

[I and II Semesters
BA/BVA/BSW/
BSc/BCA and
B.Com/BBA]

UG ENGLISH SYLLABUS, SEP- 2024

Tumkur University, Tumakuru

Tumkur University

First and Second Semesters

State Education Policy (SEP) 2024

General English

(BA/BVA/BSW, BSc/BCA and BCom/BBA)

Optional English

Board of Studies

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I Semester (General English)

BA/BSW/BVA Degrees

Total Contact Hours: 60

Course Credits: 03

Formative Assessment Marks: 20

Summative Assessment Marks: 80

Teaching Hours: 4 Hours per week

Duration of Exam: 03 Hours

Course Objectives

- Enable students to appreciate and critically analyze prose and poetry.
- Improve students' functional grammar skills and vocabulary, essential for effective communication.
- Equip students with the ability to interpret and analyze written texts, including comprehension of main ideas.
- Provide focused practice on grammatical components, comprehension, and vocabulary to prepare students for competitive exams.

Learning Outcome

- Students will be able to analyze and interpret themes, characters, and literary devices in various prose and poetry selections.
- Students will accurately identify and use different parts of speech, articles, prepositions, and degrees of comparison.
- Students will develop the ability to effectively comprehend and interpret diverse passages.
- Students will demonstrate improved vocabulary and the ability to use idioms, phrases.

Contents

Unit 1: Prose	(20 Hours)
1. The Story of an Hour	Kate Chopin
2. Back from the West— And Unable to Find Lodging in Baroda	Dr. B R Ambedkar
3. The Last Leaf	O. Henry
4. Freedom from Fear - 1990	Aung San Suu Kyi
5. The Nightingale and the Rose	Oscar Wilde
Unit 2: Poetry	(15 Hours)
1. The Burning of the Books	Bertolt Brecht
2. Stopping by Woods on a Snowy Evening	Robert Frost
3. Five Ways to Kill a Man	Edwin Brock
4. Caged Bird	Maya Angelou
5. Take Not Away My Wits, O God!	Alexander Pushkin
Unit 3: Functional Grammar	(25 Hours)

This curriculum is designed to develop both the grammatical competence and practical application of English language skills in students. Each unit targets specific skills that contribute to overall language proficiency, ensuring a comprehensive learning experience. Additionally, it prepares pupils for competitive exams.

Section 1: Reading Comprehension

Objective: Develop skills to understand and interpret written texts.

Content

- Practice with diverse passages (narrative, descriptive, expository).
- Focus on extracting main ideas, identifying supporting details, and making inferences.
- Exercises include answering multiple-choice or comprehension questions (1x4=4 marks) and short-answer questions (2x2=4 marks).

Assessment

- One passage in the examination with comprehensive questions based on the content and structure.

Section 2: Parts of Speech

Objective: Recognize and use accurately different parts of speech in sentences.

Content

- Detailed study of nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections.
- Exercises on identifying and correcting parts of speech in sentences.

Assessment

- Short exercises requiring identification and usage of parts of speech.

Section 3: Vocabulary

Objective: Enhance word power for better comprehension and communication.

Content

- Synonyms, antonyms, homophones, homonyms, acronyms and their usage in the given context.
- Exercises focusing on selecting the correct word to complete sentences.

Assessment

- Vocabulary-based multiple-choice or fill-in-the-blank questions.

Section 4: Articles

Objective: Correct usage of articles (a, an, the) in sentences.

Content

- Rules and exceptions for using definite and indefinite articles.
- Common prepositions and their usage in different contexts.
- Exercises on inserting the correct articles and prepositions in sentences.

Assessment

- Sentences requiring the correct use of articles and prepositions.

Section 5: Idioms and Phrases

Objective: Understand and use idiomatic expressions in appropriate contexts.

Content:

- Commonly used idioms and phrases.
- Meaning and usage in sentences.
- Exercises on matching idioms with their meanings and using them in sentences.

Here's a list of commonly used idioms and phrases suitable for teaching at the undergraduate level:

1. Bite the bullet - To endure a painful situation bravely.
2. Break the ice - To initiate conversation or friendship.
3. Cost an arm and a leg - To be very expensive.
4. Hit the nail on the head - To identify something correctly.
5. Kill two birds with one stone - To accomplish two things with a single effort.
6. Let the cat out of the bag - To reveal a secret.
7. Piece of cake - Something very easy to do.
8. Under the weather - Feeling unwell or sick.
9. When pigs fly - Something that will never happen.
10. A blessing in disguise - Something good that isn't recognized at first.
11. Actions speak louder than words - What you do is more important than what you say.
12. Beat around the bush - Avoiding the main topic.
13. Burn the midnight oil - To work late into the night.
14. Curiosity killed the cat - Being overly curious can lead to trouble.
15. Don't cry over spilled milk - Don't worry about something that can't be changed.
16. Hit the sack - To go to bed.
17. Jump on the bandwagon - To join a popular trend or activity.
18. Pull someone's leg - To tease or joke with someone.
19. Take with a grain of salt - To not take something too seriously.
20. Up in arms - Very angry or outraged.
21. Bark up the wrong tree - To make a wrong assumption or pursue the wrong course of action.
22. Break the bank - To cost too much money.
23. Burn bridges - To destroy relationships or opportunities.

24. Caught between a rock and a hard place - Facing two difficult choices.
25. Cut corners - To do something in the easiest or cheapest way, often leading to poor results.
26. Devil's advocate - Someone who argues against something for the sake of debate, even if they don't actually disagree.
27. Every cloud has a silver lining - There's something good in every bad situation.
28. Give someone the cold shoulder - To ignore or be unfriendly to someone.
29. Go the extra mile - To make more effort than is expected.
30. Hit the ground running - To begin something energetically and successfully.
31. In the heat of the moment - Overwhelmed by emotions during an event.
32. It takes two to tango - Both parties involved in a situation or argument are responsible.
33. Jump the gun - To do something too soon, especially without thinking.
34. Keep your fingers crossed - To hope that something will happen in the way you want.
35. Leave no stone unturned - To search thoroughly or try everything possible.
36. On the ball - Alert and aware of what is happening.
37. Once in a blue moon - Something that happens very rarely.
38. Pull out all the stops - To do everything possible to make something successful.
39. Raining cats and dogs - To rain very heavily.
40. The ball is in your court - It's your decision or responsibility to take the next step.
41. The last straw - The final problem in a series of problems that makes a situation unbearable.
42. Throw in the towel - To give up or admit defeat.
43. Time flies when you're having fun - Time seems to pass quickly when you're enjoying yourself.
44. To be on cloud nine - To be extremely happy.
45. Walk on eggshells - To be very careful about what you say or do to avoid upsetting someone.
46. Water under the bridge - Past events that are no longer considered important.
47. You can't judge a book by its cover - Don't judge something based on its appearance.
48. Your guess is as good as mine - I have no idea; I don't know either.
49. A dime a dozen - Something very common and not of much value.
50. Spill the beans - To reveal a secret or disclose information prematurely.

Assessment:

- Multiple-choice questions or sentence completion exercises using idioms.

Section 6: Degrees of Comparison

Objective: Apply the correct form of adjectives and adverbs to show comparison.

Content

- Positive, comparative, and superlative forms of adjectives.
- Forming and using comparative and superlative degrees in sentences.
- Exercises on transforming sentences to reflect different degrees of comparison.

Assessment

- Exercises requiring the use of appropriate degrees of comparison.

Question Paper Pattern

Unit I and II Poetry and Prose	50 Marks
Unit III Functional Grammar	30 Marks

Model Question Paper

Unit I and Unit II

I. Answer any Five questions of the following **(5x2=10 Marks)**

1. What is the main theme of “The Story of an Hour”?
2. Who is the author of “Back from the West—And Unable to Find Lodging in Baroda”?
3. What symbolizes hope in “The Last Leaf” by O. Henry?
4. In which year was Aung San Suu Kyi's “Freedom from Fear” speech delivered?
5. What does the nightingale represent in Oscar Wilde's “The Nightingale and the Rose”?
6. Who is the speaker in Robert Frost's poem “Stopping by Woods on a Snowy Evening”?

7. Name one method of killing a man mentioned in “Five Ways to Kill a Man” by Edwin Brock.
8. What does the “caged bird” symbolize in Maya Angelou's poem?

II. Answer any SIX questions in a paragraph or two (6x5=30 Marks)

1. Describe the emotional journey of Mrs. Mallard in “The Story of an Hour.”
2. Discuss the social commentary in Dr. B.R. Ambedkar's “Back from the West— And Unable to Find Lodging in Baroda.”
3. Explain the significance of the last leaf in O. Henry's story.
4. How does Bertolt Brecht critique censorship and oppression in the “Burning of Books” Examine.
5. What is the significance of the journey in Robert Frost’s “Stopping by Woods on a Snowy Evening?” Explain.
6. Analyse the symbolic significance of the caged bird in Maya Angelou’s poem.

III Answer any ONE of the following in a page or two. (1x10= 10 Marks)

1. Discuss the central theme of “Freedom from Fear”
2. Discuss the contrast between the Nightingale’s understanding of love and the human characters’ perception of love in “The Nightingale and the Rose.”
3. Discuss the themes of duty and contemplation in Robert Frost’s “Stopping by Woods on a Snowy Evening.”

Unit III

IV. Read the passage below and answer the following questions:

The ancient forest was a place of mystery and legend. The towering trees, with their thick, knotted roots, seemed to hold secrets from centuries past. Many travelers who ventured into the forest spoke of strange sounds and fleeting shadows, while others claimed to have seen mystical creatures that vanished as quickly as they appeared.

Despite the tales, the forest remained a place of refuge for those who sought solitude and peace.

Questions:

1. Answer the following questions in one word or phrase: (1x4=4 Marks)

- 1) What kind of place is the forest described as?
- 2) What do the travelers report hearing in the forest?
- 3) What do some travelers claim to have seen in the forest?
- 4) For what do some people seek the forest?

2. Answer the following questions in a sentence or two: (2x2=4 Marks)

- 1) How does the passage describe the trees in the forest?
- 2) What is the general mood or atmosphere of the forest as depicted in the passage?

3. Identify the part of speech of the underlined words in the following sentences: (1x4=4 Marks)

- 1) The cat swiftly climbed the tree.
- 2) Happiness is the key to a good life.
- 3) The children played in the garden.
- 4) Wow! that was an amazing performance.

4. Answer the following as directed. (1x4=4 Marks)

- 1) Provide a synonym for the word *mystical* from the passage.
- 2) Provide an antonym for the word *ancient* from the passage
- 3) Complete the sentence with the correct homophone: "The wind was so strong; it blew off the _ of the house". (roof/ruff)
- 4) What does the acronym **NASA** stand for?

5. Fill in the blanks with the correct articles or prepositions.**(1x6=6 Marks)**

- 1). _ forest was known for the tall trees.
- 2) They decided to explore the forest _ night.
- 3) She found _ old book hidden in the attic.
- 4) The flowers bloomed beautifully _ spring.
- 5) He walked _ the bridge early in the morning.
- 6) There was _ unique charm in the ancient town.

6. Match the following idioms with their meanings.**(1x4=4 Marks)**

1. Break the ice
 - a) Start a conversation
 - b) Cause trouble
 - c) End a relationship
2. Once in a blue moon
 - a) Very rarely
 - b) Very frequently
 - c) All the time
3. Hit the sack
 - a) Go to bed
 - b) Go to work
 - c) Hit someone
4. Bite the bullet
 - a) Avoid a situation
 - b) Face a difficult situation bravely

c) Argue with someone

7. Rewrite the sentences to reflect the correct degree of comparison. (1x4=4 Marks)

- 1) She is more intelligent than her brother. (Use: less intelligent)
- 2) This is the fastest car I have ever seen. (Use: faster)
- 3) The exam was as difficult as last year's. (Use: more difficult)
- 4) He is the best player in the team. (Use: better)

I Semester (General English)

BSc/BCA Degrees

Total Contact Hours: 60

Course Credits: 03

Formative Assessment Marks: 20

Summative Assessment Marks: 80

Teaching Hours: 4 Hours per week

Duration of Exam: 03 Hours

Course Objectives

- Enhance students' ability to appreciate, interpret, and critically analyze a wide range of poetry and prose.
- Develop a solid foundation in functional grammar, enabling students to effectively apply grammatical rules in both written and spoken English.
- Encourage students to engage deeply with literary texts.
- Equip students with the necessary vocabulary, grammar, and comprehension skills to excel in competitive exams.

Learning Outcomes:

- Students will demonstrate the ability to analyze and interpret poems and prose.
- Students will accurately apply grammatical rules, including the use of parts of speech, articles, prepositions, and degrees of comparison.
- Students will develop the ability to effectively comprehend and analyze diverse texts.
- Students will acquire a rich vocabulary and the ability to use idiomatic expressions and phrases appropriately.

Contents

Unit I: Poetry

(15 Hours)

- | | |
|-----------------------------------|----------------------------|
| 1. The Tide Rises, The Tide Falls | Henry Wadsworth Longfellow |
| 2. Fear | Kahlil Gibran |
| 3. Flower | Lord Alfred Tennyson |

- | | |
|-----------------------------|--------------------|
| 4. Astronomer | A.K.Ramanujan |
| 5. The True Meaning of Life | Patricia A Fleming |

Unit II: Prose**(20 Hours)**

- | | |
|---|------------------|
| 1. A Tale of Two Bullocks 1 | Munshi Premchand |
| 2. When the Yogurt Took Over; A Short Story | John Scalzi |
| 3. The Three Questions | Leo Tolstoy |
| 4. The Tell Tale Heart | Edgar Allan Poe |
| 5. The Lottery Ticket | Anton Chekhov |

Unit III: Functional Grammar**(25 Hours)**

This curriculum is designed to develop both the grammatical competence and practical application of English language skills in students. Each unit targets specific skills that contribute to overall language proficiency, ensuring a comprehensive learning experience. Additionally, it prepares pupils for competitive exams.

Section 1: Reading Comprehension

Objective: Develop skills to understand and interpret written texts.

Content

- Practice with diverse passages (narrative, descriptive, expository).
- Focus on extracting main ideas, identifying supporting details, and making inferences.
- Exercises include answering multiple-choice or comprehension questions (1x4=4 marks) and short-answer questions (2x2=4 marks).

Assessment

- One passage in the examination with comprehensive questions based on the content and structure.

Section 2: Parts of Speech

Objective: Recognize and use accurately different parts of speech in sentences.

Content

- Detailed study of nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections.
- Exercises on identifying and correcting parts of speech in sentences.

Assessment

- Short exercises requiring identification and usage of parts of speech.

Section 3: Vocabulary

Objective: Enhance word power for better comprehension and communication.

Content

- Synonyms, antonyms, homophones, homonyms, acronyms and their usage in the given context.
- Exercises focusing on selecting the correct word to complete sentences.

Assessment

- Vocabulary-based multiple-choice or fill-in-the-blank questions.

Section 4: Articles

Objective: Correct usage of articles (a, an, the) in sentences.

Content

- Rules and exceptions for using definite and indefinite articles.
- Common prepositions and their usage in different contexts.
- Exercises on inserting the correct articles and prepositions in sentences.

Assessment

- Sentences requiring the correct use of articles and prepositions.

Section 5: Idioms and Phrases

Objective: Understand and use idiomatic expressions in appropriate contexts.

Content:

- Commonly used idioms and phrases.
- Meaning and usage in sentences.
- Exercises on matching idioms with their meanings and using them in sentences.

Here's a list of commonly used idioms and phrases suitable for teaching at the undergraduate level:

1. Bite the bullet - To endure a painful situation bravely.
2. Break the ice - To initiate conversation or friendship.
3. Cost an arm and a leg - To be very expensive.
4. Hit the nail on the head - To identify something correctly.
5. Kill two birds with one stone - To accomplish two things with a single effort.
6. Let the cat out of the bag - To reveal a secret.
7. Piece of cake - Something very easy to do.
8. Under the weather - Feeling unwell or sick.
9. When pigs fly - Something that will never happen.
10. A blessing in disguise - Something good that isn't recognized at first.
11. Actions speak louder than words - What you do is more important than what you say.
12. Beat around the bush - Avoiding the main topic.
13. Burn the midnight oil - To work late into the night.
14. Curiosity killed the cat - Being overly curious can lead to trouble.
15. Don't cry over spilled milk - Don't worry about something that can't be changed.
16. Hit the sack - To go to bed.
17. Jump on the bandwagon - To join a popular trend or activity.
18. Pull someone's leg - To tease or joke with someone.
19. Take with a grain of salt - To not take something too seriously.
20. Up in arms - Very angry or outraged.
21. Bark up the wrong tree - To make a wrong assumption or pursue the wrong course of action.
22. Break the bank - To cost too much money.
23. Burn bridges - To destroy relationships or opportunities.
24. Caught between a rock and a hard place - Facing two difficult choices.
25. Cut corners - To do something in the easiest or cheapest way, often leading to poor results.
26. Devil's advocate - Someone who argues against something for the sake of debate, even if they don't actually disagree.
27. Every cloud has a silver lining - There's something good in every bad situation.
28. Give someone the cold shoulder - To ignore or be unfriendly to someone.
29. Go the extra mile - To make more effort than is expected.

30. Hit the ground running - To begin something energetically and successfully.
31. In the heat of the moment - Overwhelmed by emotions during an event.
32. It takes two to tango - Both parties involved in a situation or argument are responsible.
33. Jump the gun - To do something too soon, especially without thinking.
34. Keep your fingers crossed - To hope that something will happen in the way you want.
35. Leave no stone unturned - To search thoroughly or try everything possible.
36. On the ball - Alert and aware of what is happening.
37. Once in a blue moon - Something that happens very rarely.
38. Pull out all the stops - To do everything possible to make something successful.
39. Raining cats and dogs - To rain very heavily.
40. The ball is in your court - It's your decision or responsibility to take the next step.
41. The last straw - The final problem in a series of problems that makes a situation unbearable.
42. Throw in the towel - To give up or admit defeat.
43. Time flies when you're having fun - Time seems to pass quickly when you're enjoying yourself.
44. To be on cloud nine - To be extremely happy.
45. Walk on eggshells - To be very careful about what you say or do to avoid upsetting someone.
46. Water under the bridge - Past events that are no longer considered important.
47. You can't judge a book by its cover - Don't judge something based on its appearance.
48. Your guess is as good as mine - I have no idea; I don't know either.
49. A dime a dozen - Something very common and not of much value.
50. Spill the beans - To reveal a secret or disclose information prematurely.

Assessment:

- Multiple-choice questions or sentence completion exercises using idioms.

Section 6: Degrees of Comparison

Objective: Apply the correct form of adjectives and adverbs to show comparison.

Content

- Positive, comparative, and superlative forms of adjectives.
- Forming and using comparative and superlative degrees in sentences.

- Exercises on transforming sentences to reflect different degrees of comparison.

Assessment

- Exercises requiring the use of appropriate degrees of comparison.

Question Paper Pattern

Unit I and II Poetry and Prose	50 Marks
Unit III Functional Grammar	30 Marks

Model Question Paper

Unit I and II

I. Answer any FIVE questions of the following. (5x2=10 Marks)

1. What is the recurring natural event in "The Tide Rises, The Tide Falls" by Henry Wadsworth Longfellow?
2. Who wrote the poem "Fear"?
3. What is the central symbol in Lord Alfred Tennyson's "Flower"?
4. In "Astronomer" by A.K. Ramanujan, what profession does the protagonist hold?
5. Who is the author of "The True Meaning of Life"?
6. What triggers the main conflict in "A Tale of Two Bullocks" by Munshi Premchand?
7. What unique event is central to the story "When the Yogurt Took Over" by John Scalzi?
8. What moral dilemma is presented in Anton Chekhov's "The Lottery Ticket"?

II. Answer any SIX questions in a paragraph or two. (6x5=30 Marks)

1. Analyze how the passage of time is depicted in Longfellow's poem "The Tide Rises, The Tide Falls."
2. Discuss the theme of fear in Khalil Gibran's poem "Fear."
3. Describe the metaphorical significance of the flower in Tennyson's poem "Flower."
4. How does A.K. Ramanujan explore the relationship between science and philosophy in "Astronomer"?
5. Discuss the moral lessons conveyed in Leo Tolstoy's story "The Three Questions."
6. Explain the psychological tension in Edgar Allan Poe's "The Tell-Tale Heart."
7. Examine the role of symbolism in "The Lottery Ticket" by Anton Chekhov.
8. Analyze the depiction of character development in "When the Yogurt Took Over" by John Scalzi.
9. Describe the narrative style used in "A Tale of Two Bullocks" by Munshi Premchand.

III. Answer any ONE question in a page or two. (1x10 =10 Marks)

1. Explore the theme of mortality in "The Tide Rises, The Tide Falls" by Longfellow and "Fear" by Khalil Gibran. How do both poets approach the subject differently?
2. Compare the depiction of human values in "A Tale of Two Bullocks" by Munshi Premchand and "The Three Questions" by Leo Tolstoy.
3. Discuss the theme of guilt and conscience in "The Tell-Tale Heart" by Edgar Allan Poe. How does the author use symbolism and narrative style to enhance these themes?

Unit III

Read the passage below and answer the following questions:

The ancient forest was a place of mystery and legend. The towering trees, with their thick, knotted roots, seemed to hold secrets from centuries past. Many travelers who ventured into the forest spoke of strange sounds and fleeting shadows, while others claimed to have seen mystical creatures that vanished as quickly as they appeared.

Despite the tales, the forest remained a place of refuge for those who sought solitude and peace.

Questions:

1. Answer the following questions in one word or phrase: (1x4=4 Marks)

- a) What kind of place is the forest described as?
- b) What do the travelers report hearing in the forest?
- c) What do some travelers claim to have seen in the forest?
- d) For what do some people seek the forest?

2. Answer the following questions in a sentence or two: (2x2=4 Marks)

- a) How does the passage describe the trees in the forest?
- b) What is the general mood or atmosphere of the forest as depicted in the passage?

3. Identify the part of speech of the underlined words in the following sentences: (1x4=4 Marks)

- a. The cat swiftly climbed the tree.
- b. Happiness is the key to a good life.
- c. The children played in the garden.
- d. Wow!, that was an amazing performance.

4. Answer the following as directed. (1x4=4 Marks)

- a. Provide a synonym for the word *mystical* from the passage.
- b. Provide an antonym for the word *ancient* from the passage
- c. Complete the sentence with the correct homophone: "The wind was so strong; it blew off the _ of the house" (roof/ruff).
- d. What does the acronym **NASA** stand for?

5. Fill in the blanks with the correct articles or prepositions.**(1x6=6 Marks)**

- a. -----forest was known for the tall trees.
- b. They decided to explore the forest _ night.
- c. She found _ old book hidden in the attic.
- d. The flowers bloomed beautifully _ spring.
- c. He walked _ the bridge early in the morning.
- d. There was _ unique charm in the ancient town.

6. Match the following idioms with their meanings.**(1x4=4 Marks)**

1. Break the ice
 - a) Start a conversation
 - b) Cause trouble
 - c) End a relationship
2. Once in a blue moon
 - a) Very rarely
 - b) Very frequently
 - c) All the time
3. Hit the sack
 - a) Go to bed
 - b) Go to work
 - c) Hit someone
4. Bite the bullet
 - a) Avoid a situation
 - b) Face a difficult situation bravely
 - c) Argue with someone

7. Rewrite the sentences to reflect the correct degree of comparison. (1x4=4 Marks)

- a. She is more intelligent than her brother. (Use: less intelligent)
- b. This is the fastest car I have ever seen. (Use: faster)
- c. The exam was as difficult as last year's. (Use: more difficult)
- c. He is the best player in the team. (Use: better)

I Semester (General English)

BCom/BBA Degrees

Total Contact Hours: 60

Course Credits: 03

Formative Assessment Marks: 20

Summative Assessment Marks: 80

Teaching Hours: 4 Hours per week

Duration of Exam: 03 Hours

Course Objectives

- Enable students to engage deeply with poetry and prose, fostering an appreciation for diverse literary forms
- Strengthen students' understanding and application of functional grammar, focusing on the practical use of language
- Cultivate students' ability to think critically and independently,
- Equip students with the vocabulary, grammatical precision, and comprehension skills

Learning Outcome

- Students will be able to analyze and interpret themes, symbols, and literary techniques in the poetry and prose.
- Students will accurately identify and apply different parts of speech, use articles and prepositions correctly, and effectively.
- Students will develop the ability to comprehend and critically analyze complex passages.
- Students will demonstrate improved vocabulary and the ability to use grammar and idioms appropriately.

Contents

Unit 1: Poetry

(15 Hours)

1. Chimney Sweepers.
2. 5: 46, Andheri Local

William Blake
Arundhati Subramaniam

3. Oh, Great Poet.	Daya Pawar
4. River.	A K Ramanujan
5. Ulysses	Tennyson

Unit 2: Prose**(20 Hours)**

1. How to Escape from Intellectual Rubbish	Bertrand Russell
2. A Little bit of What You Fancy.	Desmond Morris
3. The Bet.	Anton Chekhov
4. The Forum.	William Shakespeare
5. Annihilation of Caste (Excerpts 1.1 to 2.10)	Dr B R Ambedkar

Unit 3: Functional Grammar**(25 hours)**

This curriculum is designed to develop both the grammatical competence and practical application of English language skills in students. Each unit targets specific skills that contribute to overall language proficiency, ensuring a comprehensive learning experience. Additionally, it prepares pupils for competitive exams.

Section 1: Reading Comprehension

Objective: Develop skills to understand and interpret written texts.

Content

- Practice with diverse passages (narrative, descriptive, expository).
- Focus on extracting main ideas, identifying supporting details, and making inferences.
- Exercises include answering multiple-choice or comprehension questions (1x4=4 marks) and short-answer questions (2x2=4 marks).

Assessment

- One passage in the examination with comprehensive questions based on the content and structure.

Section 2: Parts of Speech

Objective: Recognize and use accurately different parts of speech in sentences.

Content

- Detailed study of nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections.
- Exercises on identifying and correcting parts of speech in sentences.

Assessment

- Short exercises requiring identification and usage of parts of speech.

Section 3: Vocabulary

Objective: Enhance word power for better comprehension and communication.

Content

- Synonyms, antonyms, homophones, homonyms, acronyms and their usage in the given context.
- Exercises focusing on selecting the correct word to complete sentences.

Assessment

- Vocabulary-based multiple-choice or fill-in-the-blank questions.

Section 4: Articles

Objective: Correct usage of articles (a, an, the) in sentences.

Content

- Rules and exceptions for using definite and indefinite articles.
- Common prepositions and their usage in different contexts.
- Exercises on inserting the correct articles and prepositions in sentences.

Assessment

- Sentences requiring the correct use of articles and prepositions.

Section 5: Idioms and Phrases

Objective: Understand and use idiomatic expressions in appropriate contexts.

Content:

- Commonly used idioms and phrases.
- Meaning and usage in sentences.
- Exercises on matching idioms with their meanings and using them in sentences.

Here's a list of commonly used idioms and phrases suitable for teaching at the undergraduate level:

1. Bite the bullet - To endure a painful situation bravely.
2. Break the ice - To initiate conversation or friendship.
3. Cost an arm and a leg - To be very expensive.
4. Hit the nail on the head - To identify something correctly.
5. Kill two birds with one stone - To accomplish two things with a single effort.
6. Let the cat out of the bag - To reveal a secret.
7. Piece of cake - Something very easy to do.
8. Under the weather - Feeling unwell or sick.
9. When pigs fly - Something that will never happen.
10. A blessing in disguise - Something good that isn't recognized at first.
11. Actions speak louder than words - What you do is more important than what you say.
12. Beat around the bush - Avoiding the main topic.
13. Burn the midnight oil - To work late into the night.
14. Curiosity killed the cat - Being overly curious can lead to trouble.
15. Don't cry over spilled milk - Don't worry about something that can't be changed.
16. Hit the sack - To go to bed.
17. Jump on the bandwagon - To join a popular trend or activity.
18. Pull someone's leg - To tease or joke with someone.
19. Take with a grain of salt - To not take something too seriously.
20. Up in arms - Very angry or outraged.
21. Bark up the wrong tree - To make a wrong assumption or pursue the wrong course of action.
22. Break the bank - To cost too much money.
23. Burn bridges - To destroy relationships or opportunities.
24. Caught between a rock and a hard place - Facing two difficult choices.
25. Cut corners - To do something in the easiest or cheapest way, often leading to poor results.
26. Devil's advocate - Someone who argues against something for the sake of debate, even if they don't actually disagree.
27. Every cloud has a silver lining - There's something good in every bad situation.

28. Give someone the cold shoulder - To ignore or be unfriendly to someone.
29. Go the extra mile - To make more effort than is expected.
30. Hit the ground running - To begin something energetically and successfully.
31. In the heat of the moment - Overwhelmed by emotions during an event.
32. It takes two to tango - Both parties involved in a situation or argument are responsible.
33. Jump the gun - To do something too soon, especially without thinking.
34. Keep your fingers crossed - To hope that something will happen in the way you want.
35. Leave no stone unturned - To search thoroughly or try everything possible.
36. On the ball - Alert and aware of what is happening.
37. Once in a blue moon - Something that happens very rarely.
38. Pull out all the stops - To do everything possible to make something successful.
39. Raining cats and dogs - To rain very heavily.
40. The ball is in your court - It's your decision or responsibility to take the next step.
41. The last straw - The final problem in a series of problems that makes a situation unbearable.
42. Throw in the towel - To give up or admit defeat.
43. Time flies when you're having fun - Time seems to pass quickly when you're enjoying yourself.
44. To be on cloud nine - To be extremely happy.
45. Walk on eggshells - To be very careful about what you say or do to avoid upsetting someone.
46. Water under the bridge - Past events that are no longer considered important.
47. You can't judge a book by its cover - Don't judge something based on its appearance.
48. Your guess is as good as mine - I have no idea; I don't know either.
49. A dime a dozen - Something very common and not of much value.
50. Spill the beans - To reveal a secret or disclose information prematurely.

Assessment:

- Multiple-choice questions or sentence completion exercises using idioms.

Section 6: Degrees of Comparison

Objective: Apply the correct form of adjectives and adverbs to show comparison.

Content

- Positive, comparative, and superlative forms of adjectives.

- Forming and using comparative and superlative degrees in sentences.
- Exercises on transforming sentences to reflect different degrees of comparison.

Assessment

- Exercises requiring the use of appropriate degrees of comparison.

Question Paper Pattern

Unit I and II Poetry and Prose	50 Marks
Unit III Functional Grammar	30 Marks

Model Question Paper

Unit I and Unit II

I. Answer any FIVE of the following. (5x2=10 Marks)

1. What is the profession of the children in William Blake's "Chimney Sweepers"?
2. Who wrote the poem, "5:46, Andheri Local"?
3. What is the central idea of Daya Pawar's poem "Oh Great Poet"?
4. In A.K. Ramanujan's poem "River," what is the river's symbolic significance?
5. Who is the protagonist in Tennyson's "Ulysses"?
6. What does Bertrand Russell advise readers to be cautious of in "How to Escape from Intellectual Rubbish"?
7. What theme does Desmond Morris explore in "A Little bit of What You Fancy"?
8. What is the primary conflict in Anton Chekhov's "The Bet"?

II. Answer any SIX of the following in a paragraph or two. (6x5 = 30 Marks)

1. How does William Blake critique society in "Chimney Sweepers"?

2. Discuss the significance of the journey in Arundhati Subramaniyan's "5:46, Andheri Local."
3. What does Daya Pawar's "Oh Great Poet" reveal about the relationship between the poet and society?
4. Analyze the imagery used by A.K. Ramanujan in "River" to convey the cyclic nature of life.
5. Explain the character of Ulysses in Tennyson's poem. How does he reflect the theme of adventure and exploration?
6. Discuss Bertrand Russell's perspective on critical thinking in "How to Escape from Intellectual Rubbish."
7. In "A Little bit of What You Fancy," how does Desmond Morris explore the concept of indulgence and restraint?
8. How does Dr. B.R. Ambedkar critique social inequality in the excerpts from "Annihilation of Caste"?

III. Answer any ONE of the question in a page or two. (1×10=10 Marks)

1. Compare the themes of social injustice in William Blake's "Chimney Sweepers" and Daya Pawar's "Oh Great Poet." How do both poets address the issue of inequality?
2. Analyze the theme of intellectual freedom in Bertrand Russell's "How to Escape from Intellectual Rubbish" and Dr. B.R. Ambedkar's "Annihilation of Caste."
3. Discuss the exploration of human desires and limitations in Tennyson's "Ulysses" and Desmond Morris's "A Little bit of What You Fancy."

Unit III

IV. Read the passage below and answer the following questions:

The ancient forest was a place of mystery and legend. The towering trees, with their thick, knotted roots, seemed to hold secrets from centuries past. Many travelers who ventured into the forest spoke of strange sounds and fleeting shadows, while others claimed to have seen mystical creatures that vanished as quickly as they appeared. Despite the tales, the forest remained a place of refuge for those who sought solitude and peace.

Questions:**1. Answer the following questions in one word or phrase: (1x4=4 Marks)**

- a) What kind of place is the forest described as?
- b) What do the travelers report hearing in the forest?
- c) What do some travelers claim to have seen in the forest?
- d) For what do some people seek the forest?

2. Answer the following questions in a sentence or two: (2x2=4 Marks)

- a) How does the passage describe the trees in the forest?
- b) What is the general mood or atmosphere of the forest as depicted in the passage?

3. Identify the part of speech of the underlined words in the following sentences: (1x4=4 Marks)

- a. The cat swiftly climbed the tree.
- b. Happiness is the key to a good life.
- c. The children played in the garden.
- d. Wow!, that was an amazing performance.

4. Answer the following as directed. (1x4=4 Marks)

- a. Provide a synonym for the word *mystical* from the passage.
- b. Provide an antonym for the word *ancient* from the passage
- c. Complete the sentence with the correct homophone: "The wind was so strong; it blew off the _ of the house" (roof/ruff).
- d. What does the acronym **NASA** stand for?

5. Fill in the blanks with the correct articles or prepositions. (1x6=6 Marks)

- a. _ forest was known for the tall trees.
- b. They decided to explore the forest _ night.
- c. She found _ old book hidden in the attic.
- d. The flowers bloomed beautifully _ spring.
- c. He walked _ the bridge early in the morning.
- d. There was _ unique charm in the ancient town.

6. Match the following idioms with their meanings.

(1x4=4 Marks)

1. Break the ice

- a) Start a conversation
- b) Cause trouble
- c) End a relationship

2. Once in a blue moon

- a) Very rarely
- b) Very frequently
- c) All the time

3. Hit the sack

- a) Go to bed
- b) Go to work
- c) Hit someone

4. Bite the bullet

- a) Avoid a situation
- b) Face a difficult situation bravely
- c) Argue with someone

7. Rewrite the sentences to reflect the correct degree of comparison. (1x4=4 Marks)

- a. She is more intelligent than her brother. (Use: less intelligent)
- b. This is the fastest car I have ever seen. (Use: faster)
- c. The exam was as difficult as last year's. (Use: more difficult)
- c. He is the best player in the team. (Use: better)

II Semester (General English)

BA/BSW/BVA Degrees

Total Contact Hours: 60

Course Credits: 03

Formative Assessment Marks: 20

Summative Assessment Marks: 80

Teaching Hours: 4 Hours per week

Duration of Exam: 03 Hours

Course Objectives

- Enable students to appreciate and critically analyze prose and poetry.
- Improve students' functional grammar skills and vocabulary, essential for effective communication.
- Equip students with the ability to interpret and analyze written texts, including comprehension of main ideas.
- Provide focused practice on grammatical components, comprehension, and vocabulary to prepare students for competitive exams.

Learning Outcome

- Students will be able to analyze and interpret themes, characters, and literary devices in various prose and poetry selections.
- Students will accurately identify and use different parts of speech, articles, prepositions, and degrees of comparison.
- Students will develop the ability to effectively comprehend and interpret diverse passages.
- Students will demonstrate improved vocabulary and the ability to use idioms, phrases.

Contents

Unit 1: Prose **(20 Hours)**

1. "The Open Window" by Saki (H.H. Munro)
2. "The Pleasure of Books" by William Lyon Phelps
3. "The Tell-Tale Heart" by Edgar Allan Poe
4. "The Death of the Moth" by Virginia Woolf
5. "The Barber's Trade Union" by Mulk Raj Anand

Unit 2: Poetry **(15 Hours)**

6. "A Valediction: Forbidding Mourning" by John Donne
7. "She Dwelt among the Untrodden Ways" by William Wordsworth
8. "Richard Cory" by Edwin Arlington Robinson
9. "My Father Returning Home" by Dilip Chitre
10. "The City and I" by Arundhati Subramaniam

Unit 3: Functional Grammar **(25 Hours)**

This curriculum is designed to develop both the grammatical competence and practical application of English language skills in students. Each unit targets specific skills that contribute to overall language proficiency, ensuring a comprehensive learning experience. Additionally, it prepares pupils for competitive exams.

Tenses: Understanding the various forms of verbs and auxiliary verbs.

Sentence Transformation:

- **Active and Passive Voice:** Understanding and converting between them (e.g., "The chef cooked the meal" vs. "The meal was cooked by the chef").
- **Direct and Indirect Speech:** Converting direct speech into indirect speech and vice versa.

Paragraph Structure:

- **Topic Sentences:** Crafting effective topic sentences.
- **Supporting Details:** Organizing and developing ideas within paragraphs.

Error Analysis and Correction

- Common grammatical errors: subject-verb agreement, tense consistency, etc.

Question Paper Pattern

Unit I and II Poetry and Prose	50 Marks
Unit III Functional Grammar	30 Marks

Model Question Paper

Unit 1 and Unit 2

1. Answer any 5 out of 8 questions in a sentence or two. (5×2 = 10 Marks)

1. What is the main twist in Saki's "The Open Window"?
2. What is the central theme of William Lyon Phelps's "The Pleasure of Books"?
3. What drives the narrator to confess the murder in Edgar Allan Poe's "The Tell-Tale Heart"?
4. How does Virginia Woolf describe the moth in "The Death of the Moth"?
5. What is the central theme of John Donne's "Valediction: Forbidding Mourning"?
6. What imagery does William Wordsworth use in "She Dwelt among the Untrodden Ways"?
7. What is the significance of the character Richard Cory in Edwin Arlington Robinson's poem?
8. How does Dilip Chitre depict the return of the father in "My Father Returning Home"?

2. Answer any SIX questions of the following in a paragraph or two. (6×5 = 30 Marks)

1. Analyze the character of Vera in Saki's "The Open Window" and her role in the story's climax.
2. How does William Lyon Phelps articulate the joy of reading in "The Pleasure of Books"?

3. Discuss the use of symbolism in Edgar Allan Poe's "The Tell-Tale Heart" and its effect on the reader.
4. How does Virginia Woolf use the moth as a symbol in "The Death of the Moth"?
5. What social commentary is embedded in Mulk Raj Anand's "The Barber's Trade Union"?
6. Discuss the concept of eternal love in John Donne's "A Valediction: Forbidding Mourning."
7. How does William Wordsworth evoke a sense of solitude and loss in "She Dwelt among the Untrodden Ways"?
8. Analyze the themes of isolation and disparity in Edwin Arlington Robinson's "Richard Cory."
9. How does Arundhati Subramaniam portray urban life in her poem "In the City"?

3. Answer any ONE question of the following in a page or two. (1×10=10 Marks)

1. Compare the exploration of psychological states in Edgar Allan Poe's story.
2. Discuss the portrayal of societal roles and expectations in Mulk Raj Anand's "The Barber's Trade Union"
3. Analyze the use of imagery and symbolism in John Donne's "A Valediction: Forbidding Mourning"

Unit III

1. Fill in the blanks with the correct forms of the verbs given in brackets:

(4x1=4 Marks)

- a) She _____ (study) for her exams when I called her yesterday.
- b) By next year, they _____ (complete) the project.
- c) The dog _____ (bark) loudly all night long.
- d) We _____ (not see) him for months.

2. Identify the tense in the following sentences: (3x1 = 3 Marks)

- a) She had been working in the garden since morning.
- b) They will be arriving at the station soon.
- c) I eat breakfast at 8 AM every day.

3. Fill in the blanks with the correct form of auxiliary verbs (3x1=3 Marks)

- a) She _____ (have) finished her homework by the time you arrive.
- b) We _____ (be) playing football when it started raining.
- c) They _____ (do) not want to leave early.

4. Change the following sentences from Active to Passive Voice: (3x2=6 Marks)

- a) The manager will give you the details tomorrow.
- b) They have invited her to the party.
- c) The chef cooked the meal.

5. Convert the following sentences from Direct to Indirect Speech: (2x2=4 Marks)

- a) She said, "I am going to the market."
- b) The teacher said to the students, "Finish your homework before the next class."

6. Write a paragraph on one of the following topics (1x5=5 Marks)

- a) The importance of time management for students.
- b) The benefits of learning a second language.

7. Correct errors in the following sentences : (5x1=5 Marks)

- a) She don't like ice cream.
- b) The team have won the match yesterday.
- c) Each of the students were given a book.
- d) They is going to the park now.

e) If I will see him, I will tell him the news.

II Semester (General English)

BSc/BCA Degrees

Total Contact Hours: 60

Course Credits: 03

Formative Assessment Marks: 20

Summative Assessment Marks: 80

Teaching Hours: 4 Hours per week

Duration of Exam: 03 Hours

Course Objectives

- Enhance students' ability to appreciate, interpret, and critically analyze a wide range of poetry and prose.
- Develop a solid foundation in functional grammar, enabling students to effectively apply grammatical rules in both written and spoken English.
- Encourage students to engage deeply with literary texts.
- Equip students with the necessary vocabulary, grammar, and comprehension skills to excel in competitive exams.

Learning Outcomes:

- Students will demonstrate the ability to analyze and interpret poems and prose.
- Students will accurately apply grammatical rules, including the use of parts of speech, articles, prepositions, and degrees of comparison.
- Students will develop the ability to effectively comprehend and analyze diverse texts.
- Students will acquire a rich vocabulary and the ability to use idiomatic expressions and phrases appropriately.

Contents

Unit I: Poetry

(15 Hours)

1. Design
2. The World is Too Much with Us
3. Ozymandias
4. As You Go Through Life
5. I Live on a Road

Robert Frost
William Wordsworth
Percy Bysshe Shelley
Ella Wheeler Wilcox
Arundhati Subramaniam

Unit II: Prose**(20 Hours)**

1. The Egg	Andy Weir
2. They Are Made Out of Meat	Terry Bisson
3. The Gift of the Magi	O Henry
4. Pale Blue Dot (You Are Here)	Carl Sagan
5. Last Question	Isac Asimov

Unit III: Functional Grammar**(25 Hours)**

This curriculum is designed to develop both the grammatical competence and practical application of English language skills in students. Each unit targets specific skills that contribute to overall language proficiency, ensuring a comprehensive learning experience. Additionally, it prepares pupils for competitive exams.

Tenses: Understanding the various forms of verbs and auxiliary verbs.

Sentence Transformation:

- **Active and Passive Voice:** Understanding and converting between them (e.g., "The chef cooked the meal" vs. "The meal was cooked by the chef").
- **Direct and Indirect Speech:** Converting direct speech into indirect speech and vice versa.

Paragraph Structure:

- **Topic Sentences:** Crafting effective topic sentences.
- **Supporting Details:** Organizing and developing ideas within paragraphs.

Error Analysis and Correction

- Common grammatical errors: subject-verb agreement, tense consistency, etc.

Question Paper Pattern

Unit I and II Poetry and Prose	50 Marks
Unit III Functional Grammar	30 Marks

Model Question Paper

Sample Question Paper

Total Marks: 80

Duration: 3 Hours

Unit 1 and Unit 2

I. Answer any 5 out of 8 questions in a sentence or two. (5×2=10 Marks)

1. What does Robert Frost suggest about fate and life in his poem "Design"?
2. What does William Wordsworth lament about in "The World is Too Much with Us"?
3. How does Percy Bysshe Shelley portray the theme of impermanence in "Ozymandias"?
4. What message does Ella Wheeler Wilcox convey in "As You Go Through Life"?
5. In "I Live on a Road," how does Arundhati Subramaniam reflect on the journey of life?
6. What is the key revelation in Andy Weir's "The Egg"?
7. How does Terry Bisson's "They Are Made Out of Meat" challenge the concept of life and intelligence?
8. What is the main theme of O. Henry's "The Gift of the Magi"?

II. Answer any 6 out of 9 questions in a paragraph or two. (6×5=30 Marks)

1. Discuss the theme of design and purpose in Robert Frost's poem "Design."

2. How does Wordsworth criticize industrialization in "The World is Too Much with Us"?
3. Analyze the imagery and symbolism in Percy Bysshe Shelley's "Ozymandias."
4. What life advice does Ella Wheeler Wilcox offer in "As You Go Through Life"?
5. How does Arundhati Subramaniam use the road as a metaphor for life in "I Live on a Road"?
6. How does Andy Weir explore the idea of reincarnation and interconnectedness in "The Egg"?
7. What philosophical questions about consciousness does Terry Bisson raise in "They Are Made Out of Meat"?
8. How does Carl Sagan's "Pale Blue Dot" prompt readers to reflect on humanity's place in the universe?
9. Discuss the concept of cosmic purpose and human destiny in Isaac Asimov's "The Last Question."

III. Answer any 1 out of 3 questions in a page or two. (1×10=10 Marks)

1. Compare and contrast the themes of human insignificance and the grandeur of the universe as portrayed in Carl Sagan's "Pale Blue Dot" and Percy Bysshe Shelley's "Ozymandias."
2. Discuss the exploration of selflessness and sacrifice in O. Henry's "The Gift of the Magi"
3. Analyze the role of science fiction in addressing existential questions in Isaac Asimov's "The Last Question"

Unit III

IV. Fill in the blanks with the correct forms of the verbs given in brackets:

(4×1=4 Marks)

1. She _____ (study) for her exams when I called her yesterday.
2. By next year, they _____ (complete) the project.

3. The dog _____ (bark) loudly all night long.

4. We _____ (not see) him for months.

V. Identify the tense in the following sentences: (3x1=3 Marks)

1. She had been working in the garden since morning.

2. They will be arriving at the station soon.

3. I eat breakfast at 8 AM every day.

VI. Fill in the blanks with the correct auxiliary verbs. (3x1=3 Marks)

1. She _____ (have) finished her homework by the time you arrive.

2. We _____ (be) playing football when it started raining.

3. They _____ (do) not want to leave early.

VII. Change the following sentences from Active to Passive Voice: (3x2=6 Marks)

1. The manager will give you the details tomorrow.

2. They have invited her to the party.

3. The chef cooked the meal.

VIII. Convert the following sentences from Direct to Indirect Speech:

(2x2=4 Marks)

1. She said,; I am going to the market.

2. The teacher said to the students,; Finish your homework before the next class.

IX. Write a paragraph on one of the following topics (1x5=5 Marks)

1. The importance of time management for students.

2. The benefits of learning a second language.

X. Correct the errors in the following sentences: (5x1=5 Marks)

1. She don't like ice cream.

2. The team have won the match yesterday.
3. Each of the students were given a book.
4. They is going to the park now.
5. If I will see him, I will tell him the news.

II Semester (General English)

BCom/BBA Degrees

Total Contact Hours: 60

Course Credits: 03

Formative Assessment Marks: 20

Summative Assessment Marks: 80

Teaching Hours: 4 Hours per week

Duration of Exam: 03 Hours

Course Objectives

- Enable students to engage deeply with poetry and prose, fostering an appreciation for diverse literary forms
- Strengthen students' understanding and application of functional grammar, focusing on the practical use of language
- Cultivate students' ability to think critically and independently,
- Equip students with the vocabulary, grammatical precision, and comprehension skills

Learning Outcome

- Students will be able to analyze and interpret themes, symbols, and literary techniques in the poetry and prose.
- Students will accurately identify and apply different parts of speech, use articles and prepositions correctly, and effectively.
- Students will develop the ability to comprehend and critically analyze complex passages.
- Students will demonstrate improved vocabulary and the ability to use grammar and idioms appropriately.

Contents

Unit 1: Poetry **(15 Hours)**

1. Ozymandias	Percy Bysshe Shelley
2. Success is Counted Sweetest	Emily Dickinson
3. Money	Philip Larkin.
4. God's Grandeur	Gerard Manley Hopkins
5. Cargoes	John Masefield

Unit 2: Prose **(20 Hours)**

1. The Gift of the Magi	O Henry
2. The Rocking Horse Winner	D.H. Lawrence
3. A Cup Of Tea	Katherine Mansfield
4. Quality	John Galsworthy
5. The Necklace	Guy de Maupassant

Unit 3: Functional Grammar **(25 Hours)**

This curriculum is designed to develop both the grammatical competence and practical application of English language skills in students. Each unit targets specific skills that contribute to overall language proficiency, ensuring a comprehensive learning experience. Additionally, it prepares pupils for competitive exams.

Tenses: Understanding the various forms of verbs and auxiliary verbs.

Sentence Transformation:

- **Active and Passive Voice:** Understanding and converting between them (e.g., "The chef cooked the meal" vs. "The meal was cooked by the chef").
- **Direct and Indirect Speech:** Converting direct speech into indirect speech and vice versa.

Paragraph Structure:

- **Topic Sentences:** Crafting effective topic sentences.
- **Supporting Details:** Organizing and developing ideas within paragraphs.

Error Analysis and Correction

- Common grammatical errors: subject-verb agreement, tense consistency, etc.

Question Paper Pattern

Unit I and II Poetry and Prose 50 Marks

Unit III Functional Grammar 30 Marks

Model Question Paper

Total Marks: 80

Duration: 3 Hours

Unit 1 and Unit 2

I. Answer any FIVE questions of the following in a sentence or two.

(5×2=10 Marks)

1. What is the main theme of "Ozymandias" by Percy Bysshe Shelley?
2. How does Emily Dickinson convey the value of success in "Success is Counted Sweetest"?
3. What does Philip Larkin's poem "Money" suggest about the role of money in society?
4. What is the central idea of Gerard Manley Hopkins's "God's Grandeur"?
5. What is the main twist in O. Henry's "The Gift of the Magi"?
6. How does D.H. Lawrence create suspense in "The Rocking-Horse Winner"?
7. What is the primary conflict in Katherine Mansfield's "A Cup of Tea"?
8. What does Guy de Maupassant's "The Necklace" reveal about social status and materialism?

II. Answer any SIX questions of the following in a paragraph or two.

(6×30 Marks)

1. Discuss the theme of impermanence in Percy Bysshe Shelley's "Ozymandias."
2. How does Emily Dickinson use imagery to express the concept of success in "Success is Counted Sweetest"?

3. Analyze the portrayal of money in Philip Larkin's "Money" and its impact on human behaviour.
4. Explain the use of natural imagery in Gerard Manley Hopkins's "God's Grandeur."
5. What does John Masefield's "Cargoes" suggest about the passage of time and human progress?
6. How does O. Henry's "The Gift of the Magi" explore the theme of selfless love?
7. In "The Rocking-Horse Winner," how does D.H. Lawrence critique materialism?
8. Discuss the theme of social class in Katherine Mansfield's "A Cup of Tea."
9. Analyze the depiction of pride and vanity in Guy de Maupassant's "The Necklace."

III. Answer any ONE question of the following in a page or two. (1×10=10 Marks)

1. Compare the exploration of the theme of materialism in Philip Larkin's "Money" and D.H. Lawrence's "The Rocking-Horse Winner."
2. Analyze the use of irony in "The Necklace" by Guy de Maupassant .
3. Discuss the portrayal of human ambition and its consequences in Percy Bysshe Shelley's "Ozymandias".

Unit III

IV. Fill in the blanks with the correct forms of the verbs given in brackets:

(4x1= 4 Marks)

1. She _____ (study) for her exams when I called her yesterday.
2. By next year, they _____ (complete) the project.
3. The dog _____ (bark) loudly all night long.
4. We _____ (not see) him for months.

V. Identify the tense in the following sentences:

(3x1= 3 Marks)

1. She had been working in the garden since morning.
2. They will be arriving at the station soon.
3. I eat breakfast at 8 AM every day.

VI. Fill in the blanks with the correct auxiliary verbs.

(3x1= 3 Marks)

1. She _____ (have) finished her homework by the time you arrive.
2. We _____ (be) playing football when it started raining.
3. They _____ (do) not want to leave early.

VII. Change the following sentences from Active to Passive Voice: (3x2= 6 Marks)

1. The manager will give you the details tomorrow.
2. They have invited her to the party.
3. The chef cooked the meal.

VIII. Convert the following sentences from Direct to Indirect Speech:

(2x2= 4 Marks)

1. She said, "I am going to the market."
2. The teacher said to the students, "Finish your homework before the next class."

IX. Write a paragraph on one of the following topics

(1x5= 5 Marks)

1. The importance of time management for students.
2. The benefits of learning a second language.

X. Correct the errors in the following sentences:

(5x1= 5 Marks)

1. She don't like ice cream.
2. The team have won the match yesterday.
3. Each of the students were given a book.
4. They is going to the park now.
5. If I will see him, I will tell him the news.

B.A. I Semester (Optional English)

Title of the Paper: Introduction to English Studies

Teaching Hours Per week	5
Credits	5
Total Marks: 100	(Semester End Exam: 80 + 20 Internal Assessment)

Course Objectives:

- To make students understand what it means to study English as a discipline
- To introduce students to Literary and Cultural Studies, making them sensitive to language, beauty and cultural politics.
- To equip students with a glossary of literary terms and techniques to enhance their understanding and appreciation of literary texts.
- To develop students' writing skills.
- To prepare students for advanced English Studies

Course Outcomes: After the completion of the course/paper

- Students will have a broad understanding of English as a discipline.
- Students will demonstrate their broad understanding of literary and cultural studies.
- Students will be able to identify literary terms, forms and techniques employed in literary texts
- Students will be capable of analyzing and appreciating literary texts from various literary periods and understanding their themes, structures, and stylistic devices.
- Students will be able to write independently about literary texts.

Contents

Unit I: Introduction to English and Literary Studies and Literary Forms (15 Hours)

Foundations of the Discipline.

English Studies as a Discipline: the difference between General English and Optional English.

English as a language, literature and culture.

English Studies: A short history of how the scope of English Studies has evolved over times.

What is literature? Literary language and the development of the idea of literature.

Why study literature? Cultural significance, moral and ethical insights, aesthetic appreciation and critical thinking.

Literary Forms:

Poetry: Introduction to Poetry including Kavya.

What to Expect of Poetry? (Hiriyanna)

Epic, Lyric, Sonnet, Elegy, Ode, Ballad, Poetic Allegory etc.

Theatre: Play and Drama: Tragedy, Comedy, Tragicomedy, One-Act Play.

Prose: Introduction to the language of Prose

Fiction: Understanding the novel form through its short history.

Fiction: Understanding the short story form through its short history.

Non-fiction: Essay and its types including Academic Essay, and Life Narratives.

Unit II: Literary Terms and Linguistic Competence for Literary Studies:**(15 Hours)****Literary Terms:**

Concepts for understanding poetry: Metaphor, Simile, Imagery, Hyperbole, Alliteration, Assonance, Rhyme, Meter etc.

Concepts for understanding theatre: Performance, Playwright and Director, Acting, Stage Setting, Dialogue, Monologue, Soliloquy.

Concepts for understanding fictional narrative: Story and Plot, Narrative Technique, Setting, Characterization, Point of View, Flashback, Foreshadowing.

Linguistic Competence for Literary Studies:

1 Introduction to language: What is language? Language and Literature.

3. Reading Skills:

- Reading Comprehension; exercises in loud reading (poetry recitation and reading dialogues from the plays and narratives from fiction).
- Reading Strategies: Skimming, scanning, and basic comprehension techniques.
- Critical Reading: Identifying main ideas and supporting details in short texts; close reading and reading for learning to write.

4. Writing Skills:

- Paragraph Writing: Structure of a paragraph, including topic sentences and supporting details.
- Essay Writing: Introduction to the structure of an essay, including thesis statements and paragraph organization.

Unit III: Poetry Analysis and Appreciation**(15 Hours)**

Orientation: *How to read poetry? Both recitation and meaning making; the relevance of poetry; aesthetic appreciation, sahridaya, and critical appreciation by way of writing on poems. Also, while teaching the following poems, the respective poetic forms to be introduced to the students.*

1. Epic: John Milton's *Paradise Lost* (Excerpts from Book I, the first stanza is an invocation and the second gives an overview of the story to unfold, total 35 lines). (just to introduce the idea of Epic).
2. Sonnet: William Shakespeare, sonnet number 130
3. Ballad: Thomas Campbell's 'Lord Ullin's Daughter'
4. Lyric: William Wordsworth's 'Daffodils'
5. Ode: John Keats' 'Ode to Autumn'
6. Elegy: W.H Auden's 'In Memory of W B Yeats'

Unit IV: Plays**(15 Hours)**

1. Rabindranath Tagore's *Chandalika*
2. W. W. Jacobs' "The Monkey's Paw" dramatized by Mara Rockliff

Unit V: I) Prose: Fiction**(15 Hours)**

1. Guy de Maupassant "The Diamond Necklace"
2. Nadine Gordimer's "Once Upon a Time"

II) Prose: Essay by Francis Bacon

1. Of Truth
2. Of Studies

References:

1. Abrams. M.H. 2009. *A Handbook of Literary Terms*. New Delhi: Cengage Learning
2. Eugene Eoyang. 2012. "Why Study Literature?" from *The Promise and Premise of Creativity*. London; Continuum.

3. Raymond Williams. 1977. "Literature" from *Marxism and Literature*. Oxford: OUP
4. Rita Felski. 2008. *The Uses of Literature*. Oxford: Blackwell
5. Robert Scholes. 1998. *The Rise and Fall of English*. New Heaven: Yale University Press.
6. Terry Eagleton. 2000. *Literary Theory: An Introduction*. New Delhi: Maya Blackwell Doaba Publications.
7. *The Edinburgh Introduction to Studying English Literature*.
8. William Henry Hudson. 2006. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers.
9. M. Hiriyanna. 1954. "What to Expect of Poetry?" from *Art Experience*. Mysore: Kavyalaya Publishers.
10. Françoise Grelled. 1981. *Developing Reading Skills*. Cambridge: CUP.
11. Thomas S. Kane. 2003. *The Oxford Essential Guide to Writing*. Oxford: OUP.

Question Paper Pattern

- Unit I 15 Marks
- Unit II 15 Marks
- Unit III 10 Marks
- Unit IV 20 Marks
- Unit V 20 Marks

Model Question Paper

Total Marks 80

Duration 03 Hours

(UNIT I-Introduction to English and Literary Studies and Literary Forms)

Answer any FIVE of the following.

(5x3=15 Marks)

1. Differentiate between General English and Optional English in the context of English Studies as a discipline.
2. Explain how English functions as a language, literature, and culture.
3. Outline the evolution of English Studies as a discipline over time.
4. Give an account of the idea of literature developed over the years.
5. Discuss the cultural significance and ethical insights gained from studying literature.

6. Define the term 'Epic' and discuss its significance in poetry.
7. What are the key characteristics of a Tragedy in theatre?
8. Explain the difference between a short story and a novel as forms of fictional prose.

(UNIT II-Literary Terms and Linguistic Competence for Literary Studies)

II. Write short notes on any THREE of the following. (3x5=15 Marks)

1. What is a simile? How do you distinguish it from metaphor?
2. What is the distinction between a monologue and a dialogue?
3. Write a note on the role of plot in a play.
4. Define language and explain its role in literature. How does language function as a tool for literary expression?
5. Discuss the relationship between language and literature. How does the choice of language impact the effectiveness of a literary work?
6. Analyze the following stanza to explain how the language used contributes to its overall theme.

Two roads diverged in a yellow wood,
 And sorry I could not travel both
 And be one traveler, long I stood
 And looked down one as far as I could
 To where it bent in the undergrowth;

(UNIT III - Poetry Analysis and Appreciation)

III. Answer any ONE of the following. (1x10=10 Marks)

1. Discuss the impact of the poet's recollection of the daffodils on his emotional state in "Daffodils." How does this memory affect him?
2. What role does the setting play in the ballad "Lord Ullin's Daughter?" How does it affect the mood of the poem?
3. What are the key images used in "Ode to Autumn" to represent the season, and how do they enhance the poem's themes?
4. What is the primary focus of W.H. Auden's elegy "In Memory of W.B. Yeats?" How does the poet express his grief and admiration?
5. How does Shakespeare treat the element of love in sonnet 130?

(UNIT IV - Play)**IV. Write short notes on any TWO of the following.****(2x5=10Marks)**

1. Sketch the character of Prakriti
2. The opening scene in *Chandalika*
3. The three wishes and their consequences in 'The Monkey's Paw'
4. The theme of fear and hate in 'The Monkey's Paw.'

V. Answer any ONE of the following.**(1x10= 10 Marks)**

1. "A little good act can change a person's life" Substantiate this statement with reference to *Chandalika*.
2. How does the monkey's paw affect the husband-wife relationship in the play? Examine.

(UNIT V- Prose)**VI. Write short notes on any TWO of the following.****(2x5=10 Marks)**

1. Discuss the idea of Truth as Bacon discusses in his essay.
2. Blending the elements of a fairy tale with social commentary in Nadine Gordimer's "Once Upon a Time"
3. The role of fear and its consequences in "Once Upon a Time."

V. Answer any ONE of the following.**(1x10=10 Marks)**

1. Explain how one little act of negligence can lead to total ruin with reference to "The Diamond Necklace?"
2. Discuss the balance Bacon suggests between reading, writing, and thinking in "Of Studies."

BA II Semester (Optional English)

Title of the Paper: English Literature from the Beginning to the 17th Century

Teaching Hours Per week	5
Credits	5
Total Marks: 100	(Semester End Exam: 80 + 20 Internal Assessment)

Course Objectives:

- a) to introduce students to the historical formation of English literature
- b) to introduce students to the beginnings of English literature
- c) to make students understand the Renaissance and Reformation
- d) to develop reading and writing competence among students

Course Outcomes: On successful completion of the course, the students will be able to

- a) identify the landmarks in the history of English literature
- b) read and appreciate literature of the Renaissance and Reformation period
- c) read and appreciate literary pieces
- d) write critical essays on prescribed texts

Contents

Unit I: History of English Literature

(15 Hours)

- Historical and Political Map of Europe and England
- The Formation of English Literary Culture: From the Beginning to the Reformation

- The History and Concepts of the Renaissance and the Reformation
- Literary History from the Beginning to the Reformation
 - Anglo-Saxon Literature/Old English Literature
 - Anglo-Norman Period (1066 AD to 1340 AD)
 - From Chaucer to *Tottle's Miscellany* (1400- 1557)
 - John Wycliff, Elizabethan Poetry before Spenser
 - Spenser and his poetry

Unit II: English Poetry I

(15 Hours)

- Introduction to Geoffrey Chaucer as the Father of English Poetry
- Introducing Chaucer's poetic style through the character of the Pardoner from *The Prologue to Canterbury Tales*.
- Introduction to English Sonneteers:
 - Thomas Wyatt's "They Flee from Me"
- Introduction to William Shakespeare as a Poet and Sonneteer.
- Introduction to Edmund Spenser as a Poet
 - Edmund Spenser's "One Day I Wrote her Name Upon the Strand"

Unit III: English Poetry II

(15 Hours)

- Introduction to Metaphysical Poetry: Characteristic Features
- John Donne's "Go and Catch a Falling Star"
- George Herbert's "The Pulley"
- Introduction to John Milton's works: "Lycidas"

Unit IV: The English Theatre

(15 Hours)

- The beginnings of English Drama: Mysteries, Miracle Plays, Interludes, The First English Tragedy and Comedy
 - University Wits: Robert Greene, John Lyly, Thomas Kid, Thomas Nash, George Peele, Christopher Marlowe,
 - The Culture of Elizabethan Theatre: Globe Theatre, Elizabethan Audience
- William Shakespeare. *Macbeth*. Edited and Abridged. Robin Belfield

- <https://cdn2.rsc.org.uk/sitefinity/education-pdfs/playmaking-packs-2023/playmaking-pack-macbeth.pdf>

Unit V: Show Your Acquaintance: Writing Skills for Literary Studies (15 Hours)

- Students are expected to write paragraphs under the guidance of teachers on major works of the period, such as ‘Show your acquaintance.’
- Apart from writing short write-ups on profiles of the major authors, students will write on major works, not covered above.
 - A write-up on the Elizabeth Theatre Culture
 - Christopher Marlow’s profile
 - *Doctor Faustus* and *The Jew of Malta*
 - Thomas Kyd’s profile and *The Spanish Tragedy*
 - William Shakespeare as Poet: “Venus and Adonis”
 - Andrew Marvell’s “To His Coy Mistress”
 - Thomas More’s *Utopia*
 - Francis Bacon’s *The New Atlantis*

References:

1. Andrew Gurr. 2009. *The Shakespearean Stage, (1574-1642)*. Cambridge University Press.
2. A.C. Bradley. 1991. *Shakespearean Tragedy*. Penguin.
3. Boris Ford. Ed. 1958. *Pelican Guide to English Literature*. Vol. I and II. Penguin.
4. Edward Albert. 2000. *History of English Literature*. OUP.
5. G.M. Travelyn. 1942. *The English Social History*. OUP.
6. G. Willson Knight. 1960. *The Wheel of Fire: Interpretations of Shakespearean Tragedy*. Methuen.
7. H.G Grieson, Ed. 1955. *The Metaphysical Poets*. Oxford University Press.
8. Oscar G Brockett and Franklin J. Hildy. 2013 *History of the Theatre*. Pearson.
9. Robert Tombs. 2015. *The English and Their History*. Vintage Books.
10. Thomas S. Kane. 2003. *The Oxford Essential Guide to Writing*. Oxford: OUP.

* Any standard English literary history may be referred to.

Question Paper Pattern

- Unit 1 15 Marks
- Unit 2 15 Marks
- Unit 3 10 Marks
- Unit 4 20 Marks
- Unit 5 20 Marks

Model Question Paper

Total Marks 80

Duration 03 Hours

Model Question Paper

(Unit I: History of English Literature)

I. Write short notes on any THREE of the following. (3x5=15 Marks)

1. Who were the early poets of English literature? Mention some of their works.
2. Who were the prominent prose writers during the Jacobean period? Write briefly about their contribution.
3. Write short notes on ballads in the fifteenth century.
4. Write a note on the restoration period.
5. What are the contributions of John Wycliff to the development of prose?

(Unit II: English Poetry I)

II. Write short notes on any THREE of the following. (3x5=15 Marks)

1. Write a note on Geoffrey Chaucer as the Father of English Poetry
2. Comment on Chaucer's poetic style in "The Prologue to Canterbury Tales."
3. Thomas Wyatt's "They Flee from Me"
4. How does Edmund Spenser treat the element of love in "One Day I Wrote her Name"

Upon the Strand?"

5. Explain the characteristic features of Shakespearean Sonnet

(Unit III: English Poetry II)

III. Answer any ONE of the following. (1x10= 10 Marks)

1. Evaluate John Donne's "Go and Catch a Falling Star" and George Herbert's "The Pulley" as metaphysical poems.
2. Evaluate "Lycidas" as an elegy.
3. What is metaphysical poetry? What are its characteristic features?

(Unit IV: The English Theatre)

III. Write Short notes on any TWO of the following. (2x5=10 Marks)

1. What was the religious source of drama?
2. Write short notes on the Mystery plays.
3. Write short notes on University Wits.

IV. Answer any one of the following. (1x10=10 Marks)

1. Sketch the character of Macbeth.
2. The role of the three witches in *Macbeth*.

(Unit V- Play)

V. Write short notes on any FOUR. (4x5=20 Marks)

1. The Elizabethan Theatre
2. Christopher Marlowe
3. *The Spanish Tragedy*
3. Thomas More's *Utopia*
4. Andrew Marvell's "To his Coy Mistress"
5. Shakespeare as poet