

**NMKRV College for Women**  
**Autonomous**  
**DEPARTMENT OF ENGLISH**  
**SYLLABUS and QUESTION PAPER PATTERN**  
**As per CBCS Guidelines**  
**General English (Semesters I to IV) and**  
**Optional English (Semesters I to VI)**  
**May 2018**  
**From the Academic year 2018-19**

**OVERVIEW**

**General Objectives:**

The curriculum for under-graduate students studying general English, bears in mind the idea of education as a means of empowering them to bring about qualitative changes in our society. This course is mandatory for the first four semesters of BA/ BSc/ BCom and BBA. One of the major aims is to enable students to become effective users of English for academic, professional and inter-active purposes. The curriculum is designed to sensitize students to literary and non-literary works across genres and to improve their competence in the basic skills of listening, speaking, reading and writing in English.

In order to reach out to diverse students with varying levels of linguistic competence, the course has been designed at three different levels – E1, E2 and E3 during the first three semesters. This covers students who come from English medium and regional language schools. The three streams are offered for different courses during the first three semesters, while the same course is offered in the fourth semester. This streaming is an attempt to fulfil the different needs of students in an integrated manner through suitable remedial work, bridge courses and exposure to the language. It is in keeping with our ideology of social justice and our desire not to privilege students on the basis of their social, economic and academic background. This is the reason why all students do the same course and syllabus in the fourth semester.

**Selection criteria for curriculum design for General English and BBA**

A variety of themes of contemporary relevance has been chosen to create a loose framework for the textbooks. Following are the themes that have been taken into consideration

- (i) Justice (ii) Gender discrimination (iii) Education (iv) Environment (v) Technology/  
Business (vi) Human Values (vii) Peace and Conflict

A set of texts which can engender alternative perspectives have been carefully chosen on the basis of teachability and testability.

In addition to the above, the syllabus for the Business Administration students has been framed according to their needs and a literature section added to it. Successful stories of women entrepreneurs and NGOs and articles from the advertising world have been included.

The curriculum envisages the use of testing, classroom procedures, methods and materials quite different from the traditional ones in that the texts are to be exploited to optimize learning opportunities and to ensure active engagement of the learners in the learning process.

Testing would focus on language and literary skills rather than knowledge accumulated through rote-learning.

The students of the BBA stream are exposed to various levels of reading, listening and writing skills. The BBA students have a rigorous schedule to deal with the extremely competitive nature of the sectors most of them are eventually to step into necessitates this.

As part of the department's extension activities, a fairly comprehensive course in Communicative English has been introduced to supplement and reinforce the work done in the General English classes. Students from all the streams have to do this course compulsorily. Greater emphasis is given to speaking and listening skills in this course.

### **Objectives – Optional English Course**

While designing the course for students of Optional English, the following aspects have been kept in mind:

1. In societies such as ours, English studies constructed with the notion of a singular, homogeneous, centralized tradition does not work. Studies in English cannot have the Anglo-Saxon tradition at its centre.
2. The idea of an alternative programme of English studies cannot lump together the Western and non-Western traditions / societies. Differences, divergences of non-Western societies/traditions have to be acknowledged and foregrounded. Further, the term “post-colonial” itself needs to be interrogated and its complex dimensions have to be contextualized adequately.
3. Western theory cannot be blindly incorporated into our readings of texts. In fact, texts from the so called post-colonial societies contest many assumptions / hypotheses of mainstream western theory. The fact that there are many contesting positions in the West itself as regards theory has to be recognized and studied carefully.
4. Stereotypes generated about pre-colonial times / cultures that continue to operate even now have to be challenged and many scholars have started turning to indigenous modes of knowledge and expression. They not only question binary opposition constructed for centuries by the western intellectual traditions about native societies and cultures, but also offer a radical epistemology capable of reinventing / rearticulating ideas / experiences of such societies. Therefore, selections from the Indian tradition of literary criticism have been included in the syllabus. When it comes to studies in languages, we need to bear in mind the relationship between Philology and Colonialism. It is necessary that the rich and complex theories of languages be incorporated into the syllabus to contest Western cultural stereotypes, especially those derived from the areas of Socio linguistics and Psycholinguistics.
5. The need to work out theoretical positions through cultural texts is crucial. Theory cannot be mechanically applied to explain texts. The instrumentalist attitude to theory has to be resisted. A creative engagement between theory and cultural expression has to be developed and sustained.
6. The significance of cultural texts (whatever period they belong to, whatever region they are drawn from) in understanding fundamental historical questions from a contemporary perspective cannot be lost sight of. The element of contemporaneity transcends distinctions of time and space without, however, overlooking specificities connected with the production of texts. The negotiation between the local / the particular and the “universal” / the “global” has to be constantly worked out. In this sense the interface of theory and cultural expression has to be sustained. Literary Studies / Criticism have, over the decades, evolved into Cultural Criticism and that is what the courses designed aim at promoting. At the same time, in order

to interrogate western stereotypes in a creative manner, cultural texts and fictional works from the so-called third world have been included. Cultural texts would also mean including cinematic texts from the Third world that redefine Euro-Centric notions of Realism, Symbolism and Reality. The language of cinema is an important component of post colonial studies. Hence, film texts have been included under this category.

7. In order to enhance the awareness of students of the link between Language, Culture and Thought, the department has extended the notion of Language and Linguistics to include key concepts that have emerged from the West especially in Ethnographic studies at the fifth and sixth semesters – which would also mean interrogating certain stereotypes that dominate literary and cultural theories- along with the exposure to Facets of Language and Discourse Analysis from the first to the fourth semesters. The introduction of Practical Criticism in the third and fourth semester enables students to see the intrinsic relationship between language and literature without viewing them as disparate courses. Students are thus provided an opportunity to have a comprehensive idea of the undeniable relationship between language, history and society.

### **General English – Course Objective**

**E1:** This course is designed mainly for those who have not acquired the necessary language skills at the entry level and need remedial work to reach the expected level of competence.

**E2:** This course is designed for students whose competence in the language skills is inadequate and need help to become adequate users of English.

**E3:** This course is designed for students whose competence is fairly satisfactory and need to fine tune their abilities to become effective users of English.

**Grades according to marks scored:**

**Each semester result shall also be declared in terms of grades. An eight point grading system which is based on the actual absolute marks scored and alpha – sign grade as described below shall be adopted**

<b>Range of Marks:</b> % Marks:	Below 40	40-<50	50-<55	55-<60	60-<70	70-<80	80-<90	90-100
<b>Alpha-Sign Grade:</b>	D	C	B	B+	A	A+	A++	O
<b>Grade Point</b>	<4	4-<5	5-<5.5	5.5-<6	6-<7	7-<8	8-<9	≥9

**The Declaration of Class is on the basis of Percentage of aggregate marks:**

First Class with Distinction 70% and above (A+, A++ or O)

First Class 60% and above but less than 70% (A)

High Second Class 55% and above but less than 60% (B+)

Second Class 50% and above but less than 55% (B)

Pass Class 40% and above but less than 50% (C)

**COURSE PATTERN, SCHEME OF EXAMINATION AND CREDITS  
GENERAL ENGLISH: BA/ BSc/ BCom**

Subject General English	Papers	Instruction hrs/ week	Duration of Exam (hrs)	IA	Exam	Total	Credits
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**I, II III and IV Semester**

Paper - I	Part - I: Text Part- II: Language	1x4	3	30	70	100	2
Paper - II	Part - I: Text Part- II: Language	1x4	3	30	70	100	2
Paper - III	Part - I: Text Part- II: Language	1x4	3	30	70	100	2
Paper - IV	Part - I: Text Part- II: Language	1x4	3	30	70	100	2

**COURSE PATTERN, SCHEME OF EXAMINATION AND CREDITS  
BUSINESS ENGLISH: BBA**

Subject Business English	Papers	Instruction hrs/ week	Duration of Exam (hrs)	IA	Exam	Total	Credits
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**I, II III and IV Semester**

Paper – I	LSRW & Remedial	1x4	3	30	70	100	2
Paper – II	LSRW & Remedial	1x4	3	30	70	100	2
Paper - III	Business Communi cation	1x4	3	30	70	100	2
Paper - IV	English for Business Communi cation	1x4	3	30	70	100	2

**COURSE PATTERN, SCHEME OF EXAMINATION AND CREDITS  
OPTIONAL ENGLISH**

(T: Theory, CC/EC: Co-/Extra-curricular, FC/SDC: Foundation/Skill development course)

	Subjects	Paper	Instruction hrs/ week	Duration of Exam (hrs)	IA	Exam	Total	Credits
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**I, II III and IV Semester**

Part-1	2 Languages	2T	2x4	2x3	2x30	2x70	2x100	2x2
Part- 2	3 Optional Subjects of 3 credits each	3T	3x5	3x3	3x50	3x100	3x150	3x3
Part - 3	FC/SDC	1T	1x 3	1x3	1x30	1x70	1x100	1x2
	CC &EC	-	-	-	50	-	50	1

**Total Credits per Semester 16**

**V/VI Semester**

Part-2	3 Subjects of 6 credits each	3x 2T	3x2x4	3x2x3	3x2x50	3x2x100	3x2x150	3x2x3
Part- 3	SDC	1T	1x3	1x3	1x30	1x70	1x100	1x2

**Total Credits per Semester 20**

**Break-Up of Marks for the Question Paper Pattern**

**General English**

**Semesters I – IV (BA / BSc / BCom)**

<b>Maximum Marks</b>	:	<b>100</b>
<b>Continuous Internal Assessment</b>	:	<b>30 Marks</b>
Attendance	:	05Marks
Test and Assignment	:	10Marks
Mid-Term Examination	:	15Marks
<b>3 hour written examination</b>	:	<b>70Marks</b>
Prescribed text	:	30Marks
Skills	:	40Marks

**General English**  
**Semesters I & II – BBA**

<b>Maximum Marks</b>	<b>:</b>	<b>100</b>
Continuous Internal Assessment	:	<b>30Marks</b>
Attendance	:	05Marks
Test and Assignments	:	10Marks
Mid-Term Examination	:	15Marks
<b>3 hour written Examination</b>	<b>:</b>	<b>70Marks</b>
1. Reading and Comprehension	:	10Marks
2. Writing Tasks	:	60Marks

**Business Communication**  
**Semester III– BBA**

<b>Maximum Marks</b>	<b>:</b>	<b>100</b>
Continuous Internal Assessment	:	<b>30Marks</b>
Attendance	:	05Marks
Test and Assignments	:	10Marks
Mid-Term Examination	:	15Marks
<b>3 Hour Written Examination</b>	<b>:</b>	<b>70Marks</b>
1.MCQ	:	20Marks
2.Writing	:	35Marks
3.Tasks on letters	:	05Marks
4.Task on report writing	:	10Marks

**English for Business Communication**  
**Semester IV – BBA**

<b>Maximum Marks</b>	<b>:</b>	<b>100</b>
Continuous Internal Assessment	:	<b>30Marks</b>
Attendance	:	05Marks
Test and Assignments	:	10Marks
Mid-Term Examination	:	15Marks
<b>3 Hour Written Examination</b>	<b>:</b>	<b>70Marks</b>
1.Reading	:	25Marks
2.Writing	:	15Marks
3.Listening	:	30Marks

**Optional English**  
**Semesters I – VI (BA – JEP)**

<b>Maximum Marks</b>	<b>:</b>	<b>150</b>
Continuous Internal Assessment	:	<b>50Marks</b>
Attendance	:	5Marks
Test and Assignments	:	10Marks
Mid-Term Examination	:	15Marks
Project	:	20Marks
<b>3 Hour Written Examination</b>	<b>:</b>	<b>100Marks</b>

**Mid-Term Examination Pattern**

<b>General English (BA/ BSc/ BCom) Semesters I – IV</b>	<b>:</b>	<b>30Marks</b>
<b>English for BBA Semesters I – IV</b>	<b>:</b>	<b>30Marks</b>
<b>Optional English for BA (JEP) Semesters I – VI</b>	<b>:</b>	<b>30Marks</b>
<b><u>(To be reduced to 15 for Internal Assessment)</u></b>		

**Syllabus and Question Paper Patterns – General English**  
**E1-Semester I**  
**BA / BSc / BCom**

**Literature**

1. A. The Photograph (Magazine Article)  
B. Where I Come From Is Like This (Essay)
2. Helena Norberg: Learning the Western Way (Excerpt from *Ancient Futures*)
3. D R Nagaraj: The Kannada English Combat (Essay)
4. Andrew Lindsay: Saint Francis of Assisi (Essay)

**Poems**

5. D H Lawrence: *Snake*
6. A. William Wordsworth: *The World is Too Much with Us*  
B. William Wordsworth: *The Tables Turned*

**Supplementary Reading:**

Frank Stockton: *The Lady or the Tiger* (Short Story)

**Language Skills**

**a. Reading:**

Unit 1: Comprehension of simple passages

Unit 2: Picking out essential information and answering factual and inferential questions

**b. Writing:**

Unit 4: Structuring of sentences in the right word-order.

Unit 5: Re-ordering sentences into coherent paragraphs

Unit 6: Linking sentences using appropriate cohesive devices.

**c. Speaking & Listening:**

Unit 7: Recognizing key-words and common terms

Unit 8: Listening and responding to real-life transactions and interactions.

Unit 9: Answering simple questions during class room discussions.

**Remedial:**

Helping students unlearn faulty constructions and learn correct Sentence-formation through:

Unit 1: Use of appropriate tenses

Unit 2: Use of appropriate articles and prepositions

Unit 3: Framing questions - Interrogative sentences

Unit 4: Question Tags

**Question Paper Pattern**

**Time : 3 hours**

**Max Marks :70**

**Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any FOUR of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any FIVE of the following in two or three sentences each (Choice of 6)

(5x2=10)

**Section B – Reading**

**10 Marks**

IV Passage for comprehension with MCQ

(10x1=10)

**Section C – Writing**

**10 Marks**

V Reordering sentences in the right word order sentences

VI Reordering sentences to make coherent paragraphs

VII Combine sentences using the right cohesive devices

**Section D – Remedial**

**10 Marks**

VIII Correction of errors in given sentences

IX Identification of articles and prepositions

X Question forms

## **E1-Semester II** **BA / BSc / BCom**

### **Literature**

1. Ismat Chughtai: *Who Was He?* (Short Story)
2. Shakespeare: Shylock's Speech: Excerpt from *Merchant of Venice*
3. Women and Formal and Informal Science: IIMA Working Paper
4. Weighing Justice with a jury of her peers: Internet Article

### **Poems**

5. A. Pablo Neruda: *Ode to Clothes*  
B. Pablo Neruda: *Ode to Broken Things*  
C. Pablo Neruda: *Ode to Age*
6. Bob Dylan: *Blowin' in the Wind*

### **Language Skills**

#### ***Reading:***

- Unit 1: Understanding the meaning of words, phrases and sentences in context  
Unit 2: Understanding logical relationships – at the level of sentences and paragraphs.  
Unit 3: Identifying similarities and differences between objects, situations etc.

#### ***Writing:***

- Unit 4: Identifying topic sentences in paragraphs  
Unit 5: Guided composition with emphasis on fluency

#### ***Speaking and Listening:***

- Unit 6: Recognizing and using key-words and common terms in appropriate contexts  
Unit 7: Listening and responding to real-life transactions and interactions.  
Unit 8: Asking and answering simple questions during class room discussions  
Unit 9: Distinguishing between essential information and unnecessary details & repetition.

#### ***Remedial:***

- Unit 1: Overcoming common fossilized errors in the use of the language  
Unit 2: Word formation, use of affixes and different part of speech  
Unit 3: Tense forms, subject-verb agreement

### **Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

#### **Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any FOUR of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any FIVE of the following in two or three sentences each (Choice of 6)

(5x2=10)

#### **Section B – Reading**

**10 Marks**

IV Passage for comprehension with MCQ

(10x1=10)

#### **Section C – Writing**

**10 Marks**

V Identify topic sentences in the given paragraph

(5Marks)

VI Expansion of ideas into a paragraph

(5Marks)

#### **Section D – Remedial**

**10 Marks**

VII Form words using affixes

VIII Exercise on phrasal verbs

IX Exercise on Tense Forms



## **E1-Semester III** **BA / BSc only**

### **Literature**

1. Tannishta Chatterji: Popular Paints of Prejudice (Magazine Article)
2. David Hartman's Impossible Dream (True Story)
3. Maithreyi Pushpa: *The Verdict* (Short Story translated from Hindi)
4. Aldo Leopold: Roots of Deep Ecology Tree *Thinking Like a Mountain* (Article)

### **Poems**

5. A. Kent M Keith: *The Paradoxical Commandments*  
    B. Dalai Lama: *The Paradox of our Times*
6. Ogden Nash: *What Every Woman Knows Sooner or Later*

### **Language Skills**

#### ***Reading:***

Unit 1: Inferring facts, opinions, reasons, results, conclusions and general statements from longer passages.

#### ***Writing:***

Unit 2: Composition of narrative paragraphs  
Unit 3: Composition of descriptive paragraphs  
Unit 4: Composition of comparative paragraphs  
Unit 5: Dialogue Writing

#### ***Speaking and listening:***

Unit 6: Aural Comprehension – on the phone and face to face.  
Unit 7: Two minute oral presentation (Individual)  
Five minute discussion in pairs

- a. General Topic
  - b. Topics of academic interest
- Speaking Activities - JAM Discussion etc

#### ***Remedial:***

Unit 8: Cloze passage  
Unit 9: Use of Modals

### **Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

#### **Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any four of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any five of the following in two or three sentences each (Choice of 6)

(5x2=10)

#### **Section B – Reading**

**15 Marks**

IV Longer passage for comprehension with MCQ

(10x1=10)

V Identifying the central idea of short passages

(5 marks)

#### **Section C – Writing**

**10 Marks**

VI Writing a narrative/descriptive paragraph

VII Write a comparative paragraph

VIII Dialogue writing

#### **Section D – Remedial**

**5 Marks**

IX Cloze passage

X Use of Modals

## **E1-Semester III** **BCom only**

1. Tannishtha Chatterji: Popular Paints of Prejudice (Magazine Article)
2. David Hartman's Impossible Dream (True Story)
3. Aldo Leopold: Roots of Deep Ecology Tree *Thinking Like a Mountain* (Article)

### **Poems**

4. **A.** Kent M Keith: *The Paradoxical Commandments*  
**B.** Dalai Lama: *The Paradox of our Times*

### **Language Skills**

#### ***Reading:***

Unit 1: Inferring facts, opinions, reasons, results, conclusions and general statements from longer passages.

#### ***Writing:***

Unit 2: Composition of paragraphs (narrative/ descriptive/ comparative)

#### ***Speaking and listening:***

Unit 3: Note taking from extracts of spoken discourse.

Unit 4: Two minute oral presentation (Individual)

Five minute discussion in pairs

a. General Topic

b. Topics of academic interest

Speaking Activities - JAM Discussion etc

#### ***Remedial:***

Unit 5: Cloze passage

Unit 6: Use of Modals

### **Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

#### **Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any four of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any five of the following in two or three sentences each (Choice of 6) (5x2=10)

#### **Section B – Reading**

**15 Marks**

IV Longer passage for comprehension with MCQ

(10x1=10)

V Identifying the central idea of short passages

(5 marks)

#### **Section C – Writing**

**10 Marks**

VI Writing a narrative/descriptive paragraph

VII Write a comparative paragraph

#### **Section D – Remedial**

**5 Marks**

IX Cloze passage

X Use of Modals

## **E2-Semester 1** **BA / BSc / BCom**

### **Literature**

1. Ismat Chughtai: *Who Was He?* (Short Story)
2. Shakespeare: Shylock's Speech: Excerpt from *Merchant of Venice*
3. Women and Formal and Informal Science: IIMA Working Paper
4. Weighing justice with a jury of her Peer: Internet Article

### **Poems**

5. A. Pablo Neruda: *Ode to Clothes*  
B. Pablo Neruda: *Ode to Broken Things*  
C. Pablo Neruda: *Ode to Age*
6. Bob Dylan: *Blowin' in the Wind*

### **Language Skills**

#### ***Reading:***

Unit 1: Understanding the meaning of words, phrases and sentences in context  
Unit 2: Understanding logical relationships – at the level of sentences and paragraphs  
Unit 3: Identifying similarities and differences between objects, situation etc.

#### ***Writing:***

Unit 5: Identifying topic sentences in paragraphs  
Unit 6: Guided composition with emphasis on fluency

#### ***Speaking and Listening:***

Unit 7: Use of short forms, conventions of politeness and courtesy  
Unit 8: Vocabulary- Synonyms and Antonyms

#### ***Remedial:***

Unit 9: Overcoming common fossilized errors in the use of language  
Unit 10: Word formation, use of affixes  
Unit 11: Tenses, subject-verb agreement

### **Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

#### **Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any four of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any five of the following in two or three sentences each (Choice of 6)

(5x2=10)

#### **Section B – Reading**

**10 Marks**

IV Passage for comprehension with MCQ

(10x1=10)

#### **Section C – Writing**

**10 Marks**

V Identify topic sentences in the given paragraph

VI Expansion of ideas into a paragraph

#### **Section D – Remedial**

**10 Marks**

VII Form words using affixes

VIII Tense Forms

IX Correct the following sentences

## **E2-Semester II** **BA / BSc / BCom**

### **Literature**

1. Tannishta Chatterji: Popular Paints of Prejudice (Magazine Article)
2. David Hartman's Impossible Dream (True Story)
3. Maithreyi Pushpa: The Verdict (Short Story translated from Hindi)
4. Aldo Leopold: Roots of Deep Ecology Tree *Thinking Like a Mountain* (Article)

### **Poems**

5. A. Kent M Keith: *The Paradoxical Commandments*  
B. Dalai Lama: *The Paradox of our Times*
6. Ogden Nash: *What Every Woman Knows Sooner or Later*

### **Language Skills**

#### ***Reading:***

Unit 1: Inferring facts, opinions, reasons, results, conclusions and general statements from longer passages.

Unit 2: Identifying the central idea of a passage.

#### ***Writing:***

Unit 3: Composition of narrative paragraphs

Unit 4: Composition of descriptive paragraphs

Unit 5: Composition of comparative paragraphs

#### ***Speaking and listening***

Unit 6: Distinguishing between essential information and unnecessary details and repetition

Unit 7: Two minute oral presentation (Individual)

Five minute discussion in pairs

a. General Topic

b. Topics of academic interest

Speaking Activities - JAM Discussion etc

#### ***Remedial:***

Unit 8: Cloze passage

Unit 9: Use of Modals

### **Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

#### **Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any four of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any five of the following in two or three sentences each (Choice of 6)

(5x2=10)

#### **Section B – Reading**

**15 Marks**

IV Longer passage for comprehension with MCQ

(10x1=10)

V Identifying the central idea of short passages

(5 marks)

#### **Section C – Writing**

**10 Marks**

VI Writing a narrative/descriptive paragraph

VII Write a comparative paragraph

#### **Section D – Remedial**

**5 Marks**

IX Cloze passage

X Use of Modals

## **E2-Semester III** **BA / BSc only**

### **Literature**

1. **A.** Shivram Karanth: Love for Learning (Convocation Address)  
**B.** How the Web Destroys the Quality of Students' Research (Essay from *Reflections in Language*)
2. How Big Business Got Brazil Hooked on Junk Food (Internet Article)
3. Vydehi: *An Afternoon with Shakuntala* (Short Story translated from Kannada by Dr. Sukanya Kanarally)
4. Abburi Chaya Devi: *Shrimathi Udyogini* (Short Story)

### **Poems**

5. Melvin B Tolson: *The Sea Turtle and the Shark*
6. John Keats: *Ode on a Grecian Urn*

### **Language Skills**

#### ***Reading:***

Unit 1: Reading of a variety of passages from different fields for over-all comprehension.

#### ***Writing:***

Unit 2: Note-making from extended writing

Unit 3: Expansion of ideas

Unit 4: Dialogue writing

Unit 5: Writing stories based on visuals

#### ***Speaking and Listening:***

Unit 6: Stress in simple words/ Nature of Stress/ Varieties of English Pronunciation

Unit 7: Use of appropriate language and tone in different formal situations

### **Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

#### **Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any four of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any five of the following in two or three sentences each (Choice of 6) (5x2=10)

#### **Section B – Reading**

**10Marks**

IV Passage for comprehension with MCQ

(10x1=10)

#### **Section C – Writing**

**20 Marks**

V Note making from extended discourse

VI Story writing based on visuals

VII What will you say in the following situations

VIII Dialogue writing

## **E2-Semester III** **BCom only**

### **Literature**

1. **A.** Shivram Karanth: Love for Learning (Convocation Address)  
**B.** How the Web Destroys the Quality of Students' Research (Essay from *Reflections in Language*)
2. How Big Business Got Brazil Hooked on Junk Food (Internet Article)
3. Vydehi: *An Afternoon with Shakuntala* (Short Story translated from Kannada by Dr. Sukanya Kanarally)

### **Poem**

4. John Keats: *Ode on a Grecian Urn*

### **Language Skills**

Unit 1: Reading of a variety of passages from different fields for over-all comprehension.

A. Journalism: Editorials, Film Reviews

B. Advertisements: Glamour (*Fashion*); Medicine (*Health*)

### ***Writing:***

Unit 2: Note-making from extended writing

Unit 3: Expansion of ideas

### ***Speaking and Listening:***

Unit 4: Note taking from extracts of spoken discourse

Unit 5: Use of appropriate language and tone in different formal situations.

### **Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

#### **Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any four of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any five of the following in two or three sentences each (Choice of 6)

(5x2=10)

#### **Section B – Reading**

**15Marks**

IV Longer Passage for comprehension with MCQ

VI Identifying the central idea of short passages

#### **Section C – Writing**

**15 Marks**

V Note making from extended discourse

(5marks)

VI Story writing based on visuals

(5marks)

VII What will you say in the following situations

(5marks)

VIII Dialogue writing

(5marks)

**E3–Semester I**  
**BA / BSc / BCom**

**Literature**

1. Tannishta Chatterji: Popular Paints of Prejudice (Magazine Article)
2. David Hartman's Impossible Dream (True Story)
3. Maithreyi Pushpa: *The Verdict* (Short Story translated from Hindi)
4. Aldo Leopold: Roots of Deep Ecology Tree *Thinking Like a Mountain* (Article)

**Poems**

5. A. Kent M Keith: *The Paradoxical Commandments*  
B. Dalai Lama: *The Paradox of our time*
6. Ogden Nash: *What Every Woman Knows Sooner or Later*

**Language Skills**

***Reading:***

- Unit 1: Inferring facts, opinions, reasons, results, conclusions and general statements from longer passages.
- Unit 2: Skimming a passage to identify general and specific information and points of view.
- Unit 3: Identifying the central idea of a passage.

***Writing:***

- Unit 4: Composition of narrative paragraphs
- Unit 5: Composition of Descriptive paragraphs
- Unit 6: Composition of comparative paragraphs
- Unit 7: Dialogue writing

***Speaking and listening***

- Unit 6: Distinguishing between essential information and unnecessary details and repetition.
- Unit 7: Aural comprehension – on the phone and face to face.
- Unit 8: Two minute oral presentation (Individual)
- Five minute discussion in pairs
- a. General Topic
  - b. Topics of academic interest
- Speaking Activities - JAM

***Remedial:***

- Unit 9: Cloze passage
- Unit 10: Use of Modals
- Unit 11: Idiomatic Expressions (Usage)

**Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

**Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any four of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any five of the following in two or three sentences each (Choice of 6)

(5x2=10)

**Section B – Reading**

**15 Marks**

IV Longer passage for comprehension with MCQ

(10x1=10)

V Identifying the central idea of short passages

(5 marks)

**Section C – Writing**

**10 Marks**

VI Writing a narrative/descriptive paragraph

VII Write a comparative paragraph

**Section D – Remedial**

**5 Marks**

VIII Cloze passage

XI Use of Modals

X Use of idiomatic expressions

**E3-Semester II**  
**BA / BSc / BCom**

**Literature**

1. A. Shivram Karanth: Love for Learning (Convocation Address)  
B. How the Web Destroys the Quality of Students' Research (Essay from *Reflections in Language*)
2. How Big Business Got Brazil Hooked on Junk Food (Internet Article)
3. Vydehi: *An Afternoon with Shakuntala* (Short Story translated from Kannada by Dr. Sukanya Kanarally)
4. Abburi Chaya Devi: *Shrimathi Udyogini* (Short Story)

**Poems**

5. Melvin B Tolson: *The Sea Turtle and the Shark*
6. John Keats: *Ode on a Grecian Urn*

**Language Skills**

***Reading:***

Unit 1: Reading of a variety of passages from different fields for over-all comprehension.

***Writing:***

Unit 2: Note-making from extended writing

Unit 3: Expansion of ideas

Unit 4: What will you say in given situations

Unit 5: Writing stories based on visuals

***Speaking and Listening:***

Unit 6: Note taking from extracts of spoken discourse

Unit 7: Use of appropriate language and tone in different formal situations.

**Question Paper Pattern**

**Time : 3 hours**

**Max Marks :70**

**Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any four of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any five of the following in two or three sentences each (Choice of 6) (5x2=10)

**Section B – Reading**

**15 Marks**

IV Longer passage for comprehension with MCQ

(10x1=10)

V Identifying the central idea of short passages

(5 marks)

**Section C – Writing**

**15 Marks**

V Note making from extended discourse

(5marks)

VI Story writing based on visuals

5marks)

VII What will you say in the following situations

(5marks)

VIII Dialogue writing

(5marks)



## **E3-Semester III BA / BSc Only**

### **Literature**

1. Hernando Tellez: *Just Lather, That's All* (Short Story translated from Spanish by Donald A. Yates)
2. Stuart Hirschberg: *The Rhetoric of Advertising* (Essay)
3. Chinua Achebe: *Dead Man's Path* (Short Story)
4. How Smart Phones Have Destroyed a Generation (Internet Article)

### **Poems / Songs**

5. Simon and Garfunkel: *Sound of Silence*
6. Basudeb Sunani: *The Life Hanging at the Butcher's*

### **Language Skills**

#### ***Reading:***

Unit 1: Reading of advanced passages from different fields

#### ***Writing:***

Unit 2: Composition of abstract and argumentative paragraphs

Unit 3: Summarising

#### ***Speaking and Listening:***

Unit 3: Interview skills

Unit 4: Individual oral presentations

### **Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

#### **Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any four of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any five of the following in two or three sentences each (Choice of 6) (5x2=10)

#### **Section B – Reading**

**15 Marks**

IV Longer passage for comprehension with MCQ

(10x1=10)

V Identifying the central idea of short passages

(5 marks)

#### **Section C – Writing**

**15 Marks**

VI Composition of abstract paragraph

VII Composition of argumentative paragraph

VIII What will you say in the following situations (interview skills)

## **E3-Semester III** **BCom only**

### **Literature**

1. Hernando Tellez: *Just Lather, That's All* (Short Story translated from Spanish by Donald A. Yates)
2. Stuart Hirschberg: The Rhetoric of Advertising (Essay)
3. How Smart Phones Have Destroyed a Generation (Internet Article)

### **Poem / Song**

4. Simon and Garfunkel: *Sound of Silence*

### **Language Skills**

#### ***Writing:***

Unit 1: Composition of abstract and argumentative paragraphs

Unit 2: Summarising

#### ***Speaking and Listening:***

Unit 3: Interview Skills

Unit 4: Individual oral presentations

### **Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

#### **Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any four of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any five of the following in two or three sentences each (Choice of 6)

(5x2=10)

#### **Section B – Reading**

**15 Marks**

IV Longer passage for comprehension with MCQ

(10x1=10)

V Identifying the central idea of short passages

(5 marks)

#### **Section C – Writing**

**15 Marks**

VI Composition of abstract paragraph

VII Composition of argumentative paragraph

VIII What will you say in the following situations (interview skills)

**Semester IV (Common to E1, E2 and E3 all streams)  
BA / BSc Only**

**Literature**

1. How to Watch TV News: Essay from *Reflections on Language*
2. George Orwell: Shooting an Elephant (Essay)
3. Langston Hughes: *One Friday Morning* (Short Story)
4. Shakespeare: Brutus and Antony's Speech from *Julius Caesar*

**Poems**

5. A. Dahlia Ravikovich: *The Tale of the Arab Who Died by Fire* (Israeli Poem)  
B. Dahlia Ravikovich: *A Baby Can't be Killed twice* (Israeli Poem)  
C. Md. Darvish: *He is Quiet and So Am I* (Palestinian Poem)  
D. Md. Darvish: *I Come from There* (Palestinian Poem)
6. A. *From a he to a she* (Transgender Poem)  
B. Kim-berly: *You Don't Know Me* (Transgender Poem)

**Supplementary Reading**

7. Ernest Hemingway: *An African Story*

**Language Skills**

***Reading:***

Unit 1: Reading poetry for comprehension

***Writing:***

Unit 3: Formal letters of invitation, acceptance, rejection

Unit 4: Report writing (journalistic and business)

Unit 5: Curriculum Vitae and Resumé Writing

***Speaking and Listening:***

Unit 6: Dynamics of group discussions – bidding, taking turns, negotiating, repair strategies

**Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

**Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any four of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any five of the following in two or three sentences each (Choice of 6)

(5x2=10)

**Section B – Reading**

**10 Marks**

VI Unseen poems for comprehension

**Section C – Writing**

**20 Marks**

V Formal Letter (Invitation/acceptance/rejection)

VI Report Writing (Journalistic and business)

VII Resume Writing/Curriculum Vitae

VIII What will you say in the following situations (Group Discussion)

## **Semester IV (Common to E1, E2 and E3 all streams) BCom Only**

### **Literature**

1. How to Watch TV News: Essay from *Reflections on Language*
2. Langston Hughes: *One Friday Morning* (Short Story)
3. Shakespeare: Brutus and Antony's Speech from *Julius Caesar*

### **Poems**

- 4.A. Dahlia Ravikovich: *The Tale of the Arab Who Died by Fire* (Israeli Poem)
- B. Dahlia Ravikovich: *A Baby Can't be Killed twice* (Israeli Poem)
- C. Md. Darvish: *He is Quiet and So Am I* (Palestinian Poem)
- D. Md. Darvish: *I Come from There* (Palestinian Poem)

### **Language Skills**

#### ***Reading:***

Unit 1: Articles from Journals –academic writing

#### ***Writing:***

Unit 2: Formal letters of invitation, acceptance, rejection

Unit 3: Report writing(journalistic and business)

Unit 4: Curriculum Vitae and Resumé writing

#### ***Speaking and Listening:***

Unit 5: Dynamics of group discussions – bidding, taking turns, negotiating, repair strategies

### **Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

#### **Section A – Text**

**40 Marks**

I MCQ from text

(1x10=10)

II Answer any four of the following in a paragraph each (Choice of 5)

(4x5=20)

III Answer any five of the following in two or three sentences each (Choice of 6)

(5x2=10)

#### **Section B – Reading**

**10 Marks**

VI Unseen poems for comprehension

#### **Section C – Writing**

**20 Marks**

V Formal Letter (Invitation/acceptance/rejection)

VI Report Writing (Journalistic and business)

VII Resume Writing/Curriculum Vitae

VIII What will you say in the following situations (Group Discussion)

## **BBA Syllabus General English Semester I**

### **Part A – Reading:**

Unit 1: Understanding the meaning of words, phrases and sentences in a context.

Unit 2: Understanding logical relationships – at the level of sentences and paragraphs

Unit 3: Identifying similarities and differences between objects, situations etc.

Unit 4: Inferring facts, opinions, reasons, results, conclusions and general statements from longer passages.

Unit 5: Skimming a passage to identify general and specific information and points of view.

Unit 6: Comprehension passages of general interest

### **Part B – Articles on Business:**

Comprehension and analysis based on the following texts:

Unit 1: Success stories from the world of business: Gurucharan Das

Unit 2: A successful business model story: *Anita Roddick's The Body Shop*

Unit 3: Article on a rural NGO: Aamir Khan's Paani Foundation

Unit 4: Article from the field of Advertisement/Marketing: Alyque Padamsee's *Double Life*

### **Part C – Writing:**

Unit 1: Advertisement Theory (elementary level)

Unit 2: Paragraph writing: Narrative/ Descriptive/ Comparative/ Abstract

Unit 3: Business vocabulary

### **Part D – Remedial**

Unit 1: Identification of Parts of Speech

Unit 2: Conjunctions

Unit 3: Overcoming Fossilised errors

Unit 4: Tenses/ Subject-Verb Agreement

### **Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

#### **Section A – Reading**

**10 Marks**

I. Passage for comprehension

#### **Section B – Business Articles**

**20 Marks**

II. Answer any four questions in about half a page each

(4x5=20)

#### **Section C – Writing**

**20 Marks**

III. Answer the following question on advertising theory

(5 marks)

IV. Write a narrative/descriptive paragraph

(5 marks)

V. Write a comparative/abstract paragraph

(5 marks)

VI. Business vocabulary

(5 marks)

#### **Section D – Language/Grammar**

**20 Marks**

VII. Identification of parts of speech in the given paragraph

(5marks)

VIII. Conjunction

(5marks)

IX. Error identification

(5marks)

X. Tenses/Subject-verb agreement

(5marks)

**BBA**  
**General English**  
**Semester II**

**Part A – Reading:**

- Unit 1: Understanding the meaning of words, phrases and sentences in a context.
- Unit 2: Understanding logical relationships – at the level of sentences and paragraphs
- Unit 3: Identifying similarities and differences between objects, situations etc.
- Unit 4: Inferring facts, opinions, reasons, results, conclusions and general statements from longer passages.
- Unit 5: Skimming a passage to identify general and specific information and points of view.
- Unit 6: Comprehension passages of general interest

**Part B – Articles on Business:**

Comprehension and analysis based on the following texts:

- Unit 1: Poem on Business: Kahlil Gibran, Ogden Nash
- Unit 2: Article on the lifestyle changes in the Corporate world: *How Lego Clicked: The Super brand that Reinvented Itself*
- Unit 3: Article on the world of Advertisements: *Ways of Seeing by John Berger*
- Unit 4: Article on Negotiation Skills/ Work Culture: *Story of Amazon Work Culture/ Negotiation Skills*

**Part C – Writing:**

- Unit 1: Analysis of Advertisements
- Unit 2: Summarising
- Unit 3: Expansion of Real-life situations (What will you say in a given situation)
- Unit 4: Note making

**Part D – Speaking and Listening**

- Unit 1: Improving intelligibility by focusing on some basic Para-linguistic features
- Unit 2: Listening and responding to real-life transactions and interactions – making and responding to inquiries, seeking and supplying information – Introducing oneself and others
- Unit 3: Making/ Extending, Accepting/ Refusing offers/ invitations

**Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

**Section A – Reading**

**10 Marks**

I. Passage for comprehension

**Section B – Business Articles**

**20 Marks**

II. Answer any four questions in about half a page each

(4x5=20)

**Section C – Writing**

**20 Marks**

III. Analysing of advertisement

(5 marks)

VI. Summarising

(5 marks)

V. Note making from extended paragraph (tree diagram/flow chart)

(5 marks)

VI. What would you say in the following situations?

(5 marks)

**Section D – Language/Grammar**

**20 Marks**

VII. Paralinguistic and prosodic aspects of speech for effective communication

(5marks)

VIII. Making/Extending, Accepting/Refusing offers/invitations

(5marks)

IX. Negotiation Skills

(5marks)

**BBA**  
**Business Communication**  
**Semester III**

**CHAPTER 1**

Business Communication.

Definition – Role of communication in business organization – Objectives of communication – Elements of communication – Process of communication Verbal and Non-Verbal communication – Functions and types of communication – Role of nonverbal communication.

**CHAPTER 2**

Presentation Skills in Business English

Two minute oral presentation (Individual)

Five minute discussion in pairs

a. General Topic

b. Topics of academic interest

Speaking Activities

JAM

**CHAPTER 3**

Interviews

Meaning – Preparation – facing the interview – Interviewer's function – Other types of interviews (Promotional, Appraisal, Exit, Problem and Stress)

**CHAPTER 4**

Part 1: Article: *How Web Destroys Student Research*

Part 2: Research Project based on Internet Browsing (5 marks Question based on the project in End-sem Exam)

**CHAPTER 5**

Written Communication

Part1: Business Letters– Layout – Parts of a letter

Part2: Basic principles, style and tone,

Part3: Types of Business Letters

Letters relating to calling for a post, calling for interviews, appointment orders, termination order, business enquiries, quotations, orders, regrets, cancellation of orders, complaints and adjustments, status enquiry and circulars

**CHAPTER 6**

Report Writing

Reports, types and layout

**Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

**Section A – Reading**

**20 Marks**

I. Multiple Choice Questions

**Section B – Business Articles**

**15 Marks**

II. Short note on all chapters -Answer any five of the following

(4x5=20)

**Section C – Writing**

**20 Marks**

III. Essay type questions – Answer any two of the following (choice of 4)

(2x10=10)

**Section D – Language/Grammar**

**15 Marks**

VI. Letter writing

(5marks)

V. Report Writing

(10marks)

**BBA**  
**English for Business Communication**  
**Semester IV**

**Part A – Reading**

- Unit 1: Reading to understand short real world notices / advertisements
- Unit 2: Reading for detailed comprehension
- Unit 3: Reading for interpreting visual information
- Unit 4: Reading for factual and specific information
- Unit 5: Reading to sharpen Skimming and Scanning skills

**Part B – Writing**

- Unit 6: Writing e-mails to make appointments, asking for permission, giving instructions.
- Unit 7: Writing to apologise, offers and compensations, make or alter reservations, cancel orders
- Unit 8: Writing to clients, giving details of products, of companies, compiling job profiles
- Unit 9: Summaries memorandums and reports - meetings, projects etc.

**Part C – Listening**

- Unit 10: Listening to monologues, business interviews, talks etc for specific information.
- Unit 11: Listening to short telephone conversations / prompted monologues
- Unit 12: Listening for gist and specific information to interview and discussions by Speakers.
- Unit 13: Listening to longer audio clips from Ted Talks/ Business/ Inspirational Narratives

**Part D – Speaking**

- Unit 14: social and business etiquettes, group discussions

**Question Paper Pattern**

**Time: 3 hours**

**Max Marks: 70**

**Section A – Reading**

**30 Marks**

- I. Reading to understand short real world notices/advertisements
- II. Reading for detailed comprehension
- III. Reading for interpreting visual information
- IV. Reading for factual and specific information
- V. Reading to sharpen Skimming and Scanning skills

**Section B – Writing**

**20 Marks**

- VI. Writing emails to make appointments, asking for permission, giving instruction (4x5=20)
- VII. Writing to apologise, offers and compensations, make or alter reservations, cancel orders
- VIII. Writing to clients, giving details of products, of companies, compiling job profiles
- IX. Summaries, memorandums and reports – meetings, projects etc

**Section C – Listening**

**20 Marks**

- X. Listening to monologues, business interviews, talks etc for specific instruction.
- XI. Listening to short telephone conversation/prompted monologues
- XIII. Listening for gist and specific information to interview and discussions by speakers
- XIV. Listening to longer audio clips from Ted talks/Business/Inspirational Narratives



## **Internal Assessment for BA / BSc / BCom**

Blue Book Test on grammar and vocabulary for semesters I – IV **10 Marks**

## **Internal Assessment for BBA**

**BBA Semester I: Internal Assessment (Blue Book Test)** **15 Marks**

Writing skills  
Paragraph Writing  
Vocabulary Exercise

**BBA Semester II: Internal Assessment (Presentation)** **15 Marks**

Advertisement Development – A/V Presentation in groups

**BBA Semester III: Internal Assessment (Presentation)** **15 Marks**

Developing a Business Model – A/V Presentation in groups

**BBA Semester IV: Internal Assessment (Presentation)** **15 Marks**

Research based project in Groups

## **Internal Assessment for BA – JEP (Optional English)**

Blue Book test for Semesters I – VI **10 Marks**

Research-based Project / Presentation for Semesters I - VI **20 Marks**

## OPTIONAL ENGLISH SYLLABUS 2018

### I Semester (Number of hours per week: 5 Hours)

Section A: MCQ

Section B: DRAMA: a) Introduction to Greek Drama

b) Sophocles: *Antigone*

Section C: POETRY: a) Shakespeare's Sonnets 73 & 94

b) Blake's poems from Songs of Innocence and Experience

Section D: THEORY: Brief Introduction to some Key Concepts

a) Feminism b) Culture c) Tradition d) Colonialism

Section E: NOVEL: Alan Paton: *Cry the Beloved Country*

Section F: FACETS OF LANGUAGE (According to BU Syllabus)

Section G: (Extended Independent Reading) NOVEL: **Excerpts** from Azar Nafisi: *Reading*

*Lolita in Tehran* and Raghavanka: *Life of Harishchandra* (Translated from

Kannada by Dr. Vanamala Vishwanath –Chapter 7)

Section H: Conceptualizing the relationship between the spirit of the age and literary works:

Features of Renaissance

### II Semester B A (Number of hours per week: 5 Hours)

Section A: MCQ

Section B: a) NOVEL: U R Ananthamurthy: *Ghatashraddha*

b) ARTICLE: Excerpt from *Flaming Feet*: On Gandhi with Ambedkar

Section C: THEORY: Brief Introduction to some Key Concepts

a) Marxism b) Nativism c) Secularism d) Nationalism

Section D: POETRY: From Diaspora/ Transgender/ Feminism/ Tribal (4 poems)

Section E: SHORT STORIES: From Katha Series (4 stories)

Section F: EXTENDED INDEPENDENT READING: Tagore: *On Nationalism*

(Nationalism in the West and India)

Section G: a) Features of the Augustan and Romantic Periods

b) Pope: *Ode on Solitude*

Section H: FACETS OF LANGUAGE (According to BU Syllabus)

### III Semester (Number of hours per week: 5 Hours)

Section A: MCQ

Section B: FACETS OF LANGUAGE (According to BU Syllabus: Discourse Analysis)

Section C: Excerpts from Gandhi: *Hind Swaraj* and Schumacher: *Small is Beautiful*

Section D: NOVEL: Shivaram Karanth: *Choma's Drum*

Section E: Suktankar: *The Meaning of Mahabharata*

Section F: POETRY: Byron: *She Walks in Beauty/ First Kiss of Love* and Keats: *Endymion*

Section G: Features of the Victorian Period and Browning: *Porphyria's Lover*

Section H: (Extended independent reading) NOVEL: Oscar Wilde: *The Picture of Dorian*

*Gray*

### IV Semester (Number of hours per week: 5 Hours)

Section A: MCQ

Section B: ESSAY: Stanley Fish: *Is There a Text in the Class?*

Section C: Part 1: PLAY: Girish Karnad: *Nagamandala*

Part2: Speech by Prasanna on Crisis in Theater Ecology

Section D: ESSAY: Elaine Showalter: *Toward a Feminist Poetics*

Section E: PRACTICAL CRITICISM (Poetry): Black Feminist Poetry/ Third World

Feminist Poetry (Maya Angelou/ Imtiaz Dharkar)

Section F: SHORT STORY: Albert Camus: *The Adulterous Woman*  
Franz Kafka: *The Hunger Artist*

Section G: Features of the Twentieth Century

Section H:(Extended independent reading): POETRY: T S Eliot: *The Wasteland: Fire Sermon*

## **V Semester**

### **Paper V**

Number of hours per week: 5 Hours

Section A: MCQ

Section B: DRAMA: Shakespeare: *Julius Caesar*

Section C: Visual Discourse

Section D: NOVEL: Charles Dickens: *Hard Times*

Section E: Part1: CONCEPTS: a) Post-colonialism b) Orientalism c) The Occident  
d) Third World

Part 2: TEXTS: Mannoni: *Prospero and Caliban* and Memmi: *The Coloniser and the Colonised*

Section F:(Extended independent reading): POETRY selections from A K Ramanujan's *Speaking of Shiva*: Basava, Allama, Akka Mahadevi, Akam-Puram Poetry

### **Paper VI**

Number of hours per week: 5 Hours

Section A: MCQ

Section B: KEY CONCEPTS drawn from Third World/ Post-colonial socio-political narratives: Gauri Vishwanath: *Masks of Conquest*, Ashis Nandy: *The Intimate Enemy* and P. Sainath: *Everybody Loves a Good Draught*

Section C: POETRY: Wole Soyinka, Alice Walker, Langston Hughes

Section D: (Extended independent reading) NOVEL: Jean Rhys: *Wide Sargasso Sea*

Section E: ESSAYS: Harish Trivedi: Selections from *Colonial Transactions: Shakespeare in India* and Shiv Vishwanath

Section F: ESSAY: Ngugi Wa Thiango: *Politics of Language*

Section G: KEY CONCEPTS: Manichaeism, Rastafarianism, Aboriginal, Abrogation, Agency, Alterity

## **VI Semester B.A**

### **Paper VII**

Number of hours per week: 5 Hours

Section A: MCQ

Section B: DRAMA: Bertolt Brecht: *Life of Galileo*

Section C: ESSAY selections from *Indian Literary Criticism* (Edited by G N Devy): Amir Khusrau, Sri Aurobindo, M. Hiriyanna, Krishna Rayan, Sudhir Kakkar

Section D: Selections from Palestinian, Israeli and Polish POETRY (Six Poems)

Section E: ESSAY: Sartre: Excerpt from *The Anti Semite and the Jew*

Section F: KEY CONCEPTS: a) Hybridity b) Negritude c) Orality d) Settler Colony

Section G: (Extended independent reading) NOVEL: David Malouf: *Fly Away Peter*

## Paper VIII

Number of hours per week: 5 Hours

Section A: MCQ

Section B: Socio Linguistics: KEY CONCEPTS drawn from Third world/ Post-colonial, socio-political narratives, cultural discourses: a) Middle Passage b) Subaltern  
c) Whiteness d) Liminality e) Discourse f) Strategic Location g) Strategic Formation

Section C: SHORT STORIES: Mahaswetha Devi: *Rudali* and *Choli Ke Peeche*

Section D: Frantz Fanon: *The Wretched of the Earth*

Section E: Part 1: Hannah Arendt: Excerpt from *On Violence*

Part2: Nadine Gordimer: *Once Upon a Time*

Section F:(Extended independent reading): NOVEL: Toni Morrison: *Beloved*

## Optional English Question Paper Pattern – 2018

### I Semester BA

#### Paper I

Section A: MCQ 20 marks

Section B: DRAMA: a) Introduction to Greek Drama 5 marks  
b) Sophocles: *Antigone* 10 marks

Section C: POETRY: a) Shakespeare's Sonnets 73 & 94  
b) Blake's poems from Songs of Innocence and Experience 10marks

Section D: THEORY: Brief Introduction to some Key Concepts  
a) Feminism b) Culture c) Tradition d) Colonialism 10 marks

Section E: NOVEL: Alan Paton: *Cry the Beloved Country* 15 marks

Section F: FACETS OF LANGUAGE (According to BU Syllabus) 10 marks

Section G: (Extended Independent Reading) NOVEL: **Excerpts** from Azar Nafisi: *Reading Lolita in Tehran* and Raghavanka: *Life of Harishchandra* (Translated from Kannada by Dr. Vanamala Vishwanath –Chapter 7) 10 marks

Section H: Conceptualizing the relationship between the spirit of the age and literary works: Features of Renaissance 10 marks

### II Semester BA

#### Paper II

Section A: MCQ 20 marks

Section B: a) NOVEL: U R Ananthamurthy: *Ghatashraddha* 10 marks  
b) ARTICLE: Excerpt from *Flaming Feet*: On Gandhi with Ambedkar 5 marks

Section C: THEORY: Brief Introduction to some Key Concepts  
a) Marxism b) Nativism c) Secularism d) Nationalism 10 marks

Section D: POETRY: From Diaspora/ Transgender/ Feminism/ Tribal (4 poems) 10 marks

Section E: SHORT STORIES: From Katha Series (4 stories) 10 marks

Section F: EXTENDED INDEPENDENT READING: Tagore: *On Nationalism* (Nationalism in the West and India) 10 marks

Section G: a) Features of the Augustan and Romantic Periods 10 marks  
b) Pope: *Ode on Solitude* 5 marks

Section H: FACETS OF LANGUAGE (According to BU Syllabus) 10 marks

### III Semester BA

#### Paper III

Section A: MCQ	20 marks
Section B: FACETS OF LANGUAGE (According to BU Syllabus: Discourse Analysis)	10 marks
Section C: Excerpts from Gandhi: <i>Hind Swaraj</i> and Schumacher: <i>Small is Beautiful</i>	15 marks
Section D: NOVEL: Shivaram Karanth: <i>Choma's Drum</i>	15 marks
Section E: Suktankar: <i>The Meaning of Mahabharata</i>	10 marks
Section F: POETRY: Byron: <i>She Walks in Beauty/ First Kiss of Love</i> and Keats: <i>Endymion</i>	10 marks
Section G: Features of the Victorian Period and Browning: <i>Porphyria's Lover</i>	10 marks
Section H:(Extended independent reading)NOVEL: Oscar Wilde: <i>The Picture of Dorian Gray</i>	10 marks

### IV Semester BA

#### Paper IV

Section A: MCQ	20 marks
Section B: ESSAY: Stanley Fish: <i>Is There a Text in the Class?</i>	10 marks
Section C: Part 1: PLAY: Girish Karnad: <i>Nagamandala</i>	10 marks
Part2: Speech by Prasanna on Crisis in Theater Ecology	5 marks
Section D: ESSAY: Elaine Showalter: <i>Toward a Feminist Poetics</i>	10 marks
Section E: PRACTICAL CRITICISM (Poetry): Black Feminist Poetry/ Third World Feminist Poetry (Maya Angelou/ Imtiaz Dharkar)	10 marks
Section F: SHORT STORY: Albert Camus: <i>The Adulterous Woman</i> Franz Kafka: <i>The Hunger Artist</i>	15 marks
Section G: Features of the Twentieth Century	10 marks
Section H:(Extended independent reading): POETRY: T S Eliot: <i>The Wasteland: Fire Sermon</i>	10 marks

### V Semester BA

#### Paper V

Section A: MCQ	20 marks
Section B: DRAMA: Shakespeare: <i>Julius Caesar</i>	15 marks
Section C: Visual Discourse	15 marks
Section D: NOVEL: Charles Dickens: <i>Hard Times</i>	15 marks
Section E: Part1: CONCEPTS: a) Post-colonialism b) Orientalism c) The Occident d) Third World	10 marks
Part 2: TEXTS: Mannoni: <i>Prospero and Caliban</i> and Memmi: <i>The Coloniser and the Colonised</i>	20 marks
Section F:(Extended independent reading): POETRY selections from A K Ramanujan's <i>Speaking of Shiva: Basava, Allama, Akka Mahadevi, Akam-Puram Poetry</i>	15 marks

## V Semester BA

### Paper VI

Section A: MCQ	20 marks
Section B: KEY CONCEPTS drawn from Third World/ Post-colonial socio-political narratives	
Gauri Vishwanath: <i>Masks of Conquest</i> , Ashis Nandy: <i>The Intimate Enemy</i> and P. Sainath: <i>Everybody Loves a Good Draught</i>	15 marks
Section C: POETRY: Wole Soyinka, Alice Walker, Langston Hughes	15 marks
Section D: (Extended independent reading) NOVEL: Jean Rhys: <i>Wide Sargasso Sea</i>	10 marks
Section E: ESSAYS: Harish Trivedi: Selections from <i>Colonial Transactions: Shakespeare in India</i> and Shiv Vishwanath	20 marks
Section F: ESSAY: Ngugi Wa Thiango: <i>Politics of Language</i>	10 marks
Section G: KEY CONCEPTS: Manichaeism, Rastafarianism, Aboriginal, Abrogation, Agency, Alterity	10 marks

## VI Semester BA

### Paper VII

Section A: MCQ	20 marks
Section B: DRAMA: Bertolt Brecht: <i>Life of Galileo</i>	15 marks
Section C: ESSAY selections from <i>Indian Literary Criticism</i> (Edited by G N Devy): Amir Khusrau, Sri Aurobindo, M. Hiriyanana, Krishna Rayan, Sudhir Kakkar	15 marks
Section D: POETRY: Selections from Palestinian, Israeli and Polish Poetry (Six Poems)	15 marks
Section E: ESSAY: Sartre: Excerpt from <i>The Anti Semite and the Jew</i>	10 marks
Section F: KEY CONCEPTS: a) Hybridity b) Negritude c) Orality d) Settler Colony	15 marks
Section G:(Extended independent reading) NOVEL: David Malouf: <i>Fly Away Peter</i>	10 marks

## VI Semester BA

### Paper VIII

Section A: MCQ	20 marks
Section B: Socio Linguistics: KEY CONCEPTS drawn from Third world/ Post-colonial, socio-political narratives, cultural discourses: a) Middle Passage b) Subaltern c) Whiteness d) Liminality e) Discourse f) Strategic Location g) Strategic Formation	15 marks
Section C: SHORT STORIES: Mahaswetha Devi: <i>Rudali</i> and <i>Choli Ke Peeche</i>	20 marks
Section D: Frantz Fanon: <i>The Wretched of the Earth</i>	15 marks
Section E: Part 1: Hannah Arendt: Excerpt from <i>On Violence</i>	10 marks
Part2: Nadine Gordimer: <i>Once Upon a Time</i>	5 marks
Section F:(Extended independent reading): NOVEL: Toni Morrison: <i>Beloved</i>	15 marks