Active-Passive, Direct-Indirect	4	
	Parts of speech	3	
5	Vocabulary	2	
	Idioms and phrases	2	
	Synonyms-Antonyms-Homonyms	2	

Course Content

Unit 1: Reading comprehension – piece of prose, poetry, short story, biography, Essays on General awareness, Summarizing passages, Cloze exercises

Unit 2: Forms of Present, Past and future tense – usage, Errors in Subject-Verb agreement, One word substitution- spotting errors

Unit 3: Exercises in mental ability, assertion and reason, coding and decoding


Unit 4: Rules and practice exercises for using articles, - Active to Passive conversions, Direct to Indirect, errors in parts of speech usage

Unit 5: Vocabulary activities, idioms and phrases, Synonyms- Antonyms – Homonyms

References

1. “English improvement course”, R S Dhillon, Cloud tail India
2. “Essential English Grammar”, Raymond Murphy, Cambridge University Press

Details of the Course Proposer


 Dr. Saraswathi K B
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 Department of English
 Government First Grade College
 Tiptur

Semester –I

Skill-based: Skill Enhancement Courses

Course Code – ENGSEC01

English Made Easy

Skill-based Skill Enhancement Course for any discipline offered by the Discipline of English Studies under NEP 2020 for I semester students of Tumkur University



Board of Studies in English (UG)

Tumkur University, Tumakuru

Introduction

English Made Easy (Course Code – ENGSEC01), as the title itself suggests, this is a two-credit skill enhancement course to familiarize students with basic English grammar. Aptly hailed as a global language, English is obviously a language of abundant scope and ample opportunities. Only an ignoramus could undermine the place of English language in the contemporary social, academic and professional domains.

In a globalized world, the study of the English language is of utmost importance to undergraduate students from all streams. This course offers an opportunity for students to hone their language skills through hands-on grammar exercises. It thereby equips them to face the challenges of a highly competitive world and simultaneously, to enhance their chances of employability.

Moreover, appropriate use of language structures certainly reflects a well-educated persona. In this context, this course instills confidence among students by helping them to learn correct and idiomatic use of English language through exposure to key components of English grammar.

Objectives

This course aims

- To strengthen the linguistic skills of students through the study of basic grammar components.
- To help students have a good understanding of key components of English grammar and facilitate appropriate use of language in personal and professional situations.
- To help them improve their verbal communication skills by understanding the nuances of grammar.
- To empower students for correct usage of the English language in reading and writing.

Course Outcomes

At the end of this course, students will be able to

- Read and write confidently as they will be well versed in grammar and language skills.
- Spot errors and improve their reading and writing skills.
- Produce grammatically correct spoken and written discourse. •
- Enhance their communication skills through the use of appropriate and idiomatic structures of English language.

Course Details

NO.	CONTENTS	No. of Sessions
Unit 1	Parts of Speech	6
	A. Nouns	
	B. Pronouns	
	C. Adjectives	
	D. Adverbs	
Unit 2	Verbs	6
	A. Auxiliary verbs	
	B. Transitive and Intransitive verbs	
Unit 3	Types of Sentences	3
Unit 4	Articles	2
Unit 5	Prepositions	3
Unit 6	Tenses	6
Total number of sessions		26



Course Contents

Unit 1: Parts of Speech (6 sessions)

Parts of speech-Definition and Enumeration – Explanation of four parts of speech with examples

- I. NOUN
 - A. Types of nouns-proper, common and collective, regular and plural
Illustrate with examples
 - B. Work Worksheets –identify nouns, fill blanks, correct errors
- II. PRONOUN
 - A. Kinds-possessive, reflexive, demonstrative, distributive reciprocal, interrogative, relative pronouns
 - B. Worksheets – Fill blanks [give options], correct errors, rewrite with corrections
- III. ADJECTIVE
 - A. Meaning, Kinds and Uses
 - B. Comparison of adjectives-positive, comparative and superlative
 - C. Worksheets –fill gaps with correct options, rewrite sentences retaining the same meaning
- IV. ADVERBS
 - A. Definition and Types
 - B. Comparison of Adverbs
 - C. Worksheets- Identify types of adverbs, change adverbs into comparative and superlative degrees

Unit 2: Verbs (6 sessions)

- I. Auxiliary Verbs
 - A. Definition and uses
 - B. Types of auxiliary verbs
 - C. Worksheets – Fill blanks, identify auxiliary verbs, use of appropriate auxiliary verbs
 - D. Transitive and Intransitive verbs
 - E. Definition and differentiation
 - F. Worksheets – identify types of verbs, use verbs in your own sentences

Unit 3: Types of Sentences (3 sessions)

- A. Enumerate types on the basis of their use
- B. Define each type with examples [Declarative, Interrogative, imperative and exclamatory]
- C. Worksheets – identify types of sentences, rewrite as directed [changing from onetype to another]

Unit 4: Articles (2 sessions)

- A. Definition and types
- B. Uses of the definite and indefinite articles
- C. Worksheets – fill blanks with appropriate articles, correct errors, rewrite sentencesby using suitable articles.

Unit 5: Prepositions (3 sessions)

- A. Meaning and types
- B. Functions of prepositions
- C. Worksheets –correct errors, fill blanks, choose correct prepositions

Unit 6: Tenses (6 sessions)

- A. Meaning and uses
- B. The simple present tense-elucidate with examples
- C. The present progressive –uses and examples
- D. The present perfect –explain with examples
- E. The simple past tense –elucidate with examples
- F. The past progressive-illustrate with examples
- G. The past perfect-uses and examples
- H. Fill in the blanks with appropriate forms of verbs
- I. A passage could be given and the students asked to fill blanks with suitable tense forms of verbs



Sample Exercises and Patterns with Examples

UNIT 1 PARTS OF SPEECH

i] NOUNS

A] Identify the nouns and their types in the following sentences.

- 1] Bangalore is called the garden city.
- 2] The peacock is a beautiful bird.
- 3] I ate many oranges.
- 4] I gave a bouquet of flowers to the chief guest
- 5] Tumkur university is a reputed centre for higher studies.

B] Fill in the blanks with suitable nouns.

- 1] There are several ----- in our class [student, students]
- 2] Give me a ----- of bread [slice, slices]
- 3] There are three ----- on the table [glass, glasses]
- 4] The ----- are wonderful hosts [Raos, Rao]
- 5] The ----- is very heavy [furniture, furnitures]

C] Correct errors in the following sentences

- 1] There are many peoples in the cinema theatre.
- 2] The Reddies are very interested in politics.
- 3] The steel bar is 60 foots long.
- 4] Serious Covid 19 patients need sophisticated equipments for treatment.



5] I have two knives.

PRONOUN

A) Fill in the blanks with appropriate pronouns

1] Shireen hurt ---while cutting vegetables.

2] This is not Nayana's bag -----bag is red in colour.

3]is your English teacher?

4]laptop is this?

5] I smiled at -----in the looking glass.

A] Correct the errors in the following sentences.

1] I could not find no one in the theatre.

2] Gopi lost her cell phone in the bus.

3] This are the photos of the beautiful Taj mahal.

4] We enjoyed myself in our Goa trip.

5] Whom book is this?

Iii] ADJECTIVES

A] Fill in the blanks with appropriate degrees of comparison

1] Tumkur is a ----- city than Tiptur[big]

2] Geetha is as -----as her sister in academics[good]

3] This work is----- than all others [important]

4] My brother is a ----- player than me [good]

5] Of all the fruits, the mango is the----- [sweet]

iv] ADVERBS

A] Pick out the adverbs in the following sentences.

1] The train came in time.



2] Captain Vikram Batra fought bravely in the Kargil war.

3] My puppy follows me everywhere.

4] The postman came again.

5] I hardly slept last night.

B] Change the following adverbs into their comparative and superlative forms.

1] Fast

2] Well

3] Little

4] Beautiful

5] pretty

UNIT 2

i] Auxiliary verbs

A] Fill in the blanks with appropriate auxiliary verbs

1] I come in madam? [may, will]

2] One ---- pay for his sins sooner or later [should, would]

3] We ---- climb the mountain after a few days of practice [can,may]

4] No amount of technology ----replace a good teacher [will, can]

5] She----- complete the project in a fortnight [ought to, may]

B] Identify the auxiliary verbs in the following passage [And unseen passage could be given]

ii] Transitive and Intransitive verbs

A] Study the verbs in the following sentences and say if they are transitive or intransitive

- 1] The old man cried in pain.
- 2] Geetha sat down on the stool.
- 3] Lathika narrated a story.
- 4] My little brother broke my new pen.
- 5] Don't use the cell phone in the classroom.
- 6] The vase broke into several pieces.
- 7] We jumped over the wall.
- 8] The chair collapsed under his weight.
- 9] Don't stick bills.
- 10] Don't park vehicles in front of the school.



UNIT 3: TYPES OF SENTENCES

A] Rewrite the following sentences as directed in brackets

- 1] Is it raining? [change into a declarative sentence]
- 2] I am happy [change into a negative sentence]
- 3] Could you lend me your cell phone? [change into an imperative sentence]
- 4] I cannot write the exam [change into an affirmative sentence]
- 5] The Jog falls is a beautiful sight [change into an exclamatory sentence]
- 6] Sheela is a good singer [change into an interrogative sentence]

B] Give a bunch of different types of sentences and ask students to identify each type.

UNIT 4: ARTICLES

A] Fill in the blanks with appropriate articles

- 1] Could you get me----- glass of water?
- 2] ----apple ----day keeps----- doctor away.



- 3] Aishwarya Rai is----- beautiful actress.
- 4] The Jog falls in -----rainy season is ---- lovely sight to behold.
- 5] Be -----Roman in Rome.
- 6] We have two copies of---- Bhagavad Gita at home.
- 7] Have you visited ----Mysore zoo.
- 8] Rita is -----English teacher who teaches in --- European university.
- 9] We waited--- hour for the bus.
- 10] I don't have----car.

UNIT 5: PREPOSITIONS

A] Fill in the blanks with suitable prepositions

- 1] Please return these books--- the teacher.
- 2] The burglar jumped ----the high wall to escape from the police.
- 3] My purse is ----- the pillow.
- 4] London is situated -----the river Thames.
- 5] The intercity express arrives ----9.15 am – Tiptur.
- 6] My parents have confidence -----my ability.
- 7] He lives----- 12 Townhall road.
- 8] He goes – college----foot.

9] I go to college–bus

10] Time and Tide wait -----none.

B] A bunch of sentences with erroneous prepositions could be thrown on students and they could be asked to rewrite sentences correcting the errors.



UNIT 6: TENSES

A] Fill in the blanks with the correct tense form of the verbs given in brackets.

- 1] Suraj ----- [love] to go trekking with his friends.
- 2] It ----- [rain] from morning.
- 3] I ---- [apply] for a teacher's post yesterday.
- 4] Rajani ---- [like] mangoes.
- 5] Ranjitha ---[be] -----[work]very hard these days.
- 6] The happy years of my life -----[be] the ones ----[spend] at school.
- 7] They ---[travel] all night.
- 8] I -- [have] a laptop to work.
- 9] Pupils who -----[make] running notes end up---- [score] well in exams.
- 10] The candidates of Karnataka---- [do] well in the UPSC exams this year.

B] Small interesting passages could be given and students could be asked to identify/fill the correct tense forms of the verbs.

C] A conversation between two friends could be given with gaps to fill with appropriate tense forms.

Pedagogy

As this paper focuses completely on teaching basic English grammar the methodology of repetition and drill could be followed to make students learn the correct usage of language through continuous practice and repetition. Audio-visual aids like



simple grammar videos from the internet could be downloaded and used for effective teaching and learning activities. Interesting assignments and projects could be given to make learning meaningful and absorbing. Group activities in classroom and language games should be conducted to ensure active involvement of students in the learning process



Further Reading

1. Achieve A Textbook for General English I semester BA/BSC/BFA/BVA
Tumkur University published by Orient Black Swan
2. Reflection A Textbook for General English II semester BCOM/BBM/BCA/BSW
Tumkur University published by Orient Black Swan
3. Leech, Geoffrey et.al. English Grammar for Today – A New
Introduction. Palgrave-2005
4. Wren P.C. and Martin H. High-school English Grammar and Composition
5. Blackie ELT Books, New Delhi.



Course Code – ENGSEC02

Building Bridges: Introduction to Translation

A Skill-based Skill Enhancement Course Offered by the Discipline of English Studies for I Semester

(Adopted from course proposals made by teachers of Tumkur University)

Overview

Building Bridges: Introduction to Translation (Course Code – ENGSEC02) is a three-credit Skill-based Skill Enhancement course offered to the students of any discipline in semester one. The course intends to provide useful training to students in translating.

Objectives & Course Outcome

- The course aims to familiarize students with the basics of translation skills.
- At the completion of this course the students will demonstrate increased skills in translation.

Syllabus Structure

Name of the Course: Translation Basics (2 credits)			
Units	Topics	Hours	Total Hours
1.	Meaning of Translation	2	28
2	Types of translation	8	
3	Western Theories on Translation	4	
4	Translation as a creative endeavour	8	
5	Career as Translator, interpreter	6	

Course Content

Chapter I

Meaning – Significance, importance and scope of translation (2 hours)

Chapter II

1. Types of translation – literal, literary, semantic types, (2 hours)

2. Practice sessions (from English to Native tongue and vice versa) – Day-to-day conversation (2 hours)
3. Machine translation: advantages and disadvantages – translation apps (2 hours)
4. Practice sessions (from English to Native tongue and vice versa) – Passages with contextual information, passages of factual information (2 hours)

Chapter III

1. Western and Indian perspectives on translation (2 hours)
2. Practice sessions (from English to Native tongue) – Sayings, Proverbs, Idioms and phrases (2 hours)

Chapter IV

1. Translation as a creative adventure – transcreation, transliteration (3 sessions)
2. Practice sessions (from English to Native tongue) – Short articles (2 hours)
3. Practice sessions (from English to Native tongue) – Jokes and comics, passages from short stories (3 hours)

Chapter V

1. Role of translation in TV programmes, speech translation, advertisements, news reporting translation, event report translation etc. (3 hours)
2. Practice sessions (from English to Native tongue) – Short poems and reports (3 hours)

References

Dictionary of Translation Studies by Mark Shuttleworth
Encyclopedia of Literary Translation into English by Olive classe.
A Practical Guide for Translators by Geoffrey Samulson Brower
Translation Studies – Susan Bassnett.

Details of the Course Proposer

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Associate Professor
Department of English
Government First Grade College, Tiptur



Revised Syllabus: Semester- II

Generic English Language Courses (L2)

Course Code – ENGL03

Lit Lamp

Generic English Course (L2) for non-subject specific programmes offered by the Discipline of English Studies under NEP 2020 for II semester students of Tumkur University



Board of Studies in English (UG)

Tumkur University, Tumakuru

Overview

Lit Lamp (Course Code – ENGL03) is a three-credit course (three teaching and one tutorial sessions per week) that is offered in a minimum of fifty-two sessions to students of non-subject specific programmes that opt for English as one of their languages of study (L2) in the second semester. The course considers language as a medium for both mundane communication and evolved thought. Even as it is designed to help students with English language skills, it hopes to help them add nuances to their responses to the contemporary world as well. Likewise, the course intends to impart values for a productive life through its texts.

Texts included in the course have been selected for their potential for nudging students into thoughtful action. Even the ones that are apparently less purposeful also are certain to appeal to a majority of students through their shared cultural contexts alone.

Objectives

Objectives of the course include but not limited to:

1. Enhancing language abilities
 2. Helping students engage with the world around qualitatively
 3. Improving cultural, contextual and aesthetic sensitivity
- N. Encouraging students to be curious and critical

Specifications

The course contents are divided into two parts. **Part 1**, titled **Course Book**, is based on texts of varied lengths. It consists of individual texts of diverse genres, styles and interests included under nine chapters. Thirty sessions are devoted to discussing Part 1.

Part 2 is titled **Work Book** and focuses solely on enriching skills. A minimum of twenty-two sessions are devoted to teaching Part 2. It is further divided into **A. Receptive Skills** and **B. Productive Skills**. The part on receptive skills aims to improve students' ability to comprehend and respond to written and spoken texts. It consists of two texts that are delivered over eleven sessions. The part on productive skills intends to help students with improving their speaking and writing. This part includes seven groups of topics, delivered over eleven sessions again, that enrich students' grammatical competence.

Course Content

UG Revised Syllabus (As Per NEP 2020) **for Second Semester BA/BSc** **Lit Lamp – Generic English**

Total Contact Hours: 56/60
 Formative Assessment Marks: 40
 Teaching Hours: 4 Hours per week

Course Credits: 03
 Summative Assessment Marks: 60
 Duration of ESA/Exam: 02 Hours

Part 1: Course Book (30 sessions)

Unit-I: PROSE (17 Hours)

Note: 10 Marks question will be focused in the lesson -2,3 and 5
 5 Marks questions will be focused in the lesson-1,4,6 and Poem- *Spiritus Mundi, Buy One Now*

- | | | | |
|----|---|---------------------|---------|
| 1) | How to Study Effectively | -Paul Penn | 4 Hours |
| 2) | Magadi and Manchanabele (Excerpt) | - Dr.Siddalingaiah | 6 Hours |
| 3) | Reconstruction – Excerpts from Jaya – An Illustrated Retelling of the Mahabharata | -Devadutt Pattanaik | 6 Hours |
| 4) | The Great Symbolism of Our Independence Day | –D. V. Gundappa | 4 Hours |
| 5) | Annihilation of Caste (Extract) The Ideal of Caste-less Society –Dr.B R Ambedkar | | 4 Hours |
| 6) | Just Lather, That's All | - Hernando Téllez | 4 Hours |

Unit-II: POETRY (13 Hours)

- | | | | |
|----|--|--|---------|
| 7) | Red Wheel barrow –William Carlos William | | 2 Hours |
|----|--|--|---------|

- | | | |
|-----|---|---------|
| 8) | This is just to say –William Carlos William | 2 Hours |
| 9) | Andheri Local – Arundhathi Subramaniam | 2 Hours |
| 10) | Song for Catabolic Women – Arundhathi Subramaniam | 2 Hours |
| 11) | Spiritus Mundi – Jeet Thayil | 3 Hours |
| 12) | Buy One Now – D J Enright | 2 Hours |

Part 2: work Book (30 sessions)

UNIT III: Receptive Skills: Reading Skills and Listening Skills (12 sessions)

Note: Collocations , Prefixes and Suffixes, Registers Listening Skills and Dialogue writing Will be tested only for Internal Assessment and will not be tested in the final examination.

- | | | |
|-----|--|---------|
| 13) | Reading Skills – Reading and Understanding of an unseen Passage-
identify the theme and suggest a suitable title
(select a passage from Literature Text books) | 3 Hours |
| 14) | Vocabulary building –
a) Synonyms
b) Antonyms
c) Homonyms
d) Homophones
e) Collocations, Prefixes and Suffixes | 5 Hours |
| 15) | Registers | 1 Hours |
| 16) | Listening Skills:
(a) Types of listening
(b) Barriers to effective listening
(c) Techniques to improve listening Skills | 3 Hours |
| 17) | Dialogue writing | 3 Hours |
| 18) | Precis writing. | 3 Hours |
| 19) | Data interpretation: Bar Graph, , Tree Diagram, Chart/ Tables etc. | 4 Hours |
| 20) | Story writing – Outline expansion | 3 Hours |
| 21) | Letter writing –Formal letters-Job Application – Cover letter | 3 Hours |
| 22) | Writing Resume | 2 Hours |

References & Resources

Print Texts

1. Siddalingaiah (trans. S R Ramakrishna). "Magadi and Manchanabele." A Word with You, World: The Autobiography of a Poet, Navayana Publishers, 2013.
2. Enright, D J. "Buy One Now". Selected Poems. OUP, 1990, p. 99.
3. Pattanaik, Devdutt. "Reconstruction." Jaya: An Illustrated Retelling of the Mahabharata, India Penguin, 2010.

Online Texts

1. Penn, Paul. "How to Study Effectively." Psyche, 25 Sept. 2021, <https://psyche.co/guides/how-research-from-psychology-can-help-you-study-effectively>.
2. D V, Gundappa. "The Great Symbolism of our Independence Day". Preksha: A Journal of Culture and Philosophy, 5 Oct. 2020, www.prekshaa.in/article/great-symbolism-our-independence-day-part-1.
3. Poetry Foundation. "The Red Wheelbarrow by William Carlos Williams." Poetry Foundation, 1938, www.poetryfoundation.org/poems/45502/the-red-wheelbarrow.
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5. Subramaniam, Arundhathi. "5.46, Andheri Local." Homepage of Poetryinternationalweb.net, www.poetryinternational.org/pi/poem/12087/auto/0/0/Arundhathi-Subramaniam/546-Andheri-Local/en/tile.
6. Subramaniam, Arundhathi. "Song for Catabolic Women", "World Poetry Day 2019: Read Arundhathi Subramaniam's Song for Catabolic Women". Firstpost, 21 Mar. 2019, www.firstpost.com/long-reads/world-poetry-day-2019-read-arundhati-subramaniam-s-song-for-catabolic-women-6287871.html.
7. Thayil, Jeet. "Spiritus Mundi". Poetry International, 2015, www.poetryinternational.org/pi/poem/27822/auto/0/0/Jeet-Thayil/SPIRITUS-MUNDI/en/tile.
8. Monsó, Susana. "What Animals Think of Death", Aeon. 14 Sept. 2021, <https://aeon.co/essays/animals-wrestle-with-the-concept-of-death-and-mortality>.



References for Work Book Texts

1. Herring, Peter. Complete English Grammar Rules. Create Space Independent Pub, California, 2016.
2. Jain Charul, Pradyumnasinh Raj & Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017
3. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech & Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman.

Online Resources

1. <http://orelt.col.org/module/unit/4-grammar-improving-composition-skills>
2. https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers.

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Course Code – ENGL04

Perceive and Ponder

Generic English Course (L2) for subject specific programmes offered by the Discipline of English Studies under NEP 2020 for II semester students of Tumkur University

(For B.Com, BBA, BCA, BSW, BVA, etc.)



Board of Studies in English (UG)

Tumkur University, Tumakuru

Overview

Perceive and Ponder (Course Code – ENGL04) is a three-credit course (three teaching and one tutorial sessions per week) that is offered in a minimum of fifty-six sessions to students of subject specific programmes such as Bcom, BBA, BCA, BSW, BVA that opt for English as one of their languages of study (L2) in the second semester. The course emphasizes skills in language and focuses equally on the four critical aspects of language learning namely listening, reading, reading and writing.

Texts included in this course attempt at encouraging deliberations on select key values. Texts belonging to various genres have been incorporated.

Objectives

Objectives of the course include but not limited to:

1. Enhancing language abilities
 2. Helping students engage with the world around qualitatively
 3. Improving cultural, contextual and aesthetic sensitivity
- N. Encouraging students to be curious and critical

Specifications

The course contents are divided into two parts. **Part 1**, titled **Course Book**, is further divided into two units namely **Impressions and Expressions** and **Translation**. Unit 1: Impressions and Expressions is based on texts of varied length. It consists of individual texts of diverse genres, styles and interests included under seven chapters. Each text comes with a central theme and the design of the pedagogy must facilitate an effective communication of the messages related to the theme. Unit 2: Translation, helps students transfer content, style and tone from one language to another. This part is further divided into two sections of five sessions each. Twenty-six sessions are devoted to discussing Part 1.

Part 2 is titled **Work Book** and focuses solely on enriching skills. It is further divided into **Unit 3: Receptive Skills** and **Unit 4: Productive Skills**. The part on receptive skills aims to improve students' ability to comprehend and respond to written and spoken texts. It consists of seven chapters that are delivered over fifteen sessions. The part on productive skills intends to help students with improving their speaking and writing. This part includes six chapters on different groups of topics, delivered over fifteen more sessions that enrich students' grammatical competence. A minimum of thirty sessions are devoted to teaching Part 2.

Course Content

Revised Syllabus (As per NEP 2020) for Second Semester

B.Com/B.B.A/BCA/BSW/BVA etc

PERCEIVE AND PONDER- GENERIC ENGLISH

Total Contact Hours: 56/60
 Formative Assessment Marks: 40
 Teaching Hours: 4 Hours per week

Course Credits: 03
 Summative Assessment Marks: 60
 Duration of ESA/Exam: 02 Hours

PART 1: COURSE BOOK (30 SESSIONS)

Unit-I: Impressions and Expressions (20 Hours)

Chapter 1:	A Tryst with Destiny	- Jawaharlal Nehru (10 Marks)	3 Hours
Chapter 2:	The Story of My Life	- Helen Keller (10 Marks)	3 Hours
Chapter 3:	In Conversation with Dr. Vandana Shiva	- Dr. Vandana Shiva (5 Marks)	3 Hours
Chapter 4:	The Hindu Code Bill	- Dr. B. R. Ambedkar (5 Marks)	3 Hours
Chapter 5:	Where the Mind Is without Fear	- Rabindranath Tagore (5 Marks)	2 Hours
Chapter 6:	Stri-Purush Tulana (Extract)	- Tarabai Shinde (10 Marks)	3 Hours
Chapter 7:	The Mouse That Became a Mouse	- Sudha Murty (5 Marks)	3 Hours

Unit II: Translation (**Note:** Short Paragraphs (**English & Kannada**) based on themes with a literature, Science, Journalism, Government office documents, Cook book-recipe, user manual)

Chapter 8:	Translation –English into Kannada	(5 Marks)	5 Hours
Chapter 9:	Translation-(Kannada into English	(5 Marks)	5 Hours

Part 2: work Book (30 sessions)

UNIT III: Receptive Skills: Reading Skills and Listening Skills (12 sessions)

Note: *Collocations , Prefixes and Suffixes, Registers and Listening Skills Will be tested only for Internal Assessment and will not be tested in the final examination.*

Chapter 9	Reading Skills – Reading and Understanding of an unseen Passage- identify the theme and suggest a suitable title (select a passage from Literature Text books)	3 Hours
Chapter 10	Vocabulary building – a) Synonyms b) Antonyms c) Homographs, d) Homophones e) Collocations , Prefixes and Suffixes	5 Hours
Chapter 11	Reading passages on Specific fields for Vocabulary building- Registers	1 Hour
Chapter 12	Listening Skills: (a) Types of listening (b) Barriers to effective listening (c) Techniques to improve listening Skills	3 Hours

UNIT-II: Productive Skills: Speaking and Writing Skills (18 Sessions)

Chapter 13:	Reported Speech	7 Hours
Chapter 14:	Dialogue writing	3 Hours
Chapter 15:	Non-verbal communication (will be tested only for Internal Assessment and will not be tested in the final examination)	2 Hours
Chapter 16:	Summary writing	3 Hours
Chapter 17:	Story writing – Outline expansion	3 Hours

Table 01 showing distribution of sessions across different parts of the course content

No.	Particulars	Distribution of Sessions
Part 1	Course Book	30
Unit – 1	Impressions and Expressions	20
Unit – 2	Translation	10
Part 2	Work Book	30
Unit – 3	Receptive skills	12
Unit – 4	Productive skills	14
	Grand Total (Part 1 + Part 2)	60

Pedagogy

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

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

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

Listening Skills Listening skills can be taught by using ICT tools and web-based learning in Language Lab.

Students may be given listening practice by making them listen to pre-recorded audios, songs, interviews, conversations, narratives, news and other listening activities.

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

Writing Skills Along with the use of print media, ICT tools should be used to make the students learn the writing skills.

Teachers should motivate the students to write by involving them in activities like writing sentences using appositives, writing paragraphs using verb forms, phrases, idioms, writing stories based on the given clues, writing paragraphs on imaginary incidents and other such activities in the classroom and the write-ups could be edited by the peers.

Suggestions towards Teaching Work Book

Unit 3: Receptive skills: Reading skills and Listening skills

Reading passage to give a Title

A common question seen in competitive and entrance examinations is the choice of reading a passage to give an appropriate title. Questions that ask you to provide a title for the passage require you to assume the role of the author & to experience what he or she may have felt or wanted to convey when writing the passage. In order to do that, you need to read the passage carefully and identify key words and specific writing styles which will enable you to ascertain whether the author is frustrated, annoyed, perplexed, supportive etc., and from that information you will be able to quickly predict what the author might say next and also an appropriate title.

For questions that ask you to provide a title of a reading passage, be sure to look at the passage as a whole. Most importantly, do not choose an answer choice just because it reiterates a single fact explicitly stated in the passage. A title is meant to encompass the entire meaning of a reading passage, and not just a single point.

Important things to note before choosing the TITLE of a passage:

1. Remember that you have been asked to choose, the most appropriate title among the given options, not what you may consider to be the best or perfect title for the passage. What this also indicates is that if you can eliminate some options as inappropriate for one reason or another, you could possibly arrive at the correct answer.
2. Title must not only cover the core idea (the content) of the passage, but should also express the author's tone. For example, consider a title that says "The dismal state of Indian hockey". From this, you immediately not only realize that the passage will talk about the sport of hockey, but also know what the author's feelings or tone would be towards the current state of affairs. This is due to the usage of the adjective "dismal".
3. The title you mark as the correct option should be neither too broad nor too narrow in scope. Too 'narrow' titles may focus on only a couple of paragraphs of the passage and not the passage as a whole.



4. Remember that a title is like a common theme that runs through the passage i.e. it integrates the various ideas or issues discussed.

5. A Title is not a conclusion. This is a mistake that students commonly make. The title is not meant to reflect the conclusion (inference). A title summarizes the author's ideas or points succinctly & must come from what is directly stated in the passage.

Reading comprehension is similar to the data interpretation section – you have strategies but there are no fixed and limited concepts as such. To fine-tune your strategy, it is important that you do rigorous practice. Rework your strategies, see if you are realized the passage correctly and look where you are going wrong.

Pay attention to the details, and make a habit of trying to identify the author's main idea; also, try to think of the author's motive for writing the passage. As newspaper reporters do, ask the questions, "Who? What? When? Where? How? Why?". Is the author's purpose is to inform you about the facts, persuade you of something, or simply to entertain you?

The more active a reader you are, the more likely that you will understand and fully enjoy what you read.

THE MORE YOU PRACTICE THE BETTER YOU GET AT IT.

Reading for vocabulary building synonyms, homonyms, homophones, prefixes suffixes, collocations, and often confused words.

Synonyms and Antonyms

Synonyms are those words or expressions that have the same meaning or nearly the same meaning in the same language. For example – liberty, liberation, freedom, independence and emancipation are all synonyms of each other.

Antonyms are those words or expressions that have the opposite meaning. For example – the antonym of 'independence' is 'dependence'. Synonyms and antonyms of any language not only enrich the language but also accelerate its natural flow. By the use of synonyms one can avoid the boring repetition of any word or expression. Synonyms and antonyms can also enhance one's vocabulary knowledge of a language.

Synonyms and Antonyms of some important words:

ABANDON (v) – to leave: He abandoned his wife and children. Synonyms: abdicate, leave, quit, desert, discard. Antonyms: chase, follow, undertake, accept.

ACCUMULATE (v) – to assemble – He is gradually accumulating courage to do the work.

Synonyms: assemble, gather, collect, store, hoard, congregate, rally. Antonyms:

disperse, scatter, spread, dissipate, distribute.

ADVERSE (adj.) – unfavourable: He made some adverse comments on my proposal. Synonyms: antagonistic, unfavourable, critical, hostile, negative, unkind, censorious. Antonyms: favourable, propitious, appropriate, advantageous, congenial.

BANKRUPT (adj.) – ruined: The company became bankrupt for incurring a heavy loss. Synonyms: insolvent, destitute, indigent, ruined. Antonyms: rich, well-off, solvent, prosperous

CANDID (adj.) – frank: He made a candid confession. Synonyms: frank, open, sincere, straightforward, outspoken, honest, sincere, truthful, blunt. Antonyms: reserved, insincere, enigmatic, mysterious.

DISPERSE (v.) – to spread: The police dispersed the mob. Synonyms: scatter, spread, disband, diffuse, break up, dispel, dissipate Antonyms: gather, assemble, collect, meet, accumulate

ENCOURAGE (v.) – to inspire: My father always encourages me to help others. Synonyms: incite, stimulate, urge, impel, inspire Antonyms: prevent, discourage, dissuade, deter, dishearten **FASCINATE** (v.) – to attract: She was fascinated by the beauty of the scenery. Synonyms: charm, attract, captivate, enthrall, affect, mesmerize, absorb Antonyms: bore, irritate, disturb, disgust **GENEROUS** (adj.) – kind: We should always be generous to poor people. Synonyms: liberal, lavish, kind, bountiful, cordial, magnanimous, open-hearted Antonyms: mean, niggardly, miserly, churlish, selfish, closefisted

HAZARD (n.) – risk: No business is free from hazard. Synonyms: peril, risk, danger, jeopardy Antonyms: safety, security, protection, certainty

INDIFFERENCE (n.) – apathy: He showed complete indifference to study. Synonyms: coolness, carelessness, apathy, callousness, insensibility Antonyms: eagerness, interest, affection, ardour, zeal, **JUVENILE** (adj.) – youthful: This novel is full of juvenile impulse. Synonyms: young, youthful, childish, boyish, girlish, immature, adolescent Antonyms: senile, mature, manly, womanly, adult, aged **NERVOUS** (adj.) – anxious: He feels nervous in the examination hall. Synonyms: shaky, jumpy, timid, anxious, hesitant Antonyms: brave, courageous, bold, confident, valiant, calm, cool

WEAKEN (v.) – to decline: The disease has weakened his body. Synonyms: dilute, impair, paralyze, debilitate, enfeeble

Exercise 01:

Write synonyms of the words given in the brackets;

- A lot of crops grow in Bangladesh because her land is (fertile).
- He is always (antagonistic) to me.
- I do not like him because of his (audacity)



- d. We cannot live without air. It is (indispensable) for us.
- e. The prisoner was (released) from his charge.
- f. The man was (fascinated) by the beauty of the lady.
- g. It is not (feasible).
- h. I like this food because it is (hygienic).
- i. His (amiable) attitude charmed us.
- j. We want to (eradicate) poverty from our country.
- k. Today is one of the most (favourable) day of my life.
- l. The mistake was not (deliberate).
- m. The cuckoo has a very (dulcet) voice.
- n. If you are (honest), you will prosper in life.
- o. He is a (notorious) killer.

Homonyms

Homonyms are two or more words with the same spelling or pronunciation, but with different meanings. These words can sometimes be confusing, especially for children learning to spell them.

The word homonym comes from the Greek word 'homonymos' which means 'having the same name'. The prefix 'homo' means the same, and the suffix 'nym' means name. Therefore, homonyms are two words which look and/or sound exactly alike.

One of the most common examples of a homonym in English is the word 'bat'. 'Bat' can mean a piece of equipment you use in some sports, and it's also the name of an animal.

But they both sound exactly the same when you say them out loud, and they're spelt exactly the same way, too.

To understand which word is said, you have to understand context clues, rather than just relying on the pronunciation or spelling of the word itself.

Examples: bark, match,

Homophones

Homophones are words that share the same pronunciation, regardless of their spelling. The word 'phone' in homophone means sound. Examples of homophones include the words 'write' and 'right', 'knight' and 'night', and the words 'see' and 'sea'.

Even though they're spelt differently, when you say them out loud, you say them in the same way. Children often mix up homophones because they usually use sounds to determine the spelling of words, but that's not possible with these words. When writing it down, you have to use the context surrounding the word to determine its correct spelling.

Examples: see-sea, right-write, night-knight

Prefixes and suffixes:

The English language contains an enormous and ever-growing number of words. Enhancing your vocabulary by learning new words can seem overwhelming, but if you know the common prefixes and suffixes of English, you will understand many more words.

Mastering common prefixes and suffixes is like learning a code. Once you crack the code, you can not only spell words more correctly but also recognize and perhaps even define unfamiliar words.

Prefixes

A prefix is a word part added to the beginning of a word to create a new meaning. The main rule to remember when adding a prefix to a word is not to add letters or leave out any letters.

Common Prefixes

Prefix	Meaning	Example
dis	not, opposite of	dis + satisfied = dissatisfied
mis	wrongly	mis + spell = misspell
un	not	un + acceptable = unacceptable
re	again	re + election = reelection
inter	between	inter + related = interrelated
pre	before	pre + pay = prepay
non	not	non + sense = nonsense
super	above	super + script = superscript
sub	under	sub + merge = submerge
anti	against, opposing	anti + bacterial = antibacterial

Suffixes

A suffix is a word part added to the end of a word to create a new meaning. Study the suffix rules in the following boxes.

Rule 1

When adding the suffixes –ness and –ly to a word, the spelling of the word does not change.

Examples:

dark + ness = darkness

scholar + ly = scholarly

Exceptions to Rule 1

When the word ends in y, change the y to i before adding –ness and –

ly. Examples:

ready + ly = readily

happy + ness = happiness

Rule 2

When the suffix begins with a vowel, drop the silent e in the root word.

Examples:

care + ing = caring

use + able = usable

Exceptions to Rule 2

When the word ends in ce or ge, keep the silent e if the suffix begins with a or o.

Examples:

replace + able = replaceable

courage + ous = courageous

Rule 3

When the suffix begins with a consonant, keep the silent e in the original word.

Examples:

care + ful = careful

care + less = careless

Exceptions to Rule 3

Examples:

true + ly = truly

argue + ment = argument

Rule 4

When the word ends in a consonant plus y, change the y to i before any suffix not beginning with i.

Examples:

sunny + er = sunnier

hurry + ing = hurrying

Rule 5

When the suffix begins with a vowel, double the final consonant only if

(1) the word has only one syllable or is accented on the last syllable and

(2) the word ends in a single vowel followed by a single consonant.

Examples:

tan + ing = tanning (one syllable word)

regret + ing = regretting (The accent is on the last syllable; the word ends in a single vowel followed by a single consonant.)

cancel + ed = canceled (The accent is not on the last syllable.)

prefer + ed = preferred

Collocations:

A word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives.

A collocation is a group of words that go well together. There is no single rule showing us which words go well together, but we can just say that the collocations are determined by the virtue of those words sounding “right” together to native English speakers.

For example:

Make the bed= I am going to make my bed

Do the homework= I am doing my homework

Take a risk = She has to take a risk

It is important to use collocations because

They will help you to understand how to use vocabulary words in a sentence correctly. Your language will be more natural and more easily understood.

These will contribute to you having a richer vocabulary.

In English, a collocation is two or more words that go together naturally. Learning collocations is essential for making your English sound fluent and natural!

Here are 50 common English collocations with the words big, great, large, deep, strong, and heavy.

ENGLISH COLLOCATIONS WITH THE WORD BIG

The word big is often used in collocations with a happening or event, for example:

a big accomplishment, a big decision, a big disappointment, a big failure, a big improvement, a big mistake, a big surprise etc.,

(Big is also used when talking about size – learn the difference between big, large, tall, and long in English.)

ENGLISH COLLOCATIONS WITH THE WORD GREAT

The word great is often used in collocations with feelings or qualities.

Great + feelings

great admiration, great anger, great enjoyment, great excitement, great fun, great happiness, great joy

Great + qualities

in great detail, great power, great pride, great sensitivity, great skill, great strength, great understanding, great wisdom, great wealth

ENGLISH COLLOCATIONS WITH THE WORD LARGE

The word large is often used in collocations involving numbers and measurements.

A large amount, a large collection, a large number (of), a large population, a large proportion, a large quantity, a large scale

ENGLISH COLLOCATIONS WITH THE WORD STRONG

The word strong is often used in collocations with facts and opinions:

Strong + facts/opinions

strong argument, strong emphasis, strong evidence, a strong contrast, a strong commitment, strong criticism, strong denial, a strong feeling, a strong opinion (about something), strong resistance

Strong + senses

a strong smell, a strong taste

ENGLISH COLLOCATIONS WITH THE WORD DEEP

The word deep is used for some strong feelings:

deep depression, deep devotion

It is also used in these expressions: in deep thought, in deep trouble, in a deep sleep (when the person won't wake up easily)

ENGLISH COLLOCATIONS WITH THE WORD HEAVY

Heavy is used for some weather conditions...

heavy rain, heavy snow, heavy fog

The word heavy is also used for people with bad habits:

a heavy drinker, a heavy smoker, a heavy drug user

There is also the expression "a heavy sleeper" – that's not someone who sleeps a lot; instead, it's a person who doesn't wake up easily when sleeping.



The word heavy is also used in collocations with two unpleasant things: TRAFFIC and TAXES!

Heavy traffic, heavy taxes

Often Confused words

English is full of confusing words that sound alike but are spelled differently. It's also full of words that share similar (but not identical) meanings that are easy to misuse. Below are some of the most commonly confused and misused words in English.

Advice/Advise. Advice is a noun: Chester gave Posey good advice. Advise is a verb: Chester advised Posey to avoid the questionable chicken salad.

Affect/Effect. Affect is usually a verb: Chester's humming affected Posey's ability to concentrate. Effect is usually a noun: Chester was sorry for the effect his humming had. If you find yourself stumped about which one to use in a sentence, try substituting the word "alter" or "result." If "alter" fits (Chester's humming altered Posey's ability to concentrate), use affect. If "result" fits (Chester was sorry for the result his humming had), use effect.

Most common confused words are among/between, breath/breathe, complement/compliment, defence/defense, empathy/sympathy, farther/further, lead/led, loose/lose, principle/principal, inquiry/enquiry, stationery/stationary, etc.,

Chapter 3: Reading passages on specific fields for vocabulary building.

Understanding the words used to construct sentences is the best way to begin practicing for a reading comprehension test. Using a dictionary is, of course, the best way to define a word. Get into the habit of using a dictionary as you read passages. Make it part of your basic study material, and keep it right beside you read. Sometimes you will find synonyms (words that mean the same thing) or antonyms (words that mean the opposite), or details that lead you to identify the vocabulary word in question. Once in a while, you will find a group of words set off by commas (called an appositive), which gives you a very clear definition of the word. The words, phrases, and sentences surrounding an unfamiliar word. The context can help you make an educated guess about a new word or phrase.

Reading Comprehension Questions

Read the following sentences and try to choose the best definition for the italicized word by searching for context clues in the sentence.

1. The designer window treatments in her house, installed 17 years ago, were outmoded.

a. unnecessary b. pointless c. out-of-date d. worthless



2. The spies conducted a covert operation.

- a. dangerous b. foreign c. hidden d. illegal

3. The baseball player's malice toward the referee was revealed in his spiteful remarks to the media, which almost ruined the referee's career.

- a. vindictive b. crazy c. rude d. unpleasant

4. Although Zachary is much too inexperienced for the managerial position, he is a willful young man and obdurately refuses to withdraw his application.

- a. foolishly b. reluctantly c. constantly d. stubbornly

5. His neighbor's superficial remarks trivialized the property line dispute and infuriated Malcolm.

- a. enraged b. petty c. insulting d. misleading

6. She showed a blatant disregard for the rules.

- a. obvious b. hidden c. last-minute d. rebellious

7. Her fashion sense was usually described as flamboyant, but on the night of the party, Tanya's outfit was uncharacteristically modest.

- a. impeccable b. showy c. sloppy d. unassuming

8. Mr. Powers was so gullible that he believed even the most outlandish excuses of his insincere employees.

- a. intelligent b. naïve c. dishonest d. critical

9. You cannot become a certified teacher without completing the prerequisite student-teaching assignment.

- a. required b. optional c. preferred d. advisable

10. Charles, aware of his susceptibility to gum disease, is diligent about flossing.

- a. uncomfortable b. excited c. thorough d. ambivalent

11. Even though she'd read her supervisor's memo four or five times, she still found his rambling message ambiguous.

- a. profound b. inspiring c. ridiculous d. unclear

12. Excited about winning the award, Marcia walked up to the podium and delivered an animated acceptance speech.



- a. abbreviated b. courteous c. reserved d. lively

13. The intermittent rain soaked the garden many different times during the day.

- a. protracted b. periodic c. incredulous d. light

14. I got a vicarious thrill watching you on the diving board.

- a. shared b. unpleasant c. adventurous d. evil

15. After several small brushfires at the campground, officials felt the need to augment the rules pertaining to campfires.

- a. criticize b. retract c. consider d. expand

Answers

1. c. To be outmoded is to be old-fashioned or out-of-date. The designer window treatments may also be unnecessary, pointless, or even worthless. However, the key to the meaning is the context—that is, the phrase installed 17 years ago.

2. c. Something that is covert is hidden. It is related to the word cover; something covert is covered from view.

3. a. To be spiteful is to be vengeful or vindictive. The keys here are the word malice and the phrase almost ruined the referee's career.

4. d. When something is done obdurately, it is done in an inflexible or intractable manner, or stubbornly. The key here is the words willful young man.

5. b. A superficial remark is insignificant and shallow, or petty. The key here is the word trivialized.

6. a. Something blatant is done openly and boldly; it is obvious, out in the open, undisguised. 7. B. Something that is flamboyant is flashy or showy. The keys here are the words usually described as flamboyant and but . . . uncharacteristically modest.

8. b. To be gullible means to be easy to fool or naïve. The keys here are the words outlandish excuses and insincere employees.

9. a. A prerequisite is something that is necessary or required. The fact that you can't become a certified teacher without completing the student teaching assignment means it is required. The other choices do not imply a hard and fast rule.

10. c. To be diligent is to be painstaking or thorough.

11. d. To be ambiguous is to be vague or unclear.

12. d. Something that is animated is energetic or lively.

13. b. When something is intermittent, it is periodic or starts and stops at intervals.

14. a. The word vicarious means experienced through the efforts of another person. The person speaking experienced the thrill of the high dive through the efforts of the person on the diving board.

15. d. To augment something is to add to or expand it. Although choice c, consider, is not out of the question, since officials are responding to several fires that have already occurred, it is more likely that they will do something more pronounced and definitive than just considering the existing rules.

Barriers for effective listening

Listening well is essential for nearly all work areas. These skills are crucial in teamwork, problem solving, decision making, managing, supervising, negotiating, customer service, and sales.

Listening Barriers

Unfortunately, effective listening can be held back by barriers. These barriers to listening can be grouped into two major categories: external and internal.

External Listening Barriers

External listening barriers are easier to manage than internal barriers. They include a variety of environmental distractions that can usually be avoided or minimized with simple corrections, like removing yourself from the interfering barrier or removing the issue from the area that you are in. External barriers include:

Noise. Any external noise can be a barrier, like the sound of equipment running, phones ringing, or other people having conversations.

Visual distractions. Visual distractions can be as simple as the scene outside a window or the goings-on just beyond the glass walls of a nearby office.

Physical setting. An uncomfortable temperature, poor or nonexistent seating, bad odors, or distance between the listener and speaker can be an issue.

Objects. Items like pocket change, pens, and jewelry are often fidgeted with while listening.

The person speaking. The person listening may become distracted by the other person's personal appearance, mannerisms, voice, or gestures.

Internal Listening Barriers

Internal listening barriers are more difficult to manage, as they reside inside the mind of

the listener. Internal barriers' elimination relies on a high level of self-awareness and

discipline on the part of the listener, like catching oneself before the mind starts to wander and bringing full attention back to the speaker. Internal barriers include:

Anxiety. Anxiety can take place from competing personal worries and concerns.

Self-centeredness. This causes the listener to focus on his or her own thoughts rather than the speaker's words.

Mental laziness. Laziness creates an unwillingness to listen to complex or detailed information.

Boredom. Boredom stems from a lack of interest in the speaker's subject matter.

Sense of superiority. This leads the listener to believe they have nothing to learn from the speaker.

Cognitive dissonance. The listener hears only what he or she expects or molds the speaker's message to conform with their own beliefs.

Impatience. A listener can become impatient with a speaker who talks slowly or draws out the message.

Working through these barriers are crucial for better listening. If a listener can remove these barriers, they will find that they can gain better understanding of the tasks at hand, communicate more effectively, and achieve greater success in the workplace.

Types of listening

Without listening, you can't understand what other people are really trying to say. It's easy to get something wrong and make assumptions.

On the other hand, when you actively listen, you can fully communicate with someone else.

Listening is the most important part of communication. That's because it allows you to come up with a substantial and meaningful response. You can pick up on subtleties you wouldn't have otherwise, especially with body language.

If something isn't clear, you can ask clarifying questions. This is something you might not have done without active listening.

At work, communication is an important soft skill. According to LinkedIn's 2019 Global Talent Trends report, 80% of companies say that soft skills are increasingly important to their success.

Listening is also important for productive collaboration.

According to the same LinkedIn report, collaboration is the third most important soft skill companies need.

Imagine trying to collaborate if you can't actively listen to your colleagues. Information gets lost, and misunderstandings occur.

The same can happen if everyone on the team uses different levels of listening. Some people will be more engaged than others. Not everyone will get the same understanding of the same conversation.

You can avoid this if everyone actively listens to each other.

Plus, when you actively listen, your colleagues and your superiors will notice that you come up with meaningful responses.

Listening is also crucial if you want to learn effectively.

Without attentive listening, it can be easy to miss small details that make a difference in your learning.

There are several types of listening you can develop both at home and at work.

Let's explore seven of these types of listening, why they matter, and what they can look like:

1. Informational listening

When you want to learn something, you'll use informational listening to understand and retain information.

It usually takes a high level of concentration to perform this type of listening. That's because you need to be highly engaged to understand a new concept.

You also need to apply critical thinking to what you are learning. This is so you can understand what you're learning within the context of relevant information.

Some examples of informational listening include:

- Work training
- Self-paced learning at home or at work
- Listening to an educational ebook
- Coaching

When you know how to use informational listening, you empower yourself to become a better learner. By actively learning and improving yourself, you can become a more valuable asset in your place of work.

You can also feel more fulfilled when you pursue your passions and learn something new at home.

2. Discriminative listening

Discriminative listening is the first listening type that you're born with.

Everyone innately has discriminative listening skills.

You use this type of listening before you even know how to understand words. Instead of relying on words, discriminative listening uses tone of voice, verbal cues, and other changes in sound.

Discriminative listening is how babies understand the intention of a phrase before they can understand words. If someone speaks to them in a happy and amused tone of voice, they'll smile and laugh back.

They can also tell who is talking because they recognize different voices.

But discriminative listening isn't just for babies.

If you're listening to a conversation happening in a foreign language, you'll likely automatically use your discriminative listening skills.

These will allow you to analyze tone and inflection to get an idea of what is going on.

You can also use nonverbal cues to listen and analyze. For instance, someone's facial expressions, body language, and other mannerisms can tell you a lot about the meaning of someone's message.

You shouldn't discount discriminative listening, even if you understand someone's language.

This listening style is key to understanding the subtle cues in a conversation. Using this listening skill can help you read between the lines and hear what remains unspoken.

Here's an example:

Let's say you ask one of your colleagues if they agree with a course of action.

They say yes, but you can tell from their body language, such as shifting uncomfortably, that something is wrong.

Using your discriminative listening skills, you can pick up on this and ask them if they're certain. You can also ask if something is going on that they'd like to discuss.

3. Biased listening

Biased listening is also known as selective listening.

Someone who uses biased listening will only listen for information that they specifically want to hear.

This listening process can lead to a distortion of facts. That's because the person listening isn't fully in tune with what the speaker wishes to communicate.

Here's an example:

Let's say your superior is briefing you on a new project. You're waiting to hear about the details of this assignment because you've been excited for a long time about it.

Because you're so focused on the details of the assignment, you don't fully hear everything your superior says. As a result, you hear your superior explain how you'll be judged on this project, but you don't fully process it.

Because you don't have this information, you may not perform as well as you could if you had understood all the details.

4. Sympathetic listening

Sympathetic listening is driven by emotion.

Instead of focusing on the message spoken through words, the listener focuses on the feelings and emotions of the speaker.

This is done to process these feelings and emotions.

By using sympathetic listening, you can provide the support the speaker needs. You can understand how they're really feeling, not what they say they are feeling.

The speaker will feel heard and validated when you take the time to pay attention in this way.

Sympathetic listening is crucial if you want to build a deeper relationship with someone in your life.

For example, let's say you run into a work colleague at the grocery store. They seem upset, so you decide to listen to what they have to say.

You also use sympathetic listening to feel how they are feeling. In doing this, you notice how frustrated they are about the lack of recognition they are getting at work.

As a result, you can offer your support and sympathize with their situation.

5. Comprehensive listening

Unlike discriminative listening, comprehensive listening requires language skills.

This type of listening is usually developed in early childhood.

People use comprehensive listening to understand what someone is saying using words.

Several other types of listening build on comprehensive listening. For example, you need to use comprehensive listening to use informational listening and learn something new.

At work and in your life, you'll likely use a combination of comprehensive and discriminative listening to understand the messages people are giving you.

For example, let's say your colleague briefs you on a project. You'll need to use comprehensive listening to analyze the words and understand the message.

You'll also use comprehensive listening when you receive feedback.

6. Empathetic or therapeutic listening

Empathetic listening is useful to help you see from other people's perspectives.

Using this type of listening, you can try to understand someone else's point of view as they're speaking. You can also try to imagine yourself in the other person's shoes.

Instead of just focusing on their message, you can use empathetic listening to relate to someone else's experiences as if they were your own.

This is different from sympathetic listening.

With sympathetic listening, you try to understand someone's feelings to provide support. But you don't necessarily try to imagine what it'd feel like to be in their position.

Here's an example:

Let's say your superior just announced that this week's company outing is canceled due to budget cuts.

By using empathetic listening, you can tell how much pressure your superior is feeling. You can imagine yourself having to break the bad news.

You know there's pressure from higher-ups to respect the budget. You also know that there's pressure from employees.

Instead of getting upset, you understand why your superior made this decision. That's because you can imagine what it's like to be in their shoes at this moment.

7. Critical listening

If you need to analyze complex information, you'll need to use critical listening.

Using critical thinking while listening goes deeper than comprehensive listening. Instead of taking the information at face value, you can use critical listening to evaluate what's being said.

Critical listening is crucial when problem-solving at work.

For example, you'd use this type of listening when trying to choose how to handle an unusual and complex client request.

You need to use this skill to analyze solutions offered by other people and decide if you agree or not.

To do this, you don't just need to hear their words. You also need to look at the bigger picture and compare everything you know.

Techniques to improve listening skills.

Decide to listen. Listening is a choice. So, deciding to stop talking and start listening is an important first step.

Let go of your own personal agenda. To truly hear someone, you need to let go of your own agenda, and prejudices. Focus your attention by clearing away all distractions and any preconceived notions, so that you can be fully present and create space in your mind for different views.

Be curious. Effective listening requires you to be curious about how other people see the world. Seek to understand all you can, ask open questions and try to see the world through the other person's perceptual lens.

Listen with your eyes. Maintain eye contact with the speaker and pay attention to all the visual clues. People will appreciate your attention and be better able to communicate with you. With practice, you will become more able to read the signs and understand the meaning of what is being communicated.

Listen for the whole message. Make sure you hear and understand the whole message before you respond. A common bad habit is to only hear what you expect to hear, and then begin rehearsing your response, ready to pitch in as soon as the dialog has stopped. (Or worse still, interrupting with a response to what you think you are likely to hear.)

Be patient. Some people take longer to find the right words, to make a point or clarify an issue. Leave time for them to think and complete their message. Wait, and then wait some more.

Listen with respect. Respecting the right to differ is a key concept that is especially important when you are listening. Differences may lie in the opinions being expressed, or in the communication style that is being used. Remember that even when you are not communicating verbally, your own non-verbal cues speak for you. Listen to understand, not to judge.

Feel empathy. This is particularly important when people communicate something personal or painful. Empathy is more than feeling sorry for someone. Empathy requires you to first understand and feel others' emotions and feelings so that you can then acknowledge the message and share your new understanding.



Manage your own emotions and reactions. If what others are saying creates an emotional response in you, be attentive to listen for the intent and full meaning of their words. Don't allow others to blow wind into your sails. Remember you have control of your reactions. You cannot stop the wind, but you can choose to let it spill off your sails! Maintaining your calm, even when you feel like your 'buttons' are being pushed, is a powerful skill that will help you achieve your goals in all aspects of your life. Getting defensive and angry makes it difficult to impossible to listen.

Test for understanding. Periodically summarize what you have heard to test your understanding. Also, by asking questions to clarify your understanding, you will draw out a clearer picture of what is being said.

Listening Activities- listening to pre-recorded audios, movies, and other listening activities.

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Semester –II

Discipline Core Courses

Course Code – ENGDSC03

Introduction to Phonetics and Linguistics

Course for Honours programme in English offered by the Discipline of English Studies under NEP 2020 for II semester students of Tumkur University (Adopted from the Report of the Subject Expert Committee for Model Curriculum Framework)



Board of Studies in English (UG)

Tumkur University, Tumakuru

Course Details

Course 3: Introduction to Phonetics and Linguistics	
Number of Theory Credits	No. of Sessions
3	42

Course Content

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

Pedagogy

Lectures, Seminar, Role play, Group discussion, etc.

References & Resources

Text Books:

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

References:

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

Course Code – ENGDSC04

Indian Writing in English – Part II

Course for Honours programme in English offered by the Discipline of English Studies under NEP 2020 for II semester students of Tumkur University (Adopted from the Report of the Subject Expert Committee for Model Curriculum Framework)



Board of Studies in English (UG)

Tumkur University, Tumakuru

Course Details

Course 4: Indian Writing in English – Part II	
Number of Theory Credits	No. of Sessions
3	42

Course Content

Units and Content	No. of Sessions
Unit 1: History of Indian English Literature	14
Chapter 1: Post-Independence (1947-1980) Indian English Poetry, Prose	
Chapter 2: Post-Independence (1947-1980) Indian English drama and Novel	
Chapter 3: Post-1980s Indian English literature	
Unit 2: Introducing writers of the post-independence era	14
Chapter 4: Kamala Das, Shashi Deshpande, Chaman Nahal, Manohar Malgoankar, Amitav Ghosh, K. A. Abbas, Vikram Seth, Arundathi Roy, Arun Joshi, G B Desani, T P Kailasam, Girish Karnad	
Chapter 5: Anita Desai, Manju Kapur, Arvind Adiga, Chitra Banerjee Divakaruni, Namitha Gokhale	
Chapter 6: Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar, etc.	
Unit 3: Illustrative Texts	14
Chapter 7: Poetry	
A. Syed Amanuddin – “Don’t Call Me Indo-Anglian”	
B. Kamala Das – “An Introduction”	
C. A. K. Ramanujan – “Small Scale Reflections on a Great House”	

D. Nissim Ezekiel's "Goodbye Party to Miss Pushpa T S"

Chapter 8: Novel

Kushwant Singh's Train to Pakistan

Chapter 9: Drama

Mahesh Dattani's Seven Steps Around the Fire (Stage Play)

References & Resources

Text Books:

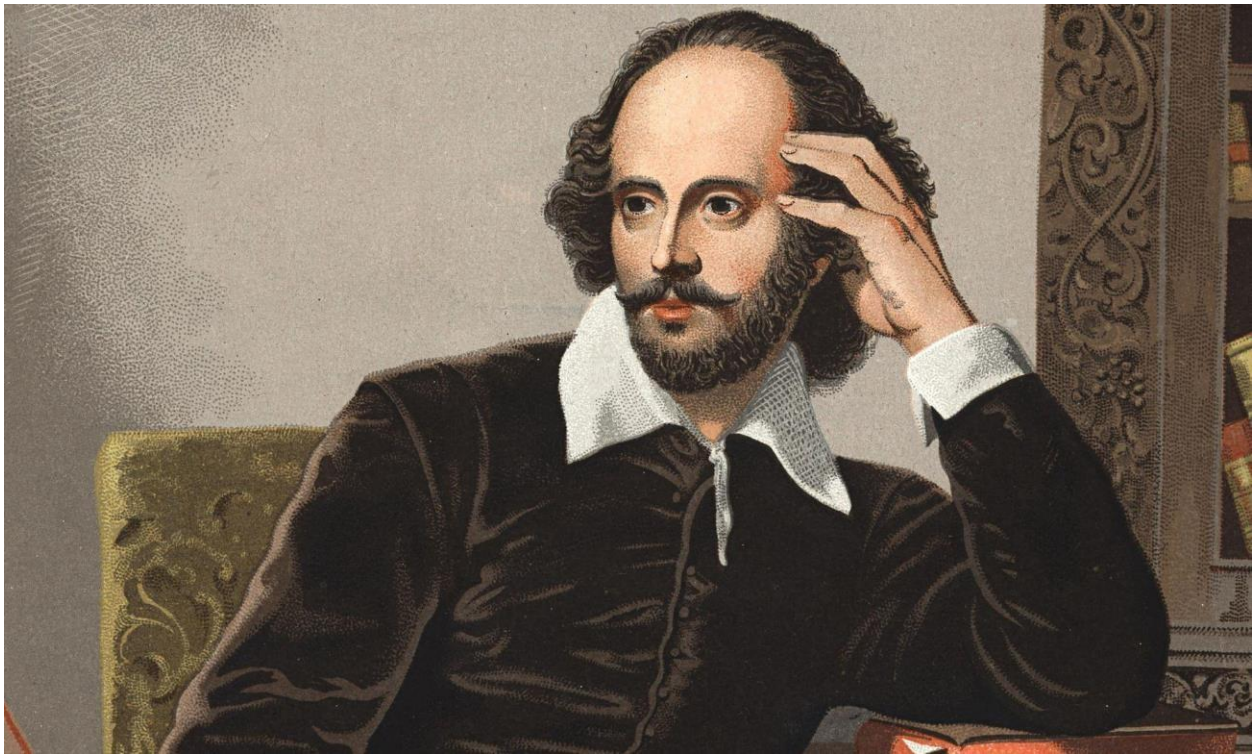
1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
2. Iyenger, K R S. Indian Writing in English. New Delhi. Sterling Publisher, 1984.
3. Kushwant Singh's Train to Pakistan
4. Mahesh Dattani's Seven Steps Around the Fire (Stage Play)

References:

1. Ansani, Shyam M. New Dimensions of Indian English Novels, Delhi: Doaba House, 1987
2. Devy, G. N. After Amnesia: Tradition and Changes in Indian Literary Criticism. Hyderabad: Orient Longman and Sangam Books, 1992.
3. Devy, G. N. Another Tongue: Essays on Indian English Literature, Madras: Macmillan India Ltd. 1995.
4. Gandhi, Leela. Post-Colonialism, New: Oxford University Press, 2002.
5. Jain, Jasbir. Beyond Postcolonialism: Dreams and Realities of a Nation, Jaipur: Rawat Publications, 2006.
6. Makarand Paranjape (Ed) Indian Poetry in English, Madras: Macmillan, 1993
7. (M. K. Naik (Ed) The Indian English Short Story: A Representative Anthology, New Delhi: Arnold-Heinemann, 1984)
8. Mukherji, Meenakshi. The Twice Born Fiction. New Delhi: Heinemann, 1971.
9. Vishwanathan, G. Masks of Conquest: Literary Study and British Role in India.

Semester –II

Open Elective Courses



Course Code – ENGOEC03

The Only Shake-Scene in a Countrie: Introduction to Shakespeare

Open Elective offered by the Discipline of English Studies under NEP 2020 for Semester Two

There is an upstart crow, beautified with our feathers, that with his tiger's heart wrapped in a player's hide supposes he is as well able to bombast out a blank verse as the best of you: and being an absolute Johannes Factotum, is in his own conceit the only Shake-scene in a country.

- Rober Greene's derision of Shakespeare in "Groatsworth of Wit"

Board of Studies in English

Tumkur University, Tumakuru

Overview

The Only Shake-scene in a Countrie: Introduction to Shakespeare (Course Code – ENGOEC03) is a three-credit Open Elective course that will be offered in forty-five teaching sessions to students of any discipline. The course is designed to introduce students to the world of William Shakespeare emphasizing the man and his world equally.

It is designed keeping students with elementary exposure to Shakespeare in mind. It includes discussions on the bard, his life, his world, his works and their adaptations. Hence, it incorporates materials that are less rigorous and thus more likely to appeal to students with limited or little training in literary studies. Materials for the course content have been chosen from eclectic sources: biographies, academic works, TV adaptations, graphic biographies, comics series, videographed theatre productions, and even the unassuming (and possibly unreliable) anecdotes. The course accepts a wide range of texts enthusiastically and does not attempt to achieve a thorough understanding of a single text. It is therefore somewhat relaxed but strictly academic nonetheless.

Objectives

The course is introductory and is designed to act no more than a curtain-raiser. The focus of this course is to make students take an active interest in Shakespeare. Objectives of the course include:

1. Helping students develop a healthy interest in William Shakespeare
2. Making students understand why the works of Shakespeare are valued so highly
3. Introducing them to the various forms in which Shakespeare's works are available
4. Helping them appreciate the difference each form makes to the text it represents
5. Empower students to comprehend the differences between individual renditions of a text within the same mode of representation

Specifications

The course contents are divided into two parts. Part 1, titled **On Shakespeare**, focuses on Shakespeare the man. It consists of six individual text pieces on the bard's life, including chapters in books as well as graphic representations. Twenty out of the total forty-five sessions are devoted to discussing Part 1.

Part 2 is titled **Of Shakespeare** and includes works of Shakespeare and their adaptations. Texts in this part are in various forms including comics and videos. Multiple forms of the same text are included to encourage students to understand the impact of the mode of representation on a text. Twenty-sessions are devoted to this part. Also, this part of the course offers opportunities for comparative analysis across different modes of representation.

Course Content

Part 1: On Shakespeare (20 Sessions)

1. "Shakespeare's Life" (Page 1-12) by Ernst Honigmann in The Cambridge Companion to Shakespeare edited by Margareta de Garzia and Stanley Wells
2. Select items from Introducing Shakespeare (Graphic) by Nick Groom & Piero, Icon Books Ltd. 2013.

Selections:

- A. Item 1 to 9 – (Identifying Shakespeare, Born on St George's Day, Family Ambitions, Debts and Troubles, School Days, Lost Years, Marriage, The Hireling Actor & The Influence of Acting on Writing)
- B. Item 11 – Elizabethan Theatre Work; Item 13 – Shakespeare's Facility of Expression; Item 18 – An Upstart Crow; Item 20- Honey-tongued; Item 22 –Published Plays; Item 31 – Death
- C. Item 38 – Natural Genius; Item 39 – Shakespeare's Sources; Item 41 – A Peculiarly English Freedom; Item 51 – Biographical Fact and Fiction; Item 53 – The Sonnets as Autobiography; Item 55 – Mr W.H.
- D. Item 67 – The Scholarly Project; Item 71 – A National Theatre; Item 75 – Rebuilding the Globe Theatre
- E. Item 76 to 81 (Shakespeare in Cinema, The Spectrum of Shakespeare Films, Cinematic and TV Adaptations, Shakespeare on a Global Scale, Bradalotry, The World's Compulsory Author)
- F. Item 98 – Authorship Controversy; Item 99 – Shakespeare Gets his Bacon; Item 100 – Other Bacon Partisans; Item 103 – The Oxford Controversy – and Looney Tunes
- G. Item 104 – And So, in Conclusion; Item 105 – The Editing of Shakespeare's Texts
3. Preface (3 Pages) from Will in the World: How Shakespeare Became Shakespeare by Stephen Greenblatt

4. An Anecdote on Shakespeare from Dr Johnson via Alexander Pope and Nicholas Rowe from The New Oxford Book of Literary Anecdotes pages 6-7

Part 2: Of Shakespeare (25 Sessions)

1. Sonnet 30 ("When to the sessions of sweet silent thought") by William Shakespeare
2. Sonnet 138 ("When my love swears that she is made of truth") by William Shakespeare
3. Macbeth Illustrated by Alex A. Blum, Classics Illustrated No. 128 (New York: Gilberton, 1955)
4. The Banquet Scene (5-minute clip) from the 1971 movie Macbeth directed by Roman Polanski (available on YouTube www.youtube.com/watch?v=jZkpLg8dksg)
5. "King Lear" from Tales from Shakespeare by Charles and Mary Lamb, 1973, pages 123-140.
6. Act1, Scene I from William Shakespeare's King Lear
7. Act 1, Scene I of Gregory Doran's 2016 production of King Lear with the Royal Shakespeare Company (available on YouTube, www.youtube.com/watch?v=D3gS2-D2ZH0)
8. Act 1, Scene I of the 1983 Granada TV Film King Lear presented by Sir Laurence Olivier and directed by Michael Elliott (available on YouTube <https://www.youtube.com/watch?v=S8MqqPPTXJk> – 0:00 to 13:30)

References

Act 1 Scene 1 | King Lear | 2017 | Royal Shakespeare Company." YouTube, uploaded by RSC Shakespeare Learning Zone, 29 Jan. 2019, www.youtube.com/watch?v=D3gS2-D2ZH0.

"King Lear 1983 (Granada TV Film)." YouTube, uploaded by HANA子, 6 Oct. 2020, www.youtube.com/watch?v=S8MqqPPTXJk.

Lamb, Charles and Mary Lamb. Tales from Shakespeare. Everyman's Library. London, 1973.

Greenblatt, Stephen. Will in the World: How Shakespeare Became Shakespeare. Anniversary, W. W. Norton & Company, 2016.

Grazia, Margreta De, and Stanley Wells. The Cambridge Companion to Shakespeare. Cambridge University Press, 2001.

Groom, Nick, and Piero. Introducing Shakespeare. Icon Books Ltd, 2013.

Gross, John. The New Oxford Book of Literary Anecdotes (Oxford Books of Prose & Verse). 1st ed., Oxford University Press, 2006.



Polanski, Roman, director. Macbeth. YouTube, YouTube, 20 Apr. 2020, www.youtube.com/watch?v=jZkpLg8dksg.

Shakespeare, William. Macbeth, illustrated by Alex A. Blum, Classics Illustrated No. 128 (New York: Gilberton, 1955)

"The Tragedy of Macbeth (1971) – Banquo's Ghost." YouTube, uploaded by MOV Clips, 20 Apr. 2020, www.youtube.com/watch?v=jZkpLg8dksg.

Course Code – ENGOEC04

English for Corporate Jobs

Open Elective Course for any discipline offered by the Discipline of English Studies under NEP 2020 for II semester students of Tumkur University (Adopted from the Report of the Subject Expert Committee for Model Curriculum Framework)



Board of Studies in English (UG)

Tumkur University, Tumakuru

Introduction

English for Corporate Jobs (Course Code – ENGOEC04) is a three-credit open elective course to familiarize students with a particular variety of formal English useful in occupational spaces. The course is designed to prove extremely useful for students that aspire to engage with the so-called corporate world with special focus on front-desk management. Nevertheless, the course is useful for any student interested in improving communicative English. It is offered in semester two. The course is delivered over a total of forty-four sessions.

Objectives

This course aims to

1. Teach skills in use at front desk management
2. To introduce business English

Course Contents

Unit I: English for Front Desk Management (11 sessions)

1. Greeting, Welcoming (1 session)
2. Dealing with Complaints, Giving Instructions or Directions (2 sessions)
3. Giving Information: About Various Facilities, Distance, Area, Local Specialties (3 sessions)
4. Consultation and Solution of Problems (3 sessions)
5. Accepting Praises and Criticism, Apologizing (2 sessions)

Unit II: Fluency and Etiquettes (11 sessions)

1. Polite sentences and words (3 sessions)
2. Use of Persuading words (2 sessions)
3. Intonation and Voice Modulation (3 sessions)
4. Developing Vocabulary (3 sessions)

Unit III: Business Speeches (11 sessions)

1. Principles of Effective Speech and Presentations (4 sessions)

2. Speeches: Introduction, Vote of Thanks, Occasional Speech, Theme Speech (4 sessions)
3. Use of Audio- Visual Aids in Presentations (3 sessions)

Unit IV: Cross-Cultural Communication (11 sessions)

1. Dealing with Language Differences (3 sessions)
2. Probing Questions to get information (4 sessions)
3. Etiquettes in Cross-cultural Communication (4 sessions)

Suggested Reading

1. More effective communication – J V Vilanilam, Sage Publication Pvt Ltd.
2. Effective Documentation & Presentation – Rai & Raj Himalaya Publishing house – Mumbai
3. Commercial Correspondence & Office Management – R S N Pillai & Bhagawati, S Chand & Co.
4. Communication Today – Ray Rubeen, Himalaya Publishing House – Mumbai.
5. Business Communication – Lesikar & Pettit – AITBS – Publishers Delhi
6. Business Communication Today – Sushil Bahl – Response Books, Sage Publication, N. Delhi.
7. The Essence of Effective Communication – Ludlow & Panton PHI, N. Delhi.
8. Business Communication Pradhan Bhende & Thakur Himalaya Publishing House – Mumbai.
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10. Developing Communication Skills – Krishna Mohan and Banarji.



The Undergraduate English Curriculum for Semesters I & II is submitted to Tumkur University.

Dr. Brinda Veerappa K
Chairperson
Board of Studies in English (UG)
Tumkur University

The Board of Studies in English (UG)

- | | |
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Model Question Papers for Semester-II

Second Semester BA/BSc Degree Examination (NEP)
Model Question Paper
Lit Lamp –Generic English (L2)

Time: 2 Hours

Max. Marks: 60

General Instructions to Candidates:

1. Attempt the questions according to the instructions.
2. Mention the question numbers correctly.
3. Answers should be relevant, textual and critical

Part-A

I. Answer any FIVE in a sentence each : 5×1=5

1. Mention any one of the key points to study effectively according to Paul Penn?
2. Name the sisters of the author in Magadi and Manchanabele.
3. Who advised the Pandavas to visit Bhishma?
4. What D V Gundappa aspires for every Indian to bear in his mind?
5. Name the person who entered into the barber shop.
6. What does ‘a thousand –limbed, million-tongued’ mean in “Andheri Local”?
7. Why does the author ask for forgiveness in “This is Just to Say”?

II. Answer any THREE of the following in about 80 words each 3×5=15

1. Comment on the episode of “Horse sacrifice” in “Reconstruction”.
2. Why does the barber want to kill Captain in “Just Lather, That’s all”.
3. Discuss “Red Wheelbarrow” as an imagist poem.
4. Analyze the theme of the poem “This is Just to say”.
5. Interpret the image “WE” in “Song for Catabolic Women”.

III. Answer any ONE of the following in about 100 to 150 words. 1×10=10

1. How does D. V. Gundappa conceptualize Independence? Explain
2. Bring out the main argument of the essay “The Ideal of Caste-less Society”
3. Comment on the central idea of the poem “Spiritus Mundi”.



Part-B: Comprehension Passage and Vocabulary

IV. Read the following passage and answer the questions that follow:

Once upon a time there was a rich merchant. He was returning home from work. He brought along with himself a large sum of money he had collected throughout the day. He was quite wealthy and valued money the most. On the way he was trapped in heavy rainfall. He got totally drenched and along with him his money also got wet. He started grumbling and cursed the rainfall due to which he had to suffer heavy loss. Sometime later a robber attacked him. He could make out that he was a wealthy man and was carrying the money. He was about to fire, but the gun did not work because the gun powder had got damp and was not working. Meantime the merchant got a chance to escape and saved himself from the loss of his life as well as money. Then he realized that the rain, which he was cursing sometimes ago, had actually saved him and his money. He then understood that whatever happens, it always happens for the good.

1. Identify the central theme of the passage: (2)
2. Choose the right **synonym** from the passage for the words given below (2)
 - a) rich
 - b) thief
3. Choose the right **Antonym** from the passage for the words given below: (2)
 - a) surrender
 - b) profit
4. Fill in the blanks with correct **Homophone** to complete the sentence: (2)
 - a) A Merchant brought along with himself a large Of money androbbers attacked him.(Some/sum)

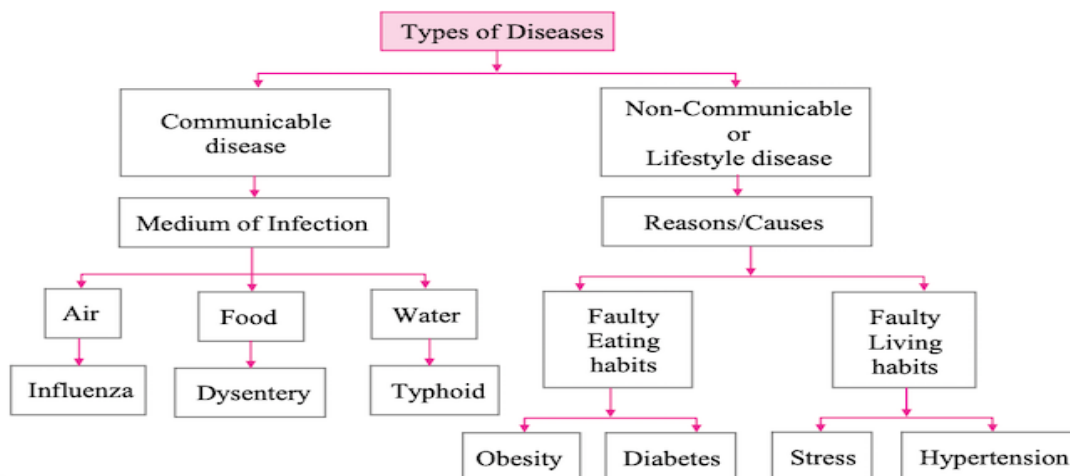
5. Write **two** sentences of your own for any one of the following **homonyms** so as to bring out the difference in meaning. (2)

- a) Bat
- b) Grave
- c) Fine

Part-C: Productive skills

- V. Convert the following diagram into a paragraph

1x4=4



- VI. Develop a short based on hints given below

1x3=3

Manager of a firm advertised – night watchman – applicants presented – manager not satisfied – found something wrong with each man – there was Gurulinga – an applicant sat in a corner – patiently waiting – his turn came – manager found nothing wrong in his appearance – questioned about his health – got the reply -1 suffering from sleeplessness – manager happy – appointed him

- VII. Answer as directed

1x3=3

1. Write a Précis of the following passage reducing it to one-third of its length.

Note:

- i. *The Précis should not exceed 100 words.*
- ii. *The number of words of your précis should be clearly mentioned.*

The term mass media refers to the channels of communication (media) that exist to reach a large



public audience (the mass of the population). Mass media includes newspapers, magazines, television, radio, and more recently, the Internet. It informs people about events that they would otherwise know little about. Mass media communication is usually rapid, because the media will report an important event as quickly as possible after it happens. In fact, some television reporting is live; that is, the viewers can see the events as they happen. It is also transient; that is, the focus on one event doesn't last long. This is captured in the expression "there is nothing as old as yesterday's news." While most of us make use of some form of the media on a daily basis, we may not think about the functions or purposes the media serves in our society. One important function is entertainment. On television, in particular, the variety of entertainment programs is extensive, ranging from soap operas, to comedy, to talk shows, to sports. Even advertising, where the main purpose is to sell things to the public, may sometimes be seen as entertainment..

VIII. Global Institute, Tumkur, has invited applications for the post of computer operator.

Required any degree with good communication skills and computer knowledge are must.

Experience is an added advantage. Draft an application letter and resume.

- | | |
|--------------------------------|-------|
| 1. Prepare a resume | 1x5=5 |
| 2. Draft an application letter | 1x5=5 |

Second Semester BA/BSc Degree Examination (NEP)
Model Question Paper
Perceive and Ponder –Generic English

Time: 2 Hours

Max. Marks: 60

General Instructions to Candidates:

1. Attempt the questions according to the instructions.
2. Mention the question numbers correctly.
3. Answers should be relevant, textual and critical

Part-A

I. Answer any FIVE in a sentence each :

5×1=5

1. Why did Dr. Vandana Shiva choose Physics?
2. Mention any one of the categories of Hindu heirs?
3. How did Dr. Vandana Shiva start her ecology movement?
4. What does the poet want his country to awake into, in the poem “Where the Mind is without fear”?
5. What was the profession of Tarabai Shinde’s father?
6. Who are our brothers and sisters in “A Tryst with destiny”?
7. Name Helen Keller’s teacher in “The story of my life”?

II. Answer any Three of the following in about 80 words.

3×5=15

1. What are the dreams for India in “A Tryst with destiny” by Jawaharlal Nehru?
2. Write a note on Dr. B.R. Ambedkar’s ‘The Ideal of caste-less Society’?
3. **What does Tagore mean by “heaven of freedom”? What are its constituents?**
4. Sketch the character of Helen Keller in ‘the story of my life.’

III. Answer any ONE of the following in about 100 to 150 words.

1×10=10

1. Discuss the influence of the Chipko movement on Dr. Vandana Shiva.
2. Critically analyse Tarabai Shinde’s argument in Stri-purush Tulana.
3. Discuss Dr. B. R. Ambedkar’s argument on the Hindu Code Bill.

IV. Translate the following Passage into Kannada.

1×5=5

1. The students of today are the future citizens of India. They are the architects of free and modern India. The great responsibility of nation building lies on the students. The students should develop the habit of discipline in order to face any situation with confidence and success. The students can revive the lost glory of India with a strong will, sacrifice, honesty and character.

2. Translate the following Passage into English.

1×5=5

ಜೇಡ ಕೃಷಿಗಳಿಗಿಂತ ಭಿನ್ನವಾದದ್ದು. ಕೃಷಿಗಳಿಗೆ ಆರು ಕಾಲುಗಳಿದ್ದರೆ, ಅದಕ್ಕೆ ಎಚ್ಚರಿಕೆ ಕಾಲುಗಳು ಇರುತ್ತವೆ. ಹಾಗೂ ಕೃಷಿಗಳ ದೇಹವು ಮೂರು ಭಾಗಗಳಾಗಿ ಇದ್ದರೆ ಜೇಡದ ದೇಹ ಎರಡೇ ಭಾಗಗಳಾಗಿ ಇರುತ್ತವೆ. ಜೇಡಗಳು ಜೇಳು, ಮತ್ತು ಉಣ್ಣೆಯ ಜಾತಿಗೆ ಸೇರಿದವು. ಇವುಗಳು ಅರಾಕ್ಸಿಡ್ ಎಂಬ ಗುಂಪಿಗೆ ಸೇರುತ್ತವೆ. ಜೇಡದ ದೇಹವು ಎರಡು ಭಾಗಗಳಾಗಿ ಇರುತ್ತವೆ. ತಲೆ ಮತ್ತು ಎದೆಗೂಡು ಒಂದಾಗಿ ಬೆಸೆದ ಒಳಿಡು ಭಾಗವಾದರೆ, ಮತ್ತೊಂದು ಭಾಗವನ್ನು ಕಿಬ್ಬೊಟ್ಟೆ ಎಳೆದು ಕರೆಯುತ್ತಾರೆ. ಬಹುತೇಕ ಜೇಡಗಳಿಗೆ ನಾಲ್ಕು ಜೊತೆ ಕಣ್ಣುಗಳು ಇರುತ್ತವೆ. ಇವು ತಲೆಚು ಮೇಲ್ಭಾಗದಲ್ಲಿ ಹರಡಿಕೊಂಡಿರುತ್ತವೆ. ಹೀಗಾಗಿ ಅದಕ್ಕೆ ಎಲ್ಲ ದಿಕ್ಕುಗಳಿಂದಲೂ ಸಂಭವಿಸಬಹುದಾದ ಅಪಾಯ ಕಾಣುತ್ತದೆ.

OR

3. Explain Vandana shiva's views in 'Chipko taught me humility'

1×10=10

Part-B

Comprehension Passage and Vocabulary

V. Read the following passage and answer the questions that follow:

Once upon a time there was a rich merchant. He was returning home from work. He brought along with himself a large sum of money he had collected throughout the day. He was quite wealthy and valued money the most. On the way he was trapped in heavy rainfall. He got totally drenched and along with him his money also got wet. He started grumbling and cursed the rainfall due to which he had to suffer heavy loss. Sometime later a robber attacked him. He could make out that he was a wealthy man and was carrying the money.



He was about to fire, but the gun did not work because the gun powder had got damp and was not working. Meantime the merchant got a chance to escape and saved himself from the loss of his life as well as money. Then he realised that the rain, which he was cursing sometime ago, had actually saved him and his money. He then understood that whatever happens, it always happens for the good.

1. Identify the central theme of the passage. (2)
2. Choose the right **synonym** from the passage for the words given below (2)
 - a) rich
 - b) thief
3. Choose the right **Antonym** from the passage for the words given below: (2)
 - a) Surrender
 - b) profit
4. Fill in the blanks with correct **Homophones** to complete the sentence (2)
 - a) A Merchant brought along with himself a large of money, unfortunatelyrobbers attacked him.(Some/sum)
5. Write **two** sentences of your own for any one of the following **homonyms** so as to bring out the difference in meaning. (2)
 - a) Bat
 - b) Grave
 - c) Fine

Part-C: Productive skills

- VI. Change the following any two sentences into indirect speech. 2×1=2
1. Kamala said, "I am writing a story now".
 2. Rakesh said to Raghu, "Are you going to college?"
 3. He said to me, "Work hard".
- VII. Answer as directed
1. It is a holiday and you and your friend want to go for a movie. Construct a dialogue in which both of you discuss and decide on which movie to watch and why. 1×4=4



OR

2. Summarise the following passage in about 120 words and give suitable title

Nature seems to have taken a particular care to disseminate her blessings among the different regions of the world, with an eye to this, mutual interaction and traffic among mankind, that the natives of the several parts of the globe might have a kind of dependence upon one another, and be united together by their common interest. Almost every degree produces something peculiar to it. The food often grows in one country, and the sauce in another. The fruits of Portugal are corrected by the products of Barbados, and the infusion of a China plant is sweetened by the pith of an Indian care. The Philippic islands give a flavor to our European bowls. The single dress of a woman of quality is often the product of a hundred climates.

VIII. Develop a story based on the hints given below**1x4=4**

Manager of a firm advertised – night watchman – applicants presented – manager not satisfied – found something wrong with each man – there was Gurulinga – an applicant sat in a corner – patiently waiting – his turn came – manager found nothing wrong in his appearance – questioned about his health – got the reply -1 suffering from sleeplessness – manager happy – appointed him

Second Semester BA/BSc Degree Examination (NEP)
Model Question Paper Pattern
Indian Writing in English (Part-II)

Time: 2 hours

Max. Marks: 60

Part A : History of Indian English Literature.

I. Answer any Ten of the following questions in a sentence or a word. (1×10=10)

(10 out of 12)

Part B: Introducing Writers of the post – Independence Era.

II. Answer any five of the following questions in a sentence each. (5×2=10)

(5 out of 7)

Part C : Illustrative Texts : Poetry, Novel and Drama.

I. (Poetry) Annotate any Two of the following. (5X2=10)

(2 out of 3)

III. (Poetry) Answer any one of the following in about 200 words. (1X10=10)

(1 out of 3)

II. (Novel) Answer any one of the following in about 200 words. (1X10=10)

(1 out of 3)

IV. (Drama) Answer any one of the following in about 200 words. (1X10=10)

(1 out of 3)

Second Semester BA/BSc Degree Examination (NEP)
Model Question Paper
Indian Writing in English (Part-II)

Time: 2 hours

Max. Marks: 60

General Instructions to Candidates:

1. Attempt the questions according to the instructions.
2. Mention the question numbers correctly.
3. Answers should be relevant, textual and critical

I. Answer any Ten of the following questions in a sentence or a word. 10×1=10

1. When was the first book written by an Indian writer in English published?
2. How did Graham Greene help R.K.Narayan?
3. Who authored the “The Golden Gate” and “A Suitable Boy”?
4. Which is the first book of Nissim Ezekiel?
5. In which language did A.K .Ramanujan use to write apart from English?
6. Which problem of Indian English users is mentioned in the poem “Goodbye Party for Miss Pushpa?”
7. In which year did Salman Rushdie cancel his visit of Jaipur literature festival for threats to his life?
8. Which novel did Nirad .C. Choudhuri call “the finest novel in the English language with an Indian theme”?
9. Name the trinity of Modern Indian Writing in English?
10. Mention any one play of Badal Sarkar”?
11. Which town does frequently appear in R.K.Narayan’s Novel?
12. Who was the first to translate the Mahabharath into English?

II. Answer any five of the following questions in a sentence each. 5x2=10

1. Name any two Indian recipients of the Man Booker Prize?
2. How do the novels of Aravind Adiga bring out the sense of modernity?
3. Mention any two historical plays of Girish Karnad.
4. Name any two writers who worked on the theme of partition of India?
5. Name the famous post Indian independent “mother-daughter duo” writers?
6. Why has Kamaladas become iconoclast among her contemporaries?
7. Write any two characteristics of the post- independent Indian poetry.



(Poetry)

III. Annotate any Two of the following.

(2X5=10)

- 1) The language I speak
Becomes mine, it's distortions, its queerness
All mine, mine alone.
- 2) I hate hyphens,
The artificial bridges
Between artificial values,
In the name of race religion and language.
- 3) They come in everyday
To lose themselves among other things
Lost long ago among
Other things last long ago.

IV. Answer any one of the following in about 200 words.

(1X10=10)

1. Critically evaluate the poem "Goodbye Party to Miss. Pushpa T. S".
2. Evaluate the notions of identity and assertiveness in the poem "An Introduction".
3. Comment on the house as a metaphor in the poem "Small Scale Reflections on a Great House".

(Novel)

V. Answer any one of the following in about 200 words.

(1X10=10)

1. Comment on the treatment of the theme of partition of India in "Train to Pakistan".
2. Sketch the character of Juggat Singh.
3. Discuss how Juggat transforms into a savior from a ruffian.

(Drama)

VI. Answer any one of the following in about 200 words.

(1X10=10)

1. Comment on the subaltern nature of transgenders as you find it in the play "Seven steps Around Fire".
2. Sketch the character of Uma.
3. Comment on the title of the play "Seven Steps Around Fire".

Second Semester BA/BSc Degree Examination (NEP)
Model Question Paper
An Introduction to Phonetics and Linguistics

Time: 2 hours

Max. Marks: 60

General Instructions to Candidates:

1. Attempt the questions according to the instructions.
2. Mention the question numbers correctly.
3. Answers should be relevant, textual and critical

Section- A (Language)

I. Answer the following questions in a phrase or a short sentence

- a) Any of the topics from unit one five questions carrying two marks.

(No choice)

(2 X 5 = 10)

II. Answer any two of the following concepts in a short paragraph

- b) Questions from unit one requiring a paragraph answer two out of four.

Section- B (Phonetics)

III. Answer the following questions:

- a. Draw the picture of the *organs of speech* and label the parts. (4 marks)
- b. Transcribe the following words in IPA.
i) Give five words with moderate difficulty level
One mark each. (no choice) 1 X5= 5
- c. Mark the Primary stress for the following words (5)
i) Give five words of varying syllables
Disyllabic, tri syllabic and polysyllabic words each 5 X1= 5
- d. Write a short note on any of these two concepts (3 X2=6)
i) Out of the three options two concepts from phonetics to be answered



Section C

Linguistics

1. Identify the functional units in any **two** of these clauses
 - a. Clauses to be given to identify it in terms of SVOCA

Two out of four choices to be answered

(2 X2 =4)

2. Describe any **two** of the following Verb groups: in the following sentences

Varieties of Verb groups containing perfective, passive, progressive in various tenses to be given. **Two out of four choices**. Two marks each (half mark to be awarded for each correct component)

3. Form the required derivatives from the following words (**Any four**)

Varieties of Words that can hold derivative suffixes must be given
To convert noun into verb, verb into adjective, adjective into adverb.. etc..
explore various possibilities four out of six choices. **One mark each**.

4. **Do as directed:**

(2)

Two questions on word formation. **one mark each**

One : to describe how the word is formed the other explain what the concept means Use varieties of word formations.

5. Write a short note with examples on any of these **two** concepts (3 X2=6)
 - a. Lexical items like collocations, synonyms antonyms, homonyms, homophones, etc any two concepts must be explained with examples
Three marks each

Second Semester BA/BSc Degree Examination (NEP)
Model Question Paper
An Introduction to Phonetics and Linguistics

Time: 2 hours

Max. Marks: 60

General Instructions to Candidates:

1. Attempt the questions according to the instructions.
2. Mention the question numbers correctly.
3. Answers should be relevant, textual and critical

Section: A -Language

- I. Answer the following questions in a phrase or a short sentence (5 X 2 = 10)**
- a. Define Language.
 - b. Mention any two characteristics of human language.
 - c. What are the distinguishing features of speech and writing?
 - d. How is modern linguistics different from traditional grammar?
 - e. Name any two renowned scholars of Modern Linguistics.
- II. Answer any two of the following concepts in a short paragraph (2 X 5 =10)**
- a. How is human communication different from animal communication?
 - b. What are the limitations of traditional grammar?
 - c. Explain the major branches of Linguistics.
 - d. Describe briefly any two Applications of Linguistics.

Section: B- Phonetics

III. Answer the following questions:

- a) Draw the picture of the *organs of speech* and label the parts. (4)



b) Transcribe the following words in IPA. (5)

- i. Almond
- ii. Sachet
- iii. Education
- iv. quay
- v. technical

IV. Mark the Primary stress for the following words (5)

- a. Photographer
- b. project (V)
- c. conversation
- d. quiet
- e. prepare

V. Write a short note on any of these two concepts (3 X2=6)

- i. Plosive
- ii. Bilabial
- iii. Phoneme

Section C- Linguistics

VI. Identify the functional units in any two of these clauses (2 X2 =4)

- a. Rama became angry
- b. Sheela brought sweets
- c. The students are in the library
- d. Frankly, he is not interested.

VII. Describe any two of the following Verb groups: in the following sentences (4)

- a. Should have been done
- b. Was being treated
- c. May not have been selected

VIII. Form the required derivatives from the following words (Any four) (4)

- a. Admit (into a noun)
- b. Strength (into an adjective)
- c. Privacy (into an adjective)
- d. Regression (into verb)
- e. Hopeful (into adverb)



IX. Do as directed:

(2)

Identify the word formation: Moped

Give an example for *Clipping*

X. Write a short note with examples on any of these two concepts

(2 X3=6)

- a) Collocations
- b) Metonymy
- c) Homonym
- d) Synonyms

Second Semester BA/BSc Degree Examination (NEP)

Model Question Paper

The Only Shake-scene in a Countrie: Introduction to Shakespeare
An Open Elective Course Offered by the Discipline of English

Time: 2 hours

Max. Marks: 60

General Instructions to Candidates:

1. Attempt the questions according to the instructions.
2. Mention the question numbers correctly.
3. Answers should be relevant, textual and critical

Section A: On Shakespeare

- I. Answer ANY THIRTEEN (13/17) of the following questions by choosing the most appropriate answer/s from the choices given. 13 x 2 = 26**

Seventeen questions from Part 1 (On Shakespeare) of the course content each with four options of which one is correct are to be given. Students will answer any 13.

Example 1:

1. Which of the following statements about Shakespeare is correct?
 - a. He started writing plays in Greek first.
 - b. There is evidence that his wife corrected his blank verse
 - c. Ben Jonson considers him a natural genius
 - d. He is considered a great writer for having never relied on any other texts for his plots

Example 2:

2. Robert Greene's statement on Shakespeare: "an upstart crow, beautified with our feathers, . . . supposes he is as well able to bombast out a blank verse as best as you" indicates
 - a. Robert Greene's admiration towards the writing skills in Shakespeare
 - b. How welcoming the established Elizabethan playwrights were of a "humble beginner" into their profession
 - c. Robert Greene's mockery of Shakespeare for he was dark skinned
 - d. That Robert Greene felt that Shakespeare's blank verse was never going to match those written by playwrights like himself

3. . . .

17.

Section B: Of Shakespeare

II. Answer ANY THREE (3/5) of the following questions in about 250 words each.

3 x 5 = 15

Five questions that demand a demonstration of having read and understood the prescribed texts from Part 2 (Of Shakespeare) of the course content are to be given. Students will answer any 3.

Examples:

18. Describe the feeling expressed in Shakespeare's sonnet 30 "When to the sessions of sweet silent thought".
19. Comment on the character of Lear as reflected in Scene 1, Act 1 of the play *King Lear*.
- 20.
- 21.
- 22.

III. Answer ANY ONE (1/3) of the following questions in about 500 words.

15 x 1 = 15

Three questions that demand a demonstration of having read and reflected upon the prescribed texts from Part 2 (Of Shakespeare) of the course content are to be given. Students will answer any 1.

Examples:

23. Attempt an analysis of Macbeth's character as reflected in the Banquet scene. Please consider both forms (the comic and video clip) of the text you have studied.
24. Compare your experiences of witnessing *King Lear* in its different forms: the text of the play, its tale from the Lambs, and the video clips.
25. Reflect on your experiences of reading *Macbeth* as a graphic text.

IV. Answer the following question in about 250 words.

4 x 1 = 4

26. Write a short paragraph on your learning through the course and how it relates to other courses you have taken.

Second Semester BA/BSc Degree Examination (NEP)

English for Corporate Jobs

An Open Elective Course Offered by the Discipline of English

Time: 02 Hours

Maximum Marks: 60

General Instructions to Candidates:

1. Attempt the questions according to the instructions.
2. Mention the question numbers correctly.
3. Answers should be relevant, textual and critical

- I. Answer any **TEN** of the following questions in two or three sentences each.
(10x2=20)

One question on each of the following topics:

1. English for Front Desk Management
2. Greeting, Welcoming
3. Dealing with Complaints, Giving Instructions or Directions
4. Giving Information: About Various Facilities, Distance, Area, Local Specialties.
5. Consultation and Solution of Problems
6. Accepting Praises and Criticism, Apologizing
7. Fluency and Etiquette
8. Polite sentences and Words
9. Use of Persuading words
10. Intonation and Voice Modulation
11. Developing Vocabulary
12. Principles of Effective Speech and Presentations
13. Speeches: Introduction, Vote of Thanks, Occasional Speech, Theme Speech
14. Use of Audio- Visual Aids in Presentations



II. Write short notes on any **FOUR** of the following in about 100 words each:
(4x5=20)

1. Short note question on section I
OR
2. Short note question on section I
3. Short note question on section II
OR
4. Short note question on section II
5. Short note question on section III
OR
6. Short note question on section III
7. Short note question on section IV
OR
8. Short note question on section IV

III. Answer any **TWO** of the following questions in about 200 words each
(2x10=20)

1. Question from section III
2. Question from section III
3. Question from section IV
4. Question from section IV